

SYLLABUS
FOR
B.A. PROGRAMME
(HONOURS & NON-HONOURS)

PHILOSOPHY

UNDER CHOICE BASED CREDIT SYSTEM



DIBRUGARH UNIVERSITY
DIBRUGARH-786004
ASSAM

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

DSE-4 (I): 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

Marks: 25

Nature, Scope and Utility of Ethics

Moral and Non-moral action

Unit-II

Marks: 25

✓ Value of Human life, Suicide, Female foeticide, Capital punishment

Unit-III

Marks: 25

Nature as Means or End

✓ Importance of Environmental Ethics in the present context

Core Course 12
Sociological Research Methods – I

Course Objective: The course is a general introduction to the methodologies of sociological research methods. It will provide the student with some elementary knowledge of the complexities and philosophical underpinnings of research.

Outline: 1. The Logic of Social Research (weeks 1-7)

1.1 What is Sociological Research?

- (a) Research , Science and Sociology.
- (b) Scientific Method : Positivist and Constructionist Interpretation of Science
- (c) Trend of Sociological Research , Sociological Imagination

1.2 Objectivity in the Social Sciences

- (a) Objectivity as explained by Emile Durkheim
- (b) Objectivity as explained by Max Weber

1.3 Reflexivity

- (a) The coming Crisis in Western Sociology –Methodological Approach
- (b) A Critique to Conventional Sociology : Reflexivity
(Harold Garfinkle)

2. Methodological Perspectives (weeks 8-11)

2.1 Comparative Method

- (a) Comparative Method in the works of Emile Durkheim, Max Weber and Redcliff Brown
- (b) Feminist Method : Approach and Design

2.2 Feminist Method : Approach and Design

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3. Modes of Enquiry (weeks 12-14)

3.1 Theory and Research

3.2. Inductive and Deductive Logic

3.3 Quantitative and Qualitative Research :Characteristics , Purpose and Types

COURSE CONTENTS AND ITINERARY

1.1 The Logic of Social Research (Weeks 1 and 2)

1.1.1 Mills, C. W. 1959, *The Sociological Imagination*, London: OUP Chapter 1 Pp. 3-24

1.1.2 Gluckman, M. 1978, 'Introduction', in A. L. Epstein (ed.), *The Craft of Social Anthropology*, Delhi: Hindustan Publishing Corporation, Pp. xv-xxiv

1.2. Objectivity in the Social Sciences (Weeks 3-7)

1.2.1. Durkheim, E. 1958, *The Rules of Sociological Method*, New York: The Free Press, Chapter 1, 2 & 6 Pp. 1-46, 125-140

37

1.2.2. Weber, Max. 1949, *The Methodology of the Social Sciences*, New York: The Free Press, Foreward and Chapter 2 Pp. 49-112

1.3. Reflexivity

1.3.1 Gouldner, Alvin. 1970, *The Coming Crisis of Western Sociology*, New York: Basic Books, Chapter 13 Pp. 481-511

2. Methodological Perspectives (Weeks 8-11)

2.1. Comparative Method

2.1.1. Radcliffe-Brown, A.R. 1958, *Methods in Social Anthropology*, Delhi: Asia Publishing Corporation, Chapter 5 Pp. 91-108

2.1.2. Beiteille, A. 2002, *Sociology: Essays on Approach and Method*, New Delhi: OUP, Chapter 4 Pp. 72-94

2.3. Feminist Method

2.3.1. Harding, Sandra 1987, "Introduction: Is there a Feminist Method?" in Sandra Harding (ed.) *Feminism & Methodology: Social Science Issues*, Bloomington: Indiana University Press, Pp. 1-14

3. Modes of Enquiry (Weeks 12-14)

3.1. Theory and Research

3.1.1 Merton, R.K. 1972, *Social Theory & Social Structure*, Delhi: Arvind Publishing House, Chapters 4 & 5 Pp. 139-171

3.2 Analyzing Data: Quantitative and Qualitative

3.2.1 Bryman, Alan. 2004, *Quantity and Quality in Social Research*, New York: Routledge, Chapter 2 & 3 Pp. 11-70

Core Course 14
RESEARCH METHODS II

Objective: The course is an introductory course on how research is actually done. With emphasis on formulating research design, methods of data collection, and data analysis, it will provide students with some elementary knowledge on how to conduct both, quantitative and qualitative research.

Outline: 1. Doing Social Research (weeks 1-4)

- 1.1 The Process of Social Research
 - (a) Steps of Social Research
 - (b) Research Design
- 1.2 Concepts ,Hypothesis, Research Questions
- 1.3 Field (Issues and Context)
- 1.4 Sampling

2. Methods of Data Collection (Weeks 5-9)

- 2.1 Survey Methods: Sampling, Questionnaire and Interview
- 2.2 Observation: Participant and non-participant

3. Quantitative and Qualitative Data Analysis (weeks 10-13)

3.1 Quantitative – Statistical Method

3.1.1 Statistical Methods:

Graphical and Diagrammatic Presentation of Data
(Bar diagrams, Pie-diagram, Histogram, Frequency Polygon, Smoothed frequency curve and Ogives).

3.1.2 Measures of Central Tendency

(Simple Arithmetic Mean, Median and Mode).

3.1.3 Measures of Dispersion

(Standard Deviation, Variance and Covariance).

3.2. Quantitative : Content Analysis, Case Study, Focused Group Discussion.

4. Research Projects (Weeks 14)

Field Visit and Report submission

COURSE CONTENTS AND ITINERARY

1.1 Doing Social Research (Weeks 1-4)

1.1.1 Bailey, K. (1994). The Research Process in *Methods of social research*. Simon and Schuster, 4th ed. The Free Press, New York NY 10020. Pp.3-19.

1.2 Concepts and Hypothesis

1.2.1 Goode, W. E. and P. K. Hatt. 1952. *Methods in Social Research*. New York: McGraw Hill. Chapters 5 and 6. Pp. 41-73.

1.3 Field (Issues and Contexts)

1.3.1 Gupta, Akhil and James Ferguson. 1997. *Anthropological Locations*. Berkeley: University of California Press. Pp.1-46.

1.3.2 Srinivas, M.N. et al 2002(reprint), *The Fieldworker and the Field: Problems and Challenges in Sociological Investigation*, New Delhi: OUP, Introduction Pp. 1-14.

2.1 Survey Methods of Data Collection (Weeks 5-9)

2.1.1 Bailey, K. (1994). Survey Sampling in *Methods of social research*. Simon and Schuster, 4th ed. The Free Press, New York NY 10020. Ch-5. Pp. 81-104.

2.1.2 Bailey, K. (1994). Questionnaire Construction and The Mailed Questionnaire in *Methods of social research*. Simon and Schuster, 4th ed. The Free Press, New York NY 10020. Chs-6 and 7. Pp. 105-172.

2.1.3 Bailey, K. (1994). Interview Studies in *Methods of social research*. Simon and Schuster, 4th ed. The Free Press, New York NY 10020. Ch8. Pp.173-213.

2.2 Observation : Participant and non-Participant

2.2.1 Bailey, K. (1994). Observation in *Methods of social research*. Simon and Schuster, 4th ed. The Free Press, New York NY10020. Ch 10. Pp.241-273.

2.2.2 Whyte, W. F. 1955. *Street Corner Society*. Chicago: University of Chicago Press. Appendix.

3. Statistical Methods

3.1 Graphical and Diagrammatic presentation of data (Weeks 10-13)

3.1.1 Gupta, S. P. (2007). Elementary Statistical Methods. Sultan Chand & Sons. Pp.101-108, 115-118, 131-137.

3.2 Measures of Central Tendency

3.2.1 Gupta, S. P. (2007). Elementary Statistical Methods. Sultan Chand & Sons. Pp. 155-168, 173-180, 187-197.

3.3 Measures of Dispersion

3.3.1 Gupta, S. P. (2007). Elementary Statistical Methods. Sultan Chand & Sons. Pp. 263-277.

4. Research Projects (Week 14)

No Specific readings for this section. Research Projects at the discretion of the teacher.

Note: Numericals to be taught for individual, discrete and continuous series for the topics mentioned above. No specific method for calculating the same be specified

	5.5.1 Private financing: Meaning, Importance & Challenges		3	
	5.5.2 Public financing: Meaning, Importance & Challenges		3	
	5.6 Meaning and Importance of public private partnership (PPP) in education		2	
	Total	80	70	14

In-semester Assessment:

Marks 20

A. Sessional Activity (Any one of the following)

Marks 5

1. Analysis the components of education in current Union Budget and State Budget.
2. Organize debate or discussion on the issues like PPP in Education, Industry Academia relation, Public investment on education, Unemployment, Brain drain or any suitable topic.
3. Preparation & Presentation of Seminar paper on the issues of Economics of Education.
4. Conduct survey to compute the cost of different levels of education

B. Sessional Tests:

Marks 10

C. Attendance:

Marks 5

SUGGESTED READINGS:

1. Akinyemi. S, (2010) *The Economics of Education*, Strategic Book publishing and Right Co., Nigeria.
2. Garg, V.P. (1985) *The cost analysis in Higher Education*, Metropolitan Book Co., New Delhi
3. Johnes. G, & Johnes. J. *International handbook on Economics of Education*, (Edt) Edward Elgar Publishing Ltd, USA, 2004
4. Sharma, R.A, *Economics of Education*, R. Lall Book Depot, Meerut, 2007
5. Singh. B, *Economics of Indian Education* (Edt), Meenakshi Prakashan, New Delhi
6. Rajaiah, B. (1987). *Economics of Education*, Mittal Publication, Delhi
7. Varghese & Tilak, *The financing of Indian Education*, project paper of International Institute of educational planning, 1991.

**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

	<p>RELATED TERMS:</p> <p>1.1. Sex and Gender: meaning and concept</p> <p>1.2. Difference between sex and gender.</p> <p>1.3. Gender role: Concept and nature.</p> <p> 1.3.1. Types of gender role.</p> <p>1.4. Patriarchal and Matriarchal: Concept and nature.</p> <ul style="list-style-type: none"> • Gender role in patriarchal and matriarchal society <p>1.5. Social construct of Gender.</p> <p>1.6. Gender Segregation: concept and nature</p> <ul style="list-style-type: none"> • Types of gender Segregation: Horizontal & vertical <p> 1.6.1. Gender segregation and education.</p> <p>1.7. Gender marginalisation in education</p> <ul style="list-style-type: none"> • Meaning, concept and nature • Causes of gender marginalisation in education • Measures for inclusion in education <p>1.8. Gender stereotyping: Meaning and concept</p> <ul style="list-style-type: none"> • Issues and concern related to gender stereotyping in Indian society • Gender stereotyping and education. <p>1.9. Self silencing: concept and nature</p>						2		
							2		
							1		
							2		
							1		
							2		
							2		
							3		
							4		
							1		
II	<p>GENDER AND SOCIETY</p> <p>2.1. Gender biases: Meaning and concept</p> <p> 2.1.1. Gender biases in</p> <ul style="list-style-type: none"> • The family • The school environment • The society. <p>2.2. Gender socialization: Meaning and concept.</p> <p> 2.2.1. Gender socialization</p> <ul style="list-style-type: none"> • Role of the family • Role of the school • Role of the society • Role media and popular culture (film and advertisement) <p>2.3. Gender inequality in education in terms of</p> <ul style="list-style-type: none"> • Caste • Religion • Region <p>2.4. Issues related to women/girl child:</p> <p> A. Female foeticide and infanticide</p> <p> B. Sex ratio</p> <p> C. Honour killing</p> <p> D. Dowry</p> <p> E. Child marriage</p>	20	15			4			
							1		
							1		
							1		
							1		
							3		
							5		
III	<p>GENDER INEQUALITY IN THE SCHOOL:</p> <p>3.1. Gender discrimination in the</p>	20	20			3			

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

In-semester Assessment:

Marks 20

A. Sessional Activity (Any one of the following)

Marks 5

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

B. Sessional Tests:

Marks 10

C. Attendance:

Marks 5

Suggested Readings:

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

**B.A./B.Sc. IN GEOGRAPHY PROGRAMME (FYUGP)
DETAILED SYLLABUS OF 3rd SEMESTER**

Title of the Course	:	HUMAN, SOCIAL AND CULTURAL GEOGRAPHY
Course Code	:	MINGGR3
Nature of Course	:	MINOR
Total Credits	:	4
Distribution of Marks	:	80 (End-Sem.) (60T+20P) + 20 (In-Sem.)

UNIT	NAME	CONTENTS		L	T	P	Total Hours
1 (20 Marks)	Human Geography	a. Definition, Nature, Major Subfields, Contemporary Relevance	DB	8	2		10
		b. Schools: Determinism, Possibilism and Neo-Determinism;					
		c. Human development index: Developed, developing and Underdeveloped countries, problems and prospects	PB	4	1		5
2 (20 Marks)	Social Geography	a. Definition, Nature and Scope of Social Geography	MB	1 2	3		15
		b. Concept and types of space in Social Geography					
		c. Society and environment					
		d. Social problems in India: Education, Health, Gender, Housing and Crime.					
3 (20 Marks)	Cultural Geography	a. Definition, nature and scope of Cultural Geography	SG	4	1		5
		b. Cultural Regions of the World	DP	8	2		10
		c. Cultural diffusion: meaning, factors affecting cultural diffusion					
4 (20 Marks)	Practical in Human Geography	a. Age-Sex Pyramid (Developed and Developing), sex disparity map (India and North East India)	DB	8	2	20	30
		b. Human development index: developed, developing and Under-developed countries (through histogram, line graph and pie diagram)	PB				
		TOTAL		4 4	11	20	75

DSE 4 (6 C)

GGRM DSE 602BT6: SOCIAL GEOGRAPHY

84 HOURS/ LECTURES

(The main objective of this paper is to make the student understand the basic concept of social geography and the impact of technologies in social changes. The student will also know about the different social categories and social problems faced by the society today.)

Title	Units	L	T	Teacher
SOCIAL GEOGRAPHY	1. Social Geography: Concept, Origin, Nature and Scope.	10	5	MB
	2. Peopling Process of India: Technology and Occupational Change; Migration.	10	5	
	3. Social Categories: Caste, Class, Religion, Race and Gender and their Spatial distribution	12	6	
	4. Geographies of Welfare and Well being: Concept and Components – Healthcare, Housing and Education.	12	6	
	5. Social Geographies of Inclusion and Exclusion, Slums, Gated Communities, Communal Conflicts and Crime.	12	6	



Srinivas, M.N. et. al. 2002(reprint), *The Fieldworker and the Field: Problems and Challenges in Sociological Investigation*, New Delhi: OUP, Introduction, pp. 1-14.

Title of the Course	:	INTRODUCTION TO SOCIOLOGY
Course Code	:	GECSOC1
Nature of the Course	:	GENERIC ELECTIVE COURSE (GEC)
Total Credits	:	03
Distribution of Marks	:	80 (End Sem) + 20 (In-Sem)

Course Objective:

- The mandate of the course is to introduce the discipline to students from diverse training and capabilities.
- The course is intended to introduce the students to a sociological way of thinking.
- It also provides a foundation for the other more detailed and specialized courses in sociology.

UNITS	CONTENTS	L	T	P	Total Hours
1 (25 Marks)	Nature and Scope of Sociology History of Sociology Relationship of Sociology with other social sciences Anthropology History	13	2	0	15
2 (15 Marks)	Sociological Concepts -I Status and Role Groups Culture Structure and function	8	2	0	10
3 (15 Marks)	Sociological Concepts -II Socialization Social control and Change	8	2	0	10
4 (25 Marks)	Social Stratification and Mobility Meaning, Forms- Caste, Class and Gender	8	2	0	10
	Total	37	8	0	45

Where, **L: Lectures** **T: Tutorials** **P: Practicals**

MODES OF IN-SEMESTER ASSESSMENT	:	(20 Marks)
One Internal Examination	-	10 Marks
Others (Any one)	-	10 Marks
Group Discussion		
Seminar presentation on any of the relevant topics		
Viva-Voce		

LEARNING OUTCOMES:

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

- Understand the process behind the development of sociology in west.



Edit

Annotate

Fill & Sign

Convert

All

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).

Liz Stanley. 2002. „Should Sex Really be Gender or Gender Really be Sex” in S. Jackson and S. Scott (eds.) *Gender: A Sociological Reader*, London: Routledge (pp. 31-41)

Strathern, Marilyn. 1987. “An Awkward Relationship: The Case of Feminism and Anthropology.” *Signs* 12(2):276-292.

Saikia, J.P, (2016): “ Gender : Themes and Issues”, Concept Publishing Company (P) Ltd, New Delhi.Pp-01-46.

Sherry Ortner. 1974. “Is male to female as nature is to culture?” M.Z. Rosaldo and L. Lamphere (eds.) *Women, culture and society*.Stanford: Stanford University Press (pp. 67- 87).

Rubin, Gayle. 1984. “Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality” in Carole Vance, ed., *Pleasure and anger*.London: Routledge (pp 143-179).

Newton, Esther. 2000. “Of Yams, Grinders and Gays: The Anthropology of Homosexuality” in *Margaret Mead Made Me Gay:Personal Essays, Public Ideas*. London: Duke University Press (pp 229- 237).

Weeks. J,(2012): *Sexuality Third Edition*, Routledge, London and New York.

Gender, Sex, Sexuality [Weeks 2-3]

Singh. S, (2009): “ Feminism: Theory, Criticism and Analysis”., Pencraft International., New Delhi

Kuumba Bahati. M, (2003): *Gender and Social Movements.*, Rawat Publications, Jaipur and New Delhi.

Saikia, J.P, (2016): “ Gender : Themes and Issues”, Concept Publishing Company (P) Ltd, New Delhi.Pp-65-82.

2.2 Production of Masculinity and Femininity [Weeks 4-6]

Halberstam, Judith. 1998. “An Introduction to Female Masculinity: Masculinity without Men” in *Female Masculinity*. London: Duke University Press (Also Delhi: Zubaan 2012 Reprint) (pp 1-43).

Alter, Joseph. 1992. *The Wrestler's Body: Identity and Ideology in North India*. California : University of California: California (pp 163-194).

2.2.3 Uberoi, Patricia “Feminine Identity and National Ethos in Indian Calendar Art” In *Economic and Political Weekly* Vol. 25, No. 17 (Apr. 28, 1990), (pp. WS41-WS48).

Differences and Inequalities Class, Caste [Weeks 7-8]

Walby, Sylvia. 2002. “Gender, Class and Stratification: Towards a new approach” in S. Jackson and S. Scott (eds.) *Gender: A Sociological reader*. London: Routledge (pp 93-96).

Leela Dube 1996 “Caste and Women” in M.N.Srinivas (ed.)*Caste: Its twentieth century avatar*, New Delhi: Penguin (pp 1-27).

Rege, S. 1998. "Dalit Women Talk Differently: A Critique of 'Difference' and Towards a Dalit Feminist Standpoint Position." *Economic and Political Weekly*, Vol. 33, No. 44 (Oct.31-Nov. 6, 1998)(pp 39-48)

3.2 Family, Work [Weeks 9-10]

Whitehead, A. 1981, "„I'm Hungry Mum": The Politics of Domestic Budgeting" in K. Young et al. (eds.) *Of Marriage and the Market: Women's Subordination Internationally and its Lessons*. London: Routledge and Kegan Paul (pp. 93-116).

Palriwala, Rajni. 1999. "Negotiating Patriliney: Intra-household Consumption and Authority in Rajasthan (India)", in Rajni Palriwala and Carla Risseuw (eds.), *Shifting Circles of Support: Contextualising kinship and gender relations in South Asia and Sub-Saharan Africa*. Delhi: Sage Publications [pp.190-220]

4. Gender, Power and Resistance

4.1. Power and Subordination [Weeks 11-12]

4.1.1 Candace West and Don H. Zimmerman. 2002. "Doing Gender" in S.Jackson and S. Scott (eds.) *Gender: A Sociological Reader*. London: Routledge [pp 42-47].

Susie, Tharu and Tejaswini Niranjana. 1999. „Problems for a contemporary theory of gender" in Nivedita Menon (ed.) *Gender and Politics in India*, New Delhi: Oxford University Press [pp 494-525].

Abu-Lughod, Lila. 2002. "Do Muslim Women Really Need Saving?: Anthropological Reflections on Cultural Relativism and its Others."

American Anthropologist 104 (3) [pp 783-790].

4.2. Resistance and Movements (Weeks 13-14)

Kandiyoti, Deniz. 1991 "Bargaining with Patriarchy" in Judith Lorber and Susan A. Farrell (eds.) *The Social Construction of Gender*, New Delhi: Sage Publications [pp.104-118].

Hill-Collins, Patricia. 2002. "Learning from the outsider within" in S. Jackson and S. Scott (eds.) *Gender: A Sociological Reader*. London: Routledge [pp 69-78].

4.2.3 Kumar, Radha. 1999. "From Chipko to Sati: The Contemporary Indian Women's Movement" In Nivedita Menon (ed.) *Gender and Politics in India*. New Delhi: Oxford University Press [pp342-369].

[Projects, feature films and documentaries screenings, field-work oriented tasks will be the integral part of the course].

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

1. Gender and Violence

- 1.1 Defining Gender Based Violence
- 1.2 Perspectives of gendered violence (Individualistic, Social perspective and Functionalist Perspective)

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

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. 381-407

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 Manoranjan (ed), (2004): " Class, Caste, Gender", Sage Publications, New 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, Flavia, *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* 34.3 (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 II 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

Menon, Nivedita. Recovering Subversion: Feminist Politics beyond the Law. Ranikhet: Permanent Black. 2004. Chapter 3. Sexual Violence: Escaping the Body. Pp. 106 - 156

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

Chatterjee P., Jeganathan.P., (2009): " Community, Gender and Violence", Ravi Dayal Publishers, New Delhi.

4. Addressing Gendered Violence: Politics and Public Policy (2 Weeks)

Omvedt, Gail, *Violence Against Women: New Movements and New Theories in India*.

Delhi: Kali for Women, 1990. Pp. 1-40

Das, Veena & Kim Turcot DiFruscia. Listening to Voices: An Interview with Veena Das, *Altérités*, vol. 7, no 1, 2010 : 136-145.

Naquvi, Farah. This Thing called Justice: Engaging Laws on Violence against Women In India, in Bishakha Dutta (ed.), *Nine Degrees of Justice: New Perspectives on Violence Against Women in India*. Delhi: Zuban, 2010.

Additional Resources:

Wall, Liz. 'Gender equality and violence against women what's the connection?' The Australian Center for the study of Sexual Assault Research Summary. 2014.

Welchman, Lynn, and Sara Hossain. "*Honour*". London: Zed Books, 2005. Chapter 2. 'Crimes of Honour': Value and Meaning Pp. 42-64

Loy, Pamela Hewitt, and Lea P. Stewart. 'The Extent and Effects of the Sexual Harassment of Working Women'. *Sociological Focus* 17.1 (1984): 31-43.

Pickup, Francine, *Ending Violence against Women: A Challenge for Development and Humanitarian Work*, London: Oxfam, 2001. Chapter 5. Direct support to the survivors of violence & Chapter 8. Challenging the State.

United Nations Division for the Advancement of Women, 'Good Practices in Legislation on Violence against Women' 2008. Part III, Framework for Legislation on Violence against Women.

Puri, Jyoti. 'Sodomy, Civil Liberties, and the Indian Penal Code' in Chatterji, Angana P, and Lubna Nazir

Chaudhry. *Contesting Nation*. Delhi: Zuban. Pp. 100-132

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.

3. "The New Empire within Britain," in Rushdie, S. (1991). *Imaginary Homelands*. London: Granta Books.

COURSE CODE: 50130
DSE 3: LITERARY CRITICISM
CREDITS ASSIGNED: 6 CREDITS

COURSE OBJECTIVES: The course presents an overview of major trends in literary criticism from the Romantic period to the present. The critical trajectory comprises of Romantic theory of poetry propounded by Wordsworth and Coleridge, modernist poetics of Woolf and Eliot, New Criticism of Richards and Cleanth Brooks, and an introduction to recent trends in criticism, particularly feminist criticism (by Maggie Humm).

UNIT I

William Wordsworth: "Preface" to the *Lyrical Ballads* (1802)

S.T. Coleridge: *Biographia Literaria*. Chapters IV, XIII and XIV

UNIT II

Virginia Woolf: "Modern Fiction"

36

T.S. Eliot: "Tradition and the Individual Talent" (1919)

"The Function of Criticism" (1920)

UNIT III

I.A. Richards: *Principles of Literary Criticism* Chapters 1, 2 and 34. (London, 1924)

and *Practical Criticism*. (London, 1929)

UNIT IV

Cleanth Brooks: "The Heresy of Paraphrase", and "The Language of Paradox" in

The Well-Wrought Urn: Studies in the Structure of Poetry (1947)

Maggie Humm: *Practising Feminist Criticism: An Introduction*, London 1995

SUGGESTED TOPICS AND BACKGROUND PROSE READINGS FOR CLASS PRESENTATIONS

TOPICS

Summarising and Critiquing

Point of View

Reading and Interpreting

Media Criticism

Plot and Setting

Citing from Critics' Interpretations

MODE OF ASSESSMENT:

Internal Assessment: 20 marks

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

Total: 20 marks

Final Examination: 80 marks

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

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

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

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

Total: =80 marks

EXPECTED LEARNER OUTCOME

37

FIFTH SEMESTER

COURSE CODE: 50100

COURSE 11: WOMEN'S WRITING

(CORE)

CREDITS ASSIGNED: 6 CREDITS

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

UNIT I: POETRY

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

UNIT II: NOVEL

Alice Walker *The Color Purple*

UNIT III: SHORT STORY

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

UNIT IV: ESSAY/MEMOIR

Mary Wollstonecraft *A Vindication of the Rights of Woman* (New York: Norton,
1988) chap. 1, pp. 11-19; chap. 2, pp. 19-38.

Ramabai Ranade 'A Testimony of our Inexhaustible Treasures', in Pandita Ramabai
Through Her Own Words: Selected Works, tr. Meera Kosambi (New Delhi: OUP,
2000) pp. 295-324.

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

SUGGESTED TOPICS AND BACKGROUND PROSE READINGS FOR CLASS PRESENTATIONS

TOPICS

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

MODE OF ASSESSMENT:

Internal Assessment: 20 marks

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

Total: 20 marks

Final Examination: 80 marks

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

Total: =80 marks

Core Course 04
Sociology of India – II

Course Objective:

This paper aims to draw attention to the variety of ideas and debates about India. Further, it critically engages with the multiple socio-political forces and ideologies which shape the terrain of the nation.

Outline: 1. Ideas of India

- 1.1. Gandhi : Swaraj, Ambedkar: Annihilation of Caste
- 1.2. Indological: G.S.Ghurey , Louis Dumont
Ethnographic Approaches: M.N. Srinivas, S.C. Dube

2. Resistance, Mobilization, Change

- 2.1. Dalit Politics: Dalit Identity, Dalit Politics : Caste System and Economics, Inequality
- 2.2. Mobility and Change: Sanskritization and Westernization
- 2.3. Women's Movement: Women and Patriarchy, Feminine Voice in Indian Music
- 2.4. Peasant Movements: Peasant Movements before and after Independence
- 2.5. Ethnic Movements: Identity Politics –Bodo, Karbi
- 2.6. Middle Class Phenomenon: The History of Assamese Middle Class

3. Challenges to Civilization, State and Society

- 3.1. Communalism: Religion and Politics in India
- 3.2. Secularism: Secular Experiences in India
- 3.3. Nationalism: Nation , Nationalism and sub nationalism

COURSE CONTENTS AND ITINERARY

1.1. Gandhi and Ambedkar (Weeks 1-2)

- 1.1.1 M. K. Gandhi : Hind Swaraj, Navajibon Publishing House , Ahmedabad 380014, India
- 1.1.2. Ambedkar, B. R., 1971 [1936], *Annihilation of Caste*, Jullunder: Bheem Patrika

1.2. Indological and Ethnographic Approaches (Weeks 3-4)

- 1.2.1. Uberoi, P. et al., 2007, 'Introduction: The Professionalization of Indian Anthropology and Sociology: Peoples, Places and Institutions' in P. Uberoi et al (eds.) *Anthropology in the East: Founders of Indian Sociology and Anthropology*, New Delhi: Permanent Black, Pp. 1-63
- 1.2.2. Dumont, L. and D. Pocock, 1957, 'For a Sociology of India', *Contributions to Indian Sociology*, 1, Pp.7-22

2.1. Dalit Politics (Week 5)

- 2.1.1. Shah, G., 2001, *Dalit Identity and Politics*, New Delhi: Sage Publications, Pp.17-43

2.2. Mobility and Change (Week 6)

2.2.1. Srinivas, M.N., 1956, 'A Note on Sanskritization and Westernization', *The Far Eastern Quarterly*, 15(4), Pp. 481-496

2.3. Women's Movement (Week 7)

2.3.1. Menon, N., (ed.) 1999, *Gender and Politics in India*, Delhi: Oxford University Press, pp.342-369.

2.4. Peasant Movements (Week 8)

2.4.1. Pouchepadass, J., 1980, 'Peasant Classes in Twentieth Century Agrarian Movements in India', in E. Hobsbawm (ed.) *Peasants in History*, Delhi: Oxford University Press, Pp.136-155

2.5. Ethnic Movements (Week 9)

2.5.1. Baruah, S., 2010, 'The Assam Movement' in T.K. Oommen (ed.) *Social Movements I: Issues of Identity*. Delhi: Oxford University Press, Pp.191-208

2.6. Middle Class Phenomenon (Week 10)

2.6.1. Deshpande, S., 2003, *Contemporary India: A Sociological View*, New Delhi: Penguin Books, Pp.125-150

2.6.2 Axomiya Modya Brita Sreneer Itihaxh- Dr. Profulla Mahanta

2.6.3 Karna, M. N.; 1999; Language, Region and National Identity in *Sociological Bulletin*; Vol 48; No 1 & 2; pp 75-96.

3.1. Communalism (Week 11)

3.1.1. Dumont, L., 1997, *Religion, Politics and History in India*, Paris: Mouton, Pp.89-110

3.2. Secularism (Weeks 12-13)

3.2.1. Kumar, R., 1986, 'The Varieties of Secular Experience', in *Essays in the Social History of Modern India*, Calcutta: Oxford University Press, Pp.31-46

3.2.2. Madan, T.N., 1997, *Modern Myths, Locked Minds*, Delhi: Oxford University Press, Pp.233-265

3.3. Nationalism (Week 14)

3.3.1. Oommen, T. K., 1997, *Citizenship and National identity: From Colonialism to Globalism*. New Delhi: Sage Publications, pp.143-172.

3.3.2 Desai , A. R. (1979): Social Background of Indian Nationalism

Additional Instruction:

The students are required to explore the contemporary sources on social institutions. With the aid of visual, oral and other kinds of narratives/representations students, advised and guided by teachers, are expected to arrange discussion sessions, work on assignments, undertake projects and fieldwork, and make presentations week-wise from the onset to the end of the semester.

Additional Reading:

Ray, N. R., 1973, *Nationalism in India: A Historical Analysis of its Stresses and Strains*, Aligarh: Aligarh Muslim University Press

Discipline Specific Elective 02 **Agrarian Sociology**

Course Objective:

This course explores the traditions of enquiry and key substantive issues in agrarian sociology. It is comparative in nature, but pays attention to Indian themes. It also introduces emerging global agrarian concerns.

Outline:

1. Agrarian Societies and Agrarian Studies

1.1 Agrarian Societies: Agrarian Society and its features, Peasant Society, Subculture of Peasantry

1.2 Agrarian Studies: Marxian approach of studying agrarian society

2. Key Issues in Agrarian Sociology

2.1 The Agrarian Question(Marx)

2.2 The Moral Economy: Subsistence ethics and peasant economy , Rational Peasant

2.3 Agrarian Commodity Systems: Agriculture in a developing economy – Indian experience

3. Themes in Agrarian Sociology of India

3.1 Labor and Agrarian Class Structure: Agrarian class structure , problems of agricultural labour

3.2 Markets, Land Reforms and Green Revolution: Peasant and Capitalist Economy , Land Tenure and Land Reform , Understanding Green Revolution

3.3 Agrarian Movements: Peasant uprisings in India in colonial period , The New Farmer's Movement in India

3.4 Caste, Gender and Agrarian Realities: Gender Analysis of Land , Dalit Agriculture Labour.

4. Agrarian Futures

4.1 Agrarian Crisis: World Bank and Third World Peasant

4.2 The Global Agrarian Order :, Political Economy in the late twentieth Century

Course Contents and Itinerary

1. Agrarian Societies and Agrarian Studies (Weeks: 1-2)

1.1 Agrarian Societies

1.1.1. Dumont, Rene. 'Agriculture as Man's Transformation of the Rural Environment', in Teodor Shanin (ed.) *Peasants and Peasant Societies*, Hamondsworth: Penguin. 1971. Pp. 141-149

1.1.2. Ludden, David. (1999), 'Agriculture' from, *An Agrarian History of South Asia*, Cambridge: Cambridge University Press. 1999, Pp . 6-35

1.2 Agrarian Studies

1.2.1. Beteille, Andre. 'The Study of Agrarian Systems: An Anthropological Approach', from *Marxism and Class Analysis*, New Delhi: Oxford. 2007. Pp.84-93

1.2.2. Thorner, Daniel and Alice Thorner. 'The Agrarian Problem in India Today', from, *Land and Labour in India*, Bombay: Asia Publishing House. 1962. Pp. 3-13

2. Key Issues in Agrarian Sociology (Weeks: 3-6)

2.1 The Agrarian Question

2.1.1. Haroon Akram-Lodhi, A. and Cristobal Kay. 'Surveying the Agrarian Question: Part 1, Unearthing Foundations, Exploring Diversity; Part 2, Current Debates and Beyond'. *The Journal of Peasant Studies*, Vol. 37, No. 1 &2, January/April 2010, 177-199 & 255-280

2.2 The Moral Economy

2.2.1. Scott, James C. 'The Economic and Sociology of Subsistence Ethic', From, *The Moral Economy of the Peasant: Rebellion and Subsistence in South East Asia*, New Haven: Yale University Press. 1976. Pp 13-34

2.2.2. Popkin, Samuel L. 'The Rational Peasant', from, *The Rational Peasant: The Political Economy of Rural Society in Vietnam*, Berkley: University of California Press. 1979. Pp. 1-31

2.3 Agrarian Commodity Systems

2.3.1. Friedland, William. 1984. "Commodity Systems Analysis: An Approach to the Sociology of Agriculture". *Research in Rural Sociology and Development* 1: 221-235

3. Themes in Agrarian Sociology of India (Weeks 7-12)

3.1 Labour and Agrarian Class Structure

3.1.1. Patel, S. J. 'Agricultural Laborers in Modern India and Pakistan' from Gyan Prakash (ed.) *Worlds of Rural Labourer in Colonial India*, Dehi: Oxford University Press. 1992. Pp. 47-74

3.1.2. Thorner, Alice. 'Semi-Feudalism or Capitalism? Contemporary Debate on Classes and Modes of Production in India', Parts: 1-3, *Economic and Political Weekly*, Vol. 17, No. 49 (Dec. 4, 1982), pp. 1961-1968; No. 50 (Dec. 11, 1982), pp. 1993-1999; No. 51 (Dec. 18, 1982), pp. 2061-2064

3.1.3. Mencher, Joan P. 'Problems in Analyzing Rural Class Structure', *Economic and Political Weekly*, Vol. 9, No. 35 (Aug. 31, 1974), pp. 1495+1497+1499-1503

3.2 Markets, Land Reforms and Green Revolution

3.2.1. Amin, Shahid. 'Unequal Antagonists: Peasants and Capitalists in Eastern UP in 1930s', *Economic and Political Weekly*, Vol. 16, No. 42/43 (Oct. 17-24, 1981), pp. PE 19-25, 28, 29

3.2.2. Bandopadhyay, D. 'Reflections on Land Reform in India since Independence' from T. V. Satyamurthy (Ed.) *Industry and Agriculture in India Since Independence*, Delhi: Oxford University Press. Pp. 301-327

3.2.3. Baker, Christopher J. 'Frogs and Farmers: The Green Revolution in India, and its Murky Past' from, Tim P. Bayliss-Smith and Sudhir Wanmali (Ed.)

Understanding Green Revolutions: Agrarian Change and Development Planning in South Asia, Cambridge: Cambridge University Press. 1984. Pp. 37-51

3.2.4. Dhanagare, D. N. 'Green Revolution and Social Inequalities in Rural India' from, *Economic and Political Weekly*, Vol. 22, No. 19/21, Annual Number (May, 1987), pp. AN: 137-139, 141-144.

3.3 Agrarian Movements

3.3.1. Gough, Kathleen. 'Indian Peasant Uprisings' *Economic and Political Weekly*, Vol. 9, No. 32/34, Special Number (Aug., 1974), 1391-1393+1395-1397+1399+1401-1403+1405-1406

3.3.2. Brass, Tom. 'The New Farmer's Movements in India', from, Tom Brass (ed.), *The New farmer's Movemnts in India*, Essex: Frank Cass. (1995). Pp.1-20

3.4 Caste, Gender and Agrarian Realities

3.4.1. Jackson, Cecile. 'Gender Analysis of Land: Beyond Land Rights for Women?', *Journal of Agrarian Change*, Volume 3 (4) (October, 2003) Pp. 453-478.

3.4.2. Omvedt, Gail. 'The Downtrodden among the Downtrodden: An Interview with a Dalit Agricultural Laborer' *Signs*, Vol. 4, No. 4, The Labor of Women: Work and Family (Summer, 1979), pp. 763-774

4. Agrarian Futures (Weeks: 12-14)

4.1. Agrarian Crisis (16)

4.1.1 Feder, Ernest. 'The New World Bank Programme for the Self-Liquidation of the Third World Peasantry', *Journal of Peasant Studies*, Volume 3, Issue 3, 1976. Pp. 343-352

4.1.2 Vasavi. A. R. 'Agrarian Distress in Bidar: Market, State and Suicides', *Economic and Political Weekly*, Volume 34, Number 32. (1999). Pp. 2263-2268

4.2. The Global Agrarian Order (32)

4.2.1 Buttel, Frederick H. Some Reflections on Late Twentieth Century Agrarian Political Economy. *Cadernos de Ciência & Tecnologia*, Brasília, v.18, n.2, p.11-36, maio/ago. 2001

Note:

A. The suggested readings may be used for student presentations.

B. Students may be encouraged to review and make presentations of significant body of literary work depicting agrarian realities that has emerged from world literature as well as *Bhasha* literatures of India.

Suggested Readings

Dalton, George. 'Modern Transformation of European Peasantries' in R. P.

Mishra and Nguyen Dung (Ed.) *Third World Peasantry: A continuing Saga of Deprivation, Volume II*, New Delhi: Sterling. 1986, Pp.25-46

Patnaik, Utsa. (ed.) *The Agrarian Question in Marx and His Successors Volume*

Semester-III
GE-3B: Governance: Issues and Challenges

Objectives: This paper deals with concepts and different dimensions of governance highlighting the major debates in the contemporary times. There is a need to understand the importance of the concept of governance in the context of a globalising world, environment, administration, development. The essence of governance is explored through the various good governance initiatives introduced in India.

Total Lectures and Tutorials – 84

Unit-I: GOVERNMENT AND GOVERNANCE- Meaning and Concepts, Difference between Government and Governance; Role of State in the era of Globalisation; State, Market and Civil Society

13 Lectures and 4 Tutorials

Unit-II: GOVERNANCE AND DEVELOPMENT- Changing Dimensions of Development, Strengthening Democracy through Good Governance

13 Lectures and 4 Tutorials

Unit-III: ENVIRONMENTAL GOVERNANCE- Human-Environment Interaction, Green Governance: Sustainable Human Development

13 Lectures and 4 Tutorials

Unit-IV: LOCAL GOVERNANCE- Democratic Decentralisation, People's Participation in Governance

13 Lectures and 4 Tutorials

Unit-V: GOOD GOVERNANCE INITIATIVES IN INDIA: BEST PRACTICES- Public Service Guarantee Acts, Electronic Governance, Citizens Charter & Right to Information, Corporate Social Responsibility

12 Lectures and 4 Tutorials

READINGS:

- B. Chakrabarty and M. Bhattacharya, (eds.) *The Governance Discourse*. New Delhi: Oxford University Press, 1998
- Surendra Munshi and Biju Paul Abraham [eds.] , *Good Governance, Democratic Societies And Globalisation*, Sage Publishers, 2004
- United Nation Development Programme , *Reconceptualising Governance*, New York, 1997
- Carlos Santiso, *Good Governance and Aid Effectiveness: The World Bank and Conditionality*, Johns Hopkins University, The Georgetown Public Policy Review ,Volume VII, No.1, 2001

DSE-2B		
Environmental awareness in Sanskrit literature		
A. Prescribed Course	Topic	Credit
Section 'A'	Environmental Issues and importance of Sanskrit Literature	2
Section 'B'	Environmental awareness in Vedic Literature	2
Section 'C'	Environmental awareness in Classical Sanskrit literature	2

B. Course Objectives

- To acquaint the students with the basic concept of Indian science and Environment
- To familiarize them with the thoughts of Indian seers and social in respect of environmental awareness.

C. Unit-Wise Division

Unit	Modern Environmental Perspective and Sanskrit Literature	Marks
I	Science of Environment : Definition, Scope and Modern Crises ; Role of Environment in human civilization; Meaning and definitions of the Environment; Various name for Science of Environment: 'Ecology', 'Paryavarana', 'Prakriti Vijnana'; Main components of Environment: living organisms (Jaiva Jagat) and non-living materials (Bhoutika Padarth). Elementary factor of Environment Physical elements, Biological elements and Cultural elements	10
II	Environmental Background of Sanskrit Literature : Importance of Sanskrit Literature from the view point of Science of environment ; Concept of 'Mother Earth' and worship of Rivers in Vedic literature; Brief survey of environmental issues such as protection and preservation of mother nature, planting trees in forests, and water preservation techniques as propounded in the Sanskrit Literature. Buddhist and Jain concepts of	10

	ecology, protection of trees, love for animals and birds;	
	Section 'B' Environment Awareness in Vedic Literature	
I	Environmental Issues and Eco-system in Vedic Literature Divinity to Nature, Co-ordination between all natural powers of universe; Cosmic order 'Rta' as the guiding force for environment of whole universe (Rgveda, 10.85.1); Equivalent words for Environment in Atharvaveda : 'Vritavrita' (12.1.52), 'Abhivarah', (1.32.4.), 'Avritah' (10.3.30), 'Parivrita' (10.8.31); Five basic elements of universe covered by environment : Earth, Water, Light, Air, and Ether. (Aitareya Upanishad 3.3); Three constituent elements of environment known as 'Chandansi': Jala (water), Vayu (air), and Osadhi (plants) (Atharvaveda, 18.1.17); Natural sources of water in five forms: rain water (Divyah), natural spring (Sravanti), wells and canals (Khanitrimah), lakes (Svayamjah) and rivers (Samudrarthah) Rigveda, 7.49.2)	12
ii	Environment Preservation in Vedic Literature: Five elementary sources of environment preservation: Parvat (mountain), Soma (water), Vayu (air), Parjanya (rain) and Agni (fire) (Atharvaveda, 3.21.10); Environment Protection from Sun (Rgveda, 1.191.1-16, Atharvaveda, 2.32.1-6, Yajurveda, 4.4.10.6); Congenial atmosphere for the life created by the	12

Course Title: Vermicompost Technology

Course Code: SEC-II

Credit: 2

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

Unit I:

Small scale Vermicomposting for home gardens, vermicomposting in commercial scale- vermiculture, harvest, vermicomposting harvest and processing

Unit II:

Nutritional composition of vermicompost, comparison with other fertilizers, Vermiwash collection, composition & use. Enemies and sickness of earthworms, frequent problems of earthworms, identification of problems and their remedies. Complementary activities of auto evaluation.

Unit III

Key to identify different types of earthworms.
Preparation of vermibeds, maintenance of vermin compost & climatic conditions.
Harvesting, packaging, transport and storage of Vermicompost and separation.

Books recommended:

1. Vermis & Vermitechnology by Arvind Kumar, A.P.H.Pub., new Delhi-110002.
2. Earthworms-Vermi culture & Vermicomposting by R. K. Bhatnagar & R. K. Palta, Kalyani Pub, New Delhi, Kolkotta, Hyderabad.
3. A hand book of organic farming by A. K. Sharma, Agrobios (India), Jodhpur
4. A handbook of soil, fertilizer and manure by P. K. Gupta, , Agrobios (India), Jodhpur
5. Organic farming in India-problems and practice by U. Thapa & P. Tripathy, Agro pub. Academy, Udaipur-313002
6. Organic Farming for sustainable agriculture by A. K. Dahama, Agrobios(India), Jodhpur
7. Organic Farming – theory and practice by SP. Palaniappan & K. Annadurai, Scientific Pub. (India), Jodhpur.
8. Organic Farming in India by S. S. Purohit & Dushyant Gehlot, Agrobios (India), Jodhpur
9. Role of earthworms in agriculture by J.V.Bhatt & S.R. Khambata, ICAR, New Delhi.
10. Quantitative analysis of waters, fertilizers, plants and soils by U.S.Sree Ramulu, Scientific Pub .Jodhpur.

CBCS: B. Sc. (Honours) with CHEMISTRY
Discipline Specific Elective (DSE) Course
CHEMISTRY
(Honours)
(5th Semester)
Course No.: **CHEMISTRY-DSE-502**
(*Green Chemistry*)

Contact Hours: 60

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

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

Expected Learner Outcome: Students will gain an understanding of

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

Unit I: Introduction to Green Chemistry

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

4 Lectures, Marks - 4

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

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

- i) Designing a Green Synthesis using these principles; Prevention of Waste/ byproducts; maximum incorporation of the materials used in the process into the final products, Atom Economy, Calculation of atom economy of the rearrangement, addition, substitution and elimination reactions.
- ii) Prevention/ minimization of hazardous/ toxic products reducing toxicity
- iii) Green solvents- supercritical fluids, water as a solvent for organic reactions, ionic liquids, fluorinated biphasic solvent, PEG, solventless processes, immobilized solvents and how to compare greenness of solvents.
- iv) Energy requirements for reactions- alternative sources of energy: use of microwaves and ultrasonic energy.
- v) Selection of starting materials; avoidance of unnecessary derivatization- careful use of blocking/ protecting groups.
- vi) Use of catalytic reagents (wherever possible) in preference to stoichiometric reagents; catalysis and green chemistry, comparison of heterogeneous and homogeneous catalysis.
- vii) Prevention of chemical accidents designing greener processes, inherent safer design, principle of ISD "What you don't have cannot harm you", greener alternative to Bhopal Gas Tragedy (safer route to carbonyl) and Flixborough accident (safer route to cyclohexanol) subdivision of ISD, minimization, simplification, substitution, moderation and limitation.
- viii) Strengthening/ development of analytical techniques to prevent and minimize the generation of hazardous substances in chemical processes.

30 Lectures, Marks - 27

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

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

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

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

Surfactants for carbon dioxide- replacing smog producing and ozone depleting solvents with CO₂ for precision cleaning and dry cleaning garments.

Designing of Environmentally safe marine antifoulant.

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

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

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

Development of Fully Recyclable Carpet: Cradle to Cradle Carpeting.

16 Lectures, Marks - 15

Unit IV: Future Trends in Green Chemistry:

Oxidation reagents and catalysts; Biomimetic, multifunctional reagents; Combinatorial green chemistry; Proliferation of solventless reactions; co crystal controlled solid state synthesis (C₂S₃

); Green chemistry in sustainable development.

10 Lectures, Marks - 10

Reference Books:

1. V. K. Ahluwalia & M. R. Kidwai: New Trends in Green Chemistry, Anamalaya Publishers (2005).

2. P. T. Anastas & J. K. Warner: Oxford Green Theory and Practical, University Press (1998).

3. A. S. Matlack: Introduction to Green Chemistry, Marcel Dekker (2001).

4. M. C. Cann & M. E. Connely: Real-World cases in Green Chemistry, American Chemical Society, Washington (2000).

5. M. A. Ryan & M. Tinnesand, Introduction to Green Chemistry, American Chemical Society, Washington (2002).

Core Course IX: Plant Ecology and Phytogeography RRS.
(Credits: Theory-4, Practical-2) BE 409 T

THEORY

Lectures: 60

- Unit 1: Introduction** (4 lectures)
Basic concepts; Levels of organization. Inter-relationships between the living world and the environment, the components and dynamism, homeostasis.
- Unit 2: Soil** (8 lectures)
Importance; Origin; Formation; Composition; Physical; Chemical and Biological components; Soil profile; Role of climate in soil development.
- Unit 3: Water** (4 lectures)
Importance; States of water in the environment; Atmospheric moisture; Precipitation types (rain, fog, snow, hail, dew); Hydrological Cycle; Water in soil; Water table.
- Unit 4: Light, temperature, wind and fire** (6 lectures)
Variations; adaptations of plants to their variation.
- Unit 5: Biotic interactions** (2 lectures)
Trophic organization, basic source of energy, autotrophy, heterotrophy; symbiosis, commensalism, parasitism;
- Unit 6: Population ecology** (4 lectures)
Characteristics and Dynamics .Ecological Speciation
- Unit 7: Plant communities** (8 lectures)
Concept of ecological amplitude; habitat and niche; Characters: analytical and synthetic; Ecotone and edge effect; Dynamics: succession – processes, types; climax concepts.
- Unit 8: Ecosystems** (4 lectures)
Structure; Processes; Trophic organisation; Food chains and Food webs; Ecological pyramids.
- Unit 9: Functional aspects of ecosystem** (8 lectures)
Principles and models of energy flow; Production and productivity; Ecological efficiencies; Biogeochemical cycles; Cycling of Carbon, Nitrogen and Phosphorus.
- Unit 10: Phytogeography** (12 lectures)
Principles; static and dynamic phytogeography, Continental drift; Theory of tolerance; Endemism; Brief description of major terrestrial biomes (one each from tropical, temperate & tundra); Phytogeographical regions of India; Local Vegetation.

Practical

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

Suggested Readings

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



Semester V
B.A. (Honours) Economics
C 12: DEVELOPMENT ECONOMICS-I (6 Credits)
Full marks: 100 (Mid Term-20 + End Term-80)

Course Description

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

Units	No of Lecture Hours	No of Tutorial Hours	Marks
1 Concepts of Development: Evolution of Development Economics; Economic growth and development. Characteristics of underdeveloped economies. Measures of development- GNP, PQLI, HDI, GDI, GEM ;	15	3	16
2 Strategies of Development: Stages of Economic growth- Rostow ; low level equilibrium trap , the critical minimum effort hypothesis, big push theory, balanced vs. unbalanced growth; Choice of Technique	15	3	16
3 Growth Models : Classical growth model; Harrod-Domar model ; Kaldor's Model, Solow model and its variants, Meade Model, Endogenous growth model- Romer.	15	3	16
4 Poverty and Inequality: Definitions, Measures of poverty- Head count ratio, Sen's Index, HPL, MPL. inequality measures- Gini Coefficient and Lorenz Curve; connections between inequality and development; Mechanisms that generate poverty traps and path dependence of growth processes	15	3	16
5 Political Institutions and the Functioning of the State Alternative institutional trajectories and their relationship with economic performance, Relationship between democracy and	15	3	16

economic development, within-country differences in the functioning of state institutions; state ownership and regulation; government failures and corruption.			
Total	75	15	80

Reading List:

1. Debraj Ray, Development Economics, Oxford University Press, 2009.
2. Partha Dasgupta, Economics, A VeryShort Introduction, Oxford University Press, 2007.
3. Abhijit Banerjee, Roland Benabou and Dilip Mookerjee, Understanding Poverty, Oxford University Press, 2009.
4. Ranisik Hazari, The Oxford Companion to Economics in India, OUP, 2007.
5. Amartya Sen, Development as Freedom, OUP, 2000.



CROSSCUTTING ISSUES

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.)

**3rd
SEMESTER**

Title	Contents	Lec	T	Teacher
CLIMATE CHANGE: VULNERABILITY AND ADAPTATION	1. Science of Climate Change: Understanding Climate Change; Green House Gases and Global Warming(MB); Global Climatic Assessment- IPCC (LS)	8+4	6	MB+LS
	2. Climate Change and Vulnerability: Physical Vulnerability; Economic Vulnerability; Social Vulnerability	12	6	MB
	3. Impact of Climate Change: Agriculture and Water; Flora and Fauna; Human Health	10	5	DB
	4. Adaptation and Mitigation: Global Initiatives with Particular Reference to South Asia.	10	6	SG
	5. National Action Plan on Climate Change; Local Institutions (Urban Local Bodies, Panchayats)	12	6	LS

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.)

**4th
SEMESTER**

Title	Contents	Lec	T	Teacher
Environmental Geography	1. Environmental Geography – Concept and Scope	6	4	LS
	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	

DSE 4 (6 C)

GGRM DSE 602BT6: SOCIAL GEOGRAPHY

84 HOURS/ LECTURES

(The main objective of this paper is to make the student understand the basic concept of social geography and the impact of technologies in social changes. The student will also know about the different social categories and social problems faced by the society today.)

**6th
SEMESTER**

Title	Units	L	T	Teacher
SOCIAL GEOGRAPHY	1. Social Geography: Concept, Origin, Nature and Scope.	10	5	MB
	2. Peopling Process of India: Technology and Occupational Change; Migration.	10	5	
	3. Social Categories: Caste, Class, Religion, Race and Gender and their Spatial distribution	12	6	
	4. Geographies of Welfare and Well being: Concept and Components – Healthcare, Housing and Education.	12	6	
	5. Social Geographies of <u>Inclusion and Exclusion</u> . Slums, Gated Communities, Communal Conflicts and Crime.	12	6	

Semester V
B.A. (Honours) Economics
DSE 6 (Group-I): PUBLIC ECONOMICS (6 Credits)
Full marks: 100 (Mid Term-20 + End Term-80)

Course Description

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

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

of latest Union Budget, Public Debt- Necessity of Public Debt, Characteristics of India's Public Debt, India's internal and external debt liabilities, Problems of Public Debt policy. Fiscal Federalism in India: Meaning, Inter governmental Resource Transfer - trend and techniques, Role of Finance Commission Critical evaluation of Finance Commission's Awards, Recommendations of the latest Finance Commission.			
Total	75	15	80

Reading List:

1. J. Hindriks, G. Myles: *Intermediate Public Economics*, MIT Press, 2006.
2. H. Rosen, T. Gayer: *Public Finance*, 9th ed., McGraw-Hill/Irwin, 2009.
3. Joseph E. Stiglitz, *Economics of the Public Sector*, W.W. Norton & Company, 3rd edition, 2000.

**Semester V****B.A. (Honours) Economics****C 12: DEVELOPMENT ECONOMICS-I (6 Credits)****Full marks: 100 (Mid Term-20 + End Term-80)****Course Description**

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

Units	No of Lecture Hours	No of Tutorial Hours	Marks
1 Concepts of Development: Evolution of Development Economics; Economic growth and development, Characteristics of underdeveloped economies, Measures of development- GNP, PQLI, HDI, GDI, GEM ;	15	3	16
2 Strategies of Development: Stages of Economic growth- Rostow ; low level equilibrium trap , the critical minimum effort hypothesis; big push theory, balanced vs. unbalanced growth; Choice of Technique	15	3	16
3 Growth Models : Classical growth model; Harrod-Domar model ; Kaldor's Model, Solow model and its variants, Meade Model, Endogenous growth model- Romer.	15	3	16
4 Poverty and Inequality: Definitions, Measures of poverty- Head count ratio, Sen's Index, HPI, MPI inequality measures- Gini Coefficient and Lorenz Curve; connections between inequality and development; Mechanisms that generate poverty traps and path dependence of growth processes	15	3	16
5 Political Institutions and the Functioning of the State Alternative institutional trajectories and their relationship with economic performance, Relationship between democracy and	15	3	16



Core Course 11: LIFE SCIENCES
(CREDITS: THEORY-4, PRACTICAL-2)

LECTURES: 60

THEORY

SECTION A - BOTANY

Unit I: Introduction to Plant Kingdom

- Classification of Plant Kingdom
- Angiospermic plants (Flower with details of its parts)
- Formation of fruit, seed and embryo
- Structure of monocot and dicot seed and seed germination

(7) 28

UNIT II: Propagation of plants – seed and vegetative

- Seed Propagation
- Cuttings – stem, leaf and root
- Layering
- Grafting

(8) 6 18

Unit III: Types of Garden

- Ornamental garden
- Kitchen garden
- Herbal Garden

(7) 21

Unit IV: Economic Botany

- Vegetables-Cauliflower, carrot, tomato, potato, onion, spinach, gourds, fenugreek
- Fruits-papaya, mango
- Spices and Condiments-clove, pepper, cardamom, cumin, Coriander, asafoetida
- Ornamental and Foliage plants-Rose, Bougainvillea, China rose, fern, asparagus

(6) 7

Unit V: Biotechnological Applications

- Application of biotechnology in agricultural crops.

(2) 3

SECTION B- ZOOLOGY

Unit I

- Classification of animal kingdom
- Chordates up to 5 major classes, characteristics with examples
- Non chordates up to phyla, characteristics with examples
- Cell theory, electron microscopic structure and function of a cell

Unit II

- Parasites and human diseases
- Plasmodium, Giardia, Entamoeba, Taenia, Ascaris etc
- Economics importance and control of common household pests
- Insects as a resource

Unit III

- Introduction to Biotechnology
- Significance of biotechnology to humans
- Recent trends in biotechnology

Unit IV

- Basics of Genetics
- Genetic disease and sex linked inheritance
- Importance of Genetic counseling

Unit V

- Vermicompositing
- Technology, importance and its relevance
- How to start a unit at home
- Maintenance and propagation

PRACTICAL

SECTION A- BOTANY

- Floral description of few angiospermic families
- Propagation of plants by seed and vegetative methods
- Identification and classification of economically important plants

SECTION B- ZOOLOGY

- Survey of animal kingdom (2-3 specimens from each class/ phylum)
- Study of cells – neurons, blood cells, cheek cells
- Vermi composting