

# MARIANI COLLEGE

## SELF STUDY REPORT FOR 3RD CYCLE OF NAAC ACCREDITATION 2016-2021



### Supporting Documents for NAAC Self Study Report (SSR) (3rd Cycle) Period: 2018-2023



Prepared and submitted by:  
Mariani College

<b>Criterion 1</b>	<b>Key Indicator: 1.3</b>
Curricular Aspects	Curriculum Enrichment
Metric Number: 1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum

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

#### 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 Brahma 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:**

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- 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 Thakkaar (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.*

  
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## SELF STUDY REPORT

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#### Paper II

**COURSE CODE: HISGE6**

**COURSE TITLE: Environmental History**

#### Unit I:

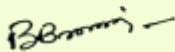
- 1.01 : Emergence of Environmental History as a Branch of History
- 1.02 : Mode of Resource Utilization: Gathering, Nomadic, Pastoralism, Agricultural Mode and Industrial Mode; Resource Use Patterns in Indian History
- 1.03 : Ecology and Environment, Ecosystem and Population Interaction
- 1.04 : Geographical Background of the Indian Subcontinent

#### Unit II:

- 2.01 : Community interaction with the Environment in the Early period in India, Indus Valley Civilization and its decline: Environmental factors
- 2.02 : Use of iron implements; Agricultural Expansion and Deforestation in the Gangetic Valley
- 2.03 : Expansion of Agriculture in Early Medieval and Medieval India, Technological changes and Agricultural productions in Medieval period, Forest and the pastoral communities in the Medieval period
- 2.04 : Water as a Resource in Ancient and Medieval India

#### Unit III:

- 3.01 : British Forest Policy in India: Impact of European Forestry Tradition
- 3.02 : Making of British Forest Policy, British Forest Policies up to 1947
- 3.03 : Forest Legislations : Forest Acts of 1878 and 1927
- 3.04 : Impact of British Forest Policy: Deforestation and Ecological change in India
- 3.05 : Commercial Exploitation of Forest Products; Impact of Railway Construction on Forestry

  
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### Unit IV:

- 4.01 : Mahatma Gandhi and Nehru's view on Environment
- 4.02 : Conservation Policies in Post independence Period; Social Forestry
- 4.03 : Environmental movements: Chipko Movement, Narmada Bachao Andolan and other Environmental Movements
- 4.04 : Dams and Mines: Problems of displacement, Loss of Livelihood and Problems of Rehabilitation

### Unit V:

- 5.01 : People's Movements and Resistance against the Colonial Forest Policies
- 5.02 : British Forest Policies in North- East India; Environmental and Socio-Economic Consequences of Colonial Forest Policies; Plantation Economy and Forestry
- 5.03 : Flood and Soil Erosion in the Brahmaputra Valley
- 5.04 : History of Conservation Strategies in North East India
- 5.05 : Hill area and Shifting Cultivation, Problems of Shifting Cultivation

### Suggested Reading:

- Agarwal, D.P : *Man and Environment in India through the Ages*
- Arnold, D and R. Guha : *Nature, Culture, Imperialism: Essays on the Environmental History of South Asia*
- Bhattacharya, D.K. : *Ecology and Social Formation in Ancient History*
- Cederlof, Gunnel and K. Sivaramakrishnan (eds.) : *Ecological Nationalisms*
- Chakrabarti, Ranjan, (ed.) : *Situating Environmental History*
- : *Does Environmental History Matter? Shikar, Subsistence and the Sciences*
- Dhavalikar, M.K. : *Environment and Culture: A Historical Perspective*

  
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#### Semester-V:

#### DSE-2A: Human Rights in Comparative Perspective

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

**Total Lectures and Tutorials – 84**

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

13 Lectures and 4 Tutorials

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

13 Lectures and 4 Tutorials

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

13 Lectures and 4 Tutorials

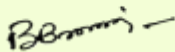
**Unit-IV: Issues of Human Rights:** Torture: USA and India, Surveillance and Censorship: China and India, Terrorism and Insecurity of Minorities: USA and India

13 Lectures and 4 Tutorials

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

12 Lectures and 4 Tutorials

#### READING LIST

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

**Course Objective:** The aim of the course is to explain contemporary debates on feminism and the history of feminist struggles. The course begins with a discussion on construction of gender and an understanding of complexity of patriarchy and goes on to analyze theoretical debates within feminism. The paper also covers the history of feminism in the west, socialist societies and in anti-colonial struggles. Further a gendered analysis of Indian society, economy and polity with a view to understanding the structures of gender inequalities.

**Total Lectures and Tutorials – 84**

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

13 Lectures and 4 Tutorials

**Unit-II: Approaches to the study of Feminism**

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

13 Lectures and 4 Tutorials

**Unit-III Genesis of Feminist Movements in the West:**

Seneca Falls Convention; Black Feminist Movement, Suffragist Movement in USA, Britain and France; the French Revolution and the Declaration of the Rights of Women and Female Citizen

13 Lectures and 4 Tutorials

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

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

13 Lectures and 4 Tutorials

**Unit-V: The Indian Experience:**

Contemporary issues in Feminism: Environment, Domestic Violence, Rape, Dowry, Sexual Harassment at Workplace, Right to Property and Customary versus Constitutional Law; Gender Relations in India: Family- Matrilineal and Patrilineal; Women and Work

12 Lectures and 4 Tutorials

#### Reading List:

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



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#### GEOGRAPHY

##### Course C 9

**GGRM402T6: ENVIRONMENTAL GEOGRAPHY (Theory)**

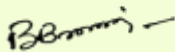
**84 hours**

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

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

##### Reading List

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

  
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## SELF STUDY REPORT

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#### Course C14

#### GGRM602T6: DISASTER MANAGEMENT

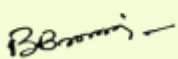
48 Lectures

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

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

#### Reading List

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

  
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#### Course C14

**GGRM602P6: DISASTER MANAGEMENT BASED PROJECT WORK 20 Lectures**

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

	L	T	P
Field Work ( Flood, Landslide, Drought, Earthquake, Cyclone and Manmade Disaster )	4		16

#### Reading List

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

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#### GE 3 (6 C)

#### GGRM GE 301AT6: CLIMATE CHANGE: VULNERABILITY AND ADAPTATION 84 HOURS/LECTURES

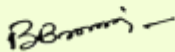
(The main objective of this paper is to make the students understand climate change and the factors responsible for such changes. The students will also learn about the various negative impact of climate change on flora and fauna and its mitigations.)

TITLE	UNITS	L	T	P
<b>CLIMATE CHANGE: VULNERABILITY AND ADAPTATION</b>	1. Science of Climate Change: Understanding Climate Change; Green House Gases and Global Warming; Global Climatic Assessment- IPCC	12	6	
	2. Climate Change and Vulnerability: Physical Vulnerability; Economic Vulnerability; Social Vulnerability	12	6	
	3. Impact of Climate Change: Agriculture and Water; Flora and Fauna; Human Health	10	5	
	4. Adaptation and Mitigation: Global Initiatives with Particular Reference to South Asia.	10	6	
	5. National Action Plan on Climate Change; Local Institutions (Urban Local Bodies, Panchayats)	12	5	

#### Further Readings

1. IPCC. (2007) Climate Change 2007: Impacts, Adaptation and Vulnerability. Contribution of Working Group II to the Fourth Assessment Report of the Intergovernmental Panel on Climate Change.
2. IPCC (2014) *Climate Change 2014: Impacts, Adaptation, and Vulnerability. Part A: Global and Sectoral Aspects. Contribution of Working Group II to the Fifth Assessment Report of the Intergovernmental Panel on Climate Change* Cambridge University Press, Cambridge, United Kingdom and New York, NY, USA.
3. IPCC (2014) *Climate Change 2014: Impacts, Adaptation, and Vulnerability. Part B: Regional Aspects. Contribution of Working Group II to the Fifth Assessment Report of the Intergovernmental Panel on Climate Change* Cambridge University Press, Cambridge, United Kingdom and New York, NY, USA.
4. Palutikof, J. P., van der Linden, P. J. and Hanson, C. E. (eds.), Cambridge University Press, Cambridge, UK.

5. OECD. (2008) *Climate Change Mitigation: What Do we Do? Organisation and Economic Cooperation and Development.*
6. UNEP. (2007) *Global Environment Outlook: GEO4: Environment for Development, United Nations Environment Programme.*
7. Singh, M., Singh, R.B. and Hassan, M.I. (Eds.) (2014) *Climate change and biodiversity;*

  
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## SELF STUDY REPORT

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#### GE 4

#### GGRM GE 401BT6: SUSTAINABLE DEVELOPMENT

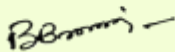
84 HOURS/LECTURES

(The main objective of this paper is to make the students understand the basic concept and history of development of sustainable development. The students will also know about the role of various agencies in sustainable development.)

TITLE	UNITS	L	T	P
SUSTAINABLE DEVELOPMENT	1. Sustainable Development: Definition, Components, Limitations and Historical Background.	9	5	
	2. The Millennium Development Goals: National Strategies and International Experiences	9	5	
	3. Sustainable Regional Development: Need and examples from different Ecosystems.	9	5	
	4. Inclusive Development: Education, Health; Climate Change: The role of higher education in sustainable development; The human right to health; Poverty and disease; The Challenges of Universal Health Coverage; Policies and Global Cooperation for Climate Change	15	7	
	5. Sustainable Development Policies and Programmes: The proposal for SDGs at Rio+20; Illustrative SDGs; Goal-Based Development; Financing for Sustainable Development; Principles of Good Governance; National Environmental Policy, CDM.	14	6	

#### Reading List

1. Agyeman, Julian, Robert D. Bullard and Bob Evans (Eds.) (2003) Just Sustainabilities: Development in an Unequal World. London: Earthscan. (Introduction and conclusion.)
2. Ayers, Jessica and David Dodman (2010) "Climate change adaptation and development I: the state of the debate". Progress in Development Studies 10 (2): 161-168.
3. Baker, Susan (2006) Sustainable Development. Milton Park, Abingdon, Oxon; New York, N.Y.: Routledge. (Chapter 2, "The concept of sustainable development")
4. Brosius, Peter (1997) "Endangered forest, endangered people: Environmentalist representations of indigenous knowledge", Human Ecology 25: 47-69.
5. Lohman, Larry (2003) "Re-imagining the population debate", Corner House Briefing 28.
6. Martínez-Alier, Joan et al (2010) "Sustainable de-growth: Mapping the context, criticisms and future prospects of an emergent paradigm" Ecological Economics 69: 1741-1747.
7. Merchant, Carolyn (Ed.) (1994) Ecology. Atlantic Highlands, NJ: Humanities Press. (Introduction, pp 1- 25.)
8. Osorio, Leonardo et al (2005) "Debates on sustainable development: towards a holistic view of reality". Environment, Development and Sustainability 7: 501-518.
9. Robbins, Paul (2004) Political Ecology: A Critical Introduction. Blackwell Publishing.

  
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#### EDUCATION

III	<b>PHILOSOPHICAL ISSUES OF VALUE EDUCATION</b> 3.1 The varieties of values: 3.1.1 Moral Education (Gandhi) 3.1.2 Spiritual Education (Aurobindo) 3.1.3 Aesthetic Education (Tagore)	10	6	4	
IV	<b>PEACE EDUCATION:</b> 4.1 Meaning and concept 4.2 Objectives of Peace education 4.3 Pedagogy of Peace Education: 4.3.1 Self learning 4.3.2 Cooperative learning 4.3.3 Problem solving 4.4 Integrating Peace education in the curriculum: 4.4.1 Subject content 4.4.2 Teaching methods 4.4.3 Co-curricular activities 4.4.4 Staff development 4.4.5 Classroom management and 4.4.6 School management. 4.5 Imparting Peace Education: Role of - 4.5.1 Teacher 4.5.2 Principle 4.5.3 Parents	20	1 1 4 6 4	4	

V	<b>COMPONENTS OF DEVELOPMENT AND EXCELLENCE IN LIFE</b> • Integrity • Character • Spirituality • Positive thinking • Self-esteem • Stress free living • Self managing leadership • Perseverance	10	5	5	
		80	61	19	

#### In-semester Assessment:

Marks 20

- A. Sessional Activities (The teacher may assign and assess any one of the following): Marks 5**
- Carry out a survey of the Colleges/ Secondary Schools to identify the values most preferred and practiced by students.
  - Carry out a survey of their local community and identify the steps taken by parents in promoting peace in society.
  - Analyze Secondary School textbooks to identify the type of values and peace promoted through the content.
  - Analysis of contents of advertisement, TV serials, movies to identify the gap between the values promoted by them and those promoted by the society.
  - Group discussion/Seminar/Debate/Assignment on any one of the topics of the course.

#### B. Sessional Tests:

Marks 10

#### C. Attendance:

Marks 5

#### Suggested readings:

- Singh, Y. K. (2009). Value education. New Delhi: APH Publishing Corporation.
- Venkataiah, (2009). Value education. New Delhi: APH Publishing Corporation.
- Chadha, S. C. (2008). Education and value education. Meerut: R.Lall Books Depot.
- Sharma, R. A. (2008). Human value of education. Meerut: R.Lall Books Depot.
- Singh, Y. K., & Natha, R. (2008). Value Education. New Delhi: A.P.H. Publishing Corporation.

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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

Unit	Content	Marks	L	P	T
	<b>RELATED TERMS:</b>				
	1.1.Sex and Gender: meaning and concept				2
	1.2.Difference between sex and gender.				2
	1.3.Gender role: Concept and nature.				1
	1.3.1. Types of gender role.				2
	1.4.Patriarchal and Matriarchal: Concept and nature.				1
	• Gender role in patriarchal and matriarchal society				2
	1.5.Social construct of Gender.				1
	1.6.Gender Segregation: concept and nature				2
	• Types of gender Segregation: Horizontal & vertical				2
	1.6.1. Gender segregation and education.				2
	1.7.Gender marginalisation in education				3
	• Meaning, concept and nature				3
	• Causes of gender marginalisation in education				3
	• Measures for inclusion in education				3
	1.8 Gender stereotyping: Meaning and concept				4
	• Issues and concern related to gender stereotyping in Indian society				4
	• Gender stereotyping and education.				4
	1.9 Self silencing: concept and nature				1
II	<b>GENDER AND SOCIETY</b>	20	15		4
	2.1 Gender biases: Meaning and concept				1
	2.1.1 Gender biases in				1
	• The family				1
	• The school environment				1
	• The society.				1
	2.2. Gender socialization: Meaning and concept.				1
	2.2.1. Gender socialization				1
	• Role of the family				1
	• Role of the school				1
	• Role of the society				1
	• Role media and popular culture (film and advertisement)				1
	2.3 Gender inequality in education in terms of				3
	• Caste				3
	• Religion				3
	• Region				3

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II	<b>GENDER AND SOCIETY</b>	20	15	4
	2.1 Gender biases: Meaning and concept			
	2.1.1 Gender biases in		1	
	• The family		1	
	• The school environment		1	
	• The society.			
	2.2. Gender socialization: Meaning and concept.		1	
	2.2.1. Gender socialization			
	• Role of the family		1	
	• Role of the school		1	
	• Role of the society		1	
	• Role media and popular culture (film and advertisement)			
	2.3 Gender inequality in education in terms of			
	• Caste			
	• Religion		3	
	• Region			
	2.4 Issues related to women/girl child:			
	A. Female foeticide and infanticide			
	B. Sex ratio		5	
	C. Honour killing			
	D. Dowry			
	E. Child marriage			
III	<b>GENDER INEQUALITY IN THE SCHOOL:</b>	20	20	3
	3.1 Gender discrimination in the			

	• Construction and dissemination of knowledge.		4	
	• Text books			
	• Hidden curriculum.			
	3.2 Gender inequality and school		2	
	• Infrastructure		2	
	• Curricular and co-curricular activities.			
	3.3 Gender issues in school education: Problem of Access, Retention, Stagnation and Drop-out.		4	
	3.4 Gender and equality:			
	• Role of the school, peer, teacher, curriculum and textbooks in reinforcing equality.		4	
	3.5 Gender inclusive approach			
	• Single sex school			
	• Child friendly school		4	
	• Girl friendly school			
	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			
	• Dowry		4	
	• Remarriage			
	• Divorce			
	• Property rights			
	• Trafficking			
	4.2 Women reservation bills: History and current status.		2	
	4.3 Articles of Indian constitution related to education from gender equality perspective.		3	

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**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**

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

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	2.4.2 Efforts towards strengthening HE		1		
	<b>2.5. Teacher Education in India:</b>				
	2.5.1. Objectives of Teacher Education in India		1		
	2.5.2. Challenges of Teacher Education in India.		1		
	<b>2.6. Technical and Vocational Education in India-</b>				
	2.6.1. Objectives & Challenges of Technical and Vocational education in India.		1		
	2.6.2. Efforts towards strengthening Technical and Vocational education		1		
	<b>2.7. Professional Education in India-</b>				
	2.7.1 Need and Challenges of Professional Education in India		1		
<b>III</b>	<b>3.0. ESSENTIAL PERSPECTIVES OF INDIAN EDUCATION</b>	<b>16</b>	<b>(15)</b>		<b>1</b>
	<b>3.1.Environmental Education:</b>				
	3.1.1. Meaning & Objectives of Environmental Education		1		
	3.1.2. Challenges of Environmental Education.		1		
	<b>3.2.Women Education:</b>				
	3.2.1. Importance & Challenges of Women Education in India.		1		
	<b>3.3. Inclusive Education:</b>				
	3.3.1. Concept, Objectives & Challenges of Inclusive Education.		1		
	3.3.2. Role of RCI, PWD act in addressing Inclusive education		1		
	<b>3.4. Alternative Education:</b>				
	3.4.1. Concept, Need of alternative schooling at Elementary.		1		

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

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2016 - 2021



**SYLLABUS OF THE UG PROGRAMME IN EDUCATION  
DIBRUGARH UNIVERSITY  
B.A. IN EDUCATION (HONOURS)  
DSEED502 / GEED102: VALUE 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 concepts of values and value education.
2. describe the importance of value education in the 21<sup>st</sup> century.
3. describe the need of values in creating a better world.
4. explain the promotion of value through education.

Unit	Content	Marks	L	T	P
I	<b>VALUES:</b> 1.1 Concept, meaning and definition of values 1.2 Types of values: • Instrumental values 1.2.2 Intrinsic values and 1.2.3 Democratic values. 1.3 Functions of values 1.4 Sources of values: 1.4.1 Socio- cultural tradition 1.4.2 Religion and 1.4.3 Constitution (Indian Constitution)	20	3 3 2 3	3	

	1.5 Fostering values: Role of – 1.5.1 Parents 1.5.2 Teachers 1.5.3 Peer groups 1.5.4 Religion 1.5.5 Government 1.5.6 Mass media and 1.5.7 Voluntary organizations.		6		
II	<b>VALUE EDUCATION</b> 2.1 Meaning of Value Education 2.2 Objectives of Value Education 2.3 Dimensions of Value Education: 2.3.1 Religious 2.3.2 Spatial 2.3.3 Cognitive, Affective and Psychomotor dimensions. 2.4 Importance of value education in the 21 <sup>st</sup> century. 2.5 Policy perspective on Value Education in India. 2.6 Methods and techniques of value education: 2.6.1 Practical method 2.6.2 Conceptual method 2.6.3 Biographical method 2.6.4 Storytelling technique 2.6.5 Socialized class technique 2.6.6 Discussion technique. 2.7 Role of the Teacher and School in promoting Value Education.	20	1 1 4 1 2 6 2	3	
III	<b>PHILOSOPHICAL ISSUES OF VALUE EDUCATION</b> 3.1 The varieties of values: 3.1.1 Moral Education (Gandhi) 3.1.2 Spiritual Education (Aurobindo) 3.1.3 Aesthetic Education (Tagore)	10	6	4	

#### BOTANY

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#### **BOTG 601 Botany XI**

#### **Biochemistry, Ecology and Plant Geography**

**48End+12IA =60**

**Objective of the course:** The main objective of this course is to introduce the undergraduate students with the basic knowledge of acid base concept and its importance, importance of macromolecules, ecological importance of plants, their distribution and ecosystem structure & function of ecosystem.

#### **Biochemistry**

**Marks: (16+4)=20**

Unit -1. Basic principles of biochemistry, acid, base, pH and buffer (inorganic and organic) enzymes, (physiochemical properties), Vitamins and coenzymes, their importance.

5 class hours

Unit -2. General account of carbohydrates, fats, proteins, and nucleic acids and their importance

5 class hours

#### **Plant Ecology**

**Marks: (24+6)=30**

Unit -3. Ecological factors and their role in plant biodiversity.

2 class hours

Unit 4. Structure and function of ecosystem, energy flow through ecosystem, an overview on different types of ecosystem.

7 class hours

Unit 5. Plant communities: definition, classification, characteristics, function, succession.

6 class hours

Unit 6. Natural resources: Renewable and non- renewable resources with special reference to N.E. India, conservation of natural resources.

2 class hours

Unit 7. Deforestation and consequences of deforestation.

1 class hours

Unit 8. Pollution: Air, Water, Soil, global warming and green house effect, global climate change.

3 class hours

#### **Plant Geography**

**(8+2)=10**

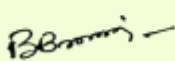
Unit 1. General account on the Phytogeographical regions of India with special reference to the Eastern Himalayas

4 class hours

Unit -2. Rare, endangered, threatened, and endemic flora – a general account.

3 class hours

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