

**GAUHATI UNIVERSITY**  
**INSTITUTE OF DISTANCE AND OPEN LEARNING (GUIDOL)**

**PROGRAMME PROJECT REPORT (PPR)**

**PPR ID : GU/GUIDOL/PPR/50** (Total no. pages : 06 )

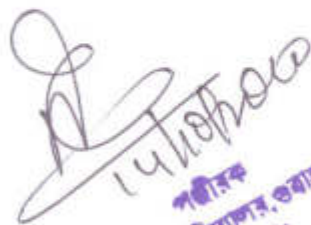
**Programme: Three Year Bachelor of Arts (B.A.) [ General or Pass course only]**


**1. Programme mission and objective:**

The mission of the Programme is “to enable learners to learn and retain a broad base of knowledge in the various domains of Social Sciences”. In the ODL mode, Gauhati University Institute of distance and open learning ( IDOL) proposes to offer BA programme in all the undergraduate courses offered by Gauhati University in the regular mode in the affiliated colleges . More specifically the subjects offered will be a combination of three subjects from amongst Assamese (Elective), Bodo, Bengali, Political Science, Education, History, Economics, Philosophy, Sanskrit, Hindi, sociology. Additionally the learners shall have to appear Assamese and other vernacular language in lieu of as well as Communicative English for one semester. No Major courses shall be offered at present.

***Objectives of the Programme:***

- *To give learners a broad based and multidisciplinary academic foundation;*
- *To offer learners wide knowledge in the humanities and Social Sciences for better job opportunities.*
- *To enable the learners to develop social analytical skills and participate in liberating peoples and communities from all forms of bondage.*
- *To acquaint learners who wish to teach, and handle social responsibilities in private and public enterprises.*

  
14/10/20  
পঞ্জীয়ক  
ভাৰতীয়া বিশ্ববিদ্যালয়, গুৱাহাটী-১৪  
Registrar  
Gauhati University, Guwahati-14

  
13/10/20  
DIRECTOR  
IDOL, GAUHATI UNIVERSITY

## **2. Relevance of the programme with HEI's mission and goals:**

Gauhati University was established in 1948 with a mission to revitalize educational leadership, to set the standard for the production and dissemination of knowledge as well as to become an effective instrument of change in the society.

Keeping in view the motto of "*Education For All*", Bachelor of Arts (B.A.) to be offered through ODL mode is very much relevant to the HEI's mission and goals as it aims to provide quality education to those aspiring candidates who are deprived of higher education due to the limited number of intake in the conventional mode of education in the Universities. Moreover, to keep the quality intact the curriculum and syllabus have been designed at par with the conventional mode keeping in mind the specific needs and acceptability of the learners in the ODL mode and in keeping with the aims and objectives of the University. All the under graduate courses are offered by Gauhati University.

## **3. Nature and target group of learners:**

- (1) Those deprived of admission in the regular mode due to limited intake capacity.
- (2) Those employed in various organizations who desire to pursue higher education as a passion or as a means for movement up the promotional ladder.
- (3) Drop outs primarily due to social , financial and economic compulsions as well as demographic factors.
- (5) Rural population of any age and those living in remote areas where higher education institutes are not easily accessible.
- (4) Job seekers.

## **4. Appropriateness of the programme to be conducted in the ODL mode for acquiring specific skills and competence-**

The Bachelor Programme in Arts to be offered through ODL mode will have certain learning outcomes. This programme will help the learners-

- *To improve literacy, especially among the rural poor.*
- *To rid under privileged society of social evils.*
- *Capacity building among the rural population.*

- *To enable the under privileged to appreciate multicultural perspectives.*
- *To understand the history that discipline approaches to organizing knowledge.*
- *To apply skills and knowledge in an internship experience.*

## 5. Instructional Design:

- a) **Curriculum Design:** The curriculum is designed by a committee comprising experts from the parent department of the HEI and GUIDOL, keeping in view the needs of the diverse groups of learners. To start with the syllabus that is in vogue in the regular courses will be adopted, however study self study material shall be made available to the learners. Gauhati University has recently begun adopting the CBCS syllabus under its regular B.Com. Programme. GUIDOL has also adopted the same syllabus in its B.Com Programme. Preparation, production and delivery of Self Learning Materials have also been started by the GUIDOL authority.
- b) **Detailed Syllabus:** As per the under graduate course offered in the regular mode by Gauhati University. As already mentioned, GUIDOL follows the same CBCS syllabus that Gauhati University follows for its regular B.Com. Programme. File containing detailed syllabus is attached as Enclosure-I.
- c) **Duration of the Program:** Minimum 3 (three) years. However, the learners are required to complete the course within 5 (five) years from the date of admission.
- d) **Instructional Delivery Mechanism:** The semester system introduced by gauhati university shall be followed. The programme shall be delivered in 6 (six) semesters with the opportunity to choose optional courses offered. The learners shall be provided with the printed online SLM which covers almost all the contents in the syllabus. Counseling classes shall be held in various affiliated study centers. The progress of the learners shall be evaluated by Internal Assessment and Term end/semester end examination. Examination rules shall be as per the rules and regulations adopted by Gauhati University.
- e) **Faculty:** Gauhati University institute of distance and Open learning (GUIDOL) shall not enroll students for the undergraduate BA Programme and admissions will be left to the recognized study centers. Consequently, GUIDOL has no plans of organizing contact classes and other facilities offered under the ODL mode. As such GUIDOL has no plan

to recruit permanent, part time or contractual faculty for the purpose. Arranging contact classes shall be the responsibility of the recognized centers that is the affiliated colleges

- f) **Media:** Print Media, ICT based content, content delivered through e-learning portal.
- g) **Student Support Service:** Existing library and other existing facilities for education in distance mode shall be made available to interested Undergraduate learners also. Further, in order to successfully execute the programme, a wide range of support services are provided to the ODL learners, both Post graduate and Undergraduate learners. The various support services are listed as below-
  - i) **Network of Study Centers:** To assist its learner GUIDOL has established 118 study centers throughout the State of Assam but within the territorial jurisdiction of Gauhati University.
  - ii) **Library** with around 7 thousand collections of materials which includes books, journals, magazines, CD and DVDs.
  - iii) **E-Learning Portal:** [www.bodhidroom.net](http://www.bodhidroom.net) the first of its kind in the entire North east region of India.
  - iv) **Dynamic Website** [www.idolgu.in](http://www.idolgu.in) : Gauhati University has a dedicated dynamic website for ODL learners where one can get all the information regarding its programmes, up-coming events, examination results etc.
  - v) **Community FM Radio:** Gauhati University has its own Community radio station named as “Radio Luit 90.8 FM” and operates daily from 8AM to 8PM. The Community Radio station shall be extensively used to broadcast radio talks on various courses daily. The broadcast contents are designed as per the requirements by teaching staff of both the ODL Institute as well as the parent department. Experts are outsourced if the situation arises. Radio Luit has recently started a Facebook live page with an objective to reach those learners who fall beyond its radius.

## 6. Procedure for Admissions, Curriculum transaction and Evaluation-

Admission- The admission process normally starts from August and ends by the end of September every year. However, in the current pandemic situation of COVID-19, admission process shall start as per the UGC guidelines. The minimum eligibility for BA programme is

10+2 from any recognized Board. The proposed fee for admission is Rs 4000.00 (Four Thousand only) per year.

**Curriculum transaction-** Activity Planner: The exercise of preparing an activity planner will be the responsibility of the affiliated under graduate colleges and the nodal person shall be the Principal of the college as well as the Coordinator approved by the Gauhati University IDOL advisory committee.

**Evaluation-** Each course/paper shall carry 80% weightage for the term-end examinations and 20% for internal evaluation in the form of Home Assignments/internal examinations. In order to pass/clear a course/paper in a subject, a candidate must secure minimum 30% Marks in each course/paper. All examinations are conducted by the Controller of Examinations as per examination Rules and Regulations of the Gauhati University.

#### **7. Library Resource:**

College library (affiliated study Centers) shall be available to the students under ODL mode and this arrangement has already been communicated to each study centre.

#### **8. Estimated cost of the Programme:**

The total estimated cost of introducing the programme cannot be estimated as intake of students in different centers cannot be ascertained. However, a rough estimate may include, the preparation and printing of SLM.

#### **9. Quality assurance Mechanism and Expected Programme outcome:**

As it is well known , all college have as established IQAC , which is responsible for assessing and monitoring the quality of the undergraduate courses in close cooperation with the IDOL headquarters at Gauhati University.

**10.** A monitoring mechanism at the Gauhati University has already been established at the Gauhati University for the Undergraduate courses. The Quality Assurance Cell includes the Deans of the different Faculty, Nominated Heads of the Arts Departments, Executive Council members, administrative staff and teaching staff of the institute.

**Course Benchmark Statement:** Bachelor degree in Arts shall be awarded to those learners who demonstrate:

- *improved literacy, especially among the rural poor.*
- *capacity building among the rural population.*
- *To enable the under privileged to appreciate multicultural perspectives.*
- *understanding of history that discipline approaches to organizing knowledge.*
- *application of skills and knowledge of entrepreneurship.*
- professional competence and employability.

## সাধাৰণ পাঠ্যক্রম (Regular Course)

- গুৱাহাটী বিশ্ববিদ্যালয়ৰ অসমীয়া বিষয়ৰ স্নাতক (সাধাৰণ) পাঠ্যক্রম 6 টা বাৰ্ষিকত সম্পন্ন হ'ব।
- প্ৰত্যেক পাঠ্যৰ (Course) বাবে 6 ক্রেডিট অথবা 4 ক্রেডিট ধাৰ্য কৰা হৈছে। সন্মান পাঠ্যক্রমৰ লেখীয়াইকৈ ইয়াতো 6 ক্রেডিটৰ পাঠ্যৰ বাবে 6 বিদ্যায়তনিক ঘণ্টা আৰু 4 ক্রেডিটৰ পাঠ্যৰ বাবে 4 বিদ্যায়তনিক ঘণ্টা নিৰ্দিষ্ট কৰা হৈছে।

### অসমীয়া সাধাৰণ পাঠ্যক্রমৰ পাঠ্য বিভাজন (Course Structure for BA in Assamese (Regular) under CBCS)

২০১৯

Semester	ধৰণ (Type)	বুনিয়াদী পাঠ্য (Core Course)	সক্ষমতা বিকাশ পাঠ্য (AECC)	দক্ষতা বিকাশ পাঠ্য (SEC)	বিষয় সম্পৰ্কীয় ঐচ্ছিক পাঠ্য (DSE)	বৰ্গীয় ঐচ্ছিক পাঠ্য (GE)
	গুৰুত্ব (Credit)	১২x৬=৭২	২ x ৪ = ৮	৪ x ৪ = ১৬	৪ x ৬ = ২৪	২ x ৬ = ১২
I		ENG-CC-1016 ASM-RC-1016 DSC- 2 A	ENG-AE-1014/ ASM-AE-1014/ Other MIL Communication			
II		ENG-CC-2016 ASM-RC-2016 DSC- 2 B	ENV-AE-2014			
III		ASM-CC-3016 ASM-RC-3016 DSC- 2 C		ASM- SE-3014		
IV		ASM-CC-4016 ASM-RC-4016 DSC- 2 D		ASM-SE-4014		
V				ASM-SE-5014	ASM-RE-5XX6 DSE- 2 A	ASM-RG-5016
VI				ASM-SE-6014	ASM-RE-6XX6 DSE- 2 B	ASM-RG-6016

**প্রথম ষাণ্মাসিক**  
**বুনিয়াদী পাঠ্য (Core Course)**  
**ASM-RC-1016**  
**অসমীয়া ভাষাৰ ইতিহাস**  
**মূল্যাংক : ৮০**

(উদ্দেশ্য : এই পাঠ্যত অসমীয়া ভাষাৰ ক্ৰমবিকাশৰ ধাৰণা বিভিন্ন পাঠৰ জৰিয়তে দিয়া হৈছে।)

প্রথম গোট : অসমীয়া ভাষাৰ উদ্ভৱ আৰু যুগবিভাজন	20
দ্বিতীয় গোট: প্ৰাচীন অসমীয়া ভাষাৰ ভাষাগত বৈশিষ্ট্য : চৰ্যাপদ, মাধৱ কন্দলি : ৰামায়ণ, শংকৰদেৱ : দশম	20
তৃতীয় গোট : মধ্যযুগৰ অসমীয়া ভাষাৰ ভাষাগত বৈশিষ্ট্য : বুৰঞ্জী, চৰিত পুথি, মন্ত্ৰ পুথি	20
চতুৰ্থ গোট : আধুনিক অসমীয়া ভাষাৰ ভাষাগত বৈশিষ্ট্য আনন্দৰাম ঢেকিয়াল ফুকন : অচমিয়া লৰাৰ মিত্ৰ হেমচন্দ্ৰ বৰুৱা : আত্মজীৱন চৰিত লক্ষ্মীনাথ বেজবৰুৱা : বুঢ়ী আইৰ সাধু	20

**সহায়ক গ্ৰন্থ (নিৰ্বাচিত) :**

অসমীয়া কথা সাহিত্য (পুৰণি ভাগ) : বিৰিঞ্চি কুমাৰ বৰুৱা  
অসমীয়া গদ্য-সাহিত্যৰ গতি-পথ (প্ৰথম খণ্ড) : হৰিনাথ শৰ্মা দলৈ  
অসমীয়া ব্যাকৰণ আৰু ভাষাতত্ত্ব : কালিৰাম মেধি  
অসমীয়া ভাষাৰ ইতিহাস : ৰমেশ পাঠক  
অসমীয়া ভাষাৰ উদ্ভৱ, সমৃদ্ধি আৰু বিকাশ : উপেন্দ্ৰ নাথ গোস্বামী  
অসমীয়া ভাষাৰ গঠন : ঐতিহ্য আৰু ৰূপান্তৰ : উপেন ৰাভা হাকাচাম  
অসমীয়া ভাষাৰ ৰূপতত্ত্ব : লীলাৱতী শইকীয়া বৰা  
আনন্দৰাম ঢেকিয়াল ফুকন : অসমীয়া লৰাৰ মিত্ৰ (দ্বিতীয় আৰু তৃতীয় কাণ্ড) : যোগেন্দ্ৰ নাৰায়ণ ভূঞা (সম্পা.)  
উদ্ভৱকালীন অসমীয়া ভাষা : সুবাসনা মহন্ত  
বুঢ়ী আইৰ সাধু : লক্ষ্মীনাথ বেজবৰুৱা  
মধ্যযুগৰ অসমীয়া ভাষাৰ ব্যাকৰণ : দীপ্তি ফুকন পাটগিৰি  
স্নাতকৰ কথাবন্ধ : মহেশ্বৰ নেওগ (সম্পা.)  
শ্ৰীশ্ৰীশংকৰদেৱ : আদি দশম : নবীন চন্দ্ৰ শৰ্মা (সম্পা.)  
Assamese: Its Formation and Development : Banikanta Kakati  
Studies in Assamese Vocabulary : Ramesh Pathak  
The Origin and Growth of the Assamese Language : Dimbeswar Neog



## FIRST SEMESTER CORE

### **ECO-RC-1016: Principles of Microeconomics–I**

#### **Course Description**

This course intends to expose the student to the basic principles in Microeconomic Theory and illustrate with applications.

#### **Course Outline**

##### **1. Introduction**

Problem of scarcity and choice: scarcity, choice and opportunity cost; production possibility frontier; economic systems.

Demand and supply: law of demand, determinants of demand, shifts of demand versus movements along a demand curve, market demand, law of supply, determinants of supply, shifts of supply versus movements along a supply curve, market supply, market equilibrium.

Applications of demand and supply: price rationing, price floors, consumer surplus, producersurplus.

Elasticity: price elasticity of demand, calculating elasticity, determinants of price elasticity, otherelasticities.

##### **2. Consumer Theory**

Budget constraint, concept of utility, diminishing marginal utility, Diamond-water paradox, income and substitution effects; consumer choice: indifference curves, derivation of demand curve from indifference curve and budget constraint.

##### **3. Production and Costs**

Production: behavior of profit maximizing firms, production process, production functions, law of variable proportions, choice of technology, isoquant and isocost lines, cost minimizing equilibriumcondition.

Costs: costs in the short run, costs in the long run, revenue and profit maximizations, minimizing losses, short run industry supply curve, economies and diseconomies of scale, long runadjustments.

##### **4. Perfect Competition**

Assumptions: theory of a firm under perfect competition, demand and revenue; equilibrium of the firm in the short run and long run; long run industry supply curve: increasing, decreasing and constant costindustries.

Welfare: allocative efficiency under perfectcompetition.

#### **Readings:**

Case, Karl E. & Ray C. Fair, *Principles of Economics*, Pearson Education, Inc., 8<sup>th</sup>

# 1<sup>st</sup> SEMESTER (REGULAR)

EDU-RC-1016

## FOUNDATIONS OF EDUCATION

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

Credit-6

### Course Objectives:

After completion of this course the learner will be able to

- Acquaint with the principles of education
- Gain knowledge about different various Forms and Aims of Education
- Understand the concept and importance of Discipline and Freedom.
- Acquire knowledge about the concept of Emotional and National Integration and International Understanding.

### Course contents

Units	Content
Unit-1	<b>Concept of Education</b> <ul style="list-style-type: none"><li>• Meaning ,Nature and Scope of education</li><li>• Forms of education-</li><li>• Formal education, Informal and Non formal education- Meaning and Nature. School as an agency of formal education</li><li>• Aims of education, Meaning and importance of Aims. Types of Aims-</li><li>• Social Vs Individual aim.</li><li>• Vocational and Liberal aim</li><li>• Democratic aim of education.</li></ul>
Unit-2	<b>Philosophy and Education</b> <ul style="list-style-type: none"><li>• Philosophy: Meaning, Nature and Scope</li><li>• Philosophy of Education: Meaning and Scope</li><li>• Relationship between education and philosophy</li><li>• Impact of philosophy on education</li></ul>
Unit-3	<b>Psychology and Education</b> <ul style="list-style-type: none"><li>• Meaning and nature of Psychology</li><li>• Relation between education and psychology</li><li>• Educational Psychological-Nature, Scope, Method Observation, Experimentation, Case study method</li><li>• Importance of Educational Psychology in teaching –learning process</li></ul>
Unit-4	<b>Education for National Integration and International understanding</b> <ul style="list-style-type: none"><li>• Meaning and Nature of National Integration and International understanding</li><li>• Role of education in development of National Integration and International understanding.</li><li>• Globalization and its impact in developing International cooperation</li></ul>
Unit-5	<b>Sociology and Education</b> <ul style="list-style-type: none"><li>• Concept and methods of Sociology, Educational Sociology: Meaning,</li></ul>

	<p>Nature, Scope and Importance, Relation between education and sociology</p> <ul style="list-style-type: none"><li>• Social group: Meaning, Nature and Classification, Importance of Primary and Secondary Groups</li><li>• Concept of socialization, Education as a socialization process</li></ul>
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**Recommended Readings:**

- Ross J.S. – *The Ground Work of Educational Theory*.
- Raymont T-- *Principles of Education*.
- Safaya R.N. & Shaiyda B.D. -- *Development of Educational Theory and Practice*.
- Bhatia & Bhatia – *Theory and Principles of Education*
- Agarwal J.C. – *Theory and Principles of Education*.
- Chatterjee S. – *Principles and Practice of Modern Education*
- Baruah J. -- *Sikshatatta*.
- Goswami, D, 2014- *Philosophy of Education, DVS Publishers, Guwahati*

## DETAILED SYLLABUS

### SEMESTER I

**Compulsory Core:** English I

**DSC 1A:** Individual and Society

### **ENG-CC-1016**

#### **English I**

Credits: 5 (Theory) + 1 (Tutorial) =6

Marks: 100 (80+20)

The aim of this course (English I and II) is to provide the student an opportunity to read and respond to representations of issues in contemporary life and culture in the English language. The selection of texts is aimed to present themes and topics that are stimulating, insightful and informative. Each paper will have a grammar section of 10 marks. Students having English as their Major subject will have to answer questions on a text indicated in the syllabus, instead of the grammar section. Internal assessment in these two papers may be in the form of an objective-type test.

**Prose:**

60 Marks

Texts:

- Arthur Miller: *All my Sons*
- George Orwell (1903-1950): 'Shooting an Elephant'
- D.H. Lawrence: 'The Woman Who Rode Away'
- Manoj Das (1934-): 'The Misty Hour'
- Munin Barkotoki (1915-1995): 'Krishna Kanta Handiqui'
- Rohinton Mistry (1952-): 'Running Water'
- Michael Ondaatje (1943-): 'Angulimala'
- Salman Rushdie: 'Good Advice is Rarer than Rubies'

**Grammar:**

20 Marks

- Make sentences using common phrases and idioms
- Common Errors: To be answered as directed
- Correct use of verbs, tenses, prepositions, etc.
- Comprehension

## **Discipline Specific Core I – A**

**ENG-RC-1016**

### **Individual and Society**

Credits: 5 (Theory) + 1 (Tutorial) =6

Marks: 100 (80+20)

This paper examines a key aspect of literary composition – the figure of the individual in her interactions with the society in which she lives. Literary works represent these elements in different ways. The individual appears as character, narrator, writer, while the society features as milieu in which individuals function, and as that which creates the conditions for emergence of the literary text. Individuals live in harmony or in conflict with society. Texts in this paper, selected from the many literatures in English being produced today, will provide the opportunity to study all of these aspects. Students will also note the ways in which individual-society relationships and their representation change in different historical periods of literature. Each text in this paper will be studied against its social and cultural milieu.

#### **Course Outcomes:**

- Understand the relationship between the individual writer and the society about/in which she writes
- Develop skill in analyzing the author's representation of society and the individual in interaction and write critiques drawing out.
- Learn to distinguish between literary representation and actual character and milieu

#### **Texts:**

- Geoffrey Chaucer: *The Prologue to the Canterbury Tales*
- Pope: Epistle 3 (from *An Essay on Man*)
- Charles Dickens: *Oliver Twist*
- T.S. Eliot: 'Preludes',
- Allen Ginsberg: *Howl*
- Vijay Tendulkar *Kamala* (Play. Translated from Marathi)
- Kamila Shamsie: *Burnt Shadows*
- E.L. Doctorow: *Ragtime*

#### **Suggested Readings:**

-*The Norton Anthology of English Literature* (All volumes - for library )(10th edition, 2018)

-Andrew Sanders: *The Short Oxford History of English Literature* (1994)

-Raymond Williams: *Culture and Society* (1958)

**DETAILED SYLLABUS OF B.A. (REGULAR) THREE YEAR DEGREE UGCBCS  
PROGRAMME IN HISTORY, GAUHATI UNIVERSITY**

**Generic Elective Courses**

**(4 Courses)**

HIS –RC-1016: History of India (from Earliest Times up to c. 1206)

HIS –RC-2016: History of India (c.1206 - 1757)

HIS –RC-3016: History of India from (c.1757 - 1947)

HIS –RC-4016: Social and Economic History of Assam

**HIS –RC-1016: HISTORY OF INDIA (FROM THE EARLIEST TIMES UP TO c. 1206)**

**Lecture : 5; Tutorial : 1 (per week)**

**Course Outcome:** Upon completion of this course, students will be able to explain the emergence of state system in North India, development of imperial state structure and state formation in South India in the early period. They will be able to understand the changes and transformations in polity, economy and society in early India and the linkages developed through contacts with the outside world.

**Unit: I**

- [a] Sources : literary and archaeological
- [b] Indus Civilization : origin, extent, urban planning and urban decline.
- [c] Society, polity, economy and religion in the Rig Vedic Period
- [d] Society, polity, economy and religion in the Later Vedic Period

**Unit: II**

- [a] Rise of territorial states– Janapadas and Mahajanapadas
- [b] Rise of new religious movements in north India- Jainism and Buddhism :social dimension of early Jainism and Buddhism.
- [c] The Mauryas - Background of Mauryan state formation.
- [d] Asoka :Dhamma - its propagation; Administration and Economy under the Mauryas.
- [e] Decline of the Mauryas

**Unit: III**

- [a] Post–Mauryan period : The Sungas, Chedis
- [b]Kharavelas and Satavahanas
- [c]Sangam Age: literature, society and culture in South India.

**Unit: IV**

- [a] Central Asian contact and its Impact: The Indo-Greeks, Sakas and Kushanas
- [b] The Gupta Empire- state and administration

[c] Post Gupta period :Vardhanas and Palas

**Unit: V**

[a] Political development in the South – the Pallavas, the imperial Cholas, the Rashtrakutas and the Chalukyas.

[b] The Arabs and the Turks in Indian politics –Ghaznivides and the Ghorid invasions.

[c] Indian Society during 650 –1200 A.D.-literature & language, temple architecture and Sculpture.

**Readings:**

Jha, D.N. :*Early India*, New Delhi, 2006

----- :*Ancient India*, Monohar, New Delhi, 2001

Majumdar, R.C. :*Ancient India*, Banaras, 1952

RomilaThapar :*Early India*, Vol. I, Penguin, Delhi, 1996

Shastri, K.A. Nilakanta :*History of South India*

Singh, Upinder :*A History of Ancient and Early Medieval India*,Pearson, 2009

Habib&Thakur : The Vedic Age (Peoples History of India), Vol. III, Tulika Books, New Delhi, 2003

Majumdar, Raychoudhary&Dutta :*An Advanced History of India* (RelevantChapters)

Sharma ,R. S : *Perspectives in Social & Economic History of Early India*,

MunshiramManoharlal,Delhi,1983.

———, :*India's Ancient Past*, OUP, Delhi 2006

**HIS –RC-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 : Iltutmish, 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.

**Semester I**

**PHI-HG-1016/ PHI-RC-1016**

**GE 1: General Philosophy**

**Unit I**

Definition, Nature and Scope of Philosophy, Branches of Philosophy  
Realism and Idealism

**Unit II**

Substance, Causality, Space and Time

**Unit III**

Problem of Knowledge: Empiricism, Rationalism, Criticism  
Scepticism

**Unit IV**

Relation of God and the world: Deism, Pantheism, Panentheism  
Proofs for existence of God: Ontological, Cosmological, Moral, Teleological

**Unit V**

Theories of Truth: Correspondence, Coherence, Pragmatic

**Books Recommended:**

Patrick, G.T.W.:	<i>Introduction to Philosophy</i>
Cunningham, G.W.:	<i>Problems of Philosophy</i>
Russell, Bertrand.:	<i>Problems of Philosophy</i>
Taylor, Richard.:	<i>Metaphysics</i>
Hamlyn, D.W.:	<i>Metaphysics</i>



## SEMESTER I

### POL RC 1016 Introduction to Political Theory

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

**Course Outcome:**

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

**1. a. What is Politics?**

**b. What is Political Theory and what is its relevance? (11 lectures)**

**2. Concepts: Democracy, Liberty, Equality, Justice, Rights, Gender, Citizenship, Civil Society and State (36 lectures)**

**3. Debates in Political Theory:**

**a. Is democracy compatible with economic growth?**

**b. On what grounds is censorship justified and what are its limits?**

**c. Does protective discrimination violate principles of fairness?**

**d. Should the State intervene in the institution of the family? (13 lectures)**

**Essential Readings:**

**Topic 1**

Bhargava, R. (2008) 'What is Political Theory', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 2-17.

Bhargava, R. (2008) 'Why Do We Need Political Theory', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 18-37.

Mukhopadhyay, Amal Kumar. (2019) 'An Introduction to Political Theory', New Delhi, Sage publications .

**Topic 2**

Sriranjani, V. (2008) 'Liberty', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 40-57.

Acharya, A. (2008) 'Equality', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 58-73.

Menon, K. (2008) 'Justice', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 74-82.

Talukdar, P.S. (2008) 'Rights', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 88-105.

- Srinivasan, J. (2008) 'Democracy', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 106-128.
- Roy, A. 'Citizenship', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 130-147.
- Das, S. (2008) 'State', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 170-187.
- Singh, M. (2008) 'Civil Society', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 188-205.
- Menon, N. (2008) 'Gender', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 224-235.
- Shorten, A. (2008) 'Nation and State', in McKinnon, C. (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 33-55.
- Christiano, Thomas. (2008) 'Democracy', in McKinnon, C. (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 80-96.
- Riley, J. (2008) 'Liberty', in McKinnon, C. (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 103-125.
- Casal, P. & William, A. (2008) 'Equality', in McKinnon, C. (ed.) *Issues in Political Theory*. New York: Oxford University Press, pp. 149- 165.
- Wolf, J. (2008) 'Social Justice', in McKinnon, C. (ed.) *Issues in Political Theory*. New York: Oxford University Press, pp. 172-193.
- Brighouse, H. (2008) 'Citizenship', in McKinnon, C. (ed.) *Issues in Political Theory*. New York: Oxford University Press, pp. 241-259.
- Chambers, C. (2008) 'Gender', in McKinnon, C. (ed.) *Issues in Political Theory*. New York: Oxford University Press, pp. 241-288.
- Swift, A. (2001) *Political Philosophy: A Beginners Guide for Students and Politicians*. Cambridge: Polity Press.**
- Topic 3**
- Sen, A. (2003) 'Freedom Favours Development,' in Dahl, R., Shapiro, I. and Cheibub, A. J. (eds.) *The Democracy Sourcebook*. Cambridge, Massachusetts: MIT Press, pp. 444-446.
- 10 Prezowski, A., et al. (2003) 'Political Regimes and Economic Growth,' in Dahl, R., Shapiro, I. and Cheibub, A. J. (eds.) *The Democracy Sourcebook*. Cambridge, Massachusetts: MIT Press, pp. 447-454.
- Sethi, A. (2008) 'Freedom of Speech and the Question of Censorship', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 308-319.
- Acharya, A. (2008) 'Affirmative Action', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 298-307.
- Frances E O. (1985) 'The Myth of State Intervention in the Family', *University of Michigan Journal of Law Reform*. 18 (4)pp. 835-64.
- Jha, M. (2001) 'Ramabai: Gender and Caste', in Singh, M.P. and Roy, H. (eds.) *Indian Political Thought: Themes and Thinkers*, New Delhi: Pearson