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NH-52, Namsai, Arunachal Pradesh -792103

BACHELOR OF ARTS BACHELOR OF EDUCATION (B.A.-B.ED) – SECOND SEMESTER

Second Semester				
S. No.	Code	Name of Subject	Credits	Total Marks
1		Foundation Course in Environmental Science	4	100
2	HIS – 1	History of India from Earliest Time to 300 CE	4	100
3	POL – 1	Introduction to Political Theory	4	100
4	ENG – 2	British Literature (Novel, Play)	4	100
5	GEO – 2	Human & Environmental Geography	4	100
6	B.Ed	Language Across the Curriculum	4	100
Total			24	

Subject Name: FOUNDATION COURSE IN ENVIRONMENTAL SCIENCE

1. The Multidisciplinary nature of environmental studies Definition; Scope and importance, Need for public awareness.
2. **Natural Resources:** Renewable and non-renewable resources:
Natural resources and associated problems
 - a) Forest resources: Use and Over-exploitation, deforestation, case studies. Timber extraction, mining, dams and their effects on forests and tribal people.
 - b) Water resources: Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams benefits and problems.
 - c) Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources, case studies.
 - d) Food resources: World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies.
 - e) Energy resources: Growing energy needs, renewable and non-renewable energy sources, use of alternate energy sources, Case studies.
 - f) Land resources: Land as a resource, land degradation, man induced landslides, soil erosion and desertification.Role of an individual in conservation of natural resources.
Equitable use of resources for sustainable lifestyles.
3. **Ecosystems:**
 - Concept of an ecosystem.
 - Structure and function of an ecosystem.

- Producers, consumers and decomposers.
- Energy flow in the ecosystem.
- Ecological succession. - Food chains, food webs and ecological pyramids.
- Introduction, types, characteristic features, structure and function of the following ecosystem: -
 - a. Forest ecosystem
 - b. Grassland ecosystem
 - c. Desert ecosystem
 - d. Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries).

4. Biodiversity and its Conservation

- a. Introduction-Definition: genetic, species and ecosystem diversity.
- b. Biogeographical classification of India.
- c. Value of biodiversity: consumptive use, productive use, social, ethical, aesthetic and option values.
- d. Biodiversity at global, National and local levels.
- e. India as a mega-diversity nation.
- f. Hot-spots of biodiversity.
- g. Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts.
- h. Endangered and endemic species of India.
- i. Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity.

5. Environmental Pollution:

- Causes, effects and control measures of: -
 - a. Air pollution
 - b. Water pollution
 - c. Soil pollution
 - d. Marine pollution
 - e. Noise pollution
 - f. Thermal pollution
 - g. Nuclear hazards
- Solid waste Management: Causes, effects and control measures of urban and industrial wastes.
- Role of an individual in prevention of pollution.
- Pollution case studies.
- Disaster management: floods, earthquake, cyclone and landslides.

6. Social Issues and the Environment

- From Unsustainable to Sustainable development.
- Urban problems related to energy.
- Water conservation, rain water harvesting, watershed management.

- Resettlement and rehabilitation of people; its problems and concerns. Case studies.
- Environmental ethics: Issues and possible solutions.
- Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. Case studies.
- Wasteland reclamation.
- Consumerism and waste products.
- Environment Protection Act.
- Air (Prevention and Control of Pollution) Act.
- Water (Prevention and Control of Pollution) Act.
- Wildlife Protection Act. - Forest Conservation Act.
- Issues involved in enforcement of environmental legislation.
- Public awareness.

7. Human Population and the Environment

- Population growth, variation among nations.
- Population explosion-Family welfare Programme.
- Environment and human health.
- Human Rights.
- Value Education.
- HIV/AIDS.
- Women and Child Welfare.
- Role of information Technology in Environment and human health.
- Case Studies.

8. Field Work (Practical)

- Visit to a local area to document environmental assets-river /forest /grassland / hill/ mountain.
- Visit to a local polluted site-Urban/Rural/Industrial/Agricultural.
- Study of common plants, insects, birds.
- Study of simple ecosystems-pond, river, hill slopes, etc.

Subject Name: HISTORY OF INDIA FROM EARLIEST TIME TO 300 CE

- 1. Physical Features and Sources:** Physical features of ancient India and its impact on history - Unity in diversity - Sources of ancient Indian history - Literary sources - Religious and Secular - Foreign Accounts - Archaeological sources - Epigraphically, numismatics, monuments and excavations.
- 2. Stone and Metal Age / Pre and Proto Historic India:** Paleolithic culture - Mesolithic culture - Prehistoric art - Neolithic culture - Pre Harappan culture - Harappan culture - Tamil civilization.
- 3. Vedic Civilization:** Advent of Aryans and the age of the Rig Veda -Original home and identity -Vedic Literature - Polity, Economy; Society and Religion - Later Vedic pence -Expansion of Aryan settlements - Later Vedic economy, political organization - Social organization.

- 4. Religious Unrest / Jainism and Buddhism:** Religious unrest - Vardhamana Mahavira and Doctrines of Jainism - Spread, of Jainism -Contribution of Jainism - Gautama Buddha and Buddhism. - Teachings of Buddha - Spread of Buddhism - Importance and influence of Buddhism. Buddhism –Importance and influence of Buddhism.
- 5. The Rise of Magadha and Persian and Greek Invasions:** North India in. the Sixth century B.C. - 16 Mahajanapadas - Rise of Magadha under Haryanka, Sisunaga and Nanda dynasties - Persian Invasion - India on the eve of Alexander's Invasion - Alexander's invasion of India and its impact.

Subject Name: INTRODUCTION TO POLITICAL THEORY

I: Introducing Political Theory

1. What is Politics: Theorizing the 'Political'
2. Traditions of Political Theory: Liberal, Marxist, Anarchist and Conservative
3. Approaches to Political Theory: Normative, Historical and Empirical
4. Critical and Contemporary Perspectives in Political Theory: Feminist and Postmodern

II: Political Theory and Practice

The Grammar of Democracy

1. Democracy: The history of an idea
2. Procedural Democracy and its critique
3. Deliberative Democracy
4. Participation and Representation

Suggested Readings

1. Bhargava, R. (2008) 'What is Political Theory', in Bhargava, R and Acharya, A. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 2-16.
2. Bellamy, R. (1993) 'Introduction: The Demise and Rise of Political Theory', in Bellamy, R. (ed.) Theories and Concepts of Politics. New York: Manchester University Press, pp. 1-14.
3. Glaser, D. (1995) 'Normative Theory', in Marsh, D. and Stoker, G. (eds.) Theory and Methods in Political Science. London: Macmillan, pp. 21-40.
4. Srinivasan, J. (2008) 'Democracy', in Bhargava, R. and Acharya, A. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 106-128.
5. Owen, D. (2003) 'Democracy', in Bellamy, R. and Mason, A. (eds.) Political Concepts. Manchester and New York: Manchester University Press, pp. 105-117.
6. Christiano, Th. (2008) 'Democracy', in Mckinnon, C. (ed.) Issues in Political Theory, New York: Oxford University Press, pp. 80-96.

Subject Name: BRITISH LITERATURE (NOVEL, PLAY)

1. Charles Dickens: Oliver Twist (Novel)
2. William Shakespeare: The Merchant of Venice (Play)

Subject Name: HUMAN & ENVIRONMENTAL GEOGRAPHY

Human Geography

1. Defining Human Geography; Major Themes; Contemporary Relevance

2. Space and Society: Cultural Regions; Race; Religion and Language
3. Population: Population Growth and Distribution; Population Composition; Demographic Transition Theory
4. Settlements: Types of Rural Settlements; Classification of Urban Settlements; Trends and Patterns of World Urbanization
5. Population-Resource Relationship

Suggested Readings:

1. Chandna, R.C. (2010) Population Geography, Kalyani Publisher.
2. Hassan, M.I. (2005) Population Geography, Rawat Publications, Jaipur
3. Daniel, P.A. and Hopkinson, M.F. (1989) The Geography of Settlement, Oliver & Boyd, London.
4. Johnston R; Gregory D, Pratt G. et al. (2008) The Dictionary of Human Geography, Blackwell Publication.
5. Jordan-Bychkov et al. (2006) The Human Mosaic: A Thematic Introduction to Cultural Geography. W. H. Freeman and Company, New York.

Environmental Geography

1. Environmental Geography: Concepts and Approaches; Ecosystem – Concept and Structure; Ecosystem Functions.
2. Human-Environment Relationship in Equatorial, Desert, Mountain and Coastal Regions.
 1. Environmental Problems and Management: Air Pollution; Biodiversity Loss; Solid and Liquid Waste.
 2. Environmental Programmes and Policies: Developed Countries; Developing Countries.
 3. New Environmental Policy of India; Government Initiatives.

Reading List

1. Casper J.K. (2010) Changing Ecosystems: Effects of Global Warming. Infobase Pub. New York.
2. Hudson, T. (2011) Living with Earth: An Introduction to Environmental Geology, PHI Learning Private Limited, New Delhi.
3. Miller, G.T. (2007) Living in the Environment: Principles, Connections, and Solutions, Brooks/ Cole Cengage Learning, Belmont.
4. Singh, R.B. (1993) Environmental Geography, Heritage Publishers, New Delhi.
5. UNEP (2007) Global Environment Outlook: GEO4: Environment For Development, United Nations Environment Programme. University Press, Cambridge.
6. Wright R. T. and Boorse, D. F. (2010) Toward a Sustainable Future, PHI Learning Pvt Ltd, New Delhi.
7. Singh, R.B. and Hietala, R. (Eds.) (2014) Livelihood security in Northwestern Himalaya: Case studies from changing socio-economic environments in Himachal Pradesh, India. Advances in Geographical and Environmental Studies, Springer

8. Singh, Savindra 2001. Paryavaran Bhugol, Prayag Pustak Bhawan, Allahabad. (in Hindi)

Subject Name: LANGUAGE ACROSS THE CURRICULUM

Unit 1: Language Background of Students

Understanding multilingualism in the classroom; home language and school language; power dynamics of the 'standard' language as the school language vs. home language or 'dialects'; (Deficit theory (Eller, 1989); Discontinuity theory).

(The focus is to create sensitivity to the language diversity that exists in the classrooms. Understanding the language background of students, as first or second language users of the language used in teaching the subject.)

Practicum

- Discussion on role and importance of home language and school language
- Discussion on role and importance of dialect and standard language.

Project

- Interview some technical people and find out which language do they prefer to use? And why?
- What are the gaps in learning in a particular language and using local language for work.
- As a student you must have felt that sometimes the language of instruction did not help in understanding of the text. Keeping that in view how will you facilitate your students to understand the content.

Unit 2: Nature of Classroom Discourse

Classroom Discourse — oral language; discussion as a tool for learning; the nature of questioning in the classroom — types of questions and teacher's role.

(The focus is to help students-teachers understand the nature of classroom discourse and develop strategies for using oral language in the classroom in a manner that promotes learning in the subject area.)

Practicum

- Comprehending and analysing the texts.
- Re-telling the text - in one's own language from different points of view.
- Narrating / describing a related account from one's life experience.
- Discussion of related topics and issues - sharing interpretations and points of view.
- Writing — based on the text, e.g. summary of the text, extrapolation of story, converting a situation into a dialogue, etc.
- Preparing questions that develop critical thinking and problem solving leading to discussion.

Project

- Choose a few words from different text of content areas and give examples how similar word / language used in different context for convey the meaning.

Unit 3: Informational Reading and Writing

Reading in the content areas — social sciences, science, mathematics; nature of expository texts vs. narrative texts; transactional vs. reflexive texts; schema theory; text structures; examining content area textbooks; reading strategies — note-making, summarizing; making reading-writing connections; process writing; analyzing students' writings to understand their conceptions; writing with a sense of purpose — writing to learn and understand.

(The focus is to develop critical reading comprehension in the content areas informational reading and developing writing in specific content areas with familiarity of different registers.)

Practicum

- Using reading strategies, such as scanning, skimming and reading for extracting information - as appropriate for initial reading of articles (guided individual task)
- Analysis of structure of the article, identifying sub-headings, key words, sequencing of ideas, use of concrete details, illustrations and / or statistical representations, etc. (guided working in pairs)
- Critical reading for attending 'framing' of the article, point(s) of view presented, possible biases or slants (small group discussion)
- Researching and writing articles/reports on topics related to content areas and current issues.

Project

- Take different types of texts from content areas. Analyse the language and develop a thematic lesson design.