



KAMARBANDHA COLLEGE

কমাৰবন্ধা মহাবিদ্যালয়

Affiliated to Dibrugarh University

**Supporting Documents for
NAAC Self Study Report (SSR)
(1st cycle)
Period: 2017 -2018 to 2021-2022**

Criterion : 1	Curricular Aspects
Key Indicator: 1.3	Curriculum Enrichment
Metric number: 1.3.1	Institution integrates cross cutting issues relevant to Professional Ethics, Gender, Human values, Environment and sustainability into the Curriculum

Submitted to



National Assessment and Accreditation Council

**Cross Cutting Issues Relevant To Professional
Ethics, Gender, Human Values, Environment And
Sustainability Into The Curriculum.**

Course Code: ECNGDSE3

Nature of the Course: Discipline Specific Elective

Full marks: 100 (Internal Assessment-20 + End Term-80)

Course Title: Environmental Economics

Total Credit Assigned: 6

Distribution of Credit: 5 Lecture + 1 Tutorial

Course Description

This course introduces students to concepts, methods and policy options in managing the environment using tools of economic analysis. This course should be accessible to anyone with an analytical mind and familiarity with basic concepts of economics. Since several environmental problems are caused by economic activity (for instance, carbon emissions, overharvesting of renewable resources and air and water pollution as a by-product of industrial activity), this course examines different approaches to adjusting behaviour through economic institutions such as markets and incentives as well as through regulation, etc. It also addresses the economic implications of environmental. Conversely, the impact of economic growth on the environment is also addressed under the rubric of sustainable development. Environmental problems and issues from the Indian and international context (especially global warming) are used to illustrate the concepts and methods presented in the course. The course will be useful for students aiming towards careers in the government sector, policy analysis, business, journalism and international organisations.

Units	No of Lecture Hours	No of Tutorial Hours	Marks
1. Introduction: Environment and Economy: The economy and the environment: inter-linkages; Key environmental issues and problems : Air, water, soil and noise pollution, deforestation, desertification and acid rain, economic way of thinking about these problems; basic concepts from economics: Meaning and types of externalities, Pareto optimality, market failure; Pareto optimality and market failure in the presence of externalities; solution to market failure: Pigouvian tax, property rights and the Coase theorem.	20	4	20
2. The Design and Implementation of Environmental Policy: Overview; Economic instruments of environmental policies: Pigouvian taxes and effluent fees; tradable permits; implementation of environmental policies in India: joint forest management, watershed management; international experience and transboundary environmental problems: Global warming, ozone depletion; Global Treaties, the Montreal Protocol; economics of climate change.	20	4	20


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SEMESTER VI
B.A. (Honours) Economics

Course Code: ECNHC601

Nature of the Course: Core

Full marks: 100 (Internal Assessment-20 +
End Term-80)

Course Title: Indian Economy- II

Total Credit Assigned: 6

Distribution of Credit: 5 Lecture + 1 Tutorial

Course Description:

This course examines sector-specific policies and their impact in shaping trends in key economic indicators in India. Emphasis needs to be given in capturing the emerging issues.

Units	No of Lecture Hours	No of Tutorial Hours	Marks
1 Macroeconomic Policies and Their Impact Fiscal reform measures in the context of India's New Economic Policy, Fiscal Responsibility and Budget Management (FRBM) Act. Monetary Reforms and its impact. Black money and Parallel economy in India- consequences and corrective government intervention. Trade Policy- Export Import Policy, Foreign Trade Policy; Current and Capital Account Convertibility	20	4	20
2 Policies and Performance in Agriculture Changing structure of Indian Agriculture, Growth and productivity of Agriculture, Sustainable agriculture-concept and constraints, Diversification of Agriculture, Capital formation, Role of technology; Green revolution; Institutions- land reforms, rural credit, agricultural marketing, price policy; WTO and Agriculture.	20	4	20
3 Policies and Performance in Industry Pattern of Industrialization, Industrial growth and productivity in the post reform period, Diversification of industries, Public Sector reforms, Disinvestment and Privatization, MSME Sector, Industrial Policy reforms, Foreign Investment in the Industrial sector.	20	4	20
4 Trends and Performance in Services Role of the service sector in the Indian Economy, Growth in and composition of the service sector; Composition and direction of foreign trade, Trend in merchandise trade and invisibles, Balance of payments position- Pre and Post Reform period, Trade in services and WTO.	15	3	20
Total	75	15	80


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Course Code: ECNHC602

Nature of the Course: Core

Full marks: 100 (Internal Assessment-20 +
End Term-80)

Course Title: Development Economics-II

Total Credit Assigned: 6

Distribution of Credit: 5 Lecture + 1 Tutorial

Course Description:

This is the second module of the economic development sequence. It begins with basic demographic concepts and their evolution during the process of development. The structure of markets and contracts is linked to the particular problems of enforcement experienced in poor countries. The governance of communities and organizations is studied and this is then linked to questions of sustainable growth. The course ends with reflections on the role of globalization and increased international dependence on the process of development.

Units	No of Lecture Hours	No of Tutorial Hours	Marks
1. Demography and Development: Demographic concepts; birth and death rates, age structure, fertility and mortality; Demographic transitions during the process of development; Population and economic development, connections between income, mortality, fertility choices and human capital accumulation; Migration.	15	3	16
2. Land, Labor and Credit Markets: The distribution of land ownership; land reform and its effects on productivity; contractual relationships between tenants and landlords; land acquisition; nutrition and labor productivity; informational problems and credit contracts; microfinance; inter- linkages between rural factor markets.	15	3	16
3. Communities and Economic Development: The economic functions of Community; Collective intervention in Rural economies; Management of Common Property Resources; Overcoming the community failure	10	2	12
4. Environment and Sustainable Development: Environment- Economy linkage; <u>Concept and indicators of sustainable development</u> ; <u>Common-pool resources</u> ; <u>Environmental externalities and state regulation of the environment</u> ; Economic activity and climate change	15	3	16

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Course Code: ECNHDSE605

Nature of the Course: Discipline Specific Elective

Full marks: 100 (Internal Assessment-20 + End Term-80)

Course Title: History of Economic Thought

Total Credit Assigned: 6

Distribution of Credit: 5 Lecture + 1 Tutorial

Course Description

The objective of this course is to acquaint the learners with the historical developments in the economic thoughts propounded by different schools.

Units	No of Lecture Hours	No of Tutorial Hours	Marks
1. Pre-Classical and Classical Economic Thought: Basic tenets of Mercantilism and Physiocracy; Contributions of Adam Smith, David Ricardo, T.R. Malthus, J.B. Say, J.S. Mill's Restatement of Classicism.	15	3	16
2. Reaction against Classicism: Positive and Critical ideas of the Historical School; State Socialism – Ideas of J.K. Rodbertus and F. Lassalle; Scientific Socialism- Chief, tenets of Marxian Thought, Dialectical Materialism, The Labour Theory of Value, Theory of Surplus Value, The Law of Concentration of Capital; Marx and Modern Economists.	15	3	16
3. The Reconstruction of Economic Science: Subjectivism and Marginalism – Factors giving rise to Subjectivism and Marginalism, Economic ideas of Walras and Carl Menger; Neo-Classicism – Contributions of Alfred Marshall, Knut Wicksell and Bohm Bawerk.	15	3	16
4. Keynesian Economic Thought: Keynes' Departure from Classical Economics, Salient Features of the General Theory of Employment, Interest and Money, Theory of Employment, Theory of Prices, Keynes and International Economics, Keynes' Influence on Public Policy, Keynesian Economics and Underdeveloped Countries; Keynesianism Vs. Monetarism.	15	3	16
5. Indian Economic Thought: Development of Indian Economic Thought; Economic ideas of Kautilya, D. Naoroji, M. Gandhi, D.R. Gadgil, Gyan Chand.	15	3	16
Total	75	15	80


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Course Code: ECNGE2
 Nature of the Course: Generic Elective
 Full marks: 100 (Internal Assessment-20 + End Term-80)

Course Title: Introductory Macroeconomics
 Total Credit Assigned: 6
 Distribution of Credit: 5 Lecture + 1 Tutorial

Course Description

This course aims to introduce the students to the basic concepts of Macroeconomics. Macroeconomics deals with the aggregate economy. This course discusses the preliminary concepts associated with the determination and measurement of aggregate macroeconomic variable like savings, investment, GDP, money, inflation, and the balance of payments.

Units	No. of Lecture hours	No. of Tutorial hours	Marks
1 Introduction to Macroeconomics Macro vs. Micro Economics; Scope and limitations of Macroeconomics; Introduction to National Income - Concepts of GDP, GNP, NDP and NNP at market price and factor cost; Personal Income and Disposable personal Income; Real versus Nominal GDP, GDP Deflator, GDP and Welfare; Limitation of the GDP concept as a measure of welfare.	15	3	16
2 Rules and approaches of Measurement of GDP Income, expenditure, product and Value added approaches, Difficulties of Estimating National Income, Circular Flow of Income and expenditure in two and four-sector economy; national income accounting for an open economy.	15	3	16
3 Demand for and Supply of Money Definition and Functions of money; quantity theory of money - cash transactions and cash balance approaches, Friedman's restatement of the quantity theory; Demand for Money - Classical, Neoclassical and Keynesian Approaches, The Keynesian Liquidity Trap and its Implications; Determination of money supply; credit creation; monetary policy - meaning, objectives and tools.	15	3	16
4 Inflation Meaning, types, causes and effects; demand-pull and cost-push inflation; Inflationary gap; Deflation - meaning, effects; Inflation Vs. deflation; Hyperinflation - causes of hyperinflation, costs of hyperinflation; Anti-Inflationary Measures - Monetary policy and Fiscal policy.	15	3	16

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Course Code: ECNGE3.1

Nature of the Course: Generic Elective

Full marks: 100 (Internal Assessment-20 + End Term-80)

Course Title: Indian Economy I

Total Credit Assigned: 6

Distribution of Credit: 5 Lecture + 1 Tutorial

Course Description

Using appropriate analytical frameworks, this course reviews major trends in economic indicators in India in the post-Independence period, with particular emphasis on paradigm shifts and turning points. Emphasis needs to be given in capturing the emerging issues.

Units	No of Lecture Hours	No of Tutorial Hours	Marks
1. Economic Development since Independence Indian Economy on the eve of independence- An overview; Alternative development strategies since independence- goal of self-reliance based on import substitution and protection, the post-1991 globalization strategies based on stabilization and structural adjustment packages; An assessment of performance- sustainability and regional contrasts; structural transformation of savings and investment.	20	4	20
2. Population and Human Development Demographic features and trends- Size and growth rates of population, trends in birth and death rates, Density of population, Age and Sex Composition, Population as a factor of economic development, Demographic Dividend; National Population Policy; Human Development in India- Human Development indicators, Human Development Index, India's human development record in global perspective.	20	4	20
3. Growth and Distribution Poverty- Concept and Incidence of Poverty in India, Poverty estimates, Growth and Poverty, Strategy of Poverty Alleviation; Inequality- Income inequality in India: Magnitude and Nature, Growth and Inequality, Causes of income inequality, Government policies and measures. Unemployment- Nature and types of unemployment in India, Magnitude, Changing dimensions of unemployment and employment, Causes of unemployment, Government policies and measures.	20	4	20
4. International Comparisons India's economic interaction with the world economy, A comparative assessment of India's development experience with high performing Asian economies- Singapore, South Korea and Taiwan.	15	3	20
Total	75	15	80


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Code: ECNGE3.3
Type of the Course: Generic Elective
Credits: 100 (Internal Assessment-20 + End

Course Title: Environmental Economics
Total Credit Assigned: 6
Distribution of Credit: 5 Lecture + 1 Tutorial

Course Description

This course introduces students to concepts, methods and policy options in managing the environment using tools of economic analysis. This course should be accessible to anyone with an analytical mind and familiarity with basic concepts of economics. Since several environmental problems are caused by economic activity (for instance, carbon emissions, overharvesting of renewable resources and air and water pollution as a by-product of industrial activity), this course examines different approaches to adjusting behaviour through economic institutions such as markets and incentives as well as through regulation, etc. It also addresses the economic implications of environmental changes. Conversely, the impact of economic growth on the environment is also assessed under the rubric of sustainable development. Environmental problems and issues from the national and international context (especially global warming) are used to illustrate the concepts and methods presented in the course. The course will be useful for students aiming towards careers in the government sector, policy analysis, business, journalism and international organisations.

	No of Lecture Hours	No of Tutorial Hours	Marks
Introduction: Environment and Economy: The economy and the environment: inter-linkages; Key environmental issues and problems : Air, water, soil and noise pollution, deforestation, desertification and acid rain, economic way of thinking about these problems; basic concepts from economics: Meaning and types of externalities, Pareto optimality, market failure; Pareto optimality and market failure in the presence of externalities; solution to market failure: Pigouvian tax, property rights and the Coase theorem.	20	4	20
The Design and Implementation of Environmental Policy: Overview; Economic instruments of environmental policies: Pigouvian taxes and effluent fees; tradable permits; implementation of environmental policies in India: joint forest management, watershed management; international experience and transboundary environmental problems: Global warming, ozone depletion; Global Treaties, the Montreal Protocol; economics of climate change.	20	4	20


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Generic Elective (Interdisciplinary)

Paper I

COURSE CODE: HISGE5

COURSE TITLE: Women in Indian History

Unit I:

- 1.01 : Definition and Scope, Feminist Movements and Development of Women's History
1.02 : Key Concepts in Women's Studies – Gender, Patriarchy and Sexual Division of Labour
1.03 : Sources for Reconstruction of Women's History – Oral Narratives, Memoirs, Diaries, Autobiographies etc.

Unit II:

- 2.01 : Women In Ancient Indian Society : Vedic Period
2.02 : Status of Women In Buddhism
2.03 : Changing Status of Women in the Subsequent Periods
2.04 : Women in Medieval India

Unit III:

- 3.01 : Social Customs and Reform Movements in 19th century India : Sati, Widow Remarriage, Female Infanticide : Role of Brahma Samaj, Arya Samaj , Prarthna Samaj and Aligarh Movement
3.02 : Jyotiba Phule, Pandita Ramabai and Begum Rukia Sakhawat Hussain
3.03 : Development of Women's' Education in 19th and 20th Century : Role of Social Reformers and Missionaries
3.04 : Sarda Act, 1929 and Hindu Women's Right to Property Act, 1937

Unit IV:

- 4.01 : Development of Women's Organization : Women's Conference, 1910 and National Council of Women in India
4.02 : Demand for Women's Franchise
4.03 : Women in Indian Freedom Struggle : Pre-Gandhian Phase
4.04 : Women in Freedom Struggle : Gandhian Phase
4.05 : Women in Revolutionary Movement

Unit: V


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- 5.01 : Women, Society and Patriarchy in Medieval Assam
 5.02 : Social Reform Movement in 19th and 20th Century
 5.03 : Development of Women's Organization in Assam
 5.04 : Women and Freedom Struggle in North East India

Suggested Readings:

- Altekar, A.S : *The Position of Women in Hindu Civilization*
 Chakravarti, Uma : *Re-writing History: the Life and Times of Pandita Ramabai*
 Desai Neera & Usha Thakkar (eds) : *Women in Indian Society.*
 Forbes, Geraldine : *Women in Modern India*
 Kumar, Radha : *The History of Doing*
 Krishnamurthy, J (ed) : *Women in Colonial India*
 Lerner, Gerda : *The Creation of Patriarchy*
 Majumdar, V. : *Studies on the Political Status of Women in India*
 Mukherjee, P. : *Hindu Women Normative Models*
 Nair, Janaki : *Women and Law in Colonial India*
 Roy, KumKum. (ed). : *Women in Early Indian Societies*
 Sangari Kumkum & Sudesh Vaid (ed). : *Recasting Women Essays in Colonial History*
 Sharma, D : *The Role of the Assamese Women in the Freedom Movements*
 Swarup Hemlata, Bisaria Sarojini : *Women, Politics and Religion.*
 Thorne, Alice & M. Krishnaraj : *Ideal, Images and Real lives, essays on women, history and literature*
 Walters, Margaret : *Feminism, A Very Short Introduction.*

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GDSE

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Semester-VI

GE 2: Human Rights Gender and Environment

Course Objective: This course aims at enabling the students to understand the issues concerning the rights of citizens in general and the marginalized groups in particular, and assess the institutional and policy measures which have been taken in response to the demands of various movements. Conceptual dimensions, international trends and the Indian experience form the contents of the course.

Expected Learning Outcome: The study of the course will equip the students with theoretical and conceptual understanding of socio – economic and political problems of marginalized groups in society such as women, dalits, minorities and adivasis and repercussions of contemporary developments on globalization on them.

Unit-I: Understanding Social Inequality

- ✓ Caste, Gender, Ethnicity and Class as distinct categories and their interconnection.
- Globalisation and its impact on workers, peasants, dalits, adivasis and women.

Unit-II: Human Rights

- ✓ Human Rights: Various Meanings
- ✓ UN Declarations and Covenants
- ✓ Human Rights and Citizenship Rights

Unit-III: Human Rights in Indian Context:

- ✓ Human Rights and the Indian Constitution
- Human Rights, Laws and Institutions in India; the role of the National Human Rights Commission.
- Human Rights of Marginalized Groups: Dalits, Adivasis, Women, Minorities and Unorganized Workers.
- Consumer Rights: The Consumer Protection Act and grievance redressal mechanisms.
- Human Rights Movement in India.

Unit-IV: Gender

- ✓ Analysing Structures of Patriarchy
- Gender, Culture and History
- Economic Development and Women
- The issue of Women's Political Participation and Representation in India
- Laws, Institutions and Women's Rights in India
- Women's Movements in India

Unit-V: Environment

- ✓ Environmental and Sustainable Development
- UN Environment Programme: Rio, Johannesburg and after.
- Issues of Industrial Pollution, Global Warming and threats to Bio – diversity
- Environment Policy in India

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NH

DISCIPLINE SPECIFIC CORE COURSE(4)

Semester-I

NH-1

DSC- 1 A: Introduction to Political Theory

Course Objective: This course aims to introduce certain key aspects of conceptual analysis in political theory and the skills required to engage in debates surrounding the application of the concepts.

Unit-I: Political Theory basics: What is Politics? What is Political Theory? Relevance of Political Theory

Unit-II: Concepts in Political Theory-I:

Democracy- Types, Democracy as an Ideal- Evolution, Direct Democracy, Liberal Democracy; Procedural Democracy- Elitist, Pluralist, Egalitarian, Communist, Participatory, Deliberative Democracy.

Liberty-Evolution, Negative and Positive Liberty, liberty and equality, liberty and rights

Equality-Evolution, Equality of Welfare, Resources, Capabilities

Unit-III: Concepts in Political Theory-II:

Justice-Distributive Justice; Procedural Justice, Justice as Fairness; Capabilities and Freedom

Rights-Negative and Positive Rights; Civil, Political and Social Rights; Legal Rights; Moral Rights, Human Rights, Communitarians and Rights; Multiculturalism and Rights

Gender- Meaning, sex/gender dichotomy, gender as performativity, Masculinity

Unit-IV: Concepts in Political Theory-III:

Citizenship-Historical development, Equal and Universal Citizenship, Multiculturalism, Globalisation and Citizenship, Dilemma of Liberal Citizenship- Uniformity and Generality

Civil Society and State- What is State? State of Nature and Social Contract; Liberal Concept of State; Marxist concept of State; Patriarchal State, Challenges to State; Evolution of Civil Society, Relationship between State and Civil Society.

Unit-V: Debates in Political Theory:

- Is democracy compatible with economic growth?
- On what grounds is censorship justified and what are its limits?
- Does protective discrimination violate principles of fairness?
- Should the State intervene in the institution of the family?

Essential Readings:

- Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman


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(DSE 5th Sem)

Semester-V:

DSE-2

DSE-2A: Human Rights in Comparative Politics

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

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

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

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

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

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

READING LIST

- J. Hoffman and P. Graham, (2006) 'Human Rights', *Introduction to Political Theory*, Delhi, Pearson, pp. 436-458.
- SAHRDC (2006) 'Introduction to Human Rights'; 'Classification of Human Rights: An Overview of the First, Second, and Third Generational Rights', in *Introducing Human Rights*, New Delhi: Oxford University Press.
- The Constitution of the Republic of South Africa, Chapter 2: Bill of Rights.
- The Constitution of India, Chapter 3: Fundamental Rights
- M. Lippman, (1979) 'The Protection of Universal Human Rights: The Problem of Torture' *Universal Human Rights*, Vol. 1(4), pp. 25-55
- J. Lokaneeta, (2011) 'Torture in the TV Show 24: Circulation of Meanings'; 'Jurisprudence on Torture and Interrogations in India', in *Transnational Torture Law, Violence, and State Power in the United States and India*, Delhi: Orient Blackswan,
- D. O'Byrne, (2007) *Human Rights: An Introduction*, Delhi: Pearson
- D. Lyon, (2008) Surveillance Society, Talk for Festival del Diritto, Piacenza, Italia, September 28, pp.1-7.

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B.A. (NON-HONS.) - PHILOSOPHY
SEMESTER - IV
DSC-10: FUNDAMENTALS OF ETHICS

(5 Lectures + 1 Tutorial = 6 Credits)

Full Marks: 100

End-Semester Marks: 80

In-Semester Marks: 20

Objective: The objective of this paper is to acquaint the students with fundamental ethical issues from both Western and Indian perspectives.

Unit: I

Marks: 25

1. Nature, Scope and Utility of Ethics
2. Good, Ought and Right
3. Moral Consciousness: Its Characteristics and Elements
4. Moral Judgment: Object of Moral Judgement

Unit: II

Marks: 25

1. Teleological Ethics: Egoism and Altruism.

2. Kant's Categorical Imperative.

Unit: III

Marks: 25

1. Postulates of Morality.
2. Crime and Punishment: Theories of Punishment.

Unit: IV

Marks: 25

1. Chivika Ethics.
2. Buddhist Ethics: Four Noble Truth, Pancasila
3. Jaina Ethics: Mahavratas, Anovratas.
4. Ethics of Bhagavadgita; Swadharma, Niskama Karma

Suggested Reading:

1. Joshi, Prof. H.M (2000): *Traditional and Contemporary Ethics-Western and Indian*, Bharatiya Vidya Prakashan
2. Chattopajay, S.C. & D.M. Datta (1984): *An Introduction to Indian Philosophy*, reprint, University of Calcutta.
3. Hiriyana, M. (1951): *Outlines of Indian Philosophy*, London: Allen & Urwin.
4. Radhakrishnan, S. (1929): *Indian Philosophy*, Volume 1 & 2, Muirhead Library of Philosophy, 2nd edition, London: George Allen and Urwin.
5. Sharma, C.D. (2003): *Critical Survey of Indian Philosophy*, Delhi: Motilal Banarsidass.
6. Rachel, J. (2012): *The Elements of Moral Philosophy*, McGraw-Hill Education
7. Bilimoria, Parashottama et al (2007): *Indian Ethics: Classical Traditions and Contemporary Challenges*, New Delhi, Oxford University Press.
8. Gandhi Viswavidyalaya: *Bharatiya Darshan*
9. Bhattacharyya, Jyotira: *Bharatiya Darshan*
10. Pujan, Bandana: *Bharatiya Darshan*
11. Devi, Anjali: *Bharatiya Darshan*

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PHIM-301
Indian Philosophy (II)

Runi Bhasat

Total marks: 100
(End Sem-80 + In-Sem-20)

Objective: The objective of this paper is to acquaint the students of philosophy with the basic issues and problems of philosophy as discussed in Indian tradition. This paper will discuss topics on Indian logic, epistemology, metaphysics and different systems of Indian thought in detail along with some concepts of Vedas and Upanishads.

Unit: I Marks: 16 Lectures: 10
: Sankhya theory of causation, Prakriti and its gunas, Parinamavada, Purusa and plurality of Purusa, bondage and liberation

: Yoga- Concept of citta and cittavriti. Role of God in Yoga Philosophy

Unit: II Marks: 16 Lectures: 10

: Purva Mimamsa- a general outline

: Major points of difference between Kumarila and Prabhakara

: The nature of valid knowledge, The means of valid knowledge-Arthapatti and Anupalabधि

: Theory of intrinsic validity (Svatahpramanyavada) and Extrinsic validity (Paratahpramanyavada)

Unit: III Marks: 16 Lectures: 10

: Vedanta-an introduction

: Sankara-Advaita Vedanta-Nirguna Brahman, Vivartavada, Maya,

Three grades of Sattva, jiva and jivan mukti

Unit: IV Marks: 16 Lectures: 10

: Ramanuja- Visistadvaitavada- Saguna Brahman, Parinamavada, Refutation of Maya,

jiva-Bhakti and Prapatti, Rejection of jivanmukti

Unit: V Marks: 16 Lectures: 10

: Philosophy of Bhagavadgita- Concept of Ultimate reality, Doctrine of Incarnation, Concept of soul and its immortality, Concept of sthitaprajna

Recommended books for the papers of Indian Philosophy (II)

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|------------------------------|--|
| 1. Radhakrishnan, S. | Indian Philosophy (Vol. I & II) |
| 2. Sharma, C. D. | A Critical Survey of Indian Philosophy |
| 3. Hirriyana, M. | Outlines of Indian Philosophy |
| 4. Dasgupta, S. N. | History of Indian Philosophy |
| 5. Sinha, J.N. | History of Indian Philosophy |
| 6. Dutta & Chatterjee | Introduction to Indian Philosophy |
| 7. Bhattacharya, Jyotsna | Bharatiya Darsan |
| 8. Baruah, G. | Bharatiya Darsanat Ebhumuki |
| 9. Puzari, Bandana | Bharatiya Darsanat Ebhumuki |
| 10. Radhakrishnan, S. | The Bhagavad Gita |
| 11. Tilak, B.G. | Gita Rahasya |
| 12. Phukan, R.N. | Srimad Bhagavad Gita |
| 13. Baruah, G. | Baigyanik Bhasat Gita |
| 14. Bora, Mahendra | Gita |
| 15. Sharma, G & Pranita Devi | Samasamayik Bharatiya Darsan |

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Objective: The objective of this paper is to acquaint the students of philosophy with ethical problems base with Indian thinking. It also discusses the basic issues and problems of ethics as discussed in Bhagavadgita.

Unit: I : Dharma- meaning and classification - P.S. : Varnasramadharm & Caturasrama - Rumi	Marks: 16	Lectures: 10
Unit: II : Theory of Karma-Ethical implication - Rasmi : Purusartha- their interrelations : Purusarthasadhana in Vedas -	Marks: 16	Lectures: 10
Unit: III : Carvaka ethics-Gross egoism - Rumi : Buddhist ethics-Eight-fold-Path & Pancasila - P.S. : Jaina ethics-Triratna along with Dharmavidhi, Anuvrata and Mahavrata	Marks: 16	Lectures: 10
Unit: IV : Yoga ethics- eight-fold-path for Cittavritti nirodha - M.B. : Gandhian ethics- Ahimsa and Satyagraha - P.S.	Marks: 16	Lectures: 10
Unit: V : Ethics of Bhagavadgita- Svabhava, Svadharm - R.S. : Ways to attain the highest goal, Synthesis of jnana, karma & bhakti margas - R.S. : Niskama karmayoga and Lokasangraha - R.B.	Marks: 16	Lectures: 10

Recommended Books for the Paper of Indian Ethics

1. Radhakrishnan, S.	Indian Philosophy (Vol. I & II)
2. Dasgupta, S. N.	History of Indian Philosophy
3. Hirriyana, M.	Essentials of Indian Philosophy
4. Sinha, J.N.	History of Indian Philosophy
5. Sharma, C.D.	A Critical Survey of Indian Philosophy
6. Billmoria, P.	Indian Ethics
7. Rangunathan, Shyam	Ethics and the History of Indian Philosophy
8. Crawford, S. Cromwell	The Evolution of Hindu Ethical Ideals
9. Pandiyaji, R. Sivasankara	Introductory Text book of Hindu Ethics & Theology
10. Chakrabarti, S.C.	The concept of Purusarthas
11. Radhakrishnan, S.	The Bhagawat Gita
12. Tilak, B.G.	Gita Rahasya
13. Phukan, R.N.	Srimad Bhagawat Gita
14. Baruah, G.	Bharatiya Darsanat Ebhumuki
15. Puzari, Bondana	Bharatiya Darsant Ebhumuki
16. Bora, Mahendra	Gita

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PHIM-402
Ethics (Western)

Rabni Sarkar

Total marks: 100
(End Sem-80 + In-Sem-20)

Objective: The objective of this paper is to acquaint the students of philosophy with the moral aspects of human existence, nature of moral philosophy and its relation to different subjects, the main types of ethical theories like the virtue ethics, teleological ethics, deontological ethics, meta-ethics applied ethics, existential ethics and topics related to crime and punishment etc. from western perspective.

Unit: I			
: Nature, scope and utility of the study of ethics	-M.B	Marks: 16	Lectures: 10
: Relation of ethics to Psychology, Metaphysics, Politics and Religion	-R.S		
Unit: II		Marks: 16	Lectures: 10
: Moral consciousness- Object of moral judgment, moral sentiment, moral obligation			
: Meaning of Good, Ought & Right	→ P.O	-R.B	
: Duty and conflict of duties	-R.S		
Unit: III		Marks: 16	Lectures: 10
: Virtue ethics- Plato & Aristotle	-P.O		
: Teleological ethics- Egoism & Altruism	-M.B		
: Deontological ethics-Kant	-P.O		
Unit: IV		Marks: 16	Lectures: 10
: Existential Ethics	-		
: Meta ethics- Theories of Moore, Stevenson and Hare	-R.S		
: Applied ethics- Professional & Environmental Ethics	-P.O		
Unit: V		Marks: 16	Lectures: 10
: Postulates of morality	-P.O		
: Crime & Punishment- Theories of Punishment	-R.B		

Recommended Books for the Paper of Western Ethics

1. Frankena, W. K.	Ethics
2. Lillie, W.	An Introduction to Ethics
3. Mackenzie, J.S.	A Manual of Ethics
4. Sinha, J.N.	Manual of Ethics
5. Hudson, W.D.	Modern Moral Philosophy (Macmillan)
6. Moore, G.E.	Ethics
7. Chakravarty, D.K.	Problems of Analytic Ethics
8. Singer, Peter.	Practical Ethics
9. Gogoi, S.	Nitishastra
10. Baruah, G.	Nitishastra
11. Gupta, Diksit	Nitividya ou Phalita Nitividya
12. Singer, Peter.	A Companion to Ethics
13. Joshi, H. M.	Traditional and Contemporary Ethics

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PHIM-504
Philosophy of Religion

Total marks: 100
(End Sem-80 + In-Sem-20)

Objective: The objective of this paper is to acquaint the students of philosophy with the nature and scope of philosophy of religion, origin of religion, idea of God and anti-theistic trends. It encompasses the different religions along with the necessity and value of comparative religion and religious understanding.

Unit: I Marks: 16 Lectures: 10

- : Nature and scope of Philosophy of Religion and its relation to Theology & Morality
- : Religious Consciousness
- : Foundations of religious belief-revelation & reason
- : Mystic experience, Ecstasy

Unit: II Marks: 16 Lectures: 10

- : Origin of Religion- anthropological & Psychological theories
- : Development of the idea of God- Polytheism to Monotheism
- : Divine determinism & human freedom
- : Immortality of the soul-metaphysical & religious arguments

Unit: III Marks: 16 Lectures: 10

- : Problem of evil
- : Anti theistic trends – Positivism, Marxism & Freudian Psycho-analysis

Unit: IV Marks: 16 Lectures: 10

- : Acquaintance with Buddhism, Christianity, Islam.
- : Hinduism-its basic features, principal sects-Saivism, Saktism
- : Vaisnavism- Sankaradeva and Madhabdeva

Unit: V Marks: 16 Lectures: 10

- : Objective and value of Comparative religion
- : Possibility of universal religion
- : Secularism and religious understanding

Recommended Books for the Paper of Philosophy of Religion

- | | |
|--------------------------------|--|
| 1. Hick, J. | Philosophy of Religion |
| 2. Caird, J. | Introduction to Philosophy of Religion |
| 3. Edwards | Philosophy of Religion |
| 4. Mashih, Y. | A Comparative Study of Religion |
| 5. Tiwari, K. N. | Comparative Religion |
| 6. Jevons, F.B. | Comparative Religion |
| 7. Sinha, J. N. | The Foundation of Hinduism |
| 8. Radhakrishnan, S. | Eastern Religion and Western thought |
| 9. Sharma, C. K. | Psychoanalytic Concept of Religion |
| 10. Baruah, G. | Dharma Darshan |
| 11. Baruah, B. & Chetia, B. C. | Dharma Darshan |
| 12. Bezbaruah, L. | The Religion of Love and Devotion |
| 13. Baruah, G. | Prithibir Bibhinna Dharma |
| 14. Majumder, Lilavati | Dharmar Tulanamulak Adhyayan |
| 14. Sharma, Nilima | The Philosophy of Sakaradeva- An Appraisal |
| 16. Bezbaruah, Lakshminath | Mahapuris Sri Sankaradeva aru Sri |
| Madhavdeva | |
| 16. Neog, Maheswar | Sankaradeva |
| 17. Mahanta, Bapchandra. | Sankaradevar Darsan |
| 18. Deka Hazarika, Karabi. | Madhavdeva: Sahitya. Kala aru Darsan |
| 19. Bora, Mahendra | Gita |
| 20. Kakati, Banikanta | The Mother Goddess Kamakhya |

- Shukla, S. & K. Kumar, *Sociological Perspective in Education*, New Delhi, Chanakya Publication, 1985.
10. Swift, D.F., *Basic Readings in the Sociology of Education*, London, Routledge and Keegan Paul, 1970.
11. UNESCO, *Inequalities and Educational development*, Paris, ANIIEP Seminar, UNESCO, 1982.

**SYLLABUS OF THE UG PROGRAMME IN EDUCATION
DIBRUGARH UNIVERSITY
B.A. IN EDUCATION (NON - HONOURS)
EDCN401: EMERGING TRENDS IN INDIAN EDUCATION
CREDIT: 6
MARKS: 100 (IN-SEMESTER 20 AND END-SEMESTER 80)**

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

1. explain the need of constitutional provisions for education, and the role of constitution in equalizing educational opportunities in the diverse Indian Society.


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2. identify the challenges of Indian education at different levels and suggest measures to overcome these.
3. define the new perspectives of education such as Environmental education, Inclusive education, Gender education, Inclusive education, Adult education, Human right education, Value education, population education etc.
4. critically examine and evaluate the initiatives taken by Government of India through various plans and policies to counter the challenges of Indian education.
5. explain the political influences on the national education system.
6. analyze the role of international agencies in development of education

Course Contents

Units	Content	Marks	L	P	T
I	1.0. EDUCATION AND INDIAN CONSTITUTION 1.1. The Indian Constitution (especially the Preamble, Fundamental Rights and Duties of Citizens and the Directive Principles of State Policies) 1.2. Education in Indian Constitution: 1.2.1 Need for including education in constitution 1.2.2 Central, State and Concurrent lists 1.3. Articles in the Constitution related to Education: Article 21 A, Article 45, Article 29 & 30, Article 350 (A) 350 (B), Article 15, 17, 46, Article 28 (1, 2 & 3) 1.4. Constitution as a source of aims of education. 1.5. Role of Constitution in equalizing the Educational opportunities.	12	(10)		2
II	2.0 CHALLENGES OF INDIAN EDUCATION 2.1 Early Childhood Care & Education (ECCE) in India: 2.1.1 Meaning & Importance of ECCE. 2.1.2 Challenges of ECCE in India. 2.1.3 Role of Anganwadis and Balwadis under ICDS. 2.2. Elementary Education (EE) in India: 2.2.1 Objectives of EE & Need for Universalization of EE. 2.2.2 Efforts of Universalization of EE in India 2.2.3 Challenges of Universalization of EE in India. 2.3. Secondary Education (SE) in India 2.3.1 Objectives of SE & Need for Universalization of SE. 2.3.2 Efforts towards Universalization & development of SE 2.3.3 Vocationalization of Secondary Education. 2.3.4 Challenges of SE in India. 2.4. Higher Education (HE) in India: 2.4.1 Objectives & Challenges HE in India. 2.4.2 Efforts towards strengthening HE 2.5. Teacher Education in India: 2.5.1. Objectives of Teacher Education in India 2.5.2. Challenges of Teacher Education in India. 2.6. Technical and Vocational Education in India- 2.6.1. Objectives & Challenges of Technical and Vocational education in India. 2.6.2. Efforts towards strengthening Technical and Vocational education 2.7. Professional Education in India-	20	(17)		3

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	2.7.1 Need and Challenges of Professional Education in India		1		
III	3.0. ESSENTIAL PERSPECTIVES OF INDIAN EDUCATION 3.1 Environmental Education: 3.1.1. Meaning & Objectives of Environmental Education 3.1.2. Challenges of Environmental Education. 3.2. Women Education: 3.2.1. Importance & Challenges of Women Education in India. 3.3. Inclusive Education: 3.3.1. Concept, Objectives & Challenges of Inclusive Education, 3.3.2. Role of RCI, PWD act in addressing Inclusive education 3.4. Alternative Education: 3.4.1. Concept, Need of alternative schooling at Elementary, Secondary and Higher Level, 3.4.2. Development and Challenges of Distance Education 3.5. Adult Education: 3.5.1. Concept & Challenges of Adult education 3.5.2. Initiatives for Adult education: Adult literacy mission, Sakshar Bharat. 3.6. Population Education: 3.6.1. Concept & Challenges of Population Education 3.6.2. Role of Education in addressing the challenge of population explosion 3.7. Human Rights Education: 3.7.1. Concept of Human Rights education 3.7.2. Role of National Commissions for Protection of Childs Rights (NCPCR) 3.8 Value and Peace Education: 3.8.1. Concept of Value & Peace education 3.8.2. Role of education in promotion of Value & peace in Society.	16	(15)		1
IV	4.0. Emerging ISSUES IN EDUCATION 4.1. ICT based teaching learning: 4.1.1. Concept & Challenges of ICT based Education 4.1.2. ICT devices used in curriculum transaction 4.2. Continuous and Comprehensive Evaluation: 4.2.1. Concept & nature of CCE	16	(12)		4

8-D

DISCIPLINE SPECIFIC ELECTIVE (DSE)

DSE-1 (I): PHILOSOPHY OF VEDAS AND UPANISHADS

(5 Lectures + 1 Tutorial = 6 Credits)

Full Marks: 100

End-Semester Marks: 80

In-Semester Marks: 20

Objectives: This paper attempts to acquaint the students with the origin and history of Indian Philosophy.

Unit-I

Marks: 25

Introduction to Vedic and Upanisadic Philosophy, Philosophical importance and significance of Vedas and Upanisads ✓

Unit-II

Marks: 25

Vedas: Concept of Man, Nature and Deities

Unit-III

Marks: 25

Upanisads: Brahman, Atman, Jiva, Jagat and Mukti

Unit-IV

Marks: 25

Rta, Rna, Yajna, Purushartha, Shreyah, Preyah

Total Lectures of 1 hour duration: 70

Tutorial Classes of 2 hour duration: 14

Total Credits after Calculation: 06

Suggested Readings:

1. Dasgupta, S.N.: *History of Indian Philosophy* (Relevant parts of the five volumes)
2. Radhakrishnan, S.: *The Principal Upanisads*, Harpercollins, 2006.
3. Radhakrishnan, S.: *Indian Philosophy*, Vol. 1

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Suggested Readings:

1. Oswald, Hansfling: *Philosophical Aesthetics*
2. Coomaraswami, A. K.: *The Transformation of Nature in Art*
3. Ghosal, S.N.: *Elements of Indian Aesthetics*
4. Bharatamuni(1988): *Natyashastra* Vol.-I, Parimal Publications, Delhi
5. Goswami, Trailokyanath(1980): *Nandantatta: Prachya Aru Pacharya*, Bani Prakashan

DSE-2 (I): META-ETHICS

(5 Lectures + 1 Tutorial = 6 Credits)

Full Marks: 100

End-Semester Marks: 80

In-Semester Marks: 20

Objectives: This paper attempts to acquaint the students with certain problems of meta-ethics and to develop an understanding on them.

Unit-I

Marks: 25

Meta-Ethics: Introduction, Nature and Scope

Unit-II

Marks: 25

G. E. Moore: Concept of Good- Naturalistic Fallacy

Unit-III

Marks: 25

A.J. Ayer and J. L. Stevenson: Emotivism

Unit-IV

Marks: 25

R.M. Hare: Prescriptivism

Total Lectures of 1 hour duration: 70

Tutorial Classes of 2 hour duration: 14

Total Credits after Calculation: 06


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Suggested Readings:

1. Chatterjee, Margaret: *Feminism*, Oxford University Press
2. Simone de Beauvoir (2015): *The Second Sex*, Vintage Classics
3. Sushila, Ramaswamy: *Political Theory, Ideas and Concepts*, Macmillan India Ltd.
4. Cunningham, Anne C. (2017): *Critical Perspectives on Feminism*, Enslow Pub. Inc.

SEMESTER-VI (HONOURS)

C13: COMPARATIVE RELIGION

(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 characteristics and comparative study of different aspects of world religions.

Unit-I

Marks: 25

Comparative Religion: Nature of Objective and Values

Acquaintance with Hinduism, Buddhism, Judaism, Christianity, Islam, Jainism, Sikhism, Zoroastrianism

Unit-II

Marks: 25

Hinduism: Principal Sects (Śaivism, Śaktism, Vaisnavism)

Neo Vaisnavism: Śankardeva and Madhabdeva.


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Suggested Readings:

1. Ryle, Gilbert: *The Concept of Mind*
2. Churchland, P.(1988). *Matter and Consciousness: A Contemporary Introduction to the Philosophy of Mind*, USA, MIT Press.
3. Kim, J.(2010). *Philosophy of Mind*, (3rd edition), USA, Westview Press.
4. Montero, Barbara (2008). *On the Philosophy of Mind* (Wadsworth Philosophical Topics), Wadsworth Publishing.

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


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Objectives: This paper attempts to introduce students with the problems of Modern Western Philosophy and to develop systematic and critical understanding.

Unit I

1. Descartes Mind-body, Theory of Knowledge
2. Spinoza: Substance, Attributes and Modes

Marks: 25

Unit II

1. Leibnitz: Monadology, Pre-established Harmony
2. Locke: Refutation of Innate Ideas, Theory of Knowledge

Marks: 25

Unit III

1. Berkeley: Esse Est Percipi, Denial of Matter (Immaterialism)
2. Hume: Impressions and ideas, Causality and Self

Marks: 25

Unit IV

1. Kant: Criticism, Synthetic A Priori Judgement, Space and Time
2. Hegel: Dialectic Method and Objective Idealism

Marks: 25

Total Lectures of 1 hour duration: 70
Tutorial Classes of 2 hour duration: 11
Total Credits after Calculation: 06

Suggested readings:

1. Connor, D.J. (1964): *A Critical History of Western Philosophy*, MacMillan, New York
2. Thilly, Frank (1956): *History of Philosophy*, Central Publishing House, Allahabad
3. Masih, Y (1996): *A Critical History of Western Philosophy*, Motilal Banarsidass
4. Pujari, Bandana: *Paschatya Darsanat Abhumuki*
5. Bhattacharjee, Jyotsna: *Darsanar Parichaya*
6. Baruah, Girish: *Paschatya Darsana*

C6: INDIAN ETHICS ^{R.P.}

(5 Lectures + 1 Tutorial = 6 Credits)

Full Marks: 100

End-Semester Marks: 80
In-Semester Marks: 20

Objectives: This paper intends to acquaint students with the basic ethical concepts of Indian Philosophy and develop critical thinking.

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Unit I

1. Ethics of Vedas: Ṛta and Ṛṇa, Yajña
2. Ethics of Upanisads: Sreyah, Preyah, Niṣreyah

Marks: 25

Unit II

1. Ethics of Bhagawat Gītā: Svabhāva, Svadharma, Sthitaprajña
2. Highest Goal; Synthesis of Karma, Jñāna and Bhakti Marga.
3. Niskāma Karma Yoga and Lokasangraha

Marks: 25

Unit III

1. Dharma: Meaning and Classification
2. Varnāśramadharmā, Puruṣārtha, Law of Karma

Marks: 25

Unit IV

1. Cārvāka Ethics
2. Buddhist Ethics: Eight fold path, Pañcaśīla
3. Jain Ethics: Triratna, Anuvrata and Mahāvrata

Marks: 25

Total Lectures of 1 hour duration: 70
Tutorial Classes of 2 hour duration: 14
Total Credits after Calculation: 06

Suggested Readings:

1. Joshi, Prof. H.M. (2000). *Traditional and Contemporary Ethics, Western and Indian*, Bharatiya Vidyā Prakashan
2. Radhakrishnan S. (1929): *Indian Philosophy*, Vol. I, Oxford University Press
3. Sarmah, C.D. (1962): *A Critical Survey of Indian Philosophy*, Motilal Banarsidass Publishers Private Limited, New Delhi
4. Chatterjee, S.C. & Datta, D.M. (1984): *An Introduction to Indian Philosophy*, Calcutta University, Calcutta
5. Rachel, J. (1986): *The Elements of Moral Philosophy*, McGraw-Hill
6. Billmoria, Purushottama (2007): *Indian Ethics: Classical Traditions and Contemporary Challenges*, New Delhi, Oxford University Press
7. Gauhati Viswavidyalaya: *Bharatiya Darsana*
8. Bhattacharyya, Jyotsna: *Bharatiya Darsana*
9. Pujari, Bandana: *Bharatiya Darsana*
10. Devi, Anjali: *Bharatiya Darsana*

C7: WESTERN ETHICS

(5 Lectures + 1 Tutorial = 6 Credits)

Full Marks: 100

End-Semester Marks: 80
In-Semester Marks: 20


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Objectives: This paper intends to introduce students with different ethical concepts of Western Philosophy and to develop critical understanding

Unit I Marks: 25

1. Nature, Scope and Utility of Ethics, Moral concept of Good, Ought and Right
2. Moral and Non-moral action
3. Voluntary Action: its stages

Unit II Marks: 25

1. Moral Consciousness: Characteristics and Elements
2. Moral judgement: Its Nature and Object
3. Postulates of Morality

Unit III Marks: 25

1. Aristotle: Virtue Ethics
2. Teleological Ethics: Egoism and Altruism
3. Kant: Deontological Ethics

Unit IV Marks: 25

1. Duty and Conflict of Duties
2. Theories of Punishment
3. Capital Punishment and Euthanasia

Total Lectures of 1 hour duration: 70

Tutorial Classes of 2 hour duration: 14

Total Credits after Calculation: 06

Suggested Readings:

1. Aristotle,(1926): *Nicomachean Ethics*, Harvard University Press
2. Kant, Immanuel (1953): *Groundwork of the Metaphysics of Morals*, trns. H. J. Paton, London, Hutchinson
3. Warnock, Mary (1962): *J.S. Mill Utilitarianism*, Glasgow Collins
4. Frankena, William K.(1988): *Ethics*, Prentice Hall of India, Pearson
5. Mackenzie, J.S. (2005): *A Manual of Ethics*, Cosimo Classics
6. Lillie, William (1948): *An Introduction to Ethics*, Allied Publishers Limited
7. Sinha, J. N. (2009): *A Manual of Ethics*. New Central Book Agency
8. Baruah, Girish: Nitishastra
9. Roy, Hemanta: *Nitishastra*, Chandra Prakash, Guwahati
10. Devi, Anjali: *Nitishastra*

GE-3: FUNDAMENTALS OF INDIAN PHILOSOPHY

5 Lectures + 1 Tutorial = 6 Credits

Full Marks: 100

End-Semester Marks: 80

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5. Datta, D.M. (1953): *The Philosophy of Mahatma Gandhi*, University of Wisconsin Press

6. Baruah, Girish: *Samaj Darsana*

7. Bhattacharyya, Jyotsna: *Samaj Darsana*

8. Gauhati Viswavidyalaya: *Samaj Darsana*

CI0: PHILOSOPHY OF RELIGION
(5 Lectures + 1 Tutorial = 6 Credits)

Full Marks: 100

End-Semester Marks: 80
In-Semester Marks: 20

Objectives: This paper intends to acquaint the students with different philosophical issues and theories regarding religion.

Marks: 25

Unit I

1. Nature and Scope of Philosophy of Religion
2. Religion and Science
3. Religious Faith, Belief and Reason, Mysticism

Marks: 25

Unit II

1. Religious Consciousness: Its Nature and Elements
2. Origin of Religion: Anthropological and Psychological Theories
3. Divine Determinism and Human Freedom

Marks: 25

Unit III

1. Proofs for the existence of God
Cosmological Argument
Ontological argument
Teleological argument
Moral Argument

Marks: 25

Unit IV

1. Problem of Evil
2. Immortality of the soul: Metaphysical and Religious Arguments
3. Anti-theistic Trends: Positivism, Materialism, Marxism

Total Lectures of 1 hour duration: 70

Tutorial Classes of 2 hour duration: 14

Total Credits after Calculation: 06

Suggested Readings:

1. Hick, John H.: *Philosophy of Religion*, Pearson Education
2. Galloway, George: *The Philosophy of Religion*, Edinburgh, T. & T. Clark, 38 George Street
3. Chad, Meister (Ed 2008): *Philosophy of Religion Reader*, New York Routledge


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Photos of Different Events and Activities

ENVIRONMENT & SUSTAINABILITY





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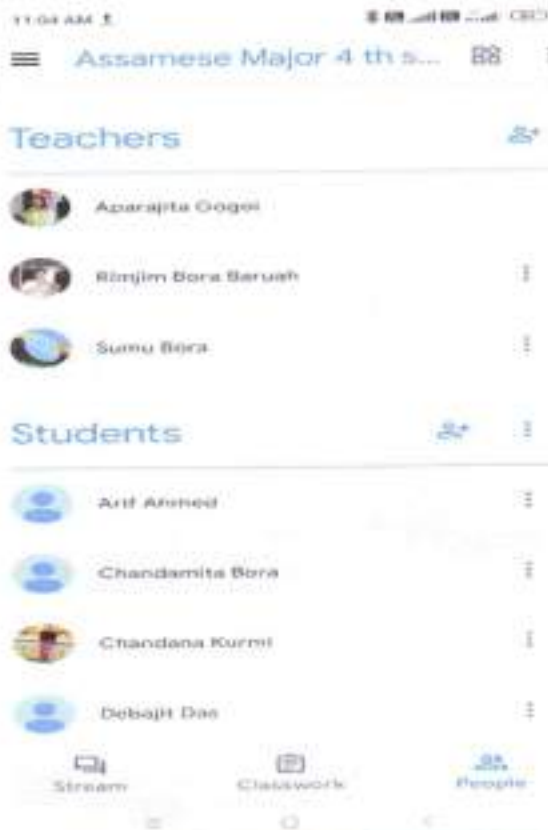
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Photos of online classes



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Students mentoring activities




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Photos of induction programme



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Photos of Seminar & group discussion :



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Photos of vermi composting experiential learning



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Photos of socio-economic survey



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Dr. Anil
Principal
Kamabandha College
PO K.B. Ali, Golahat



Siril
Principal
Kamarbandha College
PO K.B. Ali, Golaghat



Saili
 Principal
 Kamarbandha College
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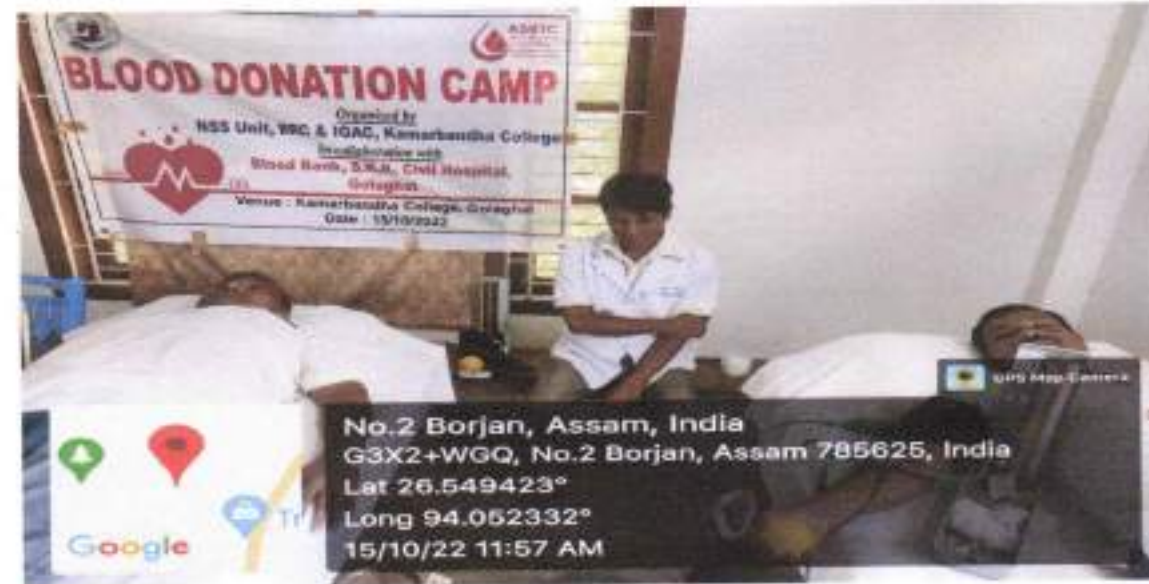
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Principal
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 No.2 Borjan
 Assam
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