

### 1.3.1: Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the curriculum.

Department: Environmental studies (Co-ordinating dept. Economics)

Name of the paper: Environmental Studies

Semester II : For All Students

Paper: ENV-AE-2014:

**Credits: 4**

**60 Lectures**

#### **Unit 1: Introduction to environmental studies**

- Multidisciplinary nature of environmental studies
- Scope and importance; Concept of sustainability and sustainable development. **(2 lectures)**

#### **Unit 2: Ecosystems**

What is an ecosystem? Structure and function of ecosystem; Energy flow in an ecosystem: food chains, food webs and ecological succession. Case studies of the following ecosystems:

- a) Forest ecosystem
- b) Grassland ecosystem
- c) Desert ecosystem
- d) Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries) **(6 lectures)**

#### **Unit 3: Natural Resources: Renewable and Non-renewable Resources**

- Land resources and land use change; Land degradation, soil erosion and desertification
- Deforestation: Causes and impacts due to mining, dam building on environment, forests, biodiversity and tribal populations.
- Water: Use and over-exploitation of surface and ground water, floods, droughts, conflicts over water (international & inter-state).
- Energy resources: Renewable and non renewable energy sources, use of alternate energy sources, growing energy needs, case studies. **(8 lectures)**

#### **Unit 4: Biodiversity and Conservation**

- Levels of biological diversity: genetic, species and ecosystem diversity; Biogeographic zones of India; Biodiversity patterns and global biodiversity hot spots
- India as a mega – biodiversity nation; Endangered and endemic species of India
- Threats to biodiversity: Habitat loss, poaching of wildlife, man –
  - Wildlife conflicts, biological invasions; Conservation of biodiversity: In situ and Ex-situ conservation of biodiversity.
- Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational value **(8 lectures)**

#### **Unit 5: Environmental Pollution**

- Environmental pollution: types, causes, effects and controls; Air, water, soil and noise pollution
- Nuclear hazards and human health risks
- Solid waste management: Control measures of urban and industrial waste.
- Pollution case studies. **(8 lectures)**

#### **Unit 6: Environmental Policies & Practices**

- Climate change, global warming, ozone layer depletion, acid rain and impacts on human communities and agriculture
- Environment Laws: Environment Protection Act; Air (Prevention & Control of Pollution) Act; Water (Prevention and control of Pollution) Act; Wildlife Protection Act; Forest Conservation Act. International agreements: Montreal and Kyoto protocols and Convention on Biological Diversity (CBD).
- Nature reserves, tribal populations and rights, and human wildlife conflicts in Indian context. **(7 lectures)**

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

- Human population growth: Impacts on environment, human health and welfare.
  - Resettlement and rehabilitation of project affected persons; case studies.
  - Disaster management: floods, earthquake, cyclones and landslides.
  - Environmental movements: Chipko, Silent valley, Bishnois of Rajasthan.
  - Environmental ethics: Role of Indian and other religions and cultures in environmental conservation.
  - Environmental communication and public awareness, case studies (e.g., CNG vehicles in Delhi).
- (6 lectures)**

#### Unit 8: Field work

- Visit to an area to document environmental assets: river/ forest/ flora/fauna, etc.
  - Visit to a local polluted site--\_Urban/Rural/Industrial/Agricultural.
  - Study of common plants, insects, birds and basic principles of identification.
  - Study of simple ecosystems--\_pond, river, Delhi Ridge, etc.
- (Equal to 5 lectures)**

#### References

1. Carson, R. 2002. *Silent Spring*. Houghton Mifflin Harcourt
2. Gadgil, M., & Guha, R. 1993. *This Fissured Land: An Ecological History of India*. Univ. of California Press
3. Gleeson, B. and Low, N. (eds.) 1999. *Global Ethics and Environment*, London,
4. Gleick, P. H. 1993. *Water in Crisis: Pacific Institute for Studies in Dev., Environment & Security*. Stockholm Env Institute, Oxford Univ. Press
5. Groom, Martha J., Gary K. Meffe, and Carl Ronald Carroll. *Principles of Conservation Biology*. Sunderland: Sinauer Associates, 2006
6. Grumbine, R. Edward, and Pandit, M.K. 2013. Threats from India's Himalaya dams, *Science*, 339: 36-37
7. McCully, P. 1996. *Rivers no more: the environmental effects of dams* (pp. 29--64). Zed Books
8. McNeill, John R. 2000. *Something New Under the Sun: An Environmental History of the Twentieth Century*
9. Odum, E.P., Odum, H.T. & Andrews, J. 1971. *Fundamentals of Ecology*, Philadelphia: Saunders
10. Pepper, I.L., Gerba, C.P. & Brusseau, M.L. 2011. *Environmental and Pollution Science*, Academic Press
11. Rao, M.N. & Datta, A.K. 1987. *Waste Water Treatment: Oxford and IBH Publishing Co. Pvt. Ltd*
12. Raven P.H., Hassenzahl, D.M. & Berg, L. R. 2012. *Environment*, 8th edition. John Wiley & Sons
13. Rosencranz, A., Divan, S., & Noble, M. L. 2001. *Environmental law and policy in India*. Tripathi 1992
14. Sengupta, R. 2003. *Ecology and economics: An approach to sustainable development*. OUP
15. Singh, J.S., Singh, S.P. and Gupta, S.R. 2014. *Ecology, Environmental Science and Conservation*. S. Chand Publishing, New Delhi.
16. Sodhi, N.S., Gibson, L. & Raven, P.H. (eds). 2013. *Conservation Biology: Voices from the Tropics*. John Wiley & Sons
17. Thapar, V. 1998. *Land of the Tiger: A Natural History of the Indian Subcontinent*
18. Warren, C. E. 1971. *Biology and Water Pollution Control: WB Saunders*
19. Wilson, E. O. 2006. *The Creation: An appeal to save life on earth*. New York: Norton
20. World Commission on Environment and Development. 1987. *Our Common Future*. Oxford University Press

## Department: Economics

Name of the paper: Environmental economics

### ECO-HE-6016: ENVIRONMENTAL ECONOMICS

#### 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.

#### Course Outline

##### **1. Introduction**

Basic concepts: Environment, Ecology, Economy and the ecosystem. Definition and scope of environmental economics, why study environmental economics. Interaction between the environment and the economy, environmental economics and ecological economics, environmental economics and resource economics. Review of microeconomics and welfare economics: the utility function, social choice mechanism, the compensation Principle and social welfare function (concepts only).

##### **2. The Theory of Externalities**

Pareto optimality or Pareto efficiency, Externalities: meaning and types of externality, market failure: meaning, market failure in the presence of externalities; market failure and public goods, is environment a public good? Property rights and the coase theorem.

##### **3. The Design and Implementation of Environmental Policy**

Environmental Policies: an overview; Nonmarket and market based instruments of Environmental Policy: command and control (CAC) approach, economic instruments like pigovian taxes and effluent fees, tradable permits and mixed instruments. Monitoring and Enforcement: What is monitoring and enforcement? Penalties, cost of abatement. Damages from pollution. Incentives to sources to comply with environmental regulations.

##### **4. International Environmental Problems**

Nature of environmental problems: transboundary pollution –Climate change, global warming, ozone depletion and bio-diversity loss; Trade and environment: pollution haven hypothesis.

##### **5. Measuring the Benefits of Environmental Improvements**

Non-Market values: use and non-use values and optional value, measurement methods: Direct method-contingent valuation and indirect method-hedonic pricing methods, value of statistical life; their applications and limitations.

## 6. Sustainable Development

Conventional development model: a critique, Alternative approach: Sustainable Development and its origin, objectives of Sustainable Development, Approaches to Sustainable Development: weak sustainability, strong sustainability, Safe minimum standard approach, ecological perspective and social perspective, Rules and indicators of Sustainable Development.

### Readings:

1. Charles Kolstad, *Intermediate Environmental Economics*, Oxford University Press, 2nd 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 McGilvray 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. Subhashini Muthukrishnan, *Economics of Environment*, PHI Learning Private Limited, 2<sup>nd</sup> edition, 2015.
6. Bhattacharyya R, *Environmental Economics*, Oxford University Press.
7. Nick Hanley, Jason F. Shogren and Ben White, *Introduction to Environmental Economics*, Oxford University Press.
8. Gautam Purkayastha, *Environmental Economics: Theory ,Problems and Solutions*, Kalyani Publishers , Reprinted 2016

Name of the paper: Public finance

### ECO-HE-5036: PUBLIC FINANCE

#### **Course Description**

This course is a non-technical overview of government finances with special reference to India. The course does not require any prior knowledge of economics. It will look into the efficiency and equity aspects of taxation of the centre, states and the local governments and the issues of fiscal federalism and decentralisation in India. The course will be useful for students aiming towards careers in the government sector, policy analysis, business and journalism.

#### **Course Outline**

##### **Part 1: Theory**

1. Normative Theory of Public Finance –Nature and Scope: Allocation Function, Distribution Function and Stabilization Function. Coordinating the functions.
2. Public Goods and their characteristics. Free Rider Problem and Market Failure, Externalities vis-à-vis Public Good.
3. Direct and Indirect Tax. Concepts of taxation: tax rate, buoyancy & elasticity of a tax. Proportional, Progressive and Regressive Taxation. Benefit Principle and Ability to Pay Theory.

##### **Part 2: Issues from Indian Public Finance**

4. Fiscal Policies: Definition and Objectives. Instruments of Fiscal Policy. Adopting Monetary Policy to complement Fiscal Policy: The Indian Experience.
5. Indian Tax System. Direct Taxes: Income Tax, Corporate Tax, Customs Duty etc. Reforms in the Indirect Tax Structure: Goods and Service Tax.
6. Structure of the Public Budget. Types of Deficits and their significance: Revenue Deficit, Fiscal Deficit and Primary Deficit
7. Fiscal Federalism in India: Principles of Fiscal Devolution, Horizontal and Vertical Fiscal Balance. Federal Finance and the Finance Commission.
8. State and Local Finances. The State Subjects and its Budget. Fiscal decentralization: Role of Municipalities and Gaon Panchayats.

#### **Readings**

1. Musgrave, R.A. and P.B. Musgrave, *Public Finance in Theory and Practice*, Mc-Graw Hill, 1989.
2. Mahesh Purohit , “Value Added Tax: Experience of India and Other Countries”, Gayatri Publications, 2007.
3. KaushikBasu, and A. Maertens (ed.), *The Oxford Companion to Economics in India*, Oxford University Press, 2007.
4. M.M Sury, *Government Budgeting in India*, Commonwealth Publishers, 1990.
5. Shankar Acharya, “Thirty years of tax reform” in India, *Economic and Political Weekly*, May 2005.
6. Government of India, *Report of the 13th Finance Commission*.
7. *Economic Survey*, Government of India (latest).
8. State Finances: A Study of Budgets, *Reserve Bank of India* (latest).

## Department: Education

Name of the paper: Public speaking skill

EDU-SEC- 3014

### PUBLIC SPEAKING SKILL

Total Marks-60 ( External-30 Internal-30)

Credit – 4

#### Course Outcome:

After completing this course, students will be able to acquire the capacities of public speaking skill.

#### Course contents

##### a. Theory (2 Credits)

Units	Contents
Unit-1	<b>Public Speaking and Communication Skill</b> <ul style="list-style-type: none"><li>• Meaning and Importance of Public Speaking</li><li>• Components of Public Speaking: Illustration, Voice modulation, The Power of Pause, Visual Aids, Sense of humour, Articulation</li><li>• Principles of Effective Public Speaking: Principle of Preciseness, Principle of Clarity, Principle of Completeness, Principle of Consciousness, Principle of Adaption</li><li>• Ways of becoming Better Public Speaker</li><li>• Concept and Nature of Communication</li><li>• Types of Communication: Verbal and non-Verbal</li><li>• Barriers of Communication</li><li>• Ways of Effective Communication</li></ul>
Unit-2	<b>Personality Development and Motivation as Means for Effective Public Speaking</b> <ul style="list-style-type: none"><li>• Concept and Nature of Personality</li><li>• Types of Personality: Extrovert and Introvert</li><li>• Role of Personality in Effective Communication</li><li>• Concept of Balanced Personality</li><li>• Meaning and Nature of Motivation</li><li>• Ways or means of motivating audience</li></ul>

##### b. Practical (2 Credits)

Students shall prepare a write-up based on topic selected for speech.

#### Guidelines:

- The students will be trained on public speaking
- Teachers will give demonstrations on public speaking
- It will cover: Style of presentation, voice modulation, body language, communication with audience, eye contact
- Topics of speech will be selected by the students discussing with teachers.

#### Mode of Delivery:

Teachers should use lecture, demonstration and any other method as per required for explaining the contents for the students.

#### Evaluation Plan:

- For theory part, written examination will be conducted with 50 marks.
- Evaluation for practical examination (Public Speaking Skill+Write-up of the speech) will be done by an External Examiner.

#### Recommended Readings:

- Mangal, S. K. (2013). *Essentials of Educational Psychology*. Delhi: PHI Learning Private Limited.
- Manoharan, P. K. (2008). *Education and Personality Development*. New Delhi: APH Publishing Corporation.
- Morgan, Clifford T. (1993). *Introduction to Psychology*. New Delhi: Tata McGraw Hill Publishing Company Limited.
- Nikitina, Arina (2011). *Successful Public Speaking*. Arina Nikitina & bookboon.com

Name of the paper: Mental health and hygiene.

**EDU-HE-6016**  
**MENTAL HEALTH AND HYGIENE**  
**Total Marks: 100 (External: 80 and Internal: 20)**  
**Credit-6**

**Course Objectives:**

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

- Acquaint with the fundamentals and development of mental health and the characteristics of a mentally healthy person.
- Understand the concept and importance of mental hygiene and its relationship with mental health.
- Acquire knowledge about the principles, factors promoting mental health and the role of home, school, and society in maintaining proper mental health.
- Learn the meaning and problem of adjustment and also the different adjustment mechanisms.
- Familiarise with the concept and issues of positive psychology, mental health of women, role of WHO and stress management.

**Course Contents**

Units	Content
Unit-1	<b>Fundamentals of Mental Health</b> <ul style="list-style-type: none"><li>• Mental Health – Meaning and Definitions</li><li>• Scope of Mental Health</li><li>• Dimensions of Mental Health</li><li>• Need and importance of Mental Health</li><li>• Characteristics of a mentally healthy person</li><li>• History of development of Mental Health</li></ul>
Unit-2	<b>Mental Hygiene – Meaning and Definitions</b> <ul style="list-style-type: none"><li>• Mental Hygiene – Meaning and Definitions</li><li>• Goals of Mental Hygiene</li><li>• Functions of Mental Hygiene</li><li>• Need and importance of Mental hygiene</li><li>• Relationship between Mental health and hygiene</li></ul>
Unit-3	<b>Education and Mental Health</b> <ul style="list-style-type: none"><li>• Principles of sound Mental Health</li><li>• Factors affecting Mental Health</li><li>• Mental Health Hazards</li><li>• Mental Health of Students<ul style="list-style-type: none"><li>-Role of Home</li><li>-Role of School</li><li>-Role of Society</li></ul></li><li>• Mental Health of Teachers</li></ul>
Unit-4	<b>Preservation of Mental Health and Hygiene</b> <ul style="list-style-type: none"><li>• Positive Psychology – Meaning and Nature</li><li>• Importance of Positive Psychology</li><li>• Contribution of WHO on Mental Health</li><li>• Stress management</li><li>• Mental Health Care Act, 2017</li></ul>
Unit-5	<b>Mental Health and Yoga</b> <ul style="list-style-type: none"><li>• Concept of Yoga</li><li>• Importance of Yoga for Physical and Mental Health</li><li>• Role of Yoga for Personality Development</li><li>• Role of Yoga for management of Stress</li><li>• Principles of Yoga for Healthy Living</li><li>• Pranayama and Meditation for Promoting Mental Health</li></ul>

**Recommended Readings:**

- Baumgardner, S. And Crother, M. (2009). *Positive Psychology*. New Delhi: Pearson India Education Services Pvt. Ltd.
- Chauhan, S.S. (2007). *Advanced Educational Psychology*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Crow, L.D. and Crow, A. (1951). *Mental Hygiene*. New York: McGraw Hill
- Gururani, G.D. (2006). *Textbook on Mental Health and Hygiene*. New Delhi: Akansha Publishing House.
- Mangal, S.K. (1999). *Essentials of Educational Psychology*. New Delhi: PHI Learning Pvt. Ltd.
- Mangal, S.K. (2008). *Abnormal Psychology*. New Delhi: Sterling Publication
- Safaya, R.N., Shukla, C.S. and Bhatia, B.D. (2002). *Modern Educational Psychology*. Delhi: Dhanpat Rai Publishing Company.

Name of the paper: Women and society

**EDU-HE-6046**  
**WOMEN AND SOCIETY**

**Total Marks: 100 (External: 80 and Internal: 20)**  
**Credit-6**

**Course Objectives:**

After completion of this course the learner will be able to

- Know the changing role of women in India
- Understand gender discrimination in Indian society
- Make the students understand the constitutional provisions for women and their rights.
- Make the students understand women empowerment
- Develop an awareness and sensitivity towards women

Units	Contents
<b>Unit-1</b>	<b>Status and role of women</b> <ul style="list-style-type: none"><li>• Women in ancient and medieval India</li><li>• Changing role of Women in India</li><li>• Women's health and related issues</li><li>• Role of women in family , school and society</li><li>• Women's role in social and environmental movement</li></ul>
<b>Unit-2</b>	<b>Constitutional provisions and Rights of women</b> <ul style="list-style-type: none"><li>• Constitutional Provision for equality of Women (Educational and Legal Provisions)</li><li>• National Policy on Education (1986) on women education</li><li>• National Council for Women Education</li><li>• Property Right</li><li>• National Policy for Empowerment of Women, 2001</li></ul>
<b>Unit-3</b>	<b>Gender inequalities in School and society</b> <ul style="list-style-type: none"><li>• Family attitude</li><li>• Gender bias in Textbook</li><li>• Curricular Choices</li><li>• Teachers' attitude</li><li>• Classroom Interaction</li><li>• Peer Culture</li><li>• Gender inequality in workplace</li></ul>
<b>Unit-4</b>	<b>Women Empowerment</b> <ul style="list-style-type: none"><li>• Concept of women empowerment, importance</li><li>• Types of women empowerment- Economic, political, Educational , legal</li><li>• Women entrepreneurship</li><li>• Barriers of women empowerment</li><li>• Role of education in women empowerment</li></ul>
<b>Unit-5</b>	<b>The new roles of men and women and its Implications</b> <ul style="list-style-type: none"><li>• Changes in family patterns</li><li>• Gender roles in transition</li><li>• New gender roles</li><li>• Factor influencing gender role</li><li>• Women as peace builder</li><li>• Gender sensitivity- new gender roles and its implications for family and society</li></ul>

**Recommended Readings:**

- Acker, S. (1987). *Feminist Theory and the Study of Gender and Education*. Jstor.
- Agarwal, N. (1993). *Women Education & Population in India*. Allahabad: Chugh Publications,
- Aggarwal J.C.(1976). *Indian Women: Education and Status*. New Delhi: Arya Book Depot.
- Bhatia , R. L. & Ahuja , B. N. (2006). *Modern Indian Education and it's Problems*. Delhi: Surjeet Publication.
- Bhatt B.D. & Sharma S.R. (1992). *Women's Education and Social Development*. Delhi: Kanishka Publishing House.
- Kaur I.(1983). *Status of Hindu Women in India*. Allahabad: Chugh Publications,
- Reddy, V. Govinda (2017). *Gender Perspectives in Peace Education*. Delhi: Manglam Publishers and Distributors.

**Department: English**

**Prose and Grammar**

**DETAILED SYLLABUS**

**SEMESTER I**

**Compulsory Core:** English I

**DSC 1A:** Individual and Society

**ENG-CC-1016**

**English I**

Credits: 5 (Theory) + 1 (Tutorial) =6

Marks: 100 (80+20)

The aim of this course (English I and II) is to provide the student an opportunity to read and respond to representations of issues in contemporary life and culture in the English language. The selection of texts is aimed to present themes and topics that are stimulating, insightful and informative. Each paper will have a grammar section of 10 marks. Students having English as their Major subject will have to answer questions on a text indicated in the syllabus, instead of the grammar section. Internal assessment in these two papers may be in the form of an objective-type test.

**Prose:**

60 Marks

Texts:

- Arthur Miller: *All my Sons*
- George Orwell (1903-1950): 'Shooting an Elephant'
- D.H. Lawrence: 'The Woman Who Rode Away'
- Manoj Das (1934-): 'The Misty Hour'
- Munin Barkotoki (1915-1995): 'Krishna Kanta Handiqui'
- Rohinton Mistry (1952-): 'Running Water'
- Michael Ondaatje (1943-): 'Angulimala'
- Salman Rushdie: 'Good Advice is Rarer than Rubies'

**Grammar:**

20 Marks

- Make sentences using common phrases and idioms
- Common Errors: To be answered as directed
- Correct use of verbs, tenses, prepositions, etc.
- Comprehension



**Department: English : Modern Indian Literature (Poetry and grammar)**

**ENG-CC-2016**

**English II**

**Poetry:**

60 Marks

Texts:

- William Blake (1757-1827): 'The Lamb'
- Samuel Taylor Coleridge: 'Christabel'
- Matthew Arnold: 'Dover Beach'
- Langston Hughes (1902-1967): 'Harlem'
- Nissim Ezekiel (1924-2004): 'Shillong'
- Wole Soyinka (1934-): 'Telephone Conversation'
- David Constantine (1944-) 'The House'
- Federico Garcia Lorca (1898-1936): 'The Sleepwalking Ballad'
- Seamus Heaney (1939-): 'Punishment'
- Intiaz Dharkar: 'Purdah 1'

**Grammar and Composition:**

20 Marks

- Voice Change, Use of Determiners
- Dialogue Writing, Descriptive Writing
- Precis Writing/Report Writing

## Department: History

Name of the paper: Historical Tourism in North East India

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

Lecture : 03; Tutorial : 01 (per week)

#### Course Outcome:

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

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

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

[a] : Tourism – Concept, meaning and significance

[b] : Different types of Tourism

[c] : Physiographical divisions, water bodies and climatic conditions

[d] : Important wildlife habitats : Kaziranga, Manas, Orang, Nameri, Dibru Saikhowa, Namdapha, Keibul Lamjao, Rain forests of Assam.

#### Unit II : Ancient remains and Important tourist places of the North – East India

[a] : Ancient remains: Goalpara, Ambari, Tezpur, Deopahar, Malinithan, Doyang– Dhansiri Valley

[b] : Tourist places: Shillong, Cherapunjee, Aizwal, Gangtok, Kohima, Tawang, Poa Mecca (Hajo), Azan Pir Dargah, Jatinga

#### Unit III : Architectural Heritage

[a] : Dimapur, Kasomari, Maibong, Khaspur

[b] : Charaideo, Garhgaon, Sivasagar and Rangpur

[c] : Ujayanta palace, NeerMahal

[d] : Kamakhya, HayagrivaMadhava, Tripura Sundari Temple, Rumtek monastery

[e] : Kangla fort

#### Unit IV : Fairs and festivals of the North – East

[a] : Festivals - Bihu, Ali Aye Lrigang, Mopin festival, Tai – Buddhist festivals in Assam

[b] : Bhaona, Ras celebration in Majuli

[c] : Fairs – Jonbil Mela, Ambubachi fair at Kamakhya

[d] : Tourist festivals based on ethnic culture – Horn Bill festival, Sangai festival, Dihing Patkai festival

#### Readings :

Bezboruah, M : *Tourism in North East India*

Bora, S., & Bora, M.C., : *The Story of Tourism : An Enchanting Journey through India's North – East*, UBSPD, Delhi, 2004.

: *Paryatanar Ruprekha: Uttar PurbanchalarItihasAruSanskritirPatabhumi*

Bhatia, A. K. : *International Tourism – Fundamentals and Practices*, New Delhi, 1997

: *Tourism in India*

Nath, R.M. : *The Background of Assamese Culture*, Guwahati, 1978

Sarma, P. : *Architecture of Assam*, Delhi - 1988

Ahmed, Kamaluddin: *The Art and Architecture of Assam*, Spectrum Publication, Guwahati, 1994.

Bhattacharya, P. : *Tourism in Assam*, BaniMandir, Guwahati, 2004

Neog, M. : *Pavitra Asom*, LBS, Guwahati

: *Asamiya Sanskritir Ruprekha*, Guwahati - 1970

Boruah, P. : *Chitra-Bichitra Asom*, Guwahati, 2003

Taher&Ahmed : *Geography of North East India*, Mani Manik Prakash, Guwahati, 2010.

Gogoi, Atanu : *Paryatan Aru Uttar Purbanchal*, Bani Mandir, Guwahati, 2006

Name of the paper: Social and economic history of Assam.

**HIS –RC-4016 : SOCIAL AND ECONOMIC HISTORY OF ASSAM**

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

**Course Outcome:** Upon completion of this course, students will be able to analyse and explain the socio-economic history of Assam including among others the development of caste system, religious beliefs, agriculture and land system, the social organization, trade and commerce, various agricultural regulations, plantation economy, development of modern industries, transport system, education, the emergence of middle class, development of literature and press, and growth of public associations.

**Unit I: Society and Economy in Early Assam**

- [a] Proto-history Archaeology, land grants, *Agrahara*
- [b] Aryanisation debate
- [c] Rural life
- [d] Urban centres
- [e] Beliefs and practices

**Unit II: Society in Medieval Assam**

- [a] Social Organisation– Caste-Class Relationship, Nobility, *Paiks*, Slaves and Servants
- [b] Neo-Vaishnavite Movement in Assam – Impact on Society
- [c] Development of *Satra* Institutions

**Unit III: Economy in Medieval Assam**

- [a] Agriculture and Land System – Classification and Ownership of Land
- [b] Land Revenue and other Taxes
- [c] Trade and Commerce – Export and Import, Trade routes
- [d] Medium of Trade
- [e] Economic Relation between the Hills and the Valley : the *Pasa* system.

**Unit IV: Economy in Colonial Assam**

- [a] Agriculture Regulations and revenue system
- [b] Plantation Economy of the Tea Industry
- [c] Development of Modern Industries-Coal and Oil.
- [d] Development of Transport System

**Unit V :Society in Colonial Assam**

- [a] Growth of Modern Education and the role of Christian Missionaries.
- [b] Language Controversy in 19<sup>th</sup> century Assam
- [c] Emergence of Middle Class
- [d] Literary and Cultural Development, Impact of the Bengal Renaissance.
- [e] Development of Press and Growth of Public Associations – The Assam Sahitya Sabha.

**Readings:**

- Barpujari, H.K.: (ed) :*The Comprehensive History of Assam*, Vol. I, III, IV & V.
- Barua B.K. :*A Cultural History of Assam*
- Baruah, S.L. :*A Comprehensive History of Assam*, Munshiram Monoharlal Publishers Pvt. Ltd., New Delhi, 1985
- Gogoi Nath, Jahnabi :*Agrarian System of Medieval Assam*, New Delhi-2002
- Guha, Amalendu :*Planters Raj to Swaraj: Freedom Struggle and Electoral Politics in Assam 1826-1947*
- Choudhury, P.C. :*History of Civilization of the People of Assam to the Twelfth Century A.D.*
- Gait, E.A. :*A History of Assam*.
- Guha, Amalendu :*Medieval and Early Colonial Assam*.
- Medhi, S. B :*Transport System and Economic Development in Assam*, Publication Board, Assam.
- Mahanta, P.K., *Asomiya Madhyabritiya Srenir Itihas*
- Nath, D :*Religion and Society in North East India*, DVS, Guwahati, 2011
- Rhodes, N. and Bose, S.K. :*The Coinage of Assam, Vol. I, Pre-Ahom Period, Vol. II, Ahom Period*
- Saikia, Rajen :*Social and Economic History of Assam (1853- 1921)*.
- Sarma, S.N. :*Socio Economic and Cultural History of Medieval Assam*, Guwahati, 1989
- Sharma, Monorama :*Social and Economic Change in Assam: Middle Class Hegemony*

## Department: Political Science

Name of the paper: Public Opinion and Survey Research

### POL SE 5014 Public Opinion and Survey Research

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

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

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

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

- a. Sampling: Meaning and needs
- b. Sampling error
- c. Types of sampling: Non random sampling; random sampling

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

- a. Interviewing: Interview techniques pitfalls, different types of and forms of interview
- b. Questionnaire: Question wording; fairness and clarity.

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

- a. Quantitative data analysis: Meaning
- b. Basic concepts: correlational research, causation and prediction

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

### READING LIST

#### UNIT I: Introduction to the course

R. Erikson and K. Tedin, (2011) *American Public Opinion*, 8th edition, New York: Pearson Longman Publishers., pp. 40-46.  
G. Gallup, (1948) *A guide to public opinion polls* Princeton, Princeton University Press, 1948. Pp. 3-13.

#### UNIT II: Measuring Public Opinion with Surveys: Representation and sampling

G. Kalton, (1983) *Introduction to Survey Sampling* Beverly Hills, Sage Publication.  
Lokniti Team (2009) 'National Election Study 2009: A Methodological Note', *Economic and Political Weekly*, Vol. XLIV (39)  
Lokniti Team, (2004) 'National Election Study 2004', *Economic and Political Weekly*, Vol. XXXIX (51).  
'Asking About Numbers: Why and How', *Political Analysis* (2013), Vol. 21(1): 48-69, (first published online November 21, 2012)

#### UNIT III: Survey Research

H. Asher, (2001) 'Chapters 3 and 5', in *Polling and the Public: What Every Citizen Should Know*, Washington DC: Congressional Quarterly Press.  
R. Erikson and K. Tedin, (2011) *American Public Opinion*, 8th edition, New York, Pearson Longman Publishers, pp. 40-46.

#### UNIT IV: Quantitative Data Analysis

A. Agresti and B. Finlay, (2009) *Statistical methods for the Social Sciences*, 4th edition, Upper saddle river, NJ: Pearson-Prentice Hall.  
S. Kumar and P. Rai, (2013) 'Chapter 1', in *Measuring Voting Behaviour in India*, New Delhi: Sage.

Name of the paper: Conflict and peace building

**POL SE 6014 Conflict and Peace Building**

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

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

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

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

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

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

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

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

- a. Track I, Track II & Multi Track Diplomacy

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

Name of the paper: Human rights

**POL HE 5016 Human Rights**

**Course Outcomes:**

- To describe the basic concepts of human rights
- To comprehend different approaches regarding human rights
- To familiarise the role of UNO in the growth and development of human rights
- To describe different measures taken for the protection of human rights

**Unit I: Introduction to Human Rights (14 lectures)**

- Concept of Human Rights – meaning, nature, importance
- Growth and evolution of Human Rights
- Classification- three generation of Human Rights

**Unit II: Approaches and perspectives (13 lectures)**

- Universal Approach
- Cultural Relativist Approach
- Marxian Perspective

**Unit III: Human Rights and UNO (16 lectures)**

- International Bill of Rights – UDHR, ICCPR, ICESCR, Optional Protocols
- Conventions Convention on Elimination of All Forms of Discrimination Against Women, Convention on Rights of the Child
- Human Rights Council

**Unit IV: Human rights and the role of NGOs (12 lectures)**

- Amnesty International
- Human Rights Watch
- International Committee of the Red Cross

Name of the paper: Youth and nation buildings

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

**Course objectives:**

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

**Course Outcomes:**

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

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

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

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

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

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

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

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

**READING LIST**

**Unit –I:**

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

**Unit-II:**

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

**Unit-III:**

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

PAPER CODE: ARA-HC-1016 (ARABIC PROSE AND POETRY-I)

UNIT-I PROSE			
SL. No.	Title	Selected from the Book	Name of the Author/ Publisher
1	تحية و التعارف	اللغة العربية الوظيفية	المجلس القومي لترويج اللغة الإردية، نيو دلهي
2	الأم		
3	أسرتي	اللغة العربية لغير الناطقين بها	جمعية الدعوة الإسلامية العالمية، طرابلس، الجماهيرية العظمى
4	في المطعم		
UNIT -II PROSE			
1	في السوق	اللغة العربية لغير الناطقين بها	جمعية الدعوة الإسلامية العالمية، طرابلس، الجماهيرية العظمى
2	في المزرعة		
3	في الفصل الدراسي		
4	الوقت	نخب من أدب العرب	د. عبد المجيد الندوي
UNIT -III POETRY			
1	شرو خير	ديوان أبي العتاهية	أبو العتاهية
2	تربية الأمهات	ديوان معروف الرصافي	معروف الرصافي
3	دعاء	اللغة العربية لغير الناطقين بها	ميخائيل نعيمة
4	نبذة عن حياة المؤلفين		
UNIT-IV POETRY			
1	أكبر من كل الكلمات	حبيبتي	نزار قباني
2	نشيد الشبان المسلمين	الشوقيات	أحمد شوقي
3	علموا الفتاة	اللغة العربية لغير الناطقين بها	الأستاذ أحمد الفقيه حسن
4	نبذة عن حياة المؤلفين		

Reading References:

1. لمحات من أدب العرب، نشرت من قبل قسم اللغة العربية و آدابها بجامعة غوهاتي
2. ديوان أبي العتاهية
3. الشوقيات
4. اللغة العربية الوظيفية
5. مختارات من أدب العرب

UNIT-I PROSE			
SL. No.	Title	Selected from the Book	Name of the Author/ Publisher
1	غلام عابد	نخبة الأدب	د. عبد المجيد الندوي
2	جارية سوداء		
3	الانتقام		
UNIT –II PROSE			
1	المجرم	نخبة الأدب	د. عبد المجيد الندوي
3	الصدقة	نخب من أدب العرب	د. عبد المجيد الندوي
4	سورة القدر		
UNIT –III POETRY			
1	القبرة و ابنها	الشوقيات	احمد شوقي
2	ما بال عيني	ديوان حسان بن الثابت	حسان بن الثابت
3	يا مرحبا	ديوان عبد الرحمن الشكري	عبد الرحمن الشكري
4	نبذة عن حياة المؤلفين		
UNIT-IV POETRY			
1	الموت	ديوان ابي نواس	أبو نواس
2	يا عين جودي بدمع منك مسكوب	ديوان الخنساء	الخنساء
3	حمدت الله و الله الحميد	ديوان لبيد بن ربيعة	لبيد بن ربيعة
4	نبذة عن حياة المؤلفين		

## Reading References:

1. لمحات من أدب العرب، نشرت من قسم اللغة العربية و آدابها بجامعة غوهاتي
2. ديوان أبي نواس
3. ديوان الخنساء
4. ديوان عبد الرحمن الشكري
5. ديوان لبيد بن ربيعة



**Details of Subject wise Crosscutting issues relevant to professional ethics, Gender ,  
Human values , Environment & Sustainability into the curriculum.**

Sl. No.	Subject	Paper/ Course	Related To	Objective of the course
1	Political Science	Paper Code : SEM- I : POL-HC-1016 Understanding political theory	Professional Ethics	<i>This course is intended to acquire the learners to progress the Knowledge in political ethics as the Political Science is the practice of making moral judgments about political action and political agents. It covers two areas. The first is the ethics of process which deals with public officials and their methods. The second area is the ethics of policy which concerns judgments surrounding policies and laws.</i>
2	English	Sem-I : Paper Code : ENG-CC-1016 Prose and Grammar, Sem – II : Paper Code, ENG-CC-2016, Modern Indian Literature(Poetry and grammar)	Professional Ethics	This course intends to deliver to the students to develop a moral value, ethics and the value of human resource. As we can not create a creature so man should not kill man or other creatures as well as mentioned in shooting an elephant. Let us live and allow other also. There is very good lesson of togetherness.
3	Arabic	Paper code : Sem - II : ARA HC-2016 (Arabic prose and Poetry ) Sem - V :ARA-HE: 5016(Classical Arabic Prose and Poetry	Professional Ethics	This course intends to acquaint the students to develop an understanding about <b>moral philosophy</b> , the <u>discipline</u> concerned with what is morally good and bad and morally right and wrong. The topic like principles of quality control, conduct in workplace, work culture, brand value and brand loyalty, personal integrity in ethical behaviour, respect for senior citizens, maintenance of cleanliness and hygiene in workplace are taught to the students.
4	Political Science	Paper Code: (Non - CBCS) SEM- V : Paper – IV(Major) Contemporary political issues	Gender	<i>The course is designed to generate the issues of gender inequalities and gender discrimination among the young learners and its constitutional provisions to overcome the various gender related issues.</i>
5	History	Paper Code : SEM-I : HIS-HC-1016 History of India-I Unit - I	Gender	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.
6	Education	Paper Code : SEM-IV: EDU-HC-4036 Emerging Issues in Education	Gender	The purpose of the course is to equal access to education for women will be ensured. Special measures will be taken to eliminate discrimination, universalize education, eradicate illiteracy, create a gender sensitive educational system, increase enrolment and retention rates of girls and improve the quality of education to facilitate life- long education as well as development of occupation/vocation/technical skills by woman. Reducing the gender gap in all levels of educational system would be a focus area sectoral time targets in existing policies will be achieved with a special focus on girls and women particularly those belonging sections like Minorities, other backward classes. Gender sensitive curricula would be developed at all levels of educational system in order to address. Sex stereotyping as one of the causes of gender discrimination

8	History	Paper Code : SEM-I : HIS- HC-1016 History of India-I, Historical interpretation of Environment	Environment & Sustainability	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 It also attempts to bring the pupils in understanding the social and economic conflicts emerging due to environmental factors.
9	Economics	PAPER Code : ECO-HE-6016 (ENVIRONME NTAL ECONOMICS)	Environment & Sustainability	Environmental economics in six semester focuses on economic causes of environmental problems. This course comprises of externalities, interaction between environment and economy, environmental problems and policy measures for mitigation, sustainable development. Students of economics are awared and sensitized about the environmental problems arise locally and globally and how to address and mitigate those problems for a sustainable environment.
10	Environmen tal Studies	Course Code: SEM – II : ENV- AE-2014 Environmental studies	Environment & Sustainability	Enhancing awareness about environment sustainability is very important for every students. As per UGC guidelines the institution offering Environmental Studies (AECC/EVN) as a compulsory course for B.A students. Environment studies comprising of natural resources, ecosystem biodiversity environmental pollution social and environmental issues, sustainable development human population and environment. Students are teachers about the importance and sustainability to all environmental issues through extension activities. This course sensitized the students towards national and global challenges to mitigate those environmental issues for future sustainable.
11	Education	Paper Code : SEM-III : EDU-HC-3036 Value and Peace Education	Human Value	After completion of this course the learner will be able to understand the concept and meaning of value. Become aware about the role of educational institutions in building a value based society. Understand the meaning and importance of peace education and its relevance at national and international level. Identify the different issues/ challenges in imparting peace education. Identify the strategies and skills in promoting peace education at institutional level.
12	Arabic	Paper code : Sem - VI :ARA- HC-6016, Modern Arabic Prose and Poetry -II	Human Value	The objective of this course is to acquaint the learners with the concept of Family, Society and Community, Social Relationship, Social Control, Process of Socialization, Function of Culture, Social Maturity, Value and Peace Education and Human Rights.
13	Political Science	Paper Code : SEM – V : POL-HE-5016 Human rights	Human Value	<i>The objective of this course is to acquaint the students with the concept of fundamental rights and duties of the citizens as well as the knowledge of rights, justice, equality, and human rights. Democracy is the way of life to achieve these goals.</i>



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