

Department of Assamese

Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.

Ethics & Human Values:

A 1st Sem (FYUGP) অসমীয়া ভাষা আৰু সাহিত্যৰ ইতিহাস (2nd, 3rd, 4th unit)

B.A 2nd Sem (FYUGP) অসমীয়া ভাষা সাহিত্যৰ ইতিহাস (2nd, 3rd and 4th Unit)

B.A 3rd Sem (CBCS)
ASM-CC-3016 - প্ৰাচীন অসমীয়া সাহিত্য
ASM-HC-3016 - অসমীয়া সাহিত্য প্ৰৱন্ধ
ASM-HC-3026 - অসমীয়া বৰ্ণিতৰ চানেকি

B.A 4th Sem
ASM-HC-4016 - ছন্দামূলক জাতীয় সাহিত্য
ASM-HC-4036 - অসমীয়া গদ্য সাহিত্য
ASM-CC-4016 - অসমীয়া গীতি সাহিত্য

B.A 5th Sem
ASM-HC-5016 - অসমীয়া নাটক আৰু পৰিচ্ছিন্ন ভূমি
ASM-HE-5016 } → অসমীয়া সমাজসাহিত্য (2nd, 3rd & 4th unit)
ASM-RE-5026 }
ASM-HE-5026 - অসমীয়া বৰ্ণনামূলক সাহিত্য

ASM-HE-5036 } → অসমীয়া সাহিত্য (2nd, 3rd & 4th Unit)
ASM-RG-5016 }
ASM-RE-5026 }

B.A 6th Sem → ASM-HC-6016 → ଅନ୍ତର୍ଜାତୀୟ ଶାନ୍ତି (3rd & 4th unit) (CBCS)

ASM-HE-6016 → ଅନ୍ତର୍ଜାତୀୟ ଶାନ୍ତି

in course → ASM-1026 → ଅନ୍ତର୍ଜାତୀୟ ଶାନ୍ତି
 ASM-2016 → ଅନ୍ତର୍ଜାତୀୟ ଶାନ୍ତି (1889 - 2015)
 ASM-2026 → ଅନ୍ତର୍ଜାତୀୟ ଶାନ୍ତି (1846 - 2016)
 ASM-2036 → ଅନ୍ତର୍ଜାତୀୟ ଶାନ୍ତି ଓ ଅନ୍ତର୍ଜାତୀୟ ଶାନ୍ତି :-
 (2nd & 3rd group)

ASM-3016 → ଅନ୍ତର୍ଜାତୀୟ ଶାନ୍ତି (2nd, 3rd & 4th unit)

ASM-3056 → ଅନ୍ତର୍ଜାତୀୟ ଶାନ୍ତି

ASM-3096 → ଅନ୍ତର୍ଜାତୀୟ ଶାନ୍ତି, ଅନ୍ତର୍ଜାତୀୟ ଶାନ୍ତି ଓ ଅନ୍ତର୍ଜାତୀୟ ଶାନ୍ତି

ASM-4036 → ଅନ୍ତର୍ଜାତୀୟ ଶାନ୍ତି ଓ ଅନ୍ତର୍ଜାତୀୟ ଶାନ୍ତି

ASM-4046 → ଅନ୍ତର୍ଜାତୀୟ ଶାନ୍ତି : 1892 - 2015

under

B.A 2nd Sem : ଅନ୍ତର୍ଜାତୀୟ ଶାନ୍ତି ଓ ଅନ୍ତର୍ଜାତୀୟ ଶାନ୍ତି

(FYUP)

(ଅନ୍ତର୍ଜାତୀୟ ଶାନ୍ତି, ଅନ୍ତର୍ଜାତୀୟ ଶାନ୍ତି, ଅନ୍ତର୍ଜାତୀୟ ଶାନ୍ତି)

ଅନ୍ତର୍ଜାତୀୟ ଶାନ୍ତି, ଅନ୍ତର୍ଜାତୀୟ ଶାନ୍ତି, ଅନ୍ତର୍ଜାତୀୟ ଶାନ୍ତି, ଅନ୍ତର୍ଜାତୀୟ ଶାନ୍ତି, ଅନ୍ତର୍ଜାତୀୟ ଶାନ୍ତି

D.A 3rd Sem → ASM - HC - 3016 (ଲକ୍ଷ୍ମୀନାଥ ଚଉବଞ୍ଚାଣ (ପ୍ରା. ପ୍ରା. ୨୫୦) ଚମ୍ପାବିଜୁ
ଅନୁବଞ୍ଚାଣ (ଭା. ୧: ୧୧ ମଧ୍ୟାହ୍ନ ପ୍ରା. ୧୧)

B.A 4th Sem → ASM - HC - 4016 (ଭୂମି ମାଧ୍ୟମରେ 'ନିର୍ମଳା', ବାହ୍ୟାଞ୍ଚଳ
ପ୍ରା. ପ୍ରା. ୧୧ (ଅନ୍ତର୍ଗତ ଧର୍ମ)

6th Sem → ASM - HE - 6016 (ଲକ୍ଷ୍ମୀନାଥ ଚଉବଞ୍ଚାଣ ଶୂନିକା (ନାମାଧ୍ୟାୟ)
(ବାହ୍ୟାଞ୍ଚଳ)

ASM - HC - 6016 (ନାମାଧ୍ୟାୟ ବାହ୍ୟାଞ୍ଚଳ (ନାମାଧ୍ୟାୟ ଶୂନିକା)
ଅନ୍ତର୍ଗତ ଧର୍ମ)

ASM - HE - 6026 (ନାମାଧ୍ୟାୟ ବାହ୍ୟାଞ୍ଚଳ (ନାମାଧ୍ୟାୟ ଶୂନିକା)

PG Course

ASM - 1026 (3rd Unit)

ASM - 2036 (ବ୍ୟାପ୍ତିକାଳୀନ ବାହ୍ୟାଞ୍ଚଳ 'ବାହ୍ୟାଞ୍ଚଳ
ନିର୍ମଳା')

ASM - 3016 (ବ୍ୟାପ୍ତିକାଳୀନ ବାହ୍ୟାଞ୍ଚଳ 'ବାହ୍ୟାଞ୍ଚଳ
ବାହ୍ୟାଞ୍ଚଳ 'ବାହ୍ୟାଞ୍ଚଳ ବାହ୍ୟାଞ୍ଚଳ'
ବାହ୍ୟାଞ୍ଚଳ ବାହ୍ୟାଞ୍ଚଳ 'ବାହ୍ୟାଞ୍ଚଳ ବାହ୍ୟାଞ୍ଚଳ'

ASM - 4046 (ଲକ୍ଷ୍ମୀନାଥ ଚଉବଞ୍ଚାଣ 'ବାହ୍ୟାଞ୍ଚଳ', ଲକ୍ଷ୍ମୀନାଥ
ବାହ୍ୟାଞ୍ଚଳ 'ବାହ୍ୟାଞ୍ଚଳ ବାହ୍ୟାଞ୍ଚଳ', ନିର୍ମଳା ବାହ୍ୟାଞ୍ଚଳ

‘ଅନୁସ୍ରାମକର୍ତ୍ତା ଗ୍ରାମ୍ୟର ମିତ୍ର’

ASM-4086 (ନାଶିକ)

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Gauhati University UGCBCS Syllabus in Philosophy

Semester I

PHI-HC-1016

Core 1: Indian Philosophy I

Unit I

- D.B. The Vedas; the Upanisads; Bhagavadgita//
Development of Indian Philosophy; Meaning and scope of Indian Philosophy
Schools of Indian Philosophy; the Common Characteristics of Indian Systems

Unit II

- ✓ Carvaka Materialism: Epistemology (Denial of Inference and Testimony); Metaphysics
Four elements; denial of soul; denial of God; Ethics
Jainism: Anekantavada; Syadvada; Saptabhangi Naya
Jainism: Navatattva

Unit III

- D.B. Four Noble Truths; Suffering; Cause of Suffering and Chain of Twelve Links; Cessation of
Suffering and Nirvana; Way of Cessation of Suffering and Astangika Marga
Theory of Dependent Origination
Theory of Impermanence; Theory of No-soul

Unit IV

- Abhidharma Schools: Vaibhasika (bhaya-pratyaksa-vada); Sautranika (bahyanumeya-
veda)
Madhyamaka: Sunyavada
✓ Yogacara: Vijnanavada

Books Recommended:

- | | |
|-------------------------------|---|
| Chatterjee, S.C & Dutta, D.M: | <i>An Introduction to Indian Philosophy</i> |
| Dasgupta, S.N.: | <i>A History of Indian Philosophy</i> |
| Hiriyana, M. | <i>Outlines of Indian Philosophy</i> |
| Radhakrishnan, S. | <i>Indian Philosophy</i> |
| Sharma, C.D. | <i>A Critical Survey Of Indian Philosophy</i> |
| Sinha, J.N. | <i>Indian Philosophy, Volume I & II</i> |

Semester II
PHI-HC-2036

Core 3: Greek Philosophy

Unit I: Myth and Cosmology

Thales, Anaximander, Anaximenes
Pythagoras
Heraclitus, Democritus and Parmenides

Unit II: The Sophists and Socrates

Protagoras
Socrates's method
Socrates's virtue

Unit III: Plato

Knowledge and Opinion
Theory of Forms
Justice

Unit IV: Aristotle

Form and Matter
Causation
Actuality and Potentiality

Books Recommended:

W.T. Stace :	<i>A Critical History of Greek Philosophy</i>
J. Burnet:	<i>Early Greek Philosophy</i>
B.A.G. Fuller:	<i>History of Greek Philosophy</i>

Books for Reference:

F. Copleston (Vol. 1):	<i>History of Philosophy</i>
Zeller:	<i>Outlines of Greek Philosophy</i>
Gomperz:	<i>The Greek Thinkers</i>
W.K.C. Guthrie:	<i>History of Greek Philosophy</i>
B.N Moore:	<i>Philosophy, The Power of Ideas</i>

Semester VI
PHI-HC-6146
Core 14: Meta Ethics

Unit I: Ethics and Meta Ethics

Normative Ethics
Ethical Concepts and Evaluation- Good and Right
Meta Ethics

Unit II: G. E. Moore

Indefinability of 'Good'
Naturalistic Fallacy
Autonomy of Morals

Unit III: Ayer and Stevenson

A. J. Ayer: Ethical Terms and Pseudo Concepts
C.L. Stevenson: Characteristics of Moral Discourse
Persuasive Definition

Unit IV: R. M. Hare

Universal Prescriptivism
Nature of Moral Arguments
Weakness of the Will

Books Recommended:

Ayer, A.J.:	<i>Language, Truth and Logic</i>
Chakravary, D.K.:	<i>Problems of Analytic Ethics</i>
Hare, R.M.	<i>The Language of Morals</i>
Miller, Alex:	<i>An Introduction to Contemporary Metaethics</i>
Moore, G.E.:	<i>Principia Ethica</i>
Roojen, M.V.:	<i>Metaethics: A Contemporary Introduction</i>
Stevenson, C.L.	<i>Ethics and Language</i>
Warnock, G.J.:	<i>Contemporary Moral Philosophy</i>
Warnock, M.	<i>Ethics since 1900</i>

Semester III
PHI-HC-3076

Core 7: Ethics

Unit I

Nature, Scope and Utility of study of Ethics
Object of Moral Judgement, Moral Obligation
Postulates of Morality

Unit II

D.B. Virtue Ethics: Aristotle
Deontological Ethics: Kant
Utilitarianism: Bentham, Mill

Unit III

Theories of Punishment
Professional Ethics
Environmental Ethics

Unit IV

Law of Karma, Varna and Asrama Dharma, Purusarthas
Buddhist Pancasila; Brahmvihara
Jaina Triratna, Anuvrata and Mahavrata

Books Recommended:

Dasgupta, S.N.:	<i>A History of Indian Philosophy</i>
Frankenna, Williams.:	<i>Ethics, Prentice Hall of India</i>
Hiriyana, M.:	<i>Outlines of Indian Philosophy</i>
Hudson, W.D:	<i>Modern Moral Philosophy</i>
Lillie, William.:	<i>An Introduction to Ethics</i>
Mackenzie, J.N.:	<i>Manual of Ethics</i>
Moore, G.E.:	<i>Ethics</i>
Radhakrishnan, S.:	<i>Indian Philosophy</i>
Singer, Peter.:	<i>Applied Ethics</i>
Singer, Peter.:	<i>Practical Ethics</i>
Tiwari, Kedar Nath:	<i>Classical Indian Ethical Thought: A Philosophical Study of Hindu, Jaina and Buddhist Morals</i>

Semester IV
PHI-HC-4086/ PHI-RE-5016
Core 8: Contemporary Indian Philosophy

Unit I: Aurobindo

Evolution
Super mind
Synthesis of yoga

Unit II: Radhakrishnan

Religious experience
Intellect and intuition
Man and his destiny

Unit III: Gandhi

Religion, Truth, Non-violence
Satyagraha, Sarvodaya, Swadeshi
Critique of industrialisation, trusteeship

Unit IV: Vivekananda

Universal religion
Practical Vedanta
Philosophy of education

Books Recommended:

S. Radhakrishnan:	<i>Complete works of Swami Vivekananda</i> (relevant chapters)
S. K. Maitra :	<i>An idealist view of Life</i>
D. M. Datta :	<i>An introduction to Philosophy of Sri Aurobindo</i>
N. K. Bose :	<i>The Philosophy of Mahatma Gandhi</i>
	<i>Selections from Gandhi</i>

Books for reference:

Nilima Sharma :	Twentieth Century Indian Philosophy
D. M. Datta :	Chief Currents of Contemporary Philosophy

Semester IV

PHI-HC-4096/ PHI-RE-6026

Core 9: Philosophy of Religion

Unit I

Nature of Philosophy of religion and its distinction from theology
Religious experience
Religion and Science

Unit II: Proofs for the existence of God

Ontological argument
Cosmological argument
Teleological argument
Moral argument

Unit III

Reason, Faith and Revelation
Freedom of Will
Immortality of the soul

Unit IV

Religious language and symbolism
Anti religious theories- Materialism and logical positivism
Religious Philosophy of Sankardeva

Books Recommended:

John Hick :	<i>Philosophy of Religion</i>
Miall Edwards :	<i>Philosophy of Religion</i>
B. Mitchell :	<i>Philosophy of Religion</i>
John Hick :	<i>Classical and contemporary readings in the philosophy of Religion</i>
Nilima Sharma :	<i>Philosophy of Sankardeva: An appraisal</i>

Books for Reference:

Y. Masih:	<i>Introduction to Religious Philosophy</i>
Peterson and others (OUP):	<i>Reason and Religious Belief: An Introduction to the Philosophy of Religion</i>
Peterson and others:	<i>Philosophy of Religion. Selected Readings</i>
Maheswar Neog:	<i>Sankardeva and His Times</i>

Elective DSE: (to be chosen 2 out of 3 alternatives)

Semester V

PHI-HE-5016

Elective 1: Philosophy of Upanishads

Unit I Background:
Relation to Vedas
General Social Conditions

Unit II Methods and Philosophers:
Methods of Upanisadic Philosophy
Upanisadic Philosophers: Cosmological, Psychological and Metaphysical

Unit III Creation:
Diversity of Theories
Acosmic and Cosmic Presentation

Unit IV Ultimate Reality:
Brahman: Absolute and World-Ground
Cosmic and Acosmic Ideal

Unit V Individual Destiny:
Individual Soul
Karma and Samsara
Liberation

Books Recommended:

Dasgupta, S.N.:	<i>A History of Indian Philosophy (Volume I)</i>
Deussen, P.:	<i>The Philosophy of the Upanisads</i>
Hume, R.E.:	<i>Thirteen Principal Upanisads</i>
Mahadevan, T.M.P.:	<i>Upanisads</i>
Radhakrishnan, S.:	<i>The Principal Upanisads</i>
Radhakrishnan, S.:	<i>Indian Philosophy (Volume I)</i>
Ranade, R.D.:	<i>A Constructive Survey of Upanisadic Philosophy</i>

Elective DSE:

Semester V

PHI-HE-5026

Elective 2: Philosophy of Gita

Unit I:

Law of Karma
Concept of Karma, Akarma, Vikarma
Freedom and Choice

Unit II:

Ksetra-Ksetrajna, purusa-prakrti
Uttama Purusa and Ultimate Reality
Relation of individual self and Ultimate Reality

Unit III:

Conception of Yoga
The Yoga: Karma Yoga, Jnana Yoga, Bhakti Yoga
Reconciliation of the Yogas

Unit IV:

Svabhava, Svakarma, Svadharma
Niskamakarmayoga; Lokasangraha
Liberation

Books Recommended:

Aurobindo:	<i>The Bhagavad Gita</i>
Gandhi, M.K.:	<i>Gita</i>
Radhakrishnan, S.:	<i>The Bhagavad Gita</i>
Ranade, R.D.:	<i>Bhagavad Gita-A Philosophy of God Realization</i>
Tilak, B.G.:	<i>Gita Rahasya</i>

Elective DSE:

Semester VI

PHI-HE-6066

Elective 6: Applied Ethics

Unit I: Applied Ethics: Introduction

Nature of Applied Ethics, its scope
Applied Ethics and Human Values

Unit II: Environmental Ethics

Use and exploitation of nature
Animal killing and animal rights

Unit III: Cyber Ethics

Computer crime
Ethics and Legal aspects of virtual worlds

Unit IV: Bio-medical Ethics

Rights and obligations of health care professionals, Patients and family
Abortion, Euthanasia-Active and Passive

Books Recommended:

Hizza, Joseph M.:	<i>Computer Network Security and Cyber Ethics</i>
Holmes, R.L. :	<i>Introduction to Applied Ethics</i>
Holmes R. & Andrew L.:	<i>Environmental Ethics: An Anthology</i>
Lucas, G.:	<i>Ethics and Cyber Warfare</i>
Singer, P.:	<i>Applied Ethics</i>
Yogi, Manasvini M.:	<i>Euthanasia: Its Moral Implication</i>

EDU-HC-3036

VALUE AND PEACE EDUCATION

Total Marks: 100 (External: 80 and Internal: 20)

Credit-6

Course Objectives:

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

- Understand the concept and meaning of value.
- Become aware about the role of educational institutions in building a value based society.
- Understand the meaning and concept of peace and its importance in human life.
- Understand the meaning and importance of peace education and its relevance at national and international level.
- Identify the different issues/ challenges in imparting peace education.
- Identify the strategies and skills in promoting peace education at institutional level.

Course contents

Unit	Contents
Unit-1	Value <ul style="list-style-type: none">• Concept and characteristics of value.• Sources of values• Impact of globalization on culture and values.• Importance of values in human life
Unit-2	Types of values, their characteristics, functions and educational significance <ul style="list-style-type: none">• Core values.• Social values• Moral values• Religious and spiritual values.• Aesthetic values.• Personal values
Unit-3	Value education <ul style="list-style-type: none">• Concept, characteristics, Objectives and Importance of value education.• Value education at different stages –<ul style="list-style-type: none">- Primary- Secondary- Higher education.• Role of teacher and family in imparting value education.
Unit-4	Peace education

	<ul style="list-style-type: none"> • Meaning, definition and characteristics of peace. • Importance of peace in human life. • Teacher's role in promoting peace. • Concept, need and characteristics of peace education • Curricular contents of peace education at different levels – Primary, Secondary and Higher Education • Strategies and skills in promoting peace education • Relevance of peace education in national and international context
Unit-5	Challenges of Peace education and Role of Different Organisations <ul style="list-style-type: none"> • Challenges of peace education • Role of national and international organizations for promoting peace education – <ul style="list-style-type: none"> - International Institute for Peace(IIP), - UNESCO, - International Peace Bureau (IBP), - UNO - UNICEF, - Global Peace Foundation(GPF), - Mahatma Gandhi Institute of Education for Peace and Sustainable Development.

Recommended Readings:

- Agarwal, J.C.(2005). *Education for Values, Environment and Human rights*. New Delhi: Shipra Publication.
- Chakrabarty, M. (1997). *Value education: Changing Perspective*. New Delhi: Krishna Publishers Distribution.
- Chitakra, M.G. (2007). *Education and Human Values*. New Delhi: APH Publishing Corporation.
- Mishra, L (2009). *Peace education-Framework for teachers*. New Delhi: APH Publishing Corporation.
- Panda. P.K.(2017). *Value Education*. Guwahati: Nivedita Book Distributors.
- Rajput, J.S.(2002). *Human Values in School Education*. New Delhi: Anmol Publication.
- Singh, S.P. (2011). *Education for World Peace*. New Delhi: Discovery Publishing House.
- Suryanarayana. N.V.S.(2017). *Education and Human Value*. Guwahati: Nivedita Book Distributors.

EDU-HC-4036

EMERGING ISSUES IN EDUCATION

Total Marks: 100 (External=80 and Internal=20)

Credit-6

Objectives:

After completion of this unit, students will able to-

- Make the students acquaint with major emerging issues national, state, and local
- Acquaint the students with the various issues in education that are emerging in the recent years in the higher education system
- Address the various problems and challenges of education in India at all levels.

Course contents

Units	Contents
Unit-1	Social Inequality in Education and Constitutional Safeguards <ul style="list-style-type: none">• Concept of Social Inequality• Constitutional Provision for Ensuring Equality in Education• Education of Socially Disadvantaged Section: SCs, STs and Minorities , Education of people of Char area of Assam• Education for Backward Children, Child Labour, Street Children and Slum Dwellers• Gender Disparity and Rural-Urban Disparity in Education
Unit-2	Liberalization, Privatization and Globalization of Education <ul style="list-style-type: none">• Liberalization: Concept and its impact on education• Privatization: Concept and its impact on education• Globalization: Concept and its impact on education• Public-private Partnership• Education as investment
Unit-3	Issues related to Students <ul style="list-style-type: none">• Youth Unrest: Concept, Causes and Remedies• Campus Disturbance: Concept, Causes and Remedies• Examination Anxiety: Concept, Causes and Remedies• Issues related to Educated Unemployment.
Unit-4	Environmental Education and Population Education <ul style="list-style-type: none">• Main Environmental Issues: Global Warming, Ozone Depletion and

Environmental Education and Population Education

Paper: M.4.02 (Credits-8)

(Major Course)

A) Environmental Education

Unit 1 Environmental Education

- Concept and definition of environment
- Importance of Environmental Education
- Relationship between man and environment - Ecological and Psychological perspective;
- Environmental degradation- and education for sustainable development

Unit -2 Environmental education at different Levels of Education

- Programme of environmental education for
-----primary, secondary and higher levels

Unit 3 Environmental awareness and attitude change

- Awareness and attitude change through formal education
- Role of Formal and Non-Formal education
- Role of NGO

Unit -4 Environmental stressors and Disaster Management Education

- Environmental stressors –Natural and man-made
- Disaster Management Education for coping with the environmental situations
- Environmental Education –its problems and prospects
with special reference to Assam

(B) Population Education

Unit -5 –Concept of Population Education

- Population education: concept, Nature and scope and objectives
- Need and importance of population education

Unit 6 Population growth and Population Dynamics in India

- Causes of population growth in India
- Consequence of population growth
- Policies and programme of government of India regarding population control

Unit -7 - Population and Quality of life

- Population in relation to socio –economic development, health status, health services, nutrition,
- Effect of population growth on natural resources and environment

Unit 8 Population Education and Schools

- Population Education and Schools-Scope of population education in schools,
- Teacher role in creating awareness of population problems
- Method and approaches: Inquiry approach, Observation, Self study, Discussion, Assignment
- Use of mass media (Newspapers, Radio, T.V) and Audio-Visual Aids

	<ul style="list-style-type: none"> • Regional Colleges of Education
Unit-4	Status of Teacher Education in India: Trends, Issues and Challenges <ul style="list-style-type: none"> • Skill and Competency based Teacher Education, Flanders Interaction Analysis, Micro Teaching and Simulated Social Skill Teaching (SSST) • National Curriculum Framework for Teacher Education (NCFTE), 2009 • NCTE Regulations, 2014 • Present problems of Teacher Education in India and their solution • Quality Assurance in Teacher Education and its challenges
Unit-5	Quality, Responsibility and Professional Ethics of Teachers <ul style="list-style-type: none"> • Qualities and responsibilities of a teacher • Teacher as a Facilitator, Counsellor and Practitioner-Researcher • Role expectations of Teachers in twenty first century • Professional ethics and accountability of teachers

Recommended Readings:

- Aggarwal, J.C. (2004). *Teacher and Education in a Developing Society*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Bhargava, M. & Saikia, L.Rasul (2012). *Teacher in 21st Century- Challenges, Responsibilities, Creditability*. Agra: Rakhi Prakashan.
- Flanders, Ned, A. (1970). *Analysing Teacher Behaviour*. London: Wesley Publishing Company.
- Gurrey, P. (). *Education and the Training of Teachers*. London: Longmans, Green and Company.
- Mukherjee, S.N. (1968). *Education of Teachers in India, Vol.-I and II*. New Delhi: S. Chand and Company.
- Rajput, J.S. and Walia, K. (2002). *Teacher Education in India*. New Delhi: Sterling Publishers Pvt. Ltd.
- Sharma, Sashi Prabha (2004). *Teacher Education in India*. New Delhi: Vikash Publications Pvt. Ltd.

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ANNEXURE-5

1-4

Professional Eth
Gender
Human values
Environment

EDU-HE-5046

TEACHER EDUCATION IN INDIA

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

Course Objectives:

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

- Explain the Concept, Scope, Aims & Objectives and Significance of teacher education
- Acquaint with the development of Teacher Education in India
- Acquaint with the different organising bodies of teacher education in India and their functions in preparation of teachers for different levels of education
- Acquaint with the innovative trends and recent issues in teacher education, and be able to critically analyse the status of teacher education in India
- Understand and conceive the qualities, responsibilities and professional ethics of teachers

Course Contents

Units	Contents
Unit-1	Conceptual Framework and Historical Perspectives of Teacher Education in India <ul style="list-style-type: none"> • Teacher Education-Concept, scope and aims and objectives • Need and Significance of Teacher Education in 21st Century • Types of Teacher Education-Pre-service and In-service • Development of Teacher Education in India • Shifting focus from Teacher Training to Teacher Education
Unit-2	Teacher Education For Different Levels of Education <ul style="list-style-type: none"> • Preparation of Teachers for Pre-Primary Level of education • Preparation of Teachers for Primary Level of education • Preparation of Teachers for Secondary Level of education • Preparation of Teachers for Higher Level of education
Unit-3	Structure and Organisations of Teacher Education in India <ul style="list-style-type: none"> • Basic Training Centre (BTC) • District Institute for Education and Training (DIET) • State Council for Educational Research and Training (SCERT) • National Council for Educational Research and Training (NCERT) • National Council for Teacher Education (NCTE) • National University of Educational Training and Administration (NUEPA)

Emerging Issues and Education

Paper-(M) 3.01 (Credits-8)

(Major Course)

Objectives :

- 1) To acquaint the learner with the emerging issues in education.
- 2) To develop awareness and understanding about different literacy programmes, women empowerment, Human rights, globalization, vocationalization of secondary education.
- 3) To develop in students basic understanding regarding students indiscipline –its causes and remedies.
- 4) To acquaint the students about the need and importance of national integration and International understanding and the role of education in promoting them.
- 5) To acquaint the students with meaning, importance and means of life skill education.
- 6) To develop understanding about concept, importance, methods and programmes of Peace Education.

Unit: 1 Universalization of primary education for national development

- Significance of universalization of primary education,
- Nature of universal literacy programme in India,
- Need and Importance of Literacy
- Literacy programmes in India-
 - National Adult Education Programme (NAEP),
 - National Literacy Mission (NLC)
 - Total Literacy Campaign (TLC),
 - District Primary Education Programme (DPEP),
 - Sarva Shiksha Abhiyan (SSA),
 - Right of Children to Free and Compulsory Education Act
- Problems and remedial measures

Unit: 2 Education for women's equality and empowerment:

- Problem of women education with special reference to Assam
 - Literacy percentage of women,
 - Inadequate nutrition and technology,
 - Existing prejudices against women,
- Women empowerment—Meaning and objectives
- Governmental efforts for achieving quality life, equality of opportunities and social justice in relation to women.
- Role of Education in women empowerment
- Role of NCERT in women empowerment

Unit: 3 Education and Human Right

- Human Right-- Meaning and concept,
- Universal Declaration of Human Rights by U.N.
- Human Rights and Indian constitutions

- Hurlock, E.B. (1942). *Child Development*. New Delhi: Tata McGraw Hill Publishing Com. Ltd
- Thompson, G.G. (1969). *Child Psychology*. Bombay: The Times of India Press.

EDU-HE-5036

HUMAN RIGHTS EDUCATION

Total Marks: 100 (External: 80 and Internal: 20)

Credit-6

Course Objectives:

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

- Explain the basic concept, nature and scope of human rights
- Describe the meaning, nature, principles, curriculum and teaching methods of human rights education at different levels of Education.
- Know the role of United Nations on human rights
- Understand enforcement mechanism in India
- Know the role of advocacy groups

Course Contents

Units	Contents
Unit-1	Basic Concept of Human Rights <ul style="list-style-type: none"> • Concept and Nature of Human Rights • Scope of Human Rights • Concept, objectives, principles of Human Rights Education • Needs and Significance of Human Rights Education in India. • Human Rights Education at Different levels: <ul style="list-style-type: none"> - Elementary level - Secondary level - Higher level. • Methods and Activities of Teaching Human Rights • Curriculum of Human Rights Education
Unit-2	United Nations and Human rights <ul style="list-style-type: none"> • Universal Declaration of Human Rights (1948) by UN

	<ul style="list-style-type: none"> • UN and Promotion and Protection of Human Rights • Human Rights and Indian Constitution • Fundamental Rights similar to the UN Human Rights in Constitution of India
Unit-3	Human Rights – Enforcement Mechanism in India <ul style="list-style-type: none"> • Human Rights Act – 1993 • Human Rights Commission – role and objectives • Judicial organs – Role of Supreme Court and High court in India • Commission of Women and Children in India
Unit-4	Role of Advocacy Groups for Promotion of Human Rights <ul style="list-style-type: none"> • Role of Global Agencies: UN, UNESCO, Vienna Declaration • Role of Government and Non-Governmental Organizations; • Role of educational institutions • Role of press and mass media
Unit-5	Human Rights and Marginalised Sections <ul style="list-style-type: none"> • Human Rights related to Racial Discrimination • Human Rights related to Religions and Religious Minorities • Human Rights related to Linguistic Minorities • Human Rights related to Communal Minorities • Human Rights related to Refugees • Human Rights related to Aged • Human Rights related Women and Children • Human Rights related to Differently Abled • Human Rights related to Transgender

Recommended Readings:

- Aggarwal, J.C.(2008). *Education in the Emerging Indian Society*. New Delhi: Shipra Publication.
- Chand, Jagdish (2007). *Education for Human Rights*. New Delhi: Anashah Publishing House.
- Mohanty, J. (2006). *Human Rights Education*. New Delhi: Deep & Deep Publications.
- Naseema, C. (2008). *Human Rights Education Theory and Practice*. New Delhi: Shipra Publications.
- Rao, Digumarti Bhaskara (2004). *Human Rights Education*. New Delhi: Discovery Publication House.
- Reddy & Others (2015). *Human Rights Education*. Hyderabad: Neelkamal Publications Pvt. Ltd

EDU-HE-6046

WOMEN AND SOCIETY

Total Marks: 100 (External: 80 and Internal: 20)

Credit-6

Course Objectives:

After completion of this course the learner will be able to

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

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

- | |
|--|
| <ul style="list-style-type: none"> • Changes in family patterns • Gender roles in transition • New gender roles • Factor influencing gender role • Women as peace builder • Gender sensitivity- new gender roles and its implications for family and society |
|--|

Recommended Readings:

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

ECO-HC-5026: DEVELOPMENT ECONOMICS-I

Course Description

This is the first part of a two-part course on economic development. The course begins with a discussion of alternative conceptions of development and their justification. It then proceeds to aggregate models of growth and cross-national comparisons of the growth experience that can help evaluate these models. The axiomatic basis for inequality measurement is used to develop measures of inequality and connections between growth and inequality are explored. The course ends by linking political institutions to growth and inequality by discussing the role of the state in economic development and the informational and incentive problems that affect state governance.

Course Outline

1. Conceptions of Development

Alternative measures of development, documenting the international variation in these measures, comparing development trajectories across nations and within them.

2. Growth Models and Empirics

The Harrod-Domar model, the Solow model and its variants, endogenous growth models and evidence on the determinants of growth.

3. Poverty and Inequality: Definitions, Measures and Mechanisms

Inequality axioms; a comparison of commonly used inequality measures; connections between inequality and development; poverty measurement; characteristics of the poor; mechanisms that generate poverty traps and path dependence of growth processes.

4. Political Institutions and the Functioning of the State

The determinants of democracy; alternative institutional trajectories and their relationship with economic performance; within-country differences in the functioning of state institutions; state ownership and regulation; government failures and corruption.

Readings

1. Debraj Ray, *Development Economics*, Oxford University Press, 2009.
2. Partha Dasgupta, *Economics, A Very Short Introduction*, Oxford University Press, 2007.
3. Abhijit Banerjee, Roland Benabou and Dilip Mookherjee, *Understanding Poverty*, Oxford University Press, 2006.
4. Kaushik Basu, *The Oxford Companion to Economics in India*, OUP, 2007.
5. Amartya Sen, *Development as Freedom*, CUP, 2000.
6. Daron Acemoglu and James Robinson, *Economic Origins of Dictatorship and Democracy*, Cambridge University Press, 2006.
7. Robert Putnam, *Making Democracy Work: Civic Traditions in Modern Italy*, Princeton University Press, 1994.

ECO-HC-6026: DEVELOPMENT ECONOMICS-II

Course Description

This is the second module of the economic development sequence. It begins with basic demographic concepts and their evolution during the process of development. The structure of markets and contracts is linked to the particular problems of enforcement experienced in poor countries. The governance of communities and organizations is studied and this is then linked to questions of sustainable growth. The course ends with reflections on the role of globalization and increased international dependence on the process of development.

Course Outline

1. Demography and Development

Demographic concepts; birth and death rates, age structure, fertility and mortality; demographic transitions during the process of development; gender bias in preferences and outcomes and evidence on unequal treatment within households; connections between income, mortality, fertility choices and human capital accumulation; migration.

2. Land, Labor and Credit Markets

The distribution of land ownership; land reform and its effects on productivity; contractual relationships between tenants and landlords; land acquisition; nutrition and labor productivity; informational problems and credit contracts; microfinance; inter-linkages between rural factor markets.

3. Individuals, Communities and Collective Outcomes

Individual behavior in social environments, multiple social equilibria; governance in organizations and in communities; individual responses to organizational inefficiency.

4. Environment and Sustainable Development

Defining sustainability for renewable resources; a brief history of environmental change; common-pool resources; environmental externalities and state regulation of the environment; economic activity and climate change.

5. Globalization

Globalization in historical perspective; the economics and politics of multilateral agreements; trade, production patterns and world inequality; financial instability in a globalized world.

Readings

1. Debraj Ray, *Development Economics*, Oxford University Press, 2009.
2. Partha Dasgupta, *Economics, A Very Short Introduction*, Oxford University Press, 2007.

SIXTH SEMESTER DSE

ECO-HE-6016: ENVIRONMENTAL ECONOMICS

Course Description

This course focuses on economic causes of environmental problems. In particular, economic principles are applied to environmental questions and their management through various economic institutions, economic incentives and other instruments and policies. Economic implications of environmental policy are also addressed as well as valuation of environmental quality, quantification of environmental damages, tools for evaluation of environmental projects such as cost-benefit analysis and environmental impact assessments. Selected topics on international environmental problems are also discussed.

Course Outline

1. Introduction

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

2. The Theory of Externalities

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

3. The Design and Implementation of Environmental Policy

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

4. International Environmental Problems

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

5. Measuring the Benefits of Environmental Improvements

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

VAC I: Environmental Studies

Total Credit: 12

Total Hours: 45

SYLLABUS

Objective:

Developing an attitude of concern for the environment, creating the awareness and imparting basic knowledge about environmental problems among students, motivating students to participate in environment protection and environment improvement programmes and to understand on Environmental management and sustainable development.

Unit 1: Multidisciplinary nature of environmental studies

Definition, scope and importance, Need for public awareness.

Unit 2: Natural Resources and associated problems (Renewable and non-renewable resources)

- a) Forest resources:
 - Forest coverage of India, its different states & Union territories
 - Forests of North Bengal (Reserve Forest, Natural Park and Sanctuary)
 - Deforestation Timber extraction, mining, poaching and their effects on forest and tribal people.
- b) Water resources:
 - Brief idea about the major rivers of India.
 - Rivers of North Bengal (Origin, distribution & threats)
 - Dams-benefits and problems.
- c) Mineral resources:
 - Use and exploitation, environmental effects of extracting and using mineral resources
- d) Energy resources:
 - Renewable and non-renewable energy sources, Use of alternate energy sources.
- e) Land resources:
 - Land degradation, man induced landslides, soil erosion and desertification.
 - Role of an individual in conservation of natural resources.

Unit 3: Ecosystems

- Concept of an ecosystem: Structure & Functions
- Energy flow in the ecosystem, Food chains, food webs and ecological pyramids.

Unit 4: Biodiversity and its conservation

- Biodiversity hotspots of India
- Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts.
- Endangered and endemic plant and animal species of India
- Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity.

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Unit 5: Environmental Pollution: Prevention and control

- Cause, effects and control measures of: Air pollution, Water pollution, Soil pollution, Marine pollution, Noise pollution, Thermal pollution, Global warming, Nuclear hazards
- Solid waste Management: Causes, effects and control measures of urban and industrial wastes.
- Disaster management: floods, earthquake, cyclone and landslides.

Unit 6: Environmental Policies, Practices and Movements

- 17 Sustainable Development Goals (SDGs), Kyoto Protocol, Carbon Trading, Biodiversity Offset
- Environment Laws of India: Environmental Protection Act, Wildlife Protection Act, Forest Conservation Act
- Environmental movements: Chipko, Silent Valley, Narmada Bachao Andolan

Unit 7: Project: (Any One)

- Visit to a local area to document environmental assets river/forest/grassland/hill/mountain
- Visit to a local polluted site -Urban/Rural/Industrial/Agricultural
- Study of common plants, insects, birds.
- Study of simple ecosystems-pond, river, hill slopes, etc.

REFERENCE

- Agarwal, K.C. 2001 Environmental Biology, Nidi Publ. Ltd. Bikaner.
- Brunner R.C., 1989, Hazardous Waste Incineration, McGraw Hill Inc. 480p
- Clark R.S., Marine Pollution, Clanderson Press Oxford (TB)
- Cunningham, W.P. Cooper, T.H. Gorhani, E & Hepworth, M.T. 2001, Environmental Encyclopedia, Jaico Publ. House, Mumabai, 1196p
- De A.K., Environmental Chemistry, Wiley Eastern Ltd.
- Gleick, H.P. 1993. Water in crisis, Pacific Institute for Studies in Dev., Environment & Security. Stockholm Env. Institute Oxford Univ. Press. 473p
- Hawkins R.E., Encyclopedia of Indian Natural History, Bombay Natural History Society, Bombay
- Heywood, V.H & Waston, R.T. 1995. Global Biodiversity Assessment. Cambridge Univ. Press 1140p.
- Jadhav, H & Bhosale, V.M. 1995. Environmental Protection and Laws. Himalaya Pub. House, Delhi 284 p.

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6. Course Name: Environmental Assessment and Education

Course level:100-199

No. of contact classes: 30 (Theory 26 hours + Practical 4 hours)

Credits: 2 credits

Course objectives:

This course will help students to get an idea about the biodiversity and its conservation. By going through the biodiversity losses which is mostly by human activities, the students could learn the importance of the conservation of biodiversity. Unit 2 of this course will give an overall idea of the basic environmental assessment practices and its role in environmental management. This course also educates students about environmental ethics and the role of religious and cultural norms in environmental conservation.

Learning outcomes:

- Expose students to the real - life world, natural and social, in which they live
- Enable students to analyse, evaluate, and draw inference about problems
- Help students to understand the ethical issues related to environment

Theory**Unit 1: Biodiversity and Conservation :**

(10 lectures: 16 marks)

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

Unit 2: Environmental Impact Assessment:

(8 lecture: 12 marks)

Introduction to Environmental Impact Assessment; Environmental Impact Statement (EIS) and Environmental Management Plan (EMP). Strategic Environmental Assessment (SEA); EIA Guidelines: notification of the Government of India 2006; Impact Assessment Methodologies.

Unit 3: Environmental ethics:

(8 lectures: 10 marks)

Concept of Sustainable Development, Natural resources, and their assessment; Environmental education, and awareness. Environmental ethics: Role of Indian and other religions and cultures in environmental conservation.

Practical:

(4 lectures:12 marks)

Each student will prepare a project about the various religious and cultural norms that are used in their locality for environmental conservation

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