



KAMRUP COLLEGE

কামৰূপ মহাবিদ্যালয়

(Affiliated to Gauhati University)

STUDY REPORT (SSR)

(3RD CYCLE)

PERIOD: 2018-2024

Criteria-1: Curricular Aspects

Key Indicator- 1.3: Curriculum Enrichment

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



Prepared and Submitted by

KAMRUP COLLEGE, CHAMATA-781306

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 values • Impact of globalization on culture and values. • Importance of values in human life
Unit-2	Types of values, their characteristics, functions and educational significance • 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.

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	• 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.


 (Dr. D. K. Bezbaruah)
 Principal
 Kamrup College, Chamata.
 Principal
 Kamrup College, Chamata

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

Units	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

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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.
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Recommended Readings:

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


 (Dr. D. K. Bezbaruah)
 Principal
 Kamrup College, Chamata.
 Principal
 Kamrup College, Chamata

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

Course Objectives:

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

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

Course Contents

Units	Contents
Unit-1	Conceptual Framework and Historical Perspectives of Teacher Education in India • 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)

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	• Regional Colleges of Education
Unit-4	Status of Teacher Education in India: Trends, Issues and Challenges • Skill and Competency based Teacher Education, Flanders Interaction Analysis, Micro Teaching and Simulated Social Skill Teaching (SSST) • National Curriculum Framework for Teacher Education (NCFTE), 2009 • NCTE Regulations, 2014 • Present problems of Teacher Education in India and their solution • Quality Assurance in Teacher Education and its challenges
Unit-5	Quality, Responsibility and Professional Ethics of Teachers • Qualities and responsibilities of a teacher • Teacher as a Facilitator, Counsellor and Practitioner-Researcher • Role expectations of Teachers in twenty first century • Professional ethics and accountability of teachers

Recommended Readings:

- Aggarwal, J. C. (2004). *Teacher and Education in a Developing Society*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Bhargava, M. & Saikia, L. Rasul (2012). *Teacher in 21st Century- Challenges, Responsibilities, Creditability*. Agra: Rakhi Prakashan.
- Flanders, Ned, A. (1970). *Analysing Teacher Behaviour*. London: Wesley Publishing Company.
- Gurrey, P. (). *Education and the Training of Teachers*. London: Longmans, Green and Company.
- Kalita, Sahariah & Sarmah (2014). *Sikshar Siksha*. Guwahati: Shanti Prakashan.
- Mukherjee, S. N. (1968). *Education of Teachers in India, Vol.-I and II*. New Delhi: S. Chand and Company.
- Rajput, J. S. and Walia, K. (2002). *Teacher Education in India*. New Delhi: Sterling Publishers Pvt. Ltd.


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- Aggarwal, J. C. (2004). *Teacher and Education in a Developing Society*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Bhargava, M. & Saikia, L. Rasul (2012). *Teacher in 21st Century- Challenges, Responsibilities, Creditability*. Agra: Rakhi Prakashan.
- Flanders, Ned, A. (1970). *Analysing Teacher Behaviour*. London: Wesly Publishing Company.
- Gurrey, P. (). *Education and the Training of Teachers*. London: Longmans, Green and Company.
- Kalita, Sahariah & Sarmah (2014). *Sikshar Siksha*. Guwahati: Shanti Prakashan.
- Mukherjee, S. N. (1968). *Education of Teachers in India, Vol.-I and II*. New Delhi: S. Chand and Company.
- Rajput, J. S. and Walia, K. (2002). *Teacher Education in India*. New Delhi: Sterling Publishers Pvt. Ltd.

Semester III
PHI-HC-3036
Ethics

Unit I

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

Unit II

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

Unit III

Theories of Punishment
Professional Ethics
Environmental Ethics

Unit IV

Law of Karma, Varṇa and Aśrama Dharma, Puruṣārtha
Buddhist Pañcaśīla; Brahmavihāra
Jaina Triratna, Aṇuvrata and Mahāvratā

Books Recommended:

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


(Dr. D. K. Bezbaruah)
Principal
Kamrup College, Chamata.
Principal
Kamrup College, Chamata

Semester VI
PHI-HE-6036
Applied Ethics

Unit I:

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

Unit II:

Use and exploitation of nature
Animal killing and animal rights

Unit III:

Computer crime
Ethics and Legal aspects of virtual worlds

Unit IV:

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

Books Recommended:

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

(Dr. D. K. Bezbaruah)
Principal
Kamrup College, Chamata.
Principal
Kamrup College, Chamata

Course Description

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

Course Outline

1. Conceptions of Development

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

2. Growth Models and Empirics

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

3. Poverty and Inequality: Definitions, Measures and Mechanisms

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

4. Political Institutions and the Functioning of the State

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

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Readings

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

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(Dr. D. K. Bezbaruah)
Principal
Kamrup College, Chamata.
Principal
Kamrup College, Chamata

SIXTH SEMESTER DSE
(Any Two per Semester)

ECO-HE-6016: ENVIRONMENTAL ECONOMICS

Course Description

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

Course Outline

1. Introduction

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

2. The Theory of Externalities

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

3. The Design and Implementation of Environmental Policy

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

4. International Environmental Problems

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

5. Measuring the Benefits of Environmental Improvements

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

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6. Sustainable Development

Conventional development model: a critique, Alternative approach: Sustainable Development and its origin, objectives of Sustainable Development, Approaches to Sustainable Development: weak sustainability, strong sustainability, Safe minimum standard approach, ecological perspective and social perspective, Rules and indicators of Sustainable Development.

Readings:

1. Charles Kolstad, *Intermediate Environmental Economics*, Oxford University Press, 2nd edition, 2010.
2. Robert N. Stavins (ed.), *Economics of the Environment: Selected Readings*, W.V Norton, 5th edition, 2005.
3. Roger Perman, Yue Ma, James McGilvray and Michael Common, *Natural Resource 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. Subhaschini Muthukrishnan, *Economics of Environment*, DIII Learning Private Limited

(Dr. D. K. Bezbaruah)
Principal
Kamrup College, Chamata
Principal
Kamrup College, Chamata

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

CORE COURSE

POL HC 1016: Understanding Political Theory

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

Course Outcomes:

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

I: Introducing Political Theory (30 Lectures)

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

II: Political Theory and Practice (30 Lectures)

The Grammar of Democracy

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

READING LIST

I: Introducing Political Theory

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


(Dr. D. K. Bezbaruah)
Principal
Kamrup College, Chamata.
Principal
Kamrup College, Chamata

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.

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.

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

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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.

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

POL HC 5016 Classical Political Philosophy

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

Course Outcomes:

- To interpret ideas underlying traditions in classical political philosophy
- To analyze the debates and arguments of leading political philosophers belonging to different traditions of the period
- To appraise the relevance of classical political philosophy in understanding contemporary politics

I. Text and Interpretation (8 lectures)

Significance of Interpretation
Interpretation: Different Perspectives

- Marxist Perspective
- Feminist Perspective
- Post-modern Perspective

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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

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)

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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.

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

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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.

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:

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

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

Constitutional provisions of legislative procedures: Articles 107-22

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

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

Drafting of the Bill

First Reading and Departmental Standing Committee

Second Reading

Third Reading

Passage of the Bill

Consent by the President

Gazette Notifications

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

Departmental Standing Committees

Select Committees

Joint Parliamentary Committees

Public Accounts Committee

Committee on Privilege

Business Advisory Committee

Ethics Committee

IV. Motions and Hours in the House (10 lectures)

Question Hour

Zero Hour

POL SE 3024 Youth and Nation-Building

Course objectives:

The aim of this course is to highlight the importance of NCC and NSS. The students will be able to get involved with the NCC and the NSS and learn about its activities and undertake tasks under its aegis. The students will also be able to learn about the basics of disaster preparedness and its management.

Course Outcomes:

- To enable students to learn the importance of youth in NSS and NCC,
- To make students understand the activities related to NSS and NCC and its importance,
- To make students learn the basics of National Disaster Management and its importance.

Unit –I: Youth and National Service Scheme (NSS) (16 lectures)

- NSS: Organisation and Objectives
- NSS: Activities and Benefits
- NSS and its contribution

Unit-II: Youth and the National Cadet Corps (NCC) (16 lectures)

- Aims and objectives of the NCC
- Organisation and Training
- NCC and its benefits

Unit-III: Youth and National Disaster Management (16 lectures)

- Disaster Management Plan 2016-an overview
- National Disaster Management Authority
- Community involvement and preparedness: Assam

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Modalities for Practical Component: Project Report/Field Study Report based on any activity i.e. awareness programme/campaign, group discussion, disaster management programme in collaboration with NCC and NSS unit etc.

READING LIST

Unit –I:

- NATIONAL SERVICE SCHEME MANUAL (REVISED), available at http://nss.wbut.ac.in/documents/NSS_manual_2006.pdf

Unit-II:

- ANO Handbook, NCC, Available at https://docs.google.com/viewerng/viewer?url=http://nccindia.nic.in/sites/default/files/ANO+Hand+Book_1.pdf

Unit-III:

- National Policy on Disaster Management, available at <https://ndma.gov.in/images/guidelines/national-dm-policy2009.pdf>
- National Disaster Management Plan Assam State Disaster Management Authority, <http://sdmassam.nic.in/ini2.html>

POL SE 4014: Panchayati Raj in Practice

Course objective: This course acquaints students with the Panchayati Raj Institutions and their actual working. It further encourages a study of PRIs in their mutual interaction and their interaction with the people.

Course outcomes:

- This paper will help students understand the importance of 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.

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.

DISCIPLINE SPECIFIC ELECTIVE

POL HE 5016 Human Rights

Course Outcomes:

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

Unit I: Introduction to Human Rights (14 lectures)

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

Unit II: Approaches and perspectives (13 lectures)

- Universal Approach
- Cultural Relativist Approach
- Marxian Perspective

Unit III: Human Rights and UNO (16 lectures)

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

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

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

READING LIST

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

POL HE 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

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POL HE 6016 Human Rights in India

Course Outcomes:

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

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

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

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

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

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

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

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

- Women
- Children
- Minority

READING LIST

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

POL HE 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

GENERIC ELECTIVE

POL HG 1016 Introduction to Political Theory

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

Course Outcomes:

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

1. Theorizing Political (11 lectures)

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

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

3. Debates in Political Theory: (13 lectures)

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

READING LIST

Topic 1

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.

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

POL HG 2016 Indian Government and Politics

Course objectives:

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

Course outcomes:

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

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

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

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

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

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

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

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

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

READING LIST

Essential Texts.

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

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

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

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

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(Dr. D. K. Bezbaruah)
Principal
Kamrup College, Chamata
Principal
Kamrup College, Chamata

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



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

POL HG 3016 Comparative Government and Politics

Course Outcomes:

- To make students have a basic understanding of comparative political analysis,
- To make students learn the classification of political systems from a comparative politics framework.
- To make students learn the classification of governments and the political behavior of institutions and the changes in the nature of the nation-state.

Unit 1. The nature, scope and methods of comparative political analysis (10 lectures)

Unit 2. Comparing Regimes: Authoritarian and Democratic (6 lectures)

Unit 3. Classifications of political systems: (15 lectures)

- a. Parliamentary and Presidential: UK and USA
- b. Federal and Unitary: Canada and China

Unit 4. Electoral Systems: First past the post and proportional representation (7 lectures)

Unit 5. Party Systems: one-party, two-party and multi-party systems (9 lectures)

Unit 6. Contemporary debates on the nature of state: (13 lectures)

- a. Human Security
- b. Changing nature of nation-state in the context of globalization.

READING LIST

Essential Texts

- Bara, J & Pennington, M. (eds.). (2009) *Comparative Politics*. New Delhi: Sage.
- Caramani, D. (ed.). (2008) *Comparative Politics*. Oxford: Oxford University Press.
- Hague, R. and Harrop, M. (2010) *Comparative Government and Politics: An Introduction*. (Eight Edition). London: Palgrave MacMillan.
- Ishiyama, J.T. and Breuning, M. (eds.). (2011) *21st Century Political Science: A Reference Book*. Los Angeles: Sage.
- Newton, K. and Deth, Jan W. V. (2010) *Foundations of Comparative Politics: Democracies of the Modern World*. Cambridge: Cambridge University Press.
- O'Neil, P. (2009) *Essentials of Comparative Politics*. (Third Edition). New York: WW. Norton & Company, Inc.
- Palekar, S.A. (2009) *Comparative Government and Politics*. New Delhi: PHI Learning Pvt. Ltd.
- Bara, Judith. & Pennington, Mark. (2009), *Comparative Politics*, New Delhi: Sage Publications.

POL HG 3026 Gandhi and the Contemporary World

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

Course Outcomes:

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

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

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

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

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

III. Gandhi's Legacy (16 lectures)

- a. Tolerance: Anti - Racism Movements (Anti - Apartheid and Martin Luther King)
- b. The Pacifist Movement
- c. Women's Movements
- d. *Gandhigiri*: Perceptions in Popular Culture

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

- a. Swaraj
- b. Swadeshi

READING LIST

I. Gandhi on Modern Civilization and Ethics of Development

Essential Readings:

- B. Parekh, (1997) 'The Critique of Modernity', in *Gandhi: A Brief Insight*, Delhi: Sterling Publishing Company, pp. 63-74.
- K. Ishii, (2001) 'The Socio-economic Thoughts of Mahatma Gandhi: As an Origin of Alternative Development', *Review of Social Economy*. Vol. 59 (3), pp. 297-312.
- D. Hardiman, (2003) 'Narmada Bachao Andolan', in *Gandhi in his Time and Ours*. Delhi: Oxford University Press, pp. 224- 234.

POL HG 4026 Understanding Ambedkar

Course objective: This course is broadly intended to introduce Ambedkar's ideas and their relevance in contemporary India, by looking beyond caste. Ambedkar's philosophical contributions towards Indian economy and class question, sociological interpretations on religion, gender, caste and cultural issues; ideas on politics such as concepts of nation, state, democracy, law and constitutionalism are to be pedagogically interrogated and interpreted. This will help students to critically engage themselves with the existing social concerns, state and economic structures and other institutional mechanisms. This also will facilitate them to strengthen their creative thinking with a collective approach to understand ongoing social, political, cultural and economic phenomena of the society.

Course Outcomes:

- To analyse Ambedkar's views on caste, class, religion, nationalism, gender and constitutional democracy.
- To understand contribution of Ambedkar to political thought in modern India.
- To evaluate political ideas of Ambedkar and assess its relevance in context of contemporary politics.

I. Introducing Ambedkar (10 lectures)

- a. Approach to Study Polity, History, Economy, Religion and Society

II. Caste and Religion (12 lectures)

- a. Caste, Untouchability and Critique of Hindu Social Order
- b. Religion and Conversion

III. Women's Question (9 lectures)

- a. Rise and Fall of Hindu Women
- b. Hindu Code Bill

IV. Political Vision (10 lectures)

- a. Nation and Nationalism
- b. Democracy and Citizenship

V. Constitutionalism (9 lectures)

- a. Rights and Representations
- b. Constitution as an Instrument of Social Transformation

VI. Economy and Class Question (10 lectures)

- a. Planning and Development
- b. Land and Labour

Semester: V

HIS-HC-5016: History of Modern Europe- I (c. 1780-1939)

Lectures : 5; Tutorial : 1 (per week)

Course Outcome: After the completion of this course the students will be able to evaluate the historical evolution and political developments that occurred in Europe in the period between 1780 to 1939. They will also be able to critically analyse the evolution of social classes, nation

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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.

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Unit I. The French Revolution and its European repercussions:

- [a] Crisis of *ancien regime*
- [b] Intellectual currents.
- [c] Social classes and emerging gender relations.
- [d] Phases of the French Revolution 1789 - 99.
- [e] Art and Culture of French Revolution.
- [f] Napoleonic consolidation - reform and empire.

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

- [a] Forces of conservatism & restoration of old hierarchies.
- [b] Social, Political and intellectual currents.
- [c] Revolutionary and Radical movements, 1830 - 1848.

Unit III Capitalist Industrialization

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

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

- [a] Evolution and Differentiation of social classes: Bourgeoisie, Proletariat, land owning classes and peasantry.
- [b] Changing trends in demography and urban patterns.
- [c] Family, gender and process of industrialization.

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

- [a] Intellectual currents, popular movements and the formation of National identities in Germany, Italy, Ireland and the Balkans.
- [b] Specificities of economic development, political and administrative Reorganization - Italy, Germany.

Readings:

- Gerald Brenan: *The Spanish Labyrinth: An Account of the Social and Political Background of the Civil War.*
C. M. Cipolla: *The Economic History of Europe, Volume III: The Industrial Revolution.*
Norman Davies: *The Foundations of a Modern State in 19th Century 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.*

Skill Enhancement Elective Courses

(2 Courses offered in History out of 4; students are to take 2 courses from other courses)

HIS –SE-3014: Historical Tourism in North East India
HIS –SE-4014: Oral Culture and Oral History

HIS –SE-3014: HISTORICAL TOURISM IN NORTH EAST INDIA

Lecture : 03; Tutorial : 01 (per week)

Course Outcome:

After completing this course, students will be able to explain Tourism in North East India with special reference to the historical monuments, cultural and ecological elements and places of the north east India country as tourist and heritage sites of the nation. They will be able to relate to the growing vocation of tourism as an industry and the applicability of historical knowledge for its growth.

In-semester assessment: Students shall carry out a small project (submission not less than 2000 words) based on survey of an area or monument. The project should try to unearth the tourism potential of the surveyed area or monument. The project may also be on an existing tourist site. No sessional examination is required for this paper.

Unit I : Theoretical aspects of tourism, Elementary geography and bio – diversity of North East India

- [a] : Tourism – Concept, meaning and significance
- [b] : Different types of Tourism
- [c] : Physiographical divisions, water bodies and climatic conditions
- [d] : Important wildlife habitats : Kaziranga, Manas, Orang, Nameri, Dibru Saikhowa, Nandapha, Keibul Lamjao, Rain forests of Assam.

Unit II : Ancient remains and Important tourist places of the North – East

- [a] : Ancient remains: Goalpara, Ambari, Tezpur, Deopahar, Malinitan, Doyang – Dhansiri Valley
- [b] : Tourist places: Shillong, Cherapunjee, Aizwal, Gangtok, Kohima, Tawang, Poa Mecca (Hajo), Azan Pir Dargah, Jatinga

Unit III : Architectural Heritage

- [a] : Dimapur, Kasomari, Maibong, Khaspur
- [b] : Charaideo, Garhgaon, Sivasagar and Rangpur
- [c] : Ujayanta palace, Neer Mahal
- [d] : Kamakhya, Hayagriva Madhava, Tripura Sundari Temple, Rumtek monastery
- [e] : Kangla fort

Unit IV : Fairs and festivals of the North – East

- [a] : Festivals - Bihu, Ali Aye Lrigang, Mopin festival, Tai – Buddhist festivals in Assam
- [b] : Bhaona, Ras celebration in Majuli
- [c] : Fairs - Jonbil Mela, Ambubachi fair at Kamakhya
- [d] : Tourist festivals based on ethnic culture – Horn Bill festival, Sangai festival, Dihing Patkai festival


Coordinator
Internal Quality Assurance Cell
Kamrup College, Chamata


(Dr. D. K. Bezbaruah)
Principal
Kamrup College, Chamata
Principal
Kamrup College, Chamata

Readings :

- Bezbaruah, M : *Tourism in North East India*
 Bora, S., & Bora, M.C : *The Story of Tourism : An Enchanting Journey through India's North – East*, UBSPD, Delhi, 2004.
 : *Paryatanar Ruprekha: Uttar Purbanchalar Itihas Aru Sanskritir Patabhumi*
 Bhatia, A. K. : *International Tourism – Fundamentals and Practices*, New Delhi, 1997
 : *Tourism in India*
 Nath, R.M. : *The Background of Assamese Culture*, Guwahati, 1978
 Sarma, P. : *Architecture of Assam*, Delhi - 1988
 Ahmed, Kamaluddin : *The Art and Architecture of Assam*, Spectrum Publication, Guwahati, 1994.
 Bhattacharya, P. : *Tourism in Assam*, Bani Mandir, Guwahati, 2004
 Neog, M. : *Pavitra Asom*, LBS, Guwahati
 : *Asamiya Sanskritir Ruprekha*, Guwahati - 1970
 Boruah, P. : *Chitra-Bichitra Asom*, Guwahati, 2003
 Taher & Ahmed : *Geography of North East India*, Mani Manik Prakash, Guwahati, 2010.
 Gogoi, Atanu : *Paryatan Aru Uttar Purbanchal*, Bani Mandir, Guwahati, 2006

HIS –SE-4014: Oral Culture and Oral History**Lecture : 03; Tutorial : 01 (per week)****Course Outcome:**

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

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

Unit I. Concepts:

- Orality, Oral Tradition, Oral Culture
- Oral History
- Distinction between Oral Tradition and Oral History

Unit II. History and Historiography

- Oral History as a tool for analysis
- Social issues : Gender, conflict, violence, etc.
- Economic issues : Development schemes and their impact, displacement, etc




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