

Information Booklet

Session: 2025-26

Four Year Under Graduate Programme (FYUGP) under G.U.



Rangia T. T. College

(Recognized by NCTE vide order No. ERC/7-46 (ER-46.5.5)/2004/2046 (I) dt. 9th July 2004, Affiliated to Gauhati University & conveyed concurrence by the Govt. of Assam for B.Ed. course)

&

Permitted by Gauhati University for B.A./FYUGP course Vide order no. GU/AFF/2021/618-621 dt. 23rd March 2021.

All admissions will be strictly on merit basis following govt. rules on reservation.

Address: Ward No. 05, Mahendra Das Path, Rangia, Kamrup, Assam, PIN-781354
Contact No. 60006-29653, 69005-73884, 91018-27990, 70021-40962 & 60019-03834
For more info visit www.rangiattcollege.in : Feel free to call us on [03621\(359330\)](tel:03621359330)

MESSAGE FROM THE PRINCIPAL



Dear Students and Parents,

It is with great pleasure that I welcome you to Rangia T. T. College. As the Principal of this esteemed institution, I take pride in presenting our college through this Information Booklet. Rangia T. T. College, with a legacy spanning over three decades, is committed to delivering a transformative education that equips students to meet the dynamic challenges and opportunities in the field of education.

Our mission is rooted in academic excellence, character development, and professional ethics. We are fortunate to have a dedicated team of experienced faculty members who are passionate about nurturing competent and compassionate educators. Their commitment ensures that our students receive a high-quality education that blends theoretical knowledge with practical experience.

At Rangia T. T. College, we believe in a holistic approach to education. Beyond academic rigor, we emphasize the overall growth of each student—intellectually, emotionally, and socially. Through a comprehensive curriculum, hands-on training, and diverse co-curricular activities, we aim to instill in our students a strong sense of purpose, integrity, and responsibility.

Our academic offerings include the flagship programs—Bachelor of Arts (B.A. - FYUGP) and Bachelor of Education (B.Ed.)—both meticulously designed to meet the needs of future educators. With a student-centric approach, we focus on developing not just knowledge and skills, but also the values essential for making a positive difference in the lives of learners.

We foster an inclusive and supportive environment where diversity is celebrated, and every student is encouraged to express their ideas, engage in meaningful discussions, and collaborate with peers. Our goal is to prepare future educators who are not only competent but also empathetic and socially aware.

I encourage you to explore this Information Booklet to learn more about our institution, programs, facilities, and the vibrant academic culture that defines Rangia T. T. College. Should you need any assistance or further information, our dedicated staff is always ready to help.

To all prospective students, I extend my best wishes as you consider your next steps. I am confident that your journey with us will be enriching, inspiring, and truly transformative.

Thank you for your interest in Rangia T. T. College. We look forward to welcoming you to our academic community.

With warm regards,



Dr. Partha Phukan Mahanta
Principal, Rangia T. T. College

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COURSES AND CURRICULUM

As per UGC's Curricular Framework (November 2022)

The FYUGP replaces the traditional 3-year CBCS-based Bachelor's Degree system and introduces a **flexible 4-year degree structure** focused on **multidisciplinary learning, multiple exits, and student choice**.

Key Differences: CBCS vs. FYUGP

Feature	CBCS (Old System)	FYUGP (NEP 2020)
Duration	3 years	4 years
Exit Options	No exit before 3 years	Multiple exits: ✓ 1 year – Certificate ✓ 2 years – Diploma ✓ 3 years – Bachelor's Degree ✓ 4 years – Bachelor's Degree with Honours
Degree Type	Regular or Honours	After 3 years – Bachelor's with Major After 4 years – Major with Honours
Course Content	Major + General Subjects	Multidisciplinary core subjects + Ability & Skill Enhancement + Value-based courses
First Year Focus	Core subject(s) + General courses	3 core subjects (1 paper each per semester) + Common Courses (Ability, Skill, Value-based)

FYUGP First Year (Semester I & II) Overview:

- **Core Subjects:** Students will study **3 different disciplines** (core subjects), one paper of each per semester.
- **Common Courses:** Includes:
 - **Ability Enhancement Courses**
 - **Skill Enhancement Courses**
 - **Value-Added Courses**
 - **Environmental Education, Digital Literacy, Health & Wellness, Yoga, etc.**

(These components aim to foster holistic and interdisciplinary learning from the first semester.)

FEES STRUCTURE FOR THE SESSION: 2025-26

(Rs. 4500 to be paid per semester at the time of admission)

Sl. No.	Particulars	Amount (Rs.)	
		First Semester	Second Semester
1	Admission Fee	500	500
2	Identity Card	100	100
3	Tuition Fee (@ 500/-p.m.)	3000	3000
4	Library	200	200
5	Electricity	200	200
6	College Week	200	200
7	Internal Exam	200	200
8	First Aid	100	100
Grand Total		4500	4500

N.B.: An amount of Rs. 1000 is to be paid towards the expenses for various co-curricular and cultural activities, including the picnic, Saraswati Puja, community festivals such as Bihu, Sahitya Chora, and similar events.

SUBJECT COMBINATION FOR UG (ARTS)

FIRST SEMESTER 2025-26, RANGIA T. T. COLLEGE

Core Course - 3 Subjects

Common Course - 4 Subjects (1 VAC+1 AEC+1 MDC+1 SEC)

Total: 7 Subjects in FYUGP First Semester (2025-26)

Core Course – Any three subjects from the following

1. ASSAMESE ASS0100104 : AXOMIYA BHASHA ARU SAHITYOR ITIHASH (UPTO YEAR 1826)
2. ENGLISH ENG0100104 : ENGLISH LITERARY AND SOCIAL HISTORY,
3. EDUCATION EDU0100104 : PRINCIPLES OF EDUCATION
4. BODO BOD0100104 : GROWTH AND DEVELOPMENT OF BODO LANGUAGE
5. POLITICAL SCIENCE : POL0100104 : INTRODUCTION TO POLITICAL THEORY

Common Course:

➤ **Value Added Course:** *Any one course from below*

- | | |
|---------------|---------------------------------------|
| a) VAC0100102 | SRIJONIMULOK KHAHITYO – 1 |
| b) VAC0100302 | UNDERSTANDING INDIAN CONSTITUTION |
| c) VAC0100802 | ENVIRONMENTAL ETHICS & FOREST ECOLOGY |
| d) VAC0101002 | ENVIRONMENTAL STUDIES |

➤ **Ability Enhancement Course:** *Any one course from the following*

Exception: Students with a Major / Minor in an MIL subject CANNOT choose Ability MIL of the same subject.

- | | |
|---------------|--|
| a) AEC0100102 | JOGAJOGMULOK AKHOMIYA - 1 |
| b) AEC0100402 | ALTERNATIVE ENGLISH I (IN LIEU OF MIL) |
| c) AEC0100302 | COMMUNICATIVE BODO |

➤ **Multidisciplinary Course:** *Any one course from the following*

- | | |
|---------------|--|
| a) MDC0100603 | INFORMATION AND COMMUNICATION TECHNOLOGIES-I |
| b) MDC0100703 | BASICS IN LIFE SCIENCES |

➤ **Skill Enhancement Course:** *Any one course from the following*

- | | |
|---------------|---------------------------|
| a) SEC0100103 | ACADEMIC WRITING |
| b) SEC0100703 | ASAMIYA AKHAR JOTANI |
| c) SEC0110403 | TEACHING SKILL |
| d) SEC0111303 | MENTAL HEALTH AND HYGIENE |

REMARKABLE RESULTS OF THE FIRST BATCH STUDENTS

(2020-21-22-23)



RIYA MAJUMDAR
CGPA: 8.41
PERCENTAGE: 84.10
Session: 2020-21-22-23
Course: B.A. CBCS (Education Hons.)



FAKHRUDDIN AHMED
CGPA: 7.51
PERCENTAGE: 75.10
Session: 2020-21-22-23
Course: B.A. CBCS (Education Hons.)



SONMONI NATH
CGPA: 6.91
PERCENTAGE: 69.10
Session: 2020-21-22-23
Course: B.A. CBCS (Assamese Hons.)



MAMONI PARBIN
CGPA: 6.78
PERCENTAGE: 67.80
Session: 2020-21-22-23
Course: B.A. CBCS (Education Hons.)



SHAHNAS BHUYAN
CGPA: 6.70
PERCENTAGE: 67
Session: 2020-21-22-23
Course: B.A. CBCS (Education Hons.)



SARJINA BEGUM
CGPA: 6.58
PERCENTAGE: 65.80
Session: 2020-21-22-23
Course: B.A. CBCS (Education Hons.)

REMARKABLE RESULTS OF THE SECOND BATCH STUDENTS (2021-22-23-24)



RISHAV MANI SARANIA
CGPA: 6.73
PERCENTAGE: 67.30
Session: 2021-24
Course: B.A. CBCS (Education Hons.)



SUMIARA BEGUM
CGPA: 6.26
PERCENTAGE: 62.60
Session: 2021-24
Course: B.A. CBCS (Education Hons.)



GANESH BARO
CGPA: 5.88
PERCENTAGE: 58.80
Session: 2021-24
Course: B.A. CBCS (Education Hons.)



MRIDUSMITA DEKA
CGPA: 5.78
PERCENTAGE: 57.80
Session: 2021-24
Course: B.A. CBCS (Assamese Hons.)



RUBINA BEGUM
CGPA: 5.12
PERCENTAGE: 51.20
Session: 2021-24
Course: B.A. CBCS (Education Hons.)



REETA CHETRY
CGPA: 6.76
PERCENTAGE: 67.60
Session: 2020-24
Course: B.A. CBCS (Education Hons.)

LIST OF FACULTY MEMBERS

Principal: Dr. Partha Phukan Mahanta, M.Sc., M.Ed., Ph.D.

Vice Principal: Dr. Namita Haloi, M.A., B.Ed., Ph.D.

Coordinator: Naimul Haque Choudhury, M.A., B.Ed., NET

1. Dept. of English:

- Madhab Kr. Nath, M.A., M.Ed.
- Tutumoni Swargiary, M.A., M.Ed.

2. Dept. of Assamese:

- Nilakshi Goswami, M.A., M.Ed., NET
- Girijananda Bhatta, M.A., B.Ed.

3. Dept. of Education:

- Dr. Namita Haloi, M.A., B.Ed., Ph.D.
- Samsul Haque, M.A., B.Ed.
- Karabi Das, M.A., M.Ed.
- Sumee Hazarika, M.A., B.Ed., NET
- Naimul Haque Choudhury, M.A., B.Ed., NET

4. Dept. of Political Science:

- Alpana Kalita, M.A., B.Ed.
- Niren Kalita, M.A., M.Li.Sc.

5. Dept. of Economics:

- Ruhbina Ansary, M.A., M.Ed., NET

6. Dept. of Life Science:

- Basavadatta Choudhury, M.Sc., M.Ed.
- Dibyajyoti Dutta, M.Sc., M.Ed.

7. Dept. of Yoga & Health Science:

- Nilam Saikia, M.P.Ed., NET

8. Dept. of Art & Culture:

- Nabajit Saikia, M.F.A. (Fine Arts)
- Chintamoni Molia, M.P.A.(Performing Arts), NET

9. Dept. of Mathematics:

- Dr. P. P. Mahanta, , M.Sc., M.Ed., Ph.D.
- Dr. Binanda Boro, M.Sc., M.Ed., NET, Ph.D.
- Dr. Habibur Rahman, , M.Sc., M.Ed., Ph.D.

10. Dept. of Bodo:

- Maidangshri Narzary, M.A., B.Ed. (Part time)

Librarian: Niren Kalita, M.A., M.Li.Sc.

Library Assistant: Girijananda Bhatta, M.A., B.Ed., D.Li.Sc.

Office Staff:

- 1. Munindra Bujar Baruah**
- 2. Dharani Das**
- 3. Pranab Kalita**

Grade-IV Staff:

- 2. Hiten Bezbaruah**
- 3. Pradip Swargiary**
- 4. Pulu Basfor**
- 5. Alaka Bania**
- 6. Taleb Ali (Night Chowkidar)**

SYLLABUS (CORE)

For FYUGP First Semester

Four-Year Undergraduate Programme
Subject: Assamese
Semester: First
Course Name: অসমীয়া ভাষা আৰু সাহিত্যৰ ইতিহাস (১৮২৬ চন পৰ্যন্ত)
Core Course
Existing Base Syllabus: UG CBCS Syllabus
Course Level: 300-399

[এই কাকতখনৰ গোট-১ত অসমীয়া ভাষা-সাহিত্যৰ বুৰঞ্জী (খৃঃ ১৮২৬লৈ) সম্বন্ধে পৰিচয়মূলক অধ্যয়ন কৰিব লাগিব। ঠিক তেনেদৰে গোট-২, গোট-৩ আৰু গোট-৪ত যুগ অনুযায়ী দাঙি ধৰা নিৰ্বাচিত পাঠসমূহ অধ্যয়ন কৰাৰ জৰিয়তে সেই সেই প্ৰতিটো যুগৰ ভাষিক আৰু সাহিত্যিক পটভূমিৰ লগতে বৈশিষ্ট্যসমূহৰ লগত পৰিচয় হ'ব লাগিব।]

Unit No.	Unit Content	No. of Classes	Marks
১	অসমীয়া ভাষা আৰু সাহিত্যৰ ইতিহাস (১৮২৬ চন পৰ্যন্ত) : ভাষিক আৰু সাহিত্যিক পটভূমি, সাহিত্যিক আৰু সাহিত্য-কৰ্ম	১২	২০
২	প্ৰত্ন (উদ্ভৱকালীন/প্ৰত্ন/মিশ্ৰ) অসমীয়া আৰু প্ৰাক-শংকৰী যুগৰ সাহিত্য নিৰ্বাচিত পাঠ: লোকগীত: 'একবাৰ হৰি বোল মন ৰচনা' 'কানাই পাৰ কৰা হে' চৰ্যাগীত: 'উষ্ণা উষ্ণা পৰৱত তই সবৰী বালী' বড় চণ্ডী দাস: 'বিজয় নাম বেলাতে' ('জন্মখণ্ড', শ্ৰীকৃষ্ণ কীৰ্তন) হেম সৰস্বতী: প্ৰহলাদ চৰিত (সম্পূৰ্ণ) মাধৱ কন্দলি: 'লংকাৰ বিৱৰণ' ('সুন্দৰাকাণ্ড', ৰামায়ণ)	১২	২০
৩	শংকৰদেৱকালীন সাহিত্য নিৰ্বাচিত পাঠ: শংকৰদেৱ: 'নাৰায়ণ কাহে ভকতি কৰো তেৰা' (বৰগীত) মাধৱদেৱ: 'চোৰধৰা' (ঝুমুৰা) ৰাম সৰস্বতী: 'ভীমচৰিত' (বধকাব্য) সুকবি নাৰায়ণ দেৱ: বেউলাৰ নৃত্য (পদ্মা পুৰাণ)	১২	
৪	শংকৰদেৱৰ পৰৱৰ্তীকালৰ সাহিত্য নিৰ্বাচিত পাঠ: ভট্টদেৱ: 'অৰ্জুনৰ বিষাদ যোগ' (কথাগীত) মহেশ্বৰ নেওগ (সম্পা.): 'গুৰু শিষ্যৰ মণিকাঞ্চন সংযোগ' (গুৰু চৰিত কথা) সূৰ্যকুমাৰ ভূঞা (সম্পা.): 'অসমৰ ৰণোদ্যম' (সাতসৰী অসম বুৰঞ্জী) সুকুমাৰ বৰকাথ: 'হাতীৰ লক্ষণ' (হস্তীবিদ্যাৰ্ণৱ)	১২	

পঠন-সামগ্ৰী:

অসমীয়া সাহিত্যৰ চানেকি (প্ৰথম, দ্বিতীয়, তৃতীয় খণ্ড):	হেমচন্দ্ৰ গোস্বামী
অসমীয়া সাহিত্যৰ বুৰঞ্জী:	দেৱেন্দ্ৰ নাথ বেজবৰুৱা
অসমীয়া সাহিত্যৰ বুৰঞ্জী:	ডিম্বেশ্বৰ নেওগ
অসমীয়া সাহিত্যৰ সমীক্ষাত্মক ইতিবৃত্ত:	সত্যেন্দ্ৰনাথ শৰ্মা
অসমীয়া সাহিত্যৰ ৰূপৰেখা:	মহেশ্বৰ নেওগ
অসমীয়া সাহিত্যৰ বুৰঞ্জী (প্ৰথম খণ্ড):	বিশ্বেশ্বৰ হাজৰিকা (সম্পা.)
অসমীয়া সাহিত্যৰ বুৰঞ্জী (দ্বিতীয় খণ্ড):	শিৱনাথ বৰ্মন (সম্পা.)
পুৰণি অসমীয়া সাহিত্যৰ প্ৰাঞ্জল ধাৰা:	তিলক চন্দ্ৰ মজুমদাৰ
বৈষ্ণৱ যুগৰ অসমীয়া সাহিত্য:	ভুৱনেশ্বৰী বৈশ্য
অসমীয়া পাঞ্চালী গীত:	নবীন চন্দ্ৰ শৰ্মা
চৰ্য্যাপদ:	পৰীক্ষিত হাজৰিকা
গোৱালপৰীয়া লোকগীত সংগ্ৰহ:	বীৰেন্দ্ৰনাথ দত্ত (সম্পা.)
অসমীয়া লোকগীত সংকলন:	হেমন্তকুমাৰ শৰ্মা (সম্পা.)
শ্ৰীকৃষ্ণ কীৰ্তন:	লীলাৱতী শইকীয়া বৰা (সম্পা.)
অসমৰ বৈষ্ণৱ ধৰ্ম আৰু সাহিত্য:	কনক চন্দ্ৰ চহৰীয়া
মধ্যযুগৰ অসমীয়া ভাষাৰ ৰূপতাত্ত্বিক বিশ্লেষণ:	লক্ষী হাজৰিকা
স্নাতকৰ কথাবন্ধ:	মহেশ্বৰ নেওগ (সম্পা.)
কবিতা মঞ্জুৰী:	নিৰ্মলপ্ৰভা বৰদলৈ
অসমীয়া কথা সাহিত্য:	বিৰিঞ্চি কুমাৰ বৰুৱা
Assamese: Its Formation And Development:	Banikanta Kakati
Aspect of Early Assamese Literature:	Banikanta Kakati (Ed.)

Graduate Attributes: জ্ঞান-আধাৰ, সমাজমুখিতা আৰু পৰিৱেশমুখিতা

Course Objective: এই কাকতখনৰ উদ্দেশ্য আৰম্ভণিৰ পৰা ১৮২৬ খ্ৰীষ্টাব্দলৈ অসমীয়া ভাষা সাহিত্যৰ উদ্ভৱ আৰু বিকাশ সম্বন্ধে আভাস দিয়া।

Learning Outcome: কাকতখনৰ জৰিয়তে ছাত্ৰ-ছাত্ৰীসকলে পুৰণি আৰু মধ্যযুগীয় অসমীয়া সাহিত্যৰ গীত-পদ, কাব্য আৰু নাটৰ স্বৰূপ জানিব পাৰিব, লগতে তদানীন্তন অসমীয়া ভাষা সম্পৰ্কে ধাৰণা লাভ কৰিব পাৰিব।

Theory Credit: 4

Practical Credit: 0

No of required classes: 48

No of contact classes: 40

No of non-contact classes: 8

Four Year Undergraduate Programme (FYUGP) Syllabus

1ST SEMESTER

Subject Name: Education

Course Name: PRINCIPLES OF EDUCATION

Course level: 100 – 199

Credit: 4

Total: 100 (Internal – 20 External – 80)

Learning Outcome:

After going through this paper the students will be

- Able to know the meaning, types and sound principles of education.
- Students will be able to get acquainted with the concepts like different aims of education , Curriculum , Democracy, discipline , Freedom, etc
- Have knowledge about different aims of education and its application in educational setting.
- Able to understand the democratic ideals and set up of education.

Course contents

Unit No	Contents	No of classes	Marks
Unit-1	Concept of Education <ul style="list-style-type: none">• Meaning , nature and scope of Education• Functions of Education• Different Forms of Education -Formal , Informal and Non Formal Education and different agencies imparting Formal , Informal and Non Formal Education• School and its manifold functions, Relationship between school and society• Development and present status of Distance and Open Education with special reference to	Contact class: 50 Non contact class: 10	Total: 100 (Internal – 20 External – 80)

	India		
Unit -2	Aims of Education <ul style="list-style-type: none"> • Concept and importance of Aim of Education • Determinants of Aims • Different Aims of Education and their pioneers • Individual vs. Social aim , Liberal vs. Vocational Aim • Democratic ,Citizenship, Moral and Complete Living as Aims of Education 		
Unit -3	Curriculum <ul style="list-style-type: none"> • Meaning and Nature of Curriculum and importance of Curriculum • Types of curriculum, Principles of Curriculum Construction, Determinants of Curriculum • Philosophical Bases of Curriculum construction specifically Idealism, Naturalism and Pragmatism • Correlation of Curriculum/Studies - meaning , importance and different types • Co-scholastic Activities - meaning , importance and different types 		

Unit -4	Discipline and Freedom <ul style="list-style-type: none"> • Meaning and Importance of Discipline and Freedom • Various Forms of Discipline , Discipline Vs. Order • Importance of Reward and Punishment in school • Concept of Freedom and Free discipline • Maintenance of Discipline in school 		
Unit -5	Democracy and Education <ul style="list-style-type: none"> • Meaning of Democracy in Education • Democracy and education for all • The Child in a democratic educational Environment • Role of teachers and administrators in Democracy • Methods of teaching in Democracy 		

Recommended Reading :

- Agarwal, J. C. (2010). *Theory and Principles of Education*, Delhi, Vikas Publishing House Ltd.
- Baruah, J. (2006). *Sikshatatta Adhyayan*. Guwahati Lawyer's Book Stall
- Bhatia , K. & Bhatia(1994), B. D. *Theory and Principles of Education: Philosophical & Sociological Bases of Education* , 20th ed.,Delhi, Doaba House
- Chatterjee, S. (2012) *Principles and Practices of Modern Education*, Delhi, Books & Allied Ltd.

- Goswami, D. (2012). *Principles of Education*, Guwahati, LBS Publications
- Kalita, U., Saharia, S. B. & Sharma, A. (2019). *Sikshar Niti*, Tushar Publishing House, Guwahati, India.
- Raymont T. (1904) *Principles of Education*, London, Newyork & Bombay: Longman's Green & Co
- Ross, J.S. (1945) *The Ground Work of Educational Theory*. London, Toronto, Bombay, Sydney: George G. Harrap & Co. Ltd
- Safaiya R.N. & Shaida B.D. (2010). *Modern Theory and Practice of Education*, New Delhi: Dhanpatraj Publishing Company Pvt. Ltd.

Course designer : Dr. Sima Kalita , Department of Education, Gauhati University

Email: simakalia997@gmail.com

Four Year Undergraduate Programme (FYUGP) Syllabus

2ND SEMESTER

Subject Name: Education

Course Name: EDUCATIONAL PSYCHOLOGY

Course Code: 100 – 199

Credit: 4

Total: 100 (Internal – 20 External – 80)

Learning Outcomes:

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

- Understand the relationship between education and psychology.
- Explain the need of educational psychology in teaching learning process.
- Describe the nature and theories of learning and role of motivation in learning.
- Understand the concept of memory, forgetting, attention and interest.
- Understand intelligence, its theories and measurement and acquaint themselves with different types of personality and the adjustment mechanism.
- Understand the types of exceptional children and significance of individual differences in a classroom.

Four Year Undergraduate Programme
Subject: Political Science

Semester	Paper
1st Semester	POL 01-01: Introduction to Political Theory (Core)
2nd Semester	POL 02-01: Indian Govt. & Politics (Core)
3rd Semester	POL 03-01: Perspectives on Public Administration (Core)
4th Semester	POL 04-01: Understanding International Relations (Compulsory) POL 04-02: Political Theory: Concepts and Debates (Compulsory) POL 04-03: Political Processes in India (Compulsory) POL 04-04: Public Policy and Administration in India (Compulsory)
5th Semester	POL 05-01: Western Political Philosophy (Compulsory) POL 05-02: Indian Political Thought (Compulsory) POL 05-03a: United Nations and Global Conflict (Optional) POL 05-03b: Optional Comparative Government and Politics (Optional) POL 05-04a: Introduction to India's Foreign Policy (Optional) POL 05-04b: Understanding South Asia (Optional)
6th Semester	POL 06-01: Human Rights: Traditions and Debates (Compulsory) POL 06-02: Feminism: Theory and Practice (Compulsory) POL 06-03a: Politics in Northeast India (Optional) POL 06-03b: Conflict and Peace Building (Optional) POL 06-04a: Rural Local Governance: Theory & Practice (Optional) POL 06-04b: Urban Local Governance: Theory & Practice (Optional)

Four Year Undergraduate Programme

Subject: Political Science

Semester: 1st Semester

Course Name: POL 01-01: Introduction to Political Theory (Core)

Existing Base Syllabus:

Course Level: 100

Theory Credit: 60

Practical Credit: 0

No. of Required Classes: 60

No. of Contact Classes: 60

No. of Non-Contact Classes: 0

Particulars of Course Designer:

Dr. Barasa Deka, Gauhati University, barasajnu@gmail.com

Dr. Joanna Mahjebeen, Gauhati University, jmajebeen@gmail.com

Dr. Pallabi Medhi, Guwahati College, Guwahati, pallabiamal@gmail.com

Course Objectives:

- This course aims to introduce the students to the idea of political theory, its history and approaches, and an assessment of its critical and contemporary trends.
- It is also designed to introduce the basic concepts of political theory.
- The course also attempts reconcile political theory and practice through reflections on the ideas and practices related to democracy.

Course Outcomes:

- After completing the course students will be better equipped to understand the key concepts in political theory and various related conceptual categories.
- They will also be in a better position to engage in application of concepts and understand the limitations.

- It will also help in developing critical thinking regarding the functioning of the political system in relation to the context the students are situated in.
- The foundation for understanding the contemporary political developments would also be laid down by the course.

Unit I: Understanding Political Theory

- a. What is Politics?
- b. What is Political Theory?
- c. Relevance of political theory

Unit II: Approaches and Contemporary Perspectives on Political Theory

- a. Liberal
- b. Marxist
- c. Feminist

Unit III: Concepts in Political Theory

- a. State
- b. Rights
- c. Liberty
- d. Equality
- e. Justice

Unit IV: Understanding Democracy

- a. Concept of Democracy
- b. Types of democracy
- c. Critique of democracy

Readings List:

Unit-I

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.

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.

Bhargava, R, 'Why Do We Need Political Theory', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 17-36.

Mukherjee, S. and Ramaswami, S. (1999). What is Political Theory in Mukherjee, S. and Ramaswami, S. A History of Political Thought: Plato to Marx. New Delhi, Prentice Hall of India Pvt. Ltd. Pp. 1-8

Mukhopadhyay, A.K. (2019), An Introduction to Political Theory, New Delhi: Sage Publications

Sabine, George H. (1939) What is A Political Theory? in the Journal of Politics, Vol. 1, No 1. Pp. 1-16

Unit-II

Asirvatham, E & K.K. Misra (1998), *Political Theory*, Upper India Publishing, pp. 20-39.

Callinicos, A. (2004) "Marxism and Politics" in Leftwich, A. (ed.) What is Politics? Cambridge, Polity Press, pp.53-65

Corrin, Chris(1999), Feminist perspectives on Politics, Routledge, London and New York, pp. 1-18.

Gauba, O.P (2009), An Introduction to Political Theory, Macmillan Publishers India Ltd, pp. 80-93.

Glaser, D. (1995) 'Normative Theory', in Marsh, D. and Stoker, G. (eds.) *Theory and Methods in Political Science*. London: Macmillan, pp. 21-40.

Menon, N. (2008) 'Gender', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 224-235.

Sanders, D. (1995) 'Behavioral Analysis', in Marsh, D. and Stoker, G. (eds.) *Theory and Methods in Political Science*. London: Macmillan, pp. 58-75.

Squires, J. (2004) 'Politics Beyond Boundaries: A Feminist Perspective' in Leftwich, A. (ed.) *What is Politics?* Cambridge, Polity Press, pp. 119-134

Unit-III

Acharya, A. (2008) 'Equality', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 58-73.

Das, S. (2008) 'State', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 170-187.

Menon, K. (2008) 'Justice', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 74-82.

Shorten, A. (2008) 'Nation and State', in McKinnon, C. (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 33-55.

Sriranjani, V. (2008) 'Liberty', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 40-57.

Talukdar, P.S. (2008) 'Rights', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 88-105.

Talukdar, P.S. (2008) 'Rights', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 88-105.

Unit-IV

Acharya, A. (2008) 'Affirmative Action', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 298-307.

Arblaster, A. (1994) *Democracy*. (2nd Edition). Buckingham: Open University Press.

Christiano, Thomas. (2008) 'Democracy', in McKinnon, Catriona. (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 80-96.

Sen, A. (2003) 'Freedom Favours Development,' in Dahl, R., Shapiro, I. and Cheibub, A. J. (eds.) *The Democracy Sourcebook*. Cambridge, Massachusetts: MIT Press, pp. 444-446.

Sethi, A. (2008) 'Freedom of Speech and the Question of Censorship', in Bhargava, R. And Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 308-319.

Srinivasan, J. (2008) 'Democracy', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 106-128.

SYLLABUS (COMMON)

For FYUGP First Semester

ABILITY ENHANCEMENT COURSES (AEC)

Ability Enhancement Course:

This is an 8-credit course covering Modern Indian Languages (MIL) and English Usage (Communication).

Each student needs to complete two papers of 4-credits each – one from English Usage and other from the group of MIL, especially designed for this purpose. Both these courses are further divided into two 2-credit courses each. The MIL course is to be completed during Semesters 1 & 5 while the English Communication course is to be completed during Semesters 2 & 6.

1st semester

Department: Assamese

Bengali

Bodo

English

Sanskrit

Nepali

Hindi

Subject: Assamese
Semester: First
Course Name: **যোগাযোগমূলক অসমীয়া—১**
Common Course
Ability Enhancement Course
Existing Base Syllabus: UG CBCS Syllabus
Course Level: 100-199

Unit No.	Unit Content	No. of Classes	Marks
১	ভাষাজ্ঞান : উচ্চাৰণ, আখৰ জোঁটনি, যতিচিহ্নৰ জ্ঞান, প্রত্যয়-বিভক্তিৰ ব্যৱহাৰ, কথন কৌশল	১২	২০
২	কৰ্মক্ষেত্ৰৰ অসমীয়া : আবেদন, বিজ্ঞাপন, প্ৰতিবেদন লিখন, বাতৰি লেখন, নিবিদা লেখন দক্ষতা	১২	২০

পঠন-সামগ্ৰী:

নিকা অসমীয়া ভাষা	: মহেশ্বৰ নেওগ
অসমীয়া ব্যাকৰণ প্ৰৱেশ	: গোলোকচন্দ্ৰ গোস্বামী
অসমীয়া ৰচনা সংকলন	: তুলতুল বৰুৱা (সম্পা.)
ধ্বনিবিজ্ঞানৰ ভূমিকা	: গোলোকচন্দ্ৰ গোস্বামী
যোগাযোগ কলা	: নীৰাজনা মহন্ত বেজবৰা
অসমীয়া আখৰ জোঁটনিৰ কথা	: শিৱনাথ বৰ্মন
অসমীয়া আখৰ জোঁটনি আৰু লিপ্যন্তৰ পদ্ধতি	: গুৱাহাটী বিশ্ববিদ্যালয়
অসমীয়া ভাষা-সাহিত্য চৰ্চাকাৰীসকলৰ হাতপুথি	: ৰমেশ পাঠক
ব্যৱহাৰিক অসমীয়া ব্যাকৰণ	: উপেন ৰাভা হাকাচাম
বিজ্ঞানলেখকৰ হাতপুথি	: দীনেশ চন্দ্ৰ গোস্বামী

Graduate Attributes: জ্ঞান-আধাৰ, ব্যৱহাৰিক উপযোগিতা, জীৱনজোৰা বিদ্যা

Course Objective: এই কাকতখনৰ উদ্দেশ্য অসমীয়া ভাষাৰ ব্যৱহাৰিক জ্ঞানৰ আভাস দিয়া।

Learning Outcome: এই কাকতখন অধ্যয়ন কৰিলে ছাত্ৰ-ছাত্ৰীসকলে ভাষাটোৰ ব্যৱহাৰিক জ্ঞান আয়ত্ত কৰাৰ লগতে কৰ্মক্ষেত্ৰত অসমীয়া ভাষা প্ৰয়োগৰ দক্ষতা আহৰণ কৰিব পাৰিব।

Theory Credit: 1

Practical Credit: 1

No. of required classes: 24

No. of contact classes: 20

No. of non-contact classes: 4

AEC (Ability Enhancement Course)
Alternative English I (In lieu of MIL)
Semester 1
Credits 2
(30 External +20 Internal = 50 Marks)

Course Outcome:

This paper would seek to acquaint students with the literary practices and trends. It presents a sampling of poems and stories so as to enable students to engage with possibilities of reading and approaching English literature.

Poetry: 30 Marks

W. B. Yeats: No Second Troy

Sarojini Naidu: The Palanquin Bearers

Sujata Bhatt: So Many Oaks

Margaret Atwood: This was a Photograph of Me

Stories: 20 Marks

Mahim Bora: Audition

Bryan MacMahon: The Ring

VALUE ADDED COURSES (VAC)

Value Added Courses (VAC)

The VAC courses will come from four sub groups — (i) Understanding India, (ii) Environmental Science, (iii) Digital and Technological Solutions, and (iv) Health & Wellness, Yoga Education, Sports, and Fitness. All together they will have a credit allocation of 6.

Each student will have to take any three courses, each of 2-credit, from any three groups during Semesters 1, 2, & 4. Here one course from the Environmental Science group is compulsory except if the student takes a core course on Environmental Science.

Semester 1

1. Srijanimulok Sahitya-1
2. Traditional Knowledge System of the Bodos
3. Understanding Indian Constitution
4. India Through The Ages
5. Cyber Ethics
6. Psychology For Health And Well Being
7. Environmental ethics & Forest ecology
8. Natural Resource Management and Sustainable Development
9. Environmental Studies

Four-Year Undergraduate Programme
Semester: First
Course Name: সৃজনীমূলক সাহিত্য- ১
Common Course
Value Added Course
Existing Base Syllabus: UG CBCS Syllabus
Course Level: 100-199

Unit No.	Unit Content	No. of Classes	Marks
১	অনুকরণ আৰু কল্পনা, কবিতাৰ আঙ্গিক আৰু ধাৰা	১২	২০
২	কবিতাৰ ভাষা; ব্যৱহাৰিক লেখা/প্ৰকল্প	১২	২০

পঠন-সামগ্ৰী:

সাহিত্য নিৰ্মাণ প্ৰসঙ্গ:

নতুন সাহিত্য পৰিষদ

সৃজনীশীল সাহিত্য: প্ৰেৰণা আৰু আৰ্হি:

অতনু ভট্টাচাৰ্য

Creative Writing: The Essential Guide:

Tim Atkinson

Graduate Attributes: সৃষ্টিশীল মনোভাব, চিন্তনৰ নতুনত্ব, সমাজমুখিতা

Course Objective: কবিতাৰ ভাষা আৰু আংগিক নিৰ্দেশ কৰা আৰু ইয়াৰ ৰচনা শৈলীৰ আভাস দিয়াই এই কাকতখনৰ উদ্দেশ্য।

Learning Outcome: এই কাকতখন অধ্যয়ন কৰিলে ছাত্র-ছাত্রীসকলে আবেগ, চিন্তন আৰু মনন কৌশল প্ৰয়োগ কৰি কবিতা-ৰচনাৰ ক্ষেত্ৰত দক্ষতা অৰ্জন কৰিব পাৰিব।

Theory Credit: 2

Practical Credit: 0

No. of required classes: 24

No. of contact classes: 20

No. of non-contact classes: 4

Value Added Course

Traditional Knowledge System of the Bodos (for Sem-I)

Marks: 80 (Theory) + 20 (Internal Assessment) Total =100

Credit Point : 2

Course Outcome:

- Student will come to gain a comprehensive understanding of traditional knowledge systems, including their origins and significance.
- Students will learn about the importance of preserving traditional knowledge and methods for documenting and recording this knowledge to ensure its continuity and accessibility for future generation.

Unit-I: An Introduction to Bodo Traditional knowledge system	20
Unit-II: Bodo Traditional knowledge system and ethno botany	20
Unit-III: Bodo Traditional knowledge system related to agriculture	20
Unit-IV: Bodo Traditional knowledge system and sustainable development	20

References:

Traditional Knowledge and Intellectual Property-Stephen A. Hansen and Justin W. VanFleet
The Protection of Biodiversity and Traditional Knowledge in International Law of Intellectual Property-
Jonathan Curci Monograph of the Boros-Phukan Ch Basumatary & Swarna Prabha Chainary
Boro Kacharir Samaj Aru Sanskriti-Bhaben Narzee
Mainao Boraynay-Indramalati Narzaree

Understanding Indian Constitution

Unit-I: The Making of the Indian Constitution

- a. The historical background
- b. Constituent Assembly of India
- c. Philosophy of the Constitution and features

Unit-II: Rights and Duties

- a. Fundamental rights of the Indian citizen
- b. Fundamental Duties of the Citizen
- c. The Directive Principles of State Policy

Unit-III: Government and Legislature

- a. Union Executive: President, Vice-President, Prime Minister and Council of Ministers
- b. Lok Sabha, Rajya Sabha.
- c. Passing of bills

Unit-IV: Federalism in India

- a. The centre-state relations
- b. Key characteristics of federalism in India
- c. Role of Governor

Reading List:

Unit-I:

D. Basu, (2012) *Introduction to the Constitution of India*, New Delhi: Lexis Nexis.

G. Austin, (2010) 'The Constituent Assembly: Microcosm in Action', in *The Indian Constitution: Cornerstone of a Nation*, New Delhi: Oxford University Press, 15th print, pp.1-25.

Mellalli, Praveenkumar (2015), *Constitution of India, Professional Ethics and Human Rights*, New Delhi, Sage Publications

R. Bhargava, (2008) 'Introduction: Outline of a Political Theory of the Indian Constitution', in R. Bhargava (ed.) *Politics and Ethics of the Indian Constitution*, New Delhi: Oxford University Press, pp. 1-40.

S. Chaube, (2009) *The Making and Working of the Indian Constitution*, Delhi: National Book Trust. Chakrabarty, Bidyut. (2017), *Indian Constitution: Text, Context and Interpretation*, New Delhi, Sage Publications

Unit-II:

G. Austin, (2000) 'The Social Revolution and the First Amendment', in *Working a Democratic Constitution*, New Delhi: Oxford University Press, pp. 69-98.

A .Sibal, (2010) 'From Niti to Nyaya,' *Seminar*, Issue 615, pp 28-34.

Chakrabarty, Bidyut. (2017), *Indian Costitution: Text, Context and Interpretation*, New Delhi, Sage Publications

Mellalli, Praveenkumar (2015), *Constitution of India, Professional Ethics and Human Rights*, New Delhi, Sage Publications

Unit-III:

B. Shankar and V. Rodrigues, (2011) 'The Changing Conception of Representation: Issues, Concerns and Institutions', in *The Indian Parliament: A Democracy at Work*, New Delhi: Oxford University Press, pp. 105-173.

H. Khare, (2003) 'Prime Minister and the Parliament: Redefining Accountability in the Age of Coalition Government', in A. Mehra and G. Kueck (eds.) *The Indian Parliament: A Comparative Perspective*, New Delhi: Konark, pp. 350-368.

J. Manor, (1994) 'The Prime Minister and the President', in B. Dua and J. Manor (eds.) *Nehru to the Nineties: The Changing Office of the Prime Minister in India*, Vancouver: University of British Columbia Press, pp. 20-47.

J. Manor, (2005) 'The Presidency', in D. Kapur and P. Mehta P. (eds.) *Public Institutions in India*, New Delhi: Oxford University Press, pp.105-127.

V. Hewitt and S. Rai, (2010) 'Parliament', in P. Mehta and N. Jayal (eds.) *The Oxford Companion to Politics in India*, New Delhi: Oxford University Press, pp. 28-42.

Unit-IV:

B. Sharma, (2010) 'The 1990s: Great Expectations'; 'The 2000s: Disillusionment Unfathomable', in *Unbroken History of Broken Promises: Indian State and Tribal People*, Delhi: Freedom Press and SahyogPustakKuteer, pp. 64-91.

Kincaid(eds.) *A Global Dialogue on Federalism*, Volume 3, Montreal: Queen's University Press, pp.166-197.

M. Singh, and R. Saxena (eds.), (2011) 'Towards Greater Federalization,' in *Indian Politics: Constitutional Foundations and Institutional Functioning*, Delhi: PHI Learning Private Ltd., pp.166-195.

R. Dhavan and R. Saxena, (2006) 'The Republic of India', in K. Roy, C. Saunders and J. R. Manchanda, (2009) *The No Nonsense Guide to Minority Rights in South Asia*, Delhi: Sage Publications, pp. 105-109.

The Constitution of India: Bare Act with Short Notes, (2011) New Delhi: Universal, pp 192-213.

V. Marwah, (1995) 'Use and Abuse of Emergency Powers: The Indian Experience', in B. Arora and D. Verney (eds.) *Multiple Identities in a Single State: Indian Federalism in a Comparative Perspective*, Delhi: Konark, pp. 136-159.

Semester-I

India Through The Ages

Marks-100

Total Credit: 2

Base Syllabus : UG CBCS

Course Level : 100-199

Unit No. Unit Content

Credit No of Class. Marks

I - Origin and Development of Astrology, Astronomy, Mathematics and Ayurveda in India	0.5	07	25
II - Indian concept of Nationalism and the Freedom Movement of India	0.5	07	25
III- Contribution of Indian Scientists in the Academia	0.5	07	25
IV- Policies of the 21st Century Regarding Women and Girl Child Undertaken by the Government of India	0.5	07	25

Readings List

1. Gaurinath Shastri, *A Concise History of Sanskrit Literature*, MLBD, Delhi.

2. Maurice Winternitz, Indian Literature (Vol. I-III), also Hindi Translation, MLBD, Delhi.
3. Baldev Upadhyay, Sanskrit Sahitya ka Itihas, Sharda Niketan, Varanashi.
4. Baldev Upadhyay, Vedik Sahitya aur Sanskriti, Varanasi.
5. Charakasamhita, MLBD, Delhi
6. Sushrutasamhita MLBD, Delhi
7. Altekar, A.S. – State and Government in Ancient India, MLBD, Delhi, 2001
8. Ghosal, U.N- A History of Indian Political Ideas, Bombay, 1959
9. Sharma, R.S.- Aspects of Political Ideas and Institutions in Ancient India, MLBD, Delhi, 1996
10. Yadav, B.S. and Man Mohan. *Ancient Indian Leaps into Mathematics*, Boston: Birkhauser, 2010
11. Tomar, Ankit and Suratha K. Malin. *Ancient And Medieval Indian Thoughts: Themes And Traditions*. Delhi: Sage, 2020
12. Chousalkar, A.S. *Revisiting the Political Thought of Ancient India: Pre- Kautilyan Arthashastra Tradition* (First). SAGE Publication Pvt. Ltd. 2018
13. Mehta, V.R. *Foundations of Indian Political Thought : An Interpretation (From Manu to the Present Day)* . South Asia Books, 1996
14. Sampath. V. *Bravehearts of Bharat: Vignettes from Indian History*. Viking, 2022
15. Kashyap, Samudra Gupta. *Untold Stories of the Freedom Struggle From NorthEast India* . Ministry of Information & Broadcasting . Government of India, 2022
16. Gupta, Manmathnath. *Bharat ke krantikari*. Penguin Books , India. 2019
17. Dasgupta. A.K. *History of Indian Economic Thought*. Routledge. 2002

Graduate Attributes : Disciplinary Knowledge, , Sense of pride for Indian Culture, Inclination to Indian Knowledge System, First Hand Idea about Indian Concept of Good Health, Indian Freedom Struggle and Original Idea on Indian Nationalism, contributions of Indian Scientists in the world forum as well as Economic policies of Indian Government regarding women and girl child.

Course Objectives : a. Students will acquire knowledge of Ancient India's Tradition of Mathematics etc.

b. Students will study the history and background of Indian Nationalism and the history of India's freedom movement.

c. Students will gain the basic Idea of Indian Nationalism

d. students will gain ideas about the contributions of Indian scientists.

- Understanding the spectrum of health and illness.
- Demonstrating adequate knowledge about issues related to stress, stress management and coping.
- Developing adequate knowledge about the promotion of healthy behaviour.
- Cultivating inner strengths and virtues, like hope and optimism.
- j. Theory Credit: 2
- k. Practical Credit: 0
- l. No. of Required Classes :30
- m. No. of Contact Classes: 30
- n. No. of Non-Contact Classes: 0
- o. Particulars of Course Designer

Four-Year Undergraduate Programme

Course name: Environmental ethics & Forest ecology

Total no. of Contact classes: 30

Total Marks: 50

Credits: 2

Course objectives:

This paper aims to provide students with a comprehensive understanding of environmental ethics, ecology, and forest ecology and protection. Through theoretical knowledge, practical examples, and case studies, students will develop a deep appreciation for the importance of environmental sustainability, responsible innovation, and ethical decision-making in the context of environmental challenges.

Learning outcomes:

Upon successful completion of the paper, students will be able to:

1. Demonstrate a comprehensive understanding of environmental ethics, including its definition, historical development, and the application of major ethical theories to environmental issues.
2. Critically assess the ethical implications of emerging technologies, such as AI and genetic engineering, on the environment and sustainability.
3. Analyze the environmental impacts of technology and the importance of responsible innovation in addressing environmental challenges.
4. Identify and propose technological solutions to environmental issues with a focus on promoting sustainability and conservation.

5. Evaluate the values associated with conserving nature and ensuring equitable use of resources for sustainable development.
6. Understand the scope of ecology and its relevance in studying the interactions between organisms and their environments.
7. Recognize ecological levels of organization and their significance in maintaining ecological balance and environmental sustainability.
8. Examine the importance of ecological principles for promoting sustainable environmental practices and conservation efforts.
9. Understand the role of environmental impact assessment (EIA) in evaluating potential environmental consequences and its role in green practices.
10. Discuss the ethics of environmental stewardship and the role of individual actions in promoting green practices and sustainability.
11. Explain the concept of a forest ecosystem and its significance in supporting biodiversity and ecosystem services.
12. Evaluate the structural and functional aspects of forest ecosystems and their role in maintaining ecological balance.
13. Assess the impact of forest fires, grazing, browsing, and invasive species on forest health and ecosystem functioning.
14. Understand the process of biodegradation of wood and the importance of fungi in tree health.

THEORY [Total no. of contact classes: 30; Credits: 2]

Unit 1: Introduction to Environmental Ethics (Marks: 16 No. of Contact Classes: 08)

Defination; Historical development; Major ethical theories and their application to the environment; Ethical implications of emerging technologies (e.g., AI, genetic engineering); Environmental impacts of technology and responsible innovation; Technological solutions to environmental challenges; Environmental Values vis a vis conserving Nature, Equitable use of Resources.

Unit 2: Ecology and Environmental Sustainability (Marks: 16 No. of Contact Classes: 12)

Definition and scope of ecology; Ecological levels of organization; Importance of ecological principles for environmental sustainability; Understanding environmental impact assessment (EIA); EIA process and its role in green practices; Case studies of successful and unsuccessful EIAs; Green Ethics and Individual Actions: Ethics of environmental stewardship; Role of individuals in promoting green practices; action for a sustainable future.

Unit 3: Forest ecology and protection (Marks: 18 No. of Contact Classes: 10)

Concept of forest ecosystem, Significance of forest, forest ecosystem structural and functioning; Measurement of forest productivity; General Concept and Forest Fire; Factors affecting forest health; grazing & browsing, weeds and other invasive species. Forest fire (History, types, main causes, prevention and control), Evaluation of losses due to forest fire; Biodegradation of wood; Important fungal diseases of seedlings in forest nursery, Role of mycorrhiza in tree health.

Reading list:

1. Susan Armstrong and Richard Botzler (2014) Environmental Ethics: Divergence and Convergence, McGraw-Hill Education.
2. Ronald Sandler (2012) Environmental Ethics: Theory in Practice, Oxford University Press.
3. Dale Jamieson (2008) Ethics and the Environment: An Introduction, Cambridge University Press.
4. Robin Attfield (2015) The Ethics of the Environment, Edinburgh University Press.
5. Colin R. Townsend, Michael Begon, and John L. Harper (2008) Essentials of Ecology, Wiley.
6. Daniel D. Chiras (2016) Environmental Science: Creating a Sustainable Future, Jones & Bartlett Learning.
7. John J. Berger (2002) Forests Forever: Their Ecology, Restoration, and Protection, Island Press.
8. K. P. S. Chandel and R. S. Purohit (2014) Forest Ecology and Environment, S. Chand & Co Ltd.
9. Leda P. K. Zapponi and Marcos G. Hevia (2019) Forest Fires: Detection, Suppression, and Prevention, Nova Science Publishers.

Department of Environmental Science

- a. Four Year Undergraduate Programme
- b. Subject: **Environmental Science**
- c. Semester: **First**
- d. Course Name: **Natural Resource Management and Sustainable Development**
- e. Existing Base Syllabus: **Class XII Science**
- f. Course level: **100-199**
- g. Syllabus:

Unit	Contents
Unit-I: Introduction	Introduction to natural resources-Air, Water, Soil, Mineral resources, Forests and Energy resources; Classification of natural resources

Unit-II: Water and Forest resource and its management	Brief about water resource management-Surface and Groundwater (Global, National and Regional perspectives); Indigenous Water management techniques in NE India (Dong, Zabo, Bamboo drip irrigation) Forest types and their characteristics; Status and distribution of forests-National and regional scenario
Unit-III: Mineral resource and its management	Use and exploitation of mineral resources; Environmental effects of extracting and using mineral resources-case studies; Mineral resources of NE India and the associated environmental issues and management strategies.

h. Reading list:

- 1 Sustainable natural resource management in North east India: K.C.Das, P.J.Das and S.Ojha
- 2 Dying Wisdom- A.Agarwal and S.Narain
- 3 Environmental management and Sustainable Agriculture: M.A.Khan
- 4 Environmental Conservation-promises and actions: A.Ghosh
- 5 River Water sharing-Transboundary conflict and cooperation in India: N.S.Mohan;

i. Graduate Attributes

I. Course Objective:

- The course objective is to develop an understanding of the basic concepts of environmental significances of natural resources. It also aims to make the students understand about the risks factors associated with natural resource extraction and uses.

II. Learning Outcome:

- Natural resources represent a potentially transformational opportunity to support development, but they are ultimately finite. So, by this course attempts have been made to teach the students about the complex and interwoven aspects of natural resources and to make the learners committed to harnessing the transformational impacts of the natural resource with sustainability aspects.

j. Theory Credit: **2**

k. No. of Required Classes: **60**

l. No. of Contact Classes: **45**

m. No. of Non-Contact Classes: **15**

n. Particulars of Course Designer :

- Dr. Pallavi Sharma, Assistant Professor, Department of Environmental Science, GU, pallavi.sharma@gauhati.ac.in, 9859182234
- Dr Minakshi Bora, Assistant professor, Department of Environmental Science, GU, minakshi18@gmail.com, 9101127945

Environmental Studies

Total marks: 50

Course level:100-199

No. of Credits: 2

No. of hours: 30

Unit1: Introduction to Environmental Studies

5 lectures

- Multidisciplinary nature of environmental studies;
- Scope and importance;
- Basic concepts: Renewable resources, non renewable resources, Common Property resources, Tragedy of commons, Climate change, global warming
- Concept of sustainable development

Unit 2: Ecosystems

10 lectures

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

Unit 5: Environmental Pollution and laws

15 lectures

- Environmental pollution: types, causes, effects and controls; Air, water, soil and noise pollution
- Solid waste management: Control measures of urban and industrial waste.
- Environment Laws: Environment Protection Act; Air (Prevention & Control of Pollution) Act; Water (Prevention and control of pollution) Act; Wildlife Protection Act; Forest Conservation Act. International agreements, policies and treaties

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 International
5. Rajagopalan, R. (2018). Environmental Studies. (3rd Edition) Oxford University Press

6. S. C. Santra (2011): Environmental Science, New Central Book Agency

Graduate Attributes

I. Course Objective:

The course objective is to develop an understanding of the basic concepts of environmental studies. This course will help to know the environment around us. It also gives an idea of various laws to protect environment.

II. Learning Outcome:

- After going through this course students can visualize the importance of environment for human mankind. This course will help to make an understanding of the various concepts which are frequently used by us. This course also enable students to know the problems of a particular environmental event through case studies and also help them to go through the various available laws that can minimize the environmental problems.

Theory Credit: **2**

No. of Required Classes: **30**

No. of Contact Classes: **30**

No. of Non-Contact Classes: **0**

Course designer: Prof. Ratul Mahanta, Department of Economics, GU

MULTI DISCIPLINARY COURSES (MDC)

Gauhati University::NEP-2020::FYUGP::

Multi Disciplinary Courses:

Semester-1: MDC-1

Semester-2: MDC-2

Semester-3: MDC-3

Disciplines:

1. Natural and Physical Sciences
2. Mathematical Sciences
3. Library, Information and Media Sciences
4. Commerce and Management
5. Humanities and Social Sciences
6. Information and Communication Technologies
7. Life Sciences
8. Earth Sciences

- Generic in nature-Content
- Three papers in the pipeline
- Credit: 3 each
- No practical Components

Discipline wise Paper Names::

1. Natural and Physical Sciences

MDC-1: Introduction to Natural and Physical Sciences

MDC-2: Natural and Physical Sciences in Everyday Life

MDC-3: Applications and Prospects of Natural and Physical Sciences

2. Mathematical Sciences

MDC-1: Foundations of Mathematical Sciences- I

MDC-2: Foundations of Mathematical Sciences - II

MDC-3: Foundations of Mathematical Sciences - III

3. Library, Information and Media Sciences

MDC-1: Foundations of Library and Information Science

MDC-2: Information Sources and Services

MDC-3: Fundamentals of Mass Media Studies

4. Commerce and Management

MDC-1: Basics of Commerce & Management
MDC-2: Personal Financial Management
MDC-3: Personal Income-tax Planning

5. Humanities and Social Sciences

MDC-1: Humanities & Social Sciences-I: Makers of Modern Assam
MDC-2: Humanities & Social Sciences- II: Democracy and Peoples' Rights
MDC-3: Humanities & Social Sciences- III: Understanding Globalization

6. Information and Communication Technologies

MDC-1: Information and Communication Technologies-I
MDC-2: Information and Communication Technologies-II
MDC-3: Information and Communication Technologies-III

7. Life Sciences

MDC-1: Basics in Life Sciences
MDC-2: Life Sciences and Environment
MDC-3: Bioresources and Traditional Knowledge

8. Earth Sciences

MDC-1: Understanding Physical Formations of the Earth
MDC-2: Understanding the Changing Environment
MDC-3: Land and People of Assam

6. Information and Communication Technologies

MDC-1: Information and Communication Technologies-I

Early History of Computer, Evolution of computing system, Generations of Computer, Types of Computer.

Components of Computer System, Functionalities of a computer, Basic I/O devices: Point and draw devices, Data Scanning device, Voice Recognition Devices, Digitizers. Introduction to number system. Different computer software and types, Classification of software, classification based on task, source and licence, quality of a good software.

Introduction to IT revolution, Overview on development in the field of Information Technology, Hardware and software development, Recent development in Information Technology, Application of ICT in various disciplines, Basic concept on innovation.

Concept of Internet; Uses of Internet; connecting to internet; ISP; Basics of internet connectivity. World Wide Web and Websites; Web Browsing softwares, Search Engines; Searching information in web. Understanding URL; Domain name; IP Address; Basics of electronic mail; Email account; Sending and receiving emails; Accessing sent emails; Email attachment.

Introduction to Storage Systems: Overview of storage hierarchy and storage technologies, Characteristics of primary, secondary, and tertiary storage. Introduction to cloud storage models (e.g., S3, Azure Blob Storage), Data durability, availability, and scalability in cloud storage. Emerging Trends in Storage: Flash-based storage technologies (e.g., SSD, NVMe).

MDC-2: Information and Communication Technologies-II

Concept of Digital Technology, Logic and Flow Chart; Networks, Examples of Programming Languages.

Concept of Digital Technology: Number Systems, Digital Information Representation and Transmission, Codes including UNICODE, Logic and Flow Charts, concept of algorithm.

Computer Networks, LAN, WiFi and interconnected networks. Physical Media, Network Devices. Chat and Video Conference over internet.

Programming concepts, programming languages.

MDC-3: Information and Communication Technologies-III

Social Media platforms, Cyber Ethics, Cyber Laws, Databases, App, AI and ML Major Social Media platforms and their important functional and security attributes. Cyber Ethics, Cyber Laws.

Definition and importance of DBMS, Evolution of data management systems, Advantages and disadvantages of using DBMS, Conceptual, logical, and physical

data models. Database Security and Integrity, User authentication and authorization, Concept of Data encryption and access control, Roles and responsibilities of a database administrator, Backup and recovery strategies, Big Data and data analytics.

Introduction to Apps and App Development, mobile operating systems (iOS, Android, etc.), User Interface (UI) Design.

Definition and basic concepts of AI and ML, Historical overview of AI and ML, Applications of AI and ML in various disciplines. Ethical and Social Implications of AI, Impact of AI and ML on creativity, authorship, and artistic expression, Cultural and societal implications of AI and ML in the society.

7. Life Sciences

MDC-1: Basics in Life Sciences

Course objectives:

The paper will provide a comprehensive overview of topics in plant science, anthropology, Zoological Science, and the applications of life science. Students will gain knowledge and understanding of the general features of organisms, the principles and practices in these areas, and the significance of these fields in various contexts.

Learning outcomes:

By completing the paper, students will -

1. Learn the general features of organisms like bacteria, viruses, algae, fungi, bryophytes, pteridophytes, gymnosperms, and angiosperms; about economic botany, disease management, breeding methods, crop domestication, and the role of national institutes in plant breeding; and the importance of agriculture in the national economy.
2. Gather knowledge on the mechanisms of evolution in mammals, primates, modern apes, and human evolution through fossil evidence; explore racial criteria, classification, and elements in India, along with basic concepts in genetics and heredity.
3. Learn about the principles of aquaculture, freshwater aquaculture in India and the North Eastern States, artificial fish breeding, integrated fish farming, and the market potential of aquatic organisms. They will also study sericulture, including races, economic advantages, and types of silk produced, as well as the importance and history of apiculture and bee rearing techniques.
4. Explore biotechnology, including its origin, history, scope, and definition. They will learn about genes, genetic engineering, DNA, RNA, PCR, molecular markers, cloning, and sequencing. The unit also covers the applications of biotechnology in medicine, agriculture, the environment, food, and industry.

THEORY [Total no. of contact classes: 45; Credits: 3]

Unit 1: Basics of Plant science

No. of Contact Classes:12

General features of Bacteria, Viruses, Algae, Fungi, Bryophytes, Pteridophytes, Gymnosperms and Angiosperms; Elements of economic botany; integrated diseases management; Breeding methods for self-pollinated, cross-pollinated and clonally propagated crops; Crop domestication; Objectives and accomplishments in plant breeding and the role of National institutes; Importance of Agriculture in national economy.

Unit 2: Basics of Anthropology

No. of Contact Classes:10

Basic concepts: mechanism of evolution of life; Mammal, Primate, Modern apes, Man's place in the animal kingdom; Fossil evidence of human evolution; Racial criteria, Major races, Racial classification, Racial elements in India; Genetics, Heredity.

Unit3:Basics in Economic Zoology

No. of Contact Classes:13

Aquaculture:Basic principles of aquaculture; Prospects & Challenges of Aquaculture in North Eastern States; Diversification of Aquaculture,Induced breeding& larval rearing, integrated& composite fishfarming, Pearl Culture, Prawn Culture, Crustacean and Crab Culture, Post harvest Technology, Fish Preservation: principle & practices.

Sericulture:Origin and history; Races & classification of silkworm;economic advantages; scope of sericulture in India; Domesticated and semi domesticated Silk worm of NE Indiaand their economic viability. Culture of Silk worm. Propagation of food plants of Silk worm. Sericulture as an entrepreneurship venture, Natural dye of silk

Apiculture: General morphology& behaviour of honey bee, Importance and history of Honey bee culture in NE India. Diversity &major types of economically important honeybees in NE India. Selection of bee species for apiculture; Artificial Bee Rearing (Newton and Langstroth box).

Unit4: Applications of life science

No. of Contact Classes:10

Origin, history, scope and definition of biotechnology, concept of gene, gene manipulation & genetic engineering. Concept of DNA, RNA, PCR, molecular markers, cloning and sequencing. Applications of biotechnology in medicine, agriculture, environment, food, and industry.

Reading list:

1. Ahsan J, Sinha SP (2010) *A Hand Book on Economic Zoology*, S Chand Publishing.
2. Das BM (1980) *Outlines of Physical Anthropology*. Kitab Mahal Publication.
3. Ember CR, Ember M, Peregrine PN (2011). *Anthropology*. Pearson Education Asia, Singapore.
4. Gardner A, Davies T (2012) *Human Genetics*. Viva Books Pvt Ltd., Delhi, India.
5. Graham LE, Graham JM, Wilcox LW (2013) *Plant Biology*, 2nd edition, Pearson Education, Inc., Upper Saddle River, NJ.
6. Harris M (1991) *Cultural Anthropology*, Harper & Row, New York, NY
7. Kochhar SL (2016) *Economic Botany*, Cambridge University Press.
8. Lewin R. (1998) *Principles of Human Evolution*. Blackwell Sciences Inc. USA
9. Lewis B (2004) *Genes VIII*, 3rd Edition, Oxford University & Cell Press, NY.
10. Nicholl DST (2008) *Introduction to Genetic Engineering*, 3rd edition, Cambridge Universitypress, UK.
11. Pillay TVR. (2005) *Aquaculture - Principles and Practices*, Wiley-Blackwell.
12. Raven PH, Evert RF, Eichhorn SE (2005) *Biology of Plants*, 7th edition, W. H. Freeman and Company, New York, NY.
13. Stanford C, Allen SJ, Anton CS (2013) *Biological Anthropology: The Natural History of Mankind*, 3rd edition. Pearson India Education Services, Noida.
14. Swindler DR. (2009) *Introduction to the Primates*. Overseas Press India Pvt. Ltd., New Delhi, India.
15. Thieman WJ, PalladinoMA(2021) *Introduction to Biotechnology*, Pearson publisher, Boston, MA.

MDC-2: Life Sciences and Environment

Course objectives:

This paper will provide a comprehensive understanding of environmental science, from the fundamental principles and composition of different environmental components to the application of biotechnology in addressing environmental challenges.

Learning outcomes:

Upon successful completion of the paper, students will:

1. Understand the definition, principles, and scope of Environmental Science; comprehend the structure and composition of the atmosphere, hydrosphere, lithosphere, and biosphere.
2. Recognize the interaction between Earth, Man, and the environment; grasp the concept of sustainable development.
3. Appreciate the importance of environmental education and awareness and understand the principles of environmental ethics.
4. Gain knowledge of the fundamentals of Environmental Chemistry.
5. Be familiar with the biochemical aspects of heavy metals; understand air pollution and its major regions; chemical reactions; air pollutants; and their effects.
6. Understand ecology as an interdisciplinary science, gain knowledge about the origin of life and speciation, and learn about human ecology and settlement.
7. Understand ecosystem structure and functions; comprehend biogeochemical cycles, ecological succession, niches, and ecosystem stability.
8. Learn about population ecology, including characteristics, carrying capacity, and population growth; understand community ecology, including definitions, types, and interactions.
9. Understand the gene-environment interaction and the impact of climate change on living beings; comprehend the concepts of epigenetics, the evolution of pathogenic microbes, and emerging diseases in animals, plants, and humans.
10. Learn about the role of biotechnology in pollution control, bioremediation, phytoremediation, bioenergy, biofuels, and restoration of degraded lands; and understand the conversion of waste to wealth and waste treatment using biotechnology.

THEORY [Total no. of contact classes: 45; Credits: 3]

Unit 1: Fundamentals of Environmental Sciences No. of Contact Classes: 10

Definition, Principles, and scope of Environmental Science; Structure and composition of atmosphere, hydrosphere, lithosphere, and biosphere; Interaction between Earth, Man and Environment; Concept of sustainable development; Environmental education and awareness; Environmental ethics.

Unit 2: Environmental Chemistry

No. of Contact Classes: 12

Fundamentals of Environmental Chemistry: Classification of elements, Hydrological cycle, Concept of DO, BOD and COD; Inorganic and organic components of soils; Biogeochemical cycles - nitrogen, carbon, phosphorus and sulphur; Biochemical aspects of heavy metals (Cd, Pb, Cr); PAN, VOC and POP; Air Pollution: Major regions of atmosphere, chemical and photochemical reactions in atmosphere, air pollutants: types, sources, particle size and chemical nature; Photochemical smog; Ozone depletion; effects of air pollution on living organisms and vegetation; Greenhouse effect and Global warming; Water Pollution: sources and nature of water pollutants, Impacts of water pollution on hydrological and ecosystems.

Unit 3: Ecology and Environment

No. of Contact Classes: 15

Ecology as an inter-disciplinary science; Origin of life and speciation; Human Ecology and Settlement; Ecosystem Structure and functions: Structures - Biotic and Abiotic components. Functions - Energy flow in ecosystems, energy flow models, food chains and food webs; Biogeochemical cycles, Ecological succession; niche; Ecosystem stability and factors affecting stability; Ecosystem services; Biomes: concept, classification and distribution. Characteristics of different biomes: Tundra, Taiga, Grassland, Savanna, Tropical Rain forest; Population ecology: Characteristics of population, concept of carrying capacity, population growth and regulations; population fluctuations; Concept of 'r' and 'K' species; Community ecology: Definition, community concept, types and interaction - predation, herbivory, parasitism and allelopathy.

Unit 4: Environmental Biotechnology

No. of Contact Classes: 08

Gene environment interaction, impact of climate change on living beings, epigenetics, evolution of pathogenic microbes, deadly viruses, emerging diseases in animals, plants, humans; Biotechnology in pollution control bioremediation, phytoremediation, bioenergy, biofuels, restoration of degraded lands, conversion of waste to wealth, waste treatment.

Reading list:

1. Bharucha E (2012) *Textbook of Environmental Studies for Undergraduate Courses*. University Grants Commission (UGC) - University Press (India), New Delhi, India
2. Manahan SE (2016) *Environmental Chemistry*. CRC Press, Boca Raton, FL, USA
3. Odum EP (2007) *Fundamentals of Ecology*. Cengage Learning, Belmont, CA, USA
4. Rajagopalan R. (2010) *Environmental Studies: From Crisis to Cure*. Oxford University Press, New Delhi, India
5. Scragg A (2005) *Environmental Biotechnology: Principles and Applications*. Springer, Dordrecht, Netherlands.
6. Sharma BK, Misra AK (2019) *Environmental Chemistry: An Analytical Approach*. Springer, Singapore.
7. Sharma PD (2015) *Ecology and Environment*. Rastogi Publications, Meerut, India
8. Thakur IS, Ray M, Sharma P (2021) *Environmental Biotechnology: A Sustainable Approach*. CRC Press, Boca Raton, FL, USA

SKILL ENHANCEMENT COURSES (SEC)

Gauhati University: FYUGP-2023-24: SEC Papers:

SI No	SEC Course Name	Semester
1	Academic Writing	1st
2	Agricultural Production System in North East India	1st
3	Anthropological Tourism	1st
4	Anuvad Charcha (Bengali-English/Indian Languages)	1st
5	Apiculture	1st
6	Art of Acting	1st
7	ASAMIYA AKHAR JOTANI	1st
8	BAKERY SCIENCE	1st
9	Bamboo and Cane Technology	1st
10	Basic Analytical Chemistry	1st
11	Basic Animation and Graphic Design	1st
12	Basic Instrumentation Skills	1st
13	Basic Programming in C	1st
14	Basic Science Laboratory Skills	1st
15	Basics of Laboratory Practices in Zoology	1st
16	Basics of Photography	1st
17	Beautician and Makeup	1st
18	Bhasha Skhsan Ra Prabridhi in Nepali	1st
19	Bodo Cuisine and FOOD PROCESSING Skills	1st
20	BUSINESS COMMUNICATION	1st
21	Byabaharik Asomiya	1st
22	বাংলা ভাষার বিভিন্ন ব্যবহারিক দিক ও সম্ভাবনা	1st
23	Computer and Office Automation	1st
24	COMPUTER APPLICATIONS	1st
25	CSSD Technology-I	1st
26	Cyber Laws	1st
27	Data Collection and Presentation	1st
28	DEMOCRACY AND LEADERSHIP BUILDING	1st
29	Developing Soft Skills in English	1st
30	Digital Photography and editing	1st
31	Document Presentation and Presentation Software	1st
32	Domestic and Industrial Electrical wiring	1st
33	Early Childhood Care and Development	1st
34	Ecology and Environmental Management	1st
35	Electronic Circuit Design	1st
36	Electronic Data Processing	1st
37	Elements of Art and Design	1st
38	ELT Skill-I	1st
39	Ethno botany	1st
40	Field Survey: Techniques and Application	1st
41	Floriculture	1st
42	Folk Dance of Goalpara	1st
43	Food Processing & Quality Management	1st
44	Foundamentals of Disaster Management	1st

45	Functional Assamese	1st
46	Functional Persian	1st
47	Fundamentals of Typography	1st
48	Fundamentals of Weather and Climate Sciences	1st
49	Gender Sensitization	1st
50	Geography of Tourism	1st
51	Geological Laboratory Techniques	1st
52	Grammar and Composition Skills	1st
53	Gymnasium Skills	1st
54	Handloom and Textile	1st
55	Herbarium Techniques and its role in Modern Science	1st
56	HINDI BHASA SHIKSHAN	1st
57	ইহিদি বাক্যবানি আৰু অসমীয়া বাক্যবানি মেনি জানুৱা ৱাৰ্ণা	1st
58	Legal Literacy & its application	1st
59	Legislative Support	1st
60	Life Skill Education	1st
61	Managing Stress	1st
62	Manipuri indigenous game & festivals	1st
63	Microbiological Analysis of Air and Water	1st
64	Microsoft Excel (Beginners)	1st
65	<i>Mushroom Cultivation Technology</i>	1st
66	Nepali Language learning	1st
67	Non-Mulberry Sericulture	1st
68	Nursery and Gardening	1st
69	Organic Farming	1st
70	Ornamental Fish and Fisheries	1st
71	Page Maker	1st
72	Panchayati Raj and Practice	1st
73	Paramporagato Asomiya Lokanityar Paribekhan Soili	1st
74	Pest Management	1st
75	Philosophical Counseling	1st
76	Photo Journalism	1st
77	Photoshop	1st
78	Physics Workshop Skills	1st
79	Political Institutions and Its practices in India	1st
80	Post Harvesting Technology	1st
81	Principals & techniques of food processing & preservation	1st
82	Programming in C	1st
83	Quantitative Aptitude and Reasoning	1st
84	Rachna Lekhan in Nepali	1st
85	Reasoning & Logic	1st
86	Renewable Energy and Energy Harvesting	1st
87	Report Writing and presentation	1st
88	Retail Management	1st
89	River Basin Studies	1st
90	Rural Marketing	1st
91	Sankritik Paryatan aru Bhraman Byabasthapana	1st
92	Sattriya Dance Skill	1st

93	SCILAB	1st
94	Secretarial Practice	1st
95	Small Poultry Farming	1st
96	Small Tea Garden Management	1st
97	Social Media Marketing	1st
98	Soft Skill-1	1st
99	Soil and Water Analysis	1st
100	Spoken Arabic-1	1st
101	Spoken English	1st
102	Spoken Hindi	1st
103	Stress Management	1st
104	Teaching Skill	1st
105	Tools & techniques for Local Handicraft Entrepreneurship	1st
106	Tour Packaging Management	1st
107	Traditional Medicinal System in Mayong, Assam	1st
108	Understanding Psychology	1st
109	Video editing for social media	1st
110	Weaving, Basic Weaves and Standard Febrics	1st
111	Web Front-end Designing	1st
112	Workshop Practice (Mechanical, Carpentry and Electronics)	1st
113	Abrittikala/Art of Recitation	1st
114	Mental Health and Hygiene	1st

Sl No	SEC Course Name	Semester
1	Academic Reading in English	2nd
2	Advertising and Public Relations	2nd
3	Analytical Clinical Biochemistry	2nd
4	Android App Development	2nd
5	Animation and Media Design	2nd
6	Basic Programmin in C++	2nd
7	Basic Skills on Archives and Museum Management	2nd
8	Basic Skills on Elctronic Equipments	2nd
9	Basic Skills on Historical Tourism in North-East India	2nd
10	Basics of Adobe Pagemaker	2nd
11	Basics of Scriptwriting I	2nd
12	Biofertilizers	2nd
13	Biofertilizers and Biopesticides	2nd
14	Business Leader/ Multi Outlet Retailer	2nd
15	বাংলা ভাষা ও সাহিত্য-পাঠ পদ্ধতি ও সাহিত্যের রূপান্তর	2nd
16	Catering Technology and Hotel Management	2nd
17	Commercial Clothing	2nd
18	Commercial Correspondence in Persian	2nd
19	Computer Assembling and Networking	2nd
20	Computer Oriented Financial Accounting	2nd
21	CONFLICT AND PEACE BUILDING	2nd
22	Costume and Textile Design of the Bodos	2nd
23	Creative Writing	2nd

**Four Year Undergraduate Programme (FYUGP) Syllabus
1ST SEMESTER**

Subject Name: Education

PAPER TITLE: - SKILLS ON PRACTICE TEACHING

UNIT 1:

Concept of teaching and teaching skills,
Introduction of some important teaching skills,
Phases of Teaching.

UNIT 2:

Meaning, nature and importance of Lesson Plan,
Criteria of good lesson plan,
Herbartian Steps of Lesson Plan.

UNIT 3:

Preparation of Lesson Plan for practice teaching (PRACTICAL).

Some Clicks of Classroom, Library Work, etc.



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(During Sessional Exam, held in April-2024)

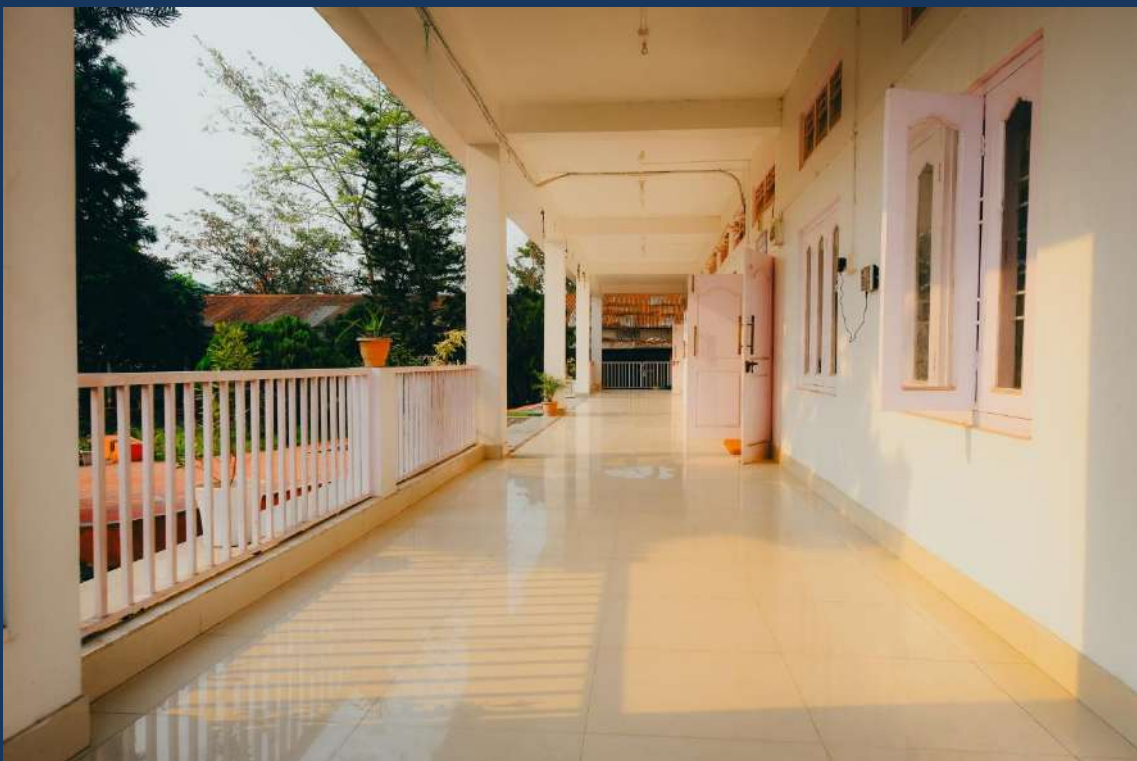
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Some Snapshots of College Campus



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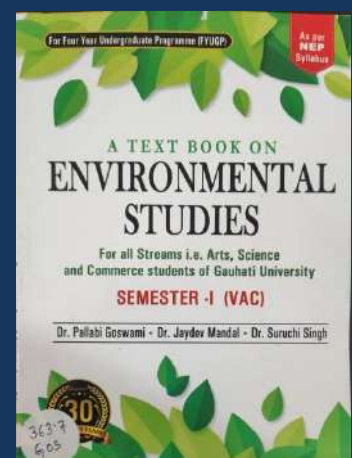
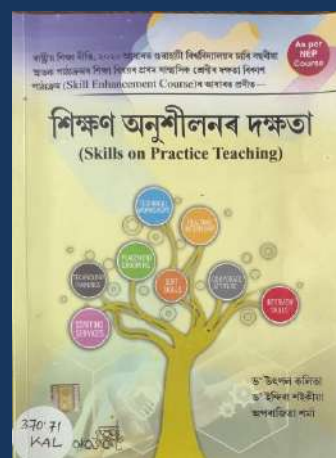
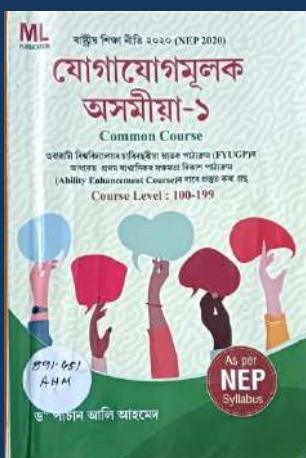
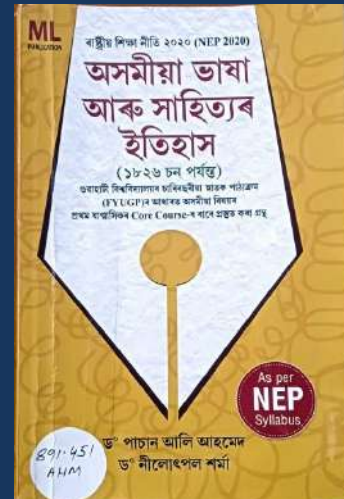
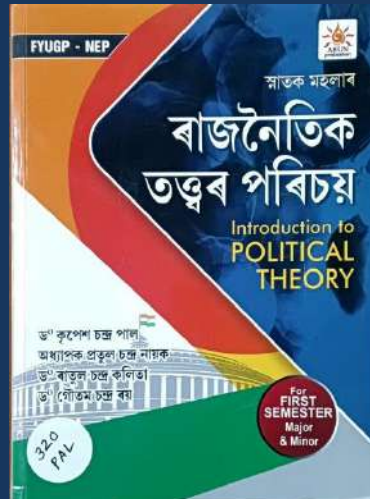
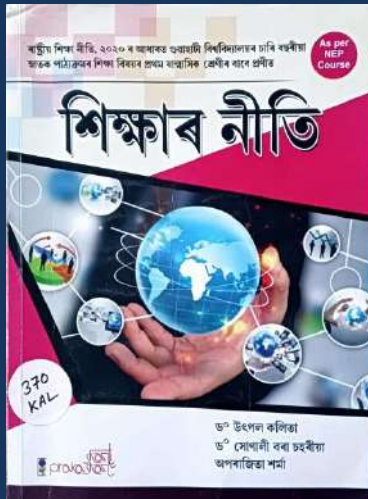
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Reference books for FYUGP First Semester Students



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