

HEM CHANDRA DEV GOSWAMI COLLEGE, NITAIPUKHURI

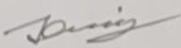
SIVASAGAR, ASSAM

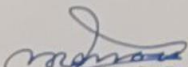
(Affiliated to Dibrugarh University, Dibrugarh, Assam)



SUPPORTING DOCUMENTS  
for  
SELF STUDY REPORT (SSR) of NAAC  
3<sup>rd</sup> Cycle  
Period: (2018 to 2023)

INDICATORS	DESCRIPTIONS
Criterion	I
Title of the Criterion	Curricular Aspects
Key Indicator	Curriculum Enrichment
Metric No	1.3.1
Documents	List and description of Syllabus on crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the curriculum

  
IQAC, Coordinator

  
Principal, H.C.D.G. College  
Principal  
H.C.D.G. College  
Nitaipukhuri, Sivasagar

Prepared and Submitted by Hem Chandra Dev Goswami College, Nitaipukhuri

## Hem Chandra Dev Goswami College, Nitaipukhuri

### List and description of courses which address Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum

Programme Name	Programme Code	Course Name	Course Code	Year of Introduction	Relevant Issues
<b>B.A. in Assamese (Honours)</b>	3 <sup>rd</sup> semester (non-CBCS)	Study of Assamese poem	ASMM 302	2015	Human values, gender issue
	5 <sup>th</sup> semester (non-CBCS)	Assamese Drama	ASMM 502	2015	Human values, gender issue
	5 <sup>th</sup> semester	Introduction to Indian literature	DSE 2	2021	Human values, gender issue
	6 <sup>th</sup> semester (CBCS)	Selection from Assamese Prose	C13	2022	Human values, gender issue
<b>B.A. in Economics (Honours)</b>	Sem-V	Indian Economy-I	ECNHC501	2021	Human development
	Sem-V	Development Economics-I	ECNHC502	2021	Environment, development and sustainability
	Sem-VI	Development Economics-II	ECNHC601	2022	Environment development and sustainability
	Sem-VI	Environmental Economics	ECNHDSE602	2022	Environment, human values and sustainability
	Sem-I	Philosophical Foundations of	EDNH101	2019	1.14 Development of human values

<b>B.A. in Education (Honours)</b>		Education			(Social, moral and Aesthetic)
	Sem-I	Sociological Foundations Of Education	EDNH102	2019	4.2 Education of the socially and economically disadvantaged sections of Indian society with special reference to ST, SC, Women and Rural population
	Sem-IV	Education in Pre independent India	EDNH401	2021	Women's education
	Sem-V	Education in world perspective	EDNH502	2021	Unit IV Development of education in UK, USA, India and Japan in context of Women education
	Sem-V	Inclusive Education	DSEED503	2021	Unit I- children from other desadvantaged or marginalised area of groups (Girls)
	Sem-III & V	Mental Health Issues	DSEED504	2021	Unit III Positive psychology, Unit IV: Yoga for mental health
	Sem-VI	Emerging trends in Indian Education	EDNH601	2022	Unit III Environmental Education, Women Education, Value and Peace education
	Sem-II & VI	Human Rights Education	DSEED601	2022	Unit I women's movement, Unit II Violence against women related to causes, consequences and protection
	Semester-VI	Project Report	DSEED604	2022	Projects on education, socio-economic condition and other related

					aspects of women
<b>B.A. in English (Honours and Compulsory)</b>	Semester-I	English Communication	10310	2019	Communication skill
	Semester-V	Women's Writing	50100	2021	Gender
<b>B.A. in History (Honours)</b>	Semester-VI	History of Ecology and Environment		2014	Environment
	Semester-VI	Women in Indian History		2014	Gender
<b>B.A. in Political Science (Honours)</b>	Sem-I	Constitutional Government & Democracy In India	C 2	2019	Human value
	Sem-II	Feminism Theory & Practice	GE-2	2020	Gender
	Sem-V	Human Rights in a Comparative Perspective	DSE-2	2021	Human value

# 1. Crosscutting issues relevant to Gender into the curriculum

## (i) Course : Women's Writing 5<sup>th</sup> Semester(CBCS), English (Honours)

<p style="text-align: center;"><b>SYLLABI</b> <b>B. A. HONOURS ENGLISH UNDER CBCS</b> <b>DIBRUGARH UNIVERSITY - 2019</b></p> <p><b>ABSTRACT</b></p> <p><b>CREDIT ADD-UP</b></p> <ul style="list-style-type: none"><li>➤ Core: 70 credits (14x5) + 14 (14x1Tutorial) = 84 credits (14 courses)</li><li>➤ Discipline Specific Elective: 20(4x5) credits + 4(4x1Tutorial)= 24 credits (4 courses)</li><li>➤ Generic Elective: 20 (4x5) credits + 4 (4x1Tutorial)=24 credits (4 courses)</li><li>➤ Ability Enhancement Compulsory Course: 08 credits (2+2+4)= 8 credits (3 courses)</li><li>➤ Skill Enhancement Course: 08 credits (2+2)= 4 credits (2 courses)</li></ul> <hr/> <p>Total: 144 credits (27 courses)</p> <p><b>Marks add-up</b></p> <ul style="list-style-type: none"><li>➤ Core courses: 1400 marks</li><li>➤ Discipline Specific Elective: 400 marks</li><li>➤ Generic Elective: 400 marks</li><li>➤ Ability Enhancement Compulsory Course: 200 (50+50+100) marks</li><li>➤ Skill Enhancement Course: 100 marks</li></ul> <hr/> <p>Total: 2600 marks</p> <p><b>Core courses (14 courses)</b></p> <p>Credits: 70 credits (05 credits per core X 14 core = 70 credits) + 14 credits (tutorial)</p> <p>Core courses offered:</p> <ul style="list-style-type: none"><li>➤ Core 1: Indian Classical Literature (Sem 1)</li><li>➤ Core 2: European Classical Literature(Sem 1)</li><li>➤ Core 3: Indian Writing in English (Sem 2)</li><li>➤ Core 4: British Poetry and Drama 14<sup>th</sup> to 17<sup>th</sup> Century (Sem 2)</li><li>➤ Core 5: American Literature (Sem 3)</li><li>➤ Core 6: Popular Literature (Sem 3)</li><li>➤ Core 7: British Poetry and Drama 17<sup>th</sup> and 18<sup>th</sup> Century (Sem 3)</li><li>➤ Core 8: British Literature: 18<sup>th</sup> Century (Sem 4)</li><li>➤ Core 9: British Romantic Literature (Sem 4)</li><li>➤ Core 10: British Literature: 19<sup>th</sup> Century (Sem 4)</li><li>➤ Core 11: Women's Writing(Sem 5)</li><li>➤ Core 12: British Literature: Early 20<sup>th</sup> Century (Sem 5)</li><li>➤ Core 13: Modern European Drama (Sem 6)</li><li>➤ Core 14: Postcolonial Literature (Sem 6)</li></ul>	<p style="text-align: center;"><b>FIFTH SEMESTER</b> <b>COURSE CODE: 50100</b> <b>COURSE 11: WOMEN'S WRITING</b></p> <p style="text-align: right;">25</p> <p style="text-align: center;"><b>(CORE)</b> <b>CREDITS ASSIGNED: 6 CREDITS</b></p> <p><b>COURSE OBJECTIVES:</b> Unarguably the truest fact about human society is domination of women by men. Patriarchy believes in the superiority of man over women in all walks of life. Therefore, women were denied agency to air their views publicly or in writings. The fact that women had to resort to male pseudonyms in order to find readership is merely one instance to prove how patriarchal ideology has a stranglehold over the society at large. Since women have been systematically silenced by 'phallogocentric' ideology, they find it rather difficult to articulate their views. Privileging women's writing is a way by means of which the thought, anxieties, fears, desires, emotions of the 'second sex' can be addressed. The objective of this course is to introduce learners to women's writing, and in doing so attempting to underline the manner in which power operates to silence women from articulating their views. Apart from that, the course would also try to situate women's writing in a space that transcends or upends the male writing tradition through various (subversive) ways.</p> <p><b>UNIT I: POETRY</b></p> <p>Emily Dickinson 'I cannot live with you' 'I'm wife, I've finished that' Sylvia Plath 'Daddy' 'Lady Lazarus' Eunice De Souza 'Advice to Women' 'Bequest'</p> <p><b>UNIT II: NOVEL</b></p> <p>Alice Walker <i>The Color Purple</i></p> <p><b>UNIT III: SHORT STORY</b></p> <p>Charlotte Perkins Gilman 'The Yellow Wallpaper' Mahashweta Devi 'Draupadi', tr. Gayatri Chakravorty Spivak (Calcutta: Seagull, 2002)</p> <p><b>UNIT IV: ESSAY/MEMOIR</b></p> <p>Mary Wollstonecraft <i>A Vindication of the Rights of Woman</i> (New York: Norton, 1988) chap. 1, pp. 11–19; chap. 2, pp. 19–38. Rambhai Ranade 'A Testimony of our Inexhaustible Treasures', in Pandita Ramabai <i>Through Her Own Words: Selected Works</i>, tr. Meera Kosambi (New Delhi: OUP, 2000) pp. 295–324.</p> <p style="text-align: right;">26</p> <p>Rassundari Debi Excerpts from <i>Amur Jiban</i> in Susie Tharu and K. Lalita, eds., <i>Women's Writing in India</i>, vol. 1 (New Delhi: OUP, 1989) pp. 191–2.</p> <p><b>SUGGESTED TOPICS AND BACKGROUND PROSE READINGS FOR CLASS PRESENTATIONS</b></p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**(ii) Course: Feminism Theory & Practice**  
**2<sup>nd</sup> Semester Generic Elective, Political Science(CBCS)**

SCHEME FOR CHOICE-BASED CREDIT SYSTEM IN B.A. (HONOURS)																																																											
POLITICAL SCIENCE																																																											
Semester	CORE COURSES (14)	Ability Enhancement Compulsory Course (AECC) (2)	Skill Enhancement Course (SEC) (2)	Elective: Discipline Specific DSE (4)	Elective: Generic (GE) (4)																																																						
I	C1 Understanding Political Theory	AECC-1 Communicative English			GE-1A Nationalism in India																																																						
	C2 Constitutional Government and Democracy in India	AECC-2 MLT/Communicative English			GE-1B Contemporary Political Economy																																																						
II	C3 Political Theory- Concepts and Debates	AECC-3 Environmental Science			GE-2A Feminism: Theory and Practice																																																						
	C4 Political Process in India				GE-2B Gandhi and the Contemporary World																																																						
III	C5 Introduction to Comparative Government and Politics		SEC-1A Democratic Awareness with Legal Literacy		GE-3A Understanding Ambedkar																																																						
	C6 Perspectives on Public Administration		SEC-3B Public Opinion and Survey Research		GE-3B Governance: Issues and Challenges																																																						
	C7 Perspectives on International Relations and World History																																																										
IV	C8 Political Processes and Institutions in Comparative Perspective		SEC-4A Legislative Practices and Procedures		GE-4A Politics of Globalization																																																						
	C9 Public Policy and Administration in India		SEC-4B Peace and Conflict Resolution		GE-4B United Nations and Global Conflicts																																																						
2																																																											
Semester-II																																																											
GE-2A: Feminism: Theory and Practice																																																											
<p><b>Course Objective:</b> The aim of the course is to explain contemporary debates on feminism and the history of feminist struggles. The course begins with a discussion on construction of gender and an understanding of complexity of patriarchy and goes on to analyze theoretical debates within feminism. The paper also covers the history of feminism in the west, socialist societies and in anti-colonial struggles. Further a gendered analysis of Indian society, economy and polity with a view to understanding the structures of gender inequalities.</p> <p><b>Total Lectures and Tutorials – 84</b></p> <p><b>Unit-I: Concepts in Feminism:</b> Sex/Gender distinction, Patriarchy, Gender Socialisation, Sexual Division of Labour, Private-Public Dichotomy, Biological versus social constructionism, Feminism</p> <p><b>Unit-II: Approaches to the study of Feminism</b>            Liberal, Socialist, Marxist, Radical feminism and Third World Approach</p> <p><b>Unit-III: Genesis of Feminist Movements in the West:</b>            Seneca Falls Convention; Black Feminist Movement, Suffragist Movement in USA, Britain and France; the French Revolution and the Declaration of the Rights of Women and Female Citizen</p> <p><b>Unit-IV: Genesis of Feminist Movement in the East:</b>            Feminism and the Communist Revolution in China-Issues and Debates            Movement for Women's Emancipation-Rosa Luxemburg, Alexandra Kollontai            Feminist issues and women's participation in anti-colonial and national liberation movements in India</p> <p><b>Unit-V: The Indian Experience:</b>            Contemporary issues in Feminism: Environment, Domestic Violence, Rape, Dowry, Sexual Harassment at Workplace, Right to Property and Customary versus Constitutional Law, Gender Relations in India, Family, Matrifocal and Patriarchal, Women and Work</p> <p><b>Reading List:</b></p> <ul style="list-style-type: none"> <li>Geetha, V. (2002) <i>Gender</i>. Calcutta: Street.</li> <li>Geetha, V. (2007) <i>Patriarchy</i>. Calcutta: Street.</li> <li>Jagger, Alison. (1983) <i>Feminist Politics and Human Nature</i>. U.K.: Harvester Press, pp. 25-100.</li> <li>Lerner, Gerda. (1986) <i>The Creation of Patriarchy</i>. New York: Oxford University Press.</li> </ul>																																																											
70																																																											
<p>• Rombodham, Shikha. (1993) <i>Women in Movements</i>. New York and London: Routledge. Section I, pp. 27-74 and 178-218.</p> <p>• Jayawadee, Kijitani. (1986) <i>Feminism and Nationalism in the Third World</i>. London: Zed Books, pp. 1-24, 71-108, and Conclusion.</p> <p>• Forbes, Gertrude. (1998) <i>Women in Modern India</i>. Cambridge: Cambridge University Press, pp. 1-150.</p> <p>• Eisenstein, Zillah. (1989) <i>Capitalist Patriarchy and the Case for Socialist Feminism</i>. New York. Monthly Review Press, pp. 271-353.</p> <p>• Fuchs, Valerie &amp; Mueller, Magda. (1993) <i>Gender, Politics and Post-Communism</i>. New York and London: Routledge. Introduction and Chapter 28.</p> <p>• Chaudhuri, Mayurita. (2003) <i>Gender in the Making of the Indian Nation State</i>, in Regie, Sharmila. (ed.) <i>The Sociology of Gender: The Challenge of Feminist Sociological Knowledge</i>. New Delhi: Sage.</p> <p>• Banerjee, Sikata. (2007) 'Gender and Nationalism: The Masculinisation of Hinduism and Female Political Participation', in Ghoshal, Rehana. (ed.) <i>Urban Women in Contemporary India: A Reader</i>. New Delhi: Sage.</p> <p>• Roy, Kamkum. (1995) 'Where Women are Worshipped, Their Gods Rejoice: The Struggles of the Ancestress of the Hindu Women', in Sarkar, Tanika &amp; Basu, Urvashi. (eds.) <i>Women and the Hindu Right</i>. Delhi: Kali for Women, pp. 10-28.</p> <p>• Chakravarti, Uma. (1988) 'Beyond the Alibharan Paradigm: Towards a New Understanding of Gender Relations in Early Indian History', <i>Social Scientist</i>, Volume 16, No. 8.</p> <p>• Banerjee, Nirmala. (1999) 'Analysing Women's work under Patriarchy' in Sangari, Kamkum &amp; Chakravarti, Uma. (eds.) <i>From Myths to Markets: Essays on Gender</i>. Delhi: Manohar.</p> <p>• Gandhi, Nandita &amp; Shah, Nandita. (1991) <i>The Issues at Stake – Theory and Practice in Contemporary Women's Movement in India</i>. Delhi: Zuban, pp. 7-72.</p> <p>• Shinde, Tarashi (1993) 'Sri-Purusha Yatra', in Panu, Sujit &amp; Lalita, K. (eds.) <i>Women Writing in India, 600 BC to the Present</i>. Vol. I. New York: Feminist Press.</p> <p>• Desai, Neera &amp; Thakkar, Usha. (2001) <i>Women in Indian Society</i>. New Delhi: National Book Trust.</p>																																																											
<table> <tr> <th colspan="6">POLITICAL SCIENCE</th></tr> <tr> <th>Semester</th><th>CORE COURSES (14)</th><th>Ability Enhancement Compulsory Course (AECC) (2)</th><th>Skill Enhancement Course (SEC) (2)</th><th>Elective: Discipline Specific DSE (4)</th><th>Elective: Generic (GE) (4)</th></tr> <tr> <td>V</td><td>C10 Global Politics</td><td></td><td></td><td></td><td></td></tr> <tr> <td></td><td>C11 Classical Political Philosophy</td><td></td><td></td><td>DSE-1A Contemporary Politics in Assam</td><td></td></tr> <tr> <td></td><td>C12 Indian Political Thought-I</td><td></td><td></td><td>DSE-1B Dilemmas in Politics</td><td></td></tr> <tr> <td></td><td></td><td></td><td></td><td>DSE-2A Human Rights in a Comparative Perspective</td><td></td></tr> <tr> <td></td><td></td><td></td><td></td><td>DSE-2B Development Process and Social Movements in Contemporary India</td><td></td></tr> <tr> <td>VI</td><td>C13 Modern Political Philosophy</td><td></td><td></td><td>DSE-3A Public Policy in India</td><td></td></tr> <tr> <td></td><td></td><td></td><td></td><td>DSE-3B</td><td></td></tr> </table>						POLITICAL SCIENCE						Semester	CORE COURSES (14)	Ability Enhancement Compulsory Course (AECC) (2)	Skill Enhancement Course (SEC) (2)	Elective: Discipline Specific DSE (4)	Elective: Generic (GE) (4)	V	C10 Global Politics						C11 Classical Political Philosophy			DSE-1A Contemporary Politics in Assam			C12 Indian Political Thought-I			DSE-1B Dilemmas in Politics						DSE-2A Human Rights in a Comparative Perspective						DSE-2B Development Process and Social Movements in Contemporary India		VI	C13 Modern Political Philosophy			DSE-3A Public Policy in India						DSE-3B	
POLITICAL SCIENCE																																																											
Semester	CORE COURSES (14)	Ability Enhancement Compulsory Course (AECC) (2)	Skill Enhancement Course (SEC) (2)	Elective: Discipline Specific DSE (4)	Elective: Generic (GE) (4)																																																						
V	C10 Global Politics																																																										
	C11 Classical Political Philosophy			DSE-1A Contemporary Politics in Assam																																																							
	C12 Indian Political Thought-I			DSE-1B Dilemmas in Politics																																																							
				DSE-2A Human Rights in a Comparative Perspective																																																							
				DSE-2B Development Process and Social Movements in Contemporary India																																																							
VI	C13 Modern Political Philosophy			DSE-3A Public Policy in India																																																							
				DSE-3B																																																							

**(iii) Course: Sociological Foundations of Education  
2<sup>nd</sup> Semester(CBCS), Honours in Education**

SYLLABUS OF THE UG PROGRAMME IN EDUCATION DIBRU GARH UNIVERSITY B.A. IN EDUCATION (HONOURS) EDNH02: SOCIOLOGICAL FOUNDATIONS OF EDUCATION CREDIT: 6 [MARKS: 100 (IN-SEMESTER: 20; END-SEMESTER: 80)]					
<b>Expected Learning Outcome:</b> On completion of the course, the students will be able to:					
1. Explain the concept, approaches and theories of educational sociology. 2. Illustrate Social Aspects, Social Processes and role of Education. 3. Explain the role of Education in Social Change and Development. 4. Describe various Social Groups and their Education 5. Explain different Political Ideologies and their bearings on Education					
<b>Course Contents:</b>					
Unit	Content	Marks	L	P	T
I	<b>Concept, Approaches and Theories</b> 1.1 Introduction to Educational Sociology-meaning, nature and scope 1.2 Analogy between Education and Sociology(relationship) 1.3 Need for sociological approaches in Education(importance) 1.4 Theories of Educational Sociology- • Conflict Theory-concept, features, merits and demerits • Consensus Theory- concept, features, merits and demerits	16	(13)		2
II	<b>Education, Social Aspects and Socialization Process</b> 2.1 Socialization: Meaning and Process 2.2 Education as a Socialization Process, 2.3 Agencies of socialization : Home, School, Society (Neighborhood, Peer group, Mass media, Social Media) 2.4 Role of these agencies in socialization 2.5 Social Mobility-meaning, types, factors, Role of education in Social Mobility 2.6 Emotional and National integration- meaning, importance, Role of education 2.7 Internationalization- meaning, importance, Role of education 2.8 Modernization: Meaning, Indicators, Role of Education	16	(15)		3

Page 7

III	<b>Role of Education in Social Changes and Development</b> 3.1 Social Change- meaning & factors 3.2 Relation between education & Social Change 3.3 Cultural Changes- meaning, factors, Role of education 3.4 Economic Development- meaning, factors, role of education 3.5 Education as a development indicator 3.6 Human Resource Development-meaning, role of education	16	(13)		3
IV	<b>Education and Social Groups</b> 4.1 Social groups in Indian context: Characteristics and Classification 4.2 Social Disadvantages and Inequalities in Indian Society- meaning, causes and types 4.3 Education of the socially and economically disadvantaged sections of Indian society with special reference to ST, SC, Women and Rural	16	(15)		3
	population. 4.4 Concepts of equity, equality and access in education 4.5 Reservation in Indian education			3	
V	<b>Education and Political Ideologies</b> 5.1 Democracy-concept and basic features of Democracy, nature of education in Democracy, Role of education in inculcating democratic values. 5.2 Totalitarianism: concept and basic features of Totalitarianism, nature of education in Totalitarian society 5.3 Communism: concept of Communism, basic features, nature of education in Communist society 5.4 Secularism: Meaning and Role of education in secular society	16	(14)		3
<b>Total</b>		80	70		14

In-semester Assessment:

A. Sessional Activities (The teacher may assign and assess any one of the following): Marks 5  
a. Group discussions on any topic of the course.

Marks 20

**(iv) Course: Education in Pre-independent India  
4<sup>th</sup> Semester(CBCS), Honours in Education**

SYLLABUS OF THE UG PROGRAMME IN EDUCATION DIBRUGARH UNIVERSITY B.A. IN EDUCATION (HONOURS) EDNH401: EDUCATION IN PRE-INDEPENDENT INDIA CREDIT: 6 [MARKS: 100 (IN-SEMESTER: 20; END-SEMESTER: 80)]						
<b>Expected Learning Outcome:</b> On completion of the course, the students will be able to:						
1.	explain the concept of education in the context of Indian heritage.					
2.	describe the education in ancient India, particularly Vedic Education and Buddhist Education.					
3.	critically examine the education system in Medieval India.					
4.	evaluate the education system during British period with special emphasis on the commissions and committees.					
<b>Course Content:</b>						
Unit	Content	Marks	L	P	T	
I	<b>Educational Heritage of India</b> 1.1 Education in Ancient India (Vedic and Buddhist Period) with special reference to its: - Salient Features - Aims and Objectives - System of Administration and Finance - Method of Teaching - Types of Organisation of Educational Institution - Curriculum - Teacher-Pupil Relationship - Women's Education during Vedic and Buddhist Period. 1.2 Education in Medieval India (Islamic System of Education) with special reference to its: - Salient Features. - Aims and Objectives. - System of Administration and Finance. - Types of Organisation of Educational Institution. - Curriculum. - Women Education during Islamic Period. 1.3 Comparison among the Vedic, Buddhist and Islamic education system.	20	(17)			5
II	<b>Education during British Period</b> 2.1 Indigenous System of Education during British rule: - Meaning of indigenous education. - Types of indigenous educational institution. - Causes of downfall of Indigenous education. 2.2 Educational activities of Missionaries in India - The Portuguese - The Danish - The Dutch - The French - The British 2.3 Centres of Missionary Education in India. 2.4 Educational activities of Missionaries in Assam	20	(18)			3



## (v) Course: Education in World Perspective

### 5<sup>th</sup> Semester(CBCS), Education (Honours)

DIBRUGARH UNIVERSITY						
B.A. IN EDUCATION (HONOURS)						
EDNH502: EDUCATION IN WORLD PERSPECTIVE						
CREDIT : 6						
MARKS: 100 (IN-SEMESTER 20 AND END-SEMESTER 80)						
<b>Expected Learning Outcome:</b> On completion of the course, the students will be able to : 1. explain the meaning and definition, nature, scope and purpose of comparative education. 2. describe the factors influencing in national system of education. 3. describe the methods of comparative education. 4. explain the organization, administration, objectives and examination systems of the countries. 5. describe the vocational and teacher education of different countries, specially UK, USA, India and Japan. 6. explain the open education in world perspective.						
<b>Course Content:</b>						
Unit	Content	Marks	L	P	T	
I	<b>Importance of studying national system of education</b> 1.1 Nature and scope of studying National Systems of Education 1.2 Factors influencing a national system of education • Geographical factor. • Philosophical factor. • Social factor. • Political factor. • Economical factor. • Historical factor. • Religious factor. • Racial factor. • Linguistic factor. 1.3 Aims and Objectives of National System of Education with respect to • USA • UK • Japan • India	20	(16)			
II	2.1 Historical perspective of the development of the study: • Travellers' tales. • Educational problems. • Interaction of society and education. • Quantitative approach. • Scientific approach 2.2 Methods of studying National Systems of Education • Descriptive method. • Historical method. • Sociological method. • Statistical method. • Psychological method. • Scientific method.	20	(16)			
III	Development of education with respect to Salient features, organization, administration and Curriculum of Primary/ Elementary, Secondary and Higher education in • UK • USA • India • Japan	20	(17)			
IV	Development of education in UK, USA, India and Japan (with reference to organization, curriculum and evaluation) in context of • Technical and Vocational education • Teacher education • Open and Distance education • Women Education	20	(17)			

**(vi) Course: Inclusive Education**  
**5<sup>th</sup> Semester(CBCS), Education (Honours)**

**SYLLABUS OF THE UG PROGRAMME IN EDUCATION**  
**DIBRUGARH UNIVERSITY**  
**B.A. IN EDUCATION (HONOURS)**  
**DSEED503 / GEED301: INCLUSIVE 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 concept of special education, integrated education, and inclusive education.
2. discuss the global and national commitments towards the education of children with diverse needs.
3. appreciate the need for promoting inclusive practice and the roles and responsibilities of all concerned personnel.
4. analyse critically the recommendations of various commissions and committees towards teacher preparation for inclusive education.
5. describe the nature of difficulties encountered by children and in preparing conducive teaching learning environment in inclusive schools.
6. identify existing support services for promoting inclusive practice.
7. describe the policy perspectives related to education of socially disadvantaged section in India.
8. describe the schemes and programmes for education of socially disadvantaged groups.

**Course Contents:**

Unit	Content	M	L	P	T
------	---------	---	---	---	---

<b>I</b>	<b>Understanding Children with Diverse Needs</b> 1.1 Concept and Nature of Children with Diverse Needs 1.2 Types and Characteristics of- • Children with Visual Impairment, • Children with Hearing Impairment, • Children with Intellectual Disability, • Children with Specific Learning Disability • Children with Cerebral Palsy • Children with Autistic Disorder • Children with Multiple Disabilities • Children from Other Disadvantaged or Marginalized Areas of Group (Girls, SC, ST, Minorities, Street and Working Children etc.)	<b>20</b>	<b>(17)</b>	<b>3</b>
<b>II</b>	<b>Introduction to Inclusive Education:</b> 2.1 Changing Concept and Nature of Special Education. 2.2 Concept and Nature of Inclusion 2.3 Need and importance of inclusion 2.4 Classification of inclusion- • Physical, • Social and • Cognitive inclusion. 2.5 Inclusive Education- • Concept and Nature of Inclusive education • Objectives of Inclusive Education • Need and importance of Inclusive Education 2.6 Historical development of Inclusive Education in India and Abroad (Special, Integrated and Inclusive Education). 2.7 Barriers of Children with Diverse Needs to learning and participation 2.8 Strategies to overcome the barriers to learning and participation for children with diverse Needs	<b>18</b>	<b>(15)</b>	<b>2</b>
<b>III</b>	<b>Policies and Legislations for Diverse Needs Education &amp; Rehabilitation:</b> 3.1 International Policies and Legislations: • Dakar: framework of action (2000) • Millennium Development Goals (2000) to Indian Context. • United Nations Convention on the Rights of Persons with Disabilities, 2006. 3.2 National Policies and Legislations: • National Policy on Education (1986) with	<b>22</b>	<b>(20)</b>	<b>5</b>

	• Sarva Shiksha Abhiyan (SSA). • Rashtriya Madhyamic Shiksha Abhiyan (RMSA).		2	
<b>IV</b>	<b>Current Trends and Future Perspective:</b> 4.1 Concept of curriculum adaptations for children with diverse needs 4.2 Need of curriculum adaptations for children with diverse needs. 4.3 Curricular and Co-curricular activities for meeting diverse needs of children. 4.4 Role of the Agencies- • Family • Community and • NGOs 4.5 Problems/constraints in education of socially disadvantaged children. 4.6 Addressing social group inequality- • Multicultural Education • Organisation and management of schools to address socio-cultural diversity. • Teaching-learning process and support materials • Schemes, programmes for education of socially disadvantaged section	<b>20</b>	<b>(18)</b>	<b>4</b>
		<b>80</b>	<b>70</b>	<b>14</b>

**In-semester Assessment:**

**Marks 20**

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

- a. Group discussion/Seminar/Debate/Assignment on any one of the topics of the course.

**(vii) Course: Human Rights Education**  
**5<sup>th</sup> Semester(CBCS), Education (Honours)**

SYLLABUS OF THE UG PROGRAMME IN EDUCATION  
 DIBRUGARH UNIVERSITY  
 B.A. IN EDUCATION (HONOURS)  
 DSEED601 / GEED201: HUMAN RIGHTS EDUCATION  
 CREDIT: 6  
 [MARKS: 100 (IN-SEMESTER: 20; END-SEMESTER: 80)]

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

1. explain the meaning, definition, nature, scope, theories and constitutional perspectives of human rights.
2. describe the concept, objectives, principles, need and curriculum, of human rights education.
3. describe methods and activities of teaching human right education.
4. describe the factors promoting human right education.
5. describe the basics of human rights education i.e. societal, political, regionalism and limitations of its
6. explain the role of different agencies of human rights education.

Page 65

**Course Content:**

Unit	Content	M	L	P	T
I	<b>Introduction to Human Rights</b> 1.1. Concept of Human Rights: Meaning, Definition, Nature and Scope. 1.2. Theories of Human Rights: Natural, Liberal, Marxist and Social Theory 1.3. Constitutional Perspectives : Fundamental Rights and Duties and their correlation 1.4. Universal Declaration of Human Rights,1948 1.5. Human Rights Movement in India: National Freedom Movement, Dalit and Women's movement	20	(16)	2	4
II	<b>Understanding and Dealing with Violation of Human Rights</b> 2.1 Societal : 2.1.1 Violence against women: Causes, Consequences and Protection 2.1.2 Violence against Children: Causes, Consequences and Protection (Child Labour, Child Trafficking and Child Abuse) 2.1.3 Poverty with related to causes, types and consequences 2.1.4 Population Growth with related to causes, consequences and Protection 2.2 Political : 2.2.1 Terrorism with related to concept, types, causes and measures 2.2.2 Regionalism with related to causes and consequences	(20)	4	4	2
III	<b>Introduction to Human Rights Education</b> 3.1 Concept, Objectives, Principles and need for Human Rights Education in India 3.2 Factors promoting Human Rights Education 3.2.1 Positive Attitude 3.2.2 Pro- Social Behaviour 3.2.3 Elimination of Prejudice 3.2.4 Promotion of peace 3.3 Human Rights Education at different levels of education 3.3.1 Elementary/ Primary 3.3.2 Secondary 3.4 Curriculum of Human Rights Education 3.5 Methods and Activities of teaching Human Rights Education 3.5.1 Teaching in Formal mode 3.5.2 Non- Formal Training 3.5.3 Counselling 3.6 Limitation of Human Rights Education	20	(18)	3	2
IV	<b>Agencies of Human Rights Education</b> 4.1 Role of Global Efforts ( United Nations, UNESCO	20	(16)	4	4

Page 66

## (viii) Course: Emerging Trends in Indian Education 6<sup>th</sup> Semester Honours in Education(CBCS)

SYLLABUS OF THE UG PROGRAMME IN EDUCATION DIRRUGARH UNIVERSITY B.A. IN EDUCATION (HONOURS) EDNH601: EMERGING TRENDS IN INDIAN EDUCATION CREDIT: 6 MARKS: 100 (IN-SEMESTER 20 AND END-SEMESTER 80)					
<b>Expected Learning Outcome:</b> 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					
<b>Course Contents</b>					
Unit	Content	Marks	L	P	T
I	<b>1.0. EDUCATION AND INDIAN CONSTITUTION</b> 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	<b>2.0 CHALLENGES OF INDIAN EDUCATION</b> 2.1 <b>Early Childhood Care &amp; Education (ECCE) in India:</b> 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. <b>Elementary Education (EE) in India:</b> 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. <b>Secondary Education (SE) in India</b> 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. <b>Higher Education (HE) in India:</b> 2.4.1. Objectives & Challenges HE in India. 2.4.2. Efforts towards strengthening HE 2.5. <b>Teacher Education in India:</b> 2.5.1. Objectives of Teacher Education in India 2.5.2. Challenges of Teacher Education in India. 2.6. <b>Technical and Vocational Education in India:</b> 2.6.1. Objectives & Challenges of Technical and Vocational education in India. 2.6.2. Efforts towards strengthening Technical and Vocational education 2.7. <b>Professional Education in India:</b> 2.7.1. Need and Challenges of Professional Education in India	20	(17)		3
III	<b>3.0. ESSENTIAL PERSPECTIVES OF INDIAN EDUCATION</b> 3.1. <b>Environmental Education:</b> 3.1.1. Meaning & Objectives of Environmental Education 3.1.2. Challenges of Environmental Education. 3.2. <b>Women Education:</b> 3.2.1. Importance & Challenges of Women Education in India. 3.3. <b>Inclusive Education:</b> 3.3.1. Concept, Objectives & Challenges of Inclusive Education. 3.3.2. Role of RTE, PWD act in addressing Inclusive Education. 3.4. <b>Alternative Education:</b> 3.4.1. Concept, Need of alternative schooling at Elementary,	16	(15)		1

Page 46

Page 47

IV	Secondary and Higher Level, 3.4.2. Development and Challenges of Distance Education	1		
	3.5. <b>Adult Education:</b> 3.5.1. Concept & Challenges of Adult education 3.5.2. Initiatives for Adult education: Adult literacy mission, Sakshar Bharat.	1		
	3.6. <b>Population Education:</b> 3.6.1. Concept & Challenges of Population Education 3.6.2. Role of Education in addressing the challenge of population explosion	1		
	3.7. <b>Human Rights Education:</b> 3.7.1. Concept of Human Rights education 3.7.2. Role of National Commissions for Protection of Childs Rights (NCPCE)	1		
	3.8. <b>Value and Peace Education:</b> 3.8.1. Concept of Value & Peace education 3.8.2. Role of education in promotion of Value & peace in Society.	1		
	<b>4.0. Emerging ISSUES IN EDUCATION</b> 4.1. <b>ICT based teaching learning:</b> 4.1.1. Concept & Challenges of ICT based Education 4.1.2. ICT devices used in curriculum transaction	16	(12)	4
	4.2. <b>Continuous and Comprehensive Evaluation:</b> 4.2.1. Concept & nature of CCE 4.2.2. Tools & Techniques of CCE	1		
	4.3. <b>Education and National development:</b> 4.3.1. Education as a development indicator. 4.3.2. Role of Education in Human Resource Development.	1		
	4.4. <b>Issues of Curriculum:</b> 4.4.1. Aims of education & curriculum with reference to NCF 2005 4.4.2. Challenges of curriculum construction at Elementary and Secondary level	1		
	4.5. <b>Privatization and Commercialization in Indian Education:</b> 4.5.1. Concept of Privatization and Commercialization of Education 4.5.2. Impact of Privatization and Commercialization in Indian Education	2		
V	<b>5.0. Education in Present Social Context</b> 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. Concepts 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

Page 48

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  
a. Group discussions on any one of the topics of the course  
b. Debate on the topics like youth unrest, AIDS, Substance abuse, Health and Hygiene  
c. Identifying challenges of Indian Education and preparing assignment on the suggestions to address these challenges.  
B. **Sessional Tests:** Marks 10  
C. **Attendance:** Marks 5

**Suggested Readings:**  
1. Kuchhar, S.K., *Frontal Issues in Indian Education*, Sterling Publishers.  
2. Bhambhani, S. & Saxena, A., *Modern Indian Education and its Problems*, R. Lall Book Depot, Meerut (UP) India.  
3. Agrawal, T.C. & Agrawal, S.P. (1992). *Role of UNESCO in Educational*, Vikas Publishing House, Delhi.  
4. Govt. of India (1986). *National Policy on Education*, Ministry of HRD, New Delhi.  
5. NCERT (1986). *School Education in India – Present Status and Future Needs*, New Delhi.  
6. Salamattullah, (1979). *Education in Social Context*, NCERT, New Delhi.  
7. *Education and National Development*. Ministry of Education, Government of India 1966.  
8. UNESCO-(2004) *Education for All: The Quality Imperative*. EFA Global Monitoring Report File.  
9. World Bank, (2004). *Reaching the Child: An Integrated Approach to Child*

**(ix) Course : Project Report**  
**6<sup>th</sup> Semester, Education (Honours CBCS)**

SYLLABUS OF THE UG PROGRAMME IN EDUCATION  
DIBRUGARH UNIVERSITY  
B.A. IN EDUCATION (HONOURS)  
DSEED604: PROJECT REPORT  
CREDIT: 6  
[MARKS: 100 ( IN-SEMESTER: 20; END-SEMESTER: 80)]

**Expected Learning Outcome:** *After completion of this course, the student will be able to :*

1. explain the process of conducting a Project.
2. identify the problems for Educational Project.
3. solve problems faced in educational field through project.
4. prepare a project report.

Unit	Content	Marks	L	P	T
I	<b>1.0 Introduction to the Project</b> 1.1 Concept of Project 1.2 Characteristic of a good project 1.3 Steps of conducting a project <ul style="list-style-type: none"> <li>• Identification of Problem</li> <li>• Formulation of Objective</li> <li>• Preparation of Tools: Questionnaire, Rating Scale, Interview Schedule, Check list etc.</li> <li>• Selection of Sample</li> <li>• Collection of Data</li> <li>• Analysis and interpretation of data</li> <li>• Report Writing</li> </ul> 1.4 Challenges of conducting a Project		10		

Page 74

	<i>(The teacher will have to take theory classes on the topics assigned in this unit)</i>			
II	<b>2.0 Preparation of Project report:</b> The student shall have to conduct a project under the supervision of a teacher and submit a project report consisting of the following: <ul style="list-style-type: none"> <li>• Title of the Project</li> <li>• Introduction</li> <li>• Rationale of the study</li> <li>• Objectives of the Study</li> <li>• Method and procedures followed (Description of the tools and techniques used, procedure of Collection of Data and procedure of analysis of data)</li> <li>• Analysis and Interpretation of data with illustrations</li> <li>• Findings of the study</li> </ul> <i>(The teacher shall provide guidance to the students throughout the Project.)</i>		5	
	Total			

**In-semester Assessment:** **Marks 20**

- Conducting the project and preparing the report Marks 5
- Sessional Tests on the content of the first unit: Marks 10
- Attendance: Marks 5

**End-Semester Assessment:** **80**

The end-semester assessment will be based on the project report and viva voce. The

## (x) Course: Women in Indian History 6<sup>th</sup> Semester, History (Major) (Non-CBCS)

<b>IISM: 602</b>		End- Semester Marks :	80
<b>Women in Indian History</b>		In- Semester Marks :	20
		Total Marks :	100
		10 to 12 classes per unit	
<b>Objective:</b>			
The objective of this course is to describe the Feminist Movement, the key concepts in Women's studies as well as sources for reconstructions of Women's History. It will also describe the status of Women in Indian Society during the Vedic and Medieval period. Further the Reform Movement as well as the role of women in India's Freedom Struggle will be dealt with.			
<b>Unit: I</b>			<b>Marks: 16</b>
1.01 :	Key Concepts in Women's Studies – Gender, Patriarchy and Sexual Division of Labour		
1.02 :	Feminist movements and Development of Women's History		
1.03 :	Sources for Reconstruction of Women's History – Oral Narratives, Memoirs, Diaries, Autobiographies		
<b>Unit: II</b>			<b>Marks: 16</b>
2.01 :	Women In Ancient Indian Society : Vedic Period		
2.02 :	Status of Women in Buddhism		
2.03 :	Changing Status of Women in the Subsequent Periods		
2.04 :	Women in Medieval India		
<b>Unit: III</b>			<b>Marks: 16</b>
3.01 :	Social customs and Reform Movement in 19 <sup>th</sup> century India : Sati, widow Remarriage, Female Infanticide : Role of Brahma Samaj, Arya Samaj , Parthana Samaj and Aligarh Movement		
3.02 :	Jyotiha Phule, Pandita Ramabai and Begum Rukia Sakhawat Hussain		
3.03 :	Development of Women's' Education in 19 <sup>th</sup> and 20 <sup>th</sup> Century : Role of Social Reformers and Missionaries		
3.04 :	Sarda Act, 1929 and Hindu Women's Right to Property Act, 1937		
<b>Unit: IV</b>			<b>Marks: 16</b>
4.01 :	Development of Women's Organization : Women's Conference, 1910 and National Council of Women in India		
4.02 :	Demand for Women's Franchise		
4.03 :	Women in Freedom Struggle : Pre-Gandhian Phase		
4.04 :	Women in Freedom Struggle : Gandhian Phase		
4.05 :	Women in Revolutionary Movements		
<b>Unit: V</b>			<b>Marks: 16</b>
5.01 :	Women, Society and Patriarchy in Medieval Assam		

- 5.02 : Social Reforms in 19<sup>th</sup> and 20<sup>th</sup> Century Assam  
5.03 : Development of Women's Organizations in Assam  
5.04 : Women in Freedom Struggle in North East India

### Text Books:

- Altekar, A.S : *The Position of Women in Hindu Civilization, 2<sup>nd</sup> print, Delhi, 1978*  
Desai Neera & Thakkar, Usha, (ed) : *Women in Indian Society*  
Forbes Geraldine : *Women in Modern India, 1998*  
Mahanta, A : *Journey of Assamese Women 1836 –1937, Guwahati - 2008*  
Sharma, Dipti : *Muktijudhat Luitpuria Nari, Guwahati, 1995*  
Barman, S., Devi, S. : *Asomiya Nari: Otijya aru Ultaran, Guwahati, 2002*

### Reference Books:

- Geetha, V : *Gender, Kolkata, 2009*  
 : *Patriarchy, Calcutta –2007*  
Medhi, Kunja : *Pitri Tantra K? Guwahati, 2004*  
Kumar, Radha : *The History of Doing, 1993*  
Krishnamurthy, J (ed) : *Women in Colonial India, Delhi, 1989.*  
Lerner, Gerda : *The Creation of Patriarchy 1996.*  
Majumdar, V. : *Studies on the Political Status of Women in India. Delhi 1979.*  
Mukherjee, P. : *Hindu Women Normative Models, Calcutta -1999*  
Nair, Janaki : *Women and Law in Colonial India, 2000.*  
Ray Bharati (ed.) : *Women of India: Colonial and Post Colonial Period, Delhi- 2005*  
Roy, KumKum. (ed). : *Women in Early Indian Societies, 1996*  
Sangari Kumkum & Vaid : *Recasting Women Essays in Colonial History, 1992*  
Sudesh, (ed). : *Women in Indian Religions, 2004.*  
Sharma, A (ed) : *The Role of the Assamese Women in the Freedom Movements*  
Sharma, D : *Women, Politics and Religion.*  
Swarup Hemlata, Bisaria Sarojini : *Ideal, Images and Real lives, essays on women, history and literature, Orient Longman, 1999.*  
Thorne, Alice & Krishnaraj M. : *Feminism, A Very Short Introduction, Oxford, 2005.*  
Walters, Margaret

\*\*\*

## 2. Crosscutting issues relevant to Human values into the curriculum

### (i) Course: Philosophical Foundation of Education 1<sup>st</sup> Semester, Honours in Education(CBCS)

SYLLABUS OF THE UG PROGRAMME IN EDUCATION DIRBUGARI UNIVERSITY B.A. IN EDUCATION (HONOURS) EDNH101: PHILOSOPHICAL FOUNDATIONS OF EDUCATION CREDIT: 6 [MARKS: 100 (IN-SEMESTER: 20; END-SEMESTER: 80)]					
<b>Expected Learning Outcome:</b> On completion of the course, the students will be able to- 1. describe the modern concept, aims, functions and role of education. 2. describe the role of Philosophy in Education. 3. explain the basic tenets of the given Indian and Western Philosophies and their influence in Education. 4. appraise the contribution of the given philosophers in the domain of education.					
<b>Course Content:</b>					
Unit	Content	Marks	L	P	T
I	<b>Concept of Education</b> 1.1 Meaning, Nature and Scope of education 1.2 Types (Formal, Informal and Non-formal) 1.3 Aims of education- Individual and Social aims of education in specific reference to different levels: Elementary, Secondary and Higher education. The functions of Education 1.4 Individual development (Development of skill, basic knowledge, interest and appreciation). • Acquaintance with heritage, (preservation and transmission). • Development of human values, (Social, moral and Aesthetic)	16	(13)		3
	• Acquisition of skills leading to self-actualization and successful living. • Social cohesion and social progress				
II	<b>Role of Philosophy in Education</b> 2.1 Science of Education & Philosophy of Education. 2.2 Meaning, nature and scope of Philosophy of Education 2.3 Role of Philosophy in Education: • Philosophy and aims of education. • Philosophy and curriculum. • Philosophy and methods of teaching. • Philosophy and role of teachers. • Philosophy and discipline	16	(13)		3
III	<b>Indian Schools of Philosophy and their Influences in Education:</b> 3.1 Basic features and classification of Indian Philosophy 3.2 Yoga: a) the Hathayoga and Rajayoga. b) The Astangika Yoga. c) Influence of Yoga in education. 3.3 Vedanta: a) Basic tenets (Brahma, Atman, Jagat, Maya) b) Advaita Vedanta c) Influence in education. 3.4 Buddhism: a) Four noble truths of Buddha b) Middle Path c) Influence in education. 3.5 Impact of Indian schools of philosophy in present system of education in India.	16	(15)		3
IV	<b>Western Schools of Philosophy and their Influences in Education:</b> 4.1 Basic features of Western Philosophy 4.2 Idealism: a) Basic tenets b) Influence in determining aims, curriculum, methods of teaching, role of teacher and discipline in education. 4.3 Naturalism: a) Basic tenets b) Influence in determining aims, curriculum, methods of teaching, role of teacher and discipline in education. 4.4 Pragmatism a) Basic tenets b) Influence in determining aims, curriculum, methods of teaching, role of teacher and discipline in education. 4.5 Impact of Western schools of philosophy in present system of Indian education.	16	(18)		3

V	<b>Curriculum</b> 5.1 Concept and nature of curriculum 5.2 Curriculum and Syllabus 5.3 Different kinds of curriculum based on various philosophies given in this course. 5.4 Concept and types of co-curricular activity 5.5 Various philosophical thoughts given in the course on co-curricular activities	16	(13)		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**

- Group discussions on any topic of the course.
- Debates on the present relevance of the Indian philosophies (any one from the prescribed philosophies)
- Presentation of seminar papers on the various contents of the course with the help of the course teacher(s).
- Assignments on the relevance of the thoughts of the educationists prescribed in the course.

**B. Sessional Tests: Marks 10**

**C. Attendance: Marks 5**

**Suggested Readings:**

- Dewey John (2014). *Democracy and Education*. New Delhi: Aakar Books
- Chandra, S. S. & R. K. Sharma (2006). *Philosophy of Education*. Delhi: Atlantic Publisher.
- Flew, Antony (1989). *An Introduction to Western Philosophy: Ideas and Argument from Plato to Popper*. London: Thames & Hudson Ltd.
- Harvey, Peter (2013). *An Introduction to Buddhism: Teaching, History and Practices*. New Delhi: Cambridge University Press. (First South Asia Edition)
- Hiriyana, M.(1993). *Outlines of Indian Philosophy*. Delhi: Kavyalaya Publishers. (First Indian Edition)
- Miri, Mrinal (2014) *Philosophy of Education*. Oxford University Press.
- Radhakrishnan, S. (2012). *Indian Philosophy (Vol. I and II)*. New Delhi: Oxford University Press. (Seventh Impression)
- Rusk R, Robert (2007). *Philosophical Bases of Education*. Delhi: Surjeet Publications.
- Sengupta, Ira(2012). *A Short History of Western Philosophy*. Kolkata: New Central Book Agency
- Singh, Y. K. (2007). *Philosophical Foundation of Education*. APH Publishing Corporation.

## (ii) Course: Mental Health Issues

### 5<sup>th</sup> Semester DSE2 , Honours in Education(CBCS)

UG Curriculum of Education under CBCS 2019 DIBRUGARH UNIVERSITY						
SEMESTER-WISE DISTRIBUTION OF COURSES IN BA EDUCATION HONOURS (CBCS)						
Sem	CORE COURSE (4 courses) (6 credits each)	Ability Enhancement Compulsory Course (AECC) (3 courses)	Skill Enhancement Course (SEC) (2 courses)	Discipline Specific Elective (DSE) (4 courses) (6 credits each) (For the students opting other than education as honours subject)	Generic Elective (GE) (4 courses) (6 credits each)	Total Credits in each Sem
I	EDNH001: Philosophical Foundations of Education	AECC1: Communicative English (2 C)			GEED001: Guidance And Counselling GEED002: Value Education	22
	EDNH002: Psychological Foundations of Education	AECC2: MLZ: Communicative Hindi/ Alternative English (2C)				20
II	EDNH003: Psychological Foundations of Education	AECC3: Environmental Science/ Studies (2C)			Any One- GEED001: Human Rights Education	

	Educational Administration and Management			GEED003: Gender and Education		
III	EDNH004: Great Educators and Educational Thoughts	SEC-L1 (2C)		Any One- GEED001: Behaviour Education		26
	EDNH005: Measurement and Evaluation in Education			GEED002: Mental Health Issues		
	EDNH006: Experimental Psychology and Laboratory Practical			GEED003: Economics of Education		26
IV	EDNH007: Education in Pre-Independent India	SEC-L2 (2C)				
	EDNH008: Techniques of Teaching (4 credits)					
	EDNH009: Teaching Practice (2 credits)					
V	EDNH010: Educational Technology			Any Two- DNEED001: Guidance and Counselling		24
	EDNH011: Education in Post-Independent India			DNEED002: Value Education		
	EDNH012: Education in World Perspective			DNEED003: Inclusive Education		
VI	EDNH013: Emerging trends in Indian Education			DNEED004: Mental Health Issues		24
	EDNH014: Child & Adolescent Psychology			Any Two- DNEED001: Human Rights Education DNEED002: Economics of Education		

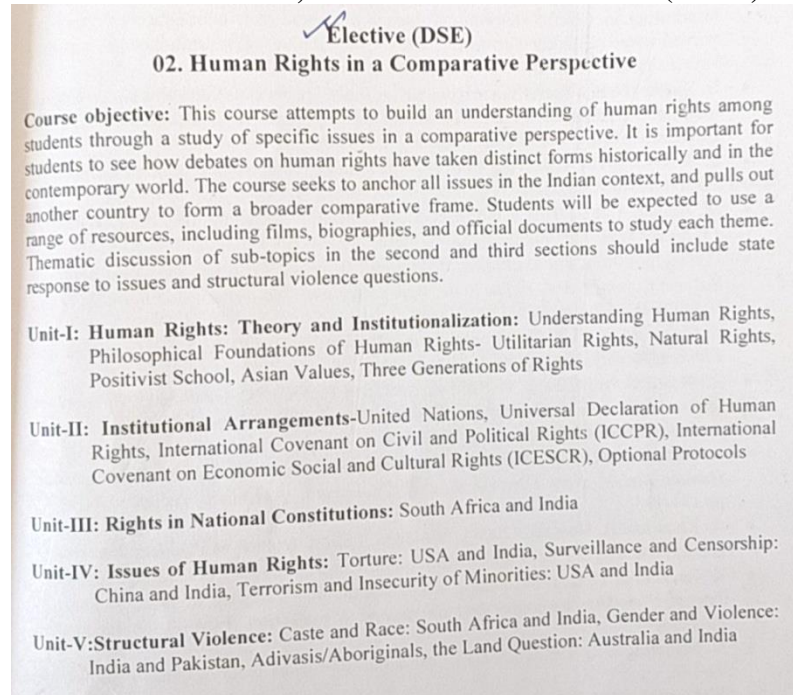
SYLLABUS OF THE UG PROGRAMME IN EDUCATION DIBRUGARH UNIVERSITY B.A. IN EDUCATION (HONOURS) DSEED004 / GEED002: MENTAL HEALTH ISSUES CREDIT: 6 [MARKS: 100 (IN-SEMESTER: 20; END-SEMESTER: 80)]						
<b>Expected Learning Outcome:</b> On completion of the course, the students will be able to :						
1. explain the need and importance of understanding the concepts of mental health and hygiene in the emerging society. 2. empathize with people having psychological and maladjustment problems. 3. describe the role of different agencies of society and their impacts on the development of an individual's personality. 4. describe the various components of positive psychology and its significance in the teaching learning processes. 5. integrate yoga in their day-to-day lives for holistic health.						
Unit	Content	M	L	T	P	
I	<b>Fundamentals of Mental Health and Hygiene</b> 1.1 Concept of Mental health 1.2 Criteria of a Mentally Healthy Person 1.3 Concept, Objectives, Goals and Principles of Mental Hygiene 1.4 History of development of Mental Health and Hygiene 1.5 Concept of Normality and Abnormality, Classification of Abnormal Behaviour 1.6 Characteristics of a Mentally Healthy Person	16	2	2		
II	<b>Education and Mental Health</b> 2.1 Principles of Good Mental Health 2.2 Factors Affecting Mental Health (Home, Society and school) 2.3 Adjustment Concept and Processes 2.4 Maladjustment - Concept and Causes 2.5 Types of maladjustment 2.5.1 Frustration concept and causes 2.5.2 Conflict Concept, Types and Causes 2.6 Adjustment Mechanisms	16	3	2		
III	<b>Mental Health and Agencies of Education</b> 3.1 Home and Mental Health 3.2 Qualities of Healthy Home Environment 3.3 Child Rearing Practices and Personality Development 3.4 School and Mental Health 3.5 Teacher and Mental Health 3.6 Community and Mental Health	16	3	4		
IV	<b>Positive Psychology</b> 4.1 Introduction to concept of Positive Psychology 4.2 Nature and Scope of Positive Psychology 4.3 Developing in stakeholders the concepts of: 4.3.1 resilience 4.3.2 empathy 4.3.3 gratitude and forgiveness 4.3.4 wellbeing 4.3.5 pursuit of happiness	16	2	3	10	
V	<b>Yoga for Mental Health</b> 5.1 Concept of Yoga 5.2 Yoga as the Scientific Method for the Development of Personality 5.3 Need of Yoga for physical and mental health 5.4 Concept of health, healing and disease: Yogic perspectives 5.5 Yogic principles for healthy living 5.6 Integrated approach of Yoga for management of health 5.7 <i>Pranayama</i> and Meditation for promoting mental health	16	1	1	12	
		80	61	8	22	

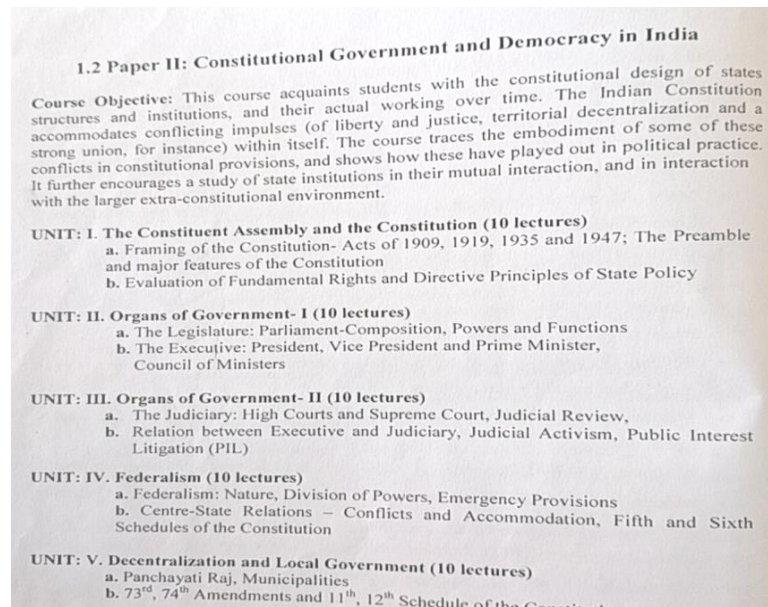
<b>In-semester Assessment:</b>		<b>[ Marks 20 ]</b>	
A. Sessional Activities (The teacher may assign and assess any one of the following):		Marks 8	



**(iii) Course: Human Rights in a Comparative Perspective DSE2  
5<sup>th</sup> Semester, Honours in Political Science(CBCS)**



**(iv) Course: Constitutional Government and Democracy in India C2  
1<sup>st</sup> Semester, Honours in Political Science(CBCS)**



(v) Course: Study of Assamese Poem  
3<sup>rd</sup> Semester, Honours in Assamese(CBCS)

Major - IV	
Course Code : ASMM 302	
Marks 100 (80+20)	
অসমীয়া কবিতাৰ অধ্যয়ন	
মুঠ শ্ৰেণী সংখ্যা - ৫০	মুঠ নম্বৰ - ৮০+২০
অসমীয়া কবিতাৰ ইতিহাসৰ বিষয়ে জানিবলৈ বাবে আৰু অসমীয়া কবিতাৰ বৈশিষ্ট্য আৰু বৈচিত্ৰ্যৰ বিষয়ে ধাৰণা দিবলৈ এই কাকতখন প্ৰস্তুত কৰা হৈছে।	
শ্ৰেণী নম্বৰ	
গোট - ১ : অসমীয়া কবিতাৰ সংক্ষিপ্ত ইতিহাস	৫ ১৬
গোট - ২ : মূলকোষৰ - মণিকোষৰৰ বীত (নিৰ্বাচিত অংশ) - (অসমীয়া আখ্যান বীত সংক্ষেপ পৰা) মণিকোষৰৰ বীত (তৃতীয় অধ্যায়) আৰু মণিকোষৰৰ বীত ২য় অধ্যায়ৰ আৰম্ভণিৰ পৰা - 'হালোৱাই লুবি গ'ল খৰি' পৰ্যন্ত	৫ ১৬
কণাৰেৰ ভূলা - /কৰ হৰৰ কেৰে গীত পৰা - 'সকলজীয়ে বুলিলে বৰজী বাই ... চোৱাই আহিলে বিহত মিম' পৰ্যন্ত	
শ্ৰীকৃষ্ণকীৰ্তন (নিৰ্বাচিত অংশ) শ্ৰীকৃষ্ণ কীৰ্তন পৰা - বীত নং ২১ ('মদুনা গীত কদম তলত')	
গোট - ৩ : সুন্দৰাকাণ্ড : (শুন্দৰৰ লগত কৰ্ম-পৰ সাহা ৪০১০-৪১০৭/১) যাৰত কন্দলি খেল (কামদেৱতা) সজতল নিৰ্বাচিত অংশ : আদৰেৰে উৱা পৰিণত (নিৰ্বাচিত অংশ), ত্ৰিলোচনৰ ত্ৰিগুণ নিৰ্মাণ (পৰ সাহা ২১২-২১৯) : গীতৰ কবিতা	১৫ ১৬
চান্দাৰী ওপাৰান বা চান্দাৰী ওপাৰ (নিৰ্বাচিত অংশ), চান্দাৰী আৰু কুমাৰৰ বিয়া : বিজ্ঞান	
গোট - ৪ : একুশা জুই : কল্যাণকান্ত ভট্টাৰ্য	১২ ১৬
তেজীনা : চন্দ্ৰকুমাৰ আগৰৱালা	
পৰমকুমা : নলিনীবালা দেৱী	
চিপচোৰী মোৰ ছায়া ভানী : নিহাৰে মহন্ত	
কাঠমিল্লিৰ ঘৰ : বীৰেন্দ্ৰনাথ দত্ত	
গোট - ৫ : ইয়াত নদী আহিল : নৰেন্দ্ৰ বৰুৱা	১০ ১৬
মুঠ মুঠকৈ কাটি থৈছে তেজীয়াৰ আঁলি : নীলমণি মুকুণ্ড	
সদুৰীতি : হৰেকৃষ্ণ ডেকা	
শ্ৰী নাৰদাৰা যাজ্ঞসেনী : কৰবী ডেকা হাজৰিকা	
আন্তঃশ্ৰেণী মূল্যায়নৰ বাবে ২০ নম্বৰ।	
প্ৰশ্নৰ পুথি :	
কবি আৰু কবিতা :	নন্দ ত্ৰাসুতৰৰ কলমে ত্ৰিগুণ
অসমীয়া কবি আৰু কবিতা :	কৰবী ডেকা হাজৰিকা, কলমে ত্ৰিগুণ
অসমীয়া কবিতা :	কৰবী ডেকা হাজৰিকা, কলমে ত্ৰিগুণ
অসমীয়া কবিতাৰ কালচীৰা :	৪৯ কালচীৰা মণিকা প্ৰকাশন, যোৰহাট
অসমীয়া লোক কবিতাৰ সৌন্দৰ্য বিকাশ :	নৰেন্দ্ৰ বৰুৱা, অসমীয়া বিজ্ঞান, ত্ৰিগুণ বিশ্ববিদ্যালয়
অসমীয়া সাহিত্যৰ বুজ (ষষ্ঠ খণ্ড) :	হোমেন বৰগোহাঞি, এৰিলাক, গুৱাহাটী

(vi) Course: Assamese Drama  
5<sup>th</sup> Semester (H) in Assamese(CBCS)

Major VIII	
Course Code : ASMM 502	
Marks : 100 (80+20)	
অসমীয়া নাটক	
মুঠ শ্ৰেণী সংখ্যা - ৫০	মুঠ নম্বৰ - ৮০+২০
অসমীয়া নাট্য-সাহিত্য আৰু নাট্যমঞ্চৰ আনবিশ্বৰ সমাজ ধাৰণা বিকল্প এই কাকতখন প্ৰস্তুত কৰা হৈছে।	
শ্ৰেণী নম্বৰ	
গোট - ১ : অসমীয়া নাট্য সাহিত্য আৰু অসমৰ নাট্যমঞ্চৰ সংক্ষিপ্ত ইতিহাস	৫ ২০
গোট - ২ : বানবিজয় :	শত্ৰুঘ্ন
গোট - ৩ : পাণ্ডুপুত্ৰ :	পদ্মনাথ গোস্বামীৰকা
গোট - ৪ : ৰূপালীম :	জ্যোতিৰস্বৰ আগৰৱালা
গোট - ৫ : এটা চেলাৰ কাহিনী :	আলি হাইদৰ
আন্তঃশ্ৰেণী মূল্যায়নৰ বাবে ২০ নম্বৰ।	
প্ৰশ্নৰ পুথি :	
অজ্ঞানী (পাতনি) :	কালিৰাম মেধি (সম্পাদিত)
অসমীয়া নাট্য সাহিত্যৰ ত্ৰিগুণনি :	হৰিশ্চন্দ্ৰ ভট্টাৰ্য, লয়াই বুক টল, গুৱাহাটী
অসমীয়া নাট্য সাহিত্য :	সংগ্ৰহ নাথ শৰ্মা, শৌৰ্য প্ৰকাশ, গুৱাহাটী
অজ্ঞানী জগন্নাথ :	তেশৱানন্দ দেৱগোহাঞী, বনলতা, ত্ৰিগুণ
সহিত্য আৰু সাহিত্য :	মহেন্দ্ৰ বৰা, ট্ৰেণ্ডিং ই.ই. গুৱাহাটী
নাটক আৰু অসমীয়া নাটক :	শৈলেন ভৰালী, কালী প্ৰকাশ, গুৱাহাটী
অসমীয়া নাটক আৰু অসমীয়া নাটক :	শৈলেন ভৰালী, চন্দ্ৰ প্ৰকাশ, গুৱাহাটী
অসমীয়া নাটকৰ সমীক্ষা :	বসন্ত কুমাৰ ভট্টাৰ্য, জাৰ্ণাল এণ্ডপ্ৰিভাৰ, নলদৰী
নাটকৰ ৰূপ ৰূপ :	পোনা মহন্ত (সম্পাদিত), অসম প্ৰকাশন পৰিষদ, গুৱাহাটী
নাটকৰ কথা :	পোনা মহন্ত, বনলতা, ত্ৰিগুণ
অসমীয়া নাট্য কলা :	যোচেন ত্ৰিগুণ, প্ৰকাশক : যোচেন, যোৰহাট, পৰিৱেশক : জ্যোতি প্ৰকাশন
নাটকৰ ৰূপ-বীতি আৰু মধ্যম :	যোচেন ত্ৰিগুণ, প্ৰকাশক, ত্ৰিগুণনা ত্ৰিগুণ, জয়সাগৰ, শিৱসাগৰ
নাটকৰ ব্যৱহাৰিক বিশ :	জয়দীপ গাউৰী আৰু অখিলা চক্ৰৱৰ্তী (সম্পাদিত) অসম সাহিত্য সভা
মঞ্চনাট্য :	অতুল চন্দ্ৰ হাজৰিকা, লয়াই বুক টল, গুৱাহাটী
জ্যোতিৰস্বৰ নাটক :	পদ্মনাথ কুমাৰ বৰুৱা, বনলতা, গুৱাহাটী
জ্যোতিৰস্বৰ নাটক :	প্ৰফুল্ল কুমাৰ বৰুৱা, অসম প্ৰকাশন পৰিষদ, গুৱাহাটী
পদ্মনাথ গোস্বামীৰকা :	অসম প্ৰকাশন পৰিষদ, গুৱাহাটী
শত্ৰুঘ্নৰ নাট (পাতনি) :	মহিম বৰা, অসম প্ৰকাশন পৰিষদ, গুৱাহাটী
ইশ-বহীয়া অসমীয়া নাটক :	পৰম্পৰা আৰু পৰিৱৰ্তন : অজিত শইকীয়া (সম্পাদিত), পদ্ম, মূলীয়াজান

**(vii) Course: Introduction to Indian Literature  
5<sup>th</sup> Semester, Honours in Assamese(CBCS)**

স্নাতক পৰ্যায়ৰ অসমীয়া উচ্চমানৰ পাঠ্যক্ৰম  
(মূল বিষয়ৰ লগত জড়িত নিৰ্বাচনমূলক পাঠ্যক্ৰম, যি কোনো চাৰিখন কাকত)  
ভাৰতীয় সাহিত্যৰ পৰিচয় (Introduction to Indian Literature)  
পাঠ্যক্ৰমৰ সংখ্যা : DSE-2 [ ৬ ক্রেডিট ]

[পাঠদান : ১৪ X ৫ = ৭০ (৫ ক্রেডিট)  
অনুশিক্ষণ : ১৪ X ১ = ১৪ (১ ক্রেডিট)]

মুঠ নম্বৰ : ১০০

চূড়ান্ত পৰীক্ষাৰ মূল্যায়ন : ৮০  
আভ্যন্তরীণ মূল্যায়ন : ২০

বহু ভাৱে প্ৰকাশ লাভ কৰা ভাৰতীয় সাহিত্যৰ একক কপত পৰিচয় প্ৰদানৰ লগতে নিৰ্বাচিত ৰচনাৰ  
অধ্যয়নৰ যোগেদি তাৰ কিছু আভাস দিবৰ উদ্দেশ্যেৰে এই কাকতখনি পাঠ্যক্ৰমত সন্নিবিষ্ট কৰা হৈছে।

মুঠ শ্ৰেণী সংখ্যা : ৮৪ (পাঠদান + অনুশিক্ষণ)  
পাঠদান                      অনুশিক্ষণ                      মূল্যায়ক

গোট : ১	১৪	৩	১৬
<p>ভাৰতীয় সাহিত্যৰ ধাৰণা ভাৰতীয় সাহিত্যৰ ধাৰণাৰ উৎপত্তি আৰু বিকাশ, ভাৰতীয় সাহিত্যৰ বৈশিষ্ট্য।</p>			
গোট : ২	১৩	২	১৬
<p>ভাৰতীয় কবিতাৰ চানেকি (এই গোটৰ পাঠ্য আটাইকেইটা কবিতা 'কবিতাৰ মাধুকৰী'ৰ অন্তৰ্গত) জীৱনানন্দ দাস (বনলতা সেন) বমাকান্ত ৰথ (অশ্ববোহী) সৰ্বেশ্বৰ দয়াল সঙ্গেনা (কাঠৰ ঘণ্টাবোৰ)</p>			
গোট : ৩	১৩	৩	১৬
<p>ভাৰতীয় চুটিগল্পৰ চানেকি (এই গোটৰ পাঠ্য আটাইকেইটা গল্প 'জীৱনৰ অন্য এক নাম' গ্ৰন্থৰ অন্তৰ্গত) শান্তি (ববীন্দ্ৰনাথ ঠাকুৰ) খুবী আইতা (প্ৰেমচন্দ) হাতী আৰু হাৰিকেন লেম্প (সুপ্ৰিয়া পণ্ডা)</p>			



**(viii) Course: Selection from Assamese Prose  
6<sup>th</sup> Semester, Honours in Assamese(CBCS)**

<p align="center">স্নাতক পৰ্যায়ৰ অসমীয়া উচ্চমানৰ পাঠ্যক্ৰম (মূল বিষয় : অসমীয়া ভাষা-সাহিত্য-সংস্কৃতিৰ বাধ্যতামূলক পাঠ্যক্ৰম) অসমীয়া গদ্যৰ চানেকি (খ) (Selection from Assamese Prose) (প্ৰকাশভংগী সম্পৰ্কীয় অধ্যয়ন) পাঠ্যক্ৰমৰ সংখ্যা : C-13 [৬ ক্রেডিট] [পাঠদান : ১৪ x ৫ = ৭০ (৫ ক্রেডিট) অনুশীলন : ১৪ x ১ = ১৪ (১ ক্রেডিট)]</p>			
মুঠ নম্বৰ : ১০০	<p align="right">চূড়ান্ত পৰীক্ষাৰ মূল্যায়ন : ৮০ আভ্যন্তৰীণ মূল্যায়ন : ২০</p>		
<p>অসমীয়া গদ্যৰ নিৰ্বাচিত অংশৰ অধ্যয়নৰ যোগেদি আধুনিক কালৰ তদুপস্থিৰ গদ্য সাহিত্যৰ বৈচিত্ৰ্য বৈচিত্ৰ্য তথা গতি-প্ৰকৃতি সম্পৰ্কে স্বত্ব-স্বত্বীয় জানিব পৰাকৈ এই কাকত প্ৰস্তুত কৰা হৈছে।</p>			
<p align="center">মুঠ শ্ৰেণী সংখ্যা : ৮৪ (পাঠদান + অনুশীলন) পাঠদান      অনুশীলন      মূল্যায়ন</p>			
গোট : ১	১৫	৩	১৬
<p>অসমীয়া চুটিগল্প (ক) বুঢ়ী আইৰ সাধু (পূৰ্ববী কলমুদৈ) (খ) সখা দামোদৰ (লক্ষ্মীসন্দন ককা) (গ) এহাত জল (সৌৰভ কুমাৰ চলিহা) (ঘ) দুবৰ (কল শইকীয়া)</p>			
গোট : ২	১৮	৩	২০
<p>অসমীয়া উপন্যাস (ক) মনোমতী (বৰুনীপাত্ৰ বৰনলৈ) (খ) ইয়াৰদৈশ্ব (বীৰেন্দ্ৰ কুমাৰ ভট্টাচাৰ্য)</p>			
গোট : ৩	১৪	৩	১৬
<p>অসমীয়া জীৱনী আৰু আত্মজীৱনী (এই গোটৰ পাঠ্য প্ৰথম দুটা পাত 'নিৰ্বাচিত অসমীয়া গদ্য'ৰ অন্তৰ্গত) (ক) অদ্বৈত চন্দ্ৰিকাৰ জীৱন চৰিত্ৰ (তপোবিহাৰ বৰুৱা) (খ) মোৰ জীৱন সৌৰেন্দ্ৰ অশে (লক্ষ্মীনাথ বেজবৰুৱা) (গ) মই আৰু মোৰ 'নোহাৰ বিচিত্ৰ অভিজ্ঞতা' অংশ (ইন্দিৰা মিলি)</p>			

গোট : ৪			
ভাৰতীয় উপন্যাসৰ চানেকি			
এটি কলি দুটি পাত			
মূল : মুৰব্বাজ আনন্দ			
অনুবাদ : বাবুল তামুলী			
১৫	৩	১৬	
গোট : ৫			
ভাৰতীয় নাটকৰ চানেকি			
হানুছ			
মূল : ভীষ্ম সাহনী			
অনু. নীৰাজনা মহন্ত বেজবৰুৱা			
১৫	৩	১৬	
প্ৰসংগ পুথি :			
তুলনামূলক ভাৰতীয় সাহিত্য : নীৰাজনা মহন্ত বেজবৰুৱা, বনলতা, ডিব্ৰুগড়			
আধুনিক ভাৰতীয় সাহিত্য : শৈলেন ভৰালী, চন্দ্ৰ প্ৰকাশ, গুৱাহাটী			
কবিতাৰ মাপকাঠী : কবী ডেকা হাজৰিকা(সম্পা), কৌস্তুভ প্ৰকাশন, ডিব্ৰুগড়			
হানুছ : নীৰাজনা মহন্ত বেজবৰুৱা (অনু.), বনলতা, ডিব্ৰুগড়			
জীৱনৰ অন্য এক নাম : নীৰাজনা মহন্ত বেজবৰুৱা (অনু.), বনলতা, ডিব্ৰুগড়			
এটি কলি দুটি পাত : বাবুল তামুলী (অনু), আলিবাট, গুৱাহাটী			

### **3. Crosscutting issues relevant to Environment and Sustainability into the curriculum**

#### **(i) Compulsory course: Environmental Studies (CBCS) 2<sup>nd</sup> Semester (AECC 3)**

<div><p><b>OFFICE OF THE REGISTRAR, DIBRUGARH UNIVERSITY, DIBRUGARH</b> Ref. No. DU/DR-A/6-1/20/74 Date: 20.01.2020.</p><p><b>NOTIFICATION</b></p><p>As recommended by the Board of Studies in Life Sciences, the Hon'ble Vice Chancellor, Dibrugarh University is pleased to approve the Syllabus of the 2 Credit Ability Enhancement Compulsory Course on Environmental Studies (Course Code: EVS CBCS) prescribed for all Under Graduate Degree Programmes in the Choice Based Credit System under report to the Under Graduate Board and Academic Council, Dibrugarh University. The Syllabus shall come into effect from the academic session 2019-2020. The Syllabus is enclosed with this Notification as Annexure A.</p><p>Issued with due approval.</p><p>Sd/- Dr. B.C. Borah Joint Registrar (Academic) Dibrugarh University</p><p>Copy to:</p><ol style="list-style-type: none"><li>1. The Vice-Chancellor, Dibrugarh University for favour of information.</li><li>2. The Deans, Dibrugarh University.</li><li>3. The Registrar, Dibrugarh University for favour of information.</li><li>4. The Controller of Examinations, Dibrugarh University for favour of information and the needful.</li><li>5. The Director, Directorate of Open and Distance Learning, Dibrugarh University.</li><li>6. The Director, College Development Council, Dibrugarh University for favour of information.</li><li>7. The Principals/ Registrars/ Directors of the Colleges/ Departments/ Centres/ Institutes conducting the Under Graduate Degree Programmes in CBCS for favour of information and the needful. They are requested to download the syllabus from the website <a href="http://www.dibru.ac.in">www.dibru.ac.in</a>.</li><li>8. The Joint Deputy Controller of Examinations (A, B &amp; C), Dibrugarh University for favour of information and needful. A copy of the Syllabus is enclosed herewith.</li><li>9. The Programmer, Dibrugarh University for information and the needful.</li><li>10. File.</li></ol><p>Sd/- Dr. B.C. Borah Joint Registrar (Academic) Dibrugarh University</p><p>1</p></div>	<div><p><b>DIBRUGARH UNIVERSITY SYLLABUS FOR ENVIRONMENTAL STUDIES</b> <b>FOR ALL UNDER GRADUATE DEGREE PROGRAMMES</b> <b>IN CBCS</b></p><p>(Approved under report to Under Graduate Board and Academic Council and Notified vide Ref. No. DU/DR-A/6-1/20/74 dated 20.01.2020)</p><p><b>A. Vision</b></p><p>The importance of Environmental Studies cannot be disputed. The need for sustainable development is a key to the future of mankind. The degradation of our environment is linked to continuing problems of pollution, loss of forest, solid waste disposal, issues related to economic productivity and national as well as ecological security. The increasing levels of global warming, the depletion of the ozone layer and a serious loss of biodiversity have also made everyone aware of growing environmental concerns. The United Nations Conference on Environment and Development held in Rio De Janeiro in 1992, and the World Summit on Sustainable Development at Johannesburg in 2002 have drawn the attention of people around the globe to the developing condition of our environment. It is clear that no citizen of the earth can afford to be ignorant of environmental issues. Environmental management has become a part of the health care sector. Managing environmental hazards and preventing possible disasters has become an urgent need.</p><p>Human beings have been interested in ecology since the beginning of civilization. Even our ancient scriptures have included practices and values related with environmental conservation. It is now even more critical than ever before for mankind as a whole to have a clear understanding of environmental concerns and to follow sustainable development practices.</p><p>India is rich in biodiversity which provides various resources for people. It is also the basis for biotechnological development. Only about 1.8 million living organisms have been described and named globally. Still many more remain to be identified and described. Attempts are made to conserve them in ex-situ and in-situ situation. Intellectual Property Rights (IPRs) have become important in a biodiversity rich country like India to protect microbes, plants and animals that have useful genetic properties. Destruction of habitats, over use of energy resources and environmental pollution have been found to be responsible for the loss of a large number of life forms. It is feared that a large proportion of life on earth may get wiped out in the near future.</p><p>In spite of the developing status of the environment, the formal study of environment has so far not received adequate attention in our academic performances. Recognition thus the Hon'ble Supreme Court directed the UGC to introduce a basic course on environment for every student. Accordingly the matter was considered by the UGC and it was decided that a six months compulsory core module course in environmental studies may be prepared and compulsorily implemented in all the Universities/ Colleges in India. The Expert Committee appointed by the UGC has looked into all the pertinent questions, issues and other relevant matters. This was followed by framing of the Core Module Syllabus for Environmental Studies for undergraduate courses of all branches of Higher Education. The Committee is deeply conscious that there are bound to be gaps between what is considered ideal and the present syllabus. The Committee has attempted to minimize the gaps by intellectual and material inputs.</p><p>The success of this course will however depend on the initiative and drive of the teachers and their students.</p><p><b>-Members of the Curriculum Development Committee</b></p><p>2</p></div>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



# **RULES FOR CONDUCTING THE 'ENVIRONMENTAL STUDIES' COURSE IN CBCS**

1. There shall be a compulsory Course (paper) on Environmental Studies to be offered in all Under Graduate Teaching Programmes of Dibrugarh University.
2. The End Semester/Term Examination on the Environmental Studies Course shall be held for 100 marks covering all units of the syllabus approved by the University.
3. The question pattern of the Environmental Studies Course shall be Multiple Choice Objective Type comprising of 50 questions carrying 2 marks each. The candidates shall have to write the answers in the response sheet provided by the University.
4. There shall be no internal assessment and the students need not to prepare Field Study report on the course.
5. The End Semester/Term Examination of the Environmental Studies Course for all Under Graduate Teaching Programmes of Dibrugarh University shall be held on the same date as per schedule to be modified.
6. The duration of the examination of the Environmental Studies Course shall be of 90 minutes.
7. A candidate must secure at least 40 marks in order to pass in the Environmental Studies Course. The marks secured in the Course by a candidate shall be awarded in grades and that shall be shown in the Mark sheet / Grade sheet as below:

Letter Grade with meaning		Grade Point *
O	Outstanding	10 (Marks securing above 90%)
A+	Excellent	9 (Marks securing 80%-90%)
A	Very Good	8 (Marks securing 70% -80%)
B+	Good	7 (Marks securing 60% -70%)
B	Above Average	6 (Marks securing 50% -60%)
P	Pass	5 (Marks securing 40% -50%)
F	Fail	0 (Marks securing below 40%)
Abs	Absent/ Incomplete	0

\* Exclusive Class Interval Technique shall be followed in calculation of Grade Point.

8. A candidate who fails in the Environmental Studies Course shall be entitled to two additional consecutive chances to clear the Course.
9. A candidate who does not pass in the Environmental Studies Course shall not be qualified for the relevant degree.
10. The marks/grades secured by the candidates in the Environmental Studies Course shall be reflected in the overall performance of the students.

\*\*\*



## **DIBRUGARH UNIVERSITY SYLLABUS FOR ENVIRONMENTAL STUDIES FOR ALL UNDER GRADUATE DEGREE PROGRAMMES IN CBCS**

**Type of the Course: Ability Enhancement Compulsory Course (AECC)**

**Course Code: EVS CBCS**

**Total Marks: 100**

**Total Classes: 64**

**Total Credit: 2**

### **Unit 1 : The Multidisciplinary nature of environmental studies**

**Classes : 4**

**Marks : 5**

Definition, scope and importance

Need for public awareness.

### **Unit 2 : Natural Resources :**

**Classes : 10**

**Marks : 20**

Renewable and non-renewable resources:

- Natural resources and associated problems.
  - a) Forest Resources: Use and over-exploitation, deforestation. Timber extraction, mining, dams and their effects on forests and tribal people.
  - b) Water resources: Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems.
  - c) Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources, case studies.
  - d) Food resources: World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, and salinity.
  - e) Energy resources: Growing energy needs, renewable and non-renewable energy sources, use of alternate energy sources.
  - f) Land resources: Land as a resource, land degradation, man-induced landslides, soil erosion and desertification.
- Role of an individual in conservation of natural resources.
- Equitable use of resources for sustainable lifestyles.

### **Unit 3: Ecosystems**

**Classes : 10**

**Marks : 17**

- Concept of an ecosystem.
- Structure and function of an ecosystem.
- Producers, consumers and decomposers.
- Energy flow in the ecosystem.
- Ecological succession.

- Food chains, food webs and ecological pyramids.
- Introduction, types, characteristics features, structure and function of the following ecosystem:
  - a. Forest ecosystem
  - b. Grassland ecosystem
  - c. Desert ecosystem
  - d. Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)

#### Unit 4: Biodiversity and its conservation

Classes : 10  
Marks : 16

- Introduction – Definition: genetic, species and ecosystem diversity.
- Biogeographically classification of India
- Value of biodiversity: consumptive use, productive use, social, ethical, aesthetic and option values
- Hot-spots of biodiversity – India.
- Threats to biodiversity: habits loss, poaching of wildlife, man-wildlife conflicts.
- Endangered and endemic species.
- Conservation of biodiversity: in-situ Ex-situ conservation of biodiversity.

#### Unit 5: Environmental Pollution

Classes : 10  
Marks : 17

- Definition, Causes, effects and control measures of :
  - a. Air pollution
  - b. Water pollution
  - c. Soil pollution
  - d. Noise pollution
  - e. Thermal pollution
  - f. Nuclear hazards
- Solid waste Management: Causes, effects and control measures of urban and industrial wastes – biodegradable and non biodegradable wastes.
- Role of an individual in prevention of pollution.
- Disaster Management: Floods, earthquake, cyclone and landslides.

#### Unit 6: Social Issues and the Environment

Classes : 10  
Marks : 15

- From Unsustainable to Sustainable development.
- Water conservation, rain water harvesting, watershed management.
- Resettlement and rehabilitation of people, its problems and concerns.
- Environmental ethics.
- Climate change, global warming, acid rain, ozone layer depletion, unclear accidents and holocaust.
- Wasteland reclamation.
- Consumerism and waste products.
- Environmental Legislation.
- Public awareness.

#### Unit 7: Human Population and the Environment

Classes : 10  
Marks : 10

- Population growth, variation among nations.
- Population explosion – Family Welfare Programme.
- Environment and human health and hygiene (including Sanitation and HIV/AIDS) etc.
- Role of Information Technology in Environment and Human Health.

#### REFERENCES

1. Rajagopalan, R. 2018 Environmental Studies- From Crisis To Cure, Oxford University Press, New Delhi.
2. Agarwal, K.C. 2001 Environmental Biology, Nidi publ. Ltd. Bikaner.
3. Bhattacha Earch, The Biodiversity of India, Mapin Publishing Pvt. Ltd. Ahmadabad – 380 013, India Email: Mapin@icenet.net (R)
4. Bhattacha Earch, Text book on Environmental Studies, UGC, New Delhi
5. Borna P.K., J.N.Sarma and others, A Text book on Environmental Studies, Banlata, Dibrugarh
6. Brunner R.C., 1989 Hazardous Waste Incineration, McGraw Hill Inc. 480p.
7. Clark R.S., Marine Pollution, Clarendon Press Oxford (TB)
8. Cunningham, W.P. Cooper, T.H. Gorham, E & Herpworth, M.T. 2001. Environmental Encyclopedia, Jacio Publ. House, Mumbai, 1196p.
9. De A.K., Environmental Chemistry, Wiley Eastern Ltd.
10. Down to Earth, Centre for Science and Environment (R).
11. Dutta Prasanna, Rafique Ahmed & Sumbit Chahla, Environmental Studies., Eunika Publication, Jorhat
12. Gleick, H.P. 1993. Water in crisis, Pacific Institute for Studies in Dev., Environment & Security, Stockholm Env. Institute. Oxford Univ. Press 473p.
13. Hawkins R.E., Encyclopedia of Indian Natural History, Bombay Natural History Society, Bombay (R).
14. Heywood, V.H. & Watson, R.T. 1995. Global Biodiversity Assessment, Cambridge Univ. Press 1140p.
15. Jaday, H & Bhosale, V.M. 1995. Environmental Protection and Laws, Himalaya Pub. House, Delhi 284p.
16. Joshi P.C. and Namita Joshi, A Text book of Ecology and Environment, Himalaya Publishing
17. Kaulshik Ambha and C.P. Kaulshik, Perspective in Environmental Studies, New Age International
18. McKinney, M.L. & Schoob, R.M. 1996. Environmental Science systems & Solution, Web enhance/edition. 639p.
19. Mhaskar A.K. Matter Hazardous, Techno-Science Publications (TB)
20. Miller T.G. Jr. Environmental Science, Wadsworth Publishing Co. (TB)
21. Odum, E.P. 1911 Fundamentals of Ecology, W.B. Saunders Co. USA, 574p.
22. Rao M.N. & Datta, A.K. 1987. Waste Water treatment. Oxford & IBH Publ. Co. Pvt. Ltd. 345p.
23. Sharma B.K., 2001. Environmental Chemistry, Goel Publ. House, Meerut.
24. Survey of the Environment, the Hindu (M).
25. Townsend R., Harper J and Michael Begon, Essentials of Ecology, Blackwell Science (TB)
26. Trivedi R.K. Handbook of Environmental Laws, Rules, Guidelines, Compliances and Standards, Vol I and II, Enviro Media (R).
27. Trivedi R.K. and P.K. Goel, Introduction to air pollution, Techno-Science Publications (TB).
28. Wagner K.D., 1998. Environmental Management, W.B. Saunders Co. Philadelphia, USA 499p. (M) Magazine (R) Reference (TB) Textbook.

\*\*\*\*

## (ii) Course: Developmental Economics I 5<sup>th</sup> Semester, Honours in Economics(CBCS)

Semester V B.A. (Honours) Economics C 12: DEVELOPMENT ECONOMICS-I (6 Credits) Full marks: 100 (Mid Term-20 + End Term-80)			
Course Description			
This is the first part of a two-part course on economic development. The course begins with a discussion of alternative conceptions of development and their justification. It then proceeds to aggregate models of growth and cross-national comparisons of the growth experience that can help evaluate these models. The axiomatic basis for inequality measurement is used to develop measures of inequality and connections between growth and inequality are explored. The course ends by linking political institutions to growth and inequality by discussing the role of the state in economic development and the informational and incentive problems that affect state governance.			
Units	No of Lecture Hours	No of Tutorial Hours	Marks
1 <b>Concepts of Development:</b> Evolution of Development Economics; Economic growth and development, Characteristics of underdeveloped economies, Measures of development- GNP, PQLI, HDI, GDI, GEM ;	15	3	16
2 <b>Strategies of Development:</b> Stages of Economic growth- Rostow ; low level equilibrium trap , the critical minimum effort hypothesis; big push theory, balanced vs. unbalanced growth; Choice of Technique	15	3	16
3 <b>Growth Models :</b> Classical growth model: Harrod-Domar model ; Kaldor's Model, Solow model and its variants, Meade Model, Endogenous growth model- Romer.	15	3	16
4 <b>Poverty and Inequality:</b> Definitions, Measures of poverty- Head count ratio, Sen's Index, HPI, MPI. inequality measures- Gini Coefficient and Lorenz Curve; connections between inequality and development; Mechanisms that generate poverty traps and path dependence of growth processes	15	3	16
5 <b>Political Institutions and the Functioning of the State</b> Alternative institutional trajectories and their relationship with economic performance, Relationship between democracy and	15	3	16

economic development, within-country differences in the functioning of state institutions, state ownership and regulation; government failures and corruption.			
<b>Total</b>	<b>75</b>	<b>15</b>	<b>80</b>

**Reading List:**

- Debraj Ray, Development Economics, Oxford University Press, 2009.
- Partha Dasgupta, Economics, A Very Short Introduction, Oxford University Press, 2007.
- Abhijit Banerjee, Roland Benabou and Dilip Mookerjee, Understanding Poverty, Oxford University Press, 2006.
- Kaushik Basu, The Oxford Companion to Economics in India, OUP, 2007.
- Amartya Sen, Development as Freedom, OUP, 2000.
- Daron Acemoglu and James Robinson, Economic Origins of Dictatorship and Democracy, Cambridge University Press, 2006.
- Robert Putnam, Making Democracy Work: Civic Traditions in Modern Italy, Princeton University Press, 1994
- A. P. Thirwall : Economics of Development, Palgrave Macmillan, 2011
- Yojiro Hayami and Yoshinisa Godo : Development Economics, Oxford Publication, 2009
- Gerald M. Meier and James E. Rauch : Leading Issues in Economic Development, Oxford Publication, 2006
- Hall and Papell : Macro Economics: Economic growth, Fluctuations and Policy, 6<sup>th</sup> edition, Norton Books



**(iii) Course: Developmental Economics II**  
**6<sup>th</sup> Semester, Honours in Economics(CBCS)**

Semester VI B.A. (Honours) Economics C 14: DEVELOPMENT ECONOMICS-II (6 Credits) Full marks: 100 (Mid Term-20 + End Term-80)			
Course Description			
This is the second module of the economic development sequence. It begins with basic demographic concepts and their evolution during the process of development. The structure of markets and contracts is linked to the particular problems of enforcement experienced in poor countries. The governance of communities and organizations is studied and this is then linked to questions of sustainable growth. The course ends with reflections on the role of globalization and increased international dependence on the process of development.			
Units	No of Lecture Hours	No of Tutorial Hours	Marks
1. <b>Demography and Development:</b> Demographic concepts; birth and death rates, age structure, fertility and mortality; demographic transitions during the process of development; Population and economic development, connections between income, mortality, fertility choices and human capital accumulation; migration.	15	3	16
2. <b>Land, Labor and Credit Markets:</b> The distribution of land ownership; land reform and its effects on productivity; contractual relationships between tenants and landlords; land acquisition; nutrition and labor productivity; informational problems and credit contracts; microfinance; inter- linkages between rural factor markets.	15	3	16
3. <b>Communities and Economic Development:</b> The economic functions of Community; Collective intervention in Rural economies; Management of Common Property Resources; Overcoming the community failure.	10	2	12
4. <b>Environment and Sustainable Development:</b> Environment- Economy linkage; Concept and indicators of sustainable development; common-pool resources; environmental externalities and state regulation of the environment; economic activity and climate change.	15	3	16
5. <b>Trade, Globalization and Development:</b>	20	4	20

International Trade: A Stimulus or a Hindrance To Growth; The Prebisch-Singer Thesis; trade, production patterns and world inequality; Economic arguments for multilateral agreements; Role of Foreign Capital and Foreign Aid in Economic Development; financial instability in a globalized world			
<b>Total</b>	<b>75</b>	<b>15</b>	<b>80</b>

**Readings:**

- Debraj Ray, Development Economics, Oxford University Press, 2009.
- Partha Dasgupta, Economics, A Very Short Introduction, Oxford University Press, 2007.
- Abhijit Banerjee, Roland Benabou and Dilip Mookerjee, Understanding Poverty, Oxford University Press, 2006.
- Thomas Schelling, Micro motives and Macro behavior, W. W. Norton, 1978.
- Albert O. Hirschman, Exit, Voice and Loyalty: Responses to Decline in Firms, Organizations and States, Harvard University Press, 1970.
- Raghuram Rajan, Fault Lines: How Hidden Fractures Still Threaten the World Economy, 2010.
- Elinor Ostrom, Governing the Commons: The Evolution of Institutions for Collective Action, Cambridge University Press, 1990.
- Dani Rodrik, The Globalization Paradox: Why Global Markets, States and Democracy Can't Coexist, Oxford University Press, 2011.
- Michael D. Bordo, Alan M. Taylor and Jeffrey G. Williamson (ed.), Globalization in Historical Perspective, University of Chicago Press, 2003.
- Yujiro Hayami and Yoshihisa Godo : Development Economics, Oxford Publication, 2009
- A. P. Thirwall : Economics of Development, Palgrave Macmillan, 2011

**(iv) Course: Environmental Economics  
6<sup>th</sup> Semester, Honours in Economics(CBCS)**

Semester VI B.A. (Honours) Economics DSE 8 (Group-II): ENVIRONMENTAL ECONOMICS (6 Credits) Full marks: 100 (Mid Term-20 + End Term-80)			
Course Description			
This course focuses on economic causes of environmental problems. In particular, economic principles are applied to environmental questions and their management through various economic institutions, economic incentives and other instruments and policies. Economic implications of environmental policy are also addressed as well as valuation of environmental quality, quantification of environmental damages, tools for evaluation of environmental projects such as cost-benefit analysis and environmental impact assessments. Selected topics on international environmental problems are also discussed.			
Units	No of Lecture Hours	No of Tutorial Hours	Marks
1. <b>Introduction:</b> Basic Concepts: Ecology, Environment and Economy; what is environmental economics: Definition and evolution of the subject; Environmental economics and Resource economics; the economy and the environment; Inter-linkages; Environment and development trade off; Environmental Kuznet curve; review of microeconomics and welfare economics: Pareto optimality, public good and private good, Common property resources, private and social cost, public good and bad	15	3	16
2. <b>The Theory of Externalities:</b> Externality: Meaning and types; Pareto optimality and market failure in the presence of externalities; solution to market failure: property rights and the Coase theorem.	15	3	16
3. <b>The Design and Implementation of Environmental Policy and Sustainable Development:</b> Environmental Policies: Overview; Economic instruments of environmental policies: Pigouvian taxes and effluent fees, tradable permits, liability rules. Sustainable Development: Concept; Notions of Sustainability: Strong and Weak sustainability, measurement and indicators of sustainability: The Pearce-Atkinson indicator.	15	3	16
4. <b>International Environmental Problems:</b> Trans-boundary environmental problems as problems of international externalities: Global warming, Ozone layer depletion; economics of climate change; trade and environment; Pollution Haven Hypothesis; Global intervention for sustainable development	15	3	16
5. <b>Measuring the Benefits of Environmental Improvements:</b>	15	3	16

Non-Market values: Types and definitions of non-market values; measurement or valuation methods: Contingent valuation and Travel cost methods; their comparative advantages and disadvantages			
<b>Total</b>	<b>75</b>	<b>15</b>	<b>80</b>

**Reading List:**

1. Charles Kolstad, *Intermediate Environmental Economics*, Oxford University Press, 2<sup>nd</sup> edition, 2010.
2. Robert N. Stavins (ed.), *Economics of the Environment: Selected Readings*, W.W. Norton, 5th edition, 2005.
3. Roger Perman, Yue Ma, James McGilvrey and Michael Common, *Natural Resource and Environmental Economics*, Pearson Education/Addison Wesley, 3rd edition, 2003.
4. Maureen L. Cropper and Wallace E. Oates, 1992, —Environmental Economics: A Survey *Journal of Economic Literature*, Volume 30:675-740.
5. Bhattacharyya R, *Environmental Economics*, Oxford University Press
6. Nick Hanley, Jason F. Shogren and Ben White, *Environmental Economics in Theory and Practice*, Macmillan India Ltd.

**(v) Course: Indian Economy -I**  
**6<sup>th</sup> Semester, Honours in Economics (CBCS)**

Semester V B.A. (Honours) Economics C 11: INDIAN ECONOMY- I (6 Credits) Full marks: 100 (Mid Term-20 + End Term-80)			
Course Description			
Using appropriate analytical frameworks, this course reviews major trends in economic indicators and policy debates 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. <b>Economic Development since Independence</b> 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. <b>Population and Human Development</b> 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. <b>Growth and Distribution</b> 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. <b>International Comparisons</b> India's economic interaction with the world economy, A comparative assessment of India's development experience with high performing Asian economies-	15	3	20

Singapore, South Korea and Taiwan			
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, editors, *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, editor, *Indian Economy Since Independence*, 19<sup>th</sup> 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, eds, 2013, *Oxford Companion to Economics*, Oxford University Press.
17. Bimal Jalan (ed), *The Indian Economy Problems and Prospects*, Penguin Books Ltd.

## (vi) Course: History of Ecology and Environment 6<sup>th</sup> Semester, Major in History (Non-CBCS)

Page 38 of 43

<b>HISM: 601</b>	End- Semester Marks : 80	
	In- Semester Marks : 20	
	Total Marks : 100	
<b>HISTORY OF ECOLOGY AND ENVIRONMENT IN INDIA</b>	10 to 12 classes per unit	

**Objective:**  
This course intends to acquaint the students with the new discipline of ecological and environmental history. It intends to familiarize them with the relation between ecology and human civilization with particular reference to post independence India. It also attempts to bring the pupils to the understanding of the social and economic conflicts emerging due to environmental factors.

<b>Unit I:</b>		<b>Marks: 16</b>
1.01 :	Emergence of Environmental History as a branch of History	
1.02 :	Geographical Background of the Indian Subcontinent : Physical division, flora and fauna.	
1.03 :	Mode of Resource Utilization : Gathering, Nomadic, Pastoralism, Agricultural Mode and Industrial Mode	
<b>Unit II:</b>		<b>Marks: 16</b>
2.01 :	Ecological mapping of Indus Valley Civilization and its decline: the Environmental factors	
2.02 :	Use of iron implements; Agricultural Expansion and Deforestation in the Gangetic Valley.	
2.03 :	Forest and the pastoral communities in the Medieval period.	
<b>Unit III:</b>		<b>Marks: 16</b>
3.01 :	Making of British Forest Policy in India : Forest Acts of 1878 and 1927	
3.02 :	Impact of British Forest Policy : Deforestation and Ecological change in India.	
3.03 :	Commercial Exploitation of Forest Products; Impact of Railway Construction on Forestry during the colonial period.	
<b>Unit IV:</b>		<b>Marks: 16</b>
4.01 :	Conservation Policies in Post independence Period; Social Forestry	
4.02 :	Environmental movements : Chipko Movement, Narmada Bachao Andolan.	
4.03 :	Dams and Mines: Problems of displacement, Loss of Livelihood and Problems of Rehabilitation	

<b>Unit: V</b>		<b>Marks: 16</b>
5.01 :	Impact of Plantation Economy and Forestry in Assam	
5.02 :	Flood and Soil Erosion in the Brahmaputra Valley	
5.03 :	Environmental impact of Shifting Cultivation.	
<b>Text Books:</b>		
Gadgil, M and R, Guha	: <i>The Fissured Land: An Ecological History of India</i> , 1992.	
	: <i>Ecology and Equity</i> , 1998.	
	: <i>Use and Abuse of Nature</i> (incorporating <i>this Fissured Land and Ecology and Equity</i> ) 2000.	
Rangarajan, M (ed)	: <i>Environmental Issues in India: A Reader</i> , New Delhi –2010	
<b>Reference Books:</b>		
Agarwal, D.P	: <i>Man and Environment in India through the Ages</i> , 1992.	
Arnold, D and Guha, R.	: <i>Nature, Culture, Imperialism: Essays on the Environmental History of South Asia</i> , 1996.	
Bhattacharya, D.K.	: <i>Ecology and Social Formation in Ancient History</i> , 1990.	
Cederlof, Gunnel and Chakrabarti, Ranjan, (ed.)	: <i>Situating Environmental History</i> , 2006.	
	: <i>Does Environmental History Matter? Shikar, Subsistence and the Sciences</i> 2007.	
Dhavalikar, M.K.	: <i>Environment and Culture: A Historical Perspective</i> , 2002	
Guha, Sumit,	: <i>Environment and Ethnicity in India 1200-1991</i> , 1999.	
Guha, A.	: <i>Medieval and Early Colonial Assam: Society, polity, Economy</i> , 1991.	
Guha, R.	: <i>The Unquiet Woods: Ecological Change and Peasants Resistance in the Himalaya</i> 1999.	
	: <i>Environmentalism: A Global History</i> , 2000.	
Grone, R. Damodaran, V., Sangwar, S.,	: <i>Nature and the Orient : The Environmental History of South and South-East Asia</i> , 1998.	
Handique, R.	: <i>British Forest Policy in Assam</i> , 2004.	
Martinez-Alies, J and Guha R.:	<i>Varieties of Environmentalism: Essays, North and South</i> , 1998.	
Pathak, Akhileswar	: <i>Law, Strategies, Ideologies: Legislating Forests in Colonial India</i> , 2002.	
Rahman, A.,	: <i>History of Indian Science, Technology and Culture. A.D. 1000-1800</i> , 2002.	
Sivaramakrishnan, K. (ed.)	: <i>Ecological Nationalisms</i> , 2005.	
Skaria, Ajay.	: <i>Hybrid Histories: Forest, Frontiers and Wildness in Western India</i> , 2000.	
	***	

\*\*\*