

Assamese 4th 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 গোট : অসমত শান্ত, শৈব আৰু বৈষ্ণৱ ধৰ্মৰ পৰম্পৰা— ২৫ | | পৰমানন্দ ৰাজবংশী | : অসমীয়া জাতি আৰু সংস্কৃতি |
| প্ৰথম পুথি— | | (সম্পাদিত) | |
| Audrey Cahtiey | : The Assamese | পুতলী কায়স্থ (সম্পাদিত) | : অসমৰ বিভিন্ন জনগোষ্ঠীৰ বিবাহ পদ্ধতি |
| প্ৰফুল্ল দত্ত গোস্বামী | : Bihu : Spring Time Festival of Assam | উপেন ৰাজ হাকচাম | : বৰ অসমৰ বৰিল সংস্কৃতি |
| বিবিধি কুমাৰ বৰুৱা | : অসমৰ লোক-সংস্কৃতি | | : অসমৰ জনজাতীয় সংস্কৃতি |
| | | অঞ্জলি মহন্ত ৰায়চৌধুৰী আৰু | |
| | | বসন্ত দলে (সম্পাদিত) | : অসমৰ জনগোষ্ঠী : এটি পৰিচয় |
| মহেশ্বৰ নেওগ, হৰিপ্ৰসাদ নেওগ | | জিজেয় নাথ ডকত | : অসমৰ কোচ ৰাজবংশী জনজাতি |
| আৰু লীলা গগৈ (সম্পাদিত) | : অসমীয়া সংস্কৃতি | | |
| অতুল চন্দ্ৰ হাজৰিকা | : উছৰ ভোগজৰা | | |
| | : উছৰৰ ৰংচৰা | | |
| বিনুপ্ৰসাদ ৰাভা | : অসমীয়া কৃষ্টি | | |
| প্ৰমোদ চন্দ্ৰ ভট্টাচাৰ্য | : অসমৰ লোক-উৎসৱ | | |
| | : অসমৰ জনজাতি (সম্পাদিত) | | |
| যোগেশ দাস | : অসমৰ জনকৃষ্টি | | |
| নিমলপ্ৰভা বৰদলৈ | : অসমৰ লোক-সংস্কৃতি | | |
| ভবেন নাৰ্গী | : বড়ো কছাৰীৰ সমাজ আৰু সংস্কৃতি | | |
| ৰাজেন ৰাভা | : ৰাভা জনজাতি | | |
| ৰবং তেৰাং | : কাৰ্বি সাহিত্য-সংস্কৃতিত এভূমুকি | | |
| বিমল মজুমদাৰ | : জনজাতি আৰু গাঁৱো জনজাতি | | |
| নৰীন্দ চন্দ্ৰ শৰ্মা | : অসমীয়া লোক-সংস্কৃতিৰ আভাস | | |
| | : জনকৃষ্টিৰ ৰূপৰেখা (সম্পাদিত) | | |
| | : লোক-সংস্কৃতি | | |
| | : বৃহৎ অসমৰ লোক-সংস্কৃতি | | |
| নাৰায়ণ দাস আৰু | | | |
| পৰমানন্দ ৰাজবংশী (সম্পাদিত) | : অসমীয়া সংস্কৃতি কোষ | | |
| অসম সাহিত্য সভা | : অসমীয়া জাতিৰ ইতিবৃত্ত | | |
| আব্দুল হুজুৰ | : সংমিশ্ৰিত অসমীয়া সংস্কৃতি | | |

দ্বিতীয় বৰ্ষ : চতুৰ্থ ষাণ্মাসিক

M-403 : ক্ষেত্ৰ অধ্যয়ন মূল্যায়ক : ৫০

এই কাকতখনৰ বাবে ছাত্ৰ-ছাত্ৰীয়ে বিভাগীয় শিক্ষকৰ তত্ত্বাধীনত কোনো বিশেষ স্থান, জনগোষ্ঠী, উৎসৱ-পাৰ্বণ, লোকচাৰ, লোক-পৰিবেশ্য কলা, লোক-সাহিত্য, লোক-ভাষা আদি যিকোনো এটি বিষয়ত ক্ষুদ্ৰ গৱেষণা পত্ৰ প্ৰস্তুত কৰিব লাগিব। গৱেষণা পত্ৰৰ কলেবৰ ৪০০০-৫০০০ শব্দৰ ভিতৰত হ'ব লাগিব।

Education 6th Sem Major (Project Work):

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

- 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 |
|---------------------|--|-------|-------|-----------------|
| 5th semester | | | | |
| 5.01 | Emerging Issues and Education | 100 | 8 | 8 |
| 5.02 | Educational Measurement and Educational Statistics | 100 | 8 | 8 |
| 6th Semester | | | | |
| 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 : 1 Universalization of primary education for national

Hindi 6th Sem Major (Project Work):

Prescribed Texts : Manav Bandana (Chandra Kumar Agarwala), Bin Baragi (Lakshminath Bezbarua), Ei Bate Nahibi Dunai (Jatindra Nath Duwara), Jivanar Uddeshya (Ambikagiri Raychoudhury)
B) *Asamiya Sahitya Nikash* - Publication Department, G.U.
Prescribed Texts : Bichiitra (Sneha Devi), Gahwar (Bhabendra Nath Saikia)

Unit-IV : Brief life-sketch and literary works of Padmanath Gohain Baruah, Nilinibala Devi and Surjya 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 Cutigalpar Adhyayan* - Prahlad Kumar Barua, Banalata, Dibrugarh.

✓ 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

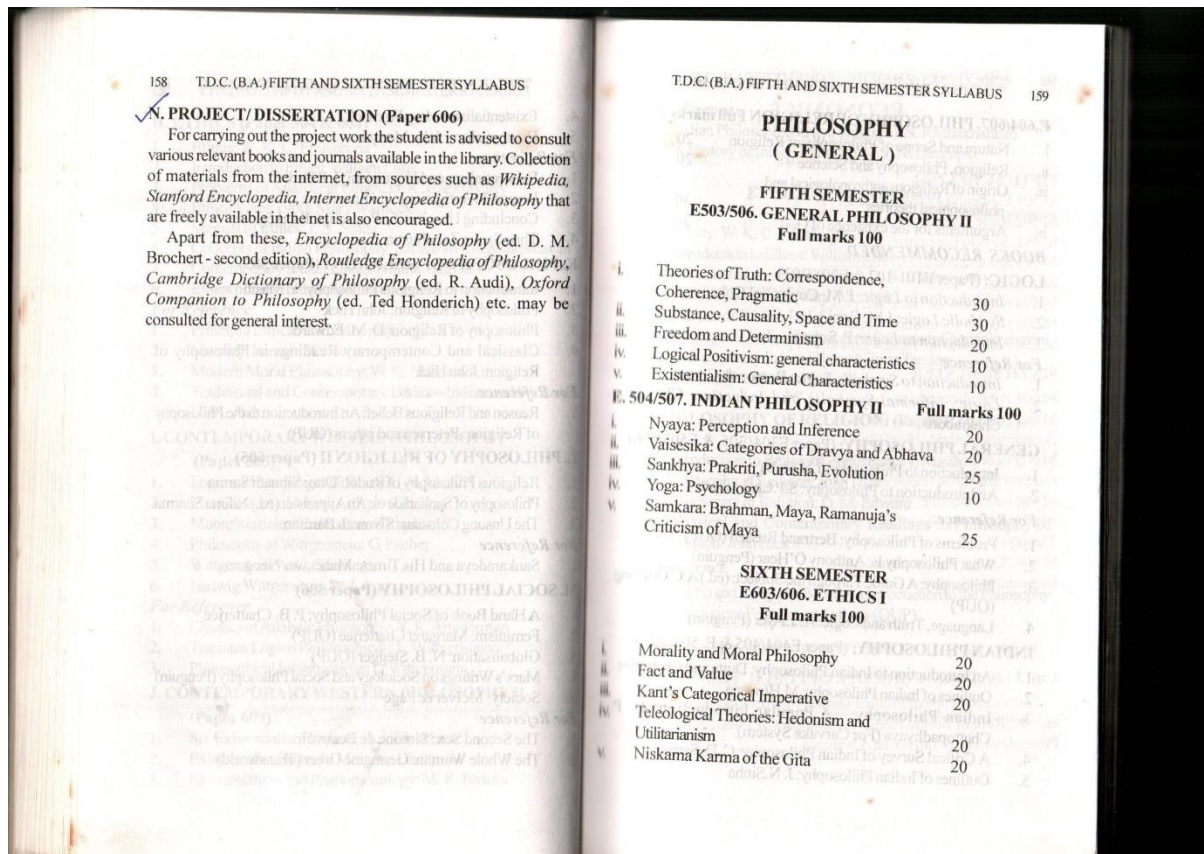
(Hindi Sahityik Vibhuti) under a guide. The topic of project work (from the list given below) and the guide/supervisor will be allotted to the student at the beginning of the semester by the concerned department of the college. The student will have to submit the project work of about 35 typed pages 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

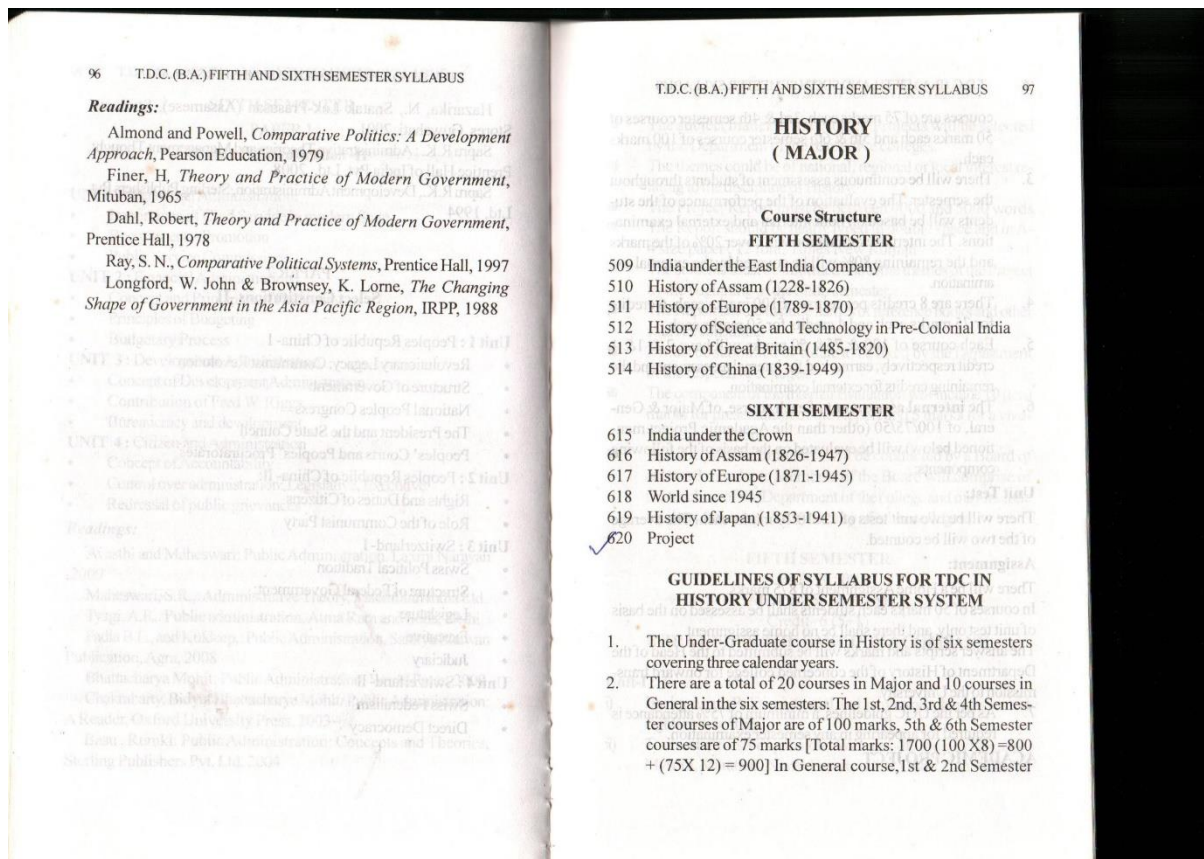
Chand Vardayi, Vidyapati, Kabirdas, Malik Muhammad Jaisi, Surdas, Miranbai, Goswami Tulsidas, Rahim, Raskhan, Keshavdas, Biharilal, Dev, Bhushan, Ghananand, Bhartendu Hariharchandra, Hariauidh, Maithilisharan Gupt, Makhnallal Chaturvedi, Jayshankar Prasad, Suryakant Tripathi 'Nirala', Sumitranandan Pant,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

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 6th Sem Major (Project Work):



History 6th Sem Major (Project Work):



courses are of 75 marks each, 3rd & 4th semester courses of 50 marks each and 5th & 6th semester courses of 100 marks each.

- 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.
- There are 8 credits per course of 100 marks each, 6 credits for 75 marks each and 4 credits for 50 marks each.
- 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.
- 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.

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

ACADEMIC PROJECT

- 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)

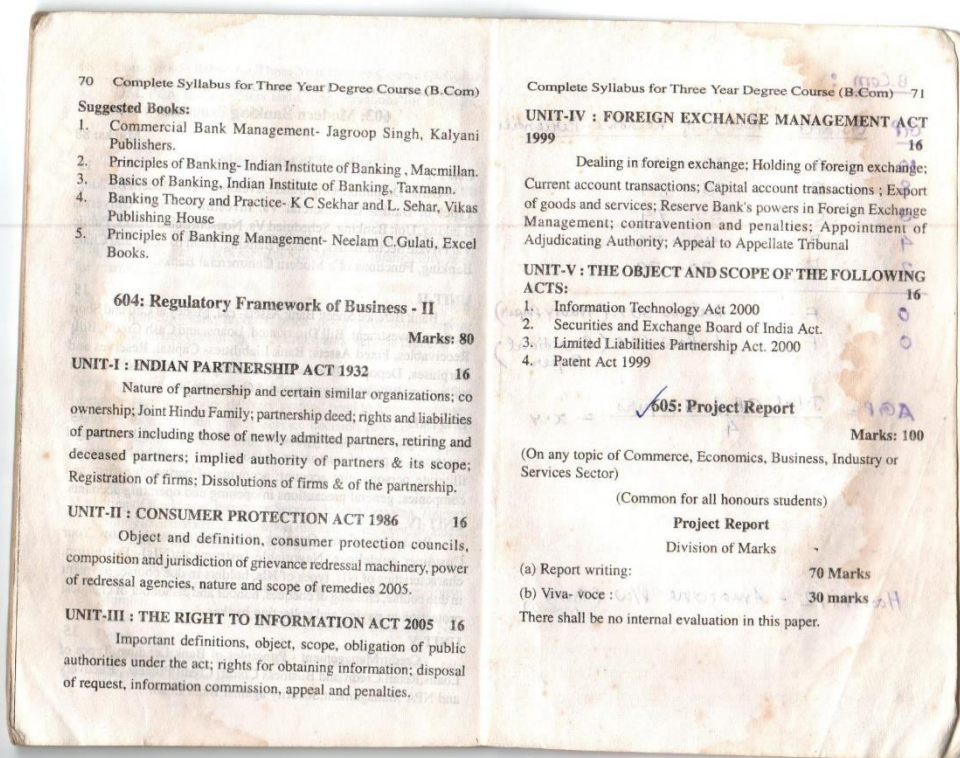
Credit- 6 (5+1)

INDIA UNDER THE EAST INDIA COMPANY

Unit-I:

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

Accountancy, Management and Finance 6th Sem Major (Project Work):



Environmental Studies, B.Com 3rd Sem Major & General and B.A. 4th 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.
- Equitable use of resources for sustainable life styles. (8 Lectures)

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). (6 Lectures)

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.

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- Issues involved in enforcement of environment legislation.
- Public awareness. (7 Lectures)

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)

Environmental Studies, B.Com 2nd Sem Honours & Regular and B.A. 2nd 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 (External: 80 + Internal: 20)
Nature of Course: AECC

No. of Credits: 4

No. 1

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

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 buildings and 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, Cauveri disputes).
- Energy resources: Renewable and non-renewable energy sources, use of alternate energy sources, 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-piracy; 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 pollution
- Nuclear hazards and human health risks
- Solid waste management: Control measures of urban and industrial waste.
- Pollution case studies – Bharalu river, Deepor Beel, Kulong 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 Pollution) Act; Wildlife Protection Act; Forest Conservation Act; International agreements, policies and treaties; Montreal and Kyoto protocols and Biological Diversity (CBD), CITES.
- Nature reserves, tribal populations and rights, and human wildlife conflicts in the context

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, earthquake, cyclones and landslides
- Environmental movements: Chipko, Silent valley, Narmada Bachao, Bishnois of Rajasthan
- Environmental ethics: Role of Indian and other religions and cultures in environmental conservation
- Environmental communication and public awareness, case studies (CNG, electric vehicle waste minimization)

Unit 8: Field work

- Visit to an area to document environmental assets : river/forest/flora/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:

- Environmental Communication and Public Awareness, Case Studies (CNG, electric vehicle waste minimization)

Unit 8: Field work

- Visit to an area to document environmental assets : river/forest/flora/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 Eastern Ltd.
4. Kaushik Anubha and C.P.Kaushik : Perspective in Environmental Studies, New Age I
5. Rajagopalan, R. (2018). Environmental Studies. (3rd Edition) Oxford University Press
6. S. C. Santra (2011): Environmental Science, New Central Book Agency