

## Assamese 4<sup>th</sup> Sem Major (Project Work):

T.D.C. (B.A.) SEMESTER, SECOND & THIRD YEAR SYLLABUS		T.D.C. (B.A.) SEMESTER, SECOND & THIRD YEAR SYLLABUS	
তৃতীয় খণ্ড : অসমত সাত, ঠোল আক সৈকল বৰি লক্ষণ— ২৪		পৰমানন্দ বাৰুবাণী	১ অসমীয়া জাতি পাক সংস্কৃতি (সম্পাদিত)
প্রথম খণ্ড পোহৰী	১ The Assamese	পুলকী কামৰূ (সম্পাদিত)	১ অসমৰ বিভিন্ন জনগোষ্ঠীৰ বিলাক পদ্ধতি
প্রথম বৰ পোহৰী	১ Bihu : Spring Time Festival of Assam	উপেন বাল্য হালধায়	১ বৰ অসমৰ মূল্য সংস্কৃতি
বিভিকি কুমাৰ বৰুৱা	১ অসমৰ লোক-সংস্কৃতি		১ অসমৰ জনগোষ্ঠীৰ সংস্কৃতি
	১ অসমীয়া ভাষা আৰু সংস্কৃতি	অঞ্জলি মহন্ত বায়টৌপুৰী আৰু	
হাৰেশ্বৰ নেতৰ, হৰিন্দোল নেতৰ		বসন্ত মল (সম্পাদিত)	১ অসমৰ জনগোষ্ঠী : এটা পৰিচয়
অৰু শীলা গগৈ (সম্পাদিত)	১ অসমীয়া সংস্কৃতি	বিজয় নাথ ভকত	১ অসমৰ লোক বাৰুবাণী জনজাতি
অতুল হাজৰিকাল	১ উজ্বল ভোগেশ্বৰ		
	১ উজ্বল বচন		
বিজয়নাথ বাল	১ অসমীয়া কৃষ্টি		
প্রমথ হাজৰিকাল	১ অসমৰ লোক উৎসব		
	১ অসমৰ জনজাতি (সম্পাদিত)		
যোগেশ্বৰ দাস	১ অসমৰ জনকৃষ্টি		
নিৰ্ভয়নাথ বৰুৱা	১ অসমৰ লোক-সংস্কৃতি		
ভবেন্দ্ৰ নাৰী	১ বাঢ়া কছাৰীৰ সমাজ আৰু সংস্কৃতি		
ৰাজেন্দ্ৰ বৰুৱা	১ বাঢ়া জনজাতি		
বনেন্দ্ৰ ভোগেশ্বৰ	১ কাৰ্বি সাহিত্য-সংস্কৃতিৰ একত্ৰিক		
বিলাল মহন্ত	১ জনজাতি আৰু পাৰো জনজাতি		
নৰিন হাজৰিকা	১ অসমীয়া লোক-সংস্কৃতিৰ অভাৱ		
	১ জনকৃষ্টিৰ কাণ্ডেশ্বৰ (সম্পাদিত)		
	১ লোক-সংস্কৃতি		
	১ বৃহৎ অসমৰ লোক-সংস্কৃতি		
নাৰায়ণ দাস আৰু			
পৰমানন্দ বাৰুবাণী (সম্পাদিত)	১ অসমীয়া সংস্কৃতি কোষ		
অসম সাহিত্য সভা	১ অসমীয়া জাতিৰ ইতিবৃত্ত		
অক্ষয় হাজৰিকা	১ সন্নিবেশত অসমীয়া সংস্কৃতি		

### দ্বিতীয় বৰ্ষ : চতুৰ্থ শাখাসিক

M-403 : কেৱল অধ্যয়ন সূচ্যাক : ৫০

এই কলতখনৰ বাবে ছাত্ৰ-ছাত্ৰীয়ে নিজস্বীয় শিক্ষক তত্ত্বাৱধানৰ কোনো বিশেষ স্থান, জনগোষ্ঠী, উৎসৱ-পাৰ্বণ, লোকোৎসৱ, লোক-পৰিবেশ্য কলা, লোক-সাহিত্য, লোক-ভাষা আদি যিকোনো এটা বিষয়ত কৃত গৱেষণা পৰ প্ৰস্তুত কৰিব লাগিব। গবেষণা পত্ৰৰ ফলস্বৰূপে ৪০০০-৫০০০ শব্দৰ ভিতৰত হ'ব লাগিব।

## Education 6<sup>th</sup> Sem Major (Project Work):

T.D.C. (B.A.) FIFTH AND SIXTH SEMESTER SYLLABUS		T.D.C. (B.A.) FIFTH AND SIXTH SEMESTER SYLLABUS	
138	planning and educational administrative structure of India in general and Assam in particular.	139	activities
<b>Unit : 1 Concept of Educational Management</b>	<ul style="list-style-type: none"> <li>Educational management-Meaning nature scope and Objectives</li> <li>Meaning of school administration and school organization</li> <li>Difference between educational management, administration and school organization</li> <li>Educational administration vs. school administration</li> <li>Characteristics of successful Educational management</li> </ul>	<b>Unit : 6 Administrative structure of Education India and Assam</b>	<ul style="list-style-type: none"> <li>Educational structure of education in the Central Government-role of MHRD</li> <li>Central-State relation in Education in India Statutory/Autonomous Organization</li> <li>Some problems of Educational Administration</li> <li>Administration of School Education in Assam</li> </ul>
<b>Unit : 2 Principles and Types of Educational Management</b>	<ul style="list-style-type: none"> <li>General principles of Educational management</li> <li>Types of Educational Management— Centralized and decentralized —Autocratic, Democratic and Laissez faire — Participatory management</li> </ul>	<b>Reference Books :</b>	<ol style="list-style-type: none"> <li>Krishnamacharyulu, V. - School Management and System of Education, Neelkamal Publication PVT. LTD. Hyderabad</li> <li>Sharma, R.A. — Educational Administration and Management Meerut, Surya Publication.</li> <li>Aggarwal, J.C. — Educational Technology and Management, Agra, Vinod Pustak Mandir</li> <li>Harold, J &amp; Elsbree Willard, S — Elementary School Administration and Supervision, Eurasia Publishing House Pvt. Ltd.</li> <li>Mukherji, S.N. — Administration, Planning and Finance (Theory &amp; Practices) Acharya Book Depot, Baroda.</li> </ol>
<b>Unit : 3 Functions of Educational Management</b>	<ul style="list-style-type: none"> <li>Functions of Educational Management —Planning, Organization, Directing and Controlling</li> <li>Role of Head of the institution and teacher in Management</li> </ul>		
<b>Unit : 4 Educational Supervision</b>	<ul style="list-style-type: none"> <li>Supervision- meaning, nature and scope</li> <li>Inspection vs. Supervision</li> <li>Types of Supervision — academic and administrative</li> <li>Importance of Supervision</li> </ul>		
<b>Unit : 5 Institutional Planning</b>	<ul style="list-style-type: none"> <li>Institutional Planning — meaning, nature and characteristics</li> <li>Types of Institutional Planning</li> <li>Steps in Institutional Planning</li> <li>Importance of Institutional Planning</li> <li>Educational planning — School Time table and co-curricular</li> </ul>		
		<b>Project Work</b>	
		<b>PAPER: 6.06</b>	
		<b>(Credits-6)</b>	
		Each candidate is required to complete any one project related to any area of the syllabus to be evaluated by internal and external examiners jointly through viva voce test. The project work will have to be completed according to following —	
		<ul style="list-style-type: none"> <li>Identification of the problem/topic</li> <li>Formulating the objectives</li> </ul>	

- Review the relevant / related literature (if any)
- Writing the hypotheses (wherever possible)
- Field identification - scope and delimitations
- Nature of information / data required — their sources
- Collection and organization of data, analysis and drawing conclusion
- Reporting

Submitted by  
**Prof. Lutfun Rasul Saikia**  
 Head Department of Education  
 and Chairman, CCS (Under Graduate)  
 Gauhati University  
 Date: 1st February, 2011

### EDUCATION (General)

Paper	Title	Marks	Class	Credit per week
<b>5th semester</b>				
5.01	Emerging Issues and Education	100	8	8
5.02	Educational Measurement and Educational Statistics	100	8	8
<b>6th Semester</b>				
6.01	Educational Technology	100	8	8
6.02	Environmental and Population Education	100	8	8

#### FIFTH SEMESTER

##### Emerging Issues and Education

PAPER: 5.01  
(Credits-8)

#### Objectives :

- 1) To acquaint the learner with the emerging issues in education.
- 2) To develop awareness and understanding about different literacy programmes, women empowerment, Human rights, globalization, vocationalization of secondary education.
- 3) To develop in students basic understanding regarding students indiscipline—its causes and remedies.
- 4) To acquaint the students about the need and importance of national integration and International understanding and the role of education in promoting them.

Unit : I Universalization of primary education for national

### Hindi 6<sup>th</sup> Sem Major (Project Work):

**Prescribed Texts :** Manav Bandana (Chandra Kumar Agarwala), Bin Baragi (Lakshminath Bezbarua), El Bate Nahibi Dunai (Jatindra Nath Dhwara), Jivanar Uddeshya (Ambikagiri Raychoudhury)  
 B) *Asamiya Sahitya Nibandh* - Publication Department, G.U.  
 Prescribed Texts : Bichitra (Sneha Devi), Gohwar (Bhabendra Nath Saikia)

**Unit-IV :** Brief life-sketch and literary works of Padmanath Gohain Baruah, Nitinitala Devi and Sarjya Kumar Bhuyan. Credit-1

#### Reference Books :

1. *Assamese : Its formation and Development* - Dr. Banikanta Kakati, Lawyer's Book Stall, Guwahati.
2. *An Introduction to Assamese*-Dr. Upendra Nath Goswami, Mani-Manik Prakash, Guwahati.
3. *Asamiya Sahitya Ki Rup-Rekha*-Dr. Birinchi Kumar Barua, Asom Rashtrabhasa Prachar Samiti, Guwahati.
4. *Asamiya Sahityar Samikshatmak Itivritta*-Dr. Satyendra Nath Sarma, Saumar Printing & Publishing Company, Ghy.
5. *Asom Ke Bargeet*-Bapchandra Mahanta, Barooah & Associates, Jorhat.
6. *Adhunik Asomiya Kavita*-Chandra Kakati, Assam Sahitya Sabha, Jorhat.
7. *Asamiya Cutigolpar Adhyayan* - Prahlad Kumar Barua, Banalata, Dibrughah.

✓ Paper : HIN/M/606  
**PARIYOJANA KARYA (PROJECT WORK)**

**Internal Evaluation :** 15 Marks/1 Credit

**External Evaluation :** 60 Marks/5 Credits

**Total :** 75 Marks

A student will have to undertake a small academic project on literature survey on life and literary works of a Hindi literary genius

(Hindi Sahityik Vibhuti) under a guide. The topic of project work (from the list given below) and the guide/supervisor will be allotted to the student at the beginning of the semester by the concerned department of the college. The student will have to submit the project work of about 35 typed pages prepared in the format of an M.Phil. dissertation (in spiral binding form) one week ahead of commencement of the semester end examination. The student will have to defend the work before an External Examiner and Internal Board comprising of three teachers including the guide/ supervisor. The External Examiner (appointed by G.U.) will evaluate out of 60 marks (5 Credits) and the Internal Board will evaluate out of 15 marks (1 Credit). The capability of critical appreciation on the part of the student will be taken into account among other things while evaluating the project work.

#### Hindi Literary Genius

Chand Vardayi, Vidyapati, Kabirdas, Malik Muhammad Jaisi, Surdas, Miraubai, Goswami Tulsidas, Rahim, Raskhan, Keshavdas, Biharilal, Dev, Bhushan, Ghananand, Bhartendu Harishchandra, Hariadth, Maithilisharan Gupt, Makhanlal Chaturvedi, Jayshankar Prasad, Suryakant Tripathi 'Nirala', Sumitranandan Pant, Mahadevi Verma, Bhagawati Charan Varma, Subhadra Kumari Chauhan, Chandradhar Sharma Guleri, Harivansh Ray Bachchan, Munshi Premchand, Ramdhari Singh 'Dinkar', Acharya Ramchandra Shukla, Ajneya, Jainendra Kumar, Yashpal, Lakshminarayan Mishra, Dharmvir Bharti, Nagarjun, Muktibodh, Phanishwar Nath Renu, Mohan Rakesh, Sudama Pandeya 'Dhuni' and Usha Prityambada.

N.B. Any matter not covered here, will be governed by the G.U., T.D.C. regulations. This syllabus was recommended by the CCS/ U.G. Hindi on 09/12/09 and approved by the Faculty of Arts and the Academic Council on 12/03/2010 & 24/03/2010 respectively.

## Philosophy 6<sup>th</sup> Sem Major (Project Work):

<p>158 T.D.C. (B.A.) FIFTH AND SIXTH SEMESTER SYLLABUS</p> <p><b>PROJECT/DISSERTATION (Paper 606)</b></p> <p>For carrying out the project work the student is advised to consult various relevant books and journals available in the library. Collection of materials from the internet, from sources such as <i>Wikipedia</i>, <i>Namford Encyclopedia</i>, <i>Internet Encyclopedia of Philosophy</i> that are freely available in the net is also encouraged.</p> <p>Apart from these, <i>Encyclopedia of Philosophy</i> (ed. D. M. Brochert - second edition), <i>Routledge Encyclopedia of Philosophy</i>, <i>Cambridge Dictionary of Philosophy</i> (ed. R. Audi), <i>Oxford Companion to Philosophy</i> (ed. Ted Honderich) etc. may be consulted for general interest.</p>	<p>T.D.C. (B.A.) FIFTH AND SIXTH SEMESTER SYLLABUS 159</p> <p style="text-align: center;"><b>PHILOSOPHY (GENERAL)</b></p> <p style="text-align: center;"><b>FIFTH SEMESTER E503/506. GENERAL PHILOSOPHY II Full marks 100</b></p> <table border="0"> <tr> <td>i</td> <td>Theories of Truth: Correspondence, Coherence, Pragmatic</td> <td>30</td> </tr> <tr> <td>ii</td> <td>Substance, Causality, Space and Time</td> <td>30</td> </tr> <tr> <td>iii</td> <td>Freedom and Determinism</td> <td>20</td> </tr> <tr> <td>iv</td> <td>Logical Positivism: general characteristics</td> <td>10</td> </tr> <tr> <td>v</td> <td>Existentialism: General Characteristics</td> <td>10</td> </tr> </table> <p><b>F. 504/507. INDIAN PHILOSOPHY II Full marks 100</b></p> <table border="0"> <tr> <td>i</td> <td>Nyaya: Perception and Inference</td> <td>20</td> </tr> <tr> <td>ii</td> <td>Vaisesika: Categories of Dravya and Abhava</td> <td>20</td> </tr> <tr> <td>iii</td> <td>Sankhya: Prakriti, Purusha, Evolution</td> <td>25</td> </tr> <tr> <td>iv</td> <td>Yoga: Psychology</td> <td>10</td> </tr> <tr> <td>v</td> <td>Sankara: Brahman, Maya, Ramanuja's Criticism of Maya</td> <td>25</td> </tr> </table> <p style="text-align: center;"><b>SIXTH SEMESTER E603/606. ETHICS I Full marks 100</b></p> <table border="0"> <tr> <td>i</td> <td>Morality and Moral Philosophy</td> <td>20</td> </tr> <tr> <td>ii</td> <td>Fact and Value</td> <td>20</td> </tr> <tr> <td>iii</td> <td>Kant's Categorical Imperative</td> <td>20</td> </tr> <tr> <td>iv</td> <td>Teleological Theories: Hedonism and Utilitarianism</td> <td>20</td> </tr> <tr> <td>v</td> <td>Niskama Karma of the Gita</td> <td>20</td> </tr> </table>	i	Theories of Truth: Correspondence, Coherence, Pragmatic	30	ii	Substance, Causality, Space and Time	30	iii	Freedom and Determinism	20	iv	Logical Positivism: general characteristics	10	v	Existentialism: General Characteristics	10	i	Nyaya: Perception and Inference	20	ii	Vaisesika: Categories of Dravya and Abhava	20	iii	Sankhya: Prakriti, Purusha, Evolution	25	iv	Yoga: Psychology	10	v	Sankara: Brahman, Maya, Ramanuja's Criticism of Maya	25	i	Morality and Moral Philosophy	20	ii	Fact and Value	20	iii	Kant's Categorical Imperative	20	iv	Teleological Theories: Hedonism and Utilitarianism	20	v	Niskama Karma of the Gita	20
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## History 6<sup>th</sup> Sem Major (Project Work):

<p>96 T.D.C. (B.A.) FIFTH AND SIXTH SEMESTER SYLLABUS</p> <p><b>Readings:</b></p> <p>Almond and Powell, <i>Comparative Politics: A Development Approach</i>, Pearson Education, 1979</p> <p>Finer, H. <i>Theory and Practice of Modern Government</i>, Mitabar, 1965</p> <p>Dahl, Robert, <i>Theory and Practice of Modern Government</i>, Prentice Hall, 1978</p> <p>Ray, S. N., <i>Comparative Political Systems</i>, Prentice Hall, 1997</p> <p>Longford, W. John &amp; Brownsey, K. Lorne, <i>The Changing Shape of Government in the Asia Pacific Region</i>, IRPP, 1988</p>	<p>T.D.C. (B.A.) FIFTH AND SIXTH SEMESTER SYLLABUS 97</p> <p style="text-align: center;"><b>HISTORY (MAJOR)</b></p> <p style="text-align: center;"><b>Course Structure</b></p> <p style="text-align: center;"><b>FIFTH SEMESTER</b></p> <table border="0"> <tr> <td>509</td> <td>India under the East India Company</td> </tr> <tr> <td>510</td> <td>History of Assam (1228-1826)</td> </tr> <tr> <td>511</td> <td>History of Europe (1789-1870)</td> </tr> <tr> <td>512</td> <td>History of Science and Technology in Pre-Colonial India</td> </tr> <tr> <td>513</td> <td>History of Great Britain (1485-1820)</td> </tr> <tr> <td>514</td> <td>History of China (1839-1949)</td> </tr> </table> <p style="text-align: center;"><b>SIXTH SEMESTER</b></p> <table border="0"> <tr> <td>615</td> <td>India under the Crown</td> </tr> <tr> <td>616</td> <td>History of Assam (1826-1947)</td> </tr> <tr> <td>617</td> <td>History of Europe (1871-1945)</td> </tr> <tr> <td>618</td> <td>World since 1945</td> </tr> <tr> <td>619</td> <td>History of Japan (1853-1941)</td> </tr> <tr> <td>620</td> <td>Project</td> </tr> </table> <p style="text-align: center;"><b>GUIDELINES OF SYLLABUS FOR TDC IN HISTORY UNDER SEMESTER SYSTEM</b></p> <ol style="list-style-type: none"> <li>The Under-Graduate course in History is of six semesters covering three calendar years.</li> <li>There are a total of 20 courses in Major and 10 courses in General in the six semesters. The 1st, 2nd, 3rd &amp; 4th Semester courses of Major are of 100 marks, 5th &amp; 6th Semester courses are of 75 marks [Total marks: 1700 (100 X 8) = 800 + (75 X 12) = 900] In General course, 1st &amp; 2nd Semester</li> </ol>	509	India under the East India Company	510	History of Assam (1228-1826)	511	History of Europe (1789-1870)	512	History of Science and Technology in Pre-Colonial India	513	History of Great Britain (1485-1820)	514	History of China (1839-1949)	615	India under the Crown	616	History of Assam (1826-1947)	617	History of Europe (1871-1945)	618	World since 1945	619	History of Japan (1853-1941)	620	Project
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- courses are of 75 marks each, 3rd & 4th semester courses of 50 marks each and 5th & 6th semester courses of 100 marks each.
3. There will be continuous assessment of students throughout the semester. The evaluation of the performance of the students will be based on both internal and external examinations. The internal examination will cover 20% of the marks and the remaining 80% will be covered by the external examination.
  4. There are 8 credits per course of 100 marks each, 6 credits for 75 marks each and 4 credits for 50 marks each.
  5. Each course of 100 & 75 & 50 marks will have 2 & 1 & 1 credit respectively, earmarked for internal assessment and the remaining credits for external examination.
  6. The internal assessment of each course, of Major & General, of 100/75/50 (other than the Academic Project mentioned below) will be evaluated on the basis of the following components:

**Unit Test:**

There will be two unit tests of 12/10/10 marks each. The average of the two will be counted.

**Assignment:**

There will be a Home Assignment of 8/5 marks. In courses of 50 marks each students shall be assessed on the basis of unit test only, and there shall be no home assignment. The answer scripts and marks will be submitted to the Head of the Department of History of the concerned college for onward transmission to the University.

7. As per the UGC guidelines, a minimum of 75% attendance is required for appearing in any semester examination.

✓ **ACADEMIC PROJECT**

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- The subject matter of the Project/Projects will be selected by the Department of the respective colleges.
- The themes could be of national, regional or local interest relating to the discipline of History.
- The Project Report must be between 4000 and 5000 words.
- The Report should be neatly typed in double space and in A-4 size paper, 12 font, Times New Roman.
- The students must be informed about the themes of the Project by the beginning of the Sixth semester.
- The Report should include names of reference books and other sources consulted.
- It must be submitted on a date to be fixed by the Department of the respective colleges.
- The component of the Internal Evaluation will include 10 (ten) marks for presentation of the Report and 5 marks for a viva-voce examination.
- The viva voce examination will be conducted by a Board of at least 3 members. Members of the Board will comprise of the teachers of the Department of the college and may include teachers from the History faculty of other colleges.

**FIFTH SEMESTER**

PAPER 509

Marks- 75( 60 + 15)

Credit- 6 (5+1)

**INDIA UNDER THE EAST INDIA COMPANY**

**Unit-I:**

- i) Background: Political, Social and Economic changes in mid eighteenth century
- ii) Tools of British expansion: War and diplomacy: Bengal, Mysore, Marathas, North-East Rohillas, Oudh, Central India,

# Environmental Studies, B.A. 2<sup>nd</sup> Sem Honours & Regular (Project Work):

## SYLLABUS

Ability Enhancement Compulsory Course  
(All Undergraduate Degree Programmes under Gauhati University)  
ENV -AE -2014: Environmental Studies  
Total marks: 100 (Internal: 80 + External: 20)  
Nature of Course: AFCC

No. of Credits: 4

(Approved by the Academic Council 08-11-2019)

No. 1

### Unit 1: Introduction to Environmental Studies

- Multidisciplinary nature of environmental studies,
- Scope and importance;
- Concept of sustainable development

### Unit 2: Ecosystems

- What is an ecosystem? Structure and function of ecosystem, Energy flow in an ecosystem food web and ecological succession. Case studies of the following ecosystems:
  - a) Forest ecosystem
  - b) Grassland ecosystem
  - c) Aquatic ecosystems (ponds, streams, lakes, rivers)
  - d) Mountain ecosystem

### Unit 3: Natural Resources: Types, Renewable and Non-renewable Resources

### Unit 3: Natural Resources: Types, Renewable and Non-renewable Resources

- Land resources: Land use change, land degradation, soil erosion and desertification
- Forest resources: Deforestation: Causes and impacts due to mining, Construction of b effects on forests and people.
- Water resources: Use and over-exploitation of surface and ground water, floods, drought water (international & inter-state, Indo-China, Indo-Bangladesh, Cauvery disputes).
- Energy resources: Renewable and non-renewable energy sources, use of alternate energy energy needs, case studies - coal mining, crude oil extraction

### Unit 4: Biodiversity and Conservation

- Levels of biological diversity: genetic, species and ecosystem diversity, Biogeography Biodiversity patterns and global biodiversity hot spots
- India as a mega-biodiversity nation, Endangered and endemic species of India
- Threats to biodiversity: Habitat loss, poaching of wildlife, man-wildlife conflicts, bio Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity.
- Ecosystem and diversity services: Ecological, economic, social, ethical, aesthetic and inf

### Unit 5: Environmental Pollution

- Environmental pollution: types, causes, effects and controls; Air, water, soil and noise po
- Nuclear hazards and human health risks
- Solid waste management: Control measures of urban and industrial waste
- Pollution case studies - Bhairabi river, Despur Beel, Kofong river

### Unit 6: Environmental Policies & Practices

- Climate change, global warming, ozone layer depletion, acid rain and impacts on human agriculture
- Environment Laws: Environment Protection Act, Air (Prevention & Control of Poll (Prevention and control of pollution) Act, Wildlife Protection Act, Forest C International agreements, policies and treaties; Montreal and Kyoto protocols an Biological Diversity (CBD), CITES.
- Nature reserves: tribal populations and rights, and human wildlife conflicts in the contex

### Unit 7: Human Communities and the Environment

- Human population growth: Impacts on environment, human health and welfare
- Resettlement and rehabilitation of project affected persons, case studies
- Disaster management: floods, earthquakes, cyclones and landslides
- Environmental movements: Chipko, Silent valley, Narmada Bachao, Bishnoi of Rajasthan
- Environmental ethics: Role of Indian and other religions and cultures in environmental o
- Environmental communication and public awareness, case studies (CNG, electric vehic waste minimization)

### Unit 8: Field work

- Visit to an area to document environmental assets: river/forest/tera/fauna, etc
- Visit to a local polluted site - Urban/Rural/Industrial/Agricultural.
- Study of common plants, insects, birds and basic principles of identification.
- Study of simple ecosystems- pond, river, stream

(Equivalent)

### Suggested Readings:

RENEWABLE AND NON-RENEWABLE RESOURCES AND POLLUTION, CASE STUDIES (L-VAI, SAKSHI, VIKAS WASTE MINIMIZATION)

### Unit 8: Field work

- Visit to an area to document environmental assets: river/forest/tera/fauna, etc
- Visit to a local polluted site - Urban/Rural/Industrial/Agricultural.
- Study of common plants, insects, birds and basic principles of identification.
- Study of simple ecosystems- pond, river, stream

(Equivalent)

### Suggested Readings:

1. Bharucha Erach: Text book on Environmental Studies, UGC, New Delhi
2. Carson, R. 2002. Silent Spring, Houghton Mifflin Harcourt.
3. De A.K.: Environmental Chemistry, Wiley Fastners Ltd
4. Kanubik Anubha and C.P. Kanubik: Perspective in Environmental Studies, New Age I
5. Rajagopalan, R. (2018). Environmental Studies. (3<sup>rd</sup> Edition) Oxford University Press
6. S. C. Saxena (2011): Environmental Science, New Central Book Agency

**Environmental Studies,**  
**B.A. 4<sup>th</sup> Sem Major & General (Project Work):**

**Syllabus**  
**FOR UNDERGRADUATE COURSES OF**  
**ALL BRANCHES OF HIGHER EDUCATION**

**ENVIRONMENTAL STUDIES**

**Unit 1: The Multidisciplinary Nature of Environmental Studies**  
 Definition, scope and importance (2 Lectures)  
 Need for public awareness.

**Unit 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 over-grazing, 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.
- Responsible use of resources for sustainable life styles.

**Unit 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, structures and function of the following ecosystem:
  - (a) Forest ecosystem
  - (b) Grassland ecosystem
  - (c) Desert ecosystem
  - (d) Aquatic ecosystem (ponds, streams, lakes, rivers, oceans, estuaries).

**Unit 4: Bio-diversity and its Conservation**

- Introduction—Definition: genetic, species and ecosystem diversity.
- Biogeographical classification of India.
- Value of biodiversity: Consumptive use, productive use, social, ethical, aesthetic and option values.
- Biodiversity at global, national and local levels.
- India as a mega-diversity nation.
- Hot-spots of biodiversity.
- Threats to biodiversity: Habitat loss, poaching of wildlife, man-wildlife conflicts.
- Endangered and endemic species of India.
- Conservation of biodiversity: In-situ and ex-situ conservation of biodiversity. (8 Lectures)

**Unit 5: Environmental Pollution**

**Definition**

- 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. (8 Lectures)

**Unit 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 environment legislation.
- Public awareness.

**Unit 7: Human Population and 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. (6 Lectures)

**Unit 8: Field Work**

- 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 and birds.
- Study of simple ecosystems—Pond, river, hill slopes etc. (Field work equal to 5 lecture hours) (5 Lectures)

**EDU-HC-6026  
PROJECT**

**Total Marks: 100 (External: 80 and Internal: 20)  
Credit-6**

**Course Objectives:**

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

- Explain the process of conducting a Project.
- Prepare a Project Report.

**Guideline:**

Each student is required to complete anyone project related to any area of the syllabus to be evaluated by Internal and External Examiners jointly through viva-voce test. The project work will be completed according to following heads:

- Title of the Project
- Introduction
- Importance of the Study
- Objectives of the Study
- Review of related literature (if any)
- Methods and Procedure
- Data Analysis and Discussion
- Conclusion

**Internal Assessment (20 Marks):**

Home Assignment/Group Discussion related to Project: 10 Marks

Library Works: 6 Marks

Attendance: 4 Marks

**External Assessment (80 Marks):**

Project Report: 60 Marks

Viva Voce: 20 Marks

3. BEN-DSE (for Honours Course)

BEN-HE-5016	শিশু ও কিশোর সাহিত্য
BEN-HE 5026	জীবনী সাহিত্য ও স্মৃতিকথা
BEN-HE 6016	উত্তরপূর্বের বাংলা সাহিত্য
BEN-HE 6026	প্রতিবেশী সাহিত্য
BEN-HE 6036	গবেষণামূলক সন্দর্ভ লিখন

Students will have to select either HE-6026 or HE-6036 in 6<sup>th</sup> Semester.

4. BEN-DSE (for Regular Course)

BEN-RE-5016	অনুবাদ সাহিত্য
BEN-RE-6016	কল্পবিজ্ঞান ও ফ্যান্টাসি
BEN-RE 6026	গবেষণামূলক সন্দর্ভ লিখন

Students will have to select either BEN-RE 6016 or BEN-RE-6026.

5. BEN-AECC (Both for Honours and Regular)

BEN- AE1014	ব্যবহারিক বাংলা
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6. BEN-SEC (Skill Enhancement Course)

BEN-SE-3014 (Honours and Regular)	পাণ্ডুলিপি প্রস্তুতি
BEN-SE-4014 (-do-)	প্রফ সংশোধন
BEN-SE-5014 (Regular Course)	চিত্রনাট্য রচনা ও বাংলা সাহিত্য
BEN-SE-6014 (-do-)	অনুবাদ চর্চা

7. BEN-GENERIC (for Regular Course)

BEN-RG-5016	কিশোর সাহিত্য
BEN-RG-6016	পূর্বোত্তরের বাংলা সাহিত্য

8. BEN- MIL (Core Course for Regular Course)

BEN-CC-3016	উনিশ ও কুড়ি শতকের বাংলা সাহিত্য-১
BEN-CC-4016	উনিশ ও কুড়ি শতকের বাংলা সাহিত্য-২



## GU UG CBCS SYLLABUS

V	HIN-HC-5016 हिन्दी निबंध एवं अन्य गद्य विधाएँ			HIN-HE-5016 लोक-साहित्य- चिन्तन	
	HIN-HC-5026 प्रयोजनमूलक हिन्दी			HIN-HE-5026 हिन्दी की राष्ट्रीय- सांस्कृतिक काव्यधारा	
				HIN-HE-5036 पूर्वोत्तर भारत में हिन्दी भाषा और साहित्य	
VI	HIN-HC-6016 हिन्दी की साहित्यिक पत्रकारिता			HIN-HE-6016 छायावादी काव्यधारा	
	HIN-HC-6026 हिन्दी परियोजना कार्य			HIN-HE-6026 प्रेमचन्द का साहित्य	
				HIN-HE-6036 हिन्दी का वैश्विक परिदृश्य एवं प्रवासी हिन्दी साहित्य	

## मुख्य कोर्स (CORE COURSE)

HIN-HC-1016

हिन्दी साहित्य का इतिहास (रीतिकाल तक)

कुल अंक : 100

बाह्य परीक्षण : 80

आन्तरिक परीक्षण : 20

क्रेडिट : 6 (व्याख्यान : 4 + ट्यूटोरियल : 2)

## UG CBCS Education, GU (Honours)

### List of Papers

Core Papers					
Sl. No	Course code	Title of the Paper	Credit	External	Internal
1	EDU-HC-1016	Principles of Education	6	80	20
2	EDU-HC-1026	Psychological foundations of Education & laboratory practical	4+2	80	20
3	EDU-HC-2016	Philosophical and Sociological Foundations of Education	6	80	20
4	EDU-HC-2026	Development of Education in India- I	6	80	20
5	EDU-HC-3016	Development of Education in India- II	6	80	20
6	EDU-HC-3026	Educational Technology and Teaching Methods	6	80	20
7	EDU-HC-3036	Value and Peace Education	6	80	20
8	EDU-HC-4016	Great Educational Thinkers	6	80	20
9	EDU-HC-4026	Educational Statistics & Practical	4+2	80	20
10	EDU-HC-4036	Emerging Issues in Education	6	80	20
11	EDU-HC-5016	Measurement and Evaluation in Education & Laboratory Practical	4+2	80	20
12	EDU-HC-5026	Guidance and Counselling	6	80	20
13	EDU-HC-6016	Education and Development	6	80	20
14	EDU-HC-6026	Project	6	80	20
Discipline Specific Elective Papers (DSE)					

## **TIT-RD-5016: Project Work /Dissertation**

Credit: 6

- The students will be allowed to work on any project based on the concepts studied in core/elective or skill based elective courses.
- The group size should be of maximum three (03) students.
- Each group will be assigned a teacher as a supervisor who will handle both their theory as well lab classes.
- A maximum of Four (04) projects would be assigned to one teacher.
- Theory classes will cover project management techniques.

**CBCS Course Structure for TDC with Information Technology**  
**SEMESTER WISE PLACEMENT OF THE COURSES**

<b>SE ME STE R</b>	<b>CORE COURSE (12)</b>	<b>Ability Enhancement Compulsory Course(AECC)(2)</b>	<b>Skill Enhancement Course (SEC) (4)</b>	<b>Elective: Discipline Specific DSE (6)</b>
<b>I</b>	<b>Fundamentals of Information Technology (TIT-RC-1016)</b>	(English/MIL Communication) (ENG-AE-1014) (ASM-AE-1014) /Environmental Science ( ENV-AE-1014)		
<b>II</b>	<b>Introduction to Programming in C (TIT-RC-2016)</b>	Environmental Science (ENV-AE-2014) /(English/MIL Communication) (ENG-AE-2014/ ASM-AE-1014)		
<b>III</b>	<b>ICT Hardware (TIT-RC-3016)</b>		<b>SEC -1 Open Source Software ( TIT-SE-3014)</b>	
<b>IV</b>	<b>Introduction to DBMS (TIT-RC-4016)</b>		<b>SEC – 2 (any one) (i) System Administration and Maintenance ( TIT-SE-4014) (ii) E-Commerce Technologies ( TIT-SE-4024)</b>	
<b>V</b>			<b>SEC – 3 (any one) (i) Web Technology ( TIT-SE-5014) (ii) PHP Programming (: TIT-SE-5024)</b>	<b>DSE – 1A (TIT-RE-5016) Project Work / Dissertation</b>
<b>VI</b>			<b>SEC – 4 (any one) (i) Programming With Python (TIT-SE-6014) (ii) Android Programming (TITV-SE-6024) (iii) Management Information System (TIT-SE-6034)</b>	<b>DSE – 1B (any one) (i) Programming in Java (TIT-RE-6016) (ii) Computer Networks (TIT-RE-6026) (iii) Software Engineering ( TIT-RE-6036) (iv)Operating System (TIT-RE-6046)</b>