KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY

PROGRAMME PROJECT REPORT

ON

BACHELOR OF ARTS (HONS) (POLITICAL SCIENCE)

(Four Year Undergraduate Programme to be offered from 2023-24 Academic Sessions onwards as per NEP 2020)

Submitted to
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Four Year Undergraduate (FYUG) Programme in Political Science

(To be offered from the academic session 2023-24 onwards as per NEP 2020)

1.   Overview and Background

The Four Year Undergraduate (UG) Programme in Political Science of Krishna Kanta Handiqui State Open University (KKHSOU) are being prepared in accordance with the requirements of the NEP 2020, which are to be offered from the July 2023-24 academic session onwards. The Programmes are being prepared as per the Curriculum and Credit Framework for the Four Year UG Programmes of the UGC (December, 2022) as well as subsequent official notification and the Model Framework of the Department of Higher Education, Government of Assam, dated January 25, 2023 regarding the implementation of the NEP 2023 in the State of Assam.

The 35th Meeting of the Academic Council of the University held on 18-01-2023 resolved that the Programme Project Reports (PPR) of the proposed programmes of the University would accommodate the features of NEP 2020 and UGC ODL Regulations 2020. Accordingly, the University has adopted the UGC Curriculum and Credit Framework for the UG Programmes with provisions of lateral entry and exit; and multidisciplinary/interdisciplinary focus). Also, the assessment and evaluation has also been revised to letter grades with Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA). The University has also registered in the Academic Bank of Credit (ABC) for seamless transfer of credits allowing desired flexibility to the learners as mandated by the NEP 2020.

The Programme on offer, thus, incorporate discipline specific core (DSC) courses along with ranges of elective courses (DSM) both as major as well as minor, which are expected to offer the learners wider exposure and opportunities. Besides, bundles of courses have also been provided as ability enhancement courses (AEC), skill enhancement courses (SEC) and value added courses (VAC) in fulfilment of the requirements of the NEP 2020.

The Four Year UG Programme Framework of the University, accordingly, in general, incorporates elements of the Indian knowledge system – including, inter alia, Indian languages, culture, values, and traditions. For instance, the 2nd semester includes a 2 credit course on Yoga as VAC while the 3rd semester incorporates a 4 credit course on Life Skills as AEC. Similarly, courses on environmental studies, digital literacy, organic farming etc. are also offered within the baskets of VAC and SEC.

Notably, the academic disciplines of the University are organised as 'Schools'; hence, it is expected that this would facilitate smooth conduct of the Programmes with a multidisciplinary and/or interdisciplinary focus. To this effect, necessary arrangements have been made for attaching faculty members from related disciplines to impart the courses.

The Centre for Internal Quality Assurance (CIQA) of the University has organised a number of meetings, deliberations and workshops regarding the implementation of NEP 2020 in the context of ODL. With all the inputs received therein, the Committee on Courses (CCS) and the Schools of Studies subsequently, involving outside subject experts drawn from IIT Guwahati, Tata Institute of Social Sciences and Cotton State University have designed the proposed **Four Year UG Programme in Political Science** and have finalised the detail syllabi thereof. This Programme Project Report (PPR) on Four Year UG Programme in Political Science provides the details of the proposed Programme as per the provisions of the *UGC (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020*.

2. Programme's Mission and Objectives

Krishna Kanta Handiqui State Open University has a mission to provide higher education and training in various skills by using most recent educational inputs and technology. The University intends to provide quality education at the doorstep of the learners. Accordingly, the University adopts a flexible approach with respect to the pace and place of learning in order to encompass that section of society which has been either denied or deprived from attaining higher education. However, the University formulates its academic programmes in such a way that, it could benefit both the under educated as well as the highly educated section of society who continues to have a quench for attaining knowledge despite being highly educated.

In conjunction with the broader mission of the University to reach the unreached, the Bachelor's Degree Programme in Political Science will help the University in accomplishing its mission by achieving the following objectives:
- To expand the access to higher education.
- To maintain equity and justice in the field of higher education.
- To ensure the quality and excellence in the higher education
- The programme intends to help the learners get acquainted with the basic concepts in Political Science.
- The programme will enable the learners to acquire the theoretical understanding of socio-political realities.
- The program intends to enable the learners to explore and analyse the linkages between individual lives and the larger forces of society.
- The programme intends to make the learners critically understand the various problems in society.
- The programme will help the learners to attain comprehensive and critical understanding of Indian society in particular and north-eastern society in general.
- The program intends to develop in the learners the necessary confidence in skills and imagination with a socio-political perspective to pursue higher education and research.

3. Relevance of the Programme with KKHSOU's Mission and Goals
Political Science is a discipline which studies the social reality in a holistic manner. This requires developing the skill of critical understanding to study the complex reality. A democratic society too requires a reflective and engaged citizenship and the role of higher education is to cultivate this reflectivity among the younger generation. The FYUG programme in Political Science can play an effective role towards this end because:

- The very nature of political science in general and this programme in particular intends to stimulate critical thinking among the learners regarding various aspects of society.
- This critical thinking will be an added benefit (along with the degree) for learners associated with or employed in different sectors like teaching, professionals working in welfare departments and sectors and other professions requiring to liaise with different people and thereby address various problems of society.

4.   Nature of Prospective Target Groups of Learners

The programme intends to cater to the aspirations of the following groups of learners:
- The students who are desirous to obtain a Degree in Political Science as a Major subject.
- All the stakeholders of the society like-development agents, government officials, policy makers, industrialists, farmers, grass -roots workers, who are interested in ensuring a better standard of living for the people of the society.
- Those who aspire to attain higher education but could not access it due to various socio-economic constraints.
- Those learners who could not complete their higher education.
- People who are unable to attend conventional institutes of higher education due their geographical location.
- People who are employed but still have a desire for higher education.
- People who are educated and employed but seeks to achieve different disciplinary perspective.

5.   Appropriateness of Programme to be Conducted in Open and Distance Learning Mode to acquire Specific Skills and Competence

The proposed Programme is designed keeping in view the specific requirements of the ODL mode. The Programme consists of courses which are mostly theoretical in nature; therefore, is suitable for ODL mode. The Programme can be completed by going through the Self Learning Materials (SLM) of the courses. In addition, the University hosts series of video lectures in its official YouTube channel on specific topics related to various courses of the Programme which the learners can use a learning materials. The counselling sessions, both online as well as offline specifically aim at clarifying the doubts of the learners. Certain add-on resources, like CDs, community radio programmes, dedicated sessions in Swayam Prabha channel etc. are also expected to facilitate learning in ODL mode. The use of technology further facilitates delivery of the Programme in ODL mode. University's own LMS e-bidya, which contains variety of learning resources viz. e-SLMs, tutorial videos, reading materials, further references, MCQs and other OERs, make the Programme suitable for offering it in ODL mode.

6.   Instructional Design

6.1   Curriculum Design

The curriculum of the Four Year UG Programme in Political Science has been designed in accordance with the *Curriculum and Credit Framework for the Four Year UG Programmes* of the UGC

released in December, 2022 as well as subsequent official notification and the *Model Framework* released by the Department of Higher Education, Government of Assam (dated January 25, 2023) regarding the implementation of the NEP 2020 in the State. Besides, other relevant documents viz. UGC Distance and Online Education Regulations 2020, UGC LOCF Curricular Framework, UGC's Academic Integrity Regulation 2018 and UGC Regulation regarding Definitions of Degrees 2014 have also been taken into consideration in finalising the curriculum. The detailed syllabus of the courses to be offered both as major and minor in Political Science has been prepared and finalised by the duly constituted Committee of Courses (CCS) involving three eminent outside subject experts drawn from Gauhati University, Bodoland University and Cotton University which has been approved by the Academic Council of the University.

6.2 *Programme Structure*

The Programme, in total, consists of 171 credit hours of courses with multiple entry and exit options. The UG degree (honours/research) in Political Science will be awarded to the learners who complete total 20 no. of courses in Political Science, each with 4 credits i.e. total 80 credits of courses in Political Science in four years. For a UG Degree (general) in Political Science, a learner has to complete 15 courses in Political Science, each course with 4 credits, and earn 60 credits in total in three years.

The Programme in Political Science, whether three or four years, is to be completed with courses on a minor subject to be chosen by the learners from the any of the disciplines of social sciences, sciences, commerce, management etc. wherein the University offers such courses. Total credit requirement for the minor in the Programme is 32 credits in four years; and 24 credits in three years.

To enhance the scope of learning of the prospective learners, choices are also offered to them to opt for additional courses as minor. In such case, if a learner decides to go for additional courses as minor, acquiring a total of 48 credits in three years or 64 credits in four years, she/he will be awarded with the second major (i.e. double major) in the subject taken as the minor along with her/his (first) subject taken as the major. The proposed Programme makes provisions to allow learners to get a double major should they fulfil the credit requirement.

Besides the major and minor, during the programme a learner needs to successfully complete 9 credits of interdisciplinary courses (IDC), 14 credits of ability enhancement courses (AEC), 10 credits of skill enhancement courses (SEC), 6 credits of value added courses (VAC) along with 4 credits of research methodology, 4 credits of seminar or presentation or internship or community engagement or any other value added activities, together with 12 credits of project or dissertation. The description of the credit distribution of the proposed Programme is given in section 6.2.1.

6.2.1 *Credit Distribution by Type of Courses*

Sl. No	Type of Course	No of courses		Total Credit Requirement	
		3 years exit	*4 years exit*	*3 years exit*	*4 years exit*
1	Political Science Courses as major	15	20	60	80

2	Related Courses as minor	6	8	24	32
3	Interdisciplinary Courses	3	3	9	9
4	Ability Enhancement Courses	4	4	14	14
5	Skill Enhancement Courses	3	3	10	10
6	Value Added Courses	2	2	6	6
7	Research Methodology Course		1		4
8	Seminar/Presentation etc.		1		4
9	Project/Dissertation		1		12
	Total	**33**	**43**	**123**	**171**

Further, the Programme is divided into 8 semesters with lateral entries and exits in 2nd, 4th, 6th semesters. The learners will be awarded with a Certificate, Diploma and Degree (General) with Political Science if they exit in the 2nd, 4th, 6th semesters respectively. After successful completion of the 8th semester, the learner will receive UG Degree with honours/research in Political Science as the case may be. There will be provision for lateral entry into the 3rd, 5th and 7th semester for those learners who had chosen to exit in the 2nd, 4th, 6th semesters earlier. The provision of the lateral entry, however, is subjected to such period as notified by the UGC from time to time and fulfilment of the credit requirement as per the UGC regulation in force.

The detailed Programme structures of the proposed Four Year UG Programme in both Political Science as Major and Minor, including the provisions of a double major in Political Science are shown in section 6.2.2.

6.2.2   Structure of the Four Year UG Programme with Political Science *as Major*

Semester	Type of Course	Name of the Course	Credit
I	Major – 1	Political Theory- Part A	4
	Minor – 1		4
	IDC – 1	Constitution of India	3
	AEC – 1	General English	3
	VAC – 1	Environmental Studies	3
	SEC – 1		3
	Total		*20*
II	Major – 2	Political Theory- Part B	4
	Minor – 2		4
	IDC – 2		3
	AEC – 2	Modern Indian Language (MIL)	3
	VAC – 2	Introduction to Yoga	3
	SEC – 2		3
	Total		*20*
	Exit 1	**UG Certificate**	**40**
III	Major – 3	Indian Political System (Part A)	4
	Major – 4	International Politics (Theory)	4
	Minor – 3		4
	IDC – 3		3
	AEC – 4	Life Skills for All	4

	SEC – 4	Cyber Security	4
	Total		*23*
IV	Major – 5	Public Administration (Theory)	4
	Major – 6	Indian Political System (Part B)	4
	Major – 7	Contemporary International Politics	4
	Minor – 4		4
	AEC – 4	*Any one from the following:* Studies of Assamese Culture; or Spoken English	4
	Total		*20*
	Exit 2	**UG Diploma**	**83**
V	Major – 8	Public Administration in India	4
	Major – 9	Select Political Systems (UK and USA)	4
	Major – 10	Select Political Systems (Switzerland and China)	4
	Major – 11	Contemporary issues in World Politics	4
	Minor – 5		4
	Total		*20*
VI	Major – 12	Political Sociology	4
	Major – 13	Political Thinkers 1	4
	Major – 14	Political Thinkers 2	4
	Major – 15	Politics in Assam	4
	Minor – 6		4
	Total		*20*
	Exit 3	**UG Degree (General)**	**123**
VII	Major – 16	Human Rights	4
	Major – 17	Social Movements	4
	Major – 18	Peace and Conflict Studies	4
	Minor – 7		4
	SEC – 4	Research Methodology	4
	Field Work	Seminar/Presentation/Internship etc.	4
	Total		*24*
VIII	Major – 19	Ethnicity and Autonomy in North East India	4
	Major – 20	Gender and Politics	4
	Minor - 8		4
	Field Work	Project/Dissertation	12
	Total		*24*
	Exit 4	**UG Degree (Honours/Research)**	**171**

6.2.3   Structure of the Four Year UG Programme with Political Science as Minor

Semester	Type of Course	Name of the Course	Credit
I	Major – 1		4
	Minor – 1	Political Theory- Part A	4
	IDC – 1		3
	AEC – 1	General English	3
	VAC – 1	Environmental Studies	3

	SEC – 1		3
	Total		**20**
II	Major – 2		4
	Minor – 2	Political Theory- Part B	4
	IDC – 2		3
	AEC – 2	Modern Indian Language (MIL)	3
	VAC – 2	Introduction to Yoga	3
	SEC – 2		3
	Total		**20**
	Exit 1	**UG Certificate**	**40**
III	Major – 3		4
	Major – 4		4
	Minor – 3	Indian Political System (Part A)	4
	IDC – 3		3
	AEC – 4	Life Skills for All	4
	SEC – 4	Cyber Security	4
	Total		**23**
IV	Major – 5		4
	Major – 6		4
	Major – 7		4
	Minor – 4	Public Administration (Theory)	4
	AEC – 4	*Any one from the following:* Studies of Assamese Culture; or Spoken English	4
	Total		**20**
	Exit 2	**UG Diploma**	**83**
V	Major – 8		4
	Major – 9		4
	Major – 10		4
	Major – 11		4
	Minor – 5	Public Administration in India	4
	Total		**20**
VI	Major – 12		4
	Major – 13		4
	Major – 14		4
	Major – 15		4
	Minor – 6	Political Sociology	4
	Total		**20**
	Exit 3	**UG Degree (General)**	**123**
VII	Major – 16		4
	Major – 17		4
	Major – 18		4
	Minor – 7	Human Rights	4
	SEC – 4	Research Methodology	4
	Field Work	Seminar/Presentation/Internship etc.	4
	Total		**24**

VIII	Major – 19		4
	Major – 20		4
	Minor - 8	Ethnicity and Autonomy in North East India	4
	Field Work	Project/Dissertation	12
	Total		*24*
	Exit 4	**UG Degree (Honours/Research)**	**171**

6.3 Duration of the Programme

The minimum periods for completion of the Programme and award of the Certificate, Diploma, Degree (General) and Degree (Honours/Research) in Political Science, hence, are 1 year (2 semesters), 2 years (4 semesters), 3 years (6 semesters) and 4 years (8 semesters) respectively. The maximum period of completion for the Certificate, Diploma, Degree (General) and Degree (Honours/Research) in Political Science will be double the minimum completion period for the same as per the provision of UGC ODL and Online Regulation 2020 under Clause 13 of the Part III. Further, in case, a learner is not able to qualify a course in the first attempt, she/he shall have to qualify in the particular course within the next four attempts, subject to maximum duration of the study.

The detailed syllabi of the courses are given in the Annexure I.

6.4 Definition of Credit Hours

The University follows the UGC ODL and Online Regulations 2020 in defining credit hours. Accordingly, it requires 30 hours of study per credit of a course. Thus, a 4 credit course requires 120 hours of study in total, which includes time required to study the self-learning materials, completion of assignments, attending counselling sessions, accessing other learning materials provided to the learners as and when required. Out of the total credit hours, a minimum of 10 percent, i.e., minimum 12 hours of counselling per course are offered to learners at their respective study centres or through centralised online counselling conducted by the faculty members of the University.

6.5 Faculty and Other Support Staff Requirements

The proposed Four Year UG Programme in Political Science is offered by the discipline of Political Science under the Surya Kumar Bhuyan School of Social Sciences. Currently, the discipline of Political Science has 3 full-time faculty members, including 1 Associate Professor and 2 Assistant Professors. The School of Social Sciences, however, consists of altogether 15 faculty members including those from the discipline of Political Science. Given the nature of the subject Political Science, a multidisciplinary approach adopted by the discipline of Political Science to offer the FYUG Programme. Accordingly, the 20 courses offered under the Programme are assigned to specific Course Coordinators who are full time faculty members of the Political Science discipline or allied discipline. The details of faculty members assigned to specific courses as coordinators are given under:

Details of Faculty Members assigned with the responsibility of Course Coordinators

Sl No	Name of Course	Name of Coordinator/ Coordinators	Designation/ Discipline
1	Political Theory (Part A)	Dr. Abhijit Bhuyan and Dr. Jahnabi Devi	Assistant Professor, Political Science
2	Political Theory (Part B)	Dr. Abhijit Bhuyan and Dr. Jahnabi Devi	Assistant Professor, Political Science
3	Indian Political System (Part A)	Dr. Abhijit Bhuyan	Assistant Professor, Political Science
4	International Politics (Theory)	Dr. Jahnabi Devi	Assistant Professor, Political Science
5	Public Administration (Theory)	Dr. Abhijit Bhuyan	Assistant Professor, Political Science
6	Indian Political System (Part B)	Dr. Bipul Das	Associate Professor, Political Science
7	Contemporary International Politics	Dr. Abhijit Bhuyan	Assistant Professor, Political Science
8	Public Administration in India	Dr. Abhijit Bhuyan	Assistant Professor, Political Science
9	Select Political Systems (UK and USA)	Dr. Jahnabi Devi	Assistant Professor, Political Science
10	Select Political Systems (Switzerland and China)	Dr. Jahnabi Devi	Assistant Professor, Political Science
11	Contemporary Issues in World Politics	Dr. Bipul Das and Dr. Jahnabi Devi	Associate Professor and Assistant Professor, Political Science
12	Political Sociology	Dr. Gargi Gayan	Assistant Professor, Sociology
13	Political Thinkers I	Dr. Bipul Das	Associate Professor, Political Science
14	Political Thinkers II	Dr. Bipul Das	Associate Professor, Political Science
15	Politics in Assam	Professor Joydeep Baruah	Professor, Economics
16	Human Rights	Dr. Jahnabi Devi	Assistant Professor, Political Science
17	Social Movements	Dr. Gargi Gayan	Assistant Professor, Sociology
18	Peace and Conflict Studies	Dr. Abhijit Bhuyan	Assistant Professor, Political Science
19	Ethnicity and Autonomy in North East India	Dr. Abhijit Bhuyan and Dr. Jahnabi Devi	Assistant Professor, Political Science
20	Gender and Politics	Dr. Jahnabi Devi	Assistant Professor, Political Science

Notwithstanding the above, as the proposed Programme has been designed with interdisciplinary focus with courses on English, Spoken English, MIL, Environmental Studies, Cyber Security, Yoga etc. besides minors in variety of subjects, support from the faculty within and across various Schools beyond those from the discipline will be necessary. Towards this, the University has made necessary administrative provisions of attaching faculty from the concerned disciplines, both within and across Schools for smooth and efficient conduct of the proposed Programme. Relevant official notification in this respect is provided as Annexure II. Moreover, supports for required counselling to the learners will be provided through a network of well-qualified and experienced counsellors at their respective study centres.

6.6   *Instructional Delivery Mechanism*

The primary instructional delivery mechanism of the proposed Programme involves Self Study Materials (SLM) prepared for each course. The SLMs have been prepared keeping in mind the requirements of instructional design, especially in three domains viz. the behavioural domain, cognitive domain, and constructive domain. Accordingly, emphasis has been placed, while preparing the SLMs, on aspects of memorising, concept learning, reasoning, understanding, problem setting as well as problem solving.

In planning, designing and preparing the SLMs and other instructional delivery mechanisms the faculty of the discipline has taken the lead and also played the major role. The faculty members of the discipline have been engaged as the content writers as well as content editors. In addition, help from outside resource persons across the state and country has also been sought in preparing the SLMs. Senior/retired Professors, Associate Professors and Assistant Professors from different Universities and Colleges have been engaged as SLM writers, content editors, translators and language editors.

Also, the SLMs prepared in a highly accessible way so that the learners coming from diverse sections of the society find them easy to read and understand. The SLMs contains the following components:
- Learning objectives for each of the Units;
- An introduction to each Unit highlighting the linkage with previous Unit besides the general introduction to the topic concerned;
- Check your progress to gauge the level of understanding of the learners;
- Answers to the check your progress questions;
- Various activities for enhancing learners' critical outlook;
- Let us know sections depending on the necessity of providing important information on the topic;
- Summing up to reiterate the key concepts, ideas and major points;
- Further reading; and
- Model questions for the benefit of the learners

All the learners are proposed to be provided with print SLMs for all the semesters. The learners will also be given access to the e-SLMs simultaneously. The University also has its own LMS – e-bidya with the four quadrants i.e. video lectures, downloadable/printable reading materials, self-assessment tests and quizzes, and an online discussion forum for clarifying doubts and queries.

For efficient and enhanced instructional delivery of the proposed Programme, the LMS of the University will be utilised to the optimum level.

6.7   Identification of Media–print, Audio or Video, Online, Computer Aided

All learners will be provided with print as well as e-SLMs, which are quite comprehensive in terms of the coverage of the contents of the syllabi. The faculty of the discipline have also prepared Unit wise video lectures and presentations for the courses of the Programme. These are hosted in the University's own YouTube channel https://www.youtube.com/@kkhsou. These audio-video contents together with the e-SLMs are sourced to the University's LMS e-bidya (https://www.lmskkhsou.in/web/) in such a way so that the learners can access these digital contents at ease according to their Programme and course requirements.

The prospective learners of the Programme will also be introduced with the initiatives like e-GyanKosh (https://egyankosh.ac.in/) and free DTH channel for education Swayam Prabha (https://www.swayamprabha.gov.in/index.php/) wherein the University also partners in providing digital contents. Many of the University's digital contents are also available and/or archived in channel no. 20 under Swayam Prabha since April 2021, which can be accessed through the e-GyanKosh portal.

Further, in pursuance of the UGC's notification and guidelines the University has also adopted a policy of allowing the learners to undertake MOOCs from the Swayam platform as identified and duly approved by the University for credit transfers in various semesters as and when required.

In addition, certain topics are also covered through community radio programmes of the University broadcast through the 90.0 FM *Jnan Taranga* Community Service Station of the University. Most of the audio-video programmes are accessible online through the University's website and its official YouTube channel.

6.8   Learner Support Services

The learners of the proposed Four Year UG Programme in Political Science would be provided with a wide range of support services helping them to imbibe the required knowledge and skills; to seek avenues in gainful employment; to go for higher studies; and to provide in-depth disciplinary as well as multi/interdisciplinary knowledge. Learner support services of the proposed Programme include, inter alia, the followings:

(a) **KKHSOU City Campus:** The KKHSOU City Campus at Guwahati organises training for coordinators, counsellors, and other functionaries. The City centre provides a venue for learners and academic counsellors to interact on a particular subject matter. Responsibility for Admission, distribution of SLMs and Examination also lies with City Campus. Online counselling for all learners of all semesters of all programmes are centrally organised from city campus.

(b) **Regional Centres:** The Regional centre of KKHSOU at Jorhat in upper Assam provides training for coordinators, counsellors, and other functionaries. The centre provides a venue for learners and academic counsellors to interact about a particular subject matter. Responsibility for Admission, distribution of SLMs and Examination in select districts of upper Assam also lies with Regional Centres. Establishment of some other regional centres is in the pipeline.

(c) **Study Centres:** Study centres are the backbone of an open and distance learning institution. On behalf of the university, the study centres cater to the various requirements of learners, viz. Admissions-related information, delivering Self Learning Materials, conducting counselling sessions, distributing assignments and evaluating them, conducting term-end exams, etc. The study centers throughout the state handle these affairs on behalf of the University.

(d) **Pre-admission Counselling:** There are at present 234 study centres providing these support services to the learners. In cooperation with study centres, the university provides pre-enrolment counselling for all the programs through online and offline modes. It provides basic knowledge of the programs, counselling sessions, etc.

(e) **Siksharthi Mitra:** A few employees of the University have been engaged as Siksharthi Mitra in order to provide better technical support and assistance to the candidates during online admission process.

(f) **Learners' Charter:** The University has brought out a Learners' Charter, which can be accessed at http://www.kkhsou.in/web_new/lcharter.php, pronouncing the basic rights and responsibilities of its learners and those of the University to the learners. In the Induction Programmes at the Study Centres, the learners are sensitized about this Charter.

(g) **Handbook/SOP:** The University has brought out a *Learners' Handbook* with all necessary information and guidelines (https://tinyurl.com/y4w592f3) and *Handbook for the Study Centres* (https://tinyurl.com/5sz342ud) in addition to a *Standard Operating System (SOP) of Examination* (https://tinyurl.com/y4w592f3) which can be used by the learners for deriving required information and also for assistance in myriad situations.

(h) **Audio CDs for Visually Impaired Learners:** The visually impaired learners are provided with free audio SLMs in CDs to overcome their difficulties of learning. The University has installed Braille printers for this category of special learners in the University SLM branch.

(i) **Face-to-face/Online Ticketing/Complaint System:** Learners' queries are attended in the face-to face mode and digital mode as well in a continuous way, through telephone, SMS and emails. There is a dedicated online portal (https://www.kkhsou.in/complain/in/index.php/) through which the queries received automatically move to concerned department for solving the same. Once the problem is solved, the learner is informed by SMS and email.

(j) **Face to face and Walk-in Counselling:** FYUG programme provides face-to-face counselling at the study centres. The University also provides face-to-face counselling/walk-in-counselling to learners at the specially maintained city learner support centres located at the city campus on Sundays or weekdays.

(k) **ICT Support:** ICT support is a major component of any ODL system of education. Some of the ICT-based support systems provided by the university, which can be availed by the learners of FYUG Political Science Programme are listed below:

- *Website:* The University has developed a full-fledged official website www.kkhsou.in for learners and the general public. The website has a dedicated Learners' Corner (http://kkhsou.in/web_new/learner_corner.php) that contains exhaustive information and links to useful resources which is accessible to the vast learner population. Furthermore, the Website links to social-networking sites like Facebook where learners, faculty members, and stakeholders can interact. Additionally, the site offers a tailored search by district or program. And most of the audio-visual programmes are accessible online through YouTube videos (web link: https://www.youtube.com/user/kkhsou)

- *University's Own LMS e-Bidya:* As part of its ongoing attempts to enhance student learning, the University has developed a Learning Management System (LMS) portal called *e-Bidya* using open source MOODLE which can be accessed via https://www.lmskkhsou.in/web/. The site allows learners to access e-resources 24 X 7, regardless of where they are in relation to the particular programme they are enrolled in. It contains all four quadrants including video lectures and tutorials and the reading materials. Learners can also interact with experts through the discussion forum. Learners can experience the benefits of online learning through their mobile devices as well. The proposed Programme will also be made available in *e-Bidya* with all resources for all learners enrolling in the Programme.

- *E-Mentoring:* The University introduces an innovative e-mentoring system where a group of learners enrolled in a Programme is placed under the mentorship of a faculty of the University from the concerned discipline. This facilitates a bonding between the mentor and the mentees helping the learners to continue their studies with self-confidence, self-esteem, morale, and a feeling of identity. The main objective of this initiative is to help learners minimise personal difficulties and identify the obstacles they face in matters related to academic as well as non-academic. During this process, they are also guided to develop appropriate learning strategies for overcoming these difficulties and problems. The e-mentoring system, utilises the Telegram App and/or WhatsApp, and helps learners derive all the benefits of open and distance learning at their finger tips instantly.

- *Community Radio Service:* The University introduced the first Community Radio station in the North Eastern part of the country *Jnan Taranga* (90.0 MHz). The Community Radio, being a platform for the community for taking up community issues, is also a platform for broadcasting educational programmes. This includes debates, discussions, talk shows and phone in Q & A sessions with the learners. Recently, the programmes of *Jnan Taranga* are made available over internet radio, which can now be heard by all learners though internet (https://tinyurl.com/y4w592f3).

- ***Digital Library:*** The digital library (http://dlkkhsou.inflibnet.ac.in/) of the University hosts a large number of resources which include documents, SLMs, e-books, conference/seminar proceedings, faculty publications, theses and dissertations etc. Links are also provided to other open access resources which can be easily accessed by the learners.

- ***Online Counselling:*** The University's faculty conducts online counselling sessions through different online platforms like Zoom, Google Meet, and Cisco WebEx etc. Sessions are also conducted through Facebook Live on examination related issues especially during the time of pandemic. Most of the online counselling sessions are recorded and archived as additional digital learning resources for the use of the learners.

- ***KKHSOU Mobile App:*** The University has developed a mobile application *KKHSOU* (https://tinyurl.com/35y7brrj) that allows students to access the university website 24x7. The main purpose of this application is to provide the relevant information to all learners in an easily accessible manner. Using this application, learners can view the course information, fees structures based on their requirements. At the same time they can directly call any study centre of KKHSOU. Learner can download assignments, old question papers and other important forms.
- ***SMS Alert Facility:*** The University has implemented an SMS alert system for learners for sending notification of university news, events, and similar other learner-related information.

- ***E-mail Support:*** Learners can also write emails to any officials/faculty members of the University at info@kkhsou.in. Concerns raised through email are addressed by the concerned officials or faculty members. Apart from that, the email and phone numbers of all faculty members are available on the website and Information Brochure. Any learners can write directly to them as well for any kind of support and assistance.

- ***KKHSOU in Social Media:*** KKHSOU has incorporated social media like Facebook pages (https://www.facebook.com/groups/272636986264210/), WhatsApp group, Twitter Account (https://twitter.com/KKHSOU1?s=09) to its official website that enables interaction with the learners on a real time basis. The Facebook page also allows moderated discussions within as well as among the learners' community.

7.   Procedure for Admissions, Curriculum Transaction and Evaluation

7.1   Procedure for Admissions

7.1.1   Minimum Qualification
For the FYUG Political Science programme, learners need to have a 10+2 pass or equivalent qualification from a Council/University recognized by UGC, or a Polytechnic diploma in any field.

7.1.2   Online Admission
Admission to the proposed Programme will be conducted entirely in online mode through the University's Online Admission Portal (https://tinyurl.com/2p8ht9da) . The learners have to register first in the portal providing their email and mobile number. After successful registration, the login credentials are provided to their registered email and mobile numbers. Learners can login to the admission portal using the credentials provided to them and then fillup the online application form and upload all required supporting documents and photograph. They can choose their subjects and preferred study centres. Upon completing all the requirements of application process they can make online payments of the requisite fee via net banking, credit/debit card, UPI or by using the QR code. Once the fee is paid, they can get their enrolment receipt with their enrolment number and get a print out of the application form for future reference. On completion of the admission process the learners receive a welcome email with all relevant information and links to various digital resources for instant access.

7.1.3   Refusal/Cancellation of Admission
At the time of admission the learners have to submit a declaration that all information and document provided by her/him at the time admission are, correct, true and valid. If, however, any false declaration is detected at any stage, the University has the authority to refuse, reject and/or cancel his/her admission, mark sheets, certificates etc as the case may be.

7.1.4   Continuous Admission
The University practices the system of continuous admission. By paying the necessary fees, a learner has the provision of obtaining admission to the next semester after the completion of any semester. Admission to the subsequent semester is not determined by the results of the previous semester. One may take admission in the next semester even without appearing in the previous semester examination. The learners are given 60 days of time for admission in the intermediate semesters. Incomplete exams, including back papers, will be allowed to be taken up when announcements of examination results are made. Learners are advised to regularly visit the University's website and maintain regular contact with their allotted study centres.

7.1.5   Lateral Admission
The University, following the NEP 2020's mandate and the UGC's guidelines, adopts the policy of later admission to all its UG and PG programmes. Accordingly, provisions for lateral entry into the 3rd, 5th and 7th semesters are made for those learners who had chosen to exit in the 2nd, 4th, 6th semesters earlier due to various reasons. For this the University adopts a credit transfer policy to facilitate the process of lateral admission to all the UG and PG programmes.

7.1.6   Dual Degree
The University has implemented and also promotes the system of dual degree as per the UGC's notification and guidelines dated April 2022. Learners are encouraged and allowed to register in academic programmes simultaneously including UG and PG programme in order to enhance their

choices and opportunities. The aspiring learners of the proposed Programme will also be encouraged to take the advantage of this provision at the time of their admission.

7.1.7 Fee Waiver for Differently Able Persons (DIVYANGJAN)

The University has a scheme of complete fee waiver for the differently able learners in all semesters all programmes. Such learners intending to take admission in the proposed Programme will also be extended the same benefit. Such learners are required to submit a certificate in a prescribe form issued by the Department of Social Welfare Department or Disability and a copy of the certificate issued by the Department of Empowerment of Persons with Disabilities, Ministry of Social Justice and Empowerment, Govt. of India. The forms/certificates are verified by the Social Welfare Department, Government of Assam and the learners are allowed to the fee waiver in their chosen programme.

7.1.8 Fee Waiver for Jail Inmates

The University also offers free education to jail inmates in all the programmes. At present, the University offers free of cost education to jail inmates in 16 district jails of the state. The University is in the process of including more numbers of Central/District Jails in the coming Academic Session.

7.1.9 Economically Weaker Section (EWS)

The learners applying for admissions under EWS category are required to submit valid and prescribed EWS documents as per the latest Government of Assam guidelines for identification and future references.

7.1.10 Fee Structure

The University attempts at keeping the fees of its academic programmes at the minimum so as to make the programmes affordable to the learners coming from diverse sections of society. The fee structure of the proposed Four Year UG Programme will also be no exception. Fee structure of the Programme has been devised as all-inclusive for the benefit of the learners and consists of admission fee, course fee, exam fee, exam centre fee and fee for mark-sheets. Fee for the Programmes are charged semester-wise. Currently, fees for UG Programmes have been fixed at Rs 3000 per semester.

7.2 Curriculum Transaction

7.2.1 Activity Planner

The University prepares an activity planner, which guides the overall academic activities in all academic programmes. This is released before the beginning of the academic session and prior to the University's admission. The CIQA office, as per UGC guidelines, prepares this activity planner and the office of the Academic Dean, after due approval, upload the Academic Plan and month wise

Academic Calendar to the University's website. This enables learners to plan their studies and activities accordingly. The same practice shall be followed in case of the proposed Programme also.

7.2.2 Self-learning Materials (SLMs)

The transaction of the curriculum is primarily carried out through the Self Learning Materials (SLM). The SLMs are conceived, designed and prepared in such a way that the learners can easily follow them. The SLMs are prepared with the help of well-known subject experts and they provide all relevant and up-to-date information in the subject in a clear, concise and coherent manner, which are sufficient for self learning. Both print and e-SLMs are made available to all the learners. In the proposed Programme too, SLMs – both print and digital – will form the primary mode of curriculum transaction.

7.2.3 Multimedia Materials

Apart from the printed and digital copies of the SLMs, the university provides multimedia learning materials in the form of audio-video presentations, tutorial videos, and recorded versions of the online counselling sessions etc. related to the course content of various academic programmes. Such materials will also be prepared and provided to learners of the proposed Programme.

7.2.4 Induction and Counselling Sessions

Induction sessions are conducted by university officials and faculty together at the beginning of each academic session both centrally as well as at the study centres. Counselling sessions are conducted by the Study Centres with qualified and experienced academic counsellors. Normally, all counselling sessions are scheduled on Sundays. A face-to-face interaction between the learners and the counsellor takes place during the counselling session. This enables learners to clear their doubts with regard to the various courses provided to them. Apart from that, from time to time, online counselling sessions are provided by the faculties of the University for different Programmes. For the proposed Programme also both online and offline counselling will be continued at the University and the study centres.

7.3 Assessment and Evaluation

The assessment and evaluation of the learners' performance in all academic programmes of the University are carried out with the objectives of maintaining sanctity, quality and transparency. The assessment and evaluation of the learners' performance and achievement are conducted with reference to the defined learning Outcomes of the programmes as a whole, and also those of the courses under a specific programme. While setting the question papers, assignments and evaluation of answer scripts this aspect is always considered thoughtfully.

The assessment and evaluation system of the University consists of two components i.e. Formative and Summative Assessments as per the UGC regulation of 2020. The 33rd Academic Council of the University decided that Formative Assessment is to be given a weight of 30 percent while the Summative Assessment is to be assigned the remaining 70 percent of the weight. Further, 35th

Academic Council has adopted the SGPA and CGPA system of evaluation as per the UGC's Curriculum and Credit Framework for UG Programme, 2022.

As per the UGC's Curriculum and Credit Framework for UG Programme, 2022, the "Letter Grades" will be provided to the learner after due assessment and evaluation as given under:

Letter Grade	Grade Point
O (Outstanding)	10
A+ (Excellent)	9
A (Very Good)	8
B+ (Good)	7
B (Above Average)	6
C (Average)	5
P (Pass)	4
F (Fail)	0
Ab (Absent)	0

The Semester Grade Point Average (SGPA) will be computed from the grades as a measure of the learner's performance in a given semester. The SGPA will be based on the grades of the current term, while the Cumulative GPA (CGPA) will be based on the grades in all courses taken after joining the programme of study. Here SGPA is the ratio of the sum of the product of the number of credits with the grade points scored by a learner in all the courses taken by a learner and the sum of the number of credits of all the courses undergone by a learner, while the Cumulative Grade Point Average (CGPA) is also calculated in the same manner taking into account all the courses undergone by a learner over all the semesters of a programme. As recommended by the UGC, the SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts. Based on the above mentioned Letter grades, grade points and SGPA and CCPA, the transcript for each semester and a consolidated transcript indicating the performance in all semesters will be provided to the learners.

Notwithstanding, the details of the Formative and Summative assessment followed by the University, which will also be followed in case of the proposed Programme, are described under section 7.3.1 to 7.3.3.

7.3.1   *Formative Assessment*
Formative assessment of the learners is conducted in a continuous and comprehensive manner. There are provisions for self-evaluation based on the Self Learning Materials. The University has decided to adopt a mechanism for continuous evaluation of the Learners through a judicious mix of various flexible methods.

Considering the practical limitations of the learners and the other operational difficulties, the University has adopted the formative assessment consisting of the followings:

- MCQ/Written test/Quiz/Viva etc. = 10 marks
- Home Assignment (submitted at study centre) = 10 Marks
- Participation in extension activities (environment related/workshop etc.) and/or Additional Home Assignment in lieu of this = 3 marks.
- Timely submission of assignment etc. as mentioned above = 2 marks (e.g. submission on time = 2 marks; submission after due time = 1 mark; Non-submission =0 mark)
- Attendance/Participation in the various Personal Contact Programmes like induction, orientation or other such programmes = 5 marks

The learners are communicated about the details through the University website, official notifications, study centres, mentoring groups and social media. The concerned study centres conducts MCQ based test (online/offline) for the learners. However, if required, they may alternatively arrange for written test/ Viva/Quiz etc. and assess the learners for maximum 10 marks. Depending on situations, additional assignments of 10 marks are also given in lieu of the MCQs.

Assignments for total 13 marks are administered course-wise comprising three assignments viz. 2 for 5 marks and 1 for 3 marks by the concerned discipline. Out of the three assignments, one is closed-ended assignment directly from the course or SLM (5marks), one is open-ended assignment i.e. analytical/opinion/view etc. to be answered by the learner based on the course (5 marks), the third one relates to environmental or community works and/or activities (3 marks) concerning the issues/topics covered.

Learners are required to submit the hand written hard copies of these assignments to their respective study centres. The study centres will get them evaluated by academic counsellors and offer comments and suggestions for further improvements.

The study centres also arranges Personal Contact Programmes (Online or Offline) and the learners are expected to attend the same, as per UGC Guidelines. Based on their level of participation and engagement they are given marks. Marks obtained by the learners after the wholesome Formative Assessment as described above are uploaded by the coordinators of the study centres in the Home Assignment portal specifically created by the examination branch.

7.3.2   Summative Assessment
The Summative Assessment is conducted in pen and paper mode in designated study centres. The University follows a SOP in conducting these examinations. Besides, examination monitoring is an essential feature in conducting the examinations of the University. The University appoints Supervisory Officers (SO), Examination Monitoring Officers (EMO) and Examination Squads on a regular basis for smooth conduct and maintaining the standards of the examinations. Question papers are set and moderated, and answer scripts are evaluated by both internal and external faculty members. Results are declared after a process of due scrutiny and thorough diligence check.

The learners have the options of re-scrutiny and re-evaluation of their answer scripts (within a stipulated time) in case they are not satisfied with the result.

7.3.3   Assessment of seminar/presentation/project and dissertation
A learner has to make seminar/presentation and prepare a project/dissertation on a particular topic under the guidance of a professionally qualified supervisor/guide in Semester VII and VIII of proposed Programme. They should devise instruments for the collection and interpretation of data and the preparation of research report. The length of the report may be between 60-70 pages. A detailed guideline is available on the website. The link is http://kkhsou.in/web_new/guidelines-download.php.

8.   Requirement of Library and Laboratory Support

Library services are offered to the learners of the University by providing access to the library facilities in its recognized study centres and also through the central library of the University's City Campus. The reference books are suggested by the faculty of the respective disciplines and schools and also by the SLM writers. The Central Library of the University has quite a good stock of relevant reference books and textbooks relating to the various Programmes including the proposed one. It has about 20000 print books, 36 print journals on various disciplines and 8 Newspapers. The books available at the Central Library are quite helpful not only for the learners, but also for the faculty members, SLM contributors and the content editors as well. Apart from the print resources, a good number of electronic resources comprising e-journals, online databases, gateway portal to e-journals are made accessible to the learners. The learners are given the access to all these library resources after their successful enrolment into a programme. The library web page is integrated to the University's main website.

The library is fully computerised with an ILS (Integrated Library System) and also equipped with RFID (Radio-Frequency Identification Technology). All the learners of the University including the learners of the proposed Programme can access the webpage of the University library at their own time and convenience (http://library.kkhsou.in/). Moreover, the learners can take advantage of the facilities of the Digital Library (http://dlkkhsou.inflibnet.ac.in/). The digital library provides an online platform for collecting, preserving and disseminating the teaching, learning and intellectual output of the University to the global community including its learners. Further, the Library of the university maintains a web catalogue (http://opac.kkhsou.ac.in/) to facilitate the learners to browse library collection online.

The University also has an OER Policy (https://tinyurl.com/2yukrp5r). The University has signed Content Partner Agreement with National Digital Library of India to share its digital resources. The main objective of NDLI is to integrate several national and international digital libraries in one single web-portal. The learners' community of University can avail the services through a single-window (https://ndl.iitkgp.ac.in/).

In addition, the learners can also use, the OAJSE – i.e. Open Access Journal Search Engine (www.oajse.com) to browse and search 4,775 Open Access Journals from the rest of the World excluding India, 532 journals from India, and 32 Indian Open Access Indian Repositories.

Even though courses of the proposed Four Year UG Programme in Political Science do not require much of the laboratory services as such, support in terms of computer laboratory is provided to the learners by way of giving access to the existing facilities at their respective study centres and the University's city campus. The city campus of the Guwahati has two state of the art computer labs equipped with statistical and data analysis software like SPSS, STATA and R which can be used by learners should they feel any requirement for the same.

9.   Cost Estimates and Provisions

The office of the Finance Officer of the University keeps all the records of finances regarding print of SLMs, honorarium paid to the members of the Committee on Courses, honorarium paid to Content Writers, Content Editors, Language Editors, Translators, Proof Readers and also the expenditure related to organising counsellors' workshops, meetings of the co-ordinators of the study centres etc. Moreover, office of the Finance Officer also maintains records of purchase of computers, online space, books, journals etc. The accounts are maintained as per the laid down government procedures. Regarding the cost of programme development, programme delivery, and programme maintenance, the finance office conducted an exercise based on the past data on costs to arrive at the following indicative figures for Four Year UG Programmes including the one proposed here.

9.1   Programme Development Cost
(a) SLM Development Cost for Under Graduate programme is estimated at Rs. 6,250/- per Unit. A course, on an average, consists of 14 Units. In the proposed Four Year UG Programme there will be 43 Courses. The discipline specific courses will be explicitly attributed to this programme. The rest can be apportioned depending on the learners' enrolment and number of units to be printed.

(b) Printing Cost per Unit of SLM is estimate at Rs. 69/-. However, this also depends on the print number as there is an element of scale involved for larger number of copies.

9.2   Programme Delivery Cost
The SLMs prepared have to be delivered to the learners and various study centres located across the State including the ones in the far flung areas. On an average, the University delivers about 2.2 KGs of study materials per student. The cost of delivery of 1 KG of such material is Rs.60/-. Accordingly, depending upon the number of candidates; the cost for the proposed Programme will be provisioned by the University. The office of the Finance Officer has calculated the delivery cost of SLM at Rs. 132/- per student. Moreover, there will also be expenditures on account of providing

LMS based services to the learners which can be apportioned to per learner. This, however, require a detail exercise once enrolment to the proposed programme is completed.

9.3 Programme Maintenance Cost

The University will keep financial provisions for organising stake holders' meetings, counselling workshops etc. as per the Academic Plan and Academic Calendar approved by the Academic Council of the University. The workshops conducted by the University will not only benefit the learners of the proposed Programme but will benefit the learners of other programmes as well. The University will also bear the cost of organising the meetings of Committee on Courses, School of Studies, and Academic Council etc. and also for supply of additional study materials if required. There will also be a need to conduct feedback surveys and analysis for getting inputs for further revision of the courses. Moreover, the University will have to keep on investing in enhancing the IT infrastructure so that the learners can benefit from the ICT enabled services. The cost calculated by the office of Finance Officer with regards to maintenance of UG Programme has been found as Rs. 650.00 per learner inclusive of all costs mentioned above.

The figures as indicated above will be applicable for the proposed Programme as well. The University will keep adequate financial provisions for development, delivery, and maintenance of the proposed Programme as presented in the Programme Project Report.

10. Quality Assurance Mechanism and Programme Outcomes

10.1 Quality Assurance Mechanism

With regard to quality assurance of all the Programmes of the University including the proposed Programme, the University is involved in the following activities:

- The programme design and structure is decided upon after a series of discussions and deliberations with a team of a few thoughtfully chosen subject experts, who are mostly eminent scholars and professionals from the reputed institutions of higher education. Formed with due approval from the University authority, this Committee on Courses is helped by the in-house discipline and School faculties while preparing the framework of the programme. For implementation of NEP 2020, the University has networked with IGNOU, State Open Universities in India and other Universities in Assam by organizing workshops and participating in various meetings and seminars. Inputs from these discussions were used as quality benchmarks in designing the academic programmes.
- The University has a SLM Policy which is followed in development of SLM. SLM Audit is a regular feature of the University which is conducted by CIQA. The course material writers and content editors are mostly drawn from academics from reputed higher educational institutions. SLMs are distributed through a well laid down mechanism to all the learners by a mix of modes. Moreover, e-SLM has been made available. Like the SLM Policy, the University has adopted University wide approaches for development of policies, Strategic Action Plan and their implementation.

- In order to keep the programmes updated, they are regularly revised with necessary changes, based on the inputs received from the various discussions, workshops and feedback analyses. It may be mentioned that the Learners' and stakeholders' feedback is regularly collected and based on that, remedial measures and improvement mechanisms are worked out. The analyses of feedback surveys are available in the University's website http://kkhsou.in/web_new/learner_feedback_all.php.
- Besides, the CIQA takes care of the following among others to enhance the quality of the various facets of the University:
  o Counsellors' workshops
  o Stakeholders' meetings
  o Feedback responses from the learners from various programmes
  o SLM Audit

10.2   Programme Outcomes of the Four Year UG Programme in Political Science

The Outcomes of the proposed Four Year UG Programme in Political Science include enhancing the broad understanding of the learners on wide range of subjects and domains including the domains of ability, value and skill and at the same time providing thorough as well as in-depth disciplinary knowledge of Political Science as a branch of study. More specifically after the completion of the proposed Programme the learners are expected to achieve the following outcomes:
- After completing the 4-Year UG Programme in Political Science, the learners will be able to pursue higher education in Political Science or any other associated subject or area as Public Administration, International Relations, etc.
- The learners will also be qualified to appear in competitive examinations conducted by the Central and State governments.
- Further, the learners will also be able to explore job opportunities in teaching and the NGO sector.
- Significantly, the knowledge gained through the study of Political Science as a subject will also enable the learners to be proactive citizens.
- Gain inspiration to join subsequently inspiring them to join active politics and dedicate themselves to a life of selfless public service.
- After completing this programme, learners can also join think tank and public policy institutes.

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KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY

Four Year Undergraduate Programme in Political Science
(Detailed Syllabi)

SEMESTER – I

DSC 1/DSM 1: Political Theory - Part A

Course Objectives:
The course "Political Theory: Part A" is designed to help the learners to have an understanding of the structural and functional dynamics of political science. The course begins with a discussion on the meaning, nature and scope of political science. The course then goes on to discuss the relationship of political science with other social sciences. The study of political science has a very ancient tradition and could be traced back to ancient Greece. So, the growth of political science as a discipline is discussed in detailed. Traditionally, the discipline of political science fundamentally deals with an investigation of the meaning and nature of the state as a very basic organisation of political existence of the individual as a member of the community. Besides, there are different theories regarding the evolution of the state. Accordingly, all these issues have been covered in the course. In the realm of political science, the study of sovereignty assumes special significance. Sovereignty is the most essential element of the state as there can be no state without sovereignty. There are also two different theories of sovereignty, namely, Austin's theory of Sovereignty and the Pluralist theory of Sovereignty. The course accordingly discusses the meaning, nature and various theories of sovereignty. An integral subject matter of political science is that of democracy. As a form of government, there are two types of democracy– Pure or Direct Democracy and Indirect or Representative Democracy. The concepts of Power, Authority and Legitimacy, are closely associated with the very notion of the state. Without legitimate authority, the state cannot exercise its power. Therefore, the course discusses these basic concepts of democracy, power, authority and legitimacy. There are certain basic issues in the field of Political Science which determines the nature of relationship between the individual and the state. These include concepts like Justice, Equality and Citizenship. Accordingly, the course deals with these concepts. Political Science is also concerned with the spheres of activity of the state. Accordingly, the course discusses the notions of individualism and socialism.

Learning Outcomes:
- The learners will be able to explain the meaning, nature, scope and growth of political science along with the relationship of political science with other social sciences
- The learners will be able to familiarize themselves with the meaning, nature and various perspective of the state along with various theories regarding evolution of the state.

- The learners will be able to discuss about meaning, feature, types and various theories of sovereignty
- The learners will be able to familiarize with the concepts of democracy, power, authority and legitimacy along with their relationship
- The learners will be able explain the concepts of justice, equality and citizenship
- The learners will be able to discuss the meaning, nature, merits and demerits of individualism and socialism.

UNIT 1: POLITICAL SCIENCE: MEANING, NATURE AND SCOPE
Meaning of Politics; Meaning of Political Science; Nature and scope of Political Science

UNIT 2: RELATIONSHIP OF POLITICAL SCIENCE WITH OTHER SOCIAL SCIENCES
Political Science and History, Political Science and Sociology, Political Science and Economics, Political Science and Ethics, Political Science and Anthropology

UNIT 3: GROWTH OF POLITICAL SCIENCE AS A DISCIPLINE
Early traditions; Medieval period; Modern period; Present status

UNIT 4: THE STATE: ITS MEANING AND NATURE
Meaning of the State; Elements of the State; Nature of the State: Various Perspectives- Liberal and Marxist

UNIT 5: THEORIES OF EVOLUTION OF STATE: DIVINE ORIGIN THEORY AND EVOLUTIONARY THEORY
Main Arguments of the Divine Origin Theory, Criticisms against the Theory; Main Arguments of the Evolutionary Theory, Criticisms against the Theory

UNIT 6: THEORIES OF EVOLUTION OF STATE: SOCIAL CONTRACT THEORY
Main Arguments of the Social Contract Theory: Thomas Hobbes, John Locke, Jean Jacques Rousseau, Criticisms against the Theory

UNIT 7: SOVEREIGNTY: MEANING AND CHARACTERISTICS; TYPES OF SOVEREIGNTY
Meaning of Sovereignty; Characteristics of Sovereignty; Types of Sovereignty

UNIT 8: THEORIES OF SOVEREIGNTY
Austin's Theory of Sovereignty or the Legal-Monistic View, Criticisms against the Theory; Pluralist Theory of Sovereignty, Criticisms against the Theory

UNIT 9: DEMOCRACY
Meaning of Democracy; Types of Democracy: Direct and Indirect Democracy; Conditions for the success of Democracy; Merits and Demerits of Democracy

UNIT 10: POWER, AUTHORITY AND LEGITIMACY
Power: Meaning of Power, Characteristics of Power, Sources of Power, Forms of Power; Authority: Meaning of Authority, Characteristics of Authority, Sources of Authority, Basis of Authority; Legitimacy: Meaning of

Legitimacy, Basis of Legitimacy, Types of Legitimacy; Relationship between Power, Authority and Legitimacy

UNIT 11: CONCEPTS OF RIGHTS AND LIBERTY
Meaning of Rights, Types of Rights; Meaning of Liberty; Types of Liberty

UNIT 12: CONCEPTS OF JUSTICE AND EQUALITY
Meaning of Justice, Types of Justice; Meaning of Equality; Types of Equality

UNIT 13: CONCEPT OF CITIZENSHIP
Meaning of Citizenship, Methods of acquiring Citizenship, Citizenship Values, Ways to promote good Citizenship Virtues

UNIT 14: INDIVIDUALISM AND SOCIALISM
Meaning and Features of Individualism, Merits and Demerits of Individualism; Meaning and Features of Socialism, Merits and Demerits of Socialism

Basic Reading List:
1) Agarwal, R.C. (2006). Political Theory: Principles of Political Science. New Delhi: S. Chand and company.
2) Asirvatham, Eddy & Misra, K. K. (2006). Political Theory. New Delhi: S Chand and Company.
3) Gauba, O. P. (2007). An Introduction to Political Theory. New Delhi: Macmillan India Ltd.
4) Heywood, Andrew. (2002). Politics. New York: Palgrave Foundations.
5) Kapur, A.C. (2006). Principles of Political Science. New Delhi: S. Chand and Company.
6) Varma, S.P. (2005). Modern Political Theory. New Delhi: Vikas Publishing House.

[Note: DSC: Discipline Specific Core (Major); DSM: Discipline Specific Minor]

DSC 2/DSM2: Political Theory - Part B

Course Objectives:
The course "Political Theory: Part B" is designed to help the learners to have an understanding of the basic theoretical elements with regards to the study of Political Science. To begin with, political scientists have adopted various approaches for carrying out a systematic the study of politics and political events at various stages. The approaches to political analysis can be broadly classified as traditional approaches (including the philosophical, historical, institutional and legal approaches and modern approaches (including the behavioural approach, the post-behavioural approach, the system approach, the structural-functional approach, the communications theory approach and the decision-making approach). Accordingly, the course discusses the various important traditional and modern approaches and their significance. Any discourse on politics and political science will be incomplete without a discussion on democracy. Accordingly, the course reflects on the various aspects of the contemporary perspectives on democracy, including Liberal Democracy and Marxist Democracy. The course then focuses on the three fundamental organs of the government, namely, the Executive, the Legislature and the Judiciary. In the modern state, the three organs need to exercise their respective powers and functions effectively so that the government as a whole could function smoothly. At the same time there should be a separation of powers between all the three organs in order to prevent concentration of powers in one single organ and facilitate enjoyment of liberty. Thus the course also involves a discussion on Montesquieu's Theory of Separation of Powers. As a corollary, the course goes on to discuss the various forms of democratic governments prevailing in the world today. Accordingly, the course discusses about the Federal and Unitary forms of government as well as the Parliamentary and Presidential forms of government. When we look at the functioning any political system in the democratic world, political parties are found to play a very significant role in the political arena often acting as a link between the masses and the rules. The course therefore presents a discussion on the various dimensions of Political Parties. The functioning of all democratic political systems is marked by the existence of certain groups in the form of pressure groups and interest groups. These group operate outside the formal governmental or party system and aim at protecting their respective group interests by actively trying to influence the decision making process of the government in their own favour. Thus, the course deals with the various aspects relating to Pressure Groups and Interest Groups. The primary concern of any political system is that of ensuring its continuity and sustainability. In this context, the process of formation of political values, attitudes and beliefs on the part of the citizens at various stages of their lives plays a very crucial role. This process whereby political values are transmitted from one generation to another is known as Political Socialisation which is also discussed in this course. Another very significant concept associated with the study of political science is that of political cultural and political participation. As a matter of fact, in order to have a deeper understanding of the nature and functioning of the political system of any country, it is essential to look into the political cultural and political participation of the people of that particular country. Accordingly, the course discusses the important concepts of Political Cultural and Political Participation. Finally, the course focuses on the concepts of Political Modernisation and Political Development. While political modernisation involves changes in a range of spheres covering social, cultural, economic and psychological dimensions, political development involves elements of state building and wider political participation.

Learning Outcomes:
a) The learners will be able to discuss about various traditional and modern approaches to political analysis
b) The learners will be able to familiarize themselves with contemporary perspectives on democracy i.e. Liberal and Marxist
c) The learners will be able to discuss about meaning, nature, functions and various organs of government
d) The learners will be able to familiarize with the various forms of government
e) The learners will be able explain the concepts of political parties, pressure groups and interest groups
f) The learners will be able to discuss the meaning, nature and various aspects of political socialization, political culture, political participation, political modernization and political development.

UNIT 1: TRADITIONAL APPROACHES TO POLITICAL ANALYSIS (PHILOSOPHICAL AND HISTORICAL APPROACHES)

Traditional Approaches: Meaning and Characteristics; Philosophical Approach; Historical Approach

UNIT 2: TRADITIONAL APPROACHES TO POLITICAL ANALYSIS (INSTITUTIONAL AND LEGAL APPROACHES)

Institutional Approach; Legal Approach

UNIT 3: MODERN APPROACHES TO POLITICAL ANALYSIS -BEHAVIOURALISM AND POST-BEHAVIOURALISM

Modern Approaches: Meaning; Behaviouralism: Meaning, Characteristics of Behaviouralism, Criticism of Behaviouralism , Advantages of Behaviouralism; Post-Behaviouralism: Meaning, Characteristics of Post-Behaviouralism

UNIT 4: SYSTEMS APPROACH, STRUCTURAL-FUNCTIONAL APPROACH

Meaning of System, David Easton's Systems Approach; Structural-Functional Approach: Gabriel Almond's Analysis

UNIT 5: COMMUNICATION THEORY APPROACH, DECISION MAKING APPROACH

Communication Theory Approach: Basic Idea, Criticisms of the Communication Theory; Decision Making Approach: Basic Idea, Criticisms of the Decision Making Theory

UNIT 6: CONTEMPORARY PERSPECTIVES ON DEMOCRACY: LIBERAL AND MARXIST

Liberal Perspective on Democracy; Marxist Perspective on Democracy; Comparison between Liberal and Marxist Perspectives on Democracy

UNIT 7: ORGANS OF GOVERNMENT: EXECUTIVE, LEGISLATURE AND JUDICIARY; MONTESQUIEU'S THEORY OF SEPARATION OF POWERS

Executive: Meaning, Classification, Functions; Legislature: Meaning, Types, Functions; Judiciary: Meaning, Functions; Montesquieu's Theory of Separation of Powers, Criticisms of the Theory

UNIT 8: FORMS OF GOVERNMENT: FEDERAL AND UNITARY

Meaning, Features, Merits and Demerits of Federal form of Government; Meaning, Features, Merits and Demerits of Unitary form of Government

UNIT 9: FORMS OF GOVERNMENT: PARLIAMENTARY AND PRESIDENTIAL

Meaning, Features, Merits and Demerits of Parliamentary form of Government; Meaning, Features, Merits and Demerits of Presidential form of Government

UNIT 10: POLITICAL PARTIES

Meaning, Types and Importance of Political Parties

UNIT 11: PRESSURE GROUPS AND INTEREST GROUPS

Meaning, Types and Importance of Pressure Groups and Interest Groups; Distinction between Pressure Groups and Interest Groups

UNIT 12: POLITICAL SOCIALISATION

Meaning, Importance and Agents of Political Socialisation

UNIT 13: POLITICAL CULTURE AND POLITICAL PARTICIPATION

Meaning, Kinds, Importance of study of Political Culture; Meaning and Determinants of Political Participation

UNIT 14: POLITICAL MODERNISATION AND POLITICAL DEVELOPMENT

Basic Characteristics of Political Modernisation, Agents of Political Modernisation; Meaning of Political Development.

Basic Reading List:

1) Agarwal, R.C. (2006). Political Theory: Principles of Political Science. New Delhi: S. Chand and company.
2) Asirvatham, Eddy & Misra, K. K. (2006). Political Theory. New Delhi: S Chand and Company.
3) Gauba, O. P. (2007). An Introduction to Political Theory. New Delhi: Macmillan India Ltd.
4) Heywood, Andrew. (2002). Politics. New York: Palgrave Foundations.
5) Kapur, A.C. (2006). Principles of Political Science. New Delhi: S. Chand and Company.
6) Varma, S.P. (2005). Modern Political Theory. New Delhi: Vikas Publishing House.

DSC 3/DSM 3: Indian Political System (Part A)

Course Objectives:
The course "Indian Political System (Part A)" is designed to help the learners to have an understanding of the ideological basis of the Constitution of India and functioning of the political system of India. The functioning of the Indian political system is based on a written Constitution, which is the basic and fundamental law of the land. The Constitution subscribes to the principles of popular sovereignty and democracy. A political system emerges in a particular historical context. Some customs, traditions, practices, patterns of beliefs, rules, etc. are inherited by a political system from the past and they make a lasting impact upon the working of the political system for years to come. The Course "Indian Political System (Part A)" will discuss the colonial legacies and the legacies of the Freedom Movement. The course will also explore the historical background that led to the framing and adoption of the Constitution of India. This course will also discuss the philosophy and ideals of the Indian Constitution and describe its salient features. India being a democracy, it guarantees certain fundamental rights to its citizens. It also expects its citizens to perform certain duties in the interest of the welfare of the nation. Hence, this course will also focus on the Fundamental Rights and Fundamental Duties of the citizens of India. India being a welfare state, the Constitution has incorporated some instructions to the State in the form of Directive Principles of State Policy for achieving socio-economic welfare. These Directive Principles of State Policy will also be discussed in this course. This course will also discuss the concept of citizenship and various constitutional and legislative provisions related to citizenship which are available in India. The constitution of a democratic country has to respond to the changing needs and aspirations of the people as may be required from time to time. The Indian Constitution too can be amended. Accordingly, the course will also discuss the amendment procedure of the Indian Constitution. Some parts of the Indian Constitution are regarded as the basic structure of the Constitution. The parts which constituted the basic structure of the Constitution cannot be amended. On the issue of the basic structure of the Indian Constitution lots of debates and discussions have been made through various judicial verdicts. This course will deal with the issues of basic structure of the Indian Constitution. The Indian political system is known for its vibrant multi-party system with a host of political parties operating at various levels. As a democracy, periodic elections for the formation of government at various levels constitute a significant event in India. The role of the political parties become only too evident during the time of elections. In this context, the course will discuss the different types of political parties in India with special reference to some of them. The Course will also offer a discussion on the functioning of parliamentary democracy in India with reference to the challenges and prospects.

Learning Outcomes:
- The learners will be able to raise their consciousness about the constitutional dynamics of Indian political system.
- The learners will know about the legacies of the British rule as well as Freedom Movement.
- The learners will be able to gain knowledge about the historical background that led to the adoption of the Constitution of India.
- The learners will be able to understand the philosophical foundation, sources and features of the Indian Constitution.

- The learners will be able to raise their consciousness about the Fundamental Rights and Fundamental Duties which are provided to them by the Constitution itself.
- The learners will be able to know the Directive Principles of State Policy which the state mechanism should keep in mind while formulating and implementing rules and policies.
- The learners will be able to gain knowledge about the various provision which are available in India related to citizenship and amendment of the Constitution itself.
- The learners will be able to critically examine the issue of basic structure of the Indian Constitution.
- The learners will be able to understand various dynamics of the Indian Party system.
- The learners will be able to gain knowledge about the actual functioning of Indian parliamentary democracy

UNIT 1: LEGACIES OF THE INDIAN POLITICAL SYSTEM
Legacies of Colonial Rule and Legacies of Freedom Movement

UNIT 2: HISTORICAL BACKGROUND OF THE INDIAN CONSTITUTION
Constitutional Developments during the British Period: 1773 to 1947

UNIT 3: MAKING OF THE INDIAN CONSTITUTION
Formation of the Constituent Assembly, Drafting Committee, Adoption of the Constitution of India

UNIT 4: PHILOSOPHY AND IDEALS OF THE INDIAN CONSTITUTION
Philosophy and Ideals of the Indian Constitution: The Preamble of the Constitution of India; Sources of the Indian Constitution

UNIT 5: FEATURES OF THE INDIAN CONSTITUTION
Salient Features of the Indian Constitution

UNIT 6: FUNDAMENTAL RIGHTS
Meaning, Historical Background, Nature, Importance, Categories of Fundamental Rights, Limitations of Fundamental Rights

UNIT 7: FUNDAMENTAL DUTIES
Background, Types and Significance of Fundamental Duties

UNIT 8: DIRECTIVE PRINCIPLES OF STATE POLICY
Meaning, Nature and Classification of Directive Principles of State Policy;

UNIT 9: RELATIONSHIP BETWEEN FUNDAMENTAL RIGHTS AND DIRECTIVE PRINCIPLES
Relationship between Fundamental Rights and Directive Principles

UNIT 10: CITIZENSHIP
Meaning of Citizenship, Constitutional and Legal provisions relating to Indian Citizenship

UNIT 11: AMENDMENT

Amendment Procedure of the Indian Constitution: Methods of Amendment of the Indian Constitution, An Overview of some important Amendments of the Constitution of India, Criticism against the Amendment Procedure of the Indian Constitution

UNIT 12: BASIC STRUCTURE OF THE INDIAN CONSTITUTION

Basic Structure of the Indian Constitution, The issue of   Amendment of the Basic Structure of the Indian Constitution: Criticism of the Basic Structure theory

UNIT 13: PARTY SYSTEM IN INDIA

Types of Political Parties in India, Features of the Indian Party System

UNIT 14: PARLIAMENTARY DEMOCRACY IN INDIA

Functioning of Parliamentary Democracy in India, Challenges and Future Prospects

Basic Reading List:
1) Basu, D. D. (2009). Introduction to the Constitution of India. New Delhi: Prentice Hall of India.
2) Brass, Paul R. (1997). The Politics of India Since Independence. New Delhi: Cambridge University Press.
3) Chander, Prakash (2000). Indian Government and Politics. New Delhi: Cosmos Bookhive Pvt. Ltd.
4) Ghai, K. K. (2007). Indian Government and Politics. New Delhi: Kalyani Publishers.
5) Kapur, Anup Chand & Misra, K. K. (2006). Select Constitutions. New Delhi: S. Chand and Company.
6) Pylee, M. V. (2006). Constitutional Government in India. New Delhi: S. Chand and Company.

DSC 4: International Politics (Theory)

Course Objectives:

The course International Politics (Theory) is designed to help the learners to have an understanding of the broad theoretical framework involving certain fundamental aspects of politics at the international level. Accordingly, the course begins with a discussion on the meaning of International Politics and its various stages of evolution and subsequently, the course moves on to discuss the nature and scope of International Politics. Thus, the learners are made familiar with the fundamental aspects of international politics as a process involving interactions among both state and non-state actors. In this context, certain approaches have been formulated, each offering a distinct perspective on the conduct of international politics. Accordingly, three important approaches, namely, the Idealist Approach, the Realist Approach and the Systems Approach to the study of International Politics have been discussed in the course. Moreover, through this course the learners are introduced to certain key concepts in the field of International Politics such as national power , balance of power and national interest with national interest being the driving force behind the actions of a state at the international level, more often than not. Along with national interest, ideology also influences the course of action of a country in its dealings with other states. The course therefore discusses some important ideologies including liberalism, Marxism and also throws light on the "end of ideology" debate. The course also discusses two other important ideologies of the contemporary world, namely, neo-realism and neo-liberalism. The course goes on to include a discussion on the concept of diplomacy as an important means of conducting and managing international relations. As a corollary, the course seeks to explain another important topic in the realm of international politics, namely, foreign policy and its various dimensions. At the international level all states are expected to respect international laws. Though these are not binding upon the states, yet these international laws put some moral obligations on the states. The course therefore deals with the concept of international law and also discusses various aspects associated with international law of peace and armed conflict. The course also includes a discussion on concept of neo-colonialism as a novel form of colonialism in the post-colonial era.

Learning Outcomes:
- The learners will be able to explain the meaning and nature of international politics while also becoming familiar with the various stages of evolution of international politics.
- The learners will have a comprehensive understanding of the basic theoretical framework of international politics involving certain key concepts and fundamental approaches in the discipline of international politics.
- The learners will become familiar with concepts such as national power, balance of power, national interest and ideology including the "end of ideology" debate.
- The learners will be able to appreciate the concepts of foreign policy and diplomacy as important means to conduct and mange international relations.
- The learners will be able to appreciate the significance of international law as well as international law of peace and armed conflict as moral obligations on the states.

- The learners will be able to become familiar with the concepts of conflict, peace and cooperation including the techniques of conflict management and conflict resolution for securing international peace and stability.
- The learners will be able to gain insights into the concepts of neo-colonialism and New International Economic Order which bear ample significance to the developing countries in the post-colonial era.

UNIT 1: **INTERNATIONAL POLITICS: MEANING, NATURE, SCOPE AND EVOLUTION**
Concept of International Politics, International Politics and International Relations, Nature of International Politics, Scope of International Politics, Evolution of International Politics

UNIT 2: IDEALIST APPROACH TO THE STUDY OF INTERNATIONAL POLITICS
Emergence of Idealism, Main Features of the Idealist Approach, Criticisms against the Idealist Approach

UNIT 3: REALIST APPROACH
Emergence of Realism, Realism and its Features, Morgenthau's explanation of Realism, Criticisms against the Realist Approach

UNIT 4: NEO-REALISM AND NEO-LIBERALISM
Meaning and Nature of Neo-realism; Meaning and Nature of Neo-liberalism

UNIT 5: SYSTEMS APPROACH
Emergence of the Systems Approach, Features of the Systems Approach, Morton Kaplan's Systems Theory, Criticisms against the Systems Approach

UNIT 6: CONCEPT OF POWER
Meaning of Power, Elements of National Power, Methods of Using Power by a State, Limitations on National Power

UNIT 7: BALANCE OF POWER
Meaning, Evolution of the Concept, Assumptions of Balance of Power, Types of Balance of Power, Devices for Maintaining Balance of Power, Relevance of Balance of Power

UNIT 8: NATIONAL INTEREST
Meaning of National Interest, Vital and Non-vital Components of National Interest, Types of National Interest, Methods for Securing National Interest

UNIT 9: IDEOLOGY- LIBERALISM, MARXISM, END OF IDEOLOGY DEBATE
Impact of Ideology in International Politics, National Interest and Ideology, Decline of Ideology

UNIT 10: DIPLOMACY: NATURE, FUNCTIONS AND TYPES
Development of Diplomacy, Nature and Characteristics of Diplomacy, Functions of Diplomacy, Old and New Diplomacy, Personal and Summit Diplomacy, Bilateral Diplomacy, Multilateral and Institutional Diplomacy

UNIT 11: FOREIGN POLICY
Meaning, Determinants, Instruments of Foreign Policy

UNIT 12: INTERNATIONAL LAW
Meaning, Types, Scope and Sources of International Law

UNIT 13: INTERNATIONAL LAWS OF PEACE AND ARMED CONFLICT
The Law of Peace and Armed Conflict or International Humanitarian Law (IHL)- Meaning and Nature: Two types of International Humanitarian Law, Evolution of International Humanitarian Law, International Humanitarian Law and Human Rights

UNIT 14: NEO-COLONIALISM: MEANING, EMERGENCE AND ASPECTS OF NEO-COLONIALISM; NEW INTERNATIONAL ECONOMIC ORDER (NIEO)
Meaning of Neo-Colonialism, Aspects of Neo-Colonialism; Origin of New International Economic Order (NIEO), Action Programme and Evaluation of NIEO

Basic Reading List:
1) Agarwal, Dr. H.O. (2016). *International Organisations*. Second Edition, Reprint 2018, Allahabad: Central Law Publications.
2) Appadorai, A. and Rajan, M. S.: *India's Foreign Policy and Relations*, New Delhi: South Asian Publishers, New Delhi
3) Bandyopadhyaya, Jayantanuja (2003). *The Making of India's Foreign Policy.* New Delhi: Allied Publishers Pvt. Ltd.
4) Baneerjee, Dipankar (ed.): *SAARC in the Twenty- First Century: Towards a Cooperative Future*, India Research Press, 2002
5) Baruah, Dr. Deva Prasad (2009). *Bharatar Baideshik Niti*. Guwahati: Swastika Prakashan
6) Basu, Rumki. (1993). *The United Nations, Structure and Functions of an International Organisation*. First Edition, Reprint 2012, New Delhi: Sterling Publishers Private Limited.
7) Biju, M.R. (2007). *New Horizons of Indian Foreign Policy*. Delhi: Authorpress
8) Chhabra, H.K. (1939). *Foreign Policies of Major Countries*. Delhi: Surjeet Publications
9) Chander, Prakash and Prem Arora: *Comparative Politics and International Relations*, New Delhi: Cosmos Bookhive(P)Ltd.
10) Dhar, S.N. *International Relations and World Politics since 1919*, Kalyani Publishers
11) Dutt, V.P. (2014). *India's Foreign Policy in a Changing World*. Noida: Vikas Publishing House Pvt. Ltd.
12) Ghai, K.K.: *International Relations - Theory and Practice*, Kalyani Publishers\
13) Goldstein, Joshua S (2007). : *International Relations(sixth edition)*, Pearson Education, New Delhi
14) Khanna, V.N. (2007). *Foreign Policy of India*. New Delhi: Vikas Publishing House Pvt. Ltd.
15) Kumar, Mahendra (2017): *Theoretical Aspects of International Politics*, Shiva Lal Agarwal & Co.
16) Malhotra, Vinay Kumar (2006): *International Relations*, Anmol Publications Pvt.Ltd., New Delhi
17) Pruthi,R.K. (2006): *International Relations - Since 1919*, Mohit Publications, New Delhi
19) Srivastava, Dr. L.S. and Joshi, Dr. V.P. *International Relations*, Goel Publishing House

SEMESTER - IV

DSC 5/DSM 4: Public Administration (Theory)

Course Objectives:

The course "Public Administration (Theory)" is designed to help the learners to have an understanding of the basic theoretical framework of the discipline of Public Administration. Accordingly, the course begins with a discussion on the meaning, nature and scope of Public Administration while at the same time making a distinction between Public Administration and Private Administration. The course throws light on the various stages of the growth of public administration as a discipline. One important theory that forms the cornerstone of modern public administration is the Bureaucratic Theory. Besides, the course includes two other important theories which have made a significant impact on the theory and practice of public administration, namely, the Scientific Management theory and the Human Relations Theory. An important aspect in terms of organizational behaviour is that of motivation. The course therefore throws light on the meaning and importance of motivation in administration. A path-breaking event in the discipline of political science was that of New Public Administration which sought to make public administration socially relevant. The course therefore discusses the important dimensions relating to New Public Administration. The course further discusses some fundamental principles of administration including hierarchy, span of control, unity of command, centralisation and decentralisation, coordination and delegation of authority which are integral to the structure and functioning of any organisation. The concepts of Line and Staff are fundamental to public administration. The course accordingly discusses these two concepts while also focusing on including the very important Line agencies of the Department, Independent Regulatory Commission and Government Corporation. The concept of civil service is also integral to the study of public administration. In a way, civil service reflects public administration in practice. As such, the course discusses the concept of civil service and its various dimensions.

Learning Outcomes:
- The learners will be able to explain the meaning and nature of public administration
- The learners will become familiar with the POSDCoRB and Subject-Matter views regarding the scope of public administration
- The learners will be able to make a comparison between public administration and private administration
- The learners will have an understanding of the growth of public administration as an academic discipline since the era of politics-administration dichotomy in the late 19th century upto the contemporary period covering new trends emerging in the discipline.
- The learners will be able to discuss certain key theories in the discipline of public administration, namely, the Bureaucratic theory, the Scientific Management theory and the Human Relations theory.
- The learners will be able to appreciate the significance of motivation as a key element of organisational behaviour while being able to explain two important theories of motivation.
- The learners will be able to have a comprehensive understanding of New Public Administration as a movement which aimed at making public administration socially relevant.

- The learners will be able to explain the principles of organization, including hierarchy, span of control, unity of command, centralisation and decentralisation, coordination and delegation of authority.
- The learners will be able to become familiar with the Department, Independent Regulatory Commission and Government Corporation as important line agencies.
- The learners will be able to discuss the meaning and role of the civil service as an integral part of public administration while being able to appreciate the relation between the Minister and the civil servant.

UNIT 1: PUBLIC ADMINISTRATION: MEANING, NATURE AND SCOPE; PUBLIC ADMINISTRATION AND PRIVATE ADMINISTRATION
Meaning of Public Administration, Nature and Scope of Public Administration;
Meaning of Private Administration, Similarities and Dissimilarities between Public and Private Administration

UNIT 2: GROWTH OF PUBLIC ADMINISTRATION AS A DISCIPLINE
Phase 1: Early Tradition (Politics-Administration Dichotomy), Phase 2: Search for
Principles of Administration (Economy and Efficiency), Phase 3: Human Relations Movement, Phase 4: Development of a Scientific and Inter-disciplinary Character, Phase 5: Emergence of New Public Administration

UNIT 3: BUREAUCRATIC THEORY
Concept of Bureaucracy: Meaning and Types of Bureaucracy, Max Weber on Bureaucracy: Weber's concept of "Ideal Type" model of Bureaucratic Organisation, Criticisms of the Weberian Theory of Bureaucracy

UNIT 4: SCIENTIFIC MANAGEMENT THEORY
Meaning of Scientific Management, Origin of the Scientific Management Theory, Aims of Scientific Management, Basic Assumptions of the Scientific Management Theory, Basic concept of the Scientific Management Theory, Features of the Scientific Management Theory, Principles of the Scientific Management Theory, Advantages of the Scientific Management Theory, Criticisms of the Scientific Management Theory: Workers' Criticisms, Employers' Criticisms, Criticisms from the Psychologists

UNIT 5: HUMAN RELATIONS THEORY
Evolution of the Human Relations Movement: The Hawthorne Experiments, Elements of the Human Relations Theory, Views of Chester I. Barnard, Criticisms of Human Relations Theory

UNIT 6: MOTIVATION
Meaning of Motivation, Intrinsic motivation and Extrinsic motivation; Incentive Theory, Content Theories: Maslow's Hierarchy of Needs Theory, Herzberg's Two-Factor Theory

UNIT 7: NEW PUBLIC ADMINISTRATION
Background of New Public Administration, Landmarks in the growth of New Public Administration, New Public Administration: Goals and Critical Evaluation

UNIT 8: PRINCIPLES OF ORGANISATION: HIERARCHY, SPAN OF CONTROL AND UNITY OF COMMAND
Meaning of Hierarchy, Advantages of the Principle of Hierarchy, Disadvantages of the Principle of Hierarchy; Meaning of Span of Control, Factors determining Span of Control; Meaning of Unity of Command

UNIT 9: PRINCIPLES OF ORGANISATION: CENTRALISATION AND DECENTRALISATION
Meaning of Centralisation, Advantages of Centralisation, Disadvantages of Centralisation; Meaning of Decentralisation, Advantages of Decentralisation, Disadvantages of Decentralisation

UNIT 10: PRINCIPLES OF ORGANISATION: COORDINATION AND DELEGATION
Meaning of Coordination, Need for Coordination, Types of Coordination; Meaning of Delegation, Need for Delegation, Forms of Delegation

UNIT 11: STAFF AGENCIES AND LINE AGENCIES
Meaning of Staff Agencies, Basic Characteristics of Staff Agencies, Types of Staff Agencies, Functions of Staff Agencies, Staff Agencies in India; Meaning of Line Agencies, Relationship between Line and Staff Agencies

UNIT 12: DEPARTMENT
Meaning of Department, Need of Department, Bases of Department, Head of Department: Single Head/Bureau Type Head and Plural Head

UNIT 13: INDEPENDENT REGULATORY COMMISSIONS
Independent Regulatory Commissions, Basic Features of Regulatory Commissions, Regulatory Commissions in the United States of America, Functions of Regulatory Commissions, Advantages of Regulatory Commissions, Criticisms against Regulatory Commissions, Independence of Regulatory Commissions

UNIT 14: CIVIL SERVICE: MEANING AND ROLE; RELATIONSHIP BETWEEN CIVIL SERVANTS AND MINISTERS
The Concept of Civil Service: Meaning of Civil Service, Main Characteristics of Civil Service, Functions and Role of Civil Service in a Modern State; Political and Non-Political Executive, Relationship between Civil Servants and Ministers

Basic Reading List:
1) Arora, R.K. (2008): *Perspectives of Public Administration*. Rajat Publications.
2) Avasthi & Maheshwari (2020). *Public Administration*. Lakshmi Narain Agarwal.
3) Basu, Rumki (2004). *Public Administration-Concepts and Theories*. New Delhi: Sterling Publishers Private Limited.
4) Bhagwan, Vishnoo and Bhushan, Vidya (2007). *Public Administration*. New Delhi: S .Chand & Company Ltd.
5) Bhattacharya, Mohit (2018). *New Horizons of Public Administration*. Jawahar Publishers and Distributors.
6) Dhameja, Alka and Mishra, Sweta (2016). *Public Administration: Approaches and Applications*. Pearson

7) Fadia, Dr.B.L. & Fadia, Dr.B.L. (2000). *Public Administration (Administrative Theories and Concepts)*. Agra: Sahitya Bhavan Publications.
8) Laxmikanth, M. (2022): *Public Administration*. McGraw Hill.
9) Naidu, S. P. (2005), *Public Administration-Concepts and Theories*. New Delhi: New Age International (P) Ltd.
10) Sharma, Dr. M. P. & Sadana, Dr. B. L. (2000). *Public Administration in Theory and Practice.* Allahabad: Kitab Maha

DSC 6: Indian Political System (Part B)

Course Objectives:
The "Indian Political System (Part B)" is designed to help the learners to have a deep understanding of the various dimensions of the Indian Political System. It is supposed that the learners of the Bachelor Degree Programme in Political Science should have thorough knowledge about various aspects of the political system of the country where he/she resides. Keeping in view of the above, the Course will discuss the political structure and processes of Indian political system. This course will also provide knowledge regarding the executive at the Centre as well as in the states. This course will also provide discussion regarding the President of India who is regarded as the Constitutional head of Indian political system. The election procedure, powers and functions of the President and Vice-President of India, powers and functions of the Prime Minister and the Union Council of Ministers along with the relationship of Prime Minister with the Indian President will be dealt with in this course. Apart from that this course will also deal with the Executive at the state. Election procedure, powers, functions and position of the Governor and functions of the Chief Minister and State Council of Ministers will be elaborately explained. The course will discuss the Indian Parliament and its legislative procedure as well as legislature at the state level. Composition, powers and functions of the Indian Parliament and Legislative Assembly and Legislative Council of the State, relationship of the two Houses of the Parliament, powers, functions and position of the Speaker, different stages of the passage of the Bill in the Indian Parliament including Money Bill will be discussed in this course. The Judiciary plays an important role in Indian political system. Therefore, the composition, powers and functions of the Indian Judicial system namely- Supreme Court and the High Courts will also be discussed in this course. Another important aspects of Indian Political System namely- Judicial Review and Judicial Activism will also be discussed in this course. Besides, various measures to ensure the independence of the Judiciary will also be analysed here. Local self-government plays an important role in India. Therefore, this course will discuss the growth of Local Government in India with special reference to the 73rd and 74th Amendments and status of Local Self Government in Assam. This course will also discuss the composition, powers and functions of the Election Commission and Electoral Reforms in India. This course will also focus on the meaning and various forms of regionalism in India and the causes responsible for the growth of Regionalism in India. Again issues like casteism and communalism in Indian politics will also be examined in this course.

Learning Outcomes:
1. The learners will be able to gain knowledge about the government machinery (including the three organs of the government, such as legislature, executive and judiciary) available both at the centre as well as state levels.
2. The learners will be able to understand various dimensions associated with judicial review and judicial activism in India.
3. The learners will be able to gain knowledge about the local self-government in India with special reference to Assam.
4. The learners will be able to gain knowledge about the Election Commission of India and electoral reforms that occurred in India since independence.

5. The learners will be able to examine issues like regionalism, casteism and communalism and its impact in Indian politics.

UNIT 1: THE PRESIDENT OF INDIA
Qualification, Election procedure, Tenure, Removal Procedure, Powers and functions, Position of the President of India

UNIT 2: THE VICE PRESIDENT OF INDIA
Qualification, Election Procedure, Tenure, Removal Procedure, Powers and Functions, Position of the Vice-President

UNIT 3: PRIME MINISTER AND UNION COUNCIL OF MINISTERS
Powers and Functions of the Prime Minister; Relationship between President and Prime Minister; Composition, Powers and Functions of the Union Council of Ministers

UNIT 4: INDIAN PARLIAMENT
Composition, Powers and Functions of the Indian Parliament; Relation between the two Houses of the Indian Parliament ; Office of the Speaker of Lok Sabha, Powers and Functions of the Speaker, Position of the Speaker

UNIT 5: LEGISLATIVE PROCEDURE OF THE INDIAN PARLIAMENT
Stages in the Passage of Bill in the Indian Parliament; Money Bill in the Indian Parliament

UNIT 6: GOVERNOR
Qualification, Powers and Functions, Position of the Governor

UNIT 7: CHIEF MINISTER AND STATE COUNCIL OF MINISTERS
Powers and Functions of the Chief Minister; Composition, Powers and Functions of the State Council of Ministers

UNIT 8: LEGISLATURE AT THE STATE LEVEL
Legislative Assembly: Composition, Powers and Functions; Legislative   Council: Composition, Powers and Functions

UNIT 9: INDIAN JUDICIARY
Composition of the Supreme Court of India, Qualification, Tenure and Removal of Judges, Powers and Functions of the Supreme Court of India, Supreme Court as the Guardian of the Constitution and Fundamental Rights of the Indian People; Composition of the High Courts, Qualification, Tenure and Removal of Judges, Powers and Functions of High Courts; Subordinate Courts; Measures to Ensure Independence of Judiciary in India

UNIT 10: JUDICIAL REVIEW AND JUDICIAL ACTIVISM
Meaning of Judicial Review, Judicial Review in India; Meaning of Judicial Activism, Judicial Activism in India

UNIT 11: LOCAL SELF GOVERNMENT IN INDIA
Growth of Local Government in India, 73rd and 74th Amendments; Local Self Government in Assam

UNIT 12: ELECTION COMMISSION; ELECTORAL REFORMS
Composition and Powers and Functions of the Election Commission; Electoral Reforms in India

UNIT 13: REGIONALISM IN INDIA
Meaning of Regionalism, Various Forms of Regionalism in India, Causes responsible for the growth of Regionalism in India

UNIT 14: CASTEISM AND COMMUNALISM IN INDIAN POLITICS
Politicisation of Caste; Religion and Politics- Problem of Communalism in India

Basic Reading List:
1) Basu, D. D. (2009). Introduction to the Constitution of India. New Delhi: Prentice Hall of India.
2) Brass, Paul R. (1997). The Politics of India Since Independence. New Delhi: Cambridge University Press.
3) Chander, Prakash (2000). Indian Government and Politics. Cosmos Bookhive Pvt. Ltd.
4) Ghai, K. K. (2007). Indian Government and Politics. New Delhi: Kalyani Publishers.
5) Kapur, Anup Chand & Misra, K. K. (2006). Select Constitutions. New Delhi: S. Chand and Company.
6) Pylee, M. V. (2006). Constitutional Government in India. New Delhi: S. Chand and Company.

DSC 7: Contemporary International Politics

Course Objectives:

The course "Contemporary International Politics" is designed to make the learners familiar with some of the epoch making events and phenomena that have shaped international politics in the contemporary period while also discussing the emerging trends. Two of the most significant events that shaped the course of world politics were the First World War and the Second World War. The course "Contemporary International Politics" therefore starts with a discussion of the causes and consequences of the First World War and the Second World War. After the Second World War, the single most important development in the field of international politics was the emergence of two superpowers, namely, the United States and the erstwhile Soviet Union and the subsequent polarisation of the world into two rival power blocs, namely, the Western Capitalist Bloc headed by the United States and the Eastern Communist Bloc led by the erstwhile Soviet Union. Accordingly, the course "International Politics in the Contemporary World" discusses the various aspects relating to the Cold War- the strained relations between the two power blocs which dominated the global scene for the greater part of the post-Second World War period. In the face of Cold War politics, a group of nations chose to be neutral and to maintain equidistance from bloc politics. Accordingly, the course includes a discussion on the Non-Aligned Movement. The non-aligned nations refused to join or be aligned with or against either of the two major power blocs, whether the Western Capitalist Bloc or the Eastern Communist Bloc. In today's world, and especially after the end of the Second World War, nations of the world are increasingly cooperating with one another for peace and development. This is reflected in the form of various international organisations operating at different levels. The course discusses the meaning, background and types of International Organisations. The course further goes on to discuss the United Nations as the custodian of international peace and security among nations in the post-Second World War period. It is the prime responsibility of the UN to ensure the prevalence of peace in the world. The principle of collective security becomes important in this respect. The course therefore discusses the meaning of Collective Security, UN and Collective Security, UN and Peacekeeping Operations. A discussion on three very important organizations for regional cooperation, namely the European Union (EU), South Asian Association of Regional Cooperation (SAARC) and Association of South-East Asian Nations (ASEAN) have also been incorporated in the course. For world peace to prevail, there is always a need for ensuring financial stability and fair trade practices in the world. Accordingly, the course discusses three main global financial institutions, namely, World Trade Organization, International Monetary Fund and the World Bank. The issue of disarmament has been at the centre-stage in the field of international politics, especially after the First World War. The end of the Cold War marked the beginning of a new world order. The course therefore dwells on the emerging world order in the post-Cold War period. India, like any other sovereign nation, pursues a foreign policy of its own in order to conduct her relations with other nations in a way that safeguards her national interests while at the same time contributing to world peace. Indian foreign policy is influenced and determined by a number of factors. The course therefore discusses the basic principles and objectives of India's foreign policy. The course finally ends with India's relations with a few countries, namely, USA, China, Pakistan and Bangladesh.

Learning Outcomes:
- The learners will be able to explain the causes and consequences of the two World Wars
- The learners will be able to discuss the Cold War and its various aspects
- The learners will be able to discuss the Non-Aligned Movement and its various aspects

- The learners will be able to become familiar with the various aspects of the United Nations and explain the concept of collective security and peacekeeping
- The learners will be able to become familiar with the issues of conflict and cooperation in International Politics
- The learners will also be able to have an understanding about certain important regional organizations such as SAARC, EU and ASEAN
- The learners will be able to discuss certain important global financial institutions, namely, the IMF and the WTO
- The learners will become familiar with the emerging world order in the post-Cold War period
- The learners will be able to explain the basic principles and objectives of India's foreign policy
- The learners will be able to discuss India's relations with other global powers like the US and China while also being able to explain her relations with two of her immediate neighbours, namely, Pakistan and Bangladesh.

UNIT 1: WORLD WAR AND SECOND WORLD WAR
Causes and Consequences of the First and Second World War

UNIT 2: COLD WAR: MEANING, CAUSES AND PHASES
Meaning, Origin and Causes of Cold War; Phases of Cold War : First Phase:1946-1949, Second Phase:1949-1953, Third Phase:1953-1957, Fourth Phase:1957-1962, Fifth Phase:1962-1969, Sixth Phase:1969-1978, Seventh Phase:1979 onwards to the End of Cold War

UNIT 3: CONFLICT AND COOPERATION IN INTERNATIONAL POLITICS
Conflict in International Politics, Cooperation and Peaceful settlement of Disputes in International Politics

UNIT 4: INTRODUCTION TO INTERNATIONAL ORGANISATIONS
Background and Types of International Organisations; League of Nations

UNIT 5: THE UNITED NATIONS
Origin and Aims and Purposes of the United Nations, Membership of the United Nations; Structure of the United Nations

UNIT 6: THE NON-ALIGNED MOVEMENT (NAM)
Meaning, Definition and Characteristics of Non-alignment, Growth of the Non-Aligned Movement (NAM);

NAM Conferences and Summits, Relevance of NAM in the 21st Century

UNIT 7: REGIONAL ORGANISATIONS
European Union (EU): Formation of EU, European Union and India; South Asian Association for Regional Cooperation (SAARC): Formation of SAARC, Key Institutions of SAARC, Problems faced by SAARC and Prospects for the future; Association of South-East Asian Nations (ASEAN): Formation of the ASEAN, Objectives and Principles the ASEAN, Role of the ASEAN

UNIT 8: WORLD TRADE ORGANIZATION, IMF AND WORLD BANK

History, Functions, Principles, Membership of World Trade Organization (WTO); Structure, Functions and Role of IMF and World Bank

UNIT 9: EMERGING WORLD ORDER

Emerging World Order: Present Trends

UNIT 10: INDIA'S FOREIGN POLICY

Basic Principles and Objectives of India's Foreign Policy

UNIT 11: INDIA'S RELATIONS WITH THE USA

History and Phases, Present status

UNIT 12: INDIA'S RELATIONS WITH CHINA

History and Phases, Present status

UNIT 13: INDIA'S RELATIONS WITH PAKISTAN

History and Phases, Present status

UNIT 14: INDIA'S RELATIONS WITH BANGLADESH

History and Phases, Present status

Basic Reading List:
1) Agarwal, Dr. H.O. (2016). *International Organisations*. Second Edition, Reprint 2018, Central Law Publications, Allahabad.
2) Appadorai, A. and Rajan, M. S.: *India's Foreign Policy and Relations*, South Asian Publishers, New Delhi
3) Bandyopadhyaya, Jayantanuja (2003). *The Making of India's Foreign Policy*. New Delhi: Allied Publishers Pvt. Ltd.
4) Baneerjee, Dipankar (ed.): *SAARC in the Twenty- First Century: Towards a Cooperative Future*, India Research Press, 2002
5) Baruah, Dr. Deva Prasad (2009). *Bharatar Baideshik Niti*. Guwahati: Swastika Prakashan
6) Basu, Rumki. (1993). *The United Nations, Structure and Functions of an International Organisation*. First Edition, Reprint 2012, Sterling Publishers Private Limited, New Delhi.
7) Biju, M.R. (2007). *New Horizons of Indian Foreign Policy*. Delhi: Authorpress
8) Chander, Prakash and Prem Arora: *Comparative Politics and International Relations*, Cosmos Bookhive(P)Ltd., New Delhi
9) Dhar, S.N. *International Relations and World Politics since 1919*, Kalyani Publishers
10) Dutt, V.P. (2014). *India's Foreign Policy in a Changing World*. Noida: Vikas Publishing House Pvt. Ltd.
11) Ghai, K.K.: *International Relations - Theory and Practice*, Kalyani Publishers\
12) Goldstein, Joshua S. : *International Relations(sixth edition)*, Pearson Education, New Delhi, 2007
13) Khanna, V.N. (2007). *Foreign Policy of India*. New Delhi: Vikas Publishing House Pvt. Ltd.

14) Kumar, Mahendra: *Theoretical Aspects of International Politics*, Shiva Lal Agarwal & Company, New Delhi

15) Malhotra, Vinay Kumar: *International Relations*, Anmol Publications Pvt.Ltd., New Delhi, 2006

16) Pruthi,R.K.: *International Relations - Since 1919*, Mohit Publications, New Delhi, 2006

17) Roy, A.C. (2002). International Relations Since 1919. Calcutta: World Press Publication.

DSC 8/DSM 5: Public Administration in India

Course Objectives:
The course "Public Administration in India" is designed to help the learners to have an understanding of the structural and functional dynamics of public administration in India. The course begins with a discussion on the evolution of public administration in India starting from the ancient period to the post-independent period. The course then goes on to discuss the salient features of public administration in India. An important issue in Indian administration is that of the controversy over regarding the position and role of the general administrators and functional specialists in the public service. Accordingly, the issue of generalists versus specialists has been covered in the course. There is also a discussion on political and non-political executive in India with reference to their background and nature. The learners are also made acquainted with the framework of public services in India. The course discusses some very important institutions and offices in the field of public administration in India, namely the Cabinet Secretariat and the Prime Minister's Office (PMO). For effective administration, the recruitment of public servants must be through an impartial process based on the merit system. Accordingly, the Constitution of India has provided for the Union Public Service Commission (UPSC) and the State Public Service Commissions (SPSCs). The Union Public Service Commission and the State Public Service Commissions which are charged with the responsibility of recruitment and management of public services in India are therefore brought into our discussions as an essential part of the course. Since public administrators have been vested with enormous powers and responsibilities, it is also necessary to exercise control over administration. Accordingly, the course discusses the various means of executive, parliamentary and judicial control over administration in India. An important concern in the field of public administration in India is that of civil service neutrality whereby a civil servant is expected to be non-partisan in nature. A related issue in this context is that of committed bureaucracy whereby a civil servant should remain committed to the goals proclaimed by the Constitution of India. Thus the issue of civil service neutrality and commitment is brought into the purview of our discussions in the course. An important aspect of financial administration in any country is that of the budget. Accordingly, the course discusses the budgetary process in India as well as takes into account the issue of performance budgeting in India. The Government of a state functions through its secretariat which is a conglomeration of departments administratively headed by the Secretaries and politically by the Ministers. The course therefore discusses the State Secretariat including the Chief Secretary as the head of the Secretariat. Talking of Indian administration, the district constitutes an important unit of administration. In this context, the course discusses the history and organisation of district administration in India. Significantly, the course also goes on to discuss the office of the District Collector with reference to role and position of the District Collector as the head of the district administration. It may be mentioned here that in order to ensure accountability in administration and governance, effective machinery for redressing public grievances is a must. In this context, a significant development in the Indian political system has been the enactment of the Right to Information Act, 2005. This Act is intended to make the process of governance more transparent and accountable. Accordingly, the includes a discussion on the machinery for redressal of public grievances in India such as the institutions of Lokpal and Lokayukta and the Right to Information Act, 2005. As India largely inherited an administrative system devised by the British , the need was felt for administrative reforms and for reorganising the administrative system to cope

with the changed situation after independence. Accordingly, the course ends with a discussion on the issue of administrative reforms in India with reference to the First and Second Administrative Reforms Commissions constituted by the government.

Learning Outcomes:
- The learners will be able to explain the evolution of public administration in India from the ancient period to the post-independent period while becoming familiar with the salient features of public administration in India
- The learners will be able to become familiar with the issue of generalists vs. specialists with special reference to Indian administration and be able to discuss the framework of public services in India covering the All India Services, the Central Services and the State Services
- The learners will be able to familiarize themselves with the structure and powers and functions of two very important institutions, namely, the Prime Minister's Office and the Cabinet Secretariat.
- The learners will be able to discuss the important constitutional bodies of the Union Public Service Commission and State Public Service Commissions with regard to their composition, functions and other related aspects.
- The learners will be able to explain the means of executive control, parliamentary control and judicial control over administration in India and be able to discuss the issue of political neutrality of civil service in India and also be able to appreciate the idea of committed bureaucracy in the Indian context
- The learners will be able explain the budgetary process in India and also become familiar with concept of performance budgeting.
- The learners will be able to discuss the structure and functions of the state secretariat while becoming familiar with the role and importance of the Chief Secretary in the administration of the state.
- The learners will be able to explain various aspects of district administration in India and also discuss the role of the District Collector or Deputy Commissioner as the head of district administration in India
- The learners will be able to explain the institutions of Lokpal and Lokayukta and also discuss the provisions of the Right to Information Act, 2005
- The learners will be able to explain the various efforts at administrative reforms with special reference to the First Administrative Reforms Commission (1966) and Second Administrative Reforms Commission (2005).

UNIT 1: EVOLUTION OF PUBLIC ADMINISTRATION IN INDIA
Administration in the Ancient Period, Administration in the Mughal Period, Administration in the British Period, Administration in the Post-Independent Period

UNIT 2: FEATURES OF PUBLIC ADMINISTRATION IN INDIA
Salient Features of Public Administration in India

UNIT 3: GENERALISTS AND SPECIALISTS
Meaning of Generalists and Specialists, Background of the Generalist versus Specialist Controversy in India, Arguments in favour of Generalists, Arguments in favour of Specialists

UNIT 4: PUBLIC SERVICES IN INDIA
Political and Permanent Executive in India; Public Services in India: All-India Services, Central Civil Services, State Services

UNIT 5: CABINET SECRETARIAT, PMO
Cabinet Secretariat: Structure, Powers and Functions; PMO: Structure, Powers and Functions

UNIT 6: UNION PUBLIC SERVICE COMMISSION AND STATE PUBLIC SERVICE COMMISSIONS
Union Public Service Commission (UPSC): Composition of the UPSC, Functions of the UPSC; State Public Service Commissions (SPSC): Composition of the State Public Service Commissions, Functions of the State Public Service Commissions; Annual Report of the Commissions, Independence of Public Service Commissions

UNIT 7: CONTROL OVER ADMINISTRATION IN INDIA: EXECUTIVE CONTROL, PARLIAMENTARY CONTROL AND JUDICIAL CONTROL
Means of Executive Control in India, Means of Parliamentary Control in India, Means of Judicial Control in India

UNIT 8: NEUTRALITY VERSUS COMMITMENT OF CIVIL SERVANTS
Political Neutrality of Civil Service in India; The issue of Committed Bureaucracy

UNIT 9: BUDGETARY PROCESS IN INDIA
Meaning of Budget, Stages of the Budget; Performance Budgeting in India; Limitations of Performance Budgeting

UNIT 10: STATE SECRETARIAT: STRUCTURE AND FUNCTIONS
Structure of State Secretariat, Functions of the Secretariat; Chief Secretary, Functions of the Chief Secretary

UNIT 11: DISTRICT ADMINISTRATION IN INDIA
History of District Administration in India, Organisation of District Administration, Functions of District Administration

UNIT 12: THE DISTRICT COLLECTOR OR THE DEPUTY COMMISSIONER
Emergence of the Office of the District Collector, Functions of the District Collector; Role and Position of District Collector/Deputy Commissioner

UNIT 13: MACHINERY FOR REDRESSAL OF PUBLIC GRIEVANCES; RIGHT TO INFORMATION ACT, 2005
Institution of Ombudsman (Lokpal and Lokayukta); Development of the Institutions of Lokpal and Lokayukta: Institution of Lokpal, Institution of Lokayuktas in States; Right to Information Act, 2005: Background of the Right to Information Act, 2005, Development of the Right to Information Act, 2005, Provisions of the Right to Information Act, 2005

UNIT 14: ADMINISTRATIVE REFORMS IN INDIA

Overview of administrative reforms since independence; First Administrative Reforms Commission (1966) and Second Administrative Reforms Commission (2005)

Basic Reading List:

1) Arora. Ramesh. K. and Goyal, Rajni - *Indian Public Administration - Institutions and Issues* : New Age International Publishers.
2) Avasthi, Amreswar & Avasthi, Anand Prakash (1999): *Indian Administration*. Agra: Lakshmi Narain Agarwal.
3) Basu, Rumki (2004). *Public Administration-Concepts and Theories.* New Delhi: Sterling Publishers Private Limited.
4) Bhagwan, Vishnoo and Bhushan, Vidya (2007). *Public Administration*. New Delhi: S.Chand & Company Ltd.
5) Bhattacharya, Mohit. 2007. *Public Administration*. Kolkata : The World Press Private Ltd.
6) Chanda, Asok, 1968. *Indian Administration* – G. Allen and Unwin : London.
7) Ghosh, P. (1969). *Personnel Administration in India*. New Delhi: Sudha Publications (P) Ltd.
8) Hoshiar Singh & Pankaj Singh; (2011): *Indian Administration*; Pearson, New Delhi.
9) Maheshwari, S.R. (2003) : Indian Administration(sixth edition). New Delhi: Orient Longman Private Limited.
10) Mehta, Vinod. 2000. *Reforming Administration in India*. Har-Anand Publications.
11) Muttallib, M.A., 1967. *The Union Public Service Commission*. New Delhi: IIPA.Anand Publications
12) Naidu, S. P. (2005): *Public Administration-Concepts and Theories*. New Delhi: New Age International (P) Ltd.
13) Ramesh K. Arora & Rajni Goyal; (2010): *Indian Public Administration-Institutions and Issues*; Wishwa Prakashan, New Delhi
14) Sen, Dr. Sanjay and Debnath, Lakhi - *Indian Administration* : Mahaveer Publications.
15) Sharma, Dr. M. P. & Sadana, Dr. B. L. (2000). *Public Administration in Theory and Practice*. Allahabad: Kitab Mahal.
16) Sinha, V.M. (1986). *Personal Administration: Concept and Comparative Perspective*. Jaipur : R.B.S.A. Publisher
17) Tyagi, A.R. (2004) : *Public Administration: Principles and Practice*. Delhi: Published by Atma Ram & Sons.

DSC 9: Select Political Systems (UK & USA)

Course Objectives:
The course "Select Political Systems (UK & USA)" is designed to help the learners to have an understanding of the structure and functioning of two leading liberal democratic political systems of the world, namely, of those of the UK and the USA . The course begins by discussing the political system of the UK. The UK is credited to be the birth place of the parliamentary system of government. The British Constitution is an unwritten constitution and is of immense historical importance. Significantly, it is but a set of time-tested and time-honoured customs, traditions, usages and practices, collectively called the "conventions of the Constitution" which have largely determined the functioning of the British political system till date. In a nutshell, the political system of the UK presents an ideal model of representative democracy in the modern world. The course, accordingly, discusses the constitutional development in the UK right from the Anglo-Saxon period to the Hanover period and also throws light on the features and sources of the Constitution of the UK. The course subsequently discusses the executive, legislative and judicial branches of the British government including the Crown and the Cabinet headed by the Prime Minister; the British Parliament and its two houses, and various aspects of the British judicial system respectively. With the adoption of the parliamentary form of government and universal adult franchise, political parties have become an indispensable part of the British political system. British political system has been working very efficiently and successfully with a two-party system. The course therefore explains the features of the British party system and throws light on the various dimensions of the two major political parties in Great Britain, namely, the Conservative Party and the Labour Party. In this course, learners are also introduced to the political system of the USA. The American political system is characterized by the functioning of the presidential system of government. It also presents an undiluted model of a federation. Upholding the principles of democracy and liberalism, the US Constitution has its own historical importance. Accordingly the course discusses constitutional development in the USA while making the learners familiar with the features of the American Constitution. The course covers various aspects relating to the executive branch of the American government including the American President and the Vice-President and also makes a comparative analysis of the American President with the British Monarch and the British Prime Minister. The bicameral legislature in the USA is known as Congress, about which the course explains in detail. A comparative analysis between the US Senate and the British House of Lords has also been discussed. The framers of the American Constitution provide for an independent and impartial judiciary. At the apex of the American judicial structure stands the Supreme Court. The course therefore deals with the structure, organisation and jurisdiction of the Supreme Court of USA. The American political system has a two-party system. The course discusses the features of the American party system and explains the various dimensions of the two major political parties in the USA- the Republican Party and the Democratic Party. A comparative analysis between the American political parties and British political parties has also been made in the course.

Learning Outcomes:
- The learners will be able to explain the development of the British Constitution from the Anglo-Saxon period and will at the same time become familiar with the sources and features of the British Constitution.

- The learners will be able to discuss the basic framework and primary institutions of the British government including the Crown, the Cabinet, the Prime Minister and the British Parliament
- The leaners will be able to explain the concept of sovereignty of the Parliament in the context of the British political system
- The learners will be able to discuss the features of the British judicial system and the concept of Rule of Law
- The learners will become familiar with the features of the British party system and explain the organisation and objectives of the principal parties of the UK, namely, the Conservative Party and the Labour Party
- The learners will be able to explain the development of the American Constitution and also become familiar with the features of the American Constitution
- The learners will become familiar with the structure and key institutions of the American government including the President, Vice President and the US Congress
- The leaners will be able to make a comparative analysis between the US Senate and the British House of Lords
- The learners will be able to explain the structure, organisation and jurisdiction of the Supreme Court of USA
- The learners will able to have an understanding of the features of the American party system and discuss the party organisation in the USA with reference to the Republican Party and the Democratic Party

UNIT 1: CONSTITUTIONAL DEVELOPMENT IN THE UK
Development of the British Constitution: Anglo Saxon Period, Norman Period, Angevin or Plantagenet Period, Tudor Period, Stuart Period, Hanover Period

UNIT 2: SOURCES AND SALIENT FEATURES OF THE CONSTITUTION OF THE UK
Sources of the British Constitution; Features of the British Constitution

UNIT 3: THE CROWN
Concept of Crown, Powers and Functions of the Crown

UNIT 4: THE CABINET
Principles of the Cabinet System, Functions of the Cabinet

UNIT 5: THE PRIME MINISTER
Functions of the Prime Minister, Position of the Prime Minister

UNIT 6: BRITISH PARLIAMENT
Composition of the British Parliament, Composition and Powers and Functions of the House of Commons and the House of Lords

UNIT 7: SOVEREIGNTY OF BRITISH PARLIAMENT
Sovereignty of the Parliament, Declining role of the Parliament

UNIT 8: BRITISH JUDICIAL SYSTEM

Features of the British Judicial system, Rule of Law - General interpretation and V. Dicey's interpretation, The Supreme Court of the United Kingdom: Role and Functions

UNIT 9: PARTY SYSTEM IN UK

Features of the Party System of the UK, Major Political Parties in the UK

UNIT 10: THE CONSTITUTION OF THE USA

Development and Features of the Constitution of the USA

UNIT 11: THE AMERICAN PRESIDENT & THE VICE PRESIDENT

The American Presidency: Election, Qualification, Tenure and Removal Procedure of the President, Sources of the powers of the President, Powers of the President; Qualification, Election, Tenure, Powers of the Vice President

UNIT 12: THE AMERICAN CONGRESS

The American Congress: Composition, Powers and Functions of the two Houses of the Congress; Special Powers of the Senate, Senate as the most powerful Second Chamber in the World

UNIT 13: THE AMERICAN SUPREME COURT

Structure and Organisation of the American Supreme Court, Jurisdiction of the Supreme Court; Meaning of Judicial Review, Constitutional Basis of Judicial Review in the USA, Exercise of Judicial Review by the Supreme Court of the USA

UNIT 14: PARTY SYSTEM IN THE USA

Features of Party System in the USA, Major Political Parties in the USA

Basic Reading List:
1) Bhagwan, Vishnoo & Bhushan, Vidya (2010) *World Constitutions-A Comparative Study*. New Delhi : Sterling Publishers Pvt.Ltd.
2) Ghai,K.K.(2016). *Major Governments* . New Delhi : Kalyani Publishers.
3) Gupta, U.N. (2014). *Select World Constitutions*. New Delhi: Atlantic Publishers and Distributors Pvt.Ltd.
4) Johari, J.C. (2012). *Select World Constitutions*. Delhi: Lotus Press
5) Kapur, Anup Chand & Misra, K.K. (2010). *Select Constitutions* .New Delhi: S.Chand and Company.
6) Singhal, Dr. S.C. (2021). *World Constitutions*. Agra: Lakshmi Narain Agarwal.

DSC 10: Select Political Systems (Switzerland and China)

Course Objectives:
understanding of the structure and functioning of two very important political systems of the world, namely, those of Switzerland and the People's Republic of China. While the Swiss political system presents an ideal model of direct democracy in the modern world, the Chinese political system presents a unique example of single-party rule distinct from liberal democratic systems. The course begins by discussing the political system of Switzerland. The political system of Switzerland stands out as the most ideal example of direct democracy in the modern world. The characterised by the operation of such instruments of direct democracy as "referendum" and "initiative".

The course discusses the constitutional development in Switzerland and explains the salient features of the Constitution of Switzerland. The structure of the Swiss government has subsequently been discussed in the course. Accordingly, the course throws light on the organization of the Swiss Executive, namely, the Federal Council and its unique characteristics along with the functions of the President of the Swiss Federation. A discussion on the organistaion and functions of the legislative organ of the Swiss government, namely, the Federal Assembly has been included in the course. Likewise, the organisation and jurisdiction of the Swiss Judiciary, i.e. the Federal Tribunal has also been discussed in the course. Significantly, the course discusses the functioning of direct democracy in Switzerland with special reference to the instruments of Referendum and Initiative. A discussion on the Swiss party system has also been included in the course. The course then goes on to discuss the political system of the People's Republic of China. The course throws light on the constitutional development of the Chinese political system and explains the salient features of the 1982 Constitution of the People's Republic of China. The course highlights the composition, election and tenure of the members and powers and functions of the Chinese Legislature, i.e., the National People's Congress. The course then includes a discussion on the executive organ of the Chinese Government covering the President, Vice-President and Premier and the State Council of the People's Republic of China. The Chinese party system is dominated by the Communist Party of China which plays pivotal role in the Chinese national life. Accordingly, the course includes a discussion on the Party System of the People's Republic of China with reference to the Communist Party of China. The course also discusses the Central Military Commission of the People's Republic of China and explains the fundamental rights and duties of the Chinese citizens.

Learning Outcomes:
- The learners will be able to explain the constitutional development of Switzerland starting from the Swiss Federal Constitution of 1848 and will at the same time become familiar with the features of the Swiss Constitution.
- The learners will be able to discuss the basic framework of the Swiss government including the Swiss Federal Council, Federal Assembly and the Federal Tribunal.
- The leaners will be able to explain the instruments of direct democracy in Switzerland, namely, Referendum and Initiative.
- The learners will be able to discuss the features of the British judicial system and the concept of Rule of Law.

- The learners will familiarize themselves with the features of the Swiss party system and also be able to have an understanding of the interest groups in Switzerland.
- The learners will be able to discuss the background and constitutional history of the People's Republic of China and be able to explain the features of the 1982 Constitution of the People's Republic of China.
- The learners will able to discuss the composition, election and tenure of the members and powers and functions of the Chinese Legislature, i.e., the National People's Congress.
- The learners will be able to explain the election, tenure, powers and functions of the President, Vice-President and Premier of the People's Republic of China and become familiar with the composition and powers and functions of the State Council of the People's Republic of China.
- The learners will able to have an understanding of the party system of the People's Republic of China with reference to the role of the Communist Party of China.
- The learners will be able to discuss the powers and functions of the Central Military Commission of the People's Republic of China.
- The learners will be able to explain the Fundamental Rights and Fundamental Duties of the Chinese citizens.

UNIT 1: DEVELOPMENT IN SWITZERLAND AND SALIENT FEATURES OF THE CONSTITUTION OF SWITZERLAND
Background, Constitution of 1848, Constitution of 1874, Constitution of 1999; Features of the Constitution of Switzerland

UNIT 2: THE EXECUTIVE: THE FEDERAL COUNCIL
Organization of the Executive: the Federal Council - Unique Characteristics of the Federal Council, President of the Swiss Federation, Functions of the Federal Council

UNIT 3: THE LEGISLATURE: THE FEDERAL ASSEMBLY
Organization of the Federal Assembly: the Council of States and the National Council, Powers and Functions of the Federal Assembly

UNIT 4: THE SWISS FEDERATION
Nature of Swiss Federalism, Centralisation of Powers in Switzerland

UNIT 5: THE SWISS JUDICIARY: THE FEDERAL TRIBUNAL
Structure and Organisation of the Federal Tribunal, Jurisdiction of the Federal Tribunal

UNIT 6: DIRECT DEMOCRACY IN SWITZERLAND: REFERENDUM AND INITIATIVE
The Referendum: Compulsory Referendum, Optional Referendum, Referendum in the Canton, Initiative: Constitutional Initiative, Legislative Initiative, Critical Estimate of Working of Referendum, Advantages of Referendum, Disadvantages of Initiative

UNIT 7: THE SWISS PARTY SYSTEM

Features of the Swiss Party System; Interest Groups; History of Political Parties in Switzerland, Programmes of Political Parties in Switzerland: An Overview

UNIT 8: CONSTITUTIONAL DEVELOPMENT OF THE PEOPLE'S REPUBLIC OF CHINA

The Background: Manchu Dynasty, Revolutionary Nationalist Movement under Sun-Yat-sen, Chiang-Kai-shek and Kuomintang Government, Establishment of People's Republic of China under Mao-Tse-Tung in 1949; Constitution under People's Republic of China – 1954, 1975,1982

UNIT 9: SALIENT FEATURES OF THE 1982 CONSTITUTION OF THE PEOPLE'S REPUBLIC OF CHINA

Features of the 1982 Constitution of the People's Republic of China

UNIT 10: NATIONAL PEOPLE'S CONGRESS

Election, Composition, Powers and Functions of national People's Congress

UNIT 11: PRESIDENT, VICE-PRESIDENT AND PREMIER OF THE PEOPLE'S   REPUBLIC OF CHINA

Election, Tenure, Powers and Functions of the Chinese President and Vice President; Election, Tenure, Powers and Functions of the Chinese Premier

UNIT 12: STATE COUNCIL OF THE PEOPLE'S   REPUBLIC OF CHINA

Composition, Powers and Functions of the State Council

UNIT 13: PARTY SYSTEM OF THE PEOPLE'S REPUBLIC OF CHINA

History of the Communist Party of China, Communist Party and Democratic Centralism, Organisation of the Party, Role of the Communist Party of China

UNIT 14: FUNDAMENTAL RIGHTS AND DUTIES

Fundamental Rights of the Chinese Citizens, Fundamental Duties of the Chinese Citizens

Basic Reading List:
1) Bhagwan, Vishnoo & Bhushan, Vidya (2010) *World Constitutions-A Comparative Study*. New Delhi : Sterling Publishers Pvt.Ltd.
2) Ghai,K.K.(2016). *Major Governments* . New Delhi : Kalyani Publishers.
3) Gupta, U.N. (2014). *Select World Constitutions*. New Delhi: Atlantic Publishers and Distributors Pvt.Ltd.
4) ohari, J.C. (2012). *Select World Constitutions*. Delhi: Lotus Press
5) Kapur, Anup Chand & Misra, K.K. (2010). *Select Constitutions* .New Delhi: S.Chand and Company.
6) Singhal, Dr. S.C. (2021). *World Constitutions*. Agra: Lakshmi Narain Agarwal.

Course Objectives:
The course "Contemporary Issues in World Politics" is designed to help the learners to have an understanding of some of the emerging issues in the contemporary world. The course discusses the concept of globalization highlighting the meaning and interpretation of globalisation and its impact on the contemporary world. The course introduces the learners to the concepts of gender and patriarchy. The issue of gender empowerment and the concepts of Gender Development Index (GDI) and Gender Budgeting as a means of gender empowerment are also discussed in the course. Significantly, the course discusses issues relating to the environment with the latter being an important concern of the contemporary world. The learners will have an understanding of various environmental problems and their impact on mankind. The concept of sustainable development, climate change and efforts to protect and promote the environment at national and international levels are discussed in the course. The course focusses on the issue of refugees which happens to be a major concern in today's world. The course includes a discussion on the issue of terrorism while also highlighting the campaign against terrorism. Two very important concepts that have been incorporated in the course include the human-centric concepts of Human Development and Human Security while at the same time introducing the learners to the concepts of Human Development Index (HDI) and Human Poverty Index (HPI). Some other important issues that have been included in the course include the role of non-profit organisations in the field of development, role of foreign aid in International Politics, multiculturalism, the role of mass media in the contemporary world, democracy and its future prospects and the vexed issue of human trafficking the global efforts to counter the same.

Learning Outcomes:
- The learners will be able to have an understanding of the meaning and impact of globalization
- The learners will be able to explain the meaning and nature of gender and patriarchy while also becoming familiar with Gender Development Index and Gender Budgeting as tools of gender empowerment
- The learners will become familiar with environmental issues in the contemporary world such as global warming, climate change, ozone layer depletion, loss of bio-diversity, among others, while also being able to explain the political efforts at environmental protection
- The learners will be able to explain the meaning of sustainable development and become familiar with the Sustainable Development Goals
- The learners will become familiar with various issues relating to the problem of refugees including the meaning and definition of refugees, rights of refugees, the legal framework of refugee rights, United Nations High Commissioner for Refugees (UNHCR), among others
- The learners will be able to discuss the issue of international terrorism and its nature and efforts to combat terrorism
- The learners will be able to explain the concepts of Human Development and Human Security while at the same time becoming familiar with related the concepts of Human Development Index (HDI) and Human Poverty Index (HPI)
- The learners will be able to explain the present status of democracy and its future prospects

- The leaners will be able to discuss the issue of human trafficking and the global efforts to counter the same
- The learners will be able to familiarize themselves with some other important issues in the contemporary world including the role of non-profit organisations in the field of development, role of foreign aid in International Politics, multiculturalism and the role of mass media in the contemporary world, among others

UNIT 1: GLOBALISATION
Meaning, Factors, Interpretations and Impact of Globalisation

UNIT 2: GENDER AND PATRIARCHY
Gender: Meaning and Nature; Patriarchy: Meaning, Nature and Forms

UNIT 3: GENDER DISCRIMINATION AND GENDER EMPOWERMENT
Causes of Gender Discrimination; Meaning of Gender Empowerment, Tools of Gender Empowerment: Gender Development Index (GDI) and Gender Budgeting

UNIT 4: ENVIRONMENTAL ISSUES IN CONTEMPORARY WORLD
Global Environmental Issues; Politics and Environment Interlinks; Political Efforts for Environmental Protection; Issue of Biodiversity

UNIT 5: ISSUES OF SUSTAINABLE DEVELOPMENT
Concept of Sustainable Development and Global Efforts

UNIT 6: REFUGEES
Concepts, Rights and Major Conventions

UNIT 7: INTERNATIONAL TERRORISM
Definition; International Terrorism and its forms, Causes responsible for the emergence of Terrorism; Combating International Terrorism: Global Efforts

UNIT 8: HUMAN DEVELOPMENT AND HUMAN SECURITY
Meaning, Human Development Index (HDI), Human Poverty Index (HPI); Meaning and Indicators of Human Security

UNIT 9: ROLE OF NON-PROFIT ORGANISATIONS IN INTERNATIONAL POLITICS
Role of Non-Profit Organisations in the field of development: Greenpeace and Oxfam

UNIT 10: ROLE OF FOREIGN AID IN INTERNATIONAL POLITICS
Meaning of Foreign Aid, Role and Influence of Foreign Aid

UNIT 11: MULTICULTURALISM
Meaning and Challenges

UNIT 12: ROLE OF MASS MEDIA IN CONTEMPORARY POLITICS
Meaning and Modes of Mass Media, Role of Mass Media in the Contemporary World

UNIT 13: DEMOCRACY
Present Status of Democracy in the World, Hindrances to Democracy, Expansion and Future Prospects of Democracy

UNIT 14: HUMAN TRAFFICKING
Problem of Human Trafficking, its Global Nature, Global Effort to counter the Problem

Basic Reading List:
1) Baylis, John, Smith ,Steve & Owens ,Patricia. (2011). *Globalisation of World Politics*, (fifth edition) . Oxford University Press.
2) Borthakur, B.N. (2004). *Sociological Aspects of Economic Development*. Dibrugarh: Upasana Publishing Academy.
3) Burns, Vincent and Peterson , Dempsey Kate. (2005). *Terrorism – A documentary and Reference Guide*. Greenwood Press.
4) Cadman.T.(ed.)(2013). *Climate change and Global Policy Regions*: Towards Institutional Legitimacy.Palgrave Macmillan.
5) Dutta, Akhil Ranjan (ed.). (2009). *Human Security in North-East India: Issues and Policies: Guwahati*: Anwesha.
6) Ghai, K. K.(2006).*International Relations :A simple study of International Politics* . Kalyani Publishers.
7) Gupta, Suman. *The Replication of Violence: Thoughts on International Terrorism after Sept 11th 2001*. London: Pluto Press.
8) Held, David & McGrew, Anthony G., Goldblatt, David & Perraton, Jonathan (1999) . *Global Transformation Politics, Economics and Culture*. Stanford University Press.
9) Kaushik, Anubha(2014). *Perspective in Environmental Studies*. New Delhi: New Age International. Contemporary Issues in World Politics (Block 2) 214
10) Kofman, Eleanore and Youngs, Gillian. (2007). *Globalization – Theory and Practice (Second Edition)*. London: Continuum.
11) Nayar, Baldev Raj. (2007). *The Geopolitics of Globalization- The Consequences for Development*. New Delhi: Oxford India Paperbacks.
12) Pandey, A.K. (2002). *Emerging Issues in Empowerment Of Women*. New Delhi: Anmol Publication Pvt. Ltd.
13) Pani, S.P. and Pani, N. (ed) (2010). *Essays on Contemporary Gender Issues*. New Delhi: Hirmoli Press Publication.
14) Peter. D. (ed.) (2005). *Handbook of Global Environmental Politics*. Edward Elgar Publication.
15) Sarkar, P.C. (ed) (2010). *Women in Patriarchal Society*. New Delhi: Serials Publications.
16) Saxena,H.M.(2006).*Environmental Studies*. Jaipur: Rawat Publications.
17) Sen , Sankar. (2009). *Terrorism Around the World- Challenges and Responses*. New Delhi: Concept Publishing Company.

18) Seth, Pravin (1997). *Environmentalism: Politics, Ecology and Development*. Jaipur: Rawat Publications.

19) Sumanlata (2010). *Towards Empowering Women: Views And Reviews*. New Delhi: Akansha Publishing House.

20) Tadjbakhsh , Shahrbanou & Chenoy, Anuradha (2007). *Human Security: Concepts and implications*: Routledge Advances in International Relations and Global Politics.

21) Verma, R.B.S., Verma, H.S. and Hasnain, N. (ed) (2007). *Towards Contemporary Issues in World Politics (Block 2)*

DSC 12/DSM 6: Political Sociology

Course Objectives:

The Course "Political Sociology" is designed to enable the learners to have some basic understandings of relationship between society and politics. It is one of the branches of Political Science. Every society is different in terms of the values, norms and other social practices observed/followed by its members. Political Sociology seeks to understand how these elements shape the politics and governance of a nation. In this course the learners will be able to learn about some of the concepts and issues that forms the subject matter of political Sociology. This course will discuss the meaning of political Sociology, how political Sociology emerged as a discipline and its scope of its study. This course will also highlight some of the basic concepts associated with political sociology, like- Power and Marxian and Weberian approach to understand the concept of power, Authority, State, Elite, Political System, Political Economy, Bureaucracy and Civil Society. Through this course, the learners will also able to acquire knowledge about political socialisation-the process through which the younger generation of a society socialised about the political cultures and political processes of a society. Different dimensions of political culture will also be discussed in this course. In any democratic country political party and pressure group play significant role in mobilisation of people and accordingly these two important agents of political system will also be discussed in this course. This course will also deal with Marxian Understanding of State and Weberian Understanding of Authority and Bureaucracy. In politics political ideology affects the behaviour and actions of actors. This course will discuss some of the major political ideologies like- Nationalism, Liberalism, Fascism, Radicalism, Socialism and Multiculturalism. This course will also discuss issues of regionalism, communalism, nationalism and national integration with special reference to India. Society, politics and issues of governance of North East India will also be given focus in this course.

Learning Outcomes:

- The learners will be able to understand the meaning, nature, scope and evolution of political sociology.
- The learners will be able to understand and conceptualise some of the basic concept associated with society and state like- power, authority, state, elite, political system, political economy, bureaucracy, civil society, political socialisation and political culture.
- Learners will be able to acquire knowledge about the meaning and characteristics of political parties, pressure groups and interest groups, their roles in democracy like India.
- Through this course, learners will also get the knowledge regarding various approaches to analyse the concept of power, like Marxist Theory, Weberian Theory.
- After going through this course, learners will be able to explain Marxian view regarding the state and the Max Weber's views about the concept of authority and bureaucracy.
- After going through this course, learners will be able to analyse some of the very important ideologies of contemporary world like – nationalism, liberalism, fascism, radicalism, socialism, multiculturalism.
- Apart from the above mentioned ideologies, learners will also be able to explain meaning, characteristics and causes of regionalism and communalism and challenges to national integration.

- Through this course, learners will also be able to examine various aspects of the society and polity of North East India. Learners will also be able to describe various aspects of colonialism, emergence of political elites in North East India, issues of governance.

UNIT 1: INTRODUCTION TO POLITICAL SOCIOLOGY
Meaning, Nature and Scope of Political Sociology; Development of Political Sociology

UNIT 2: BASIC CONCEPTS-I
Power, Authority, State and Elite

UNIT 3: BASIC CONCEPTS- II
Political System, Political Economy, Bureaucracy, Civil Society

UNIT 4: POLITICAL SOCIALISATION
Meaning, Type, Agencies and Functions

UNIT 5: POLITICAL CULTURE
Meaning, Nature, Dimension of Political Culture, Role and Unity of Political Culture

UNIT 6: STATE
Meaning and Characteristics of State; Difference between State and Association; State and Government; State and Society

UNIT 7: POLITICAL PARTIES
Meaning and Characteristics of Political Parties; Functions of Political Parties; Classification of Political Parties; Political Party System in Democracy; Party System in India

UNIT 8: PRESSURE GROUPS
Meaning and Characteristics of Pressure Group; Difference between Pressure Group and Interest Group; Difference between Pressure Group and Political Party; Pressure Groups in India

UNIT 9: THEORETICAL APPROACHES TO POWER
Marxist Theory; Weberian Theory

UNIT 10: MARXIST AND WEBERIAN TRADITION IN POLITICAL SOCIOLOGY
Marxian Understanding of State; Weberian Understanding of Authority and Bureaucracy

UNIT 11: MAJOR POLITICAL IDEOLOGIES-I
Nationalism; Liberalism; Fascism

UNIT 12: MAJOR POLITICAL IDEOLOGIES-II
Radicalism; Socialism; Multiculturalism

UNIT 13: REGIONALISM, COMMUNALISM, NATIONALISM AND NATIONAL INTEGRATION
Meaning, Characteristics, Causes, Implications, National Integration and Challenges

UNIT 14: STATE AND SOCIETY IN NORTH EAST INDIA
Society and Polity in North East India; Colonialism and Emergence of Political Elites; Issues of Governance

Basic Reading List:
1) Abraham M. Francis (1974). Dynamics of Leadership in Village India. Allahabad: Indian International Publication
2) Ahuja, R. (2011). Social Problems in India. New Delhi: Rawat Publication.
3) Almond, G.A. and Verba, Sidney (1972). The Civic Culture: Political Attitudes and Democracy in Five Nations. Boston: Little Brown and Company.
4) Annamalai V. (1996). Formation and Transformation of Power in Rural India. New Delhi : Discovery Publishing House.
5) Ashraf, Ali and Sharma, L.N. (1995). Political Sociology: A New Grammar of Politics. New Delhi: University Press (India) Pvt Limited.
6) Banerjee, B. (1986). Rural to Urban Migration and the Urban Labour Market. Delhi: Himalaya Publishing House.
7) Bilsborrow et al. (eds.) (1984). Migration Surveys in Low Income Countries. London: Croom Helm.
8) Janoski, Thomas. Alford, Robert R. Hicks, Alexander, M. & Schwartz, Mildred, A. (2005). Handbook of Political Sociology. UK: Cambridge University Press.
9) Misra, B.B. (1963). The Indian Middle Classes: Their Growth in Modern Times. London: Oxford University Press.
10) Rathod , P. B. (2005). Fundamentals of Political Sociology. Jaipur: ABD Publishers.
11) Rao, C.N. Shankar. (2004). Sociology primary principles. New Delhi: S. Chand & company Ltd.
12) Srivastava, Usha (2011). Political Sociology. New Delhi: Kunal Books.
13) Varma, Pavan. (1998). The Great Indian Middle Class. New Delhi: Viking Publisher.

DSC 13: Political Thinkers - I

Course Objectives:
The course "Political Thinkers 1" is designed to help the learners to acquire knowledge about the ideas and contribution of eminent political scholars to this field of study. The contributions of political thinkers constitute a vital component of the study of Political Science. As a matter of fact, the views and ideas expressed by eminent western political thinkers at different stages of history have significantly contributed towards developing a theoretical framework in the realm of political philosophy. The course will discuss political thought of some leading western personalities, both classical and modern. This course will discuss the views of Plato and Aristotle, the two great political thinkers of ancient Greece, the latter being the cradle or birth place of political thought in the western world. In the history of political thought, the relationship between the Church (religious authority) and the State (earthly authority) constituted an integral aspect of the philosophy of some thinkers, especially in the medieval period. Accordingly, this course will enable the learners to have insight into the views of two great Christian philosophers, St. Augustine and St. Thomas Aquinas. The dawn of the modern period heralded the beginning of a new era in the realm of political thought in terms of fundamental notions regarding statecraft, human nature and freedom, ideas on the formation of the society and the state along with issues of political obligation. This course will also enable the learners to understand the views of Niccolo Machiavelli regarding human nature, forms of government, relationship between ethics and politics. Social contract theory occupies a significant position in the academic discussion of Political Science. Accordingly, this course will also focus on the viewpoints of three eminent political thinkers, namely Thomas Hobbes, John Locke and Jean Jacques Rousseau regarding human nature and social contract theory. This course will also discuss the concept of utilitarianism forwarded by Jeremy Bentham and John Stuart Mill. The course will also discuss the views of the idealist thinker, T.H. Green who laid stress on a humanistic approach and talked about such issues as rights and freedoms. The post industrialization period in Eastern Europe and Great Britain marked the beginning of a new set of ideas calling for moral reformation in the form of Utopian Socialism. The Course therefore will discuss the concept of Utopian Socialism and the views of Robert Owen with regard to the same. Marxism occupies an important place in the study of political thought. Therefore, various theories of Karl Marx namely Theory of Dialectical Materialism, Theory of Class Conflict and Theory of Alienation will also be highlighted in this course. This course will also take up the study of V.I. Lenin and his views on imperialism, role of the Communist Party, political ideas of Mao -Tse-Tung and Antonio Gramsci's views on hegemony and state. The Course will also discuss some other important ideologies and concepts in the realm of western political thought namely, Evolutionary Socialism with reference to Eduard Bernstein and Fabianism with reference to Henry George. Another important theory in the realm of western political thought is that of Anarchism. Accordingly, the course will examine the theory of Anarchism and the views of two prominent exponents Western Political Thought of anarchism, namely, Joseph Proudhon and Peter Kropotkin.

Learning Outcomes:
- The learners will be able to understand political ideas of ancient Greek philosopher Plato with special reference to his theory of justice and ideal state.

- The learners will have knowledge about political ideas of ancient Greek philosopher Aristotle with special reference to his theories of citizenship and revolution.
- The learners will also able to discuss political ideas of two eminent philosophers of mediaeval period, namely St. Augustine and St. Thomas Aquinas particularly their views on human nature, state and church.
- The learners will also be able to discuss views of Niccolo Machiavelli regarding the nature of human being, views related to government, views on relationship between church and the State.
- The learners will also be able to analyse the views of Thomas Hobbes, John Locke and Jean Jacques Rousseau regarding human nature, social contract theory, sovereignty.
- The learners will also be able to explain the concept of utilitarianism with special reference to the viewpoints of Jeremy Bentham and John Stuart Mill.
- The learners will also be able to discuss perspectives of English Idealist T.H. Green, particularly his views on natural law, society, state, freedom and rights, war, punishment, property.
- The learners will also be able to analyse various aspects of utopian socialism and views of Robert Owen in this regard.
- The learners will also be able to discuss perspectives of various Marxist scholars, such as Karl Marx and his theories of dialectical materialism, class conflict, alienation; V.I. Lenin and his views on imperialism, revolution, role of the Communist Party; Mao-Tse-Tung and his views on revolution and Antonio Gramsci's views on hegemony and state.
- The learners will also be able to analyse the concept of evolutionary socialism with special reference to the viewpoints of Eduard Bernstein.
- The learners will also be able to analyse the concept of Fabianism and Henry George's perspectives, particularly his theory of distribution, theory of single taxation, law of human progress, in this regard.
- The learners will also be able to examine various aspects of anarchism and viewpoints of Joseph Proudhon and Peter Kropotkin in this context.

UNIT 1: PLATO AND ARISTOTLE
Plato: Theory of Justice, Theory of Ideal State; Aristotle: Theory of Citizenship and Theory of Revolution

UNIT 2: ST. AUGUSTINE AND ST. THOMAS AQUINAS
St. Augustine's Views on Human Nature, Views on State, Views on City of God, Views on Justice, Contributions of St. Augustine; Political thought of St. Thomas Aquinas, Philosophy of St. Thomas Aquinas, St. Thomas Aquinas' Views on the Origin of the State, Views about Reason and Faith, Views on Classification and Functions of Government, Views on Supremacy of Church

UNIT 3: NICCOLO MACHIAVELLI
Views on Human Nature, Views on Forms of Government and the Preservation of the
Dominion, Views on Ethics and Politics, Contribution of Machiavelli to Political Thought

UNIT 4: THOMAS HOBBES
Views on Human Nature and State

UNIT 5: JOHN LOCKE
Views on Human Nature, Theory of Social Contract, Views on Individualism, Views on Liberty of Women, Views on Private Property

UNIT 6: JEAN JACQUES ROUSSEAU
Theory of Social Contract, Theory of General Will, Rousseau's Contribution to Political Thought

UNIT 7: JEREMY BENTHAM AND JOHN STUART MILL
Utilitarianism: Jeremy Bentham and John Stuart Mill

UNIT 8: ENGLISH IDEALISM: T.H. GREEN
T .H. Green and English Idealism; Green on state; Green on Freedom and Rights: Green's views on Freedom, Green's views on Rights; Green on War ; Other key concepts of Green: Punishment, Property, Natural Law, Society; An Estimate of Green's views

UNIT 9: UTOPIAN SOCIALISM-ROBERT OWEN
Robert Owen and Utopian Socialism: Concept of Utopian Socialism, Robert Owens' views

UNIT 10: KARL MARX
Theory of Dialectical Materialism, Theory of Class Conflict, Theory of Alienation

UNIT 11: V.I. LENIN, MAO -TSE-TUNG AND ANTONIO GRAMSCI
V.I. Lenin: Views on Imperialism, Views on Revolution, Views on the Role of the Communist Party; Mao-Tse-Tung: Political Ideas of Mao-Tse-Tung, Views on Revolution; Antonio Gramsci: Gramsci's views on Hegemony and State

UNIT 12: EVOLUTIONARY SOCIALISM-EDUARD BERNSTEIN
Eduard Bernstein and Revisionism; Bernstein on 'Theory of Breakdown'; Bernstein on Class Structure and Class War; Bernstein on Dialectical and Historical Materialism; Bernstein on Surplus Value

UNIT 13: FABIANISM
Meaning of Fabianism; Henry George as a Prominent Source of Influence of Fabianism; Henry George's Theory of Distribution: Theory of single taxation, Law of human progress, An Estimate of Henry George's views

UNIT 14: ANARCHISM: PRINCE KROPOTKIN
Meaning and Definitions, Features of Anarchism, Features of the Anarchist Society; Joseph Proudhon and Peter Kropotkin

Basic Reading List:
1) Arora, P. (2005). Political Science (Theory). New Delhi: Cosmos Bookhive (P) Ltd.
2) Arora, Prem and Grover, Brij. Selected Western and Indian Political Thinkers. New Delhi: Cosmos Bookhive Pvt. Ltd.
3) B. Vishnoo. (1999). Indian Political Thinkers. Delhi: Atma Ram and Sons Publications.
4) Balibar, E. (1995). The Philosophy of Marx. Verso: University of California.
5) Bentham, Jeremy. (1988). The principles of Morals and Legislation. New York: Prometheus Books.
6) Coker, Francis William. Readings in Political Philosophy. Nabu Press.
7) Dhariwal, U.K. (2008). Western Political Thought. New Delhi: Arise Publishers & Distributors.
8) Gupta, R.C. (2009). Great Political Thinker-East and West. Agra: Lakshmi Narain Agarwal Educational Publishers.
9) Fraser, R. (1988). A Student Generation in Revolt, London: Chatto and Windus.
10) Foucault, Michel. (1979). Power/Knowledge-Selected Interviews and Other Writings-1972-1977. New York: Pantheon Books.
11) Hacker, Andrew. (1961). Political Theory- Philosophy, Ideology and Science. Toronto: Macmillan.
12) Harvey, David. (1982). The Limits to Capital. Verso: University of California.
13) Horn, G. The spirit of 68: Rebellion in Western Europe and North America, 1956-76, Oxford, UK: Oxford University Press.
14) Jayapalan, N. (1999). Aristotle. New Delhi: Atlantic Publishers Distributors.
15) Jha, Shefali. (2010). Western Political Thought – From Plato to Marx. Pearson.
16) Leftwich, Adrian (ed.). (1984). What is Politics: The Activity and its Study. Oxford: Basil Blackwell.
17) Macpherson, C.B. (1977). The Political Theory of Possessive Individualism: Hobbes to Locke. Oxford.
18) Masih, Y. (2006). A Critical History Western Philosophy (Greek, Medieval and Modern). Delhi: Motilal Banarisdass Publishers Private Limited.
19) Mukherjee, Subrata and Sushila Ramaswamy. (2003). A History of Political Thought, Plato to Marx. New Delhi.
20) Nelson, Brain R. (1996). Western Political Thought. New Delhi: Pearson Education.
21) Rao, V.V. (1998). A History of Political Theories. New Delhi: S. Chand and Company.
22) Robert. P. & Sutch, P. (2005). An Introduction to Political Thought: A Conceptual Toolkit. New Delhi: Atlantic Publishers and Distributers.
23) Sabine G.H.1973). History of Political Thought. New Delhi: Oxford and IBH.
24) Sharma, S.K. and Sharma, Urmila. (2003). Western Political Thought-From Plato to Burke. Atlantic.
25) Skinner, Quentin. Machiavelli: A Very Short Introduction. Oxford University Press.
26) Mukherjee, S. and Ramaswamy, S. (2003). A History of Political Thought, Plato to Marx. New Delhi: Prentice Hall.

DSC 14: Political Thinkers - Ii

Course Objectives:

The course "Political Thinkers 2" is designed to help the learners to acquire knowledge about the ideas and contribution of eminent political scholars to this field of study. The contributions of political thinkers constitute a vital component of the study of Political Science. As a matter of fact, the views and ideas expressed by eminent western political thinkers at different stages of history have significantly contributed towards developing a theoretical framework in the realm of political philosophy. The course will discuss the political thought of some leading Indian personalities, both classical and modern. This course will enable the learners to acquire knowledge on the views and ideas expressed by some eminent Indian political thinkers. This course will discuss theories and views provided by two ancient Indian scholars namely Manu and Kautilya. This course will focus on Manu's views on social organisation as well as both Manu and kautilya's views on various aspects related to the state and government. This course will also discuss viewpoints expressed by eminent social reformer of colonial India Raja Ram Mohan Roy with special reference to his views on personal and political freedoms, his views on law and morality, his efforts towards social reform during that period. This course will also deal with another social reformer of India Jyotiba Phule. Phule's approach towards the colonial government in India, his critical approach towards Indian social order, his views on equality between man and woman, views on religion and Indian economy will be discussed in this course. This course will also focus on the viewpoints and perspectives of some leading personalities from India in the modern period. This course will discuss viewpoints, encompassing the social, political and economic spheres, provided by Mahatma Gandhi that have immensely contributed towards enriching the realm of Indian political tradition and thought. Gandhi's views on non-violence, satyagraha, swadeshi, state, economy, religion and politics will be particularly focussed. This course will also examine ideas provided by Savarkar, with special reference to his efforts of social reform and his idea of Hindutva. This course will also discuss political ideas of Jawaharlal Nehru, such as his views on nationalism and internationalism, welfare state and mixed economy, secularism and democracy. This course will also discuss ideas and perspectives of B. R. Ambedkar, particularly his views on caste system and untouchability in India, views on religion, views on human rights, women's rights, social justice, human right, views on nationalism and democracy. This course will also focus on the ideas and viewpoints expressed by J.P. Narayan, like concept of socialism, total revolution. Apart from Narayan, this course will also focus on Madan Mohan Mallavya's role as social reformer, educationist and as a liberal nationalist and his role in the Freedom Movement of India. This course will also provide knowledge about Political Ideas of Maulana Abul Kalam Azad, his views on Hindu- Muslim unity, nationalism, non-violence, democracy and views on partition of India. This course will also analyse Ram Manohar Lohia's ideas on socialism and Gandhism and his concept of international society. Another prominent thinker of India Pandit Deendayal Upadhayay's concept of integral humanism and idea of national culture will also be discussed in this course. This course will also focus on some of the important ideas of Nobel laureate Amarty Sen, such as – his idea of development as freedom and missing women. This course will also focus on one of the eminent personalities of Assam, namely Ambikagiri Raichoudhury. Literary contribution of Ambikagiri Raichoudhury, Ambikagiri's role in India's Freedom Struggle, his views on humanism, freedom and state and his contribution towards the development of Assamese nationalism will be discussed in this course.

Learning Outcomes:

- The learners will be able to discuss views and ideas provided by ancient Indian philosopher Manu, such as his views on social organisation and social order, views on King and King's duties, theory of Danda or coercive authority, views on administration of justice, theory of Government and views on interstate relations and foreign policy.
- The learners will be able to analyse one of the very important ancient scholars of Indian politics and economy, namely Kautilya, particularly his great work of Arthasastra, his theory of Statecraft, views on government, views on principles of state policy and his views on inter-state relations and foreign policy.
- The learners will be able to acquire knowledge political ideas provided by social reformer Raja Ram Mohan Roy, particularly his views on personal and political freedom, his views on law and morality, his views on various social, political, economic and educational problem experienced by India during that period.
- The learners will be able to gain knowledge about Jyotiba Phule's attitude towards Colonial Government, his views on Indian social order, views on religion, views on Indian economy.
- The learners will be able to anlyse Mahatma Gandhi's views on non-violence, Satyagraha, Swadeshi, his views on state, economy, religion and politics.
- The learners will be able to discuss Savarkar's idea of Hindutva and his contribution as a social reformer.
- The learners will be able to acquire knowledge about views and concept provided by 1st Prime Minister of independent India Padit Jawaharlal Nehru, with special reference to his views on nationalism and internationalism, view on welfare state and mixed economy, views on secularism and democracy.
- The learners will be able to analyse B. R. Ambedkar's views on Indian Caste System and Untouchability, views on religion, social justice, human rights, women's rights, views on nationalism and democracy.
- The learners will be able to discuss political ideas of J.P. Narayan, such as concept of socialism and total revolution.
- The learners will be able to explain Madan Mohan Mallavya's initiatives for social reform in India and his role in the Freedom Movement of Indiaand his views on nationalism.
- The learners will be able to discuss Maulana Abul Kalam Azad's views on Hindu- Muslim unity, his views on nationalism, partition of India, democracy and non-violence.
- The learners will be able to discuss Ram Manohar Lohia's ideas on socialism and Gandhism and his concept of international society.
- The learners will be able to examine Deendayal Upadhayay's concept of integral humanism and his idea of national culture.
- The learners will be able to analyse Amartya Sen's idea of development as freedom and his idea of missing women.
- The learners will be able to gain knowledge about literary contribution of Ambikagiri Raichoudhury towards the growth of Assamese nationalism, his role in India's Freedom Struggle and his views on humanism, freedom and state.

UNIT 1: MANU
Manu and Manusmriti, Views on Social Organization or Social Order, Views on King and King's Duties, Theory of Danda or Coercive Authority, Views on Administration of Justice, Theory of Government, Views on Interstate Relations and Foreign Policy

UNIT 2: KAUTILYA
Kautilya and Arthasastra , Theory of Statecraft, Views on Government, Views on
Principles of State Policy, Views on Inter-state Relation: Foreign Policy

UNIT 3: RAJA RAM MOHAN ROY
Political ideas of Raja Ram Mohan Roy: Theory of Personal and Political Freedom, Roy's Ideas on Educational, Economic and Political issues, As a Progressive and Liberal Thinker, Subjects of Law and Morality, Brahmo Samaj

UNIT 4: JYOTIBA PHULE
Attitude towards Colonial Government; Indian Social Order- a Critique: Varna and Caste System, Equality between man and Woman; Views on Religion; Indian Economy: Solution to the Agrarian problem

UNIT 5: MAHATMA GANDHI
Views on Non-Violence, Views on Satyagraha, Views on Swadeshi, Views on State,
Views on Economy, Views on Religion and Politics

UNIT 6: SAVARKAR
Idea of Hindutva; As a social reformer

UNIT 7: JAWAHARLAL NEHRU
 Views on Nationalism, View on Welfare State and Mixed Economy, Views on
Secularism, Views on Democracy, Views on Internationalism

UNIT 8: B. R. AMBEDKAR
Opposition to the Evils of the Caste System and Untouchability, Ambedkar as a
Champion of Women's Rights, Ambedkar's Views on Religion, Ambedkar as a
Champion of Social Justice, Ambedkar as a Champion of Human Right, Ambedkar as a Nationalist, Views on Democracy

UNIT 9: J.P. NARAYAN AND MADAN MOHAN MALLAVYA
J.P. Narayan: Concept of Socialism, Total Revolution; Mallavya as an educationist and social reformer; Political Views and Role in Freedom Struggle; As a Liberal Nationalist; Critical Appreciation

UNIT 10: MAULANA ABUL KALAM AZAD
Political Ideas of Abul Kalam Azad: Azad's Views on Hindu- Muslim Unity, Views on Nationalism, Views on Non-Violence, Views on Democracy, Azad's Views on Partition of India

UNIT 11: RAM MANOHAR LOHIA

Lohia's Ideas on Socialism and Gandhism; Lohia's Concept of International Society

UNIT 12: DEENDAYAL UPADHAYAY

Integral Humanism; Idea of National Culture

UNIT 13: AMARTYA SEN

Development as Freedom; Missing Women

UNIT 14: AMBIKAGIRI RAICHOUDHURY

Literary contribution of Ambikagiri Raichoudhury; Ambikagiri and India's Freedom Struggle; Ambikagiri and Humanism; Ambikagiri on Freedom and State; Ambikagiri on Assamese Nationalism

Basic Reading List:

1) Arora, P. (2005). Political Science (Theory). New Delhi: Cosmos Bookhive (P) Ltd.
2) Arora, Prem and Grover, Brij. Selected Western and Indian Political Thinkers. New Delhi: Cosmos Bookhive Pvt. Ltd.
3) B. Vishnoo. (1999). Indian Political Thinkers. Delhi: Atma Ram and Sons Publications.
4) Balibar, E. (1995). The Philosophy of Marx. Verso: University of California.
5) Bentham, Jeremy. (1988). The principles of Morals and Legislation. New York: Prometheus Books.
6) Coker, Francis William. Readings in Political Philosophy. Nabu Press.
7) Dhariwal, U.K. (2008). Western Political Thought. New Delhi: Arise Publishers & Distributors.
8) Gupta, R.C. (2009). Great Political Thinker-East and West. Agra: Lakshmi Narain Agarwal Educational Publishers.
9) Fraser, R. (1988). A Student Generation in Revolt, London: Chatto and Windus.
10) Foucault, Michel. (1979). Power/Knowledge-Selected Interviews and Other Writings-1972-1977. New York: Pantheon Books.
11) Hacker, Andrew. (1961). Political Theory- Philosophy, Ideology and Science. Toronto: Macmillan.
12) Harvey, David. (1982). The Limits to Capital. Verso: University of California.
13) Horn, G. The spirit of 68: Rebellion in Western Europe and North America, 1956-76, Oxford, UK: Oxford University Press.
14) Jayapalan, N. (1999). Aristotle. New Delhi: Atlantic Publishers Distributors.
15) Jha, Shefali. (2010). Western Political Thought – From Plato to Marx. Pearson.
16) Leftwich, Adrian (ed.). (1984). What is Politics: The Activity and its Study. Oxford: Basil Blackwell.
17) Macpherson, C.B. (1977). The Political Theory of Possessive Individualism: Hobbes to Locke. Oxford.
18) Masih, Y. (2006). A Critical History Western Philosophy (Greek, Medieval and Modern). Delhi: Motilal Banarisdass Publishers Private Limited.
19) Mills, C. Wright. Letter to the New Left, New Left Review, 5, 1960
20) Mukherjee, Subrata and Sushila Ramaswamy. (2003). A History of Political Thought, Plato to Marx. New Delhi.
21) Nelson, Brain R. (1996). Western Political Thought. New Delhi: Pearson Education.
22) Rao, V.V. (1998). A History of Political Theories. New Delhi: S. Chand and Company.
23) Robert. P. & Sutch, P. (2005). An Introduction to Political Thought: A Conceptual Toolkit. New Delhi: Atlantic Publishers and Distributers.

24) Sabine G.H.1973). History of Political Thought. New Delhi: Oxford and IBH.

25) Sharma, S.K. and Sharma, Urmila. (2003). Western Political Thought-From Plato to Burke. Atlantic.

26) Skinner, Quentin. Machiavelli: A Very Short Introduction. Oxford University Press.

27) Mukherjee, S. and Ramaswamy, S. (2003). A History of Political Thought, Plato to Marx. New Delhi: Prentice Hall.

28) Verma, V.P. Modern Indian Political Thought.

DSC 15: Politics in Assam

Course Objectives:

The course entitled "Politics in Assam" is designed to help the learners to gain a comprehensive idea on the various dimensions of the socio-political system of Assam from the colonial period to the present. It is supposed that the learners of the Bachelor Degree Programme in Political Science should have thorough knowledge regarding various aspects of the political system of the state where he/she resides. Keeping this in view, the Course is designed with the objective of helping the learners to have understanding of political dynamics of the state of Assam. This course will discuss the decline of Ahom rule in Assam, British annexation of Assam and consolidation of British rule in Assam and early revolts against British rule in Assam and their significances and consequences. This course will also examine the historic revolt of 1857 in Assam and the role played by Maniram Dewan in this regard. This course will also take up a detailed explanation of the various political awakenings of Assam and the learners will learn more about the role of Raijmels, Phulaguri Dhawa and uprising of the Jaintias. This course will also discuss the agrarian revolts that took place in Assam during colonial period and growth of Assamese Nationalism with special reference to the riots of Rangiya, Lachima and Patharughat. This course will also give a detailed description on various factors that contributed towards the growth of Assamese nationalism. The role played ply the Press and public organisation, like Jorhat Sarbajanik Sabha, Assam Association, or the Surma Valley Political Conference in the growth of Assamese nationalism during colonial period as well as their role in the Freedom Movement of India will also be discussed in this course. This course will also take up discussion on freedom struggle and the role of Assam in Non-Cooperation Movement, Civil Disobedience Movement and Quit India Movement. This course will also deal with the Cabinet Mission Plan and Assam. It will explain the grouping system and its reaction in Assam including the attitudes of M. K. Gandhi and other national leaders towards Assam. This course will also discuss reorganisation of states of Assam with special reference to the formation of Nagaland, North Eastern Areas (Reorganisation) Act, 1971 and its impacts. This course will also examine two major movements that occurred in Assam, namely Language Movement and Assam Movement. This course will also examine the problem of insurgency in Assam, particularly factors responsible for the emergence of this problem and focus will also be given on two insurgent outfits of Assam, namely ULFA and NDFB. Sixth Schedule and the Movement for Autonomy in the Hills is another important aspect of the politics in Assam. Therefore, various aspects of the autonomy movements in Assam will also be explained in this course. This course will also highlight the Bodoland movement and formation of Bodoland Territorial Council in Assam. Regionalism plays an important role in the national as well as state politics of our Country. Therefore, this course will also take up discussions on the growth of regionalism in Assam and emergence of regional political parties in Assam.

Learning Outcomes:

- The learners will be able to discuss various factors that led to the annexation of Assam and consolidation of British rule in Assam.
- The learners will be able to explain various revolts that occurred in Assam against the British rule with special reference to the revolt of 1857 and role of Maniram Dewan in this revolt, Phulaguri Dhawa of 1861, Uprising of the Jaintias (1860-1863), Assam Riots (1893-1894).

- The learners will be able to analyse various factors that contributed towards the growth of Assamese nationalism in Assam during colonial period.
- The learners will be able to discuss the role played by Raij Mels, different public organisations, like - Jorhat Sarbajanik Sabha, Assam Association, Surma Valley Political Conference and the role of Press in the development of public consciousness and nationalism in Assam during colonial period.
- The learners will be able to analyse the significance of Assam's role in the Freedom Movement with special reference to Non-Cooperation Movement, Civil Disobedience Movement and Quit India Movement.
- The learners will be able to discuss the impact of the Cabinet Mission Plan in Assam.
- The learners will be able to discuss various dimensions associated with the reorganization of Assam and formation of new states out of Assam.
- The learners will be able to analyse the Language Movement and Assam Movement and their consequences in Assam.
- The learners will be able to examine the problem of insurgency in Assam with reference to the insurgent outfits like ULFA and NDFB.
- The learners will be able to discuss Sixth Schedule politics in Assam and Movement for Autonomy in Karbi Anglong and North Cachar Hills.
- The learners will be able to various issues associated with the Bodoland Movement and its present status.
- The learners will be able to analyse the politics of regionalism in Assam and the role played by regional political parties in Assam politics.

UNIT 1: EARLY COLONIAL PERIOD IN ASSAM
British Annexation of Assam: Background, Decline of Ahom Rule, Burmese Invasion, British Intervention, Treaty of Yandaboo, British Annexation of Assam; Consolidation of British Rule: Temporary Administration, Bengal Presidency, Chief Commissioner's Province; Early Revolts against British Rule in Assam: Revolt of Gomdhar Konwar (1828), Second Revolt (1829), Third Revolt (1830), Revolt of the Khasis (1829), Consequences and Significance of the early revolts against British Rule

UNIT 2: REVOLT OF 1857 AND ASSAM
The Revolt of 1857 in Assam, Role of Maniram Dewan

UNIT 3: ROLE OF RAIJMELS; PHULAGURI DHAWA, UPRISING OF THE JAINTIAS
Role of Raij Mels; Phulaguri Dhawa, 1861; Uprising of the Jaintias, 1860-1863

UNIT 4:   AGRARIAN REVOLTS
The Assam Riots 1893-1894, Rangiya, Lachima and Patharughat: A New Awakening

UNIT 5: GROWTH OF ASSAMESE NATIONALISM
Factors contributing towards the Growth of Assamese Nationalism, Partition of Bengal and its impact on Assam

UNIT 6:   THE PRESS AND PUBLIC ORGANISATIONS IN THE COLONIAL PERIOD

Development of the Press in Assam during the Colonial Period, Growth of Political Associations and Public Organisations during the Colonial Period: The Jorhat Sarbajanik Sabha, Assam Association, The Surma Valley Political Conference

UNIT 7: FREEDOM STRUGGLE AND ASSAM: NON-COOPERATION MOVEMENT, CIVIL DISOBEDIENCE AND QUIT INDIA MOVEMENT

Non-Cooperation Movement in Assam, Civil Disobedience Movement in Assam; Quit India Movement in Assam

UNIT 8: CABINET MISSION PLAN AND ASSAM

The Cabinet Mission Plan and Assam; Independence and Partition

UNIT 9: REORGANIZATION OF ASSAM

Background, Formation of Nagaland, North Eastern Areas (Reorganisation) Act, 1971-Impact

UNIT 10: LANGUAGE MOVEMENT AND ASSAM MOVEMENT

Origin and Course of the Language Movement; Origin and Course of the Movement and Assam Accord

UNIT 11: INSURGENCY IN ASSAM

Factors responsible for the growth of Insurgency in Assam, Insurgent outfits in Assam: ULFA and NDFB

UNIT 12: SIXTH SCHEDULE AND MOVEMENT FOR AUTONOMY IN THE HILLS

Background, Constitutional Provisions, Issues relating to Sixth Schedule Politics in Contemporary Assam; Movement for Autonomy in Karbi Anglong and North Cachar Hills

UNIT 13: MOVEMENT FOR BODOLAND

Background of the Movement for Bodoland, Movement for Bodoland, Bodo Accord and Establishment of Bodoland Territorial Council

UNIT 14: GROWTH OF REGIONALISM IN ASSAM: EMERGENCE OF REGIONAL POLITICAL PARTIES

Background, Growth of Regionalism in India, Regionalism in Assam, Emergence of Regional Political Parties in Assam: Asom Gana Parishad (AGP), Bodoland Peoples' Front (BPF), United Peoples' Party Liberal (UPPL)

Basic Reading List:
1) Barpujari, H.K. (1993). The Comprehensive History of Assam, Vol V. Assam: Publication Board.
2) Baruah, Sanjib. (2001). India Against Itself. New Delhi: Oxford University Press.
3) Barua, S.L. (1995). A Comprehensive History of Assam. New Delhi: Munshiram Monoharlal Publishers.
4) Bhattacharya, Arun (1993). Assam in Indian Independence. New Delhi: Mittal Publications.
5) Bhaumik, Subir. Insurgencies in India's Northeast : Conflict, Cooption & Change. (July, 2007 East-West Center Washington Working Papers, No. 10)
6) Chandra, Bipan (2000). India's Struggle for Independence, 1857- 1947. New Delhi: Penguin India.

7) Das, Samir Kumar. (1997). Regionalism in Power- The Case of Asom Gana Parishad. New Delhi: Omsons Publications.

8) Dutta, Anuradha & Bhuyan, Ratna (ed.) (2007). Genesis of Conflict and Peace: Understanding North East India, Views and Reviews (2 Vols.). New Delhi: Peace Studies, OKDISCD & Akansha Publishing House.

9) Dutta, K.N. (1998). Landmarks of the freedom Struggle in Assam. Guwahati: Lawyers Book Stall.

10) Gohain, Hiren. (1984). Assam: The Burning Question. Gauhati: Spectrum publications.

11) Goswami. C. (2008). Nationalism in Assam. New Delhi: Mittal publication.

12) Goswami, Sandhya. (1997). Language Politics in Assam. Delhi: Ajanta Publications.

13) Hussain, Monirul. (1994). The Assam Movement - Class, Ideology and Identity. Delhi: Manak Publications.

DSC 16/DSM 7: Human Rights

Course Objectives:
The course "Human Rights" is designed to help the learners to have an understanding of the concept of human rights. The concept of human rights has become an important subject of study in the contemporary period. Human Rights are inalienable and inherent rights of every human being which enable a person to lead a dignified life. Human rights are very important for the all-round development of all individuals. Accordingly, this course will make the learners familiar with the meaning, nature, sources and various types of human rights. The concept of human rights has assumed its present shape by way of its evolution through various stages from the ancient period to the present time. The evolution of human rights will also be discussed in this course. The concept of human rights has been looked upon differently by different approaches and different perspectives. The course "Human Rights" will deal with various approaches and perspectives on human rights, such as Universalistic Approach, Relativist Approach, Marxist Perspective, Feminist Perspective, Third World Perspective and Gandhian Perspective on human rights. The United Nations has played a very important role in protecting and promoting human rights and fundamental freedoms. The Universal Declaration of Human Rights (UDHR) adopted by the UN is said to be the major landmark in codifying human rights. The UDHR has also influenced the Constitution of India in terms of inclusion of certain provisions relating to the protection of human rights. Apart from the UDHR, two International Covenant adopted by the UN, namely International Covenant on Civil and Political Rights and the International Covenant on Economic, Social and Cultural Rights also assume significant role in the process of human rights initiatives of the UN. This course, therefore, will also deal with the role of the UN in protecting and promoting human rights and fundamental freedoms across the world with special reference to the above mentioned documents. Focus will also be made on various declarations and conventions adopted by the UN. The impact of the UDHR on the Constitution of India will also be discussed in this course. In India the concept of human rights has assumed utmost importance in the contemporary time. In India human rights have assumed the present shape by passing through various phases right from the ancient period to the post independent period. Accordingly, this course will discuss the evolution of human rights movement in India and the role of the Constituent Assembly in this regard. This course will also examine the provisions of human rights as incorporated in the Indian Constitution with special reference to the Preamble of the Constitution of India, Fundamental Rights, Fundamental Duties and the Directive Principles of State Policy. Apart from these constitutional provisions this course will also focus on the legislative provisions for the protection of human rights in India, such as National Human Rights Commission, State Human Rights Commission, National Commission for Schedule Caste and Schedule Tribes and various other Acts. All of us know that rights constitute an important element in the lives of human being without which individual cannot develop themselves. But in our society, some sections of people are considered to be vulnerable sections because their rights are often violated. Because of gross violation of human rights, these sections people need some special rights to take care of their special requirements in life. Accordingly, this course will discuss the rights of the vulnerable groups such as-women, children, specially-abled persons, refugees, elderly persons, indigenous people respectively. International efforts to protect the rights of these groups will also be discussed in this course. The course will also deal with one of the very important concepts, i.e Human Rights Education which is very important

for developing human personality, promoting fraternity and maintaining peace in the society. Efforts to promote human rights education at the international and Indian level will also be discussed in this regard. This course will also discuss the role of NGOs in protection and spreading of human rights awareness across the world with special reference to the Amnesty International and Human Rights Watch.

Learning Outcomes:
- The learners will be able to discuss meaning, sources, nature, characteristics and evolution of human rights.
- gain knowledge about various approaches and perspectives to understand the concept of human rights, such as- Universalistic approach, Relativist approach, Marxist perspective, Feminist perspective, Gandhian perspective, Third World perspective.
- The learners will be able to examine the efforts adopted by the United Nations in protecting and promoting human rights across the world with special reference to the Universal Declaration of Human Rights (UDHR), International Covenant on Civil and Political Rights (ICCPR) and International Covenant on Economic, Social and Cultural Rights (ICESCR).
- The learners will be able to analyse the evolution of human rights in India right from the ancient period to post-colonial period.
- The learners will be able to raise their consciousness about various constitutional and legislative provisions related to human rights that are available in India for promotion and protection of their human rights.
- The learners will be able to discuss human rights of various vulnerable groups, such as women, children, specially-abled persons, refugees, elderly persons and indigenous people. At the same time, the learners will also be able to critically examine various declarations, conventions and other measures which are available both at the international level as well as in India for the protection of these groups.
- The learners will be able to raise their consciousness about the significance of human rights education. They will also be able discuss the initiatives adopted at the international level and in India to promote consciousness regarding human rights education.
- The learners will be able to examine the role played by NGOs in the protection and promotion of human rights with special reference to the role of Amnesty International and Human Rights Watch.

UNIT 1: HUMAN RIGHTS
Meaning, Sources, Nature and Characteristics and Evolution of Human Rights

UNIT 2: APPROACHES TO HUMAN RIGHTS
Universalistic Approach to Human Rights: Basic Idea of Universalistic Approach, Criticisms against Universalistic Approach; Basic Idea of Relativist Approach, Criticisms against Relativist Approach; Comparison between Universalist and Relativist Approaches

UNIT 3: PERSPECTIVES ON HUMAN RIGHTS: MARXIST, FEMINIST, GANDHIAN AND THIRD WORLD PERSPECTIVE

Basic argument of Marxist perspective, Criticisms against Marxist Perspective; Basic argument of Feminist Perspective, Criticisms against Feminist Perspective; Basic idea of Gandhian Perspective, Criticisms against Gandhian perspective; Basic argument of the Third World perspective, Criticisms against Third World Perspective

UNIT 4: UNITED NATIONS AND HUMAN RIGHTS: UNIVERSAL DECLARATION OF HUMAN RIGHTS (UDHR) AND INTERNATIONAL COVENANTS (ICCPR AND ICESCR)

Human Rights Provisions of the United Nations' Charter; Historical Development of the UDHR, Major Contents of the UDHR, Significance of the UDHR, Criticisms against the UDHR, UDHR and the Indian Constitution; Other Important Human Rights related Commissions and Documents of the United Nations; International Covenant on Civil and Political Rights (ICCPR) and International Covenant on Economic, Social and Cultural Rights (ICESCR)

UNIT 5: EVOLUTION OF HUMAN RIGHTS MOVEMENT IN INDIA

Concept of Human Rights in Ancient India, Human Rights during early Mughal Period, Human Rights during British Period, Constituent Assembly and Human Rights,

UNIT 6: CONSTITUTIONAL AND LEGAL FRAMEWORK OF HUMAN RIGHTS IN INDIA

Indian Constitution and Human Rights, Legal Framework: Protection of Human Rights Act and other Acts, National Human Rights Commission, State Human Rights Commission, National Commission for Scheduled Castes, 2004, National Commission for Scheduled Tribes, 2004

UNIT 7: RIGHTS OF WOMEN

Declaration on the Elimination of Discrimination against Women, Convention on the Elimination of All kinds of Discrimination against Women, Declaration on the Elimination of Violence against Women, World Conferences on Women, Women's Rights in India

UNIT 8: RIGHTS OF CHILDREN

Declaration of the Rights of the Child, Convention on the Rights of the Child, Optional Protocols on the Convention on the Rights of the Child, World Summit for the Child, Problem of Child Labour, Problem of Child Labour in India

UNIT 9: RIGHTS OF SPECIALLY-ABLED PERSONS

Declaration on the Rights of Mentally Retarded Persons 1971, Declaration on the Rights of Disabled Persons 1975, Indian Legal Framework regarding the Rights of Specially-abled Persons

UNIT 10: RIGHTS OF REFUGEES

Efforts at the International Level to Protect the Rights of the Refugees, Role of UNHCR

UNIT 11: RIGHTS OF THE ELDERLY

Efforts at the International and National Level (in India) to Protect the Rights of Elderly Persons

UNIT 12: RIGHTS OF INDIGENOUS PEOPLE

International Effort to Protect and Promote the Rights of Indigenous People, Rights of Indigenous People in India

UNIT 13: HUMAN RIGHTS EDUCATION

Concept of Human Right Education, Relevance of Human Rights Education, World Campaign for Human Rights Education, Promotion of Human Rights Education in India, Role of Human Rights Commissions in Human Rights Education

UNIT 14: ROLE OF NGOS IN THE PROTECTION OF HUMAN RIGHTS

Role of NGOs in the Protection and Promotion of Human Rights in General, Role of Amnesty International and Human Rights Watch

Basic Reading List:
1) Agarwal, H.O. (2006). Human Rights. Allahabad: Central Law Publications.
2) Anuradh, K.P. (2010). Human Rights Issues In India. New Delhi: Adhyayan Publishers and Distributors.
3) Dhiman, O.P. (2011). Understanding Human Rights: An Overview. Delhi : Kalpaz Publications.
4) Gupta, D.C. (2010). Indian Government and Politics. Delhi: Vikas Publishing House Pvt. Ltd.
5) Hornby, A.S. (1974). Oxford Advance Learner's Dictionary of Current English. 3rd Ed Oxford University Press.
6) Malhotra, S, Upadhyay, P., Gupta, M.. Srivastava, R., & Pandey, S. (2005). Human Rights: Emerging Issues. New Delhi: Kilaso Books Publication.
7) Rai, R. (2000). Human Rights: UN Initiative. Delhi: Authors Press Publication.
8) Saksena, K.P.(ed) (2003). Human Rights and The Constitution Vision and the Reality. New Delhi: Gyan Publishing House.
9) Sanajoaba, N. (1994). Human Rights: Principles, Practices and Abuses. New Delhi: Omsons Publication.
10) Stephen, R.M. (2002). Human Rights: Concepts and Perspectives. New Delhi: Concept Publishing Company.
11) Syed, M.H. (2003). Human Rights: The New Era. New Delhi: Kilaso Books.
12) Yasin, Adil-ul. & Upadhayay, Archana. (2004). Human Rights. New Delhi: Akansha Publishing House.

DSC 17: Social Movements

Course Objectives:
The course 'Social Movements' attempts to introduce to the learners the phenomenon of social movement and its various perspectives. It is supposed that the learners of Political Science should have thorough knowledge about the concept of social movements. The course will provide a holistic understanding of the idea of social movements. Keeping this in view, the course will discuss the concept of social movements and its historical background which have significantly helped in the development of the concept of social movements. This course will discuss the meaning, features and importance of social movements. The course will provide a discussion on the basic theoretical approaches, those are   Relative Deprivation theory, Structural Functional theory, Resource Mobilisation theory to understand social movements and here, it will also highlight the Liberal, Revolutionary, Radical perspectives. The course will also emphasis on the idea of New Social Movements. Further, the course will progress with special emphasis laid on particular kinds of social movements, with specific reference to the context of India. Here, discussions shall be initiated on the ideas of religious movements, reform movements, tribal movements, Dalit movement, women's movements, environment movements, student movements, identity movements.

Learning Outcomes:
- The learners will be able to gain knowledge about the meaning, typology, characteristics of social movement and the relationship between social movement and social change.
- The learners will be able to discuss some of the important theories of social movement, such as Relative Deprivation theory, Structural Functional theory, Resource Mobilisation theory.
- The learners will be able to understand some key approaches to analyse various dimensions of social movements, like Revolutionary approach, Radical approach and Liberal approach.
- The learners will be able to analyse various dimensions associated with new social movements.
- The learners will be able to acquire knowledge about various social movements that occurred in India with special reference to religious movements, reform movements, tribal movements, Dalit movements, women's movement, environment movement, students' movement and identity movements.

UNIT 1: SOCIAL MOVEMENTS
Meaning; Typology; Characteristics; Social Movement and Social Change

UNIT 2: THEORIES OF SOCIAL MOVEMENT
Relative Deprivation Theory, Structural Functional Theory, Resource Mobilisation Theory

UNIT 3: REVOLUTIONARY APPROACH TO SOCIAL MOVEMENT
Overview, main Advocates, Perspectives and Issues

UNIT 4: RADICAL APPROACH TO SOCIAL MOVEMENT
Overview, main Advocates, Perspectives and Issues

UNIT 5: LIBERAL APPROACH TO SOCIAL MOVEMENT
Overview, main Advocates, Perspectives and Issues

UNIT 6: NEW SOCIAL MOVEMENTS
Overview, Diversity of Issues, Leadership, Achievements

UNIT 7: RELIGIOUS MOVEMENTS
Emergence, Overview of Religious Movements in India, Causes and Implications

UNIT 8: REFORM MOVEMENT
Emergence, Leaders of Brahmo Samaj, Arya Samaj, Prarthana Samaj, Impacts of Reform Movements in Society

UNIT 9: TRIBAL MOVEMENT
Overview of Tribal Movements in India, Prominent Tribal Movements: Emergence, Causes and Issues, Leadership, Implications

UNIT 10: DALIT MOVEMENT
Overview of Dalit Movement in India: Emergence, Causes, Leadership, Implications

UNIT 11: WOMEN MOVEMENT
Emergence, Issues, Legislation, Current Trends

UNIT 12: ENVIRONMENT MOVEMENT
Emergence of Environmental Movements in India, Prominent Environmental Movements in India, Issues behind the Movements

UNIT 13: STUDENTS MOVEMENT
Emergence, Indian Independence- an impetus to Student Movements, Issues, Leadership, Achievements, Current Trends

UNIT 14: IDENTITY MOVEMENT IN NORTH EAST INDIA
Emergence, Issues, Implications

Basic Reading List:
1) Agnihotri, I. and Vina Mazumdar. 1995. Changing Terms of Political Discourse: Women's Movement in India 1970s – 1990s. Economic and Political Weekly, 30(29): 1869 1879.
2) Altbach, Philip G. (1969). Turmoil and transition: higher education and student politics in India, Basic Books, University of Michigan.
3) Ambedkar, B.R. (1987). Writings and Speeches, Volume 3, Bombay: Government of Maharashtra.
4) Anjaneyalu, Y. (2004). Introduction to Environmental Science. BS Publications, Hyderabad, A.P. India.
5) Bakhurst, D., & Shanker, S. (2001). Jerome Bruner: Language, Culture, Self. Sage Publication

6) Buechler, Steven. (2011). Understanding Social Movements: Theories from the Classical Era to the present. Paradigm Publishers.

7) Charsley, Simon. (2004). "Interpreting Untouchability: The Performance of Caste in Andhra Pradesh, South India," Asian Folklore Studies, Volume 63, No. 2, Pp. 267–290.

8) Chatterjee, P. (2001). "On Civil Society and Political Society in Postcolonial Democracies," in Sudipta Kaviraj and Sunil Khilnani (eds.) Civil Society:History and Possibilities, Cambridge, Cambridge Press, Pp. 165–178.

9) Cunningham, W.P., Cooper, T.H., Gorhani, E and Hepworth, M.T. (2001). Environmental Encyclopedia, Mumbai: Jaico Publ. House.

10) Desai: A.R. (ed.). (1979). Peasant Struggles-in India, Bombay: OUP.

11) Dietrich, Gabriele. (1992). Reflections on the Women's Movement in India: Religion, Ecology, Development. New Delhi: Horizon India Books.

12) Eder, K. (1985). The new social movements: Moral crusades, political pressure groups, or social movements? Social Research 52: 869-901.

13) Gellner, David N. (ed.). (2009). Ethnic Activism and Civil Society in South Asia, New Delhi: Sage Publications.

14) Goodwin, J. (2001). No Other Way Out States and Revolutionary Movements. Cambridge University Press.

15) Guha, Amalendu. (1977). Planter Raj to Swaraj: Freedom Struggle and Electoral Politics in Assam: 1926-1947. New Delhi: ICHR.

16) Guha, Ranajit. (1983). Elementary Aspects of Peasant Insurgency in Colonisl India. Delhi: OUP.

17) Hardtmann, Eva-Maria. (2009). The Dalit Movement in India: Local Practices, Global Connections. Delhi: Oxford University Press.

18) Kaul, S.N. and Ashutosh Gautam. (2002). Principles of Environmental Studies. New Delhi: Daya Publishing house.

19) Kothari S. (1989). The Human Rights Movement in India: Crisis and Challenges. In: Forsythe D.P. (eds) Human Rights and Development. International Political Economy Series. Palgrave Macmillan, London.

20) Mazumdar, Vina. (1976). The Social Reform Movement in India: From Ranade to Nehru. In Indian Women from Purdah to Modernity. ed. B.R. Nanda: 41-66. New Delhi: Vikas.

21) Mazumdar, Vina. (ed.) (1979). Symbols of Power: Studies on the Political Status of Women in India. New Delhi: Allied Publishers.

22) Mazumdar, Vina and K. Sharma. (1979). Women's Studies: New Perceptions and Challenges. Economic and Political Weekly, 14 (3): 113-120.

23) Mazumdar, Vina. (2000). Political Ideology of the Women's Movement's Engagement with Law. Occasional Paper 34. New Delhi: Centre for Women's Development Studies.

24) McAdam, D. (1982). Political Process and the Development of Black Insurgency, 1930-1970. Chicago: University of Chicago Press.

25) Melucci, A. (1988). Social movements and the democratization of everyday life, in J. Keane (ed.) Civil Society and the State. London: Verso: 245-60.

26) Misra, Udayon. (2014). India's North-East: Identity Movements, State and Civil society. New Delhi: Oxford University Press.

27) Moore, E. C. (1913). The Liberal Movement and Missions. The American Journal of Theology Vol. 17, (No. 1).

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30) Rajimwale, A. (2001). History of student movement in India: Origins and development (1920-1947). New Delhi: Manak Publications.
31) Ray, A.K. (2003). 'Human Rights Movement in India: A Historical Perspective.' Economic and Political Weekly, August 9, 2003, p. 3411.
32) Rudolph, Lloyd I, Susanne Hoeber Rudolph and Karuna Ahmed. Student Politics and National Politics in India, Economic and Political Weekly, Vol. 6, No. 30/32, Special Number (Jul., 1971).
33) Shah, Ghanshyam. (2004). Social Movements in India: A Review of Literature. Sage Publication.
34) Singh, Kr. Suresh. (1983). Birsa Munda and His Movement, 1874-1901. A S Millenerian Movement in Chotanagpur. Calcutta: OUP.
35) South Asia Human Rights Documentation Centre (SAHRDC), A Step in the Right Direction, Tata McGraw Hill, New Delhi, 2000, p. 78.
36) Srinivas, M.N., A.M. Shah and B.S. Bavaskar, 'Kothari's Illusion of Secular Upsurge', Times of India, Letter to Editor, October 17, 1990.
37) Srinivas, M.N. (1962). Caste in Modern India and Other Essays. London: Asia Publishing House.
38) Srinivas, M.N. (1966). Social Change in Modern India. Berkeley and Los Angeles: University of California Press.
39) Thakurta, Paranjoy Guha; Shankar, Raghuraman. (2004). A Time of Coalitions: Divided We Stand. New Delhi: Sage Publications.
40) Thorat, Sukhadeo. (2009). Dalits in India: Search for a Common Destiny. New Delhi: Sage Publications.

DSC 18: Peace and Conflict Studies

Course Objectives:
The discourse on peace and conflict has had a long tradition manifesting itself in various dialogues and discussions in different religious and cultural milieus. However, as an academic field of study, peace and conflict studies could be said to have emerged in the Post-Second World War period and has since been gaining increasing ground, given the fact that the subject enables us to analyse the meaning of peace and identify the underlying causes of war and conflict in a most comprehensive and methodical manner in order that there could be a more peaceful and just world. The course "Peace and Conflict Studies" begins with a discussion on the meaning and nature of peace and conflict. The course then goes on to discuss various peace traditions in the world covering both western and eastern civilisations. The various aspects related to dynamics of war are also included in the course ranging from its meaning and approaches to the various types of war. The course then goes on to discuss various efforts at disarmament over the years. The meaning of peace movements and some important peace movements have also been discussed in the course. The course also throws light on the role of the UN with reference to collective security and peacekeeping operations. Significantly, the concepts of "culture of peace" and peace education have also been included in the course. The course then goes on to discuss some important techniques of bringing about peace in the form of conflict management, conflict resolution and conflict transformation. Various aspects of peace building and peace making and diplomacy and peace-making have been incorporated in the course. The course subsequently includes a discussion on the concept of human security involving the meaning of and the threats to human security. The course ends with a discussion on the ever relevant Gandhian approach to peace.

Learning Outcomes:
- The learners will be able to discuss the meaning and nature of peace and conflict and also explain the evolution of peace and conflict studies
- The learners will be able to familiarise themselves with the different peace traditions in the world involving both western and western cultures
- The learners will be able to explain the meaning of disarmament and arms control while being able to explain the efforts at disarmament after the First World War and the Second World War
- The learners will be able to discuss the some significant peace movements in the world
- The learners will be able to the role of the UN in terms of collective security and peacekeeping operations
- The learners will be able to discuss the concepts of Culture of Peace and peace education
- The learners will be able to explain important techniques of bringing about peace in the form of conflict management, conflict resolution and conflict transformation.
- The learners will be able to explain various aspects of peace building and peace making and diplomacy and peace making
- The learners will be able to become familiar with the concept of human security and discuss the various threats to human security.
- The learners will be able to discuss the Gandhian approach to peace.

UNIT 1: PEACE AND CONFLICT: MEANING AND NATURE

Peace: Negative Peace and Positive Peace; Conflict: Meaning and Types; Evolution of Peace and Conflict Studies

UNIT 2: PEACE TRADITIONS

Peace traditions in the western civilization; Peace traditions in eastern cultures

UNIT 3: WAR: MEANING AND APPROACHES

Meaning and Causes of War; Idealist Approach to War; Realist Approach to War; Marxist Approach to War; Concept of Just War

UNIT 4: WAR AND ITS TYPES

Conventional War; Limited War; Regional Conflicts; Nuclear War

UNIT 5: DISARMAMENT AND ARMS CONTROL

Meaning of Disarmament and Arms Control; Background of Disarmament, Disarmament efforts after the First World War, Disarmament through the League of Nations, Efforts towards Disarmament outside the League of Nations; Disarmament Efforts after the Second World War

UNIT 6: PEACE MOVEMENTS

Meaning of Peace Movements; Formation of American Peace Societies and London Peace Society, International Peace Congress; Mahatma Gandhi's Satyagraha Movement; Anti-Nuclear movement, Vietnam War Protests;

UNIT 7: ROLE OF THE UN: COLLECTIVE SECURITY AND PEACEKEEPING

Meaning of Collective Security, UN and Collective Security, UN and Peacekeeping Operations

UNIT 8: CULTURE OF PEACE

Meaning of Culture of Peace, UN and Culture of Peace; Peace Education

UNIT 9: CONFLICT MANAGEMENT, CONFLICT RESOLUTION

Conflict Management: Concept and Strategies; Conflict Resolution: Concept and Strategies

UNIT 10: CONFLICT TRANSFORMATION

Concept of Conflict Transformation, Approaches to Conflict Transformation

UNIT 11: PEACE BUILDING AND PEACE MAKING

Peace Making: Meaning and Methods; Peace Building: Meaning, Background and Strategies

UNIT 12: DIPLOMACY AND PEACE MAKING

Role of Diplomacy in peace-making; Confidence Building Measures (CBMs)

UNIT 13: HUMAN SECURITY

Meaning of Human Security, "Freedom from Fear" and "Freedom from Want" approaches to human security; Threats to Human Security

UNIT 14: GANDHIAN APPROACH TO PEACE

Gandhian Satyagraha and Sarvodaya; Gandhi's concept of the non-violent army or *Shanti Sena*

Basic Reading List:

1) Basu, Rumki. (1993). *The United Nations, Structure and Functions of an International Organisation*. First Edition, Reprint 2012, New Delhi: Sterling Publishers Private Limited.

2) BPSE-146 *Conflict Resolution and Peace Building* (IGNOU CBCS helpbook). Gullybaba Publishing House (P) Ltd;

3) BPSE-146 Conflict Resolution and Peace Building (IGNOU study material) available at eGyanKosh: BPSE-146 Conflict Resolution and Peace Building

4) Galtung, Johan (1996). *Peace by Peaceful Means- Peace and Conflict, Development and Civilization* . PRIO. SAGE Publications Ltd.

5) Gandhi, Mohandas K., (1957). *Non-Violence in Peace and War*. Vol. II, Ahmedabad: Navajivan Publishing House

6) Iyer, Raghavan, *The Moral and Political Thought of Mahatma Gandhi*, (New Delhi: Oxford University Press, 2005).

7) Jeong, Ho-Won (2000). *Peace and Conflict Studies : An Introduction (Studies in Peace and Conflict Research)*.

8) Lederach, John Paul. (1997). *Building Peace: Sustainable Reconciliation in Divided Societies*. Washington DC: US Institute of Peace.

9) MPSE-06 *Peace and Conflict Studies* (2018) (Based on IGNOU Syllabus for All Indian Universities). Gullybaba Publishing House (P) Ltd;

10) Webel, Charles and Galtung, Johan (ed.) (2007). *Handbook of Peace an Conflict Studies.* New York: Routledge available at www.mkgandhi.org/ebks/handbook-of-peace-and-conflict-studies.pdf

DSC 19/DSM 8: Ethnicity and Autonomy in North East India

Course Objectives:

The course "Ethnicity and Autonomy in North East India" is designed to offer a comprehensive idea about the society and politics of North Eastern region of India. The North Eastern region of India is diverse and this diversity makes the region unique. There are certain features and concerns that are common to all the eight states of this region. In this course the learners will be able to learn about different aspect and concerns related to the North Eastern region in detail. This course will discuss how the concept of Northeast India emerged. This course will also deal with the process of state formation in Assam. The process of state system of Assam during Ahom and British period and during post-independence will be discussed in this course. This course will also examine demographic composition of northeast India. This will discuss about the different racial, linguistic, religious composition in the region. This course will also provide a discussion on the hill politics of North East India with special reference to the 6th Schedule Councils (Karbi Anglong Autonomous Council in Assam, Lai Autonomous District Council in Mizoram) and Non 6th Schedule Councils (Tiwa Autonomous Council, Rabha Hasong Autonomous Council). This course will also examine the issue of immigration in North East India. This course will also discuss the concept of ethnicity and the intercommunity relation among different ethnic communities in the North Eastern region. This course will also discuss different autonomy movements undertaken by different ethnic groups in Assam. This course will also discuss the origin and development of insurgency in the region. This course will also discuss economic problem of North East India with reference to the problems of unemployment, infrastructure and industrialisation in the North Eastern region. This course will also examine development issues of North east India. Initiatives undertaken by various agencies like the North Eastern Council, The Ministry of Development of North Eastern Region (MDONER) and Look East and Act East policy to accelerate the development process in the region. This course will also analyse different dimensions of participation of women in the Freedom Movement, Assam Movement and Bodoland Movement. Political dynamics among the people belonging to tea garden community as well as Muslim politics in Assam will also be critically examined in this course.

Learning Outcomes:
- The learners will be able to understand how the concept of North East has emerged.
- The learners will be able to gain knowledge about the process of state system during Ahom and colonial period as well as state formation process in the post-colonial period in Assam.
- The learners will be able to gain knowledge about the demographic composition of North East India.
- The learners will be able to critically examine various dimensions associated with the Hill politics of North East India with reference to 6th Schedule and non 6th Schedule Autonomous Councils.
- The learners will be able to critically examine various dimensions associated with the issue of immigration, ethnic identity and identity politics, insurgency and autonomous movements in North East India.
- The learners will be able to raise their consciousness about the economic problems and development initiatives adopted by various state agencies in North East India.

- The learners will be able to know about the level of participation of women of Assam in the Freedom Movement, Assam Movement and Bodoland Movement.
- The learners will be able to critically examine political dynamics among Tea Garden Community in Assam as well as various dimensions Muslim Politics in Assam.

UNIT 1: THE CONCEPT OF NORTH EAST INDIA
Pre- Colonial, Colonial and Post-colonial

UNIT 2: PROCESS OF STATE FORMATION IN ASSAM DURING COLONIAL PERIOD
Ahom Kingdom; Chieftainship; Annexation of British; Administrative boundaries

UNIT 3: PROCESS OF STATE FORMATION IN ASSAM IN POST INDEPENDENT PERIOD
Creation of Different States and Autonomous Council

UNIT 4: DEMOGRAPHIC COMPOSITION OF NORTH EAST INDIA
Racial; Linguistic; Caste; Religious; Tribal Groups of North East India

UNIT 5: AUTONOMOUS COUNCILS IN NORTH EAST INDIA (6TH SCHEDULE AND NON 6TH SCHEDULE)
6th Schedule Councils: Karbi Anglong Autonomous Council in Assam, Lai Autonomous District Council in Mizoram; Non 6th Schedule Councils: Tiwa Autonomous Council, Rabha Hasong Autonomous Council

UNIT 6: ISSUE OF IMMIGRATION IN NORTH EAST INDIA
Immigrant Groups; Occupation; Consequences of Immigration; Insider vs Outsider Feuds

UNIT 7: ETHNIC IDENTITY IN NORTH EAST INDIA
Ethnicity: Meaning and Characteristics; Intercommunity Relationship and its Changing Nature; Ethnic Conflict

UNIT 8: AUTONOMY MOVEMENTS IN ASSAM
Autonomy: Meaning and Concepts; Demand for Sixth Schedule; Demand for Separate Homeland; Causes and Its Implications in Intercommunity Relations

UNIT 9: INSURGENCY IN NORTH EAST INDIA
Origin and Development of Insurgency in the Region; Major Insurgent Groups

UNIT 10: ECONOMIC PROBLEMS IN NORTH EAST INDIA
Unemployment, Infrastructure and Industrialisation

UNIT 11: DEVELOPMENT IN NORTH EAST INDIA
North Eastern Council (NEC); the Ministry of Development of North Eastern Region (MDoNER), Look East and Act East Policy

UNIT 12: POLITICAL PARTICIPATION OF WOMEN WITH SPECIAL REFERENCE TO ASSAM

Role of Women in Freedom Movement in Assam, Political Participation of Women In popular movements in Post-Independence Period (Assam Movement, Bodoland Movement)

UNIT 13: POLITICAL DYNAMICS AMONG TEA GARDEN COMMUNITY IN ASSAM

Background, Political mobilisation among Tea garden community of Assam

UNIT 14: MUSLIM POLITICS IN ASSAM

Origin of Muslim community in Assam; Muslim migration; Political mobilisation of Muslims; rise of AIUDF

Basic Reading List:

1) Ahmed U Joynal. (2007). Industrialization in North-Eastern region. New Delhi: Mittal publication.
2) Barpujari H.K. (1992) The Comprehensive History of Assam, Publication Board Assam, Vol.2; Guwahati.
3) Baruah Sanjib (1999) Indian Against Itself, Oxford University Press, New Delhi.
4) Baruah, Sanjib, 2005, *Durable Disorder: Understanding the Politics of North East India*, New Delhi: Oxford University Press.
5) Bhaumik, S. (2009). Troubled Periphery: The Crisis of India's North East. New Delhi: SAGE.
6) Bordoloi, B. N., 1990, *Constraints of Tribal Development in North-East India,* Guwahati: Tribal Research Institute.
7) Fernandes, Walter and Gita Bharali, 2011, *Uprooted for whose benefits-Development induced displacement in Assam-1947-2000,* Guwahati: North Eastern Social Research Centre.
8) Fernandes, Walter and Sanjay Barbora, 2008, Tribal Land Alienation in the Northeast; An Introduction: An Introduction in Walter Fernandes and Sanjay Barbora (ed) *Land, people and politics: Contest Over Tribal Land in Northeast India*, Guwahati and Denmark: North Eastern Social Research Centre and International Workgroup for Indigenous Affairs, pp 1-15.
9) Goswami, Atul; August, 1984; Tribal Development with special Reference to North-East India in *Social Scientist* ; vol12, no8; pp 55-60.
10) Hussain, Monirul, 2008*, Interrogating Development: State, Displacement and Popular Resistance in North East India*, New Delhi: Sage Publication.
11) Karna, M. N. 1990, The Agrarian Scene in *Seminar*, vol 366, pp 30-37.
12) Karna, M.N., 1999, Ethnic identity and Socio-economic Processes in North-east India in Kailash S. Aggarwal edited *Dynamics of Identity and Intergroup relations in North-east India,* IIAS-Shimla, pp29-38.
13) Shah, Ghanashyam. (1990). Social Movements in India. New Delhi: Sage publications.

Learning Objectives:

The course entitled "Gender and Politics" is designed to help the learners to have an understanding of various important issues associated with gender, society and politics. This course will make the learners familiar with the basic concepts of gender and patriarchy. It will discuss the meaning and nature of gender and patriarchy and forms of patriarchy, distinction between gender and sex and issues of gender discrimination. Feminism as a movement has assumed its present shape by way of its evolution through various phases. This course will look into the history and development of feminism with reference to the first, second, third and fourth waves of feminism. A number of theories have been formulated whereby the concept of feminism is sought to be explained through particular standpoints. Accordingly, this course will discuss various theories of feminism, such as Liberal Feminism, Marxist Feminism, Socialist Feminism, Radical Feminism, Cultural Feminism, Eco Feminism, Postmodern Feminism, Multicultural Feminism and Global Feminism. It is very important to examine position of women in the family and in society. Family is the primary unit of the society. Position of women in the family reflects the position of women in the society. Relationship between family and women, power structure of family, position of women in the family, property rights will also be analysed in this course. Gendered division of work is another important topic of discussion in the gender studies. Issues of productive and reproductive labour, paid and underpaid work have emerged as matter of great concern for the contemporary scholars and this course will also examine these issues. Empowerment is one of the important ways through which the position of women can be uplifted to a great extent. The concept of empowerment refers to the process of strengthening oneself to be more potential and powerful to guide himself or herself for a good life and to claim his or her rights to lead a good life. The concept of empowerment of women is related to gender equality. To ensure women empowerment, equality must be established between men and women. Accordingly, this course will focus on the concept of gender empowerment, political empowerment of women and the present scenario of political empowerment of women across the world and various issues related to political empowerment of women in India will also be highlighted. Along with political empowerment, the significance of economic empowerment for women and the initiatives adopted in India for the same will also be discussed in this course. This course will also discuss the women's movement that took place in India during colonial and in the post-colonial period. One major problem faced by women across the world is violence of various forms. Violence against women is a serious crime which violates basic dignity of human being. This course will examine various causes of violence against women, forms of gender based violence and will try to offer possible solutions to this problem. In the contemporary time media (of various forms) represents and reflects the true picture of the society. Therefore, representation of women in the media is a very crucial issue and this course will also examine this topic. This course will also discuss the role of women in civil society with special reference to North East India. Contemporary concerns of gender studies, like issues of LGBTQ will also be analysed in this course.

Learning Outcomes:

- The learners will be able to understand the concepts of gender and patriarchy.
- The learners will be able to gain holistic knowledge about feminism, its evolution with reference its various waves.

- The learners will be able to critically examine various theories and perspectives to look into the topic of feminism, such as- Socialist Feminism, Liberal Feminism, Radical Feminism, Marxist Feminism, Cultural Feminism, Eco Feminism, Postmodern Feminism, Multicultural Feminism and Global Feminism.
- The learners will be able to examine the position of women in the family and society.
- The learners will be able to raise their consciousness about the various aspects associated with the issue of gendered division of labour.
- The learners will be able to analyse the significance of political as well as economic empowerment in the lives of women and present scenario in India in this regard.
- The learners will be able to discuss movements for women's rights in India during colonial and post-colonial period.
- The learners will be able to raise their consciousness and voice against one of the major problems of the society, i.e. violence against women that occur in public as well as private spheres.
- The learners will be able to critically examine the issues related to representation of women in media and its consequences.
- The learners will be able to know the role played by women in the civil society and their contribution towards strengthening with special reference to North East India.
- The learners will be able to raise their consciousness about some of the very crucial issues (related to gender studies) of contemporary world, like the LGBTQ.

UNIT 1: GENDER AND PATRIARCHY
The concept of Gender and Patriarchy, Approaches to understand the distinction between sex and gender, What is Gender discrimination

UNIT 2: FEMINISM
What is Feminism, Different waves of Feminism

UNIT 3: THEORIES OF FEMINISM - I
Socialist Feminism, Liberal Feminism, Radical Feminism, Marxist Feminism

UNIT 4: THEORIES OF FEMINISM - II
Cultural Feminism, Eco Feminism, Postmodern Feminism, Multicultural Feminism, Global Feminism

UNIT 5: POSITION OF WOMEN IN SOCIETY
Women and Kinship: Matrilineal vs Patrineal System; Position of women in Family: Joint and Nuclear family, Position of women in family; Women and Marriage: Types of marriages in India, Dowry vs Bride price, Property Rights

UNIT 6: UNDERSTANDING WOMEN'S WORK AND LABOUR
Sexual Division of Labour, Productive and Reproductive labour, Visible - invisible work – Unpaid (reproductive and care), Underpaid and Paid work.

UNIT 7: POLITICAL EMPOWERMENT OF WOMEN: GLOBAL PERSPECTIVE
What is empowerment? Global Scenario regarding Political Empowerment of Women

UNIT 8: WOMEN'S MOVEMENT IN INDIA
Struggles for women's right in the Colonial and Post colonial period,

UNIT 9: POLITICAL EMPOWERMENT OF WOMEN IN INDIA
Significance of Political Empowerment in the lives of women; Measures adopted in India to ensure political empowerment of women; Challenges in the way of political empowerment of women

UNIT 10: ECONOMIC EMPOWERMENT OF WOMEN
Importance of Economic empowerment in the lives of women; Measures adopted in India to ensure economic empowerment of women; Challenges in the way of economic empowerment of women

UNIT 11: VIOLENCE AGAINST WOMEN
Masculinity and Violence; Various agencies and factors that contributed towards violence against women; Types of violence: Intimate Partner violence, Domestic Violence, Marital Rape, Sexual Harassment at workplace; Measures to stop violence against women

UNIT 12: MEDIA AND WOMEN
Representation of women in Media

UNIT 13: WOMEN AND CIVIL SOCIETY
Role of Women in civil society and deepening of democracy; Role of various women's organisation in North East India

UNIT 14: CONTEMPORARY CONCERNS
The Sexual Subaltern and Theoretical Advancements: LGBTQ

Basic Reading List:

1) Agarwal, M.(Ed.) (2013). *Women Empowerment and Gender Equality.* New Delhi: Kanishka Publishers, Distributors.
2) Arora, N.D.& Awasthy, S.S. (2004). *Political Theory*. New Delhi: Har Anand Publications Pvt. Ltd.
3) Beauvoir, Simone de. (2015). *The Second Sex*. New Delhi: Vintage Classics, India.
4) Bhasin, Kamla. (2003). *Understanding Gender*. New Delhi: Kali for Women.
5) Bhasin, Kamla. (1993). *What is Patriarchy?* New Delhi: Kali for Women.
6) Biju, M. R. (2006). *Women's Empowerment: Politics and Policies*. New Delhi: Mittal Publication.
7) Brush, L.D. (2007). *Gender And Governance*. Jaipur: Rawat Publication.
8) Chatterji, S.A. (1997). The Indian Women's Search for an Identity. New Delhi: Vikas Publishing House.
9) Chaudhuri, Suchetra Sen. (2004). *The Bodo Movement Women's Participation*. New Delhi: Mittal Publication.
10) Derrienic, Jean-Pierre (1972). Theory and ideologies of violence, in Journal of Peace Research, Vol 9

11) Hust, E. (2004). *Women's Political Representation And Empowerment In India: A Millions Indiras Now?* New Delhi: Manohar Publication.
12) John, E. Mary. (2008). *Women's Studies in India, A Reader.* New Delhi: Penguin India.
13) Jhunjhunwala, B. & Jhunjhunwala, M. (2004). Indian Approach To Women's Empowerment. Jaipur: Rawat Publication.
14) Menon, Nivedita. (2012). *Seeing like a Feminist.* New Delhi: Penguin India.
15) Menon, Nivedita and Nigam, Aditya. (2007). *Power and Contestation.* New Delhi: Zed Books Ltd.
16) Mohanty, Bedabati. (2005). *Violence Against Women*. New Delhi: Kanishka Publishers.
17) Naidu, Y. Gurappa. (2011). *Violence Against Women in India*. New Delhi: Serials Publications.
18) Pandey, A.K. (2002). Emerging Issues in Empowerment of Women. New Delhi: Anmol Publication Pvt. Ltd.
19) Pani, S.P. and Pani, N. (ed) (2010). Essays on Contemporary Gender Issues. New Delhi: Hirmoli Press Publication.
20) Parida, Subhas C., and Nayak, Sasmita. (2009). *Empowerment of Women in India.* Delhi: Northern Book Centre.
21) Prata, Ndola. Fraser, Ashiley. and Upadhya, Ushma. (2017). *Women's Empowerment and Family Planning: A Review of Literature.* Cambridge: Cambridge University Press.
22) Roy, K.(1999). Women in Indian Politics. Delhi: Rawat Publication.
23) Sarkar, I. (2008). *Women in Changing Society*. New Delhi: Serials Publication.
24) Seymour. Susan, Mukhopadhyay, Chapnick Carol. (1994). *Women, Education and Family Structure in India.* Cambridge: US: Westview Press.
25) Sinha, Niroj. (2000). Women Participation in National Freedom Struggle, in Noroj Sinha (ed), *Women in Indian Politics.* New Delhi: Gyan Publishing House.
26) Srivastav, V.P. (2005). *Handbook on Crime against Women*. Indian Publication.
27) Sumanlata (2010). Towards Empowering Women: Views And Reviews. New Delhi: Akansha Publishing House.
28) Thakur, Anil Kumar and Rahman, R. (2009). *Women Entrepreneurship*. New Delhi: Deep & Deep Publication.
29) Tilly, Louise. Scott, W Joan. (1989). *Women, Work, and Family.* UK: Psychology Press.
30) Verma, R.B.S., Verma, H.S. and Hasnain, N. (ed) (2007). Towards Empowering Indian Women: Mapping Specifics of Tasks in Crucial Sectors. New Delhi: Serials Publications.
31) Yadav, Hridari R. (2015). *Women Empowerment: History, Policy and Legislation Volume I*, New Delhi: Concept Publication.

Details of Faculty Members assigned with the responsibility of Course Coordinators

Sl No	Name of Course	Name of Coordinator/ Coordinators	Designation/ Discipline
1	Political Theory (Part A)	Dr. Abhijit Bhuyan and Dr. Jahnabi Devi	Assistant Professor, Political Science
2	Political Theory (Part B)	Dr. Abhijit Bhuyan and Dr. Jahnabi Devi	Assistant Professor, Political Science
3	Indian Political System (Part A)	Dr. Abhijit Bhuyan	Assistant Professor, Political Science
4	International Politics (Theory)	Dr. Jahnabi Devi	Assistant Professor, Political Science
5	Public Administration (Theory)	Dr. Abhijit Bhuyan	Assistant Professor, Political Science
6	Indian Political System (Part B)	Dr. Bipul Das	Associate Professor, Political Science
7	Contemporary International Politics	Dr. Abhijit Bhuyan	Assistant Professor, Political Science
8	Public Administration in India	Dr. Abhijit Bhuyan	Assistant Professor, Political Science
9	Select Political Systems (UK and USA)	Dr. Jahnabi Devi	Assistant Professor, Political Science
10	Select Political Systems (Switzerland and China)	Dr. Jahnabi Devi	Assistant Professor, Political Science
11	Contemporary Issues in World Politics	Dr. Bipul Das and Dr. Jahnabi Devi	Associate Professor and Assistant Professor, Political Science
12	Political Sociology	Dr. Gargi Gayan	Assistant Professor, Sociology
13	Political Thinkers I	Dr. Bipul Das	Associate Professor, Political Science
14	Political Thinkers II	Dr. Bipul Das	Associate Professor, Political Science
15	Politics in Assam	Professor Joydeep Baruah	Professor, Economics
16	Human Rights	Dr. Jahnabi Devi	Assistant Professor, Political Science
17	Social Movements	Dr. Gargi Gayan	Assistant Professor, Sociology
18	Peace and Conflict Studies	Dr. Abhijit Bhuyan	Assistant Professor, Political Science
19	Ethnicity and Autonomy in North East India	Dr. Abhijit Bhuyan and Dr. Jahnabi Devi	Assistant Professor, Political Science
20	Gender and Politics	Dr. Jahnabi Devi	Assistant Professor, Political Science

KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY

Guidelines for Seminar Paper Presentation

Four-Year UG Programme in Political Science

Introduction

Under the Four-Year UG Programme in Political Science, you will need to present a Seminar paper in your seventh semester. You can choose any relevant topic for presentation. Or you can also take help of Section IV of Annexure IV to choose a relevant topic for your seminar paper.

Traditionally, a seminar paper will consist of four major sections: (1) Introduction; (2) Background; (3) Analysis; and (4) Conclusion. This section contains a brief outline to follow, but each subsection is examined in detail in the subsequent pages.

General Structure of a Seminar Paper

1. Introduction: Here, you need to set out the "Crux" of the Paper. Your major tasks include:

- Introduce and note why the topic is important.
- Briefly summarize necessary background information. State your thesis
- Convey your organization of the paper -- (i.e., "roadmap").
- Tell the audience what your paper will show and in what order.
- If you can concisely summarize your research and outline the arguments of your paper, then odds your audience will be able to follow your analysis.

2. Background: Here, you need to orient your audience towards your research area. Major tasks are:

- Describe the genesis of the subject
- Describe the changes that have occurred during its development.
- Explain the reasons for the changes
- Describe where things are now (You may also want to indicate the reasons for further change).

3. Analysis: Here, you need to explain the thesis/main argument of your paper. Here, you need to do:

- Large-Scale Organization: This follows the following tasks:

  (a) Discuss the major issues;

(b) Separate issues and sub-issues

(c) Order issues logically

- Small-Scale Organization: This follows the following tasks:

(a) Introduce and conclude on each issue

(b) Present your arguments and rebut opposing arguments

(c) Use organizational paradigms where appropriate

4. Conclusion: Here your agenda include:

- Restate the thesis of the paper
- Summarize major points
- If you chose to use a hypothetical in your introduction, revisit the hypothetical to "tie-up" your paper.

Certain Key Points

- Always preserve a copy of your Seminar paper duly signed by your Centre Coordinator and a Certification of Presentation from him/her. The University may also ask a copy of that report as and when required.
- You may be asked to present your Seminar paper either at the University Headquarters/or at any assigned place face to face or through online mode.
- Seminar Report must be typed in Computer. Report May be printed on both sides in standard A4 size papers with 1.2 inch margins on both left and right sides and 1 inch margins on top and bottom. Page numbers must be maintained throughout.
- The Presentation Room must be well organised with a banner of the Seminar on the background.
- Insist your study centre to maintain video recording of the presentation session and obtain a copy of your particular session. Alternatively, you can record a video of the presentation yourself and keep a copy until declaration of your Final semester Results. . The University may ask this Video at any point of time.

Guidelines for Project/Dissertation

Four-Year UG Programme in Political Science

Section I: Introduction

Section I: Introduction

Under the Four-Year UG Programme in Political Science, you will need to complete a project/dissertation in your eighth semester. Project/Dissertation Work is an application-oriented academic activity that seeks to hone your theoretical and quantitative abilities through their application in the light of the theoretical information obtained while going through the different types of UG courses. This Project/Dissertation work consist of 8 credits, requiring you 240 hours of study and work.

Dear learners, please note that you need to take this task seriously and with all sincerity because of three basic reasons. First, this course provides you ample scope to apply your theoretical understanding on socially relevant issues. Second, this course carries the highest credits among all your courses in the programme. Thus, this course can help you achieve a better, higher grade in the programme. Finally, this project/dissertation activity provides you a scope to acquire research skills. This will ultimately help you undertake a career/study in research in near future.

In undergoing the Project/Dissertation work, you can take up a theoretical issue, or any socially relevant issues that you may have come up during your study. It is expected that along with the theoretical understanding of the issue, you try to formulate a detail research proposal. For doing this, you can take help of the course "Research Methodology" that you have come across in the seventh semester. Also try to utilise the analytical skills you have so far acquired from the various courses. In brief, it is a method of applying the information acquired via various courses to the difficulties and concerns raised by daily socio-political occurrences. We have listed certain topics of Project/Dissertation for your guidance only. You need not select these topics only. The list will help you to choose an appropriate topic. You need to write your Project/Dissertation Report either in English or Assamese.

Most importantly, you should note that the Project/Dissertation Work undertaken should be authentic and should contribute towards the development and growth of the subject. It is mandatory that you submit the report in originality and you must not submit it earlier for any other purpose. The University will also check all the Project/Dissertation Report with high-end Plagiarism-Check Software. Thus, you should also note that if it is found that the Project/Dissertation Work undertaken does not appear to be authentic or does not contribute towards the growth of the subject or it has been merely copied from some sources, the University has the right to out rightly

reject the Project/Dissertation Work without offering any explanation. In that case, you will be awarded zero. Group projects are not allowed. If it is found that the subjects/chapters/contents of the projects of two learners are matching, then both the project will be rejected and Zero mark will be awarded to both.

Presentation Style: You need to follow the Presentation Style in the layout of your Project/Dissertation Report as mentioned in Section II of this Guidelines. Additionally, in Section III, we have provided certain Guidelines/Tips to help you do your Project/Dissertation more effectively.

Citation and Referencing Style in Project/Dissertation: Writing of Project/Dissertation Report is one of the research work. So, you need to follow particular style of citation and referencing. The University follows that APA 7 Citation Style published by the APA (American Psychological Association). A link for downloading a brief APA Citation Guide has been attached below.

Role of your Project/Dissertation Guide: Your project/dissertation guide should be well versed in the subject area, which will help you in designing the questionnaire deciding the size of sample, procedure for data collection, tabulation and analysis. You must discus your project/dissertation design with your guide before the start of your work and also again if necessary at the writing stage and finally at the stage of editing the report. You should show your guide the draft project report before it is finalized for submission.

Eligibility of a Project/Dissertation Guide
- Faculty (From the University/Degree College)/Course Coordinator/Academic Consultant/ Counsellor having relevant teaching experience.
- Professionals holding Masters' degree in the respective field or allied disciplines having a minimum of 5 years of experience in the relevant area.
- If you are taking the help of a Teacher/Professional apart from the faculties engaged during the counselling sessions at your study centre, then the Teacher/Professional's bio-data is to be approved by the respective Course Coordinators. The bio-data should contain the teaching/work experience, area of specialization, Research publications and experience in guiding the project work.

Certain Key Points
- Always preserve a copy of the Report with you with all due signatures in originals. This may be required for your future academic/research/job purpose. Secondly, the University may also ask a copy of that report as and when required.
- You may be asked to present your Report either at the University Headquarters/or at any assigned place face to face or through online mode.

- Project/Dissertation Report must be typed in Computer. Report May be printed on both sides in standard A4 size papers with 1.2 inch margins on both left and right sides and 1 inch margins on top and bottom. Page numbers must be maintained throughout. The Title/Acknowledgement/ Content pages, should be numbered in Roman letters (i, ii, iii etc…) while the main body part must be numbered in standard (1,2,3, ….) format. Annexures should be included at the End and should also be numbered in Roman letters (i, ii, iii etc…)

Section II: Project/Dissertation Performa

Cover Page: The cover page on the spiral bound copy of the report should indicate the following:
- The title of the report. It should be short and written in capital letters. If necessary, it should be followed by an explanatory sub-title.
- Your name and enrolment number/ Exam roll no /year of examination.
- Name and designation of the faculty member/ Coordinator/ Academic Consultant who has guided you.
- Name and designation of the person of the organization who has guided you.

PROJECT REPORT/DISSERTATION

On

"   *Topic Name*   "

SUBMITTED TO

KRISHNA KANTA HANDIQUI STAE OPEN UNVERSITY

IN

PARTIAL FULLFILLMENT OF THE

FYUG IN POLITICAL SCIENCE

(YEAR)

by

Name : ……………………………………

Enrollment No…………………………………

Study Centre Code:

Under the Guidance of

Name of Internal Guide / External Guide

Designation

KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY.

Guwahati, Assam

Certificate of the Guide/ Supervisor (Format)

<div style="border:1px solid;">

<u>Certificate of the Guide/ Supervisor</u>

Mentor / Guide Name:

Designation:

This is to certify that the project report entitled "_____" has been prepared by Ms./Mr. _____ bearing enrolment number _____under my supervision and guidance, for the partial fulfilment of FYUG in Political Science of Krishna Kanta Handiqui State Open University. His/her field work is satisfactory.

Date: **Signature of Guide**

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Certificate of the Study Centre Coordinator/ Academic Consultant of Study Centre

<div style="border:1px solid;">

<u>Certificate of Study Centre Coordinator/ Academic Consultant</u>

Coordinator/ Academic Consultant's Name:

Designation:

This is to certify that the project report entitled "_____" has been prepared by Ms./Mr. _____ under the guidance of Dr./ Sri/Mr./Ms._____, for the partial fulfilment of FYUG in Political Science programme of Krishna Kanta Handiqui State Open University. His/her field work is satisfactory.
.

Date: **Signature**

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Acknowledgement: The learner should provide an acknowledgement of the help received from Supervisor, other teachers, Libraries and any other organizations/ source/ person. One may also acknowledge assistance from family members, friends and others. The learner has to put his / her signature and the Enrolment No. at the end of the acknowledgement.

Self-Declaration by the Learner: The learner has to make the following declaration:

Table of Contents:

Also called INDEX, the Table of Contents should provide the title of all chapters (with page numbers) major subdivisions and appendices. The table should also indicate the commencing page numbers of the preface, the bibliography appendices & annexure.

Main Report:

Your main report should follow the chapter scheme you had indicated in your synopsis. Generally, the sequential presentation should be as follows:

- **Chapter-I: Introduction of the problem:** This chapter should provide a background of the problem and what is proposed to be investigated. The significance of the problem, the objective and the scope of the study and the contribution and impact your study will make should be elaborated. A brief description of the organization where you have conducted the project should be provided.

- **Chapter-II: Theoretical Perspective/ Origin of the problem**: This chapter should give an overview of the theoretical concepts related to the problem under study. You should refer to the current status of research in the area and major finding(s) thereof. These should bring out the necessity for a study of the kind you have undertaken and the approach you intend to follow.

- **Chapter-III: Methodology, Scope, Limitations:** This chapter should describe in detail the steps followed in completing the study. If you have done a sample survey, the basis of sampling its size etc. should be discussed. The sources of primary and secondary data must be stated and the way

you have processed the data should be elaborated. You can also describe the scope and limitations of your study.

- **Chapter-IV, V, VI .... Discussion/Body of the Report/Conclusion:** Presentation of the relevant data and analysis and discussion thereon from the main body of the report. After you define your research problem clearly and definitely, before you start the report, decide on the main theme of your report; which of the findings are significant, which are peripheral? Develop your argument logically to build your theme, presenting data wherever necessary. Decide the distribution and the number of chapter required; keep appropriate balance in the size of the chapter, and avoid uneven coverage. Only include those parts of a table in the chapter which are relevant to the arguments, the details can be in the appendix. Spend more time on the central issues, giving them importance, clarity and emphasis. All issues if treated in the same manner will dilute a report.
- **Appendices and Annexure:** Appendices are listed alphabetically e.g. Appendix A, Appendix B, etc. and contain the table and data collection for the study. They are not included in the main chapters but referred to in the discussion and interpretations. Appendices are placed after the last chapter on summary conclusions.
- Annexure are numbered numerical e.g., Annexure II etc. and contain such supporting information which though not collected as primary and secondary data, yet is relevant in discussion and for easy reference.
- **References:** references can be mentioned either at the bottom of the appropriate page where these are referred or at the end or each chapter. If this has not been done, a third alternative is to list them at the end of the report immediately after the appendices / Annexure.
- **Bibliography**: A bibliography is a list of published sources consulted during the course of project work and normally includes all work listed in the text and text notes. The bibliography can be listed in alphabetical order or split into two separate list each covering books and articles.

Section III: A Guide to Organising the Contents of Project Report /Dissertation

1. The Title of the Study: A single sentence describing the inquiry should be in the title. The title is frequently used to refer to the independent and dependent variables. Thus, descriptive names such as Political Awareness among the Women in Assam/North East India, or Impact of Communalism in Democracy, Problem and Prospects of Open and Distance Learning in Assam, etc. would be suitable. Avoid titles that imitate newspaper headlines (e.g., "Current Budget Proposals"); a formal report is not a journalistic assignment. Bear in mind that your reader will first notice the title of the report and will want

to know if the report is relevant to his or her research interests. Your project/dissertation title should be a short yet accurate description of the report's content. Avoid using terms such as "a research into…" or "an experiment to discover…" in the opening of your title. Not only are such sentences redundant and contribute nothing to the text, they also reflect sloppy thinking. The phrase "title" is not acceptable as the initial word in a title. The reader will identify it as the title due to its placement.

2. The Abstract of the Study: The abstract describes your entire work in a single paragraph. A short overview of the goal and approach should be provided, as well as sections on the findings and discussion. Exclude detailed information such as statistics and statistical test names from this section. Aim for a length of maximum 150 words for your abstract. The abstract is the second thing a reader sees after the title, and it may be the only thing they see. As such, it should give a comprehensive yet brief overview of the whole report, allowing readers to decide whether to continue reading or not. As a general rule, write four short lines describing (1) why you did it, (2) what you did, (3) what you discovered, and (4) what you concluded. Write the abstract once you have completed the body of the report. You may struggle to write a succinct abstract in a single session. Perhaps it is more convenient to start with a lengthier version and then shorten it.

3. Introduction to the Study: To begin, you should defend the study you're addressing. This implies that after reading the introduction, the reader should be able to deduce the subject of your Report. Simultaneously, your introduction should explain to someone who is not an expert why you did this study. As a consequence, the introduction will begin with a general framework and go to the study's specific reasoning and objectives. Typically, this section will include an overview of prior work in the subject, as well as an explanation of the theoretical or practical motives for doing the study. The following is an example of an effective content sequence for an introduction:

- Describe and identify the subject you wish to research, and, if necessary, justify its fascination and/or significance.
- Describe previous work (and may be your own) that relates to the subject at hand.

Justify your previous work's inadequacy. It might have methodological problems, or there could be need for extension of previous work, or this could be the first time it has been reproduced, or you could be comparing the sufficiency of various theories. (If the previous work is complete, error-free, and has been repeated several times, or if the best hypothesis is known, further research is unnecessary.) Justifications for why previous work was inadequate should logically lead to the study you did. You are not need to go into detail here, but it should be obvious how the most recent work resolves open theoretical issues, corrects past research's mistakes, and/or enhances our present understanding.

What are your expectations for the result of your study, and why? Complete this section by describing your study hypothesis/research questions (what you expect will happen based on your theoretical framework and/or the constraints of previous studies). If you are performing more exploratory

research and are unclear about the conclusion, briefly describe the study's aims and desired outcomes. This final paragraph of the introduction is critical to the study's and report's comprehension. If this part is well-defined, discussing and evaluating the outcomes will be lot easier. Ascertain the relevance of your theories to the essay's main body. Your theories do not have to be enumerated or bulleted.

4. Methodology of Research: Rather of being a standalone part, the method section should ideally be divided into the following five or so subsections. In the approach section, you describe the steps you used to acquire your data. This portion of your Project/Dissertation Work should include sufficient detail to enable the reader to reproduce the experiment. If you're not very much sure about the research methodology, read over a journal paper on your subject to try to get insights to their research approaches. Mention your use of research tools in this section. It is desirable that you present a Review of Research Methods from earlier studies here.

5. Chapter Plan: Based on your chapter plan, organise the main body of the Project/Dissertation in a systematic way. Try to organise your body in a way like there is a continuity of flow throughout the discussion.

6. Findings and Discussions: Begin by outlining the actions you took to process the data. This implies that you must explain how you arrived at your scores through the aggregation of each participant's replies. For example, if each participant has completed 40 questions and you are more interested in the total percentage of right answers than (or in addition to) the performance on each individual question, you should specify as such. You must defend your choice to exclude particular data (i.e., provide a "exclusion criterion").

Whenever appropriate, utilize descriptive statistics to provide a clear, brief overview of the data. In a basic experiment, this is generally achieved by including the means and standard deviations for each condition in the text that follows the data treatment. Frequently, descriptive data is provided in a table as part of a more in-depth investigation (with numerous dependent measures or three or more conditions). When presenting descriptive data, graphs typically outperform tables or text. This is commonly used to demonstrate a sequence of events or to convey a complicated pattern of information (e.g., an interaction between two variables).

Each table and figure should be assigned a unique number and captioned with information about the variables, circumstances, and units of measurement. Additionally, verify that the axes are labelled appropriately. Additionally, if a graph or table is utilised, it must be cited within your Project Work's body. In other words, your reader should understand when you're about to utilise a figure or table.

Never copy and paste the output of a statistical software into your report. Always assess what information is pertinent and important and then communicate it without repetition in the most efficient manner possible.

In your results section, use the same descriptive labels that you did in your technique section. This will be beneficial to your reader.

7. Conclusions and Policy Implications: To end the discussion, it is desirable that you draw certain important conclusions of the study and based on those you can also offer certain policy measures or discuss the policy implications of your findings. Here, you can also highlight certain limitations you faced during your study or point out certain future directions of research on the area.

8. **Typing Instructions:**
   - The cover page and certificate page should not have any numbering. Numbering of the pages may start from the next page of the content page.
   - The Type Font should be Arial. For general continuous texts, Font Size: 11. The major Section should be typed with Title Case bold letters with Font Size 12.
   - The project report should be typed in double line space. It should be printed on one side only and should be spiral bound.

Section IV: Certain Areas of Research for Your Project/Dissertation

We are providing here certain areas of research for your Project/Dissertation. Please note that you don't have to necessarily choose exactly any of these topics. These are meant to help you come out with an appropriate topic only.

1) Relevance of Open and Distance Learning (ODL)
2) Use of ICT in ODL Institutions
3) Relevant Socio-Political Issues
4) Environmental Issues
5) Gender Studies, Women Empowerment
6) Role of Civil Society
7) Culture and Tradition of our Society
8) Peace and Conflict Studies
9) Challenges to Democracy
10) Role of Supra-National Organizations

11) Impact of Health Expenditure on the Household Level Income/Standard of Living in Assam/North East India.

12) Impact of MGNREGA on Labour market in Assam/North East India

13) Environmental pollution and its impact on the Social Cost/Health

14) Characteristics of Entrepreneurs and their Effect on Entrepreneurial Profitability

15) Industrial growth trend in Assam/North East India

16) Woman empowerment through political participation in Assam/North East India/ India.

17) Political Influences on Monetary and Fiscal Policy

18) Globalization and its impact on National/Regional/State Polity

Common Basket of Interdisciplinary Courses (IDC), Ability Enhancement Courses (AECs). Value Added Courses (VACs) and Skill Enhancement Courses (SECs)

List of Courses Semester-wise

Semester	Course Type	Course Name
I	**IDC** (any one course needs to be selected from the basket)	101 Functional Assamese* *(open to all except those with Assamese as major or minor)*
		102 Reading and Writing Skills*
		103 Media Studies*
		104 Distance Education *(open to all except those with Education and Sociology as major or minor)*
		105 Constitution of India *(open to all except those with Political Science as major or minor)*
		106 Economy of the North East India *(open to all except those with Economics as major or minor)*
		107 Understanding Indian Society *(open to all except those with Sociology as major or minor)*
		108 Introduction to Indian History *(open to all except those with History as major or minor)*
	AEC	101 General English*
	VAC	101 Environmental Studies and Disaster Management*
	SEC (any one Course only)	101 Office Management*
		102 Organic Farming*
		103 Introduction to Geo-informatics*
II	**IDC** (any one course needs to be selected from the basket)	201 Select Assamese Literary Texts*
		202 General Principles of Writing*
		203 Environmental Education *(open to all except those with Education as major or minor)*
		204 Issues in Development Communication*
		205 Perspectives on Indian Economy *(open to all except those with Economics as major or minor)*
		206 Introduction to Ethics *(open to all except those with Philosophy as major or minor)*
		207 Understanding Social Problems *(open to all except those with Sociology as major or minor)*
		208 Introduction to History of Assam *(open to all except those with History as major or minor)*
	AEC (any one Course only)	201 MIL Assamese*
		202 Alternative English*
		203 MIL Bengali*
		204 MIL Hindi*
		205 MIL Bodo*
	VAC	201 Introduction to Yoga*
	SEC (any one Course only)	201 Tea Cultivation and Management*
		202 Electricity and Electrical Wiring*

III	**IDC** (any one Course needs to be selected from the basket)	301 English for Professional Studies*
		302 Economics of Education* *(open to all except those with Education as major or minor)*
		303 Business Communication and Media Management*
		304 Understanding North East India *(open to all except those with Sociology s as major or minor)*
		305 Rural Development in India *(open to all except those with Economics as major or minor)*
		306 Essentials of Indian Philosophy *(open to all except those with Philosophy as major or minor)*
	AEC	301 Life Skills*
	SEC	301 Cyber Security*
IV	**AEC** (any one Course only)	401 Studies of Assamese Culture* *(open to all except those with Assamese as major or minor)*
		402 Spoken English*
		403 English for Media Studies*
VII	**SEC**	701 Research Methodology

*Note: All Courses marked by * are open to all irrespective of Choices of Major and Minor Subjects*

Detailed Syllabi of Interdisciplinary Courses (IDCs)

IDC 101 Functional Assamese

Course Objective:

After going through this course, a learner will be able to:
- Achieve a clear view of the Assamese Grammar.
- Familiar with the writing style of Assamese language.

Course Outcomes:
- Develop the ability to write in the Assamese language.
- Make use of Assamese grammar and style of writing.

Syllabus

অধ্যায় ১ : **অসমীয়া ভাষাৰ ব্যাকৰণৰ কেইটামান বিশেষ দিশ —১**

আখৰ, ধ্বনি আৰু বৰ্ণ/আখৰ, বৰ্ণ আৰু ধ্বনিৰ সম্পৰ্ক, অসমীয়া ধ্বনি, উপধ্বনি আৰু তাৰ শ্ৰেণীবিভাজন, বিশিষ্ট ধ্বনি বা বৰ্ণ: বিশিষ্ট স্বৰধ্বনি, বিশিষ্ট ব্যঞ্জনধ্বনি

অধ্যায় ২ : **অসমীয়া ভাষাৰ ব্যাকৰণৰ কেইটামান বিশেষ দিশ —২**

চন্দ্ৰবিন্দুৰ ব্যৱহাৰ,ণত্ববিধি আৰু ষত্ববিধি, যতিচিহ্ন

অধ্যায় ৩: **অসমীয়া ভাষাৰ বিভক্তি আৰু প্ৰত্যয়**

বিভক্তি আৰু প্ৰত্যয়,অসমীয়া ভাষাৰ বিভক্তিৰ শ্ৰেণী বিভাগ: শব্দ বিভক্তি বা কাৰক বিভক্তি, পুৰুষবাচক সম্বন্ধবাচক বিভক্তি, ক্ৰিয়া বিভক্তি.অসমীয়া ভাষাৰ প্ৰত্যয়ৰ শ্ৰেণী বিভাগ: কৃৎ প্ৰত্যয় আৰু তদ্ধিৎ প্ৰত্যয়, নিৰ্দিষ্টতাবাচক প্ৰত্যয়

অধ্যায় ৪ : **অসমীয়া ভাষাৰ বাক্যৰীতি**

বাক্যৰীতিৰ সংজ্ঞা,বাক্যৰ শ্ৰেণী বিভাজন,উদ্দেশ্য আৰু বিধেয়,বাক্য,উক্তি,বাক্যত পদৰ ক্ৰম

অধ্যায় ৫: **অসমীয়া ভাষাৰ পদ**

পদ,পদৰ শ্ৰেণী বিভাজন: সব্যয় আৰু অব্যয়,বিশেষ্য,বিশেষণ,সৰ্বনাম,ক্ৰিয়া

অধ্যায় ৬: **অসমীয়া ভাষাৰসন্ধি, সমাস, বচন আৰু লিংগ**

সন্ধি,সমাস,বচন,লিংগ

অধ্যায় ৭: **জতুৱা ঠাঁচ আৰু খণ্ডবাক্য**

জতুৱা ঠাঁচ আৰু খণ্ডবাক্যৰ সংজ্ঞা, অসমীয়া জতুৱা ঠাঁচ আৰু খণ্ডবাক্যৰ প্ৰয়োগ আৰু অৰ্থ

অধ্যায় ৮ : **শব্দৰ ভুল প্ৰয়োগ, সমোচ্ছাৰিত শব্দ, সমাৰ্থক শব্দ, বিপৰীত শব্দ, বাক-সংহতি**

শব্দৰ ভুল প্ৰয়োগ,সমোচ্ছাৰিত শব্দ,সমাৰ্থক শব্দ,বিপৰীত শব্দ,বাক-সংহতি

অধ্যায় ৯ : **সাম্প্ৰতিকদৈনন্দিন জীৱনত ব্যৱহৃত অসমীয়া ভাষা**

দৈনন্দিন জীৱনত ব্যৱহৃত অসমীয়া ভাষা – শব্দৰ ভুল প্ৰয়োগ,এফ এম তথা ভিন ভিন দৃশ্য-শ্ৰাব্য মাধ্যমৰ অসমীয়া ভাষা, নিদিষ্টতাবাচক প্ৰত্যয়,কাৰক আদিৰ পৰিহাৰ

অধ্যায় ১০ :   প্ৰবন্ধ লিখন,সমীক্ষালিখনআৰুপৰিভাষাৰ প্ৰাথমিক ধাৰণা

প্ৰবন্ধৰ সংজ্ঞা, অৰ্থ আৰু ইতিহাস, লিখন পদ্ধতি – গুৰুত্ব দিবলগীয়া কিছু দিশ,সমীক্ষাৰ সংজ্ঞা, অৰ্থ আৰু ইতিহাস, লিখন পদ্ধতি, বিভিন্ন প্ৰকাৰৰ সমীক্ষা, পৰিভাষাৰ সাধাৰণ পৰিচয়

অধ্যায় ১১ :   চিঠি, আৱেদন পত্ৰ, কাৰ্যালয়ৰটোকাপ্ৰস্তুতআৰুসভাৰকাৰ্যক্ৰমণিকালিখন

চিঠিৰ বিভাগ আৰু লিখন পদ্ধতি,আৱেদনপত্ৰৰ ভাগসমূহ, লিখন পদ্ধতি, কাৰ্যালয়ৰ টোকা প্ৰস্তুতিৰ পদ্ধতি, সভাৰ কাৰ্যক্ৰমণিকা লিখন

Reading List

Bora Satyanath (1998).*Bohol Byakoron.* Guwahati.

Deka, Dharma Singha (2018). *Rachana Bichitra.* Guwahati: Asom Book Depot.

Goswami, Upendranath (1997). *Axamiya Bhasar Byakoron.* Guwahati: Moni-Manik Prakash

Goswami, Golokchandra (1996). *Axamiya Bornoprokash.* Guwahati: Bina Library

Anker.S(1998). *Real Writing.*Boston:Bedford Books

Misra.P.S.(2009).*An Introduction to Stylistics: Theory and Practice.* New Delhi: Orient Black Swan

Puri, Manohar (2006). *Art of Editing.* New Delhi: Pragun Publications.

IDC 102 Reading and Writing Skills

Learning Objectives
The objectives of the course are to:
- develop reading and writing skills
- provide an idea on the methods and techniques of good reading skills
- provide a detailed study on various aspects and types of writing skills
- enhance the learner's communication skills
- equip the learner with a sound knowledge and good practice of these skills in their practical life

Learning Outcomes
After going through the course, the learner will be able to:
- enhance reading and writing skills
- discuss the methods and techniques of good reading skills
- study the various aspects and types of writing skills in a detailed manner
- enhance the learner's communication skills as it would help in real life contexts and situations
- develop knowledge of different literary forms and their stylistic variations

UNIT 1: SOME CONCEPTS IN READING
Introduction, the Skills of Reading, Reading a Text, The Reading Process, Key Words

UNIT 2: READING A STORY
Introduction, Pre-reading Activities, While Reading a Story, Post-reading Activities

UNIT 3: READING A POEM
Introduction, Pre-reading Activities, Reading the Poem, Post-reading Activities

UNIT 4: READING A PROSE TEXT
Introduction, Pre-reading Activities, While Reading a Prose Text, Post-reading Activities

UNIT 5: READING A PLAY
Introduction, Pre-reading Activities, Reading the Play, Post-reading Activities

UNIT 6: SOME CONCEPTS IN READING I
Introduction, Features of Good Writing: Cohesion

UNIT 7: SOME CONCEPTS IN WRITING II
Introduction, Coherence, Punctuation

UNIT 8: PRÉCIS WRITING
Introduction, Techniques of Faster Reading, Writing a Good Précis, Language Work, Worked out Examples

UNIT 9: REPORT WRITING
Introduction, Language and Style of Reporting, Headlines, Writing a Report

UNIT 10: WRITING FORMAL LETTERS AND FIR WRITING
Introduction, the Structure of a Letter, A Format of FIR

UNIT 11: COMMUNICATION SKILLS
Introduction, What is Communication? Listening Skill, Speaking Skill, Soft Skill, Face-to-Face Oral Communication, Oral Communication and Soft skills, Non-verbal Communication, Telephone

Communication, Formal & Informal Telephone Communication, Non- verbal Communication, Cutting in a Long-winded Speech, Analysing Soft Skills, Assertiveness, Social Graces

Reading List

Bishop, Wendy. (1992). Working Words: The Process of Creative Writing. California: Mayfield Publishing Company

Burroway, Janet. (1992). Writing Fiction: A Guide to Narrative Craft. New York: Harper Collins

Drabble, Margaret. Ed. (2008). The Oxford Companion to English Literature. Sixth Edition.

Hudspn, William Henry. (1995). An Introduction to the Study of Literature. New Delhi: Kalyani Publishers.

Kirszner, Laurie and Stephen Mandall. (2004). Literature: Reading, Reacting, Writing. Fifth Edition. Canada: Thomas Wadsworth

Scholes, Robert and Nancy R. Combey et al. (eds.) (1997). Elements of Literature. Fourth Edition. New York: Oxford University Press.

IDC 103 Media Studies

Course Objectives
- To provide an overview of the different types of mass media
- To acquaint learners with the functional process of the media industry
- To provide ground for analyzing the usefulness of different media forms in the society

Course Outcomes
On completion of this course, the learners will be able to
- describe the various forms of media and their functionality
- critically analyze the media forms and their role in society
- examine how the media industry and media content shape our views

Syllabus

UNIT 1: THE MASS MEDIA
Media of Mass Communication, Characteristics of different mass media, Audience, Reach and Access, Role of media, Creating public opinion, Agenda-setting role

UNIT 2: DEVELOPMENT OF MASS MEDIA
Early Communication systems in India, Role of media in India, Freedom struggle and the role of media, Pre-independence era of mass media, Development of Mass Media in the Post Independence Era – Press, Television, Radio, Films, Advertising, Public Relations

UNIT 3: TRADITIONAL FOLK MEDIA
Traditional Folk Media, Advantages of Traditional Folk Media, Folk Media Reflects Social Changes, Traditional Folk Media as Development Media

UNIT 4: PRINT MEDIA
Print media – an introduction, Types of Print Media, Relevance and importance of Print Media — Problems and prospects, History of newspaper - World scenario, Indian scenario, Newspaper categories and formats

UNIT 5: AUDIO MEDIA - RADIO
What is audio media?, Audio media vs print media vs audio-visual media, Radio Contents, Classification of programmes, Various radio programmes, Assamese programmes on radio, The elementary knowledge of radio productions

UNIT 6: VISUAL MEDIA: PHOTOGRAPHY
Concept of Photography, Photography – Basic Idea, Beginning of Photography, Still photography, Technical concepts of Photography, Types of Camera, Types, Parts of a still camera, Movie Camera, Shots and Camera Movements- Shot, Camera Movement

UNIT 7: PHOTOJOURNALISM
Concept of photojournalism, Basics of photojournalism, Photo feature or Photo essay, qualities of a photojournalist, ethics of photography, writing and editing captions

UNIT 8: AUDIO-VISUAL MEDIA: FILM
Film as a mass medium - Characteristics of film, Audience, Impact of film on audience, Film as an industry, Art and Commercial movie, Concept of film appreciation, Film in India- Regional film, Assamese film, A few important film makers of India, Central Board of Film Certification, Concept of documentaries

UNIT 9: AUDIO VISUAL MEDIA: TELEVISION
Introduction to Television, Brief History of Television in India, *Doordarshan*

UNIT 10: TELEVISION PROGRAMMES AND PRODUCTION
Television programmes – new items, current affairs programme, Television production, Writing for television

UNIT 11: INTRODUCTION TO NEW MEDIA
Concept of new media- Definition, Difference between conventional media and new media, Characteristics of new media, Most common vehicles of new media

UNIT 12: REPORTING FOR MEDIA
Concept of Reporting, The News Reporter- Qualities, Responsibilities, Basic facts about reporting

UNIT 13: MEDIA CONVERGENCE
Convergence – an introduction, Relevance of convergence in the present circumstances, Impact of convergence on conventional forms of media

UNIT14: WRITING FOR RADIO PROGRAMME (PRACTICAL BASED)
Prepare a detailed report for the preparation of a radio programme in the programme format of your choice, based on a minor research, as instructed in the unit.

UNIT 15: FILM REVIEW (PRACTICAL BASED UNIT)
Film review is a great way of analyzing a film by way of expressing your opinion of a movie. In this unit, learners will be required to submit a report on film reviews of any two films of their own choice. One film should be any English language film and the other should be either a mainstream Hindi film or any regional language

Reading List

- Aggarwal, Vir Bala, V.S Gupta (2002) Handbook of Journalism and Mass Communication. New Delhi: Concept Publishing Company
- Narula, Uma. (2006) Communication Models. New Delhi: Atlantic Publishers & Distributors.
- Desai, Amit (2003) Journalism and Mass Communication. New Delhi : Reference Press
- Hodkinson, Paul (2011), Media, Culture and Society, Sage Publications, New Delhi

IDC 104 Distance Education

Course Objectives
- To orient the learners with the nature and need of Distance Education in the present day Indian society.
- To provide the exposure to the learners to different kinds of Information and Communication Technologies (ICT) and apprise them with their use in teaching-learning process.
- To help the learners understand various modes of student support service (SSS) and develop their skills to manage such services for various kinds of programmes through Distance Education.

Course Outcomes
After going through this course, the graduates will be able to:
- acquire knowledge and understanding on the current field of education, particularly distance education
- develop the basic understanding on the emerging issues of open and distance education
- gather the procedural knowledge which are required for performing multidisciplinary and skill based programmes in the 21st century
- apply the acquired specialized technical or theoretical knowledge, cognitive and practical skills in the practical field of life
- employ the right approach to generate solutions to problems related to various approaches of modern higher education.
- acquire the cognitive and technical skills for performing and accomplishing complex tasks relating to the subject on education and other interdisciplinary courses

Syllabus

UNIT 1: DISTANCE EDUCATION
Growth of distance education, distance education in India

UNIT 2: LEARNER-SUPPORT SERVICE
Role of study centre, counselling classes, self-learning materials, different audio-visual aids and other electronic devices

UNIT 3: SELF LEARNING MATERIAL
Need of Self Study Materials in distance education, designing and preparing self-learning material, Planning and development of Study materials, modification and up-gradation of Study Materials.

UNIT 4: STUDY SKILLS
Study skills in distance education, strategies for developing study skills

UNIT 5: CURRICULUM
Concept, curriculum development process-major approaches

UNIT 6: CURRICULUM AND EVALUATION
Need for curriculum evaluation, aspects of curriculum evaluation

UNIT 7: ROLE OF DISTANCE EDUCATION
Distance education for rural development, Distance education for women empowerment

UNIT 8: QUALITY ASSURANCE IN DISTANCE EDUCATION
Quality enhancement, monitoring, feedback and evaluation

UNIT 9: ASSESSMENT IN DISTANCE EDUCATION
An overview on assessment, purposes of assessment, assessment in open and distance learning

UNIT 10: INTERVENTION STRATEGIES

Information and communication technologies and their application in distance education.

UNIT 11: NEW INTERVENTIONS IN OPEN AND DISTANCE LEARNING

MOOCs and Open Educational Resources and its application for opening knowledge movement in India

Reading List

Aggarwal, D.D. Future of Distance Education, Sarup & Sons, New Delhi, 2007

Bansal, Aarti: Distance Education in 21st Century, Sublime Publications, Jaipur, 2004

Rao, V.K.: Distance Education, APH Publishing Corporation, New Delhi, 2007

Siddiqui, Mujibul Hasan: Distance Education, Theory and Research, A.P.H. Publishing Corporation, Ansari Road, New Delhi, 2007

Shardindu: Open and Dual Mode University System in India, Vani Prakasan, New Delhi, 2008

IDC 105 Constitution of India

Course Objectives
The course aims to providing learner
- An understanding of the background and process of making of the Constitution of India
- An awareness about the core values of principles underlying the Constitution of India
- An account of basic constitutional provisions and framework of governments' operation in service of the people of the country
- A sense of duties and responsibilities of as a citizen of the country

Course Outcomes
After completing the course, a learner will be able to
- Understand and appreciate the background, context and process of making of the Indian Constitution
- Appreciate and imbibe the core values and principles of the Constitution of India
- Act as a responsible citizen of the country performing her/his duties and responsibilities

Syllabus

UNIT 1: HISTORICAL BACKGROUND OF THE INDIAN CONSTITUTION
Constitutional Developments during the British Period: 1773 to 1947

UNIT 2: MAKING OF THE INDIAN CONSTITUTION
Formation of the Constituent Assembly, Drafting Committee, Adoption of the Constitution of India

UNIT 3: PHILOSOPHY AND IDEALS OF THE INDIAN CONSTITUTION
Philosophy and Ideals of the Indian Constitution: The Preamble of the Constitution of India; Sources of the Indian Constitution

UNIT 4: FEATURES OF THE INDIAN CONSTITUTION
Salient Features of the Indian Constitution

UNIT 5: FUNDAMENTAL RIGHTS AND FUNDAMENTAL DUTIES
Meaning, Historical Background, Nature, Importance, Categories of Fundamental Rights, Limitations of Fundamental Rights; Fundamental Duties: Background, Types and Significance of Fundamental Duties

UNIT 6: DIRECTIVE PRINCIPLES OF STATE POLICY
Meaning, Nature and Classification of Directive Principles of State Policy; Difference between Fundamental Rights and Directive Principles of State Policy

UNIT 7: RELATIONS BETWEEN FUNDAMENTAL RIGHTS AND DIRECTIVE PRINCIPLES
Relationship between Fundamental Rights and Directive Principles of State Policy

UNIT 8: GOVERNMENT AT THE UNION AND STATE LEVELS
Government at the Union level: The President of India, The Vice-President of India, The Union Council of Ministers, The Prime Minister; Government at the State level: The Governor, The State Council of Ministers and the Chief Minister

UNIT 9: THE PARLIAMENT OF INDIA AND THE STATE LEGISLATURE
Composition of the Parliament of India: The President, The Rajya Sabha, The Lok Sabha; Powers and Functions of the Parliament; Relation between the two Houses of the Parliament; Legislative

Procedure: Procedure for a Money Bill; The State Legislature: The Legislative Assembly or Vidhan Sabha, The Legislative Council or Vidhan Parishad

UNIT 10: JUDICIARY IN INDIA
Supreme Court and High Courts; The Supreme Court; The High Court: Subordinate Courts; Judicial Review, Judicial Activism and Independence of the Judiciary in India: Judicial Review, Judicial Activism, Independence of the Judiciary in India

UNIT 11: NATURE OF INDIAN FEDERALISM
Nature of Indian federalism: Federal features, Unitary or non-federal features; Centre-State Relations-Division of powers between the Union and State governments: Legislative Relations, Administrative Relations, Financial Relations; An estimate of Indian federalism

Reading List

Basu, D. D. (2009). Introduction to the Constitution of India. New Delhi: Prentice Hall of India.

Brass, Paul R. (1997). The Politics of India Since Independence. New Delhi: Cambridge University Press.

Chander, Prakash (2000). Indian Government and Politics. New Delhi: Cosmos Bookhive Pvt. Ltd.

Dev, B.J and Lahiri, D.K. (1985). Assam Muslims- Politics and Cohesion. Delhi: Mittal Publication.

Ghai, K. K. (2007). Indian Government and Politics. New Delhi: Kalyani Publishers.

Kapur, Anup Chand &Misra, K. K. (2006). Select Constitutions. New Delhi: S. Chand and Company.

Kothari, Rajni. (2009). Politics in India. New Delhi: Orient BlackSwan Private Limited.

Palanithurai, G. (2000). Grass-root Democracy in Indian Society. New Delhi: Concept Publishing Company.

Pylee, M. V. (2006). Constitutional Government in India. New Delhi: S. Chand and Company.

Singh Sisodia, Yatindra (2005). Functioning of Panchayati Raj System. Jaipur: Rawat Publication.

Jayal, Niraja Gopal; Mehta Pratap, Bhanu (eds) (2010). Oxford Companion to Politics in India. New Delhi. Oxford University Press.

IDC 106 Economy of the North East India

Course Objectives
- To provide knowledge on different aspects of the Indian economy
- Help to analyse the service sector growth and recent important issues in the Indian economy

Course Outcomes
- This course will enable the learners to explain various important aspects of the Indian economy
- This course will also help the learners to analyse the different factors relating to the recent service sector growth and other important issues in the Indian economy

Syllabus

UNIT 1 : INDIAN ECONOMY: ITS BASIC CHARACTERISTICS, DEVELOPMENT AND GROWTH
Indian Economy in the pre-independence period, Characteristics of India as a developing economy; Emerging Issues of development in the Indian economy National Income: Trends, size and Composition

UNIT 2 : POPULATION AND HUMAN RESOURCES
Size, and growth of Population; Characteristics of the population: sex ratio, age composition, density, rural-urban ratio and occupational distribution. Indicators of Human Development: Life Expectancy, Infant Mortality and Literacy

UNIT 3: INFRASTRUCTURE IN THE INDIAN ECONOMY
Infrastructural Facilities in India: Energy, Power, Transport and Communication, Urban Infrastructure in India, Industrial Corridor and Smart Cities

UNIT 4: INDIAN AGRICULTURE & GREEN REVOLUTION
Role of agriculture in Indian economy; Nature of India's agriculture; Trends in Agricultural Production and Productivity; Factors Influencing Productivity; The new agricultural strategy and the Green Revolution; Impact of Green Revolution

UNIT 5: AGRICULTURAL FINANCE, RURAL CREDIT AND AGRICULTURAL MARKETING
Need for agricultural finance; Sources; Role of Rural co-operatives; commercial banks and Regional rural banks; Role of NABARD. Agricultural marketing: Concept and basic requirements; Limitations of agricultural marketing; Role of the Government in promoting agricultural marketing

UNIT 6: FOOD SECURITY AND PUBLIC DISTRIBUTION SYSTEM IN INDIA
Concept of Food Security; Salient Features of Food Security Act 2013, Public Distribution Systems and Its Impact on Poverty; Problems of the PDS and Suggestive Measures

UNIT 7: INDIAN INDUSTRY – DEVELOPMENTAL EXPERIENCE
Strategy of Industrial Development in India; Industrial Development since Independence; Problems of Industrialisation in India; Industrial Policy Resolution, 1956; New Industrial Policy, 1991; Recent Policy Reform Measures in Initiated in the Industrial Sector

UNIT 8: THE ROLE OF THE TERTIARY SECTOR IN THE INDIAN ECONOMY
Changing role of the Tertiary Sector in the Indian Economy; The Recent Growth of the IT and other service sectors; Major Issues in faced by the Service Sector and Suggestive Policy Measures

UNIT 9: UNORGANISED SECTOR, LABOUR PROBLEMS AND LABOUR POLICY
Unorganised Sector and India's Informal Economy; Size and Features; Major Issues; Suggestive Measures; Present Status of Agricultural Labours in India; Major Recommendations of the National

Commission on Rural Labour; Features of Industrial Labour; Trade Union Movement in India; Settlement of Industrial Disputes; Social Security Measures introduced for the welfare of the labours; Problems in the Labour Market and Suggestive Measures.

UNIT 10: PLANNING FOR DEVELOPMENT
Economic Planning in India; Overall Objectives of Economic Planning; Overall Achievements and Failures of Economic Planning; The Current Five Year Plan: Objectives and Targets Major Objectives, Targets and Achievements of the Last Five Year Plan; Critical Assessment.

UNIT 11: ECONOMIC REFORMS AND GLOBALISATION
Economic Crisis prior to 1991 Economic Reforms; New Economic Policy of 1991; Indian Economy since Economic Reforms

Reading List

Agarwal, A.N. (2015): *Indian Economy: Problems of Development and Planning*, Ed., New Age International.
Datt and Mahajan (2015): *Indian Economy*, 71st Ed., S. Chand & Co. Ltd.
Dhingra, I. C. (2014): Indian Economy: Environment and Policy, Sultan Chand & Sons
Kapila, U (2015): *Indian Economy: Performance and Policies*, 15th Edition, Academic Foundation.
Misra and Puri (2016): *Indian Economy: Its Development Experience*, 31st Ed., Himalaya Publishing House.

IDC 107 Understanding Indian Society

Learning Objectives
This course intends to:
- enable the learners to understand about different types of Indian Society
- enable the learners to know about the major social institutions like Family, Marriage, Kinship, Caste, and Tribe of India
- enable the learners to know about the status of Women in India

Learning Outcomes
After going through this course, learners will be able to:
- Understand about different types of Indian Society
- know about the major social institutions like Family, Marriage, Kinship, Caste, and Tribe of India
- know about the status of Women in India

Syllabus

UNIT 1: INDIAN SOCIETY: UNITY IN DIVERSITY
Meaning and Definition of Society and Culture; Indian Society and Culture; Unity and Diversity: Meaning and Concept; Forms of Diversity in India: Geo-physical diversity, Racial diversity, Linguistic diversity, Religious diversity.

UNIT 2: TYPES OF INDIAN SOCIETY
Urban Society; Classification of Cities; Problems of Urban Society; Rural Society in India, Types of Indian Villages, Local Self-governance in the Rural Areas, Criticisms of local self-governance system; Tribal Society in India; Approaches towards tribal society, Significance of 5th and 6th schedule of the Indian Constitution

UNIT 3: MARRIAGES AND FAMILY IN INDIA
Family and marriage, Concepts, Types, Criteria of family formation; Some important dimensions of family: Household, Patriarchy, Gender division of labour

UNIT 4: KINSHIP SYSTEM
Meaning; Definition; Types; degree of Kinship Rules; Taboos; Kinship structure and pattern in the different geographical zones across India

UNIT 5: CASTE IN INDIA
Caste –Meaning and Characteristics; Jati and Varna; difference between Caste and Class; Jajmani system; Dominant Caste; Caste through the Ages; Administrative Interpretation of Caste: Scheduled Castes and their problems; Abolition of Untouchability

UNIT 6: CHANGING NATURE OF CASTE
Casteism – Meaning and causes; Relationship between Caste and Politics; Caste and Voting behaviour; Political Elite, Caste Mobilisation

UNIT 7: TRIBES IN INDIA
Tribe: Definition and Meaning; Characteristics; T.B. Naik's Characterisation of Tribe; Anthropological Convention; Constitution of India and Scheduled Tribes; Common Characteristics; Classification and Distribution of Tribes; British Policy towards the Tribes; Policy during the Post-Independence Period

UNIT 8: WOMEN IN INDIAN SOCIETY
Women in Ancient India: Vedic and Post – Vedic Periods; Buddhist period; Medieval Period; Reform Movements and Struggle for Independence; Gender Relation in different period; Women Empowerment.

UNIT 9: ECONOMY OF INDIAN SOCIETY

Economy and types of Economies; Traditional Economic system and its characteristics; Command Economic system and its characteristics; Market Economic system and its characteristics, Mixed Economic system and its characteristics; Indian Economy before Independence; Indian Economy Post Independence Period; New Economic Policies: Liberalization, Globalization, Privatization

UNIT 10: POLITICS IN INDIA

Evolution of Indian Political Structure; Indian Structure Post Independence; Society; Decentralisation of power; Political Elite; Political Parties; Emergence of Electoral System

UNIT 11: RURAL LIFE IN INDIA

Evolution of Indian Villages; Characteristics of Indian villages; Agrarian Societies: Agrarian Class Structure; Land Reforms and Changes: Land Reforms in post-independence period, Current Scenario of Land Reforms in India

Reading List

Beteille, A., 1969, (ed.): Social Inequality: Selected Readings. Harmondsworth: Penguin Books.
Srinivas, M.N., 1962, Caste in Modern India and other essay. Bombay: Asia Publishing House.
Dumont, L., 1991, "Hierarchy Status and Power: The Caste System and its implications" in Dipankar Gupta (ed.), Social Stratification .Delhi: Oxford University Press..
Berreman, G. D., 1991, "The Brahmanical View of Caste" in Dipankar Gupta (ed.), Social Stratification. Delhi: Oxford University Press.

IDC 108 Introduction to Indian History

Course Objectives
- This course is an introductory course intending to introduce Indian history to the learners
- To give a brief idea about the different sources of Indian history
- To discuss important political events of Indian history throughout the ages

Course Outcomes
After completing this course
- Learners are expected to have a fair knowledge about the history of India
- Learners will able to understand different sources of Indian history
- Learners will be able to analyse major political events of India from different historical perspectives

Syllabus

UNIT 1: INTRODUCTION TO HISTORY
What is History, Scope and Meaning of History, Relationship of History with other Social Sciences

UNIT 2: SOURCES OF ANCIENT INDIAN HISTORY
Literary Sources, Archaeological Sources, Foreign Sources

UNIT 3: EARLY INDIAN CIVILIZATIONS
Harappan Civilization, Vedic Civilization

UNIT 4: POLITICAL DEVELOPMENTS IN MEDIEVAL INDIA
The Delhi Sultanate, Advent of the Mughals and Second Afghan Empire

UNIT 5: SOCIETY, ECONOMY, RELIGION AND CULTURE IN MEDIEVAL INDIA
Social Condition, Economy, Bhakti Movement and Sufi Movement; Art, Architecture and Literature of the Sultanate Period, Social Condition in the Mughal Period, Economy in Mughal India, Religious Conditions during Mughal Rule, Cultural Activities under the Mughals

UNIT 6: ADVENT AND ESTABLISHMENT OF BRITISH RULE IN INDIA (UP TO 1857)
Foundation, Expansion and Consolidation of the British Empire, Constitutional and Administrative Changes, British Economic Policy, revolt of 1857

UNIT 7: SOCIO-RELIGIOUS MOVEMENTS
Causes of the Socio-Religious Movements, Socio-Religious Movements under Colonial rule, Movement for emancipation of Women

UNIT 8: EMERGENCE OF NATIONALISM AND FOUNDATION OF INC
Emergence of Organised Nationalism, Different Political Associations, Foundation of Indian National Congress, Uprising of different peasant and tribal Movements

UNIT 9: INDIAN NATIONAL MOVEMENT UP TO 1916
Partition of Bengal and Swadeshi Movement, Revolutionary National Movements

UNIT 10: INDIAN NATIONAL MOVEMENT FROM 1916 TO 1939
Rise of Gandhi and his Ideology, Non-Cooperation Movement, Khilafat Movement Civil Disobedience Movement and Government of India Act 1935

UNIT 11: INDIAN NATIONAL MOVEMENT FROM 1939 TO 1947
August Offer and Quit India Movement, Subhas Chandra Bose and Indian National Army

UNIT 12: PARTITION AND TRANSFER OF POWER
Post-War Development-Change in British Attitudes, Communal Policies and Partition

Reading List

Chandra, Satish. (1990). Medieval India, NCERT, New Delhi

Chandra, Sathish(2007) A History of Medieval India, Orient Black Swan, New Delhi

Chattopadhyaya, Brajadulal (2012). The Making of Early Medieval India, Second edition, Oxford Press, New Delhi

Jha, D.N. (1977), AncientIndia-An Introductory Outline, Peoples' Publishing House, New Delhi-110055

Kosambi, D.D. (2001): The cultural and Civilization of Ancient India in Historical Outline, Vikas Publishing House

IDC 201 Select Assamese Literary Texts

Course Objectives
After going through this course, a learner will be able to:
- Identify the accent of different literary genera of Assamese literary texts.
- Discuss the writing style of diverse Assamese literary texts.

Course Outcomes
After going through this course, a learner will be able to:
- Evaluate the history and trends of distinct Assamese literary genera.
- Formulate the trends of Assamese poetry, drama, novel, and prose since inscriptions.

Syllabus

অধ্যায় ১:   অসমীয়া লোক কবিতা
অসমীয়া লোকগীত/লোক কবিতাৰ সাধাৰণ পৰিচয়, শ্ৰেণীবিভাজন. *প্ৰাণগোপাল, পাতিলামায়াৰেখেলা:* কামৰূপী লোকগীতৰ সাধাৰণ পৰিচয়, গীতটিৰ সাধাৰণ আলোচনা

অধ্যায় ২:   শংকৰদেৱ: নন্দোৎসৱ
শংকৰদেৱ : *নন্দোৎসৱ* – মূলপাঠ : কবিপৰিচয়, কবিতাটিৰ মূলভাব, কবিতাটিৰ সাধাৰণ আলোচনা, শব্দাৰ্থ

অধ্যায় ৩:   ছাহমিলান : অধমেলইলোঁ, অধমেলগুঁ, আল্লাৰনাম
ছাহমিলান :অধমেলইলোঁ, অধমেলগুঁ, আল্লাৰনাম (জিকিৰ) – মূলপাঠ : কবিপৰিচয়, জিকিৰৰসাধাৰণপৰিচয়, কবিতাটি (জিকিৰ)ৰমূলভাব, কবিতাটি (জিকিৰ)ৰসাধাৰণআলোচনা, শব্দাৰ্থ

অধ্যায় ৪ :   অম্বিকাগিৰীৰায়চৌধুৰী : গঢ়াকৰিমোকঝাড়ুদাৰ
অম্বিকাগিৰী ৰায়চৌধুৰী: গঢ়া কৰি মোক ঝাড়ুদাৰ – মূলপাঠ: কবিপৰিচয়, কবিতাটিৰ মূলভাব, কবিতাটিৰ সাধাৰণ আলোচনা

অধ্যায় ৫:   হেমবৰুৱা : মমতাৰচিঠি
হেমবৰুৱা: মমতাৰচিঠি – মূলপাঠ: কবিপৰিচয়, কবিতাটিৰ সাধাৰণ আলোচনা

অধ্যায় ৬:   লক্ষ্মীনাথবেজবৰুৱা : ভদৰী
লক্ষ্মীনাথ বেজবৰুৱা: ভদৰী – মূলপাঠ : জীৱন আৰু কৃতি, গল্পটিৰ সাধাৰণ আলোচনা

অধ্যায় ৭:   যোগেশ দাস : পৃথিৱীৰ অসুখ
যোগেশ দাসৰ জীৱন আৰু কৃতি: যোগেশ দাসৰ গল্পৰ মূলসুৰ, পৃথিৱীৰ অসুখ: গল্পটোৰ বিষয়বস্তু আৰু সাধাৰণ আলোচনা, চুটিগল্প হিচাপে পৃথিৱীৰ অসুখ

অধ্যায় ৮ : বাণীকান্ত কাকতি : সাহিত্যত কৰুণ ৰস
বাণীকান্ত কাকতিৰ জীৱন আৰু কৃতি: সাহিত্য সমালোচক হিচাপে বাণীকান্ত কাকতি, কাকতিৰ প্ৰবন্ধশৈলীৰ বৈশিষ্ট্য, সাহিত্যত কৰুণ ৰস: প্ৰবন্ধটোৰ বিষয়বস্তু, সাধাৰণ আলোচনা

অধ্যায় ৯ : ৰজনীকান্ত বৰদলৈ : নিৰ্মলভকত — ১
ৰজনীকান্ত বৰদলৈৰ জীৱন আৰু কৃতি, নিৰ্মল ভকত উপন্যাসখনৰ সাধাৰণ আলোচনা

অধ্যায় ১০: ৰজনীকান্ত বৰদলৈ : নিৰ্মলভকত — ২

উপন্যাসখনৰ চৰিত্ৰ চিত্ৰণ, উপন্যাসখনৰ বৈশিষ্ট্যসমূহ

অধ্যায় ১১: শংকৰদেৱ – কালিদমন

অংকীয়ানাট: 'অংকীয়ানাট' শব্দ দুটাৰ তাৎপৰ্য আৰু ইয়াৰ উৎপত্তি, অংকীয়া নাট ৰচনাৰ কলা-কৌশল, অংকীয়া নাটৰ বৈশিষ্ট্য,নাট্যকাৰ শংকৰদেৱ, কালিদমন: নাটৰ মূল আৰু বিষয়বস্তু, সাধাৰণ আলোচনা, ৰসবিচাৰ

Reading List

Bora, Mahendra (1976*). Ramanyasbaad*. Pathshala: Bani Prakash

Baruah, Prahlad Kumar (2005). *Asomia Chutigalpa Adhyayan.* Guwahati: Banalata.

Bharali, Sailen (2003). *Upanyas: Bichar Aru Bislekhon*. Guwahati: Chandra Prakash.

Deva Goswami, Keshavananda (1979). *Ankmala*. Guwahati: Banalata

Gogoi, Lila (1968). *Asomia Luka-SahityarRuprekha.* Golaghat: Nabin Pustak Bhandar.

Goswami, Trailukyanath (2006). *AdhunikGalpa Sahitya.* Guwahati: Bani Prakash Pvt Ltd.

Hazarika, Atulchandra (1988). *Manchalekha.* Guwahati: Lawyers Book Stall.

Kataki, Prafulla (1995). *Swarajuttor Axamiya Upanyas Samiksha*. Guwahati: Bina Library.

Pujari, Archana (Edited).(2000). *Axamiya Kobitar Bichar Bishlekhon*. Panbazar, Guwahati: Jyoti Prakashan

Sharma, Hemanta Kumar (1998). *Axamiya Lokagiti Sanchayan*. Panbazar, Guwahati: Bina Library

Sharma, Satyendranath (2009). *Axamiya Natya Sahitya*. Guwahati: Saumar Prakash

Thakur, Nagen (Edited)(2012). *Axo Bosoror Axamiya Upanyas*. Guwahati: Jyoti Prakashan.

IDC 202 General Principles of Writing

Learning Objectives

The objectives of the course are to:
- provide an idea of certain general principles of writing
- highlight some of the important aspects of English Grammar
- take up the important skills of editing, copy editing and proof reading
- enable the learner to develop adequate writing skills in English

Learning Outcomes

After going through the course, the learner will be able to:

- gain a systematic idea of the various aspects and principles of writing
- take into account some of the important aspects of English Grammar
- practice the important skills of editing, copy editing and proof reading
- take up writing as a career option after completion of the course

Syllabus

UNIT 1: THE WRITER AS AN ARTIST

Introduction, Art and Aestheticism, Narration and Narrative, Narrative and Plot, The Author and the Writing, Point of View and Voice

UNIT 2: WORDS

Introduction, Words and Word Classes

UNIT 3: NARRATION AND VOICE

Introduction, Direct and Indirect Narration, Assertive Sentences, Imperative Sentences, Interrogative Sentences, Exclamatory Sentences, The Category of Voice in English, Assertive Sentence Forms, Interrogative Sentence Forms, Imperative Sentence Forms, Miscellaneous Sentence Forms

UNIT 4: TIME, TENSE AND ASPECTS

Introduction, Time and Tense, Tense and Aspect, The Present Tense, Simple Present Tense, Present Continuous Tense, Present Perfect Tense, Present Perfect Continuous Tense, The Past Tense, Simple Past Tense, Past Continuous Tense, Past Perfect Tense, Past Perfect Continuous Tense, The Future Tense, Simple Future Tense, Future Continuous Tense, Future Perfect Tense, Future Perfect Continuous Tense

UNIT 5: PHRASES AND IDIOMS

Introduction, Samples of Phrases and Idioms

UNIT 6: AMPLIFICATION OF AN IDEA

Introduction, Process Analysis of Amplification, Amplifications Worked Out

UNIT 7: REVIEW WRITING

Introduction, Techniques of Book Review, Techniques of Film Review, Techniques of Play Review, Techniques of Musical Review

UNIT 8: WRITING FOR COLUMN, SCIENCE AND PRESS RELEASE

Introduction, Column Writing, Science Write- up, Press Release

UNIT 9: EDITORIAL WRITING

Introduction, Introduction to the Editorial Page, Writing the Editorial, Writing the Feature, Writing the Article, Writing the Middle, Letters to the Editor

UNIT 10: COMPREHENSION OF AN UNSEEN PASSAGE
Comprehension, Intelligent Reading, Tackling Unseen Passages, Answering Unseen Passages, Examples with Answers

UNIT 11: SHORT COMPOSITION [NOTICE, CLASSIFIED, ADS. ETC.]
Introduction, Notice Writing, Format of a Notice, Worked Out Examples, Advertisements, Classified Advertisements, Worked Out Examples, Commercial Advertisements, Worked Out Examples

Reading List

Anker, S. (1998). Real Writing, Boston: Bedford Books.

Bell, Madison Smartt (1997). Narrative Design: Working with Imagination, Craft and Form, New York: WW. Norton.

Brande, Dorothea. (1981). Becoming a Writer, New York: Penguin.

Earnshaw, Steve (ed.) (2007). The Handbook of Creative and Media Writing, Edinburg University Press.

Geddes and Gresset. (2003). Spelling Grammar and Usage, Webster Reference Library.

Kirszner & Mandell. (2004) Literature: Reading, Reacting, Writing. Fifth Edition. Thomson Wadsworth: Massachusetts.

Seely, John (1998), Oxford Guide to Effective Writing and Speaking, Oxford: Oxford University Press

IDC 203 Environmental Education

Course Objectives
- To make the learners aware of environmental problems and to familiarize the students with the concept and importance of environmental education.
- To make the learners aware of the various mechanisms of environmental protection and promotion.

Learning Outcome
After going through this course, the graduates will be able to:
- acquire knowledge and understanding on the subject like Environmental education
- develop the basic understanding on the emerging issues of environmental education as a subject as a whole.
- gather the procedural knowledge which are required for performing multidisciplinary and skill based programmes in the 21st century
- acquire the cognitive and technical skills for performing and accomplishing complex tasks relating to the subject on education and other interdisciplinary courses
- formulate coherent arguments about ethical and moral issues, including environmental and sustainable development issues, from multiple perspectives.

Syllabus

UNIT 1: ENVIRONMENTAL EDUCATION
Meaning, nature, importance, scope, goals and objectives of Environmental Education

UNIT 2: METHODS OF ENVIRONMENTAL EDUCATION
Observation, Fieldtrips, Project method, co-curricular activities, dramatization, discussion, problem-solving method

UNIT 3: ENVIRONMENTAL MOVEMENTS IN INDIA
Appiko Movement, the Silent Valley Movement, Chipko Movement, the Chilika Bachao Andolan, Narmada Bachao Andolan

UNIT 4: MEDIA OF ENVIRONMENTAL EDUCATION
Concept of Instructional media, magazine, seminar, workshop, exhibitions, models, audio-visual aids

UNIT 5: PROGRAMME OF ENVIRONMENTAL EDUCATION
Programme for primary level, Secondary level and higher level

UNIT 6: ENVIRONMENTAL DEGRADATION
Concept of Environmental degradation, types, causes and prevention of environmental degradation

UNIT 7: ENVIRONMENTAL POLLUTION
Meaning of Environmental Pollution, types of Environmental Pollution- air, water, land or soil, solid-waste, noise, and radio-active pollution

UNIT 8: CONSERVATION AND PROTECTION OF ENVIRONMENT
Meaning of conservation and protection of Environment, need and importance of conservation and protection of environment, role of individual and society towards conservation and protection of Environment

UNIT 9: ENVIRONMENT AND LEGAL PROVISIONS
Legal and Constitutional Provisions for Conservation and Protection of Environment

UNIT 10: SUSTAINABLE DEVELOPMENT

Concept of Sustainable development, characteristics and education for sustainable development

UNIT 11: ENVIRONMENTAL EDUCATION

Its problems and prospects with special reference to Assam

Reading List

R. C. Sarma: Environmental Education, Surya Publication, Meerat, 1997.

R.A Sharma: Environmental Education, Metro Politary Book Co. Pvt,Ltd, New Delhi.

Mahapatra D: Environmental Education.

IDC 204 Issues in Development Communication

Course Objectives
- To familiarize learners with the concepts of development communication
- To provide knowledge on process of development communication and its importance
- To provide understanding on the need and importance of development communication
- To provide knowledge about the global issues related to development communication

Course Outcomes
- On completion of this course, the learners will be able to-
- explain the concepts and importance of development communication
- describe the need of international communication
- identify the issues related with the concept and its implications

Syllabus

UNIT 1: DEVELOPMENT
Meaning of Development, Concept of Development, Alternative Approaches to Development, Indices to Development, Dominant Paradigm of Development - Approaches to Dominant Paradigm of Development, Critique of Dominant Paradigm of Development, Modernisation and Dependency Approach, Core Areas of Development ,Development as Economic Growth

UNIT 2: INTRODUCTION TO DEVELOPMENT COMMUNICATION
Concepts of development and development communication, Introduction to the theories of development communication, Information as a measure of Development, Edutainment and Infortainment – media development

UNIT 3: THEORIES OF DEVELOPMENT COMMUNICATION
Theories of Development, Theory of Modernization, Diffusion of Innovation theory, Theory of Dependency, Meaning and importance of Paradigms, Types of Paradigm- Dominant Paradigm, Criticisms of Dominant Paradigm, Alternate Paradigm

UNIT 4: DIFFERENT STRATEGIES IN DEVELOPMENT COMMUNICATION
Positive Communication Strategies, IECM Strategies, Development Communication Strategies, Communication Strategy Framework, Mass Media and Extension Approach for Development Communication, Planned Development Communication, Public Dialogue Strategy, Negative Communication Strategies, Social Marketing

UNIT 5: DEVELOPMENT COMMUNICATION IN INDIA
Relevance of Development Communication in India, Democratic Decentrailization, Narrowcasting, Panchyati Raj (PR) Institutions, A Brief background of the PR system, Key Objectives

UNIT 6: DISSEMINATING INNOVATION
Diffusion of Innovation, Important stages in the diffusion of innovations, Media used for diffusion, Development Support Communication, Participatory Development Communication, Communication Information Media and Education (CIME), Government's efforts in the Indian Context, Role of media in the process of development and nation building

UNIT 7: RURAL AND AGRICULTURE COMMUNICATION
Rural development, Agricultural Communication, Media campaigns for development, diffusion of innovation, extension studies

UNIT 8: DEVELOPMENT REPORTING
Importance of Development Reporting, Present Trends in Development Reporting, Early Indian Experiments in Development Communication

UNIT 9: MEDIA AND DEVELOPMENT
Media and National Integration, Media in Development, Pillar of Democracy, Media in Crisis Situations, Public Service Broadcasting (PSB), Media as a Leader of the Society, Gandhian Model of Development

UNIT 10: USE OF TRADITIONAL AND FOLK MEDIA FOR DEVELOPMENT COMMUNICATION
Traditional folk media, Advantages of Traditional Folk Media, Folk Media reflects social changes, Traditional Folk Media as Development Media: case studies, role of government and third sector agencies.

Reading List

Gupta, V.S. (2000), Communication and Development, Concept Publishing Company, New Delhi

Kumar, Keval J. (2007), Mass Communication in India, Jaico Publishing House, Mumbai

Mody, Bella (1991), Designing Messages for Development Communication, Sage Publications, New Delhi

Menon, Mridula (2004), Development Communication and Media Debate, Kanishka Publishers, Distributors, New Delhi

Murthy, D V R (2006), Development Journalism, Kanishka Publishers, Distributors, New Delhi

Narula, Uma (2006), Communication Models, Atlantic Publishers & Distributors, New Delhi

Pushkar, Niranjan (2009), Development Communication, Authorspress, New Delhi

Prasad, Kiran (2009), Communication for Development (Volume I & II), B.R. Publishing Corporation, New Delhi

IDC 205 Perspectives on Indian Economy

Course Objectives
- To provide knowledge on different aspects of the Indian economy
- Help to analyse the service sector growth and recent important issues in the Indian economy

Course Outcomes
- This course will enable the learners to explain various important aspects of the Indian economy
- This course will also help the learners to analyse the different factors relating to the recent service sector growth and other important issues in the Indian economy

Syllabus

UNIT 1 : INDIAN ECONOMY: ITS BASIC CHARACTERISTICS, DEVELOPMENT AND GROWTH
Indian Economy in the pre-independence period, Characteristics of India as a developing economy; Emerging Issues of development in the Indian economy National Income: Trends, size and Composition

UNIT 2 : POPULATION AND HUMAN RESOURCES
Size, and growth of Population; Characteristics of the population: sex ratio, age composition, density, rural-urban ratio and occupational distribution. Indicators of Human Development: Life Expectancy, Infant Mortality and Literacy

UNIT 3: INFRASTRUCTURE IN THE INDIAN ECONOMY
Infrastructural Facilities in India: Energy, Power, Transport and Communication, Urban Infrastructure in India, Industrial Corridor and Smart Cities

UNIT 4: INDIAN AGRICULTURE & GREEN REVOLUTION
Role of agriculture in Indian economy; Nature of India's agriculture; Trends in Agricultural Production and Productivity; Factors Influencing Productivity; The new agricultural strategy and the Green Revolution; Impact of Green Revolution

UNIT 5: AGRICULTURAL FINANCE, RURAL CREDIT AND AGRICULTURAL MARKETING
Need for agricultural finance; Sources; Role of Rural co-operatives; commercial banks and Regional rural banks; Role of NABARD. Agricultural marketing: Concept and basic requirements; Limitations of agricultural marketing; Role of the Government in promoting agricultural marketing

UNIT 6: FOOD SECURITY AND PUBLIC DISTRIBUTION SYSTEM IN INDIA
Concept of Food Security; Salient Features of Food Security Act 2013, Public Distribution Systems and Its Impact on Poverty; Problems of the PDS and Suggestive Measures

UNIT 7: INDIAN INDUSTRY – DEVELOPMENTAL EXPERIENCE
Strategy of Industrial Development in India; Industrial Development since Independence; Problems of Industrialisation in India; Industrial Policy Resolution, 1956; New Industrial Policy, 1991; Recent Policy Reform Measures in Initiated in the Industrial Sector

UNIT 8: THE ROLE OF THE TERTIARY SECTOR IN THE INDIAN ECONOMY
Changing role of the Tertiary Sector in the Indian Economy; The Recent Growth of the IT and other service sectors; Major Issues in faced by the Service Sector and Suggestive Policy Measures

UNIT 9: UNORGANISED SECTOR, LABOUR PROBLEMS AND LABOUR POLICY
Unorganised Sector and India's Informal Economy; Size and Features; Major Issues; Suggestive Measures; Present Status of Agricultural Labours in India; Major Recommendations of the National

Commission on Rural Labour; Features of Industrial Labour; Trade Union Movement in India; Settlement of Industrial Disputes; Social Security Measures introduced for the welfare of the labours; Problems in the Labour Market and Suggestive Measures.

UNIT 10: PLANNING FOR DEVELOPMENT
Economic Planning in India; Overall Objectives of Economic Planning; Overall Achievements and Failures of Economic Planning; The Current Five Year Plan: Objectives and Targets Major Objectives, Targets and Achievements of the Last Five Year Plan; Critical Assessment.

UNIT 11: ECONOMIC REFORMS AND GLOBALISATION
Economic Crisis prior to 1991 Economic Reforms; New Economic Policy of 1991; Indian Economy since Economic Reforms

Reading List

Agarwal, A.N. (2015): *Indian Economy: Problems of Development and Planning*, Ed., New Age International.
Datt and Mahajan (2015): *Indian Economy*, 71st Ed., S. Chand & Co. Ltd.
Dhingra, I. C. (2014): Indian Economy: Environment and Policy, Sultan Chand & Sons
Kapila, U (2015): *Indian Economy: Performance and Policies*, 15th Edition, Academic Foundation.
Misra and Puri (2016): *Indian Economy: Its Development Experience*, 31st Ed., Himalaya Publishing House.

IDC 206 Introduction to Ethics

Course Objectives
- To help the learners to know the important issues in moral sense
- To help the learners to explore the basic education of human life through the different issues of ethics
- To help the learners to determine the issues of what is good or right and bad or wrong

Course Outcomes
- Will know the meaning of ethics and moral philosophy
- Will know the different theories of ethics and will know the difference between normative ethics, meta-ethics and applied ethics
- Will help people to lead a better and ethical life, which will finally create some ethical human resource for the society.

Syllabus

UNIT 1: NATURE AND SCOPE OF ETHICS
Definition of Ethics, Nature of Ethics, Scope of Ethics

UNIT 2: THE CONCEPT OF MORALITY
Definition of Morality, The Nature of Morality, Different Moral Concepts, Moral theory

UNIT 3: FACT AND VALUE
What is fact, What is value, Classification of values, Distinction between fact and value

UNIT 4: MORAL CONCEPTS
Good, Right, Duty, Virtue, Good, Right, Duty, Virtue

UNIT 5: THEORIES OF MORAL STANDARD: HEDONISM
Hedonism in Moral Philosophy, Classification of Hedonistic Theories, Psychological HedonismCritical Comments on Psychological Hedonism, Ethical Hedonism, Critical Comments on Ethical Hedonism, Egoistic Ethical Hedonism, Gross Egoistic Ethical Hedonism, Refined Egoistic Ethical Hedonism, Criticism, Altruistic or Universalistic Gross Hedonism: Bentham, CriticismAltruistic or Universalistic Refined Hedonism : J. S. Mill, Criticism

UNIT 6: UTILITARIANISM: BENTHAM AND MILL UTILITARIANISM
Historical Background of Utilitarianism, Bentham and his Philosophy, Universalistic Hedonism Bentham's View of Utilitarianism, Principle of Utility is the Basis of Legal and Social reforms Criticism, Mill's Life and Works, Mill and Hedonism, Mill's Utilitarianism , Bentham and Mil

UNIT 7: FREEDOM AND DETERMINISM
Determinism: Its Meaning, Arguments in Support of Determinism, What is Freedom or Free Will, Arguments In Support of Free Will, Brief Note On Predestation, Fatalism and Scientific Determinism, The Case Of Freedom and Determinism

UNIT 8: TELEOLOGICAL ETHICS AND DEONTOLOGICAL ETHICS
Normative Ethics and its difference from other three types of ethics, Types of Normative Ethics, Differences between Deontological and Teleological ethics, Critical Evaluation

UNIT 9: PURUSARTHA
Artha, Kama, Dharma, Moksa, Four Basic Sciences

UNIT 10: THEORIES OF PUNISHMENT NOTION OF CRIME AND PUNISHMENT

Theories of Punishment, Deterrent Theory, Reformative Theory, Retributive Theory, Capital Punishment

UNIT 11: META-ETHICS: ITS NATURE AND DISTINCTION FROM NORMATIVE ETHICS

What is Meta-ethics, Ethical Naturalism, Ethical Non-Cognitivism, Ethical Non-Naturalism (Intuitionism) , What is Normative ethics? Teleological Ethics, De-ontological Ethics, Virtue Ethics, Difference between Meta-Ethics and Normative Ethics

Reading list

S.P. Sharma: *Nature and Scope of Ethics*
Ravi, I: *Foundations of Indian Ethics*
J.N. Sinha: *A Manual of Ethics*
J.N. Mohanty: *Classical Indian Philosophy*
I.C. Sharma: *Ethical Philosophies of India*
J.N. Mohanty: *Explorations in Philosophy*
P. Benn: Ethics: *Fundamentals of Philosophy*

IDC 207 Understanding Social Problems

Learning Objectives
This course intends to:
- enable the learners to understand about different types of Social Problems and the various problems existing in our society
- enable the learners to know about the meaning and significance of social welfare along
- enable the learners to know the various social welfare measures undertaken by the government as well as nongovernmental organisations for the benefit of the society

Learning Outcomes
- After going through this course, the learners will be able to:
- Understand about different types of Social Problems and the various problems existing in our society
- Know about the meaning and significance of social welfare along
- Know the various social welfare measures undertaken by the government as well as nongovernmental organisations for the benefit of the society

Syllabus

UNIT 1: SOCIAL PROBLEM
Meaning and nature, characteristics, causes, types and approaches

UNIT 2: CRIME
Meaning and Concept, characteristics and type Crime

UNIT 3: POPULATION EXPLOSION AND ILLITERACY
Meaning; Trends and Patterns of Population Explosion, Causes of Overpopulation, Effects of Overpopulation in India, India's population policy, Meaning of Illiteracy, types of illiteracy, Causes of illiteracy, consequences of illiteracy, Illiteracy in Assam

UNIT 4: POVERTY AND UNEMPLOYMENT
Meaning, causes and measures to control poverty; meaning types and consequences of unemployment

UNIT 5: YOUTH UNREST
Meaning, types and causes of Youth Unrest

UNIT 6: SOCIAL PROBLEMS RELATING TO WOMEN
Prostitution, dowry, violence against women

UNIT 7: SUPERSTITIONS
Meaning, Causes and Effect of superstition

UNIT 8: CHILD LABOUR AND CHILD ABUSE
Meaning, types and causes of child labour child abuse

UNIT 9: PROBLEMS OF THE BACKWARD CLASSES
Socio-economic Problems of the SCs, STs and OBCs, Policies and measures to solve the Problems

UNIT 10: TERRORISM
Concept, Origin, Development, causes and consequences of terrorism

UNIT 11: SOCIAL PROBLEMS AND SOCIAL WELFARE

Meaning, importance, nature and scope

Reading List

Beteille, Andre, 1992, Backward classes in Contemporary India, New Delhi

Berreman, G. D. 1979, Caste and other inequalities: Essays in inequality, Meerut: Folkore Institute.

Dube, Leela. 1997. Woman and Kinship. Comparative perspective on Gender in South and Southeast Asia. New Delhi: Sage Publications.

Gadgil, Madhav and Guha, Ramchandra. 1996. Ecology and Equity: The Use and abuse of nature in Contemporary India. New Delhi. OU

IDC 208 Introduction to History of Assam

Course Objectives
The main objective of this course is to
- Introduce the learners with the historical processes of Assam
- Provide an understanding of the state formation in Assam in the ancient and medieval time
- Give an idea about the cultural and architectural development of the region under different political regime
- Situate Assam in the freedom struggle of India

Course Outcomes
After completing the course
- Learners will be introduced to the historical events and processes of Assam
- Learners will be able understand the state formation process of Assam
- Learners will acquire the knowledge of cultural and architectural progress of the specific period
- Learners will able to analyse the role of Assam in the freedom struggle of India

Syllabus

UNIT 1: SOURCES OF ANCIENT ASSAM
Literary Sources, Archaeological Sources, Foreign Sources

UNIT 2: LEGENDARY PERIOD
Naraka and his successors, Different stories of Naraka

UNIT 3: RULING DYNASTIES OF ANCIENT ASSAM
Varmanas, Salastambhas, Palas

UNIT 4: SOCIETY, ECONOMY, RELIGION AND ADMINISTRATION OF ANCIENT ASSAM
Social Condition, Economic Condition, Religious Condition, Administrative System of Ancient Assam

UNIT 5: SOURCES OF HISTORY OF MEDIEVAL ASSAM
Literary Sources, Archaeological Sources, Foreign Sources

UNIT 6: THE AHOMS
Origin of the Ahoms, Advent of the Ahoms, Events from 1228 A.D. to 1826 A.D.

UNIT 7: THE KOCHES
Origin of the Koches, VisvaSimha, Naranarayan, Partition of the Koch Kingdom

UNIT 8: SOCIETY, ECONOMY, RELIGION AND ADMINISTRATION OF MEDIEVAL ASSAM UNDER THE AHOMS
Social condition, Economic condition, Religious beliefs, Neo-Vaishnavite Movement, the Ahom system of Administration-the Paik System

UNIT 9: ESTABLISHMENT OF THE BRITISH RULE AND ANTI-BRITISH MOVEMENTS
Anglo-Burmese Wars, Treaty of Yandaboo and British Conquest of Assam, British Administrative Set Up, Revolt of 1857

UNIT 10: SOCIO-ECONOMIC TRANSFORMATION OF ASSAM DURING COLONIAL PERIOD
Changes in the Economic Structure, Agrarian Revolts, Social transformation of Assam towards modern age

UNIT 11: EMERGENCE OF POLITICAL CONSCIOUSNESS
Rise of Assamese Nationalism, Establishment of different organisations

UNIT 12: PARTICIPATION OF ASSAM IN THE NATIONAL MOVEMENT
Partition of Bengal and its Impact, the Non Co-operation Movement in Assam, Civil Disobedience Movement and Assam, Quit India Movement in Assam, Grouping Controversy and Independence

Reading List

Barpujari, H.K.(2003): The Comprehensive History of Assam, Vol. I, Vol. II, Vol.III, Vol. IV& Vol. V, 2nd ed., Publication Board Assam, Guwahati

Baruah, S.L.,(2004): A Comprehensive History of Assam, 3rd ed., Munshiram Manoharlal, Delhi

Bhuyan, A.C., (1999): Political History Assam, Publication Board Assam, Vol. I, II, III, 2nd ed., Guwahati

Dutt, K.N (1993): Landmarks in the Freedom Struggle in Assam, Lawyers' Book Stall

Gait, E.,(2004): A History of Assam, Eastern Book House, Revised, Guwahati

Saikia Rajen (2000): Social and Economic History of Assam 1853-1921, Munshiram Manoharlal, Delhi

IDC 301 English for Professional Studies

Learning Objectives
The objectives of the course are to:
- provide a general introduction to some important grammatical concepts
- take up various aspects of English Grammar such as Vocabulary and Punctuation
- highlight some of the common errors made in English Grammar and its correct use
- provide a detailed study on the areas of writing and communication skills in professional context
- To engage the learner in developing skills of office management and correspondence, business communication and presentation of curriculum vitae

Learning Outcomes
- After going through the course, the learner will be able to:
- revise some of the important grammatical concepts
- develop a good idea on various aspects of English Grammar such as Vocabulary and Punctuation
- gain a broad idea on the areas of writing and communication skills
- develop skills of office management and correspondence, business communication and presentation of curriculum vitae
- groom himself or herself with sound communication and professional skills

Syllabus

UNIT 1: SOME CONCEPTS OF GRAMMAR I
English Grammar: An Introduction, Nouns- Kinds of Nouns, Forms of Nouns, Functions, The Noun Phrase, Agreement, Determiners – Articles, Demonstratives, Possessives, Quantifiers, Wh-determiner, Pre-determiners, Verb Forms

UNIT 2: SOME CONCEPTS OF GRAMMAR II
Adjectives, Adverbs, Prepositions

UNIT 3: VOCABULARY
Synonyms and Antonyms, One word Expression, Words Used as Different Word Classes, Phrasal Verbs, Distinction between Similar Words Often Confused

UNIT 4: PUNCTUATION, SYNTHESIS AND TRANSFORMATION OF SENTENCES
Introduction, Punctuation, Synthesis of Sentences, Transformation of sentences

UNIT 5: COMMON ERRORS AND PHRASES AND IDIOMS
Introduction, Common Errors, Phrases and Idioms

UNIT 6: NOTE MAKING
Note making and note taking, Skimming and Scanning, Format of note making, Samples

UNIT 7: COMMUNICATION
Defining Communication, Significance and Process of Communication, Communication Network, Communication Media or Methods, Barriers To Communication, Effective Communication.

UNIT 8: INTRODUCTION TO OFFICE MANAGEMENT
Meaning of Office, Introduction to Office Management, Functions of Office, Relationship of Office with Other Departments, Office Accommodation, Layout and Environment, Office Furniture and Stationery, Office Correspondence and Filing System

UNIT 9: CORRESPONDENCES
Letter Writing, How to Write a Letter, Format of an Official/Business Letter

UNIT 10: PRESENTATION
Writing Executive Summaries, Making a Formal Presentation

UNIT 11: WRITING CURRICULUM VITAE/RESUME
Difference between CV and Resume, Tips for writing CV/Resume, Essentials for writing CV/Resume, Facing Interviews based on CV/Resume, Telephonic Interviews based on CV/Resume

Reading List

Aggarwala, N.K. (2001). Essentials of English Grammar and Composition, New Delhi: Goyal Brothers.

Brown, M. Henry. (1977). The Contemporary College Writer. New York: D Van Nostrand Company.

Chal, Harold Hoontz (1986). Essentials of Management. McGraw Hill Book Company: New York.

Chopra, R.K. Office Management. Himalaya Publishing House.

De Sarkar, P.K. (2007). Higher English Grammar and Composition, Kolkata; Book Syndicate Limited.

Dowerah, Sawpon. A Students' Grammar of English. Guwahati: Students' Stores.

Lewis, Roger. (1979). How to Write Essays. Heinemann & National Exnt. College, London.

Sherlekar, S.A. (1984). Principles of Management. Bombay: Himalaya Publishing House

IDC 302 Economics of Education

Course Objectives

To make the learners aware about:
- The meaning, importance and scope of economics of education
- Educational expenditure as productive consumption and returning investment through the function of human capital and planned manpower development.
- The concept and relationship between input and output of education
- The financial resource management.

Learning Outcomes

After going through this course, the graduates will be able to:
- acquire knowledge and understanding on the subject like economics of education
- develop the basic understanding on the emerging issues of economics of education
- know the basic knowledge regarding the various core courses of Education as a subject as a whole.
- gather the procedural knowledge which are required for performing multidisciplinary and skill based programmes in the 21st century
- Produce efficient and effective leaders in the field of teaching, educational administration and educational finances
- acquire the cognitive and technical skills for performing and accomplishing complex tasks relating to the subject on education and other interdisciplinary courses
- Produce quality educational practitioners having sound knowledge of various dimensions of economics of education and economic policies

Syllabus

UNIT 1: ECONOMICS OF EDUCATION

Concept, scope and significance

UNIT 2: EDUCATION AND ECONOMIC DEVELOPMENT

Concept, relationship between education and economic development

UNIT 3: ECONOMICS OF EDUCATION POLICY

Nature of economic policy, education as a Public Good

UNIT 4: EDUCATION AS A PUBLIC GOOD

Meaning of public good, difference between public goods and private goods, education as public good, education as mixed good, education as merit good

UNIT 5: HUMAN CAPITAL FORMATION

Concept, Human capital Approaches to education

UNIT 6: EDUCATION AND MANPOWER PLANNING

Education and manpower planning, manpower planning and economic growth, problems of manpower planning in India

UNIT 7: FINANCING IN HIGHER EDUCATION AND TECHNICAL EDUCATION

Pattern of financing, need of financing, financial policy for higher and technical education in India

UNIT 8: LIVELIHOOD, LABOUR MARKET AND LABOUR MOBILITY

Sectoral growth, unemployment and underemployment, labour mobility in northeast India

UNIT 9: EDUCATION AND BRAIN DRAIN

Concept, factors for brain drain, out-migration of the skilled personnel

UNIT 10: ACCESS AND EQUITY IN EDUCATION

Meaning of equity, improving access in education and reservation policy in education in India

UNIT 11: SELF-FINANCING AND FIND MOBILIZATION IN THE EDUCATIONAL INSTITUTIONS

Fund mobilization in the educational institution

Reading List

Hunter, W.W.: Economic History of India, Vols.2, Cosmo Publication, 2008
Habison& Myers: Education, Manpower and Economic Growth
Peer,M: Higher Education and Employment, Rawat Publications, 2007-08
Rao, P: Economics of Primary Education, Rawat Publication, 1998.
Rajaiah, B: Economics of Education
Singh, R.P.: Educational Finance and the Planning Challenge, Eastern Book House, 2008
Shuukla, P.D.: New Education Policy in India.
Psachupouls, Y: Economics of Education

IDC 303 Business Communication and Media Management

Course Objectives
- To provide understanding of the field of business communication and business journalism
- To acquaint learners with the concept of media management and its role in the society
- To equip learners with necessary skills required to work in the field of business communication

Course Outcomes
On completion of this course, the learners will be able to
- recognize the various contexts in which business communication takes place
- determine the need of business communication and business journalism
- analyse the issues related with the media management
- equip themselves with skills required for a business journalist

Syllabus

UNIT 1: BUSINESS COMMUNICATION
Concept of Business Journalism, Success through proper communication, History of business communication, Need for business journalism, Essential Characteristics of Business Communication, The Benefits of Effective Communication, Present Scenario, Five rules of good writing or communication, Five Ps of marketing mix, Target audience, Specific Characteristics of a Target Audience, Consumerist culture

UNIT 2: MEDIA FOR BUSINESS
Concept, Importance of media in business, Types of media, Selection of Appropriate Communication Media, Incorrect choice of Medium, Setting Up business goals, Communication Structure In a Business Organisation, Communication in corporate world, Effective business or economic writing, Importance of writing skills in business communication, Purpose of writing, The Principles of effective writing, Economic newspapers, The Economic Times, The Business standard, Public Relations and Marketing, Ethics in communication, Audience Analysis.

UNIT 3: BUSINESS PRESENTATION-I
Report Writing, Process of Writing a Report, Determining the purpose of the report, Determining the factors, Gathering the information needed, Interpreting the findings, Organizing the report information, Writing the report, Project Report Writing, Criteria of a Good Project, Advantages of a Good Project, Disadvantages of Project Method, Format of a Project Report

UNIT 4: BUSINESS PRESENTATION II
Writing Executive Summaries, Making Business Presentations

UNIT 5: INTRODUCTION TO MANAGEMENT
Concept Of Management, Characteristic of Management, Scope of Management, Evolution Of Management Thought, Management Vs Administration, Levels Of Management, Functions Of Management, Planning, Organizing, Staffing, Controlling, Coordination, Management Styles in Indian context

UNIT 6: MEDIA MANEGEMENT
Media as an industry and profession, Importance of media management, Ownership patterns of mass media in India

UNIT 7: MEDIA ORGANISATIONS
Structure of a media organisation, an account of different national and international media and communication organisations

UNIT 8: ORGANISATONAL STRUCTURE OF A PRINT MEDIA ORGANIZATION
Organizational structure of print media establishments, Editorial Department, Business Department, Production Department, Reference Section, Role and coordination among the different departments, Printing, Packaging, Transportation and Distribution

UNIT 9: ORGANISATIONAL STRUCTURE OF AN ELECTRONIC MEDIA ORGANIZATION
Electronic media organization, News and programme sections, News section in a radio station, News section in a TV station, Programme section in TV and radio, Electronic News Gathering (ENG), Electronic Field Production (EFP), Personnel involved in production and news, Viewership/ Listenership, Content creation and role of advertising, Genre or types of programmes, Types of programmes in radio, Types of programmes in TV

UNIT 10: LEADERSHIP AND WORK MOTIVATION
Importance of leadership in a media organisation, job performance, impact of technology on the performance of the employees, division of labour

Reading List

Chaturvedi, P.D, Mukesh Chaturvedi (2006), Business Communication, Dorling Kindersley (India) Pvt Ltd, New Delhi

Chaturvedi, B.K (2009), Media Management, Global Vision Publishing House, New Delhi

Kumar, Dr. Rakesh (2010), Media Management, Surendra Publications, New Delhi

Lesikar, Raymond, V. , Marie E. Flayley (2005), Basic Business Communication, Tata McGraw-Hill Publishing Company Limited, New Delhi

Narula, Uma (2006), Business Communication Practices, Atlantic Publishers & Distributors, New Delhi

Riel, Cees B.M. van, Charles J. Fombrun (2007), Essentials of corporate Communication, Routledge, UK

Soori, Sanjeev (2010), Business Journalism, Axis Publications, New Delhi

Taylor, Shirley (2005), Communication for Business, Dorling Kindersley (India) Pvt Ltd, New Delhi

Yadav, K.P (2006), Media Management, Adhyayan Publishers & Distributors, New Delhi

IDC 304 Understanding North East India

Learning Objectives
This course intends to:
- enable the learners to know about the north-eastern region of India.
- enable the learners to understand the features and concerns that are common to all the eight states of this region

Learning Outcomes
After going through this unit, the learner will be able to:
- Know about the north-eastern region of India.
- Understand the features and concerns that are common to all the eight states of this region

Syllabus

UNIT 1: THE CONCEPT OF NORTHEAST INDIA
Northeast India in the Ancient, Colonial and Post period

UNIT 2: LOCATION AND ECOLOGY OF NORTHEAST INDIA AND ASSAM IN PARTICULAR
Location; Boundaries; Ecology of Northeast India; Flora, Fauna, Rare species and Ecological Hotspots

UNIT 3: STATE FORMATION DURING POST-INDEPENDENCE PERIOD
Creation of different states and Autonomous Councils

UNIT 4: DEMOGRAPHIC COMPOSITION OF NORTHEAST INDIA
Racial; Linguistic; Caste; Religious; Tribal groups of Assam

UNIT 5: SOCIAL INSTITUTIONS AMONG THE MAJOR TRIBAL GROUPS OF THE NORTH EASTERN STATES
Family, Marriage and Kinship; Religion, Economy and Polity among the major tribal groups of the north eastern states

UNIT 6: IMMIGRATION TO NORTHEAST INDIA AND ASSAM IN PARTICULAR
Immigrant groups, Occupation; Consequences of Immigration; Insider versus Outsider feuds

UNIT 7: ETHNIC IDENTITY IN NORTHEAST INDIA
Ethnicity: Meaning and Characteristics; Intercommunity relations and its changing nature; Ethnic Conflict

UNIT 8: INSURGENCY IN NORTHEAST INDIA
Origin and Development of insurgency in the region; Major insurgent groups

UNIT 9: LAND RELATION IN NORTHEAST INDIA
Land holding patterns, agrarian structure

UNIT 10: ECONOMIC PROBLEMS IN NORTH EAST INDIA
Unemployment, Infrastructure, Industrialization

UNIT 11: DEVELOPMENT IN NORTHEAST INDIA
North Eastern Council (NEC), The Ministry of Development of North Eastern Region (MDoNER), Look East Policy

Reading List

Baruah, Sanjib, 2005, Durable Disorder: Understanding the Politics of North East India, New Delhi: Oxford University Press.

Bordoloi, B. N., 1990, Constraints of Tribal Development in North-East India, Guwahati: Tribal Research Institute.

Fernandes, Walter and Gita Bharali, 2011, Uprooted for whose benefits-Development induced displacement in Assam-1947-2000, Guwahati: North Eastern Social Research Centre.

Fernandes, Walter and Sanjay Barbora, 2008, Tribal Land Alienation in the Northeast; An Introduction: An Introduction in Walter Fernandes and Sanjay Barbora (ed) Land, people and politics: Contest Over Tribal Land in Northeast India, Guwahati and Denmark: North Eastern Social Research Centre and International Workgroup for Indigenous Affairs, pp 1-15.

Goswami, Atul; August, 1984; Tribal Development with special Reference to North-East India in Social Scientist ; vol12, no8; pp 55-60.

Hussain, Monirul, 2008, Interrogating Development: State, Displacement and Popular Resistance in North East India, New Delhi: Sage Publication.

Karna, M. N. 1990, The Agrarian Scene in Seminar, vol 366, pp 30-37.

Karna, M.N., 1999, Ethnic identity and Socio-economic Processes in North-east India in Kailash S. Aggarwal edited Dynamics of Identity and Intergroup relations in North-east India, IIAS-Shimla, pp29-38.

IDC 305 Rural Development in India

Course Objectives
- Acquaint learners with the concept, nature and characteristics of rural society.
- Make the familiar with the causes of Rural Backwardness, Rural Problems, and prospectus of rural life.
- Conceptualise them with nature of the rural consumer, rural finance and rural credit.

Course Outcomes
- Analyse the concept, indicators and strategies of Rural Development.
- Inculcate the knowledge of Rural society and culture
- Evaluate problems of rural society and draw reasonable conclusion thereof.
- Develop understanding of various credit, loan and saving approaches for rural society.

Syllabus

UNIT 1: BASIC CONCEPTS OF RURAL DEVELOPMENT
Concept of Rural Development; Why Rural Development?, Some Dilemmas in Development – Rural Vs Urban Development, Agriculture Vs Industrial Development, Capital Vs Labour Dogma, Autonomous Vs Induced Development

UNIT 2: RURAL ECONOMY OF INDIA
Size and Structure of the Indian Rural Economy; Importance and Role of the Rural Sector in India; Economic, social and Demographic Characteristics of the Indian Rural Economy; Causes of Rural Backwardness (Indian Context)

UNIT 3: APPROACHES TO RURAL DEVELOPMENT
Community Development Programmes; Gandhian Approach to Rural Development; Balancing Rural and Urban Development

UNIT 4: COTTAGE INDUSTRIES IN INDIA
Role of Cottage Industries in Indian Economy; Various Cottage Industries of India; Government Policies for Cottage Industries

UNIT 5: RURAL INDEBTEDNESS IN INDIA
Meaning; Nature; Consequences of Rural Indebtedness; Programmes for Removal of Rural Indebtedness

UNIT 6: RURAL UNEMPLOYMENT IN INDIA
Characteristics; Incidence of Rural Unemployment in India; Employment Generation Measures

UNIT 7: POVERTY IN RURAL INDIA
Characteristics; Incidence of Rural Poverty in India; Poverty Eradication Measures

UNIT 8: ROLE OF TECHNOLOGY IN RURAL DEVELOPMENT
Importance of Rural Technology in Agriculture and Allied Sectors; Issues with Use of Technologies

UNIT 9: ROLE OF COMMERCIAL BANKS IN RURAL FINANCE IN INDIA
Progress of Commercial Banks; Priority Sector Lending; The Lead Bank Scheme; Analysis of Major Schemes of the Government of India undertaken since 1990 in different sectors – Agriculture, Animal Husbandry, Fishery, Cottage Industries; Difficulties faced in Implementation of these Schemes

UNIT 10: REGIONAL RURAL BANKS
Objectives and Functions of RRBs; Evaluation of Progress and Activities of RRBs; Critical Assessment of Functions of RRBs

UNIT 11: NABARD

Objectives and Functions of NABARD; Evaluation of Progress and Activities of NABARD; Critical Assessment of Functions of NABARD

Reading List

Arora ,R.C., K.(1979): Integrated Rural Development, S. Chand & Co.

Datt and Mahajan (2015): Indian Economy, 71st Ed., S. Chand & Co. Ltd.

Reddy, K. V.(2007):Rural Development in India (Poverty and development):Himalaya Publishing House.

Singh, K.(2010):Rural Development: Principles, Policies and Management, Sage Publications India Pvt. Ltd.

Sisodia, Y. S.(2007): Rural Development: Macro-Micro Realities, Rawat Publications.

Sundaram, I.S.: Rural Development. Himalaya Publishing House

IDC 306 Essentials of Indian Philosophy

Course Objectives
- To help the learners to know the Indian context of education in spiritual, religious and moral sense
- To help the learners to explore the basic education of human life through the systems of Indian philosophy

Course Outcomes
- To know that Indian philosophy shows us different paths to realize the highest truth in life under different schools
- Will know that Indian philosophy is essentially spiritual in nature
- Will know the different āstika and nāstika schools of Indian Philosophy

Syllabus

UNIT 1: THE NATURE AND SCOPE OF INDIAN PHILOSOPHY
Nature of Indian Philosophy, Scope of Indian Philosophy

UNIT 2: CARVAKA – EPISTEMOLOGY
Accidentalism and naturalism, The denial of inference, The denial of the validity of the Vedas

UNIT 3: BUDDHISM – FOUR NOBLE TRUTHS
A Brief Sketch of Buddhism, Concept of Four Noble Truths, There is Suffering, There is a Cause of Suffering, Dependent Origination, The Cessation of Suffering, Concept of Nirvana, The Path of Cessation of Suffering

UNIT 4: JAINISM – SYADVADA
A brief account of Jainism: Jaina Epistemology, Jaina Metaphysics, Syadvada or The Sapta-bhangi-naya, Criticism of Syadvada, Let us sum up

Unit 5: Nyaya – Concept of Prama
Definition of prama, Nyaya: Sources of knowledge, Anuman, Inference, Upamana, Testimony

UNIT 6: VAISESIKA – DRAVYA, GUNA, SAMANYA
Vaisesika Epistemology, Valid Knowledge, Invalid Knowledge, Kinds of Categories: What they are? Substance, Quality, Generality, Non-existence

UNIT 7: SAMKHYA – PURUSA & PRAKRTI
Nature and Characteristics of Prakrti, Proofs for the existence of Prakrti, Prakrti and the Gunas, Different products of Prakrti, Teleological Evolution, Criticism of the evolution theory, Nature and Characteristics of Purusa, Proofs for the existence of Purusa, Plurality of Purusa

UNIT 8: YOGA – THE CONCEPT OF CITTA-VRITTI
Brief Description on Yoga philosophy, Concept of Citta-Vritti, Astāṅga Yoga

UNIT 9: MIMAMSA – INTRINSIC VALIDITY OF KNOWLEDGE
Nature of Valid knowledge, Mimamsaka theory of Svatahpramanyavada, Nyaya theory of Paratahpramanyavada, Paratahpramanyavada and Svatahpramanyavada: A Comparison

UNIT 10: SAMKARA – BRAHMAN AND MAYA
AvdaitaVedānta, The Concept of Brahman, Nature of Brahman, Svarupalaksana of Brahman Tatastha Laksana of Brahman, NetiNeti Concept of Brahman, Meaning of Māyā, Māyā is a fact of experience, The two functions of Māyā, Nature of Māyā

UNIT 11: RAMANUJA – GOD

Ramanuja's Concept of God, Significance of God, God is qualified (visista), God is Trisatvatmaka, God has internal distinction (SvagataBheda), Aprthakasidhi, God is the cause of the world, Ramanuja's concept of God (Thesim), Forms of God, Archa, Vibhava, VyuhaSusksamaAntaryami

Reading list

S. Dasgupta: A History of Indian Philosophy
J. N. Sinha: Indian Philosophy
Radhakrishnan: Indian Philosophy
C.D. Sarma: A Critical Survey Of Indian Philosophy
S.Chatterjee: An Introduction to Indian Philosophy

Detailed Syllabi of Ability Enhancement Courses (AECs)

AEC 101 General English

Learning Objectives

The objectives of the course are to:
- introduce the learner to various poetical works written by some of the major English poets
- introduce a play written by the English dramatist William Shakespeare
- encourage the learner towards learning important techniques of comprehension and intelligent reading

Learning Outcomes

After going through the course, the learner will be able to:
- study the various poetical works written by some of the major English poets
- grasp the textual content and message contained in them
- appreciate the play Macbeth written by William Shakespeare
- discuss some important concepts of comprehension and intelligent reading

Syllabus

UNIT 1: WILLIAM BLAKE: "HOLY THURSDAY"
William Blake: Life and Works, Text of the Poem, Explanation of the Poem, Style and Language

UNIT 2: WILLIAM COWPER: "THE SOLITUDE OF ALEXANDER SELKIRK"
William Cowper: Life and Works, Text of the Poem, Explanation of the Poem, Style and Language

UNIT 3: WILLIAM WORDSWORTH: "SIMON LEE"
William Wordsworth: Life and Works, Text of the Poem, Explanation of the Poem, Style and Language

UNIT 4: ALFRED TENNYSON: "TEARS IDLE TEARS"
Alfred Tennyson: Life and Works, Text of the Poem, Explanation of the Poem, Style and Language

UNIT 5: W.B. YEATS: "AN IRISH AIRMAN FORESEES HIS DEATH"
W. B. Yeats: Life and Works, Text of the Poem, Explanation of the Poem, Style and Language

UNIT 6: D.H. LAWRENCE: "THE SNAKE"
D.H. Lawrence: Life and Works, Text of the Poem, Explanation of the Poem, Style and Language

UNIT 7: KEKI N. DARUWALLA: "WOLF"
Keki N. Daruwalla: Life and Works, Text of the Poem, Explanation of the Poem, Style and Language

UNIT 8: CHINUA ACHEBE: "AS ONE LISTENS TO THE RAIN"
Chinua Achebe: Life and Works, Text of the Poem, Explanation of the Poem, Style and Language

UNIT 9: WILLIAM SHAKESPEARE: MACBETH I
William Shakespeare: Life and Works, Background of the Play

UNIT 10: WILLIAM SHAKESPEARE: MACBETH II
Explanation of the Text, Major Characters, Major Themes,   Style and Language

UNIT 11: COMPREHENSION AND INTELLIGENT READING
Comprehension and Intelligent Reading, Reading and Grasping Skills

Reading List

Aggarwala, N.K. (2001). Essentials of English Grammar and Composition. New Delhi: Goyal Brothers.

Albert, Edward. (2000). History of English Literature. Fifth Edition. Oxford : Oxford University Press.

Birch, Dinah. (2009). The Oxford Companion to English Literature. Seventh Edition. Oxford : Oxford University Press.

De Sarkar, P. K. (2007). Higher English Grammar and Composition. Kolkata: Book Syndicate Limited.

Dowerah, Sawpon. A Students' Grammar of English. Guwahati: Students' Store

Eastwood, John. (1994). Oxford Guide to English Grammar. Oxford University Press.

Eckersley & Ekersley. (1960) (ed). A Comprehensive English Guide. Harlow: Pearson Education Limited.

Palmer, R. F. (1988). The English Verb. Longman Linguistics Library

AEC 201 MIL Assamese

Course Objectives
After going through this course, a learner will be able to:
- Familiar with the writing style of diverse Assamese literary texts
- Discover the underlying spirit of the writing of selected Assamese literary texts
- Develop basic ideas of Assamese grammar

Course Outcomes
After going through this course, a learner will be able to:
- Outline the trends of Assamese poetry, drama, novel, and prose
- Improve the writing style of Assamese

Syllabus

অধ্যায় ১: মাধৱদেৱ – তেজৰে কমলাপতি (বৰগীত)
কবি পৰিচয়, 'তেজৰে কমলাপতি' কবিতাটিৰ পাঠ: শব্দাৰ্থ, বৰগীতৰ সাধাৰণ পৰিচয়, 'তেজৰে কমলাপতি' কবিতাটিৰ আলোচনা: বিষয় বস্তুৰ আভাস, কাব্যিক সৌন্দৰ্য

অধ্যায় ২: চন্দ্ৰকুমাৰ আগৰৱালা: বন কুঁৱৰী
ৰমন্যাসবাদ আৰু ৰমন্যাসবাদী কবিতাৰ বৈশিষ্ট্য, অসমীয়া ৰোমাণ্টিক কবিতাৰ সাধাৰণ আলোচনা, কবিপৰিচয়, 'বনকুঁৱৰী' কবিতাটিৰ পাঠ, 'বনকুঁৱৰী' কবিতাটিৰ আলোচনা: বিষয়বস্তু আৰু মূলভাব, ৰমন্যাসিক চিন্তাৰ প্ৰতিফলন

অধ্যায় ৩: নৰকান্ত বৰুৱা: ইয়াত নদী আছিল
আধুনিক কবিতাৰ পটভূমি, আধুনিক অসমীয়া কবিতা, নৰকান্ত বৰুৱাৰ কাব্য-চিন্তা, 'ইয়াত নদী আছিল' কবিতাটিৰ পাঠ, ইয়াত নদী আছিল: বিষয়বস্তু, সাধাৰণ আলোচনা

অধ্যায় ৪: নিৰ্মলপ্ৰভা বৰদলৈ: মৰ্মান্তিক
নিৰ্মলপ্ৰভা বৰদলৈৰ কাব্য-চিন্তা, 'মৰ্মান্তিক' কবিতাটিৰ মূলপাঠ, মৰ্মান্তিক: বিষয়বস্তু, সাধাৰণ আলোচনা

অধ্যায় ৫: গুৰু-শিষ্যৰ মণি-কাঞ্চন সংযোগ
গুৰু-শিষ্যৰমণি-কাঞ্চনসংযোগ: চৰিত পুথিৰ উদ্ভৱ আৰু বিকাশ, পাঠটিৰ উৎস, মূলপাঠৰ আভাস, বিষয়বস্তুৰ পৰিচয়, মাধৱদেৱৰ ব্যক্তিত্ব, মাধৱদেৱৰ গুৰুভক্তি, গদ্যৰীতি, কঠিন শব্দৰ টোকা

অধ্যায় ৬: বাণীকান্ত কাকতি : নামঘোষা
সাহিত্য সমালোচক বাণীকান্ত কাকতি, নামঘোষাৰ পৰিচয়, পুণ্যশ্লোক শংকৰ-স্মৃতি, মাধৱদেৱৰ আত্মলঘিমা, নামঘোষাৰ ৰসবিচাৰ

অধ্যায় ৭: লক্ষ্মীনাথ বেজবৰুৱা: কন্যা
লক্ষ্মীনাথ বেজবৰুৱা: কন্যা – লক্ষ্মীনাথ বেজবৰুৱাৰ জীৱন আৰু কৃতি, গল্পটোৰ সাধাৰণ আলোচনা

অধ্যায় ৮: ভবেন্দ্ৰনাথ শইকীয়া: ঢোৰাসাপ
ভবেন্দ্ৰনাথ শইকীয়া: ঢোৰাসাপ – ভবেন্দ্ৰনাথ শইকীয়াৰ জীৱন আৰু কৃতি, গল্পটিৰ সাধাৰণ আলোচনা

অধ্যায় ৯: ৰজনীকান্তবৰদলৈ: মনোমতী
ঔপন্যাসিক ৰজনীকান্ত বৰদলৈ আৰু তেওঁৰ উপন্যাসৰ প্ৰধান বৈশিষ্ট্যসমূহ, মনোমতী উপন্যাসৰ কাহিনীভাগ, ঐতিহাসিক উপন্যাস হিচাপে মনোমতী, মনোমতী উপন্যাসৰ চৰিত্ৰ চিত্ৰণ, মনোমতী উপন্যাসৰ সামাজিক চিত্ৰ

অধ্যায় ১০: জ্যোতিপ্ৰসাদ আগৰৱালা: শোণিত কুঁৱৰী
জ্যোতিপ্ৰসাদ আগৰৱালাৰ পৰিচয়, জ্যোতিপ্ৰসাদ আগৰৱালাৰ নাট্যপ্ৰতিভা, জ্যোতিপ্ৰসাদ আগৰৱালাৰ নাটকৰ বৈশিষ্ট্য, শোণিত কুঁৱৰী নাটকৰ কাহিনী, শোণিত কুঁৱৰী নাটকৰ চৰিত্ৰ, শোণিত কুঁৱৰী নাটকৰ সংলাপ

অধ্যায় ১১: অসমীয়া ব্যাকৰণ

কৃৎপ্রত্যয়, তদ্ধিতপ্রত্যয়, বিভক্তি: নাম বিভক্তি বা কাৰক বিভক্তি, ক্রিয়া বিভক্তি, বিভক্তি আৰু প্রত্যয়ৰ পার্থক্য, উপসর্গ.সমাস :দ্বন্দ্বসমাস, দ্বিগুসমাস, বহুব্রীহিসমাস, কর্মধাৰয়সমাস, তৎপুৰুষসমাস, অব্যয়ী ভাবসমাস, লিঙ্গ

Reading List

Ahmed, Kamaluddin (2005). Adhunik Asomia Kobita. Guwahati: Banalata

Barua, Birinchi Kumar (1997). Asomia Katha Sahitya. Nalbari: Universal Emporium.

Baruah, Prahlad Kumar (2005). Asomia Chutigalpar Adhyayan. Guwahati: Banalata.

Bharali, Sailen (1993). Upanyash bischar aru bisleshan. Guwahati: Chandra Prakashan.

Bharali, Sailen (2009). Banikanta Kakatirpora Bhaben Barualoi. Guwahati: Chandra Prakashan.

Bora, Mahendra (1985). Sahitya Upakramanika Golaghat: Bharati Book Stall

Deka, Dharmasingha (2007) Rachana Bichitra. Guwahati.

Dutt, Uday (1995).Chutigalpa. Guwahati: Student's Stores.

Gogoi, Leela (Ed.) (2002). Adhunik Asomia Sahityar Porichoy. Guwahati: Banalata.

Goswami, Tralokyanath (2006). Adhunik Galpa Sahitya. Guwahati: Vani Prakash Limited.

Goswami, Upendranath (2007). Asomia Bhasar Byakaran. Guwahati: Mani-Manik Prakasha

Hazarika, Karbi Deka (2008). Assamese poets and poems. Dibrugarh: Banalata.

Mahanta, Baapchandra (Ed.) (2000). Borgeet. Guwahati: Student's Stores.

Majumdar, Bimal (2011). Sahityar Tattwa aaru Prayog. Guwahati: Jyoti Prakashan.

Neog, Maheswar (2000). Asomia Sahityar Ruprekha. Guwahati: Chandra Prakash.

Neog, Maheswar (Ed.) (2004). Snatakar Kathabandha. Guwahati: Guwahati University.

PhukanPatgiri, Dipti (1999) Adhunik Asomia Byakaran. Guwahati: Book Hive.

Rajbangshi, Paramananda (Ed.) (1995). Asomia Natak: Para. Guwahati: Chandra Prakashan.

Sharma, Dalai Harinath (1992). Asomia Gadya Sahityar Gatipath. Nalbari: Padmapriya Library.

Sharma, Satyendra Nath (1997). Asomia Upanyasar Bhumika. Guwahati: Soumar Prakash.

Sharma, Satyendra Nath (2009). Asomia Sahityar Samikshatmak Itibritta. Guwahati: Soumar Prakash

Sharma, Satyendranath (2005). Asomia Natya Sahitya. Guwahati: Soumar Prakash.

Talukdar, Nanda (2006). Kobi aaru Kabita. Guwahati: Banalata.

Thakur, Nagen (Ed.) (2000). Esha Basarar Asomia Upanyash. Guwahati: Jyoti Prakashan.

AEC 202 Alternative English

Learning Objectives
The objectives of the course are to:
- encourage the learners towards exploring various literary texts prescribed in the course
- stir an interest in the learners towards developing an analytical bent of mind in exploring these literary texts
- provide the scope of grasping various thematic concerns, contexts, issues and aspects reflected in the prescribed literary texts

Learning Outcomes
After going through the course, the learner will be able to:
- study the various literary texts prescribed in a detailed manner
- develop an analytical bent of mind in exploring these literary texts
- grasp various thematic concerns, contexts, issues and aspects reflected in the prescribed literary texts
- appreciate the ideas, reflections, literary representations and the core message contained in these texts

Syllabus

UNIT 1: E.P. GEE: "THE RHINO OF KAZIRANGA"
E. P. Gee: Life and Works, Explanation of the Essay, Style and Language

UNIT 2: THE KING JAMES BIBLE: "THE STORY OF CREATION"
The Story of Creation, Major Themes, Style and Language

UNIT 3: SALMAN RUSHDIE: "IMAGINARY HOMELANDS"
Salman Rushdie: Life and Works, Explanation of the Text, Major Themes, Style and Language

UNIT 4: BERTRAND RUSSELL: "PROLOGUE" TO AUTOBIOGRAPHY
Bertrand Russell: Life and Works, Text of the Prologue, Explanation of the Prologue, Major Themes, Style and Language

UNIT 5: MATTHEW ARNOLD: "LITERATURE AND SCIENCE"
Matthew Arnold: Life and Works, Explanation of the Text, Major Themes, Style and Language

UNIT 6: RICHARD KEARNEY: "ON STORIES"
Richard Kearney: Life and Works, Explanation of the Text, Major Themes, Style and Language

UNIT 7: MARTIN LUTHER KING: "I HAVE A DREAM"
Martin Luther: Life and Works, Context of the Speech, Explanation of the Speech, Style and Language

UNIT 8: LORD CHESTERFIELD: LETTER TO HIS SON
Lord Chesterfield: Life and Works, Text of the Letter, Explanation of the Text, Major Themes, Style and Language

UNIT 9: R.L. STEVENSON: EXTRACTS FROM TRAVEL WITH A DONKEY
R. L. Stevenson: Life and Works, Explanation of the Extract, Major Themes, Style and Language

UNIT 10: DEREK WALCOTT: "THE ANTILLES: FRAGMENTS OF EPIC MEMORY"
Derek Walcott: Life and Works, Explanation of the Speech, Major Themes, Style and Language

UNIT 11: ANTOINE DE SAINT EXUPERY: THE LITTLE PRINCE
Antoine de Saint Exupery: Life and Works, The Title of the Novella, The Context of the Novella, Explanation of the Novella

Reading List

Alfred, Julius Ayer. (1972). Russell. London: Fontana

Allen, Walter. (1958). The English Novel: A Short Critical History. Penguin Books.

Birch, Dinah. (2009). The Oxford Companion to English Literature, Seventh Edition. Oxford: Oxford University Press.

Bloom, Harold. (2003). Bloom's Modern Critical Views: Derek Walcott. Chelsea House Publishers.

Edward, Bough. (2006). Derek Walcott. Cambridge University Press

Humberstone, Barbara. Et al. (2015). Routledge International Handbook of Outdoor Studies, London: Routledge.

Hudson, W.H. Introduction to Study of Literature. Macmillan

Kearney, Richard. (2002). On Stories. London: Routledge.

Page, Norman. The Language of Literature. Casebook Series

Chatterjee, Partha. (1993). The Nation and its Fragments: Colonial and Postcolonial Histories. New Jersey: Princeton University Press

Syllabi of

Semester 2 : AEC 2 (MIL-Bengali)

For Four Year Undergraduate Programme

Name of the Course: Select Bengali Literary Texts, Grammar and Composition

নির্বাচিত বাংলা সাহিত্য, ব্যাকরণ ও রচনা

Course Objective:

After going through this course, a learner will be able to:

- Outline the history and trends of Bengali Literature from the beginning.
- Summarize a basic understanding of Bengali Grammar and Composition.

Course Outcomes:

- Develop knowledge of the history and recent trends of Bengali Literature.
- Explore the underlying spirit of Bengali Literature.
- Identify the heritage and basic spirit of the different aspects of Bengali Grammar and Composition.

Detailed Syllabus

অধ্যায় ১ ঃ **কবিতা — ১**
নবদ্বীপ — বৃন্দাবন দাস ঃ কবি-পরিচয়, সারসংক্ষেপ, কবিতার বিশ্লেষণ, শব্দার্থ; রূপাই —
জসিমউদ্‌দীন ঃ কবি-পরিচয়, সারসংক্ষেপ, কবিতার বিশ্লেষণ, শব্দার্থ

অধ্যায় ২ ঃ **কবিতা — ২**
পুরাতন ভৃত্য — রবীন্দ্রনাথ ঠাকুর ঃ কবিতার সার-সংক্ষেপ, কবিতার বিশ্লেষণ, শব্দার্থ

অধ্যায় ৩ ঃ **উপন্যাস - *কপালকুণ্ডলা* — ১**
ঔপন্যাসিক বঙ্কিমচন্দ্র ঃ বঙ্কিমচন্দ্রের জীবনকথা, উপন্যাস-পরিচয়; কাহিনিসার

অধ্যায় ৪ ঃ **উপন্যাস - *কপালকুণ্ডলা* — ২**
চরিত্র-বিচার ঃ নবকুমার, কপালকুণ্ডলা, মতিবিবি বা লুৎফউন্নিসা, কাপালিক; অলৌকিকতা

অধ্যায় ৫ ঃ **বনফুল — জাগ্রত দেবতা**
বনফুলের জীবন ও সাহিত্য; জাগ্রত দেবতা ঃ গল্পের সার সংক্ষেপ, গল্প-বিশ্লেষণ

অধ্যায় ৬ ঃ **সাজাহান — ১**
নাট্যকারের পরিচিতি ও ইতিহাসের কাহিনি; ঐতিহাসিক নাটক হিসাবে 'সাজাহান'; 'সাজাহান'
নাটকের নায়ক বিচার ও নামকরণ;   'সাজাহান' নাটকের সংগীত ও সংলাপ

অধ্যায় ৭ ঃ **সাজাহান — ২**
সাজাহান নাটকের চরিত্র-বিচার ঃ মুখ্য চরিত্র, গৌণ চরিত্র

অধ্যায় ৮ ঃ   *জীবনস্মৃতি — ১*
গ্রন্থকার ও গ্রন্থ পরিচয়; *জীবনস্মৃতি* ঃ সাধারণ আলোচনা; ঘর ও বাহির — মূল পাঠ ঃ পাঠ বিশ্লেষণ; ভৃত্যরাজক তন্ত্র —মূলপাঠ ঃ পাঠ বিশ্লেষণ; নানা বিদ্যার আয়োজন— মূলপাঠ ঃ পাঠ বিশ্লেষণ

অধ্যায় ৯ ঃ   *জীবনস্মৃতি — ২*
ভানুসিংহের কবিতা — মূলপাঠ ঃ পাঠ বিশ্লেষণ; স্বাদেশিকতা — মূল পাঠ ঃ পাঠ বিশ্লেষণ; মৃত্যুশোক — মূল পাঠ ঃ পাঠ বিশ্লেষণ

অধ্যায় ১০ ঃ   **বাংলা ব্যাকরণ**
শব্দ, পদ, বাক্য ঃ পদ পরিবর্তন; বাগ্‌ধারা বা বিশিষ্টার্থক বাক্যাংশ; বাংলা বানান ঃ বানান রীতি, অশুদ্ধ বানান ও তার সংশোধিত রূপ; শব্দভাণ্ডার ঃ শ্রেণিবিভাগ, মৌলিক শব্দ, আগন্তুক শব্দ; সমার্থক ও বিপরীতার্থক শব্দ ঃ সমার্থক শব্দ, বিপরীতার্থক শব্দ

অধ্যায় ১১ ঃ   **সংবাদ, অনুচ্ছেদ ও সারাংশ রচনা**
রচনার নানা প্রকারভেদ; সংবাদ রচনা; অনুচ্ছেদ রচনা

Reference Books for this Course

আনন্দ পাবলিশার্স প্রকাশনা; *বাংলা কী লিখবেন কেন লিখবেন।*
ঘোষ, অজিতকুমার; *বাংলা নাটকের ইতিহাস।*
ঘোষ, অজিতকুমার (সম্পাঃ); *দ্বিজেন্দ্র রচনাবলী, ২য় খণ্ড।*
চক্রবর্তী, অজিত কুমার; *কাব্যপরিক্রমা।*
চট্টপাধ্যায়, সুনীতিকুমার; *ভাষা-প্রকাশ বাংলা ব্যাকরণ।*
দাস, শিশির কুমার; *আত্মজীবনী ঃ জীবনী ও রবীন্দ্রনাথ।*
দাস, শ্রীশচন্দ্র; *সাহিত্য-সন্দর্শন।*
দে, অধীব; *আধুনিক বাংলা প্রবন্ধ সাহিত্যের ধারা, ২য় খণ্ড।*
পশ্চিমবঙ্গ বাংলা আকাদেমি; *আকাদেমি বানান অভিধান।*
পশ্চিমবঙ্গ বাংলা আকাদেমি প্রকাশনা; *আকাদেমি বিদ্যার্থী বাংলা অভিধান।*
পশ্চিমবঙ্গ বাংলা আকাদেমি প্রকাশনা; *প্রসঙ্গ ঃ বাংলা ভাষা।*
পশ্চিমবঙ্গ সংসদ; *সংসদ বানান অভিধান।*
পাল, প্রশান্তকুমার; *রবিজীবনী, ১-৯ খণ্ড।*
ভট্টাচার্য, আশুতোষ; *বাংলা নাট্যসাহিত্যের ইতিহাস (দ্বিতীয় খণ্ড)।*
ভট্টাচার্য, সুভাষ; *বাঙালির ভাষা।*
মুখোপাধ্যায়, অরুণকুমার; *রবীন্দ্র পরিক্রমা।*
মুখোপাধ্যায়, অশোক; *সংসদ সমার্থ শব্দকোষ।*
মুখোপাধ্যায়, দুর্গাশঙ্কর; *দ্বিজেন্দ্রলাল রায় ঃ জীবন ও সাহিত্য।*
মুখোপাধ্যায়, প্রভাতকুমার; *রবীন্দ্র-জীবনী, ১-৪ খণ্ড।*
রায়, রথীন্দ্রনাথ; *দ্বিজেন্দ্রলাল ঃ কবি ও নাট্যকার।*
সিংহ, মীনাক্ষী; *রবীন্দ্র প্রবন্ধের রূপরেখা।*
সরকার, পবিত্র; *বাংলা বানান সংস্কার ঃ সমস্যা ও সম্ভাবনা*
সরকার, পবিত্র; *ভাষা-জিজ্ঞাসা ১, ২ ও ৩।*
সেন, সুকুমার; *ভাষার ইতিবৃত্ত।*
সেন, সুকুমার; *বাঙ্গালা সাহিত্যের ইতিহাস, ৪র্থ খণ্ড।*

Syllabi of

Semester 2 : AEC 2 (MIL-Bodo)

For Four Year Undergraduate Programme

Name of the Course: Select Bodo Literary Texts, Grammar and Composition
(नायखां बिलाइ)

Course Objective:

After going through this course, a learner will be able to:

- Outline the history and trends of Bodo Literature from the beginning.
- Summarize a basic understanding of Bodo Grammar and Composition.

Course Outcomes:

- Develop knowledge of the history and recent trends of Bodo Literature.
- Explore the underlying spirit of Bodo Literature.
- Identify the heritage and basic spirit of the different aspects of Bodo Grammar and Composition.

Detailed Syllabus

खोन्दो 1 : **मोनाबिलि – इसान चन्द्र मोसाहारि**

खन्थाइगिरिनि सिनायथि; फरा; खन्थाइनि गुबै बाथ्रा; मोनाबिलि खन्थाइनि र'मान्टिक सानस्त्रि; खन्थाइनि सायाव बिजिरनाय

खोन्दो 2 : **अख्रां गंसे नांगौ – ब्रजेन्द्र कुमार ब्रह्म**

खन्थाइगिरिनि सिनायथि झ; फरा; खन्थाइनि गुबै बाथ्रा; गोदान खन्थाइनि सोमोन्दै सुंद फोरमायथिनाय; अख्रां गंसे नांगौ खन्थाइनि सायाव साव्रायनाय

खोन्दो 3 : **थुनलायाव रहस्य सानथौ : कमल कुमार ब्रह्म**

लिरगिरिनि सुंद सिनायथि – कमल कुमार ब्रह्म; फरानि गुबै बाथ्रा; फरानि सायाव बिजिरनाय : थुनलायाव रहस्य सानथौ

खोन्दो 4 : **सुबुं माहारियाव खाना फोथायनाय – ब्रजेन्द्र कुमार ब्रह्म**

लिरगिरिनि सिनायथि – ब्रजेन्द्र कुमार ब्रह्म; फरानि गुबै बाथ्रा; फरानि सायाव बिजिरनाय : सुबुं माहारियाव खाना फोथायनाय

खोन्दो 5 : **मोदै आरो गोलोमदै – नीलकमल ब्रह्म**

लिरगिरिनि सिनायथि; सुंद सलनि सल; सलनि सायाव बिजिरनाय; आखु बिजिरनाय

खोन्दो 6 : **फर्बज'रानि बिहामजो – जनिल कुमार ब्रह्म**

लिरगिरिनि सिनायथि; सुंद सलनि सल; आखु बिजिरनाय; समाजारि सावगारि

खोन्दो 7 : **मैहुर – धरणीधर औवारी**

सलमागिरिनि सिनायथि; फरानि गुबै बाथ्रा; सलमानि सायाव बिजिरनाय; आखु बिजिरनाय; मैहुर सलमायाव समाजारि सावगारि

खोन्दो 8: **राजा निलाम्बर – दारेन्द्रनाथ बसुमतारि**

लिरगिरिनि सिनायथि; जारिमिनारि थुनफावथाय महरै राजा निलाम्बर; थुनफावथायनि सायाव बिजिरनाय; आखु एरनाय

खोन्दो 9 : **हरबादि खोमसि– कमल कुमार ब्रह्म**

थुनफावथाय लिरगिरिनि सिनायथि; थुनफावथायनि सायाव बिजिरनाय; समाजारि फावथाय महरै हरबादि खोमसि; आखु एरनाय; फावथायारि आदब

खोन्दो 10 : **बायदि मैया रनसाय आरो बाथ्रा फाव, बाथ्रा खोन्दो**

रनसाय आरो रायथाइनि फारागथि; रनसाय : बिजाब बाख्रि, आसामनि दैबाना, भारतनि हाबा गैजारोडिनि जेंना, फरायसा आरो राजखान्थि; बाथ्रा फाव, बाथ्रा खोन्दो, सुंथाबै लिरनाय आरो बेखेवनानै लिरनाय

खोन्दो 11 : **रावखान्थि**

बर' रावनि गारां आरो खौरां रिंसारथि : थायजा, सानराय, महर

Reference Books for this Course

औवारी, धरणीधर; *मैहुर।*

चैनारि, स्वर्ण प्रभा; *बर' फावथायनि बिजिरनाय।*

नारजारी, इन्द्रमालती; *लाइसिनि बिखायाव इन्द्रमालती।*

नारजारी, इन्द्रमालती; *मायनाव बरायनाय।*

नारजारी, इन्द्रमालती; *बर' हारिमु आरो थुनलाइ बिजिरनाय।*

फोसावगिरि बि. ए. सि. सिलेबास कमिटि; *खन्थाइ माला।*

बर', अनिल; *सेरजा सिफुं।*

बर', थुनलाइनि महर; *धरणीधर औवारी।*

बर', मधुराम; *जारिमिननि नोजोराव बर' थुनलाइ।*

बर', मधुराम; *गोजौ रावखान्थि।*

बर', मधुराम; *सुजु बिजाब।*

बड' टेक्स बुक प्रडाकसन कमिटि : *रायथाइ बिहुं*

बड' आयदा फोरोंगिरि गौथुम; *फोरोंलाइ Vol- VI ।*

बसुमतारि, बिजितगिरि; *नोजोर आरो सानस्रि।*

बसुमतारी, सुनिल फुकन (सुजुनाय); *रायथाइ बिहुं।*

ब्रह्म, अनिल कुमार; *थुनलाइ आरो थुनलाइ बिजिरनाय।*

ब्रह्म, कमल कुमार; *कमल कुमार ब्रह्मनि जिव आरो सानस्रि।*

ब्रह्म, कमल कुमार; *गोनां रावखान्थि।*

ब्रह्म, कमल कुमार; *हरबादि खोमसि।*

ब्रह्म, नीलकमल; *हाग्रा गुदुनि मै।*

ब्रह्म, रुपनाथ आरो ब्रह्म, मदाराम (1992). *खन्थाइ-मेथाय (1992)*; झारबारि : नौनोगोर पाब्लिकेसन।

ब्रह्म, ब्रजेन्द्र कुमार; *थुनलाइ आरो सानस्रि।*

ब्रह्म, ब्रजेन्द्र कुमार; *थुनलाइ आरो थुनलाइ*

ब्रह्म, ब्रजेन्द्र कुमार; *रायथाइ माला।*

मोसाहारि, इसान; *सनानि माला।*

मोसाहारि, गुनेश्वर; *थुनलाइ बिजिरनाय।*

मसाहारि, तुलन; *बर' फावथाय थुनलाइ।*

लाहारी, मन'रन्जन; *बर' थुनलाइनि जारिमिन।*

हाजवारि, मंगलसिं (1996). *जथाइबिदां*; कक्राझार : बड' पाब्लिकेसन्स बर्ड, बड' साहित्य सभा।

हायार सेकेण्डारि थाखोफोरनि थाखाय; *सुजुनाय बिजाब।*

33 थि बिसान बर' थुनलाइ आफादनि खुगा लाइसि; *डि बड'।*

Syllabi of

Semester 2 : AEC 2 (MIL-Hindi)

For Four Year Undergraduate Programme

Name of the Course: Gadya-Padya Abang Hindi Byakaran
(गद्य, पद्य एवं हिन्दी व्याकरण)

Course Objective:

After going through this course, a learner will be able to:

* Outline the history and trends of Hindi Literature from the beginning.
* Summarize a basic understanding of Hindi grammar.

Course Outcomes:

* Develop knowledge of the history and recent trends of Hindi literature.
* Explore the underlying spirit of Hindi Literature.
* Identify the heritage and basic spirit of the different aspects of Hindi grammar.

Detailed Syllabus

इकाई 1 ः **भक्ति काव्य**
सूरदास : जीवन दर्शन एवं साहित्य, भ्रमर गीत, पाठ का सारांश ; तुलसीदास : जीवन दर्शन एवं साहित्य, केवटप्रसंग, पाठ का सारांश

इकाई 2 ः **सूर्यकान्त त्रिपाठी 'निराला' : 'तोड़ती पत्थर'**
सूर्यकान्त त्रिपाठी 'निराला' : जीवन दर्शन एवं साहित्य, 'तोड़ती पत्थर' का पाठ, पाठ का सारांश

इकाई 3 ः **रामधारी सिंह 'दिनकर' : किसको नमन करुँ मैं**
रामधारी सिंह 'दिनकर' : जीवन दर्शन एवं साहित्य, **'किसको नमन करुँ मैं'** का पाठ, पाठ का सारांश

इकाई 5 ः **मुक्तिबोध : 'अंधेरे में '**
मुक्तिबोध : जीवन दर्शन एवं साहित्य, 'अंधेरे में ' पाठ, पाठ का सारांश

इकाई 4 ः **भगवती चरण वर्मा : चित्रलेखा**
भगवती चरण वर्मा : व्यक्तित्व एवं कृतित्व, भगवती चरण वर्मा की औपन्यासिक विशेष्टाएँ ; चित्रलेखा : कथावस्तु तथा जीवन दर्शन, चरित्र चित्रण, कथोपकथन, वातावरण, भाषाशैली, भावात्मक शैली एवं लक्ष्य

इकाई 5 ः **प्रेमचन्द : ठाकुर का कुआं**
प्रेमचन्द : जीवन दर्शन एवं साहित्य, ठाकुर का कुआं – कहानी, प्रतिपाद्य विषय की समीक्षा

इकाई 6 ः   **आचार्य रामचन्द्र शुक्ल : मित्रता**
आचार्य रामचन्द्र शुक्ल ; मित्रता : कथ्य एवं उद्देश्य ; मित्रता : महत्त्वपूर्ण प्रसंग

इकाई 7 ः   **आचार्य शिवपूजन सहाय : साहित्य**
आचार्य शिवपूजन सहाय : का जीवन एवं साहित्य ; साहित्य : कथ्य एवं उद्देश्य ; साहित्य :
महत्वपूर्ण प्रसंग

इकाई 8 ः   **डॉ. बिरंचि कुमार बरूआ : कौआ**
डॉ. बिरंचि कुमार बरूआ : जीवन एवं साहित्य ; कौआ : कथ्य एवं उद्देश्य ; कौआ :
महत्वपूर्ण प्रसंग

इकाई 9 ः   **डॉ. राम कुमार वर्मा : कौमुदि महोत्सव**
एकांकी की परिभाषा ; एकांकी के तत्व ; डॉ. राम कुमार वर्मा: जीवन एवं साहित्य; कौमुदी
महोत्सव : कथावस्तु : चरित्र चित्रण, संलाप, वातावरण, उद्देश्य, भाषा शैली, रंगमंच निर्देश

इकाई 10 ः   **जगदीश चन्द्र माथुर : बन्दी**
जगदीश चंद्र माथुर : व्यक्तित्व एवं कृतित्व ; बन्दी : एकांकी की कथावस्तु एवं विश्लेषण :
चरित्र चित्रण, संवाद, वातावरण, भाषा शैली, उद्देश्य, रंगमंच निर्देश

इकाई 11 ः   **हिन्दी व्याकरण**
कारक और विभक्ति, लिंग, वाक्य विचार, लोकोक्ति और मुहावरा

Reference Books for this Course

अमृत राय : *प्रेमचन्द : कलम का सिपाही*

अली सरदार जाफरी : *कबीर वाणी*

अशोक चक्रधर : *मुक्तिबोध की काव्य प्रक्रिया*

आचार्य रामचन्द्र शुक्ल : *हिन्दी साहित्य का इतिहास*

आचार्य हजारी प्रसाद द्विवेदी : *हिन्दी साहित्य उद्भव एवं विकास*

आचार्य हजारी प्रसाद द्विवेदी : *हिन्दी साहित्य की भूमिका*

डॉ कपिलदेव द्विवेदी : *भाषाविज्ञान एवं भाषाशास्त्र*

कुमार कृष्ण : *कहानी के नये प्रतिमान*

डॉ. केदारनाथ सिंह : *आधुनिक हिन्दी कविता में बिम्ब विधान*

गणपतिगुप्त : *हिंदी साहित्य का इतिहास*

डॉ. नगेन्द्र (सं) : *हिन्दी साहित्य का इतिहास*

नलिन विलोचन शर्मा : *हिन्दी उपन्यास : तथा प्रेमचन्द*

प्रसाद, वासुदेव नन्दन ; *आधुनिक हिन्दी व्याकरण और रचना* ; पटना :भारती भवन।

डॉ वासुदेवनन्दन प्रसाद : *सरल हिन्दी व्याकरण और रचना*

AEC 301 Life Skills

Course Objectives
The objectives of the course are to:
- Enhance the ability of developing self-knowledge and self-awareness by overcoming all fears and insecurities
- Increase emotional competency and emotional intelligence at the place of study/work
- Provide the opportunity for realizing self-potential through practical examples
- Develop interpersonal skills and adopt good leadership behaviour for self-empowerment and the empowerment of others

Course Outcomes
After successfully completing the course, learners will be able to
- Gain Self-competency and Confidence
- Gain Emotional Competency
- Gain Intellectual Competency
- Gain an Edge through Professional Competency
- Aim for a High Sense of Social Competency
- Imbibe the attributes of an Integral Human Being

Syllabus

UNIT 1: LISTENING AND SPEAKING
Techniques of Effective Listening and speaking, Listening and Comprehension, Probing Questions, Barriers to Listening, Pronunciation, Enunciation, Vocabulary, Fluency, Common Errors

UNIT 2: READING, WRITING AND DIFFERENT MODES OF WRITING
Techniques of Effective Reading, Gathering Ideas and Information from a Given Text, Evaluating and Interpreting the Text; Avoiding Ambiguity, Vagueness, Unwanted Generalizations, and Oversimplification of Issues; Being structured and sequenced; Using Different Modes of Writing like E-mails, Proposal, Recording the Proceedings of Meetings

UNIT 3: DIGITAL LITERACY AND SOCIAL MEDIA, DIGITAL ETHICS AND CYBER SECURITY
Basic Computer Skills on MS Office Suite, MS Excel, MS Word, MS PowerPoint; Basic Virtual Platforms like Zoom, Google Meet, Cisco Webex, MS Teams; Cyber Security and Threats, Vulnerabilities of Cyber Attacks; Digital Ethics, Digital Etiquette and Digital Life Skills

UNIT 4: NONVERBAL COMMUNICATION
Meaning of Nonverbal Communication; Advantages of Using Nonverbal Communication, Modes of Nonverbal Communication like Eye Contact and Facial Expression, Hand Gestures; Do's and Don'ts in NVC

UNIT 5: GROUP DISCUSSION SKILLS AND INTERVIEW SKILLS
Meaning and Methods of Group Discussion; Procedure of Group Discussion; Group Discussion — Common Errors; Meaning and types of interviews; Dress code, background research; Do's and Don'ts; Situation, task, action, and response (STAR concept) for facing an interview; Interview procedure; Important questions generally asked at a job interview; common errors that candidates generally make at an interview

UNIT 6: EXPLORING CAREER OPPORTUNITIES, RÉSUMÉ SKILLS
Knowing yourself — Personal characteristics; Knowledge about the world of work, requirements of jobs, including self-employment; Sources of career information; Preparing for a career based on potential and availability of opportunities; Introduction of résumé and its importance; Difference between a CV, résumé and biodata; Essential components of a good résumé; Common errors while preparing a résumé

UNIT 7: COGNITIVE AND NON-COGNITIVE SKILLS, PRESENTATION SKILLS, AND LISTENING AS A TEAM SKILL

Cognitive Skills: Meaning and Types of Cognitive Skills, Strategies to Develop Cognitive Skills like Critical Thinking Skills, Problem-solving skill; Non-cognitive Skills: Meaning and Types of Non-cognitive Skills; Strategies to Develop Non-cognitive Skills like Empathy, Creativity, Teamwork; Types of Presentations; Knowing the Purpose; Knowing the Audience; Opening and Closing a Presentation; Using Presentation Tools; Handling Questions; Ways to Improve Presentation Skills over Time

UNIT 8: TRUST AND COLLABORATION, BRAINSTORMING, SOCIAL AND CULTURAL ETIQUETTES, INTERNAL COMMUNICATION

Importance of Trust in Creating a Collaborative Team; Spirit of Teamwork; Understanding Fear of Being Judged and Strategies to Overcome Fear; Advantages of Effective Listening; Listening as a Team Member and Team Leader; Brainstorming as a Technique to Promote Idea Generation; Need for Etiquette; Aspects of Social and Cultural/Corporate Etiquette in Promoting Teamwork; Use of Various Channels for Transmitting Information to Team Members

UNIT 9: LEADERSHIP SKILLS, INNOVATIVE LEADERSHIP AND DESIGN THINKING

Understanding Leadership and its Importance; Traits and Models of Leadership; Key characteristics of an effective leader; Leadership styles; Basic Leadership Skills like Motivation, Teamwork, Negotiation, Networking; Concept of emotional and social intelligence; Design thinking and its key elements; Learning through Biographies - Drawing insights on how leaders sail through difficult situations

UNIT 10: MANAGERIAL SKILLS

Basic managerial skills like planning for effective management, organizing teams, recruiting and retaining talent, delegation of tasks, coordinating, managing conflict; Self-management skills like understanding self-concept, developing self-awareness, self-examination, self-reflection and introspection, self-regulation, managing personal finance; Aspects of budgeting like setting personal goals, estimating likely expenses and managing saving, investment and spending

UNIT 11: ENTREPRENEURIAL SKILLS, ETHICS AND INTEGRITY

Basics of entrepreneurship- meaning of Entrepreneurship, classification and types of entrepreneurships, traits and competencies of entrepreneur; creating business plan - problem identification and idea generation, idea validation, pitch making; ethics and conduct - importance of ethics, personal and professional moral codes of conduct, creating a harmonious life

UNIT 12: LOVE AND COMPASSION, TRUTH, NON-VIOLENCE

Forms of love; love, compassion, empathy, sympathy and non-violence, narratives and anecdotes from history and literature including local folklore on gains and losses in practising love; Truth- truth as value, truth as fact- narratives and anecdotes from history and literature including local folklore on gains and losses in practicing truth; Non-violence – Ahimsa, individuals and organizations that are known for their commitment to non-violence; Narratives and anecdotes about non-violence from history and literature, including local folklore on gains and losses in practicing non-violence

UNIT 13: PEACE, SERVICE, RENUNCIATION

Peace- its need, relation with harmony, and balance; Narratives and anecdotes about peace from history and literature, including local folklore on gains and losses in practicing peace; Service and its forms; Narratives and anecdotes dealing with instances of service from history and literature, including local folklore on gains and losses in practicing service; Renunciation and sacrifice; self-restrain and ways of overcoming greed; narratives and anecdotes from history and literature, including local folklore on gains and losses in practicing renunciation and sacrifice

UNIT 14: CONSTITUTIONAL VALUES, JUSTICE AND HUMAN RIGHTS, RIGHTEOUSNESS

Righteousness, dharma and propriety; Fundamental Values like Justice, Liberty, Equality, Fraternity, Human Dignity; Fundamental Rights and Fundamental Duties as stated in Indian Constitution

Reading List

Sen, Madhuchanda. 2010. An Introduction to Critical Thinking. Delhi: Pearson.

Silvia, P. J. 2007. How to Read a Lot. Washington DC: American Psychological Association

EH McCrath, 1999; Basic Managerial Skills for All; Prentice Hall of India

Ashokan, M. S. 2015. Karmayogi: A Biography of E. Sreedharan. London, UK: Penguin

Chandra, P. 2017. Financial Management: Theory & Practice. 9th edition. New York: McGraw Hill Education

Leading with Cultural Intelligence: The New Secret to Success, New York: American Management Association

McCormack, M.H. 1986. What They Don't Teach You at Harvard Business School: Notes from A Street-Smart Executive. New York: Bantham

Sinek, S. 2009. Start With Why: How Great Leaders Inspire Everyone to Take Action. London: Penguin

Basham, A.L. 1954. First edition. The Wonder That Was India. London: Picador Press.

Ghosh, Shantikumar. 2004. Universal Values. Kolkata: The Ramakrishna Mission.

Ghosh, Sri Aurobindo. 1998. The Foundations of Indian Culture. Pondicherry: Sri Aurobindo Ashram.

Joshi, Kireet. 1997 Education for Character Development, Delhi: Dharma Hinduja Centre of India Studies

AEC 401 Studies of Assamese Culture

Course Objectives
The course aims at enabling a learner to:
- Discover the underlying spirit of Assamese culture and milieu
- Explain the different aspect of Assamese culture

Course Outcomes
After going through this course, a learner will be able to:
- Identify the rich cultural heritage of Assam.
- Formulate the difference between heritage and contemporary trends.

Syllabus

অধ্যায় ১: ঐতিহাসিক প্ৰেক্ষাপটত অসম
প্ৰাগ্জ্যোতিষপুৰ, কামৰূপ, অসম নামৰ উৎপত্তি, অসমৰ ভৌগোলিক অৱস্থিতি, জাতি – জাতিৰ ধাৰণা, অসমীয়া জাতি, অসমীয়া জাতি গঠন প্ৰক্ৰিয়া

অধ্যায় ২: সংস্কৃতি – চমুপৰিচয়
সংস্কৃতি – সাধাৰণ পৰিচয়, সংস্কৃতিৰ সংজ্ঞা, সংস্কৃতিৰ স্বৰূ, .সংস্কৃতিৰ উপাদান, সংস্কৃতিৰ বৈশিষ্ট্য, সংস্কৃতিৰ বিভিন্ন ভাগ :অভিজাত সংস্কৃতি বা মাৰ্গীয় সংস্কৃতি, লোক সংস্কৃতি বা জনকৃষ্টি, জনজাতীয় সংস্কৃতি

অধ্যায় ৩: অসমৰ সংস্কৃতি – বৈচিত্ৰ্যৰ মাজত ঐক্য
অসমৰ সংস্কৃতি – সমন্বয় আৰু সমাহৰণৰ বিভিন্ন বিষয়: ভাষা, সাহিত্য, ধৰ্ম, উৎসৱ-অনুষ্ঠান, সামাজিক লোকাচাৰ, নৃত্য-গীত, খাদ্য, সাজ-পাৰ

অধ্যায় ৪: অসমীয়া সংস্কৃতিত বিভিন্ন জাতীয়-জনগোষ্ঠীয় উপাদান আৰু অৰদান
অসমীয়া সংস্কৃতিত বিভিন্ন জনজাতীয় উপাদান, টাই (আহোম) উপাদান, মুছলমানসকলৰ অৰদান

অধ্যায় ৫: অসমৰ ধৰ্মীয় পৰম্পৰা
শৈৱধৰ্ম: অসমৰ শৈৱধৰ্ম, অসমৰ শৈৱ মঠ-মন্দিৰ, অসমৰ শৈৱ সাহিত্য; শাক্তধৰ্ম: অসমৰ শাক্তধৰ্ম, অসমৰ শক্তিপীঠ আৰু মঠ-মন্দিৰ, অসমৰ শাক্ত সাহিত্য; বৈষ্ণৱধৰ্ম :অসমৰ বৈষ্ণৱ আৰু নৱ-বৈষ্ণৱ ধৰ্ম, অসমৰ বৈষ্ণৱ সাহিত্যৰ চমু আভাস

অধ্যায় ৬: সত্ৰীয়া সংস্কৃতি
সত্ৰীয়া সংস্কৃতি:সত্ৰৰ সংজ্ঞা, উৎপত্তি, সত্ৰৰ বিভিন্ন বিভাগ আৰু বিস্তৃতি, সত্ৰৰ বিষয়ববীয়া তথা প্ৰশাসন, সত্ৰৰ নিত্যকৰ্ম – সত্ৰীয়া নাম-প্ৰসংগ, সত্ৰৰ নৈমিত্তিক কাৰ্য তথা সত্ৰৰ উৎসৱ-অনুষ্ঠান, সত্ৰৰ কেতবোৰ পালনীয় আচাৰ-ৰীতি, সত্ৰীয়া গীত, নৃত্য, বাদ্য আৰু ভাওনা

অধ্যায় ৭: নামঘৰ — চমুপৰিচয়
নামঘৰ : চমুপৰিচয়, নামঘৰৰ কাৰ্যপ্ৰণালী — ধৰ্মীয়-চৰ্চা তথা শিল্প-চৰ্চাৰ কেন্দ্ৰ, নামঘৰৰ সামাজিক কতৃৰ্ত্ব

অধ্যায় ৮: সত্ৰীয়া পৰিৱেশ্যকলা
সত্ৰীয়া পৰিৱেশ্য কলা; সত্ৰীয়া সংগীত: বৰগীত, কীৰ্তন, নামঘোষা আৰু আনুষংগিক ধাৰা; সত্ৰীয়া নৃত্য আৰু বাদ্য; অংকীয়া নাট আৰু ভাওনা

অধ্যায় ৯: লোক সংস্কৃতিৰ চমু আভাস
লোক সংস্কৃতি – সাধাৰণ পৰিচয়; অসমৰ লোক সংস্কৃতি: বাচিক সংস্কৃতি, ভৌতিক সংস্কৃতি, সামাজিক লোক প্ৰথা বা লোকাচাৰ, লোক পৰিৱেশ্য কলা

অধ্যায় ১০: মৌখিক সাহিত্য
মৌখিক সাহিত্য; অসমীয়া মৌখিক সাহিত্য

অধ্যায় ১১: সামাজিক লোকাচাৰ

সামাজিক লোকাচাৰ: লোক বিশ্বাস আৰু লোক ধৰ্ম, লোক উৎসৱ-অনুষ্ঠান, অৱসৰ-বিনোদন আৰু খেল-ধেমালি, লোক ঔষধ আৰু লোক চিকিৎসা

অধ্যায় ১২: ভৌতিক সংস্কৃতি

ভৌতিক সংস্কৃতি: লোক শিল্প, লোক কলা, লোক স্থপতিবিদ্যা, লোক আভৰণ, লোক ৰন্ধনপ্ৰণালী

অধ্যায় ১৩: লোক পৰিৱেশ্য কলা

লোক পৰিৱেশ্য কলা; অসমৰ লোক পৰিৱেশ্য কলা: লোক সংগীত, লোক নাট্য

অধ্যায় ১৪: অসমৰ কেইটিমান নিৰ্বাচিত লোক পৰিৱেশ্য কলা

অসমৰ কেইটামান নিৰ্বাচিত লোক পৰিৱেশ্য কলা: ওজাপালি, কুশানগান, ঢুলীয়াভাওনা, খুলীয়াভাওনা

Reading List

Asom Sahitya Sabha (1962), Asomor Janajati. Jorhat.

Baruah, Birinchi Kumar (1985). Asomor Loka Sanskriti. Guwahati¨Bina Library

Bhattacharjya, Pramod Chandra (1999). Asomor Janajati. Guwahati Lawyer's Book Stall.

Gogoi, Lila (1994). Asomor Sanskriti. Dibrugarh: Banalata.

Goswami, Narayan Chandra (2005). Satra Sanskritr Swarnarekha. Guwahati: Lawyer's Book Stall.

Hakacham, Upen Rabha (2000). Asomor Janajatiya Sanskriti. Guwahati: Bani Mandir.

Narjee, Bhaben (1966). Bodo-Kacharir Samaj aaru Sanskriti, Guwahati: Lawyer's Book Stall.

Neog, Hariprasad and Gogoi, Lila (Compl. And Ed.) (1989). Asomia Sanskriti.: Dibrugarh: Banalata.

Padun, Nahendra (1993). Asomia Sanskritiloi Janajtiya Borongani. Guwahati: Lawyer's Book Stall.

AEC 402 Spoken English

Learning Objectives

The objectives of the course are to:
- acquaint the learners with the basic elements that make up English speech
- provide a general study on some of the key areas of English functional grammar
- enable the learner to develop a proper idea on the use of various grammatical forms
- develop in learners the necessary skills and techniques of oral communication, day-to-day conversations, interview etc. in English
- encourage the development of public speaking skills and speech skills on special occasions
- highlight the importance of Spoken English

Learning Outcomes
- After going through the course, the learner will be able to:
- discuss the importance of English in the 21st century global context
- develop a proper idea on the use of various grammatical forms
- develop the necessary skills and techniques of oral communication, day-to-day conversations, interview etc. in English
- appreciate the importance of Spoken English in the present context

Syllabus

UNIT 1: IMPORTANCE OF SPOKEN ENGLISH
Knowing the importance of English in the Global Context, Skills of Better Communication

UNIT 2: ISSUES ON ORAL COMMUNICATION I
Skills Involved in Oral Communication, Listening and Speaking Skills, Reading and Writing Skills, The Process of Speech, Non-verbal Communication

UNIT 3: ISSUES ON ORAL COMMUNICATION II
Conversation as a speech event, Turn-Taking, The Language of Conversation, Phrasal Verbs

UNIT 4: GRAMMAR IN CONTEXT I
Grammaticality and Appropriateness, Eliciting Information, Question Patterns in Context, Some Verb Forms in Context

UNIT 5: GRAMMAR IN CONTEXT II
Modals in Conversation, Uses of Will and Would, Uses of May, Might and Must, Uses of Other Modals, Uses of Shall, Should and Shouldn't, Miscellaneous Uses of Modals

UNIT 6: INFORMAL AND FORMAL SPEECH
Features of Informal speech, Ellipsis, Discourse Markers in Informal Speech, Discourse Markers of Formal Speech

UNIT 7: SOUNDS OF ENGLISH I
Units of Speech Sounds, The Vowel Sounds, The Consonant Sounds, Minimal Pairs, Vowel Contrasts, Consonant Contrasts

UNIT 8: SOUNDS OF ENGLISH II
Word Stress, Placement of Word Stress, Stress in Compound Words, Grammatical Function of Stress, Sentence Stress and Intonation

UNIT 9: COMMUNICATION SKILLS
What is Communication? Types of Communication, Written Communication, Spoken Communication, Non-Verbal Communication, Essentials of Written Communication, Essentials of Oral Communication

UNIT 10: TELEPHONE SKILLS
Understanding Telephone Communication, Handling Calls, Making Requests, Request to Do Things, Giving Instructions

UNIT 11: INTERVIEW SKILLS
The Art of Interviewing, Examples of Interviews—Job Interviews, Media Interviews

UNIT 12: PUBLIC SPEAKING
The art of Public Speaking, Techniques of Persuasive Speech, Techniques of Informative Speech

UNIT 13: SPEECHES FOR SPECIAL OCCASIONS
Public Speaking on Special Occasions—Address of Welcome, Introducing the Speaker, Vote of Thanks, Group Discussion

UNIT 14: DIALOGUES IN CONTEXTS
Importance of Dialogues in Social Interactions, Some Dialogues of Contexts—At the Post Office, At the Doctor's, Buying a Shirt, At the Market, In the Library, At the Railway Station, At the Tea Stall, An Interview, At the Book Seller's, At the Garage, Hiring a Taxi, At the Restaurant, At the Bank, At the Hotel

Reading List

Carmen, Robert. (ed.) Spoken English: Flourish Your Language. Abhishek Publication: Chandigarh.

Eastwood, J. (1994). Oxford Guide to English Grammar. Oxford University Press.

Karal, Rajeevan et al. (2016). English for Successful Communication. Oxford University Press.

Koneru, Aruna. (2013). Professional Speaking Skills. Oxford University Press

Sasikumar, V. and Dhamija, P.V. (1993). Spoken English: A Self- Learning Guide to Conversation Practice. Tata McGraw-Hill Publishing Company Limited.

Seely J. (2004). Oxford Guide to Effective Writing and Speaking. Oxford University Press.

Sethi, J. et al. (2004). A Practical Course in English Pronunciation. Prentice Hall of India.

Sethi, J and P.D. Dhamija. (1999). A Course in Phonetics and Spoken English. Prentice Hall.

AEC 403 English for Media Studies

Course Objectives
- To familiarise the learners with the process of writing for the media
- To identify the specific use of English in the field of media
- To equip learners with basic writing skills required for media

Course Outcomes
- On completion of this course, the learners will be able to-
- Familiarize oneself with the process of writing for different forms of media
- Make proper utilization of the English language in media
- Acquire the basic writing skills in English for various media forms

Syllabus

Unit 1: INTERVIEWING AND NOTE TAKING
Definition of Interview, preparing for interview, conducting the interview, text of interview, language for audio-visual interview, note taking

Unit 2: EDITORIAL WRITING
Defining Editorial, Introduction to the editorial page, writing the editorial, rules for Editorial writing, writing the Feature, writing the Article, writing the middle, Letters to the Editor

Unit 3: ART OF COLUMN WRITING
Types of columns, distinguishing characteristics of an op-ed, steps to be followed while writing a column

Unit 4: ELEMENTS OF GOOD WRITING
Characteristics- precision, clarity in writing, use of simple sentences, grammar and punctuation, avoiding clichés, pacing, use of transitions

Unit 5: PREPARING COPY
Copy editing- use of quotes, paraphrases, attribution, writing the lead, grammatical mistakes-confusion in the use of 'who' and 'whom', possessive pronouns, use of active voice, copy reading symbols

Unit 6: MASTERING THE LANGUAGE OF EDITING
Importance on vocabulary, sentence construction, participles, pronouns, verbs, nouns, foreign words, prepositions, paragraphs, selection of right words

Unit 7: REVIEW WRITING
Book review- fiction, adverse criticism, non-fiction, the collection, poetry, drama, Steps to be followed while doing a book review, drama review, Film review

Unit 8: NEWS WRITING
Language and style of Indian Media, Language and style for print and cyber media, Language and style for Radio, Language and style for Television

Unit 9: HEADLINE WRITING
Meaning of headline, Types of headline, Functions of a headline, Factors to be kept in mind while writing headlines, Headline writing skills- use of verbs, use of Articles and Voices, Use of Decks, The Five Ws, use of short synonyms, Abbreviations, Punctuation, Line Balance, Guidelines for headline writing

Unit 10: WRITING FOR ADVERTISING COPY
Introduction, Key concepts in advertising, Copywriting, Radio copy, Television copy

Unit 11: WRITING AND REWRITING FOR PUBLIC RELATIONS
Preparing news releases- Announcement releases, Backgrounders, Position Papers, Tip Sheets, Rewriting news releases, Writing newsletter stories

Unit 12: GRAMMAR AND USAGE
Sequence of tenses, Voice, Narration, Punctuation, Vocabulary

Unit 13: COMMON ERRORS IN THE USE OF ENGLISH LANGUAGE
Errors of concord, Errors of construction, Errors of order, Errors in prepositions, Errors in conjunctions
UNIT 14: REPORTING PUBLIC SPEECH
Reporting public speeches- background information, covering the speech, using a prepared text, writing the speech story for print

Unit 15: STYLE AND THE STYLEBOOK
Need of a stylebook, -consistency, preference and tradition, Guidelines of different stylebooks, Mechanical rules

Reading List

Chaturvedi, S.N. (2007), Dynamics of Journalism and Art of Editing, Cyber Tech Publications, New Delhi

Hough, George A. (2006), News Writing, Kanishka Publishers, Distributors, New Delhi

Kamath, M.V (2005), The Journalist's Handbook, Vikas Publishing House Pvt Ltd, New Delhi

Lorenz, Alfred Lawrence, John Vivian (2006), News : Reporting and Writing, Dorling Kindersley, New Delhi

Parthasarathy, Rangaswami (2006), Basic Journalism, Macmillan India Ltd., New Delhi

Singh, Chandrakant P. (1999), Before the Headlines, Macmillan India Limited, New Delhi

Sissons, Helen (2006), Practical Journalism : How to Write News, Sage Publications, UK

Singh, Bhanu Pratap (2011), Art of Editing, Anmol Publications Pvt Ltd, New Delhi

Wrinn, Mary J.J. (2008), Elements of Journalism, Cosmo Publications, New Delhi

Detailed Syllabi of Skill Enhancement Courses (SECs)

SEC 101 Office Management

Course Objectives
The objectives of the Course are to help the learner's in
- Understanding the concepts of office management and office administration
- Understanding of Office Automation, space management, workplace environment
- Acquiring the knowledge of official terms used in workplace
- Understanding the key concepts of office communication
- Understanding the significance of mailing section, Arrangements with post offices, inward Mail routine and Dealing with correspondence
- Informing with various types of stationeries, drafts, noting, equipment and knowledge in the use of appliances

Course Outcomes
Upon successful completion of the course, the learners will be able to:
- Familiar with office management and office administration
- Acquire skills needed by an administrative assistant to function in such office environment.
- Use human relations skills, interpersonal interactions, as well as verbal and written communications.
- Develop skills in arrangement of papers for filing, methods of filing and indexing

Syllabus

UNIT 1: INTRODUCTION TO OFFICE MANAGEMENT
Meaning and importance of office, Nature and functions of Office, Relationship of office with other departments, Functions-basic and auxiliary, Position and role of an office manager

UNIT 2: OFFICE ADMINISTRATION
Administrative office management, objectives of administrative office management, functions of administrative office manager, scientific office management

UNIT 3: OFFICE LAYOUT
Office Layout and Working Condition, Location of office, Office building, Office layout-nature, principles, types, Open and private offices,

UNIT 4: OFFICE ENVIRONMENT
Lighting, ventilation, safety from physical hazards, sanitary requirements, cleanliness, security and Temperature and interior decoration

UNIT 5: OFFICE SERVICES
Centralization versus decentralization of office services, departmention of office, departments of a modern office

UNIT 6: WORKFLOW IN OFFICE
Workflow in Office, Concept of work-flow and flow charts, Difficulties in work flow.

UNIT 7: OFFICE ORGANIZATION
Office Organization Principles, Types - line, line and staff and services Organization, Office charts and manuals.

UNIT 8: OFFICE COMMUNICATION

Basic Principles, Internal Communication and External communication, Handling Inward and Outward communication; Mail Organization of the mailing section, Arrangements with post offices, Inward Mail routine, Dealing with correspondence, Outward mail routine, Mechanizing mail service.

UNIT 9: FILING AND INDEXING

Concept and Meaning of Filing, Objectives and Importance of Filing, Classification and Arrangement of Papers for Filing, Methods of Filing, Centralized and Decentralized Filing System, Indexing

UNIT 10: OFFICE STATIONARY

Concept and meaning of office stationery, Types of office stationery, Control of office stationary and supplies, Standardization of Office supplies, Purchasing Office Stationeries and Supplies, storage and Office Manager and Stationary control

UNIT 11: OFFICE AUTOMATION

Uses and abuses of Labour saving appliances and various types of commonly used appliances

Reading List

Balachandran, V. and Chandrasekaran, V. (2009), Office Management, Tata McGraw Hill Education Private Limited

Balachandran (2009); Office Management; Tata McGraw-Hill Education, India

Bhatia, Dr. R. C. (2005); Principles of Office Management; Lotus Press; India

Bhatnagar, S. K. (2011); Office Management; Frank Brothers; India

Chakravarti, B. K. (2006); Concept of Front Office Management, APH Publishing; India

Chopra, R. K. and Chopra, Ankita (2009), Office Management, Published by Himalaya Publishing House

Dix, Colin and Baird, Chris (2006); Front Office Operations, Pearson Education India

Dubey, N. B. (2009); Office Management: Developing Skills for Smooth Functioning, Global India Publications; India.

S.S. Khanka (2007), 'Human Resource Management: Text and Cases', 1st Edition, S. Chand and Company Ltd, New Delhi

SEC 102 Organic Farming

Course Objectives
The main objectives of the course are to:
- create awareness about organic production system
- familiarize with organic crop management practices, organic standards and certification
- promote self-employment and income generation

Course outcomes
- Develop critical understanding of various aspect of organic production
- Apply their knowledge and skills by establishing their own organic farm
- Comprehend the importance of eco-friendly fertilizers and pesticides

Syllabus

UNIT 1: PRINCIPLES OF ORGANIC FARMING
The Science of Modem Farming, Development of Organic Farming: Definitions of Organic Farming Concept of Organic Farming: Organic Concept, Holistic Concept, Living Soil Concept, Healthy Plant Concept; Principles of Organic Farming: The Principle of Health, The Principle of Ecology, The Principle of Fairness, The Principle of Care; Role of International Organisations

UNIT 2: ORGANIC NORMS
Certification and Inspection in Organic Farming, National Norms: Certified organic farmer, Basic requirements in an organic farm, Certification, group certification, Organic Certification agencies in North East India, International norms: International Organic Standards: The IFOA and Its Norms: IFOAM Basic Standards (IBS) and IFOAM Accreditation Criteria, The European Union (EU)Council's Regulation on Organic Production; Japanese Organic Standards; United States of America Organic Standards; Comparison of EU, JAS and USDA Organic Standards; Private Certification in Some Countries

UNIT 3: FARM SOIL MANAGEMENT
Farm Design, Components of an Organic Farm, Planning and Layout of the Farm; Farm Components in Different Agro Eco-Systems; Field Crops in Organic Farms, Trees in Organic Farms: Border Trees, Agro forestry, Farm Forestry, Benefits of Trees in organic Farm; Farm Biodiversity, Field Bunds; Farm Structures: Cattle Shed, Storehouse, Farm Office; Land Preparation: Implements Used for Land Preparation, Factors Influencing Land Preparation, Summer Ploughing, Wetland Preparation; Types of Tillage: Conventional Tillage, Minimum Tillage, Zero Tillage, Conservation Tillage; Organic mulching, green cropping, cover cropping, biochar and its application, Buffer Zone

UNIT 4: SEEDS, PLANTING AND FARM IMPLEMENTS
Seeds: Structure and germination, Seed dormancy: causes and method of breaking dormancy, Seeds sowing/ Planting of some important crops, Different Farm implements: Ploughing, sowing, inter-cultivation and other

UNIT 5: WATER MANAGEMENT AND CONTAMINATION CONTROL
Quality and standard of irrigation water, Schedule of irrigation, Preparation of land for irrigation, Methods of irrigation, Critical Stages in Crop Development: Cereals and Millets, Legumes and Oil Seed, Vegetables and Fruit Crop, Contamination: Soil, water and air, Control of contamination: National Guidelines, Protecting Farm Ponds and Wells, Decontaminating Farm Wells, Contamination Control for Pesticide Spill, Human Relation

UNIT 6: CROP ROTATION AND CROPPING SYSTEM
Principles of Crop Rotation, Effect of crop rotation; Selection of crops for rotation Advantages and disadvantages of Crop Rotation, relay cropping

UNIT 7: COMPOSTING AND MANURING

Organic Resources Available for Manuring and Composting; Compost and Composting; Stages of Composting: Mesophilic Stage, Thermophilic Stage, Curing; Principles of Composting Types of Composting: Aerobic Decomposition, Anaerobic Decomposition, Methods of Composting, Vermicomposting; Factors Affecting Composting: C/N Ratio of the Bedding Materials, Blending and Shredding, Moisture, Temperature, Oxygen or Aeration, pH

UNIT 8: BIO FERTILIZERS, BIO PESTICIDES AND BIOCONTROL AGENTS

Types of bio fertilizers, biopesticides; Methods of Bio fertilizer application: Seed, root ad Soil; Biocontrol agents: Uses and application

UNIT 9: MARKETING OF ORGANIC PRODUCE

Markets - Concepts and Classification: Definition of Market, Classification of Markets, Channel of Distribution and Role of Middlemen, Understanding the Marketing Process, Marketing of Agricultural Products ; Marketing of Organic Produce: Current Status of World Organic Market, Organic Market in India Limitation of Organic Market in India

UNIT 10: GOVERNMENT SCHEMES AND OTHER FINANCIAL RESOURCES

National Programme for Organic Production; Schemes of Ministry of Agriculture (MoA) Govt. of India; Scheme on Organic Farming under National Horticulture Mission; Supports for Organic Farming under Technology Mission for Integrated Development of Horticulture in the North Eastern States; Scheme on Capacity Building for Organic Products; Other Financial Resources

Practical

Unit 1: Visit to organic farm and bio fertilizer production unit
Unit 2: Seed Treatment of important crops
Unit 3: Sowing and Planting of important crops
Unit 4: Preparation and application of Compost
Unit 5: Preparation of Plant protection inputs like organic pesticides, neem cake.
Unit 6: Preparation of vermicompost and Vermiwash

SEC 103 Introduction to Geo-informatics [Credits: 2 Theory+1 Practical]

Course Objectives
- To provide the basic concepts and significance of Geoinformatics
- To give an idea to understand maps used in Geographic Information System (GIS)
- To familiarize with the GIS and its applications
- To get an idea of various GIS data types
- To describe the applications of geoinformatics in different areas

Course Outcomes
At the end of the course, a learner will be able to
- Understand the relationship between people, climate, landforms, river system, vegetation and much more
- Develop the computer and management skills as a part of geospatial technology using GIS tools

UNIT 1: UNDERSTANDING MAPS
Definition of a map; Properties of maps; Types of maps; Present day significance of maps; Map Projection Systems; Map Projections for Hemispheres and the World; Map Projections for Continents and Regions; Concept of Datum; Universal Transverse Mercator projection; International Terrestrial Reference Frame in GIS

UNIT 2: INTRODUCTION TO GIS
Basic Concepts of Geographic Information System; Components of a GIS; Spatial Data Creation; Data Types: Spatial Data, Non-Spatial Data, Raster Data, Vector Data, TIN; Data Editing and Analysis; Topological Relationships; Advantages of GIS; Social and Institutional Context of GIS; Contemporary Development of GIS; Web GIS

UNIT 3: INTRODUCTION TO GNSS
Introduction to GPS; GPS Applications: Asset Mapping, Navigation Services, Location Based Services; Introduction and Surveying

UNIT 4: BASICS OF REMOTE SENSING
Introduction to Remote Sensing; Types of Remote Sensing; Indian Remote Sensing Programmes

UNIT 5: OPEN DATA SOURCES AND SOFTWARE FOR GEOINFORMATICS
Open-Source Data: Bhuvan, USGS, Google Earth, Gram Manchitra; Open source Digital Elevation Model; Open Source Software: QGIS.

UNIT 6: APPLICATIONS OF GEOINFORMATICS
Application of Geoinformatics in Natural Resource Management, Watershed Management, Disaster Management, Rural Development, Urban Planning, Monitoring and Evaluation of Projects.

Reading List
George Joseph, (2005), Fundamentals of Remote Sensing (2nd ed.), University Press, pp.1-474
DeMers M. N., 2000: Fundamentals of Geographic Information Systems, John Wiley & Sons
Lillesand, T.M., Kiefer, W.R. and Chipman, W.J, (2004), Remote Sensing and Image Interpretation, (5th ed.), Wiley India Publication, pp.1-763
Clarke K. C., 2001: Getting Started with Geographic Information Systems, Prentice Hall
French, G. T. 1996: Understanding the GPS: An Introduction to the Global Positioning System, Geo Research Inc.
Burrough. P.A. & McDonnell. R. (1998), Principles of Geographic Information   Systems, OUP

SEC 201 Tea Cultivation and Management

Course Objectives
- impart both theoretical and practical knowledge in the functional areas of tea plantation and management
- encourage the small tea cultivation among the unemployed youth
- help those who have already engaged themselves in Tea Plantation sector

Course outcomes
After completing the course a learner will be able to
- apply their knowledge and skills by establishing their own tea plantation
- get employability in various sectors like tea gardens, Tea Processing Units, Tea brokering houses, Tea Research Institute
- Integrate knowledge of tea cultivation and management in a scientific way

Syllabus

UNIT 1: INTRODUCTION TO TEA AND ITS CULTIVATION
Beginning of tea cultivation in India, the tea plant and its cultivation, tea growing areas in India, small scale tea cultivation in Assam, tea cultivation in non traditional areas and other N.E. states, tea industry and its role in national economy, developmental agencies

UNIT 2: SOIL AND CLIMATIC REQUIREMENTS
Soil requirements-physical, chemical and biological properties, land features slope, altitude and aspects, climatic requirements- rainfall, temperature, R.H., day length and wind velocity, selection of sites for tea, soil and water conservation.

UNIT 3: PLANTING MATERIALS OF TEA AND PROPAGATION

Planting materials-clone, clonal seed, differences between clone and clonal seeds, choice of planting materials, production of planting materials-clonal nucleus plot, tea seed barie; Seed propagation, vegetative propagation, tea nursery, nursery techniques for V.P. nursery techniques for seed propagation, nursery management

UNIT 4: LAND PREPARATION AND PLANTING
Land preparation-land preparation in virgin, uprooted and marginal lands; Planting-age and size of plant, stacking, spacing, pit digging, planting time, after care, infilling, planting in undulating hilly areas-catchment planning

UNIT 5: YOUNG TEA MANAGEMENT
Objectives of training, frame formation-operations, methods of bringing up for plain areas of N.E. India and hilly areas, cultural practices adopted in young tea management

UNIT6: PRUNING OF TEA
Pruning - Objectives of pruning, skiffing, different types of pruning and skiffing, method of pruning, pruning cycle

UNIT7: PLUCKING OF TEA
Objectives of Plucking, plucking-tipping, maintenance foliage, plucking systems, standard of plucking, plucking round, creep, breaking back, banjhi shoot, plucking baskets/ bag care and handling of green leaf

UNIT 8: PLANT PROTECTION
Weeds in Tea plantation, weeds control methods-manual or mechanical, chemical control, Weed Control in Nursery, young tea areas and immature tea; Tea pests- leaf and shoot pests, stem and branch pests, other pests. Sprayers, and application of pesticides, - sprayers, target sites for

application, integrated pest management; tea diseases-casual agencies and classification, common tea diseases, description of common tea diseases and their management, seedling diseases, primary and secondary diseases

UNIT9: PHYSIOLOGICAL DISORDERS AND COLD WEATHER OPERATIONS
Adverse climatic and soil conditions, external agencies, cold weather management

UNIT10: COST DEVELOPMENT OF TEA PLANTATION AND RECORD KEEPING IN TEA GARDEN
Cost development of Tea Plantation – requirement of labour, cost of labour and inputs, income, Record keeping-definition, good record keeping systems, branches of record keeping, books and accounts, information to be maintained in tea garden

Practical
Unit 1: Land Preparation for Planting of Tea
Unit 2: Planting of Tea
Unit 3: Methods of Frame Formation in Tea
Unit 4: Fertilizer Application in Young and Mature Tea.
Unit 5: Pruning and Skiffing of Mature tea
Unit 6: Tipping and Plucking of Tea

Reading list

C.R., Harler. (2022) "teaproduction". Encyclopedia Britannica.

https://www.britannica.com/plant/tea-plant. Accessed 20 July 2022.

Panda,H. (2016). The Complete book on Cultivation and Manufacture of Tea. Asia Pacific Business Press Inc

Barua, D.N. (2008). Science and Practice in Tea Culture. Tea Research Association, Kolkata.

Ghosh Haira,N. (2001). Tea Cultivation-Comprehensive Treatise, International Book Distributing Co., Lucknow

Willinson, K.C. and Clifford, M.N. (1992). 'Tea' Cultivation to Consumption, Springer Dordrecht

The Tea Plant. http://teaworld.kkhsou.in/lessons_details.php?lesson=The-Tea-Plant&urltitlepage=4c59b38ba721a5ad8713

Climate and Soil for Tea Cultivation.http://teaworld.kkhsou.in/lessons_details.php?lesson=Climate-and-Soil-for-Tea-Cultivation&urltitlepage=387bc6c0428d2cd31be8

Propagation of Tea and Nursery Management http://teaworld.kkhsou.in/lessons_details.php?lesson=Propagation-of-Tea-and-

SEC 202 Electricity and Electrical Wiring [2 Theory+1 Practical]

Course Objectives

- To provide the basic concepts of various forms of energy and their sources
- To familiarize with the basic principle of electrical current flow, different terms, their relations and different laws, measurement of current, voltage, power and energy
- To give an idea about magnet, magnetic materials, properties and electromagnetic induction
- To learn wires, cable, house wiring, materials required for house wiring and earthing
- To familiarize with diode, transistor, devices using diode and transistor
- To learn about electrical safety precaution and shock treatment
- To understand the Indian Electricity Rule

Course Outcomes
- After the completion of this course, the learner will be able to-
- describe the fundamental concept of electricity
- define various terms and applications of laws of electric circuits
- select appropriate tools and measuring instruments to carry out electrical works
- identify house wiring components according to their size and specification
- explain the earthing, necessity of earthing and how earthing is done
- perform the tests on newly installed house wiring
- explain about the functioning of semiconductor and devices using semiconductor
- follow the safety precautions, electrical shock treatment and Indian Electricity Rule

Syllabus

UNIT 1: FUNDAMENTALS OF ELECTRICITY
Forms of Energy: Types, their units, advantages of Electrical Energy; Sources of Electricity: conventional and non conventional; Atomic structure; Static and dynamic electricity; Basic terms used in electricity and their definitions: electric potential, potential difference, electrical power, energy and problems; Ohm's Law; Resistance and Specific Resistance: Definition, Effect of temperature on resistance; Conductor and Insulator: Types, properties and applications.

UNIT 2: FUNDAMENTALS OF ELECTRICAL CIRCUIT
Familiarization of common components: Interconnection of passive components; Resistance in series and parallel; Advantages and disadvantages of series and parallel circuit; Voltage and current divider rule; Kirchhoff's Laws.

UNIT 3: INTRODUCTION TO MAGNETISM
Magnet and types of magnet; Permeability and type of magnetic materials on the basis of permeability; Magnetic property of materials; Magnetic effect of electric current; Electromagnetic induction and Faraday's Laws of Electromagnetic Induction; Familiarization with some common devices

UNIT 4: FUNDAMENTALS OF ALTERNATING CURRENT
Direct current (DC) and alternating current (AC): comparison between AC and DC; Electro Motive Force equation: Cycle frequency, time period, amplitude, phase, rms value, average value; Ac Circuit: Inductance, Inductive reactance, capacitance, capacitive reactance, impedance; Power factor and power

UNIT 5: ELECTRICAL MEASUREMENT INSTRUMENT
Multimeter: Analog Multi-meter, Digital Multi-meter; Tong Tester; Measuring Instrument: Permanent Magnet Moving Coil, Moving Iron, Induction type instrument; Measurement Meters: Watt-meter, Energy-meter, Power factor meter; Voltmeter and Ammeter: Extension of range of voltmeter, loading effect of voltmeter, calibration of voltmeter, Extension of range of ammeter, voltage drop effect of

ammeter, calibration of ammeter; Current Transformer and Potential Transformer; Earth resistance meter.

UNIT 6: WIRES AND ACCESSORIES
Types of wires and cables: Characteristics, Current carrying capacity; Types of joints and termination; Safety consideration and regulations

UNIT 7: ELECTRICAL HOUSE WIRING
Method of house wiring; Types of surface wiring and concealed wiring; Wiring accessories and their specifications; Wiring diagram; Types of connections of lamps including staircase connection; Testing of house wiring.

UNIT 8: EARTHING
Importance of earthing; Ground connection and size of GI wire for ground connection; Various types of earthing; Measurement of earth resistance

UNIT 9: SAFETY REQUIREMENT
Hazards of electricity: Fire hazard and electric shock; Safety precautions and electrical safety sign; Shock treatment; Firefighting equipment for fire involving electrical equipment; Indian Electricity Rules and Indian Electricity Act

UNIT 10: SEMICONDUCTOR DEVICES
Semiconductor: Type of semiconductor, Examples; PN junction diode: formation of PN junction diode, forward bias and reverse bias characteristics, application; zener diode; Transistor: Type of transistor, configuration, Working of transistor, operation mode; Field effect transistor; power transistor; LDR.

UNIT 11: INTRODUCTION TO ELECTRICIAN TRADE
Electrician trade: Scope of electrician trade, Employment opportunity; Responsibilities of electrician and wiremen; Training of electrician.

Reading List

Kothari D. P. and I. J. Nagrath, Basic Electrical Engineering, 3rd edn, McGraw Hill Education (India) Private Limited, New Delhi.

Gupta J. B., Electrical and Electronics Engineering Materials, 3rd edn, S. K. Kataria & Sons, New Delhi.

Meheta V. K., Rohit Meheta, Basic Electrical Engineering, 5th edn, S. Chand & company Ltd, New Delhi.

Meheta V. K., Rohit Meheta, Principle of Electrical Engineering, 2nd edn, S. Chand & company Ltd, New Delhi.

Thereja B. L., A. K. Thereja, A Text Book of Electrical Technology Volume- I, 23rd edn, S. Chand & company Ltd, New Delhi.

Mittle V. N., Basic Electrical Engineering, Tata McGraw-Hill Publishing Company Limited, New Delhi.

Anwani M. L., Basic Practicals in Electrical Engineering, Dhanpat rai &Co, New Delhi

Singh Tarlok., Fundamentals of Electrical Engineering, S. K. Kataria & Sons, New Delhi.

Dr Das Basudev, D. Haloi, Dr Mitali Chakravorty, Yasmin Zaman, Basics of Electrical Engineering, Book Land Publication, Guwahati.

SEC 301 Cyber Security

Course Objectives
- Learn the foundations of Cyber security and threat landscape
- To equip students with the technical knowledge and skills needed to protect and defend
- against cyber threats
- To develop skills in students that can help them plan, implement, and monitor cyber
- security mechanisms to ensure the protection of information technology assets
- To expose students to governance, regulatory, legal, economic, environmental, social and
- ethical contexts of cyber security
- To expose students to responsible use of online social media networks
- To systematically educate the necessity to understand the impact of cyber crimes and
- threats with solutions in a global and societal context
- To select suitable ethical principles and commit to professional responsibilities and
- human values and contribute value and wealth for the benefit of the society

Course Outcomes

- On completion of this course, the learners will be able to
- Understand the cyber security threat landscape
- Develop a deeper understanding and familiarity with various types of cyber attacks,
- cyber crimes, vulnerabilities and remedies thereto
- Analyse and evaluate existing legal framework and laws on cyber security
- Analyse and evaluate the digital payment system security and remedial measures against
- digital payment frauds
- Analyse and evaluate the importance of personal data its privacy and security.
- Analyse and evaluate the security aspects of social media platforms and ethical aspects
- associated with use of social media.
- Analyse and evaluate the cyber security risks.
- Based on the Risk assessment, plan suitable security controls , audit and compliance.
- Evaluate and communicate the human role in security systems with an emphasis o n
- ethics, social engineering vulnerabilities and training.
- Increase awareness about cyber-attack vectors and safety against cyber-frauds.
- Take measures for self-cyber-protection as well as societal cyber-protection.

Syllabus

UNIT 1: INTRODUCTION TO CYBER SPACE
Defining Cyberspace and Overview of Computer and Web-technology, Architecture of cyberspace, Communication and web technology

UNIT 2: INTRODUCTION TO INTERNET AND CYBER SECURITY
Internet, World wide web, Advent of internet, Internet infrastructure for data transfer and governance, Internet society, Regulation of cyberspace, Concept of cyber security, Issues and challenges of cyber security

UNIT 3: CYBER CRIME 1
Classification of cyber-crimes, Common cyber crimes- cyber crime targeting computers and mobiles, cyber crime against women and children

UNIT 4: CYBER CRIME 2
Financial frauds, Social engineering attacks, malware and ransomware attacks, zero day and zero click attacks

UNIT 5: CYBER LAW
Cybercriminals modus-operandi , Reporting of cyber crimes, Remedial and mitigation measures, Legal perspective of cyber crime, IT Act 2000 and its amendments, Cyber crime and offences, Organisations dealing with Cyber crime and Cyber security in India, Case studies

UNIT 6: INTRODUCTION TO SOCIAL MEDIA
Introduction to Social networks, Types of Social media, Social media platforms

UNIT 7: HANDLING SOCIAL MEDIA
Social media monitoring, Hashtag, Viral content, Social media marketing, Social media privacy, Challenges, opportunities and pitfalls in online social networks.

UNIT 8: SECURITY ISSUES IN SOCIAL MEDIA
Security issues related to social media, Flagging and reporting of inappropriate content, Laws regarding posting of inappropriate content, Best practices for the use of Social media, Case studies.

UNIT 9: INTRODUCTION TO E-COMMERCE
Definition of E- Commerce, Main components of E-Commerce, Elements of E-Commerce security, E-Commerce threats, E-Commerce security best practices

UNIT 10: INTRODUCTION TO DIGITAL PAYMENTS
Introduction to digital payments, Components of digital payment and stake holders, Modes of digital payments- Banking Cards, Unified Payment Interface (UPI), e-Wallets, Unstructured Supplementary Service Data (USSD), Aadhaar enabled payments

UNIT 11: SECURITY ASPECTS IN DIGITAL PAYMENTS
Digital payments related common frauds and preventive measures; RBI guidelines on digital payments and customer protection in unauthorised banking transactions; Relevant provisions of Payment Settlement Act, 2007

UNIT 12: DIGITAL DEVICES SECURITY 1
End Point device and Mobile phone security, Password policy, Security patch management, Data backup, Downloading and management of third party software.

UNIT 13: DIGITAL DEVICES SECURITY 2
Device security policy, Cyber Security best practices, Significance of host firewall and Anti-virus, Management of host firewall and Antivirus

UNIT 14: WI-FI SECURITY
Introduction to Wi-Fi, Types of Wireless security: Wired Equivalent Privacy (WEP), Wi-Fi Protected Access (WPA), Wi-Fi Protected Access 2 (WPA 2), Wi-Fi Protected Access 3 (WPA 3); Threats and risks to Wi-Fi Security, Ways to protect Wi-Fi network, Types of Wi-Fi network security devices, Configuration of basic security policy and permissions

Reading List

Cyber Crime Impact in the New Millennium, by R. C Mishra ,Auther Press. Edition 2010.
Cyber Security Understanding Cyber Crimes, Computer Forensics and Legal Perspectives by Sumit Belapure and Nina Godbole, Wiley India Pvt. Ltd. (First Edition, 2011)
Security in the Digital Age: Social Media Security Threats and Vulnerabilities by Henry A. Oliver, Create Space Independent Publishing Platform. (Pearson , 13th November, 2001)
Electronic Commerce by Elias M. Awad, Prentice Hall of India Pvt Ltd.
Cyber Laws: Intellectual Property & E-Commerce Security by Kumar K, Dominant Publishers.
Network Security Bible, Eric Cole, Ronald Krutz, James W. Conley, 2nd Edition, Wiley India Pvt. Ltd.
Fundamentals of Network Security by E. Maiwald, McGraw Hill.

Detailed Syllabi of Value Added Courses (VACs)

VAC 101 Environmental Studies and Disaster Management

Course Objectives
- Help the undergraduate students to obtain in-depth knowledge on natural processes and resources that sustain life and govern economy.
- Understand the consequences of human activities on the environment, global economy, and quality of human life.
- Develop critical thinking for shaping strategies (scientific, social, economic, administrative, and legal) for environmental protection, conservation of biodiversity, environmental equity, and sustainable development.

Course Outcomes
- Interpret the impacts of human activities on the environment.
- Comprehend the importance of natural resources and its conservation
- Recognize the disasters and Hazards and enable the new generation to face the new challenges.
- Encourage engaging in hazard and disaster related learning in order to develop measures for mitigation.

Syllabus

UNIT 1: CONCEPT OF ENVIRONMENTAL STUDIES

Definition of Environmental Studies and its Scope Environmental Studies and its Multi-Disciplinary, Nature; Rules and Regulations of Environmental Studies and Public Awareness

UNIT 2: NATURAL RESOURCES
Natural Resources; Types of Natural Resources; Forest Resources; Water Resources; Mineral Resources; Food Resources; Energy Resources; Land Resources; Conservation of Natural Resources; Sustainable Development

UNIT 3: ECOSYSTEM
Ecosystem; Food Chain; Food Web; Energy Flow; Ecological Pyramid; Main Ecosystems

UNIT 4: BIODIVERSITY AND ITS CONSERVATION
Definition of Biodiversity; Values of Biodiversity; Biodiversity at Global, National and Local Levels; Hotspots of Biodiversity; Endangered and Endemic Species; Threats to Biodiversity Conservation of Biodiversity

UNIT 5: ENVIRONMENTAL POLLUTION
Environmental Pollution-Definition; Air Pollution; Water Pollution; Soil Pollution; Noise Pollution; Thermal Pollution; Role of Individual in Prevention of Pollution

UNIT 6: CONCEPT OF DISASTER
Defining Disasters; Types of Disasters; Difference Between Hazard: Disaster, Risk and Vulnerability; Causes, Effects and Mitigation Measures of Some Natural Disasters; Man-made Disasters

UNIT 7: DISASTER MANAGEMENT
Disaster Management; Safety Measures Immediately before a Disaster; Emergency Aid; Methods or Steps Taken for Disaster Management; NGO and Participation of Civil Society; Regional Disaster Management and Planning

Activities:
- Visit to an area to document environmental assets; river/forest/flora/fauna, etc.
- Visit to a local polluted site – Urban/Rural/Industrial/Agricultural.
- Study of common plants, insects, birds and basic principles of identification.
- Study of simple ecosystems-pond, river

Reading List

Carson, R. 2002. Silent Spring. Houghton Mifflin Harcourt.

Gadgil, M., &Guha, R.1993. This Fissured Land: An Ecological History of India. Univ. of California Press.

Gleeson,B.and Low, N. (eds.) 1999. Global Ethics and Environment, London, Routledge.

Gleick, P.H. 1993. Water in Crisis. Pacific Institute for Studies in Dev., Environment & Security. Stockholm Env. Institute, Oxford Univ. Press.

Groom, Martha J. Gary K. Meffe, and Carl Ronald carroll. Principles of Conservation Biology. Sunderland: Sinauer Associates, 2006.

Grumbine, R.Edward, andPandit, M.K. 2013. Threats from India's Himalaya dams. Science, 339: 36-37.

McCully, P.1996. Rivers no more: the environmental effects of dams (pp. 29-64).Zed Books.

McNeil, John R. 2000. Something New Under the Sun: An Environmental

VAC 201 Introduction to Yoga

Course Objectives
One Course on Foundation of Yoga of four credit aims to promote positive health, prevention of stress related health problems and rehabilitation in a proper way. It aims to approach cure common ailments and imparting skills in them to introduce Yoga for health is for general public.

Course Outcomes
This Yoga course is designed for total personality development of students in Colleges and Universities. It will invoke scientific attitude and team spirit to channelize their energies in to creative and constructive endeavours. The syllabus of this course will fulfil these objectives containing one theory paper of hundred marks.

Syllabus

UNIT 1: INTRODUCTION TO YOGA
Definition, principles, goals and benefits of yoga

UNIT 2: A NOTE ON PATANJAL YOGA SUTRA
Description, classification,

UNIT 3: A NOTE ON GHERANDA SAMHITA
Brief Introduction, Important Asanas

UNIT 4: A NOTE ON HATHA YOGA PRADIPIKA
Brief Introduction, Important Pranayamas

UNIT 5: INTRODUCTION TO AYURVEDA
Meaning, Origin, Benefits

UNIT 6: PRINCIPALS OF AYURVEDA
Aim, objective, Laws of Healing

UNIT 7: SWASTHA VRITTA
Symptoms, Significane, Daily routine for health

UNIT 8: INTRODUCTION TO ALTERNATIVE SYSTEM OF MEDICINES
Definition, Types, Methods, Benefits

UNIT 9: PRINCIPLES OF DIET IN YOGA AND AYURVEDA
Classification of food, rules, Foods to be taken

UNIT 10: INTRODUCTION TO INDIAN PHILOSOPHY
Classification of Schools, Development, Characteristics

UNIT 11: YOGA IN ANCIENT SANSKRIT TEXT
Tradition of Yoga in Ancient Indian Literature

UNIT 12: YOGA PRACTICE FOR NON-COMMUNICABLE DISEASES
The Key Facts of non-communicable diseases

UNIT 13: RELEVANCE OF YOGA THERAPY WITH MODERN MEDICAL SCIENCE
Principles of Yoga therapy, Components, Relevance

UNIT 14 YOGA THERAPY FOR COMMON DISORDERS
Yoga therapy for Various Common disorders

UNIT 15 YOGA THERAPY FOR MENTAL ILLNESS
Yoga therapy for Various Mental disorders

Readings

Mukta Biswas: Samkhya Yoga Epistomology, D K Print world Pvt. Ltd, New Delhi

S RadhaKrishnan: Indian Philosophy, Vol. II, Oxford University Press, New Delhi

S N Dasgupta: Yoga as Philosophy and religion, Motilal Banarashidas, Delhi