

KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY

**DETAILED COURSE WISE SYLLABUS OF
MASTERS OF ARTS (HISTORY)**

SEMESTER – I

DSC – I : STATE AND POLITY IN ASSAM (From early times to 1228 CE)

- Unit 1: Sources**
Literary, Archaeological, Foreign Sources
- Unit 2: Historiography**
Historiography on ancient Assam
- Unit 3: Geographical Setting**
Geographical Location and Settlement
- Unit 4: Epic -Puranic Myths and Legends**
Naraka in different ancient texts, his successors
- Unit 5: Migration, Race and Language**
Migration flow, linguistic groups
- Unit 6: Theories on State Formation**
Voluntary theory, Saptanga theory, Hydration theory
- Unit 7: Early State Formation: The Varman Dynasty**
Formation of the Varman Dynasty, Polity and Administration, Role of Bhaskar Varman
- Unit 8: Emergence of Political and Cultural Centers**
Doyang Dhansiri Valley, Dibong Valley, Kapili-Jamuna Valley
- Unit 9: The Palas of Kamrupa**
State Formation of the Palas, Their Polity and Administration
- Unit 10: Economy**
Agriculture, Trade and Craft
- Unit 11: Development of new Social Ideas**
Caste and Class
- Unit 12: Religion**
Saivism, Vaishnavism, Saktism, Buddhism

- Unit 13: Architecture**
Different types of architecture in ancient and Early Medieval Assam
- Unit 14: Art and Sculpture**
Art-Painting; Sculpture

Suggestive Readings:

- Barpujari, H.K. (2003), *The Comprehensive History of Assam, Volume-I &II*. Publication Board: Guwahati
- Barpujari, H.K. (ed) (2004), *The Comprehensive History of Assam*, Vol. III. Publication Board: Guwahati
- Barua, S.L. (1996), *A Comprehensive History of Assam*. Munshiram Manuhalal Pvt. Ltd: New Delhi
- Chaudhury, P.C. (1966), *The History of Civilization of the People of Assam to the 12th century A.D.*, 2nd edition. DHAS: Guwahati
- Gait, Edward. (2005), *A History of Assam*. LBS Publication: Guwahati
- Lahiri, Nayanjot (1991), *Pre-Ahom Assam*. Munshiram Manoharlal Publishers, Delhi
- Choudhury, N D, 1985, *Historical Archaeology of Central Assam*, B.R.Publishing, Delhi.
- Choudhury, R D, 1985, *Archaeology of the Brahmaputra Valley of Assam*, Agam Kala Prakashan, New Delhi.
- Barua, K L, 1933, *The Early History of Kamrupa: From the Earliest Times to the End of the Sixteenth Century*, Bani Mandir, Guwahati.
- Choudhury, P C, 1953, *The History of Civilization of the People of Assam to the 12th century A.D.* University of London, London
- Boruah, N, 2010, *Historical Geography of Early Assam*, DVS Publishers, Guwahati
- Jamir, T and Manjil Hazarika, (eds.) (2014). *50 Years After Daojali Hading: Emerging Perspectives in the Archaeology of North East India*. Research India Press, New Delhi.

DSC – II : POLITICAL AND ADMINISTRATIVE HISTORY OF INDIA -I (From early times to the downfall of the Mughals)

- Unit 1: Sources and Historiography of Ancient India**
Historiography on Ancient India, Literary Sources, Archaeological Sources, State and Society as represented in Colonial writings – Oriental, Despotism and Asiatic Society – Asiatic Mode of Production Debate – the nationalist response – Marxist intervention
- Unit 2: Background to Evolving Political Patterns (2500-600 B.C.E.)**
Harappan Culture, Early Vedic & later Vedic polity, transition from tribal polity to state
- Unit 3: State Formation in The Ganga Valley**
Pre-state situation in the Middle Ganga Valley – Lineage Society – Processes of transition from Lineage to State – booty capture and redistribution – contending definitions of power and the centrality of the *raja* – rituals and legitimation
- Unit 4: Republics and Monarchy**
Characteristics of Ancient Republics, their Constitution according to Panini, Republics in Buddhist Literature, Geographical Distribution and its importance – trade and urbanisation – stratification of society and the consolidation of *jati*- The incipient state and the *Varna*, NBP Economy and the Society, Second Urbanization, Mahajanapadas, Structural details of the republic and kingdoms, Emergence of Monarchy
- Unit 5: Mauryan State**
The Formation of the Mauryan Empire – The Structure of the State under Asoka, Mauryan Administration, Form of the State in the *Arthashastra*, Recent Interpretations of the Mauryan State, Debates on the nature of Mauryan State
- Unit 6: Post-Mauryan Polity (200 B.C.-300 C.E)**
(Sunga, Kushana, Satavahanas) the continuation of the *gana-samGhas* – the varying structures in the “successor states” – the experience in the Deccan under Satavahanas – the Tamil South, Administration
- Unit 7: Gupta Empire**
The Gupta Empire: Political processes under the Guptas – the “*samanta* system” and Indian feudalism – the concept of *dharma* – brahmana- kshatriya relations, Administration, land-grants
- Unit 8: Post-Gupta Polity**
Kingship and the structure of polity in early medieval India – the regional state, North India, South India, Deccan
- Unit 9: Sources and Historiography of Medieval India**
Literary, Archaeological, Foreign Sources, Historiography on Medieval India
- Unit 10: Foundation and Expansion of Sultanate Rule**
The Arabs of Sind, The Ghaznavids, The Ghoris, Dynasties of Delhi Sultanates- Slave, Khalji, Tughlaqs, Sayyaid and Lodi
- Unit 11: Administration of the Delhi Sultanates**
Central Administration, Provincial Administration, Land Revenue System

- Unit 12: Downfall of the Delhi Sultanates and rise of Provincial Kingdoms**
Factors responsible for the downfall of the Delhi Sultanates, Consequences, Vijayanagar and Bahmani Kingdoms, Gujrat, Malwa and Jaunpur
- Unit 13: The Mughal Empire**
Babur's Campaign, Political instability of India, Battle of Panipath, Sher Shah Suri and his expansionist policy, His administrative reforms, Significance of his rule, Akbar and his successors.
- Unit 14: Mughal Administration and downfall of the Mughals**
Central and Provincial Administration, Jagirdari and Mansabdari System, Factors responsible for the downfall of the Mughals
- Unit 15: The Marathas**
Shivaji: Background, His Conquests, Administration; Ascendency of the Peswas, Causes for the downfall of the Marathas, Its Significances

Suggestive Readings:

- Singh Upinder, A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century), Pearson, 2008
- 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). *Ancient India-An Introductory Outline*. Peoples' Publishing House: New Delhi
- Kosambi, D.D. (2001): *The cultural and Civilization of Ancient India in Historical Outline*, Vikas Publishing House: New Delhi
- Majumdar, R.C., Raychaudhuri, H.C., Datta, K. (1986). *An Advanced History of India*. Macmillan India Ltd.: New Delhi
- Maiti, P. (2001): *Studies in Ancient India*. Shreedhar Prakashani: Kolkata

DSC – III: HISTORY OF EAST ASIA (1839 to 1949)

HISTORY OF JAPAN

- Unit 1: Feudal Japan**
State and Society
- Unit 2: Tokugawa Japan and the Western Powers**
Rise of the merchant class, Introduction of monetized economy Opening of Japan, Treaties with foreign powers (Kanugawa, Harris Treaty), Fall of the Tokugawa Shogunate
- Unit 3: The Meiji Restoration and Modernisation of Japan**
Nature and Philosophy, Modernisation of Japan: Economic, Political and social
- Unit 4: Rise of Japan as World Power**
Sino Japanese War, Anglo-Japanese Treaty, Russo-Japanese War, The annexation of Korea, World War I and Twenty One Demands, Paris Peace Conference, Washington Conference
- Unit 5: Democracy In Japan**
Rise of Political Parties, Growth and decline of Constitutionalism
- Unit 6: Japan between the Wars**
The Manchurian Invasion of 1931, Second Sino-Japanese War, Anti-Commintern Pact, Berlin-Tokyo-Rome Axis, Industrialisation
- Unit 7: Japan and World War II**
Role of General Tojo, New Order, Greater East-Asia co-prosperity zone, The dropping of Atom Bomb by U.S.A. and Surrender of Japan

HISTORY OF CHINA

- Unit 8: Understanding China**
Society, Economy, Polity, Confusion
- Unit 9: Opening up of China**
Canton Trade, First Opium War, Second Opium War, Open Door Policy
- Unit 10: Popular Reform Movements**
Taiping Rebellion, Boxer Rebellion
- Unit 11: Emergence of Nationalism in China**
Second Reform Movement of China 1901-1908, Revolution of 1911, Dr. Sun Yat Sen
- Unit 12: Political Movement in China**
Developments of new intellectual Ideas, May Fourth Movement- Its Nature and Significance, Political crisis of 1920, Nationalist party or KMT
- Unit 13: China During the World Wars**
China in World War I, China in World War II
- Unit 14: Communist Movement in China**
Establishment of Chinese Communist Party, Rise of Mao Tse Tung: Making of the Red Army, the Second United Front, Civil War, Causes and Significance

Suggestive Readings:

- Vinacke, Harlod M. (2020). *History of Far East in Modern Times*, Revised Edition, Kalyani Publishers.
- Clyde P. H. and Beers B. F., (1991), *The Far East: A History of Western Impacts and Eastern Responses*, 1830-1975, (6th Edition), Waveland Press
- Ebrey, P.B. (2010). *The Cambridge Illustrated History of China*. Cambridge University Press
- Hsu, I. (1999). *The Rise of Modern China*. OUP
- Shuyun, S. (2008). *The Long March: The History of Communist China's Founding Myth*. Anchor: USA

DSE - I : HISTORY OF REVOLUTIONS

- Unit 1: Concept and Nature of Revolution**
Definition, Nature, and Characteristics of Revolution
- Unit 2: Revolutions and Ideologies**
Intellectuals, Idea of Progress, Empowerment of the People, Revolutions as Resistance
- Unit 3: The Glorious Revolution in England**
Background- Oliver Cromwell and the English Civil War, Causes for the outbreak of the Glorious Revolution, Impact-The Bill of Rights (1689)
- Unit 4: The American War of Independence**
Origin, Course of the War, Treaty of Paris, Impact of the War- The Bill of Rights
- Unit 5: The French Revolution**
Intellectual Origins and Old Regime, French Peasantry and the Revolution, Women and their role
- Unit 6: The French Revolution and its Aftermath**
Impact of the Revolution- Emergence of New Socio-Political Order, Napoleon and the Revolution
- Unit 7: Revolutions in Nineteenth Century France**
Revolutions of 1830 and 1848: Causes, Impact on Europe, Paris Commune (1871)
- Unit 8: The Russian Revolution of 1905**
Crisis of Feudalism, Socialism in Russia, The Revolution of 1905
- Unit 9: The Russian Revolution 1917**
October Revolution of 1917, Lenin and Stalin, Programme of Socialist construction
- Unit 10: China in Early 20th Century -I**
Sun-Yat Sen and the Revolution of 1911
- Unit 11: China in Early 20th Century -II**
Mao-Tse-Dong and Communism in 1949, Cultural Revolution in China
- Unit 12: Mexican Revolution**
Background and Causes, Course of the Revolution, Result
- Unit 13: Cuban Revolution**
Background, Causes, Course of Warfare, International Reaction
- Unit 14: Iranian Revolutions**
Iranian Revolution, Shah Regime and role of America, Islamic resistance

Reference Books:

- Don E., Russia (1995). The Tsarist and Soviet Legacy.

- Keith Michael Baker (1990) *Inventing the French Revolution, Essays on French Political Culture in the Eighteenth Century*.
- C.A. Bayly. *The Birth of the Modern world, 1780 - 1914*.
- E.J. Hobsbawm (1962) *The Age of Revolution, 1789 – 1848*.

AEC I : ORAL HISTORY

- Unit 1: Introduction**
Definition- Orality, Oral Culture, Oral Traditions; Types of Oral History
- Unit 2: Contexts**
Conventional History Writing and its limitation; Emphasising Indigenous Narratives
- Unit 3: Orality and Memory**
Memory in Historical Discourse, Social and Cultural memory, Public Memory;
- Unit 4: Doing Oral History (I)**
Ethnomethodology; Phenomenological Approach:
- Unit 5: Doing Oral History- Methods**
Interview- Research background, Rapport, Respect, Empathy
- Unit 6: Technology**
Cassette Recorders; Limitations of Technologies
- Unit 7: Ethical Concerns**
Legal Issues in Oral History; Ethical Issues
- Unit 8: Oral Archives (I)**
Nature, Value, Accessibility
- Unit 9: Oral Archives (II)**
Documentation- Transcribing; Preservation- Cataloguing
- Unit 10: Oral Traditions in North-East India (I)**
Oral Traditions in Assam and Tripura
- Unit 11: Oral Traditions in North-East India (II)**
Oral Traditions in Manipur, Nagaland and Mizoram
- Unit 12: Oral Tradition in North-East India (III)**
Oral Traditions in Meghalaya, Arunachal Pradesh and Sikkim
- Unit 13: Oral History in The Digital Age**
New Technologies and Online Tools; Challenges, Prospects
- Unit 14: Oral History: Criticisms**
Subjectivity, Selective Memory
- Unit 15: Contributions to Oral History**
Gender History, Partition History, Black History

Suggestive Readings:

- Paul, Thompson. (1978). The Voice of the Past: Oral History. OUP: UK
- Pfeffer, George (ed). (1997). Contemporary Society: Tribal Studies. Vol ii. Development Issues, Transition and Change. New Delhi:
- Foley, J. M. (1988). The Theory of Oral Composition: History and Methodology. Indiana University Press.
- Birendranath Dutta. (2012). Cultural contours of north-east India. OUP
- Datta, Birendranath, N.C, Sarma and Prabin Das (eds.) (1984). A Handbook of Folklore Materials of North East India. ABILAC; Guwahati

- Perks, Robert and Thomson, Alistair (2015), *The Oral History Reader*, Routledge

SEMESTER – II

DSC IV : STATE AND POLITY IN ASSAM- II (1228-1826)

- Unit 1: Sources of Medieval Assam**
Literary Sources, Archaeological, Foreign Sources
- Unit 2: Early Foreign Invasion in Assam**
Turko-Afghan Invasions, Muhammad-Bakhtiar Khalji, Ghiasuddin Azam of Bengal, Hussain Sahis of Bengal
- Unit 3: State Formation in Medieval Assam –I**
State formation of the Ahoms
- Unit 4: State Formation in Medieval Assam –II**
Chutiyas, the Bhuyans and Kacharis
- Unit 5: Expansion and Consolidation of the Ahoms**
Conquest of the Chutiya Country, Occupation of the Kachari Kingdom, Westward Expansion
- Unit 6: The Ahom Administrative System**
Central Administration, Local administration, Law and order, taxation
- Unit 7: The Koches**
Emergence of the Koches, Visva Simha, Naranarayan & Chilarai, Partition of the Koch Kingdom,
- Unit 8: The Ahom-Koch Relations**
Nature of relationship, results
- Unit 9: The Ahom-Mughal Relations**
Early Ahom-Mughal consolidations, Role of Pratap Singha, Invasion of Mirjumla, Battle of Saraighat, Battle of Itakhuli
- Unit 10: Society And Economy in Medieval Assam**
Society, economy and Religious practices
- Unit 11: The Ahom-Tribal Relations**
The Ahoms and their neighbouring tribes, duar and posa systems, hat and chowkis
- Unit 12: Cultural and Architectural Developments in the Medieval Assam**
Palaces, Temples and other monuments of Ahom dynasty, Literature and Culture in the Pre-Vaishnavite movement, Centre of Pro-Vaishnavite, Architecture of Vaishnava institutions
- Unit 13: Women in Medieval Assam**
Social Position, Political Position, Sati Sadhini, Mula Gabharu, Ramani Gabharu, Ambika, Sati Jaymati, Rani Phuleswari
- Unit 14: Downfall of the Ahoms**

Moamaria uprising, Burmese invasion, Annexation of Assam

Suggestive Readings:

- Guha, Amalendu. (1991), *Medieval and Early Colonial Assam- Society, Polity, Economy*, Centre for Studies in Social Sciences: Calcutta.
- Gait, E.A. (2004), *A History of Assam*, Eastern Book House: Guwahati.
- Barpujari, H.K.(2003). *The Comprehensive History of Assam*, Vol.II, Vol.III, Vol.IV & Vol. V, (2nd edn) Publication Board Assam, Guwahati
- Baruah, S.L.(2004).*A Comprehensive History of Assam*, 3rd edn, Munshiram Manoharlal, Delhi

DSC - V: POLITICAL AND ADMINISTRATIVE HISTORY OF INDIA-II (THE COLONIAL PERIOD)

- Unit 1: Early European Settlements in India**
The Portuguese, the Dutch, Anglo-French Rivalry
- Unit 2: Establishment of East India Company's Rule in Bengal**
Battle of Plassey, Battle of Buxar, Dual Government, Permanent Settlement
- Unit 3: Expansion and Consolidation of Colonial Rule**
Anglo-Mysore, Anglo-Maratha, Anglo-Sikh relations, Carnatic wars Anglo-Nepal War (1814-18), Hastings and Indian States, The Pindaris, New administrative structure, new economic policies
- Unit 4: Parliamentary Interventions during Company Rule**
Regulating Acts, Pitts India Act, Charter Acts of 1793, 1813, 1833 and 1853
- Unit 5: Frontier Policies**
Afghan Policies, Auckland's Policy towards of Sind, Ellenborough and the annexation of Sind, Anglo-Burmese Wars
- Unit 6: Instruments of Expansionism and Revolt of 1857**
Subsidiary Alliance, Doctrine of Lapse, Army, The Revolt of 1857: causes and Consequences
- Unit 7: Post 1857 Development**
Queen's Proclamation, Indian Councils Act of 1862, Policy towards Indian States and Indian Princes, War with Bhutan, Afghan Policy and Lord Lyttons Forward Policy, The Treaty of Gandmak (1879), Durand Agreement, The Anglo-Bumese War, Lord Mayo and his Reforms, Lord Lytton and his Internal Reforms, Liberal Reforms under Lord Ripon
- Unit 8: Cultural Encounter and Social Religious Movements**
Print and its implication, Women emancipation, making of religious and linguistic identities, Movement against Untouchability, Brahmo Samaj, Arya Samaj, Prarthana Samaj, Ramakrishna Mission, Deoband Movement, Theosophical Society, Aligarh Movement, Wahabi Movement and the Singh Sabha Movement, Other Movements
- Unit 9: Economy and Popular Resistance**
Agrarian Structure, Initial Resistance, Famine, Popular Resistance against the British
- Unit 10: Rise of Indian Nationalism and Indian National Congress**
Factors Responsible for the rise of Indian Nationalism, Rise of political organizations, Foundation of the Indian National Congress, Partition of Bengal, Swadeshi Movement,
- Unit 11: Revolutionary Nationalism**
Factors for the rise of Revolutionary Nationalism, Growth of Extremist Groups and Secret Societies, Revolutionary Movement and Women
- Unit 12: Gandhian Phase of Indian National Movement**
Rise of Gandhi- the ideology of Ahimsa and Satyagraha, Champaran, Kheda, Bardoli, Non-Cooperation Movement, Civil Disobedience Movement, Simon Commission, Round Table Conferences, Gandhian Movement and Women

- Unit 13: Political Developments during the World War II**
Subhash Chandra Bose and his ideologies, INA, The INA Trial, Significance, Cripps Mission, August Offer, Quit India Movement
- Unit 14: Communalism and Left Politics in India**
Ideologies and Practices: Muslim League, RSS, Hindu Maha Sabha, Muslim League, Emergence and Growth, Communist Party of India, Trade Union Movement, Socialist Party, Impact
- Unit 15: Constitutional Development**
Government of India Acts, Cripps Mission, Wavell Plan and Shimla Conference, Cabinet Mission Plan, Mountbatten Plan, Partition, Independence, Constituent Assembly: Gandh, Nehru, B. R. Ambedkar and Sardar Patel

Suggestive Readings:

- P. Lawson. (1993). *The East India Company: A History*. London: Longmans
- R. Barnett (2002). *Rethinking Early Modern India*. Manohar, New Delhi
- Chandra, Bipan. (2019). *History of Modern India*. Orient Blackswan, New Delhi.
- C.A. Bayly. (1989). *Imperial Meridian: The British Empire and the World 1780-1830*. Longman, US
- P. Kennedy. (1987). *The Rise and Fall of the Great Powers: Economic Change and Military Conflict from 1500 to 2000*. New York: Vintage Books
- J. M. Ward (1976). *Colonial Self-Government: The British Experience 1759-1856*. Toronto: University of Toronto Press
- D. Peers. (2006). *India under Colonial Rule 1700-1885*. Harlow and London: Pearson Longmans
- J. Malcolm. (1970). *Political History of British India from 1784 to 1823*. New Delhi, Associated Pub House
- T.R. Metcalf. (1995). *Ideologies of the Raj: The New Cambridge History of India*, III.4, Cambridge University Press, 1995.
- Bandopadhyay, Sekhar. (2004). *From Plassey to Partition: A History of Modern India*. Orient Blackswan, New Delhi
- Mahajan, Shweta (ed.). (2013). *Towards Freedom: Documents on the Movement for Independence in India:1947*, Part 1, (New Delhi: Indian Council of Historical Research/Oxford University Press
- Chandra, Bipan., Mukherjee, Mridula; Mukherjee, Aditya., Panikkar, K N., Mahajan, Sucheta. (2016). *India's Struggle for Independence*. UK: Penguin, 2016.
- Sarkar, Sumit. (2014). *Modern India, 1885-1947*. Pearson India
- Habib, Irfan. (2011). *The Indian National Movement: Studies in Ideology and History*. Chennai: Tulika Books, 2011.
- Guha, Ranajit. (1997). *Dominance without Hegemony: History and Power in Colonial India*. Harvard University Press
- Metcalf, Barbara D. & Metcalf, Thomas R. A. (2012). *Concise History of Modern India*. Cambridge University Press.
- Kumar, Ravinder. (1983). *Essays in the Social History of Modern India*. New Delhi: Oxford University Press

DSC - VI : TWENTIETH CENTURY WORLD

- Unit 1: Legacy of Nineteenth Century**
Growth of Capitalism and Imperialism (U.K, France, Japan), Liberalism and Socialism, Nationalism
- Unit 2: World Order up to 1919**
February Revolution of 1917, Background of the Russian Revolution, Causes of the Russian Revolution, Working of the Bolshevik Government, Lenin, Stalin, Wilson's Fourteen Points
- Unit 3: World War I**
Wilson's Fourteen Points, Origin of the War, Peace Settlements, establishment of Socialist order
- Unit 4: World War I and its Aftermath**
Problem of Reparation, End of Dynastic Empires, Formation of League of Nations
- Unit 5: World Between the Two Wars**
Quest for Collective Security, League of Nations, Geneva Disarmament Conference, Reaction of the European powers
- Unit 6: The Great Economic Depression and Europe**
Economic Depression, Recovery and Losses, Crisis and Great Depression
- Unit 7: Nazism and Fascism**
Nazism in Germany and Fascism in Italy
- Unit 8: World War II**
Origin, nature and results
- Unit 9: United Nations Organisation**
Formation, Different bodies, activities
- Unit 10: Communist Revolution**
Communist Revolution in China & its impact in the world politics
- Unit 11: National Movements and Democracy**
Nationalism movements and Decolonisation in Asia and Africa
- Unit 12: Cultural Change**
Changing Notions of Culture, making of ideologies- class, race and gender, creation of public space, creation of new cultural forms-romanticism to abstract art
- Unit 13: Cold War and its Effects**
Ideological and Political basis of Cold War, Pacts and Treaties, Tensions and Rivalries, NAM, Third World, Regional Tensions-Kashmir, Korea and Vietnam
- Unit 14: Age of Progress**
Cultural Revolution, Civil Rights Movements, Apartheid, Feminism, Science and Technology
- Unit 15: Disintegration of Socialist Block and End of Cold War**
Genesis and process of disintegration-its impact on Society and Political order from

bipolar to unipolar world system, Socialism in decline, Globalization and its economic and political impact

Suggestive Readings:

- Karns, Margaret P. and Mingst, Karen A. (2005). *International Organizations: The Politics and Process of Global Governance*. Viva Books: New Delhi
- Partha Chatterjee (1994). *Nation and its Fragments*. Oxford: New Delhi
- Smith, B.C. (1996). *Understanding Third World Politics*. Macmillan Press: London
- Keylor, R. William. (2003). *A World of Nations: The international order since 1945*. OUP: USA
- Hobsbawm, Eric (1995), *Age of Extremes*, Abacus
- Lowe, Norman (1997), *Mastering World History*, Macmillan India
- Mathur & Jain (2019), *A History of the modern World (1500-2000AD)*, JMP
- Calvocoressi, Peter (2008), *World Politics since 1945*, Longman Publishing Group

DSE - II : ENVIRONMENTAL HISTORY OF INDIA

- Unit 1: Historiography and Concepts**
What is environmental history, Concepts in Environmental history: environmentalism, deep ecology, eco-feminism, wildness, etc. Historiography of Environmental History (Marsh, Turner, Hughes, Worster, Forster etc) Indian (Guha, Gadgil, Arnold, etc)
- Unit 2: Themes in Environmental History and Modes of Resource Use:**
Environmental history Themes: Water, Forests, natural disasters, climate change; Modes of Resource Use Gathering, Nomadic Pastoralism, Settled Agricultural Mode and Industrial Mode
- Unit 3: Environment and Society in Pre-Colonial India**
Geographical Background of the Indian Subcontinent: Physical divisions, flora and fauna, Ecology of the Harappan Culture and its decline: the Environmental factors
- Unit 4: Forest and Land Use in pre-Colonial India.**
Use of iron implements; Agricultural Expansion and Deforestation in the Gangetic Valley; Forest as economic and cultural space
- Unit 5: Forests in Colonial India**
Making of British Forest Policy in India: Forest Acts of 1878 and 1927, Impact of British Forest Policy: Deforestation and Ecological change in India. Impact of Railway Construction on Forestry during the colonial period.
- Unit 6: Commercialisation of Nature**
Exploitation of Forest Produce; Major Forest produce and minor forest produce
- Unit 7: Commercial Agriculture and Environment**
Commercialisation of agriculture, plantation economy, Agro-forestry
- Unit 8: Man and the Animal World**
Hunting for subsistence to hunting for pleasure; games reserve; domestication and economic uses of animals; wild life protection.
- Unit 9: Water and its Uses**
Irrigation system, bunds and tanks, aquifers, hydrological technology of Mughal India, Water and its uses in colonial India
- Unit 10: Environment in Post-Colonial India**
Conservation Policies in Post-Independence Period; Social Forestry
Development versus environment debate
- Unit 11: Environmental Movements**
Chipko Movement, Narmada Bachao Andolan, Movement against the Lower Subansiri dam, Dams and Mines: Problems of displacement, Loss of Livelihood and Problems of Rehabilitation
- Unit 12: Environmental setting of North East India**
Ecological setting of North East India: bio-diversity, Habitat mosaic, Shifting Cultivation: Culture and environmental impact.

- Unit 13: Land - Use Pattern in North East India**
Pre-colonial land use pattern; colonial forestry and the plantation economy, CPRs, Customary Rights.
- Unit 14: Post-Colonial Environmental Situation**
Natural disaster: the 1950 earthquake, colonial continuum, extension of plantation economy, flood and erosion, big dams and resistance.
- Unit 15: Environmentalism and India**
Colonialism as an ecological watershed, NGOs, judicial activism, Climate change and India's international role, problem of waste and waste management, Swachh Bharat Abhiyan.

Suggestive Readings:

- Agarwal, D. P. (1992). Man and Environment in India through the Ages.
- Arnold, D and R. Guha. (1996). Nature, Culture, Imperialism: Essays on the Environmental History of South Asia
- Bhattacharya, D.K. (1990). Ecology and Social Formation in Ancient History.
- Chakrabarti, Ranjan. (Ed.) (2006). Situating Environmental History.
- Gadgil, M. and R. Guha. (1992). The Fissured Land: An Ecological History of India.
- Guha, Amalendu. (1991). Medieval and Early Colonial Assam: Society, Polity, Economy.
- Guha, R. (2000). Environmentalism: A Global History.
- Habib, Irfan. (2010). Man and Environment-The Ecological History of India.
- Handique, Rajib. (2004). British Forest Policy in Assam.

SEMESTER-III

DSC - VII : HISTORY OF ASSAM (1826-1947)

- Unit 1: Treaty Of Yandaboo and its Significances**
Treaty Of Yandaboo, Assam, Cachar, Manipur, Jaintia Hills and Khasi Hills
- Unit 2: Political Restoration**
Mattak, Khamti, Ahom Monarch (Purandar Singha)
- Unit 3: Forward Policy**
Garos, Lushais and Naga Hills, Relation with the Trans Inner Line Tribes
- Unit 4: Early Colonial Administration**
David Scott and his Administrative Measure, Jenkins Administration
- Unit 5: Early Anti-British Resistance**
Causes, Actors, Royalty and Aristocracy, Brahmaputra Valley, Cachar, Manipur, Khamti and Singpho Rebellion, Tirot Sing
- Unit 6: The Revolt of 1857 in Assam**
The Uprising of 1857 and its Impact in Assam, Role of Maniram Dewan
- Unit 7: Peasants Uprisings**
Background, Phulaguri, Patharughat, Rangiya, Lachima
- Unit 8: Emerging Political Associations**
Early Organizations: Ryot Sabhas, Sarbojanik Sabha, Assam Association
- Unit 9: British Revenue Policies**
Revenue policies adopted by British in Assam
- Unit 10: Industries and Communication**
Tea, Oil, Coal, Railway, Roadways, Water way
- Unit 11: Growth of Assamese National Consciousness**
Role of Language and Literature, Missionary activities, Rise of Middle Class
- Unit 12: Tribal Assertion in Colonial Assam**
Tribal League, Brahma Dharma, Kalicharan Brahma, Bhimbar Dewry, Indira Miri, Semsonsing Ingti, Sitanath Brahmachaudhury
- Unit 13: National Movement - Early Phase**
Partition of Bengal and Swadeshi Movement
- Unit 14: National Movement - Later Phase**
Non-cooperation, Civil Disobedience Movement
- Unit 15: Towards Independence**
Quit India Movement, Grouping Proposal and Sylhet Referendum

Suggestive Readings:

- Barpujari, H.K.(2003): *The Comprehensive History of Assam*, Vol.II, Vol.III, Vol.IV & Vol. V, 2nd edn, Publication Board Assam, Guwahati
- Baruah, S.L.,(2004): *A Comprehensive History of Assam*, 3rd edn, Munshiram Manoharlal, Delhi
- Bhuyan, A.C., (1999): *Political History Assam*, Publication Board Assam, Vol. I, II,III, 2nd edn, 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.
- Gohain, Hirendranath. (1984). *Assam, A Burning Question*, Spectrum Publications, Guwahati, 1984.
- Guha, Amalendu. (2006). *Planter Raj to Swaraj, Freedom Struggle and Electoral Politics in Assam, 1826 -1947*, Tulika Books, New Delhi, 2006.
- Guha, Amalendu. (1991). *Medieval and Early Colonial Assam, Society, Polity, Economy*, Published for Centre for Social Sciences, Calcutta, by K. P. Bagchi and Company, Calcutta
- Goswami, P. C. (1963). *The Economic Development of Assam*, Asia Publishing House, New Delhi
- Goswami, Priyam. (1999). *Assam in the Nineteenth Century, Industrialization and Colonial Penetration*, Spectrum Publication, Guwahati
- Goswami, Priyam. (2012). *Assam: From Yandaboo to Partition*, Orient Blackswan, 2012.
- Handique, Rajib. (2004). *British Forest Policy in Assam*, Concept Publishing Company, New Delhi, 2004.
- Hazarika, Sanjoy. (1994). *Strangers of the Mist, Tales of War and Peace from India's North – East*, Penguin Books
- Saikia, Arupjyoti. (2011). *Forest and Ecological History of Assam, 1826-2000*, Oxford University Press, New Delhi.
The Unquiet River, A Biography of the Brahmaputra, Oxford University Press, New Delhi, 2019.

Assamese

- Borborua, H. (2017): *Ahomar Din* (2nd edition). Publication Board: Guwahati.
- Bora, D. (1983). *Moamariya Gana Abbhyuthan*. Vol. I & II. Banlata Prakashan: Guwahati
- Kalita, R.C. (2006). *Asamar Kalanukramik Itihash*. Publication Board: Guwahati

DSC - VIII : INDIA SINCE INDEPENDENCE

- Unit 1: India's Independence**
Indian Independence Act of 1947, Partition of India, Riots, Migration & rehabilitation.
- Unit 2: Making of the Indian Constitution**
The Constituent Assembly, Key Ideologies, Major Debates on the Constitution Assembly, Framing of the Indian Constitution, Sixth Schedule.
- Unit 3: Negotiating with the Princely States**
Integration of the Princely States- Hyderabad, Junagadh & Kashmir, The Kashmir issue, Koch Bihar, Manipur and Tripura.
- Unit 4: Early Electoral Politics in Post Colonial India**
The Election Commission of India, General Election of 1952, General Election of 1957, Rise of Political Parties, the Communist Challenge
- Unit 5: The Nehru Era in Indian Politics**
Nehruvian vision of Democracy & Socialism, Genesis of India's foreign policy under Nehru, Early Economic policies, Nehru's policies towards North East India
- Unit 6: Reorganization of Indian States**
The State Reorganization Bill of 1956, The Language Debate, Reorganization of major states & Union Territories.
- Unit 7: Indira Gandhi's Era in Indian Politics**
Key Policies, Simla Pact & Foreign policy, Sampoorana Kranti, Emergency, General Election of 1977, Sikh Riot
- Unit 8: Electoral Politics in India**
Communal politics in India, the Caste & Jati politics in India, Rise of Bharatiya Janata Party, Dalit Movement, Mandal Commission
- Unit 9: Resistance in North East India**
Growth of sub nationalism & regional politics, Popular Resistance in North East India, Insurgency in North East Indian States- Assam, Manipur, Nagaland, Mizoram and Tripura
- Unit 10: Major Economic Reforms in Post Colonial India**
Agriculture & Land reforms, The Green Revolution, Big Dams & Crisis, Poverty & Employment- key economic policies
- Unit 11: Education in Post-Colonial India**
Right for education, The UGC & Higher Educational institutes, key education policies & reforms, growth of alternate education-open & distance education.
- Unit 12: Science, Technology & Ecology**
Growth of Science & Technology in Post colonial India, key innovations, growth of modern industries, extortion of natural resources, major environmental tragedies.
- Unit 13: India in a Liberalized World**
LPG and its critique, the UPA government & growth of Indian economy, Key Challenges
- Unit 14: Coalition Politics in India**

Post Mandal Commission Era, UPA, NDA.

Suggestive Readings:

- Chandra, Bipan (2011), *India since Independence*, New Delhi: Penguin
- Guha, Ramachandra (2007), *India after Gandhi*, New Delhi: Macmillan
- Brass, Paul (1990), *The Politics of India since Independence*, Oxford University Press.
- Jaffrelot, Christophe & Pratinav Anil (2021), *India's First Dictatorship*, Harper Collin
- Jaffrelot, Christophe (2003), *India's Silent Revolution: The Rise of the Lower Castes in North India*, London:
- Jaffrelot, Christophe (2023), *Modi's India: Hindu Nationalism & Rise of Ethnic Democracy*, Princeton University Press.
- Hurst Mehta, Pratap Bhanu (2003), *The Burden of Democracy*, Gurgaon: Penguin Books
- Nariman, Fali S. (2006), *India's Legal System: Can it be saved?* Gurgaon: Penguin Books
- Omvedt, Gail (2011), *Dalits and the Democratic Revolution*, New Delhi: Sage Publications
- Thapar Romila (2023), *Our History, Their History, Whose History?* Seagull Books, Calcutta.

DSC IX : HISTORY AND HISTORIOGRAPHY

- UNIT 1: MEANING AND SCOPE OF HISTORY**
Meaning of history, Collection and Selection of Data, Evidence and its transmission, Causation
- UNIT 2: HISTORY AND OTHER DISCIPLINES**
Anthropology, Geography, Economics, Sociology, Political Science, Linguistic, Literature
- UNIT 3: TRADITIONS OF HISTORICAL WRITINGS (I)**
Greco-Roman traditions, Chinese tradition
- UNIT 4: TRADITIONS OF HISTORY WRITINGS (II)**
Medieval Historiography- Western, Arabic, Persian
- UNIT 5: EMERGENCE OF MODERN HISTORICAL WRITINGS (I)**
Enlightenment and Romanticism in History
- UNIT 6: EMERGENCE OF MODERN THEORIES OF HISTORY (II)**
School of Scientific History: Ranke
- UNIT 7: TRADITIONS OF HISTORY WRITINGS (III)**
Positivism, Whig
- UNIT 8: MARXIST HISTORIOGRAPHY**
Origin, nature, impact
- UNIT 9: TOWARDS TOTAL HISTORY**
Lucien Febvre, March Bloch and Annales School
- UNIT 10: STRUCTURALISM**
Concepts, Impact on History
- UNIT 11: POST-STRUCTURALISM AND POST COLONIALISM**
Concepts, Impact on History
- UNIT 12: POST MODERNISM IN HISTORY**
Concept, Impact on History and challenges
- UNIT 13: INDIAN HISTORIOGRAPHY I**
Imperialist
- UNIT 14: INDIAN HISTORIOGRAPHY II**
Nationalist
- UNIT 15: INDIAN HISTORIOGRAPHY III**
Marxist and Subaltern

Suggestive Readings:

- Ali, B. Sheik. (1981). *History: Its theory and Method*. Macmillan
- Bajaj, Satish K. (1988). *Recent Trends in Historiography*. Anmol Publications
- Carr, E.H. (1964). *What is History*. Macmillan
- Sreedharan, E. (2004). *A Textbook of Historiography*, Orient Longman
- Ranajit Guha (1994). *Subaltern Studies*, Vol-I. OUP
- Cannon, John, ed. (1980). *The Historian at Work*. George Allen and Unwin.
- Bloch, M. (1992). *The Historian's Craft*, , Manchester University Press
- Marwick, Arthur. (2001). *The New Nature of History*, Lyceum Books
- Burke, Peter. (2001). *New Perspectives on Historical Writing*, Pennsylvania University Press

DSE III: HISTORY OF SCIENCE AND TECHNOLOGY IN INDIA

UNIT 1: INTRODUCTION

Defining science and technology, origin and development of science and technology, methods of science, importance of science and technology

UNIT 2: STONE AGE TECHNOLOGIES IN INDIA

Development of tool making techniques, changes in subsistence strategies due to use of technology, metals used, agricultural practices and technology, techniques of paintings, pottery making, men's relation with the environment.

UNIT 3: TECHNOLOGY IN STONE-COPPER AGE IN INDIA

Technological developments in the stone-copper age, materials used, changes in tools & technologies, significance of copper-stone age craft making.

UNIT 4: BRONZE AGE SCIENCE AND TECHNOLOGY

Developments of scientific knowledge and ideas in the Harappan Civilization, Harappan tools and technology, craft making, agricultural technologies, metallurgy, development of weight & measurement, subsistence strategy and environment.

UNIT 5: SCIENCE AND TECHNOLOGY IN VEDIC AND LATER VEDIC PERIOD.

Development of iron technologies, pottery and craft technologies, metallurgy, Vedic literature & developments in natural sciences- health & medicine, mathematics & astronomy, subsistence strategies & environment, Contribution of Buddhism & Jainism towards the growth of scientific knowledge.

UNIT 6: SCIENCE AND TECHNOLOGY IN MAURYAN PERIOD

Contribution of Mauryan empire towards the growth of science and technology, development of writing technologies under the Mauryan empire and their contemporary rulers, Ashoka's Dhamma policy-scientific ideas & environment, metallurgy, craft and tool making techniques.

UNIT 7: SCIENCE AND TECHNOLOGY UNDER THE GUPTAS

Major developments in scientific knowledge and technology under the Gupta rule, subsistence strategies & technology, craft making, metallurgy, minting of coins, techniques of inscribing inscriptions, major scientific literature.

UNIT 8: DEVELOPMENTS IN POST GUPTA PERIOD

Major Scientific developments in natural sciences- health & medicine, mathematics & Geometry, astronomy; metallurgy; subsistence strategies, technology & environment

UNIT 9: SCIENTIFIC KNOWLEDGE AND SKILLS UNDER THE DELHI SULTANATE

Major Scientific developments under the Delhi Sultanate, impacts of the Islamic World, scientific thinkers & their contributions, craft and tool making techniques, Art, Architecture & technology, science & polity, subsistence pattern & its' impacts on the ecology.

UNIT 10: SCIENTIFIC & TECHNOLOGICAL ADVANCEMENTS UNDER THE MUGHALS

Major developments, medieval scientists & growth of scientific literatures, warfare technologies, craft making & village industries, minting technology, technologies in

art, architecture and buildings, agriculture and technology, resource extortion and its environmental impacts.

UNIT 11: REGIONAL VARIATIONS IN SCIENCE AND TECHNOLOGY (11TH TO 17TH CENTURY)

Major developments in the Deccan & south India; variations in warfare technologies; Differences in agricultural techniques and craft making; Ahom warfare techniques; Maratha warfare techniques;

UNIT 12: SCIENCE & TECHNOLOGY UNDER THE BRITISH RULE

Changes in subsistence strategy & technology; Western science and technologies in India; Technology and agriculture; Construction techniques; developments in communications; development of scientific ideas and the Indian society; resource extortion and its ecological impacts; major developments & contributions.

UNIT 13: POST COLONIAL SCIENTIFIC DEVELOPMENTS

Health & Medicine; Major contributions towards other Natural sciences; Agricultural technologies; Industries; Major Scientific developments; Mobile Phone, Computer and other electronic devices and techniques; Global and domestic Policies; Ecology.

UNIT 14: SCIENCE AND TECHNOLOGY IN ASSAM

Pre-historic tool and craft making techniques; metallurgy in pre-colonial and colonial period; agricultural technologies; warfare techniques; contribution towards natural sciences; cottage industries and technology-bell metal, iron, gold, weaving, pottery; subsistence pattern & ecology.

UNIT 15: INDIAN SCIENTISTS AND THEIR MAJOR CONTRIBUTIONS

Mathematics, geometry and arithmetic; Medical science- Yoga & Meditation, Ayurveda, Naturopathy, Unani, Siddha; Astronomy; Geography; Physical sciences; Chemical sciences.

UNIT 16: SCIENTIFIC INSTITUTIONS IN INDIA

Nehruvian Policies and Institutions of Science and Technology: IIT, AIMS, ISRO

Reference Books:

- D.P.Chattopadhyaya. (2001). The Ways of Understanding the Human Past: History of Science, Philosophy and Culture in Indian Civilization
- Syed Jafas Mahmud. (1988). Metal Technology in Medieval India. Daya Publishing House: New Delhi
- Irfan Habib (1985). Medieval Technological Exchanges between India and the Islamic World. Viveka Publication: Aligarh

SEMESTER: IV

DSC X : HISTORY OF PEASANT AND WORKING CLASS IN INDIA

- Unit 1: Early Pastoral and Agricultural Communities in India**
Village Settlement, agriculture and animal husbandry in pre-historic India; Agriculture and pastoralism in Harappan society; Vedic Pastoral Community.
- Unit 2: Advancement of Agriculture and Trade Early India**
Growth of agriculture and trade in the Ganga Valley; Neo religious trends and its consequences
- Unit 3: Peasants, Artisans and Workers under the Maurya and Gupta Rule**
Agriculture, Crafts, Trade and Commerce, Land revenue system, Land Grants
- Unit 4: Agricultural Economy in Early Medieval India**
Wet rice cultivation, Debate on Wet Rice Cultivation, New agricultural technology, crops, Changes in land revenue system, trade
- Unit 5: Peasants, Traders and Workers under the Delhi Sultanate**
Agriculture, trade, land revenue system, peasants, militia, artisans and slaves
- Unit 6: Peasants, Traders and Workers under the Mughals**
Agriculture, trade, land revenue system, peasants, militia, artisans and slaves, Peasant Uprisings in Mughal India
- Unit 7: Debate On Indian Feudalism**
Indian Feudalism-critique
- Unit 8: Land Revenue System, Agriculture and Trade in the Medieval Assam**
Land revenue system under the Ahoms and Koch, Paik system, agriculture, crafts & trade, Zamindari system, artisans & slaves
- Unit 9: Colonial Interventions: The Changes**
European Settlements in India and agrarian policy; Land Revenue System; Taxation & Trade
- Unit 10: Peasants, Traders and Workers in Colonial India**
British Land Revenue Settlements; Taxation; Commercialization of Agriculture; Crops; Trade; Zamindars, Peasants, workers and tribal folk; British commercial policies- effects.
- Unit 12: Peasant Uprisings in Colonial India**
Tribal and peasant uprisings in Colonial India- nature, forms, causes and consequences.
- Unit 13: Workers Resistance in Colonial India**
British industrial policies- its effects; labour policies; Resistance-nature, forms, causes, consequences.

Unit 14: Peasant and Working Class Uprisings in Colonial Assam

Early tribal uprisings, Raj Mel, Phulaguri uprising, Patharughat uprising, peasant uprisings in Rangiya, Lachima & Rani, Oil Company Workers' Strike, Tea Garden Labour strikes

Suggestive Readings:

- Mohinder Singh Randhawa. (1980). *A History of Agriculture in India: Beginning to 12th Century*, Indian Council of Agricultural Research
- (1982). *A History of Agriculture in India: Eight to Eighteenth Century*, Indian Council of Agricultural Research
- (1983). *A History of Agriculture in India: 1757 to 1947*, Indian Council of Agricultural Research
- Vasudha Pant. (2016). *Beginning of Agriculture and Domestication In India*, Pentagon Press, 2016
- Chakravarty, Ranabir : *Exploring Early India up to AD 1300*, (2010) Macmillan.
- Chattopadhyaya, B.D. : *The Making of Early Medieval India*, 2012, Oxford University Press.
- Singh, Upinder : *A History of Ancient and Early Medieval India*, Pearson, 2008.
- Barrington Moore, *The Social Origins of Dictatorship and democracy: Lord and Peasant in the Making of the Modern World*, Harmondsworth, 1973
- Ranajit Guha, *Elementary Aspects of Peasant Insurgency in Colonial India*, New Delhi, 1997.
- Teodard Shanin, (ed), *Peasant and Peasant Societies*, 1976
- David Hardiman (ed), *Peasant Resistance in India (1858-1914)*. New Delhi, 1993
- D.N. Dhanagare, *Peasant Movements in India*, New Delhi, 1983
- E.J. Hobsbawm, *Bandits*, 1972
- David Thorner, *The Agrarian Prospect in India: Five lectures on Land Reforms*, New Delhi, 1956
- K.N. Dutta, *Landmarks in the Freedom Struggle in Assam*, 1958
- H.K. Barpujari (ed) *Political History of Assam Vol. I*, 2nd Edn. 1999
- Amalendu Guha, *Planter Raj to Swaraj, Freedom Struggle and Electoral Politics in Assam, 1826-1947*
- Dipankar Banerjee, *Labour Movement in Assam*, New Delhi, 2005.
- Thapar, Romila: *Early India*, 2004, University of Oxford India Press.
- A.R. Desai, *Peasant Movements in India*, New Delhi, 1983
- K.N. Dutta, *Landmarks in the Freedom Struggle in Assam*, 1958
- H.K. Barpujari (ed) *Political History of Assam Vol. I*, 2nd Edn. 1999
- Dipankar Banerjee, *Labour Movement in Assam*, New Delhi, 2005

DSC XI : CULTURAL HISTORY OF ASSAM

Unit 1: Culture of Assam

Definition of Culture, Legacy of Culture of Assam, Basic features, Geographical Diversity and its impacts, Migration flows and culture, Cultural Diversity: Interpretations and Problems

Unit 2: Assamese Culture and its Characteristics

Assamese Culture and its features: Assimilation and Syncretism

Unit 3: Folk Culture of Assam: Meaning and Importance

Meaning and Definition of Folk Culture; Relation to the Society; Tribal Culture vs. Elite Culture, Ethnographic description of the People of Assam

Unit 4: Folk Literature of Assam: Narrative and Non-Narrative Genre

Assamese Folk Literature: Folksongs, Proverbs, Riddles, Ballads, Myths and Legends; Bodo and Rabha Folk Literature: Folksongs, Proverbs, Riddles, Ballads, Myths and Legends; Karbi, Dimasa and Mising Folk Literature: Folksongs, Proverbs, Riddles, Ballads, Myths and Legends; Folk Songs of the Tea Tribes of Assam; Folk Songs of Barak Valley

Unit 5: Fairs And Festivals of Assam

Junbeel Mela, Ambubachi Mela, Bihu, Rash, Dolyatra, Ali Aye Ligang, Bathau Puja, Karam Puja, Medam Me Fi, Mohoho, Suyeri, Bhatheli, Nakhowa

Unit 6: Material Culture of Assam

Concept of Material Culture; House Building Types and Decorations in Assam; Costumes and Ornaments in Assam; Bell Metal Industry, Musical Instruments of Assam: Khol, Mridanga, Dhol, Daba, Madal, Dambaru, Pepa and others

Unit 7: Religious Traditions of Assam

Saivism, Saktism, Buddhism, Vaishnavism; Indigenous Religious Practices of the people of Assam, Tantrism, Tribal Religion

Unit 8: The Neo-Vaishnavite Movement of Assam

Concept of Bhakti, Origin and Development of the Neo-Vaishnavite Movement in Assam; Sri Sankardev and his contribution in the Neo-Vaishnavite Movement; Neo-Vaishnavite Movement after Sankardev, Charit Putis

Unit 9: Neo-Vaishnavite Institution: Structure and Culture

The Growth of Institutions under the Neo-Vaishnavite Movement; Satras; Namghars; Socio- Cultural Influence of the Satras and the Namghars, Relevance of these institutions in the contemporary period

Unit 10: Performing Arts of Assam

History of Dance and Music in Early Assam; Temple Dance: Nati, Devadasi; Ojapali dance, Satriya Dance; Borgeet; Ankiya Nat; Bhaona

Unit 11: Contribution of the Islamic Culture

Making of the Assamese Culture, Islamic Art and Architecture; Music and

Dance: Jikir and Jari

Unit 12: Christianity in Assam

Missionaries and their activities, issue of conversion, Christianity and tribal peoples of Assam, their contributions

Unit 13: Assamese Society and Sports

Indigenous Sports of Assam: Koni Juj, Moh Juj, Kori Khel, Bulbuli Sorai Juj

Unit 14: Emergence of Mobile Theatre

Historical background of *Yatra* (Jatra) parties, Eminent personalities, Infrastructure, Socio-Cultural influence, Women and mobile theatre, Theatre as an industry.

Unit 15: Cultural Movement in Assam: IPTA

IPTA, Hemango Biswas, J P Agarwal, Bishnu Prasad Rabha and Bhupen Hazarika

Unit 16: Assamese Cinema

Origin of Assamese Cinema, Technological Development, Trend of Assamese Cinema, J. P. Agarwal to Rima Das

Suggestive Readings:

- Barua, B.K. (1954). *Ankiya-Nat* (edited). Gauhati, Assam: DHAS: Guwahati
- Bharali, Arunima. (1999). *Assamese Culture*. Lawyers Book Stall: Guwahati
- Bodley, John H. (2011). *Cultural Anthropology: Tribes states and the global system* (5th edition). Alta Mira Press: UK
- Choudhury, P.C. (1987). *The History of the Civilization of the People of Assam to the Twelfth Century AD* (3rd edition). Spectrum Publication: Guwahati
- Dash, K.N. (2004). *Invitation to Social and Cultural Anthropology*. Atlantic Publishers: New Delhi
- Datta, Birendranath. (2012). *Cultural Contours of North East India*. Oxford University Press: New Delhi
- Ferraro, Gary and Andreatta, Susan. (2012). *Cultural Anthropology: An Applied Perspective* (10th edition). Cengage Learning: USA
- Sarma S.N. (1999). *The Neo-Vaishnavite Movement and the Sattria Institution of Assam*. Lawyers Book Stall: Guwahati.

DSC XII : NATION AND NATIONALISM

- Unit 1: Introduction**
Defining Nation, Nation state; Defining Nationalism
- Unit 2: Nation as a Concept**
Sources, Approaches; Debates
- Unit 3: Theories on Nationalism**
Primordialism, Modernism and Social Constructionism, Ethno-symbolism
- Unit 4: Nationalism and Ethnicity**
Defining Ethnicity; Identity and Conflict- Theories, Causes
- Unit 5: Nationalism and Gender**
Nationalism- Sexuality, Masculinity, Woman and Nation, Memory and Identity
- Unit 6: Nationalism in Europe-I**
Intellectual origin; Treaty of Westphalia and Europe, Napoleon and Nationalism
- Unit 7: Nationalism in Europe-II**
Imperialism, World Wars and Fascism, Post War Europe and Nationalism
- Unit 8: Nationalism and Middle East**
Arab Nationalism- Debates and Discourse; Israel- Palestine Crisis
- Unit 9: Nationalism in Asia-I**
China, Japan
- Unit 10: Nationalism in Asia-II**
Indonesia, South East Asia
- Unit 11: Nationalism in India-I**
Define-Colonialism, Imperialism and Nationalism, Approaches- Imperial, National, Marxist and Subaltern
- Unit 12: Nationalism in India-II**
Idea of Nationalism- Gandhi, Tagore; Critiques
- Unit 13: Nationalism in India-III**
Regionalism; Sub-regionalism; Case Study- North East India
- Unit 14: Nationalism in Africa**
Rise of Nationalism in Africa, Tribalism and Ethnic Nationalism in Africa, Women in African Nationalism, Nelson Mandela

Suggestive Readings:

- Benedict Anderson. (2006). *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. Verso, London
- Anshuman A. Mondal. (2003). *Nationalism and Post-Colonial Identity: Culture and Ideology in India and Egypt*. Routledge, New York
- Hutchinson, J and M. Guibernau (eds.) (2001) *Understanding Nationalism*, (Oxford: Polity)
- Malesevic, S. (2013) *Nation-States and Nationalisms: Theory, Ideology, History*. Oxford.
- Bipan Chandra (1999). *Essays on Colonialism*. Orient Longman
- Shamsul Islam (2004). *The Origins of Indian Nationalism in Religious Dimensions of Indian Nationalism*. Media House, Delhi
- Jyoti Puri (2003). Introduction: Parades, Flags, and National Pride," in *Encountering Nationalism*. Malden: Blackwell
- Joane Nagel (1998). "Masculinity and Nationalism: Gender and Sexuality in the Making of Nations," in *Ethnic and Racial Studies*. 21(2).

DSE – IV : INDIA’S FOREIGN POLICY

- Unit 1: Determinants of India’s Foreign Policy**
Colonial Connections, Geography, Indian National Congress and World View
- Unit 2: Principles of India’s Foreign Policy**
Nehruvian policy, NAM, Gujral Doctrine, Non-violence, Panchsheel, Anti-colonialism
- Unit 3: India during the Cold War**
NAM and India, Ideational Policy of Nehru
- Unit 4: India US Relation**
PL480, Indo-US strategic relations, QUAD
- Unit 5: India USSR Relations**
Background, Factors leading to the Indo USSR pact (1971), Economic help from USSR, BRICS
- Unit 6: Economic Aspects of India’s Foreign Policy**
Technology Transfer, International Grant, Trade
- Unit 7: India’s Nuclear Policy**
Background, NPT, Pokhran Tests (1974 and 1998)
- Unit 8: India And Pakistan Relations**
Indus-Water Treaty, Kashmir Dispute, Indo-Pakistan War- 1965, 1971, Kargil War
- Unit 9: India and Bangladesh**
Liberation of Bangladesh and role of India, Boundary Dispute, Water sharing Dispute
- Unit 10: Indo-Nepal Relations**
Friendship Treaty, Treaty of Sagauli, Role of Nepal Monarchy and India’s relation
- Unit 11: India and Sri Lanka**
Tamil Problem and Treaties, LTTE problems and Indo-Sri Lanka Accord 1987, Post Accord Complications
- Unit 12: India-China Relations**
Panchasheel Agreement, Sino-Indian War 1962 - Causes and Aftermath
- Unit 13: Multilateralism and India**
UNO, SAARC, BRICS, G20, ASEAN, SCO
- Unit 14: Look East/Act East Policy**
Trade Ties, Implications

Suggestive Readings:

- John Baylis et. al. (2008). *The Globalisation of World Politics*. OUP: Oxford
- Goldstein, Joshua. (2005). *International Relations*. Pearson Education Inc. and Dorling Kindersley Inc.
- Ganguly, Sumit. (2011). *India’s Foreign Policy*. OUP: New Delhi

- Khanna, V.N. (2010). *Foreign Policy of India*. Vikas Publishing House: Noida
- Reddy, K. Raja. (2012). *Foreign Policy of India and Asia Pacific*. New Century Publication: New Delhi
- Balakrishnan, T.K. (2010). *Foreign Policy of India: Problems and Paradoxes*. Mohini Publishers: New Delhi
- Kumar, Ajith M.P. (2000). *India-Pakistan Relations: The Story of a Fractured Fraternity*. Kalpaz Publications: New Delhi
- Gupta, K.R. (2006). *India-Pakistan Relations with Special Reference to Kashmir*. Atlantic: New Delhi
- W., Smith Warren Jr. (2008). *China's Tibet? Autonomy and Assimilation*. Rowman and Littlefield Publishers: New York
- Saraf, Vishnu. (2008). *India and China- Comparing the Incomparable*. Macmillan: New Delhi
- Chary, M. Srinivas. (1995). *The Eagle and the Peacock: US Foreign Policy toward India since Independence*. Greenwood: Connecticut
- Schaffer, Teresita. (2010). *India and the United States in the 21st Century: Reinventing Partnerships*. Centre for Strategic and International Studies: US
- Chakravarti, Raghubir. (1970). *International Relations*. World Press Pvt. Ltd.: Kolkata

DSE III : ORAL HISTORY

- Unit 1: Introduction**
Definition- Orality, Oral Culture, Oral Traditions; Types of Oral History
- Unit 2: Contexts**
Conventional History Writing and its limitation; Emphasising Indigenous Narratives
- Unit 3: Orality And Memory**
Memory in Historical Discourse, Social and Cultural memory, Public Memory;
- Unit 4: Doing Oral History (I)**
Ethnomethodology; Phenomenological Approach:
- Unit 5: Doing Oral History- Methods**
Interview- Research background, Rapport, Respect, Empathy
- Unit 6: Technology**
Cassette Recorders; Limitations of Technologies
- Unit 7: Ethical Concerns**
Legal Issues in Oral History; Ethical Issues
- Unit 8: Oral Archives (I)**
Nature, Value, Accessibility
- Unit 9: Oral Archives (II)**
Documentation- Transcribing; Preservation- Cataloguing
- Unit 10: Oral Traditions in North-East India (I)**
Oral Traditions in Assam and Tripura
- Unit 11: Oral Traditions in North-East India (II)**
Oral Traditions in Manipur, Nagaland and Mizoram
- Unit 12: Oral Tradition in North-East India (Iii)**
Oral Traditions in Meghalaya, Arunachal Pradesh and Sikkim
- Unit 13: Oral History in The Digital Age**
New Technologies and Online Tools; Challenges, Prospects
- Unit 14: Oral History: Criticisms**
Subjectivity, Selective Memory
- Unit 15: Contributions to Oral History**
Gender History, Partition History, Black History

Suggestive Readings:

- Paul, Thompson. (1978). The Voice of the Past: Oral History. OUP: UK
- Pfeffer, George (ed). (1997). Contemporary Society: Tribal Studies. Vol ii. Development Issues, Transition and Change. New Delhi:
- Foley, J. M. (1988). The Theory of Oral Composition: History and Methodology. Indiana University Press.
- Birendranath Dutta. (2012). Cultural contours of north-east India. OUP
- Datta, Birendranath, N.C, Sarma and Prabin Das (eds.) (1984). A Handbook of Folklore Materials of North East India. ABILAC; Guwahati
- Perks, Robert and Thomson, Alistair (2015), The Oral History Reader, Routledge

DSE IV: HERITAGE & TOURISM IN NORTH EAST INDIA

- Unit 1: Introduction**
Concept, Nature, Scope and theoretical perspective of Culture, heritage & tourism; Appliance of history in tourism
- Unit 2: Heritage Management and Ethics in Tourism**
Concept, Challenges, Repositories, Stake holders & Community engagement
- Unit 3: Cultural Heritage of North East India**
Historical Monuments & heritage sites: Ambari, Sivsagar, Surya Pahar, Koch Bihar, Tezpur, Maibong, Khasi hills, Ita fort, Unnakoti, Ujjayanta Palace, Neer Mahal etc. Cultural Heritage: Satra, Naamghar, Dekachang etc.
- Unit 4: Natural Heritage of North East India**
National Parks & Wildlife sanctuaries; Wetlands & Waterfalls; River Islands & Hills & Hill Stations
- Unit 5: Ethno-Heritage of North East India**
Different Tribes & Languages of North East India; Folklore; Cuisine; Costumes; Tools & technologies; Sports & entertainments.
- Unit 6: Religious Heritage Sites in North East India**
Kamakhya Temple, Hajo, Saraguri Chapari, Guru Teg Bahadur Sahib, Satras of Majuli, Dhekiakhowa Naam Ghar, Temples of Sivasagar, Buddhist, Mawphlong Sacred Groves, Monasteries, Dargahs, Churches, Malini Than, Parsuram Kund, Rumtek Dharma Chakra Centre, Venuban Vihar etc.
- Unit 7: Fairs & Festivals of North East India**
Traditonal Fairs and Festivals: Junbeel Mela, Ambubachi Mela, Bare Chahariya Bhaona, Phat Bihu etc., Ethnic Fairs and Festivals: Hornbill Festival, Sangai Festival, Ziro Music Festival, Dwijjing Festival etc.

Suggestive Readings:

- Bora, S., & Bora, M. (2006). *The Story of Tourism-An Enchanting Journey Through India's North-East*, UBS Publishers' Distributors Ltd
- Birendranath Dutta. (2012). *Cultural contours of north-east India*. OUP
- Datta, Birendranath, N.C, Sarma and Prabin Das (eds.) (1984). *A Handbook of Folklore Materials of North East India*. ABILAC; Guwahati
- Das, B.M. (2003). *People of Assam*, Gyan Book (P) Ltd.
- Goswami, P. (1995). *Festivals of Assam*. ABILAC: Guwahati
- Dikshit, K.R., & Dikshit, J.K. (2014). *North-East India: Land, People and Economy*. Springer: Netherlands.

KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY

MASTER OF ARTS (HISTORY)

GUIDELINES FOR SEMINAR PAPER

Introduction

Under the MASTER OF ARTS (HISTORY) programme of KKHSOU, you will need to present a Seminary paper at your second 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

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.

KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY

MASTERS OF ARTS (HISTORY)

GUIDELINES FOR PROJECT/DISSERTATION

Section I: Introduction

Project/Dissertation Work is an application-oriented academic activity that seeks to hone your theoretical and quantitative abilities through their application in light of the theoretical information obtained while taking different MASTER OF ARTS (HISTORY) 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 concept, or any historically relevant event 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 in History' that you have come across in the first semester.

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 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 outright 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 discuss 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 in 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 bound copy of the report should indicate. **Colour of the Hard Cover of the Project Report must be NAVY BLUE.**

- The title of the report. It would 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 STATE OPEN UNIVERSITY

IN

PARTIAL FULLFILLMENT OF THE

MASTERS OF ARTS (HISTORY)

(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)

<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 MASTERS OF ARTS (HISTORY) of Krishna Kanta Handiqui State Open University. His/her field work is satisfactory.	
Date:	Signature of Guide

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

<u>Certificate of Study Centre Coordinator/ Academic consultant</u>	
Coordinator/ Academic consultant 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 MASTERS OF ARTS (HISTORY) programme of Krishna Kanta Handiqui State Open University. His/her field work is satisfactory.	
Date:	Signature

Acknowledgement: The learner should to 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 Enrollment no. at the end of the acknowledgement.

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

Self-Declaration By The Learner

I do hereby declare that this project work entitled “_____” submitted by me for the partial fulfilment of the requirement for the award of **MASTERS OF ARTS (HISTORY)** programme of Krishna Kanta Handiqui State Open University, is a product of my own research work. The report embodies the finding based on my study and observation and has not been submitted earlier for the award of any degree or diploma to any Institute or

Name:

Signature of the Learner

Enrolment Number:

Date:

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 study and what is proposed to be investigated. The significance of the study, the objective and the scope of the study and the contribution and impact your study will make should be elaborated.
- **Chapter-II: Theoretical Perspective:** 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 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. 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:** Presentation of the relevant data and analysis and discussion thereon form 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 chapters 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 numerically 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 of 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. Thus, descriptive names such as socio-economic condition of the tea tribes of the Sonitpur district, religiosity and women, social changes among the tribes of Assam, changing family values among the Bodos of Assam etc., would be suitable. 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. You should 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: 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 maybe 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 required 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. 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. Characterisation: Based on your chaptarisation 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.

Frequently, descriptive statistics are used with inferential statistics (statistical tests that help you decide what to conclude about the data). It should be self-evident who conducted the tests and with what data. For the majority of statistical tests, the p-value should be accompanied with a test statistic (such as the t-value) (e.g., a t-test). Frequently, further information is required (e.g., the degrees of freedom). You'll have to determine this for yourself.

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.

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

We are providing here certain broad 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) Society, Culture, Modernity
- 2) Peasant Movement
- 3) Indigenous Knowledge system
- 4) History of Health and Cure
- 5) Bhakti Movement
- 6) Satra culture in Assam
- 7) Riverine culture of NE India
- 8) Local history
- 9) Vernacular Education and impact
- 10) Caste politics in India
- 11) Nationalism in the periphery/Regionalism
- 12) Religious reformation in India/NorthEast

- 13) Christianity in NE India and its impact
- 14) Religion and Identity Politics
- 15) Student Politics
- 16) Ethnic violence and NE India
- 17) Borderland politics
- 18) History of Mobility

ANNEXURE V**List of Assigned Faculty (course-wise) in MASTER OF ARTS (HISTORY) Programme**

Sem	Title of Courses	Faculty/Course Coordinator	Discipline	School
I	State and Polity in Assam (From Early time to 1228 CE)	Dr. Priti Salila Rajkhowa	History	Surya Kumar Bhuyan School of Social Sciences
	Political and Administrative History of India-I (From the early times to the Downfall of the Mughals)	Dr. Priti Salila Rajkhowa	History	
	History of East Asia (1839-1949)	Dr. Sukmaya Lama	History	
	History of Revolutions	Dr. Sukmaya Lama	History	
II	State and Polity in Assam-II (1228-1826)	Dr. Priti Salila Rajkhowa	History	
	Political and Administrative History of India (The Colonial Period)	Dr. Sukmaya Lama	History	
	Twentieth Century World	Dr. Sukmaya Lama	History	
	Environmental History of India	Dr. Sukmaya Lama & Jintu Thakuria	History	
III	History of Assam (1826-1947)	Dr. Priti Salila Rajkhowa	History	
	History of Science and Technology in India	Jintu Thakuria & Dr Sukmaya Lama	History	
	India Since Independence	Dr. Sukmaya Lama	History	
	History and Historiography	Dr. Priti Salila Rajkhowa & Meghlina Gogoi	History	
	Oral History	Dr. Sukmaya Lama	History	
IV	History of Peasant and Working Class in India	Dr. P.S. Rajkhowa & Jintu Thakuria	History	
	Cultural History of Assam	Dr. Priti Salila Rajkhowa	History	
	Nation and Nationalism	Dr. S. Lama & Meghlina Gogoi & Popy Pegu	History	
	India's Foreign Policy	Dr. S. Lama & Popy Pegu	History	
	Heritage and Tourism in North East India	Dr. P.S Rajkhowa & Meghlina Gogoi	History	

ANNEXURE VI**Common Basket of Ability Enhancement Courses (AECs) and
Value Added Courses (VACs) for PG Programmes**

Semester	Course Type	Name of the Course
I	AEC (any one course)	101 Essential Assamese <i>(Open to all except those from Assamese)</i>
		102 English for Media Studies
		103 Social Entrepreneurship and Project Management
	VAC (any one course)	101 Introduction to Ethics <i>(Open to all except those from Philosophy)</i>
		102 Essentials of Indian Constitution <i>(Open to all except those from Political Science)</i>
		103 Indian Traditional Knowledge System
		104 English Communication Skills
		105 Traditional Media
II	VAC (any one course)	201 Advertisement Strategy
		202 Cyber Security
III	AEC (any one course)	301 Life Skills
		302 Computer Applications in Quantitative Analysis
		303 Writing for Media

AEC 101 Essential Assamese

Course Objectives

- To introduce learners with the nuances of Assamese grammar
- Illustrate useful contents related to vocabulary, narrative writing and professional writings

Course Outcomes

- The learners will develop their art of speaking and writing
- The learners will be able to demonstrate their professional skill in media houses and other professional houses

Syllabus

অধ্যায় ১: যোগদর্শনৰ পৰিচয়

দৰ্শনৰসংজ্ঞা, দাৰ্শনিক পৰিভাষাত যোগৰ মূল্যায়ন, যোগৰ সংজ্ঞা আৰু অৰ্থবিচাৰ, যোগৰ উৎপত্তি, যোগসাহিত্য, যোগপণ্ডিতসকল, যোগৰ শ্ৰেণীবিভাজন, যোগ দৰ্শনৰ মূল সিদ্ধান্তসমূহ, যোগৰ লক্ষ্য আৰু উদ্দেশ্য

অধ্যায় ২: আয়ুৰ্বেদ আৰু বাস্তুশাস্ত্ৰ

আয়ুৰ্বেদ বা চিকিৎসাশাস্ত্ৰ, আয়ুৰ্বেদ শাস্ত্ৰৰ উদ্দেশ্য আৰু ভাগ, আয়ুৰ্বেদ শাস্ত্ৰৰ উৎস, বিভিন্ন আয়ুৰ্বেদ শাস্ত্ৰৰ উল্লেখ, বাস্তুশাস্ত্ৰ পৰিচয়, বাস্তুশাস্ত্ৰৰ উৎস, বিভিন্ন বাস্তুশাস্ত্ৰৰ উল্লেখ, শব্দার্থ তালিকা

অধ্যায় ৩: বেদান্ত দৰ্শনৰ পৰিচয়

বেদান্তৰ উৎপত্তি আৰু ক্ৰমবিকাশ, অদ্বৈত বেদান্ত দৰ্শনৰ বিভিন্ন বিষয়বস্তুৰ চমু আভাস, জ্ঞানতত্ত্ব, ব্ৰহ্মতত্ত্ব, জগততত্ত্ব, মায়াতত্ত্ব, ঈশ্বৰতত্ত্ব, জীৱতত্ত্ব, মোক্ষতত্ত্ব

অধ্যায় ৪: অলংকাৰ শাস্ত্ৰৰ সম্প্ৰদায়সমূহ

কাব্যশাস্ত্ৰৰ আৰম্ভণি আৰু বিকাশ, অলংকাৰ শাস্ত্ৰৰ বিভিন্নসম্প্ৰদায়

অধ্যায় ৫: কৌটিল্যৰ অৰ্থশাস্ত্ৰ: পৰিচয়

অৰ্থশাস্ত্ৰৰ ৰচয়িতা, অৰ্থশাস্ত্ৰৰ বিষয়বস্তু, অৰ্থশাস্ত্ৰৰ নামকৰণৰ তাৎপৰ্য, ভাৰতীয় পৰম্পৰাত অৰ্থশাস্ত্ৰৰ গুৰুত্ব

অধ্যায় ৬: চৰকসংহিতা:সাধাৰণ আলোচনা

আয়ুৰ্বেদ: আয়ুৰ্বেদৰ অৱতৰণ, চৰক সংহিতাৰ পৰম্পৰা, চৰক সংহিতাৰ অধ্যায়বিভাগ, চৰক সংহিতাৰ অধ্যায়সমূহৰ নামকৰণ, চৰক সংহিতা টীকাকাৰ

অধ্যায় ৭: অসমত ৰচিত হোৱা সংস্কৃতকাব্য

ধৰ্মশাস্ত্ৰ অথবা স্মৃতিশাস্ত্ৰ: তন্ত্ৰসাহিত্য, পুৰাণসাহিত্য, নাটক, ব্যাকৰণ, কাব্য: শ্ৰীকৃষ্ণলীলামৃতম্, সতীজয়মতী, শ্লোকমালা, পতাকাম্ভায়, প্ৰকামকামৰূপম্, অৰিনাশি, কবিকৌতূহলম্, প্ৰশস্তিমূলককাব্য, ব্যঞ্জনাপ্ৰপঞ্চসমীক্ষা, অনুদিতকাব্য

Basic Reading List:

- Goswami, Upendranath (1997); *Axamiya Bhasar Byakoron*; Guwahati: Moni-Manik Prakash
- Goswami, Golokchandra (1996); *Axamiya Borno prokash*; Guwahati: Bina Library
- Bora Satyanath (1998); *Bohol Byakoron*; Guwahati
- 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*, Pragun Publications, New Delhi

AEC 102 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

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

Basic 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

AEC 103 Social Entrepreneurship and Project Management [Credits=3+1]

Course Objectives

The Course aims at enabling the learner

- To be able to define the field of social entrepreneurship and key traits of social entrepreneurs
- To be able to describe and apply key theories and concepts the field of social entrepreneurship
- To understand the key elements and functions of project management

Course Outcomes

This course will enable the learners

- To understand social entrepreneurship and livelihood means for sustainable development. This course focuses on optimum utilization of available resources.

UNIT 1: ENTREPRENEURSHIP

Meaning of Entrepreneur; Characteristics of an Entrepreneur; Emergence of Entrepreneurial Class; Role of Entrepreneurs in Economic Growth; Meaning, concept of Entrepreneurship; entrepreneurial leadership and Motivation

UNIT 2: THEORIES OF ENTREPRENEURSHIP

Economic Theory; Sociological Theory; Dynamic Entrepreneurship Innovation Theory; Leibenstein's X- efficiency Theory; Theory of Profit

UNIT 3: SOCIAL ENTREPRENEURSHIP

Meaning, Concepts, Importance of Innovation in the social development sector; Entrepreneurship Development Programmes- Meaning and Importance; Institutions providing Entrepreneurship Development Programmes in India; Banking and Microfinance

UNIT 4: SOCIAL ENTREPRENEURSHIP IN NORTHEAST INDIA

Social Sector Perspectives and Interventions; Role of Entrepreneurship Development Programmes in Context of North- East Region; Local Economy and Training Indigenous Entrepreneurs

UNIT 5: SOCIAL ENTREPRENEURSHIP AND LIVELIHOODS

Joint ventures in social entrepreneurship, public private joint ventures, partnerships for power, solidarity and benefit sharing, ownership rights within joint ventures, addressing dilemmas of corporate and international joint ventures for livelihoods

UNIT 6: SOCIAL SECURITY AND LIVELIHOODS

Strategies through Networking and Partnerships, Livelihood Policy, Livelihood security through five-year plans MGNREGA- understanding from socio-political, cultural perspectives, impact, People's participation and democratic governance

UNIT 7: PROJECT MANAGEMENT AND SOCIAL ENTREPRENEURSHIP

Meaning of Project management; Social Entrepreneurship as an emerging concept in corporate India and skills in Project Management, Government bodies and Voluntary Sector, Social Entrepreneurship Models

UNIT 8: PROJECT LIFE CYCLE

Phases: Conception/Formation Stage; Definition/Build-up Phase; Acquisition/Production Phase; Operation Phase; Divestment/Termination Phase

UNIT 9: PROJECT ASSESSMENT

Assessment tools for social mapping, budget analysis, monitoring and evaluation of pro-people policies and projects supported by public and private funds, Diversity Mapping within organizations and groups; outreach of programme implementation process, Ecological debts, Environment and Social Costing; Financial Analysis

UNIT 10: LEADERSHIP AND RESOURCE PLANNING IN PROJECT MANAGEMENT

Leadership styles, processes, motivation, strategies, leadership roles in sustaining projects, leadership and communication, leadership in vulnerable sectors, people's leadership and ethics, Forward backward linkages between resource groups, fund raising, fund allocations, resource mobilization plans

UNIT 11: VALUE-CO CREATION

Synergy between products, people and process, innovations for market and for social capital creation, valuing abilities within disabilities, social inclusion with exclusive rights of marginalized categories, Quality driven initiatives and alternative development models

UNIT 12: NETWORKING

Tools of social resource mapping and utilization process, Livelihood networks based on ecosystems, Solidarity networks, Community networks, Outcome mapping through networks, power and networking, role of communication in networking.

Practicum: Social Entrepreneurship and Livelihood Initiatives/ Projects, Case Studies (1 credit)

Basic Readings List:

- Khanka. S. S. (2013). *Entrepreneurial Development*; S. Chand & Co. Ltd., Ram Nagar, New Delhi.
- Donald F. Kuratko, (2014). *Entrepreneurship – Theory, Process and Practice*, 9th Edition, Cengage Learning.
- Abyad, Abdulrazak (2018), Project Management, Motivation Theories and Process Management, *Middle East Journal of Business*, Oct. 2018, Vol. 13, Iss. 4
- PetarJovanović, Ivana BeriĆ, (2018), Analyses of the available Project Management Methodologies, *Journal of Sustainable Business and Management Solutions in Emerging Economies*, 2018/23(3)

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

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 entrepreneurs, 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

Basic 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 302 Computer Applications in Quantitative Analysis [Credits 3+1]

Course Objectives

The course aims at providing the learners

- Thorough understanding of quantitative analysis
- The requisite skills to conduct quantitative analysis
- Proficiency in using computers in quantitative analysis

Course Outcomes

After undergoing the course, learners will

- Acquire a thorough understanding of principles and practices of quantitative analysis
- Obtain the requisite skills to conduct quantitative analysis
- Attain proficiency in using computers in quantitative analysis

UNIT1: FUNDAMENTALS OF QUANTITATIVE ANALYSIS

Introduction to quantitative analysis, Idea and process of quantification, issues of quantification, counting and measurement, notion of scale, dimensions of measurement, reliability and validity of scale, sensitivity and robustness of scale

UNIT 2: TYPES OF QUANTITATIVE DATA AND REPRESENTATION

Primary and secondary data; nominal, ordinal, interval and ratio data; time series, cross section and panel data; graphs and diagrams, tables – one way and cross tables

UNIT 3: BASICS OF HANDLING DATA IN SPSS

Understanding SPSS Environment – Data and Variable View; Defining Variables in a Dataset; Reading, Importing and Entering Data; Recoding Variables – Recoding into Same and Different Variables

UNIT 4: DESCRIPTIVE STATISTICS USING SPSS

Obtaining Frequency Tables; Getting Descriptive Statistics Measures: Central Tendency, Dispersion, Skewness and Kurtosis

UNIT 5: HANDLING OUTLIERS AND TESTING NORMALITY

Exploring Data to Check Key Assumptions such as Outliers and Normality

UNIT 6: CROSS TABULATION

Obtaining and Use of Cross Tables; Checking for Independences – Chi-Square etc.; Adding Layers to Cross Tables

UNIT 7: CUSTOM TABLES

Making Custom Tables – Adding Totals, Sub-Totals and Categories and Statistics; Handling three or more variables in Custom Table; Dealing with Multiple Responses

UNIT 8: CORRELATION ANALYSIS

Understanding Correlation by Scatter Diagrams; Obtaining Pearson's and Spearman's Correlation Coefficients

UNIT 9: REGRESSION ANALYSIS

Carrying out Simple Linear Regression; Obtaining Multiple Regressions; Carrying out Regression Diagnostics for Autocorrelation, Heteroscedasticity and Multicollinearity, Logistic Regression

UNIT 10: TESTING OF HYPOTHESIS

Basic steps in Hypothesis Testing; Carrying out t-Tests – Independent and Paired; Conducting ANOVA and performing Post Hoc Tests

UNIT 11: FACTOR ANALYSIS

Basic understanding of data reduction, Utility of Factor Analysis, Dimensions and Rotations, Component Matrix, Factor and Factor Scores

Activities/Practical : Hands on activities and work-sessions [1 Credit]

Basic Reading List:

- Bueno de Mesquita, E., & Fowler, A. (Eds.). (2021). *Thinking clearly with data: A guide to quantitative reasoning and analysis* (1st. edition). Princeton University Press.
- Field, A. P. (2020). *Discovering statistics using IBM SPSS statistics* (Fourth edition. South Asian adaptation). SAGE Publications.
- Rowntree, D. (2018). *Statistics without tears: An introduction for non-mathematicians* (Updated edition). Penguin Books.
- Spiegelhalter, D. J. (2020). *The art of statistics: Learning from data* (Paperback edition). Pelican Books.
- Stehlik-Barry, K., & Babinec, A. J. (2017). *Data analysis with IBM SPSS Statistics: Implementing data modeling, descriptive statistics and ANOVA*. Packt Publishing.
- Tabachnick, B. G., & Fidell, L. S. (2022). *Using multivariate statistics* (Seventh edition, second impression). Pearson India Education Services.
- Wheelan, C. J. (2014). *Naked statistics: Stripping the dread from the data* (First published as a Norton paperback). W.W. Norton & Company.

AEC 303 Writing for Media

Course Objectives

- To equip learners with skills required to write for the media
- To provide knowledge on process of writing in different formats for media
- To provide understanding of copy editing and proof reading

Course Outcomes

- On completion of this course, the learners will be able to-
- Identify and apply the skills required to write for the media and utilize them
- Explain the process of writing in different formats for media
- Describe the process of copy editing and proof reading

Unit 1: THE STRUCTURE OF WRITING

The cohesive structure of writing, The Structure of Paragraphs, The Writing Process of Paragraphs, The Structure of Essays/Articles, Editing your writing

Unit 2: WRITING FEATURE STORIES

Meaning of a feature story, Types of feature stories – Interview features, Information features, Personality features, Featurettes, News features and human interest features, Feature story construction

Unit 3: FORMS OF NARRATION

What is Narrative, Narration, Narrator, Narrative Mode and Narrative Point of View, Varieties of Narration, Elements of Narration, Reportability and Credibility of a Narrative, Linear and Non-linear Narrative Structure, The Narrative Paragraph, Narration in an Essay

Unit 4: LANGUAGE SKILLS

Vocabulary: Making choices, Words having multiple meaning, Synonyms and Antonyms, Sentence Structure, Some Common Errors

Unit 5: SOURCES OF WRITING FOR THE MEDIA

Types of sources, Developing news sources, Ethics and Attribution

Unit 6: REVIEW WRITING

Techniques of book review, Techniques of film review, Techniques of play review, Techniques of musical review

Unit 7: COPYWRITING FOR ADVERTISEMENTS

Introduction: What is advertising?, Key concepts of advertising, Copywriting, Radio copy, Television copy

UNIT8: WRITING FOR COLUMN, SCIENCE AND PRESS RELEASE

Column writing, Science write- up, Press Release

UNIT 9: EDITING

Meaning of Editing, Language Editing, Writing and Editing Photo Caption, Language for explaining graphs, charts, maps; Proof Reading

UNIT 10: WRITING FOR RADIO

Language and style of radio, Writing for radio news, structure of a radio news bulletin, Radio features and current affairs programmes

UNIT 11: WRITING FOR TELEVISION

Characteristics of broadcast news, Broadcast Lead, Preparing a Broadcast Copy

UNIT12: SCRIPTWRITING FOR FILMS

Format, component and styles, Shooting script and storyboarding, Steps to follow while writing a script

UNIT13: ART OF WRITING PLAYS

Types of Play, Formats of performance, Structure of a Play, Steps to write a Play

UNIT 14: WRITING CAPTIONS FOR PHOTOJOURNALISM

Concept of photojournalism, Basics of photojournalism, Qualities of a photojournalist, Basic parts of a caption, Writing and editing captions

UNIT15: COPY AND PROOF EDITING

Principles of copy editing, The Language of copy writing, Print media requirements, Radio and television copyediting

Basic 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

VAC 101 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.

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: 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 Predestination, Fatalism and Scientific Determinism, The Case Of Freedom and Determinism

UNIT 6: PURUSARTHA

Artha, Kama, Dharma, Moksha, Four Basic Sciences

UNIT 7: THEORIES OF PUNISHMENT NOTION OF CRIME AND PUNISHMENT

Theories of Punishment, Deterrent Theory, Reformatory Theory, Retributive Theory, Capital Punishment

Basic 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*

VAC 102 Essentials of Indian Constitution

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

UNIT 1: MAKING OF THE INDIAN CONSTITUTION

Formation of the Constituent Assembly, Drafting Committee, Adoption of the Constitution of India

UNIT 2: HISTORY 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 3: FEATURES OF THE INDIAN CONSTITUTION

Salient Features of the Indian Constitution

UNIT 4: 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 5: 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 6: 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 7: 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 8: 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

Basic 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.
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VAC 103 Indian Traditional Knowledge System

Course Objectives

- To illustrate selective contents from the rich grove of Indian classical literature as well as other fields of pragmatic study
- To develop understanding of rich Indian heritage through the selective texts among the learners

Course Outcomes

- The learners will be able to identify a rich cultural past and connect it with the present India
- The learners will be able to organize themselves and gain benefit in their vocational pursuit

অধ্যায় ১: যোগদর্শনৰ পৰিচয়

দৰ্শনৰসংজ্ঞা, দাৰ্শনিক পৰিভাষাত যোগৰ মূল্যায়ন, যোগৰ সংজ্ঞা আৰু অৰ্থবিচাৰ, যোগৰ উৎপত্তি, যোগসাহিত্য, যোগপণ্ডিতসকল, যোগৰ শ্ৰেণীবিভাজন, যোগ দৰ্শনৰ মূল সিদ্ধান্তসমূহ, যোগৰ লক্ষ্য আৰু উদ্দেশ্য

অধ্যায় ২: আয়ুৰ্বেদ আৰু বাস্তুশাস্ত্ৰ

আয়ুৰ্বেদ বা চিকিৎসাশাস্ত্ৰ, আয়ুৰ্বেদ শাস্ত্ৰৰ উদ্দেশ্য আৰু ভাগ, আয়ুৰ্বেদ শাস্ত্ৰৰ উৎস, বিভিন্ন আয়ুৰ্বেদ শাস্ত্ৰৰ উল্লেখ, বাস্তুশাস্ত্ৰ পৰিচয়, বাস্তুশাস্ত্ৰৰ উৎস, বিভিন্ন বাস্তুশাস্ত্ৰৰ উল্লেখ, শব্দার্থ তালিকা

অধ্যায় ৩: বেদান্ত দৰ্শনৰ পৰিচয়

বেদান্তৰ উৎপত্তি আৰু ক্ৰমবিকাশ, অদ্বৈত বেদান্ত দৰ্শনৰ বিভিন্ন বিষয়বস্তুৰ চমু আভাস, জ্ঞানতত্ত্ব, ব্ৰহ্মতত্ত্ব, জগততত্ত্ব, মায়াতত্ত্ব, ঈশ্বৰতত্ত্ব, জীৱতত্ত্ব, মোক্ষতত্ত্ব

অধ্যায় ৪: অলংকাৰ শাস্ত্ৰৰ সম্প্ৰদায়সমূহ

কাব্যশাস্ত্ৰৰ আৰম্ভণি আৰু বিকাশ, অলংকাৰ শাস্ত্ৰৰ বিভিন্নসম্প্ৰদায়

অধ্যায় ৫: কৌটিল্যৰ অৰ্থশাস্ত্ৰ: পৰিচয়

অৰ্থশাস্ত্ৰৰ ৰচয়িতা, অৰ্থশাস্ত্ৰৰ বিষয়বস্তু, অৰ্থশাস্ত্ৰৰ নামকৰণৰ তাৎপৰ্য, ভাৰতীয় পৰম্পৰাত অৰ্থশাস্ত্ৰৰ গুৰুত্ব

অধ্যায় ৬: চৰকসংহিতা:সাধাৰণ আলোচনা

আয়ুৰ্বেদ: আয়ুৰ্বেদৰ অৱতৰণ, চৰক সংহিতাৰ পৰম্পৰা, চৰক সংহিতাৰ অধ্যায়বিভাগ, চৰক সংহিতাৰ অধ্যায়সমূহৰ নামকৰণ, চৰক সংহিতা টীকাকাৰ

অধ্যায় ৭: অসমত ৰচিত হোৱা সংস্কৃতকাব্য

ধৰ্মশাস্ত্ৰ অথবা স্মৃতিশাস্ত্ৰ: তত্ত্বসাহিত্য, পুৰাণসাহিত্য, নাটক, ব্যাকৰণ, কাব্য: শ্ৰীকৃষ্ণলীলামৃতম্, সতীজয়মতী, শ্লোকমালা, পতাকালায়, প্ৰকামকামৰূপম্, অবিনাশি, কবিকৌতূহলম্, প্ৰশস্তিমূলককাব্য, ব্যঞ্জনাপ্ৰপঞ্চসমীক্ষা, অনূদিতকাব্য

Basic Reading List:

- Bahadur.K.P. The Wisdom of Yoga; New Delhi; Sterling Publishers Pvt. Ltd.
- Kane,P.V. (1994);History of Indian Poetics; Delhi: Motilal Banarasidas
- Goswami, Haramohan Deb (1992); Sanskrit Sahityar Buranji; Guwahati: Bookland
- Goswami, (Dr) Dilip Kumar (2018);Essentials of Ayurveda; Jorhat: Eastern Readers Publication

VAC 104 English Communication Skills

Learning Objectives

The objectives of the course are to:

- provide an idea on communication and communication skills
- discuss the issues related to oral communication
- learn about important skills like Telephone Skills, Interview Skills and Public Speaking skills

Learning Outcomes

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

- gain ideas about some important English communication
- use the English language proficiently in the day to day situations
- understand that communicating in English is a skill

UNIT 1: WHAT IS COMMUNICATION?

Defining Communication, Significance and Process of Communication, Communication Network, Communication Media or Methods, Barriers to Communication, Effective Communication

UNIT 2: COMMUNICATION SKILLS

What is Communication? Types of Communication, Written Communication, Spoken Communication, Non-Verbal Communication, Essentials of Written Communication, Essentials of Oral Communication

UNIT 3: 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 4: ISSUES ON ORAL COMMUNICATION II

Conversation as a speech event, Turn-Taking, The Language of Conversation, Phrasal Verbs

UNIT 5: TELEPHONE SKILLS

Understanding Telephone Communication, Handling Calls, Making Requests, Request to Do Things, Giving Instructions

UNIT 6: INTERVIEW SKILLS

The Art of Interviewing, Examples of Interviews—Job Interviews, Media Interviews

UNIT 7: PUBLIC SPEAKING

The art of Public Speaking, Techniques of Persuasive Speech, Techniques of Informative Speech

UNIT 8: 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

VAC 105 Traditional Media

Course Objectives

- To provide an understanding of the basic concepts of traditional folk media
- To impart knowledge of the folk forms of communication media throughout the ages
- To familiarize with the use of traditional folk media in the field of development communication, health communication and in generating scientific temperament

Course Outcomes

On completion of this course, the learners will be able to-

- Identify the communication skills, theoretical and practical knowledge required to integrate traditional media in society
- explain the relationship of human society with these media forms
- describe the usefulness and the impact of traditional media on the society

UNIT1: TRADITIONAL FOLK MEDIA

Traditional folk media- An introduction, Nature of traditional folk media, communication through traditional folk media, traditional media as a part of socio-cultural and ritual communication

UNIT 2: FEATURES OF TRADITIONAL FOLK MEDIA

Traditional media as a mass medium, features and characteristics of traditional folk media- its advantages and disadvantages, storytelling as the core of traditional media

UNIT 3: TRADITIONAL MEDIA IN INDIA

History and growth of traditional media in India- A brief overview of some of the traditional folk media forms of India; Applications of traditional media for development purposes

UNIT 4: TECHNOLOGICAL IMPLICATIONS ON TRADITIONAL FOLK MEDIA

Impact of electronic media on traditional media; Mass communication media vis-à-vis Folk Culture; Success stories of the use of traditional media as a catalyst of social change and development

UNIT 5: TRADITIONAL MEDIA FOR DEVELOPMENT COMMUNICATION

Development Communication and Traditional Media – Development Communication, Traditional media as development media; How to use traditional folk media for development communication

UNIT 6: TRADITIONAL FOLK MEDIA AND INDIAN CULTURE

Features of Folk Tradition- features of folk tradition, role of traditional media, Media for Communicating Social Ethos- traditional media and social ethos, modern mass media and social ethos, Folk media as a platform for disseminating information about Indian culture

Unit 7: RELEVANCE OF TRADITIONAL FOLK MEDIA

Traditional folk forms in rural India- folk theatre, folk songs, narrative forms, religious discourse, puppet show, Impact on rural development, Uses in different fields

Basic Reading List:

- Kumar, Keval J. (2007), Mass Communication in India, Jaico Publishing House, Mumbai
- Parmar, Shyam (1994), Traditional Folk Media in India, Research Press
- Ranganath, H.K. (1980), Folk Media and Communication, Chinthana Prakashana,
- Vijaya, N. (1988), Role of Traditional Folk Media in Rural Areas, Gian Publishing House, Andhra Pradesh

VAC 201 Advertisement Strategy

Course Objectives

- To provide knowledge on the concepts of advertising and marketing
- To impart skills required for an advertising professional
- To provide understanding of the role of advertising and promotion in the society

Course Outcomes

On completion of this course, the learners will be able to-

- explain the concepts of advertising, marketing and promotion
- identify and equip oneself with the skills required for an advertising professional
- analyze the role of advertising and marketing in the society

UNIT1: ADVERTISING – BASIC CONCEPT

Concept of advertising; objectives & scope; social and ethical implications of advertising; types of advertising

UNIT 2: INTEGRATED MARKETING COMMUNICATION AND ADVERTISING

Importance of business communication; advertising as a communication process; AIDA model and its purpose; advertising as an element of marketing mix

UNIT 3: DEVELOPING EFFECTIVE PROMOTION

Identifying the target audience; determining the promotional objectives; designing the promotion and selecting the channel; establishing the promotional budget and implementing promotional strategy

UNIT4: MANAGING ADVERTISEMENTS -I

Developing and managing advertising program, setting advertising objectives, DAGMAR, Deciding on advertising budget

UNIT 5: MANAGING ADVERTISEMENTS -II

Developing the advertising message, role of music and humour in advertising, factors considered while developing the advertising copy, creativity in advertising

UNIT 6: MEDIA STRATEGIES

Media planning and objectives, deciding on media, different types of media and their advantages and disadvantages, choosing among major media types, media schedule decisions, space and time buying

UNIT 7: EVALUATING ADVERTISING EFFECTIVENESS

Deciding on reach, frequency and impact; copy testing, advertising recognition and recall tests, Issues in assessing impact of advertising, measuring the performance of an advertising agency

Basic Reading List:

- Aggarwal, Vir Bala, V.S Gupta (2002), Handbook of Journalism and Mass Communication. New Delhi : Concept Publishing Company.
- Banik, Dr. G.C (2006), PR & Media Relations, Jaico Publishing House, Mumbai
- Jr. Henry, Rene A. (2003), Marketing Public Relations. New Delhi : Surjeet Publications.
- Kelley, Larry D., Donald W. Jugenheimer (2007), Advertising Media Planning. New Delhi:Prentice-Hall of India Private Limited.
- Kaptan, S.S. (2002), Advertising, New Concepts. New Delhi : Sarup & Sons.
- O'guinn, Thomas, Chris T. Allen, Richard J. Semenik (2009), Advertising Manegement. New Delhi : Cengage Learning.

AEC 202 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 on 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

MODULE 1: OVERVIEW OF CYBER SECURITY

Cyber security increasing threat landscape, Cyber security terminologies- Cyberspace, attack, attack vector, attack surface, threat, risk, vulnerability, exploit, exploitation, hacker., Non-state actors, Cyber terrorism, Protection of end user machine, Critical IT and National Critical Infrastructure, Cyber warfare, Case Studies.

MODULE 2: CYBER CRIMES

Cyber crimes targeting Computer systems and Mobiles- data diddling attacks, spyware, logic bombs, DoS, DDoS, APTs, virus, Trojans, ransomware, data breach., Online scams and frauds- email scams, Phishing, Vishing, Smishing, Online job fraud, Online sextortion, Debit/ credit card fraud, Online payment fraud, Cyberbullying, website defacement, Cyber-squatting, Pharming, Cyber espionage, Cryptojacking, Darknet- illegal trades, drug trafficking, human trafficking., Social Media Scams & Frauds- impersonation, identity theft, job scams, misinformation, fake news cyber crime against persons - cyber grooming, child pornography, cyber stalking., Social Engineering attacks, Cyber Police stations, Crime reporting procedure, Case studies.

MODULE 3: CYBER LAW

Cyber crime and legal landscape around the world, IT Act, 2000 and its amendments. Limitations of IT Act, 2000. Cyber crime and punishments, Cyber Laws and Legal and ethical aspects related to new

technologies- AI/ML, IoT, Blockchain, Darknet and Social media, Cyber Laws of other countries, Case Studies.

MODULE 4: DATA PRIVACY AND DATA SECURITY

Defining data, meta-data, big data, non-personal data. Data protection, Data privacy and data security, Personal Data Protection Bill and its compliance, Data protection principles, Big data security issues and challenges, Data protection regulations of other countries- General Data Protection Regulations (GDPR), 2016 Personal Information Protection and Electronic Documents Act (PIPEDA), Social media- data privacy and security issues.

MODULE 5: CYBER SECURITY MANAGEMENT, COMPLIANCE AND GOVERNANCE

Cyber security Plan- cyber security policy, cyber crises management plan., Business continuity, Risk assessment, Types of security controls and their goals, Cyber security audit and compliance, National cyber security policy and strategy.

Basic Reading List:

- Cyber Security Understanding Cyber Crimes, Computer Forensics and Legal Perspectives by Sumit Belapure and Nina Godbole, Wiley India Pvt. Ltd
- Information Warfare and Security by Dorothy F. Denning, Addison Wesley
- Security in the Digital Age: Social Media Security Threats and Vulnerabilities by Henry A. Oliver, Create Space Independent Publishing Platform
- Data Privacy Principles and Practice by Natraj Venkataramanan and Ashwin Shriram, CRC Press
- Information Security Governance, Guidance for Information Security Managers by W. Krag Brothy, 1st Edition, Wiley Publication
- Auditing IT Infrastructures for Compliance By Martin Weiss, Michael G. Solomon, 2nd Edition, Jones Bartlett Learning