

## HIS-HC-2016: HISTORY OF INDIA- II

Lecture : 5 Tutorial : 1 (per week)

**Course Outcome:** On successful completion of this course the students will be able to explain the economic and socio-cultural connections, transitions and stratifications during the ruling houses, empires and the politico-administrative nuances of early Indian History from 300 BCE to 300 CE.

### Unit I. Economy and Society (circa 300 BCE to circa CE 300):

- [a] Expansion of agrarian economy: production relations.
- [b] Urban growth: north India, central India and the Deccan;
- [c] craft Production: trade and trade routes; coinage.
- [d] Social stratification: class, *Varna*, *jati*, untouchability; gender; marriage and property relations

### Unit II. Changing political formations (circa 300 BCE to circa CE 300):

- [a] The Mauryan Empire

[b] Post-Mauryan Polities : Kushanas, Satavahanas, Gana Sanghas.

### Unit III. Towards early medieval India [circa CE fourth century to CE 750]:

- [a] Agrarian expansion: land grants, changing production relations; graded Land rights and peasantry.
- [b] The problem of urban decline: patterns of trade, currency, and urban Settlements.
- [c] *Varna*, proliferation of *jatis*: changing norms of marriage and property.
- [d] The nature of polities: the Gupta empire and its contemporaries.
- [e] Post- Gupta polities - Pallavas, Chalukyas, and Vardhanas

### Unit IV. Religion, philosophy and society (circa 300 BCE- CE 750):

- [a] Consolidation of the brahmanical tradition: dharma, Varnashram, Purusharthas, samskaras.
- [b] Theistic cults (from circa second century BC): Mahayana; the Puranic tradition.
- [c] The beginnings of Tantricism

### Unit V. Cultural developments (circa 300 BCE - 750 CE):

- [a] A brief survey of Sanskrit, Pali, Prakrit and Tamil literature; Scientific and technical treatises
- [b] Art and architecture & forms and patronage; Mauryan, post- Mauryan, Gupta, post-Gupta

#### Readings:

- B. D. Chattopadhyaya, *The Making of Early Medieval India*, 1994.
- D. P. Chattopadhyaya, *History of Science and Technology in Ancient India*, 1986.
- D. D. Kosambi, *An Introduction to the Study of Indian History*, 1975.
- S. K. Maity, *Economic Life in Northern India in the Gupta Period*, 1970.
- B. P. Sahu (ed), *Land System and Rural Society in Early India*, 1997.
- K. N. Sastri, *A History of South India*.
- R. S. Sharma, *Indian Feudalism*, 1980.
- R.S.Sharma, *Urban Decay in India, c.300- c.1000, Delhi*, Munshiram Manohar Lal, 1987
- Romila Thapar, *Asoka and the Decline of the Mauryas*, 1997.
- Susan Huntington, *The Art of Ancient India: Buddhist, Hindu, and Jain*, New York, 1985.

## **HIS-HC-3026: RISE OF THE MODERN WEST – I**

**Lectures : 5; Tutorial : 1 (per week)**

**Course Outcome:** On completion of this course, the students will be able to explain the major trends and developments in the Western world between the 14<sup>th</sup> to the 16<sup>th</sup> century CE. They will be able to explore and analyse the significant historical shifts and events and the resultant effects on the civilizations of Europe in the period.

### **Unit I. Transition from feudalism (to capitalism):**

- [a] concepts of feudalism; regional variations
- [b] The Crisis of Feudalism
- [c] Economic Crisis : commercial decline, decay of towns and epidemics
- [d] The transition debate : Maurice Dobb and Paul Sweezy; Marc Bloch, Georges Duby; the Brenner Debate

### **Unit II. Geographical explorations and early colonial expansion:**

- [a] Factors and motives behind voyages and explorations
- [b] the conquests of the Americas:
- [c] beginning of the era of colonization;
- [d] mining and plantation; the African slaves.

### **Unit III. Renaissance:**

- [a] Origins and impact
- [b] Humanism in Renaissance
- [c] Re-discovery of Classics
- [d] Italian influence on Art, Architecture, Culture, Education and Polity; Northern Humanism

### **Unit IV. Reformation in the 16th century: Origin and impact**

- [a] Martin Luther, John Calvin, Zwingli
- [b] The Radical Reformation: Anabaptists, Huguenots
- [c] English Reformation and the state
- [d] Counter Revolution

**Unit V. Economic developments of the sixteenth century:** Shift of economic balance from the Mediterranean to the Atlantic; agricultural revolution , Enclosure movement; Commercial Revolution; Influx of American silver and the Price Revolution.

**Readings:**

T.S. Aston and C. H. E. Philpin (eds.), *The Brenner Debate: Agrarian Class structure and Economic Development in Pre-industrial Europe*, Cambridge University Press. 2005

H. Butterfield, *The Origins of Modern Science*.

Carlo M. Cipolla, *Fontana Economic History of Europe*, Vols. II and

III. Carlo M. Cipolla, *Before the Industrial Revolution, European Society and Economy. 1000 -1700*. 3rd ed. (1993)

D. C. Coleman (ed.), *Revisions in Mercantilism*.

Ralph Davis, *The Rise of the Atlantic Economics*.

Maurice Dobb, *Studies in the Development of Capitalism*.

J. R. Hale, *Renaissance Europe*.

R. Hall, *From Galileo to Newton*.

Christopher Hill, *A Century of Revolutions*.

Rodney Hilton, *Transition from Feudalism to Capitalism*.

H. G. Koenigsberger and G. L. Mosse, *Europe in the Sixteenth Century*.

Stephen J. Lee, *Aspects of European History, 1494 - 1789*.

G. Parker, *Europe in Crisis. 1598- 1648*.

G. Parker and L. M. Smith, *General Crisis of the Seventeenth Century*.

J. H. Parry, *The Age of Reconnaissance*.

Meenaxi Phukan, *Rise of the Modern West: Social and Economic History of Early Modern Europe*.

V. Poliensiky, *War and Society in Europe, 1618 - 48*.

Theodore K. Rabb, *The Struggle for Stability in Early Modern Europe*.

V. Scammell, *The First Imperial Age: European Overseas Expansion, 1400 - 1715*.

Jan de Vries, *Economy of Europe in an Age of Crisis 1600 ù 1750*.

M. S. Anderson, *Europe in the Eighteenth Century*.

Perry Anderson, *The Lineages of the Absolutist State*.

Stuart Andrews, *Eighteenth Century Europe*.

B. H. Slicher von Bath, *The Agrarian History of Western Europe. AD.500 - 1850*.

*The Cambridge Economic History of Europe. Vol. I - VI*.

James B. Collins, *The State in Early Modern France: New Approaches to European History*.

G. R. Elton, *Reformation Europe, 1517 ù 1559*.

M. P. Gilmore, *The World of Humanism. 1453 -1517*.

Peter Kriedte, *Peasants, Landlords and Merchant Capitalists*.

J. Lynch, *Spain under the Hapsburgs*.

Peter Mathias, *First Industrial revolution*.

Harry Miskimin, *The Economy of Later Renaissance Europe: 1460 -1600*.

Charles A. Nauert, *Humanism and the Culture of the Renaissance*(1996).

*The New Cambridge Modern History of Europe, Vols. I -VII*.

L. W. Owie, *Seventeenth Century Europe*.

D. H. Pennington, *Seventeenth Century Europe*.

F. Rice, *The Foundations of Early Modern Europe*.

## HIS-HC-4016 : RISE OF THE MODERN WEST – II

Lectures : 5; Tutorial : 1 (per week)

**Course Outcome:** After the completion of this course, the student will be able to explain the political and intellectual currents in Europe in the Modern Age. They will also be able to relate the circumstances and causal factors of the intellectual and revolutionary currents of both Europe and America at the beginning of the Modern age

### Unit I. Europe in the 17<sup>th</sup> Century:

- (a) Formation of nation-states : Spain; France; England; Russia
- (b) The 17<sup>th</sup> century crisis: economic, social and political dimensions.

### Unit II. The English Revolution:

- (a) Major issues.
- (b) Political and intellectual currents.

### Unit III. European Economy:

- (a) Development of science: Renaissance to the 17<sup>th</sup> century.
- (b) Concepts of Mercantilism and Imperialism.
- (c) Mercantilism in the 17<sup>th</sup> and 18<sup>th</sup> centuries.

### Unit IV. Politics in the 18<sup>th</sup> century:

- (a) Parliamentary monarchy; patterns of Absolutism in Europe.
- (b) American Revolution : Political and economic issues.

### Unit V. Prelude to the Industrial Revolution.

- (a) Money economy
- (b) The Putting Out system

### Readings:

- T.S. Aston and C.H.E. Philpin (eds.), *The Brenner Debate*.  
H. Butterfield, *The Origins of Modern Science*.  
Carlo M. Cipolla, *Fontana Economic History of Europe, Vols. II and III*. Carlo M. Cipolla, *Before the Industrial Revolution, European Society and Economy, 1000 -1700*. 3<sup>rd</sup> ed. (1993)  
. D.C. Coleman (ed.), *Revisions in Mercantilism*.  
Ralph Davis, *The Rise of the Atlantic Economics*.  
Maurice Dobb, *Studies in the Development of Capitalism*.  
J.R. Hale, *Renaissance Europe*.  
R. Hall, *From Galileo to Newton*.  
Christopher Hill, *A Century of Revolutions*.  
Rodney Hilton, *Transition from Feudalism to Capitalism*.  
H.G. Koenigsberger and G.L. Mosse, *Europe in the Sixteenth Century*.  
Stephen J. Lee, *Aspects of European History, 1494 - 1789*.  
G. Parker, *Europe in Crisis, 1598 - 1648*.  
G. Parker and L.M. Smith, *General Crisis of the Seventeenth Century*.

J.H. Parry, *The Age of Reconnaissance*.  
Meenaxi Phukan, *Rise of the Modern West: Social and Economic History of Early Modern Europe*.  
V. Poliensiky, *War and Society in Europe. 1618 -48*.  
Theodore K. Rabb, *The Struggle for Stability in Early Modern Europe*.  
V. Scammell, *The First Imperial Age: European Overseas Expansion, 1400-1715*.  
Jan de Vries, *Economy of Europe in an Age of Crisis 1600 û 1750*.  
M. S. Anderson, *Europe in the Eighteenth Century*.  
Perry Anderson, *The Lineages of the Absolutist State*.  
Stuart Andrews, *Eighteenth Century Europe*.  
B. H. Slicher von Bath, *The Agrarian History of Western Europe. AD. 500 - 1850*.  
*The Cambridge Economic History of Europe. Vol. I - VI*.  
James B. Collins, *The State in Early Modern France, New Approaches to European History*.  
G. R. Elton, *Reformation Europe, 1517 û 1559*.  
M. P. Gilmore, *The World of Humanism. 1453 û-1517*.  
Peter Kriedte, *Peasants, Landlords and Merchant Capitalists*.  
J. Lynch, *Spain under the Hapsburgs*.  
Peter Mathias, *First Industrial revolution*.  
Harry Miskimin, *The Economy of Later Renaissance Europe: 1460 1600*.  
Charles A. Nauert, *Humanism and the Culture of the Renaissance (1996)*.  
*The New Cambridge Modern History of Europe, Vols. I - VII*.  
L. W. Owie, *Seventeenth Century Europe*.  
D. H. Pennington, *Seventeenth Century Europe*.  
F. Rice, *The Foundations of Early Modern Europe*

## **POL SE 3024 Youth and Nation-Building**

### **Course objectives:**

The aim of this course is to highlight the importance of NCC and NSS. The students will be able to get involved with the NCC and the NSS and learn about its activities and undertake tasks under its aegis. The students will also be able to learn about the basics of disaster preparedness and its management.

### **Course Outcomes:**

- To enable students to learn the importance of youth in NSS and NCC,
- To make students understand the activities related to NSS and NCC and its importance,
- To make students learn the basics of National Disaster Management and its importance.

### **Unit –I: Youth and National Service Scheme (NSS) (16 lectures)**

- NSS: Organisation and Objectives
- NSS: Activities and Benefits
- NSS and its contribution

### **Unit-II: Youth and the National Cadet Corps (NCC) (16 lectures)**

- Aims and objectives of the NCC
- Organisation and Training
- NCC and its benefits

### **Unit-III: Youth and National Disaster Management (16 lectures)**

- Disaster Management Plan 2016-an overview
- National Disaster Management Authority
- Community involvement and preparedness: Assam

**Modalities for Practical Component:** Project Report/Field Study Report based on any activity i.e. awareness programme/campaign, group discussion, disaster management programme in collaboration with NCC and NSS unit etc.

## **READING LIST**

### **Unit –I:**

- NATIONAL SERVICE SCHEME MANUAL (REVISED), available at [http://nss.wbut.ac.in/documents/NSS\\_manual\\_2006.pdf](http://nss.wbut.ac.in/documents/NSS_manual_2006.pdf)

### **Unit-II:**

- ANO Handbook, NCC, Available at [https://docs.google.com/viewerng/viewer?url=http://nccindia.nic.in/sites/default/files/ANO+Hand+Book\\_1.pdf](https://docs.google.com/viewerng/viewer?url=http://nccindia.nic.in/sites/default/files/ANO+Hand+Book_1.pdf)

### **Unit-III:**

- National Policy on Disaster Management, available at <https://ndma.gov.in/images/guidelines/national-dm-policy2009.pdf>
- National Disaster Management Plan Assam State Disaster Management Authority, <http://sdmassam.nic.in/ini2.html>

## **BCA-HG-4026: INFORMATION SECURITY AND CYBER LAWS**

(Credit: 5+1=6)(L: 5, P: 0, T: 1)

Theory: 60 Lectures, Tutorial: 15 Lectures

### **UNIT 1: Course Introduction (8 Lectures)**

Computer network as a threat, hardware vulnerability, software vulnerability, importance of data security

### **UNIT 2: Digital Crime (4 Lectures)**

Overview of digital crime, criminology of computer crime

### **UNIT 3: Information Gathering Techniques (8 Lectures)**

Tools of the attacker, information and cyber warfare, scanning and spoofing, password cracking, malicious software, session hijacking

### **UNIT 4: Risk Analysis and Threat (10 Lectures)**

Risk analysis, process, key principles of conventional computer security, security policies, authentication, data protection, access control, internal vs external threat, security assurance, passwords, authentication and access control, computer forensics and incident response

### **UNIT 5: Introduction to Cryptography and Applications (10 Lectures)**

Important terms, Threat, Flaw, Vulnerability, Exploit, Attack, Ciphers, Codes, Substitution Cipher (Caesar), Transposition Cipher (Rail-Fence), Public key cryptography (Definitions only), Private key cryptography (Definition and Example), Cyber forensics, Steganography

### **UNIT 6: Safety Tools and Issues (10 Lectures)**

Firewalls, logging and intrusion detection systems, Windows and windows XP / NT security, Unix/Linux security, ethics of hacking and cracking

### **UNIT 7: Cyber laws to be covered as per IT 2008 (10 Lectures)**

- Chapter 1: Definitions
- Chapter 2: Digital Signature and Electronic Signature
  - [Section 43] Penalty and Compensation for damage to computer, computer
  - [Section 65] Tampering with Computer Source Documents
- [Section 66 A] Punishment for sending offensive messages through communication service etc.
- [Section 66 B] Punishments for dishonestly receiving stolen computer resource or communication device
- [Section 66C] Punishment for identity theft
- [Section 66D] Punishment for cheating by personating by using computer resource
- [Section 66E] Punishment for violation of privacy
- [Section 66F] Punishment for cyber terrorism
- [Section 67] Punishment for publishing or transmitting obscene material in electronic form

- [Section 67A] Punishment for publishing or transmitting of material containing sexually explicit act, etc. in electronic form
- [Section 67B] Punishment for publishing or transmitting of material depicting children in sexually explicit act, etc. in electronic form
- [Section 72] Breach of confidentiality and privacy

## REFERENCE BOOKS

1. M. Merkow, J. Breithaupt, Information Security Principles and Practices, Pearson Education
2. G.R.F. Snyder, T. Pardoe, Network Security, Cengage Learning, 2010
3. A. Basta, W. Halton, Computer Security: Concepts, Issues and Implementation, Cengage Learning India, 2008
4. Anderson, Ross, Security engineering, John Wiley & Sons, 2008 (Freely available online)

### M 503 INTRODUCTION TO ENVIRONMENTAL ECONOMICS

**Unit 1:** Nature and scope of environmental economics, Economy-environment interaction

**Unit 2:** Market failure, externality, public good-Environment as a public good, Tragedy of Commons

**Unit 3:** Environmental Kuznets's Curve, Pollution Control Policies: Command and control approach, Incentive based approach: Taxes, Liability Law and tradeable permits

**Unit 4:** Global Environmental Issues: Climate Change – Implications and Mitigation

#### Recommended Readings

1. Hanley, Shrogram and White, *Introduction to Environmental Economics*, OUP
2. R Bhattacharjee, *Environmental Economics*, OUP

### M 603 ECONOMICS OF NATURAL RESOURCES AND SUSTAINABLE DEVELOPMENT

**Unit 1:** Natural Resources: Types and Characteristics

**Unit 2:** Economics of Non-renewable Resources: Conditions for optimal depletion, Market forms and rate of depletion, Role of a backstop

**Unit 3:** Economics of Renewable Resources: The Idea of sustainable yield, Economically optimal rate of harvest

**Unit 4:** Development-environment Trade-off, Sustainable development- Indicators and policy issues – Integrated economic and environmental accounting

#### Recommended Readings

1. Hanley, Shrogram and White, *Introduction to Environmental Economics*, OUP
2. R Bhattacharjee, *Environmental Economics*, OUP

## **ECO-HC-4016: INTERMEDIATE MICROECONOMICS - II**

### **Course Description**

This course is a sequel to Intermediate Microeconomics I. The emphasis will be on giving conceptual clarity to the student coupled with the use of mathematical tools and reasoning. It covers general equilibrium and welfare, imperfect markets and topics under information economics.

#### **Unit 1: General Equilibrium, Efficiency and Welfare**

- a) Exchange Economy, Consumption Allocation and Pareto Optimality; Edgeworth Box and Contract Curve; Equilibrium and Efficiency under Pure Exchange.
- b) Pareto Efficiency with production: Concepts of PPF, Social Indifference Curves and Resource Allocation.
- c) Perfect Competition, Pareto Efficiency and Market Failure (Externalities and Public Goods), Property Right and Coase Theorem.

#### **Unit 2: Market Structure and Game Theory**

- a) Monopoly, Pricing with Market Power; Degree of Monopoly, Price Discrimination-Different Degrees; Multi-plant Monopoly, Peak-Load Pricing.
- b) Monopolistic competition; Product Differentiation; Perceived and Proportionate Demand Curves; Price-Output Determination.
- c) Oligopoly and Game Theory (Two Person Zero Sum Game, Basic ideas and examples of non zero sum games, Prisoner's Dilemma), Applications of Game Theory in Oligopolistic Markets (Cournot Equilibrium, Bertrand Equilibrium, Stackleberg Equilibrium).

#### **Unit 3: Markets with Asymmetric Information**

Information Asymmetry, Adverse Selection, Moral Hazard, Signaling and Screening.

#### **Readings:**

1. Dominick Salvatore, Micro Economics – Theory and Applications, OUP.
2. Koutsoyiannis. A, Modern Micro-Economics, ELBS/Macmillan.
3. Hal Varian, Microeconomic Analysis, Third Edition, Selected Chapters, W.W. Norton and Company.
4. C. Snyder and W. Nicholson, Fundamentals of Micro Economics, Cengage Learning (India).
5. G.S. Maddala and Ellen Miller, Micro Economic Theory and Application, Tata McGraw Hill.
6. R.R. Barthwal, Micro Economic Analysis, Wiley Eastern Limited.
7. Martin J. Osborne, An Introduction to Game Theory, OUP, New Delhi.
8. Hugh Gravelle and Ray Rees, Micro Economics, Pearson Education.

**BEN-HG-1016/ BEN-RC 1016 (HG for Honors AND RC for Regular Course)**

UNIT	Paper Title/ Topic	SELECTED BOOK(S)/SECTION	CLASS HOURS		
			Ther.	Tutr.	I.A
	মধ্যযুগের সাহিত্য পাঠ	পাঠ্য গ্রন্থ ও নির্বাচিত অংশ			
UNIT-I	বৈষ্ণব পদাবলী	বৈষ্ণব পদাবলী- খগেন্দ্রনাথ মিত্র ও অন্যান্য সম্পাদিত (ক.বি) : এ সখী হামারি দুখের নাহি ওর, অক্ষুর তপন তাপে,সই কেবা শুনাইল শ্যাম নাম, ঘরের বাহিরে দণ্ডে শতবার,নীরদ নয়নে, রূপ লাগি আঁখি বুঝে, কণ্টক গাড়ি কমলসম, সুখের লাগিয়া এঘর বাঁধিনু।	75	15	--
UNIT-II	মঙ্গলকাব্য	অন্নদামঙ্গল কাব্য - নির্মলেন্দু মুখোপাধ্যায় সম্পাদিত (মডার্ন বুক এজেন্সি ): 'গ্রন্থ সূচনা' থেকে 'ব্যাসের প্রতি দৈববাণী' পর্যন্ত।			
UNIT-III	শাক্তপদাবলী	শাক্তপদাবলী—ধ্রুবকুমার মুখোপাধ্যায় (সম্পা.) আগমনী-- গিরি এবার আমার উমা এলে (রামপ্রসাদ), আমি কি হেরিলাম নিশি- স্বপনে (কমলাকান্ত), যাও গিরিবর হে আন যেয়ে নন্দিনী (কমলাকান্ত), বিজয়া-- কি হলো নবমী নিশি হৈলো অবসান (কমলাকান্ত), ওহে প্রাণনাথ গিরিবর হে (রামপ্রসাদ), জয়া বল গো পাঠানো হবে না (কমলাকান্ত)।			

সহায়ক গ্রন্থ :

১. মধ্যযুগের কবি ও কাব্য - শঙ্করীপ্রসাদ বসু

২. বিদ্যাপতি ও চণ্ডীদাস - শঙ্করীপ্রসাদ বসু

৩. বাংলা মঙ্গলকাব্যের ইতিহাস - আশুতোষ ভট্টাচার্য্য

৪. ভারতের শক্তিসাধনা ও শাক্তসাহিত্য - শশিভূষণ দাশগুপ্ত

৫. শাক্তগীতি পদাবলী - অরুণকুমার বসু

**EDU-HE-5046**  
**TEACHER EDUCATION IN INDIA**  
**Total Marks: 100 (External: 80 and Internal: 20)**  
**Credit-6**

**Course Objectives:**

After completion of this course the learner will be able to:

- Explain the Concept, Scope, Aims & Objectives and Significance of teacher education
- Acquaint with the development of Teacher Education in India
- Acquaint with the different organising bodies of teacher education in India and their functions in preparation of teachers for different levels of education
- Acquaint with the innovative trends and recent issues in teacher education, and be able to critically analyse the status of teacher education in India
- Understand and conceive the qualities, responsibilities and professional ethics of teachers

**Course Contents**

Units	Contents
<b>Unit-1</b>	<b>Conceptual Framework and Historical Perspectives of Teacher Education in India</b> <ul style="list-style-type: none"> <li>● Teacher Education-Concept, scope and aims and objectives</li> <li>● Need and Significance of Teacher Education in 21<sup>st</sup> Century</li> <li>● Types of Teacher Education-Pre-service and In-service</li> <li>● Development of Teacher Education in India</li> <li>● Shifting focus from Teacher Training to Teacher Education</li> </ul>
<b>Unit-2</b>	<b>Teacher Education For Different Levels of Education</b> <ul style="list-style-type: none"> <li>● Preparation of Teachers for Pre-Primary Level of education</li> <li>● Preparation of Teachers for Primary Level of education</li> <li>● Preparation of Teachers for Secondary Level of education</li> <li>● Preparation of Teachers for Higher Level of education</li> </ul>
<b>Unit-3</b>	<b>Structure and Organisations of Teacher Education in India</b> <ul style="list-style-type: none"> <li>● Basic Training Centre (BTC)</li> <li>● District Institute for Education and Training (DIET)</li> <li>● State Council for Educational Research and Training (SCERT)</li> <li>● National Council for Educational Research and Training (NCERT)</li> <li>● National Council for Teacher Education (NCTE)</li> <li>● National University of Educational Training and Administration (NUEPA)</li> </ul>

	<ul style="list-style-type: none"> <li>● Regional Colleges of Education</li> </ul>
<b>Unit-4</b>	<b>Status of Teacher Education in India: Trends, Issues and Challenges</b> <ul style="list-style-type: none"> <li>● Skill and Competency based Teacher Education, Flanders Interaction Analysis, Micro Teaching and Simulated Social Skill Teaching (SSST)</li> <li>● National Curriculum Framework for Teacher Education (NCFTE), 2009</li> <li>● NCTE Regulations, 2014</li> <li>● Present problems of Teacher Education in India and their solution</li> <li>● Quality Assurance in Teacher Education and its challenges</li> </ul>
<b>Unit-5</b>	<b>Quality, Responsibility and Professional Ethics of Teachers</b> <ul style="list-style-type: none"> <li>● Qualities and responsibilities of a teacher</li> <li>● Teacher as a Facilitator, Counsellor and Practitioner-Researcher</li> <li>● Role expectations of Teachers in twenty first century</li> <li>● Professional ethics and accountability of teachers</li> </ul>

### Recommended Readings:

- Aggarwal, J. C. (2004). *Teacher and Education in a Developing Society*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Bhargava, M. & Saikia, L. Rasul (2012). *Teacher in 21<sup>st</sup> Century- Challenges, Responsibilities, Creditability*. Agra: Rakhi Prakashan.
- Flanders, Ned, A. (1970). *Analysing Teacher Behaviour*. London: Wesley Publishing Company.
- Gurrey, P. (). *Education and the Training of Teachers*. London: Longmans, Green and Company.
- Kalita, Sahariah & Sarmah (2014). *Sikshar Siksha*. Guwahati: Shanti Prakashan.
- Mukherjee, S. N. (1968). *Education of Teachers in India, Vol.-I and II*. New Delhi: S. Chand and Company.
- Rajput, J. S. and Walia, K. (2002). *Teacher Education in India*. New Delhi: Sterling Publishers Pvt. Ltd.
- Sharma, Sashi Prabha (2004). *Teacher Education in India*. New Delhi: Vikash Publications Pvt. Ltd.