

Syllabus for B.A. (Hons.) Economics under CBCS Gauhati University
(To be effective from 2019-20 session)

Gauhati University offers BA (Hons) in Economics. Moreover, Economics can be taken up as one of the Disciplines in BA (Regular) and BSc (Regular) Programmes.

The template of the BA (Hons) programme is given below.

Course Structure for B.A. (Hons.) Economics:

There are a total of fourteen economics core courses that students are required to take across six semesters. All the core courses are compulsory. In addition to core courses in economics, a student of B.A. (Hons.) Economics will choose four Discipline Specific Elective (DSE) Courses. The Discipline Specific Elective (DSE) Courses are offered in the fifth and sixth semesters and two such courses will be selected by a student from a set of courses specified for each of these semesters (Groups I and II in the attached table). It is recommended that each college should offer at least three Discipline Specific Elective (DSE) Courses in the fifth and sixth semesters to allow the students some minimal element of choice.

The syllabi for the Discipline Specific Elective (DSE) Courses are provisional and subject to revision.

Contact Hours: Each course has 5 lectures and 1 tutorial (per group) per week. The size of a tutorial group is 8-10 students.

Note on Course Readings: The nature of several of the courses is such that only selected readings can be specified in advance. Reading lists should be updated and topic-wise readings should be specified at regular intervals, ideally on an annual basis.

Eligibility for Admission into BA Hons Economics: Given the quantitative requirements of the program, only students who have passed mathematics at the Class XII level are eligible for admission. [However not to deprive student who are currently at Higher Secondary level without Mathematics as one of the subjects and who have been considering opting for Economics (Major/Honours) course this eligibility criterion will be in force only from the third year of implementation of this syllabus. This was unanimously agreed upon in the meeting of the Under-Graduate Committee of Courses and Studies in Economics of Gauhati University held on 25/5/18]

Course Template - BA Honours in Economics

| <i>Semester</i> | <i>CORE COURSE</i> | <i>Ability Enhancement Compulsory Course (AECC)</i> | <i>Skill Enhancement Course (SEC)</i> | <i>Elective: Discipline Specific DSE</i> | <i>Elective: Generic (GE) #</i> |
|-------------------|--------------------|---|---------------------------------------|--|---------------------------------|
| <i>I</i> | <i>ECO HC 1016</i> | <i>English/MIL Communication</i> | | | <i>ECO HG 1016</i> |
| | <i>ECO HC 1026</i> | | | | |
| <i>II</i> | <i>ECO HC 2016</i> | <i>Environmental Science</i> | | | <i>ECO HG 2016</i> |
| | <i>ECO HC 2026</i> | | | | |
| <i>III</i> | <i>ECO HC 3016</i> | | <i>ECO SE 3014</i> | | <i>ECO HG 3016</i> |
| | <i>ECO HC 3026</i> | | | | |
| | <i>ECO HC 3036</i> | | | | |
| <i>IV</i> | <i>ECO HC 4016</i> | | <i>ECO SE 4014</i> | | <i>ECO HG 4016</i> |
| | <i>ECO HC 4026</i> | | | | |
| | <i>ECO HC 4036</i> | | | | |
| <i>V</i> | <i>ECO HC 5016</i> | | | <i>ECO HE 5016 * /ECO HE 5026 /ECO HE 5036</i> | |
| | <i>ECO HC 5026</i> | | | | |
| <i>VI</i> | <i>ECO HC 6016</i> | | | <i>ECO HE 6016 * /ECO HE 6026 /ECO HE 6036</i> | |
| | <i>ECO HC 6026</i> | | | | |

Course Nomenclature for B.A. (Hons.) Economics

| Semester-I | Semester-II |
|--|---|
| Core Course 1 ECO-HC-1016: Introductory Microeconomics | Core Course 3 ECO-HC-2016: Introductory Macroeconomics |
| Core Course 2 ECO-HC-1026: Mathematical Methods for Economics-I | Core Course 4 ECO-HC-2026: Mathematical Methods for Economics-II |
| Ability Enhancement Compulsory Course (AECC)-I | Ability Enhancement Compulsory Course (AECC)-II |
| Generic Elective (GE) ECO-HG-1016: Principles of Microeconomics I | Generic Elective (GE) ECO-HG-2016: Principles of Microeconomics II |

| Semester-III | Semester-IV |
|---|---|
| Core Course 5 ECO-HC-3016: Intermediate Microeconomics-I | Core Course 8 ECO-HC-4016: Intermediate Microeconomics-II |
| Core Course 6 ECO-HC-3026: Intermediate Macroeconomics-I | Core Course 9 ECO-HC-4026: Intermediate Macroeconomics-II |
| Core Course 7 ECO-HC-3036: Statistical Methods for Economics | Core Course 10 ECO-HC-4036: Introductory Econometrics |
| Skill Enhancement Course (SEC)-I ECO-SE-3014: Data Collection and Presentation | Skill Enhancement Course (SEC)-II ECO-SE-4014: Data Analysis |
| Generic Elective (GE) ECO-HG-3016: Principles of Macroeconomics I | Generic Elective (GE) ECO-HG-4016: Principles of Macroeconomics II |

| Semester-V | Semester-VI |
|---|--|
| Core Course 11 ECO-HC-5016: Indian Economy-I | Core Course 13 ECO-HC-6016: Indian Economy-II |
| Core Course 12 ECO-HC-5026: Development Economics-I | Core Course 14 ECO-HC-6026: Development Economics-II |
| | |
| Group-I (Discipline Specific Elective (DSE) Courses) (Any Two) | Group-II (Discipline Specific Elective (DSE) Courses) (Any Two) |
| (i) ECO-HE-5016: Economics of Health and Education | (iv) ECO-HE-6016: Environmental Economics |
| (ii) ECO-HE-5026: Money and Financial Markets | (v) ECO-HE-6026: International Economics |
| (iii) ECO-HE-5036: Public Finance | (vi) ECO-HE-6036: The Economy of Assam |

FIRST SEMESTER CORE

ECO-HC-1016: INTRODUCTORY MICROECONOMICS

Course Description

This course is designed to expose the students to the basic principles of microeconomic theory. The emphasis will be on thinking like an economist and the course will illustrate how microeconomic concepts can be applied to analyze real-life situations.

Course Outline

1. Exploring the subject matter of Economics

Why study economics? Scope and method of economics; the economic problem: scarcity and choice; the question of what to produce, how to produce and how to distribute output; science of economics; the basic competitive model; prices, property rights and profits; incentives and information; rationing; opportunity sets; economic systems; reading and working with graphs.

2. Supply and Demand: How Markets Work, Markets and Welfare

Markets and competition; determinants of individual demand/supply; demand/supply schedule and demand/supply curve; market versus individual demand/supply; shifts in the demand/supply curve, demand and supply together; how prices allocate resources; elasticity and its application; controls on prices; taxes and the costs of taxation; consumer surplus; producer surplus and the efficiency of the markets.

3. The Households

The consumption decision - budget constraint, consumption and income/price changes, demand for all other goods and price changes; description of preferences (representing preferences with indifference curves); properties of indifference curves; consumer's optimum choice; income and substitution effects; labour supply and savings decision - choice between leisure and consumption.

4. The Firm and Perfect Market Structure

Behaviour of profit maximizing firms and the production process; short run costs and output decisions; costs and output in the long run.

5. Imperfect Market Structure

Monopoly and anti-trust policy; government policies towards competition; imperfect competition.

6. Input Markets

Labour and land markets - basic concepts (derived demand, productivity of an input, marginal productivity of labour, marginal revenue product); demand for labour; input demand curves; shifts in input demand curves; competitive labour markets; and labour markets and public policy.

Readings

1. Karl E. Case and Ray C. Fair, *Principles of Economics*, Pearson Education Inc., 8th Edition, 2007.
2. N.Gregory Mankiw, *Economics: Principles and Applications*, India edition by South Western, a part of Cengage Learning, Cengage Learning India Private Limited, 4th edition, 2007.
3. Joseph E. Stiglitz and Carl E. Walsh, *Economics*, W.W. Norton & Company, Inc., New York, International Student Edition, 4th Edition, 2007.

ECO-HC-1026: MATHEMATICAL METHODS IN ECONOMICS-I

Course Description

This is the first of a compulsory two-course sequence. The objective of this sequence is to transmit the body of basic mathematics that enables the study of economic theory at the undergraduate level, specifically the courses on microeconomic theory, macroeconomic theory, statistics and econometrics set out in this syllabus. In this course, particular economic models are not the ends, but the means for illustrating the method of applying mathematical techniques to economic theory in general. The level of sophistication at which the material is to be taught is indicated by the contents of the prescribed textbook.

Course Outline

1. Preliminaries

Sets and set operations, relations and functions, number system

2. Functions of one real variable

Elementary types of functions: quadratic, polynomial, power, exponential, logarithmic, convex, quasi-convex and concave functions, limit and continuity of functions

3. Differential calculus

Differentiation of a function, Basic rules of differentiation, partial and total differentiation, second and higher order derivatives for single variable, economic applications of differentiation

4. Single variable optimization

Local and global optima: geometric characterization, characterization using calculus: tests for maximization and minimization, applications: profit maximization, cost minimization, revenue maximization

5. Integration of functions

Meaning and significance of integration, basic rules of integration, significance of a constant after integration, applications: derivations of total functions (total cost, total revenue, consumption and

saving functions) from marginal functions, consumer's surplus and producer's surplus, problems relating to investment and capital formation

Readings:

1. K. Sydsaeter and P. Hammond, *Mathematics for Economic Analysis*, Pearson Educational Asia: Delhi, 2002
2. Chiang A.C. and K. Wainwright, *Fundamental Methods of Mathematical Economics*, McGraw Hill International Edition
3. Baruah S.N., *Basic Mathematics and its Economic Applications*, MacMillan

SECOND SEMESTER CORE

ECO-HC-2016: INTRODUCTORY MACROECONOMICS

Course Description

This course aims to introduce the students to the basic concepts of Macroeconomics. Macroeconomics deals with the aggregate economy. This course discusses the preliminary concepts associated with the determination and measurement of aggregate macroeconomic variable like savings, investment, GDP, money, inflation, and the balance of payments.

Course Outline

1. Introduction to Macroeconomics and National Income Accounting

Basic issues studied in macroeconomics; measurement of gross domestic product; income, expenditure and the circular flow; real versus nominal GDP; price indices; national income accounting for an open economy; balance of payments: current and capital accounts.

2. Money

Functions of money; quantity theory of money; determination of money supply and demand; credit creation; tools of monetary policy.

3. Inflation

Inflation and its social costs; hyperinflation.

4. The Closed Economy in the Short Run

Classical and Keynesian systems; simple Keynesian model of income determination; IS-LM model; fiscal and monetary multipliers.

Readings:

1. Dornbusch, Fischer and Startz, *Macroeconomics*, McGraw Hill, 11th edition, 2010.
2. N. Gregory Mankiw. *Macroeconomics*, Worth Publishers, 7th edition, 2010.
3. Olivier Blanchard, *Macroeconomics*, Pearson Education, Inc., 5th edition, 2009.
4. Richard T. Froyen, *Macroeconomics*, Pearson Education Asia, 2nd edition, 2005.
5. Andrew B. Abel and Ben S. Bernanke, *Macroeconomics*, Pearson Education, Inc., 7th edition, 2011.

ECO-HC-2026: MATHEMATICAL METHODS IN ECONOMICS - II

Course Description

This course is the second part of a compulsory two-course sequence. This part is to be taught in Semester II following the first part in Semester I. The objective of this sequence is to transmit the body of basic mathematics that enables the study of economic theory at the undergraduate level, specifically the courses on microeconomic theory, macroeconomic theory, statistics and econometrics set out in this Syllabus. In this course, particular economic models are not the ends, but the means for illustrating the method of applying mathematical techniques to economic theory in general. The level of sophistication at which the material is to be taught is indicated by the contents of the prescribed textbook.

Course Outline

1. Linear algebra

Matrix: various types of matrices, vector and vector space-concept, matrix operations: addition, subtraction and multiplication; rank, norm and trace of a matrix, introduction to the concept of determinants and their properties, non-singularity of matrix, matrix inversion, solutions of simultaneous equations by using matrix inversion and Cramer's rule, simple market model and national income model

2. Functions of several real variables

Homogeneous and homothetic functions: concepts, Differentiable functions: concepts, Implicit Function Theorem and applications

3. Multi-variable optimization

Unconstrained optimization: geometric characterization, characterization using calculus and applications: price discrimination and multi-plant firm; constrained optimization with equality constraints, Lagrange multiplier, applications: consumer's equilibrium and producer's equilibrium

4. Differential equation

Meaning, first order differential equation, application to market model

5. Difference equation

First order difference equation, Cob-Web market model

Readings:

1. K. Sydsaeter and P. Hammond, *Mathematics for Economic Analysis*, Pearson Educational Asia: Delhi, 2002
2. Chiang A.C. and K. Wainwright, *Fundamental Methods of Mathematical Economics*, McGraw Hill International Edition
3. Baruah S.N., *Basic Mathematics and its Economic Applications*, MacMillan

THIRD SEMESTER CORE

ECO-HC-3016: INTERMEDIATE MICROECONOMICS - I

Course Description

The course is designed to provide a sound training in microeconomic theory to formally analyze the behaviour of individual agents. Since students are already familiar with the quantitative techniques in the previous semesters, mathematical tools are used to facilitate understanding of the basic concepts. This course looks at the behaviour of the consumer and the producer and also covers the behaviour of a competitive firm.

Course Outline

1. Consumer Theory

Preference; utility; budget constraint; choice; demand; Slutsky equation; buying and selling; choice under risk and inter-temporal choice; revealed preference.

2. Production, Costs and Perfect Competition

Technology; isoquants; production with one and more variable inputs; returns to scale; short run and long run costs; cost curves in the short run and long run; review of perfect competition.

Readings:

1. Hal R. Varian, *Intermediate Microeconomics, a Modern Approach*, W.W. Norton and Company/Affiliated East-West Press (India), 8th edition, 2010. The workbook by Varian and Bergstrom may be used for problems.
2. C. Snyder and W. Nicholson, *Fundamentals of Microeconomics*, Cengage Learning (India), 2010.
3. B. Douglas Bernheim and Michael D. Whinston, *Microeconomics*, Tata McGraw-Hill (India), 2009.

ECO-HC-3026: INTERMEDIATE MACROECONOMICS - I

Course Description

This course introduces the students to formal modeling of a macro-economy in terms of analytical tools. It discusses various alternative theories of output and employment determination in a closed economy in the short run as well as medium run, and the role of policy in this context. It also introduces the students to various theoretical issues related to an open economy.

Course Outline

1. Aggregate Demand and Aggregate Supply Curves

Derivation of aggregate demand and aggregate and supply curves; interaction of aggregate demand and supply.

2. Inflation, Unemployment and Expectations

Phillips curve; adaptive and rational expectations; policy ineffectiveness debate.

3. Open Economy Models

Short-run open economy models; Mundell-Fleming model; exchange rate determination; purchasing power parity; asset market approach; Dornbusch's overshooting model; monetary approach to balance of payments; international financial markets.

Readings:

1. Dornbusch, Fischer and Startz, *Macroeconomics*, McGraw Hill, 11th edition, 2010.
2. N. Gregory Mankiw. *Macroeconomics*, Worth Publishers, 7th edition, 2010.
3. Olivier Blanchard, *Macroeconomics*, Pearson Education, Inc., 5th edition, 2009.
4. Steven M. Sheffrin, *Rational Expectations*, Cambridge University Press, 2nd edition, 1996.
5. Andrew B. Abel and Ben S. Bernanke, *Macroeconomics*, Pearson Education, Inc., 7th edition, 2011.
6. Errol D'Souza, *Macroeconomics*, Pearson Education, 2009
7. Paul R. Krugman, Maurice Obstfeld and Marc Melitz, *International Economics*, Pearson Education Asia, 9th edition, 2012.

ECO-HC-3036: STATISTICAL METHODS FOR ECONOMICS

Course Description

This is a course on statistical methods for economics. It begins with some basic concepts and terminology that are fundamental to statistical analysis and inference. It then develops the notion of probability, followed by probability distributions of discrete and continuous random variables and of joint distributions. This is followed by a discussion on sampling techniques used to collect survey data. The course introduces the notion of sampling distributions that act as a bridge between probability theory and statistical inference. The semester concludes with some topics in statistical inference that include point and interval estimation.

Course Outline

1. Introduction and Overview

The distinction between populations and samples and between population parameters and sample statistics; the use of measures of location and variation to describe and summarize data; moments – basic concepts and types.

2. Elementary Probability Theory

Sample spaces and events; probability axioms and properties; addition and multiplication theorem of probability, counting techniques; conditional probability and Bayes' rule; independence of events.

3. Random Variables and Probability Distributions

Defining random variables; probability distributions; expected values of random variables and of functions of random variables; properties of commonly used discrete and continuous distributions (uniform, binomial, poisson and normal random variables).

4. Random Sampling and Jointly Distributed Random Variables

Density and distribution functions for jointly distributed random variables- basic concepts; covariance and correlation coefficients.

5. Sampling

Principal steps in a sample survey; methods of sampling; Sampling techniques- random, stratified random, multi-stage random and systematic random sampling; the role of sampling theory; properties of random samples.

Readings:

1. Jay L. Devore, *Probability and Statistics for Engineers*, Cengage Learning, 2010.
2. John E. Freund, *Mathematical Statistics*, Prentice Hall, 1992.
3. Richard J. Larsen and Morris L. Marx, *An Introduction to Mathematical Statistics and its Applications*, Prentice Hall, 2011.
4. William G. Cochran, *Sampling Techniques*, John Wiley, 2007.

FOURTH SEMESTER CORE

ECO-HC-4016: INTERMEDIATE MICROECONOMICS - II

Course Description

This course is a sequel to Intermediate Microeconomics I. The emphasis will be on giving conceptual clarity to the student coupled with the use of mathematical tools and reasoning. It covers general equilibrium and welfare, imperfect markets and topics under information economics.

Unit 1: General Equilibrium, Efficiency and Welfare

- a) Exchange Economy, Consumption Allocation and Pareto Optimality; Edgeworth Box and Contract Curve; Equilibrium and Efficiency under Pure Exchange.
- b) Pareto Efficiency with production: Concepts of PPF, Social Indifference Curves and Resource Allocation.
- c) Perfect Competition, Pareto Efficiency and Market Failure (Externalities and Public Goods), Property Right and Coase Theorem.

Unit 2: Market Structure and Game Theory

- a) Monopoly, Pricing with Market Power; Degree of Monopoly, Price Discrimination-Different Degrees; Multi-plant Monopoly, Peak-Load Pricing.
- b) Monopolistic competition; Product Differentiation; Perceived and Proportionate Demand Curves; Price-Output Determination.
- c) Oligopoly and Game Theory (Two Person Zero Sum Game, Basic ideas and examples of non zero sum games, Prisoner's Dilemma), Applications of Game Theory in Oligopolistic Markets (Cournot Equilibrium, Bertrand Equilibrium, Stackleberg Equilibrium).

Unit 3: Markets with Asymmetric Information

Information Asymmetry, Adverse Selection, Moral Hazard, Signaling and Screening.

Readings:

1. Dominick Salvatore, Micro Economics – Theory and Applications, OUP.
2. Koutsoyiannis. A, Modern Micro-Economics, ELBS/Macmillan.
3. Hal Varian, Microeconomic Analysis, Third Edition, Selected Chapters, W.W. Norton and Company.
4. C. Snyder and W. Nicholson, Fundamentals of Micro Economics, Cengage Learning (India).
5. G.S. Maddala and Ellen Miller, Micro Economic Theory and Application, Tata McGraw Hill.
6. R.R. Barthwal, Micro Economic Analysis, Wiley Eastern Limited.
7. Martin J. Osborne, An Introduction to Game Theory, OUP, New Delhi.
8. Hugh Gravelle and Ray Rees, Micro Economics, Pearson Education.

ECO-HC-4026: INTERMEDIATE MACROECONOMICS - II

Course Description

This course is a sequel to Intermediate Macroeconomics I. In this course, the students are introduced to the long run dynamic issues like growth and technical progress. It also provides the micro-foundations to the various aggregative concepts used in the previous course.

Course Outline

1. Economic Growth

Harrod-Domar model; Solow model; golden rule; technological progress and elements of endogenous growth.

2. Microeconomic Foundations

- a. Consumption: Keynesian consumption function; Fisher's theory of optimal intertemporal choice; life-cycle and permanent income hypotheses; rational expectations and random-walk of consumption expenditure.
- b. Investment: determinants of business fixed investment; residential investment and inventory investment.
- c. Demand for money.

3. Fiscal and Monetary Policy

Active or passive; monetary policy objectives and targets; rules versus discretion: time consistency; the government budget constraint; government debt and Ricardian equivalence.

4. Schools of Macroeconomic Thoughts

Classicals; Keynesians; New-Classicals and New-Keynesians.

Readings:

1. Dornbusch, Fischer and Startz, *Macroeconomics*, McGraw Hill, 11th edition, 2010.
2. N. Gregory Mankiw. *Macroeconomics*, Worth Publishers, 7th edition, 2010.
3. Olivier Blanchard, *Macroeconomics*, Pearson Education, Inc., 5th edition, 2009.
4. Andrew B. Abel and Ben S. Bernanke, *Macroeconomics*, Pearson Education, Inc., 7th edition, 2011.
5. Robert J. Gordon, *Macroeconomics*, Prentice-Hall India Limited, 2011.

ECO-HC-4036: INTRODUCTORY ECONOMETRICS

Course Description

This course provides a comprehensive introduction to basic econometric concepts and techniques. It covers statistical concepts of hypothesis testing, estimation and diagnostic testing of simple and multiple regression models. The course also covers the consequences of and tests for misspecification of regression models.

Course Outline

1. Statistical Background

Normal distribution; chi-sq, t- and F-distributions; estimation of parameters; properties of estimators; testing of hypotheses: defining statistical hypotheses; distributions of test statistics; testing hypotheses related to population parameters; Type I and Type II errors; power of a test; tests for comparing parameters from two samples.

2. Simple Linear Regression Model: Two Variable Case

Estimation of model by method of ordinary least squares; properties of estimators; Gauss-Markov theorem; goodness of fit; tests of hypotheses; scaling and units of measurement; confidence intervals; forecasting.

3. Multiple Linear Regression Model

Estimation of parameters; properties of OLS estimators; goodness of fit - R^2 and adjusted R^2 ; partial regression coefficients; testing hypotheses – individual and joint; functional forms of regression models; qualitative (dummy) independent variables.

4. Violations of Classical Assumptions: Consequences, Detection and Remedies

Multicollinearity; heteroscedasticity; serial correlation.

5. Specification Analysis

Omission of a relevant variable; inclusion of irrelevant variable; tests of specification errors.

Readings

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

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 Educational Development*.
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 Political Weekly*,September.

ECO-HC-5026: DEVELOPMENT ECONOMICS-I

Course Description

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

Course Outline

1. Conceptions of Development

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

2. Growth Models and Empirics

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

3. Poverty and Inequality: Definitions, Measures and Mechanisms

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

4. Political Institutions and the Functioning of the State

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

Readings

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

SIXTH SEMESTER CORE

ECO-HC-6016: INDIAN ECONOMY-II

Course Description

This course examines sector-specific policies and their impact in shaping trends in key economic indicators in India. It highlights major policy debates and evaluates the Indian empirical evidence. Given the rapid changes taking place in the country, the reading list will have to be updated annually.

Course Outline

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, 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, 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.
- 5 P. Goldberg, A. Khandelwal, N. Pavcnik and P. Topalova, 2009, -Trade Liberalisation and New Imported Inputs, *American Economic Review, Papers and Proceedings*, May.
- 6 Kunal Sen, 2010, -Trade, Foreign Direct Investment and Industrial Transformation in India, in Premachandra Athukorala, editor, *The Rise of Asia*, Routledge.
- 7 A. Ahsan, C. Pages and T. Roy, 2008, -Legislation, Enforcement and Adjudication

- in Indian Labour Markets: Origins, Consequences and the Way Forward, in D. Mazumdar and S. Sarkar, editors, *Globalization, Labour Markets and Inequality in India*, Routledge.
- § Dipak Mazumdar and Sandeep Sarkar, 2009,-The Employment Problem in India and the Phenomenon of the _Missing Middle, *Indian Journal of Labour Economics*.
- ¶ J. Dennis Rajakumar, 2011,-Size and Growth of Private Corporate Sector in Indian Manufacturing, *Economic and Political Weekly*, April.
- || Ramesh Chand, 2010, -Understanding the Nature and Causes of Food Inflation, *Economic and Political Weekly*, February.
- ||| Bishwanath Goldar, 2011,-Organised Manufacturing Employment: Continuing the Debate, *Economic and Political Weekly*, April.

ECO-HC-6026: DEVELOPMENT ECONOMICS-II

Course Description

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

Course Outline

1. Demography and Development

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

2. Land, Labor and Credit Markets

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

3. Individuals, Communities and Collective Outcomes

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

4. Environment and Sustainable Development

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

5. Globalization

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

Readings

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

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.

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

- Bank Institute Development Studies, 1999.
2. World Development Report, *Investing in Health*, The World Bank, 1993.
 3. Ronald G., Ehrenberg and Robert S., Smith, *Modern Labor Economics: Theory and Public Policy*, Addison Wesley, 2005.

ECO-HE-5026: 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 of money; concept of money supply and its measurement; money multiplier theory, RBI's approach to money supply.

2. Financial Institutions, Markets, Instruments and Financial Innovations

Meaning and types of financial institutions, nature and role of financial institutions; financial markets: definitions and types-money market and capital market, their characteristics and functions, call money market, treasury bill market, commercial bill market including commercial paper and certificates of deposits, government securities market, primary and secondary market for securities, financial sector reforms in India, financial derivatives –meaning, types, distinctive features of financial derivatives and its benefits.

3. Interest Rates

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

4. Banking System

Meaning and types; Functions of Commercial banks, process of credit creation and its limitations, Balance sheet of Commercial banks, portfolio management-meaning and objective of portfolio management, theories of portfolio management; banking sector reforms in India.

5. Central Banking and Monetary Policy

Functions of central bank; monetary policy-objectives, 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.
5. L. M. Bhole and J. Mahukud, *Financial Institutions and Markets*, Tata McGraw Hill, 5th edition, 2011.
6. M. Y. Khan, *Indian Financial System*, Tata McGraw Hill, 7th edition, 2011.
7. N. Jadhav, *Monetary Policy, Financial Stability and Central Banking in India*, Macmillan, 2006.
8. R.B.I. – *Report of the Working Group: Money Supply Analytics and Methodology of Compilation*, 1998.
9. R.B.I. Bulletin, Annual Report and Report on Currency and Finance (latest).
10. Sampat Mukherjee, *Macro Economics: Global Text*,
11. S.B.Gupta, *Monetary Economics: Institutions, Theory and Policy*, S.Chand and Company Ltd., 2003.
12. M.L.Jinghan, *Money, Banking, International Trade and Public Finance*, Vrinda Publications.
13. Bharati V Pathak, *Indian Financial System: Markets, Institutional and services*, Pearson Education India, 3rd edition, 2011.

ECO-HE-5036: PUBLIC FINANCE

Course Description

This course is a non-technical overview of government finances with special reference to India. The course does not require any prior knowledge of economics. It will look into the efficiency and equity aspects of taxation of the centre, states and the local governments and the issues of fiscal federalism and decentralisation in India. The course will be useful for students aiming towards careers in the government sector, policy analysis, business and journalism.

Course Outline

Part 1: Theory

1. Normative Theory of Public Finance –Nature and Scope: Allocation Function, Distribution Function and Stabilization Function. Coordinating the functions.
2. Public Goods and their characteristics. Free Rider Problem and Market Failure, Externalities vis-à-vis Public Good.
3. Direct and Indirect Tax. Concepts of taxation: tax rate, buoyancy & elasticity of a tax. Proportional, Progressive and Regressive Taxation. Benefit Principle and Ability to Pay Theory.

Part 2: Issues from Indian Public Finance

4. Fiscal Policies: Definition and Objectives. Instruments of Fiscal Policy. Adopting Monetary

Policy to complement Fiscal Policy: The Indian Experience.

5. Indian Tax System. Direct Taxes: Income Tax, Corporate Tax, Customs Duty etc. Reforms in the Indirect Tax Structure: Goods and Service Tax.

6. Structure of the Public Budget. Types of Deficits and their significance: Revenue Deficit, Fiscal Deficit and Primary Deficit

7. Fiscal Federalism in India: Principles of Fiscal Devolution, Horizontal and Vertical Fiscal Balance. Federal Finance and the Finance Commission.

8. State and Local Finances. The State Subjects and its Budget. Fiscal decentralization: Role of Municipalities and Gaon Panchayats.

Readings

1. Musgrave, R.A. and P.B. Musgrave, *Public Finance in Theory and Practice*, Mc-Graw Hill, 1989.

2. Mahesh Purohit , “*Value Added Tax: Experience of India and Other Countries*”, Gayatri Publications, 2007.

3. KaushikBasu, and A. Maertens (ed.), *The Oxford Companion to Economics in India*, Oxford University Press,2007.

4. M.M Sury, *Government Budgeting in India*, Commonwealth Publishers, 1990.

5. Shankar Acharya, “Thirty years of tax reform” in India, *Economic and Political Weekly*, May 2005.

6. Government of India, *Report of the 13th Finance Commission*.

7. *Economic Survey*, Government of India (latest).

8. State Finances: A Study of Budgets, *Reserve Bank of India* (latest).

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.

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

economies of scale and imperfect competition, technological gap and product cycle theories; the Locational theory international trade; multinational enterprises and international trade.

3. Trade Policy

Instruments of trade policy- tariff and quota- partial equilibrium analysis; political economy of trade policy- free trade vs. protection; controversies in trade policy.

4. International Macroeconomic Policy

Fixed versus flexible exchange rates; international monetary systems- Gold Standard, interwar period, Bretton-Woods system, European Monetary system; 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), 9 edition, 2012.
2. Dominick Salvatore, *International Economics: Trade and Finance*, John Wiley International Student Edition, 10th edition, 2011.

ECO-HE-6036: THE ECONOMY OF ASSAM

Course Description

This course will provide students an idea of evolution of the Assam Economy from the colonial period to the contemporary time. The course is expected to help students to better appreciate the challenges and opportunities of the economy of Assam in the present context.

Course Outline

1. Changes and Evolution of the Economy in the Economic under Colonial Rule (1837 - 1947):

Imposition of Land Revenue and Its Impact, Prohibition of Opium Production and State Takeover of Opium Trade, Inflow of Colonial Investment in Plantation, Mining and Other Industries. Development of Water Transport and Railways, In-migration of Population and its Impact on the Economy: Shock of Partition and its Impact

2. Growth Trends and Sectoral Composition in the Post-Independence Period:

Population growth trends before and after 1971, Trends in Demographic Parameters, Population Density, Sex Ratio, Life Expectancy and Infant Mortality Rate– Work Force and Labour Force Participation, Occupational Distribution.

Trends in Per Capita NSDP in comparison with trends in all-India Per Capita Income – Trends in Other Indicators of Development in Comparison with all-India standard; Literacy Rate, Enrolment Ratio and Forest Cover – Inter-community differences in Development Attainments.

3. Sectoral Status and Prospects:

Infrastructure: State of Road, Rail and Air Connectivity within and out of the State; Potentials and

Limitation of Waterways Development; Status of Power and Telecommunication, Financial System and Inclusion;

Agriculture: Land Holding Patterns, Land Tenure and Land Reforms, Cropping Pattern, Production and Productivity of Principal Crop –Diversification of the Rural Economy to Horticulture, Fishery, Livestock and Non-farm activities – Prospects and Challenges of the Sector.

Industry: State of the Tea Industry and Role of Small Tea Growers, State of Hydrocarbon Industry. Other Emerging Industries– Traditional Handloom Handicraft and their Prospect; Service Sector: Size and Composition.

4. **State Finances:**

Public Finance in Assam and the emerging challenges. Trends and composition of revenue receipt and its implications. State taxes in Assam and the impact of GST. Strategies to enhance Revenue Receipt.

Composition of Public Expenditure and its implications. The Assam FRBM Act: Its implementation and outcome. Fiscal Devolution to local bodies.

5. **Assam Economy in its Neighborhood** – Mutual inter-dependence with neighboring States – Stakes of Assam in the Act East Policy

Readings:

Atul Goswami "Assam's Industrial Development: Urgency of New Direction", Economic and Political Weekly 1981

Department of Economics, Gauhati University, "Identity Aspirations, Developmental Backlogs and Governance Issues in Northeast India" Maliyata Offset Press, Mirza, 2016

Directorate of Economics and Statistics, Government of Assam, "Economic Survey Assam" [recent issues] <https://des.assam.gov.in/information-services/economic-survey-assam>

Directorate of Economics and Statistics, Government of Assam, "Statistical Handbook of Assam" 2018 or later addition

Guha, Amalendu, Planter's Raj to Swaraj, Second Edition (paperback)

India Brand Equity Foundation "About Assam: Tourism, Industries In Assam, Agriculture, Economy & Geography", June 2020, <https://www.ibef.org/states/assam.aspx>

J B Ganguli, "Economic Conditions and Change in North-East India" in A.P. Singha (ed) Changing North East India, Ludhiana: Gagan Publishers, 1986

J N Sarma, "Problems of Economic Development in Assam" Economic and Political Weekly, Vol. 1, No. 7, Pp. 281+283-286.

Planning and Development Department, Government of Assam "Assam Human Development Report 2014"

FIRST SEMESTER GE

ECO-HG-1016: Principles of Microeconomics–I

Course Description

This course intends to expose the student to the basic principles in Microeconomic Theory and illustrate with applications.

Course Outline

1. Introduction

- a. Problem of scarcity and choice: scarcity, choice and opportunity cost; production possibility frontier; economic systems.
- b. Demand and supply: law of demand, determinants of demand, shifts of demand versus movements along a demand curve, market demand, law of supply, determinants of supply, shifts of supply versus movements along a supply curve, market supply, market equilibrium.
- c. Applications of demand and supply: price rationing, price floors, consumer surplus, producer surplus.
- d. Elasticity: price elasticity of demand, calculating elasticity, determinants of price elasticity, other elasticities.

2. Consumer Theory

Budget constraint, concept of utility, diminishing marginal utility, Diamond-water paradox, income and substitution effects; consumer choice: indifference curves, derivation of demand curve from indifference curve and budget constraint.

3. Production and Costs

- a. Production: behavior of profit maximizing firms, production process, production functions, law of variable proportions, choice of technology, isoquant and isocost lines, cost minimizing equilibrium condition.
- b. Costs: costs in the short run, costs in the long run, revenue and profit maximizations, minimizing losses, short run industry supply curve, economies and diseconomies of scale, long run adjustments.

4. Perfect Competition

- a. Assumptions: theory of a firm under perfect competition, demand and revenue; equilibrium of the firm in the short run and long run; long run industry supply curve: increasing, decreasing and constant cost industries.
- b. Welfare: allocative efficiency under perfect competition.

Readings:

Case, Karl E. & Ray C. Fair, *Principles of Economics*, Pearson Education, Inc., 8th

edition, 2007.

SECOND SEMESTER GE

ECO-HG-2016: Principles of Microeconomics–II

Course Description

This is a sequel to Principles of Microeconomics covered in the first semester.

Course Outline

1. Market Structures

a. Theory of a Monopoly Firm

Concept of imperfect competition; short run and long run price and output decisions of a monopoly firm; concept of a supply curve under monopoly; comparison of perfect competition and monopoly, social cost of monopoly, price discrimination; remedies for monopoly: Antitrust laws, natural monopoly.

b. Imperfect Competition

Monopolistic competition: Assumptions, short run and long run price and output determinations under monopolistic competition,
Oligopoly: assumptions, overview of different oligopoly models, contestable markets.

2. Factor pricing

Demand for a factor input in a competitive factor market, supply of inputs to a firm, market supply of inputs, equilibrium in a competitive factor market. Factor markets with monopsony power.

3. Market Failure

Efficiency of perfect competition, Sources of market failure.

Externalities and market failure, public goods and market failure, markets with asymmetric information (Ideas only)

Readings:

Case, Karl E. & Ray C. Fair, *Principles of Economics*, Pearson Education, Inc., 8th edition, 2007.

Pindyck, R.S, Rubinfeld, B.L and Mehta, P.L, *Microeconomics*, Pearson, 7th edition

THIRD SEMESTER GE

ECO-HG-3016: Principles of Macroeconomics–I

Course Description

This course introduces students to the basic concepts in Macroeconomics. Macroeconomics deals with the aggregate economy. In this course the students are introduced to the definition, measurement of the macroeconomic variables like GDP, consumption, savings, investment and balance of payments. The course also discusses various theories of determining GDP in the short run.

Course Outline

1. Introduction

What is macroeconomics? Macroeconomic issues in an economy.

2. National Income Accounting

Concepts of Income, Domestic Income and National Income; GDP and NDP at Market Price and Factor Cost, measurement of national income and related aggregates; nominal and real income;

3. Determination of GDP

Actual and potential GDP; aggregate expenditure; consumption function; investment function; equilibrium GDP; concepts of MPS, APS, MPC, APC; autonomous expenditure; Concept of multiplier.

4. National Income Determination with Government Intervention and Foreign Trade

Fiscal Policy: impact of changes in government expenditure and taxes; net exports function; net exports and equilibrium national income.

5. Money in a Modern Economy

Concept of money in a modern economy; monetary aggregates; demand for money; quantity theory of money; liquidity preference and rate of interest; money supply and credit creation; monetary policy.

Readings:

1. Case, Karl E. & Ray C. Fair, *Principles of Economics*, Pearson Education, Inc., 8th edition, 2007.
2. Sikdar, Shoumyen, *Principles of Macroeconomics*, 2nd Edition, Oxford University Press, India

FOURTH SEMESTER GE

ECO-HG-4016: Principles of Macroeconomics–II

Course Description

This is a sequel to Principles of Macroeconomics–I. It analyses various theories of determination of National Income in greater detail. It also introduces students to concept of inflation, its relationship with unemployment and some basic concepts in an open economy.

Course Outline

1. IS-LM Analysis

Derivations of the IS and LM functions; IS-LM and aggregate demand; shifts in the AD curve.

2. GDP and Price Level in Short Run and Long Run

Aggregate demand and aggregate supply; multiplier Analysis with AD curve and changes in price levels; aggregate supply in the SR and LR.

3. Inflation and Unemployment

Concept of inflation; determinants of inflation; relationship between inflation and unemployment: Phillips Curve in short run and long run.

4. Balance of Payments and Exchange Rate

Balance of payments: current account and capital account; market for foreign exchange; determination of exchange rate.

Readings:

1. Case, Karl E. & Ray C. Fair, *Principles of Economics*, Pearson Education, Inc., 8th edition, 2007.
2. Sikdar, Shoumyen, *Principles of Macroeconomics*, 2nd Edition, Oxford University Press, India

THIRD SEMESTER SE

ECO-SE-3014: Data Collection and Presentation

Course Description:

This course helps students in understanding use of data, presentation of data using computer softwares like MS-Excel. Students will be involved practically to preparation of questionnaires/interview schedules, collection of both primary and secondary data and its presentation. Students will also be asked to prepare a report on collected data and will be evaluated accordingly.

Course Outline:

1. Use of Data

Use of data in social sciences; types and sources of data; data collection methods. Population census versus sample surveys. Random sampling.

2. Questionnaires and Schedules

Meaning; how to prepare a questionnaire and interview schedule; use of questionnaire and interview schedule for data collection.

3. Presentation of Data

Data presentation in tabular formats; use of diagrams for data presentation; creating charts and diagrams in MS-Excel – bar, line, pie, scatter, radar, bubble diagrams, population pyramids.

Readings

1. S P Gupta, *Statistical Methods*, S Chand.
2. Webtech Solutions Inc., *Mastering Microsoft Excel Functions and Formulas*

FOURTH SEMESTER SE
ECO-SE-4014: Data Analysis

Course Description:

This course discusses how data can be summarized and analysed for drawing statistical inferences. The students will be introduced to important data sources that are available and will also be trained in the use of statistical softwares like SPSS/PSPP to analyse data.

Course Outline:

1. Data entry in softwares like MS-Excel, SPSS/PSPP
2. Univariate frequency distributions. Measures of central tendency: mean, median and mode; arithmetic, geometric and harmonic mean. Measures of dispersion: range, mean deviation and standard deviation, skewness and kurtosis.
3. Bivariate frequency distribution. Correlation and regression. Rank correlation.
4. Estimation of population parameters from sample data. Unbiased estimators for population mean and variance.

Readings:

1. P.H. Karmel and M. Polasek (1978), *Applied Statistics for Economists*, 4th edition, Pitman.
2. M.R. Spiegel (2003), *Theory and Problems of Probability and Statistics* (Schaum Series).

Course Structure for B.A. (Regular) Economics

| Semester | CORE COURSE (12) | Ability Enhancement Compulsory Course (AECC) (2) | Skill Enhancement Course (SEC) (2) | Discipline Specific Elective (DSE) (4) | Generic Elective (GE) (2) |
|----------|--|---|--|---|---------------------------------|
| I | English-1 | (English/Hindi /MIL Communication) | | | |
| | Discipline Specific Core (Economics) ECO-RC-1016: Principles of Microeconomics-I | | | | |
| | Discipline Specific Core (other than Economics) | | | | |
| II | English-2 | Environmenta l Science | | | |
| | Discipline Specific Core (Economics) ECO-RC-2016: Principles of Microeconomics-II | | | | |
| | Discipline Specific Core (other than Economics) | | | | |
| III | MIL-1/ Alt English-1 | | SEC-I ECO-SE-3014: Data Collection and Presentation | | |
| | Discipline Specific Core (Economics) ECO-RC-3016: Principles of Macroeconomics-I | | | | |
| | Discipline Specific Core (other than Economics) | | | | |
| IV | MIL-2/ Alt English-2 | | SEC-2 ECO-SE-4014: Data Analysis | | |
| | Discipline Specific Core (Economics) ECO-RC-4016: Principles of Macroeconomics-II | | | | |
| | Discipline Specific Core (other than Economics) | | | | |
| V | | | SEC -3 ECO-SE-5014: to be framed | DSE-1 ECO-RE- 5016/5026/5036 DSE-2 (other than economics) | GE-1 ECO-RG-5016 |
| VI | | | SEC -4 ECO-SE-6014: to be framed | DSE-1 ECO-RE- 6016/6026/6036 DSE-2 (other than economics) | ECO-RG-6016 |

FIRST SEMESTER CORE

ECO-RC-1016: Principles of Microeconomics–I

Course Description

This course intends to expose the student to the basic principles in Microeconomic Theory and illustrate with applications.

Course Outline

5. Introduction

- a. Problem of scarcity and choice: scarcity, choice and opportunity cost; production possibility frontier; economic systems.
- b. Demand and supply: law of demand, determinants of demand, shifts of demand versus movements along a demand curve, market demand, law of supply, determinants of supply, shifts of supply versus movements along a supply curve, market supply, market equilibrium.
- c. Applications of demand and supply: price rationing, price floors, consumer surplus, producersurplus.
- d. Elasticity: price elasticity of demand, calculating elasticity, determinants of price elasticity, otherelasticities.

6. Consumer Theory

Budget constraint, concept of utility, diminishing marginal utility, Diamond-water paradox, income and substitution effects; consumer choice: indifference curves, derivation of demand curve from indifference curve and budget constraint.

7. Production and Costs

- a. Production: behavior of profit maximizing firms, production process, production functions, law of variable proportions, choice of technology, isoquant and isocost lines, cost minimizing equilibriumcondition.
- b. Costs: costs in the short run, costs in the long run, revenue and profit maximizations, minimizing losses, short run industry supply curve, economies and diseconomies of scale, long runadjustments.

8. Perfect Competition

- a. Assumptions: theory of a firm under perfect competition, demand and revenue; equilibrium of the firm in the short run and long run; long run industry supply curve: increasing, decreasing and constant costindustries.
- b. Welfare: allocative efficiency under perfectcompetition.

Readings:

Case, Karl E. & Ray C. Fair, *Principles of Economics*, Pearson Education, Inc., 8th

SECOND SEMESTER CORE

ECO-RC-2016: Principles of Microeconomics–II

Course Description

This is a sequel to Fundamentals of Microeconomics covered in the first semester.

Course Outline

1. Market Structures

a. Theory of a Monopoly Firm

Concept of imperfect competition; short run and long run price and output decisions of a monopoly firm; concept of a supply curve under monopoly; comparison of perfect competition and monopoly, social cost of monopoly, price discrimination; remedies for monopoly: Antitrust laws, natural monopoly.

b. Imperfect Competition

Monopolistic competition: Assumptions, short run and long run price and output determinations under monopolistic competition,
Oligopoly: assumptions, overview of different oligopoly models, contestable markets.

2. Factor Pricing

Demand for a factor input in a competitive factor market, supply of inputs to a firm, market supply of inputs, equilibrium in a competitive factor market. Factor markets with monopsony power.

3. Market Failure

Efficiency of perfect competition, Sources of market failure.

Externalities and market failure, public goods and market failure, markets with asymmetric information (Ideas only)

Readings:

Case, Karl E. & Ray C. Fair, *Principles of Economics*, Pearson Education, Inc., 8th edition, 2007.

Pindyck, R.S, Rubinfeld, B.L and Mehta, P.L, *Microeconomics*, Pearson, 7th edition

THIRD SEMESTER CORE

ECO-RC-3016: Principles of Macroeconomics–I

Course Description

This course introduces students to the basic concepts in Macroeconomics. Macroeconomics deals with the aggregate economy. In this course the students are introduced to the definition, measurement of the macroeconomic variables like GDP, consumption, savings, investment and balance of payments. The course also discusses various theories of determining GDP in the short run.

Course Outline

1. Introduction

What is macroeconomics? Macroeconomic issues in an economy.

2. National Income Accounting

Concepts of Income, Domestic Income and National Income; GDP and NDP at Market Price and Factor Cost, measurement of national income and related aggregates; nominal and real income;

3. Determination of GDP

Actual and potential GDP; aggregate expenditure; consumption function; investment function; equilibrium GDP; concepts of MPS, APS, MPC, APC; autonomous expenditure; Concept of multiplier.

4. National Income Determination with Government Intervention and Foreign Trade

Fiscal Policy: impact of changes in government expenditure and taxes; net exports function; net exports and equilibrium national income.

5. Money in a Modern Economy

Concept of money in a modern economy; monetary aggregates; demand for money; quantity theory of money; liquidity preference and rate of interest; money supply and credit creation; monetary policy.

Readings:

1. Case, Karl E. & Ray C. Fair, *Principles of Economics*, Pearson Education, Inc., 8th edition, 2007.
2. Sikdar, Shoumyen, *Principles of Macroeconomics*, 2nd Edition, Oxford University Press, India

FOURTH SEMESTER CORE

ECO-RC-4016: Principles of Macroeconomics–II

Course Description

This is a sequel to Principles of Macroeconomics–I. It analyses various theories of determination of National Income in greater detail. It also introduces students to concept of inflation, its relationship with unemployment and some basic concepts in an open economy.

Course Outline

1. IS-LM Analysis

Derivations of the IS and LM functions; IS-LM and aggregate demand; shifts in the AD curve.

2. GDP and Price Level in Short Run and LongRun

Aggregate demand and aggregate supply; multiplier Analysis with AD curve and changes in price levels; aggregate supply in the SR and LR.

3. Inflation and Unemployment

Concept of inflation; determinants of inflation; relationship between inflation and unemployment: Phillips Curve in short run and long run.

4. Balance of Payments and Exchange Rate

Balance of payments: current account and capital account; market for foreign exchange; determination of exchange rate.

Readings:

1. Case, Karl E. & Ray C. Fair, *Principles of Economics*, Pearson Education, Inc., 8th edition, 2007.
2. Sikdar, Shoumyen, *Principles of Macroeconomics*, 2nd Edition, Oxford University Press, India

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)

ECO-RE-5026: Money and Banking

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. L. M. Bhole and J. Mahukud, *Financial Institutions and Markets*, Tata McGraw Hill, 5th edition, 2011.
4. M. Y. Khan, *Indian Financial System*, Tata McGraw Hill, 7th edition, 2011.
5. Various latest issues of R.B.I. Bulletins, Annual Reports, Reports on Currency and Finance and Reports of the Working Group, IMF Staff Papers.

ECO-RE-5036: Environmental Economics

Course Description

This course introduces students to concepts, methods and policy options in managing the environment using tools of economic analysis. This course should be accessible to anyone with an analytical mind and familiarity with basic concepts of economics. Environmental problems and issues from the Indian and international context (especially global warming) are used to illustrate the concepts and methods presented in the course. The course will be useful for students aiming towards careers in the government sector, policy analysis, business, journalism and international organisations.

Course Outline

1. Introduction

Key environmental issues and problems, economic way of thinking about these problems, basic concepts from economics; Pareto optimality and market failure in the presence of externalities; property rights and other approaches.

2. The Design and Implementation of Environmental Policy

Overview, Pigouvian taxes and effluent fees, tradable permits, implementation of environmental policies in India and international experience; transboundary environmental problems; economics of climate change.

3. Environmental Valuation Methods and Applications

Valuation of non-market goods and services--theory and practice; measurement methods; cost-benefit analysis of environmental policies and regulations.

4. Sustainable Development

Concepts; measurement; perspectives from Indian experience

Readings

1. Roger Perman, Yue Ma, Michael Common, David Maddison and James McGilvray, "*Natural Resource and Environmental Economics*", Pearson Education/Addison Wesley, 4th edition, 2011.
2. Charles Kolstad, "*Intermediate Environmental Economics*", Oxford University Press, 2nd edition, 2010.
3. Robert N. Stavins (ed.), "*Economics of the Environment: Selected Readings*", W.W. Norton, 6th edition, 2012.
4. Robert Solow, "An Almost Practical Step toward Sustainability," Resources for the Future 40th anniversary lecture, 1992.
5. Kenneth Arrow et al., "Are We Consuming Too Much?" *Journal of Economic Perspectives*, 18(3): 147-172, 2004.
6. IPCC (Intergovernmental Panel on Climate Change), Fifth Assessment Report (forthcoming 2014).

SIXTH SEMESTER DSE

ECO-RE-6016: Economic Development and Policy in India–II

Course Description

Building on the more aggregative analysis of trends in the Indian Economy offered in Economic Development and Policy–I, this course examines sector-specific trends in key indicators and their implications in the post-Independence period.

Course Outline

- 1. Agriculture: Policies and Performance**
Production and productivity; credit; labour; markets and pricing; land reforms; regional variations.
- 2. Industry: Policies and Performance**
Production trends; small scale industries; public sector; foreign investment.
- 3. Foreign Trade: Trends and Policies**
Balance of trade and balance of payments; India and the World Trade Organisation.

Readings:

1. Uma Kapila, *Indian Economy since Independence*, Academic Foundation, 19th edition (2009).
2. Government of India, *Economic Survey*(latest)

ECO-RE-6026: Economic History of India 1857-1947

Course Description

This course analyses key aspects of Indian economic development during the second half of British colonial rule. In doing so, it investigates the place of the Indian economy in the wider colonial context, and the mechanisms that linked economic development in India to the compulsions of colonial rule. This course links directly to the course on India's economic development after independence in 1947.

Course Outline

1. Introduction: Colonial India: Background and Introduction Overview of colonial economy.
2. Macro Trends: National Income; population; occupational structure.
3. Agriculture: Agrarian structure and land relations; agricultural markets and institutions – credit, commerce and technology; trends in performance and productivity; famines.
4. Railways and Industry: Railways; the de-industrialisation debate; evolution of entrepreneurial and industrial structure; nature of industrialisation in the interwar period; constraints to industrial breakthrough; labor relations.
5. Economy and State in the Imperial Context: The imperial priorities and the Indian economy; drain of wealth; international trade, capital flows and the colonial economy – changes and continuities; government and fiscal policy.

Readings:

1. Lakshmi Subramanian, "History of India 1707-1857", Orient Blackswan, 2010, Chapter 4.
2. Sumit Guha, 1991, 'Mortality decline in early 20th century India', Indian Economic and Social History Review (IESHR), pp 371-74 and 385-87.
3. Tirthankar Roy, The Economic History of India 1857-1947, Oxford University Press, 3rd edition, 2011.
4. J. Krishnamurty, Occupational Structure, Dharma Kumar (editor), The Cambridge Economic History of India, Vol. II, (henceforth referred to as CEHI), 2005, Chapter 6.
5. Irfan Habib, Indian Economy 1858-1914, A People's History of India, Vol. 28, Tulika, 2006.
6. Ira Klein, 1984, 'When Rains Fail: Famine relief and mortality in British India', IESHR 21.
7. Jean Dreze, Famine Prevention in India in Dreze and Sen (eds.) Political Economy of Hunger, WIDER Studies in Development Economics, 1990, pp. 13-35.
8. John Hurd, Railways, CEHI, Chapter 8, pp. 737-761.
9. Rajat Ray (ed.), Entrepreneurship and Industry in India, 1994.
10. A. K. Bagchi, 'Deindustrialization in India in the nineteenth century: Some theoretical implications', Journal of Development Studies, 1976.
11. M. D. Morris, Emergence of an Industrial Labour Force in India, OUP 1965, Chapter 11, Summary and Conclusions.
12. K. N. Chaudhuri, Foreign Trade and Balance of Payments, CEHI, Chapter 10.

ECO-RE-6036: Public Finance

Course Description

This course is a non-technical overview of government finances with special reference to India. The course does not require any prior knowledge of economics. It will look into the efficiency and equity aspects of taxation of the centre, states and the local governments and the issues of fiscal federalism and decentralisation in India. The course will be useful for students aiming towards careers in the government sector, policy analysis, business and journalism.

Course

Outline Part

1: Theory

1. Overview of Fiscal Functions, Tools of Normative Analysis, Pareto Efficiency, Equity and the Social Welfare.
2. Market Failure, Public Good and Externalities.
3. Elementary Theories of Product and Factor Taxation (Excess Burden and Incidence).

Part 2: Issues from Indian Public Finance

4. Working of Monetary and Fiscal Policies.
5. Current Issues of India's Tax System.
6. Analysis of Budget and Deficits
7. Fiscal Federalism in India
8. State and Local Finances

Readings

1. Musgrave, R.A. and P.B. Musgrave, *Public Finance in Theory and Practice*, Mc-Graw Hill, 1989.
2. Mahesh Purohit, "*Value Added Tax: Experience of India and Other Countries*", Gayatri Publications, 2007.
3. Kaushik Basu, and A. Maertens (ed.), *The Oxford Companion to Economics in India*, Oxford University Press, 2007.
4. M.M. Sury, *Government Budgeting in India*, Commonwealth Publishers, 1990.
5. Shankar Acharya, "Thirty years of tax reform" in India, *Economic and Political Weekly*, May 2005.
6. Government of India, *Report of the 14th Finance Commission*.
7. *Economic Survey*, Government of India (latest).
8. State Finances: A Study of Budgets, *Reserve Bank of India* (latest).

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)

SIXTH SEMESTER GE

ECO-RG-6016: Economic Development and Policy in India–II

Course Description

Building on the more aggregative analysis of trends in the Indian Economy offered in Economic Development and Policy–I, this course examines sector-specific trends in key indicators and their implications in the post-Independence period.

Course Outline

1. Agriculture: Policies and Performance

Production and productivity; credit; labour; markets and pricing; land reforms; regional variations.

2. Industry: Policies and Performance

Production trends; small scale industries; public sector; foreign investment.

3. Foreign Trade: Trends and Policies

Balance of trade and balance of payments; India and the World Trade Organisation.

Readings:

3. Uma Kapila, *Indian Economy since Independence*, Academic Foundation, 19th edition (2009).
4. Government of India, *Economic Survey* (latest)

**SYLLABUS
OF
EDUCATION**

**FOR
UNDER GRADUATE CBCS COURSE (HONOURS)
(REVISED)**



**(Approved by Academic Council on 8th November, 2019
effective from July, 2019)**

**GAUHATI UNIVERSITY
GUWAHATI**

Course Structure of B.A. Education (Honours) under CBCS

Gauhati University, Guwahati

It aims to develop a holistic and multidimensional understanding of the topics. It attempts to approach new areas of learning, develop competencies in the students thereby opening various avenues for self-discovery, academic understanding and employment.

Instruction on Teaching Method:

- The classroom transaction of all the papers will be done through Blended mode of learning. However, offline learning will be conducted through lectures, group discussions, experiential exercises, projects, presentations, workshops, seminars and hands on experiences.
- Students would be encouraged to develop an understanding of real life issues and participate in the programs and practices in the social context. To this end, practicum is incorporated as an important component in many of the papers.
- Use of ICT and mass media and web based sources is highly recommended to make the teaching learning process interactive and interesting.
- 40% of the courses will be covered by online mode of learning.

Evaluation: The mode of evaluation would be through a combination of external and internal assessment in the ratio of 80: 20 respectively. Equal weightage will be given to all the units while setting of questions papers in external examination. Along with routine examinations, classroom participations, class assignments, project work, and presentations would also be a part of the overall assessment of the student.

| Semester | Core Credit- 14x6=84 | AECC 2x4=8 | SEC 2x4=8 | DSE 4x6=24 | GE 4x6=24 |
|----------|-------------------------|---------------------------|--------------|---------------|--------------|
| I | EDU-HC-1016 | English/MIL communication | | | EDU-HG-1016 |
| | EDU-HC-1026 | | | | |
| II | EDU-HC-2016 | Environmental science | | | EDU-HG-2016 |
| | EDU-HC-2026 | | | | |
| III | EDU-HC-3016 | | EDU-SE-3014 | | EDU-HG-3016 |
| | EDU-HC-3026 | | | | |
| | EDU-HC-3036 | | | | |
| IV | EDU-HC-4016 | | EDU-SE-4014 | | EDU-HG-4016 |

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|----|-------------|--|--|--|--|
| | EDU-HC-4026 | | | | |
| | EDU-HC-4036 | | | | |
| V | EDU-HC-5016 | | | <i>Any one</i> EDU-DSE-5016 / EDU-DSE-5026 | |
| | EDU-HC-5026 | | | <i>Any one</i> EDU-DSE-5036/ EDU-DSE-5046 | |
| VI | EDU-HC-6016 | | | <i>Any one</i> EDU-DSE-6016/ EDU-DSE-6026 | |
| | EDU-HC-6026 | | | <i>Any one</i> EDU-DSE-6036/ EDU-DSE-6046 | |

List of Papers
B.A. Education (Honours)

| Core Papers | | | |
|---|--------------------|--|---------------|
| Sl. No | Course code | Title of the Paper | Credit |
| 1 | EDU-HC-1016 | Principles of Education | 6 |
| 2 | EDU-HC-1026 | Psychological foundations of Education & laboratory practical | 4+2 |
| 3 | EDU-HC-2016 | Philosophical and Sociological Foundations of Education | 6 |
| 4 | EDU-HC-2026 | Development of Education in India- I | 6 |
| 5 | EDU-HC-3016 | Development of Education in India- II | 6 |
| 6 | EDU-HC-3026 | Educational Technology and Teaching Methods | 6 |
| 7 | EDU-HC-3036 | Value and Peace Education | 6 |
| 8 | EDU-HC-4016 | Great Educational Thinkers | 6 |
| 9 | EDU-HC-4026 | Educational Statistics & Practical | 4+2 |
| 10 | EDU-HC-4036 | Emerging Issues in Education | 6 |
| 11 | EDU-HC-5016 | Measurement and Evaluation in Education & Laboratory Practical | 4+2 |
| 12 | EDU-HC-5026 | Guidance and Counselling | 6 |
| 13 | EDU-HC-6016 | Education and Development | 6 |
| 14 | EDU-HC-6026 | Project | 6 |
| Discipline Specific Elective Papers (DSE) | | | |
| 1 | EDU-DSE-5016/ | Continuing Education/ | 6 |
| 2 | EDU-DSE-5026 | Developmental Psychology | |
| 3 | EDU-DSE-5036/ | Human Rights Education/ | 6 |
| 4 | EDU-DSE-5046 | Teacher Education in India | |
| 5 | EDU-DSE-6016/ | Mental Health & Hygiene/ | 6 |
| 6 | EDU-DSE-6026 | Special Education | |

| | | | |
|---|---------------|---|---|
| 7 | EDU-DSE-6036/ | Educational Management/ | 6 |
| 8 | EDU-DSE-6046 | Women and Society | |
| Generic Elective (GE) | | | |
| 1 | EDU-HG-1016 | Foundations of Education | 6 |
| 2 | EDU-HG-2016 | Psychology of Adolescents | 6 |
| 3 | EDU-HG-3016 | Guidance and Counselling | 6 |
| 4 | EDU-HG-4016 | History of Education in India | 6 |
| Skill Enhancement Course (SEC) | | | |
| 1 | EDU-SE- 3014 | Public speaking skill | 4 |
| 2 | EDU-SE-4014 | Writing Bio-data and facing an Interview | 4 |
| Ability Enhancement Compulsory Course (AECC) | | | |
| 1 | | English/MIL Communication | |
| 2 | | Environmental Science | |

1st SEMESTER (HONOURS)

EDU-HC-1016

PRINCIPLES OF EDUCATION

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

Credit-6

Course Objectives:

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

- Acquaint the students with the sound principles of education
- Acquaint the students with the important concepts of Education, Curriculum, Democracy, Discipline and Freedom.
- Develop knowledge about different Aims of Education, various types of Curriculum, Correlation of Studies and Forms of Discipline.
- Familiarise the students with democratic idea of modern education.

Course contents

| Units | Contents |
|---------|--|
| Unit-1 | Meaning and Concept of Education <ul style="list-style-type: none">• Meaning, nature and scope of education.• Forms of education- Formal, Informal and Non-formal education and their agencies• School and its functions, relationship between school and society.• Distance and Open Education with special reference to India.• Functions of education. |
| Unit-2 | Aims of education <ul style="list-style-type: none">• Meaning and importance of Aims.• Determinants of aims.• Historical retrospect.• Social Vs Individual aim.• Vocational and Liberal aim• Democratic, Citizenship, Moral and Complete living as an aim of education |
| Unit- 3 | Curriculum <ul style="list-style-type: none">• Concept and nature of Curriculum• Importance of Curriculum.• Types of Curriculum.• Principles of Curriculum Construction• Correlation of Studies—Meaning, Types and importance.• Co-curricular activities- Meaning, Types and importance. |
| Unit-4 | Discipline and Freedom <ul style="list-style-type: none">• Meaning and importance• Discipline Vs. Order• Forms of discipline |

| | |
|---------------|--|
| | <ul style="list-style-type: none"> • Place of reward and punishment in schools • Concept of free-discipline. • Maintenance of discipline in school. |
| Unit-5 | Democracy and Education <ul style="list-style-type: none"> • Meaning of Democracy in Education • Democracy and the Education of Masses • The child in democratic education. • Role of Teachers and the Administrators in Democracy. • Methods of teaching in Democracy |

Recommended Readings:

- Agarwal J.C. (2010). *Theory and Principles of Education*. Delhi: Vikash Publishing House Pvt. Ltd.
- Baruah, J. (2006). *Sikshatatta Adhyayan*. Guwahati: Lawyer's Book Stall.
- Bhatia & Bhatia (1994). *Theory and Principles of Education*. Delhi: Doaba.
- Chatterjee, S. (2012). *Principles and Practice of Modern Education*. Delhi: Books & Allied Ltd.
- Raymont T. (1904). *Principles of Education*. London, New York & Bombay: Longmans, Green & Co.
- Ross J.S. (1945). *The Ground Work of Educational Theory*. London, Toronto, Bombay, Sydney: George G. Harrap & Co. Ltd.
- Safaya R.N. & Shaida B.D. (2010). *Modern Theory and Practice of Education*. New Delhi: Dhanpatrai Publishing Company Pvt. Ltd.

EDU-HC-1026
PSYCHOLOGICAL FOUNDATIONS OF EDUCATION
Total Marks: 100 (External: 80 and Internal: 20)
Credit-6

Course Objectives:

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

- Make the students understand the relationship between education and psychology.
- Explain the need of educational psychology in teaching learning process.
- Describe the nature and theories of learning and role of motivation in learning.
- Understand the concept of memory, forgetting, attention and interest.
- Understand intelligence, its theories and measurement.
- Acquaint with different types of personality and the adjustment mechanism.

Course contents

| Units | Contents |
|---------------|---|
| Unit-1 | <p>Psychology and Education:</p> <ul style="list-style-type: none"> • Meaning and nature of Psychology • Relation between education and psychology • Educational Psychology-Nature,Scope,Methods— Observation,Experimentation,Case study method • Importance of Educational Psychology in teaching –learning process |
| Unit-2 | <p>Learning and Motivation:</p> <ul style="list-style-type: none"> • Learning -Meaning and nature • Theories of learning—Connectionism, Classical conditioning, Operant conditioning and Theory of Insightful learning • Laws of learning--law of readiness, law of exercise ,law of effect • Factors affecting learning • Motivation-meaning, role in learning |
| Unit-3 | <p>Memory, Attention and Interest:</p> <ul style="list-style-type: none"> • Memory—Meaning, nature and types • Economy in memorization • Forgetting—meaning and causes • Attention-concept, characteristics, determinants and types • Interest-Meaning, relation between Attention and Interest • Role of attention and Interest in learning |

| | |
|---------------|---|
| Unit-4 | Intelligence, Creativity and personality <ul style="list-style-type: none"> • Intelligence-Meaning, nature and theories :Two-factor theory, Group factor theory • Creativity-concept, characteristics • Personality—meaning and nature • Theories of personality-Type and trait theory |
| Unit-5 | Laboratory Practical Recall and Recognition, Trial and Error learning, Span of attention (The three practical will be done in Psychological laboratory, there will be 2 credits for practical class) |

Recommended Readings:

- Baron, R. A. (2001). *Psychology*. New Delhi: Prentice Hall.
- Bichler, R. F. and Snowman, J. (1993). *Psychology Applied to Teaching*. Boston: Houghton Mifflin
- Chauhan, S. S. (1996). *Advanced Educational Psychology*. New Delhi: Vikash Publishing House Pvt. Ltd.
- Crow & Crow (1962). *Educational Psychology*. New Delhi: Prentice Hall.
- Guilford, J. P. (1965). *General Psychology*. New Delhi: East West Press Pvt. Ltd.
- Kuppuswamy B. (2013). *Advanced Educational Psychology*, New Delhi: Sterling Publishers Private Limited.
- Mangal, S. K. (2009). *Advanced Educational Psychology*. New Delhi: PHI Learning Private Limited.
- Saikia, L.R. (2018). *Psychological and Physiological Experiments in Education*. Guwahati.
- Skinner, Charles, (2012). *E- Educational Psychology*. New Delhi: Prentice Hall.

EDU-HG-1016
FOUNDATIONS OF EDUCATION
Total Marks: 100 (External: 80 and Internal: 20)
Credit-6

Course Objectives:

After completion of this course the learner will be able to

- Acquaint with the principles of education
- Gain knowledge about different various Forms and Aims of Education
- Understand the concept and importance of Discipline and Freedom.
- Acquire knowledge about the concept of Emotional and National Integration and International Understanding.

Course contents

| Units | Content |
|---------------|--|
| Unit-1 | <p>Concept of Education</p> <ul style="list-style-type: none"> • Meaning ,Nature and Scope of education • Forms of education- • Formal education, Informal and Non formal education- Meaning and Nature. School as an agency of formal education • Aims of education, Meaning and importance of Aims. Types of Aims- • Social Vs Individual aim. • Vocational and Liberal aim • Democratic aim of education. |
| Unit-2 | <p>Philosophy and Education</p> <ul style="list-style-type: none"> • Philosophy: Meaning, Nature and Scope • Philosophy of Education: Meaning and Scope • Relationship between education and philosophy • Impact of philosophy on education |
| Unit-3 | <p>Psychology and Education</p> <ul style="list-style-type: none"> • Meaning and nature of Psychology • Relation between education and psychology • Educational Psychology-Nature, Scope, Method Observation, Experimentation, Case study method • Importance of Educational Psychology in teaching –learning process |
| Unit-4 | <p>Education for National Integration and International understanding</p> <ul style="list-style-type: none"> • Meaning and Nature of National Integration and International understanding • Role of education in development of National Integration and International understanding. • Globalization and its impact in developing International cooperation |
| Unit-5 | <p>Sociology and Education</p> <ul style="list-style-type: none"> • Concept and methods of Sociology, Educational Sociology: Meaning, Nature, Scope and Importance, Relation between education and sociology |

- | | |
|--|---|
| | <ul style="list-style-type: none">• Social group: Meaning, Nature and Classification, Importance of Primary and Secondary Groups• Concept of socialization, Education as a socialization process |
|--|---|

Recommended Readings:

- Agarwal J.C. (2010). *Theory and Principles of Education*. Delhi: Vikash Publishing House Pvt. Ltd.
- Baruah, J. (2006). *Sikshatatta Adhyayan*. Guwahati: Lawyer's Book Stall.
- Bhatia & Bhatia (1994). *Theory and Principles of Education*. Delhi: Doaba.
- Chatterjee, S. (2012). *Principles and Practice of Modern Education*. Delhi: Books & Allied Ltd.
- Goswami, Dulumoni (2014). *Philosophy of Education*. Guwahati: DVS Publishers.
- Raymont T. (1904). *Principles of Education*. London, New York & Bombay: Longmans, Green & Co.
- Ross J.S. (1945). *The Ground Work of Educational Theory*. London, Toronto, Bombay, Sydney: George G. Harrap & Co. Ltd.
- Safaya R.N. & Shaida B.D. (2010). *Modern Theory and Practice of Education*. New Delhi: Dhanpatrai Publishing Company Pvt. Ltd.

2nd SEMESTER (HONOURS)

EDU-HC-2016

PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATION OF EDUCATION

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

Credit-6

Course Objectives:

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

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

Course contents

| Units | Contents |
|---------------|---|
| Unit-1 | Philosophy and Education <ul style="list-style-type: none">• Philosophy: Meaning, Nature and Scope• Philosophy of Education: Meaning and Scope• Relationship between education and philosophy• Impact of philosophy on education |
| Unit-2 | Various Indian Schools of Philosophy and Education <ul style="list-style-type: none">• Vedic Philosophy: Different concepts of Vedic philosophy, Implication in education• Yoga and Philosophy: Different types, Astangika Yoga, Implication in education• Buddhist Philosophy: Four principles, Implication in education |
| Unit-3 | Various Western Schools of Philosophy and Education <ul style="list-style-type: none">• Idealism: Meaning, Principles, Implication in education• Naturalism: Meaning, Principles, Implication in education• Pragmatism: Meaning, Principles, Implication in education |
| Unit-4 | Sociology and Education <ul style="list-style-type: none">• Concept and methods of Sociology, Educational Sociology: Meaning, Nature, Scope and Importance, Relation between education and sociology• Social group: Meaning, Nature and Classification, Importance of Primary and Secondary Groups• Concept of socialization, Education as a socialisation process |
| Unit-5 | Socio-cultural Context of Education <ul style="list-style-type: none">• Social Change: Meaning, Nature and Factors• Education as an instrument of Social Change• Culture: Meaning, Nature, Cultural change and Cultural Lag |

| | |
|--|--|
| | <ul style="list-style-type: none"> • Relation between education and culture • Social Organisation: Meaning and Types • Social Disorganisation: Meaning, Causes and Remedies |
| | |

Recommended Readings:

- Bhatia & Narang (2013). *Philosophical and Sociological Bases of Education*. Ludhiana: Tandon Publications.
- Brown, F. J. (1954): *Educational Sociology (2nd Edition)*. New York: Prentice Hall.
- Brubacher, John S. (1962). *Modern Philosophies of Education*. McGraw Hill: New Delhi.
- Chanda, S.S. & Sharma, R. K. (2002). *Sociology of Education*. New Delhi: Atlantic Publishers.
- Chandra S. S., R. Sharma, & Rejendra K (2002). *Philosophy of Education*. New Delhi: Atlantic Publishers.
- Goswami, Dulumoni (2013). *Philosophy of Education*. Guwahati: DVS Publishers.
- Ogburn, W.F. & Nimkoff, W.F. (1966). *A handbook of Sociology*. New Delhi: Eurasia Publishing House (Pvt.) Ltd.
- Rao, C. N. Shankar (2005). *Sociology-Principles of Sociology with an introduction to Social Thought*. New Delhi: S. Chand & Company.
- Ravi, S. S. (2015). *Philosophical and Sociological Bases of Education*. New Delhi: Prentice Hall India Pvt. Ltd.
- Saikia, Polee (2017). *Sociological Foundations of Education*. Guwahati: DVS Publishers.
- Singh, Y. K. (2007). *Philosophical Foundation of Education*. New Delhi: APH Publishing Corporation.

EDU-HC-2026
DEVELOPMENT OF EDUCATION IN INDIA-I
Total Marks: 100 (External: 80 and Internal: 20)
Credit-6

Course Objectives:

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

- Recount the concept of Ancient Indian education system
- Describe the education system in Ancient India, particularly Vedic Education
- Examine the education system in Medieval India.
- Analyse the education system during British Period

Course contents

| Units | Content |
|---------------|--|
| Unit-1 | <p>Education in Ancient and Medieval India</p> <ul style="list-style-type: none"> • Education in Ancient India <ul style="list-style-type: none"> - The Vedic System of Education: Concept and Salient Features - Education in the <i>Arthashastra</i> of Kautilya • Education during Buddhist Period <ul style="list-style-type: none"> - General Features of Buddhist Education - Ancient Universities and Centres of Education: Taxila, Nalanda, Vikramshila, Varanasi, • Education in Medieval India <ul style="list-style-type: none"> • The Islamic System of Education <ul style="list-style-type: none"> - General Features of Muslim Education - Defects of Muslim Education |
| Unit-2 | <p>Education in British India: The Beginning</p> <ul style="list-style-type: none"> • Indigenous Education at the Beginning of British Rule • Educational Activities of Missionaries in Assam • The East India Company's Role • The Charter Act of 1813 • The Anglicists-Orientalists Controversy • Macaulay's Minute, 1835 • Downward Filtration Theory |
| Unit-3 | <p>Education in British India: In 19th Century</p> <ul style="list-style-type: none"> • Wood's Despatch of 1854 <ul style="list-style-type: none"> - Background of the Despatch - Recommendations - Implementation of the Despatch • Indian Education Commission-1882 <ul style="list-style-type: none"> - Appointment of Indian Education Commission - Its Terms of Reference - Major Recommendations - Criticism of the Commission |
| Unit-4 | <p>Rise of Nationalism and its impact on education</p> <ul style="list-style-type: none"> • Indian University Commission- 1902, Major Recommendations - Lord Curzon's Education policy on Primary, Secondary and Higher |

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|---------------|---|
| | <p>Education</p> <ul style="list-style-type: none"> - Government of India's Resolution on Educational Policy-1904, The University Act of 1904 • Gokhale's Bill for Compulsory Primary Education- 1910-1912 - Impact of Compulsory Primary Education Movement in Assam: Assam Elementary Education Act-1926 • Calcutta University Commission-1917, Major Recommendations |
| Unit-5 | <p>Education in British India: A Period of Experiment</p> <ul style="list-style-type: none"> • Hartog Committee Report-1929, Major Recommendations • Basic Education-1937, Background - Wardha Education Conference-1937 - Salient Features of Basic Education - Criticism of the Basic Education • The Sargent Report- 1944 |

Recommended Readings:

- Aggarwal, J.C. (2004). *Landmarks in the History of the Modern Indian Education*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Chaube, S. P. and Chaube, A. (2005). *Education in Ancient and Medieval India*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Dash, B.N. (2014). *History of Education in India*. New Delhi: Dominant Publishers and Distributors Pvt. Ltd.
- Ghosh, Suresh C. (2007). *History of Education in India*. New Delhi: Rawat Publications.
- Thakur, A.S. and Thakur, A. (2015). *Development of Education System in India: Problems and Prospects*. Agra: Agarwal Publications.

EDU-HG-2016
PSYCHOLOGY OF ADOLESCENTS
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 period of adolescence
- Enable the students to understand the significance of the adolescence period in human life
- Enable the students to know about various problems associated with this stage
- Enable the students to understand the development aspects of adolescence, importance of adolescence period and problems associated with this stage.

Course contents

| Units | Contents |
|---------------|--|
| Unit-1 | Introduction to adolescent psychology <ul style="list-style-type: none"> • Meaning and definition of adolescence • Need and importance of studying adolescent psychology • Adolescence – age of transition • Is adolescence a period of storm and stress? |
| Unit-2 | Physical and mental development <ul style="list-style-type: none"> • Characteristics of physical development • Characteristics of mental development • Educational implications of physical and mental development |
| Unit-3 | Social development <ul style="list-style-type: none"> • Characteristics of social development • Influence of peers in social development • Factors affecting social adjustment |
| Unit-4 | Emotional and personality development <ul style="list-style-type: none"> • Characteristics of emotional development • Personality changes during adolescence • Adjustment problems of adolescence |
| Unit-5 | Delinquency <ul style="list-style-type: none"> • Meaning , Nature and types of delinquency • Causes of delinquency – biological, psychological and sociological • Role of school, family and society in preventing delinquency • Prevention and control of drug addiction |
| | |

Recommended Readings:

- Chaube, S. P. (2011). *Developmental Psychology*. New Delhi: Neelkamal Publications Ltd.
- Cole, L. (1936). *Psychology of Adolescence*, New York: Rinchart and Winsten

- Goswami, G. (2008). *Child Development and Child Care*. Guwahati: Arun Prakashan.
- Hurllock, E. B. (1980). *Developmental Psychology-A Life span approach*. New Delhi: Tata McGraw Hill Publishing Com. Ltd.

3rd SEMESTER (HONOURS)

EDU-HC-3016

DEVELOPMENT OF EDUCATION IN INDIA-II

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

Credit-6

Course Objectives:

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

- Understand the Educational situation during the time of Independence
- Explain the recommendations and educational importance of different Education Commission and Committees in post Independent India
- Analyse the National Policy on Education in different tomes
- Accustom with the recent Educational Development in India

Course Content:

| Units | Content |
|---------------|---|
| Unit-1 | Development of Indian Education the post independence period <ul style="list-style-type: none">• Educational Provisions of the Indian Constitution and their Implementation• University Education Commission – 1948<ul style="list-style-type: none">- Appointment of University Education Commission- Aims and Recommendations of the Commission- Evaluation of the Recommendations |
| Unit-2 | Development of Secondary Education in the Post-Independent Period <ul style="list-style-type: none">• Dr. Tara Chand Committee-1948<ul style="list-style-type: none">- Major Recommendations• Secondary Education Commission-1952-53<ul style="list-style-type: none">- Terms and Condition- Aims and Objectives of Secondary Education- Defects of Secondary Education- Recommendations of the Commission- Evaluation of the Recommendations of the Commission |
| Unit-3 | Education Commission-1964-66 <ul style="list-style-type: none">• Reasons for appointing Education Commission• Major Recommendations of Education Commission on:<ul style="list-style-type: none">- National Objectives of Education- National Pattern of Education- National Curriculum- Text Book- Method of Teaching- Teaching Personnel and Teacher Status- Teacher Education- Guidance and Counselling |

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| | <ul style="list-style-type: none"> - Examination and Evaluation • Critical assessment and Relevance of the recommendations in Present Education System. |
| Unit-4 | <p>National Policies on Education in Post Independent India</p> <ul style="list-style-type: none"> • National Policy on Education-1968 • National Policy on Education-1986: Recommendations, National System of Education • Review of National Policy of Education <ul style="list-style-type: none"> - Ramamurthy Review Committee, 1990 - Janardan Reddy Committee Report, 1991 • Revised National Policy of Education-1992 |
| Unit-5 | <p>Recent Developments and programmes in Indian Education</p> <ul style="list-style-type: none"> • The National Knowledge Commission Report <ul style="list-style-type: none"> - Background and Recommendations • Report of the Committee to Advise on Renovation and Rejuvenation of Higher Education <ul style="list-style-type: none"> - Recommendations • National Curriculum Framework, 2005 • Government Programmes of Education: SSA, RMSA, RUSA • Right to Education (RTE) • Quality Control of Higher Education: NAAC- Its Objectives and Roles. |

Recommended Readings

- Aggarwal, J.C. (2004). *Landmarks in the History of the Modern Indian Education*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Dash, B.N. (2014). *History of Education in India*. New Delhi: Dominant Publishers and Distributors Pvt. Ltd.
- Ghosh, Suresh C. (2007). *History of Education in India*. New Delhi: Rawat Publications.
- Thakur, A.S. and Thakur, A. (2015). *Development of Education System in India: Problems and Prospects*. Agra: Agarwal Publications.

EDU-HC-3026
EDUCATIONAL TECHNOLOGY AND TEACHING METHODS
Total Marks: 100 (External: 80 and Internal: 20)
Credit-6

Course Objectives:

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

- Make the students understand the objective of educational technology in teaching learning process
- Acquaint the students with innovations in the field of education through technology
- Make the students understand about various methods and devices of teaching
- Acquaint students with levels, effectiveness of teaching and classroom management
- Make the students understand the strategies of effective teaching as a profession.

Course contents

| Units | Contents |
|---------------|--|
| Unit:1 | <p>Educational technology:</p> <ul style="list-style-type: none"> • Meaning and nature of Educational technology • Components of Educational Technology- Hardware and Software and Systems Approach • Instructional Technology-Difference between Educational Technology and Instructional Technology, Programmed Instruction |
| Unit:2 | <p>Information and Communication Technology in teaching-learning</p> <ul style="list-style-type: none"> • Concept, nature and components of communication technology • Marks of effective classroom communication • Barriers of effective classroom communication • Application of ICT in teaching-learning • Resources of learning- Projected and Non-projected resources, Internet, E-learning, EDUSAT, INFLIBNET and Social media |
| Unit:3 | <p>Models of teaching</p> <ul style="list-style-type: none"> • Concept, nature and characteristics • Inquiry model • Personalized system of instruction • Computer Assisted Instructions(CAI), Team teaching, Collaborative teaching, Cooperative mastery learning |
| Unit:4 | <p>Methods and techniques of teaching</p> <ul style="list-style-type: none"> • Teaching learning process- Meaning and Nature of teaching and learning • Criteria of good teaching • Teaching Methods- lecture method, play way method, Activity method, Discussion, Project method, problem solving method |

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|---------------|---|
| | <ul style="list-style-type: none"> • Teaching techniques- Maxims of teaching, devices of teaching-Narration, Illustration, Questioning |
| Unit:5 | Lesson Planning and Micro Teaching <ul style="list-style-type: none"> • Lesson plan –Its meaning and Importance • Types of Lessons- Knowledge Lesson, Skill Lesson, Appreciation Lesson • Herbartian Steps of Lesson Planning • Criteria of a good lesson plan • Micro teaching- meaning and components |

Recommended Readings:

- Aggarwal J. C. (2005). *Educational Technology*. New Delhi: Vikash Publishing House Pvt. Ltd.
- Chauhan, S. S. (2008). *Innovations in Teaching-learning Process*. New Delhi: Vikash Publishing House Pvt. Ltd.
- Joshi, A. (). *Models of Teaching*. Agra: H.P. Bhargava, Book House
- Kochhar, S. K. (1996). *Methods and Techniques of Teaching*. New Delhi: Sterling Publishers Pvt. Ltd.
- Mangal, S.K. and Mangal, Verma (2009). *Essentials of Educational Technology*. New Delhi: PHI Learning Pvt. Ltd.
- Passi, B.K. (1976). *Becoming Better teacher-Micro Teaching Approach*. Ahmedabad: Sahitya Mudranalaya
- Sharma, R.A. (2000). *Teaching Foundation of Education*. Meerut: R. Lall Book Depot
- Siddiqui, M.H.(2008). *Models of teaching*. New Delhi: APH Publishing Corporation
- Singh, Amarjit (2006): *Classroom Management*, New Delhi: Kanishka Publishers

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

Course Objectives:

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

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

Course contents

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

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

Recommended Readings:

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

EDU-HG-3016
GUIDANCE AND COUNSELLING
Total Marks: 100 (External: 80 and Internal: 20)
Credit-6

Course Objectives:

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

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

Course contents

| Units | Contents |
|---------------|--|
| Unit-1 | <p>Introduction to Guidance</p> <ul style="list-style-type: none"> • Meaning, objectives and scope of guidance • Need and principles of guidance • Types of guidance and their importance : Educational guidance, Vocational guidance, Personal guidance, Social guidance, Health guidance |
| Unit-2 | <p>Introduction to Counselling</p> <ul style="list-style-type: none"> • Meaning, objectives and scope of counselling • Need and principles of counselling • Types of counselling : Directive, Non-directive and Eclectic counselling • Relation between Guidance and Counselling |
| Unit-3 | <p>Organization of guidance service</p> <ul style="list-style-type: none"> • Meaning of guidance service • Need and principles of organizing guidance service • Components of guidance service: counselling service, techniques of counselling service • Qualities of a good counsellor |
| Unit-4 | <p>Guidance needs of students</p> <ul style="list-style-type: none"> • Guidance needs of students in relation to home-centred and school-centred problems • Group guidance and Group counselling • Guidance for CWSN • School Guidance Clinic |
| Unit-5 | <p>School guidance programme</p> <ul style="list-style-type: none"> • Importance of guidance and counselling cells in educational institutions |

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| | <ul style="list-style-type: none"> • Follow-up Services • Role of the Head of the institution and parents in guidance and counselling • Challenges and functions of the teacher as guidance provider/ counsellor |
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Recommended Readings:

- Agarwal, Rashmi (2010). *Educational, Vocational guidance and Counselling, Principles, Techniques and programmes*. New Delhi: Shipra Publication.
- Aggarwal J.C. (1989): *Educational and Vocational Guidance and Counselling*. New Delhi: Doaba House.
- Bhatia, K. K. (2009). *Principles of Guidance and Counselling*. New Delhi: Kalyani Publishers.
- Goswami, M. (2015). *Nirdexona aru Paramorxodan*. Guwahati: Ashok book stall.
- Kalita, Utpal (2017). *Nirdexona aru Poramorxodan*. Guwahati: Shanti Prakashan.
- Kochhar, S. K. (2010). *Educational and vocational guidance in secondary schools*. New Delhi: Starling Publishers Pvt. Ltd.

EDU-SEC- 3014
PUBLIC SPEAKING SKILL

Credit – 4

Course Outcome:

After completing this course, students will be able to acquire the capacities of public speaking skill.

Course contents

a. Theory (2 Credits)

| Units | Contents |
|---------------|--|
| Unit-1 | <p>Public Speaking and Communication Skill</p> <ul style="list-style-type: none"> • Meaning and Importance of Public Speaking • Components of Public Speaking: Illustration, Voice modulation, The Power of Pause, Visual Aids, Sense of humour, Articulation • Principles of Effective Public Speaking: Principle of Preciseness, Principle of Clarity, Principle of Completeness, Principle of Consciousness, Principle of Adaption • Ways of becoming Better Public Speaker • Concept and Nature of Communication • Communication Cycle • Types of Communication: Verbal and non-Verbal • Barriers of Communication • Ways of Effective Communication |
| Unit-2 | <p>Personality Development and Motivation as Means for Effective Public Speaking</p> <ul style="list-style-type: none"> • Concept and Nature of Personality • Types of Personality: Extrovert and Introvert • Traits of Personality needed for Effective Public Speaking: Openness to Change, Agreeableness, Extroversion, Sociability, Emotional Stability, Liveliness, Reasoning, Warmth • Role of Personality in Effective Communication • Concept of Balanced Personality • Meaning and Nature of Motivation • Kinds of Motivation: Natural or Intrinsic Motivation and Artificial or Extrinsic Motivation • Ways or means of motivating audience |

b. Practical (2 Credits)

Students shall prepare a write-up based on topic selected for speech.

Guidelines:

- The students will be trained on public speaking
- Teachers will give demonstrations on public speaking
- It will cover: Style of presentation, voice modulation, body language, communication with audience, eye contact
- Topics of speech will be selected by the students discussing with teachers.
- Topic of write-up will be decided by the internal examiner.
- Word limit for the write-up is maximum 2000.

Mode of Delivery:

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.
- Evaluation for practical examination (Public Speaking Skill+Write-up of the speech) will be done by an External Examiner.

Recommended Readings:

- Mangal, S. K. (2013). *Essentials of Educational Psychology*. Delhi: PHI Learning Private Limited.
- Manoharan, P. K. (2008). *Education and Personality Development*. New Delhi: APH Publishing Corporation.
- Morgan, Clifford T. (1993). *Introduction to Psychology*. New Delhi: Tata McGraw Hill Publishing Company Limited.
- Nikitina, Arina (2011). *Successful Public Speaking*. Arina Nikitina & bookboon.com

4th SEMESTER (HONOURS)

EDU-HC-4016

GREAT EDUCATIONAL THINKERS

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

Credit-6

Course Objectives:

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

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

Course contents

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

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| Unit-5 | <p>Educational Thoughts of John Dewey and Madam Maria Montessori</p> <ul style="list-style-type: none"> • John Dewey <ul style="list-style-type: none"> - Brief Life Sketch and Philosophy of Life - Views of Dewey on Educational Philosophy and practices - Dewey's Concept of Democratic Education • Madam Maria Montessori <ul style="list-style-type: none"> - Brief Life Sketch and Philosophy of Life - Views of Montessori on Educational Philosophy and practices - Montessori's Children House. |
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Recommended Readings

- Abdul Kalam, A. P. J. (1998). *India 2020, A Vision for the New Millennium*. Penguin Books India Ltd.
- Bezbarua, L. (2004). *Mahapurush Sri Sankardev aru Sri Madhavdev*. Guwahati: Jyoti Prakashan.
- Dewey, John (2014). *Democracy and Education*. Akar Books.
- Goswami, Dr. Renu (1996). *A Text book on Great Educators and Educational Classics*. Guwahati: Lawyar's Book Stall.
- Narang, C. L. & Bhatia, K. K. (2013). *Philosophical and Sociological Bases of Education (Revised Edition)*. Ludhina: Tandon Publications.
- Neog, M. (1998). *Sankaradeva and his Times: Early History of the Vaisnava Faith and Movement in Assam (3rd edition)*. Guwahati: Lawyer's Book Stall.
- Saikia, I. & Kalita .U. (2016). *Prachya Aaru Pachayatyar Sikshabidsakal*. Guwahati: Shanti Prakashan.

EDU-HC-4026
EDUCATIONAL STATISTICS AND PRACTICAL
Total Marks: 100 (External: 80 and Internal: 20)
Credit-6

Course Objectives:

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

- Develop the basic concept of Statistics,
- Be acquainted with different statistical procedures used in Education.
- Develop the ability to represent educational data through graphs.
- Familiarize the students about the Normal Probability Curve and its applications in Education.

Course contents

| Units | Topics |
|---------------|---|
| Unit-1 | Basics of Educational Statistics <ul style="list-style-type: none"> • Statistics- Meaning, Nature and Functions • Need of statistics in Education • Measures of central tendency and their uses • Mean, Median and Mode from ungrouped and grouped data • Measures of variability –Concept, Types and their uses, merits and demerits • Quartile Deviation, Average Deviation, Standard deviation-(grouped and ungrouped data-short method), Combined SD |
| Unit-2 | Graphical presentations of data <ul style="list-style-type: none"> • Usefulness of Graphical presentations of data, • Basic principle of constructing a graph, • Different types of graph –histogram, frequency polygon, • Cumulative frequency percentage curve (Ogive), Smoothed graph. |
| Unit-3 | Co-efficient of Correlation and Percentiles <ul style="list-style-type: none"> • Coefficient of correlation – Meaning and types, • Computation of, co-efficient of correlation by Rank difference method & Product-moment method and interpretation of result • Calculation of Percentile and Percentile Rank |
| Unit-4 | Normal Probability Curve and Its Application <ul style="list-style-type: none"> • Normal Probability Curve: Its Meaning, Properties and Uses • Table of Area under NPC • Applications of Normal Probability Curve • Divergence from Normality: Skewness and Kurtosis |

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| Unit-5 | Statistical Practical <ul style="list-style-type: none">• To determine the Mean Median and Mode• Graphical Representation – Frequency Polygon, Histogram and Pie diagram |
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Recommended Readings:

- Garrett, H.E. (2014). *Statistics in Psychology and Education*. Mumbai: Vakils, Feffer and Simons Pvt. Ltd.
- Goswami, Marami (2012). *Measurement and Evaluation in Psychology and Education*. Hyderabad: Neel Kamal Publications Pvt. Ltd.
- Kalita, Utpal (2019). *Sikshat Parisankhya Bignan*. Guwahati: Shanti Prakashan.
- Mangal, S.K. (2005). *Statistics in Psychology and Education*. New Delhi: Prentice Hall of India.
- Saha, Kaberi (2012). *Statistics in Education and Psychology*. New Delhi: Asian Books Pvt. Ltd.
- Sahu, Binod, K. (1998). *Statistics in Psychology and Education*. New Delhi: Kalyani Publishers.

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

Objectives:

After completion of this unit, students will able to-

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

Course contents

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

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|---------------|--|
| Unit-5 | <p>Multi-Cultural Education and Alternative Education</p> <ul style="list-style-type: none"> • Concept, Objectives and Need of Multi-Cultural Education • Curriculum and Instruction of Multi-Cultural Education • Issues related to Multi-Cultural Education • Concept of Alternative Education and its related Issues • Role of NIOS and Sakshar Bharat Mission in Alternative Education • Role of IGNOU and KKHSOU in Alternative Higher Education • MOOC and its related Issues. |
|---------------|--|

Recommended Readings:

- Aggarwal J. C. (1997). *Development and Planning of Modern Education*. New Delhi: Vikas Publishing House Ltd.
- Chandel and Nand (2011). *Population Education*. Agra: Shri Vinod Pustak Mandir.
- Das, Dr. Phunu (Ed.) (2016). *Contemporary Issues of Indian Education*. Guwahati: Shanti Prakashan
- Krishnamacharyulu, V. (2005). *Environmental Education*. Hyderabad: Neelkamal Publications Pvt. Ltd.
- Mishra and Mohanty (2013). *Trends and Issues in Indian Education*. Meerut: R. Lall Book Depot.
- Taj, Haseen (2011). *Current Challenges in Education*. Hyderabad: Neelkamal Publications Pvt. Ltd.
- Tiwari, R.P. *Problems of Education in N.E. India*. Ludhiana: Tandon Publications.

EDU-HG-4016
HISTORY OF EDUCATION IN INDIA
Marks: 100 (External: 80 Internal: 20)
CREDIT: 6

Course Objectives:

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

- Analyse the education system during British Period
- Understand the Educational situation during the time of Independence
- Explain the recommendations and educational importance of different Education Commission and Committees in post Independent India
- Analyse the National Policy on Education in different tomes
- Accustom with the recent Educational Development in India.

Course contents

| Units | Content |
|---------------|---|
| Unit-1 | <p>Education in British India</p> <ul style="list-style-type: none"> • The Beginning <ul style="list-style-type: none"> - The Charter Act of 1813 - The Anglicists-Orientalists Controversy - Macaulay’s Minute, 1835 - Downward Filtration Theory • Wood Despatch of 1854 <ul style="list-style-type: none"> - Background of the Despatch - Recommendations - Implementation of the Despatch • Indian Education Commission-1882 <ul style="list-style-type: none"> - Appointment of Indian Education Commission - Background for appointing the Commission - Major Recommendations - Criticism of the Commission |
| Unit-2 | <p>Raise of Nationalism and its impact on Education</p> <ul style="list-style-type: none"> • Initiative of Gopalkrishna Gokhle, Gokhale’s Bill for Compulsory Primary Education- 1910-1912 • All India Educational Conference, Wardha, 1937 • Gandhiji’s Basic Education –Concept , Philosophy and Salient Features, Criticism of the Basic Education |
| Unit-3 | <p>Development of Indian Education: Post Independence I</p> <ul style="list-style-type: none"> • University Education Commission-1948 <ul style="list-style-type: none"> - Appointment of University Education Commission - Aims of University Education - Recommendations of the Commission - Evaluation of the Recommendations • Secondary Education Commission-1952-53 <ul style="list-style-type: none"> - Appointment of Secondary Education Commission - Aims and Objectives of Secondary Education - Defects of Secondary Education |

| | |
|----------------|---|
| | <ul style="list-style-type: none"> - Recommendations of the Commission - Evaluation of the Recommendations of the Commission |
| Unit-4 | <p>Development of Indian Education: Post Independence- II</p> <ul style="list-style-type: none"> • Education Commission-1964-66 <ul style="list-style-type: none"> - Major Recommendations and its effects on existing Indian education • National Policy of Education-1986 <ul style="list-style-type: none"> - Background - Major Recommendations - Impact on Indian Education |
| Unit -5 | <p>Recent Developments in Indian Education</p> <ul style="list-style-type: none"> • The National Knowledge Commission's Report <ul style="list-style-type: none"> - Major recommendation and its implementation • National Curriculum Framework, 2005 • Government Programmes of Education: SSA, RMSA and RUSA • The Right to Education Act, 2009 and its implementation. |

Recommended Readings:

- Aggarwal, J.C. (2004). *Landmarks in the History of the Modern Indian Education*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Chaube, S. P. and Chaube, A. (2005). *Education in Ancient and Medieval India*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Dash, B.N. (2014). *History of Education in India*. New Delhi: Dominant Publishers and Distributors Pvt. Ltd.
- Ghosh, Suresh C. (2007). *History of Education in India*. New Delhi: Rawat Publications.
- Thakur, A.S. and Thakur, A. (2015). *Development of Education System in India: Problems and Prospects*. Agra: Agarwal Publications.

EDU-SE-4014
WRITING BIODATA AND FACING AN INTERVIEW
Credit- 4

Course Outcome:

After completing this course, students will be able to write a bio-data scientifically and will develop confidence to face different types of interview.

Course contents

a. Theory (2 Credits)

| Units | Contents |
|---------------|--|
| Unit-1 | <p>Bio-data</p> <ul style="list-style-type: none"> • Meaning, Purpose and Types of Bio-data • Components of Bio-data • Bio-data: Do's and Do not's • Meaning of Resume and Curriculum Vitae • Differences among Bio-data, Resume and Curriculum Vitae • How to write a Good Academic Bio-data |
| Unit-2 | <p>Interview</p> <ul style="list-style-type: none"> • Meaning and objectives of Interview • Different types of Interview: Structured interview, Unstructured interview, Job-related interview • Characteristics of good interview • Importance of interview • Skills of facing interview |

b. Practical (2 credits):

Students shall write a bio-data to face interview.

Guidelines:

- The teachers will have to guide the students in writing their Bio-data, if necessary outside experts may also be invited to train the students in writing the Bio-data.
- Teachers will guide the students to differentiate amongst Bio-data, Resume and Curriculum Vitae (CV).
- Teachers will explain the style and skill of appearing a formal interview.
- Students will practice mock interview within the classroom.

Mode of Delivery:

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 Prepared Bio-data+ Facing an Interview) will be done by an External Examiner.

Recommended Readings:

- Innes, James (2009). *The CV Book-Your Definite Guide to Writing the Perfect CV*. Prentice Hall.
- Kothari, C. R. (2004). *Research Methodology: Methods and Techniques*. New Age International.
- Sidhu, Kulbir Singh (1984). *Methodology of Research in Education*. New Delhi: Sterling Publisher's Private Limited.

5th SEMESTER (HONOURS)

Instruction:

- EDU-HC-5016 and EDU-HC-5026 papers are compulsory for all the 5th semester Honours students.
- In DSE papers, students will have to select two papers from four alternatives. They can select first paper from EDU-DSE-5016 or EDU-DSE-5026 alternatives. And they can select the second paper from EDU-DSE-5036 or EDU-DSE-5046 alternatives.

EDU-HC-5016 MEASUREMENT AND EVALUATION IN EDUCATION & PRACTICAL

**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 measurement and evaluation in education.
- Acquaint the students with the general procedure of test construction and characteristics of a good test.
- Develop an understanding of different types of educational tests and their uses.
- Acquaint the students about personality test, and aptitude tests.

Course contents

| Units. | Contents |
|---------------|---|
| Unit-1 | Measurement and Evaluation in Education <ul style="list-style-type: none">• Meaning and concept of measurement, Functions of measurement, Types of measurement, Scales of measurement• Evaluation -Its meaning, basic principles• Relationship and difference between Measurement and Evaluation• Examination and Evaluation• Formative and Summative evaluation• Role of evaluation in education |
| Unit-2 | Test Construction <ul style="list-style-type: none">• General procedure of Test Construction and Standardization• Item Analysis• Characteristics of a good test |

| | |
|---------------|--|
| | <ul style="list-style-type: none"> • Validity, Reliability, Objectivity and Norms |
| Unit-3 | Educational Achievement Test <ul style="list-style-type: none"> • Meaning and objectives of Achievement Test • Difference between Achievement test and Intelligence Test • Construction of Educational Achievement Test • Different types of Educational Achievement Test |
| Unit-4 | Personality Test <ul style="list-style-type: none"> • Personality Test- Meaning and Nature • Types of Personality Measurement <ul style="list-style-type: none"> - Subjective Technique (Personality Inventory or Questionnaire-MMPI) - Objective Technique (Rating Scale) - Projective Technique (Thematic Apperception Test, Ink-Blot-Test) - Situational Technique (Psycho Drama) |
| Unit-5 | Laboratory Practical <ul style="list-style-type: none"> • Ink Blot Test • Free Association Test, Control Association Test • Personality Test for Introversion-Extroversion |

Recommended Readings:

- Asthana, Bipin (2009). *Measurement and Evaluation in Psychology and Education*. Agra: Vinod Pustak Mandir
- Freeman, F.S. (1965). *Theory and Practice of Psychological Testing*. New Delhi: Oxford & IBH Publishing Co. Pvt. Ltd.
- Goswami, Marami (2012). *Measurement and Evaluation in Psychology and Education*. Hyderabad: Neel Kamal Publications Pvt. Ltd.
- Saikia, L.R. (2018). *Psychological and Physiological Experiments in Education*. Guwahati.
- Sarma & Kalita (2016). *Sikshat Parimapan, Mulyayan aaru Parisankhya Bignan*. Guwahati: Shanti Prakashan.

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

Course Objectives:

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

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

Course contents

| Units | Contents |
|---------------|---|
| Unit-1 | Introduction to Guidance <ul style="list-style-type: none"> • Meaning, objectives and scope of guidance • Need and principles of guidance • Types of guidance and their importance : Educational guidance, Vocational guidance, Personal guidance, Social guidance, Health guidance |
| Unit-2 | Introduction to Counselling <ul style="list-style-type: none"> • Meaning, objectives and scope of counselling • Need and principles of counselling • Types of counselling : Directive, Non-directive and Eclectic counselling • Relation between Guidance and Counselling |
| Unit-3 | Organization of guidance service <ul style="list-style-type: none"> • Meaning of guidance service • Need and principles of organizing guidance service • Components of guidance service: counselling service, techniques of counselling service • Qualities of a good counsellor |
| Unit-4 | Guidance needs of students <ul style="list-style-type: none"> • Guidance needs of students in relation to home-centred and school-centred problems • Group guidance and Group counselling • Guidance for CWSN • School Guidance Clinic |
| Unit-5 | School guidance programme <ul style="list-style-type: none"> • Importance of guidance and counselling cells in educational institutions |

| | |
|--|---|
| | <ul style="list-style-type: none"> • Follow-up Services • Role of the Head of the institution and parents in guidance and counselling • Challenges and functions of the teacher as guidance provider/ counsellor |
|--|---|

Recommended Readings:

- Agarwal, Rashmi (2010). *Educational, Vocational guidance and Counselling, Principles, Techniques and programmes*. New Delhi: Shipra Publication.
- Aggarwal J.C. (1989): *Educational and Vocational Guidance and Counselling*. New Delhi: Doaba House.
- Bhatia, K. K. (2009). *Principles of Guidance and Counselling*. New Delhi: Kalyani Publishers.
- Goswami, M. (2015). *Nirdexona aru Paramorxodan*. Guwahati: Ashok book stall.
- Kalita, Utpal (2017). *Nirdexona aru Poramorxodan*. Guwahati: Shanti Prakashan.
- Kochhar, S. K. (2010). *Educational and vocational guidance in secondary schools*. New Delhi: Starling Publishers Pvt. Ltd.

EDU-DSE-5016
CONTINUING EDUCATION
Total Marks: 100 (External: 80 and Internal: 20)
Credit-6

Course Objectives:

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

- Know the concept, objectives, scope and significance of continuing education in the context of present scenario.
- Understand about different aspects and agencies of continuing education.
- Realize different methods and techniques as well as issues of continuing education.
- Know the meaning of open education and realise the importance of open school and open universities in continuing education.
- Understand the development of adult education in India, kinds of adult education and different problems of adult education.

Course Contents

| Units | Contents |
|---------------|---|
| Unit-1 | Continuing Education <ul style="list-style-type: none"> • Continuing Education: Meaning, Nature and objectives • Functions and Scope of Continuing education • Significance of continuing education • Meaning and nature of different Aspects Continuing education: Fundamental education, Adult education, Social education & Extension education • Agencies of continuing education |
| Unit-2 | Methodologies and Issues of Continuing Education <ul style="list-style-type: none"> • Different methods of Continuing education • Strategies and devices of continuing education • Role of Mass-media in continuing education • Issues of continuing education in India |
| Unit-3 | Open Education <ul style="list-style-type: none"> • Open Education: Meaning, Characteristics, Objectives and Types • Open School: Meaning and role of NIOS • Open University: Meaning, Characteristics, Objectives and development • Role of Open university in Continuing education |
| Unit-4 | Adult Education |

| | |
|---------------|--|
| | <ul style="list-style-type: none"> • Meaning and Development of Adult education in India • Different kinds of adult education in India • Methods of Teaching adults • Planning adult education programmes in Assam for empowerment of rural women • Problems and Solution of Adult Education in India |
| Unit-5 | Recent Literacy programmes in India <ul style="list-style-type: none"> • Changing concept of Literacy • National Literacy Mission 1988 • Total Literacy Campaign and Post Literacy programme • Shakshar Bharat Mission |

Recommended Readings:

- Aggarwal, J. C. (2008). *Adult Education*. Delhi: Doaba House.
- Chandra, Dr. Soti Shivendra (2005). *Adult and Non-Formal Education*. Delhi: Surajeet Publications.
- Das, Dr. Lakshahira (1999). *Adult Continuing Education*. Guwahati: Amrita Prakashan.
- Goswami, Dulumoni (2009). *Literacy and Development*. Guwahati: DVS Publishers.
- Kalita, Utpal (2015). *Abirata Siksha Aaru Durattwa Siksha*. Guwahati: Shanti Prakashan.
- Kaur & Sood (2009). *Adult and Non-Formal Education*. Ludhiana: Tandon Publishers.
- Mohanty, S. (2012). *Lifelong and Adult Education*. New Delhi: APH Publishing House.
- Talukdar, B. K. (1993). *Adult Education: Concepts & Methods*. Guwahati: Bina Library.

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

Course Objectives:

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

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

Course contents

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

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

Recommended Readings:

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

EDU-DSE-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 | <p>Basic Concept of Human Rights</p> <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 | <p>United Nations and Human rights</p> <ul style="list-style-type: none"> • Universal Declaration of Human Rights (1948) by UN • 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 | <p>Human Rights – Enforcement Mechanism in India</p> <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 | <p>Role of Advocacy Groups for Promotion of Human Rights</p> <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 |

| | |
|---------------|--|
| | <ul style="list-style-type: none"> • 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.
- Deka, Neelotpal (2008). *Human Rights Perspectives and Challenges*. Guwahati: Assam Book Depot.
- 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.

EDU-DSE-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) |

| | |
|---------------|---|
| | <ul style="list-style-type: none"> • Regional Colleges of Education |
| Unit-4 | <p>Status of Teacher Education in India: Trends, Issues and Challenges</p> <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 | <p>Quality, Responsibility and Professional Ethics of Teachers</p> <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.
- Kalita, Sahariah & Sarmah (2014). *Sikshar Siksha*. Guwahati: Shanti Prakashan.
- 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.

6th SEMESTER (HONOURS)

Instruction:

- EDU-HC-6016 and EDU-HC-6026 papers are compulsory for all the 5th semester Honours students.
- In DSE papers, students will have to select two papers from four alternatives. They can select first paper from EDU-DSE-6016 or EDU-DSE-6026 alternatives. And they can select the second paper from EDU-DSE-6036 or EDU-DSE-6046 alternatives.

EDU-HC-6016
EDUCATION AND DEVELOPMENT
Total Marks: 100 (External: 80 and Internal: 20)
Credit-6

Course Objectives:

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

- Relation between education and development
- Educational development in the post globalization era
- Role of education in community development
- Education for human resource development
- Economic and political awareness through education

Course Contents:

| Units | Contents |
|---------------|--|
| Unit-1 | Basic Concepts of Education and Development <ul style="list-style-type: none">• Indicators of educational development• Role of education in national development• Growth and development of education in India in the post globalization era• Concept of modernization- Role of education in modernization |
| Unit-2 | Education and Community Development <ul style="list-style-type: none">• Community: Meaning, Definition, Nature.• Relationship between School and Community.• Role of Teachers in Community Development.• Participation of Community people in Educational Institutions.• Role of Education in Community Development.• Problems of Educational Institutions in Community Development. |
| Unit-3 | Education and Human Resource Development <ul style="list-style-type: none">• Human Resource Development: Meaning, Definition and Characteristics. |

| | |
|---------------|--|
| | <ul style="list-style-type: none"> • Objectives and Need of Human Resource Development. • Factors of Human Resource Development. • Role of education in Human Resource Development. • Organisations of Human Resource Development: MHRD, UGC, NCERT, CBSE. |
| Unit-4 | Education and Economic Development <ul style="list-style-type: none"> • Meaning of Economic Development and National Development. • Relationship between education and Economics. • Impact of Economics on Education. • Role of Education in Economic Development. • Education as an Investment. |
| Unit-5 | Education and Developing Political Awareness <ul style="list-style-type: none"> • Education and democracy • Role of education in creating political awareness • Politics among the students • Importance of students unions |
| | |

Recommended Readings:

- Krishnamacharyulu, V. (2013). *School Management and systems of education*. Hyderabad: Neelkamal Publications Pvt. Ltd.
- Latchanna & Hussein (2007). *Economics of Education*. New Delhi: Discovery Publishing House.
- Ravi, S. Samuel (2015). *Education in emerging India*. Delhi: PHI Learning Private Limited.
- Sharma, R. A. (2007). *Economics of Education*. Meerut: R. Lall Book Depot.
- Taj, Dr. Haseen (2011). *Current Challenges in Education*. Hyderabad: Neelkamal Publications Pvt. Ltd.
- Tiwari, R. P. *Problems of Education in N.E. India*. Ludhiana: Tandon Publications.

**EDU-HC-6026
PROJECT**

**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 process of conducting a Project.
- Prepare a Project Report.

Guideline:

Each student is required to complete any one project related to any area of the syllabus to be evaluated by Internal and External Examiners jointly through viva-voce test. The project work will be completed according to following heads:

- Title of the Project
- Introduction
- Importance of the Study
- Objectives of the Study
- Review of related literature (if any)
- Methods and Procedure
- Data Analysis and Discussion
- Conclusion

Internal Assessment (20 Marks):

Home Assignment/Group Discussion related to Project: 10 Marks

Library Works: 6 Marks

Attendance: 4 Marks

External Assessment (80 Marks):

Project Report: 60 Marks

Viva Voce: 20 Marks

EDU-DSC-6016
MENTAL HEALTH AND HYGIENE
Total Marks: 100 (External: 80 and Internal: 20)
Credit-6

Course Objectives:

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

- Acquaint with the fundamentals and development of mental health and the characteristics of a mentally healthy person.
- Understand the concept and importance of mental hygiene and its relationship with mental health.
- Acquire knowledge about the principles, factors promoting mental health and the role of home, school, and society in maintaining proper mental health.
- Learn the meaning and problem of adjustment and also the different adjustment mechanisms.
- Familiarise with the concept and issues of positive psychology, mental health of women, role of WHO and stress management.

Course Contents

| Units | Content |
|---------------|--|
| Unit-1 | Fundamentals of Mental Health <ul style="list-style-type: none"> • Mental Health – Meaning and Definitions • Scope of Mental Health • Dimensions of Mental Health • Need and importance of Mental Health • Characteristics of a mentally healthy person • History of development of Mental Health |
| Unit-2 | Mental Hygiene – Meaning and Definitions <ul style="list-style-type: none"> • Mental Hygiene – Meaning and Definitions • Goals of Mental Hygiene • Functions of Mental Hygiene • Need and importance of Mental hygiene • Relationship between Mental health and hygiene |
| Unit-3 | Education and Mental Health <ul style="list-style-type: none"> • Principles of sound Mental Health • Factors affecting Mental Health • Mental Health Hazards • Mental Health of Students <ul style="list-style-type: none"> -Role of Home -Role of School -Role of Society |

| | |
|---------------|--|
| | Mental Health of Teachers |
| Unit-4 | Preservation of Mental Health and Hygiene <ul style="list-style-type: none"> • Positive Psychology – Meaning and Nature • Importance of Positive Psychology • Contribution of WHO on Mental Health • Stress management • Mental Health Care Act, 2017 |
| Unit-5 | Mental Health and Yoga <ul style="list-style-type: none"> • Concept of Yoga • Importance of Yoga for Physical and Mental Health • Role of Yoga for Personality Development • Role of Yoga for management of Stress • Principles of Yoga for Healthy Living • Pranayama and Meditation for Promoting Mental Health |

Recommended Readings:

- Baumgardner, S. And Crother, M. (2009). *Positive Psychology*. New Delhi: Pearson India Education Services Pvt. Ltd.
- Chauhan, S. S. (2007). *Advanced Educational Psychology*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Crow, L.D. and Crow, A. (1951). *Mental Hygiene*. New York: McGraw Hill
- Gururani, G.D. (2006). *Textbook on Mental Health and Hygiene*. New Delhi: Akansha Publishing House.
- Mangal, S. K. (1999). *Essentials of Educational Psychology*. New Delhi: PHI Learning Pvt. Ltd.
- Mangal, S. K. (2008). *Abnormal Psychology*. New Delhi: Sterling Publication
- Safaya, R.N., Shukla, C. S. and Bhatia, B. D. (2002). *Modern Educational Psychology*. Delhi: Dhanpat Rai Publishing Company.

EDU-DSC-6026
SPECIAL EDUCATION
Total Marks: 100 (External: 80 and Internal: 20)
Credit-6

Course Objectives:

After completion of this course the learner will be able to

- Understand the meaning and importance of special education
- Acquaint with the different policies and legislations of special education
- Familiarise the students with the different types of special children with their characteristics
- Enable the students to know about different issues, educational provisions and support services of special education

Course Content:

| Units | Content |
|---------------|---|
| Unit-1 | <p>Special Education-</p> <ul style="list-style-type: none"> • Meaning, Objectives, Scope and Importance of Special Education • Development of Special Education in India with special reference to Assam • Integration of Special Education in Regular Classroom • Issues relating to integration and innovation • Challenges in Special Education |
| Unit-2 | <p>Physically Challenged Children</p> <ul style="list-style-type: none"> • Children with Visual Impairment (Meaning and Definition, Classifications, Identification, Problems, Educational Programmes) • Children with Hearing Impairment (Meaning and Definition, Classifications, Identification, Problems, Educational Programmes) • Children with Orthopedically Handicapped (Meaning and Definition, Classifications, Identification, Problems, Educational Programmes) |
| Unit-3 | <p>Children with Intellectual Disability (Mental Retardation) and Gifted</p> <ul style="list-style-type: none"> • Gifted Children <ul style="list-style-type: none"> - Meaning and Definition - Characteristics - Educational Programme • Children with Intellectual Disability (Mentally Retarded) <ul style="list-style-type: none"> - Meaning and definition - Characteristics - Levels - Causes - Educational Programme |
| Unit-4 | <p>Children with Learning Disability</p> <ul style="list-style-type: none"> • Meaning and Definition |

| | |
|---------------|--|
| | <ul style="list-style-type: none"> • Characteristics • Types • Causes • Prevention • Educational Programme |
| Unit-5 | <p>Policies, Legislation and Services</p> <ul style="list-style-type: none"> • National Policy on Education-1986 • Central Scheme of Integrated Education for Disabled Children (IEDC) • Rehabilitation Council of India Act-1992 • The Persons with Disabilities (PWD) Act-1995 • National Policy for Persons with Disability, 2006 • Community Based Rehabilitation <ul style="list-style-type: none"> - Definition - Need - Implementation Process |

Recommended Readings:

- Ali, S. (2016). *Special Education: For Differently Able Children*. Guwahati: Kalyani Publishers.
- Kalita, U. and Saikia, I. (2018). *Bisesh Siksha*. Guwahati: Shanti Prakashan.
- Mangal, S.K. (2008). *Educating Exceptional Children: An Introduction to Special Education*. New Delhi: PHI Pvt. Ltd.
- Manivannan, M. (2013). *Perspective in Special Education*. New Delhi: Neelkamal Publications Pvt. Ltd.

EDU-DSC-6036
EDUCATIONAL MANAGEMENT
Total Marks: 100 (External: 80 and Internal: 20)
Credit-6

Course Objectives:

After completion of this course the learner will be able to

- Develop an understanding of the basic concept of educational management.
- Enable the students to know about the various resources in education
- Enable the students to understand the concept and importance of educational planning.
- Enable the students to know about the financial resources and financial management in education.

Course Contents

| Units | Contents |
|---------------|--|
| Unit-1 | <p>Introduction to Educational Management</p> <ul style="list-style-type: none"> • Meaning, nature and scope of Educational Management • Objectives/Purpose of Educational Management • Principles of Educational Management • Types of Educational Management • Functions of Educational Management- Planning, Organizing, Directing, Supervising and controlling • Classroom Management- Principles, Strategies and Techniques. |
| Unit-2 | <p>Resources in Education</p> <ul style="list-style-type: none"> • Meaning of resources • Types of resources- Human resource, Material resource and Financial resource • Management of Human, Material and Financial resources • Optimum Utilization of resources in educational institutions |
| Unit-3 | <p>Educational Planning</p> <ul style="list-style-type: none"> • Meaning, Nature and Importance of educational planning • Types of educational planning • Principles of educational Planning • Central State Relationship in Educational Planning, Central and State Educational Advisory Bodies- MHRD, UGC, NCERT, SCERT |
| Unit-4 | <p>Institutional Planning</p> <ul style="list-style-type: none"> • Concept, Nature, and Scope of Institutional Planning • Institutional Planning for Infrastructural Development and Personnel Development • Procedure of Institutional Planning • Organisation of Time Table and Co-curricular Activities |

| | |
|---------------|--|
| Unit-5 | Financing of Education and Recent Trends in Management <ul style="list-style-type: none"> • Concept of Educational Finance • Sources of Educational Finance • Principles of Educational Finance • Budget: Concept and Components, Process of Preparing Institutional Budget • Recent Trends in Educational Management <ul style="list-style-type: none"> - Total Quality Management - SWOT Analysis |
| | |

Recommended Readings:

- Bhatnagar and Gupta (2006). *Educational Management*. Meerut: R. Lall Book Depot.
- Bhattacharya, Shantanu (2012). *Educational Management-Theory and Practice*. Guwahati: EBH Publishers.
- Kalita, Saharia & Devi (2014). *Saikshik Byabasthapana Aaru Prasasan*. Guwahati: Shanti Prakashan.
- Krishnamacharyulu, V. (2008). *School Management and System of Education*. Hyderabad: Neelkamal Publications Pvt. Ltd.
- Mathur and Mathur (2010). *School Organisation and Management*. Agra: Agrawal Publication.
- Sharma, R. N. (2010). *Educational Administration, Management and Organisation*. Delhi: Surjeet Publications.
- Sidhu, I. S. (2012). *Educational Administration and Management*. Delhi: Pearson India Publishers
- Taj Haseen and Bhatnagar, Piyush (2012). *Modern Perspectives of Organizational Behaviour*, Agra: Harprasad Institute of Behavioural Studies.

EDU-DSC-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 <ul style="list-style-type: none"> • Changes in family patterns • Gender roles in transition |

| | |
|--|--|
| | <ul style="list-style-type: none"> • 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.

**SYLLABUS
OF
EDUCATION**

**FOR
UNDER GRADUATE CBCS COURSE (REGULAR)
(REVISED)**



**(Approved by Academic Council on 8th November, 2019
effective from July, 2019)**

**GAUHATI UNIVERSITY
GUWAHATI**

Course Structure of B.A. Education (Regular) under CBCS Curriculum

It aims to develop a holistic and multidimensional understanding of the topics. It attempts to approach new areas of learning, develop competencies in the students thereby opening various avenues for self-discovery, academic understanding and employment.

Instruction on teaching method:

- The classroom transaction of all the papers will be done through Blended mode of learning. However, offline learning will be conducted through lectures, group discussions, experiential exercises, projects, presentations, workshops, seminars and hands on experiences.
- Students would be encouraged to develop an understanding of real life issues and participate in the programs and practices in the social context. To this end, practicum is incorporated as an important component in many of the papers.
- Use of ICT and mass media and web based sources is highly recommended to make the teaching learning process interactive and interesting.
- 40% of the courses will be covered by online mode of learning.

Evaluation: The mode of evaluation would be through a combination of external and internal assessment in the ratio of 80: 20 respectively. Equal weightage will be given to all the units while setting of questions papers in external examination. Along with routine examinations, classroom participations, class assignments, project work, and presentations would also be a part of the overall assessment of the student.

| Semester | Core Course | AECC | SEC | DSE | GE |
|----------|----------------------|---|-----------------|-----|----|
| I | English-1 | English/MIL Communication & Environmental Science | | | |
| | EDU-RC-1016 | | | | |
| | Other Subject | | | | |
| II | English-2 | English/MIL Communication & Environmental Science | | | |
| | EDU-RC-2016 | | | | |
| | Other Subject | | | | |
| III | MIL/Alt English-1 | | EDU-SE- 3014 | | |
| | EDU-RC-3016 | | | | |
| | Other Subject | | | | |
| IV | MIL/Alt | | EDU-SE- | | |

| | | | | | |
|----|---------------|--|--------------|---|-------------|
| | English-2 | | 4014 | | |
| | EDU-RC-4016 | | | | |
| | Other subject | | | | |
| V | | | EDU-SEC-5014 | <i>Any one</i> EDU-DSE-5016/ EDU-DSE-5026/ EDU-DSE-5036/ EDU-DSE-5046 | EDU-RG-5016 |
| VI | | | EDU-SEC-6014 | <i>Any one</i> EDU-DSE-6016/ EDU-DSE-6026/ EDU-DSE-6036/ EDU-DSE-6046 | EDU-RG-6016 |

List of Papers

| Core Papers | | | |
|---|---|--|---------------|
| Sl. No | Course code | Title of the Paper | Credit |
| 1 | EDU-RC-1016 | Foundations of Education | 6 |
| 2 | EDU-RC-2016 | Psychology of Adolescents | 6 |
| 3 | EDU-RC-3016 | Guidance and Counselling | 6 |
| 4 | EDU-RC-4016 | History of Education in India | 6 |
| 5 | EDU-DSE-5016/ EDU-DSE-5026/ EDU-DSE-5036/ EDU-RE-5046 | Continuing Education/ Developmental Psychology/ Human Right Education/ Teacher Education in India | 6 |
| 6 | EDU-DSE-6016/ EDU-DSE-6026/ EDU-DSE-6036/ EDU-DSE-6046 | Mental health and Hygiene/ Special Education/ Educational Management/ Women and Society | 6 |
| Generic Elective (GE) | | | |
| 1 | EDU-RG-5016 | Distance Education | 6 |
| 2 | EDU-RG-6016 | Mental Health and Hygiene | 6 |
| Skill Enhancement Course (SEC) | | | |
| 1 | EDU-SE-3014 | Public Speaking Skill | 4 |
| 2 | EDU-SE-4014 | Writing Bio-Data and facing an interview | 4 |
| 3 | EDU-SE-5014 | Extension Activities | 4 |
| 4 | EDU-SE-6014 | Developing Teaching Skill | 4 |
| Ability Enhancement Course (AEC) | | | |
| 1 | AECC-1 | | 4 |
| 2 | AECC-2 | | 4 |

1st SEMESTER (REGULAR)

EDU-RC-1016

FOUNDATIONS OF EDUCATION

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

Credit-6

Course Objectives:

After completion of this course the learner will be able to

- Acquaint with the principles of education
- Gain knowledge about different various Forms and Aims of Education
- Understand the concept and importance of Discipline and Freedom.
- Acquire knowledge about the concept of Emotional and National Integration and International Understanding.

Course contents

| Units | Content |
|---------------|---|
| Unit-1 | Concept of Education <ul style="list-style-type: none">• Meaning ,Nature and Scope of education• Forms of education-• Formal education, Informal and Non formal education- Meaning and Nature. School as an agency of formal education• Aims of education, Meaning and importance of Aims. Types of Aims-• Social Vs Individual aim.• Vocational and Liberal aim• Democratic aim of education. |
| Unit-2 | Philosophy and Education <ul style="list-style-type: none">• Philosophy: Meaning, Nature and Scope• Philosophy of Education: Meaning and Scope• Relationship between education and philosophy• Impact of philosophy on education |
| Unit-3 | Psychology and Education <ul style="list-style-type: none">• Meaning and nature of Psychology• Relation between education and psychology• Educational Psychology-Nature, Scope, Method Observation, Experimentation, Case study method• Importance of Educational Psychology in teaching –learning process |
| Unit-4 | Education for National Integration and International understanding <ul style="list-style-type: none">• Meaning and Nature of National Integration and International understanding• Role of education in development of National Integration and International understanding.• Globalization and its impact in developing International cooperation |
| Unit-5 | Sociology and Education <ul style="list-style-type: none">• Concept and methods of Sociology, Educational Sociology: Meaning, |

| | |
|--|--|
| | <p>Nature, Scope and Importance, Relation between education and sociology</p> <ul style="list-style-type: none"> • Social group: Meaning, Nature and Classification, Importance of Primary and Secondary Groups • Concept of socialization, Education as a socialization process |
|--|--|

Recommended Readings:

- Agarwal J.C. (2010). *Theory and Principles of Education*. Delhi: Vikash Publishing House Pvt. Ltd.
- Baruah, J. (2006). *Sikshatatta Adhyayan*. Guwahati: Lawyer's Book Stall.
- Bhatia & Bhatia (1994). *Theory and Principles of Education*. Delhi: Doaba.
- Chatterjee, S. (2012). *Principles and Practice of Modern Education*. Delhi: Books & Allied Ltd.
- Goswami, Dulumoni (2014). *Philosophy of Education*. Guwahati: DVS Publishers.
- Raymont T. (1904). *Principles of Education*. London, New York & Bombay: Longmans, Green & Co.
- Ross J.S. (1945). *The Ground Work of Educational Theory*. London, Toronto, Bombay, Sydney: George G. Harrap & Co. Ltd.
- Safaya R.N. & Shaida B.D. (2010). *Modern Theory and Practice of Education*. New Delhi: Dhanpatrai Publishing Company Pvt. Ltd.

2nd SEMESTER (REGULAR)

EDU-RC-2016

PSYCHOLOGY OF ADOLESCENTS

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 period of adolescence
- Enable the students to understand the significance of the adolescence period in human life
- Enable the students to know about various problems associated with this stage
- Enable the students to understand the development aspects of adolescence, importance of adolescence period and problems associated with this stage.

Course contents

| Units | Contents |
|---------------|---|
| Unit-1 | Introduction to adolescent psychology <ul style="list-style-type: none">• Meaning and definition of adolescence• Need and importance of studying adolescent psychology• Adolescence – age of transition• Is adolescence a period of storm and stress? |
| Unit-2 | Physical and mental development <ul style="list-style-type: none">• Characteristics of physical development• Characteristics of mental development• Educational implications of physical and mental development |
| Unit-3 | Social development <ul style="list-style-type: none">• Characteristics of social development• Influence of peers in social development• Factors affecting social adjustment |
| Unit-4 | Emotional and personality development <ul style="list-style-type: none">• Characteristics of emotional development• Personality changes during adolescence• Adjustment problems of adolescence |
| Unit-5 | Delinquency <ul style="list-style-type: none">• Meaning , Nature and types of delinquency• Causes of delinquency – biological, psychological and sociological• Role of school, family and society in preventing delinquency• Prevention and control of drug addiction |
| | |

Recommended Readings:

- Chaube, S. P. (2011). *Developmental Psychology*. New Delhi: Neelkamal Publications Ltd.

- Cole, L. (1936). *Psychology of Adolescence*, New York: Rinehart and Winston
- Goswami, G. (2008). *Child Development and Child Care*. Guwahati: Arun Prakashan.
- Hurllock, E. B. (1980). *Developmental Psychology-A Life span approach*. New Delhi: Tata McGraw Hill Publishing Com. Ltd.

3rd SEMESTER (REGULAR)

EDU-RC-3016

GUIDANCE AND COUNSELLING

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

Credit-6

Course Objectives:

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

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

Course contents

| Unit | Contents |
|---------------|--|
| Unit-1 | Introduction to Guidance <ul style="list-style-type: none">• Meaning, objectives and scope of guidance• Need and principles of guidance• Types of guidance and their importance : Educational guidance, Vocational guidance, Personal guidance, Social guidance, Health guidance |
| Unit-2 | Introduction to Counselling <ul style="list-style-type: none">• Meaning, objectives and scope of counselling• Need and principles of counselling• Types of counselling : Directive, Non-directive and Eclectic counselling• Relation between Guidance and Counselling |
| Unit-3 | Organization of guidance service <ul style="list-style-type: none">• Meaning of guidance service• Need and principles of organizing guidance service• Components of guidance service: counselling service, techniques of counselling service• Qualities of a good counsellor |
| Unit-4 | Guidance needs of students <ul style="list-style-type: none">• Guidance needs of students in relation to home-centred and school-centred problems• Group guidance and Group counselling• Guidance for CWSN• School Guidance Clinic |
| Unit-5 | School guidance programme |

| | |
|--|--|
| | <ul style="list-style-type: none">• Importance of guidance and counselling cells in educational institutions• Follow-up Services• Role of the Head of the institution and parents in guidance and counselling• Challenges and functions of the teacher as guidance provider/ counsellor |
|--|--|

Recommended Readings:

- Agarwal, Rashmi (2010). *Educational, Vocational guidance and Counselling, Principles, Techniques and programmes*. New Delhi: Shipra Publication.
- Aggarwal J.C. (1989): *Educational and Vocational Guidance and Counselling*. New Delhi: Doaba House.
- Bhatia, K. K. (2009). *Principles of Guidance and Counselling*. New Delhi: Kalyani Publishers.
- Goswami, M. (2015). *Nirdexona aru Paramorxodan*. Guwahati: Ashok book stall.
- Kalita, Utpal (2017). *Nirdexona aru Poramorxodan*. Guwahati: Shanti Prakashan.
- Kochhar, S. K. (2010). *Educational and vocational guidance in secondary schools*. New Delhi: Starling Publishers Pvt. Ltd.

EDU-SEC- 3014
PUBLIC SPEAKING SKILL

Credit – 4

Course Outcome:

After completing this course, students will be able to acquire the capacities of public speaking skill.

Course contents

a. Theory (2 Credits)

| Units | Contents |
|---------------|--|
| Unit-1 | <p>Public Speaking and Communication Skill</p> <ul style="list-style-type: none"> • Meaning and Importance of Public Speaking • Components of Public Speaking: Illustration, Voice modulation, The Power of Pause, Visual Aids, Sense of humour, Articulation • Principles of Effective Public Speaking: Principle of Preciseness, Principle of Clarity, Principle of Completeness, Principle of Consciousness, Principle of Adaption • Ways of becoming Better Public Speaker • Concept and Nature of Communication • Communication Cycle • Types of Communication: Verbal and non-Verbal • Barriers of Communication • Ways of Effective Communication |
| Unit-2 | <p>Personality Development and Motivation as Means for Effective Public Speaking</p> <ul style="list-style-type: none"> • Concept and Nature of Personality • Types of Personality: Extrovert and Introvert • Traits of Personality needed for Effective Public Speaking: Openness to Change, Agreeableness, Extroversion, Sociability, Emotional Stability, Liveliness, Reasoning, Warmth • Role of Personality in Effective Communication • Concept of Balanced Personality • Meaning and Nature of Motivation • Kinds of Motivation: Natural or Intrinsic Motivation and Artificial or Extrinsic Motivation • Ways or means of motivating audience |

b. Practical (2 Credits)

Students shall prepare a write-up based on topic selected for speech.

Guidelines:

- The students will be trained on public speaking
- Teachers will give demonstrations on public speaking
- It will cover: Style of presentation, voice modulation, body language, communication with audience, eye contact
- Topics of speech will be selected by the students discussing with teachers.
- Topic of write-up will be decided by the internal examiner.
- Word limit for the write-up is maximum 2000.

Mode of Delivery:

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.
- Evaluation for practical examination (Public Speaking Skill+Write-up of the speech) will be done by an External Examiner.

Recommended Readings:

- Mangal, S. K. (2013). *Essentials of Educational Psychology*. Delhi: PHI Learning Private Limited.
- Manoharan, P. K. (2008). *Education and Personality Development*. New Delhi: APH Publishing Corporation.
- Morgan, Clifford T. (1993). *Introduction to Psychology*. New Delhi: Tata McGraw Hill Publishing Company Limited.
- Nikitina, Arina (2011). *Successful Public Speaking*. Arina Nikitina & bookboon.com

4th SEMESTER (REGULAR)

EDU-RC-4016

HISTORY OF EDUCATION IN INDIA

Marks: 100 (External: 80 Internal: 20)

CREDIT: 6

Course Objectives:

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

- Analyse the education system during British Period
- Understand the Educational situation during the time of Independence
- Explain the recommendations and educational importance of different Education Commission and Committees in post Independent India
- Analyse the National Policy on Education in different tomes
- Accustom with the recent Educational Development in India.

Course contents

| Units | Content |
|---------------|--|
| Unit-1 | Education in British India <ul style="list-style-type: none">• The Beginning<ul style="list-style-type: none">- The Charter Act of 1813- The Anglicists-Orientalists Controversy- Macaulay's Minute, 1835- Downward Filtration Theory• Wood Despatch of 1854<ul style="list-style-type: none">- Background of the Despatch- Recommendations- Implementation of the Despatch• Indian Education Commission-1882<ul style="list-style-type: none">- Appointment of Indian Education Commission- Background for appointing the Commission- Major Recommendations- Criticism of the Commission |
| Unit-2 | Raise of Nationalism and its impact on Education <ul style="list-style-type: none">• Initiative of Gopalkrishna Gokhle, Gokhale's Bill for Compulsory Primary Education- 1910-1912• All India Educational Conference, Wardha, 1937• Gandhijis Basic Education –Concept, Philosophy and Salient Features, Criticism of the Basic Education |
| Unit-3 | Development of Indian Education: Post Independence I <ul style="list-style-type: none">• University Education Commission-1948<ul style="list-style-type: none">- Appointment of University Education Commission- Aims of University Education- Recommendations of the Commission- Evaluation of the Recommendations |

| | |
|----------------|---|
| | <ul style="list-style-type: none"> • Secondary Education Commission-1952-53 <ul style="list-style-type: none"> - Appointment of Secondary Education Commission - Aims and Objectives of Secondary Education - Defects of Secondary Education - Recommendations of the Commission - Evaluation of the Recommendations of the Commission |
| Unit-4 | <p>Development of Indian Education: Post Independence- II</p> <ul style="list-style-type: none"> • Education Commission-1964-66 <ul style="list-style-type: none"> - Major Recommendations and its effects on existing Indian education • National Policy of Education-1986 <ul style="list-style-type: none"> - Background - Major Recommendations - Impact on Indian Education |
| Unit -5 | <p>Recent Developments in Indian Education</p> <ul style="list-style-type: none"> • The National Knowledge Commission's Report <ul style="list-style-type: none"> - Major recommendation and its implementation • National Curriculum Framework, 2005 • Government Programmes of Education: SSA, RMSA and RUSA • The Right to Education Act, 2009 and its implementation. |

Recommended Readings:

- Aggarwal, J.C. (2004). *Landmarks in the History of the Modern Indian Education*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Chaube, S. P. and Chaube, A. (2005). *Education in Ancient and Medieval India*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Dash, B.N. (2014). *History of Education in India*. New Delhi: Dominant Publishers and Distributors Pvt. Ltd.
- Ghosh, Suresh C. (2007). *History of Education in India*. New Delhi: Rawat Publications.
- Thakur, A.S. and Thakur, A. (2015). *Development of Education System in India: Problems and Prospects*. Agra: Agarwal Publications.

EDU-SE-4014
WRITING BIODATA AND FACING AN INTERVIEW
Credit- 4

Course Outcome:

After completing this course, students will be able to write a bio-data scientifically and will develop confidence to face different types of interview.

Course contents

a. Theory (2 Credits)

| Units | Contents |
|---------------|--|
| Unit-1 | Bio-data <ul style="list-style-type: none">• Meaning, Purpose and Types of Bio-data• Components of Bio-data• Bio-data: Do's and Do not's• Meaning of Resume and Curriculum Vitae• Differences among Bio-data, Resume and Curriculum Vitae• How to write a Good Academic Bio-data |
| Unit-2 | Interview <ul style="list-style-type: none">• Meaning and objectives of Interview• Different types of Interview: Structured interview, Unstructured interview, Job-related interview• Characteristics of good interview• Importance of interview• Skills of facing interview |

b. Practical (2 credits):

Students shall write a bio-data to face interview.

Guidelines:

- The teachers will have to guide the students in writing their Bio-data, if necessary outside experts may also be invited to train the students in writing the Bio-data.
- Teachers will guide the students to differentiate amongst Bio-data, Resume and Curriculum Vitae (CV).
- Teachers will explain the style and skill of appearing a formal interview.
- Students will practice mock interview within the classroom.

Mode of Delivery:

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 Prepared Bio-data+ Facing an Interview) will be done by an External Examiner.

Recommended Readings:

- Innes, James (2009). *The CV Book-Your Definite Guide to Writing the Perfect CV*. Prentice Hall.
- Kothari, C. R. (2004). *Research Methodology: Methods and Techniques*. New Age International.
- Sidhu, Kulbir Singh (1984). *Methodology of Research in Education*. New Delhi: Sterling Publisher's Private Limited.

5th SEMESTER (REGULAR)

Instruction:

- Students will have to select **one paper** from four alternatives DSE papers (EDU-DSE-5016/EDU-DSE-5026/EDU-DSE-5036/EDU-DSE-5046).
- The Regular Course students other than Education Regular can select EDU-RG-5016.

EDU-DSE-5016
CONTINUING EDUCATION
Total Marks: 100 (External: 80 and Internal: 20)
Credit-6

Course Objectives:

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

- Know the concept, objectives, scope and significance of continuing education in the context of present scenario.
- Understand about different aspects and agencies of continuing education.
- Realize different methods and techniques as well as issues of continuing education.
- Know the meaning of open education and realise the importance of open school and open universities in continuing education.
- Understand the development of adult education in India, kinds of adult education and different problems of adult education.

Course Contents

| Units | Contents |
|---------------|---|
| Unit-1 | Continuing Education <ul style="list-style-type: none">• Continuing Education: Meaning, Nature and objectives• Functions and Scope of Continuing education• Significance of continuing education• Meaning and nature of different Aspects Continuing education: Fundamental education, Adult education, Social education & Extension education• Agencies of continuing education |
| Unit-2 | Methodologies and Issues of Continuing Education <ul style="list-style-type: none">• Different methods of Continuing education• Strategies and devices of continuing education |

| | |
|---------------|---|
| | <ul style="list-style-type: none"> • Role of Mass-media in continuing education • Issues of continuing education in India |
| Unit-3 | Open Education <ul style="list-style-type: none"> • Open Education: Meaning, Characteristics, Objectives and Types • Open School: Meaning and role of NIOS • Open University: Meaning, Characteristics, Objectives and development • Role of Open university in Continuing education |
| Unit-4 | Adult Education <ul style="list-style-type: none"> • Meaning and Development of Adult education in India • Different kinds of adult education in India • Methods of Teaching adults • Planning adult education programmes in Assam for empowerment of rural women • Problems and Solution of Adult Education in India |
| Unit-5 | Recent Literacy programmes in India <ul style="list-style-type: none"> • Changing concept of Literacy • National Literacy Mission 1988 • Total Literacy Campaign and Post Literacy programme • Shakshar Bharat Mission |

Recommended Readings:

- Aggarwal, J. C. (2008). *Adult Education*. Delhi: Doaba House.
- Chandra, Dr. Soti Shivendra (2005). *Adult and Non-Formal Education*. Delhi: Surajeet Publications.
- Das, Dr. Lakshahira (1999). *Adult Continuing Education*. Guwahati: Amrita Prakashan.
- Goswami, Dulumoni (2009). *Literacy and Development*. Guwahati: DVS Publishers.
- Kalita, Utpal (2015). *Abirata Siksha Aaru Durattwa Siksha*. Guwahati: Shanti Prakashan.
- Kaur & Sood (2009). *Adult and Non-Formal Education*. Ludhiana: Tandon Publishers.
- Mohanty, S. (2012). *Lifelong and Adult Education*. New Delhi: APH Publishing House.
- Talukdar, B. K. (1993). *Adult Education: Concepts & Methods*. Guwahati: Bina Library.

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

Course Objectives:

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

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

Course contents

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

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

Recommended Readings:

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

EDU-DSE-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 | <p>Basic Concept of Human Rights</p> <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 | <p>United Nations and Human rights</p> <ul style="list-style-type: none"> • Universal Declaration of Human Rights (1948) by UN • 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 | <p>Human Rights – Enforcement Mechanism in India</p> <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 | <p>Role of Advocacy Groups for Promotion of Human Rights</p> <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.
- Deka, Neelotpal (2008). *Human Rights Perspectives and Challenges*. Guwahati: Assam Book Depot.
- 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.

EDU-DSE-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) |

| | |
|---------------|--|
| | <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: Wesly Publishing Company.
- Gurrey, P. (). *Education and the Training of Teachers*. London: Longmans, Green and Company.
- Kalita, Sahariah & Sarmah (2014). *Sikshar Siksha*. Guwahati: Shanti Prakashan.
- 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.

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 |
| Unit-5 | Programmes of distance education with special reference to- <ul style="list-style-type: none"> • Women education • Rural development |

| | |
|--|--|
| | <ul style="list-style-type: none"> • Teacher-training programme <ul style="list-style-type: none"> ➤ Pre-service ➤ In-service • Poor and underprivileged people |
|--|--|

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.
- Kalita, Utpal (2015). *Abirata Siksha Aaru Durattwa Siksha*. Guwahati: Shanti Prakashan.
- Mathur, S. S. (1966). *A Sociological Approach to Indian Education*. Agra: Shri Vinod Pushtak Mandir.
- 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.

EDU-SE-5014
EXTENSION ACTIVITIES
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:

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:

- Ali, Lokman (2019). *Continuing Education and Distance Education*. Guwahati: Ashok Publication.
- Kalita, Utpal (2015). *Abirata Siksha Aaru Durattwa Siksha*. Guwahati: Shanti Prakashan.
- Kundu, C. L. (1986). *Adult Education*. New Delhi: Sterling Publishers Private Limited.
- Roychoudhury, B. N. (2000). *Extension Education in Higher Education System*. Guwahati.

6th SEMESTER (REGULAR)

Instruction:

- Students will have to select one paper from four alternatives DSE papers (EDU-DSE-6016/EDU-DSE-6026/EDU-DSE-6036/EDU-DSE-6046).
- The Regular Course students other than Education Regular can select EDU-RG-6016.

EDU-DSE-6016
MENTAL HEALTH AND HYGIENE
Total Marks: 100 (External: 80 and Internal: 20)
Credit-6

Course Objectives:

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

- Acquaint with the fundamentals and development of mental health and the characteristics of a mentally healthy person.
- Understand the concept and importance of mental hygiene and its relationship with mental health.
- Acquire knowledge about the principles, factors promoting mental health and the role of home, school, and society in maintaining proper mental health.
- Learn the meaning and problem of adjustment and also the different adjustment mechanisms.
- Familiarise with the concept and issues of positive psychology, mental health of women, role of WHO and stress management.

Course Contents

| Units | Content |
|---------------|---|
| Unit-1 | Fundamentals of Mental Health <ul style="list-style-type: none">• Mental Health – Meaning and Definitions• Scope of Mental Health• Dimensions of Mental Health• Need and importance of Mental Health• Characteristics of a mentally healthy person• History of development of Mental Health |
| Unit-2 | Mental Hygiene – Meaning and Definitions <ul style="list-style-type: none">• Mental Hygiene – Meaning and Definitions• Goals of Mental Hygiene• Functions of Mental Hygiene• Need and importance of Mental hygiene• Relationship between Mental health and hygiene |

| | |
|---------------|---|
| Unit-3 | Education and Mental Health <ul style="list-style-type: none"> • Principles of sound Mental Health • Factors affecting Mental Health • Mental Health Hazards • Mental Health of Students <ul style="list-style-type: none"> -Role of Home -Role of School -Role of Society Mental Health of Teachers |
| Unit-4 | Preservation of Mental Health and Hygiene <ul style="list-style-type: none"> • Positive Psychology – Meaning and Nature • Importance of Positive Psychology • Contribution of WHO on Mental Health • Stress management • Mental Health Care Act, 2017 |
| Unit-5 | Mental Health and Yoga <ul style="list-style-type: none"> • Concept of Yoga • Importance of Yoga for Physical and Mental Health • Role of Yoga for Personality Development • Role of Yoga for management of Stress • Principles of Yoga for Healthy Living • Pranayama and Meditation for Promoting Mental Health |

Recommended Readings:

- Baumgardner, S. And Crother, M. (2009). *Positive Psychology*. New Delhi: Pearson India Education Services Pvt. Ltd.
- Chauhan, S. S. (2007). *Advanced Educational Psychology*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Crow, L.D. and Crow, A. (1951). *Mental Hygiene*. New York: McGraw Hill
- Gururani, G.D. (2006). *Textbook on Mental Health and Hygiene*. New Delhi: Akansha Publishing House.
- Mangal, S. K. (1999). *Essentials of Educational Psychology*. New Delhi: PHI Learning Pvt. Ltd.
- Mangal, S. K. (2008). *Abnormal Psychology*. New Delhi: Sterling Publication
- Safaya, R.N., Shukla, C. S. and Bhatia, B. D. (2002). *Modern Educational Psychology*. Delhi: Dhanpat Rai Publishing Company.

EDU-DSE-6026
SPECIAL EDUCATION

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

Credit-6

Course Objectives:

After completion of this course the learner will be able to

- Understand the meaning and importance of special education
- Acquaint with the different policies and legislations of special education
- Familiarise the students with the different types of special children with their characteristics
- Enable the students to know about different issues, educational provisions and support services of special education

Course Content:

| Units | Content |
|---------------|--|
| Unit-1 | Special Education- <ul style="list-style-type: none"> • Meaning, Objectives, Scope and Importance of Special Education • Development of Special Education in India with special reference to Assam • Integration of Special Education in Regular Classroom • Issues relating to integration and innovation • Challenges in Special Education |
| Unit-2 | Physically Challenged Children <ul style="list-style-type: none"> • Children with Visual Impairment (Meaning and Definition, Classifications, Identification, Problems, Educational Programmes) • Children with Hearing Impairment (Meaning and Definition, Classifications, Identification, Problems, Educational Programmes) • Children with Orthopedically Handicapped (Meaning and Definition, Classifications, Identification, Problems, Educational Programmes) |
| Unit-3 | Children with Intellectual Disability (Mental Retardation) and Gifted <ul style="list-style-type: none"> • Gifted Children <ul style="list-style-type: none"> - Meaning and Definition - Characteristics - Educational Programme • Children with Intellectual Disability (Mentally Retarded) <ul style="list-style-type: none"> - Meaning and definition - Characteristics - Levels - Causes - Educational Programme |
| Unit-4 | Children with Learning Disability <ul style="list-style-type: none"> • Meaning and Definition • Characteristics |

| | |
|---------------|--|
| | <ul style="list-style-type: none"> • Types • Causes • Prevention • Educational Programme |
| Unit-5 | <p>Policies, Legislation and Services</p> <ul style="list-style-type: none"> • National Policy on Education-1986 • Central Scheme of Integrated Education for Disabled Children (IEDC) • Rehabilitation Council of India Act-1992 • The Persons with Disabilities (PWD) Act-1995 • National Policy for Persons with Disability, 2006 • Community Based Rehabilitation <ul style="list-style-type: none"> - Definition - Need - Implementation Process |

Recommended Readings:

- Ali, S. (2016). *Special Education: For Differently Able Children*. Guwahati: Kalyani Publishers.
- Kalita, U. and Saikia, I. (2018). *Bisesh Siksha*. Guwahati: Shanti Prakashan.
- Mangal, S.K. (2008). *Educating Exceptional Children: An Introduction to Special Education*. New Delhi: PHI Pvt. Ltd.
- Manivannan, M. (2013). *Perspective in Special Education*. New Delhi: Neelkamal Publications Pvt. Ltd.

EDU-DSE-6036
EDUCATIONAL MANAGEMENT
Total Marks: 100 (External: 80 and Internal: 20)
Credit-6

Course Objectives:

After completion of this course the learner will be able to

- Develop an understanding of the basic concept of educational management.
- Enable the students to know about the various resources in education
- Enable the students to understand the concept and importance of educational planning.
- Enable the students to know about the financial resources and financial management in education.

Course Contents

| Units | Contents |
|---------------|---|
| Unit-1 | Introduction to Educational Management <ul style="list-style-type: none"> • Meaning, nature and scope of Educational Management • Objectives/Purpose of Educational Management • Principles of Educational Management • Types of Educational Management • Functions of Educational Management- Planning, Organizing, Directing, Supervising and controlling • Classroom Management- Principles, Strategies and Techniques. |
| Unit-2 | Resources in Education <ul style="list-style-type: none"> • Meaning of resources • Types of resources- Human resource, Material resource and Financial resource • Management of Human, Material and Financial resources • Optimum Utilization of resources in educational institutions |
| Unit-3 | Educational Planning <ul style="list-style-type: none"> • Meaning, Nature and Importance of educational planning • Types of educational planning • Principles of educational Planning • Central State Relationship in Educational Planning, Central and State Educational Advisory Bodies- MHRD, UGC, NCERT, SCERT |
| Unit-4 | Institutional Planning <ul style="list-style-type: none"> • Concept, Nature, and Scope of Institutional Planning • Institutional Planning for Infrastructural Development and Personnel Development • Procedure of Institutional Planning |

| | |
|---------------|---|
| | <ul style="list-style-type: none"> • Organisation of Time Table and Co-curricular Activities |
| Unit-5 | <p>Financing of Education and Recent Trends in Management</p> <ul style="list-style-type: none"> • Concept of Educational Finance • Sources of Educational Finance • Principles of Educational Finance • Budget: Concept and Components, Process of Preparing Institutional Budget • Recent Trends in Educational Management <ul style="list-style-type: none"> - Total Quality Management - SWOT Analysis |
| | |

Recommended Readings:

- Bhatnagar and Gupta (2006). *Educational Management*. Meerut: R. Lall Book Depot.
- Bhattacharya, Shantanu (2012). *Educational Management-Theory and Practice*. Guwahati: EBH Publishers.
- Kalita, Saharia & Devi (2014). *Saikshik Byabasthapanana Aaru Prasasan*. Guwahati: Shanti Prakashan.
- Krishnamacharyulu, V. (2008). *School Management and System of Education*. Hyderabad: Neelkamal Publications Pvt. Ltd.
- Mathur and Mathur (2010). *School Organisation and Management*. Agra: Agrawal Publication.
- Sharma, R. N. (2010). *Educational Administration, Management and Organisation*. Delhi: Surjeet Publications.
- Sidhu, I. S. (2012). *Educational Administration and Management*. Delhi: Pearson India Publishers
- Taj Haseen and Bhatnagar, Piyush (2012). *Modern Perspectives of Organizational Behaviour*, Agra: Harprasad Institute of Behavioural Studies.

EDU-DSE-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 <ul style="list-style-type: none"> • Changes in family patterns • Gender roles in transition • New gender roles |

| | |
|--|--|
| | <ul style="list-style-type: none"> • 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.

EDU-RG-6016
MENTAL HEALTH AND HYGIENE
Total Marks: 100 (External: 80 and Internal: 20)
Credit-6

Course Objectives:

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

- Acquaint with the fundamentals and development of mental health and the characteristics of a mentally healthy person.
- Understand the concept and importance of mental hygiene and its relationship with mental health.
- Acquire knowledge about the principles, factors promoting mental health and the role of home, school, and society in maintaining proper mental health.
- Learn the meaning and problem of adjustment and also the different adjustment mechanisms.
- Familiarise with the concept and issues of positive psychology, mental health of women, role of WHO and stress management.

Course Contents

| Units | Content |
|---------------|--|
| Unit-1 | Fundamentals of Mental Health <ul style="list-style-type: none"> • Mental Health – Meaning and Definitions • Scope of Mental Health • Dimensions of Mental Health • Need and importance of Mental Health • Characteristics of a mentally healthy person • History of development of Mental Health |
| Unit-2 | Mental Hygiene – Meaning and Definitions <ul style="list-style-type: none"> • Mental Hygiene – Meaning and Definitions • Goals of Mental Hygiene • Functions of Mental Hygiene • Need and importance of Mental hygiene • Relationship between Mental health and hygiene |
| Unit-3 | Education and Mental Health <ul style="list-style-type: none"> • Principles of sound Mental Health • Factors affecting Mental Health • Mental Health Hazards • Mental Health of Students <ul style="list-style-type: none"> -Role of Home -Role of School -Role of Society |

| | |
|---------------|--|
| | Mental Health of Teachers |
| Unit-4 | Preservation of Mental Health and Hygiene <ul style="list-style-type: none"> • Positive Psychology – Meaning and Nature • Importance of Positive Psychology • Contribution of WHO on Mental Health • Stress management • Mental Health Care Act, 2017 |
| Unit-5 | Mental Health and Yoga <ul style="list-style-type: none"> • Concept of Yoga • Importance of Yoga for Physical and Mental Health • Role of Yoga for Personality Development • Role of Yoga for management of Stress • Principles of Yoga for Healthy Living • Pranayama and Meditation for Promoting Mental Health |

Recommended Readings:

- Baumgardner, S. And Crother, M. (2009). *Positive Psychology*. New Delhi: Pearson India Education Services Pvt. Ltd.
- Chauhan, S. S. (2007). *Advanced Educational Psychology*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Crow, L.D. and Crow, A. (1951). *Mental Hygiene*. New York: McGraw Hill
- Gururani, G.D. (2006). *Textbook on Mental Health and Hygiene*. New Delhi: Akansha Publishing House.
- Mangal, S. K. (1999). *Essentials of Educational Psychology*. New Delhi: PHI Learning Pvt. Ltd.
- Mangal, S. K. (2008). *Abnormal Psychology*. New Delhi: Sterling Publication
- Safaya, R.N., Shukla, C. S. and Bhatia, B. D. (2002). *Modern Educational Psychology*. Delhi: Dhanpat Rai Publishing Company.

EDU-SE-6014
DEVELOPING TEACHING SKILL
Credit- 4

Course Outcome:

After completing this course, students will be able to develop understanding about different teaching skills which are used in classroom transaction.

Course contents

a. Theory (2 Credits)

| Units | Contents |
|---------------|---|
| Unit-1 | <p>Teaching Skill</p> <ul style="list-style-type: none"> • Concept of Teaching and Teaching Skills • Some Important Teaching Skills: <ul style="list-style-type: none"> - Introduction skill (Meaning and Components) - Blackboard writing (Meaning and Components) - Questioning skill (Meaning, Uses, Guidelines for Framing and Presenting Questions, Classification and Purpose) - Illustration (Meaning, Types, Precautions of using illustration by the teacher) - Stimulus variation (Meaning and Components) - Use of Audio visual aids (Meaning, Types and uses) |
| Unit-2 | <p>Concept and Preparation of Lesson Plan</p> <ul style="list-style-type: none"> • Meaning and Nature of Lesson Plan • Need and Importance of Lesson Plan • Types of Lessons: Knowledge Lesson, Skill Lesson, appreciation Lesson • Herbartian Steps of Lesson Plan • Criteria of a good lesson plan • Preparation of lesson plan |

b. Practical (2 Credits)

Students will have to develop the skill of preparing Lesson plan. Students shall use any one teaching skill in classroom practice.

Guidelines for Practical Work:

- The following teaching skills will be developed through practice teaching in the classroom-
 - Introduction skill
 - Blackboard writing
 - Questioning skill
 - Presentation

- Illustration
- Stimulus variation
- Use of Audio visual aids
- The teachers will have to guide the students in developing teaching skills. .
- Students will practice teaching in nearby schools.

Mode of Delivery:

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.
- Practical Evaluation (Final Practice Teaching+ Viva Voce) will be done by an External Examiner.

Recommended Readings:

- Agarwal, J. C. (2014). *Principles, Methods & Techniques of Teaching*. New Delhi: Vikash Publishing House Pvt. Ltd.
- Arulsamy & Zayapragassarazan (2011). *Teaching Skills and Strategies*. Hyderabad: Neelkamal Publications Pvt. Ltd.
- Kalita & Saikia (2020). *Saikshik Prajuktibignan Aaru Sikshan Padhati*. Guwahati: Shanti Prakashan.
- Kochhar, S. K. (2004). *Methods and Techniques of Teaching*. New Delhi: Sterling Publisher's Private Limited.

THIS SYLLABUS IS APPROVED IN THE ACADEMIC COUNCIL, GAUHATI UNIVERSITY
ON NOVEMBER 8, 2020

Department of English, Gauhati University

Structure of B. A. Programme and B.A. Honours in English under CBCS

Outline of Choice Based Credit System:

1. **Core Course:** A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.

2. **Elective Course:** Generally a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/ subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the candidate's proficiency/skill is called an Elective Course.

2.1 **Discipline Specific Elective (DSE) Course:** Elective courses which may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective. The University/Institute may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).

2.2 **Dissertation/Project:** An elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a candidate studying such a course on his own with an advisory support by a teacher/faculty member is called dissertation/project.

2.3 **Generic Elective (GE) Course:** An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective.

P.S.: A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and vice versa and such electives may also be referred to as Generic Elective.

3. **Ability Enhancement Courses (AEC):** The Ability Enhancement (AE) Courses may be of two kinds: Ability Enhancement Compulsory Courses (AECC) and Skill Enhancement Courses (SEC). "AECC" courses are the courses based upon the content that leads to Knowledge enhancement; i. Environmental Science and ii. English/MIL Communication. These are mandatory for all disciplines. SEC courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc.

3.1 Ability Enhancement Compulsory Courses (AECC): Environmental Science, English Communication/MIL Communication.

3.2 Skill Enhancement Courses (SEC): These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based knowledge.

Details of courses under B.A. English (Honors)

| Course | Credits |
|--|---------------------------|
| | Theory + Tutorial |
| ===== | |
| <u>I. Core Course</u> (14 Papers) | 14X5=70 |
| Core Course Tutorials (14 Papers) | 14X1=14 |
| | |
| <u>II. Elective Courses</u> (8 Papers) | |
| A.1. Discipline Specific Elective (4 Papers) | 4X5=20 |
| | |
| A.2. Discipline Specific Elective Tutorials 4X1=4 (4 Papers) | |
| | |
| B.1. Generic Elective/Interdisciplinary (4 Papers) | 4X5=20 |
| B.2. Generic Elective Tutorials (4 Papers) | 4X1=4 |
| | |
| <u>III. Ability Enhancement Courses</u> | |
| 1. Ability Enhancement Compulsory Courses (AECC) (2 Papers of 4 credits each) Environmental Science English Communication/MIL | 2 X 4=8 |
| 2. Skill Enhancement Courses (SEC) (Minimum 2, Max. 4) (2 Papers of 4 credits each) | 2 X 4=8 |
| | Total credits= 148 |

SCHEME FOR CHOICE BASED CREDIT SYSTEM IN B.A. Honours (English)

| SEMESTER | CORE COURSE (14) | Ability Enhancement Compulsory Course (AECC) (2) | Skill Enhancement Course (SEC) (2) | Elective: Discipline Specific (DSE) (4) | Elective: Generic (GE) (4) |
|-----------------|-------------------------|---|---|--|-----------------------------------|
| I | C 1 | (English/ MIL Communication)/ | | | GE 1 |
| | C 2 | Environmental Science | | | |
| II | C 3 | Environmental Science/ | | | GE 2 |
| | C 4 | (English/ MIL Communication) | | | |
| III | C 5 | | | | GE 3 |
| | C 6 | | SEC 1 | | |
| | C 7 | | | | |
| IV | C 8 | | | | GE 4 |
| | C 9 | | SEC 2 | | |

| | | | | | |
|-----------|------|--|--|-------|--|
| | C 10 | | | | |
| V | C 11 | | | DSE 1 | |
| | C 12 | | | DSE 2 | |
| VI | C 13 | | | DSE 3 | |
| | C 14 | | | DSE 4 | |

Details of Courses Under Undergraduate Programme (B.A.)

Course

***Credits**

=====

Paper + Tutorial

12X5=60

I. Core Course

(12 Papers)

Two papers – English

Two papers – AltE/MIL

Four papers – Discipline

1. Four papers –

Discipline 2.

Core Course Tutorial*

12X1=12

(12 Tutorials)

II. Elective Course

6X5=30

(6 Papers)

Two papers- Discipline 1

specific Two papers- Discipline

2 specific Two papers- Inter disciplinary

Two papers from each discipline of choice and two papers of interdisciplinary nature.

Elective Course Tutorials*

6X1=6

(6 Tutorials*)

Two papers- Discipline 1 specific

Two papers- Discipline 2 specific

Two papers- Generic

(Interdisciplinary) Two papers from each discipline of choice including papers of interdisciplinary nature.

III. Ability Enhancement Courses

1. **Ability Enhancement Compulsory Courses (AECC)** 2 X 8=8

(2 Papers of 4 credits each) Environmental Science English Communication/MIL

2. **Skill Enhancement Courses (SEC)** 4 X 4=16

(4 Papers of 4 credits each)

Total credits= 132

SCHEME FOR CHOICE BASED CREDIT SYSTEM IN B.A./B.Com

| SEMESTER | CORE COURSE (12) | Ability Enhancement Compulsory Course (AECC) (2) | Skill Enhancement Course (SEC) (4) | Elective: Discipline Specific (DSE) (4) | Elective: Generic (GE) (2) |
|-----------------|-------------------------|---|---|--|-----------------------------------|
| I | English 1 | (English/MIL Communication)/ | | | |
| | DSC 1A | | | | |
| | DSC 2A | Environmental Science | | | |
| II | English 2 | (English/MIL Communication)/ | | | |
| | DSC 1B | | | | |
| | DSC 2B | Environmental Science | | | |

| | | | | | |
|------------|---------------------|--|-------|---------|------|
| III | Alt English 1/MIL 1 | | SEC 1 | | |
| | DSC 1C | | | | |
| | DSC 2C | | | | |
| IV | Alt English 2/MIL 2 | | SEC 2 | | |
| | DSC 1D | | | | |
| | DSC 2D | | | | |
| V | | | SEC 3 | DSE 1 A | GE 1 |
| | | | | DSE 2 A | |
| VI | | | SEC 4 | DSE 1 B | GE 2 |
| | | | | DSE 2 B | |

Structure of B.A. Honours in English under CBCS

Discipline Specific Core (Compulsory)

Semester I

- ENG-HC-1016 Indian Classical Literature
- ENG-HC-1026 European Classical Literature

Semester II

- ENG-HC-2016 Indian Writing in English
- ENG-HC-2026 British Poetry and Drama: 14th to 17th Centuries

Semester III

- ENG-HC-3016 History of English Literature and Forms
- ENG-HC-3026 American Literature
- ENG-HC-3036 British Poetry and Drama: 17th and 18th Centuries

Semester IV

- ENG-HC-4016 British Literature: The 18th Century
- ENG-HC-4026 British Romantic Literature
- ENG-HC-4036 British Literature: The 19th Century

Semester V

- ENG-HC-5016 British Literature: The 20th Century
- ENG-HC-5026 Women's Writing

Semester VI

- ENG-HC-6016 Modern European Drama
- ENG-HC-6026 Postcolonial Literatures

Discipline Specific Elective (Any four)

Semester V (Any Two)

- ENG-HE-5016 Popular Literature
- ENG-HE-5026 Modern Indian Writing in English Translation
- ENG-HE-5036 Literature of the Indian Diaspora
- ENG-HE-5046 Nineteenth-Century European Realism
- ENG-HE-5056 Literary Criticism and Literary Theory
- ENG-HE-5066 Science fiction and Detective Literature

Semester VI (Any Two)

- ENG-HE-6016 Literature and Cinema
- ENG-HE-6026 World Literatures
- ENG-HE-6036 Partition Literature
- ENG-HE-6046 Travel writing
- ENG-HE-6056 Life Writing
- ENG-HE-6066 Writings from North East India

Generic Elective (Any four)

Semester I (Any One)

- ENG-HG-1016 The Individual and Society
- ENG-HG-1026 Academic Writing and Composition

Semester II (Any One)

- ENG-HG-2016 Modern Indian Literature
- ENG-HG-2026 Contemporary India: Women and Empowerment

Semester III (Any One)

- ENG-HG-3016 British Literature
- ENG-HG-3026 Language and Linguistics

Semester IV (Any One)

- ENG-HG-4016 Literary Cross Currents: Forms: Prose, Poetry, Fiction & Play
- ENG-HG-4026 Language, Literature and Culture

Ability Enhancement Course (Compulsory Two Papers) (To be provided by concerned departments)

- ENG-AE-1014 English Communication (MIL to have a different code)
- Environmental Studies

Skill Enhancement Course (Any two)

Semester III

- ENG-SE-3014 Creative Writing

Semester IV

- ENG-SE-4014 Translation: Principles and Practice

Detailed Syllabi

I. B. A. Honours English under CBCS

Discipline Specific Core (Compulsory)

Semester I

Paper 1: ENG-HC-1016 Indian Classical Literature

Credits: 5 (Theory) + 1 (Tutorial)

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

This paper introduces students to a selection of literatures of India in English translation. Given that Indian Classical Literature offers a rich and diverse canvas that spans across genres like drama, poetry, the epic narrative as well as short fictional fables, to name a few, it is essential that students studying English literature are familiar with at least a few of these. This paper encourages students to think laterally about literatures of the world, and the possibility of cultural exchange.

Texts:

- Kalidasa: *Abhijnana Shakuntalam*, tr. Chandra Rajan, in *Kalidasa: The Loom of Time* (New Delhi: Penguin, 1989).
- Vyasa: 'The Dicing' and 'The Sequel to Dicing', 'The Book of the Assembly Hall', 'The Temptation of Karna', Book V 'The Book of Effort', in *The Mahabharata*: tr. and ed. J.A.B. van Buitenen (Chicago: Brill, 1975) pp. 106–69.
- Sudraka: *Mrcchakatika*, tr. M.M. Ramachandra Kale (New Delhi: Motilal Banarasidass, 1962).
- Ilango Adigal: 'The Book of Banci', in *Cilappatikaram: The Tale of an Anklet*, tr. R. Parthasarathy (Delhi: Penguin, 2004) book 3.

Suggested Topics and Background Prose Readings for Class Presentations

Topics

- The Indian Epic Tradition: Themes and Recensions
- Classical Indian Drama: Theory and Practice
- *Alankara* and *Rasa*
- *Dharma* and the Heroic

Readings

- Bharata, *Natyashastra*, tr. Manomohan Ghosh, vol. I, 2nd edn (Calcutta: Granthalaya, 1967) chap. 6: 'Sentiments', pp. 100–18.
- Iravati Karve, 'Draupadi', in *Yuganta: The End of an Epoch* (Hyderabad: Disha, 1991) pp. 79–105.

- J.A.B. Van Buitenen, 'Dharma and Moksa', in Roy W. Perrett, ed., *Indian Philosophy, vol. V, Theory of Value: A Collection of Readings* (New York: Garland, 2000) pp. 33–40.
- Vinay Dharwadkar, 'Orientalism and the Study of Indian Literature', in *Orientalism and the Postcolonial Predicament: Perspectives on South Asia*, ed. Carol A. Breckenridge and Peter van der Veer (New Delhi: OUP, 1994) pp. 158–95.

Paper 2: ENG-HC-1026 European Classical Literature

Credits: 5 (Theory) + 1 (Tutorial)

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

Classical writing in Europe saw the emergence of traditions that cut across many genres, which included poetry, theatre, and general discourses. While the Aristotelian focus on the examination of the essentials of poetry extended to incorporate discussions on epic and drama, subsequent writers such as Horace drew attention to the purposefulness of the creative exercise. In the theatre the widely divergent compositions by Sophocles and Plautus respectively show the consolidation of a rich cultural discourse. It is this enriching literary tradition that this paper seeks to familiarize with through the study of representative texts belonging to the Classical Period.

Texts:

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

Suggested Topics and Background 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

Readings

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

Semester II

Paper 3: ENG-HC-2016 Indian Writing in English

Credits: 5 (Theory) + 1 (Tutorial)

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

Introduction: This paper on Indian Writing in English introduces students to the historical development of this body of writing- the challenges faced by early writers, the growing sense of accomplishment in the writing of different forms and the interpretation of individual and collective experience in colonial and postcolonial India. The paper is divided into three units each dealing with a specific literary form. Questions will be mostly textual but with some reference to the contexts in which individual writers have produced their works.

Course Objectives:

- Introduce students to the field of Indian Writing in English
- Give a historical overview of the development of various literary forms
- Understand how each author creatively uses his or her chosen literary form

Course Outcomes:

- Develop familiarity with the issues of politics of language and gender, nationalism and modernity pertaining to pre and post-Independence India that have been responsible for the emergence of Indian English literature
- Understand the place of English Writing in India in the larger field of English Literature
- Learn to discuss critically the use of literary forms of the novel, poetry and drama by Indian English writers in distinctive ways against Indian historical and cultural contexts

Texts:

- H.L.V. Derozio: 'Freedom to the Slave'; 'The Orphan Girl'
- Kamala Das: 'Introduction'; 'My Grandmother's House'
- Nissim Ezekiel: 'Enterprise'; 'Night of the Scorpion', 'Very Indian Poem in English'
- Robin S. Ngangom: 'The Strange Affair of Robin S. Ngangom'; 'A Poem for Mother'
- Mulk Raj Anand: 'Two Lady Rams'
- R.K. Narayan: *Swami and Friends* Salman Rushdie: 'The Free Radio'
- Anita Desai: *In Custody*
- Shashi Deshpande: 'The Intrusion'
- Manjula Padmanabhan: *Lights Out*
- Mahesh Dattani: *Tara*

Suggested Topics and Background 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 and Drama
- Modernism in Indian English Literature

Readings

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

Paper 4: ENG-HC-2026 British Poetry and Drama: 14th to 17th Centuries

Credits: 5 (Theory) + 1 (Tutorial)

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

This paper aims to familiarize the students with the two major forms in British literature from the 14th to the 17th centuries – poetry and drama, apart from acquainting them with the contexts that generated such literatures. The larger contexts of the Renaissance, the nature of the Elizabethan Age and its predilections for certain kinds of literary activities, and the implications of the emergence of new trends will be focused in this paper. It will also highlight the seminal issues and preoccupations of the writers and their ages as reflected in these texts.

Texts:

- Geoffrey Chaucer: *The Wife of Bath's Prologue*
- Edmund Spenser: Selections from *Amoretti*: Sonnet LXVII 'Like as a huntsman...'; Sonnet LVII 'Sweet warrior...'; Sonnet LXXV 'One day I wrote her name...'
- John Donne: 'The Sunne Rising'; 'Batter My Heart'; 'Valediction: Forbidding Mourning'
- Christopher Marlowe: *Doctor Faustus*
- William Shakespeare: *Macbeth*
- William Shakespeare: *Twelfth Night*

Suggested Topics and Background Prose Readings for Class Presentations and Assignments

Topics

- Renaissance Humanism
- The Stage, Court and City
- Religious and Political Thought
- Ideas of Love and Marriage
- The Writer in Society

Background Prose Readings

- Pico Della Mirandola, excerpts from the *Oration on the Dignity of Man*, in *The Portable Renaissance Reader*, ed. James Bruce Ross and Mary Martin McLaughlin (New York: Penguin Books, 1953) pp. 476–9.
- John Calvin, 'Predestination and Free Will', in *The Portable Renaissance Reader*, ed. James Bruce Ross and Mary Martin McLaughlin (New York: Penguin Books, 1953) pp. 704–11.
- Baldassare Castiglione, 'Longing for Beauty' and 'Invocation of Love', in Book 4 of *The Courtier*, 'Love and Beauty', tr. George Bull (Harmondsworth: Penguin, rpt.1983) pp. 324–8, 330–5.
- Philip Sidney, *An Apology for Poetry*, ed. Forrest G. Robinson (Indianapolis: Bobbs-Merrill, 1970) pp. 13–18.

Semester III

Paper 5: ENG-HC-3016 History of English Literature and Forms

Credits: 5 (Theory) +1 (Tutorial)

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

This paper introduces students to the History of English Literature and the major literary forms. It adopts a chronological approach to the study of poetry, drama, fiction and non-fictional prose, showing the development of each form as it moves through the various periods of English literature and its expansion into global English writing. While authors have been named in some instances as representative of forms and periods, in other cases, especially in the 20th and 21st centuries, the expansion of the field has meant that individual authors are too numerous to name. Hence certain directions and areas of study have been indicated.

Questions in this paper should be linked to the manner in which the different Units have been structured with focus on forms and periods and the authors named used as examples. The sections on 20th and 21st century developments are too complex and widespread to have individual authors named – this may be read and evaluated in terms of a general picture and authors of choice.

Objectives: To prepare the ground for the detailed study of the literature featured in subsequent papers and give a strong historical sense of literary development.

Outcomes:

- Acquire a sense of the historical development of each literary form.

- Gain understanding of the contexts in which literary forms and individual texts emerge.
- Learn to analyze texts as representative of broad generic explorations.

Unit 1: Poetry from Chaucer to the Present:

- Chaucer and narrative poetry
- Spenser, Shakespeare, Milton (sonnet, sonnet sequences and the epic poem)
- John Donne and metaphysical poetry
- Dryden, Pope and the heroic couplet
- Romantic Poetry (lyric, sonnet, ode, pastoral, blank verse)
- Tennyson, Browning, Hopkins (from Victorian to Modern)
- Modern and postmodern Poetry and its international associations
- Walcott, Ramanujan and Postcolonial poetry

Unit 2: Drama from Everyman to the Present

- Miracles, Moralities and Interludes
- Marlowe and the University Wits
- Elizabethan Stage, Shakespeare and Jonson
- Jacobean Drama, Webster
- Restoration, Wycherley and Congreve
- Goldsmith, Sheridan and the sentimental drama
- The Irish drama
- Modern and postmodern Drama (England, Europe, America)
- Postcolonial drama (India, Africa, West Indies)

Unit 3: Fiction

- Narrative precursors
- The Eighteenth century novel (Defoe, Richardson, Fielding, Sterne)
- The Gothic novel (Walpole, Beckford, Radcliffe)
- Walter Scott and the historical novel
- The nineteenth century women novelists
- The Victorian novel (Dickens, Thackeray, Hardy)
- Modernism and the novel (Conrad, Lawrence, Virginia Woolf, James Joyce)
- Postmodernism and the Novel (England and America)
- Postcolonialism and the novel (South Asia and Africa)

Unit 4: Non Fictional Prose (Life Writing, Essays, Philosophical and Historical Prose, Satire)

- 16th century prose (John Foxe, Hooker, Hakluyt, Burton, Bacon)
- 17th and 18th century prose
 - Thomas Browne, Jeremy Taylor, Milton, Izaak Walton, Dryden)
 - Hobbes, Locke and Swift
 - Addison and Steele (the rise of the periodicals)
 - Berkeley, Hume, Gibbon
 - Johnson, Boswell, Burke
- 19th Century Prose (Essays, Criticism, Scientific Prose, Life Writing)
 - Lamb, Hazlitt, de Quincey,
 - Wollstonecraft, Godwin
 - Coleridge, Wordsworth,

- Darwin
- Carlyle, Ruskin, Pater, Arnold
- Lytton Strachey
- 20th and 21st century prose
- Literary Criticism and Theory
- Nationalist movements and polemical writing
- Letters, Autobiographies, Biographies
- Travel writing
- Journalistic prose (editorials, op-ed pieces, reports)

Recommended Books:

- B. Ifor Evans: *A Short History of English Literature* (available for purchase and on the internet archive)
- Andrew Sanders: *The Short Oxford History of English Literature* (1994)
- John Peck and Martin Coyle: *A Brief History of English Literature* (2002)
- Dinah Birch (Editor): *The Oxford Companion to English Literature* (7th edition, 2009)
- *The Norton Anthology of English Literature* (All volumes - for library)(10th edition, 2018)

Paper 6: ENG-HC-3026 American Literature

Credits: 5 (Theory) + 1 (Tutorial)

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

This paper seeks to acquaint the students with the main currents of American literature in its social and cultural contexts. The texts incorporated in the paper are a historical reflection of the growth of American society and of the way the literary imagination has grappled with such growth and change. A study of the paper, hence, should lead to an acquaintance with the American society in its evolutionary stages from the beginnings of modernism to the present as well as with exciting generic innovations and developments that have tried to keep pace with social changes.

Texts:

- Tennessee Williams: *The Glass Menagerie*
- Mark Twain: *The Adventures of Huckleberry Finn*
- Edgar Allan Poe: 'The Purloined Letter'
- F. Scott Fitzgerald: 'The Crack-up'
- Anne Bradstreet: 'The Prologue'
- Emily Dickinson: 'A Bird Came Down the Walk'; 'Because I Could not Stop for Death'
- Walt Whitman: Selections from *Leaves of Grass*: 'O Captain, My Captain'; 'Passage to India' (lines 1-68)
- Langston Hughes: 'I too'
- Robert Frost: 'Mending Wall'

- Sherman Alexie: 'Crow Testament'; 'Evolution'

Suggested Topics and Background Prose Readings for Class Presentations

Topics

- The American Dream
- Social Realism, Folklore and the American Novel
- American Drama as a Literary Form
- The Slave Narrative
- Questions of Form in American Poetry

Readings

- Hector St John Crevecoeur, 'What is an American', (Letter III) in *Letters from an American Farmer* (Harmondsworth: Penguin, 1982) pp. 66–105.
- Frederick Douglass, *A Narrative of the life of Frederick Douglass* (Harmondsworth: Penguin, 1982) chaps. 1–7, pp. 47–87.
- Henry David Thoreau, 'Battle of the Ants' excerpt from 'Brute Neighbours', in *Walden* (Oxford: OUP, 1997) chap. 12.
- Ralph Waldo Emerson, 'Self Reliance', in *The Selected Writings of Ralph Waldo Emerson*, ed. with a biographical introduction by Brooks Atkinson (New York: The Modern Library, 1964).
- Toni Morrison, 'Romancing the Shadow', in *Playing in the Dark: Whiteness and Literary Imagination* (London: Picador, 1993) pp. 29–39.

Paper 7: ENG-HC-3036 British Poetry and Drama: 17th and 18th Centuries

Credits: 5 (Theory) + 1 (Tutorial)

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

This paper aims to familiarize the students with British literature in the 17th and 18th centuries, a time-period which sees the emergence and establishment of greatly diverse kinds of writings. The selected texts may encourage the students to look at the economic, political and social changes in (primarily) Britain during this period, such as the shifts from the Puritan Age to the Restoration and Neoclassical periods. The paper also seeks to familiarize the students with the larger contexts that generated such literatures as well as the possible impacts of the literature on society. The significance of the scientific revolution during this period may also be studied in relation to the literary productions.

Texts:

- John Milton: *Paradise Lost*: Book I
- John Webster: *The Duchess of Malfi*
- Aphra Behn: *The Rover*
- John Dryden: *Mac Flecknoe*
- Alexander Pope: *The Rape of the Lock*

Suggested Topics and Background Prose Readings for Class Presentations

Topics

- Religious and Secular thought in the 17th Century
- The Stage, the State and the Market
- The Mock-epic and Satire
- Women in the 17th Century
- The Comedy of Manners

Readings

- The Holy Bible, *Genesis*, chaps. 1–4, *The Gospel according to St. Luke*, chaps. 1–7 and 22–4.
- Niccolo Machiavelli, *The Prince*, ed. and tr. Robert M. Adams (New York: Norton, 1992) chaps. 15, 16, 18, and 25.
- Thomas Hobbes, selections from *The Leviathan*, pt. I (New York: Norton, 2006) chaps. 8, 11, and 13.
- John Dryden, 'A Discourse Concerning the Origin and Progress of Satire', in *The Norton Anthology of English Literature*, vol. 1, 9th edn, ed. Stephen Greenblatt (New York: Norton 2012) pp. 1767–8.

Semester IV

Paper 8: ENG-HC-4016 British Literature: The 18th Century

Credits: 5 (Theory) + 1 (Tutorial)

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

This paper aims to familiarize the students with British literature in the 18th century. A very interesting age in which reason and rationality dominated, this age saw the publication of some of the best novels and works of non-fictional prose and poetry in the English language. Though it was not predominantly an age of drama yet one cannot but pay attention to the few plays of the century. Although the texts in the course are mostly by men it must be noted that quite a number of women writers were also part of the literary scene. The texts in the course are representative of the age and to some extent representative of the forms as well. The selected texts hope to give the students an overview of the age and the writings that the age produced.

Texts:

- Jonathan Swift: *Gulliver's Travels* (Books III and IV)
- Samuel Johnson: 'London'
- Thomas Gray: 'Elegy Written in a Country Churchyard'

- Daniel Defoe: *Moll Flanders*
- Joseph Addison: "Pleasures of the Imagination", *The Spectator*, 411
- Oliver Goldsmith: *She Stoops to Conquer*

Suggested Topics and Background Prose Readings for Class Presentations

Topics

- The Enlightenment and Neoclassicism
- Restoration Comedy
- The Country and the City
- The Novel and the Periodical Press

Readings

- Jeremy Collier, *A Short View of the Immorality and Profaneness of the English Stage* (London: Routledge, 1996).
- Daniel Defoe, 'The Complete English Tradesman' (Letter XXII), 'The Great Law of Subordination Considered' (Letter IV), and 'The Complete English Gentleman', in *Literature and Social Order in Eighteenth-Century England*, ed. Stephen Copley (London: Croom Helm, 1984).
- Samuel Johnson, 'Essay 156', in *The Rambler*, in *Selected Writings: Samuel Johnson*, ed. Peter Martin (Cambridge, Mass.: Harvard University Press, 2009) pp. 194–7; *Rasselas* Chapter 10; 'Pope's Intellectual Character: Pope and Dryden Compared', from *The Life of Pope*, in *The Norton Anthology of English Literature*, vol. 1, ed. Stephen Greenblatt, 8th edn (New York: Norton, 2006) pp. 2693–4, 2774–7.

Paper 9: ENG-HC-4026 British Romantic Literature

Credits: 5 (Theory) + 1 (Tutorial)

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

The nineteenth century begins with the triumph of the Romantic imagination, expressing itself most memorably in the poetry of Blake, Burns, Wordsworth, Coleridge, Shelley, and Keats. The poetry of the age fashions itself partly in revolt to the spirit of the previous age, with very different ideas about the relationship between humans and nature and the role of the poet taking hold. This paper includes selections from works of major Romantic poets which address these issues, enabling students to appreciate the essence of the Romantic vision. In addition they will read that remarkable oddity, *Frankenstein*, a novel that also illuminates Romanticism from another angle.

Texts:

- William Blake: 'The Lamb', 'The Chimney Sweeper' (from *The Songs of Innocence* and *The Songs of Experience*); 'The Tyger' (*The Songs of Experience*); 'Introduction' to *The Songs of Innocence*
- Robert Burns: 'A Bard's Epitaph'; 'Scots Wha Hae'
- William Wordsworth: 'Tintern Abbey'; 'Upon Westminster Bridge'
- Samuel Taylor Coleridge: 'Kubla Khan'; 'Dejection: An Ode'
- Percy Bysshe Shelley: 'Ode to the West Wind'; 'Hymn to Intellectual Beauty'; *The Cenci*
- John Keats: 'Ode to a Nightingale'; 'To Autumn'; 'On First Looking into Chapman's Homer'
- Mary Shelley: *Frankenstein*

Suggested Topics and Background Prose Readings for Class Presentations

Topics

- Reason and Imagination
- Conceptions of Nature
- Literature and Revolution
- The Gothic
- The Romantic Lyric

Readings

- William Wordsworth, 'Preface to Lyrical Ballads', in *Romantic Prose and Poetry*, ed. Harold Bloom and Lionel Trilling (New York: OUP, 1973) pp. 594–611.
- John Keats, 'Letter to George and Thomas Keats, 21 December 1817', and 'Letter to Richard Woodhouse, 27 October, 1818', in *Romantic Prose and Poetry*, ed. Harold Bloom and Lionel Trilling (New York: OUP, 1973) pp. 766–68, 777–8.
- Jean-Jacques Rousseau, 'Preface' to *Emile or Education*, tr. Allan Bloom (Harmondsworth: Penguin, 1991).
- Samuel Taylor Coleridge, *Biographia Literaria*, ed. George Watson (London: Everyman, 1993) chap. XIII, pp. 161–66.

Paper 10: ENG-HC-4036 British Literature: The 19th Century

Credits: 5 (Theory) + 1 (Tutorial)

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

The middle and later parts of the 19th century sees the novel coming into its own, although Jane Austen has already established the prestige of the novel form through her incisive explorations of the complexity of human motive and conduct, especially in their worldly affairs. The texts chosen will expose the students to the ground-breaking efforts of the poets as well to the works of fiction writers who manage to consolidate and refine upon the achievements of the novelists of the previous era. Austen to Rossetti represents a remarkable literary development and range of works, addressing a very diverse array of social preoccupations.

Texts:

- Jane Austen: *Pride and Prejudice*
- Charlotte Bronte: *Jane Eyre*
- Charles Dickens: *The Pickwick Papers* (Chapter 1 The Pickwickians; Chapter 2 The Journey Begins; Chapter 23 In Which Mr. Samuel Weller Begins to Devote His Energies; Chapter 56 An Important Conference Takes Place; Chapter 57 In which the Pickwick Club is Finally Dissolved)
- Thomas Hardy: 'The Three Strangers'
- Alfred Tennyson: 'The Defence of Lucknow'
- Robert Browning: 'Love among the Ruins'
- Christina Rossetti: 'Goblin Market'

Suggested Topics and Background Prose Readings for Class Presentations

Topics

- Utilitarianism
- The 19th Century Novel
- Marriage and Sexuality
- The Writer and Society
- Faith and Doubt
- The Dramatic Monologue

Readings

- Karl Marx and Friedrich Engels, 'Mode of Production: The Basis of Social Life', 'The Social Nature of Consciousness', and 'Classes and Ideology', in *A Reader in Marxist Philosophy*, ed. Howard Selsam and Harry Martel (New York: International Publishers, 1963) pp. 186–8, 190–1, 199–201.
- Charles Darwin, 'Natural Selection and Sexual Selection', in *The Descent of Man* in *The Norton Anthology of English Literature*, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) pp. 1545–9.
- John Stuart Mill, *The Subjection of Women* in *Norton Anthology of English Literature*, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) chap. 1, pp. 1061–9.

Semester V

Paper 11: ENG-HC-5016 British Literature: The 20th Century

Credits: 5 (Theory) + 1 (Tutorial)

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

While literary modernity can trace its roots to the works of some European writers of the 19th century, in England it is in the 20th century that the era of Modernism finds its voice in arts and literature. The works of the writers chosen for this paper are good introductions to the spirit of modernism, with its urgent desire to break with the codes and conventions of the past, experiment with new forms and idioms, and its cosmopolitan

willingness to open itself up to influences coming from other shores. The paper goes beyond the High Modern period of the early century and the students will also get acquainted with the ethos of postmodernism through a reading of recent poetic and fictional works.

Texts:

- Joseph Conrad: *Heart of Darkness*
- Virginia Woolf: *Mrs Dalloway*
- W.B. Yeats: 'The Second Coming'; 'Sailing to Byzantium'
- T.S. Eliot: 'The Love Song of J. Alfred Prufrock'; 'Journey of the Magi'
- W.H. Auden: 'In Memory of W.B. Yeats'
- Hanif Kureishi: *My Beautiful Launderette*
- Phillip Larkin: 'Church Going'
- Ted Hughes: 'Hawk Roosting'
- Seamus Heaney: 'Casualty'
- Carol Ann Duffy: 'Standing Female Nude'

Suggested Topics and Background Prose Readings for Class Presentations

Topics

- Modernism, Post-modernism and non-European Cultures
- The Women's Movement in the Early 20th Century
- Psychoanalysis and the Stream of Consciousness
- The Uses of Myth
- The Avant Garde
- Postmodernism in British Literature
- Britishness after 1960s
- Intertextuality and Experimentation
- Literature and Counterculture

Readings

- Sigmund Freud, 'Theory of Dreams', 'Oedipus Complex', and 'The Structure of the Unconscious', in *The Modern Tradition*, ed. Richard Ellman et. al. (Oxford: OUP, 1965) pp. 571, 578–80, 559–63.
- T.S. Eliot, 'Tradition and the Individual Talent', in *Norton Anthology of English Literature*, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) pp.2319–25.
- Raymond Williams, 'Introduction', in *The English Novel from Dickens to Lawrence* (London: Hogarth Press, 1984) pp. 9–27.

- Alan Sinfield, 'Literature and Cultural Production', in *Literature, Politics, and Culture in Postwar Britain* (Berkeley and Los Angeles: University of California Press, 1989) pp. 23–38.
- Seamus Heaney, 'The Redress of Poetry', in *The Redress of Poetry* (London: Faber, 1995) pp. 1–16.
- Patricia Waugh, 'Culture and Change: 1960-1990', in *The Harvest of The Sixties: English Literature and Its Background, 1960-1990* (Oxford: OUP, 1997).

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

Credits: 5 (Theory) + 1 (Tutorial)

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

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

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

Texts:

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

Suggested Topics and Background Prose Readings for Class Presentations

Topics

- The Confessional Mode in Women's Writing

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

Readings

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

Semester VI

Paper 13: ENG-HC-6016 Modern European Drama

Credits: 5 (Theory) + 1 (Tutorial)

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

The paper aims at introducing students to the innovative dramatic works of playwrights from different locations in Europe, which taken together represents the wide range of modern drama and its fortunes on the written page and the stage. The selected plays would allow an understanding of the emergence of avant garde movements and trends and dramatic devices and techniques during the period of modernism which eventually influenced theatrical practices in other nations of the world.

Texts:

- Henrik Ibsen: *Ghosts*
- Anton Chekhov: *The Cherry Orchard*
- Bertolt Brecht: *The Caucasian Chalk Circle*
- Samuel Beckett: *Waiting for Godot*

Suggested Topics and Background Prose Readings for Class Presentations

Topics

- Politics, Social Change and the Stage
- Text and Performance
- European Drama: Realism and Beyond
- Tragedy and Heroism in Modern European Drama
- The Theatre of the Absurd

Readings

- Constantin Stanislavski, *An Actor Prepares*, chap. 8, 'Faith and the Sense of Truth', tr. Elizabeth Reynolds Hapgood (Harmondsworth: Penguin, 1967) sections 1, 2, 7, 8, 9, pp. 121–5, 137–46.
- Bertolt Brecht, 'The Street Scene', 'Theatre for Pleasure or Theatre for Instruction', and 'Dramatic Theatre vs Epic Theatre', in *Brecht on Theatre: The Development of an Aesthetic*, ed. and tr. John Willet (London: Methuen, 1992) pp. 68–76, 121–8.
- George Steiner, 'On Modern Tragedy', in *The Death of Tragedy* (London: Faber, 1995) pp. 303–24.

Paper 14: ENG-HC-6026 Postcolonial Literatures

Credits: 5 (Theory) + 1 (Tutorial)

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

European Colonialism since the fifteenth century changed the face of the world in many significant ways, and the effects of the experience of colonialism remain in many countries around the world even in the postcolonial era. This paper gives the students an opportunity to acquaint themselves with some of the novels, short stories and poems from postcolonial literatures across the world, with the texts showcasing the many regional, cultural differences and peculiarities, as well as common and shared experiences of the postcolonial condition.

Texts:

- Chinua Achebe: *Things Fall Apart*
- Gabriel Garcia Marquez: *Chronicle of a Death Foretold*
- Bessie Head: 'The Collector of Treasures'
- Ama Ata Aidoo: 'The Girl who can'
- Grace Ogot: 'The Green Leaves'
- Shyam Selvadurai: *Funny Boy*
- Pablo Neruda: 'Tonight I can Write'; 'The Way Spain Was'
- Derek Walcott: 'A Far Cry from Africa'; 'Names'
- David Malouf: 'Revolving Days'; 'Wild Lemons'
- Easterine Kire: *When the River Sleeps*

Suggested Topics and Background Prose Readings for Class Presentations

Topics

- De-colonization, Globalization and Literature
- Literature and Identity Politics
- Writing for the New World Audience
- Region, Race, and Gender
- Postcolonial Literatures and Questions of Form

Readings

- Franz Fanon, 'The Negro and Language', in *Black Skin, White Masks*, tr. Charles Lam Markmann (London: Pluto Press, 2008) pp. 8–27.
- Ngugi waThiong'o, 'The Language of African Literature', in *Decolonising the Mind* (London: James Curry, 1986) chap. 1, sections 4–6.
- Gabriel Garcia Marquez, the Nobel Prize Acceptance Speech, in *Gabriel Garcia Marquez: New Readings*, ed. Bernard McGuirk and Richard Cardwell (Cambridge: Cambridge University Press, 1987).
- Chelva Kanaganayakam, 'Dancing in the Rarefied Air: Reading Contemporary Sri Lankan Literature' (*ARIEL*, Jan. 1998) rpt, Malashri Lal, Alamgir Hashmi, and Victor J. Ramraj, eds., *Post Independence Voices in South Asian Writings* (Delhi: Doaba Publications, 2001) pp. 51–65.

Discipline Centric Elective (Any Four) Detailed Syllabi

Semester V (Any Two)

Paper 1: ENG-HE-5016 Popular Literature

Credits: 5 (Theory) + 1 (Tutorial)

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

Over the years popular literature has moved from the margins to earn for itself a fairly important place in the literary and critical consciousness. This paper seeks to highlight the nature of 'popular' literature as a genre and the critical ideas underpinning the theorization of popular literature. This will be done through a practical engagement with various texts falling under its ambit.

Texts:

- Lewis Carroll: *Alice in Wonderland*
- Agatha Christie: *The Murder of Roger Ackroyd*
- J. K. Rowling: *Harry Potter and the Philosopher's Stone*
- Durgabai Vyam and Subhash Vyam: *Bhimayana: Experiences of Untouchability/ Autobiographical Notes on Ambedkar* (For the Visually Challenged students)

Suggested Topics and Background Prose Readings for Class Presentations

Topics

- Coming of Age
- The Canonical and the Popular
- Caste, Gender and Identity

- Ethics and Education in Children's Literature
- Sense and Nonsense
- The Graphic Novel

Readings

- Sumathi Ramaswamy, 'Introduction', in *Beyond Appearances?: Visual Practices and Ideologies in Modern India* (Sage: Delhi, 2003) pp. xiii–xxix.
- Leslie Fiedler, 'Towards a Definition of Popular Literature', in *Super Culture: American Popular Culture and Europe*, ed. C.W.E. Bigsby (Ohio: Bowling Green University Press, 1975) pp. 29–38.
- Felicity Hughes, 'Children's Literature: Theory and Practice', *English Literary History*, vol. 45, 1978, pp. 542–61.

Paper 2: ENG-HE-5026 Modern Indian Writing in English Translation

Credits: 5 (Theory) + 1 (Tutorial)

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

Literature in the various Indian languages presents a huge body of work testifying to the diverse cultural and regional preoccupations in the respective regions these languages belong to. This paper attempts to give students an introductory glimpse into this richness and diversity of Indian literature written in the regional languages.

Texts:

- Premchand: 'The Shroud', in *Penguin Book of Classic Urdu Stories*, ed. M. Asaduddin (New Delhi: Penguin/Viking, 2006).
- Ismat Chughtai: 'The Quilt', in *Lifting the Veil: Selected Writings of Ismat Chughtai*, tr. M. Asaduddin (New Delhi: Penguin Books, 2009).
- Bhabendranath Saikia: 'Celebration', Tr. Prachee Dewri, in *Splendour in the Grass: Selected Assamese Short Stories*, ed. Hiren Gohain (New Delhi: Sahitya Akademi, 2010)
- Fakir Mohan Senapati: 'Rebati', in *Oriya Stories*, ed. Vidya Das, tr. Kishori Charan Das (Delhi: Srishti Publishers, 2000).
- 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).
- 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. Ramanujan (New Delhi: OUP, 2000).
- 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).
- Thangjam Ibopishak 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).
- Dharamveer Bharati: *Andha Yug*, tr. Alok Bhalla (New Delhi: OUP, 2009).

- Hiren Bhattacharyya: 'What Is It That Burns in Me?'
<https://www.poemhunter.com/poem/what-is-it-that-burns-in-me/>

Suggested Topics and Background 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.

Readings

- Namwar Singh, 'Decolonising the Indian Mind', tr. Harish Trivedi, *Indian Literature*, no. 151 (Sept./Oct. 1992).
- 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.
- Sujit Mukherjee, 'A Link Literature for India', in *Translation as Discovery* (Hyderabad: Orient Longman, 1994) pp. 34–45.
- G.N. Devy, 'Introduction', from *After Amnesia* in *The G.N. Devy Reader* (New Delhi: Orient Black Swan, 2009) pp. 1–5.

Paper 3: ENG-HE-5036 Literature of the Indian Diaspora

Credits: 5 (Theory) + 1 (Tutorial)

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

In the light of global literature today focusing extensively on ideas of transnationalism, exile, migration, displacement, and so on, literature of the diaspora has come to exert a strong presence in the global scene. This paper will look at the diasporic experience with particular reference to Indian diasporic writers.

Texts:

- M. G. Vassanji: *The Book of Secrets* (Penguin, India)
- Rohinton Mistry: *A Fine Balance* (Alfred A Knopf)
- Meera Syal: *Anita and Me* (Harper Collins)
- Jhumpa Lahiri: *The Namesake* (Houghton Mifflin Harcourt)

Suggested Topics and Background Prose Readings for Class Presentations

Topics

- The Diaspora

- Nostalgia
- New Medium
- Alienation

Reading

- “Introduction: The diasporic imaginary” in Mishra, V. (2008). *Literature of the Indian Diaspora*. London: Routledge
- “Cultural Configurations of Diaspora,” in Kalra, V. Kaur, R. and Hutynuk, J. (2005). *Diaspora & hybridity*. London: Sage Publications.
- “The New Empire within Britain,” in Rushdie, S. (1991). *Imaginary Homelands*. London: Granta Books.

Paper 4: ENG-HE-5046 Nineteenth Century European Realism

Credits: 5 (Theory) + 1 (Tutorial)

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

The insistence on literary representation whose objective was to ‘mirror’ reality gained ground in nineteenth-century Europe across the different cultural spaces of the Continent. That is why varieties of realism surfaced in the literary traditions which were as culturally divergent as Russia and Spain. This paper is designed to provide an interesting sampling of the traditions that contributed to the growth and consolidation of European Realism in the nineteenth century. Study of these texts will also facilitate the understanding of the gradual movement towards modernism in the twentieth century which was, in many ways, both a response and a reaction to the major tendencies of European Realism.

Texts:

- Ivan Turgenev: *Fathers and Sons*, tr. Peter Carson (London: Penguin, 2009).
- Leo Tolstoy: ‘Kholstomer: The Story of a Horse’
- Nikolai Gogol: ‘The Nose’
- Honore de Balzac: *Old Goriot*, tr. M.A. Crawford (London: Penguin, 2003).
- Guy de Maupassant: ‘The Necklace’

Suggested Topics and Background Prose Readings for Class Presentations

Topics

- History, Realism and the Novel Form
- Ethics and the Novel
- The Novel and its Readership in the 19th Century
- Politics and the Russian Novel: Slavophiles and Westernizers

Readings

- Leo Tolstoy, 'Man as a creature of history in *War and Peace*', ed. Richard Ellmann et. al., *The Modern Tradition*, (Oxford: OUP, 1965) pp. 246–54.
- Honore de Balzac, 'Society as Historical Organism', from Preface to *The Human Comedy*, in *The Modern Tradition*, ed. Ellmann et. al (Oxford: OUP, 1965) pp. 265–67.
- Gustav Flaubert, 'Heroic honesty', Letter on *Madame Bovary*, in *The Modern Tradition*, ed. Richard Ellmann et. al. (Oxford: OUP, 1965) pp. 242–3.
- George Lukacs, 'Balzac and Stendhal', in *Studies in European Realism* (London, Merlin Press, 1972) pp. 65–85.
- Viktor Shklovsky, 'Art as Technique'

Paper 5: ENG-HE-5056 Literary Criticism and Literary Theory

Credits: 5 (Theory) + 1 (Tutorial)

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

This paper will familiarize students with some important texts on literary criticism and literary theory. Beginning from William Wordsworth's Preface to the *Lyrical Ballads* the purpose will be to inform the students on the shifts in literary interpretations and critical approaches so as to equip them while reading texts across genres.

Texts:

- William Wordsworth: Preface to the *Lyrical Ballads* (1802)
- S.T. Coleridge: *Biographia Literaria*. Chapters IV, XIII and XIV
- Virginia Woolf: "Modern Fiction"
- T.S. Eliot: "Tradition and the Individual Talent" (1919)
- I.A. Richards: *Principles of Literary Criticism* Chapters 1,2 and 34. London 1924
- Cleanth Brooks: "The Language of Paradox" in *The Well-Wrought Urn: Studies in the Structure of Poetry* (1947)
- Terry Eagleton: Introduction to *Marxism and Literary Criticism* (University of California Press, 1976)
- Elaine Showalter: 'Twenty Years on: A Literature of Their Own Revisited', in *A Literature of Their Own: British Women Novelists from Bronte to Lessing* (1977. Rpt. London: Virago, 2003) pp. xi–xxxiii.
- Toril Moi: "Introduction" in *Sexual/Textual Politics* (1985. New York and London: Routledge, 2002, 2ndEdn.) pp. 1-18.
- Jacques Derrida: "Structure, Sign and Play in the Discourse of the Human Science", tr. Alan Bass, in *Modern Criticism and Theory: A Reader*, ed. David Lodge (London: Longman, 1988) pp. 108–23.
- Michel Foucault: 'Truth and Power', in *Power and Knowledge*, tr. Alessandro Fontana and Pasquale Pasquino (New York: Pantheon, 1977) pp. 109–33.

- Mahatma Gandhi: 'Passive Resistance' and 'Education', in *Hind Swaraj and Other Writings*, ed. Anthony J Parel (Delhi: CUP, 1997) pp. 88–106.
- Edward Said: 'The Scope of Orientalism' in *Orientalism* (Harmondsworth: Penguin, 1978) pp. 29–110.
- Frantz Fanon: *Black Skin, White Masks* tr. Charles Lam Markmann (Chapter 4 "The So-Called Dependency Complex of Colonized Peoples") (London: Pluto Press, 1986) pp. 83-108

Suggested Background Prose Readings and Topics for Class Presentations

Topics

- Summarising and Critiquing
- Point of View
- Reading and Interpreting
- Media Criticism
- Plot and Setting
- Citing from Critics' Interpretations
- The East and the West
- Questions of Alterity
- Power, Language, and Representation
- The State and Culture

Readings

- Terry Eagleton, *Literary Theory: An Introduction* (Oxford: Blackwell, 2008).
- Peter Barry, *Beginning Theory* (Manchester: Manchester University Press, 2002).
- C.S. Lewis, Introduction in *An Experiment in Criticism*, Cambridge University Press 1992
- M.H. Abrams, *The Mirror and the Lamp*, Oxford University Press, 1971
- Rene Wellek, Stephen G. Nicholas, *Concepts of Criticism*, Connecticut, Yale University 1963
- Taylor and Francis Eds., *An Introduction to Literature, Criticism and Theory*, Routledge, 1996

Paper 6: ENG-HE-5066 Science Fiction and Detective Literature

Credits: 5 (Theory) + 1 (Tutorial)

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

Science Fiction and Detective Literature have a fairly venerable ancestry, going back at least two centuries. Some fine literary minds have engaged with these genres, and their creations can be fruitfully studied to explore ways in which new narrative possibilities have emerged due to the human fascination for crime, mystery and improbable occurrences.

Texts:

- Wilkie Collins: *The Woman in White*
- Arthur Conan Doyle: *The Hound of the Baskervilles*
- Raymond Chandler: *The Big Sleep*
- H.R.F. Keating: *Inspector Ghote Goes by Train*
- Doris Lessing: *Shikasta*

Suggested Topics and Readings for Class Presentation

Topics

- Crime across the Media
- Constructions of Criminal Identity
- Cultural Stereotypes in Crime Fiction
- Crime Fiction and Cultural Nostalgia
- Crime Fiction and Ethics
- Crime and Censorship

Readings

- J. Edmund Wilson, 'Who Cares Who Killed Roger Ackroyd?', *The New Yorker*, 20 June 1945.
- George Orwell, *Raffles and Miss Blandish*, available at: www.george-orwell.org/Raffles_and_Miss_Blandish/0.html
- W.H. Auden, *The Guilty Vicarage*, available at: harpers.org/archive/1948/05/the-guilty-vicarage/
- Raymond Chandler, 'The Simple Art of Murder', *Atlantic Monthly*, Dec. 1944, available at: <http://www.en.utexas.edu/amlit/amlitprivate/scans/chandlerart.html>

Semester VI (Any Two)

Paper 7: ENG-HE-6016 Literature and Cinema

Credits: 5 (Theory) + 1 (Tutorial)

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

- James Monaco: 'The language of film: signs and syntax', in *How To Read a Film: The World of Movies, Media & Multimedia* (New York: OUP, 2009) chap. 3, pp. 170–249.

- *Romeo & Juliet* (1968; dir. Franco Zeffirelli, Paramount); and *Romeo + Juliet* (1996; dir. Baz Luhrmann, 20th Century Fox) [Adaptations of William Shakespeare *Romeo and Juliet*, and its adaptations]
- *Earth* (1998; dir. Deepa Mehta, Cracking the Earth Films Incorp.) [Bapsi Sidhwa: *Ice-Candy-Man*'s adaptation]; and *Pinjar* (2003; dir. C.P. Dwivedi, Lucky Star Entertainment) [Amrita Pritam, *Pinjar: The Skeleton and Other Stories*, tr. Khushwant Singh (New Delhi: Tara Press, 2009) and its adaptation]
- *Ganashatru* (1989; dir. Satyajit Ray, NFDC) [Henrik Ibsen: *An Enemy of the People*'s adaptation]; *Rudaali* (1993; Kalpana Lajmi, NFDC) [Mahasweta Devi: *Rudaali*]

Suggested Topics and Background Prose Readings for Class Presentations

Topics

- Theories of Adaptation
- Transformation and Transposition
- Hollywood and 'Bollywood'
- The 'Two Ways of Seeing'
- Adaptation as Interpretation

Readings

- Linda Hutcheon, 'On the Art of Adaptation', *Daedalus*, vol. 133, (2004).
- Thomas Leitch, 'Adaptation Studies at Crossroads', *Adaptation*, 2008, vol. 1, no. 1, pp. 63-77.
- Poonam Trivedi, 'Filmi Shakespeare', *Litfilm Quarterly*, vol. 35, issue 2, 2007.
- Tony Bennett and Janet Woollacott, 'Figures of Bond', in *Popular Fiction: Technology, Ideology, Production, Reading*, ed. Tony Bennet (London and New York: Routledge, 1990).
- Gulzar – *Angoor* (1982) [Adaptation of William Shakespeare's *The Comedy of Errors*]
Vishal Bhardwaj – *Maqbool* (2003), *Omkara* (2006) [Adaptation of William Shakespeare's *Macbeth* and *Othello* respectively]
- BBC TV mini-series (1995), Joe Wright (2005) and Gurinder Chadha's *Bride and Prejudice* (2004) [Jane Austen, *Pride and Prejudice* and its adaptations]
- Italo Spinelli – *Gangoror 'Behind the Bodice'* (2010).
- Shyam Benegal – *Junoon* (1979)
Vishal Bhardwaj – *The Blue Umbrella* (2005), and *Saat Khoon Maaf* (2011)
[Adaptation of Ruskin Bond's short stories]
- David Lean – *Passage to India* (1984) [Adaptation of E.M. Forster's *Passage to India*]

Note:

- For every unit, 4 hours are for the written text and 8 hours for its cinematic adaptation (Total: 12 hours)
- To introduce students to the issues and practices of cinematic adaptations, teachers may use the following critical material:
 - Deborah Cartmell and Imelda Whelehan, eds., *The Cambridge Companion to Literature on Screen* (Cambridge: Cambridge University Press, 2007).
 - John M. Desmond and Peter Hawkes, *Adaptation: Studying Film and Literature* (New York: McGraw-Hill, 2005).
 - Linda Hutcheon, *A Theory of Adaptation* (New York: Routledge, 2006).
 - J.G. Boyum, *Double Exposure* (Calcutta: Seagull, 1989).
 - B. Mcfarlens, *Novel to Film: An Introduction to the Theory of Adaptation* (Clarendon University Press, 1996).

Paper 8: ENG-HE-6026 World Literatures**Credits: 5 (Theory) + 1 (Tutorial)****Marks: 80 (End-Semester Examination) + 20 (Internal Assessment)**

- V.S. Naipaul: *A Bend in the River* (London: Picador, 1979).
- Marie Clements: *The Unnatural and Accidental Women*, in *Staging Coyote's Dream: An Anthology of First Nations*, ed. Monique Mojica and Ric Knowles (Toronto: Playwrights Canada, 2003)
- Antoine De Saint-Exupery: *The Little Prince* (New Delhi: Pigeon Books, 2008)
- Julio Cortazar: 'Blow-Up', in *Blow-Up and other Stories* (New York: Pantheon, 1985).
- Judith Wright: 'Bora Ring', in *Collected Poems* (Sydney: Angus & Robertson, 2002) p. 8.
- Gabriel Okara: 'The Mystic Drum', in *An Anthology of Commonwealth Poetry*, ed. C.D. Narasimhaiah (Delhi: Macmillan, 1990) pp. 132-3.
- Kishwar Naheed: 'The Grass is Really like me', in *We the Sinful Women* (New Delhi: Rupa, 1994) p. 41.
- Shu Ting: 'Assembly Line', in *A Splintered Mirror: Chinese Poetry From the Democracy Movement*, tr. Donald Finkel, additional translations by Carolyn Kizer (New York: North Point Press, 1991).

- Jean Arasanayagam: 'Two Dead Soldiers', in *Fusillade* (New Delhi: Indialog, 2003) pp. 89–90.

Suggested Topics and Background Prose Readings for Class Presentations

Topics

- The Idea of World Literature
- Memory, Displacement and Diaspora
- Hybridity, Race and Culture
- Adult Reception of Children's Literature
- Literary Translation and the Circulation of Literary Texts
- Aesthetics and Politics in Poetry

Readings

- Sarah Lawall, 'Preface' and 'Introduction', in *Reading World Literature: Theory, History, Practice*, ed. Sarah Lawall (Austin, Texas: University of Texas Press, 1994) pp. ix–xviii, 1–64.
- David Damrosch, *How to Read World Literature?* (Chichester: Wiley-Blackwell, 2009) pp. 1–64, 65–85.
- Franco Moretti, 'Conjectures on World Literature', *New Left Review*, vol.1 (2000), pp. 54–68.
- Theo D'haen et al., eds., 'Introduction', in *World Literature: A Reader* (London: Routledge, 2012).

Paper 9: ENG-HE-6036 Partition Literature

Credits: 5 (Theory) + 1 (Tutorial)

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

- Intizar Husain: *Basti*, tr. Frances W. Pritchett (New Delhi: Rupa, 1995).
- Amitav Ghosh: *The Shadow Lines*.
- Dibyendu Palit: 'Alam's Own House', tr. Sarika Chaudhuri, *Bengal Partition Stories: An Unclosed Chapter*, ed. Bashabi Fraser (London: Anthem Press, 2008) pp. 453–72.
- Manik Bandhopadhyaya: 'The Final Solution', tr. Rani Ray, *Mapmaking: Partition Stories from Two Bengals*, ed. Debjani Sengupta (New Delhi: Srishti, 2003) pp.23–39.
- Sa'adat Hasan Manto: 'Toba Tek Singh', *Black Margins: Manto*, tr. M. Asaduddin (New Delhi: Katha, 2003) pp. 212–20.
- Lalithambika Antharajanam: 'A Leaf in the Storm', tr. K. Narayana Chandran, in *Stories about the Partition of India* ed. Alok Bhalla (New Delhi: Manohar, 2012) pp. 137–45.

- Faiz Ahmad Faiz: 'For Your Lanes, My Country', in *In English: Faiz Ahmad Faiz, A Renowned Urdu Poet*, tr. and ed. Riz Rahim (California: Xlibris, 2008) p. 138.
- Jibananda Das: 'I Shall Return to This Bengal', tr. Sukanta Chaudhuri, in *Modern Indian Literature* (New Delhi: OUP, 2004) pp. 8–13.
- Gulzar: 'Toba Tek Singh', tr. Anisur Rahman, in *Translating Partition*, ed. Ravikant and Tarun K. Saint (New Delhi: Katha, 2001) p.x.

Suggested Topics and Readings for Class Presentation

Topics

- Colonialism, Nationalism, and the Partition
- Communalism and Violence
- Homelessness and Exile
- Women in the Partition

Background Readings and Screenings

- Ritu Menon and Kamla Bhasin, 'Introduction', in *Borders and Boundaries* (New Delhi: Kali for Women, 1998).
- Sukrita P. Kumar, *Narrating Partition* (Delhi: Indialog, 2004).
- Urvashi Butalia, *The Other Side of Silence: Voices from the Partition of India* (Delhi: Kali for Women, 2000).
- Sigmund Freud, 'Mourning and Melancholia', in *The Complete Psychological Worksof Sigmund Freud*, tr. James Strachey (London: Hogarth Press, 1953) pp. 3041–53.

Films

- *Garam Hawa* (dir. M.S. Sathyu, 1974).
- *Khamosh Paani: Silent Waters* (dir. Sabiha Sumar, 2003).
- *Subarnarekha* (dir. Ritwik Ghatak, 1965)

Paper 10: ENG-HE-6046 Travel Writing

Credits: 5 (Theory) + 1 (Tutorial)

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

- Ibn Batuta: 'The Court of Muhammad bin Tughlaq', Khuswant Singh's *City Improbable: Writings on Delhi*, Penguin
- Al Biruni: Chapter LXIII, LXIV, LXV, LXVI, in *India by Al Biruni*, edited by Qeyamuddin Ahmad, National Book Trust of India
- Mark Twain: *The Innocent Abroad* (Chapter VII, VIII and IX), Wordsworth Classics Edition
- Ernesto Che Guevara: *The Motorcycle Diaries: A Journey around South America* (the Expert, Home land for victor, The city of viceroys), Harper

- William Dalrymple: *City of Djinns* (Prologue, Chapters I and II), Penguin
- Rahul Sankrityayan: *From Volga to Ganga* (Translation by Victor Kierman) (Section I to Section II) Pilgrims Publishing
- Nahid Gandhi: *Alternative Realities: Love in the Lives of Muslim Women*, Chapter 'Love, War and Widow', Westland, 2013
- Vikram Seth: *From Heaven Lake* "Heaven Lake"
- Elisabeth Bumiller: *May You be the Mother of a Hundred Sons: a Journey Among the Women of India*, Chapters 2 and 3, pp.24-74 (New York: Penguin Books, 1991)

Suggested Topics and Background Prose Readings for Class Presentations

- Travel Writing and Ethnography
- Gender and Travel
- Globalization and Travel
- Travel and Religion
- Orientalism and Travel

Readings

- Susan Bassnett, 'Travel Writing and Gender', in *Cambridge Companion to Travel Writing*, ed. Peter Hulme and Tim Young (Cambridge: CUP, 2002) pp, 225-241
- Tabish Khair, 'An Interview with William Dalrymple and Pankaj Mishra' in *Postcolonial Travel Writings: Critical Explorations*, ed. Justin D Edwards and Rune Graulund (New York: Palgrave Macmillan, 2011), 173-184
- Casey Balton, 'Narrating Self and Other: A Historical View', in *Travel Writing: The Self and The Other* (Routledge, 2012), pp.1-29
- Sachidananda Mohanty, 'Introduction: Beyond the Imperial Eyes' in *Travel Writing and Empire* (New Delhi: Katha, 2004) pp. ix –xx.

Paper 11: ENG-HE-6056 Life Writing

Credits: 5 (Theory) + 1 (Tutorial)

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

- Jean-Jacques Rousseau: *Confessions*, Part One, Book One, pp. 5-43, Translated by Angela Scholar (New York: Oxford University Press, 2000).
- Maya Angelou: *I Know Why the Caged Bird Sings*, Chapter 6, pp. 37-49 (New York: Virago, 2004)
- M. K. Gandhi: *Autobiography or the Story of My Experiments with Truth*, Part I Chapters II-IX, pp.5-26(Ahmedabad: Navajivan Trust, 1993).
- Ismat Chughtai, *A Life in Words: Memoirs*, Chapter 1 (New Delhi: Penguin India, 2013).

- Binodini Dasi: *My Story and Life as an Actress*, pp. 61-83 (New Delhi: Kali for women, 1998).
- Revathi: *Truth About Me: A Hijra Life Story*, Chapters One to Four, 1-37 (New Delhi: Penguin Books, 2010.)
- Richard Wright: *Black Boy*, Chapter 1, pp. 9-44 (United Kingdom: Picador, 1968).
- Sharankumar Limbale: *The Outcaste*, Translated by Santosh Bhoomkar, pp. 1-39 (New Delhi: Oxford University Press, 2003)

Suggested Topics and Background Prose Readings for class Presentations

- Self and society
- Role of memory in writing autobiography
- Autobiography as resistance
- Autobiography as rewriting history

Readings:

- James Olney, 'A Theory of Autobiography' in *Metaphors of Self: the meaning of Autobiography* (Princeton: Princeton University Press, 1972) pp. 3-50.
- Laura Marcus, 'The Law of Genre' in *Auto/biographical Discourses* (Manchester: Manchester University Press, 1994) pp. 229-72.
- Linda Anderson, 'Introduction' in *Autobiography* (London: Routledge, 2001) pp.1-17.
- Mary G. Mason, 'The Other Voice: Autobiographies of women Writers' in *Life/Lines: Theorizing Women's Autobiography*, Edited by Bella Brodzki and Celeste Schenck (Ithaca: Cornell University Press, 1988) pp. 19-44.
- Carolyn G. Heilbrun, 'Introduction' in *Writing a Woman's Life* (New York: Ballantine Books, 1988) pp. 11-31.

Paper 12: ENG-HE-6066 Writings from North East India

Credits: 5 (Theory) + 1 (Tutorial)

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

Section I: Oral Narratives

- Mamang Dai: On Creation Myths and Oral Narratives
- Tashi Chopel: The Story of Creation
- Kynpham Sing Nongkynrih: U Thlen: The Man-Eating Serpent

Section II: Poetry

- Deva Kanta Barua: 'And we open the Gates'
- Ajit Barua: 'Lovely is Our Village', Parts I & II
- Rajendra Bhandari: 'Time Does Not Pass'

Section III: Fiction

- Homen Borgohain: 'Spring in Hell'
- Temsula Ao: 'An Old Man Remembers'
- Mahim Bora: 'Audition'

Section IV: Prose

- Gopinath Bardoloi: 'Reminiscences of Gandhiji'
- Moji Riba: 'Rites, In Passing'

Section V: Drama

- Arun Sarma: *Aahar*

Suggested Topics and Background Prose Readings for class Presentations

- The Folk in Narrative
- Myths and Legends
- Memory and Telling
- Writing Northeast India

Readings:

- Geeti Sen. ed. *Where the Sun Rises When Shadows Fall: The North East*, OUP, 2006
- HomenBorgohain. *The Collected Works of Homen Borgohain*. Amaryllis, 2017
- Homen Borgohain and Hiren Dutta. Eds. *Hundred Years of Assamese Poetry*, Publication Board, Assam, 1998
- Mitra Phukan ed. *Assamese: Handpicked Fictions*, Katha, 2003
- Robin Singh Ngangom, and K S Nongkynrih. eds. *Dancing Earth: An Anthology of Poetry from Northeast India*, 2009

III Generic Elective (Four Papers)

Note: One Generic Elective paper in each semester given below is designed to be a common one for both BA Honours and BA Regular students. The Departments can, therefore, offer these papers if they find it convenient to do so. However, they are also free to offer the other papers if they choose to.

Semester I (Any One)

Paper 1: ENG-HG-1016 Individual and Society

Credits: 5 (Theory) + 1 (Tutorial)

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

Credits: 5 (Theory) + 1 (Tutorial) =6

Marks: 100 (80+20)

This paper examines a key aspect of literary composition – the figure of the individual in her interactions with the society in which she lives. Literary works represent these elements in different ways. The individual appears as character, narrator, writer, while the society features as milieu in which individuals function, and as that which creates the conditions for emergence of the literary text. Individuals live in harmony or in conflict with society. Texts in this paper, selected from the many literatures in English being produced today, will provide the opportunity to study all of these aspects. Students will also note the ways in which individual-society relationships and their representation change in different historical periods of literature. Each text in this paper will be studied against its social and cultural milieu.

Course Outcomes:

- Understand the relationship between the individual writer and the society about/in which she writes
- Develop skill in analyzing the author's representation of society and the individual in interaction and write critiques drawing out.
- Learn to distinguish between literary representation and actual character and milieu

Texts:

- Geoffrey Chaucer: *The Prologue to the Canterbury Tales*
- Pope: Epistle 3 (from *An Essay on Man*)
- Charles Dickens: *Oliver Twist*
- T.S. Eliot: 'Preludes',
- Allen Ginsberg: *Howl*
- Vijay Tendulkar *Kamala* (Play. Translated from Marathi)
- Kamila Shamsie: *Burnt Shadows*
- E.L. Doctorow: *Ragtime*

Suggested Readings:

-*The Norton Anthology of English Literature* (All volumes - for library)(10th edition, 2018)

-Andrew Sanders: *The Short Oxford History of English Literature* (1994)

-Raymond Williams: *Culture and Society* (1958)

Paper 2: ENG-HG-1026 Academic Writing and Composition

Credits: 5 (Theory) + 1 (Tutorial)

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

- Introduction to the Writing Process
- Introduction to the Conventions of Academic Writing
- Writing in one's own words: Summarizing and Paraphrasing
- Critical Thinking: Syntheses, Analyses, and Evaluation
- Structuring an Argument: Introduction, Interjection, and Conclusion
- Citing Resources; Editing, Book and Media Review

Suggested Readings

- Liz Hamp-Lyons and Ben Heasley, *Study writing: A Course in Writing Skills for Academic Purposes* (Cambridge: CUP, 2006).
- Renu Gupta, *A Course in Academic Writing* (New Delhi: Orient BlackSwan, 2010).
- Ilona Leki, *Academic Writing: Exploring Processes and Strategies* (New York: CUP, 2nd edn, 1998).
- Gerald Graff and Cathy Birkenstein, *They Say/I Say: The Moves That Matter in Academic Writing* (New York: Norton, 2009).

Semester II (Any One)

Paper 3: ENG-HG-2016 Modern Indian Literature

Credits: 5 (Theory) + 1 (Tutorial)

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

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

Short Stories:

50 Marks

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

Poems:

30 Marks

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

Recommended Texts:

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

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

Mehrotra. Oxford University Press, 1992.
-*The Oxford Anthology of Writings from North-East India: Poetry and Essays*. Edited by
Tilottoma Misra. OUP, 2011.

Suggested Reading:

-Sarkar, Sumit. *Modern Times: India: 1880s-1950s: Environment, Economy, Culture*.
Ranikhet: Permanent Black, 2014.
-Mehrotra, Arvind Krishna. *Partial Recall: Essays on Literature and literary History*.
Orient Blackswan, 2012.

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Paper 4: ENG-HG-2026 Contemporary India: Women and Empowerment
Credits: 5 (Theory) + 1 (Tutorial)
Marks: 80 (End-Semester Examination) + 20 (Internal Assessment)

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.

- Masculinity and Femininity
- Patriarchy
- Women in Community

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 III (Any One)

Paper 5: ENG-HG-3016 British Literature

Credits: 5 (Theory) + 1 (Tutorial)

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

This paper is designed to offer a representative sampling of the major literary traditions of British life and culture through a study of texts in different genres. The paper will comprise of 80 marks external examination and 20 marks internal evaluation.

Section A

Poetry:

30 marks

- William Shakespeare: 'Sonnet 116'
- John Milton: 'On his Blindness'
- Samuel Taylor Coleridge: 'Christabel'
- W. B. Yeats: 'The Second Coming'
- Ted Hughes: 'The Thought-Fox'
- Emily Bronte: 'Remembrance'
- Dylan Thomas: 'Poem in October'
- Vicky Feather: 'Slow Reader'

Section B

Fiction:

30 marks

- Elizabeth Gaskell: *Mary Barton*
- James Joyce: "The Dead"
- E. M. Forster: "The Celestial Omnibus"
- William Trevor: *The Story of Lucy Gault*

Section C

Drama:

20 marks

- Oscar Wilde: *The Importance of Being Earnest*
- J. B. Priestley: *An Inspector Calls*

Paper 6: ENG-HG-3026 Language and Linguistics

Credits: 5 (Theory) + 1 (Tutorial)

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

- Language: language and communication; language varieties: standard and non-standard language; language change.

Recommended Reading:

- Mesthrie, Rajend and Rakesh M Bhatt. *World Englishes: The study of new linguistic varieties*. Cambridge: Cambridge University Press, 2008.

- Lyons, John. Language and Linguistics. An Introduction. Cambridge University Press, 1981
 - Structuralism: Ferdinand De Saussure. 1966. Course in general linguistics. New York: McGraw Hill Introduction: Chapter 3
 - Phonology and Morphology: The organs of speech, vowel and consonant sounds, the syllable, word stress and sentence stress, basic intonation patterns.
- Morphemes/Allomorphs/Morphs, word-formation processes in English, inflectional and derivational suffixes.

Recommended Reading:

- 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
- Fromkin, V., and R. Rodman, An Introduction to Language, 2nd ed. New York: Holt, Rinehart and Winston, 1974(Chapters 3, 6 and 7)
- Syntax and semantics: categories and constituent structure; maxims of conversation, the diversity of meaning-synonymy, antonymy, homonymy and polysemy.

Recommended Reading:

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)

Semester IV (Any One)

Paper 7: ENG-HG-4016 Literary Cross Currents: Forms: Prose, Poetry, Fiction & Play

Credits: 5 (Theory) + 1 (Tutorial)

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

In almost every period of literary history works of non-fictional prose, fiction, poetry and drama have co-existed. Also, literary cross-currents have helped shape these literary forms in a way that demonstrates their affinities as well as differences. It's important to study works with due attention to their 'formal' aspects so that what it is truly distinctive about the literary type, form, or genre to which they belong is not missed. At the same time it's necessary to contextualize the study so that the evolutionary or historical dimension of the literary works, their growth and transformation over the years is not lost sight of. This paper will acquaint the students with different literary forms, with one part addressing formal concerns including definitions, while the other part will involve

study of actual texts which exemplify a particular literary form or genre, and which will include some consideration of the contexts of their production.

Part A: Forms and movements

20 Marks

- Forms:

Epic and mock-epic, ballad, ode, sonnet, lyric, elegy, tragedy, tragicomedy, absurd drama, heroic drama, problem plays, expressionist plays, Gothic fiction, the historical novel, the bildungsroman, the personal essay, the periodical essay, memoir, autobiography, biography

- Movements and trends which influence forms and genres:

Neo-classicism, Romanticism, Augustanism, Victorianism, Realism, Naturalism, Expressionism, Existentialism, Dadaism and Surrealism

Part B: Study of individual texts

Epic and Poetry: (20)

- *The Mahabharata* (The Game of Dice)
- Ben Jonson: "Song to Celia"
- Lord Alfred Tennyson: "The Lady of Shalott"
- John Keats: "Ode on a Grecian Urn"

Prose (Fiction and Non-fiction) (20)

- Joseph Addison: "True and False Wit," (Spectator 62)
- Charles Lamb: "The Dream Children"
- Charlotte Bronte: *Jane Eyre*
- Edgar Allan Poe: "The Black Cat"
- Kamala Das: *My Story*

Plays: (20)

- Henrik Ibsen: *A Doll's House*
- Harold Pinter: *The Birthday Party*.

Suggested Reading:

- Pakmaja Asho. *A Companion to Literary Forms*
- Chris Baldick. *The Oxford Dictionary of Literary terms*
- *The Concise Oxford Companion to English Literature (Oxford Quick Reference)*
- Lillian Herlands Hornstein, G. D. Percy, and Calvin S. Brown, Eds. *The Reader's Companion to World Literature*

Paper 8: ENG-HG-4026 Language, Literature and Culture

Credits: 5 (Theory) + 1 (Tutorial)

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

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.

Semester III

Paper 1: ENG-SE-3014 CREATIVE WRITING

Credits: 4

Marks: 100 (80+20)

The students in this course will focus on three creative genres, fiction, non-fiction and poetry. The emphasis will be to build proficiency in readings and writings. The course encourages active class participation and lots of writings. One of the basic objectives of the course is to allow students to explore ideas, feelings, experiences and effectively communicate these stimulus using the written word. Each lecture will be tied to reading of texts, techniques, narratology and rhetorical positions. The set of readings will be given during the course and may vary each semester, whenever the course is on offer.

The weightage of the programme will depend on:

10% --class lectures;

20% --journal writings on discussions of ideas, photographs, paintings, memories and experiences;

30%-- class participation/assignments/workshops/writings following prompts/writing with music

40%-- submission of fiction (20000 words) /non-fiction(20000 words) / poetry(15 poems of 150000 words) at the time of completion of the course.

Section A: Poetry

15 Marks

Discussion/ Class participation topics:

- What is good poetry?
- Writing poetry
- Why poetry
- Reading poetry

The students will be introduced to

- History of poetry,
- Forms of poetry.
- Rhetoric and prosody.
- Images and symbols

Section B: Fiction

30 Marks

Discussion/ Class participation topics:

- What is a good story?
- Writing short stories
- Writing novels
- Characterisation
- Structure
- Dialogues

The selected texts will inform of style, sentence structure, and tone and how these connect to the purpose and meaning/effect of the story. There will be specific texts highlighting

- Lyrical Prose
- Focus on group rather than individual
- Narratology
- Use of symbols
- Individual and the collective voice
- Use of time
- Repetition
- Gender roles

Section C Non-Fiction

15 Marks

Discussions and assignments:

The students will be introduced to

- Forms of essays
- Memoirs
- Travelogues
- Report writing
- Literary journalism

Section D: Workshop(1000 --3000words)

20

Marks

- Discussing-- why you write, how you write, and what you hope to gain from this course.
- How is your writing different /similar to others?
- Reading stories by Writers-in-residence and by participants.
- Consider how this course has changed your writing skills.
- How has this course helped you to encourage reading of various texts?
- How has this course helped you to understand of literature?
- How have you grown as a writer?
- Discussion on Publication and Market.
- Prompt writings for each section.

Recommended Readings:

- *A Writer's Time: A guide to the creative process from vision through revision:* Kenneth Atchity
- *How do you Write a Great Work of Fiction:* Jennifer Egan
- *In the Palm of Your Hand: The Poet's Portable Workshop:* Steve Kowitz
- *The Making of a Poem: A Norton Anthology of Poetic Forms* Eavan Boland and Mark Strand
- *Rhyme's Reason: A Guide to English Verse:* John Hollander

Semester IV

Paper 2: ENG-SE-4014 Translation: Principles and Practice

Credits: 4

Marks: 100 (80+20)

This course is designed to give students basic skills in translation. It introduces students to the field of translation studies and gives them training in practical translation.

Unit 1

(Marks: 30)

Translation in India:

History; challenges of translation in multilingual conditions; institutions promoting and commissioning translation; Landmarks of translation in different languages.

Types and Modes of translation:

- Intralingual, Interlingual and intersemiotic translation
- Free translation,
- Literal translation,
- Transcreation
- Communicative or functional translation
- Audio-visual translation

Concepts of Translation:

Accuracy, Equivalence, Adaptation, Dialect, Idiolect, Register, Style, subtitling, back-translation

Unit 2

(Marks: 50)

In this section questions may be in the nature of translation tests: short passages, speeches from the plays or a poem to be analysed and different aspects pointed out; and secondly to be translated into English from the original language

Practical translation activities:

- a. Analyse texts translated into English keeping the above concepts, and especially that of equivalence, in mind, at the lexical (word) and syntactical (sentence) levels:

Novel : The Story of *Felanee* by Arupa Patangiya Kalita.

Play: The Fortress of Fire by Arun Sarma.

Poem: "Silt" by Nabakanta Barua, Trans. Pradip Acharya

Short Story: "Golden Girl" by Lakshminath Bezbarua, in the anthology *Splendour in the Grass*. Ed. Hiren Gohain.

- b. Make a back translation into the original English
Short Story or passage from a text (Alice in Wonderland by Probina Saikia)
- c. Subtitle a film (Assamese – Village Rockstars) (to be discussed in class, a sample shown and then used for internal assessment)

Resources for Practice:

- Dictionaries
- Encyclopedias
- Thesaurus
- Glossaries
- Translation software

Suggested Readings:

- Baker, Mona, *In Other Words: A Coursebook on Translation*, Routledge, 2001.
(Useful exercises for practical translation and training)
- Gargesh, Ravinder and Krishna Kumar Goswami. (Eds.). *Translation and Interpreting: Reader and Workbook*. New Delhi: Orient Longman, 2007.
- Lakshmi, H. *Problems of Translation*. Hyderabad: Booklings Corporation, 1993.
- Newmark, Peter. *A Textbook of Translation*. London: Prentice Hall, 1988.
- Toury, Gideon. *Translation across Cultures*. New Delhi: Bahri Publications Private Limited, 1987.
- Palumbo, Guiseppe. *Key Terms in Translation Studies*. London and New York: Continuum, 2009.

Structure of B.A./B.Com. Under CBCS

English

(DSC: Discipline Specific Core; SEC: Skill Enhancement Course; GE: Generic Elective)

Semester 1

Compulsory Core: ENG-CC-1016 English I

DSC 1A: ENG-RC-1016 The Individual and Society

AECC: English Communication Skills/MIL/EVS (To be provided by the Concerned Department)

Semester 2

Compulsory Core: ENG-CC-2016 English II

DSC 1B: ENG-RC-2016 Modern Indian Literature

AECC: English Communication Skills/MIL/EVS (To be provided by the Concerned Department)

Semester 3

Compulsory Core: ALT-CC-3016 Alternative English I

DSC 1C: ENG-RC-3016 British Literature

SEC -1: ENG-SE-3014 Creative Writing, Book and Media Reviews

Semester 4

Compulsory Core: ALT-CC-4016 Alternative English II

DSC 1D: ENG-RC-4016 Literary Cross Currents: Forms: Prose, Poetry, Fiction & Play

SEC-2: ENG-SE-4014 Translation Studies and Principles of Translation

Semester 5

SEC-3: ENG-SE-5014 Technical Writing

DSE-1A: ENG-RE-5016 Soft Skills

GE-1: ENG-RG-5016 Contemporary India: Women and Empowerment

Semester 6

DSE-1B: ENG-RE-6016 Academic Writing

GE -2: ENG-RG-6016 Cultural Diversity

SEC- 4: ENG-SE-6014 Business Communication

DETAILED SYLLABUS

SEMESTER I

Compulsory Core: English I

DSC 1A: The 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

Discipline Specific Core I – A

ENG-RC-1016

Individual and Society

Credits: 5 (Theory) + 1 (Tutorial) =6

Marks: 100 (80+20)

This paper examines a key aspect of literary composition – the figure of the individual in her interactions with the society in which she lives. Literary works represent these elements in different ways. The individual appears as character, narrator, writer, while the society features as milieu in which individuals function, and as that which creates the conditions for emergence of the literary text. Individuals live in harmony or in conflict with society. Texts in this paper, selected from the many literatures in English being produced today, will provide the opportunity to study all of these aspects. Students will also note the ways in which individual-society relationships and their representation change in different historical periods of literature. Each text in this paper will be studied against its social and cultural milieu.

Course Outcomes:

- Understand the relationship between the individual writer and the society about/in which she writes
- Develop skill in analyzing the author's representation of society and the individual in interaction and write critiques drawing out.
- Learn to distinguish between literary representation and actual character and milieu

Texts:

- Geoffrey Chaucer: *The Prologue to the Canterbury Tales*
- Pope: Epistle 3 (from *An Essay on Man*)
- Charles Dickens: *Oliver Twist*
- T.S. Eliot: 'Preludes',
- Allen Ginsberg: *Howl*
- Vijay Tendulkar *Kamala* (Play. Translated from Marathi)
- Kamila Shamsie: *Burnt Shadows*
- E.L. Doctorow: *Ragtime*

Suggested Readings:

-*The Norton Anthology of English Literature* (All volumes - for library)(10th edition, 2018)

-Andrew Sanders: *The Short Oxford History of English Literature* (1994)

-Raymond Williams: *Culture and Society* (1958)

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'
- Intiaz 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”
- R K Narayan: “Another Community”
- Sunil Gangopadhyay: “Shah Jahan and His Private Army”
- Saurabh Kumar Chaliha: “Restless Electrons”

Poems:

30 Marks

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

Recommended Texts:

- The Penguin Book of Modern Indian Short Stories*. Edited by Stephen Alter and Wimal Dissanayake. 2001.
- The Oxford Anthology of Twelve Indian Poets* chosen and edited by Arvind Krishna Mehrotra. Oxford University Press, 1992.
- The Oxford Anthology of Writings from North-East India: Poetry and Essays*. Edited by Tilottoma Misra. OUP, 2011.

Suggested Reading:

- Sarkar, Sumit. *Modern Times: India: 1880s-1950s: Environment, Economy, Culture*. Ranikhet: Permanent Black, 2014.
- Mehrotra, Arvind Krishna. *Partial Recall: Essays on Literature and literary History*. Orient Blackswan, 2012.

SEMESTER III

Compulsory Core: Alternative English I

DSC 1C: British Literature

SEC -1: Creative Writing

ALT-CC-3016

Alternative English I

Credits: 5 (Theory) + 1 (Tutorial) =6

Marks: 100 (80+20)

This paper would seek to acquaint students with the major genres of English literature through texts which are landmarks of each genre. The texts have been carefully chosen to effectively represent the distinctive qualities of a particular genre. Moreover, students are encouraged to read the prescribed texts in their social and cultural contexts.

Poetry:

30 Marks

- Shakespeare: Sonnet 65
- John Donne: A Valediction: Forbidding Mourning
- William Wordsworth: Tintern Abbey
- Alfred Tennyson: Tears, Idle Tears
- Matthew Arnold: Scholar Gypsy
- Robert Frost: Stopping by Woods on a Snowy Evening
- T.S Eliot: Marina
- W.B Yeats: Among School Children

Drama:

20 Marks

- Shakespeare: *A Midsummer Night's Dream*
- John Osborne: *Look Back in Anger*

Fiction:

30 Marks

- Jane Austen: *Emma*
- Ernest Hemingway: *Farewell to Arms*

**DSC 1-C:
ENG-RC-3016
British Literature**

Credits: 5 (Theory) + 1 (Tutorial) =6

Marks: 100 (80+20)

This paper is designed to offer a representative sampling of the major literary traditions of British life and culture through a study of texts in different genres. The paper will comprise of 80 marks external examination and 20 marks internal evaluation.

Section A

Poetry:

30 marks

(12+12+6)

- William Shakespeare: 'Sonnet 116'
- John Milton: 'On his Blindness'
- Samuel Taylor Coleridge: 'Christabel'
- W. B. Yeats: 'The Second Coming'
- Ted Hughes: 'The Thought-Fox'
- Emily Bronte: 'Remembrance'
- Dylan Thomas: 'Poem in October'
- Vicky Feaver: 'Slow Reader'

Section B**Fiction:**

30 marks

- Elizabeth Gaskell: *Mary Barton*
- James Joyce: "The Dead"
- E. M. Forster: "The Celestial Omnibus"
- William Trevor: *The Story of Lucy Gault*

Section C**Drama:**

20 marks

- Oscar Wilde: *The Importance of Being Earnest*
- J. B. Priestley: *An Inspector Calls*

SEC 1**ENG-SE-3014
CREATIVE WRITING**

Credits: 4

Marks: 100 (80+20)

The students in this course will focus on three creative genres, fiction, non-fiction and poetry. The emphasis will be to build proficiency in readings and writings. The course encourages active class participation and lots of writings. One of the basic objectives of the course is to allow students to explore ideas, feelings, experiences and effectively communicate these stimulus using the written word. Each lecture will be tied to reading of texts, techniques, narratology and rhetorical positions. The set of readings will be given during the course and may vary each semester, whenever the course is on offer.

The weightage of the programme will depend on:

10% --class lectures;

20% --journal writings on discussions of ideas, photographs, paintings, memories and experiences;

30%--- class participation/assignments/workshops/writings following prompts/writing with music

40%-- submission of fiction (20000 words)/non-fiction(20000 words)/poetry(15 poems of 150000 words) at the time of completion of the course.

Section A: Poetry

15 Marks

Discussion/ Class participation topics:

- What is good poetry?
- Writing poetry
- Why poetry
- Reading poetry

The students will be introduced to

- History of poetry,
- Forms of poetry.

- Rhetoric and prosody.
- Images and symbols

Section B: Fiction

30 Marks

Discussion/ Class participation topics:

- What is a good story?
- Writing short stories
- Writing novels
- Characterisation
- Structure
- Dialogues

The selected texts will inform of style, sentence structure, and tone and how these connect to the purpose and meaning/effect of the story. There will be specific texts highlighting

- Lyrical Prose
- Focus on group rather than individual
- Narratology
- Use of symbols
- Individual and the collective voice
- Use of time
- Repetition
- Gender roles

Section C Non-Fiction

15 Marks

Discussions and assignments:

The students will be introduced to

- Forms of essays
- Memoirs
- Travelogues
- Report writing
- Literary journalism

Section D: Workshop(1000 --3000words)

20 Marks

- Discussing-- why you write, how you write, and what you hope to gain from this course.
- How is your writing different /similar to others?
- Reading stories by Writers-in-residence and by participants.
- Consider how this course has changed your writing skills.
- How has this course helped you to encourage reading of various texts?
- How has this course helped you to understand of literature?
- How have you grown as a writer?

- Discussion on Publication and Market.
- Prompt writings for each section.

Recommended Readings:

- A Writer's Time: A guide to the creative process from vision through revision*: Kenneth Atchity
- How do you Write a Great Work of Fiction*: Jennifer Egan
- In the Palm of Your Hand: The Poet's Portable Workshop*: Steve Kowit
- The Making of a Poem: A Norton Anthology of Poetic Forms* Eavan Boland and Mark Strand
- Rhyme's Reason: A Guide to English Verse*: John Hollander

SEMESTER IV

Compulsory Core: Alternative English II

DSC 1D: Literary Cross Currents: Forms: Prose, Poetry, Fiction & Play

SEC-2: Translation: Principles and Practice

ALT-CC-4016

Alternative English II

Credits: 5 (Theory) + 1 (Tutorial) =6

Marks: 100 (80+20)

Course Objectives: The course has been designed to familiarise students with different forms of literature, texts and their contexts. The select texts would enable them to understand literary representations and a writer's engagement with the social, cultural and political milieu.

Section A ESSAYS

(15 marks)

- Charles Lamb: 'Two Races of Man'
- A. G. Gardiner: 'On Fear'
- George Orwell: 'The Spike'

Section B POETRY

(25 marks)

- George Herbert: 'The Rose'
- William Wordsworth: 'Scorn for the Sonnet'
- John Keats: 'La Belle Dame sans Merci'
- Wilfred Owen: 'The Send-off'
- Adrienne Rich: 'Power'

Section C SHORT STORY

(20 marks)

- R. K. Narayan: 'A Horse and Two Goats'
- Vikram Chandra: 'Dharma'

Section D DRAMA

(20 marks)

- George Bernard Shaw: *Candida*

DSC I-D**ENG-RC-4016****Literary Cross Currents: Forms: Prose, Poetry, Fiction & Play**

Credits: 5 (Theory) + 1 (Tutorial) =6

Marks: 100 (80+20)

In almost every period of literary history works of non-fictional prose, fiction, poetry and drama have co-existed. Also, literary cross-currents have helped shape these literary forms in a way that demonstrates their affinities as well as differences. It's important to study works with due attention to their 'formal' aspects so that what it is truly distinctive about the literary type, form, or genre to which they belong is not missed. At the same time it's necessary to contextualize the study so that the evolutionary or historical dimension of the literary works, their growth and transformation over the years is not lost sight of. This paper will acquaint the students with different literary forms, with one part addressing formal concerns including definitions, while the other part will involve study of actual texts which exemplify a particular literary form or genre, and which will include some consideration of the contexts of their production.

Part A: Forms and movements**(20 Marks)**

- Forms:

Epic and mock-epic, ballad, ode, sonnet, lyric, elegy, tragedy, tragicomedy, absurd drama, heroic drama, problem plays, expressionist plays, Gothic fiction, the historical novel, the bildungsroman, the personal essay, the periodical essay, memoir, autobiography, biography

- Movements and trends which influence forms and genres:

Neo-classicism, Romanticism, Augustanism, Victorianism, Realism, Naturalism, Expressionism, Existentialism, Dadaism and Surrealism

Part B: Study of individual texts**Epic and Poetry:****(20)**

- *The Mahabharata* (The Game of Dice)
- Ben Jonson: "Song to Celia"
- Lord Alfred Tennyson: "The Lady of Shalott"
- John Keats: "Ode on a Grecian Urn"

Prose (Fiction and Non-fiction) (20)

- Joseph Addison: "True and False Wit," (Spectator 62)
- Charles Lamb: "The Dream Children"
- Charlotte Bronte: *Jane Eyre*
- Edgar Allan Poe: "The Black Cat"
- Kamala Das: *My Story*

Plays: (20)

- Henrik Ibsen: *A Doll's House*
- Harold Pinter: *The Birthday Party*.

Suggested Reading:

-Pakmaja Asho. *A Companion to Literary Forms Paperback*

-Chris Baldick. *The Oxford Dictionary of Literary terms*

-*The Concise Oxford Companion to English Literature (Oxford Quick Reference)*

-Lillian Hornstein, G. D. Percy, and Calvin S. Brown, Eds. *The Reader's Companion to World Literature*

SEC 2

ENG-SE-4014

Translation: Principles and Practice

Credits: 4

Marks: 100 (80+20)

This course is designed to give students basic skills in translation. It introduces students to the field of translation studies and gives them training in practical translation.

Unit 1 (Marks: 30)

Translation in India:

History; Challenges of translation in multilingual conditions; Institutions promoting and commissioning translation; Landmarks of translation in different languages.

Types and Modes of translation:

- Intralingual, Interlingual and Intersemiotic translation
- Free translation,
- Literal translation,
- Transcreation
- Communicative or functional translation
- Audio-visual translation

Concepts of Translation:

Accuracy, Equivalence, Adaptation, Dialect, Idiolect, Register, Style, subtitling, back-translation

Unit 2

(Marks: 50)

In this section questions may be in the nature of translation tests: short passages, speeches from the plays or a poem to be analysed and different aspects pointed out; and secondly to be translated into English from the original language

Practical translation activities:

a. Analyse texts translated into English keeping the above concepts, and especially that of equivalence, in mind, at the lexical (word) and syntactical (sentence) levels:

Novel : The Story of *Felanee* by Arupa Patangiya Kalita.

Play: The Fortress of Fire by Arun Sarma.

Poem: "Silt" by Nabakanta Barua, Trans. Pradip Acharya

Short Story: "Golden Girl" by Lakshminath Bezbarua, in the anthology *Splendour in the Grass*. Ed. Hiren Gohain.

b. Make a back translation into the original English

Short Story or passage from a text (*Alice in Wonderland* by Probina Saikia)

c. Subtitle a film (Assamese – Village Rockstars) (to be discussed in class, a sample shown and then used for internal assessment)

Resources for Practice:

- Dictionaries
- Encyclopedias
- Thesaurus
- Glossaries
- Translation software

Suggested Readings:

- Baker, Mona, *In Other Words: A Coursebook on Translation*, Routledge, 2001. (Useful exercises for practical translation and training)
- Gargesh, Ravinder and Krishna Kumar Goswami. (Eds.). *Translation and Interpreting: Reader and Workbook*. New Delhi: Orient Longman, 2007.
- Lakshmi, H. *Problems of Translation*. Hyderabad: Booklings Corporation, 1993.
- Newmark, Peter. *A Textbook of Translation*. London: Prentice Hall, 1988.
- Toury, Gideon. *Translation across Cultures*. New Delhi: Bahri Publications Private Limited, 1987.
- Palumbo, Guiseppe. *Key Terms in Translation Studies*. London and New York: Continuum, 2009.

SEMESTER V

DSE-1A: Soft Skills

GE-1: Contemporary India: Women and Empowerment

SEC-3: Technical Writing

SEC 3

ENG-SE-5014 Technical Writing

Credits: 4

Marks: 100 (80+20)

This course in Technical Writing aims at equipping the student with the skills of writing with a practical purpose. It is concerned with the techniques of good writing, of retaining and communicating information with precision, and also with specific forms of technical writing such as summaries, instructions, descriptions, formal letters and official emails.

Topics to be dealt with:

1. Writing as communication: Characteristics of bad technical writing and characteristics of good technical writing.
2. Purpose of writing and the audience/ target readers.
3. The process of writing: planning, drafting, revising.
4. Writing style: issues of readability, sentence-length, vocabulary, jargon, redundancy, circumlocution, choice of active or passive voice, etc.
5. Writing a summary: title, compactness, completeness, aid to memory, description versus informative summary, organization of a summary.
6. Writing instructions, descriptions, explanations.
7. Writing official letters and emails.

Recommended Text:

- Turk, Christopher and John Kirkman: *Effective Writing: Improving Scientific, Technical and Business Communication*. London and New York: E & F N Spon (An Imprint of Routledge), 1982.
- Taylor and Francis e-library edition 2005.

Suggested Reading:

- Wallwork, Adrian: *User Guides, Manuals, and Technical Writing: A Guide to Professional English*. New York: Springer, 2014.
- Peters, Pam: *The Cambridge Guide to English Usage*. CUP, 2004.
- Swan, Michael and David Baker: *Grammar Scan: Diagnostic Tests for Practical English Usage*. Oxford University Press, 2008.

Discipline Specific Elective I-A

ENG-RE-5016 Soft Skills

Credits: 5 (Theory) + 1 (Tutorial)

Marks: 100 (80+20)

Course Objectives:

The purpose of this Course is to equip students with the resources of soft skills so as to develop their overall personality. With this aim the course is designed to make the learners understand and be aware about the importance, role and contents of soft skills through instructions, knowledge acquisition, demonstration and practice. In effect this course hopes to improve the students' communication, interaction, writing and documentation skills and thereby hone their confidence level.

Course Contents

Some important core competencies to be developed are:

- Listening Skills
- Oral presentation skills/Speaking Skills
- Communication skills
- Self management
- Resume preparation
- GD participation
- Interview facing techniques
- Creative thinking, problem solving and decision-making
- Leadership

Methodology

The methodology to be adopted should be appropriate to the development of the above mentioned competencies. The focus of the course is on “performing” and not on just “knowing”. Lecturing should therefore be restricted to the minimum necessary and emphasis ought to be given for learning through active participation and involvement. The training methods will be individual centred to make each person a competent one. Opportunities for individual work have to be provided by the respective teachers. Demonstrations using different models, audio visual aids and equipment will be used intensively.

Suggested Readings

- English and Soft Skills*. S.P. Dhanavel, Orient BlackSwan 2013
- Basics Of Communication In English*: Francis Sounderaj, MacMillan India Ltd.2011
- English for Business Communication*: Simon Sweeney , Cambridge University Press 1997
- An Introduction to Professional English and Soft Skills*: Das , Cambridge University Press, 2009
- The Rise of the Creative Class: And how it's Transforming Work, Leisure, Community and Everyday life*: Florida, R., Basic Books, 2002

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

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

DSE-1B: Academic Writing
GE -2: Cultural Diversity
SEC- 4: Business Communication

DSE I-B

ENG-RE-6016 Academic Writing

Credits: 5 (Theory) + 1 (Tutorial) =6

Marks: 100 (80+20)

The English language is the language of higher education as well as the language used in a variety of formal settings. Hence students are expected to develop the requisite proficiency in academic writing which involves the ability to write summaries, abstracts, reviews, reports, conference /seminar presentations etc. This paper is aimed at developing academic writing skills by acquainting students with the different kinds of academic writing and the skills to be acquired to write academic English for various purposes;it will also give them practice in the processes involved in producing pieces of good academic writing. The paper consists of two modules –module 1 and module 2.

Module 1: Essentials of Academic Writing

This module will familiarize students with samples of different kinds of academic writing and concentrate on developing the basic skills required for such writing as building up vocabulary for formal use, gathering ideas or data for purposes of description or building up an argument or thesis statement, organizing the ideas so that there is coherence and clarity of thinking, making paragraphs and writing without grammatical and spelling errors.

Module 2: Practice in Academic Writing

This module will focus on giving students practice in different kinds of academic writing-taking them through the processes of making drafts, revising, editing, and writing the final version. They are also to be taught to prepare bibliographies, citations and references for writing intended for publication in academic journals.

Suggested Reading:

- Bailey, S.(2011).*Academic Writing-A Handbook for International Students* (3rd edition). New York: Routledge
- Hartley,J.(2008). *Academic Writing and Publishing- a practical Handbook*. New York: Open University Press.
- Swales,J.M&Peak,C.B(2001) *Academic Writing for Graduate Students-Essential Tasks and Skills*. Michigan:The University of Michigan Press.

GE II:

ENG-RG-6016 Cultural Diversity

Credits: 5 (Theory) + 1 (Tutorial)=6

Marks: 100 (80+20)

This paper is designed to facilitate the student's engagement with and understanding of cultural contexts, situations and the rich variety of practices through a sampling of such texts that represent the widely textured tapestry emanating from different locations of the world. There will be 80 marks for the end-semester external examination and 20 marks will be allotted for internal evaluation.

Texts:

- V.S. Naipaul: *House for Mr. Biswas*
- Margaret Atwood: *Handmaid's Tale*
- Kishwar Naheed, 'The Grass is Really like me'
- Shu Ting, 'Assembly Line'
- Gabriel Okara, 'The Mystic Drum'
- Kersy Katrak: "Colaba Causeway"
- Seamus Heaney: "Maighdean Mara"
- Forster: "Does Culture Matter?"
- Jan Morris: "La Paz"
- Pauline Kael: "Movies on Television"
- George Bernard Shaw: *Pygmalion*

Suggested Reading:

- Sarah Lawall, 'Preface' and 'Introduction', in *Reading World Literature: Theory, History, Practice*, ed. Sarah Lawall (Austin, Texas: University of Texas Press, 1994) pp. ix-xviii, 1-64.
- David Damrosch, *How to Read World Literature?* (Chichester: Wiley-Blackwell, 2009) pp. 1-64, 65-85.
- The D'haen et. al., eds., 'Introduction', in *World Literature: A Reader* (London: Routledge, 2012).
- C.D. Narasimhaiah, eds. *An Anthology of Commonwealth Poetry*, ed. (Delhi: Macmillan, 1990)
- Kishwar Naheed, *We the Sinful Women* (New Delhi: Rupa, 1994)
- Shu Ting, *A Splintered Mirror: Chinese Poetry From the Democracy Movement*, tr. Donald Finkel, additional translations by Carolyn Kizer (New York: North Point Press, 1991)

SEC- 4

ENG-SE-6014 Business Communication

Credits: 4

Marks: 100 (80+20)

This paper is designed to familiarize students with a comprehensive idea of effective communication and its importance in the business and professional world. Students will

be introduced to the various kinds of communication as well as to the many theories of communication. The components in this paper will be both written and oral, and students will be required to participate in diverse group activities. Activities (individual and/or group) on the spoken components of the paper will be considered for internal assessment in this paper, while the end-semester examination will focus on the theoretical and written elements of the paper. The end-semester examination for this paper will be of 80 marks and internal assessment will be of 20 marks.

This paper will focus on the following key topics:

- Introduction to the essentials of Business Communication: Theory and practice
- Citing references, and using bibliographical and research tools
- Structure, vocabulary, pronunciation, and comprehension skills
- Writing résumés and facing interviews
- Report writing
- Writing memos and circulars
- Summarizing annual report of companies
- Précis writing
- Writing minutes of meetings
- E-correspondence
- Group discussion
- Spoken English for business communication
- Making oral presentations

Suggested Readings:

- Scot, O.; *Contemporary Business Communication*. Biztantra, New Delhi.
- Lesikar, R.V. & Flatley, M.E.; *Basic Business Communication Skills for Empowering the Internet Generation*, Tata McGraw Hill Publishing Company Ltd. New Delhi.
- Ludlow, R. & Panton, F.; *The Essence of Effective Communications*, Prentice Hall Of India Pvt. Ltd., New Delhi.
- R. C. Bhatia, *Business Communication*, Ane Books Pvt Ltd, New Delhi
- Bovee, Courtland, John Thill & Mukesh Chaturvedi. *Business Communication Today*. Dorling Kindersley, Delhi
- Booher, Dianna. *E-Writing: 21st Century Tools for Effective Communication*. New York: Pocket Books, a division of Simon & Schuster, Inc.,
- Guffey, Mary Ellen. *Business Communication: Process and Product*. 5th ed. Cincinnati, Ohio: South-Western College Publishing
- Guffey, Mary Ellen. *Essentials of Business Communication, Sixth Edition*. South-Western College Publishing.

**COURSE STRUCTURE AND SYLLABUS OF B.A.
(HONOURS) 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 of B.A. (Honours) 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

| | Core Course (14) | Ability Enhancement Compulsory Courses (AEC) (2) | Skilled Enhancement Course (SEC) (2) | Elective: Discipline Specific (DSE) (4) | Elective: Generic (GE) (4) |
|------------|---|---|--|--|---|
| I | HIS –HC-1016 : History of India-I | (English/MIL Communication) | | | HIS –HG-1016: History of India (from Earliest Times to c. 1206) |
| | HIS –HC-1026: Social Formations and Cultural Patterns of the Ancient World | | | | |
| II | HIS –HC-2016: History of India-II | Environmental Studies | | | HIS –HG-2016: History of India (c.1206 – 1757) |
| | HIS –HC 2026: Social Formations and Cultural Patterns of the Medieval World | | | | |
| III | HIS –HC-3016: History of India-III (c. 750-1206) | | HIS –SE-3014: Historical Tourism in North East India | | HIS –HG-3016: History of India (c. 1757 – 1947) |
| | HIS –HC-3026: Rise of the Modern West-I | | | | |
| | HIS –HC- 3036: History of India IV (c.1206-1550) | | | | |
| IV | HIS –HC-4016: Rise of the Modern West-II | | HIS –SE-4014: Oral Culture and Oral History | | HIS –HG-4016 Social And Economic History of Assam |
| | HIS –HC-4026: History of India-V (c. 1550-1605) | | | | |
| | HIS –HC- 4036: History of India-VI (c. 1605-1750) | | | | |
| V | HIS –HC-5016: History of Modern Europe - I (c. 1780-1939) | | | HIS –HE-5016: History of Assam upto c. 1228 | |
| | HIS –HC- 5026: History of India-VII (c. 1750-1857) | | | HIS –HE-5026: History of Assam (c. 1228-1826) | |
| VI | HIS –HC-6016: History of India-VIII (c. 1857-1950) | | | HIS –HE-6016: History of Assam (c. 1826- 1947) | |
| | HIS –HC- 6026: History of Modern Europe- II (c. 1780-1939) | | | HIS –HE-6026 : Assam since Independence | |

COURSE LIST OF B.A (HONS) PROGRAMME IN HISTORY UNDER UGCBCS - GAUHATI UNIVERSITY

CORE COURSES

(14 Courses) Credits: 6 per course

Lectures : 5; Tutorial : 1 (per week)

HIS-HC-1016 : History of India-I (Earliest times to 300 BCE)

HIS-HC-1026: Social Formations and Cultural Patterns of the Ancient World

HIS-HC-2016: History of India-II (BCE . 300- 750)

HIS-HC-2026: Social Formations and Cultural Patterns of the Medieval World

HIS-HC-3016: History of India-III (c. 750-1206)

HIS-HC-3026: Rise of the Modern West-I

HIS-HC-3036: History of India -IV (c.1206-1550)

HIS-HC-4016: Rise of the Modern West-II

HIS-HC-4026: History of India-V (c. 1550-1605)

HIS-HC-4036: History of India-VI (c. 1605-1750)

HIS-HC-5016: History of Modern Europe- I (c. 1780-1939)

HIS-HC-5026: History of India-VII (c. 1750-1857)

HIS-HC-6016: History of India-VIII (c. 1857-1950)

HIS-HC-6026: History of Modern Europe- II (c.1780-1939)

Ability Enhancement Courses

(2 Courses) Credits-2 per course

Environmental Science

English/ MIL

Skill Enhancement Elective Courses (2 Courses)

Credits: 4 per course

Lectures : 3; Tutorial : 1 (per week)

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

HIS –SE-4014: Oral Culture and Oral History

Discipline Specific Elective Courses

(4 Courses) Credits: 6 per course

Lectures : 5; Tutorial : 1 (per week)

HIS –HE-5016: History of Assam up to c. 1228

HIS –HE-5026: History of Assam (c.1228-1826)

HIS –HE-6016: History of Assam (c.1826-1947)

HIS –HE-6026: Assam after Independence

Generic Elective Courses

(4 Courses) Credits: 6 per course

Lectures : 5; Tutorial : 1 (per week)

HIS –HG-1016: History of India from Earliest Times up to c. 1206

HIS –HG-2016: History of India (c.1206 – 1757)

HIS –HG-3016: History of India (c.1757 – 1947)

HIS –HG-4016: Social and Economic History of Assam

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

CORE COURSE

Semester I

HIS-HC-1016: HISTORY OF INDIA- I

Lectures : 5; Tutorial : 1 (per week)

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

Unit I. Reconstructing Ancient Indian History

[a] Early Indian notions of History

[b] Sources and tools of historical reconstruction: archaeological: epigraphy, numismatics, literary

[c] Historical interpretations (with special reference to gender, environment, technology, and regions)

Unit II. Pre-historic hunter-gatherers

[a] Paleolithic cultures- sequence and distribution; stone industries and other technological developments.

[b] Mesolithic cultures- regional and chronological distribution; new developments in technology and economy; rock art.

Unit III. The advent of food production

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

Unit IV. The Harappan civilization

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

Unit V. Cultures in transition

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

[a] North India (circa 1500 BCE-300 BCE)

[b] Central India and the Deccan (circa 1000 BCE - circa 300 BCE)

[c] Tamilakam (circa 300 BCE to circa CE 300)

Readings:

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

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

Lectures : 5; Tutorial : 1 (per week)

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

Unit I. Evolution of Humankind:

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

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

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

Unit III. Nomadic groups in Central and West Asia

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

Unit IV. Slave society in Ancient Greece:

- [a] Origin of Slavery: Slavery in Sparta and Greece
- [b] Debate on Slavery
- [c] Agrarian economy, urbanization, trade.

Unit V. Polis in ancient Greece:

- [a] Development of democracy in Athens and Sparta;
- [b] Concept of citizenship
- [c] Greek Culture-Science and Philosophy, religion, art and architecture

Readings:

- Burns and Ralph. *World Civilizations. Cambridge History of Africa*, Vol. I.
V. Gordon Childe, *What Happened in History*.
G. Clark, *World Prehistory: A New Perspective*.
B. Fagan, *People of the Earth*.
Amar Farooqui, *Early Social Formations*.
M. I. Finley, *The Ancient Economy*.
Jacquetta Hawkes, *First Civilizations*.
G. Roux, *Ancient Iraq*.
Bai Shaoyi, *An Outline History of China*.
H. W. F. Saggs, *The Greatness that was Babylon*.
B. Trigger, *Ancient Egypt: A Social History*.
UNESCO Series: *History of Mankind, Vols. I - III./ or New ed. History of Humanity*.
R. J. Wenke, *Patterns in Prehistory*.

SEMESTER II

HIS-HC-2016: HISTORY OF INDIA- II

Lecture : 5 Tutorial : 1 (per week)

Course Outcome: On successful completion of this course the students will be able to explain the economic and socio-cultural connections, transitions and stratifications during the ruling houses, empires and the politico-administrative nuances of early Indian History from 300 BCE to 300 CE.

Unit I. Economy and Society (circa 300 BCE to circa CE 300):

- [a] Expansion of agrarian economy: production relations.
- [b] Urban growth: north India, central India and the Deccan;
- [c] craft Production: trade and trade routes; coinage.
- [d] Social stratification: class, *Varna*, *jati*, untouchability; gender; marriage and property relations

Unit II. Changing political formations (circa 300 BCE to circa CE 300):

- [a] The Mauryan Empire

[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.

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*.

SEMESTER III

HIS-HC-3016: HISTORY OF INDIA III (c. 750 -1206)

Lectures : 5; Tutorial : 1 (per week)

Course Outcome: The completion of this paper will enable the students to relate and explain the developments in India in its political and economic fields and its relation to the social and cultural patterns therein in the historical time period between c.700 to 1206. They will also be able to analyse India's interaction with another wave of foreign influence and the changes brought in its wake in the period.

Unit I. Studying Early Medieval India:

- (a) Historical geography; Sources: texts, epigraphic and numismatic data
- (b) Debates on Indian feudalism, rise of the Rajputs and the nature of the state

Unit II. Political Structures:

- (a) Evolution of political structures: Rashtrakutas, Palas, Pratiharas, Rajputs and Cholas
- (b) Legitimization of kingship; brahmanas and temples; royal genealogies and rituals
- (c) Arab conquest of Sindh: nature and impact of the new set-up; Ismaili dawah
- (d) Early Turkish invasions: Mahmud of Ghazna; Shahab-ud-Din of Ghur

Unit III. Agrarian Structure and Social Change:

- (a) Agricultural expansion; crops
- (b) Landlords and peasants
- (c) Proliferation of castes; status of untouchables
- (d) Tribes as peasants and their place in the Varna order

Unit IV. Trade and Commerce:

- (a) Inter-regional trade
- (b) Maritime trade
- (c) Medium of exchange
- (d) Process of urbanization
- (e) Merchant guilds of South India

Unit V. Religious and Cultural Developments:

- (a) Bhakti, Tantricism, Puranic traditions; Buddhism and Jainism; Popular religious cults
- (b) Islamic intellectual traditions: Al-Biruni; Al-Hujwiri
- (c) Art and architecture: Evolution of regional styles

Readings:

- R.S. Sharma, *Indian Feudalism* (circa 300 - 1200).
B.D. Chattopadhyaya, *The Making of Early Medieval India*.
R.S. Sharma and K.M. Shrivastava, eds, *Comprehensive History of India*, Vol. IV (A & B).
Mohammad Habib and K.A. Nizami, eds, *Comprehensive History of India*, Vol. V, The Delhi Sultanate
Hermann Kulke, ed., *The State in India* (AD 1000 - AD 1700).
N. Karashima, *South Indian History and Society (Studies from*

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*.

HIS-HC-3036: HISTORY OF INDIA IV (c.1206 - 1550)

Lectures : 5; Tutorial : 1 (per week)

Course Outcome: After completion of this course students will be able to explain the political and administrative history of medieval period of India from 1206 to 1550 AD. They will also be able to analyse the sources of history, regional variations, social, cultural and economic set up of the period.

Unit I. Sources:

- (a) Persian *tarikh* tradition
- (b) Foreigners' accounts; vernacular literature.
- (c) Epigraphy and numismatics.
- (d) Architecture.

Unit II. Polity:

- (a) Foundation, expansion and consolidation of the Sultanate of Delhi; Theories of kingship
- (b) The Khaljis and the Tughluqs; Mongol threat and Timur's invasion; The Sayyids; The Lodis: Conquest of Bahlul and Sikandar; Ibrahim Lodi and the battle of Panipat
- (c) Ruling elites; Sufis, *ulema* and the political authority; imperial monuments and coinage

Unit III. Society and Economy:

- (a) *Iqta*; revenue-free grants
- (b) Agricultural production; technology
- (c) Changes in rural society; revenue systems
- (d) Monetization; market regulations; growth of urban centers; trade and commerce; Indian Ocean trade

Unit IV. Regional Polities:

- (a) Bahmani, Vijayanagar,
- (b) Gujarat, Malwa, Jaunpur, Assam and Bengal
- (c) Consolidation of regional identities: art, architecture and literature

Unit V. Religion and Culture:

- (a) Sufi *silsilas*: Chishti and Suhrawardi; doctrines and practices; social roles; literature
- (b) Bhakti movements and monotheistic traditions in South and North India; Women Bhaktas; Nathpanthis; Kabir, Nanak and the Sant tradition

Readings:

Mohammad Habib and K.A. Nizami, eds, *Comprehensive History of India*, Vol. V, *The Delhi Sultanate*.
Satish Chandra, *Medieval India I*.
Peter Jackson, *The Delhi Sultanate*.
Catherine Asher and Cynthia Talbot, India Before Europe.
Tapan Raychaudhuri and Irfan Habib, eds, *Cambridge Economic History of India*, Vol. I.
K.A. Nizami, *Religion and Politics in the Thirteenth Century*.
W.H. McLeod, Karine Schomer, et al, Eds, *The Sants*.
S.A.A. Rizvi, *A History of Sufism in India*, Vol. I.
Mohibul Hasan, *Historians of Medieval India*.

Semester: IV

HIS-HC-4016 : RISE OF THE MODERN WEST – II

Lectures : 5; Tutorial : 1 (per week)

Course Outcome: After the completion of this course, the student will be able to explain the political and intellectual currents in Europe in the Modern Age. They will also be able to relate the circumstances and causal factors of the intellectual and revolutionary currents of both Europe and America at the beginning of the Modern age

Unit I. Europe in the 17th Century:

- (a) Formation of nation-states : Spain; France; England; Russia
- (b) The 17th century crisis: economic, social and political dimensions.

Unit II. The English Revolution:

- (a) Major issues.
- (b) Political and intellectual currents.

Unit III. European Economy:

- (a) Development of science: Renaissance to the 17th century.
- (b) Concepts of Mercantilism and Imperialism.
- (c) Mercantilism in the 17th and 18th centuries.

Unit IV. Politics in the 18th century:

- (a) Parliamentary monarchy; patterns of Absolutism in Europe.
- (b) American Revolution : Political and economic issues.

Unit V. Prelude to the Industrial Revolution.

- (a) Money economy
- (b) The Putting Out system

Readings:

- T.S. Aston and C.H.E. Philpin (eds.), *The Brenner Debate*.
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 û-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*

HIS-HC-4026 : HISTORY OF INDIA V (c. 1550 - 1605)

Lectures : 5; Tutorial : 1 (per week)

Course Outcome: At the completion of this course, the students will be able to analyse the circumstances and historical shifts and foundations of a variety of administrative and political setup in India between c.1550-1605. They will also be able to describe the inter relationships between the economy, culture and religious practices of the period.

Unit I. Sources and Historiography:

- (a) Persian literature; translations;
- (b) Memoirs and travelogues; vernacular literature.
- (c) Epigraphy and numismatics.
- (d) Architecture.

Unit II. Establishment of Mughal rule:

- (a) India on the eve of Babur's invasion
- (b) Fire arms, military technology and warfare
- (c) Humayun's struggle for empire
- (d) Sher Shah : administrative and revenue reforms

Unit III. Consolidation of Mughal rule under Akbar:

- (a) Campaigns and conquests: tactics and technology.
- (b) Evolution of administrative institutions: *zabt, mansab, jagir, madad-i-maash*.
- (c) Revolts and resistance.

(d) Religious tolerance and *sulh-i-kul*.

Unit IV. Expansion and Integration:

- (a) Inclusive political ideas: theory and practice; Incorporation of Rajputs and other indigenous groups in Mughal nobility
- (b) North-West frontier, Gujarat and the Deccan
- (c) Conquest of Bengal
- (d) Pressure from the *ulema*; Sufi mystical and intellectual interventions.

Unit V. Rural Society and Economy:

- (a) Land rights and revenue system; Zamindars and peasants; rural tensions
- (b) Extension of agriculture; agricultural production; crop patterns
- (c) Trade routes and patterns of internal commerce; overseas trade; rise of Surat

Readings:

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 - 1707*.

HIS-HC-4036 : HISTORY OF INDIA VI (c. 1605 - 1750)

Lectures : 5; Tutorial : 1 (per week)

Course Outcome: after the completion of this course, the students will be able to explain and reconstruct the linkages of the history of India under the Mughal Rule. As a whole, this course will enable them to relate to the socio-economic and religious orientation of the people of Medieval period in India.

Unit I . Political Culture under Jahangir and Shah Jahan:

- [a] Extension of Mughal rule; changes in mansab and jagir systems; imperial culture.
- [b] Syncreticism of Jahangir, Shah Jahan and Dara Sukoh
- [c] Architecture and Paintings

Unit II. Mughal Empire under Aurangzeb:

- (a) State and religion under Aurangzeb; issues in the war of succession; policies regarding religious groups and institutions
- (b) Conquests and limits of expansion
- (c) Beginning of the crisis: contemporary perceptions; agrarian and jagir crises; revolts

Unit III. Patterns of Regional Politics:

- (a) Rajput political culture and state formation.
- (b) Deccan kingdoms.
- (c) Emergence of the Marathas; Shivaji; expansion under the Peshwas.

Unit IV. Trade and Commerce:

- (a) Crafts and technologies; Monetary system

- (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 - 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 Chieftancies 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*

- [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*

H. Mukhia Ed. *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 - 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*
 Nicholas Mansergh: *The Irish Question, 1840 û 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 û 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*.

HIS-HC-5026 : HISTORY OF INDIA VII (c. 1780 - 1857)

Lectures : 5; Tutorial : 1 (per week)

Course Outcome: After the completion of this course, the students will be able to relate the circumstances leading to the consolidation of colonial rule over India and their consequences. They will also be able to explain the orientation of the indigenous population and the masses towards resistance to the colonial exploitation. The course will also enable the students to analyse popular uprisings among the tribal, peasant and common people against the British policies.

Unit I. Expansion and Consolidation of colonial Power:

- [a] European trading companies in India : Portuguese, Dutch, English and French
- [b] Mercantilism, foreign trade and early forms of exaction.
- [c] Dynamics of expansion, with special reference to Bengal, Mysore, Western India, Awadh, Punjab, and Sindh.

Unit II. Colonial State and Ideology:

- [a] Arms of the colonial state: army, police, law.
- [b] Ideologies of the Raj and racial attitudes.
- [c] Education: indigenous and modern.

Unit III. Rural Economy and Society:

- [a] Land revenue systems and forest policy.
- [b] Commercialization and indebtedness.
- [c] Rural society: change and continuity.
- [d] Famines.
- [e] Pastoral economy and shifting cultivation.

Unit IV. Trade and Industry

- [a] De-industrialization
- [b] Trade and fiscal policy
- [c] Drain of Wealth
- [d] Growth of modern industry

Unit V. Popular Resistance:

- [a] Santhal uprising
- [b] Uprising of 1857

Readings:

- C. A. Bayly, *Indian Society and the Making of the British Empire*, : *New Cambridge History of India*.
- Bipan Chandra, *Rise and Growth of Economic Nationalism in India*.
- Suhash Chakravarty, *The Raj Syndrome: A Study in Imperial Perceptions*, 1989.
- J.S. Grewal, *The Sikhs of the Punjab*, *New Cambridge History of India*
- Ranajit Guha, ed., *A Subaltern Studies Reader*.
- Dharma Kumar and Tapan Raychaudhuri, eds., *The Cambridge Economic History of India, Vol. II*.
- P.J. Marshall, *Bengal: The British Bridgehead*, *New Cambridge History of India*.
- R.C. Majumdar, ed., *History and Culture of Indian People, Vols. IX and X. British Paramountcy and Indian Renaissance*.
- Rajat K. Ray, ed., *Entrepreneurship and Industry in India, 1800-1947*, *Oxford In India Readings*.
- Eric Stokes, *English Utilitarians and India*.
- Amiya Bagchi, *Private Investment in India*.
- Bipan Chandra, K.N. Panikkar, Mridula Mukherjee, Sucheta Mahajan and Aditya Mukherjee, *India's Struggles for Independence*.
- A.R. Desai, *Peasant Struggles in India*.
- R.P. Dutt, *India today*.
- M.J. Fisher, ed., *Politics of Annexation (Oxford in India Readings)*.
- Ranajit Guha, *Elementary Aspects of Peasant Insurgency in Colonial India (1983)*.
- P.C. Joshi, *Rebellion 1857: A Symposium*.
- J.Krishnamurti, *Women in Colonial India*.
- Dadabhai Naroji, *Poverty and Un-British Rule in India*.

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.

- [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 Zelliott, *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:

- [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*.

Discipline Specific Elective Courses
(4 Courses)

HIS –HE-5016:History of Assam Up to c. 1228
HIS –HE-5026: History of Assam (c. 1228-1826)
HIS –HE-6016: History of Assam (c. 1826-1947)
HIS –HE-6026: Assam after Independence

HIS –HE-5016: HISTORY OF ASSAM (UPTO c. 1228)

Lectures : 5; Tutorial : 1 (per week)

Course Outcome: This paper will give a general outline of the history of Assam from the earliest times to the advent of the Ahoms in the 13th century. Upon completion, students will be acquainted with major stages of developments in the political, social and cultural history of Assam during the early times.

Unit-I:

- [a] A brief survey of the sources:Literary,Archaeological
- [b] Land and people: Migration routes
- [c] Cultural linkages with South East Asia : the Stone Jars of DimaHasao

Unit-II:

- [a] Origin and antiquity of Pragjyotisha or Kamrupa Society
- [b] Traditional rulers and early History
- [c] Religion and belief systems

Unit-III:

Political dynasties:

- [a] Varmana
- [b] Salastambha
- [c] Pala

Unit-IV:

- [a] Political condition of Assam in the Post-Pala period.
- [b] Turko-Afghan invasions
- [c] Disintegration of the Kingdom of Kamarupa

Unit-V:

- [a] Central and Provincial administration
- [b] Judicial administration
- [c] Revenue administration
- [d] Cultural Life : Literature, Art and architecture

Readings

Baruah, S.L. :*A Comprehensive History of Assam*,MunshiramMonoharlal Publishers Pvt. Ltd., New Delhi,1985
H. K. Barpujari :*The Comprehensive History of Assam Vol. I*
E. A.Gait:*A History of Assam*

K. L. Baruah :*Early History of Kamrupa*
P. C. Choudhury :*The History Civilization of the People of Assam*

HIS –HE-5026 : HISTORY OF ASSAM (c. 1228 –1826)

Lectures : 5; Tutorial : 1 (per week)

Course Outcome: On completion of this paper, students will be able to identify major stages of developments in the political, social and cultural history of Assam during the medieval times. This paper will enable the student to explain the history of Assam from the 13th century to the occupation of Assam by the English East India Company in the first quarter of the 19th century.

Unit-1

- [a] Sources- archaeological, epigraphic, literary, numismatic and accounts of the foreign travelers; *Buranjis*
- [b] Political conditions of the Brahmaputra valley at the time of foundation of the Ahom kingdom.
- [c] Siu-ka-pha - An assessment
- [d] State information in the Brahmaputra valley-the Chutiya, Kachari and the Koch state

Unit-II

- [a] Expansion of the Ahom Kingdom in the 16th century: Suhungmung (Dihingiya Raja)
- [b] Political Developments in the 17th century: rule of Pratap Singha)
- [c] Ahom-Mughal wars- the treaty of 1639.

Unit –III

- [a] Assam in the second half of the 17th Century- the Ahom-Mughal Wars – Mir Jumla’s Assam Invasion- causes and consequences,
- [b] Invasion of Ram Singha - the Battle of Saraighat (1671) and its results
- [c] Post-Saraighat Assam: Ascendancy of the Tungkhungia dynasty – the reign of Gadadhar Singha.

Unit: IV

- [a] Ahom Rule at its zenith of RudraSingha (1696-1714) to RajeswarSingha (1751-1769)
- [b] Decline and fall of the Ahom Kingdom the Moamariya Rebellion and the
- [c] Burmese Invasions- The English East India Company in Assam Politics
- [d] Treaty of Yandaboo and Assam

Unit :V

- [a] Ahom system of administration: the Paik system
- [b] Ahom Policy towards the neighbouring hill tribes
- [c] Religious life --Sankaradeva and the Neo Vaishnavite Movement- background and implications
- [d] Cultural developments : Art, Architecture and literature.

Readings

Barpujari, H.K. :*The Comprehensive History of Assam, Vol II and III*, Publication Board, Assam

Baruah, S.L. : *A Comprehensive history of Assam*, Munshiram Monoharlal Publishers Pvt. Ltd., New Delhi, 1985
Dutta, A.K. : *Maniram Dewan and the Contemporary Assamese Society*, Jorhat, 1991.
Gait E.A. : *A History of Assam*, 2nd edition, LBS Publication, Guwahati, 1962.
Guha, A. : *Medieval and Early Colonial Assam*, Calcutta, 1991.
Neog, M., *Sankardeva and his Times*

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

Lectures : 5; Tutorial : 1 (per week)

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

Unit I:

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

Unit II:

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

Unit III:

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

Unit IV :

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

Unit V:

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

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

Readings:

- Barpujari, H. K : (ed) *The Comprehensive History of Assam, Vols. IV & V.*
Baruah, Swarnalata : *A Comprehensive History of Assam*, Munshiram Monoharlal Publishers Pvt. Ltd., New Delhi, 1985
Goswami, Priyam : *From Yandabo to Partition*, Orient BlackSwan, 2012.
Barpujari, H. K : (ed) *Francis Jenkins Report on the North- East Frontier of India.*
_____, : (ed) *Political History of Assam, Vol. I.*
_____: *Assam in the Days of the Company*
Bhuyan, A.C and : (ed) *Political History of Assam, Vols. II & III.*
De, S.Bhuyan, A.C : (ed) *Nationalist Upsurge in Assam.*
Dutta, Anuradha : *Assam in the Freedom Movement.*
Bora .S. : *Student Revolution in Assam.*
Chakravarti, B. C : *British Relations with the Hill Tribes of Assam.*
Guha, Amalendu : *Planters Raj to Swaraj, Freedom Struggle and Electoral Politics in Assam.*
Lahiri, R.M : *Annexation of Assam*

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.

Generic Elective Courses

(4 Courses)

HIS –HG-1016: History of India (from Earliest Times up to c. 1206)

HIS –HG-2016: History of India (c.1206 - 1757)

HIS –HG-3016: History of India from (c.1757 - 1947)

HIS –HG-4016: Social and Economic History of Assam

HIS –HG-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

[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 –HG-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.
 [c] Political and Revenue administration : *Iqtadari* system
 [d] Agriculture, trade and commerce during the Sultanate period.

Unit: III

- [a] Foundation of the Mughal Empire : Mughal - Afghan contest - Babur and Humayun; Sher Shah and his administration.
 [b] Consolidation and territorial Expansion of the Mughal Empire- Akbar, Jahangir, Shahjahan, Aurangzeb.
 [c] Mughal-Rajput Relations.

[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

[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.

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

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 Madhyabritya 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.11, Ahom Period*
Saikia, Rajen :*Social and Economic History of Assam (1853- 1921).*
Sarma, S.N. :*Socio Economic and Cultural History of Medieval Assam*, Guwahati, 1989
Sharma, Monorama :*Social and Economic Change in Assam: Middle Class Hegemony*

Skill Enhancement Elective Courses

(2 Courses)

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 India

[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, NeerMahal

[d] :Kamakhya, HayagrivaMadhava, Tripura Sundari Temple, Rumtek monastery

[e] :Kangla fort

Unit IV : Fairs and festivals of the North – East

[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 PurbanchalarItihasAruSanskritirPatabhumi*
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*, BaniMandir, 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 course.

Unit I. Concepts:

- Orality, Oral Tradition, Oral Culture
- Oral History
- Distinction between Oral Tradition and Oral History

Unit II. History and Historiography

- Oral History as a tool for analysis
- Social issues : Gender, conflict, violence, etc.
- 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 & Kegan Paul, 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.

**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) |

**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)

**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

[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

Shastri, 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.

- [c] Political and Revenue administration : *Iqtadari* system
- [d] Agriculture, trade and commerce during the Sultanate period.

Unit: III

- [a] Foundation of the Mughal Empire : Mughal - Afghan contest - Babur and Humayun; Sher Shah and his administration.
- [b] Consolidation and territorial Expansion of the Mughal Empire- Akbar, Jahangir, Shahjahan, Aurangzeb.
- [c] Mughal-Rajput Relations.
- [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 –RC-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

[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.

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

Lectures : 5; Tutorial : 1 (per week)

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

Unit I: Society and Economy in Early Assam

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

Unit II: Society in Medieval Assam

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

Unit III: Economy in Medieval Assam

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

[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
- 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 Madhyabritya 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*

Discipline Specific Elective Courses
(2 courses)

HIS –RE-5016: History of Assam (from earliest times to 1826)

HIS –RE-6016: History of Assam (c. 1826- 1947)

HIS –RE-5016: HISTORY OF ASSAM (From earliest times upto 1826 CE)

Lectures : 5; Tutorial : 1 (per week)

Course Outcome: This paper will give a general outline of the history of Assam from the earliest times to the advent of the British. On completion of this paper, students will be able to identify major stages of developments in the political history of Assam from the earliest times to the occupation of Assam by the English East India Company in the first quarter of the 19th century.

Unit-I:

[a] A brief survey of the sources: literary, archaeological, epigraphic, literary, numismatic and accounts of the foreign travellers

[b] Land and people: Migration routes

[c] Cultural linkages with South East Asia: the Stone Jars of Dima Hasao

Unit-II:

[a] Origin and antiquity of Pragjyotisha or Kamrupa society

[b] Political dynasties: Varmana; Salastambha; Pala

[c] Administration: Central and Provincial; Judicial; Revenue

Unit-III:

[a] Political condition of Assam in the Post-Pala period.

[b] Turko-Afghan invasions

[c] Disintegration of the Kingdom of Kamarupa

[d] State formation in the Brahmaputra valley-the Chutiya, Kachari and the Koch state

[e] Political conditions of the Brahmaputra valley at the time of foundation of the Ahom kingdom.

Unit- IV:

[a] Important Ahom Rulers: Siukapha, Suhungmung, Pratap Singha, Gadadhar Singha, Rudra Singha, Rajeswar Singha

[b] Ahom-Mughal wars- the Treaty of 1639, Battle of Saraighat (1671)

[c] Ahom system of administration: the Paik system

[d] Ahom Policy towards the neighbouring hill tribes

Unit :V

[a] Decline and fall of the Ahom Kingdom: the Moamariya Rebellion; Burmese Invasions

[b] The English East India Company in Assam Politics; Treaty of Yandaboo and Assam

Readings

Barpujari, H. K. : *The Comprehensive History of Assam Vol. I, II and III*
Baruah, K. L.:*Early History of Kamrupa*
Baruah, S.L. : *A Comprehensive History of Assam*, Munshiram Monoharlal, New Delhi, 1985
Choudhury, P. C.: *The History Civilization of the People of Assam*
Dutta, A.K. :*Maniram Dewan and the Contemporary Assamese Society*, Jorhat, 1991.
Gait, E. A.: *A History of Assam*
Guha, A. :*Medieval and Early Colonial Assam*, Calcutta, 1991.
Neog, M., *Sankardeva and his Times*

HIS –RE-6016: HISTORY OF ASSAM (c. 1826 – 1947)

Lecture : 5 Tutorial : 1 (per week)

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

Unit I:

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

Unit II:

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

Unit III:

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

Unit IV :

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

[d] Tribal League and Politics in Assam

Unit V:

[a] Quit India Movement in Assam.

[b] Cabinet Mission Plan and the Grouping Controversy

[c] The Sylhet Referendum.

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

Readings:

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

Baruah, S. L. : *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*

Generic Elective Courses

(2 courses)

HIS –RG-5016 History of Europe (c. 1648 – 1870)

HIS –RG-6016 History of Europe (c. 1870 – 1939)

HIS –RG-5016 : HISTORY OF EUROPE (c. 1648-1870)

Lecture : 5; Tutorial : 1 (per week)

Course Outcome:

After completing the course the students will be able to explain the emergence of state system in Europe and the rise of modernity. They will also be able to analyse the revolutionary upheavals of Europe that finally shaped the world

Unit I

- [a] Peace of Westphalia and the Pyrenees and Emergence of Modern State-System
- [b] France under Henry IV, Richelieu and Mazarin's
- [c] Era of Louis XIV : Absolute Monarchy
- [d] Bourbon succession to Spain

Unit II:

- [a] Rise of Prussia and Austria: Frederick the Great and Maria Theresa; War of Austrian Succession, Diplomatic Revolution, Seven Years War
- [b] Enlightened despotism- Joseph II, Maria Theresa
- [c] Making of Modern Russia: Peter the Great, Catherine II : Warm Water Policy,
- [d] Partition of Poland

Unit III:

- [a] Genesis and growth of Capitalism, Imperialism, Mercantilism and World Politics
- [b] Novel intellectual currents: Natural Science and the 'Enlightenment'
- [c] The Maritime ascendancy of Europe: Anglo- French struggle; triumph of British imperialism.
- [d] 'Glorious' Revolution : Limited Monarchy and Parliamentary Government

Unit IV:

- [a] The French Revolution :Crisis of the *Ancien* Regime; Intellectual Currents; Participation of the Social Classes.
- [b] Rise and Fall of Napoleon: Internal Reforms, Napoleonic Wars and Continental System
- [c] The European State System after Napoleon : The Congress of Vienna, Concert of Europe

Unit V:

- [a] Revolutions of 1830 and 1848 and their repercussions
- [b] The Eastern Question : The Crimean War
- [c] Era of Second Napoleonic Empire : Napoleon III : Foreign Policy
- [d] Unification of Italy
- [e] Unification of Germany

Readings

Hayes, C.J.H., *Modern Europe to 1870*

Lipson C.J.H.Hayes, : *Europe in the 19th Century*

M.W.Baldwin & : *History of Europe* (Relevant Chapters)
 D. Thompson : *Europe since Napoleon*
 H .A.L.Fisher : *History of Europe*, Book III
 C.D .M.Ketelbey : *A History of Modern Times from 1789*
 J.A.R.Marriott : *A History of Europe from 1815 to 1939*
 Cameron, Euan (ed.) : *Early Modern Europe An Oxford History*, New Delhi, 2004
 Hayes, C J H : *A Political and Cultural History of Early Modern Europe*.
 Hazen, C.D. : *Europe since 1815*.
 Lee, Stephen J., : *Aspects of European History, 1494-1789*, Routledge,Chapman & Hall, 1984.
 Phukan, Meenaxi, : *Rise of the Modern West: Social and Economic History of Early Modern Europe*, McMillan, New Delhi, 2001.
 Anderson, M.S., : *Europe in the Eighteenth Century* (Longman,1987).
 Anderson, Perry, : *The Lineage's of the Absolutist States* (Routledge, Chapman & Hall, 1974).
 Cipola, Carlo M., : *Fontana Economic History of Europe, Vol. II & III* (Collins; 1974, Harvester Press, 1976).
 De Vrics, Jan, : *Economy of Europe in an Age of Crisis 1600-1750*.
 Elton, G.R., : *Reformation Europe, 1517-1559*.
 Hale, J.R., : *Renaissance Europe* (University of California Press,1978).
 Hill, Christopher, : *A Century of Revolutions* (Norton, 1982).
 Koenigsberger, H.G and G.L. Mosse : *Europe in the Sixteenth Century* (Longman,1971).
 Mathias, Peter, : *First Industrial Revolutions* (London, 1969).
 Pennington, D.H., : *Seventeenth Century Europe* (Longman, 1972)

HIS –RG-6016 :HISTORY OF EUROPE (c. 1870 – 1939)

Lecture : 5; Tutorial : 1 (per week)

Course Outcome: After completing the course the students will be able to explain the major political developments in Europe from 1870 to 1939. The students will be able to delineate how the rise of two unified nations of Germany and Italy gave rise of intense imperialist contest the world over. The course would also enable the students to analyse the causes and consequences of World War I and the developments leading to World War II.

Unit -I.

- [a] The Treaty of Versailles (1871) : Impact on Germany and Italy
- [b] *Kulturkampf* : Conflict between the Church and State
- [c] Foreign policy of Germany under Bismarck
- [c] The Paris Commune
- [c] Imperialism in Africa

Unit: II

- [a] The Eastern Question: Role of Imperialist powers
- [b] Russo-Turkish War and the Berlin Congress
- [c] Rise of nationalism and the Balkan Wars.

- [d] Triple Alliance
- [e] Triple Entente

Unit: III

- [a] The First World War: Causes and consequences
- [b] The Paris Peace Conference and the Peace Settlements
- [b] League of The Nations – Origin and activities
- [c] The Bolshevik Revolution (1917) – Rise of the USSR

Unit : IV

- [a] Rise of Nazism – Germany under Hitler
- [b] Rise of Fascism - Italy under Benito Mussolini
- [c] The Spanish Civil War
- [d] Policy of appeasement

Unit : V

- [a] European involvement in East Asia
- [b] Anglo-Japanese Treaty (1902)
- [c] Russo-Japanese War (1904-05)
- [c] The Second World War: Causes

Readings:

- Hayes, C J H : *A Political and Cultural History of Modern Europe*, Vol. I
Hayes, C J H : *A Political and Cultural History of Modern Europe*, Vol.-II
Hazen, C.D., *History of Europe, 1870-1919*
Thompson D : *Europe since Napoleon*
Lipson E : *Europe in Nineteenth and Twentieth Century*
Vernadsky, H : *A History of Russia*
Fisher, H.A.L : *History of Europe from early Eighteenth Century to 1935.*

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

- [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:

- (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



**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> |

Semester I
PHI-HC-1026
Logic –I

Unit I:

Argument and Argument Form
Truth and Validity
Deduction and Induction

Unit II:

Categorical Propositions; Translating Ordinary Proposition into Standard Form;
Square of Opposition.
Categorical Syllogism; Figures and Moods
Immediate Inference

Unit III:

Venn Diagrammatic Representation of Propositions and Arguments
Idea of Existential Import
Testing Validity by Venn Diagram

Unit IV:

Concept of Set
Operations of Set- Union, Intersection and Difference
Symbolization of Sentences by Set Notations

Books Recommended:

Basson and O'Connor
Chakraborti, Chhanda,
Copi, I.M.
Hurley, Patrick.
Roy, B.N.
Suppes, P.

Introduction to Symbolic Logic
Logic: Informal, Symbolic and Inductive
Introduction to Logic. 14th Edition,
Introduction to Logic
Deductive Logic
Introduction to Logic

Semester I
PHI-HG-1016
General Philosophy

Unit I

Definition, Nature and Scope of Philosophy
Branches of Philosophy
Realism and Idealism

Unit II

Substance
Causality
Space and Time

Unit III

Empiricism, Rationalism
Criticism
Scepticism

Unit IV

Correspondence
Coherence
Pragmatic and Semantic

Books Recommended:

| | |
|---------------------|-----------------------------------|
| Patrick, G.T.W.: | <i>Introduction to Philosophy</i> |
| Cunningham, G.W.: | <i>Problems of Philosophy</i> |
| Russell, Bertrand.: | <i>Problems of Philosophy</i> |
| Taylor, Richard.: | <i>Metaphysics</i> |
| Hamlyn, D.W.: | <i>Metaphysics</i> |
| | <i>Theory of Knowledge</i> |
| Woozley, A.D. | <i>Theory of Knowledge</i> |

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> |

Semester II
PHI-HC-2026
Logic II

Unit I:

Symbolic Logic and its Characteristics, Uses of Symbols
Relation between Traditional Logic and Symbolic Logic
Modern Classification of Propositions

Unit II:

Logical Connectives and Variables
Symbolization of Sentences
Symbolization of Arguments

Unit III:

Truth Tables for Logical Connectives
Direct Truth-Table for testing validity of arguments
Indirect Truth-Table for testing validity of arguments

Unit IV:

Formal Proof of Validity
Rules of Inference
Rules of Replacement

Books Recommended:

Basson and O' Connor:
Chakraborti, Chhanda:
Copi, I.M.
Hurley, Patrick.

Introduction to Symbolic Logic
Informal, Symbolic and Inductive,
Introduction to logic. 14th Edition,
Introduction to Logic,

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> |

Semester III
PHI-HC-3016
Western Philosophy (Descartes to Hegel)

Unit I: Rationalism

Descartes: Cartesian Method, mind-body dualism

Spinoza: God and Substance

Leibnitz: Theory of monads, pre-established harmony

Unit II: Empiricism

Locke: critique of innate ideas, substance and qualities

Berkeley: *esse est percipi*

Hume: Impression and ideas, concept of self

Unit III: Kant

Possibility of synthetic a priori judgement

Space and time

Categories

Unit IV: Hegel

Dialectic Method

Absolute Idealisms

Master-slaves dialectic

Books Recommended:

| | |
|-------------------------|--|
| F. Thilly: | <i>A History of Philosophy</i> |
| Barlingay and Kulkarni: | <i>Critical History of Western Philosophy</i> |
| Y. Masih: | <i>A Critical History Of Modern Philosophy</i> |
| Anthony Kenny: | <i>A New History of Philosophy</i> |
| F. Copleston: | <i>History of Philosophy</i> |
| D.W. Hamlyn: | <i>A History of Western Philosophy</i> <i>Routledge History of Philosophy</i> |

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

Mimāṃsā: Pramānas
Mimāṃsā: Pramānyavāda; Khyātivāda

Unit IV

Śaṅkara: Brahman; Atman; Adhyāsa and Avidyā
Rāmaṇuja; 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> |

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> |
| Frankena, 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> |

Semester III
PHI-HG-3016
Ethics

Unit I

Nature, Scope and Utility of study of Ethics
Moral Consciousness, 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, Capital Punishment
Professional Ethics
Environmental Ethics

Unit IV

Law of Karma, Varna and Asrama Dharma, Purusarthas
Buddhist Pancasila; Brahmvihara; Bodhisattva Bhumis
Jaina Triratna, Anuvrata and Mahavrata

Books Recommended:

| | |
|---------------------|--|
| Chakravarty, D.K. | <i>Problems of Analytical Ethics</i> |
| Dasgupta, S.N. | <i>A History of Indian Philosophy</i> |
| Frankena, W. | <i>Ethics</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> |

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:

| | |
|-------------------|--|
| | <i>Complete works of Swami Vivekananda (relevant chapters)</i> |
| S. Radhakrishnan: | <i>An idealist view of Life</i> |
| S. K. Maitra : | <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> |

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> |

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> |
| Sinhha, A. K.: | <i>Outlines of Social Philosophy</i> |

Semester IV
PHI-HG-4016
Logic

UNIT I: Fundamental Concepts of logic

Propositions and Arguments
Truth and Validity
Deduction and Induction

UNIT II: Aristotelian Syllogistic Logic

Categorical Propositions, Translating Ordinary Proposition into Standard Form
Square of Opposition
Categorical Syllogism, Figures and Moods
Immediate Inference

UNIT III: Symbolic Logic: Introduction

Symbolic Logic and its Characteristics, Uses of Symbols
Relation between Traditional Logic and Symbolic Logic
Modern Classification of Propositions

UNIT IV: Propositional Logic

Logical Connectives: *and, or, not*; Material Conditional, Bi-conditional
Symbolization of everyday language
Truth-Table method of testing validity of argument, Shorter Truth Table

Books recommended:

| | |
|-----------------------|---|
| Basson and O'Connor: | <i>Introduction to Symbolic Logic</i> |
| Chakraborti, Chhanda: | Logic: Informal, Symbolic and Inductive |
| Copi, I.M. | <i>Introduction to Logic</i> , 14 th Edition |
| Hurley, Patrick. | <i>Introduction to Logic</i> |
| Roy, B.N. | <i>Deductive Logic</i> |
| Suppes, P. | <i>Introduction to Logic</i> |
| Stebbing, L.S. | <i>A Modern Introduction to Logic</i> |

Semester V
PHI-HC-5016
Analytic Philosophy

Unit I:

Moore: The Analytic Turn of Philosophy
Moore: Refutation of Idealism
Moore: Defence of Common Sense

Unit II:

Russell: Logical Atomism
Russell: General Propositions and Existence
Russell: Theory of Description

Unit III:

Wittgenstein: The World as a Totality of Facts
Wittgenstein: Picture Theory of Meaning
Vienna Circle: Verification Theory and Rejection of Metaphysics

Unit IV:

Wittgenstein: Meaning and Use
Wittgenstein: Language Game
Wittgenstein: Critique of Private Language

Books recommended:

| | |
|----------------------|---|
| Ammerman, R.R. (ed): | <i>Classics of Analytic Philosophy</i> |
| Gross, B.R.: | <i>Analytic Philosophy</i> |
| Moore, G.E.: | "Defence of Common Sense" |
| Moore, G.E.: | "Refutation of Idealism" |
| Russell, B.: | <i>Logical Atomism</i> |
| Wittgenstein: | <i>Tractatus Logico Philosophicus</i> |
| Wittgenstein: | <i>Philosophical Investigations</i> |
| Pitcher, G.: | <i>Philosophy of Wittgenstein</i> |
| Pradhan, R.C.: | <i>Recent Developments in Analytic Philosophy</i> |

Semester V
PHI-HC-5026
Phenomenology and Existentialism

Unit I: Kierkegaard

The three stages of human existence
Subjectivity and Truth

Unit II: Sartre

Existence and Essence
Freedom and Choice

Unit III: Heidegger

Authentic existence
Being-in-the-world and Temporality

Unit IV: Husserl

Theory of essence
Intentionality and Bracketing

Books recommended:

| | |
|----------------------|---|
| H.J. Blackham: | <i>Six Existentialist Thinkers</i> |
| Margaret Chatterjee: | <i>Existentialist Outlook</i> |
| M.K. Bhadra: | <i>Existentialism and Phenomenology</i> |
| Mary Warnock: | <i>Existentialism</i> |
| John Macquirre: | <i>Existentialism</i> |
| J.P. Sartre : | <i>Existentialism and Humanism</i> |
| E. Husserl : | <i>Logical Investigations</i> |
| Kierkegaard : | <i>Concluding Unscientific Postscript</i> |

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> |

Semester V
PHI-HE-5026
Philosophy of Gita

Unit I:

Law of Karma
Concept of Karma, Akarma, Vikarma
Freedom and Choice

Unit II:

Kṣetra-Kṣetrajña, 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> |

Semester V
PHI-HE-5036
***Ísa Upaniṣad* with Saṅkara Bhāṣya (Textual Study)**

Unit I:

Mantras 1-4

Unit II:

Mantras 5-9

Unit III:

Mantras 10-14

Unit IV:

Mantras 15-18

Books Recommended:

Ísa Upaniṣad with Sankara's Commentary (Various Editions)

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> |

Semester VI
PHI-HC-6026
Meta Ethics

Unit I:

Normative Ethics
Ethical Concepts and Evaluation- Good and Right
Meta Ethics

Unit II:

G. E. Moore: Indefinability of 'Good'
G. E. Moore: Naturalistic Fallacy
G. E. Moore: Autonomy of Morals

Unit III:

A. J. Ayer: Ethical Terms as Pseudo Concepts
C.L. Stevenson: Characteristics of Moral Discourse
C.L. Stevenson: Persuasive Definition

Unit IV:

R. M. Hare: Universal Prescriptivism
R. M. Hare: Nature of Moral Arguments
R. M. Hare: Weakness of the Will

Books Recommended:

| | |
|-------------------|---|
| Ayer, A.J.: | <i>Language, Truth and Logic</i> |
| Chakravary, D.K.: | <i>Problems of Analytic Ethics</i> |
| Hare, R.M. | <i>The Language of Morals</i> |
| Miller, Alex: | <i>An Introduction to Contemporary Metaethics</i> |
| Moore, G.E.: | <i>Principia Ethica</i> |
| Roojen, M.V.: | <i>Metaethics: A Contemporary Introduction</i> |
| Stevenson, C.L. | <i>Ethics and Language</i> |
| Warnock, G.J.: | <i>Contemporary Moral Philosophy</i> |
| Warnock, M. | <i>Ethics since 1900</i> |

Semester VI
PHI-HE-6016
Western Philosophy (Textual Study)

Unit I:

Plato: *Republic* (books 2 and 4)

Unit II:

Hegel: The Preface to the *Phenomenology of Spirit*

Unit III:

Wittgenstein: *Philosophical Investigation* (part 1, section 65-91)

Unit IV:

Sartre: *Existentialism and Humanism*

Books Recommended:

Plato: *Republic*

Hegel: The Preface to the *Phenomenology of Spirit*

Wittgenstein: *Philosophical Investigation*

Sartre: *Existentialism and Humanism*

Semester VI
PHI-HE-6026
Philosophy of Language

Unit I

Language and World
Frege's Sense and Reference
Russell's Definite Description

Unit II

Ideational Theory of Meaning
Referential Theory of Meaning
Use Theory of Meaning

Unit III

Correspondence Theory of Truth
Coherence Theory of Truth
Pragmatic Theory of Truth

Unit IV

Performative and Constative Utterances
Locutionary, Illocutionary and Perlocutionary Acts
Theory of Illocutionary Forces

Books Recommended

| | |
|----------------------------------|--|
| Alston, William P. | <i>Philosophy of Language</i> |
| Austin, J. L. | <i>How to Do Things with Words</i> |
| Devitt M. & Richard Hanley (ed.) | <i>The Blackwell Guide to Philosophy of Language</i> |
| Frege, Gottlob | <i>On Sense and Reference</i> |
| Lycan G. | <i>Philosophy of Language: A Contemporary Introduction</i> |
| Russell, B. | <i>On Denoting</i> |
| Searle, J. R. | <i>Philosophy of Language</i> |
| Wittgenstein, L. | <i>Philosophical Investigations</i> (Relevant Sections) |

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> |



**GAUHATI UNIVERSITY
DEPARTMENT OF PHILOSOPHY
REVISED SYLLABUS FOR TDC (Regular)**

**Semester I
PHI-RC-1016
General Philosophy**

Unit I

Definition, Nature and Scope of Philosophy
Branches of Philosophy
Realism and Idealism

Unit II

Substance
Causality
Space and Time

Unit III

Empiricism, Rationalism
Criticism
Scepticism

Unit IV

Correspondence
Coherence
Pragmatic and Semantic

Books Recommended:

| | |
|---------------------|-----------------------------------|
| Patrick, G.T.W.: | <i>Introduction to Philosophy</i> |
| Cunningham, G.W.: | <i>Problems of Philosophy</i> |
| Russell, Bertrand.: | <i>Problems of Philosophy</i> |
| Taylor, Richard.: | <i>Metaphysics</i> |
| Hamlyn, D.W.: | <i>Metaphysics</i> |
| | <i>Theory of Knowledge</i> |
| Woozley, A.D. | <i>Theory of Knowledge</i> |

Semester II
PHI-RC-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> |

Semester III
PHI-RC-3016
Ethics

Unit I

Nature, Scope and Utility of study of Ethics
Moral Consciousness, 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, Capital Punishment
Professional Ethics
Environmental Ethics

Unit IV

Law of Karma, Varna and Asrama Dharma, Purusarthas
Buddhist Pancasila; Brahmvihara; Bodhisattva Bhumis
Jaina Triratna, Anuvrata and Mahavrata

Books Recommended:

| | |
|---------------------|--|
| Chakravarty, D.K. | <i>Problems of Analytical Ethics</i> |
| Dasgupta, S.N. | <i>A History of Indian Philosophy</i> |
| Frankena, W. | <i>Ethics</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> |

Semester IV
PHI-RC-4016
Logic

UNIT I: Fundamental Concepts of logic

Propositions and Arguments
Truth and Validity
Deduction and Induction

UNIT II: Aristotelian Syllogistic Logic

Categorical Propositions, Translating Ordinary Proposition into Standard Form
Square of Opposition
Categorical Syllogism, Figures and Moods
Immediate Inference

UNIT III: Symbolic Logic: Introduction

Symbolic Logic and its Characteristics, Uses of Symbols
Relation between Traditional Logic and Symbolic Logic
Modern Classification of Propositions

UNIT IV: Propositional Logic

Logical Connectives: *and, or, not*; Material Conditional, Bi-conditional
Symbolization of everyday language
Truth-Table method of testing validity of argument, Shorter Truth Table

Books recommended:

| | |
|-----------------------|---|
| Basson and O'Connor: | <i>Introduction to Symbolic Logic</i> |
| Chakraborti, Chhanda: | Logic: Informal, Symbolic and Inductive |
| Copi, I.M. | <i>Introduction to Logic</i> , 14 th Edition |
| Hurley, Patrick. | <i>Introduction to Logic</i> |
| Roy, B.N. | <i>Deductive Logic</i> |
| Suppes, P. | <i>Introduction to Logic</i> |
| Stebbing, L.S. | <i>A Modern Introduction to Logic</i> |

Semester V
PHI-RE-5016
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:

| | |
|-------------------|--|
| | <i>Complete works of Swami Vivekananda (relevant chapters)</i> |
| S. Radhakrishnan: | <i>An idealist view of Life</i> |
| S. K. Maitra : | <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> |

Semester V
PHI-RE-5026
Western Philosophy

Unit I

Plato: Theory of Forms
Aristotle: Form and Matter
Augustine: Problem of Evil; Freedom of Will

Unit II

Descartes: Cogito Ergo Sum; Body-Mind Dualism
Spinoza: Parallelism; Pantheism
Leibnitz: Theory of Monads; Pre-Established Harmony

Unit III Empiricism

Locke: Primary and Secondary Qualities; Tabula Rasa
Berkeley: Esse Est Percipi
Hume: Theory of Causation, Scepticism

Unit IV Critical Philosophy

Kant: Synthesis of Rationalism and Empiricism
Kant: Transcendental Aesthetic
Kant: Theory of Understanding

Books Recommended:

| | |
|-------------------------|--|
| W.T. Stace : | <i>A Critical History of Greek Philosophy</i> |
| B.A.G. Fuller: | <i>History of Greek Philosophy</i> |
| F. Copleston : | <i>History of Philosophy</i> |
| W.K.C. Guthrie: | <i>Hisotry of Greek Phillosophy</i> |
| B.N Moore: | <i>Philosophy, The Power of Ideas</i> |
| F. Thilly: | <i>A History of Philosophy</i> |
| Barlingay and Kulkarni: | <i>Critical History of Western Philosophy</i> |
| Y. Masih: | <i>A Critical History Of Modern Philosophy</i> |
| Anthony Kenny: | <i>A New History of Philosophy</i> |
| D.W. Hamlyn: | <i>A History of Western Philosophy</i> <i>Routledge History of Philosophy</i> |

Semester V
PHI GE-5016
Indian Yogic Traditions

Unit I

Meaning and Essence of Yoga

Jnana Yoga, Karma Yoga, Bhakti Yoga

Unit II

Levels of Mental Life (Cittabhumi)

Eightfold Means of Yoga (Yoganga)

Unit III

Buddhist Conception of Yoga

Jaina Conception of Yoga

Unit IV

Swami Vivekananda on Raja Yoga

Sri Aurobindo's Integral Yoga

Books Recommended:

H. Aranya, *Yoga Philosophy of Patanjali*

S, N. Dasgupta, *Yoga Philosophy in Relation to Other Systems of Indian Thought*

T. Cleary, *Buddhist Yoga: A Comprehensive Course*

S. Gopalan, *Outlines of Jainism*

G.W. Kaveeshwar, *The Ethics of The Gita*

Swami Vivekananda, *Raja Yoga*

Sri Aurobindo, *The Synthesis of Yoga*

Semester VI
PHI-RE-6016
Philosophy of Religion

Unit I

Defining Religion
Nature of Philosophy of religion and its distinction from theology
Religious experience

Unit II:

Reason, Faith and Revelation
Freedom of Will
Immortality of the soul

Unit III

Deism
Pantheism
Panentheism/Monothelism

Unit IV

Ontological argument
Cosmological argument, Teleological argument
Moral argument

Books Recommended:

| | |
|---------------------------------------|---|
| Hilary Rodrigues and John S. Harding: | Introduction to Study of Religion |
| 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> |
| 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> |

Semester VI
PHI-RE-6026
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:

| | |
|----------------------|---|
| 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> |
| Sinhha, A. K.: | <i>Outlines of Social Philosophy</i> |

Semester VI
PHI-GE-6016
Philosophy of Religion

Unit-I Religious Concepts

Faith and Revelation
Idea of the Holy
Soul and Immortality

Unit-II Arguments for Existence of God

Ontological
Cosmological
Teleological; Moral

Unit III Theories of Belief in God

Polytheism
Detheism
Monotheism

Unit IV Relation of God and World

Deism
Pantheism
Panentheism

Recommended Books:

Edward, M.: *An Introduction to Philosophy of Religion*
Hick, J.: *Classical and Contemporary Readings in the Philosophy of Religion*
Lotze, H.: *Philosophy of Religion*
Mitchell, B.: *Philosophy of Religion*
Otto, R.: *The Idea of the Holy*
Hick, J.: *The Evil and the God of Love*
Smart, N.: *Religion and Faith*
Sarma, S.: *Religious Philosophy of Rudolf Otto*
Tilich, P.: *Systematic Theology*
Galloway, S.: *The Philosophy of Religion*
Hastings, J. (ed): *Encyclopaedia of Religion and Ethics* (Relevant Articles)

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 |
|--|--|
| Undergraduate Degree with Honours (all disciplines) | <ul style="list-style-type: none">• 14 core papers in that discipline• 2 Ability Enhancement Compulsory Courses• 2 Skill Enhancement Courses (minimum)• 4 Discipline Specific Elective• 4 Generic Elective papers |

**Scheme for Choice Based Credit System (CBCS) in B.A (Honours),
Political Science**

| Type | Core Course 14X6=84 | Ability Enhancement Compulsory Course AECC 2X4=8 | Ability Enhancement Paper SEC 2X4 =8 | Elective: Discipline Specific DSE 4X6=24 | Elective: Generic GE 4X6=24 |
|------------------------|---|--|--|--|---|
| Semester I | POL HC 1016 Understanding Political Theory | ENG-AE-1014 (English/ MIL Communication)/ Environmental Science | | | POL HG 1016 Introduction to Political Theory Or POL HG 1026 Politics of North-east India Or POL HG 1036 Governance: Issues and Challenges |
| | POL HC 1026 Constitutional Government and Democracy in India | | | | |
| Semester II | POL HC 2016 Political Theory- Concepts and Debates | ENV-AE-2014 Environmental Science/ (English/ MIL Communication) | | | POL HG 2016 Indian Government and Politics Or POL HG 2026 Feminism: Theory and Practice Or POL HG 2036 Local Rural and Urban Governance |
| | POL HC 2026 Political Process in India | | | | |

| | | | | | |
|---------------------|---|--|--|--|--|
| Semester III | POL HC 3016 Introduction to Comparative Government and Politics | | POL SE 3014 Parliamentary Procedures and Practices | | POL HG 3016 Comparative Government and Politics |
| | POL HC 3026 Perspectives on Public Administration | | Or | | Or |
| | POL HC 3036 Perspectives on International Relations and World History | | POL SE 3024 Youth and Nation-Building | | POL HG 3026 Gandhi and the Contemporary World Or POL HG 3036 United Nations and Global Conflicts |
| Semester IV | POL HC 4016 Political Processes and Institutions in a Comparative Perspective | | POL SE 4014 Panchayati Raj in Practice Or | | POL HG 4016 Introduction to International Relations Or |
| | POL HC 4026 Public Policy and Administration in India | | POL SE 4024 Citizens and Rights | | POL HG 4026 Understanding Ambedkar Or |
| | POL HC 4036 Global Politics | | | | POL HG 4036 Politics of Globalization |
| Semester V | POL HC 5016 Classical Political Philosophy | | | (ANY TWO) POL HE 5016 Human Rights Or | |

| | | | | | |
|--------------------|---|--|--|--|--|
| | POL HC 5026 Indian Political Thought-I | | | POL HE 5026 Public Policy in India Or POL HE 5036 Understanding Global Politics Or POL HE 5046 Select Constitutions-I | |
| Semester VI | POL HC 6016 Modern Political Philosophy | | | (ANY TWO) POL HE 6016 Human Rights in India Or POL HE 6026 Understanding South Asia Or POL HE 6036 Women, Power and Politics Or POL HE 6046 Select Constitutions-II | |
| | POL HC 6026 Indian Political Thought-II | | | | |

Course Nomenclature for B.A (Honours) Political Science

| Semester -I | Semester-II |
|--|---|
| Core Course 1 POL HC 1016: Understanding Political Theory | Core Course 3 POL HC 2016: Political Theory- Concepts and Debates |
| Core Course 2 POL HC 1026: Constitutional Government and Democracy in India | Core Course 4 POL HC 2026: Political Process in India |
| Ability Enhancement Compulsory Course (English/ MIL Communication)/Environmental Science:ENG-AE-1014 | Ability Enhancement Compulsory Course Environmental Science/ (English/ MIL Communication): ENV-AE-2014 |
| Generic Elective POL HG 1016: Introduction to Political Theory Or POL HG 1026: Politics of North-east India Or POL HG1036: Governance: Issues and Challenges | Generic Elective POL HG 2016: Indian Government and Politics Or POL HG 2026: Feminism: Theory and Practice Or POL HG 2036: Local Rural and Urban Governance |

| Semester- III | Semester-IV |
|--|---|
| Core Course 5 POL HC 3016: Introduction to Comparative Government and Politics | Core Course 8 POL HC 4016: Political Processes and Institutions in a Comparative Perspective |
| Core Course 6 POL HC 3026: Perspectives on Public Administration | Core Course 9 POL HC 4026: Public Policy and Administration in India |
| Core Course 7 POL HC 3036: Perspectives on International Relations and World History | Core Course 10 POL HC 4036: Global Politics |
| Skill Enhancement Course (SEC)-I POL SE 3014: Parliamentary Procedures and Practices Or POL SE 3024: Youth and Nation-Building | Skill Enhancement Course (SEC)-II POL SE 4014: Panchayati Raj in Practice Or POL SE 4024: Citizens and Rights |

| | |
|---|--|
| Generic Elective POL HG 3016: Comparative Government and Politics Or POL HG 3026: Gandhi and the Contemporary World Or POL HG 3036: United Nations and Global Conflicts | Generic Elective POL HG 4016: Introduction to International Relations Or POL HG 4026: Understanding Ambedkar Or POL HG 4036: Politics of Globalization |
|---|--|

| Semester-V | Semester-VI |
|--|---|
| Core Course 11 POL HC 5016: Classical Political Philosophy | Core Course 13 POL HC 6016: Modern Political Philosophy |
| Core Course 12 POL HC 5026: Indian Political Thought-I | Core Course 14 POL HC 6026: Indian Political Thought-II |
| Group – I (Discipline Specific Elective Courses- DSE) (Any Two) | Group II (Discipline Specific Elective Courses- DSE) (Any Two) |
| 1. POL HE 5016: Human Rights | 1. POL HE 6016: Human Rights in India |
| 2. POL HE 5026: Public Policy in India | 2. POL HE 6026: Understanding South Asia |
| 3. POL HE 5036: Understanding Global Politics | 3. POL HE 6036: Women, Power and Politics |
| 4. POL HE 5046: Select Constitutions-I | 4. POL HE 6046: Select Constitutions-II |

***Important Note:**

Marks allotment of Skill Enhancement Course (SEC) papers-

Total Marks: 100

Theory: 50 marks

Practical Component: 50 marks

General modalities for conducting practical have been suggested in each SEC paper. However the institutions can develop their own modality based on their requirements and the resources available.

**CHOICE BASED CREDIT SYSTEM
LIST OF PAPERS AND COURSES
B.A (HONOURS) POLITICAL SCIENCE**

CORE COURSE (14)

POL HC 1016 Paper I- Understanding Political Theory
POL HC 1026 Constitutional Government and Democracy in India
POL HC 2016 Political Theory-Concepts and Debates
POL HC 2026 Political Process in India
POL HC 3016 Introduction to Comparative Government and Politics
POL HC 3026 Perspectives on Public Administration
POL HC 3036 Perspectives on International Relations and World History
POL HC 4016 Political Processes and Institutions in Comparative Perspective
POL HC 4026 Public Policy and Administration in India
POL HC 4036 Global Politics
POL HC 5016 Classical Political Philosophy
POL HC 5026 Indian Political Thought-I
POL HC 6016 Modern Political Philosophy
POL HC 6026 Indian Political Thought-II

Ability Enhancement (Compulsory) Foundation: Two

ENG-AE-1014 Language-MIL/ENGLISH
ENV-AE-2014 Environmental Science

Ability Enhancement-2 (AE Skill Based): Any Two

POL SE 3014 Parliamentary procedures and Practices
POL SE 3024 Youth and Nation-Building
POL SE 4014 Panchayati Raj in Practice
POL SE 4024 Citizens and Rights

Discipline Specific Elective-4 (DSE): Any Four

POL HE 5016 Human Rights
POL HE 5026 Public Policy in India
POL HE 5036 Understanding Global Politics
POL HE 5046 Select Constitutions-I
POL HE 6016 Human Rights in India
POL HE 6026 Understanding South Asia
POL HE 6036 Women, Power and Politics
POL HE 6046 Select Constitutions-II

Generic Elective -4 (Interdisciplinary): Any Four

POL HG 1016 Introduction to Political Theory
POL HG 1026 Politics in North east India
POL HG 1036 Governance: Issues and Challenges
POL HG 2016 Indian Government and Politics
POL HG 2026 Feminism: Theory and Practice
POL HG 2036 Local Governance (Rural and Urban)

POL HG 3016 Comparative Government and Politics
POL HG 3026 Gandhi and the Contemporary World
POL HE 3036 United Nations and Global Conflicts
POL HG 4016 Introduction to International Relations
POL HG 4026 Understanding Ambedkar
POL HG 4036 Politics of Globalization

**CHOICE BASED CREDIT SYSTEM
SYLLABI AND READING LIST
BA (HONOURS) POLITICAL SCIENCE**

CORE COURSE

POL HC 1016: Understanding Political Theory

Course Objective: This course is divided into two sections. Section A introduces the students to the idea of political theory, its history and approaches, and an assessment of its critical and contemporary trends. Section B is designed to reconcile political theory and practice through reflections on the ideas and practices related to democracy.

Course Outcomes:

- To introduce the idea of political theory and various approaches
- To enable the students to assess the contemporary trends of political theory
- To reconcile theory and practice in relation to democracy

I: Introducing Political Theory (30 Lectures)

1. What is Politics: Theorizing the ‘Political’
2. Traditions of Political Theory: Liberal, Marxist
3. Approaches to Political Theory: Normative, Historical and Empirical
4. Critical and Contemporary Perspectives in Political Theory: Feminist and Postmodern

II: Political Theory and Practice (30 Lectures)

The Grammar of Democracy

1. Democracy: The concept and idea
2. Procedural Democracy and its critique
3. Deliberative Democracy
4. Participation and Representation

READING LIST

I: Introducing Political Theory

- Bhargava, R. (2008) ‘What is Political Theory’, in Bhargava, R and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 2-16.
- Bellamy, R. (1993) ‘Introduction: The Demise and Rise of Political Theory’, in Bellamy, R. (ed.) *Theories and Concepts of Politics*. New York: Manchester University Press, pp. 1-14.
- Glaser, D. (1995) ‘Normative Theory’, in Marsh, D. and Stoker, G. (eds.) *Theory and Methods in Political Science*. London: Macmillan, pp. 21-40.
- Sanders, D. (1995) ‘Behavioral Analysis’, in Marsh, D. and Stoker, G. (eds.) *Theory and Methods in Political Science*. London: Macmillan, pp. 58-75.
- Chapman, J. (1995) ‘The Feminist Perspective’, in Marsh, D. and Stoker, G. (eds.) *Theory and Methods in Political Science*. London: Macmillan, pp. 94-114.
- Bhargava, R, ‘Why Do We Need Political Theory’, in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 17-36.

Bannett, J. (2004) 'Postmodern Approach to Political Theory', in Kukathas, Ch. and Gaus, G. F. (eds.) *Handbook of Political Theory*. New Delhi: Sage, pp. 46-54.

Vincent, A. (2004) *The Nature of Political Theory*. New York: Oxford University Press, 2004, pp.19-80.

Mukhopadhyay, A.K. (2019), *An Introduction to Political Theory*, New Delhi: Sage Publications

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.

POL HC 1026 Constitutional Government and Democracy in India

Course objective: This course acquaints students with the constitutional design of state structures and institutions, and their actual working overtime. 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.

Course Outcomes:

- To acquaint students with constitutional design of state structures and institutions
- To understand the conflicts in constitutional provisions
- To make them comprehend the state institutions in relation to extra constitutional environment.

I. The Constituent Assembly and the Constitution (16 lectures)

- a. Philosophy of the Constitution, the Preamble, and Features of the Constitution (8 lectures)
- b. Fundamental Rights and Directive Principles (8 lectures)

II. Organs of Government (20 lectures)

- a. The Legislature: Parliament (6 lectures)
- b. The Executive: President and Prime Minister (8 lectures)
- c. The Judiciary: Supreme Court (6 lectures)

III. Federalism and Decentralization (12 lectures)

- a. Federalism: Division of Powers, Emergency Provisions (8 lectures)
- b. Panchayati Raj and Municipalities (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 Readings:

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.

Chakrabarty, Bidyut. (2017), *Indian Constitution: Text, Context and Interpretation*, New Delhi, Sage Publications

Mellalli, Praveenkumar (2015), *Constitution of India, Professional Ethics and Human Rights*, New Delhi, Sage Publications

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.

A. Sibal, (2010) 'From Niti to Nyaya,' *Seminar*, Issue 615, pp 28-34.

Chakrabarty, Bidyut. (2017), *Indian Constitution: Text, Context and Interpretation*, New Delhi, Sage Publications

Mellalli, Praveenkumar (2015), *Constitution of India, Professional Ethics and Human Rights*, New Delhi, Sage Publications

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. Ramachandran, (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

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

Chakrabarty, B. & Pandey, R.K. (2019), *Local Governance in India*, New Delhi, Sage Publications.

POL HC 2016 Political Theory-Concepts and Debates

Course Objective: This course is divided into two sections. Section A helps the student familiarize with the basic normative concepts of political theory. Each concept is related to a crucial political issue that requires analysis with the aid of our conceptual understanding. This exercise is designed to encourage critical and reflective analysis and interpretation of social practices through the relevant conceptual toolkit. Section B introduces the students to the important debates in the subject. These debates prompt us to consider that there is no settled way of understanding concepts and that in the light of new insights and challenges, besides newer ways of perceiving and interpreting the world around us, we inaugurate new modes of political debates.

Course outcomes:

After reading the course, the students would

- Understand the various concepts in political theory and appreciate how they can be helpful to analyse crucial political issues
- Understand the significance of debates in political theory in exploring multiple perspectives to concepts, ideas and issues.
- Appreciate how these concepts and debates enrich political life and issues surrounding it.

Section A: Core Concepts

I. Importance of Freedom (10 Lectures)

- a) Negative Freedom: Liberty
- b) Positive Freedom: Freedom as Emancipation and Development

Important Issue: Freedom of belief, expression and dissent

II. Significance of Equality (12 lectures)

- a) Formal Equality: Equality of opportunity
- b) Political equality
- c) Egalitarianism: Background inequalities and differential treatment

Important Issue: Affirmative action

III. Indispensability of Justice (12 Lectures)

- a) Procedural Justice
- b) Distributive Justice

Important Issue: Capital punishment

IV. The Universality of Rights (13 Lectures)

- a) Natural Rights
- b) Moral and Legal Rights
- c) Three Generations of Rights

Section B: Major Debates (13 Lectures)

- I. Why should we obey the state? Issues of political obligation and civil disobedience.
- II. Are human rights universal? Issue of cultural relativism.

- III. How do we accommodate diversity in plural society? Issues of multiculturalism and toleration.

READING LIST

Section A: Core Concepts

I. Importance of Freedom

Essential Readings

Riley, Jonathan. (2008) 'Liberty' in Mckinnon, Catriona (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 103-119.

Knowles, Dudley. (2001) *Political Philosophy*. London: Routledge, pp. 69- 132.

Swift, Adam. (2001) *Political Philosophy: A Beginners Guide for Student's and Politicians*. Cambridge: Polity Press, pp. 51-88.

Carter, Ian. (2003) 'Liberty', in Bellamy, Richard and Mason, Andrew (eds.). *Political Concepts*. Manchester: Manchester University Press, pp. 4-15.

Sethi, Aarti. (2008) 'Freedom of Speech and the Question of Censorship', in Bhargava, Rajeev and Acharya, Ashok. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 308-319.

II. Significance of Equality

Swift, Adam. (2001) *Political Philosophy: A Beginners Guide for Student's and Politicians*. Cambridge: Polity Press, pp. 91-132.

Casal, Paula & William, Andrew.(2008) 'Equality', in McKinnon, Catriona. (ed.) *Issues in Political Theory*. New York: Oxford University Press, pp. 149- 165.

Acharya, Ashok. (2008) 'Affirmative Action', in Bhargava, Rajeev and Acharya, Ashok. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 298-307.

III. Indispensability of Justice

Menon, Krishna. (2008) 'Justice', in Bhargava, Rajeev and Acharya, Ashok. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 74-86.

Wolf, Jonathan. (2008) 'Social Justice', in McKinnon, Catriona. (ed.) *Issues in Political Theory*.New York: Oxford University Press, pp. 172-187.

Swift, Adam. (2001) *Political Philosophy: A Beginners Guide for Student's and Politicians*. Cambridge: Polity Press, pp. 9-48.

Knowles, Dudley. (2001) *Political Philosophy*.London: Routledge, pp. 177-238.

McKinnon, Catriona. (ed.) (2008) *Issues in Political Theory*.New York: Oxford University Press, pp. 289-305.

Bedau, Hugo Adam. (2003) 'Capital Punishment', in LaFollette, Hugh (ed.). *The Oxford Handbook of Practical Ethics*.New York: Oxford University Press, pp. 705-733.

IV. The Universality of Rights

Seglow, Jonathan. (2003) 'Multiculturalism' in Bellamy, Richard and Mason, Andrew (eds.). *Political Concepts*. Manchester: Manchester University Press, pp. 156-168.

Tulkdar, P.S. (2008) 'Rights' in Bhargava, Rajeev and Acharya, Ashok. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 88-104.

McKinnon, Catriona. (2003) 'Rights', in Bellamy, Richard and Mason, Andrew. (eds.) *Political Concepts*. Manchester: Manchester University Press, pp. 16-27.

Menlowe, M.A. (1993) 'Political Obligations', in Bellamy Richard.(ed.) *Theories and Concepts of Politics*. New York: Manchester University Press, pp. 174-194.

Amoah, Jewel. (2007) 'The World on Her Shoulders: The Rights of the Girl-Child in the Context of Culture & Identity', in *Essex Human Rights Review*, 4(2), pp. 1-23.

Working Group on the Girl Child (2007), *A Girl's Right to Live: Female Foeticide and Girl Infanticide*, available on [http://www.crin.org/docs/Girl's infanticide CSW 2007.txt](http://www.crin.org/docs/Girl's%20infanticide%20CSW%202007.txt)

Section B: Major Debates

Hyums, Keith. (2008) 'Political Authority and Obligation', in Mckinnon, Catriona. (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 9-26

Martin, Rex. (2003) 'Political Obligation', in Bellamy, Richard and Mason, Andrew. (eds.) *Political Concepts*, Manchester: Manchester University Press, pp. 41-51.

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.

POL HC 2026 Political Process in India

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.

Course outcomes:

- Understand the working of major political institutions in India
- Understand the major debates in Indian politics along the axes of caste, gender, region and religion
- Understand the changing nature of the Indian state and the contradictory dynamics of modern state power

I. Political Parties and the Party System (6 lectures)

Trends in the Party System; From the Congress System to Multi-Party Coalitions

II. Determinants of Voting Behaviour (8 lectures)

Caste, Class, Gender and Religion

III. Regional Aspirations (8 lectures)

The Politics of Secession and Accommodation

IV. Religion and Politics (8 lectures)

Debates on Secularism; Minority and Majority Communalism

V. Caste and Politics (6 lectures)

Caste in Politics and the Politicization of Caste

VI. Affirmative Action Policies (6 lectures)

Women, Caste and Class

VII. The Changing Nature of the Indian State (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.

IV. 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.

V. 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.

VI. 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.

VII. 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.

Manchanda, Rita. (Ed). (2017), *Women and Politics of Peace: South Asia Narratives on Militarisation, Power, and Justice*, New Delhi, Sage Publications

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.

POL HC 3016 Introduction to Comparative Government and Politics

Course objective: This is a foundational course in comparative politics. The purpose is to familiarize students with the basic concepts and approaches to the study of comparative politics. More specifically the course will focus on examining politics in a historical framework while engaging with various themes of comparative analysis in developed and developing countries.

Course Outcomes:

- To make students understand the basic concepts in comparative politics,
- To make students classify the different political systems and historical context of modern governments,
- To enable students to have a comparative analysis of countries related to their political institutions and behaviour.

I. Understanding Comparative Politics (8 lectures)

- a) Nature and scope
- b) Going beyond Eurocentrism

II. Historical context of modern government (16 lectures)

- a) Capitalism: meaning and development: globalization
- b) Socialism: meaning, growth and development
- c) Colonialism and decolonization: meaning, context, forms of colonialism; anti-colonialism struggles and process of decolonization

III. Themes for comparative analysis (24 lectures)

A comparative study of constitutional developments in the following countries: Britain, Brazil, Nigeria and China.

READING LIST

I. Understanding Comparative Politics

Essential Readings:

J. Kopstein, and M. Lichbach, (eds), (2005) *Comparative Politics: Interests, Identities, and Institutions in a Changing Global Order*. Cambridge: Cambridge University Press, pp.1-5; 16-36; 253-290.

M. Mohanty, (1975) 'Comparative Political Theory and Third World Sensitivity', in *Teaching Politics*, Nos. 1 and 2, pp. 22-38

Additional Readings:

A. Roy, (2001) 'Comparative Method and Strategies of Comparison', in *Punjab Journal of Politics*. Vol. xxv (2), pp. 1-15.

J. Blondel, (1996) 'Then and Now: Comparative Politics', in *Political Studies*. Vol. 47 (1), pp. 152-160.

N. Chandhoke, (1996) 'Limits of Comparative Political Analysis', in *Economic and Political Weekly*, Vol. 31 (4), January 27, pp. PE 2-PE2-PE8

II Historical context of modern government

a) Capitalism

Essential Readings:

R. Suresh, (2010) *Economy & Society -Evolution of Capitalism*, New Delhi, Sage Publications, pp. 151-188; 235-268.

G. Ritzer, (2002) 'Globalization and Related Process I: Imperialism, Colonialism, Development, Westernization, Easternization', in *Globalization: A Basic Text*. London: Wiley-Blackwell, pp. 63-84.

Additional Readings:

M. Dobb, (1950) 'Capitalism', in *Studies in the Development of Capitalism*. London: Routledge and Kegan Paul Ltd, pp. 1-32.

E. Wood, (2002) 'The Agrarian origin of Capitalism', in *Origin of Capitalism: A Long View*. London: Verso, pp. 91-95; 166-181.

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. Chiryanandath, (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.

POL HC 3026 Perspectives on 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.

Course Outcomes:

- To enable students to learn the basic concepts related to public administration and its importance,
- To make students learn the major theories of public administration,
- To enable students to have an understanding of public policy and its formulation,
- To familiarize students with the major approaches and recent debates related to field of public administration.

I. Public Administration as a Discipline (15 lectures)

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

II. Theoretical Perspectives (25 lectures)

Classical Theories

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

Neo-Classical Theory

- Human relations theory (Elton Mayo)

Contemporary Theory

- Ecological approach (Fred Riggs)

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

READING LIST

I. Public Administration as a Discipline

a. 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.) *Classicsof Public Administration*, 4th Edition. Forth Worth: Hartcourt Brace, TX, pp. 510-529.

c. 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

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

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

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

Chakrabarty, B. & Chand, P. (2016), *Public Policy: Concepts, Theory and Practice*, New Delhi: Sage Publications

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

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

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

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

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

Good Governance

A. Leftwich, 'Governance in the State and the Politics of Development', in *Development and 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

Singh, Shivani. (2016), *Governance: Issues and Challenges*, New Delhi, Sage Publication

POL HC 3036 Perspectives on International Relations and World History

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.

Course outcomes:

- To make students understand the key theoretical approaches in International relations,
- To familiarize students with the evolution of International state systems and its importance.
- To make students aware of the key theoretical debates in International relations
- To enable students to have an overall understanding of International relations in relation to twentieth century IR history.

I. Studying International Relations (13 Lectures)

- i. How do you understand International Relations: Levels of Analysis (3 lectures)
- ii. History and IR: Emergence of the International State System (5 lectures)
- iii. Treaty of Westphalia and its impact (5 lectures)

II. Theoretical Perspectives (24 Lectures)

- i. Classical Realism & Neo-Realism (7 lectures)
- ii. Liberalism & Neo-liberalism (7 lectures)
- iii. Marxist Approaches (5 lectures)
- iv. Feminist Perspectives (5 lectures)

III. An Overview of Twentieth Century IR History – World War II onwards (23 Lectures)

- i. World War II: Causes and Consequences (4 lectures)
- ii. Cold War: Different Phases (4 lectures)
- iii. Emergence of the Third World (3 lectures)
- iv. Collapse of the USSR and the End of the Cold War (5 lectures)
- v. Post Cold War Developments and Emergence of Other Centres of Power (7 lectures)

READING LIST

Essential Readings:

M. Nicholson, (2002) *International Relations: A Concise Introduction*, New York: Palgrave, pp. 1-4.

R. Jackson and G. Sorensen, (2007) *Introduction to International Relations: Theories and Approches*, 3rd Edition, Oxford: Oxford University Press, pp. 2-7

S. Joshua. Goldstein and J. Pevehouse, (2007) *International Relations*, New York: Pearson Longman, 2007, pp. 29-35

C. Brown and K. Ainley, (2009) *Understanding International Relations*, Basingstoke: Palgrave, pp. 1-16.

Additional Readings:

K. Mingst and J. Snyder, (2011) *Essential Readings in International Relations*, New York: W.W. Norton and Company, pp. 1-15.

M. Smith and R. Little, (eds) (2000) 'Introduction', in *Perspectives on World Politics*, New York: Routledge, 2000, 1991, pp. 1-17.

J. Baylis and S. Smith (eds), (2008) *The Globalization of World Politics: An Introduction to International Relations*, New York: Oxford University Press, pp. 1-6.

R. Mansbach and K. Taylor, (2008) *Introduction to Global Politics*, New York: Routledge, pp. 2-32.

Rumki Basu, (ed)(2012) *International Politics: Concepts, Theories and Issues* New Delhi, Sage.

History and IR: Emergence of the International State System:

Essential Readings:

R. Mansbach and K. Taylor, (2012) *Introduction to Global Politics*, New York: Routledge, pp. 33-68.

K. Mingst, (2011) *Essentials of International Relations*, New York: W.W. Norton and Company, pp. 16-63.

P. Viotti and M. Kauppi, (2007) *International Relations and World Politics: Security, Economy, Identity*, Pearson Education, pp. 40-85.

Additional Readings:

J. Baylis, S. Smith and P. Owens, (2008) *The Globalization of World Politics: An Introduction to International Relations*, New York: Oxford University Press, pp. 36-89

R. Mansbach and K. Taylor, (2008) *Introduction to Global Politics*, New York: Routledge, pp. 70-135.

J Goldstein and J. Pevehouse, (2007) *International Relations*, New York: Pearson Longman, pp. 50-69.

E. Hobsbawm, (1995) *Age of Extremes: The Short Twentieth Century 1914-1991*, Vikings.

S. Lawson, (2003) *International Relations*, Cambridge: Polity Press, pp. 21-60.

How do you Understand IR (Levels of Analysis):

Essential Readings:

J. Singer, (1961) 'The International System: Theoretical Essays', *World Politics*, Vol. 14(1), pp. 77-92.

B. Buzan, (1995) 'The Level of Analysis Problem in International Relations Reconsidered,' in K. Booth and S. Smith, (eds), *International Relations Theory Today*, Pennsylvania: The Pennsylvania State University Press, pp. 198-216.

Additional Readings:

K. Mingst, (2011) *Essentials of International Relations*, New York: W.W. Norton and Company, pp. 93-178.

J. Goldstein and J. Pevehouse, (2007) *International Relations*, New York: Pearson Longman, pp. 35-49.

K. Waltz, (1959) *Man, The State and War*, Columbia: Columbia University Press.

Theoretical Perspectives:

Classical Realism and Neorealism

Essential Readings:

E. Carr, (1981) *The Twenty Years Crisis, 1919-1939: An Introduction to the Study of International Relations*, London: Macmillan, pp. 63-94.

H. Morgenthau, (2007) 'Six Principles of Political Realism', in R. Art and R. Jervis, *International Politics*, 8th Edition, New York: Pearson Longman, pp. 7-14.

T. Dunne and B. Schmidt, (2008) 'Realism', in J. Baylis and S. Smith (eds), *The Globalization of World Politics: An Introduction to International Relations*, New York: Oxford University Press, pp. 90-107.

K. Waltz, (2007) 'The Anarchic Structure of World Politics', in R. Art and R. Jervis, *International Politics*, 8th Edition, New York: Pearson Longman, pp. 29-49.

Additional Readings:

M. Nicholson, (2002) *International Relations: A Concise Introduction*, New York: Palgrave, pp. 6-7.

H. Bull, (2000) 'The Balance of Power and International Order', in M. Smith and R. Little (eds), *Perspectives on World Politics*, New York: Routledge, pp. 115-124.

Liberalism and Neoliberalism

Essential Readings:

T. Dunne, (2008) 'Liberalism', in J. Baylis and S. Smith (eds.), *The Globalization of World Politics: An Introduction to International Relations*, New York: Oxford University Press, pp. 108-123.

R. Keohane and J. Nye, (2000) 'Transgovernmental Relations and the International Organization', in M. Smith and R. Little (eds.), *Perspectives on World Politics*, New York: Routledge, pp. 229-241.

Additional Readings:

J. Goldstein and J. Pevehouse, (2007) *International Relations*, New York: Pearson Longman, pp. 127-137.

R. Jackson and G. Sorensen, (2007) *Introduction to International Relations: Theories and Approaches*, 3rd Edition, Oxford: Oxford University Press, pp. 97-128.

Rumki Basu, (ed)(2012) *International Politics: Concepts, Theories and Issues* New Delhi, Sage.

Marxist Approaches

Essential Readings:

I. Wallerstein, (2000) 'The Rise and Future Demise of World Capitalist System: Concepts for Comparative Analysis', in Michael Smith and Richard Little (eds), *Perspectives on World Politics*, New York: Routledge, pp. 305-317.

S. Hobden and R. Jones, (2008) 'Marxist Theories of International Relations' in J. Baylis and S. Smith (eds), *The Globalization of World Politics: An Introduction to International Relations*,

New York: Oxford University Press, pp. 142-149; 155-158.

J. Goldstein and J. Pevehouse, (2007) *International Relations*, New York: Pearson Longman, pp. 494-496; 500-503.

Additional Readings:

J. Galtung, (2000) 'A Structural Theory of Imperialism', in M. Smith and R. Little, (eds), *Perspectives on World Politics*, New York: Routledge, pp. 292-304.

A. Frank, (1966) 'The Development of Underdevelopment' *Monthly Review*, pp. 17-30.

P. Viotti and M. Kauppi (2007), *International Relations and World Politics: Security, Economy, Identity*, Pearson Education, pp. 40-85.

Modern History Sourcebook: Summary of Wallerstein on World System Theory, Available at <http://www.fordham.edu/halsall/mod/Wallerstein.asp>, Accessed: 19.04.2013

Feminist Perspectives

Essential Readings:

J. Tickner, (2007) 'A Critique of Morgenthau's Principles of Political Realism', in R. Art and R. Jervis, *International Politics*, 8th Edition, New York: Pearson Longman, pp. 15-28.

F. Halliday, (1994) *Rethinking International Relations*, London: Macmillan, pp. 147-166.

Additional Readings:

M. Nicholson, *International Relations: A Concise Introduction*, New York: Palgrave, 2002, pp. 120-122.

J. Goldstein and J. Pevehouse, (2007) *International Relations*, New York: Pearson Longman, pp. 138-148.

S. Smith and P. Owens, (2008) 'Alternative Approaches to International Theory' in J. Baylis and S. Smith (eds), *The Globalization of World Politics: An Introduction to International Relations*, New York: Oxford University Press, pp. 181-184.

World War II: Causes and Consequences

Taylor, A.J.P. (1961) *The Origins of the Second World War*. Harmondsworth: Penguin, pp.29-65.

Carruthers, S.L. (2005) 'International History, 1900-1945' in Baylis, J. and Smith, S. (eds.) (2008)

The Globalization of World Politics. An Introduction to International Relations.4th edn. Oxford: Oxford University Press, pp. 76-84.

Cold War: Different Phases

Calvocoressi, P. (2001) *World Politics: 1945—2000*. Essex: Pearson, pp. 3-91.

Scott, L. (2005) 'International History, 1945-1990' in Baylis, J. and Smith, S. (eds.) (2008) *The Globalization of World Politics. An Introduction to International Relations*.4th edn. Oxford: Oxford University Press, pp. 93-101.

Hobsbawm, E. (1995) *Age of Extreme: The Short Twentieth Century, 1914—1991*. London: Abacus, pp. 225-226.

Emergence of the Third World

Hobsbawm, E. (1995) *Age of Extreme: The Short Twentieth Century, 1914—1991*. London: Abacus, pp. 207-222.

Collapse of the USSR and the End of the Cold War

Scott, L. (2005) 'International History, 1945-1990' in Baylis, J. and Smith, S. (eds.) (2008) *The Globalization of World Politics An Introduction to International Relations*.4th edn. Oxford: Oxford University Press, pp. 93-101.

Post Cold War Developments and Emergence of Other Power Centres of Power:

Japan, 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

Gill, S. (2005) 'Contradictions of US Supremacy' in Panitch, L. and Leys, C. (eds.) *Socialist Register: The Empire Reloaded*. London: Merlin Press. 2004, London, Merlin Press and New York, Monthly Review Press. *Socialist Register*, pp.24-47.

Therborn, G. (2006) 'Poles and Triangles: US Power and Triangles of Americas, Asia and Europe' in Hadiz, V.R. (ed.) *Empire and Neo Liberalism in Asia*. London: Routledge, pp.23-37.

POL HC 4016 Political Processes and Institutions in Comparative Perspective

Course objective: In this course students will be trained in the application of comparative methods to the study of politics. The course is comparative in both what we study and how we study. In the process the course aims to introduce undergraduate students to some of the range of issues, literature, and methods that cover comparative politics.

Course Outcomes:

- To understand, comprehend and analyse the complex nature and functioning of the political systems, political institutions and corresponding issues to these both in a country specific case of India and cross-country perspectives.
- To demonstrate critical thinking about key issues of political system of different forms, political process and public policy.
- To use the contents and sub-units of the course as yardsticks for comparing these political systems and processes.

I. Approaches to Studying Comparative Politics (8 lectures)

- a. Political Culture
- b. New Institutionalism

II. Electoral System (8 lectures)

Definition and procedures: Types of election system (First Past the Post and Proportional Representation)

III. Party System (8 lectures)

Historical contexts of emergence of the party system and types of parties

IV. Nation-state (8 lectures)

What is nation–state?

Historical evolution in Western Europe and postcolonial contexts

‘Nation’ and ‘State’: debates

V. Democratization (8 lectures)

Process of democratization in postcolonial, post- authoritarian and post-communist Countries

VI. Federalism (8 lectures)

- Historical context of Federation and Confederation: debates around territorial division of power.

READING LIST

I: Approaches to Studying Comparative Politics

Essential Readings:

M. Pennington, (2009) ‘Theory, Institutional and Comparative Politics’, in J. Bara and Pennington. (eds.) *Comparative Politics: Explaining Democratic System*. Sage Publications, New Delhi, pp. 13-40.

M. Howard, (2009) 'Culture in Comparative Political Analysis', in M. Lichback and A. Zuckerman, pp. 134- S. (eds.) *Comparative Political: Rationality, Culture, and Structure*. Cambridge: Cambridge University Press.

B. Rosamond, (2005) 'Political Culture', in B. Axford, et al. *Politics*, London: Routledge, pp. 57-81.

Additional Readings:

P. Hall, Taylor and C. Rosemary, (1996) 'Political Science and the Three New Institutionalism', *Political Studies*. XLIV, pp. 936-957.

L. Rakner, and R. Vicky, (2011) 'Institutional Perspectives', in P. Burnell, et al. (eds.) *Political in the Developing World*. Oxford: Oxford University Press, pp. 53-70.

II: Electoral System

Essential Readings:

A. Heywood, (2002) 'Representation, Electoral and Voting', in *Politics*. New York: Palgrave, pp. 223-245.

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, isa 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.

POL HC 4026 Public Policy and Administration in India

Objectives: 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.

Course Outcomes:

- Be familiarised with and gain knowledge about the processes of public policy making in India and their significance in administering the state.
- Develop the ability to assess the functioning of the government and the administration in ensuring a citizen centric welfare administration in India.

I. Public Policy (10 lectures)

- a. Definition, characteristics and models
- b. Public Policy Process in India with special reference to NITI Ayog

II. Decentralization (10 lectures)

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

III. Budget (12 lectures)

- a. Concept and Significance of Budget
- b. Budget Cycle in India
- c. Types of Budgeting
 - i. Performance budgeting
 - ii. Zero based budgeting
 - iii. Gender budgeting

IV. Citizen and Administration Interface (15 lectures)

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

V. Social Welfare Administration (20 lectures)

- a. Concept and Approaches of Social Welfare
- b. Social Welfare Policies: their objectives, debates and significance
 - **Education:** Right to Education,
 - **Health:** National Health Mission,
 - **Food:** Right to Food Security
 - **Employment:** MGNREGA

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

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
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

POL HC 4036 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 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.

Course Outcomes:

- To enable students to understand how to approach a wide range of important global political and economic policy problems and participate in public policy debates on the crucial issues facing the world today.
- To have knowledge of the essential theoretical assumptions underlying globalisation's conceptual frameworks and their relationships to policy interventions.
- To demonstrate elementary knowledge of major issues and subject-matters surrounding globalisation that decides the international relations- *political, economic and security relations*- among the nations.

I. Globalization: Conceptions and Perspectives (23 lectures)

- a. Understanding Globalization and its Alternative Perspectives (6 lectures)
- b. Political debates on Sovereignty and Territoriality (3 lectures)
- c. Global Economy: Its Significance and Anchors of Global Political Economy: IMF, World Bank, WTO, TNCs (8 lectures)
- d. Cultural and Technological Dimension (3 lectures)
- e. Global Resistances with special reference to World Social Forum (3 lectures)

II. Contemporary Global Issues (18 lectures)

- a. Ecological Issues: Historical overview of International Environmental Agreements, Climate Change, Global Commons Debate (7 lectures)
- b. Proliferation of Nuclear Weapons (3 lectures)
- c. International Terrorism: Non-State Actors and State Terrorism; Post 9/11 developments (5 lectures)
- d. Migration (3 lectures)

III. Global Shifts (7 lectures)

European Union and ASEAN

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.
Jindal, N. & Kumar, K. (2018), *Global Politics: Issues and Perspectives*, New Delhi, Sage Publications

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.

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 Rienner, 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.

Jindal, N. & Kumar, K. (2018), *Global Politics: Issues and Perspectives*, New Delhi, Sage Publications

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: Houghton-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.

POL HC 5016 Classical Political Philosophy

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

Course Outcomes:

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

I. Text and Interpretation (8 lectures)

Significance of Interpretation

Interpretation: Different Perspectives

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

II. Antiquity

Plato (8 lectures)

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

Presentation theme: Critique of Democracy

Aristotle (8 lectures)

Forms, Virtue, Citizenship, Justice and State

Presentation theme: Classification of governments

III. Interlude:

Machiavelli (8 lectures)

Virtu, Religion, Republicanism

Presentation themes: morality and statecraft

IV. Possessive Individualism

Hobbes (8 lectures)

Human nature, State of Nature, Social Contract, State

Presentation themes: State of nature; social contract

Locke (8 lectures)

Laws of Nature, Natural Rights, Property,

Presentation theme: Natural rights

READING LIST

I. Text and Interpretation

Essential Readings:

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

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

Additional Readings:

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

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

II. Antiquity:

Plato

Essential Readings:

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

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

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

Additional Readings:

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

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

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

Aristotle

Essential Readings:

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

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

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

Additional Readings:

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

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

III. Interlude:

Machiavelli

Essential Readings:

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

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

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

Additional Reading:

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

IV. Possessive Individualism

Hobbes

Essential Readings:

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

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

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

Additional Readings:

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

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

Locke

Essential Readings:

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

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

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

Additional Readings:

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

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

POL HC 5026 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 Outcomes:

- To underline themes and issues in political traditions of pre-colonial India.
- To compare and contrast positions of different political traditions those were present in pre-colonial India.
- To evaluate the relevance of political thought of pre-colonial India for contemporary politics.

I. Traditions of Pre-colonial Indian Political Thought (8 lectures)

- a. Brahmanic and Shramanic
- b. Islamic and Syncretic.

II. Ved Vyasa (Shantiparva): Rajadharma (5 lectures)

III. Manu: Social Laws (6 lectures)

IV. Kautilya: Theory of State (7 lectures)

V. Aggannasutta (Digha Nikaya): Theory of kingship (5 lectures)

VI. Barani: Ideal Polity (6 lectures)

VII. Abul Fazal: Monarchy (6 lectures)

VIII. 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
- G. Pandey, (1978) *Sraman Tradition: Its History and Contribution to Indian Culture*, Ahmedabad: L. D. Institute of Indology, pp. 52-73.
- S. Saberwal, (2008) 'Medieval Legacy', in *Spirals of Contention*, New Delhi: Routledge, pp.1- 31

II. Ved Vyasa (Shantiparva): Rajadharma

Essential Readings:

The Mahabharata (2004), Vol. 7 (Book XI and Book XII, Part II), Chicago and London: University of Chicago Press.

V. Varma, (1974) *Studies in Hindu Political Thought and Its Metaphysical Foundations*, Delhi: Motilal Banarsidass, pp. 211- 230.

B. Chaturvedi, (2006) 'Dharma-The Foundation of Raja-Dharma, Law and Governance', in *The Mahabharata: An Inquiry in the Human Condition*, Delhi: Orient Longman, pp. 418- 464.

IV. Manu: Social Laws

Essential Readings:

Manu, (2006) 'Rules for Times of Adversity', in P. Olivelle, (ed. &trans.) *Manu's Code of Law: A Critical Edition and Translation of the Manava- Dharamsastra*, New Delhi: OUP, pp. 208-213.

V. Mehta, (1992) 'The Cosmic Vision: Manu', in *Foundations of Indian Political Thought*, Delhi: Manohar, pp. 23- 39.

R. Sharma, (1991) 'Varna in Relation to Law and Politics (c 600 BC-AD 500)', in *Aspects of Political Ideas and Institutions in Ancient India*, Delhi: Motilal Banarsidass, pp. 233- 251.

P. Olivelle, (2006) 'Introduction', in *Manu's Code of Law: A Critical Edition and Translation of the Manava –Dharmasastra*, Delhi: Oxford University Press, pp. 3- 50.

V. Kautilya: Theory of State

Essential Readings:

Kautilya, (1997) 'The Elements of Sovereignty' in R. Kangle (ed. and trns.), *Arthashastra of Kautilya*, New Delhi: Motilal Publishers, pp. 511- 514.

V.Mehta, (1992) 'The Pragmatic Vision: Kautilya and His Successor', in *Foundations of Indian Political Thought*, Delhi: Manohar, pp. 88- 109.

R. Kangle, (1997) *Arthashastra of Kautilya-Part-III: A Study*, Delhi: Motilal Banarsidass, rpt., pp. 116- 142.

Additional Reading:

J. Spellman, (1964) 'Principle of Statecraft', in *Political Theory of Ancient India: A Study of Kingship from the Earliest time to Ceirca AD 300*, Oxford: Clarendon Press, pp. 132- 170.

VI. Agganna Sutta (Digha Nikaya): Theory of Kingship

Essential Readings:

S. Collins, (ed), (2001) *Agganna Sutta: An Annotated Translation*, New Delhi: Sahitya Academy, pp. 44-49.

S. Collins, (2001) 'General Introduction', in *Agganna Sutta: The Discussion on What is Primary (An Annotated Translation from Pali)*, Delhi: Sahitya Akademi, pp. 1- 26.

B. Gokhale, (1966) 'The Early Buddhist View of the State', in *The Journal of Asian Studies*, Vol. XXVI, (1), pp. 15- 22.

Additional Reading:

L. Jayasurya, 'Budhism, Politics and Statecraft', Available at ftp.buddhism.org/Publications/.../Voll1_03_Laksiri%20Jayasuriya.pdf, Accessed: 19.04.2013.

VII. Barani: Ideal Polity

Essential Reading:

I. Habib, (1998) 'Ziya Barni's Vision of the State', in *The Medieval History Journal*, Vol. 2, (1), pp. 19- 36.

Additional Reading:

M. Alam, (2004) 'Sharia Akhlaq', in *The Languages of Political Islam in India 1200- 1800*, Delhi: Permanent Black, pp. 26- 43

VIII. Abul Fazal: Monarchy**Essential Readings:**

A. Fazl, (1873) *The Ain-i Akbari* (translated by H. Blochmann), Calcutta: G. H. Rouse, pp. 47-57.

V. Mehta, (1992) 'The Imperial Vision: Barni and Fazal', in *Foundations of Indian Political Thought*, Delhi: Manohar, pp. 134- 156.

Additional Readings:

M. Alam, (2004) 'Sharia in Naserean Akhlaq', in *Languages of Political Islam in India 1200- 1800*, Delhi: Permanent Black, pp. 46- 69.

I. Habib, (1998) 'Two Indian Theorist of The State: Barani and Abul Fazal', in *Proceedings of the Indian History Congress*. Patiala, pp. 15- 39.

IX. Kabir: Syncreticism**Essential Readings:**

Kabir. (2002) *The Bijak of Kabir*, (translated by L. Hess and S. Singh), Delhi: Oxford University Press, No. 30, 97, pp. 50- 51 & 69- 70.

V.Mehta, (1992) *Foundation of Indian Political Thought*, Delhi: Manohar, pp. 157- 183.

G. Omvedt, (2008) 'Kabir and Ravidas, Envisioning Begumpura', in *Seeking Begumpura: The Social Vision of Anti Caste Intellectual*, Delhi: Navayana, pp. 91- 107.

Additional Reading:

L. Hess and S. Singh, (2002) 'Introduction', in *The Bijak of Kabir*, New Delhi: Oxford University Press, pp. 3- 35.

POL HC 6016 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.

Course Outcome:

- To interpret ideas underlying traditions in modern political philosophy
- To analyze the debates and arguments of leading political philosophers of different philosophical traditions
- To appraise the relevance of modern political philosophy in understanding contemporary politics

I. Modernity and its discourses (8 lectures)

Modernity: Concept (3 lectures)

Discourses on Modernity (5 lectures)

II. Romantics (16 lectures)

a. Jean Jacques Rousseau (8 Lectures)

Presentation themes: General Will

b. Mary Wollstonecraft (8 Lectures)

Presentation theme: Women and paternalism

III. Liberal socialist (8 lectures)

John Stuart Mill

Presentation theme: Liberty

IV. Radicals (16 lectures)

a. Karl Marx (8 Lectures)

Presentation theme: Class Struggle

b. Alexandra Kollontai (8 Lectures)

Presentation theme: 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 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.

POL HC 6026 Indian Political Thought-II

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

Course Outcomes:

- To underline themes and issues in political thought of modern India.
- To compare and contrast positions of leading political thinkers in India on issues those are constitutive of modern India.
- To assess the relevance of political thought of modern India in understanding contemporary politics.

I. Introduction to Modern Indian Political Thought (4 lectures)

II. Rammohan Roy: Rights (4 lectures)

III. Pandita Ramabai: Gender (4 lectures)

IV. Vivekananda: Ideal Society (5 lectures)

V. Gandhi: Swaraj (5 lectures)

VI. Ambedkar: Social Justice (5 lectures)

VII. Tagore: Critique of Nationalism (4 lectures)

VIII. Iqbal: Community (5 lectures)

IX. Savarkar: Hindutva (4 lectures)

X. Nehru: Secularism (4 lectures)

XI. 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.

Chakrabarty, B. & Pandey, R.K. (2009), *Modern Indian Political Thought: Text and Context*, New Delhi, Sage Publications

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.

Chakrabarty, B. & Pandey, R.K. (2009), *Modern Indian Political Thought: Text and Context*, New Delhi, Sage Publications

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

Chakrabarty, B. & Pandey, R.K. (2009), *Modern Indian Political Thought: Text and Context*, New Delhi, Sage Publications

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.

ABILITY ENHANCEMENT- (SKILL BASED)

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,
'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 Secretariat
- 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.

POL SE 3024 Youth and Nation-Building

Course objectives:

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 SE 4014: Panchayati Raj in Practice

Course objective: This course acquaints students with the Panchayati Raj Institutions and their actual working. It further encourages a study of PRIs in their mutual interaction and their interaction with the people.

Course outcomes:

- This paper will help students understand the importance of grassroots political institutions in empowering people.
- This paper will highlight the complex challenges faced by PRIs in India and mechanisms involved to make it more participatory and inclusive in nature.

I. Strengthening Democratic Functioning of the Panchayats (16 lectures)

- a. Participation at village level, action plan and participatory method
- b. Need assessment and Micro Planning
- c. Devolution

II. Panchayat Finances and Accounting (16 lectures)

- a. Constitutional Provisions on Panchayat Finances
- b. Fiscal Decentralisation and Audit system
- c. Social Audit

III. Problems and Needs of Disadvantaged Groups and their Participation (16 lectures)

- a. Women
- b. Scheduled Tribes, Scheduled Casts and Minorities
- c. Panchayat Extension to Scheduled Areas (PESA) Act

Modalities for Practical Component: Project Report/Field Study Report based on any activity i.e. visit to Panchayat / local self bodies, local peoples' participation in the political system etc.

READING LIST

- 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
- M. John, (2007) 'Women in Power? Gender, Caste and Politics of Local Urban Governance', in *Economic and Political Weekly*, Vol. 42(39)
- 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
- M.Venkataramangaiya and M.Pattabhiram- *Local Government in India*, Allied Publishers-1969
- SR Maheswari, *Local Government in India*, Lakshmi Narain Agarwal, 2008.
- Bidyut Chakraborty and Rajendra Kumar Pandey, *Modern Indian Political Thought – Text and Context*, Sage, New Delhi, 2009.

Niraja Gopal Jayal and others, Local Governance in India – Decentralisation and Beyond, Oxford University Press, 2006.

Subrata K. Mitra. 2001. Making local government work: Local elites, panchayati raj and governance in India,

Atul Kohli (Ed.). The Success of India's Democracy. Cambridge: Cambridge University Press.

Ghosh , Buddhadeb & Girish Kumar-State Politics and Panchayats In India New Delhi: Manohar Publishers, 2003

Sudhakar , V. New Panchayati Raj System: Local Self-Government Community Development -Jaipur: Mangal Deep Publications, 2002.

Biju, M.R.- Decentralisation: an Indian experience, Jaipur: National Pub., 2007

POL SE 4024 Citizens and Rights

Course objective:

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

Course outcomes:

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

I. Equality and non-discrimination (12 lectures)

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

II. Empowerment (12 lectures)

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

III. Redistribution, recognition and livelihood (12 lectures)

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

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

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

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

READING LIST

I. Equality and non-discrimination

Essential Readings:

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

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

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

- P. Mathew, (2004) *The Minimum Wages Act, 1948*, New Delhi: Indian Social Institute.
- K. Sankaran, (2008) 'Labour Laws and the World of Work', in K. Sankaran and U. Singh (eds.) *Towards Legal Literacy*, New Delhi: Oxford University Press, Pp.119-131.
- K. Saxena, (2011) 'Dalits', in M. Mohanty et al., *Weapon of the Oppressed, Inventory of People's Rights in India*. Delhi: Danish Books, Pp.15-38
- K. Saxena, (2011) 'Adivasis', in M. Mohanty et al., *Weapon of the Oppressed, Inventory of People's Rights in India*, Delhi: Danish Books, Pp.39-65.
- S. Durrany, (2006) *The Protection of Women From Domestic Violence Act 2005*, New Delhi: Indian Social Institute.
- V. Kumari, (2008) 'Offences Against Women', in K. Sankaran and U. Singh (eds.) *Towards Legal Literacy*, New Delhi: Oxford University Press.
- P. D. Mathew,(2004)*The Measure to Prevent Sexual Harassment of Women in Work Place*. New Delhi: Indian Social Institute.
- D. Srivastva, (2007) 'Sexual Harassment and Violence against Women in India: Constitutional and Legal Perspectives', in C. Kumar and K. Chockalingam (eds) *Human Rights, Justice, and Constitutional Empowerment*, Delhi: Oxford University Press.

II. Empowerment

Essential Readings:

- N. Kurian, (2011) 'Consumers', in M. Mohanty et al., *Weapon of the Oppressed, Inventory of People's Rights in India*. Delhi: Danish Books.
- S. Naib, (2013) 'Right to Information Act 2005', in *The Right to Information in India*, New Delhi: Oxford University Press, Available at http://www.humanrightsinitiative.org/publications/rti/guide_to_use_rti_act_2005_English2012_light_Aspire.pdf Accessed: 19.04.2013.
- A. Roberts, (2010) 'A Great and Revolutionary Law? The First Four Years of India's Right to Information Act', *Public Administration Review*. Volume 70, Issue 6, pp. 925–933.
- SAHRDC, (2006) 'Consumer Rights', in *Introducing Human Rights*, Oxford University Press, pp. 118-134.

III. Redistribution, Recognition and livelihood

Essential Readings:

- M. Sarin and O. Baginski, (2010) *India's Forest Rights Act -The Anatomy of a Necessary but Not Sufficient Institutional Reform*, Department for International Development. Available at www.ippg.org.uk (Accessed: 10.04.2013).
- J. Dreze, Dey and Khera, (2008) *Employment Guarantee Act, A Primer*, New Delhi: National Book Trust (Also available in Hindi).

Additional Readings:

- K. Chaubey, (2013) 'Do Pragatisheel Kanoonon ki Dastan: Rajya, Jan Andolan aur Pratirdoh', *Pratiman: Samay, Samaj, Sanskriti*, CSDS- Vani Prakashn, pp. 149-177.
- S. Dahiwal, (2009) 'Khairlanji: Insensitivity of Mahar Officers', *Economic and Political Weekly*, Vol. 44 (31), pp. 29-33.
- J. Kothari, (2005) 'Criminal Law on Domestic Violence', *Economic and Political Weekly*, Vol. 40(46), pp. 4843-4849.
- H. Mander, and A. Joshi, *The Movement for Right to Information in India, People's Power for the Control of Corruption*. Available at <http://www.rti.gateway.org.in/Documents/References/English/Reports/12.%20An%20article%20on%20RTI%20by%20Harsh%20Mander.pdf> , Accessed: 10.04.2013.
- P. Mathew, and P. Bakshi, (2005) 'Indian Legal System', New Delhi: Indian Social Institute.

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

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

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

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

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

Accessed: 10.04.2013.

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

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

IV. Laws relating to criminal justice administration

Essential Readings:

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

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

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

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

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

DISCIPLINE SPECIFIC ELECTIVE

POL HE 5016 Human Rights

Course Outcomes:

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

Unit I: Introduction to Human Rights (14 lectures)

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

Unit II: Approaches and perspectives (13 lectures)

- Universal Approach
- Cultural Relativist Approach
- Marxian Perspective

Unit III: Human Rights and UNO (16 lectures)

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

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

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

READING LIST

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

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

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

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

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

POL HE 5026 Public Policy in India

Course Objective: This course provides a theoretical and practical understanding of the concepts and methods that can be employed in the analysis of public policy. It uses the methods of political economy to understand policy as well as understand politics as it is shaped by economic changes. The course will be useful for students who seek an integrative link to their understanding of political science, economic theory and the practical world of development and social change.

Course Outcomes:

- To be familiarised with and gain knowledge about the processes of public policy making in India
- To assess the functioning of the government and the administration in ensuring a citizen centric welfare administration in India.

I. Introduction to Policy Analysis (12 Lectures)

II. The Analysis of Policy in the Context of Theories of State (12 Lectures)

III. Political Economy and Policy: Interest Groups and Social Movements. (12 Lectures)

IV. Models of Policy Decision-Making (12 Lectures)

V. Ideology and Policy: Nehruvian Vision, Economic Liberalisation and recent developments (12 Lectures)

READING LIST

Essential Readings I. Introduction to Policy Analysis

Jenkins, B. (1997) 'Policy Analysis: Models and Approaches' in Hill, M. (1997) *The Policy Process: A Reader* (2nd Edition). London: Prentice Hall, pp. 30-40.

Dye, T.R. (2002) *Understanding Public Policy*. Tenth Edition. Delhi: Pearson, pp.1-9, 32-56 and 312-329.

Sapru, R.K.(1996) *Public Policy : Formulation, Implementation and Evaluation*. New Delhi: Sterling Publishers, pp. 26-46.

IGNOU.*Public Policy Analysis*.MPA-015. New Delhi: IGNOU, pp. 15-26 and 55-64.

Wildavsky, A.(2004), ' Rescuing Policy Analysis from PPBS' in Shafritz, J.M. & Hyde, A.C. (eds.) *Classics of Public Administration*.5th Edition. Belmont: Wadsworth, pp.271-284.

II. The Analysis of Policy in the Context of Theories of State

Dunleavy, P. and O'Leary, B. (1987) *Theories of the State*. London: Routledge.

McClelland, G. (1997) 'The Evolution of Pluralist Theory' in Hill, M. (ed.) *The Policy Process: A Reader*. 2nd Edition. London: Prentice Hall, pp. 53-61.

Simmie, J. & King, R. (eds.) (1990) *The State in Action: Public Policy and Politics*. London: Printer Publication, pp.3-21 and 171-184.

Skocpol, T. et al (eds.) (1985) *Bringing the State Back In*. Cambridge: Cambridge University Press, pp. 3-43 and 343-366.

Dye, T.R. (2002) *Understanding Public Policy*.10th Edition. Delhi: Pearson, pp.11-31.

I. Political Economy and Policy: Interest Groups and Social Movements.

Lukes, S. (1986) *Power*. Basil: Oxford , pp. 28-36.

Lukes, S. (1997) 'Three Distinctive Views of Power Compared', in Hill, M. (ed.), *The Policy Process: A Reader*. 2nd Edition. London: Prentice Hall, pp. 45-52.

Giddens, A. (1998) *The Third Way: The Renewal of Social Democracy*. Cambridge: Polity Press, pp. 27-64 and 99-118.

IV. Models of Policy Decision-Making

Hogwood, B. & Gunn, L. (1984) *Policy Analysis for the Real World*.U.K: Oxford University Press, pp. 42-62.

Sabatier, P.L. & Mazmanian, D. (1979) 'The Conditions of Effective Policy Implementation', in *Policy Analysis*, vol. 5, pp. 481-504.

Smith, G. & May, D. (1997) 'The Artificial Debate between Rationalist and Incrementalist Models of Decision-making', in Hill, M.*The Policy Process: A Reader*. 2nd Edition. London: Prentice Hall, pp. 163-174.

IGNOU.*Public Policy Analysis*. MPA-015, New Delhi: IGNOU, pp. 38-54.

Henry, N.(1999) *Public Administration and Public Affairs*. New Jersey: Prentice Hall, pp. 346-368.

V. Ideology and Policy: Nehruvian Vision, Economic Liberalisation and recent developments

Basu Rumki (2015) *Public Administration in India Handates, Performance and Future Perspectives*, New Delhi, Sterling Publishers

Self, P. (1993) *Government by the Market?The Politics of Public Choice*. Basingstoke: MacMillan, pp. 1-20,70-105,113-146,198-231 and 262-277.

Girden,E.J.(1987) 'Economic Liberalisation in India: The New Electronics Policy' in *Asian Survey*.California University Press.Volume 27, No.11. Available at - www.jstor.org/stable/2644722.

POL HE 5036 Understanding Global Politics

Course Objectives: This course aims to provide students a basic yet interesting and insightful way of knowing and thinking about the world around them. It is centred around three sets of basic questions starting with what makes the world what it is by instructing students how they can conceptualize the world and their place within it. The second module focuses on the basic fault lines that drives the world apart and the last one is designed to help students explore how and why they need to think about the 'world' as a whole from alternate vantage points.

Course Outcomes:

- To describe the key concepts underlying the idea of world order and their historical evolution.
- To comprehend diverse approaches to understand global political and economic problems.
- To demonstrate relevance of international actors in understanding world politics.

I. What Makes the World, What it is? (30 lectures)

- a. The Sovereign State System** (10 lectures)
 - i. Evolution of the state system
 - ii. The concept of Sovereignty
- b. The Global Economy** (13 lectures)
 - i. Discussing the Bretton Woods Institutions and WTO
 - ii. Ideological underpinnings
 - iii. Transnational Economic Actors
- c. Identity and Culture** (7 lectures)

II. What Drives the World Apart? (10 lectures)

- a. Global Inequalities
- b. Violence: Conflict, War and Terrorism

III. Why We Need to Bring the World Together? (8 lectures)

- a. Global Environment
- b. Global Civil Society

READING LIST

I. What Makes the World What it is?

a. The Sovereign State System

Essential Readings:

S. Elden, (2009) 'Why Is The World Divided Territorially?', in J. Edkins and M. Zehfuss (eds.) *Global Politics: A New Introduction*, New York: Routledge, pp. 192-219.

M. Shapiro, (2009) 'How Does The Nation- State Work?', in J. Edkins and M. Zehfuss (eds.) *Global Politics: A New Introduction*, New York: Routledge, pp. 220-243.

R. Mansbach and K. Taylor, (2012) 'The Evolution of the Interstate System and Alternative Global Political Systems', *Introduction to Global Politics*, 2nd edition, New York: Routledge, pp. 34-68.

D. Armstrong, (2008) 'The Evolution of International Society', in J. Baylis, S. Smith, and P. Owens (ed.) *The Globalization of World Politics: An Introduction to International Relations*, New York: Oxford University Press, pp. 36-52.

N. Inayatullah and D. Blaney, (2012) 'Sovereignty' in B. Chimni and S. Mallavarapu (ed.) *International Relations: Perspectives For the Global South*, New Delhi: Pearson, pp. 124-134.

Jindal, N. & Kumar, K. (2018), *Global Politics: Issues and Perspectives*, New Delhi, Sage Publications

b. The Global Economy

Essential Readings:

V. Peterson, (2009) 'How Is The World Organized Economically?', in J. Edkins and M. Zehfuss (eds.) *Global Politics: A New Introduction*, New York: Routledge, pp. 271- 293.

R. Mansbach and K. Taylor, (2012) 'International Political Economy', *Introduction to Global Politics*, 2nd Edition, New York: Routledge, pp. 470-478.

A. Narlikar, (2005) *The World Trade Organization: A Very Short Introduction*, New Delhi: Oxford University Press.

J. Goldstein, (2006) *International Relations*, New Delhi: Pearson, pp. 327-368.

c. Identity and Culture

Essential Readings:

A. Wibben, (2009) 'What Do We Think We Are?', in J. Edkins and M. Zehfuss (eds.) *Global Politics: A New Introduction*, New York: Routledge, pp. 70-96.

R. Collin and P. Martin, (eds.), (2013) 'Community and Conflict: A Quick Look at the Planet', in *An Introduction To World Politics: Conflict And Consensus On A Small Planet*, New York: Rowman & Littlefield Publishers, pp. 67- 102.

Y. Isar, (2012) 'Global Culture', in B. Chimni and S. Mallavarapu (ed.) *International Relations: Perspectives For the Global South*, New Delhi: Pearson, pp. 272-285.

II. What Drives the World Apart?

a. Global Inequalities

Essential Readings:

P. Chammack, (2009) 'Why are Some People Better off than Others?', in J. Edkins and M. Zehfuss (ed.) *Global Politics: A New Introduction*, New York: Routledge, pp. 294-319.

M. Pasha, (2009) 'How can we end Poverty?', in J. Edkins and M. Zehfuss (ed.) *Global Politics: A New Introduction*, New York: Routledge, pp. 320-343.

Additional Readings:

R. Wade, (2008) 'Globalisation, Growth, Poverty, Inequality, Resentment, and Imperialism', in J. Ravenhill (ed.), *Global Political Economy*, Oxford: Oxford University Press, pp. 373-409.

M. Duffield, (2011) *Development and Security the Unending War: Governing the World of Peoples*, Cambridge: Polity Press.

N. Adams, (1993) *World Apart: The North-South Divide and the International System*, London: Zed.

b. Violence: Conflict, War and Terrorism

Essential Readings:

M. Dillon, (2009) 'What Makes The World Dangerous?' in J. Edkins And M. Zehfuss (eds.) *Global Politics: A New Introduction*, New York: Routledge, pp. 397-426.

R. Mansbach, and K. Taylor, (2012) 'Great Issues In Contemporary Global Politics', in *Introduction to Global Politics*, 2nd edition, New York: Routledge, 2012, pp. 206-247.

J. Bourke, (2009) 'Why Does Politics Turn Into Violence?', in J. Edkins And M. Zehfuss (eds.), *Global Politics: A New Introduction*, New York: Routledge, pp. 370-396.

K. Bajpai, (2012) 'Global Terrorism', in B. Chimni and S. Mallavarapu (ed.), *International Relations: Perspectives For the Global South*, New Delhi: Pearson, pp. 312-327.

R. Mansbach, and K. Taylor, (2012) 'The Causes of War And The Changing Nature Of Global Politics', in *Introduction to Global Politics*, 2nd edition, New York: Routledge, pp. 248-283.

R. Collin and P. Martin, 'Kinds Of Conflict: The World When Things Go Wrong', in *An Introduction To World Politics: Conflict And Consensus On A Small Planet*, London: Rowman & Littlefield Publishers, pp. 267-425.

III. Why We Need to Bring the World Together?

a. Global Environment

Essential Readings:

S. Dalby, (2009) 'What Happens If We Do not Think In Human Terms?', in J. Edkins and M. Zehfuss (eds.), *Global Politics: A New Introduction*, New York: Routledge, pp. 45-69.

R. Collin and P. Martin, (2013) 'The Greening of A Blue Planet', in *An Introduction To World Politics: Conflict And Consensus On A Small Planet*, Maryland: The Rowman & Littlefield Publication Group, pp. 527-570.

A. Heywood, (2011) 'Global Environmental Issues', in *Global Politics*, London: Palgrave, 2011, pp. 383-411.

N. Carter, (2007) *The Politics of Environment: Ideas, Activism, Policy*, 2nd edition, Cambridge: Cambridge University Press, pp 13-81.

b. Global Civil Society

Essential Readings:

M. Zehfuss, (2009) 'What Can We Do To Change The World?', in J. Edkins and M. Zehfuss (eds.), *Global Politics: A New Introduction*, New York: Routledge, pp. 483-501.

N. Chandhoke, (2011) 'The Limits of Global Civil Society,' Available at www.gcsknowledgebase.org/wp-content/uploads/2002chapter2.pdf, Accessed: 19.04.2013.

K. Mingst and J. Snyder (eds.), (2011) 'Transnational Issues', in *Essential Readings In World Politics*, 4th Edition, New York: W. W. Norton And Company, pp. 574-626.

M. Keck and K. Sikkink, (2007) 'Transnational Activist Networks,' in Robert J. Art and R. Jervis (eds.) *International Politics: Enduring Concepts And Contemporary Issues*, 8th Edition, London: Pearson, pp. 532-538.

M. Naim, (2007) 'The Five Wars Of Globalization', in R. Art and R. Jervis (eds.) *International Politics: Enduring Concepts And Contemporary Issues*, 8th Edition, London: Pearson, pp. 558-566.

S. Mallaby, (2007) 'NGOs: Fighting Poverty, Hurting the Poor', in R. Art and R. Jervis (eds.) *International Politics: Enduring Concepts and Contemporary Issues*, 8th edition, New York: Pearson, pp. 539-545.

G. Lexter and S. Halperin (eds.), (2003) *Global Civil Society And Its Limits*, New York: Palgrave, pp. 1-21.

POL HE 5046 Select Constitutions - I

Course Objective: The course introduces the constitutional and political systems of two (2) countries. Students will have a stronger and more informed perspective on approaches to studying the constitutional and political systems of these countries in a comparative manner.

Course outcomes:

- Students will be able to understand the importance of constitutions
- This paper is an integral part of public services examinations
- Students will be introduced to the various types of constitutions and the forms of governments from different parts of the world.

Unit I: Constitution and Constitutionalism (12 lectures)

- Constitution - Meaning and Importance
- Classification of Constitutions
- Constitutionalism - Concept

Unit II: United Kingdom (14 lectures)

- The British Political Tradition
- Parliamentary Government—
 - i. Monarchy
 - ii. Cabinet
 - iii. Parliament
- Political Parties and Interest Groups
- Rule of Law and the Judicial System

Unit III: United States of America (14 lectures)

- Making of the American Constitution
- The Federal System
- National Government—
 - i. The President
 - ii. Congress
 - iii. Supreme Court
- Political Parties and Interest Groups in USA

Unit IV: Comparative Study of UK and USA Constitutions (12 lectures)

- British Prime Minister vs USA President
- House of Lords vs Senate
- Speaker of House of Commons vs Speaker of House of Representatives

READING LIST

Almond and Powell, *Comparative Politics: A Developmental Approach*, Prentice Hall, 1979
Finer, H, *Theory and Practice of Modern Government*, Mituban, 1965

Dahl, Robert, *Theory and Practice of Modern Government*, Prentice Hall, 1978
Ray, S. N., *Comparative Political Systems*, Prentice Hall, 1997
Willoughby, Westel Woodbury , *The American Constitutional System; An Introduction to the Study of the American State*, General Books LLC, 2009
Elster, Jon & Slagstad(Ed), *Constitutionalism and Democracy*, Cambridge University Press, 1993
Alexander, Larry, *Constitutionalism: Philosophical Foundation*, Cambridge University Press, 2001
Rosenbaum, S. Alan, *Constitutionalism: The Philosophical Dimension*, Greenwood Press, 1988
Longford, W. John & Brownsey, K. Lorne, *The Changing Shape of Government in the Asia Pacific Region*, IRPP, 1988

POL HE 6016 Human Rights in India

Course Outcomes:

- To describe origin and development of human rights in India
- To comprehend different measures adopted by India for the protection and development of human rights
- To familiarise the emerging issues related to human rights

Unit I: Origin and Development of Human Rights in India (13 lectures)

- Ancient, medieval and colonial period
- Human rights and the Constitution of India
- Protection of Human Rights Act, 1993

Unit II: Institutional Mechanisms for Protection of Human Rights (12 lectures)

- National Human Rights Commission and Assam Human Rights Commission
- National Commission for Women
- National Commission for S.C and National Commission for S.T

Unit III: Emerging issues of human rights (13 lectures)

- Terrorism in NE India
- Rights of Indigenous People
- Environmental Issues – Narmada Bachao movement, Chipko movement

Unit IV: Human Rights of vulnerable groups (10 lectures)

- Women
- Children
- Minority

READING LIST

Sehgal, B.P.Singh,(ed): Human Rights in India, Deep & Deep Publications, New Delhi, 1999

Saksena, K.P., (ed): Human Rights: Fifty Years of India's Independence, Gyan Publishing House, New Delhi, 1999

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

Yasin, Adil-ul, and Archana Upadhyay, : Human Rights, Akansha Publishing House, New Delhi, 2004

Medhi, Kunja (ed), Status of Women & Social Change, WSRC, Gauhati Univ. 1999

Hingorani, R.C, Human Rights in India, Oxford and IBH Publishing Company, New Delhi, 1985

POL HE 6026 Understanding 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 socioeconomic issues of the region in a comparative framework. The course also appraises students of the common challenges and the strategies deployed to deal with them by countries in South Asia.

Course Outcomes:

- To identify geo-political and historical construction of South Asia as a region.
- To analyse the politics and socio-economic issues of the South Asian Region.
- To assess the relevance of regionalism in South Asia and India's position in the region.

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

- a. Colonial Legacies (b) Geopolitics of South Asia

II. Politics and Governance (21 Lectures)

- a. 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)

- a. Identity politics: challenges and impacts (case studies of Pakistan, Bangladesh, Nepal, Sri Lanka)

IV. Regional Issues and Challenges (15 Lectures)

- a. South Asian Association for Regional Cooperation (SAARC): problems and prospects
- b. Terrorism

READING LIST

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

I. 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.

II. 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.

III. 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 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.

POL HE 6036 Women, Power 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 complicity of 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 Outcomes:

- To explain key concepts that offers an understanding of gender inequality.
- To appraise the historical evolution of the Women's movement in India and issues addressed by it.
- To underline the contemporary issues that affect women's participation in politics

I. Groundings (14 lectures)

Patriarchy

- a. Sex-Gender Debates
- b. Public and Private
- c. Power

Domains of Patriarchy

- a. Family
- b. Community
- c. State

II. Feminism (12 lectures)

Different Perspectives: Liberal, Marxist & Radical

III. Movements and Issues (12 lectures)

History of the Women's Movement in India

Violence against women:

- Domestic Violence
- Femicide
- Human Trafficking

IV. Work and Labour (12 lectures)

- a. Visible and Invisible work
- b. Reproductive and care work
- c. Sex work

READING LIST

I. Groundings

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

Domains of Patriarchy

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. 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

III. Movements and Issues

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

Violence against Women

Essential Reading:

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

IV. 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. Engels, *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-colonization-andhousewifization/>, 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.

POL HE 6046 Select Constitutions – II

Course Objective: The course introduces the constitutional and political systems of two (2) countries. Students will have a stronger and more informed perspective on approaches to studying the constitutional and political systems of these countries in a comparative manner.

Course outcomes:

- Students will be able to understand the importance of constitutions;
- This paper is an integral part of public services examinations.
- Students will be introduced to the various types of constitutions and the forms of governments from different parts of the world.

Unit I: Peoples Republic of China- I (14 lectures)

- Revolutionary Legacy: Communist Revolution and the Cultural Revolution
- Structure of Government
 - National Peoples' Congress
 - The President and the State Council
 - Peoples courts and Peoples Procuratorates

Unit II: Peoples Republic of China- II (11 lectures)

- Rights and Duties of Citizens
- Party System and Role of the Communist Party

Unit III: Switzerland- I (14 lectures)

- Swiss Political Tradition
- Swiss Federalism
- Structure of Federal Government
 - Legislature
 - Executive
 - Judiciary

Unit IV: Switzerland- II (9 lectures)

- Direct Democracy
- Political Parties and Interest Groups

READING LIST

Almond and Powell, *Comparative Politics: A Development Approach*, Prentice Hall, 1979

Finer, H, *Theory and Practice of Modern Government*, Mituban, 1965

Dahl, Robert, *Theory and Practice of Modern Government*, Prentice Hall, 1978

Ray, S. N., *Comparative Political Systems*, Prentice Hall, 1997

Longford, W. John & Brownsey, K. Lorne, *The Changing Shape of Government in the Asia Pacific Region*, IRPP, 1988

GENERIC ELECTIVE

POL HG 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 the students in application of concepts and their 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 censorship is 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

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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.

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- 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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- 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.
- Riley, J. (2008) 'Liberty', in McKinnon, C. (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 103-125.
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- Brighouse, H. (2008) 'Citizenship', in McKinnon, C. (ed.) *Issues in Political Theory*. New York: Oxford University Press, pp. 241-259.
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- 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.
- Prezowrski, 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.
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- 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.
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POL HG 1026 Politics in North-East India

Course Outcomes:

- To introduce the students with the region and nature of its politics
- To engage them with historical development of the region
- To understand the contemporary developments of the region

Unit I: Colonial Policy of Annexation and Administration (18 lectures)

- Geo-Strategic Location and Socio-Cultural Diversity of North-east India
- Expansion and Consolidation of Colonial Rule: Excluded and Partially Excluded Areas: Inner Line

Unit II: Post-Colonial Developments (12 lectures)

- Separation of Sylhet and Problems of Refugees.
- Emergence of Separate States: Nagaland, Meghalaya, Mizoram.

UNIT III: Political Developments in Assam (8 lectures)

- Language Politics
- Rise of Insurgency

UNIT IV: Changing Nature of State Politics in Assam (10 lectures)

- Emergence of Regional Party
- Coalition Politics

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- Barpujari, H.K., 1980, Assam in the Days of Company 1826-1858, Spectrum Publications, Sole Distributors, United Publishers in Gauhati, Assam.
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- Saikia, Jaideep, 2007, *Frontiers in Flames: North-East India in Turmoil*, Viking, New Delhi
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Bhaumik, Subir. (2009), *Troubled Periphery: Crisis of India's North-East*, New Delhi, Sage Publications

Haokip, T. (2015), *India's Look East Policy and The North East*, New Delhi, Sage Publications

POL HG 1036 Governance: Issues and Challenges

Objectives: This paper deals with concepts and different dimensions of governance highlighting the major debates in the contemporary times. There is a need to understand the importance of the concept of governance in the context of a globalising world, environment, administration, development. The essence of governance is explored through the various good governance initiatives introduced in India.

Course Outcomes:

- To introduce major concepts and debates of Governance
- To enable the students to relate governance with globalization, environment and development
- To make students explore good governance initiatives in India

Unit 1. Government and Governance: Concepts (12 lectures)

Role of State in the Era of Globalisation
State, Market and Civil Society

Unit 2. Governance and Development (12 lectures)

Changing Dimensions of Development
Strengthening Democracy through Good Governance

Unit 3. Environmental Governance (12 lectures)

Human-Environment Interaction
Green Governance: Sustainable Human Development

Unit 4. Local Governance (12 lectures)

Democratic Decentralisation
People's Participation in Governance

Unit 5. Good Governance Initiatives in India: Best Practices (20 lectures)

- Public Service Guarantee Acts
- Electronic Governance
- Citizens Charter & Right to Information
- Corporate Social Responsibility

READING LIST

Government and Governance: Concepts

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

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

United Nation Development Programme *Reconceptualising Governance*, New York, 1997

Carlos Santiso, *Good Governance and Aid Effectiveness: The World Bank and Conditionality* Johns Hopkins University, The Georgetown Public Policy Review ,Volume VII, No.1, 2001
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Singh, Shivani. (Ed). (2016), *Governance: Issues and Challenges*, New Delhi, Sage Publications

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P. Bardhan, ‘Epilogue on the Political Economy of Reform in India’, in *The Political Economy of Development in India*. 6th edition, Delhi: Oxford University Press, 2005

J. Dreze and A. Sen, *India: Economic Development and Social Opportunity*. New Delhi: Oxford University Press, 1995

Niraja Gopal Jayal[ed.], *Democracy in India*, Oxford University Press, 2007

Environmental Governance

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Pardeep Sachdeva, *Local Government In India*, Pearson Publishers, 2011

P. de Souza, (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, 2002

Mary John, ‘Women in Power? Gender, Caste and Politics of Local Urban Governance’, in *Economic and Political Weekly*, Vol. 42(39), 2007

Good Governance Initiatives in India: Best Practices

- Niraja Gopal Jayal, *Democracy and the State: Welfare, Secularism, and Development in Contemporary India*, Oxford University Press, 1999
- Reetika Khera[ed.], *The Battle for Employment Guarantee*, Oxford University Press, 2011
- 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
- Maxine Molyneux and Shahra Razavi, *Gender, Justice, Development, and Rights*, Oxford University Press, 2002
- Jugal Kishore, *National Health Programs of India: National Policies and Legislations*, Century Publications, 2005
- Jean Drèze and Amartya Sen, *India, Economic Development and Social Opportunity*, Oxford University Press, 1995
- K. Lee and Mills, *The Economic Of Health In Developing Countries*, Oxford University Press, 1983
- Marmar Mukhopadhyay and Madhu Parhar (eds.) *Education in India: Dynamics of Development*, Shipra Publications, 2007
- K. Vijaya Kumar, *Right to Education Act 2009: Its Implementation as to Social Development in India*, Akansha Publishers, 2012
- Amartya Sen and Jean Dreze, *Omnibus: Poverty and Famines, Hunger and Public Action, India- Economic Development and Social Opportunity*, Oxford University Press, 1998
- Jean Dreze and Amartya Sen, *An Uncertain Glory: India And Its Contradictions*, Princeton University Press, 2013
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- D. Crowther, *Corporate Social Responsibility*, Deep and Deep Publishers, 2008
- Sanjay K. Agarwal, *Corporate Social Responsibility in India*, Sage Publishers, 2008
- Pushpa Sundar, *Business & Community: The Story of Corporate Social Responsibility in India*, New Delhi: Sage Publications, 2013

POL HG 2016 Indian Government and Politics

Course objectives:

The course would introduce the students to the major approaches to the study of Indian Politics. The course details the functioning of the major institutions of government while also highlighting the politics of caste, class and patriarchy prevalent in India. The thrust of this course is not to study the national constituents separately but to look at the institutions, processes, problems, and solutions that pertain to the country as a whole.

Course outcomes:

- To appreciate the approaches to the study of Indian politics and the changing nature of the state
- To understand the basic features of the Indian constitution and its institutional functioning
- To examine the changing role of caste, class and patriarchy and their impact on politics
- To 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 (09 lectures)

Unit 2. Indian Constitution: basic features, debates on Fundamental Rights and Directive Principles (09 lectures)

Unit 3. Institutional Functioning: Prime Minister, Parliament and Judiciary (09 lectures)

Unit 4. Power Structure in India: Caste, class and patriarchy (07 lectures)

Unit 5. Religion and Politics: debates on secularism and communalism (06 lectures)

Unit 6. Parties and Party systems in India (05 lectures)

Unit 7. Social Movements : Workers and Peasants (10 lectures)

Unit 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.

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- 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

POL HG 2026 Feminism: Theory and Practice

Course Objective: The aim of the course is to explain contemporary debates on feminism and the history of feminist struggles. The course begins with a discussion on construction of gender and an understanding of complexity of patriarchy and goes on to analyze theoretical debates within feminism. Part II of the paper covers history of feminism in the west, socialist societies and in anti-colonial struggles. Part III focuses a gendered analysis of Indian society, economy and polity with a view to understanding the structures of gender inequalities. And the last section aims to understand the issues with which contemporary Indian women's movements are engaged with.

Course outcomes:

- This course on gender studies will open up the structural and institutional basis of patriarchy as well as establish that gender identity and gender injustice cannot be understood in isolation, but only with reference to caste, class and religious community identities.
- Understand the history of feminism and its origins in different parts of the world
- Appreciate the Indian Women's Movement and its role in foregrounding important issues relating to women's position in the society, economy and polity

I. Approaches to understanding Patriarchy (22 Lectures)

- Feminist theorising of the sex/gender distinction.
- Biologism versus social constructivism
- Understanding Patriarchy and Feminism
- Liberal, Socialist, Marxist and Radical feminism

II. History of Feminism (22 Lectures)

- Origins of Feminism in the West: France, Britain and United States of America
- Feminism in the Socialist Countries: China, Cuba and erstwhile USSR
- Feminist issues and women's participation in anti-colonial and national liberation movements with special focus on India

III. The Indian Experience (16 Lectures)

- Traditional Historiography and Feminist critiques. Social Reforms Movement and position of women in India. History of Women's struggle in India
- Family in contemporary India - patrilineal and matrilineal practices. Gender Relations in the Family, Patterns of Consumption: Intra Household Divisions, entitlements and bargaining, Property Rights
- Understanding Woman's Work and Labour – Sexual Division of Labour, Productive and Reproductive labour, Visible - invisible work – Unpaid (reproductive and care),
- Underpaid and Paid work: Methods of computing women's work , Female headed Households

READING LIST

Approaches to understanding Patriarchy

Essential Readings

Geetha, V. (2002) *Gender*. Calcutta: Stree.

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Jagger, Alison. (1983) *Feminist Politics and Human Nature*. U.K.: Harvester Press, pp. 25-350.

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History of Feminism

Rowbotham, Sheila. (1993) *Women in Movements*. New York and London: Routledge, Section I, pp. 27-74 and 178-218.

Jayawardene, Kumari. (1986) *Feminism and Nationalism in the Third World*. London: Zed Books, pp. 1-24, 71-108, and Conclusion.

Forbes, Geraldine (1998) *Women in Modern India*. Cambridge: Cambridge University Press, pp. 1-150.

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Eisentein, Zillah. (1979) *Capitalist Patriarchy and the Case for Socialist Feminism*. New York: Monthly Review Press, pp. 271-353.

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Banarjee, Sikata. (2007) 'Gender and Nationalism: The Masculinisation of Hinduism and Female Political Participation', in Ghadially, Rehana. (ed.) *Urban Women in Contemporary India: A Reader*. New Delhi: Sage.

Feminist Perspectives on Indian Politics

Roy, Kumkum. (1995) 'Where Women are Worshipped, There Gods Rejoice: The Mirage of the Ancestress of the Hindu Women', in Sarkar, Tanika & Butalia, Urvashi. (eds.) *Women and the Hindu Right*. Delhi: Kali for Women, pp. 10-28.

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Additional Readings

Gandhi, Nandita & Shah, Nandita. (1991) *The Issues at Stake – Theory and Practice in Contemporary Women's Movement in India*. Delhi: Zubaan, pp. 7-72.

Shinde, Tarabai (1993) 'Stri-Purush Tulna', in Tharu, Susie & Lalita, K. (eds.) *Women Writing in India, 600 BC to the Present. Vol. I*. New York: Feminist Press.

Desai, Neera & Thakkar, Usha.(2001) *Women in Indian Society*. New Delhi: National Book Trust.

POL HG 2036 Local Rural and Urban Governance

Course Objective:

The course will equip the students to understand the nuances of development as it relates to greater decentralization and democratization by focussing on the evolution of local governance in India. It will familiarise the students with the institutions of rural and urban local governance and the role of the various associated committees.

Course Outcomes:

- Understand the historical evolution of local governance in India
- Understand the working of rural and urban governance in India
- Understand the workings of committees and commissions associated with local governance

Unit I: Evolution of Local Governance in India -Rural and Urban (14 lectures)

- Local Governance in Ancient India
- Local Governance in Pre-independent India
- Development of Local Governance in Post- independence India.

Unit II: 73rd Amendment and Rural Governance in India (10 lectures)

- Gaon Panchayat and Gaon sabha
- Anchalik Panchayat, Zilla Parishad
- Women's participation and Reservation

Unit III : 74th Amendment and Urban Governance in India (10 lectures)

- Nagar Panchayat
- Municipal Council
- Municipal Corporation - Guwahati Municipal Corporation

Unit IV: Role of Committees and Commissions (14 lectures)

- District Planning Committee and Metropolitan Planning Committee
- State Election Commission
- State Finance Commission

READING LIST

Gosh, B.K.2002, *The Assam Panchayat Act*, Assam Law House, Guwahati.

Maheshwari , S.R. 2006 *Local Governance in India*, Lakshjmi Naraian Agarwal, Agra.

Ray,B.Dutta,and Das, G. (Ed) *Dimensions of Rural Development in North East India*, Akansha, New Delhi

Alam, M.2007, *Panchayati Raj in India*, National Book Trust, New Delhi

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Mishra, S. N., Anil D. Mishra & Shweta Mishra: *Public Governance and Decentralisation*, Mittal Publications, New Delhi, 2003

Venkata Rao, V.: *A Hundred Years of Local Self Government in Assam*, Bani Prakash, 1963

Chakrabarty, B. & Pandey, R.K, (2019), *Local Governance in India*, New Delhi, Sage Publications

POL HG 3016 Comparative Government and Politics

Course Outcomes:

- To make students have a basic understanding of comparative political analysis,
- To make students learn the classification of political systems from a comparative politics framework.
- To make students learn the classification of governments and the political behavior of institutions and the changes in the nature of the nation-state.

Unit 1. The nature, scope and methods of comparative political analysis (10 lectures)

Unit 2. Comparing Regimes: Authoritarian and Democratic (6 lectures)

Unit 3. Classifications of political systems: (15 lectures)

- a. Parliamentary and Presidential: UK and USA
- b. Federal and Unitary: Canada and China

Unit 4. Electoral Systems: First past the post and proportional representation (7 lectures)

Unit 5. Party Systems: one-party, two-party and multi-party systems (9 lectures)

Unit 6. Contemporary debates on the nature of state: (13 lectures)

- a. Human Security
- b. Changing nature of nation-state in the context of globalization.

READING LIST

Essential Texts

Bara, J & Pennington, M. (eds.). (2009) *Comparative Politics*. New Delhi: Sage.

Caramani, D. (ed.). (2008) *Comparative Politics*. Oxford: Oxford University Press.

Hague, R. and Harrop, M. (2010) *Comparative Government and Politics: An Introduction*. (Eight Edition). London: Palgrave MacMillan.

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Palekar, S.A. (2009) *Comparative Government and Politics*. New Delhi: PHI Learning Pvt. Ltd.

Bara, Judith. & Pennington, Mark. (2009), *Comparative Politics*, New Delhi: Sage Publications.

Essential Readings

Topic 1.

Caramani, D. (2008) 'Introduction to Comparative Politics', in Caramani, D. (ed.) *Comparative Politics*. Oxford: Oxford University Press, pp. 1-23.

Mohanty, M. (1975) 'Comparative Political Theory and Third World Sensitivity', in *Teaching* .Nos. 1 & 2, pp. 22-38.

Topic: 2.

Webb, E. (2011) 'Totalitarianism and Authoritarianism', in Ishiyama, J. T. and Breuning, M. (eds.) *21st Century Political Science: A Reference Book*. Los Angeles: Sage, pp. 249-257.

Hague, R. and Harrop, M. (2004) *Comparative Government and Politics: An Introduction*. London: Palgrave MacMillan, pp. 36-50, 51-68.

Topic: 3.

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Topic: 4.

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Topic: 5.

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

Downs, W. M. (2011) 'Electoral Systems in Comparative Perspectives', in Ishiyama, J. T. and Breuning, M. (eds.) *21st Century Political Science: A Reference Book*. Los Angeles: Sage, pp. 159-167.

Topic: 6.

Cole, A. (2011) 'Comparative Political Parties: Systems and Organizations', in Ishiyama, J.T. and Breuning, M. (eds.) *21st Century Political Science: A Reference Book*. Los Angeles: Sage, pp. 150-158.

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Topic: 7.

Poggi, Gianfranco. (2008) 'The nation-state', in Caramani, D. (ed.) *Comparative Politics*. Oxford: Oxford University Press pp. 85-107.

Hague, R. and Harrop, M. (2004) 'The state in a global context', in *Comparative Government and Politics: An Introduction*. London: Palgrave MacMillan, pp. 17-34.

Further Readings:

Bara, J. (2009) 'Methods for Comparative Analysis', in Bara, J. & Pennington, M. (eds.) *Comparative Politics*. New Delhi: Sage, pp. 40-65.

Blondel, J. (1996) 'Then and Now: Comparative Politics', *Political Studies*. Vol. 47, Issue 1, pp. 152-160

Chandhoke, N. (1996) 'Limits of Comparative Political Analysis', *Economic and Political Weekly*. vol. 31, No. 4, (January 27), pp. PE 2-PE8.

Mair, P. (2008) 'Democracy', in Carmani, D. (ed.) *Comparative Politics*. Oxford: Oxford University Press, pp. 108-132.

Robbins, J. W. (2011) 'Parsidentialism Verses Parliamentarism', in Ishiyama, J. T. and Marijke, B. (eds.) *21st Century Political Science: A Reference Book*. Los Angeles: Sage, pp. 177-185.

Watts, D. (2003) *Understanding US/UK Government and Politics*. Manchester: Manchester University Press, pp. 1-25; 66-105; 106-138.

POL HG 3026 Gandhi and the Contemporary World

Course objective: Locating Gandhi in a global frame, the course seeks to elaborate Gandhian thought and examine its practical implications. It will introduce students to key instances of Gandhi's continuing influence right up to the contemporary period and enable them to critically evaluate his legacy.

Course Outcomes:

- To make students understand relevance of Gandhi and his philosophy in modern times
- To familiarize students with Gandhian ideology and leadership
- To make students learn Gandhi's critique on modern civilization and development
- To make students understand Gandhi's political strategy and philosophy

I. Gandhi on Modern Civilization and Ethics of Development (8 lectures)

- a. Conception of Modern Civilisation and Alternative Modernity
- b. Critique of Development: Narmada Bachao Andolan

II. Gandhian Thought: Theory and Action (16 lectures)

- a. Theory of Satyagraha
- b. Satyagraha in Action
 - i. Peasant Satyagraha: Kheda and the Idea of Trusteeship
 - ii. Temple Entry and Critique of Caste
 - iii. Social Harmony: 1947 and Communal Unity

III. Gandhi's Legacy (16 lectures)

- a. Tolerance: Anti - Racism Movements (Anti - Apartheid and Martin Luther King)
- b. The Pacifist Movement
- c. Women's Movements
- d. *Gandhigiri*: Perceptions in Popular Culture

IV. Gandhi and the Idea of Political (8 lectures)

- a. Swaraj
- b. Swadeshi

READING LIST

I. Gandhi on Modern Civilization and Ethics of Development

Essential Readings:

B. Parekh, (1997) 'The Critique of Modernity', in *Gandhi: A Brief Insight*, Delhi: Sterling Publishing Company, pp. 63-74.

K. Ishii, (2001) 'The Socio-economic Thoughts of Mahatma Gandhi: As an Origin of Alternative Development', *Review of Social Economy*. Vol. 59 (3), pp. 297-312.

D. Hardiman, (2003) 'Narmada Bachao Andolan', in *Gandhi in his Time and Ours*. Delhi: Oxford University Press, pp. 224- 234.

A Baviskar, (1995) 'The Politics of the Andolan', in *In the Belly of the River: Tribal Conflict Over Development in the Narmada Valley*, Delhi: Oxford University Press, pp.202-228.

R Iyer, (ed) (1993) 'Chapter 4' in *The Essential Writings of Mahatma Gandhi*, New Delhi: Oxford University Press.

R. Ramashray, (1984) 'Liberty Versus Liberation', in *Self and Society: A Study in Gandhian Thought*, New Delhi: Sage Publication.

II. Gandhian Thought: Theory and Action

Essential Readings:

B. Parekh, (1997) 'Satyagrah', in *Gandhi: A Brief Insight*, Delhi: Sterling Publishing Company, pp. 51-63.

D. Dalton, (2000) 'Gandhi's originality', in A. Parel (ed) *Gandhi, Freedom and Self-Rule*, New Delhi: Lexington Books, pp.63-86.

D. Hardiman, (1981) 'The Kheda Satyagraha', in *Peasant Nationalists of Gujarat: Kheda District, 1917-1934*, Delhi: Oxford University Press, pp. 86-113.

J. Brown, (2000) 'Gandhi and Human Rights: In search of True humanity', in A. Parel (ed) *Gandhi, Freedom and Self-Rule*, New Delhi: Lexington Books, pp. 93-100.

R. Iyer, (2000) 'Chapter 10 and 11', in *The Moral and Political Thought of Mahatma Gandhi*, New Delhi: Oxford University Press, pp. 251-344

I. Knudegaard, (2010), *Gandhi's Vision for Indian Society: Theory and Action*, Master Thesis in History, University of Oslo, Available at

https://docs.google.com/viewer?a=v&q=cache:Eqj9br1n3_oJ:https://www.duo.uio.no/bitstream/handle/123456789/23275/IngridxKnudegaardxmasteroppgavexixhistorie.pdf?sequence%3D1+gandhi+and+temple+entry&hl=en&gl=in&pid=bl&srcid=ADGEESiKGssA7q2z1kxiuitm3bciHPh_HI3chWKbJIVo9HE4LcWCLmKdKXCirPaIzh7Tp47fyoBQIHx9GUesefn8YCAQeaQSKMRdrwvYT2Q8c7XV95tQhSGuO9bNCGEdlYGoBjzoVdJc&sig=AHIEtbQ78zwxGvh92AnwmRHIA7t2wWXXJQ, Accessed: 14.04.2013, pp.27-38.

P. Rao, (2009) 'Gandhi, Untouchability and the Postcolonial Predicament: A Note'. *Social Scientist*. Vol. 37 (1/2). Pp. 64-70.

B. Parekh, (1999) 'Discourse on Unsociability', in *Colonialism, Tradition and Reform: An Analysis of Gandhi's Political Discourse*, New Delhi: Sage Publication.

D. Hardiman, (2003) 'Fighting Religious Hatreds', in *Gandhi in His Time and Ours*. Delhi: Oxford University Press.

III. Gandhi's Legacy

Essential Readings:

D. Hardiman, (2003) 'Gandhi's Global Legacy', in *Gandhi in His Time and Ours*. Delhi: Oxford University Press, pp. 238-283.

Manimala, (1984) 'Zameen Kenkar? Jote Onkar: Women's participation in the Bodhgaya struggles', in M. Kishwar and R. Vanita (eds) *In Search of Answers: Indian Women's Voices from Manushi*, London: Zed Press.

M. Shah, (2006) 'Gandhigiri; A Philosophy of Our Times', *The Hindu* Available at <http://www.hindu.com/2006/09/28/stories/2006092802241000.htm> Accessed:14.04.2013.

A. Ghosh and T. Babu, (2006) 'Lage Raho Munna Bhai: Unravelling Brand 'Gandhigiri'', *Economic and Political Weekly*, 41 (51), pp. 5225 – 5227.

H. Trivedi (2011) 'Literary and Visual Portrayal of Gandhi', in J Brown and A Parel (eds) *Cambridge Companion to Gandhi*, Cambridge University Press 2011, pp. 199-218.

IV. Gandhi and the Idea of Political

Essential Readings:

P. Chatterjee, (1986) 'The Moment of Maneuver', in *Nationalist Thought and the Colonial World: A derivative discourse?*, Delhi: Zed Books.

Indian Council for Historical Research (1976) 'The Logic of Gandhian Nationalism: Civil Disobedience and the Gandhi – Irwin Pact, 1930-31', *Indian Historical Review*, Available at <http://www.ichrindia.org/journal>. pdf, Accessed: 18.04.2013.

D. Dalton, (1996) 'Swaraj: Gandhi's Idea of Freedom', in *Mahatma Gandhi: Selected Political Writings*, USA: Hackett Publishing, pp. 95-148.

A. Parel (ed.) (1997) 'Editor's Introduction', in *Gandhi, Hind Swaraj and Other Writings* Cambridge: Cambridge University Press.

Additional Readings:

A. Baviskar, (1995) 'National Development, Poverty and the environment', in *In the Belly of the River: Tribal Conflict Over Development in the Narmada Valley*, Delhi: Oxford University Press, pp. 18-33.

B. Parekh, (1997) 'Religious Thought', in *Gandhi: A Brief Insight*, Delhi: Sterling Publishing Company.

R. Iyer, (1993) *The Essential Writings of Mahatma Gandhi*, New Delhi: Oxford University Press, pp. 299-344; 347-373.

S. Sarkar, (1982) *Modern India 1885-1947*, New Delhi: Macmillan, pp. 432-39.

R. Iyer, (2001) *The Moral and Political Thought of Mahatma Gandhi*, New Delhi: Oxford University Press. pp. 344-358.

H. Coward, (2003) 'Gandhi, Ambedkar, and Untouchability', in H. Coward (ed) *Indian Critiques of Gandhi*, New York: State University of New York Press, pp. 41-66.

J. Lipner, (2003) 'A Debate for Our Times', in Harold Coward (ed) *Indian Critiques of Gandhi*, New York: State University of New York Press, pp. 239-58

M. Gandhi, (1941) 'Chapter 1, 2, 9, 15, and 16', in *Constructive Programme: Its Meaning and Place*, Ahmedabad: Navjivan Trust.

R. Terchek, (1998) *Gandhi: Struggling for Autonomy*, USA: Rowman and Littlefield Publishers.

N. Dirks, (2001), 'The Reformation of Caste: Periyar, Ambedkar and Gandhi', in *Castes of Mind: Colonialism and the making of Modern India*, Princeton: Princeton University Press.

R. Mukharjee, (ed) (1995), *The Penguin Gandhi Reader*, New Delhi: Penguin.

T. Weber, (2006) 'Gandhi is dead, Long live Gandhi- The Post Gandhi Gandhian Movement in India', in *Gandhi, Gandhism and the Gandhians*, New Delhi: Roli.

A. Taneja, (2005) *Gandhi Women and the National Movement 1920-1947*, New Delhi: Haranand Publishers.

J. Brown, (2008) *Gandhi and Civil Disobedience: The Mahatma in Indian Politics*, Cambridge: Cambridge University Press, 2008

R. Ramashray, (1984) 'What Beyond the Satanic Civilization?', in *Self and Society: A Study in Gandhian Thought*, New Delhi: Sage Publication.

Activities

Topic 1

1. Reading of primary texts:- M K Gandhi Chapter

VI and XIII "Hind Swaraj" Navjeevan Trust, Ahmedabad, 1910

2. A site visit to any on-going developmental project preferably in NCT Delhi by students and submission of report on Environmental law Violation and Resistance by People in a Gandhian Way.

Topic 2

1. Reading of primary texts:- M K Gandhi Chapter XII&XIII, “ Satyagraha in South Africa, Navjivan Trust, Ahmedabad, 1928, pp. 95-107
2. A Report followed by presentation on functioning of Cooperative and Community engagement for example Amul and/or SEWA in Gujarat to understand Trusteeship and its relevance

Topic 3

1. Movie Screenings (Movies like Lage Raho Munnabhai, Gandhi by Richard Attenborough and Student’s Participation in reviewing/discussing the movie from a Gandhian perspective or Cultural engagement of Students with Gandhian Ideas through staging of a street play.

Topic 4

Student visit to any Gandhian Institution in Delhi like, Gandhi Darshan and Smriti to understand on-going Gandhian work and programme and interacting with Gandhian activists.

POL HG 3036 United Nations and Global Conflicts

Course Objective: This course provides a comprehensive introduction to the most important multilateral political organization in international relations. It provides a detailed account of the organizational structure and the political processes of the UN, and how it has evolved since 1945, especially in terms of dealing with the major global conflicts. The course imparts a critical understanding of the UN's performance until now and the imperatives as well as processes of reforming the organization in the context of the contemporary global system.

Course Outcomes:

- To make students learn the importance of United Nations as an organization
- To enable students to have a basic understanding of the political processes of the United Nations
- To make students to learn the relevance of United Nations and its intervention in global conflicts critically.

I. The United Nations (29 Lectures)

- a. An Historical Overview of the United Nations
- b. Principles and Objectives
- c. Structures and Functions: General Assembly; Security Council, and Economic and Social Council; the International Court of Justice and the specialised agencies (International Labour Organisation [ILO], United Nations Educational, Scientific and Cultural Organisation [UNESCO], World Health Organisation [WHO], and UN programmes and funds: United Nations Children's Fund [UNICEF], United Nations Development Programme [UNDP], United Nations Environment Programme [UNEP], United Nations High Commissioner for Refugees [UNHCR])
- d. Peace Keeping, Peace Making and Enforcement, Peace Building and Responsibility to Protect
- e. Millennium Development Goals

II. Major Global Conflicts since the Second World War (20 Lectures)

- a. Korean War
- b. Vietnam War
- c. Afghanistan War
- d. Balkans: Serbia and Bosnia

III. Assessment of the United Nations as an International Organisation: Imperatives of Reforms and the Process of Reforms (11 Lectures)

READING LIST

Essential Readings

I. The United Nations (a) An Historical Overview of the United Nations

Moore, J.A. Jr. and Pubantz, J. (2008) *The new United Nations*. Delhi: Pearson Education, pp. 39-62.

Goldstein, J. and Pevehouse, J.C. (2006) *International relations*. 6th edn. New Delhi: Pearson, pp. 265-282.

Taylor, P. and Groom, A.J.R. (eds.) (2000) *The United Nations at the millennium*. London: Continuum, pp. 1-20.

Gareis, S.B. and Varwick, J. (2005) *The United Nations: an introduction*. Basingstoke: Palgrave, pp. 1-40.

Gowan, P. (2010) 'US: UN', in Gowan, P. 'A calculus of power: grand strategy in the twentyfirst century. London: Verso, pp. 47-71.

Baylis, J. and Smith, S. (eds.) (2008) *The globalization of world politics. an introduction to international relations*. 4th edn. Oxford: Oxford University Press, pp. 405-422.

Thakur, R. (1998) 'Introduction', in Thakur, R. (eds.) *Past imperfect, future uncertain: The UN at Fifty*. London: Macmillan, pp. 1-14.

Basu, Rumki (2014) *United Nations: Structure and Functions of an international organization*, New Delhi, Sterling Publishers

(b) Principles and Objectives

Gareis, S.B. and Varwick, J. (2005) *The United Nations: An introduction*. Basingstoke: Palgrave, pp. 15-21.

(c) Structures and Functions: General Assembly; Security Council, and Economic and Social Council; the International Court of Justice and the specialised agencies (International Labour Organisation [ILO], United Nations Educational, Scientific and Cultural Organisation [UNESCO], World Health Organisation [WHO], and UN programmes and funds: United Nations Children's Fund [UNICEF], United Nations Development Programme [UNDP], United Nations Environment Programme [UNEP], United Nations High Commissioner for Refugees [UNHCR])

Taylor, P. and Groom, A.J.R. (eds.) (2000) *The United Nations at the millennium*. London: Continuum, pp. 21-141.

Moore, J.A. Jr. and Pubantz, J. (2008) *The new United Nations*. Delhi: Pearson Education, pp.119-135.

(d) Peace Keeping, Peace Making and Enforcement, Peace Building and Responsibility to Protect

Nambiar, S. (1995) 'UN peace-keeping operations', in Kumar, S. (eds.) *The United Nations at fifty*. New Delhi, UBS, pp. 77-94.

Whittaker, D.J. (1997) 'Peacekeeping', in *United Nations in the contemporary world*. London: Routledge, pp. 45-56.

White, B. et al. (eds.) (2005) *Issues in world politics*. 3rd edn. New York: Macmillan, pp. 113- 132.

(e) Millennium Development Goals

Moore, J.A. Jr. and Pubantz, J. (2008) *The new United Nations*. Delhi: Pearson Education, pp.264-266.

Sangal, P.S. (1986) 'UN, peace, disarmament and development', in Saxena, J.N. et.al. *United Nations for a better world*. New Delhi: Lancers, pp.109-114.

Baxi, U. (1986) 'Crimes against the right to development', in Saxena, J.N. et.al. *United Nations for a better world*. New Delhi: Lancers, pp.240-248.

Ghali, B.B. (1995) *An agenda for peace*. New York: UN, pp.5-38.

United Nations Department of Public Information. (2008) *The United Nations Today*. New York: UN.

II. Major Global Conflicts since the Second World War (a) Korean War

Calvocoressi, P. (2001) *World Politics: 1945-200*. 3rd edn. Harlow: Pearson Education, pp. 116-124.

Armstrong, D., Lloyd, L. and Redmond, J. (2004) *International organisations in world politics*. 3rd edn. New York: Palgrave Macmillan, pp. 42-43.

Moore, J.A. Jr. and Pubantz, J. (2008) *The new United Nations*. Delhi: Pearson Education, pp. 64-65 and 172-173.

(b) Vietnam War

Calvocoressi, P. (2001) *World Politics: 1945-200*. 3rd edn. Harlow: Pearson Education, pp. 528-546.

Baylis, J. and Smith, S. (eds.) (2008) *The globalization of world politics. an introduction to international relations*. 4th edn. Oxford: Oxford University Press, pp. 562-564.

(c) Afghanistan Wars

Achcar, G. (2004) *Eastern cauldron*. New York: Monthly Review Press, pp. 29-45 and 234-241.

Achcar, G. (2003) *The clash of barbarisms: Sept. 11 and the making of the new world disorder*. Kolkata: K.P. Bachi & Co., pp. 76-81.

Prashad, V. (2002) *War against the planet*. New Delhi: Leftword, pp. 1-6. Ali, T. (ed.) (2000) *Masters of the Universe*. London: Verso, pp. 203-216.

Calvocoressi, P. (2001) *World Politics: 1945-200*. 3rd edn. Harlow: Pearson Education, pp. 570-576.

(d) Balkans: Serbia and Bosnia Ali, T. (ed.) (2000) *Masters of the Universe*. London: Verso, pp. 230-245 and 271-284.

Kaldor, M. and Vashee, B. (eds.) (1997) *New wars*. London: Wider Publications for the UN University, pp. 137-144 and 153-171.

Viotti, P.R. and Kauppi, M.V. (2007) *International relations and world politics-security, economy, identity*. 3rd edn. New Delhi: Pearson Education, pp. 470-471.

Goldstein, J.S. (2003) *International relations*. 3rd edn. Delhi: Pearson Education, pp. 43-51.

Moore, J.A. Jr. and Pubantz, J. (2008) *The new United Nations*. Delhi: Pearson Education, pp. 24-27.

III. Political Assessment of the United Nations as an International Organisation:

Imperatives of Reforms and the Process of Reforms

Roberts, A. and Kingsbury, B. (eds.) (1994) *United Nations, Divided World*. 2nd edn. Oxford: Clarendon Press, pp. 420-436.

Taylor, P. and Groom, A.J.R. (eds.) (2000) *The United Nations at the millennium*. London: Continuum, pp. 196-223 and 295-326.

Gareis, S.B. and Varwick, J. (2005) *The United Nations: An introduction*. Basingstoke: Palgrave, pp. 214-242.

Moore, J.A. Jr. and Pubantz, J. (2008) *The new United Nations*. Delhi: Pearson Education, pp. 91-112.

Additional Readings

Claude, I. (1984) *Swords into plowshares: the progress and problems of international organisation*. 4th edn. New York: Random House.

Dodds, F. (ed.) (1987) *The way forward: beyond the agenda 21*. London: Earthscan.

Rajan, M.S., Mani, V.S and Murthy, C.S.R. (eds.) (1987) *The nonaligned and the United Nations*. New Delhi: South Asian Publishers.

South Asia Human Rights Documentation Centre. (2006) *Human rights: an overview*. New Delhi: Oxford University Press.

Anan, K. (1997) *Renewing the United Nations: A Programme for Survival*. General Assembly Document: A/51/950; 14 July 1997. Available from: [http://daccessdds.un.org/doc/UNDOC/GEN/N97/189/79/IMG/n9718979](http://daccessdds.un.org/doc/UNDOC/GEN/N97/189/79/IMG/n9718979.pdf) pdf, Open Element (accessed on 13 October 2011).

POL HG 4016 Introduction to International Relations

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

Course Outcomes:

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

1. Approaches to International Relations (27 lectures)

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

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

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

3. India's Foreign Policy (13 lectures)

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

READING LIST

Essential Readings

William, P., Goldstein, D. M. and Shafritz, J. M. (eds.) (1999) *Classic Readings of International Relations*. Belmont: Wadsworth Publishing Co, pp. 30-58; 92-126.

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

POL HG 4026 Understanding Ambedkar

Course objective: This course is broadly intended to introduce Ambedkar's ideas and their relevance in contemporary India, by looking beyond caste. Ambedkar's philosophical contributions towards Indian economy and class question, sociological interpretations on religion, gender, caste and cultural issues; ideas on politics such as concepts of nation, state, democracy, law and constitutionalism are to be pedagogically interrogated and interpreted. This will help students to critically engage themselves with the existing social concerns, state and economic structures and other institutional mechanisms. This also will facilitate them to strengthen their creative thinking with a collective approach to understand ongoing social, political, cultural and economic phenomena of the society.

Course Outcomes:

- To analyse Ambedkar's views on caste, class, religion, nationalism, gender and constitutional democracy.
- To understand contribution of Ambedkar to political thought in modern India.
- To evaluate political ideas of Ambedkar and assess its relevance in context of contemporary politics.

I. Introducing Ambedkar (10 lectures)

- a. Approach to Study Polity, History, Economy, Religion and Society

II. Caste and Religion (12 lectures)

- a. Caste, Untouchability and Critique of Hindu Social Order
- b. Religion and Conversion

III. Women's Question (9 lectures)

- a. Rise and Fall of Hindu Women
- b. Hindu Code Bill

IV. Political Vision (10 lectures)

- a. Nation and Nationalism
- b. Democracy and Citizenship

V. Constitutionalism (9 lectures)

- a. Rights and Representations
- b. Constitution as an Instrument of Social Transformation

VI. Economy and Class Question (10 lectures)

- a. Planning and Development
- b. Land and Labour

READING LIST

I. Introducing Ambedkar

Essential Readings:

G. Omvedt, (2008) 'Phule-Remembering The Kingdom of Bali', Seeking Begumpura Navyana, pp. 159-184.

M. Gore, (1993) *The Social Context of an Ideology: Ambedkar's Political and Social Thought*, Delhi: Sage Publication, pp. 73-122 ; 196-225.

B. Ambedkar, (1989) 'Annihilation of Caste with a Reply to Mahatma Gandhi', in *Dr. Babasaheb Ambedkar Writings and Speeches: Vol. 1*, Education Deptt., Government of Maharashtra, Mumbai, pp. 23-96.

Additional Readings:

E. Zelliott, (1996) 'From Untouchable to Dalit: Essays on the Ambedkar Movement', in *The Leadership of Babasaheb Ambedkar*, Delhi: Manohar, pp. 53-78.

G. Omvedt, *Liberty Equality and Community: Dr. Ambedkar's Vision of New Social Order*, Available at <http://www.ambedkar.org/research/LibertyEquality.htm> Accessed: 19.04.2013.

II. Caste and Religion

Essential Readings:

The Untouchables Who were they and why they become Untouchables?, Available at http://www.ambedkar.org/ambcd/39A.Untouchables%20who%20were%20they_why%20they%20became%20PART%20I.htm Accessed: 18.04.2013.

B. Ambedkar, (1987) 'The Hindu Social Order: Its Essential Principles', in *Dr. Babasaheb Ambedkar Writings and Speeches: Vol. 3*, Education Deptt., Government of Maharashtra, 1989, pp. 95-129.

B. Ambedkar, (2003) 'What way Emancipation?', in *Dr. Babasaheb Ambedkar Writings and Speeches, Vol. 17-III*, Education Deptt., Government of Maharashtra, Mumbai, pp-175-201.

Additional Readings:

B. Ambedkar, (1987) 'Philosophy of Hinduism', in *Dr. Babasaheb Ambedkar Writings and Speeches, Vol. 3*, Education Deptt., Government of Maharashtra, Mumbai, pp-3-92.

E. Zelliott, (2013) 'Ambedkar's World: The Making of Babasaheb and the Dalit Movement', in *The Religious Conversion Movement-1935-1956*, Delhi, pp. 143-173.

III. Women's Question

Essential Readings:

S. Rege, (2013) 'Against the Madness of Manu', in *B. R. Ambedkar's Writings on Brahmanical Patriarchy*, Navyana Publication, pp. 13-59 ; 191-232.

B. Ambedkar, (2003) 'The Rise and Fall of Hindu Woman: Who was Responsible for It?', in *Dr. Babasaheb Ambedkar Writings and Speeches Vol. 17- II*, Education Deptt., Government of Maharashtra, Mumbai, pp. 109-129.

Additional Readings:

B. Ambedkar, (1987) 'The Women and the Counter-Revolution', in *Dr. Babasaheb Ambedkar Writings and Speeches, Vol. 3*, Education Deptt., Government of Maharashtra, Mumbai, pp.427-437.

P. Ramabai , (2013), *The High Caste Hindu Woman*, Critical Quest, Delhi.

IV. Political Vision

Essential Readings:

B. Ambedkar, (1991) 'What Gandhi and Congress have done to the Untouchables', in *Dr. Babasaheb Ambedkar Writings and Speeches*, Education Deptt, Government of Maharashtra, Vol.9, pp. 40-102; 181-198; 274-297.

B. Ambedkar, (2003) 'Conditions Precedent for the successful working of Democracy', in *Dr. Babasaheb Ambedkar Writings and Speeches, Vol. 17-III*, Education Deptt, Government of Maharashtra, Mumbai, pp. 472-486.

G. Aloysius, (2009). *Ambedkar on Nation and Nationalism*, Critical Quest, Delhi.

B. R. Ambedkar, (2003), 'I have no Homeland', in *Dr. Babasaheb Ambedkar Writings and Speeches Vol- 17*, Education Deptt., Government of Maharashtra, Mumbai, pp-51-58.

Additional Readings:

B. Ambedkar, (2003), 'Role of Dr. B. R. Ambedkar in Bringing The Untouchables on the Political Horizon of India and Laying A Foundation of Indian Democracy', in *Dr. Babasaheb Ambedkar Writings and Speeches, Vol. 17-I*, Education Deptt., Government of Maharashtra, Mumbai, pp-63-178.

B. Ambedkar, (2003) 'Buddhism paved way for Democracy and Socialistic Pattern of Society', in *Dr. Babasaheb Ambedkar Writings and Speeches, Vol. 17-III*, Education Deptt., Government of Maharashtra, Mumbai, pp. 406-409.

B. Ambedkar, (2003) 'Failure of Parliamentary Democracy will Result in Rebellion, Anarchy and Communism', in *Dr. Babasaheb Ambedkar Writings and Speeches, Vol. 17-III*, Education Deptt., Government of Maharashtra, Mumbai, pp. 423-437.

B. Ambedkar, (2003) 'Prospects of Democracy in India', in *Dr. Babasaheb Ambedkar Writings and Speeches, Vol. 17-III*, Education Deptt., Government of Maharashtra, Mumbai, pp. 519-523.

B. Ambedkar, (2003) 'People cemented by feeling of one country, One Constitution and One Destiny, Take the Risk of Being Independent', in *Dr. Babasaheb Ambedkar Writings and Speeches Vol. 17-III*, Education Deptt, Government of Maharashtra, Mumbai, pp. 13-59.

Chakrabarty, B. & Pandey, R.K. (2009), *Modern Indian Political Thought: Text and Context*, New Delhi, Sage Publications

V. Constitutionalism

Essential Readings:

Ambedkar, Evidence before South Borough committee on Franchise, Available at <http://www.ambedkar.org/ambcd/07.%20Evidence%20before%20the%20Southborough%20Committee.htm>, Accessed: 19.04.2013.

Constituent Assembly Debates, Ambedkar's speech on Draft Constitution on 4th November 1948, *CAD Vol. VII*, Lok Sabha Secretariat, Government of India, 3rd Print, pp. 31-41.

B. Ambedkar, (2013), *States and Minorities*, Delhi: Critical Quest.

Additional Readings:

A. Gajendran, (2007) 'Representation', in S. Thorat and Aryama (eds.), *Ambedkar in Retrospect: Essays on Economics, Politics and Society*, Delhi: Rawat Publishers, pp. 184-194.

B. Ambedkar, (2003), 'Depressed Classes against Second Chamber: Dr. Ambedkar on Joint Parliamentary Committee Report Provision for Better Representation Demanded', in *Dr. Babasaheb Ambedkar Writings and Speeches, Vol. 17-I*, Education Deptt, Government of Maharashtra, Mumbai, pp. 231-243.

VI. Economy and Class Question

Essential Readings:

B. Ambedkar, (1987) 'Buddha or Karl Marx', in *Dr. Babasaheb Ambedkar Writings and Speeches, Vol. 3*, Education Deptt., Government of Maharashtra, Mumbai, pp-442-462.

S. Thorat, (2007) 'Economic System, Development and Economic Planning', in S. Thorat and Aryama (eds), *Ambedkar in Retrospect: Essays on Economics, Politics and Society*, Delhi: Rawat Publishers, pp. 25-48.

B. Ambedkar, (1991) 'Labor and Parliamentary Democracy and Welfare', in *Dr. Babasaheb Ambedkar Writings and Speeches, Vol. 10*, Education Deptt., Government of Maharashtra, Mumbai, pp. 106-112; 139-143; 243-252

B. Mungekar, (2007) 'Labour Policy' in S. Thorat and Aryama (eds), *Ambedkar in Retrospect: Essays on Economics, Politics and Society*, Delhi: Rawat Publishers, pp. 76-92.

Additional Readings:

R. Ram, (2010) 'Dr, Ambedkar, Neo Liberal Market-Economy and Social Democracy in India', in *Human Rights Global Focus*, Vol. V (384), pp. 12-38, Available at www.roundtableindia.co.in Accessed: 19.04.2013.

B. Ambedkar, (2003) 'Trade Union must Enter Politics to Protect their Interests', in *Dr. Babasaheb Ambedkar Writings and Speeches, Vol. 17-III*, Education Deptt, Government of Maharashtra, Mumbai, pp.174-192.

B. Ambedkar, (1991) 'Why Indian Labour determined to War', in *Dr. Babasaheb Ambedkar Writings and Speeches, Vol. 10*, Education Deptt, Government of Maharashtra, Mumbai, pp. 36-43.

A. Teltumbde and S. Sen (eds), 'Caste Question in India', in *Scripting the Change, Selected Writings of Anuradha Ghandi*, pp. 62- 91.

Format for Student Presentations (12)

(1) Five presentations on any original writing/speeches by B. R Ambedkar can be used by the students for presentations (Preferably other than compulsory writings that has been suggested in the reading list)

(2) Six Presentations on the different issues concerned to Ambedkar's works and their relevance in contemporary India. (Preferably other than compulsory writings that has been suggested in the reading list)

(3) One Presentation on Critical understanding on Ambedkar's Ideas.

References for Students' Presentations:

1) Babasaheb Ambedkar, Writings and Speeches, 22 Volumes (Available on www.ambedkar.org)

2) Narendra Jadhav, Ambedkar Spoke, 3 Volumes

3) Any other related audio-visual source

POL HG 4036 Politics of Globalization

Course objective: The objective of this generic elective paper is to make students from diverse background understand the process of globalization from a political perspective. This paper will create a broad understanding of the issues and processes globalization based on critical analysis of the various anchors and dimensions of globalization.

Course Outcomes:

- To analyse the historical evolution of globalisation.
- To understand social, economic, cultural and political impact of globalisation.
- To evaluate the idea of globalisation and assess its relevance in context of contemporary politics.

1. Concept of Globalisation: (8 lectures)

Globalisation debate- for and against

2. Approaches to understanding globalisation: (8 lectures)

- a. Liberal approach
- b. Radical approach

3. International Institutions/Regimes (9 lectures)

- a. World Bank
- b. International Monetary Fund
- c. The World Trade Organisation

4. Issues in Globalisation: (10 lectures)

- a. Alternative Perspectives on its nature and character,
- b. Critical dimensions: economic, political and cultural

5. Globalisation and democracy: (8 lectures)

State, sovereignty and the civil society

6. Globalisation and Politics in developing countries (12 lectures)

- a. Globalisation and social movements
- b. Globalisation and the demise of Nation State
- c. Globalisation and human migration

7. The inevitability of globalisation: (5 lectures)

Domestic and Global responses

READING LIST

1. Anthony Giddens, The Globalizing of Modernity.
2. Arjun Appadurai, Modernity at Large: Cultural Dimensions of Globalisation, University of Minnesota Press, 1996.

3. David E. Korten, Niconor Perlas and Vandana Shiva (ed.), International Forum of Globalisation.
4. Deepak Nayyar (ed.) Governing Globalisation: Issues and Institutions, Oxford University Press, 2002.
5. Held, David and Anthony Mc grew (ed.), The Global Transformation Reader: An introduction to the Globalisation Debate, 2nd Cambridge, Polity Press, Blackwell Publishing.
6. Jagdish Bhagwati, In defense of Globalisation, Oxford University Press, 2004.
7. John Stopford, Multinational Corporations, Foreign Policy, Fall, 1998
8. Joseph E Stiglitz, Globalisation and its discontents.
9. Keohane Rebert and Joseph S. Nye Jr., Globalisation: What is new, what is not.
10. Kofi Annan, The politics of Globalisation,
11. Marc Lindenberg and Coralie Bryant, Going Global: Transforming Relief and Development NGOs, Bloomfield, Kumarian Press.
12. Noreena Hertz, The silent take over: Global Capitalism and the death of Democracy, Praeger, 2000.
13. Nye Joseph S and John D. Donanu (ed.) Governance in a Globalizing World, Washington dc, Brookings.
14. Nye Jr. Joseph S, Globalisation and American Power.
15. Pilpin Robert, The National State in the Global Economy.
16. Samuel Huntington, the clash of Civilizations and the Remaking of world order
17. Stanley Hoffman, Clash of civilizations,
18. Tyler Cowen, Creative Destruction: How Globalisation is changing the world's culture, New Jersey, Princeton University Press, 2000.

Additional Reading

1. Brahis John and Steeve Smith (ed.) The Globalisation of World Politics: An Introduction to International Relations, Oxford University Press, 2001.
2. John Clark (ed.), Globalising Civic Engagement: Civil Society and Transnational Action, London, Earthscan, 2003.
3. Sanjeev Khagram, James Riker and Korthrxu Sikkink (ed.) Restructuring World Politics: Transnational Social Movements, MN, University of Minnesota Press, 2002.
4. Bernard Hoelkman and Michel Kosteci, the Political Economy of the World Trading System: From GATT to WTO, New York, OUP.

**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 |

BA Regular Programme in Political Science

| Semester | Type | CORE | AECC | SEC | DSE | GE |
|----------|------------------------|--|-------------------------------|---|--------|--------|
| | Credits | 12x6=72 | 2X4=8 | 4X4=16 | 4X6=24 | 2X6=12 |
| I | English-1 | POL-RC-1016 Introduction to Political Theory Discipline 2- RC-1016 | English /MIL Communication | | | |
| | | | | | | |
| | | | | | | |
| II | English-2 | POL-RC-2016 Indian Government and Politics Discipline 2- RC-2016 | Environmental Science | | | |
| | | | | | | |
| | | | | | | |
| III | MIL-1/Alt English-1 | POL-RC-3016 Comparative Government and Politics Discipline 2- RC-3016 | | POL-SE- 3014 Parliamenta ry Procedures and Practices Or POL-SE- 3024 Youth and Nation- Building | | |
| | | | | | | |
| | | | | | | |
| IV | MIL-2/Alt English-2 | POL-RC-4016 Introduction to International Relations Discipline 2- RC-4016 | | POL-SE- 4014 Panchayati Raj in Practice Or POL-SE 4024 Citizens and Rights | | |
| | | | | | | |
| | | | | | | |

| | | | | | |
|----|--|--|---|--|---|
| V | | | POL-SE-5014 Public Opinion and Survey Research | POL-RE-5016 Public Administration-I Or POL-RE-5026 Select Constitution- I | POL-RG-5016 Public Administration-I or POL-RG-5026 Democracy in India |
| | | | | Discipline 2- RE-5016 | |
| VI | | | POL-SE-6014 Conflict and Peace Building | POL-RE-6016 Public Administration-II Or POL-RE-6026 Select Constitution-II | POL-RG-6016 Public Administration II or POL-RG-6026 Indian Administration |
| | | | | Discipline 2- RE-6016 | |

***Important Notes:**

- a) **Regular Generic Course of semester-V and semester-VI** is of interdisciplinary nature. Students from other discipline can choose any RG paper in both semesters mentioned in the course nomenclature. If any student from DSE Political Science wants to study Political Science as Regular Generic (RG), he/she must choose POL RG 5026 Democracy in India in semester-V and POL RG 6026 Indian Administration in semester-VI.
- b) **Marks allotment of Skill Enhancement Course (SEC) papers-**

Total Marks: 100

Theory: 50 marks

Practical Component: 50 marks

General modalities for conducting practical have been suggested in each SEC paper. However the institutions can develop their own modality based on their requirements and the resources available.

Course Nomenclature for B.A (Regular) Political Science

| Semester -I | Semester-II |
|--|---|
| Core Course English-1 | Core Course English-2 |
| Core Course POL RC 1016 Introduction to Political Theory | Core Course POL RC 2016 Indian Government and Politics |
| Core Course Discipline 2-RC-1016 | Core Course Discipline 2-RC-1026 |
| Ability Enhancement Compulsory Courses (AECC) English /MIL Communication | Ability Enhancement Compulsory Courses (AECC) Environmental Science |

| Semester- III | Semester-IV |
|--|---|
| Core Course MIL-1/Alternative English-1 | Core Course MIL-2/Alternative English-2 |
| Core Course POL RC 3016 Comparative Government and Politics | Core Course POL RC 4016 Introduction to International Relations |
| Core Course Discipline 2-RC-3016 | Core Course Discipline 2-RC-4016 |
| Skill Enhancement Course (SEC) POL SE 3014 Parliamentary Procedures and Practices Or POL SE 3024 Youth and Nation-Building | Skill Enhancement Course (SEC) POL SE 4014 Panchayati Raj in Practice Or POL SE 4024 Citizens and Rights |

| Semester-V | Semester-VI |
|--|--|
| Skill Enhancement Course (SEC) POL SE 5014 Public Opinion and Survey Research | Skill Enhancement Course (SEC) POL SE 6014 Conflict and Peace Building |
| Discipline Specific Elective Courses (DSE) POL RE 5016 Public Administration- I Or POL RE 5026 Select Constitution- I | Discipline Specific Elective Courses (DSE) POL RE 6016 Public Administration- II Or POL RE 6026 Select Constitution- II |
| Discipline Specific Elective Courses (DSE) Discipline 2-RE-5016 | Discipline Specific Elective Courses (DSE) Discipline 2-RE-6016 |
| Generic Elective Course (GE) POL RG 5016 Public Administration- I or POL RG 5026 Democracy in India | Generic Elective Course (GE) POL RG 6016 Public Administration II or POL RG 6026 Indian Administration |

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.

- 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. & Williams, 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.
- Prezowrski, 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

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.

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

SEMESTER III

POL RC 3016 Comparative Government and Politics

Course Outcomes:

- To make students have a basic understanding of comparative political analysis,
- To make students learn the classification of political systems from a comparative politics framework.
- To make students learn the classification of governments and the political behavior of institutions and the changes in the nature of the nation-state.

Unit 1. The nature, scope and methods of comparative political analysis (10 lectures)

Unit 2. Comparing Regimes: Authoritarian and Democratic (6 lectures)

Unit 3. Classifications of political systems: (15 lectures)

- a. Parliamentary and Presidential: UK and USA
- b. Federal and Unitary: Canada and China

Unit 4. Electoral Systems: First past the post and proportional representation (7 lectures)

Unit 5. Party Systems: one-party, two-party and multi-party systems (9 lectures)

Unit 6. Contemporary debates on the nature of state: (13 lectures)

- a. Human Security
- b. Changing nature of nation-state in the context of globalization.

READING LIST

Essential Texts

- Bara, J & Pennington, M. (eds.). (2009) *Comparative Politics*. New Delhi: Sage.
- Caramani, D. (ed.). (2008) *Comparative Politics*. Oxford: Oxford University Press.
- Hague, R. and Harrop, M. (2010) *Comparative Government and Politics: An Introduction*. (Eight Edition). London: Palgrave MacMillan.
- Ishiyama, J.T. and Breuning, M. (eds.). (2011) *21st Century Political Science: A Reference Book*. Los Angeles: Sage.
- Newton, K. and Deth, Jan W. V. (2010) *Foundations of Comparative Politics: Democracies of the Modern World*. Cambridge: Cambridge University Press.
- O'Neil, P. (2009) *Essentials of Comparative Politics*. (Third Edition). New York: WW. Norton & Company, Inc.
- Palekar, S.A. (2009) *Comparative Government and Politics*. New Delhi: PHI Learning Pvt. Ltd.
- Bara, Judith. & Pennington, Mark. (2009), *Comparative Politics*, New Delhi: Sage Publications.

Readings

Topic 1.

Caramani, D. (2008) 'Introduction to Comparative Politics', in Caramani, D. (ed.) *Comparative Politics*. Oxford: Oxford University Press, pp. 1-23.

Mohanty, M. (1975) 'Comparative Political Theory and Third World Sensitivity', in *Teaching* .Nos. 1 & 2, pp. 22-38.

Topic: 2.

Webb, E. (2011) 'Totalitarianism and Authoritarianism', in Ishiyama, J. T. and Breuning, M. (eds.) *21st Century Political Science: A Reference Book*. Los Angeles: Sage, pp. 249-257.

Hague, R. and Harrop, M. (2004) *Comparative Government and Politics: An Introduction*. London: Palgrave MacMillan, pp. 36-50, 51-68.

Topic: 3.

Hague, R and Harrop, M. (2004) 'The Political Executive', in *Comparative Government and Politics: An Introduction*. London: Palgrave MacMillan, pp. 268-290.

Topic: 4.

Cameron, D. R. (2002) 'Canada', in Ann L. G. (ed.) *Handbook of Federal Countries*. Montreal & Kingston: McGill- Queen's University Press, pp. 105-119.

Peter, H. (2002) 'Canada: A Federal Society- Despite Its Constitution', in Rekha Saxena. (ed.) *Mapping Canadian Federalism for India*. New Delhi: Konark Publisher, Pvt., pp. 115-129.

Dhillon, Michael. (2009), 'Government and Politics', in *Contemporary China: An Introduction*. London, New York: Routledge, 2009, pp. 137-160.

Topic: 5.

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

Downs, W. M. (2011) 'Electoral Systems in Comparative Perspectives', in Ishiyama, J. T. and Breuning, M. (eds.) *21st Century Political Science: A Reference Book*. Los Angeles: Sage, pp. 159-167.

Topic: 6.

Cole, A. (2011) 'Comparative Political Parties: Systems and Organizations', in Ishiyama, J.T. and Breuning, M. (eds.) *21st Century Political Science: A Reference Book*. Los Angeles: Sage, pp. 150-158.

Caramani, D. (2008) 'Party Systems', in Caramani, D. (ed.) *Comparative Politics*. Oxford: Oxford University Press, pp. 293-317, 318-347.

Topic: 7.

Poggi, Gianfranco. (2008) 'The nation-state', in Caramani, D. (ed.) *Comparative Politics*. Oxford: Oxford University Press pp. 85-107.

Hague, R. and Harrop, M. (2004) 'The state in a global context', in *Comparative Government and Politics: An Introduction*. London: Palgrave MacMillan, pp. 17-34.

Further Readings:

Bara, J. (2009) 'Methods for Comparative Analysis', in Bara, J. & Pennington, M. (eds.) *Comparative Politics*. New Delhi: Sage, pp. 40-65.

Blondel, J. (1996) 'Then and Now: Comparative Politics', *Political Studies. Vol. 47, Issue 1*, pp. 152-160

Chandhoke, N. (1996) 'Limits of Comparative Political Analysis', *Economic and Political Weekly*. vol. 31, No. 4, (January 27), pp. PE 2-PE8.

Mair, P. (2008) 'Democracy', in Carmani, D. (ed.) *Comparative Politics*. Oxford: Oxford University Press, pp. 108-132.

Robbins, J. W. (2011) 'Parsidentialism Verses Parliamentarism', in Ishiyama, J. T. and Marijke, B. (eds.) *21st Century Political Science: A Reference Book*. Los Angeles: Sage, pp. 177-185.

Watts, D. (2003) *Understanding US/UK Government and Politics*. Manchester: Manchester University Press, pp. 1-25; 66-105; 106-138.

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,

'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. Shakhdher (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.

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>

SEMESTER IV

POL RC 4016 Introduction to International Relations

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

Course Outcomes:

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

1. Approaches to International Relations (27 lectures)

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

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

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

3. India's Foreign Policy (13 lectures)

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

READING LIST

Essential Readings

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

Relations. Belmont: Wadsworth Publishing Co, pp. 30-58; 92-126.

Art, R. J. and Jervis, R. (eds.) (1999) *International Political Enduring: Concepts and Contemporary Issues*. 5th Edition. New York: Longman, pp. 7-14; 29-49; 119-126.

Jackson, R. and Sorenson, G. (2008) *Introduction to International Relations: Theories and Approaches*. New York: Oxford University Press, pp. 59-96.

Goldstein, J. and Pevehouse, J.C. (2009) *International Relations*. New Delhi: Pearson, pp. 81-111.

Tickner, J. A. (2001) *Gendering World Politics: Issues and Approaches in the Post-Cold War Era*. Columbia University Press.

Baylis, J. and Smith, S. (eds.) (2011) *The Globalization of World Politics: An Introduction to International Relations*. Fifth Edition. Oxford: Oxford University Press, pp. 90-123; 142-159; 262-277.

Wenger, A. and Zimmermann, D. (eds.) (2003) *International Relations: From the Cold World War to the Globalized World*. London: Lynne Rienner, pp. 54-89.

Appadorai and Rajan, M. S. (eds.) (1985) *India's Foreign Policy and Relations*. New Delhi: South Asian Publishers.

Mewmillians, W.C. and Piotrowski, H. (2001) *The World Since 1945: A History of International Relations*. Fifth edition. London: Lynne Rienner Publishers.

Smith, M., Little, R. and Shackleton, M. (eds.) (1981) *Perspectives on World Politics*. London:

Croom Helm. Indian Foreign Service Institute. (1997, 1998) *India's Foreign Policy: An Agenda for the 21st Century* Vols. 1 & 2, New Delhi: Konark Publishers, pp. 3-41; 102-119.

Ganguly, S. (ed.) (2009) *India's Foreign Policy: Retrospect and Prospect*. New Delhi: Oxford University Press.

Vanaik, A. (1995) *India in a Changing World: Problems, Limits and Successes of Its Foreign Policy*. New Delhi: Orient Longman. pp. 19-41; 63-67; 102-114; 118-124; 132-134.

Basu, Rumki (ed) (2012) *International Politics: Concepts theories and Issues*, New Delhi, Sage Publications India Pvt Ltd.

Jindal N, & Kumar K. (2018). (Ed), *Global Politics: Issues and Perspectives*, New Delhi; Sage Publications

Tremblay R.C & Kapur A. (2017). *Modi's Foreign Policy*, New Delhi: Sage Publications

POL SE 4014: Panchayati Raj in Practice

Course objective: This course acquaints students with the Panchayati Raj Institutions and their actual working. It further encourages a study of PRIs in their mutual interaction and their interaction with the people.

Course outcomes:

- This paper will help students understand the importance of grassroots political institutions in empowering people.
- This paper will highlight the complex challenges faced by PRIs in India and mechanisms involved to make it more participatory and inclusive in nature.

I. Strengthening Democratic Functioning of the Panchayats (16 lectures)

- a. Participation at village level, action plan and participatory method
- b. Need assessment and Micro Planning
- c. Devolution

II. Panchayat Finances and Accounting (16 lectures)

- a. Constitutional Provisions on Panchayat Finances
- b. Fiscal Decentralisation and Audit system
- c. Social Audit

III. Problems and Needs of Disadvantaged Groups and Their Participation (16 lectures)

- a. Women
- b. Scheduled Tribes, Scheduled Casts and Minorities
- c. Panchayat Extension to Scheduled Areas (PESA) Act

Modalities for Practical Component: Project Report/Field Study Report based on any activity i.e. visit to Panchayat / local self bodies, local peoples' participation in the political system etc.

READING LIST

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

M. John, (2007) 'Women in Power? Gender, Caste and Politics of Local Urban Governance', in *Economic and Political Weekly*, Vol. 42(39)

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

M.Venkataramani and M.Pattabhiram- *Local Government in India*, Allied Publishers-1969
SR Maheswari, *Local Government in India*, Lakshmi Narain Agarwal, 2008.

Bidyut Chakraborty and Rajendra Kumar Pandey, *Modern Indian Political Thought – Text and Context*, Sage, New Delhi, 2009.

Niraja Gopal Jayal and others, *Local Governance in India – Decentralisation and Beyond*, Oxford University Press, 2006.

Subrata K. Mitra. 2001. *Making local government work: Local elites, panchayati raj and governance in India*,

Atul Kohli (Ed.). *The Success of India's Democracy*. Cambridge: Cambridge University Press.

Ghosh , Buddhadeb & Girish Kumar-*State Politics and Panchayats In India* New Delhi: Manohar Publishers, 2003

Sudhakar , V. *New Panchayati Raj System: Local Self-Government Community Development* -Jaipur: Mangal Deep Publications, 2002.

Biju, M.R.- *Decentralisation: an Indian experience*, Jaipur: National Pub., 2007

POL SE 4024 Citizens and Rights

Course objective:

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

Course outcomes:

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

I. Equality and non-discrimination (12 lectures)

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

II. Empowerment (12 lectures)

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

III. Redistribution, recognition and livelihood (12 lectures)

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

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

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

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

READING LIST

I. Equality and non-discrimination

Essential Readings:

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

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

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

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

- K. Sankaran, (2008) 'Labour Laws and the World of Work', in K, Sankaran and U. Singh (eds.) Towards Legal Literacy, New Delhi: Oxford University Press, Pp.119-131.
- K. Saxena, (2011) 'Dalits', in M. Mohanty et al., Weapon of the Oppressed, Inventory of People's Rights in India. Delhi: Danish Books, Pp.15-38
- K. Saxena, (2011) 'Adivasis', in M. Mohanty et al., Weapon of the Oppressed, Inventory of People's Rights in India, Delhi: Danish Books, Pp.39-65.
- S. Durrany, (2006) The Protection of Women From Domestic Violence Act 2005, New Delhi: Indian Social Institute.
- V. Kumari, (2008) 'Offences Against Women', in K, Sankaran and U. Singh (eds.) Towards Legal Literacy, New Delhi: Oxford University Press.
- P. D. Mathew,(2004)The Measure to Prevent Sexual Harassment of Women in Work Place. New Delhi: Indian Social Institute.
- D. Srivastva, (2007) 'Sexual Harassment and Violence against Women in India: Constitutional and Legal Perspectives', in C. Kumar and K. Chockalingam (eds) Human Rights, Justice, and Constitutional Empowerment, Delhi: Oxford University Press.

II. Empowerment

Essential Readings:

- N. Kurian, (2011) 'Consumers', in M. Mohanty et al., Weapon of the Oppressed, Inventory of People's Rights in India. Delhi: Danish Books.
- S. Naib, (2013) 'Right to Information Act 2005', in The Right to Information in India, New Delhi: Oxford University Press, Available at http://www.humanrightsinitiative.org/publications/rti/guide_to_use_rti_act_2005_English2012_light_Aspire.pdf, Accessed: 19.04.2013.
- A. Roberts, (2010) 'A Great and Revolutionary Law? The First Four Years of India's Right to Information Act', Public Administration Review. Volume 70, Issue 6, pp. 925–933.
- SAHRDC, (2006) 'Consumer Rights', in Introducing Human Rights, Oxford University Press, pp. 118-134.

III. Redistribution, Recognition and livelihood

Essential Readings:

- M. Sarin and O. Baginski, (2010) India's Forest Rights Act -The Anatomy of a Necessary but Not Sufficient Institutional Reform, Department for International Development. Available at www.ippg.org.uk (Accessed: 10.04.2013).
- J. Dreze, Dey and Khera, (2008) Employment Guarantee Act, A Primer, New Delhi: National Book Trust (Also available in Hindi).

Additional Readings:

- K. Chaubey, (2013) 'Do Pragatisheel Kanoonon ki Dastan: Rajya, Jan Andolan aur Pratirdoh', Pratiman: Samay, Samaj, Sanskriti, CSDS- Vani Prakashn, pp. 149-177.
- S. Dahiwal, (2009) 'Khairlanji: Insensitivity of Mahar Officers', Economic and Political Weekly, Vol. 44 (31), pp. 29-33.
- J. Kothari, (2005) 'Criminal Law on Domestic Violence', Economic and Political Weekly, Vol. 40(46), pp. 4843-4849.
- H. Mander, and A. Joshi, The Movement for Right to Information in India, People's Power for the Control of Corruption. Available at <http://www.rtgateway.org.in/Documents/References/English/Reports/12.%20An%20article%20on%20RTI%20by%20Harsh%20Mander.pdf>, Accessed: 10.04.2013.
- P. Mathew, and P. Bakshi, (2005) 'Indian Legal System', New Delhi: Indian Social Institute.
- P. Mathew, and P. Bakshi, (2005) 'Women and the Constitution', New Delhi: Indian Social Institute.
- N. Menon, (2012) 'Sexual Violence', in Seeing Like a Feminist, New Delhi: Zubaan and Penguin, pp. 113-146.

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

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

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

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

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

IV. Laws relating to criminal justice administration

Essential Readings:

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

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

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

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

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

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.

POL RE 5016 Public Administration-I

Course outcomes:

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

UNIT 1: Introduction (15 lectures)

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

UNIT 2: Administrative Theories (15 lectures)

- Scientific Management Theory
- Bureaucratic Theory

UNIT 3: Principles of Organization (15 lectures)

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

UNIT 4: Structure of Organization (15 lectures)

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

Readings:

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

POL RE 5026 Select Constitutions-I

Course outcomes:

- Students will be able to understand the importance of constitutions;
- This paper is an integral part of public services examinations.
- Students will be introduced to the various types of constitutions and the forms of governments from different parts of the world.

Unit I: Constitution and Constitutionalism (15 lectures)

- Constitution - Meaning and Importance
- Constitutionalism – Concept

Unit 2: United Kingdom (15 lectures)

- The British Political Tradition
- Parliamentary Government
 - i. Monarchy
 - ii. Cabinet
 - iii. Parliament
- Rule of Law and the Judicial System

Unit 3: United States of America (15 lectures)

- Making of the American Constitution
- The Federal System
- National Government—
 - i. The President
 - ii. Congress
 - iii. Supreme Court

Unit 4: Comparative Study of UK and US Constitutions (15 lectures)

- British Prime Minister vs US President
- House of Lords vs Senate

Readings:

Almond and Powell, *Comparative Politics: A development Approach*, Prentice Hall, 1979

Finer, H, *Theory and Practice of Modern Government*, Mituban, 1965

Dahl, Robert, *Theory and Practice of Modern Government*, Prentice Hall, 1978 Ray,

S. N., *Comparative Political Systems*, Prentice Hall, 1997

Willoughby, WestelWoobdury ,*The American Constitutional System; An Introductionto the Study of the American State*, General Books LLC, 2009

Elster, Jon &Slagstad(Ed), *Constitutionalism and Democracy*, Cambridge University Press, 1993

Alexander, Larry, *Constitutionalism: Philosophical Foundation*, Cambridge University Press, 2001

Rosenbaum, S. Alan, *Constitutionalism: The Philosophical Dimension*, Greenwood Press, 1988

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

POL RG 5026 Democracy in India

Course outcomes:

- Students will be able to understand the importance of freedom movement in India;
- Students will be introduced to the various types of constitutions and the forms of governments from different parts of the world.
- The debates on the nature of Indian democracy will provide an important insight to the complex nature of challenges faced by the state and different public institutions.

Unit I: Concept of Democracy (15 lectures)

- Meaning of Democracy
- Types of Democracy
- Theoretical Perspective of Democracy

Unit II: Democracy in India (15 lectures)

- Origin of Democracy in India
 - Colonial Legacy
 - National Movement.

Unit III: Nature of India's Democracy: (15 lectures)

- Liberal Perspective
- Marxist Perspective

Unit IV: Elections in India (15 lectures)

- Election Process in India:
- Election Commissioner and Its Role

Readings:

Brass, Paul: The Politics of India since Independence, New York, 1994.

Jayal, N. (ed): Democracy in India, New Delhi, 2001.

Chibber, P.K.: Democracy without Association: Transformation of the Party System and Social Cleavages in India, Michigan, 1999.

Kohli, A: India's Democracy: An Analysis of State Society Relation, Princeton, 1990.

Manor, James: India's Democracy, Princeton, 1988.

Crick: Democracy: A Very Short Introduction, Oxford University Press, 2001.

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.

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 forthe 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.

POL RE 6016 Public Administration –II

Course outcomes:

After reading this course the students will be in a position acquaint with the different layers and structures of public administration and also to know how public administration contributes towards development. One will also be in a position to know about the principles and processes of budgeting etc.

UNIT-- 1. Personnel Administration (15 lectures)

- Importance of Civil Service in modern State
- Recruitment – Promotion
- Public Service Commissions

UNIT-- 2. Financial Administration (15 lectures)

- Concept of Budgeting
- Principles of Budgeting
- Budgetary Process

UNIT-- 3. Development Administration (15 lectures)

- Concept of Development Administration
- Contribution of Fred W. Riggs
- Bureaucracy and development

UNIT-- 4. Citizen and Administration (15 lectures)

- Concept of Accountability
- Control over administration: Legislative, Executive
- Redressal of public grievances

Readings:

Avasthi and Maheswari: Public Administration, LaxmiNarayan ,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, Bidyut Bhattacharya Mohit: Public Administration: A Reader, OxfordUniversity 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

Sapru R.K., Development Administration, Sterling Publishers Pvt. Ltd, 1994

POL RE 6026 Select Constitutions -II

Course Objective: The course introduces the constitutional and political systems of two (2) countries. Students will have a stronger and more informed perspective on approaches to studying the constitutional and political systems of these countries in a comparative manner.

Course outcomes:

- Students will be able to understand the importance of constitutions;
- This paper is an integral part of public services examinations.
- Students will be introduced to the various types of constitutions and the forms of governments from different parts of the world.

Unit 1: Peoples Republic of China- I (15 lectures)

- Revolutionary Legacy: Communist Revolution
- Structure of Government:
 - National Peoples' Congress
 - The President and the State Council
 - Peoples' Courts and Peoples' Procuratorates

Unit 2: Peoples Republic of China- II (15 lectures)

- Rights and Duties of Citizens
- Role of the communist Party

Unit 3: Switzerland- I (15 lectures)

- Swiss Political Tradition
- Structure of Federal Government:
 - Legislature
 - Executive
 - Judiciary

Unit 4: Switzerland- II (15 lectures)

- Swiss Federalism
- Direct Democracy

Readings:

Almond and Powell, *Comparative Politics: A Development Approach*, Pearson Education, 1979

Finer, H, *Theory and Practice of Modern Government*, Mituban, 1965

Dahl, Robert, *Theory and Practice of Modern Government*, Prentice Hall, 1978

Ray, S. N., *Comparative Political Systems*, Prentice Hall, 1997

Longford, W. John & Brownsey, K. Lorne, *The Changing Shape of Government in the Asia Pacific Region*, IRPP, 1988

POL RG 6016 Public Administration –II

Course outcomes:

After reading this course the students will be in a position acquaint with the different layers and structures of public administration and also to know how public administration contributes towards development. One will also be in a position to know about the principles and processes of budgeting etc.

UNIT-- 1. Personnel Administration (15 lectures)

- Importance of Civil Service in modern State
- Recruitment – Promotion
- Public Service Commissions

UNIT-- 2. Financial Administration (15 lectures)

- Concept of Budgeting
- Principles of Budgeting
- Budgetary Process

UNIT-- 3. Development Administration (15 lectures)

- Concept of Development Administration
- Contribution of Fred W. Riggs
- Bureaucracy and development

UNIT-- 4. Citizen and Administration (15 lectures)

- Concept of Accountability
- Control over administration: Legislative, Executive
- Redressal of public grievances

Readings:

Avasthi and Maheswari: Public Administration, LaxmiNarayan ,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, Bidyut Bhattacharya Mohit: Public Administration: A Reader, OxfordUniversity 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

Sapru R.K., Development Administration, Sterling Publishers Pvt. Ltd, 1994

POL RG 6026 Indian Administration

Course objective:

The basic objective is to introduce the students to the process of evolution of Indian administration through ages.

Outcomes:

After reading this course a student will be in a position to acquaint himself/herself with the process of evolution of Indian administration and also different layers and structures of the administration.

UNIT 1: Evolution of Indian Administration: (15 lectures)

- Kautilya's Arthashastra, Mughal Administration;
- British Legacies over Indian Administration, Indianization of public services
- Role of Indian Administration in Socio-Economic Development.

UNIT 2: Union Government and Administration: (15 lectures)

- Cabinet Secretariat
- Ministries and Departments, Prime Minister's Office
- Central Secretariat; Attached offices.

UNIT 3: State Government and Administration: (15 lectures)

- State Secretariat- Chief Secretary
- Directorate: Organization and Functions
- Divisional Commissioner: Powers, Functions and Position.

UNIT 4: District Administration since 1947 (15 lectures)

- Democratic Decentralization and District administration, Changing role of the Deputy Commissioner
- Devolution of Power: Union- state- local relations
- Block Development Officer and Panchayat Secretary

Readings:

- Avasthi, A. and Maheshwari, S. (2003), Public Administration. Agra: Laxmi Narain Agarwal.
- Basu, Rumki, (2014) Public Administration, Concepts and Theories, Delhi Sterling Publishers
- Henry, N. (2003) Public Administration and Public Affairs. New Delhi: Prentice Hall, pp.1-52.
- Bhattacharya, M. and Chakrabarty, B. (eds.) (2005), Public Administration: A Reader. Delhi: Oxford University Press. Hyderabad,
- W. (1980), A Marxist Critique of Organization Theory", in Evan, W (ed.) Frontiers in Organization & Management. New York: Praeger, pp. 123-150.
- Hyderbrand, W. (1977), Organizational Contradictions in Public Bureaucracies: Towards a Marxian Theory of Organizations", in Benson, J. K. (ed.) Organizational Analysis: Critique and Innovation. Beverly Hills: Sage, pp. 85-109.

- Bhattacharya, M. (1999) Restructuring Public Administration: Essays in Rehabilitation. New Delhi: Jawahar, pp. 29-70, 85-98.
- Bhattacharya, M. (2001) New Horizons in Public Administration. New Delhi: Jawahar, pp. 248-272, 301-323.
- Dye, T.R. (1975) Understanding Public Policy. New Jersey: Prentice Hall, pp. 1-38, 265-299. Dror, Y. (1983) Public Policy Making Reexamined. Oxford: Transaction Publication, pp. 129-216.
- Bernard, C. (1938) The Functions of Executive. Cambridge: Harvard University Press.
- Gant, G.F. (1979) Development Administration: Concepts, Goals, Methods. Madison: University of Wisconsin Press.
- Kamenka, E. & Krygier, M. (eds.) (1979) Bureaucracy. London: Edward Arnold.
- Lee, H.B. (ed.) (1953) Korea: Time, Change and Administration. Hawaii: University of Hawaii Press.
- Leftwich, A. (1994) „Governance, the State and the Politics of Development“, Development and Change, 25. March, J. and Simon, H. (1958) Organization. New York: Wiley.
- Avasthi A. 1980. Central Administration: Tata Mcgraw Hill: New Delhi.
- Basu, D. D. 2004. Introduction to the Constitution of India; Prentice Hall: New Delhi.
- Dayal, Ishwar, MuthurKuldeep and Battacharya M, 1976. District Administration: McMillan: Delhi.
- Maheshwari, Shriram. 1979. State Government in India; The Macmillan Company of India limited: Delhi.
- Misra, S.C., 1972. Police Administration in India: National Police Academy: Mount Abu. Pandey,
- LalluBehari, 1984. The State Executives; Amar Prakashan: Delhi. Puri, K.K. 1985, Local Government in India, Bharat Prakashan, Jalandhar.
- Pylee, M.V. 1967. India's Constitution; Asia Publishing House: Bombay.
- Reddy, Ram. G. and Seshadri K. 1972. Police in a developing society: Osmania University: Hyderabad.
- Sharma, P.D. 1971. Indian Police – A Developmental Approach: Research: Delhi.
- Chakrabarty, B. & Chand, P. (2016), Indian Administration: Evolution and Practice, New Delhi, Sage Publications
- Sapru, Radhakrishnan. (2018), Indian Administration: A Foundation of Governance, New Delhi: Sage Publications.

Syllabus for B.A. (REGULAR) Psychology under CBCS Gauhati University

“Approved in the Academic Council held on 8/11/2019”

The template of the BA (REG) programme is given below.

| Semester | CORE COURSE | Ability Enhancement Compulsory Course (AECC) | Skill Enhancement Course (SEC) | Elective: Discipline Specific (DSE) | Generic Elective (GE)* |
|----------|-------------------------------|--|--------------------------------|-------------------------------------|------------------------|
| SEM I | ENGLISH-1 | English/MIL Communication | | | |
| | PSY RC 1016 OR PSY HG 1016 | | | | |
| | DSC 2A | | | | |
| SEMII | ENGLISH-2 | Environmental Science | | | |
| | PSY RC 2016 | | | | |
| | DSC 2B | | | | |
| SEM III | MIL1 OR AltEnglish-1 | | PSY SE 3014 | | |
| | PSY RC 3016 | | | | |
| | DSC 2C | | | | |
| SEM IV | MIL1 OR AltEnglish-2 | | PSY SE 4014 | | |
| | PSY RC 4016 | | | | |
| | DSC 2D | | | | |
| SEM V | | | PSY SE 5014 | PSY RE 5016 | PSY RG 5016 |
| | | | | DSE 2A | |
| SEM VI | | | PSY SE 6014 | PSY RE 6016 | PSY RG 6016 |
| | | | | DSE 2B | |

RC- REGULAR CORE

SE-SKILL ELECTIVE

RE- REGULAR ELECTIVE

RG- REGULAR GENERIC

HG- HONORS GENERIC

2 A,B,C,D – The SECOND discipline

* – for other disciplines

Course Nomenclature for B.A. (Regular) PSYCHOLOGY

| SEMESTER I | SEMESTER II |
|--|---|
| DISCIPLINE SPECIFIC CORE PSY RC 1016 FOUNDATIONS OF PSYCHOLOGY OR PSY HG 1016 GENERAL PSYCHOLOGY | DISCIPLINE SPECIFIC CORE PSY RC 2016 INTRODUCTION TO SOCIAL PSYCHOLOGY |
| DSC 2A | DSC 2B |
| ENGLISH I | ENGLISH II |
| AECC : ENGLISH/COMMUNICATION/MIL | AECC : ENVIRONMENTAL SCIENCE |

| SEMESTER III | SEMESTER IV |
|--|---|
| DISCIPLINE SPECIFIC CORE PSY RC 3016 PSYCHOLOGICAL DISORDERS | DISCIPLINE SPECIFIC CORE PSY RC 4016 STATISTICAL METHODS AND PSYCHOLOGICAL RESEARCH. |
| DSC 2C | DSC 2D |
| MIL1/ALT.ENGLISH 1 | MIL2/ALT.ENGLISH 2 |
| AECC(SKILL BASED) : PSY SE 3014 DEVELOPING EMOTIONAL COMPETENCE | AECC(SKILL BASED) : PSY SE 4014 MANAGING STRESS |

| SEMESTER V | SEMESTER VI |
|---|---|
| AECC(SKILL BASED) : PSY SE 5014 MAKING DECISIONS | AECC(SKILL BASED) : PSY SE 6014 : PSYCHOLOGY IN EDUCATION |
| Group-I (Discipline Specific Elective (DSE) Courses) (Any ONE) PSY RE 5016 : LIFE SPAN DEVELOPMENT OR INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY | Group-II (Discipline Specific Elective (DSE) Courses) (Any ONE) PSY RE 6016 : COUNSELING PSYCHOLOGY OR FIELD STUDY/ REPORT WRITING |
| PSY RG 5016 PSYCHOLOGY FOR LIVING | PSY RG 6016 : PSYCHOLOGY OF GENDER OR SELF AND PERSONAL GROWTH |

Psychology Syllabus UG (CBCS)

Regular Courses (Psychology)

Semester –I

Objective : To Introduce the Basic Concepts and processes in Psychology and understand the original development.

PSY-RC 1016 : FOUNDATIONS OF PSYCHOLOGY OR PSY-HG-1016: GENERAL PSYCHOLOGY

Unit : 1 : Introduction to Psychology :

Psychology as a Science, Perspectives, Origin and development of Psychology.

Methods and Types : Observation and Questionnaire

UNIT – 2 : Cognitive Processes :

Perception : Nature of Perception Laws of Perceptual Organization

Learning and Conditioning : Classical conditioning, Operant Conditioning and Insight Learning, Observational learning.

Memory : Processes ; Stage Model, Information Processing Model, techniques for improving memory.

UNIT -3 : Motivation for Emotion

Motivation : Biogenic and Sociogenic

Emotion : Nature of Emotion, Key Emotions.

UNIT-4 : Personality and Intelligence

Personality : Nature : Type Theories : Allport

Trait Theory : Eysenck

Intelligence : Definition and Theory : Uni factor and Two factor.

Practicum : Personality and Emotion

Readings: Baron, RA and Mime. G. (2014). Psychology (Indian Subcontinent Edition). Pearson Education Ltd.

Chadha, N.K. & Seth. S. (2014). The Psychological Realm: An Introduction. Pinnacle Learning. New Delhi.

Ciccarelli . S. K & Meyer. G.E (2008). Psychology (South Asian Edition). New Delhi: Pearson

Feltbuan.S.R.(2009).Essentials of understanding psychology (76 Ed_) New Delhi : Tata Mc thaw Hill.

Glassman.W.E (200).Approaches to Psychology (3il Ed.) Buckingham : Open University Press.

SEMESTER – II

PSY-RC 2016 : INTRODUCTION TO SOCIAL PSYCHOLOGY

UNIT : 1 : Introduction

Brief history of Social Psychology, Scope & Nature.

UNIT:2 : Individual level Processes.

Person Perception.

Attribution theory : Causal Attribution Theory Biases and Errors

Attitude : Formation, Change Resistance to change

UNIT : 3 : Interpersonal Processes

Meaning, Concept and Theory

Interpersonal Attraction : Prosocial behavior : Aggression :

UNIT : 4 : Group dynamics:

Meaning, concept and theory:

Group dynamics, Key aspects of group, Co-operation & Conflict, Group decision making,

Readings:

Baron, R. A., Byrne, D. & Bhardwaj. G (2010) Social Psychology (12th Ed). New Delhi: Pearson.

Chadha, N.K. (2012). Social Psychology. MacMillan.

Myers. D.G. (2008). Social psychology. New Delhi: Tam McGraw-Hill

SEMESTER – III

PSY-RC-3016 : PSYCHOLOGICAL DISORDERS.

UNIT 1: Basic Concepts :

Definition, and Criteria of abnormality, Classification Diathesis Stress Model.

Unit : 2 : Theoretical Perspectives

Biological, Familial, Cultural, Behavioural, Cognitive, Psycho Dynamic

UNIT:3: Clinical States (DSM-V)

Anxiety Disorders : OCD

Mood Disorders : Unipolar and bipolar

Schizophrenia : Disorganized, Paranoid Catatonic

Learning Disabilities.

UNIT : 4 : Treatment of Disorders.

- (a) Biological Treatment : Pharmaco therapy, Electroconvulsive Therapy.
- (b) Psychological Treatment : Psychoanalytic Therapy, Behaviour Therapy, Cognitive Behaviour Therapy.

Readings:

Carson, R.C., Butcher. J.N., Mineka.S.& Hooley.I.M. (2008). Abnormal Psychology. New Delhi: Pearson.

Caw. A. (2004). Positive Psychology: The science of happiness and human strength.UK: Roudedge.

Prude. N. (1998). Understanding abnormal psychology. Oxford: Blackwell Publishers.

Semester IV

PSY-RC-4016 : Statistical Methods and Psychological Research.

UNIT – 1: Introduction

Scales of Measurement

Graphical Representation of data : Bar Diagram, Histogram

UNIT : 2: Data Analysis

- (i) Measures of Central Tendency : Mean, Medium, Mode
- (ii) Properties of Normal Probability Curve

UNIT : 3: Psychological Testing

Introduction to Psychological Testing,

Characteristics of a Test-Reliability, Validity, Norms, Standardization

Types of Test

UNIT : 4 : Qualitative Methods :Interview, Observation, Case Study

Practicum : Anxiety Test, Case Study

Readings:

Garrett, H.E. & Woodworth, RS. (1987). Statistics in Psychology and Education. Mumbai: Vakils, Feller & Simons Pvt. Ltd.

Gregory. R.J. (2006). Psychological Testing: History, Principles. and Applications (4th Ed.). New Delhi: Pearson Education.

King. B.M. & Minium, LW, (2007). Statistical Reasoning in the behavioral Sciences USA: John Wiley & Sons.

Cerlinger, F.N. & Lee FIB (1999). Foundations of Behavioural Research. Wadsworth-Thomson Learning

ELECTIVE DISCIPLINE SPECIFIC DSE

(any TWO from the following, 1 in sem V and 1 in Sem VI)

PSY-RE- 5016: LIFE SPAN DEVELOPMENT

Objectives: To understand how human life unfolds from conception to late adulthood and to understand the relationship between theory and applications within each domain of development.

Unit 1. Introduction to life-span perspective: Nature, issues and theoretical perspectives; methods and designs

Unit 2. Physical development: Patterns of growth from conception till late adulthood.

Unit 3. Cognitive development: Introduction, Piagetian and Vygotskian approaches; Cognitive changes in adulthood and old age; Language development.

Unit 4. Socio-emotional development: Emotional development; Moral development; Successful aging.

Practicum: Students have to carry out any 2 practicum based on the syllabus.

Readings:

Berk, L. E. (2010). Child Development (9th Ed.). New Delhi: Prentice Hall.

Feldman, R.S. & Babu, N. (2011). Discovering the life-span. New-Delhi: Pearson.

Santrock, J.W. (2012). A topical approach to life-span development. New-Delhi:Tata McGraw-Hill.

OR

PSY-RE-5016: INDUSTRIAL/ ORGANIZATIONAL PSYCHOLOGY

Objective: To introduce the basic concepts of I/O psychology and to understand the applications of psychology at the workplace.

Unit 1: Introduction: Industry and organization; Current status of I/O psychology, I/O psychology in the Indian context.

Unit 2: Work Related Attitudes: Job satisfaction; Organizational Commitment; Organizational Citizenship Behavior.

Unit 3: Work Motivation: Theories and application; Indian perspective.

Unit 4: Leadership: Classical and Contemporary approaches to leadership; Cross-cultural leadership issues; Indian perspective on leadership

Practicum: Any two practicum based on the syllabus

Reading List:

Aamodt, M. G. (2001) Industrial Organizational Psychology. India. Cengage Learning.

Chadha, N.K. (2007) Organizational Behavior. Galgotia Publishers: New Delhi.

Greenberg, J. & Baron, R.A. (2007). Behaviour in Organizations (9th Ed.). India: Dorling Kindersley.

Luthans, F. (2009). Organizational behavior. New Delhi: McGraw Hill.

Muchinsky, P.(2006). Psychology applied to work: An introduction to industrial and organizational psychology. NC: Hypergraphic Press.

Pareek, U.(2010). Understanding organizational behaviour. Oxford: Oxford University Press.

PSY-RE-6016: COUNSELING PSYCHOLOGY

Objective: To develop an understanding of basic concepts, processes, techniques of Counselling

Unit 1. Introduction: Meaning and Goals, Counselling as a Profession: professional ethics, Counsellor Effectiveness,

Unit 2. Counselling Process and Relationship.

Unit 3. Approaches and Techniques: Psychodynamic, Behavioral, Person-Centered, Cognitive-Behavioral, Indian approaches: Yoga and Meditation.

Unit 4. Application: Family Counselling, Career Counselling, Crisis Intervention.

Practicum: Students are required to carry out any 2 practical based on the syllabus.

Readings:

Aguilera, D.C. (1998). Crisis Intervention: Theory and Methodology (8thEd.) Philadelphia: Mosby.

Corey, G. (2009) Counselling and Psychotherapy; Theory and Practice. (7th Ed.) New Delhi: Cengage Learning. Gladding,

S. T. (2012). Counselling: A Comprehensive Profession. (7th Ed) New Delhi. Pearson.

Rao, K. (2010). Psychological Interventions: From Theory to Practice. In G. Misra (Ed): Psychology in India. Volume 3: Clinical and Health Psychology. New Delhi. ICSSR/ Pearson.

Rao, S.N. & Sahajpal, P. (2013) Counselling and Guidance. New Delhi: Tata McGraw Hill. Seligman,L.& Reichenberg ,

L.W.(2010). Theories of Counseling and Psychotherapy: Systems, Strategies, and Skills. 3rd Ed. Indian reprint: Pearson.

Sharf, R. S. (2012). Theories of Psychotherapy 8: Counselling: Concepts and Cases (5th Ed). Brooks/ Cole Cengage Learning.

OR

PSY RE 6016: Field Study/ Report Writing

Evaluation: Viva jointly by one internal and one external examiner.

SKILL BASED ABILITY ENHANCEMENT ELECTIVE COURSE (SEC)

(Any 4,1 each in Semester III, IV, V and VI as selected by students):

PSY –SE-3014: DEVELOPING EMOTIONAL COMPETENCE

Objective: To help the students learn how to understand and manage their emotions and develop emotional competencies.

Unit 1: Introduction: importance of recognizing and understanding emotions in oneself and others, importance of managing one's emotions.

Unit 2: EQ competencies: self-awareness, self-regulation, motivation, empathy, and interpersonal skills

Readings:

Goleman, D. (1995). Emotional Intelligence. New York: Bantam Book,

Goleman, D. (1998). Working with Emotional Intelligence. New York. Bantam Books.

Singh, D. (2003). Emotional intelligence at work (2 nd ed.) New Delhi: Response Books.

PSY-SE-4014: MANAGING STRESS

Objective: To understand the main symptoms and sources of stress and learn ways of coping with stress.

Unit 1: Stress: Nature of stress, symptoms of stress, sources of stress, Stress and health

Unit 2: Managing stress: Methods - yoga, meditation, relaxation techniques, problem focused and emotion focused approaches

Readings:

DiMatteo, M.R. & Martin, L.R.(2002). Health psychology. New Delhi: Pearson.

Neiten, W. & Lloyd, M.A (2007). Psychology applied to Modern life. Thomson Detmar Learning

Taylor, S.E. (2006). Health psychology, 6th Edition. New Delhi: Tata McGraw Hill. AEEC-

PSY-SE-5014: MAKING DECISIONS

Objective: Students will learn various strategies through which they can make good decisions.

Unit 1: Introduction: Basic concepts of decision making, Importance of making good decisions, self-efficacy.

Unit 2: Making effective decisions: Decisions regarding career, Decision making in interpersonal context, Decision making at the workplace

Readings:

Adler, R.B & Proctor, R.F (2009). Communication Goals and Approaches. Wadsworth cengage Learning, India

Chadha, N.K. & Bhatia, H. (2014). Career Development-different voices, different choices. The Readers Paradise: New Delhi.

Sherfield, R.M., Montgomery, R.J., & Moody, P.G. (2009). Developing soft skills. Pearson Education, India.

PSY-SE-6014: PSYCHOLOGY IN EDUCATION

Objective: To understand how the principles of psychology can be applied to the area of education.

Unit I: Introduction to Educational Psychology: Nature, scope & relevance of Educational Psychology, Theoretical Perspectives in Educational Psychology

Unit 2: Effective Teaching and Classroom Management

- a. Characteristics of Effective Teachers
- b. Teaching Methods
- c. Classroom Management
- d. Responsibilities of Teachers towards learners with Special Needs

Readings:

Lahey R.B. Graham J. E., (2000) An Introduction to Educational Psychology, 6th Ed., Tata McGraw Hill Publishers, New Delhi. Santrock John W. (2010) Educational Psychology, Inwin Professional Publishers, Delhi. Woolfolk Anita (2004) Educational Psychology, 9th Edition, Allyn and Bacon, Boston. Woolfolk Anita & Woolfolk Hoy Anita (2008) Educational Psychology, Pearson, New Delhi.

PSY SE 5 : MANAGING HUMAN RESOURCES

Objective: To understand the main concepts related to human resource management and learn related techniques.

Unit 1: Introduction: Human resource management, Human resource development, Strategic Human Resource Management, International Human Resource Management.

Unit 2: Human resource practices: Job analysis, Selection, training, performance evaluation.

Readings:

Aamodt, M.G. (2001) Industrial/ Organizational Psychology. Thompson Wadsworth, a division of Thompson learning Inc.

Chadha, N.K. (2005). Human Resource Management-Issues, case studies and experiential exercises.3rd edition. New Delhi: Sai Printographers.

DeCenzo, D.A.& Robbins, S.P.(2006). Fundamentals of human resource management. (8th Ed). NY: Wiley.

Harzing, A-W.K. and Pennington, A. (2011). International human resource management. New Delhi: Sage publications.

Muchinsky, P.M. (2006) Psychology applied to work: An Introduction to Industrial and Organizational Psychology. NC : Hypergraphic press

PSY SE 6: APPLICATIONS OF SOCIAL PSYCHOLOGY

Objective: To apply the principles of social psychology to understand and deal with social issues.

Unit 1: Introduction: Importance of application of social psychological knowledge, developing interventions,

Unit 2: Applications of social psychology: diversity, health, environment, population, law, work.

Readings:

Kloos, B., Hill, j., Thomas, E., Wandersman, Elias, M. J., & Dalton, J.H. (2012). Community psychology: Linking individuals and communities. Wadsworth,

Cengage. Schneider, F.W., Gruman, A., Coult, L .M. (Eds.). (2012). Applied social psychology: Understanding and addressing social and practical problems. New Delhi: Sage publications.

ELECTIVE: GENERIC (RG)

(Any 2. 1 each in Semesters 5 and 6)

PSY RG 5016: PSYCHOLOGY FOR LIVING

Unit 1: Introduction: What is psychology, relevance of psychology, psychological factors and physical illness, body image, lifestyle interventions.

Unit 2: Self and relationships importance of family and peer groups in one's life, importance of emotional intelligence, role of culture.

Unit 3: Self in disintegrative experiences: stress and coping

Unit 4: Growth and actualizing self: subjective well-being, optimism, resilience.

Readings:

Atwater, E. & Grover, D. & Karen (1999). Psychology for living: Adjustment, growth and behavior today. Prentice Hall.

Carr, A. (2004). Positive Psychology: The science of happiness and human strength.UK: Routledge.

PSY –RE-6016: PSYCHOLOGY OF GENDER

Unit 1: Introduction: Conceptualization and measurement of gender roles and gender role attitudes

Unit 2: Sex related comparisons: cognitive abilities, social domains, emotion, moral development, theories

Unit 3: Gender: Aggression, achievement, communication, friendship, romantic relationships

Unit 4: Sex differences in health, relationships and health, work roles and health, mental health.

Readings :

Helgeson, V.S. (2006). Psychology of Gender. Pearson education.

Galotti, Kathleen M (2019). Cognitive Psychology,Sage Publication, New Delhi.

OR

PSY-RE-6016: SELF AND PERSONAL GROWTH

Unit 1. Introduction: Notion of Personality, perspectives, Self as an object and as a process. Bases of Self knowledge.

Unit 2. Self from a Developmental Perspective: Ideas of William James, M. Lewis, Cooley, Carl Rogers.

Unit 3. Self in the Indian Thought: contributions of Indian thought to the understanding of self.

Unit 4. Personal Growth: Self and Personal growth; Developing character strengths and virtues.

Readings:

Carr, A. (2004). Positive Psychology: The science of happiness and human strength. UK: Routledge.

Chadha, N.K. & Seth, S. (2014). The Psychological Realm: An Introduction. Pinnacle Learning, New Delhi. Ciccarelli,

S. K., & Meyer, G. E. (2010). Psychology: South Asian Edition. New Delhi: Pearson Education.

GAUHATI UNIVERSITY
B.A. SOCIOLOGY (REGULAR COURSE)

Under Choice Based Credit System (CBCS)

Revised in October 2021

| FIRST SEMESTER | | | | |
|------------------------|--------------------|------------------------------------|----------------|--------------|
| COURSE CODE | COURSE TYPE | NAME OF THE PAPER | CREDITS | PAGES |
| SOC-RC-1016 | CORE | INTRODUCTION TO SOCIOLOGY | 6 | 5 |
| | CORE | DISCIPLINE 2 | 6 | |
| ENG-CC-1026 | CORE | ENGLISH-1 | 6 | |
| ENG-AE-1014 | AECC | ENGLISH/MIL COMMUNICATION | 4 | |
| SECOND SEMESTER | | | | |
| SOC-RC-2016 | CORE | SOCIOLOGY OF INDIA | 6 | 7 |
| | CORE | DISCIPLINE 2 | 6 | |
| ENG-CC-2026 | CORE | ENGLISH-2 | 6 | |
| ENV-AE-2014 | AECC | ENVIRONMENTAL SCIENCE | 4 | |
| THIRD SEMESTER | | | | |
| SOC-RC-3016 | CORE | SOCIOLOGICAL THEORIES | 6 | 10 |
| | CORE | DISCIPLINE 2 | 6 | |
| ALT-CC-3026 | CORE | MIL-1/ALT ENGLISH-1 | 6 | |
| SOC-SE-3014 | SEC | FUNDAMENTALS OF SOCIAL STATISTICS | 4 | 12 |
| FOURTH SEMESTER | | | | |
| SOC-RC-4016 | CORE | METHODS OF SOCIOLOGICAL ENQUIRY | 6 | 15 |
| | CORE | DISCIPLINE 2 | 6 | |
| ALT-CC-4026 | CORE | MIL-2/ALT ENGLISH-2 | 6 | |
| SOC-SE-4014 | SEC | SOCIAL STRATIFICATION | 4 | 18 |
| FIFTH SEMESTER | | | | |
| SOC-RE-5016 | DSE | RURAL SOCIOLOGY IN INDIA | 6 | 21 |
| SOC-RE-5026 | DSE | RELIGION AND SOCIETY | 6 | 23 |
| | DSE | DISCIPLINE 2 | 6 | |
| SOC-SE-5014 | SEC | GENDER SENSITIZATION | 4 | 26 |
| SOC-RG-5016 | GE | RURAL SOCIOLOGY IN INDIA | 6 | 29 |
| SIXTH SEMESTER | | | | |
| SOC-RE-6016 | DSE | URBAN SOCIOLOGY IN INDIA | 6 | 32 |
| SOC-RE-6026 | DSE | FIELDWORK AND DISSERTATION* | 6 | 32 |
| | DSE | DISCIPLINE 2 | 6 | |
| SOC-SE-6014 | SEC | THEORY AND PRACTICE OF DEVELOPMENT | 4 | 34 |
| SOC-RG-6016 | GE | URBAN SOCIOLOGY IN INDIA | 6 | 37 |
| Total Credits | | | 132 | |

Note: AECC: - choose 1 course in each semester

DSE: - choose 2 courses in each semester, one for each Discipline

SEC: - 50% theory and 50% practical

*To be conducted in the presence of an external examiner and the faculty at the end of the Sixth/ Final Semester.

Programme Template for B.A. SOCIOLOGY (REGULAR COURSE)

Under Choice Based Credit System (CBCS)

| Semester | CORE COURSE (12) | Ability Enhancement Compulsory Course (AECC) (2) | Skill Enhancement Course (SEC) (4) | Discipline Specific Elective (DSE) (4) | Generic Elective (GE) (2) |
|-----------------|---|---|--|--|---|
| I | ENGLISH-1 | ENGLISH/MIL COMMUNICATION | | | |
| | SOC-RC-1016 (INTRODUCTION TO SOCIOLOGY) | | | | |
| | DISCIPLINE-2 | | | | |
| II | ENGLISH-2 | ENVIRONMENTAL SCIENCE | | | |
| | SOC-RC-2016 (SOCIOLOGY OF INDIA) | | | | |
| | DISCIPLINE-2 | | | | |
| III | MIL-1/ALT ENGLISH-1 | | SOC-SE-3014 (FUNDAMENTALS OF SOCIAL STATISTICS) | | |
| | SOC-RC-3016 (SOCIOLOGICAL THEORIES) | | | | |
| | DISCIPLINE-2 | | | | |
| IV | MIL-1/ALT ENGLISH-2 | | SOC-SE-4014 (SOCIAL STRATIFICATION) | | |
| | SOC-RC-4016 (METHODS OF SOCIOLOGICAL ENQUIRY) | | | | |
| | DISCIPLINE-2 | | | | |
| V | | | SOC-SE-5014 (GENDER SENSITIZATION) | SOC-RE-5016 (RURAL SOCIOLOGY IN INDIA) | SOC-RG-5016 (RURAL SOCIOLOGY IN INDIA) |
| | | | | SOC-RE-5026 (RELIGION AND SOCIETY) | |
| | | | | DISCIPLINE 2 | |
| VI | | | SOC-SE-6014 (THEORY AND PRACTICE OF DEVELOPMENT) | SOC-RE-6016 (URBAN SOCIOLOGY IN INDIA) | SOC-RG-6016 (URBAN SOCIOLOGY IN INDIA) |
| | | | | SOC-RE-6026 (FIELDWORK AND DISSERTATION) | |
| | | | | DISCIPLINE | |

Outline of Choice Based Credit System:

1. **Core Course:** A course which should compulsorily be studied by a candidate as a core requirement is termed as a Core Course.

2. **Elective Course:** Generally a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the candidate's proficiency/skill is called an Elective Course.

2.1 **Discipline Specific Elective (DSE) Course:** Elective courses may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective. The University/Institute/College may also offer discipline related elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).

2.2 **Dissertation:** An elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work and a candidate studies such a course on her/his own with an advisory support by a teacher/faculty member is called Dissertation.

2.3 **Generic Elective (GE) Course:** An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective.

P.S.: A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and vice versa and such electives may also be referred to as Generic Elective.

3. **Ability Enhancement Courses (AEC):** The Ability Enhancement (AE) Courses may be of two kinds: Ability Enhancement Compulsory Courses (AECC) and Skill Enhancement Courses (SEC). "AECC" courses are the courses based upon the content that leads to knowledge enhancement: i. Environmental Science and ii. English/MIL Communication. These are mandatory for all disciplines. "SEC" courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills etc.

3.1 Ability Enhancement Compulsory Courses (AECC): Environmental Science, English Communication/MIL Communication.

3.2 Skill Enhancement Courses (SEC): These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based knowledge.

*** Introducing Research Component in Under-Graduate Courses**

Fieldwork and Dissertation is considered as a special course involving application of knowledge in solving/analysing/exploring a real life situation/difficult problem. Fieldwork and Dissertation work would be of 6 credits. Fieldwork and Dissertation work may be given in lieu of a discipline specific elective paper.

**B.A. SOCIOLOGY REGULAR COURSE
CBCS SYLLABUS**

FIRST SEMESTER

**INTRODUCTION TO SOCIOLOGY
(Core)**

Paper: SOC-RC-1016 Semester: First Credits: 6 Marks: 100 marks

Course Objectives:

- To introduce students to the discipline of Sociology and its basic concepts.
- To understand the historical trajectory of the discipline of Sociology.

Course Outcomes:

- The course will enable students to comprehend social reality through sociological concepts.
- The course will assist students for higher studies, competitive examinations and research work.

Course Outline:

Unit 1: Nature and Scope of Sociology

- a. History of Sociology
- b. Relationship of Sociology with other Social Sciences: Anthropology, Psychology and History

Unit 2: Sociological Concepts

- a. Status and Role
- b. Groups
- c. Culture
- d. Socialization
- e. Structure and Function
- f. Social Control and Change

Readings:

Unit 1. Nature and Scope of Sociology (6 Weeks)

a. History of Sociology

- Giddens, A. (2006). *Sociology* (5th ed.). London: Oxford University Press. Chapter 1, (pp. 2-29)

b. Relationship of Sociology with other Social Sciences: Anthropology, Psychology and History.

- Beattie, J. (1951). *Other Cultures*. New York: The Free Press. Chapter 2, (pp. 16-34).

Unit 2. Sociological Concepts (8 Weeks)

a. Status and Role

- Bierstadt, R. (1974). *The Social Order*. New York: McGraw Hill. Chapter 9, (pp. 250-279).
- Linton, R. (1936). *The Study of Man*. New York: Appleton Century Crofts. Chapter 8, (pp. 113-131).

b. Groups

- Bierstedt, R. (1974). *The Social Order*. New York: McGraw Hill. Chapter 10, (pp. 280-309).

c. Culture

- Bierstedt, R. (1974). *The Social Order*. New York: McGraw Hill. Chapter 5 & 6, (pp. 125- 187).

d. Socialization

- Horton, P.B. and Hunt, C.L. (1985). *Sociology*. New York: McGraw Hill. Chapter 4, (pp. 79-103).

e. Structure and Function

- Radcliffe-Brown, A.R. (1976). *Structure and Function in Primitive Society*. London: Cohen and West. Chapter 9 & 10, (pp. 178-204).

f. Social Control and Change

- Horton, P.B. and Hunt, C.L. (1985). *Sociology*. New York: McGraw Hill. Chapter 7 & 20, (pp. 154-181, 509-540).

SECOND SEMESTER

SOCIOLOGY OF INDIA

(Core)

Paper: SOC-RC-2016 **Semester:** Second **Credits:** 6 **Marks:** 100 marks

Course Objectives:

- To understand the trajectory of growth and development of Sociology as an academic discipline in India.
- To understand the prominent institutions which are cardinal to Indian society.
- To understand the contribution of Indian sociologists in the development of the discipline.

Course Outcomes:

- The course will enable students to have an understanding on when, how and in what context Sociology as an academic discipline has emerged in India.
- The course will enable students to acquire a broad overview on various issues, concerns and overall social situations of Indian society by looking at diverse concerns of sociologists of India since the time of its inception as an academic discipline.

Course Outline:

Unit 1: India as a Plural Society

Unit 2: Social Institutions and Practices

- a. Caste
- b. Tribe
- c. Class
- d. Village
- e. Family and Kinship

Unit 3: Identities and Change

- a. Dalit Movements
- b. Women's Movement

Unit 4: Challenges to State and Society

- a. Communalism
- b. Secularism

Readings:

1. India as a Plural Society (2 Weeks)

- Mason, Philip. (1967). Unity and Diversity: An Introductory Review. In Philip Mason (Ed.). *India and Ceylon: Unity and Diversity*. London: Oxford University Press. Introduction.
- Stern, Robert W. (2003). *Changing India*. Cambridge: CUP. Introduction: Change, Societies of India and Indian Society. (pp. 1 – 31).

2. Social Institutions and Practices (8 Weeks)

a. Caste

- Srinivas, M.N.(1969). The Caste System in India. In Andre Béteille(Ed.) *Social Inequality: Selected Readings*. Harmondsworth: Penguin Books. (pp.265-272).
- Srinivas, M.N.(1956).A Note on Sanskritization and Westernization. *The Far Eastern Quarterly*, 15(4), pp.481-496.
- Harriss, John. (1989). The Formation of Indian Society: Ideology and Power. In HamazaAlavi and John Harriss (Eds.). *Sociology of 'Developing Societies': South Asia*. London: Macmillan. (pp. 126 –133).

b. Tribe

- Haimendorf, C.V.F.(1967).The Position of Tribal Population in India. In Philip Mason (Ed.).*India and Ceylon: Unity and Diversity*. New York: Oxford University Press. Chapter 9.

c. Class

- Thorner, Daniel. (1992). Agrarian Structure. In Dipankar Gupta (Ed.). *Social Stratification in India* (pp.261-270). New Delhi: Oxford University Press.
- Deshpande, Satish. (2003).*Contemporary India: A Sociological View*.New Delhi: Viking. (pp. 125-150).

d. Village

- Srinivas, M.N. (1987). *The Dominant Caste and Other Essays*. Delhi: Oxford University Press.(pp.20-59)

e. Family and Kinship

- Shah, A. M. (1998). *The Family in India: Critical Essays*. New Delhi: Orient Longman.(pp.52-63).
- Karve, Iravati. (1994). The Kinship map of India. In Patricia Uberoi(Ed.) *Family, Kinship and Marriage in India*(pp.50-73). Delhi: Oxford University Press.

3. Identities and Change (2 Weeks)

- Shah, Ghanshyam. (2001). *Dalit Identity and Politics*. Delhi: Sage Publications. Chapter 1 and 7.
- Kumar, Radha. (1999). From Chipko to Sati: The Contemporary Women's Movement. In Nivedita Menon (Ed.) *Gender and Politics in India*(pp. 342-369).Delhi: Oxford University Press.

4. Challenges to State and Society (2 Weeks)

- Madan, T.N. (1997). *Modern Myths and Locked Minds*. Delhi: Oxford University Press. Chapter 8.
- Dumont, L. (1997). *Religion, Politics and History in India*. Paris: Mouton. Chapter 5.

THIRD SEMESTER

SOCIOLOGICAL THEORIES

(CORE)

Paper: SOC-RC-3016 **Semester:** Third **Credits:** 6 **Marks:** 100 marks

Course Objectives:

- To understand the contributions of classical sociological thinkers, whose work has shaped the discipline of Sociology.
- To acquire a broad overview on various issues, concerns since the development of Sociology as an academic discipline.

Course Outcomes:

- The course introduces the students to the classical sociological thinkers, whose work has shaped the discipline of Sociology.
- The course will enable students to acquire a broad overview on various issues, concerns since the time of its inception as an academic discipline.

Course Outline:

Unit 1: Karl Marx

- a. Materialist Conception of History
- b. Class and Class Struggle

Unit 2: Emile Durkheim

- a. Social Fact
- b. Forms of Solidarity

Unit 3: Max Weber

- a. Ideal Types and Social Action
- b. Types of Authority

Readings:

Unit 1. Karl Marx (5 Weeks)

a. Materialist Conception of History

b. Class and Class Struggle

- Marx, K. and Engels, Friedrich. (2002). *The Communist Manifesto*. Harmondsworth: Penguin.
- Aron, R. (1967). *Main Currents in Sociological Thought*. London: Weidenfield and Nicholson. Vol. 1. (pp. 107-180).
- Calhoun, J. Craig. (2007). *Classical Sociological Theory* (2nd Ed.). West Sussex: Blackwell. (pp. 73-130).
- Jayapalan, N. (2001). *Sociological Theories*. New Delhi: Atlantic Publisher. (pp.35-69).

Unit 2. Emile Durkheim (5 Weeks)

a. Social Fact

- Durkheim, E. (1958). *The Rules of Sociological Method*. Glencoe: Free Press. Chapters 1 and 3.
- Jones, R.A. (1986). *Emile Durkheim: An Introduction to Four Major Works*. London: Sage. Chapters 3 and 4.

b. Forms of Solidarity

- Aron, R. (1967). *Main Currents in Sociological Thought* London: Weidenfield and Nicholson. Vol.2. (pp. 11-97).
- Calhoun, J. Craig. (2007). *Classical Sociological Theory* (2nd Ed.).West Sussex: Blackwell. (pp.131-180).
- Jayapalan, N. (2001). *Sociological Theories*. New Delhi: Atlantic Publisher. (pp.146-178).

Unit 3. Max Weber (4 Weeks)

a. Ideal Types and Social Action

b. Types of Authority

- Gerth, H.H. and Mills, C. Wright. (Eds.). (1948). *From Max Weber: Essays in Sociology*. London: Routledge and Kegan Paul. Introduction.

- Aron, R. (1967). *Main Currents in Sociological Thought*. London: Weidenfield and Nicholson. Vol. 2. (pp.177-252).
- Calhoun, J. Craig. (2007). *Classical Sociological Theory* (2nd Ed.). West Sussex: Blackwell. (pp.205-274).
- Jayapalan, N. (2001). *Sociological Theories*. New Delhi: Atlantic Publisher. (Pp.97-115).

FUNDAMENTALS OF SOCIAL STATISTICS (SEC)

Paper: SOC-SE-3014 **Semester:** Third **Credits:** 4 **Marks:** 100 marks

Course Objectives:

- To understand the fundamentals of social statistics.
- To understand the techniques of data collection, sampling and data analysis.

Course Outcomes:

- The course will provide first-hand experience to students in designing and conducting quantitative research.
- The course will assist students for higher studies, competitive examinations and research work.

Course Outline:

Unit1: Introduction to Social Statics

- a. Basic Concepts: Statistics, Population, Parameter, Sample, Variable
- b. Definition and Use of Statistics in Social Research

Unit 2: Data Collection

- a. Types and Uses of Sampling
- b. Questionnaire and Interview Schedule

Unit 3: Representation of Data

- a. Frequency Distribution
- b. Graphical Presentation of Data

Unit 4: Data Analysis

- a. Measures of Central Tendency-Mean, Median, Mode
- b. Coding and Tabulation

Readings:

Unit 1. Introduction to Social Statics (4 Weeks)

a. Basic Concepts: Statistics, Population, Parameter, Sample, Variable

- Bailey, K. (1994). *Methods of Social Research* (4th Ed.). New York: The Free Press.p.83
- Elifson, Kirk W., Runyon, Richard P. and Haber, Audrey. (1990). *Fundamentals of Social Statistics*. US: McGraw-Hill. Chapter 2
- Levin, Jack and Fox, James Alan. (2006). *Elementary Statistics in Social Research* (10th Ed.). Delhi: Pearson Education. Chapter 6
- Kothari, C. R. (2004). *Research Methodology: Methods & Techniques* (2nd Ed.). New Delhi: New Age International. Chapter 8.

b. Definition and Use of Statistics in Social Research

- Elifson, Kirk W., Runyon, Richard P. and Haber, Audrey. (1990). *Fundamentals of Social Statistics*. US: McGraw-Hill. Chapter 1
- Gupta, S. C. & Kapoor, V.K.(2000). *Fundamental of Mathematical Statistics*. New Delhi: Sultan Chand & Sons. Chapter 1
- Levin, Jack and Fox, James Alan. (2006). *Elementary Statistics in Social Research*. Delhi: Pearson Education. Chapter 1
- Irvine, John, Miles, Ian and Evans, Jeff.(Eds). (1979). *Demystifying Social Statistics*. London: Pluto Press. Chapter 1

Unit 2. Data Collection (3 Weeks)

a. Types and Uses of Sampling

- Bailey, K. (1994). *Methods of Social Research* (4th Ed.). New York: The Free Press. Chapter 5. (pp. 81- 104).
- Gupta, S. C. & Kapoor, V.K.(2000). *Fundamental of Mathematical Statistics*. New Delhi: Sultan Chand & Sons. Chapter 12
- Levin, Jack and Fox, James Alan. (2006). *Elementary Statistics in Social Research*. Delhi: Pearson Education. Chapter 6

- Kothari, C. R. (2004). *Research Methodology: Methods & Techniques* (2nd Ed.). New Delhi: New Age International. Chapter 4

b. Questionnaire and Interview Schedule

- Bailey, K. (1994). *Methods of Social Research* (4th Ed.). New York: The Free Press. Chapter 6, 7 & 8. (pp. 105- 213).
- Kothari, C. R. (2004). *Research Methodology: Methods & Techniques* (2nd Ed.). New Delhi: New Age International. Chapter 6

Unit 3. Representation of Data (3 Weeks)

a. Frequency Distribution

b. Graphical Presentation of Data

- Elifson, Kirk W., Runyon, Richard P. and Haber, Audrey. (1990). *Fundamentals of Social Statistics*. US: McGraw-Hill. Chapter 3
- Gupta, S. C. & Kapoor, V.K.(2000). *Fundamental of Mathematical Statistics*. New Delhi: Sultan Chand & Sons. Chapter 2
- Levin, Jack and Fox, James Alan. (2006). *Elementary Statistics in Social Research*. Delhi: Pearson Education. Chapter 2
- Miethe, Terance D. and Gauthier, Jane Florence. (2007). *Simple Statistics: Application in Social Research*. New Delhi: Oxford University Press. Chapter 4

Unit 4. Data Analysis (4 Weeks)

a. Measures of Central Tendency-Mean, Median, Mode

- Elifson, Kirk W., Runyon, Richard P. and Haber, Audrey. (1990). *Fundamentals of Social Statistics*. US: McGraw-Hill. Chapter 5
- Gupta, S. C. & Kapoor, V.K. (2000). *Fundamental of Mathematical Statistics*. New Delhi: Sultan Chand & Sons. Chapter 2
- Levin, Jack and Fox, James Alan. (2006). *Elementary Statistics in Social Research*. Delhi: Pearson Education. Chapter 3
- Miethe, Terance D. and Gauthier, Jane Florence. (2007). *Simple Statistics: Application in Social Research*. New Delhi: Oxford University Press. Chapter 5
- Kothari, C. R. (2004). *Research Methodology: Methods & Techniques* (2nd Ed.). New Delhi: New Age International. Chapter 7

b. Coding and Tabulation

- Levin, Jack and Fox, James Alan. (2006). *Elementary Statistics in Social Research*. Delhi: Pearson Education. Chapter 2
- Miethe, Terance D. and Gauthier, Jane Florence. (2007). *Simple Statistics: Application in Social Research*. New Delhi: Oxford University Press

FOURTH SEMESTER

METHODS OF SOCIOLOGICAL ENQUIRY

CORE

Paper: SOC-RC -4016 **Semester:** Fourth **Credits:** 6 **Marks:** 100 marks

Course Objective: The course is a general introduction to the methodologies of sociological research methods. The course is an introductory course on how research is actually done.

Course Outcome: With emphasis on formulating research design, methods of data collection, and data analysis, it will provide students with some elementary knowledge on how to conduct both, quantitative and qualitative research.

Outline:

Unit 1: Introduction to Sociological Research

- a. What is Sociological Research?
- b. Process of Social Research
- c. Objectivity in social sciences.

Unit 2: Fundamentals of Social Research

- a. Concepts and Hypothesis
- b. Methods of data collection: Sampling, Questionnaire, Interview, Participant, non-participant observation

- c. Methodological Perspectives: Comparative method, Feminist method.

Unit 3: Statistical Analysis

- a. Methods of Central Tendency: Arithmetic Mean, Median and Mode
- b. Graphical and Diagrammatic Presentation of Data
(Bar diagrams, Pie-diagram, Histogram, Frequency Polygon, Smoothed frequency curve and Ogives).

Unit 4: Research Projects

READINGS AND ITINERARY

Unit 1: Introduction to Sociological Research (Weeks 1-9)

a. What is Sociological Research? (Weeks 1&2)

- Mills, C. W. 1959, The Sociological Imagination, London: OUP Chapter 1 Pp. 3-24

b. Process of Social Research (Weeks 3&4)

- Bailey, K. (1994). The Research Process in Methods of social research. Simon and Schuster, 4th ed. The Free Press, New York NY 10020. Pp.3-19.

c. Objectivity in social sciences. (Weeks 5-9)

- Durkheim, E. 1958, The Rules of Sociological Method, New York: The Free Press, Chapter 1, 2 & 6 Pp. 1-46, 125-140
- Weber, Max. 1949, The Methodology of the Social Sciences, New York: The Free Press, Foreward and Chapter 2 Pp. 49-112

Unit 2: Fundamentals of Social Research (Weeks 10-19)

a. Concepts and Hypothesis

- Goode, W. E. and P. K. Hatt. 1952. Methods in Social Research. New York: McGraw Hill. Chapters 5 and 6. Pp. 41-73.

b. Methods of data collection: Sampling, Questionnaire, Interview, Participant, non-participant observation

- Bailey, K. (1994). Survey Sampling in Methods of social research. Simon and Schuster, 4th ed. The Free Press, New York NY 10020. Ch-5. Pp. 81- 104.

- Bailey, K. (1994). Questionnaire Construction and The Mailed Questionnaire in Methods of social research. Simon and Schuster, 4th ed. The Free Press, New York NY 10020. Chs-6 and 7. Pp. 105-172.
 - Bailey, K. (1994). Interview Studies in Methods of social research. Simon and Schuster, 4th ed. The Free Press, New York NY 10020. Ch8. Pp.173-213.
 - Bailey, K. (1994). Observation in Methods of social research. Simon and Schuster, 4th ed. The Free Press, New York NY10020. Ch 10. Pp.241-273.
 - Whyte, W. F. 1955. Street Corner Society. Chicago: University of Chicago Press.
- c. Methodological Perspectives: Comparative method, Feminist method, Functionalist method**
- **Comparative method:** Radcliffe-Brown, A.R. 1958, Methods in Social Anthropology, Delhi: Asia Publishing Corporation, Chapter 5 Pp. 91-108
 - Beiteille, A. 2002, Sociology: Essays on Approach and Method, New Delhi: OUP, Chapter 4 Pp. 72-94
 - **Feminist Method:** Harding, Sandra 1987, "Introduction: Is there a Feminist Method?" in Sandra Harding (ed.) Feminism & Methodology: Social Science Issues, Bloomington: Indiana University Press, Pp. 1-14

Unit 3: Statistical Analysis (2 weeks)

a. Methods of Central Tendency: Arithmetic Mean, Median and Mode

- Gupta, S. P. (2007). Elementary Statistical Methods. Sultan Chand & Sons. Pp. 155-168, 173-180, 187-197.

b. Graphical and Diagrammatic Presentation of Data

- Gupta, S. P. (2007). Elementary Statistical Methods. Sultan Chand & Sons. Pp.101-108, 115-118, 131-137

Unit 4 : Research Projects

No Specific readings for this section. Research Projects at the discretion of the teacher. The syllabus has been made in broad and inclusive manner to help the research project.

Note: Numericals to be taught for individual, discrete and continuous series for the topics mentioned above. No specific method for calculating the same be specified.

SOCIAL STRATIFICATION (4)

(SEC)

SOC-SE 4014 Semester: Fourth **Credits:** 4 **Marks:** 100 marks

Course Objective: This course introduces students to Sociological Study of Social Inequalities. It acquaints students with principal theoretical perspectives on and diverse forms of Social inequality in articulation with each other.

Course Outcome: This Course will enable the students to understand the role of stratification and inequality in analysing the dynamics of the society. It will assist students for higher studies, preparation for competitive examinations and further research work.

Outline:

Unit 1: Introducing Stratification (2 weeks)

- a. What is social stratification and inequality?
- b. Concepts and characteristics

Unit 2: Theories of Stratification (5 Weeks)

- a. Marx, Weber and Class
- b. Functionalism

Unit 3: Identities and Inequalities (5 Weeks)

- a. Closed and open system of stratification: Caste, Class, Estate, Race and Ethnicity
- b. Feminism and Gendered Stratification
- c. Poverty and social exclusion

Unit 4: Social Mobility (2 Weeks)

- a. Concepts, Factors and Types
- b. Social Reproduction

Readings and itinerary:

UNIT 1. Introducing Stratification (2 weeks)

- Worsley, Peter. *Introducing Sociology*. 2nd ed. Harmondsworth: Penguin Books, 1970. Chapter 8, Social Stratification: Class, Status and Power, pp. 395 – 408
- Beteille, Andre *Inequality among Men*. London: Blackwell, 1977. Chapter 1. The Two Sources of Inequality. Pp. 1-22
- Tawney, R. H. *Equality*. London: Unwin Books, 1964. Chapter 1. The Religion of Inequality, Pp. 33-56

UNIT 2. Theories of Stratification (5 Weeks)

a. Marx, Weber and Class

- McLellan, David. *The Thought of Karl Marx*. London: Papermac, 1995. Part 2. Chapter 6. Class, pp. 182-194
- Weber, Max, Hans Heinrich Gerth, and C. Wright Mills. *From Max Weber*. New York: Oxford University Press, 1946. Chapter VII, Class, Status, Party. Pp. 180 – 195
- Bendix Reinhard 'Inequality and Social Structure: Comparison of Marx and Weber' *American Sociological Review*, Vol. 39, No. 2 (Apr., 1974), pp. 149-161
- Bottomore, T. B. *Classes in Modern Society*. New York: Pantheon Books, 1966. Chapters. 2 & 3 The Nature of Social Class & Classes in Industrial Societies. 9-75

b. Functionalism

- Davis, Kingsley, and Wilbert E. Moore. 'Some Principles of Stratification'. *American Sociological Review* 10.2 (1945): pp. 242-249
- Tumin, Melvin M. 'Some Principles of Stratification: A Critical Analysis'. *American Sociological Review* 18.4 (1953): 387-394
- Davis Kingsley and Wilbert E Moore 'Some Principles of Stratification: Critical Analysis: Reply'. *American Sociological Review* Vol. 18, No. 4 (Aug., 1953), pp. 394-397
- Wrong Dennis H 'The Functional Theory of Stratification: Some Neglected Considerations' *American Sociological Review*, Vol. 24, No. 6 (Dec., 1959), pp. 772- 782
- Stinchcombe Arthur L 'Some Empirical Consequences of the Davis-Moore Theory of Stratification'. *American Sociological Review* 28.5 (1963), pp. 805-808

UNIT 3. Identities and Inequalities (5 Weeks)

a. Caste, Race and Ethnicity

- Bailey F G 'Closed Social Stratification in India', *European Journal of Sociology* Vol. 4, No. 1 (1963) pp. 107-124
- Jain, Ravindra K. 'Hierarchy, Hegemony and Dominance: Politics of Ethnicity in Uttar Pradesh, 1995' *Economic and Political Weekly*, Vol. 31, No. 4 (Jan. 27, 1996), pp. 215-223
- Omi, Michael, and Howard Winant. *Racial Formation in the United States*. New York: Routledge & Kegan Paul, 1986. Chapters 1 & 4 , pp. 14-24 and 57-69
- Pitt-Rivers Julian 'Race Color and Class in Central America and the Andes' *Daedalus*, Vol. 96, No. 2, Color and Race (Spring, 1967), pp. 542-559

c. Feminism and Gendered Stratification (2 Weeks)

- Mitchell, Juliet. *Woman's Estate*. Harmondsworth: Penguin, 1971. Chapter 5, Position of Women 1. Pp. 99-122
- Acker, Joan. 'Women and Social Stratification: A Case of Intellectual Sexism'. *American Journal of Sociology* 78.4, 1973. Pp. 936-944
- Collins Patricia Hill 'Toward a New Vision: Race Class and Gender as Categories of analysis and Connection' *Race, Sex & Class*, Vol. 1, No. 1 (Fall 1993), pp. 25-45
- Newman, K.S. and Victor Tan Chen 2007. *The Missing Class : Portraits of the Near Poor in America*, Boston: Beacon Press Book, pp1-10. Breigher, R.L. (ed) 1990. *Social Mobility and Social Structure*. New York; Cambridge University Press, Ch. 5, pp.103-30.
- Papanek, Hanna. 1990. "To Each Less Than She Needs, From Each More Than She Can Do: Allocations, Entitlements and Value" in Irene Tinker (ed.), *Persisting Inequality: Women World Development*, Oxford: Clarendon Press, pp. 121-164.
- Timothy Smeeding, 'Poorer by Comparison ;Poverty ,Work, and Public Policy in Comparative Perspective', *Pathways Magazine* ,Stanford Center for the Study of Poverty and Inequality ,winter 2008, pp1-25
- William, Jutius Wilson 1978, *The Declining Significance of Race: Blacks and Changing Comparative Perspective*', *Pathways Magazine*, Stanford Center for the Study of Poverty

UNIT 4. Social Mobility (2 Weeks)

- Bottero, Wendy. *Stratification*. London: Routledge, 2005. Chapters 12 & 14 pp. 205-223 & 246-258
- Bourdieu Pierre 'Cultural Reproduction and Social Reproduction ' In *The Structure of Schooling: Readings in the Sociology of Education*. Richard Arum and Irene Beattie, Editors. NY: McGraw Hill. 1973: 56-68.

Further References :

1. Anthony Giddens: *Sociology*
2. Bilton and others: *Introductory Sociology* (Macmillan)
3. Dipankar Gupta: *Social Stratification* (OUP)
4. G. Rocher: *A General Introduction to Sociology*
5. Gilles Ferreol & Jean-Pierre Noreck: *An Introduction to Sociology* (PHI Learning)
6. Gordon Marshal: *Dictionary of Sociology* (OUP)
7. Harry M. Johnson *Sociology*
8. Henry Tischler: *Introduction to Sociology*
9. J Ross Eshleman & B.G. Cashion: *Sociology an Introduction*
10. M. Haralambos & R. M. Heald: *Sociology Themes and Perspectives*.
11. N. Jayaram: *Introductory Sociology* (Macmillan)
12. N.J. Smelser: *Sociology*

FIFTH SEMESTER

RURAL SOCIOLOGY IN INDIA

(DSE)

Paper: SOC-RE-5016

Semester: Fifth

Credits: 6

Marks: 100 marks

Course Objectives:

- The course aims to provide knowledge on the rural dimension of Indian Society.
- To interrogate the various dimensions of the dynamics in agrarian social structure of India.
- To explain the institutions which are bringing in transformations in rural India.

Course Outcomes:

- The course will help students in gaining comprehensive knowledge and understanding of the dynamics of rural society in India.
- The course will enable students to describe and explain the basic characteristics of the Rural Society in India.
- The course will enable students to develop ideas and analyse the progress, transformation and changing nature of rural society in India.

Course Outline:

Unit 1: Rural Societies and Village Studies in India

- a. Village Community: Features and Types
- b. Rural Social Structure
- c. Village Studies: An Overview

Unit 2: Key Issues in Rural Sociology in India

- a. Land Reforms and Tenancy Reforms
- b. Rural Poverty in India: Conditions and Problems of the Agricultural Labourers
- c. Agrarian Unrest and Farmers Movements

Unit 3: Themes in Rural Sociology in India

- a. Labour and Agrarian Class Structure
- b. Caste, Gender and Agrarian Realities
- c. Green Revolution and its impact on agriculture

Unit 4: Rural and Agrarian Transformations in India

- a. Panchayati Raj before and after 73rd Constitutional Amendment
- b. Agents of Change: Corporate Initiatives in Agriculture and Its Implications
- c. Rural Development in India: An Overview

Readings:

- Bandopadhyay, D. (1998). Reflections on Land Reform in India since Independence. In T.V. Satyamurthy (Ed.) *Industry and Agriculture in India Since Independence*. Delhi: Oxford University Press. (pp. 301-327).
- Beteille, Andre. (2007). *Marxism and Class Analysis*. New Delhi: Oxford. (pp. 84-93).
- Brass, Tom. (Ed.). (1995). *The New farmer's Movements in India*. Essex: Frank Cass. (pp.1-20).
- Chitambar J. B. (1973). *Introduction Rural Sociology*. New Delhi: Wiley Eastern Limited.
- Dhanagare, D. N. (1987). Green Revolution and Social Inequalities in Rural India. *Economic and Political Weekly*, 22(19/21), pp. AN: 137-139, 141-144.
- Dhanagare D.N. (1988). *Peasant Movements in India*. New Delhi: Oxford.
- Desai, A.R. (1979). *Rural India in Transition*. Bombay: Popular Prakashan.
- Desai A.R. (1997). *Rural Sociology in India*. Bombay: Popular Prakashan.
- Doshi, S.L. & Jain, P.C. (2002). *Rural Sociology*. Jaipur: Rawat.
- Dube, S.C. (1988). *India's Changing Village: Human Factor in Community Development*. Bombay: Himalayan Publishing House.
- Desai, Vasant. (1988). *Rural Development*. Bombay: Himalaya Publishing House. VOL-VI.
- Gupta, D. N. (2001). *Rural Development System*. New Delhi: Books India International.
- Jain, Gopal Lal. (1985). *Rural Development*. Jaipur: Mangaldeep Publication.
- Lal, S. K. (Ed.). (1982). *Sociological Perspective of Land Reforms*. Michigan: Agricole Pub. Academy
- Maheshwari, S.R. (1985). *Rural Development in India*. New Delhi: Sage Publication.
- Majmudar D. N. (1962). *Caste and Communication in an Indian Village*. Bombay: Asia Publishing House.

- Mencher, Joan P. (1974). Problems in Analyzing Rural Class Structure. *Economic and Political Weekly*, 9(35), pp. 1495+1497+1499-1503.
- Pradhan, P.K. (1988). *Land, Labour and Rural Poverty*. Bombay: Himalayan Publishing House Ltd.
- Radhakrishnan, P. (1989). *Peasant Struggles, Land Reforms and Social Change, Malbar, 1836 – 1982*. England: Cooperjal.
- Razvi, Shahra. (Ed.).(2003). *Agrarian Change, Gender and Land Rights*. Wiley-Blackwell.
- Singh, Katar. (1995). *Rural Development: Principle Policies and Management*. New Delhi: Sage.
- Vasavi. A. R. (1999). Agrarian Distress in Bidar: Market, State and Suicides. *Economic and Political Weekly*, 34(32), pp. 2263-2268.

RELIGION AND SOCIETY

(DSE)

Paper: SOC-RE-5026

Semester: Fifth

Credits: 6

Marks: 100 marks

Course Objectives:

- To understand religion from sociological lens.
- To examine different forms of religion in India and its role in modern society

Course Outcome:

- This course will acquaint students with a sociological understanding of religion.
- This course will help students to examine different forms of religion in India and its role in modern society.

Course Outline:

Unit 1: Understanding Religion

- a. Sociology of Religion: Meaning and Scope
- b. Sacred and Profane
- c. Religion and Rationalization
- d. Rites of Passage

Unit 2: Religion in India

- a. Hinduism
- b. Islam
- c. Christianity
- d. Sikhism
- e. Buddhism

Unit 3: Secularism & Communalism

Readings:

1. Understanding Religion: (5 Weeks)

a. Sociology of Religion: Meaning and Scope

- Béteille, A. (2002). *Sociology: Essays on Approach and Method*. New Delhi: Oxford University Press. (pp134-150).
- Berger. (1967). *The Sacred Canopy: Elements of a Sociological Theory of Religion*. Open Road Media. (pp175-186).
- Asad. T. (1993). *Genealogies of Religion: Discipline and Reasons of Power in Christianity and Islam*. John Hopkins Press: Baltimore. (pp 27-54).

b. Sacred and Profane

- Durkheim, E. (2001). *The Elementary Forms of the Religious Life*. Carol Cosman (trans). Oxford: Oxford University Press. (pp 25-46; 87-100; 153-182).

c. Religion and Rationalization

- Weber Max. (1905). *The Protestant Ethic and the Spirit of Capitalism*. New York: Free Press. (pp 39– 50).

d. Rites of Passage

- Gennep A. V. (1960). *Rites of Passage*. London: Routledge and Kegan and Paul. (pp 1 - 14; 65-70; 74-77; 85-90; 101-107; 116-128; 130- 135&141-165).

2. Religion in India: (5 Weeks)

a. Hinduism

- Sontheimer, Gunther-Dietz and Kulke, Hermann. (2001). *Hinduism Reconsidered*. New Delhi: Manohar. (pp. 305 – 322).

- Fuller, C. J. (2004). *The Camphor Flame: Popular Hinduism and Society in India*. New Jersey: Princeton University Press. Introduction.
- Srinivas, M.N. (1952). *Religion and Society among the Coorgs of South India*. Clarendon: Oxford University Press. (pp 100-122).

b. Islam

- Momin, A.R. (2004). The Indo-Islamic Tradition. In R. Robinson (Ed.) *Sociology of Religion in India*. New Delhi: Sage. (pp 84-99).

c. Christianity

- Robinson, R. (2003). Christianity in the Context of Indian Society and Culture. In Veena Das (Ed.) *Oxford Indian Companion to Sociology and Social Anthropology*. New Delhi: Oxford University Press. (pp. 884- 907).

d. Sikhism

- Uberoi, J.P.S. (1991). The Five Symbols of Sikhism. In T.N. Madan (Ed.) *Religion in India*. New Delhi: Oxford University Press. (pp 320 -333).

e. Buddhism

- Omvedt, G. (2003). *Buddhism in India: Challenging Brahmanism and Caste*. New Delhi: Sage. (pp 23-53).

3. Secularism and Communalism (3 Weeks)

- Chadwick, Owen. (1975). *The Secularization of the European Mind in the Nineteenth Century*. Cambridge: Cambridge University Press. (pp 1-20).
- Madan, T.N. (1991). Secularism in its Place. In T. N. Madan (Ed.) *Religion in India*. New Delhi: Oxford University Press. (pp 394 -413).
- Saberwal, S. (1991). Elements of Communalism. In T. N. Madan (Ed.) *Religion in India*. New Delhi: Oxford University Press. (pp 339 -350).

GENDER SENSITIZATION

(SEC)

Paper: SOC-SE-5014

Semester: Fifth

Credits: 4

Marks: 100 marks

Course Objectives:

- To understand issues related to gender and equality among all sexes.
- To develop and integrate a gendered perspective in work and life.
- To acquaint with laws that has an immediate bearing on gender relations.

Course Outcomes:

- This course will sensitise students to issues related to gender and equality among all sexes.
- This course will provide them with the tools and skills to develop and integrate a gendered perspective in work and life.
- This course will acquaint them with laws that have an immediate bearing on gender relations.

Course Outline:

Unit 1: Sex, Gender and Sexuality

- a. Introduction to debates on the social construction of sex and gender
- b. Cultural construction of masculinity and femininity
- c. Understanding sexual preference as a right

Unit 2: Gender, Family, Community and the State

Unit 3: Gender Rights and the Law

- a. Right to property
- b. Personal laws
- c. Violence against women-Sexual Harassment, Rape, Domestic Violence

Unit 4: Understanding Intersections of Gender, Caste, Class, Region, Religion and Disability

Readings:

Unit 1. Sex, Gender and Sexuality (Week 1- 4)

- Geetha, V. (2002). *Gender*. Calcutta: Stree.
- Menon, Nivedita. (2012). *Seeing like a Feminist*. New Delhi: Zubaan/Penguin Books.
- Bhasin, Kamala. (1993). *Patriarchy*. New Delhi: Kali for Women.
- Murty, Laxmi and Rajshri Dasgupta. (2012). *Our Pictures, Our Words- A Visual Journey Through The Women's Movement*. New Delhi: Zubaan.
- **Films:** *Being Male Being Koti* Dir: Mahuya Bandyopadhyay; *Many People Many Desires* Dir: T. Jayashree; *Boys Don't Cry* Dir: Kimberley Peirce

Suggested Assignments:

- a. Discussion around any two of the above-mentioned films. Students will be asked to write a short essay on the pressures they feel of the experience in performing masculinity or femininity.
- b. Presentations and discussions based around the essays.
- c. Role Play: Gender and its performance in everyday life. Students to form smaller groups and present skits to address this issue creatively. This will be followed by discussions.

Unit 2. Gender, Family, Community and the State (Weeks 5-7)

- Shah, Chayanika et al. (2005). Marriage, Family and Community: A Feminist Dialogue. *Economic and Political Weekly*, pp.709 -722.
- **Films:** *Izzatnagri ki Asabhya Betiyan* Dir: Nakul Singh Sawhney

Suggested Assignments/Exercise:

- a. Debate or discussion on, “Is the family the site of love and care” or “Is the family democratic?”
- b. Look at NSS/NFHS/Census Data and write notes on the themes of how you can interpret the data.
- c. Writing exercise: Does a gendered division of labour in the household deny women equal opportunities?
- d. Visit to a women’s shelter, followed by short essays on the experience and discussions based on the same.
- e. Visit to a family court followed by discussions.

- f. Role play: On how to address issues of gender discrimination within the family.

Unit 3. Gender Rights and the Law (Weeks 8-13)

- For all the laws relating to women please refer to the following resource:
<http://ncw.nic.in/frmLLawsRelatedtoWomen.aspx>
- **Films:** *Gulab Gang* Dir: Nishtha Jain; *North Country* Dir: Niki Caro; *The Accused* Dir: Jonathan Kaplan

Suggested Assignments/Exercise:

- a. Debate on women's equal right to natal property.
- b. Discussion on what consent means. Students to be presented with different scenarios to enable them to problematise the notion of consent.
- c. Writing exercise: Take up any one law relating to women and critically examine one or two judgments pertaining to that law. This will be followed by class presentations.
- d. Discussion on section 377 of the Indian Penal Code.
- e. Discussions on these laws with practicing lawyers.

Unit 4. Understanding Intersections of Gender, Caste, Class, Region, Religion and Disability. (Week 14)

- Tharu, S. and Niranjana, T. (1999). Problems for Contemporary Theory of Gender. In Nivedita Menon, *Gender and Politics in India*. New Delhi: Oxford University Press.
- Ghai, Anita. (2003). *(Dis)Embodied Form : Issues of Disabled Women*. New Delhi. Har-Anand Publications. (Selected chapters)

Suggested Assignments/Exercise:

- a. Debate on the Women's Reservation in Parliament Bill.
- b. Writing exercise: Identify any one culturally specific gender stereotypes in the context of your own life and show how you negotiate it.
- c. Visits and discussion in some women's organisations/groups in your area, where students will explore how organisations understand and negotiate these intersections in the larger context of women's struggles and struggles in the women's movement.
- d. Students can discuss posters of the women's movement from the book Murthy and Dasgupta (2012) and be asked to design posters for a particular campaign.

RURAL SOCIOLOGY IN INDIA
(GENERIC ELECTIVE)

Paper: SOC-RG-5016

Semester: Fifth

Credits: 6

Marks: 100 marks

Course Objectives:

- The course aims to provide knowledge on the rural dimension of Indian Society.
- To interrogate the various dimensions of the dynamics in agrarian social structure of India.
- To explain the institutions which are bringing in transformations in rural India.

Course Outcomes:

- The course will help students in gaining comprehensive knowledge and understanding of the dynamics of rural society in India.
- The course will enable students to describe and explain the basic characteristics of the Rural Society in India.
- The course will enable students to develop ideas and analyse the progress, transformation and changing nature of rural society in India.

Course Outline:

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- b. Agents of Change: Corporate Initiatives in Agriculture and Its Implications
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- Beteille, Andre. (2007). *Marxism and Class Analysis*. New Delhi: Oxford. (pp. 84-93).
- Brass, Tom. (Ed.). (1995). *The New farmer's Movements in India*. Essex: Frank Cass. (pp.1-20).
- Chitambar J. B. (1973). *Introduction Rural Sociology*. New Delhi: Wiley Eastern Limited.
- Dhanagare, D. N. (1987). Green Revolution and Social Inequalities in Rural India. *Economic and Political Weekly*, 22(19/21), pp. AN: 137-139, 141-144.
- Dhanagare D.N. (1988). *Peasant Movements in India*. New Delhi: Oxford.
- Desai, A.R. (1979). *Rural India in Transition*. Bombay: Popular Prakashan.
- Desai A.R. (1997). *Rural Sociology in India*. Bombay: Popular Prakashan.
- Doshi, S.L. & Jain, P.C. (2002). *Rural Sociology*. Jaipur: Rawat.
- Dube, S.C. (1988). *India's Changing Village: Human Factor in Community Development*. Bombay: Himalayan Publishing House.
- Desai, Vasant. (1988). *Rural Development*. Bombay: Himalaya Publishing House. VOL-VI.
- Gupta, D. N. (2001). *Rural Development System*. New Delhi: Books India International.
- Jain, Gopal Lal. (1985). *Rural Development*. Jaipur: Mangaldeep Publication.
- Lal, S. K. (Ed.). (1982). *Sociological Perspective of Land Reforms*. Michigan: Agricole Pub. Academy
- Maheshwari, S.R. (1985). *Rural Development in India*. New Delhi: Sage Publication.

- Majmudar D. N. (1962). *Caste and Communication in an Indian Village*. Bombay: Asia Publishing House.
- Mencher, Joan P. (1974). Problems in Analyzing Rural Class Structure. *Economic and Political Weekly*, 9(35), pp. 1495+1497+1499-1503.
- Pradhan, P.K. (1988). *Land, Labour and Rural Poverty*. Bombay: Himalayan Publishing House Ltd.
- Radhakrishnan, P. (1989). *Peasant Struggles, Land Reforms and Social Change, Malbar, 1836 – 1982*. England: Cooperjal.
- Razvi, Shahra. (Ed.)(2003). *Agrarian Change, Gender and Land Rights*. Wiley-Blackwell.
- Singh, Katar. (1995). *Rural Development: Principle Policies and Management*. New Delhi: Sage.
- Vasavi. A. R. (1999). Agrarian Distress in Bidar: Market, State and Suicides. *Economic and Political Weekly*, 34(32), pp. 2263-2268.

SIXTH SEMESTER

URBAN SOCIOLOGY IN INDIA

DSE

Paper: SOC-RG-6016 **Semester:** Fifth **Credits:** 6 **Marks:** 100 marks

COURSE OBJECTIVE:

- The course will focus on the significance and scope of urban sociology.
- The course will give a specific understanding of the urban communities and structures of social organizations through sociological knowledge.

COURSE OUTCOME:

- The course will provide the students with the knowledge on the distinctness of the urban dimensions in India.
- The course will enable students to develop an understanding of the fundamental social reality, social process and change in development perspective of urban communities.

COURSE OUTLINE:

Unit 1: Introducing Urban Sociology

- a. Development and Importance of Urban Sociology
- b. Urban and Urbanism
- c. The City

Unit 2: Perspectives in Urban Sociology

- a. Ecology
- a. Political Economy
- b. Network
- c. City as Culture

Unit 3: Movements and Settlement

- a. Migration
- b. Community

Unit 4: Urban space and problems with reference to India

- a. Housing and Slum

- b. Poverty
- a. Crime and juvenile delinquency

Readings and itinerary:

Unit 1 Development and Importance of Urban Sociology (weeks 1-4)

a. Introducing Urban Sociology

- Rao, M.S.A. (1974). *Urban Sociology in India*. New Delhi: Orient Longman.
- Rao, M.S.A., Bhat, C. & Kadekar, A. (Eds.). (1991). *Urban Sociology*. New Delhi: Orient Longman, pp.179- 208, 305-364.

b. Urban and Urbanism

- Parker, Simon. *Urban Theory and Urban Experience: Encountering the City*, London: Routledge. Chapter 2. Foundations of Urban Theory Pp. 8 - 26
- Rao, M.S.A. (1974). *Urban Sociology in India*. New Delhi: Orient Longman.
- Rao, M.S.A., Bhat, C. & Kadekar, A. (Eds.). (1991). *Urban Sociology*. New Delhi: Orient Longman, pp.179- 208, 305-364.
- Lewis, Wirth 1938 “*Urbanism as a way of Life*” in *American Journal of Sociology*, Vol. 44, No.1 (July), Pp. 1-24

c. The City

- Weber, Max 1978. *The City*. The Free Press: New York. Pp 65-89
- Mumford, Lewis 1961. *The City in History: its origins and transformations and its prospects*. Mariner Books: Pp 3-29, 94-118
- Holton, R. J. *Cities, Capitalism and Civilization*, London: Allan and Unwin, Chapters. 1 & 2. Pp. 1 – 32

UNIT 2. Perspectives in Urban Sociology: (4 Weeks)

- Rao, M.S.A. (1974). *Urban Sociology in India*. New Delhi: Orient Longman.
- Rao, M.S.A., Bhat, C. & Kadekar, A. (Eds.). (1991). *Urban Sociology*. New Delhi: Orient Longman, pp.179- 208, 305-364.
- Harvey, David 1985 *The Urban Experience*, Baltimore: Johns Hopkins University Press, Chapter 1. Money, Time, Space and the City. Pp. 1-35
- Manuel, Castells 2002. *Conceptualising the city in the information age*, in I.Susser (ed.) *The Castells Reader on Cities and Social Theory*, Blackwell Publishers, Malden, Ma, Pp. 1-13
- Weber, Max 1978. *The City*. The Free Press: New York. Pp 65-89

Unit 3: Movements and Settlement

- Rao, M.S.A, 1981, *Some aspects of the Sociology of migration*, Sociological Bulletin, Vol. 30, 1. Pp21-38

- Anand, Inbanathan. 2003, “Migration and Adaptation: Lower Caste Tamils in a Delhi Resettlement Colony” in Ranvinder Singh Sandhu (ed.) *Urbanization in India*. Sage: New Delhi. Pp. 232-246
- Benjamin S, 2004, “Urban Land Transformation for Pro-Poor Economies”, *Geoforum*, Volume 35, Issue 2, March 2004, Pp. 177-197

Unit 4: Urban space and problems with reference to India

- D’ Souza, Alfred. (1978). *The Indian City: Poverty, Ecology and Urban Development*. New Delhi: Manohar.
- Ramachandran, R. 2009, *Urbanization and Urban Systems in India*, Oxford University Press

**FIELDWORK AND DISSERTATION
SOC-RE 6026**

Paper: SOC-RG-6026 **Semester:** Fifth **Credits:** 6 **Marks:** 100 marks

Students are required to undertake field work based on a specific topic in consultation with the respective supervisor and thereby to submit a dissertation for evaluation by an external examiner.

**THEORY AND PRACTICE OF DEVELOPMENT
(SEC)**

SOC-SE-6014 Semester: Fifth **Credit:** 4

Total marks: 100 (50% Theory & 50% Practical)

Course Objective:

- This paper examines the ideas of development from a sociological perspective.
- This paper introduces students to different approaches to understanding development.

Course Outcome:

- The paper will enable students to trace the trajectory of Indian experience with development from an interdisciplinary perspective.

- The paper will help students have a comprehensive understanding of the concept of development.

Unit 1: Introduction

- a. Definition & concept
- b. Theorizing Development

Unit 2: Recent trends in Development and post Development

- a. Sustainable development
- b. Changing paradigm of development

Unit 3: Social services & Human development

- a. Concept of social service.
- b. Civil society & grass root initiatives: SHG, NGO
- c. Decentralisation of development: Panchayat & Municipality, MNREGA

Unit 4: Issues in Development Praxis (2weeks)

- a. Development induced displacement
- b. Development, Gender & Governance

Readings and Itinerary

Unit 1.Introduction (5weeks)

a. Definition & concept

- Barnett, T., 1988. Sociology & Development, Nutchinson, London.
- Bernstein, Henry. Underdevelopment and Development. Harmondsworth: Penguin, 1973. Introduction: Development and the Social Sciences. Pp. 13 – 28.
- Wolfgang, Sachs (ed.) The Development Dictionary: A Guide to Knowledge and Power. London: Zed Books. 1992. pp. 1-21.
- Rist, Gilbert. The History of Development. London: Zed, 2008. Pp. 8 – 46
- Ferguson, J. 2005. ‘Anthropology and its Evil Twin; ‘Development’ in the Constitution of a Discipline’, in M. Edelman and A. Haugerud (eds.) The Anthropology of Development and Globalization. Blackwell Publishing. pp 140-151.

b. Theorizing Development

- Harrison, David. The Sociology of Modernization and Development. London: Routledge, 1991. Chapters 1 &2. Pp. 1 – 54

- Frank, Andre Gunder. 1966. 'The Development of Underdevelopment', Monthly Review. 18 (4) September 17-31
- Redclift, Michael. 1984. Development and the Environmental Crisis. Red or Green alternatives? New York: Methuen & Co. Chapter 1 and 7, pp 5-19, 122-130

Unit 2: Recent trends in Development and post Development (4 weeks)

- Sen, Amartya. And Sudhir Anand. 1994. "Sustainable Human Development: Concepts and Priorities." Background Paper for the Human Development Report.
- Santhanam M.L. (1993). Community participation in sustainable development. *The Indian Journal of Public Administration*. Vol. XXXIX (3).
- Oommen, T.K. (1998). Changing paradigm of development: The evolving participatory society. *Journal of Social and Economic Development*, 35-45.

Unit3. Social services & Human development (4 weeks)

- Adamsen L, Rasmussen JM. 2001. Sociological perspectives on self-help groups: reflections on conceptualization and social processes; *Journal of Advanced Nursing*. 2001 Sep; 35 (6):909-17.
- Chandhoke, Neera. 1995. State & civil society: Explorations in Political theory, Sage publications.
- Jayaram, N. (Ed.) 2005. *On civil society: Issues & Perspectives*. New Delhi: Sage publications.
- K. Raja Reddy C.S. Reddy. 2012. Self Help Groups in India: A Study on Quality and Sustainability; ENABLE Publication.
- Lee, Fang Cook & Quiaoling He. 2010. "Corporate social responsibility and HRM in China: a study of textile and apparel enterprises. *Asia Pacific Business Review*, Vol.16 (3) July, pp.355-376. 3.
- Maddick, Henry. (2018). Panchayati Raj: A study of rural local governance in India. Rawat Publications.
- MoRD, 2012. MGNREGA Sameeksha: An anthology of research studies on the Mahatma Gandhi National Rural Employment Guarantee Act, 2005, 2006-2012. New Delhi: Orient Blackswan.

Unit4. Issues in Development Praxis (2weeks)

- Scudder. T. 1996. 'Induced Impoverishment, Resistance and River Basin Development' in Christopher McDowell (ed.) *Understanding Impoverishment: The Consequences of Development Induced Displacement*. Oxford: Berghahn books. Pp. 49-78.
- Sharma, Aradhana. *Logics of Empowerment: Development, Gender and Governance in Neoliberal India*. Minneapolis: University of Minnesota Press, 2008. Chapters. Introduction,

**URBAN SOCIOLOGY IN INDIA
(GE)**

SOC-RG-6016

Semester: Six

CREDIT: 6

MARKS: 100

COURSE OBJECTIVE:

- The course will focus on the significance and scope of urban sociology.
- The course will give a specific understanding of the urban communities and structures of social organizations through sociological knowledge.

COURSE OUTCOME:

- The course will provide the students with the knowledge on the distinctness of the urban dimensions in India.
- The course will enable students to develop an understanding of the fundamental social reality, social process and change in development perspective of urban communities.

COURSE OUTLINE:

Unit 1: INTRODUCING URBAN SOCIOLOGY

- a. Development and Importance of Urban Sociology
- b. Urban and Urbanism
- c. The City

Unit 2: PERSPECTIVES IN URBAN SOCIOLOGY

- a. Ecology
- b. Political Economy
- c. Network
- d. City as Culture

Unit 3: Movements and Settlement

- a. Migration
- b. Community

Unit 4: Urban space and problems with reference to India

- a. Housing and Slum
- b. Poverty
- c. Crime and juvenile delinquency

Reading and Itinerary:

Unit 1: INTRODUCING URBAN SOCIOLOGY (weeks 1-4)

a. Development and Importance of Urban Sociology

- Rao, M.S.A. (1974). *Urban Sociology in India*. New Delhi: Orient Longman.
- Rao, M.S.A., Bhat, C. & Kadekar, A. (Eds.). (1991). *Urban Sociology*. New Delhi: Orient Longman, pp.179- 208, 305-364.

b. Urban and Urbanism

- Parker, Simon. *Urban Theory and Urban Experience: Encountering the City, London: Routledge*. Chapter 2. Foundations of Urban Theory Pp. 8 - 26
- Rao, M.S.A. (1974). *Urban Sociology in India*. New Delhi: Orient Longman.
- Ro, M.S.A., Bhat, C. & Kadekar, A. (Eds.). (1991). *Urban Sociology*. New Delhi: Orient Longman, pp.179- 208, 305-364.
- Lewis, Wirth 1938 “*Urbanism as a way of Life*” in *American Journal of Sociology*, Vol. 44, No.1 (July), Pp. 1-24

c. The City

- Weber, Max 1978. *The City*. The Free Press: New York. Pp 65-89
- Mumford, Lewis 1961. *The City in History: its origins and transformations and its prospects*. Mariner Books: Pp 3-29, 94-118
- Holton, R. J. *Cities, Capitalism and Civilization, London: Allan and Unwin*, Chapters. 1 & 2. Pp. 1 – 32

UNIT 2. Perspectives in Urban Sociology: (4 Weeks)

- Rao, M.S.A. (1974). *Urban Sociology in India*. New Delhi: Orient Longman
- Rao, M.S.A., Bhat, C. & Kadekar, A. (Eds.). (1991). *Urban Sociology*. New Delhi: Orient Longman, pp.179- 208, 305-364.
- Harvey, David 1985 *The Urban Experience, Baltimore: Johns Hopkins University Press*, Chapter 1. Money, Time, Space and the City. Pp. 1-35
- Manuel, Castells 2002. *Conceptualising the city in the information age*, in I.Susser (ed.) *The Castells Reader on Cities and Social Theory*, Blackwell Publishers, Malden, Ma, Pp. 1-13 2.1.5
- Weber, Max 1978. *The City*. The Free Press: New York. Pp 65-89

Unit 3: Movements and Settlement

- Rao, M.S.A, 1981, *Some aspects of the sociology of migration*, *Sociological Bulletin*, Vol. 30, 1. Pp21-38
- Anand, Inbanathan. 2003, “Migration and Adaptation: Lower Caste Tamils in a Delhi Resettlement Colony” in Ranvinder Singh Sandhu (ed.) *Urbanization in India*. Sage: New Delhi. Pp. 232-246

- Benjamin S, 2004, “Urban Land Transformation for Pro-Poor Economies”, *Geoforum*, Volume 35, Issue 2, March 2004, Pp. 177-197

Unit 4: Urban space and problems with reference to India

- D’ Souza, Alfred. (1978). *The Indian City: Poverty, Ecology and Urban Development*. New Delhi: Manohar.
- Ramachandran, R. 2009, *Urbanization and Urban Systems in India*, Oxford University Press

Gauhati University

Guwahati-14

CBCS Syllabus for

BA in Journalism and Mass Communication (Regular)

| Semester | Core Courses(12) | Ability Enhancement Compulsory Course (AECC) (2) | Skill Enhancement Course (SEC) (2) | Elective : Discipline Specific (DSE) (2+2) | Elective : Generic (GE) (2) |
|----------------|---|--|--|--|-----------------------------|
| Sem-I | C-English – I JMC-RC-1016 Introduction to media and Communication | A1.English/MIL | | | |
| | DSC 2A- | | | | |
| Sem-II | C- English- II JMC-RC-2016 Journalism | B2. Environmental Studies/ science | | | |
| | DSC 2B- | | | | |
| Sem III | C- Alt / MIL -I JMC-RC-3016 Introduction to Radio DSC 2C- | | JMC-SE-3014 Radio Programme Production | | |

| Semester | Core Courses(14) | Ability Enhancement Compulsory Course (AECC) (2) | Skill Enhancement Course (SEC) (2) | Elective : Discipline Specific (DSE) (4) | Elective : Generic (GE) (4) |
|----------|--|--|--|---|---|
| Sem-IV | C-Alt / MIL -II JMC-RC-4016 Writing for Media | | JMC-SE-4014 Print Journalism Production | | |
| | DSC-2D | | | | |
| Sem-V | | | JMC-SE-5014 A/V Project (Short Film Making) | JMC-RE-5016 Indian Society and Politics DSE- 2A- | JMC-RG-5016 Photography |
| Sem VI | | | JMC-SE-6014 Advertising and Public Relations | JMC-RE-6016 Community Radio & Rural Communication | JMC-RG-6016 Media Laws and Ethics |
| | | | | DSE- 2B- | |

Total Credit:

Core course 12 x 6 = 72

AECC 2 x 4 = 8

SEC 4 x 4 = 16

DSE 4 x 6 = 24

GE 2 x 6 = 12

Grand Total = 132 credits

(All other rules will be as per CBCS Regulations of GU)

Semester-I:

Core- English -I

JMC-RC-1016-: Introduction to media and Communication (80+20= 100)

Unit I Concept of Communication; Human Communication and its development; Types of Communication; elements of Communication; Characteristics of Mass Communication; Functions of Mass Communication, Mass communication in India.

Unit II; Theories of Communication and mass communication; Authoritarian, Libertarian, Social-Responsibility, Hypodermic Needle Theory, Need Gratification Theory; Cultural Effects and the Emergence of an Alternative Paradigm , Cultural Effects: Agenda Setting,

Unit III Models of Communication-- SMR, SMCR, Shannon and Weaver, Schramm, Gate-keeping, Transmission models, Ritual or Expressive models, Publicity Model, Reception Model,

Unit IV Mass Communication and media; Mass Communication. Media and Everyday Life, Mobile phones, Television, Radio; Film. The Internet-discussion around media and everyday life; Role of Media in Society. Impact of the Media on Children.

DSC- 2A

A1- Alternative English / MIL

Semester-II:

JMC-RC-2016 : Journalism (80+20=100)

Unit 1 – Definition of news; News: meaning, nature; News sense, sources of News; Inverted pyramid, 5Ws 1H, Hard news vs. soft news, basic components of a news story ; News Writing, News story, News Value, dateline, credit line, by-line.

Unit 2 - Different forms of print-A historical Perspective; Yellow journalism; Penny press, Tabloid press; Language of news - Robert Gunning: Principles of clear writing - Rudolf Flesch formula- skills to write news

Unit 3 – Concept of Reporting, different types of reporting- Investigative, Interpretative beats, Concept of editing, News Room setup, Functions, Layout.

Unit 4 – Different mediums-a comparison; Basic differences between the print, electronic and online journalism, Citizen journalism; Role of Media in a Democracy; Responsibility to Society; Contemporary debates and issues relating to media Ethics in journalism

DSC 2B :

A2: Environmental Science / studies

Semester III

C- Alt / MIL-I :

JMC-RC-3016 : Introduction to Radio (80+20)

Unit I: Concept of Electronic Media, Radio as medium of the masses, growth and development of radio, Present status in India

Unit II: New dimensions in radio broadcasting – Community Radio Services, private FM radio, Internet Radio, HAM Radio, different approaches in program production for different houses, Prasar Bharati

Unit III : Writing for Radio, various formats of radio programs – news and non-news, differences in scripts for news and non news programme, difference between a normal writing and a script

Unit IV: Art of programme anchoring, voice over, language & presentation skills

DSC 2C :

JMC-SE-3014 : Radio Programme Production. (40 + 60)

Unit I: Phases of production, story selection , Need of background research

Unit II: Various formats of radio programs, Types of programme production, Script writing for radio

Unit III: Studio know-how, Different types of microphone, Understanding programme packaging

Unit IV: Sound in audio production, Introduction to non linear editing software

Semester IV

C- Alt / MIL-II :

JMC-RC-4016 : Writing for Media (80+20)

Unit I : Mass media and language , Language of Media – Basic Characteristics, Language skill for English and other language media, translation, Use of dictionary and grammar; Code book for language in media house

Unit II : Basics of news writing – news, features, articles, editorials, analysis, columns, opinion writing, Headline, caption writing etc.

Unit III : Language for print media writing, selection of topics, themes, sub themes for writing. Different types of write ups – lead article, articles for supplements, letter to the editor

Unit IV : Writing for Radio, differences in scripts for news and non news programme, Writing for TV and films, differences in scripts for news and entertainment programme, documentary films, Various formats,

DSC 2D :

JMC-SE-4014 : Print Journalism Production. (40 + 60)

Unit I: Newsroom setup and production stages of a newspaper, Job distribution, Reporting basics, beats and specialized reporting practical.

Unit II: Interpretative, investigative reporting, case studies, data journalism etc., Ethical issues in journalism, various types of writings in a newspaper or magazine.

Unit III: Production of newspaper, magazine, field reporting, writing, editing, proof reading; principle of design and layout, format and layout, Typography, copy preparation, headlines, advertising

Unit IV: Technology for production of newspaper, use of various technologies in reporting and composing, editing software, layout and designing software, printing technology and process, packaging and distribution, circulation and revenue, management etc.

Semester V

JMC-SE-5014 : A/V Project (Short Film Making) (40+60)

Unit I : Understanding film, Various style of film; feature film, short film and documentary film, basics of film making; understanding visual language, sound and colour,

Unit II : Film production, ideation, background research ,pre production, script writing, budget and planning.

Unit III : Camera, shots, light

Unit IV : Editing film / video, sound, music, narration, voice etc., marketing of film

JMC-RE-5016 : Indian Society and Politics (80+20)

Unit I : Indian Society- a brief overview, formation of India as a nation, freedom struggle, post independent development , Indian Social Structure - Caste, Religion, Language etc. North East India: History, culture and politics

Unit II : Constitution of India- Historical Background, Constituent Assembly of India; Preamble ; Fundamental Rights, Directive Principles of State Policy, Fundamental Duties.

Unit III : Structures of the Union Government and Functions, President, Parliament, Supreme Court of India, State Government: Structure and Functions, Governor, Judicial System in States- High Courts and other Subordinate Courts.

Unit IV : Indian Political System, Political parties; Linguistic, Regionalism, Communalism, Insurgency, Terrorism, Caste, Corruption and Criminalisation of Politics.

JMC-RG-5016 : Photography (80+20)

Unit I: History of Photography, Definition of Photography, Camera and its Evolution. Modernization of Photography; Photography as Mass Media; Digital Photography; Equipments of Photography- Camera Lenses, Tripod and Monopods, Digital storage etc.

Unit II: Lighting - different types of lighting, Natural lighting and Artificial Lighting; lighting for outdoor and indoor photography; Camera angle and movement; framing; depth of photograph; ISO, Apparatus etc.

Unit III: Types of Photography and Photo journalism, News Photography, Sports Photography, Nature and wildlife photography, Portrait photography, Fashion photography and Advertisement photography; Aerial photography ; Caption writing for photographs; Photo Feature. Ethics of photo journalism.

Unit IV: Photo editing software: Microsoft Office Picture manager, Adobe Photoshop, Picasa etc.

Semester VI

JMC-SE-6014 : Advertising and Public Relations (80 + 20)

Unit I : Advertising- History, definition and functions, types of advertising-outdoor, print, audio-visual, Digital etc., New trends in advertising, Media of Advertising, Advertising as a tool of communication

Unit II : Advertising agency : functions – client servicing, media planning, creative, media buying service, space selling etc., Advertising in state, central governments, Public Sector Undertakings (PSUs), Ethics in advertising, AAAI, ASCI

Unit III : PR –concept, definition and functions, growth and development of PR, qualities for PR persons, PR department in organization, Role of PR in crisis management, Ethical issues in PR, PRSI.

Unit IV : Target audience and publics of PR, Internal, External, Tools of PR ; PR in Central and State Governments, Public Sector Undertakings (PSUs), Corporate Communications,

JMC-RE-6016 : Community Radio & Rural Communication (80+20)

Unit I : Growth and History of Community Media, Community Radio Services(CRS) in India, Community radio in Assam & NE India, Importance and role of Community radio, Characteristics of CRS, UN and CRS, Technology for CRS

Unit II : Program format of CRS, Participatory communication in CRS, Radio activists and volunteers in CRS, Role of community radio in Communication for Development, Community communication and CRS.

Unit III : Concept of rural communication, prospects, role of opinion leaders - grassroots level workers of NGOs and government agencies, India's rural world scenario – total villages, populations, sex ratio, literacy rate, problems, issues, major causes of lack of development so far, CIC, Panchayati Raj and new schemes.

Unit IV : Problems faced during communication for the rural masses, Rural Media – Radio, Print, TV and Digital Media, Reach and Access, Rural journalism, Folk media in rural communication.

JMC-RG-6016 : Media Laws and Ethics (80+20)

Unit I : Introductions to Indian Penal Code (IPC), provisions in regard to sedition, crime against women and children, obscenity, Official Secrets Act 1923, Freedom of Expression in Constitution of India,

Unit II : Right to Information Act, 2005, Cyber Laws, TRAI , Media and Regulation, Regulatory bodies, Codes and Ethical Guidelines, Self Regulation

Unit III : Ethical considerations for media including Privacy, Right to Reply, communal writing, legal provisions against yellow journalism, biased reporting, Press Council of India Guidelines, Ethical issues in Social media

Unit IV : Press Ombudsman – concept and history. Indian scenario, readers' editor, BFI, Broadcasting Content Complain Council (BCCC), Accountability of media, Film censorship.