COURSE CODE: EDN C-5

TRENDS & ISSUES OF MODERN INDIAN EDUCATION

Credits : 4

Course Objectives
1. To develop understanding of significant trends and issues in modern Indian education
2. To focus on certain major national and social issues and the role of education in relation to them
3. To develop understanding of alternative systems of education

Course Contents

UNIT I   **Adult and Continuing Education**
- Concept of Adult and Continuing /Lifelong Education
- Efforts on Adult Education/Literacy- NAEP, NLM
- Liberal Education through open learning, Vocational Education

UNIT II   **Population Education**
- Significance, need & objectives of Population Education
- Problems of Population Education
  Relation between Population Education & Sex Education

UNIT III **Education of Women and Girls**
- Concept and need of prioritizing education for women & girls
- Promoting gender equality
- Schemes of the Government of India for promoting girls' education
- Problems and remedial measures

UNIT IV   **Value Education**
- Meaning & significance of Value Education
- Role of education in inculcation of values
- Programs/methods for development of value

UNIT V   **Open & Distance Education**
- Concept, need and scope of distance education
- Modes of DE – correspondence education & open learning system
- Merits & Demerits of Distance Learning

Suggested Readings
1. Kochhar, S.K. Pivotal Issues in Indian Education.
2. Aggarwal, J.C. Education in India. Policies, Programmes& Development.
3. Pathak, R.P. History, Development & Contemporary Problems of Indian Education.
4. NCERT (1986). School Education in India – Present Status and Future Needs, New Delhi.
5. Salamatullah, (1979). Education in Social Context, NCERT, New Delhi.
6. Safaya, Srivastava & Singh (2007). Development of Education in Emerging India & Its Current Problems , Dhanpat Rai Publishing Company

GUIDANCE & COUNSELLING IN EDUCATION   Credits : 4

Course Objectives
1. To help students understand the meaning and importance of guidance and counseling.
2. To develop the ability to interpret various records for assessing the students' strengths and weaknesses.
3. To acquaint the students to various approaches in organizing vocational guidance.
4. To help in understanding the importance of job analysis and occupational information services.

Course Contents

UNIT I   Introduction to Guidance
- Meaning, nature and scope
- Principles of guidance
- Philosophical, psychological & social bases of guidance

UNIT 2   Educational Guidance
- Meaning, need and importance of educational guidance
- Principles of educational guidance
- Basic data necessary for educational guidance: Pupils' abilities, aptitudes, personality, interest and attitudes

UNIT 3   Vocational Guidance
- Meaning and objectives
- Vocational guidance at the secondary stage
- Job analysis & job satisfaction

UNIT 4   Concept of Counseling
- Meaning, nature, scope & types
- Various steps and techniques
- Relationship between guidance & counseling
- Important qualities of a good Counselor

UNIT 5   Career Counseling
- Meaning and importance
- Career counseling with college students, adults & women
- Various approaches in organizing career guidance & counseling - Career corner, career talk, career conference, simulated interview

Suggested Readings
1. Madhukar, Indira.Guidance and Counselling , New Delhi :Authors Press Publishers of Scholarly Books.
2. Jaiswal, Sitaram. Principles of Guidance and Counselling.
3. Aggarwal, J.C.Educational Vocational Guidance and Counselling, New Delhi :Doaba. HouseBooksellers & Publishers.
4. Agarwal, Rashmi (2006). Educational Vocational Guidance & Counselling: Principles, Techniques&Programmes.New Delhi :Shipra Publication
5. Kochhar, S.K.(1985). Educational and Vocational Guidance in Secondary Schools. New Delhi: Sterling Publisher.

C-15/ PAPER 15: LITERARY THEORY (LT)

Course Level Learning Outcomes

Someofthecourselearningoutcomesthatstudentsofthiscoursearerequiredtodemonstrate runthus:

- haveahistoricaloverviewofmajorliterarytheorists,particularlyofthe20thcentury

  Rendered as: haveahistoricaloverviewofmajorliterarytheorists,particularlyofthe20thcentury
- show an understanding of historical and philosophical contexts that led to the development of literary theory and itspractices
- developawarenessofvariousliterarytheoriesandthewaytheyenrichandchangeour thinking about language, literature andsociety
- historically situate literary theorists whose works had informed and shaped various literary theoreticaldiscourses
- identify theoretical concepts with theorists and movements with which they are associated and in the process understand theircontexts
- applyvarioustheoreticalframeworksandconceptstoliteraryandculturaltexts
- evaluate and analyze strengths and limitations of theoretical frameworks and arguments
- sharpeninterpretativeskillsinthelightofvarioustheoreticalframeworks

Course Content

Unit-I:
Background Study:
The East and the West
Questions of Alterity
Power, Language and Representation
The State and Culture

Module I

Literary Theory: An Introduction

Module II

New Criticism and Russian Formalism
Unit-II:

Module   II

ReaderResponse

Module IV

Marxism

*Module*V

Psychoanalytic theory

Unit-III:

Module VI

Structuralism

Module VII

Poststructuralism

Module VIII

New Historicism

Unit-IV:

Module IX

Postcolonialism

Module X

Feminism

Unit-V

Module XI

Black and Dalit Aesthetics/ Subaltern Studies

Module XII

Theory Now

Suggested Readings

David Lodge and Nigel Wood, *Modern Criticism and Theory: A Reader*: London & New York: Routledge, 2000.

PAPER 5: AMERICAN LITERATURE

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- understand the depth and diversity of American literature, keeping in mind the history and culture of the United States of America from the colonial period to the present (17th century to 21st century)

- understand the historical, religious and philosophical contexts of the American spirit in literature; social-cultural-ecological-political contexts may, for example, include the idea of democracy, Millennial Narratives, the Myth of Success, the American Adam, the Myth of the Old South, the Wild West, Melting pot, Multiculturalism, etc.

- appreciate the complexity of the origin and reception of American literature, given its European and non-European historical trajectories, particularly in relation to writers of European (Anglo-Saxon, French, Dutch and Hispanic) descent, as well as writers from black and non-European (African, American Indian, Hispanic-American and Asian) writing traditions

- critically engage with the complex nature of American society, given its journey from specific religious obligations and their literary transformations (such as Puritanism, Unitarianism, Transcendentalism, etc.) to the growth of anti- or non-Christian sensibilities

- critically appreciate the diversity of American literature in the light of regional variations in climate, cultural traits, economic priorities

- explore and understand the nature of the relationships of human beings to other human beings and other life forms in relation to representative literary texts in various genres

- relate the African American experience in America (both ante-bellum and post-bellum) to issues of exclusion in societies relevant to their learning experience

- analyze the American mind from global and Indian perspectives and situate the American in the contemporary world

Course Content

The texts suggested here are in addition to those in the CBCS syllabus. Some texts/portions have been changed keeping in view the Course Level Learning Outcomes (CLLO) as well as global guidelines in the LOCF documents. Stakeholders, as already suggested, may make amendments in the finalization of the corpus as well as the points raised in the CLLO.

Unit-I:

- The American Myths of Genesis/ The American Dream/ The American Adam
- American Romance and the American Novel
- Is *Huck Finn* the Prototypical American Novel?
- Multicultural Literature of the United States; Folklore and the American Novel
- Race and Gender in American Literature
- War and American Fiction
- Two Traditions of American Poetry; Emerson and Poe/ Typological and Tropological Traditions
- Social Realism and the American Novel
- The Questions of Form in American Poetry

Unit-II:

Drama
Arthur Miller: *All My Sons*
Tennessee Williams: *The Glass Menagerie*

Unit-III:
Fiction:

Toni Morrison: *The Bluest Eye*
Unit-IV:

Short Fiction and personal narrative

> Edgar Allan Poe 'The Purloined Letter'
>
> Maya Angelou: Selections from *I Know Why the Caged Bird Sings* (chaps 15 and 16)
>
> William Faulkner 'Dry September'

Unit-V:

Poetry:

Anne Bradstreet: 'The Prologue'

Walt Whitman: Selections from Song of Myself (Sections 1 to 5) 'O Captain, My Captain'

Emily Dickinson: Any two poems ['Because I could not stop for Death' / 'This was a poet'/ 'I heard a fly buzz']

Robert Frost: Two Poems: 'Once by the Pacific' and 'Mending Wall'

Langstan Hughes: 'The Negro Speaks of Rivers'

Alexie Sherman Alexie: 'Crow Testament' and 'Evolution'

Suggested Reading:

Hector St John Crevecouer, 'What is an American', (Letter III) in *Letters from an American Farmer* (Harmondsworth: Penguin, 1982) pp. 66–105.

Frederick Douglass, A *Narrative of the life of Frederick Douglass* (Harmondsworth: Penguin, 1982) chaps. 1–7, pp. 47–87.

Henry David Thoreau, 'Battle of the Ants' excerpt from 'Brute Neighbours', in *Walden* (Oxford: OUP, 1997) chap. 12.

Ralph Waldo Emerson, 'Self Reliance', in *The Selected Writings of Ralph Waldo Emerson*, ed. with a biographical introduction by Brooks Atkinson (New York: The Modern Library, 1964).

Toni Morrison, 'Romancing the Shadow', in *Playing in the Dark: Whiteness and Literary Imagination* (London: Picador, 1993) pp. 29–39.

PAPER 3: INDIAN WRITING IN ENGLISH

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- appreciate the historical trajectory of various genres of IWE from colonial times till the present
- critically engage with Indian literary texts written in English in terms of colonialism/postcolonialism, regionalism, and nationalism
- critically appreciate the creative use of the English language in IWE
- approach IWE from multiple positions based on historical and social locations

Course Content

Unit-I:
- Indian English
- Indian English Literature and its Readership
- Themes and Contexts of the Indian English Novel
- The Aesthetics of Indian English Poetry
- Modernism in Indian English Literature
- The Nation and Indian English Literature

Unit-II:
POETRY

- H.L.V. Derozio 'Freedom to the Slave', 'The Orphan Girl', 'To India – My Native Land'

   Kamala Das, 'Introduction', 'My Grandmother's House'
- Nissim Ezekiel, 'Enterprise'/ 'Goodbye Party to Miss Pushpa TS', 'The Night of the Scorpion'
- Robin S. Ngangom, 'The Strange Affair of Robin S. Ngangom', 'A Poem for Mother'
- Eunice de Souza, 'De Souza Prabhu'

Unit-III:

NOVELS

- R.K. Narayan, *Swami and Friends*
- Amitav Ghosh, *Shadow Lines*

Unit-IV:

SHORT FICTION

- Mulk Raj Anand 'Two Lady Rams'

- Rohinton Mistry 'Swimming Lesson'
- Shashi Deshpande 'The Intrusion'

Unit-V:

DRAMA

- Mahesh Dattani: *Tara*

Suggested Readings

Raja Rao, Foreword to *Kanthapura* (New Delhi: OUP, 1989) pp. v–vi.

Salman Rushdie, 'Commonwealth Literature does not exist', in *Imaginary Homelands* (London: Granta Books, 1991) pp. 61–70.

Meenakshi Mukherjee, 'Divided by a Common Language', in *The Perishable Empire* (New Delhi: OUP, 2000) pp.187–203.

Bruce King, 'Introduction', in *Modern Indian Poetry in English* (New Delhi: OUP, 2nd edn, 2005) pp. 1–10.

Skill Enhancement Courses

SEC-1: INTRODUCTION TO ARCHAEOLOGY

Unit: I **Definition & Components**
Archaeology-Definition, aims, and scopes; Disciplinary relations – Archaeology relationship to History and Anthropology; main branches of Archaeology.

Unit: II **Historiographical Trends**
History of Archaeology-19th to 20th century developments; various schools of archaeological thoughts - Cultural-Historical, Processual and Post-processual schools; overview of some recent trends in archaeological theory and practice.

Unit:III **Field Methods**
Definition of an archaeological site; reading stratigraphy in Archaeology; Method of Archaeological Exploration; Excavation methods - Vertical and Horizontal method of excavation, excavation of human burials; Recording provenience -Three-dimensional method of recording archaeological finds.

Unit: IV **Dating methods & reconstruction**
Difference between Relative and Absolute Dating Methods; Typology, Stratigraphy, and Geochronology; Radiocarbon and Thermoluminescence Dating Methods; Reconstruction of prehistoric lifeways and interpretation of evidence (e.g.use of environmental, ethnographic, and experimental data).

ESSENTIAL READINGS:
Agrawal, D.P and M.G. Yadava. *Dating the Human Past*, ISPQS Monograph Series No. 1, 1995.
Bahn, C.P and C. Renfrew, *Archaeology: Theories, Methods, and Practice*, Thames & Hudson, 2016.
Barker, Philip. *Techniques of Archaeological Excavation*, Universe Books, New York, 1977.
Binford, L.R. *New Perspectives in Archaeology*, Aldine, Chicago, 1968.
Binford, L.R. *An Archaeological Perspective*, Seminar Press, New York, 1973.
Binford, L.R. *In pursuit of the Past: Decoding the Archaeological Record*, University of California Press, 2002 (Reprint).
Trigger, B. *A History of Archaeological Thought*, Cambridge University Press, 2006 (2nd Ed.).
Chakraborti, D.K. *A History of Indian Archaeology: From the Beginning to 1947*, New Delhi, Manohar, 1988.
Childe, V. Gordon. *What happened in History?* Penguin Books, London, 1960.
Clark, G. *Archaeology and Society*, Methuen & Co., 1947 (Revised 2nd Ed.).

C-20: HIS/MJ-801   Political History of the Nagas

Course Objectives: The objective of the course is to familiarize the students on the political history of the Nagas from pre-colonial to state formation.

Unit: I : **Pre-Colonial Naga Polity**
  a) Chieftainship, Function and Powers
  b) Village Administration, Function and Powers
  c) Law of inheritance; institution of Morung

Unit: II : **British Contact with the Nagas**
  a) Early British Policy toward Naga (1832-1850)
  b) British Annexation of Naga Territories (1851-1880)
  c) Consolidation of British Rule (1881-1890

Unit: III : **The Colonial Administrative Policies**
  a) Transformation of Naga Political System under Colonial Rule
  b) Impact of the British Rule- Social, Political and Economic

Unit IV : **First World War**
  a) Formation of Naga Club 1918 and Simon Commission
  b) Formation of Naga Tribal Council and Naga National Council
  c) Role of NNC – Nine Point Agreement and Naga National Voluntary Plebiscite 1951

Unit: V : **Naga Resistance Movement**
  a) Formation of Federal Government
  b) Naga People Convention
  c) Emergence of Nagaland State and 16 Point Agreement 1960

SUGGESTED READINGS:

S.K. Chaube, *Hill Politics in Northeast India.*
N.Venuh, *British Colonization and Restructuring Naga Polity.*
A.Mackenzie, *The North-East Frontier of India.*
Verrier Elwin, *The Nagas in the Nineteenth Century.*
Chandrika Singh, *Naga Politics: A Critical Account.*
John Butler, *Travels in Assam.*
Jonathan Glancey, *Nagaland: A Journey to India's Forgotten Frontier.*
Aglaja Stirn & Peter Van Ham, *The Hidden World of the Nagas.*
M.Alemchiba, *A Brief Historical Account of Nagaland.*
M.Horam, *Naga Polity.*

SEC-1	POL/H/SEC-1	Democratic Awareness with Legal Literacy	6
SEC-2	POL/H/SEC-2	Peace and Conflict Resolution	6

PASS COURSE

CORE PAPERS

Paper Code	Course Code	Title of the Paper	Total Credit
C-1	POL/GEN/SDC-1	Introduction to Political Theory	6
C-2	POL/GEN/SDC-2	Indian Government & Politics	6
C-3	POL/GEN/SDC-3	Comparative Government and Politics	6
C-4	POL/GEN/SDC-4	Introduction to International Relations	6
GENERIC ELECTIVE (GE)			
GE-1	POL/GEN/GE-1	Reading Gandhi	6
GE-2	POL/GEN/GE-2	Human Rights Gender and Environment	6
DISCIPLINE SPECIFIC ELECTIVE (DSE)			
DSE-1	POL/GEN/DSE-1A	Understanding South Asia	6
DSE-3	POL/GEN/DSE-1B	Understanding Northeast India with Special Reference to Nagaland	6
SKILL ENHANCEMENT COURSE (SEC)			
SEC-1	POL/GEN/SEC-1	Democratic Awareness with Legal Literacy	2
SEC-2	POL/GEN/SEC-2	Peace and Conflict Resolution	2
SEC-3	POL/GEN/SEC-3	Public Opinion and Survey Research	2
SEC-4	POL/GEN/SEC-4	Legislative Support	2

Course No: POL/H/C-1
Course Title: Understanding Political Theory

Bannett, J. (2004) 'Postmodern Approach to Political Theory', in Kukathas, Ch. and Gaus, G. F. (eds.) Handbook of Political Theory. New Delhi: Sage, pp. 46-54.

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

Total Credits = 6	Total Marks = 100
SL.NO	COURSE CONTENT
Unit 1	Introducing Political Theory a) Politics b) Political Science c) Political Theory d) Meaning, Nature and Relevance.
Unit II	Traditions of Political Theory a) Liberal b) Marxist c) Anarchist and d) Conservative
Unit III	Approaches to Political Theory a) Normative b) Historical and c) Empirical
Unit IV	Critical and Contemporary Perspectives in Political Theory a) Feminist and b) Postmodern
Unit V	Political Theory and Practice a) Deliberative Democracy b) Participation c) Representation

Essential Readings I:

Introducing Political Theory Bhargava, R. (2008) 'What is Political Theory', in Bhargava, R and Acharya, A. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 2-16.

Bellamy, R. (1993) 'Introduction: The Demise and Rise of Political Theory', in Bellamy, R. (ed.) Theories and Concepts of Politics. New York: Manchester University Press, pp. 1-14.

Glaser, D. (1995) 'Normative Theory', in Marsh, D. and Stoker, G. (eds.) Theory and Methods in Political Science. London: Macmillan, pp. 21-40.

Sanders, D. (1995) 'Behavioral Analysis', in Marsh, D. and Stoker, G. (eds.) Theory and Methods in Political Science. London: Macmillan, pp. 58-75.

Chapman, J. (1995) 'The Feminist Perspective', in Marsh, D. and Stoker, G. (eds.) Theory and Methods in Political Science. London: Macmillan, pp. 94-114.

Bharghava, R, 'Why Do We Need Political Theory', in Bhargava, R. and Acharya, A. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 17-36.

Bannett, J. (2004) 'Postmodern Approach to Political Theory', in Kukathas, Ch. and Gaus, G. F. (eds.) Handbook of Political Theory. New Delhi: Sage, pp. 46-54.

Course No: POL/H/C-15
Course Title: Public Policy and Administration in India

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

Total Credits = 4	Total Marks = 100

SL.NO	COURSE CONTENT
Unit 1	**Public Policy** a) Meaning, Definition, Characteristics and Models b) Public Policy Process in India
Unit II	**Decentralization** a) Meaning, Significance, Types and Approaches b) Local Self-Governance: Rural and Urban
Unit III	**Budget** a) Concept and Significance of Budget b) Various Approaches and Types of Budgeting
Unit IV	**Citizen and Administration Interface** a) Public Service Delivery b) Redressal of Public Grievances: RTI, Lokpal, Citizens' Charter and E-Governance
Unit V	**Social Welfare Administration** a) Concept and Approaches of Social Welfare b) Social Welfare Policies: Right to Food Security, Right to Education,

Reading List:

1. T. Dye, (1984) Understanding Public Policy, 5th Edition. U.S.A: Prentice Hall
2. R.B. Denhardt and J.V. Denhardt, (2009) Public Administration, New Delhi: Brooks/Cole
3. J. Anderson, (1975) Public Policy Making. New York: Thomas Nelson and sons Ltd.
4. M. Howlett, M. Ramesh, and A. Perl, (2009), Studying Public Policy: Policy Cycles and Policy subsystems, 3rd edition, Oxford: Oxford University Press
5. T. Dye, (2002) Understanding Public Policy, New Delhi: Pearson Y. Dror, (1989) Public Policy Making Reexamined. Oxford: Transaction Publication
6. Satyajit Singh and Pradeep K. Sharma [eds.] Decentralisation: Institutions And Politics In Rural India, OUP,2007
7. D. A. Rondinelli and S.Cheema, Decentralisation and Development, Beverly Hills: Sage Publishers, 1983
8. N.G.Jayal, Democracy and The State: Welfare, Secular and Development in Contemporary India, Oxford : Oxford University Press,1999
9. Bidyut Chakrabarty, Reinventing Public Administration: The Indian Experience, Orient Longman.2007

DISCIPLINE SPECIFIC ELECTIVE

Course Code: SOC/H/DSE-1
Urban Sociology

Course Objective:
This course provides an exposure to key theoretical perspectives for understanding urban life in historical and contemporary contexts. It also reflects on some concerns of urban living while narrating the subjective experiences of urban communities. With case studies from India and other parts of the world this course will help students relate to the complexities of urban living.

Outline:

1. Introduction
   a. History of Urbanisation
   b. Meaning and Concepts
   c. Nature and Scope
   d. Urbanism and the city

2. Perspectives
   a. Ecological
   b. Political Economy
   c. City as Culture

3. Urban Social Problems
   a. Migration
   b. Housing
   c. Congestion and Pollution
   d. Crime and Delinquency

4. Politics of Urban Space
   a. Culture and Leisure
   b. Globalization
   c. Development
   d. Slum

5. Emerging Issues and Challenges
   a. Welfare and Security measures
   b. Social network and new technologies
   c. Environmental Challenges
   d. Popular Culture

Course Code: SOC/G/DSC-1B
Gender and Violence

Course Objective:

Gendered violence is routine and spectacular, structural as well as situated. This course attempts to provide an understanding of the logic of that violence, awareness of its most common forms and tries to equip the students with a sociologically informed basis for making pragmatic, ethical and effective choices while resisting or intervening in the context of gendered violence.

Outline:

1. Gender Based Violence
  e. Concept and definitions
  f. Types of gender based violence
  g. Sites of Gender Based Violence (Family, Community/ Society, State)
  h. Gender Based Violence: A Human Rights Perspective

2. Structural Violence
  e. Caste, Gender and Violence
  f. Domestic and Familial Violence
  g. Dowry violence
  h. Patriarchy and violence

3. Situated Violence
  d. Gender and Conflict Situation
  e. Violence, Harassment and the Workplace
  f. Institutional Response

4. Causal factors
  e. Ideological
  f. Cultural
  g. Mass media
  h. Objectification of women

5. Addressing Gender based violence
  e. International Intervention (UN)
  f. Constitutional provisions and National Legislation and policy
  g. State: Statutory bodies, Helplines
  h. Non-state Agencies: NGOs, Civil Society, Community

Course Objective:

The course introduces gender as a critical sociological lens of enquiry in relation to various social fields. It also interrogates the categories of gender, sex, and sexuality.

Outline:

1. Gendering Sociology
   a. Why Gender Matters
   b. Understanding Gender
   c. Types of Gender
   d. The sociological views

2. Gender as a Social Construct
   a. Sex and Gender
   b. Nature and Culture
   c. Patriarchy
   d. Gender Socialization

3. Perspectives on Gender
   a. Functionalist
   b. Conflict
   c. Gandhian
   d. Subaltern

4. Gender: Differences and Inequalities
   a. Class and gender
   b. Caste and gender
   c. Family and gender
   d. Work and gender

5. Gender and Power
   a. Women and decision making
   b. Women's movement
   c. Gender mainstreaming
   d. Emerging challenges