

Courses taught in GDC Pulwama that cover crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum include:

(ESE022V and HYS022V are taught to all students admitted in 1st semester)

Course Code	Course Title	Type	Semester
ESE022V	Environmental Science Education	Value Added Course	1st
HYS022V	Health and Wellness	Value Added Course	1st
DMG122S	Disaster Management and Emergency Response	Skill Enhancement Course	1st
EDU122V	Early Childhood Care & Education	Skill Enhancement Course	1st
SOC122S	Gender Sensitization	Skill Enhancement Course	1 st
EDU516DA	Issues and Trends in Contemporary Indian Education	Discipline Specific Elective	5 th
GG-CR-16201	Philosophies & Methodologies in Geography	Core Course	2nd
GG-CR-16301	Human Geography	Core Course	3 rd
PS1CR1	Political Theory: Key Concepts	Core Course	1 st
PS218	Indian Government and Politics	Core Course	2 nd
DSC-SOC-1C	Indian Society: Structure and Change	Core Course	3 rd
SOC520DB	Social Movements	Discipline Specific Elective	5 th
SO517S	Sociology of Development	Skill Enhancement Course	5 th
SEC-IS-02	Human Rights in Islam	Skill Enhancement Course	2 nd
SEC-IS-01	Ethics in Islam	Skill Enhancement Course	1 st
SEC-IS-06	Islam and Women	Skill Enhancement Course	1 st
DSC-IS-1C	Muslim Philosophy and Tasawuff	Core Course	3 rd
DSC-IS-1A	Introduction to Islamic Civilization	Core Course	1 st
DSC-IS-1B	Islamic Social Sciences	Core Course	
SEC-IS-07	Major World Religions	Skill Enhancement Course	
BO318s	Medicinal Botany	Skill Enhancement Course	3 rd

SEMESTER – 1st to 3rd
VALUE ADDED COURSE

HAW022V HEALTH AND WELLNESS

CREDITS: 02

COURSE OBJECTIVES:

1. *To help understand the importance of a healthy lifestyle*
2. *To familiarize students about physical and mental health*
3. *To create awareness of various life style related diseases*
4. *To provide understanding of stress management*

UNIT I. INTRODUCTION TO HEALTH & WELLNESS

(15 lectures)

- Define and differentiate health and wellness.
- Importance of health and wellness Education.
- Local, demographic, societal issues and factors affecting health and wellness.
- Diet and nutrition for health & wellness.
- Essential components of balanced diet for healthy living with specific reference to the role of carbohydrates, proteins, fats, vitamins & minerals.
- Malnutrition, under nutrition and over nutrition.
- Processed foods and unhealthy eating habits.
- Body systems and common diseases.
- Sedentary lifestyle and its risk of disease.
- Stress, anxiety, and depression.
- Factors affecting mental health.
- Identification of suicidal tendencies.
- Substance abuse (Drugs, Cigarette, Alcohol), de-addiction, counselling and rehabilitation.

UNIT II. MANAGEMENT OF HEALTH AND WELLNESS.

(15 lectures)

- Healthy foods for prevention and progression of Cancer, Hypertension, Cardiovascular, and metabolic diseases (Obesity, Diabetes, Polycystic Ovarian Syndrome).
- Types of Physical Fitness and its Health benefits.
- Modern lifestyle and hypo-kinetic diseases; prevention and management through exercise.
- Postural deformities and corrective measures.
- Spirituality and mental health.
- Role of Yoga, asanas and meditation in maintaining health and wellness.
- Role of sleep in maintenance of physical and mental health.

SUGGESTED BOOKS:

1. Physical Activity and Health by Claude Bouchard, Steven N. Blair, William L. Haskell.
2. Mental Health Workbook by Emily Attached & Marzia Fernandez, 2021.
3. Mental Health Workbook for Women: Exercises to Transform Negative Thoughts and Improve Well-Being by Nashay Lorick, 2022
4. Lifestyle Diseases: Lifestyle Disease Management, by C. Nyambichu & Jeff Lumiri, 2018.
5. Physical Activity and Mental Health by Angela Clow & Sarah Edmunds, 2013.

SEMESTER 1st to 3rd
VALUE ADDED COURSE (VAC)
ESE022V: ENVIRONMENTAL SCIENCE EDUCATION

(CREDITS - 02)

Learning objectives: *This course attempts to create pro-environment attitude and a behavioural pattern in student community and society that attaches importance and priority to create sustainable life style and awareness on various environmental issues.*

Learning outcomes: *This course is expected to inculcate a critical thinking on various dimensions of environment through knowledge, skill, critical thinking and problem-solving.*

COURSE CONTENT:

Unit 1: Understanding the Environment

- 1.1. Environment: concept, importance and components
- 1.2. Ecosystem: Concept, structure and function (food chain, food web, ecological pyramids and energy flow)
- 1.3. Ecosystem services: (Provisioning, regulating and cultural)
- 1.4. Biodiversity: levels, values and threats and conservation
- 1.5. Concept and objectives of environmental education, environmental ethics

Unit 2: Natural resources and Environmental pollution

- 2.1. Natural resources: Renewable and non-renewable (Global status, distribution and production)
- 2.2. Management of natural resources: Individual, community and government managed
- 2.3. Air, water and soil pollution: Causes, consequences and control
- 2.4. Solid waste management: Collection, segregation, transportation and disposal; 3R's
- 2.5. Climate change: Causes and consequences

Suggested Readings:

Asthana, D. K. Text Book of Environmental Studies. S. Chand Publishing.

Basu, M., Xavier, S. Fundamentals of Environmental Studies, Cambridge University Press, India.

Basu, R. N., (Ed.) Environment. University of Calcutta, Kolkata.

Bharucha, E. Textbook of Environmental Studies for Undergraduate Courses. Universities Press.

Miller T.O. Jr., Environmental Science, Wadsworth Publishing Co.

Wagner K.D. Environmental Management. W.B. Saunders Co. Philadelphia, USA 499p.

Mckinnelv, M.L. & Schoch. R.M. Environmental Science systems & Solutions. Web enhanced edition. 639p.

SEMESTER 1st
SKILL ENHANCEMENT COURSE
DMG122S DISASTER MANAGEMENT (EMERGENCY RESPONSE)

CREDITS 2+2

Course Outcome: *The course on Emergency Response deals with essential components of response and stakeholder's coordination in disaster response. Students should learn how to respond to different disasters as well as Do's and Don'ts of different hazards*

THEORY (02 CREDITS)

UNIT-I

Introduction to Emergency Response
Essential Components of Emergency Response
Emergency Preparedness Plan

UNIT-II

Terminology: Search, Rescue, Evacuation and Relief
Psychological Response: Stress, Trauma, Rumour and Pain
Medical Aid in Emergencies

PRACTICALS (02 CREDITS)

UNIT-III

Do's and Don'ts during Earthquakes, Floods and Heat waves

UNIT-IV

Do's and Don'ts during: Fires and Accidents
Using Fire Extinguishers
Performing Cardiopulmonary Resuscitation (CPR)

SUGGESTED READINGS

1. Disaster Response and Homeland Security, James F. Miskel –2008.
2. Disaster response: principles of preparation and coordination, Erik Auf der Heide –1989.
3. Principles of Incident Response and Disaster Recovery, Michael Whitman, Herbert Mattord, Andrew Green, 2013.
4. Federal Emergency Management Agency National Urban Search and Rescue US&R Response System Field Operations Guide; 2013. Createspace Independent Pub.
5. Basic Search & Rescue Skills Emergency Response International; www.eri-online.com
6. Geo Hazards Society, Fire Safety; <http://www.geohaz.in/>
7. Hydro Meteorological Hazards; www.nidm.gov.in

1st SEMESTER

SKILL ENHANCEMENT COURSE (SEC)

EDU122S: EARLY CHILDHOOD CARE AND EDUCATION

CREDITS: THEORY: 2, PRACTICAL: 2

THEORY (2 CREDITS)

Unit I Concept and Methods

- i) Meaning of Early Childhood Care and education
- ii) Aims and Objectives of Early Childhood Care and education ~
- iii) Need and Importance of Early Childhood Care and education
- iv) Methods of studying child behaviour- Observation and Case Study
(A case study shall be prepared by students- five to ten in each group)

Unit II Development of Childhood

- i) Concept of Development
- ii) Social and Personal Development
- iii) Emotional and Motor Development
- iv) Development of Creativity

PRACTICAL (2 CREDITS)

A) Visit to nearby ICDS Centre for:

- i) Observation and record of activities carried at ICDS Centre
- ii) Role of Anganwadi worker for all round development of the child
- iii) Facilities available for recreational activities

B) Visit to nearby pre-school for:

- i) Observation and record of activities done at pre-school
- ii) Facilities available for recreational activities

1st SEMESTER
SKILL ENHANCEMENT COURSES (SEC)
SO122S: GENDER SENSITIZATION

CREDITS: THEORY: 2, TUTORIAL: 2

Course Overview:

The course constitutes four credits which are divided into four units. The course has been divided into two parts, each part constitutes two credits. Part first is theoretical for which class work and tutorials are compulsory. Part second is practical which shall be evaluate by the concerned teacher through- Field work, Project Work, Assignments and other practical assignments.

Course Objectives:

The course is fundamentally designed to sensitize the learners towards the issues of gender empowerment. The course also intends to acquaint the learners with the academic area of gender and development studies. As its long term objective, the course aims to create among learners the necessary inquisition to pursue the higher studies and to explore career options in the area of Gender and Development studies. The course seeks to enable learners to:

- *Conceptualize the sociological contours of gender*
- *To locate the gender differentials in various development sectors*
- *Inculcate the appropriate skills for carrying out the gender analysis*
- *Understand the need towards gender-empowerment*
- *Prepare them for the further studies in area of gender and women/development studies*

Learning Outcomes:

After completing the course, the learners are expected to understand the importance of gender empowerment and gender studies. Besides, the learners are also expected to be able to critically analyse gender differentials in various development sectors. More importantly, the learners are supposed to possess the commensurate knowledge to pursue higher studies in the area of Gender and Women/Developmental studies

PART-1: THEORY: 2CREDITS

Unit 1: Introducing Sex and Gender a. Concept of Sex and gender b. Social construction of gender

Unit 2: Basic concepts a. Gender Socialization b. Gender role c. Gender Inequality

PART- II: TUTORIAL: 2 CREDITS

Unit 3: Gender in Social Institution a. Family b. Caste c. Class

Unit 4: Gender Socialisation in Social Institutions: a. Gender in language and symbols in Family b. Gender in language, symbols and syllabus in educational institutions, c.

REFERENCES:

- Abbott, et.al. 2005. Introduction to Sociology: A Feminist Perspective, Routledge: London
- Holmes, M. 2007. What is Gender? Sociological Approaches, Sage Publication: New Delhi
- Wharton, A.S. 2005. The Sociology of Gender: An Introduction to Theory and Research, Blackwell Publications: Oxford
- Philcher, J and Whelehan, I. 2004. Fifty Key Concepts in Gender Studies, Sage Publications: New Delhi
- Jones, E.A. and Olson, G.A. 1991. The Gender Reader, Allyn and Bacon:USA
- Ardener, E. 1975. "Belief and the Problem of Women" and "The Problem Revisited", in S. Ardener (ed.), Perceiving Women, London: Malaby Press.
- Barrett, M. 1980. Women's Oppression Today, London: Verso. (Chapters 1 to 4, and 6).
- Boserup, E. 1974. Women's Role in Economic Development, New York: St. Martin's Press.
- Douglas. M. 1970. Purity and Danger, Haimondsworth: Penguin.
- Engels, F.1972. The Origin of the Family, Private Property and, the State, London:
- Lawrence and Wishart. Hershman, P. 1977. "Virgin and Mother" in I.M. Lewis (Ed.). Symbols andSentiments: Gross-Culture Studies in Symbolism, London: Academic Press.
- Hirschon, R. 1984 "Introduction: Property, Power and Gender Relations" in R. Hirschon (ed.). Women and Property. Women as Property, Beckenham: Croom Helm. Note: List of readings provided is not absolute and additions may be made to it.

Unit-I Secondary Education

- a) Objectives
- b) Present status of Secondary Education Institutions
- c) Vocationalization of Secondary Education and its remedial measures.
- d) RashtriyaMadymikShikshaAbhiyan (RMSA)

Unit-II Higher Education

- a) Objectives
- b) Present Status of Higher Education Institutions
- c) Problems of quality control and finances and remedial measures
- d) Private initiative in Higher Education
- e) RashtriyaUchchatarShikshaAbiyan (RUSA)

Unit-III Women's Education

- a) Need and importance
- b) Problems of women's Education and their remedies
- c) Role of education in empowerment of Women

Unit-IV Value Education & Environmental Education

- a) Need importance and development of human values
- b) Education for Human rights
- c) Nature Meaning and importance of Environmental Education
- d) Programmes of Environmental Education.

References:

1 Aggarwal, A. K.

Development of Education
System in India Anmol
Publication Pvt. Ltd.

2 Bhatt, B. D.

Modern Indian Education
Planning and Development
Kanishka Publishers,

3 Chand, J.

Distributors.

Value Education Anshah
Publishing House

4 Ghosh, D. N.

A Textbook of Value
Education Dominant
Publishers and Distributors

Head Department Of
H.O. Education
GDC Pulwama
Education

Unit-I: Introduction

- Concept of inclusive education
- Need and importance of inclusive education.
- Difference between special education, integrated education and inclusive education.
- Advantages of inclusive education.

Unit-II: Exceptionality

- Concept of Exceptionality
- Visually Challenged
- Hearing Impaired
- Mentally retarded

Causes and Educational measures

Unit-III: Needs of diverse learners

- Working towards gender equality.
- Marginalized sections of the society
- Educational Inclusion of SCs, STs, minorities and OBCs
- Effectiveness of inclusive strategies in the context of constructivism (enrichment, cluster grouping, mixed ability grouping, multilevel teaching, cooperative learning, peer tutoring)

Unit-IV: National Initiatives with reference to inclusive education

- Integrated education for disabled children (IEDC, 1974)
- Rehabilitation council of India (1992)
- SarvaShiksha Abhiyan (SSA 2000)
- National Curriculum Framework (NCF 2005)

References:

- Ahuja. A, Jangira, N.K.

Effective Teacher Training;
Cooperative Learning Based
Approach: National Publishing
house New Delhi.

- Ainscow, M., Booth. T

The Index for Inclusion:
Developing learning and

Head Department Of
Education
HOD GDC Pulwama
(Education)

- Jangira N.K. and Mani,
M.N.G.

Participation in Schools.
Bristol: Centre for Studies in
Inclusive Education.

Integrated Education for
Visually Handicapped,
Gurgaon, Old Subjimandi,

Academic Press



Courses Addressing Environment and Sustainability

Under Graduate Choice Based Credit System Syllabus (Geography) - 2016, University of Kashmir

GG-CR-16201 Philosophies & Methodologies in Geography

Marks: 60

Credit-I

- 1) The Nature of Geography
- 2) Objectives and relevance of Geography
- 3) Various Branches of Human Geography
- 4) Major themes of Geography (Areal Differentiation, Man-Environment Interaction & Spatial organization)
- 5) Dualism in Geography:
 - i. Regional/Systematic
 - ii. Physical/Human
 - iii. Historical/Contemporary

Credit -II

- 1) Contribution of Phoenicians in the field of Geography
- 2) Contribution of Greeks in the field of Geography
- 3) Contribution of Romans in the field of Geography
- 4) Contribution of Arabs in the field of Geography
- 5) Impact of Dark-ages on Geography

Credit -III

- 1) Geography as the study of Environment
- 2) Definition, Scope and significance of Ecology
- 3) Concept and broad types of Ecosystem
- 4) Biodiversity: Concept, Importance and Conservation
- 5) Ecological imbalances, causes and consequences

Credit -IV

- 1) Quantitative Techniques and their relevance in Geography
- 2) Quantitative Revolution in Geography
- 3) Geomorphic field survey: Meaning, Significance and Procedure
- 4) Socio-Economic field survey: Meaning, Significance and Procedure
- 5) Application of Remote Sensing in Geomorphology, Land use and Natural Hazards

Suggested Readings

1. Dikshit R D: Geographical Thought -A contextual History of Ideas. Prentice Hall India, New Delhi, 2000.
2. Hartshorne, Richard: Perspectives on the Nature of Geography, Rand McNally and Co., Chicago. 1959.
3. Harvey, David: Explanation in Geography, Edward -Arnold London, 1972.
4. Husain, Majid: Evolution of Geographical Thought, Rawat Publications, Jaipur, 1984.
5. James, P E: All Possible Worlds: A History of Geographical Ideas, Sachin Publication, Jaipur, 1980.
6. A.H. Strahler & A.N. Strahler, Modern Physical Geography, John Wiley & Sons, Inc 2001
7. M. Z. A. Khan & S.K. Agarwal, Environmental Geography, AHP Publishing Co. 2010
8. S. Gupta & M. Gupta, Environment I Population and Resources, 1997

G.O.D. [Signature]



GG-CR-16301

Human Geography

Marks: 60

Credit -I

- 1) Determinism and Possibilism
- 2) Pragmatism, Radicalism and Positivism
- 3) Behavioural Approach
- 4) Humanistic Approach

Credit -I

- 1) Races: Physical and Socio-Economic Characteristics, Spatial Distribution
- 2) Major Religious Groups: Spatial diffusion and distribution (Christianity , Islam, Hinduism and Buddhism)
- 3) Economic activities (Primary Secondary, Tertiary and Quaternary)
- 4) Human Adaptation and Environment
 - i. Cold region- Eskimo
 - ii. Mountain –Gujjars

Credit -III

- 1) Population: Structure and Composition (Age, Gender), Comparison between developed and developing countries
- 2) Distribution and density of Population: Factors (Geographic, Socio-Economic and Demographic)
- 3) Concepts of Over-Population, Under-Population and Optimum-Population, Zero-Population growth
- 4) Theories of Population Growth: Malthus and Demographic Transition

Credit -IV

- 1) Meaning, Nature and Classification of Resources
- 2) Resource Conservation: Meaning and Importance
- 3) Methods of Conservation of Resources: Soil, Water, Forests and Minerals
- 4) Land degradation: Causes and Consequences

Suggested Readings

1. Beblig, H.J., Human Geography: Culture, Society and Space, John Wiley, New York, 1996.
2. Singh, K.N., People of India, An Introduction, Seagul Book, 1992.
3. Spate O.H.K, People of India, An Introduction, Seagul Books, 1992.
4. Majid Hussain, Human Geography, Rawat Publications 1994
5. L. N. Verma, Urban Geography, Rawat Publications 2006
6. Grish Chopra, Economic Geography, Commonwealth 2006
7. T. C. Sharma, Economic Geography of India, Rawat Publications 2013
8. R. K. Jain, A Textbook of Population Studies, Astha Publishers and Distributors 2014
9. Hans Raj, Fundamentals of Demography, Surjeet Publications.

PS 118

Political Science

CBCS - Effective from academic session - 2018

Political Theory: Key Concepts

Semester I (CBCS)

Course:- PS-1-CR-1

Unit: I

- 1.1. Defining Political Science & Politics
- 1.2. Behavioural Approach to the Study of Politics
- 1.3. Political Theory: Decline, Revival & Relevance

Unit: II

- 2.1. Debates in Political Theory:
 - a) On what grounds censorship is justified and what are its limits?
 - b) Does protective discrimination violate principles of fairness?
 - c) Is democracy compatible with economic growth?

Unit: III

- 3.1. Concepts:
 - a) Democracy: Procedural & Substantive
 - b) Liberty: The Debate on Freedom of Expression
 - c) Equality: The Debate on Affirmative Action

Unit: III

- 4.1. Concepts:
 - a) Justice: Classical & Modern Understanding of Justice
 - b) Rights: Individual and Group Rights
 - c) Politics & Power: Liberal and Marxist Perspectives

(2)

(HOD, Political sc.)

Principal
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YB
HOD

Semester II (CBCS)
PS218

Paper-II - Indian Government and Politics

UNIT: I

Approaches to the Study of Indian Politics

- 1.1. Liberal
- 1.2. Marxist, and
- 1.3. Gandhian

UNIT: II

Indian Constitution & Institutional Functioning

- 2.1. Basic Features
- 2.2. Debates on Fundamental Rights and Directive Principles
- 2.3. Prime Minister, Parliament and Judiciary
- 2.4. Parties and Party System in India

UNIT: III

Social Movements

- 3.1. Workers Movements
- 3.2. Peasant Movements
- 3.3. Environmental Movements, and
- 3.4. Women's Movements

UNIT: IV

Strategies of Development in India since Independence

- 4.1. Planned Economy
- 4.2. Neo-liberalism and its Impact
- 4.3. Regional Imbalance

YB
(HOD, Political Science)

Principal
Bhamburda College

PROGRAMME: BACHELOR OF ARTS (B.A) GENERAL
SUBJECT: SOCIOLOGY

COURSE DISTRIBUTION OF SOCIOLOGY IN DIFFERENT SEMESTERS OF BA (GENERAL) FOR 2020 AND ONWARDS

CORE COURSES

SEMESTER	COURSE CODE	TYPE OF COURSE	TITLE OF COURSE	CREDITS	
				THEORY	TUTORIAL
I	SOC120C	CORE	SOCIOLOGY: INTRODUCTION TO SOCIOLOGY	4	2
II	SOC220C	CORE	SOCIOLOGY: SOCIOLOGICAL THOUGHT	4	2
III	SOC320C	CORE	SOCIOLOGY: INDIAN SOCIETY: STRUCTURE AND CHANGE	4	2
IV	SOC420C	CORE	SOCIOLOGY: METHODOLOGY OF SOCIAL RESEARCH	4	2
VA OR VB	SOC520DA	DSE	SOCIOLOGY: FAMILY, MARRIAGE AND KINSHIP	4	2
	SOC520DB	DSE	SOCIOLOGY: SOCIAL MOVEMENTS	4	2
VI A OR VI B	SOC620DA	DSE	SOCIOLOGY: SOCIAL STRATIFICATION	4	2
	SOC620DB	DSE	SOCIOLOGY: RELIGION AND SOCIETY	4	2

GENERIC ELECTIVES (GE)

SEMESTER	COURSE CODE	TYPE OF COURSE	TITLE OF COURSE	CREDITS	
				THEORY	TUTORIAL
V	SOC520GA	GE	SOCIOLOGY: BASIC CONCEPTS IN SOCIOLOGY	4	2
VI	SOC520GB	GE	SOCIOLOGY: SOCIAL PROBLEMS	4	2

(Signature)
Head Department Of
Sociology
GDC Pulwama

(Signature)
Principal
Govt. Degree College
Pulwama (Accts) -

**Semester III
DSC-SOC-1C**

Indian Society: Structure and Change

Objectives: This paper acquaints the students with the evolution, structure and change in Indian society. It also highlights the issues and challenges of the contemporary Indian society.

Unit-1: Conceptualizing Indian Society

- a. Evolution of Indian Society
- b. Composition of Indian Society: Linguistic, Religious and Regional

Unit-2: Indian Social Institutions

- a. Family and Marriage
- b. Caste and Class

Unit-3: Social Change in India

- a. Sanskritization
- b. Westernization
- c. Modernization

Unit-4: Contemporary Issues and Challenges in Indian Society

- a. Poverty
- b. Caste and Politics
- c. Family Disharmony: Divorce and Dowry

Readings:

1. Singer, M. and Cohen, B.S. (eds.) (1968). *Structure and Change in Indian Society*, Chicago: Aldine Pub.Co.
2. Sharma, K.L. (2011). *Indian Social Structure and Change*, New Delhi: Rawat Publications
3. Pathak, Bindeshwar. (eds.) (1998). *Continuity and Change in Indian Society*, New Delhi: Concept Publishing Company.
4. Das, Veena. (2004). *Handbook of Indian Sociology*, New Delhi: OUP.
5. Singh, Yogendra. (2012). *Culture Change in India*, New Delhi: Rawat Publications
6. Singh, Yogendra. (2009). *Social Change in India: Crisis and Resilience*, New Delhi: Har-Anand Publications.
7. Srinivas, M.N. (2009). *Social Change in Modern India*, New Delhi: Orient Black Swan.
8. Vanaik, A. and Bhargava, R. (2010). *Understanding Contemporary India: Critical Perspectives*, New Delhi: Orient BlackSwan.
9. Baviskar, B.S. and Patel, T. (2010). *Understanding Indian Society: Past and Present*, New Delhi: Orient BlackSwan.
10. Hasnain, N. (2004). *Indian Society and Culture: Continuity and Change*, New Delhi: Jawahar Publishers and Distributors.
11. Singh, K.S. (1992). *The People of India: An Introduction*, Calcutta: Seagull Books.
12. Majumdar and Madan. (1966). *An Introduction to Social Anthropology*, Bombay: Asia Publishing House
13. Mandelbaum, D.G. (1972). *Society in India*, Bombay: Popular Prakashan.
14. Kapadia, K. M. (1960). *Marriage and Family in India*, Bombay, OUP.
15. Singh Yogendra. (1973). *Modernization of Indian Tradition*. Faridabad: Thomson Press.
16. Madan, T.N. (ed.). 1992. *Religion in India*. New Delhi: Oxford University Press.
17. Patricia Oberioi. (1993). *Family, Kinship and Marriage in India*, New Delhi: OUP
18. Singh, K.S. (1985). *Tribal society in India*, New Delhi: Manohar publication

Note: List of readings provided is not absolute and additions may be made to it.

Head Department of
Sociology
GDC Pulwama

Course Objectives:

The course is designed to acquaint the learners with the concept and nature of social movements. The course seeks to familiarize the learners with major and historic social movements in India.

The course aims at enabling the learners to:

- Understand the sociology of social movements
- Develop an Understanding of the major theoretical perspectives of the social movements.
- Understand the nature and impact of social movements in India.
- Acquaint themselves with the new and emerging social in the wake of all- round social changes in India.

Learning Outcomes:

After finishing the course, the learners shall be able to understand the meaning and nature of social movements. Besides, the learners are expected to have a fair knowledge about the historicity and essence of social movements in India.

Unit-1: Introduction

- a. Social Movement: Definition and Characteristics
- b. Types of Social Movements
- c. Stages of Social Movement

Unit-2: Theories of Social Movements

- a. Relative Deprivation Theory
- b. Conflict Theory
- c. Structural-Strain Theory

Unit 3: Social Movements in India

- a. Tribal Movements: Santhals and Gonds
- b. Peasant Movements: Telangana Movement and Naxalbari Movement
- c. Social Reform Movement: Aligarh Movement and Arya Samaj

Unit-4: New Social Movements

- a. Dalit Movements
- b. Chipko Movement
- c. Feminist Movement

TUTORIALS: PROJECT WORK/PRESENTATION/DEBATES/TERM PAPER (2 CREDITS)**TUTORIAL 1:**

- a. Dynamics of Social Movements
- b. Structural Strain Theory
- c. Feminist Movement

TUTORIAL 2:

- a. Relative Deprivation Theory
- b. Santhal Insurrection
- c. Dalit Movement

REFERENCES:

- Robin Cohen & Shirin M. Rat, (2000). (Global Social Movements, London. NY: Athlone Press.
- MS A. Rao (1979), Social Movements in India. New Delhi: Manohar Publications Paul Wilkinson s 1971}. Social Movements, London: Pall Mali.
- Rudolf Hebert (1968). Social Movements. International Encyclopedia of Social Science. Vol. 14 New York
- Jaseph, Gusfield (1968). The Stud) social Movements Encyclopedia of Social Science Vol 14 New York.
- Oommen, T. K. (1972). Charisma, Stability and Change: An Analysis of Bhoodan Gramdan Movement in India. New Delhi Thompson Press.
- Oommen, T. K (1977). Sociological issues in the analysis of Social Movements in Independent India: Sociological Bulletin. 26(1).pp. 14-37
- P.N. Mukherjee. Social Movements and Social Change: Towards a Conceptual Clarification and Theoretical Frame Work. Sociological Bulletin. 26(1). pp-38-59, *
- Ghansvam Shah (2004), Social Movement in India: A review of literature. New Delhi: Sage Publishers
- A. K. Mukhopadhyaya (1977). Political Sociology Calcutta: K. P. Begchi and Company

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Head Department Of
Sociology
GDC Pulwama

Principal
Sociology
Pulwama

Skill Enhancement 5th sem.

Sem V

SEC-SOC-05

Sociology of Development

Objectives: To acquaint the students with the concept, types, approaches and impact of development in India.

Unit 1: Introduction

- a) Concept of Development
- b) Changing conception of Development: Social Development, Human Development & Sustainable Development

Unit 2: Theories of Development

- a) Liberal
- b) Marxist

Unit 3: Models of Development

- a) Capitalist
- b) Socialist
- c) Mixed economy

Unit 4: Development in practice

- a) Women and Children
- b) Scheduled Castes and Scheduled Tribes

References:

- ① Appadurai, Arjun, 1997, Modernity at Large, Cultural Dimensions of Globalization, New Delhi: OUP.
- ② Amin, Samir, 1979, Unequal Development, New Delhi: OUP.
- Dereze, Jean and Amartya Sen, 1996, India: Economic Development and Social Opportunity, New Delhi: OUP.
- Harrison, D, 1989, The Sociology of Modernization and Development, New Delhi: Sage.
- ③ • Mahbub UL 1991, Reflections on Human Development, New Delhi: OUP.
- UNDP, 1997, Human Development Report, New York: OUP

Note: List of readings provided is not absolute and additions may be made to it.

Head Department Of
Sociology
GDC Pulwama

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Pulwama (A.C.L.)

UNIT I: Human Rights: Islamic Concept

- 1) Human Rights: Meaning and Concept
- 2) Sources
- 3) Introduction to Constitution of Madina

UNIT II: Human Rights: Western Concept

- 1) Concept of Human Rights in the West
- 2) Evolution of Human Rights
- 3) Universal Declaration of Human Rights of 1948

UNIT III: Human Rights in Islam- I

- a) Right to Life
- b) Right to Religion
- c) Right to Property
- d) Right to Protection of Honour

UNIT IV: Human Rights in Islam-II

- a) Right to Freedom of Expression
- b) Right to Privacy
- c) Right to Equality before Law
- d) Rights of Non Muslims in Islam

BOOKS RECOMMENDED:

- 1) Hussain, Shaikh Showkat, *Human Rights in Islam*, Kitab Bhawan, Delhi.
- 2) Mahmood, Tahir, *Human Rights*, Qazi Publishers, Delhi.
- 3) Parveen Showkat, *Human Rights in Islam*, Adam Publishers, Delhi.
- 4) Maududi, S. A. A., *Human Rights in Islam*, Markazi Maktaba Islami, Delhi.
- 5) Salah ud Din, *Bunyadi Huquq*, Markazi Maktaba Islami, Delhi.

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Islamic Studies

Unit I:

- 1) Ethics: Meaning and Definition
- 2) Ethical Teachings in the Qur'an
- 3) Significance of Ethics

Unit II:

- 1) Concept of *Faza'il* (Virtues) and *Raza'il* (Vices)
- 2) Relation between Religion and Ethics
- 3) Prophet Muhammad (SAW): Perfect Model of Human Conduct (*Uswah Hasanah*)

Unit III:

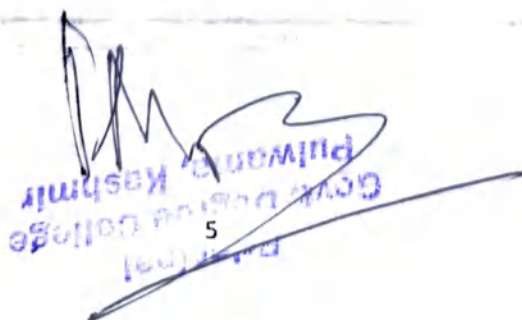
- 1) The Doctrine of Golden Mean (*Ummat-i-Wasata*)
- 2) Social Duties Towards Family, Relatives and Neighbors
- 3) Ethical Significance of 'Ibadat (*Salah, Sawm, Zakah, Hajj*)

Unit IV:

- 1) Social Ethics in Islam
- 2) Economic Ethics in Islam
- 3) Political Ethics in Islam

BOOKS RECOMMENDED:

- 1) Maududi, S. A. A., *Ethical Viewpoint of Islam*, Markazi Makataba Islami, Delhi.
- 2) Maududi, S. A. A., *Islamic Way of Life*, Markazi Makataba Islami, Delhi.
- 3) Dar, Bashir Ahmad, *Qur'anic Ethics*, Adam Publishers, Delhi.
- 4) Islahi, Maulana Muhammad Yusuf, *Husn-i-Mu'ashirat*, Maktaba Zahra Rampur.
- 5) Islahi, Maulana Muhammad Yusuf, *Adab-i-Zindagi*, Markazi Maktaba Islami, Delhi.
- 6) Marwan, Ibrahim al-Kaisi, *Morals and Manners in Islam*, Qazi Publishers, New Delhi.


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Unit I. Status of Women in other Religions / Cultures

1. Women in Christianity (An Introduction)
2. Women in Hinduism (An Introduction)
3. Women in the Modern Western Civilization

Unit II. Women in Islam

1. Institution of Family in Islam
2. Women in the Qur'an
3. Women in the Sunnah of Prophet Muhammad (SAAS)

Unit III. Economic Issues

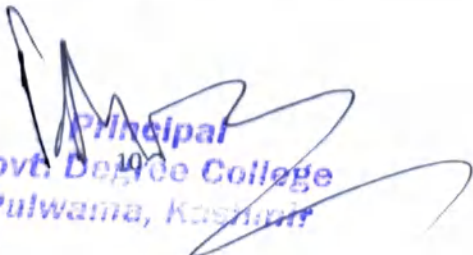
1. Rights of Women in Islam
2. Economic Problem of Women
3. Dower (*Mahr*) and its Role

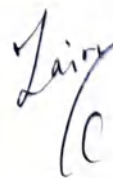
Unit IV Socio-Political Issues and Feminism

1. Polygyny
2. Women and Political Leadership
3. Muslim Response to Modern Feminist Movement (A General Review)
 - a) Maryam Jameela
 - b) Zeenat Kausar

BOOKS RECOMMENDED:

1. Mazhar-ud-Din Siddiqui, *Women in Islam*, Delhi.
2. M. Jalal-ud-Din Umari, *Rights of Women in Islam*, Delhi.
3. Maryam Jameela, *Islam and the Western Society*, Delhi.
4. Prof. Khurshid Ahmad, *Family Life in Islam*, Delhi.
5. Zeenat Kausar, *Women in Feminism and Politics: New Directions Towards Islamisation*, Malaysia.
6. Wahid ud-Din Khan, *Women Between Islam and Western Society*, Goodword Books, New Delhi.


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Zain

3rd Semester

DSC-IS-1C

Muslim Philosophy and Tasawwuf

UNIT I: Ilm al-Kalam

- 1) Origin and Development of Ilm al-Kalam
- 2) Important Schools
 - a) Jabariyah
 - b) Qadariyah
 - c) Mu'tazilah
 - d) Ashariyah

Unit II: Muslim Philosophy

Contribution of the following Philosophers

- | | |
|-------------|------------------|
| a) Al-Kindi | b) Al-Farabi |
| b) Ibn Sina | d) Imam Ghazzali |

UNIT III: Tasawwuf- Origin and Development

- 1) Meaning and Origin of Tasawwuf
- 2) Development of Tasawwuf
- 3) Early Sufis
 - a) Hassan Basri
 - b) Junaid al-Baghdadi
 - c) Rabia Basri

UNIT IV: Sufis of Later Period and Sufi Silsilas

- 1) Later Sufis
 - a) Abdul Qadir Jilani
 - b) Muin al-Din Chisti
 - c) Shihab al-Din Suharwardi
- 2) Sufi Orders
 - a) Qadiriyyah
 - b) Chistiyah
 - c) Suharwardiyah
 - d) Naqashbandiyah

BOOKS RECOMMENDED:

- 1) Sharif, M. M. (ed.), *A History of Muslim Philosophy*, Adam Publishers, Delhi.
- 2) Sharif, M. M., *Muslim Thought*, Adam Publishers, Delhi.
- 3) Saeed Sheikh, *Studies in Muslim Philosophy*, Delhi.
- 4) Rizvi, Athar Abbas, *A History of Sufism in India*, Manohar Publishers, Delhi.
- 5) Bhat, Manzoor Ahmad, *Sufi Thought of Savyid Abdul Qadir Jilani*, D. K. Print World, New Delhi.
- 6) Khanam, Farida, *Sufism: An Introduction*, Goodword Books, New Delhi.

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Signature

1st Semester

DSC-IS-1A Introduction to Islamic Civilization (Upto Umayyads)

UNIT I: Jahiliyah Arabia

- 1) Religious Beliefs and Practices
- 2) Social Conditions
- 3) Political System
- 4) Economic Conditions

UNIT II: Islam in Focus

- 1) The Quran: Its Revelation and Compilation
- 2) The Fundamental Islamic Beliefs (*Tawhid*, *Risalah* and *Akhirah*)
- 3) Meaning and Message of Islam: An Introduction
- 4) *Ibadah* and *Arkan*: Concepts

UNIT III: The Prophet (SAW) and His Times

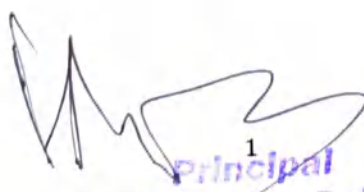
- 1) The Early Life of the Prophet (SAW)
- 2) *Dawah*, *Hijrah* and Major Events
- 1) Establishment of Islamic Society, at Madina: its Salient Features
- 2) Later Events: Badr, Uhud, Khandaq, Treaty of Hudaibiyah and Fath-i-Makkah

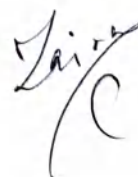
UNIT IV: The Pious Caliphate and Banu Umayyah (The Umayyad period)

- 1) Concept of Khilafah and the Rise of Apostasy Movement
- 2) Administration and Achievements of the Pious Caliphs
- 3) Emergence of Umayyads and Contribution of Prominent Caliphs
 - a) Muawiyah
 - b) Umar bin Abd-al-Aziz
- 4) Administration- Central, Military and Judicial,
- 5) Decline of Umayyads

BOOKS RECOMMENDED:

- 1) Islahi, Sadruddin, *Islam at a Glance*, Markazi Maktaba Islami, Delhi.
- 2) Hassan, Masudul, *History of Islam* (Vol. I), Adam Publishers, Delhi.
- 3) Hamidullah, *Muhammad Rasullullah*, V. P. Book Depot., Delhi. Tr. Nazirul Haq, 2003.
- 4) Maududi, S. A. A., *Towards Understanding Islam*, Markazi Maktab Islami Delhi.
- 5) Sawlat, Sarwat, *Millat-i-Islami Ki Mukhtasar Tarikh*, Markazi Maktaba Islami, Delhi.
- 6) Rafiabadi, Hamid Naseem, *Hijrah a Turning Point in Islamic Movement*, Adam Publishers, Delhi.
- 7) Bhat, Manzoor Ahmad, *The Pious Caliphate: A Study of Hadrat Ali (R. A.)*.


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I. Polity in Islam

1. Main Political Teachings in the Qur' an
2. Development of Islamic Political Thought and Abu Hanfiah
3. Medieval Islamic Political Thought: al-Farabi and al-Ghazali
4. Concept of Khilafah and Shura: Nature and Scope

II. Economy in Islam

1. Essential Principles of Economy in Islam
2. Concept of Private and Public Property
3. Bait-al-Mal; Sources and Role

III Economics and History

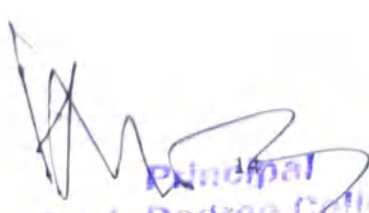
1. Interest Free Banking in Islam: Concept and Principles
2. Modern Economic Thinkers- An Introduction, of the Contribution of Ausaf Ahmad and Muhammad Nejatullah Siddiqui
3. Concept of History in Islam

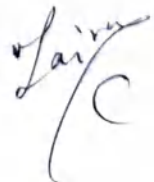
IV Sociology and Psychology

1. Concept of Man and Society in Islam
2. Sociology of Islam: An Introduction
3. Islamic Psychology: An Introduction

Books Recommended:

1. Abu Zahra Misri, *Islami Madhahib*, Deoband, UP.
2. Maulana Abul Ala Maududi, *Khilafat-u-Malukiyat*, Delhi.
3. Haroon Khan Sherwani, *Early Muslim Political Thought and Administration*, Delhi.
4. Nejatullah Siddiqui, *Interest-Free Banking in Islam*, Delhi.
5. M. A. Manan, *Islamic Economics*, Delhi.
6. Mazhar-ud-Din Siddiqui, *The Qur'anic Concept of History*, Delhi.
7. A.A Wahab, *An Introduction to Islamic Psychology*, Delhi.


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UNIT I): Religion

- 1). Religion: Meaning and Definitions
- 2). Importance of Religion
- 3). Qur'anic Concept of Religion

UNIT II): Introduction to Religions- I

- 1). Judaism (God, Chosen Race, Ten Commandments)
- 2). Christianity (Original Sin, Trinity, Crucification)
- 3). Zoroastrianism (Concept of God)

UNIT III): Introduction to Religions- II

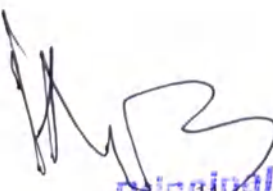
- 1). Hinduism (Concept of God, Incarnation (*avtarhood*), Transmigration of Soul (*awagawan*) and Deeds (*karma*)
- 2). Buddhism (Rise and Basic Teachings)
- 3). Sikhism (Rise and Basic Teachings)

UNIT IV): Islam

- 1). Concept of God, Prophethood and Hereafter
- 2). Islamic Approach to *Ahl al-Kitab*
- 3). Islam and Inter-Religious Understanding: Nature and Scope

BOOKS RECOMMENDED:

1. Ulfat Azizha Samad, *A Comparative Study of Christianity and Islam*, Adam Publishers, Delhi, 2007.
2. Abul Ala Mawdudi, *Yahoodiyat wa Nasraniyat*, Markazi Maktaba Islami, Delhi, 2007.
3. Lavinia and D.C. Sherbok, *Judaism- A Short Introduction*, One World Publications, Boston, 1999.
4. Gavin Flood, *An Introduction to Hinduism*, Cambridge University Press, 2004.
5. W. H. Mcleod, *Sikhs and Sikhism*, Oxford University Press, New York, 1999.
6. Amad al-Hasan Azad Faruqi, *Dunya Kay Badi Madhahib*, Delhi.


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C

Core Course Botany – Paper II**Plant Ecology and Taxonomy**

(Credits: Theory – 4, Practicals -2)

Theory = 60 lectures

Unit 1: Ecology, ecological factors and plant communities**(14 lectures)**

Introduction to ecology; soil - origin, formation and composition, soil profile; water - states of water in the environment, precipitation types; light and temperature as ecological factors; adaptation of hydrophytes and xerophytes.
Plant communities - characteristics; ecotone and edge effect; succession - processes and types.

Unit 2: Ecosystem and phytogeography**(16 Lectures)**

Structure; energy flow; trophic organization; food chains and food webs; ecological pyramids, primary productivity; biogeochemical cycling of carbon, nitrogen and Phosphorous.

Phytogeography - biogeographical zones of India, concept of endemism.

Unit 3: Plant Taxonomy and classification**(16 Lectures)**

Introduction to plant taxonomy; types of classification - artificial, natural and evolutionary; classification systems - Bentham and Hooker (upto series), Angiosperm Phylogeny Group (APG) (upto order level).

Numerical taxonomy - OTUs, character weighing and coding, cluster analysis; phenograms and cladograms (definitions and differences).

Roles of herbarium and botanical garden, important herbaria and botanical gardens of the world and India;

Unit 4: Identification and nomenclature**(14 Lectures)**

Flora, identification Keys: single-access and multi-access; taxonomic evidences from cytology, phytochemistry and molecular data; taxonomic hierarchy – ranks, categories and taxonomic groups.

Botanical nomenclature - principles of ICN; binominal system of nomenclature, typification, author citation, valid publication, principle of priority.

Practical

- i. To determine minimum number of quadrats required for reliable estimate of density in a grassland.
- ii. To study frequency and importance value index of species in a grassland.
- iii. To estimate bulk density and porosity of grassland and forest soils.
- iv. To determine moisture content and water holding capacity of grassland and forest

Head,
Department of Botany
Govt. Degree College, Pulwama

3rd SEMESTER

SKILL ENHANCEMENT COURSE (BOTANY)

BO318S: MEDICINAL BOTANY

CREDITS: THEORY-2, PRACTICALS-2

THEORY (2 CREDITS)

UNIT 1: INTRODUCTION AND SCOPE

- Introduction & scope of medicinal Botany.
- Some common herbal practices used to cure – fever, worms, diarrhea, cough & cold, Arthritis & rheumatism, stone in urinary tract, eczema or fungal infections.
- Cultivation technology (nursery raising, cultivation, inter-culture and fertilizers, pests & diseases, harvesting & profits) for some economically important medicinal plants – *Lavendula*, *Aloe vera*, *Rosemary*, and *Podophyllum hexandrum*
- Applications of Green House Technology

UNIT 2: MEDICINAL PLANT CONSTITUENTS AND CONSERVATION

- Plant secondary metabolites of medicinal importance – Alkaloids, glycosides, mucilages & sterols (Brief account).
- Sources and uses of Morphine, Atropine, Codeine & Ephedrine in modern medicine.
- Chemicals constituents & Traditional uses of some medicinal plants of Kashmir Himalaya – *Aconitum heterophyllum*, *Artemisia absinthium*, *Fritillaria roylei* & *Crocus sativus*
- Concept of IUCN, Red Data Book, Threat categories Concept of IUCN, Red List criteria, threat categories: Conservation of medicinal plants, (in-situ and Ex-situ conservation methods); Conservation through cryopreservation

PRACTICAL WORK (2 CREDITS):

1. Study the botanical features of some medicinally important plants-*Artemisia absinthium*, *Lavendula* & *Datura stramonium*.
2. Microscopically study the mucilage from the seeds of *Ocimum* and *Cydonia*.
3. Detection of alkaloids through Alkaloid colour reagent/alkaloid precipitants from some common plants.
4. Detection of glycosides, tannins, saponins, steroids through the colour reagents.
5. Detection and extraction of oils from some plants through colour reagent or any other method.
6. Preparation and compilation of medicinal plant inventory (with photographs) of some local medicinal plants by each student.
7. Study the distribution of oils using Sudan IV stain in the seeds of *Brassica campestris*, *Sesamum indicum* & *Prunus amygdalis*
8. Visit to IIM Institutes to make students aware about the extraction processes.

SUGGESTED READING:

1. Economic Botany, Ashokra Varshma, Sarup Book Publishers, New Delhi.
2. Indigenous Herb Medicines: their formulations and traditional herbal practices; Deepak Aharya and Anshu Srivastava, Ayurveda Publication, India.
3. Glossary of Indian medicinal plants, K.N. Chopra, S.L. Nayar, and I. C. Chopra, 1956. C.S.I.R., New Delhi.
4. Medicinal plants: Ethnobotanical approach, Trivedi P.C. 2006. Agrobios, India.
5. Medicinal plant cultivation: A scientific approach, 2nd ed. Purohit and Vyas, 2008. Agrobios, India.