



MC- 2

ভাষাতত্ত্ব :

একক- ১

- প্রাচীন ভারতীয় আর্যভাষা থেকে ক্রমবিকাশের ধারায় বাংলা ভাষার উদ্ভব।
- বাংলা লিপির উদ্ভব ও বিকাশের ইতিহাস।

ক্রেডিট- ৪ পূর্ণমান- ৫০

৪০(৪×১০)+ অ. মু.-১০= ৫০

১×১০= ১০

একক- ২

- উপভাষা(কেন্দ্রীয়, মধ্যীয়, প্রান্তীয়) এবং আঞ্চলিক উপভাষা।
- সমাজভাষার সংজ্ঞা ও পরিধি। দ্বিভাষিকতা, বহুভাষিকতা, লিঙ্গুয়া ফ্রাঙ্কা, মিশ্রভাষা।

১×১০= ১০

একক- ৩

ধ্বনিতত্ত্ব

- ধ্বনি, বর্ণ, অক্ষরের সংজ্ঞা ও স্বরূপ।
- উচ্চারণের স্থান ও প্রকৃতি অনুযায়ী বাংলা স্বর ও ব্যঞ্জন ধ্বনির পরিচয়।
- বাংলা ধ্বনি পরিবর্তনের কারণ ও ধারা, আন্তর্জাতিক ধ্বনিমূলক বর্ণমালা (IPA)।

১×১০= ১০

একক- ৪

শব্দার্থতত্ত্ব

- শব্দার্থ পরিবর্তনের কারণ ও ধারা।
- শব্দভাণ্ডার।
- বাংলা শব্দের ব্যুৎপত্তি ও নিরুক্তি।

১×১০= ১০

MDC- 1(বাংলা ব্যতীত অন্য বিভাগের শিক্ষার্থীদের জন্য)

লোকসাহিত্য ও লোকসংস্কৃতি

একক- ১

- লোকসাহিত্য ও লোকসংস্কৃতির সংজ্ঞা ও স্বরূপ।

ক্রেডিট- ৩ পূর্ণমান- ৫০

৪০(৪×১০)+ অ. মু.-১০= ৫০

১×১০= ১০

একক- ২

- ছড়া, ধাঁধা, প্রবাদ।

১×১০= ১০

একক- ৩

- লোকগান(ভাওয়াইয়া, বিয়ের গান, জারি, সারি, টুসু-ভাদু), লোকনাটক(খন, গম্ভীরা, আলকাপ)।

১×১০= ১০

একক- ৪

- লোকভাষা।

১×১০= ১০

Instructions:

- i. Two short essay-type questions (with internal choice) shall be set from each of the four units covering **Thrust Area I**. Students shall answer two (02) short essay-type questions out of eight in about three hundred fifty (350) words each carrying ten (10) marks each.
- ii. Two short-type questions (with internal choice) shall be set from each of the four units covering **Thrust Area II**. Students shall answer three (03) short-type (out of eight) questions in about seventy (80) words each carrying four (04) marks each.
- iii. Three very short type questions shall be set from each of the four units covering **Thrust Area III**. Students shall answer eight (08) very short type questions out of twelve (12) in about one or two sentences each carrying one (01) mark each.

Recommended reading list:

1. *English Social and Cultural History: An Introductory Guide and Glossary*, by Bibhash Choudhury, PHI, 2010
2. *A History of English Literature: Traversing the Centuries*, by Aditi Chowdhury and Rita Goswami, Orient BlackSwan, 2014
3. *English literature in Context*, Edited by Paul Poplawski, Cambridge University Press, 2018
4. *History of English Literature* by Edward Albert, 5th ed, Oxford University Press, 2017
5. *A Short History of English Literature* by Ifor Evans, Penguin, 2015

MULTIDISCIPLINARY COURSE

MDC-1: Academic Writing

[4 Credits, Full Marks: 50 (Theory: 40 + IA: 10), LH: 60 hrs]

Unit-1:

Understanding Conventions and Instruments:

Subject-Verb Agreement, Punctuation, Use of Apostrophe, Common Abbreviations, Synonyms-Antonyms, Active-Passive sentences, Narration, Simple-Complex-Compound Sentences

Unit-2:

Understanding Academic Writing and Its Types:

What is Academic Writing? Major Types: Descriptive, Analytical, Persuasive, and Critical

Unit-3:

Understanding the Writing Process:

Pre-Drafting- Plan, Research and Brainstorm Drafting—Headings, Sub-Headings and Development of the Idea, Revising—Making Changes, Correcting and Rewriting Editing—Removing Errors, Proof Readings

Unit-4:

Writing in Own Words:

Summarizing and Paraphrasing

Instructions:

1. Unit-1: Students shall answer 12 grammar based questions of 1 mark each, out of 16 questions (12x1=12).
2. Unit-2: Students shall write 2 short notes of 4 marks each (in about 200 words each), out of total 4 questions (4x2=8)
3. Unit-3: Students shall answer one essay type question of 10 marks out of 2 questions, in about 400 words (10x1=10)
4. Unit-4: Students shall attempt a summary or paraphrasing in their own words out of 2 options, one from prose and one from poetry (10x1=10)

Recommended Reading List:

1. *In Our Own Words: A Guide with Readings for Student Writers* by Rebecca Mlynarczyk and Steven B. Harber, St. Martin's Press
2. *A Course in Academic Writing* by Renu Gupta, Orient Black Swan
3. *Study Writing: A Course in Writing Skills for Academic Purpose* by Lin-Ham Lyons and Ben Heasley, Cambridge University Press
4. *Essentials of English Grammar with Answers* by Raymond Murphy, 2nd edition, Cambridge University Press

POLSMDC01: Human Rights

Unit-I:	Meaning, nature, and scope of Human Rights; Universalism and Cultural Relativism, Generations of Human Rights	16 Lectures
Unit-II:	Human Rights in Indian Context-Human Rights and the Indian Constitution-Human Rights Laws and Institutions in India	16 Lectures
Unit-III:	Human Rights Movements in India: Environmental movements, Dalit movement, Women's movement	16 Lectures

Reading List:

1. Baxi, Upendra (2002), *The Future of Human Rights*, Oxford University Press, Delhi.
2. Beteille, Andre (2003), *Antinomies of Society: Essays on Ideology and Institutions*, Oxford University Press, Delhi
3. Ghanshyam Shah, (1991) *Social Movements in India*, Sage Publications, Delhi
4. Shah, Nandita and Nandita Gandhi (1992) *Issues at Stake: Theory and Practice in the Contemporary Women's Movement in India*, Kali for Women, Delhi.
5. Gonsalves, Colin (2011) *Kaliyug: The decline of human rights law in the period of Globalisation* Human Rights Law Network, New Delhi.
6. Sen, Amartya, *Development as Freedom* 1999) New Delhi, OUP.
7. Donnelly, Jack and Rhoda Howard (ed.), *International Handbook of Human Rights*, Westport, Connecticut: Greenwood Press, 1987.
8. Donnelly, Jack, *Universal Human Rights in Theory and Practice*, New Delhi, Manas, 2005.
9. Gerwith, *Human Rights: Essays on Justification and Application*, University of Chicago Press, Chicago, 1982.
10. Khan, Mumtaz Ali, *Human Rights and the Dalits*, Uppal Publishing House, New Delhi, 1995.
11. South Asia Human Rights Documentation Centre, *Introducing Human Rights*, Oxford, New Delhi, 2006

Multidisciplinary Course Curriculum
Curriculum of Proposed Course-1 (Draft)
Course Name: Ethics and Education

Marks: 50

Credits: 3

1. Understanding Education

- i) Definition and Nature of Education: Views of Great Indian Thinkers on Education– Sri Aurobindo, M. K. Gandhi, R. N. Tagore, Swami Vivekananda, S. Radhakrishnan
- ii) Views of Great Western Thinkers on Education – Socrates, Plato, Aristotle, Rousseau, John Dewey

2. Understanding Ethics

- i) Concept of Ethics: Indian Perspectives (*Bhāgavad-Gītā*, *Bauddha*, *Jaina*, *Sāṃkhya* and *Yoga*).
- ii) Concept of Ethics: Western Perspectives: Definition, Nature and Scope of Ethics, Teleological Ethics: Utilitarianism (Bentham and Mill), Deontological Ethics (Kant's Moral Theory).

3. Role of Ethics or Moral Philosophy in Education

- i) Promoting moral values among the students
- ii) Promoting professional ethics in education

4. Role of Teachers as moral agents.

- i) Concept of an Ideal Teacher: Plato, Confucious, Martin Buber, Paulo Freire
- ii) Concept of an Ideal Teacher: Sri Aurobindo, Swami Vivekananda, Rabindranath Tagore, S. Radhakrishnan, Jiddu Krishnamurti

5. Role of Institutions for Developing Moral Values

- i) Role of Family for inculcating moral values
- ii) Role of Educational Institutions for inculcating moral values

References:

- 1. Chand, Jagdish (2010), *Philosophical Foundations of Education*, New Delhi, Anshah Publishing House
- 2. Davidson, T. (1900), *Aristotle and the Ancient Education Ideals*, New York: Charles-Scribner's

3. Haynes, Joanna, Gale, Ken and Parker, Melaine (2015), *Philosophy and Education: An introduction to key questions and themes*, London and New York: Routledge
4. Plato (2000), *The Republic*, Cambridge: University Press
5. Sharma, A. P. (1997), *Development of Western Educational Thought*, New Delhi: Concept Publishing Company
6. Vallikkat , Santosh (2012), *World's Greatest Educational Thinkers, Philosophers and Educationists*, New Delhi: Kanishka Publishers
7. Sushil Roy: *Shiksha Tattva O Shiksha Darshan*, Soma Book Agency
8. Dr. Baby Dutta & Debika Guha: *Shiksha Darshan O Darshaniker Abadan* , ProgressivePublishers.
9. Dr. Debashis Pal, Dr. Debashis Dhar, Dr. Madhumita Dash, Dr. Paramita Banerjee: *Shikshar Bhitti o Vikash (Pratham Patra)* , Rita Book Agency.
10. Dibyendu Bhattacharya : *Shiksha o Darsahan* , Dorling Kindersley (India) Pvt. Ltd.
11. Sushil Roy: *Bharater Shiksha o Shikshar Bharatayan*, Soma Book Agency.
12. Jyoti Prashad Bandyopadhyay: *Bhattacharya Shikshar Itihas o Sampratit Samasya*, Central Book agency
13. Dr. Samarendra Bhattacharya : *Sammanik Nitividya*, Book Syndicate Pvt. Ltd.
14. Dipak Kumar Bagchi : *Bharatiya Nitividya* , Progressive Publishers .

SYLLABUS - PHYSICAL EDUCATION (4 Years)
BACHELOR OF PHYSICAL EDUCATION & SPORTS (BPES)
UNIVERSITY OF GOUR BANGA
SEMISTER 1/Interdisciplinary/ Multidisciplinary

Course Title: Health and Fitness Course Type: Interdisciplinary/ Multidisciplinary (IDC/MDC) (Code: MDC-1), Credit: 3 Full Marks- 50 (Theory: 40 & Internal Assessment: 10), Examination Duration - Two Hours	
Objectives: 1. Students may understand the historical development and the concept of Health & Fitness 2. Students may learn the Relationship among Physical Fitness, Health and Physical Education & Sports Outcomes: 3. Students may know the strong background of Physical Fitness, Health and Physical Education & Sports 4. This subject may generate vibration for further development of Physical Fitness, Health and Sports	
Unit	Contents
UNIT- 1	Introduction(L. Hours- 10)
	1 Health and Fitness - Definition, Meaning and Concept
	2 Dimensions of Health and Fitness. Factors affecting health and fitness
	3 Importance of health and fitness Education
	4 Determinants of healthy behavior
UNIT- 2	Nutritional value of Health and fitness(L. Hours- 10)
	1 Diet and Nutrition for Health & Fitness.
	2 Malnutrition, under-nutrition and over-nutrition
	3 Processed foods and unhealthy eating habits.
	4 Essential components of a balanced diet for healthy living with specific reference to the role of carbohydrates, proteins, fats, vitamins & minerals.
UNIT- 3	Mental Health and Fitness(L. Hours- 10)
	1 Mental Health- Definition and meaning. Relationship between mental health and fitness
	2 Factors affecting mental health.
	3 Management of Stress, anxiety, and depression
	4 Substance abuse (Drugs, Cigarette, Alcohol), de-addiction, counseling and rehabilitation.
UNIT- 4	Physical Fitness and Health(L. Hours- 10)
	1 Physical Fitness- Definition and Meaning. Relationship between Physical Fitness and Health.
	2 Types of Physical Fitness and benefits of Health.
	3 Physical activity, Lifestyle management and Hypokinetic diseases prevention.
	4 Weight management and the role of Yoga, Asanas, and Meditation in maintaining health and wellness.
References: 1. Difiore, J.(1998). Complete guide to postnatal fitness. London: A& C Black., 2. Giam, C.K &The, K.C. (1994). Sport medicine exercise and fitness. Singapore: P.G. Medical Book. 3. McGlynn, G., (1993). Dynamics of fitness. Madison: W.C.B Brown. 4. Sharkey, B. J.(1990). Physiology of fitness, Human Kinetics Book.	

Question Pattern for Evaluation

End Semester Examination –Descriptive type			Internal Marks* *(Attendance + Assignment**) **Classroom Test, Project Work, Assignments & Presentations.	Total Marks	
Number of question to be answered					
02 Marks Question	05 Marks Question	10 Marks Question	Total		
5 out of 7	4 out of 6	1 out of 2			
5*2=10	4*5=20	10*1=10			
			40	10	50

University of Gour Banga

MULTIDISCIPLINARY COURSE (ZOO-MDC-01)

For the study Zoology (UG Semester-I)

Paper name: Health Education and Disease Prevention [FULL MARKS: 40; 03 CREDITS]

Unit 1: Health education: Definition, principles, objectives.

Unit 2: Basics of human anatomy and physiology: Body plan, location of various organs and their functions; organ systems (in brief).

Unit 3: Concept of epidemiology: Definition and examples of sporadic, endemic, epidemic, pandemic.

Unit 4: Nutritional disorders: Kwashiorkor, Marasmus; Vitamins: classification, recommended dietary allowance, dietary sources, deficiency symptoms of vitamin A, D, E, K, C, B₁, and folic acid.

Unit 5: Microbiology, Helminthology & Medical Entomology: Introduction to microbes (Prokaryotic and Eukaryotic), Immunity types - natural and acquired immunity; vaccines.

Unit 6: Specific communicable diseases: Etiology, Mode of spread, prevention and control of Tuberculosis, Cholera, Typhoid, Malaria, Dengue fever, Filariasis, Chicken pox, Leishmaniasis (Kala-Azar).

Unit 7: Specific non-communicable diseases: Etiology, prevention, control and management of Cancer, Diabetes, Alzheimer's Disease, Rheumatoid arthritis, Obesity, Asthma, alcoholism & drug addiction.

Recommended readings:

Mudambi, SR and Rajagopal, MV. Fundamentals of Foods, Nutrition and Diet Therapy; 2012; New Age International Publishers.

Wardlaw GM, Hampl JS. Perspectives in Nutrition; Seventh Ed; 2007; McGraw Hill.

Gibney et al. Public Health Nutrition; 2004; Blackwell Publishing

Khanna K et al. Textbook of Nutrition and Dietetics; 2013; Phoenix Publisher.

Sharma S, Wadhwa A. Nutrition in the Community- A textbook; 2003; Elite Publishing House Pvt. Ltd.

Srilakshmi B. Dietetics; 2012; New Age International (P) Ltd.

Bamji MS, Rao NP, and Reddy V. Text Book of Human Nutrition; 2009; Oxford & IBH Publishing Co. Pvt. Ltd.

Lakra P, Singh MD. Textbook of Nutrition and Health; First Ed; 2008; Academic Excellence.

Wadhwa A and Sharma S (2003). Nutrition in the Community-A Textbook. Elite Publishing House Pvt. Ltd. New Delhi.

Park K (2011). Park's Textbook of Preventive and Social Medicine, 21st Edition. M/s Banarasidas Bhanot Publishers, Jabalpur, India.

U. Satyanarayana and U. Chakrapani, Biochemistry, Books and Allied (P) Ltd., 3rd Edition, Kolkata, 2007.

Papadakis M.A., & McPhee S.J., & Rabow M.W., & McQuaid K.R.(Eds.), (2022). Current Medical Diagnosis & Treatment 2022. McGraw Hill.
<https://accessmedicine.mhmedical.com/content.aspx?bookid=3081§ionid=258579241>

Marieb, E. N., & Hoehn, K. (2019). Human anatomy & physiology. Eleventh edition. [Hoboken, New Jersey], Pearson Education, Inc.

Prescott, L.M. (2002) Medical Microbiology. 5th Edition, McGraw-Hill, New York.