



# Jorhat Kendriya Mahavidyalaya

## Kenduguri, Jorhat-785010 (Assam)

Affiliated by Dibrugarh University

## Supporting Documents for NAAC Annual Quality Assurance Report (AQAR)

### Period: 2022-2023

Criterion 1	Key Indicator: 1.3
Curricular Aspects	Curricular Planning and Implementation
Metric Number: 1.3.1	Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, and Human Values into the Curriculum

**Prepared and submitted by  
Jorhat Kendriya Mahavidyalaya**

**Submitted To**



**NAAC**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**



**Pranjal Dutta**  
Coordinator, IQAC



**Dr. Dulen Saikia**  
Principal  
Jorhat Kendriya Mahavidyalaya  
Kenduguri, Jorhat-10



# Jorhat Kendriya Mahavidyalaya

## Kenduguri, Jorhat-785010 (Assam)

Affiliated by Dibrugarh University

### Criterion 1: Curricular Aspects

#### Curricular Planning and Implementation

1.3.1 Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, and Human Values into the Curriculum

## Table of Content

- Gender

- Environment and Sustainability

- Human values

- Professional Ethics

**Pranjal Dutta**  
Coordinator, IQAC



**Dr. Dulen Sarma**  
Principal  
Jorhat Kendriya Mahavidyalaya  
Kenduguri, Jorhat-785010

## ASSAMESE

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

[পাঠদান :  $18 \times 5 = 90$  (৫ ক্রেডিট)]

অনুশিক্ষণ :  $18 \times 1 = 18$  (১ ক্রেডিট)]

মুঠ নম্বৰ : ১০০

চূড়ান্ত পৰীক্ষাৰ মূল্যায়ন : ৮০

আভ্যন্তৰীণ মূল্যায়ন : ২০

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

মুঠ শ্ৰেণী সংখ্যা : ৮৪ (পাঠদান + অনুশিক্ষণ)

	পাঠদান	অনুশিক্ষণ	মূল্যাংক
গোট : ১	১৪	৩	১৬
ভাৰতীয় সাহিত্যৰ ধাৰণা ভাৰতীয় সাহিত্যৰ ধাৰণাৰ উৎপত্তি আৰু বিকাশ, ভাৰতীয় সাহিত্যৰ বৈশিষ্ট্য।			
গোট : ২	১৩	২	১৬
ভাৰতীয় কবিতাৰ চানেকি (এই গোটৰ পাঠ্য আটাইকেইটা কবিতা 'কবিতাৰ মাথুৰী'ৰ অন্তৰ্গত) জীৱনানন্দ দাস (বনলতা সেন) ৰমাকান্ত বথ (অশ্বাবোহী) সৰ্বেশ্বৰ দয়াল সঞ্জনা (কাঠৰ ঘন্টাঘোৰ)			
গোট : ৩	১৩	৩	১৬
ভাৰতীয় চুটিগল্পৰ চানেকি (এই গোটৰ পাঠ্য আটাইকেইটা গল্প 'জীৱনৰ অন্য এক নাম' গ্ৰন্থৰ অন্তৰ্গত) শান্তি (ৰবীন্দ্ৰনাথ ঠাকুৰ) খুৰী অহিতা (প্ৰেমচন্দ) হাতী আৰু হাৰিকেন লেম্প (সুপ্ৰিয়া পণ্ডা)			

## ASSAMESE

গোটি ৪৪	১৫	৩	১৬
ভাৰতীয় উপন্যাসৰ চানেকি			
এটি কলি দুটি পাত			
মূল : মুৰ্খৰাজ আনন্দ			
অনুবাদ : বাবুল তামুলী			
গোটি ৪৫	১৫	৩	১৬
ভাৰতীয় নাটকৰ চানেকি			
হানুছ			
মূল. ভীষ্ম সাহনী			
অনু. নীৰাজনা মহন্ত বেজবৰা			

### প্ৰসংগ পুথি :

তুলনামূলক ভাৰতীয় সাহিত্য : নীৰাজনা মহন্ত বেজবৰা, কলতা, ডিব্ৰুগড়  
আধুনিক ভাৰতীয় সাহিত্য : শৈলেন ভৰালী, চন্দ্ৰ প্ৰকাশ, গুৱাহাটী  
কবিতাৰ মাধুকৰী : কৰবী ডেকা হাজৰিকা(সম্পাদ), কৌমুভ প্ৰকাশন, ডিব্ৰুগড়  
হানুছ : নীৰাজনা মহন্ত বেজবৰা (অনু.), কলতা, ডিব্ৰুগড়  
জীৱনৰ অন্য এক নাম : নীৰাজনা মহন্ত বেজবৰা (অনু.), কলতা, ডিব্ৰুগড়  
এটি কলি দুটি পাত : বাবুল তামুলী (অনু), আলিবাট, গুৱাহাটী



## EDUCATION

4. Sharma, R.A, *Economics of Education*, R. Lall Book Depot, Meerut, 2007
5. Singh. B, *Economics of Indian Education* (Edt), Meenakshi Prakashan, New Delhi
6. Rajaiah, B. (1987). *Economics of Education*, Mittal Publication, Delhi
7. Varghese & Tilak, *The financing of Indian Education*, project paper of International Institute of educational planning, 1991.

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**SYLLABUS OF THE UG PROGRAMME IN EDUCATION  
DIBRUGARH UNIVERSITY  
B.A. IN EDUCATION (HONOURS)  
DSEED603 / GEED202: GENDER AND EDUCATION  
CREDIT: 6  
[MARKS: 100 (IN-SEMESTER: 20; END-SEMESTER: 80)]**

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

1. explain the meaning and nature of gender and its related terms.
2. describe the gender biases and gender inequality in family, school and society.
3. describe the gender issues related to school education.
4. analyse the laws and policies related to gender equality.

**Course Content:**

Unit	Content	Marks	L	P	T
I	INTRODUCTION TO GENDER AND ITS	20	20		4

Page 70

	<b>RELATED TERMS:</b>  1.1. Sex and Gender: meaning and concept 1.2. Difference between sex and gender. 1.3. Gender role: Concept and nature. 1.3.1. Types of gender role. 1.4. Patriarchal and Matriarchal: Concept and nature. • Gender role in patriarchal and matriarchal society 1.5. Social construct of Gender. 1.6. Gender Segregation: concept and nature • Types of gender Segregation: Horizontal & vertical 1.6.1. Gender segregation and education. 1.7. Gender marginalisation in education • Meaning, concept and nature • Causes of gender marginalisation in education • Measures for inclusion in education 1.8. Gender stereotyping: Meaning and concept • Issues and concern related to gender stereotyping in Indian society • Gender stereotyping and education. 1.9. Self silencing: concept and nature		2		
			2		
			1		
			2		
			1		
			2		
			2		
			3		
			4		
			1		
II	<b>GENDER AND SOCIETY</b>  2.1 Gender biases: Meaning and concept 2.1.1 Gender biases in • The family • The school environment • The society. 2.2. Gender socialization: Meaning and concept. 2.2.1. Gender socialization • Role of the family • Role of the school • Role of the society • Role media and popular culture (film and advertisement) 2.3 Gender inequality in education in terms of • Caste • Religion • Region 2.4 Issues related to women/girl child: A. Female foeticide and infanticide B. Sex ratio C. Honour killing D. Dowry E. Child marriage	20	15		4
			1		
			1		
			1		
			1		
			1		
			3		
			5		
III	<b>GENDER INEQUALITY IN THE SCHOOL:</b> 3.1 Gender discrimination in the	20	20		3

	<ul style="list-style-type: none"> <li>Construction and dissemination of knowledge.</li> <li>Text books</li> <li>Hidden curriculum.</li> </ul>		4		
	3.2 Gender inequality and school		2		
	<ul style="list-style-type: none"> <li>Infrastructure</li> <li>Curricular and co-curricular activities.</li> </ul>		2		
	3.3 Gender issues in school education: Problem of Access, Retention, Stagnation and Drop-out.		4		
	3.4 Gender and equality:				
	<ul style="list-style-type: none"> <li>Role of the school, peer, teacher, curriculum and textbooks in reinforcing equality.</li> </ul>		4		
	3.5 Gender inclusive approach				
	<ul style="list-style-type: none"> <li>Single sex school</li> <li>Child friendly school</li> <li>Girl friendly school</li> </ul>		4		
	Their significance in inclusive education.				
IV	<b>LAWS, ARTICLES AND POLICIES TO BRING GENDER EQUALITY:</b>	20	15		3
	4.1 Introduction to laws related to women and social justice				
	<ul style="list-style-type: none"> <li>Dowry</li> <li>Remarriage</li> <li>Divorce</li> <li>Property rights</li> <li>Trafficking.</li> </ul>		4		
	4.2 Women reservation bills: History and current status.		2		
	4.3 Articles of Indian constitution related to education from gender equality perspective.		3		
	4.4 Educational policies and programmes from gender equality perspective.		6		
		80	70		14

**In-semester Assessment:**

**Marks 20**

**A. Sessional Activity (Any one of the following)**

**Marks 5**

- Reports on gender discrimination. (on the basis of events occurred in their surrounding)
- Analysis and interpretation of census. (sex ratio, literacy rate, gender gap etc..)
- Project (Analysis of the advertisements of electronic media from gender perspective)
- Seminar on gender issues related to education.
- Text Book (Secondary Level) analysis from Gender Perspective

**B. Sessional Tests:**

**Marks 10**

**C. Attendance:**

**Marks 5**

**Suggested Readings:**

1. Annual Report: (2008). Ministry of Human Resource Development, Department of Education, India.
2. Belle, D. (1982). *Ed. Lives in Stress: Women and Depression*. New Delhi: Sage Distributors.
3. Chappell, C. (2003). "Researching Vocational Education and Training: Where to From Here?" *Journal of Vocational Education and Training*, 55 (1), 21-32.
4. Dube, L. (2001). *Anthropological explorations in gender: Intersecting fields*. New Delhi: Sage Publications Pvt. Limited.
5. FAO. 1997. Gender: the key to sustainability and food security. *SD Dimensions*, May 1997 (available at [www.fao.org/sd](http://www.fao.org/sd)).
6. Howard, P. 2003. *Women and plants, gender relations in biodiversity management and conservation*. London, ZED Books.
7. Jones, K., Evans, C., Byrd, R., Campbell, K. (2000) Gender equity training and teaching behavior. *Journal of Instructional Psychology*, 27 (3), 173-178.
8. K., & Gallagher, J. J. (1987). The role of target students in the science classroom. *Journal of Research in Science Teaching*, 24(1), 61-75.
9. Kahle, J. B. (2004). Will girls be left behind? Gender differences and accountability. *Journal of Research in Science Teaching*, 41(10), 961-969.
10. Kanter, Rosabeth Moss. 1977. *Men and Women of the Corporation*. New York: Basic Books.
11. Kapur, P. (1974). *Changing: tutus of the Working Women in India*. Delhi: Vikas Publishing House.
12. Khan, M. S. (1996). *Status of women in Islam*. New Delhi: APH Publishing.
13. Klein, S. (1985) *Handbook for Achieving Sex Equity Through Education*. Baltimore, MD: The Johns Hopkins University Press.
14. Lippa, Richard A. 2002. *Gender, Nature, and Nurture*. Mahwah, NJ: L. Erlbaum.
15. Oakley, Ann. 1972. *Sex, Gender, and Society*. New York: Harper and Row.
16. Thorne, Barrie. 1993. *Gender Play: Girls and Boys in School*. New Brunswick, NJ: Rutgers University Press.
17. Majumdar, M. (2004). *Social status of women in India*. New Delhi: Dominant Publishers.
18. Sarkar Aanchal, 2006, *Gender and Development*, Pragun Publication, New Delhi. Print.
19. Sharma, A. (2002). *Women in Indian religions*. New Delhi: Oxford University Press.
20. Marshall, C.S. & Reihartz, J. (1997) Gender issues in the classroom. *Clearinghouse*, 70 (6), 333-338.
21. Renold, R. (2006). Gendered classroom experiences. In C. Skelton, B. Francis, & L. Smulyan (Eds.), *The SAGE Handbook of Gender and Education* (pp. 439-452). Thousand Oaks, CA: Sage.

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# ENGLISH

## FIFTH SEMESTER

COURSE CODE: 50100

### COURSE 11: WOMEN'S WRITING

(CORE)

CREDITS ASSIGNED: 6 CREDITS

**COURSE OBJECTIVES:** Unarguably the truest fact about human society is domination of women by men. Patriarchy believes in the superiority of man over women in all walks of life. Therefore, women were denied agency to air their views publicly or in writings. The fact that women had to resort to male pseudonyms in order to find readership is merely one instance to prove how patriarchal ideology has a stranglehold over the society at large. Since women have been systematically silenced by 'phallogocentric' ideology, they find it rather difficult to articulate their views. Privileging women's writing is a way by means of which the thought, anxieties, fears, desires, emotions of the 'second sex' can be addressed. The objective of this course is to introduce learners to women's writing, and in doing so attempting to underline the manner in which power operates to silence women from articulating their views. Apart from that, the course would also try to situate women's writing in a space that transcends or upends the male writing tradition through various (subversive) ways.

#### UNIT I: POETRY

Emily Dickinson 'I cannot live with you' 'I'm wife; I've finished that'  
Sylvia Plath 'Daddy' 'Lady Lazarus'  
Eunice De Souza 'Advice to Women' 'Bequest'

#### UNIT II: NOVEL

Alice Walker *The Color Purple*

#### UNIT III: SHORT STORY

Charlotte Perkins Gilman 'The Yellow Wallpaper'  
Mahashweta Devi 'Draupadi', tr. Gayatri Chakravorty Spivak (Calcutta: Seagull,  
2002)

#### UNIT IV: ESSAY/MEMOIR

Mary Wollstonecraft *A Vindication of the Rights of Woman* (New York: Norton,  
1988) chap. 1, pp. 11–19; chap. 2, pp. 19–38.  
Ramabai Ranade 'A Testimony of our Inexhaustible Treasures', in Pandita Ramabai  
*Through Her Own Words: Selected Works*, tr. Meera Kosambi (New Delhi: OUP,  
2000) pp. 295–324.



Rassundari Debi Excerpts from *Amar Jiban* in Susie Tharu and K. Lalita, eds.,  
*Women's Writing in India*, vol. 1 (New Delhi: OUP, 1989) pp. 191–2.

## **SUGGESTED TOPICS AND BACKGROUND PROSE READINGS FOR CLASS PRESENTATIONS**

### **TOPICS**

The Confessional Mode in Women's Writing  
Sexual Politics  
Race, Caste and Gender  
Social Reform and Women's Rights

### **MODE OF ASSESSMENT:**

**Internal Assessment: 20 marks**

(Sessional test 1: 5marks, Sessional test 2: 5 marks, Presentation/viva voce/Group discussion: 5 marks, Attendance: 5 marks)

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Total: 20 marks

### **Final Examination: 80 marks**

Unit 1: 1 long answer question+ 1 short note/analysis (15+05) =20 marks  
Unit 2: 1 long answer question+ 1 short note /analysis (15+05) =20 marks  
Unit 3: 1 long answer question+ 1 short note/analysis (15+05) =20 marks  
Unit 4: 1 long answer question+ 1 short note/analysis (15+05) =20 marks

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Total: =80 marks

### **EXPECTED LEARNER OUTCOME**

It is hoped that the learners after completing this course, would be sensitised to gender-related issues, and would be able to see things from the perspective of the Other.

### **RECOMMENDED READINGS**

1. Virginia Woolf, *A Room of One's Own* (New York: Harcourt, 1957) chaps. 1 and 6.
2. Simone de Beauvoir, 'Introduction', in *The Second Sex*, tr. Constance Borde and Shiela Malovany-Chevallier (London: Vintage, 2010) pp. 3–18.
3. Kumkum Sangari and Sudesh Vaid, eds., 'Introduction', in *Recasting Women: Essays in Colonial History* (New Delhi: Kali for Women, 1989) pp. 1–25.

## ENGLISH

### FOURTH SEMESTER

COURSE CODE: 40210

GE 4: CONTEMPORARY INDIA: WOMEN AND EMPOWERMENT

CREDITS ASSIGNED: 6 CREDITS

**COURSE OBJECTIVES:** This course will familiarise learners with gender issues related to its construction, legislation, resistance and marginalisation in the pan-Indian context. The objective of this course is to sensitise learners to the multiple forms of subjugation that patriarchy subjects women. It will also attempt to suggest strategies to resist or subvert such strategic silencing by means of an alternative discourse – feminism – a means to empower what Simone de Beauvoir ironically termed as the ‘second sex.’

#### UNIT I

Social Construction of Gender (Masculinity and Femininity)

Patriarchy

#### UNIT II

History of Women's Movements in India (Pre-independence, post independence)

Women, Nationalism, Partition

Women and Political Participation

#### UNIT III

Women and Law

Women and the Indian Constitution

Personal Laws (Customary practices on inheritance and Marriage)

(Supplemented by workshop on legal awareness)

#### UNIT IV

Women and Environment

State interventions, Domestic violence, Female foeticide, sexual harassment

Female Voices: *Sultana's Dream*. Rokeya Sakhawat Hossain, “Sultana's Dream”, Sultana's Dream and Padmarag: Two Feminist Utopias, New Delhi: Penguin, 2005. ( 1-15)

Dalit Discourse: “Baby Kondiba Kamble: *Jinne Amuche*” pg 194-225 and “Vimal Dadasaheb

More: *Teen Dagdachi Chul*” pg 344-386 in *Writing Caste/Writing Gender: Narrating Dalit*

*Women's Testimonios*, ed. Sharmila Rege, New Delhi: Zubaan Books, 2006.



#### MODE OF ASSESSMENT:

##### Internal Assessment: 20 marks

(Sessional test 1: 5marks, Sessional test 2: 5 marks, Presentation/viva voce/Group discussion: 5 marks, Attendance: 5 marks)

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Total: 20 marks

##### Final Examination: 80 marks

Unit 1: 1 long answer question+ 1 short note/analysis (15+05) =20 marks

Unit 2: 1 long answer question+ 1 short note /analysis (15+05) =20 marks

Unit 3: 1 long answer question+ 1 short note/analysis (15+05) =20 marks

Unit 4: 1 long answer question+ 1 short note/analysis (15+05) =20 marks

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Total: =80 marks

#### EXPECTED LEARNER'S OUTCOME

The learners will get acquainted with gender issues, including the politics of how it is constructed, reinforced and sustained. They will get appraised of women's resistance against patriarchy through women's movements, and well as understand the silence of twice marginalised sections, like Dalit women and tribal groups.

#### RECOMMENDED READINGS

Ann Oakley. *Sex, Gender and Society*. London: Temple Smith, 1972.

Kamala Bhasin. *Exploring Masculinity*. New Delhi, Women's Unlimited, 2004.

Kate Millet. *Sexual Politics*. New York: Doubleday, 1970.

Ray Raka. *Fields of Protest: Women's Movements in India*. New Delhi: Kali for Women, 2000.

Flavia Agnes et al. *Women and Law in India*. NewDelhi: OUP, 2004.

Vandana Shiva. *Staying Alive: Women, Ecology and Development*. New Delhi, Zed Books, 1988.

## HISTORY

### Generic Elective (Interdisciplinary)

#### Paper I

**COURSE CODE: HISGE5**

**COURSE TITLE: Women in Indian History**

##### Unit I:

- 1.01 : Definition and Scope, Feminist Movements and Development of Women's History
- 1.02 : Key Concepts in Women's Studies – Gender, Patriarchy and Sexual Division of Labour
- 1.03 : Sources for Reconstruction of Women's History – Oral Narratives, Memoirs, Diaries, Autobiographies etc.

##### Unit II:

- 2.01 : Women In Ancient Indian Society : Vedic Period
- 2.02 : Status of Women In Buddhism
- 2.03 : Changing Status of Women in the Subsequent Periods
- 2.04 : Women in Medieval India

##### Unit III:

- 3.01 : Social Customs and Reform Movements in 19<sup>th</sup> century India : Sati, Widow Remarriage, Female Infanticide : Role of Brahmo Samaj, Arya Samaj , Prarthna Samaj and Aligarh Movement
- 3.02 : Jyotiba Phule, Pandita Ramabai and Begum Rukia Sakhawat Hussain
- 3.03 : Development of Women's' Education in 19<sup>th</sup> and 20<sup>th</sup> Century : Role of Social Reformers and Missionaries
- 3.04 : Sarda Act, 1929 and Hindu Women's Right to Property Act, 1937

##### Unit IV:

- 4.01 : Development of Women's Organization : Women's Conference, 1910 and National Council of Women in India
- 4.02 : Demand for Women's Franchise
- 4.03 : Women in Indian Freedom Struggle : Pre-Gandhian Phase
- 4.04 : Women in Freedom Struggle : Gandhian Phase
- 4.05 : Women in Revolutionary Movement

##### Unit: V

- 5.01 : Women, Society and Patriarchy in Medieval Assam  
 5.02 : Social Reform Movement in 19<sup>th</sup> and 20<sup>th</sup> Century  
 5.03 : Development of Women's Organization in Assam  
 5.04 : Women and Freedom Struggle in North East India

**Suggested Readings:**

- Altekar, A.S : *The Position of Women in Hindu Civilization*  
 Chakravarti, Uma : *Re-writing History: the Life and Times of Pandita Ramabai*  
 Desai Neera & Usha Thakkar (eds) : *Women in Indian Society.*  
 Forbes, Geraldine : *Women in Modern India*  
 Kumar, Radha : *The History of Doing*  
 Krishnamurthy, J (ed) : *Women in Colonial India*  
 Lerner, Gerda : *The Creation of Patriarchy*  
 Majumdar, V. : *Studies on the Political Status of Women in India*  
 Mukherjee, P. : *Hindu Women Normative Models*  
 Nair, Janaki : *Women and Law in Colonial India*  
 Roy, KumKum. (ed). : *Women in Early Indian Societies*  
 Sangari Kumkum & Sudesh Vaid  
 (ed). : *Recasting Women Essays in Colonial History*  
 Sharma, D : *The Role of the Assamese Women in the Freedom Movements*  
 Swarup Hemlata, Bisaria Sarojini : *Women, Politics and Religion.*  
 Thorner, Alice & M. Krishnaraj : *Ideal, Images and Real lives, essays on women, history and literature*  
 Walters, Margaret : *Feminism, A Very Short Introduction.*

### 3.2 Course -VI: Perspectives on Public Administration

**Objective:** The course provides an introduction to the discipline of public administration. This paper encompasses public administration in its historical context with an emphasis on the various classical and contemporary administrative theories. The course also explores some of the recent trends, including feminism and ecological conservation and how the call for greater democratization is restructuring public administration. The course will also attempt to provide the students a comprehensive understanding on contemporary administrative developments.

#### Total Lectures and Tutorials - 84

**UNIT-I: PUBLIC ADMINISTRATION AS A DISCIPLINE-** Meaning, Dimensions and Significance of the Discipline, Evolution of Public Administration, Public and Private Administration  
13 Lectures and 4 Tutorials

**UNIT-II: THEORETICAL PERSPECTIVES-** Classical Theories: Scientific Management (F.W.Taylor), Administrative Management (Gullick, Urwick and Fayol), Ideal-type Bureaucracy (Max Weber); Neo-Classical Theories- Human Relations Theory (Elton Mayo), Rational Decision-Making (Herbert Simon)  
13 Lectures and 4 Tutorials

**UNIT-III: THEORETICAL PERSPECTIVES-** Contemporary Theories: Ecological Approach (F. W. Riggs), Innovation and Entrepreneurship (Peter Drucker), Need Hierarchy (Abraham Maslow)  
13 Lectures and 4 Tutorials

**UNIT-IV: PUBLIC POLICY-** Concept, Relevance and Approaches, Formulation, Implementation and Evaluation, People's Participation  
13 Lectures and 4 Tutorials

**UNIT-V: MAJOR APPROACHES IN PUBLIC ADMINISTRATION-** New Public Management, New Public Service Approach, Good Governance, Feminist Perspectives  
12 Lectures and 4 Tutorials

#### READINGS

- Nicholas Henry, *Public Administration and Public Affairs*, Prentice Hall, 1999
- D. Rosenbloom, R. Kravchuk. and R. Clerkin, (2009) *Public Administration: Understanding Management, Politics and Law in Public Sector*, 7th edition, New Delhi: McGraw Hill, pp. 1-40
- W. Wilson, (2004) 'The Study of Administration', in B. Chakrabarty and M. Bhattacharya (eds), *Administrative Change and Innovation: a Reader*, New Delhi: Oxford University Press, pp. 85-101
- M. Bhattacharya, (2008) *New Horizons of Public Administration*, 5th Revised Edition. New Delhi: Jawahar Publishers, pp. 37-44.

- G. Alhson, (1997) 'Public and Private Management', in Shafritz, J. and Hyde, A. (eds.) *Classics of Public Administration*, 4th Edition. Forth Worth: Hartcourt Brace, TX, pp. 510-529.
- N. Henry, *Public Administration and Public Affairs*, 12th edition. New Jersey: Pearson, 2013
- M. Bhattacharya, *Restructuring Public Administration: A New Look*, New Delhi: Jawahar Publishers, 2012
- P. Dunleavy and C. Hood, "From Old Public Administration to New Public Management", *Public Money and Management*, Vol. XIV No-3, 1994
- M. Bhattacharya, *New Horizons of Public Administration*, New Delhi: Jawahar Publishers, 2011
- Basu, Rumki, *Public Administration : Concepts and Theories* Sterling Publishers, New Delhi 2014
- D. Gvishiani, *Organisation and Management*, Moscow: Progress Publishers, 1972
- F. Taylor, 'Scientific Management', in J. Shafritz, and A. Hyde, (eds.) *Classics of Public Administration*, 5th Edition. Belmont: Wadsworth, 2004
- P. Mouzelis, 'The Ideal Type of Bureaucracy' in B. Chakrabarty, And M. Bhattacharya, (eds), *Public Administration: A Reader*, New Delhi: Oxford University Press, 2003
- D. Ravindra Prasad, Y. Pardhasaradhi, V. S. Prasad and P. Satyarnarayana, [eds.], *Administrative Thinkers*, Sterling Publishers, 2010
- E. J. Ferreira, A. W. Erasmus and D. Groenewald, *Administrative Management*, Juta Academics, 2010
- M. Weber, 'Bureaucracy', in C. Mills, and H. Gerth, *From Max Weber: Essays in Sociology*. Oxford: Oxford University Press, 1946
- Warren. G. Bennis, *Beyond Bureaucracy*, Mc Graw Hill, 1973
- D. Gvishiani, *Organisation and Management*, Moscow: Progress Publishers, 1972
- B. Miner, 'Elton Mayo and Hawthorne', in *Organisational Behaviour 3: Historical Origins and the Future*. New York: M.E. Sharpe, 2006
- S. Maheshwari, *Administrative Thinkers*, New Delhi: Macmillan, 2009
- Fredrickson and Smith, 'Decision Theory', in *The Public Administration Theory Primer*. Cambridge: Westview Press, 2003
- R. Arora, 'Riggs' Administrative Ecology' in B. Chakrabarty and M. Bhattacharya (eds), *Public Administration: A reader*, New Delhi, Oxford University Press, 2003
- A. Singh, *Public Administration: Roots and Wings*. New Delhi: Galgotia Publishing Company, 2002
- F. Riggs, *Administration in Developing Countries: The Theory of Prismatic Society*. Boston: Houghton Mifflin, 1964
- Peter Drucker, *Innovation and Entrepreneurship*, Harper Collins, 1999
- Peter F. Drucker, *The Practice of Management*, Harper Collins, 2006
- T. Dye, (1984) *Understanding Public Policy*, 5th Edition. U.S.A: Prentice Hall, pp. 1-44
- *The Oxford Handbook of Public Policy*, OUP, 2006
- Xun Wu, M. Ramesh, Michael Howlett and Scott Fritzen, *The Public Policy Primer: Managing The Policy Process*, Rutledge, 2010
- Mary Jo Hatch and Ann .L. Cunliffe *Organisation Theory : Modern, Symbolic and Postmodern Perspectives*, Oxford University Press, 2006



### 3.3 Course VII: Perspectives on International Relations and World History

**Course Objective:** This paper seeks to equip students with the basic intellectual tools for understanding International Relations. It introduces students to some of the most important theoretical approaches for studying international relations. The course begins by historically contextualizing the evolution of the international state system before discussing the agency structure problem through the levels-of-analysis approach. After having set the parameters of the debate, students are introduced to different theories in International Relations. It provides a fairly comprehensive overview of the major political developments and events starting from the twentieth century. Students are expected to learn about the key milestones in world history and equip them with the tools to understand and analyze the same from different perspectives. A key objective of the course is to make students aware of the implicit Euro - centricism of International Relations by highlighting certain specific perspectives from the Global South.

#### Total Lectures and Tutorials - 84

<b>Unit-I: Studying International Relations</b>	13 Lectures and 4 Tutorials
Understanding International Relations: Levels of Analysis (Domestic, Regional and Systemic)	
<b>History and IR:</b> Emergence of the International State System	
Pre-Westphalia and Westphalia	
Post-Westphalia	
<b>Unit-II: Theoretical Perspectives</b>	13 Lectures and 4 Tutorials
Classical Realism & Neo-Realism	
Liberalism & Neo-liberalism	
<b>Unit-III: Critical Perspectives</b>	13 Lectures and 4 Tutorials
Marxist Approaches	
Feminist Perspectives	
Euro-centricism and Perspectives from the Global South	
<b>Unit-IV: An Overview of Twentieth Century IR History</b>	13 Lectures and 4 Tutorials
World War I: Causes and Consequences	
Significance of the Bolshevik Revolution	
Rise of Fascism / Nazism	
World War II: Causes and Consequences	
<b>Unit-V: Cold War and Post-Cold War</b>	12 Lectures and 4 Tutorials
Cold War: Different Phases	
Emergence of the Third World	
Collapse of the USSR and the End of the Cold War	
Post-Cold War Developments and Emergence of Other Centers of Power	

**Essential Readings:**

- M. Nicholson, (2002) *International Relations: A Concise Introduction*, New York: Palgrave, pp. 1-4.
- R. Jackson and G. Sorensen, (2007) *Introduction to International Relations: Theories and Approches*, 3rd Edition, Oxford: Oxford University Press, pp. 2-7
- S. Joshua. Goldstein and J. Pevehouse, (2007) *International Relations*, New York: Pearson Longman, 2007, pp. 29-35
- C. Brown and K. Ainley, (2009) *Understanding International Relations*, Basingstoke: Palgrave, pp. 1-16.
- K. Mingst and J. Snyder, (2011) *Essential Readings in International Relations*, New York: W.W. Norton and Company, pp. 1-15.
- M. Smith and R. Little, (eds) (2000) 'Introduction', in *Perspectives on World Politics*, New York: Routledge, 2000, 1991, pp. 1-17.
- J. Baylis and S. Smith (eds), (2008) *The Globalization of World Politics: An Introduction to International Relations*, New York: Oxford University Press, pp. 1-6.
- R. Mansbach and K. Taylor, (2008) *Introduction to Global Politics*, New York: Routledge, pp. 2-32.
- RumkiBasu, (ed)(2012) *International Politics: Concepts, Theories and Issues* New Delhi, Sage.
- R. Mansbach and K. Taylor, (2012) *Introduction to Global Politics*, New York: Routledge, pp.33-68.
- K. Mingst, (2011) *Essentials of International Relations*, New York: W.W. Norton and Company, pp. 16-63.
- P. Viotti and M. Kauppi, (2007) *International Relations and World Politics: Security, Economy, Identity*, Pearson Education, pp. 40-85.
- J. Baylis, S. Smith and P. Owens, (2008) *The Globalization of World Politics: An Introduction to International Relations*, New York: Oxford University Press, pp. 36-89.
- R. Mansbach and K. Taylor, (2008) *Introduction to Global Politics*, New York: Routledge, pp. 70-135.
- J Goldstein and J. Pevehouse, (2007) *International Relations*, New York: Pearson Longman, pp. 50-69.
- E. Hobsbawm, (1995) *Age of Extremes: The Short Twentieth Century 1914-1991*, Vikings.
- S. Lawson, (2003) *International Relations*, Cambridge: Polity Press, pp. 21-60.
- J. Singer, (1961) 'The International System: Theoretical Essays', *World Politics*, Vol. 14(1), pp. 77-92.
- B. Buzan, (1995) 'The Level of Analysis Problem in International Relations Reconsidered,' in K. Booth and S. Smith, (eds), *International Relations Theory Today*, Pennsylvania: The Pennsylvania State University Press, pp. 198-216.
- K. Mingst, (2011) *Essentials of International Relations*, New York: W.W. Norton and Company, pp. 93-178.
- J. Goldstein and J. Pevehouse, (2007) *International Relations*, New York: Pearson Longman, pp. 35-49.
- K. Waltz, (1959) *Man, The State and War*, Columbia: Columbia University Press.
- E. Carr, (1981) *The Twenty Years Crisis, 1919-1939: An Introduction to the Study of International Relations*, London: Macmillan, pp. 63-94.



### 5.1 Course - XI: Classical Political Philosophy

**Course objective:** This course goes back to Greek antiquity and familiarizes students with the manner in which the political questions were first posed. Machiavelli comes as an interlude inaugurating modern politics followed by Hobbes and Locke. This is a basic foundation course for students.

#### Total Lectures and Tutorials - 84

**Unit-I: Text and Interpretation** – Approaches to the interpretation of text -Marxian, Totalitarian, Psychoanalytic, Feminist, Straussian, postmodernist interpretations and pluralistic and problem driven interpretations 13 Lectures and 4 Tutorials

**Unit-II: Ancient Political Thought: Plato-**Philosophy and Politics, Theory of Forms, Justice, Philosopher King/Queen, Communism; **Aristotle-** Citizenship, Justice, State and Revolution 13 Lectures and 4 Tutorials

**Unit- III: Machiavelli-** Virtue, Religion, Republicanism, morality and statecraft 13 Lectures and 4 Tutorials

**Unit-IV: Possessive Individualism-Hobbes:** Human nature, State of Nature, Social Contract, State; atomistic individuals. 13 Lectures and 4 Tutorials

**Unit- V: Locke-**Laws of Nature, Natural Rights, Property 12 Lectures and 4 Tutorials

#### Reading List:

- T. Ball, (2004) 'History and Interpretation' in C. Kukathas and G. Gaus, (eds.) *Handbook of Political Theory*, London: Sage Publications Ltd. pp. 18-30.
- B. Constant, (1833) 'The Liberty of the Ancients Compared with that of the Moderns', in D. Boaz, (ed), (1997) *The Libertarian Reader*, New York: The Free Press.
- J. Coleman, (2000) 'Introduction', in *A History of Political Thought: From Ancient Greece to Early Christianity*, Oxford: Blackwell Publishers, pp. 1-20.
- Q. Skinner, (2010) 'Preface', in *The Foundations of Modern Political Thought Volume I*, Cambridge: Cambridge University Press pp. ix-xv.
- A. Skoble and T. Machan, (2007) *Political Philosophy: Essential Selections*. New Delhi: Pearson Education, pp. 9-32.
- R. Kraut (ed.) *The Cambridge Companion to Plato*. Cambridge: Cambridge University PressC.
- D. Boucher and P. Kelly, (eds) *Political Thinkers: From Socrates to the Present*, Oxford: Oxford University Press
- S. Okin, (1992) 'Philosopher Queens and Private Wives', in S. Okin *Women in Western Political Thought*, Princeton: Princeton University Press, pp. 28-50
- J. Barnes (ed.), *The Cambridge Companion to Aristotle*. Cambridge: Cambridge University Press, pp. 232-258

**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.

## SOCIOLOGY

### CORE COURSE 07 Sociology of Gender

#### 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.

#### Outline :

##### 1. Gendering Sociology

- 1.1. Sociology of Gender : An Introduction
- 1.2. Gender, Sex, Sexuality
- 1.3. Concept of Masculinity and Femininity

##### 2. Gender Theories

- 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

- 3.1. Gender discrimination (family, caste, class and work)
- 3.2. Gender and development
- 3.3. Gender budgeting

##### 4. Gender, Power and resistance

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

#### COURSE CONTENTS AND ITINERARY

Dept. of Sociology

Jorhat Kendriya Mahavidyalaya

Kendugun, Jorhat-785010

  
Principal  
Jorhat Kendriya Mahavidyalaya  
Kendugun, Jorhat-785010



**OFFICE OF THE REGISTRAR:: DIBRUGARH UNIVERSITY:DIBRUGARH**

Ref. No: DU/DR-A/6-1/20/74

Date: 20.01.2020.

**NOTIFICATION**

As recommended by the Board of Studies in Life Sciences, the Hon'ble Vice Chancellor, Dibrugarh University is pleased to approve the Syllabus of the 2 Credit Ability Enhancement Compulsory Course on Environmental Studies (Course Code: EVS CBCS) prescribed for all Under Graduate Degree Programmes in the Choice Based Credit System under report to the Under Graduate Board and Academic Council, Dibrugarh University. The Syllabus shall come into effect from the academic session 2019-2020. The Syllabus is enclosed with this Notification as Annexure A.

Issued with due approval.

Sd/- Dr. B.C. Borah  
Joint Registrar (Academic)  
Dibrugarh University

Copy to:

1. The Vice-Chancellor, Dibrugarh University for favour of information.
2. The Deans, Dibrugarh University.
3. The Registrar, Dibrugarh University for favour of information.
4. The Controller of Examinations, Dibrugarh University for favour of information and the needful.
5. The Director, Directorate of Open and Distance Learning, Dibrugarh University.
6. The Director, College Development Council, Dibrugarh University for favour of information.
7. The Principals/ Registrars/ Directors of the Colleges/ Departments/ Centres/ Institutes conducting the Under Graduate Degree Programmes in CBCS for favour of information and the needful. They are requested to download the syllabus from the website [www.dibru.ac.in](http://www.dibru.ac.in).
8. The Joint/ Deputy Controller of Examinations (A, B & C), Dibrugarh University for favour of information and needful. A copy of the Syllabus is enclosed herewith.
9. The Programmer, Dibrugarh University for information and the needful.
10. File.

Sd/-Dr. B.C. Borah  
Joint Registrar (Academic)  
Dibrugarh University.





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

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

**Course Code: EVS CBCS**

**Total Marks: 100**

**Total Classes: 64**

**Total Credit: 2**

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

Classes : 4

Marks : 5

Definition, scope and importance

Need for public awareness.

**Unit 2 : Natural Resources :**

Classes : 10

Marks : 20

Renewable and non-renewable resources:

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

**Unit 3: Ecosystems**

Classes : 10

Marks : 17

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

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

**Unit 4: Biodiversity and its conservation**

Classes : 10  
Marks : 16

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

**Unit 5: Environmental Pollution**

Classes : 10  
Marks : 17

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

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

Classes : 10  
Marks : 15

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

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

Classes : 10

Marks : 10

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

**REFERENCES**

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

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## BOTANY

CBCS Undergraduate Programme, 2018 : Botany Honours (Last updated: 08-04- 2019)

Course Code: BC409P

### Core Course IX - Practical: Plant Ecology and Phytogeography

1. Study of instruments used to measure microclimatic variables: Soil thermometer, maximum and minimum thermometer, anemometer, psychrometer/hygrometer, rain gauge and lux meter.
2. Determination of pH of various soil and water samples (pH meter, universal indicator/Lovibond comparator and pH paper)
3. Analysis for carbonates, chlorides, nitrates, sulphates, organic matter and base deficiency from two soil samples by rapid field tests.
4. Determination of organic matter of different soil samples by Walkley & Black rapid titration method.
5. Comparison of bulk density, porosity and rate of infiltration of water in soils of three habitats.
6. Determination of dissolved oxygen of water samples from polluted and unpolluted sources.
7. (a). Study of morphological adaptations of hydrophytes and xerophytes (four each).  
(b). Study of biotic interactions of the following: Stem parasite (*Cuscuta*), Root parasite (*Orobancha*) Epiphytes, Predation (Insectivorous plants).
8. Determination of minimal quadrat size for the study of herbaceous vegetation in the college campus, by species area curve method (species to be listed).
9. Quantitative analysis of herbaceous vegetation in the college campus for frequency and comparison with Raunkiaer's frequency distribution law.
10. Quantitative analysis of herbaceous vegetation for density and abundance in the college campus.
11. Field visit to familiarise students with ecology of different sites.

### Suggested Readings

1. Odum, E.P. (2005). Fundamentals of ecology. Cengage Learning India Pvt. Ltd., New Delhi. 5<sup>th</sup> edition.
2. Singh, J.S., Singh, S.P., Gupta, S. (2006). Ecology Environment and Resource Conservation. Anamaya Publications, New Delhi, India.
3. Sharma, P.D. (2010). Ecology and Environment. Rastogi Publications, Meerut, India. 8<sup>th</sup> edition.
4. Wilkinson, D.M. (2007). Fundamental Processes in Ecology: An Earth Systems Approach. Oxford University Press. U.S.A.
5. Kormondy, E.J. (1996). Concepts of ecology. PHI Learning Pvt. Ltd., Delhi, India. 4<sup>th</sup> edition.

## BOTANY

CBCS Undergraduate Programme, 2018 : Botany Honours (Last updated: 08-04- 2019)

**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.

# CHEMISTRY

CBCS: B. Sc. (Honours) with CHEMISTRY  
**Discipline Specific Elective (DSE) Course**

CHEMISTRY  
(Honours)  
(5th Semester)

Course No.: **CHEMISTRY-DSE-502**

(Green Chemistry)

**Contact Hours: 60**

**Full Marks = 70** [ End Semester Exam (56) Internal Assessment (14)]

**Objective of the Course:** To develop the basis knowledge of green chemistry and its future trends.

**Expected Learner Outcome: Students will gain an understanding of**

- i. concept of green chemistry
- ii. Use of safer chemicals
- iii. Concept of atom economy
- iv. Use of green solvent
- v. Use of green chemistry in our day to day life

## **Unit I: Introduction to Green Chemistry**

What is Green Chemistry? Need for Green Chemistry. Goals of Green Chemistry. Limitations? Obstacles in the pursuit of the goals of Green Chemistry.

**4 Lectures, Marks - 4**

## **Unit II: Principles of Green Chemistry and Designing a Chemical synthesis**

Twelve principles of Green Chemistry with their explanations and examples and special emphasis on the following

- i) Designing a Green Synthesis using these principles; Prevention of Waste/ byproducts; maximum incorporation of the materials used in the process into the final products, Atom Economy, Calculation of atom economy of the rearrangement, addition, substitution and elimination reactions.
- ii) Prevention/ minimization of hazardous/ toxic products reducing toxicity
- iii) Green solvents- supercritical fluids, water as a solvent for organic reactions, ionic liquids, fluorous biphasic solvent, PEG, solventless processes, immobilized solvents and how to compare greenness of solvents.
- iv) Energy requirements for reactions- alternative sources of energy: use of microwaves and ultrasonic energy.
- v) Selection of starting materials; avoidance of unnecessary derivatization- careful use of blocking/ protecting groups.
- vi) Use of catalytic reagents (wherever possible) in preference to stoichiometric reagents; catalysis and green chemistry, comparison of heterogeneous and homogeneous catalysis.

  
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Kenduguri, Jorhat-10

## CHEMISTRY

vii) Prevention of chemical accidents designing greener processes, inherent safer design, principle of ISD “What you don’t have cannot harm you”, greener alternative to Bhopal Gas Tragedy (safer route to carcarbaryl) and Flixiborough accident (safer route to cyclohexanol) subdivision of ISD, minimization, simplification, substitution, moderation and limitation.  
viii) Strengthening/ development of analytical techniques to prevent and minimize the generation of hazardous substances in chemical processes.

**30 Lectures, Marks - 27**

### **Unit III: Examples of Green Synthesis/ Reactions and some real world cases**

Green Synthesis of the following compounds: adipic acid, catechol, disodium iminodiacetate (alternative to Strecker synthesis)

Microwave assisted reactions in water: Hofmann Elimination, methyl benzoate to benzoic acid, oxidation of toluene and alcohols; microwave assisted reactions in organic solvents, Diels-Alder reaction and Decarboxylation.

Ultrasound assisted reactions: sonochemical Simmons- Smith Reaction (Ultrasonic alternative to Iodine)

Surfactants for carbon dioxide- replacing smog producing and ozone depleting solvents with CO<sub>2</sub> for precision cleaning and dry cleaning garments.

Designing of Environmentally safe marine antifoulant.

Rightfit pigments: synthetic azopigments to replace toxic organic and inorganic pigments.

An efficient, green synthesis of a compostable and widely applicable plastic (poly lactic acid) made from corn.

Healthier Fats and Oil by Green Chemistry: Enzymatic Inter esterification for production of no Trans-Fats and Oils.

Development of Fully Recyclable Carpet: Cradle to Cradle Carpeting.

**16 Lectures, Marks - 15**

### **Unit IV: Future Trends in Green Chemistry:**

Oxidation reagents and catalysts; Biomimetic, multifunctional reagents; Combinatorial green chemistry; Proliferation of solventless reactions; co crystal controlled solid state synthesis (C<sup>2</sup>S<sup>3</sup>); Green chemistry in sustainable development.

**10 Lectures, Marks - 10**

### **Reference Books:**

1. V. K. Ahluwalia & M. R. Kidwai: New Trends in Green Chemistry, Anamalaya Publishers (2005).
2. P. T. Anastas & J. K. Warner: Oxford Green Theory and Practical, University Press (1998).
3. A. S. Matlack: Introduction to Green Chemistry, Marcel Dekker (2001).
4. M. C. Cann & M. E. Connely: Real-World cases in Green Chemistry, American Chemical Society, Washington (2000).
5. M. A. Ryan & M. Timmesand, Introduction to Green Chemistry, American Chemical Society, Washington (2002).

  
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## CHEMISTRY

CBCS: B. Sc. (Honours) with CHEMISTRY  
**Discipline Specific Elective (DSE) Course**

CHEMISTRY  
(Honours)

**(6th Semester)**

Course No.: **CHEMISTRY-DSE-602**

*(Industrial Chemicals and Environment)*

**Contact Hours: 60**

**Full Marks = 70** [ End Semester Exam (56) Internal Assessment (14)]

**Objective of the Course:** To impart knowledge about nuclear pollution, ecosystem, handling of industrial gases, semi conductor technology etc.

**Expected Learner Outcome: Students will gain an understanding of**

- i. Stored and handle different types of industrial gases and chemicals
- ii. Semiconductor technology
- iii. The effect of hazardous chemicals, purification method of water and industrial waste management.

### **Unit I: Industrial Gases and Inorganic Chemicals**

Industrial Gases: Large scale production, uses, storage and hazards in handling of the following gases: Oxygen, nitrogen, argon, neon, helium, hydrogen, acetylene, carbon monoxide, chlorine, fluorine, sulphur dioxide and phosgene.

Inorganic materials: Manufacture, application, analysis, and hazards in handling of the following chemicals: hydrochloric acid, nitric acid, sulphuric acid, caustic soda, common salt, borax, bleaching powder, sodium thiosulphate, hydrogen peroxide, potash alum, chrome alum, potassium dichromate and potassium permanganate.

**10 Lectures, Marks - 10**

### **Unit II: Industrial Metallurgy**

Preparation of metals (ferrous and non ferrous) and ultrapure metals for semiconductor technology.

**4 Lectures, Marks - 4**

### **Unit III: Environment and its segments**

Ecosystem, Biogeochemical cycles of carbon, nitrogen and sulphur.

*Air Pollution:* Major regions of atmosphere. Chemical and photochemical reactions in atmosphere. Air pollutants: types, sources, particle size and chemical nature. Photochemical smog: its constituents and photochemistry. Environmental effects of ozone, major sources of air pollution.

Pollution by SO<sub>2</sub>, CO<sub>2</sub>, CO, NO<sub>x</sub>, H<sub>2</sub>S and other foul smelling gases, Methods of estimation of CO, NO<sub>x</sub>, SO<sub>x</sub> and control procedures.

  
Principal  
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## CHEMISTRY

Effects of air pollution on living organisms and vegetation. Greenhouse effect and Global warming, Ozone

Lection by oxides of nitrogen, chlorofluorocarbons and halogens, removal of sulphur from coal. Control of particulates.

*Water pollution:* Hydrological cycle, water resources, aquatic ecosystems, Sources and nature of water pollutants, Techniques for measuring water pollution, Impacts of water pollution on hydrological and ecosystems.

Water purification methods. Effluent treatment plants (primary, secondary and tertiary treatment). Industrial effluents from the following industries and their treatment: electroplating, textile. Tannery, diary, petroleum and petrochemicals, agro, fertilizers etc. Sludge disposal.

Industrial waste management, incineration of waste. Water treatment and purification (Reverse osmosis, electro dialysis, ion-exchange). Water quality parameters for waste watter, industrial water and domestic water.

**30 Lectures, Marks - 30**

### Unit IV: Energy & Environment

*Sources of energy:* Coal, petrol and natural gas. Nuclear Fusion/ Fission, Solar energy, Hydrogen, Geothermal, Tidal and Hydel etc.

*Nuclear pollution:* Disposal of nuclear waste, nuclear disaster and its management.

**10 Lectures, Marks - 8**

### Unit V: Biocataysis

*Introduction to biocatalysis:* Importance in “ Green Chemistry” and “ Chemical Industry”

**6 Lectures, Marks - 4**

### Reference Books:

1. E. Stocchi: *Industrial Chemistry*, Vol-1, Ellis Horwood Ltd, UK.
2. R. M. Felder, R. W. Rousseau: *Elementary Principles of Chemical Processes*, Wiley Publishers, New Delhi
3. J. A. Kent: *Riegel's Handbook of Industrial Chemistry*, CBS Publishers, New Delhi
4. S.S.Dara: *A Textbook of Engineering Chemistry*, S. Chand & Company Ltd, New Delhi
5. K.De, *Environmental Chemistry*: New Age International Pvt. Ltd., New Delhi
6. S. M. Khopkar, *Environmental Pollution Analysis*: Wiley Eastern Ltd, New Delhi
7. S.E. Manahan, *Environmental Chemistry*, CRC Press (2005)
8. G. T. Miller, *Environmental Science*, 11<sup>th</sup> Ed. Brooks/ Cole(2006)
9. A. Mishra, *Environmental Studies*. Selective and Scientific Books, New Delhi (2005)

## ECONOMICS

**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
<b>1. Introduction:</b> Basic Concepts: Ecology, Environment and Economy; what is environmental economics: Definition and evolution of the subject; Environmental economics and Resource economics; The economy and the environment: Inter-linkages; Environment and Development trade off: Environmental Kuznet curve; Review of microeconomics and welfare economics: Pareto optimality, Public good and Private good, Common property resources, Private and Social cost, Public Good and Bad	15	3	16
<b>2. The Theory of Externalities:</b> Externality: Meaning and types; Pareto optimality and market failure in the presence of externalities; solution to market failure: property rights and the Coase theorem.	15	3	16
<b>3. The Design and Implementation of Environmental Policy and Sustainable Development:</b> Environmental Policies: Overview; Economic instruments of environmental policies: Pigouvian taxes and effluent fees, tradable permits, liability rules. Sustainable Development: Concept; Notions of Sustainability: Strong and Weak sustainability, Measurement and indicators of sustainability: The Pearce–Atkinson indicator.	15	3	16
<b>4. International Environmental Problems:</b> Trans-boundary environmental problems as problems of international externalities: Global warming, Ozone layer depletion; economics of climate change; trade and environment; Pollution Haven Hypothesis; Global intervention for sustainable development	15	3	16
<b>5. Measuring the Benefits of Environmental Improvements:</b> 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
<b>Total</b>	<b>75</b>	<b>15</b>	<b>80</b>

  
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## ECONOMICS

### 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, 2<sup>nd</sup> edition, 2010.
- Perman 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.

## HISTORY

*Dept. of History*

In- Semester Marks : 20  
End- Semester Marks : 80  
Total Marks : 100  
10 to 12 classes per unit

Semester: VI

Course: XI

### HISTORY OF ECOLOGY AND ENVIRONMENT IN INDIA

#### Objective:

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

#### Unit I:

Marks: 16

- 1.01 : Emergence of Environmental History as a branch of History
- 1.02 : Geographical Background of the Indian Subcontinent : Physical division, flora and fauna.
- 1.03 : Mode of Resource Utilization : Gathering, Nomadic, Pastoralism, Agricultural Mode and Industrial Mode

#### Unit II:

Marks: 16

- 2.01 : Ecological mapping of Indus Valley Civilization and its decline: the Environmental factors
- 2.02 : Use of iron implements; Agricultural Expansion and Deforestation in the Gangetic Valley.
- 2.03 : Forest and the pastoral communities in the Medieval period.

#### Unit III:

Marks: 16

- 3.01 : Making of British Forest Policy in India : Forest Acts of 1878 and 1927
- 3.02 : Impact of British Forest Policy : Deforestation and Ecological change in India.
- 3.03 : Commercial Exploitation of Forest Products; Impact of Railway Construction on Forestry during the colonial period.

#### Unit IV:

Marks: 16

- 4.01 : Conservation Policies in Post independence Period; Social Forestry
- 4.02 : Environmental movements : Chipko Movement, Narmada Bachao Andolan.
- 4.03 : Dams and Mines: Problems of displacement, Loss of Livelihood and Problems of Rehabilitation

*N. Banerjee*

H. O. D.  
Department of History  
Jorhat Kendriya Mahavidyalaya  
Kenduguri, Jorhat-10

*[Signature]*  
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## ZOOLOGY

CBCS Undergraduate Program, 2018: Zoology Honours (Last updated on 08-04-2019)

### 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

## ZOOLOGY

*CBCS Undergraduate Program, 2018: Zoology Honours (Last updated on 08-04-2019)*

### GE IV: ENVIRONMENT AND PUBLIC HEALTH

#### PRACTICAL

(Credits 2)

1. To determine pH, Cl, SO<sub>4</sub>, NO<sub>3</sub> in soil and water samples from different locations.

#### SUGGESTED BOOKS

- 1. Cutter, S.L., Environmental Risk and Hazards, Prentice-Hall of India Pvt. Ltd., New Delhi, 1999.
- Kolluru Rao, Bartell Steven, Pitblado R and Stricoff –Risk Assessment and Management Handbook, McGraw Hill Inc., New York, 1996.
- Kofi Asante Duah –Risk Assessment in Environmental management, John Wiley and sons, Singapore, 1998.
- Kasperson, J.X. and Kasperson, R.E. and Kasperson, R.E., Global Environmental Risks, V.N. University Press, New York, 2003.
- Joseph F Louvar and B Diane Louver Health and Environmental Risk Analysis fundamentals with applications, Prentice Hall, New Jersey 1997.

## ASSAMESE

স্নাতক পৰ্যায়ৰ অসমীয়া উচ্চমানৰ পাঠ্যক্ৰম  
(মূল বিষয় : অসমীয়া ভাষা-সাহিত্য-সংস্কৃতিৰ বাধ্যতামূলক পাঠ্যক্ৰম)  
অসমীয়া সাহিত্যৰ বুৰঞ্জী (History of Assamese Literature)  
(অকনোদই যুগৰ পৰা সাম্প্ৰতিক কাল পৰ্যন্ত)  
পাঠ্যক্ৰমৰ সংখ্যা : C-2 [৬ ক্রেডিট]  
[পাঠদান : ১৪ x ৫ = ৭০ (৫ ক্রেডিট)]  
অনুশিক্ষণ : ১৪ x ১ = ১৪ (১ ক্রেডিট)]

মুঠ নম্বৰ : ১০০

চূড়ান্ত পৰীক্ষাৰ মূল্যায়ন : ৮০

আভ্যন্তরীণ মূল্যায়ন : ২০

সাহিত্যৰ বুৰঞ্জীৰ অন্তৰ্গতভাৱে ছাত্র-ছাত্রীসকলক আধুনিক অসমীয়া ভাষা-সাহিত্যৰ প্ৰতিষ্ঠাকালৰেপৰা সাম্প্ৰতিক কাললৈকে সাহিত্যৰ গতি-প্ৰকৃতিৰ ধাৰণা প্ৰদানেই এই কাকতৰ উদ্দেশ্য।

	মুঠ শ্ৰেণী সংখ্যা : ৮৪ (পাঠদান + অনুশিক্ষণ)		
	পাঠদান	অনুশিক্ষণ	মূল্যাংক
গোট : ১	১২	২	১২
আধুনিক অসমীয়া সাহিত্যৰ পটভূমি			
গোট : ২	১২	২	১৬
আধুনিক অসমীয়া ভাষা-সাহিত্যৰ প্ৰতিষ্ঠা (অকনোদই স্তৰ, হেমচন্দ্ৰ-গুণাভিৰাম স্তৰ)			
গোট : ৩	১৮	৪	২০
জোনাকী আৰু উত্তৰ জোনাকী স্তৰৰ সাহিত্য (জোনাকী, বাঁহী, আৱাহন, জয়ন্তী পৰ্যন্ত)			
গোট : ৪	১২	২	১৬
ৰামধেনু যুগৰ অসমীয়া সাহিত্য : পটভূমি আৰু বৈশিষ্ট্য			
গোট : ৫	১৬	৪	১৬
সাম্প্ৰতিক কালৰ অসমীয়া সাহিত্যৰ পৰিচয় (কবিতা, গল্প আৰু শিশু সাহিত্য)			

প্ৰাসংগিক গ্ৰন্থ :

অসমীয়া সাহিত্যৰ সমীক্ষাত্মক ইতিবৃত্ত : সত্যেন্দ্ৰনাথ শৰ্মা, সৌমাৰ প্ৰকাশ

অসমীয়া সাহিত্যৰ ৰূপৰেখা : মহেশ্বৰ নেওগ, চন্দ্ৰ প্ৰকাশ

অসমীয়া সাহিত্যৰ বুৰঞ্জী (ষষ্ঠ খণ্ড) : হোমেন বৰগোহাঞি (সম্পাদনা), এবিলাক, গুৱাহাটী



## ASSAMESE

অসমীয়া সাহিত্যৰ দৃষ্টিপাত : হেমন্ত কুমাৰ শৰ্মা, বীণা লাহিৰেবী, গুৱাহাটী  
উনবিংশ শতিকাৰ অসম সংবাদ : যোগেন্দ্ৰনাথ ভূঞা, অসমীয়া বিভাগ, ডিব্ৰুগড় বিশ্ববিদ্যালয়  
উনবিংশ শতিকাৰ পোহৰত আধুনিক অসমীয়া সাহিত্য : নগেন শইকীয়া, কৌস্তভ প্ৰকাশন, ডিব্ৰুগড়  
সাহিত্যৰ নানা দিশ : জয়ন্ত কুমাৰ বৰা, বাণী মন্দিৰ, ডিব্ৰুগড়  
সাহিত্য অভিক্ৰপা : জয়ন্ত কুমাৰ বৰা, বৈজয়ন্ত প্ৰকাশ, শিৱসাগৰ  
এশ বছৰ অসমীয়া উপন্যাস : নগেন ঠাকুৰ(সম্পা), জ্যোতি প্ৰকাশন, গুৱাহাটী  
বিংশ শতাব্দীৰ অসমীয়া বিজ্ঞান সাহিত্য : পৰমানন্দ মহন্ত, অসম সাহিত্য সভা, যোৰহাট  
অসমীয়া উপন্যাসৰ গতিধাৰা : সত্যেন্দ্ৰনাথ শৰ্মা, সৌমাৰ প্ৰকাশ, গুৱাহাটী  
অসমীয়া উপন্যাসৰ ভূমিকা : সত্যেন্দ্ৰনাথ শৰ্মা, সৌমাৰ প্ৰকাশ, গুৱাহাটী  
আধুনিক অসমীয়া সাহিত্যৰ পৰিচয় : লীলা গগৈ (সম্পা), ষ্টুডেণ্টছ এম্প'ৰিয়াম, ডিব্ৰুগড়  
অসমীয়া চুটিগল্পৰ অধ্যয়ন : প্ৰহ্লাদ কুমাৰ বৰুৱা, বনলতা, ডিব্ৰুগড়  
অসমীয়া কবি আৰু কবিতা : কৰবী ডেকা হাজৰিকা, বনলতা, ডিব্ৰুগড়  
অসমীয়া কবিতা : কৰবী ডেকা হাজৰিকা, বনলতা, ডিব্ৰুগড়

## ASSAMESE

স্নাতক পৰ্যায়ৰ অসমীয়া উচ্চমানৰ পাঠ্যক্ৰম  
(মূল বিষয় : অসমীয়া ভাষা-সাহিত্য-সংস্কৃতিৰ বাধ্যতামূলক পাঠ্যক্ৰম)  
অসমৰ সংস্কৃতি অধ্যয়ন (Studies on the Culture of Assam)  
পাঠ্যক্ৰমৰ সংখ্যা : C-7 [৬ ক্রেডিট]  
[পাঠদান : ১৪ x ৫ = ৭০ (৫ ক্রেডিট)]  
অনুশিক্ষণ : ১৪ x ১ = ১৪ (১ ক্রেডিট)]

মুঠ নম্বৰ : ১০০

চূড়ান্ত পৰীক্ষাৰ মূল্যায়ন : ৮০

আভ্যন্তরীণ মূল্যায়ন : ২০

সংস্কৃতিৰ সাধাৰণ ধাৰণাসহ অসমৰ নৃ-গোষ্ঠী আৰু সংস্কৃতি সম্পৰ্কে ছাত্ৰ-ছাত্ৰীক অৱগত কৰাবৰ বাবে এই কাকতখন প্ৰস্তুত কৰা হৈছে।

গোট : ১	মুঠ শ্ৰেণী সংখ্যা : ৮৪ (পাঠদান + অনুশিক্ষণ)		
	পাঠদান	অনুশিক্ষণ	মূল্যাংক
গোট : ১	১৩	২	১৬
সংস্কৃতিৰ সংজ্ঞা, স্বৰূপ আৰু উপাদান সংস্কৃতি অধ্যয়নৰ স্বৰূপ			
গোট : ২	১৩	২	১৬
অসমৰ নৃগোষ্ঠীসমূহৰ পৰিচয় অসমীয়া সংস্কৃতিৰ সমন্বয়ত বিভিন্ন নৃ-গোষ্ঠীয় সংস্কৃতিৰ অৱদান			
গোট : ৩	১৬	৪	১৮
অসমৰ বিভিন্ন জনগোষ্ঠীৰ লোকাচাৰ আৰু লোকবিশ্বাস (নিৰ্বাচিত জনগোষ্ঠী : মিচিং আৰু সোণোৱাল কছাৰী)			
গোট : ৪	১৫	৪	১৮
পৰম্পৰাগত অসমৰ সাজপাৰ আৰু অয়-অলংকাৰ (নিৰ্বাচিত জনগোষ্ঠী : বড়ো আৰু কাৰ্বি)			
গোট : ৫	১৩	২	১২
অসমৰ স্থাপত্য-ভাস্কৰ্য			

### প্ৰসংগ পুথিঃ

অসমৰ সংস্কৃতি : লীলা গগৈ, বনলতা, ডিব্ৰুগড়।  
অসমীয়া ভাষা আৰু সংস্কৃতি : বিৰিঞ্চিকুমাৰ বৰুৱা, জ্ঞানপ্ৰিয়াম, গুৱাহাটী।  
অসমীয়া জাতিৰ ইতিবৃত্ত : অসম সাহিত্য সভা।  
অসমীয়া লোক-সংস্কৃতি : বিৰিঞ্চিকুমাৰ বৰুৱা, বীণা লাহিৰী, গুৱাহাটী।  
অসমীয়া লোক-সংস্কৃতিৰ আভাস : নবীন চন্দ্ৰ শৰ্মা, বাণী প্ৰকাশ, গুৱাহাটী।

## ASSAMESE

### স্নাতক পৰ্যায়ৰ অসমীয়া উচ্চমানৰ পাঠ্যক্ৰম

(মূল বিষয় : অসমীয়া ভাষা-সাহিত্য-সংস্কৃতিৰ বাধ্যতামূলক পাঠ্যক্ৰম)

অসমীয়া নাটক (Assamese Drama)

পাঠ্যক্ৰমৰ সংখ্যা : C-11 [৬ ক্রেডিট]

[পাঠদান : ১৪ x ৫ = ৭০ (৫ ক্রেডিট)]

অনুশিক্ষণ : ১৪ x ১ = ১৪ (১ ক্রেডিট)]

মুঠ নম্বৰ : ১০০

চূড়ান্ত পৰীক্ষাৰ মূল্যায়ন : ৮০

আভ্যন্তরীণ মূল্যায়ন : ২০

অসমীয়া নাট্য সাহিত্যৰ ইতিহাস অন্যান্য ভাৰতীয় ভাষাসমূহতকৈ তুলনামূলকভাৱে অধিক সমৃদ্ধ।  
এই কাকতৰপৰা ছাত্র-ছাত্রীসকলে প্রাচীন কালৰেপৰা পাশ্চাত্য লক্ষ্যসম্বলিত আধুনিক নাটকলৈকে  
অসমীয়া নাটকৰ চমু ইতিহাস জনাৰ লগতে নিৰ্বাচিত অসমীয়া নাটকৰ অধ্যয়নেৰে অসমীয়া নাট্য  
সাহিত্যৰ গতি-বিধি সম্পৰ্কে জানিব পাৰিব।

মুঠ শ্ৰেণী সংখ্যা : ৮৪ (পাঠদান + অনুশিক্ষণ)

	পাঠদান	অনুশিক্ষণ	মূল্যাংক
গোট : ১	১৪	২	১৬
অসমীয়া নাট্য সাহিত্য : সংক্ষিপ্ত ইতিহাস			
গোট : ২	১০	২	১৬
পুৰণি অসমীয়া নাটক			
কল্পিত হৰণ (শংকৰদেৱ)			
গোট : ৩	২৩	৫	২৪
আধুনিক অসমীয়া নাটক (ক)			
গাঁওবুঢ়া (পঞ্চনাথ গোহাঞি বৰুৱা)			
লভিতা (জ্যোতিপ্ৰসাদ আগৰৱালা)			
গোট : ৪	২৩	৫	২৪
আধুনিক অসমীয়া নাটক (খ)			
কুকুৰনেছিয়া মানুহ (অৰুণ শৰ্মা)			
ধানটো পতানটো (যোগেন চেতিয়া)			

প্ৰসংগ পুথি :

অঙ্কবলী (পাতনি) : কালিৰাম মেধি (সম্পা.), লয়াৰ্ছ, গুৱাহাটী

অসমীয়া নাট্য সাহিত্যৰ জিলিঙনি : হৰিচন্দ্ৰ ভট্টাচাৰ্য, লয়াৰ্ছ, গুৱাহাটী

অসমীয়া নাট্য সাহিত্য : সত্যেন্দ্ৰনাথ শৰ্মা, সৌমাৰ প্ৰকাশ, গুৱাহাটী  
অষ্টমীয়া ভাণ্ডনা : কেশৱানন্দ দেৱগোস্বামী, বনলতা, ডিব্ৰুগড়  
নাটক আৰু অসমীয়া নাটক : শৈলেন ভৰালী, বাণী প্ৰকাশ, গুৱাহাটী  
অসমীয়া নাটক : স্বৰাজেন্দ্ৰ কল : শৈলেন ভৰালী, চন্দ্ৰ প্ৰকাশ, গুৱাহাটী  
অসমীয়া নাটকৰ সমীক্ষা : বসন্ত কুমাৰ ভট্টাচাৰ্য, জাৰ্ণাল এম্প'ৰিয়াম, নলবাৰী  
নাটকৰ ৰং ৰূপ : পোনা মহন্ত (সম্পা), অসম প্ৰকাশন পৰিষদ, গুৱাহাটী  
নাটকৰ কথা : পোনা মহন্ত, বনলতা, ডিব্ৰুগড়  
আধুনিক নাট্যকলা : যোগেন চেতিয়া, প্ৰকাশক লেখক, যোৰহাট, পৰিৱেশক-জ্যোতি প্ৰকাশন, গুৱাহাটী  
নাটকৰ ৰূপ-ৰীতি আৰু মঞ্চায়ন : যোগেন চেতিয়া, প্ৰকাশক তিলোত্তমা চেতিয়া, শিৱসাগৰ  
নাটকৰ ব্যৱহাৰিক দিশ : জগদীশ পাটগিৰি আৰু অখিল চক্ৰৱৰ্তী (সম্পা), অসম সাহিত্য সভা, যোৰহাট  
মঞ্চলেখা : অতুলচন্দ্ৰ হাজৰিকা, লয়াৰ্ছ, গুৱাহাটী  
জ্যোতি মনীষা : প্ৰাণ কুমাৰ বৰুৱা, বনলতা, গুৱাহাটী  
জ্যোতিপ্ৰসাদৰ নাটক : প্ৰফুল্ল কুমাৰ বৰুৱা, অসম প্ৰকাশন পৰিষদ, গুৱাহাটী  
ছ' বহুৰীয়া অসমীয়া নাটক : পৰম্পৰা আৰু পৰিৱৰ্তন : অজিত শইকীয়া (সম্পা), পথাৰ, দুৰীয়াজান  
শঙ্কৰদেৱৰ নাটক : বিশ্লেষণাত্মক অধ্যয়ন : সত্যকাম বৰঠাকুৰ, পূৰ্বাঞ্চল প্ৰকাশ, গুৱাহাটী  
ৰুক্মিণী হৰণ : বসন্ত কুমাৰ শৰ্মা (সম্পা), কৌমুভ প্ৰকাশন, ডিব্ৰুগড়  
অৰুণ শৰ্মাৰ নাটক : সমীক্ষাত্মক বিশ্লেষণ : বজ্জন ভট্টাচাৰ্য, পূৰ্বাঞ্চল প্ৰকাশ, গুৱাহাটী



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

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

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

**Course Content:**

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

Vienna Declaration and Programme of Action)				
4.2 Role of National Efforts ( National Human Rights Commission (NHRC) and State Human Rights Commission (SHRC)	4			
4.3. Role of Efforts of NGO ( Local, National & Global)	4			
4.4. Role of Mass Media : Print and Electronics	2			
	2			
<b>Total</b>	80	70		10

**In-semester Assessment:**

**Marks 20**

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

- Group discussion/Seminar/Debate/Assignment on any one of the topics of the course.
- Identify contents related to Human Rights Education in the Secondary level text books
- Analysis of mass media to study its role in promoting Human Rights Education

**B. Sessional Tests:**

**Marks 10**

**C. Attendance:**

**Marks 5**

**Suggested Reading:**

- Bhattacharya, G.C. "Teaching of Human Rights at B.Ed level; needs and objectives." University News 35(52), December
- Bhushan Chandra (2007), Terrorism and Separation in North- East India, Kalpaz Publication, New Delhi.
- Borah Jageswar (2010), Manab Adhikar, Eureka Prakashan, Jorhat
- Gogoi, Purandar (2004), Manab Adhikar, Banalata, Panbazar, Gauhati
- Hatibaruah Diganta (2009), Manab Adhikar, Saraswati Prakashan, Golaghat.
- Kapoor, SK (2005), Human Rights Under International & Indian Law, Allahabad: Central Law Agency
- Kaur, Manjit (2008), Teaching of Human Rights, A.P.H. publishing corporation, New Delhi.
- Saikia, P., Goswami, K. *et al* (2015), Human Rights Education in India, Graphica Design Studio, Panbazar, Guwahati. (ISBN-978-81-925867-4-8)
- Singh, Dr. Devinder (2013), Child Labour and Right to Education, JBA Book code : 133031 (ISBN-9789382676065)
- Verma, R.S (2000), Human Rights, burning issues of the world, India Publisher, Delhi.
- Yadav, R.P (2014), Right to Education, JBA Book (ISBN- 9788183244633)

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## EDUCATION

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



## EDUCATION

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
<b>I</b>	<b>Educational Management And Administration</b>	<b>16</b>	<b>(14)</b>	<b>3</b>
	1.1 Meaning, Nature & Scope of Educational Management		3	
	1.2 Functions of Educational Management		1	
	1.3 Types of Educational Management		3	
	1.3.1 Centralized and decentralized			
	1.3.2 External and Internal			
	1.3.3 Authoritarian/autocratic/ democratic		1	
	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		3	
	1.6 Some modern trend of Educational Management		3	
	1.6.1. Management by Objectives			
	1.6.2 Total Quality management			
	1.6.3 SWOT analysis			
<b>II</b>	<b>Educational Leadership</b>	<b>16</b>	<b>(14)</b>	<b>3</b>
	2.1 Meaning and definitions of Educational Leadership		1	
	2.2 Nature of Educational Leadership		1	
	2.2 Function of Educational Leadership		1	
	2.3 Principles of Educational Leadership		1	
	2.4 Styles of Educational Leadership: Autocratic, Democratic and Laissez faire		3	
	2.5 Factors influencing leadership styles.		2	
	2.6 Essential qualities of an Educational leader		1	
	2.7 Leadership Development Programmes		2	
	2.8 Role of Educational Leader in ensuring quality of Education		2	
<b>III</b>	<b>Educational Planning</b>	<b>16</b>	<b>(14)</b>	<b>3</b>
	3.1 Meaning and Nature of educational planning		2	
	3.2 Scope of educational planning		1	
	3.3 Need of educational planning		1	
	3.4 Principles of educational planning		2	
	3.5 Types of Educational planning		4	
	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		2	
	3.7 Concept and importance of School Development Plan		2	
<b>IV</b>	<b>Educational Supervision</b>	<b>16</b>	<b>(12)</b>	<b>2</b>
	4.1 Concept and Characteristics of Educational Supervision		2	
	4.2 Objectives of Educational Supervision		1	
	4.3 Scope of Educational Supervision		1	
	4.4 Functions of Educational Supervision		2	

## EDUCATION

	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	
<b>V</b>	<b>Management issues in Educational finance</b>	<b>16</b>	<b>(16)</b>	<b>3</b>
	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	<b>80</b>	<b>70</b>	<b>14</b>

**In-semester Assessment:**

**Marks 20**

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

- a. Organize debate or discussion on the issues like Educational supervision, educational leadership, trends of educational management or any suitable topic.
- b. Presentation of Seminar paper on the issues of Educational management.
- c. Prepare a sketch of Institutional plan for any educational institution.
- d. Prepare a hypothetical budget for any educational institution.
- e. 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:**

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

## EDUCATION

07. Garg, V.P.: *Economics of Education*, Metropolitan, New Delhi – 110002
08. Kalwar, M. C. and Ratikanta Pathak, *Principle of Bussiness Management*, Abhilekh Publication and Production: Guwahati, 2005.
09. Kumar, Rajendra C., *The Leadership in Management*, A. P. H. Publishing Company: New Delhi, 2007.
10. Mehorotra, Anju, *Leadership styles of Principals*, Mittal publications: New Delhi, 2005.
11. Mishra, R. C. *Theory of Education Administration*, A. P. H. Publishing Corporation: New Delhi, 2007.
12. NEUPA, *Model Education Code: Practices and Processes of school Management*. 2015.
13. NEUPA, *Concepts and Terms Used in Educational Planning and Administration*, 2013.
14. NEUPA, *Secondary Education Planning and Appraisal Manual*, 2012
15. Rao, V. S. P. and V. Harikrishna, *Management Text and Cases*, Excel Books: New Delhi: 2002.
16. Safaya R.N. and B.D. Shaida: *School Administration and Organization*, Dhanpat Rai and Sons, New Delhi.
17. Sidhu, K.S.: *School Organization and Administration*, Sterling Publication Pvt. Ltd. New Delhi – 110016

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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:**



## EDUCATION

Unit	Content	Marks	L	P	T
I	<b>THE TEACHING-LEARNING PROCESS:</b> 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)		4
II	<b>PLANNING TEACHING:</b> 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)		5
III	<b>METHODS AND APPROACHES OF TEACHING:</b> 3.1 Teacher-centred and Learner-centered 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)		5
<b>Total</b>		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:

## EDUCATION

- i. Play-way method
  - ii. Activity method
  - iii. Discussion method
  - iv. Inductive-Deductive method
  - v. Heuristic method
  - vi. Problem solving method
- b. A Project on any topic from Elementary/ Secondary school level subjects.

B. Sessional Tests:

Marks 6

C. Attendance:

Marks 3

### Suggested Readings:

1. Chauhan, S. S. (2008). *Innovations in Teaching Learning process*. New Delhi: Vikas Publishing House Pvt. Ltd.
2. Deka, K.K. and Hazarika, M. (1996). *Anusikshan (Micro-teaching)*. Dibrugarh: Banalata
3. Deka, K.K. and Hazarika, M. (1996). *SikshanAbhyasaruPathparikalpana (Teaching Practice and Lesson Planning)*. Dibrugarh: Banalata
4. Freire, Paulo, (1972). *Pedagogy of Oppressed* Penguin Books
5. Govinda, R. (2011). *Why goes to school?: Exploring exclusion in Indian education*. Oxford University Press.
6. Hall, C., & Hall, E. (2003). *Human Relations in Education*. Routledge
7. Illich, Ivan, (2012). *Deschooling Society*. Marion Books: New York. (Republished)
8. Joyce, Bruce, Marsha Weil and Emily Calhoun (2008). *Models of Teaching*. New Delhi: Prentice Hall of India Pvt. Ltd.
9. Kumar, Krishna, (1991). *Political agenda of Education: Study of Colonialist and Nationalist Ideas*. Sage: New Delhi.
10. Kumar, Krishna, (1996). *Learning from Conflict*. Orient Longman: New Delhi.
11. Paintal, I. (1980). *Microteaching-A handbook for Teachers*. Delhi: Oxford University Press
12. Passi, B. K. (1976). *Becoming Better Teacher*. Baroda: CASE
13. Pathak, A., (2013). *Social Implications of Schooling: Knowledge, Pedagogy and Consciousness*. Aakar: Delhi. (Republished) published by Banalata, Dibrugarh in February, 1996.
14. Singh, L. C. & Joshi, A. N. (1990). *Microteaching in India-A Case Study*. New Delhi: NCERT

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## EDUCATION

SYLLABUS OF THE UG PROGRAMME IN EDUCATION  
DIBRUGARH UNIVERSITY  
B.A. IN EDUCATION (HONOURS)  
EDNH601: EMERGING TRENDS IN INDIAN EDUCATION  
CREDIT: 6  
MARKS: 100 (IN-SEMESTER 20 AND END-SEMESTER 80)

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

1. explain the need of constitutional provisions for education, and the role of constitution in equalizing educational opportunities in the diverse Indian Society.
2. identify the challenges of Indian education at different levels and suggest measures to overcome these.
3. define the new perspectives of education such as Environmental education, Inclusive education, Gender education, Inclusive education, Adult education, Human right education, Value education, population education etc.
4. critically examine and evaluate the initiatives taken by Government of India through various plans and policies to counter the challenges of Indian education.
5. explain the political influences on the national education system.
6. analyze the role of international agencies in development of education

**Course Contents**

Page 46

## EDUCATION

Unit	Content	Marks	L	P	T
I	<b>1.0. EDUCATION AND INDIAN CONSTITUTION</b> 1.1. The Indian Constitution (especially the Preamble, Fundamental Rights and Duties of Citizens and the Directive Principles of State Policies) 1.2. Education in Indian Constitution: 1.2.1 Need for including education in constitution 1.2.2 Central, State and Concurrent lists 1.3. Articles in the Constitution related to Education: Article 21 A, Article 45, Article 29 & 30, Article 350 (A) 350 (B), Article 15, 17, 46, Article 28 (1, 2 & 3) 1.4. Constitution as a source of aims of education. 1.5. Role of Constitution in equalizing the Educational opportunities.	12	(10)		2
II	<b>2.0 CHALLENGES OF INDIAN EDUCATION</b> 2.1 <b>Early Childhood Care &amp; Education (ECCE) in India:</b> 2.1.1 Meaning & Importance of ECCE. 2.1.2 Challenges of ECCE in India. 2.1.3 Role of Anganwadis and Balwadis under ICDS. 2.2 <b>Elementary Education (EE) in India:</b> 2.2.1 Objectives of EE & Need for Universalization of EE. 2.2.2 Efforts of Universalization of EE in India 2.2.3 Challenges of Universalization of EE in India. 2.3 <b>Secondary Education (SE) in India</b> 2.3.1 Objectives of SE & Need for Universalization of SE. 2.3.2 Efforts towards Universalization & development of SE 2.3.3 Vocationalization of Secondary Education. 2.3.4 Challenges of SE in India. 2.4 <b>Higher Education (HE) in India:</b> 2.4.1 Objectives & Challenges HE in India. 2.4.2 Efforts towards strengthening HE 2.5 <b>Teacher Education in India:</b> 2.5.1. Objectives of Teacher Education in India 2.5.2. Challenges of Teacher Education in India. 2.6 <b>Technical and Vocational Education in India-</b> 2.6.1. Objectives & Challenges of Technical and Vocational education in India. 2.6.2. Efforts towards strengthening Technical and Vocational education 2.7 <b>Professional Education in India-</b> 2.7.1 Need and Challenges of Professional Education in India	20	(17)		3
III	<b>3.0. ESSENTIAL PERSPECTIVES OF INDIAN EDUCATION</b> 3.1 <b>Environmental Education:</b> 3.1.1. Meaning & Objectives of Environmental Education 3.1.2. Challenges of Environmental Education. 3.2 <b>Women Education:</b> 3.2.1. Importance & Challenges of Women Education in India. 3.3 <b>Inclusive Education:</b> 3.3.1. Concept, Objectives & Challenges of Inclusive Education, 3.3.2. Role of RCI, PWD act in addressing Inclusive education 3.4 <b>Alternative Education:</b> 3.4.1. Concept, Need of alternative schooling at Elementary,	16	(15)		1



## EDUCATION

	Secondary and Higher Level, 3.4.2. Development and Challenges of Distance Education		1		
	3.5. <b>Adult Education:</b> 3.5.1. Concept & Challenges of Adult education 3.5.2. Initiatives for Adult education: Adult literacy mission, Sakshar Bharat.		1		
	3.6. <b>Population Education:</b> 3.6.1. Concept & Challenges of Population Education 3.6.2. Role of Education in addressing the challenge of population explosion		1		
	3.7. <b>Human Rights Education:</b> 3.7.1. Concept of Human Rights education 3.7.2. Role of National Commissions for Protection of Childs Rights (NCPCR)		1		
	3.8. <b>Value and Peace Education:</b> 3.8.1. Concept of Value & Peace education 3.8.2. Role of education in promotion of Value & peace in Society.		1		
IV	<b>4.0. Emerging ISSUES IN EDUCATION</b> 4.1. <b>ICT based teaching learning:</b> 4.1.1. Concept & Challenges of ICT based Education 4.1.2. ICT devices used in curriculum transaction 4.2. <b>Continuous and Comprehensive Evaluation:</b> 4.2.1. Concept & nature of CCE 4.2.2. Tools & Techniques of CCE 4.3. <b>Education and National development:</b> 4.3.1. Education as a development indicator. 4.3.2. Role of Education in Human Resource Development. 4.4. <b>Issues of Curriculum:</b> 4.4.1. Aims of education & curriculum with reference to NCF 2005 4.4.2. Challenges of curriculum construction at Elementary and Secondary level 4.5. <b>Privatization and Commercialization in Indian Education:</b> 4.5.1. Concept of Privatization and Commercialization of Education 4.5.2. Impact of Privatization and Commercialization in Indian Education	16	(12)		4
V	<b>5.0. Education in Present Social Context</b> 5.1. Role of education in addressing- 5.1.1. Youth unrest 5.1.2. AIDs 5.1.3. Substance abuse 5.1.4. Health and Hygiene 5.2. Student politics 5.3. Role of international agencies in Education 5.3.1. Concepts of Millennium Development Goals (MDGs) 5.3.2. Concept and importance of Education for All (EFA) 5.3.3. Education in the context of Liberalization, Privatization & Globalization (LPG) 5.3.4. Role of UNESCO and UNICEF in educating the world	16	(12)		4



# EDUCATION

	community				
	Total	80	66		14

## In-semester Assessment:

Marks 20

- A. Sessional Activities (The teacher may assign and assess any one of the following): Marks 5
- Group discussions on any one of the topics of the course
  - Debate on the topics like youth unrest, AIDs, Substance abuse, Health and Hygiene
  - Identifying challenges of Indian Education and preparing assignment on the suggestions to address these challenges.
  - Assignment on any one of the topics of the course.
- B. Sessional Tests: Marks 10
- C. Attendance: Marks 5

## Suggested Readings:

- Kochhar, S.K.: *Pivotal Issues in Indian Education*, Sterling Publishers.
- Bhatnagar, S. & Saxena A.: *Modern Indian Education and its Problems*, R. Lall Book Depot, Meerut (UP) India.
- Agrawal, J.C. & Agrawal S.P. (1992). *Role of UNESCO in Educational*, Vikas Publishing House, Delhi.
- Govt. of India (1986). *National Policy on Education*, Ministry of HRD, New Delhi.
- NCERT (1986). *School Education in India – Present Status and Future Needs*, New Delhi.
- Salamatullah, (1979). *Education in Social Context*, NCERT, New Delhi.
- Education and National Development*. Ministry of Education, Government of India 1966.
- UNESCO. (2004) *Education for All: The Quality Imperative. EFA Global Monitoring Report*. Paris.
- World Bank, (2004). *Reaching the Child: An Integrated Approach to Child Development*. Oxford University Press, Delhi.
- Peters, R.S. *The Concept of Education*, Routledge, UK 1967
- Lakshmi, T.K.S. and M.S. Yadav, "Education its Evolving Characteristics", in new Frontiers in Education, Vol. XXII, No. 4, Oct-Dec., 1992
- Goswami A.C. *Philosophical and Sociological Bases of Education in Emerging India*, Published by Jyoti Prakashan, 2001.
- Safaya, Srivastava & Singh, *Development of Education in Emerging India & Its Current Problems* published by Dhanpat Rai Publishing Company, 2007
- Sarma. M. *Philosophical & Sociological Foundation of Education*, published by EBH Publishers (India) 2012.
- Handbook of Research in the Social Foundations of Education*, edited by Steven Tozer, Bernardo P. Gallegos, Annette Henry, Mary Bushnell Greine published by Routledge, New York, 2011
- Aggarwal, J.C. *Psychological Philosophical And Sociological Foundations of Education* published by Shipra Publications, 2009
- Dhawan M.L. *Issues in Indian Education* ISHA books Delhi -110 033
- NCERT (1986). *School Education in India – Present Status and Future Needs*, New Delhi.
- Govt of India (1992) *Report of Core group on value orientation to education*, Planning Commission

20. Arvind Kumar (2003). *Environmental challenges of the 21st century*, APH Publishing Corporation, New Delhi
21. Kaushik & Kaushik: *Environmental Perspectives*,
22. Mukherji, S.M., (1966). *History of Education in India*, Acharya Book Depot, Baroda.
23. Ministry of Law and Justice (2009) *Right to Education*. Govt. of India

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## ECONOMICS

### SEMESTER V

#### B.A. (Honours) Economics

**Course Code: ECNHC501**

**Nature of the Course: Core**

**Full marks: 100 (Internal Assessment-20 +  
End Term-80)**

**Course Title: Indian Economy- I**

**Total Credit Assigned: 6**

**Distribution of Credit: 5 Lecture + 1 Tutorial**

#### **Course Description:**

Using appropriate analytical frameworks, this course reviews major trends in economic indicators in India in the post-Independence period, with particular emphasis on paradigm shifts and turning points. Emphasis needs to be given in capturing the emerging issues.

Units	No of Lecture Hours	No of Tutorial Hours	Marks
1. <b>Economic Development since Independence</b> Indian Economy on the eve of independence- An overview; Alternative development strategies since independence- goal of self-reliance based on import substitution and protection, the post-1991 globalization strategies based on stabilization and structural adjustment packages; An assessment of performance- sustainability and regional contrasts; structural transformation of savings and investment.	20	4	20
2. <b>Population and Human Development</b> Demographic features and trends- Size and growth rates of population, trends in birth and death rates, Density of population, Age and Sex Composition, Population as a factor of economic development, Demographic Dividend; National Population Policy; Human Development in India- Human Development indicators, Human Development Index, India's human development record in global perspective.	20	4	20
3. <b>Growth and Distribution</b> Poverty- Concept and Incidence of Poverty in India, Poverty estimates, Growth and Poverty, Strategy of Poverty Alleviation; Inequality- Income inequality in India: Magnitude and Nature, Growth and Inequality, Causes of income inequality, Government policies and measures. Unemployment- Nature and types of unemployment in India, Magnitude, Changing dimensions of unemployment and employment, Causes of unemployment, Government policies and measures.	20	4	20
4. <b>International Comparisons</b> India's economic interaction with the world economy, A comparative assessment of India's development experience with high performing Asian economies- Singapore, South Korea and Taiwan.	15	3	20
<b>Total</b>	<b>75</b>	<b>15</b>	<b>80</b>

**Reading List:**

1. Jean Dreze and Amartya Sen, 2013. *An Uncertain Glory: India and its Contradictions*, Princeton University Press.
2. Pulapre Balakrishnan, 2007, The Recovery of India: Economic Growth in the Nehru Era, *Economic and Political Weekly*, November.
3. Rakesh Mohan, 2008, —Growth Record of Indian Economy: 1950-2008. A Story of Sustained Savings and Investment, *Economic and Political Weekly*, May.
4. S.L. Shetty, 2007, —India's Savings Performance since the Advent of Planning, in K.L. Krishna and A. Vaidyanathan, (ed.), *Institutions and Markets in India's Development*.
5. Himanshu, 2010, —Towards New Poverty Lines for India, *Economic and Political Weekly*, January.
6. Jean Dreze and Angus Deaton, 2009, —Food and Nutrition in India: Facts and Interpretations, *Economic and Political Weekly*, February.
7. Himanshu, 2011, —Employment Trends in India: A Re-examination, *Economic and Political Weekly*, September.
8. Rama Baru et al, 2010, —Inequities in Access to Health Services in India: Caste, Class and Region, *Economic and Political Weekly*, September.
9. Geeta G. Kingdon, 2007, —The Progress of School Education in India, *Oxford Review of Economic Policy*.
10. J.B.G. Tilak, 2007, —Post Elementary Education, Poverty and Development in India, *International Journal of Educational Development*.
11. T. Dyson, 2008, —India's Demographic Transition and its Consequences for Development in Uma Kapila, (ed.), *Indian Economy Since Independence*, 19<sup>th</sup> edition, Academic Foundation.
12. Kaushik Basu, 2009, —China and India: Idiosyncratic Paths to High Growth, *Economic and Political Weekly*, September.
13. K. James, 2008, —Glorifying Malthus: Current Debate on Demographic Dividend in India, *Economic and Political Weekly*, June.
14. Reetika Khera, 2011, —India's Public Distribution System: Utilisation and Impact *Journal of Development Studies*.
15. Aniruddha Krishna and Devendra Bajpai, 2011, —Lineal Spread and Radial Dissipation: Experiencing Growth in Rural India, 1992-2005, *Economic and Political Weekly*, September.
16. Kaushik Basu and A. Maertens, (ed.), 2013, *The Concise Oxford Companion to Economics in India*, Oxford University Press.
17. Bimal Jalan (ed.), *The Indian Economy Problems and Prospects*, Penguin Books Ltd.
18. Arvind Subramanian, *India's Turn, Understanding The Economic Transformation*, Oxford University Press.
19. Kaushik Basu, (ed.) *India's Emerging Economy, Performance and Prospects in the 1990's and Beyond*, Oxford University Press.

# ECONOMICS

**Course Code: ECNHDSE502**

**Nature of the Course: Discipline Specific Elective**

**Full marks: 100 (Internal Assessment-20 + End Term-80)**

**Course Title: Applied Econometrics**

**Total Credit Assigned: 6**

**Distribution of Credit: 5 Lecture + 1 Tutorial**

## **Course Description:**

The aim of this course is to provide a foundation in applied econometric analysis and develop skills required for empirical research in economics. Topics include specification and selection of regression models, dynamic econometric models, advanced methods in regression analysis and panel data models. Since the emphasis is on application of methods, this course requires understanding of econometric software and computing skills.

Units	No of Lecture Hours	No of Practical Hours	Marks
<b>1. Empirical Econometric Research: Tools and Techniques</b> Sources of data; Types of data: Cross section, Time series and Panel; Modelling of economic data; Normalisation and outliers; Model selection criteria; Hypothesis formulation and inference about the parameters; Importance of stochastic term and error specification bias; Reporting regression results.	15	0	15
<b>2 Dynamic Econometric Models: Autoregressive and Distributed lag models</b> The Role of lags in economics; Reasons of including lags; The Koyck approach to distributed lag models; Rationalisation of Koyck model: Adaptive expectations model and Partial Adjustment model; Almon's polynomial lag models; Autoregressive models; Autocorrelation in autoregressive models: Durbin h-test; estimation of autoregressive models: the method of instrumental variable; Causality in Economics: The Granger causality test.	15	0	20
<b>3 Simultaneous equation models</b> The nature of simultaneous equation models – some illustrative examples; Structural, reduced and final form equations; Simultaneity bias; the Identification problem: underidentification, exact identification and overidentification; Rules of identification: Rank and order conditions; Estimation of simultaneous equation models; Recursive systems and OLS estimation; the Indirect Least Squares; Two Stage Least squares; three stage least squares.	15	0	20
<b>4 Panel Data Models</b> Use and sources of panel data; types of panel data: balanced and unbalanced; Methods of estimation; Pooled regression model; fixed effects model; random effects model; Choice between fixed effects and random effects models: Hausman test.	15	0	15



5	<b>Introduction to Econometric Software Packages:</b> Data entry, tabulation of data: frequency, percentages, cross tabulation; outlier detection; Presentation of data: pie-chart, histograms, data reliability, correlation, Regression.	0	60 (Should be divided evenly throughout the semester)	10
<b>Total</b>		<b>60</b>	<b>60</b>	<b>80</b>

**Reading List:**

1. Jeffrey M. Wooldridge, *Econometrics*, CENGAGE learning, India Edition, 2009.
2. Dimitrios Asteriou and Stephen Hall, *Applied Econometrics: A Modern Approach*, Palgrave Macmillan, 2007.
3. Damodar Gujarati, *Econometrics by Example*, Palgrave Macmillan, 2011.
4. Maddala, G.S.: *Introduction to Econometrics*, Wiley India, 3<sup>rd</sup> Edition 2010.

## ECONOMICS

**Course Code: ECNHDSE505**

**Nature of the Course: Discipline Specific Elective**

**Full marks: 100 (Internal Assessment-20 + End Term-80)**

**Course Title: Money and Financial Markets**

**Total Credit Assigned: 6**

**Distribution of Credit: 5 Lecture + 1 Tutorial**

### **Course Description:**

This course exposes students to the theory and functioning of the monetary and financial sectors of the economy. It highlights the organization, structure and role of financial markets and institutions. It also discusses interest rates, monetary management and instruments of monetary control. Financial and banking sector reforms and monetary policy with special reference to India are also covered.

Units	No of Lecture Hours	No of Tutorial Hours	Marks
1. <b>Money:</b> Concept, functions, measurement; theories of money supply determination- RBI approach to money supply; High powered money and money multiplier.	15	3	15
2. <b>Financial Institutions, Markets, Instruments and Financial Innovations:</b> Role of financial markets and institutions; Structure of money market and capital market —Call money market. Treasury bill market, Commercial bill market including commercial paper and certificate of deposits, Government securities market, Primary and secondary market for securities. Financial sector Reforms in India, Role of Financial Derivatives Financial Institutions: Types; Banking and Non Banking Financial Institutions.	20	4	20
3. <b>Stock Market</b> Stock Market and its Operations; Stock Market Index, Methodologies for Calculating Stock Market Index, Stock Market indices in India, BSE Sensex, NSE Nifty.	10	2	10
4. <b>Interest Rates</b> Determination; sources of interest rate differentials ;theories of term structure of interest rates; interest rates in India.	15	3	20
5. <b>Banking System:</b> Meaning and types; Functions of commercial banks; the process of credit creation and its limitations; Balance sheet and portfolio management, banking sector reforms <b>Central Banking and Monetary Policy:</b> Central Banking: Function of the Central Bank, Monetary policy: objectives, indicators and instruments of monetary control. Monetary management in an open economy, current monetary policy of India.	15	3	15
<b>Total</b>	<b>75</b>	<b>15</b>	<b>80</b>

**Reading Lists:**

1. F. S. Mishkin and S. G. Eakins, *Financial Markets and Institutions*, Pearson Education, 6th edition, 2009.
2. F. J. Fabozzi, F. Modigliani, F. J. Jones, M. G. Ferri, *Foundations of Financial Markets and Institutions*, Pearson Education, 3rd edition, 2009.
3. M. R. Baye and D. W. Jansen, *Money, Banking and Financial Markets*, AITBS, 1996.
4. Rakesh Mohan, *Growth with Financial Stability- Central Banking in an Emerging Market*, Oxford University Press, 2011. 32
5. L. M. Bhole and J. Mahukud, *Financial Institutions and Markets*, Tata McGraw Hill, 5th edition, 2011.
6. M. Y. Khan, *Indian Financial System*, Tata McGraw Hill, 7th edition, 2011.
7. N. Jadhav, *Monetary Policy, Financial Stability and Central Banking in India*, Macmillan, 2006.
8. Suraj B. Gupta : *Monetary Economics*, S. Chand and Company Ltd., 2010
9. Bharati V. Pathak, *The Indian Financial System : Markets, Institutions and Services*, Pearson Education India, 2007
10. R.B.I. – *Report of the Working Group: Money Supply Analytics and Methodology of Compilation*, 1998.
11. R.B.I. Bulletin, Annual Report and Report on Currency and Finance (latest).

# ECONOMICS

**Course Code: ECNHDSE506**

**Nature of the Course: Discipline Specific Elective**

**Full marks: 100 (Internal Assessment-20 + End Term-80)**

**Course Title: Public Economics**

**Total Credit Assigned: 6**

**Distribution of Credit: 5 Lecture + 1 Tutorial**

## Course Description

Public economics is the study of government policy from the points of view of economic efficiency and equity. The paper deals with the nature of government intervention and its implications for allocation, distribution and stabilization. Inherently, this study involves a formal analysis of government taxation and expenditures. The subject encompasses a host of topics including public goods, market failures and externalities. The paper is divided into two sections, one dealing with the theory of public economics and the other with the Indian public finances.

Units	No of Lecture Hours	No of Tutorial Hours	Marks
<b>1 Fiscal functions:</b> An Overview, Meaning and Scope of Public Economics, Need for Public Sector, Allocation, Distribution and Stabilization functions of government, Co-ordination and Conflict of functions.	10	2	16
<b>2 Public Goods</b> Meaning and characteristics, Pure and Impure Public Goods, The Free Rider Problem, Efficient allocation of Public Goods- The Lindahl Equilibrium and Samuelson's theory of Public Expenditure.	15	3	16
<b>3 Externalities</b> Meaning and type of externalities, Market failure and externalities, Internalization of Externalities- Corrective taxes and Subsidies, Assignment of Property Rights- The Coase Theorem	15	3	16
<b>4 Public Revenue</b> Tax and Non tax revenue, Economic effects of taxation, Dead weight loss and distortion, Principles of Taxation- The Ability to Pay Principle and the Benefit Principle, Incidence of taxation- Meaning and importance, The Demand and Supply theory of Incidence, Neutrality, Efficiency and Equity in taxation, Optimal taxation.	15	3	16
<b>5 Indian Public Finance</b> Tax system- Main features of India's Tax System, Changing Tax Structure of India, Major Tax Reforms since 1991.	20	4	16

<p>Budget, deficits and public debt- Stages of Budget preparation, Revenue and Capital Budget, Concept of Deficits- Budgetary Deficit, Revenue Deficit, Fiscal Deficit, Primary Deficit, Budgetary trend in India, Study of latest Union Budget,</p> <p>Public Debt- Necessity of Public Debt, Characteristics of India's Public Debt, India's internal and external debt liabilities, Problems of Public Debt policy.</p> <p>Fiscal Federalism in India: Meaning, Inter governmental Resource Transfer - trend and techniques, Role of Finance Commission Critical evaluation of Finance Commission's Awards, Recommendations of the latest Finance Commission.</p>			
<b>Total</b>	<b>75</b>	<b>15</b>	<b>80</b>

#### Reading List:

1. J. Hindriks, G. D. Myles: *Intermediate Public Economics*, MIT Press, 2006.
2. H. Rosen, T. Gayer: *Public Finance*, 9th ed., McGraw-Hill/Irwin, 2009.
3. Joseph E. Stiglitz, *Economics of the Public Sector*, W.W. Norton & Company, 3rd edition, 2000.
4. R.A. Musgrave and P.B. Musgrave, *Public Finance in Theory & Practice*, McGraw Hill Publications, 5th edition, 1989.
5. John Cullis and Philip Jones, *Public Finance and Public Choice*, Oxford University Press, 1st edition, 1998.
6. Harvey Rosen, *Public Finance*, McGraw Hill Publications, 7th edition, 2005.
7. Mahesh Purohit, *Value Added Tax: Experiences of India and Other Countries*, 2007.
8. Kaushik Basu and A. Maertens (ed.), *The New Oxford Companion to Economics in India*, Oxford University Press, 2013.
9. M.M. Sury, *Government Budgeting in India*, 1990.
10. M. Govinda Rao, *Changing Contours of Federal Fiscal Arrangements in India*, Amaresh Bagchi (ed.), *Readings in Public Finance*, Oxford University Press, 2005.
11. Paul Samuelson, 1955, —Diagrammatic Exposition of a theory of Public Expenditure, *Review of Economics and Statistics*, Volume 37.
12. Shankar Acharya, 2005, —Thirty Years of Tax Reform in India, *Economic and Political Weekly*, May 14-20.
13. Rangarajan and D.K. Srivastava, 2005, —Fiscal Deficit and Government Debt: Implications for Growth and Stabilization", *Economic and Political Weekly*, July 2-8.
14. M. Govinda Rao, 2011, —Goods and Services Tax: A Gorilla, Chimpanzee or a Genius like Primates?, *Economic and Political Weekly*, February 12-18.
15. Report of the latest Finance Commission.
16. *Economic Survey*, Government of India (Latest).
17. *State Finances: A Study of Budgets*, Reserve Bank of India (Latest).



## TRAVEL AND TOURISM



### OFFICE OF THE REGISTRAR::DIBRUGARH UNIVERSITY::DIBRUGARH

No. DU/DR-A/8-1/21/002

Date: 01.01.2021


#### NOTIFICATION

Sub: **Syllabi of Skill Enhancement Course (SEC) for B.A./B.Sc./B.Com. Programmes in CBCS (Notification-III).**

In continuation to the notification (Notification-I) issued by the office of the undersigned vide Memo No. DU/DR-A/8-1/20/1089, dated 18.12.2020 regarding syllabi of SECs and under report to the Under Graduate Board, the Hon'ble Vice-Chancellor, Dibrugarh University is pleased to approve the following syllabi as the Two (02) Credit Skill Enhancement Course (SEC) for the B.A./B.Sc./B.Com. Programmes in CBCS with immediate effect.

- Tourism and Travel Management

All other conditions as mentioned in the aforementioned notification shall remain same.

  
Arinjit Hazarika

Joint Registrar (Academic) i/c  
Dibrugarh University

#### Copy to:

1. The Hon'ble Vice-Chancellor, Dibrugarh University, for favour of information.
2. The Deans, Dibrugarh University, for kind information.
3. The Heads/Chairpersons of the Teaching Departments/Centres of Studies, Dibrugarh University, for kind information.
4. The Director, IQAC, Dibrugarh University, for information.
5. The Controller of Examinations, Dibrugarh University, for information.
6. The Director, College Development Council, Dibrugarh University, for information.
7. The Principals of the Colleges/Institutes affiliated to Dibrugarh University offering B.A./B.Sc./B.Com. Programmes in CBCS for kind information and necessary action.
8. The Joint Registrar (Administration), Dibrugarh University, for information.
9. The Joint/Deputy Controllers of Examinations-'C' and 'A', Dibrugarh University, for information.
10. The Academic Officer, Dibrugarh University, for information.
11. The Programmer, Dibrugarh University, requesting him to upload the notification in the website.
12. File.

  
Arinjit Hazarika

Joint Registrar (Academic) i/c  
Dibrugarh University

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Jorhat Kendriya Mahavidyalaya  
Kenduguri, Jorhat-785010

## TRAVEL AND TOURISM



### OFFICE OF THE REGISTRAR::DIBRUGARH UNIVERSITY::DIBRUGARH

The syllabi of the  
Skill Enhancement Courses for the B.A./B.Sc./B.Com. Programmes in CBCS  
(For All Subjects of all Streams including both Honours and Non Honours)

(Approved by the Hon'ble Vice-Chancellor, Dibrugarh University under report to  
the Under Graduate Board, Dibrugarh University)

Reference: Notification issued vide No. DU/DR-A/8-1/21/002, dated 01.01.2021

This Notification contains the syllabi of:

- Tourism and Travel Management

### **Subject: TOURISM AND TRAVEL MANAGEMENT**

Course Code	Title	Type	Marks		
			I.A.	End Sem.	Total
SEC-I	Fundamentals of Tourism	Theory	10	40	50
SEC-II	Skill Development for Tourism Management	Theory	10	40	50

Course Title: Fundamentals of Tourism

Course Code: SEC-I (3<sup>rd</sup> or 5<sup>th</sup> Semester)

Total Marks: 50 (10 for Internal Assessment & 40 for End Semester Examination)

Credit offered: 2

Unit I	Basic Concepts of Tourism: Meaning and Significance of Tourism, Types of Tourism, Characteristics and Types, Tourism Products, Tourism Planning. Dynamics and Growth of Tourism Tourism Demand, Types, Indicators	Marks 15 Classes 8
Unit II	Tour Operator and Travel Agent Service: Definition and Scope, Functions of Travel Agent, The Travel Market, Functions of Travel Agency, Procedure of getting IATA Certificate, Types of tour. Accommodation and types	Marks 15 Classes 8

Unit III	Sustainable Tourism Forces promoting Sustainable Tourism, Economic Forces which resist Sustainable Tourism, Principles of Sustainable Tourism-Carrying Capacity,	Marks 10 Classes 8
Unit IV	The Environmental Impact of Tourism, Basic Properties of Ecology – Definition of Ecology, Environment and Ecosystem, Tourism Activities and their Linkages to Ecology and Environment	Marks 10 Classes 8
	Internal Assessment Mark as per rules of the Dibrugarh University	Marks 10

#### Suggested Readings

- Bhatia, A. K.: Tourism, Principles and Practices, Sterling Publications
- Inskeep E: Tourism Planning – An Integrated and Sustainable Development Approach

### **Course Title: Skill Development for Tourism Management**

#### **Course Code: SEC-II (4<sup>th</sup> or 6<sup>th</sup> Semester)**

**Total Marks: 50 (10 for Internal Assessment & 40 for End Semester Examination)**

**Credit offered: 2**

Unit I	Communication Process Importance of Communication, Process of Communication, Methods of Communication: Verbal, Written, Body Language, Barriers to Communication, How to Overcome Barriers to Communication	Marks 15 Classes 8
Unit II	Communication Media and Modes Media and Modes, Conventional Modes – Mail, Courier, Telex, Electronic Communication – Telephone, Cellular Phones, Fax, Email, Tele Conferencing, Internet, Use of Computers for Communication,	Marks 15 Classes 8
Unit III	Written Communication Letter – Job Applications, Personal Letters, Enquiries and Replies, Orders and Replies, Complaints and Claims, Sales Letters, Credit Letters and Status Enquiries, Collection Letters	Marks 10 Classes 8
Unit IV	Verbal Communication Speeches and Presentations – Making a Presentation, Preparing the Text, Using Visual Aids, Dialogue Skills, Feedback Skills.	Marks 10 Classes 8
	Internal Assessment Mark as per rules of the Dibrugarh University	Marks 10

Suggested Readings

- Rai U. and S. M. Rai: Business Communication, Himalaya Publishing House, Mumbai
- Bezborah P, Mahanta K, Business Communication, Kalyani Publishers
- Kaul A, Business Communication, PHI

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## HISTORY

*Dept. of History*

Page 35 of 44

Semester V

Course: X

In- Semester Marks : 20  
End- Semester Marks : 80  
Total Marks : 100  
10 to 12 classes per unit

TOURISM IN NORTHEAST INDIA: HISTORICAL DIMENSIONS

Objective: 504CM)

This paper intends to give the students an idea about Tourism in North-East India with special reference to the historical monuments and places of the northeastern region of the country as heritage sites of the nation. It aims to acquaint them with the growing vocation of tourism as an industry and the applicability of historical knowledge for its growth.

Unit : I

Marks: 16

- 1.01 : Tourism – Concept, meaning and significance: Different types of Tourism.
- 1.02 : Historical Tourism: Preservation of Historical Sites and Remains
- 1.03 : Elementary Geography of North East India, land and rivers, climatic conditions
- 1.04 : Population Structure and languages of North - East India.

Unit: II

Marks: 16

- 2.01 : Remains of Goalpara
- 2.02 : Madan Kamdev, Ambari Excavations, Tezpur (Da Parvatia, Bamunipahar)
- 2.03 : Deopahar, Malinithan, Remains of Daiyang Dhansiri Valley
- 2.04 : Ahom Architecture : Charaideo, Gargaon, Rangpur

Unit: III

Marks: 16

- 3.01 : Kachari Architecture: Dimapur, Kasomari, Maibong and Khaspur
- 3.02 : Temple Architecture: Kamakhya, Hayagriva Madhava,
- 3.03 : Temple Architecture in Sivasagar
- 3.04 : Poa Mecca, Hajo ; Azan Pir Dargah.

Unit: IV

Marks: 16

- 4.01 : Jonbil Mela, Ambubachi fair at Kamakhya; Ras celebrations in Majuli.
- 4.02 : Festivals : Bihu, Ali Aye Ligang , Mopin festival, Tai-Buddhist Festivals in Assam
- 4.03 : Satra Culture and Bhaona

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**Marks: 16**

- |        |  |                  |
|--------|--|------------------|
| 5.01 : | History of Wildlife Conservation in North - East India   | <b>Marks: 16</b> |
| 5.02 : | Important Wildlife Habitats: Kaziranga, Manas, Orang, Gibon, Pobitara, Nameri, Dibru Saikhowa and Namdapha, Rain Forests of Assam. |                  |
| 5.03 : | Places of tourist interest in North- East India : Shillong, Cherapunjee, Jatinga, Tawang, Kohima                                   |                  |

Bezbaruua, M  
Bora, S, & Bora, M. C

- *Tourism in North-East India*
- *The Story of Tourism: An Enchanting Journey through India's North-East*
- *Paryatanar Ruprekha: Uttar Purbanchalar Itihas Aru Sanskritir Patabhumi*
- *Assam – Land and People*
- *Paryatan – Iyar Bikash. (2006 edition)*
- *North East*

Deka, Hitesh  
Gogoi, P & Nath, D.

Bala, Usha  
Barua, B.K.  
Basham, A.I.  
Barpujari, H.K.  
Bhatia, A. K.  
Choudhuri, P.C.

- : *Tourism in India: Policy and Perspectives.*
  - : *Assamar Loka Sanskriti.*
  - : *Wonder that was India, Delhi, 1994.*
  - : *The Comprehensive History of Assam, Guwahati –1994*
  - : *Tourism in India.*
  - : *The History of Civilization of the People of Assam to the 12<sup>th</sup> Century A.D., Guwahati, 1966.*
  - : *All Publications.*
  - : *Tourism: Past, Present and Future,*
  - : *Background of Assamese Culture, Guwahati, 1978.*
  - : *Asamiya Sanskriti Ruprekha, Guwahati- 1970*
  - : *Pabitra Asam.*
  - : *Architecture of Assam , Delhi – 1988*
  - : *Archaeology of North-East India.*
- Art and Culture of North-East India.**

Madik, B.  
Nath, R.M.  
Neog, M  
Neog, M.

Sarma, P

Sengupta, G  
Singh, J. P. &

Singh, J. P. &  
Vidvarthi, L. P.

Figueras, E. J. (ed.)

*Art and Culture of North-East India.*

Bauer.

H. O. D.  
Department of History  
Jorhat Kendriya Mahavidyalaya  
Kenduguri, Jorhat-10

  
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