

EDUCATION

SYLLABUS OF THE UG PROGRAMME IN EDUCATION
DIBRUGARH UNIVERSITY
B.A. IN EDUCATION (HONOURS)
EDNH202: EDUCATIONAL ADMINISTRATION AND MANAGEMENT
CREDIT: 6
[MARKS: 100 (IN-SEMESTER: 20; END-SEMESTER: 80)]

Expected Learning Outcomes:

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

1. define the concept of Educational Management.
2. describe the types of management and modern trends of Educational management.
3. define the concept of educational leadership
4. explain the principles of educational leadership

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5. describe the styles of leadership and its implication in educational leadership.
6. define the concept of educational planning and its importance
7. analyze the role and importance of educational supervision
8. suggest measures to ensure quality in educational management.

Course content

Unit	Content	Marks	L	T
I	Educational Management And Administration	16	(14)	3
	1.1 Meaning, Nature & Scope of Educational Management		3	
	1.2 Functions of Educational Management		1	
	1.3 Types of Educational Management		3	
	1.3.1 Centralized and decentralized			
	1.3.2 External and Internal			
	1.3.3 Authoritarian/autocratic/ democratic		1	
	1.4 Difference between Management and Administration			
	1.5 Management of Resources in Educational Institutions-			
	1.5.1 Meaning and Types of resources: Human Resources, Material Resources and Financial Resources		3	
	1.6 Some modern trend of Educational Management		3	
	1.6.1. Management by Objectives			
	1.6.2 Total Quality management			
	1.6.3 SWOT analysis			
II	Educational Leadership	16	(14)	3
	2.1 Meaning and definitions of Educational Leadership		1	
	2.2 Nature of Educational Leadership		1	
	2.2 Function of Educational Leadership		1	
	2.3 Principles of Educational Leadership		1	
	2.4 Styles of Educational Leadership: Autocratic, Democratic and Laissez faire		3	
	2.5 Factors influencing leadership styles.		2	
	2.6 Essential qualities of an Educational leader		1	
	2.7 Leadership Development Programmes		2	
	2.8 Role of Educational Leader in ensuring quality of Education		2	
III	Educational Planning	16	(14)	3
	3.1 Meaning and Nature of educational planning		2	
	3.2 Scope of educational planning		1	
	3.3 Need of educational planning		1	
	3.4 Principles of educational planning		2	
	3.5 Types of Educational planning		4	
	3.5.1 long term planning			
	3.5.2 short type planning			
	3.5.3 grass-root level planning			
	3.5.4 institutional planning			
	3.6 Factors affecting educational Plan		2	
	3.7 Concept and importance of School Development Plan		2	
IV	Educational Supervision	16	(12)	2
	4.1 Concept and Characteristics of Educational Supervision		2	
	4.2 Objectives of Educational Supervision		1	
	4.3 Scope of Educational Supervision		1	
	4.4 Functions of Educational Supervision		2	

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	4.5 Difference between Supervision and Inspection		1	
	4.6 Factors influencing effectiveness of supervision		2	
	4.7 Qualities of a Good Educational Supervisor		1	
	4.8 Problems of conducting educational Supervision		2	
V	Management issues in Educational finance	16	(16)	3
	5.1 Meaning of educational finance		1	
	5.2 Nature and scope of educational finance		2	
	5.3 Principles of managing educational finance		2	
	5.4 Role of finance committee		1	
	5.5 Maintenance of records in educational finance		2	
	5.6 Use of computer in management of finance		1	
	5.7 Budget: concept and components, process of preparing institutional budget		3	
	5.8 Sources of Educational Finance:		2	
	5.9 Public Private Partnership in financing Education		2	
	Total	80	70	14

In-semester Assessment:

Marks 20

A. Sessional Activities (The teacher may assign and assess any one of the following): Marks 5

- a. Organize debate or discussion on the issues like Educational supervision, educational leadership, trends of educational management or any suitable topic.
- b. Presentation of Seminar paper on the issues of Educational management.
- c. Prepare a sketch of Institutional plan for any educational institution.
- d. Prepare a hypothetical budget for any educational institution.
- e. Visit the accounts & finance office of your college and prepare a list of all financial files and documents maintained.

B. Sessional Test

Marks 10

C. Attendance:

Marks 5

SUGGESTED READINGS:

01. Bala, Rajni, *Educational supervision Theories and Practices*, alfa publications: New Delhi, 2006
02. Bhatnagar, S & P.K.Gupta: *Educational Administration and management*, R. lall. Book Depot, Meerut, 2010
03. Burton, Jene, *Management Today- Principles and Practice*, Tata McGraw Hill Publishing Company Ltd: New Delhi, 2002.
04. Bush, Tony, *Theories of Educational Leadership and Management*, SAGE Publications: New Delhi, 2003.
05. Chandan, J. S., *Management Concept and Strategies*, Vikash Publishing House Pvt. Ltd.: New Delhi, 2002.
06. Chalam, K.S. *Educational planning- An introduction*, Visalandhara Publishing House, Visakhapatnam, 1985.

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07. Garg, V.P.: *Economics of Education*, Metropolitan, New Delhi – 110002
08. Kalwar, M. C. and Ratikanta Pathak, *Principle of Bussiness Management*, Abhilekh Publication and Production: Guwahati, 2005.
09. Kumar, Rajendra C., *The Leadership in Management*, A. P. H. Publishing Company: New Delhi, 2007.
10. Mehorotra, Anju, *Leadership styles of Principals*, Mittal publications: New Delhi, 2005.
11. Mishra, R. C. *Theory of Education Administration*, A. P. H. Publishing Corporation: New Delhi, 2007.
12. NEUPA, *Model Education Code: Practices and Processes of school Management*. 2015.
13. NEUPA, *Concepts and Terms Used in Educational Planning and Administration*, 2013.
14. NEUPA, *Secondary Education Planning and Appraisal Manual*, 2012
15. Rao, V. S. P. and V. Harikrishna, *Management Text and Cases*, Excel Books: New Delhi: 2002.
16. Safaya R.N. and B.D. Shaida: *School Administration and Organization*, Dhanpat Rai and Sons, New Delhi.
17. Sidhu, K.S.: *School Organization and Administration*, Sterling Publication Pvt. Ltd. New Delhi – 110016

SYLLABUS OF THE UG PROGRAMME IN EDUCATION
DIBRUGARH UNIVERSITY
B.A. IN EDUCATION (HONOURS)
EDNH402: TECHNIQUES OF TEACHING
CREDIT: 4

[Marks: 60 (In-semester: 12; End-semester: 48)]

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

1. explain the meaning and nature of teaching.
2. describe the principles of teaching and learning.
3. describe the role of teacher at different phases of teaching.
4. explain the importance of planning lessons in teaching-learning process.
5. describe the concept of teaching skills and the stages of microteaching cycle.
6. state the objectives of teaching different subjects in Elementary and Secondary levels.
7. describe different methods and approaches of teaching.

Course Content:

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Unit	Content	Marks	L	P	T
I	THE TEACHING-LEARNING PROCESS: 1.1 Meaning and nature of teaching 1.2 Evolving concept of teaching 1.3 Principles of teaching 1.4 Principles of learning 1.5 General maxims of teaching 1.6 Phases of Teaching: Role of teachers in Pre-active, Interactive and Post-active phases of teaching 1.7 Teaching behaviour: Authoritative, Democratic and Laissez-faire 1.8 Classroom problems of beginners	16	(14)		4
II	PLANNING TEACHING: 2.1 Lesson Plan: Meaning and importance 2.2 Herbartian steps of planning a lesson 2.3 Teaching Skills: Concept and components of the following skills: a) Introducing a lesson b) Blackboard writing c) Questioning (Fluency in questioning and Probing questioning) d) Stimulus variation e) Reinforcement f) Explaining g) Achieving closure 2.4 Microteaching: Concept, importance and Microteaching cycle 2.5 Objectives of teaching Language, Social Science, Science and Mathematics at Elementary and Secondary levels	16	(14)		5
III	METHODS AND APPROACHES OF TEACHING: 3.1 Teacher-centred and Learner-centered methods 3.2 Play-way method 3.3 Activity method 3.4 Discussion method 3.5 Inductive-Deductive method 3.6 Heuristic method 3.7 Problem solving method 3.8 Project method 3.9 Methods of teaching language: Grammar translation method, Direct method, 3.10 Teaching approaches : Structural approach and communicative approach	16	(14)		5
Total		48	42		14

In-semester Assessment:

Marks 12

A. Sessional Activities (The teacher may assign and assess any one of the following): Marks: 3

a. Preparation of a lesson plan using any of the following methods of teaching:

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- i. Play-way method
 - ii. Activity method
 - iii. Discussion method
 - iv. Inductive-Deductive method
 - v. Heuristic method
 - vi. Problem solving method
- b. A Project on any topic from Elementary/ Secondary school level subjects.

B. Sessional Tests:

Marks 6

C. Attendance:

Marks 3

Suggested Readings:

1. Chauhan, S. S. (2008). *Innovations in Teaching Learning process*. New Delhi: Vikas Publishing House Pvt. Ltd.
2. Deka, K.K. and Hazarika, M. (1996). *Anusikshan (Micro-teaching)*. Dibrugarh: Banalata
3. Deka, K.K. and Hazarika, M. (1996). *SikshanAbhyasaruPathparikalpana (Teaching Practice and Lesson Planning)*. Dibrugarh: Banalata
4. Freire, Paulo, (1972). *Pedagogy of Oppressed* Penguin Books
5. Govinda, R. (2011). *Why goes to school?: Exploring exclusion in Indian education*. Oxford University Press.
6. Hall, C., & Hall, E. (2003). *Human Relations in Education*. Routledge
7. Illich, Ivan, (2012). *Deschooling Society*. Marion Books: New York. (Republished)
8. Joyce, Bruce, Marsha Weil and Emily Calhoun (2008). *Models of Teaching*. New Delhi: Prentice Hall of India Pvt. Ltd.
9. Kumar, Krishna, (1991). *Political agenda of Education: Study of Colonialist and Nationalist Ideas*. Sage: New Delhi.
10. Kumar, Krishna, (1996). *Learning from Conflict*. Orient Longman: New Delhi.
11. Paintal, I. (1980). *Microteaching-A handbook for Teachers*. Delhi: Oxford University Press
12. Passi, B. K. (1976). *Becoming Better Teacher*. Baroda: CASE
13. Pathak, A., (2013). *Social Implications of Schooling: Knowledge, Pedagogy and Consciousness*. Aakar: Delhi. (Republished) published by Banalata, Dibrugarh in February, 1996.
14. Singh, L. C. & Joshi, A. N. (1990). *Microteaching in India-A Case Study*. New Delhi: NCERT

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SYLLABUS OF THE UG PROGRAMME IN EDUCATION
DIBRUGARH UNIVERSITY
B.A. IN EDUCATION (HONOURS)
EDNH601: EMERGING TRENDS IN INDIAN EDUCATION
CREDIT: 6
MARKS: 100 (IN-SEMESTER 20 AND END-SEMESTER 80)

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

1. explain the need of constitutional provisions for education, and the role of constitution in equalizing educational opportunities in the diverse Indian Society.
2. identify the challenges of Indian education at different levels and suggest measures to overcome these.
3. define the new perspectives of education such as Environmental education, Inclusive education, Gender education, Inclusive education, Adult education, Human right education, Value education, population education etc.
4. critically examine and evaluate the initiatives taken by Government of India through various plans and policies to counter the challenges of Indian education.
5. explain the political influences on the national education system.
6. analyze the role of international agencies in development of education

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Unit	Content	Marks	L	P	T
I	1.0. EDUCATION AND INDIAN CONSTITUTION 1.1. The Indian Constitution (especially the Preamble, Fundamental Rights and Duties of Citizens and the Directive Principles of State Policies) 1.2. Education in Indian Constitution: 1.2.1 Need for including education in constitution 1.2.2 Central, State and Concurrent lists 1.3. Articles in the Constitution related to Education: Article 21 A, Article 45, Article 29 & 30, Article 350 (A) 350 (B), Article 15, 17, 46, Article 28 (1, 2 & 3) 1.4. Constitution as a source of aims of education. 1.5. Role of Constitution in equalizing the Educational opportunities.	12	(10)		2
II	2.0 CHALLENGES OF INDIAN EDUCATION 2.1 Early Childhood Care & Education (ECCE) in India: 2.1.1 Meaning & Importance of ECCE. 2.1.2 Challenges of ECCE in India. 2.1.3 Role of Anganwadis and Balwadis under ICDS. 2.2 Elementary Education (EE) in India: 2.2.1 Objectives of EE & Need for Universalization of EE. 2.2.2 Efforts of Universalization of EE in India 2.2.3 Challenges of Universalization of EE in India. 2.3 Secondary Education (SE) in India 2.3.1 Objectives of SE & Need for Universalization of SE. 2.3.2 Efforts towards Universalization & development of SE 2.3.3 Vocationalization of Secondary Education. 2.3.4 Challenges of SE in India. 2.4 Higher Education (HE) in India: 2.4.1 Objectives & Challenges HE in India. 2.4.2 Efforts towards strengthening HE 2.5 Teacher Education in India: 2.5.1. Objectives of Teacher Education in India 2.5.2. Challenges of Teacher Education in India. 2.6 Technical and Vocational Education in India- 2.6.1. Objectives & Challenges of Technical and Vocational education in India. 2.6.2. Efforts towards strengthening Technical and Vocational education 2.7 Professional Education in India- 2.7.1 Need and Challenges of Professional Education in India	20	(17)		3
III	3.0. ESSENTIAL PERSPECTIVES OF INDIAN EDUCATION 3.1 Environmental Education: 3.1.1. Meaning & Objectives of Environmental Education 3.1.2. Challenges of Environmental Education. 3.2 Women Education: 3.2.1. Importance & Challenges of Women Education in India. 3.3 Inclusive Education: 3.3.1. Concept, Objectives & Challenges of Inclusive Education, 3.3.2. Role of RCI, PWD act in addressing Inclusive education 3.4 Alternative Education: 3.4.1. Concept, Need of alternative schooling at Elementary,	16	(15)		1

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	Secondary and Higher Level, 3.4.2. Development and Challenges of Distance Education		1		
	3.5. Adult Education: 3.5.1. Concept & Challenges of Adult education 3.5.2. Initiatives for Adult education: Adult literacy mission, Sakshar Bharat.		1		
	3.6. Population Education: 3.6.1. Concept & Challenges of Population Education 3.6.2. Role of Education in addressing the challenge of population explosion		1		
	3.7. Human Rights Education: 3.7.1. Concept of Human Rights education 3.7.2. Role of National Commissions for Protection of Childs Rights (NCPCR)		1		
	3.8. Value and Peace Education: 3.8.1. Concept of Value & Peace education 3.8.2. Role of education in promotion of Value & peace in Society.		1		
IV	4.0. Emerging ISSUES IN EDUCATION 4.1. ICT based teaching learning: 4.1.1. Concept & Challenges of ICT based Education 4.1.2. ICT devices used in curriculum transaction 4.2. Continuous and Comprehensive Evaluation: 4.2.1. Concept & nature of CCE 4.2.2. Tools & Techniques of CCE 4.3. Education and National development: 4.3.1. Education as a development indicator. 4.3.2. Role of Education in Human Resource Development. 4.4. Issues of Curriculum: 4.4.1. Aims of education & curriculum with reference to NCF 2005 4.4.2. Challenges of curriculum construction at Elementary and Secondary level 4.5. Privatization and Commercialization in Indian Education: 4.5.1. Concept of Privatization and Commercialization of Education 4.5.2. Impact of Privatization and Commercialization in Indian Education	16	(12)		4
V	5.0. Education in Present Social Context 5.1. Role of education in addressing- 5.1.1. Youth unrest 5.1.2. AIDs 5.1.3. Substance abuse 5.1.4. Health and Hygiene 5.2. Student politics 5.3. Role of international agencies in Education 5.3.1. Concepts of Millennium Development Goals (MDGs) 5.3.2. Concept and importance of Education for All (EFA) 5.3.3. Education in the context of Liberalization, Privatization & Globalization (LPG) 5.3.4. Role of UNESCO and UNICEF in educating the world	16	(12)		4

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	community				
	Total	80	66		14

In-semester Assessment:

Marks 20

- A. Sessional Activities (The teacher may assign and assess any one of the following): Marks 5
- Group discussions on any one of the topics of the course
 - Debate on the topics like youth unrest, AIDs, Substance abuse, Health and Hygiene
 - Identifying challenges of Indian Education and preparing assignment on the suggestions to address these challenges.
 - Assignment on any one of the topics of the course.
- B. Sessional Tests: Marks 10
- C. Attendance: Marks 5

Suggested Readings:

- Kochhar, S.K.: *Pivotal Issues in Indian Education*, Sterling Publishers.
- Bhatnagar, S. & Saxena A.: *Modern Indian Education and its Problems*, R. Lall Book Depot, Meerut (UP) India.
- Agrawal, J.C. & Agrawal S.P. (1992). *Role of UNESCO in Educational*, Vikas Publishing House, Delhi.
- Govt. of India (1986). *National Policy on Education*, Ministry of HRD, New Delhi.
- NCERT (1986). *School Education in India – Present Status and Future Needs*, New Delhi.
- Salamatullah, (1979). *Education in Social Context*, NCERT, New Delhi.
- Education and National Development*. Ministry of Education, Government of India 1966.
- UNESCO. (2004) *Education for All: The Quality Imperative. EFA Global Monitoring Report*. Paris.
- World Bank, (2004). *Reaching the Child: An Integrated Approach to Child Development*. Oxford University Press, Delhi.
- Peters, R.S. *The Concept of Education*, Routledge, UK 1967
- Lakshmi, T.K.S. and M.S. Yadav, "Education its Evolving Characteristics", in new Frontiers in Education, Vol. XXII, No. 4, Oct-Dec., 1992
- Goswami A.C. *Philosophical and Sociological Bases of Education in Emerging India*, Published by Jyoti Prakashan, 2001.
- Safaya, Srivastava & Singh, *Development of Education in Emerging India & Its Current Problems* published by Dhanpat Rai Publishing Company, 2007
- Sarma. M. *Philosophical & Sociological Foundation of Education*, published by EBH Publishers (India) 2012.
- Handbook of Research in the Social Foundations of Education*, edited by Steven Tozer, Bernardo P. Gallegos, Annette Henry, Mary Bushnell Greine published by Routledge, New York, 2011
- Aggarwal, J.C. *Psychological Philosophical And Sociological Foundations of Education* published by Shipra Publications, 2009
- Dhawan M.L. *Issues in Indian Education* ISHA books Delhi -110 033
- NCERT (1986). *School Education in India – Present Status and Future Needs*, New Delhi.
- Govt of India (1992) *Report of Core group on value orientation to education*, Planning Commission

20. Arvind Kumar (2003). *Environmental challenges of the 21st century*, APH Publishing Corporation, New Delhi
21. Kaushik & Kaushik: *Environmental Perspectives*,
22. Mukherji, S.M., (1966). *History of Education in India*, Acharya Book Depot, Baroda.
23. Ministry of Law and Justice (2009) *Right to Education*. Govt. of India

ECONOMICS

SEMESTER V

B.A. (Honours) Economics

Course Code: ECNHC501

Nature of the Course: Core

**Full marks: 100 (Internal Assessment-20 +
End Term-80)**

Course Title: Indian Economy- I

Total Credit Assigned: 6

Distribution of Credit: 5 Lecture + 1 Tutorial

Course Description:

Using appropriate analytical frameworks, this course reviews major trends in economic indicators in India in the post-Independence period, with particular emphasis on paradigm shifts and turning points. Emphasis needs to be given in capturing the emerging issues.

Units	No of Lecture Hours	No of Tutorial Hours	Marks
1. Economic Development since Independence Indian Economy on the eve of independence- An overview; Alternative development strategies since independence- goal of self-reliance based on import substitution and protection, the post-1991 globalization strategies based on stabilization and structural adjustment packages; An assessment of performance- sustainability and regional contrasts; structural transformation of savings and investment.	20	4	20
2. Population and Human Development Demographic features and trends- Size and growth rates of population, trends in birth and death rates, Density of population, Age and Sex Composition, Population as a factor of economic development, Demographic Dividend; National Population Policy; Human Development in India- Human Development indicators, Human Development Index, India's human development record in global perspective.	20	4	20
3. Growth and Distribution Poverty- Concept and Incidence of Poverty in India, Poverty estimates, Growth and Poverty, Strategy of Poverty Alleviation; Inequality- Income inequality in India: Magnitude and Nature, Growth and Inequality, Causes of income inequality, Government policies and measures. Unemployment- Nature and types of unemployment in India, Magnitude, Changing dimensions of unemployment and employment, Causes of unemployment, Government policies and measures.	20	4	20
4. International Comparisons India's economic interaction with the world economy, A comparative assessment of India's development experience with high performing Asian economies- Singapore, South Korea and Taiwan.	15	3	20
Total	75	15	80

Reading List:

1. Jean Dreze and Amartya Sen, 2013. *An Uncertain Glory: India and its Contradictions*, Princeton University Press.
2. Pulapre Balakrishnan, 2007, The Recovery of India: Economic Growth in the Nehru Era, *Economic and Political Weekly*, November.
3. Rakesh Mohan, 2008, —Growth Record of Indian Economy: 1950-2008. A Story of Sustained Savings and Investment, *Economic and Political Weekly*, May.
4. S.L. Shetty, 2007, —India's Savings Performance since the Advent of Planning, in K.L. Krishna and A. Vaidyanathan, (ed.), *Institutions and Markets in India's Development*.
5. Himanshu, 2010, —Towards New Poverty Lines for India, *Economic and Political Weekly*, January.
6. Jean Dreze and Angus Deaton, 2009, —Food and Nutrition in India: Facts and Interpretations, *Economic and Political Weekly*, February.
7. Himanshu, 2011, —Employment Trends in India: A Re-examination, *Economic and Political Weekly*, September.
8. Rama Baru et al, 2010, —Inequities in Access to Health Services in India: Caste, Class and Region, *Economic and Political Weekly*, September.
9. Geeta G. Kingdon, 2007, —The Progress of School Education in India, *Oxford Review of Economic Policy*.
10. J.B.G. Tilak, 2007, —Post Elementary Education, Poverty and Development in India, *International Journal of Educational Development*.
11. T. Dyson, 2008, —India's Demographic Transition and its Consequences for Development in Uma Kapila, (ed.), *Indian Economy Since Independence*, 19th edition, Academic Foundation.
12. Kaushik Basu, 2009, —China and India: Idiosyncratic Paths to High Growth, *Economic and Political Weekly*, September.
13. K. James, 2008, —Glorifying Malthus: Current Debate on Demographic Dividend in India, *Economic and Political Weekly*, June.
14. Reetika Khera, 2011, —India's Public Distribution System: Utilisation and Impact *Journal of Development Studies*.
15. Aniruddha Krishna and Devendra Bajpai, 2011, —Lineal Spread and Radial Dissipation: Experiencing Growth in Rural India, 1992-2005, *Economic and Political Weekly*, September.
16. Kaushik Basu and A. Maertens, (ed.), 2013, *The Concise Oxford Companion to Economics in India*, Oxford University Press.
17. Bimal Jalan (ed.), *The Indian Economy Problems and Prospects*, Penguin Books Ltd.
18. Arvind Subramanian, *India's Turn, Understanding The Economic Transformation*, Oxford University Press.
19. Kaushik Basu, (ed.) *India's Emerging Economy, Performance and Prospects in the 1990's and Beyond*, Oxford University Press.

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Course Code: ECNHDSE502

Nature of the Course: Discipline Specific Elective

Full marks: 100 (Internal Assessment-20 + End Term-80)

Course Title: Applied Econometrics

Total Credit Assigned: 6

Distribution of Credit: 5 Lecture + 1 Tutorial

Course Description:

The aim of this course is to provide a foundation in applied econometric analysis and develop skills required for empirical research in economics. Topics include specification and selection of regression models, dynamic econometric models, advanced methods in regression analysis and panel data models. Since the emphasis is on application of methods, this course requires understanding of econometric software and computing skills.

Units	No of Lecture Hours	No of Practical Hours	Marks
1. Empirical Econometric Research: Tools and Techniques Sources of data; Types of data: Cross section, Time series and Panel; Modelling of economic data; Normalisation and outliers; Model selection criteria; Hypothesis formulation and inference about the parameters; Importance of stochastic term and error specification bias; Reporting regression results.	15	0	15
2. Dynamic Econometric Models: Autoregressive and Distributed lag models The Role of lags in economics; Reasons of including lags; The Koyck approach to distributed lag models; Rationalisation of Koyck model: Adaptive expectations model and Partial Adjustment model; Almon's polynomial lag models; Autoregressive models; Autocorrelation in autoregressive models: Durbin h-test; estimation of autoregressive models: the method of instrumental variable; Causality in Economics: The Granger causality test.	15	0	20
3. Simultaneous equation models The nature of simultaneous equation models – some illustrative examples; Structural, reduced and final form equations; Simultaneity bias; the Identification problem: underidentification, exact identification and overidentification; Rules of identification: Rank and order conditions; Estimation of simultaneous equation models; Recursive systems and OLS estimation; the Indirect Least Squares; Two Stage Least squares; three stage least squares.	15	0	20
4. Panel Data Models Use and sources of panel data; types of panel data: balanced and unbalanced; Methods of estimation; Pooled regression model; fixed effects model; random effects model; Choice between fixed effects and random effects models: Hausman test.	15	0	15

5	Introduction to Econometric Software Packages: Data entry, tabulation of data: frequency, percentages, cross tabulation; outlier detection; Presentation of data: pie-chart, histograms, data reliability, correlation, Regression.	0	60 (Should be divided evenly throughout the semester)	10
Total		60	60	80

Reading List:

1. Jeffrey M. Wooldridge, *Econometrics*, CENGAGE learning, India Edition, 2009.
2. Dimitrios Asteriou and Stephen Hall, *Applied Econometrics: A Modern Approach*, Palgrave Macmillan, 2007.
3. Damodar Gujarati, *Econometrics by Example*, Palgrave Macmillan, 2011.
4. Maddala, G.S.: *Introduction to Econometrics*, Wiley India, 3rd Edition 2010.

ECONOMICS

Course Code: ECNHDSE505

Nature of the Course: Discipline Specific Elective

Full marks: 100 (Internal Assessment-20 + End Term-80)

Course Title: Money and Financial Markets

Total Credit Assigned: 6

Distribution of Credit: 5 Lecture + 1 Tutorial

Course Description:

This course exposes students to the theory and functioning of the monetary and financial sectors of the economy. It highlights the organization, structure and role of financial markets and institutions. It also discusses interest rates, monetary management and instruments of monetary control. Financial and banking sector reforms and monetary policy with special reference to India are also covered.

Units	No of Lecture Hours	No of Tutorial Hours	Marks
1. Money: Concept, functions, measurement; theories of money supply determination- RBI approach to money supply; High powered money and money multiplier.	15	3	15
2. Financial Institutions, Markets, Instruments and Financial Innovations: Role of financial markets and institutions; Structure of money market and capital market —Call money market. Treasury bill market, Commercial bill market including commercial paper and certificate of deposits, Government securities market, Primary and secondary market for securities. Financial sector Reforms in India, Role of Financial Derivatives Financial Institutions: Types; Banking and Non Banking Financial Institutions.	20	4	20
3. Stock Market Stock Market and its Operations; Stock Market Index, Methodologies for Calculating Stock Market Index, Stock Market indices in India, BSE Sensex, NSE Nifty.	10	2	10
4. Interest Rates Determination; sources of interest rate differentials ;theories of term structure of interest rates; interest rates in India.	15	3	20
5. Banking System: Meaning and types; Functions of commercial banks; the process of credit creation and its limitations; Balance sheet and portfolio management, banking sector reforms Central Banking and Monetary Policy: Central Banking: Function of the Central Bank, Monetary policy: objectives, indicators and instruments of monetary control. Monetary management in an open economy, current monetary policy of India.	15	3	15
Total	75	15	80

Reading Lists:

1. F. S. Mishkin and S. G. Eakins, *Financial Markets and Institutions*, Pearson Education, 6th edition, 2009.
2. F. J. Fabozzi, F. Modigliani, F. J. Jones, M. G. Ferri, *Foundations of Financial Markets and Institutions*, Pearson Education, 3rd edition, 2009.
3. M. R. Baye and D. W. Jansen, *Money, Banking and Financial Markets*, AITBS, 1996.
4. Rakesh Mohan, *Growth with Financial Stability- Central Banking in an Emerging Market*, Oxford University Press, 2011. 32
5. L. M. Bhole and J. Mahukud, *Financial Institutions and Markets*, Tata McGraw Hill, 5th edition, 2011.
6. M. Y. Khan, *Indian Financial System*, Tata McGraw Hill, 7th edition, 2011.
7. N. Jadhav, *Monetary Policy, Financial Stability and Central Banking in India*, Macmillan, 2006.
8. Suraj B. Gupta : *Monetary Economics*, S. Chand and Company Ltd., 2010
9. Bharati V. Pathak, *The Indian Financial System : Markets, Institutions and Services*, Pearson Education India, 2007
10. R.B.I. – *Report of the Working Group: Money Supply Analytics and Methodology of Compilation*, 1998.
11. R.B.I. Bulletin, Annual Report and Report on Currency and Finance (latest).

ECONOMICS

Course Code: ECNHDSE506

Nature of the Course: Discipline Specific Elective

Full marks: 100 (Internal Assessment-20 + End Term-80)

Course Title: Public Economics

Total Credit Assigned: 6

Distribution of Credit: 5 Lecture + 1 Tutorial

Course Description

Public economics is the study of government policy from the points of view of economic efficiency and equity. The paper deals with the nature of government intervention and its implications for allocation, distribution and stabilization. Inherently, this study involves a formal analysis of government taxation and expenditures. The subject encompasses a host of topics including public goods, market failures and externalities. The paper is divided into two sections, one dealing with the theory of public economics and the other with the Indian public finances.

Units	No of Lecture Hours	No of Tutorial Hours	Marks
1 Fiscal functions: An Overview, Meaning and Scope of Public Economics, Need for Public Sector, Allocation, Distribution and Stabilization functions of government, Co-ordination and Conflict of functions.	10	2	16
2 Public Goods Meaning and characteristics, Pure and Impure Public Goods, The Free Rider Problem, Efficient allocation of Public Goods- The Lindahl Equilibrium and Samuelson's theory of Public Expenditure.	15	3	16
3 Externalities Meaning and type of externalities, Market failure and externalities, Internalization of Externalities- Corrective taxes and Subsidies, Assignment of Property Rights- The Coase Theorem	15	3	16
4 Public Revenue Tax and Non tax revenue, Economic effects of taxation, Dead weight loss and distortion, Principles of Taxation- The Ability to Pay Principle and the Benefit Principle, Incidence of taxation- Meaning and importance, The Demand and Supply theory of Incidence, Neutrality, Efficiency and Equity in taxation, Optimal taxation.	15	3	16
5 Indian Public Finance Tax system- Main features of India's Tax System, Changing Tax Structure of India, Major Tax Reforms since 1991.	20	4	16

<p>Budget, deficits and public debt- Stages of Budget preparation, Revenue and Capital Budget, Concept of Deficits- Budgetary Deficit, Revenue Deficit, Fiscal Deficit, Primary Deficit, Budgetary trend in India, Study of latest Union Budget,</p> <p>Public Debt- Necessity of Public Debt, Characteristics of India's Public Debt, India's internal and external debt liabilities, Problems of Public Debt policy.</p> <p>Fiscal Federalism in India: Meaning, Inter governmental Resource Transfer - trend and techniques, Role of Finance Commission Critical evaluation of Finance Commission's Awards, Recommendations of the latest Finance Commission.</p>			
Total	75	15	80

Reading List:

1. J. Hindriks, G. D. Myles: *Intermediate Public Economics*, MIT Press, 2006.
2. H. Rosen, T. Gayer: *Public Finance*, 9th ed., McGraw-Hill/Irwin, 2009.
3. Joseph E. Stiglitz, *Economics of the Public Sector*, W.W. Norton & Company, 3rd edition, 2000.
4. R.A. Musgrave and P.B. Musgrave, *Public Finance in Theory & Practice*, McGraw Hill Publications, 5th edition, 1989.
5. John Cullis and Philip Jones, *Public Finance and Public Choice*, Oxford University Press, 1st edition, 1998.
6. Harvey Rosen, *Public Finance*, McGraw Hill Publications, 7th edition, 2005.
7. Mahesh Purohit, *Value Added Tax: Experiences of India and Other Countries*, 2007.
8. Kaushik Basu and A. Maertens (ed.), *The New Oxford Companion to Economics in India*, Oxford University Press, 2013.
9. M.M. Sury, *Government Budgeting in India*, 1990.
10. M. Govinda Rao, *Changing Contours of Federal Fiscal Arrangements in India*, Amaresh Bagchi (ed.), *Readings in Public Finance*, Oxford University Press, 2005.
11. Paul Samuelson, 1955, —Diagrammatic Exposition of a theory of Public Expenditure, *Review of Economics and Statistics*, Volume 37.
12. Shankar Acharya, 2005, —Thirty Years of Tax Reform in India, *Economic and Political Weekly*, May 14-20.
13. Rangarajan and D.K. Srivastava, 2005, —Fiscal Deficit and Government Debt: Implications for Growth and Stabilization", *Economic and Political Weekly*, July 2-8.
14. M. Govinda Rao, 2011, —Goods and Services Tax: A Gorilla, Chimpanzee or a Genius like Primates?, *Economic and Political Weekly*, February 12-18.
15. Report of the latest Finance Commission.
16. *Economic Survey*, Government of India (Latest).
17. *State Finances: A Study of Budgets*, Reserve Bank of India (Latest).

TRAVEL AND TOURISM



OFFICE OF THE REGISTRAR::DIBRUGARH UNIVERSITY::DIBRUGARH

No. DU/DR-A/8-1/21/002

Date: 01.01.2021

NOTIFICATION

Sub: **Syllabi of Skill Enhancement Course (SEC) for B.A./B.Sc./B.Com. Programmes in CBCS (Notification-III).**

In continuation to the notification (Notification-I) issued by the office of the undersigned vide Memo No. DU/DR-A/8-1/20/1089, dated 18.12.2020 regarding syllabi of SECs and under report to the Under Graduate Board, the Hon'ble Vice-Chancellor, Dibrugarh University is pleased to approve the following syllabi as the Two (02) Credit Skill Enhancement Course (SEC) for the B.A./B.Sc./B.Com. Programmes in CBCS with immediate effect.

- Tourism and Travel Management

All other conditions as mentioned in the aforementioned notification shall remain same.


Arinjit Hazarika

Joint Registrar (Academic) i/c
Dibrugarh University

Copy to:

1. The Hon'ble Vice-Chancellor, Dibrugarh University, for favour of information.
2. The Deans, Dibrugarh University, for kind information.
3. The Heads/Chairpersons of the Teaching Departments/Centres of Studies, Dibrugarh University, for kind information.
4. The Director, IQAC, Dibrugarh University, for information.
5. The Controller of Examinations, Dibrugarh University, for information.
6. The Director, College Development Council, Dibrugarh University, for information.
7. The Principals of the Colleges/Institutes affiliated to Dibrugarh University offering B.A./B.Sc./B.Com. Programmes in CBCS for kind information and necessary action.
8. The Joint Registrar (Administration), Dibrugarh University, for information.
9. The Joint/Deputy Controllers of Examinations-'C' and 'A', Dibrugarh University, for information.
10. The Academic Officer, Dibrugarh University, for information.
11. The Programmer, Dibrugarh University, requesting him to upload the notification in the website.
12. File.


Arinjit Hazarika

Joint Registrar (Academic) i/c
Dibrugarh University

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TRAVEL AND TOURISM



OFFICE OF THE REGISTRAR::DIBRUGARH UNIVERSITY::DIBRUGARH

The syllabi of the
Skill Enhancement Courses for the B.A./B.Sc./B.Com. Programmes in CBCS
(For All Subjects of all Streams including both Honours and Non Honours)

(Approved by the Hon'ble Vice-Chancellor, Dibrugarh University under report to
the Under Graduate Board, Dibrugarh University)

Reference: Notification issued vide No. DU/DR-A/8-1/21/002, dated 01.01.2021

This Notification contains the syllabi of:

- Tourism and Travel Management

Subject: TOURISM AND TRAVEL MANAGEMENT

Course Code	Title	Type	Marks		
			I.A.	End Sem.	Total
SEC-I	Fundamentals of Tourism	Theory	10	40	50
SEC-II	Skill Development for Tourism Management	Theory	10	40	50

Course Title: Fundamentals of Tourism

Course Code: SEC-I (3rd or 5th Semester)

Total Marks: 50 (10 for Internal Assessment & 40 for End Semester Examination)

Credit offered: 2

Unit I	Basic Concepts of Tourism: Meaning and Significance of Tourism, Types of Tourism, Characteristics and Types, Tourism Products, Tourism Planning. Dynamics and Growth of Tourism Tourism Demand, Types, Indicators	Marks 15 Classes 8
Unit II	Tour Operator and Travel Agent Service: Definition and Scope, Functions of Travel Agent, The Travel Market, Functions of Travel Agency, Procedure of getting IATA Certificate, Types of tour. Accommodation and types	Marks 15 Classes 8

Unit III	Sustainable Tourism Forces promoting Sustainable Tourism, Economic Forces which resist Sustainable Tourism, Principles of Sustainable Tourism-Carrying Capacity,	Marks 10 Classes 8
Unit IV	The Environmental Impact of Tourism, Basic Properties of Ecology – Definition of Ecology, Environment and Ecosystem, Tourism Activities and their Linkages to Ecology and Environment	Marks 10 Classes 8
	Internal Assessment Mark as per rules of the Dibrugarh University	Marks 10

Suggested Readings

- Bhatia, A. K.: Tourism, Principles and Practices, Sterling Publications
- Inskeep E: Tourism Planning – An Integrated and Sustainable Development Approach

Course Title: Skill Development for Tourism Management

Course Code: SEC-II (4th or 6th Semester)

Total Marks: 50 (10 for Internal Assessment & 40 for End Semester Examination)

Credit offered: 2

Unit I	Communication Process Importance of Communication, Process of Communication, Methods of Communication: Verbal, Written, Body Language, Barriers to Communication, How to Overcome Barriers to Communication	Marks 15 Classes 8
Unit II	Communication Media and Modes Media and Modes, Conventional Modes – Mail, Courier, Telex, Electronic Communication – Telephone, Cellular Phones, Fax, Email, Tele Conferencing, Internet, Use of Computers for Communication,	Marks 15 Classes 8
Unit III	Written Communication Letter – Job Applications, Personal Letters, Enquiries and Replies, Orders and Replies, Complaints and Claims, Sales Letters, Credit Letters and Status Enquiries, Collection Letters	Marks 10 Classes 8
Unit IV	Verbal Communication Speeches and Presentations – Making a Presentation, Preparing the Text, Using Visual Aids, Dialogue Skills, Feedback Skills.	Marks 10 Classes 8
	Internal Assessment Mark as per rules of the Dibrugarh University	Marks 10

Suggested Readings

- Rai U. and S. M. Rai: Business Communication, Himalaya Publishing House, Mumbai
- Bezborah P, Mahanta K, Business Communication, Kalyani Publishers
- Kaul A, Business Communication, PHI

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HISTORY

Dept. of History

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Semester V

Course: X

In- Semester Marks : 20
End- Semester Marks : 80
Total Marks : 100
10 to 12 classes per unit

TOURISM IN NORTHEAST INDIA: HISTORICAL DIMENSIONS

Objective: 504CM)

This paper intends to give the students an idea about Tourism in North-East India with special reference to the historical monuments and places of the northeastern region of the country as heritage sites of the nation. It aims to acquaint them with the growing vocation of tourism as an industry and the applicability of historical knowledge for its growth.

Unit : I

Marks: 16

- 1.01 : Tourism – Concept, meaning and significance: Different types of Tourism.
- 1.02 : Historical Tourism: Preservation of Historical Sites and Remains
- 1.03 : Elementary Geography of North East India, land and rivers, climatic conditions
- 1.04 : Population Structure and languages of North - East India.

Unit: II

Marks: 16

- 2.01 : Remains of Goalpara
- 2.02 : Madan Kamdev, Ambari Excavations, Tezpur (Da Parvatia, Bamunipahar)
- 2.03 : Deopahar, Malinithan, Remains of Daiyang Dhansiri Valley
- 2.04 : Ahom Architecture : Charaideo, Gargaon, Rangpur

Unit: III

Marks: 16

- 3.01 : Kachari Architecture: Dimapur, Kasomari, Maibong and Khaspur
- 3.02 : Temple Architecture: Kamakhya, Hayagriva Madhava,
- 3.03 : Temple Architecture in Sivasagar
- 3.04 : Poa Mecca, Hajo ; Azan Pir Dargah.

Unit: IV

Marks: 16

- 4.01 : Jonbil Mela, Ambubachi fair at Kamakhya; Ras celebrations in Majuli.
- 4.02 : Festivals : Bihu, Ali Aye Ligang , Mopin festival, Tai-Buddhist Festivals in Assam
- 4.03 : Satra Culture and Bhaona

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Marks: 16

- | | | |
|--------|--|------------------|
| 5.01 : | History of Wildlife Conservation in North - East India | Marks: 16 |
| 5.02 : | Important Wildlife Habitats: Kaziranga, Manas, Orang, Gibon, Pobitara, Nameri, Dibru Saikhowa and Namdapha, Rain Forests of Assam. | |
| 5.03 : | Places of tourist interest in North- East India : Shillong, Cherapunjee, Jatinga, Tawang, Kohima | |

Bezbaruua, M
Bora, S, & Bora, M. C

- *Tourism in North-East India*
- *The Story of Tourism: An Enchanting Journey through India's North-East*
- *Paryatanar Ruprekha: Uttar Purbanchalar Itihas Aru Sanskritir Patabhumi*
- *Assam – Land and People*
- *Paryatan – Iyar Bikash. (2006 edition) North East*

Deka, Hitesh
Gogoi, P & Nath, D.

Bala, Usha
Barua, B.K.
Basham, A.I.
Barpujari, H.K.
Bhatia, A. K.
Choudhuri, P.C.

- : *Tourism in India: Policy and Perspectives.*
 - : *Assamar Loka Sanskriti.*
 - : *Wonder that was India, Delhi, 1994.*
 - : *The Comprehensive History of Assam, Guwahati –1994*
 - : *Tourism in India.*
 - : *The History of Civilization of the People of Assam to the 12th Century A.D., Guwahati, 1966.*
 - : *All Publications.*
 - : *Tourism: Past, Present and Future,*
 - : *Background of Assamese Culture, Guwahati, 1978.*
 - : *Asamiya Sanskriti Ruprekha, Guwahati- 1970*
 - : *Pabitra Asam.*
 - : *Architecture of Assam , Delhi – 1988*
 - : *Archaeology of North-East India.*
- Art and Culture of North-East India.**

Madik, B.
Nath, R.M.
Neog, M
Neog, M.

Sarma, P

Sengupta, G

Singh, J. P. &

Vidyarthi, L.P. . (ed.)

: Art and Culture of North-East India.

Bauer.

H. O. D.
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