

MORAN COLLEGE

Moranhat, Charaideo, Assam – 785670

Ph – 8638251866

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Website: www.morancollege.com



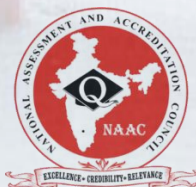
THIRD CYCLE NAAC ACCREDITATION

CRITERION 1 CURRICULAR ASPECTS

1.3: Curriculum Enrichment

1.3.1: Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum

Submitted to



National Assessment and Accreditation Council (NAAC)

CRITERION 1

1.3: Curriculum Enrichment

1.3.1: Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum

1. Attested copy of the Principal about the various courses
2. Syllabi of the courses that integrates crosscutting issues relevant to the criteria
3. Programs and events organised by the institution as per the criteria

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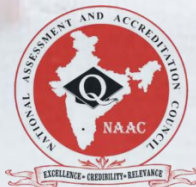
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As an affiliated college of Dibrugarh University, the institution follows the curriculum that is developed by the University. The following courses under UG level CBCS syllabus includes Professional ethics, Human values, Gender issues, Environment and sustainability as part of the curriculum.

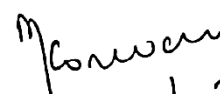
Professional Ethics

Subject	Semester	Course Code	Paper	Learning Outcome
Philosophy	UG BA IV / UG BA VI	GE 4 / DSE – 4 (1)	Applied Ethics	This paper aims acquainting the students with basic ideas of applied ethics concerning value of life, environmental ethics and professional ethics.
Philosophy	UG BA III	C7	Western Ethics	The paper intends to introduce students with different ethical concepts of western philosophy and develop critical understanding.
Philosophy	UG BA III	C6	Indian Ethics	The paper intends to acquaint students with the basic ethical concepts of Indian philosophy and developed critical thinking.
Education	UG BA IV	EDNH402	Techniques of Teaching	This course aims to teach students the role of teacher at differed phases of teaching including teaching skills, differed methods and approaches of teaching.
Education	UG BA IV	EDNH4020	Teaching practice	This course aims to integrate teaching skills in real classroom situation.
Education	UG BA II	EDNH202	Education administration and Management	This course aims to integrate leadership skills and values among the students.

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Gender

Subject	Semester	Course Code	Paper	Learning Outcome
Political Science	UG BA II	GE 2A	Feminism Theory and Practice	This paper intends to explain students about contemporary debates on feminism, its history and structures of gender inequality.
Sociology	UG BA III	SOCH 07	Sociology of Gender	The course introduces gender as a critical sociological lens of inquiry in relation to various social fields.
Sociology	UG BA IV	GE SOC 04	Gender & Violence	This course attempts to provide an understanding of the logic of violence, awareness of its most common forms.
Philosophy	UG BA V	DSE 2	Philosophy of Feminism	This paper aims at introducing feminism as a movement and to develop an understanding of women's rights on the ground of the equality of the sexes.


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Human Values

Subject	Semester	Course Code	Paper	Learning Outcome
Political Science	UG BA V	DSE 2A	Human Rights in Comparative Perspective	This course attempts to builds an understanding of human rights among students.
Political Science	UG BA V	DSC 1A	Indian Political Thought	This paper aims to make the students understand about various Indian political thought in social and temporal contexts
Sociology	UG BA II	SOCH 02	Sociology of India	This paper aims to grow attention to the variety of ideas and debates about India.
Sociology	UG BA I	GESOC 01	Indian Society: Images & Realities	This course seeks to provide an interdisciplinary introduction to Indian society.

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Environment and Sustainability

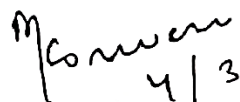
Subject	Semester	Course Code	Paper	Learning Outcome
Economics	UG BA VI	ECNHDSE602	Environmental Economics	The course aims to focus on economic causes of environmental problems.
Sociology		SOCH 08	Economic Sociology	The course provides an understanding of the social and cultural basis of economic activity.
Sociology		SOCDSE 03	Environmental Sociology	This course is designed to introduce students to the core debates of environmental sociology.
Zoology	UG BSC II	ZC102T	Principles of Ecology	The objective of the course is to familiarize the students with fundamentals of ecology and impacts of ecological factors on living organisms.
Zoology	UG BSC VI	ZD611TDSE 11	Wildlife Conservation and Management	This course introduces the various concepts, issues, needs and practices of conservation of wildlife.
Zoology	UG BSC IV	GE 4	Environment and Public Health	This course focuses on the various aspects associated with environment health and hazard.
Zoology	UG BSC III	GE 3	Aquatic Biology	This course aims to familiarize students about the various components of aquatic environment and management of aquatic resources.
Geography	UG BA IV	C4	Environmental Geography	The objective of this course is to develop conceptual and theoretical ideas of environment as well as relationship between man and environment in different geo climatic regions.
Geography	UG BA I	DSE 2	Disaster Management	The main objective of this paper is to make the students aware about the concepts of hazards, disasters, risk and vulnerability. In this paper an attempt has been made to prepare the students about the Do's And Don'ts during and post disaster


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Geography	UG BA IV	C 9	Environmental Geography	The objective of this course is to develop conceptual and theoretical ideas of environment as well as relationship between man and environment in different geo climatic regions. The learners will also attain the nature and intensity of some burning environmental issues at local, regional and global level along with mitigation programs and policies.
Geography	UG BA VI	C 14	Disaster Management Based Project Work	The main objective of the field work is to conduct an extensive survey over an area to evaluate the nature, intensity, frequency and impact of a Hazard/ disaster and suggesting possible mitigation measure
Geography	UG BA VI	DSE 3	Geography of Health and Wellbieng	The objective of the course to conceptualize learner in the field of health and well being, relationship between human activities, health and environment. The course also covers broad aspects of pollution, climate change and health issues in different parts of the world.
Political Science	UG BA IV	4.3	Global Politics	This course intends to make the students understand global issues, world economy, global governance including globalization.
Political Science	UG BA III	GE 3B	Governance: Issues and Challenges	This paper aims to make the students understand the importance of governance un the context of globalizing world, environment, administration and development.
Political Science	UG BA VI	DSE 3B	Understanding Global Politics	This paper deals with proving students with an insight of the concepts and issues concerning world politics.
Botany	UG BSC IV	BC409T	Plant Ecology and Phytogeography	The objective of this course is to expose the students to interaction of

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				plant with its surroundings and also the geographic distribution of different plants
Botany	UG BSC VI	BD606T	Natural Resource Management	The objective of this course is to expose the students to different natural resources and their management practices
Botany	UG BSC V	BD504T	Industrial and Environmental Microbiology	The objective of this course is to expose the students to application of different microbes for industrial purposes and also their role in the environment


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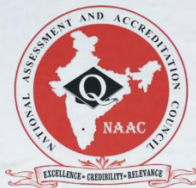
CRITERION 1 CURRICULAR ASPECTS

1.3: Curriculum Enrichment

1.3.1: Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum

Syllabi of the courses that integrates crosscutting issues relevant to the criteria

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Objectives: This paper attempts to introduce students with the problems of Modern Western Philosophy and to develop systematic and critical understanding.

Unit I **Marks: 25**

1. Descartes Mind-body, Theory of Knowledge
2. Spinoza: Substance, Attributes and Modes

Unit II **Marks: 25**

1. Leibnitz: Monadology, Pre-established Harmony
2. Locke: Refutation of Innate Ideas, Theory of Knowledge

Unit III **Marks: 25**

1. Berkeley: Esse Est Percipi, Denial of Matter (Immaterialism)
2. Hume: Impressions and Ideas, Causality and Self

Unit IV **Marks: 25**

1. Kant: Criticism, Synthetic A Priori Judgement, Space and Time
2. Hegel: Dialectic Method and Objective Idealism

Total Lectures of 1 hour duration: 70

Tutorial Classes of 2 hour duration: 14

Total Credits after Calculation: 06

Suggested readings:

1. Connor, D.J. (1964): *A Critical History of Western Philosophy*, MacMillan, New York
2. Thilly, Frank (1956): *History of Philosophy*, Central Publishing House, Allahabad
3. Masih, Y (1996): *A Critical History of Western Philosophy*, Motilal Banarsidass
4. Pujari, Bandana: *Paschatya Darsanat Abhumuki*
5. Bhattacharjee, Jyotsna: *Darsanar Parichaya*
6. Baruah, Girish: *Paschatya Darsana*

C6: INDIAN ETHICS

(5 Lectures + 1 Tutorial = 6 Credits)

Full Marks: 100

End-Semester Marks: 80

In-Semester Marks: 20

Objectives: This paper intends to acquaint students with the basic ethical concepts of Indian Philosophy and develop critical thinking.

Unit I	Marks: 25
1. Ethics of Vedas: Ṛta and Ṛṇa, Yajña	
2. Ethics of Upanisads: Śreyah, Preyah, Niśreyah	
Unit II	Marks: 25
1. Ethics of Bhagawat Gitā: Svabhāva, Svadharma, Sthitaprajña	
2. Highest Goal; Synthesis of Karma, Jñāna and Bhakti Marga.	
3. Niskāma Karma Yoga and Lokasamgraha	
Unit III	Marks: 25
1. Dharma: Meaning and Classification	
2. Varnāśramadharma, Puruṣārtha, Law of Karma	
Unit IV	Marks: 25
1. Cārvāka Ethics	
2. Buddhist Ethics: Eight fold path, Pañcaśīla	
3. Jaina Ethics: Triratna, Anuvrata and Mahāvratā	

Total Lectures of 1 hour duration: 70

Tutorial Classes of 2 hour duration: 14

Total Credits after Calculation: 06

Suggested Readings:

1. Joshi, Prof. H.M (2000): *Traditional and Contemporary Ethics-Western and Indian*, Bharatiya Vidya Prakashan
2. Radakrishnan S, (1929): *Indian Philosophy*, Vol. I, Oxford University Press
3. Sarmah, C.D. (1962): *A Critical Survey of Indian Philosophy*, Motilal Banarsidass Publishers Private Limited, New Delhi
4. Chatterjee, S.C. & Datta, D.M. (1984): *An Introduction to Indian Philosophy*, Calcutta University, Calcutta
5. Rachel, J. (1986): *The Elements of Moral Philosophy*, McGraw-Hill
6. Bilimoria, Purushottama (2007): *Indian Ethics: Classical Traditions and Contemporary Challenges*, New Delhi, Oxford University Press
7. Gauhati Viswavidyalaya: *Bharatiya Darsana*
8. Bhattacharyya, Jyotsna: *Bharatiya Darsana*
9. Pujari, Bandana: *Bharatiya Darsana*
10. Devi, Anjali: *Bharatiya Darsana*

C7: WESTERN ETHICS

(5 Lectures + 1 Tutorial = 6 Credits)

Full Marks: 100

End-Semester Marks: 80

In-Semester Marks: 20

Objectives: This paper intends to introduce students with different ethical concepts of Western Philosophy and to develop critical understanding

Unit I

Marks: 25

1. Nature, Scope and Utility of Ethics, Moral concept of Good, Ought and Right
2. Moral and Non-moral action
3. Voluntary Action: its stages

Unit II

Marks: 25

1. Moral Consciousness: Characteristics and Elements
2. Moral judgement: Its Nature and Object
3. Postulates of Morality

Unit III

Marks: 25

1. Aristotle: Virtue Ethics
2. Teleological Ethics: Egoism and Altruism
3. Kant: Deontological Ethics

Unit IV

Marks: 25

1. Duty and Conflict of Duties
2. Theories of Punishment
3. Capital Punishment and Euthanasia

Total Lectures of 1 hour duration: 70

Tutorial Classes of 2 hour duration: 14

Total Credits after Calculation: 06

Suggested Readings:

1. Aristotle, (1926): *Nicomachean Ethics*, Harvard University Press
2. Kant, Immanuel (1953): *Groundwork of the Metaphysics of Morals*, trns. H. J. Paton, London, Hutchinson
3. Warnock, Mary (1962): *J.S. Mill Utilitarianism*, Glasgow Collins
4. Frankena, William K. (1988): *Ethics*, Prentice Hall of India, Pearson
5. Mackenzie, J.S. (2005): *A Manual of Ethics*, Cosimo Classics
6. Lillie, William (1948): *An Introduction to Ethics*, Allied Publishers Limited
7. Sinha, J. N. (2009): *A Manual of Ethics*, New Central Book Agency
8. Baruah, Girish: *Nitishastra*
9. Roy, Hemanta: *Nitishastra*, Chandra Prakash, Guwahati
10. Devi, Anjali: *Nitishastra*

GE-3: FUNDAMENTALS OF INDIAN PHILOSOPHY

5 Lectures + 1 Tutorial = 6 Credits

Full Marks: 100

End-Semester Marks: 80

4. Keith E. Yandell (1999): *Philosophy of Religion-A Contemporary Introduction*, Oxon, Routledge
5. Guwahati Viswavidyalaya: *Dharmadarsana*
6. Bhattacharyya, Jyotsna: *Dharmadarsana*
7. Baruah, Girish: *Dharmadarsana*

GE-4: APPLIED ETHICS
(5 Lectures + 1 Tutorial = 6 Credits)

Full Marks: 100

End-Semester Marks: 80

In-Semester Marks: 20

Objectives: This paper aims at acquainting the students with basic ideas of applied ethics concerning value of life, environmental ethics and professional ethics.

Unit I

Nature & Scope of Ethics
Moral and Non-moral Action
Applied Ethics: Nature & Scope

Unit II

Value of Human Life, Suicide, Female Foeticide, Capital Punishment

Unit III

Environmental Ethics: Relation between Man & Nature
Importance of Environmental Ethics in the present context

Unit IV

Introduction to Professional Ethics
Medical ethics, Euthanasia, Abortion, Doctor-Patient relation
Media Ethics: Privacy, Problem of Yellow Journalism, Ethical issues in Cyber Space

Total Lectures of 1 hour duration: 70

Tutorial Classes of 2 hour duration: 14

Total Credits after Calculation: 06

Suggested Readings:

1. Singer, Peter (1986): *Applied Ethics*, Oxford, Oxford University Press
2. Piet, John H. & Prasad Ayodhya (eds, 2000): *An Introduction to Applied Ethics*, New Delhi, Cosmo Publications
3. Lafollette, Hugh (Ed. 2014): *Ethics in Practice: An Anthology*, Wiley Blackwell
4. May, Larry (2010): *Applied Ethics: A Multicultural Approach*, Pearson

**SYLLABUS OF THE UG PROGRAMME IN EDUCATION
DIBRUGARH UNIVERSITY
B.A. IN EDUCATION (HONOURS)
EDNH402: TECHNIQUES OF TEACHING
CREDIT: 4
[Marks: 60 (In-semester: 12; End-semester: 48)]**

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

1. explain the meaning and nature of teaching.
2. describe the principles of teaching and learning.
3. describe the role of teacher at different phases of teaching.
4. explain the importance of planning lessons in teaching-learning process.
5. describe the concept of teaching skills and the stages of microteaching cycle.
6. state the objectives of teaching different subjects in Elementary and Secondary levels.
7. describe different methods and approaches of teaching.

Course Content:

Unit	Content	Marks	L	P	T
I	THE TEACHING-LEARNING PROCESS: 1.1 Meaning and nature of teaching 1.2 Evolving concept of teaching 1.3 Principles of teaching 1.4 Principles of learning 1.5 General maxims of teaching 1.6 Phases of Teaching: Role of teachers in Pre-active, Interactive and Post-active phases of teaching 1.7 Teaching behaviour: Authoritative, Democratic and Laissez-faire 1.8 Classroom problems of beginners	16	(14) 1 1 2 2 1 3 3 1		4
II	PLANNING TEACHING: 2.1 Lesson Plan: Meaning and importance 2.2 Herbartian steps of planning a lesson 2.3 Teaching Skills: Concept and components of the following skills: a) Introducing a lesson b) Blackboard writing c) Questioning (Fluency in questioning and Probing questioning) d) Stimulus variation e) Reinforcement f) Explaining g) Achieving closure 2.4 Microteaching: Concept, importance and Microteaching cycle 2.5 Objectives of teaching Language, Social Science, Science and Mathematics at Elementary and Secondary levels	16	(14) 1 1 1 1 2 1 1 1 1 2 2		5
III	METHODS AND APPROACHES OF TEACHING: 3.1 Teacher-centred and Learner-cantered methods 3.2 Play-way method 3.3 Activity method 3.4 Discussion method 3.5 Inductive-Deductive method 3.6 Heuristic method 3.7 Problem solving method 3.8 Project method 3.9 Methods of teaching language: Grammar translation method, Direct method, 3.10 Teaching approaches : Structural approach and communicative approach	16	(14) 2 1 1 1 1 1 1 1 3 2		5
Total		48	42		14

In-semester Assessment:

Marks 12

A. Sessional Activities (The teacher may assign and assess any one of the following): Marks: 3

a. Preparation of a lesson plan using any of the following methods of teaching:

**SYLLABUS OF THE UG PROGRAMME IN EDUCATION
DIBRUGARH UNIVERSITY
B.A. IN EDUCATION (HONOURS)
EDNH4020: TEACHING PRACTICE
CREDIT: 2
[MARKS: 40 (IN-SEMESTER: 8; END-SEMESTER: 32)]**

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

1. demonstrate a few teaching skills in classroom.
2. integrate the teaching skills in real classroom situations.
3. prepare lesson plans for Microteaching and Practice teaching.

Course Content:

Unit	Content	Marks	L	P	T
I	PRACTICE OF FOLLOWING TEACHING SKILLS THROUGH MICROTEACHING: 1.1 Introducing a lesson 1.2 Blackboard writing	7		28	

**SYLLABUS OF THE UG PROGRAMME IN EDUCATION
DIBRUGARH UNIVERSITY
B.A. IN EDUCATION (HONOURS)
EDNH202: EDUCATIONAL ADMINISTRATION AND MANAGEMENT
CREDIT: 6
[MARKS: 100 (IN-SEMESTER: 20; END-SEMESTER: 80)]**

Expected Learning Outcomes:

On completion of the course, learners will be able to-

1. define the concept of Educational Management.
2. describe the types of management and modern trends of Educational management.
3. define the concept of educational leadership
4. explain the principles of educational leadership

5. describe the styles of leadership and its implication in educational leadership.
6. define the concept of educational planning and its importance
7. analyze the role and importance of educational supervision
8. suggest measures to ensure quality in educational management.

Course content

Unit	Content	Marks	L	T
I	Educational Management And Administration 1.1 Meaning, Nature & Scope of Educational Management 1.2 Functions of Educational Management 1.3 Types of Educational Management 1.3.1 Centralized and decentralized 1.3.2 External and Internal 1.3.3 Authoritarian/autocratic/ democratic 1.4 Difference between Management and Administration 1.5 Management of Resources in Educational Institutions- 1.5.1 Meaning and Types of resources: Human Resources, Material Resources and Financial Resources 1.6 Some modern trend of Educational Management 1.6.1. Management by Objectives 1.6.2 Total Quality management 1.6.3 SWOT analysis	16	(14) 3 1 3 1 3 3	3
II	Educational Leadership 2.1 Meaning and definitions of Educational Leadership 2.2 Nature of Educational Leadership 2.2 Function of Educational Leadership 2.3 Principles of Educational Leadership 2.4 Styles of Educational Leadership: Autocratic, Democratic and Laissez faire 2.5 Factors influencing leadership styles. 2.6 Essential qualities of an Educational leader 2.7 Leadership Development Programmes 2.8 Role of Educational Leader in ensuring quality of Education	16	(14) 1 1 1 1 3 2 1 2 2	3
III	Educational Planning 3.1 Meaning and Nature of educational planning 3.2 Scope of educational planning 3.3 Need of educational planning 3.4 Principles of educational planning 3.5 Types of Educational planning 3.5.1 long term planning 3.5.2 short type planning 3.5.3 grass-root level planning 3.5.4 institutional planning 3.6 Factors affecting educational Plan 3.7 Concept and importance of School Development Plan	16	(14) 2 1 1 2 4 2 2	3
IV	Educational Supervision 4.1 Concept and Characteristics of Educational Supervision 4.2 Objectives of Educational Supervision 4.3 Scope of Educational Supervision 4.4 Functions of Educational Supervision	16	(12) 2 1 1 2	2

	4.5 Difference between Supervision and Inspection		1	
	4.6 Factors influencing effectiveness of supervision		2	
	4.7 Qualities of a Good Educational Supervisor		1	
	4.8 Problems of conducting educational Supervision		2	
V	Management issues in Educational finance	16	(16)	3
	5.1 Meaning of educational finance		1	
	5.2 Nature and scope of educational finance		2	
	5.3 Principles of managing educational finance		2	
	5.4 Role of finance committee		1	
	5.5 Maintenance of records in educational finance		2	
	5.6 Use of computer in management of finance		1	
	5.7 Budget: concept and components, process of preparing institutional budget		3	
	5.8 Sources of Educational Finance:		2	
	5.9 Public Private Partnership in financing Education		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

- Organize debate or discussion on the issues like Educational supervision, educational leadership, trends of educational management or any suitable topic.
- Presentation of Seminar paper on the issues of Educational management.
- Prepare a sketch of Institutional plan for any educational institution.
- Prepare a hypothetical budget for any educational institution.
- Visit the accounts & finance office of your college and prepare a list of all financial files and documents maintained.

B. Sessional Test

Marks 10

C. Attendance:

Marks 5

SUGGESTED READINGS:

- Bala, Rajni, *Educational supervision Theories and Practices*, alfa publications: New Delhi, 2006
- Bhatnagar, S & P.K.Gupta: *Educational Administration and management*, R. lall. Book Depot, Meerut, 2010
- Burton, Jene, *Management Today- Principles and Practice*, Tata McGraw Hill Publishing Company Ltd: New Delhi, 2002.
- Bush, Tony, *Theories of Educational Leadership and Management*, SAGE Publications: New Delhi, 2003.
- Chandan, J. S., *Management Concept and Strategies*, Vikash Publishing House Pvt. Ltd.: New Delhi, 2002.
- Chalam, K.S. *Educational planning- An introduction*, Visalandhara Publishing House, Visakhapatnam, 1985.

Semester-II
GE-2A: Feminism: Theory and Practice

Course Objective: 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.

Total Lectures and Tutorials – 84

Unit-I: Concepts in Feminism- Sex/Gender distinction, Patriarchy, Gender Socialisation, Sexual Division of Labour, Private-Public Dichotomy, Biologism versus social constructivism, Feminism

13 Lectures and 4 Tutorials

Unit-II: Approaches to the study of Feminism

Liberal, Socialist, Marxist, Radical feminism and Third World Approach

13 Lectures and 4 Tutorials

Unit-III Genesis of Feminist Movements in the West:

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

13 Lectures and 4 Tutorials

Unit-IV: Genesis of Feminist Movement in the East:

Feminism and the Communist Revolution in China-Issues and Debates
Movement for Women's Emancipation-Rosa Luxemburg, Alexandria Kollontai
Feminist issues and women's participation in anti-colonial and national liberation movements in India

13 Lectures and 4 Tutorials

Unit-V: The Indian Experience:

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- Matrilineal and Patrilineal; Women and Work

12 Lectures and 4 Tutorials

Reading List:

- Geetha, V. (2002) *Gender*. Calcutta: Stree.
- Geetha, V. (2007) *Patriarchy*. Calcutta: Stree.
- Jagger, Alison. (1983) *Feminist Politics and Human Nature*. U.K.: Harvester Press, pp. 25-350.
- Lerner, Gerda. (1986) *The Creation of Patriarchy*. New York: Oxford University Press.

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- Rowbotham, Sheila. (1993) *Women in Movements*. New York and London: Routledge, Section I, pp. 27-74 and 178-218.
 - Jayawardene, Kumari. (1986) *Feminism and Nationalism in the Third World*. London: Zed Books, pp. 1-24, 71-108, and Conclusion.
 - Forbes, Geraldine (1998) *Women in Modern India*. Cambridge: Cambridge University Press, pp. 1-150.
 - Eisentein, Zillah. (1979) *Capitalist Patriarchy and the Case for Socialist Feminism*. New York: Monthly Review Press, pp. 271-353.
 - Funk, Nanette & Mueller, Magda. (1993) *Gender, Politics and Post-Communism*. New York and London: Routledge, Introduction and Chapter 28.
 - Chaudhuri, Maiyatee. (2003) 'Gender in the Making of the Indian Nation State', in Rege, Sharmila. (ed.) *The Sociology of Gender: The Challenge of Feminist Sociological Knowledge*. New Delhi: Sage.

Core Course 07
Sociology of Gender

Total Credit=6
Total Marks 80+20=100
Total Classes: 38
Total Tutorials: 7
Class duration: 1 class=1 hour
1 tutorial = 1 hour
6 classes per week

Course Objective:

The course introduces gender as a critical sociological lens of enquiry in relation to various social fields. It also interrogates the categories of gender, sex, and sexuality.

	Classes	Tutorials	Marks
1. Gendering Sociology	9	1	15
1.1 Sociology of Gender: An Introduction			
1.2 Gender, Sex, Sexuality			
1.3 Concept of Masculinity and Femininity			
2. Gender Theories	11	2	25
2.1 Feminism (Liberal feminism, radical feminism and social feminism)			
2.2 Marxian theory of gender			
2.3 Queer theory of Gender			
3. Gender: Differences and inequalities	9	2	20
1.1			
3.1 Gender discrimination (family, caste, class and work)			
3.2 Gender and development			
3.3 Gender budgeting			
4. Gender, Power and resistance	6	2	20

4.1	Power and subordination (Patriarchy)			
4.2	Resisting and movements(LGBT movements)			

COURSE CONTENTS AND ITINERARY

Gendering Sociology: [Week 1]

S. Jackson and S. Scott (eds.) 2002 *Gender: A Sociological Reader*, London: Routledge. Introduction, (pp. 1-26).

Liz Stanley. 2002. „Should Sex Really be Gender or Gender Really be Sex“ in S. Jackson and S. Scott (eds.) *Gender: A Sociological Reader*, London: Routledge (pp. 31-41)

Strathern, Marilyn. 1987. “An Awkward Relationship: The Case of Feminism and Anthropology.” *Signs* 12(2):276-292.

Saikia, J.P, (2016): “ Gender : Themes and Issues”, Concept Publishing Company (P) Ltd, New Delhi.Pp-01-46.

Sherry Ortner. 1974. “Is male to female as nature is to culture?” M.Z. Rosaldo and L. Lamphere (eds.) *Women, culture and society*.Stanford: Stanford University Press (pp. 67- 87).

Rubin, Gayle. 1984. “Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality” in Carole Vance, ed., *Pleasure and anger*.London: Routledge (pp 143-179).

Newton, Esther. 2000. “Of Yams, Grinders and Gays: The Anthropology of Homosexuality” in *Margaret Mead Made Me Gay:Personal Essays, Public Ideas*. London: Duke University Press (pp 229- 237).

Weeks, J,(2012): *Sexuality Third Edition*, Routledge, London and New York.

Gender, Sex, Sexuality [Weeks 2-3]

Singh. S, (2009): “ Feminism: Theory, Criticism and Analysis”., Pencraft International., New Delhi

Kuumba Bahati. M, (2003): *Gender and Social Movements.*, Rawat Publications, Jaipur and New Delhi.

Saikia, J.P, (2016): “ Gender : Themes and Issues”, Concept Publishing Company (P) Ltd, New Delhi.Pp-65-82.

2.2 Production of Masculinity and Femininity [Weeks 4-6]

Halberstam, Judith. 1998. “An Introduction to Female Masculinity: Masculinity without Men” in *Female Masculinity*. London: Duke University Press (Also Delhi: Zubaan 2012 Reprint) (pp 1-43).

Alter, Joseph. 1992. *The Wrestler's Body: Identity and Ideology in North India*. California : University of California: California (pp 163-194).

Generic Elective 04

Total Credit=6
 Total Marks 80+20=100
 Total Classes: 38
 Total Tutorials: 7
 Class duration: 1 class=1 hour
 1 tutorial = 1 hour
 6 classes per week

Gender and Violence

Course Objective: Gendered violence is routine and spectacular, structural as well as situated. This course attempts to provide an understanding of the logic of that violence, awareness of its most common forms and tries to equip the students with a sociologically

	Classes	Tutorials	Marks
1. Gender and Violence	8	1	20
1.1 Defining Gender Based Violence			
1.2 Perspectives of gendered violence (Individualistic, Social perspective and Functionalist Perspective)			
2. Structural and Situated Violence	12	2	20
2.1 Caste, Gender and Violence			
2.2 Domestic and Familial Violence			
2.3 Gender and the Conflict Situation			
2.4 Violence, Harassment and Workplace			
3. Sexual Violence	9	2	20
3.1 Nature of Sexual Harassment (legal Perspective)			
3.2 Sexually Transmitted Disease, female foeticide, Spousal violence			
3.3 Gendered Violence and Media			
4. Addressing Gendered Violence: Politics and Public Policy	9	2	20
4.1 Legislative measures in India for curbing sexual violence			
4.2 Domestic Violence Act 2005			
4.3 Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013			

DSE-2 (II): PHILOSOPHY OF FEMINISM

(5 Lectures + 1 Tutorial = 6 Credits)

Full Marks: 100

End-Semester Marks: 80

In-Semester Marks: 20

Objectives: This paper aims at introducing feminism as a movement and to develop an understanding of women's rights on the grounds of equality of the sexes.

Unit-I

Marks: 25

Feminism: Meaning and definition, Kinds of Feminism, Feminism and Philosophy,

Unit-II

Marks: 25

Gender Concepts: Gender, Sexuality and Gender, Gender Discrimination, Gender stereotyping, Androgyny

Unit-III

Marks: 25

Gender and Society: Family, Kinship and Marriage in India, Patriarchy

Unit-IV

Marks: 25

Gender Inequality: Violence against Women, Female Foeticide, Female Infanticide, Child Marriage, Dowry, Domestic Violence, Rights of Girl Child.

Total Lectures of 1 hour duration: 70

Tutorial Classes of 2 hour duration: 14

Total Credits after Calculation: 06

Semester-V:

DSE-2A: Human Rights in Comparative Perspective

Course objective: This course attempts to build an understanding of human rights among students through a study of specific issues in a comparative perspective. It is important for students to see how debates on human rights have taken distinct forms historically and in the contemporary world. The course seeks to anchor all issues in the Indian context, and pulls out another country to form a broader comparative frame. Students will be expected to use a range of resources, including films, biographies, and official documents to study each theme. Thematic discussion of sub-topics in the second and third sections should include state response to issues and structural violence questions.

Total Lectures and Tutorials – 84

Unit-I: Human Rights: Theory and Institutionalization: Understanding Human Rights, Philosophical Foundations of Human Rights- Utilitarian Rights, Natural Rights, Positivist School, Asian Values, Three Generations of Rights

13 Lectures and 4 Tutorials

Unit-II: Institutional Arrangements-United Nations, Universal Declaration of Human Rights, International Covenant on Civil and Political Rights (ICCPR), International Covenant on Economic Social and Cultural Rights (ICESCR), Optional Protocols

13 Lectures and 4 Tutorials

Unit-III: Rights in National Constitutions: South Africa and India

13 Lectures and 4 Tutorials

Unit-IV: Issues of Human Rights: Torture: USA and India, Surveillance and Censorship: China and India, Terrorism and Insecurity of Minorities: USA and India

13 Lectures and 4 Tutorials

Unit-V:Structural Violence: Caste and Race: South Africa and India, Gender and Violence: India and Pakistan, Adivasis/Aboriginals, the Land Question: Australia and India

12 Lectures and 4 Tutorials

READING LIST

- J. Hoffman and P. Graham, (2006) 'Human Rights', *Introduction to Political Theory*, Delhi, Pearson, pp. 436-458.
- SAHRDC (2006) 'Introduction to Human Rights'; 'Classification of Human Rights: An Overview of the First, Second, and Third Generational Rights', in *Introducing Human Rights*, New Delhi: Oxford University Press.
- The Constitution of the Republic of South Africa, Chapter 2: Bill of Rights.
- The Constitution of India, Chapter 3: Fundamental Rights
- M. Lippman, (1979) 'The Protection of Universal Human Rights: The Problem of Torture' *Universal Human Rights*, Vol. 1(4), pp. 25-55
- J. Lokaneeta, (2011) 'Torture in the TV Show 24: Circulation of Meanings'; 'Jurisprudence on Torture and Interrogations in India', in *Transnational Torture Law, Violence, and State Power in the United States and India*, Delhi: Orient Blackswan,
- D. O'Byrne, (2007) *Human Rights: An Introduction*, Delhi: Pearson

6.2 Course – XIV: Indian Political Thought-II

Course objective: Based on the study of individual thinkers, the course introduces a wide span of thinkers and themes that defines the modernity of Indian political thought. The objective is to study general themes that have been produced by thinkers from varied social and temporal contexts. Selected extracts from original texts are also given to discuss in the class. The list of additional readings is meant for teachers as well as the more interested students.

Total Lectures and Tutorials - 84

Unit-I: Introduction to Modern Indian Political Thought: Trends and Genesis

13 Lectures and 4 Tutorials

Unit-II: Reformist Political Thought- Rammohan Roy- Rights – Freedom of Press, Civil Liberties, Gender; Pandita Ramabai: Gender- Women's Education, Sarada Sadan

13 Lectures and 4 Tutorials

Unit-III: Nationalist Political Thought: Gandhi: Swaraj; Nehru: Secularism; Tagore: Critique of Nationalism

13 Lectures and 4 Tutorials

Unit-IV: Thoughts For Social Change: Ambedkar: Social Justice; Lohia: Socialism, M.N. Roy: Radical Humanism

13 Lectures and 4 Tutorials

Unit-V: Thoughts of Cultural Nationalism: Iqbal: Community; Savarkar: Hindutva

12 Lectures and 4 Tutorials

Reading List:

- V. Mehta and T. Pantham (eds.), (2006) '*A Thematic Introduction to Political Ideas in Modern India: Thematic Explorations, History of Science, Philosophy and Culture in Indian civilization*' Vol. 10, Part: 7, New Delhi: Sage Publications
- D. Dalton, (1982) 'Continuity of Innovation', in *Indian Idea of Freedom: Political Thought of Swami Vivekananda, Aurobindo Ghose, Rabindranath Tagore and Mahatma Gandhi*, Academic Press: Gurgaon
- R. Roy, (1991) 'The Precepts of Jesus, the Guide to Peace and Happiness', S. Hay, (ed.) *Sources of Indian Tradition*, Vol. 2. Second Edition. New Delhi: Penguin, pp. 24-29.
- C. Bayly, (2010) 'Rammohan and the Advent of Constitutional Liberalism in India 1800- 1830', in Sh. Kapila (ed.), *An intellectual History for India*, New Delhi: Cambridge University Press, pp. 18- 34.

Core Course 02
Sociology of India – I

Total Credit=6
Total Marks 80+20=100
Total Classes: 38
Total Tutorials: 7
Class duration: 1 class=1 hour
1 tutorial = 1 hour
6 classes per week

Course Objective:

This paper introduces the processes and modes of construction of knowledge of India. Further, it aims to draw attention to the key concepts and institutions which are useful for the understanding of Indian society.

1. India: An Object of Knowledge		Classes	Tutorials	Marks
		15	2	30
1.1	The Colonial Discourse			
1.2	The Nationalist Discourse			
1.3	The Subaltern Critique			
2. Indian Society: Concepts and Institutions		23	5	50
2.1	Caste: Concept and Critique			
2.2	Agrarian Classes			
2.3	Industry and Labour			
2.4	Tribe: Profile and Location			
2.5	Village: Structure and Change			
2.6	Kinship: Principle and Pattern			
2.7	Religion and Society			

COURSE CONTENTS AND ITINERARY

1.1. The Colonial Discourse (Week 1)

1.1.1. Cohn, B.S., 1990, *An Anthropologist among the Historians and Other Essays*, Delhi: Oxford University Press, Pp.136-171

1.2. The Nationalist Discourse (Week 2-3)

1.2.1. Kaviraj, S., 2010, *The Imaginary Institution of India*, Ranikhet: Permanent Black, Pp.85-126

1.3. The Subaltern Critique (Week 4)

1.3.1. Guha, R., 1982, *Subaltern Studies, Volume I*. Delhi: Oxford University Press, Pp.1-8

2.1. Caste: Concept and Critique (Weeks 5-6)

2.1.1. Srinivas, M.N., 1969, „The Caste System in India“, in A. Béteille (ed.)

Social Inequality: Selected Readings, Harmondsworth: Penguin Books, Pp.265-272

2.1.2. Mencher, J., 1991, „The Caste System Upside Down“, in D. Gupta (ed.), *Social Stratification*, Delhi: Oxford University Press, Pp.93-109

2.2. Agrarian Classes (Week 7)

2.2.1. Dhanagare, D.N., 1991, „The Model of Agrarian Classes in India“, in D. Gupta (ed.), *Social Stratification*, Delhi: Oxford University Press, Pp. 271-275

2.3. Industry and Labour (Week 8)

2.3.1. Breman, J., 1999, „The Study of Industrial Labour in Post Colonial India: The Formal Sector“, *Contributions to Indian Sociology*, 33(1&2), Pp.1-41

2.4. Tribe: Profile and Location (Week 9)

7

2.4.1. Haimendorf, C. V. F., 1967, „The Position of Tribal Population in India“, in P. Mason *India and Ceylon: Unity and Diversity*, New York: Oxford University Press, Chapter 9

2.5. Village: Structure and Change (Week 10)

2.5.1. Srinivas, M. N., 1987, *The Dominant Caste and Other Essays*, Delhi: Oxford University Press, Pp.20-59

2.6. Kinship: Principle and Pattern (Week 11)

2.6.1. Karve, I., 1994, „The Kinship Map of India“, in P. Uberoi (ed.) *Family, Kinship and Marriage in India*. Delhi: Oxford University Press, Pp.50-73

2.7. Religion and Society (Weeks 12-14)

2.7.1. Srinivas, M.N. and A. M. Shah, 1968, „Hinduism“, in D. L. Sills (ed.) *The International Encyclopaedia of Social Sciences*, Volume 6, New York: Macmillan, Pp.358-366

2.7.2. Momin, A.R., 1977, „The Indo Islamic Tradition“, *Sociological Bulletin*, 26, Pp.242-258

2.7.3. Uberoi, J.P.S., 1997, „The Five Symbols of Sikhism“, in T.N. Madan (ed.) *Religion in India*, Delhi: Oxford University Press, Pp. 320-332

Note:

The students are required to explore the contemporary sources on social institutions. With the aid of visual, oral and other kinds of narratives/representations students, advised and guided by teachers, are expected to arrange discussion sessions, work on assignments, undertake projects and fieldwork, and make presentations week-wise from the onset to the end of the semester.

Core Course 04
Sociology of India – II

Total Credit=6
Total Marks 80+20=100
Total Classes: 38
Total Tutorials: 7
Class duration: 1 class=1 hour
1 tutorial = 1 hour
6 classes per week

Course Objective:

This paper aims to draw attention to the variety of ideas and debates about India. Further, it critically engages with the multiple socio-political forces and ideologies which shape the terrain of the nation.

	Classes	Tutorials	Marks
1. Ideas of India	6	1	10
1.1 Gandhi : Swaraj, Ambedkar: Annihilation of Caste			
1.2 Indological: G.S.Ghurey , Louis Dumont Ethnographic Approaches: M.N. Srinivas, S.C. Dube			
2.Resistance, Mobilization, Change	22	3	50
2.1 Dalit Politics: Dalit Identity, Dalit Politics : Caste System and Economics, Inequality			
2.2 Mobility and Change: Sanskritization and Westernization			
2.3 Women's Movement: Women and Patriarchy, Feminine Voice in Indian Music			
2.4 Peasant Movements: Peasant Movements before and after Independence Ethnic Movements: Identity Politics – Bodo, Karbi			
2.5 Ethnic Movements: Identity Politics – Bodo, Karbi			
2.6 Middle Class Phenomenon: The History of Assamese Middle Class			
3.Challenges to Civilization, State and Society	10	3	20
3.1 Communalism: Religion and Politics in India			

3.2	Secularism: Secular Experiences in India			
3.3	Nationalism: Nation , Nationalism and sub nationalism			

COURSE CONTENTS AND ITINERARY

1.1. Gandhi and Ambedkar (Weeks 1-2)

1.1.1 M. K. Gandhi : Hind Swaraj, Navajibon Publishing House , Ahmedabad 380014, India

1.1.2. Ambedkar, B. R., 1971 [1936], *Annihilation of Caste*, Jullunder: Bheem Patrika

1.2. Indological and Ethnographic Approaches (Weeks 3-4)

1.2.1. Uberoi, P. et al., 2007, 'Introduction: The Professionalization of Indian Anthropology and Sociology: Peoples, Places and Institutions' in P. Uberoi et al (eds.) *Anthropology in the East: Founders of Indian Sociology and Anthropology*, New Delhi: Permanent Black, Pp. 1-63

1.2.2. Dumont, L. and D. Pocock, 1957, 'For a Sociology of India', *Contributions to Indian Sociology*, 1, Pp.7-22

2.1. Dalit Politics (Week 5)

2.1.1. Shah, G., 2001, *Dalit Identity and Politics*, New Delhi: Sage Publications, Pp.17-43

2.2. Mobility and Change (Week 6)

2.2.1. Srinivas, M.N., 1956, 'A Note on Sanskritization and Westernization', *The Far Eastern Quarterly*, 15(4), Pp. 481-496

2.3. Women's Movement (Week 7)

2.3.1. Menon, N., (ed.) 1999, *Gender and Politics in India*, Delhi: Oxford University Press, pp.342-369.

2.4. Peasant Movements (Week 8)

2.4.1. Pouchepadass, J., 1980, 'Peasant Classes in Twentieth Century Agrarian Movements in India', in E. Hobsbawm (ed.) *Peasants in History*, Delhi: Oxford University Press, Pp.136-155

2.5. Ethnic Movements (Week 9)

2.5.1. Baruah, S., 2010, 'The Assam Movement' in T.K. Oommen (ed.) *Social Movements I: Issues of Identity*. Delhi: Oxford University Press, Pp.191-208

2.6. Middle Class Phenomenon (Week 10)

2.6.1. Deshpande, S., 2003, *Contemporary India: A Sociological View*, New Delhi: Penguin Books, Pp.125-150

2.6.2 Axomiya Modya Brita Sreneer Itihaxh- Dr. Profulla Mahanta

2.6.3 Karna, M. N.; 1999; Language, Region and National Identity in *Sociological Bulletin*; Vol 48; No 1 & 2; pp 75-96.

3.1. Communalism (Week 11)

3.1.1. Dumont, L., 1997, *Religion, Politics and History in India*, Paris: Mouton, Pp.89-110

3.2. Secularism (Weeks 12-13)

3.2.1. Kumar, R., 1986, 'The Varieties of Secular Experience', in *Essays in the Social History of Modern India*, Calcutta: Oxford University Press, Pp.31-46

3.2.2. Madan, T.N., 1997, *Modern Myths, Locked Minds*, Delhi: Oxford University Press, Pp.233-265

3.3. Nationalism (Week 14)

3.3.1. Oommen, T. K., 1997, *Citizenship and National identity: From Colonialism to Globalism*. New Delhi: Sage Publications, pp.143-172.

3.3.2 Desai , A. R. (1979): Social Background of Indian Nationalism

Additional Instruction:

The students are required to explore the contemporary sources on social institutions. With the aid of visual, oral and other kinds of narratives/representations students, advised and guided by teachers, are expected to arrange discussion sessions, work on assignments, undertake projects and fieldwork, and make presentations week-wise from the onset to the end of the semester.

Additional Reading:

Ray, N. R., 1973, *Nationalism in India: A Historical Analysis of its Stresses and Strains*, Aligarh: Aligarh Muslim University Press

Generic Elective 01

Total Credit=6
Total Marks 80+20=100
Total Classes: 38
Total Tutorials: 7
Class duration: 1 class=1 hour
1 tutorial = 1 hour
6 classes per week

Indian Society: Images and Realities

Course Objective:

This course seeks to provide an interdisciplinary introduction to Indian society.

		Classes	Tutorials	Marks
1	Sociological understanding of Ideas of India: Civilization, Colony, Nation and Society (3 Weeks)	10	2	25
2.	Institutions and Processes (9 Weeks) Village, Town and Region Caste, Religion and Ethnicity Family and Gender Political Economy	18	3	35
3.	Critical understanding of : Civilization, colony, Nation and society (2 Weeks)	10	2	20

COURSE CONTENTS AND ITINERARY

Ideas of India : Civilization, Colony, Nation and Society (3 Weeks)

Embree, Ainslie Thomas,. *Imagining India*. Delhi: Oxford University Press, 1989. Chapter 1- Brahmanical Ideology and Regional Identities. Pp. 9 – 27

Cohn, Bernard. *India: Social Anthropology of a Civilization*, Delhi: OUP. Chapters 1, 3, 5 & 8 (1-7, 24-31, 51-59, 79-97)

2. Institutions and Processes (9 Weeks)

Village, Town and Region

Breman, Jan. 'The Village in Focus' from the *Village Asia Revisited*, Delhi: OUP 1997. Pp. 15-64

Cohn, Bernard, *An Anthropologist Among Historians and Other Essays*, Delhi: OUP, 1987, Chapters. 4 and 6. Pp.78-85 & 100 – 135

Caste, Religion and Ethnicity

Mines, Diane P. *Caste in India*. Ann Arbor, Mich.: Association for Asian Studies, 2009. Pp. 1-35

Fuller, C. J. *The Camphor Flame: Popular Hinduism and Society in India*. Delhi: Viking, 1992. Chapter 1. Pp. 3 – 28.

Ahmad, Imtiaz et.al (eds). *Pluralism and Equality: Values in Indian Society and Politics*, Sage : New Delhi, 2000. Chapter: 'Basic Conflict of 'we' and 'they'' Between religious traditions, between Hindus, Muslims and Christians'. Pp.

Family and Gender

Dube, Leela. 'On the Construction of Gender: Hindu Girls in Patrilineal India', *Economic and Political Weekly*, Vol. 23, No. 18 (Apr. 30, 1988), pp. WS11 WS19

Gray, John N. & David J. Mearns. *Society from the Inside Out: Anthropological Perspectives on the South Asian Household*. New Delhi: Sage, 1989. Chapter 3. (Sylvia Vatuk) Household Form and Formation: Variability and Social Change among South Indian Muslims. Pp. 107-137

Political Economy

Chatterjee, Partha. *State and Politics in India*. Delhi: Oxford University Press, 1997. Introduction: A Political History of Independent India. Pp. 1-39

Critiques (2 Weeks)

Omvedt, Gail. *Understanding Caste*. New Delhi: Orient Black Swan, 2011. Chapters. 5, 9, 11 and Conclusion. Pp. 30-38, 67 – 73, 83 – 90, 97 – 105

Sangari, Kumkum and Sudesh Vaid. *Recasting Women: Essays in Indian Colonial History*. New Brunswick: Rutgers University Press. Introduction, Pp. 1 – 25

Brass, Paul. 1991 "Ethnicity and Nationalism: Theory and Comparison .Sage Publication, pp

Course Code: ECNHDSE602
 Nature of the Course: Discipline Specific Elective
 Full marks: 100 (Internal Assessment-20 + End Term-80)

Course Title: Environmental Economics
 Total Credit Assigned: 6
 Distribution of Credit: 5 Lecture + 1 Tutorial

Course Description:

This course aims to focus on economic causes of environmental problems; in particular, how economic principles are applied to environmental questions and their management through various economic institutions, economic incentives and other instruments and policies. It also aims to address Economic implications of environmental policy 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.

Units		No of Lecture Hours	No of Tutorial Hours	Marks
1.	Introduction: 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.	The Theory of Externalities: 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.	The Design and Implementation of Environmental Policy and Sustainable Development: 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.	International Environmental Problems: 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.	Measuring the Benefits of Environmental Improvements: 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	15	3	16
Total		75	15	80

Recommended Readings:

- Bhattacharyya R, *Environmental Economics*, Oxford University Press
- Cropper, M.L., and Oates, W.E., 1992. — Environmental Economics: A Survey *Journal of Economic Literature*, Volume 30:675-740.
- Hanley, N., Shogren, J.F. and White, B., *Environmental Economics in Theory and Practice*, Macmillan India Ltd.
- Kolstad, C., *Intermediate Environmental Economics*, Oxford University Press, 2nd edition, 2010.
- Peman R, Ma, Y., McGilvray, J. and Common, M., *Natural Resource and Environmental Economics*, Pearson Education/Addison Wesley, 3rd edition, 2003.
- Stavins, R.N., (ed.), *Economics of the Environment: Selected Readings*, W.W. Norton, 5th edition, 2005.

Core Course 08

ECONOMIC SOCIOLOGY

Total Credit=6
Total Marks 80+20=100
Total Classes: 38
Total Tutorials: 7
Class duration: 1 class=1 hour
1 tutorial = 1 hour
6 classes per week

Course Objective:

The course provides an understanding of the social and cultural bases of economic activity. It highlights the significance of sociological analysis for the study of economic processes in local and global contexts.

	Classes	Tutorials	Marks
1. Perspectives in Economic Sociology	7	1	20
1.1 Formalism and Substantivism			
1.2 New Economic Sociology			
2. Forms of Exchange	7	2	15
2.1 Reciprocity and Gift			
2.2 Exchange and Money			
3. Systems of Production, Circulation and Consumption	17	2	30
3.1 Hunting and Gathering			
3.2 Domestic Mode of Production			
3.3 Peasant			
3.4 Capitalism			
3.5 Socialism			
4. Some Contemporary Issues in Economic Sociology	7	9	15
4.1 Development			
4.2 Globalisation			

COURSE CONTENTS AND ITINERARY

1. Perspectives in Economic Sociology (Weeks 1-4)

1.1 Formalism and Substantivism

Hann, Chris. and Keith Hart. *Economic Anthropology*. Cambridge, UK: Polity Press, 2011. . Chapter 5. —After the Formalist-Substantivist Debate, pp. 72

– 99; Chapter 2. Economy from the Ancient World to the Age of Internet. Pp. 18 – 36.

Karl, Polanyi. *The Livelihood of Man*. New York: Academic Press, 1977. Chapters 1 & 2, —The Economistic Fallacy & Two meanings of Economic, Pp. 5-34

Wilk, Richard R. *Economies and Cultures*. Boulder, Colo.: Westview Press, 1996. Ch. 1, Economic Anthropology: An Undisciplined Discipline, pp. 1-18.

1.2. New Economic Sociology (Weeks 3-6)

Granovetter, M., —Economic Action and Social Structure: The Problem of Embeddedness, *American Journal of Sociology*, Vol.91, No.3 (Nov), 1985, pp. 481 - 507.

Swedberg, R., —Major Traditions of Economic Sociology, in *Annual Sociological Review*, Vol.17, 1991, pp 251-276.

2. Forms of Exchange (Weeks 5-7)

2.1. Reciprocity and Gift

2.1.1. Mauss, M., *The Gift: Forms and Functions of Exchange in Archaic Societies*, London: Cohen and West, 1924, Introduction, Chapters.1 & 2, The Exchange of Gifts and the Obligation to Reciprocate (Polynesia) & The Extension of this System: Liberality, Honour, Money. Pp. 1 - 46.

2.1.2. Carrier, James G. *Gifts and Commodities*, London, Routledge, 1995. Ch. 1. Gifts and Commodities, People and Things. Pp. 19-39.

2.2. Exchange and Money

2.2.1. Bohannan, P. and G. Dalton (eds.). 1962. *Markets in Africa*. Evanston, Illinois, North western University. pp. 1-26.

2.2.2 Zelizer, Viviana A. 1989. —The Social Meaning of Money: ‘Special Monies’ —in *American Journal of Sociology*, Vol.95. (Sept.) pp. 342-377.

3. Systems of Production, Circulation and Consumption (Weeks 8-11)

3.1. Hunting and Gathering

3.1.1 Sahlins, M. *Stone Age Economics*. London, Tavistock, 1974. Ch. 1.

3.2 Domestic Mode of Production

3.2.1 Sahlins, M. *Stone Age Economics*. London, Tavistock, 1974. Ch. 2, 3.

3.3 Peasant

3.3.1 Wolf, Eric R. *Peasants*. New Jersey, Prentice Hall. 1966 Ch. 1.

3.4 Capitalism

3.4.1 Wallerstein, Immanuel Maurice. *Historical Capitalism*. London: Verso, 1983. 1. Commodification of Everything: Production of Capital. Pp. 13 – 43.

3.5 Socialism

3.5.1 Verdery, Katherine. *What Was Socialism, And What Comes Next?* Princeton, N.J.: Princeton University Press, 1996. Chapter 1. pp. 19 – 38.

4. Some Contemporary Issues in Economic Sociology (Weeks 12-14)

4.1 Development

4.1.1 Hann, Chris. and Keith Hart. *Economic Anthropology*. Cambridge, UK: Polity Press, 2011. Pp. 100-119

4.2 Globalisation

Tonkiss, Fran. *Contemporary Economic Sociology*. London: Routledge, 2006. Chapter 1, Capitalism and Globalization. Pp. 3-28.

Howes , D. (ed) , *Cross-Cultural Consumption: Global Markets and Local Realities*, Routledge, London, 1996, pp. 1-16.

SUGGESTED READINGS:

Smelser, Neil. J. and Richard Swedberg. 1994. —The Sociological Perspective on the Economy in N.J. Smelser and Richard Swedberg (eds).1994.*The Handbook of Economic Sociology*

Velthuis, Olav. _The Changing Relationship between Economic Sociology and Institutional Economics: From Parsons to Mark Granovetter_ 1999. *American Journal of Economics and Sociology*, Vol. 58, No.4. pp. 629-649

Zelizer, Viviana A. _Human Values and the Market: The Case of Life Insurance and Death in 19th Century America_.1978. *American Journal of Sociology* Vol.84, No.3. pp. 591-610

Zelizer, Viviana A. _Payments and Social Ties_.1996. *Sociological Forum*, Vol.11, No. 3. Special Issue: Lumping and Splitting. pp. 481-495.

Sahlins, M. 1974. *Stone Age Economics*. London, Tavistock. Ch. 4. pp 149-183

Hilton, Rodney.1973. *Bond Men Made Free*. London. Methern. Ch.1. pp. 25-40

Appadurai, A. 1986.*The Social Life of Things: Commodities in Cultural Perspective*. Cambridge, Cambridge University Press. pp. 3-63

Nancy,A. _Bodies, Borders,and Sex Tourism in a Globalized World: A Tale of Two Cities—Amsterdam and Havana._ 2001. *Social Problems*, Vol. 48. No. 4. pp. 545-571

Sassen, Saskia . 2007. *A Sociology of Globalization*. W.W. Norton & Co. NY. London

Course Code: ZC102T

CORE COURSE II:

PRINCIPLES OF

ECOLOGY

**The objective of the course is to familiarize the students with fundamentals of ecology and impacts of ecological factors on living organisms.*

THEORY

**(Credits 4)
(Lectures=60)**

Unit 1: Introduction to Ecology

6 Lectures

History of ecology, Autecology and synecology, Levels of organization, Laws of limiting factors, Study of abiotic factors

Unit 2: Population

24 Lectures

Unitary and Modular populations

Unique and group attributes of population: Density, natality, mortality, life tables, fecundity tables, survivorship curves, age ratio, sex ratio, dispersal and dispersion Exponential and logistic growth, equation and patterns, r and K strategies Population regulation - density-dependent and independent factors Population interactions, Gause's Principle with laboratory and field examples, Lotka-Volterra equation for competition and Predation, functional and numerical responses

Unit 3: Community

12 Lectures

Community characteristics: species richness, dominance, diversity, abundance, vertical stratification, Ecotone and edge effect; Ecological succession with hydrosere

Theories pertaining to climax community

Unit 4: Ecosystem

14 Lectures

Types of ecosystems with one example in detail (Forest ecosystem), Food chain: Detritus and grazing food chains, Linear and Y-shaped food chains, Food web, Energy flow through the ecosystem, Ecological pyramids and Ecological efficiencies

Nutrient and biogeochemical cycle with Nitrogen cycle as an example

Human modified ecosystem

Unit 5: Applied Ecology

4 Lectures

Concept of wildlife conservation (Usefulness, causes and consequences of degradation); Management strategies

Course Code: ZD611T
DSE Course XI:
WILD LIFE CONSERVATION AND MANAGEMENT

THEORY	(CREDITS 4) (Lectures=60)
Unit 1: Introduction to Wild Life Values of wild life – positive and negative; Conservation ethics; Importance of conservation; Causes of depletion; World conservation strategies.	5 Lectures
Unit 2: Evaluation and management of wild life Habitat analysis, Physical parameters: Topography, Geology, Soil and water; Biological Parameters: food, cover, forage, browse and cover estimation; Standard evaluation procedures: remote sensing and GIS.	11 Lectures
Unit 3: Management of habitats Setting back succession; Grazing logging; Mechanical treatment; Advancing the successional process; Cover construction; Preservation of general genetic diversity; Restoration of degraded habitats	9 Lectures
Unit 4: Population estimation Population density, Natality, Birth rate, Mortality, fertility schedules and sex ratio computation; Faecal analysis of ungulates and carnivores: Faecal samples, slide preparation, Hair identification, Pug marks and census method.	12 Lectures
Unit 5: Management planning of wild life in protected areas Estimation of carrying capacity; Eco tourism / wild life tourism in forests; Concept of climax persistence; Ecology of perturbation.	7 Lectures
Unit 7: Management of excess population Bio- telemetry; Care of injured and diseased animal; Quarantine; Common diseases of wild animal	7 Lectures
Unit 8: Protected areas National parks & sanctuaries, Community reserve; Important features of protected areas in India; Tiger conservation - Tiger reserves in India; Management challenges in Tiger reserve.	9 Lectures

GE IV: ENVIRONMENT AND PUBLIC HEALTH

THEORY

(Credits 4)
(Lectures=60)

UNIT I: Introduction

12 Lectures

Sources of Environmental hazards, hazard identification and accounting, fate of toxic and persistent substances in the environment, dose Response Evaluation, exposure Assessment.

UNIT II Climate Change

10 Lectures

Greenhouse gases and global warming, Acid rain, Ozone layer destruction, Effect of climate change on public health

Unit III Pollution

10 Lectures

Air, water, noise pollution sources and effects, Pollution control

Unit IV Waste Management Technologies

18 Lectures

Sources of waste, types and characteristics, Sewage disposal and its management, Solid waste disposal, Biomedical waste handling and disposal, Nuclear waste handling and disposal, Waste from thermal power plants, Case histories on Bhopal gas tragedy, Chernobyl disaster, Seveso disaster and Three Mile Island accident and their aftermath.

Unit 5 Diseases

10 Lectures

Causes, symptoms and control of tuberculosis, Asthma, Cholera, Minamata disease, typhoid

**GE III: AQUATIC
BIOLOGY**

THEORY

(Credits 4)

(Lectures=60)

UNIT 1: Aquatic Biomes

10 Lectures

Brief introduction of the aquatic biomes: Freshwater ecosystem (lakes, wetlands, streams and rivers), estuaries, intertidal zones, oceanic pelagic zone, marine benthic zone and coral reefs.

UNIT 2: Freshwater Biology

15 Lectures

Lakes: Origin and classification, Lake as an Ecosystem, Lake morphometry, Physico-chemical Characteristics: Light, Temperature, Thermal stratification, Dissolved Solids, Carbonate, Bicarbonates, Phosphates and Nitrates, Turbidity; dissolved gases (Oxygen, Carbon dioxide). Nutrient Cycles in Lakes-Nitrogen, Sulphur and Phosphorous. **River:** Ecology of river, riverine biota (Fish, prawn, molluscs and mammals) **Streams:** Different stages of stream development, Physico-chemical environment, Adaptation of hill-stream fishes, coldwater fishes

UNIT 3: Marine Biology

10 Lectures

Salinity and density of Sea water, Continental shelf, Adaptations of deep sea organisms, Coral reefs, Sea weeds, major fishes and invertebrate groups

UNIT 4: Wetland Biology

15 Lectures

Definition & types of wetlands, major wetlands in Assam, wetland biota: Major invertebrates (insects & prawns) and vertebrates (fish, reptiles and avian fauna)

UNIT 5: Management of Aquatic Resources

10 Lectures

Causes of pollution: Agricultural, Industrial, Sewage, Thermal and Oil spills, Eutrophication, Management and conservation (legislations), Sewage treatment Water quality assessment- BOD and COD.

Course C 9**GGRM402T6: ENVIRONMENTAL GEOGRAPHY (Theory)****84 hours**

(The objective of this course is to develop conceptual and theoretical ideas of environment as well as relationship between man and environment in different geo climatic regions. The learners will also attain the nature and intensity of some burning environmental issues at local, regional and global level along with mitigation programs and policies.)

Title	Contents	L	T	P
Environmental Geography	1. Environmental Geography – Concept and Scope	6	4	-
	2. Human-Environment Relationships – Historical Progression, Adaptation in different Biomes.	12	6	-
	3. Ecosystem – Concept, Structure and Functions	12	6	-
	4. Environmental Problems in Tropical, Temperate and Polar Ecosystems	12	6	-
	5. Environmental Programmes and Policies – Global, National and Local levels	14	6	-

Reading List

1. Chandna R. C., 2002: *Environmental Geography*, Kalyani, Ludhiana.
2. Cunningham W. P. and Cunningham M. A., 2004: *Principals of Environmental Science: Inquiry and Applications*, Tata Macgraw Hill, New Delhi.
3. Goudie A., 2001: *The Nature of the Environment*, Blackwell, Oxford.
4. Singh, R.B. (Eds.) (2009) *Biogeography and Biodiversity*. Rawat Publication, Jaipur
5. Miller G. T., 2004: *Environmental Science: Working with the Earth*, Thomson BrooksCole, Singapore.
6. MoEF, 2006: *National Environmental Policy-2006*, Ministry of Environment and Forests, Government of India.
7. Singh, R.B. and Hietala, R. (Eds.) (2014) *Livelihood security in Northwestern Himalaya: Case studies from changing socio-economic environments in Himachal Pradesh, India*. Advances in Geographical and Environmental Studies, Springer
8. Odum, E. P. et al, 2005: *Fundamentals of Ecology*, Ceneage Learning India.
9. Singh S., 1997: *Environmental Geography*, Prayag Pustak Bhawan. Allahabad.
10. UNEP, 2007: *Global Environment Outlook: GEO4: Environment For Development*, United Nations Environment Programme.
11. Singh, M., Singh, R.B. and Hassan, M.I. (Eds.) (2014) *Climate change and biodiversity: Proceedings of IGU Rohtak Conference, Volume 1*. Advances in Geographical and Environmental Studies, Springer
12. Singh, R.B. (1998) *Ecological Techniques and Approaches to Vulnerable Environment*, New Delhi, Oxford & IBH Pub..
13. Singh, Savindra 2001. *Paryavaran Bhugol*, Prayag Pustak Bhawan, Allahabad. (in Hindi)

Course C10**GGRM403T4: REMOTE SENSING AND GIS (Theory)****56****Lectures**

(The goal of this course is to enhance of the ability of the learners in the field of latest satellite based technology and data source such as remote sensing.)

Title	Contents	L	T	P
Remote Sensing And GIS	1. Historical Development of remote sensing as a technology-Relevance of remote sensing in Geography.	10	4	-
	2. Concept and basics: Energy source, energy and radiation principles	10	3	-
	3. Energy interactions in the atmosphere and earth surface features.	10	3	-
	4. Remote sensing systems: platforms, sensors and radiations records.	12	4	-

ELECTIVE GENERIC PAPERS**GE 1 (6 C)****GGRM GE 101AT6: DISASTER MANAGEMENT****84 HOURS/ LECTURES**

(The main objective of this paper is to make the students aware about the concepts of hazards, disasters, risk and vulnerability. In this paper an attempt has been made to prepare the students about the Do's And Don'ts during and post disaster.)

TITLE	UNITS	L	T	P
DISASTER MANAGEMENT	1. Disasters: Definition and Concepts: Hazards, Disasters; Risk and Vulnerability; Classification	10	5	
	2. Disasters in India: (a) Flood: Causes, Impact, Distribution and Mapping; Landslide: Causes, Impact, Distribution and Mapping; Drought: Causes, Impact, Distribution and Mapping	12	6	
	3. Disasters in India: (b) Earthquake and Tsunami: Causes, Impact, Distribution and Mapping; Cyclone: Causes, Impact, Distribution and Mapping.	12	6	
	4. Manmade disasters: Causes, Impact, Distribution and Mapping	10	5	
	5. Response and Mitigation to Disasters: Mitigation and Preparedness, NDMA and NIDM; Indigenous Knowledge and Community-Based Disaster Management; Do's and Don'ts During and Post Disasters	12	6	

Reading List

1. Government of India. (1997) Vulnerability Atlas of India. New Delhi, Building Materials & Technology Promotion Council, Ministry of Urban Development, Government of India.
2. Kapur, A. (2010) Vulnerable India: A Geographical Study of Disasters, Sage Publication, New Delhi.
3. Modh, S. (2010) Managing Natural Disaster: Hydrological, Marine and Geological Disasters, Macmillan, Delhi.
4. Singh, R.B. (2005) Risk Assessment and Vulnerability Analysis, IGNOU, New Delhi. Chapter 1, 2 and 3

Course C 9**GGRM402T6: ENVIRONMENTAL GEOGRAPHY (Theory)****84 hours**

(The objective of this course is to develop conceptual and theoretical ideas of environment as well as relationship between man and environment in different geo climatic regions. The learners will also attain the nature and intensity of some burning environmental issues at local, regional and global level along with mitigation programs and policies.)

Title	Contents	L	T	P
Environmental Geography	1. Environmental Geography – Concept and Scope	6	4	-
	2. Human-Environment Relationships – Historical Progression, Adaptation in different Biomes.	12	6	-
	3. Ecosystem – Concept, Structure and Functions	12	6	-
	4. Environmental Problems in Tropical, Temperate and Polar Ecosystems	12	6	-
	5. Environmental Programmes and Policies – Global, National and Local levels	14	6	-

Reading List

1. Chandna R. C., 2002: *Environmental Geography*, Kalyani, Ludhiana.
2. Cunningham W. P. and Cunningham M. A., 2004: *Principals of Environmental Science: Inquiry and Applications*, Tata Macgraw Hill, New Delhi.
3. Goudie A., 2001: *The Nature of the Environment*, Blackwell, Oxford.
4. Singh, R.B. (Eds.) (2009) *Biogeography and Biodiversity*. Rawat Publication, Jaipur
5. Miller G. T., 2004: *Environmental Science: Working with the Earth*, Thomson BrooksCole, Singapore.
6. MoEF, 2006: *National Environmental Policy-2006*, Ministry of Environment and Forests, Government of India.
7. Singh, R.B. and Hietala, R. (Eds.) (2014) *Livelihood security in Northwestern Himalaya: Case studies from changing socio-economic environments in Himachal Pradesh, India*. Advances in Geographical and Environmental Studies, Springer
8. Odum, E. P. et al, 2005: *Fundamentals of Ecology*, Ceneage Learning India.
9. Singh S., 1997: *Environmental Geography*, Prayag Pustak Bhawan. Allahabad.
10. UNEP, 2007: *Global Environment Outlook: GEO4: Environment For Development*, United Nations Environment Programme.
11. Singh, M., Singh, R.B. and Hassan, M.I. (Eds.) (2014) *Climate change and biodiversity: Proceedings of IGU Rohtak Conference, Volume 1*. Advances in Geographical and Environmental Studies, Springer
12. Singh, R.B. (1998) *Ecological Techniques and Approaches to Vulnerable Environment*, New Delhi, Oxford & IBH Pub..
13. Singh, Savindra 2001. *Paryavaran Bhugol*, Prayag Pustak Bhawan, Allahabad. (in Hindi)

Course C14**GGRM602T6: DISASTER MANAGEMENT BASED PROJECT WORK 84 Hours**

(The main objective of the field work is to conduct an extensive survey over an area to evaluate the nature, intensity, frequency and impact of a Hazard/ disaster and suggesting possible mitigation measures)

	L	T	P
Unit –I: Disaster Management based Project work (Practical)	6	-	54
Unit- II : Field Survey	4	-	20

Reading List

1. Government of India. (1997) Vulnerability Atlas of India. New Delhi, Building Materials & Technology Promotion Council, Ministry of Urban Development, Government of India.
2. Kapur, A. (2010) Vulnerable India: A Geographical Study of Disasters, Sage Publication, New Delhi.
3. Modh, S. (2010) Managing Natural Disaster: Hydrological, Marine and Geological Disasters, Macmillan, Delhi.
4. Singh, R.B. (2005) Risk Assessment and Vulnerability Analysis, IGNOU, New Delhi. Chapter 1, 2 and 3
5. Singh, R. B. (ed.), (2006) Natural Hazards and Disaster Management: Vulnerability and Mitigation, Rawat Publications, New Delhi.
6. Sinha, A. (2001). Disaster Management: Lessons Drawn and Strategies for Future, New United Press, New Delhi.
7. Stoltman, J.P. et al. (2004) International Perspectives on Natural Disasters, Kluwer Academic Publications. Dordrecht.
8. Singh Jagbir (2007) "Disaster Management Future Challenges and Opportunities", 2007. Publisher- I.K. International Pvt. Ltd. S-25, Green Park Extension, Uphaar Cinema Market, New Delhi, India (www.ikbooks.com).

DSE 3 (6 C) GGRM DSE 601AT6:**GEOGRAPHY OF HEALTH AND WELLBEING****84 HOURS/ LECTURES**

(The objective of the course to conceptualize learner in the field of health and well being, relationship between human activities, health and environment. The course also covers broad aspects of pollution, climate change and health issues in different parts of the world.)

TITLE	UNITS	L	T	P
GEOGRAPHY OF HEALTH AND WELLBEING	1. Perspectives on Health: Definition; linkages with environment, development and health; driving forces in health and environmental trends - population dynamics, urbanization, poverty and inequality.	12	6	
	2. Pressure on Environmental Quality and Health: Human activities and environmental pressure land use and agricultural development; industrialisation; transport and energy.	12	6	
	3. Exposure and Health Risks: Air pollution; household wastes; water; housing; workplace.	10	5	
	4. Health and Disease Pattern in Environmental Context with special reference to India, Types of Diseases and their regional pattern (Communicable and Lifestyle related diseases).	12	6	
	5. Climate Change and Human Health: Changes in climate system – heat and cold; Biological disease agents; food production and nutrition.	10	5	

Reading List:

1. Akhtar Rais (Ed.), 1990 : Environment and Health Themes in Medical Geography, Ashish Publishing House, New Delhi.
2. Avon Joan L. and Jonathan A Patzed.2001 : Ecosystem Changes and Public Health,Baltimin, John Hopling Unit Press(ed).
3. Bradley,D.,1977: Water, Wastes and Health in Hot Climates, John Wiley Chichesten.
4. Christaler George and Hristopoles Dionissios, 1998: Spatio Temporal Environment Health Modelling , Boston Kluwer Academic Press.
5. Cliff, A.D. and Peter,H., 1988 : Atlas of Disease Distributions, Blackwell Publishers, Oxford.
6. Gatrell, A.,and Loytonen, 1998 : GIS and Health, Taylor and Francis Ltd, London.
7. Hardham T. and Tannav M.,(eds): Urban Health in Developing Countries; Progress, Projects, Earthgoan, London.
8. Murray C. and A. Lopez, 1996 : The Global Burden of Disease, Harvard University Press.
9. Moeller Dade wed., 1993: Environmental Health, Cambridge, Harvard Univ. Press.
10. Phillips, D.and Verhasselt, Y., 1994: Health and Development, Routledge, London.
11. Tromp, S., 1980: Biometeorology: The Impact of Weather and Climate on Humans and their Environment, Heydon and Son. Llyod and Keith S McLachlan (1998), *Land Locked States of Africa and Asia* (vo.2), Frank Cass

4.3 Course – X: Global Politics

Course objective: This course introduces students to the key debates on the meaning and nature of globalization by addressing its political, economic, social, cultural and technological dimensions. In keeping with the most important debates within the globalization discourse, it imparts an understanding of the working of the world economy, its anchors and resistances offered by global social movements while analyzing the changing nature of relationship between the state and trans-national actors and networks. The course also offers insights into key contemporary global issues such as the proliferation of nuclear weapons, ecological issues, international terrorism, and human security before concluding with a debate on the phenomenon of global governance.

Total Lectures and Tutorials - 84

Unit- I Globalization: Conceptions and Perspectives 13 Lectures and 4 Tutorials
a. Understanding Globalization and its Alternative Perspectives
b. Political: Debates on Sovereignty and Territoriality

Unit- II. Issues and Institutions in Global Politics 13 Lectures and 4 Tutorials
Global Economy: Its Significance and Anchors of Global Political Economy: IMF, World Bank, WTO
Global Resistances (Global Social Movements- World Social Forum, Amnesty International and Green Peace)

Unit- III. Contemporary Global Issues-I 13 Lectures and 4 Tutorials
Proliferation of Nuclear Weapons, NPT and CTBT
International Terrorism: Non-State Actors and State Terrorism; Post 9/11 developments (The UN initiatives)

Unit-IV. Contemporary Global Issues -II 13 Lectures and 4 Tutorials
Ecological Issues: Historical Overview of International Environmental Agreements, Climate Change, Global Commons Debate; Migration; Human Security

Unit-V. Global Shifts: Power and Governance 12 Lectures and 4 Tutorials
Concept of Global Governance; Role of Global Governance in Contemporary International Relations; Global North-South Debate

READING LIST

- G. Ritzer, (2010) *Globalization: A Basic Text*, Sussex: Wiley-Blackwell, pp. 33-62.
- M. Strager, (2009) *Globalization: A Very Short Introduction*, London: Oxford University Press, pp. 1-16.
- R. Keohane and J. Nye Jr, (2000) 'Globalization: What's New? What's Not? (And So What?)', in *Foreign Policy*, No 118, pp. 104-119.
- A. McGrew, (2011) 'Globalization and Global Politics', in J. Baylis, S. Smith and P. Owens (eds.) *Globalization of World Politics: An Introduction to International Relations*, New York: Oxford University Press, pp. 14-31.
- A. Heywood, (2011) *Global Politics*, New York: Palgrave-McMillan, pp. 1-24.

- W. Ellwood, (2005) *The No-nonsense Guide to Globalization*, Jaipur: NI-Rawat Publications, pp. 12-23.
- R. Keohane, (2000) 'Sovereignty in International Society', in D. Held and A. McGrew (eds.) *The Global Trans-Formations Reader*, Cambridge: Polity Press, pp. 109-123.
- K. Shimko, (2005) *International Relations: Perspectives and Controversies*, New York: Houghton Mifflin, pp. 195-219.
- T. Cohn, (2009) *Global Political Economy: Theory and Practice*, pp. 130-140 (IMF), 2009, 218 (WTO).

Semester-III
GE-3B: Governance: Issues and Challenges

Objectives: This paper deals with concepts and different dimensions of governance highlighting the major debates in the contemporary times. There is a need to understand the importance of the concept of governance in the context of a globalising world, environment, administration, development. The essence of governance is explored through the various good governance initiatives introduced in India.

Total Lectures and Tutorials – 84

Unit-I: GOVERNMENT AND GOVERNANCE- Meaning and Concepts, Difference between Government and Governance; Role of State in the era of Globalisation; State, Market and Civil Society

13 Lectures and 4 Tutorials

Unit-II: GOVERNANCE AND DEVELOPMENT- Changing Dimensions of Development, Strengthening Democracy through Good Governance

13 Lectures and 4 Tutorials

Unit-III: ENVIRONMENTAL GOVERNANCE- Human-Environment Interaction, Green Governance: Sustainable Human Development

13 Lectures and 4 Tutorials

Unit-IV: LOCAL GOVERNANCE- Democratic Decentralisation, People's Participation in Governance

13 Lectures and 4 Tutorials

Unit-V: GOOD GOVERNANCE INITIATIVES IN INDIA: BEST PRACTICES- Public Service Guarantee Acts, Electronic Governance, Citizens Charter & Right to Information, Corporate Social Responsibility

12 Lectures and 4 Tutorials

READINGS:

- B. Chakrabarty and M. Bhattacharya, (eds.) *The Governance Discourse*. New Delhi: Oxford University Press, 1998
- Surendra Munshi and Biju Paul Abraham [eds.] , *Good Governance, Democratic Societies And Globalisation*, Sage Publishers, 2004
- United Nation Development Programme , *Reconceptualising Governance*, New York, 1997
- Carlos Santiso, *Good Governance and Aid Effectiveness: The World Bank and Conditionality*, Johns Hopkins University, The Georgetown Public Policy Review ,Volume VII, No.1, 2001

Semester-VI:

DSE 3B: Understanding Global Politics

Course Objectives: This course aims to provide students a basic yet interesting and insightful way of knowing and thinking about the world around them. It is centered around three sets of basic questions starting with what makes the world what it is by instructing students how they can conceptualize the world and their place within it. The second module focuses on the basic fault lines that drives the world apart and the last one is designed to help students explore how and why they need to think about the 'world' as a whole from alternate vantage points.

Total Lectures and Tutorials – 84

Unit-I: What Makes the World what it is? -The Sovereign State System-evolution of the state system, concept of Sovereignty	13 Lectures and 4 Tutorials
UNIT-II: The Global Economy - the Bretton Woods Institutions and WTO-Ideological underpinnings, Transnational Economic Actors	13 Lectures and 4 Tutorials
UNIT-III: Identity and Culture - culture and global politics, erosion of cultural identities under globalization	13 Lectures and 4 Tutorials
UNIT-IV: What Drives the World Apart? - Global Inequalities, Violence: Conflict, War and Terrorism	13 Lectures and 4 Tutorials
UNIT-V: Why We Need to Bring the World Together? - Global Environment, Global Civil Society	12 Lectures and 4 Tutorials

Reading List

I. What Makes the World What it is?

a. The Sovereign State System

Essential Readings:

- S. Elden, (2009) 'Why Is The World Divided Territorially?', in J. Edkins and M. Zehfuss (eds.) *Global Politics: A New Introduction*, New York: Routledge, pp. 192-219.
M. Shapiro, (2009) 'How Does The Nation- State Work?', in J. Edkins and M. Zehfuss (eds.) *Global Politics: A New Introduction*, New York: Routledge, pp. 220-243.
R. Mansbach and K. Taylor, (2012) 'The Evolution of the Interstate System and Alternative Global Political Systems', *Introduction to Global Politics*, 2nd edition, New York: Routledge, pp. 34-68.
D. Armstrong, (2008) 'The Evolution of International Society', in J. Baylis, S. Smith, and P. Owens (ed.) *The Globalization of World Politics: An Introduction to International Relations*, New York: Oxford University Press, pp. 36-52.
N. Inayatullah and D. Blaney, (2012) 'Sovereignty' in B. Chimni and S. Mallavarapu (ed.)

International Relations: Perspectives For the Global South, New Delhi: Pearson, pp. 124-134.

b. The Global Economy

Essential Readings:

- V. Peterson, (2009) 'How Is The World Organized Economically?', in J. Edkins and M. Zehfuss (eds.) *Global Politics: A New Introduction*, New York: Routledge, pp. 271- 293.
R. Mansbach and K. Taylor, (2012) 'International Political Economy', *Introduction to Global Politics*, 2nd Edition, New York: Routledge, pp. 470-478.
A. Narlikar, (2005) *The World Trade Organization: A Very Short Introduction*, New Delhi: Oxford University Press.
J. Goldstein, (2006) *International Relations*, New Delhi: Pearson, pp. 327-368.

c. Identity and Culture

Essential Readings:

- A. Wibben, (2009) 'What Do We Think We Are?', in J. Edkins and M. Zehfuss (eds.) *Global Politics: A New Introduction*, New York: Routledge, pp. 70-96.
R. Collin and P. Martin, (eds.), (2013) 'Community and Conflict: A Quick Look at the Planet', in *An Introduction To World Politics: Conflict And Consensus On A Small Planet*, New York: Rowman & Littlefield Publishers, pp. 67- 102.
Y. Isar, (2012) 'Global Culture', in B. Chimni and S. Mallavarapu (ed.) *International Relations: Perspectives For the Global South*, New Delhi: Pearson, pp. 272-285.

II. What Drives the World Apart?

a. Global Inequalities

Essential Readings:

- P. Chammack, (2009) 'Why are Some People Better off than Others?', in J. Edkins and M. Zehfuss (ed.) *Global Politics: A New Introduction*, New York: Routledge, pp. 294-319.

Course Code: BC409T

Core Course IX: Plant Ecology and Phytogeography

The objective of this course is to expose the students to interaction of plant with its surroundings and also the geographic distribution of different plants

(Credits: Theory-4, Practical-2)

THEORY

Lectures: 60

Unit 1: Introduction (4 lectures)

Basic concepts; Levels of organization. Inter-relationships between the living world and the environment, the components and dynamism, homeostasis.

(15 lectures)

Unit 2: Soil : Importance, Origin, Formation, Composition, Physical, Chemical and Biological components, Soil profile, Role of climate in soil development; **Water:** Importance, States of water in the environment, Atmospheric moisture, Precipitation types (rain, fog, snow, hail, dew); Hydrological Cycle, Water in soil, Water table. **Light, temperature, wind and fire** Variations, adaptations of plants to their variation.

Unit 3: Biotic interactions: (5 lectures)

Trophic organization, basic source of energy, autotrophy, heterotrophy; symbiosis, commensalism, parasitism;

Unit 4: Population ecology: (6 lectures)

Characteristics and Dynamics .Ecological Speciation

Unit 5: Plant communities (6 lectures)

Concept of ecological amplitude; habitat and niche; Characters: analytical and synthetic; Ecotone and edge effect; Dynamics: succession – processes, types; climax concepts.

Unit 6: Ecosystems: Structure and Function (12 lectures)

Ecological pyramids. Principles and models of energy flow; Production and productivity; Ecological Biogeochemical cycles; Cycling of Carbon, Nitrogen and Phosphorus.

Unit 7: Phytogeography (12 lectures)

Principles; static and dynamic phytogeography, Continental drift; Theory of tolerance; Endemism; Brief description of major terrestrial biomes (one each from tropical, temperate & tundra); Phytogeographical regions of India; Local Vegetation.

Course Code: BD606T

DSE Course – VI: Natural Resource Management

The objective of this course is to expose the students to different natural resources and their management practices

THEORY

Lectures: 60

- Unit 1: Natural resources** (2 lectures)
Definition and types.
- Unit 2: Sustainable utilization** (8 lectures)
Concept, approaches (economic, ecological and socio-cultural).
- Unit 3: Land** (8 lectures)
Utilization (agricultural, pastoral, horticultural, silvicultural); Soil degradation and management.
- Unit 4: Water** (8 lectures)
Fresh water (rivers, lakes, groundwater, aquifers, watershed); Marine; Estuarine; Wetlands; Threats and management strategies.
- Unit 5: Biological Resources** (12 lectures)
Biodiversity-definition and types; Significance; Threats; Management strategies; Biodiversity Hot Spot (Terrestrial & Marine), IUCN Species categories, In situ & Ex situ conservation, Bio-prospecting; IPR; CBD; National Biodiversity Action Plan). Biodiversity and Sustainable development
- Unit 6: Forests** (6 lectures)
Definition, Cover and its significance (with special reference to India); Major and minor forestproducts; Depletion; Management.
- Unit 7: Energy** (6 lectures)
Renewable and non-renewable sources of energy
- Unit 8: Contemporary practices in resource management** (8 lectures)
EIA, GIS, Participatory Resource Appraisal, Ecological Footprint with emphasis on carbon footprint, Resource Accounting; Waste management.
- Unit 9: National and international efforts in resource management and conservation** (4 lectures)
National and international efforts in natural resource management and their conservation approaches

Course Code: BD504T

DSE Course – IV: Industrial and Environmental Microbiology

The objective of this course is to expose the students to application of different microbes for industrial purposes and also their role in the environment

(Credits: Theory-4, Practical-2)

THEORY

Lectures: 60

Unit 1: Scope of microbes in industry and environment (6 lectures)

Unit 2: Bioreactors/Fermenters and fermentation processes (12 lectures)

Solid-state and liquid-state (stationary and submerged) fermentations; Batch and continuous fermentations. Components of a typical bioreactor, Types of bioreactors-laboratory, pilotscale and production fermenters; Constantly stirred tank fermenter, tower fermenter, fixed bed and fluidized bed bioreactors and air-lift fermenter.

A visit to any educational institute/ industry to see an industrial fermenter, and other downstream processing operations.

Unit 3: Microbial production of industrial products (12 lectures)

Microorganisms involved, media, fermentation conditions, downstream processing and uses; Filtration, centrifugation, cell disruption, solvent extraction, precipitation and ultrafiltration, lyophilization, spray drying; Hands on microbial fermentations for the production and estimation (qualitative and quantitative) of Enzyme: amylase or lipase activity, Organic acid (citric acid or glutamic acid), alcohol (Ethanol) and antibiotic (Penicillin)

Unit 4: Microbial enzymes of industrial interest and enzyme immobilization (8 lectures)

Microorganisms for industrial applications and hands on screening microorganisms for casein hydrolysis; starch hydrolysis; cellulose hydrolysis. Methods of immobilization, advantages and applications of immobilization, large scale applications of immobilized enzymes (glucose isomerase and penicillin acylase).

Unit 5: Microbes and quality of environment.(6 lectures)

Distribution of microbes in air; Isolation of microorganisms from soil, air and water.

Unit 6: Microbial flora of water. (8 lectures)

Water pollution, role of microbes in sewage and domestic waste water treatment systems. Determination of BOD, COD, TDS and TOC of water samples; Microorganisms as indicators of water quality, check coliform and fecal coliform in water samples.

Unit 7: Microbes in agriculture and remediation of contaminated soils. (8 lectures)

Biological fixation; Mycorrhizae; Bioremediation of contaminated soils. Isolation of root nodulating bacteria, arbuscular mycorrhizal colonization in plant roots.

Course Code: BD504P

DSE Course – IV- Practical: Industrial and Environmental Microbiology

- 1.Principles and functioning of instruments in microbiology laboratory
- 2.Hands on sterilization techniques and preparation of culture media.

Suggested Readings

1. Pelzar, M.J. Jr., Chen E.C. S., Krieg, N.R. (2010). Microbiology: An application based approach. Tata McGraw Hill Education Pvt. Ltd., Delhi.
2. Tortora, G.J., Funke, B.R., Case. C.L. (2007). Microbiology. Pearson Benjamin Cummings, San Francisco, U.S.A. 9th edition.

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THIRD CYCLE NAAC ACCREDITATION

CRITERION 1 CURRICULAR ASPECTS

1.3: Curriculum Enrichment

1.3.1: Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum

Programs and Events organised by the institution as per the criteria

Submitted to



National Assessment and Accreditation Council (NAAC)

Relevant Crosscutting issues	Name of the program/events
Professional Ethics	Workshop on ICT & MOOC and Blended Learning in Higher Education
	Workshop on Entrepreneurship development through Medicinal and Aromatic Plants
	Guidance to APSC, UPSC exam
	Counselling for SSC examination
Gender Issues	International Women's Day celebration
	Symposium on Gender Issues
Human Values	Awareness program on consumption of stove wine and its impact on the society
	Flood relief in Lezai Area of Dibrugarh District
	Awareness Program on Tobacco Control and Cancer Prevention in Assam
	World Disaster Day
	National Voter's Day
	World Peace Day
	Celebration of Gandhi Jayanti
	Blood Donation Camp
	International Yoga Day
	World Health Day
	World Cancer Day
	National Nutrition Week
Environment and sustainability	World Water Day
	World Environment Day
	World Earth Day
	World Malaria Day
	Plantation Drive


 15/3/23
 Principal
 Moran College
 Moranhat

Professional Ethics



Workshop on ICT & MOOC and Blended Learning in Higher Education



Workshop on Entrepreneurship development through Medicinal and Aromatic Plants



Guidance to APSC, UPSC exam



Counselling for SSC examination

Gender Issues



Symposium on Gender Issues



Celebration of International Women's Day



Street Play by students on International Women's Day



Poster Making Competition on International Women's Day

Human Values



Awareness program on consumption of stove wine and its impact on the society



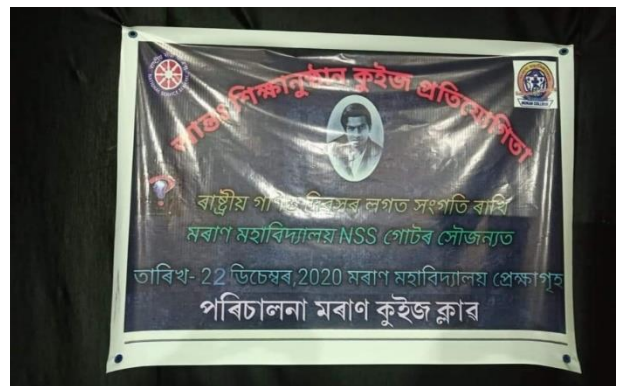
World Peace Day



National Voter's Day



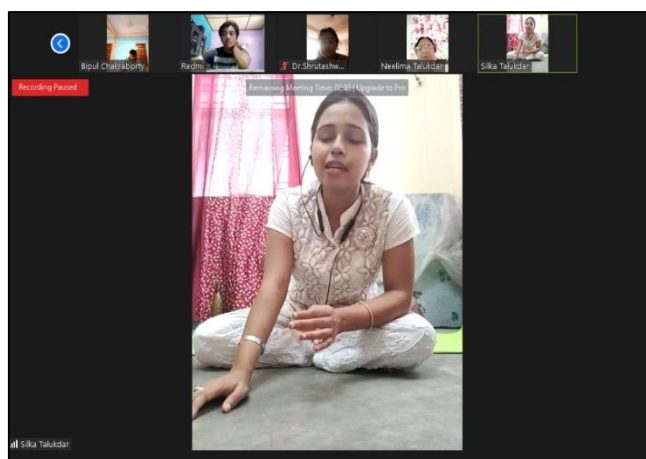
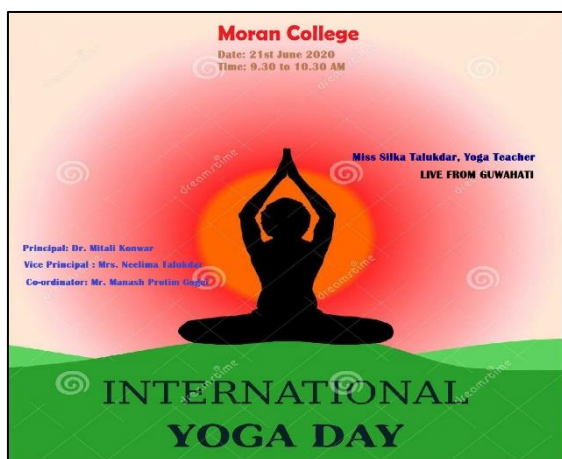
World Disaster Day



Gandhi Jayanti celebration



Blood Donation Camp



International Yoga Day



World Cancer Day



World Health Day

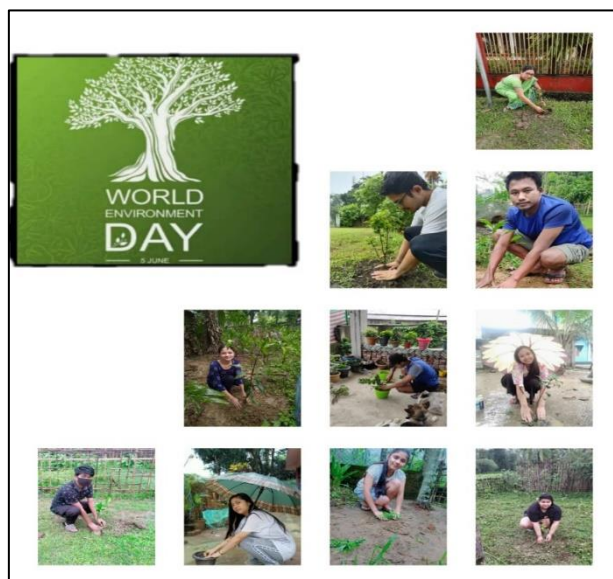


National Nutrition Week

Environment and Sustainability



World Water Day



World Environment Day



Earth Day



World Malaria Day



Plantation Drive under Chief Minister's Institutional Plantation Program