

ASSAMESE

স্নাতক পৰ্যায়ৰ অসমীয়া উচ্চমানৰ পাঠ্যক্ৰম
(মূল বিষয়ৰ লগত জড়িত নিৰ্বাচনমূলক পাঠ্যক্ৰম, যি কোনো চাৰিখন কাকত)
ভাৰতীয় সাহিত্যৰ পৰিচয় (Introduction to Indian Literature)
পাঠ্যক্ৰমৰ সংখ্যা : DSE-2 [৬ ক্রেডিট]

[পাঠদান : $18 \times 5 = 90$ (৫ ক্রেডিট)]

অনুশিক্ষণ : $18 \times 1 = 18$ (১ ক্রেডিট)]

মুঠ নম্বৰ : ১০০

চূড়ান্ত পৰীক্ষাৰ মূল্যায়ন : ৮০

আভ্যন্তৰীণ মূল্যায়ন : ২০

বহু ভাষাৰে প্ৰকাশ লাভ কৰা ভাৰতীয় সাহিত্যৰ একক ৰূপত পৰিচয় প্ৰদানৰ লগতে নিৰ্বাচিত ৰচনাৰ
অধ্যয়নৰ যোগেদি তাৰ কিছু আভাস দিবৰ উদ্দেশ্যেৰে এই কাকতখনি পাঠ্যক্ৰমত সন্নিবিষ্ট কৰা হৈছে।

মুঠ শ্ৰেণী সংখ্যা : ৮৪ (পাঠদান + অনুশিক্ষণ)

	পাঠদান	অনুশিক্ষণ	মূল্যাংক
গোট : ১	১৪	৩	১৬
ভাৰতীয় সাহিত্যৰ ধাৰণা ভাৰতীয় সাহিত্যৰ ধাৰণাৰ উৎপত্তি আৰু বিকাশ, ভাৰতীয় সাহিত্যৰ বৈশিষ্ট্য।			
গোট : ২	১৩	২	১৬
ভাৰতীয় কবিতাৰ চানেকি (এই গোটৰ পাঠ্য আটাইকেইটা কবিতা 'কবিতাৰ মাথুকৰী'ৰ অন্তৰ্গত) জীৱনানন্দ দাস (বনলতা সেন) ৰমাকান্ত বথ (অশ্বাবোহী) সৰ্বেশ্বৰ দয়াল সঞ্জনা (কাঠৰ ঘন্টাঘোৰ)			
গোট : ৩	১৩	৩	১৬
ভাৰতীয় চুটিগল্পৰ চানেকি (এই গোটৰ পাঠ্য আটাইকেইটা গল্প 'জীৱনৰ অন্য এক নাম' গ্ৰন্থৰ অন্তৰ্গত) শান্তি (ৰবীন্দ্ৰনাথ ঠাকুৰ) খুৰী অহিতা (প্ৰেমচন্দ) হাতী আৰু হাৰিকেন লেম্প (সুপ্ৰিয়া পণ্ডা)			

ASSAMESE

গোটি ৪৪	১৫	৩	১৬
ভাৰতীয় উপন্যাসৰ চানেকি			
এটি কলি দুটি পাত			
মূল : মুৰ্খৰাজ আনন্দ			
অনুবাদ : বাবুল তামুলী			
গোটি ৪৫	১৫	৩	১৬
ভাৰতীয় নাটকৰ চানেকি			
হানুছ			
মূল. ভীষ্ম সাহনী			
অনু. নীৰাজনা মহন্ত বেজবৰা			

প্ৰসংগ পুথি :

তুলনামূলক ভাৰতীয় সাহিত্য : নীৰাজনা মহন্ত বেজবৰা, কলতা, ডিব্ৰুগড়
আধুনিক ভাৰতীয় সাহিত্য : শৈলেন ভৰালী, চন্দ্ৰ প্ৰকাশ, গুৱাহাটী
কবিতাৰ মাধুকৰী : কৰবী ডেকা হাজৰিকা(সম্পা), কৌমুভ প্ৰকাশন, ডিব্ৰুগড়
হানুছ : নীৰাজনা মহন্ত বেজবৰা (অনু.), কলতা, ডিব্ৰুগড়
জীৱনৰ অন্য এক নাম : নীৰাজনা মহন্ত বেজবৰা (অনু.), কলতা, ডিব্ৰুগড়
এটি কলি দুটি পাত : বাবুল তামুলী (অনু), আলিবাট, গুৱাহাটী

EDUCATION

4. Sharma, R.A, *Economics of Education*, R. Lall Book Depot, Meerut, 2007
5. Singh. B, *Economics of Indian Education* (Edt), Meenakshi Prakashan, New Delhi
6. Rajaiah, B. (1987). *Economics of Education*, Mittal Publication, Delhi
7. Varghese & Tilak, *The financing of Indian Education*, project paper of International Institute of educational planning, 1991.

**SYLLABUS OF THE UG PROGRAMME IN EDUCATION
DIBRUGARH UNIVERSITY
B.A. IN EDUCATION (HONOURS)
DSEED603 / GEED202: GENDER AND EDUCATION
CREDIT: 6
[MARKS: 100 (IN-SEMESTER: 20; END-SEMESTER: 80)]**

Expected Learning Outcome: On completion of the course, the students will be able to:

1. explain the meaning and nature of gender and its related terms.
2. describe the gender biases and gender inequality in family, school and society.
3. describe the gender issues related to school education.
4. analyse the laws and policies related to gender equality.

Course Content:

Unit	Content	Marks	L	P	T
I	INTRODUCTION TO GENDER AND ITS	20	20		4

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	RELATED TERMS: 1.1. Sex and Gender: meaning and concept 1.2. Difference between sex and gender. 1.3. Gender role: Concept and nature. 1.3.1. Types of gender role. 1.4. Patriarchal and Matriarchal: Concept and nature. • Gender role in patriarchal and matriarchal society 1.5. Social construct of Gender. 1.6. Gender Segregation: concept and nature • Types of gender Segregation: Horizontal & vertical 1.6.1. Gender segregation and education. 1.7. Gender marginalisation in education • Meaning, concept and nature • Causes of gender marginalisation in education • Measures for inclusion in education 1.8. Gender stereotyping: Meaning and concept • Issues and concern related to gender stereotyping in Indian society • Gender stereotyping and education. 1.9. Self silencing: concept and nature		2		
II	GENDER AND SOCIETY 2.1 Gender biases: Meaning and concept 2.1.1 Gender biases in • The family • The school environment • The society. 2.2. Gender socialization: Meaning and concept. 2.2.1. Gender socialization • Role of the family • Role of the school • Role of the society • Role media and popular culture (film and advertisement) 2.3 Gender inequality in education in terms of • Caste • Religion • Region 2.4 Issues related to women/girl child: A. Female foeticide and infanticide B. Sex ratio C. Honour killing D. Dowry E. Child marriage	20	15		4
III	GENDER INEQUALITY IN THE SCHOOL: 3.1 Gender discrimination in the	20	20		3

	<ul style="list-style-type: none"> Construction and dissemination of knowledge. Text books Hidden curriculum. 		4		
	3.2 Gender inequality and school		2		
	<ul style="list-style-type: none"> Infrastructure Curricular and co-curricular activities. 		2		
	3.3 Gender issues in school education: Problem of Access, Retention, Stagnation and Drop-out.		4		
	3.4 Gender and equality:				
	<ul style="list-style-type: none"> Role of the school, peer, teacher, curriculum and textbooks in reinforcing equality. 		4		
	3.5 Gender inclusive approach				
	<ul style="list-style-type: none"> Single sex school Child friendly school Girl friendly school 		4		
	Their significance in inclusive education.				
IV	LAWS, ARTICLES AND POLICIES TO BRING GENDER EQUALITY:	20	15		3
	4.1 Introduction to laws related to women and social justice				
	<ul style="list-style-type: none"> Dowry Remarriage Divorce Property rights Trafficking. 		4		
	4.2 Women reservation bills: History and current status.		2		
	4.3 Articles of Indian constitution related to education from gender equality perspective.		3		
	4.4 Educational policies and programmes from gender equality perspective.		6		
		80	70		14

In-semester Assessment:

Marks 20

A. Sessional Activity (Any one of the following)

Marks 5

- Reports on gender discrimination. (on the basis of events occurred in their surrounding)
- Analysis and interpretation of census. (sex ratio, literacy rate, gender gap etc..)
- Project (Analysis of the advertisements of electronic media from gender perspective)
- Seminar on gender issues related to education.
- Text Book (Secondary Level) analysis from Gender Perspective

B. Sessional Tests:

Marks 10

C. Attendance:

Marks 5

Suggested Readings:

1. Annual Report: (2008). Ministry of Human Resource Development, Department of Education, India.
2. Belle, D. (1982). *Ed. Lives in Stress: Women and Depression*. New Delhi: Sage Distributors.
3. Chappell, C. (2003). "Researching Vocational Education and Training: Where to From Here?" *Journal of Vocational Education and Training*, 55 (1), 21-32.
4. Dube, L. (2001). *Anthropological explorations in gender: Intersecting fields*. New Delhi: Sage Publications Pvt. Limited.
5. FAO. 1997. Gender: the key to sustainability and food security. *SD Dimensions*, May 1997 (available at www.fao.org/sd).
6. Howard, P. 2003. *Women and plants, gender relations in biodiversity management and conservation*. London, ZED Books.
7. Jones, K., Evans, C., Byrd, R., Campbell, K. (2000) Gender equity training and teaching behavior. *Journal of Instructional Psychology*, 27 (3), 173-178.
8. K., & Gallagher, J. J. (1987). The role of target students in the science classroom. *Journal of Research in Science Teaching*, 24(1), 61-75.
9. Kahle, J. B. (2004). Will girls be left behind? Gender differences and accountability. *Journal of Research in Science Teaching*, 41(10), 961-969.
10. Kanter, Rosabeth Moss. 1977. *Men and Women of the Corporation*. New York: Basic Books.
11. Kapur, P. (1974). *Changing: tutus of the Working Women in India*. Delhi: Vikas Publishing House.
12. Khan, M. S. (1996). *Status of women in Islam*. New Delhi: APH Publishing.
13. Klein, S. (1985) *Handbook for Achieving Sex Equity Through Education*. Baltimore, MD: The Johns Hopkins University Press.
14. Lippa, Richard A. 2002. *Gender, Nature, and Nurture*. Mahwah, NJ: L. Erlbaum.
15. Oakley, Ann. 1972. *Sex, Gender, and Society*. New York: Harper and Row.
16. Thorne, Barrie. 1993. *Gender Play: Girls and Boys in School*. New Brunswick, NJ: Rutgers University Press.
17. Majumdar, M. (2004). *Social status of women in India*. New Delhi: Dominant Publishers.
18. Sarkar Aanchal, 2006, *Gender and Development*, Pragun Publication, New Delhi. Print.
19. Sharma, A. (2002). *Women in Indian religions*. New Delhi: Oxford University Press.
20. Marshall, C.S. & Reihartz, J. (1997) Gender issues in the classroom. *Clearinghouse*, 70 (6), 333-338.
21. Renold, R. (2006). Gendered classroom experiences. In C. Skelton, B. Francis, & L. Smulyan (Eds.), *The SAGE Handbook of Gender and Education* (pp. 439-452). Thousand Oaks, CA: Sage.

ENGLISH

FIFTH SEMESTER

COURSE CODE: 50100

COURSE 11: WOMEN'S WRITING

(CORE)

CREDITS ASSIGNED: 6 CREDITS

COURSE OBJECTIVES: Unarguably the truest fact about human society is domination of women by men. Patriarchy believes in the superiority of man over women in all walks of life. Therefore, women were denied agency to air their views publicly or in writings. The fact that women had to resort to male pseudonyms in order to find readership is merely one instance to prove how patriarchal ideology has a stranglehold over the society at large. Since women have been systematically silenced by 'phallogocentric' ideology, they find it rather difficult to articulate their views. Privileging women's writing is a way by means of which the thought, anxieties, fears, desires, emotions of the 'second sex' can be addressed. The objective of this course is to introduce learners to women's writing, and in doing so attempting to underline the manner in which power operates to silence women from articulating their views. Apart from that, the course would also try to situate women's writing in a space that transcends or upends the male writing tradition through various (subversive) ways.

UNIT I: POETRY

Emily Dickinson 'I cannot live with you' 'I'm wife; I've finished that'
Sylvia Plath 'Daddy' 'Lady Lazarus'
Eunice De Souza 'Advice to Women' 'Bequest'

UNIT II: NOVEL

Alice Walker *The Color Purple*

UNIT III: SHORT STORY

Charlotte Perkins Gilman 'The Yellow Wallpaper'
Mahashweta Devi 'Draupadi', tr. Gayatri Chakravorty Spivak (Calcutta: Seagull,
2002)

UNIT IV: ESSAY/MEMOIR

Mary Wollstonecraft *A Vindication of the Rights of Woman* (New York: Norton,
1988) chap. 1, pp. 11–19; chap. 2, pp. 19–38.
Ramabai Ranade 'A Testimony of our Inexhaustible Treasures', in Pandita Ramabai
Through Her Own Words: Selected Works, tr. Meera Kosambi (New Delhi: OUP,
2000) pp. 295–324.

Rassundari Debi Excerpts from *Amar Jiban* in Susie Tharu and K. Lalita, eds.,
Women's Writing in India, vol. 1 (New Delhi: OUP, 1989) pp. 191–2.

SUGGESTED TOPICS AND BACKGROUND PROSE READINGS FOR CLASS PRESENTATIONS

TOPICS

The Confessional Mode in Women's Writing
Sexual Politics
Race, Caste and Gender
Social Reform and Women's Rights

MODE OF ASSESSMENT:

Internal Assessment: 20 marks

(Sessional test 1: 5marks, Sessional test 2: 5 marks, Presentation/viva voce/Group discussion: 5 marks, Attendance: 5 marks)

Total: 20 marks

Final Examination: 80 marks

Unit 1: 1 long answer question+ 1 short note/analysis (15+05) =20 marks
Unit 2: 1 long answer question+ 1 short note /analysis (15+05) =20 marks
Unit 3: 1 long answer question+ 1 short note/analysis (15+05) =20 marks
Unit 4: 1 long answer question+ 1 short note/analysis (15+05) =20 marks

Total: =80 marks

EXPECTED LEARNER OUTCOME

It is hoped that the learners after completing this course, would be sensitised to gender-related issues, and would be able to see things from the perspective of the Other.

RECOMMENDED READINGS

1. Virginia Woolf, *A Room of One's Own* (New York: Harcourt, 1957) chaps. 1 and 6.
2. Simone de Beauvoir, 'Introduction', in *The Second Sex*, tr. Constance Borde and Shiela Malovany-Chevallier (London: Vintage, 2010) pp. 3–18.
3. Kumkum Sangari and Sudesh Vaid, eds., 'Introduction', in *Recasting Women: Essays in Colonial History* (New Delhi: Kali for Women, 1989) pp. 1–25.

ENGLISH

FOURTH SEMESTER

COURSE CODE: 40210

GE 4: CONTEMPORARY INDIA: WOMEN AND EMPOWERMENT

CREDITS ASSIGNED: 6 CREDITS

COURSE OBJECTIVES: This course will familiarise learners with gender issues related to its construction, legislation, resistance and marginalisation in the pan-Indian context. The objective of this course is to sensitise learners to the multiple forms of subjugation that patriarchy subjects women. It will also attempt to suggest strategies to resist or subvert such strategic silencing by means of an alternative discourse – feminism – a means to empower what Simone de Beauvoir ironically termed as the ‘second sex.’

UNIT I

Social Construction of Gender (Masculinity and Femininity)

Patriarchy

UNIT II

History of Women's Movements in India (Pre-independence, post independence)

Women, Nationalism, Partition

Women and Political Participation

UNIT III

Women and Law

Women and the Indian Constitution

Personal Laws (Customary practices on inheritance and Marriage)

(Supplemented by workshop on legal awareness)

UNIT IV

Women and Environment

State interventions, Domestic violence, Female foeticide, sexual harassment

Female Voices: *Sultana's Dream*. Rokeya Sakhawat Hossain, “Sultana's Dream”, Sultana's Dream and Padmarag: Two Feminist Utopias, New Delhi: Penguin, 2005. (1-15)

Dalit Discourse: “Baby Kondiba Kamble: *Jinne Amuche*” pg 194-225 and “Vimal Dadasaheb More: *Teen Dagdachi Chul*” pg 344-386 in *Writing Caste/Writing Gender: Narrating Dalit Women's Testimonios*, ed. Sharmila Rege, New Delhi: Zubaan Books, 2006.

MODE OF ASSESSMENT:

Internal Assessment: 20 marks

(Sessional test 1: 5marks, Sessional test 2: 5 marks, Presentation/viva voce/Group discussion: 5 marks, Attendance: 5 marks)

Total: 20 marks

Final Examination: 80 marks

Unit 1: 1 long answer question+ 1 short note/analysis (15+05) =20 marks

Unit 2: 1 long answer question+ 1 short note /analysis (15+05) =20 marks

Unit 3: 1 long answer question+ 1 short note/analysis (15+05) =20 marks

Unit 4: 1 long answer question+ 1 short note/analysis (15+05) =20 marks

Total: =80 marks

EXPECTED LEARNER'S OUTCOME

The learners will get acquainted with gender issues, including the politics of how it is constructed, reinforced and sustained. They will get appraised of women's resistance against patriarchy through women's movements, and well as understand the silence of twice marginalised sections, like Dalit women and tribal groups.

RECOMMENDED READINGS

Ann Oakley. *Sex, Gender and Society*. London: Temple Smith, 1972.

Kamala Bhasin. *Exploring Masculinity*. New Delhi, Women's Unlimited, 2004.

Kate Millet. *Sexual Politics*. New York: Doubleday, 1970.

Ray Raka. *Fields of Protest: Women's Movements in India*. New Delhi: Kali for Women, 2000.

Flavia Agnes et al. *Women and Law in India*. NewDelhi: OUP, 2004.

Vandana Shiva. *Staying Alive: Women, Ecology and Development*. New Delhi, Zed Books, 1988.

HISTORY

Generic Elective (Interdisciplinary)

Paper I

COURSE CODE: HISGE5

COURSE TITLE: Women in Indian History

Unit I:

- 1.01 : Definition and Scope, Feminist Movements and Development of Women's History
- 1.02 : Key Concepts in Women's Studies – Gender, Patriarchy and Sexual Division of Labour
- 1.03 : Sources for Reconstruction of Women's History – Oral Narratives, Memoirs, Diaries, Autobiographies etc.

Unit II:

- 2.01 : Women In Ancient Indian Society : Vedic Period
- 2.02 : Status of Women In Buddhism
- 2.03 : Changing Status of Women in the Subsequent Periods
- 2.04 : Women in Medieval India

Unit III:

- 3.01 : Social Customs and Reform Movements in 19th century India : Sati, Widow Remarriage, Female Infanticide : Role of Brahmo Samaj, Arya Samaj , Prarthna Samaj and Aligarh Movement
- 3.02 : Jyotiba Phule, Pandita Ramabai and Begum Rukia Sakhawat Hussain
- 3.03 : Development of Women's Education in 19th and 20th Century : Role of Social Reformers and Missionaries
- 3.04 : Sarda Act, 1929 and Hindu Women's Right to Property Act, 1937

Unit IV:

- 4.01 : Development of Women's Organization : Women's Conference, 1910 and National Council of Women in India
- 4.02 : Demand for Women's Franchise
- 4.03 : Women in Indian Freedom Struggle : Pre-Gandhian Phase
- 4.04 : Women in Freedom Struggle : Gandhian Phase
- 4.05 : Women in Revolutionary Movement

Unit: V

- 5.01 : Women, Society and Patriarchy in Medieval Assam
 5.02 : Social Reform Movement in 19th and 20th Century
 5.03 : Development of Women's Organization in Assam
 5.04 : Women and Freedom Struggle in North East India

Suggested Readings:

- Altekar, A.S : *The Position of Women in Hindu Civilization*
 Chakravarti, Uma : *Re-writing History: the Life and Times of Pandita Ramabai*
 Desai Neera & Usha Thakkar (eds) : *Women in Indian Society.*
 Forbes, Geraldine : *Women in Modern India*
 Kumar, Radha : *The History of Doing*
 Krishnamurthy, J (ed) : *Women in Colonial India*
 Lerner, Gerda : *The Creation of Patriarchy*
 Majumdar, V. : *Studies on the Political Status of Women in India*
 Mukherjee, P. : *Hindu Women Normative Models*
 Nair, Janaki : *Women and Law in Colonial India*
 Roy, KumKum. (ed). : *Women in Early Indian Societies*
 Sangari Kumkum & Sudesh Vaid (ed). : *Recasting Women Essays in Colonial History*
 Sharma, D : *The Role of the Assamese Women in the Freedom Movements*
 Swarup Hemlata, Bisaria Sarojini : *Women, Politics and Religion.*
 Thorner, Alice & M. Krishnaraj : *Ideal, Images and Real lives, essays on women, history and literature*
 Walters, Margaret : *Feminism, A Very Short Introduction.*

3.2 Course -VI: Perspectives on Public Administration

Objective: The course provides an introduction to the discipline of public administration. This paper encompasses public administration in its historical context with an emphasis on the various classical and contemporary administrative theories. The course also explores some of the recent trends, including feminism and ecological conservation and how the call for greater democratization is restructuring public administration. The course will also attempt to provide the students a comprehensive understanding on contemporary administrative developments.

Total Lectures and Tutorials - 84

UNIT-I: PUBLIC ADMINISTRATION AS A DISCIPLINE- Meaning, Dimensions and Significance of the Discipline, Evolution of Public Administration, Public and Private Administration
13 Lectures and 4 Tutorials

UNIT-II: THEORETICAL PERSPECTIVES- Classical Theories: Scientific Management (F.W.Taylor), Administrative Management (Gullick, Urwick and Fayol), Ideal-type Bureaucracy (Max Weber); Neo-Classical Theories- Human Relations Theory (Elton Mayo), Rational Decision-Making (Herbert Simon)
13 Lectures and 4 Tutorials

UNIT-III: THEORETICAL PERSPECTIVES- Contemporary Theories: Ecological Approach (F. W. Riggs), Innovation and Entrepreneurship (Peter Drucker), Need Hierarchy (Abraham Maslow)
13 Lectures and 4 Tutorials

UNIT-IV: PUBLIC POLICY- Concept, Relevance and Approaches, Formulation, Implementation and Evaluation, People's Participation
13 Lectures and 4 Tutorials

UNIT-V: MAJOR APPROACHES IN PUBLIC ADMINISTRATION- New Public Management, New Public Service Approach, Good Governance, Feminist Perspectives
12 Lectures and 4 Tutorials

READINGS

- Nicholas Henry, *Public Administration and Public Affairs*, Prentice Hall, 1999
- D. Rosenbloom, R. Kravchuk. and R. Clerkin, (2009) *Public Administration: Understanding Management, Politics and Law in Public Sector*, 7th edition, New Delhi: McGraw Hill, pp. 1-40
- W. Wilson, (2004) 'The Study of Administration', in B. Chakrabarty and M. Bhattacharya (eds), *Administrative Change and Innovation: a Reader*, New Delhi: Oxford University Press, pp. 85-101
- M. Bhattacharya, (2008) *New Horizons of Public Administration*, 5th Revised Edition. New Delhi: Jawahar Publishers, pp. 37-44.

- G. Alhson, (1997) 'Public and Private Management', in Shafritz, J. and Hyde, A. (eds.) *Classics of Public Administration*, 4th Edition. Forth Worth: Hartcourt Brace, TX, pp. 510-529.
- N. Henry, *Public Administration and Public Affairs*, 12th edition. New Jersey: Pearson, 2013
- M. Bhattacharya, *Restructuring Public Administration: A New Look*, New Delhi: Jawahar Publishers, 2012
- P. Dunleavy and C. Hood, "From Old Public Administration to New Public Management", *Public Money and Management*, Vol. XIV No-3, 1994
- M. Bhattacharya, *New Horizons of Public Administration*, New Delhi: Jawahar Publishers, 2011
- Basu, Rumki, *Public Administration : Concepts and Theories* Sterling Publishers, New Delhi 2014
- D. Gvishiani, *Organisation and Management*, Moscow: Progress Publishers, 1972
- F. Taylor, 'Scientific Management', in J. Shafritz, and A. Hyde, (eds.) *Classics of Public Administration*, 5th Edition. Belmont: Wadsworth, 2004
- P. Mouzelis, 'The Ideal Type of Bureaucracy' in B. Chakrabarty, And M. Bhattacharya, (eds), *Public Administration: A Reader*, New Delhi: Oxford University Press, 2003
- D. Ravindra Prasad, Y. Pardhasaradhi, V. S. Prasad and P. Satyarnarayana, [eds.], *Administrative Thinkers*, Sterling Publishers, 2010
- E. J. Ferreira, A. W. Erasmus and D. Groenewald, *Administrative Management*, Juta Academics, 2010
- M. Weber, 'Bureaucracy', in C. Mills, and H. Gerth, *From Max Weber: Essays in Sociology*. Oxford: Oxford University Press, 1946
- Warren. G. Bennis, *Beyond Bureaucracy*, Mc Graw Hill, 1973
- D. Gvishiani, *Organisation and Management*, Moscow: Progress Publishers, 1972
- B. Miner, 'Elton Mayo and Hawthorne', in *Organisational Behaviour 3: Historical Origins and the Future*. New York: M.E. Sharpe, 2006
- S. Maheshwari, *Administrative Thinkers*, New Delhi: Macmillan, 2009
- Fredrickson and Smith, 'Decision Theory', in *The Public Administration Theory Primer*. Cambridge: Westview Press, 2003
- R. Arora, 'Riggs' Administrative Ecology' in B. Chakrabarty and M. Bhattacharya (eds), *Public Administration: A reader*, New Delhi, Oxford University Press, 2003
- A. Singh, *Public Administration: Roots and Wings*. New Delhi: Galgotia Publishing Company, 2002
- F. Riggs, *Administration in Developing Countries: The Theory of Prismatic Society*. Boston: Houghton Mifflin, 1964
- Peter Drucker, *Innovation and Entrepreneurship*, Harper Collins, 1999
- Peter F. Drucker, *The Practice of Management*, Harper Collins, 2006
- T. Dye, (1984) *Understanding Public Policy*, 5th Edition. U.S.A: Prentice Hall, pp. 1-44
- *The Oxford Handbook of Public Policy*, OUP, 2006
- Xun Wu, M. Ramesh, Michael Howlett and Scott Fritzen, *The Public Policy Primer: Managing The Policy Process*, Rutledge, 2010
- Mary Jo Hatch and Ann .L. Cunliffe *Organisation Theory : Modern, Symbolic and Postmodern Perspectives*, Oxford University Press, 2006

3.3 Course VII: Perspectives on International Relations and World History

Course Objective: This paper seeks to equip students with the basic intellectual tools for understanding International Relations. It introduces students to some of the most important theoretical approaches for studying international relations. The course begins by historically contextualizing the evolution of the international state system before discussing the agency structure problem through the levels-of-analysis approach. After having set the parameters of the debate, students are introduced to different theories in International Relations. It provides a fairly comprehensive overview of the major political developments and events starting from the twentieth century. Students are expected to learn about the key milestones in world history and equip them with the tools to understand and analyze the same from different perspectives. A key objective of the course is to make students aware of the implicit Euro - centricism of International Relations by highlighting certain specific perspectives from the Global South.

Total Lectures and Tutorials - 84

Unit-I: Studying International Relations	13 Lectures and 4 Tutorials
Understanding International Relations: Levels of Analysis (Domestic, Regional and Systemic)	
History and IR: Emergence of the International State System	
Pre-Westphalia and Westphalia	
Post-Westphalia	
Unit-II: Theoretical Perspectives	13 Lectures and 4 Tutorials
Classical Realism & Neo-Realism	
Liberalism & Neo-liberalism	
Unit-III: Critical Perspectives	13 Lectures and 4 Tutorials
Marxist Approaches	
Feminist Perspectives	
Euro-centricism and Perspectives from the Global South	
Unit-IV: An Overview of Twentieth Century IR History	13 Lectures and 4 Tutorials
World War I: Causes and Consequences	
Significance of the Bolshevik Revolution	
Rise of Fascism / Nazism	
World War II: Causes and Consequences	
Unit-V: Cold War and Post-Cold War	12 Lectures and 4 Tutorials
Cold War: Different Phases	
Emergence of the Third World	
Collapse of the USSR and the End of the Cold War	
Post-Cold War Developments and Emergence of Other Centers of Power	

Essential Readings:

- M. Nicholson, (2002) *International Relations: A Concise Introduction*, New York: Palgrave, pp. 1-4.
- R. Jackson and G. Sorensen, (2007) *Introduction to International Relations: Theories and Approches*, 3rd Edition, Oxford: Oxford University Press, pp. 2-7
- S. Joshua. Goldstein and J. Pevehouse, (2007) *International Relations*, New York: Pearson Longman, 2007, pp. 29-35
- C. Brown and K. Ainley, (2009) *Understanding International Relations*, Basingstoke: Palgrave, pp. 1-16.
- K. Mingst and J. Snyder, (2011) *Essential Readings in International Relations*, New York: W.W. Norton and Company, pp. 1-15.
- M. Smith and R. Little, (eds) (2000) 'Introduction', in *Perspectives on World Politics*, New York: Routledge, 2000, 1991, pp. 1-17.
- J. Baylis and S. Smith (eds), (2008) *The Globalization of World Politics: An Introduction to International Relations*, New York: Oxford University Press, pp. 1-6.
- R. Mansbach and K. Taylor, (2008) *Introduction to Global Politics*, New York: Routledge, pp. 2-32.
- RumkiBasu, (ed)(2012) *International Politics: Concepts, Theories and Issues* New Delhi, Sage.
- R. Mansbach and K. Taylor, (2012) *Introduction to Global Politics*, New York: Routledge, pp.33-68.
- K. Mingst, (2011) *Essentials of International Relations*, New York: W.W. Norton and Company, pp. 16-63.
- P. Viotti and M. Kauppi, (2007) *International Relations and World Politics: Security, Economy, Identity*, Pearson Education, pp. 40-85.
- J. Baylis, S. Smith and P. Owens, (2008) *The Globalization of World Politics: An Introduction to International Relations*, New York: Oxford University Press, pp. 36-89.
- R. Mansbach and K. Taylor, (2008) *Introduction to Global Politics*, New York: Routledge, pp. 70-135.
- J Goldstein and J. Pevehouse, (2007) *International Relations*, New York: Pearson Longman, pp. 50-69.
- E. Hobsbawm, (1995) *Age of Extremes: The Short Twentieth Century 1914-1991*, Vikings.
- S. Lawson, (2003) *International Relations*, Cambridge: Polity Press, pp. 21-60.
- J. Singer, (1961) 'The International System: Theoretical Essays', *World Politics*, Vol. 14(1), pp. 77-92.
- B. Buzan, (1995) 'The Level of Analysis Problem in International Relations Reconsidered,' in K. Booth and S. Smith, (eds), *International Relations Theory Today*, Pennsylvania: The Pennsylvania State University Press, pp. 198-216.
- K. Mingst, (2011) *Essentials of International Relations*, New York: W.W. Norton and Company, pp. 93-178.
- J. Goldstein and J. Pevehouse, (2007) *International Relations*, New York: Pearson Longman, pp. 35-49.
- K. Waltz, (1959) *Man, The State and War*, Columbia: Columbia University Press.
- E. Carr, (1981) *The Twenty Years Crisis, 1919-1939: An Introduction to the Study of International Relations*, London: Macmillan, pp. 63-94.

5.1 Course - XI: Classical Political Philosophy

Course objective: This course goes back to Greek antiquity and familiarizes students with the manner in which the political questions were first posed. Machiavelli comes as an interlude inaugurating modern politics followed by Hobbes and Locke. This is a basic foundation course for students.

Total Lectures and Tutorials - 84

Unit-I: Text and Interpretation – Approaches to the interpretation of text -Marxian, Totalitarian, Psychoanalytic, Feminist, Straussian, postmodernist interpretations and pluralistic and problem driven interpretations 13 Lectures and 4 Tutorials

Unit-II: Ancient Political Thought: Plato-Philosophy and Politics, Theory of Forms, Justice, Philosopher King/Queen, Communism; **Aristotle-** Citizenship, Justice, State and Revolution 13 Lectures and 4 Tutorials

Unit- III: Machiavelli- Virtue, Religion, Republicanism, morality and statecraft 13 Lectures and 4 Tutorials

Unit-IV: Possessive Individualism-Hobbes: Human nature, State of Nature, Social Contract, State; atomistic individuals. 13 Lectures and 4 Tutorials

Unit- V: Locke-Laws of Nature, Natural Rights, Property 12 Lectures and 4 Tutorials

Reading List:

- T. Ball, (2004) 'History and Interpretation' in C. Kukathas and G. Gaus, (eds.) *Handbook of Political Theory*, London: Sage Publications Ltd. pp. 18-30.
- B. Constant, (1833) 'The Liberty of the Ancients Compared with that of the Moderns', in D. Boaz, (ed), (1997) *The Libertarian Reader*, New York: The Free Press.
- J. Coleman, (2000) 'Introduction', in *A History of Political Thought: From Ancient Greece to Early Christianity*, Oxford: Blackwell Publishers, pp. 1-20.
- Q. Skinner, (2010) 'Preface', in *The Foundations of Modern Political Thought Volume I*, Cambridge: Cambridge University Press pp. ix-xv.
- A. Skoble and T. Machan, (2007) *Political Philosophy: Essential Selections*. New Delhi: Pearson Education, pp. 9-32.
- R. Kraut (ed.) *The Cambridge Companion to Plato*. Cambridge: Cambridge University PressC.
- D. Boucher and P. Kelly, (eds) *Political Thinkers: From Socrates to the Present*, Oxford: Oxford University Press
- S. Okin, (1992) 'Philosopher Queens and Private Wives', in S. Okin *Women in Western Political Thought*, Princeton: Princeton University Press, pp. 28-50
- J. Barnes (ed.), *The Cambridge Companion to Aristotle*. Cambridge: Cambridge University Press, pp. 232-258

Semester-II
GE-2A: Feminism: Theory and Practice

Course Objective: The aim of the course is to explain contemporary debates on feminism and the history of feminist struggles. The course begins with a discussion on construction of gender and an understanding of complexity of patriarchy and goes on to analyze theoretical debates within feminism. The paper also covers the history of feminism in the west, socialist societies and in anti-colonial struggles. Further a gendered analysis of Indian society, economy and polity with a view to understanding the structures of gender inequalities.

Total Lectures and Tutorials – 84

Unit-I: Concepts in Feminism- Sex/Gender distinction, Patriarchy, Gender Socialisation, Sexual Division of Labour, Private-Public Dichotomy, Biologism versus social constructivism, Feminism

13 Lectures and 4 Tutorials

Unit-II: Approaches to the study of Feminism

Liberal, Socialist, Marxist, Radical feminism and Third World Approach

13 Lectures and 4 Tutorials

Unit-III Genesis of Feminist Movements in the West:

Seneca Falls Convention; Black Feminist Movement, Suffragist Movement in USA, Britain and France; the French Revolution and the Declaration of the Rights of Women and Female Citizen

13 Lectures and 4 Tutorials

Unit-IV: Genesis of Feminist Movement in the East:

Feminism and the Communist Revolution in China-Issues and Debates
Movement for Women's Emancipation-Rosa Luxemburg, Alexandria Kollontai
Feminist issues and women's participation in anti-colonial and national liberation movements in India

13 Lectures and 4 Tutorials

Unit-V: The Indian Experience:

Contemporary issues in Feminism: Environment, Domestic Violence, Rape, Dowry, Sexual Harassment at Workplace, Right to Property and Customary versus Constitutional Law; Gender Relations in India: Family- Matrilineal and Patrilineal; Women and Work

12 Lectures and 4 Tutorials

Reading List:

- Geetha, V. (2002) *Gender*. Calcutta: Stree.
- Geetha, V. (2007) *Patriarchy*. Calcutta: Stree.
- Jagger, Alison. (1983) *Feminist Politics and Human Nature*. U.K.: Harvester Press, pp. 25-350.
- Lerner, Gerda. (1986) *The Creation of Patriarchy*. New York: Oxford University Press.

SOCIOLOGY

CORE COURSE 07 Sociology of Gender

Course Objective :

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

Outline :

1. **Gendering Sociology**
 - 1.1. Sociology of Gender : An Introduction
 - 1.2. Gender, Sex, Sexuality
 - 1.3. Concept of Masculinity and Femininity
2. **Gender Theories**
 - 2.1. Feminism (Liberal feminism, radical feminism and social feminism)
 - 2.2. Marxian theory of gender
 - 2.3. Queer theory of Gender
3. **Gender : Differences and inequalities**
 - 3.1. Gender discrimination (family, caste, class and work)
 - 3.2. Gender and development
 - 3.3. Gender budgeting
4. **Gender, Power and resistance**
 - 4.1. Power and subordination (Patriarchy)
 - 4.2. Resisting and movements (LGBT movements)

COURSE CONTENTS AND ITINERARY

Dept. of Sociology

Jorhat Kendriya Mahavidyalaya

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