



**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.

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Syllabus of NSS (Skill Based Courses) at UG Level

Course Code : NSS01

Course Name : NSS and Youth Development

Objectives : The main objectives of this course are:

1. To help learners know about NSS in the context of youth, community and voluntary service.
2. To appreciate the importance of health, hygiene and sanitation for a healthy nation.
3. To propagate Yoga as a way of healthy living.

Credit : 4 (3 – 0 – 1)

Outcome : Learners will have the knowledge about NSS and its role in the fields of health, hygiene and sanitation so as to build a strong country. They will be able to use Yoga for healthy living.

| Unit | Topics | Contact Hours | | |
|------|---|---------------|-----------|------------|
| | | Lectures | Tutorials | Practicals |
| 1 | Introduction to NSS History, philosophy, aims and objectives of NSS; NSS Insignia, Organization of NSS, Funding; Regular Activities; Special Camping; Adopted village; Maintaining records, Collaboration with other Govt. agencies, NGOs | 6 | 0 | 0 |
| 2 | Life Competencies & Youth Leadership Definition and importance of life competencies; communication and soft skills; Using the Internet; Youth leadership | 8 | 0 | 0 |
| 3 | Health, Hygiene and Sanitation Importance of health, hygiene and sanitation; Various Govt. programmes | 5 | 0 | 5 |
| 4 | Youth Health Healthy lifestyles; HIV/AIDS, drugs and substance abuse; First aid | 7 | 0 | 5 |
| 5 | Youth and Yoga History and philosophy of yoga; Yoga for healthy living | 7 | 0 | 12 |

Total Lectures: **33**

Project: 22 hours of community/volunteer work promoting the issues as mentioned in Units 3, 4 and 5. The internal assessment will be based on the project.

Suggested Readings:

1. NSS Manual
2. National Youth Policy Document
3. National Service Scheme - A Youth Volunteers Programme For Under Graduate Students As Per UGC Guidelines by J D S Panwar, A K Jain & B K Rathi (Astral)
4. Communication Skills by N Rao & R P Das (HPH)
5. Light on Yoga by B K Iyenger (Thorsons)

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Syllabus of NSS (Skill Based Course) at UG Level

Course Code : NSS02

Course Name : NSS in Social-economic Development

Objectives : The main objectives of this course are:

1. To help learners know about environmental issues and disaster management.
2. To understand the role of entrepreneurship in social development.
3. To learn documentation and reporting.

Credit : 4 (3 – 0 – 1)

Outcome : Learners will learn to appreciate the concerns regarding the environment. They will have the background information to start a venture. They will also be able to prepare a socio-economic development plan.

| Unit | Topics | Contact Hours | | |
|------|---|---------------|-----------|------------|
| | | Lectures | Tutorials | Practicals |
| 1 | Environment Issues Environment conservation, Enrichment and Sustainability; Climate Change; Waste Management; Natural Resource Management | 4 | 0 | 0 |
| 2 | Disaster Management Introduction; Classification of disasters; Role of NSS in disaster management with more emphasis on disasters specific to NE India; Civil defence | 10 | 0 | 0 |
| 3 | Entrepreneurship Definition and meaning; Qualities of a good entrepreneur; Risks; Various policies aiding an entrepreneur | 7 | 0 | 0 |
| 4 | Funding a Venture Sources of funding and formalities | 5 | 0 | 0 |
| 5 | Documentation and Reporting Collection and analysis of data; Documenting, reporting and their dissemination | 7 | 0 | 22 |

Total Lectures: 33

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.

Course 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

Gendering Sociology: [Week 1]

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

SYLLABUS
Generic Elective 04
Gender and Violence

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

Course Outline

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

COURSE CONTENTS AND ITINERARY

- 1. **What is Gendered Violence ? (2 Weeks)**

Kimmel, Michael S. *The Gendered Society*, New York: Oxford University Press, 2011. Chapter 13, Gender of Violence, Pp. 281-407.

Saikia, J.P. (2016) : "Gender : Themes and Issues". Concept Publishing Company (P) Ltd., New Delhi. Pp 101-159.

Wies, Jennifer R. *Anthropology at the Front Lines of Gender Based Violence*, Nashville, Tenn.: Vanderbilt Univ. Press, 2011. Chapter 1. Ethnographic Notes from the Frontlines of Gender Based Violence, Pp 1-18

2. Structural and Situated Violence (7 Weeks)

2.1 Caste, Gender and Violence

Kannabiran, Vasanth and Kalpana Kannabiran, Caste and Gender: Understanding Dynamics of Power and Violence, *Economic and Political Weekly*. Vol. 26. No. 37 *Sep. 14, 1991), pp. 2130-2133.

Irudayam, Aloysius, Jayshree P Mangubhai, and Joel G Lee. *Dalit Women Speak Out*. Chapters, 1, 3, 4, 13 and 14.

Ivekovic, R. Mostov J. (2006) "From Gender to Nation", Published by Zubaann, New Delhi, Pp-81-89.

Mohanty Monoranjan (ed), (2004): "Class, Caste, Gender", Sage Publications, Dew Delhi.

2.2 Domestic and Familial Violence

Karlekar, Malavika. Domestic Violence. *Economic and Political Weekly*. Vol. 33. No. 27 (Jul. 4-10, 1998), pp. 1741-1751.

Agnes, Flavin, *My Story, Our Story: Building Broken Lives* Mumbai: Majlis. 1984.

Chowdhry, Prem. Enforcing Cultural Codes : Gender and Violence in Northern India, *Economic and Political Weekly*, Vol. 32, No. 19 (May 10-16, 1997), pp. 1019-1028.

2.3 Gender and the Conflict Situation

Wood, E. J. 'Variation in Sexual Violence during War'. *Politics & Society* 343 (2006): 307-342.

Butalia, Urvashi. *The Other Side of Silence*, Durham NC: Duke University Press, 2000. Chapter 4, Pp 104-171.

2.4 Violence, Harassment and the Workplace

MacKinnon, Catharine A. *Only Words*, Cambridge, Mass: Harvard University Press, 1993. Chapter 11 Racial and Sexual Harassment, Pp. 43-68.

Tejani, Sheba. Sexual Harassment at the Workplace: Emerging Problems and Debates, *Economic and Political Weekly*, Vol. 39, No. 41 (Oct. 9-15, 2004), pp. 4491-4494.

3. Sexual Violence (3 Weeks)

Box, Steven. *Power, Crime, and Mystification*. London: Routledge, 1989, Chapter 4, Rape and Sexual Assaults on Women Pp. 120-165.

Scully, Diana and Joseph Marolla, "Riding the Bull at Gilley's" : Convicted Rapists Describe the Rewards of Rape, *Social Problems*, Vol. 32, No. 3 (Feb., 1985), pp. 251-263.

**SYLLABUS OF THE UG PROGRAMME IN EDUCATION
DIBRUGARH UNIVERSITY**

**B.A. in Education 2nd Semester GEED-202 (Generic Elective),
6th Semester DSEED-603 (Honours) and 6th Semester
EDDSEN-607 (Non-honours)
GENDER AND EDUCATION
CREDIT: 6**

[MARKS: 100 (IN-SEMESTER: 20; END-SEMESTER: 80)]

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

1. describe the modern concept, aims, functions and role of Education
2. describe the role of Philosophy in Education.
3. explain the basic tenants of the given Indian and Western Philosophies and their influence in Education.
4. appraise the contribution of the given philosophers in the domain of education.

Course Content

| Unit | Topics | M | L | P | T |
|----------|---|-----------|-----------|---|----------|
| I | Introduction to Gender And its related terms: | 20 | 20 | | 4 |
| | 1.1. Sex and Gender: Meaning and Concept | | | | |
| | 1.2. Difference between sex and gender | | 2 | | |
| | 1.3. Gender role: Concept and nature. 1.3.1. Types of gender role. | | 2 | | |
| | 1.4. Patriarchal and Martiarchal: Concept and Nature . Gender role in patriarchal and Materiarchal society. | | 2 | | |
| | 1.5. Social Construct of Gender | | 2 | | |
| | 1.6. Gender Segregation: Concept and Nature . Types of Gender Segregation: Horizontal & Vertical 1.6.1 Gender segregation and education | | 1 | | |
| | 1.7. Gender marginalisation in Education. . Meaning, concept and nature . Cause of gender marginalisation in education. . Measures for inclusion in education. | | 2 | | |
| | | | 3 | | |

| Unit | Topics | M | L | P | T |
|-----------|--|-----------|-----------|---|----------|
| I | 1.8. Gender stereotyping : Meaning and concept . Issues and concern related to gender stereotyping in Indian society. . Gender sterreotyping and education. 1.9. Self silencing : Concept and nature. | | 4 | | |
| | | | 1 | | |
| II | GENDER AND SOCIETY | 20 | 15 | | 4 |
| | 2.1. Gender Biases : Meaning and concept 2.1.1. Gender biases in • The family • The school environment • The society | | 1 | | |
| | | | 1 | | |
| | | | 1 | | |
| | 2.2. Gender socialization : Meaning and concept 2.1.1. Gender socialization • Role of the family • Role of the school • Role of the society • Role media and popular culture (film and advertisement) | | 1 | | |
| | | | 1 | | |
| | | | 1 | | |
| | 2.3. Gender inequality in education in terms of • Caste • Religion • Region | | 3 | | |
| | 2.4. Issues related to women/girl child: A. Female foeticide and infanticide B. Sex ratio C. Honour killing D. Dowry E. Child marriage | | 5 | | |

D. Hardiman, (2003) 'Gandhi's Global Legacy', in Gandhi in His Time and Ours. Delhi: Oxford University Press, pp. 238-283.

(C) Discipline Specific Elective(DSE)- 4 Papers

DSE-1

Human Rights in a 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.

UNIT-I: Human Rights: Theory and Institutionalization: a. Understanding Human Rights: Three Generations of Rights b. Institutionalization: Universal Declaration of Human Rights c. Rights in National Constitutions: South Africa and India

UNIT-II: Issues : a. Torture: USA and India b. Surveillance and Censorship: China and India c. Terrorism and Insecurity of Minorities: USA and India

UNIT-III. Structural Violence-I : a. Caste and Race: South Africa and India

UNIT-IV: Structural Violence-II: b. Gender and Violence: India and Pakistan c. Adivasis/Aboriginals and the Land Question: Australia and India

READING LIST

I: J. Hoffman and P. Graham, (2006) 'Human Rights', Introduction to Political Theory, Delhi, Pearson, pp. 436-458.

SAHRDC (2006) 'Introduction to Human Rights'; 'Classification of Human Rights: An Overview of the First, Second, and Third Generational Rights', in *Introducing Human Rights*, New Delhi: Oxford University Press.

The Constitution of the Republic of South Africa, Chapter 2: Bill of Rights.

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

Full Marks: 100

End-Semester Marks: 80

In-Semester Marks: 20

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

Unit I

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

Unit II

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

Unit III

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

Unit IV

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

Total Lectures of 1 hour duration: 70

Tutorial Classes of 2 hour duration: 14

Total Credits after Calculation: 06

Suggested Readings:

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

GE-3: FUNDAMENTALS OF INDIAN PHILOSOPHY

5 Lectures + 1 Tutorial = 6 Credits

Full Marks: 100

End-Semester Marks: 80

In-Semester Marks: 20

Objectives: This paper intends to acquaint the students with the basic problems of Epistemology and Metaphysics in Classical Indian Philosophy.

Unit I

Marks: 25

Nature and Chief Characteristics of Indian Philosophy
Āstika (Orthodox) and Nāstika (Heterodox) schools
Charges against Indian Philosophy: Pessimistic and Dogmatic

Unit II

Marks: 25

Cārvaka: Epistemology, Metaphysics and Ethics
Jainism: Syādvāda and Anekāntavāda
Buddhism: Four Noble-Truths

Unit III

Marks: 25

Sāmkhya: Prakṛiti and Puruṣa, Causality
Yoga: Aṣṭāṅga Yoga

Unit IV

Marks: 25

Nyāya: Pramānas- Anumāna and Pratyakṣa (Inference and Perception)
Vaiśeṣika: Dravya and Abhāva

Total Lectures of 1 hour duration: 70

Tutorial Classes of 2 hour duration: 14

Total Credits after Calculation: 06

Suggested Readings:

1. Chatterjee, S.C. & D.M. Datta (1984): *An Introduction to Indian Philosophy*, reprint, University of Calcutta
2. Hiriyana, M: (1951): *Outlines of Indian Philosophy*, London: Allen & Unwin
3. Radhakrishnan, S. (1929): *Indian Philosophy*, Volume 1, Muirhead Library of Philosophy, 2nd edition, London: George Allen and Unwin
4. Sharma, C.D. (2003): *Critical Survey of Indian Philosophy*, Delhi: Motilal Banarsidass
5. Das, Parimal Bhushan: *Bharatiya Darsana*, Gauhati University
6. Bhattacharjee, Jyotsna: *Bharatiya Darsana*
7. Baruah, Girish: *Bharatiya Darsana*

6th Sem

স্নাতক পৰ্যায়ৰ অসমীয়া উচ্চমানৰ পাঠ্যক্রম
(মূল বিষয়ৰ লগত জড়িত নিৰ্বাচনমূলক পাঠ্যক্রম, যি কোনো চাৰিখন কাকত)
বিশেষ লেখক (Special Author)
পাঠ্যক্রমৰ সংখ্যা : DSE-4(A) [৬ ক্রেডিট] ^{১৭১}

[পাঠদান : ১৪ x ৫ = ৭০ (৫ ক্রেডিট)]

অনুশিক্ষণ : ১৪ x ১ = ১৪ (১ ক্রেডিট)]

মুঠ নম্বৰ : ১০০

চূড়ান্ত পৰীক্ষাৰ মূল্যায়ন : ৮০

আভ্যন্তরীণ মূল্যায়ন : ২০

ছাত্র-ছাত্রীসকলক কোনো এজন বিশিষ্ট অসমীয়া লেখকৰ বিষয়ে বিস্তৃতভাৱে জনাৰ সুবিধা প্ৰদানৰ উদ্দেশ্যে তলত দিয়া লেখককেইজনৰ ভিতৰত যি কোনো এজনৰ জীৱন আৰু সাহিত্য-কৃতিৰ বিষয়ে অধ্যয়ন কৰাৰ সুবিধাৰ বাবে এই কাকতখন দিয়া হৈছে।

মুঠ শ্ৰেণী সংখ্যা : ৮৪ (পাঠদান + অনুশিক্ষণ)

১. ভূপেন হাজৰিকা
২. ভবেন্দ্ৰনাথ শইকীয়া
৩. বীৰেন্দ্ৰকুমাৰ ভট্টাচাৰ্য
৪. মামণি ৰয়ছম গোস্বামী
৫. নিৰুপমা বৰগোহাঞি