

Sellam  
Dept. of P.S.G.  
Project/Field work

## SKILLED ENHANCEMENT COURSE

### POL SE 3014 Parliamentary Procedures and Practices

**Course Objective:** The course attempts to make the students familiar with legislative practices in India with an orientation to equip them with the adequate skills of participation in deliberative processes and democratic decision making. The introductory unit of the course aims to provide basic understanding on the constitutional provisions related to the process of legislations as well as the kinds of bills. The second unit of this course seeks to enhance proper understanding related to the procedures, practices related to the passage of a bill from drafting to that of the passing of the Bill. Third unit is about different Committees in the House, and the Fourth unit is on hours and motions in the House.

**Course outcomes:**

- To help students in understanding the practical approaches to legislative practices and procedures,
- To make students understand the procedures and processes related to drafting a Bill and the passage of the Bill,
- To enable students to have an understanding of the importance of Parliamentary Committees,
- To make students learn about the basic functioning of Parliament.

**I. Constitutional Provisions and Kinds of Bills (10 lectures)**

Constitutional provisions of legislative procedures: Articles 107-22

Kinds of Bills: Ordinary Bills, Money Bills, Finance Bills, Private Member Bills

**II. Drafting, Introductions and Readings of the Bills: Procedures and Processes (14 lectures)**

Drafting of the Bill

First Reading and Departmental Standing Committee

Second Reading

Third Reading

Passage of the Bill

Consent by the President

Gazette Notifications

**III. Parliamentary Committees: Composition and Functioning (14 lectures)**

Departmental Standing Committees

Select Committees

Joint Parliamentary Committees

Public Accounts Committee

Committee on Privilege

Business Advisory Committee

Ethics Committee

**IV. Motions and Hours in the House (10 lectures)**

Question Hour

Zero Hour

Calling Attention Motion

Adjournment Motion

Privilege motion,

Censure motion,

'No-confidence' motion,

**Modalities for Practical Component:** Project Report/Field Study Report based on any activity i.e. visit to Assembly / District Administration/any other important places, Conducting Mock Parliament, Debate / Speech etc.

  
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## SKILL ENHANCEMENT COURSE (SEC)

### POL SE 6014 Conflict and Peace Building

**Course Objectives:** This course is designed to help build an understanding of a variety of conflict situations among students in a way that they can relate to them through their lived experiences. It's an interdisciplinary course that draws its insights from various branches of social sciences and seeks to provide a lively learning environment for teaching and training students how to bring about political and social transformations at the local, national and international levels. The course encourages the use of new information technologies and innovative ways of understanding these issues by teaching students skills of managing and resolving conflicts and building peace through techniques such as role-play, simulations, street theatre, cinema and music on the one hand and by undertaking field visits, interacting with different segments of the civil society including those affected by conflicts as well as diplomats, journalists and experts, on the other.

#### **I. Conflict and its concepts (6 lectures)**

- a. Understanding Conflict
- b. Conflict Resolution and Peace Building

#### **II. Dimensions of Conflict (6 lectures)**

- a. Economic/Resource Sharing Conflicts
- b. Socio-Cultural Conflicts (Ethnic, Religious and Gender Based)


#### **III. Conflict Responses: Skills and Techniques I (8 lectures)**

- a. Negotiations: Trust Building
- b. Mediation: Skill Building; Active Listening

#### **IV. Conflict Responses: Skills and Techniques II (10 lectures)**

- a. Track I, Track II & Multi Track Diplomacy
- b. Gandhian Methods

**Modalities for Practical Component:** Project Report/Field Study Report on any issues i.e. ethnic/religious/gender based conflict issues, awareness campaign on sustaining peace etc.

  
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## SKILLED ENHANCEMENT COURSE(SEC)

### POL SE 5014 Public Opinion and Survey Research

**Course Objective:** this course will introduce the students to the debates, principles and practices of public opinion polling in the context of democracies, with special reference to India. It will familiarize the students with how to conceptualize and measure public opinion using quantitative methods, with particular attention being paid to developing basic skills pertaining to the collection, analysis and utilization of quantitative data.

#### **I. Introduction to the course (6 lectures)**

Definition and characteristics of public opinion, conceptions and characteristics, debates about its role in a democratic political system, uses for opinion poll

#### **II. Measuring Public Opinion with Surveys: Representation and sampling (7 lectures)**

a. Sampling: Meaning and needs

b. Sampling error

c. Types of sampling: Non random sampling; random sampling

#### **III. Survey Research (3 lectures)**

a. Interviewing: Interview techniques pitfalls, different types of and forms of interview

b. Questionnaire: Question wording; fairness and clarity.

#### **IV. Quantitative Data Analysis (4 lectures)**

a. Quantitative data analysis: Meaning

b. Basic concepts: correlational research, causation and prediction

**Modalities for Practical Component:** Field Study Report based on any issue i.e. environmental issue / socio-economic-political issues of the locality using the method of survey research etc.

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## SKILLED ENHANCEMENT COURSE

### POL SE 4014: Panchayati Raj in Practice

**Course objective:** This course acquaints students with the Panchayati Raj Institutions and their actual working. It further encourages a study of PRIs in their mutual interaction and their interaction with the people.

**Course outcomes:** This paper will help students understand the importance of grass root political institutions in empowering people. This paper will highlight the complex challenges faced by PRIs in India and mechanisms involved to make it more participatory and inclusive in nature.

#### **I. Strengthening Democratic Functioning of the Panchayats (16 lectures)**

- a. Participation at village level, action plan and participatory method
- b. Need assessment and Micro Planning
- c. Devolution

#### **II. Panchayat Finances and Accounting (16 lectures)**

- a. Constitutional Provisions on Panchayat Finances
- b. Fiscal Decentralisation and Audit system
- c. Social Audit

#### **III. Problems and Needs of Disadvantaged Groups and Their Participation (16 lectures)**

- a. Women
- b. Scheduled Tribes, Scheduled Casts and Minorities
- c. Panchayat Extension to Scheduled Areas (PESA) Act

**Modalities for Practical Component:** Project Report/Field Study Report based on any activity i.e. visit to Panchayat / local self bodies, local peoples' participation in the political system etc.

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App. as per my  
Project / Field work  
Skill Enhance.

**Skill Enhancement Elective Courses**

(2 Courses offered in History out of 4; students are to take 2 courses from other courses)

HIS -SE-3014: Historical Tourism in North East India

HIS -SE-4014: Oral Culture and Oral History

**HIS -SE-3014: HISTORICAL TOURISM IN NORTH EAST INDIA**

Lecture : 03; Tutorial : 01 (per week)

**Course Outcome:**

After completing this course, students will be able to explain Tourism in North East India with special reference to the historical monuments, cultural and ecological elements and places of the north east India country as tourist and heritage sites of the nation. They will be able to relate to the growing vocation of tourism as an industry and the applicability of historical knowledge for its growth.

**In-semester assessment:** Students shall carry out a small project (submission not less than 2000 words) based on survey of an area or monument. The project should try to unearth the tourism potential of the surveyed area or monument. The project may also be on an existing tourist site. No sessional examination is required for this paper.

**Unit I : Theoretical aspects of tourism, Elementary geography and bio - diversity of North East India**

- [a] : Tourism - Concept, meaning and significance
- [b] : Different types of Tourism
- [c] : Physiographical divisions, water bodies and climatic conditions
- [d] : Important wildlife habitats : Kaziranga, Manas, Orang, Nameri, Dibru Saikhowa, Namdapha, Keibul Lamjao, Rain forests of Assam.


**Unit II : Ancient remains and Important tourist places of the North - East**

- [a] : Ancient remains: Goalpara, Ambari, Tezpur, Deopahar, Malinithan, Doyang - Dhansiri Valley
- [b] : Tourist places: Shillong, Cherapunjee, Aizwal, Gangtok, Kohima, Tawang, Poa Mecca (Hajo), Azan Pir Dargah, Jatinga

**Unit III : Architectural Heritage**

- [a] : Dimapur, Kasomari, Maibong, Khaspur
- [b] : Charaideo, Garhgaon, Sivasagar and Rangpur
- [c] : Ujayanta palace, Neer Mahal
- [d] : Kamakhya, Hayagriva Madhava, Tripura Sundari Temple, Rumtek monastery
- [e] : Kangla fort

**Unit IV : Fairs and festivals of the North - East**

  
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- (a) Orality, Oral Tradition, Oral Culture
- (b) Oral History
- (c) Distinction between Oral Tradition and Oral History

## Unit II. History and Historiography

- (a) Oral History as a tool for analysis
- (b) Social issues : Gender, conflict, violence, etc.
- (c) Economic issues : Development schemes and their impact, displacement, etc

## III. Methodology:

- (a) Collection, preservation and interpretation of historical information through recorded interviews of people, communities, and participants in past events
- (b) Documentation and Archiving : Written, Audio and Visual

## IV. Potential areas for Oral History research :

- (a) Oral Traditions: Customs, Beliefs, Practices and World view;
- (b) Life Histories: Participants in past events; Women; War migrants; Victim of disasters, government policies, ethnic conflicts; Personal stories.

## Readings:

- Thompson, Paul R., *Voice of the Past : Oral History*, OUP, Great Britain, 1978
- Ritchie, Donald A.: *Doing Oral History: A Practical Guide*, OUP, New York, 2003.
- Perks, Robert and Thomson, Alistair (eds.) *Oral History Reader*, Routledge, 1998.
- Valerie Raleigh Yow, *Recording Oral History*, Altamira Press, USA, 2005.
- Vansina, Jan, *Oral Tradition. A Study in Historical Methodology* (Translated from the French by H. M. Wright). London: Routledge&Kegan Paul. 1965
- Vansina, Jan, *Oral Tradition as History*, Madison: University of Wisconsin Press. 1985
- Butalia, Urvashi, *The Other Side of Silence: Voices from the Partition of India*, Penguin. 2017.
- Humphries: *The Handbook of Oral History*.
- H. Roberts. Ed. *Doing Feminist Research*, Routledge&KeganPaul, London, 1981
- John Miles Foley, *Oral Formulaic-Theory: An Introduction & Annotated Bibliography*, New York & London: Garland, 1985
- Das, Veena, (ed.), *Mirrors of Violence: Communities, Riots & Survivors in South Asia*, Delhi, OUP, 1990
- Prasad, M. Mahadeva, *Ideology of the Hindi Film: A Historical Construction*, Delhi, OUP, 1998

  
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- [a] : Festivals - *Bihu, Ali Aye Lrigang, Mopin festival, Tai – Buddhist festivals in Assam*  
[b] : *Bhaona, Ras celebration in Majuli*  
[c] : Fairs - *Jonbil Mela, Ambubachi fair at Kamakhya*  
[d] : Tourist festivals based on ethnic culture – *Horn Bill festival, Sangai festival, Dihing Patkai festival*

**Readings :**

- Bezboruah, M : *Tourism in North East India*  
Bora, S..., & Bora, M.C : *The Story of Tourism : An Enchanting Journey through India's North – East*, UBSPD, Delhi, 2004.  
: *Paryatanar Ruprekha: Uttar Purbanchalar Itihas Aru Sanskritir Patabhumi*  
Bhatia, A. K. : *International Tourism – Fundamentals and Practices*, New Delhi, 1997  
: *Tourism in India*  
Nath, R.M. : *The Background of Assamese Culture*, Guwahati, 1978  
Sarma, P. : *Architecture of Assam*, Delhi - 1988  
Ahmed, Kamaluddin : *The Art and Architecture of Assam*, Spectrum Publication, Guwahati, 1994.  
Bhattacharya, P. : *Tourism in Assam*, Bani Mandir, Guwahati, 2004  
Neog, M. : *Pavitra Asom*, LBS, Guwahati  
: *Asamiya Sanskritir Ruprekha*, Guwahati - 1970  
Boruah, P. : *Chitra-Bichitra Asom*, Guwahati, 2003  
Taher & Ahmed : *Geography of North East India*, Mani Manik Prakash, Guwahati, 2010.  
Gogoi, Atanu : *Paryatan Aru Uttar Purbanchal*, Bani Mandir, Guwahati, 2006

**HIS –SE-4014: Oral Culture and Oral History**

**Lecture : 03; Tutorial : 01 (per week)**

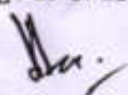
**Course Outcome:**

After this course the students will be able to explain complex interrelationships of structures or events in the context of broader social and cultural framework of societies through 'public memory' and use oral history to preserve oral culture and local history. The students will be able to espouse the relevance to the northeastern region of India with its diverse culture and ethnic communities whose history is largely oral. The students will be able to use 'Public memory' as a tool and a source not only to write public history but also to explore new knowledge in the humanities, social sciences and even in disciplines like architecture, communication studies, gender studies, English, history, philosophy, political science, religion, and sociology.

**In-semester assessment:** Students shall carry out a small project (submission not less than 2000 words) using the Oral History method. It may be based on interviews of persons having information of past event or phenomena. No sessional examination is required for this paper.

**Unit I. Concepts:**

  
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Paper.

SYLLABUS

Ability Enhancement Compulsory Course  
ENV -AE -2014: Environmental Studies  
Nature of Course: AECC

Programme Name	Programme Code	Syllabus
Ability Enhancement Compulsory Course	ENV -AE -2014	<p><b>Unit 1: introduction to Environmental Studies</b></p> <ul style="list-style-type: none"> <li>•Multidisciplinary nature of environmental studies;</li> <li>•Scope and importance;</li> <li>•Concept of sustainable development</li> </ul> <p><b>Unit 2: Ecosystems</b></p> <ul style="list-style-type: none"> <li>•What is an ecosystem? Structure and function of ecosystem: Energy flow in an ecosystem: food chains, food web and ecological succession. Case studies of the following ecosystems:</li> <li>a) Forest ecosystem</li> <li>b) Grassland ecosystem</li> <li>c) Aquatic ecosystems (ponds, streams, lakes, rivers)</li> <li>d) Mountain ecosystem</li> </ul> <p><b>Unit 3: Natural Resources: Types, Renewable and Non-renewable Resources</b></p> <ul style="list-style-type: none"> <li>•Land resources : land use change; land degradation, soil erosion and desertification</li> <li>•Forest resources: Deforestation: Causes and impacts due to mining, Construction of big dams and their effects on forests and people.</li> <li>•Water resources: Use and over-exploitation of surface and ground water, floods, droughts, conflicts over water (international &amp; inter-state: Indo-China, Indo-Bangladesh, Cauveri disputes).</li> <li>•Energy resources: Renewable and non-renewable energy sources, use of alternate energy sources, growing energy needs, case studies – coal mining, crude oil extraction.</li> </ul> <p><b>Unit 5: Environmental Pollution</b></p> <ul style="list-style-type: none"> <li>•Environmental pollution: types, causes, effects and controls; Air, water, soil and noise pollution</li> <li>•Nuclear hazards and human health risks</li> <li>•Solid waste management: Control measures of urban and industrial waste.</li> <li>•Pollution case studies – Bharalu river, Deepor Beel, Kolong river</li> </ul> <p><b>Unit 6: Environmental Policies &amp; Practices</b></p> <ul style="list-style-type: none"> <li>•Climate change, global warming, ozone layer depletion, acid rain and impacts on human communities and agriculture</li> <li>•Environment Laws: Environment Protection Act; Air (Prevention &amp; Control of Pollution) Act; Water (Prevention and control of pollution) Act; Wildlife Protection Act; Forest Conservation Act.</li> </ul>

  
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Nodal Teacher:  
P. Chakrabarti



		<p>International agreements, policies and treaties; Montreal and Kyoto protocols and Convention on Biological Diversity (CBD), CITES.</p> <ul style="list-style-type: none"> <li>•Nature reserves, tribal populations and rights, and human wildlife conflicts in the context of Assam</li> </ul> <p><b>Unit 7: Human Communities and the Environment</b></p> <ul style="list-style-type: none"> <li>•Human population growth: Impacts on environment, human health and welfare.</li> <li>•Resettlement and rehabilitation of project affected persons; case studies.</li> <li>•Disaster management: floods, earthquake, cyclones and landslides</li> <li>•Environmental movements: Chipko, Silent valley, Narmada Bachao, Bishnois of Rajasthan.</li> <li>•Environmental ethics: Role of Indian and other religions and cultures in environmental conservation.</li> <li>•Environmental communication and public awareness, case studies (CNG, electric vehicles, green energy, waste minimization)</li> </ul> <p><b>Unit 8: Field work</b></p> <ul style="list-style-type: none"> <li>•Visit to an area to document environmental assets : river/forest/flora/fauna, etc</li> <li>•Visit to a local polluted site Urban/Rural/Industrial/ Agricultural.</li> <li>•Study of common plants, insects, birds and basic principles of identification.</li> <li>•Study of simple ecosystems- pond, river, stream</li> </ul>
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