

CRITERIA-1 CURRICULAR ASPECTS

1.3 Curriculum Enrichment

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

Related syllabus


Coordinator, IQAC
Katahguri College



OFFICE OF THE PRINCIPAL

KATAHGURI COLLEGE

Tuktuki, Nagaon : Assam, Pin- 782123

Dr. Khairul Islam, M.A, M.Phil, Ph.D
Principal & Secretary

Phone No. (03672) 262018
Mob. : 94351-61275, 91014-38469

Ref. No.....



Date :

Criterion -1

1.3 Curriculum Enrichment

1.3.1 Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and sustainability in transacting the Curriculum.

Response:

The College has been always sensible towards these issues. The following chart depicts the segregation according to the Class and Subject.

Gender

Subject	Semester	Course Code	Paper
Economics	V	ECO-HE-5016	Economics of Health and Education
English	I	ENG-CC-1016	English-I (The Woman Who Rode Away)
	II	ENG-CC-2016	English-II (Purdah-I)
Political Science	I	POL-RC-1016	Introduction to Political Theory
	IV	POL-HC-4016	Women and politics in India
	V	POL-SE-5014	Panchayati Raj in Practice
		Certificate Course	Women and Politics
Education	VI	EDU-DSE-6046	Women and Society


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Professional Ethics:

Subject	Semester	Course Code	Paper
English	I	AECC-1014	English Communication/ English Language Proficiency
Political Science	III	POL-SE-3014	Parliamentary Procedures and Practices
	V	POL-RE/RG-5016	Public Administration-I
	VI	POL-RG/RE-5016	Public Administration-II
Education	V	EDU-DEE-5046	Teacher Education in India
Philosophy	III	PHI-RC-3016	Ethics
		PHI-HC-3036	Ethics
		PHI-HG-3016	Ethics
	VI	PHI-HC-6026	Meta Ethics
		PHI-HE-6036	Applied Ethics
		Certificate Course	Entertainment and Media Ethics


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Human Values:

Subject	Semester	Course Code	Paper
Economics	V	ECO-HE-5016	Development Economics -I
	VI	ECO-HC-6026	Development Economics-II
	V	ECO-RE/RG-5016	Economic Development and policy in India-I
		ECO-HC-5016	Indian Economy -I
Education	V	EDU-DSE-5036	Human Rights Education
English	I	ENG-CC-1016	English-I (Angulimala)
	II	ENG-CC-2016	English-II (Harlem)
History	I	HIS-RC-1016	History of India (From the earliest time up to c.1206)
	II	HIS-RC-2016	History of India (C.1206-1757)
		HIS-HG-2016	
	III	HIS-HC-3016	History of India-III
		HIS-HC-3036	History of India IV (C.1206-1550)
		HIS-HG-3016	History of India (C.1757-1947)
		HIS-RC-3016	History of India (c.1757 to 1947)
	IV	HIS-HC-4026	History of India (c. 1550-1605)
		HIS-HG-4016	Social and Economics History of Assam
		HIS-SE-4014	Oral Culture and Oral History
		HIS-RC-4016	Social and Economics History of Assam
	V	HIS-HC-5026	History of India VII
	VI	HIS-HC-6016	History of India VILL (C.1857-1950)
HIS-HC-6026		History of Modern Europe (C.1780-1939)	
Political Science	II	POL-RC-2016	Indian Government and Politics
	V	POL-HC-5026	Human Rights

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Environmental and sustainability:

Subject	Semester	Course Code	Paper
AECC	II	ENV-AE-2014	Environmental Studies
Economics	VI	ECO-HE-6016	Environmental Economics
Education	VI	Non-CBCS	Environment and Population Education
History	III	HIS-SE-3014	Historical Tourism in North-East India
	IV	HIS-HG-4016	Social and Economic History of Assam
	VI	HIS-HE-6026	Assam Since Independence
Political Science	II	POL-SE-6014	Conflict and peace Building


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DISCIPLINE SPECIFIC ELECTIVE (DSE) PAPERS:

(Any Two per Semester)

FIFTH SEMESTER DSE

ECO-HE-5016: ECONOMICS OF HEALTH AND EDUCATION

Course Description

The importance of education and health in improving well-being is reflected in their inclusion among the Millennium Development Goals adopted by the United Nations member states, which include among other goals, achieving universal primary education, reducing child mortality, improving maternal health and combating diseases. This course provides a microeconomic framework to analyze, among other things, individual choice in the demand for health and education, government intervention and aspects of inequity and discrimination in both sectors. It also gives an overview of health and education in India.

Course Outline

1. Role of Health and Education in Human Development

Importance in poverty alleviation; health and education outcomes and their relationship with macroeconomic performance.

2. Microeconomic Foundations of Health Economics

Demand for health; uncertainty and health insurance market; alternative insurance mechanisms; market failure and rationale for public intervention; equity and inequality.

3. Evaluation of Health Programs

Costing, cost effectiveness and cost-benefit analysis; burden of disease.

4. Health Sector in India: An Overview

Health outcomes; health systems; health financing.

5. Education: Investment in Human Capital

Rate of return to education: private and social; quality of education; signaling or human capital; theories of discrimination; gender and caste discrimination in India.

6. Education Sector in India: An Overview

Literacy rates, school participation, school quality measures.

Readings:

1. William, Jack, *Principles of Health Economics for Developing Countries*, World



DETAILED SYLLABUS

SEMESTER I

Compulsory Core: English I

DSC 1A: The Individual and Society

ENG-CC-1016

English I

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

Marks: 100 (80+20)

The aim of this course (English I and II) is to provide the student an opportunity to read and respond to representations of issues in contemporary life and culture in the English language. The selection of texts is aimed to present themes and topics that are stimulating, insightful and informative. Each paper will have a grammar section of 10 marks. Students having English as their Major subject will have to answer questions on a text indicated in the syllabus, instead of the grammar section. Internal assessment in these two papers may be in the form of an objective-type test.

Prose:

60 Marks


Texts:

- Arthur Miller: *All my Sons*
- George Orwell (1903-1950): 'Shooting an Elephant'
- ✓ D.H. Lawrence: 'The Woman Who Rode Away'
- Manoj Das (1934-): 'The Misty Hour'
- Munin Barkotoki (1915-1995): 'Krishna Kanta Handiqui'
- Rohinton Mistry (1952-): 'Running Water'
- Michael Ondaatje (1943-): 'Angulimala'
- Salman Rushdie: 'Good Advice is Rarer than Rubies'

Grammar:

20 Marks

- Make sentences using common phrases and idioms
- Common Errors: To be answered as directed
- Correct use of verbs, tenses, prepositions, etc.
- Comprehension



**CHOICE BASED CREDIT SYSTEM
SYLLABI AND READING LIST
BA (HONOURS) POLITICAL SCIENCE**

CORE COURSE

POL HC 1016: Understanding Political Theory

Course Objective: This course is divided into two sections. Section A introduces the students to the idea of political theory, its history and approaches, and an assessment of its critical and contemporary trends. Section B is designed to reconcile political theory and practice through reflections on the ideas and practices related to democracy.

Course Outcomes:

- To introduce the idea of political theory and various approaches
- To enable the students to assess the contemporary trends of political theory
- To reconcile theory and practice in relation to democracy

I: Introducing Political Theory (30 Lectures)

1. What is Politics: Theorizing the 'Political'
2. Traditions of Political Theory: Liberal, Marxist
3. Approaches to Political Theory: Normative, Historical and Empirical
4. Critical and Contemporary Perspectives in Political Theory: Feminist and Postmodern

II: Political Theory and Practice (30 Lectures)

The Grammar of Democracy

1. Democracy: The concept and idea
2. Procedural Democracy and its critique
3. Deliberative Democracy
4. Participation and Representation

READING LIST

I: Introducing Political Theory

- Bhargava, R. (2008) 'What is Political Theory', in Bhargava, R and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 2-16.
- Bellamy, R. (1993) 'Introduction: The Demise and Rise of Political Theory', in Bellamy, R. (ed.) *Theories and Concepts of Politics*. New York: Manchester University Press, pp. 1-14.
- Glaser, D. (1995) 'Normative Theory', in Marsh, D. and Stoker, G. (eds.) *Theory and Methods in Political Science*. London: Macmillan, pp. 21-40.
- Sanders, D. (1995) 'Behavioral Analysis', in Marsh, D. and Stoker, G. (eds.) *Theory and Methods in Political Science*. London: Macmillan, pp. 58-75.
- Chapman, J. (1995) 'The Feminist Perspective', in Marsh, D. and Stoker, G. (eds.) *Theory and Methods in Political Science*. London: Macmillan, pp. 94-114.
- Bhargava, R. 'Why Do We Need Political Theory', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 17-36.

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

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

Recommended Readings:

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

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.Venkatarangaiya 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.

ECO-RE-5036: Environmental Economics

Course Description

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

Course Outline

1. Introduction

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

2. The Design and Implementation of Environmental Policy

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

3. Environmental Valuation Methods and Applications

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

4. Sustainable Development

Concepts; measurement; perspectives from Indian experience

Readings

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

EDU-HE-5046
TEACHER EDUCATION IN INDIA
Total Marks: 100 (External: 80 and Internal: 20)
Credit-6

Course Objectives:

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

- Explain the Concept, Scope, Aims & Objectives and Significance of teacher education
- Acquaint with the development of Teacher Education in India
- Acquaint with the different organising bodies of teacher education in India and their functions in preparation of teachers for different levels of education
- Acquaint with the innovative trends and recent issues in teacher education, and be able to critically analyse the status of teacher education in India
- Understand and conceive the qualities, responsibilities and professional ethics of teachers

Course Contents

Units	Contents
Unit-1	Conceptual Framework and Historical Perspectives of Teacher Education in India <ul style="list-style-type: none">• Teacher Education-Concept, scope and aims and objectives• Need and Significance of Teacher Education in 21st Century• Types of Teacher Education-Pre-service and In-service• Development of Teacher Education in India• Shifting focus from Teacher Training to Teacher Education
Unit-2	Teacher Education For Different Levels of Education <ul style="list-style-type: none">• Preparation of Teachers for Pre-Primary Level of education• Preparation of Teachers for Primary Level of education• Preparation of Teachers for Secondary Level of education• Preparation of Teachers for Higher Level of education
Unit-3	Structure and Organisations of Teacher Education in India <ul style="list-style-type: none">• Basic Training Centre (BTC)• District Institute for Education and Training (DIET)• State Council for Educational Research and Training (SCERT)• National Council for Educational Research and Training (NCERT)• National Council for Teacher Education (NCTE)• National University of Educational Training and Administration (NUEPA)

Unit I

Nature, Scope and Utility of study of Ethics
Moral Consciousness, Object of Moral Judgement, Moral Obligation
Postulates of Morality

Unit II

Virtue Ethics: Aristotle
Deontological Ethics: Kant
Utilitarianism: Bentham, Mill

Unit III

Theories of Punishment, Capital Punishment
Professional Ethics
Environmental Ethics

Unit IV

Law of Karma, Varna and Asrama Dharma, Purusarthas
Buddhist Pancasila; Brahmavihara; Bodhisattva Bhumis
Jaina Triratna, Anuvrata and Mahavrata

Books Recommended:

Chakravarty, D.K.	<i>Problems of Analytical Ethics</i>
Dasgupta, S.N.	<i>A History of Indian Philosophy</i>
Frankena, W.	<i>Ethics</i>
Hiriyana, M.	<i>Outlines of Indian Philosophy</i>
Hudson, W.D.	<i>Modern Moral Philosophy</i>
Lillie, William.	<i>An Introduction to Ethics</i>
Mackenzie, J.N.	<i>Manual of Ethics</i>
Moore, G.E.	<i>Ethics</i>
Radhakrishnan, S.	<i>Indian Philosophy</i>
Singer, Peter.	<i>Applied Ethics</i>
Singer, Peter.	<i>Practical Ethics</i>
Tiwari, Kedar Nath.	<i>Classical Indian Ethical Thought: A Philosophical Study of Hindu, Jaina and Buddhist Morals</i>

Semester III
PHI-HG-3016
Ethics

Unit I

Nature, Scope and Utility of study of Ethics
Moral Consciousness, Object of Moral Judgement, Moral Obligation
Postulates of Morality

Unit II

Virtue Ethics: Aristotle
Deontological Ethics: Kant
Utilitarianism: Bentham, Mill

Unit III

Theories of Punishment, Capital Punishment
Professional Ethics
Environmental Ethics

Unit IV

Law of Karma, Varna and Asrama Dharma, Purusarthas
Buddhist Pancasila; Brahmvihara; Bodhisattva Bhumis
Jaina Triratna, Anuvrata and Mahavrata

Books Recommended:

Chakravarty, D.K.	<i>Problems of Analytical Ethics</i>
Dasgupta, S.N.	<i>A History of Indian Philosophy</i>
Frankena, W.	<i>Ethics</i>
Hiriyana, M.	<i>Outlines of Indian Philosophy</i>
Hudson, W.D.	<i>Modern Moral Philosophy</i>
Lillie, William.	<i>An Introduction to Ethics</i>
Mackenzie, J.N.	<i>Manual of Ethics</i>
Moore, G.E.	<i>Ethics</i>
Radhakrishnan, S.	<i>Indian Philosophy</i>
Singer, Peter.	<i>Applied Ethics</i>
Singer, Peter.	<i>Practical Ethics</i>
Tiwari, Kedar Nath.	<i>Classical Indian Ethical Thought: A Philosophical Study of Hindu, Jaina and Buddhist Morals</i>

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



SEMESTER II

Compulsory Core: English II

DSC 1B: Modern Indian Literature

ENG-CC-2016

English II

Poetry:

60 Marks

Texts:

- William Blake (1757-1827): 'The Lamb'
- Samuel Taylor Coleridge: 'Christabel'
- Matthew Arnold: 'Dover Beach'
- Langston Hughes (1902-1967): 'Harlem'
- Nissim Ezekiel (1924-2004): 'Shillong'
- Wole Soyinka (1934-): 'Telephone Conversation'
- David Constantine (1944-) 'The House'
- Federico Garcia Lorca (1898-1936): 'The Sleepwalking Ballad'
- Seamus Heaney (1939-): 'Punishment'
- Intiaz Dharkar: 'Purdah 1'

Grammar and Composition:

20 Marks

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

Discipline Specific Core I B

ENG-RC-2016

Modern Indian Literature

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

Marks: 100 (80+20)

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

Short Stories:

50 Marks

Semester VI
PHI-HE-6036
Applied Ethics

Unit I:

Nature of Applied Ethics, its scope
Applied Ethics and Human Values

Unit II:

Use and exploitation of nature
Animal killing and animal rights

Unit III:

Computer crime
Ethics and Legal aspects of virtual worlds

Unit IV:

Rights and obligations of health care professionals, Patients and family,
Abortion, Euthanasia: Active and Passive

Books Recommended:

Hizza, Joseph M.:	<i>Computer Network Security and Cyber Ethics</i>
Holmes, R.L. :	<i>Introduction to Applied Ethics</i>
Holmes R. & Andrew L.:	<i>Environmental Ethics: An Anthology</i>
Lucas, G.:	<i>Ethics and Cyber Warfare</i>
Singer, P.:	<i>Applied Ethics</i>
Yogi, Manasvini M.:	<i>Euthanasia: Its Moral Implication</i>



DETAILED SYLLABUS

SEMESTER I

Compulsory Core: English I

DSC 1A: The Individual and Society

ENG-CC-1016

English I

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

Marks: 100 (80+20)

The aim of this course (English I and II) is to provide the student an opportunity to read and respond to representations of issues in contemporary life and culture in the English language. The selection of texts is aimed to present themes and topics that are stimulating, insightful and informative. Each paper will have a grammar section of 10 marks. Students having English as their Major subject will have to answer questions on a text indicated in the syllabus, instead of the grammar section. Internal assessment in these two papers may be in the form of an objective-type test.

Prose:

60 Marks

Texts:

- Arthur Miller: *All my Sons*
- George Orwell (1903-1950): 'Shooting an Elephant'
- ✓ D.H. Lawrence: 'The Woman Who Rode Away'
- Manoj Das (1934-): 'The Misty Hour'
- Munin Barkotoki (1915-1995): 'Krishna Kanta Handiqui'
- Rohinton Mistry (1952-): 'Running Water'
- ✓ Michael Ondaatje (1943-): 'Angulimala'
- Salman Rushdie: 'Good Advice is Rarer than Rubies'

Grammar:

20 Marks

- Make sentences using common phrases and idioms
- Common Errors: To be answered as directed
- Correct use of verbs, tenses, prepositions, etc.
- Comprehension

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

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

Recommended Readings:

- Aggarwal, J.C. (2004). *Teacher and Education in a Developing Society*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Bhargava, M. & Saikia, L. Rasul (2012). *Teacher in 21st Century- Challenges, Responsibilities, Creditability*. Agra: Rakhi Prakashan.
- Flanders, Ned, A. (1970). *Analysing Teacher Behaviour*. London: Wesley Publishing Company.
- Gurrey, P. (). *Education and the Training of Teachers*. London: Longmans, Green and Company.
- 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.

**Detailed Syllabus (Semester I--VI)
B.A (Honours) Programme in History**



CORE COURSE

Semester I

HIS-HC-1016: HISTORY OF INDIA- I

Lectures : 5; Tutorial : 1 (per week)

Course Outcome: After the completion of this paper, the students will be able to explore and effectively use historical tools in reconstructing the remote past of ancient Indian pre and proto history. The course will also train the students to analyse the various stages of evolution of human cultures and the belief systems in the proto- history period.

Unit I. Reconstructing Ancient Indian History

- [a] Early Indian notions of History
- [b] Sources and tools of historical reconstruction: archaeological: epigraphy, numismatics, literary
- [c] Historical interpretations (with special reference to gender, environment, technology, and regions)

Unit II. Pre-historic hunter-gatherers

- [a] Paleolithic cultures- sequence and distribution; stone industries and other technological developments.
- [b] Mesolithic cultures- regional and chronological distribution; new developments in technology and economy; rock art.

Unit III. The advent of food production

- [a] Understanding the regional and chronological distribution of the Neolithic and Chalcolithic cultures: subsistence, and patterns of exchange

Unit IV. The Harappan civilization

Origins; settlement patterns and town planning; agrarian base; craft productions and trade; social and political organization; religious beliefs and practices; art; the problem of urban decline and the late/post-Harappan traditions.

Unit V. Cultures in transition

Settlement patterns, technological and economic developments; social stratification; political relations; religion and philosophy; the Aryan Problem.

- [a] North India (circa 1500 BCE-300 BCE)
- [b] Central India and the Deccan (circa 1000 BCE - circa 300 BCE)
- [c] Tamilakam (circa 300 BCE to circa CE 300)

Unit IV. Slave society in Ancient Greece:

- [a] Origin of Slavery: Slavery in Sparta and Greece
- [b] Debate on Slavery
- [c] Agrarian economy, urbanization, trade.



Unit V. Polis in ancient Greece:

- [a] Development of democracy in Athens and Sparta;
- [b] Concept of citizenship
- [c] Greek Culture-Science and Philosophy, religion, art and architecture

Readings:

- Burns and Ralph. *World Civilizations. Cambridge History of Africa*, Vol. I.
V. Gordon Childe, *What Happened in History*.
G. Clark, *World Prehistory: A New Perspective*.
B. Fagan, *People of the Earth*.
Amar Farooqui, *Early Social Formations*.
M. I. Finley, *The Ancient Economy*.
Jacquetta Hawkes, *First Civilizations*.
G. Roux, *Ancient Iraq*.
Bai Shaoyi, *An Outline History of China*.
H. W. F. Saggs, *The Greatness that was Babylon*.
B. Trigger, *Ancient Egypt: A Social History*.
UNESCO Series: *History of Mankind, Vols. I - III./ or New ed. History of Humanity*.
R. J. Wenke, *Patterns in Prehistory*.

SEMESTER II

HIS-HC-2016: HISTORY OF INDIA- II

Lecture : 5 Tutorial : 1 (per week)

Course Outcome: On successful completion of this course the students will be able to explain the economic and socio-cultural connections, transitions and stratifications during the ruling houses, empires and the politico-administrative nuances of early Indian History from 300 BCE to 300 CE.

Unit I. Economy and Society (circa 300 BCE to circa CE 300):

- [a] Expansion of agrarian economy: production relations.
- [b] Urban growth: north India, central India and the Deccan;
- [c] craft Production: trade and trade routes; coinage.
- [d] Social stratification: class, *Varna, jati*, untouchability; gender; marriage and property relations

Unit II. Changing political formations (circa 300 BCE to circa CE 300):

- [a] The Mauryan Empire



SEMESTER III

HIS-HC-3016: HISTORY OF INDIA III (c. 750 -1206)

Lectures : 5; Tutorial : 1 (per week)

Course Outcome: The completion of this paper will enable the students to relate and explain the developments in India in its political and economic fields and its relation to the social and cultural patterns therein in the historical time period between c.700 to 1206. They will also be able to analyse India's interaction with another wave of foreign influence and the changes brought in its wake in the period.

Unit I. Studying Early Medieval India:

- (a) Historical geography; Sources: texts, epigraphic and numismatic data
- (b) Debates on Indian feudalism, rise of the Rajputs and the nature of the state

Unit II. Political Structures:

- (a) Evolution of political structures: Rashtrakutas, Palas, Pratiharas, Rajputs and Cholas
- (b) Legitimization of kingship; brahmanas and temples; royal genealogies and rituals
- (c) Arab conquest of Sindh: nature and impact of the new set-up; Ismaili dawah
- (d) Early Turkish invasions: Mahmud of Ghazna; Shahab-ud-Din of Ghur

Unit III. Agrarian Structure and Social Change:

- (a) Agricultural expansion; crops
- (b) Landlords and peasants
- (c) Proliferation of castes; status of untouchables
- (d) Tribes as peasants and their place in the Varna order

Unit IV. Trade and Commerce:

- (a) Inter-regional trade
- (b) Maritime trade
- (c) Medium of exchange
- (d) Process of urbanization
- (e) Merchant guilds of South India

Unit V. Religious and Cultural Developments:

- (a) Bhakti, Tantricism, Puranic traditions; Buddhism and Jainism; Popular religious cults
- (b) Islamic intellectual traditions: Al-Biruni; Al-Hujwiri
- (c) Art and architecture: Evolution of regional styles

Readings:

- R.S. Sharma, *Indian Feudalism* (circa 300 - 1200).
- B.D. Chattopadhyaya, *The Making of Early Medieval India*.
- R.S. Sharma and K.M. Shrivastava, eds, *Comprehensive History of India*, Vol. IV (A & B).
- Mohammad Habib and K.A. Nizami, eds, *Comprehensive History of India*, Vol. V, The Delhi Sultanate
- Hermann Kulke, ed., *The State in India* (AD 1000 - AD 1700).
- N. Karashima, *South Indian History and Society* (Studies from



Course Outcome: After completion of this course students will be able to explain the political and administrative history of medieval period of India from 1206 to 1550 AD. They will also be able to analyse the sources of history, regional variations, social, cultural and economic set up of the period.

Unit I. Sources:

- (a) Persian *tarikh* tradition
- (b) Foreigners' accounts; vernacular literature.
- (c) Epigraphy and numismatics.
- (d) Architecture.

Unit II. Polity:

- (a) Foundation, expansion and consolidation of the Sultanate of Delhi; Theories of kingship
- (b) The Khaljis and the Tughluqs; Mongol threat and Timur's invasion; The Sayyids; The Lodis; Conquest of Bahlul and Sikandar; Ibrahim Lodi and the battle of Panipat
- (c) Ruling elites; Sufis, *ulema* and the political authority; imperial monuments and coinage

Unit III. Society and Economy:

- (a) *Iqta*; revenue-free grants
- (b) Agricultural production; technology
- (c) Changes in rural society; revenue systems
- (d) Monetization; market regulations; growth of urban centers; trade and commerce; Indian Ocean trade

Unit IV. Regional Polities:

- (a) Bahmani, Vijayanagar,
- (b) Gujarat, Malwa, Jaunpur, Assam and Bengal
- (c) Consolidation of regional identities: art, architecture and literature

Unit V. Religion and Culture:

- (a) Sufi *silsilas*: Chishti and Suhrawardi; doctrines and practices; social roles; literature
- (b) Bhakti movements and monotheistic traditions in South and North India; Women Bhaktas; Nathpanthis; Kabir, Nanak and the Sant tradition

Readings:

- Mohammad Habib and K.A. Nizami, eds, *Comprehensive History of India*, Vol. V, *The Delhi Sultanate*.
Satish Chandra, *Medieval India I*.
Peter Jackson, *The Delhi Sultanate*.
Catherine Asher and Cynthia Talbot, India Before Europe.
Tapan Raychaudhuri and Irfan Habib, eds, *Cambridge Economic History of India, Vol. I*.
K.A. Nizami, *Religion and Politics in the Thirteenth Century*.
W.H. McLeod, Karine Schomer, et al, Eds, *The Sants*.
S.A.A. Rizvi, *A History of Sufism in India, Vol. I*.
Mohibul Hasan, *Historians of Medieval India*.



Semester: IV

HIS-HC-4016 : RISE OF THE MODERN WEST – II

Lectures : 5; Tutorial : 1 (per week)

Course Outcome: After the completion of this course, the student will be able to explain the political and intellectual currents in Europe in the Modern Age. They will also be able to relate the circumstances and causal factors of the intellectual and revolutionary currents of both Europe and America at the beginning of the Modern age

Unit I. Europe in the 17th Century:

- (a) Formation of nation-states : Spain; France; England; Russia
- (b) The 17th century crisis: economic, social and political dimensions.

Unit II. The English Revolution:

- (a) Major issues.
- (b) Political and intellectual currents.

Unit III. European Economy:

- (a) Development of science: Renaissance to the 17th century.
- (b) Concepts of Mercantilism and Imperialism.
- (c) Mercantilism in the 17th and 18th centuries.

Unit IV. Politics in the 18th century:

- (a) Parliamentary monarchy; patterns of Absolutism in Europe.
- (b) American Revolution : Political and economic issues.

Unit V. Prelude to the Industrial Revolution.

- (a) Money economy
- (b) The Putting Out system

Readings:

- T.S. Aston and C.H.E. Philpin (eds.), *The Brenner Debate*.
- H. Butterfield, *The Origins of Modern Science*.
- Carlo M. Cipolla, *Fontana Economic History of Europe, Vols. II and III*.
- Carlo M. Cipolla, *Before the Industrial Revolution, European Society and Economy, 1000 -1700. 3rd ed. (1993)*
- . D.C. Coleman (ed.), *Revisions in Mercantillism*.
- Ralph Davis, *The Rise of the Atlantic Economics*.
- Maurice Dobb, *Studies in the Development of Capitalism*.
- J.R. Hale, *Renaissance Europe*.
- R. Hall, *From Galileo to Newton*.
- Christopher Hill, *A Century of Revolutions*.
- Rodney Hilton, *Transition from Feudalism to Capitalism*.
- H.G. Koenigsberger and G.L. Mosse, *Europe in the Sixteenth Century*.
- Stephen J. Lee, *Aspects of European History, 1494 - 1789*.
- G. Parker, *Europe in Crisis, 1598 - 1648*.
- G. Parker and L.M. Smith, *General Crisis of the Seventeenth Century*.

J.H. Parry, *The Age of Reconnaissance*.
 Meenaxi Phukan, *Rise of the Modern West: Social and Economic History of Early Modern Europe*.
 V. Poliensiky, *War and Society in Europe. 1618 -48*.
 Theodore K. Rabb, *The Struggle for Stability in Early Modern Europe*.
 V. Scammell, *The First Imperial Age: European Overseas Expansion, 1400-1715*.
 Jan de Vries, *Economy of Europe in an Age of Crisis 1600 û 1750*.
 M. S. Anderson, *Europe in the Eighteenth Century*.
 Perry Anderson, *The Lineages of the Absolutist State*.
 Stuart Andrews, *Eighteenth Century Europe*.
 B. H. Slicher von Bath, *The Agrarian History of Western Europe. AD. 500 - 1850*.
The Cambridge Economic History of Europe. Vol. I - VI.
 James B. Collins, *The State in Early Modern France, New Approaches to European History*.
 G. R. Elton, *Reformation Europe, 1517 û 1559*.
 M. P. Gilmore, *The World of Humanism. 1453 û-1517*.
 Peter Kriedte, *Peasants, Landlords and Merchant Capitalists*.
 J. Lynch, *Spain under the Hapsburgs*.
 Peter Mathias, *First Industrial revolution*.
 Harry Miskimin, *The Economy of Later Renaissance Europe: 1460 1600*.
 Charles A. Nauert, *Humanism and the Culture of the Renaissance (1996)*.
The New Cambridge Modern History of Europe, Vols. I - VII.
 L. W. Owie, *Seventeenth Century Europe*.
 D. H. Pennington, *Seventeenth Century Europe*.
 F. Rice, *The Foundations of Early Modern Europe*



HIS-HC-4026 : HISTORY OF INDIA V (c. 1550 - 1605)

Lectures : 5; Tutorial : 1 (per week)

Course Outcome: At the completion of this course, the students will be able to analyse the circumstances and historical shifts and foundations of a variety of administrative and political setup in India between c.1550-1605. They will also be able to describe the inter relationships between the economy, culture and religious practices of the period.

Unit I. Sources and Historiography:

- (a) Persian literature; translations;
- (b) Memoirs and travelogues; vernacular literature.
- (c) Epigraphy and numismatics.
- (d) Architecture.

Unit II. Establishment of Mughal rule:

- (a) India on the eve of Babur's invasion
- (b) Fire arms, military technology and warfare
- (c) Humayun's struggle for empire
- (d) Sher Shah : administrative and revenue reforms

Unit III. Consolidation of Mughal rule under Akbar:

- (a) Campaigns and conquests: tactics and technology.
- (b) Evolution of administrative institutions: *zabt, mansab, jagir, madad-i-maash*.
- (c) Revolts and resistance.



(d) Religious tolerance and *sulh-i-kul*.

Unit IV. Expansion and Integration:

- (a) Inclusive political ideas: theory and practice; Incorporation of Rajputs and other indigenous groups in Mughal nobility
- (b) North-West frontier, Gujarat and the Deccan
- (c) Conquest of Bengal
- (d) Pressure from the *ulema*; Sufi mystical and intellectual interventions.

Unit V. Rural Society and Economy:

- (a) Land rights and revenue system; Zamindars and peasants; rural tensions
- (b) Extension of agriculture; agricultural production; crop patterns
- (c) Trade routes and patterns of internal commerce; overseas trade; rise of Surat

Readings:

- Muzaffar Alam and Sanjay Subramanian, eds, *The Mughal State, 1526 - 1750*.
J.F. Richards, *The Mughal Empire*.
Satish Chandra, *Essays on Medieval Indian History*.
Irfan Habib, *Agrarian System of Mughal India, 1526 - 1707*.

HIS-HC-4036 : HISTORY OF INDIA VI (c. 1605 - 1750)

Lectures : 5; Tutorial : 1 (per week)

Course Outcome: after the completion of this course, the students will be able to explain and reconstruct the linkages of the history of India under the Mughal Rule. As a whole, this course will enable them to relate to the socio-economic and religious orientation of the people of Medieval period in India.

Unit I . Political Culture under Jahangir and Shah Jahan:

- [a] Extension of Mughal rule; changes in mansab and jagir systems; imperial culture.
- [b] Syncreticism of Jahangir, Shah Jahan and Dara Sukoh
- [c] Architecture and Paintings

Unit II. Mughal Empire under Aurangzeb:

- (a) State and religion under Aurangzeb; issues in the war of succession; policies regarding religious groups and institutions
- (b) Conquests and limits of expansion
- (c) Beginning of the crisis: contemporary perceptions; agrarian and jagir crises; revolts

Unit III. Patterns of Regional Politics:

- (a) Rajput political culture and state formation.
- (b) Deccan kingdoms.
- (c) Emergence of the Marathas; Shivaji; expansion under the Peshwas.

Unit IV. Trade and Commerce:

- (a) Crafts and technologies; Monetary system

- H. Mukhia Ed. *French Studies in History, Vol. I (1989)*.
 Maurice Dobb: *Soviet Economic Development Since 1917*.
 M. Perrot and G. Duby [eds.]: *A History of Women in the West, Volumes 4 and 5*.
 H.J. Hanham; *Nineteenth Century Constitution, 1815 - 1914*.
 E.J. Hobsbawm, *Nations and Nationalism*.
 Charles and Barbara Jelavich: *Establishment of the Balkan National States, 1840 û 1920*.
 James Joll, *Origins of the First World War (1989)*.
 Jaon B. Landes: *Women and the Public Sphere in the Age of the French Revolution*.
 David lowenthal, *The Past is a Foreign Country*.
 Colin Licas: *The French Revolution and the Making of Modern Political Culture, Volume*
 Nicholas Mansergh: *The Irish Question, 1840 û 1921*.
 K.O. Morgan: *Oxford Illustrated History of Britain, Volume 3 [1789 -1983]*.
 R.P. Morgan: *German Social Democracy and the First International*.
 N.V. Riasanovsky: *A History of Russia*.
 J.M. Robert, *Europe 1880 û 1985*.
 J.J. Roth (ed.), *World War I : A Turning Point in Modern History*.
 Albert Soboul: *History of the French Revolution (in two volumes)*.
 Lawrence Stone, *History and the Social Sciences in the Twentieth Century The Past and the Present (1981)*.
 Dorothy Thompson: *Chartists: Popular Politics in the Industrial Revolution*.
 E.P. Thompson: *Making of the English Working Class*.
 Michel Vovelle, *fall of the French Monarchy (1984)*.
 H. Seton Watson: *The Russian Empire*.
 Raymond Williams: *Culture and Society*.



HIS-HC-5026 : HISTORY OF INDIA VII (c. 1780 - 1857)

Lectures : 5; Tutorial : 1 (per week)

Course Outcome: After the completion of this course, the students will be able to relate the circumstances leading to the consolidation of colonial rule over India and their consequences. They will also be able to explain the orientation of the indigenous population and the masses towards resistance to the colonial exploitation. The course will also enable the students to analyse popular uprisings among the tribal, peasant and common people against the British policies.

Unit I. Expansion and Consolidation of colonial Power:

- [a] European trading companies in India : Portuguese, Dutch, English and French
- [b] Mercantilism, foreign trade and early forms of exaction.
- [c] Dynamics of expansion, with special reference to Bengal, Mysore, Western India, Awadh, Punjab, and Sindh.

Unit II. Colonial State and Ideology:

- [a] Arms of the colonial state: army, police, law.
- [b] Ideologies of the Raj and racial attitudes.
- [c] Education: indigenous and modern.

Unit III. Rural Economy and Society:

- [a] Land revenue systems and forest policy.
- [b] Commercialization and indebtedness.
- [c] Rural society: change and continuity.
- [d] Famines.
- [e] Pastoral economy and shifting cultivation.



Unit IV. Trade and Industry

- [a] De-industrialization
- [b] Trade and fiscal policy
- [c] Drain of Wealth
- [d] Growth of modern industry

Unit V. Popular Resistance:

- [a] Santhal uprising
- [b] Uprising of 1857.

Readings:

- C. A. Bayly, *Indian Society and the Making of the British Empire*, : *New Cambridge History of India*.
- Bipan Chandra, *Rise and Growth of Economic Nationalism in India*.
- Suhash Chakravarty, *The Raj Syndrome: A Study in Imperial Perceptions*, 1989.
- J.S. Grewal, *The Sikhs of the Punjab*, *New Cambridge History of India*
- Ranajit Guha, ed., *A Subaltern Studies Reader*.
- Dharma Kumar and Tapan Raychaudhuri, eds., *The Cambridge Economic History of India, Vol. II*.
- P.J. Marshall, *Bengal: The British Bridgehead*, *New Cambridge History of India*.
- R.C. Majumdar, ed., *History and Culture of Indian People, Vols. IX and X. British Paramountcy and Indian Renaissance*.
- Rajat K. Ray, ed., *Entrepreneurship and Industry in India, 1800-1947, Oxford In India Readings*.
- Eric Stokes, *English Utilitarians and India*.
- Amiya Bagchi, *Private Investment in India*.
- Bipan Chandra, K.N. Panikkar, Mridula Mukherjee, Sucheta Mahajan and Aditya Mukherjee, *India's Struggles for Independence*.
- A.R. Desai, *Peasant Struggles in India*.
- R.P. Dutt, *India today*.
- M.J. Fisher, ed., *Politics of Annexation (Oxford in India Readings)*.
- Ranajit Guha, *Elementary Aspects of Peasant Insurgency in Colonial India (1983)*.
- P.C. Joshi, *Rebellion 1857: A Symposium*.
- J.Krishnamurti, *Women in Colonial India*.
- Dadabhai Naroji, *Poverty and Un-British Rule in India*.

Semester: VI



HIS-HC-6016 : HISTORY OF INDIA VIII (c. 1857 - 1950)

Lectures : 5; Tutorial : 1 (per week)

Course Outcome: At the completion of this course, the learners will be able to analyse the course of British colonial exploitation, the social mobilizations during the period between c.1857 to 1950 and also the techniques of Indian resistance to British policies. It will also enable the students to explain the circumstances leading to de-colonization and also the initial period of nation building in India.

Unit I. Cultural changes and Socio-Religious Reform Movements:

- [a] The advent of printing and its implications
- [b] Reform and Revival: Brahma Samaj, Prarthna Samaj, and Ramakrishna and Vivekananda, Arya Samaj, Wahabi, Deoband, Aligarh and Singh Sabha Movements.
- [c] Debates around gender
- [d] Making of religious and linguistic identities
- [e] Caste: sanskritising and anti Brahmanical trends

Unit II. Nationalism: Trends up to 1919:

- [a] Political ideology and organizations, formation of INC
- [b] Moderates and extremists.
- [c] Swadeshi movement
- [d] Revolutionaries

Unit III. Gandhian nationalism after 1919: Ideas and Movements:

- [a] Mahatma Gandhi: his Perspectives and Methods
- [b] (i) Impact of the First World War
- (ii) Rowlatt Satyagraha and Jallianwala Bagh
- (iii) Non- Cooperative and Civil Disobedience
- (iv) Provincial Autonomy, Quit India and INA
- [c] Left wing movements
- [d] Princely India: States people movements
- [e] Nationalism and Culture: literature and art

Unit IV. Nationalism and Social Groups:

- [a] Landlords; Peasants
- [b] Middle Classes
- [c] Tribal
- [d] Labour
- [e] Dalits
- [f] Women
- [g] Business groups

Unit V. Communalism and Partition:

- [a] Ideologies and practices: RSS, Hindu Maha Sabha, Muslim League.

- [b] Negotiations for independence, and partition
 [c] Partition riots;
 [d] Emergence of a New State: Integration of princely states, Making of the Constitution.



Readings:

- Judith Brown, *Gandhi's rise to Power, 1915-22*.
 Paul Brass, *The Politics of India Since Independence, OUP, 1990*.
 Bipan Chandra, *Nationalism and Colonialism in Modern India, 1979*.
 Bipan Chandra, *Rise and Growth of Economic Nationalism in India*.
 Mohandas K. Gandhi, *An Autobiography or The Story of My Experiments with Truth*.
 Ranajit Guha, ed., *A Subaltern Studies Reader*.
 Peter Hardy, *Muslims of British India*.
 Mushirul Hasan, ed., *India's Partition, Oxford in India Readings*.
 D.A. Low, ed., *Congress and the Raj*.
 John R. McLane, *Indian Nationalism and the Early Congress*.
 Jawaharlal Nehru, *An Autobiography*.
 Gyanendra Pandey, *The Construction of Communalism in colonial north India*.
 Sumit Sarkar, *Modern India, 1885-1947*.
 Anil Seal, *Emergence of Indian Nationalism*.
 Ram Lakhan Shukla (ed.), *Adhunik Bharat ka Itihas*.
 Eleanor Zelliott, *From Untouchable to Dalit: Essays on the Ambedkar Movement*.
 Judith Brown, Gandhi: (et al) *A Prisoner of Hope*.
 Bipan Chandra, *Communalism in Modern India, 2nd ed., 1987*.
 Bipan Chandra, K.N. Panikkar, Mridula Mukherjee, Sucheta Mahajan and Aditya Mukherjee, *India's, Struggles for Independence*.
 A.R. Desai, *Social Background of Indian Nationalism*.
 A.R. Desai, *Peasant Struggles in India*.
 Francine Frankel, *India's Political Economy, 1947-77*.
 Ranajit Guha, and G.C. Spivak, eds. *Select Subaltern Studies*.
 Charles Heimsath, *Indian Nationalism and Hindu Social Reform*.
 F. Hutchins, *Illusion of Permanence*.
 F. Hutchins, *Spontaneous Revolution*.
 V.C. Joshi (ed.), *Rammohan Roy and the process of Modernization in India*.
 J.Krishnamurti, *Women in Colonial India*.

HIS-HC-6026: HISTORY OF MODERN EUROPE II (c. 1780 -1939)



Lectures : 5; Tutorial : 1 (per week)

Course Outcome: After the completion of this course, the students will be able to analyse the historical developments in Europe between c.1780 to 1939. As the course structure of this paper focuses on the democratic and socialist foundations modern Europe, the students will be able to situate the historical development of working class movements, socialist upsurge and the economic forces of the two wars and the other ideological shifts of Europe in the period

Unit I. Liberal Democracy, Working Class Movements and Socialism in the 19th and 20th Centuries:



- [a] The struggle for parliamentary democracy and civil liberties in Britain.
- [b] Forms of protest during early capitalism: food riots in France and England: Luddites and Chartism.
- [c] Early socialist thought; Marxian Socialism and the First and the Second International.
- [d] German Social Democracy, Politics and Culture.
- [e] Christian Democracy as a political and ideological force in western and central Europe

Unit II. The Crisis of Feudalism in Russia and Experiments in Socialism:

- [a] Emancipation of serfs.
- [b] Russian Populism and Social Democracy.
- [c] Revolutions of 1905; the Bolshevik Revolution of 1917.
- [d] Programme of Socialist Construction.

Unit III. Imperialism, War, and Crisis: c. 1880 -1919:

- [a] Theories and mechanisms of imperialism;
- [b] growth of Militarism; Power blocks and alliances: expansion of European empires - War of 1914 - 1918

Unit IV. The post 1919 World Order

- [a] Economic crises, the Great Depression and Recovery.
- [b] Rise of Fascism and Nazism.
- [c] The Spanish Civil War.
- [d] Origins of the Second World War.

Unit V. Cultural and Intellectual Developments since circa 1850:

- [a] Changing contexts: [i] Notions of Culture [ii] Creation of a New public sphere and mass media [iii] Mass education and extension of literacy.
- [b] Creation of new cultural forms: from Romanticism to Abstract Art.
- [c] Major intellectual trends: [i] Institutionalization of disciplines history, Sociology and Anthropology. [ii] Darwin and Freud.
- [d] Culture and the making of ideologies: Constructions of Race, Class and Gender, ideologies of Empire.

Readings:

- Gerald Brennan: *The Spanish Labyrinth: An Account of the Social and Political Background of the Civil War*
- C.M. Cipolla: *Fontana Economic History of Europe, Volume II the Present (1981).*
I: The Industrial Revolution.
- Norman Davies, *Europe.*
- J. Evans: *The Foundations of a Modern State in 19th Century Europe.*
- T.S. Hamerow: *Restoration, Revolution and Reaction: Economics and Politics in Germany [1815 - 1871].*
- E.J. Hobsbawm : *The Age of Revolution.*
- Lynn Hunt: *Politics, Culture and Class in the French Revolution.*
- James Joll, *Europe Since 1870.*
- David Landes: *Prometheus Unbound.*
- George Lefebvre, *Coming of the French Revolution.*
- George Lichtheim: *A Short History of Socialism.*
- Peter Mathias, *First Industrial Revolution.*
- Alec Nove: *An Economic History of the USSR.*
- Andrew Porter, *European Imperialism, 18760 -1914 (1994).*



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

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

EDU-HE-5046
TEACHER EDUCATION IN INDIA
Total Marks: 100 (External: 80 and Internal: 20)
Credit-6



Course Objectives:

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

- Explain the Concept, Scope, Aims & Objectives and Significance of teacher education
- Acquaint with the development of Teacher Education in India
- Acquaint with the different organising bodies of teacher education in India and their functions in preparation of teachers for different levels of education
- Acquaint with the innovative trends and recent issues in teacher education, and be able to critically analyse the status of teacher education in India
- Understand and conceive the qualities, responsibilities and professional ethics of teachers

Course Contents

Units	Contents
Unit-1	Conceptual Framework and Historical Perspectives of Teacher Education in India <ul style="list-style-type: none">• Teacher Education-Concept, scope and aims and objectives• Need and Significance of Teacher Education in 21st Century• Types of Teacher Education-Pre-service and In-service• Development of Teacher Education in India• Shifting focus from Teacher Training to Teacher Education
Unit-2	Teacher Education For Different Levels of Education <ul style="list-style-type: none">• Preparation of Teachers for Pre-Primary Level of education• Preparation of Teachers for Primary Level of education• Preparation of Teachers for Secondary Level of education• Preparation of Teachers for Higher Level of education
Unit-3	Structure and Organisations of Teacher Education in India <ul style="list-style-type: none">• Basic Training Centre (BTC)• District Institute for Education and Training (DIET)• State Council for Educational Research and Training (SCERT)• National Council for Educational Research and Training (NCERT)• National Council for Teacher Education (NCTE)• National University of Educational Training and Administration (NUEPA)



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

DISCIPLINE SPECIFIC ELECTIVE

POL HE 5016 Human Rights



Course Outcomes:

- To describe the basic concepts of human rights
- To comprehend different approaches regarding human rights
- To familiarise the role of UNO in the growth and development of human rights
- To describe different measures taken for the protection of human rights

Unit I: Introduction to Human Rights (14 lectures)

- Concept of Human Rights – meaning, nature, importance
- Growth and evolution of Human Rights
- Classification- three generation of Human Rights

Unit II: Approaches and perspectives (13 lectures)

- Universal Approach
- Cultural Relativist Approach
- Marxian Perspective

Unit III: Human Rights and UNO (16 lectures)

- International Bill of Rights – UDHR, ICCPR, ICESCR, Optional Protocols
- Conventions Convention on Elimination of All Forms of Discrimination Against Women, Convention on Rights of the Child
- Human Rights Council

Unit IV: Human rights and the role of NGOs (12 lectures)

- Amnesty International
- Human Rights Watch
- International Committee of the Red Cross

READING LIST

- Chauhan, S.R., & N. S. Chauhan(ed): International Dimension of Human Rights(Vol. I,II,III), Global Vision Publishing House, New Delhi, 2006
- Symondies, Janusz(ed): Human Rights: Concepts and Standards, UNESCO Publishing, 2000
- Saksena, K. P.: Human Rights, Lancers Books, New Delhi, 1999
- Buzarbaruah, Bhupesh Malla and Ripima Buzarbaruah, Manav Adhikar, Bani Prakash,Guwahati, 2006
- Yasin, Adil-ul, and Archana Upadhyay,: Human Rights, Akansha Publishing House, NewDelhi, 2004



POL HE 6016 Human Rights in India

Course Outcomes:

- To describe origin and development of human rights in India
- To comprehend different measures adopted by India for the protection and development of human rights
- To familiarise the emerging issues related to human rights

Unit I: Origin and Development of Human Rights in India (13 lectures)

- Ancient, medieval and colonial period
- Human rights and the Constitution of India
- Protection of Human Rights Act, 1993

Unit II: Institutional Mechanisms for Protection of Human Rights (12 lectures)

- National Human Rights Commission and Assam Human Rights Commission
- National Commission for Women
- National Commission for S.C and National Commission for S.T

Unit III: Emerging issues of human rights (13 lectures)

- Terrorism in NE India
- Rights of Indigenous People
- Environmental Issues – Narmada Bachao movement, Chipko movement

Unit IV: Human Rights of vulnerable groups (10 lectures)

- Women
- Children
- Minority

READING LIST

- Sehgal, B.P.Singh,(ed): Human Rights in India, Deep & Deep Publications, New Delhi, 1999
- Saksena, K.P., (ed): Human Rights: Fifty Years of India's Independence, Gyan Publishing House, New Delhi, 1999
- Buzarbaruah, Bhupesh Malla and Ripima Buzarbaruah,: Manav Adhikar, Bani Prakash, Guwahati, 2006
- Yasin, Adil-ul, and Archana Upadhyay, : Human Rights, Akansha Publishing House, New Delhi, 2004
- Medhi, Kunja (ed), Status of Women & Social Change, WSRC, Gauhati Univ. 1999
- Hingorani, R.C, Human Rights in India, Oxford and IBH Publishing Company, New Delhi, 1985



Course objectives:

The course would introduce the students to the major approaches to the study of Indian Politics. The course details the functioning of the major institutions of government while also highlighting the politics of caste, class and patriarchy prevalent in India. The thrust of this course is not to study the national constituents separately but to look at the institutions, processes, problems, and solutions that pertain to the country as a whole.

Course outcomes:

- To appreciate the approaches to the study of Indian politics and the changing nature of the state
- To understand the basic features of the Indian constitution and its institutional functioning
- To examine the changing role of caste, class and patriarchy and their impact on politics
- To understand the dynamics of social movements in India.

Unit 1. Approaches to the Study of Indian Politics and Nature of the State in India: Liberal, Marxist and Gandhian (09 lectures)

Unit 2. Indian Constitution: basic features, debates on Fundamental Rights and Directive Principles (09 lectures)

Unit 3. Institutional Functioning: Prime Minister, Parliament and Judiciary (09 lectures)

Unit 4. Power Structure in India: Caste, class and patriarchy (07 lectures)

Unit 5. Religion and Politics: debates on secularism and communalism (06 lectures)

Unit 6. Parties and Party systems in India (05 lectures)

Unit 7. Social Movements : Workers and Peasants (10 lectures)

Unit 8. Strategies of Development in India since Independence: Planned Economy and Neo-liberalism (05 lectures)

READING LIST

Essential Texts.

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

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

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.

ECO-HC-5026: DEVELOPMENT ECONOMICS-I



Course Description

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

Course Outline

1. Conceptions of Development

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

2. Growth Models and Empirics

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

3. Poverty and Inequality: Definitions, Measures and Mechanisms

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

4. Political Institutions and the Functioning of the State

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

Readings

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



SIXTH SEMESTER CORE

ECO-HC-6016: INDIAN ECONOMY-II

Course Description

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

Course Outline

1. Macroeconomic Policies and Their Impact

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

2. Policies and Performance in Agriculture

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

3. Policies and Performance in Industry

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

4. Trends and Performance in Services

Readings:

- 1 Shankar Acharya, 2010, -Macroeconomic Performance and Policies 2000-8, in Shankar Acharya and Rakesh Mohan, editors, *India's Economy: Performances and Challenges: Development and Participation*, Oxford University Press.
- 2 Rakesh Mohan, 2010, -India's Financial Sector and Monetary Policy Reforms, in Shankar Acharya and Rakesh Mohan, editors, *India's Economy: Performances and Challenges: Development and Participation*, Oxford University Press.
- 3 Pulapre Balakrishnan, Ramesh Golait and Pankaj Kumar, 2008, -Agricultural Growth in India Since 1991, *RBI DEAP Study no.27*.
- 4 B.N. Goldarand S.C. Aggarwal, 2005, -Trade Liberalisation and Price-Cost Margin in Indian Industries, *The Developing Economics*, September.
- 5 P. Goldberg, A. Khandelwal, N. Pavcnik and P. Topalova, 2009, -Trade Liberalisation and New Imported Inputs, *American Economic Review, Papers and Proceedings*, May.
- 6 Kunal Sen, 2010, -Trade, Foreign Direct Investment and Industrial Transformation in India, in Premachandra Athukorala, editor, *The Rise of Asia*, Routledge.
- 7 A. Ahsan, C. Pages and T. Roy, 2008, -Legislation, Enforcement and Adjudication



ECO-HC-6026: DEVELOPMENT ECONOMICS-II

Course Description

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

Course Outline

1. Demography and Development

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

2. Land, Labor and Credit Markets

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

3. Individuals, Communities and Collective Outcomes

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

4. Environment and Sustainable Development

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

5. Globalization

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

Readings

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



SIXTH SEMESTER DSE
(Any Two per Semester)

ECO-HE-6016: ENVIRONMENTAL ECONOMICS

Course Description

This course focuses on economic causes of environmental problems. In particular, economic principles are applied to environmental questions and their management through various economic institutions, economic incentives and other instruments and policies. Economic implications of environmental policy are also addressed as well as valuation of environmental quality, quantification of environmental damages, tools for evaluation of environmental projects such as cost-benefit analysis and environmental impact assessments. Selected topics on international environmental problems are also discussed.

Course Outline

1. Introduction

Basic concepts: Environment, Ecology, Economy and the ecosystem. Definition and scope of environmental economics, why study environmental economics. Interaction between the environment and the economy, environmental economics and ecological economics, environmental economics and resource economics. Review of microeconomics and welfare economics: the utility function, social choice mechanism, the compensation Principle and social welfare function (concepts only).

2. The Theory of Externalities

Pareto optimality or Pareto efficiency, Externalities: meaning and types of externality, market failure: meaning, market failure in the presence of externalities; market failure and public goods, is environment a public good? Property rights and the Coase theorem.

3. The Design and Implementation of Environmental Policy

Environmental Policies: an overview; Nonmarket and market based instruments of Environmental Policy: command and control (CAC) approach, economic instruments like Pigouvian taxes and effluent fees, tradable permits and mixed instruments. Monitoring and Enforcement: What is monitoring and enforcement? Penalties, cost of abatement. Damages from pollution. Incentives to sources to comply with environmental regulations.

4. International Environmental Problems

Nature of environmental problems: transboundary pollution –Climate change, global warming, ozone depletion and bio-diversity loss; Trade and environment: pollution haven hypothesis.

5. Measuring the Benefits of Environmental Improvements

Non-Market values: use and non-use values and optional value, measurement methods: Direct method-contingent valuation and indirect method-hedonic pricing methods, value of statistical life; their applications and limitations.



FIFTH SEMESTER DSE

ECO-RE-5016: Economic Development and Policy in India-I

Course Description

This course reviews major trends in aggregate economic indicators in India and places these against the backdrop of major policy debates in India in the post- Independence period.

Course Outline

1. Issues in Growth, Development and Sustainability
2. Factors in Development: Capital formation (Physical and Human); technology; institutions.
3. Population and Economic Development Demographic trends; urbanisation.
4. Employment: Occupational structure in the organised and the unorganised sectors; open-, under- and disguised unemployment (rural and urban); employment schemes and their impact.
5. Indian Development Experience: Critical evaluation of growth, inequality, poverty and competitiveness, pre and post reforms era; savings and investment; mobilisation of internal and external finance; monetary and fiscal policies; centre-state financial relations.

Readings:

1. Michael P Todaro and Stephen Smith. Economic Development, Pearson, 11th edition (2011).
2. Uma Kapila, Indian Economy since Independence, Academic Foundation, 19th edition (2009).
3. United Nations Development Programme, Human Development Report 2010, Palgrave Macmillan (2010).
4. Government of India, Economic Survey (latest)
5. Government of India, Finance Commission Report (latest)