



ALDER COLLEGE

Sepfüzou

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Supporting Document

Criterion 1: Curriculum Aspects

1.3.1. Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum

COURSE CODE-BA/EDU-201
SEMESTER-II

SOCIOLOGICAL FOUNDATIONS OF EDUCATION

Course Objectives

1. To develop an understanding of the role of sociology in education
2. To acquaint with the sociological foundations of education
3. To understand the role of education in relation to social change, social interaction and culture
4. To understand and appreciate the role of community in resolving social issues and educational inequalities

Course Contents

UNIT-I Introduction

- a. Meaning of Educational Sociology & Sociology of Education
- b. Relationship between Sociology and Education
- c. Sociological determinants of education

UNIT-II Social Change

- a. Meaning of social change.
- b. Factors affecting social change (Political, Educational and Technological)
- c. Education as an instrument of social change.

UNIT-III Education and Social Group

- a. Primary and Secondary groups
- b. Social interaction and its educational implications
- c. Concept & forms of social stratification

UNIT-IV Education and Culture

- a. Concept & components of culture
- b. Role of education in preservation and transmission of culture
- c. Cultural heritage of India with special reference to Nagaland

UNIT-V Current Social Problems in India with special reference to North-East

- a. Equalization of educational opportunities
- b. Role of community in solving social problems in the field of education
- c. Concept of Communitization of elementary education in Nagaland

Suggested Readings

1. C. N Shankar Rao. Sociology. 1995. S Chand & Company Ltd. New Delhi
2. S.S Mathur. Sociological Approach to Indian education.
3. S.S Chandra.2002. Sociological Foundation of Education.
4. N.R Saxena. Philosophical & Sociological Foundations of Education.
5. Yogendra K Sharma. Sociological Philosophy of Education.

COURSE NO SOC 601: INDIAN SOCIETY

Objectives:

This paper intends to present a comprehensive and integrated profile of Indian society.

Course Outline:

UNIT I: NATURE AND CHARACTERISTICS

- a. Unity in Diversity
- b. Caste Hierarchy

UNIT II: THE COMPOSITION OF INDIAN SOCIETY

- a. Rural and Urban
- b. Minorities and Weaker Sections

UNIT III: SOCIO-ECONOMIC SYSTEM

- a. Economy-Agrarian economy and mixed economy
- b. Religion-Pluralism, multiculturalism, secularism.

UNIT IV: CHALLENGES OF NATION BUILDING

- a. Poverty, Unemployment
- b. Communalism

UNIT V: CHANGE AND CONTINUITY

- a. Tradition and Modernity
- b. Globalization

Essential Readings:

1. Ahuja, Ram; 1999; *Society in India*; Jaipur, Rawat Publications.
2. Bose, N.K; 1967; *Culture and Society in India*; New Delhi; Asia Publishing House.
3. Bose, N.K; 1975; *Structure of Hindu Society*; New Delhi; Asia Publishing House.
4. Dube, S.C; 1958; *India's Changing Villages*; London; Routledge and Kegan Paul.
5. Dube, S.C; 1990; *Indian Society*; New Delhi; National Book Trust of India.
6. Dube, S.C; 1995; *Indian Village*; London; Routledge.
7. Ghurye, G.S; 1969; *Caste and Race in India*; Bombay; Popular Prakashan.
8. Kumar, Anand (ed.); 2000; *Nation Building in India*; New Delhi; Radiant.
9. Mandelbaum, D.G; 1970; *Society in India*; Bombay; Popular Prakashan.
10. Singh, Yogendra; 1973; *Modernization of Indian Tradition*; New Delhi; Thomson Press.
11. Srinivas, M.N; 1963; *Social Change in India*; Berkeley; University of California Press.

COURSE CODE – BA/EDU- 102
SEMESTER I

PEDAGOGY

Course Objectives

1. To initiate the concept of Pedagogy and familiarize with the educational process.
2. To develop the ability to analyze classroom teaching-learning and the ability to observe classroom behavior.
3. To develop a positive attitude towards life and the teaching profession.

Course Contents

UNIT I Conceptual background on Pedagogy

- a. Concept & meaning of pedagogy
- b. Definition, nature & characteristics of teaching
- c. Relationship between teaching and learning

UNIT II General principles of Teaching

- a. General principles of teaching
- b. Factors affecting teaching: Input and Output Variables.
- c. Characteristics of a good teacher

UNIT III Classroom Teaching

- a. Observation of classroom behaviour
- b. Flanders Interaction Analysis
- c. Concept & difference between traditional, macro & micro Teaching.

UNIT IV Teaching Methods and Skills

- a. Teaching Methods- Lecture, demonstration, problem solving, programme instruction and Story telling
- b. Teaching skills – use of blackboard, introducing a lesson, stimulus variation, probing questions, reinforcement

UNIT V Functions of a Teacher

- a. Functions of a teacher as a
 - Planner
 - Facilitator
 - Counselor
 - Researcher

Suggested Readings

1. Essentials of Educational Technology: Teaching learning, Innovation in Education – J.C.Agarwal, Delhi Vikas Publishing House Pvt. Ltd.
2. Technology of Teaching – N.R. Swarup Saxena, Surya Publications, Meerut-250001.

COURSE CODE-BA/EDU-401
SEMESTER-IV

PHILOSOPHICAL FOUNDATIONS OF EDUCATION

Course Objectives

1. To understand the meaning, aims and function of education
2. To develop an understanding of the role of major schools of philosophy in education
3. To acquaint with the philosophical foundations of education.

Course Contents

UNIT-I Introduction

- a. Meaning of Educational Philosophy
- b. Relationship between Philosophy and Education
- c. Aims of education: Individual, Social, Vocational

UNIT-II Functions of Education

- a. Self-actualization
- b. Human Resource Development
- c. National integration and International understanding

UNIT-III Some Major Schools of Philosophy

- a. Idealism, Naturalism and Pragmatism
- b. Their contributions to present day education towards aims, curriculum, methods of teaching and discipline

UNIT-IV Development of Values

- a. Meaning of values
- b. Classification of values (Social, Moral and Aesthetic)
- c. Strategies for inculcation of values through co-curricular and extra-curricular activities in schools and colleges

UNIT-V Freedom and Discipline

- a. Meaning of Freedom and Discipline
- b. Types of discipline
- c. Importance of discipline in social life

Suggested Readings

1. B.N Dash- Principles of Education and Education in the Emerging Indian Society. Ajanta Prakashan, 2768, Gali Samaj Bazar Sita Ram, Delhi-110006.
2. V. R Taneja. Educational Thought & Practices.
3. A.S Thakur. The Philosophical Foundations of Education.

100 marks: External exams 70 marks (Pass mark 28); Internal Assessment: 30 marks (Pass mark=12) Time: 3 hours

TO TEACH IN THE THIRD SEMESTER

Descriptive & objective/short answer type questions as indicated : 70 marks

3 credits

Objectives: The teachers are to give the students the bio-details of the authors, the background of the age/ time and elucidate the works of the prescribed authors in simple language, give meanings of the words/ allusions and teach the scholars to write reference to contexts, prepare glossary from the text and find out the philosophy of life in the works, interpret the didactic value/ moral in the literary writings, etc, teach and revise remedial grammar/ structural approach to language learning along with skills of composition like paragraph writing.

Unit I: Poetry - 14 marks: 1 question of 10 marks; 2 objective/short answer questions of 2 marks each.

1. William Blake : The Tyger
2. P.B. Shelly: Ode to the West Wind
3. G.M. Hopkins : God's Grandeur

Unit II: Poetry - 14 marks : 1 question of 10 marks; 2 objective/short answer questions of 2 marks each.

1. W.B. Yeats : A Prayer for My Daughter
2. T.S. Eliot : Journey of the Magi
3. Robert Frost: Stopping by the Woods on a Snowy Evening

Unit III: Short Story - 14 marks: 1 question of 10 marks; 2 objective/short answer questions of 2 marks each.

1. Leo Tolstoy : The Imp and the Peasant's Bread
2. O' Henry : The Gift of the Magi

Unit IV: Short Story - 14 marks: 1 question of 10 marks; 2 objective/short answer questions of 2 marks each.

1. Arthur Conan Doyle : A Case of Identity
2. Anton Chekov : The Bet

Unit V: Composition - 14marks: 1question of 14 marks

1. Paragraph Writing

Recommended Texts :

***NU Anthology of Poetry*, Published by Macmillan 2012.**

Vandana R. Singh. *The Written Word*. Delhi: OUP, 2007.

COURSE CODE – BA/EDU- 602
SEMESTER VI

GUIDANCE & COUNSELLING IN EDUCATION

Course Objectives

1. To help in understanding the meaning and importance of guidance and counseling.
2. To develop the ability to interpret various records for assessing the students' strengths and weaknesses.
3. To acquaint the students to various approaches in organizing vocational guidance.
4. To help in understanding the importance of job analysis and occupational information services.

Course Contents

UNIT I Introduction to Guidance

- a. Concept of Guidance
- b. Meaning, nature and scope
- c. Principles of guidance
- d. Philosophical, psychological & social bases of guidance

UNIT 2 Educational Guidance

- a. Meaning, need and importance of educational guidance
- b. Principles of educational guidance
- c. Basic data necessary for educational guidance: Pupils' abilities, aptitudes, personality, interest and attitudes

UNIT 3 Vocational Guidance

- a. Meaning and objectives
- b. Vocational guidance at the secondary stage
- c. Job analysis & job satisfaction

UNIT 4 Concept of Counseling

- a. Meaning, nature, scope & types
- b. Various steps and techniques
- c. Relationship between guidance & counseling
- d. Important qualities of a good Counselor

UNIT 5 Career Counseling

- a. Meaning and importance
- b. Career counseling with college students, adults & women
- c. Various approaches in organizing career guidance & counseling - Career corner, career talk, career conference, simulated interview

Suggested Readings

1. Indira Madhukar. Guidance and Counselling . Authors Press Publishers of Scholarly Books, New Delhi.
2. Sitaram Jaiswal. Principles of Guidance and Counselling.
3. J.C.Agarwal, Doaba. Educational Vocational Guidance and Counselling . House Booksellers & Publishers, 1688, Nai Sark, New Delhi-110006.
4. Rashmi Agarwal. Educational Vocational Guidance & Counselling: Principles, Techniques & Programmes. Shipra Publication, New Delhi-110092.

POL/EL-601 PUBLIC ADMINISTRATION

Course Rationale: The course provides an introduction to the discipline of public administration. It is intended to cater to the needs of students in understanding the basic elements of administration. The paper covers Public Administration in its historical context. It seeks to embody a detailed discussion on Organization and Personnel Administration. The importance of administrative, legislative, executive and judicial control over administration is also highlighted

(Total Marks-100)

UNIT	TITLE	CONTACT HRS	WEIGHTAGE
UNIT-I	MEANING, NATURE, SCOPE & SIGNIFICANCE	12	20
UNIT-II	EVOLUTION OF PUBLIC ADMINISTRATION, PUBLIC AND PRIVATE ADMINISTRATION	12	20
UNIT-III	PRINCIPLES OF ORGANISATION	12	20
UNIT-IV	PERSONNEL ADMINISTRATION: RECRUITMENT, TRAINING, PROMOTION, ROLE OF PUBLIC SERVICE COMMISSION (UPSC) AND STATE PUBLIC SERVICE COMMISSION	16	20
UNIT-V	CONTROL OVER ADMINISTRATION: ADMINISTRATIVE, LEGISLATIVE, EXECUTIVE AND JUDICIAL	16	20
	Total	68	100

References

1. A.R Tyagi AND Atma ram *Public Administration*, Company, New Delhi, 2002.
2. Avasthi and Maheshwari, *Public Administration*, Laxmi Narayan Agarwal, 2009
3. B.L.Fadia and Kuldeep, *Public Administration*, Sahitya Bhawan Publication, Agra, 2008
4. Bidyut Chakrabarty and Mohit Bhattacharya, *Public Administration: A Reader*, Oxford University Press, 2003
5. Bidyut Chakravarty and Mohit Bhattacharya, *Advanced Public Administration*, The World Press, Calcutta, 2007.
6. C.L.Baghel and Y.Kumar, *Public Administration* (two volumes), Kanishka Publishers, New Delhi, 2005
7. C.P. Bhambri, *Public Administration*, Sterling Publishers Pvt. Ltd, New Delhi, 1990.
8. L.D White, *Introduction to the study of Public Administration*, Mac Millan, New York, 1998.
9. M.P. Sharma & B. L. Sadana, *Public Administration Theory and Practice*, Kitab Mahal, Allahabad, 1999.

(ii) ENG(H)122 Indian Writing in English (Fiction & Drama)

100 marks: External exams 70 marks (Pass mark 28); Internal Assessment: 30 marks (Pass mark=12) Time: 3 hours

TO TEACH IN THE SIXTH SEMESTER

Descriptive: 5X14=70

4 credits

Objectives: The teachers are to give the students the bio-details of the authors, the background of the age/ time and elucidate the works of the prescribed authors in simple language, give meanings of the words/ allusions and teach the scholars to write reference to contexts, prepare glossary from the text and find out the philosophy of life in the works and interpret the didactic value/ moral in the literary writings, etc.

Unit I: 14 marks : 1 question of 14 marks

(The teacher is to give the students an outline of the development of the particular genre and background of the particular age or author from relevant sections of the recommended books).

- 1. History of Indian English Fiction & Drama**

FICTION

Unit II: – 14 marks : 1 question of 14 marks

- 1. R. K Narayan: *Swami and Friends***

Unit III: – 14 marks : 1 question of 14 marks

- 1. Kiran Desai : *Inheritance of Loss***

DRAMA

Unit IV : - 14 marks: 1 question of 14 marks.

- 1. Vijay Tendulkar: *Kamala*
(from Vijay Tendulkar. *Five Plays*. New Delhi: OUP, 2007)**

Unit V : - 14 marks: 1 question of 14 marks.

- 1. Mahesh Dattani: *Tara*
(from Mahesh Dattani. *Collected Plays*. New Delhi: Penguin Books, 2000.)**

Recommended Books:

K.R. Srinivasa Iyengar. *Indian Writing in English*. New Delhi: Sterling Publishers, 1987.

M.K. Naik. *A History of Indian English Literature*. New Delhi: Sahitya Akademi, 1981.

M.K. Naik & S.A. Narayan. *Indian English Literature: 1980-2000*. New Delhi: Pencraft International, 2001.

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HIS- 503: SOCIAL AND ECONOMIC HISTORY OF MODERN INDIA (18th-20th Century)

OBJECTIVE: This course is intended to provide a general understanding of social changes and Economic Developments in Modern India.

Course Content

Unit	Detailed syllabus	Contact Hours	Marks/Weight
I	Survey of Pre-Colonial Society and Economic Conditions. Beginnings of Social Change and Awakening: Introduction of Modern Education; Emancipation of Women. Social Reform Movements	14	14
II	Charter Act of 1813 and Free-trade; Economic impact of the British: Trade; De-industrialization; Land Tenure Reforms and its Impact on Agriculture.	14	14
III	India under the Crown: Beginning of Industrialization; Transport; Agriculture; Finance; Rural-indebtedness; Foreign Trade.	13	14
IV	Impact of World War I and II on the Indian Economy: Industries; Finance Capital; Banking Drain theory; growth of Economic Nationalism; Swadeshi.	14	14
V	Gandhi-His Economic Views; Gandhi as a Social Reformer. Role of Women in the National Movement. Socio-Economic impact of the Partitions of India.	13	14

ESSENTIAL READING:

A.R-Desai : Social Background of Indian Nationalism.

B.Chandra : Rise and growth of Economic Nationalism in India.

P.Spear : History of India, Vol.II

S.Sarkar : Modern India.

R.P. Dutt, India Today

13. ENG(H)116 PAPER IX (WRITING IN ENGLISH FROM NAGALAND) (This paper is compulsory)

100 marks: External exams 70 marks (Pass mark 28); Internal Assessment: 30 marks (Pass mark=12) Time: 3 hours

TO TEACH IN THE THIRD SEMESTER

Descriptive & short answer type questions as indicated : 70 marks

4 credits

Objectives: The teachers are to give the students the bio-details of the authors, and elucidate the works of the prescribed authors in simple language, give meanings of the words/ allusions and prepare glossary from the text and find out the philosophy of life in the works and interpret the didactic value/ moral in the literary writings, etc.

Unit I : 14 marks: 1 question of 10 marks 1 question of 4 marks

(The teacher is to give the students an outline of the development of the particular genre and background of the author from relevant sections of the recommended books).

1. The Naga Ethnic, Political and Literary World (Sanjay Hazarika. *The Strangers of Mist*. Penguin, 1996; Temsula Ao. *The Ao Naga Oral Tradition*. Baroda: Bhasha Publications, 1999; Inato Yekhetto Shikhu. *A Rediscovery and Rebuilding of Naga Cultural Values*. New Delhi: Regency Publications, 2007).

Unit II: Short Stories – 14 marks: 1 question of 10 marks, 1 question of 4 marks

Following 4 Stories from Temsula Ao's *These Hills Called Home* (New Delhi: Zubaan, Penguin, 2006)

1. The Jungle Major
2. The Pot Maker
3. The Old Man Remembers
4. A New Chapter

Unit III: Novel – 14 marks :1 question of 10 marks; 1 question of 4 marks.

1. Easterine Iralu: *A Terrible Patriarchy* (New Delhi: Zubaan, 2007)

Unit IV: Poetry – 14 marks : 1 question of 10 marks; 1 question of 4 marks.

(Selected from *The Nagaland University Anthology of Poetry*. New Delhi: Macmillan.)

1. Nini Lungalang: Mirror
2. Nini Lungalang: Greeting, Pain

Unit V: Unit IV: Poetry – 14 marks : 1 question of 10 marks; 1 question of 4 marks.

1. Monalisa Changkija: Cain's Shoes
2. Monalisa Changkija: May be

Recommended reading:

Sanjay Hazarika. *The Strangers of Mist*. New Delhi: Penguin, 1994. (pp.86-110).

Temsula Ao. *The Ao Naga Oral Tradition*. Baroda: Bhasha Publications, 1999.

Inato Yekhetto Shikhu. *A Rediscovery and Rebuilding of Naga Cultural Values*. New Delhi: Regency Publications, 2007

Fables from the Misty Mountains: Folklore of the Nagas Published by Govt. of Nagaland, Deptt. Of Art & Culture in Collaboration with Red River, LBS, Publications, Guwhati 2009.

Maximum marks: 100

Time: 3 hours

External marks: 70

Internal marks: 30

UNIT I: Ecosystem and the Environment

Max. Lecture = 06

- Definition, Scope and importance of Environmental studies, Need for Public awareness.
- Concepts of an Ecosystem, Structure and functions of an Ecosystem.
- Producers, Consumers and Decomposers in an Ecosystem.

UNIT II: Natural Resources

Max. Lecture = 06

- Renewable and non-renewable resources, Role of individual in conservation of natural resources for sustainable life styles.
- Use and over exploitation of Forest resources, Deforestation, Timber extraction, Mining, Dams and their effects on forest and tribal people.
- Use and over exploitation of surface and ground water resources, Floods, Drought, Conflicts over water, Dams- benefits and problems.

UNIT III: Biodiversity and its Conservation

Max. Lecture = 04

- Definition, Genetic, Species and Ecosystem diversity, Bio-geographical classification of India.
- Value of biodiversity: Consumptive use, Productive use, Social, Ethical, Aesthetic and option values.

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UNIT IV: Environmental pollution

Max. Lecture = 04

- Definition, Causes, effects and control measures of Air pollution. Water pollution and Soil pollution.
- Causes, effects and control measures of Marine pollution, Noise pollution, Thermal pollution, Nuclear hazards.

UNIT V: Population issues and the Environment

Max. Lecture = 04

- Population growth, Variation among nations, Population explosion- Family welfare programmes, Environment and Human health, Human rights, Value education, HIV/AIDS.
- Woman and Child welfare, Role of information technology in environment and human health, Case studies.

Field work and Assignment

Internal Marks: 30

- Students should submit a report at the end of the semester based on the field study on the topic chosen with prior consultation with teacher concerned. **Marks: 20**
- Assignment /seminar /debate etc. **Marks: 10**

Suggested Readings:

- Bharucha Erach (ed) Text Book of Environmental Studies., University Press (India) Pvt. Ltd.
- Bharucha Erach, 2003. The Biodiversity of India, Mapin Publishing Pvt. Ltd, Ahmedabad – 380013,
- IndiaSantra S.C, (ed), Environmental Science, New Central Agency Pvt Ltd. Kolkata, India.
- Kaushik, Anubha & Kaushik, C.P. 2006. Perspectives in Environmental Studies, New Age International (P) Ltd. Publisher, New Delhi.
- Singh Savindra 2003. Environmental Geography, Prayag Pustak Bhawan, Allahabad.

Maximum marks: 100

Time: 3 hours

External marks: 70

Internal marks: 30

UNIT I: Ecosystem Functions**Max. Lecture = 04**

- Energy flow in an Ecosystem, Food chains and Food webs, Ecological pyramids, Ecological succession
- Types, characteristics and functions of Forest, Grassland, Desert and Aquatic (Ponds, Streams, Lakes, Rivers, Oceans, Estuaries) ecosystems.

UNIT II: Natural Resources**Max. Lecture = 04**

- Use and exploitation of Mineral resources, Environmental effects of using mineral resources, World food problems, Changes caused by Agriculture and over grazing, Effects of modern agriculture, Fertilizer- Pesticide problems, Water logging and Salinity.
- Growing energy needs, renewable and non-renewable energy resources, use of alternate energy resources, Land resources, Land degradation, Man-induced landslides, Soil erosion and Desertification.

UNIT III: Biodiversity and its Conservation**Max. Lecture = 06**

- Biodiversity at Global, National and Local levels, India as a mega-diversity nation, Hotspots of biodiversity.
- Threats to biodiversity: Habitat loss, Poaching of wild life, Man-Wildlife conflicts.

3

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- Endangered and Endemic species of India, *In-situ* and *Ex-situ* conservation of biodiversity.

UNIT IV: Environmental pollution**Max. Lecture = 04**

- Solid waste management and control measures of Urban and Industrial wastes.
- Role of individual in prevention of pollution, Pollution case studies.
- Disaster management: Floods, Earthquakes, Cyclones and Landslide management.

UNIT V: Social issues and the Environment**Max. Lecture = 06**

- Urban problems related to energy, Water conservation, Rainwater harvesting, watershed management, Resettlement and rehabilitation of people; its problems and concern, Case studies.
- Wasteland reclamation, Consumerism and waste products, Climate change, Global warming, Acid rain. Ozone layer depletion, Nuclear accidents and holocaust.
- Environmental protection Act: Air and Water prevention and control of pollution Act, Wildlife protection Act, Forest conservation Act, Issues involved in enforcing of environmental legislation.

Field work and Assignment**Internal Marks: 30**

- Students should submit a report at the end of the semester based on the field study on the topic chosen with prior consultation with teacher concerned. **Marks: 20**
- Assignment /seminar /debate etc. **Marks: 10**

Suggested Readings:

- Agarwal KC, 2001. Environmental Biology, Nidi Publishers Ltd. Bikaner.
- Bharucha Erach (ed) Text Book of Environmental Studies., University Press (India) Pvt. Ltd.
- Bharucha Erach, 2003. The Biodiversity of India, Mapin Publishing Pvt. Ltd, Ahmedabad – 380013,
- Kaushik, Anubha & Kaushik, C.P. 2006. Perspectives in Environmental Studies, New Age International (P) Ltd. Publisher, New Delhi.
- Singh Savindra 2003. Environmental Geography, Prayag Pustak Bhawan, Allahabad.

SEMESTER VI
(Honours)
ECO-602: ECONOMICS OF ENVIRONMENT

Total Marks: 100

Credit: 4

UNITS	TOPICS	CONTACT HOURS	WEIGHTAGE
Unit I	Environment and Ecology: Meaning and elements of ecology, the environment and economic linkages; entropy laws, population environment linkage; environment as a public good; market failure for environmental goods.	14	20
Unit II	Basic Concepts: Pareto optimality and competitive equilibrium; fundamental theories of welfare economics, renewable and non renewable resources, common property resources, social cost-benefit analysis.	12	20
Unit III	The Common problems: Property right approach to environmental problems; concepts and indicators of sustainable development; international trade and the environment. Common property resources.	12	20
Unit IV	Valuation of Environmental Goods: Total economic valuation of environmental goods, valuation of environmental damages/ benefits (willingness to pay and accept), indirect methods (Household production theory) and direct methods (contingent valuation theory)	15	20
Unit V	Environment Regulation Instruments: Prevention, control and abatement of pollution; command and control; market based instruments; Evaluation of environment legislation and institutions in India.	15	20
Total Contact Hours and Marks		68	100

Basic Reading List:

- Bhattacharya, R.N (Ed) (2001), Environmental Economics: An Indian Perspective, Oxford University Press.
- Kolstad, C.D.(2000),Environmental Economics, Oxford University Press, Oxford
- Sengupta, R.P. (Ed.) (2001), Ecology and economics: An Approach to sustainable development, Oxford University Press, New Delhi.
- Woodhall, M,(1992),Cost-Benefit analysis in Educational Planning, UNESCO, Paris.
- Nick Hanley, Jason F, Shogren and Ben White, Environmental Economics in Theory and Practice, Macmillan India Ltd.
- Pearce, D.W and R.K. Turner, (1991), Ecology and Economics: An Approach to Sustainable Development, Oxford University Press.
- Shankar, U, (2001), Environmental Economics, Oxford University Press, New Delhi.

POL/HONS-502 – ISSUES IN WORLD POLITICS

Course Rationale:

The course offers a brief survey of the contemporary international issues in the context of the changing global political environment.

(Total Marks-100)

UNIT	TITLE	CONTACT HRS	WEIGHTAGE
UNIT-I	TERRORISM: MEANING, NATURE, ORIGIN AND IMPACT	14	20
UNIT-II	HUMAN RIGHTS: MEANING, ORIGIN AND DIMENSIONS	12	20
UNIT-III	ENVIRONMENTAL ISSUES: GLOBAL WARMING AND CLIMATE CHANGE	14	20
UNIT-IV	NEO-COLONIALISM: MEANING, NATURE, SOURCES AND IMPACT.	12	20
UNIT-V	BIPOLAR, UNIPOLAR AND MULTIPOLAR WORLD ORDER	16	20
	Total	68	100

References

1. Ackerly, Brooke A., *Universal Human Rights in a World of Difference*, Cambridge, U.K. ; New York : Cambridge University Press, 2008.
2. Baylis John and Smith Steve, *The Globalization of World Politics: An Introduction to World Politics*, Oxford University Press, 1994.
3. Chris Brown , *Understanding International Relations*, Palgrave 2009.
4. Coloumbis, *Introduction to International Relations*, Longman,1990
5. Fareed Zakaria, *The Post-American World*, W. W. Norton & Company; 1 edition ,April 17, 2008.
6. Francis Fukuyama,*The End of History and the Last Man*, Harper Perennial ,February 1, 1993.
7. Gearty, C.A., *Essays on Human Rights and Terrorism :Comparative Approaches to Civil Liberties in Asia, the EU and North America* , London : Cameron May, 2008.
8. Goldstein & Pevehouse, *Principles of International Relations*,Longman, 2009
9. Goldstein Joshua, *International Relations*,New York: Harper Collins College Publications, 1994.
10. Michael Nicholson,*International Relations: A concise introduction* (2edt), Palgrave Macmillan 2005.
11. Motilal, Shashi., *Human Rights, Gender, and Environment*, New Delhi : Allied Publishers, 2009.

SEMESTER V
(Honours)
ECO-502: ECONOMICS OF GROWTH AND DEVELOPMENT

Total Marks: 100

Credit: 4

UNITS	TOPICS	CONTACT HOURS	WEIGHTAGE
Unit I	Economic Growth and Development: Development and underdevelopment. Perpetuation of underdevelopment. Measurement of economic development. Factors affecting economic growth. Importance of Agriculture, Industry and Infrastructure.	10	20
Unit II	Theories of Economic Development: Classical theories of development- Smith, Ricardo, Malthus, Mills, Karl Marx and Schumpeter.	15	20
Unit III	Theories of Economic Growth: Harrod and Domar, Solow, Joan Robinson, Kaldor and New Growth theory (Paul Romer).	15	20
Unit IV	Partial Theories of Growth and Development: Circular causation, Rostow's stages of Growth, Big push, Balanced versus Unbalanced growth.	13	20
Unit V	Investment and Planning: Meaning and need for planning. Types of planning. Investment Criterion, Cost-Benefit analysis, Choice of technique in LDCs.	15	20
	Total Contact Hours and Marks	68	100

Basic Reading List:

- R.C. Agarwal -Lakshmi Narain Agrawal, Economics of Development and Planning (Theory and Practice)
- Higgins, B, Economic Development, Norton, New York.
- Lekhi, R.K (1990), The Economics of Development and Planning, Kalyani Publishers, Ludhiana.
- Mishra and Puri (2010), Economic Development and Planning.
- Taneja and Myer (2010), Economic Development and Planning and Methods, Vishal Publishing Co, Jhalandhar.
- Todaro, M.P , Economic Development in Third World Countries, Longman, New York.
- Todaro, M.P (1974), Development Planning: Models and Methods, Oxford University Press, Oxford.
- Thirlwall, A.P, Growth and Development, Palgrave, Macmillan.
- Hayami, Y, Development Economics, Oxford University Press, India.

COURSE CODE-BA/EDU-303
SEMESTER-III

STRUCTURE & ISSUES OF CONTEMPORARY EDUCATION IN INDIA

Course Objectives

1. to understand the structure education in contemporary India.
2. to develop understanding of the objectives & aims at various level of education
3. to provide information on the important regulatory institution/bodies and their role in education.

Course Contents

UNIT I Early Childhood Care & Education

- a. Concept, need & relevance of ECCE in the context of universalization of elementary education (UEE)
- b. ECCE & District Primary Education Program
- c. Challenges & priority task

UNIT II Elementary Education

- a. Aims & objectives
- b. Concept of UEE
- c. Promotion of UEE through Sarva Shiksha Abhiyan (SSA)
Right to Education Act 2009
- d. Concept of Continuous Comprehensive Evaluation (CCE)

UNIT III Secondary Education

- a. Aims & objectives
- b. Vocationalization of secondary education
- c. Universalization of secondary education and the role of Rashtriya Madhyamik Shiksha Abhiyan (RMSA)
- d. Problems and remedial measures

UNIT IV Higher Education

- a. Aims & objectives
- b. Types of universities
- c. Quality control of higher education and National Accreditation and Assessment Council (NAAC)
- d. Autonomy & accountability in higher education

UNIT V Regulatory and Training Institution/Bodies

- a. NCERT, SCERT, National Council of Teacher Education (NCTE), College of Teacher Education (CTE), District Institute of Education & Training (DIET)
- b. UGC, AICTE, ICSSR & CSIR

Suggested Readings

1. J.C. Agarwal. Development and Planning of Modern Education.
2. J.C Aggarwal. Education in India. Policies, Programmes & Development.
3. R.S. Pandey. Development of Indian System of Education.
4. Ministry of Education. New Delhi. Challenges of Education: A Policy Perspective 1985.

COURSE CODE-BA/EDU-401
SEMESTER-IV

PHILOSOPHICAL FOUNDATIONS OF EDUCATION

Course Objectives

1. To understand the meaning, aims and function of education
2. To develop an understanding of the role of major schools of philosophy in education
3. To acquaint with the philosophical foundations of education.

Course Contents

UNIT-I Introduction

- a. Meaning of Educational Philosophy
- b. Relationship between Philosophy and Education
- c. Aims of education: Individual, Social, Vocational

UNIT-II Functions of Education

- a. Self-actualization
- b. Human Resource Development
- c. National integration and International understanding

UNIT-III Some Major Schools of Philosophy

- a. Idealism, Naturalism and Pragmatism
- b. Their contributions to present day education towards aims, curriculum, methods of teaching and discipline

UNIT-IV Development of Values

- a. Meaning of values
- b. Classification of values (Social, Moral and Aesthetic)
- c. Strategies for inculcation of values through co-curricular and extra-curricular activities in schools and colleges

UNIT-V Freedom and Discipline

- a. Meaning of Freedom and Discipline
- b. Types of discipline
- c. Importance of discipline in social life

Suggested Readings

1. B.N Dash- Principles of Education and Education in the Emerging Indian Society. Ajanta Prakashan, 2768, Gali Samaj Bazar Sita Ram, Delhi-110006.
2. V. R Taneja. Educational Thought & Practices.
3. A.S Thakur. The Philosophical Foundations of Education.