



**Darrang College
(Autonomous),
Tezpur-784001**

**Syllabus for
FYUGP
MDC Arts**

Approved by :

Academic Council vide Resolution no. 02, dated- 29-12-2025

Darrang College (Autonomous)
MDC Courses in Humanities
Humanities & Social Sciences
Semester 1: Makers of Modern Assam
MDC-01013

Learning objective:

1. The primary goal of the course to give an idea about the historical transition of Assam into the modern era, meanings and aspects of modernity in the context of colonial Assam, and the genesis and growth of modern ideas and institutions in Assamese society.
2. The course also intends to provide basic knowledge about the institutions and personalities who played pivotal role in the initiation of modern ideas and institutions in Assamese society.
3. Further, the objective of the course is to introduce the idea how disadvantaged social groups like women and tribals were benefitted by the emancipatory endeavors of the modern ideas and institutions.

Course Outcome:

1. The completion of the course will enable the learner to understand the about the proper context and the process of historical transition of Assam into the modern era, and about the genesis and growth of modern ideas and institutions in Assam.
2. The learner also will be able to acquire the knowledge about the institutions and personalities who played pivotal role in the initiation of modern ideas and institutions in the socio-cultural and political spheres of Assam.
3. The learner also will be able to comprehend about the process which enabled the disadvantaged social groups like women and tribals were benefitted by the emancipatory endeavors of the modern ideas and institutions.

Unit I: Language, Literature & Culture

a. Architects of modern Assamese language & literature

Anandaram Dhekiyal Phukan, Lakshminath Bezbaruah & BanikantaKakati

b. Architects of modern Assamese music & culture

Jyoti Prasad Agarawala, Bisnhu Prasad Rabha & Dr.Bhupen Hazarika

Unit II: Framers of the Political Foundations

a. Initial foundation: *Asom Chatra Sanmilan & Assam Association*

b. Consolidating the foundation: *Tarun Ram Phukan & GopinathBardoloi*

c. Tribal consciousness and their rights: *Kalicharan Brahma & Bhimbar Deori*

Unit 3: Women Education, Politics and Literature

a. Baptist Missionaries & women education

b. Chandraprabha Saikiani, Amal Prabha Das & Raja Bala Das

c. Asom Lekhika Samaroh

Darrang College (Autonomous)
MDC Courses in Humanities
Humanities & Social Sciences
Semester 2: Essence of Democracy and Indian Constitution
MDC-02013

Learning objective:

1. The primary goal of the course to impart the basic understanding about the essence democracy as a system of governance as well as a system values.
2. The course also intends to install the idea of the rule of law as a higher civilizational value.

Course Outcome:

1. The completion of the course will enable the learner to understand the core philosophical and historical underpinnings of democracy, emphasising its ideals and practical necessity.
2. The learner also will be able to acquire the knowledge of the Indian Constitution as the fundamental legal document and explore its ideological and structural framework.
3. The learner also will be able to comprehend the specific rights guaranteed to citizens by the Indian state and examines contemporary legislation and social security initiatives.

Unit 1: Essence of Democracy

i) Understanding the idea of democracy and its development

- **Concept:** Definition, ideals, and various models (e.g., liberal, deliberative, participatory democracy).
- **Historical Evolution:** Classical origins (Athens) to the major modern democratic revolutions (American, French).
- **Theories:** Core tenets of key democratic thinkers like John Locke, Jean-Jacques Rousseau, and J.S. Mill, and their contributions to the concept of self-governance.
- **Focus:** Comparative analysis of Direct vs. Representative democracy.

ii) Democracy and People's rights

- The inherent link between **democracy and rights**.
- The evolution of rights: **Natural Rights, Human Rights**, and the generational classification of rights: Civil and Political (First Generation), Economic and Social (Second Generation), and Group Rights (Third Generation).
- **Focus:** Study of the Universal Declaration of Human Rights (UDHR) and the concept of **Constitutionalism** as a framework for protecting rights.

iii) The importance of Dissent in democracy

- Dissent as a **safety valve** and a **catalyst for social change** and correction.

- The intrinsic relationship between the **freedom of speech and expression** and the right to dissent.
- The role of **minority opinion** and **opposition** in maintaining a vibrant parliamentary democracy.
- **Focus:** Analysis of the legal and ethical boundaries of dissent and civil disobedience (e.g., the principle of **Satyagraha**).

Unit 2: Constitution, Citizenship & Federalism

i) Constitution and the idea of the rule of law

- **Meaning of Constitution:** The role of a constitution in structuring government, allocating power, and establishing limits.
- **Rule of Law:** A detailed study of A.V. Dicey's concept (Supremacy of Law, Equality before Law, Predominance of Legal Spirit) and its application and challenges in the Indian context.
- **Focus:** Understanding the concept of **Limited Government** and the role of the **Judiciary** in upholding the Rule of Law and **Constitutional Morality**.

ii) Indian Constitution as a fundamental law of the land

- The **historical context** of its making (the Constituent Assembly debates).
- Key features: The significance of the **Preamble**, its core principles of **Sovereign, Socialist, Secular, Democratic, Republic**.
- The **Basic Structure Doctrine** (Kesavananda Bharati Case) and its importance in maintaining the Constitution's foundational integrity.
- **Focus:** Analysis of the role and vision of **Dr B.R. Ambedkar** in drafting the Constitution.

iii) The Ideas of republicanism, Secularism, Federalism and democracy in the Indian Constitution

- **Republicanism:** The principle of having an elected Head of State (the President).
- **Secularism:** A comparative study of the Indian concept of **Positive Secularism** (equal respect for all religions) versus the Western concept of separation.
- **Federalism:** The **Quasi-federal** nature of the Indian system, including the detailed division of powers (Union, State, Concurrent Lists) and the critical role of the **Governor** in Centre-State relations.
- **Focus:** Detailed study of the **7th Schedule** and the various mechanisms of Centre-State coordination.

Unit 3: Democracy and People's Rights in India

i) Fundamental Rights in the Indian Constitution

- **Classification:** Right to Equality (Articles 14-18), Right to Freedom (Articles 19-22), Right Against Exploitation (Articles 23-24), Right to Freedom of Religion (Articles 25-28), and Cultural and Educational Rights (Articles 29-30).
- **The Power of Writs:** The right to **Constitutional Remedies** (Article 32) and the functioning of the various writs.
- **Focus:** Detailed study of the **expansive judicial interpretation of Article 21** (Right to Life and Personal Liberty).

ii) Right to Information & Education

- **Right to Information (RTI) Act, 2005:** Genesis, significance as a tool for transparency, and contemporary challenges in implementation.
- **Right to Education (RTE) Act, 2009:** The mandate of Article 21A, making elementary education a Fundamental Right; its provisions and challenges in achieving universal quality education.
- **Focus:** Analysis of these two rights as instruments of **empowerment and participatory democracy**.

iii) Right to Food and Right to Livelihood: MGNREGA

- **Right to Food:** Judicial recognition as an integral part of the Right to Life (Article 21); the framework of the **National Food Security Act (NFSA), 2013**.
- **Right to Livelihood:** Interpretation by the Supreme Court as a foundational economic right.
- **MGNREGA (Mahatma Gandhi National Rural Employment Guarantee Act):** Features, including the guarantee of 100 days of employment, its implementation structure, and its impact on poverty alleviation and rural livelihood security.
- **Focus:** Discussion on the role of the state in ensuring **Social Justice** through welfare legislation and the guiding principles of the Directive Principles of State Policy (DPSP).

Darrang College (Autonomous)
MDC Courses in Humanities
Humanities & Social Sciences
Semester 3: Globalisation and the Contemporary world
MDC-03013

Learning objective:

1. The primary goal of the course to introduce the **overall** idea of Globalization as a tremendous economic, cultural force shaping the contemporary world
2. The course also intend to provide the different perspective on contemporary globalization and its impact.

Course Outcome:

1. The learner will be able to gather knowledge on the critical geopolitical and economic transitions that defined the shift from a Cold War-era bipolar world to the contemporary globalised structure.
2. The learner will be able to identify and analyse the primary institutions and corporate actors responsible for actively promoting and accelerating the process of economic globalisation.
3. The learner will be able to examine the most pressing global challenges that have been created or amplified by globalisation, as well as the coordinated international responses to them.

Unit 1: The Historical Context of Globalisation

- **a. End of the Cold War, downfall of the Soviet socialist economy**
 - The collapse of the bipolar world order and the ideological triumph of capitalism.
 - Analysis of the internal economic stagnation and external pressures leading to the dissolution of the USSR.
 - The subsequent opening of former Soviet and Eastern Bloc economies to global markets.
- **b. Emergence of a unipolar world order**
 - The dominance of the United States as the sole economic, military, and cultural superpower.
 - The role of this unipolar structure in establishing and enforcing standardised global economic norms.

- Discussion on the concept of "**The End of History**" and the perceived universalisation of liberal democracy.
- **c. Washington Consensus and Neoliberal approach to development**
 - **Washington Consensus:** Detailed study of the ten economic policy prescriptions put forth by US-based financial institutions.
 - Key components: **Fiscal discipline, trade liberalisation, deregulation, privatisation, and property rights.**
 - **Neoliberalism:** The underlying philosophy promoting free markets, minimal state intervention, and market-based solutions for development.

Unit 2: Globalisation: The Prime Movers

- **a. IMF & the World Bank**
 - The history and evolving roles of the **Bretton Woods Institutions** in the post-WWII and post-Cold War eras.
 - The function of the **International Monetary Fund (IMF)** in currency stabilisation and conditional lending.
 - The role of the **World Bank** in long-term development financing and infrastructure projects.
 - **Focus:** Critical examination of the use of **conditionalities** and their impact on recipient nation policies.
- **b. Transnational and Multinational Companies (TNCs/MNCs)**
 - Definition, distinction, and operational strategies of TNCs/MNCs.
 - Their role in creating **global supply chains, outsourcing, and foreign direct investment (FDI).**
 - Analysis of their massive economic and political influence and their impact on local labour and cultural homogeneity.
- **c. Structural Adjustment Policies (SAPs) of the National Governments**
 - The process by which national governments adopt globally accepted neoliberal policies.
 - Key elements of SAPs adopted domestically: **reduction of subsidies, public spending cuts, and mass privatisation of state assets.**
 - Discussion of the social and economic consequences of SAP implementation in developing countries.

Unit 3: Globalisation and the Emerging Civilizational Concerns

- **a. Climate Crisis**

- The link between accelerated global trade, industrial expansion, and **environmental degradation**.
- The issue of **Climate Justice** and the differentiated historical responsibilities of the Global North and South.
- Analysis of key international agreements and frameworks, such as the **Paris Agreement**.
- **b. Sustainable Development Goals (SDGs)**
 - The transition from the Millennium Development Goals (MDGs) to the comprehensive **17 Sustainable Development Goals (SDGs)** (2015-2030).
 - The interconnected nature of the goals, addressing poverty, inequality, peace, and climate change simultaneously.
 - The challenges of **global governance and financing** required to achieve the SDGs.
- **c. Gender Equity**
 - The **gendered impact of globalisation**: how changes in global labour markets and economic restructuring affect women differently.
 - The role of international organisations (like the UN and affiliated bodies) and global social movements in advancing **Gender Equity (SDG 5)**.
 - Analysis of both the empowering opportunities and the exacerbated vulnerabilities created by globalisation for women.