

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



**(Approved by Academic Council on 8<sup>th</sup> 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-SEC- 3014		
	EDU-RC-3016				
	Other Subject				
IV	MIL/Alt		EDU-SEC-		

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

## UG CBCS Education, GU (Regular)

### List of Papers

<b>Core Papers</b>					
Sl. No	Course code	Title of the Paper	Credit	External	Internal
1	EDU-RC-1016	Foundations of Education	6	80	20
2	EDU-RC-2016	Psychology of Adolescents	6	80	20
3	EDU-RC-3016	Guidance and Counselling	6	80	20
4	EDU-RC-4016	History of Education in India	6	80	20
5	EDU-RE-5016/ EDU-RE-5026/ EDU-RE-5036/ EDU-RE-5046	Continuing Education/ Developmental Psychology/ Human Right Education/ Teacher Education in India	6	80	20
6	EDU-RE-6016/ EDU-RE-6026/ EDU-RE-6036/ EDU-RE-6046	Mental health and Hygiene/ Special Education/ Educational Management/ Women and Society	6	80	20
<b>Generic Elective (GE)</b>					
1	EDU-RG-5016	Distance Education	6	80	20
2	EDU-RG-6016	Mental Health and Hygiene	6	80	20
<b>Skill Enhancement Course (SEC)</b>					
1	EDU-SEC-3014	Public Speaking Skill	4	30	30
2	EDU-SEC-4014	Writing Bio-Data and facing an interview	4	30	30
3	EDU-SEC-5014	Extension Activities	4	30	30
4	EDU-SEC-6014	Developing Teaching Skill	4	30	30
<b>Ability Enhancement Course (AEC)</b>					
1	AECC-1		4	30	30
2	AECC-2		4	30	30

# **1<sup>st</sup> 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**

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

<b>Unit-5</b>	<p><b>Sociology and Education</b></p> <ul style="list-style-type: none"> <li>• Concept and methods of Sociology, Educational Sociology: Meaning, Nature, Scope and Importance, Relation between education and sociology</li> <li>• Social group: Meaning, Nature and Classification, Importance of Primary and Secondary Groups</li> <li>• Concept of socialization, Education as a socialization process</li> </ul>
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### **Recommended Readings:**

- Agarwal J.C. (2010). *Theory and Principles of Education*. Delhi: Vikash Publishing House Pvt. Ltd.
- Baruah, J. (2006). *SikshatattaAdhyayan*. 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.
- Goswami, Dulumoni (2020) : Principles of Education, LBS Publications, Guwahati
- 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.
- Saikia, Polee (2019) 2<sup>nd</sup> Edition. *Sociological Foundations of Education*. Guwahati: DVS Publishers.

## **2<sup>nd</sup> 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**

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

#### **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: ArunPrakashan.
- Hurllock, E. B. (1980). *Developmental Psychology-A Life span approach*. New Delhi: Tata McGraw Hill Publishing Com. Ltd.
- S. P Chudey , 2002 *Psychology of Adolescence*, Concept Publishing House



# **3<sup>rd</sup> 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**

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

	<ul style="list-style-type: none"><li>• Importance of guidance and counselling cells in educational institutions</li><li>• Follow-up Services</li><li>• Role of the Head of the institution and parents in guidance and counselling</li><li>• Challenges and functions of the teacher as guidance provider/ counsellor</li></ul>
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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.
- Kochhar,S.K. (2010).*Educational and vocational guidance in secondary schools*. New Delhi: Starling Publishers Pvt. Ltd.

**EDU-SEC- 3014**

**PUBLIC SPEAKING SKILL**

**Total Marks- 60 ( External-30 Internal-30)**

**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)**

<b>Units</b>	<b>Contents</b>
<b>Unit-1</b>	<b>Public Speaking and Communication Skill</b> <ul style="list-style-type: none"><li>• Meaning and Importance of Public Speaking</li><li>• Components of Public Speaking: Illustration, Voice modulation, The Power of Pause, Visual Aids, Sense of humour, Articulation</li><li>• Principles of Effective Public Speaking: Principle of Preciseness, Principle of Clarity, Principle of Completeness, Principle of Consciousness, Principle of Adaption</li><li>• Ways of becoming Better Public Speaker</li><li>• Concept and Nature of Communication</li><li>• Types of Communication: Verbal and non-Verbal</li><li>• Barriers of Communication</li><li>• Ways of Effective Communication</li></ul>
<b>Unit-2</b>	<b>Personality Development and Motivation as Means for Effective Public Speaking</b> <ul style="list-style-type: none"><li>• Concept and Nature of Personality</li><li>• Types of Personality: Extrovert and Introvert</li><li>• Role of Personality in Effective Communication</li><li>• Concept of Balanced Personality</li><li>• Meaning and Nature of Motivation</li><li>• Ways or means of motivating audience</li></ul>

**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.

**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)

**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*. ArinaNikitina& bookboon.com

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

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

### 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-SEC-4014**  
**WRITING BIODATA AND FACING AN INTERVIEW**  
**Total Marks-60 ( External -30 Internal-30)**  
**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
<b>Unit-1</b>	<p><b>Bio-data</b></p> <ul style="list-style-type: none"> <li>• Meaning, Purpose and Types of Bio-data</li> <li>• Components of Bio-data</li> <li>• Bio-data: Do's and Do not's</li> <li>• Meaning of Resume and Curriculum Vitae</li> <li>• Differences among Bio-data, Resume and Curriculum Vitae</li> <li>• How to write a Good Academic Bio-data</li> </ul>
<b>Unit-2</b>	<p><b>Interview</b></p> <ul style="list-style-type: none"> <li>• Meaning and objectives of Interview</li> <li>• Different types of Interview: Structured interview, Unstructured interview, Job-related interview</li> <li>• Characteristics of good interview</li> <li>• Importance of interview</li> <li>• Skills of facing interview</li> </ul>

**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.



## **5<sup>th</sup> SEMESTER (REGULAR)**

### **Instruction:**

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

**EDU-RE-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**

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

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

### Recommended Readings:

- Aggarwal, J. C. (2008). *Adult Education*. Delhi: Doaba House.
- Chandra, Dr.SotiShivendra (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.
- 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-RE-5026**  
**DEVELOPMENTAL PSYCHOLOGY**  
**Total Marks: 100 (External: 80 and Internal: 20)**  
**Credit-6**

**Course Objectives:**

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

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

**Course contents**

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

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

### Recommended Readings:

- Bee, H. and Denise Boyd (2006). *The Developing Child*. New Delhi: Pearson Education Inc. India edition
- Chaube, S. P. (2011). *Developmental Psychology*. New Delhi: Neelkamal Publications Ltd.
- Cole, L. (1936). *Psychology of Adolescence*, New York: Rinchart and Winsten
- Goswami, G. (2008). *Child Development and Child Care*. Guwahati: ArunPrakashan.
- 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-RE-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**

<b>Units</b>	<b>Contents</b>
<b>Unit-1</b>	<p><b>Basic Concept of Human Rights</b></p> <ul style="list-style-type: none"> <li>• Concept and Nature of Human Rights</li> <li>• Scope of Human Rights</li> <li>• Concept, objectives, principles of Human Rights Education</li> <li>• Needs and Significance of Human Rights Education in India.</li> <li>• Human Rights Education at Different levels: <ul style="list-style-type: none"> <li>- Elementary level</li> <li>- Secondary level</li> <li>- Higher level.</li> </ul> </li> <li>• Methods and Activities of Teaching Human Rights</li> <li>• Curriculum of Human Rights Education</li> </ul>
<b>Unit-2</b>	<p><b>United Nations and Human rights</b></p> <ul style="list-style-type: none"> <li>• Universal Declaration of Human Rights (1948) by UN</li> <li>• UN and Promotion and Protection of Human Rights</li> <li>• Human Rights and Indian Constitution</li> <li>• Fundamental Rights similar to the UN Human Rights in Constitution of India</li> </ul>
<b>Unit-3</b>	<p><b>Human Rights – Enforcement Mechanism in India</b></p> <ul style="list-style-type: none"> <li>• Human Rights Act – 1993</li> <li>• Human Rights Commission – role and objectives</li> <li>• Judicial organs – Role of Supreme Court and High court in India</li> <li>• Commission of Women and Children in India</li> </ul>
<b>Unit-4</b>	<p><b>Role of Advocacy Groups for Promotion of Human Rights</b></p>

	<ul style="list-style-type: none"> <li>• Role of Global Agencies: UN, UNESCO, Vienna Declaration</li> <li>• Role of Government and Non-Governmental Organizations;</li> <li>• Role of educational institutions</li> <li>• Role of press and mass media</li> </ul>
<b>Unit-5</b>	<b>Human Rights and Marginalised Sections</b> <ul style="list-style-type: none"> <li>• Human Rights related to Racial Discrimination</li> <li>• Human Rights related to Religions and Religious Minorities</li> <li>• Human Rights related to Linguistic Minorities</li> <li>• Human Rights related to Communal Minorities</li> <li>• Human Rights related to Refugees</li> <li>• Human Rights related to Aged</li> <li>• Human Rights related Women and Children</li> <li>• Human Rights related to Differently Abled</li> <li>• Human Rights related to Transgender</li> </ul>

### Recommended Readings:

- Aggarwal, J.C.(2008). *Education in the Emerging Indian Society*. New Delhi:Shipra Publication.
- Chand, Jagdish (2007). *Education for Human Rights*.New Delhi:Anashah Publishing House.
- Mohanty, J. (2006). *Human Rights Education*. New Delhi: Deep & Deep Publications.
- Naseema, C. (2008). *Human Rights Education Theory and Practice*. New Delhi: Shipra Publications.
- Rao, DigumartiBhaskara (2004). *Human Rights Education*. New Delhi: Discovery Publication House.
- Reddy & Others (2015). *Human Rights Education*. Hyderabad: Neelkamal Publications Pvt. Ltd.

**EDU-RE-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
<b>Unit-1</b>	<b>Conceptual Framework and Historical Perspectives of Teacher Education in India</b> <ul style="list-style-type: none"> <li>• Teacher Education-Concept, scope and aims and objectives</li> <li>• Need and Significance of Teacher Education in 21<sup>st</sup> Century</li> <li>• Types of Teacher Education-Pre-service and In-service</li> <li>• Development of Teacher Education in India</li> <li>• Shifting focus from Teacher Training to Teacher Education</li> </ul>
<b>Unit-2</b>	<b>Teacher Education For Different Levels of Education</b> <ul style="list-style-type: none"> <li>• Preparation of Teachers for Pre-Primary Level of education</li> <li>• Preparation of Teachers for Primary Level of education</li> <li>• Preparation of Teachers for Secondary Level of education</li> <li>• Preparation of Teachers for Higher Level of education</li> </ul>
<b>Unit-3</b>	<b>Structure and Organisations of Teacher Education in India</b> <ul style="list-style-type: none"> <li>• Basic Training Centre (BTC)</li> <li>• District Institute for Education and Training (DIET)</li> </ul>

	<ul style="list-style-type: none"> <li>• State Council for Educational Research and Training (SCERT)</li> <li>• National Council for Educational Research and Training (NCERT)</li> <li>• National Council for Teacher Education (NCTE)</li> <li>• National University of Educational Training and Administration (NUEPA)</li> <li>• Regional Colleges of Education</li> </ul>
<b>Unit-4</b>	<b>Status of Teacher Education in India: Trends, Issues and Challenges</b> <ul style="list-style-type: none"> <li>• Skill and Competency based Teacher Education, Flanders Interaction Analysis, Micro Teaching and Simulated Social Skill Teaching (SSST)</li> <li>• National Curriculum Framework for Teacher Education (NCFTE), 2009</li> <li>• NCTE Regulations, 2014</li> <li>• Present problems of Teacher Education in India and their solution</li> <li>• Quality Assurance in Teacher Education and its challenges</li> </ul>
<b>Unit-5</b>	<b>Quality, Responsibility and Professional Ethics of Teachers</b> <ul style="list-style-type: none"> <li>• Qualities and responsibilities of a teacher</li> <li>• Teacher as a Facilitator, Counsellor and Practitioner-Researcher</li> <li>• Role expectations of Teachers in twenty first century</li> <li>• Professional ethics and accountability of teachers</li> </ul>

### 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 21<sup>st</sup> Century- Challenges, Responsibilities, Creditability*. Agra: Rakhi Prakashan.
- Flanders, Ned, A. (1970). *Analysing Teacher Behaviour*. London: Wesley Publishing Company.
- Gurrey, P. (). *Education and the Training of Teachers*. London: Longmans, Green and Company.
- Mukherjee, S.N. (1968). *Education of Teachers in India, Vol.-I and II*. New Delhi: S. Chand and Company.
- Rajput, J.S. and Walia, K. (2002). *Teacher Education in India*. New Delhi: Sterling Publishers Pvt. Ltd.
- Sharma, SashiPrabha (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:**

<b>Units</b>	<b>Contents</b>
<b>Unit-1</b>	<b>Distance Education</b> <ul style="list-style-type: none"> <li>• Its meaning, nature and scope</li> <li>• Need and importance of distance education</li> <li>• Merits and demerits of distance education</li> <li>• General structure of distance learning programme</li> </ul>
<b>Unit-2</b>	<b>Development of Distance Education in India</b> <ul style="list-style-type: none"> <li>• Development of distance education in India</li> <li>• Development of distance education in Assam</li> </ul>
<b>Unit-3</b>	<b>Distinction among Conventional, Correspondence and Distance education</b> <ul style="list-style-type: none"> <li>• Distinction between Conventional and Distance education</li> <li>• Distinction between Correspondence and Distance education</li> <li>• Distinction between Conventional and Correspondence education</li> <li>• Different agencies of distance education</li> </ul>
<b>Unit-4</b>	<b>Methodologies in Distance education</b> <ul style="list-style-type: none"> <li>• Different forms of instructional strategies n distance education</li> <li>• Print- Media</li> <li>• Non-Print Media</li> <li>• Information and communication technology (ICT)</li> <li>• Different modes of student support services in distance education</li> </ul>

<b>Unit-5</b>	<b>Programmes of distance education with special reference to-</b> <ul style="list-style-type: none"> <li>• Women education</li> <li>• Rural development</li> <li>• Teacher-training programme <ul style="list-style-type: none"> <li>➤ Pre-service</li> <li>➤ In-service</li> </ul> </li> <li>• Poor and underprivileged people</li> </ul>
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**Recommended Reading:**

- Ansari, N.A. (1990). *Adult Education in India*. New Delhi: S. Chand and Company Ltd.
- Goswami, D. (2009). *Literacy and Development*. Guwahati: DVS publishers.
- Mathur, S. S. (1966). *A Sociological Approach to Indian Education*. Agra: Shri Vinod PushtakMandir.
- Mohanty, S. (2012). *Life Long and Adult Education*. New Delhi: Ashish Publishing House.
- Paramji, S. (Ed.) (1984). *Distance Education*. New Delhi: Sterling Publishers Pvt. Ltd.
- Saiyadain, M.S.& others (1990). *Challenges in Adult Education*. New Delhi:Macmillian India Ltd.
- Sharma, Madhulika (2006). *Distance Education, Concepts and Principles*. New Delhi:Kanishka Publishers.

**EDU-SEC-5014**  
**EXTENSION ACTIVITIES**  
**Total Marks-60 ( External-30 Internal-30)**  
**Credit- 4**

**Course Outcome:**

After completing this course, students will be able to do extension activities.

**Course contents**

**a. Theory (2 Credits)**

<b>Units</b>	<b>Contents</b>
<b>Unit-1</b>	<b>Extension Activities</b> <ul style="list-style-type: none"><li>• Meaning, characteristics and objectives of Extension</li><li>• Principles and importance of Extension</li><li>• Areas of Extension Education activities</li><li>• Role of higher education on Extension Activities</li></ul>
<b>Unit-2</b>	<b>Extension Methods and Swachha Bharat Mission</b> <ul style="list-style-type: none"><li>• Extension Methods with particular reference to –Home visit, Group Discussion, Exhibition, Campaigning</li><li>• Swachha Bharat Mission- Its objectives and components</li></ul>

**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**

- Kundu, C. L. (1986). *Adult Education*. New Delhi: Sterling Publishers Private Limited.
- Roychoudhury, B. N. (2000). *Extension Education in Higher Education System*. Guwahati.

## **6<sup>th</sup> SEMESTER (REGULAR)**

### **Instruction:**

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

**EDU-RE-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**

<b>Units</b>	<b>Content</b>
<b>Unit-1</b>	<b>Fundamentals of Mental Health</b> <ul style="list-style-type: none"><li>• Mental Health – Meaning and Definitions</li><li>• Scope of Mental Health</li><li>• Dimensions of Mental Health</li><li>• Need and importance of Mental Health</li><li>• Characteristics of a mentally healthy person</li><li>• History of development of Mental Health</li></ul>
<b>Unit-2</b>	<b>Mental Hygiene – Meaning and Definitions</b> <ul style="list-style-type: none"><li>• Mental Hygiene – Meaning and Definitions</li></ul>

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

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

	- Educational Programme
<b>Unit-4</b>	<b>Children with Learning Disability</b> <ul style="list-style-type: none"> <li>• Meaning and Definition</li> <li>• Characteristics</li> <li>• Types</li> <li>• Causes</li> <li>• Prevention</li> <li>• Educational Programme</li> </ul>
<b>Unit-5</b>	<b>Policies, Legislation and Services</b> <ul style="list-style-type: none"> <li>• National Policy on Education-1986</li> <li>• Central Scheme of Integrated Education for Disabled Children (IEDC)</li> <li>• Rehabilitation Council of India Act-1992</li> <li>• The Persons with Disabilities (PWD) Act-1995</li> <li>• National Policy for Persons with Disability, 2006</li> <li>• Community Based Rehabilitation <ul style="list-style-type: none"> <li>- Definition</li> <li>- Need</li> <li>- Implementation Process</li> </ul> </li> </ul>

### **Recommended Readings:**

- 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.
- Fundamental of Special Education , ( Third Edition) Margaret G Werts and Others, PEARSON
- Special Education , Dr. Umadevi, 2021 , Neelkamal Publications



**EDU-RE-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
<b>Unit-1</b>	<b>Introduction to Educational Management</b> <ul style="list-style-type: none"> <li>• Meaning, nature and scope of Educational Management</li> <li>• Objectives/Purpose of Educational Management</li> <li>• Principles of Educational Management</li> <li>• Types of Educational Management</li> <li>• Functions of Educational Management- Planning, Organizing, Directing, Supervising and controlling</li> <li>• Classroom Management- Principles, Strategies and Techniques.</li> </ul>
<b>Unit-2</b>	<b>Resources in Education</b> <ul style="list-style-type: none"> <li>• Meaning of resources</li> <li>• Types of resources- Human resource, Material resource and Financial resource</li> <li>• Management of Human, Material and Financial resources</li> <li>• Optimum Utilization of resources in educational institutions</li> </ul>
<b>Unit-3</b>	<b>Educational Planning</b> <ul style="list-style-type: none"> <li>• Meaning, Nature and Importance of educational planning</li> <li>• Types of educational planning</li> <li>• Principles of educational Planning</li> <li>• Central State Relationship in Educational Planning, Central and State Educational Advisory Bodies- MHRD, UGC, NCERT, SCERT</li> </ul>

<b>Unit-4</b>	<b>Institutional Planning</b> <ul style="list-style-type: none"> <li>• Concept, Nature, and Scope of Institutional Planning</li> <li>• Institutional Planning for Infrastructural Development and Personnel Development</li> <li>• Procedure of Institutional Planning</li> <li>• Organisation of Time Table and Co-curricular Activities</li> </ul>
<b>Unit-5</b>	<b>Financing of Education and Recent Trends in Management</b> <ul style="list-style-type: none"> <li>• Concept of Educational Finance</li> <li>• Sources of Educational Finance</li> <li>• Principles of Educational Finance</li> <li>• Budget: Concept and Components, Process of Preparing Institutional Budget</li> <li>• Recent Trends in Educational Management <ul style="list-style-type: none"> <li>- Total Quality Management</li> <li>- SWOT Analysis</li> </ul> </li> </ul>

### Recommended Readings:

- Bhatnagar and Gupta (2006). *Educational Management*. Meerut: R. Lall Book Depot.
- Bhattacharya, Shantanu (2012). *Educational Management-Theory and Practice*. Guwahati: EBH Publishers.
- 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-RE-6046**  
**WOMEN AND SOCIETY**  
**Total Marks: 100 (External: 80 and Internal: 20)**  
**Credit-6**

**Course Objectives:**

After completion of this course the learner will be able to

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

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

	<ul style="list-style-type: none"> <li>• Barriers of women empowerment</li> <li>• Role of education in women empowerment</li> </ul>
<b>Unit-5</b>	<b>The new roles of men and women and its Implications</b> <ul style="list-style-type: none"> <li>• Changes in family patterns</li> <li>• Gender roles in transition</li> <li>• New gender roles</li> <li>• Factor influencing gender role</li> <li>• Women as peace builder</li> <li>• Gender sensitivity- new gender roles and its implications for family and society</li> </ul>

**Recommended Readings:**

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

**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**

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

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

### 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-SEC-6014**  
**DEVELOPING TEACHING SKILL**  
**Total Marks-60 ( External-30 Internal-30)**  
**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
<b>Unit-1</b>	<p><b>Teaching Skill</b></p> <ul style="list-style-type: none"> <li>• Concept of Teaching and Teaching Skills</li> <li>• Some Important Teaching Skills: <ul style="list-style-type: none"> <li>- Introduction skill</li> <li>- Blackboard writing</li> <li>- Questioning skill</li> <li>- Illustration</li> <li>- Stimulus variation</li> <li>- Use of Audio visual aids</li> <li>- Concept and procedure of Micro teaching</li> </ul> </li> </ul>
<b>Unit-2</b>	<p><b>Concept and Preparation of Lesson Plan</b></p> <ul style="list-style-type: none"> <li>• Meaning and Nature of Lesson Plan</li> <li>• Need and Importance of Lesson Plan</li> <li>• Types of Lessons: Knowledge Lesson, Skill Lesson, appreciation Lesson</li> <li>• Herbartian Steps of Lesson Plan</li> <li>• Criteria of a good lesson plan</li> <li>• Preparation of lesson plan</li> </ul>

**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 micro teaching/ 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 different teaching skills within their classroom in the form of micro teaching.**

#### **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.
- Kochhar, S. K. (2004). *Methods and Techniques of Teaching*. New Delhi: Sterling Publisher's Private Limited.

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**Syllabus for B. A. Regular Course in English under CBCS - 2019**  
**APPROVED by UG-CCS, Gauhati University**  
**Department of English, Gauhati University**

**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)**

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

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

<b>SEMESTER</b>	<b>CORE COURSE (14)</b>	<b>Ability Enhancement Compulsory Course (AECC) (2)</b>	<b>Skill Enhancement Course (SEC) (2)</b>	<b>Elective: Discipline Specific (DSE) (4)</b>	<b>Elective: Generic (GE) (4)</b>
<b>I</b>	C 1	(English/ MIL Communication)/			GE 1
	C 2	Environmental Science			
<b>II</b>	C 3	Environmental Science/			GE 2
	C 4	(English/ MIL Communication)			
<b>III</b>	C 5		SEC 1		GE 3
	C 6				
	C 7				
<b>IV</b>	C 8		SEC 2		GE 4
	C 9				
	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
=====	
<b><u>I. Core Course</u></b>	Paper + Tutorial
<b>(12 Papers)</b>	12X5=60
Two papers – English	
Two papers – AltE/MIL	
Four papers – Discipline	
1. Four papers –	
Discipline 2.	
<b>Core Course Tutorial*</b>	12X1=12
<b>(12 Tutorials)</b>	
<b><u>II. Elective Course</u></b>	6X5=30
<b>(6 Papers)</b>	
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.	
<b>Elective Course Tutorials*</b>	6X1=6
<b>(6 Tutorials*)</b>	
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**

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

	1				
	DSC 1C				
	DSC 2C				
<b>IV</b>	Alt English 2/MIL 2		SEC 2		
	DSC 1D				
	DSC 2D				
<b>V</b>			SEC 3	DSE 1 A	GE 1
				DSE 2 A	
<b>VI</b>			SEC 4	DSE 1 B	GE 2
				DSE 2 B	

## **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** 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:** 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'
- Imtiaz Dharkar: 'Purdah 1'

**Grammar and Composition:**

20 Marks

- Voice Change, Use of Determiners
- Dialogue Writing, Descriptive Writing
- Precis Writing/Report Writing

### **Discipline Specific Core I B**

**ENG-RC-2016**

**Modern Indian Literature**

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

Marks: 100 (80+20)

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

**Short Stories:**

50 Marks

- Amrita Pritam: "The Weed"
- U. R. Anantha Murthy: "The Sky and the Cat"
- Gopinath Mohanty: "The Somersault"

- 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 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**

**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, Guisepe. *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* (3<sup>rd</sup> 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.  
(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)
<b>I</b>	HIS –RC-1016: History of India from Earliest Times up to c. 1206	(English/MIL Communication)			
<b>II</b>	HIS –RC-2016: History of India from c. 1206 to 1757	Environmental Studies			
<b>III</b>	HIS –RC-3016 History of India ( c. 1757 - 1947)		HIS –SE-3014: Historical Tourism in North East India		
<b>IV</b>	HIS –RC-4016 Social And Economic History of Assam		HIS –SE-4014: Oral Culture and Oral History		
<b>V</b>			SEC (from other department)	HIS –RE-5016: History of Assam from Earliest times to 1826	HIS –RG-5016 History of Europe (c. 1648 – 1870)
<b>VI</b>			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 19<sup>th</sup> 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*

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**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 19<sup>th</sup> 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 19<sup>th</sup> 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 Vries, 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

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**UNDER GRADUATE  
CHOICE BASED CREDIT SYSTEM (UGCBCS)  
GAUHATI UNIVERSITY**

**REQUIREMENTS FOR AN UNDERGRADUATE DEGREE**

The following table indicates the requirements for successful completion of under-graduate degree in Gauhati University –

DEGREE	MINIMUM REQUIREMENTS	MINIMUM CREDIT
Undergraduate Regular Degree (Humanities/Social Sciences/Commerce)	<ul style="list-style-type: none"><li>• 12 Core</li><li>• 2 Ability Enhancement</li><li>• 4 Skill Enhancement</li><li>• 4 Discipline Specific Elective</li><li>• 2 Generic Elective</li></ul>	132

### BA Regular Programme in Political Science

Semester	Type	CORE	AECC	SEC	DSE	GE ( For students other than Political Science)
	Credits	12x6=72	2X4=8	4X4=16	4X6=24	2X6=12
I	English-1	POL-RC-1016 Introduction to Political Theory	English /MIL Communication			
	Discipline 2-RC-1016					
II	English-2	POL-RC-2016 Indian Government and Politics	Environmental Science			
	Discipline 2-RC-2016					
III	MIL-1/Alt English-1	POL-RC-3016 Comparative Government and Politics		POL-SE-3014 Parliamentary Procedures and Practices Or POL-SE-3024 Youth and Nation-Building		
	Discipline 2-RC-3016					
IV	MIL-2/Alt English-2	POL-RC-4016 Introduction to International Relations		POL-SE-4014 Panchayati Raj in Practice Or POL-SE-4024 Citizens and Rights		
	Discipline 2-RC-4016					

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.

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. Shakhedher (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 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](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](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 21<sup>st</sup> 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.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](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](http://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. Dahiwale, (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 for the 21st Century Englewood Cliffs*, New Jersey: Prentice-Hall.

C. Webel and J. Galtung (eds.), (2007) *The Handbook of Peace and Conflict Studies*, London: Routledge.

#### **UNIT IV: Conflict Responses: Skills and Techniques II**

H. Burgess and G. Burgess, (2010) *Conducting Track II*, Washington D.C: United States Institute of Peace.

S. Mason and M. Siegfried, (2010) *Debriefing Mediators To Learn Their Experiences*, Washington D.C: United States Institute Of Peace.

I. Zartman and A. De Soto, (2010) *Timing Mediation Initiatives*, Washington D.C: United States Institute of Peace. 17

A. Smith and D. Smock, (2010) *Managing A Mediation Process*, Washington D.C: United States Institute of Peace.

J. Davies and E. Kaufman (eds.), (2003) *Second Track/Citizens' Diplomacy: Concepts and Techniques for Conflict Transformation*, Rowman & Littlefield: Maryland.

J Bercovitch, V. Kremenyuk, and I. Zartman (eds.), (2009) *The Sage Hand Book of Conflict Resolution*, London: Sage Publications. M. Steger , (2001) 'Peace building and Non-Violence: Gandhi's Perspective on Power', in D. Christie, R. Wagner and D. Winter, (eds.), *Peace, Conflict, and Violence: Peace Psychology for the 21st Century Englewood Cliffs*, New Jersey: Prentice-Hall.

## **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.

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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 programme templates of both the BA (Regular) with Economics and BSc (Regular) with Economics are given below -

### BA Regular with Economics

<i>Semester</i>	<i>CORE COURSE</i>	<i>Ability Enhancement Compulsory Course (AECC)</i>	<i>Skill Enhancement Course (SEC)</i>	<i>Discipline Specific Elective ( DSE)</i>	<i>Generic Elective (GE)*</i>
<i>I</i>	<i>English-1</i>	<i>English/MIL Communication</i>			
	<b><i>ECO RC 1016</i></b>				
	<i>DSC- 2 A</i>				
<i>II</i>	<i>English-2</i>	<i>Environmental Science</i>			
	<b><i>ECO RC 2016</i></b>				
	<i>DSC- 2 B</i>				
<i>III</i>	<i>MIL-1/Alt English-1</i>		<i>ECO SE 3014</i>		
	<b><i>ECO RC 3016</i></b>				
	<i>DSC- 2 C</i>				
<i>IV</i>	<i>MIL-2/Alt English-2</i>		<i>ECO SE 4014</i>		
	<b><i>ECO RC 4016</i></b>				
	<i>DSC- 2 D</i>				
<i>V</i>			<i>ECO SE 5014</i>	<b><i># ECO RE 5016 / ECO RE 5026 / ECO RE 5036</i></b>	<b><i>ECO RG 5016</i></b>
				<i>DSE-2 A</i>	
<i>VI</i>			<i>ECO SE 6014</i>	<b><i># ECO RE 6016 / ECO RE 6026 / ECO RE 6036</i></b>	<b><i>ECO RG 6016</i></b>
				<i>DSE-2 B</i>	

\*for students of other disciplines

#Any one of the three

**Note:** The second discipline of choice can be taken up from any Arts discipline. However, Statistics and Mathematics are recommended as the ideal complements for Economics.

## BSc Regular with Economics

<i>Semester</i>	<i>CORE COURSE (14)</i>	<i>Ability Enhancement Compulsory Course (AECC) (2)</i>	<i>Skill Enhancement Course (SEC) (2)</i>	<i>Discipline Specific Elective (DSE) (6)</i>
<i>I</i>	<b>ECO RC 1016</b>	<i>English Communication</i>		
	<i>DSC- 2 A</i>			
	<i>DSC- 3 A</i>			
<i>II</i>	<b>ECO RC 2016</b>	<i>Environmental Science</i>		
	<i>DSC- 2 B</i>			
	<i>DSC- 3 B</i>			
<i>III</i>	<b>ECO RC 3016</b>		<b>ECO SE 3014</b>	
	<i>DSC- 2 C</i>			
	<i>DSC- 3 C</i>			
<i>IV</i>	<b>ECO RC 4016</b>		<b>ECO SE 4014</b>	
	<i>DSC- 2 D</i>			
	<i>DSC- 3 D</i>			
<i>V</i>			<b>ECO SE 5014</b>	<b>#ECO RE 5016 / ECO RE 5026 / ECO RE 5036</b>
				<i>DSE-2 A</i>
				<i>DSE-3 A</i>
<i>VI</i>			<b>ECO SE 6014</b>	<b>#ECO RE 6016 / ECO RE 6026 / ECO RE 6036</b>
				<i>DSE-2 B</i>
				<i>DSE-3 B</i>

#Any one of the three

**Note:** The other two disciplines of choice have to be from a Science discipline. However, Statistics and Mathematics are recommended as the ideal complements for Economics.



## 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**

##### **1. Introduction**

Problem of scarcity and choice: scarcity, choice and opportunity cost; production possibility frontier; economic systems.

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.

Applications of demand and supply: price rationing, price floors, consumer surplus, producersurplus.

Elasticity: price elasticity of demand, calculating elasticity, determinants of price elasticity, otherelasticities.

##### **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**

Production: behavior of profit maximizing firms, production process, production functions, law of variable proportions, choice of technology, isoquant and isocost lines, cost minimizing equilibriumcondition.

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.

##### **4. Perfect Competition**

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.

Welfare: allocative efficiency under perfectcompetition.

#### **Readings:**

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

## 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**

###### **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.

###### **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., 8<sup>th</sup> edition, 2007.

Pindyck, R.S, Rubinfeld, B.L and Mehta, P.L, *Microeconomics*, Pearson, 7<sup>th</sup> 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., 8<sup>th</sup> edition, 2007.
2. Sikdar, Shoumyen, *Principles of Macroeconomics*, 2<sup>nd</sup> 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., 8<sup>th</sup> edition, 2007.
2. Sikdar, Shoumyen, *Principles of Macroeconomics*, 2<sup>nd</sup> 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, 11<sup>th</sup> edition (2011).
2. Uma Kapila, Indian Economy since Independence, Academic Foundation, 19<sup>th</sup> 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, 6<sup>th</sup> edition, 2009.
2. F. J. Fabozzi, F. Modigliani, F. J. Jones, M. G. Ferri, *Foundations of Financial Markets and Institutions*, Pearson Education, 3<sup>rd</sup> edition, 2009.
3. L. M. Bhole and J. Mahukud, *Financial Institutions and Markets*, Tata McGraw Hill, 5<sup>th</sup> edition, 2011.
4. M. Y. Khan, *Indian Financial System*, Tata McGraw Hill, 7<sup>th</sup> 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, 4<sup>th</sup> edition, 2011.
2. Charles Kolstad, "*Intermediate Environmental Economics*", Oxford University Press, 2<sup>nd</sup> edition, 2010.
3. Robert N. Stavins (ed.), "*Economics of the Environment: Selected Readings*", W.W. Norton, 6<sup>th</sup> 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, 19<sup>th</sup> 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. Suri, *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 14<sup>th</sup> 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, 11<sup>th</sup> edition (2011).
2. Uma Kapila, Indian Economy since Independence, Academic Foundation, 19<sup>th</sup> 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, 19<sup>th</sup> edition (2009).
4. Government of India, *Economic Survey* (latest)