



**OFFICE OF THE PRINCIPAL
NORTH KAMRUP COLLEGE, BAGHMARA**

**CRITERION I:
CURRICULAR
ASPECTS**

Website: www.northkamrupcollege.org

Email id: principalnkc@gmail.com



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

Co-ordinator
IQAC
North Kamrup College

Principal/Vc
North Kamrup College
Baghmara



OFFICE OF THE PRINCIPAL

NORTH KAMRUP COLLEGE BAGHMARA

P.O. : BAGHMARA BAZAR- 781 328, DIST. : BAJALI (ASSAM)

Prof. Jyotiraj Pathak, M.A., Ph.D.

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Ref. :

Date :

1.3.1 - Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum

ENVIRONMENT ISSUES RELATED COURSES

PROGRAMME NAME	COURSE CODE	COURSE NAME
BA ECONOMICS	ECO-HE-6016	ENVIRONMENTAL ECONOMICS
BA EDUCATION	EDU-HC-4036	EMERGING ISSUES IN EDUCATION
	M.4.02	ENVIRONMENTAL EDUCATION AND POPULATION EDUCATION
BA HISTORY	HIS-SE-3014	HISTORICAL TOURISM IN NORTH EAST INDIA

PROFESSIONAL ETHICS RELATED COURSES:

PROGRAMME NAME	COURSE CODE	COURSE NAME
BA PHILOSOPHY	PHI-RC-3016	ETHICS
BA ASSAMESE	ASM-SE-3014	BYABOHARIK ASOMIYA
BA EDUCATION	EDU-DSE-5046	TEACHER EDUCATION IN INDIA
	EDU-HC-3036	VALUE AND PEACE EDUCATION



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Ref. :

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GENDER RELATED COURSES:

PROGRAMME NAME	COURSE CODE	COURSE NAME
B.A. PHILOSOPHY	PHI-HC-4036	POLITICAL AND SOCIAL PHILOSOPHY
BA. ENGLISH	ENG-HC-5026	WOMEN'S WRITING
B.A. HISTORY	HIS-HG-2016	HISTORY OF INDIA (C.1206-1757)
	HIS-SE-4014	ORAL CULTURE AND ORAL HISTORY
BA POLITICAL SCIENCE	POL-HE-6036	WOMEN, POWER AND POLITICS
	POL-HE-6016	HUMAN RIGHTS IN INDIA

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ECO-HE-6016: ENVIRONMENTAL ECONOMICS

Course Description

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

Course Outline

1. Introduction

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

2. The Theory of Externalities

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

3. The Design and Implementation of Environmental Policy

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

4. International Environmental Problems

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

5. Measuring the Benefits of Environmental Improvements

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

24

6. Sustainable Development

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

Readings:

1. Charles Kolstad, *Intermediate Environmental Economics*, Oxford University Press, 2nd edition, 2010.
2. Robert N. Stavins (ed.), *Economics of the Environment: Selected Readings*, W.W. Norton, 5th edition, 2005.
3. Roger Perman, Yue Ma, James McGilvray and Michael Common, *Natural Resource and Environmental Economics*, Pearson Education/Addison Wesley, 3rd edition, 2003.
4. Maureen L. Cropper and Wallace E. Oates, 1992, —Environmental Economics: A Survey, *Journal of Economic Literature*, Volume 30:675-740.



EDU-HC-4036
EMERGING ISSUES IN EDUCATION
Total Marks: 100 (External=80 and Internal=20)
Credit-6

Objectives:

After completion of this unit, students will be able to-

- Make the students acquainted with major emerging issues national, state, and local
- Acquaint the students with the various issues in education that are emerging in the recent years in the higher education system
- Address the various problems and challenges of education in India at all levels.

Course contents

Units	Contents
Unit-1	Social Inequality in Education and Constitutional Safeguards <ul style="list-style-type: none"> • Concept of Social Inequality • Constitutional Provision for Ensuring Equality in Education • Education of Socially Disadvantaged Section: SCs, STs and Minorities, Education of people of Char area of Assam • Education for Backward Children, Child Labour, Street Children and Slum Dwellers • Gender Disparity and Rural-Urban Disparity in Education
Unit-2	Liberalization, Privatization and Globalization of Education <ul style="list-style-type: none"> • Liberalization: Concept and its impact on education • Privatization: Concept and its impact on education • Globalization: Concept and its impact on education • Public-private Partnership • Education as investment
Unit-3	Issues related to Students <ul style="list-style-type: none"> • Youth Unrest: Concept, Causes and Remedies • Campus Disturbance: Concept, Causes and Remedies • Examination Anxiety: Concept, Causes and Remedies • Issues related to Educated Unemployment.
Unit-4	Environmental Education and Population Education <ul style="list-style-type: none"> • Main Environmental Issues: Global Warming, Ozone Depletion and Environmental Pollution • Role of Environmental Education for Sustainable Development • Role of Different Stakeholders (Government and Non-Government Organisations, Women, Media) in Environmental Protection • Population Explosion: Its Causes and Consequences • Population Education for Population Control

Unit-5	Multi-Cultural Education and Alternative Education <ul style="list-style-type: none"> • Concept, Objectives and Need of Multi-Cultural Education • Curriculum and Instruction of Multi-Cultural Education • Issues related to Multi-Cultural Education • Concept of Alternative Education and its related Issues • Role of NIOS and Sakshar Bharat Mission in Alternative Education • Role of IGNOU and KKHSOU in Alternative Higher Education • MOOC and its related Issues.
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Recommended Readings:

- Aggarwal J. C. (1997). *Development and Planning of Modern Education*. New Delhi: Vikas Publishing House Ltd.



Environmental Education and Population Education

**Paper: M.4.02 (Credits-8)
(Major Course)**

A) Environmental Education

Objectives :

- 1) To enable the students to understand the concept, scope and importance of environmental education.
- 2) To enable the students to understand the programmes of environmental education at different levels of education.
- 3) To make the students aware of environmental stressors and knowledge on disaster management education.

Unit -1 Environmental Education

- Concept and definition of environment
- Importance of Environmental Education
- Relationship between man and environment - Ecological and Psychological perspective;
- Environmental degradation- and education for sustainable development

Unit -2 Environmental education at different Levels of Education

- Programme of environmental education for
—primary, secondary and higher levels

Unit -3 Environmental awareness and attitude change

- Awareness and attitude change through formal education
- Role of Formal and Non-Formal education
- Role of NGO

Unit -4 Environmental stressors and Disaster Management Education

- Environmental stressors –Natural and man-made
- Disaster Management Education for coping with the environmental situations
- Environmental Education –its problems and prospects
with special reference to Assam

(B) Population Education

Objectives :

- 1) To enable the students to understand the effect of population growth on poverty, health and hygiene
- 2) To enable the students to understand the importance of population education in school levels

Unit -5 –Concept of Population Education

- Population education: concept, Nature and scope and objectives
- Need and importance of population education

Unit -6 –Population growth and Population Dynamics in India

- Causes of population growth in India
- Consequence of population growth
- Policies and programme of government of India regarding population control

Unit -7 - Population and Quality of life

- Population in relation to socio –economic development, health status, health services, nutrition,
- Effect of population growth on natural resources and environment

Unit -8- Population Education and Schools

- Population Education and Schools-Scope of population education in schools,
- Teacher role in creating awareness of population problems
- Method and approaches: Inquiry approach, Observation, Self study, Discussion, Assignment
- Use of mass media (Newspapers, Radio, T.V) and Audio-Visual Aids

Reference Books :

- 1) Sharma, R.A. – Environmental Education, Meerut – Surya Publications
 - 2) Mahapatra, D – Environmental Education – Kalyani Publishers
 - 3) Rao, D.G. – Population Education, Sterling Publishers
 - 4) Kuppaswami B, Population Education, Asia Publishing House
 - 5) Baldev, K.P. – Population Crisis in India, National
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HIS –SE-3014: HISTORICAL TOURISM IN NORTH EAST INDIA

Lecture : 03; Tutorial : 01 (per week)

Course Outcome:

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

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

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

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

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

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

Unit III : Architectural Heritage

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

Unit IV : Fairs and festivals of the North – East

Page 16 of 18

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

Readings :

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



Semester III
PHI-RC-3016
Ethics

Unit I

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

Unit II

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

Unit III

Theories of Punishment, Capital Punishment
Professional Ethics
Environmental Ethics

Unit IV

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

Books Recommended:

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



দক্ষতা বিকাশ পাঠ্য

ASM-SE-3014

ব্যৱহাৰিক অসমীয়া

মূল্যাংক : ৮০

(উদ্দেশ্য : অসমীয়া বিষয়ৰ জ্ঞানেৰে একোগৰাকী ছাত্ৰ-ছাত্ৰীৰ পৰৱৰ্তী জীৱনৰ বৃত্তিকপে গ্ৰহণ কৰিব পৰা বিশেষ বিষয়ৰ প্ৰাথমিক আৰু প্ৰায়োগিক জ্ঞান এই পাঠ্যত থাকিব।)

K	প্ৰথম গোট	:	আৰ্হি পাঠ : পদ্ধতি আৰু কৌশল	20
T	দ্বিতীয় গোট	:	ছপা আৰু বৈদ্যুতিন মাধ্যমৰ বাবে বিজ্ঞাপন লেখন, ইংৰাজী হিন্দী বিজ্ঞাপনৰ অসমীয়া অনুবাদ	20
A	তৃতীয় গোট	:	অনুবাদ : সংবাদ, প্ৰবন্ধ, সাক্ষাৎকাৰ	20
N	চতুৰ্থ গোট	:	চিত্ৰনাট্য নিৰ্মাণ : সাহিত্যৰ চিত্ৰায়ণ	20

সহায়ক গ্ৰন্থ (নিৰ্বাচিত) :

অসমীয়া আখৰ জোঁটনিৰ কথা : শিৱনাথ বৰ্মন

আৰ্হি পাঠকৰ হাত পুথি : অসম সাহিত্য সভা

কি লিখি কেন লিখি : নীৰেন্দ্ৰ নাথ চক্ৰৱৰ্তী

গণজ্ঞাপন : তত্ত্ব ও প্ৰয়োগে : পাৰ্থ চট্টোপাধ্যায়

ব্যৱহাৰিক অসমীয়া ব্যাকৰণ : উপেন বাভা হাকাচাম

বিজ্ঞান লেখকৰ হাতপুথি : দীনেশ চন্দ্ৰ গোস্বামী

বিষয় চলচিত্ৰ : সত্যজিৎ ৱায়

লেখক ও সম্পাদকৰ অভিধান : সুভাষ ভট্টাচাৰ্য (সম্পা.)

সেকাল একালৰ সংবাদ পৰিবেশনৰ ধাৰা ও বিচিত্ৰ সংবাদ : বৈদ্যনাথ বন্দোপাধ্যায়



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

Course Objectives:

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

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

Course Contents

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

Page | 46

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

Recommended Readings:

- Aggarwal, J. C. (2004). *Teacher and Education in a Developing Society*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Bhargava, M. & Suikia, L. Rasul (2012). *Teacher in 21st Century- Challenges*.



EDU-HC-3036
VALUE AND PEACE EDUCATION
Total Marks: 100 (External: 80 and Internal: 20)
Credit-6

Course Objectives:

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

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

Course contents

Unit	Contents
Unit-1	Value <ul style="list-style-type: none"> • Concept and characteristics of value. • Sources of values • Impact of globalization on culture and values. • Importance of values in human life
Unit-2	Types of values, their characteristics, functions and educational significance <ul style="list-style-type: none"> • Core values. • Social values • Moral values • Religious and spiritual values. • Aesthetic values. • Personal values
Unit-3	Value education <ul style="list-style-type: none"> • Concept, characteristics, Objectives and Importance of value education. • Value education at different stages – <ul style="list-style-type: none"> - Primary - Secondary - Higher education. • Role of teacher and family in imparting value education.
Unit-4	Peace education <ul style="list-style-type: none"> • Meaning, definition and characteristics of peace. • Importance of peace in human life.

Page | 21

	<ul style="list-style-type: none"> • Teacher's role in promoting peace. • Concept, need and characteristics of peace education • Curricular contents of peace education at different levels – Primary, Secondary and Higher Education • Strategies and skills in promoting peace education • Relevance of peace education in national and international context
Unit-5	Challenges of Peace education and Role of Different Organisations <ul style="list-style-type: none"> • Challenges of peace education • Role of national and international organizations for promoting peace education – <ul style="list-style-type: none"> - International Institute for Peace(IIP), - UNESCO, - International Peace Bureau (IBP), - UNO - UNICEF, - Global Peace Foundation(GPF), - Mahatma Gandhi Institute of Education for Peace and Sustainable Development.

Recommended Readings:

- Azarwal, J. C. (2005). *Education for Values, Environment and Human rights*. New



Semester IV
PHI-HC-4036
Political & Social Philosophy

Unit I

Rights and Duties
Justice
Equality & Liberty

Unit II

Anarchism
Socialism
Marxism

Unit III

Monarchy
Theocracy
Democracy

Unit IV

Humanism
Secularism
Multiculturalism

Books Recommended:

Benjamin, M. (ed):	<i>Science and Sensibility, Gender and Scientific Enquiry, 1780-1945</i>
Durkheim, E.:	<i>Sociology and Philosophy</i>
Joshi, N. V.:	<i>Social and Political Philosophy</i>
Mackenzie, J.S.:	<i>Outlines of Social Philosophy</i>
Raphael, D. D.:	<i>Problems of Political Philosophy</i>
Rout, B. C.:	<i>Political Theory and Ideology</i>
Roy & Bhattacharya.:	<i>Political Theory</i>
Sinha, A. K.:	<i>Outlines of Social Philosophy</i>



Paper 12: ENG-HC-5026 Women's Writing

Credits: 5 (Theory) + 1 (Tutorial)

Marks: 80 (End-Semester Examination) + 20 (Internal Assessment)

This paper seeks to direct the students' attention to nineteenth and twentieth century writings by women living in different geographical and socio cultural settings. Students will get acquainted with the situationally distinct experiences of women articulated in a variety of genres-poetry, novels, short stories, and autobiography, while the selections from Mary Wollstonecraft-the only 18th century text prescribed, will acquaint students with the ideas contained in one of the earliest feminist treatises of the western world. Apart from an examination of the themes and styles in the prescribed texts, students will be required to engage themselves with the specificities of the contexts from which the texts emerged and also analyze the women writers' handling of the different genres to articulate their women-centric experiences.

Themes: Gender, sexual/textual politics, feminism, body, identity, class, location, voice, space, gender and narrative.

Texts:

- Mary Wollstonecraft: *A Vindication of the Rights of Woman* (New York: Norton, 1988) chap. 1, pp. 11–19; chap. 2, pp. 19–38.
- Rassundari Debi: Excerpts from *Amar Jiban* in Susie Tharu and K. Lalita, eds., *Women's Writing in India*, vol. 1 (New Delhi: OUP, 1989) pp. 191–2.
- Katherine Mansfield: 'Bliss'
- Sylvia Plath: 'Daddy'; 'Lady Lazarus'
- Alice Walker: *The Color Purple*
- Mahashweta Devi: 'Draupadi', tr. Gayatri Chakravorty Spivak (Calcutta: Seagull, 2002)
- Nirupama Bargohain: 'Celebration'
- Adrienne Rich: 'Orion'
- Eunice De Souza: 'Advice to Women'; 'Bequest'

Suggested Topics and Background Prose Readings for Class Presentations

Topics

- The Confessional Mode in Women's Writing

23/69



- Sexual Politics
- Race, Caste and Gender
- Social Reform and Women's Rights

Readings

- Virginia Woolf, *A Room of One's Own* (New York: Harcourt, 1957) chaps. 1 and 6.
- Simone de Beauvoir, 'Introduction', in *The Second Sex*, tr. Constance Borde and Shiela Malovany-Chevallier (London: Vintage, 2010) pp. 3–18.
- Kumkum Sangari and Sudesh Vaid, eds., 'Introduction', in *Recasting Women: Essays in Colonial History* (New Delhi: Kali for Women, 1989) pp. 1–25.
- Susie Tharu & K. Lalitha, Introduction to *Women Writing in India: 600 BC to the Present, Vol.1: 600 BC to the Early 20th Century*, Eds. Tharu and Lalitha, (New Delhi: Oxford, 1997 (rpt)) pp.1-37.



HIS –HG-2016 : HISTORY OF INDIA (c.1206 to 1757)

Lecture : 5; Tutorial : 1 (per week)

Course Outcome: Upon completion of this course, students will be able to analyse the political and social developments in India between 1206-1757. Students will be able to explain the formation of different States during this period along with their administrative apparatuses, and the society, economy and culture of India in the 13th to mid-18th century period.

Unit: 1

- [a] Foundation and consolidation of the Sultanate : Iluttmish, Sultana Raziya, Balban and the Mongol invasions
- [b] Expansion of Sultanate :AlauddinKhalji - conquests and administration
- [c]Tughlaqs- Muhammad bin Tughlaq and Firoz Shah Tughlaq.

Unit: II

- [a] Decline of the Sultanate
- [b] Rise of Provincial Kingdoms and contest for supremacy :Vijaynagar and Bahmani Kingdoms.
- [c] Political and Revenue administration : *Iqtadari* system
- [d] Agriculture, trade and commerce during the Sultanate period.

Unit: III

- [a] Foundation of the Mughal Empire : Mughal - Afghan contest - Babur and Humayun; Sher Shah and his administration.
- [b] Consolidation and territorial Expansion of the Mughal Empire- Akbar, Jahangir, Shahjahan, Aurangzeb.
- [c] Mughal-Rajput Relations.

Page 30 of 37

- [d] Religious Policy of the Mughals

Unit: IV

- [a] Rise of Maratha power under Shivaji.
- [b] Disintegration of the Mughal Empire
- [d] Mughal Administration : *mansabdari* and *jagirdari* System.
- [e] Aspects of society and economy during the Mughal period : agriculture, trade and commerce

Unit: V

- [a] Syncretism in medieval India: religion, literature, art and architecture
- [b] Bhakti movement : Nanak, Kabir and Mirabai
- [c]Sufism : Different *Silsilahs*

Text Books:

- Chandra, Satish : *Medieval India from Sultanat to the Mughals*, Vols. I, II
- Tripathy, R. P. : *Rise and fall of the Mughal Empire*
- Majumdar, R.C. (ed) : *The History and Culture of the Indian People*, Vols. VI
- Asraf, K.M : *Life and Conditions of the People of Hindusthan*
- Chitnis, K.N. : *Socio- Economic History of Medieval India*
- Habib, Irfan : *Agrarian System of Mughal Empire*
- Habib, M &Nizami : *Comprehensive History of India*, Vol.V
- Mehta, J.L. : *Advanced Study in History of Medieval India*, Vol. I & II
- Nizami, K.A. : *Studies in Medieval Indian History and Culture*
- Rashid, A : *Society and Culture in Medieval India*
- Rizvi, S.A.A. : *The Wonder that was India*, Part-II
- : *A History of Sufism in India*



HIS –SE-4014: Oral Culture and Oral History

Lecture : 03; Tutorial : 01 (per week)

Course Outcome:

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

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

Unit I. Concepts:

- (a) Orality, Oral Tradition, Oral Culture
- (b) Oral History
- (c) Distinction between Oral Tradition and Oral History

Unit II. History and Historiography

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

Page 36 of 37

III. Methodology:

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

IV. Potential areas for Oral History research:

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

Readings:

- Thompson, Paul R., *Voice of the Past : Oral History*, OUP, Great Britain, 1978
Ritchie, Donald A.: *Doing Oral History: A Practical Guide*, OUP, New York, 2003.
Perks, Robert and Thomson, Alistair (eds.) *Oral History Reader*, Routledge, 1998.
Valerie Raleigh Yow, *Recording Oral History*, Altamira Press, USA, 2005.
Vansina, Jan, *Oral Tradition. A Study in Historical Methodology* (Translated from the French by H. M. Wright). London: Routledge & Kegan Paul. 1965
Vansina, Jan, *Oral Tradition as History*, Madison: University of Wisconsin Press. 1985
Butalia, Urvashi, *The Other Side of Silence: Voices from the Partition of India*, Penguin. 2017.
Humphries: *The Handbook of Oral History*.
H. Roberts, Ed. *Doing Feminist Research*, Routledge & Kegan Paul, London, 1981
John Miles Foley, *Oral Formulaic-Theory: An Introduction & Annotated Bibliography*, New York & London: Garland, 1985
Das, Veena, (ed.), *Mirrors of Violence: Communities, Riots & Survivors in South Asia*, Delhi, OUP, 1990
Prasad, M. Mahadeva, *Ideology of the Hindi Film: A Historical Construction*, Delhi, OUP, 1998.



POL HE 6036 Women, Power and Politics

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

Course Outcomes:

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

I. Groundings (14 lectures)

- Patriarchy
- a. Sex-Gender Debates
 - b. Public and Private
 - c. Power
- Domains of Patriarchy
- a. Family
 - b. Community
 - c. State

II. Feminism (12 lectures)

Different Perspectives: Liberal, Marxist & Radical

III. Movements and Issues (12 lectures)

- History of the Women's Movement in India
- Violence against women:
- Domestic Violence
 - Femicide
 - Human Trafficking

IV. Work and Labour (12 lectures)

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

READING LIST

I. Groundings

Patriarchy

Essential Readings:

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

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

a. Sex Gender Debates

Essential Reading:

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

b. Public and Private

Essential Readings:



POL HE 6016 Human Rights in India

Course Outcomes:

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

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

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

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

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

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

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


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

- Women
- Children
- Minority

READING LIST

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


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