

Environmental Consciousness

HIS-HC-1016: HISTORY OF INDIA- I

Lectures : 5; Tutorial : 1 (per week)

Course Outcome: After the completion of this paper, the students will be able to explore and effectively use historical tools in reconstructing the remote past of ancient Indian pre and proto history. The course will also train the students to analyse the various stages of evolution of human cultures and the belief systems in the proto- history period.

Unit I. Reconstructing Ancient Indian History

- [a] Early Indian notions of History
- [b] Sources and tools of historical reconstruction: archaeological: epigraphy, numismatics, literary
- [c] Historical interpretations (with special reference to gender, environment, technology, and regions)

Unit II. Pre-historic hunter-gatherers

- [a] Paleolithic cultures- sequence and distribution; stone industries and other technological developments.
- [b] Mesolithic cultures- regional and chronological distribution; new developments in technology and economy; rock art.

Unit III. The advent of food production

- [a] Understanding the regional and chronological distribution of the Neolithic and Chalcolithic cultures: subsistence, and patterns of exchange


Unit IV. The Harappan civilization

Origins; settlement patterns and town planning; agrarian base; craft productions and trade; social and political organization; religious beliefs and practices; art; the problem of urban decline and the late/post-Harappan traditions.

Unit V. Cultures in transition

Settlement patterns, technological and economic developments; social stratification; political relations; religion and philosophy; the Aryan Problem.

- [a] North India (circa 1500 BCE-300 BCE)
- [b] Central India and the Deccan (circa 1000 BCE - circa 300 BCE)
- [c] Tamilakam (circa 300 BCE to circa CE 300)


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Gender Sensitisation

Semester: V HIS-HC-5016: History of Modern Europe- I (c. 1780-1939)

Lectures : 5; Tutorial : 1 (per week)

Course Outcome: After the completion of this course the students will be able to evaluate the historical evolution and political developments that occurred in Europe in the period between 1780 to 1939. They will also be able to critically analyse the evolution of social classes, nation states, evolution of capitalism and nationalist sentiment in Europe. They will also be able to relate to the variety of causes that dragged the world into devastating wars in the intervening period.

Unit I. The French Revolution and its European repercussions:

- [a] Crisis of ancien regime
- [b] Intellectual currents.
- [c] Social classes and emerging gender relations.
- [d] Phases of the French Revolution 1789 - 99.
- [e] Art and Culture of French Revolution.
- [f] Napoleonic consolidation - reform and empire.

HIS -HE-5016: HISTORY OF ASSAM (UPTO c. 1228)

Lectures : 5; Tutorial : 1 (per week)

Course Outcome: This paper will give a general outline of the history of Assam from the earliest times to the advent of the Ahoms in the 13th century. Upon completion, students will be acquainted with major stages of developments in the political, social and cultural history of Assam during the early times.

Unit-I:


- [a] A brief survey of the sources: Literary, Archaeological
- [b] Land and people: Migration routes
- [c] Cultural linkages with South East Asia : the Stone Jars of DimaHasao

Unit-II:

- [a] Origin and antiquity of Pragjyotisha or Kamrupa Society
- [b] Traditional rulers and early History
- [c] Religion and belief systems

Unit-III: Political dynasties:

- [a] Varmana


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[b] Salastambha

[c] Pala

Unit-IV:

[a] Political condition of Assam in the Post-Pala period.

[b] Turko-Afghan invasions

[c] Disintegration of the Kingdom of Kamarupa

Unit-V:

[a] Central and Provincial administration

[b] Judicial administration

[c] Revenue administration

[d] Cultural Life : Literature, Art and architecture

Human Values

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

Lecture : 03; Tutorial : 01 (per week)

Course Outcome:

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

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

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

[a] : Tourism – Concept, meaning and significance

[b] : Different types of Tourism

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

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

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


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

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

Unit III : Architectural Heritage

[a] : Dimapur, Kasomari, Maibong, Khaspur

[b] : Charaideo, Garhgaon, Sivasagar and Rangpur

[c] : Ujayanta palace, NeerMahal

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

[e] : Kangla fort

Unit IV : Fairs and festivals of the North – East

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

[b] : Bhaona, Ras celebration in Majuli

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

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

HIS-HC-6026: HISTORY OF MODERN EUROPE II (c. 1780 -1939)

Lectures : 5; Tutorial : 1 (per week)

Couse Outcome: After the completion of this course, the students will be able to analyse the historical developments in Europe between c.1780 to 1939. As the course structure of this paper focuses on the democratic and socialist foundations modern Europe, the students will be able to situate the historical development of working class movements, socialist upsurge and the economic forces of the two wars and the other ideological shifts of Europe in the period

Unit I. Liberal Democracy, Working Class Movements and Socialism in the 19th and 20th Centuries:

[a] The struggle for parliamentary democracy and civil liberties in Britain.

[b] Forms of protest during early capitalism: food riots in France and England: Luddites and Chartism. [c] Early socialist thought; Marxian Socialism and the First and the Second International.

[d] German Social Democracy, Politics and Culture.

[e] Christian Democracy as a political and ideological force in western and central Europe

Unit II. The Crisis of Feudalism in Russia and Experiments in Socialism:

[a] Emancipation of serfs.

[b] Russian Populism and Social Democracy.


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[c] Revolutions of 1905; the Bolshevik Revolution of 1917.

[d] Programme of Socialist Construction.

Unit III. Imperialism, War, and Crisis: c. 1880 -1919:

[a] Theories and mechanisms of imperialism;

[b] growth of Militarism; Power blocks and alliances: expansion of European empires - War of 1914 – 1918

Unit IV. The post 1919 World Order

[a] Economic crises, the Great Depression and Recovery.

[b] Rise of Fascism and Nazism.

[c] The Spanish Civil War.

[d] Origins of the Second World War.


Unit V. Cultural and Intellectual Developments since circa 1850:

[a] Changing contexts: [i] Notions of Culture [ii] Creation of a New public sphere and mass media [iii] Mass education and extension of literacy.

[b] Creation of new cultural forms: from Romanticism to Abstract Art.

[c] Major intellectual trends: [i] Institutionalization of disciplines history, Sociology and Anthropology. [ii] Darwin and Freud.

[d] Culture and the making of ideologies: Constructions of Race, Class and Gender, ideologies of Empire.


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Semester III
PHI-HG-3016
Ethics

Unit I

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

Unit II

- ✓ Virtue Ethics: Aristotle
- Deontological Ethics: Kant
- Utilitarianism: Bentham, Mill

Unit III

- Theories of Punishment, Capital Punishment
- ✓ Professional Ethics
- ✓ Environmental Ethics

Unit IV

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

Books Recommended:

Chakravarty, D.K.	<i>Problems of Analytical Ethics</i>
Dasgupta, S.N.	<i>A History of Indian Philosophy</i>
Frankena, W.	<i>Ethics</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 V
PHI-HC-5026
Phenomenology and Existentialism

Unit I: Kierkegaard

- ✓ The three stages of human existence
- Subjectivity and Truth

Unit II: Sartre

- ✓ Existence and Essence
- ✓ Freedom and Choice

Unit III: Heidegger

- Authentic existence
- Being-in-the-world and Temporality

Unit IV: Husserl

- Theory of essence
- Intentionality and Bracketing

Books recommended:

H.J. Blackham:	<i>Six Existentialist Thinkers</i>
Margaret Chatterjee:	<i>Existentialist Outlook</i>
M.K. Bhadra:	<i>Existentialism and Phenomenology</i>
Mary Warnock:	<i>Existentialism</i>
John Macquarrie:	<i>Existentialism</i>
J.P. Sartre :	<i>Existentialism and Humanism</i>
E. Husserl :	<i>Logical Investigations</i>
Kierkegaard :	<i>Concluding Unscientific Postscript</i>

Semester V
PHI-HE-5026
Philosophy of Gita

Unit I:

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

Unit II:

- ✓ Kṣetra-Kṣetrajña, puruṣa-prakṛti
- Uttama Puruṣa and Ultimate Reality
- Relation of individual self and Ultimate Reality

Unit III:

- Conception of Yoga
- Karma Yoga, Jñāna Yoga, Bhakti Yoga
- Reconciliation of the Yogas

Unit IV:

- Svabhāva, Svakarma, Svadharma
- Niṣkamakarmayoga; Lokasaṃgraha
- 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>

Semester VI
PHI-HC-6026
Meta Ethics

Unit I:

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

Unit II:

- ✓ G. E. Moore: Indefinability of 'Good'
- G. E. Moore: Naturalistic Fallacy
- G. E. Moore: Autonomy of Morals

Unit III:

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

Unit IV:

- R. M. Hare: Universal Prescriptivism
- R. M. Hare: Nature of Moral Arguments
- R. M. Hare: Weakness of the Will

Books Recommended:

Ayer, A.J.:
Chakravary, D.K.:
Hare, R.M.
Miller, Alex:
Moore, G.E.:
Roojen, M.V.:
Stevenson, C.L.
Warnock, G.J.:
Warnock, M.

Language, Truth and Logic
Problems of Analytic Ethics
The Language of Morals
An Introduction to Contemporary Metaethics
Principia Ethica
Metaethics: A Contemporary Introduction
Ethics and Language
Contemporary Moral Philosophy
Ethics since 1900

Semester VI
PHI-HE-6016
Western Philosophy (Textual Study)

- Unit I:** Plato: *Republic* (books 2 and 4)
- Unit II:** Hegel: The Preface to the *Phenomenology of Spirit*
- Unit III:** Wittgenstein: *Philosophical Investigation* (part 1, section 65-91)
- Unit IV:** ✓ Sartre: *Existentialism and Humanism*

Books Recommended:

- Plato: *Republic*
Hegel: The Preface to the *Phenomenology of Spirit*
Wittgenstein: *Philosophical Investigation*
Sartre: *Existentialism and Humanism*

Semester VI
PHI-HE-6036
Applied Ethics

Unit I:

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

Unit II:

Use and exploitation of nature
Animal killing and animal rights

Unit III:

- ✓ Computer crime
- Ethics and Legal aspects of virtual worlds

Unit IV:

- ✓ 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>

Semester III
PHI-RC-3016
Ethics

Unit I

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

Unit II

Virtue Ethics: Aristotle
Deontological Ethics: Kant
Utilitarianism: Bentham, Mill

Unit III

Theories of Punishment, Capital Punishment
Professional Ethics
Environmental Ethics

Unit IV

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

Books Recommended:

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Singer, Peter.	<i>Practical Ethics</i>
Tiwari, Kedar Nath.	<i>Classical Indian Ethical Thought: A Philosophical Study of Hindu, Jaina and Buddhist Morals</i>

The Syllabus

Part A (Theory)

Marks: 50

✓ **Unit I: Ethics and Environmental Ethics** 25

Nature of Ethics: Normative Ethics, Meta-Ethics and Applied Ethics

✓ Nature and Scope of Environmental Ethics

✓ Relation between Ethics, Applied Ethics and Environmental Ethics

✓ **Unit II: Theories of Environmental Ethics** 25

Anthropocentrism: Weak and Strong

Ecocentrism: Land Ethics, Deep Ecology

Biocentrism: Biodiversity and Animal Rights

Part B (Practical)

Marks: 50

Students will submit a report (word limit: 3,000-5,000) on the basis of the following guidelines:

- a) Visit to local areas to study and document ecosystem like pond, rivers, hill, forest, grassland etc.
- b) Visit to local polluted sites like urban, rural, industrial and agricultural areas to document the environmental crises.
- c) Prepare a report on environmental assets of local plants, insects, birds and animals.

Books Recommended

Croall, Stephen & William Rankin. (1994). *Ecology for Beginners*. Icon Books Ltd, London.

Gadgil, M. & G. Ramachandra (1993). *This fissured land: an ecological history of India*. Univ of California Press.

Leopold, Aldo. (1949). *The Land Ethic*.

Passmore, John A. *Man's Responsibility for Nature*, Gerald Duckworth & Co. Limited, London, 1980 development." OUP Catalogue.

Mill, John Stuart. (1874). *On Nature*. Lancaster University Press.

Naess, Arne. (1973). "The Shallow and the Deep Ecology Movement". *Enquiry* 16, no. 1, 95-100.

PSC
5th Sem

DISCIPLINE SPECIFIC ELECTIVE

POL HE 5016 Human Rights

Course Outcomes:

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

Unit I: Introduction to Human Rights (14 lectures)

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

Unit II: Approaches and perspectives (13 lectures)

- Universal Approach
- Cultural Relativist Approach
- Marxian Perspective

Unit III: Human Rights and UNO (16 lectures)

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

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

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

READING LIST

- Chauhan, S.R., & N. S. Chauhan(ed): International Dimension of Human Rights(Vol. I,II,III), Global Vision Publishing House, New Delhi, 2006
- Symondies, Janusz(ed): Human Rights: Concepts and Standards, UNESCO Publishing, 2000
- Saksena, K. P.: Human Rights, Lancers Books, New Delhi, 1999
- Buzarbaruah, Bhupesh Malla and Ripima Buzarbaruah, Manav Adhikar, Bani Prakash,Guwahati, 2006
- Yasin, Adil-ul, and Archana Upadhyay,: Human Rights, Akansha Publishing House, NewDelhi, 2004

POL SE 3024 Youth and Nation-Building

Course objective:

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

Course Outcomes:

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

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

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

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

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

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

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

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

READING LIST

Unit –I:

- NATIONAL SERVICE SCHEME MANUAL (REVISED), available at http://nss.wbut.ac.in/documents/NSS_manual_2006.pdf

Unit-II:

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

Unit-III:

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

5th Semester
NSRF-THSC Detail Syllabus

DUTY MANAGER-I (ii)

S-5.2

~~Personal Interview/Viva Voce~~

~~Internal Assessment~~

~~Personal Interview/Viva Voce~~

~~Internal Assessment~~

THC/N9903

Maintain standard of etiquette and hospitable conduct

Following behavioural, personal and telephone etiquettes

- PC1. greet the customers with a handshake or appropriate gesture based on the type of customer on their arrival
- PC2. welcome the customers with a smile
- PC3. ensure to maintain eye contact
- PC4. address the customers in a respectable manner
- PC5. do not eat or chew while talking
- PC6. use their names as many times as possible during the conversation
- PC7. ensure not to be too loud while talking
- PC8. maintain fair and high standards of practice
- PC9. ensure to offer transparent prices
- PC10. maintain proper books of accounts for payment due and received
- PC11. answer the telephone quickly and respond back to mails faster
- PC12. ensure not to argue with the customer
- PC13. listen attentively and answer back politely
- PC14. maintain personal integrity and ethical behaviour
- PC15. dress professionally
- PC16. deliver positive attitude to work
- PC17. maintain well groomed personality
- PC18. achieve punctuality and body language
- PC19. maintain the social and telephonic etiquette
- PC20. provide small gifts as token of appreciation and thanks giving to the customer
- PC21. use appropriate tone, pitch and language to convey politeness, assertiveness, care and professionalism
- PC22. demonstrate responsible and disciplined behaviours at the workplace
- PC23. escalate grievances and problems to appropriate authority as per procedure to resolve them and avoid conflict
- Treating customers with high degree of respect and professionalism
- PC24. use appropriate titles and terms of respect to the customers
- PC25. use polite language
- PC26. maintain professionalism and procedures to handle customer grievances and complaints
- PC27. offer friendly, courteous and hospitable service and

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assistance to the customer upholding levels and responsibility

PC28. provide assistance to the customers maintaining positive sincere attitude and etiquette

PC29. provide special attention to the customer at all time

Achieving customer satisfaction

PC30. achieve 100% customer satisfaction on a scale of standard

PC31. gain customer loyalty

PC32. enhance brand value of company

THC/N9904 **Follow gender and age sensitive service practice**

Educating customer on specific facilities and services available

PC1. educate the tourists, employers and the colleagues at workplace on women rights and the respect that is to be given to them

PC2. inform about company's policies to prevent women from sexual harassments, both physical and verbal, and objectifications by other customers and staff

PC3. list all the facilities available with respect to transportation facilities, night trips and safeguards, reporting abuse, maternity related and other grievance

PC4. inform about methods adopted to ensure safety and personal and baggage security of women, e.g., CCTV cameras, security guards, women's helpline

PC5. provide the necessary comfort to the female traveller customers such as secure and safe environment, chain locks/latches, smoke detector, comfortable accommodation, etc.

PC6. maintain compliant behavioural etiquette while dealing with women customers such as asking permission before entering room and for cleaning, avoiding touch contact, using abusive language or gesture, etc.

PC7. ensure that the customer feels safe at all times without being over threatened by the security procedures and related environment

PC8. ensure that in the event of terrorist attacks customers are calmly handled, led to safer places and instructed properly in order to achieve zero casualties

Providing different age and gender specific customer service

To be competent, the user/ individual must be able to:

PC9. ensure the quality of facilities and services offered cater to the needs of every individual, be it man, woman, child, particularly the very young and the aged

PC10. be aware of the customer unique needs and wants of each category of customer, e.g., for an infant, for a young woman, for an old person, others

PC11. coordinate with team to meet these unique needs, also keeping in mind their diverse cultural backgrounds

English

- Carol Ann Duffy: 'Standing Female Nude'

Suggested Topics and Background Prose Readings for Class Presentations

Topics

- Modernism, Post-modernism and non-European Cultures
- The Women's Movement in the Early 20th Century ✓
- Psychoanalysis and the Stream of Consciousness
- The Uses of Myth
- The Avant Garde
- Postmodernism in British Literature
- Britishness after 1960s
- Intertextuality and Experimentation
- Literature and Counterculture

Readings

- Sigmund Freud, 'Theory of Dreams', 'Oedipus Complex', and 'The Structure of the Unconscious', in *The Modern Tradition*, ed. Richard Ellman et. al. (Oxford: OUP, 1965) pp. 571, 578-80, 559-63.
- T.S. Eliot, 'Tradition and the Individual Talent', in *Norton Anthology of English Literature*, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) pp.2319-25.
- Raymond Williams, 'Introduction', in *The English Novel from Dickens to Lawrence* (London: Hogarth Press, 1984) pp. 9-27.
- Alan Sinfield, 'Literature and Cultural Production', in *Literature, Politics, and Culture in Postwar Britain* (Berkeley and Los Angeles: University of California Press, 1989) pp. 23-38.
- Seamus Heaney, 'The Redress of Poetry' in *The Redress of Poetry* (London: Faber, 1995) pp. 1-16.
- Patricia Waugh, 'Culture and Change: 1960-1990', in *The Harvest of The Sixties: English Literature and its Background, 1960-1990* (Oxford: OUP, 1997).

Paper 12: ENG-HC-5026 Women's Writing

Credits: 5 (Theory) + 1 (Tutorial)

Marks: 80 (End-Semester Examination) + 20 (Internal Assessment)

This paper seeks to direct the students' attention to nineteenth and twentieth century writings by women living in different geographical and socio cultural settings. Students will get acquainted with the situationally distinct experiences of women articulated in a variety of genres-poetry, novels, short stories, and autobiography, while the selections from Mary Wollstonecraft-the only 18th century text prescribed, will acquaint students

with the ideas contained in one of the earliest feminist treatises of the western world. Apart from an examination of the themes and styles in the prescribed texts, students will be required to engage themselves with the specificities of the contexts from which the texts emerged and also analyze the women writers' handling of the different genres to articulate their women-centric experiences.

Themes: Gender, sexual/textual politics, feminism, body, identity, class, location, voice, space, gender and narrative.

Texts:

- (1759-1797) Mary Wollstonecraft: *A Vindication of the Rights of Woman* (New York: Norton, 1988) chap. 1, pp. 11-19; chap. 2, pp. 19-38.
- (1992) Rassundari Debi: Excerpts from *Amar jiban* in Susie Tharu and K. Lalitha, eds., *Women's Writing in India*, vol. 1 (New Delhi: OUP, 1989) pp. 191-2.
- Katherine Mansfield: 'Bliss' (Short story)
- Sylvia Plath: 'Daddy'; 'Lady Lazarus'
- Alice Walker: *The Color Purple*
- Mahashweta Devi: 'Draupadi', tr. Gayatri Chakravorty Spivak (Calcutta: Seagull, 2002)
- Nirupama Bargohain: 'Celebration' (Story)
- Adrienne Rich: 'Orion' ✓
- Eunice De Souza: 'Advice to Women'; 'Bequest' ✓

Suggested Topics and Background Prose Readings for Class Presentations

Topics

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

Readings

- Virginia Woolf, *A Room of One's Own* (New York: Harcourt, 1957) chaps. 1 and 6.
- Simone de Beauvoir, 'Introduction', in *The Second Sex*, tr. Constance Borde and Shiela Malovany-Chevallier (London: Vintage, 2019) pp. 3-18.
- Kumkum Sangari and Sudesh Vaid, eds., 'Introduction' in *Recasting Women: Essays in Colonial History* (New Delhi: Kali for Women, 1989) pp. 1-25.
- Susie Tharu & K. Lalitha, Introduction to *Women Writing in India: 600 BC to the Present, Vol. I: 600 BC to the Early 20th Century*, Eds. Tharu and Lalitha, (New Delhi: Oxford, 1997 (reprint)) pp. 1-37.

DISCIPLINE SPECIFIC ELECTIVE (DSE) PAPERS:
(Any Two per Semester)

FIFTH SEMESTER DSE

ECO-HE-5016: ECONOMICS OF HEALTH AND EDUCATION

Course Description

The importance of education and health in improving well-being is reflected in their inclusion among the Millennium Development Goals adopted by the United Nations member states, which include among other goals, achieving universal primary education, reducing child mortality, improving maternal health and combating diseases. This course provides a microeconomic framework to analyze, among other things, individual choice in the demand for health and education, government intervention and aspects of inequity and discrimination in both sectors. It also gives an overview of health and education in India.

Course Outline

1. Role of Health and Education in Human Development

Importance in poverty alleviation; health and education outcomes and their relationship with macroeconomic performance.

2. Microeconomic Foundations of Health Economics

Demand for health; uncertainty and health insurance market; alternative insurance mechanisms; market failure and rationale for public intervention; equity and inequality.

3. Evaluation of Health Programs

Costing, cost effectiveness and cost-benefit analysis; burden of disease.

4. Health Sector in India: An Overview

Health outcomes; health systems; health financing.

5. Education: Investment in Human Capital

Rate of return to education: private and social; quality of education; signaling or human capital; theories of discrimination; gender and caste discrimination in India.

6. Education Sector in India: An Overview

Literacy rates, school participation, school quality measures.

Readings:

1. William, Jack, *Principles of Health Economics for Developing Countries*, World

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 Pigouvian 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.

Course Outcome:

After this course the students will be able to explain complex interrelationships of structures or events in the context of broader social and cultural framework of societies through 'public memory' and use oral history to preserve oral culture and local history. The students will be able to espouse the relevance to the northeastern region of India with its diverse culture and ethnic communities whose history is largely oral. The students will be able to use 'Public memory' as a tool and a source not only to write public history but also to explore new knowledge in the humanities, social sciences and even in disciplines like architecture, communication studies, gender studies, English, history, philosophy, political science, religion, and sociology.

In-semester assessment: Students shall carry out a small project (submission not less than 2000 words) using the Oral History method. It may be based on interviews of persons having information of past event or phenomena. No sessional examination is required for this course.

Unit I. Concepts:

- (a) Orality, Oral Tradition, Oral Culture
- (b) Oral History
- (c) Distinction between Oral Tradition and Oral History

Unit II. History and Historiography

- (a) Oral History as a tool for analysis
- (b) Social issues : Gender, conflict, violence, etc.
- (c) Economic issues : Development schemes and their impact, displacement, etc

III. Methodology:

- (a) Collection, preservation and interpretation of historical information through recorded interviews of people, communities, and participants in past events
- (b) Documentation and Archiving : Written, Audio and Visual

IV. Potential areas for Oral History research:

- (a) Oral Traditions: Customs, Beliefs, Practices and World view;
- (b) Life Histories: Participants in past events; Women; War migrants; Victim of disasters, government policies, ethnic conflicts; Personal stories.

Readings:

- Thompson, Paul R., *Voice of the Past : Oral History*, OUP, Great Britain, 1978
- Ritchie, Donald A.: *Doing Oral History: A Practical Guide*, OUP, New York, 2003.
- Perks, Robert and Thomson, Alistair (eds.) *Oral History Reader*, Routledge, 1998.
- Valerie Raleigh Yow, *Recording Oral History*, Altamira Press, USA, 2005.
- Vansina, Jan, *Oral Tradition. A Study in Historical Methodology* (Translated from the French by H. M. Wright). London: Routledge&Kegan Paul. 1965
- Vansina, Jan, *Oral Tradition as History*, Madison: University of Wisconsin Press. 1985
- Butalia, Urvashi, *The Other Side of Silence: Voices from the Partition of India*, Penguin, 2017.
- Humphries: *The Handbook of Oral History*.
- H. Roberts. Ed. *Doing Feminist Research*, Routledge&KeganPaul, London, 1981
- John Miles Foley, *Oral Formulaic-Theory: An Introduction & Annotated Bibliography*, New York & London: Garland, 1985
- Das, Veena, (ed.), *Mirrors of Violence: Communities, Riots & Survivors in South Asia*, Delhi, OUP, 1990

Skill Enhancement Elective Courses

(2 Courses)

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

HIS –SE-4014: Oral Culture and Oral History

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

Lecture : 03; Tutorial : 01 (per week)

Course Outcome:

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

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

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

[a] : Tourism – Concept, meaning and significance

[b] : Different types of Tourism

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

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

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

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

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

Unit III : Architectural Heritage

[a] : Dimapur, Kasomari, Maibong, Khaspur

[b] : Charaideo, Garhgaon, Sivasagar and Rangpur

[c] : Ujayanta palace, NeerMahal

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

[e] : Kangla fort

Unit IV : Fairs and festivals of the North – East

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

[b] : Bhaona, Ras celebration in Majuli

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

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

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Readings :

Bezboruah, M : *Tourism in North East India*

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

: *Paryatanar Ruprekha: Uttar PurbanchalarItihasAruSanskritirPatabhumi*

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

SYLLABUS
Ability Enhancement Compulsory Course
(All Undergraduate Degree Programmes under Gauhati University)
ENV -AE -2014: Environmental Studies
Total marks: 100 (External: 80 + Internal: 20)
Nature of Course: AECC

No. of Credits: 4

No. of hours: 60

(Approved in the Academic Council 08-11-2019)

Unit 1: Introduction to Environmental Studies

- Multidisciplinary nature of environmental studies;
- Scope and importance;
- Concept of sustainable development

(3 lectures)

Unit 2: Ecosystems

- What is an ecosystem? Structure and function of ecosystem: Energy flow in an ecosystem: food chains, food web and ecological succession. Case studies of the following ecosystems:
 - a) Forest ecosystem
 - b) Grassland ecosystem
 - c) Aquatic ecosystems (ponds, streams, lakes, rivers)
 - d) Mountain ecosystem

(8 lectures)

Unit 3: Natural Resources: Types, Renewable and Non-renewable Resources

- Land resources : land use change; land degradation, soil erosion and desertification
- Forest resources: Deforestation: Causes and impacts due to mining, Construction of big dams and their effects on forests and people.
- Water resources: Use and over-exploitation of surface and ground water, floods, droughts, conflicts over water (international & inter-state: Indo-China, Indo-Bangladesh, Cauveri disputes) .
- Energy resources: Renewable and non-renewable energy sources, use of alternate energy sources, growing energy needs, case studies – coal mining, crude oil extraction.

(8 lectures)

Unit 4: Biodiversity and Conservation

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

(8 lectures)

Unit 5: Environmental Pollution

- Environmental pollution: types, causes, effects and controls; Air, water, soil and noise pollution
- Nuclear hazards and human health risks
- Solid waste management: Control measures of urban and industrial waste.
- Pollution case studies – Bharalu river, Deepor Beel, Kolong river

(8 lectures)

Unit 6: Environmental Policies & Practices

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

Unit 7: Human Communities and the Environment

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

Unit 8: Field work

- Visit to an area to document environmental assets : river/forest/flora/fauna, etc
- Visit to a local polluted site - Urban/Rural/Industrial/Agricultural.
- Study of common plants, insects, birds and basic principles of identification.
- Study of simple ecosystems- pond, river, stream

(Equivalent to 8 lectures)

Suggested Readings:

1. Bharucha Erach : Text book on Environmental Studies, UGC, New Delhi
2. Carson, R 2002. Silent Spring. Houghton Mifflin Harcourt.
3. De A.K.: Environmental Chemistry, Wiley Eastern Ltd.
4. Kaushik Anubha and C.P.Kaushik : Perspective in Environmental Studies, New Age International
5. Rajagopalan, R. (2018). Environmental Studies. (3rd Edition) Oxford University Press
6. S. C. Santra (2011): Environmental Science, New Central Book Agency

GEOGRAPHY DEPT

SYLLABUS FOR ENVIRONMENTAL CONCIIOUSNESS

GEOGRAPHY DEPARTMENT

- ① Fourth Semester (Honours): Paper: GGY-HC-4016
Environmental Geography and Disaster Management
- ② Fifth Semester (Regular Course): Paper: GGY-RE-5016
Environmental Geography and Disaster Management
- ③ Ability Enhancement Compulsory Courses
EN-AE-2014% Environmental Studies
For: 2nd & 3rd Semesters

1

B.A./B.Sc. (Honours) Geography - CBCS

CBCS-based U.G. Course in Geography, 2019

Syllabus of Core Course

Course Name: Environmental Geography and Disaster management

Paper Code: GGY - HC - 4016

Course objectives

- This paper is a core paper that intends to introduce students to geography and environment interface
- It seeks to develop new insights among students on the relevance of environmental studies from a spatial perspective.

Course outcomes

- The paper will be useful for students in developing ideas on environmental issues that geographers usually address
- The paper will be useful for students preparing for UGC NET/SLET exams and other competitive exams including the civil services.

Environmental Geography

- BH ✓
SN ✓
SN ✓
BH ✓
JD ✓
1. Environmental Geography – Concept, Scope and Significance
 2. Human-Environment Relationships – Historical Progression, Adaptation in different Biomes.
 3. Eco-system: concept, types and components, structure and functions; Ecology– Concept and principles.
 4. Major Global Environmental Problems: Pollution, Deforestation, Desertification, Global Warming, Bio-Depletion
 5. Environmental Programmes and Policies – Global, National and Local


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

BH → Bhanu Hazarika
SN → Shashwati Nath
JD → Jyotirmayee Devi


18/11/20

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*, Cengage 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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2

B.A./B.Sc. (General) Geography - CBCS

CBCS-based U.G. Course in Geography, 2019

Syllabus of Regular Course (Discipline specific elective)

Course Name: Environmental Geography and Disaster Management

Paper Code: GGY-RE-5016

Total Credit: 6 (4+2)

Total Marks: 100

(Theory: 60, Practical: 20 and Internal Assessment: 20)

Course Objectives:

- This is a discipline specific elective paper which intends to introduce students to geography and environment interface.
- It seeks to develop new insights among students on the relevance of environmental studies from spatial perspective.

Course Outcomes:

- The paper will be useful for students in developing ideas on environmental issues including disasters that geographers usually address.
- The paper will also be useful for students preparing for different competitive exams including the civil services.

Part I: Theory

Credit: 4 (60 Marks)

(40 Classes of 1 hour each)

- BN {
1. Environmental Geography: Nature, Scope and Significance. (4 Classes)
 2. Human-Environment Relationships – Historical progression; Adaptation in different Biomes. (6 Classes)
 3. Major Global Environmental Problems: Pollution, Deforestation, Desertification, Global Warming and Bio-Depletion. (10 Classes)
- J.D {
4. Meaning of Hazard, Disaster, Risk and Vulnerability; Types of hazard/disaster (Natural and Manmade). (4 Classes)
 5. Disaster Management Cycle and Phases: Prevention, Preparedness, Response, Rehabilitation, Reconstruction and Mitigation. (4 Classes)
- BH {
6. Major Hazards and Disasters, and their Management: Flood, Earthquake, Wildfire, and Chemical and Nuclear explosions. (6 Classes)
 7. National Environmental Policy and National Disaster Management Plan: Environmental Protection Act 1986 and Disaster Management Act 2005. (6 Classes)

S.N = Shashwati Nath 12

J.D = Jyotirmayee Devi

BH = Bhanu Hazareka

Part II: Practical
Credit: 2 (20 Marks)

(20 classes of 2 hour duration each)

Unit I: Practical Works (16 Marks)

(Two questions of 8 marks each)

1. Exploring satellite imageries and toposheets to observe bank line change of the Brahmaputra river from any selected stretch in three different time periods and preparation of map therefrom. **(1 exercise)**
(Goalpara, Palasbari, Nimatighat, etc.)
Satellite images can be downloaded from <https://earthexplorer.usgs.gov/>
Survey of India toposheets can be downloaded freely from <https://soinakshe.uk.gov.in/mtr/>
2. Mapping of major wetlands in a district and computation of shape and size (area) for their classification. **(1 exercise)**
3. Preparation of a map of a nearby wetland and to identify the changes in dimension, water level and encroachment it faced during the last one decade. Presentation of data in tabular form along with the map (field-based). **(1 exercise)**
4. Preparation of a long-term precipitation time series curve for any selected station of N.E. India using moving average method by downloading the annual rainfall data for any district/station of Assam for at least 30 years from the portal https://www.indiawaterportal.org/met_data/. Students can also explore the web portal <https://mausam.imd.gov.in/> to get an idea of different types of weather data in India and their historical and present distribution. **(1 exercise)**
5. Drawing of a diagram of disaster management cycle with reference to some disasters (flood and earthquake) in North-East India and to indicate the activities associated with each step. **(2 exercise)**
6. Drawing of a map of Assam showing the major fault lines thereon. Also to plot at least 50 epicentres in last few years and to explain the areas of their concentration with the help of Bhookamp app. **(1 exercise)**
7. Preparation of a disaster vulnerability map of Assam/ N.E. India based on data of natural disasters (Flood/earthquake/landslide/bank erosion) with respect to their occurrence and frequency in different areas. **(1 exercise)**

Unit II: Practical Note-Book and Viva-voce (4 Marks)

1. Evaluation of Practical Note-Book (2 Marks)
2. Viva-voce (2 Marks)

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.
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12. Singh, R.B. (1998) Ecological Techniques and Approaches to Vulnerable Environment, New Delhi, Oxford & IBH Pub..
13. Alcántara-Ayala, I. (2002). Geomorphology, natural hazards, vulnerability and prevention of natural disasters in developing countries. *Geomorphology*, 47(2-4), 107-124.
14. Goudie, A., & Ayala, I. A. (2010). *Geomorphological hazards and disaster prevention*. Cambridge University Press.
15. <https://www.undrr.org/publications>
16. <http://sdmassam.nic.in/dmp.html#ddmp>
17. https://ndma.gov.in/sites/default/files/PDF/DM_act2005.pdf
18. [http://sdmassam.nic.in/pdf/publication/undp/disaster management in india.pdf](http://sdmassam.nic.in/pdf/publication/undp/disaster%20management%20in%20india.pdf).

3

SYLLABUS

Ability Enhancement Compulsory Course
(All Undergraduate Degree Programmes under Gauhati University)

ENV -AE -2014: Environmental Studies

Total marks: 100 (External: 80 + Internal: 20)

Nature of Course: AECC

No. of Credits: 4

No. of hours: 60

(Approved in the Academic Council 08-11-2019)

BH

Unit 1: Introduction to Environmental Studies

- Multidisciplinary nature of environmental studies;
- Scope and importance;
- Concept of sustainable development

(3 lectures)

SN

Unit 2: Ecosystems

- What is an ecosystem? Structure and function of ecosystem: Energy flow in an ecosystem: food chains, food web and ecological succession. Case studies of the following ecosystems:
 - a) Forest ecosystem
 - b) Grassland ecosystem
 - c) Aquatic ecosystems (ponds, streams, lakes, rivers)
 - d) Mountain ecosystem

(8 lectures)

JD

Unit 3: Natural Resources: Types, Renewable and Non-renewable Resources

- Land resources: Land use change, land degradation, soil erosion and desertification
- Forest resources: Deforestation: Causes and impacts due to mining. Construction of big dams and their effects on forests and people.
- Water resources: Use and over-exploitation of surface and ground water, floods, droughts, conflicts over water (international & inter-state: Indo-China, Indo-Bangladesh, Cauveri disputes).
- Energy resources: Renewable and non-renewable energy sources, use of alternate energy sources, growing energy needs, case studies - coal mining, crude oil extraction.

(8 lectures)

SN

Unit 4: Biodiversity and Conservation

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

(8 lectures)

BH

Unit 5: Environmental Pollution

- Environmental pollution: types, causes, effects and controls; Air, water, soil and noise pollution
- Nuclear hazards and human health risks
- Solid waste management: Control measures of urban and industrial waste.
- Pollution case studies - Bharalu river, Deepor Beel, Kolong river

(8 lectures)

BH → Bhanu Hazarika

SN → Shashwati Nath

JD → Jyotirmayee Devi

2nd Sem

3rd Sem

Unit 6: Environmental Policies & Practices

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

Unit 7: Human Communities and the Environment

- BH {
- JD {
- SN {
- Human population growth: Impacts on environment, human health and welfare.
 - Resettlement and rehabilitation of project affected persons; case studies.
 - Disaster management: floods, earthquake, cyclones and landslides
 - Environmental movements: Chipko, Silent valley, Narmada Bachao, Bishnois of Rajasthan.
 - Environmental ethics: Role of Indian and other religions and cultures in environmental conservation.
 - Environmental communication and public awareness, case studies (CNG, electric vehicles, green energy, waste minimization)
- (9 lectures)

Unit 8: Field work

- Visit to an area to document environmental assets : river/forest/flora/fauna, etc
- Visit to a local polluted site - Urban/Rural/Industrial/Agricultural
- Study of common plants, insects, birds and basic principles of identification.
- Study of simple ecosystems- pond, river, stream

(Equivalent to 8 lectures)

Suggested Readings:

1. Bharucha Erach : Text book on Environmental Studies, UGC, New Delhi
2. Carson, R 2002. Silent Spring. Houghton Mifflin Harcourt.
3. De A.K.: Environmental Chemistry, Wiley Eastern Ltd.
4. Kaushik Anubha and C.P.Kaushik : Perspective in Environmental Studies, New Age International
5. Rajagopalan, R. (2018). Environmental Studies. (3rd Edition) Oxford University Press
6. S. C. Santra (2011): Environmental Science, New Central Book Agency

18/11/2022



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Photos of Events related to Human Values, Professional Ethics, Gender Etc.

