

Office of the Principal i/c

F.A. AHMED COLLEGE, GAROIMARI

P.O.-Tukrapara, Dist- Kamrup, Assam, Pin: 781137

Website: www.faacollege.org:: E-mail: faacollege1984@gmail.com

Phone: 9859125838/8638499758/8638780793

First Cycle NAAC Accreditation 2023

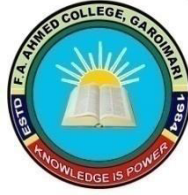
Criteria-1 Curricular Aspects

Metric 1.3.1: Institution integrates cross-cutting issues relevant to Professional ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.

Submitted to



**THE NATIONAL ASSESSMENT AND ACCREDITATION
COUNCIL**



Office of the Principal i/c

F.A. AHMED COLLEGE, GAROIMARI

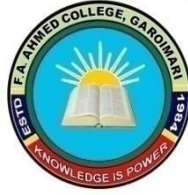
P.O.-Tukrapara, Dist- Kamrup, Assam, Pin: 781137

Website: www.faacollege.org:: E-mail: faacollege1984@gmail.com

Phone: 9859125838/8638499758/8638780793

Metric 1.3.1: Institution integrates cross-cutting issues relevant to Professional ethics, Gender, Human Values, Environment and Sustainability into the Curriculum

- 1. Cross-Cutting Issues Marked**
- 2. Subject-wise Programme Code along with Link of Syllabi of Gauhati University**
- 3. Cross-Cutting Issues in the Syllabus of Different Department**



Office of the Principal i/c

F.A. AHMED COLLEGE, GAROIMARI

P.O.-Tukrapara, Dist- Kamrup, Assam, Pin: 781137

Website: www.faacollege.org:: E-mail: faacollege1984@gmail.com

Phone: 9859125838/8638499758/8638780793

Metric 1.3.1: Institution integrates cross-cutting issues relevant to Professional ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.

Sl. Nos.	Cross-Cutting Issues	Marked with Colour
01.	Professional Ethics	Blue
02.	Gender Sensitization	Red
03.	Human Values	Green
04.	Environmental and Sustainability	Yellow



Office of the Principal i/c

F.A. AHMED COLLEGE, GAROIMARI

P.O.-Tukrapara, Dist- Kamrup, Assam, Pin: 781137

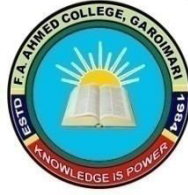
Website: www.faacollege.org:: E-mail: faacollege1984@gmail.com

Phone: 9859125838/8638499758/8638780793

Metric 1.3.1: Institution integrates cross-cutting issues relevant to Professional ethics, Gender, Human Values, Environment and Sustainability into the Curriculum

Subject-wise Programme Code along with Link of Syllabi of Gauhati University

Sl. Nos.	Name of the Departments	Programme Code	Link of Gauhati University Syllabus
01.	Arabic	ARA	https://www.faacollege.org/faac_docs/dept_ara_Syllabus.pdf
02.	Assamese	ASM	https://www.faacollege.org/faac_docs/dept_ass_Syllabus.pdf
03.	Economics	ECO	https://www.faacollege.org/faac_docs/dept_eco_Syllabus.pdf
04.	Education	EDU	https://www.faacollege.org/faac_docs/dept_edu_Syllabus.pdf
05.	Hindi	HIN	https://www.faacollege.org/faac_docs/dept_hind_Syllabus.pdf
06.	History	HIS	https://www.faacollege.org/faac_docs/dept_hist_Syllabus.pdf
07.	Pol. Science	POL	https://www.faacollege.org/faac_docs/dept_psc_Syllabus.pdf
08.	English	ENG	https://www.faacollege.org/faac_docs/dept_eng_Syllabus.pdf
	Mathematics	MAT	https://www.faacollege.org/faac_docs/dept_math_Syllabus.pdf
	Philosophy	PHI	https://www.faacollege.org/faac_docs/dept_phil_Syllabus.pdf



Office of the Principal i/c

F.A. AHMED COLLEGE, GAROIMARI

P.O.-Tukrapara, Dist- Kamrup, Assam, Pin: 781137

Website: www.faacollege.org:: E-mail: faacollege1984@gmail.com

Phone: 9859125838/8638499758/8638780793

Metric 1.3.1: Institution integrates cross-cutting issues relevant to Professional ethics, Gender, Human Values, Environment and Sustainability into the Curriculum

Cross-Cutting Issues in the Syallbus of Different Department

Professional Ethics


Gender Sensitisation

Human Values


Environment and Sustainability

Metric 1.3.1: Institution integrates cross-cutting issues relevant to Professional ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.


Professional Ethics			
Subject	Semester	Course Code	Title of the Paper
Arabic	V	ARA-HE-5016	Functional Arabic-I
	VI	ARA-HE-6016	Functional Arabic-II
Education	III	EDU-HC-3026	Educational Technology And Teaching Methods
	V	EDU-HC-5026	Guidance and Counselling
	V	EDU-HE-5046	Teacher Education In India
	VI	EDU-HE-6036	Educational Management
English	I	AECC-1014	English Communication/English Language Proficiency
Philosophy	III	PHI-HG-3016	Ethics
	VI	PHI-HE-6036	Applied Ethics
Political Science	III	POL-SE-3014	Parliamentary Procedures and Practices
	III	POL-HC-3026	Perspectives on Public Administration
Gender Issue			
Subject	Semester	Course Code	Paper
Arabic	IV	ARA-HC-4016	C:8 Modern Arabic Prose and Poetry-I
	VI	ARA-HC-6016	Modern Arabic Prose and Poetry-II
Economics	V	ECO-HE-5016	Economics of Health and Education
	VI	ECO-HC-6026	Development Economics-II
	VI	ECO-HE-6036	The Economy Of Assam
Education	V	EDU-HE-5036	Human Rights Education
	VI	EDU- HE-6046	Women and Society
English	II	ENG- CC-2016	English – II (Purdah I)
History	I	HIS- HC-1016	History of India-I
	II	HIS- HC-2016	History of India-II
	IV	HIS- SE-4014	Oral Culture and Oral
	V	HIS-HC-5016	History of Modern Europe- I (c. 1780-1939)
	VI	HIS-HC-6016	History Of India VIII (c. 1857 - 1950)
	VI	HIS-HC-6026	History of Modern Europe-II (c. 1780 – 1939)
Political Science	I	POL-HG-1016	Introduction to Political Theory
	II	POL-HC-2026	Political Process in India
	II	POL-HG-2026	Feminism: Theory and Practice
	II	POL-HG-2036	Local Rural and Urban Governance
	III	POL-HG-3026	Gandhi and the Contemporary World
	IV	POL-SE-4014	Panchayati Raj in Practice
	IV	POL-SE-4024	Citizens and Rights
	IV	POL-HC-4026	Public Policy and Administration in India
	VI	POL-HC-6026	Indian Political Thought-II
VI	POL-HE- 6036	Women, Power and Politics	
Human Values			
Subject	Semester	Course Code	Paper
Arabic	I	ARA-HC-1016	Arabic Prose and Poetry-I
	I	ARA-HC-1026	Political History of the Arabs-I
	II	ARA-HC-2016	Arabic Prose and Poetry-II
	III	ARA-HC-3016	Classical Prose and Poetry-I
	III	ARA-HC-3026	Political History of Arab-II
	IV	ARA-HC-4026	Political History of Arab-III
	V	ARA-HC-5016	Classical Arabic Prose and Poetry-II
	V	ARA-HE-5036	Functional Arabic-I


 Principal /c
 F.A. Ahmed College, Garoimari
 P.O. Tukrapara, Kamrup, Assam

Assamese	I	ASM-HC-1016	অসমীয়া সাহিত্যৰ বুৰঞ্জী (চৰ্যাপদ-শংকৰী যুগ)
	I	ASM-HC-1026	অসমীয়া সাহিত্যৰ বুৰঞ্জী
	III	ASM-HC-3016	অসমীয়া সাহিত্য প্ৰৱেশ
	III	ASM-HC-3026	অসমীয়া কবিতাৰ চানেকী
	III	ASM-HC-3036	অসমৰ সংস্কৃতি
	IV	ASM-HC-4016	তুলনামূলক ভাৰতীয় সাহিত্য
	IV	ASM-HC-4036	অসমীয়া গদ্য সাহিত্য
	V	ASM-HC-5016	অসমীয়া নাটক আৰু পৰিৱেশন শৈলী
	V	ASM-HE-5016	অসমীয়া লোক-সাহিত্য অধ্যয়ন
	V	ASM-HE-5036	শংকৰদেৱ
	VI	ASM-HC-6016	অসমীয়া চুটিগল্প আৰু উপন্যাস
Education	III	EDU- HC-3036	Value and Peace Education
	V	EDU-DSE-5036	Human Rights Education
English	I	ENG- CC-1016	English – I (Prose, Drama)
	III	ALT-CC-3016	Alternative English I (Poetry, Drama & Fiction)
	IV	ALT-CC-4016	Alternative English II
Hindi	I	HIN-HC-1016	হিন্দী সাহিত্য কা ইতিহাস (ঐতিকাল তক)
	I	HIN-HC-1026	হিন্দী সাহিত্য কা ইতিহাস (আধুনিক কাল)
	II	HIN-HC-2016	আদিকালীন এণ্ড মধ্যকালীন হিন্দী কবিতা
	II	HIN-HC-2026	আধুনিক হিন্দী কবিতা
	III	HIN-HC-3016	জায়াবাদোত্তৰ হিন্দী কবিতা
	IV	HIN-HC-4026	হিন্দী কথা সাহিত্য
	IV	HIN-HC-4036	হিন্দী নাটক এণ্ড একাঙ্কী
	V	HIN-HC-5016	হিন্দী নিবন্ধ এণ্ড অন্য গদ্য-বিঘাৰ্ণ
	V	HIN-HE-5016	লোক সাহিত্য-চিন্তন
	V	HIN-HE-5026	হিন্দী কী রাষ্ট্ৰীয়-সাংস্কৃতিক কাব্যধাৰা
	VI	HIN-HE-6016	জায়াবাদী কাব্যধাৰা
	VI	HIN-HE-6026	প্ৰেমচন্দ কা সাহিত্য
	VI	HIN-HE-6036	হিন্দী কা বৈশ্বিক পৰিদৃশ্য এণ্ড প্ৰবাসী হিন্দী সাহিত্য
	I	HIN-HG-1016	হিন্দী সাহিত্য কা ইতিহাস
	II	HIN-HG-2016	মধ্যকালীন হিন্দী কবিতা
	III	HIN-HG-3016	আধুনিক হিন্দী কবিতা
	IV	HIN-HG-4016	হিন্দী গদ্য সাহিত্য
History	I	HIS- HC-1016	History of India (from the earliest times up to c.1206)
	II	HIS-HC- 2016	History of India (c. 1206 – 1757)
	III	HIS- HC- 3026	Rise of Modern West-I
	III	HIS- HG-3016	History of India (c. 1757– 1947)
	IV	HIS- HC- 4026	History of India-V (c.1605-1750)
	IV	HIS- HG- 4016	Social and Economic History of Assam
	V	HIS- HC-5026	History of India - VII
Philosophy	I	PHI-RC-1016	General Philosophy
	II	PHI-RC-2016	Indian Philosophy
	IV	PHI-RC-4016	Logic
	V	PHI-RE-5016	Contemporary Indian Philosophy
	V	PHI-RE-5026	Western Philosophy
	V	PHI-GE-5016	Indian Yogic Tradition
	VI	PHI-RE-6016	Philosophy of Religion
VI	PHI-RE-6026	Political & Social Philosophy	
	I	POL-HC-1026	Constitutional Government and Democracy in India
	II	POL-HC-2016	Political Theory- Concepts and Debates


 F.A. Ahmed College, Garoiman
 P.O. Tukrapara, Kamrup, Assam

Political Science	III	POL-HC-3026	Perspectives on Public Administration
	IV	POL-SE-4014	Youth and Nation Building
	V	POL-HC-5016	Classical Political Philosophy
	V	POL-HC-5026	Indian Political Thought-I
	V	POL-HE-5016	Human Rights
	V	POL-HE-5026	Public Policy in India
	V	POL-HE-5046	Select Constitutions-I
	VI	POL-HC-6016	Modern Political Philosophy
	VI	POL-HC-6026	Indian Political Thought-II
	VI	POL-HE-6046	Select Constitutions-II
Environmental Consciousness			
Subject	Semester	Course Code	Paper
Arabic	VI	ARA-HE-6016	Functional Arabic-II
Economics	VI	ECO-HE-6016	Environmental Economics
	VI	ECO-HC-6026	Development Economics-II
Education	IV	EDU-HC-4036	Emerging Issues in Education
History	I	HIS-HC-1016	History of India- I
	VI	HIS-HE-6026	Assam Since Independence
Political Science	I	POL-HG-1036	Governance, Issue and Challenges
	III	POL-HG-3036	United Nations and Global Conflicts
	IV	POL-HC-4036	Global Politics
	V	POL-HE-5036	Understanding Global Politics
	VI	POL-HE-6016	Human Rights in India
Philosophy	III	PHI-RC-3016	Ethics


 Principal i/c
 F.A. Ahmed College, Garoimari
 P.O. Tukrapara, Kamrup, Assam



Office of the Principal i/c

F.A. AHMED COLLEGE, GAROIMARI

P.O.-Tukrapara, Dist- Kamrup, Assam, Pin: 781137

Website: www.faacollege.org:: E-mail: faacollege1984@gmail.com

Phone: 9859125838/8638499758/8638780793

Metric 1.3.1: Institution integrates cross-cutting issues relevant to Professional ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.

Professional Ethics

SEMESTER: V
PAPER CODE: ARA-HE-5016
FUNCTIONAL ARABIC-I

Unit-1

بالدي

جزاء الوالدن

أدب الأكل و الشرب

Unit-2 (Value of Time)

عدّ الضحى

قمة الزمان

كفّ أقضّ ومّ

Unit-3(Reward of Good Work)

جزاء المعروف

فى مكتب البرد

قمة الوقت

Unit-4

معرفة الوقت بالساعة

أوقات الفراغ

الغذاء الصحّ

Reading References:

- 1 لمحات من أدب العرب نشرت من قبل قسم اللغة العربيّة وآدابها بجامعة غوهاتّ.
- 2 القراءة العربيّة عبد القدوس القاسمّ ، محمد ساجد القاسمّ.
- 3 ايفح اى كى تحعّئ اناطقِتا.
- 4 اللغة العربيّة الوظفّة.
- 5 القراءة الواضحة لواحد الزمان القاسمّ.
- 6 القراءة الراشدة ألبّ الحسن على الندوي.

SEMESTER: VI
PAPER CODE: ARA-HE-6016
FUNCTIONAL ARABIC-II

Unit-1

المدارس
صحة البيئة
صدلة

Unit-2 (Intellegency)

شجرة الزيتون
النمل

من ماء انطفو

Unit-3

نصائح الطبيب
في العادة
تنظم الوقت

Unit-4

في العطلة
الحرّة
الطالب الزكّ

Reading References:

1. القراءة العربيّة، عبد القدوس القاسم ، محمد ساجد القاسم.
2. ابيح اي كيئ تحبغئ اناطقٍ تا.
3. اللغة العربيّة الوظفة.
4. القراءة الواضحة لواحد الزمان القاسم.
5. القراءة الراشدة ألبّ الحسن على الندوي.

EDU-HC-3026

EDUCATIONAL TECHNOLOGY AND TEACHING METHODS

Total Marks: 100 (External: 80 and Internal: 20) Credit-6

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

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

Unit:-1: Educational technology:

- Meaning and nature of Educational technology
- Components of Educational Technology- Hardware and Software and Systems Approach • Instructional Technology-Difference between Educational Technology and Instructional Technology, Programmed Instruction

Unit-2: Information and Communication Technology in teaching-learning

- Concept, nature and components of communication technology
- Marks of effective classroom communication
- Barriers of effective classroom communication
- Application of ICT in teaching-learning
- Resources of learning- Projected and Non-projected resources, Internet, ELearning, EDUSAT, INFLIBNET and Social media

Unit: 3-Models of teaching

- Concept, nature and characteristics
- Inquiry model
- Personalized system of instruction
- Computer Assisted Instructions (CAI), Team teaching, Collaborative teaching, Cooperative mastery learning

Unit-4 Methods and techniques of teaching

- Teaching learning process- Meaning and Nature of teaching and learning
- Criteria of good teaching
- Teaching Methods- lecture method, play way method, Activity method, Discussion, Project method, problem solving method
- Teaching techniques- Maxims of teaching, devices of teaching-Narration, Illustration, Questioning.

Unit-5 Lesson Planning and Micro Teaching

- Lesson plan –Its meaning and Importance
- Types of Lessons- Knowledge Lesson, Skill Lesson, Appreciation Lesson
- Herbartian Steps of Lesson Planning
- Criteria of a good lesson plan • Micro teaching- meaning and components

Recommended Readings:

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

EDU-HC-5026

GUIDANCE AND COUNSELLING

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

Credit-6

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

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

Unit-1 Introduction to Guidance

- Meaning, objectives and scope of guidance
- Need and principles of guidance
- Types of guidance and their importance: Educational guidance, Vocational guidance, Personal guidance, Social guidance, Health guidance

Unit-2 Introduction to Counselling

- Meaning, objectives and scope of counselling
- Need and principles of counselling
- Types of counselling: Directive, Non-directive and eclectic counselling
- Relation between Guidance and Counselling

Unit-3 Organization of guidance service

- Meaning of guidance service
- Need and principles of organizing guidance service
- Components of guidance service: counselling service, techniques of counselling service
- Qualities of a good counsellor

Unit-4 Guidance needs of students

- Guidance needs of students in relation to home-centred and school-centred problems
- Group guidance and Group counselling
- Guidance for CWSN
- School Guidance Clinic

Unit-5 School guidance programme

- Importance of guidance and counselling cells in educational institutions
- Follow-up Services

- Role of the Head of the institution and parents in guidance and counselling
- Challenges and functions of the teacher as guidance provider/ counsellor

Recommended Readings:

- Agarwal, Rashmi (2010). Educational, Vocational guidance and Counselling, Principles, Techniques and programmes. New Delhi: Shipra Publication.
- Aggarwal J.C. (1989): Educational and Vocational Guidance and Counselling. New Delhi: Doaba House.
- Bhatia, K.K. (2009). Principles of Guidance and Counselling. New Delhi: Kalyani Publishers.
- Kochhar, S.K. (2010). Educational and vocational guidance in secondary schools. New Delhi: Starling Publishers Pvt. Ltd.

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:

Unit-1: Conceptual Framework and Historical Perspectives of Teacher Education in India

- 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

- 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

- 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) Regional Colleges of Education

Unit-5:Quality, Responsibility and Professional Ethics of Teachers

- Qualities and responsibilities of a teacher
- Teacher as a Facilitator, Counsellor and Practitioner-Researcher
- Role expectations of Teachers in twenty first century
- Professional ethics and accountability of teachers

Recommended Readings:

- Aggarwal, J.C. (2004). Teacher and Education in a Developing Society. New Delhi: Vikas Publishing House Pvt. Ltd.
- Bhargava, M. & Saikia, L.Rasul (2012). Teacher in 21st Century- Challenges, Responsibilities, Creditability. Agra: Rakhi Prakashan.
- Flanders, Ned, A. (1970). Analysing Teacher Behaviour. London: Wesly Publishing Company.
- Gurrey, P. (). Education and the Training of Teachers. London: Longmans, Green and Company.
- Mukherjee, S.N. (1968). Education of Teachers in India, Vol.-I and II. New Delhi: S. Chand and Company.
- Rajput, J.S. and Walia, K. (2002). Teacher Education in India. New Delhi: Sterling Publishers Pvt. Ltd.
- Sharma, Sashi Prabha (2004). Teacher Education in India. New Delhi: Vikash Publications Pvt. Ltd

EDU-HE-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

Unit-1 Introduction to Educational Management

- Meaning, nature and scope of Educational Management
- Objectives/Purpose of Educational Management
- Principles of Educational Management
- Types of Educational Management
- Functions of Educational Management- Planning, Organizing, Directing, Supervising and controlling
- Classroom Management- Principles, Strategies and Techniques.

Unit-2 Resources in Education

- Meaning of resources
- Types of resources- Human resource, Material resource and Financial resource
- Management of Human, Material and Financial resources
- Optimum Utilization of resources in educational institutions

Unit-3 Educational Planning

- Meaning, Nature and Importance of educational planning
- Types of educational planning
- Principles of educational Planning
- Central State Relationship in Educational Planning, Central and State Educational Advisory Bodies- MHRD, UGC, NCERT, SCERT

Unit-4 Institutional Planning

- Concept, Nature, and Scope of Institutional Planning
- Institutional Planning for Infrastructural Development and Personnel Development
- Procedure of Institutional Planning
- Organisation of Time Table and Co-curricular Activities

Unit-5 Financing of Education and Recent Trends in Management

- Concept of Educational Finance

- Sources of Educational Finance
- Principles of Educational Finance
- Budget: Concept and Components, Process of Preparing Institutional Budget
- Recent Trends in Educational Management - Total Quality Management - SWOT Analysis

Recommended Readings:

- Bhatnagar and Gupta (2006). Educational Management. Meerut: R. Lall Book Depot.
- Bhattacharya, Shantanu (2012). Educational Management-Theory and Practice. Guwahati: EBH Publishers.
- 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.

SYLLABUS

ENG - AE - 1014 : English Communication,

Unit I

COMMUNICATION: THEORY AND TYPES

Theory of Communication: Types and Modes of Communication
Verbal and Non-Verbal Communication (Spoken and Written)
Personal, Social and Business
Barriers and Strategies
Intra-personal, Interpersonal and Group Communication

Unit II

SPEAKING SKILLS

Monologue
Dialogue
Group Discussion
Effective Communication / Mis-Communication
Interview
Public Speech

Unit III

READING AND UNDERSTANDING

Close Reading
Comprehension
Summary
Paraphrasing

VI | INTERFACE

Analysis and Interpretation
Translation

Unit IV

WRITING SKILLS

Documenting
Report Writing
Making Notes
Letter Writing

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; Brahmavihara; Bodhisattva Bhumis

Jaina Triratna, Anuvrata and Mahavrata

Books Recommended:

Chakravarty, D.K. Problems of Analytical Ethics

Dasgupta, S.N. A History of Indian Philosophy

Frankena, W. Ethics

Hiriyana, M. Outlines of Indian Philosophy

Hudson, W.D. Modern Moral Philosophy

Lillie, William. An Introduction to Ethics

Mackenzie, J.N. Manual of Ethics

Moore, G.E. Ethics

Radhakrishnan, S. Indian Philosophy

Singer, Peter. Applied Ethics

Singer, Peter. Practical Ethics

Tiwari, Kedar Nath. Classical Indian Ethical Thought: A Philosophical Study of Hindu, Jaina and Buddhist Morals

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.: Computer Network Security and Cyber Ethics
- Holmes, R.L. : Introduction to Applied Ethics
- Holmes R. & Andrew L.: Environmental Ethics: An Anthology
- Lucas, G.: Ethics and Cyber Warfare
- Singer, P.: Applied Ethics
- Yogi, Manasvini M: Euthanasia: It's Moral Implication.

ABILITY ENHANCEMENT- (SKILL BASED)

POL-SE-3014

Parliamentary Procedures and Practices

Course Objective: The course attempts to make the students familiar with legislative practices in India with an orientation to equip them with the adequate skills of participation in deliberative processes and democratic decision making. The introductory unit of the course aims to provide basic understanding on the constitutional provisions related to the process of legislations as well as the kinds of bills. The second unit of this course seeks to **enhance proper understanding related to the procedures,** practices related to the passage of a bill from drafting to that of the passing of the Bill. Third unit is about different Committees in the House, and the Fourth unit is on hours and motions in the House.

Course outcomes:

- To help students in understanding the practical approaches to legislative practices and procedures,
- To make students understand the procedures and processes related to drafting a Bill and the passage of the Bill,
- To enable students to have an understanding of the importance of Parliamentary Committees,
- To make students learn about the basic functioning of Parliament.

I. Constitutional Provisions and Kinds of Bills (10 lectures)

Constitutional provisions of legislative procedures: Articles 107-22

Kinds of Bills: Ordinary Bills, Money Bills, Finance Bills, Private Member Bills II.

Drafting, Introductions and Readings of the Bills: Procedures and Processes (14 lectures)

Drafting of the Bill

First Reading and Departmental Standing Committee

Second Reading

Third Reading

Passage of the Bill

Consent by the President

Gazette Notifications

II. Parliamentary Committees: Composition and Functioning (14 lectures)

Departmental Standing Committees

Select Committees

Joint Parliamentary Committees

Public Accounts

Committee Committee on Privilege

Business Advisory Committee

Ethics Committee IV.

Motions and Hours in the House (10 lectures)

Question Hour

Zero Hour

Calling Attention Motion

Adjournment Motion

Privilege motion,

Censure motion,

'No-confidence' motion,

Cut motion

Modalities for Practical Component: Project Report/Field Study Report based on any activity i.e. visit to Assembly / District Administration/any other important places, Conducting Mock Parliament, Debate / Speech etc.

READING LIST

Kapur D. and P. Mehta eds. (2005), Public Institutions in India: Performance and Design, New Delhi, Oxford University Press.

Kaul, M. N. & S. L. Shakhder (2016), Practice and Procedure of Parliament, New Delhi. Lok Sabha Secretariat

Mehra, A.K. ed. (2017), The Indian Parliament and Democratic Transformation, New Delhi, Routledge.

Basu, D.D. (2006), Introduction to the Constitution of India, Nagpur, Wadhwa & Co.

Kapur, D., Mehta, P. & Vaishnav, M. eds. (2017), Rethinking Public Institution in India, New Delhi, Oxford University Press.

Kashyap, S. (2000), Reviewing the Constitution, New Delhi, Shipra Publication.

_____. (2003), Blueprints of Political Reforms, New Delhi, Shipra Publication.

_____. (2015), Our Parliament, New Delhi, NBT.

Malhotra, G. (2002), Fifty years of Indian Parliament, New Delhi, Lok Sabha Secretariat

Mehra, A.K. & Kueck G.W. eds. (2003), The Indian Parliament: A Comparative Perspective, New Delhi, Konark Publishers.

Prakash, A.S. (1995), What Ails Indian Parliament, New Delhi, Harper & Collins. Pai, Sudha & Kumar, A. Eds. (2014), The Indian Parliament: A Critical Appraisal, New Delhi, Orient BlackSwan.

Shankar, B. & Rodriguez V. (2011), The Indian Parliament: A Democracy at Work, New Delhi, Oxford University Press.

Singh, D. (2016), The Indian Parliament: Beyond the Seal and Signature of Democracy, Gurgaon, India, Universal Law Publishing

POL-HC-3026

Perspectives on Public Administration

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

Course Outcomes:

- To enable students to learn the basic concepts related to public administration and its importance,
- To make students learn the major theories of public administration,
- To enable students to have an understanding of public policy and its formulation,
- To familiarize students with the major approaches and recent debates related to field of public administration.
- **Public Administration as a Discipline (15 lectures)**
 - Meaning, Dimensions and Significance of the Discipline
 - Public and Private Administration
 - Evolution of Public Administration
- **Theoretical Perspectives (25 lectures)**
 - **Classical Theories**
 - Scientific management (F.W.Taylor)
 - Administrative Management (Gullick and Urwick)
 - Ideal-type bureaucracy (Max Weber) Neo-Classical Theory
 - Human relations theory (Elton Mayo) Contemporary Theory
 - Ecological approach (Fred Riggs)
- **Public Policy (10 lectures)**
 - Concept, relevance and approaches
 - Formulation, implementation and evaluation
- **MAJOR APPROACHES IN PUBLIC ADMINISTRATION (20 lectures)**
 - New Public Administration
 - New Public Management
 - New Public Service Approach
 - Good Governance 24

READING LIST

I. Public Administration as a Discipline

a. Meaning, Dimensions and Significance of the Discipline.

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

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

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

b. Public and Private Administration.

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

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

c. Evolution of Public Administration

N. Henry, *Public Administration and Public Affairs*, 12th edition. New Jersey: Pearson, 2013
M. Bhattacharya, *Restructuring Public Administration: A New Look*, New Delhi: Jawahar Publishers, 2012

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

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

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

II. Theoretical Perspectives Scientific Management

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

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

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

Administrative Management

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

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

Ideal Type-Bureaucracy

M. Weber, 'Bureaucracy', in C. Mills, and H. Gerth, *From Max Weber: Essays in Sociology*. Oxford: Oxford University Press, 1946
Warren. G. Bennis, *Beyond Bureaucracy*, Mc Graw Hill, 1973

Human Relations Theory

D. Gvishiani, *Organisation and Management*, Moscow: Progress Publishers, 1972
B. Miner, 'Elton Mayo and Hawthorne', in *Organisational Behaviour 3: Historical Origins and the Future*. New York: M.E. Sharpe, 2006 25

Ecological Approach

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

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

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

III. Public Policy

Concept, Relevance and Approaches

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

The Oxford Handbook of Public Policy, OUP, 2006

Xun Wu, M.Ramesh, Michael Howlett and Scott Fritzen,

The Public Policy Primer: Managing the Policy Process, Rutledge, 2010

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

Michael Howlett, *Designing Public Policies: Principles and Instruments*, Rutledge, 2011

The Oxford Handbook of Public Policy, Oxford University Press, 2006

Chakrabarty, B. & Chand, P. (2016), *Public Policy: Concepts, Theory and Practice*, New Delhi: Sage Publications

Formulation, implementation and evaluation

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

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

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

• Major Approaches in Public Administration

Development administration

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

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

New Public Administration

Essential Reading:

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

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

New Public Management

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

A. Gray, and B. Jenkins, 'From Public Administration to Public Management' in E. Otenyo and N. Lind, (eds.) *Comparative Public Administration: The Essential Readings*: Oxford University Press, 1997

C. Hood, 'A Public Management for All Seasons', in J. Shafritz, & A. Hyde, (eds.) Classics of Public Administration, 5th Edition, Belmont: Wadsworth, 2004

New Public Service Approach

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

Good Governance

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

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

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

U. Medury, Public administration in the Globalisation Era, New Delhi: Orient Black Swan, 2010
Singh, Shivani. (2016), Governance: Issues and Challenges, New Delhi, Sage Publication.



Office of the Principal i/c

F.A. AHMED COLLEGE, GAROIMARI

P.O.-Tukrapara, Dist- Kamrup, Assam, Pin: 781137

Website: www.faacollege.org:: E-mail: faacollege1984@gmail.com

Phone: 9859125838/8638499758/8638780793

Metric 1.3.1: Institution integrates cross-cutting issues relevant to Professional ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.

Gender Sensitization

SEMESTER: VI
PAPER CODE: ARA-HC-6016
MODERN ARABIC PROSE AND POETRY-II

Unit-1

الكأس الولي

ربّ لمن خلقت هذا النعم

مرتا الباتنة (Girl name Martalbania)

Unit-2

الشّخ الهندي

القمص الأحمر

علو الهمة

Unit-3

النسان و الغرور

الى أمّ

العلم ثروة أمة و سار

Unit-4

اوجب الواجبات إكرام أمّ

أنا

الرشد أجمل سرّة أحمد

Reading References:

1. سَاخِ أَظْبِ أَيُّ بَشَرٍ شِئْ خِ فَكَايَغْحَايِ بِي تَحَاظَاتَا تَدَا بِي حِفَاذِ.

2. دَمْعَةٌ وَ ابْتِسَامَةٌ.

3. النّظرات.

4. دُوَانِ جَمَلِ صَدَقِ الزّهَاوِي.

5. دُوَانِ مَعْرُوفِ الرّصَافِ. 6. ظَا سَطَّ ظِيْ شِ.

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

ECO-HC-6026

DEVELOPMENT ECONOMICS-II

Course Description

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

Course Outline

1. Demography and Development

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

2. Land, Labor and Credit Markets

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

3. Individuals, Communities and Collective Outcomes

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

4. Environment and Sustainable Development

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

5. Globalization

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

Readings

1. Debraj Ray, *Development Economics*, Oxford University Press, 2009.
2. Partha Dasgupta, *Economics, A Very Short Introduction*, Oxford University Press, 2007.
3. Abhijit Banerjee, Roland Benabou and Dilip Mookerjee, *Understanding Poverty*, Oxford University Press, 2006.
4. Thomas Schelling, *Micromotives and Macrobehavior*, W. W. Norton, 1978.
5. Albert O. Hirschman, *Exit, Voice and Loyalty: Responses to Decline in Firms, Organizations and States*, Harvard University Press, 1970.

6. Raghuram Rajan, *Fault Lines: How Hidden Fractures Still Threaten the World Economy*, 2010.
7. Elinor Ostrom, *Governing the Commons: The Evolution of Institutions for Collective Action*, Cambridge University Press, 1990.
8. Dani Rodrik, *The Globalization Paradox: Why Global Markets, States and Democracy Can't Coexist*, Oxford University Press, 2011.
9. Michael D. Bordo, Alan M. Taylor and Jeffrey G. Williamson (ed.), *Globalization in Historical Perspective*, University of Chicago Press, 2003.

ECO-HE-6036

THE ECONOMY OF ASSAM

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

Course Outline

1. Changes and Evolution of the Economy in the Economic under Colonial Rule (1837 - 1947): Imposition of Land Revenue and Its Impact, Prohibition of Opium Production and State Takeover of Opium Trade, Inflow of Colonial Investment in Plantation, Mining and Other Industries. Development of Water Transport and Railways, In-migration of Population and its Impact on the Economy: Shock of Partition and its Impact
2. Growth Trends and Sectoral Composition in the Post-Independence Period: Population growth trends before and after 1971, Trends in Demographic Parameters, Population Density, **Sex Ratio**, Life Expectancy and Infant Mortality Rate– Work Force and Labour Force Participation, Occupational Distribution. Trends in Per Capita NSDP in comparison with trends in all-India Per Capita Income – Trends in Other Indicators of Development in Comparison with all-India standard; Literacy Rate, Enrolment Ratio and Forest Cover – Inter-community differences in Development Attainments.
3. Sectoral Status and Prospects: Infrastructure: State of Road, Rail and Air Connectivity within and out of the State; Potentials and 28 Limitation of Waterways Development; Status of Power and Telecommunication, Financial System and Inclusion; Agriculture: Land Holding Patterns, Land Tenure and Land Reforms, Cropping Pattern, Production and Productivity of Principal Crop –Diversification of the Rural Economy to Horticulture, Fishery, Livestock and Non-farm activities – Prospects and Challenges of the Sector. Industry: State of the Tea Industry and Role of Small Tea Growers, State of Hydrocarbon Industry. Other Emerging Industries– Traditional Handloom Handicraft and their Prospect; Service Sector: Size and Composition.
4. State Finances: Public Finance in Assam and the emerging challenges. Trends and composition of revenue receipt and its implications. State taxes in Assam and the impact of GST. Strategies to enhance Revenue Receipt. Composition of Public Expenditure and its implications. The Assam FRBM Act: Its implementation and outcome. Fiscal Devolution to local bodies.

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

Readings:

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

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

Directorate of Economics and Statistics, Government of Assam, "Economic Survey Assam" [recent issues] <https://des.assam.gov.in/information-services/economic-survey-assam>
Directorate of Economics and Statistics, Government of Assam, "Statistical Handbook of Assam" 2018 or later addition

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

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

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

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

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

EDU-HE-5036

HUMAN RIGHTS EDUCATION

Total Marks: 100 (External: 80 and Internal: 20) Credit-6

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

- Explain the basic concept, nature and scope of human rights
- Describe the meaning, nature, principles, and 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:

Unit-1: Basic Concept of Human Rights

- 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: - 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

- 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

- 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

- Role of Global Agencies: UN, UNESCO, Vienna Declaration
- Role of Government and Non-Governmental Organizations;

- Role of educational institutions • Role of press and mass media

Unit-5: Human Rights and Marginalised Sections

- Human Rights related to Racial Discrimination
- Human Rights related to Religions and Religious Minorities
- Human Rights related to Linguistic Minorities
- Human Rights related to Communal Minorities
- Human Rights related to Refugees • Human Rights related to Aged
- Human Rights related Women and Children
- Human Rights related to Differently Abled
- Human Rights related to Transgender

Recommended Readings:

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

EDU-HE-6046

WOMEN AND SOCIETY

Total Marks: 100 (External: 80 and Internal: 20) Credit-6

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

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

Unit-1: Status and role of women

- 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

- 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

- Family attitude
- Gender bias in Textbook
- Curricular Choices
- Teachers' attitude
- Classroom Interaction
- Peer Culture
- Gender inequality in workplace

Unit-4: Women Empowerment

- Concept of women empowerment, importance
- Types of women empowerment- Economic, political, Educational , legal
- Women entrepreneurship

- Barriers of women empowerment
- Role of education in women empowerment

Unit-5: The new roles of men and women and its Implications

- 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 its 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.

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
- Précis Writing/Report Writing

HIS-HC-1016

HISTORY OF INDIA- I

Lectures: 5; Tutorial: 1 (per week)

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

Unit I. Reconstructing Ancient Indian History

[a] Early Indian notions of History

[b] Sources and tools of historical reconstruction: archaeological: epigraphy, numismatics, literary

[c] Historical interpretations (with special reference to **gender, environment**, technology, and regions)

Unit II. Pre-historic hunter-gatherers

[a] Paleolithic cultures- sequence and distribution; stone industries and other technological developments.

[b] Mesolithic cultures- regional and chronological distribution; new developments in technology and economy; rock art.

Unit III. The advent of food production

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

Unit IV. The Harappan civilization

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

Unit V. Cultures in transition Settlement patterns, technological and economic developments; social stratification; political relations; religion and philosophy; the Aryan Problem.

[a] North India (circa 1500 BCE-300 BCE)

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

Readings:

R.S. Sharma, India's Ancient Past, New Delhi, OUP, 2007

R. S. Sharma, Material Culture and Social Formations in Ancient India, Laxmi Publications, 2007.

R.S. Sharma, Looking for the Aryas, Delhi, Orient Longman Publishers, 1995 D. P. Agrawal, The Archaeology of India, 1985

Bridget & F. Raymond Allchin, The Rise of Civilization in India and Pakistan, 1983.

A. L. Basham, The Wonder that Was India, 1971.

- D. K. Chakrabarti, *The Archaeology of Ancient Indian Cities*, 1997,
- D. K. Chakrabarti, *The Oxford Companion to Indian Archaeology*, New Delhi, 2006.
- H. C. Raychaudhuri, *Political History of Ancient India*, Rev. ed. With Commentary by B. N. Mukherjee, 1996
- K. A. N. Sastri, ed., *History of South India*, OUP, 1966.
- Upinder Singh, *A History of Ancient and Early Medieval India*, 2008.
- Romila Thapar, *Early India from the Beginnings to 1300*, London, 2002.
- Uma Chakravarti, *The Social Dimensions of Early Buddhism*. 1997.
- Rajan Gurukul, *Social Formations of Early South India*, 2010.
- R. Champakalakshmi, *Trade, Ideology and urbanization: South India 300 BC- AD 1300*, 1996.

HIS-HC-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 Page 7 of 37
- [b] Post-Mauryan Polities: Kushanas, Satavahanas, Gana Sanghas.

Unit III. Towards early medieval India [circa CE fourth century to CE 750]:

- [a] Agrarian expansion: land grants, changing production relations; graded Land rights and peasantry.
- [b] The problem of urban decline: patterns of trade, currency, and urban Settlements. [c] Varna, proliferation of jatis: changing norms of marriage and property.
- [d] The nature of polities: the Gupta Empire and its contemporaries. [e] Post- Gupta polities - Pallavas, Chalukyas, and Vardhanas

Unit IV. Religion, philosophy and society (circa 300 BCE- CE 750):

- [a] Consolidation of the brahmanical tradition: dharma, Varnashram, Purusharthas, samskaras.
[b] Theistic cults (from circa second century BC): Mahayana; the Puranic tradition. [c] The beginnings of Tantricism

Unit V. Cultural developments (circa 300 BCE - 750 CE):

- [a] A brief survey of Sanskrit, Pali, Prakrit and Tamil literature; Scientific and technical treatises
[b] Art and architecture & forms and patronage; Mauryan, post- Mauryan, Gupta, post-Gupta

Readings:

- B. D. Chattopadhyaya, The Making of Early Medieval India, 1994.
D. P. Chattopadhyaya, History of Science and Technology in Ancient India, 1986.
D. D. Kosambi, An Introduction to the Study of Indian History, 1975.
S. K. Maity, Economic Life in Northern India in the Gupta Period, 1970.
B. P. Sahu (ed), Land System and Rural Society in Early India, 1997.
K. N. Sastri, A History of South India.
R. S. Sharma, Indian Feudalism, 1980.
R.S. Sharma, Urban Decay in India,c.300- c.1000,Delhi, Munshiram Manohar Lal,1987
Romila Thapar, Asoka and the Decline of the Mauryas, 1997.
Susan Huntington, The Art of Ancient India: Buddhist, Hindu, and Jain, New York, 1985.

HIS –SE-4014

Oral Culture and Oral History

Lecture: 03; Tutorial: 01 (per week)

Course Outcome: After this course the students will be able to explain complex interrelationships of structures or events in the context of broader social and cultural framework of societies through ‘public memory’ and use oral history to preserve oral culture and local history. The students will be able to espouse the relevance to the northeastern region of India with its diverse culture and ethnic communities whose history is largely oral. The students will be able to use ‘Public memory’ as a tool and a source not only to write public history but also to explore new knowledge in the humanities, social sciences and even in disciplines like architecture, communication studies, gender studies, English, history, philosophy, political science, religion, and sociology.

In-semester assessment: Students shall carry out a small project (submission not less than 2000 words) using the Oral History method. It may be based on interviews of persons having information of past event or phenomena. No sessional examination is required for this course.

Unit I. Concepts:

- (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 Page 37 of 37

III. Methodology:

- (a) Collection, preservation and interpretation of historical information through recorded interviews of people, communities, and participants in past events
- (b) Documentation and Archiving: Written, Audio and Visual

IV. Potential areas for Oral History research:

- (a) Oral Traditions: Customs, Beliefs, Practices and World view;
- (b) Life Histories: Participants in past events; Women; War migrants; Victim of disasters, government policies, ethnic conflicts; Personal stories

Readings:

Thompson, Paul R., Voice of the Past: Oral History, OUP, Great Britain, 1978

Ritchie, Donald A.: Doing Oral History: A Practical Guide, OUP, New York, 2003.

Perks, Robert and Thomson, Alistair (eds.) Oral History Reader, Routledge, 1998.

Valerie Raleigh Yow, Recording Oral History, Altamira Press, USA, 2005.

Vansina, Jan, Oral Tradition. A Study in Historical Methodology (Translated from the French by H. M. Wright). London: Routledge&Kegan Paul. 1965

Vansina, Jan, Oral Tradition as History, Madison: University of Wisconsin Press. 1985

Butalia, Urvashi, the Other Side of Silence: Voices from the Partition of India, Penguin. 2017.

Humphries: The Handbook of Oral History.

H. Roberts. Ed. Doing Feminist Research, Routledge & Kegan Paul, London, 1981

John Miles Foley, Oral Formulaic-Theory: An Introduction & Annotated Bibliography, New York & London: Garland, 1985

Das, Veena, (ed.), Mirrors of Violence: Communities, Riots & Survivors in South Asia, Delhi,OUP,1990

Prasad, M. Mahadeva, Ideology of the Hindi Film: A Historical Construction, Delhi, OUP, 1998.

HIS-HC-5016

History of Modern Europe- I (c. 1780-1939)

Lectures: 5; Tutorial: 1 (per week)

Course Outcome: After the completion of this course the students will be able to evaluate the historical evolution and political developments that occurred in Europe in the period between 1780 to 1939. They will also be able to critically analyse the evolution of social classes, nation states, evolution of capitalism and nationalist sentiment in Europe. They will also be able to relate to the variety of causes that dragged the world into devastating wars in the intervening period.

Unit I. The French Revolution and its European repercussions:

[a] Crisis of ancient regime Page 17 of 37

[b] Intellectual currents.

[c] Social classes and emerging gender relations.

[d] Phases of the French Revolution 1789 - 99.

[e] Art and Culture of French Revolution.

[f] Napoleonic consolidation - reform and empire.

Unit II. Restoration and Revolution: c. 1815 - 1848:

[a] Forces of conservatism & restoration of old hierarchies.

[b] Social, Political and intellectual currents.

[c] Revolutionary and Radical movements, 1830 - 1848.

Unit III Capitalist Industrialization

[a] Process of capitalist development in industry and agriculture: case Studies of Britain, France, the German States and Russia.

Unit IV. Social and Economic Transformation (Late 18th century to c. 1914)

[a] Evolution and Differentiation of social classes: Bourgeoisie, Proletariat, land owning classes and peasantry.

[b] Changing trends in demography and urban patterns.

[c] Family, gender and process of industrialization.

Unit V. Varieties of Nationalism and the Remaking of States in the 19th and 20th Centuries.

[a] Intellectual currents, popular movements and the formation of National identities in Germany, Italy, Ireland and the Balkans.

[b] Specificities of economic development, political and administrative Reorganization - Italy; Germany.

Readings:

Gerald Brennan: *The Spanish Labyrinth: An Account of the Social and Political Background of the Civil War.*

C.M. Cipolla: *Fontana Economic History of Europe,*

Volume III: *The Industrial Revolution.* Norman Davies, Europe. J. Evans: *The Foundations of a Modern State in 19th Century Europe.*

T.S. Hamerow: *Restoration, Revolution and Reaction: Economics and Politics in Germany [1815 - 1871].*

E.J. Hobsbawm: *The Age of Revolution.*

Lynn Hunt: *Politics, Culture and Class in the French Revolution.*

James Joll, *Europe since 1870.*

David Landes: *Prometheus Unbound.*

George Lefebvre, *Coming of the French Revolution.*

George Lichtheim: *A Short History of Socialism.*

Peter Mathias, *First Industrial Revolution.*

Alec Nove: *An Economic History of the USSR.*

Andrew Porter, *European Imperialism, 18760 û 1914 (1994).*

Anthony Wood, *History of Europe, 1815 û 1960 (1983).*

Stuart Woolf: *History of Italy, 1700 û 1860.*

G. Barraclough, *an Introduction to Contemporary History.*

Fernand Braudel, *History and the Social Science in M. Aymard and Page 18 of 37 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-6016: HISTORY OF INDIA VIII (c. 1857 - 1950)

Lectures: 5; Tutorial: 1 (per week)

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

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

[a] The advent of printing and its implications

[b] Reform and Revival: Brahmo Samaj, Prarthna Samaj, and Ramakrishna and Vivekananda, Arya Samaj, Wahabi, Deoband, Aligarh and Singh Sabha Movements.

[c] Debates around gender

[d] Making of religious and linguistic identities

[e] Caste: sanskritising and anti Brahmanical trends

Unit II. Nationalism: Trends up to 1919:

[a] Political ideology and organizations, formation of INC

[b] Moderates and extremists.

[c] Swadeshi movement

[d] Revolutionaries

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

[a] Mahatma Gandhi: his Perspectives and Methods

[b] (i) Impact of the First World War (ii) Rowlatt Satyagraha and Jallianwala Bagh (iii) Non-Cooperative and Civil Disobedience (iv) Provincial Autonomy, Quit India and INA

[c] Left wing movements

[d] Princely India: States people movements

[e] Nationalism and Culture: literature and art

Unit IV. Nationalism and Social Groups:

[a] Landlords; Peasants

[b] Middle Classes

[c] Tribal

[d] Labour

[e] Dalits

[f] **Women**

[g] Business groups

Unit V. Communalism and Partition:

[a] **Ideologies and practices:** RSS, Hindu Maha Sabha, Muslim League. Page 21 of 37 [b] Negotiations for independence, and partition

[c] Partition riots;

[d] Emergence of a New State: Integration of princely states, Making of the Constitution.

Readings:

Judith Brown, Gandhi's rise to Power, 1915-22.

Paul Brass, The Politics of India Since Independence, OUP, 1990.

Bipan Chandra, Nationalism and Colonialism in Modern India, 1979.

Bipan Chandra, Rise and Growth of Economic Nationalism in India.

Mohandas K. Gandhi, An Autobiography or The Story of My Experiments with Truth.

Ranajit Guha, ed., A Subaltern Studies Reader.

Peter Hardy, Muslims of British India.

Mushirul Hasan, ed., India's Partition, Oxford in India Readings.

D.A. Low, ed., Congress and the Raj.

John R. McLane, Indian Nationalism and the Early Congress.

Jawaharlal Nehru, An Autobiography. Gyanendra Pandey, The Construction of Communalism in colonial north India.

Sumit Sarkar, Modern India, 1885-1947.

Anil Seal, Emergence of Indian Nationalism.

Ram Lakhan Shukla (ed.), Adhunik Bharat ka Itihas.

Eleanor Zelliot, From Untouchable to Dalit: Essays on the Ambedkar Movement.

Judith Brown, Gandhi: (et al) A Prisoner of Hope.

Bipan Chandra, Communalism in Modern India, 2nd ed., 1987.

Bipan Chandra, K.N. Panikkar, Mridula Mukherjee, Sucheta Mahajan and Aditya Mukherjee, India's, Struggles for Independence.

A.R. Desai, Social Background of Indian Nationalism.

A.R. Desai, Peasant Struggles in India.

Francine Frankel, India's Political Economy, 1947-77.

Ranjit Guha, and G.C. Spivak, eds. Select Subaltern Studies.

Charles Heimsath, Indian Nationalism and Hindu Social Reform.

F. Hutchins, Illusion of Permanence.

F. Hutchins, Spontaneous Revolution.

V.C. Joshi (ed.), Rammohan Roy and the process of Modernization in India. J.Krishnamurti, Women in Colonial India.

HIS-HC-6026

HISTORY OF MODERN EUROPE II (c. 1780 -1939)

Lectures: 5; Tutorial: 1 (per week)

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

Unit I. Liberal Democracy, Working Class Movements and Socialism in the 19th and 20th Centuries: Page 22 of 37

[a] The struggle for parliamentary democracy and civil liberties in Britain.

[b] Forms of protest during early capitalism: food riots in France and England: Luddites and Chartism.

[c] Early socialist thought; Marxian Socialism and the First and the Second International.

[d] German Social Democracy, Politics and Culture.

[e] Christian Democracy as a political and ideological force in western and central

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

[a] Emancipation of serfs.

[b] Russian Populism and Social Democracy.

[c] Revolutions of 1905; the Bolshevik Revolution of 1917. [d] Programme of Socialist Construction.

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

[a] Theories and mechanisms of imperialism;

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

Unit IV. The post 1919 World Order

[a] Economic crises, the Great Depression and Recovery.

[b] Rise of Fascism and Nazism.

[c] The Spanish Civil War.

[d] Origins of the Second World War.

Unit V. Cultural and Intellectual Developments since circa 1850:

[a] Changing contexts: [i] Notions of Culture [ii] Creation of a New public sphere and mass media [iii] Mass education and extension of literacy.

[b] Creation of new cultural forms: from Romanticism to Abstract Art.

[c] Major intellectual trends: [i] Institutionalization of disciplines history, Sociology and Anthropology. [ii] Darwin and Freud.

[d] Culture and the making of ideologies: Constructions of Race, Class and Gender, ideologies of Empire

Readings:

Gerald Brennan: The Spanish Labyrinth: An Account of the Social and Political Background of the Civil War

C.M. Cipolla: Fontana Economic History of Europe, Volume II the Present (1981).

I: The Industrial Revolution. Norman Davies, Europe. J. Evans: The Foundations of a Modern State in 19th Century Europe.

T.S. Hamerow: Restoration, Revolution and Reaction: Economics and Politics in Germany [1815 - 1871].

E.J. Hobsbawm: The Age of Revolution.

Lynn Hunt: Politics, Culture and Class in the French Revolution.

James Joll, Europe since 1870.

David Landes: Prometheus Unbound.

George Lefebvre, Coming of the French Revolution.

George Lichtheim: A Short History of Socialism.

Peter Mathias, First Industrial Revolution.

Alec Nove: An Economic History of the USSR. Andrew Porter, European Imperialism, 18760 -1914 (1994).

Anthony Wood, History of Europe, 1815 û 1960 (1983).

Stuart Woolf: History of Italy, 1700 - 1860.

G. Barraclough, An Introduction to Contemporary History.

Fernand Braudel, History and the Social Science in M. Aymard and H. Mukhia eds. French Studies in History, Vol. I (1989).

Maurice Dobb: Soviet Economic Development since 1917.

M. Perrot and G. Duby [eds.]: A History of Women in the West, Volumes 4 and 5.

H.J. Hanham; Nineteenth Century Constitution, 1815 û 1914.

E.J. Hobsbawm, Nations and Nationalism. Charles and Barbara Jelavich: Establishment of the Balkan National States, 1840 û 1920.

James Joll, Origins of the First World War (1989).

Jaon B. Landes: Women and the Public Sphere in the Age of the French Revolution.

David lowenthal, The Past is a Foreign Country.

Colin Licas: The French Revolution and the Making of Modern Political Culture, Volume 2.

Nicholas Mansergh: The Irish Question, 1840 - 1921.

K.O. Morgan: Oxford Illustrated History of Britain, Volume 3 [1789 -1983].

R.P. Morgan: German Social Democracy and the First International.

N.V. Riasanovsky: A History of Russia.

J.M. Robert, Europe 1880 - 1985.

J.J. Roth (ed.), World War I: A Turning Point in Modern History.

Albert Soboul: History of the French Revolution (in two volumes).

Lawrence Stone, History and the Social Sciences in the Twentieth Century, The Past and the Present (1981).

Dorothy Thompson: Chartists: Popular Politics in the Industrial Revolution.

E.P. Thompson: Making of the English Working Class.

Michel Vovelle, fall of the French Monarchy (1984).

H. Seton Watson: The Russian Empire. Raymond Williams: Culture and Society

POL-HG-1016

Introduction to Political Theory

Course Objective: This course aims to introduce certain key aspects of conceptual analysis in political theory and the skills required to engage in debates surrounding the application of the concepts. Course Outcomes:

- To introduce the key concepts in political theory
- To make students understand the aspects of conceptual analysis
- To engage the students in application of concepts and their limitations

1. Theorizing Political (11 lectures)

a. What is Politics? b. What is Political Theory and what is its relevance?

2. Concepts: Democracy, Rights, Gender, Citizenship and Civil Society (36 lectures)

3. Debates in Political Theory: (13 lectures)

- a. Is democracy compatible with economic growth?
- b. On what grounds censorship is justified and what are its limits?
- c. Does protective discrimination violate principles of fairness?
- d. Should the State intervene in the institution of the family?

READING LIST

Topic 1

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, Catriona. (ed.) Issues in Political Theory, New York: Oxford University Press, pp. 80-96.
- Riley, J. (2008) 'Liberty', in McKinnon, C. (ed.) Issues in Political Theory, New York: Oxford University Press, pp. 103-125.
- Casal, P. & William, A. (2008) 'Equality', in McKinnon, C. (ed.) Issues in Political Theory. New York: Oxford University Press, pp. 149-165.
- Wolf, J. (2008) 'Social Justice', in McKinnon, C. (ed.) Issues in Political Theory. New York: Oxford University Press, pp. 172-193.
- Brighouse, H. (2008) 'Citizenship', in McKinnon, C. (ed.) Issues in Political Theory. New York: Oxford University Press, pp. 241-259.
- Chambers, C. (2008) 'Gender', in McKinnon, C. (ed.) Issues in Political Theory. New York: Oxford University Press, pp. 241-288.
- Swift, A. (2001) Political Philosophy: A Beginners Guide for Students and Politicians. Cambridge: Polity Press. Topic 3 Sen, A. (2003) 'Freedom Favours Development,' in Dahl, R., Shapiro, I. and Cheibub, A. J. (eds.) The Democracy Sourcebook. Cambridge, Massachusetts: MIT Press, pp. 444-446.
- Prezowski, A., et al. (2003) 'Political Regimes and Economic Growth,' in Dahl, R., Shapiro, I. and Cheibub, A. J. (eds.) The Democracy Sourcebook. Cambridge, Massachusetts: MIT Press, pp. 447-454.
- Sethi, A. (2008) 'Freedom of Speech and the Question of Censorship', in Bhargava, R. And Acharya, A. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 308-319.
- Acharya, A. (2008) 'Affirmative Action', in Bhargava, R. and Acharya, A. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 298-307.
- Frances E O. (1985) 'The Myth of State Intervention in the Family', University of Michigan Journal of Law Reform. 18 (4), pp. 835-64.
- Jha, M. (2001) 'Ramabai: Gender and Caste', in Singh, M.P. and Roy, H. (eds.) Indian Political Thought: Themes and Thinkers, New Delhi: Pearson

POL-HC-2026

Political Process in India

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

Course outcomes:

- Understand the working of major political institutions in India
- Understand the major debates in Indian politics along the axes of caste, gender, region and religion
- Understand the changing nature of the Indian state and the contradictory dynamics of modern state power

I. Political Parties and the Party System (6 lectures)

Trends in the Party System; From the Congress System to Multi-Party Coalitions

II. Determinants of Voting Behaviour (8 lectures)

Caste, Class, Gender and Religion

III. Regional Aspirations (8 lectures)

The Politics of Secession and Accommodation

IV. Religion and Politics (8 lectures)

Debates on Secularism; Minority and Majority Communalism

V. Caste and Politics (6 lectures)

Caste in Politics and the Politicization of Caste

VI. Affirmative Action Policies (6 lectures)

Women, Caste and Class VII. The Changing Nature of the Indian State (6 lectures)
Developmental, Welfare and Coercive Dimensions

READING LIST

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

Essential Readings:

R. Kothari, (2002) 'The Congress System', in Z. Hasan (ed.) Parties and Party Politics in India, New Delhi: Oxford University Press, pp 39-55.

E. Sridharan, (2012) 'Introduction: Theorizing Democratic Consolidation, Parties and Coalitions', in Coalition Politics and Democratic Consolidation in Asia, New Delhi: Oxford University Press.

Additional Reading:

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

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

Essential Readings:

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

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

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

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

IV. Regional Aspirations: The Politics of Secession and Accommodation

Essential Readings:

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

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

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

Essential Readings:

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

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

Additional Reading:

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

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

Essential Readings:

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

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

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

VII. Affirmative Action Policies: Women, Caste and Class

Essential Readings:

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

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

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

Manchanda, Rita. (Ed). (2017), Women and Politics of Peace: South Asia Narratives on Militarisation, Power, and Justice, New Delhi, Sage Publications

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

Essential Readings:

S. Palshikar, (2008) 'The Indian State: Constitution and Beyond', in R. Bhargava (ed.) Politics and Ethics of the Indian Constitution, New Delhi: Oxford University Press, pp. 143-163.

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

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

Additional Readings:

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

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

POL-HG-2026

Feminism: Theory and Practice

Course Objective: The aim of the course is to explain contemporary debates on feminism and the history of feminist struggles. The course begins with a discussion on construction of gender and an understanding of complexity of patriarchy and goes on to analyze theoretical debates within feminism. Part II of the paper covers history of feminism in the west, socialist societies and in anti-colonial struggles. Part III focuses a **gendered analysis of Indian society**, economy and polity with a view to understanding the structures of **gender inequalities**. And the last section aims to understand the issues with which contemporary Indian women's movements are engaged with.

Course outcomes:

- This course on gender studies will open up the structural and institutional basis of patriarchy as well as establish that gender identity and gender injustice cannot be understood in isolation, but only with reference to caste, class and religious community identities.
- Understand the history of feminism and its origins in different parts of the world
- Appreciate the Indian Women's Movement and its role in foregrounding important issues relating to women's position in the society, economy and polity

I. Approaches to understanding Patriarchy (22 Lectures)

- Feminist theorising of the sex/gender distinction.
- Biologism versus social constructivism
- Understanding Patriarchy and Feminism
 - Liberal, Socialist, Marxist and Radical feminism

II. History of Feminism (22 Lectures)

- Origins of Feminism in the West: France, Britain and United States of America
- Feminism in the Socialist Countries: China, Cuba and erstwhile USSR
- Feminist issues and women's participation in anti-colonial and national liberation movements with special focus on India

III. The Indian Experience (16 Lectures)

- Traditional Historiography and Feminist critiques. Social Reforms Movement and **position of women in India. History of Women's struggle in India**
- Family in contemporary India - patrilineal and matrilineal practices. Gender Relations in the Family, Patterns of Consumption: Intra Household Divisions, entitlements and bargaining, Property Rights
- Understanding Woman's Work and Labour – Sexual Division of Labour, Productive and Reproductive labour, Visible - invisible work – Unpaid (reproductive and care),
- Underpaid and Paid work: Methods of computing women's work, Female headed Households

READING LIST Approaches to understanding Patriarchy

Essential Readings

Geetha, V. (2002) Gender. Calcutta: Stree. Geetha, V. (2007) Patriarchy. Calcutta: Stree. Jagger, Alison. (1983) Feminist Politics and Human Nature. U.K.: Harvester Press, pp. 25-350.

Supplementary Readings: Ray, Suranjita. Understanding Patriarchy. Available at: http://www.du.ac.in/fileadmin/DU/Academics/course_material/hrge_06.pdf

Lerner, Gerda. (1986) The Creation of Patriarchy. New York: Oxford University Press. History of Feminism Rowbotham, Sheila. (1993) Women in Movements. New York and London: Routledge, Section I, pp. 27-74 and 178-218.

Jayawardene, Kumari. (1986) Feminism and Nationalism in the Third World. London: Zed Books, pp. 1-24, 71-108, and Conclusion.

Forbes, Geraldine (1998) Women in Modern India. Cambridge: Cambridge University Press, pp. 1-150.

Supplementary Readings:

Eisentein, Zillah. (1979) Capitalist Patriarchy and the Case for Socialist Feminism. New York: Monthly Review Press, pp. 271-353.

Funk, Nanette & Mueller, Magda.(1993) Gender, Politics and Post-Communism. New York and London: Routledge, Introduction and Chapter 28.

Chaudhuri, Maiyatree. (2003) 'Gender in the Making of the Indian Nation State', in Rege, Sharmila. (ed.) The Sociology of Gender: The Challenge of Feminist Sociological Knowledge. New Delhi: Sage.

Banarjee, Sikata. (2007) 'Gender and Nationalism: The Masculinisation of Hinduism and Female Political Participation', in Ghadially, Rehana. (ed.) Urban Women in Contemporary India: A Reader. New Delhi: Sage.

Feminist Perspectives on Indian Politics Roy, Kumkum. (1995) 'Where Women are Worshipped, There Gods Rejoice: The Mirage of the Ancestress of the Hindu Women', in Sarkar, Tanika & Butalia, Urvashi. (eds.) Women and the Hindu Right. Delhi: Kali for Women, pp. 10-28.

Chakravarti, Uma. (1988) 'Beyond the Altekarian Paradigm: Towards a New Understanding of Gender Relations in Early Indian History', Social Scientist, Volume 16, No. 8.

Banerjee, Nirmala. (1999) 'Analysing Women's work under Patriarchy' in Sangari, Kumkum & Chakravarty, Uma. (eds.) From Myths to Markets: Essays on Gender. Delhi: Manohar.

Additional Readings

Gandhi, Nandita & Shah, Nandita. (1991) The Issues at Stake – Theory and Practice in Contemporary Women's Movement in India. Delhi: Zubaan, pp. 7-72.

Shinde, Tarabai (1993) 'Stri-Purush Tulna', in Tharu, Susie & Lalita, K. (eds.) Women Writing in India, 600 BC to the Present. Vol. I. New York: Feminist Press.

Desai, Neera & Thakkar, Usha.(2001) Women in Indian Society. New Delhi: National Book Trust

POL-HG-2036

Local Rural and Urban Governance

Course Objective: The course will equip the students to understand the nuances of development as it relates to greater decentralization and democratization by focussing on the evolution of local governance in India. It will familiarise the students with the institutions of rural and urban local governance and the role of the various associated committees.

Course Outcomes:

- Understand the historical evolution of local governance in India • Understand the working of rural and urban governance in India
- Understand the workings of committees and commissions associated with local governance

Unit I: Evolution of Local Governance in India -Rural and Urban (14 lectures)

- Local Governance in Ancient India
- Local Governance in Pre-independent India
- Development of Local Governance in Post- independence India.

Unit II: 73rd Amendment and Rural Governance in India (10 lectures)

- Gaon Panchayat and Gaon sabha
- Anchalik Panchayat, Zilla Parishad
- Women's participation and Reservation

Unit III: 74th Amendment and Urban Governance in India (10 lectures)

- Nagar Panchayat
- Municipal Council
- Municipal Corporation - Guwahati Municipal Corporation

Unit IV: Role of Committees and Commissions (14 lectures)

- District Planning Committee and Metropolitan Planning Committee
- State Election Commission
- State Finance Commission

READING LIST

Gosh, B.K.2002, The Assam Panchayat Act, Assam Law House, Guwahati.

Maheshwari, S.R. 2006 Local Governance in India, Lakshjmi Naraian Agarwal, Agra.

Ray, B. Dutta, and Das, G. (Ed) Dimensions of Rural Development in North East India, Akansha, New Delhi

Alam, M.2007, Panchayati Raj in India, National Book Trust, New Delhi

Joshi, R.P and Narwani, G.S, 2002, Panchayati Raj in India, Rawat Publication, Jaipur Dube, M.P. and Padalia, M. (Ed.) 2002, Democratic Decentralization and Panchayati Raj in India, Anamika Publishers, New Delhi

Das, N. 2006, Bharator panchayati raj and Asamor swayatwa sashan, Mritunjoy Prakashan, Guwahati (Assamese)

Prasad, R. N.: Urban Local self Govt. in India, Mittal Publications, New Delhi, 2007

Maheswari, S.R., : Local Govt. in India, Lakshmi Narain, Agra, 2010
Mishra, S. N., Anil D. Mishra & Shweta Mishra: Public Governance and Decentralisation, Mittal Publications, New Delhi, 2003

Venkata Rao, V.: A Hundred Years of Local Self Government in Assam, Bani Prakash, 1963

Chakrabarty, B. & Pandey, R.K, (2019), Local Governance in India, New Delhi, Sage Publications

POL-HG-3026

Gandhi and the Contemporary World

Course objective: Locating Gandhi in a global frame, the course seeks to elaborate Gandhian thought and examine its practical implications. It will introduce students to key instances of Gandhi's continuing influence right up to the contemporary period and enable them to critically evaluate his legacy. Course Outcomes:

- To make students understand relevance of Gandhi and his philosophy in modern times
- To familiarize students with Gandhian ideology and leadership
- To make students learn Gandhi's critique on modern civilization and development
- To make students understand Gandhi's political strategy and philosophy

I. Gandhi on Modern Civilization and Ethics of Development (8 lectures)

a. Conception of Modern Civilisation and Alternative Modernity b. Critique of Development: Narmada Bachao Andolan

II. Gandhian Thought: Theory and Action (16 lectures)

a. Theory of Satyagraha b. Satyagraha in Action i. Peasant Satyagraha: Kheda and the Idea of Trusteeship ii. Temple Entry and Critique of Caste iii. Social Harmony: 1947 and Communal

Unity III. Gandhi's Legacy (16 lectures)

a. Tolerance: Anti - Racism Movements (Anti - Apartheid and Martin Luther King)

b. The Pacifist Movement

c. Women's Movements

d. Gandhigiri: Perceptions in Popular Culture

Unit IV. Gandhi and the Idea of Political (8 lectures)

a. Swaraj

b. Swadeshi

READING LIST

I. Gandhi on Modern Civilization and Ethics of Development Essential Readings: B. Parekh, (1997) 'The Critique of Modernity', in Gandhi: A Brief Insight, Delhi: Sterling Publishing Company, pp. 63-74.

K. Ishii, (2001) 'The Socio-economic Thoughts of Mahatma Gandhi: As an Origin of Alternative Development', *Review of Social Economy*. Vol. 59 (3), pp. 297-312.

D. Hardiman, (2003) 'Narmada Bachao Andolan', in *Gandhi in his Time and Ours*. Delhi: Oxford University Press, pp. 224- 234.

A Baviskar, (1995) 'The Politics of the Andolan', in *In the Belly of the River: Tribal Conflict Over Development in the Narmada Valley*, Delhi: Oxford University Press, pp.202-228.

R Iyer, (ed) (1993) 'Chapter 4' in *The Essential Writings of Mahatma Gandhi*, New Delhi: Oxford University Press.

R. Ramashray, (1984) 'Liberty Versus Liberation', in *Self and Society: A Study in Gandhian Thought*, New Delhi: Sage Publication.

II. Gandhian Thought: Theory and Action

Essential Readings:

B. Parekh, (1997) 'Satyagrah', in *Gandhi: A Brief Insight*, Delhi: Sterling Publishing Company, pp. 51-63.

D. Dalton, (2000) 'Gandhi's originality', in A. Parel (ed) *Gandhi, Freedom and Self-Rule*, New Delhi: Lexington Books, pp.63-86.

D. Hardiman, (1981) 'The Kheda Satyagraha', in *Peasant Nationalists of Gujarat: Kheda District, 1917-1934*, Delhi: Oxford University Press, pp. 86-113.

J. Brown, (2000) 'Gandhi and Human Rights: In search of True humanity', in A. Parel (ed) *Gandhi, Freedom and Self-Rule*, New Delhi: Lexington Books, pp. 93-100.

R. Iyer, (2000) 'Chapter 10 and 11', in *The Moral and Political Thought of Mahatma Gandhi*, New Delhi: Oxford University Press, pp. 251-344

I. Knudegaard, (2010), *Gandhi's Vision for Indian Society: Theory and Action*, Master Thesis in History, University of Oslo, Available at

https://docs.google.com/viewer?a=v&q=cache:Eqj9br1n3_oJ:https://www.duo.uio.no/bitstream/handle/123456789/23275/IngfridKnudegaardxmasteroppgavexixhistorie.pdf?sequence%3D1+gandhi+and+temple+entry&hl=en&gl=in&pid=bl&srcid=ADGEESiKGssA7q2z1kxiuitm3bciHPh_HI3chWkbJIVo9HE4LcWCLmKdKXCirPaIzh7Tp47fyoBQIHx9GUesefn8YCAQeaQSKMRdrwvYT2Q8c7XV95tQhSGuO9bNCGEdlYGoBjzoVdJc&sig=AHIEtbQ78zwxGvh92AnwmRHiA7t2wWXXJQ, Accessed: 14.04.2013, pp.27-38.

P. Rao, (2009) 'Gandhi, Untouchability and the Postcolonial Predicament: A Note'. *Social Scientist*. Vol. 37 (1/2). Pp. 64-70.

B. Parekh, (1999) 'Discourse on Unsociability', in *Colonialism, Tradition and Reform: An Analysis of Gandhi's Political Discourse*, New Delhi: Sage Publication. D. Hardiman, (2003) 'Fighting Religious Hatreds', in *Gandhi in His Time and Ours*. Delhi: Oxford University Press. III. Gandhi's Legacy

Essential Readings: D. Hardiman, (2003) 'Gandhi's Global Legacy', in *Gandhi in His Time and Ours*. Delhi: Oxford University Press, pp. 238-283.

Manimala, (1984) 'Zameen Kenkar? Jote Onkar: Women's participation in the Bodhgaya struggles', in M. Kishwar and R. Vanita (eds) *In Search of Answers: Indian Women's Voices from Manushi*, London: Zed Press.

M. Shah, (2006) 'Gandhigiri; A Philosophy of Our Times', The Hindu Available at <http://www.hindu.com/2006/09/28/stories/2006092802241000.htm> Accessed:14.04.2013.

A. Ghosh and T. Babu, (2006) 'Lage Raho Munna Bhai: Unravelling Brand 'Gandhigiri'', Economic and Political Weekly, 41 (51), pp. 5225 – 5227.

H. Trivedi (2011) 'Literary and Visual Portrayal of Gandhi', in J Brown and A Parel (eds) Cambridge Companion to Gandhi, Cambridge University Press 2011, pp. 199-218.

IV. Gandhi and the Idea of Political

Essential Readings:

P. Chatterjee, (1986) 'The Moment of Maneuver', in Nationalist Thought and the Colonial World: A derivative discourse?, Delhi: Zed Books. Indian Council for Historical Research (1976) 'The Logic of Gandhian Nationalism: Civil Disobedience and the Gandhi – Irwin Pact, 1930-31', Indian Historical Review, Available at <http://www.ichrindia.org/journal.pdf>, Accessed: 18.04.2013.

D. Dalton, (1996) 'Swaraj: Gandhi's Idea of Freedom', in Mahatma Gandhi: Selected Political Writings, USA: Hackett Publishing, pp. 95-148.

A. Parel (ed.) (1997) 'Editor's Introduction', in Gandhi, Hind Swaraj and Other Writings Cambridge: Cambridge University Press.

Additional Readings:

A. Baviskar, (1995) 'National Development, Poverty and the environment', in In the Belly of the River: Tribal Conflict Over Development in the Narmada Valley, Delhi: Oxford University Press, pp. 18-33.

B. Parekh, (1997) 'Religious Thought', in Gandhi: A Brief Insight, Delhi: Sterling Publishing Company. R. Iyer, (1993) The Essential Writings of Mahatma Gandhi, New Delhi: Oxford University Press, pp. 299-344; 347-373.

S. Sarkar, (1982) Modern India 1885-1947, New Delhi: Macmillan, pp. 432-39.

R. Iyer, (2001) The Moral and Political Thought of Mahatma Gandhi, New Delhi: Oxford University Press. pp. 344-358.

H. Coward, (2003) 'Gandhi, Ambedkar, and Untouchability', in H. Coward (ed.) Indian Critiques of Gandhi, New York: State University of New York Press, pp. 41-66.

J. Lipner, (2003) 'A Debate for Our Times', in Harold Coward (ed.) Indian Critiques of Gandhi, New York: State University of New York Press, pp. 239-58

M. Gandhi, (1941) 'Chapter 1, 2, 9, 15, and 16', in Constructive Programme: Its Meaning and Place, Ahmedabad: Navjivan Trust. R. Terchek, (1998) Gandhi: Struggling for Autonomy, USA: Rowman and Littlefield Publishers.

N. Dirks, (2001), 'The Reformation of Caste: Periyar, Ambedkar and Gandhi', in Castes of Mind: Colonialism and the making of Modern India, Princeton: Princeton University Press. R. Mukharjee, (ed.) (1995), The Penguin Gandhi Reader, New Delhi: Penguin.

T. Weber, (2006) 'Gandhi is dead, Long live Gandhi- The Post Gandhi Gandhian Movement in India', in Gandhi, Gandhism and the Gandhians, New Delhi:

Roli. A. Taneja, (2005) Gandhi Women and the National Movement 1920-1947, New Delhi: Haranand Publishers.

J. Brown, (2008) *Gandhi and Civil Disobedience: The Mahatma in Indian Politics*, Cambridge: Cambridge University Press, 2008

R. Ramashray, (1984) 'What Beyond the Satanic Civilization?', in *Self and Society: A Study in Gandhian Thought*, New Delhi: Sage Publication.

Activities Topic 1

1. Reading of primary texts:- M K Gandhi Chapter VI and XIII "Hind Swaraj" Navjeevan Trust, Ahmedabad, 1910
2. A site visit to any on-going developmental project preferably in NCT Delhi by students and submission of report on Environmental law Violation and Resistance by People in a Gandhian Way. 98
Topic 2
1. Reading of primary texts:- M K Gandhi Chapter XII&XIII, "Satyagraha in South Africa, Navjivan Trust, Ahmedabad, 1928, pp. 95-107

2. A Report followed by presentation on functioning of Cooperative and Community engagement for example Amul and/or SEWA in Gujarat to understand Trusteeship and its relevance

Topic 3

1. Movie Screenings (Movies like Lage Raho Munna Bhai, Gandhi by Richard Attenborough and Student's Participation in reviewing/discussing the movie from a Gandhian perspective or Cultural engagement of Students with Gandhian Ideas through staging of a street play.

Topic 4

Student visit to any Gandhian Institution in Delhi like, Gandhi Darshan and Smiriti to understand on-going Gandhian work and programme and interacting with Gandhian activists.

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 grassroot 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.

Niraja Gopal Jayal and others, Local Governance in India – Decentralisation and Beyond, Oxford University Press, 2006.

Subrata K. Mitra. 2001. Making local government work: Local elites, panchayati raj and governance in India, Atul Kohli (Ed.). The Success of India's Democracy. Cambridge: Cambridge University Press.

Ghosh, Buddhadeb & Girish Kumar-State Politics and Panchayats In India New Delhi: Manohar Publishers, 2003

Sudhakar, V. New Panchayati Raj System: Local Self-Government Community Development -Jaipur: Mangal Deep Publications, 2002.

Biju, M.R. - Decentralisation: an Indian experience, Jaipur: National Pub., 2007

POL-SE-4024

Citizens and Rights

Course objective: This course aims to understand law as a source of rights, as a progressively widening sphere of substantive justice, welfare, and dignity. This relationship between laws and rights will be studied through specific values which have come to be seen as integral for a democratic society viz., equality and non-discrimination, empowerment, redistribution and recognition of traditional rights etc.

Course outcomes:

- To analyse the linkages between citizenship, law, rights and equality
- To understand the measures of discrimination, justice and empowerment and the ways to protect the same.
- To evaluate the idea of justice and assess its relevance in context of contemporary India.

I. Equality and non-discrimination (12 lectures)

a. Gender: the protection of women against domestic violence, rape and sexual harassment

b. Caste and Class: laws concerning untouchability and minimum wages

c. Disability and equality of participation

II. Empowerment (12 lectures)

a. Access to information b. Rights of the consumer

III. Redistribution, recognition and livelihood (12 lectures)

a. Traditional rights of forest dwellers and the issue of women's property rights

b. Rural employment guarantee

IV. Laws relating to criminal justice administration (12 lectures)

a. Filing of a complaint, First Information Report (FIR)

b. Detention, arrest and bail Modalities for Practical Component: Project Report/Field Study Report based on any activity i.e. awareness programme on rights / gender discrimination / RTI / FIR etc.

READING LIST I. Equality and non-discrimination

Essential Readings:

Gender Study Group, (1996) Sexual Harassment in Delhi University, A Report, Delhi: University of Delhi.

N. Jain, (2011) 'Physically/Mentally Challenged', in M. Mohanty et al. Weapon of the Oppressed, Inventory of People's Rights in India, Delhi: Danish Books, pp.171-179.

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

P. Mathew, (2004) The Minimum Wages Act, 1948, New Delhi: Indian Social Institute.

K. Sankaran, (2008) 'Labour Laws and the World of Work', in K. Sankaran and U. Singh (eds.) Towards Legal Literacy, New Delhi: Oxford University Press, Pp.119-131.

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

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

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

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

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

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

Essential Readings:

N. Kurian, (2011) 'Consumers', in M. Mohanty et al., Weapon of the Oppressed, Inventory of People's Rights in India. Delhi: Danish Books.

S. Naib, (2013) 'Right to Information Act 2005', in The Right to Information in India, New Delhi: Oxford University Press, Available at http://www.humanrightsinitiative.org/publications/rti/guide_to_use_rti_act_2005_English2012_light_Aspire.pdf Accessed: 19.04.2013.

A. Roberts, (2010) 'A Great and Revolutionary Law? The First Four Years of India's Right to Information Act', Public Administration Review. Volume 70, Issue 6, pp. 925-933.

SAHRDC, (2006) 'Consumer Rights', in Introducing Human Rights, Oxford University Press, pp. 118-134.

III. Redistribution, Recognition and livelihood

Essential Readings:

M. Sarin and O. Baginski, (2010) India's Forest Rights Act -The Anatomy of a Necessary but Not Sufficient Institutional Reform, Department for International Development. Available at www.ippg.org.uk (Accessed: 10.04.2013).

J. Dreze, Dey and Khera, (2008) Employment Guarantee Act, A Primer, New Delhi: National Book Trust (Also available in Hindi).

Additional Readings:

K. Chaubey, (2013) 'Do Pragatisheel Kanoonon ki Dastan: Rajya, Jan Andolan aur Pratirdoh', Pratiman: Samay, Samaj, Sanskriti, CSDS- Vani Prakashn, pp. 149-177.

S. Dahiwal, (2009) 'Khairlanji: Insensitivity of Mahar Officers', Economic and Political Weekly, Vol. 44 (31), pp. 29-33.

J. Kothari, (2005) 'Criminal Law on Domestic Violence', Economic and Political Weekly, Vol. 40(46), pp. 4843-4849.

H. Mander, and A. Joshi, The Movement for Right to Information in India, People's Power for the Control of Corruption. Available at <http://www.rtgateway.org.in/Documents/References/English/Reports/12.%20An%20article%20on%20RTI%20by%20Harsh%20Mander.pdf> , Accessed: 10.04.2013.

P. Mathew, and P. Bakshi, (2005) 'Indian Legal System', New Delhi: Indian Social Institute. 61

P. Mathew, and P. Bakshi, (2005) 'Women and the Constitution', New Delhi: Indian Social Institute.

N. Menon, (2012) 'Sexual Violence', in Seeing Like a Feminist, New Delhi: Zubaan and Penguin, pp. 113-146.

M, Mohanty et al. (2011) Weapon of the Oppressed, Inventory of People's Rights in India. Delhi: Danish Books. Centre for Good Governance, (2008) Right to Information Act, 2005: A Citizen's Guide, Available at

<http://www.rtgateway.org.in/Documents/Publications/A%20CITIZEN'S%20GUIDE.pdf>
Accessed: 10.04.2013.

K. Sankaran, and U. Singh, (eds.) (2008) Towards Legal Literacy. New Delhi: Oxford University Press. Pandey, (2004) Rights of the Consumer. New Delhi: Indian Social Institute

IV. Laws relating to criminal justice administration

Essential Readings:

B. Pandey, (2008) 'Laws Relating to Criminal Justice: Challenges and Prospects', in K. Sankaran and U. Singh, Towards Legal Literacy, New Delhi: Oxford University Press, pp.61-77.

SAHRDC, (2006) 'Reporting a Crime: First Information Report', in Oxford Handbook of Human Rights and Criminal Justice in India- The system and Procedure, New Delhi: Oxford University Press, pp.16-26.

SAHRDC, (2006) 'Bail', in Oxford Handbook of Human Rights and Criminal Justice in India The system and Procedure, New Delhi: Oxford University Press, pp.59-71.

SAHRDC, (2006) 'Detention', in Oxford Handbook of Human Rights and Criminal Justice in India- The system and Procedure. New Delhi: Oxford University Press, Pp.72-84.

P. Mathew, (2003) Your Rights if you are Arrested, New Delhi. Indian Social Institute.

POL-HC-4026

Public Policy and Administration in India

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

Course Outcomes:

- Be familiarised with and gain knowledge about the processes of public policy making in India and their significance in administering the state.
- Develop the ability to assess the functioning of the government and the administration in ensuring a citizen centric welfare administration in India.

I. Public Policy (10 lectures)

a. Definition, characteristics and models b. Public Policy Process in India with special reference to NITI Ayog

II. Decentralization (10 lectures)

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

III. Budget (12 lectures)

a. Concept and Significance of Budget
b. Budget Cycle in India
c. Types of Budgeting i. Performance budgeting ii. Zero based budgeting

iii. Gender budgeting

IV. Citizen and Administration Interface (15 lectures)

a. Public Service Delivery
b. Redressal of Public Grievances: RTI, Lokpal and Citizens' Charter

V. Social Welfare Administration (20 lectures)

a. Concept and Approaches of Social Welfare b. Social Welfare Policies: their objectives, debates and significance

- Education: Right to Education,
- Health: National Health Mission,
- Food: Right to Food Security
- Employment: MGNREGA

READING LIST Public Policy

T. Dye, (1984) Understanding Public Policy, 5th Edition. U.S.A: Prentice Hall R.B. Denhardt and J.V. Denhardt, (2009) Public Administration, New Delhi:

Brooks/Cole J. Anderson, (1975) Public Policy Making. New York: Thomas Nelson and sons Ltd. M. Howlett,

M. Ramesh, and A. Perl, (2009), Studying Public Policy: Policy Cycles and Policy subsystems, 3rd edition, Oxford: Oxford University Press

T. Dye, (2002) Understanding Public Policy, New Delhi: Pearson

Y. Dror, (1989) Public Policy Making Reexamined. Oxford: Transaction Publication
Decentralization Satyajit Singh and Pradeep K. Sharma [eds.] Decentralisation: Institutions and Politics in Rural India, OUP,2007 D. A. Rondinelli and S.Cheema, Decentralisation and Development, Beverly Hills: Sage Publishers, 1983

N.G. Jayal, Democracy and The State: Welfare, Secular and Development in Contemporary India, Oxford: Oxford University Press, 1999

Bidyut Chakrabarty, Reinventing Public Administration: The Indian Experience, Orient Longman,2007 Noorjahan Bava, Development Policies and Administration in India, Delhi: Uppal Publishers, 2001

Gabriel Almond and Sidney Verba, The Civic Culture, Boston: Little Brown, 1965 M.P. Lester, Political Participation- How and Why do People Get Involved in Politics Chicago: McNally, 1965

III. Budget Erik-Lane, J. (2005) Public Administration and Public Management: The Principal Agent Perspective. New York: Routledge

Henry, N.(1999) Public Administration and Public Affairs. New Jersey: Prentice Hall Caiden, N.(2004) ‘ Public Budgeting Amidst Uncertainty and Instability’, in Shafritz, J.M. & Hyde, A.C. (eds.) Classics of Public Administration. Belmont: Wadsworth

IV Citizen And Administration Interface R. Putnam, Making Democracy Work, Princeton University Press, 1993

Jenkins, R. and Goetz, A.M. (1999) ‘Accounts and Accountability: Theoretical Implications of the Right to Information Movement in India’, in Third World Quarterly. June

Sharma, P.K. & Devasher, M. (2007) ‘Right to Information in India’ in Singh, S. and Sharma, P. (eds.) Decentralization: Institutions and Politics in Rural India. New Delhi: Oxford University Press

Vasu Deva, E-Governance In India: A Reality, Commonwealth Publishers, 2005 World Development Report, World Bank, Oxford University Press, 1992.

M.J. Moon, The Evolution of Electronic Government Among Municipalities: Rhetoric or Reality, American Society For Public Administration, Public Administration Review, Vol 62, Issue 4, July –August 2002

Pankaj Sharma, E-Governance: The New Age Governance, APH Publishers, 2004 Pippa Norris, Digital Divide: Civic Engagement, Information Poverty and the Internet in Democratic Societies, Cambridge: Cambridge University Press, 2001.

Stephan Goldsmith and William D. Eggers, Governing By Network: The New Shape of the Public Sector, Brookings Institution [Washington], 2004

United Nation Development Programme, Reconceptualising Governance, New York, 1997 Mukhopadyay, A. (2005) ‘Social Audit’, in Seminar. No.551. 37 V. Social Welfare Administration Jean Drèze and Amartya Sen, India, Economic Development and Social Opportunity, Oxford: Oxford University Press, 1995

J..Dreze and Amartya Sen, Indian Development: Selected Regional Perspectives, Oxford: Clareland Press, 1997

Reetika Khera- Rural Poverty And Public Distribution System, EPW, Vol-XLVIII, No.45-46, Nov 2013 Pradeep Chaturvedi [ed.], Women And Food Security: Role Of Panchayats, Concept Publishers, 1997

National Food Security Mission: nfsm.gov.in/Guidelines/XIIPlan/NFSMXII.pdf Jugal Kishore, National Health Programs of India: National Policies and Legislations, Century Publications, 2005

K. Lee and Mills, The Economic Of Health In Developing Countries, Oxford: Oxford University Press, 1983

K. Vijaya Kumar, Right to Education Act 2009: Its Implementation as to Social Development in India, Delhi: Akansha Publishers, 2012.

Marma Mukhopadhyay and Madhu Parhar(ed.) Education in India: Dynamics of Development, Delhi: Shipra Publications, 2007

Nalini Juneja, Primary Education for All in the City of Mumbai: The Challenge Set By Local Actors', International Institute for Educational Planning, UNESCO: Paris, 2001

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

Basu Rumki (2015) Public Administration in India Mandates, Performance and Future Perspectives, New Delhi, Sterling Publishers www.un.org/millenniumgoals
<http://www.cefsindia.org> www.righttofoodindia.org

POL-HC-6026

Indian Political Thought-II

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

Course Outcomes:

- To underline themes and issues in political thought of modern India.
- To compare and contrast positions of leading political thinkers in India on issues those are constitutive of modern India.
- To assess the relevance of political thought of modern India in understanding contemporary politics.

I. Introduction to Modern Indian Political Thought (4 lectures)

II. Rammohan Roy: Rights (4 lectures)

III. Pandita Ramabai: Gender (4 lectures)

IV. Vivekananda: Ideal Society (5 lectures)

V. Gandhi: Swaraj (5 lectures)

VI. Ambedkar: Social Justice (5 lectures)

VII. Tagore: Critique of Nationalism (4 lectures)

VIII. Iqbal: Community (5 lectures)

IX. Savarkar: Hindutva (4 lectures)

X. Nehru: Secularism (4 lectures)

XI. Lohia: Socialism (4 lectures)

READING LIST

I. Introduction to Modern Indian Political Thought

Essential Readings:

V. Mehta and T. Pantham (eds.), (2006) 'A Thematic Introduction to Political Ideas in Modern India: Thematic Explorations, History of Science, Philosophy and Culture in Indian Civilization' Vol. 10, Part: 7, New Delhi: Sage Publications, pp. xxvii-ixi.

D. Dalton, (1982) 'Continuity of Innovation', in Indian Idea of Freedom: Political Thought of Swami Vivekananda, Aurobindo Ghose, Rabindranath Tagore and Mahatma Gandhi, Academic Press: Gurgaon, pp. 1-28. II.

Rammohan Roy: Rights Essential Readings: 51 R. Roy, (1991) 'The Precepts of Jesus, the Guide to Peace and Happiness', S. Hay, (ed.) Sources of Indian Tradition, Vol. 2. Second Edition. New Delhi: Penguin, pp. 24-29.

C. Bayly, (2010) 'Rammohan and the Advent of Constitutional Liberalism in India 1800-1830', in Sh. Kapila (ed.), An intellectual History for India, New Delhi: Cambridge University Press, pp. 18- 34.

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

Additional Reading:

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

Chakrabarty, B. & Pandey, R.K. (2009), Modern Indian Political Thought: Text and Context, New Delhi, Sage Publications III.

Pandita Ramabai: Gender

Essential Readings:

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

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

Additional Reading:

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

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

IV. Vivekananda: Ideal Society

Essential Readings:

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

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

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

Additional Reading:

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

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

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

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

Additional Reading:

R. Terchek, (2002) 'Gandhian Autonomy in Late Modern World', in A. Parel (ed.), Gandhi, Freedom and Self Rule. Delhi: Sage. VI. Ambedkar: Social Justice Essential Readings: B. Ambedkar, (1991) 'Constituent Assembly Debates', S. Hay (ed.), Sources of Indian Tradition, Vol. 2, Second Edition, New Delhi: Penguin, pp. 342-347.

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

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

Additional Reading:

P. Chatterjee, (2005) 'Ambedkar and the Troubled times of Citizenship', in V. Mehta and Th. Pantham (eds.), Political ideas in modern India: Thematic Explorations, New Delhi: Sage, pp. 73-92.

VII. Tagore: Critique of Nationalism

Essential Readings:

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

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

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

Additional Reading:

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

VIII. Iqbal: Community

Essential Readings:

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

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

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

Additional Reading:

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

IX. Savarkar: Hindutva Essential Readings: V.Savarkar, 'Hindutva is Different from Hinduism', available at <http://www.savarkar.org/en/hindutva/-essentials-hindutva/hindutva-different-hinduism>, Accessed: 19.04.2013 53 J. Sharma, (2003) Hindutva: Exploring the Idea of Hindu Nationalism, Delhi: Penguin, pp. 124-172.

Additional Reading:

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

Chakrabarty, B. & Pandey, R.K. (2009), Modern Indian Political Thought: Text and Context, New Delhi, Sage Publications X. Nehru: Secularism

Essential Readings:

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

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

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

Additional Reading:

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

Chakrabarty, B. & Pandey, R.K. (2009), Modern Indian Political Thought: Text and Context, New Delhi, Sage Publications XI. Lohia: Socialism

Essential Readings:

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

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

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

POL-HE-6036

Women, Power and Politics

Course objective: This course opens up the question of women's agency, taking it beyond 'women's empowerment' and focusing on women as radical social agents. It attempts to question the complicity of social structures and relations in gender inequality. This is extended to cover new forms of precarious work and labour under the new economy. Special attention will be paid to feminism as an approach and outlook. The course is divided into broad units, each of which is divided into three sub-units.

Course Outcomes:

- To explain key concepts that offers an understanding of gender inequality.
- To appraise the historical evolution of the Women's movement in India and issues addressed by it.
- To underline the contemporary issues that affect women's participation in politics

I. Groundings (14 lectures) Patriarchy

a. Sex-Gender Debates

- b. Public and Private
- c. Power

Domains of Patriarchy

- a. Family
- b. Community
- c. State

II. Feminism (12 lectures)

Different Perspectives: Liberal, Marxist & Radical

III. Movements and Issues (12 lectures)

History of the **Women's Movement in India Violence against women:**

- Domestic Violence
- Femicide

➤ Human Trafficking

IV. Work and Labour (12 lectures)

- a. Visible and Invisible work
- b. Reproductive and care work

c. Sex work

READING LIST

I. Groundings Patriarchy Essential

Readings:

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

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

a. Sex Gender Debates Essential Reading:

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

b. Public and Private

Essential Reading:

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

c. Power Essential Reading:

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

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

b. Community Essential Reading: U. Chakravarti, (2003) Gendering Caste through a Feminist Lens, Kolkata, Stree, pp. 139- 159.

c. State Essential Reading:

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

Additional Readings:

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

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

R. Hussain, (1988) 'Sultana's Dream', in Sultana's Dream and Selections from the Secluded Ones – translated by Roushan Jahan, New York: The Feminist Press S. Ray 'Understanding Patriarchy', Available at

http://www.du.ac.in/fileadmin/DU/Academics/course_material/hrge_06.pdf, Accessed: 19.04.2013. S. de Beauvoir (1997) *Second Sex*, London:

Vintage. Saheli Women's Centre, (2007) *Talking Marriage, Caste and Community: Women's Voices from Within*, New Delhi: monograph

II. Feminism Essential Readings:

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

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

III. Movements and Issues History of Women's Movement in India

Essential Readings:

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

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

Violence against Women

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

IV. Work and Labour

a. Visible and Invisible work

Essential Reading:

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

b. Reproductive and care work

Essential Reading:

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

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

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

Additional Readings:

C. Zetkin, 'Proletarian Woman', Available at <http://www.marxists.org/archive/zetkin/1896/10/women.htm>, Accessed: 19.04.2013. F. Engels, *Family, Private Property and State*, Available at <http://readingfromtheleft.com/PDF/EngelsOrigin.pdf>, Accessed: 19.04.2013.

J. Ghosh, (2009) *Never Done and Poorly Paid: Women's Work in Globalising India*, Delhi: Women Unlimited Justice Verma Committee Report, Available at

<http://nlrd.org/womensrightsinitiative/justice-verma-committee-report-download-full-report>, Accessed: 19.04.2013.

N. Gandhi and N. Shah, (1992) *Issues at Stake – Theory and Practice in the Women’s Movement*, New Delhi: Kali for Women.

V. Bryson, (1992) *Feminist Political Theory*, London: Palgrave-MacMillan, pp. 175-180; 196-200
M. Mies, (1986) ‘Colonisation and Housewifisation’, in *Patriarchy and Accumulation on a World Scale* London: Zed, pp. 74-111, Available at <http://caringlabor.wordpress.com/2010/12/29/maria-mies-colonization-andhousewifization/>, Accessed: 19.04.2013.

R. Ghadially, (2007) *Urban Women in Contemporary India*, Delhi: Sage Publications.

S. Brownmiller, (1975) *Against our Wills*, New York: Ballantine.
Saheli Women’s Centre (2001) ‘Reproductive Health and Women’s Rights, Sex Selection and feminist response’ in S. Arya, N. Menon, J. Lokneeta (eds), *Nariwadi Rajneeti*, Delhi, pp. 284- 306

V. Bryson (2007) *Gender and the Politics of Time*, Bristol: Polity Press
Readings in Hindi: D. Mehrotra, (2001) *Bhartiya Mahila Andolan: Kal, Aaj aur Kal*, Delhi: Books for Change

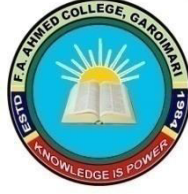
G. Joshi, (2004) *Bharat Mein Stree Asmaanta: Ek Vimarsh*, University of Delhi: Hindi Medium Implementation Board

N. Menon (2008) ‘Power’, in R. Bhargava and A. Acharya (eds) *Political Theory: An Introduction*, New Delhi: Pearson

N. Menon (2008) ‘Gender’, in R. Bhargava and A. Acharya (eds) *Political Theory: An Introduction*, New Delhi, Pearson

R. Upadhyay and S. Upadhyay (eds.) (2004) *Aaj ka Stree Andolan*, Delhi: Shabd Sandhan.

S. Arya, N. Menon and J. Lokneeta (eds.) (2001) *Naarivaadi Rajneeti: Sangharsh evam Muddey*, University of Delhi: Hindi Medium Implementation Board.



Office of the Principal i/c

F.A. AHMED COLLEGE, GAROIMARI

P.O.-Tukrapara, Dist- Kamrup, Assam, Pin: 781137

Website: www.faacollege.org:: E-mail: faacollege1984@gmail.com

Phone: 9859125838/8638499758/8638780793

Metric 1.3.1: Institution integrates cross-cutting issues relevant to Professional ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.

Human Values

Syllabi

SEMESTER: I

PAPER CODE: ARA-HC-1016

ARABIC PROSE AND POETRY-I

Unit-1

تَحَّةُ وَالتَّعَارُفُ

الأم (Mother)

أَسْرَتٌ

فَالْمَطْعَمِ

Unit-2

فَالسُّوقِ

فَالْمِزْرَعَةِ

فَالْفَصْلِ لِلدِّرَاسِ

الْوَقْتِ

Unit-3

شُرُوحُ (Teaching of Mother)

تَرْبِيَةُ الْأُمَمَاتِ (Praying)

دَعَاءِ

Unit-4

أَكْبَرُ مِنْ كَلِمَاتِ

نَشْدِ الشَّبَابِ الْمَسْلُومِ

وَالْفَتَاةِ عَلِ

Reading References:

1. سَاخِ أَطْبَايِ بِبِشْرِي خِ قَتُوقًا يَغَايِ بِبِي تَحَاظَاتِ تَادِي حِجَابِي.
2. دُونَا بِالْعَاهَةِ.
3. اِسْتَفَاخِ.
4. طَرَا بِخِ أَطْبَايِ بِبِي. 5. اِسْتَفَاخِ بِبِي تَحَاظَاتِ تَادِي حِجَابِي.

SEMESTER: I

PAPER CODE: ARA-HC-1026

POLITICAL HISTORY OF THE ARABS-I

(Time of Prophet Muhammad PBUH)

UNIT-I: Early life of the prophet Mohammad (PBUH)

- Birth, parentage and early life of the Prophet
- Marriage with Khadijah– preaching of Islam and hostility of the Quraysh
- Emigration to Abyssinia: first pledge of Aqabah
- Second pledge of Aqabah; the Hizrat

UNIT-II: The prophet at Makkah

- The conquest of Makkah (Battle of Hunayn)
- Campaign of Tabuk
- Farwell pilgrimage –Battle of Mutah

UNIT-III: The prophet at Madina

- State of Parties–Political, religious and social institutions at Madinah
- Battle of Badr, Uhud and Ditch: Causes, Events and result
- Treaty of Hdaybiah–conquest of Khaybar
- Character of the Prophet

UNIT-IV: Administration under the Prophet

- The sovereign– the province
- The revenue system
- The army and education system
- The Prophet as a reformer and as a nation builder

Reading References:

1. A Study of Islamic History by K. Ali
2. Concise History of Muslim World, Vol. I by Rafi Ahmad Fidai
3. Sirat-un-Nabi by Allamah Shibli Nu'mani
4. History of the Arabs by Philip K. Hitti 5. Study materials prepared by the Department of Arabic, Gauhati University

SEMESTER: II
PAPERCODE: ARA-HC-2016
ARABIC PROSE AND POETRY-II

Unit-1

الحرّة والمساواة و الخاء فوالسالم

بالدي

كفاتعلماللغةجدا

Unit-2

ابوبكرالصدوق (Abu-bakkar-Siddique R.)

الصحةوالطعام

التحادقوة

Unit-3

لوكنتعصفورا

نشدةالزكاة

أغرعلهنبيوةخاتم

Unit-4

هللامولدناتروموالئ

هاالحبانتسربالئ

اللغةالعربية

Reading References:

1. نساخ اظب اي پئب، شئ خ فكاايغحاى پئ تخاظا تاتاد اى حجباذ.
2. دوان أب نواس.
3. دوان أب القاسم الشاب.
4. دوان حافظ ابراهم.
5. ظأ زكا ت تاتاد.

SEMESTER: III
PAPER CODE: ARA-HC-3016
CLASSICAL ARABIC PROSE AND POETRY-I

Unit-1 (Story of Humanity)

غالمعابد

جائزة سوداء

النتقام

Unit-2 (Story of Humanity)

المجرم

الصدقة

سورة القدر

Unit-3

القبرة وابنها

ما بالعين

مرحبا

Unit-4

الموت

عجود بيد معنكم سكوب

حمدته لاوله للاحمد

Reading References:

1. نساخ اظب اى كى ب، شى خ فكاىغحاى كى تحاظاتاد اى حفاذ.
2. ظا اب ام.
3. ظا اطكاء.
4. ظا كتحعاى نى ز اشنى.
5. ظا شى ت كى تى ح.

SEMESTER: III
PAPERCODE: ARA-HC-3026
POLITICAL HISTORY OF THE ARABS-II
(Caliphate of Abu Bakar Siddique and Umar Farooq)

UNIT-I Abu Bakkar (R.A.)

- Early life of Abu Bakar and his accession
- Eradication of False prophet,
- Apostasy movement
- Invasion of Iran, Iraq and Syria

UNIT-II

- Battle of Yamama
- Admonition to the contraveners of Jakat system
- Formation of advisory council and province
- Administration, character and achievements of Abu Bakar

UNIT-III Umar Farooq (R.A.)

- Early life of Umar Farooq and his accession
- His services to Islam before his accession
- Expansion of Islamic Empire under Umar Farooq
- Conquest of Persia, Battle of Namarraq and Battle of Jasn

UNIT-IV

- Battle of Qadissia, Battle of Yarmok, Conquest of Syria
- Role of Khalid Bin Walid in expansion of Islamic empire during the reign of Umar Farooq
- Martyrdom of Umar Farooq
- Administration, character and achievements of Umar Farooq

Reading References:

1. A Study of Islamic History by K. Ali
2. Concise History of Muslim World, Vol. I by Rafi Ahmad Fidai
3. History of the Arabs by Philip K. Hitti
4. Study Materials developed by the Department of Arabic, Gauhati University

SEMESTER: IV
PAPER CODE: ARA-HC-4026
POLITICAL HISTORY OF THE ARABS-III
(Caliphate of Uthman and Ali)

UNIT-I: Caliph Uthman (R.A.)

- Early life of Uthman and his emigration to Abyssinia
- His services to Islam before his accession
- Accession of Uthman and revolt in Persia
- Roman invasion in Egypt

UNIT-II (Charges brought against Uthman)

- Causes of various revolts during the reign of Uthman
- Martyrdom of Uthman
- Administration, character and achievements of Uthman

UNIT-III: Caliph Ali (R.A.)

- Early life of Ali
- Services to Islam before the accession of Ali
- Battle of Camel, Battle of Siffin
- Causes of civil war during reign of Ali

UNIT-IV (Emergence of Khawarij)

- Causes of failure of Ali
- Martyrdom of Ali
- Administration, character and achievements of Ali

Reading References:

1. A Study of Islamic History by K. Ali
2. Concise History of Muslim World, Vol. I by Rafi Ahmad Fidai
3. Sirat-un-Nabi by Allamah Shibli Nu'mani
4. History of the Arabs by Philip K. Hitti
5. Study Materials developed by the Department of Arabic, Gauhati University

SEMESTER: V

PAPER CODE: ARA-HC-5016

CLASSICAL ARABIC PROSE AND POETRY-II

(Migrating story of Prophet Mohammad SM)

Unit-1 (Good behaviour with parents)

كُف هاجر النبى صلى ه عله و سلم
فى سبل السعادة و القن

بر الوالدن

Unit-2

أخالق المؤمن
خطبة النبى فى حجة الوداع
رسالة من مكة المكرمة

Unit-3

قاه أنت اهكالءائىك إأك ء الطئفبضاتح
إا أا تانكاكبتفضو
ذطفف إ اعأى كىلذفید

Unit-4

إا ت كضاللقاحف ظاى
أكقو إكفالى
إغا اىئىءى ءعفب إانى كئض

Reading References:

- 1 نساخ إ اظب اى كئب، شئى خ قكائىغحاى كئئ تخاظا تاءا كحفاذ.
- 2 ظأ أب اهكالءائى كئئ.
- 3 القراءة الراشدة.
- 4 ظأ قف ت انطط.

SEMESTER: V
PAPER CODE: ARA-HE-5016
FUNCTIONAL ARABIC-I

Unit-1 (Repaying service to the contribution of Parent)

بالدي

جزاء الوالدن

أدب الأكل و الشرب

Unit-2

عُد الضحى

قُمة الزمان

كُف أقضُ وَم

Unit-3

جزاء المعروف

فى مكتب البرد

قُمة الوقت

Unit-4

معرفة الوقت بالساعة

أوقات الفراغ

الغذاء الصح

Reading References:

1. لمحات من أدب العرب نشرت من قبل قسم اللغة العربية وآدابها بجامعة غوهات.
2. القراءة العربية عبد القدوس القاسم ، محمد ساجد القاسم.
3. ابيغح اى كپئ تحبغئ اناطقٍ تا.
4. اللغة العربية الوظفة.
5. القراءة الواضحة لواحد الزمان القاسم.
6. القراءة الراشدة ألب الحسن على الندوي.

ASM-HC-1016
অসমীয়াসাহিত্যৰবুৰঞ্জী
(History of Assamese Literature)
(চৰ্যাপদ-শংকৰীযুগ)

চতুৰ্থগোটে: বৈষ্ণৱআৰুপাঁচালীসাহিত্য

Unit-4: This unit basically reveals the religious customs of Sankerdeva, Madhabdeva, Bhattadeva etc.

এইগোটেবিশেষকশৈংকৰদেৱে, মাধৱদেৱে, ভট্টদেৱে, দুৰ্গাবৰ, সুকবিনাৰায়নদেৱেআদিকিৰি-সাহিত্যিকসকলৰবৈষ্ণৱআৰুপাঁচালীৰচনাবোৰতধৰ্মীয়নীতি-নীতি-আদৰ্শআদিশিৰোৰকথাপ্ৰকাশপাইছে।

ASM-HC-1026
(History of Assamese Literature)
উত্তৰশংকৰীযুগ
অসমীয়াসাহিত্যৰবুৰঞ্জী

দ্বিতীয়গোটে:—উত্তৰশংকৰীযুগৰসাহিত্য

Unit-2: This unit reveals life story of religious preachers and their ideals etc.

এইগোটেচৰিতসাহিত্যৰআলোচনাতশংকৰ-

মাধৱআদিগিৰুসকলৰচৰিতবোৰৰমাজদেগিৰুৰজীৱনী,ধৰ্ম-প্ৰচাৰনীতি-আদৰ্শৰকথাপ্ৰকাশপাইছে।

ASM-HC-3016
অসমীয়াসাহিত্যপ্ৰৱেশ

প্ৰথমগোটে-4—সাধুকথা, কবিতাআৰুগল্প

Unit-4: This unit is about the short story “Story of Champabati) of Lakshminath Bezbaruah that tells about the Polygomy and its evils.

ইয়াতলক্ষ্মীনাথবেৰুৱাৰ“চম্পাৱতীৰসাধু”নামৰসাধু-

কথাৰমাজদেসিঁমাজৰবহুবাহিহফলতঅৰ্থাৎসতনীসকলৰদ্বাৰাঘৰএখনকদিবতেনি-

তলিকধৈবংসহয়তাৰআভাসদাঙিৰাদখোঁয়ায়।

ASM-HC-3026
(A Glimse of Assamese Poetry)
অসমীয়াকবিতাৰচানকৌ

এইকাকতখনৰপ্ৰথমগোটেৰমাধৱকন্দলীৰ-

“চত্ৰিকটৰচত্ৰিক”আৰুদুৰ্গাবৰৰ“মায়াঅযোঃাধ্যাসসৃষ্টিআৰুচত্ৰিকাৰলীচতুৰ্দশীৰখলো”কবিতাদুটাৰ মাজদেৰিামচন্দৰপতিভক্তি,সীতাৰস্বামীভক্তিআৰুলক্ষ্মনৰভাতৃপ্ৰেমৰনদিৰ্শনফুটিউঠিছে।

Unit-1 elaborates about the loyalty of Lord Sri Ram to his father, honour of Sita to her husband and honour of Laxman to his brother etc.

দ্বিতীয়গোটেৰশংকৰদেৱৰ“শৰৎকাল”

কবিতাতহৰভক্তিঅবিহনেএইসংসাৰৰপৰাপৰিত্ৰানৰকোনাচমুপথনাইবুলসিষ্টিআভাসপোৱাযা
য়াআনহাতেএইগোটেৰে“দুৰ্গোপদীৰবলিাপ”

কবিতাতপাশাখলৈৰবাবেইযেধেৰমৰযুদ্ধঅৰ্থাৎকুবুক্ৰমত্ৰেৰযুদ্ধসংঘটিতহৈছিলিতাৰআভাস
(পাশাখলৈৰপৰনিতী) দাঙিধৰিছে।

Unit-2 reveals that without pray to God, there is no way of getting salvation of the Earth and also tells about the causes and consequences of war Kurukshetra was dicing.

চতুৰ্থগোটেৰ“পলস”কবিতাতমানুহবঅতীত,
বৰ্তমানআৰুভৱিষ্যতজীৱনৰউল্লেখকৰিছে।মানুহএইপৃথিবীতস্থায়ীনহয়।ধনী-দুখীয়া, ভাল-বয়ো,
সমাজৰউল্লেখযোগ্যমানুহে।এইসংসাৰৰপৰাযাবলাগবি।যাববাবেকবয়িকৈছিলিযেঅতীতকৰাকৰেল
ভালকামখনিহিবৰ্তমানচামমানুহবেচাৰকৰবিআৰুতঁওলোকেৰআদৰ্শৰআগুৱাইযাব।বৰ্তমানচাম
মানুহৰভালকামখনিৰিমাৰজতআহিৰকাচামতেওঁলোকেৰনীতি-
আদৰ্শথৰিাংকৰবি।অৰ্থাৎমানুহএইপৃথিবীতচৰিদনিজীয়াইথাকবিলাগলিকৈৰেলকামৰমাজদেখিকবি
পাৰা।

Unit-4 discusses about non-permanency of human life in the earth, All are to demise irrespective to rich-poor, good-bad, famous people etc. The only things will remain the good work of human beings.

ASM-HC-3036 Assamese Culture অসমৰসংস্কৃতি

এইকাকতখনৰচাৰণিটাগোটেৰমাজদেঅসমৰসংস্কৃতিৰআভাসদাঙিৰাৰলগতঅসমীয়াসমাজৰজন্ম,
বিবাহআৰুমৃত্যুৰলগতজড়িতলোকাচাৰৰআভাস, শাক্ত, শৰৈ, বৈষ্ণৱধৰ্মৰনীতি-নীতি,
অসমৰপৰিবেশ্যকলাআৰুপৰম্পৰাগতঅসমৰখলৈ-

ধমোলৰিআভাসআৰুইয়াৰমাজদেঅসমৰপ্ৰাচীনঐতিহ্যৰবিস্ময়জ্জ্ঞানলাভকৰবিপাৰা।

All the four units of this paper give a glimpse of Assamese culture that is obviously a good lesson for the readers.

ASM-HC-4016 Comparative Indian Literature তুলনামূলকভাৰতীয়সাহিত্য

এইকাকতখনতাসমীয়া,

হিন্দীআৰুবাংলাসাহিত্যৰতুলনাবলগতশেৰ□চন্দৰচট্টপাধ্যায়ৰ“অভাগীৰস্বৰ্গ”নামৰবাংলাগল্প
তখনী-

দুখীয়াৰজীৱনপৰিক্ৰমাৰমাজদেমিনৱতাবে।ধৰআভাসদাঙিৰিছে।উষাপ্ৰয়িম্বদাৰ“ৰাপচা”নামৰহী
ন্দীগল্পতচাকৰিকালতপত্ৰীৰমৰ্যদাআৰুঅৱসৰকালতপুত্ৰ-বোৱাৰীৰপৰাপোৱাঅনাদৰ-

অৱহলোৰচত্ৰফুটাইতুলটিকা-পইচাইসমাজতমানৱতাৰঅৱক্ষয়কৰাৰএকআভাসদাঙিৰিছে।

মুনসীপ্ৰমেচান্দৰ“নৰ্মলা”উপন্যাসৰমাজদেসমাজতছে।ৱালীৰমৰ্যদাআৰুকমবয়সতবয়িহে।ৱাল
গতলেবা-ছে।ৱালীৰবয়সৰমাজতব্যৱধানবছেছিলহেবপৰাসুবিধাবলিকৰবমিয়াদোঙিৰাদখোয়ায়।

Present paper gives a comparative study of Indian literature. In the story “Nirmala” of Munsii
Premachanda, it is stated about thepalce of Girlsin the society, disadvantages of early
marriage etc.

ASM-HC-4036

Assamese Story Literature

অসমীয়াগদ্যসাহিত্য

কাকতখনৰপ্ৰথমগোটেতশংকৰদেৱৰ“ৰুক্মিণীহৰণনাট”

আৰুমাধৱদেৱৰ“অৰ্জুন-

ভঞ্জননাট”তভগৱানশ্ৰীকৃষ্ণৰঐশ্বৰ্যকিমহমিপ্ৰকাশপাইছে।লগতে“বায়ুকৰতীমন্ত্ৰ”তবভিনিধ
ৰণৰৰোগ-ব্যাধিৰউল্লেখআৰুভক্তবিদ্বাৰাইয়াৰপৰাপত্ৰীৰনৰকথাপ্ৰকাশপাইছে।

দ্বিতীয়গোটেৰভট্টদেৱৰ“কথা-গীতা”ৰঅৰ্জুনৰবৰ্ষাদ-

যোগতকুবুক্ষতেৰযুদ্ধসংঘটতিহে।ৱাৰকাৰণআৰুইয়াতঅৰ্জুনৰচৰিত্ৰৰমাজদেগিৰু, পত্ৰী, পতিমহ,
ভাই, শশুৰ, শালা, সম্বন্ধী,
মামাআদকিযুদ্ধতমৰাতকভৈক্ৰিয়াকৰখি।ৱাভালবুলিউল্লেখকৰিছে।লগতেএইজগততকৰাকামৰফলস্
বৰ্গআৰুনৰকৰকথাকতৌৰবৰ্ণনাওদাঙিৰাদখোয়ায়।লগতেমোনুহকেৰাকামৰফলভগৱানহেদেয়ি।

(ভালকামৰভালফলআৰুবয়োঁকামৰবয়োঁফল)।

দ্বিতীয়গোটেৰগোটেপালচৰণদ্বজিৰ“গুৰুসৰোমাহাত্ম্য”পাঠতপ্ৰথমগুৰু-

পত্ৰী-মাতৃ,

দ্বিতীয়গুৰুশিক্ষাগুৰুআৰুতৃতীয়গুৰুভগৱান—এইতিনিগুৰুকমানলি,

পূজলিহেইজগতৰসকলে।পাপৰপৰাপত্ৰীৰনাভকৰিহেইজগততস্বৰ্গীয়সুখআৰুপৰজগততস্বৰ্গলা
ভকৰবিপাৰবিুলিউল্লেখআছে।

এইগোটেৰেঘূনাথমহন্তৰ“ৰামৰবন-গমন”পাঠতপত্ৰী-মাতৃৰকথাৰাখিববাবৰোমৰত্যাগ

(বনবাসলগৈমন), সীতাৰস্বামীভক্তআৰুলক্ষ্মনৰভাতৃপ্ৰমেফুটুইঠিছে।

এইকাকতৰতৃতীয়গোটেৰ

“গুৰুশিষ্যৰমণি-

কাঞ্চনসংঘোগ”পাঠতগুৰুআৰুশিষ্যৰচৰিত্ৰকনেহে।ৱাউচিততাৰবৰিৰণপোৱায়ায়।

Unit-1 of the paper reveals about the mystery of Lord Sri Krishna. Unit-2 reveals that it is
better to beg than participating in war. It also tells that one should obey his master (Guru).

The first guru is parent, second is teacher and the third guru is God. Without serving to guru, there is no way of getting rid of.

Unit-3 tells about what should be the relation between the teacher and followers etc.

ASM-HC-5016

Assamese Drama and its art of Staging

অসমীয়ানাটকআৰুপৰিবেশনশলী

এইকাকতখনৰমাজদেবিভিন্ৰপ্ৰকাৰৰনাটকবৰষিয়ৱেলেলখেৰৰাৰউপৰিওতৃতীয়গোণটববুৰঞ্জীমূলক নাটপ্ৰসন্নলালচৌধুৰীৰ“নীলাম্বৰ”নাটকৰমাজদেঅসমৰঅতীতৰশৌৰ্য-বীৰ্য, দশে-প্ৰমেৰআভাসআৰুবৰ্তমানচামকইয়াৰবৰষিয়ৱেলেগতকৰোৱাৰকথাপ্ৰকাশপাইছে।

Unit-3 of the paper reveals about the patriotism and how the present generation can be cognized about.

ASM-HE-5036

Sankerdeva

শংকৰদেৱ

এইকাকতখনৰচাৰিওটাগোণটবৰমাজদেশিংকৰদেৱৰবৰষিয়ৱেলেলখেৰৰাৰউপৰিওবৰগীত, কীৰ্ত্তন-ঘোষাআৰুনাটকবোৰৰমাজদেধিৰমীয়াভাৱআৰুমানৱতাবোৰপ্ৰচাৰকৰাদখোয়ায়।

All the four units of the paper reveal about Vaishnavites of Sri Sri Sankerdeva. Propagation of Religion and Humanity among the people is the essence of the paper.

ASM-HC-6016

Assamese Short Story and Story

অসমীয়াচুটগিল্পআৰুউপন্যাস

এইকাকতৰদ্বাৰাঅসমীয়াচুটগিল্পআৰুউপন্যাসবৰষিয়ৱেলেলখেৰৰাৰউপৰিওচতুৰ্থগোণটবৰমামনৰিয় চমগোণস্বামীৰ“দঁতালহাতীৰউয়েথোৱাহাওদা”নামৰউপন্যাসখনৰমাজদেসিমাৰজাত-পাত, বধিৱাবিহাআৰুজমদিাৰীপ্ৰথাৰদ্বাৰামানৱতাবাদৰকথাপ্ৰকাশপাইছে।

Unit-4 of the paper reveals about the casteism, widow marriage and humanity through the Zamindary system.

EDU-HC-3036

VALUE AND PEACE EDUCATION

Total Marks: 100 (External: 80 and Internal: 20) Credit-6

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

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

Unit-1: Value

- Concept and characteristics of value.
- Sources of value
- Impact of globalization on culture and values.
- Importance of values in human life

Unit-2: Types of values, their characteristics, functions and educational significance

- Core values.
- Social values
- Moral values
- Religious and spiritual values.
- Aesthetic values.

- Personal values

Unit-3: Value Education

- Concept, characteristics, Objectives and Importance of value education.
- Value education at different stages – - Primary - Secondary - Higher education.
- Role of teacher and family in imparting value education.

Unit-4: Peace Education

Meaning, definition and characteristics of peace.

- Importance of peace in human life.
- Teacher's role in promoting peace.
- Concept, need and characteristics of peace education
- Curricular contents of peace education at different levels – Primary, Secondary and Higher Education
- Strategies and skills in promoting peace education
- Relevance of peace education in national and international context

Unit-5: Challenges of Peace education and Role of Different Organisations

- Challenges of peace education
- Role of national and international organizations for promoting peace education –
 - International Institute for Peace (IIP),
 - UNESCO,
 - International Peace Bureau (IBP),
 - UNO - UNICEF,
 - Global Peace Foundation (GPF),
 - Mahatma Gandhi Institute of Education for Peace and Sustainable Development.

Recommended Readings:

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

➤ Suryanarayana.N.V.S. (2017). Education and Human Value.Guwahati: Nivedita Book Distributors

EDU-HE-5036

HUMAN RIGHTS EDUCATION

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

Unit-1: Basic Concept of Human Rights

- 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:
 - 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

- 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

- ❖ 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

- Role of Global Agencies: UN, UNESCO, Vienna Declaration
- Role of Government and Non-Governmental Organizations.
- Role of educational institutions.
- Role of press and mass media

Unit-5:Human Rights and Marginalised Sections

- Human Rights related to Racial Discrimination
- Human Rights related to Religions and Religious Minorities
- Human Rights related to Linguistic Minorities
- Human Rights related to Communal Minorities
- Human Rights related to Refugees
- Human Rights related to Aged
- Human Rights related Women and Children
- Human Rights related to Differently Abled
- Human Rights related to Transgender

Recommended Readings:

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

➤ Reddy & Others (2015). *Human Rights Education*. Hyderabad: Neelkamal Publications Pvt. Ltd

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

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

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

HIN-HC-1016

हिन्दी साहित्य का इतिहास (रीतिकाल तक)

कुल अंक:100

बाह्य परीक्षण:80

आन्तरिक परीक्षण:20

क्रेडिट:6 (व्याख्यान:4 + ट्यूटोरियल:2)

लक्ष्य:हिद्यार्थियों को आदकालीन, भहिकालीन एवंरीतिकालीन हिन्दी साहित्य के इहतिास की सम्प्यक् जानकारीदेना प्रस्तुत प्रश्न-पत्र का प्रमुख लक्ष्य है ।

इकाई1 आदिकाल – सीमांकन, नामाकरण, परिस्थितियाँ, सिद्ध साहित्य, नाथ साहित्य, जैनसाहित्य, रासो काव्यइकाई 2 भहिकाल – सीमांकन, नामाकरण, परिस्थितियाँ, सन्त काव्य, सूफी काव्य, रामकाव्य, कृष्णकाव्य

इकाई 3रीतिकाल – सीमांकन, नामाकरण, परिस्थितियाँ, रीतिबद्ध, रीतिसिद्ध, रीतिमुक्त काव्यधारा

सन्दर्भ ग्रन्थ:

1. हिन्दी साहित्य का इतिहास – आचार्य रामचन्द्र शुक्ल, नागरी प्रचारिणी सभा, वाराणसी ।
2. हिन्दी साहित्य का इतिहास – आचार्यहजारी प्रसाद दिवेदी, बिहारराष्ट्रभाषा परिषद, पटना ।
3. हिन्दी साहित्य की भूमिका – आचार्यहजारी प्रसाद दिवेदी, राजकमल प्रकाशन, दिल्ली ।
4. हिन्दी साहित्य का इतिहास -- डा० नगेन्द्र (संपा.), नेशनल पब्लिशिंग हाउस, नयी दिल्ली ।
5. हिन्दी साहित्य का दूसरा इतिहास – डॉ० बच्चन सिंह राधाकृष्ण प्रकाशन, नयी दिल्ली ।
6. रीतिकाव्य की भूमिका – डॉ० नगेन्द्र, नेशनल पब्लिशिंग हाउस, नयी दिल्ली ।
7. रीतिकाल: तथ्य और चिन्तन – डॉ० सरोजिनी पाण्डेय, विकास प्रकाशन, जवहर नगर, कानपुर ।
8. हिन्दी साहित्य का वैज्ञानिक इतिहास (भाग 1 और 2) – डॉ० गणपतिचन्द्र गुप्त, लोकभारती प्रकाशन, इलाहाबाद ।
9. रीतिकाव्य – नन्दकिशोर नवल, राजकमल प्रकाशन, नयी दिल्ली ।

HIN-HC-1026

हिन्दीसाहित्यकाइतिहास (आधुनिककाल)

कुल अंक:100

बाह्य परीक्षण:80

आन्तरिक परीक्षण:20

क्रेडिट:6 (व्याख्यान:4 + ट्यूटोरियल:2)

लक्ष्य: हिद्यार्थियों को आधुनिक हिन्दी साहित्य के इतिहास की सम्प्यक् जानकारी देना, साथ ही उन्हें खड़ीबोली हिन्दीगद्य के उद्भव एवंविकास के साथ परिचित कना इस प्रश्न-पत्र का प्रमुख लक्ष्य है।

इकाई 1 आधुनिक काल – सीमांकन, नामाकरण, परिस्थितियाँ, आधुनिक और आधुनिकता केतात्पर्य, भारतेन्दुयुगीन काव्य-प्रवृत्तियाँ एवं प्रमुख कवि

इकाई 2 दिवेदी-युग, छायावाद, प्रगतिवाद- काव्य-प्रवृत्तियाँ एवं प्रमुख कवि

इकाई 3 प्रयोगवाद, नयी कविता, समकालीन कविता- काव्य-प्रवृत्तियाँ एवं प्रमुख कविइकाई

4 हिन्दी गद्य (खड़ीबोली) का हिकास– स्वतंत्रता-पूर्व एवं स्वतंत्रता केबाद की खड़ीबोली

सन्दर्भ ग्रन्थ:

1. हिन्दी साहित्य का इतिहास – आचार्य रामचन्द्र शुक्ल, नागरी प्रचारिणी सभा,वाराणसी।
2. हिन्दी साहित्य का वैज्ञानिक इतिहास (भाग 1 और2) –डॉ० गणपतिचन्द्र गुप्त, लोकभारती प्रकाशन, इलाहाबाद।
3. हिन्दी साहित्य का इतिहास -- डा० नगेन्द्र (संपा.), नेशनल पब्लिशिंग हाउस, नयी दिल्ली।
4. हिन्दी साहित्य का दूसरा इतिहास – डॉ० बच्चन सिंहराधाकृष्ण प्रकाशन, नयी दिल्ली।
5. हिन्दी साहित्य का आधुनिक इतिहास – डॉ० तारिकानाथ बाली, प्रभात प्रकाशन, नयी दिल्ली।

HIN-HC-2016
आदिकालीन एवं मध्यकालीन हिन्दी कविता
कुल अंक:100
बाह्य परीक्षण:80
आन्तरिक परीक्षण:20
क्रेडिट:6 (व्याख्यान:4 + ट्यूटोरियल:2)

लक्ष्य: विद्यार्थियों को विद्यापति, कबीर,जायसी, सूरदास, तुलसीदास, बिहारी, घनानन्द जैसी अमरविभूतियोंकाकाव्य-रस प्रदान करना, साथ ही उन्हें मैथिली, सधुक्की, अवधी और ब्रजी हिन्दी से परिचित कराना प्रस्तुत प्रश्न-पत्र काप्रधान लक्ष्य है।

इकाई 1 पाठ: विद्यापति (पद 1-18)

पाठ: कबीर (साखी 1-15), (पद 1-4),जायसी (मानसरोदक खण्ड)

इकाई 2 पाठ: सूरदास (हिनय, बाल-वर्णन), तुलसीदास (पुष्पवाटिका प्रसंग)

इकाई 3 पाठ: बिहारी (दोहा1-15), घनानन्द (पद 2, 3, 4, 5, 6) [रीतिकाव्य-संग्रह से]

निर्धारित पाठ्य-पुस्तक:

1. विद्यापति -- डॉ॰ आनन्द प्रकाश दीक्षित (संपा.), साहित्य प्रकाशन मन्दिर, ग्वालियर।
2. मध्ययुगीन काव्य -- डॉ॰ बृजनारायण सिंह (संपा.), नेशनल शिंगपब्लिहाउस, नयी दिल्ली।
3. रीतिकाव्य-संग्रह -- डॉ॰ विजयपाल सिंह (संपा.), लोकभारती प्रकाशन, इलाहाबाद

सन्दर्भ ग्रन्थ:

1. विद्यापति - शिवप्रसाद सिंह, लोकभारती प्रकाशन, इलाहाबाद।
2. विद्यापति काव्य का सांस्कृतिक अध्ययन – डॉ॰ अमूल्य चन्द्र बर्मन, असम हिन्दी प्रकाशन, गुवाहाटी।
3. कबीर-मीमांसा – डॉ॰ रमचन्द्रतिवारी, लोकभारती प्रकाशन, इलाहाबाद।
4. जायसी: एक नयी दृष्टि – डॉ॰ रघुवंश, लोकभारती प्रकाशन, इलाहाबाद।
5. कबीर – आचार्यहजारी प्रसाद दिवेदी, राजकमल प्रकाशन, इलाहाबाद।
6. सूर और उनका साहित्य – डॉ॰ हरवंशलाल शर्मा, भारत प्रकाशन मन्दिर, अलीगढ़।
7. तुलसी साहित्य: विवेचन और मूल्यांकन – डॉ॰ देवेन्द्रनाथ शर्मा, नेशनल पब्लिशिंग हाउस, नयी दिल्ली

8. गोस्वामी तुलसीदास – आचार्यरामचन्द्र शुक्ल, प्रकाशन संस्थान, नयी दिल्ली ।
9. बिहारी का नया मूल्यांकन – डॉ० बच्चन सिंह, लोकभारती प्रकाशन, इलाहाबाद ।
10. बिहारी का काकाव्य-सौष्ठव – डॉ० कल्पना पटेल, विद्या प्रकाशन, कानपुर ।
11. घनानन्द का साहित्यिक अवदान – डॉ० हनुमंत रणखांब, विद्या प्रकाशन, कानपुर।

HIN-HC-2026

आधुनिक हिन्दी कविता (छायावाद तक)

कुल अंक:100

बाह्य परीक्षण:80

आन्तरिक परीक्षण:20

क्रेडिट:6 (व्याख्यान:4 + ट्यूटोरियल:2)

लक्ष्य: हिद्यार्थियों को खड़ीबोली हिन्दी में रचित भारतेन्दुयुगीन, दिवेदीयुगीन और छायावादयुगीन कविताओं का रसप्रदान करते हुए उन्हें आधुनिक-बोध तथा आधुनिक काव्य-शिल्प से परिचित कराना प्रस्तुत प्रश्न-पत्र का प्रधान लक्ष्य है ।

इकाई 1 निर्धारित पाठ: भारतेन्दु (निज भाषा उन्नति, आत्म प्रबोधन), मथिलीशरण गुप्त {(यशोधारा)-

इकाई 2 निर्धारित पाठ: मथिलीशरण गुप्त (मातृभूमि), निराला {(सरोज-स्मृति), पन्त {(परिवर्तन नौका विहार)-

इकाई 3 निर्धारित पाठ: महादेवीवर्मा (बीन भी हूँ मैं तुम्हारीरागिनी भी हूँ, मन्दिर का दीप), प्रसाद (चिन्ता सर्ग-- कामायनी)

निर्धारित पाठ्य-पुस्तक:

1. हिन्दी काव्य सुधा, गौहाटी हिश्वविद्यालय प्रकाशन ।
2. आधुनिक काव्यधारा -- डॉ० विजयपाल सिंह (संपा.), अनुराग प्रकाशन, वाराणसी ।
3. राष्ट्रवाणी -- वासुदेवसिंह (संपा.), संजय बुक सेंटर, वाराणसी (उत्तर प्रदेश) ।
4. आधुनिक काव्य-संग्रह -- रामवीरसिंह (संपा.), केन्द्रीय हिन्दी संस्थान, आगरा ।

सन्दर्भ ग्रन्थ:

1. आधुनिक हिन्दी कविता – डॉ० हिश्वनाथ प्रसाद तिवारी, राजकमल प्रकाशन, नयी दिल्ली ।
2. भारतेन्दु हरिश्चन्द्र और हिन्दी नवजागरण की समस्याएँ-- डॉ० रामविलास शर्मा, राजकमल प्रकाशन, नयी दिल्ली ।
3. भारतेन्दु: एक नयी दृष्टि – लहरीराम मीणा, स्वराज प्रकाशन, नयी दिल्ली ।
4. मैथिलीशिण गुप्त के काव्य की अंतर्कथाओं के स्रोत -- शशि अग्रवाल, हिन्दी साहित्य सम्मेलन, प्रयाग ।

5. निराला की साहित्य-साधना – डॉ० रामविलास शर्मा, राजकमल प्रकाशन, नयी दिल्ली ।
6. कवि सुमित्रानन्दन पन्त – आचाया नन्ददुलारेवाजपेयी, प्रकाशन संस्थान, दिल्ली ।
7. महादेवी – डॉ० परमानन्द श्रीवास्तव, लोकभरती प्रकाशन, इलाहाबाद ।
8. कामायनी: एक पुनर्विचार – गजानन माधव 'मुक्तिबोध', राजकमल प्रकाशन, नयी दिल्ली ।
9. छायावाद की परिक्रमा -- श्याम किशोर मिश्र, लोकभरती प्रकाशन, इलाहाबाद ।
10. प्रसाद, पन्त और मैथिलीशरण – रामधारीसिंह 'दिनकर', लोकभरती प्रकाशन, इलाहाबाद ।
11. जयशंकर प्रसाद – आचाया नन्ददुलारेवाजपेयी, लोकभरती प्रकाशन, इलाहाबाद ।

HIN-HC-3016

छायावादोत्तर हिन्दी कविता

कुल अंक:100

बाह्य परीक्षण:80

आन्तरिक परीक्षण:20

क्रेडिट:6 (व्याख्यान:4 + ट्यूटोरियल:2)

लक्ष्य:हिद्यार्थियों को हिन्दी की प्रगतिवादी, राष्ट्रीय-सांस्कृतिक, प्रयोगवादी और नयी कविता की संवेदना एवंशिल्पगत विशेषताओं की सम्प्यक् जानकारी देना प्रस्तुत प्रश्न-पत्र का प्रमुख लक्ष्य है ।

इकाई 1 पाठ: केदारनाथ अग्रवाल (चन्द्र गहना से लौटती बेर, मांझी न बजाओ बंसी मेरा मनडोलता)

पाठ: नागार्जुन (ये दंतुरित मुस्कान, अकाल और उसके बाद)

इकाई 2 पाठ: दिनकर (हिमालय)माखनलाल चतुर्वेदी (कैदी और कोकिला, पुष्प की अभिलाषा), भवानीप्रसाद मिश्र (गीतफरोश, बूँद टपकी एक नभ से), अज्ञेय (कलगी बाजरे की)

इकाई 3 पाठ:रघुवीरसहाय (नेता क्षमा करें, हँसो हँसो जल्दी हँसो), सर्वेस्वरदयाल सक्सेना (दुःख, भूख), । गिरिजा कुमार माथुर (आजहै केसररंगरंगे बन, छाया मत छूना मन)

निर्धारित पाठ्य-पुस्तक:

1. छायावादोत्तर काव्य-संग्रह –रामनारायण शुक्ल औरडॉ० श्रीनिवास पाण्डेय (संपा.), संजय बुक सेंटर, वाराणसी

2. आधुनिक काव्यधारा – डॉ० विजयपाल सिंह (संपा.), अनुराग प्रकाशन, वाराणसी ।

सन्दर्भ ग्रन्थ:

1. आधुनिक कविता यात्रा – डॉ० रामस्वरूप चतुर्वेदी, लोकभरती प्रकाशन, इलाहाबाद ।

2. कवि अज्ञेय – नन्दकिशोर नवल, राजकमल प्रकाशन, नयी दिल्ली ।

3. कवि केदारनाथ अग्रवाल – डॉ० धी. के . रामचन्द्रन, विद्या प्रकाशन, कानपुर ।

4. गिरिजाकुमार माथुर के काव्य का शिल्प-विधान-डॉ० शुभा वाजपेयी, विद्या प्रकाशन, कानपुर

5. समकालीन हिन्दी कविता – ए. अरविन्दाक्षण, राधाकृष्ण प्रकाशन, नयी दिल्ली ।

6. नागार्जुन और उनकी कविता – नन्दकिशोर नवल, राजकमल प्रकाशन, नयी दिल्ली ।

7. नागार्जुन के काव्य में यथार्थ- डॉ० शैलेश पाण्डेय, विद्या प्रकाशन, कानपुर ।

8. सर्वेस्वर: सौन्दर्य और प्रेम – डॉ० रामशंकर त्रिपाठी, विनय प्रकाशन, कानपुर ।

9. रघुवीर सहाय की कविता: चिन्तन एवं शिल्प – डॉ० उषा मिश्र, विनय प्रकाशन, कानपुर ।
10. माखनलाल चतुर्वेदी: काव्य एवं दर्शन – डॉ० दिनेश चन्द्र वर्मा, विद्या प्रकाशन, कानपुर ।
11. दिनकर: अर्धनारीश्वर कवि – नन्दकिशोर नवल, राजकमल प्रकाशन, नयी दिल्ली ।
12. भवानीप्रसाद मिश्र की कविता: रचना-दृष्टि, संवेदना और शिल्प – डॉ० अश्विनी कुमार शुक्ल, विद्या प्रकाशन,

HIN-HC-4026

हिन्दी कथा साहित्य

कुल अंक:100

बाह्य परीक्षण:80

आन्तरिक परीक्षण:20

क्रेडिट:6 (व्याख्यान:4 + ट्यूटोरियल:2)

लक्ष्य: विद्यार्थियों को हिन्दी कथा साहित्य (उपन्यास और कहानी) के स्वरूप, उद्भव एवं विकास की जानकारी देते हुए चुनिन्दा उपन्यासों और कहानियों के माध्यम से उभरते हुए जीवन-बोध से उन्हें परिचित कराना प्रस्तुत प्रश्न-पत्र का प्रमुख लक्ष्य है ।

इकाई 1 उपन्यास एवं कहानी: परिभाषा, तत्व एवं प्रकार, उपन्यास और कहानी में अन्तर, हिन्दी उपन्यास एवं कहानी का उद्भव और विकास

इकाई 2 त्यागपत्र (जैनेन्द्र कुमार), आपका बंटी (मन्नू भण्डारी)

इकाई 3 उसने कहा- था (चन्द्रधरशर्मा 'गुलेरी'), पूस की रात (प्रेमचन्द), आकाशदीप (जयशंकर प्रसाद), हार की जीत (सुदर्शन), पाज़ेब (जैनेन्द्र कुमार), मिस पाल (मोहन राकेश), सिक्का बदल गया (कृष्णा सोबती), पिता (ज्ञानरंजन)

निर्धारित पाठ्य-पुस्तक एवं ऑनलाइन लिंक्स:

1. त्यागपत्र – जैनेन्द्र कुमार, पूर्वदय प्रकाशन, नई दिल्ली ।
2. आपका बंटी – मन्नू भण्डारी, राधाकृष्ण प्रकाशन, नई दिल्ली ।
3. कथा िीथी – डॉ० प्रेमनारायण शुक्ल (संपा.), ग्रंथम, कानपुर ।
4. श्रेष्ठ किाहनयाँ– डॉ० विजयपाल सिंह (संपा.), जयभारती प्रकाशन, इलाहाबाद ।
5. हार की जीत (सुदर्शन) -- <https://www.hindisamay.com/content/422/1/>

6. मिस पाल (मोहन राकेश) – <https://www.hindisamay.com/content/54/1/>
7. सिक्का बदल गया (कृष्णा सोबती) – <https://www.hindisamay.com/content/171/1/>
8. प्रतिनिधि किाहनयाँ- डॉ॰ बच्चन सिंह (संपा.), अनुराग प्रकाशन, वाराणसी ।

सन्दर्भ ग्रन्थ:

1. प्रेमचन्द – डॉ॰ रामविलास शर्मा, राधाकृष्ण प्रकाशन, नयी दिल्ली ।
2. प्रेमचन्द: साहित्य-विवेचन – आचार्य नन्ददुलारेवाजपेयी, राजकमल प्रकाशन, नयी दिल्ली ।
3. हिन्दी उपन्यास का इतिहास – डॉ॰ गोपाल राय, राजकमल प्रकाशन, नयी दिल्ली ।
4. हिन्दी उपन्यास: एक अंतयात्रा -- डॉ॰ रामदरश मिश्र, राजकमल प्रकाशन, नयी दिल्ली ।
5. आधुनिक हिन्दी उपन्यास: सृजन और आलोचना – डॉ॰ चन्नकान्त बांददबिकि, नेशनल पब्लिशिंग हाउस, नयीदिल्ली ।
6. हिन्दी कहानी की विकास-प्रक्रीया – आनन्द प्रकाश, लोकभारती प्रकाशन, इलाहाबाद ।
7. नयी कहानी की भूमिका – कमलेश्वर, वाणी प्रकाशन, दिल्ली ।
8. हिन्दी कहानी: अंतरंग पहचान – डॉ॰ रामदरश मिश्र, वाणी प्रकाशन, दिल्ली ।
9. हिन्दी कहानी के आन्दोलन: उपलधियाँ और सीमाएं – रजनीश कुमार, नेशनल पब्लिशिंग हाउस, नयीदिल्ली ।
10. जैनेन्द्र के उपन्यास – डॉ॰ परमानन्द श्रीवास्तव, लोकभारती प्रकाशन, इलाहाबाद ।
11. मनोवैज्ञानिक उपन्यासकार जैनेन्द्र – डॉ॰ सुशील जी. धर्मानी, विनय प्रकाशन, कानपुर ।
12. मन्नू भण्डारी और आपका बंटी – मालविका, लोकभारती प्रकाशन, इलाहाबाद ।
13. कहानीकार प्रेमचन्द: रचना-दृष्टि और रचना-विधान – शिवकुमार मिश्र, लोकभारती प्रकाशन, इलाहाबाद ।
14. कहानीकार मोहन राकेश – ईश्वर प्रसाद बिदादा, विनय प्रकाशन, कानपुर ।

HIN-HC-4036

हिन्दी नाटक एवं एकांकी

कुल अंक: 100

बाह्य परीक्षण: 80

आन्तरिक परीक्षण: 20

क्रेडिट: 6 (व्याख्यान: 4 + ट्यूटोरियल: 2)

लक्ष्य: विद्यार्थियों को हिन्दी नाटक एवं एकांकी साहित्य के स्वरूप, उद्भव एवं विकास की जानकारी देते हुए चुनिन्दा नाटकों एवं एकांकियों के माध्यम से उभरते हुए आधुनिक जीवन-बोध से उन्हें परिचित कराना प्रस्तुत प्रश्न-पत्र का प्रमुख लक्ष्य है ।

इकाई 1 नाटक एवं एकांकी: परिभाषा, तत्व एवं प्रकार, नाटक एवं एकांकी में अन्तर, हिन्दी नाटक एवं एकांकी का उद्भव और विकास

इकाई 2 नाटक: भारत दुर्दशा (भारतेन्दु हरिश्चन्द्र), आषाढ का एक दिन (मोहन राकेश)

इकाई 3 एकांकी: विषकन्या (गोहिन्द वल्लभ पन्त), भोर का ताराजगदीशचन्द्र माथुर), ये स्वतन्त्रता का युग (उदयशंकर भट्ट)

निर्धारित पाठ्य-पुस्तक:

1. भारत दुर्दशा – भारतेन्दु हरिश्चन्द्र, संजय बुक सेंटर, वाराणसी।
2. आषाढ का एक दिन – मोहन राकेश, राजपाल एण्ड सन्स, नयी दिल्ली ।

3. छोटा नाटक – डॉ॰ शुकदेव सिंह (संपा.), अनुराग प्रकाशन, वाराणसी ।
4. नए एकांकी – अज्ञेय (संपा.), राजपाल एण्ड सन्स, नयी दिल्ली ।
5. श्रेष्ठ एकांकी – डॉ॰ विजयपाल सिंह (संपा.), नेशनल पब्लिशिंग हाउस, नयी दिल्ली ।

सन्दर्भ ग्रन्थ:

1. मोहन राकेश और उनके नाटक – डॉ॰ गिरीश रस्तोगी, लोकभारती प्रकाशन, इलाहाबाद ।
2. हिन्दी नाटक – डॉ॰ बच्चन सिंह, राधाकृष्ण प्रकाशन, नयी दिल्ली ।
3. हिन्दी नाटक: उद्भव और विकास – डॉ॰ दशरथ ओझा, नेशनल पब्लिशिंग हाउस, नयी दिल्ली ।
4. हिन्दी साहित्य का इतिहास – डॉ॰ नगेन्द्र (संपानेशनल पब्लिशिंग हाउस, नयी दिल्ली) ।
5. कृति मूल्यांकन: आषाढ का एक दिन – आशीषनन्दिपाठी (संपा.), राजपाल एण्ड सन्स, नयी दिल्ली ।
6. भारतेन्दु हरिश्चन्द्र का रचना-संसार: एक पुनर्मूल्यांकन – डॉ॰ वीरेन्द्रसिंह यादव, साहित्य रत्नाकर, कानपुर।
7. नाटककार भारतेन्दु की रंग-परिकल्पना – सत्येन्द्र कुमार तनेजा, राधाकृष्ण प्रकाशन, नयी दिल्ली ।
8. समकालीन हिन्दी नाटक – नरनारायण राय, सन्मार्ग प्रकाशन, दिल्ली ।
9. हिन्दी एकांकी – सिद्धनाथ कुमार, राधाकृष्ण प्रकाशन, नयी दिल्ली ।
10. नाटककार: जगदीशचन्द्र माथुर – गोहिन्द चातक, राधाकृष्ण प्रकाशन, नयी दिल्ली ।

HIN-HC-5016

हिन्दी निबन्ध एवं अन्य गद्य विधाएँ

कुल अंक: 100

बाह्य परीक्षण: 80

आन्तरिक परीक्षण: 20

क्रेडिट: 6 (व्याख्यान: 4 + ट्यूटोरियल: 2)

लक्ष्य: विद्यार्थियों को हिन्दी निबन्ध, संस्मरण और रेखाचित्र के स्वरूप तथा हिन्दी निबन्ध साहित्य के इतिहास की जानकारी देते हुए रचनाओं के माध्यम से इन प्रभावी गद्य-विधाओं की शिल्पगत विशेषताओं के साथ उन्हें परिचित कराना प्रस्तुत प्रश्न-पत्र का प्रमुख लक्ष्य है ।

इकाई 1 निबन्ध, संस्मरण, रेखाचित्र: परिभाषा, स्वरूप एवं तत्व, हिन्दी निबन्ध का उद्भव और विकास

इकाई 2 मजदूरी और प्रेम (सरदार पूर्ण सिंह), करुणा (आचार्य रामचन्द्र शुक्ल), देवदारु (आचाया हजारी प्रसाद दिवेदी), मेरे राम का मुकुट भींग रहा है (विद्यानिवास मिश्र), महाकवि जयशंकर प्रसाद (शिवपूजन सहाय)

इकाई 3 तुम्हारी स्मृति (माखनलाल चतुर्वेदी), भक्तिन (महादेवीवर्मा), सुभान खाँ (रामवृक्ष बेनीपुरी), पीपल (अज्ञेय)

निर्धारित पाठ्य-पुस्तक एवं ऑनलाइन लिंक्स:

1. चिन्तामणि (पहला भाग) – आचार्य रामचन्द्र शुक्ल, इंडियन प्रेस (पब्लिकेशनस), प्राइवेट लिमिटेड, प्रयाग ।
2. विद्यानिवास मिश्र के ललित निबन्ध – भोलाभाई पटेल एवं रामकुमार गुप्त (संपा.), जयभारती प्रकाशन, इलाहाबाद।

3. श्रेष्ठ निबन्ध – डॉ० आलोक गुप्त (संपा.), शिक्षा भारती, दिल्ली ।
4. हिन्दी निबन्ध – डॉ० शिव प्रसाद सिंह (संपा.), हिन्दी प्रचारक संस्थान, वाराणसी ।
5. महाकविजयशंकर प्रसाद (शिवपूजन सहाय) -- [http://gadyakosh.org/gk/%E0%](http://gadyakosh.org/gk/%E0%00)
6. समय के पाँव -- माखनलाल चतुर्वेदी, भारतीय ज्ञानपीठ, नयी दिल्ली ।
7. रेखाचित्र -- महादेवीवर्मा, राजपाल एण्ड सन्स, नयी दिल्ली ।
8. संस्मरण और रेखाचित्र – उर्मिला मोदी (संपा.), अनुराग प्रकाशन, वाराणसी ।

सन्दर्भ ग्रन्थ:

1. हिन्दी निबन्धकार – प्रो० जयनाथ 'नलिन', आत्माराम एण्ड सन्स, दिल्ली ।
2. हिन्दी के प्रतिनिधि निबन्धकार – राजकिशोर सिंह, प्रकाशन केन्द्र, लखनऊ ।
3. गद्य की नयी विधाओं का विकास – मज़दा असाद, प्रभात प्रकाशन, नयी दिल्ली ।
4. ललित निबन्ध – केन्द्रीय हिन्दी संस्थान, आगरा ।
5. हिन्दी साहित्य का इतिहास – डॉ० नगेन्द्र (संपा.), नेशनल पब्लिशिंग हाउस, नयी दिल्ली ।
6. भारतीय काव्यशास्त्र – डॉ० भगीरथ मिश्र, विश्वविद्यालय प्रकाशन, वाराणसी ।
7. विद्यानिवास मिश्र के निबंधों में सांस्कृतिक चेतना – डॉ० अभिलाषा ठाकुर, विनय प्रकाशन, कानपुर ।
8. हिन्दी के श्रेष्ठ रेखाचित्र – डॉ० चौथीराम यादव (संपा.), विश्वविद्यालय प्रकाशन, वाराणसी ।

HIN-HE-5016

लोक-साहित्य-चिन्तन

कुल अंक: 100

बाह्य परीक्षण: 80

आन्तरिक परीक्षण: 20

क्रेडिट: 6 (व्याख्यान: 4 + ट्यूटोरियल: 2)

लक्ष्य: विद्यार्थियों को लोक, लोक-वार्ता, लोक-संस्कृत और लोक-साहित्य (लोक-गीत, लोक-नाट्य, लोक-कथा आदि) की सम्पृक्त जानकारी देते हुए उन्हें लोक-जीवन की सरसता की ओर उन्मुख करना प्रस्तुत प्रश्न-पत्र का प्रमुख लक्ष्य है ।

इकाई 1 लोक और लोक-वार्ता, लोक-संस्कृत की अवधारणा, लोक-वार्ता और लोक-संस्कृति, लोकसंस्कृत और साहित्य, साहित्य और लोक का अंतर्संबंध, लोक-साहित्य के अध्ययन की समस्याएँ

इकाई 2 भारत में लोक-साहित्य के अध्ययन का इतिहास, लोक-साहित्य के प्रमुख रूपों का वर्गीकरण; लोक-गीत: संस्कार-गीत, व्रतगीत, श्रमगीत, ऋतुगीत, जातिगीत

इकाई 3 लोक-नाट्य: रामलीला, रासलीला, कीर्तनिया, यक्षगान, नौटंकी ; हिन्दी लोक-नाट्य की परम्परा एवं प्रविधि; हिन्दी नाटक एवं रगमंच पर लोक-नाट्यों का प्रभाव; लोक-कथा: व्रतकथा, परिकथा, नागकथा, कथा-रूढ़ियाँ और अंधविश्वास

सन्दर्भ ग्रन्थ:

1. लोक साहित्य हिज्ञान – डॉ० शिवलाल अग्रवाल एण्ड कम्पनी, आगरा ।
2. लोक-साहित्य की भूमिका – डॉ० कृष्णदेव उपाध्याय, साहित्य भवन प्राइवेट लिमिटेड, इलाहाबाद ।
3. गंगा घाटी के गीत – डॉ० हीरालाल तिवारी, विश्वविद्यालय प्रकाशन, वाराणसी ।
4. लोक-साहित्य के विविध आयाम – वीणा दाधे, अमन प्रकाशन, कानपुर ।
5. लोक-साहित्य: अर्थ और व्याप्ति – डॉ० सुरेश गौतम, साहित्य रत्नाकर, कानपुर ।
6. लोकगीतों के सन्दर्भ और आयाम – डॉ० शान्तिजैन, विश्वविद्यालय प्रकाशन, वाराणसी ।

HIN-HE-5026

हिन्दी की राष्ट्रीय-सांस्कृतिक काव्यधारा

कुल अंक:100

बाह्य परीक्षण:80

आन्तरिक परीक्षण:20

क्रेडिट:6 (व्याख्यान:4 + ट्यूटोरियल:2)

लक्ष्य: विद्यार्थियों को हिन्दी की समृद्ध राष्ट्रीय-सांस्कृतिक काव्यधारा के इतिहास तथा इस धारा के चुनिन्दा कवियों की सरस रचनाओं से परिचित कराकर उनमें राष्ट्रीयता की भावना एवं सांस्कृतिक चेतना को जगाना इस प्रश्न-पत्र का प्रमुखलक्ष्य है।

इकाई 1 (क) हिन्दी की राष्ट्रीय-सांस्कृतिक काव्यधारा का उद्भव एवं विकास

(ख) मैहथलीशरण गुप्त – मनुष्यता, हमारी सभ्यता, भारत की श्रेष्ठता

इकाई 2 माखनलाल चतुर्वेदी – आ गए ऋतुराज, प्राण का शृंगार, सिपाही, सिपाहिनी

इकाई 3 रामधारी सिंह 'दिनकर' – जनतंत्र का जन्म, भारत का यहेशमी नगर, रक्षा करो

देवता, अवकाशवाली सभ्यता

इकाई 4 सुभद्रा कुमारी चौहान – झाँसी की रानी, व्यथित हृदय, स्वदेश के प्रति, वीरों का कैसा होवसन्त ?

निर्धारित पाठ्य-पुस्तक: राष्ट्रवाणी – डॉ० वासुदेवसिंह (संपा.), संजय बूक सेन्टर, वाराणसी।

सन्दर्भ ग्रन्थ:

1. राष्ट्रीय काव्यधारा – कन्हैया सिंह, वाणी प्रकाशन, दिल्ली।
2. हिन्दी साहित्य का इतिहास -- डॉ० नगेन्द्र (संपा.), नेशनल पब्लिशिंग हाउस, नयी दिल्ली।
3. हिन्दी साहित्य का दूसरा इतिहास – डॉ० बच्चन सिंह, राधाकृष्ण प्रकाशन, नयी दिल्ली।
4. मैहथलीशरण गुप्त के काव्य की अंतर्कथाओं के स्रोत -- हशि अग्रवाल, हिन्दी साहित्य सम्मेलन, प्रयाग।
5. माखनलाल चतुर्वेदी: काव्य एवं दर्शन – डॉ० दिनेश चन्द्रवर्मा, विद्या प्रकाशन, कानपुर।
6. दिनकर: अर्धनारीश्वर कवि – नन्दकिशोर नवल, राजकमल प्रकाशन, नयी दिल्ली।
7. राष्ट्रभक्त कवियित्री सुभद्रा कुमारी चौहान – एम. राजस्वी, प्रभात प्रकाशन, नयी दिल्ली।

HIN-HE-6016
छायावादी काव्यधारा
कुल अंक: 100
बाह्य परीक्षण: 80
आन्तरिक परीक्षण: 20
क्रेडिट: 6 (व्याख्यान: 4 + ट्यूटोरियल: 2)

लक्ष्य: विद्यार्थियों को हिन्दी की छायावादी काव्यधारा के इतिहास और चुनी हुई छायावादी कविताओं से परिचितकराकर उन्हें इस अनोखी काव्यधारा की संवेदना एवंशिल्पगत विशेषताओं के दर्शन कराना प्रस्तुत प्रश्न-पत्र का प्रमुखलक्ष्य है।

इकाई 1 (क) छायावादी काव्यधारा का उद्भव एवंविकास

(ख) जयशंकर प्रसाद – हे लाज भरे सौन्दर्य बता दो, ले चल वहाँ भुलावा देकर, मुझकोन मिलाकभी प्यार, अरुण यह मधुमय देश हमारा

इकाई 2 सूर्यकान्त त्रिपाठी 'निराला' – जूही की कली, सन्ध्या सुन्दरी, बाँधो न नाव, स्नेह निर्झर

इकाई 3 सुमित्रानन्दन पन्त – मौन निमंत्रण, द्रुत झरो, वाणी, भारतमाता

इकाई 4 महादेवीवर्मा – मन्दिर का दीप, धीरे-धीरे उतर क्षितिज से आ वसन्त रजनी, मधुर वह थाजीवन, चुभते ही तेरा अरुण वाण

निर्धारित पाठ्य-पुस्तक:

1. आधुनिक काव्य संग्रह – रामवीर सिंह (संपा.), विश्वविद्यालय प्रकाशन, वाराणसी।

सन्दर्भ ग्रन्थ:

1. जयशंकर प्रसाद – आचार्य नन्ददुलारेवाजपेयी, लोकभारती प्रकाशन, इलाहाबाद।
2. महाप्राण निराला – गंगाप्रसाद पाण्डेय, राजकमल प्रकाशन, नयी दिल्ली।
3. कवि सुमित्रानन्दन पन्त – आचार्य नन्ददुलारेवाजपेयी, प्रकाशन संस्थान, दिल्ली।
4. महादेवी – इन्द्रनाथ मदान, राधाकृष्ण प्रकाशन, नयी दिल्ली।
5. छायावाद की परिक्रमा – श्याम किशोरमिश्र, लोकभारती प्रकाशन, इलाहाबाद।
6. प्रसाद, पन्त और मैथिलीशरण – रामधारी सिंह 'दिनकर', लोकभारती प्रकाशन, इलाहाबाद।
7. आधुनिक हिन्दी कविता – डॉ॰ विश्वनाथ प्रसाद तिवारी, राजकमल प्रकाशन, नयी दिल्ली।
8. महादेवी का नया मूल्यांकन – डॉ॰ गणपतिचन्द्र गुप्त, लोकभारती प्रकाशन, इलाहाबाद।
9. निराला: आत्महंता आस्था – दूधनाथ सिंह, लोकभारती प्रकाशन, इलाहाबाद।
10. प्रसाद-निराला-अज्ञेय – डॉ॰ रामस्वरूप चतुर्वेदी, लोकभारती प्रकाशन, इलाहाबाद।

HIN-HE-6026
प्रेमचन्द का साहित्य
कुल अंक:100
बाह्य परीक्षण:80
आन्तरिक परीक्षण:20
क्रेडिट:6 (व्याख्यान:4 + ट्यूटोरियल:2)

लक्ष्य: विद्यार्थियों को हिन्दी के महान कथाकार मुंशी प्रेमचन्द द्वारा विरचित साहित्य की सामान्य जानकारी देते हुए चुनी हुई रचनाओं (उपन्यास, नाटक, निबन्ध, कहानियाँ) के विशेष अध्ययन के जरिए उन लोगों को इस लोकप्रिय साहित्यकार से भली-भाँति परिचित कराना प्रस्तुत प्रश्न-पत्र का प्रमुख लक्ष्य है।

इकाई 1(क) प्रेमचन्द के साहित्य का सामान्य परिचय

(ख) निबन्ध – साहित्य का उद्देश्य

इकाई 2 नाटक – कर्बला

इकाई 3 उपन्यास – सेवासदन

इकाई 4 कहानियाँ – पूस की रात, शतरंज के खिलाड़ी, पंच परमेश्वर, ईदगाह, दो बैलों की कथा

निर्धारित पाठ्य-पुस्तक एवं ऑनलाइन लिंक्स:

1. सेवासदन – सिस्मिती प्रेस, इलाहाबाद।
2. कर्बला -- सिस्मिती प्रेस <https://epustakalay.com/book/27025-karbala-by-prem-chand/>
3. साहित्य का उद्देश्य -- <http://desharyana.in/archives/5249>
4. हिन्दी गद्य-संकलन – डॉ॰ पिशचन्द्र देवि शर्मा एं डॉ॰ विनीतालाल हतिगिरी (संपा.), असम विद्यापीठ प्रकाशित सहमहत, गुवाहाटी।
5. शतरंज के खिलाड़ी – <http://premchand.co.in/story/shatranj-ke-khiladi>
6. सप्तसिंघ – मुंशी प्रेमचन्द, सिस्मिती प्रेस, इलाहाबाद।
7. कृत कथाएँ – डॉ॰ शुकदेवि शर्मा, विश्वविद्यालय प्रकाशन, गान्धीनगर।
8. किानी हिहिधा – डॉ॰ देवि शंकि अस्थी (संपा.), विनयिका प्रकाशन, नयी ददल्ली।

सन्दर्भ ग्रन्थ:

1. प्रेमचन्द और उनका युग – डॉ॰ विमलाश्री शर्मा, विनयिका प्रकाशन, नयी ददल्ली।
2. विमलाश्री कहि और लेखक – डॉ॰ विमलाश्री प्रसाद चतुर्वेदी और विमलाश्री, प्रकाशन केन्द्र, लखनऊ।
3. कलम का मिदूः प्रेमचन्द – मदन गोयल, लोकभाषिती प्रकाशन, इलाहाबाद।
4. किानीका प्रेमचन्द: चिचना-दृष्ट और चिचना-हिधान – हशिकु माणि हमश्र, लोकभाषिती प्रकाशन, इलाहाबाद।
5. प्रेमचन्द: एक साहित्यिक हिचिचन – आचाया नन्ददुलाश्रि विमलाश्री, विनयिका प्रकाशन, नयी ददल्ली।

6. प्रेमचन्द के आयाम – ए. अशिंदाक्षण, विाधाकृ ण्ण प्रकाशन, नयी ददल्ली । HIN-HE-6036 हिन्दी का वैश्वक परिदृश्य एिं प्रिासी हिन्दी साह

HIN-HE-6036

हिन्दी का वैच्छिक परिदृश्य एवं प्रवासी हिन्दी साहित्य

कुल अंक:100

बाह्य परीक्षण:80

आन्तरिक परीक्षण:20

क्रेडिट:6 (व्याख्यान:4 + ट्यूटोरियल:2)

लक्ष्य: विद्यार्थियों को हिश्व के अलग-अलग देशों में हिन्दी की परिव्याप्ति की जानकारी दिलाकर प्रवासी हिन्दीसाहित्यकारोंदाराचित रचनाओं का रसास्वादन कराना और उनमें निहित जीवन-संघर्ष से परिचित कराना प्रस्तुतप्रश्न-पत्र का प्रमुख लक्ष्य है ।

इकाई 1 हिन्दी का वैच्छिक परिदृश्य

विश्व फलक पि हिन्दी, हिन्दी का वैच्छीकरण एवंविश्व हिन्दी सम्प्लेन, हिदेशों में हिन्दी कीलोकप्रियता, भूमंडलीकरण के युग में हिन्दी

इकाई 2 लाल पसीना (अभिमन्यु अनत)

इकाई 3 कोख का किराया (जैनेन्द्र शर्मा), साँकल (जाकिया जुबेरी), कौन-सी ज़मीन अपनी (सुधाओमडींगरा), यूँही चलते हुए (पूर्णमा बर्मन)

सन्दर्भ ग्रन्थएवं ऑनलाइन लिंक्स:

1. भाित औ हिश्व पटल पि हिन्दी – िॉ सुशीला गुप्ता (संपा.), अहखल भाितीय हिन्दी संस्था संघ, नयी ददल्ली ।

2. लाल पसीना – अहभमन्यु अनत, िािकमल प्रकाशन, नयी ददल्ली ।

3. कोख का दकिया -- तेिेन्न शमाा

<https://www.hindisamay.com/content/1051/1/तेिेन्न-शमाा-काहिनयाँ-कोख-का-दकिया.csp>

4. साँकल -- िादकया िुबेिी <https://www.matrubharti.com/novels/16546/saankal-by-zakia-zubairi> 5. कौन-सी ज़मीन अपनी -- सुधा ओम डींगरा, भािना प्रकाशन, नयी ददल्ली ।

6. यूँ िी चलते हुए -- पूर्णमा बर्मान <http://www.abhivyakti-hindi.org/lekhak/purnimavarman.htm>

7. हिश्वपटल पि हिन्दी – सूयाप्रसाद दीहक्षत, लोकभािती प्रकाशन, इलािाबाद ।

8. अहभमन्यु अनत का उपन्यास साहित्य – िॉ श्रीहचत्रा. िी. एस., हिद्या प्रकाशन, कानपुि ।

9. तेिेन्न शमाा का िचना-संसाि – प्रो॰ प्रदीप श्रीधि, हिनय प्रकाशन, कानपुि ।

10. साँकल: एक हिश्वेर्णात्मक अध्ययन – पूिा प्रिापहत, साहित्य ित्ताकि, कानपुि ।

11. हिन्दी का प्रिासी साहित्य – िॉ कालीचिण स्नेिी, हिद्या प्रकाशन, कानपुि ।

12. प्रिासी लेखन: नयी ज़मीन नया आसमान – अहनल िोशी, िाणी प्रकाशन, नयी ददल्ल

HIN-HG-1016

हिन्दी साहित्य का इतिहास

कुल अंक:100

बाह्य परीक्षण:80

आन्तरिक परीक्षण:20

क्रेडिट:6 (व्याख्यान:4 + ट्यूटोरियल:2)

लक्ष्य:विद्यार्थियों को आदिकाल, भक्तिकाल,रीतिकाल और आधुनिककाल – इन चारों कालखण्डों में विरचित हिन्दीसाहित्य के इतिहास की सामान्य जानकारी देना प्रस्तुत प्रश्न-पत्र का प्रमुख लक्ष्य है।

इकाई 1आदिकाल – सीमा-निर्धारण; नामाकरण की समस्या; सिद्ध, नाथ,जैन एवंरासो काव्य कीविशेषताएँ; प्रमुख कवि – सरहपा, गोरखनाथ, चंदबरदाई, अमीर खुसरो, विद्यापति

इकाई 2भक्तिकाल – सीमा-निर्धारण; भक्ति-आन्दोलन का स्वरूप; सन्त, सूफी,राम एवं कृष्ण भक्ति-काव्यों की प्रवृत्तियाँ; प्रमुख कवि – कबीरदास, मलिक मुहम्मद जायसी, तुलसीदास, सूरदास, मीराबाई

इकाई 3(क) रीतिकाल -- सीमा-निर्धारण; नामकरण की समस्या,रीतिकवियों का आचार्यत्व;रीतिकालके प्रवर्तक;रीतिकालीन प्रमुख काव्यधाराएँ; प्रमुख कवि – केशवदास, बिहारीलाल, देव, भूषण, घनानन्द

(ख) आधुनिक काल -- सीमा-हनिर्धारण; आधुनिक और आधुनिकता; आधुनिककालीन भारतीयनवजागरण; आधुनिककालीन कविता की विकास-यात्रा; प्रमुख कवि – भारतेन्दु हरिश्चन्द्र, हरिऔध, मैहथलीशरण गुप्त,जयशंकर प्रसाद, दिनकर, अज्ञेय, धूमिल

सन्दर्भ ग्रन्थ:

1. हिन्दी साहित्य का इतिहास – आचाया िामचन्न शुक्ल, नागी प्रचारिणी सभा, िािाणसी।
2. हिन्दी साहित्य का आदिकाल – आचाया ििािी प्रसाद हििेदी, हबिाि िाष्ट्रभार्ा परिर्द, पटना।
3. हिन्दी साहित्य की भूहमका – आचाया ििािी प्रसाद हििेदी, िािकमल प्रकाशन, ददल्ली।
4. हिन्दी साहित्य का इतिहास -- िाँ नगेन्न (संपा.), नेशनल पहललशशंग िाउस, नयी ददल्ली।
5. हिन्दी साहित्य का दूसिा इतिहास – िाँ बच्चन शसंि, िाधाकृ ण प्रकाशन, नयी ददल्ली।
6. िीहतकाव्य की भूहमका – िाँ नगेन्न, नेशनल पहललशशंग िाउस, नयी ददल्ली।
7. िीहतकाल: तथ्य औ हचन्तन – िाँ सिोहिनी पाण्िेय, हिकास प्रकाशन, ििाििि नगि, कानपुि।
8. हिन्दी साहित्य का िैज्ञाहनक इतिहास (भाग 1 औ 2) – िाँ गणपहतचन्न गुप्त, लोकभाििी प्रकाशन, इलािाबाद न शसंि, लोकभाििी प्रकाशन, इलािाबाद।

HIN-HG-2016
मध्यकालीन हिन्दी कविता
कुल अंक: 100
बाह्य परीक्षण: 80
आन्तरिक परीक्षण: 20
क्रेडिट: 6 (व्याख्यान: 4 + ट्यूटोरियल: 2)

लक्ष्य: विद्यार्थियों को कबीरदास, सूरदास, तुलसीदास, बिहारी और घनानन्द जैसी अमर हिभूतियों का काव्य-रसप्रदान करना, साथ ही उन्हें सधुक्कड़ी, अवधी और ब्रजि हिन्दी से परिचित कराना प्रस्तुत प्रश्न-पत्र का प्रमुख लक्ष्य है।

इकाई 1 निर्धारित पाठ्य-पुस्तक – मध्ययुगीन काव्य: डॉ० बृजनारायण सिंह (संपा.), नेशनल पब्लिशिंग हाउस, नयी दिल्ली

पाठ – कबीर (साखी: 16-30, पद: 5-6), पाठ – सूरदास (मुरली-वर्णन, भ्रमरगीत)

इकाई 2 निर्धारित पाठ्य-पुस्तक - मध्ययुगीन काव्य: डॉ० बृजनारायण सिंह (संपा.), नेशनल पब्लिशिंग हाउस, नयी दिल्ली

पाठ – तुलसीदास (विनय पत्रिका, भरत विनय प्रसंग)

इकाई 3 निर्धारित पाठ्य-पुस्तक – मध्ययुगीन काव्य: डॉ० बृजनारायण सिंह (संपा.), नेशनल पब्लिशिंग हाउस, नयी दिल्ली

पाठ – बिहारी (दोहा: 1-15), घनानन्द (छन्द: 1-6)

सन्दर्भ ग्रन्थ:

1. कबीर-मीमांसा – डॉ० विमलचन्द्र हतिवर्मा, लोकभाषिणी प्रकाशन, इलाहाबाद।
2. कबीर – आचाया विमलचन्द्र प्रसाद हिन्दी, विमलचन्द्र प्रकाशन, नयी दिल्ली।
3. सूफि और उनका साहित्य – डॉ० विमलचन्द्र शर्मा, भाषिणी प्रकाशन महन्दि, अलीगढ़।
4. तुलसी साहित्य: हिन्दीचन और मूल्यांकन – डॉ० देवेंद्रनाथ शर्मा, नेशनल पहललशशंग हाउस, नयी दिल्ली।
5. गोस्वामी तुलसीदास – आचाया विमलचन्द्र शुक्ल, प्रकाशन संस्थान, नयी दिल्ली। 33 GU UG CBCS SYLLABUS
6. हबिषिणी का नया मूल्यांकन – डॉ० बच्चन शर्मा, लोकभाषिणी प्रकाशन, इलाहाबाद। 7. हबिषिणी का काव्य-सौष्ठि – डॉ० कल्पना पटेल, हिन्दी प्रकाशन, कानपुर। 8. घनानन्द का साहित्यक अिदान – डॉ० विनुमंत िणखांब, हिन्दी प्रकाशन, कानपुर।

HIN-HG-3016
आधुनिक हिन्दी कविता
कुल अंक:100
बाह्य परीक्षण:80
आन्तरिक परीक्षण:20
क्रेडिट:6 (व्याख्यान:4 + ट्यूटोरियल:2)

लक्ष्य: विद्यार्थियों को खड़ीबोली हिन्दी में रचित दिदीयुगीन,राष्ट्रीय-सांस्कृतिक, छायावादयुगीन एवं छायावादोत्तरकविताओं का रस प्रदान करते हुए उन्हें आधुनिक भाव-बोध तथा आधुनिक काव्य-शिल्प से परिचित कराना प्रस्तुत प्रश्नपत्र का प्रमुख लक्ष्य है।

इकाई 1 निर्धारित पाठ्य-पुस्तक: हिन्दी काव्य-सुधा, गौहाटी हिश्वविद्यालय प्रकाशन विभाग।

पाठ: हरिऔध (आँख का आँसू), मैथिलीशरण गुप्त (पंचवटी में लक्ष्मण), माखनलाल चतुर्वेदी (युग-पुरुष)

इकाई 2 निर्धारित पाठ्य-पुस्तक: हिन्दी काव्य-सुधा, गौहाटी हिश्वविद्यालय प्रकाशन विभाग।

पाठ: जयशंकर प्रसाद (मेरे नाविक, झरना), महादेवीवर्मा (मेरे दीपक, दीप मेरेजल), बच्चन (जो बीत गई सो बात गई)

इकाई 3 निर्धारित पाठ्य-पुस्तक: छायावादोत्तर काव्य-संग्रह -- राम नारायण शुक्ल और डॉ॰ श्रीनिवास पाण्डेय (संपा.), संजय बुक सेंटर, वाराणसी।

पाठ: अज्ञेय (साँप), धर्मवीर भारती (टूटा हुआ पहिया), धूमिल (रोटी और संसद)

सन्दर्भ ग्रन्थ:

1. हिन्दी साहित्य का इहतिास – आचाया िामचन्न शुक्ल, नागी प्रचारिणी सभा, िािाणसी।
2. हिन्दी साहित्य का इहतिास -- िाँ॰ नगेन्न (संपा.), नेशनल पहललशशंग िाउस, नयी ददल्ली।
3. हिन्दी साहित्य का िैज्ञाहनक इहतिास – िाँ॰ गणपहतचन्न गुप्त, प्रभात प्रकाशन, ददल्ली।
4. छायाािाद की परिक्रमा -- श्याम दकशोि हमश्र, लोकभािती प्रकाशन, इलािाबाद। 34 GU UG CBCS SYLLABUS
5. आधुहनक हिन्दी कहिता – िाँ॰ हिश्वनाथ प्रसाद हतिािी, िािकमल प्रकाशन, नयी ददल्ली।
6. आधुहनक कहिता यात्रा – िाँ॰ िामसुििरूप चतुिेदी, लोकभािती प्रकाशन, इलािाबाद।
7. मैहथलीशिण गुप्त के काव्य की अंतका थाओं के स्रोत -- शहश अग्राल, हिन्दी साहित्य सम्पेलन, प्रयाग।
8. िरिऔध के काव्य में िाष्ट्रीयता िं सामाहिकता – िाँ॰ मंिु तििेिा, हिद्या प्रकाशन, कानपुि।
9. माखनलाल चतुिेदी: काव्य िं दशान – िाँ॰ ददनेश चन्न िमाा, हिद्या प्रकाशन, कानपुि।
10. मिादेिी – िाँ॰ पिमानन्द श्रीिास्ति, लोकभािती प्रकाशन, इलािाबाद।
11. ियशंकि प्रसाद – आचाया नन्ददुलािे िािपेयी, लोकभािती प्रकाशन, इलािाबाद।
12. अज्ञेय: कहि औ काव्य – िाँ॰ िािेन्न प्रसाद, िाणी प्रकाशन, नयी ददल्ली।
13. धूहमल औ उनका काव्य-संघर्ा – िाँ॰ ब्रह्मदेि हमश्र, लोकभािती प्रकाशन, इलािाबाद।
14. समकालीन हिन्दी कहिता – ए. अिहिन्दाक्षण, िाधाकृ ण्न प्रकाशन, नयी ददल्ली।
15. धूहमल की काव्य-चेतना – िाँ॰गीता अस्थाना, हिद्या प्रकाशन, कानपुि।

16. धर्मािीि भाििती की काव्य-साधना – िॉं मंिूरा श्रीिास्ति, हमहलन्द प्रकाशन, िैदिबाद । 17. बच्चन: कहिता औ िीििन के अन्तु:सूत्र – सीमा िैन, स्ििािि प्रकाशन, नयी ददल्ली ।

18. प्रसाद-हनिला-अज्ञेय – िॉं िामस्ििरूप चतुिेदी, लोकभाििती प्रकाशन, इलािाबाद ।

HIN-HG-4016

हिन्दी गद्य साहित्य

कुल अंक: 100

बाह्य परीक्षण: 80

आन्तरिक परीक्षण: 20

क्रेडिट: 6 (व्याख्यान: 4 + ट्यूटोरियल: 2)

लक्ष्य: विद्यार्थियों के समक्ष हिन्दी उपन्यास, कहानी, निबन्ध -- जैसी गद्य-विधाओं की झाँकी प्रस्तुत करते हुए चुनी हुई रचनाओं का रसास्वादन कराना एवं उनके माध्यम से उभरते हुए जीवन-बोध का परिचय दिलवाना प्रस्तुत प्रश्न-पत्र का प्रमुख लक्ष्य है ।

इकाई 1 उपन्यास

भीष्म साहनी: तमस

इकाई 2 कहानी

प्रेमचन्द: ईदगाह; फणीश्वरनाथ रेणु: तीसरी क्रसम ; यशपाल: परदा ; उषा प्रियम्बदा: वापसी

इकाई 3 निबन्ध

रामचन्द्र शुक्ल: लोभ और प्रीति

हजारी प्रसाद दिवेदी: कुटज

विद्यानिवास मिश्र: वसन्त आ गया पर कोई उत्कंठा नहीं

निर्धारित पाठ्य-पुस्तक:

1. तमस – भीष्म साहिनी, िािकमल पेपिबेक्स, नयी ददल्ली ।

2. किानी हिहिधा – िॉं देिीशंकि अस्थी (संपा.), िािकमल प्रकाशन, नयी ददल्ली ।

3. कथा भाििती – िॉं लक्ष्मीनाियाण लाल (संपा.), नेशनल पहललशशंग िाउस, नयी ददल्ली ।

4. नागि-कथाएँ – िॉं बालेन्दु शेखि हतिािी (संपा.), अमन प्रकाशन, कानपुि ।

5. हचन्तामहण (पिला भाग) – आचाया िामचन्न शुक्ल, इंहियन प्रेस (पहललके शन्स), प्राडिट हलहमटेि, प्रयाग ।

6. हिन्दी हनबन्ध – िॉं हशिप्रसाद शसंि (संपा.), हिन्दी प्रचािक संस्थान, िािाणसी ।

7. हनबन्ध-हनकर् – प्रो० मिन्न प्रताप (प्रधान संपा.), िहि प्रकाशन, आगिा ।

सन्दभा ग्रन्थ:

1. प्रेमचन्द – िॉं िामहिलास शमाा, िाधाकृ षण प्रकाशन, नयी ददल्ली ।

2. प्रेमचन्द: साहित्य हििेचन – आचाया नन्ददुलािे िािपेयी, िािकमल प्रकाशन, नयी ददल्ली ।

3. हिन्दी उपन्यास का इहतिास – िॉं गोपाल िाय, िािकमल प्रकाशन, नयी ददल्ली ।

4. हिन्दी उपन्यास: एक अंतयाात्रा – िॉं िामदिश हमश्र, िािकमल प्रकाशन, नयी ददल्ली ।

5. आधुनिक हिन्दी उपन्यास: सृष्टि और आलोचना - डॉ० चन्द्रकान्त बांददबिकि, नेशनल पहललशशंग िाउस, नयीददल्ली।
6. हिन्दी साहित्य का इतिहास -- डॉ० नगेन्द्र (संपा.), नेशनल पहललशशंग िाउस, नयी ददल्ली ।
7. कानिीकाि प्रेमचन्द: िचना-दृष्ट और िचना-हिधान - हशिकु माि हमश्र, लोकभािती प्रकाशन, इलािाबाद ।
8. हिद्याहनिास हमश्र का हनबंध-साहित्य: सन्दभा और अहभव्यहि - डॉ० श्यामसुंदि पाण्िेय, हिनय प्रकाशन, कानपुि ।
9. तमस उपन्यास में देशहिभािन की त्रासदी - प्रो० ददलीप फोलाने, हिद्या प्रकाशन, कानपुि ।
10. िेणु का कथा-साहित्य - डॉ० सुिेश चन्द्र मििोत्रा, हिद्या प्रकाशन, कानपुि ।
11. कथाकाि उर्ा हप्रयम्पिदा - डॉ० सुभार् पाि, हिद्या प्रकाशन, कानपुि ।
12. यशपाल का कानिी-संसाि: एक अंतिग परिचय - सी.एम. योिन्नान, लोकभािती प्रकाशन, इलािाबाद ।न

HIS-HC-1016
HISTORY OF INDIA- I

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

Unit I. Reconstructing Ancient Indian History

[a] Early Indian notions of History

[b] Sources and tools of historical reconstruction: archaeological: epigraphy, numismatics, literary

[c] Historical interpretations (with special reference to gender, environment, technology, and regions)

Unit II. Pre-historic hunter-gatherers

[a] Paleolithic cultures- sequence and distribution; stone industries and other technological developments.

[b] Mesolithic cultures- regional and chronological distribution; new developments in technology and economy; rock art.

Unit III. The advent of food production

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

Unit IV. The Harappan Civilization

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

Unit V. Cultures in transition

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

[a] North India (circa 1500 BCE-300 BCE)

[b] Central India and the Deccan (circa 1000 BCE - circa 300 BCE)

[c] Tamilakam (circa 300 BCE to circa CE 300)

Readings:

R.S. Sharma, *India's Ancient Past*, New Delhi, OUP, 2007

R. S. Sharma, *Material Culture and Social Formations in Ancient India*, Laxmi Publications, 2007.

R.S. Sharma, *Looking for the Aryas*, Delhi, Orient Longman Publishers, 1995

D. P. Agrawal, *The Archaeology of India*, 1985

Bridget & F. Raymond Allchin, *The Rise of Civilization in India and Pakistan*, 1983.

A. L. Basham, *The Wonder that Was India*, 1971.

- D. K. Chakrabarti, *The Archaeology of Ancient Indian Cities*, 1997,
- D. K. Chakrabarti, *The Oxford Companion to Indian Archaeology*, New Delhi, 2006.
- H. C. Raychaudhuri, *Political History of Ancient India, Rev. ed. With Commentary* by B. N. Mukherjee, 1996
- K. A. N. Sastri, ed., *History of South India*, OUP, 1966.
- Upinder Singh, *A History of Ancient and Early Medieval India*, 2008.
- Romila Thapar, *Early India from the Beginnings to 1300*, London, 2002.
- Uma Chakravarti, *The Social Dimensions of Early Buddhism*. 1997.
- Rajan Gurukul, *Social Formations of Early South India*, 2010.
- R. Champakalakshmi, *Trade. Ideology and urbanization: South India 300 BC- AD 1300*, 1996.

HIS-HC-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 Page 7 of 37
- [b] Post-Mauryan Polities: Kushanas, Satavahanas, Gana Sanghas.

Unit III. Towards early medieval India [circa CE fourth century to CE 750]:

- [a] Agrarian expansion: land grants, changing production relations; graded Land rights and peasantry.
- [b] The problem of urban decline: patterns of trade, currency, and urban Settlements.
- [c] *Varna*, proliferation of *jatis*: changing norms of marriage and property.
- [d] The nature of polities: the Gupta Empire and its contemporaries.
- [e] Post- Gupta polities - Pallavas, Chalukyas, and Vardhanas

Unit IV. Religion, philosophy and society (circa 300 BCE- CE 750):

[a] Consolidation of the brahmanical tradition: dharma, Varnashram, Purusharthas, Samskaras.

[b] Theistic cults (from circa second century BC): Mahayana; the Puranic tradition.

[c] The beginnings of Tantricism

Unit V. Cultural developments (circa 300 BCE - 750 CE):

[a] A brief survey of Sanskrit, Pali, Prakrit and Tamil literature; Scientific and technical treatises

[b] Art and architecture & forms and patronage; Mauryan, post- Mauryan, Gupta, post-Gupta

Readings:

B. D. Chattopadhyaya, The Making of Early Medieval India, 1994.

D. P. Chattopadhyaya, History of Science and Technology in Ancient India, 1986.

D. D. Kosambi, An Introduction to the Study of Indian History, 1975.

S. K. Maity, Economic Life in Northern India in the Gupta Period, 1970.

B. P. Sahu (ed), Land System and Rural Society in Early India, 1997.

K. N. Sastri, A History of South India.

R. S. Sharma, Indian Feudalism, 1980.

R.S.Sharma, Urban Decay in India,c.300- c.1000,Delhi, Munshiram Manohar Lal,1987

Romila Thapar, Asoka and the Decline of the Mauryas, 1997.

Susan Huntington, The Art of Ancient India: Buddhist, Hindu, and Jain, New York, 1985.

HIS –HG-3016

HISTORY OF INDIA (c. 1757 to 1947)

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 Page 32 of 37

[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, Michael: *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-HC-3026

RISE OF THE MODERN WEST – I

Lectures: 5; Tutorial: 1 (per week)

Course Outcome: On completion of this course, the students will be able to explain the major trends and developments in the Western world between the 14th to the 16th century CE. They will be able to explore and analyse the significant historical shifts and events and the resultant effects on the civilizations of Europe in the period.

Unit I. Transition from feudalism (to capitalism):

[a] concepts of feudalism; regional variations

[b] The Crisis of Feudalism

[c] Economic Crisis: commercial decline, decay of towns and epidemics

[d] The transition debate: Maurice Dobb and Paul Sweezy; Marc Bloch, Georges Duby; the Brenner Debate
Unit II. Geographical explorations and early colonial expansion: [a] Factors and motives behind voyages and explorations [b] the conquests of the Americas:

[c] beginning of the era of colonization; [d] mining and plantation; the African slaves.

Unit III. Renaissance:

[a] Origins and impact

[b] Humanism in Renaissance

[c] Re-discovery of Classics

[d] Italian influence on Art, Architecture, Culture, Education and Polity; Northern Humanism

Unit IV. Reformation in the 16th century: Origin and impact

[a] Martin Luther, John Calvin, Zwingli

[b] The Radical Reformation: Anabaptists, Huguenots

[c] English Reformation and the state

[d] Counter Revolution Page 11 of 37

Unit V. Economic Developments of the Sixteenth Century:

Shift of economic balance from the Mediterranean to the Atlantic; agricultural revolution, Enclosure movement; Commercial Revolution; Influx of American silver and the Price Revolution.

Readings:

T.S. Aston and C. H. E. Philpin (eds.), *The Brenner Debate: Agrarian Class structure and Economic Development in Pre-industrial Europe*, Cambridge University Press. 2005

H. Butterfield, *The Origins of Modern Science*.

Carlo M. Cipolla, *Fontana Economic History of Europe*, Vols. II and III.

Carlo M. Cipolla, *Before the Industrial Revolution, European Society and Economy. 1000 - 1700*. 3rd ed. (1993)

D. C. Coleman (ed.), *Revisions in Mercantilism*.

Ralph Davis, *The Rise of the Atlantic Economics*.

Maurice Dobb, *Studies in the Development of Capitalism*.

J. R. Hale, *Renaissance Europe*.

R. Hall, *From Galileo to Newton*.

Christopher Hill, *A Century of Revolutions*.

Rodney Hilton, *Transition from Feudalism to Capitalism*.

H. G. Koenigsberger and G. L. Mosse, *Europe in the Sixteenth Century*.

Stephen J. Lee, *Aspects of European History, 1494 - 1789*.

G. Parker, *Europe in Crisis. 1598- 1648*.

G. Parker and L. M. Smith, *General Crisis of the Seventeenth Century*.

J. H. Parry, *The Age of Reconnaissance*.

Meenaxi Phukan, *Rise of the Modern West: Social and Economic History of Early Modern Europe*.

V. Poliensiky, *War and Society in Europe, 1618 - 48*.

Theodore K. Rabb, *The Struggle for Stability in Early Modern Europe*.

V. Scammell, *The First Imperial Age: European Overseas Expansion, 1400 - 1715*.

Jan de Vries, *Economy of Europe in an Age of Crisis 1600 û 1750*.

M. S. Anderson, *Europe in the Eighteenth Century*.

Perry Anderson, *The Lineages of the Absolutist State*.

Stuart Andrews, *Eighteenth Century Europe*.

B. H. Slicher von Bath, *The Agrarian History of Western Europe. AD.500 - 1850*.

The Cambridge Economic History of Europe. Vol. I - VI.

James B. Collins, *The State in Early Modern France: New Approaches to European History*.

G. R. Elton, *Reformation Europe, 1517 û 1559*.

M. P. Gilmore, *The World of Humanism. 1453 -1517*.

Peter Kriedte, Peasants, Landlords and Merchant Capitalists.

J. Lynch, Spain under the Hapsburgs. Peter Mathias, First Industrial revolution.

Harry Miskimin, The Economy of Later Renaissance Europe: 1460 -1600.

Charles A. Nauert, Humanism and the Culture of the Renaissance(1996).

The New Cambridge Modern History of Europe, Vols. I -VII.

L. W. Owie, Seventeenth Century Europe.

D. H. Pennington, Seventeenth Century Europe.

F. Rice, The Foundations of Early Modern Europe.

HIS-HC-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. Page 15 of 37
- (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 –HG-4016

SOCIAL AND ECONOMIC HISTORY OF ASSAM

Lectures: 5; Tutorial: 1 (per week)

Course Outcome: Upon completion of this course, students will be able to analyse and explain the socio-economic history of Assam including among others the development of caste system, religious beliefs, agriculture and land system, the social organization, trade and commerce, various agricultural regulations, plantation economy, development of modern industries, transport system, education, the emergence of middle class, development of literature and press, and growth of public associations.

Unit I: Society and Economy in Early Assam

- [a] Proto-history Archaeology, land grants, Agrahara
- [b] Aryanisation debate
- [c] Rural life
- [d] Urban centres
- [e] Beliefs and practices

Unit II: Society in Medieval Assam

- [a] Social Organisation– Caste-Class Relationship, Nobility, Paiks, Slaves and Servants
- [b] Neo-Vaishnavite Movement in Assam – Impact on Society [c] Development of Satra Institutions**

Unit III: Economy in Medieval Assam

- [a] Agriculture and Land System – Classification and Ownership of Land
- [b] Land Revenue and other Taxes
- [c] Trade and Commerce – Export and Import, Trade routes
- [d] Medium of Trade
- [e] Economic Relation between the Hills and the Valley: the Posa system.

Unit IV: Economy in Colonial Assam

- [a] Agriculture Regulations and revenue system
- [b] Plantation Economy of the Tea Industry
- [c] Development of Modern Industries-Coal and Oil.
- [d] Development of Transport System

Unit V: Society in Colonial Assam

- [a] Growth of Modern Education and the role of Christian Missionaries.
- [b] Language Controversy in 19th century Assam
- [c] Emergence of Middle Class
- [d] Literary and Cultural Development, Impact of the Bengal Renaissance.
- [e] Development of Press and Growth of Public Associations – The Assam Sahitya Sabha.

Readings:

Barpujari, H.K.: (Ed): The Comprehensive History of Assam, Vol. I, III, IV & V.

Barua B.K.: A Cultural History of Assam

Baruah, S.L.: A Comprehensive History of Assam, Munshiram Monoharlal Publishers Pvt. Ltd., New Delhi, 1985

Gogoi Nath, Jahnabi: Agrarian System of Medieval Assam, New Delhi-2002

Guha, Amalendu: Planters Raj to Swaraj: Freedom Struggle and Electoral Politics in Assam 1826-1947

Choudhury, P.C.: History of Civilization of the People of Assam to the Twelfth Century A.D.

Gait, E.A.: A History of Assam.

Guha, Amalendu: Medieval and Early Colonial Assam.

Medhi, S. B: Transport System and Economic Development in Assam, Publication Board, Assam.

Mahanta, P.K., Asomiya Madhyabritya Srenir Itihas Nath, D: Religion and Society in North East India, DVS, Guwahati, 2011

Rhodes, N. and Bose, S.K.: The Coinage of Assam, Vol. I, Pre-Ahom Period, Vol.11, Ahom Period

Saikia, Rajen: Social and Economic History of Assam (1853- 1921).

Sarma, S.N.: Socio Economic and Cultural History of Medieval Assam, Guwahati, 1989

Sharma, Monorama: Social and Economic Change in Assam: Middle Class Hegemony

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-I
PHI-RC-1016
General Philosophy

Unit I

Definition, Nature and Scope of Philosophy

Branches of Philosophy

Realism and Idealism

Unit II

Substance

Causality

Space and Time

Unit III

Empiricism, Rationalism

Criticism

Scepticism

Unit IV

Correspondence

Coherence

Pragmatic and Semantic

Books Recommended:

Patrick, G.T.W.: Introduction to Philosophy Cunningham,

G.W.: Problems of Philosophy

Russell, Bertrand. Problems of Philosophy

Taylor, Richard. Metaphysics

Hamlyn, D.W.: Metaphysics Theory of Knowledge

Woozley, A.D. Theory of Knowledge

Semester II
PHI-RC-2016
Indian Philosophy

Unit-I

Development of Indian Philosophy, Meaning and scope of Indian Philosophy

Schools of Indian Philosophy

Common Characteristic of Indian Systems

Unit II

Buddhism: Four Noble Truths

Buddhism: Theory of Impermanence; No-soul theory

Jainism: Syādvāda, Anekāntavāda

Unit III

Sāṃkhya: Puruṣa; Prakṛti

Sāṃkhya: Evolution

Nyāya: Pramānas

Unit-IV

Śāṅkara: Brahman

Śāṅkara: Avidyā & Adhyāsa

Rāmānuja: Brahman; Jiva and Prakṛti

Books Recommended:

Chatterjee, S.C.: Nyaya Theory of Knowledge

Chatterjee, S.C. & Dutta, D.M.: An Introduction to Indian Philosophy

Dasgupta, S.N.: A History of Indian Philosophy

Hiriyana, M.: Outlines of Indian Philosophy

Radhakrishnan, S.: Indian Philosophy

Sharma, C.D.: A Critical Survey of Indian Philosophy

Semester IV
PHI-RC-4016
Logic

UNIT-I:

Fundamental Concepts of logic

Propositions and Arguments

Truth and Validity

Deduction and Induction

UNIT-II:

Aristotelian Syllogistic Logic

Categorical Propositions, Translating Ordinary Proposition into Standard Form

Square of Opposition

Categorical Syllogism, Figures and Moods

Immediate Inference

UNIT-III:

Symbolic Logic: Introduction Symbolic Logic and its Characteristics, Uses of Symbols
Relation between Traditional Logic and Symbolic Logic Modern Classification of
Propositions

UNIT-IV:

Propositional Logic Logical Connectives: and, or, not; Material Conditional, Bi-conditional
Symbolization of everyday language Truth-Table method of testing validity of argument,
Shorter Truth Table

Books recommended:

Basson and O'Connor: Introduction to Symbolic Logic

Chakraborti, Chhanda: Logic: Informal, Symbolic and Inductive

Copi, I.M. Introduction to Logic, 14th Edition

Hurley, Patrick. Introduction to Logic

Roy, B.N. Deductive Logic

Suppes, P. Introduction to Logic

Stebbing, L.S. A Modern Introduction to Logic

Semester-V

PHI-RE-5016

Contemporary Indian Philosophy

Unit I: Aurobindo

Evolution

Super mind

Synthesis of yoga

Unit II: Radhakrishnan

Religious experience

Intellect and intuition

Man and his destiny

Unit III: Gandhi

Religion, Truth, Non-violence

Satyagraha, Sarvodaya, Swadeshi

Critique of industrialisation, trusteeship

Unit IV: Vivekananda

Universal religion

Practical Vedanta

Philosophy of education

Books Recommended: Complete works of Swami Vivekananda (relevant chapters)

S. Radhakrishnan: An idealist view of Life

S. K. Maitra: An introduction to Philosophy of Sri Aurobindo

D. M. Datta: The Philosophy of Mahatma Gandhi

N. K. Bose: Selections from Gandhi

Nilima Sharma: Twentieth Century Indian Philosophy

D. M. Datta: Chief Currents of Contemporary Philosophy

Semester-V
PHI-RE-5026
Western Philosophy

Unit-I

Plato: Theory of Forms

Aristotle: Form and Matter

Augustine: Problem of Evil; Freedom of Will

Unit-II

Descartes: Cogito Ergo Sum; Body-Mind Dualism Spinoza: Parallelism; Pantheism Leibnitz: Theory of Monads; Pre-Established Harmony

Unit-III: Empiricism

Locke: Primary and Secondary Qualities; Tabula Rasa Berkeley: Esse Est Percipi Hume: Theory of Causation, Scepticism

Unit IV Critical Philosophy

Kant: Synthesis of Rationalism and Empiricism

Kant: Transcendental Aesthetic

Kant: Theory of Understanding

Books Recommended:

W.T. Stace: A Critical History of Greek Philosophy

B.A.G. Fuller: History of Greek Philosophy

F. Copleston: History of Philosophy

W.K.C. Guthrie: History of Greek Philosophy

B.N Moore: Philosophy, The Power of Ideas

F. Thilly: A History of Philosophy Barlingay and Kulkarni: Critical History of Western Philosophy

Y. Masih: A Critical History Of Modern Philosophy Anthony Kenny: A New History of Philosophy

D.W. Hamlyn: A History of Western Philosophy Routledge History of Philosophy

Semester-V
PHI GE-5016
Indian Yogic Traditions

Unit-I

Meaning and Essence of Yoga Jnana Yoga, Karma Yoga, Bhakti Yoga

Unit-II

Levels of Mental Life (Cittabhumi) Eightfold Means of Yoga (Yoganga)

Unit-III Buddhist Conception of Yoga Jaina Conception of Yoga

Unit-IV

Swami Vivekananda on Raja Yoga Sri

Aurobindo's Integral Yoga

Books Recommended:

H. Aranya, Yoga Philosophy of Patanjali

S, N. Dasgupta, Yoga Philosophy in Relation to Other Systems of Indian Thought

T. Cleary, Buddhist Yoga: A Comprehensive Course

S. Gopalan, Outlines of Jainism

G.W. Kaveeshwar, the Ethics of the Gita Swami Vivekananda, Raja Yoga

Sri Aurobindo, the Synthesis of Yoga

Semester-VI

PHI-RE-6016

Philosophy of Religion

Unit-I

Defining Religion

Nature of Philosophy of religion and its distinction from theology

Religious experience

Unit II:

Reason, Faith and Revelation

Freedom of Will

Immortality of the soul

Unit-III

Deism

Pantheism

Panentheism/Monotheism

Unit IV

Ontological argument

Cosmological argument, Teleological argument

Moral argument

Books Recommended:

Hilary Rodrigues and John S. Harding: Introduction to Study of Religion

John Hick: Philosophy of Religion

Miall Edwards: Philosophy of Religion

B. Mitchell: Philosophy of Religion

John Hick: Classical and contemporary readings in the Philosophy of Religion

Y. Masih: Introduction to Religious Philosophy

Peterson and others (OUP): Reason and Religious Belief: An Introduction to the Philosophy of Religion

Peterson and others: Philosophy of Religion. Selected Readings

Semester-VI

PHI-RE-6026

Political & Social Philosophy

Uni-I

Rights and Duties

Justice

Equality & Liberty

Unit-II

Anarchism

Socialism

Marxism

Unit-III

Monarchy

Theocracy

Democracy

Unit-IV

Humanism

Secularism

Multiculturalism

Books Recommended:

Durkheim, E.: Sociology and Philosophy

Joshi, N. V.: Social and Political Philosophy

Mackenzie, J.S.: Outlines of Social Philosophy

Raphael, D. D.: Problems of Political Philosophy

Rout, B. C.: Political Theory and Ideology

Roy & Bhattacharya.: Political Theory

Sinha, A. K.: Outlines of Social Philosophy

POL-HC-1026

Constitutional Government and Democracy in India

Course objective: This course acquaints students with the constitutional design of state structures and institutions, and their actual working overtime. The Indian Constitution accommodates conflicting impulses (of liberty and justice, territorial decentralization and a strong union, for instance) within itself. The course traces the embodiment of some of these conflicts in constitutional provisions, and shows how these have played out in political practice. It further encourages a study of state institutions in their mutual interaction, and in interaction with the larger extra-constitutional environment.

Course Outcomes:

- To acquaint students with constitutional design of state structures and institutions
- To understand the conflicts in constitutional provisions
- To make them comprehend the state institutions in relation to extra constitutional environment.

I. The Constituent Assembly and the Constitution (16 lectures)

- a. Philosophy of the Constitution, the Preamble, and Features of the Constitution (8 lectures)
- b. Fundamental Rights and Directive Principles (8 lectures)

II. Organs of Government (20 lectures)

- a. The Legislature: Parliament (6 lectures)
- b. The Executive: President and Prime Minister (8 lectures)

c. The Judiciary: Supreme Court (6 lectures)

III. Federalism and Decentralization (12 lectures)

- a. Federalism: Division of Powers, Emergency Provisions (8 lectures)
- b. Panchayati Raj and Municipalities (4 lectures)

READING LIST I. The Constituent Assembly and the Constitution

a. Philosophy of the Constitution, the Preamble, and Features of the Constitution

Essential Readings:

G. Austin, (2010) 'The Constituent Assembly: Microcosm in Action', in *The Indian Constitution: Cornerstone of a Nation*, New Delhi: Oxford University Press, 15th print, pp.1-25.

R. Bhargava, (2008) 'Introduction: Outline of a Political Theory of the Indian Constitution', in R. Bhargava (ed.) *Politics and Ethics of the Indian Constitution*, New Delhi: Oxford University Press, pp. 1-40.

Additional Readings:

D. Basu, (2012) *Introduction to the Constitution of India*, New Delhi: Lexis Nexis.

S. Chaube, (2009) *The Making and Working of the Indian Constitution*, Delhi: National Book Trust.

Chakrabarty, Bidyut. (2017), Indian Constitution: Text, Context and Interpretation, New Delhi, Sage Publications

Mellalli, Praveenkumar (2015), Constitution of India, Professional Ethics and Human Rights, New Delhi, Sage Publications

b. Fundamental Rights and Directive Principles

Essential Readings:

G. Austin, (2000) 'The Social Revolution and the First Amendment', in Working a Democratic Constitution, New Delhi: Oxford University Press, pp. 69-98.

A .Sibal, (2010) 'From Niti to Nyaya,' Seminar, Issue 615, pp 28-34.

Chakrabarty, Bidyut. (2017), Indian Constitution: Text, Context and Interpretation, New Delhi, Sage Publications

Mellalli, Praveenkumar (2015), Constitution of India, Professional Ethics and Human Rights, New Delhi, Sage Publications

Additional Reading:

The Constitution of India: Bare Act with Short Notes, (2011) New Delhi: Universal, pp. 4-16.

II. Organs of Government

a. The Legislature: Parliament

Essential Readings:

B. Shankar and V. Rodrigues, (2011) 'The Changing Conception of Representation: Issues, Concerns and Institutions', in The Indian Parliament: A Democracy at Work, New Delhi: Oxford University Press, pp. 105-173.

V. Hewitt and S. Rai, (2010) 'Parliament', in P. Mehta and N. Jayal (eds.) The Oxford Companion to Politics in India, New Delhi: Oxford University Press, pp. 28-42.

b. The Executive: President and Prime Minister Essential Readings: J. Manor, (2005) 'The Presidency', in D. Kapur and P. Mehta P. (eds.) Public Institutions in India, New Delhi: Oxford University Press, pp.105-127.

J. Manor, (1994) 'The Prime Minister and the President', in B. Dua and J. Manor (eds.) Nehru to the Nineties: The Changing Office of the Prime Minister in India, Vancouver: University of British Columbia Press, pp. 20-47.

H. Khare, (2003) 'Prime Minister and the Parliament: Redefining Accountability in the Age of Coalition Government', in A. Mehra and G. Kueck (eds.) The Indian Parliament: A Comparative Perspective, New Delhi: Konark, pp. 350-368.

c. The Judiciary: Supreme Court Essential Readings: U. Baxi, (2010) 'The Judiciary as a Resource for Indian Democracy', Seminar, Issue 615, pp. 61-67.

R. Ramachandran, (2006) 'The Supreme Court and the Basic Structure Doctrine' in B. Kirpal et.al (eds.) Supreme but not Infallible: Essays in Honour of the Supreme Court of India, New Delhi: Oxford University Press, pp. 107-133.

Additional Reading:

L. Rudolph and S. Rudolph, (2008) 'Judicial Review Versus Parliamentary Sovereignty', in Explaining Indian Institutions: A Fifty Year Perspective, 1956-2006: Volume 2: The Realm

of Institutions: State Formation and Institutional Change. New Delhi: Oxford University Press, pp. 183-210.

III. Federalism and Decentralization a. Federalism: Division of Powers, Emergency Provisions, Fifth and Sixth Schedules

Essential Readings:

M. Singh, and R. Saxena (eds.), (2011) 'Towards Greater Federalization,' in Indian Politics: Constitutional Foundations and Institutional Functioning, Delhi: PHI Learning Private Ltd., pp.166-195.

V. Marwah, (1995) 'Use and Abuse of Emergency Powers: The Indian Experience', in B. Arora and D. Verney (eds.) Multiple Identities in a Single State: Indian Federalism in a Comparative Perspective, Delhi: Konark, pp. 136-159.

B. Sharma, (2010) 'The 1990s: Great Expectations'; 'The 2000s: Disillusionment Unfathomable', in Unbroken History of Broken Promises: Indian State and Tribal People, Delhi: Freedom Press and Sahyog Pustak Kuteer, pp. 64-91.

The Constitution of India: Bare Act with Short Notes, (2011) New Delhi: Universal, pp 192-213.

Additional Readings:

R. Dhavan and R. Saxena, (2006) 'The Republic of India', in K. Roy, C. Saunders and J. Kincaid(eds.) A Global Dialogue on Federalism, Volume 3, Montreal: Queen's University Press, pp.166-197.

R. Manchanda, (2009) The No Nonsense Guide to Minority Rights in South Asia, Delhi: Sage Publications, pp. 105-109.

b. Panchayati Raj and Municipalities Essential Readings: P. deSouza, (2002) 'Decentralization and Local Government: The Second Wind of Democracy in India', in Z. Hasan, E. Sridharan and R. Sudarshan (eds.) India's Living Constitution: Ideas, Practices and Controversies, New Delhi: Permanent Black, pp. 370-404.

M. John, (2007) 'Women in Power? Gender, Caste and Politics of Local Urban Governance', in Economic and Political Weekly, Vol. 42(39), pp. 3986-3993.

Raghunandan, J. R (2012) Decentralization and local governments: The Indian Experience, Orient Black Swan, New Delhi

Baviskar, B.S and George Mathew (eds) 2009 Inclusion and Exclusion in local governance: Field Studies from rural India, New Delhi, Sage

Chakrabarty, B. & Pandey, R.K. (2019), Local Governance in India, New Delhi, Sage Publications.

POL-HC-2016

Political Theory-Concepts and Debates

Course Objective: This course is divided into two sections. Section A helps the student familiarize with the basic normative concepts of political theory. Each concept is related to a crucial political issue that requires analysis with the aid of our conceptual understanding. This exercise is designed to encourage critical and reflective analysis and interpretation of social practices through the relevant conceptual toolkit. Section B introduces the students to the important debates in the subject. These debates prompt us to consider that there is no settled way of understanding concepts and that in the light of new insights and challenges, besides newer ways of perceiving and interpreting the world around us, we inaugurate new modes of political debates.

Course outcomes: After reading the course, the students would

- Understand the various concepts in political theory and appreciate how they can be helpful to analyse crucial political issues
 - Understand the significance of debates in political theory in exploring multiple perspectives to concepts, ideas and issues.
 - Appreciate how these concepts and debates enrich political life and issues surrounding it.
- Section A: Core Concepts

I. Importance of Freedom (10 Lectures)

a) Negative Freedom: Liberty

b) Positive Freedom: Freedom as Emancipation and Development Important Issue: Freedom of belief, expression and dissent

II. Significance of Equality (12 lectures)

a) Formal Equality: Equality of opportunity

b) Political equality

c) Egalitarianism: Background inequalities and differential treatment Important Issue: Affirmative action

III. Indispensability of Justice (12 Lectures)

a) Procedural Justice

b) Distributive Justice Important Issue: Capital punishment

IV. The Universality of Rights (13 Lectures)

a) Natural Rights

b) Moral and Legal Rights

c) Three Generations of Rights Section B: Major Debates (13 Lectures) I. Why should we obey the state? Issues of political obligation and civil disobedience. II. Are human rights universal? Issue of cultural relativism. III. How do we accommodate diversity in plural society? Issues of multiculturalism and toleration.

READING LIST Section A: Core Concepts I. Importance of Freedom Essential Readings

Riley, Jonathan. (2008) 'Liberty' in McKinnon, Catriona (ed.) Issues in Political Theory, New York: Oxford University Press, pp. 103-119.

Knowles, Dudley. (2001) Political Philosophy. London: Routledge, pp. 69- 132.

Swift, Adam. (2001) Political Philosophy: A Beginners Guide for Student's and Politicians. Cambridge: Polity Press, pp. 51-88.

Carter, Ian. (2003) 'Liberty', in Bellamy, Richard and Mason, Andrew (eds.). Political Concepts. Manchester: Manchester University Press, pp. 4-15.

Sethi, Aarti. (2008) 'Freedom of Speech and the Question of Censorship', in Bhargava, Rajeev and Acharya, Ashok. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 308-319.

II. Significance of Equality

Swift, Adam. (2001) Political Philosophy: A Beginners Guide for Student's and Politicians. Cambridge: Polity Press, pp. 91-132.

Casal, Paula & William, Andrew. (2008) 'Equality', in McKinnon, Catriona. (ed.) Issues in Political Theory. New York: Oxford University Press, pp. 149- 165.

Acharya, Ashok. (2008) 'Affirmative Action', in Bhargava, Rajeev and Acharya, Ashok. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 298-307.

III. Indispensability of Justice Menon, Krishna. (2008) 'Justice', in Bhargava, Rajeev and Acharya, Ashok. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 74-86.

Wolf, Jonathan. (2008) 'Social Justice', in McKinnon, Catriona. (ed.) Issues in Political Theory. New York: Oxford University Press, pp. 172-187.

Swift, Adam. (2001) Political Philosophy: A Beginners Guide for Student's and Politicians. Cambridge: Polity Press, pp. 9-48.

Knowles, Dudley. (2001) Political Philosophy. London: Routledge, pp. 177-238.

McKinnon, Catriona. (ed.) (2008) Issues in Political Theory. New York: Oxford University Press, pp. 289-305.

Bedau, Hugo Adam. (2003) 'Capital Punishment', in LaFollette, Hugh (ed.). The Oxford Handbook of Practical Ethics. New York: Oxford University Press, pp. 705-733.

IV. The Universality of Rights Seglow, Jonathan. (2003) 'Multiculturalism' in Bellamy, Richard and Mason, Andrew (eds.). Political Concepts. Manchester: Manchester University Press, pp. 156-168.

Tulkdar, P.S. (2008) 'Rights' in Bhargava, Rajeev and Acharya, Ashok. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 88-104.

McKinnon, Catriona. (2003) 'Rights', in Bellamy, Richard and Mason, Andrew. (eds.) Political Concepts. Manchester: Manchester University Press, pp. 16-27.

Menlowe, M.A. (1993) 'Political Obligations', in Bellamy Richard. (ed.) Theories and Concepts of Politics. New York: Manchester University Press, pp. 174-194.

Amoah, Jewel. (2007) 'The World on Her Shoulders: The Rights of the Girl-Child in the Context of Culture & Identity', in Essex Human Rights Review, 4(2), pp. 1-23.

Working Group on the Girl Child (2007), A Girl's Right to Live: Female Foeticide and Girl Infanticide, available on [http://www.crin.org/docs/Girl's infanticide CSW 2007.txt](http://www.crin.org/docs/Girl's%20infanticide%20CSW%202007.txt) Section B: Major Debates Hyums, Keith. (2008) 'Political Authority and Obligation', in Mckinnon, Catriona. (ed.) Issues in Political Theory, New York: Oxford University Press, pp. 9-26

Martin, Rex. (2003) 'Political Obligation', in Bellamy, Richard and Mason, Andrew. (eds.) Political Concepts, Manchester: Manchester University Press, pp. 41-51.

Campbell, Tom. (2008) 'Human Rights' in Mckinnon, Catriona. (ed.) Issues in Political Theory. New York: Oxford University Press, pp. 194-210.

Mookherjee, Monica, 'Multiculturalism', in Mckinnon, Catriona. (ed.) Issues in Political Theory. New York: Oxford University Press, pp. 218- 234.

Seglow, Jonathan, 'Multiculturalism', in Bellamy, Richard and Mason, Andrew. (eds.) Political Concepts, Manchester: Manchester University Press, pp. 156-168.

POL HC 3026

Perspectives on Public Administration

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

- To enable students to learn the basic concepts related to public administration and its importance,
- To make students learn the major theories of public administration, • To enable students to have an understanding of public policy and its formulation,
- To familiarize students with the major approaches and recent debates related to field of public administration.

I. Public Administration as a Discipline (15 lectures)

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

II. Theoretical Perspectives (25 lectures) Classical Theories

- Scientific management (F.W.Taylor)
- Administrative Management (Gullick and Urwick)
- Ideal-type bureaucracy (Max Weber) Neo-Classical Theory
- Human relations theory (Elton Mayo) Contemporary Theory
- Ecological approach (Fred Riggs)

III. Public Policy (10 lectures)

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

IV. MAJOR APPROACHES IN PUBLIC ADMINISTRATION (20 lectures)

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

READING LIST

I. Public Administration as a Discipline a. Meaning, Dimensions and Significance of the Discipline. Nicholas Henry, Public Administration and Public Affairs, Prentice Hall, 1999

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

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

b. Public and Private Administration.

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

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

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

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

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

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

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

II. Theoretical Perspectives Scientific Management D. Gvishiani, Organisation and Management, Moscow: Progress Publishers, 1972

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

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

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

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

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

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

Human Relations Theory D. Gvishiani, Organisation and Management, Moscow: Progress Publishers, 1972

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

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

A. Singh, Public Administration: Roots and Wings. New Delhi: Galgotia Publishing Company, 2002 F. Riggs, And Administration in Developing Countries: The Theory of Prismatic Society. Boston: Houghton Mifflin, 1964

III. Public Policy Concept, Relevance and Approaches

T. Dye, (1984) Understanding Public Policy, 5th Edition. U.S.A: Prentice Hall, pp. 1-44

The Oxford Handbook of Public Policy, OUP, 2006 Xun Wu, M.Ramesh, Michael Howlett and Scott Fritzen, The Public Policy Primer: Managing The Policy Process, Rutledge, 2010

Mary Jo Hatch and Ann .L. Cunliffe Organisation Theory: Modern, Symbolic and Postmodern Perspectives, Oxford University Press, 2006 Michael Howlett, Designing Public Policies: Principles and Instruments, Rutledge, 2011

The Oxford Handbook of Public Policy, Oxford University Press, 2006

Chakrabarty, B. & Chand, P. (2016), Public Policy: Concepts, Theory and Practice, New Delhi: Sage Publications

Formulation, implementation and evaluation Prabir Kumar De, Public Policy and Systems, Pearson Education, 2012

R.V. Vaidyanatha Ayyar, Public Policy Making In India, Pearson,2009 Surendra Munshi and Biju Paul Abraham [Eds.] Good Governance, Democratic Societies and Globalisation, Sage Publishers, 2004

IV. Major Approaches in Public Administration Development administration M. Bhattacharya, 'Chapter 2 and 4', in Social Theory, Development Administration and Development Ethics, New Delhi: Jawahar Publishers, 2006

F. Riggs, The Ecology of Public Administration, Part 3, New Delhi: Asia Publishing House, 1961 New Public Administration Essential Reading: M. Bhattacharya, Public Administration: Issues and Perspectives, New Delhi:

Jawahar Publishers, 2012 H. Frederickson, 'Toward a New Public Administration', in J. Shafritz, & A. Hyde, (eds.) Classics of Public Administration, 5th Edition, Belmont: Wadsworth, 2004 New Public Management

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

A. Gray, and B. Jenkins, 'From Public Administration to Public Management' in E. Otenyo and N. Lind, (eds.) Comparative Public Administration: The Essential Readings: Oxford University Press, 1997

C. Hood, 'A Public Management for All Seasons', in J. Shafritz, & A. Hyde, (eds.) Classics of Public Administration, 5th Edition, Belmont: Wadsworth, 2004

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

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

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

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

U. Medury, Public administration in the Globalisation Era, New Delhi: Orient Black Swan, 2010 Singh, Shivani. (2016), Governance: Issues and Challenges, New Delhi, Sage Publication

POL HC 5016

Classical Political Philosophy

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

Course Outcomes:

- To interpret ideas underlying traditions in classical political philosophy
- To analyze the debates and arguments of leading political philosophers belonging to different traditions of the period
- To appraise the relevance of classical political philosophy in understanding contemporary politics

I. Text and Interpretation (8 lectures)

Significance of Interpretation: Different Perspectives

- Marxist Perspective
- Feminist Perspective
- Post-modern Perspective

II. Antiquity Plato (8 lectures) Philosophy and Politics, Theory of Forms, Justice, Philosopher King/Queen, Communism Presentation theme: Critique of Democracy Aristotle (8 lectures)

Forms, Virtue, Citizenship, Justice and State Presentation theme: Classification of governments

III. Interlude: Machiavelli (8 lectures)

Virtu, Religion, Republicanism Presentation themes: morality and statecraft

IV. Possessive Individualism Hobbes (8 lectures)

Human nature, State of Nature, Social Contract, State Presentation themes: State of nature; social contract Locke (8 lectures) Laws of Nature, Natural Rights, Property, Presentation theme: Natural rights

READING LIST I. Text and Interpretation

Essential Readings:

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

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

Additional Readings:

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

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

II. Antiquity: Plato

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

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

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

Additional Readings:

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

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

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

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

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

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

Additional Readings:

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

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

III. Interlude: Machiavelli

Essential Readings:

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

Q. Skinner, (2000) 'The Adviser to Princes', in *Machiavelli: A Very Short Introduction*, Oxford: Oxford University Press, pp. 23-53 44 J.

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

Additional Reading:

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

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

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

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

Additional Readings:

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

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

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

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

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

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

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

POL-HC-5026

Indian Political Thought-I

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

Course Outcomes:

- To underline themes and issues in political traditions of pre-colonial India.
- To compare and contrast positions of different political traditions those were present in pre-colonial India.
- To evaluate the relevance of political thought of pre-colonial India for contemporary politics.

I. Traditions of Pre-colonial Indian Political Thought (8 lectures)

- a. Brahmanic and Shramanic
- b. Islamic and Syncretic.

II. Ved Vyasa (Shantiparva): Rajadharma (5 lectures)

III. Manu: Social Laws (6 lectures)

IV. Kautilya: Theory of State (7 lectures)

V. Aggannasutta (Digha Nikaya): Theory of kingship (5 lectures)

VI. Barani: Ideal Polity (6 lectures)

VII. Abul Fazal: Monarchy (6 lectures)

VIII. Kabir: Syncretism (5 lectures)

READING LIST I .Traditions of Pre-modern Indian Political Thought:

Essential Readings:

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

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

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

G. Pandey, (1978) *Sraman Tradition: Its History and Contribution to Indian Culture*, Ahmedabad: L. D. Institute of Indology, pp. 52-73.

S. Saberwal, (2008) 'Medieval Legacy', in *Spirals of Contention*, New Delhi: Routledge, pp.1- 31

II. Ved Vyasa (Shantiparva): *Rajadharma Essential Readings: The Mahabharata* (2004), Vol. 7 (Book XI and Book XII, Part II), Chicago and London: University of Chicago Press.

V. Varma, (1974) *Studies in Hindu Political Thought and Its Metaphysical Foundations*, Delhi: Motilal Banarsidass, pp. 211- 230.

B. Chaturvedi, (2006) 'Dharma-The Foundation of Raja-Dharma, Law and Governance', in *The Mahabharata: An Inquiry in the Human Condition*, Delhi: Orient Longman, pp. 418- 464.

IV. Manu: Social Laws Essential Readings:

Manu, (2006) 'Rules for Times of Adversity', in P. Olivelle, (ed. &trans.) *Manu's Code of Law: A Critical Edition and Translation of the Manava- Dharamsastra*, New Delhi: OUP, pp. 208-213.

V. Mehta, (1992) 'The Cosmic Vision: Manu', in *Foundations of Indian Political Thought*, Delhi: Manohar, pp. 23- 39.

R. Sharma, (1991) 'Varna in Relation to Law and Politics (c 600 BC-AD 500)', in *Aspects of Political Ideas and Institutions in Ancient India*, Delhi: Motilal Banarsidass, pp. 233- 251.

P. Olivelle, (2006) 'Introduction', in *Manu's Code of Law: A Critical Edition and Translation of the Manava –Dharmasastra*, Delhi: Oxford University Press, pp. 3- 50.

V. Kautilya: *Theory of State Essential Readings: Kautilya*, (1997) 'The Elements of Sovereignty' in R. Kangle (ed. and trns.), *Arthashastra of Kautilya*, New Delhi: Motilal Publishers, pp. 511- 514.

V.Mehta, (1992) 'The Pragmatic Vision: Kautilya and His Successor', in *Foundations of Indian Political Thought*, Delhi: Manohar, pp. 88- 109.

R. Kangle, (1997) *Arthashastra of Kautilya-Part-III: A Study*, Delhi: Motilal Banarsidass, rpt., pp. 116- 142.

Additional Reading:

J. Spellman, (1964) 'Principle of Statecraft', in *Political Theory of Ancient India: A Study of Kingship from the Earliest time to Ceirca AD 300*, Oxford: Clarendon Press, pp. 132- 170.

VI. Agganna Sutta (Digha Nikaya): Theory of Kingship Essential Readings:

S. Collins, (ed), (2001) *Agganna Sutta: An Annotated Translation*, New Delhi: Sahitya Academy, pp. 44-49.

S. Collins, (2001) 'General Introduction', in *Agganna Sutta: The Discussion on What is Primary (An Annotated Translation from Pali)*, Delhi: Sahitya Akademi, pp. 1- 26.

B. Gokhale, (1966) 'The Early Buddhist View of the State', in *The Journal of Asian Studies*, Vol. XXVI, (1), pp. 15- 22.

Additional Reading:

L. Jayasurya, 'Budhism, Politics and Statecraft', Available at ftp.buddhism.org/Publications/.../Voll1_03_Laksiri%20Jayasuriya.pdf, Accessed: 19.04.2013.

VII. Barani: Ideal Polity 47 Essential Reading: I. Habib, (1998) 'Ziya Barni's Vision of the State', in The Medieval History Journal, Vol. 2, (1), pp. 19- 36.

Additional Reading: M. Alam, (2004) 'Sharia Akhlaq', in The Languages of Political Islam in India 1200- 1800, Delhi: Permanent Black, pp. 26- 43

VIII. Abul Fazal: Monarchy Essential Readings:

A. Fazl, (1873) The Ain-i Akbari (translated by H. Blochmann), Calcutta: G. H. Rouse, pp. 47-57.

V. Mehta, (1992) 'The Imperial Vision: Barni and Fazal', in Foundations of Indian Political Thought, Delhi: Manohar, pp. 134- 156.

Additional Readings:

M. Alam, (2004) 'Sharia in Naserean Akhlaq', in Languages of Political Islam in India 1200- 1800, Delhi: Permanent Black, pp. 46- 69.

I. Habib, (1998) 'Two Indian Theorist of The State: Barani and Abul Fazal', in Proceedings of the Indian History Congress. Patiala, pp. 15- 39.

IX. Kabir: Syncreticism Essential Readings: Kabir. (2002) The Bijak of Kabir, (translated by L. Hess and S. Singh), Delhi: Oxford University Press, No. 30, 97, pp. 50- 51 & 69- 70.

V. Mehta, (1992) Foundation of Indian Political Thought, Delhi: Manohar, pp. 157- 183. G. Omvedt, (2008) 'Kabir and Ravidas, Envisioning Begumpura', in Seeking Begumpura: The Social Vision of Anti Caste Intellectual, Delhi: Navayana, pp. 91- 107.

Additional Reading:

L. Hess and S. Singh, (2002) 'Introduction', in The Bijak of Kabir, New Delhi: Oxford University Press, pp. 3- 35.

POL-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, New Delhi, 2004

POL-HE-5026

Public Policy in India

Course Objective: This course provides a theoretical and practical understanding of the concepts and methods that can be employed in the analysis of public policy. It uses the methods of political economy to understand policy as well as understand politics as it is shaped by economic changes. The course will be useful for students who seek an integrative link to their understanding of political science, economic theory and the practical world of development and social change.

Course Outcomes:

- To be familiarised with and gain knowledge about the processes of public policy making in India
- To assess the functioning of the government and the administration in ensuring a citizen centric welfare administration in India.

I. Introduction to Policy Analysis (12 Lectures)

II. The Analysis of Policy in the Context of Theories of State (12 Lectures)

III. Political Economy and Policy: Interest Groups and Social Movements. (12 Lectures)

IV. Models of Policy Decision-Making (12 Lectures)

V. Ideology and Policy: Nehruvian Vision, Economic Liberalisation and recent developments (12 Lectures)

READING LIST Essential Readings

I. Introduction to Policy Analysis Jenkins, B. (1997) 'Policy Analysis: Models and Approaches' in Hill,

M. (1997) *The Policy Process: A Reader* (2nd Edition). London: Prentice Hall, pp. 30-40.
Dye, T.R. (2002) *Understanding Public Policy*. Tenth Edition. Delhi: Pearson, pp.1-9, 32-56 and 312-329.

Sapru, R.K.(1996) *Public Policy : Formulation, Implementation and Evaluation*. New Delhi: Sterling Publishers, pp. 26-46.

IGNOU.Public Policy Analysis.MPA-015. New Delhi: IGNOU, pp. 15-26 and 55-64.

Wildavsky, A.(2004), ' Rescuing Policy Analysis from PPBS' in Shafritz, J.M. & Hyde, A.C. (eds.) *Classics of Public Administration*.5th Edition. Belmont: Wadsworth, pp.271-284.

II. The Analysis of Policy in the Context of Theories of State Dunleavy, P. and O'Leary, B. (1987) *Theories of the State*. London: Routledge. McClennan, G. (1997) 'The Evolution of Pluralist Theory' in Hill, M. (ed.) *The Policy Process: A Reader*. 2nd Edition. London: Prentice Hall, pp. 53-61.

Simmie, J. & King, R. (eds.) (1990) *The State in Action: Public Policy and Politics*. London: Printer Publication, pp.3-21 and 171-184.

Skocpol, T. et al (eds.) (1985) *Bringing the State Back In*. Cambridge: Cambridge University Press, pp. 3-43 and 343-366.

Dye, T.R. (2002) *Understanding Public Policy*.10th Edition. Delhi: Pearson, pp.11-31. I. Political Economy and Policy: Interest Groups and Social Movements. Lukes, S. (1986) *Power*. Basil: Oxford, pp. 28-36.

Lukes, S. (1997) 'Three Distinctive Views of Power Compared', in Hill, M. (ed.), *The Policy Process: A Reader*. 2nd Edition. London: Prentice Hall, pp. 45-52.

Giddens, A. (1998) *The Third Way: The Renewal of Social Democracy*. Cambridge: Polity Press, pp. 27-64 and 99-118.

IV. Models of Policy Decision-Making Hogwood, B. & Gunn, L. (1984) *Policy Analysis for the Real World*.U.K: Oxford University Press, pp. 42-62.

Sabatier, P.L. & Mazmanian, D. (1979) 'The Conditions of Effective Policy Implementation', in *Policy Analysis*, vol. 5, pp. 481-504.

Smith, G. & May, D. (1997) 'The Artificial Debate between Rationalist and Incrementalist Models of Decision-making', in Hill, M.*The Policy Process: A Reader*. 2nd Edition. London: Prentice Hall, pp. 163-174.

IGNOU.Public Policy Analysis. MPA-015, New Delhi: IGNOU, pp. 38-54. Henry, N.(1999) *Public Administration and Public Affairs*. New Jersey: Prentice Hall, pp. 346-368.

V. Ideology and Policy: Nehruvian Vision, Economic Liberalisation and recent developments
Basu Rumki (2015) *Public Administration in India Handates, Performance and Future Perspectives*, New Delhi, Sterling Publishers Self, P. (1993) *Government by the Market?The Politics of Public Choice*. Basingstoke: MacMillan, pp. 1-20,70-105,113-146,198-231 and 262-277.

Girden,E.J.(1987) 'Economic Liberalisation in India: The New Electronics Policy' in Asian Survey.California University Press. Volume 27, No.11. Available at - www.jstor.org/stable/2644722.

POL-HE-5046

Select Constitutions – I

Course Objective: The course introduces the constitutional and political systems of two (2) countries. Students will have a stronger and more informed perspective on approaches to studying the constitutional and political systems of these countries in a comparative manner.

Course outcomes:

- Students will be able to understand the importance of constitutions
- This paper is an integral part of public services examinations
- Students will be introduced to the various types of constitutions and the forms of governments from different parts of the world.

Unit I: Constitution and Constitutionalism (12 lectures)

- Constitution - Meaning and Importance
- Classification of Constitutions
- Constitutionalism - Concept

Unit II: United Kingdom (14 lectures)

- The British Political Tradition • Parliamentary Government— i. Monarchy ii. Cabinet iii. Parliament
- Political Parties and Interest Groups
- Rule of Law and the Judicial System

Unit III: United States of America (14 lectures)

- Making of the American Constitution
- The Federal System
- National Government— i. The President ii. Congress iii. Supreme Court
- Political Parties and Interest Groups in USA

Unit IV: Comparative Study of UK and USA Constitutions (12 lectures)

- British Prime Minister vs USA President
- House of Lords vs Senate
- Speaker of House of Commons vs Speaker of House of Representatives

READING LIST Almond and Powell, Comparative Politics:

A Developmental Approach, Prentice Hall, 1979

Finer, H, Theory and Practice of Modern Government, Mituban, 1965

Dahl, Robert, Theory and Practice of Modern Government, Prentice Hall, 1978

Ray, S. N., Comparative Political Systems, Prentice Hall, 1997 Willoughby, Westel Woodbury, The American Constitutional System; An Introduction to the Study of the American State, General Books LLC, 2009

Elster, Jon & Slagstad(Ed), Constitutionalism and Democracy, Cambridge University Press, 1993 Alexander, Larry, Constitutionalism: Philosophical Foundation, Cambridge University Press, 2001 Rosenbaum,

S. Alan, Constitutionalism: The Philosophical Dimension, Greenwood Press, 1988 Longford,

W. John & Brownsey, K. Lorne, The Changing Shape of Government in the Asia Pacific Region, IRPP, 1988

POL-HC-6016

Modern Political Philosophy

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

Course Outcome:

- To interpret ideas underlying traditions in modern political philosophy
- To analyze the debates and arguments of leading political philosophers of different philosophical traditions
- To appraise the relevance of modern political philosophy in understanding contemporary politics

I. Modernity and its discourses (8 lectures)

Modernity: Concept (3 lectures) Discourses on Modernity (5 lectures)

II. Romantics (16 lectures)

a. Jean Jacques Rousseau (8 Lectures) Presentation themes: General Will

b. Mary Wollstonecraft (8 Lectures) Presentation theme: Women and paternalism

III. Liberal socialist (8 lectures) John Stuart Mill Presentation theme: Liberty

IV. Radicals (16 lectures) a. Karl Marx (8 Lectures) Presentation theme: Class Struggle b.

Alexandra Kollontai (8 Lectures) Presentation theme: Disagreement with Lenin

READING LIST I. Modernity and its discourses

Essential Readings:

I. Kant. (1784) 'What is Enlightenment?,' available at <http://theliterarylink.com/kant.html>, Accessed: 19.04.2013 S. Hall (1992) 'Introduction', in Formations of Modernity UK: Polity Press pages 1-16

II. Romantics

Essential Readings:

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

M. Keens-Soper, (2003) 'Jean Jacques Rousseau: The Social Contract', in M. Forsyth and M. Keens-Soper, (eds) *A Guide to the Political Classics: Plato to Rousseau*. New York: Oxford University Press, pp. 171-202.

C. Jones, (2002) 'Mary Wollstonecraft's Vindications and their Political Tradition' in C. Johnson, (ed.) *The Cambridge Companion to Mary Wollstonecraft*, Cambridge: Cambridge University Press, pp. 42-58.

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

III. Liberal Socialist Essential Readings:

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

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

IV. Radicals Essential Readings:

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

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

V. Bryson, (1992) 'Marxist Feminism in Russia' in *Feminist Political Theory*, London: Palgrave Macmillan, pp. 114-122 C. Sypnowich, (1993) 'Alexandra Kollontai and the Fate of Bolshevik Feminism' *Labour/Le Travail* Vol. 32 (Fall 1992) pp. 287-295 A. Kollontai (1909), *The Social Basis of the Woman Question*, Available at <http://www.marxists.org/archive/kollonta/1909/social-basis.htm>, Accessed: 19.04.2013

Additional Readings:

A. Bloom, (1987) 'Jean-Jacques Rousseau', in Strauss, L. and Cropsey, J. (eds.) *History of Political Philosophy*, 2nd edition. Chicago: Chicago University Press, pp. 559-580. Selections from *A Vindication of the Rights of Woman*, Available at <http://oregonstate.edu/instruct/phl302/texts/wollstonecraft/womana.html#CHAPTER%20II>, Accessed: 19.04.2013.

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

B. Ollman (1991) *Marxism: An Uncommon Introduction*, New Delhi: Sterling Publishers. G. Blakely and V. Bryson (2005) *Marx and Other Four Letter Words*, London:

Pluto A. Skoble, and T. Machan, (2007) *Political Philosophy: Essential Selections*, New Delhi: Pearson Education, pp. 286-327. A. Kollontai, (1977) 'Social Democracy and the Women's Question', in *Selected Writings of Alexandra Kollontai*, London: Allison & Busby, pp. 29-74.

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

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

POL-HC-6026

Indian Political Thought-II

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

Course Outcomes:

- To underline themes and issues in political thought of modern India.
- To compare and contrast positions of leading political thinkers in India on issues those are constitutive of modern India.
- To assess the relevance of political thought of modern India in understanding contemporary politics.

I. Introduction to Modern Indian Political Thought (4 lectures)

II. Rammohan Roy: Rights (4 lectures)

III. Pandita Ramabai: Gender (4 lectures)

IV. Vivekananda: Ideal Society (5 lectures)

V. Gandhi: Swaraj (5 lectures)

VI. Ambedkar: Social Justice (5 lectures)

VII. Tagore: Critique of Nationalism (4 lectures)

VIII. Iqbal: Community (5 lectures)

IX. Savarkar: Hindutva (4 lectures)

X. Nehru: Secularism (4 lectures)

XI. Lohia: Socialism (4 lectures)

READING LIST I. Introduction to Modern Indian Political Thought

Essential Readings:

V. Mehta and T. Pantham (eds.), (2006) 'A Thematic Introduction to Political Ideas in Modern India: Thematic Explorations, History of Science, Philosophy and Culture in Indian Civilization' Vol. 10, Part: 7, New Delhi: Sage Publications, pp. xxvii-ixi.

D. Dalton, (1982) 'Continuity of Innovation', in *Indian Idea of Freedom: Political Thought of Swami Vivekananda, Aurobindo Ghose, Rabindranath Tagore and Mahatma Gandhi*, Academic Press: Gurgaon, pp. 1-28.

II. Rammohan Roy: Rights Essential Readings:

R. Roy, (1991) 'The Precepts of Jesus, the Guide to Peace and Happiness', S. Hay, (ed.) *Sources of Indian Tradition*, Vol. 2. Second Edition. New Delhi: Penguin, pp. 24-29.

C. Bayly, (2010) 'Rammohan and the Advent of Constitutional Liberalism in India 1800-1830', in Sh. Kapila (ed.), *An intellectual History for India*, New Delhi: Cambridge University Press, pp. 18- 34.

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

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

Chakrabarty, B. & Pandey, R.K. (2009), *Modern Indian Political Thought: Text and Context*, New Delhi, Sage Publications

III. Pandita Ramabai: Gender Essential Readings:

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

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

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

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

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

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

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

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

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

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

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

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

VI. Ambedkar: Social Justice Essential Readings:

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

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

Additional Reading:

P. Chatterjee, (2005) 'Ambedkar and the Troubled times of Citizenship', in V. Mehta and Th. Pantham (eds.), *Political ideas in modern India: Thematic Explorations*, New Delhi: Sage, pp. 73-92.

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

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

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

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

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

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

Madani, (2005) *Composite Nationalism and Islam*, New Delhi: Manohar, pp. 66-91. Additional Reading: L. Gordon-Polonskya, (1971) 'Ideology of Muslim Nationalism', in H. Malik (ed.), *Iqbal: Poet- Philosopher of Pakistan*, New York: Columbia University Press, pp. 108-134.

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

J. Sharma, (2003) *Hindutva: Exploring the Idea of Hindu Nationalism*, Delhi: Penguin, pp. 124-172. Additional Reading: Dh. Keer, (1966) *Veer Savarkar*, Bombay: Popular Prakashan, pp. 223-250. Chakrabarty, B. & Pandey, R.K. (2009), *Modern Indian Political Thought: Text and Context*, New Delhi, Sage Publications X. Nehru: Secularism

Essential Readings:

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

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

B. Zachariah, (2004) Nehru, London: Routledge Historical Biographies, pp. 169-213.
Additional Reading: P. Chatterjee, (1986) 'The Moment of Arrival: Nehru and the Passive Revolution', in Nationalist Thought and the Colonial World: A Derivative Discourse? London: Zed Books, pp. 131-166

Chakrabarty, B. & Pandey, R.K. (2009), Modern Indian Political Thought: Text and Context, New Delhi, Sage Publications XI. Lohia:

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

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

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

POL-HE-6046

Select Constitutions – II

Course Objective: The course introduces the constitutional and political systems of two (2) countries. Students will have a stronger and more informed perspective on approaches to studying the constitutional and political systems of these countries in a comparative manner.

Course outcomes:

- Students will be able to understand the importance of constitutions;
- This paper is an integral part of public services examinations.
- Students will be introduced to the various types of constitutions and the forms of governments from different parts of the world.

Unit I: Peoples Republic of China- I (14 lectures)

- Revolutionary Legacy: Communist Revolution and the Cultural Revolution
- Structure of Government
 - National Peoples' Congress
 - The President and the State Council
 - Peoples courts and Peoples Procuratorates

Unit II: Peoples Republic of China- II (11 lectures)

- Rights and Duties of Citizens • Party System and Role of the Communist Party

Unit III: Switzerland- I (14 lectures)

- Swiss Political Tradition
- Swiss Federalism
- Structure of Federal Government
 - Legislature
 - Executive
 - Judiciary

Unit IV: Switzerland- II (9 lectures)

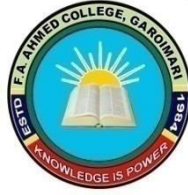
- Direct Democracy
- Political Parties and Interest Groups

READING LIST Almond and Powell, Comparative Politics: A Development Approach, Prentice Hall, 1979

Finer, H, Theory and Practice of Modern Government, Mituban, 1965

Dahl, Robert, Theory and Practice of Modern Government, Prentice Hall, 1978

Ray, S. N., Comparative Political Systems, Prentice Hall, 1997 Longford, W. John & Brownsey, K. Lorne, The Changing Shape of Government in the Asia Pacific Region, IRPP, 1988



Office of the Principal i/c

F.A. AHMED COLLEGE, GAROIMARI

P.O.-Tukrapara, Dist- Kamrup, Assam, Pin: 781137

Website: www.faacollege.org:: E-mail: faacollege1984@gmail.com

Phone: 9859125838/8638499758/8638780793

Metric 1.3.1: Institution integrates cross-cutting issues relevant to Professional ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.

Environmental and Sustainability

Relevant Syllabi

SEMESTER: VI
PAPER CODE
ARA-HE-6016 FUNCTIONAL ARABIC-II

Unit-I

1 المدارس

2 صحة البيئة (Environment)

3 صدئة

Unit-2

1 شجرة الزيتون

2 فى العادة

3 تنظم الوقت

Unit-III

1 فى العطلة

2 الحزة

3 الطالب الزك.

Reading References:

1 القراءة العربية، عبد القدوس القاسم، محمد ساجد القاسم.

2 ابيغاي كئي تحبغى اناطق انا.

3 اللغة العربية الوطفة.

4 القراءة الواضحة لواحد الزمان القاسم.

5 القراءة الراشدة ألب الحسن على الندوي.

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. 26

6. Sustainable Development

Conventional development model: a critique, Alternative approach: Sustainable Development and its origin, objectives of Sustainable Development, Approaches to Sustainable Development: weak sustainability, strong sustainability, Safe minimum standard approach, ecological perspective and social perspective, Rules and indicators of Sustainable Development.

Readings:

1. Charles Kolstad, *Intermediate Environmental Economics*, Oxford University Press, 2nd edition, 2010.
2. Robert N. Stavins (ed.), *Economics of the Environment: Selected Readings*, W.W. Norton, 5th edition, 2005.
3. Roger Perman, Yue Ma, James McGilvray and Michael Common, *Natural Resource and Environmental Economics*, Pearson Education/Addison Wesley, 3rd edition, 2003.
4. Maureen L. Cropper and Wallace E. Oates, 1992, —Environmental Economics: A Survey, *Journal of Economic Literature*, Volume 30:675-740.
5. Subhashini Muthukrishnan, *Economics of Environment*, PHI Learning Private Limited, 2nd edition, 2015.
6. Bhattacharyya R, *Environmental Economics*, Oxford University Press.
7. Nick Hanley, Jason F. Shogren and Ben White, *Introduction to Environmental Economics*, Oxford University Press.
8. Gautam Purkayastha, *Environmental Economics: Theory ,Problems and Solutions*, Kalyani Publishers , Reprinted 2016

ECO-HC-6026

DEVELOPMENT ECONOMICS-II

Course Description

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

Course Outline

1. Demography and Development

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

2. Land, Labor and Credit Markets

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

3. Individuals, Communities and Collective Outcomes

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

4. Environment and Sustainable Development

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

5. Globalization

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

Readings

1. Debraj Ray, *Development Economics*, Oxford University Press, 2009.
2. Partha Dasgupta, *Economics, A Very Short Introduction*, Oxford University Press, 2007.
3. Abhijit Banerjee, Roland Benabou and Dilip Mookerjee, *Understanding Poverty*, Oxford University Press, 2006.
4. Thomas Schelling, *Micromotives and Macrobehavior*, W. W. Norton, 1978.
5. Albert O. Hirschman, *Exit, Voice and Loyalty: Responses to Decline in Firms, Organizations and States*, Harvard University Press, 1970.
6. Raghuram Rajan, *Fault Lines: How Hidden Fractures Still Threaten the World Economy*, 2010.
7. Elinor Ostrom, *Governing the Commons: The Evolution of Institutions for Collective Action*, Cambridge University Press, 1990.
8. Dani Rodrik, *The Globalization Paradox: Why Global Markets, States and Democracy Can't Coexist*, Oxford University Press, 2011.
9. Michael D. Bordo, Alan M. Taylor and Jeffrey G. Williamson (ed.), *Globalization in Historical Perspective*, University of Chicago Press, 2003.

EDU-HC-4036

EMERGING ISSUES IN EDUCATION

Total Marks: 100 (External=80 and Internal=20)] Credit-6

Objectives: After completion of this unit, students will be able to-

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

Unit-1: Social Inequality in Education and Constitutional Safeguards

- Concept of Social Inequality
- Constitutional Provision for Ensuring Equality in Education.
- Education of Socially Disadvantaged Section: SCs, STs and Minorities, Education of people of Char area of Assam.
- Education for Backward Children, Child Labour, Street Children and Slum Dwellers.
- **Gender Disparity and Rural-Urban Disparity in Education**

Unit-2: Liberalization, Privatization and Globalization of Education

- Liberalization: Concept and its impact on education.
- Privatization: Concept and its impact on education.
- Globalization: Concept and its impact on education.
- Public-private Partnership.
- Education as investment

Unit-3: Issues related to Students

- Youth Unrest: Concept, Causes and Remedies.
- Campus Disturbance: Concept, Causes and Remedies.
- Examination Anxiety: Concept, Causes and Remedies.
- Issues related to Educated Unemployment.

Unit-4: Environmental Education and Population Education

- Main Environmental Issues: Global Warming, Ozone Depletion and Environmental Pollution.
- Role of Environmental Education for Sustainable Development.
- Role of Different Stakeholders (Government and Non-Government Organisations, Women, Media) in Environmental Protection.
- Population Explosion: Its Causes and Consequences.

- Population Education for Population Control.

Unit-5: Multi-Cultural Education and Alternative Education

- Concept, Objectives and Need of Multi-Cultural Education • Curriculum and Instruction of Multi-Cultural Education.
- Issues related to Multi-Cultural Education.
- Concept of Alternative Education and its related Issues.
- Role of NIOS and Sakshar Bharat Mission in Alternative Education.
- Role of IGNOU and KKHSOU in Alternative Higher Education.
- MOOC and its related Issues.

Recommended Readings:

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

B.A (Honours)
Programme in History
CORE COURSE

Semester I

HIS-HC-1016: HISTORY OF INDIA- I

Lectures: 5; Tutorial: 1 (per week)

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

Unit-I. Reconstructing Ancient Indian History

[a] Early Indian notions of History

[b] Sources and tools of historical reconstruction: archaeological: epigraphy, numismatics, literary

[c] Historical interpretations (with special reference to gender, environment, technology, and regions)

Unit -II. Pre-historic hunter-gatherers

[a] Paleolithic cultures- sequence and distribution; stone industries and other technological developments.

[b] Mesolithic cultures- regional and chronological distribution; new developments in technology and economy; rock art.

Unit -III. The advent of food production

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

Unit -IV. The Harappan Civilization

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

Unit-V. Cultures in transition

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

[a] North India (circa 1500 BCE-300 BCE)

[b] Central India and the Deccan (circa 1000 BCE - circa 300 BCE)

[c] Tamilakam (circa 300 BCE to circa CE 300)

Readings:

R.S. Sharma, India's Ancient Past, New Delhi, OUP, 2007

R. S. Sharma, Material Culture and Social Formations in Ancient India, Laxmi Publications, 2007. R.S. Sharma, Looking for the Aryas, Delhi, Orient Longman Publishers, 1995

- D. P. Agrawal, *The Archaeology of India*, 1985
Bridget & F. Raymond Allchin, *The Rise of Civilization in India and Pakistan*, 1983.
- A. L. Basham, *The Wonder that Was India*, 1971.
- D. K. Chakrabarti, *The Archaeology of Ancient Indian Cities*, 1997,
- D. K. Chakrabarti, *The Oxford Companion to Indian Archaeology*, New Delhi, 2006.
- H. C. Raychaudhuri, *Political History of Ancient India*, Rev. ed. With Commentary by B. N. Mukherjee, 1996
- K. A. N. Sastri, ed., *History of South India*, OUP, 1966.
- Upinder Singh, *A History of Ancient and Early Medieval India*, 2008.
- Romila Thapar, *Early India from the Beginnings to 1300*, London, 2002.
- Uma Chakravarti, *The Social Dimensions of Early Buddhism*. 1997.
- Rajan Gurukul, *Social Formations of Early South India*, 2010.
- R. Champakalakshmi, *Trade, Ideology and urbanization: South India 300 BC- AD 1300*, 1996.

HIS –HE-6026

ASSAM SINCE INDEPENDENCE

Lectures: 5; Tutorial: 1 (per week)

Course Outcome: Students will be able to assess the aftermath of Partition and other socioeconomic developments in post-independence Assam upon completion of this course. They will also be able to identify the main currents of political and socio-economic development in Assam after India's independence and the causes and impact of various struggles and movements in contemporary Assam.

Unit I- Political Developments

- [a] Political changes and impact of partition
- [b] Administrative Re-organisation.
- [c] Indo-China War (1962)
- [d] Electoral politics in Assam
- [e] Independence of Bangladesh and its impact on Assam

Unit II- Economic Developments

- [a] Economic impact of the Partition
- [b] Revenue policies
- [c] Five year plans

[d] Industrialisation and Urban Development

[e] Demographic Changes

[f] Transport and communication

Unit III: Movements and Ethnic Resurgence:

[a] Growth of middle class

[b] Language movement Page 28 of 37

[c] Refinery Movement

[d] Assam Movement

[e] Ethnic Resurgence and movement for autonomy; insurgency

Unit IV: Environmental Issues:

[a] Natural disasters : earthquake of 1950, flood, erosion.

[b] Land policies and land hunger

[c] Development and environment [c] Big dam issue

[d] Development, Displacement and natural resources.

Unit V- Cultural development

[a] Activities of The Assam Sahitya Sabha,

[b] Development of Media (print and electronic), the All India Radio.

[c] Development of Education: Elementary, Secondary and Higher

[d] Women's Movements: Mahila Samiti, Asam Lekhika Somaroh

Readings (tentative):

Baruah, S.L.: A Comprehensive History of Assam, Munshiram Monoharlal Publishers Pvt. Ltd., New Delhi, 1985

Baruah, S.L. (ed): Status of Women in Assam with Special Reference to Non-tribal Societies
Deka, Meeta: Women's Agency and Social Change: Assam and Beyond, Sage Publications, 2013

Goswami, P.C., Economic Development of Assam, 1996.

Hussain, Monirul, The Assam Movement: Class, Ideology and Identity, 1993

Medhi, S.B: Transport System and Economic Development in Assam, Publication Board, Assam.

POL-HG-1036

Governance: Issues and Challenges

Objectives: This paper deals with concepts and different dimensions of governance highlighting the major debates in the contemporary times. There is a need to understand the importance of the concept of governance in the context of a globalising world, environment, administration, development. The essence of governance is explored through the various good governance initiatives introduced in India.

Course Outcomes:

- To introduce major concepts and debates of Governance
- To enable the students to relate governance with globalization, environment and development
- To make students explore good governance initiatives in India

Unit 1. Government and Governance: Concepts (12 lectures)

Role of State in the Era of Globalisation State, Market and Civil Society

Unit 2. Governance and Development (12 lectures)

Changing Dimensions of Development Strengthening Democracy through Good Governance

Unit 3. Environmental Governance (12 lectures)

Human-Environment Interaction Green Governance: Sustainable Human Development

Unit 4. Local Governance (12 lectures)

Democratic Decentralisation People's Participation in Governance

Unit 5. Good Governance Initiatives in India: Best Practices (20 lectures)

- Public Service Guarantee Acts
- Electronic Governance
- Citizens Charter & Right to Information
- Corporate Social Responsibility

READING LIST

Government and Governance: Concepts

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

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

United Nation Development Programme, Reconceptualising Governance, New York, 1997

Carlos Santiso, Good Governance and Aid Effectiveness: The World Bank and Conditionality Johns Hopkins University, The Georgetown Public Policy Review, Volume VII, No.1, 2001

Vasudha Chotray and Gery Stoker, Governance Theory: A Cross Disciplinary Approach, Palgrave Macmillan, 2008

J. Rosenau, 'Governance, Order, and Change in World Politics', in J. Rosenau, and E. Czempiel (eds.) Governance without Government: Order and Change in World Politics, Cambridge: Cambridge University Press, 1992

B. Nayar (ed.), *Globalization and Politics in India*. Delhi: Oxford University Press, 2007 pp. 218-240.

Smita Mishra Panda, *Engendering Governance Institutions: State, Market and Civil Society*, Sage Publications, 2008

Neera Chandhoke, *State and Civil Society Explorations in Political Theory*, Sage Publishers, 1995

Singh, Shivani. (Ed). (2016), *Governance: Issues and Challenges*, New Delhi, Sage Publications
Governance and Development B. C. Smith, *Good Governance and Development*, Palgrave, 2007

World Bank Report, *Governance and Development*, 1992

P. Bardhan, 'Epilogue on the Political Economy of Reform in India', in the *Political Economy of Development in India*. 6th edition, Delhi: Oxford University Press, 2005

J. Dreze and A. Sen, *India: Economic Development and Social Opportunity*. New Delhi: Oxford University Press, 1995
Niraja Gopal Jayal[ed.], *Democracy in India*, Oxford University Press, 2007

Environmental Governance Ramachandra Guha, *Environmentalism: A Global History*, Longman Publishers, 1999
J.P. Evans, *Environmental Governance*, Routledge , 2012
Emilio F. Moran, *Environmental Social Science: Human - Environment interactions and Sustainability*, Wiley-Blackwell, 2010

Burns H Weston and David Bollier, *Green Governance: Ecological Survival, Human Rights, and the Law of the Commons*, Cambridge University Press, 2013

Bina Agarwal, *Gender And Green Governance* , Oxford University Press, Oxford, 2013
J. Volger, 'Environmental Issues', in J. Baylis, S. Smith and P. Owens (eds.) *Globalization of World Politics*, New York: Oxford University Press, 2011, pp. 348-362.

A. Heywood, *Global Politics*, New York: Palgrave, 2011, pp. 383-411.

N. Carter, *The Politics of Environment: Ideas, Activism, Policy*, Cambridge: Cambridge University Press, 2007, pp. 13-81.

Local Governance Pranab Bardhan and Dilip Mookherjee, *Decentralization And Local Governance in Developing Countries: A Comparative Perspective*, MIT Press, 2006

T.R. Raghunandan, *Decentralization And Local Governments: The Indian Experience*, *Readings on The Economy, Polity And Society*, Orient Blackswan, 2013
Pardeep Sachdeva, *Local Government In India*, Pearson Publishers, 2011

P. de Souza, (2002) 'Decentralization and Local Government: The Second Wind of Democracy in India', in Z. Hasan, E. Sridharan and R. Sudarshan (eds.) *India's Living Constitution: Ideas, Practices and Controversies*, New Delhi: Permanent Black, 2002

Mary John, 'Women in Power? Gender, Caste and Politics of Local Urban Governance', in *Economic and Political Weekly*, Vol. 42(39), 2007
85 *Good Governance Initiatives in India: Best Practices* Niraja Gopal Jayal ,*Democracy and the State: Welfare, Secularism, and Development in Contemporary India*, Oxford University Press, 1999

Reetika Khera[ed.], *The Battle for Employment Guarantee*, Oxford University Press, 2011
Nalini Juneja, *Primary Education for All in the City of Mumbai: The Challenge Set By Local Actors'*, International Institute For Educational Planning, UNESCO : Paris, 2001

Maxine Molyneux and Shahra Razavi, *Gender, Justice, Development, and Rights*, Oxford University Press, 2002

Jugal Kishore, *National Health Programs of India: National Policies and Legislations*, Century Publications, 2005

Jean Drèze and Amartya Sen, *India, Economic Development and Social Opportunity*, Oxford University Press, 1995

K. Lee and Mills, *The Economic Of Health In Developing Countries*, Oxford University Press, 1983

Marmar Mukhopadhyay and Madhu Parhar (eds.) *Education in India: Dynamics of Development*, Shipra Publications, 2007

K. Vijaya Kumar, *Right to Education Act 2009: It's Implementation as to Social Development in India*, Akansha Publishers, 2012

Amartya Sen and Jean Dreze, *Omnibus: Poverty and Famines, Hunger and Public Action, India- Economic Development and Social Opportunity*, Oxford University Press, 1998

Jean Dreze and Amartya Sen, *an Uncertain Glory: India and Its Contradictions*, Princeton University Press, 2013

Reetika Khera- *Rural Poverty and Public Distribution System*, EPW, Vol-XLVIII, No. 45- 46, Nov 2013 Pradeep Chaturvedi, *Women And Food Security: Role of Panchayats*, Concept Publishing House, 2002

Bidyut Mohanty, "Women, Right to Food and Role of Panchayats", *Mainstream*, Vol. LII, No. 42, October 11, 2014

D. Crowther, *Corporate Social Responsibility*, Deep and Deep Publishers, 2008 Sanjay K. Agarwal, *Corporate Social Responsibility in India*, Sage Publishers, 2008

Pushpa Sundar, *Business & Community: The Story of Corporate Social Responsibility in India*, New Delhi: Sage Publications, 2013

POL-HG-3036

United Nations and Global Conflicts

Course Objective: This course provides a comprehensive introduction to the most important multilateral political organization in international relations. It provides a detailed account of the organizational structure and the political processes of the UN, and how it has evolved since 1945, especially in terms of dealing with the major global conflicts. The course imparts a critical understanding of the UN's performance until now and the imperatives as well as processes of reforming the organization in the context of the contemporary global system.

Course Outcomes:

- To make students learn the importance of United Nations as an organization
- To enable students to have a basic understanding of the political processes of the United Nations
- To make students to learn the relevance of United Nations and its intervention in global conflicts critically.

I. The United Nations (29 Lectures)

a. An Historical Overview of the United Nations

b. Principles and Objectives

c. Structures and Functions: General Assembly; Security Council, and Economic and Social Council; the International Court of Justice and the specialised agencies (International Labour Organisation [ILO], United Nations Educational, Scientific and Cultural Organisation [UNESCO], World Health Organisation [WHO], and UN programmes and funds: United Nations Children's Fund [UNICEF], United Nations Development Programme [UNDP], **United Nations Environment Programme [UNEP]**, United Nations High Commissioner for Refugees [UNHCR])

d. Peace Keeping, Peace Making and Enforcement, Peace Building and Responsibility to Protect e. Millennium Development Goals

II. Major Global Conflicts since the Second World War (20 Lectures)

a. Korean War

b. Vietnam War

c. Afghanistan War d. Balkans: Serbia and Bosnia

III. the Assessment of the United Nations as an International Organisation: Imperatives of Reforms and Process of Reforms (11 Lectures)

READING LIST

Essential Readings

I. The United Nations (a) An Historical Overview of the United Nations Moore, J.A. Jr. and Pubantz, J. (2008) The new United Nations. Delhi: Pearson Education, pp. 39-62.

Goldstein, J. and Pevehouse, J.C. (2006) International relations. 6th edn. New Delhi: Pearson, pp. 265-282. Taylor, P. and Groom, A.J.R. (eds.) (2000)

The United Nations at the millennium. London: Continuum, pp. 1-20. Gareis,

S.B. and Varwick, J. (2005) The United Nations: an introduction. Basingstoke: Palgrave, pp. 1-40. Gowan, P. (2010) 'US: UN', in Gowan, P. 'A calculus of power: grand strategy in the twentyfirst century. London: Verso, pp. 47-71.

Baylis, J. and Smith, S. (eds.) (2008) The globalization of world politics. an introduction to international relations. 4th edn. Oxford: Oxford University Press, pp. 405-422.

Thakur, R. (1998) 'Introduction', in Thakur, R. (eds.) Past imperfect, future uncertain: The UN at Fifty. London: Macmillan, pp. 1-14.

Basu, Rumki (2014) United Nations: Structure and Functions of an international organization, New Delhi, Sterling Publishers

(b) Principles and Objectives

Gareis, S.B. and Varwick, J. (2005) The United Nations: An introduction. Basingstoke: Palgrave, pp. 15-21.

(c) Structures and Functions: General Assembly; Security Council, and Economic and Social Council; the International Court of Justice and the specialised agencies (International Labour Organisation [ILO], United Nations Educational, Scientific and Cultural Organisation [UNESCO], World Health Organisation [WHO], and UN programmes and funds: United Nations Children's Fund [UNICEF], United Nations Development Programme [UNDP], United Nations Environment Programme [UNEP], United Nations High Commissioner for Refugees [UNHCR]) Taylor, P. and Groom, A.J.R. (eds.) (2000) The United Nations at the millennium. London: Continuum, pp. 21-141.

Moore, J.A. Jr. and Pubantz, J. (2008) The new United Nations. Delhi: Pearson Education, pp.119-135.

(d) Peace Keeping, Peace Making and Enforcement, Peace Building and Responsibility to Protect Nambiar, S. (1995) 'UN peace-keeping operations', in Kumar, S. (eds.) The United Nations at fifty. New Delhi, UBS, pp. 77-94.

Whittaker, D.J. (1997) 'Peacekeeping', in United Nations in the contemporary world. London: Routledge, pp. 45-56.

White, B. et al. (eds.) (2005) *Issues in world politics*. 3rd edn. New York: Macmillan, pp. 113- 132.

(e) Millennium Development Goals Moore, J.A. Jr. and Pubantz, J. (2008) *The new United Nations*. Delhi: Pearson Education, pp.264-266.

Sangal, P.S. (1986) 'UN, peace, disarmament and development', in Saxena, J.N. et.al.*United Nations for a better world*. New Delhi: Lancers, pp.109-114.

Baxi, U. (1986) 'Crimes against the right to development', in Saxena, J.N. et.al.*United Nations for a better world*. New Delhi: Lancers, pp.240-248.

Ghali, B.B. (1995) *An agenda for peace*. New York: UN, pp.5-38.

United Nations Department of Public Information. (2008) *The United Nations Today*. New York: UN.

II. Major Global Conflicts since the Second World War (a) Korean War 101 Calvocoressi, P. (2001) *World Politics: 1945-200*. 3rd edn. Harlow: Pearson Education, pp. 116-124.

Armstrong, D., Lloyd, L. and Redmond, J. (2004) *International organisations in world politics*.3rd edn. New York: Palgrave Macmillan, pp. 42-43.

Moore, J.A. Jr. and Pubantz, J. (2008) *The new United Nations*. Delhi: Pearson Education, pp. 64-65 and 172-173. (b) Vietnam War Calvocoressi, P. (2001) *World Politics: 1945-200*. 3rd edn. Harlow: Pearson Education, pp. 528-546.

Baylis, J. and Smith, S. (eds.) (2008) *The globalization of world politics. an introduction to international relations*. 4th edn. Oxford: Oxford University Press, pp. 562-564.

(c) Afghanistan Wars Achcar, G. (2004) *Eastern cauldron*. New York: Monthly Review Press, pp. 29-45 and 234- 241.

Achcar, G. (2003) *The clash of barbarisms: Sept. 11 and the making of the new world disorder*. Kolkata: K.P. Bachi & Co., pp. 76-81.

Prashad, V. (2002) *War against the planet*. New Delhi: Leftword, pp. 1-6.

Ali, T. (ed.) (2000) *Masters of the Universe*. London: Verso, pp. 203-216. Calvocoressi, P. (2001) *World Politics: 1945-200*. 3rd edn. Harlow: Pearson Education, pp.570-576.

(d) Balkans: Serbia and Bosnia Ali, T. (ed.) (2000) *Masters of the Universe*. London: Verso, pp. 230-245 and 271-284. Kaldor, M. and Vashee, B. (eds.) (1997) *New wars*.London: Wider Publications for the UN University, pp. 137-144 and 153-171.

Viotti, P.R. and Kauppi, M.V. (2007) *International relations and world politics-security, economy, identity*. 3rd edn. New Delhi: Pearson Education, pp. 470-471.

Goldstein, J.S. (2003) *International relations*.3rd edn. Delhi: Pearson Education, pp 43-51.

Moore, J.A. Jr. and Pubantz, J. (2008) The new United Nations. Delhi: Pearson Education, pp.24-27.

III. Political Assessment of the United Nations as an International Organisation: Imperatives of Reforms and the Process of Reforms Roberts, A. and Kingsbury, B. (eds.) (1994) United Nations, Divided World. 2nd edn. Oxford: Clarendon Press, pp. 420-436.

Taylor, P. and Groom, A.J.R. (eds.) (2000) The United Nations at the millennium. London: Continuum, pp. 196-223 and 295-326.

Gareis, S.B. and Varwick, J. (2005) The United Nations: An introduction. Basingstoke: Palgrave, pp. 214-242.

Moore, J.A. Jr. and Pubantz, J. (2008) The new United Nations. Delhi: Pearson Education, pp. 91-112. Additional Readings Claude, I. (1984) Swords into plowshares: the progress and problems of international organisation. 4th edn. New York: Random House.

Dodds, F. (ed.) (1987) The way forward: beyond the agenda 21. London: Earthscan.

Rajan, M.S., Mani, V.S and Murthy, C.S.R. (eds.) (1987) The nonaligned and the United Nations. New Delhi: South Asian Publishers.

South Asia Human Rights Documentation Centre. (2006) Human rights: an overview. New Delhi: Oxford University Press.

Anan, K. (1997) Renewing the United Nations: A Programme for Survival. General Assembly Document: A/51/950; 14 July 1997. Available from: <http://daccessdds.un.org/doc/UNDOC/GEN/N97/189/79/IMG/n9718979.pdf>, Open Element (accessed on 13 October 2011).

POL-HC-4036

Global Politics

Course objective: This course introduces students to the key debates on the meaning and nature of globalization by addressing its political, economic, social, cultural and technological dimensions. In keeping with the most important debates within the globalization discourse, it imparts an understanding of the working of the world economy, its anchors and resistances offered by global social movements while analyzing the changing nature of relationship between the state and trans-national actors and networks. The course also offers insights into key contemporary global issues such as the proliferation of nuclear weapons, ecological issues, international terrorism, and human security before concluding with a debate on the phenomenon of global governance.

Course Outcomes:

- To enable students to understand how to approach a wide range of important global political and economic policy problems and participate in public policy debates on the crucial issues facing the world today.
- To have knowledge of the essential theoretical assumptions underlying globalisation's conceptual frameworks and their relationships to policy interventions.
- To demonstrate elementary knowledge of major issues and subject-matters surrounding globalisation that decides the international relations- political, economic and security relations- among the nations.

I. Globalization: Conceptions and Perspectives (23 lectures) a. Understanding Globalization and its Alternative Perspectives (6 lectures) b. Political debates on Sovereignty and Territoriality (3 lectures) c. Global Economy: Its Significance and Anchors of Global Political Economy: IMF, World Bank, WTO, TNCs (8 lectures) d. Cultural and Technological Dimension (3 lectures) e. Global Resistances with special reference to World Social Forum (3 lectures)

II. Contemporary Global Issues (18 lectures) a. **Ecological Issues:** Historical overview of International **Environmental Agreements, Climate Change**, Global Commons Debate (7 lectures) b. Proliferation of Nuclear Weapons (3 lectures) c. International Terrorism: Non-State Actors and State Terrorism; Post 9/11 developments (5 lectures) d. Migration (3 lectures)

III. Global Shifts (7 lectures) European Union and

ASEAN READING LIST I. Globalization – Conceptions and Perspectives 39
Understanding Globalization and its Alternative Perspectives

Essential Readings:

- G. Ritzer, (2010) Globalization: A Basic Text, Sussex: Wiley-Blackwell, pp. 33-62.
- M. Strager, (2009) Globalization: A Very Short Introduction, London: Oxford University Press, pp. 1-16.
- R. Keohane and J. Nye Jr, (2000) 'Globalization: What's New? What's Not? (And So What?)', in Foreign Policy, No 118, pp. 104-119.
- Jindal, N. & Kumar, K. (2018), Global Politics: Issues and Perspectives, New Delhi, Sage Publications
- Additional Reading: A. McGrew, (2011) 'Globalization and Global Politics', in J. Baylis, S. Smith and P. Owens (eds.) Globalization of World Politics: An Introduction to International Relations, New York: Oxford University Press, pp. 14-31.
- Heywood, (2011) Global Politics, New York: Palgrave-McMillan, pp. 1-24.
- W. Ellwood, (2005) The No-nonsense Guide to Globalization, Jaipur: NI-Rawat Publications, pp. 12-23.
- Political: Debates on Sovereignty and Territoriality Essential Readings: A. Heywood, (2011) Global Politics, New York: Palgrave-McMillan, pp. 112-134. R.

- Keohane, (2000) 'Sovereignty in International Society', in D. Held and A. McGrew (eds.) *The Global Transformations Reader*, Cambridge: Polity Press, pp. 109-123.
- Additional Reading: K. Shimko, (2005) *International Relations: Perspectives and Controversies*, New York: Houghton Mifflin, pp. 195-219.
- *Global Economy: Its Significance and Anchors of Global Political Economy*: IMF, World Bank, WTO, TNCs
- Essential Readings: A. Heywood, (2011) *Global Politics*, New York: Palgrave-McMillan, pp. 454-479.
- T. Cohn, (2009) *Global Political Economy: Theory and Practice*, pp. 130-140 (IMF), 208- 218 (WTO).
- R. Picciotto, (2003) 'A New World Bank for a New Century', in C. Roe Goddard et al., *International Political: State-Market Relations in a Changing Global Order*, Boulder: Lynne Rienner, pp. 341-351.
- Narlikar, (2005) *The World Trade Organization: A Very Short Introduction*, New York: Oxford University Press, pp. 22-98.
- J. Goldstein, (2006) *International Relations*, New Delhi: Pearson, pp. 392-405
- (MNC). P. Hirst, G. Thompson and S. Bromley, (2009) *Globalization in Question*, Cambridge: Polity Press, pp. 68-100 (MNC).
- Additional Readings: G. Ritzer, (2010) *Globalization: A Basic Text*, Sussex: Wiley-Blackwell, pp. 180-190.
- F. Lechner and J. Boli (ed.), (2004) *The Globalization Reader*, London: Blackwell, pp. 236- 239
- (WTO). D. Held et al, (1999) *Global Transformations: Politics, Economics and Culture*, California: Stanford University Press, pp. 242-282 (MNC).
- T. Cohn, (2009) *Global Political Economy*, New Delhi: Pearson, pp. 250-323
- (MNC). Cultural and Technological Dimension
- Essential Readings: 40 D. Held and A. McGrew (eds.), (2002) *Global Transformations Reader: Politics, Economics and Culture*, Cambridge: Polity Press, pp. 1-50; 84-91.
- M. Steger, (2009) 'Globalization: A Contested Concept', in *Globalization: A Very Short Introduction*, London: Oxford University Press, pp. 1-16.
- Appadurai, (2000) 'Grassroots Globalization and the Research Imagination', in *Public Culture*, Vol. 12(1), pp. 1-19.
- Additional Reading: J. Beynon and D. Dunkerley, (eds.), (2012) *Globalisation: The Reader*, New Delhi: Rawat Publications, pp. 1-19.
- Vanaik, (ed.), (2004) *Globalization and South Asia: Multidimensional Perspectives*, New Delhi: Manohar Publications, pp. 171-191, 192-213, 301-317, 335-357.
- *Global Resistances (Global Social Movements and NGOs) Essential Readings*: G. Ritzer, (2010) *Globalization: A Basic Text*, Sussex: Wiley-Blackwell, pp. 487-504.
- R. O' Brien et al., (2000) *Contesting Global Governance: Multilateral Economic Institutions and Global Social Movements*, Cambridge: Cambridge University Press, pp. 1-23.
- J. Fisher, (1998) *Non-Governments: NGOs and Political Development in the Third World*, Connecticut: Kumarian Press, pp. 1- 37 (NGO).
- Additional Readings: G. Laxter and S. Halperin (eds.), (2003) *Global Civil Society and Its Limits*, New York: Palgrave, pp. 1-21.
- Heywood, (2011) *Global Politics*, New York: Palgrave-McMillan, pp. 150-156 (NGO).

- P. Willets, (2011) 'Trans-National Actors and International Organizations in Global Politics', in J. Baylis, S. Smith and P. Owens (eds.) Globalization of World Politics, New York: Oxford University Press, pp. 334-342. (NGO) II.
- Contemporary Global Issues Ecological Issues: Historical Overview of International Environmental Agreements, Climate Change, Global Commons Debate
- Essential Readings: J. Volger, (2011) 'Environmental Issues', in J. Baylis, S. Smith and P. Owens (eds.) Globalization of World Politics, New York: Oxford University Press, pp. 348-362.
- Heywood, (2011) Global Politics, New York: Palgrave, pp. 383-411. N. Carter, (2007) The Politics of Environment: Ideas, Activism, Policy, Cambridge: Cambridge University Press, pp. 13-81.
- Jindal, N. & Kumar, K. (2018), Global Politics: Issues and Perspectives, New Delhi, Sage Publications Additional Readings: P. Bidwai, (2011) 'Durban: Road to Nowhere', in Economic and Political Weekly, Vol.46, No. 53, December, pp. 10-12.
- K. Shimko, (2005) International Relations Perspectives and Controversies, New York: Hughton-Mifflin, pp. 317-339.
- Proliferation of Nuclear Weapons Essential Readings: D. Howlett, (2011) 'Nuclear Proliferation', in J. Baylis, S. Smith and P. Owens (eds.) Globalization of World Politics, New York: Oxford University Press, pp. 384-397.
- P. Viotti and M. Kauppi, (2007) International Relations and World Politics: Security, Economy and Identity, New Delhi: Pearson, pp. 238-272.
- Additional Reading: 41 A. Heywood, (2011) Global Politics, New York: Palgrave, pp. 264-281.
- International Terrorism: Non-State Actors and State Terrorism; Post 9/11 developments Essential Readings: P. Viotti and M. Kauppi, (2007) International Relations, New Delhi: Pearson, pp. 276-307.
- Heywood, (2011) Global Politics, New York: Palgrave, pp. 282-301.
- Additional Readings: J. Kiras, (2011) 'Terrorism and Globalization', in J. Baylis, S. Smith and P. Owens (eds.) Globalization of World Politics, New York: Oxford University Press, pp. 366-380.
- Vanaik, (2007) Masks of Empire, New Delhi: Tulika, pp. 103-128.
- Migration Essential Readings:
- G. Ritzer, (2010) Globalization: A Basic Text, Sussex: Wiley-Blackwell, pp. 298-322.
- S. Castles, (2012) 'Global Migration', in B. Chimni and S. Mallavarapu (eds.) International Relations: Perspectives For the Global South, New Delhi: Pearson, pp. 272-285.
- Human Security Essential Readings: A. Acharya, (2011) 'Human Security', in J. Baylis, S. Smith and P. Owens (eds.) Globalization of World Politics, New York: Oxford University Press, pp. 480-493.
- S. Tadjbakhsh and A. Chenoy, (2007) Human Security, London: Routledge, pp. 13-19; 123- 127; 236-243.
- Additional Reading: A. Acharya, (2001) 'Human Security: East versus West', in International Journal, Vol. 56, no. 3, pp. 442-460. III. Global Shifts: Power and Governance Essential Readings:
- J. Rosenau, (1992) 'Governance, Order, and Change in World Politics', in J. Rosenau, and E. Czempiel (eds.) Governance without Government: Order and Change in World Politics, Cambridge: Cambridge University Press, pp. 1-29.
- Kumar and D. Messner (eds), (2010) Power Shifts and Global Governance: Challenges from South and North, London: Anthem Press.

- P. Dicken, (2007) *Global Shift: Mapping the Changing Contours of the World Economy*, New York: The Guilford Press. J. Close, (2001) 'The Global Shift: A quantum leap in human evolution', Available at <http://www.stir-global-shift.com/page22.php>, Accessed: 19.04.2013.

POL HE 5036

Understanding Global Politics

Course Objectives: This course aims to provide students a basic yet interesting and insightful way of knowing and thinking about the world around them. It is centred around three sets of basic questions starting with what makes the world what it is by instructing students how they can conceptualize the world and their place within it. The second module focuses on the basic fault lines that drives the world apart and the last one is designed to help students explore how and why they need to think about the 'world' as a whole from alternate vantage points.

Course Outcomes:

- To describe the key concepts underlying the idea of world order and their historical evolution.
- To comprehend diverse approaches to understand global political and economic problems.
- To demonstrate relevance of international actors in understanding world politics.

I. What Makes the World, What it is? (30 lectures)

a. The Sovereign State System (10 lectures)

- i. Evolution of the state system
- ii. The concept of Sovereignty

b. The Global Economy (13 lectures)

- i. Discussing the Bretton Woods Institutions and WTO
- ii. Ideological underpinnings
- iii. Transnational Economic Actors

c. Identity and Culture (7 lectures)

II. What Drives the World Apart? (10 lectures)

- a. Global Inequalities
- b. Violence: Conflict, War and Terrorism

III. Why We Need to Bring the World Together? (8 lectures)

a. Global Environment

b. Global Civil Society

READING LIST I.

What Makes the World What it is? a. The Sovereign State System

Essential Readings:

- S. Elden, (2009) 'Why Is The World Divided Territorially?' in J. Edkins and M. Zehfuss (eds.) *Global Politics: A New Introduction*, New York: Routledge, pp. 192-219.
- M. Shapiro, (2009) 'How Does The Nation- State Work?', in J. Edkins and M. Zehfuss (eds.) *Global Politics: A New Introduction*, New York: Routledge, pp. 220-243. 66
- R. Mansbach and K. Taylor, (2012) 'The Evolution of the Interstate System and Alternative Global Political Systems', *Introduction to Global Politics*, 2nd edition, New York: Routledge, pp. 34-68.
- D. Armstrong, (2008) 'The Evolution of International Society', in J. Baylis, S. Smith, and P. Owens (ed.) *The Globalization of World Politics: An Introduction to International Relations*, New York: Oxford University Press, pp. 36-52.
- N. Inayatullah and D. Blaney, (2012) 'Sovereignty' in B. Chimni and S. Mallavarapu (ed.) *International Relations: Perspectives For the Global South*, New Delhi: Pearson, pp. 124-134.
- Jindal, N. & Kumar, K. (2018), *Global Politics: Issues and Perspectives*, New Delhi, Sage Publications b. *The Global Economy*
- Essential Readings:
- V. Peterson, (2009) 'How Is The World Organized Economically?', in J. Edkins and M. Zehfuss (eds.) *Global Politics: A New Introduction*, New York: Routledge, pp. 271- 293.
- R. Mansbach and K. Taylor, (2012) 'International Political Economy', *Introduction to Global Politics*, 2nd Edition, New York: Routledge, pp. 470-478.
- Narlikar, (2005) *The World Trade Organization: A Very Short Introduction*, New Delhi: Oxford University Press. J. Goldstein, (2006) *International Relations*, New Delhi: Pearson, pp. 327-368.
- c. Identity and Culture Essential Readings: A. Wibben, (2009) 'What Do We Think We Are?' in J. Edkins and M. Zehfuss (eds.) *Global Politics: A New Introduction*, New York: Routledge, pp. 70-96.
- R. Collin and P. Martin, (eds.), (2013) 'Community and Conflict: A Quick Look at the Planet', in *An Introduction To World Politics: Conflict And Consensus On A Small Planet*, New York: Rowman & Littlefield Publishers, pp. 67- 102.
- Y. Isar, (2012) 'Global Culture', in B. Chimni and S. Mallavarapu (ed.) *International Relations: Perspectives For the Global South*, New Delhi: Pearson, pp. 272-285.

II. What Drives the World Apart?

a. Global Inequalities

Essential Readings:

- P. Chammack, (2009) 'Why are Some People Better off than Others?', in J. Edkins and M. Zehfuss (ed.) *Global Politics: A New Introduction*, New York: Routledge, pp. 294-319.
- M. Pasha, (2009) 'How can we end Poverty?', in J. Edkins and M. Zehfuss (ed.) *Global Politics: A New Introduction*, New York: Routledge, pp. 320-343.

Additional Readings:

- R. Wade, (2008) 'Globalisation, Growth, Poverty, Inequality, Resentment, and Imperialism', in J. Ravenhill (ed.), *Global Political Economy*, Oxford: Oxford University Press, pp. 373-409.
- M. Duffield, (2011) *Development and Security the Unending War: Governing the World of Peoples*, Cambridge: Polity Press.
- N. Adams, (1993) *World Apart: The North-South Divide and the International System*, London: Zed. b. *Violence: Conflict, War and Terrorism*

Essential Readings:

M. Dillon, (2009) 'What Makes The World Dangerous?' in J. Edkins And M. Zehfuss (eds.) *Global Politics: A New Introduction*, New York: Routledge, pp. 397-426. 67

R. Mansbach, and K. Taylor, (2012) 'Great Issues In Contemporary Global Politics', in *Introduction to Global Politics*, 2nd edition, New York: Routledge, 2012, pp. 206-247.

J. Bourke, (2009) 'Why Does Politics Turn Into Violence?', in J. Edkins And M. Zehfuss (eds.), *Global Politics: A New Introduction*, New York: Routledge, pp. 370-396.

K. Bajpai, (2012) 'Global Terrorism', in B. Chimni and S. Mallavarapu (ed.), *International Relations: Perspectives For the Global South*, New Delhi: Pearson, pp. 312-327.

R. Mansbach, and K. Taylor, (2012) 'The Causes of War and the Changing Nature of Global Politics', in *Introduction to Global Politics*, 2nd edition, New York: Routledge, pp. 248-283.

R. Collin and P. Martin, 'Kinds of Conflict: The World When Things Go Wrong', in *An Introduction To World Politics: Conflict And Consensus On A Small Planet*, London: Rowman & Littlefield Publishers, pp. 267-425.

III. Why We Need to Bring the World Together? a. Global Environment Essential Readings: S. Dalby, (2009) 'What Happens If We Do not Think In Human Terms?', in J. Edkins and M. Zehfuss (eds.), *Global Politics: A New Introduction*, New York: Routledge, pp. 45-69.

R. Collin and P. Martin, (2013) 'The Greening of A Blue Planet', in *An Introduction To World Politics: Conflict And Consensus On A Small Planet*, Maryland: The Rowman & Littlefield Publication Group, pp. 527-570.

A. Heywood, (2011) 'Global Environmental Issues', in *Global Politics*, London: Palgrave, 2011, pp. 383-411.

N. Carter, (2007) *The Politics of Environment: Ideas, Activism, Policy*, 2nd edition, Cambridge: Cambridge University Press, pp 13-81.

b. Global Civil Society Essential Readings: M. Zehfuss, (2009) 'What Can We Do To Change The World?', in J. Edkins and M. Zehfuss (eds.), *Global Politics: A New Introduction*, New York: Routledge, pp. 483-501.

N. Chandhoke, (2011) 'The Limits of Global Civil Society,' Available at www.gcsknowledgebase.org/wp-content/uploads/2002chapter2.pdf, Accessed: 19.04.2013. K. Mingst and J. Snyder (eds.), (2011) 'Transnational Issues', in *Essential Readings In World Politics*, 4th Edition, New York: W. W. Norton And Company, pp. 574-626.

M. Keck and K. Sikkink,(2007) 'Transnational Activist Networks,' in Robert J. Art and R. Jervis (eds.) *International Politics: Enduring Concepts And Contemporary Issues*, 8 th Edition, London: Pearson, pp. 532-538.

M. Naim, (2007) 'The Five Wars Of Globalization', in R. Art and R. Jervis (eds.) *International Politics: Enduring Concepts And Contemporary Issues*, 8th Edition, London: Pearson, pp. 558-566.

S. Mallaby, (2007) 'NGOs: Fighting Poverty, Hurting the Poor', in R. Art and R. Jervis (eds.) *International Politics: Enduring Concepts and Contemporary Issues*, 8th edition, New York: Pearson, pp. 539-545.

G. Lexter and S. Halperin (eds.), (2003) *Global Civil Society And Its Limits*, New York: Palgrave, pp. 1-21.

POL-HE-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

PHI-RC-3016

Ethics

Unit-I

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

Unit-II

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

Unit-III

Theories of Punishment,

Capital Punishment

Professional Ethics

Environmental Ethics

Unit-IV

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

Books Recommended:

Chakravarty, D.K. Problems of Analytical Ethics

Dasgupta, S.N. A History of Indian Philosophy

Frankena, W. Ethics

Hiriyana, M. Outlines of Indian Philosophy

Hudson, W.D. Modern Moral Philosophy

Lillie, William. An Introduction to Ethics

Mackenzie, J.N. Manual of Ethics

Moore, G.E. Ethics

Radhakrishnan, S. Indian Philosophy

Singer, Peter. Applied Ethics

Singer, Peter. Practical Ethics

Tiwari, Kedar Nath. Classical Indian Ethical Thought: A Philosophical Study of Hindu, Jaina and Buddhist Morals