

GOUR MAHAVIDYALAYA

ACCREDITED BY NAAC(2nd Cycle) B+

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1.3 Curriculum Enrichment

1.3.1. Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum:

CBCS: 2019-21			
SUBJECT	SEMESTER	COURSE CODE	TOPIC IN THE CURRICULUM
ALL HONOURS AND GENERAL	I	104AECIENV5	ENVIRONMENTAL SCIENCE
ARABIC	I	104ENV5	ENVIRONMENTAL SCIENCE
BENGALI	I	103LCI	IJJAT
BENGALI	I	203LC-1	VISVA PARICHAY
ENGLISH	IV	8	INDIAN CLASSICAL LITERATURE
ENGLISH	VI	14	WOMEN'S WRITINGS
EDUCATION	I	DSE-7	CONTEMPORARY ISSUES IN INDIAN EDUCATION-WOMEN EDUCATION
EDUCATION	III	GE-3	ENVIRONMENTAL EDUCATION
GEOGRAPHY	VI	SEC-2	CLIMATE CHANGE
GEOGRAPHY	VI	GE-2A	CLIMATOLOGY,SOIL, BIO-GEOGRAPHY
HISTORY	IV	DC-9	WOMEN: CHANGING POSITION AND ATTITUD
HISTORY	VI	DSE-3-B	GENDER AND EDUCATION
POLITICAL SCIENCE	VI	PL:SH: DSE:3B	INDIAN POLITICAL THOUGHT
POLITICAL SCIENCE	IV	DC-8	WOMEN,POWER AND POLITICS
SANSKRIT	IV	401SANH-C-8	SELF MANAGEMENT IN THE GITA
SOCIOLOGY	I	DC-1	INTRODUCTION TO SOCIOLOGY: VALUES
SOCIOLOGY	I	DC-2	FOUNDATION OF SOCIAL THOUGHT

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PHYSICAL EDUCATION	IV	SEC-2	GYMNASTICS AND YOGA
MASS COMMUNICATION AND JOURNALISM	IV	C-10	MEDIA: ETHICS AND LAW
CHEMISTRY	I	CEMHT-1	ORGANIC CHEMISTRY
CHEMISTRY	IV	DSE-4	GREEN CHEMISTRY
BOTANY	V	SE-2	MEDICINAL BOTANY
BOTANY	IV	DC-14	PLANT BIO-TECHNOLOGY
BOTANY	IV	DC-12	ENVIRONMENTAL BIO-TECHNOLOGY
ZOOLOGY		DC-6	ENCOLOGY AND C
ZOOLOGY	VI	DSE-3	ONSERVATION BIOLOGY
FOOD AND NUTRITION	I	DC-2-PAPER-III	TOXICOLOGY, ENVIRONMENTAL BIOLOGY AND PUBLIC HEALTH
			NUTRITIONAL IMPORTANCE OF FOODS

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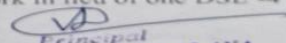


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Semester Wise Course Structure under CBCS for B.A (Honours) Program

Semester	Courses					Credits	Mar
	Discipline Core (DC)	Discipline Specific Elective (DSE)	Generic Elective (GE)	Ability Enhancement Compulsory (AEC)	Skill Enhancement Course (SEC)		
SEM -I	DC-1(6) DC-2(6)	---	GE -1 (6)	ENVS (2)	---	20	200
SEM -II	DC-3(6) DC-4(6)	---	GE-2 (6)	Communicative English/ Communicative Bengali/ MIL (2)	---	20	200
SEM -III	DC-5(6) DC-6(6) DC-7(6)	---	GE -3 (6)	---	---	24	200
SEM -IV	DC-8(6) DC-9(6) DC-10(6)	---	GE-4 (6)	---	---	24	200
SEM -V	DC-11(6) DC-12(6)	DSE-1(6) DSE -2(6)	---	---	SEC -1 (2)	26	250
SEM -VI	DC-13(6) DC-14(6)	DSE-3(6) DSE /DP-4(6)	---	---	SEC -2 (2)	26	250
Total	---	---	---	---	---	140	1300

- I. Each course is of 50 marks for examination.
- II. **DC, DSE and GE** : Each course is of 6 credits for course work per week.
- III. **Non -Practical Based Course**: Theory – 5 Credits + Tutorial – 1 Credits
- IV. **Practical Based Course**: Theory -4 Credits + Practical -2 Credits
- V. **Credit** = 1 hour duration of teaching (lecture / tutorial) or 2 hour duration of practical period
- VI. **AEC and SEC** : Each Course is of 2 credits per week
- VII. **GE** : An Hons. Student has to study two disciplines (other than Hons. Discipline) as GE having two Courses each
- VIII. **DSE** : A student has to select two DSE courses out of at least three options provided by the major discipline in SEM -V and SEM - VI.
- IX. **DP**: (Optional) Dissertation / Project Work in lieu of one DSE -4 in 6th Semester
- X. **MIL**: Modern Indian Language


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ENVIRONMENTAL STUDIES: CBCS: ALL COURSES: COMPULSORY

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ENGLISH (CBCS)

32

Semester: As per University guidelines

Paper 2: Human Rights and Gender Studies (Credits-6, Total Marks-50)

Unit 1:

1. Definition of Human Rights
2. Classification of Human Rights: Natural, Moral and Legal
3. Introducing the Universal Declaration of Human Rights
4. Humanitarian law

Unit 2:

1. Human Rights Movements in India
2. Role of National human Rights Commission, State Human Rights Commission, Judiciary, NGO, Media
3. Human Rights of Vulnerable Groups: Children, Women, Refugees, Prisoners, The Aged, The Disabled
4. Emerging Trends in India

Unit 3:

1. Defining Gender Studies
2. Theoretical Approaches: Liberal, Marxist and Radical
3. Gender Rights Movements
4. Gender and Law, Rights of Women, Third gender, Men's Rights, LGBTQ

Unit 4:

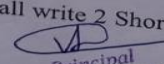
1. Gender and Society: Sexuality, Class, Race, Caste, Religion and Age
2. Gender and the Nation: Political and Administrative Representation
3. Gender and Economy: Land Rights, Property Rights, Inheritance, and the Work Place
4. Contemporary Issues: Women in Conflict Situation, Dowry Problem, Female Feticide, Infanticide and Domestic Violence, Crimes Against Women

Instructions:

Unit 1: Students shall write 2 Short Notes out of 5 carrying 5 marks in about 150 words each.

Unit 2: Students shall answer 1 essay type question out of 3 carrying 10 marks in about 300 words.

Unit 3: Students shall write 2 Short Notes out of 5 carrying 5 marks in about 150 words each.


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SEMESTER: V

DC 11

POPULATION AND SOCIETY

1. **Concept, scope and significance**
Relation of population studies with other social sciences:
Demography, Sociology, Economics
2. **Theories of population**
Malthusian Theory
Optimum Population Theory
Demographic transition
3. **Demographic processes**
Fertility: Concept, Factors, Trends, Measures
Mortality: Concept, Factors, Trends, Measures
Migration: Trends and Factors
4. a) **Structure, features and dynamics of Population.**
Population Structure and features, Sex and Age characteristics, Sex- ratio: Rural-urban composition, Population and Economic development in India
b) **Population, Planning and control**
Population policy in India
Family planning and welfare programmes
Population control in India: Role of technology, voluntary organization

References :

- Sinha and E.Zectaria-(1984) Elements of Demography, New Delhi Allied
Asha,A.Bhenda & Tara Karitkar-(1985) Principles of population
Studies,Bombay,Himalayan pub. House (Recent Ed)
B.L.Raina-(1988) Population Policy,R.R. Publishing Co., Delhi
B.Kuppuswamy-(1975) Population and Society in India, Bombay, Popular
G.R.Madan-(1969)Indian Social Problems(Vol-1 & 2)
Rajendra Sharma- (1997) Demography and Population Problems, New Delhi
Srivastava, O. S. Demography and Population Studies, New Delhi, Vikash Pub.
House (1994)

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GE -2 (GENERIC ELECTIVE -2)

Yoga Education

Course Objectives: To enable the Students to:

- correlate Yoga and Education;
- transact different determinants of Yoga Education and Yoga Practices;
- determine the scientific bases of yoga practices;

Unit -1: Basics of Yoga and Yoga Education

Credit

2

- Yoga – Concept, Streams of Yoga, Patanjali Yogasutra, History of development of Yoga
- Yoga Education – Concept, Importance, Yoga Education as a fundamental base of education
- Eight limbs of Yoga: Yama, Niyama, Asana, Pranayama, Pratyahara, Dharana, Dhyana, and Samadhi.

Unit -2: Scientific Base of Yoga and their Practices

Credit

4

- Introduction to Human Anatomy and Physiology – Need and Scope of Anatomy and Physiology in Yoga –Types of various systems in the Human Body.
- Concept of Yogic Practices – Kinds of Yogic Practices: Asana, Pranayama, Kriya, Bandha, Mudra, Dhyana.
- Asana: Meaning - Principles of practicing asanas– Classification of asana.
- Pranayama – Meaning – Stages of Pranayama: Puraka, Rechaka, &Kumbhaka - Breathing regulation- Benefits of Pranayama.
- Kriyas & Dhayana (Meditation) – Types of kriya - Methods of practicing & Benefits of: Kapalabhati & Neti. - Meditation: Meaning – Types of Meditation – Breath awareness – Body Awareness- Transcendental Meditation.

Suggested Readings

1. Swami Satyananda Saraswati, A systematic course in the ancient tantric techniques of yoga and kriya, Bihar school of yoga, Bihar, 1981.
2. Swami kavalayananda: Pranayama, Kaivalyadhama, Lonavala, Pune. Dr. P. Mariayyah: Asanas, Sports Publications, Raja Street, Coimbatore-1.
3. Dr. K. Chandrasekaran, Sound Health Through Yoga, PremKalyan Publications, Sedapatti, Tamilnadu 1999.
4. Sri. O.P. Tiwari: Asanas why? And How? Kaivalyadhama, Lonavla.

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BOTANY
(CBES)

DC 6: PAPER 11: Plant Ecology, Phytogeography and Biodiversity

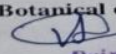
(Theory) (Total Lecture 60)

1. Introduction : Basic concepts; Levels of organization. Inter-relationships between the living world and the environment, the components and dynamism, homeostasis.
2. **Soil**: Importance; Origin; Formation; Composition; Physical; Chemical and Biological components; Soil profile; Role of climate in soil development. **Water**: Importance; States of water in the environment; Atmospheric moisture; Precipitation types (rain, fog, snow, hail, dew); Hydrological Cycle; Water in soil; Water table.
3. **Trophic organization**: basic source of energy. Models of energy flow, autotrophy, heterotrophy; symbiosis, commensalism, parasitism; food chains and webs; ecological pyramids; biomass, standing crop. **Population ecology**: Characteristics and Dynamics. Ecological Speciation
4. **Plant communities**: Concept of ecological amplitude; Habitat and niche; Characters: analytical and synthetic; Ecotone and edge effect; Dynamics: succession – processes, types; climax concepts.
5. **Ecosystems**: Structure; Processes; Trophic organisation; Food chains and Food webs; Ecological pyramids. **Functional aspects of ecosystem**: Principles and models of energy flow; Production and productivity; Ecological efficiencies; Biogeochemical cycles; Cycling of Carbon, Nitrogen and Phosphorus.
6. **Phytogeography**: Principles; Continental drift; Theory of tolerance; Endemism; Brief description of major terrestrial biomes (one each from tropical, temperate & tundra); Phytogeographical division of India; Local Vegetation.
7. **Plant Biodiversity**: Biodiversity and Conservation: Biodiversity – definition, scope, types (genetic species and ecosystem), importance and threats; Threatened plants (IUCN Categories); knowledge of Red Data Book; Hotspots.
8. *In situ* and *ex situ* conservation strategies for rare and endangered plants with emphasis on National parks, Sanctuaries and Biosphere reserves, seed banks, cryopreservation in India.

DC 6: PAPER 12: Practical

Plant Ecology and Phytogeography

1. Determination of pH of various soil and water samples (pH meter, universal indicator/Lovibond comparator and pH paper)
 2. Determination of organic matter of different soil samples by Walkley & Black rapid titration method.
 3. Determination of dissolved oxygen and dissolved carbon dioxide of water samples from polluted and unpolluted sources.
 4. Comparison of bulk density, porosity and rate of infiltration of water in soils of three habitats.
 5. Study of morphological adaptations of hydrophytes and xerophytes (four each).
 - a. Hydrophyte: *Eichhornia*, *Nymphaea*, *Hydrilla*, *Pistia*, *Ludwigia adscandens*.
 - b. Xerophyte: *Nerium*, *Casuarina*, *Opuntia*, *Euphorbia tirucali*.
 6. Determination of minimal quadrat size for the study of herbaceous vegetation in the college campus, by species area curve method (species to be listed).
 7. Quantitative analysis of herbaceous vegetation in the college campus for frequency and comparison with Raunkiaer's frequency distribution law.
 8. Quantitative analysis of herbaceous vegetation for density and abundance in the college campus.
7. **Botanical excursion**: Field visit to familiarize students with ecology of different sites.


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BOTANY

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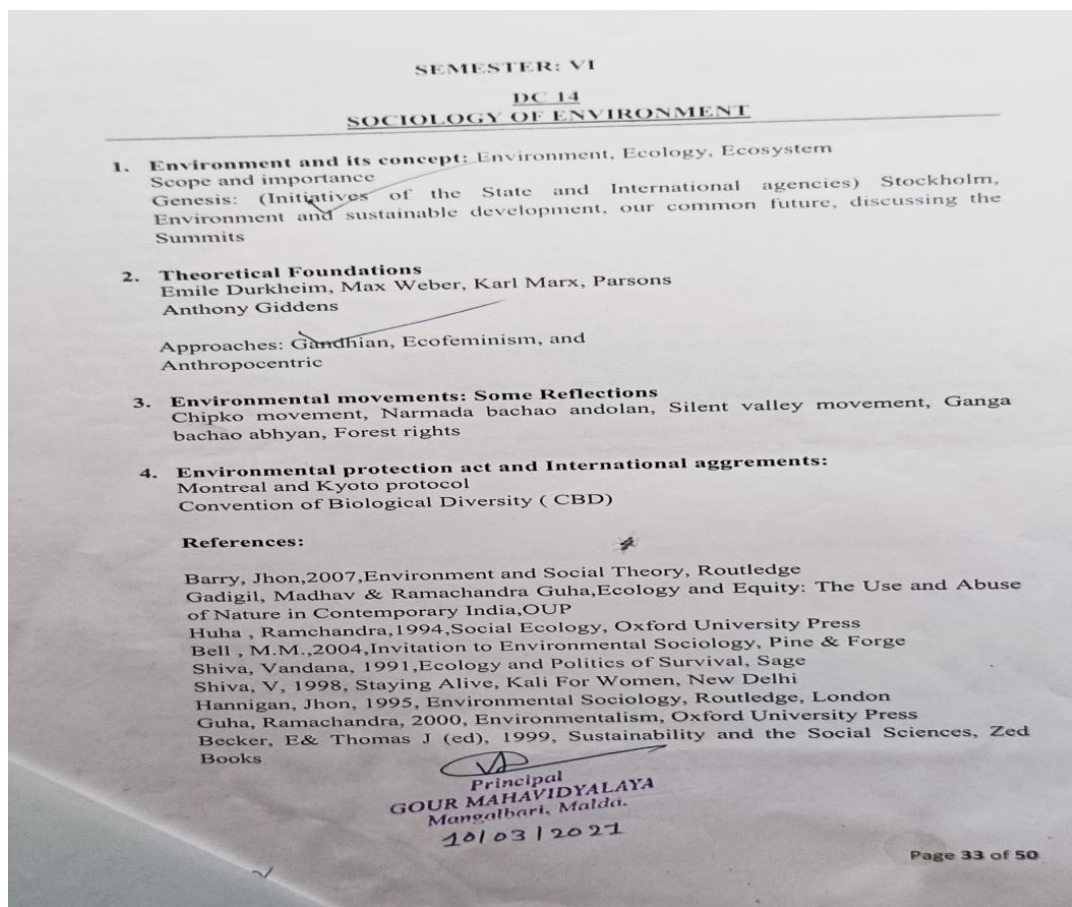
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SOCIOLOGY

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B. A. HONOURS IN SOCIOLOGY

SEMESTER: I

DC I

INTRODUCTION TO SOCIOLOGY

1. Fundamentals of Sociology

Definition; Nature and Scope; Sociology and other social sciences; Sociology and common sense; Growth and development of sociology as a discipline

2. Concepts

Society, Community, Institution, Association, Social group, Norms and Values, Folkways and Mores

3. Individual, Culture and Society

Meaning of Culture; 'Man in Society', 'Society in Man'; Culture and Personality; Socialization: Concept, Process, Agencies.

4. Social Institutions: Evolution and Progress

a) Family: Definition, Origin, Features, Functions, Forms, Recent changes in family structure, Alternatives to family: Step parenting, single-parent family, cohabitation, gay-parent family

Kinship terminologies, Typologies, Functions, Descent, Recent changes

b) Marriage: Definition, Marriage and promiscuous relationship, Marriage as an institution, Forms of marriage, Rules of marriage, Marriage selection in cyber-age, Recent developments.

c) Political Institution: Non – state forms of power, concept of state: Characteristics and Types. Concept of civil society

d) Economic Institution: Property, Exchange, Reciprocity, Gift exchange, Market, Recent manifestations.

e) Religions Institutions: Forms of religion, Religion as an institution.

f) Education as a cultural institution.

5. Social Structure: Social Relationship:

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CBCS; SOCIOLOGY

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Generic Elective (GE)

Semester	Course	Name of the Course	Full Marks	Credits
SEM -I	GE -1	Life Skill Education	50	6
SEM -II	GE -2	Yoga Education	50	6
SEM -III	GE -3	Environmental Education	50	6
SEM -IV	GE -4	Basics of Research Methodology	50	6
Total =			200	24

Skill Enhancement Course (SEC)

Semester	Course	Name of the Course	Full Marks	Credits
SEM -I	SEC -1	Teaching & Pedagogy	50	6
SEM -II	SEC -2	Testing	50	6
Total =			100	12

EDUCATION HONOURS

SEMESTER -I

DC -1 (DISCIPLINE CORE -1)

Philosophical Foundation of Education

Course objectives:

Objectives of this course are –

1. To develop understanding of the meaning, aims, objectives, and functions of education.
2. To develop an understanding of the roles of Philosophy in Education.
3. To develop understanding of major components in education and their interrelationship.
4. To develop an understanding of the roles of Education in National Integration, International Understanding and Democracy.
5. To develop an understanding of the need of discipline.

Course Contents:

Unit – I: **Meaning of Education**

Credit
1

6

CBCS: EDUCATION

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GEOGRAPHY

UNIVERSITY OF GOUR BANGA

Syllabus (CBCS)
Geography Honours

SEMESTER-IV				
Course Type	Course Detail		Credits	Marks
	Theory	Practical		
Discipline Core (DC)	DC8A Regional Planning and Development (04)	DC8B-Practical (02)	06	50
	DC9A Economic Geography (04)	DC9B-Practical (02)	06	50
	DC10A Environmental Geography (04)	DC10B-Practical (02)	06	50
Generic Elective-4 (GE)	Economic Geography (04)	GE4-Practical (02)	06	50
Total			24	200

Note:
Generic Elective (GE) of this discipline will be opted by other discipline and students of this discipline will have to opt Generic Elective (GE) from other discipline as per availability of the college and staying within the periphery of University guideline

DC8A: Regional Planning and Development (Theory)

Total Credit	04 Credits
Total Marks	35 Marks
• Semester End Examination	25 Marks Mode: Written Examination; Exam. Duration: 1.5 Hours; Question Pattern: Students have to answer <i>One</i> question carrying 10 marks out of <i>Two</i> given questions; <i>Three</i> questions carrying 5 marks each out of given <i>Six</i> questions. Question carrying 10 marks will have at least two parts.
• Internal Assessment	10 Marks Mode: Participation in Group Discussion on given theoretical topics as directed by the Department)

Regional Planning and Development

1. Concept, Types and delineation of regions.
2. Types of planning, tools and techniques of planning, principles, needs and objectives of regional planning and multi-level planning in India
3. Concepts of metropolitan areas and urban agglomerations
4. Development: Meaning and Concept of regional development with reference to India, Indicators (Economic, social and environmental) of development, growth versus development
5. Growth pole model of Perroux, growth centre model and Cumulative causation (Myrdal) and core periphery (Hirschman, Rostov and Friedman) theories for regional development
6. Strategies of regional development with reference to India, Need and measures for balanced development in India, Regional inequality, disparity and diversity

References

1. Berry, B.J.L. and Horton, F.F. (1970): Geographic Perspectives on Urban Systems. Prentice Hall, New Jersey.
2. Bhat L.S. (1972): Regional Planning In India. Statistical Publishing Society
3. Blij H. J. De (1971): Geography: Regions and Concepts, John Wiley and Sons.
4. Chand, M and Puri V.K. (1983): Regional planning In India , allied publishers , New Delhi
5. Claval P.I. (1998): An Introduction to Regional Geography, Blackwell Publishers, Oxford and Massachusetts.
6. Dickinson, R.E. (1964): City and Region, Rutledge, London.

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CBES - HISTORY

Unit II The New World System

- Persistence of Western economic domination - aid as a tool of Imperialism, underdevelopment strategies of the Third world.
- Economic integration - West Europe and Eastern European Experiences other than attempts like OPEC.

Unit III From bipolarism to unipolarism

Glasnost and Perestroika in Soviet Union -the emergence of the Russian Federation; the impact of Glasnost on Eastern Europe - German reunification - impact on Asia with special emphasis on Afghanistan a new kind of American intervention, USA as a global policeman.

OR

Gender and Education

- Unit I. Basic Concepts & Theories: -Defining Gender, -Patriarchy :Ideology &Practice - Relationship between Gender, Caste, Class, Religion & Politics
- Unit II. Emergence of Women Studies in India
- Unit III. Gender & Social History: -Family & Marriage - Women's Question in the 19th century - Women's Movement in Colonial & Post Colonial in India
- Unit IV. Gender, Law & Politics: -Political participation -Violence against women & Preventive Laws. Gender, Development & Culture: - Issues of labour & Health - Access to resources - Gender audit

DSE-4 Contemporary World (1990-fill date)

- Unit I Globalization - Impact on the Third World - information revolution, question of Technology transfer and development - revival of economic liberalism- in the developed world, the role of International credit, implications for changes in the development strategies in the Third World with special reference to India,

OR

History of south-East Asia (20th Century)

- Unit I Migration: Indian and Chinese Labour and Capital
- Unit II. Movements of Resistance and the making of new identities [a] Peasant resistance. [b] Radicalism and the Origins of the Vietnamese Revolution, 1920- 1946. [c] Indonesian Revolution, 1945-1949.
- Unit III. Emergence of Modern Nations and States [a] The Union of Burma (Myanmar), 1948-1962. [b] Indonesia, the Sukarno Era, 1949-1965. [c] Cambodia under Norodom Sihanouk, 1955-1970.

SEC-1 Understanding Indian Heritage

- Unit I. Defining Heritage Meaning of 'antiquity', 'archaeological site', 'tangible heritage', 'intangible heritage' and 'art treasure'
- Unit II Evolution of Heritage Legislation and the Institutional Framework: Conventions and Acts— national and international Heritage-related government departments, museums, regulatory bodies etc, Conservation Initiatives

CBES: HISTORY

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WEBINAR: TOPIC: INDIAN CULTURE AND VALUES:22.08.2020



YOGA PRACTICE: CLASS

30.08.2019

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