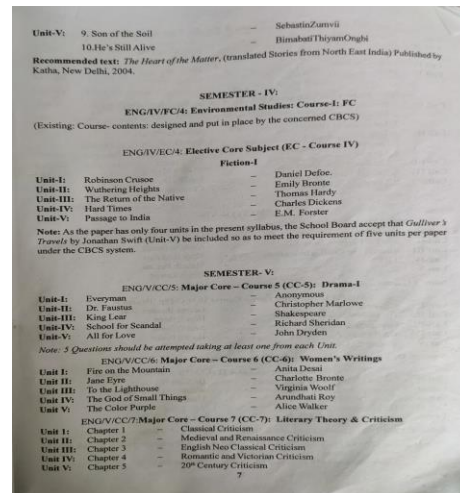
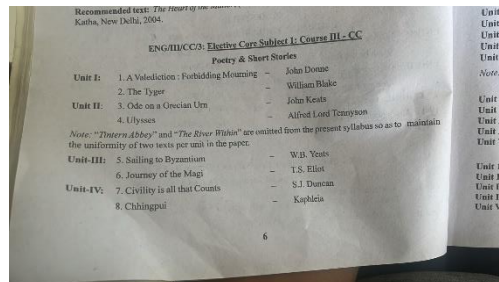


# INSTITUTIONAL VALUES AND BEST PRACTICES

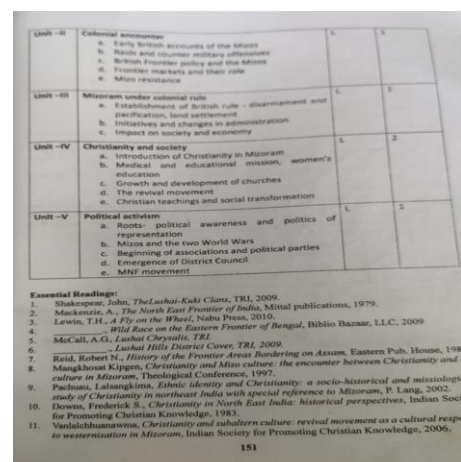
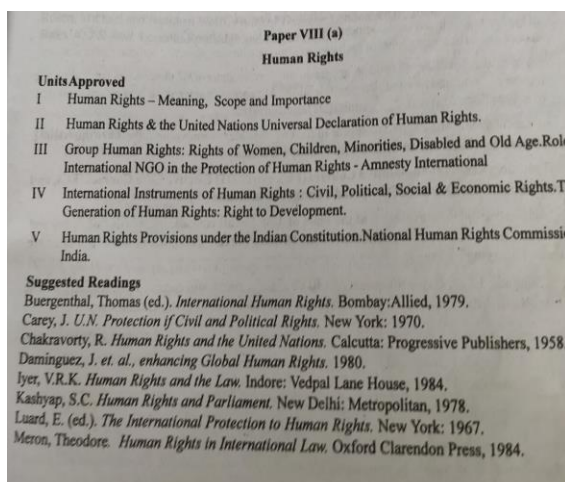
## 7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the year.

- **The Department of English** has an entire paper devoted to prose writings about “Chhingpui” by Kaphleia in elective English course III, Jane Eyre by Charlotte Bronte, in English major core V Semester, Fire on the mountain by Anita Desai in English Major core V Semester related to women such as gender, politics and women’s rights



- **The Department of Political Science** examines women and politics; their input in social, economic & cultural policy matters, the debate on reservation for women in India and other crucial issues. The Department also has an entire course devoted to Human Rights including rights of women, children, minorities, disabled and old age, and provisions under the Indian Constitution.



# INSTITUTIONAL VALUES AND BEST PRACTICES

Unit	Content	Method	Credit
Unit -I	<b>The Industrial Revolution and Nineteenth Century Society</b> a. Background-late eighteenth and nineteenth centuries development; The Industrial Revolution in Britain (1760-1850)-innovation in the textile industries-iron and steel; b. The social consequences of industrialization-the emergence of a class society; Population explosion; The peasantry in the countryside; The urban landscape-environmental pollution; prostitution; The Middle classes;	L	1
Unit -II	<b>Europe in the Nineteenth Century: Politics and Ideology</b> a. Rise of Napoleon and the Napoleonic empire; Napoleonic reforms; The Congress of Vienna; Liberalism and Conservatism; Karl Marx; The French Revolutions of 1830 and 1848 b. Rise of nationalism: The Unification of Italy and Germany; Eastern Questions. The Crimean War (1854-1856).	L	1
Unit -III	<b>Imperialism and Colonialism (1870-1914)/ Modern Industry and Mass Politics (1870-1914)</b> a. Causes of the "new imperialism"; Imperialism in South Asia and China; Russian imperialism; The French Empire and the Civilizing Mission; The Scramble for Africa and The Congo; b. New technologies and global transformations-the "second" industrial revolution (steel, electricity, chemicals)-rise of the corporation-international economics (manufacturing, trade, and finance). f. Labour politics; Mass movements-Marxism and the emergence and spread of socialist parties; Suffrage and Women's movement;	L	1
Unit -IV	<b>The First World War and the Turmoil between The Two World Wars</b> a. The causes of the war-The July Crisis; War of Empires; Women in the War; the Russian Revolution: The February Revolution and the October Revolution; The United States as a World Power; The Peace Settlement and the League of Nations. b. Lenin's NEP; Fascism in Italy and Nazism in Germany; the Great Depression-origins and effects.	L	1
Unit -V	<b>The Second World War</b> a. The causes of the War: Unsettled quarrels, economic fallout, and nationalism; Challenges to the Peace; The Spanish Civil War; German rearmament and the politics of appeasement; Racial war, ethnic cleansing, and the Holocaust	L	2

Paper - V	
Western Political Thought	
<b>Units Approved</b>	
I	<b>Plato</b> : Justice, Education, Communism, Ideal State. <b>Aristotle</b> : Classification of Constitution, Best Practicable State, Revolution and Slavery.
II	<b>St. Augustine</b> - Two Cities, Separation of Church and State <b>Machiavelli</b> - Religion and Morality; State.
III	<b>Hobbes</b> - Social Contract Theory; Absolute Sovereignty; Individualism. <b>Locke</b> - Social Contract Theory, Limited Government and Property. <b>Rousseau</b> - Social Contract Theory and General Will.
IV	<b>Bentham</b> - Utilitarianism <b>J.S. Mill</b> - Liberty; Women; Alterations of Utilitarianism and Democracy.
V	<b>Hegel</b> - Dialectics and State. <b>Marx</b> - Dialectic Materialism, Historical Materialism, Theory of Revolution, Class Struggle and Surplus Value.
<b>Suggested Readings</b>	
Ashcraft, A. <i>Revolutionary Politics and Locke's Two Treatises of Government</i> . London: Allen and Unwin, 1986.	
Avineri, A. <i>The Social and Political Thought of K. Marx</i> . New Delhi: S Chand and Co., 1979.	
Barker, E. <i>The Political Thought of Plato and Aristotle</i> . New York: Dover Publications, 1959.	
_____. <i>Greek Political Theory: Plato and His Predecessors</i> . New Delhi: B.I. Publications, 1964	
Berki, R.N. <i>The History of Political Thought: A Short Introduction</i> . London: Dent, 1977.	
Berlin, I. <i>Karl Marx: His Life and Environment</i> . Oxford: OUP, 1963.	
Bluhm, W.H. <i>Theories of Political System: Classics of Political Thought and Modern Political Analysis</i> . Englewood Cliffs N.J. Prentice Hall, 1965.	
Burns, J.H. (ed.) <i>The Cambridge History of Political Thought 1450-1700</i> , Cambridge: Cambridge University Press, 1991.	
Catlin, G. <i>A History of Political Philosophers</i> . London: George Allen and Unwin, 1950.	
Cobban, A. <i>Rousseau and the Modern State</i> . London: Unwin University Books, 1964.	

- **The Department of Education** includes studies on the equalization of educational opportunities, literacy and girls' education, as well as sex education.

<b>Unit-IV: Education and Change</b>	
- Education as an instrument of Social Change	
- Mass media as a means of Social Change	
- Role of education in Cultural Change	
- Social Groups - Primary and Secondary groups and their educational implications	
<b>Unit-V: Current Social Problems Relating to Education in India</b>	
- Equalization of Educational Opportunities	
- Education of the Backward Classes	
- Literacy and Girls' Education	
- Freedom and Discipline	
<b>Suggested Reading:</b>	
Dash, BN (2005).	- <i>Philosophical and Sociological Basis Foundations of Education</i> . Guwahati: DVS Publishers and Distributors
Pathak, RP (2007).	- <i>Philosophical and Sociological Perspectives of Education</i> . Guwahati: DVS Publishers and Distributors
Biswal, UN (2005).	- <i>Philosophy of Education</i> . Guwahati: DVS Publishers and Distributors
Sharma, P (2005).	- <i>Philosophy of Education</i> . Guwahati: DVS Publishers and Distributors
Dhawan, ML (2004).	- <i>Philosophy of Education</i> . Guwahati: DVS Publishers and Distributors
Chandra, SS (2007).	- <i>Philosophy of Education</i> . Guwahati: DVS Publishers and Distributors
Singh, YK (2007).	- <i>Sociological Foundations of Education</i> . Guwahati: DVS Publishers and Distributors

- Recommendations of National Knowledge Commission (NKC) on Higher Education	
<b>Unit-IV: Alternative Schooling</b>	
- Non-Formal Education (NFE)	
- Adult Education - Global and Indian Context	
- National Adult Education Programme (NAEP) 1978	
- National Literacy Mission (NLM) 1988	
- Use of Mass-Media in Non-Formal and Continuing Education	
<b>Unit-V: Modern Trends in Education.</b>	
- Population Education	
- Sex Education	
- Value Oriented Education	
- Work-Experience and SUPW	
<b>Suggested Readings:</b>	
Rao, BB. (2008).	<i>Elementary Education</i> . Guwahati: DVS Publishers & Distributors
Krishnamacharyulu. (2008).	<i>Elementary Education 2 vols</i> . Guwahati: DVS Publishers & Distributors
Mukhopadhyay, M. (2007).	<i>Education in India</i> . Guwahati: DVS Publishers & Distributors
Dash, M. (2004).	<i>Education in India- Problems and Perspectives</i> . Guwahati: DVS Publishers & Distributors
Joshi, R. (2008).	<i>Education in India- Scope and Scenario</i> . Guwahati: DVS Publishers & Distributors
Tiwari, S. (2007).	<i>Education in India- 4 vols</i> . Guwahati: DVS Publishers & Distributors
Kumar, A. (2004).	<i>Current Trends in Indian Education</i> . Guwahati: DVS Publishers & Distributors



# INSTITUTIONAL VALUES AND BEST PRACTICES

- **The Department of History** offers courses on the status of women, gender roles and sexual revolutions in the context of world history.

Unit	Content	Method	Credit
Unit -I	Commerce, Conquest, and Colonization, 1300-1600 a. The rise of the Ottoman Empire; Mediterranean colonialism-silver shortages and the search for African gold sea-based Mediterranean empires (Catalunya, Venice, and Genoa)-the technology of ships and navigation-Portugal, Africa, and the sea-route to India-artillery and empire-Prince Henry the Navigator-Atlantic colonization and the growth of slavery. b. The discovery of a New World-the Spanish conquest of America-the profits of empire in the New World.	L	2
Unit -II	The Renaissance and the Reformations of Religion a. The Renaissance and the Middle Ages-Renaissance Classicism-Renaissance Humanism; The Renaissance in Italy-origins-features of renaissance. b. The Lutheran upheaval- the spread of Protestantism; The domestication of the Reformation (1525-1560); The English Reformation; Catholicism transformed.	L	1
Unit -III	Religious Wars, State Building, Intellectuals and Artists a. Turbulent periods-The Price Revolution-religious conflicts-Political instability; Religious wars-The German wars of religion-The French wars of religion-The Revolt of the Netherlands; England and the defeat of the Spanish Armada; b. The Thirty Years' War; The balance of power in Europe-Spain, France, and England; The English Civil War-origins and consequences.	L	1
Unit -IV	Absolutism and Empire (1650-1789) and The French Revolution a. The appeal and justification of Absolutism; Alternatives to Absolutism; The Absolutism of Louis XIV; The remaking of Central and Eastern Europe; Autocracy in Russia; Colonization and Trade in the Seventeenth Century; Colonization and Empire. b. The French Revolution-The coming of the Revolution-The destruction of the Old Regime; A new stage: Popular revolution; The Reign of Terror; The Quest for Stability-Directory and Consulate.	L	1
Unit -V	The Scientific Revolution and The Enlightenment a. The intellectual roots of the Scientific Revolution; A revolution in Astronomy; Methods for a new philosophy-Bacon and Descartes. b. The foundations of the Enlightenment; The world of the Philosophes; Internationalization of Enlightenment themes; Nature, Gender, and Enlightenment Radicalism-Rousseau and Wollstonecraft.	L	1

**Essential Readings:**  
Arnold, John H., *History: A Very Short Introduction*, OUP, April 2000.  
Carr, E. H., *What is History?* (With a new Introduction by Richard J Evans), 3rd Edition, Palgrave Macmillan, 2002.  
Tosh, John, *The Pursuit of History*, Sixth Edition, Routledge, London, 2015.  
Sreedharan, E., *A Text Book of historiography: 500 BC to AD 2000*, Orient Longman, 2004.  
Jaysapalan, N., *Historiography*, Atlantic Publishers, 2000.

**Additional Readings:**  
Bentley, Michael, *Modern Historiography: An Introduction*, Routledge, 1999.  
Bentley, Michael (ed.) *Companion to Historiography*, Routledge, 1997.  
Southgate, Beverly, *History: What and Why? Ancient, Modern and Postmodern Perspectives*, Routledge, 1996.

UG/Hist/V/EC/07

EARLY MODERN EUROPE

**Objective:** This paper balances political, economic, religious, and cultural history of Continental Europe the early modern period. Beginning with the fifteenth-century conquest of the "Atlantic Ocean", it traces the emergence of Europe as the first truly global power while at the same time people, ideas, and forces that have shaped the character and institutions of the modern world are used.

Credits: 6

160

161

UG/Hist/III/EC/03 HISTORY OF INDIA (Gupta to Sultanate periods)			
<b>Objectives:</b> This course is designed to familiarize students with the social, economic, political, and cultural developments in India from the Gupta to the early medieval periods. The purpose is to introduce students to elements of change and continuity in Indian history.			
<b>Credits: 6</b>			
Unit-I	Age of the Guptas	L	2
	a. The Gupta Empire and its decentralized administration. b. Economy under the Guptas; land grants and feudalization; agrarian structure; coinage and currency system; trade. c. Characteristic features of Gupta society; relevance of <i>jatidharma</i> ; women's social position; untouchability. d. Cultural developments-an overview of art, architecture, sculpture, painting, literature, and religion with special emphasis on the significance of the Puranic tradition; Sanskrit theatre; Cultural contacts with Central Asia. e. The Maukharis, Vakatakas, Chalukyas and later Guptas.		

## III Sem

### Hist 202

### Gender and History

Credits: 4

**Objectives:** This course examines the intersection of gender and historical events, movements, and ideas. Through readings, discussions, and assignments, students will explore how gender has shaped the course of history and how historical events have shaped understandings of gender.

Unit	Content	Method	Credit
1	<b>Key concepts in Gender history</b> a) Social construction of gender and sex b) Patriarchy c) Feminism	L	1
2	<b>Women's history</b> a) Background and Significance of Women's History b) Approaches to the Study of Women's History c) "Gender" -an analytical category in history	L	1
3	<b>Waves of Feminism in the West</b> a) First Wave Feminism b) Second Wave Feminism c) Third Wave Feminism	L	1
4	<b>Waves of Feminism and Doing Gender in India</b> a) First Phase(1850-1915) b) Second Phase(1915-1947) c) Third Phase(1947 to Present)	L	1

### Essential Readings:

- Bhasin, Kamla, *Understanding Gender*, New Delhi, Kali for Women, 2004.
- Carroll, Bernice A., *Liberating Women's History: Theoretical and Critical Essays*, University of Illinois Press, 1976.
- Downs, Laura Lee, *Writing Gender History*, Second Edition, Bloombury, 2017.
- Geetha, V., *Patriarchy*, Bhatkal & Sen, 2007.
- Lerner Gerda, 'Placing Women in History: Definitions and Challenges,' *Feminist Studies*, Vol.3. 1/2, Autumn 1975.
- Pilcher, Jane and Whelehan, Imelda, *Fifty Key Concepts in Gender Studies*, Sage Publication, 2004.
- Rose Sonya, O., *What is Gender History?*, Polity Press, 2010.
- Scott, JW, *Gender and the Politics of History*, Columbia University Press, 2018.
- Walters, Margaret, *Feminism: A very Short Introduction*, Oxford university Press, 2005.
- Wiesner-Hanks, Merry E, *Gender in History: Global Perspectives*, Blackwell Publishing, 2011.

## INSTITUTIONAL VALUES AND BEST PRACTICES

### *Co-curricular Activities:*

- The college had **Grievances and Disciplinary Cell**; working for the security and safety of the women through counseling and lectures.
- **The institution have different clubs** such as National Service Scheme (NSS), National Cadet Corps (NCC), Youth Adventure Club, Cultural Club, Literature Club, Consumers' Club, Evangelical Union, Red Ribbon Club, Eco Club, where both male and female students participated freely in their own interests without any discrimination.
- **Gender sensitivity** is ensured by providing separate toilets for Boys & Girls, Male & Female Teachers and Staff.