

DEPARTMENT OF ENGLISH : GAUHATI UNIVERSITY
FYUGP SYLLABUS
ENGLISH CORE
PROGRAMME SPECIFIC OUTCOMES

PSO 1: Demonstrate essential knowledge and understanding of English literature in terms of its history, forms, locations, themes, contexts, and literary practices.

PSO 2: Apply critical understanding by engaging literary criticism to evaluate and examine diverse kinds of English writing.

PSO 3: Analyse, conceptualise and communicate ideas, theories, concepts and research related to literatures in English.

PSO 4: Evaluate global issues and multicultural perspectives, and integrate values, ethical practice and responsibility towards society and the environment.

Paper 1
English CORE: Semester 1
English Literary and Social History
ENG010104
(External Evaluation: 60 + Internal Assessment 40): Total Marks 100
4 Credits
(15 Classes Per Credit)

Graduate Attributes: Course Objective

This paper is designed to introduce students to English literary and social history in terms of ideas and/or events that bear on the production of texts earmarked for study of the basics of English literature. Students will here be expected to familiarise themselves with the literary and social aspirations of English as revealed in its literature through the different periods and ages. Topics are broad and general enough to be readily manageable in the first semester and have been selected with a view to sensitising students to the vast panorama of socio-cultural changes across different ages.

Key Features

- A chronological focus on English literary and cultural history.
- An engagement with the essential timeline for contextualizing literature.
- A focus on location, culture, text and context in the shaping of literary traditions.
- A close processing of cultural and social imperatives in the development of the worlds of literary markers
- An engagement that enables the placement of literary studies within a broad but grounded spectrum of reading processes that open new pathways of critical reception

Course Outcome

At the end of this course, the students would be able to:

CO1: Outline and describe the chronology of English literary and social history

- C02:** Summarise and analyse the contexts of English literature over different historical and social periods
- C03:** Apply multiple reading processes in interpreting English literary and social history
- C04:** Differentiate, distinguish and compare literary traits, genres, and practices in English literature from different historical periods.
- C05:** Evaluate the impact of location, culture, texts and contexts in the growth of literary traditions in English literature

Unit 1: Medieval to the Renaissance (1 Credit)

- Feudalism and the Medieval World
- Chaucer, Langland, Gower
- Medieval and Renaissance English Theatre
- Elizabethan and Metaphysical Poetry
- The Print Revolution

Unit 2: The Enlightenment to the Nineteenth Century (1 Credit)

- The Scientific Revolution and the Enlightenment
- Restoration Drama
- Defoe and the Rise of the Novel
- The Industrial Revolution
- Romantic and Victorian Poetry
- Fiction in the Nineteenth Century

Unit 3: Modern to the Present (1 Credit)

- The Contexts of the Modernism: Fiction, Poetry, Drama
- Literature in the Postcolonial World
- The 'Woman' Question and Gender Studies
- Popular Culture and Literature
- Migration, Consumerism and Globalisation
- Postmodern and Contemporary Literature

Unit 4: Terms & Themes (1 Credit)

The Norman Conquest | Dream Allegory | Courtly Love | The University Wits | The Reformation and English Literature | Interludes | Moralities & Miracle Plays | Puritanism | Darwinism | Suffragette Movement | Bestsellers | Social Media and Literature

Recommended Reading:

- Andrew Sanders. *The Short Oxford History of English Literature*, Fourth edition, Oxford: OUP, 2004
- J. M. Roberts. *The Penguin History of the World*, London: Penguin, 2004
- Robert Tombs. *The English and their History*, London: Penguin, 2015
- Ronald Carter and John McRae. *The Routledge History of Literature in English: Britain and Ireland*, 3rd edn, London: Routledge, 2021
- Simon Jenkins. *A Short History of England*, London: Profile Books, 2018

Paper 2
English CORE: Semester 2
Forms, Genres and Concepts of English Literature
ENG020104
(External Evaluation: 60 + Internal Assessment 40): Total Marks 100
4 Credits
(15 Classes Per Credit)

Graduate Attributes: Course Objective

This paper is designed to introduce students to the major forms, genres and concepts of English literature. Students will here be expected to familiarise themselves with the themes, ideas and different generic dimensions of literary writing and practice. The topics are broad and general enough to be readily manageable in the second semester and have been selected with a view to enable students to connect and associate these concepts and forms with reference to texts and their specific contexts.

Key Features

- A genre-based focus on English literary practice.
- An engagement with the essential forms for contextualising literature.
- A focus on forms of textual writing and their impact in the shaping of literary traditions.
- A close processing of generic and formative imperatives in the development of the primary markers in English literature
- An engagement that enables the placement of English literary studies within a broad but grounded spectrum of reading processes that open new pathways of critical reception

Course Outcome:

At the end of this course, the students would be able to:

CO1: Identify different types of writing and practice in English literature

CO2: Classify the genres and concepts of English literature over different historical periods

CO3: Apply knowledge of forms, genres and concepts in interpreting literary texts

CO4: Compare literary forms, genres, and concepts across different historical periods.

CO5: Evaluate the growth of various English literary traditions

Unit 1: Forms and Genres in Poetry (1 Credit)

- The Epic in English and the Western World
- Sonnet Writing and Sonnet Traditions
- Elegies and Traditions of Lament Verse in English
- Lyric Writing Poetic Practice
- Satirical Poetry

Unit 2: Forms and Genres in Fiction (1 Credit)

- The Novel as Narrative
- The Short Story in English
- The Picaresque Novel

- Realism, Naturalism and the Novel
- The Novella in English Literature
- Postmodern Fiction

Unit 3: Forms and Genres in Drama (1 Credit)

- Tragedy in English Literature
- Comedy: Types and Forms in Comic Theatrical Practice
- Farce in English literary history
- Music in the Theatre
- Tragicomedy
- Melodrama

Unit 4: Basic Terms & Themes (1 Credit)

Absurd Drama | Novel of Manners | Comedy of Manners | The Stream of Consciousness Novel | Poetic Drama | Science Fiction | Crime Fiction | Dramatic Monologue | The Bible and English Prose | The Historical Novel | Autobiography | Biography | The Self-Reflexive Novel | Metafiction | Drama of Ideas | Point of View (PoV) | The Essay | The Periodical Essay | The Personal Essay | Letters by Writers

Recommended Reading:

Chris Baldick. *The Oxford Dictionary of Literary Terms*, Oxford: OUP, 2015

M.H. Abrams and Geoffrey Galt Harpham. *A Glossary of Literary Terms*, Eleventh edition, Wadsworth, 2015

Ross Murfin and Supriya Ray. *The Bedford Glossary of Critical & Literary Terms*, Fourth edition, Bedford, 2019

J.A. Cuddon and M.A.R. Habib. *The Penguin Dictionary of Literary Terms and Literary Theory*, Fifth Edition, London: Penguin, 2015

Paper 3
English CORE: Semester 3
Rhetoric, Prosody, Grammar and Comprehension
ENG030104
(External Evaluation: 60 + Internal Assessment 40): Total Marks 100
4 Credits
(15 Classes Per Credit)

Graduate Attributes: Course Objective

This course on Rhetoric, Prosody and Comprehension is designed to enable the graduates to acquire, by the end of this course, a comprehensive knowledge of literary devices and their effective use in both academic and non-academic sectors. Graduates will also be able to develop critical thinking and analytical reasoning which will enable them to think out of the box in their professional lives as well. By the end of the course the graduates should also be able to make a practical application of the information and communication technology that will be used in the classes to illustrate the concepts in rhetoric and

prosody. Graduates will further acquire listening, understanding and analytical skills as part of the comprehension component of the course.

Key Features:

- to equip students with the basics of understanding and appreciating texts through literary devices
- to develop an expertise in the practical application of rhetorical devices in English
- to hone their practical skills in applying the knowledge of literature in their personal, social and professional interactions

Course Outcome:

At the end of this course, the students would be able to:

CO1: Identify different rhetorical types of writing and practice in English literature

CO2: Analyse the prosodic concepts of English literature over different genres

CO3: Apply these concepts in close readings of literature in both academic and non-academic English

CO4: Classify and compare the rhetorical impact of figures of speech in texts through relevant illustrations

CO5: Evaluate grammatical, rhetorical and prosodic elements in forms and genres in English literature

Unit I: Rhetoric (2 Credits)

In this section the aim is to introduce students the use of rhetorical devices through a discussion of poems and prose passages. The teachers should ensure that apart from giving the definitions of these devices, it is equally important to show how they are used by the poets and writers and the overall purpose such uses evoke in the literary piece. This section will, by its very nature rely heavily on the use of ICT in order to make these concepts clearer to the students.

○ **Figures of Speech:**

Simile | Metaphor | Personification | Alliteration | Assonance | Interrogation | Irony | Onomatopoeia | Hypallage | Pun | Oxymoron | Hyperbole | Anti-climax | Asyndeton and Polysyndeton | Metonymy | Synecdoche | Paradox | Euphemism | Tautology | Ellipsis | Catachresis

○ **Sentence and Paragraph Structure*:**

Syntactic structure | unity of a paragraph | logical arrangement of ideas in composition | precision in writing | simplicity and clarity of ideas | economy of expression | avoiding a diffused style (tautology, pleonasm or redundancy and verbosity) | enhancing the visual element in writing | choice and arrangement of words.

**These elements will be taught and assessed through practical demonstrations and exercises*

Unit 2: Prosody (1 Credit)

Understanding meter in a poem is essential for a studied appreciation of poetry. Writing poetry involves following certain rhyme scheme and meter which is studied under prosody. In this section the students will be introduced to some key concepts in prosody which will be discussed and illustrated through selections from a wide range of poems. This section, as the previous one, will, by its very nature, rely heavily on the use of ICT in order to make these concepts clearer to the students.

Poetry and verse | syllable | accent | rhythm and meter | measure or foot (Iambic, Trochaic, Spondee; Pyrrhic; Anapaestic, Dactylic; Amphibrachic) | verses (dimeter, trimeter, tetrameter, pentameter) | variations in rhythm and metre | scansion | pauses | rhyme | stanzas (couplet, heroic couplet, tercet, quatrain, quintain, sestina, rhyme royal, ottava rima, the Spenserian stanza) | the sonnet | blank verse | free verse

Unit 3: Grammar and Comprehension (1 Credit)

The comprehension of passages requires certain abilities which when practised can be improved. Learners at this stage will be trained how to think and write logically by looking at some examples that demonstrate excellent comprehension. Here, the aim is to hone the comprehension skills of learners addressing the following points:

- Analysing | Summarizing | Sequencing | Inferencing | Comparing and contrasting | Drawing conclusions | Self-questioning | Problem-solving | Relating background knowledge | Distinguishing between fact and opinion | Finding the main idea, important facts, and supporting details
- Analysis of an unseen passage to demonstrate comprehension skills
- Grammatical exercises

Recommended Reading:

Beum, Robert & Karl Shapiro. *The Prosody Handbook*. Dover, 2006
Bose, M.N. & T.S. Sterling. *Elements of English Rhetoric and Prosody*. Chuckervertty, Chatterjee & Co. Ltd., 2021 (rpt.)
Cushman, Stephen *et al.* *The Princeton Encyclopedia of Poetry and Poetic, Fourth Edition*. Princeton University Press, 2012
Lanham, Richard A. *A Handlist of Rhetorical Terms (Second Edition)*. University of California Press, 1991
Sarkar, Jaydip & Anindya Bhattacharya. *A Handbook of Rhetoric and Prosody*, Orient Blackswan, 2017

Paper 4
English CORE: Semester 4
British Poetry: Renaissance to Romanticism
ENG040104
(External Evaluation: 60 + Internal Assessment 40): Total Marks 100
4 Credits
(15 Classes Per Credit)

Graduate Attributes: Course Objective

This course will introduce the students to some of the best examples of British poetry written between the sixteenth and the early nineteenth century. It will give the students a fair idea of what constitutes the canon within this time frame and make the students cognizant of the dominant genres of the different epochs. The paper will situate the various thematic concerns within their historical contexts.

Course Outcomes

At the end of this course, the students would be able to:

- C01:** Identify different aspects of British poetic practice from the Renaissance to Romanticism
- C02:** Analyse the relevant poetic ideas of British literature from the Renaissance to Romanticism in terms of use and practice
- C03:** Apply multiple reading strategies in interpreting poetic forms, genres and concepts in British literature from the Renaissance to Romanticism
- C04:** Differentiate, distinguish and compare poetic forms, genres, and concepts in British literature through a comprehensive analysis from the Renaissance to Romanticism
- C05:** Evaluate the presence of the vital elements in forms and genres in British poetry from the Renaissance to Romanticism

Unit 1 (2 Credits)

Philip Sidney: "My True Love hath my Heart..."

William Shakespeare: Sonnet 116.

John Donne: "The Good Morrow"

George Herbert: "Easter Wings"

Aemilia Lanyer: "To the Doubtfull Reader"

John Milton: "On His Blindness"

Ben Jonson: Song: "To Celia"

Unit 2 (2 Credits)

Alexander Pope: "Epistle to Dr Arbuthnot"

Charlotte Smith: "To the Shade of Burns"

William Blake: "The Tyger"

William Wordsworth: "Composed upon Westminster Bridge"

Anne Latetia Barbauld: "A Little Invisible Thing"

Percy Bysshe Shelley: "Ozymandias of Egypt"

John Keats: "To a Grecian Urn"

Recommended Reading:

C.S. Lewis. *The Allegory of Love*, Cambridge: CUP, 1936

Harold Bloom and Lionel Trilling. *Romantic Poetry and Prose*, Oxford: OUP, 1973

M.H. Abrams. *The Mirror and the Lamp*, Oxford: OUP, 1972

Michael Ferber. *Romanticism: A Very Short Introduction*, Oxford: OUP, 2010

Robert C. Evans. *Perspectives on Renaissance Poetry*, New York: Bloomsbury, 2015

Paper 5
English CORE: Semester 4
British Drama: Renaissance to the Eighteenth Century
ENG040204
(External Evaluation: 60 + Internal Assessment 40): Total Marks 100
4 Credits (15 Classes Per Credit)

Graduate Attributes: Course Objective

This course will encourage the student to understand drama as a distinctive literary genre with unique characteristics. It will introduce the students to some representative examples of British Drama written between the Renaissance and the eighteenth century. The paper will familiarize students with the evolution and growth of drama as the dominant genre during the Renaissance and its displacement in the later epoch. Students will be able to situate the various thematic concerns within their historical contexts and locations

Course Outcome:

At the end of this course, the students would be able to:

- CO1:** Locate British Drama written between the Renaissance and the eighteenth century in its historical, contextual and performative contexts.
- CO2:** Identify and analyze the playwrights in terms of their dramaturgy, themes, structuring and reception.
- CO3:** Examine and compare the theatrical devices like dialogue, setting, irony used by different playwrights to develop critical perspectives.
- CO4:** Evaluate the themes and the dialectical interplay that will enable various ways of critically engaging with the text.
- CO5:** Formulate original interpretation of the various themes, contexts, dramatic devices and performance aesthetics to understand the generic differences between various modes of drama.

Unit 1: (Credit 1)

Concepts: audience | plot | character | chorus | climax | actor-acting | aside | impersonation | monologue | protagonist | role | scene-scenography | stage direction | set-setting | stage machinery | allegory in drama

Unit 2: (3 Credits)

Christopher Marlowe: *Dr Faustus*
William Shakespeare: *The Merchant of Venice*
John Webster: *The Duchess of Malfi*
William Congreve: *Way of the World*

Recommended Reading:

John L. Styan. *The English Stage: A History of Drama and Performance*, Cambridge: CUP, 1996

Robert Edmond Jones. *The Dramatic Imagination*, New York: Theatre Arts, 1992

A. R. Braunmuller & Michael Hattaway (eds). *The Cambridge Companion to English Renaissance Drama*, Cambridge: CUP, 2003

Paper 6
English CORE: Semester 4
British Fiction: Augustan to Victorian
ENG040304
(External Evaluation: 60 + Internal Assessment 40): Total Marks 100
4 Credits (15 Classes Per Credit)

Course Objectives:

- Through the carefully selected texts, to give the students an in-depth idea of the evolution and timeline of the British novel from Augustan to Victorian times
- To acquaint the students about different novel forms of this time-period such as picaresque fiction and the bildungsroman
- To enlighten the students about the fundamentals of traditional fiction

Course Outcomes:

At the end of this course, the students would be able to:

CO1: Identify the evolution and timeline of the British novel from Augustan to Victorian times.

CO2: Comprehend the fundamentals of traditional fiction such as plot, setting and character as well as the distinction between story and plot

CO3: Classify the different novelistic forms that fall within the period such as picaresque fiction, the Gothic novel, and the bildungsroman

CO4: Analyze various social, historical, and literary contexts that may enable a concrete and convincing interpretation of literary texts

CO5: Create or develop original strategies of interpretation and analyses based on all of the above

Course Contents:

Unit 1 (2 credits)

Daniel Defoe. *Moll Flanders*

Jane Austen. *Emma*

Unit 2 (2 Credits)

Emily Bronte. *Wuthering Heights*

Charles Dickens. *Hard Times*

Thomas Hardy. "The Distracted Preacher"

Recommended Reading:

Grahame Smith. *The Novel and Society: Defoe to George Eliot*, B&N Books, 1984
Terry Eagleton. *The English Novel: An Introduction*, Wiley 2004
Barbara Dennis. *The Victorian Novel: Cambridge Contexts in Literature*, Cambridge University Press, 2000
James Kilroy. *The Nineteenth Century English Novel: Family Ideology and Narrative Form*, Palgrave Macmillan, 2007

Paper 7
English CORE: Semester 4
British Poetry: Victorian to Postmodern
ENG040404
(External Evaluation: 60 + Internal Assessment 40): Total Marks 100
4 Credits (15 Classes Per Credit)

Objective of the Paper

This paper is designed to introduce students to English poetry from the Victorian period to the present. Students will have an opportunity to engage with and read the major poets covering two centuries of verse composition encompassing a variety of poetic styles and practices.

Graduate Attributes: Learning Objectives

This paper on British Poetry, Victorian to Postmodern aims to enable students to acquaint themselves with the poetic traditions of the last two centuries. It is designed to facilitate a sustained critical responsiveness to the forms and variations of poetic practice through a sampling of writing that charts the development of poetry in English.

Course Outcome

At the end of this course, the students would be able to:

- C01:** Recognize and distinguish the differing thematic concerns and techniques of i) Victorian Poetry, ii) Modern Poetry, and iii) Poetry after Modernism.
- C02:** Relate the socio-cultural contexts of the specific periods with the poetry of the times.
- C03:** Determine the distinguishing features of the poetry produced by women during the three periods covered by the paper.
- C04:** Interpret and assess various dimensions of human psychology explored in the poems.
- C05:** Assess the distinctiveness of poetic technique inaugurated by Modernism.

Section A: Victorian Poetry (1 Credit)

- Alfred Tennyson: *Ulysses*
- Robert Browning: *My Last Duchess*
- Christina Rossetti: *A Better Resurrection*

- Matthew Arnold: *Dover Beach*

Section B: Modern Poetry (1 Credit)

- T. S. Eliot: *Love Song of J. Alfred Prufrock*
- Wilfred Owen: *Futility*
- W. B. Yeats: *Sailing to Byzantium*
- Mina Loy: *Brancusi's Golden Bird*

Section C: Poetry after Modernism (1 Credit)

- Ted Hughes: *The Thought Fox*
- Seamus Heaney: *The Tollund Man*
- Philip Larkin: *Church Going*
- Carol Ann Duffy: *Warming her Pearls*

Section D: Basic Issues (1 Credit)

Victorian Poetry and Pathos | Modernist Poetry and the City | Alienation in Modern and Contemporary British Poetry | The Gender Question in 19th and 20th Century British Poetry | Victorian Poetry and Social 'Values' | Experimentation in Modern Poetry | Reality and History in Contemporary British Poetry

Recommended Reading:

Isobel Armstrong. *Victorian Poetry: Poetry, Poets and Politics*, London: Routledge, 1993
 Joseph Bristow. *The Cambridge Companion to Victorian Poetry*, Cambridge: CUP, 2000
 Alex Davis and Lee M. Jenkins. *The Cambridge Companion to Modernist Poetry*, Cambridge: CUP, 2007
 David Wheatley. *Contemporary British Poetry*, London: Palgrave, 2014

Paper 8

English CORE: Semester 5

British Drama: Victorian to Postmodern

ENG050104

(External Evaluation: 60 + Internal Assessment 40): Total Marks 100

4 Credits (15 Classes Per Credit)

Course Objective:

This course would enable the students:

- to learn about Modern British Drama from the early years of the twentieth century to the new millennium
- to do close reading of the plays by British playwrights.
- to understand genre, style and theme of these plays.
- to locate British drama within its historical contexts.
- to learn how social and political situations influence playwrights' choice of plot and characterisation.

- learn about Avant Garde or experimental drama.

Course Outcome

At the end of this course, the students would be able to:

- CO1:** Recognize and explain British dramatic traditions from the Victorian age to the postmodern period and demonstrate knowledge of the socio-cultural contexts of the plays.
- CO2:** Break down and categorize dramatic devices in a British play, its structural techniques, form and dynamics of performance on stage.
- CO3:** Interpret and appraise experimental or Avant Garde plays.
- CO4:** Develop conceptual skills of reading scenes, plots, characterizations and performances.
- CO5:** Generate ideas of stagecraft, *mise-en-scene*, directorial roles and adaptation of plays across cultures and geographical locations

Unit 1: Concepts (1 Credit)

Realism; Naturalism; Problem Play; Poetic Drama; Irish Theatre; Theatre of the Absurd; Expressionism; Symbolism; Avant Garde; Contemporary British Drama; Theatre of Catastrophe/Modern Tragedy; Farce; Comedy of Horrors.

Unit 2: Drama Texts (3 Credits)

Shaw, George Bernard: *Pygmalion*
T.S. Eliot: *Murder in the Cathedral*
Tom Stoppard: *Rosencrantz and Guildenstern Are Dead*
Timberlake Wertenbaker: *The Ash Girl*

Recommended Reading:

Richard Eyre and Nicholas Wright. *Changing Stages: A View of British Theatre in the Twentieth Century*, Bloomsbury, 2000.
Martin Esslin. *The Theatre of the Absurd*, Methuen, 2001.
Christopher Innes. *Modern British Drama: The Twentieth Century*. Cambridge, 2002.
David Ian Rabey, *English Drama Since 1940*, Routledge. 2016.
Peter Brook: *The Empty Space*, Penguin, 2008.
Howard Barker: *Arguments for a Theatre* (4th Edition). Oberon Books, 2016

Paper 9

English CORE: Semester 5

Life Narratives

ENG050204

(External Evaluation: 60 + Internal Assessment 40): Total Marks 100

4 Credits (15 Classes Per Credit)

Course Objectives:

- Students will be educated about the distinctiveness and variety of the genre of Life Narratives
- At the same time students will be exposed to the range and inclusiveness of the genre, which has many sub-genres that invite study
- Students will be acquainted with narratological approaches which lead to more analytical interpretations of Life Narratives
- They will also learn about the affinities with other genres and disciplines such as History and Fiction.

Course Outcome:

At the end of this course, the students would be able to:

- C01:** Identify the timeline and evolution of life-narratives from the moment of genesis in antique history to modern times
- C02:** Comprehend and discuss the diversity and inclusiveness of the genre of Life Narrative which has different sub-genres
- C03:** Apply the knowledge of the timeline and classification of Life Narrative to understand its affinities with comparable genres such as History and Fiction
- C04:** Evaluate and appraise different life narratives on the basis of insights derived from works of narrative theory or narratology
- C05:** Organize knowledge of timeline, types of Life Narrative, and insights from narrative theory to create a basis for original interpretations of various outstanding works of Life Narrative

Unit 1 (2 credits)

Emily Dickinson. Letters: to Mrs. A.P. Strong January 29 1850 / to William A. Dickinson, November 17 1851

Ismat Chughtai. *A Life in Words: Memoirs*

Unit 2 (2 credits)

Samuel Johnson, "Life of Dryden" from *The Lives of the Poets*

Zora Neale Hurston. *Barracoon; The Story of the Last Slave*

Jhumpa Lahiri. *The Clothing of Books*

Recommended Reading:

Laura Marcus. *Autobiography: A Very Short Introduction*, Oxford University Press, 2018

Lloyd E. Ambrosius. ed. *Writing Biography: Historians & Their Craft*, University of Nebraska Press, 2004

Leon Edel. *Literary Biography*, University of Toronto Press, 1957

Paul Murray Kendall, *The Art of Biography*, Allen & Unwin, 1965

Fiction: Modern and After
ENG050304

(External Evaluation: 60 + Internal Assessment 40): Total Marks 100
4 Credits (15 Classes Per Credit)

Objectives:

This paper is designed to

- Give students an overview of the development of fiction in the English language during the 20th & 21st centuries
- Familiarize them with the contexts in which fiction emerges in different cultures in this period
- Acquaint them with themes and concerns of this fiction

Course Outcome

At the end of this course, the students would be able to:

- CO1:** Describe the historical development of fiction in the 20th and 21st centuries
CO2: Identify themes in the fiction of this period and assess their aesthetic representation
CO3: Interpret and analyze contemporary life and times through the fiction
CO4: Imagine and empathize with a variety of human situations and experiences through encountering them in the fiction
CO5: Generate new perspectives on contemporary fiction

Unit 1: Contexts, Ideas and Concepts (1 Credit)

Contexts of fiction (selected events and conditions of the 20th and 21st centuries and a corresponding overview of fiction of each of the following)

- War and Conflict (the World Wars, decolonization, 9/11)
- Society, Economy, Politics
- Gender, Class and Race
- Environmental Crises

Unit 2: Fiction (3 Credits)

D.H. Lawrence: "The Rocking Horse Winner"

Joyce Carol Oates: "Where are You Going, Where Have You Been?"

Jean Rhys: *Wide Sargasso Sea*

John Boyne: *The Boy in the Striped Pyjamas*

Graham Swift: "England" from *England and Other Stories*

Recommended Reading:

Chris Baldick: *The Modern Movement, 1910-1940*, Oxford University Press, 2004

Bruce King: *The Internationalization of English Literature* Oxford University Press, 2004

Peter Boxall: *The Value of the Novel*, Cambridge University Press, 2015

Jesse Matz: *The Modern Novel: A Short Introduction*, Wiley, 2004

Debjani Ganguly: *This Thing Called the World: The Contemporary Novel as Global Form*, Duke University Press, 2016

Paper 11
English CORE: Semester 5
Literary Criticism
ENG050404

(External Evaluation: 60 + Internal Assessment 40): Total Marks 100
4 Credits (15 Classes Per Credit)

Objectives:

This paper is designed to

- Provide learners with a foundational understanding of the genesis and development of the field.
- Familiarize learners with the various concept and thoughts generic to the field.
- Provide training into critical approached to various genres of literature.
- Provide insights into various critical tools required for the study of literature.

Course Outcome

At the end of this course, the students would be able to:

CO1: Describe the development of the field of literary criticism from the beginning to the 20th century.

CO2: Explain the seminal concepts and ideas in the field of English literary criticism.

CO3: Analyse the important texts in English literary criticism.

CO4: Choose appropriate theoretical tools for the study of literature.

CO5: Develop a critical understanding of the genres of literature.

UNIT-1: (Concepts & Ideas): 2 Credits

- ° Plato - Mimesis
- ° Longinus – The Sublime
- ° Philip Sidney – Defence of Poetry
- ° Stephen Gosson – Views against Poetry
- ° Samuel Johnson – Views of Shakespeare and the “Three Unities”.
- ° Samuel Taylor Coleridge – Imagination and Fancy
- ° John Keats – Negative Capability
- ° F.R. Leavis – Enactment
- ° W.K. Wimsatt & Monroe C. Beardsley – Affective Fallacy, Intentional Fallacy.

UNIT 2: Seminal Texts: 2 Credits

- ° Aristotle: *Poetics*
- ° William Wordsworth: Preface to *The Lyrical Ballads* (1802)
- ° Mathew Arnold: *The Study of Poetry*
- ° T. S. Eliot: *Tradition and the Individual Talent*
- ° Cleanth Brooks: *The Heresy of Paraphrase*

Recommended Reading:

Habib, M.A.R. *A History of Literary Criticism: From Plato to the Present*. Oxford: Blackwell, 2005

Wimsatt W.K and Cleanth Brooks. *Literary Criticism: A Short History*, New Delhi: Oxford, 2004

Abrams, M.H. *The Mirror and the Lamp: Romantic Theory and the Critical Tradition*. NY: OUP, 1971
Eaves, M., and M. Fischer, eds. *Romantic and Contemporary Criticism*. Cornell University Press, 1986

Paper 12
English CORE: Semester 6
Women's Writing
ENG060104

(External Evaluation: 60 + Internal Assessment 40): Total Marks 100
4 Credits (15 Classes Per Credit)

Graduate Attributes:

This course will acquaint students with women's writing across genres, cultures and historical periods. They will study these writings with the help of some key concepts and ideas in women's/feminist studies. The study of the specific texts will develop the students' critical thinking and analytical abilities. They will acquire knowledge of different cultures and the challenges faced by women in diverse social settings. They will develop empathy and gender sensitivity which will help them to tackle problems in real life situations.

Course Outcome:

At the end of this course, the students would be able to:

- CO1:** Interpret, distinguish, and explain the basic concepts which are crucial to women's writing
- CO2:** Recognize and classify women's writing across genres, times and cultures
- CO3:** Analyze texts, setting them against their socio-cultural and historical background
- CO4:** Examine the basic themes, issues and stylistic features of women's writing.
- CO5:** Appraise and interpret women's issues and challenges as reflected through their writing

Unit I: History, Concepts and Ideas (1 Credit)

Waves of feminism, the body, ecofeminism, third world feminism, black feminism, communities of women, gynocriticism, gender

Unit II: Texts (3 Credits)

Kamala Das : An Introduction
Elizabeth Barrett Browning: Sonnet XLIII (How do I Love Thee? Let me count the ways)
from *Sonnets from the Portuguese*
Emily Dickinson: The Soul Selects her own Society
Adrienne Rich: Power
Louisa May Alcott: *Little Women*
Alice Walker: *The Color Purple*
Manjula Padmanabhan : Lights Out

Lady Mary Wortley Montagu: from *The Turkish Embassy Letters* (to Lady-Adrianople, 1 April 1717; To Lady Mar, 1 April 1717)

Toru Dutt: from Letters to Mary Martin (Baugmaree Garden House, Calcutta. December 19, 1873)

Emily Bronte: from *Diary* (Haworth, Thursday, July 30th, 1845)

Recommended Reading:

Andermahr, Sonya et al. *A Glossary of Feminist Theory*. London: Arnold, 2000

Auerbach, Nina. *Communities of Women: An Idea in Fiction*. Harvard UP, 1978

Beauvoir, Simone de. *The Second Sex*. trans. Constance Borde and Shiela Malovany-Chevallier. Vintage, 2010

Gilbert, Sandra and Susan Gubar (ed). *The Norton Anthology of Literature by Women: The Traditions in English*. Norton, 1996

Pearce, Lynne. *Feminism and the Politics of Reading*. Arnold, 1997

Showalter, Elaine. *A Literature of their Own*. Virago, 1978

Tharu, Susie & K. Lalita. ed *Women Writing in India* OUP, 1993

Woolf, Virginia. *A Room of One's Own*. New York: Harcourt, 1952

Paper 13

English CORE: Semester 6

Literature and the Environment

ENG060204

(External Evaluation: 60 + Internal Assessment 40): Total Marks 100

4 Credits (15 Classes Per Credit)

Graduate Attributes

- To equip students with a comprehensive knowledge of multiple perspectives on the relationship between literature and environment.
- To provide students with a historical and contextual knowledge of the representation of and approaches to the environment through literature.
- To develop skills in critical analysis, research, and writing, which will enable students to engage in scholarly discussions on this area.
- To develop in the students a critical vocabulary pertaining to the field of environmental humanities

Course Outcome:

At the end of this course, the students would be able to:

C01: Explain multiple perspectives on the relationship between literature and the environment.

C02: Interpolate the representation of and approaches to the environment through literature in specific historical and cultural contexts.

C03: Develop a critical vocabulary pertaining to the field of environmental humanities.

C04: Test skills in critical analysis, research, and writing using theories and ideas of ecocriticism.

C05: Reconstruct basic assumptions about the contribution of literary studies and

environmental humanities in the context of the climate crisis.

UNIT I (1 Credit)

This unit is designed to give students a basic idea of some key concepts and issues in environmental humanities, environmental ethics and ecocriticism. The topics to be discussed in this paper include the following:

Anthropocentrism
Deep Ecology
Ecocriticism
Ecofeminism
Anthropocene
Climate Change
Environmental History

UNIT II (3 Credits)

This unit involves a reading of select texts in the light of the concepts discussed in Unit I and a practical application of those ideas in interpretation and analysis of the texts while placing them in their historical, cultural and other contexts.

Texts:

Francis Bacon (1561-1626): "Of Gardens"
Gilbert White (1720-1793): Letter LXIV (From *The Natural History of Selborne*)
William Wordsworth: "The Solitary Reaper"
Henry David Thoreau: "The Ponds" (From *Walden*)
Emily Dickinson: "A Narrow Fellow in the Grass".
Robert Frost: "The Wood-Pile"
D. H. Lawrence: "Snake"
Amitav Ghosh: *The Living Mountain*
Easterine Kire: *Son of the Thundercloud*

Recommended Reading:

Armbruster, Karla, and Wallace, Kathleen (eds.) *Beyond Nature Writing: Expanding the Boundaries of Ecocriticism*. Charlottesville and London: University Press of Virginia, 2001.
Finch, Robert, and John Elder (Eds.) *Nature Writing: The Tradition in English*. New York: W. W. Norton & Company, 2002.
Garrard, Greg. *Ecocriticism*. New York: Routledge, 2004.
Glotfelty, Cheryll, and Harold Fromm (Eds.) *The Ecocriticism Reader*, The University of Georgia Press, 1996.
Heise, Ursula K., Jon Christensen, and Michelle Niemann (Eds.) *The Routledge Companion to the Environmental Humanities*, Routledge, 2017.

ENG060304

(External Evaluation: 60 + Internal Assessment 40): Total Marks 100

4 Credits (15 Classes Per Credit)

Course Objectives:

This course on Northeast Indian Literature is designed to familiarize students with the literature emerging from the 8 states of Northeast India so that as students from the region they know the history, culture, oral and writing traditions as well as the diversity of the region. While some writers write in English, some works will be read in English translations. The course aims:

- To provide a sampling of literatures in English and in translation
- To train students to appreciate literature emerging from Northeast India
- to make students see how folk stories, myths and legends frame the narratives of the region
- To introduce students to the themes, concerns and styles adapted by the writers and also look at aspects which are specific to the region and find reflection in their works

Course Outcome:

At the end of this course, the students would be able to:

CO1: Sketch an outline of literature produced in the eight states of Northeast India

CO2: Categorize the diverse forms which the writers adopt in their texts and which display the history, culture, oral and writing traditions as well as the diversity of the region.

CO3: Examine the presence of folk elements in narrative

CO4: Assess the significance of myths and legends, and how they are reworked and find expression in the prescribed texts.

CO5: Develop an understanding of the diverse traditions, histories and landscapes specific to each state of the region which find reflection in the representative works.

Section I: Poetry (1 Credit)

Chandrakanta Murasingh: (Tripura) 'Forest - 1987'

Robin Ngangom: (Manipur) 'Native Land'

Kympham Sing Nongkynrih: (Meghalaya) 'Hiraeth'

Malsawmi Jacob: (Mizoram) 'Flute Player'

Section II: Fiction (3 Credits)

Mamang Dai: (Arunachal Pradesh) *Legends of Pensam*

Nirupama Borgohain: (Assam) 'Celebration'

Prajwal Parajuly: (Sikkim) 'No Land is her Land'

Temsula Ao: (Nagaland) 'An Old Man Remembers'

Tapan Das: (Assam): 'Gogoponti Lakratua'

Recommended Reading:

Ao, Temsula. *These Hills Called Home: Stories from a War Zone*. Penguin India, 2005

Dai, Mamang. *The Legends of Pensam*. Penguin India, 2006

Misra, Tilottoma (Ed.). *The Oxford Anthology of Writings from North-East India: Poetry and Essays*. OUP, 2011.

Mukhim, Patricia. 'Where is this North-east?' <https://www.jstor.org/stable/23006026>

Parajuly, Prajwal. 'The Gurkha's Daughter' Quercus, 201

Paper 15

English CORE (Any one Option): Semester 6

Indian Writing (Option A)

ENG060404

(External Evaluation: 60 + Internal Assessment 40): Total Marks 100

4 Credits (15 Classes Per Credit)

Course Objectives:

The course aims to:

- give the student a taste of Indian writing from different regions of the country.
- to make students see how different historical and cultural backgrounds of the various Indian languages and literatures add to the complexity of Indian Writing.
- To introduce students to the themes, concerns and styles adapted by the writers and also look at aspects which are specific to the region and find reflection in their works

Graduate Attributes:

- Critical thinking (A wide familiarity with the range of themes that are evoked from the Indian context; the rich and innovative styles used by the writers; the Indian literary landscape; concepts in postcolonial studies and the practical application of these in reading and interpreting Indian literature.)
- Analytical reasoning/thinking (The ability to critically analyze and interpret texts in terms of their literary and cultural qualities with specific reference to the Indian literary landscape, and an awareness of the political aspects of any literary representation.)
- Research-related skills (The ability to problematize concepts in Indian literature and culture and consequently to ask relevant questions regarding them.)
- Creativity (An ability to view a problem or situation from multiple perspectives to develop a richer, more nuanced, and more analytical responses to it)
- Multicultural competence and inclusive spirit (A capacity for the minute observation of attitudes and beliefs of diverse cultures that find their way into literature. An extensive knowledge of the values and beliefs of multiple cultures. Acquisition of a sensitive and an empathetic approach to multiple cultures and multiple identities and the literature emerging from that.)

Course Outcome:

At the end of this course, the students would be able to:

CO1: Identify and define basic elements of Indian writing in English.

CO2: Discuss the various genres and forms of Indian English writing across time and place.

CO3: Apply foundational concepts and theories to analyze the work of writers in this field.

C04: Compare and contrast prescribed texts with related literary works for enhanced understanding.

C05: Assess and integrate the knowledge gained from this course in further study or research

Texts

Poetry: 1 Credit

Nissim Ezekiel: "Poet, Lover, Birdwatcher"

Kamala Das: "The Old Playhouse"

Keki N. Daruwalla: "Wolf"

Navakanta Barua: "Bats"

Dilip Chitre: "The Felling of the Banyan Tree"

Fiction: 2 Credits

R K Narayan: *Malgudi Days*

Amrita Pritam: "The Weed"

Fakir Mohan Senapati: *Six Acres and a Third*

Sunil Gangopadhyay: "Shah Jahan and His Private Army"

Drama: 1 Credit

Girish Karnad: *Tughlaq*

Recommended Reading:

Stephen Alter and Wimal Dissanayake. Eds. *Indian Short Stories*, Penguin, 2001.

Arvind Krishna Mehrotra ed. *The Oxford Anthology of Twelve Indian Poets*, Oxford University Press, 1992.

Tilottoma Misra ed. *The Oxford Anthology of Writings from North-East India: Poetry and Essays*, OUP, 2011.

Sarkar, Sumit. *Modern Times: India: 1880s-1950s: Environment, Economy, Culture*, Permanent Black, 2014.

Arvind Krishna Mehrotra. *Partial Recall: Essays on Literature and Literary History*. Orient Blackswan, 2012.

Paper 15

English CORE (Any one Option): Semester 6

American Literature (Option B)

ENG060504

(External Evaluation: 60 + Internal Assessment 40): Total Marks 100

4 Credits (15 Classes Per Credit)

Objectives:

This paper is designed to

- Give students a general understanding of the development of American Literature
- Familiarize them with historical contexts of this literature

- Acquaint them with themes and forms that makes this literature distinctive

Course Outcome :

At the end of this course, the students would be able to:

CO1: Identify and outline the stages of development of American Literature

CO2: Discuss literary texts in the backdrop of these historical developments

CO3: Classify literary texts according to genres and themes

CO4: Critique and compare American literary texts with English texts from other countries studied in the program

CO5: Develop literary-critical interpretations of multiculturalism and diversity of the United States

Unit 1: 1 credit

General Surveys of Contexts and themes:

- History of American Literature (important authors, genres and texts)
- Important contexts (Puritan era, Slavery, Revolution, Civil War, Civil Rights Movement, Racism, 9/11, Multicultural America)
- Themes of nation, selfhood, family, land/nature

Unit 2: 3 credits

Texts:

Washington Irving: "Rip Van Winkle" (short narrative)

Walt Whitman: "Cavalry Crossing a Ford"; "Vigil Strange I Kept on the Field One Night" (from 'Drum-Taps' section of *Song of Myself*)

Zora Neale Hurston: "How It Feels to Be Colored Me" (essay)

Louise Erdrich: "Dear John Wayne" (poem)

Cathy Song: "Heaven" (poem)

Art Spiegelman: *In the Shadow of No Towers* (graphic novel on 9/11)

Colson Whitehead: *The Underground Railroad* (Novel)

Recommended Reading:

Richard Gray: *History of American Literature*, Wiley: 2012

Robert J. Levine *et al* eds. *Norton Anthology of American Literature*, 10th ed. (5 vols.), Norton: 2022

John Ernest (Ed). *Race in American Literature and Culture*, Cambridge University Press, 2022

Paul Johnson: *A History of the American People*, Weidenfeld & Nicolson, 1999

Paper 15

English CORE (Any one Option): Semester 6

Shakespeare (Option C)

ENG060604

(External Evaluation: 60 + Internal Assessment 40): Total Marks 100

4 Credits (15 Classes Per Credit)

Objectives:

- Give students a sense of Shakespeare in his time
- Acquaint them with Shakespeare's plays, poetry, and themes
- Point them towards the afterlife of Shakespeare in other sites, media and forms

Graduate attributes:

- Comprehensive knowledge of the subject of this paper
- Creativity (Think in new ways about issues and concerns of our world)
- Communication skills (Articulate complex thoughts with clarity and precision)
- Research related skills (Undertake research in the fields explored)
- Multicultural competence and inclusive spirit (Demonstrate national and global perspective on
- the field and sympathy for alternative modes of expression in the arts)
- Value inculcation (Demonstrate humanist, ethical and moral values)
- Empathy (Identify with and understand other perspectives and feelings)

Course Outcome:

At the end of this course, the students would be able to:

C01: Describe the extent of Shakespeare's literary works, from plays to sonnets

C02: Define and distinguish the characteristics of the forms of drama that Shakespeare composed

C03: Assess the relevance of Shakespeare's works for the contemporary world

C04: Assess the plays and sonnets of Shakespeare in light of critical theory

C05: Critique and compile the many alternative media and forms into which Shakespeare's works have been transformed.

Unit 1: 1 Credit

Surveys (Students are expected to acquire basic information in the following areas and they will be tested on what they learn about these)

- All Shakespeare's works
- Shakespeare productions (Titus Andronicus [Deborah Warner [1987]])
- Shakespeare in fiction (to be briefly discussed with the help of the following – The book series
- Hogarth Shakespeare, *Ophelia* by Lisa Klein, *A Thousand Acres* by Jane Smiley, *Vinegar Girl* by Anne Tyler)
- Shakespeare in film (*As You Like It* [1912-2012], *Richard III* [1912-2016])

Unit 2: 3 Credits

Texts

Macbeth

A Midsummer Night's Dream

Sonnets (Nos. 2, 12, 18, 22, 137, 141)

Recommended Reading:

The Arden Shakespeare Complete Works. (Revised edition 2016)
Malcolm Smuts (Ed). *The Oxford Handbook of the Age of Shakespeare* (2016)
Marjorie Garber: *Shakespeare and Modern Culture* (2008)
Michael Kahn "Shakespeare Meets the 21st Century" (Washington Post, August 3, 2012
washintonpost.com)

Paper 15
English CORE (Any one Option): Semester 6

Contemporary Writing (Option D)
ENG060704
(External Evaluation: 60 + Internal Assessment 40): Total Marks 100
4 Credits (15 Classes Per Credit)

Objectives:

This paper is designed to introduce students to writings of the contemporary period from a variety of locations and cultures. Students will have an opportunity to engage with and read the major writers encompassing a variety of writing styles and practices and in different genres.

Graduate Attributes: Learning Objectives

This paper on Contemporary Writing aims to enable students to acquaint themselves with the writing traditions of the present times. It is designed to facilitate a sustained critical responsiveness to the forms and variations of writing practice through a sampling of literature that charts the development of creative texts in English. Texts originally written in other languages will also be studied in English translation for a more wide-ranging dialogue with global contexts in the present period.

Course Outcome:

At the end of this course, the students would be able to:

- C01:** Demonstrate extensive knowledge of literary traditions in the contemporary world and the issues shaping them.
- C02:** Apply theoretical concepts to interpret contemporary literature from various locations and cultures.
- C03:** Survey the development of creative texts in English and in English translation and their global contexts in the present period.
- C04:** Appraise the forms and variations of writing practice and their cultural imperatives in the present times.
- C05:** Integrate contemporary literature with larger global issues and debates to formulate new and original perspectives.

Section A: Poetry (1 Credit)

Nilmani Phookan: "What Were We Talking About Just Now"
Simon Armitage: "Look, Stranger"

Yusef Komunyakaa: "No Good Blues"
Claudia Rankine: "Making Room"

Section B: Novels (1 Credit)

Emily St. John Mandel: *Station Eleven*
Kyung-sook Shin: *Please Look After Mom*

Section C: Drama (1 Credit)

David Auburn: *Proof*
Gérald Sibleyras: *Heroes*

Section D: Basic Issues (1 Credit)

Contemporary Writing and Identity | Writing and Ethics in the Twenty-First Century | Alienation Contemporary Literature | The Gender Question in Contemporary Writing | Contemporary Writing and Social 'Values' | Inter-generic Practices in Contemporary Literature | Reality and History in Contemporary Writing

Recommended Reading:

Cristina M. Gamez-Fernandez and Miriam Fernandez-Santiago. *Representing Vulnerabilities in Contemporary Literature*, Routledge, 2022
Suman Gupta. *Contemporary Literature: The Basics*, Routledge, 2011
David Hershberg. *Perspectives on Contemporary Literature: Literature and the Other Arts*, University of Kentucky Press, 2014
Steve Padley. *Key Concepts in Contemporary Literature*, Palgrave, 2006

Paper 16
English CORE: Semester 7
Literary Theory
ENG070104
(External Evaluation: 60 + Internal Assessment 40): Total Marks 100
4 Credits
(15 Classes Per Credit)

This paper is designed to provide learners with an overview of the main currents of western literary theory as it has evolved from the twentieth century to the present. Through this course it is expected that students will develop a holistic understanding of the evolution of literary theory as a transition from literary criticism and its role in the analysis of literary texts.

COURSE OBJECTIVES:

The aim of the course is to

- Introduce students to the basics of literary theory.
- Familiarize learners with the progression in the use of tools for literary analysis.
- acquaint learners with broad outlines of the field of Literary Theory.
- prepare learners with a historical and cultural knowledge of the intellectual environment of literary studies.

- develop critical and theoretical modes of thought through the study of theory.

COURSE OUTCOME:

At the end of the course, students will be able to:

CO1: Understand the broad outlines of the field of literary theory.

CO2: Apply the tools for further study and research.

CO3: Develop a critical and analytical mind which would assist in the study of texts and projects.

CO4: Possess a broad understanding of the history, culture and intellectual environment of the world since the beginning of the 20th century.

CO5: Analyze texts critically.

Unit - 1: CONCEPTS AND IDEAS (2 Credits)

Russian Formalism | Literariness and Defamiliarization | Structuralism and Poststructuralism | Derrida and Deconstruction | Gérard Genette and Narratology | Capitalism and Marxism | Modernism and Postmodernism | Antonio Gramsci and Hegemony | Mikhail Bakhtin, Dialogism, Polyphony and Heteroglossia | Feminism and its history | Foucault on Power, Knowledge and Discursive Formations | Freud on Psychoanalysis and the Subject | New Historicism and Cultural Materialism | Edward Said and the discourse of the Orient |

Unit - 2: CRITICAL TEXTS (2 Credits)

- Helene Cixous: The Laugh of the Medusa
- Hayden White: The Historical Text as Literary Artifact
- Walter Benjamin: The Work of Art in the Age of Mechanical Reproduction
- Edward Said: Traveling Theory

Recommended Reading:

David Lodge and Nigel Wood (ed), *Modern Criticism and Theory: A Reader*, Pearson Education (Singapore) Pte Ltd, Indian Reprint, 2003

Bayoumi, Moustafa & Rubin, Andrew (ed) *The Edward Said Reader*, Vintage Books, New York, 2000

Leitch, Vincent B (ed) *The Norton Anthology of Theory and Criticism*, W.W Norton and Company, New York.

Hawthorn, Jeremy *A Glossary of Contemporary Literary Terms*, Arnold, New York, 2000

Bertens, Hans *Literary Theory: The Basics*, Routledge, New York, 2014

Paper 17
English CORE: Semester 7
Indian Aesthetic Approaches
ENG070204
(External Evaluation: 60 + Internal Assessment 40): Total Marks 100
4 Credits
(15 Classes per Credit)

Introduction: This paper enables learning of a new set of tools for interpreting texts and literary-aesthetic experience. It introduces students to some of the concepts and ideas of Indian aesthetics through three units. In the 3rd unit it offers a set of texts/performances/objects for practical application of the theories. Since Indian aesthetics is not confined to literature alone but is derived from and applicable to *kavya*, *natya* and *kala*, the final unit gives students the opportunity for practical application of the concepts to literary texts, performances and art/architecture.

Objectives:

This paper is designed to

- Introduce students to Indian aesthetic approaches through major theoreticians and texts
- Familiarize them with the basic principles of Indian aesthetics [*satyam* (truth), *shivam* (good) and *sundaram* (beauty)] in their similarities and differences from Western aesthetics
- Acquaint them with the theories that underlie the appreciation of *kavya* (poetry), *natya* (performative art) and *kala* (sculpture, painting and architecture)

Course Outcomes:

At the end of this course, the students would be able to:

CO1: Outline Indian aesthetics in its historic development from classical Sanskrit poetics through Buddhist and Jain art theorization, the Persian-Indian phase and the aesthetics of modern Indian art

CO2: Compare and discuss the similarities and differences between the basic principles of Western and Indian aesthetics

CO3: Assemble a fresh set of critical tools

CO4: Develop new and unique interpretations of literary texts

CO5: Formulate original topics for research

Course components:

Unit 1: Introduction to Classical Indian aesthetics (2 credits)

The study of theorists and works from the classical period (which is the focus of the paper), will be preceded by a introductory historical survey of the development of Indian aesthetics from the classical through the medieval and on to the modern period.

Theorists and works

- Bharata / *Natyashastra*
- Bhamaha / *Kavyalankara*
- Dandin / *Kavyadarsha*
- Udbhata / *Kavyalankarasarasamgraha*
- Anandavardhana / *Dhvanyaloka*
- Abhinavagupta / *Abhinavabharati* (commentary on *Natyashastra*) and *Locana* (on *Dhvanyaloka*)
- Kuntaka / *Vakroktijivita*
- Ksemendra / *Aucityavicaracarca*

Unit 2: Concepts (1 Credit)

Riti | Rasa | Alankara | Dhvani | Vakrakti | Guna | Anumana | Aucitya.

Unit 3: Theory and Practice (applications) (1 Credit)

Here students will read a variety of texts along with the instructor with the help of the concepts studied in Unit 2:

- Literature and poetics (Texts: **Keats' Odes**, to be read with the help of Indian concepts; such readings to be compared with previous criticism of the Odes)
- Performance (classical & folk – dance and music to be experienced and critiqued)
- Fine arts and sculpture (Iconography, temples, paintings -)

While studying this Unit, students are expected to select any one art form (dance/theatre/music, literature, painting, and architectural or sculptural form) and develop their own interpretations, using the concepts outlined in Unit 2. While doing this practical work it will also be important to demonstrate that many art objects or forms have multiple dimensions and levels and operate at material, religious and spiritual levels.

Students will present their creative-critical work from this Unit as a Project Report or Seminar paper that will be evaluated as part of Internal Assessment.

Recommended Reading:

Anandavardhana, *The Dhvanyaloka of Anandavardhana with the Locana of Abhinavagupta* Translated by Jeffrey Moussaieff Masson and M. V. Patwardhan (also available from Motilal Banarasiidass)

Chandran, Mini and Sreenath V.S. *An Introduction to Indian Aesthetics: History, Theory and Theoreticians* (Bloomsbury 2021) (can be used as textbook for the Course)

Pandey, Kanti Chandra: *Comparative Aesthetics, Vol.I and Vol.II: Indian and Western Aesthetics*, Chowkhamba Sanskrit Series Office, Varanasi, 1995

Pollock, Sheldon. (Ed. and Trans.) *A Rasa Reader: Classical Indian Aesthetics*. Ranikhet: Permanent Black, 2017.

Rangacharya, Adya: *The Natyasastra: English Translation with Critical Notes*, Munshiram Manoharlal Publishers Pvt. Ltd., New Delhi, 2010

Vatsayan, Kapila. *Bharata: The Natyashastra*. Sahitya Akademi, 1996

Paper 18

English CORE: Semester 7

Postcolonial Approaches

ENG070304

(External Evaluation: 60 + Internal Assessment 40): Total Marks 100

4 Credits

(15 Classes Per Credit)

This course provides learners with a broad understanding of the intellectual environment of the period after colonialism. It seeks to provide students with an understanding of the development of society and culture after the end of colonialism and the development of nation-states.

Course Objectives:

The aim of this course is to

- provide a basic understanding of the development of postcolonial studies.
- acquaint learners with the main currents of postcolonial critical thinking from the beginning of the 20th century.

- provide learners with the important ideas current in postcolonial thinking.
- develop in students the ability to read texts in the postcolonial mode.
- develop a historical understanding of the nature of literary texts in conjunction with the intellectual environment of the age.

Course Outcomes:

At the end of the course, students will be able to:

CO1: Assess the historical development of intellectual thought after colonialism.

CO2: Analyze critically the impact of colonialism on societies and culture.

CO3: Formulate a historical and critical view of the themes and issues current in contemporary times.

CO4: Infer a holistic understanding of the modern world socially, politically and culturally.

CO5: Develop a comprehensive background to most issues in the humanities and the social sciences.

CRITICAL TEXTS (4 Credits)

- Edward Said Introduction to *Orientalism*
- Aijaz Ahmed Jameson's Rhetoric of Otherness and the 'National Allegory'.
- Gayatri C Spivak Can the Subaltern Speak?
- Frantz Fanon On National Culture
- Homi Bhabha 'The Other Question'.
- Stuart Hall Cultural Identity and Diaspora

Recommended Reading:

Aijaz Ahmad, *In Theory: Classes, Nations, Literatures*, Oxford Uni. Press, New Delhi, 1992

Edward W. Said, *Orientalism*, Penguin Books India, 2001

Gauri Viswanathan, *Masks of Conquest*, Faber & Faber, London, 1990

Padmini Mongia (ed), *Contemporary Postcolonial Theory: A Reader*, OUP, Oxford, 1996

Tejumola Olaniyan & Ato Quayson (ed) *African Literature: An Anthology of Criticism and Theory*, Oxford, 2013

Paper 19

English Core: Semester 7

Approaches to Gender Studies

ENG070404

(External Evaluation: 60 + Internal Assessment 40): Total Marks 100

4 Credits

(15 Classes Per Credit)

Course Objectives:

This course is designed to introduce the students to key concepts, theories and approaches to gender studies. This paper will further enable the learners to become familiar with critical texts and the application of literary tools on issues pertaining to gender such as sex, identity and sexuality. The course is divided into three units. The first unit will trace the history and fundamentals of gender studies. The second unit will be a study of select essays on key areas of gender and feminist critics. The third unit will focus on the practical application of such theories and ideas on texts of different genres - poetry, drama, short story and novel.

Course Outcomes:

At the end of this course, the students would be able to:

CO1: Estimate the origins and evolution of the discipline from feminist movements and women's studies.

CO2: Interpret various notions and perspectives on gender from the elementary to major theories.

CO3: Survey the role of gender and sexuality through theoretical and critical understanding of such constructs.

CO4: Break down misconceptions and gender prejudices, and critique regressive ideologies based on sexuality.

CO5: Generate new propositions for further study and research.

Unit 1: History, Concepts and Ideas (1 Credit)

- History and development of Gender Studies as a discipline
- Fundamentals of Gender, Sex, Sexuality, Queer and LGBT Identity
- Feminist theory and criticism, Intersectionality

Unit 2: Approaches (1 Credit)

- Theory of Sexual Politics – Kate Millet
- Gender Asymmetry and Erotic Triangles – Eve Kosovsky Sedgwick
- Men's and Women's Beliefs about Gender and Sexuality – Emily W. Kane and Mimi Schippers
- Body, Gender and Sexuality: Politics of Being and Belonging – Sabala and Meena Gopal
- The Heterosexual Imaginary: Feminist Sociology and Theories of Gender – Chrys Ingraham
- Straight Thinking about Queer Theory – Guy Oakes

Unit 3: Gender in Literary Forms (2 Credits)

- *Parturition* – Mina Loy
- *A Jury of Her Peers*- Susan Glaspell
- *Do the Needful*- Mahesh Dattani
- *Orlando*- Virginia Woolf

Recommended Reading:

Adichie, Chimamanda Ngozi. *We Should All Be Feminists*. Fourth Estate, 2015

Andermahr, Sonya, Terry Lovell and Carol Wolkowitz (Eds). *A Glossary of Feminist Theory*. Arnold, 2002.

Belsey, Catherine and Jane Moore (Eds). *The Feminist Reader: Essays in Gender and the Politics of Literary Criticism* (2nd ed). Macmillan Press Ltd, 1997.

Butler, Judith. *Gender Trouble*. Routledge, 1990.

---. *Who's Afraid of Gender?* Allen Lane, 2024.

Saraswati, L. Ayu, Shaw, Barbara L. Shaw and Heather Rellihan (Eds). *Introduction to Women's, Gender and Sexuality Studies: Interdisciplinary and Intersectional Approaches* (2nd ed). Oxford University Press, 2020.

English CORE: Semester 7
Research Methodology
(External Evaluation: 60 + Internal Assessment: 40): Total Marks 100
4 Credits
(15 Classes per Credit)

Introduction:

This course is designed to provide an overview of the fundamental principles of research methodology, explores different methodological paradigms, and discusses their applications in academic inquiry.

Course Objectives:

- Enable students to learn the tools of research
- Identify an original research area and problem and develop a working hypothesis
- Learn to apply these tools to read critically, analyze, and interpret the chosen literary and cultural texts
- Organize the textual material to effectively formulate an argument and establish a thesis
- Design a roadmap for the project/seminar/dissertation

Course Outcomes

At the end of this course, students will be able to -

C01: Select and apply appropriate concepts and methodologies for their chosen topic.

C02: Compare and critically assess existing research in the field.

C03: Develop a strong research proposal.

C04: Formulate a thesis statement and design for the project/seminar/dissertation.

C05: Generate original interpretations.

Unit 1: Understanding Research Paradigms (1 Credit)

- Overview of positivist, interpretivist, and critical research paradigms like empirical observation, objectivity, determinism, quantification, universalism etc
- The role of epistemology and ontology in shaping research approaches – Understanding the nature of knowledge (epistemology) and the nature of being (ontology) as essential for shaping research questions and selecting appropriate methodologies
- Critique of positivist assumptions in literary and cultural studies
- Introduction to qualitative, quantitative, and mixed methods research
- Ethical questions in research

Unit 2: Formulating Research Questions and Selecting Research Methods (1 Credit)

- Strategies for developing focused and relevant research questions
- Identifying gaps and opportunities in existing scholarship
- Balancing curiosity with feasibility in research inquiries
- Examples of well-crafted research questions in English studies
- Overview of qualitative research methods

- Introduction to quantitative research methods
- Considerations for choosing the most suitable research methods

Unit 3: Literature Reviews (1 Credit)

- Importance of literature reviews in situating research within existing scholarship
- Strategies for identifying and evaluating relevant sources
- Synthesizing diverse perspectives and theoretical frameworks
- Avoiding common pitfalls in literature review writing

Unit 4: Research Findings; Citation and Referencing (1 Credit)

- Structuring research papers, dissertations and theses effectively
- Crafting compelling introductions, literature reviews, methodologies, and conclusions
- Citing sources in research publications and selecting citation styles like APA, MLA and Chicago

Recommended Reading:

- Belsey, Catherine. *Research Methods in Literary Studies*. London, Routledge, 2017.
- Booth, Wayne C., Gregory G. Colomb, Joseph M. Williams, Joseph Bizup, and William T. Fitzgerald. *The Craft of Research, Fourth Edition*. Chicago, University of Chicago Press, 2016.
- Gibbons, Alison. *Critical Reading and Writing for Postgraduates*. Los Angeles, Sage Publications, 2016.
- McCarthy, Michael M., and Ronald G. Fischer. *Research Methods for English Studies*. Edinburgh, Edinburgh University Press, 2013.
- Murray, Rowena. *How to Write a Thesis*. Maidenhead, Open University Press, 2011.
- Trochim, William M.K., and James P. Donnelly. *The Research Methods Knowledge Base*. Cincinnati, Atomic Dog Publishing, 2006.

Paper 20

(Any 4 papers to be chosen from the given options)

English CORE: Semester 8

Asian Writing (Option 1)

ENG080104

(External Evaluation: 60 + Internal Assessment 40): Total Marks 100

4 Credits

(15 Classes Per Credit)

This course on Asian Writing is designed to introduce the students moving into the 8th Semester of FYUGP in English Honours to writings from different parts of Asia which offers a perspective not only to the diverse cultural, historical and political context and the rich literary tradition in these countries but give us a glimpse of the everyday lives of the people and the communities at large. Reading these representative works emerging from these locales would encourage students to draw connections from their positions and would broaden their reading horizons.

Learning Objectives:

A reading of these texts is expected to address issues such as the situatedness of these texts in the respective traditions; authorship and authority; narrative strategies and techniques; magic and religion; material culture; femininity, masculinity and their discontents, to mention a few. As part of the course the students will be required to read the prescribed texts against critical works which will provide frameworks to facilitate the reading, critical thinking and writing process.

Course Outcome:

At the end of this course, the students would be able to:

CO1: Outline, describe and recognize writing from different parts of Asia and their diverse

cultural, historical and contexts and their literary traditions.

CO2: Identify narrative strategies and techniques, and aspects of culture, gender, religion, politics, authorship and authority in Asian writing

CO3: Apply a broad range of literary theories to analyse Asian writing in particular

CO4: Compare and assess Asian Writing in the larger context of world literature

CO5: Reconstruct the significance of writings from different Asian locations

Texts:

- Bapsi Sidhwa (1938-):** The Ice-Candy-Man
- Gao Xingjian (1940-2004):** “Buying a Fishing Rod for my Grandfather”
- Haruki Murakami (1949-):** The Birthday Girl
- Sun-mi Hwang (1963-):** The Hen who Dreamed she Could Fly
- Marjane Satrapi (1969-):** Persepolis I
- Shehan Karunatilaka (1975-):** The Seven Moons of Maali Almeida

Recommended Reading:

Arjun Appadurai. *Modernity at Large*, Minneapolis: University of Minnesota Press, 1996

David Smyth, Ed. *The Canon in Southeast Asian Literatures*. Richmond, Surrey: Curzon Press, 2000.

Edward Said. *Orientalism*, New York: Pantheon Books, 1978

Haruo Shirane & Tomi Suzuki (eds.) *The Cambridge History of Japanese Literature*. Cambridge: Cambridge University Press, 2016.

Teri Shaffer Yamada, Ed. *Modern Short Fiction of Southeast Asia: A Literary History*. Ann Arbor, MI: Association for Asian Studies, 2009

Paper 20

(Any 4 papers to be chosen from the given options)

**English CORE: Semester 8
Graphic Narratives (Option 2)
ENG080204**

(External Evaluation: 60 + Internal Assessment 40): Total Marks 100

4 Credits

(15 Classes Per Credit)

Graduate Attributes

The paper aims to create a dialogue between graphic storytelling and narrative architectures which arguably has immense potential to contribute to each other. It is also offered to enhance creative, aesthetic and theoretical skills in a student interested in telling stories using the image-text and the word-text.

Objectives

The paper has been designed to-

- Introduce students to graphic storytelling and its sequential art form in the interplay of the word-text and the image-text.
- Familiarize them with the tools, concepts and theories in approaching and interpreting texts like graphic fiction, memoir or any other narrative using visual-verbal medium.
- Acquaint them that unlike comics these visual-verbal narratives explore serious themes of class, caste, war, trauma, partition, illness environment and so on.
- Trace and examine the contexts of its growth and popularity in the twenty-first century.

Course Outcome:

At the end of this course, the students would be able to:

CO1: Define and explain the themes, techniques and tools of graphic narratives.

CO2: Interpolate and analyze the visual and the verbal text to make meanings of the panels.

CO3: Generate new meanings or ideas from close readings of space/gutter, POV, iconography and so on.

CO4: Apply the key ideas and structure of this visual-verbal medium to develop or create new texts.

CO5: Formulate innovative ways of reading images and devise skills to generate new approaches.

UNIT 1 (3 credits)

Essays

- Hillary Chute "*Comics as Literature? Reading Graphic Narratives*" 2008 (available online).
- Will Eisner "*Comics and Sequential Art*" 2008 (available online).
- W.J.T. Mitchell "*Picture Theory: Essays on Verbal and Visual Representation*" 1995 (available online).

Concepts and Keywords

Image | Word | Panel | Frame | Gutter | Foreground/Midground/Background | Sequential Art | Graphic fiction | Graphic narratives | Graphic weight | Caption | Balloons | Iconography | Focalization | POV | Splash | Spread | Closure | Onomatopoeia | Body | Metaphor and Metonymy | Juxtaposition.

UNIT 2 (1 Credit)

- Art Spiegelman *Maus I: A Survivor's Tale: My Father Bleeds History* (1986)
- Subhash Vyam Srividya Natarajan, S. Anand Durgabai Vyam. *Bhimayana: Experiences of Untouchability* (2011)

Recommended Reading:

Susan Sontag "*On Photography*". Picador Publishers, 2001

Roland Barthes "*Camera Lucida: Reflections on Photography*". Vintage Classics 2006

Scott McCloud *“Understanding Comics”*. William Morrow Paperbacks; 1994
Stephen E. Tabachnick ed. *“The Cambridge Companion to the Graphic Novel”*. CUP 2017.
Daniel Stein, Jan-Noël Thon ed. *“From Comic Strips to Graphic Novels”*. De Gruyter, 2013
Charles Hatfield, Bart Beaty ed. *“Comics Studies: A Guidebook”*. Rutgers University Press, 2020
Thomas Giddens ed. *“Critical Directions in Comics Studies”*. University Press of Mississippi, 2020

Paper 20
(Any 4 papers to be chosen from the given options)

English CORE: Semester 8
New Humanities (Option 3)
ENG080304
(External Evaluation: 60 + Internal Assessment 40): Total Marks 100
4 Credits
(15 Classes Per Credit)

Graduate Attributes

This paper offers new humanities as ‘human dimensions of all epistemological categories’ that necessitates inter- and multi- disciplinary readings of a text. It navigates across disciplines and is a collaborative synthesis of the sciences and humanities. Focus on AI, cyberculture, neuroscience to name a few are no longer remote subjects for a student in literary departments as they are within the new paradigm of humanities in higher education.

Objectives

The paper has been designed to-

- Introduce students to the new directions of study and research in English literary studies.
- Familiarize them with the various offshoots of these new readings: new medium of storytelling, concepts and area studies like posthumanism, medical humanities, digital humanities, energy humanities, environment humanities, food studies to name a few.
- Explain the themes, concerns, narrative techniques, language, role of literature in examining, integrating new thoughts in humanities with the sciences.
- Explain the contexts for the growth of a new enlightenment with the inter- and multi- disciplinary approach to understanding literary texts, data and language of the Gen Z in the twenty-first century.
- Encourage them to think independently in solving real-world problems by demonstrating creativity and flexibility in adapting to change.

Course Outcome:

At the end of this course, the students would be able to:

C01: Locate and discuss the themes, key terms, techniques and tools of New Humanities.

C02: Demonstrate skills of close reading and critical thinking employing advance analytical techniques and big data.

C03: Generate new ideas of research in fiction, media and cultural practices, and contribute to the knowledge base of the discipline.

C04: Formulate an inter- or multi-disciplinary perspectives in problem solving in a diverse but inter-connected world.

C05: Devise synthesized insights and show awareness of one’s responsibility to society

environment in addressing tensions and conflicts of late capitalism and geopolitics.

UNIT I (3 Credits)

Concepts & Key Terms

Human, Non-human, In/human | Assemblage | AI | Nature | Health Humanities, Posthumanism, Transhumanism, Podcast | Blog | Energy Humanities | Blue Humanities | New Media | Earth | Multispecies | Monster/The Unhuman | Multiverse | Cyborg | New Materialism | Post Truth | Embodied Virtuality | Interfaces | Archive | Network | Mind/Body | Utopia | Dystopia | Science Fiction

Essays

- Donna Haraway: "A Cyborg Manifesto" (1985) from *The Cybercultures Reader* ed. David Bell & Barbara M. Kennedy, Routledge, 2000.
- Emily Brady- "Smells, Tastes, and Everyday Aesthetics" from *Philosophy of Food* by David Kaplan, University of California Press, 2012.
- Hannes Bergthaller: "Cli-Fi and Petrofiction: Questioning Genre in the Anthropocene", Jstor, 2017.
- Andras Bernath- "The Challenge of the Old Mole: A Key Problem in Shakespeare's *Hamlet* and Its Reception", *Posthumanism in Fantastic Fiction* ed. by Anna Kerchy, 2016.

(N.B All texts available online)

UNIT II (1 Credits)

Texts

- Kazuo Ishiguro- *Klara and the Sun* (2021)
- Hayao Miyazaki- *Spirited Away* (2001, Japanese, Animation Fantasy Film)

Recommended:

Raymond Williams: "Science Fiction" *Science Fiction Studies*, vol. 15 (3), 1988. *Highway*
Rosi Braidotti & Maria Hlavajova: "Posthuman Glossary" Bloomsbury Publishing, Bloomsbury Publishing, 2018.

Nicholas Gane- "New Media: Key Concepts" Berg Publishers, 2008.

Walter Benjamin: "The Work of Art in the Age of Mechanical Reproduction" Schocken Books, 1968,1935.

Yuval Noah Harari: "Anthropocene" in Part I- "*Homo Sapiens* Conquers the World from *Homo Deus*. Vintage, 2015.

Golafshani, Maryam. "Why Medicine needs Literature." *YouTube*, uploaded by TEDx, 16 July, 2016.

<https://youtu.be/wCf62ksapll>

Mark Bould, et al (ed)- *The Routledge Companion to Science Fiction*, 2009.

Manovich, Lev. "The Language of New Media" The MIT Press, 2001.

Gilbert, S. and Porter, R., eds. [*Eating Words: The Norton Anthology of Food Writing*](#). W.W. Norton & Company, 2015.

Paper 20

(Any 4 papers to be chosen from the given options)

Popular Fiction (Option 4)
ENG080404
(External Evaluation: 60 + Internal Assessment 40): Total Marks 100
4 Credits
(15 Classes Per Credit)

Course Objectives

- The students will be acquainted with the genesis and evolution of the genre of Popular Fiction and the term PF itself will be interrogated and explicated.
- PF often defies national boundaries, and the choice of primary texts and the secondary or critical works will illuminate the ways in which PF is international and travels across cultures.
- A typology or classification of PF will be done.

Course Outcome

At the end of the course, students will be able to:

CO1: Learn about the different forms of PF such as the children's tale, science fiction, crime fiction, adventure story, the western, and romance.

CO2: Interrogate different aspects of PF and look at the genre from different perspectives.

CO3: Appreciate the 'universal,' time-less quality of PF, and will at the same time come to know about the way different historical and social contexts produce different varieties of PF.

CO4: Apply different literary critical insights derived from their work in earlier semesters to interpret and analyze the prescribed texts.

CO5: Develop a comprehensive and holistic knowledge of the way PF was conceived and then evolved over the years, they will be able to come up with original, in-depth seminar presentations on general aspects of PF as well as individual works.

Texts: (4 Credits)

Grimm Brothers, "Hansel and Gretel"

Agatha Christie, "The Blue Geranium"

Alexandre Dumas, *The Count of Monte Cristo*

R.M. Ballantyne, *Coral Island*

Penny Jordan, *Marriage without Love*

Louis L'Amour, *Shalako*

Recommended reading:

Katharine Briggs, *The Fairies in Tradition and Literature* (1967). London and New York: Routledge, 2002.

Matthew Schneider-Mayerson, "Popular Fiction: The Advantages of a New Field." *Studies in Popular Culture*, Fall 2010. Vol. 33. No 1.

Vladimir Propp, *Morphology of the Folk Tale* (1928). Austin: University of Texas Press, 1968

Tony Bennett, *Popular Fiction: Technology, Ideology, Production, Reading*. London: Routledge, 1990.

Christine Berberich, *The Bloomsbury Introduction to Popular Fiction*. London: Bloomsbury, 2014.

English Core: Semester 8
Sociolinguistics and Stylistics (Option 5)
ENG080504
(External Evaluation: 60 + Internal Assessment 40): Total Marks 100
4 Credits
(15 Classes Per Credit)

Course Objectives: The course aims at acquainting students with two important areas within language study-sociolinguistics and stylistics. Sociolinguistics studies language in relation to society and stylistics uses knowledge of the structure of language provided by linguistics in analyzing literary texts. Acquaintance with these two fields is intended to provide students with a comprehensive account of the scope of language study and its application in literary analysis and interpretation.

Course Outcome: At the end of the course, students will have the ability to:

CO1: comprehend the factors responsible for language variations in society.

CO2: assess the implications of globalization, migration etc. on language use.

CO3: relate linguistic knowledge to the study of literary texts.

CO4: integrate the study of language and literature.

CO5: utilize concepts from sociolinguistics and stylistics to critique a literary text.

Unit 1: Sociolinguistics (2 Credits)

Scope of the field | ideas of standard language | dialect | register | accent | idiolect | diglossia | language shift and language death | language change | language variations with reference to gender | class | age | region | pidgin and creole languages | bilingualism and multilingualism | code mixing and code switching | globalization and language

Text Book: Suzanne Romaine. *Language in Society: An Introduction to Sociolinguistics*. Oxford

Unit 2: Stylistics (2 Credits)

Scope of stylistics | major stylisticians and their ideas | stylistic tools | figurative language | foregrounding and deviations | stylistic analysis of poetry and prose.

Text Book: P. Simpson - *Stylistics: A Resource Book for Students*. London: Routledge, 2004

Recommended Reading:

Carter, Ronald. *Language and Literature: An Introductory Reader in Stylistics*. London, 1982

Geoffrey Leech - *A Linguistic Guide to English Poetry*, Routledge, 2016

Misra, Partha Sarathi. *An introduction to Stylistics: theory and practice*. Orient Blackswan, 2009 University Press, 1994

Trudgill, Peter, *Sociolinguistics*. Penguin, 1990

Widdowson, H.G. *Practical Stylistics*. Oxford University Press, 1992

**English Core: Semester 8
Travel Writing (Option 6)
ENG080604**

**(External Evaluation 60 + Internal Assessment 40 = Total 100 marks)
4 credits.**

Course Objectives:

- To learn about travel writing from early to contemporary times
- To do close reading of the prescribed texts
- To understand and reflect on the changes occurring in travel writing
- To appreciate the skills involved in travel writing.
- To compare travel narratives arising out of different contexts

Course Outcome:

At the end of the course, the students would be able to:

CO1: Understand and appreciate different travel writing texts.

CO2: Develop the capacity to link travel writing with its contexts.

CO3: Compare and contrast different attitudes of travellers as evidenced through their narratives.

CO4: Argue about various aspects of travel and tourism including contemporary concerns about overtourism.

CO5: Formulate ideas about relationships of human beings with place, space and movement.

Texts: (4 Credits)

- Isabella Bird. *Among the Tibetans*. Cambridge University Press, 2010. (First pub 1894)
- Ibn Battuta. *Travels in Asia and Africa 1325-1354*. Book 2 Chapter 6. Routledge, 2013. (First pub 1929, Routledge Curzon)
- Mary Kingsley. *The Congo and the Cameroons*. (Extract from *Travels in West Africa*, first pub 1897), Penguin Books 2007.
- Wilfred Thesiger. *Arabian Sands*. Penguin Classics, 2007. (First published by Longmans, Green 1959)
- William Dalrymple. *The Age of Kali*. Harper Collins, 1998.
- Serena Volo. "Overtourism: Definitions, Enablers, Impacts and Managerial Challenges" in *Overtourism, Causes, Implications and Solutions*. Editors: Hugues Seraphin, Tatiana Gladkikh, Tan Vo Thanh. Palgrave Macmillan, 2020.
- "Slow Travel—the Ingredients", chapter 4 of *Slow Travel and Tourism* by Janet Dickinson and Les Lumsdon. Earthscan, 2010.

Recommended Reading:

Mary Kingsley. *Travels in West Africa*. Floating Boats, 2009. (First published 1897)

The Odyssey of Ibn Battuta: Uncommon Tales of a Medieval Adventurer. David Waines. I. B. Tauris, 2010.

Bruce Chatwin. *In Patagonia*. Jonathan Cape, 1977

Literature of Travel and Exploration: An Encyclopedia. Jenifer Speake, editor. Routledge, 2003

Sidonie Smith. *Moving Lives : Twentieth Century Women's Travel Writing*. University of Minnesota Press, 2001.

Prepared by UG CCS English, GU | Contact: Chairperson UG CCS English, GU

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 বিৰৰণ' ('সুন্দৰাকাণ্ড', ৰামায়ণ)	১২	২০
৩	শংকৰদেৱকালীন সাহিত্য নিৰ্বাচিত পাঠ: শংকৰদেৱ: 'নাৰায়ণ কাহে ভকতি কৰো তেৰা' (বৰগীত) মাধৱদেৱ: 'চোৰধৰা' (বুমুৰা) ৰাম সৰস্বতী: 'ভীমচৰিত' (বধকাব্য) সুকবি নাৰায়ণ দেৱ: বেউলাৰ নৃত্য (পদ্মা পুৰাণ)	১২	
৪	শংকৰদেৱৰ পৰৱৰ্তীকালৰ সাহিত্য নিৰ্বাচিত পাঠ: ভট্টদেৱ: 'অৰ্জুনৰ বিষাদ যোগ' (কথাগীতা) 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 সংগ্ৰহ:	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 মঞ্জৰী:	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

Subject: Assamese

Semester: Second

Course Name: অসমীয়া ভাষা আৰু সাহিত্যৰ ইতিহাস (১৮২৬ চনৰ পৰা ২০০০ চনলৈ)

Core Course

Existing Base Syllabus: UG CBCS Syllabus

Course Level: 300-399

[এই কাকতখনৰ গোট-১ত অসমীয়া ভাষা-সাহিত্যৰ বুৰঞ্জী (খৃঃ ১৮২৬-২০০০) 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 সৈতে পৰিচয় হ'ব লাগিব।]

Unit No.	Unit Content	No. of Classes	Marks
১	অসমীয়া ভাষা আৰু সাহিত্যৰ ইতিহাস (১৮২৬-২০০০) : ভাষিক আৰু সাহিত্যিক পটভূমি, সাহিত্যিক আৰু সাহিত্য-কৰ্ম	১২	২০
২	নিৰ্বাচিত পাঠ: মাইলছ ব্ৰন্সন: 'আভাস' (অচমিয়া-ইংৰাজী অভিধান) আনন্দৰাম ঢেকিয়াল ফুকন: 'ইংলেণ্ডৰ বিৱৰণ' হেমচন্দ্ৰ বৰুৱা: 'অসমত স্ত্ৰী শিক্ষা' কমলাকান্ত ভট্টাচাৰ্য: 'জাতীয় গৌৰৱ' চন্দ্ৰকুমাৰ আগৰৱালা: 'প্ৰকৃতি' লক্ষ্মীনাথ বেজবৰুৱা: 'বৰবৰুৱাৰ বিমান বিহাৰ' সত্যনাথ বৰা: 'জীৱনৰ অমিয়া'	১২	২০
৩	নিৰ্বাচিত পাঠ: যতীন্দ্ৰনাথ দুৱৰা: 'পোহৰ' (কথা-কবিতা) ৰঘুনাথ চৌধাৰী: 'অন্তিম জ্যোতি' ৰজনীকান্ত বৰদলৈ: 'মিৰি-জীৱী' জ্যোতিপ্ৰসাদ আগৰৱালা: 'নিমাতী কইনা'	১২	২০
৪	নিৰ্বাচিত পাঠ: চৈয়দ আব্দুল মালিক: 'কাঠফুলা' (গল্প) ভবেন্দ্ৰ নাথ শইকীয়া: 'গহুৰ' বাণীকান্ত কাকতি: 'কবিৰ অহৈতুকী প্ৰীতি' নৱকান্ত বৰুৱা: 'এটা প্ৰেমৰ পদ্য' নীলমণি ফুকন: 'কেনে আছোঁ মোক নুসুধিবা'	১২	২০

পঠন-সামগ্ৰী:

অৰুনোদই:

অচমিয়া আৰু ইংৰাজী অভিধান:

অসমীয়া সাহিত্যৰ ৰূপৰেখা:

অসমীয়া সাহিত্যৰ সমীক্ষাত্মক ইতিবৃত্ত:

অসমীয়া সাহিত্যৰ পূৰ্ণ ইতিহাস:

অসমীয়া ব্যাকৰণ আৰু ভাষাতত্ত্ব:

মহেশ্বৰ নেওগ (সম্পা.)

মাইলছ ব্ৰন্সন

মহেশ্বৰ নেওগ

সত্যেন্দ্ৰনাথ শৰ্মা

হৰিনাথ শৰ্মা দলৈ

কালিৰাম মেধি

অসমীয়া ভাষাৰ উদ্ভৱ সমৃদ্ধি আৰু বিকাশ:	উপেন্দ্ৰনাথ গোস্বামী
অসমীয়া ভাষাৰ ৰূপতত্ত্ব:	লীলাৱতী শইকীয়া বৰা
উদ্ভৱকালীন অসমীয়া ভাষা:	সুবাসনা মহন্ত
মধ্যযুগৰ অসমীয়া ভাষাৰ ব্যাকৰণ:	দীপ্তি ফুকন পাটগিৰি
সাৰথি:	সত্যনাথ বৰা
স্নাতকৰ কথাবন্ধ:	মহেশ্বৰ নেওগ (সম্পা.)
সঞ্চয়ন:	মহেশ্বৰ নেওগ (সম্পা.)
জ্যোতিপ্ৰসাদ ৰচনাৱলী:	সত্যেন্দ্ৰনাথ শৰ্মা (সম্পা.)
অসমীয়া সাহিত্যৰ বুৰঞ্জী (পঞ্চম খণ্ড):	ৰঞ্জিৎ কুমাৰ দেৱগোস্বামী (সম্পা.)
অসমীয়া সাহিত্যৰ বুৰঞ্জী (ষষ্ঠ খণ্ড):	হোমেন বৰগোহাঞি (সম্পা.)
আধুনিক অসমীয়া কবিতা:	কামালুদ্দিন আহমেদ
আধুনিক কবিতা:	হৰেকৃষ্ণ ডেকা
শ্ৰেষ্ঠ অসমীয়া চুটিগল্প:	শৈলেন ভৰালী (সম্পা.)
এশবছৰৰ অসমীয়া উপন্যাস:	নগেন ঠাকুৰ (সম্পা.)
প্ৰসঙ্গঃ ঊনবিংশ শতিকাৰ অসমীয়া সাহিত্য:	ভীমকান্ত বৰুৱা
সাহিত্য আৰু প্ৰেম:	বাণীকান্ত কাকতি
ৰঘুনাথ চৌধাৰীৰ কাব্য বিচাৰ:	উমেশ ডেকা আৰু নীলমোহন ৰায় (সম্পা.)
কবিতা মঞ্জৰী:	নিৰ্মলপ্ৰভা বৰদলৈ (সম্পা.)
চন্দ্ৰকুমাৰৰ কবিতা সমগ্ৰ:	নগেন শইকীয়া (সম্পা.)
Studies in Assamese Vocabulary:	Ramesh Pathak
The Origin and Growth of the Assamese Language:	Dimbeswar Neog

Graduate Attributes: জ্ঞান-আধাৰ, সমাজমুখিতা আৰু পৰিৱেশমুখিতা

Course Objective: এই কাকতখনৰ উদ্দেশ্য ১৮২৬ খ্ৰীষ্টাব্দৰ পৰৱৰ্তী সময়ৰ পৰা ২০০০ চনলৈ অসমীয়া ভাষা-সাহিত্যৰ ইতিহাস আৰু ধাৰাসমূহৰ বিষয়ে আভাস দিয়া।

Learning Outcome: এই কাকতখনৰ জৰিয়তে ছাত্ৰ-ছাত্ৰীসকলে বৃটিছকালীন মিছনেৰীসকলে ৰচনা কৰা অসমীয়া সাহিত্যৰ লগতে তাৰ পৰৱৰ্তী ৰোমান্টিক আৰু আধুনিক অসমীয়া সাহিত্যৰ বিষয়ে জানিব পাৰিব, তদুপৰি সেই সময়ছোৱাৰ ভাষাৰ বিষয়ে ধাৰণা লাভ কৰিব।

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
Subject: Assamese
Semester: Third
Course Name: অসমৰ সংস্কৃতি অধ্যয়ন
Core Course
Existing Base Syllabus: UG CBCS Syllabus
Course Level: 300-399

[এই কাকতখনৰ গোট-১ত অসমৰ অধিবাসী আৰু সংস্কৃতিৰ স্বৰূপ সম্বন্ধে এটি সাধাৰণ ধাৰণা লাভ কৰিব লাগিব। সেইদৰে গোট-২, গোট-৩ আৰু গোট-৪ত যথাক্রমে অসমৰ লোকসংস্কৃতি, জনজাতীয় সংস্কৃতি আৰু মাৰ্গীয় বা শাস্ত্ৰীয় সংস্কৃতিৰ লগত পৰিচয় হোৱাৰ লগতে নিৰ্বাচিত উপাদানসমূহৰ বিষয়ে জানিব লাগিব।]

Unit No.	Unit Content	No. of Classes	Marks
১	অসমৰ মানুহ আৰু সংস্কৃতি সংস্কৃতিৰ স্বৰূপ, সংজ্ঞা আৰু শ্ৰেণীবিভাগ অসমৰ অধিবাসী: আৰ্য (নৰ্দিক), মঙ্গোলীয় (তিব্বতবৰ্মী), অষ্ট্ৰিক, দ্ৰাবিড়	১২	২০
২	অসমৰ লোক সংস্কৃতি মৌখিক গীত-পদ: দেৱ-দেৱীৰ নাম, বিহুগীত; লোকাচাৰ: জন্ম, বিবাহ আৰু মৃত্যুৰ লগত জড়িত; উত্‍সৱ-পাৰ্বণ: কৃষিৰ লগত জড়িত; ধৰ্মীয় পৰম্পৰা: শৈৱ, শাক্ত আৰু বৈষ্ণৱ; পৰিৱেশ্য কলা: পুতলা নাচ, ওজা পালি, খুলীয়া ভাউৰীয়া, কুশানগান, ভাৰীগান, ঢুলীয়া; হস্তশিল্প আৰু লোক-কলা, স্থাপত্য-ভাস্কৰ্য	১২	২০
৩	অসমৰ জনজাতীয় সংস্কৃতি পাৰ্বত্য আৰু ভৈয়ামৰ জনজাতি; আৰ্যভূত আৰু অনাৰ্যভূত; বড়ো, ৰাভা, কাৰ্বি, মিচিং, সোণোৱাল কছাৰী	১২	২০
৪	অসমৰ মাৰ্গীয় (শাস্ত্ৰীয়) সংস্কৃতি সত্ৰীয়া সংস্কৃতি: নৃত্য, গীত, বাদ্য, ভাওনা, মুখাশিল্প, পুথিচিত্ৰ, ভাস্কৰ্য অৰ্দ্ধমাৰ্গীয়: ব্যাসসঙ্গীত, দেৱদাসী নৃত্য	১২	২০

পঠন-সামগ্ৰী:

অসমীয়া জাতিৰ ইতিবৃত্ত:

অসমৰ লোক সংস্কৃতি:

অসমীয়া ভাষা আৰু সংস্কৃতি:

অসমৰ সংস্কৃতি:

অসমৰ মানুহৰ নৃ-বৈজ্ঞানিক পৰিচয়:

অসমৰ জনজাতি:

পুৰণি কামৰূপৰ ধৰ্মৰ ধাৰা:

অসমৰ লোক সংস্কৃতি:

অসম সাহিত্য সভা

বিৰিঞ্চি কুমাৰ বৰুৱা

বিৰিঞ্চি কুমাৰ বৰুৱা

লীলা গগৈ

ভুবন মোহন দাস

প্ৰমোদ চন্দ্ৰ ভট্টাচাৰ্য (সম্পা.)

বাণীকান্ত কাকতি

নিৰ্মলপ্ৰভা বৰদলৈ

অসমীয়া লোক সংস্কৃতিৰ আভাসঃ
লোক সংস্কৃতিঃ
অসমীয়া সংস্কৃতি অধ্যয়ন
অসমৰ সংস্কৃতি সমীক্ষাঃ

দৰঙী লোকসাহিত্যৰ ৰূপৰেখাঃ
পুৰণি অসমীয়া সমাজ আৰু সংস্কৃতিঃ
অসমৰ জনজাতি আৰু সংস্কৃতিঃ
সংমিশ্ৰণত অসমীয়া সংস্কৃতিঃ
অসমৰ জনজাতীয় সামাজিক লোকাচাৰঃ

অসমীয়া সংস্কৃতিঃ

অসমীয়া জাতি আৰু সংস্কৃতিঃ
সত্ৰ সংস্কৃতিৰ ৰূপৰেখাঃ
অসমীয়া সংস্কৃতিতৈ জনজাতীয় বৰঙনিঃ
অসমত শৈৱ সাধনা আৰু শৈৱ সাহিত্যঃ
অসমৰ জনকৃষ্টিঃ
অসমৰ জনজাতীয় সংস্কৃতিঃ
অসমীয়া পুথিচিত্ৰঃ
জনজাতি আৰু গাৰো জনজাতিঃ

Bihu: Springtime festival of Assam:
History and Civilization of the people of Assam:
The Assamese:

Prafulla Dutta Goswami

Pratap Ch. Choudhury

Audrey Cantlie

নবীন চন্দ্ৰ শৰ্মা
নবীন চন্দ্ৰ শৰ্মা
কনক চন্দ্ৰ চহৰীয়া
নবীন চন্দ্ৰ শৰ্মা আৰু কনক চন্দ্ৰ
চহৰীয়া (সম্পা.)

কনক চন্দ্ৰ চহৰীয়া
মহেশ্বৰ নেওগ
মলিনা দেৱী ৰাভা (সম্পা.)
আব্দুছ ছাত্তাৰ

উপেন ৰাভা হাকাচাম আৰু প্ৰফুল্ল
কুমাৰ নাথ (সম্পা.)
হৰিপ্ৰসাদ নেওগ আৰু লীলা গগৈ
(সম্পা.)

পৰমানন্দ ৰাজবংশী (সম্পা.)
কেশৱানন্দ দেৱ গোস্বামী
নাহেন্দ্ৰ পাদুন
হৰিনাথ শৰ্মা দলৈ
যোগেশ দাস
উপেন ৰাভা হাকাচাম
নৰেন কলিতা
বিমল মজুমদাৰ

Graduate Attributes: জ্ঞান-আধাৰ, একতা, আৰু সমাজমুখিতা

Course Objective: এই কাকতখনৰ উদ্দেশ্য সংস্কৃতিৰ বিষয়ে সাধাৰণ ধাৰণা দিয়াৰ লগতে
অসমৰ মানুহৰ জীৱন-ধাৰণ সন্মন্ধে আভাস দিয়া।

Learning Outcome: এই কাকতখন অধ্যয়ন কৰিলে অসমৰ মানুহ আৰু তেওঁলোকৰ
সংস্কৃতিগত আচৰণ আৰু ৰূপ তথা সেইবোৰৰ সমল সন্মন্ধে জনাৰ লগতে অসমীয়া সংস্কৃতিৰ
স্বৰূপ আৰু বৈশিষ্ট্যৰ বিষয়ে জানিব পৰা যাব।

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
Subject: Assamese
Semester: Fourth
Course Name: ভাষাবিজ্ঞান পৰিচয়
Core Course
Existing Base Syllabus: UG CBCS Syllabus
Course Level: 400-499

Unit No.	Unit Content	No. of Classes	Marks
১	ভাষা আৰু ভাষা-বিজ্ঞানৰ আদিপাঠ: ভাষাৰ জন্ম-কাহিনী, মানৱীয় ভাষাৰ বৈশিষ্ট্য (হকেট), ভাষা-বিজ্ঞানৰ ইতিহাস আৰু বিভিন্ন শাখা-প্ৰশাখা (বৰ্ণনামূলক, ঐতিহাসিক, তুলনামূলক, প্ৰায়োগিক), ভাষাৰ শ্ৰেণী-বিভাজন: বংশগত (ভাষা পৰিয়ালৰ প্ৰাথমিক ধাৰণা) আৰু আকৃতিগত- (বিশ্লেষণাত্মক, সংশ্লেষণাত্মক)	১২	২০
২	ধ্বনিবিজ্ঞান আৰু ধ্বনিতত্ত্বৰ আদিপাঠ: ধ্বনি, ধ্বনি-উত্পাদন প্ৰক্ৰিয়া; ধ্বনিগোট: বৰ্ণ আৰু উপধ্বনিৰ ধাৰণা, বিভাজ্য আৰু অবিভাজ্য ধ্বনি, স্বৰধ্বনি আৰু ব্যঞ্জন ধ্বনি, আন্তঃৰাষ্ট্ৰীয় ধ্বনিলিপিৰ পৰিচয়, ৰূপধ্বনিসাপেক্ষতা	১২	২০
৩	ৰূপতত্ত্ব আৰু বাক্যতত্ত্বৰ আদিপাঠ: ৰূপ, প্ৰাকৃতি, মুক্ত আৰু বদ্ধ প্ৰাকৃতি: প্ৰত্যয়, শব্দমূল; শব্দসাধনৰ সৰ্গ আৰু শব্দৰূপৰ সৰ্গ; ব্যাকৰণগততা (Grammaticality), বাক্য আৰু অৰ্থৰ মাজৰ সম্পৰ্ক, বাক্যতাত্ত্বিক উপাদান: শব্দক্ৰম, সহ-সম্পৰ্ক (Co-occurrence), বাক্যগত উপাদান।	১২	২০
৪	ভাষাৰ ভিন্নৰূপ: উপভাষা, ব্যক্তিভাষা, ভাষা-সম্প্ৰদায়, পৰিস্থিতি-নিৰ্দ্ধাৰক উপভাষা; ভাষা-ভিন্নতাৰ কাৰক: আঞ্চলিক, ভৌগোলিক, সামাজিক; ভাষা-সংযোগ: ভাষা-ঋণ, পিজিন, ক্ৰেওল (প্ৰথমিক ধাৰণা)	১২	২০

পঠন-সামগ্ৰী:

অসমীয়া ব্যাকৰণৰ মৌলিক বিচাৰ:
আধুনিক ভাষাবিজ্ঞান পৰিচয়:-
ভাষা আৰু ভাষাচিন্তা:-
ভাষাতত্ত্ব:-
ভাষাবিজ্ঞান:-
ভাষাবিজ্ঞানৰ জিলিকনি:-
ভাষাবিজ্ঞান প্ৰৱেশ:-
ভাষাৰ্থ বিজ্ঞান:
A Short Story of Linguistics:

গোলোক চন্দ্ৰ গোস্বামী
ফণীন্দ্ৰ নাৰায়ণ দত্তবৰুৱা
নগেন ঠাকুৰ
দীপ্তি ফুকন পাটগিৰি
উপেন্দ্ৰ নাথ গোস্বামী
প্ৰণীতা দেৱী
বসন্ত কুমাৰ ভট্টাচাৰ্য
ভগৱান মৰল
R.H. Robins

Contemporary Linguistics: An Introduction:

Eds. William O'Grady, Michael
Dobrovolsky and Francis Katamba
David Crystal

Linguistics:

Graduate Attributes: জ্ঞান-আধাৰ, অনুসন্ধান আৰু যোগাযোগ-কৌশল

Course Objective: এই কাকতখনৰ উদ্দেশ্য ভাষাৰ বিজ্ঞানসন্মত ৰূপ আৰু ভাষাবিজ্ঞানৰ ধাৰাসমূহৰ বিষয়ে আভাস দিয়া।

Learning Outcome: এই কাকতখন অধ্যয়নৰ কৰিলে ছাত্ৰ-ছাত্ৰীসকলে ভাষাৰ উদ্ভৱ আৰু বিকাশৰ বিষয়ে জনাৰ লগতে ইয়াৰ বিজ্ঞানসন্মত ৰূপসমূহ তথা ভাষাবিজ্ঞানৰ ধাৰাসমূহৰ বিষয়ে অৱগত হ'ব পাৰিব। তদুপৰি তেওঁলোকে ভাষাৰ ভিন্নতা, পৰিৱৰ্তন আদি সম্বন্ধেও জানিব 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
Subject: Assamese
Semester: Fourth
Course Name: অসমীয়া কবিতা
Elective Course
Existing Base Syllabus: UG CBCS Syllabus
Course Level: 400-499

[ছাত্ৰ ছাত্ৰীসকলে এই কাকতৰ যোগেদি অসমীয়া কবিতাৰ প্ৰাচীন যুগৰ পৰা আধুনিক যুগলৈ পৰিচয় হ'ব পাৰিবা। কাকতখনৰ প্ৰথম গোটত পুৰণি অসমীয়া কবিতা, দ্বিতীয় গোটত প্ৰাক-ৰোমাণ্টিক আৰু ৰোমাণ্টিক (প্ৰথম প্ৰবাহৰ) কবিতা, তৃতীয় গোটত প্ৰধান ৰোমাণ্টিক কবিসকল (দ্বিতীয় প্ৰবাহৰ) কবিতাক প্ৰতিনিধিত্বমূলকভাৱে স্থান দিয়া হৈছে। কাকতখনৰ চতুৰ্থ গোটত ছাত্ৰ-ছাত্ৰীসকলে অসমীয়া আধুনিক কবি নৱকান্ত বৰুৱা, অজিৎ বৰুৱা আৰু নীলমণি ফুকনৰ কবিতা অধ্যয়ন কৰিব পাৰিবা।]

Unit No.	Unit Content	No. of Classes	Marks
১	মাধৱ কন্দলি : ৰামবিহীন অযোধ্যাৰ বৰ্ণনা (ৰামায়ণ, অযোধ্যা কাণ্ড) শংকৰদেৱ : শৰৎ বৰ্ণনা (ভাগৱত, দশম) দুৰ্গাবৰ : মায়া অযোধ্যাৰ সৃষ্টি (গীতিৰামায়ণ)	১২	২০
২	ভোলানাথ দাস : মেঘ লক্ষ্মীনাথ বেজবৰুৱা : মালতী চন্দ্ৰকুমাৰ আগৰালা : অজেয়	১২	২০
৩	ৰঘুনাথ চৌধাৰী : গোলাপ অম্বিকাগিৰী ৰায়চৌধুৰী : মোৰ বীণা দেৱকান্ত বৰুৱা : মনোৰমা	১২	২০
৪	নৱকান্ত বৰুৱা : পলস অজিৎ বৰুৱা : মনকুঁৱলী সময় নীলমণি ফুকন : ব্ৰহ্মপুত্ৰত সূৰ্যাস্ত	১২	২০

পঠন-সামগ্ৰী:

অসমীয়া সাহিত্যৰ বুৰঞ্জী (দ্বিতীয় খণ্ড)	: শিৱনাথ বৰ্মন (সম্পা.)
অসমীয়া সাহিত্যৰ বুৰঞ্জী (পঞ্চম খণ্ড)	: ৰঞ্জিত কুমাৰ দেৱ গোস্বামী (সম্পা.)
অসমীয়া সাহিত্যৰ বুৰঞ্জী (ষষ্ঠ খণ্ড)	: হোমেন বৰগোহাঞি (সম্পা.)
আধুনিক অসমীয়া কবিতা	: পূৰ্ণ ভট্টাচাৰ্য
আধুনিক অসমীয়া কবিতা	: এম. কামালুদ্দিন আহমেদ
আধুনিক কবিতা	: হৰেকৃষ্ণ ডেকা
সঞ্চয়ন	: মহেশ্বৰ নেওগ (সম্পা.)
কবিতা মঞ্জৰী	: নিৰ্মলপ্ৰভা বৰদলৈ (সম্পা.)

যোৱা শতিকাৰ কবিতাঃ অসমীয়া নৱন্যাসী সাহিত্যৰ পৰম্পৰা : দিলীপ বৰুৱা

Graduate Attributes: সমাজমুখিতা, পৰিৱেশমুখিতা, সহমৰ্মিতা

Course Objective: এই কাকতখনৰ উদ্দেশ্য পুৰণি অসমীয়া কবিতাৰ লগতে অসমীয়া ৰোমান্টিক আৰু আধুনিক কবিতাৰ বিষয়ে আভাস দিয়া।

Learning Outcome: এই কাকতখনৰ জৰিয়তে অসমীয়া কবিতাৰ ঐতিহ্যৰ বিষয়ে জনাৰ লগতে ইয়াৰ ধাৰা আৰু আন্দোলনসমূহৰ বিষয়ে জানিব পৰা যাব।

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
Subject: Assamese
Semester: Fourth
Course Name: অসমীয়া লিপিৰ পৰিচয়
Elective Course
Existing Base Syllabus: UG CBCS Syllabus
Course Level: 400-499

Unit No.	Unit Content	No. of Classes	Marks
১	লিপিৰ পৰিচয় আৰু ভাৰতীয় লিপি; অসমীয়া লিপিৰ উদ্ভৱ আৰু বিকাশ	১২	২০
২	অসমৰ শিলালিপি: নগাজৰী খনিকৰ গাঁৱৰ লিপি, সুৰেন্দ্ৰ বৰ্মাৰ উমাচল লিপি, ভূতি বৰ্মাৰ বৰগঙ্গা লিপি, হৰ্জৰ বৰ্মাৰ তেজপুৰ লিপি, কানাই বৰশী বোৱা লিপি, মসুদ্ৰ পালৰ আমবাৰী লিপি, গছতলৰ লিপি	১২	২০
৩	অসমৰ তাম্ৰশাসনৰ লিপি: ভাস্কৰ বৰ্মাৰ ডুবি আৰু নিধনপুৰ শাসনৰ লিপি, হৰ্জৰ বৰ্মাৰ হায়ুংথল লিপি, বনমাল বৰ্মাৰ তেজপুৰ আৰু পৰ্বতীয়া শাসনৰ লিপি, বলবৰ্মাৰ নগাঁও আৰু হাওৰাঘাট শাসনৰ লিপি	১২	২০
৪	অসমীয়া হাতেলিখা পুথিৰ লিপি: কায়থেলী লিপি, বামুণীয়া লিপি, গড়গঞা লিপি; হাতেলিখা পুথিৰ লিখন কলা, লেখন সামগ্ৰী আৰু পাঠ সমীক্ষাৰ সাধাৰণ ধাৰণা	১২	২০

পঠন-সামগ্ৰী:

অসমীয়া প্ৰাচীন লিপি:	সৰ্বেশ্বৰ কটকী
অসমীয়া লিপি:	উপেন্দ্ৰ নাথ গোস্বামী
অসমীয়া লিপিৰ পৰিচয়:	কনক চন্দ্ৰ চহৰীয়া
বিশ্বলিপিৰ ভূমিকা:	নাৰায়ণ দাস
অসমীয়া লিপিতত্ত্ব অধ্যয়ন:	সতীশ চন্দ্ৰ ভট্টাচাৰ্য
প্ৰাচ্য শাসনাৱলী:	মহেশ্বৰ নেওগ
পাঠসমীক্ষা:	মহেশ্বৰ নেওগ
পাঠ সমীক্ষা প্ৰসঙ্গত:	ৰামচৰণ ঠাকুৰীয়া
পাঠ সমীক্ষা: সূত্ৰ আৰু প্ৰয়োগবিধি:	মালিনী গোস্বামী
পুৰণি পুথি অধ্যয়ন আৰু সম্পাদনা:	কেশৱানন্দ দেৱ গোস্বামী
Development of Script in Ancient Kamrup:	T. P. Verma
Inscriptions of Ancient Assam:	M.M. Sarma (ed.)
Kamrupasasanavali:	D Sarma (pub.)
The evolution of Assamese Script:	Mahendra Bora

Graduate Attributes: জ্ঞান-আধাৰ, অনুসন্ধান, পৰীক্ষণমুখিতা

Course Objective: এই কাকতখনৰ উদ্দেশ্য লিপিৰ পৰিচয় দিয়াৰ লগতে অসমীয়া লিপিৰ উদ্ভৱ আৰু বিকাশ সম্বন্ধে আভাস দিয়া।

Learning Outcome: এই কাকতখন অধ্যয়ন কৰিলে ছাত্ৰ-ছাত্ৰীসকলে লিপিৰ স্বৰূপ আৰু ইতিহাস সম্পৰ্কে অৱগত হোৱাৰ উপৰি অসমীয়া লিপিৰ ঐতিহ্য আৰু ধাৰা তথা মধ্যযুগীয় অসমীয়া লিপিৰ বেহ-ৰূপ, ইয়াৰ লিখন পদ্ধতি আৰু পাঠ সমীক্ষা সম্পৰ্কত সাধাৰণ জ্ঞান 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
Subject: Assamese
Semester: Fourth
Course Name: অসমীয়া লোকসাহিত্য অধ্যয়ন
Elective Course
Existing Base Syllabus: UG CBCS Syllabus
Course Level: 400-499

Unit No.	Unit Content	No. of Classes	Marks
১	লোকসাহিত্যৰ প্ৰকৃতি বিচাৰ আৰু শ্ৰেণীবিভাগঃ লোকগীত, লোককথা, লোকোক্তি; আঞ্চলিক আৰু জনগোষ্ঠীয় লোকসাহিত্য	১২	২০
২	উত্‍সৱ অনুষ্ঠান বিষয়ক লোকগীত, দেৱ-দেৱীৰ লগত জড়িত প্ৰাৰ্থনা আৰু মন্ত্ৰ, প্ৰেম-বিৰহ বিষয়ক গীত, শ্ৰমমূলক গীত, দাৰ্শনিক ভাবাপন্ন গীত, নিচুকনি গীত, খেল-ধেমালিৰ গীত	১২	২০
৩	মালিতা আৰু বাৰমাহী বিলাপ গীতঃ পুৰাকথাজাতীয় মালিতা, বুৰঞ্জীমূলক মালিতা, জনশ্ৰুতিমূলক মালিতা, কাৰ্লনিক মালিতা, বাস্তবিক মালিতা; বাৰমাহী বিলাপ গীত	১২	২০
৪	লোককথাঃ পুৰাকথা বা অতিকথা, জনশ্ৰুতি বা কিস্বদন্তী, সাধুকথা; লোকোক্তিঃ প্ৰবাদ-প্ৰবচন, যোজনা-পটন্তৰ আৰু সাঁথৰ	১২	২০

পঠন-সামগ্ৰীঃ

অসমীয়া জনসাহিত্যঃ	প্ৰফুল্লদত্ত গোস্বামী
অসমীয়া লোকসাহিত্যৰ ৰূপৰেখাঃ	লীলা গগৈ
অসমৰ লোকসাহিত্যঃ	শশী শৰ্মা
অসমীয়া লোক সাহিত্যঃ	(.সম্পা) প্ৰহলাদ কুমাৰ বৰুৱা
কামৰূপী লোকগীত সংগ্ৰহঃ	হেমন্ত কুমাৰ শৰ্মা (সম্পা.)
গোৱালপৰীয়া লোকগীত সংগ্ৰহঃ	বীৰেন্দ্ৰনাথ দত্ত (সম্পা.)
দৰঙী লোকগীত সংগ্ৰহঃ	(.সম্পা) কনক চন্দ্ৰ চহৰীয়া
আয়তীৰ উৰুলিঃ	ফুলকুমাৰী কলিতা (.সম্পা)
অলৌ গুটিতলৌ গুটি:- অসমৰ খেলধেমালিৰ গীত-মাতঃ	উপেন ৰাভা হাকাচাম, ধনেশ্বৰ কলিতা (সম্পা.)
অসমৰ জনজাতীয় লোকসাহিত্যঃ	কনক চন্দ্ৰ চহৰীয়া
বাৰ মাহৰ তেৰগীতঃ	প্ৰফুল্লদত্ত গোস্বামী (.সম্পা)
হেনা-হুচা: অসমীয়া জনজাতীয় লোকসাহিত্যৰ সংকলনঃ	(.সম্পা) উপেন ৰাভা হাকাচাম
অসমীয়া লোকসাহিত্যৰ বুৰঞ্জীঃ	অসম সাহিত্য সভা

Graduate Attributes: জ্ঞান-আধাৰ, একতা, আৰু সমাজমুখিতা

Course Objective: এই কাকতখনৰ উদ্দেশ্য অসমীয়া মৌখিক লোকসাহিত্যৰ প্ৰকৃতি আৰু প্ৰকাৰভেদ সন্মুখে আভাস দিয়া।

Learning Outcome: এই কাকতখন অধ্যয়ন কৰিলে লোকসাহিত্যত প্ৰতিফলিত সমাজ সম্পৰ্কে জানিব পৰা যাব, লগতে অসমৰ জাতি-জনজাতিৰ লোক-সংগীত, শিশু মনস্তত্ত্ব, সৃজনীমূলকতা, কাহিনী-কথন আদিৰ বিষয়ে সম্যক ধাৰণা উপজিব।

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
Subject: Assamese
Semester: Fifth
Course Name: প্ৰাচীন ভাৰতীয় আৰু মধ্যভাৰতীয় আৰ্যভাষাৰ ৰূপৰেখা
Core Course
Existing Base Syllabus: UG CBCS Syllabus
Course Level: 400-499

Unit No.	Unit Content	No. of Classes	Marks
১	ভাৰতীয় আৰ্যভাষাৰ বিৱৰ্তনঃ বৈদিক-সংস্কৃতৰ উত্থান, পালি-প্ৰাকৃত-অপভ্ৰংশ ভাষাৰ বিকাশ	১২	২০
২	ভাৰতীয় আৰ্যভাষাৰ বিভিন্ন স্তৰৰ নিৰ্বাচিত পাঠ (ক) সংস্কৃতঃ নীতিশতক শ্লোক (১-৫) (খ) অশোকৰ অনুশাসনঃ গিৰ্গাৰ-১ (গ) পালিঃ ধম্মপদৰ চিত্তবগ্গ (১-৫) (ঘ) প্ৰাকৃতঃ গাহাসত্ৰুসঈ (প্ৰথম পাঁচটা গাথা) (ঙ) অপভ্ৰংশঃ সংনেহ ৰাসউ (প্ৰথম প্ৰক্ৰমৰ প্ৰথম চাৰিটা শ্লোক)	১২	২০
৩	সংস্কৃত-পালি-প্ৰাকৃত ভাষাৰ তুলনাঃ স্বৰধ্বনি, ব্যঞ্জনধ্বনি	১২	২০
৪	সংস্কৃত-পালি-প্ৰাকৃতৰ ধ্বনিগত পৰিৱৰ্তনৰ প্ৰক্ৰিয়াঃ সমীভৱন, স্বৰ-সংগতি, অপিনিহিতি, বিষমীভৱন, নাসিকীভৱন, মহাপাৰাণতা, অল্পপ্ৰাণতা, সমাক্ষৰ লোপ	১২	২০

পঠন-সামগ্ৰী:

পালি প্ৰকাশঃ	বিধুশেখৰ শাস্ত্ৰী
পালিঅপভ্ৰংশ ভাষা আৰু সাহিত্যঃ	নগেন ঠাকুৰ-প্ৰাকৃত-
প্ৰাকৃত সাহিত্যঃ	সত্যেন্দ্ৰনাৰায়ণ গোস্বামী
প্ৰাকৃত সাহিত্য চয়নঃ	নগেন ঠাকুৰ
প্ৰাকৃত পাঠঃ	কেশৱানন্দ দেৱগোস্বামী আৰু ভীমকান্ত বৰুৱা (.সম্পা)
প্ৰাকৃত ভাষা সাহিত্য পৰিচয়ঃ-	ভূৱনেশ্বৰী বৈশ্য
সংস্কৃত, পালি-প্ৰাকৃত আৰু অসমীয়া ব্যাকৰণঃ	লীলাৱতী শইকীয়া বৰা
সন্দেশ ৰাসকঃ	কেশৱানন্দ দেৱগোস্বামী
ধম্মপদঃ	সত্যেন্দ্ৰনাৰায়ণ গোস্বামী
অশোকৰ অনুশাসনমালাঃ	নগেন ঠাকুৰ
ভৰ্তৃহৰি বিৰচিত নীতিশতকম্ঃ	অদিতি বৰুৱা
A Comparative Old Indo-Aryan Grammar:	S. Biswas

Graduate Attributes: জ্ঞান-আধাৰ, অনুসন্ধান, একতা

Course Objective: এই কাকতখনৰ উদ্দেশ্য ভাৰতীয় আৰ্যভাষাৰ উদ্ভৱ আৰু বিকাশ সম্বন্ধে আভাস দিয়া।

Learning Outcome: এই কাকতখন অধ্যয়নৰ জৰিয়তে ভাৰতীয় আৰ্যভাষাৰ ঐতিহ্য আৰু ধাৰা সম্পৰ্কে জনাৰ লগতে ইয়াৰ লগত সংলগ্ন সাহিত্য সম্পৰ্কে অৱগত হ'ব 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
Subject: Assamese
Semester: Fifth
Course Name: অসমীয়া নাটক
Elective Course
Existing Base Syllabus: UG CBCS Syllabus
Course Level: 400-499

Unit No.	Unit Content	No. of Classes	Marks
১	অসমৰ লোকনাট্য প্ৰাচীন অসমৰ সংস্কৃত নাটক অংকীয়া নাট আৰু বুমুৰা প্ৰাক্-স্বাধীনতা যুগৰ অসমীয়া নাটক (শ্বেল্পপীয়েৰীয়া আৰু ইবছেনীয়া ধাৰাৰ বিশেষ উল্লিখনসহ) উত্তৰ-স্বাধীনতা যুগৰ অসমীয়া নাটক (এবছাৰ্ড নাটক, অনাতাঁৰ নাটক, বাটৰ নাট আৰু ভ্ৰাম্যমান নাটকৰ বিশেষ উল্লিখনসহ)	১২	২০
২	শংকৰদেৱঃ পাৰিজাত হৰণ মাধৱদেৱঃ পিম্পৰা গুচোৱা গোপাল আতাঃ জন্মজাত্ৰা	১২	২০
৩	গুণাভিৰাম বৰুৱাঃ ৰামনৱমী জ্যোতিপ্ৰসাদ আগৰৱালাঃ কাৰেঙৰ লিগিৰী	১২	২০
৪	অৰুণ শৰ্মাঃ আহাৰ প্ৰমোদ দাসঃ হনুমান সাগৰ বান্ধা চাউ	১২	২০

পঠন-সামগ্ৰীঃ

অসমৰ লোকনাট্যঃ	নবীনচন্দ্ৰ শৰ্মা
অসমীয়া নাটক স্বৰাজ্যোত্তৰ কালঃ :	শৈলেন ভৰালী
অসমীয়া নাট্য সাহিত্যঃ	সত্যেন্দ্ৰনাথ শৰ্মা
অসমীয়া নাট্য সাহিত্যৰ জিলাগুনি (আদিৰ পৰা ১৯৬৭ পৰ্যন্ত)ঃ	হৰিশ্চন্দ্ৰ ভট্টাচাৰ্য
আধুনিক অসমীয়া নাটকঃ পৰীক্ষা নিৰীক্ষা আৰু বিভিন্ন ধাৰাঃ	কুলদা কুমাৰ ভট্টাচাৰ্য
আহাৰঃ	অৰুণ শৰ্মা
উদ্ভট নাটকঃ	বিনোদ শৰ্মা
নাটক আৰু অভিনয় প্ৰসংগঃ	সত্যপ্ৰসাদ বৰুৱা
নাটক আৰু মঞ্চকলাঃ	অজিত ভৰালী
অসমীয়া লোক নাট্য পৰম্পৰাঃ-	শৈলেন ভৰালী
ছশ বছৰৰ অসমীয়া নাটক পৰম্পৰা আৰু পৰিৱৰ্তনঃ :	অজিত শইকীয়া (.সম্পা)
থিয়েটাৰে আলো তত্ত্ব ও প্ৰয়োগঃ :	ৰঞ্জিতকুমাৰ মিত্ৰ
থিয়েটাৰ দৃশ্যৰ বিকাশ ও সমীক্ষাঃ	ৰঞ্জিতকুমাৰ মিত্ৰ
নাট্যচিন্তা নাট্যচৰ্চাঃ-	ভূপেন গোস্বামী
নাট্যশিল্প আৰু অভিনয় তত্ত্বঃ	অৰ্পণ বেজবৰুৱা
মঞ্চলেখাঃ	অতুলচন্দ্ৰ হাজৰিকা

মঞ্চ দৃশ্যৰ পৰিকল্পনা ও নিৰ্মাণঃ	ৰঞ্জিতকুমাৰ মিত্ৰ
Bhaona : The Ritual Play of Assam :	M. Neog
Indian Theatre :	N. Jain
Key Concept in Drama and Performance:	K. Pickering
Music and Drama:	A. D. Ranade
Performance Studies: An Introduction :	R. Schechner

Graduate Attributes: জ্ঞান-আধাৰ, সমাজমুখিতা, সহমৰ্মিতা

Course Objective: এই কাকতখনৰ উদ্দেশ্য ছাত্ৰ-ছাত্ৰীসকলক অসমীয়া নাটকৰ ইতিহাস, ধাৰা আৰু উচ্চ অৱস্থান সম্বন্ধে আভাস দিয়া।

Learning Outcome: এই কাকতখন অধ্যয়ন কৰিলে ছাত্ৰ-ছাত্ৰীসকলে প্ৰাচীন কালৰে পৰা বৰ্তমানলৈকে অসমীয়া নাটকৰ ঐতিহ্য আৰু ধাৰা সম্পৰ্কে জনাৰ লগতে নিৰ্বাচিত শ্ৰেষ্ঠ নাটক সম্পৰ্কে অৱগত হ'ব 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
Subject: Assamese
Semester: Fifth
Course Name: অসমীয়া চুটিগল্প আৰু উপন্যাস
Elective Course
Existing Base Syllabus: UG CBCS Syllabus
Course Level: 400-499

Unit No.	Unit Content	No. of Classes	Marks
১	অসমীয়া চুটিগল্পৰ ইতিহাস (আৰম্ভণিক পৰা ২০০০ খ্ৰীষ্টাব্দলৈকে)	১২	২০
২	অসমীয়া উপন্যাসৰ ইতিহাস (আৰম্ভণিক পৰা ২০০০ খ্ৰীষ্টাব্দলৈকে)	১২	২০
৩	চুটিগল্প লক্ষ্মীনাথ বেজবৰুৱাৰ 'মুক্তি' লক্ষ্মীনাথ ফুকনৰ 'মেধি' হোমেন বৰগোহাঞিৰ 'হাতী'	১২	২০
৪	উপন্যাস যোগেশ দাসৰ 'ডাৱৰ আৰু নাই' মামণি ৰয়চম গোস্বামীৰ 'চেনাবৰ সোঁত'	১২	২০

পঠন-সামগ্ৰী:

আধুনিক গল্প সাহিত্য:	ত্ৰৈলোক্যনাথ গোস্বামী
চুটিগল্প:	উদয় দত্ত
গল্পগুচ্ছ:	অসম সাহিত্য সভা প্ৰকাশিত
অসমীয়া চুটিগল্পৰ অধ্যয়ন:	প্ৰহলাদ কুমাৰ বৰুৱা
অসমীয়া চুটিগল্পৰ প্ৰবাহ:	লীলাৱতী শইকীয়া (.সম্পা)
অসমীয়া চুটিগল্প: ঐতিহ্য আৰু বিৱৰ্তন:	অপূৰ্ব বৰা (.সম্পা)
শ্ৰেষ্ঠ অসমীয়া চুটিগল্প:	শৈলেন ভৰালী (.সম্পা)
উপন্যাস আৰু অসমীয়া উপন্যাস:	গোবিন্দপ্ৰসাদ শৰ্মা
এশ বছৰৰ অসমীয়া উপন্যাস:	নগেন ঠাকুৰ (.সম্পা)
অসমীয়া উপন্যাসৰ ভূমিকা:	সত্যেন্দ্ৰনাথ শৰ্মা
অসমীয়া উপন্যাসৰ গতিধাৰা:	সত্যেন্দ্ৰনাথ শৰ্মা

Graduate Attributes: সমাজমুখিতা, সহমৰ্মিতা, প্ৰেৰণা

Course Objective: এই কাকতখনৰ উদ্দেশ্য অসমীয়া চুটিগল্প আৰু উপন্যাসৰ বিষয়ে আভাস দি আধুনিক কথা-সাহিত্যৰ সৈতে পৰিচয় কৰোৱা।

Learning Outcome: এই কাকতখন পঢ়িলে ছাত্ৰ-ছাত্ৰীসকলে সমাজ বিৱৰ্তনৰ বিভিন্ন দিশ সম্বন্ধে জানিব পাৰিব, লগতে ঐতিহাসিক আৰু সামাজিক ঘটনা সম্বন্ধে অৱগত হ'ব 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
Subject: Assamese
Semester: Fifth
Course Name: অসমীয়া গদ্য সাহিত্য (আৰম্ভণিৰ পৰা ২০০০ খ্ৰীষ্টাব্দলৈ)
Elective Course
Existing Base Syllabus: UG CBCS Syllabus
Course Level: 400-499

Unit No.	Unit Content	No. of Classes	Marks
১	শঙ্কৰদেৱৰ 'ৰুক্মিণী হৰণ' নাটৰ অন্তৰ্গত 'ৰুক্মিণীৰ প্ৰেমপত্ৰ' মাধৱদেৱৰ 'অৰ্জুন ভঞ্জন' নাটৰ অন্তৰ্গত 'নন্দ-যশোদাৰ কলহ' বৈকুণ্ঠনাথ ভট্টাচাৰ্যৰ 'সংক্ষেপে কৃষ্ণলীলা'	১২	২০
২	গোপালচৰণ দ্বিজৰ শ্ৰীভক্তিৰত্নাকৰ কথা: 'গুৰু সেৱা মহাত্ম্য' ৰঘুনাথ মহন্তৰ শ্ৰীৰামায়ণ কথা: 'ৰামৰ বন গমন' ৰত্নাকৰ কন্দলি, অৰ্জুন দাস বৈৰাগীৰ 'ত্ৰিপুৰাত মদন পূজাৰ আড়ম্বৰ মোট খোলাৰ কৌতুক' (ত্ৰিপুৰা বুৰঞ্জী)	১২	২০
৩	কৰতি মন্ত্ৰ: হেমচন্দ্ৰ গোস্বামী সম্পাদিত অসমীয়া সাহিত্যৰ চানেকী, ১ম খণ্ড সপ্তদশ শতিকাৰ চামধৰা গড়ৰ ৰণজয়ৰ শিলৰ ফলি মণিৰাম দেৱান বৰভাণ্ডাৰ বৰুৱা 'সত্ৰাধিকাৰৰ অভিষেক উত্সৱ'	১২	২০
৪	নিধিলিবাই ফাৰৱেলৰ 'নগয়া দ্ৰোহী লোকৰ চৰিত্ৰ বৰ্ণন' লম্বোদৰ বৰাৰ 'সদানন্দৰ কলাঘুমটি' সত্যেন্দ্ৰনাথ শৰ্মাৰ 'অক্ষীয়া নাটৰ ৰস-বিচাৰ'	১২	২০

পঠন-সামগ্ৰী:

অসমীয়া কথা সাহিত্য:	বিৰিঞ্চি কুমাৰ বৰুৱা
অসমীয়া গদ্য সাহিত্যৰ গতিপথ:	হৰিনাথ শৰ্মাদলৈ
স্নাতকৰ কথাবন্ধ:	(.সম্পা) মহেশ্বৰ নেওগ
ক্রমবিকাশত অসমীয়া কথাশৈলী:	প্ৰফুল্ল কটকী
অসমীয়া গদ্যৰীতি:	স্মৃতিৰেখা ভূঞা
প্ৰাচ্য শাসনাৱলী:	(.সম্পা) মহেশ্বৰ নেওগ
অক্ষাৱলী:	কালিৰাম মেধি
সাতসৰী অসম বুৰঞ্জী:	(.সম্পা) সূৰ্যকুমাৰ ভূঞা
প্ৰাচীন অসমীয়া গদ্যশৈলী:	অৰ্পনা কোঁৱৰ
ভাষা সাহিত্যৰ সুবাস:-	লীলাৱতী শইকীয়া বৰা
ঊনবিংশ শতিকা আৰু লম্বোদৰ বৰা:	জগন্নাথ বৰ্মণ

Graduate Attributes: জ্ঞান-আধাৰ, সমালোচনাত্মক চিন্তন, বিশ্লেষণাত্মক মনোভাব

Course Objective: এই কাকতখনৰ উদ্দেশ্য আৰম্ভণিৰে পৰা অসমীয়া ভাষাত ৰচিত গদ্যৰ বিষয়ে আভাস দিয়া।

Learning Outcome: এই কাকতখন অধ্যয়ন কৰিলে অসমীয়া গদ্যসাহিত্যৰ ইতিহাস, স্তৰ বিভাজন, গদ্যৰ বৈশিষ্ট্য, পৰিৱৰ্তনৰ ধাৰা, চিন্তা-শিল্প আদি সম্পৰ্কে জানিব পৰা যাব।

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
Subject: Assamese
Semester: Sixth
Course Name: সাহিত্য আৰু সাহিত্য সমালোচনা
Core Course
Existing Base Syllabus: UG CBCS Syllabus
Course Level: 400-499

Unit No.	Unit Content	No. of Classes	Marks
১	সাহিত্য আৰু সাহিত্য সমালোচনাৰ অন্তঃসম্পৰ্ক সংজ্ঞা আৰু প্ৰকাৰভেদঃ কাব্য, দৃশ্য কাব্য (প্ৰাচ্য দৃষ্টিভংগীত), কবিতা, নাটক, চুটিগল্প আৰু উপন্যাস (পাশ্চাত্য দৃষ্টিভংগীত)	১২	২০
২	শব্দশক্তি আৰু ৰস এৰিষ্ট'টলৰ ধাৰণাত ট্ৰেজেদি, কমেদি আৰু এপিক (মহাকাব্য)	১২	২০
৩	ছন্দঃ পদ বা পয়াৰ, দুলাড়ি, ছবি, বুনো, কুসুমমালা অলংকাৰঃ অনুপ্ৰাস, যমক, শ্লেষ, বক্ৰোক্তি, উপমা, ৰূপক, ভ্ৰান্তিমান, উৎপ্ৰেক্ষা কবিতাত অনুকৰণ আৰু কল্পনাৰ প্ৰভাৱ আধুনিক কবিতাত কল্পনা আৰু প্ৰতীকবাদ	১২	২০
৪	এবছাৰ্ড নাটক আৰু ৰেখটীয় মহাকাব্যিক নাটক বাস্তৱিক আৰু মনঃস্তাত্ত্বিক কথা সাহিত্য	১২	২০

পঠন-সামগ্ৰী:

ট্ৰেজেডী বিচাৰ : শৈলেন ভৰালী
ধ্বনি আৰু ৰসতত্ত্ব : মুকুন্দমাধৱ শৰ্মা
নন্দনতত্ত্বঃ প্ৰাচ্য আৰু পাশ্চাত্য : ত্ৰৈলোক্যনাথ গোস্বামী
সাহিত্য উপক্ৰমণিকা : মহেন্দ্ৰ বৰা
সাহিত্যৰ তত্ত্ব আৰু প্ৰয়োগ : বিমল মজুমদাৰ
চুটিগল্প : উদয় দত্ত
উপন্যাস : প্ৰহ্লাদকুমাৰ বৰুৱা
সাহিত্যবিদ্যা পৰিক্ৰমা : তীৰ্থনাথ শৰ্মা
সাহিত্যদৰ্পণ : বিশ্বনাৰায়ণ শাস্ত্ৰী
সাহিত্যৰ বাদ-বৈচিত্ৰ্য : নগেন শইকীয়া
সাহিত্যঃ সংজ্ঞা আৰু আংগিক : পৰাগ কুমাৰ ভট্টাচাৰ্য
আধুনিকতাবাদ আৰু অন্যান্য প্ৰবন্ধ : হৰেকৃষ্ণ ডেকা
Romantic Imagination: C.M. Bowra

Graduate Attributes: সহমৰ্মিতা, সমালোচনাত্মক মনোভাব, বিশ্লেষণ-ক্ষমতা

Course Objective: এই কাকতখনৰ উদ্দেশ্য প্ৰাচ্য-পাশ্চাত্য সমালোচনাৰ আভাস দি ছাত্ৰ-ছাত্ৰীসকলক সাহিত্য-সমালোচনাৰ বাবে প্ৰস্তুত কৰি তোলা।

Learning Outcome: এই কাকতখন পঢ়িলে ছাত্ৰ-ছাত্ৰীসকলে প্ৰাচ্য-পাশ্চাত্য সমালোচনাৰ বিভিন্ন দিশ সম্বন্ধে জানিব পাৰিব, লগতে সাহিত্যৰ কেতবোৰ ভাগ সম্বন্ধে অৱগত হ'ব 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
Subject: Assamese
Semester: Sixth
Course Name: অসমৰ আৰ্যভিন্ন ভাষা
Elective Course
Existing Base Syllabus: UG CBCS Syllabus
Course Level: 400-499

Unit No.	Unit Content	No. of Classes	Marks
১	আৰ্যভিন্ন ভাষাৰ পৰিচয় আৰু অসমত তেওঁলোকৰ বিস্তৃতি (বিশেষকৈ চীন-তিব্বতীয় আৰু আফ্ৰিক ভাষা)	১২	২০
২	আৰ্যভিন্ন ভাষাৰ উত্তৰণ আৰু স্থিতি (বৰো, ৰাভা, কাৰ্বি, মিচিং আৰু গাৰো ভাষাৰ উল্লিখনেৰে বৃটিছ সময়ৰ পৰা বৰ্তমান সময়লৈ)	১২	২০
৩	অসমৰ আৰ্যভিন্ন ভাষাৰ সাধাৰণ বৈশিষ্ট্য (ধ্বনিতাত্ত্বিক, ৰূপতাত্ত্বিক আৰু বাক্যতাত্ত্বিক)	১২	২০
৪	আৰ্য আৰু আৰ্যভিন্ন ভাষাৰ পাৰস্পৰিক প্ৰভাৱ (ক) আৰ্যভিন্ন ভাষাৰ ওপৰত অসমীয়া ভাষাৰ প্ৰভাৱ (খ) অসমীয়া ভাষাৰ ওপৰত আৰ্যভিন্ন ভাষাৰ প্ৰভাৱ	১২	২০

পঠন-সামগ্ৰী:

অসমৰ ভাষা	: ভীমকান্ত বৰুৱা
অসমৰ ভাষা	: বিভা ভৰালী আৰু বনানি চক্ৰৱৰ্তী(সম্পা.)
অসমীয়া অৰু অসমৰ তিব্বতবৰ্মীয় ভাষা	: উপেন ৰাভা হাকাচাম
ভাৰতীয় ভাষাৰ পৰিচয়	: নগেন ঠাকুৰ
ভাষাবৈজ্ঞানিক অধ্যয়নত তুলনা প্ৰসংগ (সম্পা.)	: উপেন ৰাভা হাকাচাম, প্ৰণীতা দেৱী
গাৰো ভাষাৰ মৌলিক বিচাৰ	: প্ৰণীতা দেৱী
মিচিং ভাষাৰ পৰিচয়	: নাহেন্দ্ৰ পাদুন
পৃথিৱীৰ বিভিন্ন ভাষা	: নগেন ঠাকুৰ
তিব্বত বৰ্মীয় ভাষাৰ সম্বন্ধ বাচক শব্দৰ অধ্যয়ন	: প্ৰণীতা দেৱী
A Descriptive Analysis of Bodo Language: P.C. Bhattacharya	
Assamese and Bodo : A Comparative and Contrastive Study	: Madhuram Boro
Karbi People and their Language	: Arpana Konwar
Languages of North-East	: P.N. Dutta Baruah
Linguistic Survey of India (Vol.II, Part II)	: G.A. Grierson
North-East India Linguistics	: Stephen Morey and Mark Post
Sino-Tibetan: A Conspectus	: Paul K. Benedict
Studies in Sino-Tibetan Languages	: S.N. Goswami
Structure of Garo	: Pranita Devi

Graduate Attributes: জ্ঞান-আধাৰ, ভ্ৰাতৃত্ববোধ, ভাষা-বিশ্লেষণ ক্ষমতা

Course Objective: এই কাকতখনৰ উদ্দেশ্য অসম তথা উত্তৰ-পূৰ্বাঞ্চলৰ আৰ্যভিন্ন ভাষাৰ আভাস দিয়া।

Learning Outcome: এই কাকতখন অধ্যয়নৰ জৰিয়তে অসমীয়া ভাষাৰ লগত আৰ্যভিন্ন ভাষাৰ পাৰস্পৰিক ভাষিক সম্পৰ্ক জনাৰ লগতে আৰ্যভিন্ন ভাষাসমূহৰ সাম্প্ৰতিক স্থিতি সম্পৰ্কে পৰ্যালোচনা কৰিব পৰা যাব।

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
Subject: Assamese
Semester: Sixth
Course Name: ব্যাকৰণ আৰু অসমীয়া ব্যাকৰণ
Elective Course
Existing Base Syllabus: UG CBCS Syllabus
Course Level: 400-499

Unit No.	Unit Content	No. of Classes	Marks
১	ব্যাকৰণ : সংজ্ঞা, ইতিহাস (প্ৰাচ্য আৰু পাশ্চাত্য— পাণিনীয় আৰু গ্ৰীক ধাৰাৰ উল্লিখন), ব্যাকৰণৰ উপাদান (ধ্বনি, ৰূপ, শব্দ আৰু বাক্য), অসমীয়া ব্যাকৰণৰ ইতিহাস	১২	২০
২	অসমীয়া ভাষাৰ ধ্বনিতত্ত্ব বিভাজ্য ধ্বনি : স্বৰধ্বনি, ব্যঞ্জনধ্বনি অবিভাজ্য ধ্বনি : শ্বাসাঘাত, সন্ধি, অনুনাসিকতা, সুৰ- লহৰ	১২	২০
৩	অসমীয়া ভাষাৰ ৰূপতত্ত্ব : প্ৰাকৃতি, প্ৰকৃতি, সৰ্গ(প্ৰত্যয়, বিভক্তি), পদ আৰু পদৰ শ্ৰেণীবিভাজন (নামপদ, ক্ৰিয়াপদ), বচন, লিংগ, কাৰকবাচক শব্দৰূপ, ধাতুৰূপ (কাল, ভাব, দশা, পুৰুষ)	১২	২০
৪	অসমীয়া ভাষাৰ বাক্যতত্ত্ব : অসমীয়া বাক্যৰ শ্ৰেণীবিভাজন, বাক্যৰ উপাদান পদৰ সংগতি আৰু ক্ৰম, নিকটস্থ অংগবিচাৰ, খণ্ডবাক্য গঠনৰ নিয়ম, ৰূপান্তৰ উৎপাদক ব্যাকৰণ	১২	২০

পঠন-সামগ্ৰী:

অসমীয়া বৰ্ণ প্ৰকাশ	: গোলোক চন্দ্ৰ গোস্বামী
অসমীয়া ব্যাকৰণ আৰু ভাষাতত্ত্ব	: কালিৰাম মেধি
অসমীয়া ব্যাকৰণৰ মৌলিকবিচাৰ	: গোলোক চন্দ্ৰ গোস্বামী
অসমীয়া ব্যাকৰণ প্ৰৱেশ	: গোলোক চন্দ্ৰ গোস্বামী
অসমীয়া ভাষাৰ ব্যাকৰণ	: উপেন্দ্ৰনাথ গোস্বামী
অসমীয়া ভাষাৰ ৰূপকথা	: উপেন্দ্ৰনাথ গোস্বামী
অসমীয়া ভাষাৰ ৰূপতত্ত্ব	: লীলারতী শইকীয়া বৰা
উচ্চতৰ অসমীয়া ব্যাকৰণ	: ৰমেশ পাঠক
ব্যাকৰণ আৰু প্ৰাকৃতিবিজ্ঞান	: ৰমেশ পাঠক
ব্যৱহাৰিক ধ্বনিবিজ্ঞান	: দীপংকৰ মৰল
ব্যাকৰণঃ প্ৰাচ্য আৰু পাশ্চাত্য	: খগেশসেন ডেকা
ভাষাবিজ্ঞান উপক্ৰমণিকা	: অৰ্পণা কোঁৱৰ
Assamese; Its Formation and Development	: B.K. Kakati
Syntactic Structure	: Noam Chomsky

Graduate Attributes: জ্ঞান-আধাৰ, যোগাযোগ-কৌশল, অনুসন্ধানমূলক মনোভাব

Course Objective: এই কাকতখনৰ উদ্দেশ্য উচ্চ ব্যাকৰণৰ ৰীতি অনুযায়ী অসমীয়া ভাষাৰ বৈয়াকৰণিক আভাস দিয়া।

Learning Outcome: এই কাকতখন অধ্যয়ন কৰিলে ছাত্ৰ-ছাত্ৰীসকলে ব্যাকৰণৰ সংজ্ঞা, ইতিহাস (প্ৰাচ্য-পাশ্চাত্য) আদিৰ লগতে অসমীয়া ভাষাৰ ধ্বনিতত্ত্ব, ৰূপতত্ত্ব আৰু বাক্যতত্ত্ব সম্বন্ধে জ্ঞান 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
Subject: Assamese
Semester: Sixth
Course Name: তুলনামূলক ভাৰতীয় সাহিত্য
Elective Course
Existing Base Syllabus: UG CBCS Syllabus
Course Level: 400-499

[এই পাঠ্যক্রমৰ (পাঠ্য) অধ্যয়নৰ জৰিয়তে তুলনামূলক ভাৰতীয় সাহিত্য সম্পৰ্কে পৰিচয় কৰাই দিয়াৰ লগতে আধুনিক ভাৰতীয় সাহিত্য (বাংলা, হিন্দী, ওড়িয়া, ব্ৰজবুলি) সম্পৰ্কে সামান্যভাৱে পৰিচয় কৰাই দিয়াৰ প্ৰয়াস কৰা হ'ব।]

Unit No.	Unit Content	No. of Classes	Marks
১	তুলনামূলক সাহিত্যৰ পৰিচয় সংজ্ঞা, অধ্যয়নৰ পদ্ধতি আৰু প্ৰধান সম্প্ৰদায়সমূহ (Schools), ভাৰতীয় সাহিত্যৰ ধাৰণা আৰু ভাৰতীয় সাহিত্য অধ্যয়নৰ ইতিহাস	১২	২০
২	ভাৰতীয় কাব্য সাহিত্যৰ পৰিচয় (ব্ৰজবুলি আৰু আধুনিক কবিতা) বিদ্যাপতি : বাধাৰ বয়ঃসন্ধি চণ্ডীদাস : শ্ৰীবাধাৰ পূৰ্বৰাগ জ্ঞানদাস : প্ৰথম মিলন গোবিন্দদাস : বৰ্ষাভিসাৰ ৰবীন্দ্ৰনাথ ঠাকুৰ : সোণাৰ তৰী জয়শংকৰ প্ৰসাদ : ভাৰত মহিমা	১২	২০
৩	ভাৰতীয় চুটিগল্পৰ চানেকি শৰৎচন্দ্ৰ চট্টোপাধ্যায় : মন্দিৰ (বাংলা) প্ৰেমচান্দ : শিশু (হিন্দী) ৰাজকিশোৰ ৰায় : বিয়াৰমুকুট (ওড়িয়া) অনিতা দেশাই : সঙ্গত (ইংৰাজী)	১২	২০
৪	ভাৰতীয় উপন্যাসৰ চানেকি মাণিক বন্দোপাধ্যায় : পদ্মানদীৰ মাৰি ফকীৰ মোহন সেনাপতি : উনিশ পুৰা দুকঠা (অনু. ভামতী দেৱী)	১২	২০

পঠন-সামগ্ৰী:

আধুনিক বাংলা সাহিত্য	: মোহিতলাল মজুমদাৰ
আধুনিক ভাৰতীয় সাহিত্য	: শৈলেন ভৰালী
বঙ্গসাহিত্যে উপন্যাসেৰ ধাৰা	: শ্ৰীকুমাৰ বন্দোপাধ্যায়
তুলনাত্মক সাহিত্য	: দিলীপ বৰা
তুলনামূলক ভাৰতীয় সাহিত্য	: নীৰাজনা মহন্ত বেজবৰা

প্ৰেমচন্দ ঔৰ উনকা যুগ : ৰামবিলাস শৰ্মা
তুলনামূলক ভাৰতীয় সাহিত্য : প্ৰফুল্ল কুমাৰ নাথ
তুলনামূলক সাহিত্যঃ তত্ত্ব আৰু প্ৰয়োগ : প্ৰফুল্লকুমাৰ নাথ
উপন্যাস আৰু লনামূলক ভাৰতীয় উপন্যাস : প্ৰফুল্লকুমাৰনাথ
প্ৰেমচন্দৰ চুটিগল্প : মামণি ৰয়চম গোস্বামী (অনূদিত)
নিৰ্বাচিত ভাৰতীয় চুটিগল্প : নৱকান্ত বৰুৱা (সম্পা.)
বাংলা ছোটগল্প : শিশিৰ কুমাৰ দাশ
Aspects of Comparative Literature : Indranath Choudhury (Ed.)
Comparative Literature : Indian Dimensions : Swapan Mazumdar

Graduate Attributes: সহমৰ্মিতা, ভ্ৰাতৃত্ববোধ, সাহিত্য -বিশ্লেষণ ক্ষমতা

Course Objective: এই কাকতখনৰ উদ্দেশ্য ছাত্ৰ-ছাত্ৰীসকলক তুলনামূলক সাহিত্যৰ ধাৰণা দিয়াৰ লগতে ভাৰতীয়, বাংলা, ব্ৰজবুলি, হিন্দী, উড়িয়া আৰু ভাৰতীয় ইংৰাজী সাহিত্যৰ সৈতে পৰিচয় কৰাই দিয়া। **Learning Outcome:** এই কাকতখন অধ্যয়ন কৰিলে ছাত্ৰ-ছাত্ৰীসকলে আধুনিক ভাৰতীয় সাহিত্যৰ বৰ্তমানৰ স্থিতি সম্পৰ্কে জানিব পাৰিব, লগতে এইবোৰৰ সৈতে অসমীয়া সাহিত্যৰ তুলনামূলক বিচাৰ-বিশ্লেষণ 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
Subject: Economics
First Semester
Course Name: Introductory Economics
Existing Base Syllabus: UG CBCS Syllabus
Course Level: 100-199

Unit No	Unit Content	No. of Classes	Marks
1.	The Essences of the Economic Problem:	15	25
	Scarcity and Alternative Usability of Resources, Problem of Choice and Optimization by an Economic Agent. The Notion of Opportunity Cost. Notions of Individual Demand and Supply. Individual Demand Function, Demand Curve and the Law of Demand, Shift of the Demand Curve, The Idea and calculation of Elasticity: Price, Income and Cross Elasticities of Demand and their Significance. Cost of Production and Supply. Elasticity of supply.		
2	Market and its Role in the Economy	12	20
	Market and its Different Forms - Perfectly Competitive Market versus Monopoly. Individual Demand to Market Demand, Individual Supply to Market Supply. Price determination in a Competitive Market. Stability of the Competitive Market Equilibrium. Consumers' and Producers' Surplus and Efficiency of the Markets Equilibrium.		
3	National Income and its Measurement	10	15
	From Microeconomics to Macroeconomics. Income (Hicks' Definition), Domestic Income and National Income, GNP and its Measurement, Circular Flow of the Economy, NDP at Factor Cost as Domestic Income. Personal and Disposable Income, Purchasing Power Parity. Concepts of Unemployment, Inflation and Recession Balance of Payment –current and capital accounts		
4	Macroeconomic Equilibrium and Income Determination	12	20
	Idea of Equilibrium as Applied to a Basic Macroeconomy, Ex Post and Ex Ante Savings and Investment, Keynes' Approach of Aggregate Effective Demand and Determination of Income, Multiplier Analysis		
5	Basic Concepts in Public Finance Operations	12	20
	Definition of Tax, Direct and Indirect Tax, Tax Rate, Buoyancy and Elasticity of Tax, Proportionate, Progressive and Regressive Taxation. Government Budget and its Revenue and Capital Components;		

	Fiscal and Primary Deficits.		
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Readings:

1. N C Ray, *Microeconomic Theory*, MacMillan
2. Dominick Salvatore, *Microeconomic Theory*, Schaum's Outline Series, McGraw Hill
3. Soumyen Sikdar, *Principles of Macroeconomics*, Oxford

Graduate Attributes:

Course Objective:

The course is designed to expose the students to the basic idea of microeconomics, macroeconomics and public finance. The emphasis will be on thinking like an economist and the course will illustrate how the concepts of microeconomics, macroeconomics and public finance can be applied to analyze real-life situations.

Learning outcome:

This course aims to develop the simple conceptual frameworks which will enable students to understand and comments upon real economic issues like the basic economic problems, demand, supply, GDP and their inter-linkages and also simple ideas of public finance. It will also allow them to evaluate economic policies in terms of coherent logical structure.

Prerequisites:

Graduate Attributes:**Course Objective:**

The course is designed to expose the students to the basic idea of microeconomics, macroeconomics and public finance. The emphasis will be on thinking like an economist and the course will illustrate how the concepts of microeconomics, macroeconomics and public finance can be applied to analyze real-life situations.

Learning outcome:

This course aims to develop the simple conceptual frameworks which will enable students to understand and comments upon real economic issues like the basic economic problems, demand, supply, GDP and their inter-linkages and also simple ideas of public finance. It will also allow them to evaluate economic policies in terms of coherent logical structure.

Prerequisites: -

Theory Credit: 04

Practical Credit: -

No. of Required Classes:

No. of Contact Classes: 60

No. of Non-contact Classes: -

Particulars of Course Designer 1:

Prof. M. P. Bezbaruah, 98640 55485

Particulars of Course Designer 2:

Name: Dr. Jagadish Sarma

Contact No.: +91-9864379944

Particulars of Course Designer 2:

Name: Dr. Monalisha Bhattacharjya

Contact No.: +91-8638150534

Particulars of Course Designer 3:

Name: Dr. Alaka Huzuri

Contact No.: +91-6000634662

Subject: Economics

Paper: Basic Elements of Economics

Semester: 2nd Semester

Existing base syllabus:

Course Level: 100-199

Course Objective: The course is designed to introduce the students to the basic ideas of Development Economics, Statistics, Indian economy and elements of the financial system. The focus will be on exposing the students to the various issues of the global and national economy along with the basic statistical tools for analysing these issues.

Graduate Attributes:

At the end of the course, the students will be able to:

- Understand and critically evaluate the various measures of development
- Use and apply the relevant statistical tools to systematically examine any given economic phenomenon
- Describe and analyse the Indian economy in terms of its income and demographic features
- Understand the functioning of a financial system
- Relate and analyse the current events of the global and national economy

Prerequisites: None

Theory credit: 4

Practical credit: None

Number of required classes

Number of contact classes: 50

Number of non-contact classes: 10

Basic Elements of Economics

Content	Marks/Classes
Unit 1: Basics of data collection - Primary and Secondary, Census versus Sample Survey, Distinction between population and sample, Distinction between population parameters and sample statistics, Principal steps in a sample survey, Methods of sampling - random, stratified, multi-stage and	25/20

systematic random sampling. Measures of Central Tendency – Mean: Arithmetic mean (simple and weighted), Geometric mean, Harmonic mean, Median, Mode. Measures of Dispersion: Range, Inter-quartile deviation, mean deviation, standard deviation, Variance.	
Unit 2: Index Number - Meaning and Types, Construction, uses and limitations of index numbers, Cost of Living Index Numbers. Consumer Price Index Numbers for Agricultural Labourers in India, Consumer Price Index Numbers for Industrial Workers in India (concept only)	10/8
Unit 3: Economic growth and development, Per Capita Income (PCI) as a measure of development, International comparison of PCI and role of Purchasing Power Parity (PPP). Human Development Index (HDI), Concept of Sustainable development.	25/10
Unit 4: Financial System and its functions, Formal and informal financial system, Components of a financial system and their interdependence, Relationship between financial system and economic growth	20/10
Unit 5: Basic features of Indian economy, Trend of national and per capita income, Sector-wise composition of GDP, Basic demographic features – age, sex composition, density, urbanization, Labour force and Work force and Participation rate, Unemployment, Occupational Pattern, Demographic Dividend.	20/12

References

A.N. Agarwal: Indian Economy - Problems of Development and Planning, New Age International Publishers

B. V. Pathak: Indian Financial System, Pearson Education, Singapore.

References

- A.N. Agarwal: Indian Economy - Problems of Development and Planning, New Age International Publishers
- B. V. Pathak: Indian Financial System, Pearson Education, Singapore.
- Debraj Roy: Development Economics
- Michael P.Todaro, Stephen C. Smith: Economic Development
- Padmalochan Hazarika: Statistical Methods for Economics, Ashok book Stall
- S.C. Gupta: Fundamentals of Statistics, Himalayas Publishing House, Seventh Edition
- S.K.Misra, V K Puri: Economics of Development and Planning
- V.K.Puri and S.K.Mishra: Indian Economy, Himalay Publishing House
- William G. Cochran: Sampling Techniques, John Wiley, 2007.

Particular of course designer:

- 1) **Name:** Prof Nivedita Goswami
Contact No: 9435344716
Email: nivedita@gauhati.ac.in
- 2) **Name:**Dr Kingshuk Chakraborty
Contact No: 9954775336
Email: kingshuk2073@gmail.com
- 3) **Name:**Dr Karabi Gogoi
Contact No: 8472086052
Email: gogoikarabi2009@gmail.com
- 4) **Name:**Anshuman Barua
Contact No: 9435280547
Email: anshumanbarua@gauhati.ac.in

Four-year Undergraduate Programme
Subject: Economics
Third Semester
Course Name: Intermediate Economics
Existing Base Syllabus: UG CBCS Syllabus
Course Level: 200-299

Unit No	Unit Content	No. of Classes	Marks
1.	Consumer's Behaviour	12	20
	Consumer's Budget Constraints and Effects of Income and Price Changes on it, Consumer's Preference Ordering and Indifference Curves, Axioms of Preference and Properties of Indifference Curves: Consumer's Optimized Choice; Income and Substitution Effects, Derivation of Demand Theorem. Normal and Inferior Goods and the Giffen Paradox		
2	Theory of Production and Cost	15	20
	Total, Average and Marginal Product of a Single Variable Factor; Production Function with Two Variable Factors, Isoquant, Marginal Rate of Technical Substitution and Elasticity of Substitution; Homogeneity of Production Function and Returns to Scale, The Least Cost Factor Combination, Expansion path, cost curves-Short and Long-run.		
3	Firm's Revenue and Equilibrium	9	14
	Total, Average and Marginal Revenue of a Firm under Perfect Competition and Monopoly, Equilibrium of a Profit Maximizing Firm under Perfect Competition and Monopoly. Need for Regulation of Monopoly		
4	Money, Interest, Income	10	17
	Definition and Functions of Money, Classical Theory of Full Employment Equilibrium, Quantity Theory of Money Keynes' Critique of the Classical Theory, Liquidity Preference and the Rate of Interest, Keynesian Income Determination Model with Rate of Interest		
5	Credit Creation, Money Supply and Inflation	8	14
	Banking System and Credit Creation Process; Money Supply;		

	Inflation: Demand-pulled and cost-pushed, Effects on production and distribution; Central Bank's Tools of Monetary Control		
6	Elements of International Trade Theory	6	15
	Autarky versus Trade, Absolute and Comparative cost, Gains from Trade		

Readings:

1. N C Ray, *Microeconomic Theory*, MacMillan
2. Dominick Salvatore, *Microeconomic Theory*, Schaum's Outline Series, McGraw Hill
3. Soumyen Sikdar, *Principles of Macroeconomics*, Oxford
4. Dominick Salvatore, *International Economics*,

Graduate Attributes:

Course Objective:

The course is designed to provide a sound training in micro and macroeconomic theory and elementary exposure to International Economics. This involves more formal treatment of behavior of individual economic agents and outcome of their decisions on the aggregated levels. Students will also get further insights to the subjects of money, inflation and Credit system

Learning Outcome:

This course aims to develop the broad conceptual frameworks which will enable students to understand the contents upon real economic issues like consumer behavior, producer behavior, money, inflation, employment, International Economics and basic theories.

Prerequisites: -

Prerequisites: -

Theory Credit: 04

Practical Credit: -

No. of Required Classes:

No. of Contact Classes: 60

No. of Non-contact Classes: -

Particulars of Course Designer 1:

Name: Dr. Jagadish Sarma
Contact No.: +91-9864379944

Particulars of Course Designer 2:

Name: Dr. Amiya Sarma
Contact No.: +91-9101079078

Particulars of Course Designer 3:

Name: Dr. Archana Mali
Contact No.: +91-9435043495

Fourth Semester

1. **Subject Name:** Economics
2. **Course Name:** Public Finance
3. **Existing Base Syllabus:** GU -UGCBCS
4. **Course Level:** 200-299
5. **Graduate Attributes:**

Course Description:

This course introduces the nature and scope of Public Finance. It will look into efficiency and equity aspects of taxation and expenditure. It examines the objective of fiscal policy and explores Fiscal Federalism in India.

Learning Outcomes:

The course will be useful for students aiming for careers in the government sector, policy analysis, business and journalism.

6. **Pre-requisites:** This course requires successful completion of first and second semester courses in Economics.
7. **Theory Credit:** 04
8. **Practical Credit:** 00
9. **Number of Required classes:**
 - a) **Number of Contact classes:** 50
 - b) **Number of No-contact classes:** 10

10. Reference Books and Materials:

1. Browning E K & Browning J M, Public Finance and the Price System, Pearson Education. Singapore.
2. Hyman D N, Public Finance: A Contemporary application of Theory to Policy, Thomson South Western.
3. Ulbrich H, Public Finance in Theory and Practice, Thompson South Western.
4. Mukherjee S, Ghose A & Nag N N, Analytical Public Finance. Public Economics- Public Choice-Public Policies, New Central Book Agency (P), Kolkata.
5. Musgrave & Musgrave., Public Finance in Theory and Practice, McGraw Hill, Singapore.

11. Particulars of Course Designer:

- a) Name: Dr. Bandana
Chowdhury, Contact: 9706843319, email: bandana@gauhati.ac.in
- b) Name: Dr. Karabi Medhi; Contact: 9402860360
- c) Name: Dr. Sanjay Saha; Contact: 9101579893,

Public Finance
Class: 4th Semester
Paper Code:

Credit: 04
Total marks: 100

Unit 1: Meaning, Scope and Nature (10 classes, 15 marks)

Public Finance and its nature. Objectives of Fiscal Intervention: Allocation, Distribution and Stabilization. Parameters for policy evaluation: *Equity, Efficiency, Paternalism*

Unit 2: Market Failure and Public Intervention (10 classes, 15 marks)

Public Goods and the Free Rider Problem. Externalities: inefficiencies and corrections, property rights, Coase theorem

Unit 3: Taxation (10 classes, 20 marks)

Principles of taxation: Benefit vs Ability. Shifting and Incidence of tax. Economic effects, dead weight loss and distortion. Efficiency and equity considerations.

Unit 4: Public Expenditure (10 classes, 20 marks)

Unit 3: Taxation (10 classes, 20 marks)

Principles of taxation: Benefit vs Ability. Shifting and Incidence of tax. Economic effects, dead weight loss and distortion. Efficiency and equity considerations.

Unit 4: Public Expenditure (10 classes, 20 marks)

Principles of Expenditure Analysis, Fixed Quantity Subsidy for Marketed goods: overconsumption and underconsumption. Excise Subsidy: Allocative and Distributive Effect. Public Investment and Social Cost-Benefit Analysis

Unit 5: Public Debt and Budgeting (10 classes, 15 marks)

Sources of Public Debt and its redemption. Burden of Public Debt. Strategies of Debt Management. Budgeting: Incremental vs Zero-based budgeting. Outcome Budget.

Unit-6 Fiscal Policy and Federal Finance (10 classes, 15 marks)

Objectives and Strategies, Compensatory fiscal policy, pump priming, functional finance. Balanced Budget Multiplier.

Fiscal Federalism: Vertical and Horizontal Equity, Inter-governmental Transfers. Finance Commission of India.

Subject Name: Economics
Course Name: Advanced Macroeconomics
Existing Base Syllabus: GU -UGCBCS
Course Level: 200-299

Graduate Attributes:**Learning Outcomes:**

This course is designed to provide a comprehensive knowledge in macroeconomics. It provides basic ideas on macroeconomic indicators or variables. It discusses various alternative theories of output and employment determination in a closed economy in short-run, medium-run. In addition, it covers long run dynamic issues like growth and technical progress. It also provides different theoretical understanding of issues related to an open economy.

Pre-requisites: This course requires successful completion of Intermediate Economics course offered in the third semester.

Theory Credit: 04

Practical Credit: 0

Number of Required classes:

c) **Number of Contact classes:** 50

d) **Number of Non-contact classes:** 10

Reference Books and Materials:

- Debraj Ray, Development Economics, Oxford University Press, 2009
- Dornbusch, Fischer and Startz, Macroeconomics, McGraw Hill, 11th edition, 2010
- Dominick Salvatore, International Economics: Trade and Finance, John Wiley, 10th Edition 2011
- N. Gregory Mankiw, Macroeconomics, Worth Publishers, 7th edition, 2010
- Richard T. Froyen, Macroeconomics, Pearson Education Asia, 2nd edition, 2005
- Thirlwall, A. P. "Growth and Development" Palgrave, 9th edition, 2011.

Particulars of Course Designer:

d) Name: Dr. Archana Mali; Contact: 9435043495, email: archanamantu@gmail.com

e) Name: Dr. Minakshi Bayan Borah; Contact: 9854748506,
email: Minakshi.b.bayan@gmail.com

f) Name: Pranabjyoti Das; Contact: 9127064727,

email: pranabjyotidas18@gmail.com

g) Name: Prof. Nissar A Barua; Contact: 9864034527, email:
nissar12@gauhati.ac.in

Advanced Macroeconomics
Class: 4th Semester
Paper Code:

Credit: 04
Total Marks: 100

Course Outline:

Unit 1: Consumption Function: (15 Classes, 20 marks)

Average and Marginal Propensity to Consume; Factors influencing Consumption spending; Keynesian consumption function; An Overview of Post Keynesian theories of consumption: absolute income, relative income, permanent income & life cycle hypothesis.

Unit 2: Investment Function: (15 Classes, 20 marks)

Types of investment- Autonomous and Induced, residential investment and inventory investment; determinants of business fixed investment; marginal efficiency of capital, marginal efficiency of investment; Accelerator theory of Investment; Multiplier-Accelerator interaction.

Unit 3: Macro economic modeling: (14 Classes, 30 marks)

IS-LM model and policy analysis, Income determination in an open economy; Mundell-Fleming model; Exchange rate and its determination; Purchasing power parity; Demand-Supply and Balance of Payments theory.

Unit 4: Inflation, Unemployment and Expectations: (08 Classes, 15 marks)

Inflation-unemployment trade off and Phillips curve; Adaptive and Rational expectations; policy ineffectiveness debate.

Unit 5: Economic Growth: (08 Classes, 15 marks)

Harrod- Domar model; Solow model; Technological progress and elements of endogenous growth.

References:

1. Debraj Ray, Development Economics, Oxford University Press, 2009
2. Dornbusch, Fischer and Startz, Macroeconomics, McGraw Hill, 11th edition, 2010
3. Dominick Salvatore, International Economics: Trade and Finance, John Wiley, 10th Edition 2011
4. N. Gregory Mankiw. Macroeconomics, Worth Publishers, 7th edition, 2010
5. Richard T. Froyen, Macroeconomics, Pearson Education Asia, 2nd edition, 2005
6. Thirlwall, A. P. "Growth and Development" Palgrave, 9th edition, 2011.

Four-year Undergraduate Programme

Subject: Economics

Fourth Semester

Course Name: Introductory Quantitative Techniques for Economics

Existing Base Syllabus: UG CBCS Syllabus

Course Level: 200-299

1. Preliminaries of Mathematics (Classes: 8) (Marks: 10)

Constants and Variables, Number system, Sets and set operations, Ordered pairs and Cartesian products, relations and functions, Types of functions: quadratic, polynomial, power, exponential, logarithmic, Limit and Continuity of a Function.

2. Differential Calculus (Classes: 12) (Marks: 20)

Differentiation of a function, Basic rules of differentiation, partial and total differentiation, second and higher order derivatives for single variable, economic applications of differentiation.

3. Integration of Functions (Classes: 12) (Marks: 20)

Meaning and significance of integration, basic rules of integration, significance of a constant after integration, applications: derivations of total functions (total cost, total revenue, consumption and saving functions) from marginal functions, Definite integral and its application-consumer's surplus and producer's surplus.

4. Single Variable Optimization (Classes: 8) (Marks: 20)

Local and global optima: geometric characterization, characterization using calculus: tests for maximization and minimization, applications: profit maximization, cost minimization, revenue maximization.

5. Correlation Analysis(Classes: 10) (Marks: 15)

Correlation, Coefficient of linear correlation, Properties of Correlation coefficient, Rank Correlation, Partial Correlation, Multiple Correlation.

5. Correlation Analysis(Classes: 10) (Marks: 15)

Correlation, Coefficient of linear correlation, Properties of Correlation coefficient, Rank Correlation, Partial Correlation, Multiple Correlation.

6. Regression Analysis(Classes: 10) (Marks: 15)

Regression: Concept, Difference with Correlation Analysis, Properties, Estimation of regression line in a bivariate distribution-Least squares method, properties of regression coefficients.

Readings:

1. K. Sydsaeter and P. Hammond, *Mathematics for Economic Analysis*, Pearson Educational Asia: Delhi, 2002
2. Chiang A.C. and K. Wainwright, *Fundamental Methods of Mathematical Economics*, McGraw Hill International Edition
3. Baruah S.N., *Basic Mathematics and its Economic Applications*, MacMillan
4. Jay L. Devore, *Probability and Statistics for Engineers*, Cengage Learning, 2010.
5. John E. Freund, *Mathematical Statistics*, Prentice Hall, 1992.
6. Richard J. Larsen and Morris L. Marx, *An Introduction to Mathematical Statistics and its Applications*, Prentice Hall, 2011.
7. S.C Gupta. Fundamentals of Statistics

Graduate Attributes:

The course is designed to provide some ideas related to basic mathematics and elementary statistics. The main objective is to acquaint the students with the basic quantitative techniques like calculus, optimization techniques, correlation, regression etc. which are very much helpful for studying economic theories and analyzing economic phenomena. This course will enable students to have some basic ideas of elementary mathematics like number system, sets, functions, calculus and some basics on statistical measures to be applied for solving economic problems.

Prerequisites: -

Theory Credit:	04
Practical Credit:	-
No. of Required Classes:	
No. of Contact Classes:	60
No. of Non-contact Classes:	-

Particulars of Course Designer 1:

Name: Pranabjyoti Das
Contact No.: +91-91270 64727
Email: pranabjyotidas18@gmail.com

Particulars of Course Designer 2:

Name: Dr. Angana Barua
Contact No.: +91-94350 48964
Email: anganabarua6@gmail.com

Particulars of Course Designer 3:

Name: Dr. Ira Das
Contact No.: +91-94353 47132
Email: iramirza15@gmail.com

Advanced Microeconomics

Class: 4th Semester

Difficulty Level: 200-299

Credit: 4

Total Marks: 100

Course Objective:

The course is designed to provide a sound understanding of the concepts and theories of advanced microeconomics. Since students have been taught perfect competition, this course focuses on the main pillars of Microeconomics such as Imperfect Competition, General Equilibrium, Welfare Economics, and Information Economics. In addition, the principle of factor pricing, input markets, consumer theory, production and cost analysis have been included.

Learning Outcome:

- To provide a better understanding of the market structure.
- To provide an understanding of general equilibrium, welfare economics, market structure, game theory, and economics of information.
- To demonstrate that the theories discussed in class will usually be applied in real-life situations.

Unit 1: Input Markets (20 Marks) (10 Classes)

Labour and land markets - basic concepts (derived demand, productivity of an input, marginal productivity of labour, marginal revenue product); demand for labour; input demand curves; shifts in input demand curves; competitive labour markets; and labour markets and public policy.

Factors share & Technical progress- Backward bending supply curve of Labor.

Unit - 2: Theory of Production and Cost (15 Marks) (10 Classes)

Forms of Production Function; Cobb-Douglas, CES and Fixed coefficient Type – the Ideas of Partial and Total Factor Productivity– Derivation of Cost Function from Production Function – Multi-product Firm: production Efficiency Locus, Production Possibility Frontier.

Unit 3: Consumer Theory and Information Economics (20 Marks) (10 Classes)

A review of Indifference Curve, Violation of premises of Indifference curve approach, Revealed Preference Theory.

Inter-temporal choice, Choice under risk-Expected Return, variability and Expected utility hypothesis- Asymmetric information- Adverse Selection and Moral Hazard

Unit 4: Market Structure and Game Theory (25 Marks) (10 Classes)

Monopoly, Pricing with Market Power; Degree of Monopoly, Price Discrimination- Different Degrees; Multi-plant Monopoly.

Monopolistic competition: Product Differentiation, Perceived and Proportionate Demand Curves, Price-Output Determination.

Oligopoly and Game Theory (Two Person Zero Sum Game, Basic ideas and examples of non-zero-sum games, Prisoner's Dilemma), Applications of Game Theory in Oligopolistic Markets (Cournot Equilibrium).

Unit 5: General Equilibrium & Welfare Economics (20 Marks) (10 Classes)

Partial versus General Equilibrium Approaches- Walrasian General Equilibrium System.

Pareto optimality, Kaldor-Hicks compensation criteria, Social Welfare Function, Fundamental Theorems of Welfare Economics, Arrow's Impossibility Theorem.

Recommended Readings

1. Dominick Salvatore, Schaum's Outline of Microeconomics, McGraw-Hill Education
2. G.S. Maddala and Ellen Miller, Micro Economic Theory and Application, Tata McGraw Hill.
3. Koutsoyiannis. A, Modern Micro-Economics, ELBS/Macmillan.
4. Pindyck, R. & Rubinfeld, D.L., "Microeconomics", Pearson
5. C. Snyder and W. Nicholson, Fundamentals of Microeconomics, Cengage Learning (India).
6. Anindya Sen, Microeconomics-Theory and Application, Oxford University Press

Recommended Readings

1. Dominick Salvatore, Schaum's Outline of Microeconomics, McGraw-Hill Education
2. G.S. Maddala and Ellen Miller, Micro Economic Theory and Application, Tata McGraw Hill.
3. Koutsoyiannis. A, Modern Micro-Economics, ELBS/Macmillan.
4. Pindyck, R. & Rubinfeld, D.L., " Microeconomics", Pearson
5. C. Snyder and W. Nicholson, Fundamentals of Microeconomics, Cengage Learning (India).
6. Anindya Sen, Microeconomics-Theory and Application, Oxford University Press

Number of required classes

No of Contact classes: 50

No of non-Contact classes:10

Particulars of Course Designer

1. a) Name: Dr Ratul Mahanta
b) Contact No:9678595920
c) Email:rmeco@gauhati.ac.in
2. a) Name: Dr Dinesh Lahkar
b) Contact No: 8638627708
c) Email: dlahkar748@gmail.com
3. a) Name: Dr Mofidul Hassan
b) Contact No: 8638457704
c) Email: mofidulhassan@gmail.com
4. a) Name: Dr Nijan Chandra Pegu

b) Contact No: 9859928852

c) Email: nijan99@gmail.com

5. a) Name: Dr Karabee Medhi
b) Contact No: 9402860360
c) Email: karabee.medhi@gmail.com

Fifth Semester

Subject: Economics

Paper: Development Economics

Semester: 5th Semester

Existing base syllabus:

Course Level: 300-399

Course Objective: The course is designed to introduce the students to the basic ideas of Development Economics, namely the concepts and meaning of development. The focus will be on exposing the students to the various theories and strategies of development and relate them to issues of poverty, inequality and the environment.

Graduate Attributes:

At the end of the course, the students will be able to:

- Understand and critically evaluate the process of development.
- Interpret the various development strategies and theories to assess the different development paths followed by different societies of the world.
- Gain awareness on the real meaning of development and comprehend how poverty, inequality and environment are linked to the process of development.

Prerequisites: None

Theory credit: 4

Practical credit: None

Number of required classes

Number of contact classes: 50

Number of non-contact classes: 10

Syllabus

Unit 1: Concepts of Development (Marks - 20, No. of classes – 10)

Measurement of development: Traditional measure of development, HDI as a measure of development, Gender Related Development Index. Structural Change and Economic Development. Sustainable Development Goals, Climate Change Challenges and Global Coordination Initiatives.

Unit 2: Poverty, Inequality and Development (Marks - 15, No. of classes – 10)

Poverty - Conceptual Issues, Its Measurement, Poverty Trap - Definition, Causes and Economic Implications
Inequality - Conceptual Issues, Its Measurement, Connections between Inequality and Development

Unit 3: Theories of Economic Growth and Development (Marks - 25, No. of classes – 15)

The Lewis Growth Model
Kaldor Growth Model
Dependency School of Development
Haris-Todaro Model
Myrdal Cumulative Causation Theory
Issues relating to Informal Sector

Unit 4: Strategies of Development (Marks - 20, No. of classes – 15)

Rostow's Stages of Growth
Big Push Theory
Balanced and unbalanced Growth Theory
Leibenstein Critical Minimum Theory

Unit 5: Economic Development and Environmental Problems (Marks - 20, No. of classes – 10)

Causes of Environmental Problems
Rural Poverty and Environmental Destruction
Industrialisation and Environmental Pollution
Lowering the Peak of the Inverted-U-Shape Curve

Unit 5: Economic Development and Environmental Problems (Marks - 20, No. of classes – 10)

Causes of Environmental Problems

Rural Poverty and Environmental Destruction

Industrialisation and Environmental Pollution

Lowering the Peak of the Inverted-U-Shape Curve

References:

Bhattacharyya, R.N. (ed) (2004), Environmental Economics: An Indian Perspective, Oxford University Press, New Delhi.

Ray, Debraj (2012), Development Economics, Oxford University Press, New Delhi.

Thirwall, A.P. (2006), Growth and Development: With Special Reference to Developing Economies, Palgrave.

Todaro, M., Smith, S (2015), Economic Development, Pearson.

Particular of course designer:

- 1) **Name:** Dr Chandrama Goswami

Contact No: 9435087382

Email: chandrama06@gmail.com

- 2) **Name:** Dr Sushanta Kashyap

Contact No: 7002110683

Email: sushantakashyap@gmail.com

- 3) **Name:** Anshuman Barua

Contact No: 9435280547

Email: [anshumanbarua@gauhati.ac.in](mailto:anshومانbarua@gauhati.ac.in)

INDIAN ECONOMY

5th Semester

Credit: 4 Total Marks: 100

Difficulty level: 300-399

Course objective/Description:

This course will give the students an idea of the Indian economy at the time of independence to the contemporary time. The course is expected to provide students a better picture of the situation and appreciate the challenges and opportunities.

Course outcome:

- Help students to know the status of Indian economy in some development indicators since independence
- Built up an analytical thought among students to see the relevance of policies and its effects on different sectors.

Graduate Attributes:

This syllabus will help the students to update their knowledge along with the requisite data which will be of immense help in competitive exams and in getting jobs.

OTHER DETAILS

1. Subject Name- ECONOMICS
2. Course Name- 4-year Degree course (ECONOMICS)
- Paper- Indian Economy
3. Existing base syllabus- CBCS present syllabus ECO-HC-5016 and 6016
4. 300-399
5. Theory credit-3
6. No of required classes- a) No of contact classes- 53
b) No of non-contact classes-07

Unit	Content	Classes	Marks
1	Broad Trends and Compositions	10	20
	State of the Indian Economy at the time of independence – Growth in GDP and per capita income and changes in sector-wise		

	composition during 1951-80 - BOP crisis brewing in 1980s – market oriented economic reforms initiated in 1991 – Growth trends, sector-wise composition, poverty and inequality in the post reform period		
2	Agriculture and the rural sector	13	25
	Land reforms – Green Revolution – Agrarian crisis of 1990s - Horticulture and livestock as new areas of growth – Role of PMGSY and MGNREGS in rural transformation - Challenges in the 21 st century: GM crops, Climate smart agriculture and doubling of farmers' income – Reforms in agriculture		
3	Manufacturing and Service Sectors	12	20
	Slow growth of manufacturing and its impact on employment generation – Growing role of services in income and employment generation – Definition, composition and prospects of MSME		
4	Key Initiatives and Reforms	08	15
	GST – Direct Benefit Transfer – Jan Dhan Yojana and financial inclusion – Outstanding reforms: Land acquisition, Labour laws, and banking sector reforms – the challenge of formalizing of the economy		
5	India in the Global Economy	10	20
	Size of the Indian Economy in the global context - Trade openness in the post-reforms and post-WTO regime – trends in the trade-GDP ratio - Capital flows (FDI and FII) and their impact – BIMSTEC and India-ASEAN free trade initiatives		

Books Recommended:

1. Arvind Panagariya (2010): *India the Emerging Giant*, OUP
2. Jagdish Bhagwati and Arvind Panagariya (2015) *Why Growth Matters*, OUP
3. Abhijit Banerjee, Rajan, Raghuram Rajan, Gita Gopinath, Mihir S. Sharma (2019) *What the Economy Needs Now*, Juggernaut Books, New Delhi
4. Statistical Appendix of the Latest Economic Survey, Ministry of Finance, Government

Books Recommended:

1. Arvind Panagariya (2010): *India the Emerging Giant*, OUP
2. Jagdish Bhagwati and Arvind Panagariya (2015) *Why Growth Matters*, OUP
3. Abhijit Banerjee, Rajan, Raghuram Rajan, Gita Gopinath, Mihir S. Sharma (2019) *What the Economy Needs Now*, Juggernaut Books, New Delhi
4. Statistical Appendix of the Latest Economic Survey, Ministry of Finance, Government of India

Moderator: Prof. Madhurjya P. Bezbaruah, GU

Prof. Ratul Mahanta, Department of Economics, GU

Contributors:

Dr Ajanta K. Bezbaruah, Handique College, Ph no- 88110 14170 email- ajantakb@gmail.com

Dr Sushanta Kashyap, Barbhag College, Ph no- 70021 10683 email- sushantakashyap@gmail.com

Mr. Rajeeb Bora, Bongaigaon College, Ph no-86382 10363 email- rajibbora2012@gmail.com

Four-year Undergraduate Programme
Subject: Economics
Fifth Semester
Course Name: International Economics
Existing Base Syllabus: UG CBCS Syllabus
Course Level: 300-399

1. Evolution of International Trade Theories (Classes: 15) (Marks: 25)

The Ricardian theory- comparative advantage, Heckscher-Ohlin model, Factor price equalisation- Absolute and Relative, specific factors model, Empirical testing of H-O model: Leontief Paradox, factor-intensity reversal.

2. Advances in Trade Theories (Classes: 13) (Marks: 20)

International trade in the context of economies of scale and imperfect competition, technological gap model of Posner and product cycle theory of Vernon; multinational enterprises and international trade.

3. Trade Policy (Classes: 12) (Marks: 25)

Instruments of trade policy- tariff and quota- partial equilibrium analysis; political economy of trade policy- free trade vs. protection; controversies in trade policy, fixed versus flexible exchange rates; system of managed floating exchange rate.

4. International Economic Integration (Classes: 10) (Marks: 15)

Importance and forms of economic integration; costs of economic integration; Theories of Customs Union- partial equilibrium analysis.

5. International Monetary System(Classes: 10) (Marks: 15)

International monetary systems-definition, properties of a good international monetary system, Evolution of international monetary system from past to present; financial globalization and historical financial crises.

Readings:

1. Paul Krugman, Maurice Obstfeld, and Marc Melitz, *International Economics: Theory and Policy*, Addison-Wesley (Pearson India Education Services), 10th edition, 2019.
2. Dominick Salvatore, *International Economics: Trade and Finance*, John Wiley International Student Edition, 10th edition, 2011.
3. Bo Sodersten and Geoffrey Reed: *International Economics*, Macmillan, 3rd edition, 1994.
4. H G mannur, *International Economics: Theory and Practice*, Vikash Publishing House

Graduate Attributes: This course helps students to comprehend the economic relationships among countries in terms of both trade and monetary issues. It also assists the students in understanding and explaining the composition, direction and consequences of international trade, and the

Graduate Attributes: This course helps students to comprehend the economic relationships among countries in terms of both trade and monetary issues. It also assists the students in understanding and explaining the composition, direction and consequences of international trade, and the

determinants and effects of trade policy. It covers extensive discussions on advances in trade theories over the years, trade policies as well as international monetary systems. Although the course is based on abstract theoretical models, students will also be exposed to real-world examples and case studies.

Prerequisites: Preliminary knowledge on international Economics as outlined in 3rd semester course on Intermediate Economics.

Theory Credit: 04

Practical Credit: -

No. of Required Classes:

No. of Contact Classes: 60

No. of Non-contact Classes: -

Particulars of Course Designer 1:

Name: Dr. Amiya Sarma

Contact No.: +91-9101079078

Email: amiya@gauhati.ac.in

Particulars of Course Designer 2:

Name: Dr. Binita Tamuli Barman

Contact No.: +91-9435103485

Email: dr.binitatamulibarman@gmail.com

Particulars of Course Designer 3:

Name: Dr. Shahjahan Ali Sheikh

Contact No.: +91-9401418729

Email: saju12274@gmail.com

Four-year Undergraduate Programme

Subject: Economics

Fifth Semester

Course Name: Intermediate Quantitative Techniques for Economics

Existing Base Syllabus: UG CBCS Syllabus

Course Level: 300-399

1. Linear Algebra (Classes: 10) (Marks: 25)

Matrix: various types of matrices, vector and vector space-concept, matrix operations: addition, subtraction and multiplication; rank, norm and trace of a matrix, introduction to the concept of determinants and their properties, non-singularity of matrix, matrix inversion, solutions of simultaneous equations by using matrix inversion and Cramer's rule, simple market model and national income model.

2. Functions of Real Variables (Classes: 6) (Marks: 10)

Homogeneous and homothetic functions: concepts. Differentiable functions:

Four-year Undergraduate Programme
Subject: Economics
Fifth Semester
Course Name: Intermediate Quantitative Techniques for Economics
Existing Base Syllabus: UG CBCS Syllabus
Course Level: 300-399

1. Linear Algebra (Classes: 10) (Marks: 25)

Matrix: various types of matrices, vector and vector space-concept, matrix operations: addition, subtraction and multiplication; rank, norm and trace of a matrix, introduction to the concept of determinants and their properties, non-singularity of matrix, matrix inversion, solutions of simultaneous equations by using matrix inversion and Cramer's rule, simple market model and national income model.

2. Functions of Real Variables (Classes: 6) (Marks: 10)

Homogeneous and homothetic functions: concepts, Differentiable functions: concepts, Implicit Function Theorem and applications; convex, quasi-convex and concave functions.

3. Multi-variable Optimization (Classes: 12) (Marks: 20)

Unconstrained optimization: geometric characterization, characterization using calculus and applications: price discrimination and multi-plant firm; constrained optimization with equality constraints, Lagrange multiplier, applications: consumer's equilibrium and producer's equilibrium.

4. Elementary Probability Theory(Classes: 12) (Marks: 15)

Sample spaces and events; probability axioms and properties; addition and multiplication theorem of probability, counting techniques; conditional probability and Bayes' rule (concept only); Defining random variables; expected values of random variables.

5. Theoretical distributions (Classes: 10) (Marks: 15)

Functions of random variables (probability mass function and probability density function), Commonly used discrete and continuous distributions (Uniform, Binomial, Poisson and Normal).

6. Introduction to Time Series (Classes: 10) (Marks: 15)

Time Series Analysis-Concept and Components; Measurement of Trend-Moving average and Least square method, Fitting of linear trend curves.

Readings:

1. K. Sydsaeter and P. Hammond, *Mathematics for Economic Analysis*, Pearson Educational Asia: Delhi, 2002
2. Chiang A.C. and K. Wainwright, *Fundamental Methods of Mathematical Economics*, McGraw Hill International Edition
3. Baruah S.N., *Basic Mathematics and its Economic Applications*, MacMillan
4. Jay L. Devore, *Probability and Statistics for Engineers*, Cengage Learning, 2010.
5. John E. Freund, *Mathematical Statistics*, Prentice Hall, 1992.

6. Richard J. Larsen and Morris L. Marx, *An Introduction to Mathematical Statistics and its Applications*, Prentice Hall, 2011.

7. S. C. Gupta and V.K. Kapoor. Fundamentals of Applied Statistics

8. S. C. Gupta and V.K. Kapoor. Fundamentals of Mathematical Statistics

Graduate Attributes:

This course is designed to give students the knowledge of mathematical tools like matrix algebra, multivariable optimization, etc. along with statistical tools of probability, theoretical distribution and time series to build up strong quantitative skill. On completion of this course, students are expected to be able to apply these quantitative tools for solving economic problems.

Prerequisites: Preliminary knowledge on Mathematical Economics as outlined in 4th semester course on Introductory Quantitative Techniques for Economics.

Theory Credit: 04

Practical Credit: -

No. of Required Classes:

No. of Contact Classes: 60

No. of Non-contact Classes: -

Particulars of Course Designer 1:

Name: Pranabjyoti Das
Contact No.: +91-91270 64727
Email: pranabjyotidas18@gmail.com

Particulars of Course Designer 1:

Name: Pranabjyoti Das
 Contact No.: +91-91270 64727
 Email: pranabjyotidas18@gmail.com

Particulars of Course Designer 2:

Name: Dr. Angana Barua
 Contact No.: +91-94350 48964
 Email: anganabarua6@gmail.com

Particulars of Course Designer 3:

Name: Dr. Ira Das
 Contact No.: +91-94353 47132
 Email: iramirza15@gmail.com

Assam Economy

6th Semester

Credit: 4 Total Marks: 100

Difficulty level: 300-399

Course objective/Description:

This course will provide students an idea of Assam economy since independence to the contemporary time. The course is expected to help students to better appreciate the challenges and opportunities of the economy of Assam in the present context.

Course outcome:

- Help students to know the status of Assam economy in some development indicators since independence
- To enhance knowledge about the linkage between human capital formation and different sectors of an economy.
- Built up an analytical thought among students to see the relevance of policies and its effects on different sectors.

Graduate Attributes:

This syllabus will help the students to update their knowledge base on Assam along with the requisite data which will be of immense help in competitive exams and in getting jobs.

OTHER DETAILS

1. Subject Name- ECONOMICS
2. Course Name- 4 year Degree course (ECONOMICS)
- Paper- Assam Economy
3. Existing base syllabus- CBCS present syllabus ECO-HE-6036 The Economy of Assam
4. 300-399
5. Theory credit-3
6. No of required classes- a) No of contact classes- 60

Unit	Content	Classes	Marks
1	The Economy under Colonial Rule (1837 -1947)		
	Imposition of Land Revenue and Its Impact, Prohibition of Opium Production and State Takeover of Opium Trade, Inflow of Colonial	10	15

	Investment in Plantation, Mining and Other Industries. Development of Water Transport and Railways, In-migration of Population and its Impact on the Economy: Shock of Partition and its Impact		
2	Growth and Sectoral Composition in the Post-Independence Period	15	25
	Population growth trends before and after 1971, Trends in Demographic Parameters: Population Density, Sex Ratio, Life Expectancy, Fertility Rate and Infant Mortality Rate – Work Force and Labour Force Participation, Occupational Distribution. Trends and Sector-wise Composition of GSDP, Trend in Per Capita NSDP in comparison with trends in all-India Per Capita Income Trends in Other Indicators of Development in Comparison with all-India standard: Life expectancy, Literacy, Enrolment and Forest Cover		
3	Sectoral Status and Prospects:	20	35
	Infrastructure: Status of Road, Rail and Air Connectivity within and out of the State; Potentials and Limitation of Waterways Development; Status of Power and Telecommunication Agriculture: Land Holding Patterns, Land Tenure and Land Reforms, Cropping Pattern, Production and Productivity of Principal Crop –Diversification of the Rural Economy to Horticulture, Fishery, Livestock and Non-farm activities – Prospects and Challenges of the Sector. Industry: Tea Industry and Role of Small Tea Growers, The Future of Hydrocarbon Industry. Traditional Handloom Handicraft and their Prospect; Service Sector: Size and Composition. Tourism Resources and their Economic Potentials: Policies for sustainable realization		
4	State Finances:	9	15
	Trends and composition of State Government receipts before and after GST regime. Composition of Public Expenditure and its implications. Sustainability of Government Borrowing. Fiscal Devolution to Local Bodies (Panchayats, Municipalities and Autonomous Councils)		
5	Assam Economy in its Neighborhood	6	10
	Mutual inter-dependence with neighboring States Stakes of Assam in the Act East Policy		

Readings:

Atul Goswami "Assam's Industrial Development: Urgency of New Direction", Economic and Political Weekly 1981

Department of Economics, Gauhati University, "Identity Aspirations, Developmental Backlogs and Governance Issues in Northeast India" Maliyata Offset Press, Mirza, 2016

Directorate of Economics and Statistics, Government of Assam, "Economic Survey Assam" [recent issues] <https://des.assam.gov.in/information-services/economic-survey-assam>

Directorate of Economics and Statistics, Government of Assam, "Statistical Handbook of Assam" 2018 or later addition

Guha, Amalendu, Planter's Raj to Swaraj, Second Edition (paperback)

India Brand Equity Foundation "About Assam: Tourism, Industries In Assam, Agriculture, Economy & Geography", June 2020, <https://www.ibef.org/states/assam.aspx>

J B Ganguli, "Economic Conditions and Change in North-East India" in A.P. Singha (ed) Changing North East India, Ludhiana: Gagan Publishers, 1986

J N Sarma, "Problems of Economic Development in Assam" Economic and Political Weekly, Vol. 1, No. 7, Pp. 281+283-286.

Planning and Development Department, Government of Assam "Assam Human Development Report 2014"

Moderator: Prof. Madhurjya P. Bezbaruah, GU

Prof. Ratul Mahanta, Department of Economics, GU

Contributors:

Dr Ajanta K. Bezbaruah, Handique College, Ph no- 88110 14170 email- ajantakb@gmail.com

Dr Sushanta Kashyap, Barbhag College, Ph no- 70021 10683 email- sushantakashyap@gmail.com

Basics of Econometrics
Class: 6th Semester
Difficulty Level: 300-399
Number of Contact Class: 52
Number of Non-contact Class: 08
Credit: 4
Total Marks: 100

Course objective:

This course aims to provide students with an introduction to the theory and application of econometrics. The course will cover basic concepts such as linear regression, estimation techniques, hypothesis testing, and other topics related to the analysis of economic data. Students will gain an understanding of how econometrics can be used to explain economic relationships, forecast future outcomes, and analyze public policy.

Learning outcome:

The main learning outcomes of the paper include:

1. Understanding the basic concepts and principles of econometrics,
2. Developing an understanding of the components of a linear regression model, including the intercept and slope terms,
3. Applying linear regression analysis to real-world data,
4. Understanding the meaning and interpretation of a linear regression analysis results
5. Employ alternative estimation techniques such as multi-variable regression,
6. Understanding the assumptions underlying linear regression models and the implications of violating these assumptions
7. Using software tools to facilitate the application of econometric methods.

Unit-1: Statistical Background: (Marks: 15) (Class: 10)

Normal distribution, chi-square, t- distribution, and F-distribution; estimation of parameters, properties of estimators, Statistical Inferences, Hypothesis testing, Type I and Type II errors, power of a test; Level of Significance, Confidence Interval.

Unit-2: Simple Linear Regression Model: (Marks: 25) (Class: 12)

Two Variable Case, Estimation of model by method of ordinary least squares, properties of estimators, Gauss-Markov theorem, BLUE, goodness of fit; tests of hypotheses, scaling and units of measurement, confidence intervals, forecasting.

Unit-3: Multiple Linear Regression Model: (Marks: 15) (Class: 10)

Estimation of parameters, properties of OLS estimators, goodness of fit, R^2 and adjusted R^2 , partial regression coefficients, testing hypotheses – individual and joint, functional forms of regression models, qualitative (dummy) independent variables.

Unit-4: Violations of Classical Assumptions: (Marks: 15) (Class: 10)

Sources, Consequences, Detection and Remedies of Multicollinearity, heteroscedasticity, serial correlation

Unit-5: Specification Analysis: (Marks: 10) (Class: 10)

Omission of a relevant variable, inclusion of irrelevant variable, tests of specification errors

Unit-5: Applications: (Marks: 20) (Class: 8)

Use of MS Excel in applications and solutions for econometric models.

Reference books & materials

1. R P Hooda, Statistics for Business and Economics, Vikas Publishing
2. D. N. Gujarati and D.C. Porter, Essentials of Econometrics, McGraw Hill, 4th edition, International Edition, 2009.
3. Christopher Dougherty, Introduction to Econometrics, Oxford University Press, 4th edition, Indian edition, 2011.
4. Wooldridge J.M., Introductory Econometrics: A Modern Approach, Cengage Learning India Pvt. Ltd, 2014

Co-ordinator

Prof. M.P. Bezbaruah

Prof. Ratul Mahanta

Members

Dr. Pranabjyoti Das

Dr. Kingshuk Chakraborty

Dr. Mofidul Hassan

Subject: Economics

Paper: FUNDAMENTALS OF FINANCIAL ANALYSIS

Semester: 6th Semester

Existing base syllabus: None

Course Level: 300-399

Course Objective: The course is designed to introduce the students to the basic ideas of finance and financial analysis. The focus will be on exposing the students to the various financial instruments, markets and strategies along with the tools for analysing the same.

Graduate Attributes:

At the end of the course, the students will be able to:

- Understand and undertake valuation of both debt and equity instruments
- Gain awareness on the structure and functions of financial markets
- Illustrate the trading in the stocks market and analyze the complexities of the derivative market.

Prerequisites: None

Theory credit: 4

Practical credit: 0

Number of required classes

Number of contact classes: 45

Number of non-contact classes: 15

Syllabus

Unit 1 Financial Markets(15 Classes, 25 marks)

Money Market: Structure and functions, Instruments in the money market. Liquidity Management Instruments in the Money Market

The Capital Market: Nature and functions, Primary Capital Market: Instruments of resource mobilization- *Public Issues: IPO & FPO, Right Issues, and Private Placement.* Pricing of new issues.

Secondary Capital Market: Trading & Settlement. Stock Market Index. Mutual Fund and its functional classification.

Unit-2. Valuation of Financial Assets(12 Classes, 20 marks)

The law of One Price and Arbitrage, The valuation of debt instruments: Pure Discount Bonds. Coupon Bonds, Current Yield and Yield to Maturity, Valuing stock: Value of a Common Stock and the Dividend Discount Model: Zero Growth and Constant Growth.

Unit-3 Financial Analysis(12 Classes, 20 marks)

Financial Ratios: Liquidity Ratios, Leverage Ratios, Turnover Ratios, Profitability Ratios, Valuation Ratios. Dupont Analysis, Relationships, Interpretations and Analysis

Unit -4 Risk and Return (11 Classes, 20 marks)

Risk and Return of an Asset and a Portfolio.

Measurement of Market Risk. Beta of a stock.

The Risk Management Process. Dimensions of Risk Transfer.

Unit 5: The Derivative Market(10 Classes, 15 marks)

Nature of the Derivative Market, Traders and Instruments in a derivative market, Trading Strategies: Hedging, Speculation for Arbitrage Strategies.

References

Alexander G J, Sharpe W F & Bailey J V. *Fundamentals of Investments* Pearson Education, Singapore

Bodie Z, Merton R. C. & Cleeton D. L. *Financial Economics*. Pearson/ Prentice Hall.

Madura J. *Financial Institutions and Markets*. Thomson South Western.

Pathak B. V. *Indian Financial System*, Pearson Education, Singapore.

Prasanna Chandra. *Fundamentals of Financial Management*. McGraw Hill Education

Rustagi, R.P. *Fundamentals of Financial Management*. Taxmann Publication Pvt. Ltd.

Particular of course designer:

1) Name: Prof Nissar A Barua

Contact No: 9864034527



Subject: Economics

Paper: FUNDAMENTALS OF FINANCIAL ANALYSIS

Semester: 6th Semester

Existing base syllabus: None

Course Level: 300-399

Course Objective: The course is designed to introduce the students to the basic ideas of finance and financial analysis. The focus will be on exposing the students to the various financial instruments, markets and strategies along with the tools for analysing the same.

Graduate Attributes:

At the end of the course, the students will be able to:

- Understand and undertake valuation of both debt and equity instruments
- Gain awareness on the structure and functions of financial markets
- Illustrate the trading in the stocks market and analyze the complexities of the derivative market.

Prerequisites: None

Theory credit: 4

Practical credit: 0

Number of required classes

Number of contact classes: 45

Number of non-contact classes: 15

Syllabus

Unit 1 Financial Markets(15 Classes, 25 marks)

Money Market: Structure and functions, Instruments in the money market. Liquidity Management Instruments in the Money Market

The Capital Market: Nature and functions, Primary Capital Market: Instruments of resource mobilization- *Public Issues: IPO & FPO, Right Issues, and Private Placement.* Pricing of new issues.

Secondary Capital Market: Trading & Settlement. Stock Market Index. Mutual Fund and its functional classification.

Unit-2. Valuation of Financial Assets(12 Classes, 20 marks)

The law of One Price and Arbitrage, The valuation of debt instruments: Pure Discount Bonds. Coupon Bonds, Current Yield and Yield to Maturity, Valuing stock: Value of a Common Stock and the Dividend Discount Model: Zero Growth and Constant Growth.

Unit-3 Financial Analysis(12 Classes, 20 marks)

Financial Ratios: Liquidity Ratios, Leverage Ratios, Turnover Ratios, Profitability Ratios, Valuation Ratios. Dupont Analysis, Relationships, Interpretations and Analysis

Unit -4 Risk and Return (11 Classes, 20 marks)

Risk and Return of an Asset and a Portfolio.

Measurement of Market Risk. Beta of a stock.

The Risk Management Process. Dimensions of Risk Transfer.

Unit 5: The Derivative Market(10 Classes, 15 marks)

Nature of the Derivative Market, Traders and Instruments in a derivative market, Trading Strategies: Hedging, Speculation for Arbitrage Strategies.

References

Alexander G J, Sharpe W F & Bailey J V. *Fundamentals of Investments* Pearson Education, Singapore

Bodie Z, Merton R. C. & Cleeton D. L. *Financial Economics*. Pearson/ Prentice Hall.

Madura J. *Financial Institutions and Markets*. Thomson South Western.

Pathak B. V. *Indian Financial System*, Pearson Education, Singapore.

Prasanna Chandra. *Fundamentals of Financial Management*. McGraw Hill Education

Rustagi, R.P. *Fundamentals of Financial Management*. Taxmann Publication Pvt. Ltd.

Particular of course designer:

1) Name: Prof Nissar A Barua

Contact No: 9864034527

Particular of course designer:

1) Name: Prof Nissar A Barua

Contact No: 9864034527

Email: nissar12@gauhati.ac.in

2) Name: Dr Trailokya Deka

Contact No: 9864917157

Email: trailokyadekaghy@gmail.com

3) Name: Anshuman Barua

Contact No: 9435280547

Email: anshumanbarua@gauhati.ac.in

6th Semester

Environmental Economics,

Full Marks 100, Total Credit = 4

Contact Classes: 55 Non-contact classes:05

Syllabus Components

1. **Subject Name** : Economics
2. **Course Name**: Environmental Economics
3. **Existing base Syllabus**: Existing CBCS Economics (Hons Course) Paper ECO-HE-6016 Environmental Economics and Non CBCS (M503) Introduction to Environmental Economics and (M605) Economics of Natural Resources and Sustainable Development
4. **Course Level**: 300-399 Higher level course which is required for majoring in Economics for the award of a degree
5. **Graduate Attributes**:

Course Objective:

This course focuses on economic causes of environmental problems. In particular, economic principles are applied to environmental questions and their management through various economic institutions, economic incentives and other instruments and policies. Economic implications of environmental policy are also addressed along with selected topics on international environmental problems. Selected topics of international environmental problems are also selected.

Learning Outcome:

- Help to develop a comprehensive knowledge and understanding of the issues related to environment and economy.
- Acquaint someone with the issues related to market failure of environmental goods and the instruments which can prevent the damages of market failure of environmental goods.
- Build up a critically analysis as to how an economy should use the natural resources in an optimum way, such that an economy can take up the path of sustainable development.
- Make aware of global environmental issues.

Unit	Topic	Marks	Class Hrs
Unit-1	Introduction: Basic concepts: Environment, Ecology, Economy and the ecosystem. Definition and scope of Environmental economics, why study environmental economics. Interaction between the environment and the economy, environmental economics and ecological economics, Environmental economics and resource economics.	20	10
Unit-2	Market Failure in allocation of Environmental resources: Externality and its types; Market Failure: Meaning, Causes of market failure; Environment as a public good, Solutions to market failure: Government Intervention; Common Property Resources and its management.	20	10
Unit-3	The Design and Implementation of Environmental Policy: Environmental Policies: Overview; Conventional Instruments: Command and Control (CAC) approach; Economic Instruments of Environmental Policies: Pigovian taxes and effluent fees, tradable permits and Liability rules. Monitoring and Enforcement: Meaning, Penalties, Cost of abatement.	20	15
Unit-4	Sustainable Development: Approaches to Sustainable Development: weak sustainability, strong sustainability, Safe minimum standard approach, ecological perspective and social perspective, Rules and indicators of Sustainable Development; Green Accounting (concept only)	20	10
Unit-5	International Environmental Problems and Initiatives: Transboundary pollution (Problems of International Externalities), Economics of Climate change and Variability: Causes and Consequence; Inter linkages and trade off between Environment and Development. Environmental Kuznet Curve. Trade and environment: pollution haven hypothesis. Global Intervention for Sustainable Development	20	10

Reference Books:

1. Charles Kolstad, Intermediate Environmental Economics, Oxford University Press,
2. Bhattacharyya R, Environmental Economics, Oxford University Press.
3. Nick Hanley, Jason F. Shogren and Ben White, Introduction to Environmental Economics, Oxford University Press.
4. Robert N. Stavins (ed.), Economics of the Environment: Selected Readings, W.W. Norton, 5th edition, 2005.
5. Roger Perman, Yue Ma, James Mc Gilvray and Michael Common, Natural Resource and Environmental Economics, Pearson Education/Addison Wesley, 3rd edition, 2003.
6. Maureen L. Cropper and Wallace E. Oates, 1992, —Environmental Economics: ASurvey, I Journal of Economic Literature, Volume 30:675-740.

7. Subhashini Muthukrishnan, Economics of Environment, PHI Learning Private Limited, 2nd edition, 2015.

1. Theory Credit: 4
2. Practical Credit: 0
3. Number of required Classes: **Contact Classes:55 Non-contact classes:05**

LIST OF CONTRIBUTORS:

1. Dr. KINGSHUK CHAKRABORTY
9954775336 / kingshuk77@rediffmail.com
2. Dr. NAMITA DAS
9101931327 / namitadsaikia@gmail.com
3. Dr. NIJAN PEGU
9859928852 / nijan99@gmail.com
4. Dr. JAYASHREE SARMA
9864212823 / jsarmarc@gmail.com

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
- Chaterjee, 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.

Course contents

Units	Contents	No of classes	Marks
Unit-1	Psychology and Education: <ul style="list-style-type: none"> • Meaning and nature of Psychology • Relation between education and psychology • Educational Psychology-Nature and Scope, • Importance of Educational Psychology in teaching – learning process 	Contact class: 50 Non contact class: 10	Total: 100 (Internal – 20 External – 80)
Unit-2	Learning and Motivation: <ul style="list-style-type: none"> • Learning -Meaning and nature • Theories of learning— Connectionism, Classical conditioning, Operant conditioning and Theory of Insightful learning • Laws of learning--law of readiness, law of exercise ,law of effect • Factors affecting learning • Motivation-meaning, role of motivation in learning 		
Unit-3	Memory, Attention and Interest: <ul style="list-style-type: none"> • Memory—Meaning, nature and types • Economy in memorization through different methods • Forgetting—meaning and causes • Attention-concept, characteristics, determinants and types • Interest-Meaning, relation between Attention and Interest • Role of attention and Interest in learning 		

Unit-4	Intelligence, Creativity and personality <ul style="list-style-type: none"> • Intelligence-Meaning, nature and theories :Two-factor theory, Group factor theory • Creativity-concept, characteristics • Personality—meaning and nature • Theories of personality-Type and trait theory 		
Unit-5	Exceptional children & Individual Differences <ul style="list-style-type: none"> • Concept of Exceptional Children and their types • Identification and Characteristics of Gifted, Intellectually Challenged and Children with Learning Disabilities • Education of Exceptional Children • Individual Differences-Meaning and Nature; Psychological implications of Individual Differences in the Classroom and role of the teachers. 		

Recommended Readings:

- Baron,R.A. (2001). *Psychology*. New Delhi: Prentice Hall.
- Bichler,R.F. and Snowman,J. (1993). *Psychology Applied to Teaching*. Boston: Houghton Mifflin
- Chauhan,S.S. (1996). *Advanced Educational Psychology*.New Delhi: Vikash Publishing House Pvt. Ltd.
- Crow & Crow (1962).*Educational Psychology*.New Delhi: Prentice Hall.
- Guilford,J.P. (1965). *General Psychology*. New Delhi: East West Press Pvt. Ltd.
- Kuppuswamy B. (2013).*Advanced Educational Psychology*,New Delhi: Sterling Publishers Private Limited.
- Mangal, S.K.(2009). *Advanced Educational Psychology*. New Delhi: PHI Learning Private Limited.

- Saikia, L.R. (2018). *Psychological and Physiological Experiments in Education*. Guwahati.
- Skinner, Charles,(2012).*E- Educational Psychology*. New Delhi: Prentice Hall.

Course designer : Dr. Purabi Baishya , Deptt. Of Education, Gauhati University

Email: purabibaishya@gmail.com

Four Year Undergraduate Programme (FYUGP) Syllabus

3RD SEMESTER

Subject Name: Education

Course Name: EDUCATIONAL SOCIOLOGY

Course Code: 200 – 299

Credit: 4

Total: 100 (Internal – 20 External – 80)

Learning Outcome:

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

- Understand the concept and nature of sociology
- Analyse the relationship of sociology with education.
- Understand the concept and nature of culture
- Analyse the relationship of culture with education.
- Understand the concept of socialization and its processes,
- Explain the role of education on socialization.
- Understand the concept, nature and factors of social change.
- Explain the role of education on social change.
- Understand the concept and nature of social group and its types.
- Analyse the difference between social group and crowd.

Course contents

Units	Contents	No of Classes	Marks
Unit-1	Sociology and Education	Contact class: 50	Total: 100 (Internal –

	<ul style="list-style-type: none"> • Concept, Nature and Methods of Sociology • Educational Sociology: Meaning, Nature, Scope and its importance • Relation between Education and Sociology 	Non contact class:10	20 External – 80)
Unit-2	Culture and Education <ul style="list-style-type: none"> • Concept, Nature and Functions of Culture • Types of Culture: Material and Non-Material Culture • Relationship between Culture and Education 		
Unit-3	Socialization <ul style="list-style-type: none"> • Concept, Nature and Processes of Socialization • Agents of Socialization: Family and School • Education as a Socialisation Process 		
Unit-4	Social Change <ul style="list-style-type: none"> • Concept and Nature of Social Change • Factors of Social Change • Education as an instrument of Social Change 		
Unit-5	Social Group <ul style="list-style-type: none"> • Meaning and Nature of Social Group • Difference between Social Group and Crowd • Types of Social Group: Primary and Secondary Group • Importance of Primary and Secondary Groups 		

Recommended Readings:

- Bhatia & Narang (2013). *Philosophical and Sociological Bases of Education*. Ludhiana: Tandon Publications.

- Brown, F. J. (1954): *Educational Sociology (2nd Edition)*. New York: Prentice Hall.
- Chanda, S.S. & Sharma, R. K. (2002). *Sociology of Education*. New Delhi: Atlantic Publishers.
- Ogburn, W.F. & Nimkoff, W.F. (1966). *A handbook of Sociology*. New Delhi: Eurasia Publishing House (Pvt.) Ltd.
- Rao, C. N. Shankar (2005). *Sociology-Principles of Sociology with an introduction to Social Thought*. New Delhi: S. Chand & Company.
- Ravi, S. S. (2015). *Philosophical and Sociological Bases of Education*. New Delhi: Prentice Hall India Pvt. Ltd.
- Saikia, Polee (2019) 2nd Edition. *Sociological Foundations of Education*. Guwahati: DVS Publishers.

Course designer: Prof. Polee Saikia, Deptt. Of Education, Gauhati University

Email: poleesaikia@gauhati.ac.in

Four Year Undergraduate Programme (FYUGP) Syllabus

4TH SEMESTER

Subject Name: Education

Course Name: EDUCATIONAL PHILOSOPHY

Course Code: 200 – 299

Credit: 4

Total: 100 (Internal – 20 External – 80)

Learning Outcome:

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

- Understand the concept, nature, functions and branches of philosophy.
- Analyse the relationship of philosophy with science.
- Understand the concept, nature, scope and functions of educational philosophy.
- Analyse the relationship of philosophy with education.

- Understand different Indian schools of philosophy.
- Analyse the educational implications of different Indian philosophy.
- Understand different Western schools of philosophy.
- Analyse the educational implications of different Western philosophy.
- Understand the philosophy of great philosophers and their contributions.

Course contents

Units	Contents	No of classes	Marks
Unit -1	Philosophy <ul style="list-style-type: none"> • Concept, Nature and Scope of Philosophy • Functions and branches of Philosophy • Relationship of Philosophy with Science 	Contact class: 50 Non contact class: 10	Total: 100 (Internal – 20 External – 80)
Unit -2	Educational Philosophy <ul style="list-style-type: none"> • Concept, Nature and Scope of Educational Philosophy • Functions of Educational Philosophy • Relationship between Philosophy and Education 		
Unit -3	Indian Schools of Philosophy <ul style="list-style-type: none"> • Vedic Philosophy and their Educational Implications • Buddhist Philosophy and their Educational Implications • Islamic Philosophy and their Educational Implications 		
Unit -4	Western Schools of Philosophy <ul style="list-style-type: none"> • Idealism and their Educational Implications • Pragmatism and their Educational Implications • Naturalism and their Educational Implications 		
Unit -5	Great Philosophers <ul style="list-style-type: none"> • Contribution of Indian 		

	Philosophers: Swami Vivekananda and Rabindranath Tagore • Contribution of Western Philosophers: John Dewey and Jean-Jacques Rousseau		
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Selected readings

- Shrivastava, K. K. : Philosophical Foundation of Education (Kanishka Publishers, Distributers, New Delhi, 2003)
- Chaube, S.P. and Akhilesh Choube, Philosophical and Sociological Foundation of Education, Vinod Pustak Mandir, Agra-2
- Sahu, Bhagirathi : The New Educational Philosophy, Sarup and Sons : New Delhi, 2002
- Wingo, G. Max: Philosophies of Education, Sterling Publishers Pvt. Ltd. New Delhi, 1975
- Brubacher J.S : Modern Philosophies of Education, McGRAW-HILL BOOK COMPANY, INC, New York, Toronto London, 1950
- Chakrabarti, Mohit, Pioneers in Philosophy of Education, Concept Publishing Company: New Delhi, 2002
- Goswami, Dulumoni, Philosophy of Education, DVS Publishers, Guwahati, 2014
- Bryan Magee, The Story of Philosophy, The Dorling Kindersley Book, London

Course designer: Prof. Polee Saikia, Deptt. Of Education, Gauhati University

Email: poleesaikia@gauhati.ac.in

Subject Name: Education
Course Name: DEVELOPMENT OF EDUCATION IN INDIA
 Course Code: 200 – 299
 Credit: 4
 Total: 100 (Internal – 20 External – 80)

Learning Outcome:

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

- Recount the concept of Ancient Indian education system
- Describe the education system in Ancient India, particularly Vedic Education
- Examine the education system in Medieval India.
- Analyse the education system during British Period
- Understand the Educational situation during the time of Independence
- Explain the recommendations and educational importance of different Education Commission and Committees in post Independent India
- Analyse the National Policy on Education in different times
- Accustom with the recent Educational Development in India

Unit No	Contents	No of classes	Marks
Unit-1	Education in Ancient and Medieval India <ul style="list-style-type: none"> • Education in Ancient India The Vedic System of Education: Concept and Salient Features • Education during Buddhist Period General Features of Buddhist Education Ancient Universities and Centres of Education: Taxila, Nalanda, Vikramshila, Varanasi, • Education in Medieval India • The Islamic System of Education General Features of Muslim Education, Defects of Muslim Education 	Contact class: 50 Non contact class: 10	Total: 100 (Internal – 20 External – 80)
Unit-2	Education in British India: The 19th Century <ul style="list-style-type: none"> • Educational Activities of Missionaries in Assam • The Charter Act of 1813 • The Anglicists-Orientalists Controversy • Macaulay’s Minute, 1835 • Wood’s Despatch of 1854 • Indian Education Commission-1882 		
Unit-3	Education in British India : 19th Century, before independence		

	<ul style="list-style-type: none"> • Indian University Commission- 1902, Major Recommendations • Lord Curzon’s Education policy on Primary, Secondary and Higher Education, The University Act of 1904 • Gokhale’s Bill for Compulsory Primary Education- 1910-1912 • Calcutta University Commission-1917, Major Recommendations • Hartog Committee Report-1929, • Basic Education-1937 • The Sargent Report- 1944 		
Unit-4	<p>Development of Indian Education : the post independence period</p> <ul style="list-style-type: none"> • University Education Commission – 1948, Recommendations and evaluation of the recommendations • Educational Provisions of the Indian Constitution and their Implementation • Secondary Education Commission- 1952-53, recommendations and evaluation • Education Commission 1964-66, Major recommendations, Critical assessment and relevance of the recommendation in the present education system • National Policy on Education-1968 and its evaluation and implementation • National Education Policy 1986 and Revised National Policy of Education-1992 		
Unit-5	<p>Recent Developments and programmes in Indian Education</p> <ul style="list-style-type: none"> • The National Knowledge Commission Report, Background and Recommendations • Report of the Committee to Advise on Renovation and Rejuvenation of Higher Education, Recommendations • Government Programmes of Education: SSA, RMSA, RUSA • Right to Education (RTE) • National Education Policy 2020, 		

	Paradigm shift in School Education and Higher Education including Teacher Education.		
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Recommended Readings:

- Aggarwal, J.C. (2004). *Landmarks in the History of the Modern Indian Education*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Chaube, S. P. and Chaube, A. (2005). *Education in Ancient and Medieval India*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Dash, B.N. (2014). *History of Education in India*. New Delhi: Dominant Publishers and Distributors Pvt. Ltd.
- Ghosh, Suresh C. (2007). *History of Education in India*. New Delhi: Rawat Publications.
- Thakur, A.S. and Thakur, A. (2015). *Development of Education System in India: Problems and Prospects*. Agra: Agarwal Publications
- Draft National Education Policy 2019. MHRD, Govt of India
- Bharatar Shiksha Etihasar Adhyan (Assamese) , Jatin Baruah , Lawyers Book Stall, Guwahati
- Rastriya Shiksha niti 2020 (Assamese), Shiksha Mantranaloy, Bharat Sarkar

Course designer: Prof. Dulumoni Goswami, Deptt. Of Education, Gauhati University

Email: dulumoni@gauhati.ac.in

Four Year Undergraduate Programme (FYUGP) Syllabus

4TH SEMESTER

Subject Name: Education

Course Name: GUIDANCE AND COUNSELING

Course Code: 200 – 299

Credit: 4

Total: 100 (Internal – 20 External – 80)

Learning Outcomes:

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

- Understand the concept, need and importance of Guidance and Counselling
- Know the different types and approaches to Guidance and Counselling
- Acquaint themselves with the organization of guidance service and school guidance clinic
- Enable themselves to understand the challenges faced by the teacher as guidance worker.

Course contents

Units	Contents	No of classes	Marks
Unit-1	Introduction to Guidance <ul style="list-style-type: none">• Meaning, objectives and scope of guidance• Need and principles of guidance• Types of guidance and their importance : Educational guidance, Vocational guidance, Personal guidance, Social guidance, Health guidance	Contact class: 50 Non contact class: 10	Total: 100 (Internal – 20 External – 80)
Unit-2	Introduction to Counselling <ul style="list-style-type: none">• Meaning, objectives and scope of counselling• Need and principles of counselling• Types of counselling : Directive, Non-directive and Eclectic counselling• Relation between Guidance and Counselling		
Unit-3	Organization of guidance service <ul style="list-style-type: none">• Meaning of guidance service		

	<ul style="list-style-type: none"> • Need and principles of organizing guidance service • Components of guidance service: counselling service, techniques of counselling service • Qualities of a good counselor 		
Unit-4	Guidance needs of students <ul style="list-style-type: none"> • Guidance needs of students in relation to home-centred and school-centred problems • Group guidance and Group counselling • Guidance for CWSN • School Guidance Clinic 		
Unit-5	School guidance programme <ul style="list-style-type: none"> • Importance of guidance and counselling cells in educational institutions • Follow-up Services • Role of the Head of the institution and parents in guidance and counselling • Challenges and functions of the teacher as guidance provider/ counselor 		

Recommended Readings:

- Agarwal, Rashmi(2010).*Educational, Vocational guidance and Counselling, Principles, Techniques and programmes*. New Delhi: Shipra Publication.
- Aggarwal J.C. (1989):*Educational and Vocational Guidance and Counselling*. New Delhi: Doaba House.
- Bhatia,K.K.(2009). *Principles of Guidance and Counselling*. New Delhi: Kalyani Publishers
- Kochhar,S.K. (2010).*Educational and vocational guidance in secondary schools*. New Delhi: Starling Publishers Pvt. Ltd.

Course designer : Dr. Purabi Baishya , Deptt. Of Education, Gauhati University

Email: purabibaishya@gmail.com

Four Year Undergraduate Programme (FYUGP) Syllabus

4TH SEMESTER

Subject Name: Education

Course Name: HUMAN RIGHTS, VALUE AND PEACE EDUCATION

Course Code: 200 – 299

Credit: 4

Total: 100 (Internal – 20 External – 80)

Learning Objectives:

After completion of this course the learners will be able to demonstrate the ability to

- Explain the basic concept, nature and scope of human rights
- Describe the meaning, nature, principles, curriculum and teaching methods of human rights education at different levels of Education.
- Know the role of United Nations on human rights
- Understand enforcement mechanism in India
- Know the role of advocacy groups

Course Contents

Units	Contents	No of classes	Marks
Unit-1	Basic Concept of Human Rights <ul style="list-style-type: none">• Concept, Nature , objectives, principles and of Scope Human Rights• Needs and Significance of Human Rights Education in India.• Human Rights Education at Different levels:<ul style="list-style-type: none">- Elementary level- Secondary level- Higher level.• Methods and Activities of Teaching Human Rights• Curriculum of Human Rights Education	Contact class: 50 Non contact class: 10	Total: 100 (Internal – 20 External – 80)
Unit-2	United Nations and Human rights <ul style="list-style-type: none">• Universal Declaration of Human Rights (1948) by UN		

	<ul style="list-style-type: none"> • UN and Promotion and Protection of Human Rights • Human Rights and Indian Constitution • Fundamental Rights similar to the UN Human Rights in Constitution of India 		
Unit-3	Role of Advocacy Groups for Promotion of Human Rights <ul style="list-style-type: none"> • Role of Global Agencies: UN, UNESCO, Vienna Declaration • Role of Government and Non-Governmental Organizations; • Role of educational institutions • Role of press and mass media 		
Unit-4	Basic concept of values <ul style="list-style-type: none"> • Meaning, concept and definition and Characteristics of values • Classifications of values • Functions of Values • Sources of Values • Values in Indian Philosophical Thoughts • Role of Education in inculcation of values • Strategy for value orientation through Social Institutions 		
Unit-5	<p>Introduction to peace and peace education</p> <ul style="list-style-type: none"> • Meaning , Concept, definition and characteristics of Peace • Importance of Peace in Human life • Role of teacher in promoting peace • Meaning, Concept, definition, aims and objectives of peace education • Characteristics of peace education • Philosophy of peace education • Need and importance of education • Peace Education and International Understanding 		

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Reference Books:

- Aggarwal, J.C.(2008). *Education in the Emerging Indian Society*. New Delhi:Shipra Publication.
- Chand, Jagdish (2007). *Education for Human Rights*.New Delhi:Anashah Publishing House.
- Mohanty, J. (2006). *Human Rights Education*. New Delhi: Deep & Deep Publications.
- Naseema, C. (2008). *Human Rights Education Theory and Practice*. New Delhi: Shipra Publications.
- Rao, Digumarti Bhaskara (2004). *Human Rights Education*. New Delhi: Discovery Publication House.
- Reddy & Others (2015). *Human Rights Education*. Hyderabad: Neelkamal Publications Pvt. Ltd.

Course designer: Dr. Moyuri Sarma, Deptt. Of Education, Gauhati University

Emai;;: moyurisarma89@gmail.com

Four Year Undergraduate Programme (FYUGP) Syllabus

5TH SEMESTER

Subject Name: Education

Course Name: EDUCATIONAL TECHNOLOGY

Course Code: 300 – 399

Credit: 4

Total: 100 (Internal – 20 External – 80)

Learning Objectives:

After completion of this course the learners will be able to demonstrate the ability to:

- Make the students understand the objective of educational technology in teaching learning process
- Acquaint the students with innovations in the field of education through technology
- Make the students understand about various methods and devices of teaching
- Acquaint students with levels, effectiveness of teaching and classroom management

Make the students understand the strategies of effective teaching as a profession

Units	Contents	No of classes	Marks
Unit:1	Educational technology: <ul style="list-style-type: none"> • Meaning, nature and scope of Educational technology • Approaches of Educational Technology Educational Technology I or Hardware Approach Educational Technology II or Software Approach Educational Technology III or Systems Approach • Psychological Bases for the use of Hardware and Software Technologies-Edger Dale's Cone of Experiences • Instructional Strategies- Programmed Instruction-Meaning, Characteristics, Fundamental Principles of Programming- Concept of Extrinsic and Intrinsic programming(Linear and Branching Programming) 	Contact class: 50 Non contact class: 10	Total: 100 (Internal – 20 External – 80)
Unit:2	Communication and Teaching-Learning <ul style="list-style-type: none"> • Concept , Nature and Types of Communication • Principles of communication • Classroom Communication • Marks of effective classroom communication 		

	<ul style="list-style-type: none"> • Barriers of effective classroom communication • Application of ICT in communication the teaching-learning Process • Resources of learning- Projected and Non-projected resources, • E-learning, EDUSAT, INFLIBNET and Social media 		
Unit:3	<p>Methods and techniques of teaching</p> <ul style="list-style-type: none"> • Teaching learning process- Meaning and Nature of teaching and learning • Criteria of good teaching • Teaching Methods- lecture method, play way method, Activity method, Discussion, Project method, problem solving method • Teaching techniques- Maxims of teaching, devices of teaching-Narration, Illustration, Questioning 		
Unit:4	<p>Strategies of Teaching and Learning</p> <p>Teaching Behavior- Authoritarian, Democratic, Laissez Faire</p> <p>Phases of Teaching-Pre-Active, Interactive and Post-Active Phase</p> <ul style="list-style-type: none"> • Levels of Teaching-Memory Level, Understanding Level, Reflective Levels of Teaching 		
Unit:5	<p>Lesson Planning and Micro Teaching</p> <ul style="list-style-type: none"> • Lesson plan –Its meaning and Importance • Types of Lessons- Knowledge Lesson, Skill Lesson, Appreciation Lesson 		

	<ul style="list-style-type: none"> • Herbartian Steps of Lesson Planning • Criteria of a good lesson plan • Micro teaching- meaning and components 		

Reference Books:

- Aggarwal J.C. (2005). *Educational Technology*. New Delhi: Vikash Publishing House Pvt. Ltd.
- Chauhan, S. S. (2008). *Innovations in Teaching-learning Process*. New Delhi: Vikash Publishing House Pvt. Ltd.
- Kochhar, S. K. (1996). *Methods and Techniques of Teaching*. New Delhi: Sterling Publishers Pvt. Ltd.
- Mangal, S.K. and Mangal, Verma (2009). *Essentials of Educational Technology*. New Delhi: PHI Learning Pvt. Ltd.
- Passi, B.K. (1976). *Becoming Better teacher-Micro Teaching Approach*. Ahmedabad: SahityaMudranalaya
- Sharma, R.A. (2000). *Teaching Foundation of Education*. Meerut: R. Lall Book Depot
- Siddiqui, M.H.(2008). *Models of teaching*. New Delhi: APH Publishing Corporation
- Singh, Amarjit (2006): *Classroom Management*, New Delhi: Kanishka Publishers

Course designer: Dr. Moyuri Sarma, Deptt. Of Education, Gauhati University

Email: moyurisarma89@gmail.com

Four Year Undergraduate Programme (FYUGP) Syllabus

5TH SEMESTER

Subject Name: Education

Course Name: EMERGING ISSUES IN EDUCATION

Course Code: 300 – 399

Credit: 4
Total: 100 (Internal – 20 External – 80)

Learning Outcome:

After completion of this unit, students will able to-

- Make the students acquaint with major emerging issues national, state, and local
- Acquaint the students with the various issues in education that are emerging in the recent years in the higher education system
- Address the various problems and challenges of education in India at all levels.

Course contents

Units	Contents	No of classes	Marks
Unit-1	<p>Social Inequality in Education and Constitutional Safeguards</p> <ul style="list-style-type: none"> • Concept of Social Inequality • Constitutional Provision for Ensuring Equality in Education • Education of Socially Disadvantaged Section: SCs, STs and Minorities , Education of people of Char area of Assam • Education for Backward Children, Child Labour, Street Children and Slum Dwellers • Gender Disparity and Rural-Urban Disparity in Education 	Contact class: 50 Non contact class: 10	Total: 100 (Internal – 20 External – 80)
Unit-2	<p>Liberalization, Privatization and Globalization of Education</p> <ul style="list-style-type: none"> • Liberalization: Concept and its impact on education • Privatization: Concept and its impact on education • Globalization: Concept and its impact on education • Public-private Partnership • Education as investment 		
Unit-3	<p>Issues related to Students</p> <ul style="list-style-type: none"> • Youth Unrest: Concept, Causes and Remedies 		

	<ul style="list-style-type: none"> • Campus Disturbance: Concept, Causes and Remedies • Examination Anxiety: Concept, Causes and Remedies • Issues related to Educated Unemployment. 		
Unit-4	Environmental Education and Population Education <ul style="list-style-type: none"> • Main Environmental Issues: Global Warming, Ozone Depletion and Environmental Pollution • Role of Environmental Education for Sustainable Development • Role of Different Stakeholders (Government and Non-Government Organisations, Women, Media) in Environmental Protection • Population Explosion: Its Causes and Consequences • Population Education for Population Control 		
Unit-5	Multi-Cultural Education and Alternative Education <ul style="list-style-type: none"> • Concept, Objectives and Need of Multi-Cultural Education • Curriculum and Instruction of Multi-Cultural Education • Issues related to Multi-Cultural Education • Concept of Alternative Education and its related Issues • Role of NIOS and Sakshar Bharat Mission in Alternative Education • Role of IGNOU and KKHSOU in Alternative Higher Education • MOOC and its related Issues. 		

Recommended Readings:

- Aggarwal J. C. (1997). *Development and Planning of Modern Education*. New Delhi: Vikas Publishing House Ltd.
- Chandel and Nand (2011). *Population Education*. Agra: ShriVinodPustakMandir.
- Krishnamacharyulu, V. (2005). *Environmental Education*. Hyderabad: Neelkamal Publications Pvt. Ltd.
- Mishra and Mohanty (2013). *Trends and Issues in Indian Education*. Meerut: R. Lall Book Depot.
- Taj, Haseen (2011). *Current Challenges in Education*. Hyderabad: Neelkamal Publications Pvt. Ltd.
- Tiwari, R.P. *Problems of Education in N.E. India*. Ludhiana: Tandon Publications.

Course designer: Prof. Dulumoni Goswami, Deptt. Of Education, Gauhati University

Email: dulumoni@gauhati.ac.in

Four Year Undergraduate Programme (FYUGP) Syllabus

5TH SEMESTER

Subject Name: Education

Course Name: ENVIRONMENTAL EDUCATION

Course Code: 300 – 399

Credit: 4

Total: 100 (Internal – 20 External – 80)

Learning Outcome:

On completion of this course, the students will be able to

1. Understand the concept of environment and its relation between human beings
2. Realise the importance of Environmental Education and learn the strategies aware people on environment

3. Discuss on Environmental Issues and Challenges and learn to deal effectively with environmental hazards
4. Evaluate the environmental status at regional and global level and acquire skills to conserve and preserve environment
5. Acquaint themselves with the SDGs and true causes of decline of environmental values among people.

Course Contents

Units	Contents	No of classes	Marks
Unit-1	<p>Concept of Environment</p> <ul style="list-style-type: none"> • Meaning, Definitions and characteristics of Environment • Components and Types of Environment. Ecology and Ecosystem • Man's relation with Environment through ages • Interdependency in environment- Food Chain and Food web 	<p>Contact class: 50</p> <p>Non contact class: 10</p>	<p>Total: 100 (Internal – 20 External – 80)</p>
Unit-2	<p>Concept of Environmental Education</p> <ul style="list-style-type: none"> • Environmental Education: Meaning & definition, characteristics and objectives • Need and importance of environmental Education • Environmental Awareness through formal and informal education, Role 		

	<p>of educational institutions and NGOs in creating environmental awareness and attitudinal change among students and common people.</p> <ul style="list-style-type: none"> • Strategies of teaching Environmental Education at different levels with reference to objectives 		
Unit-3	<p>Environmental Degradation and Hazards</p> <ul style="list-style-type: none"> • Concept of environmental degradation, environmental hazards and environmental pollution • Environmental Hazards: Natural and man-made • Types of common environmental pollution • Role of Education in mitigation of environmental degradation. 		
Unit-4	<p>Environmental conservation</p> <ul style="list-style-type: none"> • Needs and objectives of environmental conservation • Characteristics of conservation • Categories of conservation: In situ conservation and Ex situ conservation • Environmental movements/ projects and conferences for conservation of environment: Chipko Movement, Silent Valley project, Narmada Valley Project, Stockholm 		

	Conference 1972, Rio Summit 1992		
Unit -5	Environmental Ethics and Sustainable Development <ul style="list-style-type: none"> • Environmental Ethics and values • Causes of decline of environmental values among people • Environmental education for sustainable development • UN Sustainable Development Goals: Goal 7(Affordable and clean energy), Goal 12 (Responsible consumption and production), Goal 13 (Climate action) 		

Recommended Readings:

- Chitrabhanu, T.K: Environmental Education. Authorspress. New Delhi 2007
- Gupta P.K : Population Education. R. Lall Book Depot. Meerut. 2004
- Ramakrishnana and Panneeselvam: Environmental science Education. Sterling Publishers Pvt. Ltd. New Delhi. 2007
- Reddy and Reddy: Environmental Education. Neelkamal Publications pvt. Ltd. Hyderabad/New Delhi.
 - 2007
- Sharma and Maheswari: Education for environment and Human Values, R.Lall Book Depot. Meerut.2005
- Sharma, R.A: Environmental Education. R.Lall Book Depot. Meerut. 2008
- Shrivastava, K.K: Environmental Education (Principles, Concepts and Management).Kanishka Publishers, Distributors. New Delhi. 2014

Course designer: Dr. Purabi Baishya, Deptt. Of Education, Gauhati University

Email: purabibaishya@gmail.com

Four Year Undergraduate Programme (FYUGP) Syllabus

5TH SEMESTER

Subject Name: Education

Course Name: RESEARCH METHODOLOGY

Course Code: 300 – 399 (Elective-1)

Credit: 4

Total: 100 (Internal – 20 External – 80)

Learning Outcome:

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

- Enable the students to understand the concept of Educational Research.
- Acquaint the students with the different steps of Educational Research
- Develop an understanding of different types of educational research
- Acquaint the students about the preparation of Research Proposal

Course contents

Units	Contents	No of classless	Marks
Unit-1	Educational Research: <ul style="list-style-type: none">• Meaning, Definition, Characteristics and Objectives of Educational Research• Types of Educational Research: Fundamental, Applied and Action Research	Contact class: 50 Non contact class: 10	Total: 100 (Internal – 20 External – 80)

Unit-2	Research Proposal : <ul style="list-style-type: none"> • Meaning, Steps in formulating Research Problem • Research Questions, Research Objectives, Research Hypothesis and Variables • Research Tools Meaning of Questionnaire, Interview Schedule and Observation Schedule 		
Unit-3	Review of the Related Literature: <ul style="list-style-type: none"> • Meaning and nature • Sources and Importance 		
Unit-4	Research Design : <ul style="list-style-type: none"> • Meaning of Research design • Meaning of Population and Sample Analysis and Interpretation of the data: <ul style="list-style-type: none"> • Meaning of data and its types , Collection of data, organization of the data, Analysis and Interpretation of the data 		
Unit-5	Report Writing : <ul style="list-style-type: none"> • Meaning • Structure of Research Report: Preliminary Section, Main body of the Report , Reference Section 		

Recommended Readings:

- Best and Khan ,Research in Education , (10th Edition) Prentice Hall PVT Limited M-97 Connaught Place, New Delhi, New Delhi
- Langenbach Michle and Courtney Vaughn (7th Edition).; An Introduction to Educational Research, Allyn and Bacon, London
- Shefali R Pandya, Educational research , 2010, APH Publishing Corporation, Ansari Road , Darya Ganj New Delhi 110002

Course designer: Prof. Kaberi Saha, Deptt. Of Education, Gauhati University

Email: drsahakaberi@gmail.com

Four Year Undergraduate Programme (FYUGP) Syllabus

5TH SEMESTER

Subject Name: Education

Course Name: DEVELOPMENTAL PSYCHOLOGY

Course Code: 300 – 399 (Elective 2)

Credit: 4

Total: 100 (Internal – 20 External – 80)

Learning Outcome:

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

- Understand the meaning, nature, scope and different methods of developmental psychology
- Understand the pre-natal period of development.
- Know the characteristics and different developmental aspects of infancy period.
- Explain the parental attitude and family role in the development of infants.
- Know the characteristics and different developmental aspects of childhood period.
- Understand the role of family and school in social and personality development of childhood.
- Understand the meaning, characteristics and developmental tasks of adolescence.
- Explain the need and importance of studying adolescence.
- Understand the social, emotional and personality development of adolescence.
- Analyse the role of family, school and peers on adolescents' development.

Course contents

Units	Topics	No of classes	Marks
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Unit-1	Introduction to Developmental Psychology <ul style="list-style-type: none"> • Meaning, definition, nature and scope of developmental psychology • Different methods of studying developmental psychology • Hereditary and other factors that affect pre-natal development • Periods of pre-natal development • Characteristics of pre-natal development • Precautionary measures to be taken in pre-natal development 	Contact class: 50 Non contact class: 10	Total: 100 (Internal – 20 External – 80)
Unit-2	Infancy <ul style="list-style-type: none"> • Characteristics of infancy • Different developmental aspects during infancy <ul style="list-style-type: none"> - Physical development - Cognitive development - Motor development - Language development - Emotional development • Conditions that affect parental attitude towards the infant • Role of family in the development of infants 		
Unit-3	Childhood <ul style="list-style-type: none"> • Characteristics of childhood • Developmental tasks of childhood <ul style="list-style-type: none"> - Physical development of early and late childhood - Emotional development of early and late childhood • Influence of family and school in social and personality development in childhood 		
Unit-4	Adolescence <ul style="list-style-type: none"> • Meaning and definition of adolescence • Need and importance of studying adolescence • Characteristics of adolescence • Developmental tasks of adolescent period • Adolescence – age of transition 		

	<ul style="list-style-type: none"> • Physical changes during adolescence • Intellectual development during adolescence 		
Unit-5	Social, Emotional and Personality Development of Adolescence <ul style="list-style-type: none"> • Social development during adolescence • Role of family, school and peers in the development of adolescents • Emotionality during adolescence • Personality development during adolescence • Adjustment problems and juvenile delinquency 		

Recommended Readings:

- Bee, H. and Denise Boyd (2006). *The Developing Child*. New Delhi: Pearson Education Inc. India edition
- Chaube, S. P. (2011). *Developmental Psychology*. New Delhi: Neelkamal Publications Ltd.
- Cole, L. (1936). *Psychology of Adolescence*, New York: Rinchart and Winsten
- Goswamee, G. (2008). *Child Development and Child Care*. Guwahati: Arun Prakashan.
- Hurllock, E. B. (1980). *Developmental Psychology-A Life span approach*. New Delhi: Tata McGraw Hill Publishing Com. Ltd.
- Hurlock, E.B. (1942). *Child Development*. New Delhi: Tata McGraw Hill Publishing Com. Ltd
- Thompson, G.G. (1969). *Child Psychology*. Bombay: The Times of India Press.

Course designer: Prof. Polee Saikia, Deptt. Of Education, Gauhati University

Email: poleesaikia@gauhati.ac.in

Four Year Undergraduate Programme (FYUGP) Syllabus

5TH SEMESTER

Subject Name: Education

Course Name: TEACHER EDUCATION

Course Code: 300 – 399 (Elective 3)
 Credit: 4
 Total: 100 (Internal – 20 External – 80)

Learning Outcome:

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

- Explain the Concept, Scope, Aims & Objectives and Significance of teacher education
- Acquaint with the development of Teacher Education in India
- Acquaint with the different organising bodies of teacher education in India and their functions in preparation of teachers for different levels of education
- Acquaint with the innovative trends and recent issues in teacher education, and be able to critically analyse the status of teacher education in India
- Understand and conceive the qualities, responsibilities and professional ethics of teachers

Course Contents

Units	Contents	No of classes	Marks
Unit-1	<p>Conceptual Framework and Historical Perspectives of Teacher Education in India</p> <ul style="list-style-type: none"> • Teacher Education-Concept, scope and aims and objectives • Need and Significance of Teacher Education in 21st Century • Types of Teacher Education-Pre-service and In-service • Development of Teacher Education in India • Shifting focus from Teacher Training to Teacher Education 	<p>Contact class: 50 Non contact class: 10</p>	<p>Total: 100 (Internal – 20 External – 80)</p>
Unit-2	<p>Teacher Education For Different Levels of Education</p> <ul style="list-style-type: none"> • Preparation of Teachers for Pre-Primary Level of education • Preparation of Teachers for Primary Level of education • Preparation of Teachers for Secondary Level of education 		

	<ul style="list-style-type: none"> • Preparation of Teachers for Higher Level of education 		
Unit-3	<p>Structure and Organisations of Teacher Education in India</p> <ul style="list-style-type: none"> • Basic Training Centre (BTC) • District Institute for Education and Training (DIET) • State Council for Educational Research and Training (SCERT) • National Council for Educational Research and Training (NCERT) • National Council for Teacher Education (NCTE) • National University of Educational Training and Administration (NUEPA) • Regional Colleges of Education 		
Unit-4	<p>Status of Teacher Education in India: Trends, Issues and Challenges</p> <ul style="list-style-type: none"> • Skill and Competency based Teacher Education, Flanders Interaction Analysis, Micro Teaching and Simulated Social Skill Teaching (SSST) • National Curriculum Framework for Teacher Education (NCFTE), 2009 • NCTE Regulations, 2014 • Present problems of Teacher Education in India and their solution • Quality Assurance in Teacher Education and its challenges 		
Unit-5	<p>Quality, Responsibility and Professional Ethics of Teachers</p> <ul style="list-style-type: none"> • Qualities and responsibilities of a teacher • Teacher as a Facilitator, Counsellor and Practitioner-Researcher 		

	<ul style="list-style-type: none"> • Role expectations of Teachers in twenty first century • Professional ethics and accountability of teachers 		
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Recommended Readings:

- Aggarwal, J.C. (2004). *Teacher and Education in a Developing Society*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Bhargava, M. & Saikia, L.Rasul (2012). *Teacher in 21st Century- Challenges, Responsibilities, Creditability*. Agra: Rakhi Prakashan.
- Flanders, Ned, A. (1970). *Analysing Teacher Behaviour*. London: Wesly Publishing Company.
- Gurrey, P. (). *Education and the Training of Teachers*. London: Longmans, Green and Company.
- Mukherjee, S.N. (1968). *Education of Teachers in India, Vol.-I and II*. New Delhi: S. Chand and Company.
- Rajput, J.S. and Walia, K. (2002). *Teacher Education in India*. New Delhi: Sterling Publishers Pvt. Ltd.
- Sharma, Sashi Prabha (2004). *Teacher Education in India*. New Delhi: Vikash Publications Pvt. Ltd.

Course designer: Prof. Dulumoni Goswami. Deptt. Of Education, Gauhati University

Email: dulumoni@gauhati.ac.in

Four Year Undergraduate Programme (FYUGP) Syllabus

5TH SEMESTER

Subject Name: Education

Course Name: EDUCATIONAL MANAGEMENT

Course Code: 300 – 399 (Elective 4)
 Credit: 4
 Total: 100 (Internal – 20 External – 80)

Learning Objectives:

After completion of this course the learners will be able to demonstrate the ability to

- Develop an understanding of the basic concept of educational management.
- Enable the students to know about the various resources in education and their application
- Enable the students to understand the concept and importance of educational planning.
- Enable the students to know about the financial resources and financial management in education.

Course Contents

Units	Contents	No of classes	Marks
Unit-1	<p>Introduction to Educational Management</p> <ul style="list-style-type: none"> • Meaning, nature and scope of Educational Management • Objectives/Purpose of Educational Management • Principles of Educational Management • Types of Educational Management- Centralised Vs. Decentralised Autocratic Vs. Democratic Creative Vs. Laissez-Faire Management • Functions of Educational Management- Planning, Organizing, Directing, Supervising and controlling • Classroom Management- Principles, Strategies and Techniques. 	<p>Contact class: 50</p> <p>Non contact class: 10</p>	<p>Total: 100 (Internal – 20 External – 80)</p>
Unit-2	<p>Resources in Education</p> <ul style="list-style-type: none"> • Meaning of 		

	<p>resources</p> <ul style="list-style-type: none"> • Types of resources- Human resource, Material resource and Financial resource • Management of Human, Material and Financial resources • Optimum Utilization of resources in educational institutions 		
Unit-3	<p>Educational Planning</p> <ul style="list-style-type: none"> • Meaning, Nature and Importance of educational planning • Types of educational planning • Principles of educational Planning • Central State Relationship in Educational Planning, Central and State Educational Advisory Bodies- MHRD, UGC, NCERT, SCERT 		
Unit-4	<p>Institutional Planning</p> <ul style="list-style-type: none"> • Concept, Nature, and Scope of Institutional Planning • Institutional Planning for Infrastructural Development and Personnel Development • Procedure of Institutional Planning • Organisation of Time Table and Co-curricular Activities 		
Unit-5	<p>Financing of Education and Recent Trends in Management</p> <ul style="list-style-type: none"> • Concept of Educational Finance • Sources of Educational Finance • Principles of Educational Finance • Budget: Concept 		

	and Components, Process of Preparing Institutional Budget • Recent Trends in Educational Management - Total Quality Management - SWOT Analysis		

Reference Books:

- Bhatnagar and Gupta (2006). *Educational Management*. Meerut: R. Lall Book Depot.
- Bhattacharya, Shantanu (2012). *Educational Management-Theory and Practice*. Guwahati: EBH Publishers.
- Krishnamacharyulu, V. (2008). *School Management and System of Education*. Hyderabad: Neelkamal Publications Pvt. Ltd.
- Mathur and Mathur (2010). *School Organisation and Management*. Agra: Agrawal Publication.
- Sharma, R. N. (2010). *Educational Administration, Management and Organisation*. Delhi: Surjeet Publications.
- Sidhu, I. S. (2012). *Educational Administration and Management*. Delhi: Pearson India Publishers
- Taj Haseen and Bhatnagar,Piyush (2012). *Modern Perspectives of Organizational Behaviour*, Agra: Harprasad Institute of Behavioural Studies.

Course designer: Dr. Moyuri Sarma, Deptt. Of Education, Gauhati University

Email: moyurisarma89@gmail.com

Course Name: EDUCATIONAL MEASUREMENT AND LABORATORY PRACTICAL

Course Code: 400 – 499

Credit: 4 (3+1)

Total: 100 (Internal – 20 External – 60+20)

Learning Outcome:

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

- Understand the concept of measurement and evaluation in education.
- Acquaint the students with the general procedure of test construction and characteristics of a good test.
- Develop an understanding of different types of educational tests and their uses.
- Acquaint the students about personality test, and aptitude tests.

Course contents

Units	Contents	No of classes	Marks
Unit-1	Measurement and Evaluation in Education <ul style="list-style-type: none">• Meaning and concept of measurement, Functions of measurement, Types of measurement, Scales of measurement• Evaluation -Its meaning, basic principles• Relationship and difference between Measurement and Evaluation• Examination and Evaluation• Formative and Summative evaluation• Role of evaluation in education	Contact class: 50 Non contact class: 10	Total: 100 (Internal – 20 External – 60+20)
Unit-2	Test Construction <ul style="list-style-type: none">• General procedure of Test Construction and Standardization• Item Analysis• Characteristics of a good test• Validity, Reliability, Objectivity and Norms		
Unit-	Educational Achievement Test		

3	<ul style="list-style-type: none"> • Meaning and objectives of Achievement Test • Difference between Achievement test and Intelligence Test • Construction of Educational Achievement Test • Different types of Educational Achievement Test 		
Unit-4	<p>Personality Test</p> <ul style="list-style-type: none"> • Personality Test- Meaning and Nature • Types of Personality Measurement <ul style="list-style-type: none"> -Subjective Technique (Personality Inventory or Questionnaire-MMPI) -Objective Technique (Rating Scale) -Projective Technique (Thematic Apperception Test, Ink-Blot-Test) -Situational Technique (Psycho Drama) 		
Unit-5	<p>Laboratory Practical</p> <ul style="list-style-type: none"> • Recall and Recognition, Trial and Error learning, • Span of attention • Ink Blot Test • Free Association Test, Control Association Test • Personality Test for Introversion-Extroversion 		

Recommended Readings:

- Asthana, Bipin (2009). *Measurement and Evaluation in Psychology and Education*. Agra: Vinod Pustak Mandir
- Freeman, F.S. (1965). *Theory and Practice of Psychological Testing*. New Delhi: Oxford & IBH Publishing Co. Pvt. Ltd.
- Goswami, Marami (2012). *Measurement and Evaluation in Psychology and Education*. Hyderabad: Neel Kamal Publications Pvt. Ltd.

- Saikia, L.R. (2018). *Psychological and Physiological Experiments in Education*.
Guwahati.

Course designer: Prof. Kaberi Saha, Deptt. Of Education, Gauhati University

Email: drsahakaberi@gmail.com

Four Year Undergraduate Programme (FYUGP) Syllabus

6TH SEMESTER

Subject Name: Education

Course Name: EDUCATIONAL STATISTICS AND PRACTICAL

Course Code: 400 – 499

Credit: 4 (3+1)

Total: 100 (Internal – 20 External – 60+20)

Learning Outcome:

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

- Develop the basic concept of Statistics,
- Be acquainted with different statistical procedures used in Education.
- Develop the ability to represent educational data through graphs.
- Familiarize the students about the Normal Probability Curve and its applications in Education

Course contents

Units	Contents	No of classes	Marks
Unit-1	Basics of Educational Statistics <ul style="list-style-type: none"> • Statistics- Meaning, Nature and Functions • Need of statistics in Education • Measures of central tendency and their uses • Mean, Median and Mode from ungrouped and grouped data • Measures of variability –Concept, Types and their uses, merits and demerits • Quartile Deviation, Average Deviation, Standard deviation- (grouped and ungrouped data-short method), Combined SD 	Contact class: 50 Non contact class: 10	Total: 100 (Internal – 20 External – 60+20)
Unit-2	Graphical presentations of data <ul style="list-style-type: none"> • Usefulness of Graphical presentations of data, • Basic principle of constructing a graph, • Different types of graph –histogram, frequency polygon, • Cumulative frequency percentage curve (Ogive), Smoothed graph. 		
Unit-3	Co-efficient of Correlation and Percentiles <ul style="list-style-type: none"> • Coefficient of correlation – Meaning and types, • Computation of, co-efficient of correlation by Rank difference method & Product-moment method and interpretation of result • Calculation of Percentile and Percentile Rank 		
Unit-4	Normal Probability Curve and Its Application <ul style="list-style-type: none"> • Normal Probability Curve: Its Meaning, Properties and Uses • Table of Area under NPC • Applications of Normal Probability Curve • Divergence from Normality: Skewness and Kurtosis 		
Unit-5	Statistical Practical <ul style="list-style-type: none"> • To determine the Mean Median and Mode • Graphical Representation – Frequency Polygon, Histogram and Pie diagram 		

Recommended Readings:

- Garrett, H.E. (2014). *Statistics in Psychology and Education*. Mumbai: Vakils, Feffer and Simons Pvt. Ltd.
- Goswami, Marami (2012). *Measurement and Evaluation in Psychology and Education*. Hyderabad: Neel Kamal Publications Pvt. Ltd.
- Mangal, S.K. (2005). *Statistics in Psychology and Education*. New Delhi: Prentice Hall of India.
- Saha, Kaberi (2012). *Statistics in Education and Psychology*. New Delhi: Asian Books Pvt. Ltd.
- Sahu, Binod, K. (1998). *Statistics in Psychology and Education*. New Delhi: Kalyani Publishers.

Course designer: Prof. Kaberi Saha, Deptt. Of Education, Gauhati University

Emai: drsahakaberi@gmail.com

Four Year Undergraduate Programme (FYUGP) Syllabus

6TH SEMESTER

Subject Name: Education

Course Name: MENTAL HEALTH AND HYGIENE

Course Code: 400 – 499

Credit: 4

Total: 100 (Internal – 20 External – 80)

Learning Outcome:

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

- Acquaint with the fundamentals and development of mental health and the characteristics of a mentally healthy person.
- Understand the concept and importance of mental hygiene and its relationship with mental health.
- Acquire knowledge about the principles, factors promoting mental health and the role of home, school, and society in maintaining proper mental health.

- Learn the meaning and problem of adjustment and also the different adjustment mechanisms.
- Familiarise with the concept and issues of positive psychology, mental health of women, role of WHO and stress management.
- Will be able to apply the knowledge gained from this course ,for Upliftment of one's mental health

Unit No	Contents	No of classes	Marks
Unit -1	Fundamentals of Mental Health <ul style="list-style-type: none"> • Mental Health – Concept and Definitions • Need and importance of Mental Health • Scope of Mental Health , Dimensions of Mental Health • History of the development of Mental Health Movement • Characteristics of a mentally healthy person 	Contact class: 50 Non contact class: 10	Total: 100 (Internal – 20 External – 80)
Unit -2	Fundamentals of Mental Health <ul style="list-style-type: none"> • Mental Hygiene –it's meaning and Definitions • Need and importance of Mental hygiene • Goals of Mental Hygiene • Functions of Mental Hygiene • Relationship between Mental health and hygiene 		
Unit -3	Mental Health and Education <ul style="list-style-type: none"> • Principles of sound Mental Health • Factors affecting Mental Health • Mental Health Hazards • Maintaining Mental Health of Students-Role of Home , School and Society • Mental Health of Teachers-causes of Mal adjustment and remedial measure 		
Unit -4	Preservation of Mental Health and Hygiene-Role of positive Psychology <ul style="list-style-type: none"> • Positive Psychology – Meaning and Nature and importance • Five pillars of positive 		

	psychology-PERMA <ul style="list-style-type: none"> • Contribution of WHO on Mental Health • Stress management-Role of Adjustment mechanisms • Mental Health Care Act, 2017 		
Unit -5	Restoring Mental Health by Yoga <ul style="list-style-type: none"> • Concept of Yoga • Importance of Yoga for Physical and Mental Health • Role of Yoga for Personality Development • Role of Yoga for management of Stress • Principles of Yoga for Healthy Living • Pranayama and Meditation for Promoting Mental Health 		

Recommended Readings:

- Baumgardner, S. And Crother, M. (2009). *Positive Psychology*. New Delhi: Pearson India Education Services Pvt. Ltd.
- Coleman J. C. (2016): *Abnormal Psychology and Modern life*. Chicago: Scott, Foresman and Company.
- Chauhan, S.S. (2007). *Advanced Educational Psychology*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Crow, L.D. and Crow, A. (1951). *Mental Hygiene*. New York: McGraw Hill
- Gururani, G.D. (2006). *Textbook on Mental Health and Hygiene*. New Delhi: Akansha Publishing House.
- Mangal, S.K. (1999). *Essentials of Educational Psychology*. New Delhi: PHI Learning Pvt. Ltd.
- Mangal, S.K. (2008). *Abnormal Psychology*. New Delhi: Sterling Publication
- Safaya, R.N., Shukla, C.S. and Bhatia, B.D. (2002). *Modern Educational Psychology*. Delhi: Dhanpat Rai Publishing Company.

Course designer: Dr. Sima Kalia. Deptt. Of Education, Gauhati University
Email: simakalita997@gmail.com

Four Year Undergraduate Programme (FYUGP) Syllabus

6TH SEMESTER

Subject Name: Education

GENDER STUDIES

Course Code: 400 – 499

Credit: 4

Total: 100 (Internal – 20 External – 80)

Learning Outcome:

After going through this paper the students will be

- able to know the meaning of gender , difference between sex and gender ,types like Family, Marriage, Kinship, Religious institution, Gender Stereotype
- able to understand the meaning of the subject gender studies, its importance and features, different roles on the basis of gender
- able to get acquainted with the process of Socialization and Gender biases in the School ,Family and Society
- have knowledge about different provisions for gender equality

- able to apply gender sensitive approach

Unit No	Contents	No of classes	Marks
Unit -1	Basic Concepts of Gender and related Terms <ul style="list-style-type: none"> • Concept of Gender , Sex • Feminity and Masculinity ,Patriarchy, Matriarchy • Difference between sex and gender • Gender and social institutions - Family, Marriage, Kinship, Religious institution • Gender Stereotype 	Contact class: 50 Non contact class: 10	Total: 100 (Internal 1-20 External 1-80)
Unit- 2	Gender Studies <ul style="list-style-type: none"> • Meaning of gender studies • Importance of gender studies • Features of gender studies • Women studies vs. gender studies • From Women studies to Gender studies :a paradigm shift 		
Unit - 3	Gender Roles: Biological and Cultural <ul style="list-style-type: none"> • Biological role - Male-Female • Cultural role- Masculine and Feminine • Productive role • Reproductive Role • Community role • Religion and its role in creation and preservation of gender inequality 		
Unit - 4	Socialization and Gender biases -in the School, Family and Society <ul style="list-style-type: none"> • School-Gender biases in Organization, Gender biases in Textbooks, Curricular Choices , Teachers' Bias • Training of teacher for Gender equality • Society-Gender biases in Education , Employment, work and pay Preferences, political 		

	<p>representation ,Voting Behaviour, stereotype in media</p> <ul style="list-style-type: none"> • Female foeticide, Infanticide, dowry , child abuse, Rape, Devdashi system • Family-Gender biases in Educational opportunity, decision making, marriage, distribution of resources • Domestic violence of different forms, , wife battering , forced polyandry, widowhood 		
Unit-5	<p>Gender Equality and Mainstreaming</p> <ul style="list-style-type: none"> • Concept of Gender equality , difference between gender equality and women empowerment • Importance of gender equality, role of parents, teachers and curriculum, gender-inclusive language to achieve gender equality • Role of Family and community , Role of mass Media , Role of civil Society • Gender mainstreaming and ways to achieve it in the educational setting, , Adult Education and Mass Literacy programe targeting women • UN's Gender Equality Concern, Sustainable Development Goals - goal 5 : achieve Gender equality and empower all women and girls • Gender Equality and Human Right , National Education Policy(NEP) 2020 on gender equality 		

Recommended Readings:

- Bagchi, Jasodhara, Guha, Jaba and Sengupta, Piyali (eds). (1997). *Loved and Unloved: the Girl Child in West Bengal*. Kolkata: Stree Publishers
- Batliwala, S.(1993). *Empowerment of Women in South Asia: Concepts and Practices*.
- Bhasin, K.(2000). *Understanding Gender*. New Delhi: Kali for Women.
- Bhasin, K.(2004). *Exploring Masculinity*. New Delhi: Women Unlimited.
- Bhatia , R. L. & Ahuja , B. N. (2006) *Modern Indian Education and it's Problems* , Surjeet Publication , Delhi, India

- Chanana, K(ed.). (1988). *Socialisation, Education and Women: Explorations in Gender Identity*. New Delhi: Orient Longman.
- Devaki , J.(2005) "Women development and the UN: A Sixty year quest for equality and justice". Bloomeston, Indiana University
- Govinda, R. (ed.). (2002). *India Education Report: A Profile of Basic Education*. New Delhi: Oxford University Press. 10. Gould, S. J. (1981). *The Mismeasure of Man*. London: Penguin Books.
- Gupta A. S. et. al (Eds.) (2005) "Reflections of the right to development, centre for development and human rights". New Delhi, Sage Publication
- Lier,F.(2006) "School Culture and Gender "In c Skeleton , B.Skelton , B. francis &L. Smulyan (Eds). *The SAGE Handbook of Gender and Education (Pp 425-38)*. Thousands Oaks , CA:Sage.
- Kalita, U., Sharma, A. & Barman, S. (2022) *Mahila Aaru Samaj*, Shanti Prakashan, Guwahati, India
- Kathleen, W. (1988). *Women Teaching for Change: Gender, Class, and Power*. New York: Bergin Garvey.
- Momsen J. H. (2010) "Gender and Development, 2nd edition", New York, Routledge
- Ramachandran, V. (2004). *Gender and Social Equity in Education: Hierarchies of Access*. New Delhi: Sage.
- Sadker D. Sadker ,M.&zittleman K.R.(2009).*Still failing of Fairness : How Gender Bias Cheats Girls and Boys in school and what we Can Do About it*. New York , NY: Scribner.
- Rege,S(Ed.). (2003) "Sociology of Gender: The Challenge of Feminist Sociological Knowledge". Sage, New Delhi.
- Vishwanthan N. Ed (2006) "The women gender and development reader". New Delhi, Zubaa
- Wharton. A.S (2005) "The Sociology of Gender: An Introduction to Theory and Research". (Key Themes in Sociology) Blackwell Publishing, UK, Indian Reprint, Kilaso Books, New Delhi.

Journal: Gender and Development in India, 1970s-1990s: Some reflections on the constitutive role of context, Mary E. John, *Economic and Political Weekly*, Nov 1996

Course designer: Dr. Sima Kalia. Deptt. Of Education, Gauhati University
Email: simakalita997@gmail.com

VALUE ADDED COURSE

Four Year Undergraduate Programme (FYUGP) Syllabus

1st SEMESTER Value Added course

Subject Name: Yoga for Well being

Credit: 2 (1 Theory + 1 Practical)

Learning Outcomes:

Students will be able to demonstrate the ability to

1. Perform yogasanas and Pranayams
2. Deal with stress in life
3. Apply Yogic knowledge for maintaining a balanced physical and mental self.
4. Express thoughts and ideas effectively and communicate through appropriate media

a. Theory (1 Credit)

Unit 1: Introduction to Yoga

- Concept of Yoga, origin of Yoga
- History and Development of Yoga
- Classification of Yoga
- Aim of Yoga in Health and Wellness.
- Contribution of Maharishi Patanjali in the field of Yoga
- Scope of Yoga - Role of Yoga in stress management, Yoga as a tool for Academic Excellence

Unit 2: Introduction to Yogic Exercises- Ashan, Mudra and Pranayam

-- Yogasanas or Kumbhira-

(i) Asanas for Dhyan-Bajrasan, Sastikasan, Bhadrasan, Padmasan, Siddsan,

(ii) Asanas for Swasthya-Tarasan, Tirjak Tarasan, Katichakrasan, Trikonasan, Brikshasan, Padahastan, Ustrasana, Setubandhan, Marjasana, Pabanmuktasan, Bhujangasan, Salabhasana, Dhanurasana, Mamarasan, Surjya Namaskar, Savasana.

- **Mudras-** Biparitkarani Mudra, Saktisalini Mudra, Ashwini Mudra, Yoga Mudra, Udranbandha Mudra

- **Pranayam**- (i) Laghu Pranayam or Hatha Yoga Pranayam, (ii) Pachchatya Pranayam(ii) Sahaj Pranayam

b. Practical (1 Credit):

Guidelines:

- 1) Students will perform few warm-up exercises before the practical class.
- 1) Students will be guided by the teacher to perform minimum 5 basic Yogasanas from the above-mentioned Asanas (in Unit 2)
- 2) Students will Learn 3 Mudras from the above-mentioned list (in Unit 2)
- 3) Students will Learn Pranayams from any one group mentioned (in Unit 2)
- 3) Teacher will teach the students to do meditation methodically.

Evaluation Plan:

- For theory part, written examination will be conducted for 20 marks.
- The Practical Examination will be conducted by an External Examiner for 30 marks.

No. of Contact Classes-

- 1 Class per week

No. of Non-Contact Classes-

- 1 class per week

Medium of Instruction-

Medium of instruction will be Assamese

Reference Books

1. Srimad Swami Sivananda Saraswati(2017) *Yoga Bole Rog Aragya*, Umachal Granthawali-24, Guwahati
2. Bibekananda Kendra(1991) *Yoga Ashan- Pranayam- Mudra*, Guwahati

Course designer : Dr. Moyuri Sarma, Deptt of Education, Gauhati University

Email: moyurisarma89@gmail.com

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 (AssamJobz.Com), barasajnu@gmail.com

Dr. Joanna Mahjebeen, Gauhati University (AssamJobz.Com), 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 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.

Four Year Undergraduate Programme

Subject: Political Science

Semester: 2nd Semester

Course Name: POL 02-01: Indian Government and Politics (Core)

Existing Base Syllabus:

Course Level: 200

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. Vikas Tripathi, Gauhati University (AssamJobz.Com), vikastripathi@gauhati.ac.in

Dr. Sumana Das, B. Baruah College, Guwahati, sumana_ghy1@yahoo.com

Course Objectives:

- The paper aims at introducing students to the nature, emergence and functioning of the Constitution of India.
- The paper seeks to impart learning on the significance of the idea of citizenship and rights and how has constitution incorporated them and what does it reflect on the nature of Indian constitution.
- The paper intends to make students understand the normative basis of key public institutions in India and the nature of their functioning.
- The paper aims to explore the distinctiveness of Indian federalism and how does the emergence of new institutions like NITI Aayog reflect on the changing character of federalism in India.

Course Outcomes:

- Students will develop an understanding of the legacy of national movement and the principles that shaped the formation and functioning of the Constituent Assembly of India.

It will help in developing critical thinking about role of ideas and norms in shaping democracy in India. It will make them understand what is constitution and how has the working of contributed to the consolidation of democracy in India.

- Students will be able to make sense of the institutional design, challenges and resilience marking key public institutions in India.
- The students will develop basic understanding on the constitutional provisions related to the legislative procedures in Indian Parliament. It will enhance their understanding related to the procedures, practices related to the passage of a bill from drafting to its passage by the Parliament.
- It will help students in developing a nuanced understanding of the importance of states in Indian politics and how the changing character of federalism in India made states the key player.

Unit-I: Indian Constitution: Emergence and Distinctiveness

- a. Constituent Assembly: Historical Backdrop and Formation
- b. Basic Features of Indian Constitution
- c. Amendment of Constitution: Nature and Procedure

Unit-II: Citizenship and Rights

- a. Citizenship: Meaning and Provisions in the Constitution
- b. Fundamental Rights and Fundamental Duties
- c. Directive Principles of State Policy

Unit-III: Institutions

- a. The Executive: President, Prime Minister and the Council of Ministers, Bureaucracy in India
- b. The Parliament: Composition, Legislative Procedure in Parliament, Question of Decline
- c. The Judiciary: The Supreme Court, Appointment of Judges, Independence, Judicial Activism

Unit-IV: Federalism and Local Government

- a. Nature of Federal System: Constitutional Provisions, Distinctive Features, NITI Ayog and Changing Character
- b. Integration of Princely States in India, Union and Its Territory
- c. Panchayati Raj Institutions in India: Emergence, Composition, Powers and Functions, Actual Working

Reading List:

Unit-I

Austin, Granville. 1966. The Indian constitution: cornerstone of a nation. New Delhi: Oxford University Press.

Austin, Granville. 1999. Working a democratic constitution: the Indian experience. New Delhi: Oxford University Press.

Bhargava, Rajeev. 2008. Politics and ethics of the Indian constitution. New Delhi: Oxford University Press.

Bhatia, Gautam. 2019. The Transformative Constitution: a radical biography in nine acts. New Delhi: Oxford University Press.

Chaube, Shibani Kinkar. 2000. Constituent assembly of India: springboard of revolution. New Delhi: Manohar Publishers & Distributors.

Choudhry, Sujit, Madhav Khosla & Pratap Bhanu Mehta. 2016. The Oxford Handbook of the Indian Constitution. New Delhi : Oxford University Press.

Hasan, Zoya, Eswaran Sridharan, and R. Sudarshan. 2004. India's living constitution: ideas, practices, controversies. Delhi: Permanent Black.

Indian Politics, Contemporary Issues and concerns, M.P Singh and Rekha Saxena, PHI pvt. Ltd, New Delhi, 2008

Khosla, Madhav. 2020. India's founding moment: the constitution of a most surprising democracy. Cambridge, Massachusetts: Harvard University Press.

Pylee, M V. 1967. Constitutional History of India. Bombay : Asia Publishing House

Unit-II

Austin, Granville. 1966. The Indian constitution: cornerstone of a nation. New Delhi: Oxford University Press.

Basu, Durga Das. 2022. Introduction to the Constitution of India. New Delhi : Lexis Nexis

Bhargava, Rajeev. 2008. Politics and ethics of the Indian constitution. New Delhi: Oxford University Press.

Choudhry, Sujit, Madhav Khosla & Pratap Bhanu Mehta. 2016. The Oxford Handbook of the Indian Constitution. New Delhi : Oxford University Press

Khosla, Madhav. 2020. India's founding moment: the constitution of a most surprising democracy. Cambridge, Massachusetts: Harvard University Press.

Unit-III

Agrawal, Arun. 2005. "The Indian Parliament" in Devesh Kapur and Pratap Bhanu Mehta (ed.) Public Institutions in India: Performance and Design, New Delhi: Oxford University Press, 77-104.

Burra, Arudra. 2010. "The Indian Civil Service and the nationalist movement: neutrality, politics and continuity". Commonwealth & Comparative Politics. 48 (4): 404-432.

Choudhry, Sujit, Madhav Khosla & Pratap Bhanu Mehta.2016. The Oxford Handbook of the Indian Constitution. New Delhi : Oxford University Press

Das, SK. 2013. The Civil Services of India. New Delhi : Oxford University Press.

Hewitt, Vernon and Shirin M. Rai. 2010. "Parliament," in Niraja Gopal Jayal and Pratap Bhanu Mehta(ed.). The Oxford companion to politics in India. New Delhi: Oxford University Press, pp.28-42.

M.P Singh and Rekha Saxena. 2008. Indian Politics: Contemporary Issues and concerns, New Delhi, PHI Pvt. Ltd.

Khare, H. 2003. "Prime Minister and Parliament: Redefining accountability in the age of coalitiongovernment," in Ajay K. Mehra, and G.W. Kueck, (ed.). The Indian Parliament: A Comparative Perspective. New Delhi: Konark, pp.350- 368.

Krishna, Anirudh. 2010. "Continuity and change: the Indian administrative service 30 years ago andtoday". Commonwealth & Comparative Politics. 48 (4): 433-444.

Manor, James. 2015. "The Presidency," in Devesh Kapur , Pratap Bhanu Mehta and Milan Vaishnav (ed.). Rethinking Public Institutions in India. New Delhi: Oxford University Press.

Mehta, Pratap Bhanu. 2007. "The rise of judicial sovereignty," Journal of Democracy 18 (2), pp.70-83.

Saxena, N. C. 2010. "The IAS officer - predator or victim?" Commonwealth & Comparative Politics.48 (4): 445-456.

Shankar, B. L., and Valerian Rodrigues. 2010. The Indian Parliament: a democracy at work. Oxford:Oxford University Press.

Shankar, Shylashri. 2009. Scaling justice: India's Supreme Court, anti-terror laws, and social rights. New Delhi: Oxford University Press.

Verma, Rahul and Vikas Tripathi. 2013. Making Sense of the House: Explaining the Decline of the Indian Parliament amidst Democratization, *Studies in Indian Politics*, 1(2), pp.153-177.

Unit-IV

Arora Balveer. 2015. "Foundations and Development of Indian Federalism: Lessons Learnt and Unlearnt", *Yojana*, pp. 22-26.

Arora, Balveer. et. al. 2013. "Indian federalism," in K.C. Suri (ed.) *ICSSR Research Surveys and Explorations: Political Science: Indian Democracy, Volume 2*. New Delhi: Oxford University Press.

Indian Politics, Contemporary Issues and Concerns, M.P Singh and Rekha Saxena, PHI pvt. Ltd, New Delhi, 2008.

Krishna, Anirudh. 2010. "Local Politics", in: Mehta, Pratap B. and Niraja Gopal Jayal (eds.). *The Oxford Companion to Politics in India*. New Delhi et al.: Oxford University Press, pp.299-316

Kumar, Rajiv. 2021. "NITI Aayog: Redefining Federalism", *Yojana*, pp. 8-11.

Manor, James. 2010. "Local Governance", in: Mehta, Pratap B. and Niraja Gopal Jayal (eds.). *The Oxford Companion to Politics in India*. New Delhi et al.: Oxford University Press, pp.61-79.

Pehl Malte and Subra Mitra. 2010. "Federalism", in: Mehta, Pratap B. and Niraja Gopal Jayal (eds.). *The Oxford Companion to Politics in India*. New Delhi et al.: Oxford University Press, pp.43-60.

Rao, M Govind. 2016. Role and Functions of NITI Aayog, *Economic and Political Weekly*, pp. 13-16, Vol. 50 No. 4

Tillin, Louise. 2019. Indian Federalism. (OSIIC) New Delhi: Oxford University Press.

Four Year Undergraduate Programme

Subject: Political Science

Semester: 3rd Semester

Course Name: POL 03-01: Perspectives on Public Administration (Core) Existing Base

Syllabus:

Course Level: 300

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:

Prof. Jayanta Krishna Sarmah, Gauhati University (AssamJobz.Com), jayanta1947@gauhati.ac.in

Prof. Dhruba Pratim Sharma, Gauhati University (AssamJobz.Com), dhruba75@gauhati.ac.in

Dr. Diganta Kalita, B. P. Chaliha College, Nagarbera, dkalita72@gmail.com

Course Objectives:

- The course seeks to provide an introduction to the discipline of Public Administration and its significance in contemporary times.
- The course aims to encompass Public Administration in its historical context with an emphasis on the various classical and contemporary administrative theories.
- The course intends to explore some of the recent trends including good governance, new public management, feminism, ecological conservation and how the call for greater democratization is restructuring public administration.
- The course attempts to provide the students a comprehensive understanding on contemporary administrative developments.

Course Outcomes:

- Students will learn the basic concepts related to Public Administration and its significance

- Students will understand the major classical and contemporary administrative theories and approaches and a critical thinking on them.
- It will help students to understand importance of personnel administration in an administrative system and issues related to it including civil service neutrality and need, role and independence of Public Service Commission.
- Students will develop basic understanding on recent debates in public administration.

Unit-I: Public Administration as a Discipline

- a. Meaning, Dimensions and Significance
- b. Public and Private Administration
- c. Evolution of Public Administration

Unit-II: Theoretical Perspectives

- a. Scientific Management (Frederick Winslow Taylor)
- b. Administrative Management (Luther Gulick, Lyndall Urwick and Henri Fayol)
- c. Ideal-Type Bureaucracy (Max Weber)
- d. Human Relations Theory (George Elton Mayo)
- e. Ecological Approach (Fred Warren Riggs)

Unit-III: Personnel Administration

- a. Recruitment-Training-Promotion
- b. Public Service Commission: Need, Role and Independence
- c. Neutrality in the Public Service

Unit -IV: Major Approaches in Public Administration

- a. New Public Service Approach
- b. New Public Management
- c. Good Governance
- d. Feminist Perspective

Reading List:

Unit-I

- Basu, Rumki, *Public Administration: Concepts and Theories*, Sterling Publishers, New Delhi, 2014
- D. Rosenbloom, R. Kravchuk and R. Clerkin, (2009) *Public Administration: Understanding Management, Politics and Law in Public Sector*, 7th Edition, New Delhi: McGraw Hill, pp.1-40
- G. Alhson(1997): 'Public and Private Management', in Shafritz, J. and Hyde , A (eds) *Classics of Public Administration*, 4th Edition. Forth Worth: Hartcourt Brace. TX. PP 510-529
- M. Bhattacharya (2008) *New Horizons of Public Administration*, 5th Revised Edition. New Delhi: Jawahar Publishers, pp 37-44
- M. Bhattacharya , *Restructuring Public Administration: A New Look*, New Delhi: Jawahar Publishers, 2012
- M. Bhattacharya, *New Horizons of Public Administration*, New Delhi: Jawahar Publishers, 2011
- N. Henry, *Public Administration and Public Affairs*, 12th Edition, New Jersey: Pearson, 2013
- Nicholas Henry, *Public Administration and Public Affairs*, Prentice Hall, 1999
- P. Dunleavy and C. Hood, 'From old Public Administration to New Public Management', *Public Money and Management*, VOL. XIV No 3, 1994
- W.Wilson (2004) 'The Study of Administration', in B. Chakravarty and M. Bhattacharya (eds), *Administrative Change and Innovation : a Reader*, New Delhi: Oxford University Press, pp.85-101.

Unit-II

- A. Singh, *Public Administration: Roots and Wings*. New Delhi: Galgotia Publishing Company, 2002
- B. Miner, 'Elton Mayo and Hawthorne', in *Organisational Behaviour 3: Historical Origins and the Future*. New York: M.E. Sharpe, 2006
- D. Gvishiani, *Organisation and Management*, Moscow: Progress Publishers, 1972
- D. Gvishiani, *Organisation and Management*, Moscow: Progress Publishers, 1972

D. Ravindra Prasad, Y. Pardhasaradhi, V. S. Prasad and P. Satyrnarayana, [eds.], *Administrative Thinkers*, Sterling Publishers, 2010

E. J. Ferreira, A. W. Erasmus and D. Groenewald , *Administrative Management*, Juta Academics, 2010

F. Riggs, *Administration in Developing Countries: The Theory of Prismatic Society*. Boston: Houghton Mifflin, 1964

F. Taylor, 'Scientific Management', in J. Shafritz, and A. Hyde, (eds.) *Classics of Public Administration*, 5th Edition. Belmont: Wadsworth, 2004

M. Weber, 'Bureaucracy', in C. Mills, and H. Gerth, *From Max Weber: Essays in Sociology*. Oxford: Oxford University Press, 1946

P. Mouzelis, 'The Ideal Type of Bureaucracy' in B. Chakrabarty, And M. Bhattacharya, (eds), *Public Administration: A Reader*, New Delhi: Oxford University Press, 2003

R. Arora, 'Riggs' Administrative Ecology' in B. Chakrabarty and M. Bhattacharya (eds), *Public Administration: A reader*, New Delhi, Oxford University Press, 2003

Warren. G.Bennis, *Beyond Bureaucracy*, Mc Graw Hill, 1973

Unit-III

Appleby, H Paul, 'Public Administration in India', Report of a survey, Manager of a publication, Govt. of India, Delhi, 1953, p-12.

Article 319 of the Indian Constitution.

Articles 315 to 317 of the Indian Constitution.

Chopra, K. Rakesh, *Management of Human Resources*, V. K. Publishing House Barrelly, 1989, p-10, 20.

First Report of UPSC, 1951, P-9.

Gladden, *The Civil Service: Its Problems and Future*, p-88, 180.

Goel, S. L., *Personnel Administration and Management*: Sterling Publishers, New Delhi, 1993 (ed) p-7, 40, 105-111.

Journal of Public Administration, Vol-XXXI, 1153.

Jucious, M.J. *Personnel Management*, Richard Inco, Illinois, p-2.

Pfiffner, *Public Administration*, p-251.

Pigors, P, and Myres, C.A., *Personnel Administration*: McGraw Hill, Tokyo, 1961, p-1.

Rastogi, T. N. , *Personnel Management, Perspectives and Techniques*, Anand Publication Pvt. Ltd, New Delhi, 1995, p-46, 54, 137.

Refurbishing of Personnel Administration - Scaling New Heights.

Report of the Royal Commission on the Civil Services, 1929-31, pp, 6-69.

Tenth Reports of the Second Administrative Reforms Commission (Relevant Portions)

https://darp.gov.in/sites/default/files/personnel_administration10.pdf.

The Civil Services (Classification, Control and Appeal), Rules. Nos 38, 39, 42 and 44.

Tickner, E. J., *Modern Staff Training*, p-9.

Unit-IV

A. Gray, and B. Jenkins, 'From Public Administration to Public Management' in E. Otenyo and N. Lind, (eds.) *Comparative Public Administration: The Essential Readings*: Oxford University Press, 1997.

A. Leftwich, 'Governance in the State and the Politics of Development', in *Development and Change*. Vol. 25, 1994.

B. Chakrabarty, *Reinventing Public Administration: The India Experience*. New Delhi: Orient Longman, 2007.

Basu, Rumki, *Public Administration in the 21st Century: A Global South Perspective* , Taylor and Franchis, 2019.

- C. Hood, 'A Public Management for All Seasons', in J. Shafritz, & A. Hyde, (eds.) *Classics of Public Administration*, 5th Edition, Belmont: Wadsworth, 2004.
- F. Riggs, *The Ecology of Public Administration, Part 3*, New Delhi: Asia Publishing House, 1961.
- H. Frederickson, 'Toward a New Public Administration', in J. Shafritz, & A. Hyde, (eds.) *Classics of Public Administration*, 5th Edition, Belmont: Wadsworth, 2004.
- M. Bhattacharya, 'Chapter 2 and 4', in *Social Theory, Development Administration and Development Ethics*, New Delhi: Jawahar Publishers, 2006.
- M. Bhattacharya, 'Contextualizing Governance and Development' in B. Chakrabarty and M. Bhattacharya, (eds.) *The Governance Discourse*. New Delhi: Oxford University Press, 1998.
- M. Bhattacharya, *Public Administration: Issues and Perspectives*, New Delhi: Jawahar Publishers, 2012.
- R. B. Denhart & J. V. Denhart [Arizona State University] "The New Public Service: Serving Rather Than Steering", in *Public Administration Review*, Volume 60, No-6, November-December 2000.
- Singh, Shivani. (2016), *Governance: Issues and Challenges*, New Delhi, Sage Publications.
- Stivers, Camilla, 'Feminist Theory of Public Administration' in *Defining Public Administration*, eBook ISBN-9780429501074, 2000.
- U. Medury, *Public administration in the Globalisation Era*, New Delhi: Orient Black Swan, 2010.

Four Year Undergraduate Programme

Subject: Political Science

Semester: 4th Semester

Course Name: POL 04-01: Understanding International Relations (Compulsory)

Existing Base Syllabus:

Course Level: 400

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. Shubhrajeev Konwer, Gauhati University (AssamJobz.Com), sk489@gauhati.ac.in

Dr. Rubul Patgiri, Gauhati University (AssamJobz.Com), rubulpatgiri@gauhati.ac.in

Dr. Anubhav Sarma, Damdama College, Kulhati, anubhabsarmah1988@gmail.com

Course Objectives:

- The course aims to introduce the students to the basic understanding of international relations.
- To the growing linkages and interactions between domestic and international issues under the evolving process of globalization imperative for knowing and understanding global politics is increasingly being felt.
- The course is designed to equip the students with theoretical, historical and conceptual insights to understand the evolving dynamics of international relations.

Course Outcomes:

- To make students understand the key theoretical approaches in international relations
- To familiarize students with the history of evolution of international relations in the twentieth century
- To enable students to comprehend the nature of global economy.
- To demonstrate the basic knowledge of some of the contemporary global issues.

Unit-I: Theoretical Perspectives

- a. Classical Realism and Neo-Realism
- b. Liberalism and Neo-Liberalism
- c. Marxist Approaches
- d. Feminist Perspective

Unit-II: An Overview of Twentieth Century IR History-World War II onwards

- a. World War II: Causes and Consequences
- b. Origin, Evolution and End of the Cold War
- c. Post Cold War Era and Emerging Centres of Power

Unit-III: The Global Economy

- a. Global economic order and the Bretton Woods Institutions (IMF, WB and WTO)
- b. Neoliberal Economic Policies-Economic Globalization and TNCs
- c. Regionalism and Regional Economic Groupings-ASEAN and European Union
- d. Emerging Multilateralism-G20 and BRICS

Unit-IV: Contemporary Global Issues

- a. Ecological Issues
- b. International Terrorism
- c. Human Security
- d. Migration

Reading List:

Unit-I

- A. Frank, (1966) 'The Development of Underdevelopment' *Monthly Review*, pp. 17-30.
- E. Carr, (1981) *The Twenty Years Crisis, 1919-1939: An Introduction to the Study of International Relations*, London: Macmillan, pp. 63-94.
- F. Halliday, (1994) *Rethinking International Relations*, London: Macmillan, pp. 147-166.

H. Bull, (2000) 'The Balance of Power and International Order', in M. Smith and R. Little (eds), *Perspectives on World Politics*, New York: Routledge, pp. 115-124.

H. Morgenthau, (2007) 'Six Principles of Political Realism', in R. Art and R. Jervis, *International Politics*, 8th Edition, New York: Pearson Longman, pp. 7-14

I. Wallerstein, (2000) 'The Rise and Future Demise of World Capitalist System: Concepts for Comparative Analysis', in Michael Smith and Richard Little (eds), *Perspectives on World Politics*, New York: Routledge, pp. 305-317.

J. Galtung, (2000) 'A Structural Theory of Imperialism', in M. Smith and R. Little, (eds), *Perspectives on World Politics*, New York: Routledge, pp. 292-304.

J. Goldstein and J. Pevehouse, (2007) *International Relations*, New York: Pearson Longman, pp. 127-137. R. Jackson and G. Sorensen, (2007) *Introduction to International Relations: Theories and Approaches*, 3rd Edition, Oxford: Oxford University Press, pp. 97-128.

J. Goldstein and J. Pevehouse, (2007) *International Relations*, New York: Pearson Longman, pp. 494-496; 500-503.

J. Goldstein and J. Pevehouse, (2007) *International Relations*, New York: Pearson Longman, pp. 138-148.

J. Goldstein and J. Pevehouse, (2007) *International Relations*, New York: Pearson Longman,

J. Tickner, (2007) 'A Critique of Morgenthau's Principles of Political Realism', in R. Art and R. Jervis, *International Politics*, 8th Edition, New York: Pearson Longman, pp. 15-28.

K. Waltz, (2007) 'The Anarchic Structure of World Politics', in R. Art and R. Jervis, *International Politics*, 8th Edition, New York: Pearson Longman, pp. 29-49.

M. Nicholson, (2002) *International Relations: A Concise Introduction*, New York: Palgrave, pp. 6-7.

M. Nicholson, *International Relations: A Concise Introduction*, New York: Palgrave, 2002, pp. 120-122.

M. Nicholson, *International Relations: A Concise Introduction*, New York: Palgrave, 2002, pp. Modern History Sourcebook: Summary of Wallerstein on World System Theory, Available at <http://www.fordham.edu/halsall/mod/Wallerstein.asp>, Accessed: 19.04.2013

New York: Oxford University Press, pp. 142-149; 155-158.

P. Viotti and M. Kauppi (2007), *International Relations and World Politics: Security, Economy, Identity*, Pearson Education, pp. 40-85.

R. Keohane and J. Nye, (2000) 'Transgovernmental Relations and the International Organization', in M. Smith and R. Little (eds.), *Perspectives on World Politics*, New York: Routledge, pp. 229-241.

Rumki Basu, (ed)(2012) *International Politics: Concepts, Theories and Issues* New Delhi, Sage.

S. Hobden and R. Jones, (2008) 'Marxist Theories of International Relations' in J. Baylis and S. Smith (eds), *The Globalization of World Politics: An Introduction to International Relations*, S. Smith and P. Owens, (2008) 'Alternative Approaches to International Theory' in J. Baylis and S. Smith (eds), *The Globalization of World Politics: An Introduction to International Relations*, New York: Oxford University Press, pp. 181-184.

S. Smith and P. Owens, (2008) 'Alternative Approaches to International Theory' in J. Baylis T. Dunne and B. Schmidt, (2008) 'Realism', in J. Baylis and S. Smith (eds), *The Globalization of World Politics: An Introduction to International Relations*, New York: Oxford University Press, pp. 90-107.

T. Dunne, (2008) 'Liberalism', in J. Baylis and S. Smith (eds.), *The Globalization of World Politics: An Introduction to International Relations*, New York: Oxford University Press, pp. 108-123.

Unit-II

Brezeknski, Z. (2005) *Choice: Global Dominance or Global Leadership*. New York: Basic Books, pp. 85-127.34

Carruthers, S.L. (2005) 'International History, 1900-1945' in Baylis, J. and Smith, S. (eds.) (2008) *The Globalization of World Politics. An Introduction to International Relations*.4th edn. Oxford: Oxford University Press, pp. 76-84.

Calvocoressi, P. (2001) *World Politics: 1945—2000*. Essex: Pearson, pp. 3-91.

Gill, S. (2005) 'Contradictions of US Supremacy' in Panitch, L. and Leys, C. (eds.) *Socialist Register: The Empire Reloaded*. London: Merlin Press. 2004, London, Merlin Press and New York, Monthly Review Press. *Socialist Register*, pp.24-47.

Hobsbawm, E. (1995) *Age of Extreme: The Short Twentieth Century, 1914—1991*. London: Abacus, pp. 225-226.

Scott, L. (2005) 'International History, 1945-1990' in Baylis, J. and Smith, S. (eds.) (2008) *The Globalization of World Politics An Introduction to International Relations*.4th edn. Oxford: Oxford University Press, pp. 93-101.

Taylor, A.J.P. (1961) *The Origins of the Second World War*. Harmondsworth: Penguin, pp.29-65.

Therborn, G. (2006) 'Poles and Triangles: US Power and Triangles of Americas, Asia and Europe' in Hadiz, V.R. (ed.) *Empire and Neo Liberalism in Asia*. London: Routledge, pp.23-37.

Unit-III

- A. Heywood, (2011) *Global Politics*, New York: Palgrave-McMillan, pp. 454-479.
- A. Narlikar, (2005) *The World Trade Organization: A Very Short Introduction*, New York: Oxford University Press, pp. 22-98.
- Chatterjee, Aneek. *International Relations Today: Concepts and Application*. Pearson
- Crane, Robert (ed.). *Building bridges among the BRICS*
- Dattagupta, Rupak. *Global Politics*. Pearson
- J. Goldstein, (2006) *International Relations*, New Delhi: Pearson, pp. 392-405 (MNC).
- J. Goldstein, (2006) *International Relations*, New Delhi: Pearson, pp. 327-368, 392-405 (MNC).
- Andrew Heywood, (2015) *Global Politics* London: Palgrave, pp.466-486.
- Kripalini, Manjeet. *India in the G20: Rule taker to Rule maker*. Routledge
- Larionova, Marina and Kirton, John (eds.). *BRICS and Global Governance*. Routledge
- Gilpin, R. (2003) *Global Political Economy: Understanding the International Economic Order*. Hyderabad: Orient Longman, pp. 278- 304.
- John Stopford, *Multinational Corporations*, Foreign Policy, Fall, 1998
- Oliver Stuenkel, (2020). *The BRICS and Future of Global Order*, London: Lexinton Books.
- P. Hirst, G. Thompson and S. Bromley, (2009) *Globalization in Question*, Cambridge: Polity Press, pp. 68-100 (MNC).
- Pero, Siti Darwinda Mohamed. *Leadership in Regional Community Building: Comparing ASEAN and the European Union*. Palgrave Macmillan
- R. Mansbach and K. Taylor, (2012) 'International Political Economy', *Introduction to Global Politics*, 2nd Edition, New York: Routledge, pp. 470-478.
- R. Picciotto, (2003) 'A New World Bank for a New Century', in C. Roe Goddard et al., *International Political: State-Market Relations in a Changing Global Order*, Boulder: Lynne Reinner, pp. 341-351.
- T. Cohn, (2009) *Global Political Economy: Theory and Practice*, pp. 130-140 (IMF), 208-218 (WTO).
- V.Peterson, (2009) 'How Is The World Organized Economically?', in J. Edkins and M. Zehfuss (eds.) *Global Politics: A New Introduction*, New York: Routledge, pp. 271- 293.

Unit-IV

- A. Acharya, (2011) 'Human Security', in J. Baylis, S. Smith and P. Owens (eds.) *Globalization of World Politics*, New York: Oxford University Press, pp. 480-493.

- A. Acharya, (2001) 'Human Security: East versus West', in *International Journal*, Vol. 56, no. 3, pp. 442-460.
- A. Heywood, (2011) *Global Politics*, New York: Palgrave, pp. 282-301.
- A. Heywood, (2011) *Global Politics*, New York: Palgrave, pp. 383-411.
- A. Vanaik, (2007) *Masks of Empire*, New Delhi: Tulika, pp. 103-128.
- Jindal, N. & Kumar, K. (2018), *Global Politics: Issues and Perspectives*, New Delhi, Sage Publications
- J. Kiras, (2011) 'Terrorism and Globalization', in J. Baylis, S. Smith and P. Owens (eds.) *Globalization of World Politics*, New York: Oxford University Press, pp. 366-380.
- J. Volger, (2011) 'Environmental Issues', in J. Baylis, S. Smith and P. Owens (eds.) *Globalization of World Politics*, New York: Oxford University Press, pp. 348-362.
- K. Shimko, (2005) *International Relations Perspectives and Controversies*, New York: Houghton-Mifflin, pp. 317-339.
- P. Bidwai, (2011) 'Durban: Road to Nowhere', in *Economic and Political Weekly*, Vol.46, No. 53, December, pp. 10-12.
- P. Viotti and M. Kauppi, (2007) *International Relations*, New Delhi: Pearson, pp. 276-307.
- N. Carter, (2007) *The Politics of Environment: Ideas, Activism, Policy*, Cambridge: Cambridge University Press, pp. 13-81.
- S. Tadjbakhsh and A. Chenoy, (2007) *Human Security*, London: Routledge, pp. 13-19; 123-127; 236-243

Four Year Undergraduate Programme

Subject: Political Science

Semester: 4th Semester

Course Name: POL 04-02: Political Theory: Concepts and Debates (Compulsory)

Existing Base Syllabus:

Course Level: 400

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:

Prof. Akhil Ranjan Dutta, Gauhati University (AssamJobz.Com), akhilranjan@gauhati.ac.in

Ms. Bondita Borbora, Dudhnoi College, Dudhnoi, bonditaborbora@gmail.com

Course Objectives:

- Help the students familiarize with the basic normative concepts of political theory. Each concept is related to a crucial political issue that requires analysis with the aid of our conceptual understanding.
- Encourage critical and reflective analysis and interpretation of social practices through the relevant conceptual toolkit.
- Introduce the students to the important debates in the subject. These debates prompt us to consider that there is no settled way of understanding concepts and that in the light of new insights and challenges, besides newer ways of perceiving and interpreting the world around us, we inaugurate new modes of political debates.

Course Outcomes:

- Understand the dimensions of shared living through these political values and concepts.
- Appreciate how these values and concepts enrich the discourses of political life, sharpening their analytical skills in the process.
- Reflect upon some of the important debates in political theory.

- Develop critical thinking and the ability to make logical inferences about socio-economic and political issues, on the basis of comparative and contemporary political discourses in India.

Unit-I: Freedom and Equality

- Freedom: Lockean notion of Negative Freedom & Amartya Sen's notion of Development as Freedom
- Equality: Procedural Equality and Substantive Equality
- Egalitarianism: Background inequalities and differential treatment

Unit-II: Justice

- Distributive Justice: John Rawls
- Libertarian theories of Justice: F. A. Hayek
- Global Justice

Unit-III: Rights and Obligation

- The Universality of Rights and Differentiated Rights
- Rights, Obligation and Civil Disobedience
- Theories of Political Obligation: Conservatism, Consent Theory, Anarchism

Unit-IV: Major Debates

- Whatever happens to nation-state? *Sovereignty under Globalization*.
- How do we accommodate diversity in plural society? *Diversity and Multiculturalism*.
- How do we deal with the *climate changes*? *Ecological Rights* as human rights

Reading List:

Unit-I

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

Andrew Heywood (1994) Political Theory. London: Palgrave Macmillan, PP. 253-258, 284-294

Carter, Ian. (2003) 'Liberty', in Bellamy, Richard and Mason, Andrew (eds.). Political Concepts. Manchester: Manchester University Press, pp. 4-15.

Casal, Paula & William, Andrew.(2008) 'Equality', in McKinnon, Catriona. (ed.) Issues in Political Theory. New York: Oxford University Press, pp. 149- 165.

Knowles, Dudley. (2001) Political Philosophy. London: Routledge, pp. 69- 132.

Riley, Jonathan. (2008) 'Liberty' in Mckinnon, Catriona (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 103-119.

Swift, Adam. (2001) Political Philosophy: A Beginners Guide for Student's and Politicians. Cambridge: Polity Press, pp. 51-88, 91-132.

V. Sriranjani (2008) 'Liberty', in Bhargava, Rajeev and Acharya, Ashok. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 41-57.

Unit-II

Bedau, Hugo Adam. (2003) 'Capital Punishment', in LaFollette, Hugh (ed.). The Oxford Handbook of Practical Ethics. New York: Oxford University Press, pp. 705-733.

Dutta, Akhil Ranjan. (ed.) (2011) "Political Theory-Issues, Concepts and Debates" Arun Prakashan, Panbazar, Guwahati.

Menon, Krishna. (2008) 'Justice', in Bhargava, Rajeev and Acharya, Ashok. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 74-86.

Wolf, Jonathan. (2008) 'Social Justice', in McKinnon, Catriona. (ed.) Issues in Political Theory. New York: Oxford University Press, pp. 172-187.

Swift, Adam. (2001) Political Philosophy: A Beginners Guide for Student's and Politicians. Cambridge: Polity Press, pp. 9-48.

Knowles, Dudley. (2001) Political Philosophy. London: Routledge, pp. 177-238.

McKinnon, Catriona. (ed.) (2008) Issues in Political Theory. New York: Oxford University Press, pp. 289-305.

Unit-III

Seglow, Jonathan. (2003) 'Multiculturalism' in Bellamy, Richard and Mason, Andrew (eds.). Political Concepts. Manchester: Manchester University Press, pp. 156-168.

Tulkdar, P.S. (2008) 'Rights' in Bhargava, Rajeev and Acharya, Ashok. (eds.) Political Theory:

An Introduction. New Delhi: Pearson Longman, pp. 88-104.

McKinnon, Catriona. (2003) 'Rights', in Bellamy, Richard and Mason, Andrew. (eds.)

Young, Iris M. 1989. 'Polity and Group Difference: A Critique of the Ideal of Universal Citizenship' *Ethics*, No.2 pp.250-274

Unit-IV

Hyums, Keith. (2008) 'Political Authority and Obligation', in Mckinnon, Catriona. (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 9-26

Martin, Rex. (2003) 'Political Obligation', in Bellamy, Richard and Mason, Andrew. (eds.)

Political Concepts, Manchester: Manchester University Press, pp. 41-51.

Gutmann, Amy. '*Multiculturalism and "The Politics of Recognition": Essays by Charles Taylor*'. Princeton: Princeton University Press.

Kymlicka, Will.1995.*Multicultural Citizenship: A Liberal Theory of Minority Rights*. Oxford: Clarendon Press.

Kymlicka, Will.2002. *Contemporary Political Philosophy: An Introduction*. New York: Oxford University Press. (pp.327-377)

Mahajan, Gurpreet(ed.).1999. *Democracy, Difference and Social Justice*. New Delhi: Oxford University Press

Mahajan, Gurpreet.2002. *The Multicultural Path: Issues of Diversity and Discrimination in Democracy*. New Delhi: Sage. (pp.85-123)

Parekh, Bhiku.1999. 'Cultural Diversity and Liberal Democracy' in Gurpreet Mahajan (ed.) *Democracy, Difference and Social Justice*. New Delhi: Oxford University Press.

Raz, Joseph. 1989. 'Multiculturalism: A Liberal Perspective' *Dissent*, winter pp.67-69

Taylor, Charles.1994.' The Politics of Recognition' in Amy Gutmann (ed.) *Multiculturalism and the Politics of Recognition*. New Jersey: Princeton University Press.

Mookherjee, Monica, 'Multiculturalism', in Mckinnon, Catriona. (ed.) *Issues in Political Theory*. New York: Oxford University Press, pp. 218- 234.

Seglow, Jonathan, 'Multiculturalism', in Bellamy, Richard and Mason, Andrew. (eds.) *Political Concepts*, Manchester: Manchester University Press, pp. 156-168

M. Shamsul Haque, 'Environmental Discourse and Sustainable Development: Linkages and Limitations', *Ethics and the Environment*, Vol. 5, No. 1 (2000), pp. 3-21

Guha. Ramachandra (ed) *Social Ecology*, Oxford University Press, Delhi, 1990

Four Year Undergraduate Programme

Subject: Political Science

Semester: 4th Semester

Course Name: POL 04-03: Political Processes in India (Compulsory)

Existing Base Syllabus:

Course Level: 400

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. Vikas Tripathi, Gauhati University (AssamJobz.Com), vikastripathi@gauhati.ac.in

Prof. Dhruba Pratim Sharma, Gauhati University (AssamJobz.Com), dhruba75@gauhati.ac.in

Dr. Dadul Dewri, Pub-Kamrup College, Baihata, daduldewri79@gmail.com

Course Objectives:

- An understanding of the political process thus calls for a different mode of analysis that is offered by political sociology.
- This course maps the working of 'modern' institutions, premised on the existence of an individual society, in a context marked by communitarian solidarities and their mutual transformation thereby.
- It also familiarizes students with the working of the Indian State, paying attention to the contradictory dynamics of modern state power.

Course Outcomes:

- This Course is helpful in making students familiar with the significant political processes shaping Indian Politics in last seven decades.
- As such, the paper would help the students to know in detail about electoral processes and trends, party system in India, dynamics of Indian politics including regionalism, caste and religion as well as the changing nature of the Indian State.
- Their engagement with the selected scholarly articles included in the reading list will essentially orient them towards the larger intellectual and research tradition on issues of Indian politics.
- The paper will be helpful in terms of competitive examinations including NET/JRF, SLET as well as research in the field of Indian Politics.

Unit-I: Electoral Process in India

- a. Election Process: First Past the Post System, Proportional Representation System
- b. Representation of the People Act, 1951
- c. Election Commission of India and Electoral Reforms

Unit-II: Party System

- a. National and State Party
- b. Trends in the Party System
- c. Voting Behaviour, Determinants of Voting Behaviour

Unit-III: Dynamics of Indian Politics

- a. Regionalism and Secessionism
- b. Caste and Politics
- c. Religion and Politics, Debates on Secularism

Unit-IV: Changing Nature of Indian State

- a. Developmental, Welfare and Coercive Dimensions
- b. Affirmative Action Policies

c. Development and Displacement Debate

Reading List:

Unit-I

A. Heywood, (2002) 'Representation, Electoral and Voting', in *Politics*, New York; Palgrave pp. 223-245

A. Evans, (2009) 'Elections System', in J. Bara and M. Pennington, (eds.) *Comparative Politics*, New Delhi: Sage Publications, pp. 93-119

<https://eci.gov.in/files/file/9315-the-representation-of-people-act-1951/>

E. Sridhar and M. Vaishnav, (2017) 'Election Commission of India', in D. Kapur, P B Mehta and M Vaishnav, (eds.) *Rethinking Public Institutions in India*, New Delhi: Oxford University Press, pp. 417-463.

Lok Sabha Secretariate, (2020) 'Electoral Reforms in India: Reference Note'

https://loksabhadocs.nic.in/Refinput/New_Reference_Notes/English/04022020_105450_102120474.pdf

P.B. Mehta. 2001. "Is Electoral and Institutional Reform the Answer?"; *Seminar*, 506

<https://www.indiaseminar.com/2001/506/506%20pratap%20bhanu%20mehta.htm>

U.K. Singh and A. Roy, (2019) 'Introduction' in *Election Commission of India:*

Institutionalising Democratic Uncertainties, New Delhi: Oxford University Press.

Unit-II

A. H. Schakel, C. K. Sharma & W. Swenden, (2019). India after the 2014 general elections: BJP dominance and the crisis of the third-party system, *Regional & Federal Studies*, 29 (3), 329-354.

C. Jaffrelot, (2008) 'Why Should We Vote? The Indian Middle Class and the Functioning of World's Largest Democracy', in *Religion, Caste and Politics in India*, Delhi: Primus, pp. 604-619

E. Sridharan, (2012) 'Introduction: Theorizing Democratic Consolidation, Parties and Coalitions', in *Coalition Politics and Democratic Consolidation in Asia*, New Delhi: Oxford University Press.

R. Kothari, (2002) 'The Congress System', in Z. Hasan (ed.) *Parties and Party Politics in India*, New Delhi: Oxford University Press, pp. 39-55.

P. Chibber and R. Verma, (2019). 'The Rise of the Second Dominant Party System in India: BJP's New Social Coalition in 2019', *Studies in Indian Politics*, 7(2), 131-148.

Y. Yadav, (2000) 'Understanding the Second Democratic Upsurge' in F. Frankel, Z. Hasan and R. Bhargava (eds.) *Transforming India: Social and Political Dynamics in Democracy*, New Delhi: Oxford University Press, pp. 120-145

Y. Yadav and S. Palshikar, (2006). 'Party System and Electoral Politics in the Indian States, 1952-2002: From hegemony to convergence.' *India's Political Parties* 6, 73-116.

Y. Yadav (1999). Electoral Politics in the Time of Change: India's Third Electoral System, 1989-1999. *Economic and Political Weekly*, 34 (35), 2393-2399.

Y. Yadav, (200) 'Understanding the Second Democratic Upsurge', in F. Frankel, Z. Hasan and R. Bhargava (eds.) *Transforming India; Social and political Dynamics in Democracy*, New Delhi: Oxford University Press, pp. 120-145

Unit-III

Narain Iqbal. 1976. "Cultural Pluralism, National Integration and Democracy in India", *Asian Survey*, 16(10), October, 903-17

Baruah, Sanjib. 2010. "Regionalism and Secessionism", in Jayal and Mehta (eds). *The Oxford Companion to Politics in India*. pp 181-92

M. Chadda, (2010) 'Integration through Internal Reorganization', in S. Baruah (ed.) *Ethnonationalism in India: A Reader*, New Delhi: Oxford University Press, pp. 379-402

P. Brass, (1999) 'Crisis of National Unity: Punjab, the Northeast and Kashmir', in *The Politics of India Since Independence*, New Delhi: Cambridge University Press and Foundation Books, pp.192-227.

M. Weiner, (2001) 'The Struggle for Equality: Caste in Indian Politics', in Atul Kohli (ed.) *The Success of India's Democracy*, New Delhi: Cambridge University Press, pp. 193-225.

N. Chandhoke, (2010) 'Secularism', in P. Mehta and N. Jayal (eds.) *The Oxford Companion to Politics in India*, New Delhi: Oxford University Press, pp. 333-346.

R. Kothari, (1970) 'Introduction', in *Caste in Indian Politics*, Delhi: Orient Longman, pp. 3-25

T. Pantham, (2004) 'Understanding Indian Secularism: Learning from its Recent Critics', in R. Vora and S. Palshikar (eds.) *Indian Democracy: Meanings and Practices*, New Delhi: Sage pp. 235-256

Unit-IV

Ashok Acharya. (2008). Affirmative Action. In Rajeev Bhargava & Ashok Acharya (Eds.), *Political theory: An introduction*, Delhi: Pearson, pp.

Ashwini Deshpande. 2008. 'Quest for Equality: Affirmative Action in India', *Indian Journal of Industrial Relations*, 44 (2).

A Verma, (2007) 'Police Agencies and Coercive Power', in S. Ganguly, L. Diamond and M. Plattner (eds.) *The State of India's Democracy*, Baltimore: John Hopkins University Press, pp. 130-139.

Bina Agarwal. (1997). 'Bargaining and Gender Relations: Within and Beyond the Household', *Feminist Economics*, 3 (1).

Chandra, Kanchan. 2007. "Counting heads: a theory of voter and elite behavior in patronage democracies", in Herbert Kitschelt and Steven Wilkinson, (eds.) *Patrons, Clients and Policies: Patterns of Democratic Accountability and Political Competition*, Cambridge University Press: Cambridge, 84-140

Kohli Atul. 2006 "Politics of Economic Growth in India 1980-2005: Part I", *Economic and Political Weekly*, 41(13), April 1, pp.1251-59.

Kohli, Atul. 2006 "Politics of Economic Growth in India 1980-2005: Part II", *Economic and Political Weekly*, 41(14), April 8, pp.1361-70.

S. Palshikar, (2008) 'The Indian State: Constitution and Beyond', in R. Bhargava (ed.) *Politics and Ethics of the Indian Constitution*, New Delhi: Oxford University Press, pp. 143-163.

T. Byres, (1994) 'Introduction: Development Planning and the Interventionist State Versus Liberalisation and the Neo-Liberal State: India, 1989-1996', in T. Byres (ed.) *The State Development Planning and Liberalisation in India*, New Delhi: Oxford University Press, 1994, pp.1-35

Four Year Undergraduate Programme

Subject: Political Science

Semester: 4th Semester

Course Name: POL 04-04: Public Policy and Administration in India (Compulsory)

Existing Base Syllabus:

Course Level: 400

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:

Prof. Alaka Sarmah, Gauhati University (AssamJobz.Com),
alakasarmah63@gauhati.ac.in

Prof. Jayanta Krishna Sarmah, Gauhati University (AssamJobz.Com),
jayanta1947@gauhati.ac.in Dr. Diganta Kalita, B. P. Chaliha College, Nagarbera,

- The course seeks to provide an introduction to the discipline of public policy and its significance in contemporary times.
- The course seeks to explain the various aspects of public financial administration.
- The course seeks to provide an introduction to the interface between public policy and administration in India
- The course attempts to provide the students a comprehensive understanding on social welfare administration.

Course Outcomes:

- The students will understand the basic concept of public policy, policy analysis , public policy process and governance. The students also get the knowledge of different stages of public policy in terms of theoretical formulation.
- The student will learn about the principles of financial management, which are necessary for the examination purpose.
- Students will develop basic understanding on the best practices in public administration such as RTI, e-Governance etc
- The student will learn about the various welfare policies and the role of governance in it.

Unit -I: Public Policy

- a. Concept, Relevance and Approaches
- b. Formulation, Implementation and Evaluation
- c. Public Policy Process in India

Unit-II: Financial Administration

- a. Concept and Significance of Budget
- b. Various Approaches and Types of Budgeting
- c. Budget cycle in India

Unit -III: Citizen and Administration Interface

- a. Public Service Delivery
- b. Redressal of Public Grievances: Lokpal
- c. Citizens' Charter

Unit-IV: Social Welfare Administration

- a. Concept and Approaches of Social Welfare
- b. Social Welfare Policies
 - Education: Right to Education
 - Health: National Health Mission

- Food: Right to Food Security
- Employment: MNREGA

Reading List:

Unit-I

Chakrabarty, B. & Chand, P. (2016), *Public Policy: Concepts, Theory and Practice*, New Delhi: Sage Publications

J. Anderson, (1975) *Public Policy Making*. New York: Thomas Nelson and sons Ltd.

M. Howlett, M. Ramesh, and A. Perl, (2009), *Studying Public Policy: Policy Cycles and Policy subsystems*, 3rd edition, Oxford: Oxford University Press

Mary Jo Hatch and Ann .L. Cunliffe *Organisation Theory :Modern, Symbolicand Postmodern Perspectives*, Oxford University Press,2006

Michael Howlett, *Designing Public Policies : Principles And Instruments*, Rutledge, 2011 *The Oxford Handbook Of Public Policy*, Oxford University Press, 2006

Prabir Kumar De, *Public Policy and Systems*, Pearson Education, 2012

R.B. Denhardt and J.V. Denhardt, (2009) *Public Administration*, New Delhi: Brooks/Cole

R.V. Vaidyanatha Ayyar, *Public Policy Making In India*, Pearson,2009

Surendra Munshi and Biju Paul Abraham [Eds.] *Good Governance, Democratic Societies and Globalisation*, Sage Publishers, 2004

T. Dye, (1984) *Understanding Public Policy*, 5th Edition. U.S.A: Prentice Hall, pp. 1-44 *The Oxford Handbook of Public Policy*, OUP, 2006

T. Dye, (2002) *Understanding Public Policy*, New Delhi: Pearson

Xun Wu, M.Ramesh, Michael Howlett and Scott Fritzen , *The Public Policy Primer: Managing The Policy Process*, Rutledge, 2010

Y. Dror, (1989) *Public Policy Making Reexamined*. Oxford: Transaction Publication

Unit-II

Caiden, N.(2004) ‘ Public Budgeting Amidst Uncertainty and Instability’, in Shafritz, J.M. &

Erik-Lane, J. (2005) *Public Administration and Public Management: The Principal Agent Perspective*. New York: Routledge

Henry, N.(1999) *Public Administration and Public Affairs*. New Jersey: Prentice Hall

Hyde, A.C. (eds.) *Classics of Public Administration*. Belmont: Wadsworth

Unit-III

Jenkins, R. and Goetz, A.M. (1999) 'Accounts and Accountability: Theoretical Implications of the Right to Information Movement in India', in *Third World Quarterly*. June

M.J.Moon, *The Evolution of Electronic Government Among Municipalities: Rheoteric or Reality*, American Society For Public Administration, *Public Administration Review*, Vol 62, Issue 4, July –August 2002

Mukhopadhyay, A. (2005) 'Social Audit', in *Seminar*. No.551. 37

Pankaj Sharma, *E-Governance: The New Age Governance*, APH Publishers, 2004

Pippa Norris, *Digital Divide: Civic Engagement, Information Poverty and the Internet in Democratic Societies*, Cambridge: Cambridge University Press, 2001.

R. Putnam, *Making Democracy Work*, Princeton University Press, 1993

Sharma, P.K. &Devasher, M. (2007) 'Right to Information in India' in Singh, S. and Sharma, P. (eds.) *Decentralization: Institutions and Politics in Rural India*. New Delhi: Oxford University Press

Stephan Goldsmith and William D. Eggers, *Governing By Network: The New Shape of the Public Sector*, Brookings Institution [Washington], 2004

United Nation Development Programme, *Reconceptualising Governance*, New York, 1997

Vasu Deva, *E-Governance In India: A Reality*, Commonwealth Publishers, 2005

World Development Report, World Bank, Oxford University Press, 1992.

Unit-IV

Basu Rumki (2015) *Public Administration in India Mandates, Performance and Future Perspectives*, New Delhi, Sterling Publishers

<http://www.cefsindia.org>

J.Dreze and Amartya Sen, *Indian Development: Selected Regional Perspectives*, Oxford: Clareland Press, 1997

Jean Drèze and Amartya Sen, *India, Economic Development and Social Opportunity*, Oxford: Oxford University Press, 1995

Jugal Kishore, *National Health Programs of India: National Policies and Legislations*, Century Publications, 2005

K. Lee and Mills, *The Economic Of Health In Developing Countries*, Oxford: Oxford University Press, 1983

K. Vijaya Kumar, *Right to Education Act 2009: Its Implementation as to Social Development in India*, Delhi: Akansha Publishers, 2012.

Marma Mukhopadhyay and Madhu Parhar(ed.) *Education in India: Dynamics of Development*, Delhi: Shipra Publications, 2007

Nalini Juneja, *Primary Education for All in the City of Mumbai: The Challenge Set By Local Actors'*, International Institute For Educational Planning, UNESCO: Paris, 2001

National Food Security Mission: nfsm.gov.in/Guidelines/XIIPlan/NFSMXII.pdf

Pradeep Chaturvedi [ed.], *Women And Food Security: Role of Panchayats*, Concept Publishers, 1997

Reetika Khera- Rural Poverty And Public Distribution System, EPW, Vol-XLVIII, No.45-46, Nov 2013

Surendra Munshi and Biju Paul Abraham [eds.] *Good Governance, Democratic Societies and Globalisation*, Sage Publishers, 2004

www.righttofoodindia.org

www.un.org/millenniumgoals

Four Year Undergraduate Programme

Subject: Political Science

Semester: 5th Semester

Course Name: POL 05-01: Western Political Philosophy (Compulsory)

Existing Base Syllabus:

Course Level: 500

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 (AssamJobz.Com), barasa@gauhati.ac.in

Dr. Barnali Deka, Mangaldai College, dekabarnali067@gmail.com

Course Objectives:

- This course attempts to introduce the close interconnectedness of philosophy and politics.
- It is attempted at taking the students through the history of western political thought in various periods of its development.
- This course also attempts to explore the political questions of different periods and their relevance in analysing the contemporary political developments.

Course Outcomes:

- It will help the students in understanding the interconnectedness of philosophy and politics and interpret ideas underlying traditions in political philosophy
- It will help to analyze the debates and arguments of leading political philosophers belonging to different traditions.

- The students will be in a position to appraise the relevance of political philosophy in understanding contemporary politics.

Unit-I: Antiquity

- a. Plato: Theory of Forms, Justice, Philosopher Ruler
- b. Aristotle: Citizenship, Justice, Classification of governments

Unit-II: Interlude

- a. Renaissance
- b. Machiavelli: Virtue, Morality and Statecraft, Republicanism

Unit-III: Social Contract Tradition

- a. Hobbes: State of Nature, Social Contract, State
- b. Locke: Laws of Nature, Natural Rights, Social Contract, Property
- c. Rousseau: State of nature, Social Contract, General Will

Unit-IV: Liberal and Marxist Thought

- a. J.S. Mill: Utilitarianism and Liberty
- b. Marry Wollstonecraft: Women and Rights
- c. Karl Marx: Historical Materialism, Class Struggle

Reading List:

Unit-I

- C. Reeve, (2009) 'Plato', in D. Boucher and P. Kelly, (eds) *Political Thinkers: From Socrates to the Present*, Oxford: Oxford University Press, pp. 62-80
- C. Taylor, (1995) 'Politics', in J. Barnes (ed.), *The Cambridge Companion to Aristotle*. Cambridge: Cambridge University Press, pp. 232-258

J. Coleman, (2000) 'Aristotle', in J. Coleman *A History of Political Thought: From Ancient Greece to Early Christianity*, Oxford: Blackwell Publishers, pp.120-186

R. Kraut, (1996) 'Introduction to the study of Plato', in R. Kraut (ed.) *The Cambridge Companion to Plato*. Cambridge: Cambridge University Press, pp. 1-50.

S. Okin, (1992) 'Philosopher Queens and Private Wives', in S. Okin *Women in Western Political Thought*, Princeton: Princeton University Press, pp. 28-50

T. Burns, (2009) 'Aristotle', in D. Boucher, and P. Kelly, (eds) *Political Thinkers: From Socrates to the Present*. Oxford: Oxford University Press, pp.81-99.

Unit-II

A. Skoble and T. Machan, (2007) *Political Philosophy: Essential Selections*. New Delhi: Pearson Education, pp. 9-32.

A. Skoble and T. Machan, (2007) *Political Philosophy: Essential Selections*. New Delhi: Pearson Education pp. 131-157.

B. Constant, (1833) 'The Liberty of the Ancients Compared with that of the Moderns', in D. Boaz, (ed), (1997) *The Libertarian Reader*, New York: The Free Press.

D. Baumgold, (2009) 'Hobbes', in D. Boucher and P. Kelly (eds) *Political Thinkers: From Socrates to the Present*. Oxford: Oxford University Press, pp. 189-206.

J. Coleman, (2000) 'Introduction', in *A History of Political Thought: From Ancient Greece to Early Christianity*, Oxford: Blackwell Publishers, pp. 1-20.

Q. Skinner, (2000) 'The Theorist of Liberty', in *Machiavelli: A Very Short Introduction*. Oxford: Oxford University Press, pp. 54-87.

Q. Skinner, (2010) 'Preface', in *The Foundations of Modern Political Thought Volume I*, Cambridge: Cambridge University Press pp. ix-xv.

Unit-III

A. Bloom, (1987) 'Jean-Jacques Rousseau', in Strauss, L. and Cropsey, J. (eds.) *History of Political Philosophy*, 2nd edition. Chicago: Chicago University Press, pp. 559-580.

A. Ryan, (1996) 'Hobbes's political philosophy', in T. Sorell, (ed.) *Cambridge Companion to Hobbes*. Cambridge: Cambridge University Press, pp. 208-245.

- A. Skoble and T. Machan, (2007) *Political Philosophy: Essential Selections*. New Delhi: Pearson Education, pp. 181-209.
- B. Nelson, (2008) *Western Political Thought*. New York: Pearson Longman, pp. 221-255.
- C. Macpherson (1962) *The Political Theory of Possessive Individualism: Hobbes to Locke*. Oxford University Press, Ontario, pp. 17-29.
- C. Macpherson, (1962) *The Political Theory of Possessive Individualism: Hobbes to Locke*. Oxford University Press, Ontario, pp. 194-214.
- I. Hampsher-Monk, (2001) *A History of Modern Political Thought: Major Political Thinkers from Hobbes to Marx*, Oxford: Blackwell Publishers, pp. 69-116
- I. Hampsher-Monk, (2001) 'Thomas Hobbes', in *A History of Modern Political Thought: Major Political Thinkers from Hobbes to Marx*, Oxford: Blackwell Publishers, pp. 1-67.
- J. Waldron, (2009) 'John Locke', in D. Boucher and P. Kelly, (eds) *Political Thinkers: From Socrates to the Present*. Oxford: Oxford University Press, pp. 207-224
- M. Keens-Soper, (2003) 'Jean Jacques Rousseau: The Social Contract', in M. Forsyth and M. Keens-Soper, (eds) *A Guide to the Political Classics: Plato to Rousseau*. New York: Oxford University Press, pp. 171-202.
- R. Ashcraft, (1999) 'Locke's Political Philosophy', in V. Chappell (ed.) *The Cambridge Companion to Locke*, Cambridge. Cambridge University Press, pp. 226-251.

Unit-IV

- A. Skoble and T. Machan, (2007) *Political Philosophy: Essential Selections*, New Delhi: Pearson Education, pp. 328-354.
- A. Skoble, and T. Machan, (2007) *Political Philosophy: Essential Selections*, New Delhi: Pearson Education, pp. 286-327.
- B. Ollman (1991) *Marxism: An Uncommon Introduction*, New Delhi: Sterling Publishers. G. Blakely and V. Bryson (2005) *Marx and Other Four Letter Words*, London: Pluto
- C. Jones, (2002) 'Mary Wollstonecraft's *Vindications* and their Political Tradition' in C. Johnson, (ed.) *The Cambridge Companion to Mary Wollstonecraft*, Cambridge: Cambridge University Press, pp. 42-58.
- H. Magid, (1987) 'John Stuart Mill', in L. Strauss and J. Cropsey, (eds), *History of Political Philosophy*, 2nd edition. Chicago: Chicago University Press, pp. 784-801.

J. Cropsey, (1987) 'Karl Marx', in L. Strauss and J. Cropsey, (eds) *History of Political Philosophy*, 2nd Edition. Chicago: Chicago University Press, pp. 802-828.

L. Wilde, (2003) 'Early Marx', in D. Boucher and P. Kelly, P. (eds) *Political Thinkers: From Socrates to the Present*. New York: Oxford University Press, pp. 404-435.

P. Kelly, (2003) 'J.S. Mill on Liberty', in D. Boucher, and P. Kelly, (eds.) *Political Thinkers: From Socrates to the Present*. New York: Oxford University Press, pp. 324-359.

S. Ferguson, (1999) 'The Radical Ideas of Mary Wollstonecraft', in *Canadian Journal of Political Science* XXXII (3), pp. 427-50, Available at <http://digitalcommons.ryerson.ca/politics>, Accessed: 19.04.2013.

Selections from A Vindication of the Rights of Woman, Available at <http://oregonstate.edu/instruct/phl302/texts/wollstonecraft/womana.html#CHAPTER%20II>, Accessed: 19.04.2013.

Four Year Undergraduate Programme

Subject: Political Science

Semester: 5th Semester

Course Name: POL 05-02: Indian Political Thought (Compulsory)

Existing Base Syllabus:

Course Level: 500

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. Joanna Mahjebeen, Gauhati University (AssamJobz.Com), jmahjebeen@gauhati.ac.in

Dr. Ankita Baruah, Darrang College, Tezpur, ankitabaruah65@gmail.com

Course Objectives:

- To introduce the students to the diversity of thinkers in the Indian political tradition.
- To enable them to understand the trajectory of development of Indian Political Thought spanning over two millennia
- To introduce students to the social context which influenced the formation of such ideas
- To provide a sense of the broad streams of Indian thought while encouraging a specific knowledge of individual thinkers and texts.

Course Outcomes:

- Better understand the themes and issues in political thought of India.
- Compare and contrast positions of leading political thinkers in India on issues that are constitutive of modern India.

- Comprehend the importance of the socio-political context for the emergence of the ideas.
- Assess the relevance of political thought of India in understanding contemporary politics.

Unit-I: Ancient Political Thought

- a. Kautilya: Theory of State
- b. Manu: Social laws

Unit-II: Medieval Political Thought

- a. Ziauddin Barani: Ideal Polity
- b. Abul Fazl: Governance and Administration

Unit-III: Modern Political Thought

- a. Raja Ram Mohan Roy: Reformist ideas
- b. Gandhi: Swaraj; Satyagraha; Critique of Modern Civilisation
- c. Nehru: Secularism, Socialism

Unit-IV: Caste, Class and Gender in Indian Political Thought

- a. Ambedkar: The Revolution against Caste
- b. Lohia: Socialism
- c. Tarabai Shinde: Patriarchy and Caste

Reading List:

Unit-I

Kautilya, (1997) 'The Elements of Sovereignty' in R. Kangle (ed. and trns.), *Arthashastra of Kautilya*, New Delhi: Motilal Publishers, pp. 511- 514.

Manu, (2006) 'Rules for Times of Adversity', in P. Olivelle, (ed. &trans.) *Manu's Code of Law: A Critical Edition and Translation of the Manava- Dharamsastra*, New Delhi: OUP, pp. 208- 213.

P. Olivelle, (2006) 'Introduction', in *Manu's Code of Law: A Critical Edition and Translation of the Manava –Dharmasastra*, Delhi: Oxford University Press, pp. 3- 50

R. Kangle, (1997) *Arthashastra of Kautilya-Part-III: A Study*, Delhi: Motilal Banarsidass, rpt., pp. 116- 142.

R. Sharma, (1991) 'Varna in Relation to Law and Politics (c 600 BC-AD 500)', in *Aspects of Political Ideas and Institutions in Ancient India*, Delhi: Motilal Banarsidass, pp. 233- 251.

Singh, M.P., (2011), *Kautilya: Theory of Stat*, in M.P. Singh & Himanghsu Roy(ed) *Indian Political Thought: Themes and Thinkers*, Pearson Publications, New Delhi, pp 1-17.

Sinha, Nalini (2011), *Manu: Social Laws*, in M.P. Singh & Himanghsu Roy(ed) *Indian Political Thought: Themes and Thinkers*, Pearson Publications, New Delhi, pp 18-29

V. Mehta, (1992) 'The Cosmic Vision: Manu', in *Foundations of Indian Political Thought*, Delhi: Manohar, pp. 23- 39.

V.Mehta, (1992) 'The Pragmatic Vision: Kautilya and His Successor', in *Foundations of Indian Political Thought*, Delhi: Manohar, pp. 88- 109.

Unit-II

Fazl, A., (1873) *The Ain-i Akbari* (translated by H. Blochmann), Calcutta: G. H. Rouse, pp. 47- 57.

Habib, I. (1998) 'Ziya Barni's Vision of the State', in *The Medieval History Journal*, Vol. 2, (1), pp. 19- 36.

Habib, I. (1998). A Political Theory For The Mughal Empire — A Study Of The Ideas Of Abu'l Fazl. *Proceedings of the Indian History Congress*, 59, 329–340.

Habib,I. (1998) 'Two Indian Theorist of The State: Barani and Abul Fazal', in *Proceedings of the Indian History Congress*. Patiala, pp. 15- 39.

M. Alam, (2004) 'Sharia Akhlaq', in *The Languages of Political Islam in India 1200- 1800*, Delhi: Permanent Black, pp. 26- 43

M. Alam, (2004) 'Sharia in Naserean Akhlaq', in *Languages of Political Islam in India 1200- 1800*, Delhi: Permanent Black, pp. 46- 69.

Mehta, V.R. (1992) 'The Imperial Vision: Barni and Fazal', in *Foundations of Indian Political Thought*, Delhi: Manohar, pp. 134- 156.

Unit-III

A. Parel, (ed.), (2002) 'Introduction', in *Gandhi, Freedom and Self Rule*, Delhi: Vistaar Publication.

B. Zachariah, (2004) *Nehru*, London: Routledge Historical Biographies, pp. 169-213.

C. Bayly, (2010) 'Rammohan and the Advent of Constitutional Liberalism in India 1800- 1830', in Sh. Kapila (ed.), *An intellectual History for India*, New Delhi: Cambridge University Press, pp. 18- 34. T.

Chakrabarty, B. & Pandey, R.K. (2009), *Modern Indian Political Thought: Text and Context*, New Delhi, Sage Publications

J. Nehru, (1991) 'Selected Works', in S. Hay (ed.), *Sources of Indian Tradition, Vol. 2*, Second Edition, New Delhi: Penguin, pp. 317-319.

M. Gandhi, (1991) 'Satyagraha: Transforming Unjust Relationships through the Power of the Soul', in S. Hay (ed.), *Sources of Indian Tradition, Vol. 2*. Second Edition, New Delhi: Penguin, pp. 265-270.

Mukherjee, R. (2009). Gandhi's Swaraj. *Economic and Political Weekly*, 44(50), 34–39.
<http://www.jstor.org/stable/25663887>

P. Chatterjee, (1986) 'The Moment of Arrival: Nehru and the Passive Revolution', in *Nationalist Thought and the Colonial World: A Derivative Discourse?* London: Zed Books, pp. 131-166

Pantham, (1986) 'The Socio-Religious Thought of Rammohan Roy', in Th. Panthom and K. Deutsch, (eds.) *Political Thought in Modern India*, New Delhi: Sage, pp.32-52.

Parekh, Bhikhu (1991), *Nehru and the National Philosophy of India*, Economic and Political Weekly, Vol. 26, No. 1/2 (Jan. 5-12,), pp. 35-48

Parekh, Bhikhu (1997), *Gandhi: A Very Short Introduction*, Oxford University Press, New York, pp 64-91.

R. Pillai, (1986) 'Political thought of Jawaharlal Nehru', in Th. Pantham, and K. Deutsch (eds.), *Political Thought in Modern India*, New Delhi: Sage, pp. 260- 274.

Unit-IV

B. Ambedkar, (1991) 'Constituent Assembly Debates', S. Hay (ed.), *Sources of Indian Tradition*, Vol. 2, Second Edition, New Delhi: Penguin, pp. 342-347.

B. Mungekar, (2007) 'Quest for Democratic Socialism', in S. Thorat, and Aryana (eds.), *Ambedkar in Retrospect - Essays on Economics, Politics and Society*, Jaipur: IIDS and Rawat Publications, pp. 121-142.

Doctor, A. H. (1988). Lohia's Quest for an Autonomous Socialism. *The Indian Journal of Political Science*, 49(3), 312–327.

Kumar, Sanjay, Lohia: Democracy, in M.P. Singh & Himanghsu Roy(ed) *Indian Political Thought: Themes and Thinkers*, Pearson Publications, New Delhi, pp 251-258.

P. Chatterjee, (2005) 'Ambedkar and the Troubled times of Citizenship', in V. Mehta and Th. Pantham (eds.), *Political ideas in modern India: Thematic Explorations*, New Delhi: Sage, pp. 73-92.

T. Shinde, (1993) 'Stree Purusha Tulna', in K. Lalitha and Susie Tharu (eds), *Women Writing in India*, New Delhi, Oxford University Press, pp. 221-234

Tolpadi, R. (2010), Context, *Discourse and Vision of Lohia's Socialism*, *Economic and political Weekly*, 45(40), 71–77.

V. Rodrigues, (2007) 'Good society, Rights, Democracy Socialism', in S. Thorat and Aryama (eds.), *Ambedkar in Retrospect - Essays on Economics, Politics and Society*, Jaipur: IIDS and Rawat Publications.

Four Year Undergraduate Programme

Subject: Political Science

Semester: 5th Semester

Course Name: POL 05-03a: United Nations and Global Conflict (Optional) Existing Base

Syllabus:

Course Level: 500

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. Shubhrajeev Konwer, Gauhati University (AssamJobz.Com), sk489@gauhati.ac.in

Dr. Ratul Ch. Kalita, Tihu College, Tihu, ratulchkalita70@gmail.com

Course Objectives:

- This course provides a comprehensive introduction to the most important multilateral political organization in international relations.
- It provides a detailed account of the organizational structure and the political processes of the UN, and how it has evolved since 1945, especially in terms of dealing with the major global conflicts.
- The course imparts a critical understanding of the UN's performance until now and the imperatives as well as processes of reforming the organization in the context of the contemporary global system.

Course Outcomes:

- To make students learn the importance of United Nations as an organization.

- To enable students to have a basic understanding of the political processes of the United Nations.
- To make students learn the relevance of United Nations and its intervention in global conflicts critically.
- To help students identify and analyse the key conflicts that have shaped contemporary global politics.

Unit-I: The United Nations

- A Historical Overview of the United Nations
- Principles and Objectives
- Structures and Functions: General Assembly; Security Council, and Economic and Social Council; the International Court of Justice

Unit-II: The United Nations in Conflict Resolution

- Collective security during the Cold War
- Peace Keeping, Peace Making and Enforcement, Peace Building and Responsibility to Protect
- Reforming the UN

Unit-III: Specialised Agencies of the UN: Role and Challenges

- United Nations Development Programme (UNDP)
- United Nations Environment Programme (UNEP)
- United Nations High Commissioner for Refugees (UNHCR)
- The World Health Organisation (WHO)

Unit-IV: Major Global Conflicts Since the End of the Cold War

- The war in Afghanistan
- The war in Iraq
- The war in Ukraine

Reading List:

Unit-I

Armstrong, D., Lloyd, L. and Redmond, J. (2004) International organisations in world politics. 3rd edn. New York: Palgrave Macmillan, pp. 42-43.

Basu, Rumki (2014) United Nations: Structure and Functions of an international organization, New Delhi, Sterling Publishers

Gareis, S.B. and Varwick, J. (2005) The United Nations: An introduction. Basingstoke: Palgrave, pp. 15-21.

Unit-II

Claude, I. (1984) Swords into plowshares: the progress and problems of international organisation. 4th edn. New York: Random House

Baylis, J. and Smith, S. (eds.) (2008) The globalization of world politics. an introduction to international relations. 4th edn. Oxford: Oxford University Press, pp. 405-422.

Calvocoressi, P. (2001) World Politics: 1945-200. 3rd edn. Harlow: Pearson Education, pp. 116-124.

Dodds, F. (ed.) (1987) The way forward: beyond the agenda 21. London: Earthscan.

Ghali, B.B. (1995) An agenda for peace. New York: UN, pp.5-38. United Nations Department of Public Information. (2008) The United Nations Today. New York: UN.

Nambiar, S. (1995) 'UN peace-keeping operations', in Kumar, S. (eds.) The United Nations at fifty. New Delhi, UBS, pp. 77-94.

Rajan, M.S., Mani, V.S and Murthy, C.S.R. (eds.) (1987) The nonaligned and the United Nations. New Delhi: South Asian Publishers.

Sangal, P.S. (1986) 'UN, peace, disarmament and development', in Saxena, J.N. et.al. United Nations for a better world. New Delhi: Lancers, pp.109-114.

Unit-III

Baxi, U. (1986) 'Crimes against the right to development', in Saxena, J.N. et.al. United Nations for a better world. New Delhi: Lancers, pp.240-248.

Goldstein, J. and Pevehouse, J.C. (2006) International relations. 6th edn. New Delhi: Pearson, pp. 265-282.

J.S. (2003) *International relations*. 3rd edn. Delhi: Pearson Education, pp 43-51. Moore, J.A. Jr. and Pubantz, J. (2008) *The new United Nations*. Delhi: Pearson Education, pp.24-27.

Moore, J.A. Jr. and Pubantz, J. (2008) *The new United Nations*. Delhi: Pearson Education, pp.119-135.

Moore, J.A. Jr. and Pubantz, J. (2008) *The new United Nations*. Delhi: Pearson Education, pp. 91-112.

South Asia Human Rights Documentation Centre. (2006) *Human rights: an overview*. New Delhi: Oxford University Press.

Taylor, P. and Groom, A.J.R. (eds.) (2000) *The United Nations at the millennium*. London: Continuum, pp. 21-141.

Thakur, R. (1998) 'Introduction', in Thakur, R. (eds.) *Past imperfect, future uncertain: The UN at Fifty*. London: Macmillan, pp. 1-14.

Whittaker, D.J. (1997) 'Peacekeeping', in *United Nations in the contemporary world*. London: Routledge, pp. 45-56.

Unit-IV

Fawcett, L. (2023) The Iraq War 20 years on: towards a new regional architecture, *International Affairs*, Volume 99, Issue 2, March, Pages 567–585, <https://doi.org/10.1093/ia/iad002>

James Ellison, Michael Cox, Jussi M. Hanhimäki, Hope M. Harrison, N. Piers Ludlow, Angela Romano, Kristina Spohr & Vladislav Zubok (2023) The war in Ukraine, *Cold War History*, 23:1, 121-206, DOI: [10.1080/14682745.2023.2162329](https://doi.org/10.1080/14682745.2023.2162329)

Ratten, V. (2023). The Ukraine/Russia conflict: Geopolitical and international business strategies. *Thunderbird International Business Review*, 65(2), 265– 271. <https://doi.org/10.1002/tie.22319>

Shahrani, M. N. (Ed.). (2018). *Modern Afghanistan: The Impact of 40 Years of War*. Indiana University Press. <https://doi.org/10.2307/j.ctv8j6dx>

Walldorf C. W; (2022) Narratives and War: Explaining the Length and End of U.S. Military Operations in Afghanistan. *International Security* 2022; 47 (1): 93–138. doi: https://doi.org/10.1162/isec_a_00439

Four Year Undergraduate Programme

Subject: Political Science

Semester: 5th Semester

Course Name: POL 05-03b: Comparative Government and Politics (Optional) Existing

Base Syllabus:

Course Level: 500

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. Shubhrajeev Konwer, Gauhati University (AssamJobz.Com), sk489@gauhati.ac.in

Dr. Jintu Gohain, R. G. Baruah College, Guwahati, gohain89@gmail.com

Course Objectives:

- Students will leave this course with the foundational knowledge they need to understand comparative politics.
- Understanding the topic of Political Science is facilitated by studying the many constitutions, each of which has its own history, institutions, and points of divergence.

Course Outcomes:

- To analyse the importance of different methods of “comparison”.
- To understand the different forms of governments..
- To assess the working of institutions .

Unit-I: Introduction to Comparative Politics

- a. Meaning and Nature
- b. Comparative methods
- c. Traditional and modern approaches to understanding of comparative politics

Unit-II: Introduction to British Constitution

- a. History, Conventions, Features
- b. Monarchy
- c. Parliament
- d. PM and the cabinet

Unit-III: Introduction to US Constitution

- a. History and Features
- b. President and the Congress
- c. Supreme Court
- d. Federalism

Unit-IV: Introduction to the Swiss Constitution

- a. History and features
- b. Federal Council and the Federal Assembly
- c. Swiss Federation
- d. Federal Courts

Reading List:

Unit-I

Bara, J & Pennington, M. (eds.). (2009) Comparative Politics. New Delhi: Sage.

Caramani, D. (ed.). (2008) Comparative Politics. Oxford: Oxford University Press.

Hague, R. and Harrop, M. (2010) Comparative Government and Politics: An Introduction.(Eight Edition). London: Palgrave McMillan.

Ishiyama, J.T. and Breuning, M. (eds.). (2011) 21st Century Political Science: A Reference Book. Los Angeles: Sage.

Newton, K. and Deth, Jan W. V. (2010) Foundations of Comparative Politics: Democracies of the Modern World. Cambridge: Cambridge University Press.

O'Neil, P. (2009) Essentials of Comparative Politics.(Third Edition). New York: WW. Norton & Company, Inc.

Unit-II

Bhagwan, Vishnoo and VidyaBhushan and VandhanaMohla (2022)World Constitutions: A comparative Study , Sterling Publishers.

Kapur, A.C. (2010) Select Constitutions, S. Chand.

Palekar, S.A. (2009) Comparative Government and Politics. New Delhi: PHI Learning Pvt. Ltd.

Unit-III

Bhagwan, Vishnoo and VidyaBhushan and VandhanaMohla (2022)World Constitutions: A comparative Study , Sterling Publishers.

Kapur, A.C. (2010) Select Constitutions, S. Chand.

Palekar, S.A. (2009) Comparative Government and Politics. New Delhi: PHI Learning Pvt. Ltd.

Unit-IV

Bhagwan, Vishnoo and VidyaBhushan and VandhanaMohla (2022) World Constitutions: A comparative Study , Sterling Publishers.

Kapur, A.C. & Mishra, K.K. (2010) Select Constitutions, S. Chand.

Palekar, S.A. (2009) Comparative Government and Politics. New Delhi: PHI Learning Pvt. Ltd.

Four Year Undergraduate Programme

Subject: Political Science

Semester: 5th Semester

Course Name: POL 05-04a: Introduction to India's Foreign Policy (Optional)

Existing Base Syllabus:

Course Level: 500

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. Rubul Patgiri, Gauhati University (AssamJobz.Com),
rubulpatgiri@gauhati.ac.in

Dr. Ankita Baruah, Darrang College, Tezpur, ankitabaruah65@gmail.com

Course Objectives:

- The course seeks to provide basic knowledge of India's foreign policy.
- By exposing students to the various aspects of foreign policy formulation process in India, evolving nature of India's engagement with different powers and actors and its major foreign policy initiatives, the course is structured to equip them with the basic knowledge necessary to follow India's foreign issues and debates.

Course Outcomes:

- To enable students to learn about the evolution of India's engagement with the world and foreign policy formulation process in India.

- To familiarize students the nature of India's evolving relationship with major powers and its neighbours.
- To demonstrate the knowledge of multilateral diplomacy of India.

Unit-I: Making of India's Foreign Policy:

- a. Evolution of India's foreign policy-Nehruvian tradition and India in the new world order
- b. Domestic and External determinants,
- c. Policy formulation process-the Institutional structure (MEA, PMO and Parliament)

Unit-II: India and Major Powers

India's relations with

- a. USA,
- b. Russia
- c. China

Unit-III: India and its Neighbours

- a. Pakistan,
- b. Bangladesh
- c. Sri Lanka
- d. Concept of 'Extended Neighbourhood' and India's Look (Act) East Policy.

Unit-IV: India's Multilateral Diplomacy

- a. India and the United Nations
- b. India and International financial Institutions,
- c. India and Climate change

Reading List:

Unit-I

A. Appadorai (1982). *Domestic Roots of India's Foreign Policy: 1947-72*, New Delhi: Oxford University Press.

A.P. Rana: *The Imperatives of Non-Alignment: A Conceptual Study of India's Foreign Policy Strategy in the Nehru Period*. Macmillan, New Delhi, 1976

C. Mohan, (2013) 'Changing Global Order: India's Perspective', in A. Tellis and S. Mirski (eds.), *Crux of Asia: China, India, and the Emerging Global Order*, Carnegie Endowment for International Peace: Washington.

Ch. Ogden, (2011) 'International 'Aspirations' of a Rising Power', in David Scott (ed.), *Handbook of India's International Relations*, London: Routledge, pp.3-31

Chaudhury, Rudra, (2015). 'The Parliament' in David M. Malone et al (eds). *The Oxford Handbook of Indian Foreign Policy*, UK: Oxford University Press.

J. Bandhopadhyaya, (1970). *The Making of India's Foreign Policy*, New Delhi: Allied Publishers.

Madan, Tanvi, (2015). 'Officialdom: South Block and Beyond' in David M. Malone et al. (eds). *The Oxford Handbook of Indian Foreign Policy*, UK: Oxford University Press.

Mansingh, Surjit , (1998). *Nehru s Foreign Policy, Fifty Years On*, New Delhi: Mosaic Books

P. Mehta, (2009) 'Still Under Nehru's Shadow? The Absence of Foreign Policy Frameworks in India', in *India Review*, Vol. 8 (3), pp. 209–233.

R. Rajgopalan and V. Sahni (2008), 'India and the Great Powers: Strategic Imperatives, Normative Necessities', in *South Asian Survey*, Vol. 15 (1), pp. 5–32.

S. Cohen, (2002) *India: Emerging Power*, Brookings Institution Press.

S. Ganguly and M. Pardesi, (2009) 'Explaining Sixty Years of India's Foreign Policy', in *India Review*, Vol. 8 (1), pp. 4–19.

Saksena, P. (1996). 'India's Foreign Policy: The Decision Making Process', *International Studies*, 33 (4): 391-405.

Sunil Khilnani, (2015). 'India's Rise: The Search for Wealth and Power in the Twenty-First Century' in David M. Malone et at, eds. *The Oxford Handbook of Indian Foreign Policy*, New Delhi: Oxford University Press.

W. Anderson, (2011) 'Domestic Roots of Indian Foreign Policy', in W. Anderson, *Trusts with Democracy: Political Practice in South Asia*, Anthem Press: University Publishing Online.

Unit-II

A. Singh, (1995) 'India's Relations with Russia and Central Asia', in *International Affairs*, Vol. 71 (1): 69-81.

A. Tellis and S. Mirski, (2013) 'Introduction', in A. Tellis and S. Mirski (eds.), *Crux of Asia: China, India, and the Emerging Global Order*, Carnegie Endowment for International Peace: Washington.

D. Mistry, (2006) 'Diplomacy, Domestic Politics, and the U.S.-India Nuclear Agreement', in *Asian Survey*, Vol. 46 (5), pp. 675-698.

H. Pant, (2008) 'The U.S.-India Entente: From Estrangement to Engagement', in H. Pant, *Contemporary Debates in Indian Foreign and Security Policy: India Negotiates Its Rise in the International System*, Palgrave Macmillan: London.

H. Pant, (2011) 'India's Relations with China', in D. Scott (ed.), *Handbook of India's International Relations*, London: Routledge, pp. 233-242.

Li Li, (2013) 'Stability in Southern Asia: China's Perspective', in A. Tellis and S. Mirski (eds.), *Crux of Asia: China, India, and the Emerging Global Order*, Carnegie Endowment for International Peace: Washington.

M. Zafar, (1984), 'Chapter 1', in *India and the Superpowers: India's Political Relations with the Superpowers in the 1970s*, Dhaka, University Press.

R. Hathaway, (2003) 'The US-India Courtship: From Clinton to Bush', in S. Ganguly (ed.), *India as an Emerging Power*, Frank Cass: Portland.

S. Mehrotra, (1990) 'Indo-Soviet Economic Relations: Geopolitical and Ideological Factors', in *India and the Soviet Union: Trade and Technology Transfer*, Cambridge University Press: Cambridge, pp. 8-28.

S. Raghavan, (2013) 'Stability in Southern Asia: India's Perspective', in A. Tellis and S. Mirski (eds.), *Crux of Asia: China, India, and the Emerging Global Order*, Carnegie Endowment for International Peace: Washington.

Unit-III

Amitav Acharya, (2015). 'India's 'Look East' Policy' in David M. Malone et al, (eds.) *The Oxford Handbook of Indian Foreign Policy*, New Delhi: Oxford University Press.

D. Scott, (2009) 'India's "Extended Neighbourhood" Concept: Power Projection for a Rising Power', in *India Review*, Vol. 8 (2), pp. 107-143

David M. Malone (2018). *Does Elephant Dance?*, New Delhi: Oxford University Press

David M. Malone et al, eds. (2015). *The Oxford Handbook of Indian Foreign Policy*, New Delhi: Oxford University Press.

Haokip, Thongkholal. (2015). India's Look East Policy: Prospects and Challenges for Northeast India. *Studies in Indian Politics*, 3 (2), 198-211

Harsh V. Pant, (2021). *Politics and Geopolitics: Decoding India's Neighbourhood Challenges*, New Delhi: Rupa Publications.

J. N. Dixit, (2010). *India's Foreign Policy and Its Neighbours*, New Delhi: Gyan Publishing House

S. Cohen, (2002) 'The World View of India's Strategic Elite', in S. Cohen, *India: Emerging Power*, Brookings Institution Press, pp. 36-65.

S. Muni, (2003) 'Problem Areas in India's Neighbourhood Policy', in *South Asian Survey*, Vol. 10 (2), pp. 185-196.

V. Sood, (2009) 'India and regional security interests', in Alyssa Ayres and C. Raja Mohan (eds), *Power realignments in Asia: China, India, and the United States*, New Delhi: Sage.

Unit-IV

A. Narlikar, (2006) 'Peculiar Chauvinism or Strategic Calculation? Explaining the Negotiating Strategy of a Rising India', in *International Affairs*, Vol. 82 (1), pp. 59-76.

David M. Malone (2018). *Does Elephant Dance?*, New Delhi: Oxford University Press

Jason A. Kirk, (2015). 'India and the International Financial Institutions' in David M. Malone et al, (eds.) *The Oxford Handbook of Indian Foreign Policy*, New Delhi: Oxford University Press.

Manu Bhagavan, (2015). 'India and United Nations: Or Things Fall Apart' in David M. Malone et al, eds. *The Oxford Handbook of Indian Foreign Policy*, New Delhi: Oxford University Press.

N. Dubash, (2012) 'The Politics of Climate Change in India: Narratives of Enquiry and Co benefits', Working Paper, New Delhi: Centre for Policy Research.

Navroz K. Dubash and Lavanya Rajaman, (2015). 'Multilateral Diplomacy on Climate Change' in David M. Malone et al, (eds.)*The Oxford Handbook of Indian Foreign Policy*, New Delhi: Oxford University Press.

Poorvi Chitalkar and David M. Malone, (2015). 'India and Global Governance' in David M. Malone et al, (eds.)*The Oxford Handbook of Indian Foreign Policy*, New Delhi: Oxford University Press.

S. Cohen, (2002) 'The World View of India's Strategic Elite', in S. Cohen, *India: Emerging Power*, Brookings Institution Press, pp. 36-65.

Four Year Undergraduate Programme

Subject: Political Science

Semester: 5th Semester

Course Name: POL 05-04b: Understanding South Asia (Optional)

Existing Base Syllabus:

Course Level: 500

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. Shubhrajeev Konwer, Gauhati University (AssamJobz.Com), sk489@gauhati.ac.in Dr.

Ratul Ch. Kalita, Tihu College, Tihu, ratulchkalita70@gmail.com

Course Objectives:

- The course introduces the historical legacies and geopolitics of South Asia as a region.
- It imparts an understanding of political regime types as well as the socioeconomic issues of the region in a comparative framework.
- The course also appraises students of the common challenges and the strategies deployed to deal with them by countries in South Asia.

Course Outcomes:

- To identify geo-political and historical construction of South Asia as a region.
- To analyse the politics and socio-economic issues of the South Asian Region.

- To assess the relevance of regionalism in South Asia and India's position in the region.

Unit-I: South Asia- Understanding South Asia as a Region

- a. Colonial Legacies
- b. Geopolitics of South Asia
- c. Regional cooperation in South Asia

Unit-II: Politics and Governance in Contemporary South Asia

- a. Nepal: Monarchy and Democracy
- b. Pakistan: Political Stability and the Role of the Army
- c. Bangladesh: State of Democracy and Religious Fundamentalism
- d. Sri Lanka: Constitutional Crises and Economy

Unit-III: Foreign Policies of Countries of South Asia

- a. Nepal
- b. Pakistan
- c. Bangladesh
- d. Sri Lanka

Unit-IV: South Asia: Regional Issues and Challenges

- a. Human Development in South Asia
- b. Insurgency and Terrorism
- c. Refugees and Migration

Reading List:

Unit-I

Acharya, J. and Bose, T.K. (2001) 'The New Search for a Durable Solution for Refugees: South Asia', in Samaddar, S. and Reifeld, H. (eds.) Peace as Process: Reconciliation and Conflict Resolution in South Asia. New Delhi: Vedams ,pp-137-157 73

Baxter, C. (ed.) (1986) The Government and Politics of South Asia. London: Oxford University Press.

Brass, P. (ed.) (1986)Routledge Handbook of South Asian Politics. London: Routledge, pp.1-24 72 I.

Hagerty, D.T. (ed.) (2005) South Asia in World Politics, Oxford: Rowman and Littlefield.

Hewitt, V. (1992) 'Introduction', in The International Politics of South Asia. Manchester: Manchester University Press, pp.1-10.

Muni, S.D. (2003) 'South Asia as a Region', South Asian Journal, 1(1), August-September, pp. 1-6

Muni, S.D. and Jetley, R. (2010) 'SAARC prospects: the Changing Dimensions', in Muni, S.D. (ed.) Emerging dimensions of SAARC. New Delhi: Foundation Books, pp. 1-31.

Rizvi, G. (1993) South Asia in a Changing International Order. New Delhi: Sage

Thakur, R. and Wiggin, O.(ed.) (2005) South Asia and the world. New Delhi: Bookwell.

Unit-II

Burki, S.J. (2010) 'Pakistan's Politics and its Economy', in Brass, P. (ed.) Routledge Handbook of South Asian Politics. London: Routledge, pp. 83-97.

Jha, N.K. (2008) 'Domestic Turbulence in Nepal: Origin, Dimensions and India's Policy Options', in Kukreja, V. and Singh, M.P. (eds.) Democracy, Development and Discontent in South Asia. New Delhi: Sage, pp. 264-281

Kukreja, V. (2003) Contemporary Pakistan. New Delhi: Sage, pp. 75-111 and 112-153.

Kukreja, V. and Singh, M.P. (eds) (2008) Democracy, Development and Discontent in SouthAsia. New Delhi: Sage.

Mendis, D. (ed.) Electoral Processes and Governance in South Asia. New Delhi: Sage, pp.15-52.

Subramanyam, K. (2001) 'Military and Governance in South Asia', in V.A (ed.) Problems of Governance in South Asia. New Delhi: Centre for Policy Research &Konark Publishing House, pp.201-208.

Unit-III

Ali, G. (Ed.). (2022). Pakistan's Foreign Policy: Contemporary Developments and Dynamics (1st ed.). Routledge.<https://doi.org/10.4324/9781003250920>

Basrur, Rajesh M., (2011) 'Foreign Policy Reversal: The Politics of Sri Lanka's Economic Relations with India', in E. Sridharan (ed.), International Relations Theory and South Asia: Security, Political Economy, Domestic Politics, Identities, and Images Vol. 1 (Delhi, 2011; online edn, Oxford Academic, 23 Jan. 2014), <https://doi.org/10.1093/acprof:oso/9780198069652.003.0007>.

Dietrich, Simone; Mahmud, Minhaj; Winters, Matthew S. (2017). Foreign Aid, Foreign Policy, and Domestic Government Legitimacy: Experimental Evidence from Bangladesh. The Journal of Politics, doi:10.1086/694235

Mainali, R. (2022). Analysing Nepal's Foreign Policy: A Hedging Perspective. Journal of Asian Security and International Affairs, 9(2), 301–317. <https://doi.org/10.1177/23477970221098491>

Pandey, A. (2021) Routledge Handbook on South Asian Foreign Policy, Routledge.

Unit-IV

Haq, Khadija (ed.) (2017) , 'Human Security for South Asia', in Khadija Haq (ed.), *Economic Growth with Social Justice: Collected Writings of*

MahbubulHaq (Oxford), <https://doi.org/10.1093/oso/9780199474684.003.0029>

Hoyt, T.D. (2005) 'The War on Terrorism: Implications for South Asia', in Hagerty, D.T. (ed.) *South Asia in World Politics*. Lanham: Roman and Littlefield Publishers, pp.281-295.

Lama, M. (2003) 'Poverty, Migration and Conflict: Challenges to Human Security in South Asia', in Chari, P.R. and Gupta, S. (eds.) *Human Security in South Asia: Gender, Energy, Migration and Globalisation*. New Delhi: Social Science Press, pp. 124-144

P. R. Chari, Sonika Gupta (2003) *Human Security in South Asia: Energy, Gender, Migration, and Globalisation*, Berghahn Books.

Phadnis, U. (1986) 'Ethnic Conflicts in South Asian States', in Muni, S.D. et.al. (eds.) *Domestic Conflicts in South Asia : Political, Economic and Ethnic Dimensions*. Vol. 2. New Delhi: South Asian Publishers, pp.100-119.

Wilson, J. (2003) 'Sri Lanka: Ethnic Strife and the Politics of Space', in Coakley, J. (ed.) *The Territorial Management of Ethnic Conflict*. Oregon: Frank Cass, pp. 173-193.

Four Year Undergraduate Programme

Subject: Political Science

Semester: 6th Semester

Course Name: POL 06-01: Human Rights: Traditions and Debates (Compulsory)

Existing Base Syllabus:

Course Level: 600

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:

Prof. Akhil Ranjan Dutta, Gauhati University (AssamJobz.Com), akhilranjan@gauhati.ac.in

Ms. Bondita Borbora, Dudhnoi College, Dudhnoi, bonditaborbora@gmail.com

Course Objectives:

- To understand human rights, its origin and debates. It is important for students to know how debates on human rights have taken distinct forms historically and in the contemporary world.
- To impart knowledge on the significant development of human rights starting from European tradition to Cairo Declaration.
- To deal with several issues which violate Human Rights through a comparative study. The course seeks to anchor all issues in the Indian context, and pulls out another country to form a broader comparative frame.
- To explore challenges on Human Rights and future possibility.

Course Outcomes:

- To understand various dimensions of Human Rights and multiple challenges.

- To make sense of institutional framework as well as theoretical perspectives of human rights.
- To develop critical thinking and the ability to make logical inferences about socio-economic and political issues.

Unit-I: Human Rights: Theories and Institutionalization

- a. Growth and Evolution of Human Rights
- b. Three Generations of Human Rights
- c. Are Human Rights Universal? Issue of Cultural Relativism.
- d. Institutionalization: UDHR, ICCPR, ICESCR, Human Rights Council

Unit-II: Traditions of Human Rights

- a. European Tradition: European Convention on Human Rights, 1953
- b. American Tradition: American Convention of Human Rights, 1969
- c. African Tradition: African Charter on Human and Peoples' Rights, 1986
- d. Islamic Tradition: Cairo Declaration on Human Rights in Islam, 1990

Unit-III: Structural Violence and Human Rights

- a. Caste Question: India
- b. Gender and Domestic Violence: India
- c. Migration and Refugees: South Asia
- d. Race: South Africa

Unit-IV: Contemporary Debates, Issues and Possibilities

- a. Challenges: Market economy & Ecological Crisis
- b. State Authoritarianism
- c. Issues: Human Development and Human Security

d. Possibilities: MDGs, SDGs

Reading List:

Unit-I

Alison Dundes Renteln , *The Concept of Human Rights* , Anthropos, Bd. 83, H. 4./6. (1988), pp. 343-364

D. O’Byrne, (2007) ‘*Theorizing Human Rights*’, in *Human Rights: An Introduction*, Delhi, Pearson, pp.26-70.

I: J. Hoffman and P. Graham, (2006) ‘Human Rights’, *Introduction to Political Theory*, Delhi, Pearson, pp. 436-458.

J. Morsink, (1999) *The Universal Declaration of Human Rights: Origins, Drafting and Intent*, Philadelphia: University of Pennsylvania Press, pp. ix-xiv

Jack Donnelly, Cultural Relativism and Universal Human Rights, *Human Rights Quarterly*,

Jack Donnelly, Human Rights as Natural Rights, *Human Rights Quarterly*, Vol. 4, No. 3

M. Ishay, (2004) *The History of Human Rights: From Ancient Times to the Globalization Era*, Delhi: Orient Blackswan.

SAHRDC (2006) ‘Introduction to Human Rights’; ‘Classification of Human Rights: An Overview of the First, Second, and Third Generational Rights’, in *Introducing Human Rights*, New Delhi: Oxford University Press.

U. Baxi, (1989) ‘From Human Rights to the Right to be Human: Some Heresies’, in S. Kothari and H. Sethi (ed.), *Rethinking Human Rights*, Delhi: Lokayan, pp.181-166

Vol. 6, No. 4 (Nov., 1984), pp. 400-419

Yasin, Adil-Ul, and Archana Upadhyay, *Human Rights* Akansha Publishing House, New Delhi, 2004

Unit-II

A guide to the African human rights system: Celebrating 30 years since the entry into force of the African Charter on Human and Peoples' Rights 1986 – 2017 (2017) Edited by Centre for Human Rights, Faculty of Law, University of Pretoria; South Africa: Pretoria University Press

C. Grabenwarter et al., (2014) *European Convention on Human Rights: Commentary*, Germany Beck/Hart Publishing

Irfaan Jaffer (2021), *Traditional Islamic Ethics: The Concept of Virtue and Its Implications for Contemporary Human Rights*, US: Vernon publish

Ludovic Hennebel, Hélène Tigroudja (2021) *The American Convention on Human Rights: A Commentary*, New York: Oxford University Press

Murray and Evans (eds.) *The African Charter on Human and Peoples' Rights: The System in Practice*, 1986-2000; (2002)

Thomas M. Antkowiak and Alejandra Gonza (2017) *The American Convention on Human Rights: Essential Rights*, New York: Oxford University Press

William A. Schabas (2015) *The European Convention on Human Rights: A Commentary*, United Kingdom: Oxford University Press

Unit-III

A. Pinto, (2001) 'UN Conference against Racism: Is Caste Race?', in *Economic and Political Weekly*, Vol. 36(30)

Ahmad, M. (2002) 'Homeland Insecurities: Racial Violence the Day after September 11', *Social Text*, 72, Vol. 20(3), pp. 101-116.

D. O'Byrne, (2007) 'Apartheid', in *Human Rights: An Introduction*, Delhi: Pearson, pp. 241-262.

R. Wasserstorm, (2006), 'Racism, Sexism, and Preferential Treatment: An approach to the Topics', in R. Goodin and P. Pettit, *Contemporary Political Philosophy: an Anthology*, Oxford: Blackwell, pp-549-574

Singh, U. (2007) 'The Unfolding of Extraordinariness: POTA and the Construction of Suspect Communities', in *The State, Democracy and Anti-terror Laws in India*, Delhi: Sage Publications, pp.165-219

Unit-IV

Acharya, Amitav “Human Security” in John Baylis, Steve Smith and Patricia Owens (eds) *The Globalisation of World Politics* (Oxford: Oxford University Press, 2008), pp. 490-505

Caroline Thomas, ‘Global Governance, Development and Human Security: Exploring the Links’ , *Third World Quarterly*, Vol. 22, No. 2 (Apr., 2001), pp. 159-175

Heike Kuhn et al. *Sustainable Development Goals and Human Rights*. Germany: Springer Berlin Heidelberg

M. Shamsul Haque, ‘Environmental Discourse and Sustainable Development: Linkages and Limitations’, *Ethics and the Environment*, Vol. 5, No. 1 (2000), pp. 3-21

Paul Streeten , “Human Development: Means and Ends”, *The Bangladesh Development Studies*, Vol. 21, No. 4 (December 1993), pp. 65-76

Roland Paris , ‘Human Security: Paradigm Shift or Hot Air?’ , *International Security*, Vol. 26, No. 2 (Fall, 2001), pp. 87-102

Stiglitz, Joseph (2002), Globalization and Its Discontents, New York: W.W. Norton & Company

Four Year Undergraduate Programme

Subject: Political Science

Semester: 6th Semester

Course Name: POL 06-02: Feminism: Theory and Practice (Compulsory)

Existing Base Syllabus:

Course Level: 600

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 (AssamJobz.Com),
barasa@gauhati.ac.in

Dr. Joanna Mahjebeen, Gauhati University (AssamJobz.Com),
jmahjebeen@gauhati.ac.in

Course Objectives:

- This course is designed to introduce students to the structural and institutional basis of patriarchy as well as the basic concepts in gender studies.
- It would also give them an introduction to feminist thought and its evolving theories including the contemporary developments.
- It attempts to highlight the contribution of women's movements in different parts of the world and also highlights the Indian Women's movement from its inception to the post colonial period with a special focus on gender issues in Northeast India.

Course Outcomes:

- It will help to better appreciate key concepts that offer an understanding of gender inequality.
- Students will be in a position to comprehend the meaning of feminism and the theoretical developments associated with it.
- It will help to appraise the origin and development of feminism in the West and Socialist states.
- This course will help the students to comprehend the trajectory of women's movement in India and the issues addressed.
- It will lead to analysing and understanding the importance of gender in Northeast India in certain key aspects.

Unit-I: Understanding Patriarchy

- a. Patriarchy and gender
- b. Sex/gender distinction: Nature-nurture debate
- c. Private-public dichotomy

Unit-II: Feminism: Concept and Theories

- a. Concept of Feminism
- b. Theories of Feminism: Liberal, Socialist, Marxist, Radical
- e. New developments in feminist thought: Eco-feminism, Black feminism, Queer

Unit-III: History of Feminism

- a. Origins of Feminism in the West: France, Britain and United States of America
- b. Feminism in the Socialist Countries: China, Cuba and erstwhile USSR

Unit-IV: The Indian Experience

- a. Social Reforms Movement and women in the nationalist movement

- b. Women's movement in the post-colonial period : issue of family and property rights, work and violence
- c. Gender issues in Northeast India: conflict, peacemaking and politics

Reading List:

Unit-I

Bhasin, Kamla (1993), *What is Patriarchy?*, Kali for Women

Bhasin, Kamla (2000), *Understanding Gender*, Kali for Women

Davidoff, L. (1998). 'Regarding Some "Old Husbands"' Tales: Public and Private in Feminist History'. In J. Landes (Ed.), *Feminism, the Public and the Private*. Oxford: Oxford University Press.

Eagly, A. H., & Wood, W. (2013). The Nature-Nurture Debates: 25 Years of Challenges in Understanding the Psychology of Gender. *Perspectives on Psychological Science*, 8(3), 340–357.

<http://www.jstor.org/stable/44289881>

Geetha, V. (2002) *Gender*. Calcutta: Stree, pp 1-20

Geetha, V. (2007) *Patriarchy*. Calcutta: Stree.

http://www.du.ac.in/fileadmin/DU/Academics/course_material/hrge_06.pdf,

M. Kosambi, (2007) *Crossing Thresholds*, New Delhi, Permanent Black, pp. 3-10; 40-46

N. Menon (2008) 'Gender', in R. Bhargava and A. Acharya (eds), *Political Theory: An Introduction*, New Delhi: Pearson, pp. 224-233

S. Ray 'Understanding Patriarchy', Available at

T. Shinde, (1993) 'Stree Purusha Tulna', in K. Lalitha and Susie Tharu (eds), *Women Writing in India*, New Delhi, Oxford University Press, pp. 221-234

Thornton, M. (1991). The Public/Private Dichotomy: Gendered and Discriminatory. *Journal of Law and Society*, 18(4), 448–463. <https://doi.org/10.2307/1410319>

U. Chakravarti, (2001) 'Pitrasatta Par ek Note', in S. Arya, N. Menon & J. Lokneeta (eds.) *Naarivaadi Rajneeti: Sangharsh evam Muddey*, University of Delhi: Hindi Medium Implementation Board, pp.1-7

Unit-II

- B. Hooks, (2010) 'Feminism: A Movement to End Sexism', in C. Mc Cann and S. Kim (eds), *The Feminist Reader: Local and Global Perspectives*, New York: Routledge, pp. 51-57
- Jagger, Alison. (1983) *Feminist Politics and Human Nature*. U.K.: Harvester Press, pp. 25- 350.
- R. Delmar, (2005) 'What is Feminism?', in W. Kolmar & F. Bartkowski (eds) *Feminist Theory: A Reader*, pp. 27-37
- Tong, Rosemary (2009), *Feminist Thought: A More Comprehensive Introduction*, Westview Press, pp11-127.

Unit-III

- Bryson Valerie. (1992) *Feminist Political Theory : An Introduction*. London: Macmillan
- Eisentein, Zillah. (1979) *Capitalist Patriarchy and the Case for Socialist Feminism*. New York: Monthly Review Press, pp. 271-353.
- Jayawardene, Kumari. (1986) *Feminism and Nationalism in the Third World*. London: Zed Books, pp. 1-24, 71-108, and Conclusion.
- Rowbotham, Shiela. (1993) *Women in Movements*. New York and London: Routledge, Section I, pp. 27-74 and 178-218.

Unit-IV

- Bhattacharya, J. (2010). GENDER, PEACEMAKING AND THE CASE OF NORTHEAST INDIA. *The Indian Journal of Political Science*, 71(1), 233–239.
<http://www.jstor.org/stable/42748384>
- Chinoy, Anuradha M., *Militarism and Women in South Asia*, New Delhi: Kali for Women, 2002.
- Deeka, Meeta, *Women's Agency and Social Change: Assam and Beyond*, New Delhi: Sage, 2013.
- Desai, Neera & Thakkar, Usha.(2001) *Women in Indian Society*. New Delhi: National Book Trust.
- Dhamala.R, Ranju, and Sukalpa Bhattacharjee (eds.) *Human Rights and Insurgency: The North-East India*, Delhi: Shipra Publications, 2002.
- Dutta, Anuradha, *Assam in the Freedom Movement*, Calcutta: Darbari Prokashan, 1991.

Forbes, Geraldine (1998) *Women in Modern India*. Cambridge: Cambridge University Press, pp. 1-150.

Gandhi, Nandita & Shah, Nandita. (1991) *The Issues at Stake – Theory and Practice in Contemporary Women's Movement in India*. Delhi: Zubaan, pp. 7-72.

I. Agnihotri and V. Mazumdar, (1997) 'Changing the Terms of Political Discourse: Women's Movement in India, 1970s-1990s', *Economic and Political Weekly*, 30 (29), pp. 1869-1878.

Mahanta, A. (ed.) (2002) *Human Rights and Women of North East India*, Centre for Women's Studies, Dibrugarh University, Dibrugarh

Manchanda, Rita, (ed.) *Women, War and Peace in South Asia: Beyond Victimhood to Agency*, New Delhi: Sage Publications, 2001.

R. Kapur, (2012) 'Hecklers to Power? The Waning of Liberal Rights and Challenges to Feminism in India', in A. Loomba *South Asian Feminisms*, Durham and London: Duke University Press, 2012, pp. 333-355.

Sharma, Dipti, *Assamese Women in the Freedom Struggle*, Calcutta: Punthi Pustak, 1993.

Four Year Undergraduate Programme

Subject: Political Science

Semester: 6th Semester

Course Name: POL 06-03a: Politics in Northeast India (Optional)

Existing Base Syllabus:

Course Level: 600

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:

Prof. Alaka Sarmah, Gauhati University (AssamJobz.Com), alakasarmah63@gauhati.ac.in

Prof. Dhruba Pratim Sharma, Gauhati University (AssamJobz.Com), dhruba75@gauhati.ac.in

Dr. Dipjyoti Bhuyan, T.H.B. College, Jamuguri, djbhuyan100@gmail.com

Course Objectives:

- This course is designed to introduce students to the general perceptions about politics in Northeast India.
- It would also give them an introduction to colonial experience in Northeast India.
- It attempts to highlight the different ethnic movements in different parts of the Northeast India and contemporary politics in Northeast India.

Course Outcomes:

- It will help to better appreciate key concepts that offer an understanding about political development in Northeast India.
- Students will be in a position to comprehend the meaning of political development in Northeast India.
- This course will help the students to comprehend the trajectory of ethnic movement in Northeast India and the issues addressed.
- It will lead to analysing and understanding the importance of Issues of Northeast India in certain key aspects.

Unit-I: Colonial Policy- Annexation and Administration

- a. Geo-Strategic Location and Socio-Cultural Diversity.
- b. Expansion and Consolidation of Colonial Rule
- c. Excluded and Partially Excluded areas: Inner Line.
- d. Anti-Colonial revolts (Phulaguri Dhewa and Patharughat) and Freedom Struggle

Unit-II: Post-Colonial Developments

- a. Immigration and Problem of Refugees.
- b. Question of Identity: Naga Nationalism
- c. Sixth Schedule.
- d. Re-organisation of Northeast India

Unit-III: Political Developments in Assam

- a. Language Politics.
- b. Assam Movement.
- c. Bodo Movement.
- d. Rise of insurgency: ULFA and NDFB.

Unit-IV: Changing Nature of State Politics in Assam

- a. Emergence of Regional Parties: AGP.
- b. Formation of Autonomous Councils: Rabha and Mising.

c. Citizenship: NRC and CAA.

Reading List:

Barpujari, H.K. (1980), *Assam in the Days of Company 1826-1858*, Spectrum Publications, Sole Distributors: United Publishers, Gauhati, Assam.

Baruah, Sanjib (2007), *Durable Disorder: Understanding the Politics of Northeast India*, Delhi: Oxford University Press.

Bhaumik, Subir (2009), *Troubled Periphery: Crisis of India's North-East*, Sage Publications, New Delhi.

Das, Samir Kumar (1994), *ULFA: United Liberation Front of Assam: A Political Analysis*, Ajanta Publications.

Dutt, K.N. (1958), *Landmarks in the Freedom Struggle of Assam*, Guwahati.

Dutta, Nandana (2012), *Questions of Identity in Assam: Location, Migration, Hybridity*, New Delhi, Sage Publications.

Gait, Edward (2008), *A History of Assam*, Lawyers Book Stall, Guwahati.

Goswami, Sandhya, (1990), *Language Politics in Assam*, Ajanta Publishing House.

Guha, Amalendu, (1977), *Planter Raj to Swaraj- Freedom Struggle and Electoral Politics in Assam 1826-1947*, People's Publishing House Private Limited, New Delhi.

Haokip, T. (2015), *India's Look East Policy and the North East*, New Delhi, Sage Publications.

Hazarika, Jatin and Sharma, Dhruba Pratim (2021), *Administrative History of Undivided Assam (1826-1947)*, Assam Regional Branch, Indian Institute of Public Administration, and Anwesha Publications, Guwahati.

Hussain, Monirul (1993), *The Assam Movement: Class, Ideology and Identity*, Manak Publishing House with Har Anand Publications, Delhi.

Mahanta, Nani G. (2013), *Confronting the State: ULFA's Quest for Sovereignty*, SAGE Studies on India's North East, New Delhi: SAGE Publications India Pvt. Ltd.

Misra, Udayon (1991), *Nation Building and Development in North-East India*, Purbanchal Prakash, Guwahati.

Ray, B. Datta and S.P. Agarwal (1996), *Reorganisation of North-East India since 1947*, Concept Publishing Company.

Saikia, Jaideep (2007), *Frontiers in Flames: North-East India in Turmoil*, Viking, New Delhi

Sanajaoba, Naorem (2005), *Manipur Past and Present*, Mittal Publications, New Delhi.

Sarmah, Alaka (1999), *Impact of Immigration on Assam Politics*, Ajanta Publishing House, New Delhi.

Sarmah, Alaka, (2013) (ed), *Democracy and Diversity in North East India*, DVS Publications, Guwahati.

Sarmah, Alaka and Konwer, Shubhrajeev (2015) (ed.), *Frontier States: Essays on Democracy, Society and Security in NE India*, DVS Publications, Guwahati.

Sengupta, Madhumita (2016), *Becoming Assamese: Colonialism and New Subjectivities in Northeast India*, London: Routledge.

Four Year Undergraduate Programme

Subject: Political Science

Semester: 6th Semester

Course Name: POL 06-03b: Conflict and Peace Building (Optional) Existing Base Syllabus:

Course Level: 600

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:

Prof. Akhil Ranjan Dutta, Gauhati University (AssamJobz.Com), akhilranjan@gauhati.ac.in

Prof. Jayanta Krishna Sarmah, Gauhati University (AssamJobz.Com),
jayanta1947@gauhati.ac.in

Mr. Rahul Bania, Tezpur College, Tezpur, rahulbania81@gmail.com

Course Objectives:

- To create an understanding of a variety of conflict situations among students in a way that they can relate to them through their lived experiences.
- To introduce practical conflict resolution techniques and strategies
- To encourages the use of new information technologies and innovative ways of understanding these issues by teaching students skills of managing and resolving conflicts and building peace.
- To pursue ways to reduce violent conflict and promote justice by means of negotiation and nonviolent action

Course Outcomes:

- To learn the basic concepts about conflict and Peace Building.
- To Understand different approaches and theories to peace and conflict studies.
- To learn the various skills and techniques as conflict responses in the society.
- To understand the nature of socio cultural conflicts based on ethnic, religious and gender.
- Students will understand, compare and evaluate theories and research on the causes of intergroup and international conflict and violence.
- Develop a critical understanding of how societies develop nonviolent means of basic social change, recover from violence, and prevent it from reoccurring in the future.

Unit-I: Conflict and its Concepts

- a. Understanding Conflict
- b. Conflict Resolution and Peace Building
- c. Conflict Management and Conflict Transformation

Unit-II: Dimensions of Conflict

- a. Economic/Resource Sharing Conflicts
- b. Forms of conflicts: Ethnic, Religious and Gender
- c. Territorial Conflict

Unit-III: Conflict Responses: Skills and Techniques-I

- a. Negotiations: Trust Building
- b. Mediation: Skill Building; Active Listening
- c. Role of UNO and Civil Society in Peace Building

Unit-IV: Conflict Responses: Skills and Techniques-II

- a. Track I, Track II & Multi Track Diplomacy
- b. Gandhian Methods

C. Media, NGOs and Peace Building

Reading List:

Unit-I

Ashtosh Varshney, *Ethnic Conflict and Civic Life: Hindus and Muslims in India* (New Haven: Yale University Press, 2002).

Ballentine, Karen and Jake Sherman. 2003. *The political economy of armed conflict: beyond greed and grievance*. Boulder, Co.: Lynne Rienner Publishers

Cordell, Karl and Stefan Wolff. 2009. *Ethnic conflict: causes, consequences, and responses*. Cambridge; Malden, MA: Polity

Galtung, Johan. (1969). *Violence, Peace, and Peace Research*. *Journal of Peace Research*, 6:3, pp. 167-191.

O. Ramsbotham, T. Woodhouse and H. Miall, (2011) 'Understanding Contemporary Conflict', in *Contemporary Conflict Resolution*, (Third Edition), Cambridge: Polity Press, pp. 94-122.

W. Zartman, (1995) 'Dynamics and Constraints In Negotiations In Internal Conflicts', in William Zartman (ed.), *Elusive Peace: Negotiating an End to Civil Wars*, Washington: The Brookings Institute, pp. 3-29.

C. Mitchell, (2002) 'Beyond Resolution: What Does Conflict Transformation Actually Transform?', in *Peace and Conflict Studies*, 9:1, May, pp.1-23. 16

S. Ryan, (1990) 'Conflict Management and Conflict Resolution', in *Terrorism and Political Violence*, 2:1, pp. 54-71.

J. Lederach, (2003) *The Little Book of a Conflict Transformation*, London: Good Books.

I. Doucet, (1996) *Thinking About Conflict*, Resource Pack for Conflict Transformation: International Alert.

M. Lund, (2001) 'A Toolbox for Responding to Conflicts and Building Peace', in L. Reychler and T. Paffenholz, eds., *Peace-Building: A Field Guide*, Boulder: Lynne Rienner, pp. 16-20.

L. Schirch, (2004) *The Little Book of Strategic Peacebuilding*, London: Good Books.

Unit-II

P. Le Billon, (2009) 'Economic and Resource Causes of Conflicts', in J. Bercovitch, V. Kremenyuk and I. Zartman (eds.) *The Sage Hand Book of Conflict Resolution*, London: Sage Publications, pp. 210-224.

R. Rubenstein, (2003) 'Sources', in S. Cheldelin, D. Druckman and L. Fast (eds.) Conflict: From Analysis to Intervention, London: Continuum, pp.55-67.

S. Ayse Kadayifci-Orellana, (2009) 'Ethno-Religious Conflicts: Exploring the Role of Religion in Conflict Resolution', in J. Bercovitch, V. Kremenyuk and I. Zartman (eds.) The Sage Hand Book of Conflict Resolution, London: Sage Publications, pp. 264-284.

Unit-III

C. Webel and J. Galtung (eds.), (2007) The Handbook of Peace and Conflict Studies, London: Routledge.

Ethnic Conflicts, Palgrave Macmillan: New York, pp. 1-30.

H. Saunders, (1999) A Public Peace Process: Sustained Dialogue to Transform Racial and

J Bercovitch, V. Kremenyuk, and I. Zartman (eds.), (2009) The Sage Hand Book of Conflict

N. Behera, 'Forging New Solidarities: Non-official Dialogues', in M. Mekenkamp, P. Tongeren and H. Van De Veen (eds.), Searching For Peace In Central And South Asia, London: Lynne Rienner Publishers, pp. 210-236.

R. Wagner and D. Winter, (eds.), Peace, Conflict, and Violence: Peace Psychology for the Resolution, London: Sage Publications.

Unit-IV

Banks, Michael and Mitchell Christopher (Eds), 1990, A Handbook on the Analytical Problem Solving Approach, Institute for Conflict Analysis and Resolution, George Mason University.

Bruce Bueno de Mesquita (1980), "Theories of International Conflict: An Analysis and an Appraisal," in Ted R Gurr ed., Handbook of Political Conflict: Theory and Research, New York, The Free Press

Gulrez, M. (2004) Conflict Transformation in West Asia, New Delhi, Uppal Publishing House.

H. Burgess and G. Burgess, (2010) Conducting Track II, Washington D.C: United States Institute of Peace.

S. Mason and M. Siegfried, (2010) Debriefing Mediators To Learn Their Experiences, Washington D.C: United States Institute of Peace.

I. Zartman and A. De Soto, (2010) Timing Mediation Initiatives, Washington D.C: United

States Institute of Peace. 17

A. Smith and D. Smock, (2010) *Managing A Mediation Process*, Washington D.C: United States Institute of Peace.

J. Davies and E. Kaufman (eds.), (2003) *Second Track/Citizens' Diplomacy: Concepts and Techniques for Conflict Transformation*, Rowman & Littlefield: Maryland.

J Bercovitch, V. Kremenyuk, and I. Zartman (eds.), (2009) *The Sage Hand Book of Conflict Resolution*, London: Sage Publications. M. Steger, (2001) 'Peace building and

Non-Violence: Gandhi's Perspective on Power', in D. Christie, R. Wagner and D. Winter, (eds.), *Peace, Conflict, and Violence: Peace Psychology for the 21st Century* Englewood Cliffs, New Jersey: Prentice-Hall.

Four Year Undergraduate Programme

Subject: Political Science

Semester: 6th Semester

Course Name: POL 06-04a: Rural Local Governance: Theory & Practice (Optional)

Existing Base Syllabus:

Course Level: 600

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:

Prof. Jayanta Krishna Sarmah, Gauhati University (AssamJobz.Com),
jayanta1947@gauhati.ac.in

Dr. Diganta Kalita, B. P. Chaliha College, Nagarbera, dkalita72@gmail.com

Dr. Jintu Gohain, R. G. Baruah College, Guwahati, gohain89@gmail.com

Course Objectives:

- The course seeks to provide an introduction to the Rural Local Governance and its significance in contemporary times.
- This course encompasses local governance in its historical context. This course acquaints students with the Rural Local Institutions and their actual working.
- The course seeks to explain the various aspects of decentralization and democratic decentralization. It further encourages a study of rural local institutions in their mutual interaction and their interaction with the people.
- The course attempts to provide the students a comprehensive understanding on rural local finance.

- This paper will help students understand the importance of grass root political institutions in empowering people.
- The students also gain knowledge about the important and significance of rural local governance.
- Student will learn the constitutional structure of the rural local bodies.
- Student will understand the inter relationship among the concepts of decentralization, democracy and participation.

Unit-I: Rural Local Governance: Concept and Evolution

- Understanding Rural Local Governance
- Rural Local Governance: Views of M.K. Gandhi, B.R. Ambedkar, R.M. Lohia, Vinoba Bhave, J. P. Narayan
- Evolution and Important Committees: Balwant Rai Mehta Committee (1957), Ashok Mehta Committee (1978), L. M. Singvi Committee (1986)- 64th Constitutional Amendment Bill (1989)- 65th Constitutional Amendment Bill (1989)

Unit-II: Constitutional Perspectives of Rural Local Governance

- 73rd Amendment Act: Major Features; 11th Schedule of the Constitution of India
- Rural Local Governance in Tribal Areas: 6th Schedule of the Constitution of India
- PESA (1996) : Key Provisions

Unit-III: Perspectives of Decentralization in Rural Local Governance

- Democratic Decentralization: Key issues
- Delegation and Devolution
- Localization of Sustainable Development Goals: Challenges

Unit-IV: Rural Local Finance: Concept and Practice

- Devolution of Funds to Panchayati Raj Institutions
- Social Audit and Audit Online

c. e-Gram Swaraj

Reading List:

Unit-I

- Chakrabarty, B. & Pandey, R.K, (2019), *Local Governance in India*, New Delhi, Sage
- Das, N. 2006, *Bharator panchayati raj and Asamor swayatwa sashan*, Mritunjoy
- Maheshwari, S.R. 2006 *Local Governance in India*, Lakshami Naraian Agarwal, Agra.
- Maheswaari, S.R., *Local Govt. in India*, Lakshami Narain, Agra, 2010
- Mishra, S. N., Anil D. Orient Black Swan, New Delhi, (2012)
- P. deSouza, (2002) 'Decentralization and Local Government: The Second Wind of Democracy in India', in Z. Hasan, E. Sridharan and R. Sudarshan (eds.) *India's Living Constitution: Ideas, Practices and Controversies*, New Delhi: Permanent Black
- Raghunandan, J. R: *Decentralization and local governments: The Indian Experience*,
- Venkata Rao, V.: *A Hundred Years of Local Self Government in Assam*, Bani

Unit-II

- Alam, M.2007, *Panchayati Raj in India*, National Book Trust, New Delhi
- Baviskar, B.S and George Mathew (eds) 2009 *Inclusion and Exclusion in local governance: Field Studies from rural India*, New Delhi, Sage
- Gosh, B.K.2002, *The Assam Panchayat Act*, Assam Law House, Guwahati.
- Joshi, R.P and Narwani, G.S,2002, *Panchayati Raj in India*, Rawat Publication Jaipur
- Ray, B.Dutta,and Das, G. (Ed) *Dimensions of Rural Development in North East India*, Akansha, New Delhi

Unit-III

- Bidyut Chakrabarty, *Reinventing Public Administration: The Indian Experience*, Orient Longman, 2007
- D. A. Rondinelli and S.Cheema, *Decentralisation and Development*, Beverly Hills: Sage Publishers, 1983

Dube, M.P. and Padalia, M. (Ed.) 2002, *Democratic Decentralization and Panchayati Raj in India*, Anamika Publishers, New Delhi

Gabriel Almond and Sidney Verba, *The Civic Culture*, Boston: Little Brown, 1965

Mishra & Shweta Mishra: *Public Governance and Decentralisation*, Mittal Publications, New Delhi, 2003

M.P.Lester, *Political Participation- How and Why do People Get Involved in Politics* Chicago: McNally, 1965

N.G. Jayal, *Democracy and The State: Welfare, Secular and Development in Contemporary India*, Oxford : Oxford University Press, 1999.

Noorjahan Bava, *Development Policies and Administration in India*, Delhi: Uppal Publishers, 2001

Satyajit Singh and Pradeep K. Sharma [eds.] *Decentralisation: Institutions and Politics in Rural India*, OUP, 2007

Unit-IV

Atul Kohli (Ed.). *The Success of India's Democracy*, Cambridge: Cambridge University Press.

Bidyut Chakraborty and Rajendra Kumar Pandey, *Modern Indian Political Thought – Text and Context*, Sage, New Delhi, 2009.

M.Venkatarangaiya and M.Pattabhiram- *Local Government in India*, Allied Publishers-1969

SR Maheswari, *Local Government in India*, Lakshmi Narain Agarwal, 2008.

Mathur, Kuldeep: *Panchayatiraj*, Oxford, 2013

Sarmah, J. K. and Kalita Diganta: - *GRAMYA STHANIYO XAKHON*, Arun Prakashan, Guwahati, 2013

Niraja Gopal Jayal and others: *Local Governance in India – Decentralization and Beyond*, Oxford University Press, 2006.

Subrata K. Mitra. 2001. Making local government work: Local elites, panchayati raj and governance in India,

Ghosh, Buddhadeb & Girish Kumar: *State Politics and Panchayats in India*, New Delhi: Manohar Publishers, 2003

Sudhakar, V.: *New Panchayati Raj System: Local Self-Government Community Development -* Jaipur: Mangal Deep Publications, 2002.

Four Year Undergraduate Programme

Subject: Political Science

Semester: 6th Semester

Course Name: POL 06-04b: Urban Local Governance: Theory and Practice (Optional)

Existing Base Syllabus:

Course Level: 600

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. Vikas Tripathi, Gauhati University (AssamJobz.Com), vikastripathi@gauhati.ac.in

Prof. Dhruva Pratim Sharma, Gauhati University (AssamJobz.Com),

dhruva75@gauhati.ac.in Dr. Diganta Kalita, B. P. Chaliha College, Nagarbera,

Course Objectives:

- The objective of this course is to make students aware of the significance of governance in the context of urban development and management.
- This course is intended to equip students with a basic understanding of the constitutional structure related to the governance of cities and of the urban areas.
- It will enhance different theoretical understanding and debates like public participation in urban governance, human environment interaction and of right to the cities.

Course Outcomes:

- Have a basic understanding of the policies and institutions governing cities and urban areas.

- Have a basic knowledge of the constitutional structure of urban governance.
- Understand the concepts and different dimensions of urban governance highlighting the major debates in the contemporary times.
- Evaluate the importance of urban governance in the context of a globalising world, environment, administration and development.
- Equipping students with the skill to analyse good governance practices and initiatives of urban governance system.

Unit-I: Introduction to Urban Local Governance

- a. Urbanization Trends in globalizing 21st Century
- b. Sustainable Urban Development: Theory and Practice
- c. Genesis of 74th Amendment of the Constitution of India

Unit-II: Constitutional and Legal Structure of Urban Local Governance

- d. Constitutional provisions of Urban Local Governance
- e. Overview of legislations on Urban Local Bodies: Parliament and State Legislatures
- f. Urban Policies and Schemes: Focus Areas

Unit-III: Development and Environmental Governance

- a. Ecology conservation and environmental governance in urban areas
- b. Human-Environment interaction
- c. Smart Cities Mission, right to the city

Unit-IV: Good Governance Initiative and Practices

- a. Urban Public Service Delivery
- b. Country and Town Planning
- c. Public Housing and Slum Development

Reading List:

Unit-I

Bardhan, P. & Dilip Mookherjee, Decentralization and Local Governance In Developing Countries: A Comparative Perspective, MIT Press, 2006

Chakrabarty, B. & Pandey, R.K, (2019), Local Governance in India, New Delhi, Sage Publications

Mishra & Shweta Mishra: Public Governance and Decentralisation, Mittal Publications, New Delhi, 2003

Maheshwari, S.R. 2006 Local Governance in India, Lakshami Naraian Agarwal, Agra

Maheswaari, S.R., Local Govt. in India, Lakshami Narain, Agra, 2010

Mishra, S. N., Anil D. M.P.Lester, Political Participation- How and Why do People Get Involved in Politics Chicago: McNally, 1965

P. DeSouza, (2002) 'Decentralization and Local Government: The Second Wind of Democracy in India', in Z. Hasan, E. Sridharan and R. Sudarshan (eds.) India's Living Constitution: Ideas, Practices and Controversies, New Delhi

Sachdeva, P. Local Government in India, Pearson Publishers, 2011

T.R. Raghunandan, Decentralization and Local Governments: The Indian Experience, Readings On the Economy, Polity and Society, Orient Blackswan, 2013

Unit-II

Alam, M.2007, Panchayati Raj in India, National Book Trust, New Delhi

Joshi, R.P and Narwani, G.S, 2002, Panchayati Raj in India, Rawat Publication Jaipur

Baviskar, B.S and George Mathew (eds) 2009 Inclusion and Exclusion in local governance: Field Studies from rural India, New Delhi, Sage

Bidyut Chakrabarty, Reinventing Public Administration: The Indian Experience, Orient Longman 2007

K.C. Sivaramakrishnan, Governing Megacities: Fractured Thinking, Fragmented Setup, Oxford University Press, 2014

Niraja Gopal Jayal and others: Local Governance in India – Decentralization and Beyond, Oxford University Press, 2006.

Noorjahan Bava, Development Policies and Administration in India, Delhi: Uppal Publishers, 2001

Parth J. Shah and Makarand Bokore, Ward Power-Decentralised Urban Governance, Centre for Civil Society, 2006

Reserve Bank of India, Municipal Finance in India: An Assessment, 2007

Subrata K. Mitra. Making local government work: Local elites, panchayati raj and governance in India, 2001

Unit-III

Diya Mehra, Protesting Publics in Indian Cities: the 2006 sealing drive and Delhi's traders, Economic and Political Weekly, 2012

Partha Mukhopadhyay, Unsmart Cities, Livemint, 2016

M.P. Ram Mohan and Anvita Dulluri, Constitutional mandate and judicial initiatives influencing Water, Sanitation and Hygiene (WASH) programmes in India, Journal of Water Sanitation and Hygiene for Development, 2017

Ministry of Housing and Urban Poverty Alleviation, Mission Document: National Urban Livelihoods Mission, Government of India (2013)

Gautam Bhan, "This is no longer the city I once knew": Evictions, the urban poor and the right to the city in millennial Delhi, Environment & Urbanisation, 2009

Amit Chandra and Rajul Jain, Property Rights of Street Vendors, Centre for Civil Society, 2015

B. C. Smith, Good Governance and Development, Palgrave, 2007

World Bank Report, Governance and Development, 1992

Ramachandra Guha, Environmentalism: A Global History, Longman Publishers, 1999

J.P. Evans, Environmental Governance, Routledge, 2012

Emilio F. Moran, Environmental Social Science: Human - Environment interactions and Sustainability, Wiley-Blackwell, 2010

Burns H Weston and David Bollier, Green Governance: Ecological Survival, Human Rights, and the Law of the Commons, Cambridge University Press, 2013

Unit-IV

B. Chakrabarty and M. Bhattacharya, (eds.) The Governance Discourse. New Delhi: Oxford University Press, 1998

D. Crowther, Corporate Social Responsibility, Deep and Deep Publishers, 2008

Jayal, N. G. (1999), Democracy and the state: Welfare, Secularism, Development in Cotemporary India, Oxford University Press.

Jean Drèze and Amartya Sen, India, Economic Development and Social Opportunity, Oxford University Press, 1995

Jean Dreze and Amartya Sen, An Uncertain Glory: India and Its Contradictions, Princeton University Press, 2013

K. Lee and Mills, The Economic of Health in Developing Countries, Oxford University Press, 1983

Maxine Molyneux and Shahra Razavi , Gender, Justice, Development, and Rights , Oxford University Press, 2002

Partha Mukhopadhyay and Patrick Heller, State-produced inequality in an Indian city, 2015

Pushpa Sundar, Business & Community: The Story of Corporate Social Responsibility in India, New Delhi: Sage Publications, 2013

Sanjay K. Agarwal, Corporate Social Responsibility in India, Sage Publishers, 2008

Surendra Munshi and Biju Paul Abraham [eds.], Good Governance, Democratic Societies And Globalisation, Sage Publishers, 2004

United Nation Development Programme, Reconceptualising Governance, New York, 1997

Model State Affordable Housing Policy for Urban Areas, MHUPA, 2013

Maharashtra Slum Areas (Improvement, Clearance and Redevelopment) Act, 1971

National Urban Housing and Habitat Policy, 2007

LIST OF 15 CORE PAPERS [PHILOSOPHY]

CORE [PHILOSOPHY] - I

- a. Four-year Undergraduate Programme
 b. Subject: Philosophy
 c. Semester: FIRST
 d. Course Name: **ANCIENT INDIAN THOUGHT**
 e. Existing Base Syllabus: NA
 f. Course Level: 100-199
 g. Syllabus showing each unit against class numbers and marks :

Unit no.	Unit content	No.of classes	Marks
I:Vedic Thought	-Saṃhita: Meaning, Theology, Cosmology, Ethics -Brāhmaṇas: Meaning, General Character, Theory of Sacrifice, Ethics -Āraṇyakas and Upaniṣads: Meaning, Doctrines of Upaniṣads	15	25
II:Non-Vedic Thought	-Bauddha: Four Noble Truths, Impermanence and Momentariness, No-soul -Jaina: Anekāntvāda, Syādvāda, Bondage and Liberation -Cārvaka: Theory of Knowledge, Rejection of Transcendental Entities, Ethics	15	25
III: Smriti and Epics	-Manusāṃhita: Dharma -Mahābhārata: Religion, Dharma -Rāmāyaṇa: Idea of Perfect Life	15	25
IV : Pūrāṇas	-Pūrāṇa: Meaning, Origin -Pūrāṇa: Content -Pūrāṇa: Ethics	15	25

h. Reading list:

Chatterjee, S. and D. Dutta : *An Introduction to Indian Philosophy*

Dasgupta, S. A : *History of Indian Philosophy. Volume I*

De, S.K., U. N. Ghosal, A. D. Pusalker, R.C. Hazra (eds) : *The Cultural Heritage of India.*

Volume III

Keith, A. B : *The Religion and Philosophy of the Veda and Upanisads. Volume II*

Radhakrishnan, S : *Indian Philosophy. Volume I*

Sinha, Jadunath : *Indian Philosophy. Volume I*

Winternitz, M : *A History of Indian Literature. Volume I*

i. Graduate Attributes

i. Course Objectives :

- The Course introduces the students to thoughts which were available in ancient India.
- The Course introduces the ideas and concepts which helped systems of Indian Philosophy to develop.
- The Course introduces the students to the objectives towards which knowledge was directed in ancient India.

ii. Learning Outcomes:

- At the completion of the Course, a student is expected to be able to articulate the distinct areas of thoughts of ancient India.
- At the completion of the Course, a student is expected to be able to determine the characteristics/ distinguishing marks of a specific area of thought in ancient India.
- At the completion of the Course, a student is expected to be able to identify/ trace ideas of ancient India that have continued.

- j. Theory Credit : 4
- k. Practical Credit: NA
- l. No. of Required Classes: 60
- m. No. of Contact Classes: 45
- n. No. of Non-Contact Classes: 15
- o. Particulars of Course Designer (Name, Institution, email id): Dr. Shakuntala Bora, Gauhati University, shakuntalabora@yahoo.com

CORE [PHILOSOPHY]- II

- a. Four-year Undergraduate Programme
- b. Subject: Philosophy
- c. Semester: SECOND
- d. Course Name: **GREEK PHILOSOPHY**
- e. Existing Base Syllabus: PHI-HC-2016
- f. Course Level: 100-199
- g. Syllabus showing each unit against class numbers and marks :

Unit no.	Unit content	No.of classes	Marks
I: Pre- Socratics	-The Milesians: Thales, Anaximander, -The Eleatics: Parmenides, Zeno -The Physicists: Heraclitus, Empedocles	15	25
II: Sophists and Socrates	-Protagoras and Gorgias -Socrates' Method -Socrates' Virtue	15	25
III: Plato	-Knowledge and Opinion -Theory of Forms -Justice	15	25
IV : Aristotle	-Forms and Matter -Causation -Actuality and Potentiality	15	25

h. Reading list:

Stace W.T: *A Critical History of Greek Philosophy*

Barnet J: *Early Greek Philosophy*

B.A.G. Fuller: *History of Philosophy*

F. Copleston : *History of Philosophy, Volume I*

Zeller: *Outlines of Greek Philosophy*

Gomperz: *The Greek Thinkers*

W.K.C. Guthrie: *History of Greek Philosophy*

B.N. Moore: *Philosophy- The Power of Ideas*

ii. Graduate Attributes

i. Course Objectives :

-The objective of the course is to introduce the student to the main tenets of Greek philosophy.

-The objective is to trace the origin of Greek philosophy, beginning from Pre-Socratic to Socrates, Plato and Aristotle.

ii. Learning outcomes:

- It will give the students a comprehensive understanding of early Greek Philosophy. -

-The student will learn about the questions concerning virtue, justice, theory of forms, and causality.

-The student will learn about the different philosophical theories about the composition of the stuff that makes up the world .

j. Theory Credit : 4

k. Practical Credit: NA

l. No. of Required Classes: 60

m. No. of Contact Classes: 45

n. No. of Non-Contact Classes: 15

o. Particulars of Course Designer (Name, Institution, email id): Dr. Akoijam Thoibisana, Gauhati University, akoijamthoibisana@gauhati.ac.in

CORE [PHILOSOPHY]- III

- a. Four-year Undergraduate Programme
 b. Subject: Philosophy
 c. Semester: THIRD
 d. Course Name: **INTRODUCTION TO SYSTEMS OF INDIAN PHILOSOPHY**
 e. Existing Base Syllabus: NA
 f. Course Level: 200-299
 g. Syllabus showing each unit against class numbers and marks:

Unit no.	Unit content	No.of classes	Marks
I:Bauddha-Jaina	-Bauddha: Source Books and Doctrines of Abhidhamma Buddhism, Source Books and Doctrines of Mahāyāna Buddhism -Jaina: Source Books, Sects, Atheism	15	25
II:Sāṅkhya-Yoga	-Sāṅkhya: Early School of Sāṅkhya, Source Books, Basic Doctrines -Yoga: Source Books, Basic Doctrine	15	25
III:Nyāya-Vaiśeṣika	-Nyāya: Source Books, Aim and Scope, Basic Doctrines -Vaiśeṣika: Source Books, Aim and Purpose, Basic Doctrines	15	25
IV : Mīmāṃsā-Vedānta	-Pūrva-Mīmāṃsā: Source Books, Aim and Purpose, Basic Doctrines -Vedānta: Source Books, Aim and Purpose, Basic Doctrines	15	25

h. Reading list:

Chatterjee, S. and D. Dutta : *An Introduction to Indian Philosophy*

Dasgupta, S : *A History of Indian Philosophy. Volume I*

Mullar, Max : *The Six Systems of Indian Philosophy*

Radhakrishnan, S : *Indian Philosophy. Volume I & II*

Raju, P. T : *Structural Depth of Indian Thought*

Sinha, Jadunath : *Indian Philosophy. Volume I & II*

iii. Graduate Attributes**i. Course Objectives :**

- The Course introduces the students to systems of Philosophy which developed in India before the widespread influence of outside thoughts.
- The Course introduces the students to the books and scholars need to be studied to have a proper understanding of the systems.
- The Course introduces the students to the basic ideas and thoughts of each specific system.

ii. Learning outcomes:

- At the completion of the Course, a student is expected to be able to name the systems of philosophy that originated in India before outside influence became prevalent.
- At the completion of the Course, a student is expected to be able to identify the books and scholars to be studied to develop an understanding of a definite system of Indian Philosophy.
- At the completion of the Course, a student is expected to be able to state the basic concepts and theories that are specific to a system.

- j. Theory credit : 4
- k. Practical credit: NA
- l. No. of required Classes: 60
- m. No. of contact Classes: 45
- n. No. of non-Contact Classes: 15
- o. Particulars of Course Designer (Name, Institution, email id): Dr. Shakuntala Bora, Gauhati University, shakuntalabora@yahoo.com

CORE [PHILOSOPHY]- IV

- a. Four-year Undergraduate Programme
- b. Subject: Philosophy
- c. Semester: FOURTH
- d. Course Name: **INTRODUCTION TO WESTERN PHILOSOPHY**
- e. Existing Base Syllabus: PHI-HG-1016
- f. Course Level: 200-299
- g. Syllabus showing each unit against class numbers and marks:

Unit no.	Unit content	No.of classes	Marks
I:	-Definition, Nature and Scope of Philosophy -Branches of Philosophy	15	25
II:	-Substance: Descartes, Spinoza, Leibnitz -Hume: causality -Kant: Space and Time	15	25
III:	-Empiricism, Rationalism -Scepticism -Criticism	15	25
IV :	-Realism -Idealism -Absolutism	15	25

h. Reading list:

Descartes: *Discourse on Method; Meditation on First Philosophy*

Spinoza: *Ethics (Part I: Concerning God; and Part 2: On the Nature and Origin of the Mind)*

Leibniz: *Monadology*

Locke: *An Essay Concerning Human Understanding (Book I: Neither Principles nor Ideas Are Innate; and Book 2: Of Ideas)*

Berkeley: *Three Dialogues between Hylas and Philonous (The First Dialogue)*

Hume: *An Enquiry Concerning Human Understanding (Part I, Section II and III: The Origin and Association of Ideas; Part II, Section VII: Of the Idea of Necessary Connexion)*

Kant: *Prolegomena to Any Future Metaphysics*

Hegel: *Phenomenology of the Spirit*

Anthony Kenny: *A New History of Philosophy*

Barlingay and Kulkarni: *Critical History of Western Philosophy*

D.W. Hamlyn: *Routledge History of Philosophy*

B.N. Moore and K. Bruder: *Philosophy- The Power of Ideas*

F. Thilly: *A History of Philosophy*

F. Copleston: *A History of Western Philosophy*

R. Scruton: *A Short History of Modern Philosophy*

i. Graduate Attributes

i. Course Objectives :

- The course will introduce the students to the history of Modern Western Philosophy.
- Philosophers like Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, as well as the German Idealists like Kant and Hegel will be studied.
- The questions that concern these philosophers and their intensive argument will be read.

ii. Learning Outcomes:

- The course will enable students to understand various philosophical concepts like substance, causality, space and time, etc.
- Students will become familiar with certain ways of putting arguments about the concepts
- Students will also learn the different approaches taken up by rationalism, empiricism and critical thinkers in understanding the concepts.

j. Theory Credit : 4

k. Practical Credit: NA

l. No. of required Classes: 60

m. No. of contact Classes: 45

n. No. of con-contact Classes: 15

o. Particulars of Course Designer (Name, Institution, email id): Dr. Akoijam Thoibisana, Gauhati University, akoijamthoibisana@gauhati.ac.in

CORE [PHILOSOPHY]-V

- a. Four-year Undergraduate Programme
- b. Subject: Philosophy
- c. Semester: FOURTH
- d. Course Name: **THEORY OF KNOWLEDGE (INDIAN)**
- e. Existing Base Syllabus: NA
- f. Course Level: 200-299
- g. Syllabus showing each unit against class numbers and marks :

Unit no.	Unit content	No.of classes	Marks
I:	-Prama and Aprama -Pramanyavada -Debate on Smriti	15	25
II:	-Pratyaksa: Meaning; Definition (Nyaya, Buddhism, Jaina, Mimamsa, Vedanta) -Anumana: Meaning; Definition (Nyaya, Buddhism, Jaina, Mimamsa, Vedanta)	15	25
III:	-Sabda: Meaning; Definition (Nyaya, Jaina, Mimamsa, Vedanta) -Upamana: Meaning; Definition (Nyaya, Mimamsa, Vedanata) Arthapatti, Anupalabधि: Meaning; Definition (Mimamsa, Vedanata)	15	25
IV :	-Khyativada: Anyathakhyati, Viparitakhyati -Akhyati, Atmakhyati -Satkhyati, Anirvacaniyakhyati	15	25

h. Reading list:

- Chatterjee, S.C: *Nyaya Theory of Knowledge*
Datta, D. M : *Six Ways of Knowing*
Devaraja , N.K: *Advaita Theory of Knowledge*
Kar, V: *Indian Theories of Error*
Sinha, J. N : *Indian Philosophy, Vol I & II*
Dasgupta, S.N: *History of Indian Philosophy*

i Graduate Attributes**i. Course Objectives :**

- The course is introduced to make the students familiar with the traditional analysis of knowledge.
- The course is introduced to make the students familiar with the *pramanas* as accepted in the various schools of Indian Philosophy.
- The course is introduced to acquaint the students with various theories of truth and error.

ii. Learning outcomes:

- The course is expected to make the students know how to categorize various theories of knowledge advocated by the schools of Indian Philosophy.
- The course is expected to make the students know how to distinguish various kinds of valid knowledge and to explain the sources of valid knowledge.
- The course is expected to make the students able to analyze various theories of validity and invalidity of knowledge and theories of error.

- j. Theory Credit : 4
- k. Practical Credit: NA
- l. No. of required Classes: 60
- m. No. of contact Classes: 45
- n. No. of non-Contact Classes: 15
- o. Particulars of Course Designer (Name, Institution, email id): Dr. Mausumi Bhattacharjya, Gauhati University , mausumi1984@gauhati.ac.in

CORE [PHILOSOPHY]-VI

- a. Four-year Undergraduate Programme
- b. Subject: Philosophy
- c. Semester: FOURTH
- d. Course Name: **ETHICS**
- e. Existing Base Syllabus: PHI-HC-3036
- f. Course Level: 200-299
- g. Syllabus showing each unit against class numbers and marks:

Unit no.	Unit content	No.of classes	Marks
I:	-Introduction to Ethics, Definition, Nature and Scope of Ethics, -Utility of Ethics -The Psychological Basis of Ethics: Moral and Non moral action, Voluntary and Non Voluntary actions	15	25
II:	-Moral Concepts: Right and Wrong, Good and Bad, Duty, Ought, Virtue and Vice, Justice -Moral Judgment: Nature of Moral Judgments -Distinction between value judgment and factual judgment	15	25
III:	-Virtue Ethics -Deontological Ethics -Utilitarianism	15	25
IV :	-Ethics and Conflict of Interests and Duties -Freedom and Responsibility -Theories of Punishment: Deterrent, Reformative and Retributive Theory	15	25

h. Reading list:

Bernard Williams: *Ethics and the Limits of Philosophy*

Plato: *Republic*

Aristotle: *Nicomachean Ethics*

Kant : *Groundwork for the Metaphysic of Morals*

John Stuart Mill: *Utilitarianism*

J.C. Smart and Bernard Williams : *Utilitarianism: For and Against*

Peter Singer (ed.): *Applied Ethics*

David Bostock: *Aristotle's Ethics*

N. Pappas : *Routledge Philosophy Guidebook to Plato and the Republic*

W. David Ross: *Foundations of Ethics*

John S. Mackenzie: *Manual of Ethics*

William K . Frankena : *Ethics*

i Graduate Attributes

i. Course Objectives :

- The course attempts to introduce students to the fundamental questions of moral philosophy, with attention to both classic and contemporary readings. What determines the right action from wrong, and how to act morally? How do we decide what morality demands of us in some situations? etc.
- The course also addresses some issues of current moral debate.

ii. Learning outcomes:

- The course will develop analytic and critical thinking regarding ethical dilemmas.
- The course will enhance the ability to apply ethical principles in decision making.
- Students will be able to see how moral principles are involved in different concrete situations.
- It will help the students develop critical thinking on prejudices, superstitions and dogmatic behavior in the domain of ethics

j. Theory Credit : 4

k. Practical Credit: NA

l. No. of Required Classes: 60

m. No. of Contact Classes: 45

n. No. of Non-Contact Classes: 15

o. Particulars of Course Designer (Name, Institution, email id): Dr. Padmadhar Choudhury, Gauhati University, padmadhar@gauhati.ac.in

CORE [PHILOSOPHY]-VII

- a. Four-year Undergraduate Programme
- b. Subject: Philosophy
- c. Semester: FOURTH
- d. Course Name: **TRADITIONAL LOGIC**
- e. Existing Base Syllabus: PHI-HC-1026
- f. Course Level: 200-299
- g. Syllabus showing each unit against class numbers and marks :

Unit no.	Unit content	No.of classes	Marks
I: Basic Logical Concepts	-Nature and Scope of Logic, Use of Logic -Argument and Argument Form, Differences between Deduction and Induction -Truth and Validity	15	25
II: Categorical Propositions and Immediate Inference	-Four Categorical Propositions—A, E, I and O; Distribution of Terms -Translating Ordinary Proposition into Categorical Form, Traditional Square of Opposition -Immediate Inference: Conversion, Obversion and Contraposition	15	25
III: Categorical Syllogism	-Mediate Inference: Standard Form Syllogisms, Figure and Mood -Venn Diagrams for Categorical Propositions -Testing validity of Syllogisms by Venn Diagram	15	25
IV : Syllogism in Ordinary Language	-Enthymemes, Sorites -Disjunctive and Hypothetical Syllogisms -Dilemma	15	25

h. Reading list:

Chakrabarti, Chhanda: *Logic: Informal, Symbolic & Inductive*

Copi, I. M. & Cohen, Carl: *Introduction to Logic*

Hurley, Patrick: *Introduction to Logic*

i Graduate Attributes**i. Course Objectives :**

- The course introduces students to the basics of traditional logic (Aristotelian) logic.
- The course is designed to introduce the students the basic concepts and terms used in reasoning and argumentation.
- The course introduces the students the methods and principles for distinguishing correct from incorrect reasoning.

ii. Learning Outcomes:

- On the completion of the course students will be able to distinguish valid and invalid deductive arguments.
- The students will be able to identify the basic logical structure of arguments in ordinary language by translating them into proper logical form.
- The students will be able to construct valid syllogisms, and they will learn about syllogisms in ordinary language.

- j. Theory Credit : 4
- k. Practical Credit: NA
- l. No. of Required Classes: 60
- m. No. of Contact Classes: 45
- n. No. of Non-Contact Classes: 15
- o. Particulars of Course Designer (Name, Institution, email id): Dr Jahnabi Deka, Gauhati University, jahnabideka@gmail.com

CORE [PHILOSOPHY]-VIII

- a. Four-year Undergraduate Programme
- b. Subject: Philosophy
- c. Semester: FIFTH
- d. Course Name: **PHILOSOPHY OF RELIGION**
- e. Existing Base Syllabus: PHI-HC-4026
- f. Course Level: 300-399
- g. Syllabus showing each unit against class numbers and marks :

Unit no.	Unit content	No.of classes	Marks
I:	-Philosophy of Religion: Definition, Nature and Scope -Distinction between Philosophy of Religion and Theology -Mysticism	15	25
II:	-Cosmological Argument -Ontological Argument -Teleological Argument; Moral Argument	15	25
III:	-Reason, Faith, Revelation -Immortality of Soul -Miracle; Incarnation	15	25
IV :	-Deism, Pantheism, Panentheism -Anti-religious theories- Logical Positivism, Marxism -Freedom of will	15	25

h. Reading list:

John Hick: *Philosophy of Religion*

John Hick: *Classical and Contemporary Readings in the Philosophy of Religion*

Miall Edwards: *Philosophy of Religion*

B. Mitchell: *Philosophy of Religion*

Peterson and Others: *Reason and Religious Belief: An Introduction to the Philosophy of Religion*

i. Graduate Attributes**ii. Course Objectives :**

- The course is introduced to acquaint the students with the meaning, nature and scope of Philosophy of Religion.
- The course is introduced to make the students familiar with basic religious concepts along with its philosophical significance.
- The course is introduced to develop in the students a critical and philosophical outlook towards various faiths and dogmas.

iii. Learning Outcomes:

- The course is expected to enable the students to provide philosophical justification of the important religious concepts like proofs for the existence of God, relation between God and the world, faith and reason, etc.
- The course is expected to enable the students to justify the issues of immortality of the soul, freedom of the will, miracle, incarnation, etc.
- The course is expected to provide the students with proper understanding and clarification of the concepts.

- j. Theory Credit : 4
- k. Practical Credit: NA
- l. No. of Required Classes: 60
- m. No. of Contact Classes: 45
- n. No. of Non-Contact Classes: 15
- o. Particulars of Course Designer (Name, Institution, email id): Dr. Mausumi Bhattacharjya, Gauhati University , mausumi1984@gauhati.ac.in

CORE [PHILOSOPHY]-IX

- a. Four-year Undergraduate Programme
- b. Subject: Philosophy
- c. Semester: FIFTH
- d. Course Name: **THEORY OF REALITY (INDIAN)**
- e. Existing Base Syllabus: NA
- f. Course Level: 300-399
- g. Syllabus showing each unit against class numbers and marks :

Unit no.	Unit content	No.of classes	Marks
I:	-Māyā and Jagat: Advaita Vedānta -Acit: Viśiṣṭādvaita Vedānta -Guṇa ; Prakṛti: Sāṅkhya	15	25
II:	-Brahman and Iśvara: Advaita Vedānta, Viśiṣṭādvaita Vedānta, Nyāya-Vaiśeṣika -Jīva: Advaita Vedānta, Viśiṣṭādvaita Vedānta -Puruṣa: Sāṅkhya	15	25
III:	-Padārtha: Nyāya -Padārtha: Vaiśeṣika -Tattva: Jaina	15	25
IV :	-Theories of Evolution and Illusion (<i>Pariṇāmavāda</i> , <i>Vivartavāda</i>) -Theory of Atomic Agglomeration (<i>Ārambhavāda</i>) -Theory of Dependent Co-origination (<i>Pratītyasamutpāda</i>)	15	25

h. Reading list:

Chatterjee, S. and D. Dutta : *An Introduction to Indian Philosophy*

Dasgupta, S : *A History of Indian Philosophy. Volume I*

Mullar, Max : *The Six Systems of Indian Philosophy*

Radhakrishnan, S : *Indian Philosophy. Volume I & II*

Sinha, Jadunath : *Indian Philosophy. Volume I & II*

Sinha, J: *Indian Realism*

Sharma, C : *A Critical Survey of Indian Philosophy*

i Graduate Attributes

i Course Objectives :

-The Course introduces the students to what is considered as reality by various systems of Indian Philosophy.

- The Course introduces the students to ideas of reality, whose knowledge is considered as essential by systems of Indian Philosophy.

- The Course introduces the students to Concepts which are considered as essential by systems of Indian Philosophy for having understanding of reality.

ii. Learning outcomes:

-At the completion of the Course, a student is expected to be able to state clearly what are the different realities admitted by different systems of Indian Philosophy.

-At the completion of the Course, a student is expected to be able to explain the nature of the realities as accepted by systems of Indian Philosophy.

-At the completion of the Course, a student is expected to be able to point out and elucidate the concepts whose understanding is considered as important by systems of Indian Philosophy for understanding the nature of reality.

j. Theory Credit : 4

k. Practical Credit: NA

l. No. of Required Classes: 60

m. No. of Contact Classes: 45

n. No. of Non-Contact Classes: 15

o. Particulars of Course Designer (Name, Institution, email id): Dr. Shakuntala Bora, Gauhati University, shakuntalabora@yahoo.com

CORE [PHILOSOPHY]-X

- a. Four-year Undergraduate Programme
- b. Subject: Philosophy
- c. Semester: FIFTH
- d. Course Name: **ANALYTIC PHILOSOPHY**
- e. Existing Base Syllabus: PHI-HC-5016
- f. Course Level: 300-399
- g. Syllabus showing each unit against class numbers and marks :

Unit no.	Unit content	No.of classes	Marks
I:	-Introduction to Analytic Philosophy, Distinction between Classical Philosophy and Analytic Philosophy -Analytic Philosophy as a revolt against traditional Philosophy -Brief introduction to prominent philosophers of Analytic Philosophy	15	25
II:	-G. E. Moore: A defence of Common Sense (Textual Study)	15	25
III:	-Russell: On Denoting (Textual Study)	15	25
IV :	Early Wittgenstein: Picture Theory of Meaning (Textual Study)	15	25

h. Reading list:

Moore, G. E. : “*Defence of Common Sense*”

Russell, B : “*On Denoting*”

Wittgenstein, L: *Tractatus Logico-Philosophicus*

Ammerman, R.R .(ed) : *Classics of Analytic Philosophy*

Gross, B.R : *Analytic Philosophy*

Pitcher, G : *Philosophy of Wittgenstein*

Pradhan, R.C : *Recent Developments in Analytic Philosophy*

i. Graduate Attributes**i. Course Objectives :**

- The course is designed to get the students acquainted with one of the most influential schools of Contemporary Western Philosophy.
- The course introduces to the students analytic philosophers like G. E. Moore, Bertrand Russell and Early Wittgenstein.

ii. Learning Outcomes:

- The students will be able to understand the features of analytic philosophy, and will be able to distinguish between classical philosophy and analytic philosophy.
- The students will understand the importance of language in dissecting philosophical issues.
- The students will be able to inculcate critical and reflective thinking.

j. Theory Credit : 4

k. Practical Credit: NA

l. No. of Required Classes: 60

m. No. of Contact Classes: 45

n. No. of Non-Contact Classes: 15

o. Particulars of Course Designer (Name, Institution, email id): Prof. Sauravpran Goswami, Gauhati University, sauravpran2@gauhati.ac.in

CORE [PHILOSOPHY]-XI

- a. Four-year Undergraduate Programme
- b. Subject: Philosophy
- c. Semester: FIFTH
- d. Course Name: **SYMBOLIC LOGIC**
- e. Existing Base Syllabus: PHI-HC-2026
- f. Course Level: 300-399
- g. Syllabus showing each unit against class numbers and marks :

Unit no.	Unit content	No.of classes	Marks
I: Introduction to Symbolic Logic	-Symbolic Logic –its development -Nature and Scope of Symbolic Logic -Symbols and their uses	15	25
II: Logical Connectives and Symbolization	-Simple and Compound Statements -Logical Connectives and Variables -Symbolization of everyday language	15	25
III: Truth Function and Truth Table Method	-Truth Functions, Interdefinability of Logical Connectives -Construction of Truth Tables -Determining Tautology, Contradiction and Contingent Statements; and validity of arguments (Direct and Indirect) by using Truth Tables, Decision Procedure	15	25
IV: Method of Deduction	-Formal Proof of Validity -Rules of Inference and Rules of Replacement -Construction of Formal Proof of validity for arguments	15	25

h. Reading list:

Chakraborti, Chhanda: *Logic: Informal, Symbolic & Inductive*

Copi, I. M : *Symbolic Logic*

Copi, I. M. & Cohen, Carl: *Introduction to Logic*

i . Graduate Attributes**i. Course Objectives :**

- The course introduces students to the basics of symbolic logic (modern deductive logic).
- The course introduces tools for symbolizing everyday language and arguments using symbolic notation.
- The course is designed to introduce the students the formal principles and techniques of modern symbolic logic for distinguishing valid arguments from the invalid arguments.

ii. Learning Outcomes:

- On the completion of the course, students will be able to break down an argument and analyze the truth conditions of its component parts.
- The students will be able to symbolize everyday language.
- The students will be able to construct formal proof of validity.

j. Theory Credit : 4

k. Practical Credit: NA

l. No. of Required Classes: 60

m. No. of Contact Classes: 45

n. No. of Non-Contact Classes: 15

o. Particulars of Course Designer (Name, Institution, email id): Dr Jahnabi Deka, Gauhati University, jahnabideka@gmail.com

CORE [PHILOSOPHY]-XII

- a. Four-year Undergraduate Programme
- b. Subject: Philosophy
- c. Semester: SIXTH
- d. Course Name: **SOCIAL AND POLITICAL PHILOSOPHY**
- e. Existing Base Syllabus: PHI-HC-4036
- f. Course Level: 300-399
- g. Syllabus showing each unit against class numbers and marks:

Unit no.	Unit content	No.of classes	Marks
I:	-Nature and Scope of Social and Political Philosophy -Concept of Individual and Society, Relation between Individual and Society -Different Theories concerning evolution of society	15	25
II:	-Socialism: Marxism, Class Struggle -Democracy -Human Rights and Gender Justice	15	25
III:	-Mahabharata: Dandaniti, Rajdharma -Law and Governance -Lokasamgraha	15	25
IV :	-Kautilya: Sovereignty, Seven Pillars of state craft -Society, Social Life -Internal security, External affairs	15	25

h. Reading list:

- Chatterjee, P.B: *A Handbook of Social Philosophy*
 Robert N. Beck: *Handbook in Social Philosophy*
 Garcia, Manuel B : *Introductory Sociology: A Unified Approach*
 George Sabine: *A History of Political Theory*
 J. Sinha: *Outlines of Political Philosophy*
 Priyanka Pandey : *Rajdharma in Mahabharata*
 Sitansu S. Chakravarty: *Ethics in the Mahabharata*
 Kavita A. Sharma & Indu Ramchandani : *Teachings from the Mahabharata*
 Kautilya- Chanakya Arthasastra: *A Treatise on the Art of Government*

i. Graduate Attributes**i. Course Objectives :**

- To explore different theories and concepts regarding the evolution of the society and the individual.
- To make a critical analysis regarding the relation between society and individual.
- To make learners aware of the problems faced by the individual in the society in the name of class and caste division, gender discrimination etc.
- The course will explore how social systems, political beliefs and public institutions can impact human flourishing.
- The course is introduced to make the students familiar with various social and political concepts as found in the Mahabharata and in the Arthasastra

ii. Learning Outcome:

- Learners will be able to express thoughts on some major philosophical questions in the area of social philosophy with respect to the intellectual and historical developments of the questions.
- Learners will be able to articulate some of the major problems.
- Students will be able to think about questions like 'how should human beings live together?', 'what sort of society should we aim at?', etc.
- Learners will have a clear vision of human rights and gender discrimination, which will help them understand some social and political prejudices.
- The course is expected to make the students describe as well as analyse the social and political concepts such as rajadharma, dandaniti, lokasamgraha, seven pillars of state craft as found in these two sastras.

j. Theory Credit : 4

k. Practical Credit: NA

l. No. of Required Classes: 60

m. No. of Contact Classes: 45

n. No. of Non-Contact Classes: 15

o. Particulars of Course Designer (Name, Institution, email id): Dr. Padmadhar Choudhury, Gauhati University, padmadhar@gauhati.ac.in, and Mausumi Bhattacharjya, Gauhati University, mausumi1984@gauhati.ac.in

CORE[PHILOSOPHY]-XIII

- a. Four-year Undergraduate Programme
- b. Subject: Philosophy
- c. Semester: SIXTH
- d. Course Name: **CONTEMPORARY INDIAN PHILOSOPHY**
- e. Existing Base Syllabus: PHI-HC-4016
- f. Course Level: 300-399
- g. Syllabus showing each unit against class numbers and marks :

Unit no.	Unit content	No.of classes	Marks
I:	- K.C. Bhattacharya: Concept of Philosophy, Absolute and its alternative forms -Aurobindo: Evolution , Integral Yoga	15	25
II:	-Vivekananda: Practical Vedanta, Universal Religion -Tagore: Concept of Man, Humanism	15	25
III:	-Radhakrishnan: Religious Experience, Intellect and Intuition - Iqbal: Intuition, Self	15	25
IV :	-Gandhi: Truth and Non-violence, Religion, Sarvodaya, Trusteeship -Ambedkar: Social Justice, Democracy	15	25

h. Reading list:

- K.C. Bhattacharya: *Studies in Philosophy, Vol II*
 K. Bagchi: *The Philosophy of K.C. Bhattacharya*
 S.K. Maitra: *An Introduction to the Philosophy of Sri Aurobindo*
Complete Works of Swami Vivekananda (relevant chapters)
 R.N. Tagore: *Religion of Man*
 S. Radhakrishnan: *An Idealist View of Life*
 M. Iqbal: *The Secrets of Self; The Mysteries of Selflessness*
 D.M. Datta: *The Philosophy of Mahatma Gandhi*
 D. Keer : *Ambedkar, Life and Mission*
 Nilima Sharma: *Twentieth Century Indian Philosophy*
 D. M. Datta: *Chief Currents of Contemporary Philosophy*

i . Graduate Attributes**i . Course Objectives :**

- The course is introduced to make the students familiar with the contemporary approach to philosophy.
- The course is introduced to acquaint the students with the philosophical ideas of contemporary Indian philosophers like K.C. Bhattacharya, Aurovindo, Vivekananda, Tagore, Radhakrishnan, Iqbal, Gandhi and Ambedkar.

ii .Learning Outcomes:

- The course is expected to make the students learn how to compare the contemporary approach to philosophy with the traditional one.
- The course is expected to make the students explain as well as analyze the concepts as found in the philosophies of these philosophers
- The course is expected to make the students revise their philosophical outlook in the light of contemporary Indian philosophy.

- j. Theory Credit : 4
- k. Practical Credit: NA
- l. No. of Required Classes: 60
- m. No. of Contact Classes: 45
- n. No. of Non-Contact Classes: 15
- o. Particulars of Course Designer (Name, Institution, email id): Dr. Mausumi Bhattacharjya, Gauhati University , mausumi1984@gauhati.ac.in

CORE[PHILOSOPHY]-XIV

- a. Four-year Undergraduate Programme
- b. Subject: Philosophy
- c. Semester: SIXTH
- d. Course Name: **EXISTENTIALISM**
- e. Existing Base Syllabus: PHI-HC-5026
- f. Course Level: 300-399
- g. Syllabus showing each unit against class numbers and marks :

Unit no.	Unit content	No.of classes	Marks
I: Kierkegaard	-The three stages of human existence -Subjectivity and Truth	15	25
II: Nietzsche	-Nihilism, Perspectivism, The Death of God -The Superman, The Will to Power	15	25
III: Heidegger	- <i>Dasein</i> ; Being-in-the-world -Care and the Problem of Primordial Truth	15	25
IV : Sartre	-Existentialism; Being -Freedom and Bad-Faith	15	25

h. Reading list:

Kierkegaard: *Concluding Unscientific Postscript*

Nietzsche: *The Will to Power; Basic Writings of Nietzsche*

Heidegger: *Being and Time [Part One:: Division One : Preparatory Fundamental Analysis of Dasein]*

Sartre: *Basic Writings; Existentialism and Humanism; Being and Nothingness*

H. J. Blackham : *Six Existentialist Thinkers*

Margaret Chatterjee: *Existentialist Outlook*

M.K. Bhadra: *Phenomenology and Existentialism*

Mary Warnock: *Existentialism*

Hubert L. Dreyfus: *Being-in-the-World: A Commentary on Heidegger's Being and Time, Division I*

i. Graduate Attributes

i. Course Objectives :

-The objective of the course is to introduce students to various existentialist thinkers like Kierkegaard, Nietzsche, Heidegger and Sartre.

-The objective of the course is to make them familiar with the existential issues that all humans face in their everyday lives, like anxiety, fear, dread, freedom, death, etc.

ii. Learning Outcomes:

-The learning objective of the course is to enable students to understand the meaning of life that is not superficial.

-The learning objective is to make the students come face-to-face with real life-problems and also various ways to improve and work on their will to live life well.

j. Theory Credit : 4

k. Practical Credit: NA

l. No. of Required Classes: 60

m. No. of Contact Classes: 45

n. No. of Non-Contact Classes: 15

o. Particulars of Course Designer (Name, Institution, email id): Dr. Akoijam Thoibisana, Gauhati University, akoijamthoibisana@gauhati.ac.in

CORE[PHILOSOPHY]-XV

- a. Four-year Undergraduate Programme
- b. Subject: Philosophy
- c. Semester: SIXTH
- d. Course Name: **PHILOSOPHY OF LANGUAGE**
- e. Existing Base Syllabus: PHI-HE-6026
- f. Course Level: 300-399
- g. Syllabus showing each unit against class numbers and marks :

Unit no.	Unit content	No.of classes	Marks
I:	-Nature of Philosophy of Language -Scope of Philosophy of Language -History of Philosophy of Language	15	25
II:	-Ideational Theory of Meaning: Locke -Verifiability Theory of Meaning: Ayer -Use Theory of Meaning: Wittgenstein	15	25
III:	-Correspondence Theory of Truth -Coherence Theory of Truth -Pragmatic Theory of Truth	15	25
IV :	-Speech Act Theory of: Austin -Performative and Constative Utterance -Locutionary Act and Illocutionary Act	15	25

h. Reading list:

Alston, William P : *Philosophy of Language*

Austin, J. L : *How to Do Things with Words*

Devitt M. & Richard Hanley (ed.) : *The Blackwell Guide to Philosophy of Language*

Frege, Gottlob : *On Sense and Reference*

Lycan, G : *Philosophy of Language: A Contemporary Introduction*

Russell, B: *On Denoting*

Searle, J. R : *Philosophy of Language*

Wittgenstein, L : *Philosophical Investigations (Relevant Sections)*

i . Graduate Attributes

i. Course Objectives :

- Introduce the students with the philosophical study of Language as distinct from linguistics, concepts of meanings related to various theories of truth.
- Distinction between constative and performative utterances and the different acts that are performed while making different utterances

ii. Learning Outcomes:

- Students will be able to make the basis difference between philosophical study of Language and scientific study of Language.
- Students will be able to appreciate the different approaches to meaning.
- They will be able to appreciate the different acts that are performed by different utterances.

j. Theory Credit : 4

k. Practical Credit: NA

l. No. of Required Classes: 60

m. No. of Contact Classes: 45

n. No. of Non-Contact Classes: 15

o. Particulars of Course Designer (Name, Institution, email id): Prof. Begum Bilkis Banu, Gauhati University, begumbilkisbanu@gauhati.ac.in

**FOUR-YEAR UNDER GRADUATE COURSE (FYUGP) 2023
GAUHATI UNIVERSITY**

HISTORY SYLLABUS



**Department of History
Gauhati University
Guwahati-781014
Assam**

SYLLABUS IN HISTORY FOR THE FOUR-YEAR UNDER GRADUATE COURSE (FYUGP) 2023 UNDER GAUHATI UNIVERSITY

The CCS (UG) in History of Gauhati University has drafted and recommended the syllabuses in History for the first three years of the Four Years Under Graduate Course in History in its meetings held on 15.03.2023 and 03.05.2023. The syllabus was approved the Academic Council in its meeting held on

This syllabus will be implemented from the academic session 2023-2024 under Gauhati University as per the Regulations approved for the purpose.

The courses will help the students to meet several important parts of the overall programme learning outcomes to be achieved by students on completion of the programme of study leading to the award of an undergraduate Certificate, Diploma or Degree.

Some of the Programme Learning Outcomes are

(i) Knowledge and understanding

Upon completion of the programme, the graduates would be able to demonstrate the acquisition of: knowledge of facts, concepts, principles, theories, and processes that the subject History is embedded in. The graduates will have an understanding of both World, Indian and regional histories and also the political, social and economic forces that shaped the histories. Overall, the programme will help the students develop broad multidisciplinary learning contexts especially in the field of humanities and social sciences.

(ii) Generic learning outcomes

The students completing the programme will be able to think Critically will be to apply analytic thought to history in particular and humanities and social sciences in general, including the analysis and evaluation of policies and practices, as well as evidence, arguments, claims, beliefs and the reliability and relevance of evidence.

The Graduates will be able to identify relevant assumptions or implications; and formulate coherent arguments; identify logical flaws in the arguments of others, analyse and synthesise data/information related to issues and arguments of history from a variety of sources and draw valid conclusions and support them with evidence and logic.

Graduates with history as is being offered under FYUGP of Gauhati University will acquire knowledge of the values and beliefs of multiple cultures and a global perspective to honour diversity. The graduates will be able to identify the migration of people and their settlements in Bharat and link them with cultural diversity. Graduates will be capable to effectively engage in a multicultural group/society and interact respectfully with diverse group.

(iii) Course Learning Outcomes : The course learning outcomes are stated as Course Outcomes in each of the courses.

**COURSE LIST OF B.A. (Major and Minor) PROGRAMME IN HISTORY UNDER
FYUGP - GAUHATI UNIVERSITY
(2023)**

Semester	Course Name	Credit	Course level
First	History of India (Up to 1206 CE)	4	100-199
Second	History of India (1206-1757 CE)	4	100-199
Third	History of India (c. 1757 to 1947 CE)	4	100-199
Fourth	History of Assam (upto 1826 CE)	4	200-299
	Social Formation and Cultural Patterns of the Ancient and Medieval World	4	300-399
	History: Concepts and Ideas	4	300-399
	Social and Economic History of India (Up to 1206 CE)	4	300-399
Fifth	Rise of the Modern West	4	200-299
	History of Europe (1648-1870 CE)	4	300-399
	History of East Asia : China and Japan (1839-1949)	4	300-399
	Social and Economic History of India (1206-1757 CE)	4	300-399
Sixth	History of Assam (1826-1947 CE)	4	200-299
	Social and Economic History of Assam (Upto 1947 CE)	4	200-299
	History of Europe (1870-1945 CE)	4	300-399
	Social and Economic History of India (1757-1947 CE)	4	300-399

FYGUP 2023

First Semester (History I/1)

Course Name: **History of India (Up to 1206 CE)**

Credit : 4

Course level: 100-199

Course Outcome: Upon completion of this course, a student will be able to:

- explain the emergence of state system in North India as well as development of imperial state structure and state formation in South India in the early period.
- They will be able to relate the changes and transformations in polity of early India and the linkages developed through contacts with the outside world.

Unit: I	Contact Classes : 9	Non-contact classes : 3	Marks : 20
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- [a] Sources for reconstructing Ancient Indian History: archaeological; literary
 [b] Harappan Civilization: origin, extent, characteristics; first urbanization; decline.
 [c] Vedic Culture-Early and Later Vedic periods: Tribal Polity, economic developments; social stratification; religion and philosophy;

Unit: II	Contact Classes : 9	Non-contact classes : 3	Marks : 20
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- [a] Second Urbanization; Rise of territorial states: *Mahajanapadas*
 [b] Religious movements in North India: Jainism; Buddhism
 [c] The Mauryas: Administrative system, Society and Economy; Asoka's Dhamma; Decline.
 [d] Greek Invasion and its Impact.

Unit:III	Contact Classes : 9	Non-contact classes : 3	Marks : 20
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- [a] Political developments in Post-Mauryan period with special reference to Sungas, Kushanas, Kharavelas, Satavahanas.
 [b] Sangam Age: Literature, Society and Culture.

Unit:IV	Contact Classes : 9	Non-contact classes : 3	Marks : 20
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- [a] The Gupta Empire: administrative system, economy, society, art and architecture, cultural developments.
 [b] Post-Gupta Period: Land Grant Economy and Early Feudalism.
 [c] Harshavardhana; Samanta system

Unit: V	Contact Classes : 9	Non-contact classes : 3	Marks : 20
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- [a] Emergence of Rajputs in North India
 [b] Political developments in South India with special reference to Cholas, Rashtrakutas, Chalukyas of Badami.
 [c] Arabs; Ghaznavids and Ghorids.

Readings :

Altekar. A.S. 1966. *State and Government in Ancient India*. Delhi: Motilal Banarasidass.

- Chakravarti, Ranabir. 2013. *Exploring Early India up to c. AD 1300*. Second Edition. Delhi: Macmillan
- Champakalakshmi, R. 1996. *Trade, Ideology and Urbanization: South India, 300 CE to 1300 AD*. Delhi: Oxford University Press.
- Chattopadhyaya, B.D. 1994. *The Making of Early Medieval India*. New Delhi: Oxford University Press.
- Jha, D.N. 2012. *Ancient India in Historical Outline*. Delhi: Manohar Publishers. Reprint.
- Kangle, R.P (ed. and tr.). 1960-65. *Kautilya's Arthashastra*. Bombay: University of Bombay
- Kulke, Hermann(ed). 1994. *The State in India, AD 1000-1700*. New Delhi: Oxford University Press
- Ratnagar, Shereen. 1991. *Enquiries into the Political Organization of Harappan Society*. Pune: Ravish Publishers.
- Roy, Kumkum. 1994. *Emergence of Monarchy in North India*. New Delhi: Oxford University Press
- Sahu, Bhairabi Prasad. 2012. 'Recent Perspectives of the State and Debates in Early Indian History'. *Indian Historical Review* 39(2)145-162.
- Sharma, R.S. 1983. *Aspects of Political Ideas and Institutions in Ancient India*. New Delhi: Macmillan
- Sharma, R.S. 2006. *India's Ancient Past*. New Delhi: Oxford University Press.
- Sharma, R.S. 1983. *Material Culture and Social Formations in Ancient India*. New Delhi: Macmillan.
- Singh, Upinder. 2009. *A History of Ancient and Early Medieval India: From the Stone Age to the 12th century*. Delhi: Pearson India.
- Thapar, Romila. 1984. *From Lineage to State*. New Delhi: Oxford University Press.
- Thapar, Romila. 2003. *The Penguin History of Early India: From origins to AD 1300*. Haryana: Penguin Random House India.
- Thapar, Romila. 1978. *Ashoka and the Decline of the Mauryas*. Delhi: Oxford University Press.

FYUGP 2023

Second Semester : (History 1/1)

Course Name : **History of India (1206-1757 CE)**

Credit : 4

Course level: 100-199

Outcomes: Upon completion of this course, students will be able to :

- Explain the political transition that took place under the Sultanate and the Mughals and how it changed the geo-political structure between 1206-1757.
- Identify the regional kingdoms and analyse their administration and polity.
- Explain the formation of different pre-modern states apart from the Sultanate and the Mughals during this period along with their administrative system, political ideologies, legitimation, and the institution of kingship.

Unit: I	Contact Classes : 9	Non-contact classes : 3	Marks : 20
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- [a] Conceptualising 'medieval' Indian history; Sources
- [b] Persian *tarik* tradition
- [c] Foreigners' accounts, vernacular literature.
- [d] Regional history writing: *bakhsars, buranjis, khyats*

Unit: II	Contact Classes : 9	Non-contact classes : 3	Marks : 20
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- [a] Foundation, Consolidation and Expansion of the Sultanate: Iltutmish, Razia Sultan, Balban, Alauddin Khilji, Muhammad Bin Tughluq, Firoz Shah Tughluq, Sayyids
- [b] Theories of Kingship, Nobility, *khalifa* and *ulemas*
- [c] Administration and policies under the Sultanate, *Iqta* system

Unit:III	Contact Classes : 9	Non-contact classes : 3	Marks : 20
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- [a] Lodis and Battle of Panipat, Babur's victory and consequences
- [b] Rajput's origin and polity: Mewar, Marwar and Amer
- [c] Sher Shah Suri and his administration
- [d] Vijayanagar and Bahmani Sultanate: Krishna Deva Raya; Administration, Battle of Talikota, Mahmud Gawan, disintegration of Bahmani- Bijapur, Ahmednagar, Bera, Golconda and Bidar.
- [e] Gajapatis of Orissa, Gujarat, and Malwa Sultanate, Jaunpur, Bengal, Kashmir Sultanate

Unit:IV	Contact Classes : 9	Non-contact classes : 3	Marks : 20
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- [a] Mughal emperors: Akbar, Jahangir, Shahjahan, Aurangzeb

- [b] Mughals and Central Asia contacts; Mughals-Rajput relations: matrimonial and political
- [c] Nobility, Mansabdars-Jagirdars, administration

Unit: V	Contact Classes : 9	Non-contact classes : 3	Marks : 20
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- [a] Khalsa tradition and challenges to the Mughals
- [b] Marathas under Shivaji, Peshwa administration
- [c] Later Mughals and Bahadur Shah Jafar
- [d] The 18th century: Decline of Mughals state, theories and interpretation, Power contestation: Awadh, Bengal and Hyderabad

Readings

- Kulke, Hermann. (1995). *The Early and the Imperial Kingdom: A Processual Model of Integrative State Formation in Early Medieval India* in Kulke, H (ed), "The State in India, 1000-1700", ed., New Delhi: Oxford University Press. 1997.
- H. Kulke and B. P. Sahu, (2018). *History of Precolonial India: Issues and Debates*, Delhi: Oxford University Press, Part II
- Kumar, Sunil. (2007). *The Emergence of the Delhi Sultanate, 1192-1286*. Ranikhet: Permanent Black.
- Tod, James. (1920). *Annals and Antiquities of Rajasthan*, William Crooke (Ed.). London: Oxford University Press, 3 volumes.
- Mukhia, Harbans (1976). *Historians and Historiography during the Reign of Akbar*. Vikas: Publishing House
- Mukhia, Harbans (2004). *The Mughals of India*, Oxford, United Kingdom: Wiley India, Blackwell Publishing
- Tripathi, R P. (1959). *Some Aspects of Muslim Administration*. Allahabad: The Indian Press
- Alam, M and S Subrahmanyam (eds.) (1998). *The Mughal State, 1526-1750*, Delhi: OUP
- Chandra, Satish. (Ed.) (2005). *Religion, State and Society in Medieval India: Collected Works of Nurul Hasan*, Delhi: Oxford University Press
- Bhargava, Meena (ed.) *Exploring Medieval India. Sixteenth to Eighteenth Century*, Vol. II, New Delhi: Orient BlackSwan
- Bhargava, Meena (Ed.) (2014). *The decline of the Mughal Empire*, Delhi: OUP
- Alavi, Seema (Ed.) (2000). *The Eighteenth Century in India* (New Delhi: Oxford University Press
- Marshall, P.J (Ed.) (2003). *The Eighteenth Century in Indian History: Evolution or Revolution?* Oxford University Press
- Rizvi, S.A.A (1987). *The Wonder That Was India. Vol.II. India*. Picador

FYUGP 2023

Third Semester (History I/1)

Course Name : **History of India (c. 1757 to 1947 CE)**

Credit : 4
Course level 100-199

Course Outcome: Upon completion of this course, students will be able to:

- Explain the major factors that led to the establishment and consolidation of British rule in India.
- Identify the events, personalities and the process that led to development of resistance against British colonial rule and the eventual growth of Indian nationalist movement, that ultimately led to the end of the British rule in the country.

Unit: I	Contact Classes : 9	Non-contact classes : 3	Marks : 20
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- [a] Political condition in post-Mughal period and rise of regional powers.
- [b] European trading companies in India : Portuguese, Dutch, English and French
- [c] The Battle of Plassey and the Battle of Buxar - the establishment of the British rule in India.
- [d] Robert Clive and Dual Administration in Bengal.

Unit: II	Contact Classes : 9	Non-contact classes : 3	Marks : 20
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- [a] Expansion and Consolidation of the British rule under Warren Hastings and Lord Cornwallis.
- [b] British relations with the Marathas and Mysore.
- [c] Lord Wellesley and the Policy of Subsidiary Alliance
- [d] Lord Hastings and the relations with the Indian States.

Unit: III	Contact Classes : 9	Non-contact classes : 3	Marks : 20
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- [a] The Growth and expansion of Sikh power under Ranjit Singh; British occupation of Punjab
- [b] Lord Dalhousie and his policy of expansion- the Doctrine of Lapse
- [c] Wars against Afghanistan and Burma (British Frontier Policy)
- [d] Colonial State and policies of governance : army, police, law.

Unit: IV	Contact Classes : 9	Non-contact classes : 3	Marks : 20
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- [a] The Revolt of 1857- its causes and consequences, the Government of India Act of 1858.
- [b] The growth of national awakening in India and the establishment of the Indian National Congress.
- [c] Lord Curzon and the Partition of Bengal; the Swadeshi Movement in India, Muslim League; growth of Revolutionary Terrorism.

Unit: V	Contact Classes : 9	Non-contact classes : 3	Marks : 20
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- [a] Gandhi in Indian politics - the Khilafat and the Non-Cooperation Movement, the Civil Disobedience Movement.
- [b] The growth of the Left, Muslim League and Communal politics in India.
- [c] The Quit India Movement – The INA and Partition of India.

Readings:

Bandyopadhyaya, Sekhar: *From Plassey to Partition: A History of Modern India*, Orient Longman Ltd. Hyderabad, 2004.

Chandra, B, Mukherjee, M *et al* : *India's Struggle for Independence*, Penguin Books, New Delhi, 2003.

Chandra, B., : *History of Modern India*, Orient BlackSwan, 2010

Grover B.L and Grover, S., *A New Look at Modern Indian History*, S. Chand & Company, New Delhi, 2004.

Banerjee-Dube, Ishita, *History of Modern India*, Cambridge University Press, New Delhi, 2014

Sarkar, Sumit : *Modern India*, Macmillan, New Delhi, 1983.

Gopal, S : *The British Policy in India, 1858-1905*, McMillan, New Delhi, 1992.

Grewal, J. S : *The Sikhs of the Punjab*, Cambridge University Press, New Delhi, 1999.

Gordon, Stuart : *The Marathas*, Cambridge University Press, New Delhi, 1999.

Fourth Semester FYUGP (HISTORY 1/4)

Course Name : **History of Assam (upto 1826 CE)**

Credit : 4

Course level: 100-199

Course Outcome: After completion of this course a student will be able to :

- Explain in general outline the history of Assam from the earliest times to the advent of the British.
- Identify major events and personalities in the political history of Assam from the earliest times to the occupation of Assam by the English East India Company

Unit: I	Contact Classes : 6	Non-contact classes : 2	Marks : 15
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- [a] A survey of the sources: indigenous literature; accounts of foreign travellers (Chinese, Arabian, Persian, French); archaeological sources.
[b] Land and people: Migration routes and settlement pattern.

Unit: II	Contact Classes : 9	Non-contact classes : 2	Marks : 20
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- [a] The kingdom of Pragjyotisha-Kamarupa; Politico-cultural centres in the valleys of Doiyang-Dhansiri, Kapili-Jamuna and at Bhaitbari.
[b] Political dynasties: Varmana; Salastambha; Pala
[c] Administration: Central and Provincial; Judicial; Revenue

Unit: III	Contact Classes : 10	Non-contact classes : 4	Marks : 25
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- [a] Political condition of Assam in the Post-Pala period.
[b] Disintegration of the Kingdom of Kamarupa (Vaidyadeva, Tingyadeva, Vallavadeva)
[c] Turko-Afghan invasions
[d] Kamata, Chutiya, Kachari, and the Koch kingdoms; the Bara Bhuyans

Unit: IV	Contact Classes : 12	Non-contact classes : 4	Marks : 25
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- [a] Foundation of the Ahom kingdom by Siukapha
[b] Expansion and consolidation of the Ahom kingdom : Suhungmung, Pratap Singha, Gadadhar Singha, Rudra Singha, Rajeswar Singha.
[c] Ahom-Mughal conflict: the Treaty of 1639, Mirjumla's invasion, Battle of Saraighat (1671) and Battle of Itakhuli
[d] Ahom system of administration: Central administration, the *Paik* system and *Posa* system

Unit: V	Contact Classes : 8	Non-contact classes : 3	Marks : 15
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- [a] Decline and fall of the Ahom Kingdom: the Moamariya Rebellion;
[b] Burmese Invasions.
[c] Ahom policy towards the Hill tribes.
[d] The English East India Company in Assam Politics;

[e] Treaty of Yandaboo and Assam

Readings:

- Barpujari, H. K. 1992 : *The Comprehensive History of Assam Vol. I, II and III*, Publication Board Assam.
- Baruah, K. L. 2019: *Early History of Kamrupa*, Bhabani Books, Guwahati,.
- Baruah, S.L. 1985: *A Comprehensive History of Assam*, Munshiram Monoharlal, New Delhi, Devi, Lakshmi 1968 : *Assam Buranji* (Assamese), LBS Publishers, Guwahati
- Dutta, A.K. 1991:*Maniram Dewan and the Contemporary Assamese Society*, Jorhat.
- Gait, E. A. 1906 : *A History of Assam*
- Gogoi, Padmeswar 2016 (Reprint) : *The Tai and the Tai Kingdoms*, Gauhati University Press.
- Guha, A. 1991:*Medieval and Early Colonial Assam*, Bhabani Books,.
- Nath, D. 1987: *Asom Buranji* (Assamese) Bidya Bhawan.
- Neog, M. 1965: *Sankardeva and His Times*, Gauhati University Press, First Print

Fourth Semester FYUGP (HISTORY 2/4)

Course name : Social Formation and Cultural Patterns of the Ancient and Medieval World

Credit : 4

Course level : 200-299

Course Outcome: After completion of this course a student will be able to :

- Describe some of the most significant events and societies of pre-modern world.
- Explain political events relating to the ancient Greece city states and Rome.
- Analyse the complexities of historical forces in West Asia and the rise of Islam.

Unit: I	Contact Classes : 9	Non-contact classes : 3	Marks : 20
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- [a] Civilization : The Nile Valley, Mesopotamia, China
[b] The Maya Civilization, the Incas, the Aztecs
[c] Polity, Economy and Social life and activities.

Unit: II	Contact Classes : 9	Non-contact classes : 3	Marks : 20
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- [a] Ancient Greece and Roman Empire
[b] Evolution of the 'polis' and changing political formations in ancient Greece: Athens and Sparta
[c] Slavery in the Ancient Greek and Roman world
[d] Greek Culture-Science and Philosophy, religion, art, and architecture

Unit:III	Contact Classes : 9	Non-contact classes : 3	Marks : 20
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- [a] The Late Roman World, The Arabs
[b] Religion in the Late Roman Empire, Judaism and Christianity
[c] Spread of Christianity, Development of the Catholic Church

[d] Pre-Islamic society, Tribal background and the Rise of Islam, Foundation of the Islamic state, Caliphate and Crusades

Unit:IV	Contact Classes : 9	Non-contact classes : 3	Marks : 20
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[a] Feudalism : its features and debates

[b] Feudal society and the Church

[c] Transitions in the feudal economy from 11th – 14th centuries

Unit: V	Contact Classes : 9	Non-contact classes : 3	Marks : 20
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[a] Growth of trade and towns and their impact

[b] Oceanic trade with the East

[c] Emergence of Europe as a centre of World trade, Medieval Cities,

[d] Trading communities- Jews, Arabs, Italians, Flanders, English, German and Dutch

Readings :

Anderson, P. (1988). *Passages from Antiquity to Feudalism*. London and New York: Verso

Finley, M.I. (1963/1991). *The Ancient Greeks*, London: Penguin (1991 reprint)

Green, P. (1973). *A Concise History of Ancient Greece to the close of Classical era*, London: Thames and Hudson Ltd.

Hopkins, K. (1978). *Conquerors and Slaves*. Cambridge: Cambridge University Press

Joshel, S. R. (2010). *Slavery in the Roman World*, Cambridge: Cambridge University Press

Bloch, M. (1961). *Feudal Society* Vol. I, Chicago: University of Chicago Press

Brunt, P.A. (1971). *Social Conflicts in the Roman Republic*. London: Chatto and Windus

Donner, F.M. ed. (2016). *The Expansion of the Early Islamic State*, London and New York: Routledge

Duby, G. (1978). *The Early Growth of the European Economy: Warriors and Peasants from the Seventh to the Twelfth century*. Cornell: Cornell University Press

Hodgson, M.G.S. (1974). *The Venture of Islam, Volume 1: The Classical Age of Islam*, Chicago: University of Chicago Press

Perry Anderson, *Passages from Antiquity to Feudalism*.

Marc Bloch, *Feudal Society*, 2 Vols.

Bloch, M. (1966). "The Rise of Dependent Cultivation and Seigniorial Institutions." in M.M. Postan (Ed.), *The Cambridge Economic History of Europe*, Volume 1. Cambridge: Cambridge University Press.

Cambridge History of Islam, 2 Vols.

Georges Duby, *The Early Growth of the European Economy*.

Finley, M.I. (1983). *Politics in the Ancient World*. Cambridge: Cambridge University Press

Kumar, R. (2018). *Ancient and Medieval World: From Evolution of Humans to the Crisis of Feudalism*, New Delhi: Sage

Le Goff, J. (1992) *Medieval Civilisation, 400-1500*, (translated by Julia Barrow), Oxford UK & Cambridge USA: Blackwell

Hodgson, Marshall G.S (1974). *The Venture of Islam, Conscience and History in a World Civilisation*. 3 Vols. Chicago and London

Lapidus, Ira M(1988). *History of Islamic Societies*. Cambridge

Frederick Mote (1990). *Imperial China: 900-1800*. Cambridge.Mass.Harvard University Press

Butterfield, H.J (1958). *The Origins of Modern Science: 1300-1800*. New York.
 Chaunu, Pierre (1979). *European Expansion in the later Middle Ages*. General Editor
 Richard Vaughan, Vol. 10. North-Holland Publishing Company. Amsterdam
 Pirenne, Henry (1937). *Economic and Social History of Medieval Europe*. New York. Craft
 Production

Fourth Semester FYUGP (History 3/4)

Course Name: **History: Concepts and Ideas**

Credit : 4

Course level : 300-399

Course Outcome: After completion of this course a student will be able to:

- Explain the concepts and scope of History.
- Compare and contrast History with other disciplines.
- Analyse the traditions of historical writing.
- Evaluate critical issues relating to the subject of History.

Unit: I	Contact Classes : 9	Non-contact classes : 3	Marks : 20
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History : Nature and Scope

- i) What is History? Definition and Scope
- ii) The Subject Matter of History: A Brief Survey of Changing Perspectives
- iii) Types of Historical Evidence: Archival, Archeological, Literary and Oral.

Unit: II	Contact Classes : 9	Non-contact classes : 3	Marks : 20
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Categorization of History:

- i) Economic
- ii) Social
- iii) Political
- iv) Literary
- v) Intellectual
- vi) Diplomatic
- vii) Universal
- viii) Legal

Unit:III	Contact Classes : 9	Non-contact classes : 3	Marks : 20
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History and other Disciplines

- i) Archaeology
- ii) Geography
- iii) Sociology
- iv) Economics
- v) Political Science

- vi) Philosophy
- vii) Literature

Unit:IV	Contact Classes : 9	Non-contact classes : 3	Marks : 20
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Traditions of Historical writing

- i) Greco- Roman Traditions
- ii) Chinese Tradition
- iii) Traditions in Early India
- iv) Traditions in Medieval India
- v) History writing in Modern India

Unit: V	Contact Classes : 9	Non-contact classes : 3	Marks : 20
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Issues in Historical understanding

- i) Writing History: Objectivity and Interpretation;
- ii) Bias in History
- iii) Periodization of Indian History: James Mill's periodization and the Nationalist critique

Readings:

- Ali, B. Sheikh, 2022. (Reprint) *History: Its Theory and Methods*, Laxmi Publication
- Sreedharan E., 2004. *A Textbook of Historiography* Orient BlackSwan
- Carr, E.H., 2018. *What is History?* Penguin Paperbacks
- Marwick, A, 1989. *The Nature of History*, Palgrave Macmillan
- Cannadine, David, 2004. *What is History Now?* Palgrave Macmillan
- Thapar, R, 2014. *The Past as Present*, Aleph Book Company
- Thapar, R., Mukhia, Chandra, Bipan. 1969. *Communalism and the Writing of Indian History*, People's Publishing House.

4th Semester FYUGP (HISTORY 4/4)

Course Name: **Social and Economic History of India (Up to 1206 CE)**

Credit : 4

Course level : 300-399

Course Outcome: After completion of this course a student will be able to:

- Explain in general outline the economic history of Early India.
- Analyse the phases of development of economy from pastoral to Settled Agriculture.
- Identify major factors that influenced society and religions.
- Appreciate art and architecture of Ancient India

Unit: I	Contact Classes : 9	Non-contact classes : 3	Marks : 20
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Pre-History to Proto-History

- (i) Hunting-Gathering Societies – Paleolithic
- (ii) Advent of Food Production – Neolithic-Chalcolithic Cultures
- (iii) First Urbanisation- Harappan Culture - Agriculture, Craft, Trade, Society, Religion and Art

Unit: II	Contact Classes : 9	Non-contact classes : 3	Marks : 20
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Transition from Rural to Urban

- (i) Transition from Mixed Pastoral Economy to Settled Agriculture (1500-500 BCE)
- (ii) Second Urbanisation in the Ganga Valley – Agriculture, Craft, Trade, Guilds and Labour
- (iii) State Controlled Economy of the Mauryas
- (iv) Post-Mauryan Economy – Trade Routes, Coinage, Urban Centres ; External Trade Networks – Indo-Roman, Indo-China

Unit: III	Contact Classes : 9	Non-contact classes : 3	Marks : 20
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Society and Religion

- (i) Emergence of Social Stratification – *Varna-jati, Varnashrama dharma*, Untouchability, Gender Relations
- (ii) Emergence and Spread of Jainism, Buddhism and other Religious Sects
- (iii) Puranic Religion
- (iv) Emergence and Development of Bhakti

Unit: IV	Contact Classes : 9	Non-contact classes : 3	Marks : 20
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Towards Early Medieval India (300-1200 CE)

- (I) Land Grants, Changing Production Relations, Graded Land Rights and Peasantry, Debates on Indian Feudalism
- (II) Patterns of Trade, Currency and Urban Settlements
- (III) Land Grant Economy in South India – Brahmadeyas and Agraharas, Temple Economy (Cholas)

Unit: V	Contact Classes : 9	Non-contact classes : 3	Marks : 20
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Literature and Art

- (i) Literature – Survey of Sanskrit, Pali, Prakrit and Tamil
- (ii) Art and Architecture – Mauryan, Post- Mauryan, Gupta, Post- Gupta; Evolution of Regional Styles

Readings :

- B.D. Chattopadhyaya, 1994. *The Making of Early Medieval India*, OUP, New Delhi.
- B & F. Raymond Allchin, 1982. *The Rise of Civilization in India and Pakistan*, CUP.
- B.P. Sahu (ed.), 1997. *Land System and Rural Society in Early India*, Manohar, New Delhi.
- B. Stein, 1980. *Peasant State and Society in Medieval South India*, OUP, New Delhi.
- D.D. Kosambi, 2016 *An Introduction to the Study of Indian History*, Sage Publications India Pvt. Ltd, New Delhi, (First Published 1956)
- D.K. Chakrabarti, 2003, *India: An Archaeological History: From Paleolithic Beginnings to Early Historic Foundations*, OUP, New Delhi,
- D.P. Agarwal, 1982. *The Archeology of India*, Curzon Press, London.

- G.L. Possehl, 2003. *The Indus Civilization: A Contemporary Perspective*, Vistaar Publications, New Delhi,
- R. Chakravarti (ed.), 2005. *Trade in Early India*, OUP, New Delhi.
- R. Champakalakshmi, 1996. *Trade, Ideology and Urbanization: South India, 300 BC- AD 1300*, OUP, New Delhi.
- R. Gurukkal, 2012. *Social Formations of Early South India*, OUP, New Delhi.
- R.S. Sharma, 2004. *India's Ancient Past*, OUP, New Delhi.
- R.S. Sharma, 2007. *Material Culture and Social Formations in Ancient India*, Macmillan, (2nd Edn.)
- R.S. Sharma, 2005 (3rd revised Edn.) *Indian Feudalism, (circa, 300 - 1200 A.D)*, Macmillan, (First Published 1965)
- R.S. Sharma, 1987. *Urban Decay in India, (c.300 – c.1000)*, Munshiram Manohar Lal, Delhi.
- R.S. Sharma, 2003. *Early Medieval Indian Society: A Study in Feudalisation*, Orient BlackSwan, New Delhi.
- R. Thapar, 2002. *The Penguin History of Early India: From the Origins to AD 1300*, Penguin, New Delhi.
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- S.K. Maity, 1957. *Economic Life of North India in the Gupta Period (c. 300-500 A.D)*, The World Press, Calcutta.
- S.K. Maity, 1970. *Early Indian Coins and Currency System*, Munshiram Manoharlal, Delhi.
- U, Chakravarti, 1987. *The Social Dimensions of Early Buddhism*, OUP, New Delhi,
- U. Singh, 2008. *A History of Ancient and Early Medieval India*, Pearson, New Delhi.

Fifth Semester FYUGP (HISTORY 1/4)

Course Name : **Rise of the Modern West**

Credit : 4

Course level : 200-299

Course Outcome: On completion of this course, the students will be able to

- Explain the major trends and developments in the Western world between the 14th to the 16th century CE.
- Analyse the significant historical shifts and events and the resultant effects on the civilizations of Europe in the period.

Unit: I	Contact Classes : 9	Non-contact classes : 3	Marks : 20
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Transition from feudalism (to capitalism):

- [a] concepts of feudalism; regional variations
- [b] The Crisis of Feudalism
- [c] The transition debate: Maurice Dobb and Paul Sweezy; Marc Bloch, Georges Duby; the Brenner Debate

Unit: II	Contact Classes : 9	Non-contact classes : 3	Marks : 20
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Geographical explorations and early colonial expansion:

- [a] Factors and motives behind voyages and explorations
- [b] the conquests of the Americas:
- [c] beginning of the era of colonization;
- [d] mining and plantation; the African slaves.

Unit: III	Contact Classes : 9	Non-contact classes : 3	Marks : 20
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Renaissance:

- [a] Origins of Renaissance
- [b] Humanism in Renaissance
- [c] Italian influence on Art, Architecture, Culture, Education and Polity;
- Northern Humanism

Unit: IV	Contact Classes : 9	Non-contact classes : 3	Marks : 20
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Reformation in the 16th century: Origin and impact

- [a] Martin Luther, John Calvin, Zwingli
- [b] The Radical Reformation: Anabaptists, Huguenots
- [c] English Reformation and the state
- [d] Counter Revolution

Unit: V	Contact Classes : 9	Non-contact classes : 3	Marks : 20
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Economic developments of the sixteenth century:

- [a] Development of science: Renaissance to the 17th century.
- [b] Shift of economic balance from the Mediterranean to the Atlantic;

- [c] Agricultural revolution, Enclosure movement;
- [d] Commercial Revolution; Influx of American silver and the Price Revolution.
- [e] Concepts of Mercantilism and Imperialism: Mercantilism in the 17th and 18th centuries.

Readings:

- Fisher, H.A.L., 1938. *A History of Europe*. Eyre and Spottiswoode, London
- Sinha, Arvind, 2010. *Europe in Transition from Feudalism to Industrialization*, Manohar Books, Delhi.
- Hayes, C J H, 1982 (Third Indian Reprint) *Modern Europe Upto 1870*, Surjeet Publications, Delhi.
- Phukan, Meenaxi, 2012. *Rise of the Modern West: Social and Economic History of Early Modern Europe*, Trinity Press Pvt. Ltd
- Aston, T.S. and Philpin, C. H. E. (eds.) 1976, *The Brenner Debate: Agrarian Class Structure and Economic Development in Pre-Industrial Europe*, Cambridge University Press.
- H. Butterfield, 1949 (1997 edition). *The Origins of Modern Science* Free Press.
- Cipolla, Carlo M., 1976. *Fontana Economic History of Europe*, Vols. II and III. Barnes and Noble.
- Cipolla, Carlo M., 1993 (3rd edition) *Before the Industrial Revolution, European Society and Economy*. 1000 -1700
- Dobb, Maurice, 1947. *Studies in the Development of Capitalism*.
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- Hall, A. Rupert, 1963. *From Galileo to Newton*. Dover Publications Inc.
- Hill, Christopher, 2001. *A Century of Revolutions 1603-1714* Routledge
- Hilton, Rodney, 1950 *Transition from Feudalism to Capitalism*, Verso Books
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- Parker, G., 2001. *Europe in Crisis. 1598- 1648*. Wiley Blackwell
- Vries, Jan de, 1976. *Economy of Europe in an Age of Crisis 1600 - 1750*. Cambridge University Press.
- Bath, Slicher van, 1963. *The Agrarian History of Western Europe. AD.500 - 1850*. Cambridge University Press
- Elton, G. R., 1956. *Reformation Europe, 1517 -1556*, Harper Touchbooks
- Gilmore, Myron P. 1962, *The World of Humanism. 1453 -1517*. Harper Touchbooks
- Kriedte, Peter, 1983. *Peasants, Landlords and Merchant Capitalists*, Cambridge University Press.
- Mathias, Peter, 1969. *The First Industrial Nation: The Economic History of Britain 1700–1914*, Routledge
- Miskimin, Harry A., 1975. *The Economy of Later Renaissance Europe: 1300-1460*, Cambridge University Press.
- Nauert, Charles G., 1995. *Humanism and the Culture of the Renaissance Europe*, Cambridge University Press.
- Rice, Eugene F., and Grafton, Antony, 1994. *The Foundations of Early Modern Europe 1460-1559*. W.W. Norton and Company

Fifth Semester FYUGP (HISTORY 2/4)

Course Name: **History of Europe (1648-1870 CE)**

Credit : 4
Course level 300-399

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

- Evaluate the historical evolution and political developments that occurred in Europe in the period between 1648 to 1870.
- Analyse the evolution of social classes, nation states, evolution of capitalism and nationalist sentiment in Europe.
- Relate to the variety of causes that dragged the world into devastating wars in the intervening period.

Unit: I	Contact Classes : 9	Non-contact classes : 3	Marks : 20
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- [a] End of Thirty Years' War
- [b] Treaty of Westphalia and the new state system
- [c] France under Henry IV, Richelieu and Mazarin
- [d] Era of Louis XIV
- [e] Bourbon succession to Spain

Unit: II	Contact Classes : 9	Non-contact classes : 3	Marks : 20
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- [a] The Germanies in the Seventeenth and Eighteenth centuries
- [b] Russia: Careers of Peter the Great and Catherine the Great; Warm Water Policy
- [c] Conflict between Hohenzollern Prussia and Habsburg Austria
- [d] British expansion: successes against Spain and foundation of Overseas Empire
- [e] The British and American Revolutions : Causes and consequences

Unit: III	Contact Classes : 9	Non-contact classes : 3	Marks : 20
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- [a] The French Revolution : Crisis of *ancien regime*
- [b] Causes :Intellectual currents and emerging Social classes.
- [c] Phases of the French Revolution 1789 - 99.
- [d] Napoleonic consolidation - reform and empire.

Unit: IV	Contact Classes : 9	Non-contact classes : 3	Marks : 20
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- [a] Congress of Vienna: Forces of conservatism & restoration of old hierarchies.
- [b] Revolutionary and Radical movements, 1830 - 1848.
- [c] Process of capitalist development in industry and agriculture: case Studies of Britain,France, the German States and Russia.
- [d] Evolution and Differentiation of social classes: Bourgeoisie, Proletariat, land owning classes and peasantry.

Unit: V	Contact Classes : 9	Non-contact classes : 3	Marks : 20
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- [a] The Eastern Question : The Crimean War

- [b] Era of Second Napoleonic Empire : Napoleon III : Foreign Policy
- [c] Unification of Italy
- [d] Unification of Germany

Readings:

- Hayes, C.J.H., 1953. *Modern Europe to 1870*
- Lipson, E., 1960. : *Europe in the Nineteenth and Twentieth Century*
- Hobsbawm, E.J. 1962: *The Age of Revolution 1789-1848.*
- Baldwin, M.W. & : *History of Europe* (Relevant Chapters)
- Thompson, D.: *Europe since Napoleon*
- Fisher, H .A.L.: *History of Europe*, Book III
- Cameron, Euan (ed.) : *Early Modern Europe An Oxford History*, New Delhi, 2004
- Phukan, Meenaxi, 2000. : *Rise of the Modern West: Social and Economic History of Early Modern Europe*

Fifth Semester FYUGP (HISTORY 3/4)

Course Name: **History of East Asia : China and Japan (1839-1949)**

Credit : 4
Course level 300-399

Course Outcome: After completion of the course, a student will be able to

- Explain the gradual opening of China and the increasing influence of European powers therein.
- Analyse the reaction to Western imperialism up to the establishment of the Communist Republic in modern China.
- Describe Japan’s transition from feudalism to modernity, internal reconstruction, changes in socio-economic and political structures up to the rise of militarism.

PART I: CHINA

Unit: I	Contact Classes : 9	Non-contact classes : 3	Marks : 20
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Opening Up of China

- i) Opium Wars (1839 -1860), Unequal Treaties
- ii) Increasing Western Economic Interests; Open Door Policy

Unit: II	Contact Classes : 9	Non-contact classes : 3	Marks : 20
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Emergence of Nationalism

- i) Popular Movements: Taiping, Self-Strengthening Movement, Boxer Rebellion
- ii) Nationalism in China: Revolution of 1911, Sun Yat Sen and Three Peoples Principles
- iii) Emergence of the Republic and Yuan Shi Kai, Warlordism (1916-1925)
- iv) New Intellectual Ideas and May Fourth Movement

Unit: III	Contact Classes : 9	Non-contact classes : 3	Marks : 20
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Communism in China

- i) Political crisis in the 1920's
- ii) Problem of early industrialisation
- iii) Kuomintang and The First United Front
- iv) Communist Party under Mao Tse-tung, Second United Front, Long March, The Chinese Revolution (1949), Establishment of the Peoples' Republic of China.

PART II: JAPAN

Unit: IV	Contact Classes : 9	Non-contact classes : 3	Marks : 20
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End of Isolation to Meiji Restoration

A. Pre- Restoration Period

- i) Tokugawa Shogunate
- ii) Japan and the West- Perry Mission, Harris Treaty

B. Meiji Restoration (1867-68)

- i) Meiji Constitution; Rise of Political Parties
- ii) Processes and nature of modernization: Abolition of feudalism, Industrialisation, Zaibatsu, military changes.

Unit: V	Contact Classes : 9	Non-contact classes : 3	Marks : 20
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Emergence of Japan as an Imperial Power

- i) Sino- Japanese War, 1894-95
- ii) Russo-Japanese War, 1904-05
- iii) Washington Conference
- iv) Manchurian Crisis: Rise of Militarism

Readings:

- Beasley. W.G. 1963. *The Modern History of Japan*. London: Weidenfeld and Nicolson.
- Clyde P. H. and B. F. Beers. 1972. *The Far East*. New Delhi: Prentice Hall of India.
- Chow Tse-tung. 1962. *The May Fourth Movement: Intellectual Revolution in Modern China*. Cambridge: Harvard University Press.
- Chesneaux. Jean et al. 1976. *China, From Opium Wars to the 1911 Revolution*. New York: Pantheon Books
- Chesneaux. Jean et al. 1977. *China, From 1911 Revolution to Liberation*. New York: Pantheon Books
- Fairbank, John K. et al., 1989. *East Asia: Tradition and Transformation*. Revised Edition. Cambridge, Massachusetts: Harvard University Press.
- Hsu, Immanuel. 1970. *The Rise of Modern China*. New York: Oxford University Press.
- Purcell, Victor. 1963. *The Boxer Uprising: A Background Study*. UK: Cambridge University Press.
- Schurmann F. and Schell O. (eds). 1967. *Readings in China: The Eighteenth and Nineteenth Centuries*. New York: Penguin.
- Vinacke, H.M. 1978. *A History of the Far East in Modern Times*. Delhi: Kalyani Publication.

Wright, Mary C. 1969. *China in Revolution: The First Phase, 1900-1913*. New Haven, Connecticut: Yale University Press.

Fifth Semester FYUGP (HISTORY 4/4)

Course Name : **Social and Economic History of India (1206-1757 CE)**

Credit : 4

Course level : 300-399

Course Outcome: After completing the course, the students will be able to :

- Describe the changes in the society of medieval India including the rise of nobility and the Bhakti and Sufi movements.
- Analyse how the economy of Medieval India developed under the Sultanate and the Mughal rule.

Unit: I	Contact Classes : 9	Non-contact classes : 3	Marks : 20
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Society (13th-mid 16th century CE)

- (a) Emergence of a new nobility; Changes in rural society
- (b) Development of regional identities: art, architecture and literature
- (c) Bhakti movements and monotheistic traditions in South and North India; Women Bhaktas; Nathpanthis; Kabir, Nanak and the Sant tradition: *Saguna* and *Nirguna*
- (d) Ulema: Emergence and role
- (e) Sufi *silsilas*: Chishti and Suhrawardi; doctrines and practices; social roles; literature

Unit: II	Contact Classes : 9	Non-contact classes : 3	Marks : 20
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Economy (13th to mid-16th century CE)

- (a) *Iqta* and *Iqtadari*; revenue systems; revenue-free grants
- (b) Agricultural production; technology
- (c) Growth of urban centres Monetization; market regulations
- (d) Trade and commerce: Overland trade; Indian Ocean trade

Unit: III	Contact Classes : 9	Non-contact classes : 3	Marks : 20
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Society (mid-16th to 18th century CE)

- (a) Incorporation of Rajputs and other indigenous groups in Mughal nobility
- (b) Pressure from the *ulema*; Sufi mystical and intellectual interventions
- (c) Land rights and revenue system; Zamindars and peasants; rural tensions

Unit: IV	Contact Classes : 9	Non-contact classes : 3	Marks : 20
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Economy (mid-16th to 18th century CE)

- (a) Crafts and technologies; Monetary system

- (b) Markets; transportation; urban centres
- (c) Indian Ocean trade network
- (d) Extension of agriculture; agricultural production; crop patterns
- (e) Trade routes and patterns of internal commerce; overseas trade; rise of Surat

Unit: V	Contact Classes : 9	Non-contact classes : 3	Marks : 20
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Issues and Debates

- (a) Rural society: proliferation of castes; growth of artisanal groups
- (b) Women in Medieval India : Role in polity; Position in Society
- (c) 18th century debate: economic interpretations

Readings:

- Alavi Seema (ed), 2008. *The Eighteenth Century in Indian History*, Oxford University Press
- Chandra, Satish 2019 : *Medieval India from Sultanat to the Mughals*, Vols. I, II, Har Anand Publication
- Majumdar, R.C. (ed) : *The History and Culture of the Indian People*, Vols. VI
- Chitnis, K.N. 1990 : *Socio- Economic History of Medieval India*, Atlantic Publishers and Distributors.
- Habib, Irfan 2013 (Third Edition): *Agrarian System of Mughal India 1556-1707*, Oxford University Press.
- Habib, Irfan 2011.: *Economic History of Medieval India*, Pearson.
- Habib, M & Nizami : *Comprehensive History of India*, Vol. V
- Mehta, J.L. : *Advanced Study in History of Medieval India*, Vol. I & II
- Nizami, K.A. : *Studies in Medieval Indian History and Culture*
- Rashid, A : *Society and Culture in Medieval India*
- Marshall, P.J. (ed), 2005. *The Eighteenth Century in Indian History*, Oxford University Press
- Rizvi, S.A.A., 2005 : *The Wonder that was India, Part-II : A History of Sufism in India*, Picador

Sixth Semester FYUGP (HISTORY 1/4)

Course Name: History of Assam (1826-1947 CE)

Credit : 4

Course level 200-299

Course Outcome: Upon completion of this course, students will be able to

- Describe the annexation of Assam by the imperialist British forces.
- Explain the expansion and consolidation of the British colonial rule in Northeast India.
- Analyse the development of nationalism in Assam and its role in India's freedom struggle.

Unit: I	Contact Classes : 9	Non-contact classes : 3	Marks : 20
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- [a] Political condition in Assam on the eve of the British rule.
- [b] Establishment and Consolidation of the British rule
- [c] David Scott – Annexation of Lower Assam, Administrative Reorganisation and Revenue Measures of Scott
- [d] ; Robertson – Administrative and Revenue measures; Jenkins' Administrative Measures

Unit: II	Contact Classes : 9	Non-contact classes : 3	Marks : 20
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- [a] Ahom Monarchy in Upper Assam (1833-38)
- [b] Annexation of Cachar
- [c] Early phase of Revolts and Resistance to British rule- Gomdhar Konwar, Piyali Phukan, U. Tirut Singh,
- [d] The Khamti and the Singpho rebellion
- [e] The 1857 Revolt in Assam and its aftermath.

Unit: III	Contact Classes : 9	Non-contact classes : 3	Marks : 20
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- [a] Establishment of Chief Commissionership in Assam.
- [b] Land Revenue Measures and Peasant Uprisings in 19th century Assam
- [c] Growth of national consciousness – Assam Association, Sarbajanik Sabhas, Raiyat Sabhas.
- [d] Government of India Act, 1919 – Dyarchy on Trial in Assam.

Unit: IV	Contact Classes : 9	Non-contact classes : 3	Marks : 20
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- [a] Non Co-operation Movement and Swarajist Politics in Assam
- [b] The Civil Disobedience Movement
- [c] Trade Union and Allied Movements
- [d] Tribal League and Politics in Assam

Unit: V	Contact Classes : 9	Non-contact classes : 3	Marks : 20
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- [a] Quit India Movement in Assam.
- [b] Cabinet Mission Plan and the Grouping Controversy
- [c] The Sylhet Referendum.
- [d] Migration, Line System and its Impact on Politics in Assam

Readings:

- Barpujari, H. K : (ed) 1992. *The Comprehensive History of Assam, Vols. IV & V.* Publication Board Assam
- Baruah, Swarnalata 1985 : *A Comprehensive History of Assam*, Munshiram Monoharlal Publishers Pvt. Ltd., New Delhi.
- Goswami, Priyam 2012: *From Yandabo to Partition*, Orient Black Swan.,
- Barpujari, H. K., Bhuyan, S.K., et. al. (eds.) 1999 (Second Edition). *Political History of Assam, Vol. I.*, Publication Board Assam
- Barpujari, H. K. 1980: *Assam in the Days of the Company*, Spectrum, Guwahati.
- Bhuyan, A.C and De, S. (eds) 1999 (Second Edition). *Political History of Assam, Vols. II & III.* Publication Board Assam.
- Bhuyan, A.C : (ed) 2000 *Nationalist Upsurge in Assam*, Publication Board, Assam.
- Dutta, Anuradha 1991: *Assam in the Freedom Movement*, Darbari Prakashan, Calcutta.
- Bora.S. 1996 : *Student Revolution in Assam*, Mittal Publications, Delhi
- Chakravarti, B. C 1964 : *British Relations with the Hill Tribes of Assam*, Firma KLM, Calcutta
- Guha, Amalendu : *Planters Raj to Swaraj, Freedom Struggle and Electoral Politics in Assam.*
- Lahiri, R.M 1954 : *Annexation of Assam (1824-1854)*, General Printers and Publishers, Calcutta.

Sixth Semester FYUGP (HISTORY 2/4)

Course Name : **Social and Economic History of Assam (Upto 1947 CE)**

Credit : 4
Course level : 200-299

Course Outcome: Upon completion of this course, students will be able to

- Analyse the socio-economic history of Assam including among others the development of caste system, religious beliefs, agriculture and land system.
- Explain the development trade and commerce, various agricultural regulations, plantation economy, development of modern industries, transport system, education, the emergence of middle class, development of literature and press, and growth of public associations.
- Appreciate the diversity of Assam.

Unit: I	Contact Classes : 9	Non-contact classes : 3	Marks : 20
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Society and Economy in Early Assam

- [a] Proto-historic period: Myths and Legends
- [b] Society: Varnashrama dharma, social classes
- [c] Economy: land grants, expansion of agriculture, revenue and trade relations
- [d] Religious beliefs and practices : Saivism, Vaishnavism, Saktism, animism.

Unit: II	Contact Classes : 9	Non-contact classes : 3	Marks : 20
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Society in Medieval Assam

- [a] Social Organisation– Caste-Class Relationship, Nobility, *Paiks*, Slaves and Servants
- [b] Neo-Vaishnavite Movement in Assam – Impact on Society
- [c] Development of *Satra* Institutions; four *Sanghatis*

Unit: III	Contact Classes : 9	Non-contact classes : 3	Marks : 20
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Economy in Medieval Assam

- [a] Agriculture and Land System – Classification and Ownership of Land
- [b] Land Revenue and other Taxes
- [c] Trade and Trade routes
- [d] Economic Relations between the Hills and Plains : *Posa* system, khats.

Unit: IV	Contact Classes : 9	Non-contact classes : 3	Marks : 20
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Economy in Colonial Assam

- [a] Agriculture Regulations and revenue system
- [b] Plantation Economy of the Tea Industry
- [c] Development of Modern Industries-Coal and Oil.
- [d] Development of Transport System

Unit: V	Contact Classes : 9	Non-contact classes : 3	Marks : 20
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Society in Colonial Assam

- [a] Growth of Modern Education and the role of Christian Missionaries.
- [b] Language Controversy in 19th century Assam
- [c] Emergence of Middle Class
- [d] Literary and Cultural Development: *Jonaki Yug, Ramdhenu Yug.*
- [e] Development of Press and Growth of Public Associations – The Assam Sahitya Sabha.

Readings:

- Barpujari, H.K.: (ed) 1992 : *The Comprehensive History of Assam*, Vol. I, III, IV & V, Publication Board, Assam.
- Barua B.K. 1951: *A Cultural History of Assam*, K K Barooah, Nowgong, Assam
- Baruah, S.L. 1985 : *A Comprehensive History of Assam*, Munshiram Monoharlal Publishers Pvt. Ltd., New Delhi, 1985
- Gogoi Nath, Jahnabi 2002: *Agrarian System of Medieval Assam*, Concept, New Delhi.
- Guha, Amalendu 2022 (Reprint) : *Planters Raj to Swaraj: Freedom Struggle and Electoral Politics in Assam 1826-1947*, Tulika Books, Delhi.
- Choudhury, P.C. 1959 : *History of Civilization of the People of Assam to the Twelfth Century A.D.*, DHAS, Guwahati.
- Gait, E.A. 1906 : *A History of Assam*.
- Guha, Amalendu 1990 : *Medieval and Early Colonial Assam*, K.P Bagchi & Co., Calcutta.
- Medhi, S. B 1978 : *Transport System and Economic Development in Assam*, Publication Board, Assam.
- Mahanta, P.K., 1921 (Fourth edition) *Asomiya Madhyabritya Srenir Itihas*, Purbanchal Prakash, Guwahati
- Nath, D. (ed) 2011: *Religion and Society in North East India*, DVS, Guwahati.
- Saikia, Rajen 2002 : *Social and Economic History of Assam (1853- 1921)*, Manohar Books.
- Sarma, S.N. 2001 (Reprint) : *A Socio Economic and Cultural History of Medieval Assam 1200-1800 A.D.*, Guwahati, Bina Library, Guwahati
- Sharma, Monorama 1990 : *Social and Economic Change in Assam: Middle Class Hegemony*, Ajanta Publications.

Sixth Semester FYUGP (HISTORY 3/4)

Course Name : **History of Europe (1870-1945 CE)**

Credit : 4
Course level 300-399

Course Outcome: After completing the course, the students will be able to :

- Explain the major political developments in Europe from 1870 to 1939.
- Describe how the rise of two unified nations of Germany and Italy gave rise of intense imperialist contest the world over.
- Analyse the causes and consequences of World War I and the developments leading to World War II.

Unit: I	Contact Classes : 9	Non-contact classes : 3	Marks : 20
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- [a] The Treaty of Frankfurt (1871) : Impact on Germany and Italy
- [b] *Kulturkampf* : Conflict between the Church and State
- [c] Foreign policy of Germany under Bismarck

- [c] The Paris Commune
- [c] Imperialism in Africa

Unit: II	Contact Classes : 9	Non-contact classes : 3	Marks : 20
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- [a] The Eastern Question: Role of Imperialist powers
- [b] Russo-Turkish War and the Berlin Congress
- [c] Rise of nationalism and the Balkan Wars.
- [d] Triple Alliance
- [e] Triple Entente

Unit: III	Contact Classes : 9	Non-contact classes : 3	Marks : 20
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- [a] The First World War: Causes and consequences
- [b] The Paris Peace Conference and the Peace Settlements
- [b] League of The Nations – Origin and activities
- [c] The Bolshevik Revolution (1917) – Rise of the USSR

Unit: IV	Contact Classes : 9	Non-contact classes : 3	Marks : 20
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- [a] Rise of Nazism – Germany under Hitler
- [b] Rise of Fascism - Italy under Benito Mussolini
- [c] The Spanish Civil War
- [d] Policy of appeasement

Unit: V	Contact Classes : 9	Non-contact classes : 3	Marks : 20
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- [a] European involvement in East Asia
- [b] Anglo-Japanese Treaty (1902)
- [c] Russo-Japanese War (1904-05)
- [d] The Second World War: Causes and Course

Readings:

Hayes, C J H : 1953. *Contemporary Europe Since 1870*. Macmillan Company, New York.

Hazen, C.D. 1919, *History of Europe, 1870-1919*, London G Bells & Co.

Carr, E.H., 1961, *International Relations Between the Two World Wars 1919-1939*, Palgrave Macmillan

Thompson D 1923 : *Europe since Napoleon*, Longmans, London

Lipson E 1960 : *Europe in 19th and 20th Centuries*, A. & C. Black, London,

Vernadsky, H., 1961 : *A History of Russia*, Yale University Press

Fisher, H.A.L 1916 (first published) : *A History of Europe*, Edward Arnold Publishers Ltd., London

Fay, Sidney Bradshaw, 1930. *The Origins of World War Vol. I*, The Macmillan Company, New York

Sixth Semester FYUGP (HISTORY 4/4)

Course Name : **Social and Economic History of India (1757-1947 CE)**

Credit : 4

Course level : 300-399

Course Outcome: After completing the course, the students will be able to :

- Describe how the imperial British rule economically exploited India and caused drain of wealth.
- Analyse how the colonial encounter effected social change in India.
- Appreciate the socio-cultural diversity of India.

Unit: I	Contact Classes : 9	Non-contact classes : 3	Marks : 20
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[a] Indian Economy at the advent of British rule

[b] Early Phase of Colonial Economy: Mercantilism, British overseas trade

[c] Decline of Traditional Industries : De-industrialization

Unit: II	Contact Classes : 9	Non-contact classes : 3	Marks : 20
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[a] Agrarian Settlements: Permanent settlement; Ryotwari settlement; Mahalwari settlement.

[b] Commercialization of agriculture and Rural indebtedness

[c] Famines.

Unit: III	Contact Classes : 9	Non-contact classes : 3	Marks : 20
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[a] Trade and fiscal policy,

[b] Development of Railways and Indian Economy

[c] Emergence of Indian Industries and capitalist enterprise.

[d] Banking and Currency.

Unit: IV	Contact Classes : 9	Non-contact classes : 3	Marks : 20
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[a] Social consequence of the transformation of Indian agriculture : rise of new social classes zamindars, tenants, kisans; emergence of middle class.

[b] Impact of modern education; Emergence of new intelligentsia and its composition.

[c] The advent of printing and its implications

Unit: V	Contact Classes : 9	Non-contact classes : 3	Marks : 20
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[a] Socio-Religious Reform Movements: Reform and Revival: Brahmo Samaj, Prarthna Samaj, and Ramakrishna and Vivekananda, Arya Samaj, Wahabi, Deoband, Aligarh and Singh Sabha Movements.

[b] Changing caste equations.

[c] Women: Changing position and attitudes.

[d] Women's issues: property rights, reform legislation, political participation.

Readings:

- Chandra, B 1990: *The Rise and Growth of Economic Nationalism in India*, Peoples Publication House, New Delhi.
- Bandyopadhyay, Sekhar, 2004: *From Plassey to Partition: A History of Modern India*, Orient Longman Ltd. Hyderabad.
- Banerjee Dube, Ishita, 2014 :*History of Modern India*, Cambridge University Press, New Delhi.
- Sarkar, Sumit, 1983: *Modern India*, Macmillan, New Delhi.
- Desai, A. R., 1990 : *Social Background of Indian Nationalism*, Popular Publication, New Delhi,.
- Gopal, S., 1992 :*The British Policy in India, 1858-1905*, McMillan, New Delhi.
- Jones, K.W., 1999:*Socio-Religious Reform Movements in British India*, Cambridge University Press, New Delhi.
- Kumar, Ravinder, 1983. *Essays in the Social History of Modern India*, Oxford University Press, New Delhi.
- Roy, Tirthankar, *The Economic History of India*, Oxford University Press, New Delhi, 2006.
- Kumar, Dharma (Ed.) 2010*The Cambridge Economic History of India, Vol. II, 1757-2003*, Orient Blackswan, Delhi.
- Bhattacharya, Sabyasachi (ed.), 2015. *Essays in Modern Indian Economic History*, Primus Books, New Delhi.
- Dutt, R.P., 1940. *India To-day*, Victor Gollancz Ltd. London
- Forbes, Geraldine, 1999., *Women in Modern India*, Cambridge University Press, New Delhi.
- Kaushal, G., 1979. *Economic History of India 1757-1966*, Kalyani Publishers, New Delhi,
- Bayly, Susan, 1999. *The New Cambridge History of India IV-3 Caste, Society and Politics in India from the Eighteenth Century in the Modern Age*, Cambridge University Press, New Delhi.
- Vishwanathan, Gauri, 1998. *Masks of Conquest, Literary Studies and British Rule in India*, Oxford University Press.



**DEPARTMENT OF HINDI, GAUHATI UNIVERSITY
(ASSAMJOBZ.COM) NEP-2020 FYUGP SYLLABUS**

**हिन्दी विभाग, गौहाटी विश्वविद्यालय
राष्ट्रीय शिक्षा नीति-2020 चार वर्षीय स्नातक कार्यक्रम का पाठ्यक्रम**

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स ड हिन्दी AEC-1

स महिन्दी काव्य-कार्य (रीतिकाल तक)

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1	1	(क) आदिकालीन, भक्तिकालीन और रीतिकालीन हिन्दी काव्यधारा का सामान्य परिचय (ख) हिन्दी काव्य सुधा - पाब्लिकेशन डिपार्टमेंट, गौ.वि. प षण 40	15	25 (20+5)
2	1	हिन्दी काव्य सुधा - पाब्लिकेशन डिपार्टमेंट, गौ.वि. षण 10	15	25 (20+5)

र ट य इकाई 1(क) से केवल अतिलघु एवं लघु-उत्तरीय प्रश्न पूछे जाएंगे।

सदभरथ

1. हिन्दी साहित्य का सरल इतिहास- राजनाथ शर्मा, विनोद पुस्तक मन्दिर, आगरा ।

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4. विद्यापति- डॉ० आनन्द प्रकाश दीक्षित (संपा०), साहित्य प्रकाशन मन्दिर, ग्वालियर ।

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8. गोस्वामी तुलसीदास- आचार्य रामचन्द्र शुक्ल, प्रकाशन संस्थान, नयी दिल्ली ।

9. बिहारी का नया मूल्यांकन- डॉ० बच्चन सिंह, लोकभारती प्रकाशन, इलाहाबाद ।

10. भूषण- विमर्श- भगीरथ प्रसाद दीक्षित, अवध पब्लिशिंग हाउस, लखनऊ ।

11. घनानन्दः काव्य और आलोचना- डॉ० किशोरीलाल, साहित्य भवन प्राइवेट लिमिटेड, इलाहाबाद ।

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नाम : डॉ० अच्युत शर्मा
संस्थान : गौहाटी विश्वविद्यालय
ईमेल : sarmaachyut291058@gmail.com

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स डः द्वितीय REC-2

स म हिन्दी काव्य-कार (आधुनिककाल)

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1	1	(क) आधुनेक हिन्दी काव्य-धारा का संक्षिप्त परिचय (ख) हिन्दी काव्य सुधा – पाब्लिकेशन डिपार्टमेंट, गौ.वि. - - -	15	25 (20+5)
2	1	हिन्दी काव्य सुधा – पाब्लिकेशन डिपार्टमेंट, गौ.वि. - - -	15	25 (20+5)

रटयइकाई 1(क) से केवल अतिलघु एवं लघु-उत्तरीय प्रश्न पूछे जाएंगे ।

सद भ र थ

1. हिन्दी साहित्य का सरल इतिहास – राजनाथ शर्मा, विनोद पुस्तक मन्दिर, आगरा ।
- 2
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4. हिन्दी साहित्य का इतिहास -- डॉ॰ नगेन्द्र (संपा.), नेशनल पब्लिशिंग हाउस, नयी दिल्ली ।
5. आधुनिक हिन्दी कविता – डॉ॰ विश्वनाथ प्रसाद तिवारी, राजकमल प्रकाशन, नयी दिल्ली ।
6. भारतेन्दु: एक नयी दृष्टि – लहरी राम मीणा, स्वराज प्रकाशन, नयी दिल्ली ।
7. मैथिलीशरण गुप्त के काव्य की अंतर्कथाओं के स्रोत -- शशि अग्रवाल, हिन्दी साहित्य सम्मेलन, प्रयाग ।
8. माखनलाल चतुर्वेदी: काव्य एवं दर्शन – डॉ॰ दिनेश चन्द्र वर्मा, विद्या प्रकाशन, कानपुर ।
9. जयशंकर प्रसाद – आचार्य नन्ददुलारे वाजपेयी, लोकभारती प्रकाशन, इलाहाबाद ।
10. महादेवी का नया मूल्यांकन – डॉ॰ गणपतिचन्द्र गुप्त, लोकभारती प्रकाशन, इलाहाबाद ।
- 11
12. प्रसाद-निराला-अज्ञेय – डॉ॰ रामस्वरूप चतुर्वेदी, लोकभारती प्रकाशन, इलाहाबाद ।
13. धर्मवीर भारती की काव्य-साधना – डॉ॰ मंजूषा श्रीवास्तव, मिलिन्द प्रकाशन, हैदराबाद ।

14. सर्वेश्वर: सौन्दर्य और प्रेम- डॉ० रामशंकर त्रिपाठी, विनय प्रकाशन, कानपुर ।

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षष्ठपलब्धि : हिन्दी काव्य- धारा से संबंधित प्रस्तुत योग्यतावर्धक पाठ्यक्रम को इस रूप में तैयार किया गया है, जिससे कि विद्यार्थियों को आधुनिक हिन्दी काव्य- धारा की सामान्य जानकारी प्राप्त हो। इसके अलावा चयनित रचनाओं के पठन- पाठन के जरिए काव्य- रस के अतिरिक्त आधुनिक

- युगबोध से भी वे परिचित हों और इन बातों से उनलोगों की व्यावहारिक योग्यता में भी अपेक्षित
- वृद्धि घटित हो सके ।

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नाम: पूजा शर्मा

संस्थान: गौहाटी विश्वविद्यालय

ईमेल : poojasarmahindi@gauhati.ac.in

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स ड हि संघ AEC-3

स म हिन्दी का कहानी साहित्य

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1	1	(क)कहानी : परिभाषा, तत्व, प्रकार; हिन्दी कहानी साहित्य का सामान्य परिचय (ख) प षण40 -	15	25 (20+5)
2	1	षण10 - - -	15	25 (20+5)

र ट यइकाई 1(क) से केवल अतिलघु एवं लघु-उत्तरीय प्रश्न पूछे जाएंगे ।

सद भ र थ

- 1.हिन्दी साहित्य का इतिहास-- डॉ॰ नगेन्द्र (संपा.),नेशनल पब्लिशिंग हाउस, नयी दिल्ली ।
- 2.हिन्दी साहित्य का दूसरा इतिहास-- डॉ॰ बच्चन सिंह, राधाकृष्ण प्रकाशन, नयी दिल्ली ।
- 3.काव्यशास्त्र-- डॉ॰ भगीरथ मिश्र, विश्वविद्यालय प्रकाशन,वाराणसी ।

5. कहानीकार प्रेमचंद: सरल, प्राचीन कौशासन, दिल्ली शिवकुमार मिश्र, लोकभारती प्रकाशन, इलाहाबाद ।

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कृष्णशपाल का कहानी- संसार: एक अंतरंग परिचय- सी.एम. योहन्नान, लोकभारती प्रकाशन, इलाहाबाद ।

8. कहानीकार अज्ञेय: सन्दर्भ और प्रकृति- डॉ० चन्द्रभानु सोनवणे, विद्या प्रकाशन, कानपुर ।

9. रेणु का कथा साहित्य- डॉ० सुरेश चन्द्र महरोत्रा, विद्या प्रकाशन, कानपुर ।

10. रांगेय राघव के कथा- साहित्य में जनवादी जीवन- मूल्य- डॉ० सत्यनारायण सिंह, पुस्तक पथ।

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संक्षेप लब्धि : हिन्दी कहानी साहित्य से संबंधित प्रस्तुत योग्यतावर्धक पाठ्यक्रम को इस रूप में

तैयार किया गया है, ताकि विद्यार्थियों को शताधिक वर्षों के समृद्ध हिन्दी कहानी साहित्य की चुनी

हुई रचनाओं के पठन-पाठन के जरिए कथा- रस, जीवनानुभव एवं सरल हिन्दी गद्य का सम्यक्

सैद्धान्तिक क्रेडिट : 2

परिचय प्राप्त हो और इन बातों से उन लोगों की व्यावहारिक योग्यता में भी अपेक्षित विकास संघटित

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ईमेल : dkmedhi1@gauhati.ac.in

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1	1	(क)उपन्यास: परिभाषा, तत्व, प्रकार; हिन्दी उपन्यास साहित्य का सामान्य परिचय (ख)अपने-अपने अजनबी: अज्ञेय, भारतीय ज्ञानपीठ प्रकाशन, नई दिल्ली	15	25 (20+5)
2	1	धरती धन न अपना : जगदीश चन्द्र, राजकमल प्रकाशन, नई दिल्ली	15	25 (20+5)

र ट य इकाई 1(क) से केवल अतिलघु एवं लघु-उत्तरीय सभ पूछे जाएंगे ।

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सदभरथ

1. हिन्दी साहित्य का इतिहास-- डॉ० नगेन्द्र (संपा.), नेशनल पब्लिशिंग हाउस, नयी दिल्ली ।
2. हिन्दी साहित्य का दूसरा इतिहास-- डॉ० बच्चन सिंह, राधाकृष्ण प्रकाशन, नयी दिल्ली ।
3. काव्यशास्त्र-- डॉ० भगीरथ मिश्र, विश्वविद्यालय प्रकाशन, वाराणसी ।
4. हिन्दी उपन्यास: एक अंतर्यात्रा-- डॉ० रामदरश मिश्र, राजकमल प्रकाशन, नयी दिल्ली ।
5. अज्ञेय का कथा-साहित्य-- डॉ० ओम प्रभाकर, नेशनल पब्लिशिंग हाउस, नयी दिल्ली ।
6. अज्ञेय: विचार का स्वराज-- कृष्णदत्त पालीवाल, प्रतिभा प्रतिष्ठान, सुभाष मार्ग, नयी दिल्ली ।
7. जगदीश चन्द्र: एक यथार्थनिष्ठ उपन्यासकार-- डॉ० नवरूणा भट्टाचार्य, आनन्द प्रकाशन, ।
8. जगदीशचन्द्र: एक रचनात्मक यात्रा-- तरसेम गुजराल एवं विनोद शाही (संपा०),

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- **षष्ठपलब्धि** : हिन्दी उपन्यास साहित्य से संबंधित प्रस्तुत योग्यतावर्धक पाठ्यक्रम को इस रूप में

तैयार किया गया है, ताकि विद्यार्थियों को शताधिक वर्षों के समृद्ध हिन्दी उपन्यास साहित्य के प्रतिनिधि मूलक दो उपन्यासों के पठन-पाठन के जरिए कथा-रस, जीवनानुभव एवं सरल हिन्दी गद्य

- **सैद्धान्तिक क्रेडिट** : 2
- को सम्यक् परिचय प्राप्त हो और इन बातों से उन लोगों की व्यावहारिक योग्यता में भी अपेक्षित
- विकास संघटित हो सके।

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ईमेल : rital@gauhati.ac.in



Syllabi

Four Year Undergraduate Programme (FYUGP)

Gauhati University

Effective from Academic Year 2023-24



GAUHATI UNIVERSITY

Guwahati-781014

P-1

Four-Year Undergraduate Programme
Subject: Bodo
Semester: First
Course Name: Growth and development of Bodo Language
Core Course
Existing Syllabus (Base on UG CBCS Syllabus)
Course Level: 300-399
Marks: 80 (Theory) + 20 (Internal Assessment) Total =100

Unit No.	Unit Content	Number of Classes	Marks	Credit
1	Origin of the Bodo Language, Migration and Settlement	12	20	4
2	Introduction to Sino-Tibetan Language Family	12	20	4
3	Introduction to the Tibeto-Burman Language	12	20	4
4	Present status of Bodo Language	12	20	4

Course outcome:

- The students are expected to learn the origin and development of the Bodo Language.
- The students are expected to know about Sino-Tibetan languages family, Bodo and its cognate languages.
- The students are expected to know the present status of the Bodo language.

Suggested Readings:

1. Bhattacharya, Pramod Chandra: A Descriptive Analysis of Bodo Language, G.U. Publications
2. UpendraNathGoswami: BhasaBigyan.
3. Aleendra Brahma: RaoArwRaoBigyan.
4. MadhuramBoro: Growth and Development of Bodo Language, N.L. Publications.

Four-Year Undergraduate Programme
Subject: Bodo
Semester: Second
Course Name: Growth and development of Bodo Literature (Inception to 1952)
Core Course
Existing Syllabus (Base on UG CBCS Syllabus)
Course Level: 300-399
Marks: 80 (Theory) + 20 (Internal Assessment) Total =100

Unit No.	Unit Content	Number of Classes	Marks	Credit
1	Missionary contribution in Bodo Literature	12	20	4
2	Contribution of Bodo writers in Pre- Bihar age and Bihar age	12	20	4
3	Contribution of Bodo writers in Post Bihar age	12	20	4
4	History of scripts in Bodo Literature	12	20	4

Course outcomes:

- The students are expected to learn the origin and development of Bodo written Literature.
- The students are expected to learn the development of Bodo literature from Pre- Bihar Era to Bihar Era.
- The students are expected to learn the history of scripts in Bodo literature.

Suggested Readings:

1. Monoranjan Lahary: Boro Thunlaini Jarimin, Onsumwi Library, Kokrajhar.
2. Madhuram Boro: A History of Bodo Literature, N.L Publications.
3. Anil Boro: A History of Bodo Literature, Sahitya Akademi.
4. Madhuram Boro: Jariminni Nwajwrao Boro Thunlai, N.L. Publications

P-3

Four-Year Undergraduate Programme
Subject: Bodo
Semester: Third
Course Name: Introduction to culture and Bodo culture
Core Course
Existing Syllabus (Base on UG CBCS Syllabus)
Course Level: 300-399
Marks: 80 (Theory) + 20 (Internal Assessment) Total =100

Unit No.	Unit Content	Number of Classes	Marks	Credit
1	Concept and definition of Culture, Characteristics of Culture, Society and Culture, Culture and Literature	12	20	4
2	Introduction to Bodo Culture and Classification of Bodo Culture	12	20	4
3	Festivals of Bodos (Bwisagu, Magw, Kherai, Garja)	12	20	4
4	Folk Dance and Music of Bodos	12	20	4

Course outcomes:

- The students are expected to learn the concept, definitions of culture classifications and its relationship with society and literature.
- The students are expected to learn the basic ideas of culture and Bodo culture.
- The students are expected to know the festivals, Folk dances and music of the Bodos

Suggested readings:

- E.B. Tylore: Primitive culture, Cambridge University Press London, 1871.
R. Williamson: Culture and Society, Columbia University Press 1958, USA.
Dr. Nabin Chandra Sarma: AsomiyalokoSanskritirabhash, BaniPrakash
ড° ভূপেননরজারি: লাইসিনিবিখায়াবইন্দ্রমালতী, এন.এল. পাব্লিকেসন.
ড: লীলাধরব্রহ্ম: বর'মোসানায়, The Assam Institute of Research for Tribal and Schedule Caste, Jawahar Nagar, Guwahati.

P-4

Major Course

FYUGP-Nepali-Paper-1 Credit-4, Contact Classes-80

0100104

नेपाली वर्ण र लिपि

- १- नेपाली वर्ण, मात्रा, अङ्क, बारहखडी
- २- नेपाली संयुक्तार र देवनागरी लिपिका विशेषता
- ३- नेपालीका सामान्य लेखन नियम
- ४- नेपाली भाषाको उत्पत्ति र विकासक्रम (१८औं शताब्दीसम्म)

NEP-~~010104~~ MAJOR

MAJOR - MINOR

AEE-NEP-~~010602~~

सन्दर्भ-सामग्री

- १- हाम्रो भाषा-१, नेपाली एकाडेमिक काउन्सिल
- २- हाम्रो भाषा-२, नेपाली एकाडेमिक काउन्सिल
- ३- नेपाली क्रियाका रूपावली- डा खगेन शर्मा
- ४- नेपाली भाषाको उत्पत्ति- चूडामणि बन्धु
- ५- नेपाली लेखन शैली- भारतीय भाषा संस्थान र सिक्किम अकादमी
- ६- क्याम्पस स्तरिय नेपाली व्याकरण- माधव प्रसाद पोखरेल
- ७- भाषा-मान्यताको पृष्ठभूमि सन्दर्भ: नेपाली भाषा- महानन्द पौड्याल
- ८- पाँच सय वर्ष- बालकृष्ण पोखरेल
- ९- पूर्वोत्तर माध्यमिक नेपाली व्याकरण र रचना- शिवराज शर्मा

0100602

मात्रा - एक २ कुँडे (कुँडुटा)

मा - एक - लघु स्वर लोरीका व्यञ्जनद्वारा मात्रा एक कुँडेन । जस्तै -

मात्रा कुँडे - दीर्घ स्वर २ दीर्घ स्वर लोरीका व्यञ्जनद्वारा - जस्तै - २

(१) अ, इ, उ, ऋ, क, कि, कु, कृ

NEP 0200104

FYUGP-Nepali-Paper-2 Credit-4, Contact Classes-80

Paper-2- नेपाली संस्कृति

१. चाडबाड (दसैं, तिहार, तीज, माघे संक्रान्ती)
२. नेपाली गीत-नृत्य (तीज, दिउसी-भैलो, झ्याउरे, मारुनी, सङ्गिनी)
३. नेपाली संस्कार- (जन्म, मृत्यु र विवाह)
४. शोषा, साम्राज्य, मगर, गुरुङ, राई, लिम्बू, नेवार, भुजेलहरूको सांस्कृतिक पोसाक र अलङ्कारहरूको अध्ययन

सन्दर्भ-सामग्री

- १-निर्माण-संस्कृति विशेषाङ्क (१९९९) गान्तोक
- २-नेपाली पारम्परिक संस्कृति र सभ्यताको ढुकुटी- प्रकाश भट्टराई
- ३- परम्परागत सोह्र संस्कार- डा. कमलप्रसाद दाहाल
- ४-नेपाली सांस्कृतिक शब्दकोश- भारतीय भाषा संस्थान
- ५-नेपाली लोकसाहित्य- चूडामणि बन्धु
- ६-नेपाली लोक परम्परा-प्रकाश भट्टराई

$$30 + 25 + 20 = 75$$

Credit-3

SEC SYLLABUS - नेपाली अनुवाद साहित्य

अनुवाद - अर्थ, परिभाषा, अनुवादको प्रयोजन र उद्देश्य, अनुवादका प्रकारहरू - शब्द-आदानवादा, दशयानुवाद, सारानुवाद, का

Paper-3- आधुनिक नेपाली कविता

१. आधुनिक नेपाली कविताको पृष्ठभूमि, विकासक्रम, धारा र प्रवृत्ति
२. महाकवि लक्ष्मीप्रसाद देवकोटा- यात्री ✓
३. हरिभक्त कटुवाल – आकाशका तारा के तारा ✓
३. पुष्पलाल उपाध्याय: देशप्रेम ✓
४. नवसापकोटा- नन्दिनी तान बुन्धे }
५. शङ्करदेव ढकाल: झालाङ्गी }

सन्दर्भ-सामग्री

१. असमेली नेपाली कविता यात्रा- सम्पा- नवसापकोटा
२. समसामयिक साजा कविता- तारानाथ शर्मा
३. नेपाली काव्य र कृति- राममणि रिसाल
४. केही पृष्ठहरू अध्ययनका(२००६)- शरद क्षेत्री
५. स्नातकीय नेपाली साहित्य(२०१५)- नेपाली पाठ्य-पुस्तक समिति-शिलाङ
६. कविताको कुरा- दिवाकर प्रधान
७. झालाङ्गी: शङ्करदेव ढकाल, जनपक्ष प्रकाशन, गान्तोक
८. मणिकुट- नवसापकोटा
९. समयबोध र उत्तरआधुनिकता-डा गोविन्दराज भट्टराई
हरिभक्त कटुवाल रचना संचयन- नवसापकोटा

Paper-4 नेपाली कथा

1st Paper

१. कथाको उत्पत्ति र तत्त्वहरू
२. आधुनिक नेपाली कथाको पृष्ठभूमि, विकासक्रम, धारा, प्रवृत्ति
३. गुरुप्रसाद कोइराला: परालको आगो र विशेश्वरप्रसाद कोइराला: शत्रु
४. पारिजात: नैकापे सर्कनी र हरिप्रसाद गोर्खा राई: मेरो एउटा नागा हुकी

सन्दर्भ-सामग्री

- १- असमेली नेपाली कथा-सम्पा- शान्ति थापा
- २- नेपाली कथा-भाग-४- सम्पा- प्रा.डा. दयाराम श्रेष्ठ
- ३- नेपाली कथाको कथा- रत्नध्वज जोशी
- ४- साल्गीको बलात्कृत आँसु कथा सङ्ग्रह (१९८६)- साहित्य सन्ध्या परिवार
- ५- हरिप्रसाद गोर्खा राई-जन्म शतवार्षिकी स्मृति ग्रन्थ-(२०१६)
- ६- पारिजात परिशीलन- सृजना शर्मा
- ७- भारतीय नेपाली कथा यात्रा-सम्पा. अविनाश श्रेष्ठ

कृष्ण बुन्दै , क्राइस्ट बुन्दै
मान्द्यमित्तको मानव बुन्दै
बन्दिनी यस्तो तान बुन्दै
सन्तानसन्तानसन्तान तान बुन्दै ।

4th Sem

Paper-5 नेपाली व्याकरण परम्परा र लेखन कला

१. नेपाली वर्ण विन्यास
२. नेपाली शब्दवर्ग
३. लेखन कला
४. भाषिक सम्पादन कला

सन्दर्भ-सामग्री-

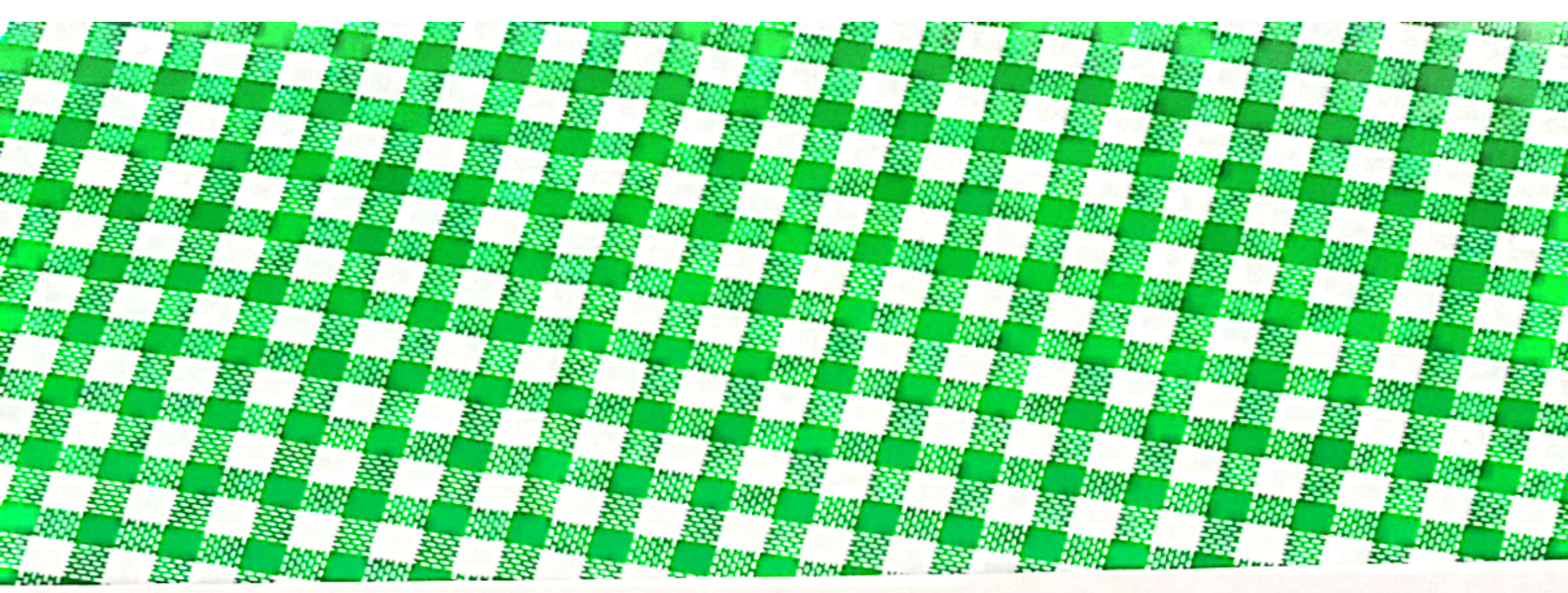
१. नेपाली वाक्य व्याकरण (विसं २०५४)- माधव प्रसाद पोखरेल
- २- साहित्य सन्धान(२०१८)- नवीन पौड्याल
- ३-प्राज्ञिक लेखन तथा सम्पादन(विसं २०७४)-प्रा.डा. पारसमणि भण्डारी, विद्यार्थी पुस्तक भण्डार, भोटाहिटी, काठमाडौं।
- ४-पूर्वोत्तर माध्यमिक नेपाली व्याकरण र रचना- शिवराज शर्मा
- ५-क्रियाको रूप विश्लेषण(विसं २०७७) - हेम अधिकारी, दमक, झापा
- ✓६-नेपाली लेखन शैली-भारतीय भाषा शैली र सिक्किम अकादमी
- ७-नेपाली क्रियाका रूपावली(२०२२)- डा खगेन शर्मा
- ८-लेखन कला- डा. देवी नेपाल
- ९-माध्यमिक नेपाली व्याकरण र रचना- घनश्याम नेपाल र पुष्कर पराजुली
- १०-आधारभूत नेपाली व्याकरण (पाठ्यपुस्तक २०५८)- ब्रतराज आचार्य

Paper-6 सामान्य भाषाविज्ञान

- १- भाषा- अर्थ, प्रकृतिगत विशेषता, भाषाका क्षेत्र र भाषिका
- २- भाषा भेद- संसारका भाषाहरूको वर्गीकरणका विविध आधारहरू
- ३- भाषाविज्ञान- परिचय, क्षेत्र, प्रयोजन, भाषाविज्ञानका विविध शाखा, कोशविज्ञान, समाजभाषाविज्ञान
- ४- भाषाविज्ञानका प्रमुख सम्प्रदाय र ध्वनिविज्ञान

सन्दर्भ-सामग्री

- १- भाषाविज्ञान- योगेन्द्रप्रसाद यादव र भीमनारायण रेग्मी
- २- ध्वनिविज्ञान र नेपाली भाषाको ध्वनि परिचय- माधव प्रसाद पोखरेल
- ३- क्रियाको रूपतत्त्वका आधारमा नेपाली भाषिकाहरूको निर्धारण- यज्ञेश्वर निरौला
- ४- भाषाविज्ञानको परम्परा र पद्धति- डा प्रेमप्रसाद चौलागाईं
- ४- भाषाविज्ञान- भोलानाथ तिवारी



4th S

FYUGP-Nepali-Paper-7 Credit-4, Contact Classes-80

Paper-7- पूर्व आधुनिक नेपाली साहित्यको इतिहास

१. नेपाली साहित्यको प्राथमिककाल
२. आदिकवि भानुभक्त आचार्यको नेपाली साहित्यमा योगदान
३. माध्यमिककालीन नेपाली साहित्य
४. मोतिराम भट्टको नेपाली साहित्यमा योगदान

सन्दर्भ-समाग्री

- ✓१. माध्यमिक नेपाली गद्याखान(विसं २०५०)- शरद् चन्द्र भट्टराई
- ✓२. प्राचीन नेपाली गद्य- शरद् चन्द्र भट्टराई र घटराज भट्टराई
- ✓३. सुवानन्ददेखि राजीवलोचनसम्म- गणेशबहादुर प्रसाईँ
४. नेपाली कविताको प्रवृत्ति- रमेश श्रेष्ठ
५. भानुभक्तीय रामायण----सूर्यविक्रम ज्ञवाली
- ✓६. आदिकवि भानुभक्त: जीवनी र कविताको सम्परीक्षण (अनुसन्धान, २०५८)- व्रतराज आचार्य

FYUGP-Nepali-Paper-8 Credit-4, Contact Classes-80

Paper-8- आधुनिक नेपाली साहित्यको इतिहास

१. आधुनिक नेपाली साहित्यका पृष्ठभूमि, विकासक्रम र प्रवृत्ति- पद्य
२. आधुनिक नेपाली साहित्यका पृष्ठभूमि, विकासक्रम र प्रवृत्ति- गद्य
३. भारतमा आधुनिक नेपाली साहित्यको विकास र गतिविधि
४. नेपाली साहित्यमा उत्तर-आधुनिकता

सन्दर्भ-सामग्री

१. उत्तर-आधुनिक सिर्जना र समालोचनाका आधारहरू (२०२०)- ज्ञानबहादुर छेत्री
- ✓ २. भारतीय नेपाली साहित्यको इतिहास(२०१४)- विद्यापत दाहाल
३. नेपाली कथा साहित्यको संक्षिप्त सर्वेक्षण-
- ✓ ४. समकालीन भारतेली नेपाली साहित्य: गति र प्रवृत्ति(२०१९)- सम्पा.रुद्र बराल
- ✓ ५. समयबोध र उत्तरआधुनिकता- डा गोविन्दराज भट्टराई
- ✓ ६. भारतीय नेपाली साहित्यको विश्लेषणात्मक इतिहास- डा गोमा अधिकारी

FYUGP-Nepali-Paper-9 Credit-4, Contact Classes-80

Paper-9- नेपाली उपन्यास

१. उपन्यासका तत्त्व
२. नेपाली उपन्यासको पृष्ठभूमि, आधुनिक नेपाली उपन्यासको विकासक्रम र प्रवृत्ति
३. लीलबहादुर क्षेत्री: बसाइँ
४. विक्रमवीर थापा: टिस्टादेखि सतलजसम्म

सन्दर्भ-सामग्री

- ✓१. बसाइँ- लीलबहादुर क्षेत्री
- ✓५. टिस्टादेखि सतलजसम्म(२०२२-दोस्रो संस्करण)- विक्रमवीर थापा
२. उपन्यास सिद्धान्त र नेपाली उपन्यास- नेत्र एटम
३. नेपाली उपन्यासका आधारहरू- इन्द्रबहादुर राई
- ✓४-नेपाली उपन्यास र उपन्यासकार- कृष्णचन्द्रसिंह प्रधान –
- ✓५. नेपाली उपन्यास परम्परा र प्रवृत्ति- राजेन्द्र सुवेदी

FYUGP-Nepali-Paper-10 Credit-4, Contact Classes-80

Paper-10 नेपाली नाटक

१- नाटकका तत्त्व

२- नेपाली नाटक र एकाङ्कीको पृष्ठभूमि र विकासक्रम

३- शेरमान थापा- रुखको माकुरो (एकाङ्की) र पूर्ण कुमार शर्मा- अमर शहीद दुर्गा मल्ल

४- बालकृष्ण सम: भक्त भानुभक्त

सन्दर्भ-समाग्री

१- केही आधुनिक नाटक (विसं२००६)- डा.कुमार कोइराला

✓२- नेपाली नाटकको इतिहास- रत्नध्वज जोशी

३- असमेली नेपाली समाचोलना खण्ड १(२०२३)-सम्पादक- रुद्र बराल र कृष्णनील कार्की

४- स्मृतिग्रन्थ-प्रथम पूर्णाङ्ग अधिवेशन, असम नेपाली नाट्य सम्मेलन, २००८, सम्पा. तिलक शर्मा

✓५- बालकृष्ण सम- भक्त भानुभक्त

६- दार्जिलिङे नाटकको अर्थ शताब्दी- इन्द्रबहादुर राई

✓७- आधुनिक नेपाली नाटक (लेखन/सम्पादन २०६७)- व्रतराज आचार्य

नेपाली एकाङ्की यात्रा-सम्पा, रामलाल अधिकारी

FYUGP-Nepali-Paper-11 Credit-4, Contact Classes-80

Paper-11 नेपाली निबन्ध

- १- नेपाली निबन्धको विकासक्रम र प्रकार
- २- लक्ष्मीप्रसाद देवकोटाको – नेपाली साहित्यमा सर्वश्रेष्ठ पुरुष
- ३- ध्रुवनाथ जोशीको- मणिसिंह गुरुङ
- ४- डम्बर दाहालको भाषाको मृत्यू, हरि गजुरेलको मान्छे र तारापति उपाध्यायको भारतीय संहतिका आधारहरू

सन्दर्भ-सामग्री

१. लक्ष्मी निबन्ध सङ्ग्रह- महाकवि लक्ष्मीप्रसाद देवकोटा
- ✓ २. विचार-विमर्श(२०१२)- हरि गजुरेल
- ✓ ३. निबन्ध पुष्प- डम्बर दाहाल
४. पूर्वोत्तर नेपाली निबन्ध सञ्चयन- ज्ञानबहादुर छेत्री
५. निबन्ध गुच्छ- तारापति उपाध्याय
६. नेपाली निबन्धको इतिहास- सम्पा- प्रमोध प्रधान
- ✓ ७. निबन्ध नन्दन- घनश्याम नेपाल

FYUGP-Nepali-Paper-12 Credit-4, Contact Classes-80

Paper-12 पूर्वीय र पाश्चात्य साहित्यिक तत्त्व र नेपाली समालोचना

- १- अलङ्कार र रस
- २- यथार्थवाद, अतियथार्थवाद, अस्तित्ववाद र विसङ्गतिवाद
- ३- एरिस्टटलको अनुकरण सिद्धान्त
- ४- नेपाली समालोचनाको विकासक्रम

सन्दर्भ-सामग्री

- १- युरोपीय साहित्यको नमूना(विसं२०५५)- नरेन्द्रमणि आचार्य दीक्षित-
- ✓२- पूर्वीय एवम् पाश्चात्य साहित्य-समालोचना: प्रमुख मान्यता, वाद र प्रणाली-ईश्वरकुमार श्रेष्ठ
- ✓३- नेपाली समालोचना यात्रा(२०१२)- ज्ञानबहादुर छेत्री
- ४- आधुनिक समालोचनाको उठान (अनुसन्धान, २०५३)- ब्रतराज आचार्य

Paper-13 लोकसाहित्य

- १- लोकसाहित्यका मुख्य विशेषता
- २- लोकसाहित्यका विधाहरू
- ३- लोकसाहित्य र सिर्जित साहित्य
- ४- नेपाली उकान-टुक्का र गाउँखाने कथा

सन्दर्भ-समाग्री

१. जगदम्बा नेपाली साहित्यको बृहत् इतिहास-दोस्रो ठेली-(विंस २०७६)- (सम्पा.)डा माधव प्रसाद पोखरेल
- ✓ २. नेपाली लोक साहित्यको रूपरेखा(२००३)- खेमराज नेपाल
३. साहित्य सन्धान(२०१८)- नवीन पौड्याल
४. हिड बाँधेको टालो- जगन्निधि दाहाल
- ✓ ५. लोक साहित्यको अवलोकन- जीवेन्द्रदेव गिरी
- ✓ ६. निर्माण-संस्कृति विशेषाङ्क(१९९९)
७. त्रिवेणी- डी बी सिंह
- ✓ ८. नेपाली लोक साहित्य- चूडामणि बन्धु

FYUGP-Nepali-Paper-14 Credit-4, Contact Classes-80

Paper- 14 नेपाली बाल र पर्या साहित्य

- १- नेपाली बालसाहित्यको विकासक्रम
- २- मुक्ति बरालको बाल उपन्यास **मालती**-को अध्ययन
- ३- पर्या साहित्यको विकासक्रम
- ४- देवेन सापकोटाको **ज्वाल परेको छाता** कविताको अध्ययन

सन्दर्भ-सामग्री

- ✓१. परिश्रान्त पृथिवी- डा देवेन सापकोटा
- ✓२. मालती- मुक्ति बराल
३. ब्लु प्लानेट-(गोविन्दराज भट्टराईको भूमिका अंश)- विजय हितान
४. स्वच्छन्द सुसेलीहरू २--(गोविन्दराज भट्टराईको भूमिका अंश)- विजय हितान
- ✓५. नेपाली बाल साहित्यको इतिहास- अच्युतरमण अर्याल
६. Understanding Children`s literature- Peter Hunt


FYUGP-Nepali-Paper-15 Credit-4, Contact Classes-80

Paper- 15 सिर्जनात्मक लेखन, पत्रकारिता र अनुवाद

- १- सृजनात्मक लेखनका आधार
- २- पत्रकारिताका विशेषता
- ३- अनुवादका चुनौतीहरू
- ४- नेपालीमा गरिएका अनुवादको सर्वेक्षण

सन्दर्भ-सामग्री

- ✓ १. अनुवादको भूमिका- तारापति उपाध्याय
- ✓ २. अनुवाद सिद्धान्त और प्रयोग- डा नागेन्द्र
- ✓ ३. लेखन कला-डा देवी नेपाल
४. जगदम्बा नेपाली साहित्यको बृहत् इतिहास-दोस्रो ठेली-(विंस २०७६)- (सम्पा.)डा माधव प्रसाद पोखरे
- ✓ ५. भारतेली नेपाली पत्र-पत्रिकाको शताब्दी (१८८७-१९८६)- हीरा छेत्री
६. नेपाली रचना कला- मोतिलाल पराजुली
७. संवाहक-ऐतिहासिक विकासक्रममा सिक्किमेली पत्रकारिता(२०१३)


PRINCIPAL,
BISWANATH COLLEGE

Syllabus for
Four-year Undergraduate Programme
Geography
Syllabus as per NEP 2020

Course effective from academic year 2023-24



GAUHATI UNIVERSITY (ASSAMJOBZ.COM)
Guwahati-781014

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Department of Geography Gauhati University

Syllabus as per NEP 2020

Approved as per UGCCS in Geography held on 22-03-2023

Four-year Undergraduate Programme

**Subject: Geography
Semester: I**

**Course Name: Introduction to Physical Geography
(Compulsory)**

Course Level: Foundation & Introductory

100 Marks (Theory =80 Marks, Internal Assessment = 20 Marks)

Theory (4 Credits, 80 marks, 60 classes of one-hour duration)

Unit I: Evolution and growth of Physical geography

Growth of nature-centric geography; evolution and trend of Physical Geography as a study of earth process systems; meaning, scope and nature of Physical Geography; branches of Physical Geography; Physical geography and its interdisciplinary nature.

Unit II: Geomorphology

Meaning, scope and significance of geomorphological studies. fundamental concepts in geomorphology: catastrophism, uniformitarianism, and Davisian concept of landform development.

Unit III: Climatology

Meaning, scope and significance of climatological studies. fundamental concepts in Climatology: insolation and heat budget, temperature, pressure and precipitation relationship; pressure and windsystems.

Unit IV: Oceanography

Meaning, scope and significance of oceanographic studies; fundamental concepts in oceanography: origin of ocean basins, the origin of ocean currents, temperature and salinity relationship.

Unit V: Biogeography

Meaning, Scope and Significance of biogeographic studies; fundamental concepts in Biogeography: biosphere, ecology, Ecosystem, biodiversity

Reading List

1. Strahler, A., and Strahler, A. (2007). Physical geography. John Wiley & Sons.
2. Bloom, A. L., and Bloom, A. L. (1998). Geomorphology: a systematic analysis of late Cenozoic landforms (No. 551.41 B5.). Upper Saddle River: Prentice Hall.
3. Waugh, D. (2000). Geography: An integrated approach. Nelson Thornes.
4. Kale, V.S. and Gupta, A. (2001) Introduction to Geomorphology. Orient Longman, NewDelhi.
5. Selby, M.J. (2005) Earth's Changing Surface: An Introduction to Geomorphology. ClarendonPress
6. Thornbury, W. (1968). Principles of Geomorphology.- John Wiley and Sons, 394 p. NewYork.
7. Siddhartha, K. (2018): Oceanography, A brief Introduction, Kitab Mahal
8. Howard, J. Critchfield: General Climatology, 2008, Pearson
9. Lal, D.S.(2022) Climatology, Sarda Pustak Bhaban
10. C.Barry Cox, Peter D. Moore, (2000), Biogeography, John Wiley and Sons Ltd

Course Objective:

- Explain the basic concepts and principles of physical geography.
- Identify the major processes that shape the Earth's physical environment.
- Analyze how physical geography processes impact human activities and development
- Apply critical thinking skills to analyze and solve problems related to physical geography

Learning outcome:

- To introduce students to the principles of physical geography and their applications.
- To enable students to develop a deep understanding of the processes that drive physicalgeography.
- To enable students to apply the principles of physical geography to practical real-world situations.

Theory Credit : Four (4)

Practical Credit : Zero (0)

No. of Required Classes : 60

No. of Contact Classes : 40 No. of Non-Contact Classes : 20

Particulars of Course Designer (Department of Geography, Gauhati University, geography@gauhati.ac.in)

Four-year Undergraduate Programme

Subject: Geography

Semester: II

Course Name: Introduction to Human Geography
(Compulsory)

Course Level: Foundation & Introductory

100 Marks (Theory =80 Marks, Internal Assessment = 20 Marks)

Theory (4 Credits, 80 marks, 60 classes of one-hour duration)

Unit I:

Defining the field of human geography and its development: Meaning and scope; Place of man in the study of geography; Nature of human geography and its relation with other social sciences; Changing definitions and trend of development of human geography.

Unit II:

Concept of man-environment relationship in human geography: Determinism, Possibilism, Neo-determinism and Cultural Determinism.

Unit III:

Schools of human geography: Human Ecology, Landscape and Locational Analysis.

Unit IV:

Man and environment relationship: Changing man-environment relationship through ages; Impact of environment on man in different geographical conditions; Impact of man and its activities on environment in different parts of the world; Urbanization and environment in different global contexts.

Unit V:

Man and culture: Concept of ethnicity and race; Global patterns of the racial composition of the population and associated characteristics of major racial groups; Rural and urban environments and associated socio-economic practices.

Reading List

1. Johnston, R. et. al. (2008). The Dictionary of Human Geography, Blackwell Publication.
2. Jordan-Bychkov et al. (2006) The Human Mosaic: A Thematic Introduction to Cultural Geography. W. H. Freeman and Company, New York.
3. Hussain, Majid (2012). Human Geography. Rawat Publications, Jaipur.
4. Gregory, D. 1978. Ideology, Science and Human Geography, London, Hutchinson.
5. James, M.R. and Bacon, R.S. 1990. The Cultural Landscape: An Introduction

to Human Geography, Prentice Hall.

6. Leong, G.C. and Morgan, G.C. 1992. Human and Economic Geography, Oxford University Press.
7. Fellmann, J.D., Getis, A. and Getis, J. 1999. Human Geography: Landscapes of Human Activities, WCB McGraw-Hill.
8. Jones, E. 1972. Human Geography, Chatto and Windus, London.
9. Broek, J.O.M. and Webb, J.W., 1969. A Geography of Mankind, Taylor and Francis.

Course Objective:

- Students will be able to identify and describe the fundamental concepts, theories, and approaches of human geography.
- Students will be able to apply the skills of analysis and interpretation to a range of geographical phenomena.
- Students will be able to recognize the significance of human geography in addressing contemporary world issues and challenges.

Learning outcome:

- To understand the basic concepts, theories, and approaches of human geography.
- To develop the skills required to analyze and interpret geographical phenomena
- To appreciate the importance of human geography in understanding contemporary world issues and challenges.

Theory Credit : Four (4)

Practical Credit : Zero (0)

No. of Required Classes : 60

No. of Contact Classes : 40 No. of Non-Contact Classes : 20

Particulars of Course Designer (Department of Geography, Gauhati University (AssamJobz.Com),
geography@gauhati.ac.in

Four-year Undergraduate Programme

Subject: Geography

Semester: III

Course Name: Geography as a Spatial Science
(Compulsory)

Course Level: Intermediate

100 Marks (Theory =80 Marks, Internal Assessment = 20 Marks)

Theory (4 Credits, 80 marks, 60 classes of one-hour duration)

Unit I:

Defining the field of Geography: Study of the earth as the home of man; Place of geography in relation to natural and social sciences; the changing definitions of geography and its multi- disciplinary nature.

Unit II:

Geography as a spatial science and spatial concepts in geography: Concept of space, place, territory, and region; Geographic space (Absolute Space and Relative Space); Spatial Processes and Patterns (only basic concept) – Spatial distribution, Spatial concentration, Spatial organization, Spatial relationship.

Unit III:

Basic Approaches in Geography: Systematic and Regional; Ideographic and Nomothetic; Pure and Applied.

Unit IV:

Spatial Analysis in Geography: Concept of location; Concept of point, line, and area patterns.

Unit V:

Scientific Approaches in Geography: Inductive and Deductive methods; Harvey's modes of explanations in Geography (only basic concept): Cognitive, Morphometric, Cause and effect, Temporal, Functional and System analysis.

Reading List

1. Abler, R., Adams, J. and Gould, P.P., 1971: Spatial Organization: The Geographers' View of the World, Prentice-Hall, Englewood Cliff.
2. Ackerman, E.A., et al, 1965: The Science of Geography, Washington D.C., National Academy of Science/ National Research Council Pub. No. 1277.
3. Adhikari, Sudeepa, 2015: Fundamentals of Geographical Thought, Orient

- Blackswan Pvt.Ltd., New Delhi.
4. Chorley, Richard, J. and Haggett, Peter (eds), 1967: Models in Geography, Methuen, London.
 5. Chorley, Richard, J., 1973: Directions in Geography, Methuen, London.
 6. Dikshit, R.D., 1994: The Art and Science of Geography, Prentice Hall of India, New Delhi.
 7. Haggett, P., 2001: Geography: A Global Synthesis, Pearson Education, Essex, UK.
 8. Hartshorne, R.,1939: The Nature of Geography, Association of American Geographers, Lan-caster, Penn.
 9. Hartshorne, R.,1959: Perspective on the Nature of Geography, Rand Mckully, Chicago.
 10. Harvey, D., 1969: Explanation in Geography, St. Martin's Press, New York, 1969.
 11. Johnston, R.J. et al.(eds), 1986: The Dictionary of Human Geography, Oxford, Basil Black-well.

Course Objective:

- To introduce students to the fundamental concepts of geography as a spatial science.
- To provide students with a strong foundation in spatial data analysis and visualisation.
- To enable students to understand and critically analyse the spatial dimensions of a range of geographic processes.
- To equip students with the skills to develop and apply spatial models and technologies to solve geographic problems.

Learning outcome:

- Understanding of the basic concepts of geography as a spatial science.
- Understanding of the methods of spatial analysis and their application in analysing geographic processes.
- Ability to critically analyse the spatial dimensions of a range of geographic processes.

Theory Credit : Four (4)
Practical Credit : Zero (0)

No. of Required Classes : 60
No. of Contact Classes : 40 No. of Non-Contact Classes : 20

Particulars of Course Designer (Department of Geography, Gauhati University (AssamJobz.Com),
geography@gauhati.ac.in

Four-year Undergraduate Programme

Subject: Geography

Semester: IV

Course Name: Geomorphology
(Compulsory)

Course Level: Intermediate

100 Marks (Theory =60 Marks, Practical = 20 Marks, Internal Assessment = 20 Marks)

Part I: Theory (3 Credits, 60 marks, 45 classes of one-hour duration)

Unit I:

History and Development of Geomorphic Ideas, Recent Trends in Geomorphology, Post-modern Geomorphology

Unit II:

Branches of Geomorphology and their Significance: Theoretical and Applied Geomorphology, Major branches- Structural, Fluvial, Glacial, Arid, Environmental and Paleogeomorphology.

Unit III:

Structure and Composition of the Earth: Earth Crust and Interior, Rocks and Minerals

Unit IV:

Fundamental Concepts and Theories of Geomorphology: System Concept- Steady State, Dynamic Equilibrium, Mountain Building Theories of Kober and Holmes, Continental Drift, Plate tectonics and Isostasy.

Unit V:

Geomorphic Processes and Resultant Landforms: Endogenetic and Exogenetic Processes, Ideas of Penck and L C King, Fluvial, Glacial and Aeolian Processes and Resultant Landforms, Slope Forming Processes.

Part II: Practical (1 credit, 20 Marks, 15 Classes of two-hour duration)

Unit I: Practical works (16 marks) two questions of 8 marks each

1. Study of Topographical Maps: Topographical map content and numbering system, the General interpretation of toposheets in respect of physical characteristics. (3 Assignments)
2. Profile Drawing (serial, superimposed, projected and composite (3 Assignments)
3. Preparation of Slope Map / Relative Relief Map: Wentworth's method and Smith's method. (3 Assignments)

4. Delineation of drainage basin and drainage network, construction of cross and long profiles, stream ordering by Horton and Strahler's method (6 Assignments)
5. Interpretation of Geological map and Construction of cross –section (Two geological maps including one with interruptions) showing different sedimentary beds. (2 Assignments)

Unit II: Practical Note Book and viva-Voce (4 marks)

1. Evaluation of Practical Notebook (2 marks)
2. Viva-Voce (2 marks)

Reading List

1. Bloom, Arthur L. (1978): *Geomorphology- A Systematic Analysis of Late Cenozoic Land-forms*, Prentice Hall, Englewood Cliffs, N.J.
2. Charlton, R. (2008) : *Fundamentals of Fluvial Geomorphology*, Routledge, USA and Canada.
3. Chorley, Richard J (1972): *Spatial Analysis in Geomorphology*, Harper and Row Publishers, New York, London.
4. Chorley, Richard J (ed) (1969): *Water, Earth and Man*, Methuen & Co. London.
5. Cooke, R.U and Warren, A. (1973): *Geomorphology in Deserts*, Batsford, London
6. Crickmay, C.H. (1974): *Works of River*, The McMillan Press Ltd, London.
7. Davidson-Arnott, R., Bauer, B. and Houser, C. (2019): *Introduction to Coastal Processes and Geomorphology*, Cambridge University Press.
8. Derbyshire, E. (ed) (1976): *Geomorphology and Climate*, Wiley, London
9. Dury, G.H. (1959): *The Face of the Earth*, Penguin Books.
10. Emberton, C. and Thorns, J. (1979): *Processes in Geomorphology*, Arnold Heinemann.
11. Gabler, R.E., Pettersen, J.F. and Trapasso, L.M. (2007): *Essentials of Physical Geography*, Thomson Brooks, USA.
12. Gregory, K.J. (1985): *The Nature of Physical Geography*, Edward Arnold, London.
13. Gutierrez, M. (2018): *Geomorphology*, CRC Press.
14. Heckmann, T. and Morche, D. (ed) (2019): *Geomorphology of Proglacial Systems*, Springer.
15. Huggett, R.J. (2018): *Fundamentals of Geomorphology*, 4th Edition, T F India and Routledge.
16. Hails, J.R. (ed) (1978): *Applied Geomorphology*, Elsevier Scientific Publishing Co., Oxford, New York.
17. Kale, V.S. (2023): *Processes, Products and Cycles of Tectonic Geomorphology*, Elsevier.
18. Leopold, L.B., Wolman M.G. and Miller, J.P. (1964): *Fluvial Processes in Geomorphology*, Freeman, San Francisco.
19. Morisawa, M.M. (ed) (1981): *Fluvial Geomorphology*, George Allen & Unwin, London.
20. Morisawa, M.M. (1985): *River Forms and Process*, Longman, London and New York.
21. Pitty, A.F. (1971): *Introduction to Geomorphology*, Barnes and Nobel, New York.

22. Richards, K. (1982): Rivers: Forms and Process in Alluvial Channels, The Blackburn Press, USA.
23. Sharma, H.S. (1982): Perspectives in Geomorphology, Vols I to IV, Concept, New Delhi.
24. Strahler, A.N. (2013): Introducing Physical Geography, 6th Edition, Wiley India Pvt. Ltd, New Delhi.
25. Thornbury, W.D. (1969): Principles of Geomorphology, Wiley International Edition.
26. Thomas, David S.G. and Goudie, A. (2000): The Dictionary of Physical Geography, Blackwell publishing.
27. Wohl, E. (2020): Rivers in the Landscape, Wiley Blackwell.

Course Objective:

- To provide a general idea about the topographic and surficial characteristics of the earth's surface to the students.
- To make students aware of the forms and patterns of diverse landforms in different physical settings of the earth.
- To make students skilled for applying geomorphic knowledge and techniques for investigating geomorphic processes and the resultant landforms.

Learning outcome:

- This course will help students to understand the evolution and development of various land-forms and the associated geomorphic processes in different geo-environmental settings.
- It enables students to apply geomorphic knowledge and techniques to investigate different land features and the causes of their changes in spatiotemporal contexts.
- It will help students to get exposure to the theories and concepts related to the development of the earth and its relief features.

Theory Credit : Three (3)

Practical Credit : One (1)

No. of Required Classes : 60

No. of Contact Classes : 40 No. of Non-Contact Classes : 20

Particulars of Course Designer (Department of Geography, Gauhati University (AssamJobz.Com),
geography@gauhati.ac.in

Four-year Undergraduate Programme

Subject: Geography

Semester: IV

Course Name: Population and Settlement Geography
(Optional)

Course Level: Intermediate

100 Marks (Theory =60 Marks, Practical = 20 Marks, Internal Assessment = 20 Marks)

Part I: Theory (3 Credits, 60 marks, 45 classes of one-hour duration)

Unit I: Population Geography

1. Defining the field of population geography and Population data: Meaning, emergence as a systematic branch of geography and significance; its relation with demography; Sources of population data and perspectives on Census of India publications (5 Classes)
2. Distribution and density of population: Factors influencing population distribution and density; global pattern of population distribution. (4 Classes)
3. Population Growth: Trend of global population growth; components of population growth–fertility, mortality and migration; push and pull factors of migration; spatial variations in population growth in the world. (8 Classes)
4. Theories of population growth: Malthusian Theory and Demographic Transition Theory. (3Classes)
5. Population composition and associated characteristic patterns in global contexts: Age-SexComposition; Rural-Urban Composition; Population ageing. (6 Classes)

Unit II: Settlement Geography

1. Defining the field of settlement of geography: Meaning and scope.
2. Rural and urban settlements: Factors influencing distribution pattern of settlements; Types of rural settlements; Morphology and Characteristics of rural and urban settlements. (7 Classes)
3. Concept of settlement hierarchy and urban fringe; Christaller's Central Place Theory. (4Classes)

Part II: Practical (1 credit, 20 Marks, 15 Classes of two-hour duration)

Unit 1: Practical Works (16 marks)(Two questions of 8 marks each)

1. Trend of population growth in Assam/N.E. India through line graph; Calculation and graphical representation of trend of decadal growth rates of population in Assam/N.E. India/India. (2 Exercises)
2. Choropleth map to show spatial pattern of decadal variation in population growth in Assam/N.E. India/India. (1 Exercise)

3. Choropleth map showing spatial pattern of population density in Assam/India. (1 Exercise)
4. Map showing spatial variation in social/religious/rural-urban composition of population in Assam/N.E. India using pie-graph. (1 Exercise)
5. Choropleth map showing spatial pattern of level of urbanization in Assam/N.E. India. (1 Exercise)
6. Flow cartogram showing direction and volume of migration into Assam/N.E. India from different parts of India. (1 Exercise)
7. Map showing distribution of towns and their varied population size with spheres in Assam/N.E.India. (1 Exercise)

Unit II: Practical Note-Book and Viva-voce (4 Marks)

1. Evaluation of Practical Note-Book (2 marks)
2. Viva-voce (2 marks)

Reading List

1. Barrett H. R., 1995: Population Geography, Oliver and Boyd.
2. Bhende A. and Kanitkar T., 2000: Principles of Population Studies, Himalaya Publishing House.
3. Chandna R. C. and Sidhu M. S., 1980: An Introduction to Population Geography, Kalyani Publishers.
4. Chandna R. C., 2014, Geography of Population: Concepts, Determinants and Patterns, Kalyani Publishers.
5. Clarke J. I., 1965: Population Geography, Pergamon Press, Oxford.
6. Jones, H. R., 2000: Population Geography, 3rd ed. Paul Chapman, London.
7. Lutz W., Warren C. S. and Scherbov S., 2004: The End of the World Population Growth in the 21st Century, Earthscan.
8. Newbold, K. B., 2009: Population Geography: Tools and Issues, Rowman and Littlefield Publishers.
9. Pacione, M., 1986: Population Geography: Progress and Prospect, Taylor and Francis.
10. Wilson, M. G. A., 1968: Population Geography, Nelson.
11. Panda, B. P. (1988): Janasankhya Bhugol, M P Hindi Granth Academy, Bhopal.
12. Maurya, S. D. (2009) Jansankhya Bhugol, Sharda Pustak Bhawan, Allahabad.
13. Chandna, R. C. (2006), Jansankhya Bhugol, Kalyani Publishers, Delhi.
14. Roy, D. (2015), Population Geography, Books and Allied (P) Ltd., Kolkata.
15. Ahmad, A., Noin, D. and Sharma, H.N. (eds), 1997, Demographic Transition: The Third World Scenario, Rawat Publications, Jaipur and New Delhi, 1997.
16. Money, D.C., 1972: Patterns of Settlement, Evan Brothers, London.
17. Peters, G.L. and Larkin, R.P., 1979: Population Geography: Problems, Concepts and Prospects, Kendall/ Hunt Iowa.
18. Singh, R.L. and Singh, K.N., (eds), 1975: Readings in Rural Settlement Geography, BHU, Varanasi.
19. Singh, R.Y., 1994: Geography of Settlements, Rawat Publications, Jaipur and New Delhi.
20. Maurya, S. D., 2014: Settlement Geography, Sharda Pustak Bhawan, Allahabad.

Course Objective:

- This paper is a generic paper that intends to introduce students to the basic concepts of population and settlement geography and how the differential characteristics of population and settlement influence the overall development process of an area.
- It seeks to develop an understanding among students about the significance of population geography and settlement geography and their inter-relationship.

Learning outcome:

- The paper will be useful for students in developing ideas about spatio-temporal changes in the characteristics of population and settlement and the factors associated with them.
- The paper will be useful for students preparing for various competitive exams including civil services.

Theory Credit : Three (3)

Practical Credit : One (1)

No. of Required Classes : 60

No. of Contact Classes : 40 No. of Non-Contact Classes : 20

Particulars of Course Designer (Department of Geography, Gauhati University (AssamJobz.Com),
geography@gauhati.ac.in

Four-year Undergraduate Programme

Subject: Geography

Semester: IV

Course Name: Geography of India
(Optional)

Course Level: Intermediate

100 Marks (Theory =60 Marks, Practical = 20 Marks, Internal Assessment = 20 Marks)

Part I: Theory (3 Credits, 60 marks, 45 classes of one-hour duration)

Unit I:

India's location, areal extent and their significance; geopolitical and strategic importance, administrative divisions.

Unit II:

Physical setting: Physiographic divisions and their characteristics; River and water bodies, Climate and its seasonal and regional characteristics; soil types and their distribution; vegetation and its distribution.

Unit III:

Population: Trend of growth, spatial variation in growth and distribution; Age and sex composition; Linguistic and religious composition.

Unit IV:

Trend of Socio-economic development: literacy and education; health status and health care facilities; transport and communication systems; trade relations (export and import; development policies)

Unit V:

Agricultural and Industrial sector: Regional distribution and production patterns of rice, wheat, and millet. Distribution and production patterns of iron and steel, cotton textiles and fertilizers; overall Industrial development scenario in the country: distribution and production scenerio of Coal, Petroleum, Gas, hydro-power, potentiality of solar, wind, and nuclear power generation.

Part II: Practical (1 credit, 20 Marks, 15 Classes of two-hour duration)

Unit I: Practical Works (10 marks)(Two questions of 5 marks each)

1. Trend of population growth and growth rates in India since 1901 using Census data (Source: censusindia.gov.in). (2 assignments)
2. Choropleth mapping to show spatial variation in decennial population growth rate and literacyrate in India. (2 assignment)

3. Spatial variation in the patterns of the religious composition of the population in India and Social composition of the population (SC, ST, and General) using pie-graph. (2 assignments)
4. Trend of food grains production (Rice, Wheat, Maize, Barley, Jowar, and Bajra) in India since 1950-51 using band-graph. (1 assignment)
5. Mapping of the population distribution of India and analysis of its relationship with relief.(1 assignment)
6. Flow pattern of selected commodities in India using standard carto-statistical techniques. (1 assignment)

Unit II: Field Report (4 Marks)

1. Preparation of field report based on a field study of observational knowledge about the geographical perspective of any part of the country or from the parts of NE India under the guidance of teacher(s).

Unit III: Practical Note-Book, Field report and Viva-voce (4 Marks)

1. Evaluation of Practical Note-Book (2 marks)
2. Evaluation of field report (4 marks)
3. Viva-voce (2+2= 4 marks)

Reading List

1. Deshpande C. D., 1992: India: A Regional Interpretation, ICSSR, NewDelhi.
2. Johnson,B.L.C.,ed.2001.GeographicalDictionaryofIndia.VisionBooks,NewDelhi.
3. Mandal R. B. (ed.), 1990: Patterns of Regional Geography – An International Perspective.Vol. 3 –Indian perspective.
4. Sdyasuk Galina and P Sengupta (1967): Economic Regionalisation of India, Census of India
5. Sharma, T. C. 2003: India - Economic and Commercial Geography. Vikas Publ., New Delhi.
6. Singh R. L., 1971: India: A Regional Geography, National Geographical Society of India.
7. Singh, Jagdish 2003: India - A Comprehensive & Systematic Geography, Gyanodaya Prakashan,Gorakhpur.
8. Spate O. H. K. and Learmonth A. T. A., 1967: India and Pakistan: A General and Regional Geography, Methuen.
9. Tirtha, Ranjit 2002: Geography of India, Rawat Publs., Jaipur & New Delhi.
10. Pathak, C. R. 2003: Spatial Structure and Processes of Development in India. RegionalScience Assoc.,Kolkata.
11. Tiwari, R.C. (2007) Geography of India. Prayag Pustak Bhawan,Allahabad.
12. Sharma, T.C. (2013) Economic Geography of India. Rawat Publication, Jaipur

Course Objective: This is a core paper that intends to introduce students to India as a geographical entity. It seeks to develop new insights among students on the geographical dimensions of the country. A field study is incorporated to make the students understand the regional diversity of India with respect to its land, people, and economy.

Learning outcome:

- The paper will be useful for students in developing an understanding of Indian geography and its various dimensions.
- It will also be useful for students preparing for various competitive examinations including civil services.

Theory Credit : Three (3)

Practical Credit : One (1)

No. of Required Classes : 60

No. of Contact Classes : 40

No. of Non-Contact Classes : 20

Particulars of Course Designer (Department of Geography, Gauhati University (AssamJobz.Com),
geography@gauhati.ac.in

Four-year Undergraduate Programme

Subject: Geography

Semester: IV

Course Name: Cartographic Techniques
(Optional)

Course Level: Intermediate

100 Marks (Theory =60 Marks, Practical = 20 Marks, Internal Assessment = 20 Marks)

Part I: Theory (3 Credits, 60 marks, 45 classes of one-hour duration)

Unit I:

Cartography – Meaning, Development (Traditional and Modern Cartography) and Importance of Cartography in Geography.

Unit II:

Shape and size of the earth; coordinate system (latitude, (parallel) and longitude (meridian)).

Unit III:

Map: Characteristics, types, scale and content; Representation of point, line and area data in maps.

Unit IV:

Map Projections: Concept of Map Projection, Classification of Map Projection; principles of Constructing zenithal, conical and Cylindrical projections (basic idea), Choice of Map projection. with reference to an areal extent (whole world or any specific part) uses and limitations.

Unit V:

Thematic mapping: Concept and types; Isopleth and Choropleth mapping.

Part II: Practical (1 credit, 20 Marks, 15 Classes of two-hour duration)

Unit I: Practical Works (16 marks) (Two questions of 8 marks each)

1. Construction of graphical scale (linear, diagonal and comparative); conversion of map scale 6 Assignments
2. Construction of graticules of Zenithal Polar Gnomonic and Stereographic, Simple Conical with one standard parallel, Bonne's conical, and Gall's Stereographic Cylindrical projection along with their properties, uses and limitations. 5 Assignments
3. Preparation of thematic maps (choropleth, isopleths, band graph, pie diagram) for representing various physical and human geographic geographic data. 4 Assignments

Unit II: Practical Note-Book and Viva-voce (4 Marks)

1. Evaluation of Practical Note-Book (2 marks)
2. Viva-voce (2 marks)

Reading List

1. Anson, R. and Ormelling, F. J., 1994: International Cartographic Association: Basic Carto- graphic Vol., Pergaman Press.
2. Gupta, K.K. and Tyagi, V.C.,1992: Working with Map, Survey of India, DST, NewDelhi.
3. Misra, R.P. and Ramesh, A.,1989: Fundamentals of Cartography, Concept, New Delhi.
4. Monkhouse F.J.andWilkinson H.R.,1973:MapsandDiagrams,Methuen,London.
5. Rhind D. W. and Taylor D. R. F., (eds.), 1989: Cartography: Past, Present and Future, Elsevier, International Cartographic Association.
6. Robinson, A.H., 2009: Elements of Cartography,John Wiley and Sons, NewYork.
7. Singh R. L. and Singh R. P. B., 1999: Elements of Practical Geography, Kalyani Publishers.
8. Sarkar, A. (2015): Practical Geography: A Systematic Approach. Orient Black Swan Private Ltd., New Delhi.
9. Singh, L.R., 2013: Fundamentals of Practical Geography, Sharda Pustak Bhawan, Allahabad.
10. Talukder, S., 2008: Introduction to Map Projections, EBH Publishers (India),Guwahati.

Course Objective: This course on Cartographic Techniques provides a general understanding of the field of cartography including its modern developments and importance in geographic study. It more particularly focuses on various types of map scale and their construction; principles of map projection and construction of selected few; and preparation of thematic maps through the representation of various geographical data using different cartographic techniques.

Learning outcome:

- Understanding the importance of various cartographic techniques in geographical study
- General understanding of map type, map scale and map content.
- An acquaintance of different cartographic techniques for the representation of various facets of physical and human geographic data of any area.

Theory Credit : Three (3)

Practical Credit : One (1)

No. of Required Classes : 60

No. of Contact Classes : 40 No. of Non-Contact Classes : 20

Particulars of Course Designer (Department of Geography, Gauhati University (AssamJobz.Com),
geography@gauhati.ac.in

Four-year Undergraduate Programme

Subject: Geography

Semester: IV

Course Name: Disaster Management
(Optional)

Course Level: Intermediate

100 Marks (Theory =80 Marks, Internal Assessment = 20 Marks)

Theory (4 Credits, 80 marks, 60 classes of one-hour duration)

Unit I:

Disaster Management - Meaning and Definition; Definitions of Disaster and Hazards- Risks, Vulnerability, Resilience and their inter-relationship; Classification of Disasters –Natural and Human- induced; Geophysical, hydro-meteorological & manmade hazard and disasters, Causes and impacts of Disasters. Factors affecting Vulnerability – Economic – Political - Environmental and SocialContexts.

Unit II:

Disaster Management Cycle; Disaster Management Phases - Prevention and Preparedness – Mitigation - Response and Recovery; Community-Based Disaster Management - Roles and Responsibilitiesof Communities.

Unit III:

Hazard and Vulnerability Profile of India; Disaster-prone and vulnerable areas in India with emphasis on Cyclones, Earthquakes and Floods; Structural and Non-structural measures for Disaster Risk Reduction in Earthquake and flood Prone Areas.

Unit IV:

Disasters and Development - Impact of Development Projects - Dams, Embankments, Land-use changes on disaster genesis, Understanding differential Impacts of disasters on people of various tribes, Classes, Gender, Age, Location and Disability. Indigenous Knowledge and Disaster Management and Prevention with Reference to flood problem of Brahmaputra Valley.

Unit V:

Disaster management policies: Disaster management plans – components, National Disaster management policy and plan of India.

Reading List

1. Coppola, Damon (2011), Introduction to International Disaster Management, Elsevier ISBN:978-0-12-382174-4
2. Abbott, Patrick Leon (2008), Natural Disasters, McGraw-Hill, ISBN-13: 978-0072428650

3. Carresi A L, et al (2013) Disaster Management: International Lessons in Risk Reduction, Response and Recovery, Rutledge, U.K.
4. Carresi A L, et al (2013) Disaster Management: International Lessons in Risk Reduction, Response and Recovery, Routledge U.K.
5. Kurowa, Julio, Disaster Reduction: Living in harmony with nature Quebec or World, Peru,
6. Emdad Hague C, Mitigation of natural hazards and disasters: International perspectives, Springer, 2005.
7. Shaw Rajib and Krishnamurthy R R (2009) Disaster Management: Global Challenges and Local Solutions, Universities Press.
8. Kapoor Mukesh, (2009) Disaster Management, Universities Press.
9. Diwan Parang, (2010) A Manual on Disaster Management, Pentagon Press.

Course Objective:

- To understand the concepts of disasters and their management.
- To identify the different types of disasters.
- To evaluate the impact of disasters on society and the environment.
- To learn the various mitigation measures and techniques of disaster management.

Learning outcome:

- Students will be able to define different types of disasters and their impact on society and the environment.
- Students will be able to analyze the causes of disaster and their consequences.
- Students will be able to evaluate the role of different stakeholders in disaster management and response.
- Students will be able to develop mitigation plans for disaster-prone areas.

Theory Credit : Four (4)

Practical Credit : Zero (0)

No. of Required Classes : 60

No. of Contact Classes : 40 No. of Non-Contact Classes : 20

Particulars of Course Designer (Department of Geography, Gauhati University (AssamJobz.Com),
geography@gauhati.ac.in

Four-year Undergraduate Programme

Subject: Geography

Semester: V

Course Name: Climatology, Biogeography and Oceanography
(Compulsory)

Course Level: Higher

100 Marks (Theory =60 Marks, Practical = 20 Marks, Internal Assessment = 20 Marks)

Part I: Theory (3 Credits, 60 marks, 45 classes of one-hour duration)

Unit I: Climatology

1. Atmospheric Composition and Structure; and their variation with altitude, latitude and season.
2. Atmospheric temperature; horizontal and vertical distribution of temperature.
3. General Circulation, Jet Streams
4. Atmospheric Moisture – Evaporation, Humidity, Condensation, Fog, Precipitation,
5. Climatic classification of Koppen and Trewartha; Monsoon - Mechanism of development, Distribution of monsoons, Trajectories and Irregularities, Effects of El-Nino, Walker oscillation.
6. Cyclones and anticyclones; Tropical Cyclones, anticyclones and Extra-Tropical Cyclones.
7. Air masses and Fronts: Characteristics, types, Origin and modification of air masses.
8. Techniques of weather forecasting: conventional and modern

Unit II: Biogeography

1. Role of physical and biological factors and distribution of plants and animals, Biomes and Biodiversity hotspots of the world.
2. Bio-energy cycles and food-chain
3. Concept of Bio-diversity; Conservation of forest and wildlife
4. Ecology and Ecosystem, Structure and functioning of the ecosystem
5. Soil as a component of the environment, soil formation process and factors, soil composition and horizon, Soil types and their distribution in India

Unit III: Oceanography

1. Submarine topography and configuration of Pacific, Atlantic and Indian Ocean floors.
2. Ocean temperature and salinity. Currents, tides, tsunamis. Ocean deposits. Coral reefs.

Part II: Practical (1 credit, 20 Marks, 15 Classes of two-hour duration)

Unit I: Practical Works (16 marks) (Two questions of 8 marks each)

1. Interpretation of Indian Weather map for Monsoon and non–monsoon seasons/months based on various weather symbols depicted on maps. (2Assignments)
2. Preparation of weather reports of Indian subcontinent by analyzing the weather satellite images of at least three consecutive days (e.g. INSAT 3D, NOAA satellite). (3 Assignments)
3. Preparation of rainfall-temperature graphs; hythergraph, climograph and ergograph taking data from India/N.E. India/Assam (3 Assignments)
4. Calculation of average annual rainfall and variability of annual rainfall and preparation of rainfall distribution and variability maps(using isopleths).(2 Assignments)
5. Mapping of protected areas (National park, biosphere reserve and wildlife sanctuary) of Assam/N.E.India/India. (3Assignments)
6. Mapping of phytogeographic and zoogeographic regions of the world.(2 Assignments)
7. Mapping of Biodiversity hotspots of the world. (1 Assignment)
8. Mapping of Soil types of Assam/N.E. India and Soil horizons. (2 Assignments)

Unit II: Practical Note-Book and Viva-voce (4 Marks)

1. Evaluation of Practical Note-Book (2 marks)
2. Viva-voce (2 marks)

Reading List

1. Barry R. G. and Carleton A. M., 2001: Synoptic and Dynamic Climatology, Routledge, UK.
2. Barry R. G. and Corley R. J., 1998: Atmosphere, Weather and Climate, Routledge, New York.
3. Critchfield H. J., 1987: General Climatology, Prentice-Hall of India,New Delhi
4. Lutgens F. K., Tarbuck E. J. and Tasa D., 2009: The Atmosphere: An Introduction to Meteorology, Prentice-Hall, Englewood Cliffs, New Jersey.
5. Oliver J. E. and Hidore J. J., 2002: Climatology: An Atmospheric Science, Pearson Education, NewDelhi.
6. TrewarthaG.T.andHorneL.H.,1980:An Introduction to Climate,McGraw-Hill.
7. Gupta L S(2000): Jalvayu Vigyan, Hindi Madhyam Karyanvay Nidishalya, Delhi VishwaVidhyalaya,Delhi
8. Lal, D S (2006): Jalvayu Vigyan, Prayag Pustak Bhavan, Allahabad
9. Vatal, M (1986): Bhautik Bhugol, Central Book Depot, Allahabad
10. Singh, S (2009): JalvayuVigyan, PrayagPustakBhawan,Allahabad
11. Raj, Manideep Soil and Biogeography, Kalyani Publishers.,
12. Cox, C.B., Moore, P.D. and Ladle, R., 2016. Biogeography: an ecological and evolutionary approach. John Wiley & Sons.

Course Objective: The main objective of the course is to sensitise the students towards global climatological, biogeographical and marine issues

Learning outcome: Students will acquaint themselves with the primary concepts of Climatological, biogeographical and oceanographic factors.

Theory Credit : Three (3)

Practical Credit : One (1)

No. of Required Classes : 60

No. of Contact Classes : 40

No. of Non-Contact Classes : 20

Particulars of Course Designer (Department of Geography, Gauhati University (AssamJobz.Com),
geography@gauhati.ac.in

Four-year Undergraduate Programme

Subject: Geography

Semester: V

Course Name: Quantitative methods in Geography
(Optional)

Course Level: Higher

100 Marks (Theory =60 Marks, Practical = 20 Marks, Internal Assessment = 20 Marks)

Part I: Theory (3 Credits, 60 marks, 45 classes of one-hour duration)

Unit I:

Quantification and its significance in geographical study; advantages and limitations of quantitative methods in geography. (4classes)

Unit II:

Geographical Data: Nature, types and sources; scale of measurement (nominal, ordinal, interval and ratio). (4classes)

Unit III:

Measures of central tendency (mean, median and mode) and dispersion (range, quartile deviation, mean deviation, standard deviation and coefficient of variation) and their applications in geographical data analysis. (8classes)

Unit IV:

Sampling techniques: meaning of sampling and its need; types of sampling (simple random and stratified random). (6classes)

Unit V:

Time series analysis and its applications in geographical studies; Basic techniques of time series data analysis (semi-average, moving average and least squares).(6classes)

Unit VI:

Correlation and Regression Analysis: Meaning of correlation; Bi-variate coefficient of correlation (Spearman's rank correlation and Pearson's product-moment correlation); linear regression analysis;and their applications in geographical data analysis.(12 classes)

Part II: Practical (1 credit, 20 Marks, 15 Classes of two-hour duration)

Unit I: Practical Works (16 marks) (Two questions of 8 marks each)

1. Tabulation/Grouping of geographical data for making frequency distribution table; Preparation of Histogram, Frequency Polygon and Frequency Curve. (1+1assignments)

2. Computation of mean, median and mode for ungrouped and grouped data relating to geo- graphical phenomena; Determination of median and mode using graphical methods; Determination of the location of spatial mean centre of settlements (using centographic measure). (2+1+1 assignments)
3. Computation of the values of standard deviation and coefficient of variation of ungrouped and grouped data relating to some geographical phenomena (rainfall, landholding, income, production, etc) for comparison of distribution patterns. (1+1 assignments)
4. Analysis of time series data of some geographical phenomena (rainfall, production, export value, import value, etc) using moving average and least squares methods. (2 assignments)
5. Computation of coefficient of correlation between two logically associated geographical phenomena using Spearman's rank correlation and Pearson's product-moment correlation formulae; Preparation of scatter diagram and fitting the line of linear regression of Y on X for any set of bi-variate data relating to meaningful geographical phenomena.

Unit II: Practical Note-Book and Viva-voce (4 Marks)

1. Evaluation of Practical Note-Book (2 marks)
2. Viva-voce (2 marks)

Reading List

1. Hammond P. and McCullagh P. S., 1978: Quantitative Techniques in Geography: An Introduction, Oxford University Press.
2. Sarkar, A. (2013) Quantitative Geography. techniques and presentations. Orient Black Swan Private Ltd., New Delhi.
3. Yeates M., 1974: An Introduction to Quantitative Analysis in Human Geography, McGrawHill, New York.
4. Mathews, J.A., 1987: Quantitative and Statistical Approaches to Geography: A Practical Manual Pergamon, Oxford.
5. Mahmood, A., 1999: Statistical Methods in Geographical Studies, Rajesh Publications, New Delhi.
6. Elhance, D.N., 1972: Fundamentals of statistics, KitabMaha, Ahabad
7. Monkhouse, F.J. Wilkinson, H.R., 1989: Maps Diagrams, B.I. Publications, New Delhi
8. Gregory, S., 1963: Statistical Methods and Geographers, Longman, London.

Course Objective: The paper Quantitative Methods in Geography throws light on the importance of data in geography. It deals with the methods and techniques of data collection, data tabulation, data interpretation and analysis through the application of some basic statistical measures. This paper provides an understanding of the pure and applied nature of geography along with the key elements in the discipline.

Learning outcome:

- Thorough understanding of the statistical methods and techniques used in geographical studies
- Understanding of tabulation, analysis and interpretation of geographical data.

Theory Credit : Three (3)

Practical Credit : One (1)

No. of Required Classes : 60

No. of Contact Classes : 40

No. of Non-Contact Classes : 20

Particulars of Course Designer (Department of Geography, Gauhati University (AssamJobz.Com),
geography@gauhati.ac.in

Four-year Undergraduate Programme

Subject: Geography

Semester: V

Course Name: Social, Cultural and Political Geography
(Optional)

Course Level: Higher

100 Marks (Theory =60 Marks, Practical = 20 Marks, Internal Assessment = 20 Marks)

Part I: Theory (3 Credits, 60 marks, 45 classes of one-hour duration)

Unit I: Social Geography

1. Social Geography: Meaning and scope; its approaches; and contemporary trend of its development.
2. Concept and types of social space and social groups.
3. Social Well-being: Concept and Component: Housing, Health and Education; Concept of Human development and its measurements.
4. Contribution of race, religion, language and ethnicity in promoting diversity in India.
5. Social Geographies of inclusion and exclusion: Caste, class, gender and ethnicity.

Unit II: Cultural Geography

1. Meaning and scope of Cultural Geography and contemporary trend of its development
2. Types of culture: material and non-material
3. Concepts in cultural geography: Cultural diffusion, Cultural lag, cultural landscape, and cultural region.
4. Cultural ecology and folk geography; folk culture and rituals with special reference to Assam

Unit III: Political Geography

1. Political Geography: Nature, scope and recent trends; Approaches to its study.
2. Concept of state, nation, and nation-state; Attributes of State, frontiers and boundaries, buffer zones.
3. Concept of Geopolitics, Heartland and Rimland; Mackinder's Heartland Theory.
4. Concept of colonialism, neo-colonialism and lebensraum.
5. Geography and conflict: India-Pakistan; India-China, Russia-Ukraine.

Part II: Practical (1 credit, 20 Marks, 15 Classes of two-hour duration)

Unit I: Practical Works (16 marks) (Two questions of 8 marks each)

1. Level of Social well-being with the help of composite Z-score in India /North-East India. (1 Exercise)
2. Construction of Ternary Diagram representing the social composition of the population in India/North East India. (1 Exercise)
3. Sex disparity in literacy in India/North-East India using Sopher's Disparity Index. (1 Exercise)
4. Construction of a map of India highlighting the major conflict zones (2 Exercises), the states of North-East India during Pre and Post-Independence periods (up to the present). (3 Exercises) along the border with China and Interstate boundary disputes in NE India.
5. Sketch of traditional house types of some selected tribes of North-East Indian states.
6. Preparation of a short video documentary on a folk ritual of a selected community of Assam.

Unit II: Practical Note-Book and Viva-voce (4 Marks)

1. Evaluation of Practical Note-Book (2 marks)
2. Viva-voce (2 marks)

Reading List

Social Geography

1. Ahmad, A., 1999: Social Geography, Rawat Publications, Jaipur and New Delhi.
2. Ahmad, A., (ed), 1993: Social Structure and Regional development: A Social Geography Perspective, Rawat Publications, Jaipur.
3. Carter, John and Trevor, Jones. 1989: Social Geography: An Introduction to Contemporary Issues, Edward Arnold, London.
4. Eyles, J.: 'Social Geography', in Johnston, R.J., et al, The Dictionary of Human Geography.
5. Jones, E. and Eyles, J., 1977: An Introduction to Social Geography, Oxford University Press, Oxford and New York.
6. Jones, E.,(ed), 1975: Readings in Social Geography, Oxford University Press, Oxford.
7. Sharma, H.N., 2000: 'Social Geography' in Singh, J. (ed.) Progress in Indian Geography(1996- 2000), INSA, New Delhi.
8. Smith, D.M., 1977: Human Geography: A Welfare Approach, Edward Arnold, London.
9. Sopher, D.E. (ed), 1980: An Exploration of India: Geographical Perspectives on Society and Culture, Longman, London.
10. Srinivas, M.N., 1986: India: Social Structure, Hindustan Publishing Corporation, Delhi.
11. Taher, M., 1994: An Introduction to Social Geography: Concept and Theories, NEIGS, Guwahati. 37

Cultural Geography

12. Crans, Mike, 1998: Cultural Geography, Routledge, London.
13. Dancan, J. and Ley, D. (eds), 1992: Place/Culture/Representation, Routledge, London.
14. Gritzer, Charion, F., 1984: 'The Scope of Cultural Geography', Journal of Geography, Volume65, pp.4-11.
15. Jackson, Richard.H.and Hudman, Lloyel. E., 1990: Cultural Geography, West PublishingCompany,New York.
16. Johnston, R.J., Gregory, Derek and Smith, David M. (eds), 1994: The Dictionary of HumanGeography, Blackwell, Oxford.
17. Jordan, T.G. and Rowntree, L.: The Human Mosaic: A Thematic Interpretation in CulturalGeography.
18. Noble, A.G. and Dutt, A.K. (eds), 1982: India: Cultural Pattern and Processes, West ViewPress /Boulder, Colorado.

Political Geography

19. Agnew, John A., Mamadouh, V.; Secor,A. and Sharp, J. 2015. The Wiley Blackwell Com-panion to Political Geography. Wiley-Blackwell.
20. Smith, Sara. 2020.Political Geography: A Critical Introduction, Wiley-Blackwell.
21. Dikshit, R.D. 2020. Political Geography: Politics of Place and Spatiality of Politics. Macmil-lan India.
22. Dwivedi, R L Misra,H N. 2019. Fundamentals of Political Geography. Surjeet Publications.

Course Objective: To appreciate the social and political dimensions of geographic phenomena. Understand how geography influences political issues and their spatial dimensions.

Learning outcome:

- This course will help equip the students to comprehend various social and political aspects of phenomena and their interface within the realm of geography.
- The paper will be very useful for students preparing for various competitive examinations including civil services.

Theory Credit : Three (3)

Practical Credit : One (1)

No. of Required Classes : 60

No. of Contact Classes : 40

No. of Non-Contact Classes : 20

Particulars of Course Designer (Department of Geography, Gauhati University (AssamJobz.Com),
geography@gauhati.ac.in

Four-year Undergraduate Programme

Subject: Geography

Semester: V

Course Name: Economic and Resource Geography
(Optional)

Course Level: Higher

100 Marks (Theory =60 Marks, Practical = 20 Marks, Internal Assessment = 20 Marks)

Part I: Theory (3 Credits, 60 marks, 45 classes of one-hour duration)

Unit I:

Meaning, scope and Approaches of Economic Geography and Resources

Unit II:

Economic activity: meaning and classification; Production system: Role of land, labour and capital.

Unit III:

Agriculture sector: Factors influencing agriculture; types of agriculture; Von Thunen's model of agricultural location; Factors influencing cultivation of wheat, rice, coffee and tea, and their distribution and production in different parts of the world.

Unit IV:

Manufacturing sector: Factors influencing industrial location; Weber's theory of industrial location; Classification of industry; Factors, distribution and production of iron and steel, cotton textile and IT industries in the world; Special economic zones and technology parks

Unit V:

Transport system: Modes of transport, factors influencing transport development and role of transport in resource mobilization and economic development.

Unit VI:

Trade: Factors influencing trade in different countries of the world; Trade relations of India with USA, Russia and Japan.

Part II: Practical (1 credit, 20 Marks, 15 Classes of two-hour duration)

Unit I: Practical Works (16 marks) (Two questions of 8 marks each)

1. Trend of rice, wheat and iron & steel production in the world/USA/India using moving average and least squares methods. (4 assignments)
2. Trend of production of wheat, rice, maize and barley in the world/USA using Band-graph. (2 assignments)
3. Trend of balance of trade relations (export and import value) of India with USA, China and Japan in respect of major commodities using Bar-graph. (2 assignments)
4. Regional variation in fertilizer consumption and agricultural productivity in rice,

- wheat and barley in selected countries of the world using Bar-graph. (1 assignment)
5. Inter-state/Inter-nation volume of movement of selected commodities and Inter-city movement of traffic/bus in N.E. India through flow cartogram.(2 assignments)

Unit II: Practical Note-Book and Viva-voce (4 Marks)

1. Evaluation of Practical Note-Book (2 marks)
2. Viva-voce (2 marks)

Reading List

1. Hartshorn, T.A. and Alexander J. W., 2004: Economic Geography, Prentice-Hall Inc., New Delhi
2. Coe N. M., Kelly P. F. and Yeung H. W., 2007: Economic Geography: A Contemporary Introduction, Wiley-Blackwell.
3. Hodder B.W. and Lee Roger, 1974: Economic Geography, Taylor and Francis.
4. Combes P., Mayer T. and Thisse J. F., 2008: Economic Geography: The Integration of Regions and Nations, Princeton University Press.
5. Wheeler J. O., 1998: Economic Geography, Wiley..
6. Bagchi-Sen S. and Smith H. L., 2006: Economic Geography: Past, Present and Future, Taylor and Francis.
7. Willington D. E., 2008: Economic Geography, Husband Press.
8. Clark, Gordon L.; Feldman, M.P. and Gertler, M.S., eds. 2000: The Oxford
9. Saxena, H.M., 2013: Economic Geography, Rawat Publications, Jaipur.

Course Objective: This paper intends to introduce students to the principles of economic geography and associated patterns and processes of major economic activities in the world. It seeks to develop new insights among students on the relevance of economic geography and associated economic issues in contemporary times.

Learning outcome:

- The paper will be useful for students in developing ideas on how geographical aspects organize the economic space and will offer perspectives to students if they wish to pursue a research programme associated with economic perspectives.
- The paper will be useful for students preparing for UGC NET/SLET exams and other competitive exams including the civil services.

Theory Credit : Three (3)

Practical Credit : One (1)

No. of Required Classes : 60

No. of Contact Classes : 40

No. of Non-Contact Classes : 20

Particulars of Course Designer (Department of Geography, Gauhati University (AssamJobz.Com),
geography@gauhati.ac.in

Four-year Undergraduate Programme

Subject: Geography

Semester: V

Course Name: Geography of Tourism
(Optional)

Course Level: Higher

100 Marks (Theory =60 Marks, Practical = 20 Marks, Internal Assessment = 20 Marks)

Part I: Theory (3 Credits, 60 marks, 45 classes of one-hour duration)

Unit I:

Nature and Scope: Concept of tourism and its relationship with Geography; Role of Intermediaries and suppliers; Geographical parameters of tourism as postulated by Robinson.

Unit II:

Types and forms of tourism: Nature Tourism (Eco-Tourism), Cultural Tourism, Adventure tourism, Medical Tourism, Pilgrimage; Sustainable Tourism; Meetings, Incentives, Conventions and Exhibitions (MICE) Tourism

Unit III:

Tourism attraction (resources), infrastructure and services: In the context of India and northeast India

Unit IV:

Recent Trends of Tourist flow: International and Domestic (India); Case studies of tourism development in different geographical contexts in India: Himalayas, Desert, North-East India and Coastal Areas.

Unit V:

Impact of Tourism on Economy, Environment and Society; National Tourism Policy, Tourism policy of northeastern states

Part II: Practical (1 credit, 20 Marks, 15 Classes of two-hour duration)

Unit I: Practical Works (16 marks) (Two questions of 8 marks each)

1. Trend of growth of tourist arrivals (International and domestic) in India/ Assam using moving average method (2 Assignments)

2. Trend of tourist arrivals in the northeastern states of India in comparison to a top ranking tourist arriving state of India using Band-graph. (2 Assignments)
3. Representation of the relationship among the rainfall, temperature and tourist arrival for any year or a specific period for any state of NE India by using the appropriate carto-statistical technique. (2 Assignments)
4. Preparation of a map of Assam to show important tourist destinations along with their road, railway and air connectivity. (2 Assignments)
5. Preparation of a tourist map of N.E. India showing the inflow of tourists (domestic and international) to major national parks and wildlife sanctuaries/ prepare a tracking map of an area of tourism interest using GPS (2 Assignments)
6. Preparation of a map of NE India showing the inflow of tourist destinations (viz. Pilgrimage, nature, historical, adventure, wildlife, ethno-cultural destinations) and describe their significance. (2 destinations)

Unit II: Practical Note-Book and Viva-voce (4 Marks)

1. Evaluation of Practical Note-Book (2 marks)
2. Viva-voce (2 marks)

Reading List

1. Bhattacharya, P. (2011): Tourism in Assam: Trend and Potentialities, Banimandia, Guwahati
2. Dhar, P.N. (2006) International Tourism: Emerging Challenges and Future Prospects. Kanishka, NewDelhi.
3. Hall, M. and Stephen, P. (2006) Geography of Tourism and Recreation – Environment, Place and Space, Routledge, London.
4. Kamra, K. K. and Chand, M. (2007) Basics of Tourism: Theory, Operation and Practise, Kanishka Publishers, Pune.
5. Page, S. J. (2011) Tourism Management: An Introduction, Butterworth-Heinemann- USA. Chapter2.
6. Raj, R. and Nigel, D. (2007) Morpeth Religious Tourism and Pilgrimage Festivals Management: An International perspective by, CABI, Cambridge,USA, www.cabi.org.
7. Tourism Recreation and Research Journal, Center for Tourism Research and Development, Lucknow
8. Singh Jagbir (2014) "Eco-Tourism" Published by - I.K. International Pvt. Ltd. S-25, Green Park Extension, Uphaar Cinema Market, New Delhi, India (www.ikbooks.com).
9. Market Research Division, Dept. of Tourism, Govt. of India, India Tourist Statistics (avail-able in PDF form), New Delhi
10. UNWTO: Tourism Barometer (available in their web portal to have a fresh glimpse of global tourism statistics/ other relevant sites may also be consulted).

Course Objective: This paper introduces the students to the field of tourism from a spatial perspective. It seeks to develop new insights among students on how tourism and allied activities are shaped by the geography of an area and also how such activities are responsible for shaping economic, social and environmental context from global to local levels.

Learning outcome: The paper will be useful for students in developing ideas on the sphere of tourism along with knowing how geographical factors determine tourism activities and how geographers seek to address issues of development and carrying capacities in various environmental contexts. It will also build skills among students to engage them to work with tourism at both managerial and planning levels of the sector.

Theory Credit : Three (3)

Practical Credit : One (1)

No. of Required Classes : 60

No. of Contact Classes : 40 No. of Non-Contact Classes : 20

Particulars of Course Designer (Department of Geography, Gauhati University (AssamJobz.Com),
geography@gauhati.ac.in

Four-year Undergraduate Programme

Subject: Geography

Semester: VI

Course Name: Geography of Environment and Development
(Compulsory)

Course Level: Higher

100 Marks (Theory =60 Marks, Practical = 20 Marks, Internal Assessment = 20 Marks)

Part I: Theory (3 Credits, 60 marks, 45 classes of one-hour duration)

Unit I:

Environmental Geography: Nature, Scope and Significance; man-Environment Relationships, Historical progression, Adaptation in different Biomes

Unit II:

Major Environmental Problems: Pollution, Deforestation, Desertification, Global Warming, and Bio-Depletion; Hazard, Disaster, Risk and Vulnerability; Types of hazard/disaster (Natural and Man made).

Unit III:

Ecosystem: concept and types of ecosystem; functioning of ecosystem; Energy flow in ecosystem; bio-geochemical cycles; biosphere as an ecosystem.

Unit IV:

Environment and Development: ecology and equity, concept of environment and development; development processes: Nature and trend of development, sustainable development.

Unit V:

Thematic Issues in Environment Geography: The Population–Consumption–Technology Nexus Bio- diversity, Conservation, and Protected Areas, Water Resources and Fishing Livelihoods, Corporate ecological responsibility

Part II: Practical (1 credit, 20 Marks, 15 Classes of two-hour duration)

Unit I: Practical Works (16 marks) (Two questions of 8 marks each)

1. Exploring satellite imageries and topographic sheets to observe bank line change of Brahmaputra river from any selected stretch in three different time periods and preparation of map there from. (1 exercise) (Satellite images can be downloaded from <https://earthexplorer.usgs.gov/>
Survey of India topographic sheets can be downloaded freely from

<https://soinakshe.uk.gov.in/mtr/>

2. Mapping of major wetlands in a district and computation of shape and size (area) based distribution. (1 exercise)
3. Preparation of a map of a nearby wetland and identify the changes in dimension, water level and encroachment it faced during the last one decade. Present your data in tabular form along with the map (field-based). (1 exercise)
4. Preparation of a long-term precipitation time series curve for any selected station of N.E. India using moving average method by downloading the annual rainfall data for any district/station of Assam for at least 30 years (1 exercise)

Unit II: Practical Note-Book and Viva-voce (4 Marks)

1. Evaluation of Practical Note-Book (2 marks)
2. Viva-voce (2 marks)

Reading List

1. Chandna R. C., 2002: Environmental Geography, Kalyani, Ludhiana.
2. Cunningham W. P. and Cunningham M. A., 2004: Principals of Environmental Science: Inquiry and Applications, Tata Macgraw Hill, New Delhi.
3. Goudie A., 2001: The Nature of the Environment, Blackwell, Oxford.
4. Singh, R.B. (Eds.) (2009) Biogeography and Biodiversity. Rawat Publication, Jaipur
5. Miller G. T., 2004: Environmental Science: Working with the Earth, Thomson Brooks Cole, Singapore.
6. MoEF, 2006: National Environmental Policy-2006, Ministry of Environment and Forests, Government of India.
7. Singh, R.B. and Hietala, R. (Eds.) (2014) Livelihood security in Northwestern Himalaya: Case studies from changing socio-economic environments in Himachal Pradesh, India. Advances in Geographical and Environmental Studies, Springer
8. Odum, E. P. et al, 2005: Fundamentals of Ecology, Ceneage Learning India.
9. Singh S., 1997: Environmental Geography, Prayag Pustak Bhawan. Allahabad.
9. UNEP, 2007: Global Environment Outlook: GEO4: Environment For Development, United Nations Environment Programme.
10. Singh, M., Singh, R.B. and Hassan, M.I. (Eds.) (2014) Climate change and biodiversity: Proceedings of IGU Rohtak Conference, Volume 1. Advances in Geographical and Environmental Studies, Springer
11. Singh, R.B. (1998) Ecological Techniques and Approaches to Vulnerable Environment, NewDelhi, Oxford & IBH Pub..
12. Alcántara-Ayala, I. (2002). Geomorphology, natural hazards, vulnerability and prevention of natural disasters in developing countries. Geomorphology, 47(2-4), 107-124.
13. Goudie, A., Ayala, I. A. (2010). Geomorphological hazards and disaster prevention. Cam- bridge University Press.
14. <https://www.undrr.org/publications>
15. <http://sdmassam.nic.in/dmp.html> dmp 17.
16. https://ndma.gov.in/sites/default/files/PDF/DM_act2005.pdf http :

//sdmassam.nic.in/pdf/publication/un

Course Objective: This paper intends to introduce students to geography and environment interface. It seeks to develop insights among students on the relevance of environmental studies along with issues associated with its pollution, disaster and management of environmental problems

Learning outcome:

1. This paper will be useful for students in developing ideas on environmental issues including disasters that geographers need to address.
2. This paper will be useful for students preparing for different competitive exams including civil services along with enhancing services to society in addressing awareness levels towards the environment

Theory Credit : Three (3)

Practical Credit : One (1)

No. of Required Classes : 60

No. of Contact Classes : 40 No. of Non-Contact Classes : 20

Particulars of Course Designer (Department of Geography, Gauhati University (AssamJobz.Com),
geography@gauhati.ac.in

Four-year Undergraduate Programme

Subject: Geography

Semester: VI

Course Name: Introduction to Remote Sensing and GIS
(Optional)

Course Level: Higher

100 Marks (Theory =60 Marks, Practical = 20 Marks, Internal Assessment = 20 Marks)

Part I: Theory (3 Credits, 60 marks, 45 classes of one-hour duration)

Unit I: Introduction to Remote Sensing

1. Remote Sensing: Definition and History of Development. (3 classes)
2. Principles of Remote Sensing System: Energy sources, EMR and its interaction with Atmosphere and Earth Features; Platform, Sensor and Resolutions; Aerial and Satellite Remote Sensing; Fundamentals of Photogrammetry.
3. Remote Sensing data products, sources and characteristics; Elements of Image Interpretation (Visual & Digital); Digital Image Processing: Image Enhancement and Classification (Supervised and Un-supervised). (6classes)
4. Application of Remote Sensing: Land, Vegetation and Water (3 classes)

Unit II: Introduction to GIS

1. Geographical Information System (GIS): Definition, Development, Components, and Functions; Open source GIS. (3 classes)
2. GIS Data Types & Structures: Spatial and Non-Spatial Data; Raster and Vector Data Structure, Database Management System (DBMS). (3 classes)
3. Data Layer Extraction and Spatial Analysis: Buffer, proximity and viewshed analysis; overlay analysis. (4 Classes)
4. Application of GIS in geographical studies (site/habitat suitability analysis, network analysis, flood damage estimation) (4 classes)

Part II: Practical (1 credit, 20 Marks, 15 Classes of two-hour duration)

Unit I: Practical Works (16 marks) (Two questions of 8 marks each)

1. Aerial photo interpretation and visual interpretation of satellite imagery and preparation of thematic maps. 2 assignments
2. Analysis of aerial photographs and satellite images: Determination of photo scale and object height from aerial photos (using a mirror stereoscope); Digital classification of satellite images: supervised and unsupervised. 3 assignments

3. Geo-referencing and Data layer creation: geometric correction, digitization of different layers using point, line and polygon, attribute data input and their thematic representation, Buffer analysis, Overlay analysis. (3 Assignments)

Unit II: Practical Note-Book and Viva-voce (4 Marks)

1. Evaluation of Practical Note-Book (2 marks)
2. Viva-voce (2 marks)

Reading List

1. Campbell J. B., 2007: Introduction to Remote Sensing, Guildford Press.
2. Jensen J. R., 2004: Introductory Digital Image Processing: A Remote Sensing Perspective, Prentice Hall.
3. Joseph, G. 2005: Fundamentals of Remote Sensing, United Press India.
4. Lillesand T. M., Kiefer R. W. and Chipman J. W., 2004: Remote Sensing and Image Interpretation, Wiley. (Wiley Student Edition).
5. Nag P. and Kudra, M., 1998: Digital Remote Sensing, Concept, New Delhi.
6. Rees W. G., 2001: Physical Principles of Remote Sensing, Cambridge University Press.
7. Singh R. B. and Murai S., 1998: Space-informatics for Sustainable Development, Oxford and IBH Pub.
8. Wolf P. R. and Dewitt B. A., 2000: Elements of Photogrammetry: With Applications in GIS, McGraw-Hill.
9. Sarkar, A. (2015): Practical Geography: A Systematic Approach. Orient Black Swan Private Ltd., New Delhi.
10. Chauniyal, D.D. (2010): Sudur Samvedanevam Bhogolik Suchana Pranali, Sharda Pustak Bhawan, Allahabad.
11. Burrough, P.A. and Mc Donnel, R.A., 1998: Principles of Geographical Information Systems, Oxford University Press.

Course Objective:

- This paper is a core paper that intends to introduce students to the interface of Remote Sensing and GIS
- It seeks to develop new insights among students on the relevance of geospatial studies within the field of geography.

Learning outcome:

- The paper remains useful for students in developing skills in spatial data analysis to pursue a research programme.
- Understanding the use of Different RS and GIS softwares

Theory Credit : Three (3)

Practical Credit : One (1)

No. of Required Classes : 60

No. of Contact Classes : 40

No. of Non-Contact Classes : 20

Four-year Undergraduate Programme

Subject: Geography

Semester: VI

Course Name: Surveying Techniques
(Optional)

Course Level: Higher

100 Marks (Theory =60 Marks, Practical = 20 Marks, Internal Assessment = 20 Marks)

Part I: Theory (3 Credits, 60 marks, 45 classes of one-hour duration)

Unit I:

Field surveying: Its meaning, types and significance in geography. (2 Classes)

Unit II:

Principles of surveying: plane and geodetic surveying; Principles of triangulation. (3Classes)

Unit III:

Principles and Techniques of surveying by Plane Table, Prismatic Compass, Theodolite, DumpyLevel and Total Station (8 Classes)

Unit IV:

Methods of radiation, intersection, traversing, contouring and leveling in surveying. (4Classes)

Unit V:

GPS: Basic concept, principles and utilities (3Classes)

Part II: Practical (1 credit, 20 Marks, 15 Classes of two-hour duration)

Unit I: Practical Works (16 marks) (Two questions of 8 marks each)

1. Preparation of a plan or a map of an area within the college campus or any suitable area using Plane Table (applying both radiation and intersection methods) (2 Assignments)
2. Open and Closed Traverse Surveying with Prismatic Compass: Preparation of plan alongwith adjustment of closing errors. (2 Assignments)
3. Closed Traverse Surveying with Theodolite: Plotting of data for preparation of a plan through computation of Reduced Bearing, Consecutive Co-ordinates and Independent Co- ordinates; Measurement of height of object/objects using Theodolite (2 Assignments)
4. Profile levelling and contouring in a selected area by Dumpy Level (2 Assignments)
5. Preparing a map of a short trail along with prominent features by using hand-held GPS and associated software/freeware. (2 Assignments)

Unit II: Practical Note-Book and Viva-voce (4 Marks)

1. Evaluation of Practical Note-Book (2 marks)
2. Viva-voce (2 marks)

Reading List

1. Campbell, J., 1984: Introductory Cartography, Prentice Hall Inc., Englewood Cliff.
2. Misra, R.P. and Ramesh, A., 1995: Fundamentals of Cartography, Concept Publishing Company, New Delhi.
3. Robinson, A.H., et al: Elements of Cartography, John Wiley Sons, New York. Raisz, E.: Principles of Cartography, McGraw Hills, London.
4. Kenetkar, T.P. and Kulkarni, S.U.: Surveying and Levelling, Vol. I II, Vidyarthi Gritha Prakashan, Pune.
5. Das, A.K. 2021: Pocket Size Handbook on Handling of GPS for Field Studies, GTAD and Aranyak, Guwahati (In PDF format).

Course Objective: This course on Surveying Techniques provides a general understanding of the field of surveying including the use of modern survey tools to enhance knowledge and skill for field-based geographic study. It focuses on various types of field survey instruments; principles of different types of ground surveying, and methods of carrying out surveys for the preparation of maps/plans for different spatial contexts.

Learning outcome:

- Understanding the importance of various field surveying techniques in geographical study
- General understanding of preparation techniques of different types of plans and map
- An acquaintance of different surveying tool and techniques for the representation of various spatial objects/phenomena.

Theory Credit : Three (3)

Practical Credit : One (1)

No. of Required Classes : 60

No. of Contact Classes : 40 No. of Non-Contact Classes : 20

Particulars of Course Designer (Department of Geography, Gauhati University (AssamJobz.Com),
geography@gauhati.ac.in

Four-year Undergraduate Programme

Subject: Geography

Semester: VI

Course Name: Urban Geography
(Optional)

Course Level: Higher

100 Marks (Theory =60 Marks, Practical = 20 Marks, Internal Assessment = 20 Marks)

Part I: Theory (3 Credits, 60 marks, 45 classes of one-hour duration)

Unit I:

Urban Geography: Nature and scope; approaches and trends in urban geography; Origin and growth of towns in global and national contexts; Types and characteristics of towns; Functional classification of towns; Schemes of city classification (J.M. Houston's, G. Taylor's and L. Mumford's schemes). (12 classes)

Unit II:

Patterns of Urbanisation in Developed and developing countries; Components of Urbanization and urban population growth; Organization of urban space: Urban Morphology and land use structure; Theories of the internal structure of Towns: the Sector Theory of Homer and Hoyt, and the Multiple Nuclei Theory of Harris and Ullman (10 classes)

Unit III:

Concept of city-region, urban agglomeration, urban sprawl, umland and periphery, rural-urban dichotomy and continuum, urban fringe, satellite town, new town, smart cities. (8 classes)

Unit IV:

Urban issues and problems: Housing, slums, civic amenities (transportation and drinking water), traffic congestion, pollution (air, land, water, noise), urban waste disposal and crime. (8 classes)

Unit V:

Urbanization and urban development planning in India: Trend and regional patterns of urbanization; national urban development policies and programmes; emerging urban issues in Delhi NCR, Mumbai and Guwahati. (7 classes)

Part II: Practical (1 credit, 20 Marks, 15 Classes of two-hour duration)

Unit I: Practical Works (16 marks) (Two questions of 8 marks each)

1. Plotting of million cities of India by using proportionate sphere method. (1 Exercise)
2. Map showing distribution of class I and II urban centres in Assam/NE India by using proportionate sphere method. (1 Exercise)
3. Determination of spatial mean centres of urban settlements using weighted (Population as weight) centographic measure in Assam and NE India. (2 Exercises)
4. Calculation of distribution pattern of urban settlements in a District/State of N.E. India using Nearest Neighbour Analysis. (1 Exercise)
5. Choropleth map showing spatial pattern of level of urbanization in Assam and N.E. India. (2 Exercises)
6. Determination of rank-size relationship of urban centres in Assam/N.E. India/India. (1 Exercise)
7. Urban population potential mapping based on selected urban centres of Assam/N.E. India. (1 Exercise)
8. Delineation of urban influence zones of selected urban centres of Assam/N.E. India using Reilly's breaking point formula. (1 Exercise)

Unit II: Practical Note-Book and Viva-voce (4 Marks)

1. Evaluation of Practical Note-Book (2 marks)
2. Viva-voce (2 marks)

Reading List

1. Bala, R. (1986): Urbanisation in India, Rawat, Jaipur.
2. Bansal, S.C. (2010): Urban Geography, Meenakshi Prakashan, Meerut.
3. Fyfe N. R. and Kenny J. T., 2005: The Urban Geography Reader, Routledge.
4. Graham S. and Marvin S., 2001: Splintering Urbanism: Networked Infrastructures, Technological Mobilities and the Urban Condition, Routledge.
5. Hall T., 2006: Urban Geography, Taylor and Francis.
6. Kaplan D. H., Wheeler J. O. and Holloway S. R., 2008: Urban Geography, John Wiley.
7. Knox P. L. and McCarthy L., 2005: Urbanization: An Introduction to Urban Geography, Pearson Prentice Hall New York.
8. Knox P. L. and Pinch S., 2006: Urban Social Geography: An Introduction, Prentice-Hall.
9. Kundu, A. (1992): Urban Development and Urban Research in India, Khanna Publication, New Delhi.
10. Nangia, S. (1976): Delhi Metropolitan Region: A Study in Settlement Geography, Rajesh Publication, New Delhi.
11. Pacione M., 2009: Urban Geography: A Global Perspective, Taylor and Francis.
12. Ramachandran R (1989): Urbanisation and Urban Systems of India, Oxford University Press, New Delhi
13. Sassen S., 2001: The Global City: New York, London and Tokyo, Princeton University Press.
14. Siddhartha K and Mukherjee S, (1996): Cities, Urbanisation and Urban Systems, Transworldmedia and communication, New Delhi
15. Singh, R.B. (Eds.) (2001) Urban Sustainability in the Context of Global Change, SciencePub., Inc., Enfield (NH), USA and Oxford & IBH Pub., New Delhi.

16. Singh, R.B. (Ed.) (2015) Urban development, challenges, risks and resilience in Asian megacities Advances in Geographical and Environmental Studies, Springer.

Course Objective:

- This paper introduces the students to the field of urban geography and its major aspects.
- It seeks to develop new insights among students on the relevance of an urban geography and associated problems in a rapidly urbanizing world.

Learning outcome:

- The paper will be useful for students in developing ideas on how geographical factors organize urban spaces and how geographers seek to address various urban problems and issues.
- It will help build skills among students seeking advanced studies on urban development and planning.
- The paper will be useful for students preparing for various competitive examinations including civil services.

Theory Credit : Three (3)

Practical Credit : One (1)

No. of Required Classes : 60

No. of Contact Classes : 40 No. of Non-Contact Classes : 20

Particulars of Course Designer (Department of Geography, Gauhati University (AssamJobz.Com),
geography@gauhati.ac.in

Four-year Undergraduate Programme

Subject: Geography

Semester: VI

Course Name: Geography of North East India
(Optional)

Course Level: Higher

100 Marks (Theory =60 Marks, Practical = 20 Marks, Internal Assessment = 20 Marks)

Part I: Theory (3 Credits, 60 marks, 45 classes of one-hour duration)

Unit I:

North-East India and its locational and strategic significance; Administrative divisions.; Physical setting: Physiographic divisions of NE India and their characteristics; Rivers and water bodies, Climate and its characteristics; forest cover; protected forest areas, soil types and their distribution.

Unit II:

Population: Trend of growth, variation in growth and distribution at state levels, ethnic composition; Age and sex composition; Linguistic and religious composition, literacy level, educational and healthcare infrastructures.

Unit III:

Production pattern and characteristics of agriculture in the region of rice, jute and tea at the state level; characteristics of shifting cultivation in the hill region; contemporary transformations in the agricultural sector including horticulture, Pisciculture etc.

Unit IV:

Agriculture and Industrial development scenario: Regional pattern of Industrial development, Distribution and production of coal, Petroleum and cement in the region; Potentiality of agro-based, handloom and handicraft industries in the region; problems of Industrial development in the region.

Unit V:

Transport, Communication system and trade: patterns of transport and communication systems (state level scenario); nature of trade in the region; problems and prospects of Act East policy towards improving the trade relations.

Part II: Practical (1 credit, 20 Marks, 15 Classes of two-hour duration)

Unit I: Practical Works (16 marks) (Two questions of 8 marks each)

1. Trend of population growth and growth rates in N.E. India since 1901 using Census data (Source: censusindia.gov.in). (2 assignments)
2. Choropleth mapping to show spatial variation in urbanization level in NE India. (1 assignment)
3. Spatial variation in the patterns of the religious composition of the population in NE India and Social composition of the population (SC, ST and General) in N.E. India using a carto-statistical tool (2 assignments)

4. Trend of food grains production (Rabi and Kharif crops) in Northeast India using band-graph. (1assignment)
5. Map showing the distribution of major tribal groups in North-East India. (1assignment)

Unit II: Practical Note-Book and Viva-voce (4 Marks)

1. Evaluation of Practical Note-Book (2 marks)
2. Viva-voce (2 marks)

Reading List

1. Bhagabati, A.K., Bora, A. K. and Kar, B.K.: Geography of Assam, Rajesh Publications, New Delhi.
2. Taher, M and Ahmed, P.: Geography of North East India, Mani Manik Prakash, Guwahati.
3. Das, M..M.: Peasant Agriculture in Assam, Inter-India Publications, New Delhi.
4. Gopal Krishnan, R : Geography of North East India
5. Bhattacharya, P. 2006 : Trend in Tourism Potentiality, Bani Mandir, Guwahati
6. Bhagabati, A.K.(ed): Biodiversity of Assam, Eastern Book House, Guwahati
7. Bhattacharyya, N.N. : North East India, Rajesh Publication, New Delhi
8. Srivastava, S.C. : Demographic Profile of N.E. India, Mittal Publications.
9. Basic Statistics of NE India, NEC, Shillong (various issues- accessible in PDF format)
10. India tourist statistics, Ministry of Tourism, Govt. of India (various issues - accessible in PDF format)

Course Objective:

- This paper intends to introduce students to the northeastern parts of India having a special identity amidst the Indian Union.
- It seeks to develop new insights among students on the significance of geographical dimensions of the native region.
- A field study is incorporated to make the students understand meso-regional diversity in respect of its land, people and economy.

Learning outcome:

- The paper will be useful for students in developing an understanding of native regional geography and its various unique dimensions.
- It will also be useful for students preparing for various competitive examinations including civil services.

Theory Credit : Three (3)
Practical Credit : One (1)

No. of Required Classes : 60
No. of Contact Classes : 40
No. of Non-Contact Classes : 20

Particulars of Course Designer (Department of Geography, Gauhati University (AssamJobz.Com),
 geography@gauhati.ac.in

AEC (Ability Enhancement Course)
Paper 1 (Semester 2)
English Communication
Total Marks 50
2 Credits
(15 Classes Per Credit)
Contact + Non-Contact Classes: Total 30

GRADUATE ATTRIBUTES: This introductory course in English Communication is designed to equip students from all disciplines with the basics of English Communication skills both written and spoken in a variety of real-life situations. To this end the graduates are expected to acquire, by the end of this course, a comprehensive knowledge of the theory and practical application of communication, especially in English, and to develop communication skills that are crucial to their personal, social and professional interactions. Graduates will also be able to develop complex problem-solving abilities, critical thinking and analytical reasoning which will enable them to think out of the box in the job sector. Having acquired competence in English, the graduates will be able to confidently coordinate and collaborate with others in an inclusive spirit thereby demonstrating their people and leadership skills. The communicative ability of the graduates will reflect their acquisition of digital and technological skills imparted through the necessary inclusion of information and communication technology while teaching.

COURSE OUTCOME:

After studying / completing the course the students will be able to:

- Understand the process of communication
- speak with confidence and clarity in both formal and informal situations
- identify different purposes for listening in both academic and other contexts
- distinguish purpose, gist and intent of English when spoken and participate in formal and informal conversations adequately
- apply appropriate conventions of intonation, stress and rhythm to speak English with intelligibility and perform different language functions
- distinguish and analyze various types of reading texts
- apply efficient reading techniques to understand the overall idea and specific information in a text
- compose short and long pieces of writing creatively and grammatically for both academic and other purposes

ASSESSMENT: *Practical assessment will involve exercises on speaking and interpersonal skills

UNIT I: UNDERSTANDING COMMUNICATION

It is important for everyone to understand what communication involves in order to improve communication skills. In this section the aim is to introduce the students to the basics of communication:

- the process of communication
- types of communication: verbal-non-verbal – oral-written communication – formal-informal communication – modern forms of communication
- qualities of effective communication: reading - listening intelligently – thinking and planning – using appropriate language – using appropriate channel – using appropriate language – intercultural sensitivity – showing empathy – not pre-judging – clarity – avoiding distractions – showing respect – barriers to effective communication

UNIT 2: LISTENING AND SPEAKING

In this unit, students will be acquainted with the attributes of effective speech like confidence, clarity, audibility, appropriate body language, intonation etc. and will acquire practice in listening and speaking in a variety of formal and informal settings. Listening enhances our understanding and enables us to process ideas and arguments better. It sharpens our ability to empathize with others, which is a critical factor in effective communication. Students will be training to acquire the following skills:

- Familiarity with English sounds, stress and intonation
- Understanding the main idea

- Listening for detailed and specific information
- Understanding the speaker's intent and attitude
- Introducing oneself and others
- Asking for clarification, giving directions/instructions
- Expressing gratitude, making requests, congratulating, apologizing etc.
- Agreeing/disagreeing, sharing opinions etc.

The above skills will be applied in a number of settings like:

- **Describing an idea, scenario, picture, etc.**
- **Group Discussion:** Students will learn to articulate their views in group situations and to also be group leaders adept at presenting the views of the group whenever necessary.
- **Interviews:** Mock interviews will be conducted to equip students with the skills needed to face formal interview situations whether face-to-face, telephonic or the visual mode.
- **Oral presentations:** Students will also learn to make formal oral presentations using information and communication technology besides the verbal mode of communication.
- **Public speaking:** Students will be given practice in speaking on given topics before an audience with correct pronunciation, body language etc.
- **Interpersonal skills in speaking:** Besides the above, various other contexts of interpersonal communication, situations requiring expression of opinions, feelings, and description will be simulated in the classroom so that students can speak with appropriate tone, politeness, gestures and postures.

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

Syllabus::

1. Natural and Physical Sciences

MDC-1: Introduction to Natural and Physical Sciences

Unit 1: Structure and Constituents of the Material World—atoms, molecules, and ions; Essential Elements; Structure and Bonding; Acids and Bases; Chemical Formula and Equations; Night Sky.

Unit 2: Laws of Nature— Gas laws; Kinds of Forces; Equilibrium, Kinetics, Osmosis; Heat and Thermodynamics; Electrical and Magnetic Behaviour of Nature, Friction, Waves & Oscillations.

Unit 3: Properties of Matter— States and Strength of Materials, Optical properties- Emissions and Absorptions, Interference, Diffraction, and Polarization; Nanomaterials; Smart Materials; Sounds and Musical Instruments.

MDC-2: Natural and Physical Sciences in Everyday Life

Unit 1: Carbohydrates, Proteins, and Amino Acids, Vitamins & Minerals, Foods and Beverages; Germicides, Pesticides; Human Health; Patterns and Variations in Nature.

Unit 2: Solutions and Colloids, Plastics, Cements, Glass, Soaps and Detergents; Pollutants and Contaminants; Heavy Metal Poisoning; Poisonous Gases; Green House Effect; Acid Rain, Corrosion.

Unit 3: Waste Water Treatment; Nuclear Energy; Conventional and Renewable Energy Sources; Battery Basics; Future Fuels.

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

Unit 1: Solar Light and Radiations; Introduction to Microscopic and Spectroscopic Techniques; MRI and CT Scan; Fluorescence.

Unit 2: Sensors & Detectors; Telescopes; Images and Information; Communications; Space and Atmosphere.

Unit 3: Measurements and Errors; Observation, Representation, and Interpretation—Testing and Analysis; Evaluation and Conclusion.

2. Mathematical Sciences

MDC-1: Foundations of Mathematical Sciences- I

UNIT-I: Numbers, Division algorithm, Divisibility test, Test of prime numbers. Definition of number system (decimal and binary), Conversion from decimal to binary system and vice – versa. Indices, Logarithm and Antilogarithm, Laws and properties of logarithms.

No of contact hours: 10

UNIT-II: Percentage, Average, Discount, Profit & loss. Problems based on Age, Time, speed & distance, Time & work, clock & calendar, Partnership, Ratio & Proportions, Simple Interest and Compound Interest, Effective rate of interest, Present value, net present value and future value, Annuities, Calculating value of Regular Annuity, Pipes and Cisterns, Mixture and Allegation, Boats and Streams, Races and Games.

No of contact hours: 13

UNIT-III: Historical development of statistics, statistics in everyday life, statistics through observed data, Scope, limitations, importance, and applications of statistics in other fields, roles of computer in statistics. Statistical data: primary and secondary data and methods of their collection. Time series data, qualitative data and quantitative data. Data Representation: Frequency distribution, Graphical representation of frequency distribution Histogram, Frequency polygon, Frequency curve, Ogive.

No of contact hours: 11

UNIT-IV: Data Analysis: Arithmetic mean, Geometric mean, Harmonic mean, Median, Mode and their properties. Partition Values: Quartiles, Deciles, Percentiles. Graphical location of Mode, Quartiles, Deciles and Percentiles.

No of contact hours: 11

Course Learning Out comes: This course will enable the students to:

- (i) learn about numbers, conversion of decimal numbers in binary system and binary to decimal system.
- (ii) relate indices and logarithm /antilogarithm and learn about properties of logarithms.
- (iii) Learn basic mathematical tools to solve real life problems.
- (iv) Know application of mathematical tools in decision making problems
- (v) acquire the skill of statistical analysis of data from real life situation in a scientific manner.
- (vi) acquire knowledge on the basic aspects of statistical reasoning and drawing conclusions

Text Books:

1. Dinesh Khattar, The Pearson Guide to Objective Arithmetic for Competitive Examinations, Pearson 2nd Edition 2008.
2. S.C. Gupta, V.K. Kapoor, Fundamentals of Mathematical Statistics, S. Chand and Sons, 11th Ed 2002.

Reference Books:

1. R.V. Praveen, Quantitate Attitude and Reasoning, 7th Edition, PHI 2013.
2. A.M. Goon, M.K. Gupta and B. Dasgupta, Fundamentals of Statistics, Vol. I & II, 8th Edn. The World Press, Kolkata, 2002.
3. Irwin Miller Marylees Miller, John E. Freund's Mathematical Statistics with Applications, 8th Edition, Pearson 2014.

MDC-2: Foundations of Mathematical Sciences – II

UNIT-I: Mathematical reasoning: Meaning of mathematical statements, Negation, Compound statements, Quantifiers, Converse and Contrapositive of the statement, Implications, Validating statements. Sequence and Series (AP, GP), Logical reasoning: Odd man out and series, Blood relations, Coding Decoding, Logical sequence, Logical matching, Logical thinking, missing numbers, Logic puzzles.

No of contact hours: 11

UNIT-II: Factorial notations, Permutation & Combination (basic definition and everyday problems), Pigeonhole principle, Mathematical Induction, Binomial theorem (for positive index), Principle of Inclusion and Exclusion, Derangements, Inversion formulae, Inequalities, Solution of inequations, Trigonometry, problems based on height and distances. Mensuration, area, volume, surface area and perimeter.

No of contact hours: 12

UNIT-III: Measures of Dispersion - Range, Inter-quartile Range, Quartile deviation, Mean Deviation, Standard Deviation, Coefficient of variation. Ideal measures of Dispersion. Idea of Skewness and kurtosis (without moments). Idea of Moment and Moment generating function.

No of contact hours: 12

UNIT-IV: Bivariate distribution, Scalier diagram, Correlation and regression, Karl Pearson's Correlation coefficient and its properties. Two regression lines (without derivation), principle of least squares and fitting of polynomials, Relation between correlation coefficient and regression coefficients.

No of contact hours: 10

Course Learning Out comes: This course will enable the students to:

- (i) understand the truth and false of a logical statement and solve logical problems of real-life situation

- (ii) learn combinatorial ideas to solve algebraic and real life problems
- (iii) learn techniques to solve daily life problems.
- (iv) develop aptitude for applications of statistical techniques in Social sciences & Humanities.

Text Books:

1. Seymour Lipschutz, Theory and problems of Set Theory and Related Topics, 2nd Edition, Schaum's Series, McGraw Hill, 1998.
2. Dinesh Khattar, The Pearson Guide to Objective Arithmetic for Competitive Examinations, Pearson 2nd Edition 2008.
3. Richard A. Brualdi, Introductory Combinatorics, 5th Edition Pearson Education Inc., 2009.
4. S.C. Gupta, V.K. Kapoor, Fundamentals of Mathematical Statistics, S. Chand and Sons, 11th Ed 2002.

Reference Books:

1. Ajit Kumar, S. Kumaresan, Bhaba Kumar Sarma, A foundation Course on Mathematics, Alpha Science International Ltd, Oxford, UK. First Edition 2018.
2. R.V. Praveen, Quantitate Attitude and Reasoning, 7th Edition, PHI 2013.
3. A.M. Goon, M.K. Gupta and B. Dasgupta, Fundamentals of Statistics, Vol. I & II, 8th Edn. The World Press, Kolkata, 2002.
4. Irwin Miller Marylees Miller, John E. Freund's Mathematical Statistics with Applications, 8th Edition, Pearson 2014.

MDC-3: Foundations of Mathematical Sciences – III

UNIT-I: Set theory and its simple applications, Types of sets and their notations, Subsets, Classes of Sets, Power Sets, Venn diagrams, Operations on sets, Ordered pairs, Cartesian product of two sets. Finite sets, Fundamental Principle of Counting, sum rule and product rule of counting. Relations & Functions (definitions, examples and solution techniques).

No of contact hours: 10

UNIT-II: Matrices and determinants: Addition, Subtraction and Multiplication of matrices with their properties (only upto third order). Determinants with properties and solution of systems of linear equations with the help of determinant (only upto third order) problems related to economics and business.

No of contact hours: 10

UNIT-III: Differential Calculus: Basic concept of limit and continuity of a function; derivative of a function, Rule of differentiation, Derivative as a Rate of Change, Product Rule, Quotient Rule, Chain Rule, Derivatives of Logarithmic Functions, Exponential Functions, Elasticity of Demand and supply. Second Order Derivatives, Maxima and Minima of function related to cost, revenue and profit functions.

No of contact hours: 14

UNIT-IV: Probability: Idea of Probability generating function and characteristic function and its utility in statistics. Random Experiments, sample space, events and algebra of events. Classical, statistical, and axiomatic of Probability. Conditional Probability, laws of addition and multiplication, independent events, theorem of total probability, Random variables: discrete and continuous random variables.
No of contact hours: 13

Course Learning Out comes: This course will enable the students to:

- (i) Have knowledge and critical understanding, visualization, of basic concepts, terms of sets
- (ii) Know about counting principle
- (iii) Learn about relation and functions
- (iv) Learn matrices and determinants, solving systems of linear equations through determinants
- (v) Learn about derivative of different type of functions and application of derivative in economics
- (vi) Know about sample spaces, basic ideas of probability and its application in practical problems

Text Books:

1. Seymour Lipschutz, Theory and problems of Set Theory and Related Topics, 2nd Edition, Schaum's Series, McGraw Hill, 1998.
2. C.E. Cullis, Matrices and Determinants, Vol 3, Cambridge University Press, 2013.
3. E. Haeussler, R. Paul and R. Wood, Introductory Mathematical Analysis for Business, Economics, and the Life and Social Sciences, Pearson, 13th Edition, 2014
4. S.C. Gupta, V.K. Kapoor, Fundamentals of Mathematical Statistics, S. Chand and Sons, 11th Ed 2002.

Reference Book:

1. A.M. Goon, M.K. Gupta and B. Dasgupta, Fundamentals of Statistics, Vol. I & II, 8th Edn. The World Press, Kolkata, 2002.
2. Irwin Miller Marylees Miller, John E. Freund's Mathematical Statistics with Applications, 8th Edition, Pearson 2014.

3. Library, Information and Media Sciences

MDC-1: Foundations of Library and Information Science

Course Objectives: To make the learners aware of the Library and Information Science subject, libraries in general and its relation and contribution to society.

Graduate Attributes: After completion of this course, you will be able to:

- Get acquainted with the library and information science subject and its different dimensions;
- Explain the different types of libraries and their functions;
- Describe the role played by different organisations in the development of libraries;
- Grasp the role of ILA, IASLIC, ALA and other library associations in the promotion of libraries; and
- Get acquainted with the information and library related rules, regulations and acts.

Detailed Syllabus

Unit 1 Library and Information Science: Library and Information Science (LIS) as a subject, LIS as a profession, Professional skills and competencies, professional ethics, and academic status of a librarian; library as a social institution, linkage of LIS with other subjects, LIS education in India, Career prospect in LIS, Librarians' Day and National Library Week, World Book Day.

Unit 2 Basics of Library: Definition, types. Concept, functions, authority, collection, personnel, finance, services of academic, public, special, national, school, archives, museum and oriental libraries. Library Acts in India; RRRLF. Libraries for differently abled persons, children, women and aged people. Library of Congress, National library of India; Depository Libraries. Libraries under Ministry of Culture, Govt. of India.

Unit 3 Library and its Promoters and Associations: UNESCO, National Knowledge Commission, India and National Mission on Libraries, India, Library and Information Policy. Library associations at international (ALA, CILIP, IFLA), national (ILA, IASLIC, IATLIS), state levels (ALA, ACLA).

Unit 4 Library and Information related Regulations: The Press and Registration of Books Act, 1867; the Delivery of Books 'and Newspapers' (Public Libraries) Act, 1954 and 1956; [Information Technology Act, 2000](#), Right to Information Act, 2005. Commissions and Committees in relation to LIS.

MDC-2: Information Sources and Services

Course Objectives: To make the learners aware of the different sources of data and information and make acquaintance with the different services provided by

libraries and knowledge resource centres as well as to give an introduction to the correlation between information services and media.

Graduate Attributes: After completion of this course, you will be able to:

- Describe the structure of different kinds of documentary sources useful and accessible to a variety of users;
- Describe the need, use and functions of bibliographies;
- Grasp the process involved in providing reference and information services;
- Comprehend the sources for different types of information;
- Enumerate different types of abstracting & indexing periodicals with examples; and
- State the process involved in rendering biographical information services.
- Evaluate the different types of information sources and its application in media
- Apply analytical thought during reception of information.

Detailed Syllabus

Unit 1: Basics of Reference and Information Sources: Nature of information, characteristics, types and formats, non-documentary sources of information, Documentary sources of information: Primary, Secondary and Tertiary, reference sources of information, Evaluation of Reference Sources. Misinformation, Disinformation, Fake news- identification and precautions for media persons, Fact checking in media, issues of credibility.

Unit 2: Types of Reference and Information Sources: Dictionary, Thesaurus, Encyclopaedia, Biographical, Geographical and Statistical sources of information; Abstracting and Indexing, Citation Index and Bibliographical Sources. Definition, features, types and origin; Different databases of E-resources. Information sources for media persons.

Unit 3: Reference Service: Concept, types, functions, Reference enquiry, Reader's profile, Fact finding, Referral service, Alerting Services: CAS and SDI services, interlibrary loan, Document Delivery Service; Documentation Service,

Unit 4: Digital Reference Services: Concept, Definition, Characteristics, Importance, and Types – Asynchronous and Synchronous; Web 2.0 and 3.0 services - Social Networking Services, Social tagging, Social Bookmarking, RSS Feeds. Privacy and Security, Surveillance society, Media Convergence, Digital media ethics, Digital content creation, Digital Literacy.

MDC-3: Fundamentals of Mass Media Studies

Course Objectives: To introduce various aspects of mass media studies and its implication and modifications in order to adapt to changing dynamics of the media world.

Graduate Attributes: After completion of this course, learners will be able to:

- Comprehend different types of mass media
- Comprehend appropriate use of mass communication tools
- Describe the need, use and functions of ethical values related to the mass media;
- Enumerate different tools and terms associated with mass media; and
- Express thoughts and ideas strategically

Detailed Syllabus

Unit 1: Basics of Mass Media Studies: Definitions of Mass Communication, Mass Media: Types and Characteristics (Print, Electronic, Advertising, Public Relations, Cinema, Traditional and Alternative media), Use of Mass media for social development and social change: case studies (including gender, children and sustainable development)
Understanding types of audience in Mass Media.

Unit 2: Indian Society and Mass Media: Indian society: Nature, Meaning and Definition, Role of media in freedom struggle, post independent development (economic and political history) and media, Foundations of the Indian Constitution; Freedom of speech and expressions, Nation building in India: problems and prospects from journalistic point of views

Unit 3: Mass Media and Assam: Mass Communicators of Assam (Srimanta Sankaradeva, Lakshminath Bezbaroa, Jyotiprasad Agarwala, Bishnu Prasad Rabha and Dr. Bhupen Hazarika). Contribution of press in language and literature development in Assam (with focus on *Arunudoi*, *Jonaki*, *Abahan*, *Ramdhenu* and post *Ramdhenu* era till contemporary period). Traditional and community media in Assam

Unit 4: Foundations in Mass Media: Content generation (News, Letters to the Editor, Articles, Features) for various media platforms (Print, electronic and on-line platforms including blog, vlog, shorts etc.), Art of Anchoring, Qualities of a successful mass media communicator, Basics Genres of film, understanding the use of photography and documentary films in documentation, Ethics in Media practise. Careers in Mass Media

4. Commerce and Management

MDC-1: Basics of Commerce & Management

Unit-1: Foundations of Business- Business, Trade and Commerce; Forms of Business Organization; Private, Public and Global Enterprises; Business Services; Emerging modes of business, Social Responsibilities of Business. (15 hrs)

Unit 2: Business Environment: meaning and features, Importance of business environment; Dimensions of business environment – Economic environment, Social environment, Technological environment, Political environment and Legal environment ; Economic environment in India- Impact of Government Policy changes on business and industry. (15 hrs)

Unit 3: Management – Meaning and Significance of management, Principles of Management; Functions of Management- Production Management, Financial Management, Human Resource Management and marketing Management; Process of Management - Planning, Organizing, Staffing, Directing, Coordinating and Controlling. (15 hrs)

Recommended Books:

1. Business Organisation and Management by P.C. Tulsian , Pearson Education.
2. Business Environment by [V. C. Sinha & Ritika Sinha](#), SPBD Publishing House.
3. Business Environment by Amit Kumar, Sahitya Bhawan Publications.
4. Principles and Practice of Business Management by L M Prasad, Sultan Chand & Sons.

MDC-2: Personal Financial Management

Unit 1: Basics of Personal Finance: Financial Goals – Short-term and long term, Income and Expenditure Planning, Life-time financial planning, Investment Goals, Return and Risk in Investment, Avenues of Investment – Investment in Physical Assets and Financial Assets, Fixed income investments, investment in New Issue Market and stock market, Investment in Insurance, annuities and Pension funds, Investment in Gold and Bullions, Investment in Real Assets. (15 hrs)

Unit 2: Financial Markets and Instruments: Money Market, Capital Market, Forex Market and Derivative Market; Money Market Instruments and features, Capital Markets and Features, New Issue Market and Stock Market; New Issue market- Issue Mechanism, Market Players, Understanding and Analyzing a Prospectus, Secondary Market – Equity and Debentures, BSE and NSE, Index and its uses; Basics of Insurance and Mutual Funds. (15 hrs.)

Unit 3: Stock Market Investment: Fundamental Analysis- Economic Analysis- Industry Analysis and Company Analysis; Technical Analysis – Tools of technical

analysis, Understanding various types of charts and patterns, Interpretation of charts and investment decisions. (15 hrs.)

Recommended Books:

1. The Investment Game: How to Win, Prasanna Chandara, tata McGrawHill.
2. Security Analysis and Portfolio Management, S. Kevin, Prentice Hall India.
3. Fundamentals of Insurance, Inderjit Singh, Rakesh Kayal, S kaur and S Arora, Kalyani Publishers.
4. Principles of Insurance, C Krishnaswamy, Excel Books.
5. Indian Financial System, Bharati Pathak, Pearson Education.

MDC-3: Personal Income-tax Planning

Unit 1: Personal Tax Planning- Meaning, Scope and importance, Different types of taxes- Direct Taxes and Indirect taxes, Direct Taxes- Income tax and Wealth Tax, Income-tax Act 1960 and its scope, Meaning of Income, Basis of Charge- Person, Assessment and Previous Year, Assessee, Framework for Calculating Personal Tax Liability- Different Heads of Income, Residential Status for the purpose of Income Tax, Method of Accounting Recognized under Income tax Act. (10 hrs.)

Unit 2: Computation of Income: Income under the Head 'Salaries' - Meaning and scope of Salary, Different forms of salary and taxability, Income under the 'Head House Property' - Tax Chargeability, Computation of Income from House property, Let out property and Self Occupied Property, Income under 'Capital Gains' - Basis of Charge, Computation of Short-term and Long-term Capital Gains, Income-tax under the Head 'Income from Other Sources'- Interest income, dividend, Clubbing of Income, Gross Total Income, Permissible Deductions- Sec 80C to 80U, Tax Liability. (20 hrs.)

Unit 3: Tax Planning and Filing Returns: Contribution to Recognised Provident Funds, Deemed Self Occupied Property, Reduction through Deductions- Health Insurance premium, Pay Rent and Save Tax, Tax-saving Investments, Medical Expenses of Senior Citizen Dependents, Deduction on Home Loan Interest and Principal Repayments, Old tax Regime and New Tax Regime, Senior Citizen Tax Payers, 26 AS and Annual Information System, Filing Returns in due time, Consequences of Not Filing Returns. (15 hrs.)

Recommended Books:

1. Students Guide to Income Tax by V. K. Singhania, Taxman.
2. Principles of Income Tax Law & Practice by Dr. Naveen Mittal, Cengage Learning India Pvt. Ltd.
3. Swamy Income Tax on Salaries by Muthuswamy, Brinda, Sanjeev, Swamy Publications.

5. Humanities and Social Sciences

MDC-1: Humanities & Social Sciences-I: Makers of Modern Assam

Unit I: Language, Literature & Culture

- a. Architects of modern Assamese language & literature
AnandaramDhekiyalPhukan, LakshminathBezbaruah&BanikantaKakati
- b. Architects of modern Assamese music & culture
Jyoti Prasad Agarawala, Bisnhu Prasad Rabha&Dr.Bhupen Hazarika

Readings:

AnandaramDhekiyalPhukan:

AmalenduGuha, *Impact of Bengal Renaissance on Assam 1825-1875*, The Indian Economic and Social History Review, 1972.

Anandaram Dhekiyal Phukan, *A Few Remarks on the Assamese Language and vernacular education in Assam*

Gunabhiram Barua, *AnundaramDhekiyalPhukanarJivanCharitra.*, Publication Board Assam, 1971

Hiren Gohain, *Origins of the Assamese Middle Class*, Social Scientist, 1973

Maheswar Neog, *AnandaramDhekiyalPhukan: Plea for Assam and Assamese.*, Assam Sahitya Sabha, 1977

Nanda Talukdar (ed), *Ananda Ram DhekiyalPhukanarRachanaSangrah* (9th Edition): published by Khagendra Narayan Dutta Barua, Lawyers Book Stall, 1999

Prafulla Mahanta, *AsomiyaMadhyabittaShrenirItihas.*, Purbanchal Prakash, Guwahati, 2021.

LakshminathBezbarua:

Hiren Gohain, *Origin of the Assamese Middle class*, Social Scientist, 1973

Lakshminath Bezbarua, *Mur Jivon Sowaran.*, Lawyers Book Stall, 1999

Madhumita Sengupta, *Becoming Assamese: Colonialism and New Subjectivities in Northeast India*, Routledge, 2016

Maheswar Neog, *Lakshminath Bezbarua; The Sahityarathi of Assam.*, Gauhati University, 1972

Maheswar Neog, *Lakshminath Bezbarua: An Introduction*, Assam Sahitya Sabha, 1968

Prafulla Mahanta, *Asomiya Madhyabitta Shrenir Itihas.*, Purbanchal Prakash, Guwahati, 2021.

TilottamaMisra, *Literature and Society in Assam*, Bhabani Books, Guwhati, 2019

BanikantaKakati:

MaheswarNeog, *Banikanta Rachanvali* (2nd Edition), Publication Board Assam, 2002

Jagat Chandra Kalita (ed), *Assamese: Its Formation and Development* (4th Edition): BanikantaKakati, LBS Publications

Jyoti Prasad Agarwala

Akhil Ranjan Dutta, *Jyoti Prasad Agarwala: A Revolutionary Cultural Architect of Twentieth century Assam*, Social Change, 2012

Arup Kumar Dutta, *Jyotiprasad: Prince of Beauty*,Anwasha, 2003

Anil Roychowdhury, *Axamiya Bhashar Darshan*, AankBaak, 2016.
Dayananda Pathak, *JyotiprasadAgarwala: Man and Mission*, Publication Board of Assam, 2007
Hiren Gohain (ed), *JyotiprasadRachanavali* (6th edition), Publication Board Assam, 2003
SurjyaKanta Hazarika, *Bhupen Hazarika Rachanavali*(Vol 1, 2, 3), S.H Educational Trust, 2008

BishnuRabha

Anil Roychowdhury, *AxamiyaBhashar Darshan*,AankBaak, 2016.
ArupjyotiSiakia, *A Century of Protests: Peasant Politics in Assam Since 1900*, Routledge, New Delhi, 2014.
Ismail Hussain, *Bishnu Rabhar Jivon Aru Darshan (2nd Edition)*, JyotiPrakashan, 2000
Rava Rachanavali Prakasan Sangha, *Bishnuprasad RabhaRachanaSamahar*, 2008
Surjya Hazarika (ed), *Bhinnajanar Dristit Bishnu Prasad Rabha*, S.H Educational Trust, 2008

Bhupen Hazarika:

AkhilRanjan Dutta, *Forcing Prison Doors: Socio-Cultural Mission of Bhupen Hazarika*, Social Change, 2012
Tarun Kalita, Manik Chandra Nath (eds), *Dr. Bhupen Hazarika: A Multifaceted Personality*, TTN College Publication Board
Surjya Kanta Hazarika, *Bhupen Hazarika Rachanavali* (Vol 1, 2, 3), S.H Educational Trust, 2008

Unit: Framers of the Political Foundations

- a. Initial foundation: *AsomChatraSanmilan& Assam Association*
- b. Consolidating the foundation: *Tarun Ram Phukan&GopinathBardoloi*
- c. Tribal consciousness and their rights: *Kalicharan Brahma &BhimbarDeori*

Readings

Asom Chatra Sanmilan and Assam Association:

Devabrata Sharma, *AsomiyaJatigathanPrakriya Aru JatiyaJanagosthigataAnusthanSamuh*,EkalavyaPrakashan, 2022
Manorama Sharma, *Student Power and Nationalism: An Assessment of the Assam ChatraSanmilan, 1916-1939*, in *Student power in Northeast India: Understanding Student Movements*, Apurba K. Baruah (ed), Regency Publications, New Delhi, 2002.
PrafullaMahanta, *AsomiyaMadhyabittaShrenirItihas:*, Purbanchal Prakash, Guwahati, 2021.
Shiela Bora, *Trends in the Rise of Student Power in Assam 1916-1947*, in *Student power in Northeast India: Understanding Student Movements*, Apurba K. Baruah (ed), Regency Publications, New Delhi, 2002.

Tarunram Phukan:

LaxmiNathTamuly, *GopinathBordoloi (2nd Edition)*, Publication Board Assam, 2003

TarunramPhukanRachanvali: AxamPrakashanParishad, 2015

Gopinath Bordoloi:

Bordoloi Committee Report/ Sub-committee on the Northeast Frontier (Assam) Tribal and Excluded Areas.

LaxmiNathTamuly, *GopinathBordoloi (2nd Edition)*, Publication Board Assam, 2003

Nirode K Barooah,*GopinathBordoloi, The Assam Problem and Nehru's Centre*,Bhabani Publications, 2010

Nirode Kumar Barooah, *GopinathBordoloi Aru Assam: Tetia Aru Etia*, 2010

UdayonMisra, *Burden of History*, Oxford University Press, 2018

Kalicharan Brahma:

B. Narzary, M. Mitra,*Journey Towards Enlightenment: Gurudev and Bodo Society*, GBD Publishers, 2004

Devendranath Sharma, *GurudevKalicharan Brahma*, Assam Sahitya Sabha, 1983

KumudRanjanBasumatary, *GurudevKalicharan Brahma: The Emergence of Bodo Ethnic Consciousness in early 20th century*, International Journal of Humanities and Social Sciences, 2017

M.K Brahma, *GurudevKalicharan Brahma: His Life and Deeds*, N.L Publications, 2001

Sujit Choudhury, *The Bodos: Emergence and Assertion of an Ethnic Minority:*

BhimbarDeuri

Dr.RatneshwarDeuri, *JononetaBhimbarDeuri*, Publisher AnjanliDeuri, 2018

IndibarDeori,*JonogosthiyoSamasya: Atit, Bartaman Aru Bhabishyat*, Bandhab, 2015

MadhabjyotiDeuri, *AxomorTrankortaBhimbarDeuri*, SamannayPrakashan, 2009

Munindra Das, *AxamarNrigosthiyaUttaranarItihash: Samashya- Sangram- Praptil*, Banalata, 2020

Unit 3: Women Education, Politics and Literature

- a. Baptist Missionaries & women education
- b. ChandraprabhaSaikiani, AmalPrabha Das & Raja Bala Das
- c. AsomLekhikaSamaroh

Baptist Missionaries and Women Education:

American Baptist work in Assam, India, 1926.

Anupama Ghosh,*Evangelism in Assam: Schools and Print Culture 1830s-1890s*, Indian History Congress, 2014.

ArchanaChakravarty, *History of Education in Assam 1826-1919*, Mittal Publications, 1989

Lakshahira Das, *Development of Secondary Education in Assam*,Omsons Publications, 1990

Milton S Sangma, *History of American Baptist Mission in North-East India (Vol 2)*, Mittal Publications, New Delhi, 1992

Suryasikha Pathak, *Missionary Wives in the Evangelical Project in Colonial Assam: Life and Times of Mrs P.H Moore*, ICHR, Guwhati, 2008

Chandrabhabha Saikiani

Aparna Mahanta, *Chandrabhabha Saikiani: Swadhinatapurba Asam or Stri Sikshaaru Nari Jagaran*, Anwasha Publications, 2014.
Hiranya Borah, *Chandrabhabha: The Iron Lady of Assam*, Bluerose publishers, 2021

Madhurima Goswami (ed), *Chandrabhabha Saikiani: A Force in History*, DVS Publishers, 2020

Nandana Dutta (ed), *Communities of Women in Assam: Being, Doing and Thinking Together*, Routledge, London, 2016

R Doley, N Choudhury, *Agnikanya Chandrabhabha Saikiani: A Collection of Articles*, Tezpur University, 2014.

Amal Prabha Das

Smaranika: A Souvenir of Amal Prabha Das Birth Centenary Celebration, Sarania Ashram, Guwatai, 2011

Samiran Das, *Amalprabha Das: A Biographical Work*, Kasturba Gandhi National Memorial Trust, Guwahati, 2004/2011

Rajabala Das

Rajabala Das, *Three Score Years and Ten: One Life Many Memories* (An autobiography of Rajabala Das translated by Aditi Choudhury), Handique Girls' College, Guwahati, 2017

Pori Hiloidari, *Assamese Women: The Pathbreakers*, Handique Girls' College, Guwahati

Asom Lekhika Samaroh:

Nandana Dutta, *Communities of Women in Assam: Being, Doing and Thinking Together*, Routledge, London, 2016

MDC-2: Humanities & Social Sciences- II: Democracy and Peoples' Rights

Unit 1: Debates on Democracy

Is democracy only about elections & procedures?

Peoples' rights and democracy

Dissent in democracy

Reading list:

Bhargava, Rajeev and Ashok Acharya. (2008). *Political theory: An Introduction*. New Delhi: Pearson.

Heywood, Andrew. (2015). *Political Theory*. New York: Palgrave.

Gauba, O. P. (2021). *An Introduction to Political Theory*. New Delhi: Macmillan.

Ramaswamy, Sushila. (2014). *Political Theory: Ideas and Concepts*. New Delhi: Macmillan.

Abbas, Hoveyda and R. Kumar. (2012). *Political Theory*. New Delhi: Pearson.

Held, David. (1989). *Political Theory and the Modern State: Essays on State, Power and Democracy*, New Delhi: Maya Polity.

Held, David. (1991). *Political Theory Today*. California: Stanford University Press.

Dahl, Robert. (1989). *Democracy and its critics*. London: Yale University Press.

- Mckinnon, Catriona(ed). (2008). *Issues in Political Theory*. New York: Oxford University Press.
- Thapar, Ramila. (2020). *Voices of Dissent: An Essay*. New Delhi: Seagull Books.
- Merriam, Charles E. (1941). The Meaning of Democracy. *The Journal of Negro Education*. Vol. 10, No. 3.
- Saffon, M.P. and Nadia Urbinati. (2013). Procedural Democracy, the Bulwark of Equal Liberty. *Political Theory*. Vol. 41, No. 3
- [Wegner](#), G. (2009). Substantive versus Procedural Liberalism: Exploring a Dilemma of Contemporary Liberal Thought. *Journal of Institutional and Theoretical Economics*. Vol. 165, No. 3
- Kampelman, [Max M. \(1970\)](#). Dissent, Disobedience, and Defense in a Democracy. *World Affairs*. Vol. 133, No. 2.
- [Shiffrin](#), S. (2011). Dissent, Democratic Participation, and First Amendment Methodology. *Virginia Law Review*, Vol. 97, No. 3

Unit 2: Constitution, Citizenship & Federalism

Constitution as a fundamental law

What is all about citizenship under democracy?

Why federalism matter in a plural society?

Reading list:

- Bhargava, Rajeev and Ashok Acharya. (2008). *Political theory: An Introduction*. New Delhi: Pearson.
- Rajeev Bhargava, Rajeev. (2008). *Politics and Ethics of the Indian Constitution*. New Delhi: Oxford University Press.
- Heywood, Andrew. (2005). *Political Theory*. New York: Palgrave.
- Gauba, O. P. (2021). *An Introduction to Political Theory*. New Delhi: Macmillan.
- Kymlicka, Will. (2002). *Contemporary Political Philosophy: An Introduction*. New York: Oxford University Press.
- Heywood, A. (2002). *Politics*. New York: Palgrave.
- [Levinson](#), B. (2005). Citizenship, Identity, Democracy: Engaging the Political in the Anthropology of Education. *Anthropology & Education Quarterly*. Vol. 36, No. 4.
- Young, Iris M. 1989. 'Polity and Group Difference: A Critique of the Ideal of Universal Citizenship' *Ethics*. Vol. 99, No.2.
- Watts. R. (2008). *Comparing Federal Systems*. Montreal: McGill Queen's Univ. Press.

Unit 3: Democracy and Peoples' Rights in India

Right to livelihood: MGNREGA

Right to Information & Education

Right to Food

Reading List:

- Laxmikanth, M. (2021). *Governance in India*. New Delhi: McGraw Hill.

- Basu, R. (2015). *Public Administration in India Mandates: Performance and Future Perspectives*. New Delhi: Sterling Publishers
- Singh, [R.K.](#) (2017). MGNREGA: The History of an Idea. *Proceedings of the Indian History Congress*. Vol. 78, pp. 1070-1077
- Pole, [Kantrao P.](#) (2015). The Role of MGNREGA in Rural Development: A Study of Maharashtra. *The Indian Journal of Political Science*. Vol. 76, No. 3
- [Khanwalker](#), V. (2011). The Right to Information Act in India: Its Connotations and Implementation. *The Indian Journal of Political Science*. Vol. 72, No. 2
- [Srivastava](#), P. and [Claire Noronha](#). (2014). Institutional Framing of the Right to Education Act: Contestation, Controversy and Concessions. *Economic and Political Weekly*. Vol. 49, No. 18
- [Krishnan](#) P. and [Mangala Subramaniam](#). (2014). Understanding the State: Right to Food Campaign in India. *The Global South*. Vol. 8, No. 2.
- Ray, B. (2019). *Rethinking Good Governance: Holding to Account India's Public Institutions*. New Delhi: Rupa Publications.
- [Chakrabarti](#) R. and [k. Sanyal](#). (2016). *Public Policy In India*. New Delhi: Oxford University Press.
- Sharan, A., Upadhyaya and Ashild Kolas and Ruchita Beri (2023). *Food Governance in India: Rights Security and Challenges in the Global Sphere*. New Delhi: Routledge.

MDC-3: Humanities & Social Sciences- III: Understanding Globalization

Unit 1: Globalization: The Context

- a. Disintegration of the Soviet Union & collapse of the socialist economy
- b. Washington Consensus
- c. Neoliberal approach to development

Reading List:

- Scheuermann, William. (2014). Globalisation. In Stanford *Encyclopedia* of Philosophy. Retrieved from <http://www.bibme.org/citation-guide/apa/website/>
- Steger, Manfred B. (2003). *Globalisation – A Very Short Introduction*. Oxford: OUP.
- Ritzer, George. (2010). *Globalisation: A Basic Text*. Sussex: Wiley Blackwell
- Lockwood, David (2000). *The Destruction of the Soviet Union: A Study in Globalization*. Palgrave Macmillan
- Lechini, Gladys (2006). *Globalization and the Washington Consensus: Its Influence on Democracy and Development in the South*.
- Nedeveren Pieterse, Jan. (2017). Neoliberal Globalization and the Washington Consensus. 10.4324/9781315092577-5.

Unit 2: The Drivers of Globalization

- a. IMF & the World Bank
- b. Multinational Companies
- c. Structural Adjustment Policies of the National Governments

Reading List:

- Ritzer, George. (2010). *Globalisation: A Basic Text*. Sussex: Wiley Blackwell
- Stiglitz, Joseph (2002). *Globalization and its Discontents*. W. W. Norton & Company.
- Heywood, Andrew. (2011). *Global Politics*. Palgrave Macmillan
- Oatley, T. (2006). *International Political Economy: Interests and Institutions in the Global Economy*. New York: Pearson-Longman.
- Frieden, J. A. and D. A. Lake. 2000. *International Political Economy: Perspectives on Global Wealth and Power*. New York: Bedford/St. Martin's.

Unit 3: Emerging Concerns under globalization

- a. UN and SDGs
- b. Gender Equity
- c. Climate Crisis

Reading List:

- Ritzer, George. (2010). *Globalisation: A Basic Text*. Sussex: Wiley Blackwell
- Held, David & McGrew, Anthony. (2002). *The Global Transformations Reader An Introduction to the Globalization Debate (Second Edition)*. Polity Press.
- Newell, Peter. (2013). *Globalization and Environment: Capitalism Ecology and Power*. Polity Press.
- Lee, Kelly. (2003). *Globalization and Health: An Introduction*. Palgrave and Macmillan.
- Lingard, Bob. (2021). *Globalization and Education*. Routledge Publications.
- Beneria, Lourdes, Berik, Günseli, & Floro, Maria. (2016). *Gender, development and Globalization: Economics as if all people mattered*. Routledge Publications.

Further readings:

- Sandbrook, R. (2000). Globalization and the Limits of Neoliberal Development Doctrine [Review of *Development as Freedom*, by A. Sen]. *Third World Quarterly*, 21(6), 1071–1080. <http://www.jstor.org/stable/3993558>
- Beck, Ulrich. (1992). *Risk Society: Towards a New Modernity*. London: Sage.
- Giddens, Anthony. (1999). *Runaway World: How Globalisation is Reshaping our Lives*. London: Profile Books Ltd.
- Stiglitz, Joseph (2007). *Making Globalization work*. W.W. Norton & Company
- Fernandez, John S. (1994). Globalization: Processes of Integration and Disintegration. *International Journal of Politics, Culture, and Society*, Vol. 8, No. 2, pp. 203-223 (21 pages)

- World Bank: World Development Indicators (WDI) and poverty data:
<http://databank.worldbank.org/ddp/home.do?Step=12&id=4&CNO=2>
<http://povertydata.worldbank.org/poverty/home>
- IMF data: <http://www.imf.org/external/data.htm>
- OECD statistics: <http://stats.oecd.org/>
- WTO trade and tariffs statistics:
<http://www.wto.org/english/ress e/statis e/statis e.htm>
- Data on financial openness (Chinn & Ito Index)
http://web.pdx.edu/~ito/Chinn-Ito_website.htm
http://web.pdx.edu/~ito/trilemma_indexes.htm
- Economic sanctions episodes:
<http://www.piiie.com/research/topics/sanctions/sanctions-timeline.cfm>
- Foreign aid statistics:
 OECD:
http://www.oecd.org/document/49/0,3746,en_2649_34447_46582641_1_1_1_1,00.html
- World Bank's WDI:
<http://databank.worldbank.org/ddp/home.do?Step=12&id=4&CNO=2>
- UN peace operations: <http://www.un.org/en/peacekeeping/>

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*, 3rdEdition, 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*, 3rdedition. 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

MDC-3: Bioresources and Traditional Knowledge

Course objectives:

This paper will provide a comprehensive understanding of biodiversity, conservation practices, bioresources, and traditional knowledge, emphasizing their significance and applications in various fields.

Learning outcomes:

Upon successful completion of the paper, students will:

1. Understand the concept, scope, and laws of biodiversity; identify biodiversity hotspots; and understand the classification of species based on their conservation status.
2. Recognize the direct and indirect uses of biodiversity.
3. Understand the role of Remote Sensing and GIS in biodiversity studies, the Wildlife Protection Act, and the significance of biosphere reserves, national parks, wildlife sanctuaries, wetlands, Ramsar Sites, and mangroves; identify international initiatives for biodiversity conservation, including the IUCN and CoP.
4. Recognize the role of biotechnology in biodiversity conservation, including global environmental facilities, biosafety levels, and cryopreservation.
5. Understand the nutritional value of food supplements from plants, endemic fishes, crustaceans, molluscs, reptiles, and social insects; the role of fermented food and beverages in traditional knowledge.
6. Recognize traditional conservation practices related to plants and pet animals, the role of traditional knowledge in bioprospecting and the issues of biopiracy.

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

Unit 1: Biodiversity

No. of Contact Classes: 15

Concept and scope; Laws of biodiversity, biodiversity hotspots, biodiversity classification (rare, threatened, vulnerable, endangered, critically endangered, flagship and keystone species), Levels of biodiversity— organisational (genetic, species and ecosystem), spatial (alpha, beta, and gamma); Biodiversity of northeast India; Valuing biodiversity - direct- and indirect use values; Role of Remote Sensing and Geographical Information System in biodiversity studies.

Unit 2: Conservation Practices

No. of Contact Classes: 10

International initiatives for biodiversity conservation (including IUCN, CoP), *In-situ* and *Ex-situ* conservation, Biological Diversity Act, National Biodiversity Action Plan (a brief summary), wildlife protection act, biosphere reserves, national parks, wildlife sanctuaries, wetlands and Ramsar Sites, Mangroves; role of biotechnology in biodiversity conservation (global environment facilities, biosafety levels, cryopreservation).

Unit 3: Bioresources

No. of Contact Classes: 12

Distribution, parts used and method of use, nutritive value – Food supplements [plants: Bora rice, Bamboo shoot, *Diplazium esculentum* (Dhakia sak), *Houttuynia cordata* (Masundari); Endemic fishes (carps, minnows, shads, barbs, murrels, eels, catfishes, perches, trouts), crustaceans, molluscs, reptiles (snakes and lizards), social insects (bees, wasps, ants)], Sources of beverages (Apong, Judima, Jumai, Sulai), Fibers (*Corchorus olitorius* – Mora paat), Timbers (Holong – *Dipterocarpus retusus*, *Bombax ceiba*), non-timber forest products (bamboos, canes, rattan, wild medicinal plants, wild fruits, lesser-known fruits, ferns, leaves, roots, cones, seeds, wild honey, mushrooms), sacred groves, large ponds and lakes.

Unit 4: Traditional Knowledge

No. of Contact Classes: 08

Cuisine diversity, food, ethnozoology, ethnobotany, ethnomedicine, food processing and preservation techniques, fermented food and beverages, conventional animal husbandry, milk and milk products, goods produced from animals; Role of traditional knowledge in bioprospecting; Biopiracy; Traditional Knowledge Digital Library (TKDL) - concept and importance. ITK in Biodiversity conservation, ITK & harvesting of Aquatic Resources.

Reading list:

1. Acharya D, Shrivastava A (2008) *Indigenous Herbal Medicines: Tribal Formulations and Traditional Herbal Practices*. Aavishkar Publishers Distributor, Jaipur, India.
2. Babu NS, Manickam S, Kumar SS (2019) *Biodiversity Conservation and Legal Perspectives*. Springer, Singapore.
3. Bebarta KC, Mohanty AK (2017) *Ethnobiology of India: Volume 1 - Eastern and Northeastern India*. CRC Press, Boca Raton, FL, USA.
4. Gaston KJ, Spicer JJ (2014) *Biodiversity: An Introduction*. Wiley-Blackwell, Chichester, UK.
5. Krishnan M (2008) *Plants That Heal*. Rupa Publications, New Delhi, India.
6. Primack RB (2018) *Essentials of Conservation Biology*. Sinauer Associates, Sunderland, MA, USA.
7. Pushpangadan P, Ramawat KG (2017) *Ethnobotany and Medicinal Plants: India and Nepal*. Springer, Cham, Switzerland.
8. Ramakrishnan PS, Saxena KG, Gupta U (2010) *Biodiversity: Conservation and Management*. Biotech Books publisher, Delhi, India.

8. Earth Sciences

MDC-1: Understanding Physical Formations of the Earth

Unit	Contents	Lecture
Unit-I Origin of the Earth	Views on origin and age of the earth; Components of the earth system and the characteristics of the Lithosphere from the perspective of geological formations; Geological time scale	7
Unit-II Internal structure of the earth	General constitution of the earth; Layers of the earth and their composition and characteristics: Crust, mantle, outer core and inner core	7
Unit-III Rocks and minerals	Definition of rock and mineral; Mineral: Properties and types; Rock: Classification and types	6
Unit-IV Landform dynamics on the earth	Landform and its classification; Geomorphic forces, associated processes and landform development: Endogenic and exogenic; Folding and faulting; Erosion, mass wasting and landslide; Earthquake and volcanic eruption-Causes, consequences and distribution	14

Books Recommended:

1. Klein, C. and Philpotts, A. (2016). Earth Materials: Introduction to Mineralogy and Petrology, 2nd edition, Cambridge University Press, 616p.
2. Patwardhan, A. M. (2020). The Dynamic Earth System. 4th edition, PHI Learning Pvt. Ltd., 576p.
3. Plummer, C. C., Carlson, D., and Hammersley, L. (2015). Physical Geology., 15th edition, McGraw Hill, 672p.
4. Reynolds, S. and Johnson, J. (2021). Exploring Geology. 6th edition, McGraw Hill, 704p.
5. Singh, S. (2012). Geomorphology, Pravalika Prakashans, Allahabad, 652p.

MDC-2: Understanding the Changing Environment

Unit	Contents	Lect.
Unit-I Environment as a system	Meaning of environment; Components of earth's environment system and their characteristics and interrelationship: Lithosphere, Hydrosphere, Atmosphere and Biosphere; Ecosystem, its components and functioning; Concept of balanced environment	8
Unit II Changing man and environment relationship	Impact of natural environment on man and his activities (Agriculture, food, dress, house, power development, human adjustment in different	10

	environments); Population growth and environmental changes; Impact of man on natural environment (Deforestation, soil erosion, soil degradation, depletion of mineral resources, air and water pollution)	
Unit-III Environmental changes and associated environmental problems	Global environmental changes: Global warming, Ozone layer depletion, Climate change Environmental problems: Sea level change; Extreme weather events; Land, air and water pollution; Desertification; Deforestation, biodiversity loss and man-animal conflicts	10
Unit-IV Environmental Management	Meaning of environmental management; Conservation of natural environment and its resources; Management of environmental problems; Concept of sustainable development	6

Recommended Books:

1. S. C. Santra (2011): Environmental Science, New Central Book Agency
2. Michael Allaby (2000): Basics of Environmental Science (2nd Ed.), Taylor & Francis
3. R. W. Jackson and J. M. Jackson (1998): Environmental Science – The natural environment and human impact, Longman
4. 4.D. D. Mishra (2019): Fundamental Concepts in Environmental Studies, S Chand Publication

MDC-3: Land and People of Assam

Unit	Contents	Lect.
Unit-I	Locational significance of Assam; Assam as an administrative division - Pre and Post-Independence Changes; Present administrative divisions	8
Unit II	Physical Characteristics (Relief, drainage, climate and vegetation) and associated problems (River-bank erosion, landslides and floods)	10
Unit-III	Natural resources (Forests, wildlife and biodiversity, mineral resources)	8

Unit-IV	Unit 4: Population (Trend of growth, spatial variation in growth, density, ethno-religious and linguistic composition, age composition, urbanization, literacy)	8
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Books Recommended:

1. Bhagabati, A.K., Bora, A.K. and Kar, B.K. (edited), 2022: *Geography of Assam*, Rajesh Publications, New Delhi (Revised & Enlarged Edition).
2. Bora, A.K. and Nath, M. (edited), 2022: *An Illustrated Geography of Assam*, EBH Publishers (India), Guwahati.
3. Dikshit, K.R. and Dikshit, J.K., 2013: *North-East India: Land, People and Economy*, Springer Science.
4. Taher, M. and Ahmed, P., 2007: *Geography of North-East India*, Mani ManilPrakash, Guwahati.

Gauhati University

Syllabus for FYUGP, Skill Courses (SEC): 2023-24

List of Skill Courses for First Semester-

- Colleges/Departments can select any courses from the list, as per their Faculty/Facility availability, and as per the suitability/demand
- For courses not having Detailed Syllabus in this document, Colleges/Departments may propose Detailed Syllabus, and submit to the Academic Registrar, GU for approval

Sl No	Skill 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	Byabharik Asomiya	1st
22	বাংলাভাষার 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-1	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	Hindi Vyakaran Aur Asomiya Vyakaran Mein Samya Tatha Vasmya	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	Mushroom Cultivation Technology	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 Lokanitaryar 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 Entrepreneurs	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

Detailed Syllabus are available for following courses:

- For courses not having Detailed Syllabus in this document, Colleges/Departments may propose Detailed Syllabus, and submit to the Academic Registrar, GU for approval

Sl No	Skill Course Name	Semester
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6	Basic Analytical Chemistry	1st
7	Basic Instrumentation Skills	1st
8	Basic Programming in C	1st
9	Basics of Laboratory Practices in Zoology	1st
10	Beautician and Makeup	1st
11	Bodo Cuisine and FOOD PROCESSING Skills	1st
12	BUSINESS COMMUNICATION	1st
13	Byabharik Asomiya	1st
14	বাংলাভাষার বিভিন্ন ব্যাবহারিক দক্ষি ও সম্ভাবনা	1st
15	Computer and Office Automation	1st
16	COMPUTER APPLICATIONS	1st
17	Data Collection and Presentation	1st
18	DEMOCRACY AND LEADERSHIP BUILDING	1st
19	Early Childhood Care and Development	1st
20	Ecology and Environmental Management	1st
21	Electronic Circuit Design	1st
22	Electronic Data Processing	1st
23	Elements of Art and Design	1st
24	ELT Skill-1	1st
25	Field Survey: Techniques and Application	1st
26	Floriculture	1st
27	Fundamentals of Disaster Management	1st
28	Fundamentals of Weather and Climate Sciences	1st

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30	Geography of Tourism	1st
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34	Mushroom Cultivation Technology	1st
35	Non-Mulberry Sericulture	1st
36	Nursery and Gardening	1st
37	Ornamental Fish and Fisheries	1st
38	Panchayati Raj and Practice	1st
39	Philosophical Counseling	1st
40	Photo Journalism	1st
41	Photoshop	1st
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43	Political Institutions and Its practices in India	1st
44	Programming in C	1st
45	Quantitative Aptitude and Reasoning	1st
46	Reasoning & Logic	1st
47	Renewable Energy and Energy Harvesting	1st
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49	Rural Marketing	1st
50	Sattriya Dance Skill	1st
51	Soft Skill-1	1st
52	Spoken Arabic-1	1st
53	Spoken English	1st
54	Spoken Hindi	1st
55	Teaching Skill	1st
56	Tools & techniques for Local Handicraft Entrepreneurship	1st
57	Tour Packaging Management	1st
58	Traditional Medicinal System in Mayong, Assam	1st
59	Understanding Psychology	1st
60	Web Front-end Designing	1st
61	Workshop Practice (Mechanical, Carpentry and Electronics)	1st
62	Abrittikala / Art of Recitation	1st
63	Mental Health and Hygiene	1st
64	Historical Tourism in North East India	1st

--Detailed Syllabus--

1.Academic Writing

Subject Name: English SEC FYUGP

Course Name: ACADEMIC WRITING

EXISTING BASE SYLLABUS: NIL

Objectives: This course is designed to -

- Ease the students into the domain of writing that measures up to academic standards.
- Introduce the central ideas and forms of academic writing, and guide the students through them in an orderly way.
- Facilitate and encourage methodical thinking and analyzing. Such processes would then enable the students to work on and improve the quality of their writing.

COURSE LEVEL: 100-199 (FOUNDATION AND INTRODUCTORY) **COURSE**

OUTCOMES (GRADUATE ATTRIBUTES):

Upon the end of this course, students should be able to:

- Understand the features of professional and academic writing.
- Enhance vocabulary, communicative and writing skills.
- Write grammatically cohesive and articulate sentences in their own words. • Engage in critical thinking and brainstorming ideas.
- Form cogent arguments and compose analytical drafts.
- Review their essays to maintain academic integrity and avoid plagiarism.

TOTAL CREDITS: 3

COURSE CONTENT:

UNIT I: Introduction to the Writing Process

- Basics and Conventions of Academic Writing
- Reading and Developing Ideas
- Understanding Paragraph Formats
- Annotating
- Note-making

UNIT II: Organizing Paragraphs and Research Work

- Summarizing
- Paraphrasing

- Outlining Essays
- Planning and Structuring Arguments
- Introductions and Conclusions

UNIT III: Critical Analysis and Finalizing Drafts

- Citing quotations and Referencing
- Checking for Plagiarism
- Revision and Re-writing
- Final Editing
- Proofreading

REFERENCE BOOKS & MATERIALS:

Bailey, Stephen. *Academic Writing: A Practical Guide for Students*. RoutledgeFalmer, 2004. Booth, Wayne C., et al. *The Craft of Research*. The University of Chicago Press, 2016. Day, Trevor. *Success in Academic Writing*. Palgrave Macmillan, 2013.

Sivia, Paul J. *How to Write a Lot: A Practical Guide to Productive Academic Writing*. American Psychological Association, 2007.

Zemach, Dorothy E., and Lisa A. Rumisek. *Academic Writing: From Paragraph to Essay*. Macmillan, 2005

2. Agricultural Production System in North East India

Credit: (2+1)

Course Description: This course is designed to introduce the students to the nature of agricultural production system that exist in North-East India. The course intends to familiarise the students with various cropping systems, farming systems and post-harvest management systems.

Unit 1- Introduction- Nature and scope of agriculture. Agricultural Scenario in north east India and Assam, Trends of agricultural production in India and Assam. Agriculture and economic development, Agro-climatic zones, Climate change, Land holding and farmers' categories, Plant propagation and Nursery management, Diversification of agriculture.

Unit 2- Cropping systems in agriculture & horticulture -Crop rotation, Intercropping, Mixed Cropping, Relay cropping, Multi-storied cropping, kharif, rabi and zaid crops. Integrated Farming System, Tillage and soil preparation, Pre and post harvest management of agri-horti crops.

Unit 3- Practical –Plant propagation techniques, Model preparation on diversified integrated farming systems,

3. Apiculture (Syllabus 1)

Skill enhancement course
Apiculture
Code: ZOO-
Credit: 2(T) + 1 (P)

Course Objectives:

Apiculture is the scientific method of rearing or management of colonies of honey bees for obtaining honey and other bee products as well as getting pollination services. Bee keeping covers entomology, horticulture, agriculture, animal husbandry, forestry etc. This field bears tremendous potential of generating sustainable livelihood as the honey bee products has high market value in medicinal, pharmaceutical, cosmetics, food industries etc. The objectives of the course are to impart knowledge on biology, rearing techniques, diseases and enemies of bees, prospects of the field to venture in entrepreneurship development by their own or to pursue higher studies in the field.

Course Learning Outcome:

Upon completion of the course, students should be able to:

- Understand the biology and rearing methods, tools and techniques of honey bees
- Acquire practical skill of identifying stages of honey bees, structure of bee hives etc
- Understand the value and economics of honey bee products in the market.
- Develop curiosity to venture in the field as entrepreneur or to pursue research in future.

Skill enhancement course
Apiculture
Code:
Credit: 2(T) + 1 (P)

THEORY

Hours 30

Unit 1: Biology of Bees, Diseases and Enemies

12h

Types and Biology of HoneyBees, Social Organization of Bee Colony, Bee Diseases and Enemies, Control and Preventive measures

Unit 2: Rearing of Bees	12h
Artificial Bee rearing (Apiary), Beehives – Newton and Langstroth, Bee Pasturage, Selection of Bee Species for Apiculture, Bee Keeping Equipment, Methods of Extraction of Honey (Indigenous and Modern)	
Unit 3: Bee Economy and Entrepreneurship in Apiculture	8h
Apiculture Industry and products of bees and their Uses (Honey, Bees Wax, Propolis, Pollen etc)	

Apiculture	
PRACTICAL	Hours
1. Study of the various stages of Life cycle of Honey bee.	15
2. Identification of various equipment of bee keeping.	
3. Methods of Extraction of Honey (Indigenous and Modern).	
4. Structure of bee hives (Newton and Langstroth).	
5. Preparation of slide- pollen basket, sting-apparatus	
6. Testing of purity of honey.	
7. Preparation of a report on pathogens and pests of honey bees	

Suggested Readings:

1. Prost, P. J. (1962). Apiculture. Oxford and IBH, New Delhi.
2. Bisht D.S., Apiculture, ICAR Publication.
3. Singh S., Beekeeping in India, Indian council of Agricultural Research, New Delhi.

Syllabus2

GU FYUGP-2023
Sub: ZOOLOGY
SKILL ENHANCEMENT COURSES
APICULTURE

CREDITS-4

Unit 1: Biology of Bees

History, Classification and Biology of Honey Bees
Social Organization of Bee Colony

Unit 2: Rearing of Bees

Artificial Bee rearing (Apiary), Beehives–Newton and Langstroth
Bee Pasturage
Selection of Bee Species for Apiculture
Bee Keeping Equipment
Methods of Extraction of Honey (Indigenous and Modern)

Unit 3: Diseases and Enemies

Bee Diseases and Enemies
Control and Preventive measures

Unit 4: Bee Economy

Products of Apiculture Industry and its Uses (Honey, Bees Wax, Propolis), Pollen etc

Unit 5: Entrepreneurship in Apiculture

Bee Keeping Industry–Recent Efforts, Modern Methods in employing artificial Bee hives for cross pollination in horticultural gardens

SUGGESTED READINGS

- Prost, P. J. (1962). *Apiculture*. Oxford and IBH, New Delhi.
- Bisht D.S., *Apiculture*, ICAR Publication.
- Singh S., *Bee keeping in India*, Indian council of Agricultural Research, New Delhi.

4. Art of Acting

Paper name:- **Art of Acting**

Credits: 3

Theory classes: 17 classes (one hour each – 17 hrs)

Practical classes: 16 classes (two hours each – 32 hrs)

Total Marks: 100

Theory: 50 Marks

Practical: 50 Marks

Course Description: Individuals at this job need to enact various characters for various theatre & media productions like; feature film, advertising film, documentaries, short films, television series, daily soaps etc

Objectives: This job requires the individual to have the essential to perform i.e. excellent communication skills, control over body, mind and voice, flair for mimicry and drama, sense of humour, emotional rendering, flexibility of body and voice, versatility, language skills etc. The individuals must be able to perform confidently and adapt performance to different emotions and characters accordance to requirements. The individuals must be able to understand and interpret requirements correctly and be capable of offering suggestions/alternatives to his/her director during shooting.

Specific Objectives:

1. Performance techniques and principles
2. The essential elements for performance (good health, voice, communication skills, body language, body flexibility, emotional rendering, control over voice and body, voice modulation etc)
3. How to maintain continuity of voice quality and physic throughout the performance
4. How to maintain the same tempo, tone, volume and pitch during the role/character performed earlier
5. How to increase and maintain body flexibility
6. How to concentrate on a particular role/character and focus on the performance
7. How to breathe correctly and have control over it
8. The basic of media industry and different roles different professionals play
9. How to listen to instructions carefully
10. How to infer the meaning of dialogues and action
11. How to enact and emote through voice, accent and body
12. How to use his/her body and voice to convey emotions and different characters through developed techniques
13. How to sing, dance (optional) if required/demanded by the role/character
14. How to come up with answers and suggestions/alternatives to offer his/her director during performance.
15. How to overcome performance pressure and anxiety and perform confidently

Course Outcome: Individuals at this job need to enact various characters for various theatre & media productions like; feature film, advertising film, documentaries, short films, television series, daily soaps etc

Course Content:

Unit 1: Basic knowledge about Acting

Marks: 10

- What is Acting?
- Types of Acting
- Types of Actor
- Camera acting versus Stage acting

Unit 2: Introduction to different School of Acting

Marks: 10

- Analyzing and practicing the different schools of Acting.
(Western Schools of Acting including Stanislavsky's Method Acting, Michael Chekhov's Psycho-physical approach', Meisner technique, Devid Mamet and William H. Macy's Practical Aesthetics, Brecht's Epic Drama etc.)
- Natyashastra and Rasa Theory

Unit 3: Actors Preparation (basic information and practice)

Marks: 10

- Voice & Music:
To develop voice range, scale, rhythm etc.
- Speech: Accents and Dialects
- Body Movement & Yoga: To develop flexibility of body, impulse etc.

Unit 4: Characterization

Marks: 10

- Play reading and Play analysis
- Character Analysis

Unit 5: Improvisation

Marks: 10

- Improvisation: To enhance an actor's abilities,
To develop Skills such as: *active listening, being in the moment, following intuition and making strong choices.*
- Actors preparation: The Embodied Voice:
Acting: Scene Study
Movement: Exploration
Improvisation: Spontaneity in Action & speech
- Actors skill : Writing Your Story
Expand Your Range
Experimentation and Performance
- Audition: How to prepare for different kind of Audition

PRCTICL -Improvisation, Characterization, Presentation or Production: 50 marks

Text book:(ANY ONE OR TWO)

1. Hamlet by William Shakespeare.
2. Mritchakatikam by Shudrak.
3. Eja Jonakirjilmil by Dr. Bhabendra Nath Saikia.
4. Rupaleem by Jyotiprasad Agarwala.
5. AshadKaEk Din by Mohan Rakesh.
6. The Cherry Orchard Anton Chekhov.

References:

1. Natya Shastra by Bharatmuni.

2. The Stanislavsky System by Sonia Moore.
3. An actor prepares by Konstantin S. Stanislavsky.
4. Creating a role by Konstantin S. Stanislavsky.
5. Building a character by Konstantin S. Stanislavsky.
6. To the Actor by Michael Chekhov.
7. On the technique of acting by Michael Chekhov.

5. ASAMIYA AKHAR JOTANI

প্রথমষাণ্মাষিক

(Skill Course) Syllabus

অসমীয়াআখৰজোঁটনি

-By Ratnapith College

উদ্দেশ্য:

অসমীয়াভাষাবৃত্তিগতভাৱেব্যৱহাৰকৰিবলৈশুদ্ধআখৰজোঁটনিৰজ্ঞানঅপৰিহাৰ্য।এইপাঠ্যতঅসমীয়াআখৰজোঁটনিৰনিয়মআৰুকৌশলসম্পৰ্কীয়জ্ঞানসন্নিবিষ্টহৈছে

- প্রথমগোট : বৰ্ণাশুদ্ধিৰকাৰণ :
স্বৰধ্বনিগতবৰ্ণাশুদ্ধি - স্বৰধ্বনিআৰুআখৰৰসম্পৰ্ক, স্বৰচিহ্ন।
- দ্বিতীয়গোট : ব্যঞ্জনধ্বনিগতবৰ্ণাশুদ্ধি :
ব্যঞ্জনধ্বনিআৰুআখৰৰসম্পৰ্ক, যুক্তাক্ষৰ।
- তৃতীয়গোট : ভুলপ্ৰয়োগ :
বিভক্তি, প্ৰত্যয়, চন্দ্ৰবিন্দু, যতিচিহ্ন, তৎসমশব্দৰবানান, থলুৱাশব্দৰবানান
- চতুৰ্থগোট : লিপ্যন্তৰপদ্ধতিআৰুপ্ৰয়োগ

সহায়কগ্ৰন্থ (নিৰ্বাচিত)

অসমীয়াআখৰ-জোঁটনিআৰুলিপ্যন্তৰপদ্ধতি : গুৱাহাটী বিশ্ববিদ্যালয়

অসমীয়াআখৰ-জোঁটনিঅসমীয়া: গোলকচন্দ্ৰগোস্বামী

ব্যাকৰণতত্ত্বআৰুতাত্ত্বিক : খগেশসেনডেকা

নিকাঅসমীয়াভাষা : মহেশ্বৰনেওগ

6. Basic Analytical Chemistry

--By Nabajyoti College Kalgachia

Skill Enhancement Course (SEC)

CHEMISTRY

Course Code:

(Contact Hours-45 Lectures; Credits:)

Full Marks = 80 [End Semester Exam (60) Internal Assessment (20)]

Unit I: Introduction

Introduction to Analytical Chemistry and its interdisciplinary nature. Concept of sampling. Importance of accuracy, precision and sources of error in analytical measurements. Presentation of experimental data and results, from the point of view of significant figures.

6 Lectures, Marks –6

Unit II: Basic principles of quantitative analysis

Estimation of metal ions from aqueous solution, geometrical isomer, keto-enol tautomers, determination of metal complex composition using Job's method of continuous variation and mole ratio method.

6 Lectures, Marks – 8

Unit III: Analysis of soil

Composition of soil, Concept of pH and pH measurement, Complexometric titrations, Chelation, Chelating agents, use of indicators

- Determination of pH of soil samples.
- Estimation of Calcium and Magnesium ions as Calcium carbonate by complexometric titration.

8 Lectures, Marks - 10

Unit IV: Analysis of water

Definition of pure water, sources responsible for contaminating water, water sampling methods, water purification methods.

- Determination of pH, acidity and alkalinity of a water sample.
- Determination of dissolved oxygen (DO) of a water sample.

8 Lectures, Marks - 12

Unit V: Analysis of food products

Nutritional value of foods, idea about food processing and food preservations and adulteration.

- Identification of adulterants in some common food items like coffee powder, asafoetida, chilli powder, turmeric powder, coriander powder and pulses, etc.
- Analysis of preservatives and colouring matter.

9 Lectures, Marks - 12

Unit VI: Chromatography

Definition, general introduction on principles of chromatography, paper chromatography, TLC etc.

- a. Paper chromatographic separation of mixture of metal ion (Fe^{3+} and Al^{3+}).
- b. To compare paint samples by TLC method.

8 Lectures, Marks - 12

Suggested Applications

- a. To study the use of phenolphthalein in trap cases.

Suggested Instrumental demonstrations:

- a. Estimation of macro nutrients: Potassium, Calcium, Magnesium in soil samples by flame photometry

Reference Books

1. Willard, H.H., Merritt, L.L., Dean, J. & Settoe, F.A. *Instrumental Methods of Analysis*, 7th Ed. Wadsworth Publishing Company Ltd., Belmont, California, USA, 1988.
2. Skoog, D.A., Holler, F.J. & Crouch, S. *Principles of Instrumental Analysis*, Cengage Learning India Edition, 2007.
3. Skoog, D.A.; West, D.M. & Holler, F.J. *Analytical Chemistry: An Introduction 6th Ed.*, Saunders College Publishing, Fort Worth, Philadelphia (1994).
4. Harris, D. C. *Quantitative Chemical Analysis*, 9th ed. Macmillan Education, 2016.
2. Dean, J. A. *Analytical Chemistry Handbook*, McGraw Hill, 2004.
3. Day, R. A. & Underwood, A. L. *Quantitative Analysis*, Prentice Hall of India, 1992.
4. Freifelder, D.M. *Physical Biochemistry 2nd Ed.*, W.H. Freeman & Co., N.Y. USA (1982).
5. Cooper, T.G. *The Tools of Biochemistry*, John Wiley & Sons, N.Y. USA. 16 (1977).
6. Vogel, A. I. *Vogel's Qualitative Inorganic Analysis 7th Ed.*, Prentice Hall, 1996.
7. Mendham, J., *A. I. Vogel's Quantitative Chemical Analysis 6th Ed.*, Pearson, 2009.
8. Robinson, J.W. *Undergraduate Instrumental Analysis 5th Ed.*, Marcel Dekker, Inc., New York (1995).
9. Christian, G.D. *Analytical Chemistry*, 6th Ed. John Wiley & Sons, New York, 2004.

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Course Code:

Basic Analytical Chemistry (Lab Work)

(Contact Hours- Lectures; Credits:)

Full Marks = 20

- I. Any one Experiment to be Set in the Examination 1X8=8
 - a. Separation and identification of monosaccharides present in a given mixture (Glucose and Fructose) by paper chromatography. Report Rf Values.
 - b. Separation of organic compounds present in a given mixture by TLC method.
 - c. Estimate the Ni (ii) present in a given solution by gravimetric analysis.
 - d. Estimate the alkali present in a given antacids.

e. Determine the dissolve oxygen in water.

II. Identification of different analytical instruments. 4

II. Practical Note Book 3

III. Viva-Voce 5

Reference Books

1. Vogel, Arthur I: A Test book of Quantitative Inorganic Analysis (Rev. by G. H. Jeffery and others) 5th Ed., The English Language Book Society of Longman.
2. Willard, Hobert H. et al.: Instrumental Methods of Analysis, 7th Ed., Wardsworth Publishing Company, Belmont, California, USA, 1988.
3. Khopkar, S.M. Basic Concepts of Analytical Chemistry. New Age, International Publisher, 2009.

7. Basic Instrumentation Skills

Credits: 3 (Theory: 3, Lab: 1)

Theory: 20 Lectures

Preferred minimum qualifications of the teacher/instructor: Assistant Professor of Physics/B.E./B.Tech in Instrumentation/Mechanical Engineering.

This course is to get exposure with various aspects of instruments and their usage through hands-on mode. Experiments listed below are to be done in continuation of the topics.

Theory

Unit I: Basic of Measurement (Lectures 3)

Instruments accuracy, precision, sensitivity, resolution range etc. Errors in measurements and loading effects. Multimeter: Principles of measurement of dc voltage and dc current, ac voltage, ac current and resistance. Specifications of a multimeter and their significance.

Unit II: Electronic Voltmeter (Lectures 3)

Advantage over conventional multimeter for voltage measurement with respect to input impedance and sensitivity. Principles of voltage, measurement (block diagram only). Specifications of an electronic Voltmeter/ Multimeter and their significance. AC millivoltmeter: Type of AC millivoltmeters: Amplifier- rectifier, and rectifier- amplifier. Block diagram ac millivoltmeter, specifications and their significance.

Unit III: Cathode Ray Oscilloscope (Lectures 4)

Block diagram of basic CRO. Construction of CRT, Electron gun, electrostatic focusing and acceleration (Explanation only – no mathematical treatment), brief discussion on screen phosphor, visual persistence & chemical composition. Time base operation, synchronization. Front panel controls. Specifications of a CRO and their significance.

Unit IV: (Lectures 4)

Use of CRO for the measurement of voltage (dc and ac frequency, time period. Special features of dual trace, introduction to digital oscilloscope, probes. Digital storage Oscilloscope: Block diagram and principle of working.

Unit V: Signal Generators and Analysis Instruments (Lectures 6)

Block diagram, explanation and specifications of low frequency signal generators, pulse generator, and function generator. Brief idea for testing, specifications. Distortion factor meter, wave analysis.

The test of lab skills will be of the following test items:

1. Use of an oscilloscope.
2. CRO as a versatile measuring device.
3. Use of Digital multimeter for measuring voltages
4. Circuit tracing of Laboratory electronic equipment,
5. Winding a coil /transformer.
6. Study the layout of a circuit.
7. Trouble shooting a circuit

Lab

1. To observe the loading effect of a multimeter while measuring voltage across a low resistance and high resistance.
2. To observe the limitations of a multimeter for measuring high frequency voltage and currents.
3. Measurement of voltage, frequency, time period and phase angle using CRO.
4. Measurement of rise, fall and delay times using a CRO.
5. Measurement of R, L and C using a LCR bridge/ universal bridge.

Open Ended Experiments:

- Using a Dual Trace Oscilloscope
- Converting the range of a given measuring instrument (voltmeter, ammeter)

Reference Books

- [1] Electronic Measurements and Instrumentation, K. Lal Kishore, Pearson India
- [2] Electrical and Electronics Measurements and Instrumentation, Prithwiraj Purkait, Budhaditya Biswas, Santanu Das, Chiranjib Koley, McGraw Hill India.
- [3] A text book in Electrical Technology - B L Theraja - S Chand and Co.
- [4] Performance and design of AC machines - M G Say ELBSEdn.
- [5] Digital Circuits and systems, Venugopal, 2011, Tata McGraw Hill.
- [6] Logic circuit design, Shimon P. Vingron, 2012, Springer.
- [7] Digital Electronics, Subrata Ghoshal, 2012, Cengage Learning.
- [8] Electronic Devices and circuits, S. Salivahanan & N. S.Kumar, 3rd Ed., 2012, Tata McGraw Hill
- [9] Electronic circuits: Handbook of design and applications, U.Tietze, Ch.Schenk, 2008, Springer
- [10] Electronic Devices, 7/e Thomas L. Floyd, 2008, Pearson India

8. Basic Programming in C

(Skill Enhancement Course)

---ByDept of Computer Science, GU

1. Learning Outcomes: After completing this course, the students will be

- Familiar with what a programming language is
- Familiar with flowchart and pseudo code
- Familiar with the constructs of C programming languages
- Capable of writing basic C programs

2. Prerequisites: NIL

3. Semester: 1

4. Course type: Skill Enhancement Course

5. Course level: 100-199

6. Theory credit:2

7. Practical credit: 1

8. Number of required hours:

a) **Theory:** 30 hrs (30classes)

b) **Practical:** 30 hrs (15 classes)

9. Reference books:

- B.S. Gottfried, "Schaum's Outline of Theory and Problems of Programming with C", Mcgraw-Hill, 2007.
- B. Kernighan, D. Ritchie, "The C Programming Language", Second Edition, Prentice Hall, 1988
- E. Balaguruswami, "Programming in ANSI C", 2nd Ed., Tata McGraw Hill, 2004.

10. Contents of Syllabus:

Unit 1: Programming Basics

(3 Lectures)

Introduction to programming languages. Low-level and high-level language and their characteristics. Compiler vs. interpreter. IDE. Bugs and its types. Algorithms, pseudocodes and flowcharts. Overview of the C programming language. Structure of a C program.

Unit 2: Data types and Operators

(6 Lectures)

Basic data types in C - integers, floats, doubles, characters, and void. Size and range of values of data types. Variables. Declaring variables. Operators and expressions, Input and output statements – getchar(), getc(), getch(), putchar(), putc(), puts(), scanf(), printf(), format specifiers. Typecasting. Operators in C – binary and unary operators. Arithmetic, assignment, logical, comparison, bitwise and conditional operators. Order of precedence of operators. Associativity of operators. Expressions and statements in C. L-value and R-value. Basic syntax and semantics for expressions and statements.

Unit 3: Control Structures, Functions and Header files

(8 Lectures)

Control structures in C. Decision making with if, if-else, switch statements. Nested conditions. Looping with while, do-while, and for statement. Break and continue statements. Nested loops. Introduction to functions. Function prototypes and arguments. Defining and calling functions in C. Return values and types. Formal and actual parameter. Call by value, Call by reference. Introduction to recursion. Writing recursive functions in C. Importance of main() function, return type of main() function. Preprocessor directives. Include and Define statements. Header files.

Unit 4: Arrays and Strings

(4 Lectures)

Introduction to arrays. Declaration and initialization of arrays. Accessing array elements. Multidimensional arrays. Introduction to strings. Declaration and initialization of strings. String input and output in C. String manipulation functions in C – strlen(), strcpy(), strcat(), strcmp().

Unit 5: Pointers and Memory Allocation

(3 Lectures)

Introduction to Pointers. Pointer declaration and initialization. Pointers and addresses. Pointers and arrays. Pointers and functions. Review of call by reference. Pointer arithmetic.

Unit 6: Structure and Union

(3 Lectures)

Introduction to structures. Declaration and initialization of structures. Accessing structure members. Nested structures and arrays of structures. Unions in C. Declaration and initialization of unions. Accessing union members. Differences between structures and unions.

Unit 7: File Handling and Preprocessor Directives

(3 Lectures)

Introduction to file handling in C. Opening and closing files – fopen(), fclose(). Modes of opening a file. Binary files and text files. Reading and writing files – fgetc(), fgets(), fread(), fputc(), fputs(), fwrite(). File pointers.

List of Practical

(This is a suggestive list only. Problems need not be restricted to this list.)

1. Write a program in C to print “Hello World”
2. Write a program to take input of two numbers and print their sum, product and difference.
3. Write a program to find the smallest or greatest of three numbers given as input.
4. Write a program to compute simple interest from user given inputs.
5. Write a program to compute factorial of a user given number.
6. Write a program to print the sum and product of digits of an integer.
7. Write a program to print a triangle of stars as follows (take number of lines from user as input):
*

8. Write a program to reverse a number.
9. Write a program to compute the sum of the first n terms of the following series
 $S = 1 + 1/2 + 1/3 + 1/4 + \dots$
10. Write a program to compute the sum of the first n terms of the following series
 $S = 1 - 2 + 3 - 4 + 5 - \dots$
11. Write a function that checks whether a given string is Palindrome or not.
12. Write a function to find whether a given no. is prime or not.
13. Write a program to compute the factors of a given number.
14. Write a program that accepts 10 numbers from the user, stores the numbers in an array and finally displays the maximum and minimum of the numbers.
15. Write a program to perform following operations on strings:
 - a) Convert all lowercase characters to uppercase
 - b) Convert all uppercase characters to lowercase
 - c) Calculate number of vowels in the string
 - d) Reverse the string
16. Write a program to implement struct in C. Create a structure of Student with RNo, Name and other credentials with proper datatype and print the same.
17. Write a program to implement union in C. Create a structure of Person with Pid, Name and other credentials with proper datatype and print the same.
18. Write a C program that opens a file for reading and displays the contents of the file in binary mode and text mode.

19. Write a C program that opens a file for reading and displays the contents of the file character by character and line by line on the screen.
20. Write a C program to open a file and count the number of characters and lines in the file.
21. Write a C program that opens a file in append mode and allows the user to add text to the end of the file.

9. Basics of Laboratory Practices in Zoology

(Total: 3 credits)

THEORY (2 credits)

Unit 1: Introduction to Biological Lab (5)

Practical and observation notebook maintenance, Instrument calibration, Glass wares and lab instruments cleaning and maintenance, museum specimens, specimen cataloging and preservation

Unit 2: Bioinstrumentation (9)

Basics of microscopy, spectrometry, colorimetry and microtomy. Autoclave, incubator, laminar air flow, centrifuge, pH meter, chromatography, electrophoresis, and pipetting (traditional and automatic)

Unit 3: Solution preparation (5)

General Math skills in reagent preparation, percent solutions, molarity, molality, normality, buffer solutions, reagents, and stains

Unit 4: Laboratory safety (3)

Basics of laboratory safety, handling and storage of chemicals and reagents, precautions in handling hazardous chemicals

PRACTICAL (1 credit)

1. Instrument calibration
2. Reagent preparation
3. Specimen submission

Reference books:

1. Ananta Swargiary. Biological Tools and Techniques. Kalyani Publications.
2. S.C. Nigam and Omkar. Experimental Animal Physiology and Biochemistry. New Age International Publishers.
3. Gerardus Blokdyk. Good Laboratory Practice - A complete guide. 5 Star Cooks Publishers.

10.Beautician and Makeup

BEAUTICIAN COURSE

Total Marks = 100 (Theory 30 marks + Practical 70 Marks)

The syllabus of basic beautician course covers the basics of various beauty services. The basic beauty parlor course syllabus is designed from a perspective of a beginner and covers the basics such as threading, facial stokes, bridal make up, party makeup, waxing, hair styling and more.

Threading (face, forehead, upper lips, etc.)	Facial Stokes
Skin care	Waxing
Manicure & pedicure	Head Massage
Basic Bridal Make-up	Basic Hair Cutting
Basic Make-up	SPA
Hairstyle	Hair Care & Bun
Bleaching	

COURSE OUTCOME:

This skill enhancement course will be designed in a way to develop the student's practical skill and theoretical knowledge to a level that they can expect to make a career in the beauty industry. This will encourage the female students to develop entrepreneurial skills, which in turn, would make them self-dependent and also boost their self confidence.

11. Bodo Cuisine and FOOD PROCESSING Skills

BOD-Skill Enhancement Course

Marks= 50 (Theory) + 50 (Practical)=100

Paper Title: Food processing system of the Bodos: Tradition to Modernity (1st)

Course outcomes:

- Come to know about the food processing system of the Bodos from past to present

Unit I: An introduction to the food processing system: method and types 20

Unit II: Food preservation system of the Bodos: Past, present and future prospect 20

Unit III: Impact of modern foods on Bodo food habits 10

Note: Practical will be taken from prescribed topics given below:

1. Collection and documentation of materials for traditional Bodo food recipes
2. Presentation on traditional Bodo food presentation system
3. Presentation on traditional Bodo beverage

Suggested Readings:

1. Boro-KocharirSomajAruSanskriti: BhabenNarzee
 2. Principle of Food Science Part-II :Physcal Method of Food Preservation- M. Kare, O.R.
 3. Fennema and D.B. Lurd, Marcel Dekkar
 4. Principles of Food Preservation- V. Kyzlimk, Elsevier Press
 5. Modern Food Microbiology- Jemes M Jay, D. Van Nostrand
 6. Nutrition and dietics- Rose
 7. Nutrition and dietics- Joshi
-

12. BUSINESS COMMUNICATION

By- Ratnapith College

DEPARTMENT OF ENGLISH

CREDITS- 2

TOTAL MARKS- 100

Learning Objectives

After studying this course, students will be able to improve presentation skills to be learnt by effective use of verbal and non-verbal communication for the professional field. The students will also be able to acquire practical employability skills to be disseminated through focused sessions on practical employable knowledge and will be able to enhance professional communication.

UNIT 1- THEORY OF BUSINESS COMMUNICATION

- Introduction
- What is Business Communication?
- Language of Business Communication
- Miscommunication & Effective Communication

UNIT 2 -Writing Skills

- Summarising & Paraphrasing
- Job-Oriented Skills- CV, Resume & Bio- Data, Job Application Letter.
- Documentation.
- Letter Writing- Applications, Business Letters
- Report- Analytical Report, Project Report

UNIT 3- PRACTICE SESSIONS-

- Advertisements & Invitation
- Making Online Academic/Work Profile- LinkedIn.
- Speaking Skills, Presentation Skills- Oral Presentation, Ppt. Preparation, Ppt. Presentation.
- Interview- Promotion Interview, Job Interview, Business Interview

The recommended readings given at the end are only suggestive; the students and teachers have the freedom to consult other materials on various units/topics given below.

Suggested Readings

- Kaushik, J.C. and K.K. Sinha eds., English for Students of Commerce, Oxford University Press, New Delhi.
- Sethi, Anjana & Bhavana Adhikari, Business Communication, Tata McGraw Hill.
- Anjana Neira Dev, et.al, eds. Business English, Department of English, University of Delhi, 2011, Pearson Publications, New Delhi.

13. Byabaharik Asomiya

--By Laharighat College

প্ৰথমগোটে:

আৰুপিঠঃপদ্ধতিআৰুকৌশল।

দ্বিতীয়গোটে:

ছপাআৰুবদৈয়ুতনিমাধ্যমৰবাববেজিঞাপনলখন, ইংৰাজীহিন্দীবজিঞাপনৰ
অসমীয়াঅনুবাদ।

তৃতীয়গোটে:

অনুবাদঃসংবাদ,প্ৰবন্ধ, সাক্ষাকাৰ।

চতুৰ্থগোটে:

চিত্ৰনাট্ৰমৰ্শমাণঃসাহিত্যৰচিত্ৰায়ণ।

(Syllabus 2)

Byabharik Asomiya

--By Nabajyoti College, Kolgachai

SEC Syllabus of FYUGP

Gauhati University

B.A 1st semester

Subject: Assamese

Paper Name : ব্যৱহাৰিক অসমীয়া

Total Marks : 100

<u>প্ৰথম গোট :</u>	২০
আৰ্হি পাঠ : পদ্ধতি আৰু কৌশল	
<u>দ্বিতীয় গোট:</u>	২০
ছপা আৰু বৈদ্যুতিন মাধ্যমৰ বাবে বিজ্ঞাপন লেখন, ইংৰাজী হিন্দী বিজ্ঞাপনৰ অসমীয়া অনুবাদ।	
<u>তৃতীয় গোট :</u>	২০
অনুবাদ : সংবাদ , প্ৰবন্ধ , সাক্ষাৎকাৰ	
<u>চতুৰ্থ গোট :</u>	২০
চিত্ৰনাট্য নিৰ্মাণ: সাহিত্যৰ চিত্ৰায়ণ	
<u>পঞ্চম গোট :</u>	
বৈদ্যুতিন মাধ্যমৰ বিজ্ঞাপনৰ ভিডিঅ'গ্ৰাফী/ চিত্ৰনাট্য প্ৰদৰ্শন	২০

14. বাংলাভাষার বিভিন্ন ব্যবহারিক দিক ও সম্ভাবনা

Paper Code - BEN SEC PAPER- 1		Credits-3
Paper Title -বাংলা ভাষার বিভিন্ন ব্যবহারিক দিক ও সম্ভাবনা		External Marks—80
(প্রুফ সংশোধন, পরভাষা ওসম্পাদনা)		Internal Marks—20*
Units	Topics	Marks
I	বাংলা বানান বর্ধি ও প্রুফ সংশোধন বাংলা বানান বর্ধিরি প্রাথমিক ধারণা, প্রুফ সংশোধন চহ্ন, প্রুফ সংশোধনরে সংজ্ঞা, বশেষ্ট্র, সমস্যা, প্রয়োজনীয়তা, রীতি ও ব্যবহারিক প্রয়োগ	20
II	বাংলা পরভাষা পরভাষার সংজ্ঞা, বশেষ্ট্র ও আবশ্যকতা, বয়িত্তিক পরভাষার ধারা (সাহিত্য-শলিপরে পরভাষা, বাণজ্যরে পরভাষা, বজ্ঞানরে পরভাষা, প্রশাসনিক ও রাজনৈতিক পরভাষা)	20
III	সম্পাদনা পত্রিকা এবং গ্রন্থ সম্পাদনা, সম্পাদনা পদ্ধতি, বশেষ্ট্র, সম্ভাবনা, সমস্যা, প্রত্যাভবান গ্রন্থরে বিভিন্ন অংশ: প্রচ্ছদ, আখ্যাপত্র, উসর্গপত্র, সম্পাদকীয়, ভূমিকা, সূচিপত্র, পুস্তানি, লথেক পরচিতি, ISBN ও ISSN সম্প্রকতিপ্রাথমিকধারণা, পরশিষ্ট, গ্রন্থপঞ্জি, নর্ঘণ্ট	20
IV	আন্তর্জালরে বৃত্তমূলক প্রয়োগ কন্টে রাইটিং, ফরলানসিং, বজ্ঞাপন নর্মাণ, শক্সামূলক ভডিও নর্মাণ, ই-মারকটেং, ব্লগ নর্মাণ কেশল, স্বত্ব-বয়িক আইন (copyright Act), গ্রন্থস্বত্বরে গুরত্ব ও প্রয়োজনীয়তা	20

*Candidates have to attend one Sessional Exam, of 40 marks and submit two Home Assignments each of 20 Marks for Internal Assessment Marks. Internal Assessment marks will be given out of 20 marks by averaging the marks obtained in Sessional Examination and Home Assignments.

Reference Books:

- ১। সুভাষ ভট্টাচার্য – তর্ষিষ্ঠ কষণকাল, আনন্দ পাবলিশার্স
- ২। নীরনেদ্রনাথ চক্রবর্তী (সম্পা.) – বাংলা কী লখিবনে কনে লখিবনে, আনন্দ পাবলিশার্স
- ৩। সুভাষ ভট্টাচার্য – লথেক ও সম্পাদকরে অভধান, আনন্দ পাবলিশার্স
- ৪। পরভাষা কেষ – সুপ্রকাশ রায়, বদ্যোদয় লাইব্রেরী
- ৫। পরভাষা অভধান – বাংলা একাডেমি, ঢাকা
- ৬। রাজশখের বসু – চলন্তিকা, এম. সি. সরকার

৭। শলৈনেদ্র বশ্বাস (সম্পা) – সংসদ বাংলা অভধান, সাহিত্য সংসদ

৮। বানান অভধান- পশ্চমিবঙ্গ বাংলা অকাদমোঁ

৯। প্রুফ সংশোধনরে প্রথম পাঠ – অপরাজতি বন্দ্যোপাধ্যায়, প্রজ্জ্ঞা বকাশ

১০। কম্পউটার এবং ইন্টারনেটে টপিস্ - মো. আনসুর রহমান, তাম্রলপি, ঢাকা

১১। ইন্টারনেটে ইনকাম ও প্রাসঙ্গিক তথ্য – খালকুজ্জামান এল্জী, মম প্রকাশনী, ঢাকা

Outcome: The course will enable students to develop real-life skills about various applications of Bengali language. They will gather theoretical knowledge about proof reading, Bengali terminologies and journal and book editing.

15. Computer and Office Automation

Subject: Information Technology in Business

Course: SEC

Course Level:

Course Title: Computer and Office Automation

Total Marks:-100

(External-50)

(Internal-50)

Course Description: The main objective of this course is to make the students aware about the best use of technology to make the business potent. As it is an established fact that technology can become one of the key success factors for the company, enhanced knowledge of technology and advanced computer applications can give added advantage to new generation managers. The entry of big multinationals in Indian market also makes it pertinent for managers to have proficiency in latest technologies so that they can gain an edge over other professionals. This course is designed to provide proper support to the students for better understanding of technology and its application in business today.

Evaluation pattern:

Quiz 10% Assignments / Projects 10% Class participation 10% Mid Semester Examination 30% End Term Examination 40% Pedagogy: Lectures• Case study• Minor projects• Session Course Content Percentile weightage 1 - 4 Information Technology's Role in Business and its Basics 15% 5- 10 Identifying Competitive advantages through technology, Supportive 15% organizational structure for Strategic Initiatives 11 - 17 Strategic Initiatives using IT : SCM, CRM and ERP, Measuring the success of Strategic Initiatives 15% 18 - 25 Extending the organization, Building a Customer Centric Organization, Integrating Organization 15% 26 - 32 Organizational Information, Accessing Organizational Information, Creating Innovative Organizations 10% 33 - 41 Teams, Partnerships and Alliances, Building Software to support an agile organization, 15% 42 - 50 Outsourcing Development, Ethics in using IT, Emerging Trends and Technologies 15%

Text Book: 1. Business Driven Technology by Haag/Baltzan/Philips, 2nd ed Tata McGraw Hill Publication.

Reference Books: 1. Enterprise Systems for Management by Luvai Motiwalla, Guido Tabellini, Jeffrey Thompson, Pearson Education 2. e-Business 2.0 Roadmap for Success by Dr. Ravi Kalakota, Marcia Robinson, Pearson Education 3. Management of Information Technology by Carroll W. Frenzel and John C. Frenzel, fourth Edition, Thomson Press 4. E-commerce – A Managerial Perspective by P. T. Joseph, Prentic Hall India Publications. 5. Marketing of High-Technology Products and Innovations, 3/e by Jakki J Mohr, Sanjit Sengupta, Stanley Slater, Pearson Education.

16. COMPUTER APPLICATIONS

(Syllabus-1)

(This SEC paper is Open to All)

(CREDIT: 1 Theory+ 2 Practical)

UNIT 1: 3 hours

Word Processing: Introduction to word processing, creating and saving a document, paragraph formatting techniques, working with tables. Spreadsheet: Concept of worksheets and workbooks, creating charts and graphics in MS Excel, Power Point presentation: Creating Graphs, tables, charts, use of animation and multimedia.

UNIT 2: 4 hours

Database management system: Definition of Database, Traditional file approach vs DBMS approach, characteristics of the Data base approach, DBMS user, Role of a DBA, advantages and disadvantages of using DBMS, DBMS architecture. ER Model as a tool for conceptual design entities, attributes and relationships, weak and strong entities, conversion of ER model into relational schema. ANSI SQL-92 Standards: DDL, DML.

UNIT 3: 2 hours

System development life cycle: System models and types of models, system analysis, feasibility analysis, cost benefit analysis, payback period.

UNIT 4: 3 hours

TALLY: Basic definition of Tally, Features of Tally, Advantages and disadvantages of Tally, Tally accounting, manual accounting, and financial accounting.

Practical: 48 hours

- (i) Preparation of MS Word Document with various features (font, size etc)
- (ii) Preparation of MS Excel Document with various features.
- (iii) Preparation of PowerPoint presentation.
- (iv) Tally, ERP9 Install
- (v) GST in Tally. ERP9
- (vi) Interest calculation
- (vii) Bill of material
- (viii) Prepare profit and loss account, balance sheet.

Suggested Books:

- | | |
|--|-----------------|
| 1. Computer applications in business. | R. Paraeswaram |
| 2. Introduction to database management system. | CJ Date |
| 3. Tally ERP9 Training Guide- 4 th Revised and updated edition. | Ashok K Nadhani |

(Syllabus-2)

COMPUTER APPLICATION COURSE

1. Total Marks = 100 (Practical 60+ Theory 40 Marks)

Syllabus-

Unit 1- Computer Basics	(3 Lectures)
Unit 2- MS Office	(5 Lectures)
Unit 3- Computer Repair and Maintenance	(8 Lectures)
Unit 4- IT Fundamentals	(6 Lectures)
Unit 5- Computer Network	(3 Lectures)

COURSE OUTCOME:

On completion of this skill enhancement the student will-

- Familiarize with MS Office
- Perform documentation and Accounting Operations
- Student can learn how to perform presentation skills
- Can Maintain and repair computers

17. Data Collection and Presentation

Credits: 4

By Ratnapith College

Marks: 100

Course Outcomes:

This course helps students in understanding use of data, presentation of data using computersoftware like MS-Excel. Students will be involved practically to preparation of questionnaires/interview schedules, collection of both primary and secondary data and itspresentation. Students will also be asked to prepare a report on collected data and will beevaluated accordingly.

Course Outline:

1. Use of Data

Use of data in social sciences; types and sources of data; data collection methods. Population census versus sample surveys. Random sampling.

2. Questionnaires and Schedules

Meaning; how to prepare a questionnaire and interview schedule; use of questionnaire and interview schedule for data collection.

3. Presentation of Data

Data presentation in tabular formats; use of diagrams for data presentation; creating charts and diagrams in MS-Excel – bar, line, pie, scatter, radar, bubble diagrams, population pyramids.

Readings:

- 1. S P Gupta, *Statistical Methods*, S Chand.
- 2. Webtech Solutions Inc., *Mastering Microsoft Excel Functions and Formulas*

18. DEMOCRACY AND LEADERSHIP BUIDING

Course Objective:

- To learn the meaning, structure, challenges and conditions for the success of Democracy.
- To enable students to gain leadership qualities.
- To learn the value of public opinion in Democracy.
- To understand the implementation of 73rd amendment in practice.
- To study the women's participation in PRI.
- To make student understand the activities and responsibilities related to NSS and NCC.
- To learn the students the role of media in disseminating information among the masses.

UNIT I: Understanding Democracy

- Meaning
- Features
- Kinds
- Conditions required for success of Democracy
- Challenges

UNIT II: Leadership

- Meaning and Theories.
- Qualities
- Importance
- Challenges

UNIT III: Democracy and Leadership

- Importance of Public Opinion
- Representation (73rd Amendment and rural Governance in India)
- Women's Participation
- Role of NCC and NSS in leadership building
- Role of Mass Media

READING LIST

NATIONAL SERVICE SCHEME MANUAL (REVISED), available at http://nss.wbut.ac.in/documents/NSS_manual_2006.pdf

ANO Handbook, NCC, Available at

https://docs.google.com/viewerng/viewer?url=http://nccindia.nic.in/sites/default/files/ANO+Hand+Book_1.pdf

NirajaGopalJayalandothers,LocalGovernanceinIndia–DecentralisationandBeyond,OxfordUniversity Press, 2006.

AtulKohli(Ed.).TheSuccessofIndia'sDemocracy.Cambridge:CambridgeUniversityPress.

Ghosh,Buddhadeb&GirishKumar-StatePoliticsandPanchayatsinIndiaNewDelhi:Manohar Publishers,2003

Sudhakar, V. New Panchayati Raj System: Local Self-Government Community Development-Jaipur: Mangal Deep Publications, 2002.

R. Erikson and K. Tedin, (2011) *American Public Opinion*, 8th edition, New York: Pearson Longman Publishers,. pp. 40-46.

19. Early Childhood Care and Development

**Skill Enhancement Course 6: Online Early Childhood Care and Education
(Offered by the Department of Education)**

Open for All

Total Credit =3(33 Hours)

Unit 1:

Physical, mental, and language development of early childhood period, Methods of study – observation, interview, case study, etc.

Unit 2:

Meaning of early childhood education, Objectives and importance of early, childhood education

Unit 3:

The curriculum of play way approach – Supporting early literacy, numeracy, and reading skills

Unit 4:

Pedagogy in relation to ECE – Constructing, modeling, questioning, and problem-solving

Unit 5:

Concept and importance of guidance for a child, Guidance methods for a child

20. Ecology and Environmental Management

By Ratnapith College

Credits: 4

Marks: 100

Course Outcomes:

This course focuses on economic causes of environmental problems. In particular, economic principles are applied to environmental questions and their management through various economic institutions, economic incentives and other instruments and policies. Economic implications of environmental policy are also addressed.

Course Outline

1. Introduction

Basic concepts: Environment, Ecology, Economy and the ecosystem. Interaction between the environment and the economy, environmental economics and ecological economics, environmental economics and resource economics.

2. The Theory of Externalities

Externalities: meaning and types of externalities, market failure: meaning, market failure in the presence of externalities; market failure and public goods.

3. The Design and Implementation of Environmental Policy

Environmental Policies: command and control (CAC) approach, economic instruments like Pigouvian taxes and effluent fees, tradable permits and mixed instruments.

4. Environmental Improvements and Sustainable Development

Non-Market values: use and non-use values and optional value, Sustainable Development and its origin, weak sustainability, strong sustainability, ecological perspective and social perspective, Rules and indicators of Sustainable Development.

Readings:

1. Charles Kolstad, *Intermediate Environmental Economics*, Oxford University Press, 2nd edition, 2010.
2. Robert N. Stavins (ed.), *Economics of the Environment: Selected Readings*, W.W. Norton, 5th edition, 2005.

3. Gautam Purkayastha, *Environmental Economics: Theory, Problems and Solutions*, Kalyani Publishers, Reprinted 2016

21. Electronic Circuit Design

Title: Electronic Circuit Design (Credit 2+1 =3)

Target Group: Open for all (Arts, Science and Commerce)

Course Objectives: To make the students able to apply concepts of basic electronic components and design Electronic circuits.

Course Outcomes: By the end of this course, students will be able to

- Explain basic structure, operation and characteristics of different electronic components (Both active and Passive).
- Explain numbers system and logic gates.
- Operation of combinational and sequential logic circuits.
- Design of basic electronic circuits using analog and digital components.
- Application of electronics components in real life situations.

Theory

Unit-I: Analog Electronics (11 Hours)

Basic Circuit Concepts: Resistors, capacitors and Inductors: Fixed and Variable, Construction and Characteristics, basic concept of current source and voltage source, semiconductors- P and N type, PN junction diode, Zener Diode and their I-V characteristics. Rectifiers- Half wave rectifier, Full wave rectifiers with working principle. Filter in electronic circuits, capacitor as a filter, zener diode as voltage regulator, design of regulated power supply. Bipolar Junction Transistor (BJT) and its types, structure, working principle and characteristics for different configurations, transistor as an amplifier and oscillator. OP-AMP and its applications. 555 timer and its applications.

Unit-II: Digital Electronics (11 Hours)

Number Systems: Decimal, Binary, Hexadecimal and Octal number systems, Logic Gates and Boolean algebra: Introduction to Boolean algebra and Boolean operators, Truth Tables of OR, AND, NOT, XOR, NAND and NOR. De Morgan's theorems, minimization and realization of logic equations using Boolean algebra, Standard representation of logic functions (SOP and POS), Multiplexers and Demultiplexers, binary Adders, Flip flops, S-R Flip flop, J-K Flip flop, T and D type flip flop, Basic concepts of Registers and Counters and applications.

PRACTICAL

Unit-III: Hands on Tutorials / demonstration (22 Hours)

1. Familiarization of different analog electronic components.
2. Use of multimeter to measure current, voltage and resistance.
3. Measurement of Amplitude and Frequency of a signal using CRO.
4. To verify the truth table of AND, OR, NOT, XOR, NAND and NOR gates.
5. Realization of logic circuits from Boolean expressions.
6. Design of an electronic circuit in real life application.

Suggested Books

1. Principle of Electronic Devices and Circuits, B.L. Theraja & R.S. Sedha, S. Chand & Company Ltd (2004)
2. Robert L. Boylestad, Essentials of Circuit Analysis, Pearson Education (2004)
3. Digital System Design, M. Morris Mano, Pearson Education Asia, (Fourth Edition)
4. Modern Digital Electronics, R P Jain, McGraw Hill Education (India) Private limited.

22. Electronic Data Processing

Theory = 2 credit, Practical = 1 credit

Learning Objectives

The objective of the course covers fundamental of Computer, data, spreadsheets, data processing terminology, input or output, database management. Providing insight into method and tools for analysis and processing of the data generated by modern information systems, handling huge volume of data, qualitative and quantitative pieces of information, storage and retrieval of data and soon are the main feature of the course.

Course Outcomes

On successful completion of the course, students will be able to understand basic terminology in the area of information system development and management, data analysis, data processing methods. Students will also be able to create SQL for extracting and grouping data from different types of the database management system (DBMS). Students can work as a data entry operator, trainer, and teacher or MIS co-coordinator in schools or college.

Unit wise Syllabus

THEORY

UNIT I - (5 hours)

INTRODUCTION TO COMPUTER AND DATA PROCESSING

Types of Computers, Characteristics and Applications of a Computer System, Component of computer system: Input Units, Output Units, CPU, Computer Memory: Primary and Secondary Memory; Memory Units; Hardware and Software, Number System: Binary Number System, Conversion, Binary Arithmetic.

DATA PROCESSING: Data, Importance of Data, Data Security, Information, Processing of Data, Data Processing Operations: Data Capture; Data Manipulation: Classification, Sorting and Calculations; Information Management, Information Handling Manual, EAM and EDPMachine.

UNIT II - (5 hours)

INTRODUCTION TO SPREADSHEETS

Introduction: What is Worksheet and Workbook, Features of spread sheets, Components of user interface in spread sheet, AutoFill Feature, Formatting Numbers **Operators:** Arithmetic, Comparison and Logical Operators; Copying Formulae, Cell Referencing: Relative, Absolute and Mixed Referencing

Functions: Sum, Average, Count, Max, Min, IF, Using AutoSum

Data Tables: Adding, Deleting, Importing, Exporting, Editing and Formatting

Data Management in Spread sheet: Importing Data from DBMS, Web and Text **What-If Analysis:** Scenario Manager, Goal Seek, Data Entry Forms, Sort and Filter, Data Validations, Conditional Formatting, Hyperlinks, Comments, Pivot

Table **UNIT III - (12 hours)**

INTRODUCTION TO DATABASE MANAGEMENT SYSTEM CONCEPTS

What is Database? Need for a Database, Components and Levels of a Database, Use of Computer for Database, Database Management System, Advantages of using DBMS, Database Examples, Relational Database Management System,

Case Study: A College – Data Redundancy and Data Inconsistency, Data Storage Hierarchy, Characters, Fields, Records, Files, Concept of Keys: Primary, Foreign and Candidate Key

Data Types: Text, Memo, Number, Date/Time, Currency, Auto Number, Yes/No, OLE Object, Hyperlink, Lookup Wizard, Fields, Records, File

Libre Office Base/MS Access etc.: Introduction to DBMS, Components of DBMS GUI, Icons and Views of Objects, Components of DBMS, Data Access Packages, Macros, Modules; Launching and Exiting of DBMS, Structure of a Table, Design View, Icons and Views, Table Navigation, Field Properties: Size, Format, Decimal Places, Caption, Default Value, Allow Zero Length, Required, Input Mask, Record Validation, Lookup Values, Queries: Types of Queries, Relationships, Forms, Reports

PRACTICAL

1. Spreadsheets (11 Hours)

- a. Creating, saving and opening a Worksheet
 - i. Payroll Sheet
 - ii. Sales-Report
 - iii. Balance Sheet
 - iv. Product, Purchase and Inventory
- b. Selecting cells and ranges, Adjusting Row Height And Column Width, Inserting Blank Cells, Rows, Columns; Deleting: Cells, Rows, Columns;
- c. Data entry (Numeric and Alpha); Erasing Data in Cells and Worksheet
- d. Data verification
- e. Data Analysis Using Charts and What-If Analysis
- f. Formula and Functions
- g. Making charts using spreadsheets data and
- h. View: Normal, Page Layout, Page Break Preview, Custom Views, Full Screen, Freeze Panes
- i. Copying data from worksheet into a Word Processing Document

2. DBMS like Libre Office Base/MS Access etc. (11 hours)

- a. Starting and closing DB Applications
- b. Opening and Closing an already existing Database
- c. Creating a Database: Using the Database Wizard, Without using a Database Wizard
- d. Creating Tables and entering data into a table; Viewing and Editing Data in a Table;

- e. Freeze and Unfreeze Columns; Show or Hide Columns
- f. Creating form and entering data into a form
- g. Creating a Query: Using Wizard
- h. Creating a Report: Editing and Deleting of Records
- i. Creating Mail Merge Labels Using Wizard

References:

- 1. Spoken Tutorial - Spoken-Tutorial.org
www.niet.in
- 3. Geeta Sahoo and Gagan Sahoo, Informatics Practices (A textbook of Class XII). Saraswati House Pvt. Ltd.
- 4. MySQL for Professionals, Ivan Bayross
- 5. Fundamentals of Database Management system, Elmasri Navathe.

23. Elements of Art and Design

--By Birina Das, DKGCC

PAPER NAME: ELEMENTS OF ARTS AND DESIGN

TOTAL CREDITS: 3(1+2) 1= 1 hour theory per week, 2= 2 hours practical per week

ABOUT THE COURSE:

The fundamental goal of this course is to plan for development of the media and communication students that would help them to imbibe a sense of arts and design. Elements of arts and design shall give them a thorough understanding to work on various projects while abiding by the principles of designs.

OBJECTIVES:

The course is designed to:

- Introduce the elements of art.
- Educate on the principles of design.
- Acquire knowledge to utilize it in creating, designing and editing.

LEARNING OUTCOMES:

- Comprehensive knowledge on designing any multimedia product including print, electronic or traditional.
- Development of a keen eye for all art forms and design incorporated in media.
- Apply analytical thinking in designing.
- Communication of messages in artistic and accurate way.
- Appropriate presentation of any information.
- Effective use of color in creating, editing and designing.

COURSE OUTLINE:

Elements of Art and Design. (40+60)

Unit No.	Unit Content
Unit - I	Introduction to art; Elements of art; Types; Line, form, Texture, Space, Texture, Color, Value;

Unit - II	Art in Photography; Importance, Advantages, Uses; Uses of art in designing, importance, Preparation of multimedia product by applying elements of art
Unit - III	Color wheel: Primary, secondary, tertiary; Color Scheme: Monochromatic, analogous, complementary, triadic, square and rectangle; Uses in photography and designing. Preparation of multimedia product by incorporating color schemes.
Unit - IV	Concept of design; Definitions; Principles of design, Types, Balance, Contrast, Emphasis, Proportion, Hierarchy, Rhythm, Movement, Unity, Pattern; Preparation of multimedia product by applying principles of design
Unit - V	Principles of design in photography; Importance, Uses, Advantages; Uses of principles of design in media product development, importance;

24. ELT Skill-1



**Department of English Language Teaching
Gauhati University**

FYUGP Year 1 Semester 1

Skill Enhancement Course (SEC)

Developing Soft Skills in English

Level: 100-199	Total marks:100 (External:80 + Internal: 20)	Nature of Course: Skill Enhancement Course	No. of Theory Credits: 3 No. of classes: 36
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Medium of instruction: English(However, local languages will be used in the class along with English for ease of students' understanding.)

Course Description

This course enables students to develop effective soft skills and behaviours that are critical for success in today's competitive job market. It equips students with the essential soft skills that they need to create a positive impression about themselves for both professional and personal success. The key skills introduced in this course include active listening, communicating effectively in groups and use of appropriate body language. It also familiarizes students with presentation skills, and creative and critical thinking skills.

Graduate attributes/Learning outcomes

After completing the course the students will be able to:

- demonstrate their understanding of effective soft skills
- listen actively to interpret both verbal and non-verbal messages
- deliver effective presentations
- identify and solve a given problem by using creative and critical thinking skills
- participate in group discussions confidently

Pre-requisites

There are no prerequisites for this course.

Mode of delivery

Interactive lectures using class discussion, personalized topics, exercises and activities based on class texts and real-life language contexts, collaborative pair and group work, and sharing of feedback. Interactions and discussions can take place in blended mode, through face-to-face classroom teaching and online platforms such as Google Classroom.

Evaluation plan

This course will be assessed through an External(summative) of 80 marks and an Internal (formative) component of 20 marks.

The Internal assessment of 20 marks will be formative, and will be conducted throughout the semester through internal evaluation. It will comprise class assignments, home assignments, participation in class discussions, oral presentations etc. to measure how well students are learning.

Summative assessment will be conducted through a written External examination of 80 marks at the end of the semester to evaluate how far students are able to use the skills and strategies practised in the course.

Course Content

Units	Topics	Teaching Hours
1.	Making a good impression <ul style="list-style-type: none"> ● Good introduction ● Active listening ● Positive body language ● Good communication skills 	4
2	Active Listening skills <ul style="list-style-type: none"> ● Techniques to listen actively ● Interpreting verbal and non-verbal messages 	5
3.	Delivering effective presentations <ul style="list-style-type: none"> ● Knowing your audience ● Speaking confidently: tone, pace ● Structuring your presentation ● Dealing with Q & A ● Using props and visual images 	10
4.	Creative and critical thinking <ul style="list-style-type: none"> ● Identifying the problem ● The problem solving process: brainstorming, analyzing, exploring, and choosing a solution 	6
5.	Group communication <ul style="list-style-type: none"> ● Negotiation skills ● Team building skills ● Leadership skills 	8
6.	Body language <ul style="list-style-type: none"> ● Maintaining appropriate body posture in different communicative situations ● Using hand gestures effectively ● Maintaining eye contact during communication ● Proxemics 	3
	Total Hours	36

References:

Freeman, T. (2022). *Soft Skills I Learned the Hard Way: Lessons in Communication, Public Speaking, Interviewing and Networking.* Whack Publications

Raman, M., Upadhyay, S. (2017). *Soft Skills: Key to Success in Workplace and Life.* Cengage India Private Limited

Robbins. S.P. (2015). *Training in Interpersonal Skills (6th Edition).* Pearson

Walker, T. J. (2010). *How to Give a Pretty Good Presentation: A Speaking Survival Guide for the Rest of Us.* Wiley\

Course developers:

1. Dr Nivedita Malini Barua, Department of ELT, Gauhati University
Email: nivedita.barua@gauhati.ac.in. Ph: 9864033267
2. Dr. Khamseng Baruah, Department of ELT, Gauhati University
Email: khamseng.baruah@gauhati.ac.in. Ph: 9864018580

25. Field Survey: Techniques and Application

By Ratnapith College

Field Survey: Techniques and Application

Credits: 4

Marks: 100

Course Outcomes:

This course will help students to proceed with a research problem and the steps he/she should adopt and tools to be used for doing quality research, The students shall get a chance to observe ground reality directly and minutely, It will help to develop understanding about designing and writing a research report

Course Outline:

Unit I: Meaning of Social Surveying; Need and importance of field work in socio-geographical studies

Unit II: Concept of case study and its identification in varying socio- geographical contexts

Unit III: Tools and Techniques of Data Collection: Questionnaire Survey, Participatory Rural Appraisal Techniques, Participant Observation, Focus Group Discussions etc.

Unit IV: Preparation of a report on socio-economic condition of a nearby village and Seminar Presentation (Duration- 10 minutes per participant, which is to be monitored and evaluated by the concerned experts)

Readings:

- 1) Creswell J., 1994: Research Design: Qualitative and Quantitative Approaches Sage Publications.
- 2) Dikshit, R.D. 2003. The Art and Science of Geography: Integrated Readings. Prentice - Hall of India, New Delhi.
- 3) Mukherjee, Neela 1993. Participatory Rural Appraisal: Methodology and Application. Concept Publs. Co., New Delhi.
- 4) Special Issue on "Doing Fieldwork" The Geographical Review 91:1-2 (2001)

26. Floriculture

Total lectures: 22T+22P Credits : 3 (Theory 2, Practical 1)

Theory

Unit I: Introduction: Importance and Scope of Floriculture, Types of floriculture, Landscape gardening (landscaping highways and institutions). (2 Lectures)

Unit II: Principles of garden designs: English, Italian, French, Persian, Mughal and Japanese garden, Features of Garden (gate, walls, fencing, hedge, pergolas, edging, shrubbery, water garden). (6 Lectures)

Unit III: Nursery management and Routine garden operations: Sexual and vegetative methods of propagation; soil sterilization, seed sowing, defoliation, manuring (3 Lectures)

Unit IV: Ornamental plants and their cultivation: Annual flowers, Perennial flowers, herbaceous plants, indoor plants, succulents and cactus, divine vines, palms and cycads, Bonsai (5 Lectures)

Unit V: Commercial floriculture: Cultivation of cut flowers (Chrysanthemum, marigold, dahlia, bougainvillea, rose, liliun, orchids), Production and packaging of cut flowers. (6 lectures)

Practicals

- 1) Preparation of media for propagation (soil, sand, peat, Sphagnum, moss, vermiculite, soil moisture and nursery beds) (3 Lectures)
- 2) Insect pest and diseases control of plants (3 Lectures)
- 3) Demonstrate the preparation of Bonsai of horticulture plants. (5 Lectures)

Suggested Readings:

1. Randhawa, G.S. and Mukhopadhyay, A. 1986. Floriculture in India. Allied Publishers.

27. Fundamentals of Disaster Management

--By Laharighat College

Unit-I: Introduction to Environmental Studies

- a) Multidisciplinary nature of environmental studies.
- b) Scope and importance.
- c) Concept of sustainable development.

Unit-II: Ecosystems.

- a) What is an ecosystem? Structure and function of ecosystem; Energy flow in an ecosystem; food chains, food web and ecological succession. Case studies of the following ecosystems.
- b) Forest ecosystem.
- c) Grassland ecosystem.

Unit-III: Biodiversity and Conservation.

- a) Levels of biological diversity; genetic, species and ecosystem diversity; biogeographic zones of India, biodiversity patterns and global biodiversity hot spots.
- b) India as a mega-biodiversity nation; endangered and endemic species of India.
- c) Ecosystem and diversity services: Ecological, economic, social, ethical, aesthetic and informational value.

Unit-IV: Human Communities and the Environment.

- a) Human population growth: Impacts on environment, human health and welfare.
- b) Resettlement and rehabilitation of project affected persons; case studies.
- c) Disaster management: floods, earthquake, cyclones and landslides.
- d) Environmental movements: Chipko, silent valley, Narmada Bachao, Bishnois of Rajasthan.
- e) Environmental ethics: Role of India and other religions and cultures in environmental conservation.
- f) Environmental communication and public awareness, case studies (CNG electric vehicles, green energy, waste minimization)

28. Fundamentals of Weather and Climate Sciences

Credits: 3 (Theory: 03)

Theory: 30 Lectures

Preferred minimum qualifications of the teacher/instructor: Assistant Professor of Physics with PhD in Atmospheric Physics.

The aim of this course is not just to impart theoretical knowledge to the students but to enable them to develop an awareness and understanding regarding the causes and effects of different weather phenomenon and basic forecasting techniques

Theory

Unit I: Introduction to atmosphere (Lectures 10)

Elementary idea of atmosphere: physical structure and composition; layers of the atmosphere; atmospheric boundary layer and its characteristics; variation of pressure and temperature with height; air temperature; requirements to measure air temperature; atmospheric pressure: its measurement; atmospheric convection and inversion.

Unit II: Measuring the weather (Lectures 4)

Wind; forces acting to produce wind; measurement of wind speed and direction; humidity, clouds and rainfall, radiation: absorption, emission and scattering in atmosphere; radiation laws.

Unit III: Weather systems (Lectures 6)

Global wind systems; air masses and fronts: classifications; jet streams; local thunderstorms; tropical cyclones: classification; tornadoes; hurricanes, Indian summer, monsoon.

Unit IV: Climate and Climate Change (Lectures 10)

Climate: its classification; causes of climate change; **greenhouse effect**, global warming and its consequences; **natural and anthropogenic causes of greenhouse effect**, air pollution; aerosols, ozone depletion, acid rain, environmental issues related to climate, **outlines of United Nations Framework Convention on Climate Change (UNFCCC)**.

Reference Books:

- [1] Aviation Meteorology, I.C. Joshi, 3rd edition 2014, HimalayanBooks
- [2] TheweatherObserversHandbook,StephenBurt,2012,CambridgeUniversityPress.
- [3] Meteorology, S.R. Ghadekar, 2001, Agromet Publishers,Nagpur.
- [4] TextBookofAgrometeorology,S.R.Ghadekar,2005,AgrometPublishers,Nagpur.
- [5] Why the weather, Charls Franklin Brooks, 1924, Chpraman & Hall, London.
- [6] Atmosphere and Ocean, John G. Harvey, 1995, TheArtemis Press.

29. Gender Sensitization

Rajiv Gandhi Memorial College, Lengtisinga

Department of Political Science

Skill Enhancement Course

Course objective:

The course will sensitize students to issues related to gender and its related concepts. It will provide them with the tools and skills to develop and integrate a gendered perspective in work and life.

Course outcomes:

The outcomes of the course may be as follows:

- Students will have developed a better understanding of important issues related to gender in contemporary India.
- Students will develop a sense of appreciation and respect for women in all walks of life.
- It will help students to understand violence against women and also at the same time aware them about the provisions in the Indian Constitution that provide protection and relief to women.

Unit-i: Introducing Sex and Gender

- a. Concept of sex and gender
- b. Nature and Scope of Gender studies
- c. Social construction of gender

Unit-ii: Basic Concepts

- a. Gender Socialization
- b. Gender Role
- c. Gender Inequality

Unit-iii: Gender in Social Institution

- a. Family
- b. Caste
- c. Class

Unit-iv: Violence against Women and its Indian Constitutional Provisions

- a. Sexual Harassment
- b. Domestic Violence
- c. Right to Property in Indian Constitution

Reference Books:

- Abbott, et.al. 2005. Introduction to Sociology: A Feminist Perspective, Routledge: London

- Holmes, M.2007. What is Gender? Its Approaches, Sage Publication: New Delhi
- Philcher, J and Whelehan, I. 2004. Fifty Key Concepts in Gender Studies,Sage Publication: New Delhi
- Jones, E.A. and Olson G.A. 1991. The Gender Reader, Allyn and Bacon: USA
- Hirschon, R. 1984 “Introduction: Property, Power and Gender Relations” in R. Hirschon(ed.) Women and Property, Beckenham: Croom Helm.
- Jaggar, A. 1983. Feminist Politics and Human Nature, Brighton: The Harvester Press.
- Engels, F. 1972. The Origin of the Family, Private Property and the State, London.

Syllabus 2

Gender Sensitization

By Ratnapith College

Course objective:this course will sensitize students to issues related to gender and its related concepts. It will provide them with the tools and skills to develop and integrate a gendered perspective in work and life.

Course outcomes:

- Students will have developed a better understanding of important issues related to gender in contemporary India.
- Students will develop a sense of appreciation and respect for women in all walks of life.
- It will help students to understand violence against women and also at the same time aware them about the provisions in the Indian Constitution that provide protection and relief to women.

Unit 1. Introducing Sex and Gender

- d. Concept of sex and gender
- e. Social construction of gender

Unit 2. Basic Concepts

- d. Gender Socialization
- e. Gender Role
- f. Gender Inequality

Unit 3. Gender in Social Institution

- d. Family
- e. Caste
- f. Class

Unit 4. Violence against Women and its Indian Constitutional Provisions

- d. Sexual Harassment
- e. Domestic Violence
- f. Right to Property in Indian Constitution

Reference Books:

- Abbott, et.al. 2005. Introduction to Sociology: A Feminist Perspective, Routledge: London
- Holmes, M.2007. What is Gender? Its Approaches, Sage Publication: New Delhi
- Philcher, J and Whelehan, I. 2004. Fifty Key Concepts in Gender Studies,Sage Publication: New Delhi
- Jones, E.A. and Olson G.A. 1991. The Gender Reader, Allyn and Bacon: USA
- Hirschon, R. 1984 “Introduction: Property, Power and Gender Relations” in R. Hirschon(ed.) Women and Property, Beckenham: Croom Helm.
- Jaggar, A. 1983. Feminist Politics and Human Nature, Brighton: The Harvester Press.
- Engels, F. 1972. The Origin of the Family, Private Property and the State, London.

30. Geography of Tourism

SEC Syllabus of FYUGP

(Gauhati University)

B.A 1st Semester

By C K College, Chokla

Subject:- History

Course:-SEC

Course Level:-

Course Title:- GEOGRAPHY OF TOURISM (Internal-50)

Total Marks:-100

(External-50)

Unit 1

Introduction

- Definition of Tourism and Tourist
- Nature and Scope of Tourism
- Role of Geography in Tourism.
- Elements and Concepts of Tourism

Unit 2

- Geography of Northeast India.
- Tourism Attractions in Assam, Arunachal - - - - Pradesh, Meghalaya.
- Indian Heritage Tourism Planning.

Unit 3.

- Principles of Management.
- Tourism Planning.
- Financial Management.
- Marketing Tourism.

Unit 4

- Introduction to Tourism Organisations.
- Tourism operations Human Resource Development.
- Role of human resources in the tourism industry
- Economics of Tourism.

Unit 5.

- Environmental impact of tourism.
- Environmental impacts of eco tourism.
- Positive and negative impacts of tourism on

31. Grammar and Composition Skills

PROPOSED SKILL ENHANCEMENT COURSE FOR DEPARTMENT OF ENGLISH, RAJIV GANDHI MEMORIAL COLLEGE

Course objectives: The objectives of the course are to expose the students to the basic that they require in their day-to-day academic setting at the under graduate level, the grammar is introduced in context through the Text and further practices is providing through exercises. The course also helps students sharpen their reading and writing skills.

Course Outcome: The Course outcome of the English Grammar and Composition are as follows,

1. It helps the students produce grammatically correct English.
2. To develop writing skills for the academic work.
3. Exposes them to the variety of reading text
4. To give them in writing exercise.

Unit-1

Introduction to the basic grammar.

1. Tenses
2. Modals
3. Determiners, pronouns, and Noun phrases
4. Preposition, Adjectives and Adverbs
5. Verb structure
6. Word Formation
7. Conditional, clauses, question, Indirect speech
8. Sentences and variety of English

Unit 2 Reading

1. Prediction and Previewing skill.
2. Skimming skill
3. Reading for comprehension
5. Reading for details

Unit 3 Reading

1. Application Writing.
2. Precise writing
3. Comprehensive Test.
4. Letter writing.

Reference Book

1. A Higher English Grammar and Composition by P.K. Dey Sarkar

- 2. Good English Grammar and Composition by Assam publishing company
- 3.Modern English Grammar by Assam Publishing Company

Syllabus 2

DEPARTMENT OF ENGLISH

GRAMMAR AND COMPOSITION SKILLS

CREDITS- 2

TOTAL MARKS- 100

By- Ratnapith College

COURSE OBJECTIVES- English grammar is an essential component of competitive exams, as it tests the candidates’ understanding of the language and their ability to communicate effectively. The course aims to help participants develop their English language skills, particularly those planning to appear for competitive exams that test their English language abilities. During a span of 90 days, students will be exposed to material that facilitates aspects of grammar, writing and vocabulary.

UNIT-1: Grammar- Basics of tenses, speech and English Spotting Errors, prepositions

UNIT-2: Sentence Completion / Rearrangement

UNIT-3: Reading comprehension.

UNIT-4: Vocabulary- Foreign Expressions Idioms and Phrases, antonyms & synonyms

UNIT-5 Letter Writing (Formal and Informal), Precis/ Essay writing, Story Writing

SUGGESTED READINGS

- 1. F T Wood: A Remedial English Grammar for Foreign Students. (Macmillan)
- 2. R.P.Bhatnagar and Rajul Bhargava: English for Competitive Examinations (Macmillan)

32. Herbarium Techniques and its role in Modern Science

Name of the Paper: Herbarium techniques and its role in Modern Sciences

Total Lectures: 36

Credits: 3

THEORY

UNIT 1:Introduction- Historical account, Significance, Functions, Types of Herbaria, Acronym, important Herbaria of the world, major Herbaria in NE India, Digital Herbarium.

(4 lectures)

UNIT 2:Herbarium Methodology-Herbarium Sheets, Field and Laboratory equipment, colour preservation techniques, basic techniques for herbarium sheets preparation and storage.

(6 lectures)

UNIT 3:Role of Herbarium in- Teaching and Research, Plant Taxonomy, Assessment of Plant Biodiversity, Pharmacy Education and Research, Herbal Drug discovery, Ecology, Forestry, Ethnobotany, Evolution and Conservation biology.

(8 lectures)

UNIT 4:Herbarium curation and Digitization techniques, Accession Register, Fumigation, Pest Management, Herbarium specimens on Loan, Herbarium Ethics.

(6 lectures)

UNIT 5:PRACTICAL

(12 lectures)

Hands-on-Herbarium sheet preparation for Bryophytes, Pteridophytes and Higher Plants. Searching Digital Herbarium online for consultation.

Suggested Readings:

1. Jain S K and Rao RR 1977. A Handbook of Field and Herbarium Methods. Today & Tomorrow's Printers and Publishers, New Delhi.

33. Life Skill Education

--By Nabajyoti College Kalgachia

Four year Undergraduate programme (FYUGP) 1st Semester

Subject: Education
Course: SEC
Course Level: 100-199

Total Marks-100
(External-50)

Course Title: LIFESKILL EDUCATION

(Internal-50)

Credit-4

Part-I (External)-2 Credit-2

B) Paper Objectives: The overall objectives of this paper is to help student explore their abilities for effectively dealing with the demand and challenges of life. It is to bring together the social, emotional and cognitive capacities of students to enable them to effectively handle issues and problems commonly faced in daily life.

This paper aims at realizing the following general objectives-

- 1) To promote students ability to help grow fully from inside out and outsidein.
- 2) To increase emotional competency and emotional intelligences atWorkplace.
- 3) To provide grounds for practicing various skills related to daily lifeexperience.
- 4) To help manage competency for achieving excellence in interpersonal skill withethical considerations.

B) Learning outcome:

After completing the subject, the student will be able to attain the following out comes:-

- 1) Self confidence.
- 2) Professionalcompetence.
- 3) Good citizenship and sense of socialcompetence.
- 4) Self-reliance.

Unit-1

Meaning, nature and concept of life skillededucation.
Objective purpose needs of life skillededucation.
Types of life skills.
Practicing life skills (Methods of life skillteaching).
Assessment of lifeskill.

Unit-2

Communication skills-listening, speaking, reading, writing, digital literacy use of social media, non verbal communication.

Professional skills- career skills, team skills, resume, interview, group discussion, exploring career opportunities, presentation skill, social and cultural etiquette, internal communications, collaboration, brainstorming.

leadership and management skills:- leadership quality, leadership practice in school.

Part-2 (Practical) Credit-2

The department will arrange for practicing any one or more life skill activities by the students which will carry 50 marks as internal.

34. Mushroom Cultivation Technology (Syllabus 1) Mushroom Culture Technology and Production

Total Duration: 55hrs

Credits: 3 (Theory:1, Practical:2)

Learning Objectives:

To make student aware about

- The diversity and identification of Mushrooms growing in this N.E. region.
- Mushroom growing Techniques.
- Medicinal and Nutritional value of mushrooms
- Low cost input in mushroom cultivation but benefit outcome is high.

Learning Outcomes:

- After completion of the course, student will be able to identify and practice the technique for cultivation of various types edible mushrooms.
- It will help to encourage self-employment by setting up small scale unit for mushroom cultivation.

THEORY (1 CREDITS)

UNIT 1 (2 lectures)

Introduction of mushroom fungi, characteristics and classification types, different types of mushrooms available in India and N.E. regions, Edible mushrooms (*Pleurotus*, *Volvariella Agaricus*), Poisonous mushrooms (*Amanita*, *Cortinarius*, *Psilocybe*), nutritional and medicinal importances of mushrooms.

UNIT 2

(4 lectures)

Methods and preparation of culture of mushrooms, methods of culture preparation, spawn and spawning: forms of spawns (Liquid and substrate/grain spawn), preparation of spawn, mother spawn, spawn formulations and commercial spawn, problems in spawn production, diagnostics and solution, method of spawning.

UNIT 3

(5 lectures)

Compost and composting: Methods of composting, quality of good compost; Casing and casing material used in used in mushroom cultivation.

Economic of spawn and mushroom production, post-harvest technology, Processing and value addition, mushroom cultivation and agri-preneurship, Government policies related to the promotion of mushroom cultivation.

PRACTICAL (2 CREDITS)

1. To study the principle and functioning of instruments used in the various techniques.
2. Preparation of various type of compost and media
3. Method of culture preservation
4. Quality testing of compost
5. To study various types of casing and casing material
6. Preparation of spawn & spawning
7. Technique for cultivation of edible mushrooms
8. To study the nutritional, market value, post-harvest technologies like packaging and preservation
9. To study the various requirement for setting up a mushroom cultivation unit (Kuccha or cemented house)
10. Visit to institute and cultivation center.

Suggested Readings:

1. Aggarwal, A., Sharma, Y.P., Angra, E. (2021). A textbook on mushroom cultivation, Theory and Practices. Newrays Publishing House, 2021.
2. Tiwari, S.C. Kapoor, P. (2018). Mushroom Cultivation. Mittal Publications. ISBN - 9788183249232.
3. Bahl, N. (2015). Hand Book on Mushroom. Page no. 1-166. Oxford & IBH Publishing Company. ISBN- 13:978-8120413993.
4. Russell, S. (2014). The Essential Guide to Cultivating Mushroom. Storey Publishing. North Adams, MA 01247-page no. 1-233. ISBN 978-1-61212-146-8.
5. Chang, S.T. Miles, P.G. (2004). Mushrooms Cultivation, Nutritional Value, Medicinal effect and Environmental Impact. Page no. 1-477, CRC Press.
6. Rai, R.D., Arumuganathan, Y. (2008). Post-harvest technology of mushrooms. Pages 172. National Research Center for Mushroom (Indian Council of Agricultural Research) Chambaghat, Solan-173 213 (HP)
7. Ahlawat, O.P., Tewari, R.P. (2007). Cultivation Technology Of Paddy Straw Mushroom (*Volvariella volvacea*). Pages 1-44 National Research Center for Mushroom (Indian Council of Agricultural Research) Chambaghat, Solan (HP).

(Syllabus 2)

Mushroom Cultivation Technology

---byBhaben Tanti,GU

Credits: 3

Learning objectives:

- ❖ Understand the basics of mushroom by enabling students to identify edible and poisonous mushrooms
- ❖ Develop interest in mushroom cultivation
- ❖ Provide hands on training for the preparation of spawn and mushroom bed for mushroom cultivation
- ❖ Learn various post-harvest technology associated to mushroom cultivation
- ❖ Identify and manage Insect-Pests affecting mushroom
- ❖ Help the students to learn a means of self-employment and income generation

Learning outcomes:

On successful completion of the course, students will be able to:

- ❖ Identify edible and poisonous mushrooms
- ❖ Gain the knowledge of cultivation of edible mushrooms and spawn production; and various post-harvest technology associated to mushroom cultivation
- ❖ Manage various diseases and pests of mushrooms
- ❖ Learn the way of self-employment and income generation

THEORY

Unit 1: Introduction to mushrooms

Mushrooms - taxonomic rank. Different parts of typical mushroom; structure and texture of fruitbodies - Gilled fungi and pore fungi; Life cycle of mushrooms; various habitats of mushrooms - Lignicolous, Humicolous and Coprophilous; Symbiotic associations - Mycorrhiza.

Unit 2: Cultivation of Mushrooms

History, scope, and opportunities of mushroom cultivation. Problem in cultivation - diseases, pests, and nematodes and their management strategies.

Unit 3: Health benefits of mushrooms

Historical uses of mushrooms; Nutrient profile of mushrooms - Amino acids, Protein, Carbohydrates, fats, minerals, and vitamins; Therapeutic aspects - antioxidant, antimicrobial, antidiabetic, anticancer effect; stimulating vitamin D production in mushrooms.

Unit 4: Common edible and poisonous mushrooms

Edible Mushrooms - Oyster mushroom (*Pleurotus ostreatus*), paddy straw mushroom (*Volvariella volvacea*), Button mushroom (*Agaricus bisporus*); Poisonous mushroom – False parasol or green-spored parasol (*Chlorophyllum molybdites*).

Unit 5: Principles of mushroom cultivation

Structure and construction of mushroom house; Spawn production - culture media preparation, isolation of pure culture, mother spawn, multiplication of spawn; Sterilization of substrates. Composting techniques, mushroom bed preparation; Spawning, spawn running, harvesting. Cultivation of oyster mushroom.

Unit 6: Post harvest technology

Preservation of mushrooms - freezing, drying, and packaging, quality assurance, shelf life, market opportunities. Value added products of mushrooms.

PRACTICAL

1. Preparation of media for mushroom culture
2. Preparation of pure culture
3. Production of spawn
4. Cultivation of oyster mushroom using paddy straw/lignocellulosic wastes.
5. Estimation of antioxidant properties (Reducing power, Total antioxidant capacity) and phytochemical content (phenol, flavonoid, lycopene, β -carotene) of mushroom

Suggested Readings

1. Purkayastha RP, Chandra A (1985) Manual of Indian edible Mushrooms. Today and Tomorrows Printers and Publishers, New Delhi.
2. Pathak VN, Yadav N (1998) Mushroom Production and Processing Technology. Agrobios, Jodhpur.
3. Tripathi DP (2005) Mushroom Cultivation. Oxford & IBH Publishing Co. Pvt. Ltd., New Delhi.
4. Pandey RK, Ghosh SK (1996) A Hand Book on Mushroom Cultivation. Emkey Publications.
5. Hait G (2023) Introductory Botany (Biofertilizer and Organic Farming, Herbal technology, Mushroom Culture Technology). Vol - I, Global Net Publication, New Delhi.
6. Pathak VN, Yadav N, Gaur M (2000) Mushroom Production and Processing Technology. Vedams Ebooks Pvt. Ltd., New Delhi.

35. Non-Mulberry Sericulture

Skill enhancement course
NON-MULBERRY SERICULTURE

Code:

Credit: 2 (T) + 1 (P)

Course Objectives:

Sericulture is an agro-based, labour-intensive, eco-friendly industry bearing immense potential of employment generation. In North-Eastern part of India, all the four commercially important silkworm varieties are found of which the non-mulberry silkworms particularly eri and muga silkworms are endemic to this region. The objectives of the course are to apprise the students about the biology, rearing techniques, constraints of rearing in terms of disease occurrences, causes and precautions of diseases, and employment opportunities of non-mulberry sericulture. The aim is to make students competent to venture in sericulture industry by their own or through different state and central organizations and or pursuing higher studies in different research laboratories.

Course Learning Outcome:

Upon completion of the course, students should be able to:

- Understand the biology and rearing techniques of non-mulberry silkworms
- Acquire practical skill of identifying of non-mulberry silkworms, and their disease-causing pathogens and or pests.
- Develop curiosity and awareness about different fields of entrepreneurship in sericulture sector and to help venture in self-employment program.
- Develop competitive expertise to enter in state and central sericulture organizations as well as research laboratories for higher studies.

Skill enhancement course
NON-MULBERRY SERICULTURE

Code:

Credit: 2 (T) + 1 (P)

THEORY

Hours 30

Unit 1: Biology of Non-mulberry Silkworm, Pest & Diseases: 12h

Types and distribution of non-mulberry silkworms in N-E India; Life cycle of non-mulberry silkworms- Eri and Muga; Structure of silk gland; Pests of eri and muga silkworms; Pathogenesis of protozoan, viral, fungal and bacterial diseases of eri and muga silkworms, Prevention and control measures of pests and diseases

Unit 2: Rearing of Silkworms (Eri and Muga Silkworm): 12h

Food plants of Eri and Muga Silkworm; Rearing Operation: Rearing house or site and rearing appliances; Disinfectants: Formalin, bleaching powder; Rearing technology: Early age and Late age rearing; Environmental conditions in rearing-Temperature, Humidity, Light and Air; Types of mountages; Harvesting and storage of cocoons; Spinning and Reeling of silk

Unit 3: Entrepreneurship in Non-Mulberry Sericulture:8h

Nature of Silk; Varieties of Non-Mulberry Silk products and economics in India; Prospectus of Non-Mulberry Sericulture in India: Non-Mulberry Sericulture industry in different states, employment generation and potential; Visit to various sericulture Govt. /Private Farm/ Centres.

NON-MULBERRY SERICULTURE

PRACTICAL**Hours15**

1. Identification of Non-Mulberry Sericigenous insects.
 2. Study the various stages of Life cycle of silkworms- Eri and Muga.
 3. Identification of various equipment used in rearing of Silkworms.
 4. Identification of various diseases of Eri and Muga.
 5. Locate the position of silk gland and its structure.
 6. Visit to various sericulture Govt. /Private Farm/ Centres (Report).
-

Suggested Readings:

1. Jolly, M. S., S. K. Sen, T.N. Sonwalkar and G.K. Prashad 1979. Non-Mulberry Sericulture. In: Manual of Sericulture, Rome, FAO, 4 (29)
2. Chowdhury, S.N. 1981. Muga Silk Industry. Directorate of Sericulture, Govt. of Assam, Guwahati781005,

Assam.

3. Chowdhury, S.N. 1982. Eri Silk Industry. Directorate of Sericulture, Govt. of Assam, Guwahati781005,

Assam.

4. Chowdhury, S.N. 1992. Silk and Sericulture. Directorate of Sericulture and Weaving, Govt. of Assam, Guwahati-781005, Assam.

36. Nursery and Gardening

DEPARTMENT OF BOTANY

NABAJYOTI COLLEGE, KALGACHIA

FYUGP 2023

Nursery and Gardening (SEC)

Credits:4

Unit 1: Nursery: definition, objectives and scope and building up of infrastructure for nursery, planning and seasonal activities - Planting - direct seeding and transplants.

Unit 2: Seed: Structure and types - Seed dormancy; causes and methods of breaking dormancy - Seed storage: Seed banks, factors affecting seed viability, genetic erosion – Seed production technology - seed testing and certification.

Unit 3: Vegetative propagation: air-layering, cutting, selection of cutting, collecting season, treatment of cutting, rooting medium and planting of cuttings - Hardening of plants – green house - mist chamber, shed root, shade house and glass house.

Unit 4: Gardening: definition, objectives and scope - different types of gardening - landscape and home gardening - parks and its components - plant materials and design - computer applications in landscaping - Gardening operations: soil laying, manuring, watering, management of pests and diseases and harvesting.

Unit 5: Sowing/raising of seeds and seedlings - Transplanting of seedlings - Study of cultivation of different vegetables: cabbage, brinjal, lady's finger, onion, garlic, tomatoes, and carrots - Storage and marketing procedures.

37. Ornamental Fish and Fisheries

--By Nabajyoti College Kalgachia

GU FYUGP-2023
Sub: ZOOLOGY
SKILL ENHANCEMENT COURSES
Ornamental Fish & Fisheries

Credit-4

1. Ornamental Fish Diversity of North East India.
2. Aquarium plant diversity in the wetland of Assam.
3. Construction and management of Home Aquarium.
4. Natural feed of Ornamental Fish
5. Strategies for maintenance of natural colour of Ornamental Fish
6. Natural Breeding of Tricogaster species
7. Health management of Ornamental Fish
8. Feed formulation of Ornamental Fish
9. Development of Biological filtration in Aquarium
10. Pure culture of planktons

Practical's

11. Identification of Ornamental Fish
12. Culture of Indigenous ornamental fish in Aquarium
13. Estimation of Physico-chemical characteristics of Aquarium water
14. Biological filter for removal of Ammonia from Aquarium
15. Culture of Planktons

38. Panchayati Raj and Practice

Skill Course

--By Ratnapith College

Course Objective: This course acquaints students with the Panchayati Raj Institutions and their actual working. It further encourages a study of Panchayati Raj Institutions in their mutual interaction and their interaction with the people.

Course Outcomes:

- This paper will help students to understand the importance of grass root political institutions in empowering people.
- This paper will highlight the complex challenges faced by Panchayati Raj Institutions in India and mechanisms involved to make it more participatory and inclusive in nature.

Unit 1. Introduction of Panchayati Raj System

- a. Definition of Panchayati Raj System
- b. Evolution of Panchayati Raj in India and its importance
- c. Devolution

Unit 2. Provisions of Panchayati-Raj System in Indian Constitution

- a. Role of 73rd Amendment Act of Panchayati-Raj System in India
- b. Constitutional Provisions on Panchayat Finances
- c. Fiscal Decentralization and Audit System

Unit 3. Problems and Needs of Disadvantaged Groups and their Participation

- a. Women
- b. Scheduled Tribes, Scheduled Castes and Minorities
- c. Panchayat Extension to Scheduled Areas (PESA) Act

Modalities for Practical Component: project Report/Field Study Report based on any activity i.e., visit to Panchayat / local self-bodies, local people's participation in the political system etc.

Reference Books:

- P. Dsouza, (2002) 'Decentralization and Local Government: The second Wind of Democracy in India', in Z. Hasan, E. Sridharan and R. Sudarshan (eds.) India's living Constitution: Ideas, Practices and Controversies, New Delhi: Permanent Black
- M. John, (2007) 'Women in Power? Gender, Caste and Politics of Local Urban Governance', in Economic and Political Weekly, Vol.42(39)
- Raghunandan, J.R (2012) Decentralization and local governments: The Indian Experience, Orient Black Swan, New Delhi
- Baviskar, B.S and George Mathew (eds) 2009 Inclusion and Exclusion in Local governance: Field Studies from rural India, New Delhi, Sage
- M.Venkatarangaiya and M. Pattabhiram- Local Government in India, Allied Publishers-1969 SR Maheswari, Local Government in India, Lakshmi Narain Agarwal, 2008.
- Bidyut Chakraborty and Rajendra Kumar Pandey, Modern Indian Political Thought- Text and Context, Sage, New Delhi, 2009

Syllabus 2

--By Nabajyoti College Kalgachia

GUFYUGP2023,Skill Course(SEC)

Subject: Political Science

Paper: Skill Enhancement Course{SEC}

Panchayatirajand Practice

UNIT.1-

DemocraticDecentralization,GrassrootsDemocracyandGrassrootsPoliticalinstitutionsinempoweringPeople.

1.1-Meaningand concept of democratic decentralization and grassroots democracy and grassroots political institutions.

1.2-Democraticfunctionof Grassroots Political institutions in the Empowerment of people.

1.3-TheoryandPracticeofgrassrootsDemocraticPoliticalinstitutions-

TherealassessmentandEvaluationofthefunctioningofgrassrootsDemocraticpoliticalinstitutionsin the interest of empowering people.

UNIT2.

2.1-GrassrootDemocraticPoliticalinstitutionsinIndia-ThePanchayotirajsystem

2.2.Evolution, Genesis and Development of Panchaytiraj system in India.

2.3-Structures and function of Panchayatiraj system in India. UNIT3.

3.1-Democratic functioning of Panchayatiraj system in the empowerment of weaker and disadvantaged groups of people.

3.2-PeoplesparticipationinPanchayatirajsystem- Assessment of Panchayatiraj System,participatory and inclusive nature

3.3-Contribution of Panchayatiraj system in empowering and upliftment of theweaker section of people-An assessment of the proper democratic functioning of Panchayatiraj to empower the people.

39. Philosophical Counseling

--By Nabajyoti College Kalgachia

Skill Enhancement Course (SEC)

Department of Philosophy

Philosophical Counseling

Total Marks: 100

Part A : (Theory)

Marks 50

Unit I. Introduction to Philosophical Counseling:

25

- a) Philosophical Counseling-its meaning, scope and importance
- b) History of Philosophical Counseling
- c) Philosophical Counseling and Psychological Counseling
- d) Freedom, responsibility and self-determination

Unit II. Approaches to Philosophical Counseling:

25

- a) Critical thinking approach- Logic based therapy (LBT)-Philosophical principle of LBT, LBT fallacies
- b) Wisdom approach
- c) Existential approach-Existentialism based therapy-) Authentic Life and) Inauthentic Life

Part B (Practical)

Marks 50

- Project/Dissertation
- Given below is the list of problems out of which any one may be chosen for addressing in the project/dissertation.

- Moral issues
- Value disagreements
- Time management issues
- Financial issues
- Career issues
- Adult children of aging parents
- Problems with family
- Friendship issues
- Breakups and divorce
- Religion and Race related issues

Syllabus 2

By Ratnapith College

Philosophical Counseling

Department of Philosophy

Syllabus

1. Introduction, General Counseling, Definition and meaning, nature and scope
2. What is Philosophical counseling, Philosophical Activities
3. Bhagavat Gita, Emotional stability, idea of Samatvam, non soul theory of Buddhism and suffering, Buddhism of self realization
4. Yoga theory of eight paths, Gandhi's Practical non-violence, Vivekananda- Four Yoga

40. Photo Journalism

Unit 1 – Basics of Photography, Difference between photography and Photo journalism, Photography, Understanding journalism through photography, Five W's and one H.

Concept and history of photojournalism, Photo Journalism across the globe, Impact of photo Journalism, Understanding news photography, wildlife photography, fashion photography, studio photography, candid photography, travel and lifestyle photography, Development journalism through photography, Role of a Photo Editor: Different aspects of photojournalism

Unit 2 – Basics of photo editing- adjusting brightness, contrast, color, resolution, crop

Developing captions, Writing and Editing Captions for Still, Accuracy, Spelling, Edit the Captions, Roles and responsibilities of a photo journalist

Unit 3 – Practical

Should be given assignment for collecting photos with news element using mobile phones, should be given task of photo composition and photo caption writing, additional marks for publication at any media outlets (WebPages, newspapers, magazines or photo blogs).

Key Reading

1. Photojournalism: Telling Stories with Pictures and Words: Volume 1
2. Associated Press Guide to Photojournalism (Associated Press Handbooks)
3. Photojournalism: The Professionals' Approach Paperback
4. National Geographic Photography Field Guide 2nd Edition: Secrets to Making Great Pictures (NG Photography Field Guides) Paperback – by Peter Burian (Author), Bob Caputo (Author)
5. Practical Photojournalism: A Professional Guide

41. Photoshop
DEPARTMENT OF PHYSICS
NABAJYOTI COLLEGE, KALGACHIA
FYUGP 2023
SKILL COURSE SYLLABUS

Photoshop (20 Lectures)

1. Introduction (4Lectures)

Openandcreatenewimages,Theinterface,Zoominandoutandpanaround,Toundo, Save animage

2. Image editing (2 Lectures)

Resize an image, Image resolution, Crop and straighten an image, Canvas size adjustments

3. Work with layers (2Lectures)

ViewandselectlayersintheLayerspanel,WorkwithlayersintheLayerspanel,Resize layers, Add images to design, Backgroundlayer

4. Image quality (2 Lectures)

Image exposure, Color vibrance, Hue and saturation of colors, Work with adjustment layers

5. Make selections (2Lectures)

Make a selection to edit part of an image, Selection tools, Select and mask workspace

6. Retouch images (1Lectures)

Remove objects, Clone stamp tool, Remove objects with content-aware fill

7. Use color (2Lectures)

Brush tool, Foreground and background color boxes, Color picker

8. Text and shapes (2Lectures)

Add and edit text, Create a shape (pre-defined and custom)

9. Combine images (2Lectures)

Add texture to an image, Add an object to an image using a layer mask, Use a layer mask to hide a background

10. Apply filters (1Lectures)

Use of filter gallery, Use of Smart Filter

42. Physics Workshop Skills

Credits: 3 (Theory: 2, lab: 1)

Theory: 20 Lectures

Preferred minimum qualifications of the teacher/instructor: Assistant Professor of Physics or a B.E/B.Tech in Mechanical Engineering

The aim of this course is to enable students to get familiar with various mechanical and electrical tools in hands-on mode

Unit I: Introduction (4 Lectures)

Measuring units. conversion to SI and CGS. Familiarization with meter scale, Vernier calliper, Screw gauge and their utility. Measure the dimension of a solid block, volume of cylindrical beaker/glass, diameter of a thin wire, thickness of metal sheet, etc. Use of Sextant to measure height of buildings, mountains, etc.

Unit II: Mechanical Skill (6 Lectures)

Concept of workshop practice. Overview of manufacturing methods: casting, foundry, machining, forming and welding. Types of welding joints and welding defects. Common materials used for manufacturing like steel, copper, iron, metal sheets, composites and alloy, wood. Concept of machine processing, introduction to common machine tools like lathe, shaper, drilling, milling and surface machines. Cutting tools, lubricating oils.

Unit III: Electrical and Electronic Skill (4 Lectures)

Use of Multimeter. Soldering of electrical circuits having discrete components (R, L, C, diode) and ICs on PCB. Operation of oscilloscope. Making regulated power supply. Timer circuit, Electronic switch using transistor and relay.

Unit III: Introduction to prime movers: (6 Lectures)

Mechanism, gear system, wheel, Fixing of gears with motor axel. Lever mechanism, Lifting of heavy weight using lever, use of pulley, braking systems, working principle of electrical power generation systems.

Lab:

1. To study the use of meter scale, vernier caliper, screwgauge.
2. To measure dimension of solid block, volume of cylindrical beaker/glass, diameter of thin wire, thickness of metal sheet.
3. To measure height of building, mountain using sextant
4. To study the use of digital multimeter and CRO.
5. To do soldering of electrical circuit having discrete components on PCB.
6. To construct a regulated power supply with capacitor filter.
7. Demonstration of lifting of heavy weight using lever

Reference Books:

- [1] A text book in Electrical Technology-B L Theraja – S. Chand and Company.
- [2] Performance and design of AC machines – M.G. Say, ELBS Edn.
- [3] Mechanical workshop practice, K.C. John, 2010, PHI Learning Pvt.Ltd.
- [4] Workshop Processes, Practices and Materials, Bruce J Black 2005, 3rd Edn., Editor Newnes [ISBN: 0750660732]
- [5] New Engineering Technology, Lawrence Smyth/Liam Hennessy, The Educational Company of Ireland [ISBN: 0861674480]

43. Political Institutions and its practices in India

Target Group: Open For All (Arts, Science and Commerce)

Theory = 2 Credit, Practical = 1 Credit

Learning Objective:

The learning objectives of this course are:

- (1) To facilitate students in analyzing and evaluating concepts, institutional practices of governance in India to assess their relevance and impact on societies.
- (2) It also fosters an understanding of active engagement in political processes and democratic principles thereby advocating the importance of participation in collective decision making.
- (3) This course would also enhance the intersection of political Science with other disciplines towards a holistic understanding of public discourse.
- (4) This will further the need for reasoned judgment and accountability of political office bearers towards a broader understanding and vibrant citizenry.
- (5) To understand the functioning and the role of a modern nation state

Course Outcomes:

1. The course is designed to sensitize and equip students with a better understanding of the functioning and working of the political institutions of the country.
2. The students will acquire knowledge of their representatives in the institutions and their accountability to the people.
3. It will give a comprehensive idea of the state structure and the mannerism in which the Indian State benefits itself as an institutional set-up.
4. The course is designed for students preparing for Civil Services, Law and other Allied Services of the State or Central Government.

Unit wise Syllabus:

THEORY

UNIT I-(8 Hours)

Union Parliament: Structure, role and functioning, Parliamentary Committees, President of India.

Legislature in the States: Governor, State Legislature, role and functioning.

Local Government Institutions: Rural and urban local government, 73rd and 74th constitutional Amendment Acts, 11th and 12th Schedule of the Indian Constitution. (12 Classes)

UNIT II- (5 Hours)

Judiciary: Supreme Court, High Court, Judicial review, Judicial Activism, PIL. (10 classes)

UNIT III-(5 Hours)

Constitutional and Statutory Bodies in India: ECI, UPSC, SPSC, NHRC, SHRC, CVC, NGT (12 Classes)

UNIT IV-(4 Hours)

Federalism: Strong Centre Framework, Asymmetrical Federal Provisions, Inter-State council, Union-state relations. (10 Classes)

PRACTICAL(22 Hours)

Modalities for Practical Component: Project Report / Study Report based on Field work i.e. Visit in Panchayats, Municipalities, APSC, DC Office, SHRC etc.

Reading List:

- (1) Chakraborty, Bidyut. Pandey, Rajendra K. (2023) 'Indian Political System: Institutions and Processes' Routledge India.
- (2) Rupavath Ramdas, (2022) 'Indian Politics: Institutions and Processes' Raut Pulications.
- (3) Laxmikanth, M. (2012) 'Indian Polity for civil service examinations' Tata McGraw Hill Education Private Limited, New Delhi.
- (4) Raghumandan, J. R. (2012). Decentralization and Local Governments: The Indian Experience, Orient Black Swan, New Delhi.
- (5) Niraja Gopal Jayal and others, (2006), Local Governance in India- Decentralization and Beyond, Oxford University Press.
- (6) Kaul, M. N. & S. L. Shakhdher (2016), Practice and Procedure of Parliament, New Delhi: Lok Sabha Secretariat.
- (7) D. A. Rondinelli and S. Cheema, (1983), Decentralisation and Development, Beverly Hills: Sage Publishers.
- (8) Paylee M.V. (2016), 'India's Constitution', S. Chand and Pvt. Ltd.

44. Programming in C

PROGRAMMING IN C

Total Marks: 100 (Theory 60, Practical 20, Internal Assessment 20)

Per week: 2 Lectures 1 Practical, Credits 3(2+1) *Each unit carry equal credit*

Course Objectives: This course introduces C programming in the idiom and context of mathematics and imparts a starting orientation using available mathematical libraries, and their applications.

Course Learning Outcomes: After completion of this paper, student will be able to:

- i) Understand and apply the programming concepts of C which is important to mathematical investigation and problem solving.
- ii) Learn about structured data-types in C and learn about applications in factorization of an integer and understanding Cartesian geometry and Pythagorean triples.
- iii) Use of containers and templates in various applications in algebra.
- iv) Use mathematical libraries for computational objectives.
- v) Represent the outputs of programs visually in terms of well formatted text and plots.
- vi) In practical students learn about the roots of a quadratic equation, solution of an equation using N-R algorithm, $\sin(x)$, $\cos(x)$ with the help of functions .

Unit 1: Variables, constants, reserved words, variable declaration, initialization, basic data types, operators and expression (arithmetic, relational, logical, assignment, conditional, increment and decrement), hierarchy of operations for arithmetic operators, size of and comma operator, mixed mode operation and automatic (implicit) conversion, cast (explicit) conversion, library functions, structure of a C program, input/output functions and statements. Control Statements: if-else statement (including nested if-else statement), switch statement. Loop control Structures (for and nested for, while and do-while). Break, continue, go to statements, exit function.

Unit 2: Arrays and subscripted variables: One and Two-dimensional array declaration, accessing values in an array, initializing values in an array, sorting of numbers in an array, addition and multiplication of matrices with the help of array. Functions: function declaration, actual and formal arguments, function prototype, calling a function by value, recursive function.

Programs for practical:

To find roots of a quadratic equation, value of a piecewise defined function (single variable), factorial of a given positive integer, Fibonacci numbers, square root of a number, cube root of a number, sum of different algebraic and trigonometric series, a given number to be prime or not, sum of the digits of any given positive integer, solution of an equation using N-R algorithm, reversing digits of an integer. Sorting of numbers in an array, to find addition, subtraction and multiplication of matrices. To find $\sin(x)$, $\cos(x)$ with the help of functions.

Text Books:

1. T. Jeyapoovan, A First Course in Programming with C T. Jeyapoovan, Vikash Publishing House Pvt. Ltd.

Reference books:

1. E. Balaguruswamy, Programming with C, Schaum Series.
2. Y. Kanetkar, *Let us C*, B.P. Publication.

45. Quantitative Aptitude and Reasoning (Syllabus 1)

Title: QUANTITATIVE APTITUDE AND REASONING

Target group: Open for all (Arts, Science and Commerce)

Theory: 2 credit; Practical: 1 credit

Learning Objective(s):

The course is designed for all in view of assessing cognitive abilities of students in various competitive examinations. Therefore, it is desired that a Graduate must possess cognitive skill attributes to pursue further avenues in higher education and other sectors. This Skill Enhancement Course is expected to enhance employability of students pursuing FYUGP.

The main objective of the course are as follows,

1. Students will develop skills to prepare themselves for the competitive world for better job opportunities
2. Efforts will be made to accommodate fundamental and mathematical aspects to instil confidence among students
3. Students will enrich their knowledge and develop their logical reasoning thinking ability
4. Students will know the tricks and methods to solve quantitative and reasoning problems with accuracy and in a time-bound manner

Course Outcome(s):

On successful completion of the Course, students are expected to

1. Develop cognitive abilities
2. Build analytical skills
3. Understand the structure of arguments and reasoning
4. Solve problems efficiently in less time

Unit-wise Syllabus

THEORY

Unit I – (4 hours)

MENTAL ABILITY

Number System, Ages, Averages, Time and Calendar, Speed and Distance

Unit II – (6 hours)

NUMERICAL APTITUDE

Ratios and Proportions, Profit and Loss, Simple and Compound Interest

Unit III - (7 hours)

LOGICAL REASONING

Alphanumeric series, Blood relations, Directions, Seating Arrangement, Deductive-Inductive Reasoning, Coding-Decoding

Unit IV - (5 hours)

DATA HANDLING

Data: meaning, types, sources; Data Representation using Diagrams and Charts; Data Interpretation, Data sufficiency

PRACTICAL

Practical Worksheet

(22 hours)

Problem-solving questions on,

1. Age
2. Speed and Distance
3. Averages
4. Family-tree
5. Ratios and Proportions
6. Coding-Decoding
7. Time and Calendar
8. Simple Interest
9. Compound Interest
10. Profit and Loss
11. Seating Arrangement
12. Inductive reasoning
13. Deductive reasoning
14. Directions
15. Alphanumeric series
16. Construction of various Diagrams and Charts
17. Interpretation of various Diagrams and Charts
18. Data sufficiency

Reference(s):

1. Aggarwal, R.S, “Quantitative Aptitude for Competitive Exams”, S.Chand
2. Tyra, M., “Quicker Maths”, BSC Publishing Co. Pvt. Ltd.
3. Trueman’s Specific Series “UGC NET/SET”

(Syllabus 2)

**Skill Enhancement Course 4: Quantitative Aptitude
(Offered by the Department of Mathematics)**

Open for All

Duration: 24 Hours

Unit 1: Vedic Mathematics (4 hrs)

Multiplication, Square and Square Roots, Cube and Cube Roots, Relation Between Percentage and Reciprocals

Unit 2: Numbers (6 hrs)

HCF & LCM, Averages, Equation, Inequalities

Unit 3: Percentage (6 hrs)

Profit, Loss and Discount, Simple and Compound Interest

Unit 4: Time, Speed, and Distance (4 hrs)

Boats & Streams (Upstream and Downstream Motion), Train Problems, Race Problems

Unit 5: Indices and Logarithms (4 hrs)

Surds, Age Problems Ratio & Proportion

Unit 6: Geometry (4 hrs)

Unit 7: Clocks (4 hrs)

Partnership, Alligation, Progression

Unit 8: Chain Rule (4 hrs)

Time & Work, Pipes & Cisterns

Reference books:

1. Quantitative aptitude for Competitive examination By R S Agarwal
4. Magical Book on Quicker Maths by M. Tyra

46. Reasoning & Logic

Title: APTITUDE AND LOGICAL REASONING COURSE

Total Marks = 100 (Final Exam 80 Marks + Project 20 Marks)

Unit 1- Quantitative Ability (Basic Mathematics) (6 Lectures)

(Number system, LCM and HCF, Decimal Fractions, Simplifications, Square roots and Cube roots, Average, Problems on Age, Surds and Indices, Percentages, Problems on Numbers)

Unit 2- Quantitative Ability (Applied Mathematics) (6 Lectures)

(Logarithm, Permutation and Combinations, Probability, Profit and Loss, Simple and Compound Interest, Time- Speed and Distance, Time & Work, Ratio and Proportion, Area, Mixture and Allegation)

Unit 3- Data Interpretation (7 Lectures)

(Data Interpretation , Tables, Column Graphs, Bar graphs, Line Charts, Pie Chart, Venn

Diagrams) (8 Lectures)

Unit 4- Logical Reasoning

(Analogy, Blood relation, Directional Sense, Number and letter series.

Coding-Decoding, Calendars,Clocks, Venn Diagrams, Seating Arrangement, Syllogism and

Mathematical Reasoning) (4 Lectures)

COURSE OUTCOME:

On completion of this skill enhancement course the students will be able to

- Understand the basic concept of Quantitative Ability.
- Understand the basic concept of Logical Reasoning Skills
- Acquire satisfactory competency in use of reasoning
- Solve campus placements aptitude papers covering Quantitative Ability, Logical Reasoning
- Compete in various competitive examinations like CAT, CMAT, GATE, GRE, UPSC

47. Renewable Energy and Energy Harvesting

Credits: 3 (Theory: 3)

Theory: 30 Lectures

Preferred minimum qualifications of the teacher/instructor: Assistant Professor of Physics with PhD in Condensed Matter Physics.

The aim of this course is not just to impart theoretical knowledge to the students but to provide them with exposure and hands-on learning wherever possible

Theory

Unit I: Fossil fuels and Alternate Sources of energy (Lectures 3)

Fossil fuels and Nuclear Energy, their limitation, need of renewable energy, non-conventional energy sources. An overview of developments in Offshore Wind Energy, Tidal Energy, Wave energy systems, Ocean Thermal Energy Conversion, solar energy, biomass, biochemical conversion, biogas generation, geothermal energy tidal energy, Hydroelectricity.

Unit II: Solar energy (Lectures 6)

Solar energy, its importance, storage of solar energy, solar pond, non-convective solar pond, applications of solar pond and solar energy, solar water heater, flat plate collector, solar distillation, solar cooker, solar green houses, solar cell, absorption air conditioning. Need and characteristics of photovoltaic (PV) systems, PV models and equivalent circuits, and sun tracking systems.

Unit III: Wind Energy harvesting (Lectures 3)

Fundamentals of Wind energy, Wind Turbines and different electrical machines in wind turbines, Power electronic interfaces, and grid interconnection topologies.

Unit IV: Ocean Energy (Lectures 3)

Ocean Energy Potential against Wind and Solar, Wave Characteristics and Statistics, Wave Energy Devices.

Unit V: (Lectures 2)

Tide characteristics and Statistics, Tide Energy Technologies, Ocean Thermal Energy, Osmotic Power, Ocean Bio- mass.

Unit VI: Geothermal Energy (Lectures 2)

Geothermal Resources, Geothermal Technologies.

Unit VII: Hydro Energy (Lectures 2)

Hydropower resources, hydropower technologies, environmental impact of hydro power sources.

Unit VIII: Piezoelectric Energy harvesting (Lectures 4)

Introduction, Physics and characteristics of piezoelectric effect, materials and mathematical description of piezoelectricity, Piezoelectric parameters and modeling piezoelectric generators, Piezoelectric energy harvesting applications, Human power.

Unit IX: Electromagnetic Energy Harvesting (Lectures 2)

Linear generators, physics mathematical models, recent applications

Unit X: (Lectures 3)

Introduction to Carbon capture technologies

Unit XI: (Lectures 1)

Environmental issues and Renewable sources of energy, sustainability

Reference Books

- [1] Non-conventional energy sources - G.D Rai - Khanna Publishers, NewDelhi
- [2] Solar energy - M P Agarwal - S Chand and Co.Ltd.
- [3] Solar energy - Suhas P Sukhative Tata McGraw - Hill Publishing CompanyLtd.
- [4] GodfreyBoyle,“RenewableEnergy,Powerforasustainablefuture”,2004,OxfordUniversityPress,in association with The OpenUniversity.
- [5] Dr.PJayakumar,SolarEnergy:ResourceAssesmentHandbook,2009 □J.Balfour,M.Sha wandS.Jarosek, Photovoltaics, Lawrence J Goodrich(USA).

http://en.wikipedia.org/wiki/Renewable_energy

48. Retail Management (Syllabus 1)

OBJECTIVES:

Enable students to acquire skills in Retail Management.

- to familiarize the students with the latest retail business .
- Is to familiarize Retail marketing mix.

LEARNING OUTCOMES:

To implement about business and the external forces that influence retailing.

- To make the students understand the business transformation and effective utilization
- of retail store To accustom the students to the various retail operation in the field of marketing.

UNIT 1:

Introduction to Retail Business:

04 HRS

Definition-functions of retailing-types of retailing-forms of retail business ownership. Retail formats- Retail theories-Wheels of retailing-Retail life cycle. Retail business in India: influencing factors- Present Indian retail scenario. International perspective in retail business

UNIT 2:

Consumer behavior in retail business:

04HRS

Buying decision process and its implication on retailing-influence of group and individual factors, customer shopping behavior, customer service and customer satisfaction. Retail planning process: factors to consider in preparing a business plan-implementation-risk analysis.

UNIT 3

Retail operations:

04 HRS

Factors influencing location of store-market area analysis-Trade areas analysis-rating plan method-site evaluation. Retail operations: stores layout and visual merchandising, stores designing, space planning, inventory management, merchandise management, category management.

UNIT 4:

Retail marketing mix:

10 hrs

HRS Introduction-product: decisions related to selection of goods (Merchandise Management Revisited)-Decisions related to delivery of services. Pricing: influencing factors-approaches to pricing price sensitivity-value pricing-markdown pricing. Place: supply channel-SCM principles-Retail logistics-computerized replenishment system-corporate replenishment policies. Promotion: setting

objectives-communication effects-promotional mix. Human resource management in retailing - Manpower planning-recruitment and training compensation-performance appraisal methods.

UNIT 5

Impact of information technology in retailing:

08 HRS

Non-store retailing (E-Retailing)-The impact of information technology in retailing-integrated systems and networking-EDI-Bar Coding-Electronic Article surveillance-electronic shelf labels-customer database management system. Legal aspects in retailing, social issues in retailing, ethical issues in retailing.

SKILL DEVELOPMENT

Draw a retail life cycle chart and list the stages.

- Draw a chart showing a store operations
- List out the major functions of a store manager diagrammatically
- List out the current trends in e-retailing
- List out the Factors Influencing in the location of a New Retail outlet.

REFERENCES:

1. Suja Nair; Retail Management, HPH
 2. .Karthic –Retail Management, HPH
 3. S.K. Poddar&others –Retail Management, VBH.
 4. R.S Tiwari ; Retail Management, HPH 18
 5. Barry Bermans and Joel Evans: "Retail Management –A StrategicApproach", 8th edition, PHI/02
 6. A.J.Lamba, "The Art of Retailing", 1st edition, Tata McGrawHill, NewDelhi, 2003.
 7. Swapna Pradhan : Retailing Management, 2/e, 2007 & 2008, TMH 8. K. Venkataramana, Retail Management, SHBP.
 9. James R. Ogden & Denise T.: Integrated Retail Management
 10. A Sivakumar : Retail Marketing , Excel Books
 11. Ogden : Biztantra, 2007
 12. Levy & Weitz : Retail Management -TMH 5th Edition 2002
 13. Rosemary Varley, Mohammed Rafiq-: Retail Management
 14. Chetan Bajaj : Retail Management -Oxford Publication.
 15. Uniyal &Sinha : Retail Management -Oxford Publications.
 16. Araif Sakh ; Retail Managem
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(Syllabus 2)

Paper Name: **-Retail Sales Specialist cum Cashier**

Credit 3

Total Marks: 100

Theory classes : 17 classes (one hour each-17 hrs)

Theory:50 marks

Practical classes: 16 classes (Two hours each-32 hrs)

Practical:50 Marks

Practical classes will include : 12 hours of Retail Lab practical, 12 hours of presentation preparation, 6 hours of Group Discussion. 2 hours of assignment preparation

CourseDescription:

This course on “**Retail Sales Specialist cum Cashier**” for undergraduate students builds basically on the soft skills already possessed by the students apart from preparing them for an entry level profession in the retail industry. It aims to develop the technical skills required for the job apart from improving their communication and problem-solving skills.

CourseObjective:

This course is aimed at training students for the job of “**Retail Sales Specialist cum Cashier**”, in the “Retail” Sector/Industry and by the end of this semester aims at building the job specific key competencies amongst the learners

SpecificObjectives:

The course aims to enable students to–

- Understand the basic concepts of the retail industry
- Understand the job description and duties of “**Retail Sales Specialist cum Cashier**”
- Understand the basics of retail business process management
- Understand the importance of sales support and customer relationship management
- Understand the importance of maintenance of store hygiene, safety and security of the retail store
- Gives an idea of various problem-solving skills related to the industry
- Give an exposure to the practical aspects of the industry
- Develop soft skills

CourseOutcome:

After the completion of the course, the students will be able to

- Understand the basics of the retail industry
- Know the requirements of the profession of **Retail Sales Specialist cum Cashier**
- Develop the skills required for being a successful **Retail Sales Specialist cum Cashier**
- Communicate with people with confidence

CourseContent:

Unit1:INTRODUCTION TO RETAIL MANAGEMENT

Marks: 10

- * FundamentalsofRetail
- * Evolution ofRetailin India
- * Indian Retail Industry
- * Organized and Unorganized Retail Sector
- * Types ofRetail Formats
- * Retail LifeCycle
- * Retail MarketingMix

Unit2: INTRODUCTION TO RETAIL SALES SPECIALIST CUMCASHIER

Marks: 10

- * Retail SalesSpecialistcum Cashier-Definition, Job Description, Duties

Unit 3:SALESSUPPORT

Marks: 10

- * Importanceofproduct demonstration:
- * Specialist support tocustomers in facilitatingpurchases
- * Maximizationofprofitthrough sales ofgoods&services
- * Personalizedsales&post-saleservicesupport

Unit 4:CUSTOMER RELATIONSHIP MANAGEMENT

Marks: 10

- * CRM-Concept, Importance
- * Importanceof monitoringand resolvingserviceconcerns/grievances
- * Importanceofcreatingpositiveimageofself&organization in thecustomers mind

Unit 5:STORE HYGIENE, SAFETY&SECURITY

Marks: 10

- * Concept &ImportanceofStoreHygieneandCleanliness
- * Concept &ImportanceofStoreSafety& Security

Readerlist:

Pradhan,S.,RetailingManagement:Textand CasesMadanR.L., A
Textbook ofRetailManagement
QualificationPackofRetailSalesSpecialistcumCashierprescribed byRASCI

49. Rural Marketing

Rajiv Gandhi Memorial College, Lengtisinga

Department of Economics

Skill Enhancement Course

Course Objectives: The objective of the course rural marketing is to familiarize the students with the conceptual understanding of rural marketing and its corresponding development practices in Indian context.

Course Outcome: The course outcome of Rural Marketing may be as follows:

- Understanding the agricultural marketing system and role of price discovery in our economic system
- To Understand, define, and explain value added processing
- To Understand, define and explain competition in the market place.
- To Understand, define and explain consumer demand issues.
- To understand the role of information technology in rural marketing.

Unit – I: Introduction to Rural Marketing:

Meaning, Scope, Definition and Importance of Rural versus Urban Marketing, Growth of Rural Market, Basic Difference between Rural, Semi-Urban and Urban Markets, Profile of Rural Consumer Behavior.

Unit – II: Role of Government in the Development of Agricultural Marketing:

Government Intervention in Marketing System, Role of Agencies like State Agricultural Marketing Boards, Co-Operative Marketing, Types of Co-Operative Marketing Societies, AGMARK, National NCDC (National Co-operative Development Corporation), Public Distribution System, Self-Help Group in Assam (SHGs), North Eastern Regional Agricultural Marketing.

Unit – III: Agricultural Credit and Crop Insurance:

Agricultural Credit Policy, Institutional Agreement for Agricultural Credit, Crop Insurance, Agricultural Insurance.

Unit – IV: Role of Information Technology in Rural Marketing:

Infrastructure, Importance and Scope, Modern Techniques for Rural Distribution.

Reference Books:

1. Rural Marketing: Ashok Jain, Varun Jain.
2. Rural Marketing Text and Cases: Krishnamacharyulu and Lalitha Ramkrishnan
3. Rural Marketing: Pradeep Kashyap.

50. Sattriya Dance Skill

Course Title: SATTRIYA DANCE SYLLABUS

THEORY

- Extensive study of Sattriya Dance.
- Introduction of various types of classical dance forms of India.
- Brief knowledge about Srimanta Sankardev and Madhavdev.
- General knowledge of Tandav and Lashya forms of dance.
- Knowledge of Hastamudra (According to Sri Hasta Muktawali). Asangjukta, Sangjukta and Nritya Hasta, its description and uses.
- Introduction knowledge of Matiakhara. The types of Matiakhara.
- The name of Sattras along with the place of Assam.
- Few names of Gurujis of the Sattriya Dance.
- Basic knowledge of drishti, Griba karma, and its types.
- Basic knowledge of Aanga, Pratyanga and Upanga.
- Basic knowledge of Nayak-NayikaBheda as discussed in the Ntyashastra.
- Introduction of the pure dance of Sattriya -JhumuraRamdani and its description.
- Introduction of pure dance-JhumuraGeetorNaach, MelaNaach, and its description.
- Basic knowledge of SaliNach.
- Life history of SattriyaNritya Gurus or Adhyapaks.
- Knowledge of Taal, Taali, Chapori, Matra, Loy,Shachar, Bhangani, Ghat, Chok.

PRACTICAL

- Practical introductory knowledge of Matiakhora like – Ora, Sota, Jhalak, Chalana, Sitika, HaatSalowa, Harbhanga, PosolaTola, Panihisa, Gerowasowa, Muruka, Jatani, Tewai, Haatpokowa, Pak, Kokilakhosa, Jaap, Moropa, Ketela, Athuwa, Satrawali.
- Practical knowledge ofTaal – SutaTaal, ThukoniTaal,Ektaal, Jatitaal.
- Practical knowledge of Hastamudra – Asangjukta and Sangjukta Hasta, Nritya Hasta and its uses.

- Practical knowledge of Navarasa and its types.
- Practical knowledge of dance form – JhumuraRamdani, JhumuraGeetorNach, JhumuraMelaNaach.
- One Ramdani of SaliNaach- Takjiddhei di didhei.

51. Soft Skill-1

Syllabus: First Semester

Total marks: 100(External: 50 + Internal/Practical: 50)	Nature of Course: SEC	No. of Credits: 3(two theory and one practical credits) No. of hours: 2x11+1x22=44 hours
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Course Description

This course on Soft Skills for undergraduate students builds on the Skill Enhancement Courses under FYUGP offered in the first semester. It aims to the soft skills of the students. The sustained content in this course is based on Reading and Writing pedagogy, and uses authentic materials to teach students. The accessible short texts used will help the students develop their speaking, reading, writing, vocabulary and grammar skills.

Objectives/

This course will enable students to

- Equip the students with the skills to communicate effectively through innovative teaching methods.
- motivate the students to speak according to the context and with confidence
- train the students in interview skills, group discussions and presentation skills
- expose the students to other important skills such as computing and programming
- enhance the students' interpersonal skills
- improve the students' critical thinking skills
- make them ready to face any interview and group discussion
- inculcate positive attitude in students
- inculcate overall employability skills especially leadership skills, emotional intelligence and other personal attributes crucial for success in business or career.

Learning Outcomes

This course will well equipped the students with necessary skills for their career building and growth.

Courses it feeds into

This course will feed into all the students across all streams /disciplines and will help them in their preparation for career goals.

Mode of delivery

Interactive discussions, digital tasks, personalization of topics, exercises and activities based on the selected texts, on the spot writing assignments, pair and group discussions, and feedback sharing.

Evaluation

Students will be evaluated through an internal component of 50 marks comprising sessional examination, Class test, class assignments, home assignments, class discussions, oral presentations, and so on. There will also be a written end-of-term External examination of 50 marks where students will be evaluated on their understanding of the course and their ability to use the skills and strategies studied in the course.

Course Content:

UNITS	CONTENTS	T	T/P	Total Hours
Unit -I	<ul style="list-style-type: none">• Introduction to Soft Skills- define and understand Soft Skills• List and overcome the filters/barriers in Soft Skills	2	0	02
Unit -II	<ul style="list-style-type: none">• Soft Skills Communication Skills (without being language specific)• Essential and basic rules of Body Language	08	04	12
Unit -III	<ul style="list-style-type: none">• Leadership development• Time management• Teamwork• Critical thinking• Problem solving• interpersonal skills• Manners and attitudes	08	06	14
Unit -IV	<ul style="list-style-type: none">• Handling a Smart Phone in a better way• Basic Computer Knowledge	01	04	05
Unit -V	<ul style="list-style-type: none">• Writing a CV/job applications• GD Skills• Interview skills	03	08	11

Suggested Readings:

1. English and Soft Skills. S.P. Dhanavel. Orient Black Swan 2013

2. Business English. Sharmistha Panja et al. Pearson, 2009.
3. Fluency in English - Part II, Oxford University Press, 2006.
4. Any other books related to the course.

52. Spoken Arabic-1

--By Abu Bakkar Siddiqui, Dept of Arabic, GU

GAUHATI UNIVERSITY
DEPARTMENT OF ARABIC
FYUGP SEMESTER: I

SPOKEN ARABIC-I
(SEC PAPER)

UNIT-I: Fundamentals of Arabic Language

- ✓ Introduction to Arabic Alphabets
- ✓ Listening to texts, listening to Arabic audio-videos
- ✓ Introduction to Arabic phonetic Symbols, consonants & Vowels with illustrations in use
- ✓ Pronunciation Practice preferably using ICT tools

UNIT-II: Development of Reading and writing Skill

- ✓ Recognition of Arabic letters
- ✓ Reading comprehension and Combination of Letters
- ✓ Description of Human vocal organs (مخارج الحروف)
- ✓ Writing Practices

UNIT-III: Vocabulary Enrichment

Arabic vocabulary related to

- ✓ Nature e.g. Earth, Moon, Sun, river mountain. and seasonsetc.
- ✓ Relatives e.g. father, mother, brother etc.
- ✓ Body parts, dresses and time related words like Month, Week, Day and Direction etc.
- ✓ Arabic numeral (1 to 100), Plants, Vegetables, Flowers, Fruits etc.

UNIT-IV: Basic Grammar and Conversation Practices

- ✓ Parts of Speeches
- ✓ Person, Number and Gender
- ✓ Conversation Practices using demonstrative pronouns
- ✓ Conversation Practices using simple sentences

Reading References:

1. معلم اللغة العربية, Standard-I, Published by MESCO-ALEEF, Hyderabad
2. معلم اللغة العربية (الثروة اللغوية) Published by MESCO-ALEEF, Hyderabad
3. Teach Yourself Arabic by Prof. S. A. Rahman
4. Arabic for Beginners by. S. Ali
5. Madina Arabic, Vol. I by Dr. V. Abdur Rohim
6. Let's Speak Arabic By Prof. S. A. Rahman

Graduate attributes:

1. Creativity
2. Communication skill
3. Learning how to learn skill

Learning outcomes:

1. The learners will be able to recognize Arabic alphabet and pronounce them correctly.
2. The course will help the learners in social interactions and will help them convey basic information in Arabic.
3. The course will guide the learners to comprehend simple written texts on common topics.
4. At the end of the course the students will be at ease to compose simple texts in Arabic.
5. The course will lead the students to comprehend simple audio-video texts in Arabic.

53. Spoken English (Syllabus 1)

---By Bibhash Choudhury, Dept of English, GU

SUBJECT NAME: ENGLISH

COURSE NAME: VAC(SPOKEN ENGLISH)

COURSE LEVEL: 100-199(FOUNDATION AND INTRODUCTORY)

GRADUATE ATTRIBUTES: This introductory course in Spoken English is designed to equip students from all disciplines with spoken English skills which have become absolutely necessary in our personal, social, and professional lives in this age of globalization and the internet. Students will be familiarized with the nuances of spoken English and given practice in the use of English in a variety of formal and informal settings so that, by the end of the course, they are able to use the language confidently in different contexts of interpersonal interaction. The spoken English skills will enable the graduates to confidently collaborate with others and coordinate activities thereby developing their team spirit and social skills. The communicative ability of the graduates will also be seen in their digital and technological skills which they will imbibe through the incorporation of information and communication technology in the teaching process.

Teaching Methodology: Activities in the language lab and appropriate audio-visual aids and ICT will be used wherever necessary to hone the spoken English skills of the students.

Assessment: The spoken skills acquired by the students will be tested through an oral examination which may involve components like i. Group discussion, ii. An interview situation, iii. An oral presentation iv. Reading a passage with correct pronunciation and appropriate stress and intonation, v. Description of a scene in a photograph or video clipping etc.

THEORY CREDIT: 1

PRACTICAL CREDIT: 1

- a) **No. of Contact Classes:** 2 classes per week
- b) **No. of Non-contact Classes:** None (students will be allotted reading and listening exercises and other assignments to be done when they are not attending contact classes.)

UNIT – I: ELEMENTS OF SPOKEN COMMUNICATION

Here students will get a broad understanding of the sound system of English-the vowel and consonant sounds,word stress and sentence stress, weak forms, and intonation patterns. They will be made aware of the importance of using correct pronunciation in speaking. Exercises in listening and repeating preferably in a language laboratory will go a long way in developing pronunciation and in imbibing the features of spoken English communication.The students will also be acquainted with the non -verbal features of spoken communication-gestures and postures, eye contact, and other features of body language so that they acquire the ability to communicate effectively.

UNIT -II GRAMMAR AND VOCABULARY

Students will be offered instruction on avoiding common grammatical mistakes in speaking-mistakes related to tense, subject-verb agreement, prepositions etc. They will be encouraged to listen and read so that they can build up a good vocabulary which will help them in written as well as spoken communication.

UNIT – III SPEAKING ACTIVITIES

Students will be given practice in speaking English in a variety of formal and informal situations. The practice activities will strive to incorporate the following:

- Basic speaking skills like making statements, asking questions, requesting,apologizing, issuing orders etc.
- Description of an event or an incident
- Role play involving dialogue
- Telling a story from outlines given
- Group discussion on a given topic
- Interview (face-to-face, telephonic and video)
- Oral presentationon a topic using audio-visual aids like powerpoint
- Public speaking

REFERENCE BOOKS & MATERIALS:

Eastwood, John.Oxford Guide to English Grammar. OUP, 1994

McCarthy, Michael and Felicity O Dell. English Vocabulary in Use, Upper Intermediate with Cd-rom,Cambridge University Press, 2008.

Yates, Jean. English Conversation. McGraw Hill, 2020

Yule and Brown. Teaching the Spoken Language: An Approach Based on the Analysis ofConversational English(Cambridge Language Teaching Library,1983

(Syllabus 2)

Skill Enhancement Course 8: Spoken English
(Offered by the Department of English) Guwahati College

Open for All

Total Credit =3(33 Hours)

Unit 1: Phonology of English

A brief introduction to English language and its characteristics, Phonemes: Consonants, Vowels and Diphthongs, Articulation of speech sounds, Syllables and CVC pattern, Accent patterns and Intonation

Unit 2: Conversation in English

a) Patterns: Greeting, Invitation, and replies, Making requests, commanding, ordering and asking the question, Seeking permission, Apologizing, Complaining, complementing and congratulating

b) Using English in Real life situations: At the Bank/office, At the shop, At the temple, Meeting friends, Meeting relatives, Visiting a doctor, At the police station At the railway/ bus station, Interviews, Telephonic communication

Unit 3: Basic English Grammar

Parts of speech and their uses, Articles and their uses, Synonyms and antonyms, Word-formation, Punctuation, Sentence pattern

Unit 4: Practical

Definition of terms, Synonyms and antonyms, Word and sentence formation

Loud reading of a poem/passage, Pronunciation of words, Observation of accent, and pronunciation of a given text

Practice Session in Language Lab

Reference Books:

- 1] Bansal R.K. and Harrison J.B. Spoken English for India. Orient Longman, Mumbai, 2000.
- 2] Daniel Jones. English Pronouncing Dictionary. 15th edition. Roach, P. & Hartman, J. eds. Cambridge UK: Cambridge University Press, 1997.
- 3] Katamba, F. An Introduction to Phonology, Longman, 1989.
- 4] Roach. Peter. English Phonetics and Phonology: A Self-contained comprehensive pronunciation course. 4th edition. Cambridge UK: Cambridge University Press, 1983
- 5] T. Balasubramaniam. A Textbook of English Phonetics for Indian Students. Macmillan, New Delhi, 1999.
- 6] Bygate, M. Speaking. Oxford: Oxford University Press.
- 7] G. Radhakrishna, Pillai, K. Rajeevan. Spoken English for You. CIEFL. Emerald Publication.
- 8] Z.N.Patil. English for Practical Purpose, Mac Millan Ind. Ltd.
- 9] Assam Publishing Company. Modern English Grammar and Composition. Anglo- Assamese Edition. 2016
- 10] Bani, Prakashani. An Approach to English Grammar & Composition.
- 11] Geoffrey, Leech. Margaret Deushar. English Grammar Today.
- 12] Wren & Martin. High School English Grammar and Composition. Revised by Dr N.D.V Prasada Rao, S. Chand. 1999.
- 13] W.S. Allen. Living English Structure.
- 14] Wood, F.T. A Remedial English Grammar for Foreign Students.

(Syllabus 3)
1. SPOKEN ENGLISH COURSE

2. Total Marks = 100 (Theory 70 marks + Practical 30 Marks)

UNIT –A:

- i) Listening- Listening to the Texts, Trials of a Good Listener (2 Lectures)
- ii) Listening & Comprehension- Interpretation of Texts based on Question-answer and Interaction among students. (3 Lectures)
- iii) Vocabulary & Word Formation-From different texts & Dictionary. (3 Lectures)
- iv) Practice Exercises on the use of different grammatical constructions in context, Identification of the use of the above given grammatical devices from different texts like newspapers, poems, stories etc.(3 Lectures)
- v) Dialogues (1 Lecture)
- vi) Telephonic Conversation (1 Lecture)

UNIT-B:

- i) Pronunciation –Introduction of English Phonetic Symbols, Consonants & Vowels with illustrations in use. (3 Lectures)
- ii) Reading Skill-Techniques of reading, reading Comprehension of unseen pages, Identifying the context & the central idea. (2 Lectures)
- iii) Basic Grammar-Both spoken and Written. (3 Lectures)
- iv) Words & Phrases used for conversation, questions, order and suggestions. (2 Lectures)
- v) Public Speech (2 Lectures)
- vi) Translation (2 Lectures)

COURSE OUTCOME:

On completion of this skill enhancement course in Spoken English ‘ a student can develop pronunciation skills and the sounds of English , can have better career prospects, improved academic performance, enhanced communication skills, improved confidence during interviews, access to global resources and enhanced travel experiences.

54. Spoken Hindi

(Syllabus 1)

स्पोकन हिन्दी

कुल अंक :100

सैद्धांतिक परीक्षण :50

व्यावहारिक परीक्षण50:

क्रेडिट3 :

कक्षाएँ60 :घण्टे

कोर्स-लेवल 199-100 :

पूर्व:योग्यता-हिन्दी10 सहित-वीं कक्षा उत्तीर्ण-

स्नातक:गुण-स्पोकन हिन्दी के इस पाठ्यक्रम को इस रूप में प्रस्तुत किया गया है ताकि विद्यार्थियों में खड़ीबोली हिन्दी के कथितबोलचाल के रूप से संबंधित इतनी योग्यता विकसित हो कि वे दैनन्दिन जीवन के सभी संदर्भों में मौखिक स्तर / पर सफलतापूर्वक हिन्दी का प्रयोग कर सकें ।

लक्ष्य: विद्यार्थियों की हिन्दी-कथन-क्षमता को सम्यक् रूप से विकसित करना प्रस्तुत पाठ्यक्रम का प्रमुख लक्ष्य है ।

इकाई 1क्रेडिट : (1 :स्पोकन हिन्दी : अवधारणा, स्वरूप,उपयोगिता ;

हिन्दी की स्वर) विधियाँ-व्यंजन ध्वनियाँ एवं उनकी उच्चारण-ह्रस्व और दीर्घ स्वरों के उच्चारण में अन्तर ; शब्द के आद्य, मध्य और अंत्य 'अ' के उच्चारण की विशेषताएँ;च, छ, ज, झ के उच्चारण की विशेषताएँ ; दंत्य और मूर्धन्य ध्वनियों के उच्चारण में अन्तर; श,ष, स ध्वनियों के उच्चारण में अन्तर;'र' ध्वनि के उच्चारण की विविध स्थितियाँ;'क्ष' और 'च्छ' के उच्चारण की विशेषताएँ ; र, ङ और ढ के उच्चारण में अन्तरइन बातों -- (पर विशेष ध्यान

इकाई2क्रेडिट : (1 :हिन्दी की आधारभूत शब्द-सम्पदा : शरीर के अंग,मनुष्य एवं मानवीय संबंध,

पोशाक, गहने, खद्य-पदार्थ, साग-सब्जी, फल-फूल, पशु-पक्षी, पेड़-पौधे, घरेलू चीज़ें, काम करने के औज़ार, सवारी, बीमारी-दवा, खेल-कूद, तिथियाँ, दिनों के नाम, महीनों के नाम, संख्या-गिनती, संगीत-वाद्य, अनाज, रंग, व्यवसाय, आकाश, क्रियाएँ इत्यादि सूचक संज्ञा शब्द ;हिन्दी के सर्वनाम, विशेषण और अव्यय शब्द

इकाई)3क्रेडिट : (1 :अभिवादन;अपना परिचय प्रदान-; दूसरे की परिचयप्राप्ति-; आत्मीयजनों एवं- मित्रोंके साथ वार्तालाप, अपरिचित-जनों के साथ बातचीत; शिक्षण-संस्थान, बाज़ार, यातायात-परिवहन, बैंक-डाकघर, विभिन्न कार्यालय, खेल-कूद, मनोरंजन, सांस्कृतिक कार्यक्रम,अस्पताल, संचार-माध्यम इत्यादि के संदर्भों में सम्बद्ध जनों के साथ विविध प्रकार)अर्थ और संरचना की दृष्टि से(के वाक्यों के जरिए विचारों का आदान-प्रदान;मुहावरेदार भाषा में बातचीत

द्रष्टव्य: व्यावहारिक परीक्षण के अन्तर्गत प्रश्नोत्तर, किसी विषय पर भाषण, दो जनों का वार्तालाप, समूह में चर्चा आदि की व्यवस्था रहेगी । विभागीय प्राध्यापकगण, महाविद्यालय के अध्यक्षसंस्थान के प्रमुख अथवा उनके द्वारा शिक्षण/कार्य सम्पन्न होगा ।-नामित प्रतिनिधि के समक्ष व्यावहारिक परीक्षण एवं मूल्यांकन

अभ्यास पुस्तकें(सिर्फ पढ़ने के लिए) :

- .1 **बात-चीत-** असम राष्ट्रभाषा प्रचार समिति, गुवाहाटी ।
- .2 **जानने की बातें-** केशव सागर, राजपाल एण्ड संज, दिल्ली ।
- .3 **पाँच एकांकी-** असम राष्ट्रभाषा प्रचार समिति, गुवाहाटी ।
- .4 **सप्तसरोज-** मुंशी प्रेमचन्द, सरस्वती प्रेस, इलाहाबाद ।

सन्दर्भ ग्रन्थ :

- .1 **शुद्ध हिन्दी-** डॉ॰ हरदेव बाहरी, लोकभारती प्रकाशन, इलाहाबाद ।
- .2 **आधुनिक हिन्दी व्याकरण एवं रचना-** डॉ॰ वासुदेवनन्दन प्रसाद, भारती भवन, पटना ।
- .3 **मानक व्यावहारिक हिन्दी व्याकरण तथा रचना-** श्यामजी गोकुल वर्मा, आर्य बुक डिपो, नई दिल्ली ।
- .4 **असमीया हिन्दी लर्निंग कोर्स-** रेपिडेक्स पब्लिकेशन्स।
- .5 **शुद्ध हिन्दी कैसे सीखें-** राजेन्द्र प्रसाद सिन्हा, भारती भवन, पटना ।
- .6 **Complete Hindi Beginner to Intermediate Course: Learn to read, write, speak and understand a new language with Teach Yourself –** Rupert Snell, John Murray Learning.
- .7 **Spoken Hindi from Scratch –** Atharwa Madbhavi, Notion Press Publisher.

.8Word Book 4 in 1 (Learn English, Hindi, Assamese and Bengali) – G.B.D.’s Editorial Board, Good Books Distributors Publishers, Kolkata.

(Syllabus 2)

**Skill Enhancement Course 7: Spoken and Communication Hindi
(Offered by the Department of Hindi) Guwahati College**

Open for All

Total Credit =3(33 Hours)

Unit 1:

Alphabet (Recognition & Pronunciation), Vowel Signs & Sign of ळ. Conjunct Letters (Part I), Conjunct Letters (Part - II), Numbers & Ordinals

Unit 2:

Reading Practice, Words of Everyday life, Conversation (Monologue & Dialogue), Creative Expression (Extempore)

Unit 3:

Writing Exercise (Creative), CV/Bio-data Preparation, Simple Letter writing (Informal & Formal)

Unit 4:

Grammar: Pronouns, Adjectives, Adverbs, Numbers, Gender, Case, Verb, Tense Direct & Indirect Speech, Simple Sentence, Compound Sentence, Complex Sentence

55. Teaching Skill

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).

56. Tools & Techniques for Local Handicraft Entrepreneurship

Unit- I

Entrepreneurship- Concepts, elements, determinants & importance of entrepreneurship. Entrepreneurs- Essential Qualities, characteristics, different types of entrepreneurs and entrepreneurship.

Unit-II

Levels of Entrepreneurship - Micro, Small & Medium. Indian business traditions & Entrepreneurship- Family, Group, Community Society. Traditional values & ethics in relation to business & culture of entrepreneurship.

Unit-III

Handicrafts Traditions of India - A historical background and its legacy for trade & commerce in handicraft products. Different types of handicrafts in practice in Assam, handicraft traditions of undivided Goalpara District and present position of handicraft in Dhubri district.

Unit-IV

Tools & Techniques for establishment of Handicraft based business: Idea for new business, preparation of business plan, writing of project proposal, submission process of project report, detailing of location layout, raw material, marketing facilities, finance, online platform, e-commerce, market place, segment, competitors & rival.

Unit-V

Practical Training on Sales & Marketing, meeting with local craftsman & understanding real time to real life production of handicraft items, visiting craft bazaars, handicraft fair for practical selling to marketing experiences through internship programme and to meet real life entrepreneurs dealing in handicraft products.

Books and References

1. Robert Hisrich, Michael Peters, Dean Shepherd, Entrepreneurship, McGraw-Hill Education.
2. Desai Vasant Dynamics of Entrepreneurial Development and Management. Himalayan Publishing House Mumbai
3. Holt, David H. Entrepreneurship: New Venture Creation. Prentice Hall of India New Delhi.
4. Singh Nagendra P. Emerging Trends in Entrepreneurship Development ASEED. New Delhi.

5. Ranjan Aditi Handmade in India Mapin publishing private limited. (for Library collection)
6. Ranjan M.P. Handmade in India: A Geographic Encyclopedia of Indian Handicrafts. Abbeville Publishing group. (for Library collection)
7. Chottopadhyaya Kamaladevi: Handicrafts of India. Indian Council for Cultural Relation.
8. Handique Krishna Jyoti: Handicrafts in Assam, Kalpaz publication.
9. Sarma Mrinmoy K: Traditional Crafts of Assam, Shipra Publications.

57. Tour Packaging Management

Skill Enhancement Course

Title -

Tourism Packaging Management

Course Objectives:

The Course will help the students to gain the knowledge about various concepts, Scope, nature and type of tourism. Further it will help the Students to evaluate the socio - economic, cultural and environmental impact of tourism Industry.

Course out Come :

- Study the fundamental concept of tourism.
- Understand the nature and types of tourism.
- Define the elements, classification and Historical development of Tourism.
- Identify the importance of tourism impacts.
- Elaborate the concepts of sustainable tourism development.

Unit - I : Introduction to tourism.

Unit - II : Tourism Principles, Policies and Practices.

Unit - III : Global tourism History.

Unit - IV : Travel Agency and tour Operations.

Unit - V : Tourism Entrepreneurship.

Reference Books :

- Archer, B.H. (1982) The value of Multipliers and their Policy.
- Bramwell, B. (1993) Tourism and the environment.
- Butler, R.W (1980) The Concept of Tourism: an evolving global approach.
- Evans, N. Cambell, B. & Stakeholders, G (2003) Strategic Management for travel and tourism.
- Freeman R.E (1983) Strategic Management: A Stoker holder approach.

58. Traditional Medicinal System in Mayong, Assam

Credit: 3 (L2,P2)

Total Marks: 100 (Theory - 50, Internal – 50)

Aim of the course: As in other indigenous societies, the practices of folk medicine have also been in continuance among the tribal and non-tribal societies of Assam since very early age. The Folk Medicinal system in Assam is known as '*BezaliSikitsa*' and the healers or practitioners are popularly called as '*Bez*', '*Kabiraz*' or '*Oja*'. The *Bezes* or *Ojasuse* both herbal medicines and versified incantations or charms for the removal of diseases and other evil spirits from the body of the patients. An enormous amount of the knowledge and practices of magic and medicine is still deeply rooted in some places of Assam among its indigenous societies. The proposed course on Traditional Medicinal System will deal with this problem.

Objectives of the Course:

The underlying objectives of the course are –

- i) to transmit the whole body of primitive knowledge and practices of traditional medicinal system of India to the next generation in an innovative and scientific way of thinking.
- ii) to create a group of knowledge based professional traditional medicinal practitioners for the wellbeing of the society at the grass root levels.
- iii) to create a group of skill man powers and entrepreneurs to develop herbal medicinal parks, production centers of herbal medicines, herbal medicinal plants, centers for traditional treatment etc.
- iv) to add value to this branch of Indian traditional knowledge system (People's Primitive Science) which has been continuing till today since time immemorial to mankind.
- v) to create an environment for reviving and developing the skill of this Indian system of traditional medicine.
- vi) to explore, understand and document the whole body of knowledge and practices of herbal medicines, its different ways and procedures of application traditionally continued in oral form among different indigenous societies.
- vii) to explore, understand and document the texts and contexts of the mantras (incantations) having therapeutic uses, its different ways and procedures of application traditionally continued in oral form among different indigenous societies.
- viii) to identify, understand and document all the plants and animal materials used by the folk healers as source of medicine.

Expected Output/Outcomes of the Course:

The output/outcomes expected from the course are –

- i) The Indian knowledge and practices of magic and herbal medicine could be revived and transmitted to the new generation in an innovative and scientific way of thinking.
- ii) A group of knowledge based, skilled professional traditional medicinal practitioners for the wellbeing of the society at the grass root levels could be created.
- iii) A group of skill man powers and entrepreneurs to develop herbal medicinal parks, production centers of herbal medicines, herbal medicinal plants, centers for traditional treatment etc. could be created.
- iv) Traditional herbal medicinal prescriptions (continued in oral form) could be explored and documented with their methods of preparation and application.
- v) Different diseases or ailments with their local names could be identified and documented with their symptoms and causes of the occurrence of diseases as viewed by traditional healers.
- vi) Medicinal plants and animal parts used as source of traditional medicine could be identified and documented with their local and scientific names. Which parts of the plants are used as medicine and for what types of diseases could also be explored and documented.
- vii) Case studies of traditional herbal healing and magical healing could be carried out with video documentation in a large scale.
- viii) Mantras (Incantations) having therapeutic uses (continued in oral form) could be explored and documented with their texts, contexts and procedures of application etc. etc.

Contents of the Course:

Chapter-1 Introduction – Meaning and Concept of different types of Traditional Medicinal Systems of the World

Chapter-2 History of Traditional Medicine in India

Chapter-3 History of Traditional Medicine in Assam and North-East India

Chapter-4 Beliefs in the Causation of Disease in Traditional Medicinal System- Natural Causes, Supernatural Causes

Chapter-5 Diagnostic Criteria in Traditional Medicinal System - Diagnosis from Symptoms, Diagnosis through Divination, Diagnosis with the help Interrogation, Diagnosis through Astrology, Diagnosis on the basis of Dreams, Diagnosis on the basis of some other Folk Beliefs etc.

Chapter-6 Methods of Healing in Traditional Medicinal System - Magico-Religious Healing- its different types, procedures of application etc., Herbal Healing- procedures of herbal preparation, the Diseases Treated and Herbal Medicines Recommended, Plants, Animals parts used as Medicine etc.

Chapter-7 The Folk Healers: Life Histories of Eminent Folk Healers of Assam/India, General Ethics of the Folk Healers, General Restrictions of Folk Healers, Social Standing of Folk Healers etc.

Chapter-8 Practical- Observation through participating in magic or folk healing related activities and rituals, In-depth Case studies of Magico-Religious Healing and Herbal Healing, Collection of treatment histories of the patients, Audio and video recording of magical and herbal treatments, interviews with expert herbalists or magicians, practice of herbal preparation etc.

Resource Persons for the Course:

Folk healers, Eminent Herbalists, Magic Practitioners, Botanist, Zoologist, Psychologist, Anthropologist, Ayurvedic Medical Practitioners, Yuga Masters, Researchers of Traditional Medicinal System etc.

References books:

Will be framed later on.

Syllabus Committee:

Advisor:

Dr Mahananda Borah, Principal, Mayang Anchalik College, Morigaon, Assam.

Member and Coordinator:

Dr Utpal Nath, Assistant Professor, Department of Economics, Mayang Anchalik College, Morigaon, Assam

59. Understanding Psychology

--By Laharighat College

Unit-I: Nature and scope of study of Educational Psychology:-

Involve concept of psychology, characteristics of psychology different branches of psychology, relation between education and psychology, need of the study of educational psychology, need of the study of educational psychology for the teacher.

Unit-II:- Heredity and Environment:

what is heredity, theoretical study and analysis on heredity and environment, types environment relative importance of heredity and environment role of the Teacher in regard to environment.

Unit-III: Memory and forgetting:-

what is memory characteristics of memory, factors of memory, memory trace, marks of good memory, improve of memory, forgetting, cause of forgetting theories of forgetting.

Unit-IV: Thinking reasoning and problem solving:-

Nature of thinking, constituent characteristics of thought, thought and imagination types of thinking reasoning meaning definition, types of reasoning scientific method of problem solving.

60. Web Front-end Designing

Title: Web Front-end Designing-1(HTML)

Target Group: Open for all (Arts, Science and Commerce)

Theory= 2 Credits, Practical = 1 Credit

Learning objective(s):

- (1) To introduce the basic concepts and techniques of front end web designing.
- (2) To enable students to apply the basic concepts and techniques of front end web designing.

Course outcome:

After studying this course, students will be able to design interactive web pages.

Unit wise Syllabus:

THEORY

UNIT 1: (3 Hours)

The Basics Introduction to HTML, the Head, the Body, Colors, Attributes, Check box, Radio Button, Text, TextArea, Lists, ordered and unordered

UNIT 2: (4 Hours)

HTML Formatting: New Paragraph, Line Break, Blank Space, Preformatted text, Div element Bold text, Important text, Italic text, Emphasized text, Marked text, Small text, Deleted text, Inserted text, Subscript text, Superscript text, HTML quotations, HTML Comments, HTML colors

UNIT 3: (3 Hours)

Links Introduction, Relative Links, Absolute Links, Link Attributes, Using the ID Attribute to Link within a Document

UNIT 4: (3 Hours)

Images : Putting an Image on a Page, Using Images as Links, Putting an Image in the Background

UNIT 5: (5 Hours)

Tables : Creating a Table, Table Headers, Captions, Spanning Multiple Columns, Styling Table

UNIT 6: (4 Hours)

Forms: Basic Input and Attributes, Other Kinds of Inputs

PRACTICAL / LAB WORKSHEET TO BE PERFORMED (22 hours)

1. Create an HTML document with the following formatting options:

- (i) Bold
- (ii) Italics
- (iii) Underline
- (iv) Headings (Using H1 to H6 heading styles)
- (v) Font (Type, Size and Color)
- (vi) Background (Colored background/Image in background)
- (vii) Paragraph
- (vii) Line Break
- (ix) Horizontal Rule
- (x) Pre tag

2. Create an HTML document which consists of:

- (i) Ordered List
- (ii) Unordered List
- (iii) Nested list
- (iv) image

3. Create an HTML document which implements Internal linking as well as External Linking.

4. Create a table using HTML which consists of columns for Roll No., Student's name and grade.

Result		
Roll No	Name	Grade

5. Create a Table with the following view:

			Place an Image Here	

6. Create a form using HTML to collect personal information.

7. Create HTML documents (having multiple frames) in the following three formats:

Frame 1
Frame 2

Frame 1	
Frame 2	Frame 3

Reading List:

- a) David DuRocher -HTML and CSS quickstart guide
- b) <https://www.w3schools.com/html>

61. Workshop Practice (Mechanical, Carpentry and Electronics)

Skill Enhancement Course 10: Creative electronics workshop skills (Offered by the Department of Physics) Guwahati College

Open for All

Unit: 1

Introduction to electronic workshop: Familiarization/Application of testing instruments and commonly used tools (multimeter, function generator, power supply, digital cathode ray oscilloscope (DSO), Breadboard, etc. Soldering techniques (soldering iron, desoldering pump, wrapping, crimping), pliers, cutters, wire strippers, screwdrivers, tweezers, etc.]

Unit 2:

Introduction to electronics components: familiarization/identification of electronic components with specification (functionality, type, size, color coding, package, symbol, cost, etc.), Active, Passive, Electro-mechanical, Wires, Cables, Connectors, Fuses, Switches, Relays, Displays, etc.

Unit 3:

Measurement: Measuring of various electrical components like resistance, voltage, current, frequency, phase difference, amplitude, power, and power factor for a. c. supply, Use of various analog, digital meters, Signal Generator, DSO, etc, testing of IC's using IC tester.

Unit 4:

Interconnection methods and soldering practice in general purpose PCB, Crimping, Breadboard assembling of simple circuits – Soldering and testing of electronic components and circuits, safety precautions.

Unit 5:

Assembling of electronic circuit/system on a general-purpose PCB, test and show the functioning (Any Two circuits)

1. Fixed/variable and dual voltage power supply
2. Square wave generation using IC 555 timer in IC base.
3. Sine wave generation using IC 741 OP-AMP in IC base.
4. RC coupled amplifier with transistor BC107
5. Portable PM10 PM2.5 Pollution Analyzer
6. DC Motor Speed Control Using Arduino & Pulse Width Modulation(PWM)

- Skill Enhancement Course 11: Certificate Course in Tally
- Skill Enhancement Course 12: Certificate Course in Human Rights
- Skill Enhancement Course 13: Hands on Training of Basic Chemistry Softwares
- Skill Enhancement Course 14: News Writing and Anchoring
- Skill Enhancement Course 15: Translation and Translation Technique
- Skill Enhancement Course 16: Nursery Management
- Skill Enhancement Course 17: Terrace Gardening
- Skill Enhancement Course 18: Organic Farming and Hydroponic Farming

62. Abrittikala/Art of Recitation

--By Ratnapith College

প্রথমষান্মাষিক

আবৃত্তিকলা (Skill Course) Syllabus

(উদ্দেশ্য: এই পাঠ্যক্রমৰ জৰিয়তে কবিতা আবৃত্তিৰ তাত্ত্বিক আৰু প্ৰায়োগিক জ্ঞান প্ৰদানৰ প্ৰয়াস কৰা হ'ব)

প্রথমগোট	: আবৃত্তিৰ ইতিহাস আৰু পৰম্পৰা ; আবৃত্তিৰ উপস্থাপন
দ্বিতীয়গোট	: আবৃত্তিৰ প্ৰস্তুতি : কাব্যবোধ, ছন্দ আৰু যতিৰ ধাৰণা, স্মৃতিচাৰণ
তৃতীয়গোট	: আবৃত্তিৰ কৌশল : স্বৰক্ষেপন, স্বৰকম্পন, সঠিক উচ্চাৰণ, সুৰ আৰু লয়ৰ প্ৰয়োগ
চতুৰ্থগোট	: ব্যৱহাৰিক পৰীক্ষা : জ্যোতিপ্ৰসাদ আগৰৱালা/ নৱকান্ত বৰুৱাৰ যিকোনো এটাকবিতাৰ আবৃত্তি।

সহায়ক গ্ৰন্থ (নিৰ্বাচিত)

অসমীয়া কবিতাৰ ছন্দ : মহেন্দ্ৰ বৰা

কবিতাৰ ক্লাছ : নীৰেন্দ্ৰ নাথ চক্ৰৱৰ্তী

জ্যোতিপ্ৰসাদৰ চনৱলী : সত্যেন্দ্ৰ নাথ শৰ্মা (সম্পা:)

নৱকান্ত বৰুৱাৰ কবিতা : তীৰ্থফুকন সম্পা:)

63. Mental Health and Hygiene

Total Marks = 100 (Practical 80+ Theory 20 Marks)

Course objectives: After completion of the Course the learner will be able to understand the concept of mental health and development of mental health and the Characteristics of a mentally healthy persons. The relationship between mental health and hygiene will be cleared. They will be able to learn the factors, principles which promoted mental health and the role of school and society for providing proper mental health. It will also help the learner to develop a positive attitude on life which is most important in today's society.

Unit -I. Concept of mental Health (Meaning, definitions and Scope of Mental Health, Signs of mentally healthy person)

Unit -2. Concept of Mental Hygiene (Meaning, Nature, Aims and objectives and function of mental Hygiene)

Unit – 3: Need and importance of mental health and Hygiene :

Unit-4: Relationship between Education and Mental Health

(Role of School, home and Society, Mental Health of teachers)

Unit -5. Preservation of Mental Healths and Hygiene (Contribution of the Educational psychology (Meaning, Nature and importance of educational psychology)

Unit-6: Various ways of stress Management (Role of Yoga, Steps to create a beautiful mind)

64. Historical Tourism in North East India

Course objective:

After completing this course, students will be able to

- Take part in the Tourism industry in North East India as tourist guides as well as engage in destination research with special reference to the historical monuments, cultural and ecological elements and places of the north east India country as tourist and heritage sites of the nation.
- They will be able to relate to the growing vocation of tourism as an industry and the

applicability of historical knowledge for its growth.

In-semester assessment: Students shall carry out a small project (submission not less than 2000 words) based on survey of an area or monument. The project should try to unearth the tourism potential of the surveyed area or monument. The project may also be on an existing tourist site. No sessional examination is required for this paper.

Unit: I	Contact Classes : 8	Non-contact classes : 2	Marks : 25
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Theoretical aspect of tourism, Elementary geography and bio-diversity of North East India

[a] : Tourism—Concept, meaning and significance

[b] : Different types of Tourism

[c] : Physiographical divisions, water bodies and climatic conditions

[d] : Important wildlife habitats: Kaziranga, Manas, Orang, Nameri, Dibru Saikhowa, Namdapha, Keibul Lamjao, Rain forests of Assam.

Unit: II	Contact Classes : 8	Non-contact classes : 2	Marks : 25
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Ancient remains and important tourist places of the North- East

[a] : Ancient remains: Goalpara, Ambari, Tezpur, Deopahar, Malinithan, Doyang—Dhansiri Valley

[b] : Tourist places: Shillong, Cherapunjee, Aizwal, Gangtok, Kohima, Tawang, Poa Mecca (Hajo), Azan Pir Dargah, Jatinga

Unit: III	Contact Classes : 8	Non-contact classes : 2	Marks : 25
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Architectural Heritage

[a] : Dimapur, Kasomari, Maibong, Khaspur

[b] : Charaideo, Garhgaon, Sivasagar and Rangpur

[c] : Ujayantapalace, Neer Mahal

[d] : Kamakhya, Hayagriva Madhava, Tripura Sundari Temple, Rumtek monastery

[e] : Kangla fort

Unit: IV	Contact Classes : 8	Non-contact classes : 2	Marks : 25
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[a] : Festivals- Bihu, Ali Aye Lrigang, Mopin festival, Tai—Buddhist festivals in Assam

[b] : Bhaona, Ras celebration in Majuli

[c] : Fairs- Jonbil Mela, Ambubach fair at Kamakhya

[d] : Tourist festivals based on ethnic culture—Horn Bill festival, Sanga festival, Dihing Patkai festival

Readings:

Bezboruah, M.: *Tourism in North East India*

Bora, S., & Bora, M. C.: *The Story of Tourism: An Enchanting Journey through India's North – East*, UBSPD, Delhi, 2004.

: *Paryatanar Ruprekha: Uttar Purbanchalar Itihas Aru Sanskritir Patabhumi*

Bhatia, A. K.: *International Tourism – Fundamentals and Practices*, New Delhi, 1997

: *Tourism in India*

Gogoi, Atanu : *Paryatan Aru Uttar Purbanchal*, Bani Mandir, Guwahati, 2006

Nath, R. M.: *The Background of Assamese Culture*, Guwahati, 1978

Sarma, P.: *Architecture of Assam*, Delhi- 1988

Ahmed, Kamaluddin: *The Art and Architecture of Assam*, Spectrum Publication, Guwahati, 1994.

Bhattacharya, P.: *Tourism in Assam*, Bani Mandir, Guwahati, 2004

Neog, M. : *Pavitra Asom*, LBS, Guwahati

: *Asamiya Sanskritir Ruprekha*, Guwahati - 1970

Boruah, P.: *Chitra-Bichitra Asom*, Guwahati, 2003

Taher & Ahmed: *Geography of North East India*, Mani Manik Prakash, Guwahati, 2010.

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Syllabus
Skill Enhancement Courses
for
Four-Year Undergraduate Programme (FYUGP)

2023-24 Academic Session:: Second Semester



Gauhati University

Gopinath Bardoloi Nagar :: Guwahati-14



Skill Enhancement Courses (SEC) Syllabi for

Four-Year Undergraduate Programme

2023-24 Academic Session:: Second Semester

Gauhati University

Gopinath Bardoloi Nagar, Guwahati- 781014

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List of Courses for Second Semester

- There are total 120 SECs for 2nd Semester
- Many are having detailed Syllabus, many are not
- Institutes are requested to submit their detailed Syllabus to skill@gauhati.ac.in within 15th February, so that these could be processed for approval and then other Institutes can also use.

Sl.	Skill Course Name	Paper Code	Credit	Evaluation
1	Academic Reading in English	SEC0200103	3	40-60
2	Advertising and Public Relations	SEC0200203	3	40-60
3	Analytical Clinical Biochemistry	SEC0200303	3	40-60
4	Android App Development	SEC0200403	3	40-60
5	Animation and Media Design	SEC0200503	3	40-60
6	Art of Acting: BUILDING A CHARACTER	SEC0200603	3	40-60
7	Basic Programmin in C++	SEC0200703	3	40-60
8	Basic Skills on Archives and Museum Management	SEC0200803	3	40-60
9	Basic Skills on Electronic Equipment	SEC0200903	3	40-60
10	Basic Skills on Historical Tourism in North-East India	SEC0201003	3	40-60
11	Basics of Adobe Pagemaker	SEC0201103	3	40-60
12	Basics of Scriptwriting I	SEC0201203	3	40-60
13	Biofertilizers	SEC0201303	3	40-60
14	Biofertilizers and Biopesticides	SEC0201403	3	40-60
15	Business Leader/ Multi Outlet Retailer	SEC0201503	3	40-60
16	Byabaharik Asomiya	SEC0201603	3	40-60
17	বাংলাভাষাওসাহিত্য-পাঠপদ্ধতিওসাহিত্যেররূপান্তর	SEC0201703	3	40-60
18	Catering Technology and Hotel Management	SEC0201803	3	40-60
19	Commercial Clothing	SEC0201903	3	40-60
20	Commercial Correspondence in Persian	SEC0202003	3	40-60
21	Computer Assembling and Networking	SEC0202103	3	40-60
22	Computer Oriented Financial Accounting	SEC0202203	3	40-60
23	CONFLICT AND PEACE BUILDING	SEC0202303	3	40-60
24	Costume and Textile Design of the Bodos	SEC0202403	3	40-60
25	Creative Writing	SEC0202503	3	40-60
26	Creative Writing in Persian	SEC0202603	3	40-60
27	Critical Thinking	SEC0202703	3	40-60
28	CV Writing and Interview Skills	SEC0202803	3	40-60
29	Cyber Ethics	SEC0202903	3	40-60
30	Developing Emotional Competence	SEC0203003	3	40-60
31	DEVELOPING TEACHING SKILLS	SEC0203103	3	40-60
32	Drama and Mime	SEC0203203	3	40-60
33	DTP	SEC0203303	3	40-60
34	DUCK RAISING AND BUSINESS	SEC0203403	3	40-60

35	E-Commerce	SEC0203503	3	40-60
36	Educational Psychology	SEC0203603	3	40-60
37	ELT Skill-2	SEC0203703	3	40-60
38	Emotional Intelligence	SEC0203803	3	40-60
39	English Reading & Comprehension	SEC0203903	3	40-60
40	Envirnmental Impact Assessment	SEC0204003	3	40-60
41	Environmental Geology	SEC0204103	3	40-60
42	Enzymology	SEC0204203	3	40-60
43	Extension Activities	SEC0204303	3	40-60
44	Farm Management	SEC0204403	3	40-60
45	Fishery Management	SEC0204503	3	40-60
46	Floristic Methods of Vegetation Description	SEC0204603	3	40-60
47	Folk Music of Goalpara	SEC0204703	3	40-60
48	Food Fermentation Techniques	SEC0204803	3	40-60
49	Fundamentals of Ecology & Wildlife Management	SEC0204903	3	40-60
50	FRONT OFFICE MANAGEMENT	SEC0205003	3	40-60
51	Fundamentals of Social Statistics	SEC0205103	3	40-60
52	Gardening	SEC0205203	3	40-60
53	Geo Chemistry	SEC0205303	3	40-60
54	Geographical Information Systems	SEC0205403	3	40-60
55	Geoinformatics in Geology	SEC0205503	3	40-60
56	Guest Relation Executive	SEC0205603	3	40-60
57	Herbal Technology	SEC0205703	3	40-60
58	Heritage Study of India	SEC0205803	3	40-60
59	Hindi Advertisement	SEC0205903	3	40-60
60	Hindi Patrakarita	SEC0206003	3	40-60
61	Historical Tourism in North East India	SEC0206103	3	40-60
62	HTML Programming	SEC0206203	3	40-60
63	Intellectual Property Rights	SEC0206303	3	40-60
64	Introduction to COREL Draw	SEC0206403	3	40-60
65	Introduction to Drug Delivery System	SEC0206503	3	40-60
66	Karyalini Anuvad in Hindi	SEC0206603	3	40-60
67	Laptop/Desktop/Tab/Mobile/DSLR Repairing	SEC0206703	3	40-60
68	LaTeX	SEC0206803	3	40-60
69	Management of Human Microbial Diseases	SEC0206903	3	40-60
70	MANIPURI TRANSLATION	SEC0207003	3	40-60
71	Manuscript Preparation in Bodo	SEC0207103	3	40-60
72	Marketing of Indigenous Agricultural Products	SEC0207203	3	40-60
73	Maternal and Child Nutrition	SEC0207303	3	40-60
74	Measurement & Evaluation in Sports	SEC0207403	3	40-60
75	Medicinal Botany	SEC0207503	3	40-60
76	Microbial Diagnosis in Health Clinics	SEC0207603	3	40-60
77	Microsoft Excel (Advance)	SEC0207703	3	40-60

78	Natyakala- Abhinay Kaukhal aru Rasanasoili	SEC0207803	3	40-60
79	Nepali Anubad Sahitya	SEC0207903	3	40-60
80	New Venture Planning	SEC0208003	3	40-60
81	Open Source Software	SEC0208103	3	40-60
82	Operation Theater Technology & Dialysis	SEC0208203	3	40-60
83	Oral Culture and Oral History	SEC0208303	3	40-60
84	Pandulipi Prostuti in Bengali	SEC0208403	3	40-60
85	Personal Selling and Salesmanship	SEC0208503	3	40-60
86	Pharmaceutical Chemistry	SEC0208603	3	40-60
87	Photogeology and Remote Sensing	SEC0208703	3	40-60
88	Plant diseases and their Management	SEC0208803	3	40-60
89	Practical Assamese-1	SEC0208903	3	40-60
90	Preparation of Lesson Plan	SEC0209003	3	40-60
91	Print Journalism Production	SEC0209103	3	40-60
92	Proofreading	SEC0209203	3	40-60
93	PSYCHOLOGY IN EDUCATION	SEC0209303	3	40-60
94	Public Speaking skill	SEC0209403	3	40-60
95	Radio Programme Production	SEC0209503	3	40-60
96	Remote Sensing, GIS and GPS	SEC0209603	3	40-60
97	Research and Technical Writing	SEC0209703	3	40-60
98	Sakhyatkar- Prastuti aru Karyakarita	SEC0209803	3	40-60
99	SANSKRIT GRAMMAR and TRANSLATION	SEC0209903	3	40-60
100	Science Communication	SEC0210003	3	40-60
101	SERICULTURE AND ITS PROSPECTS	SEC0210103	3	40-60
102	Soft Skill-2	SEC0210203	3	40-60
103	Spoken Arabic-2	SEC0210303	3	40-60
104	Sports Technology	SEC0210403	3	40-60
105	Statistical Techniques for Research Methods	SEC0210503	3	40-60
106	Statistical Techniques in Geography	SEC0210603	3	40-60
107	Surface Ornamentation	SEC0210703	3	40-60
108	Technical Drawing	SEC0210803	3	40-60
109	Technical Writing	SEC0210903	3	40-60
110	Techniques in Social Research	SEC0211003	3	40-60
111	Testing and Calibration	SEC0211103	3	40-60
112	Textile Processing	SEC0211203	3	40-60
113	Translation : Principles & Practice	SEC0211303	3	40-60
114	Vermicomposting and Organic Farming	SEC0211403	3	40-60
115	Video and Photo Editing	SEC0211503	3	40-60
116	Visual Merchandiser	SEC0211603	3	40-60
117	Web Designing	SEC0211703	3	40-60
118	Wildlife photography and Ecotourism	SEC0211803	3	40-60
119	Proof Sangshodhan in Bengali	SEC0211903	3	40-60
120	French Language, Level-II	SEC0212003	3	40-60

Detail Syllabi

IF the Detailed Syllabus against any SEC is not present in this document, Institutes are requested to submit their detailed Syllabus to skill@gauhati.ac.in within 15th February, so that these could be processed for approval and then other Institutes can also use.

6	Art of Acting: BUILDING A CHARACTER	SEC0200603	3	40-60
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Art of Acting: BUILDING A CHARACTER

Skill Course: ART OF ACTING

Semester-2

Paper 2: 'BUILDING A CHARACTER'

Total Credits=3

Total Marks=100

Theory=30, Practical=50, Internal=20 (Sessional=10, Practical Demo=6, Attendance=4)

Course Objective:

This is a skill course for students who want to learn skills of acting across various media – theatre, feature films, advertisements, documentaries, short films, television/OTT series, etc. This paper seeks to build up essential performance skills in theatre: communication, control over body, mind and voice; emotional rendering, versatility, language skills etc. in order to negotiate with themes and narratives and build the characterization through the skills acquired.

There will be no rigid demarcation between theory and practical classes as the idea is to develop practical knowledge.

Course Learning Outcome: This course will enable the students -

- i. To intensely involve immerse themselves in their roles through a reading of specific scripts.
- ii. To hone their body, voice & diction to render clarity to their performance in different media.
- iii. To understand the tools of the actor in order to build a given character.

Course Content:

THEORY: CREDITS – 1; MARKS –30; PRACTICAL: CREDITS – 2; MARKS – 50

UNIT I: The Actor's Body (theory and practice)

- Understanding the Actor's Body
- Voice & Music:
 - Speech: Enunciation, Clarity & Diction
 - Speech: Accents and Dialects
 - Singing: To develop voice range, scale, rhythm etc.
- Body Movement & Yoga: To develop flexibility of body, impulse, reflexes.
- Introduction to Dance / Dance Theatre

UNIT II: Characterization & Improvisation (theory and practice)

- **The Text:**
 - Scriptreading and Analysis
 - Character Analysis and Graph
 - Texts (any one character each from one film and one play)
 - William Shakespeare, *Macbeth*
 - Arun Sarma, *Siyor*
 - Mohan Rakesh, *AshadKaEk Din*
 - Anton Chekhov, *The Cherry Orchard*
 - Sofia Coppola, *Lost in Translation*
 - RiteshBatra, *The Lunchbox*
- **Actor's Preparation:**
 - The Embodied Voice
 - Acting: Scene Study
 - Movement: Exploration
- **Improvisation Skills:**
 - *Active listening*
 - *Being in the moment*
 - *Following intuition and making strong choices*
 - Spontaneity in Action & speech

UNIT III: ACTIVITY [this component may require the student to put in extra hours]

- Body, Voice & Movement Workshop (Theatre)
- Body, Voice & Movement Workshop (Film)
- Term-end Performances

Suggested Reading:

Sonia Moore, *The Stanislavsky System*

Badal Das, *Natyakalaaru Abhinoy Silpo*

Bruce Bartlett and Jenny Bartlett, *Practical Recording Techniques*

Tarit Choudhury, *Manchakala*

Robert Blumenfeld, *Acting with the Voice*
James Thomas *Script Analysis for Actors, Directors and Designers*
Moni Yakim, *Creating a Character: A Physical Approach to Acting*

NOTE ON PEDAGOGY, EXAMINATION & GRADING:

Teaching Modes: This is a skill course and therefore most of the theory components are also expected to be taught through the experiential mode – where theory would be taught both through given texts and practical work. Students may be divided into groups and work distributed.

EXAMINATION & GRADING:

- There will be a term-end theory (written) examination where students will have to answer questions from the various units taught (20 marks) and to write an essay on any of the roles they have chosen to play (10 marks).
 - Students will have to vocalize their character analysis of any one role (10 marks) after acting out a particular monologue.
 - Students will have to dissect and analyse a scene they have interpreted and performed from any of the prescribed texts (10 marks). They can work solo, in pairs and groups of three/four.
 - All Workshops will end with an objective-type examination (10 marks)
 - A term-end Performance / Production will carry 20 marks and will involve the entire class. Suitable play-texts / film scripts must be identified to enable this. Students will be marked on the basis of involvement, creativity and ingenuity.
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9	Basic Skills on Electronic Equipment	SEC0200903	3	40-60
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Basic Skills on Electronic Equipments

Objective of the Course:

This course aims at making the students introduced to the working of electronic equipments used in daily life and to repair and maintenance of these equipments

Course Outcome:

At the end of the course, the students shall be able to identify the fault, repair & do maintenance of daily use electronic equipment's.

Credits: 03 (Theory: 01, Lab:02)

Course Outline:

Unit-1: Basic Electronic Components

Lecture: 02

Introduction to Resistor, Capacitor, Inductor, Diode, Transistor, Transformer, battery / cell (**Brief idea, use and application only**)

Unit-2: Basic Electronic Circuits

Lecture: 02

Ohm's Law, Kirchhoff's current & voltage law, series and parallel circuit's connection, rectifier circuit using diode

Unit-3: Use of laboratory instrument

Lecture: 02

Use of vernier slide calliper, screw gauge, spherometer, Digital Multi-Meter (DMM), Testers, different type of fuse, electronic balance, breadboard

Unit-4: Soldering Technique

Lecture: 02

Introduction to Soldering and Desoldering Techniques: Soldering tools, Soldering iron, Solder joint, Dry solder joint, Cold solder joint, Good and bad solder joints

Unit-5: Electrical switch board, Power Supply and PCB

Lecture: 03

Circuit design for electrical switch board. Circuit design and principle of regulated power supply (AC to DC). Fabrication of PCB (Printed Circuit Board): Types of PCBs-Steps involved in development of PCB using FeCl₃ solution.

Lab Skill:

Lecture: 12

1. Identification of electronic components (Active or Passive)
(a) Resistor (b) Capacitor (c) Inductor (d) Diode (e) LED (f) Transistor (g) IC
2. Use Multimeter to measure the followings:
(a) AC/DC current (b) AC/DC voltage (c) Resistance (d) capacitance
3. Use Multimeter to check the continuity of the following:
(a) Diode (b) Transistor (c) LED (d) Cable wire
4. Use of vernier slide calliper, screw gauge, spherometer to measure the following physical quantity of given specimen:
(a) Length (b) radius (inner /outer) (c) volume (d) thickness (e) depth
5. Soldering and de-soldering of given circuit board
6. Circuit connection of house hold switch board containing both socket, plug and switch
7. To convert AC to DC using (a) Half-wave rectifier (b) full-wave rectifier (c) bridge rectifier
8. Fabrication of printed circuit board (PCB) using FeCl₃ solution.

References:

A text of Applied Electronics, R.S. Sedha – S.Chand (2005)
Basic Electronics, B.L Theraja (S.Chand)
EASY Laser Printer Maintenance & Repair By Stephen J. Bioelow

12	Basics of Scriptwriting I	SEC0201203	3	40-60
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Basics of Scriptwriting I

BASICS OF SCRIPTWRITING - I

3 credits; Class/week: 3

THEORY 2, PRACTICAL 1

Level: 200-399 (UGC)

**If you have a story to tell,
if you want to convert your ideas into onscreen moving images,
and think like a filmmaker, this course is for you!**

‘Basics of Scriptwriting’ teaches you to write the poignant logline and a compelling script even if you have no prior experience of writing. It has been designed to train you in writing for the screen and offers a schematic outline of the stages of scriptwriting and its primary aspects. Throughout the semester, the student will attend theory classes, workshops and engage in rigorous writing exercises. The points of focus will be plot, character arc, scene structure, dialogue and setting as they move from an original impulse to a concept and then, to a film/television script. It will be a truly hands-on experience on writing where peer feedbacks, group activities and brainstorming will be available.

Objectives of this Course are:

- To inculcate the skill of writing a script in students
- To guide students to think, express and write logline
- To encourage them to explore their creative energies
- To make them turn an idea into a script
- To make them understand the significance of a script and research in writing any good script
- To read & learn from award winning scripts
- To write a short script as part of the course
- To initiate discussion online and assess scripts of their peers

- To develop analytical thinking
- To learn from peer assessments

Expected Learning Outcomes:

After completion of the course, the student will be able to

- Understand the fundamental elements of a script.
- Analyse film scripts and identify assumptions, flaws, gaps.
- Ability to create and think in diverse ways.
- Adopt innovative, imaginative and lateral thinking.
- Work independently or with others as a team member.
- Develop an idea to a script.
- Understand the basic structure of a script
- Write a script using software
- Learn different elements of storytelling
- Pitch ideas

Pre-requisites:

The course is open to all students who are curious to learn scriptwriting but have no prior experience to those who have written scripts before. It has been designed for all students who have a story to tell and dream of seeing it on the big screen.

A basic knowledge of photography and an enthusiast in cinema will be an added booster though not mandatory.

SECTION A: CONCEPTS (2 credits; 2 contact classes /week)

- What is a script and why do we need one?
- Plot; Character Arc; Dialogue; Conflict/Drama; Denouement.
- Structure (3 part of a script)
- Types of story; Realistic; Fantasy; Horror; Detective; Mystery; Quest/Travel.
[Story in Images; Dramatic story; Using sound to tell stories;
Stages of a story; Endings and beginning; Basic concepts of photography & film making;
Writing an original script]
- Feature film; Documentary; Shorts.

READING (non-contact hour)

- Any one script of an award winning or blockbuster film

(Script will be mentioned in class)

Evaluation:

Written examination 20%

-MCQs (1x10=10) -Short questions (5x2=10)

Assignment: 20%

-show the 5 fundamental features of agiven film script. (4x5=20)

SECTION B: DEVELOPING YOUR SCRIPT: (1 credit; 1 workshop/week)

- Workshop:
Logline & Writing a script
Brainstorm-develop a concept-write-discuss- rewrite.
- Assessing scripts of peer groups
- Learning to use apps to write scripts

Assignment: 40%

-Submission of a script (original & 10 -- 20 pages including cover page) 20

-Pitching ideas and a log line in a workshop (3+5=8)

-2 peer script reviews to be submitted by each student (6x2=12)

Recommended readings:

- Screenplay- The foundations of Screenwriting- Syd Field.
- The Hero's Journey- Joseph Cambell
- Short essays and audio/visual links will be provided in class.

13	Biofertilizers	SEC0201303	3	40-60
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Bio-fertilizers

Total Lectures : 33 Credits : 3 (Theory -2, practical -1)

THEORY:

Unit 1: General account about the microbes used as biofertilizer - Rhizobium - isolation, identification, Biological nitrogen fixation and Actinorrhizal symbiosis. **(4 lectures)**

Unit 2: *Azospirillum*: isolation and mass multiplication - carrier based inoculant, *Azotobacter*: classification, characteristics - crop response to *Azotobacter* inoculum, maintenance and mass multiplication. **(4 lectures)**

Unit 3: Cyanobacteria (blue green algae), *Azolla* and *Anabaena azollae* association, nitrogen fixation, factors affecting growth, blue green algae and *Azolla* in rice cultivation **(4 lectures)**

Unit 4: Mycorrhizal association and types, taxonomy, occurrence and distribution, phosphorus nutrition, growth and yield - colonization of VAM and its influence on growth and yield of crop plants. **(5 lectures)**

Unit 5 : Organic farming - Green manuring and organic fertilizers, Recycling of bio-degradable municipal, agricultural and Industrial wastes, biocompost making methods, vermicomposting - field Application. **(5 lectures)**

PRACTICAL:

1. Isolation of root nodule bacteria from leguminous plants. Gram staining. **(3 lectures)**
2. Isolation and inoculum production of VAM, **(3 lectures)**
3. Preparation of vermicompost and field application.. **(5 lectures)**

Suggested Readings

1. Dubey, R.C., 2005. A Text book of Biotechnology S.Chand & Co, New Delhi.
2. Kumaresan, V. 2005, Biotechnology, Saras Publications, New Delhi.
3. John Jothi Prakash, E. 2004. Outlines of Plant Biotechnology. Emkay Publication, New Delhi.
4. Sathe, T.V. 2004. Vermiculture and Organic Farming. Daya publishers.
5. Subha Rao, N.S. 2000, Soil Microbiology, Oxford & IBH Publishers, New Delhi.
6. Vayas,S.C, Vayas, S. and Modi, H.A. 1998 Bio-fertilizers and organic Farming Akta , Prakashan, Nadiad

15	Business Leader/ Multi Outlet Retailer	SEC0201503	3	40-60
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Business Leader/ Multi Outlet Retailer

Paper Name:**RMT-SE-3014 – (Business Leader/Multi-outlet Retailer)**

Credit 3

Total Marks: 100

Theory classes :17 classes (one hour each-17 hrs)

Theory:50 marks

Practical classes: 16 classes (Two hours each-32 hrs)

Practical:50 Marks

Practical classes will include : 12 hours of Retail Lab practical, 12 hours of presentation preparation, 6 hours of Group Discussion. 2 hours of assignment preparation

This course on “**Business Leader/Multi-outlet Retailer**” for undergraduate students builds basically on the soft skills and leadership qualities already developed by the students apart from preparing them for a profession in the retail industry. It aims to develop the technical skills required for their responsibilities apart from improving their communication and problem-solving skills.

Course Objective:

This course is aimed at training students for the role of “**Business Leader/Multi-outlet Retailer**”, in the “Retail” Sector/Industry and by the end of this semester aims at building the job specific key competencies amongst the learners.

Specific Objectives:

The course aims to enable students to–

- Understand the importance of legal compliance
- Understand the role and responsibilities of a “**Business Leader/Multi-outlet Retailer**”
- Understand the principles of leadership
- Understand the basics of retail business operations
- Gives an idea of various problem-solving skills related to the retail industry
- Give an exposure to the practical aspects of the industry
- Develop soft skills

Course Outcome:

After the completion of the course, the students will be able to

- Understand the principles of leadership
- Understand importance of legal compliance
- Understand the basics of retail business operations
- Know the requirements of the role of **Business Leader/Multi-outlet Retailer**
- Develop the skills required for being a successful **Business Leader/Multi-outlet Retailer**
- Communicate with people with confidence

Course Content:

Unit 1: Legal Compliance

Marks:15

- * Statutory Law, Concept of “Law of the Land”, Importance of Legal Compliance
- * Importance of Process, Policy adherence and accurate Reporting
- * Laws or Acts essential for Retail Business
- * Definition: Agreement, kinds of Agreements,
- * Definition: Contract, kinds of Contracts

Unit 2: Introduction to Leadership

Marks:15

- * Understanding Leadership,
- * Concept of Leader
- * Difference between Manager and Leader
- * Qualities of a Good & Effective Leader
- * Leadership Styles

Unit 3: Introduction to Business Leader/Multi-outlet Retailer

Marks:10

- * Business Leader/Multi-outlet Retailer: Definition, Job Description, Duties

Unit 4: Retail Business Operations

Marks:10

- * Increasing operating efficiency, Reducing inventory shrinkage,
- * Space management, Inventory Management, Sales Management,
- * SWOT Analysis, Concept of Cross-selling & Upselling
- * Marketing: Meaning, Importance, Strategies
- * Concept of CRM,
- * Manpower Planning & Training, Team Management

Readerlist:

Pradhan, S., Retailing Management: Text and Cases Madan R.L., A
Textbook of Retail Management
Levy Michael Barton Weitz Ajay Pandit : Retailing management
Qualification Pack of Business Leader/Multi-outlet Retailer prescribed by RASCI

16	Byabaharik Asomiya	SEC0201603	3	40-60
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Byabaharik Asomiya

(Syllabus 1)

প্রথমগোট:

আৰ্হি পাঠ: পদ্ধতি আৰু কৌশল।

দ্বিতীয়গোট:

ছপা আৰু বৈদ্যুতিন মাধ্যমৰ বাবে বিজ্ঞাপন লেখন, ইংৰাজী হিন্দী বিজ্ঞাপনৰ
অসমীয়া অনুবাদ।

তৃতীয়গোট:

অনুবাদ: সংবাদ, প্ৰবন্ধ, সাক্ষাৎকাৰ।

চতুৰ্থগোট:

চিত্ৰনাট্য নিৰ্মাণ: সাহিত্যৰ চিত্ৰায়ণ।

NB: As directed (by HoD, Dept. of Assamese, GU) Fourth Unit (চতুৰ্থগোট) has been
dropped.

Syllabus 2

Byabaharik Asomiya

SEC Syllabus of FYUGP

Gauhati University

B.A 1st semester

Subject: Assamese

Paper Name : ব্যৱহাৰিক অসমীয়া

Total Marks : 100

<u>প্ৰথম গোট :</u>	২০
আৰ্হি পাঠ : পদ্ধতি আৰু কৌশল	
<u>দ্বিতীয় গোট:</u>	২০
ছপা আৰু বৈদ্যুতিন মাধ্যমৰ বাবে বিজ্ঞাপন লেখন, ইংৰাজী হিন্দী বিজ্ঞাপনৰ অসমীয়া অনুবাদ।	
<u>তৃতীয় গোট :</u>	২০
অনুবাদ : সংবাদ , প্ৰবন্ধ , সাক্ষাৎকাৰ	
<u>চতুৰ্থ গোট :</u>	২০
চিত্ৰনাট্য নিৰ্মাণ: সাহিত্যৰ চিত্ৰায়ণ	
<u>পঞ্চম গোট :</u>	
বৈদ্যুতিন মাধ্যমৰ বিজ্ঞাপনৰ ভিডিঅ'গ্ৰাফী/ চিত্ৰনাট্য প্ৰদৰ্শন	২০

17	বাংলাভাষাওসাহিত্য-পাঠপদ্ধতিওসাহিত্যেররূপান্তর	SEC0201703	3	40-60
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বাংলা ভাষা ও সাহিত্য-পাঠ পদ্ধতি ও সাহিত্যের রূপান্তর

FYUGP SEC SYLLABUS IN BENGALI

COURSE DETAILS

SEMESTER 2

Paper Code - BEN SEC PAPER- 2		Credits-3
Paper Title - বাংলা ভাষা ও সাহিত্য-পাঠ পদ্ধতি ও সাহিত্যের রূপান্তর		External
Marks—80		
Internal Marks—20*		
Units	Topics	Marks
I	বাংলা ভাষা ও সাহিত্য পাঠ-পদ্ধতি ও অনুর্তান ব্যবস্থাপনা গদ্য, পদ্য, উপন্যাস, তুলনামূলক সাহিত্য, আলোচনা চক্রের আয়োজন, অনুর্তান পরিচালনা, উপস্থাপনা, ব্যবস্থাপনা, কর্মশালা পরিচালনা	20
II	ছোটগল্পের নাট্যরূপদান কাবুলিওয়াল, মহেশ, তারিণীমাবি, পুঁইমাচা	20
III	গ্রন্থ-পর্যালোচনা রক্তকরবী, পল্লীসমাজ, পদ্মানদীর মাঝি, রূপসী বাংলা	20
IV	চিত্রনাট্য বিষয়ক রচনা পাঠ বিষয় চলচ্চিত্র-সত্যজিৎ রায় ক) চলচ্চিত্র-রচনা : আঙ্গিক, ভাষা ও ভঙ্গি, খ) ডিটেল সম্পর্কে দুচার কথা, গ) আবহসঙ্গীত প্রসঙ্গে	20

*Candidates have to attend one Sessional Exam, of 40 marks and submit two Home Assignments each of 20 Marks for Internal Assessment Marks. Internal Assessment marks will be given out of 20 marks by averaging the marks obtained in Sessional Examination and Home Assignments.

Reference Books:

- ১। বাংলা ভাষা ও সাহিত্য শিক্ষণ পদ্ধতি – গৌর মোহন রায়, সেন্ট্রাল লাইব্রেরি
- ২। মাতৃ ভাষা শিক্ষণ পদ্ধতি – বীরেন্দ্র মোহন আচার্য
- ৩। প্রসঙ্গ : চিত্রনাট্য – সৈকত রাউত, ইউনাইটেড বুক এজেন্সী
- ৪। সত্যজিৎ জীবন আর শিল্প – সুরত রুদ্র (সম্পা.) প্রতিভাস

Outcome: The course will enable students to develop real-life skills about various applications of Bengali language. They will gather theoretical knowledge about proof reading, Bengali terminologies and journal and book editing.

24	Costume and Textile Design of the Bodos	SEC0202403	3	40-60
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Costume and Textile Design of the Bodos

FYUGP

BOD-Skill Enhancement Course

Semester II

Marks= 50 (Theory) + 50 (Practical)=100

Paper Title: Costume and Textile Design of the Bodos (2nd)

Course outcomes:

- Can come to know about costume and textile design of the Bodos
- Can come to know about changing trend of costume and textile design from designing to modernity

Unit I Traditional costumes, Weaving Designing, adaptation of emerging designing technology in the global perspective 20

Unit II Traditional ornaments, body adornment and decoration, scope and validation in the changing needs of modern perspective 20

Unit III Bodo textile: Scope of marketing and employment opportunity 10

Note: practical will be taken from prescribed topics given below:

1. Presentation of traditional costume designing
2. Presentation on Bodo adornment and decoration
3. Identification of Bodo textile implement and designs

Suggested readings:

1. Bodo KacharirSomajAruSanskriti: Bhaben Narzaree
2. An Introduction to Cultural and Social Anthropology:Hammond Peter B
3. Anthropology: Carol R &Ember,Melvin
4. Traditional Indian Costume &Textile:ParulBhatnagar
5. BoroAgor : SukumarBasumatary

25	Creative Writing	SEC0202503	3	40-60
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Creative Writing

Introduction to Creative Writing

Credits: 3

Objectives:

- To acquaint students with the essential facts and chronology of the history of literatures in English.
- To expose students to well-known literary classics which may act as models to be emulated.
- To train students in writing in different literary forms or genres such as long and short fiction, non-fictional prose works, plays and poems.
- To familiarize students with aspects such as imagining (and writing for) an audience, finding a voice, doing self-editing, peer-editing and revising, keeping a journal, etc.

Expected Learning Outcomes:

After completion of the course the students will not only have an idea about the literary achievements of great writers whose works serve as inspiring models, but also develop some basic and essential skills to do some good writing of their own across genres.

Course Requirements:

FIRST PART: CONCEPTS AND TEXTS FOR EXAMINATIONS,

1 credit, 1 class a week

1. Students will study one or more recommended history of literature and be expected to answer a single question on some outstanding literary movement or literary school.
Recommended: Andrew Sanders, *The Short Oxford History of English Literature*
2. Students will study the following texts and answer questions on them:
Charles Dickens, *A Christmas Carol*
R.K. Narayan, *The English Teacher*
William Dalrymple, *The City of Djinns*, Chapter 3
Zadie Smith, "Grand Union," in *Grand Union*
3. As grammatical correctness is a prerequisite to becoming a creative writer, students will be taught some grammar and also encouraged to study grammar on their own and be expected to answer a few short questions that will test their grammatical skills.
Recommended texts: *High School English Grammar and Composition* by Wren and Martin
Intermediate English Grammar by Raymond Murphy

Evaluation: Written Examination (combination of MCQs and short essays):
Grammar: 10 marks, Literary history 10 marks, interpretation/analysis of prescribed literary texts 20 marks

SECOND PART: PROJECTS

2 credits, 2 classes a week, including workshops

1. Translations: As translations ensure close engagement with the nuances of language (both host and target), translations of select works in Assamese will have to be done. The translation will be of a poem, a part of a play, an excerpt from a novel, and an essay, and will be decided by the teacher for the particular semester. Workshops may be held to mentor and tutor the students.

2. Writing creatively:

The students will write (choice of any one from the following four)

- a) 1 novella (20000 words)
- b) 10 personal essays
- c) 10 poems
- d) 1 one act play with scope for divisions into scenes (15000-20000 words)

The themes/topics for the above will be decided in consultation with the teacher. Peer-review sessions and discussions in workshops will guide the students.

Evaluation:

Translation: 10 marks

Discussion and peer-edit: 10 marks

Manuscript: 40 marks

Recommended works for the entire course:

George Orwell, "Why I Write"

Joan Didion, "Why I Write"

Ruskin Bond, "How to be a writer"

Morley, David, and Phillip Neilsen. *The Cambridge Companion to Creative Writing*

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Syllabi-2 by other

TITLE: Introduction to Creative Writing

Target Group: Open for all (Arts, Science, Commerce)

Theory = 2 credit, Practical = 1 credit

Learning Objectives:

- To introduce the concept of creative writing
- To familiarize students with the different genres of literature
- To acquaint students with the basic principles and techniques involved in the modes of creative writing
- To introduce creative writing for communication
- To prepare students for professional career in creative writing
- To encourage students to write for publication

Course Outcomes:

The course will explore and hone the creative skills of the students. They will learn and practice the craft elements of writing poetry, fiction and / non-fiction, examine the works of writers in the genres and receive and offer critique in classroom setting/assignments. At the end of the semester, students would be able to use their creative skills for all types of formal communication.

Unit wise Syllabus

THEORY

UNIT I – (6 hours)

INTRODUCTION TO CREATIVE WRITING

Meaning and significance of creative writing, What makes a good piece of creative writing?, Techniques used in creative writing, Genres of creative writing: poetry, fiction, drama

UNIT II – (8 hours)

THE ART AND CRAFT OF WRITING

Rhetoric and prosody, Images and symbols, Figurative language, Sensory details, Imagery, Vocabulary, Paragraph development, Observe the outside world, Use of imagination, Sentence variety, Creative thinking, Memories

UNIT III – (8 hours)

MODES OF CREATIVE WRITING

Poetry: What is good poetry?, Why poetry?, Reading poetry, Modes of poetry – narrative, dramatic and lyrical, Form and technique

Fiction: What is fiction?, What is a good story? Plot, Setting, Character, Dialogue, Point of View, Elements of style

Drama: Types of drama, Plot/sub plot, Characterization

PRACTICAL (22 hours)

- Read aloud sessions: recitation of a poem/ reading aloud a story or article with expression
- Rereading content for better fluency
- Composing lyrics
- Emphasis on correct pronunciation
- Enacting of different scenes/characters from plays
- Presentation of short skits of social relevance
- Critical appreciation of any literary text chosen in consultation with the concerned teachers
- Peer critiquing

Reading list:

- a) *Creative writing: A Beginners Manual* by AnjanaNeiraDev, AnuradhaMarwah, Swati Pal. Delhi, Pearson Longman. 2009.
- b) *Elements of Literature: Essay, Fiction, Poetry, Drama, Film.* Robert Scholes, Nancy R. Comely, Carl H. Klaus, Michael Silverman. Delhi, Oxford University Press. 2007.
- c) *Glossary of Literary Terms.* M. H. Abrams. Boston: Wadsworth Publishing Company. 2005.
- d) *The Creative Writing Course-Book* by Steven Earnshaw (ed). Edinburgh: EUP, 2007.
- e) *If You Want to Write* by Brenda Ueland. India: General Press, 2019.
- f) *Negotiating with the Death: A Writer on Writing* by Margaret Atwood. Cambridge: CUP, 2022.

Paper name: **TSC-SE-5014 – Creative Writing**

Credits: 3

Theory classes: 17 classes (one hour each – 17 hrs)

Practical classes: 16 classes (two hours each – 32 hrs)

Total Marks: 100

Theory: 50 Marks

Practical: 50 Marks

Course Description: Creative writing is a form of artistic expression. This course is designed to teach students about the tools and technicalities of creative writing and creative thinking. Students will learn how to craft their thought, imagination and thinking. They will learn about writing fiction, poetry, screenplay, Drama and non- fiction.

Course Objective: This course is designed for the students to prepare them to take writing as their career in various sectors. They can practice their role as Play writer, Screen play writer, Story writer, Poet, Novelist, Non fiction writer in Literature, Media & Entertainment Industry.

Specific Objectives: The course aims to enable students to –

- Know and understand the various aspects of literature.
- Know the History of Assamese Literature along with Indian and World Literature.
- Understand the different form of creative writing
- Know and understand the true value of creative writing
- Know and understand the tools of excellent writers
- Be familiar with different types of nonfiction
- Know and understand how to write memories, biographies and autobiographies; how to write articles for newspaper, blogs, journal etc.
- Understand the craft and elements of Basic Storytelling, Screenplay writing, Poetry, Novel etc.
- Understand how to generate Idea—Observation Imagination—Creative Thinking
- How to develop creativity in writing.
- How to get the creative work recognized and published
-

Course Outcome: After the completion of the course, the students will be able to

- Understand the basics of creative writing skills.
- They will be able to work as Professional writer in Literature, Theatre, Media, and Film Industry.
- Develop the skills required for being a Creative Writer.

Course Content:

Unit 1: About Creative Writing

Marks: 10

- Process of Creative writing
- Concept of Creative Writing: Understand What is Creative Writing— Short Stories, Short Plays, Poetry, Novel, Biography; Understand why it is Called Creative Writing-Creative Expression, CreativePresentation.
- Understand how to generate Idea—Observation Imagination—Creative Thinking
- How to develop creativity in writing.

Unit 2: How to develop the concept.

Marks: 10

- Detailing out the concept
- Outline key elements of concept
- Story- telling
- The basic principles of story-telling and character psychology

Unit 3: The Different Types or forms of Creative Writing

Marks: 10

- Fiction
- Journal or Diaries
- Poetry
- Article
- Memories
- Screenplay
- Drama etc.

Unit 4: How to write –

Marks: 20

- Memories
- Biography

- Autobiography
- Articles for newspaper, blogs, journals
- Poetry
- Fiction
- Screenplay
- Drama
- Documentary Film Script

PRACTICAL(Writing skills-Fiction,Screenplay,Drama etc.): 50 marks

Reading List:

- 1. Becoming a writer: Dorothea Brande**
- 2. Poetics: Aristotle**
- 3. Natyashastra: Bharatmuni**

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28	CV Writing and Interview Skills	SEC0202803	3	40-60
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CV Writing and Interview Skills

TITLE: FRAMING BIO-DATA, CURRICULUM VITAE AND RESUME

Target Group: Open for all (ARTS / SCIENCE /COMMERCE)

Theory = 2 credit, Practical = 1 credit

Learning objectives:

- Framing Bio-data, Curriculum vitae and Resume
- Using power point
- Appearing Interview

Course Outcome: At the end of the course the students will be able to write Bio-data, Curriculum Vitae and Resume. They will become confident for facing an interview.

Unit wise Syllabus:

THEORY (22 Hours)

Unit – 1 (11 hours)

CONCEPT OF BIO-DATA /CV/RESUME: Definition of Bio-data, Curriculum Vitae and Resume. Need of Bio-data, Curriculum Vitae and Resume. Difference between Bio-Data, Curriculum Vitae and Resume. Bio-data for students. Creation of Bio-data to apply for job.

Unit – 2 (11 hours)

INTERVIEW – Meaning, nature and types. Important interview skills.

PRACTICAL (22 Hours))

POWERPOINT PREPARATION AND PRESENTATION of the format of Bio-data/Curriculum vitae/ Resume.

Mock Interview within the classroom.

References / Suggested Reading

Sidhu K.S (1984) ; Methodology of Research in Education, Sterling Publishers private limited.

DEPARTMENT OF EDUCATION

FRAMING BIO-DATA, CURRICULUM VITAE AND RESUME

SEC 1

Learning objective : To develop the skill of -

- Framing Bio-data, Curriculum vitae and Resume
- Using powerpoint
- Appearing Interview

Target students : 50 (Open for all)

Course Outcome : At the end of the course the students will be able to write Bio-data, Curriculum Vitae and Resume. They will become confident for facing an interview.

Target students :First semester students (Open for all)

Syllabus :

1	Concept of Bio-data/CV/Resume (11 classes)	<ul style="list-style-type: none">• Definition of Bio-data, Curriculum Vitae and Resume.• Need of Bio-data, Curriculum Vitae and Resume.• Difference between Bio-Data, Curriculum Vitae and Resume.• Bio-data for students.• Creation of Biodata to apply for job.• Interview – Meaning, nature and types.	15 (Theory)	50
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		<ul style="list-style-type: none"> • Important interview skills. 		
2	Power point and Interview.	<ul style="list-style-type: none"> • Power point preparation and presentation of the format of Biodata/Curriculum vitae/ Resume. • Mock Interview within the classroom. 	15 (Practical)	25
				25

PAPER TITLE: - SKILLS ON WRITING BIODATA AND CURRICULUM VITAE (C.V) FOR FACING INTERVIEW.

UNIT 1: Concept of Biodata – Meaning and its types, Concept of Curriculum Vitae (CV), Differences between Biodata and Curriculum Vitae, Skills on writing various types of Bio-data, Skills on writing a good Curriculum Vitae (CV).

UNIT 2: Meaning and types of Interview, Characteristics of good interview, skills of facing interview.

UNIT 3: Preparation of Bio-data for facing an interview (PRACTICAL).

29	Cyber Ethics	SEC0202903	3	40-60
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Cyber Ethics

Introduction:

The evolution of Information Communication Technology (ICT) and growing security concerns demands flexible and generally comprehensive approach to the issue of cyber security. The rapid growth of ICT has raised various complex questions which need to be addressed. A need has been felt to address cyber security broadly, as also in sufficient depth so that even students from non-technical streams will develop a more complete picture of the cyber security issues. The syllabus has been prepared with an aim to create more aware, responsive and responsible digital citizens, thereby contributing effectively to an overall healthy cyber security posture and ecosystem.

Why take this course?

- Get an introduction to ethical theory
- Learn how to apply ethical theory to ethical issues arising in the use of the internet

- Develop critical thinking and skills in written expression

Program Educational Objectives:

The exposure of the students to Cyber Security program at Graduate and Post Graduate level should lead to the following: -

- (a) Learn the foundations of Cyber security and threat landscape.
- (b) To equip students with the technical knowledge and skills needed to protect and defend against cyber threats.
- (c) To develop skills in students that can help them plan, implement, and monitor cyber security mechanisms to ensure the protection of information technology assets.
- (d) To expose students to governance, regulatory, legal, economic, environmental, social and ethical contexts of cyber security.
- (e) To expose students to responsible use of online social media networks.
- (f) To systematically educate the necessity to understand the impact of cyber crimes and threats with solutions in a global and societal context.
- (g) To select suitable ethical principles and commit to professional responsibilities and human values and contribute value and wealth for the benefit of the society.

This course introduces students to a selection of important topics in the rapidly developing field of cyber ethics. The topics considered are:

1. Net neutrality
2. The use of Block chain technology
3. War and the use of autonomous weapons
4. Information warfare
5. Cyberspace and intelligence gathering
6. Digital health and cyberspace
7. Cyber bullying
8. Computer crime and computer security
9. Software theft and intellectual property rights
10. Computer hacking and the creation of viruses
11. Computer and information system failure
12. Invasion of privacy. Privacy in the Workplace and on the Internet
13. Social implications of artificial intelligence and expert systems
14. The information technology salesman issues
15. Social Media Overview and Security

Introduction to Social networks. Types of Social media, Social media platforms, Social media monitoring, Hashtag, Viral content, Social media marketing, Social media privacy, Challenges, opportunities and pitfalls in online social network, Security issues related to social media, Flagging and reporting of inappropriate content, Laws regarding posting of inappropriate content, Best practices for the use of Social media, Case studies.

REFERENCES:

1. Auditing IT Infrastructures for Compliance By Martin Weiss, Michael G. Solomon, 2nd Edition, Jones Bartlett Learning
2. Bynum, T, W; Rogerson, S, Computer Ethics and Professional Responsibility, Blackwell, 2004.
3. Cyber Crime Impact in the New Millennium, by R. C Mishra, Auther Press. Edition 2010.
4. Cyber Laws: Intellectual Property & E-Commerce Security by Kumar K, Dominant Publishers.
5. Cyber Security Understanding Cyber Crimes, Computer Forensics and Legal Perspectives by Sumit Belapure and Nina Godbole, Wiley India Pvt. Ltd. (First Edition, 2011)
6. Cyber Security Understanding Cyber Crimes, Computer Forensics and Legal Perspectives by Sumit Belapure and Nina Godbole, Wiley India Pvt. Ltd.
7. Data Privacy Principles and Practice by Natraj Venkataramanan and Ashwin Shriram, CRC Press.
8. Electronic Commerce by Elias M. Awad, Prentice Hall of India Pvt Ltd.
9. Fundamentals of Network Security by E. Maiwald, McGraw Hill.
10. Information Security Governance, Guidance for Information Security Managers by W. Krag Brothy, 1st Edition, Wiley Publication.
11. Information Warfare and Security by Dorothy F. Denning, Addison Wesley.
12. Johnson, D, G, Ética Informática, Universidad Complutense de Madrid, 1996; original as Computer Ethics, Englewood Cliffs, New Jersey: Prentice Hall, 2003. The first version of the book is published as Computer Ethics, Prentice-Hall, 1985.
13. Maner, W, Starter Kit in Computer Ethics, Helvetia Press, 1978.
14. Moor, J, "What Is Computer Ethics", Metaphilosophy, Vol. 16, No. 4, October 1985, pp. 266-275. Republished at [6].
15. Network Security Bible, Eric Cole, Ronald Krutz, James W. Conley, 2nd Edition, Wiley India Pvt. Ltd.
16. Parker, D, "Rules of Ethics in Information Processing", ACM, Vol. 11, 1968, pp. 198-201.
17. Rogerson, S, "The Ethics of Computing: The First and Second Generations", The UK Business Ethics Network News, Spring 1996.
18. Security in the Digital Age: Social Media Security Threats and Vulnerabilities by Henry A. Oliver, Create Space Independent Publishing Platform. (Pearson , 13th November, 2001)
19. Security in the Digital Age: Social Media Security Threats and Vulnerabilities by Henry A. Oliver, Create Space Independent Publishing Platform.
20. Weizenbaum, J, Computer Power and Human reason: From Judgment to Calculation, Freeman, 1976.
21. Wiener, N, Cybernetics: or Control and Communication in the Animal and the Machine, Technology Press, 1948.
22. Wiener, N, The Human Use of Human Beings: Cybernetics and Society, Houghton Mifflin, 1950; second edition revised, Doubleday Anchor, 1954.

31	DEVELOPING TEACHING SKILLS	SEC0203103	3	40-60
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DEVELOPING TEACHING SKILLS

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).

33	DTP	SEC0203303	3	40-60
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DTP

The Post- Graduate Department of Assamese offers a Skill based course on “Assamese DTP & Proofreading”.

Credits: 3

Teaching Method: Theoretical & Practical

Objectives:

- To provide the students understanding skills and professional knowledge about computer programs.
- To familiarize different computer software related to typing (specially Ramdhenu) and proofreading in Assamese language.
- To give knowledge on proofreading and making a competent proofreader.

Course Outcome:

- Acquire a basic understanding about various typing software.
- Be familiar with different Assamese fonts.
- Be proficient in the skills of Assamese typing & layout design.
- Eligible for careers in Print & Electronic media also in publication house.
- Be a freelance proofreader through web content, eBooks, blog posts etc.

Unit: I

Basic knowledge of computer, types of software (MicrosoftWord & Adobe PageMaker)

Unit: II

Uses of Assamese Software Ramdhenu & different Fonts specially Gitanjali

Unit: III

Skills & techniques of Proofreading, different types of proofreading and challenges of a proofreader.

Unit: IV

Practical work and Project

39	English Reading & Comprehension	SEC0203903	3	40-60
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English Reading & Comprehension

ENGLISH SEC

PAPER: English Reading and Comprehension

Objectives: This paper is designed

- for students who have had inadequate exposure to English and hence exhibit a very low level of proficiency in the language
- to help students comprehend simple texts and improve vocabulary
- to enable students from all to broaden their skill-sets in textual interpretation, reading, and writing about texts.

Outcomes (Graduate attributes)

- enhance comprehension skills and enrich vocabulary through the reading of short and simple passages with suitable tasks built around these
- students can engage in short independent compositions

Course Content:

Unit 1: Reading (1 Credit)

- Short and simple passages from the prescribed books
- These texts are to be used to enhance reading and comprehension skills of learners through various textual tasks such as reading aloud, sentence completion, true / false activities, re-ordering jumbled sentences, identifying central ideas, supplying alternative titles, attempting short comprehension questions, etc.

Texts:

1. Short Story: Ismat Chughtai, *Kallu*
2. Essay: VS Naipaul, *East Indian*
3. Poem: AK Ramanujan, *Obituary*

Unit 2: Comprehension (1 Credit)

This unit aims to help students understand that we are surrounded by texts, so thinking about texts, reading, writing, and comprehension are necessary life skills and not merely language skills. Use the texts from Unit 1 to help students enhance the following skills:

- Writing: Descriptive passage making notes drafting points, creating paragraphs outlines, drafts etc
- Speaking: Make short presentations 2-3 minutes long showcasing their understanding of any topical issues
- Listening and responding to short presentations
- Improve their vocabulary

Unit 3: Writing (1 Credit)

This section will introduce students to the structure of a paragraph; they will write a short-guided composition of variable word limits (100- 1000). These skills are to be practiced through activities such as supplying topic sentences to given paragraphs, completing given paragraphs, expressing given facts or information from tables and expressing it in paragraphs, re-ordering jumbled sentences, and then re-writing them as connected paragraphs, using suitable linking devices etc. Relevant sections from the recommended texts in Unit 1 should be used to make students write about contemporary issues like race, gender, caste and violence. Students should be taught to:

- Express concepts through writing
- Think critically and write with clarity
- Write essay length assignments

Reference Books and Materials:

1. Selections from *Individual and Society: Essays, Stories and Poems*, (Pearson/Longman, 2005)
2. *Everyday English*, Delhi: Pearson, 2005
3. *Developing Language Skills I*, Delhi: Manohar, 1997
4. *A Foundation English Course for Undergraduates: Workbook I*, Delhi: Oxford University Press, 1991

44	Farm Management	SEC0204403	3	40-60
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Farm Management

Credit: (2+1)

Course Description: This course is designed to familiarise the students to the fundamentals of farm management, various types of farming that exist and introduce them to the recent developments in this aspect. The course also expects to enhance the existing knowledge of use of statistical tools of the students and helping them to use such knowledge in practical works.

Unit 1- Farm management: Factors of production, Types of farming: capitalistic farming, specialized farming, dry farming, collective farming, cooperative farming, mixed farming, Integrated Farming,

Shifting cultivation, Role of a farm manager, Record keeping, Budgeting for agricultural production, Farmers' producers' organisation, Marketing of produces, Seed production and certification, Protected cultivation and Precision farming, Agri-preneurship development.

Unit 2- Statistical methods, Central tendency - mean, median, mode,,Use of statistical tools in agriculture- standard deviation, regression and correlation, Methods of data collection, Tabulation, Processing and presentation of data- textual, tables and diagrammatic. Sampling Techniques, probability.

Unit 3- Practical - Project preparation in Agriculture, Horticulture and Integrated Farming, Visit to Agri-preneurs

46	Floristic Methods of Vegetation Description	SEC0204603	3	40-60
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Floristic Methods of Vegetation Description

Name of the Paper: Floristic Methods of Vegetation description

Total Lectures: 36

Credits: 3

THEORY

UNIT 1: Introduction- Historical account, Functions, biogeography and ecology of NE India, Terrestrial ecosystem and flora, Wetland flora. Quantitative study and floristic analysis by quadrat methods, Protected areas in NE India. (6 lectures)

UNIT 2: Assessment of Floristic Diversity- Consultations of Herbaria and Literature, Field and Herbarium Methods, Vegetation survey and characterization, Identification and Taxonomic Documentation, Documentation of Endemic, Rare and Threaten plant Taxa, Assessment of anthropogenic factors causing depletion of plant resources.(10 lectures)

UNIT 3: Role of Floristic studies in Biodiversity conservation. (2 lectures)

UNIT 4: Writing of Flora, Monographs, Revisionary works, Research papers, Description of New taxa. (6 lectures)

UNIT 5: PRACTICAL/ PROJECT (12 lectures)

Assessment of floristic diversity in University/ College campus, Local areas, Wetland, Hills, etc.

Suggested Readings:

1. Jain S K and Rao RR 1977. A Handbook of Field and Herbarium Methods. Today & Tomorrow's Printers and Publishers, New Delhi.

56	Guest Relation Executive	SEC0205603	3	40-60
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Guest Relation Executive

Skill Enhancement Course (SEC)

Semester II

Paper Name: **Guest Relation Executive**

Credits: 3

Theory classes: 17 classes (one hour each – 17 hrs)

Practical classes: 16 classes (two hours each – 32 hrs)

Total Marks: 100

Theory: 50 Marks

Practical: 50 Marks

Practical classes will include: 16 hours of survey, 4 hours of presentation preparation, 4 hours of group discussion, 8 hours of project work preparation.

Unit – 1: Understanding the Hotel Industry

Marks: 15

- Different types of accommodation and their significance in hospitality industry
- Categories of hotels
- Different departments of a hotel and functions
- Understanding the Front Office – Departments and functions

Unit – 2: Functions of Guest Relation Executive

Marks: 10

- Guest relation Executive – definition
- Training of front office employees
- Activity upon arrival of guest
- Activity at the time of guest check out

Unit – 3: Communication

Marks: 15

- Types of communication
- Communication with guest
- Interacting with superior and colleagues
- Etiquettes and personal grooming

Unit – 4: Dealing with customers

Marks: 10

- Customer relationship management
- Handling complaints
- Feedback of guest
- Establishing customer rapport

Reading List:

Bhatia, A.K., (2002) *Tourism Principles and Practices*. Sterling Publishers.

57	Herbal Technology	SEC0205703	3	40-60
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Herbal Technology

Total Lectures : 33 Credits : 3 (Theory -2, practical -1)

THEORY

Unit 1: Herbal medicines: history and scope - definition of medical terms - cultivation harvesting- processing- storage -marketing and utilization of medicinal plants. **(4 Lectures)**

Unit 2: Pharmacognosy - systematic position and medicinal uses of the following herbs in curing various ailments; Tulsi, Ginger, Black pepper, Turmeric. **(6 Lectures)**

Unit 3: Phytochemistry - active principles and methods of their testing -identification and utilization of the medicinal herbs; *Catharanthus roseus* (cardiotonic), *Clerodendron phlomoides* (anti-rheumatic) and *Centella asiatica* (memory booster). **(6 Lectures)**

Unit 4: Analytical pharmacognosy: Biological testing of herbal drugs - Phytochemical screening tests for secondary metabolites (alkaloids, flavonoids, steroids, triterpenoids, phenolic compounds) **(6 Lectures)**

PRACTICAL

1. preparation of herbarium of the medicinal plants included in the syllabus **(5 lectures)**
2. Preliminary Phytochemical screening tests for secondary metabolites (alkaloids, flavonoids, steroids, triterpenoids, phenolic compounds) **(6 lectures)**

Suggested Readings

1. Glossary of Indian medicinal plants, R.N.Chopra, S.L.Nayar and I.C.Chopra, 1956. C.S.I.R,New Delhi.
2. The indigenous drugs of India, Kanny, Lall, Dey and Raj Bahadur, 1984. International Book Distributors.
3. Herbal plants and Drugs Agnes Arber, 1999. Mangal Deep Publications.
4. Ayurvedic drugs and their plant source. V.V. Sivarajan and Balachandran Indra 1994.Oxford IBH publishing Co.
5. Ayurveda and Aromatherapy. Miller, Light and Miller, Bryan, 1998. Banarsidass, Delhi.
6. Pharmacognosy, Dr.C.K.Kokate et al. 1999. Nirali Prakashan.

59	Hindi Advertisement	SEC0205903	3	40-60
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Hindi Advertisement

HIN-SEC-2

विज्ञापन

कुल अंक: 100

सैद्धांतिक परीक्षण: 50

व्यावहारिक परीक्षण: 50

क्रेडिट: 3

कक्षाएँ: 60घण्टे

कोर्स-लेवल: 100-199

पूर्व-योग्यता: हिन्दी-सहित 10वीं कक्षा-उत्तीर्ण

स्नातक-गुण: हिन्दी विज्ञापन के इस पाठ्यक्रम को इस रूप में प्रस्तुत किया गया है कि विद्यार्थियों में विज्ञापन से संबंधित इतनी योग्यता विकसित हो कि वे सभी संदर्भों में हिन्दी भाषा में विज्ञापन-लेखन कर सकें।

लक्ष्य : विद्यार्थियों में विज्ञापन-लेखन की क्षमता में वृद्धि लाना प्रस्तुत प्रश्न-पत्र का प्रमुख लक्ष्य है।

इकाई1 (क्रेडिट : 1) : विज्ञापन -- अवधारणा, उद्भव एवं स्वरूप, महत्व एवं उद्देश्य, कार्यक्षेत्र, विज्ञापन का वर्गीकरण, विज्ञापन के सिद्धान्त

इकाई2 (क्रेडिट : 1) : विज्ञापन के विविध माध्यम (प्रिंट मीडिया, इलेक्ट्रॉनिक मीडिया, ट्रेडिशनल मीडिया, डाक-विज्ञापन, बाह्य विज्ञापन, उपहार विज्ञापन, मनोरंजन विज्ञापन, जनसम्पर्क), विज्ञापन एजेंसी, भारत में विज्ञापन प्रशिक्षण, विज्ञापन में करियर

इकाई3(क्रेडिट:1) : विज्ञापन लेखन-कॉपी लेखन-- विज्ञापन का शीर्षक,उपशीर्षक,मूल कथ्य(बॉडीकॉपी),बेस लाइन,चित्र एवं फिल्म,विज्ञापन-सज्जा (रंग,ट्रेडमार्क,लोगो,स्लोगन), विज्ञापन में अपील, भाषा

द्रष्टव्य: व्यावहारिक परीक्षण के अंतर्गत चार प्रकार के विज्ञापनों के प्रस्तुतिकरण की व्यवस्था रहेगी । विभागीय प्राध्यापकगण, महाविद्यालय के अध्यक्ष/शिक्षण-संस्थान के प्रमुख अथवा उनके द्वारा नामित प्रतिनिधि के द्वारा व्यावहारिक परीक्षण एवं मौखिकी-सहित मूल्यांकन-कार्य सम्पन्न होगा ।

सन्दर्भ ग्रन्थ:

- 1.विज्ञापन : सिद्धान्त एवं व्यवहार-- प्रो. रमेश जैन,मलिक एंड कंपनी, जयपुर और दिल्ली ।
- 2.विज्ञापन : भाषा और संरचना -डॉ. रेखा सेठी,वाणी प्रकाशन,दिल्ली ।
- 3.जनसम्पर्क और विज्ञापन --संतोष गोयल, श्री नटराज प्रकाशन,दिल्ली ।
- 4.विज्ञापन और हिन्दी भाषा -- डॉ. नरेंद्र कुमार संत, श्री नटराज प्रकाशन,दिल्ली ।
- 5.आधुनिक विज्ञापन का पहला दौर --अशोतोष पर्थेश्वर,अनन्या प्रकाशन ।
- 6.हिन्दी विज्ञापन : संरचना और प्रभाव- डॉ. सुमित मोहन, वाणी प्रकाशन,नई दिल्ली ।

71	Manuscript Preparation in Bodo	SEC0207103	3	40-60
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Manuscript Preparation in Bodo

BOD-Ability Enhancement Course (for Sem-VI)

Manuscript Preparation (2nd)

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

Course outcomes:

- Come to know about manuscript preparation and use of punctuations and symbols
- About benefits of editing and taking into MS word & PageMaker

Unit: I Types of Manuscript: Use of Punctuation, Sign and Symbols	20
Unit: II Importance of Editing and Proof Reading; Symbols used in Proof reading, Proofreader, Proof reading process	20
Unit: III Process, Purpose and benefits of Editing	20
Unit: IV Taking Manuscripts in MS Word Format and Page Maker etc.	20

Suggested readings:

A Few Suggestions to McGraw-Hill Authors-McGraw Hill Book Company, Forgotten Books
Guidelines for manuscript preparation-Gayle Giese & Pick Edmondson

72	Marketing of Indigenous Agricultural Products	SEC0207203	3	40-60
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Marketing of Indigenous Agricultural Products

Unit -I Agricultural Marketing:

Nature and Scope of Agricultural Marketing, Objectives of Agricultural Marketing, Classification of Agricultural Products and Markets, Distinction between Agricultural Marketing Vs Rural Marketing, Agricultural Marketing Scenario in India, problems and prospects of Agricultural Marketing in India.

Unit- II Marketing Institutions of Agricultural Products:

Agricultural Produce Market Committee: Meaning, Objectives, History of Market regulation, Features of regulated Market, advantages of regulated Markets, defects of regulated Markets (Mandi Samiti), Government e marketplace (GEM), Cooperative Marketing: Need of cooperative marketing, organization of cooperative marketing and its functions, Pricing- pricing strategies for agricultural products methods of pricing, factors affecting agricultural products price.

Unit -III Agricultural Market Information & channel of Distribution:

Meaning and Importance of market Information in Agricultural Commodities, Types of Information, Essential characteristics of good marketing information, sources of marketing information, Meaning and definition of marketing channels, study of marketing channels for different agricultural committee.

Information Technology: E- Trading, e-choupals, websites and IT tools for marketing, Applications of IT in agricultural marketing.

Unit-IV Value Chain Agricultural Marketing:

Meaning, type, advantages of grading & labeling, AGMARK producers, warehousing, meaning & functions of warehousing, types of warehousing, central warehousing corporation, state warehousing corporation, role of transportation in agricultural marketing, means of transportation, problems in transpiration in agricultural marketing and packaging of different agricultural products.

Unit- V Project related work:

- Visiting to agricultural product processing unit,
- Visiting to rural go downs and cold storage,
- Visiting to fair price shop,

- d. Visiting to fertilizers Marketing agencies,
- e. Identification of marketing charurels for agricultural commodities
- f. Any other related fields.

References:

1. Agricultural Marketing in India, S.S. Acharya & N. L. Agarawal, CBS Publishers
2. Marketing of Agricultural Produce in India, A. P. Gupta
3. Agricultural Marketing, H. R. Krishna Gauda
4. Principles and Practices of Marketing, C. B. Memoria and R. L. Joshi
5. Agricultural Marketing, Trade and Prices, Devendra Prasad & Om Prakash Murya, Rama Publishing House
6. Marketing of Agricultural produces, Richard L Kohis & Joseph N Uhi, Pearson

92	Proofreading	SEC0209203	3	40-60
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Proofreading

Unit 1- Introduction To General Proof Reading (It will cover who needs a proofreader, the skills one needs to be successful, the difference between proofreading and editing/ copy editing) (3 Lectures)

Unit 2- Proofreading Mindset (Different types of markets that one can specialize in as a proofreader and learn some common terms used in the industry) (5 Lectures)

Unit 3- Proofreading Basics (It includes most common types of error to be watched) (5 Lectures)

Unit 4- Proofreading methods and practices (It includes different types of proofreading methods with through lessons on how to make the word best) (5 Lectures)

Unit5- Turning Proofreading into a business (It will make one to learn how to build own business) (5 Lectures)

COURSE OUTCOME:

On completion of this skill enhancement course the student-

- Understand the use of style sheets and style guides in proofreading
- Demonstrate how to create and use a style sheet
- Describe ones job as proofreader
- Demonstrate basic proofreading skills

Total Marks = 100 (Theory 50+ Practical 50 Marks)

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The Post- Graduate Department of Assamese offers a Skill based course on “Assamese DTP & Proofreading”.

Credits: 3

Teaching Method: Theoretical & Practical

Objectives:

- To provide the students understanding skills and professional knowledge about computer programs.
- To familiarize different computer software related to typing (specially Ramdhenu) and proofreading in Assamese language.
- To give knowledge on proofreading and making a competent proofreader.

Course Outcome:

- Acquire a basic understanding about various typing software.
- Be familiar with different Assamese fonts.
- Be proficient in the skills of Assamese typing & layout design.
- Eligible for careers in Print & Electronic media also in publication house.
- Be a freelance proofreader through web content, eBooks, blog posts etc.

Unit: I

Basic knowledge of computer, types of software (Microsoft Word & Adobe PageMaker)

Unit: II

Uses of Assamese Software Ramdhenu & different Fonts specially Gitanjali

Unit: III

Skills & techniques of Proofreading, different types of proofreading and challenges of a proofreader.

Unit: IV

Practical work and Project

97	Research and Technical Writing	SEC0209703	3	40-60
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Research and Technical Writing

Credits: 3 (Theory: 2, Lab: 1)

Theory: 20 Lectures

Preferred minimum qualifications of the teacher/instructor: Assistant Professor of Physics/B.E./B.Tech B.E./B.Tech. in Computer Science/ MCA.

This aim of the course is to make the students aware about importance of research and technical writing. This course provides students with an introduction to technical writing, graphing and data analysis, and computer presentation with LaTeX, Origin and Microsoft excel.

Course Outcome: On successful completion of the course students will be able to identify and write different parts of technical reports, write article, thesis, and

presentation in latex, create chart in Microsoft excel, use different format of chart based on need, plot data from different sources using Origin plot.

Theory

Introduction (Lectures 4)

Structure and components of scientific reports - Types of report – Technical reports and thesis– Different steps in the preparation – Layout – Illustrations and tables - Bibliography, referencing and footnotes. Need of scientific word processor, examples of scientific word processors.

Unit II: Technical Writing in LaTeX (Lectures 12)

Introduction to LaTeX, advantages of using LaTeX, TeX/LaTeX word processor, preparing a basic LaTeX file, Document classes, Preparing an input file for LaTeX, Compiling LaTeX File, LaTeX tags for creating different environments, Defining LaTeX commands and environments, Changing the type style, Symbols from other languages. Equation representation: Formulae and equations, Figures and other floating bodies, Lining in columns- Tabbing and tabular environment, Generating table of contents, bibliography and citation, Making an index and glossary, List making environments, Fonts, Picture environment and colors, errors. Applications of LaTeX in article, thesis, slide preparation.

Unit III: Scientific graphing and data analysis (Lectures 14)

Creating chart in Microsoft excel, Types of chart- Column chart, line chart, Pie chart, Doughnut chart, bar chart, area chart, scatter chart, surface chart; Chart elements- Chart style, Chart filter, fine tune of chart; Chart design tools- Design and format.

The Origin Workspace, Multi-sheet Workbooks, Managing Data and Metadata, Importing Data from different sources, Working with Excel and Origin, Basic Data Manipulation, Creating and Customizing Graphs, Custom Graph Templates and Themes, Publishing Graphs, Basic Data Analysis, Customizing Data Import, Post Processing of Imported Data, Creating and Customizing Multi-layer Graphs, Data Exploration and Pre-selection, Advanced Nonlinear Fitting, including Creating Custom Fitting Functions, Analysis Themes, Customizing Reports and Creating Custom Tables in Graphs, Recalculating/Updating Results, Analysis Templates and Custom Reports, Peaks and Baseline

100	Science Communication	SEC0210003	3	40-60
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Unit 1 – Basic understanding of science and technology communication, need and significance of science communication, historical background, inculcating scientific temperament, science popularisation, Role of media in creating scientific temper in society, Knowledge about scientific experiments in the country: SITE Experiment, Kheda Project, Chambal Project, India’s Nuclear Journey, MOM etc. Scientific organisations in India

Unit 2 –Public Understanding of Science, Science in print media, electronic media, social media, science and entertainment, Science in politics and policies, Museum as a tool of science communication, science communication and indigenous knowledge system
 Important tenants of science writing, translation in science communication. Science through traditional folk media, science reporting, Qualities of science communicator

Unit 3 – Practical

Student should Publish articles on science related issues at any media outlets (webpages, newspapers, magazines or blogs).
 Interviews with scientists and indigenous scientific knowledge experts, additional marks can be allotted for attending seminars /workshops on science communication related matters.

Further Readings:

- i. Dawking, Richard. Modern Science Writing; Oxford University Press
- ii. Bucchi, Massimiano .Science & The Media; London & New York
- iii. Berger, RoloffSwoldsen . Handbook of Communication Science; Sage Publications
- IV. Bijnan Lekhokor Haat Puthi, Edited by Dr. Dinesh Chandra Goswami, Assam Book Hives
- v. Indian Science News Association , Communicating Science; Indian Science News Association,Kolkata
- vi. Dutta, Ankuran& Ray, Anamika . Science Communication in Assam. DVS Publishers

101	SERICULTURE AND ITS PROSPECTS	SEC0210103	3	40-60
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SERICULTURE AND ITS PROSPECTS

(Total: 3 credits)

THEORY

CREDITS: 2

UNIT-I: AN INTRODUCTION TO SERICULTURE

5

Mulberry/Non-Mulberry: Origin/History and distribution, Varieties of silk, Types of silkworms, Propagation: Cutting – Layering of host plant.

UNIT- II: BIOLOGY OFSILK WORMS

6

Life cycle of Mulberry, Eri, Muga and Tasar silk worm, Structure of Silk gland and nature of silk.

UNIT- III: REARING HOUSE AND APPLIANCES **4**

Environmental condition for silk worm rearing, Rearing technology, Brushing, Feeding, Mounting, Mountages, Harvesting and storage of cocoons, Spinning and reeling of silk.

UNIT- IV: GRAINAGE TECHNOLOGY **3**

Silk worm seed production, Reproduction and commercial seed, Egg laying, Mother moth examination.

UNIT- V: PESTS AND DISEASES OF SILK WORM **2**

Pests of silk worm, Diseases of silk worm: Viral, Bacterial, Fungal, Protozoan, Prevention and control measures.

UNIT- IV: ENTREPRENEURSHIP IN SERICULTURE **2**

Marketing and Economic status of Sericulture, Future prospects.

UNIT III: PRACTICAL SYLLABUS **CREDIT: 1**

1. Identification of various larvalstages of different silkworms.
2. Identification of diseased and disease-free silkworms.
3. Visit to various Sericulture research stations/Govt./Private farms and report submission.

BOOKS AND SUGGESTED READINGS

1. Tembhare. D.B. (1997), Modern Entomology, Himalaya Publishing House.
2. Shukla. G. S & Upadhyay. V. B. (2007) Economic Zoology, Rastogi Publications.
3. Chowdhury, S. N. (1981) Muga Silk Industry, Directorate of Sericulture, Govt of Assam, Guwahati, Assam.
4. Chowdhury, S. N. (1982) Eri Silk Industry, Directorate of Sericulture, Govt of Assam, Guwahati, Assam.
5. Chowdhury, S. N. (1982) Silk and Sericulture, Directorate of Sericulture, Govt of Assam, Guwahati, Assam.

OBJECTIVES OF THE COURSE

1. To develop interest in the field of Sericulture among the students.
2. To motivate students for scientific study in the field of Agro-based Industry by performing simple projects and field visits.
3. To develop skills and interest in entrepreneurship in Sericulture.
4. To help the students to learn means of self-employment and income generation.
5. To cultivate students awareness and appreciation for Sericulture as a hobby and science.

COURSE OUTCOME

1. Students study the morphology and types of silkworm.
2. Students can identify the pests and diseases of silkworms.
3. Students can start up their entrepreneurship in the field of Sericulture.
4. Students can generate their own income commercially.
5. Students get the knowledge about the rearing and disinfectant techniques for sustainable growth.

113	Translation : Principles & Practice	SEC0211303	3	40-60
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Translation: Principles & Practice

Title: Translation: A Detailed Perspective

Target Group: Open for all (Arts, Science and Commerce)

Theory= 2 credit, Practical= 1 credit

Learning Objectives:

The objectives of the course are:

- (i) To develop practical and technical knowledge of Translation
- (ii) To develop Professional skill of the students
- (iii) To impart the knowledge of language, literature and culture of different languages.

Course outcomes:

- (i) All aspects of written communication, accuracy, readability and flow to a high level of expertise will develop in Assamese, Bengali and Hindi language.
- (ii) Technical and ethical skills and knowledge of translation will enhance.
- (iii) Knowledge in different languages, literary work and culture will enhance.

- (iv) Skills in Assamese, Bengali, English and Hindi will develop.

Unit wise Syllabus

Theory

Unit-I (5 hours)

Translation: Elements and Use

Meaning and definition of translation, Translation: Science or Arts, History of Translation

Unit-II (4 hours)

Problems and Prospects of Translation

Problems related with source text and target text, Qualities of Translator

Unit-III (4 hours)

Types of Translation

Translation on the basis of prose and poetry, Translation on the basis of literary genre, Translation on the basis of subject, Translation on the basis of nature of translation.

Unit-IV (4 hours)

Translation and literature

Process of Translation, Comparative literature and Translation

Unit-V (5 hours)

Employment and translation

Interpreter, translator, journalist, editor, news writer-translator, voice-over artist, dubbing artist, radio-jockey, instructor etc.

Practical (22 hours)

- (i) **Translation of Prose-** Story, Essay, Novel (Hindi-English, Assamese-Hindi, Bengali-Assamese, vice-versa) (14 hours)
- (ii) **Translation of Poetry** (Hindi-English, Assamese-Hindi, Bengali-Assamese, vice-versa) (8 hours)

References:

1. Anubad Adhyayan : Tatwa Aru Proyog – Madan Sarma
2. Anubad : Tatwa Aru Proyog – Dr. Nirajona Mahanta Bejbora
3. Anubador Kotha – Abdul Leich
4. Anubad Porikroma – Profulla kataki
5. Tulonamulak Sahitya aru anubad kala - Karabi Deka Hajorika
6. Anubad-Sudha , Part I– Dr. Achyut Sarma
7. Anubad-Sudha , Part II– Dr. Achyut Sarma
8. A Handbook of Translation Studies- Bijay Kr. Das
9. Anubad Biggyan : Bholanath Tiwari

114	Vermicomposting and Organic Farming	SEC0211403	3	40-60
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Vermicomposting and Organic Farming

-by Bhaben Tanti, GU

Credits: 3

Learning objectives:

- Understand the basics of vermicomposting by enabling students to identify suitable wastes for vermicompost production
- Develop interest in waste management
- Provide hands on training for vermicompost production in small and large scale basis.
- Develop an understanding of the identification of suitable earthworm species for vermicomposting
- Create awareness for promoting organic agriculture
- Help the students to learn a means of self-employment and income generation through small and medium scale entrepreneurship.

Learning outcomes:

On successful completion of the course, students will be able to:

- Identify opportunity in the discarded organic wastes
- Acquire knowledge of various earthworm species suitable for vermicomposting
- Construct and maintain small and large scale vermicomposting unit

- Learn the basic principles for drying, packaging, storage and transportation of vermicompost
- Understand the importance of organic agriculture and its relevance in the current scenario

THEORY

Unit 1: Introduction to Vermicomposting

Vermicomposting- Definition, meaning, history, scope, economic importance and significance of vermicompost in the maintenance of soil structure. Vermicomposting for organic waste management- types, characterization and management of solid organic wastes with special reference to four R's principles.

Unit 2: Vermicomposting Types and Methods

Types of vermicomposting- Bed method, pit method, tank method, roof shed method and bin method. Setting up Vermicomposting Unit- Basic Requirements and Maintenance, Preparation of vermicomposting bed, Small and large scale vermicomposting; Size and dimensions of the vermicomposting unit, Enemies of earthworms.

Unit 3: Earthworm Species for Vermicomposting

Criteria for selecting suitable earthworm species for vermicomposting, Ecological Categories of Earthworms, Local and Exotic species of earthworms frequently used in vermicomposting- *Eisenia fetida*, *Eudrilus eugeniae*, *Perionyx excavatus* and *Lampito mauritii*.

Unit 4: Principles of Vermicomposting

Phases of vermicomposting- Initial activation, thermophilic, mesophilic. Factors affecting vermicomposting process - pH, temperature, moisture content, Electrical Conductivity, Total organic carbon, nutrient budget, water holding capacity, exchangeable acidity and CO₂ evaluation. Recent advances in vermitechnology; Greenhouse gas emission during vermicomposting; SWOC analysis of the vermicomposting process.

Unit 5: Vermicompost Harvesting and Applications

Techniques of harvesting vermicompost, vermiwash and earthworms. Maturity assessment of vermicompost: Biological indicators of maturity, C/N ratio, C/P ratio, Humification index, Heavy metals content. Post Harvest preservation and application strategies.

Unit 6: Organic Farming

Introduction- Basic concept, principles, history, scope, importance and relevance in Indian agriculture system; Component of organic farming, Green manuring and organic fertilizers. Organic insecticides and pesticides; Case studies and success stories; Advantages and disadvantages of organic farming. Recent development in organic farming with special reference to GMO.

PRACTICAL

1. Maintenance of earthworm culture for vermicomposting
2. Physico-Chemical characterization of vermicompost
3. Biological characterization of vermicompost
4. Spectroscopic characterization of vermicompost
5. Preparation of vermi tea, vermi-wash, organic insecticides and pesticides.
6. Organic farming strategies for economically important crops

Suggested Readings

1. Tripathi, Y. C., Hazaria, P., Kaushik, P. K., & Kumar, A. (2005). Vermitechnology and waste management. Verms and Vermitechnology, SB Nangia. APH Publishing Corp., New Delhi.
2. Edwards, C. A., & Lofty, J. R. (1977). Biology of Earthworms, Chapman and Hall. London, UK.
3. Lee, K. E. (1985). Earthworms: their ecology and relationships with soils and land use. Academic Press Inc. Sydney, Australia.

4. Munroe, G. (2007). Manual of on-farm vermicomposting and vermiculture. Organic Agriculture Centre of Canada.
5. Singh, K., Nath, G., Shukla, R. C., Bhartiya, D. K. (2014). A Textbook of Vermicompost: Vermiwash and Biopesticides. Astral International, New Delhi.

**Skill Enhancement Course 5: Vermicompost Technology
(Offered by the Department of Zoology)**

Open for All

Total Credit =3(33 Hours)

Unit-I

General Vermiculture/ Vermicompost

1. Introduction to vermiculture. definition, meaning, history, economic important, their value in maintenance of soil structure, role as four r's of recycling reduce, reuse, recycle, restore.
2. Role in bio transformation of the residues generated by human activity and production of organic fertilizers.
3. The matter and humus cycle (product, qualities). Transformation process in organic matter.
4. Choosing the right worm. Useful species of earthworms. Local species of earthworms. Exotic species of earthworms.

Unit-II

Earthworm Biology and Rearing

1. Five Key to identify the species of earthworms.
2. Biology of *Eisenia fetida*
 - a) Taxonomy Anatomy, physiology and reproduction of Lumbricidae.
 - b) Vital cycle of *Eisenia fetida*: alimentation, fecundity, annual reproducer potential and limit factors (gases, diet, humidity, temperature, PH, light, and climatic factors).
3. Biology of *Eudrilus eugeniae*
 - a) Taxonomy Anatomy, physiology and reproduction of Eudrilidae.
 - b) Vital cycle of *Eudrilus eugeniae*: alimentation, fecundity, annual reproducer potential

Unit-III

Vermicompost Technology (Methods and Products)

1. Small Scale Earthworm farming for home gardens
2. Earthworm compost for home gardens
3. Conventional commercial composting
4. Earthworm Farming (Vermiculture), Extraction (harvest), vermicomposting harvest and processing.
5. Nutritional Composition of Vermicompost for plants, comparison with other fertilizers
6. Vermiwash collection, composition & use

Unit-IV

Applied vermiculture.

1. The working group experience with *E. fetida* populations compartment with farm industrial residues (frigorific, cow places, feed-lot, aviaries exploitations, and solid urban residues).

Practical

1. Key to identify different types of earthworms
2. Field trip- Collection of native earthworms & their identification
3. Study of Sytematic position, habits, habitat & External characters of *Eisenia fetida*

4. Study of Life stages & development of *Eisenia fetida*
5. Study of Life stages & development of *Eudrilus eugeniae*
- 6 Comparison of morphology & life stages of *Eisenia fetida* & *Eudrilus eugeniae*
7. Study of Vermiculture, Vermiwash & Vermicompost equipments, devices
8. Preparation vermibeds, maintenance of vermicompost & climatic conditions.
9. Harvesting, packaging, transport and storage of Vermicompost and separation.
10. Study the effects of vermicompost & vermiwash on any two short duration crop plants.

116	Visual Merchandiser	SEC0211603	3	40-60
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Visual Merchandiser

Paper Name: **RMT-SE-2014 – Visual Merchandiser**

Credit 3

Total Marks: 100

Theory classes :17 classes (one hour each-17 hrs)

Theory:50 marks

Practical classes:16 classes (Two hours each-32 hrs)

Practical:50 Marks

Practical classes will include : 12 hours of Retail Lab practical, 12 hours of presentation preparation, 6 hours of Group Discussion, 2 hours of assignment preparation

Course Description:

This course on “**Visual Merchandiser**” for undergraduate students builds basically on the soft skills and creative skills already possessed by the students apart from preparing them for an entry level profession in the retail industry. It aims to develop the technical skills required for the job apart from improving their communication and problem-solving skills.

Course Objective:

This course is aimed at training students for the job of “**Visual Merchandiser**”, in the “Retail” Sector/Industry and by the end of this semester aims at building the job specific key competencies amongst the learners.

Specific Objectives:

The course aims to enable students to–

- Understand the basic concepts of visual merchandising
- Understand the job description and duties of “**Visual Merchandiser**”
- Understand the basics of store planning and store layout

- Understand the basics and importance of merchandise presentation, window displays etc.
- Gives an idea of various problem-solving skills related to the industry
- Give an exposure to the practical aspects of the industry
- Develop soft skills

Course Outcome:

After the completion of the course, the students will be able to

- Understand the basics of visual merchandising
- Know the requirements of the profession of **Visual Merchandiser**
- Develop the skills required for being a successful **Visual Merchandiser**
- Communicate with people with confidence

Course Content:

Unit 1: Introduction to Visual Merchandising

Marks:20

- * Visual Merchandising: Definition and Functions
- * Elements of Image Mix
- * Display Basics, Elements of Display: Store Exteriors & Interiors
- * Design Basics, Principles of Design, Colour Blocking concept
- * Signage- Definition, Types, Importance

Unit 2: Store Planning & Fixtures

Marks:10

- * Store Planning- Concept & Importance
- * Fixtures: Definition, Types, Purpose of Planning Fixtures
- * Circulation Plan: Definition, Rules, Types
- * Planograms: Meaning, Importance, Implementation & Maintenance

Unit 3: Merchandise Presentation, Window Displays, and other important tools

Marks:10

- * Merchandise Presentation: Meaning, Principles, Categories,
- * Cross Merchandising: Objective, Strategy
- * Window Displays: Meaning, Scope, Categories,
- * Display Calendar, Sales Tracking, Mannequins, Props, Lighting,

Unit 4: Introduction to Visual Merchandiser

Marks:10

Visual Merchandiser - Definition, Job Description, Duties

CourseContent:

Unit1:IntroductiontoVisualMerchandising

Marks:20

- * Visual Merchandising: Definitionand Functions
- * Elements ofImageMix
- * DisplayBasics,ElementsofDisplay:Store Exteriors &Interiors
- * Design Basics, PrinciplesofDesign,ColourBlockingconcept
- * Signage- Definition, Types,Importance

Unit 2:StorePlanning&Fixtures

Marks:10

- * StorePlanning- Concept& Importance
- * Fixtures: Definition, Types,PurposeofPlanningFixtures
- * CirculationPlan:Definition, Rules, Types
- * Planograms:Meaning,Importance, Implementation&Maintenance

Unit 3: MerchandisePresentation,WindowDisplays, andotherimportanttools

Marks:10

- * MerchandisePresentation:Meaning, Principles,Categories,
- * Cross Merchandising:Objective,Strategy
- * Window Displays:Meaning, Scope, Categories,
- * DisplayCalendar, SalesTracking, Mannequins, Props,Lighting,

Unit4:IntroductiontoVisualMerchandiser

Marks:10

Visual Merchandiser -Definition, Job Description, Duties

Readerlist:

BhallaSwati,AnuraagS.,VisualMerchandisingPradhan,S.,RetailingManagement:Text
and Cases
QualificationPackofVisualMerchandiserprescribed byRASCI

Unit I: 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

4. Course Name: Disaster Management

Course level: 100-199

Marks: 50 (40+10); Credits: 2

Contact Classes: 30

Unit	Contents
Unit-I: Understanding Disaster	Concept of Hazard and Disaster Different Types of Disaster: A) Natural Disaster B) Man-made Disaster; Causes, effects, and practical examples for all disasters
Unit-II: Disaster Preparedness and Response	Disaster Preparedness: Concept and Nature; Disaster Preparedness Plan; Prediction, Early Warnings and Safety Measures of Disaster. Disaster Response: Introduction; Disaster Response Plan; Relief and Recovery; Medical Health Response to Different Disasters
Unit-III: Disaster Management in India	Disaster Profile of India – Mega Disasters of India and Lessons Learnt; Disaster Management Act 2005; National Guidelines and Plans on Disaster Management

Reading list:

- 1 Disaster Management Guidelines, GOI-UND Disaster Risk Program (2009-2012)
- 2 Damon, P. Copola, (2006) Introduction to International Disaster Management, Butterworth Heineman.
- 3 Gupta A.K., Niar S.S and Chatterjee S. (2013) Disaster management and Risk Reduction, Role of Environmental Knowledge, Narosa Publishing House, Delhi.
- 4 Murthy D.B.N. (2012) Disaster Management, Deep and Deep Publication PVT. Ltd. New Delhi.
- 5 Modh S. (2010) Managing Natural Disasters, Mac Millan publishers India LTD.

Graduate Attributes

a. Course Objective:

- To provide basic conceptual understanding of disasters.
- To understand approaches of Disaster Management
- To build skills to respond to disaster

b. Learning Outcome:

- The course is intended to provide a general concept in the dimensions of disasters caused by nature beyond the human control as well as the disasters and environmental hazards induced by human activities with emphasis on disaster preparedness, response and recovery.