

Syllabi

Four Year Undergraduate Programme (FYUGP)

Gauhati University

Effective from Academic Year 2023-24



GAUHATI UNIVERSITY

Guwahati-781014

ARTS

Contents

ARTS

01. Arabic

02. Assamese

03. Bengali

04. Economics

05. Education

06. English

07. Folklore

08. Gender & Women Studies

09. Hindi

10. History

11. Library Science

12. Manipuri

13. Mass Communication & Journalism

14. Nepali

15. Persian

16. Philosophy

17. Political Science

18. Sanskrit

**FYUGP CURRICULUM 2023
(AS PER NEP 2020)
MAJOR COURSE IN ARABIC**

In accordance with the Regulations of the Four Years
Under Graduate Programme (FYUGP, NEP) of Gauhati
University



**DEPARTMENT OF ARABIC
GAUHATI UNIVERSITY**

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GUWeb: <http://web.gauhati.ac.in/syllabus>

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GAUHATI UNIVERSITY

SUBJECT: ARABIC

STREAM: ARTS

TYPE OF DEGREE: BACHELOR DEGREE IN ARTS WITH MAJOR IN ARABIC

MEDIUM OF INSTRUCTION: ENGLISH /ARABIC/ASSAMESE

A Brief Outline of the FYUGP (NEP) Syllabus

In all courses

No. of total required classes: 60

No. of contact classes: 40

No. of non-contact classes: 20

In this syllabus

All are Theory papers

Practical credits: 0

Course designer:

Dr. Abu Bakkar Siddique

Head, Department of Arabic, Gauhati University

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UG SEMESTER-I							
COURSE LEVEL: 100-199				CONTACT HOURS: 60			
Sl. No.	Paper Code	Status/ Paper Type	Title of the Paper	Credit	Internal Marks	Final Marks	Total
1	ARA101	CORE COMPULSORY	BASICS OF ARABIC LANGUAGE	4	20	80	100
UG SEMESTER-II							
COURSE LEVEL: 100-199				CONTACT HOURS: 60			
2	ARA 102	CORE COMPULSORY	SYNTAX AND SEMANTICS OF ARABIC LANGUAGE	4	20	80	100
UG SEMESTER-III							
COURSE LEVEL: 200-299				CONTACT HOURS: 60			
3	MAJOR ARA201	COMPULSORY	ARABIC PROSE AND POETRY-I	4	20	80	100

UG SEMESTER-IV							
COURSE LEVEL: 200-299				CONTACT HOURS: 60			
4	Major-ARA202	COMPULSORY	ARABIC PROSE AND POETRY-II	4	20	80	100
5	Major-ARA203	(Disciplinary Elective)	FUNCTIONAL ARABIC-I	4	20	80	100
6	Major-ARA204	(Disciplinary Elective)	ARABIC TRANSLATION, COMPOSITION AND GRAMMAR	4	20	80	100
7	Major-ARA205	(Disciplinary Elective)	HISTORY OF ARABIC LITERATURE (FROM PRE-ISLAMIC TO EARLY ISLAMIC PERIOD)	4	20	80	100
UG SEMESTER-V							
COURSE LEVEL: 300-399				CONTACT HOURS: 60			
8	Major-ARA301	COMPULSORY	ARABIC PROSE AND POETRY-III	4	20	80	100
9	Major-ARA302	(Disciplinary Elective)	FUNCTIONAL ARABIC-II	4	20	80	100
10	Major-ARA 303	(Disciplinary Elective)	ARABIC GRAMMAR AND RHETORIC-I	4	20	80	100
11	Major-ARA304	(Disciplinary Elective)	HISTORY OF THE ARABS (PRE-ISLAMIC TO RASHIDUN CALIPHATE)	4	20	80	100
UG SEMESTER-VI							
COURSE LEVEL: 300-399				CONTACT HOURS: 60			
12	Major-ARA305	COMPULSORY	ARABIC PROSE AND POETRY-IV	6	20	80	100
13	Major-ARA306	(Disciplinary Elective)	FUNCTIONAL ARABIC-III	6	20	80	100

Four Years Under Graduate Programme (FYUGP) in Arabic under Gauhati University

14	Major- ARA 307	(Disciplinary Elective)	HISTORY OF MODERN ARABIC LITERATURE-I	6	20	80	100
15	Major- ARA308	(Disciplinary Elective)	HISTORY OF THE ARABS (UMAYYAD AND ABBASID)	6	20	80	100

PAPER WISE CONTENTS OF THE MAJOR PAPERS (15)

WITH LEARNING OUTCOMES

UG SEMESTER-I							
COURSE LEVEL: 100-199				CONTACT HOURS: 60			
Sl. No.	Paper Code	Status/ Paper Type	Title of the Paper	Credit	Internal Marks	Final Marks	Total
1	ARA101	CORE	BASICS OF ARABIC LANGUAGE	4	20	80	100

BASICS OF ARABIC LANGUAGE

- I. An Introduction to Language and its family **(15 classes)**
 - (a) Definition, origin and functions of language
 - (b) Semitic language and its family
 - (c) Arabic language : Standard and Colloquial
 - (d) Features and characteristics of Arabic language
- II. Arabic Alphabet and word formation **(15 classes)**
 - (a) Arabic Alphabet
 - (b) Shapes of Arabic letters
 - (c) Pronunciation of Arabic letters (مخارج الحروف)
 - (d) Moon and Sun letters
- III. Sentence formation in Arabic **(15 classes)**
 - (a) Usage of pronouns (الضمائر)
 - (b) Usage of demonstrative pronouns (اسماء الإشارة)
 - (c) Usage of Nominal sentences (الجملة الاسمية)
 - (d) Usage of Verbal sentences (الجملة الفعلية)
- IV. Practice of Arabic conversation **(15 classes)**
 - (a) Conversation at home
 - (b) Conversation over phone
 - (c) Conversation at school
 - (d) Conversation at market

Reading References:

1. Dr. V. Abdur Rahim: Durus Al Lughat Al Arabiyah li Ghairin Natiqitina Biha Vol. I and II
2. Prof. Syed Ahsanur Rahman : Teach yourself Arabic
3. Md. Harun Rashid Khalid Perwez : Arabic Conversation Book
4. Syed Nabi Hyderabad: Minhaj Al Arabiyah Vol. I, II and III
5. Dr. Golam Sarwar: Persian Linguistics
6. Dr. Bakshi Hazrat Ali Ahmed: Semiyo-Hamio Bhakhar Porichoy

Course Objectives:

To achieve basic information of Arabic language and its proficiency in speaking, reading and writing.

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 be able to 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.

Graduate Attributes:

1. Creativity
2. Learning how-to-learn skills
3. Value inculcation

UG SEMESTER-II							
COURSE LEVEL: 100-199				CONTACT HOURS: 60			
Sl. No.	Paper Code	Status/ Paper Type	Title of the Paper	Credit	Internal Marks	Final Marks	Total
2	ARA 102	CORE	SYNTAX AND SEMANTICS OF ARABIC LANGUAGE	4	20	80	100

SYNTAX AND SEMANTICS OF ARABIC LANGUAGE

- I. Basic Grammar (15 classes)
 - (a) Words and parts of speech (الكلمة واقسامها)
 - (b) The pronouns (الضمائر)
 - (c) Demonstrative (اسماء الإشارة) and interrogative pronouns (حروف الاستفهام)
 - (d) Number and gender (العدد والجنس)
 - (e) Possession (الاضافة) and Adjective (الصفة)
- II. Verb (15 classes)
 - (a) Past Tense (الفعل الماضي)
 - (b) Present and future tense (الفعل المضارع)
 - (c) Imperative verb (فعل الامر)
 - (d) Negative verb (فعل النهي)
- III. Kinds of sentences (15 classes)
 - (a) Nominal sentence (الجملة الاسمية)
 - (b) Verbal sentence (الجملة الفعلية)
 - (c) Imperative sentence (الجملة الإنشائية)
 - (d) Conditional sentence (الجملة الشرطية)
- IV. Vocabulary enrichment and use of words in sentences with meanings : (15 classes)
 - (a) Time related
 - (b) Nature related
 - (c) House related
 - (d) School related

Reading References:

1. Teach yourself Arabic : Prof. Syed Ahsanur Rahman
1. معلم اللغة العربية Arabic Grammar –I (Text and Exercises) published by MESCO-ALEEF, Hyderabad
2. The Syntax of Arabic: Joseph E Aoun, Elabbas Benmamoun, Lina Choueiri
3. Prof. Moinuddin Azmi : Essential Arabic Syntax
4. Abul Hashim: Arabic Made Easy
5. Hyder Ali: Asomiya Arobi Byakaron
6. Prof. Rafiul Imad Faynan : The Essential Arabic
7. A Practical Approach to the Arabic Language Vol. I by Dr. Wali Akhtar Nadwi
8. A New Arabic Grammar of the written language by J. A. Haywood and H. M. Nahmad
9. النحو الواضح لعلى الجارم و مصطفى أمين
10. النحو الهادي لمحمد هداية الله القاسمي
11. الجديد في العربية للدكتور إحسان الرحمن
12. Pear Ali Ahmed: An Approach to Practical Arabic Grammar

Course Objectives:

To enable a student to construct grammatically correct sentences in Arabic by following grammatical rules and the semantics.

Learning outcomes:

1. The course will assist the students in learning correct use of written Arabic applying fundamental morphological and syntactic elements of Arabic.
2. To familiarize the students with the distinctive features and purposes of various Arabic structures
3. To comprehend Arabic grammar through practice.
4. The course will acquaint the students with the morphological thought of learning Arabic grammar.

Graduate Attributes:

1. Complex problem-solving
2. Analytical reasoning/thinking

UG SEMESTER-III							
COURSE LEVEL: 200-299				CONTACT HOURS: 60			
Sl. No.	Paper Code	Status/ Paper Type	Title of the Paper	Credit	Internal Marks	Final Marks	Total
3	MAJOR ARA201	COMPULSORY	ARABIC PROSE AND POETRY-I	4	20	80	100
UNIT-I (15 classes) PROSE							
SL. No.	Title	Selected from the Book	Name of the Author/ Publisher				
1	تحية و التعارف	اللغة العربية الوظيفية	المجلس القومي لترويج اللغة الإردية، نيو دلهي				
2	الأم						
3	أسرتي	اللغة العربية لغير الناطقين بها	جمعية الدعوة الإسلامية العالمية، طرابلس، الجماهيرية العظمى				
4	فى المطعم						
UNIT -II (15 classes) PROSE							
1	فى السوق	اللغة العربية لغير الناطقين بها	جمعية الدعوة الإسلامية العالمية، طرابلس، الجماهيرية العظمى				
2	فى المزرعة						
3	فى الفصل الدراسي						
4	الوقت	لمحات من أدب العرب ج 1	قسم اللغة العربية بجامعة غوهاتي				
UNIT -III (15 classes) POETRY							
1	شرو خير	ديوان أبي العتاهية	أبو العتاهية				
2	تربية الأمهات	ديوان معروف الرصافي	معروف الرصافي				
3	دعاء	اللغة العربية لغير الناطقين بها	ميخائيل نعيمة				
4	نبذة عن حياة المؤلفين						
UNIT-IV (15 classes) POETRY							
1	أكبر من كل الكلمات	حبيبتى	نزار قباني				
2	نشيد الشبان المسلمين	الشوقيات	أحمد شوقي				
3	علموا الفتاة	اللغة العربية لغير الناطقين بها	الأستاذ أحمد الفقيه حسن				
4	نبذة عن حياة المؤلفين						

Reading References:

1. لمحات من أدب العرب، نشرت من قبل قسم اللغة العربية و آدابها بجامعة غوهاتي
2. ديوان أبي العتاهية
3. الشوقيات
4. اللغة العربية الوظيفية
5. مختارات من أدب العرب

Course Objectives:

To teach the students about the cultural heritage and socio-cultural beliefs of the Arabs.

Learning Outcomes:

1. To use Arabic literature to instill moral and ethical principles in learners.
2. To present the learner with opportunity to appreciate modern and contemporary Arabic literature.
3. To give the learner the ability to understand the concepts expressed by contemporary poets and authors and their contribution to Arabic literature.
4. To investigate the history and evolution of Arabic literature listing the notable writers.
5. To determine the similarities and contrasts between classical Arabic literature and Modern Arabic literature.

Graduate Attributes:

1. Creativity
2. Value inculcation

UG SEMESTER-IV							
COURSE LEVEL: 200-299				CONTACT HOURS: 60			
Sl. No.	Paper Code	Status/ Paper Type	Title of the Paper	Credit	Internal Marks	Final Marks	Total
4	MAJOR ARA202	COMPULSORY	ARABIC PROSE AND POETRY-II	4	20	80	100
UNIT-I (15 classes) PROSE							
Sl. No.	Title	Selected from the Book	Name of the Author/ Publisher				
1	الحرية و المساواة و الإخاء فى الإسلام	لمحات ج 2	قسم اللغة العربية بجامعة غوهاتي				
2	بلادي	القراءة العربية	عبد القدوس القاسمي ، محمد ساجد القاسمي				
3	كيف اتعلم اللغة جيدا						
UNIT –II (15 classes) PROSE							
1	ابو بكر الصديق	القراءة العربية	عبد القدوس القاسمي ، محمد ساجد القاسمي				
2	الصحة و الطعام						
3	الإتحاد قوة	اللغة العربية لغير الناطقين بها	جمعية الدعوة الإسلامية العالمية، طرابلس، الجماهيرية العظمى				
UNIT –III (15 classes) POETRY							
1	لو كنت عصفورا	ديوان يحيى اللبابيدي	يحيى اللبابيدي				
2	نشيد الزكاة	ديوان يوسف العظم	يوسف العظم				
3	أغر عليه لنبوة خاتم	ديوان حسان بن ثابت	حسان بن ثابت				
4	نبرة عن حياة المؤلفين						
UNIT-IV (15 classes) POETRY							
1	الله مولى دنانير و مولائي	ديوان أبي نواس	أبو نواس				
2	أيها الحب أنت سر بلائي	ديوان أبي القاسم الشابي	أبو القاسم الشابي				
3	اللغة العربية	ديوان حافظ ابراهيم	حافظ ابراهيم				
4	نبرة عن حياة المؤلفين						

Reading References:

1. لمحات من أدب العرب، نشرت من قسم اللغة العربية و آدابها بجامعة غوهاتي
2. ديوان أبي نواس
3. ديوان أبي القاسم الشابي
4. ديوان حافظ ابراهيم
5. ديوان حسان بن ثابت

Course Objectives:

To teach the students about the cultural heritage and socio-cultural beliefs of the Arabs.

Learning Outcomes:

1. To use Arabic literature to instill moral and ethical principles in learners.
2. To present the learner with opportunity to appreciate modern and contemporary Arabic literature.
3. To give the learner the ability to understand the concepts expressed by contemporary poets and authors and their contribution to Arabic literature.
4. To investigate the history and evolution of Arabic literature listing the notable writers.
5. To determine the similarities and contrasts between classical Arabic literature and Modern Arabic literature.

Graduate Attributes:

1. Creativity
2. Value inculcation

UG SEMESTER-IV							
COURSE LEVEL: 200-299				CONTACT HOURS: 60			
Sl. No.	Paper Code	Status/ Paper Type	Title of the Paper	Credit	Internal Marks	Final Marks	Total
5	MAJOR ARA203	(Disciplinary Elective)	FUNTIONAL ARABIC-I	4	20	80	100
UNIT-I (15 classes)							
Sl. No.	Title	Selected from the Book	Name of the Author/ Publisher				
1	بلادي	اللغة العربية الوظيفية	المجلس القومي لترويج اللغة الإردية، نيو دلهي				
2	جزاء الوالدين	القراءة الراشدة	أبو الحسن على الندوي				
3	أدب الأكل و الشرب						
UNIT –II (15 classes)							
1	عيد الأضحى	القراءة العربية	عبد القدوس القاسمي ، محمد ساجد القاسمي				
2	قيمة الزمان						
3	كيف أقضي يومي	القراءة الراشدة	أبو الحسن على الندوي				
UNIT –III (15 classes)							
1	جزاء المعروف	اللغة العربية لغير الناطقين بها	المجلس القومي لترويج اللغة الإردية، نيو دلهي				
2	فى مكتب البريد	اللغة العربية الوظيفية					
3	قيمة الوقت						
UNIT-IV (15 classes)							
1	معرفة الوقت بالساعة	اللغة العربية الوظيفية	المجلس القومي لترويج اللغة الإردية، نيو دلهي				
2	أوقات الفراغ						
3	الغذاء الصحي						

Reading References:

1. لمحات من أدب العرب نشرت من قبل قسم اللغة العربية وآدابها بجامعة غوهاتي
2. عبد القدوس القاسمي ، محمد ساجد القاسمي القراءة العربية
3. اللغة العربية لغير الناطقين بها
4. اللغة العربية الوظيفية
5. القراءة الواضحة لواحد الزمان القاسمي
6. القراءة الراشدة لأبي الحسن على الندوي

Course Objectives:

To develop communicative skills in Arabic and to inculcate the values of communications among the students.

Learning outcomes:

1. To acquaint the reader with Arabic business jargon.
2. To raise knowledge of diverse Arabic documents.
3. To increase the ability to translate several widely-used papers from Arabic to English and the other way around.
4. To become more accustomed to regular conversations in the areas of business and industry.
5. To develop the communicating skill in Arabic among the learners.

Graduate Attributes:

1. Creativity
2. Communication skill
3. Learning how to learn skill
4. Value inculcation

UG SEMESTER-IV							
COURSE LEVEL: 200-299				CONTACT HOURS: 60			
Sl. No.	Paper Code	Status/ Paper Type	Title of the Paper	Credit	Internal Marks	Final Marks	Total
6	MAJOR ARA203	(Disciplinary Elective)	ARABIC TRANSLATION, COMPOSITION AND GRAMMAR	4	20	80	100

ARABIC TRANSLATION, COMPOSITION AND GRAMMAR

UNIT-I: Arabic terminologies (15 classes)

- (a) Academic
- (b) Administrative
- (c) Political
- (d) Economic

UNIT-II: Translation (15 classes)

- a) Translation from English to Arabic
 - 1. Academic
 - 2. Political/ Commercial
- b) Translation from Arabic to English
 - 1. Academic
 - 2. Political/ Commercial

UNIT-III (15 classes)

- ✓ Comprehension of text

UNIT-IV (15 classes)

- ✓ Essay / Letter writing

Reading References:

1. Method of Translation: English - Arabic (منهج الترجمة) by Muinuddin Azmi
2. Let's Translate (English-Arabic-English) by Abul Kalam
3. Advanced Arabic Composition by Raji M. Rammuni
4. The Oxford English Arabic Dictionary of Current usage
5. Teach Yourself Arabic by Prof. S. A. Rahman
6. A New Arabic Grammar of the written language by J. A. Haywood and H. M. Nahmad
7. أسس الترجمة من الإنجليزية إلى العربية و بالعكس للدكتور عز الدين، محمد نجيب

Course Objectives:

To achieve advanced language proficiency especially in speaking, listening, reading and writing.

Learning outcomes:

1. To make it possible for the pupils to comprehend and participate in basic conversational forms during the chosen social occasions.
2. To improve LSRW (Listening, Speaking, Reading and Writing) of Arabic in students.
3. To impart advanced knowledge in Arabic-to-English translation and to inform the students about the range of commercial translation.
4. To teach the students how to translate simple documents.
5. To develop in the learner the capacity to comprehend contemporary essays and to prepare them for writing articles on current themes.

Graduate Attributes:

1. Critical thinking
2. Communication skills
3. Learning how to learn skills

UG SEMESTER-IV							
COURSE LEVEL: 200-299				CONTACT HOURS: 60			
Sl. No.	Paper Code	Status/ Paper Type	Title of the Paper	Credit	Internal Marks	Final Marks	Total
7	MAJOR ARA205	(Disciplinary Elective)	HISTORY OF ARABIC LITERATURE (Pre-Islamic to Early Islamic Period)	4	20	80	100

HISTORY OF ARABIC LITERATURE
(Pre-Islamic to Early Islamic Period)

UNIT-I: Pre Islamic literature (15 classes)

1. Growth and development of pre-Islamic Arabic prose and poetry
2. Features and characteristics of pre-Islamic Arabic prose and poetry
3. Prominent prose writers of the period : Quss Bin Saida Al Ayadi, Aksam Bin Saifi Al Tamimi, Kaab Bin Luai, Hashim Bin Abd Munaf, Amr Bin Madi karnab Al Zubaidi
4. Prominent poets of the period : Muhalhil Bin Rabia, Labeed Bin Rabia, Antara Bin Shaddad, Nabigha Zubyani

UNIT-II: The Suspended Ode or the Muallaqat (15 classes)

1. Imru'ul Qays
2. Tarafa bin Al-'Abd
3. Zuhayr bin Abi Sulma
4. 'Amr bin Kulthum

UNIT-III : (15 classes)

1. Development of Arabic Prose during early Islamic period
2. Development of Arabic Poetry during early Islamic period
3. Features and characteristics of Arabic Prose during early Islamic period
4. Features and characteristics of Arabic Poetry during early Islamic period

UNIT-IV (15 classes)

1. Compilation of the holy Quran during early Islamic period
2. Khitabah literature in early Islamic period
3. Prominent Khateebbs of the period: Prophet Muhammad (pbuh) and Ali bin Abi Talib.
4. Prominent figures of Arabic Poetry literature during early Islamic period
Hassan bin Thabith, Ka'ab bin Zuhayr, Abdullah Bin Rawaha and Khansa

Reading references:

1. A History of Arabic Literature by K. A. Fariq
2. A Literary History of the Arabs by R. A. Nicholson
3. Life and works of Hassan Bin Thabith by Prof. Raina Khanam Mazumdar
4. A History of the Arabic Literature by Clement Huart
5. تاريخ الأدب العربي لأحمد حسن الزيات
6. تاريخ الأدب العربي لعمر فروخ
7. تاريخ آداب اللغة العربية لرجي زيدان
8. تاريخ الأدب العربي لشوقي ضيف

Course Objectives:

To acquaint the students with the literary developments of the Arabs during pre-Islamic and early Islamic period and to inculcate the values in them.

Learning outcomes:

1. To comprehend the unique qualities of Arabic literature through the ages.
2. To gauge the breadth of the many literary and poetic forms in Arabic literature
3. To introduce students to the aesthetic, cultural, and social facets of Arabic literature during the chosen eras.
4. To comprehend Arab literary traditions to get analytical and comprehensive understanding of literary works, writers, trends, etc.
5. Too emphasize the connection between Bedouin life in Arabia and Arabic literature from pre-Islamic to early Islamic period.

Graduate Attributes:

1. Analytical reasoning / thinking
2. Research related skills
3. Leadership readiness/ qualities

UG SEMESTER-V							
COURSE LEVEL: 300-399				CONTACT HOURS: 60			
Sl. No.	Paper Code	Status/ Paper Type	Title of the Paper	Credit	Internal Marks	Final Marks	Total
8	MAJOR ARA-301	COMPULSORY	ARABIC PROSE AND POETRY-III	4	20	80	100
UNIT-I (15 classes) PROSE							
SL. No.	Title	Selected from the Book	Name of the Author/ Publisher				
1	غلام عابد	لمحات من أدب العرب ج 4	قسم اللغة العربية وأدائها بجامعة غوهااتي				
2	جارية سوداء						
3	حقوق المرأة وواجباتها في الإسلام						
UNIT –II (15 classes) PROSE							
1	باب بر الوالدين وباب فضل صلة أصدقاء الأب	صحيح مسلم	الإمام مسلم بن الحجاج القشيري				
3	الصدقة	لمحات من أدب العرب ج 3	قسم اللغة العربية وأدائها بجامعة غوهااتي				
4	سورة القدر	القرآن الكريم					
UNIT –III (15 classes) POETRY							
1	القبرة و ابنها	الشوقيات	احمد شوقي				
2	عروس فرشت لها الأرض بالزهر	لمحات من أدب العرب ج 4	خليل مطران				
3	يا مرحبا	ديوان عبد الرحمن الشكري	عبد الرحمن الشكري				
4	نبذة عن حياة المؤلفين						
UNIT-IV (15 classes) POETRY							
1	الموت	ديوان ابي نواس	أبو نواس				
2	أنا	ديوان نازك الملائكة	نازك الملائكة				
3	يا عين جودي	ديوان خنساء	خنساء				
4	نبذة عن حياة المؤلفين						

Reading References:

1. لمحات من أدب العرب، نشرت من قسم اللغة العربية و آدابها بجامعة غوهاتي
2. ديوان أبي نواس
3. ديوان الخنساء
4. ديوان عبد الرحمن الشكري
5. ديوان لبيد بن ربيعة

Course Objectives:

To teach the students about the cultural heritage and socio-cultural beliefs of the Arabs.

Learning Outcomes:

1. To use Arabic literature to instill moral and ethical principles in learners.
2. To present the learner with opportunity to appreciate modern and contemporary Arabic literature.
3. To give the learner the ability to understand the concepts expressed by contemporary poets and authors and their contribution to Arabic literature.
4. To investigate the history and evolution of Arabic literature listing the notable writers.
5. To determine the similarities and contrasts between classical Arabic literature and Modern Arabic literature.

Graduate Attributes:

1. Creativity
2. Value inculcation

UG SEMESTER-V							
COURSE LEVEL: 300-399				CONTACT HOURS: 60			
Sl. No.	Paper Code	Status/ Paper Type	Title of the Paper	Credit	Internal Marks	Final Marks	Total
9	MAJOR ARA-302	(Disciplinary Elective)	FUNCTIONAL ARABIC-II	4	20	80	100
UNIT-I (15 classes)							
Sl. No.	Title	Selected from the Book	Name of the Author/ Publisher				
1	المدارس	اللغة العربية الوظيفية	المجلس القومي لترويج اللغة الأردية، نيو دلهي				
2	صحة البيئة						
3	صيدلية						
UNIT –II (15 classes)							
1	شجرة الزيتون	اللغة العربية لغير الناطقين بها	جمعية الدعوة الإسلامية العالمية، طرابلس، الجماهيرية العظمى				
2	النمل						
3	زكاء الطفل						
UNIT –III (15 classes)							
1	نصائح الطبيب	اللغة العربية لغير الناطقين بها	جمعية الدعوة الإسلامية العالمية، طرابلس، الجماهيرية العظمى				
2	فى العيادة						
3	تنظيم الوقت	القراءة العربية	عبد القدوس القاسمي ، محمد ساجد القاسمي				
UNIT-IV (15 classes)							
1	فى العطلة	القراءة العربية	عبد القدوس القاسمي ، محمد ساجد القاسمي				
2	الحرية						
3	الطالب الزكي						

Reading References:

1. المنتخب من العربية الوظيفية ثاني
2. عبد القدوس القاسمي ، محمد ساجد القاسمي القراءة العربية،
3. اللغة العربية لغير الناطقين بها
4. اللغة العربية الوظيفية
5. القراءة الواضحة لواحد الزمان القاسمي
6. القراءة الراشدة لأبي الحسن على الندوي

Course Objectives:

To develop communicative skills in Arabic and to inculcate the values of communications among the students.

Learning outcomes:

1. To acquaint the reader with Arabic business jargon.
2. To raise knowledge of diverse Arabic documents.
3. To increase the ability to translate several widely-used papers from Arabic to English and the other way around.
4. To become more accustomed to regular conversations in the areas of business and industry.
5. To develop the communicating skill in Arabic among the learners.

Graduate Attributes:

1. Creativity
2. Communication skill
3. Learning how to learn skill
4. Value inculcation

UG SEMESTER-V							
COURSE LEVEL: 300-399				CONTACT HOURS: 60			
Sl. No.	Paper Code	Status/ Paper Type	Title of the Paper	Credit	Internal Marks	Final Marks	Total
10	MAJOR ARA-303	(Disciplinary Elective)	ARABIC GRAMMAR AND RHETORIC	4	20	80	100

ARABIC GRAMMAR AND RHETORIC

UNIT-I (15 classes)

- ✓ تعريف الفعل و أقسامه : الفعل الماضي (تصريفاً و تدريباً)
- ✓ الماضي المطلق، المعروف ، المجهول، المثبت، المنفي
- ✓ الماضي القريب، المعروف ، المجهول، المثبت، المنفي
- ✓ الماضي البعيد ، الماضي الاستمراري

UNIT-II (15 classes)

- ✓ الفعل المضارع (تصريفاً و تدريباً)
- ✓ المضارع المعروف ، المجهول، المثبت، المنفي
- ✓ الفعل المضارع المنفي بلم ، الفعل المضارع المنفي بلم
- ✓ توكيد الفعل المضارع : بنون التوكيد الثقيلة و الخفيفة ، توكيد الفعل المضارع بلام التوكيد

UNIT-III (15 classes)

- ✓ الفعل الأمر (تصريفاً و تدريباً)
- ✓ الفعل النهي
- ✓ اسم الفاعل
- ✓ اسم المفعول

UNIT-IV (Rhetoric) (15 classes)

- ✓ علم البلاغة ، علم المعاني، علم البيان و علم البديع : تعريفا و تمثيلا
- ✓ التشبيه و أقسامه
- ✓ المجاز و أقسامه
- ✓ الكناية و أقسامها

Reading References:

1. معلم اللغة العربية Arabic Grammar –I (Text and Exercises) published by MESCO-ALEEF, Hyderabad
2. A Practical Approach to the Arabic Language by Dr. Wali Akhtar Nadwi
3. A New Arabic Grammar of the written language by J. A. Haywood and H. M. Nahmad
4. النحو الواضح لعلى الجارم و مصطفى أمين
5. النحو الهادي لمحمد هداية الله القاسمي
6. الجديد في العربية للدكتور إحسان الرحمن

Course Objectives:

To deliver a sentence with more information to the audience. It provides the students a greater appreciation and understanding of Arabic language and literature.

Learning outcomes:

1. The course will assist the students in learning correct use of written Arabic applying fundamental morphological and syntactic elements of Arabic.
2. To familiarize the students with the distinctive features and purposes of various Arabic structures
3. To comprehend Arabic grammar through practice.
4. The course will acquaint the students with the morphological thought of learning Arabic grammar.
5. To make the students understand the basic concepts of Arabic Rhetoric.

Graduate Attributes:

1. Creativity
2. Communication skill
3. Learning how to learn skill

UG SEMESTER-V							
COURSE LEVEL: 300-399				CONTACT HOURS: 60			
Sl. No.	Paper Code	Status/ Paper Type	Title of the Paper	Credit	Internal Marks	Final Marks	Total
11	MAJOR ARA-304	(Disciplinary Elective)	HISTORY OF THE ARABS (Pre-Islamic to Rashidun Caliphate)	4	20	80	100

HISTORY OF THE ARABS
(Pre-Islamic to Rashidun Caliphate)

UNIT-I: Arabia before the advent of Islam (15 classes)

- (a) Ancient civilizations
- (b) The Arabian peninsula
- (c) Inhabitants of Arabia
- (d) Conditions of the Arabia at the advent of Islam i.e. political, economic, cultural, religious, social and moral

UNIT-II: The rise of Islam (15 classes)

- (a) Life of Prophet Muhammad (PBUH)
- (b) Migration of Prophet Muhammad (PBUH) to Madinah and aftermath
- (c) Wars fought by the prophet
- (d) Prophet as a reformer and a nation builder

UNIT-III: Caliph Abu Bakr Siddique and Umar Farooq (15 classes)

- (a) Life of Abu Bakr Siddique and his accession
- (b) Achievements of Abu Bakr Siddique as a caliph (Apostasy movement, battle of Yamama, invasions etc.)
- (c) Life of Umar Farooq and his accession
- (d) Achievements of Umar Farooq as a caliph (Invasions, battle of Qadissia, battle of Yarmok, Conquest of Syria etc.)

UNIT: IV: Caliph Uthman bin Affan and Ali bin Abi Talib (15 classes)

- (a) Life of Uthman bin Affan and his accession
- (b) Administration, character and achievements of Uthman bin Affan
- (c) Life of Ali bin Abi Talib and his accession
- (d) Achievements of Ali bin Abi Talib as a caliph (Invasions, battle of Camel, battle of Siffin, emergence of Kharijites and his martyrdom etc.)

Reading References:

1. A Study of Islamic History by K. Ali
2. Concise History of Muslim World, Vol. I by Rafi Ahmad Fidai
3. Sirat-un-Nabi by Allamah Shibli Nu'mani
4. History of the Arabs by Philip K. Hitti
5. Study materials prepared by the Department of Arabic, Gauhati University

Course Objectives:

To present opposing viewpoints and alternative hypothesis on various issues; effectively apply reading, writing, critical thinking and analytical skills to address significant issues in the political world.

Learning Outcomes:

1. To introduce the students with the culture and history of the Arabs.
2. To comprehend historical and cultural context of the evolution of Islam and its expansion.
3. To assess the evolution of Islam throughout the period of the Prophet and the just caliphs.
4. To educate the learners on the socio-political structure of the Arabs through the ages
5. To acquaint the students with the administrative traits of the pious caliphs.

Graduate Attributes:

1. Creativity
2. Learning how-to-learn skills
3. Value inculcation

UG SEMESTER-VI							
COURSE LEVEL: 300-399				CONTACT HOURS: 60			
Sl. No.	Paper Code	Status/ Paper Type	Title of the Paper	Credit	Internal Marks	Final Marks	Total
12	MAJOR ARA 305	COMPULSORY	ARABIC PROSE AND POETRY-IV	4	20	80	100
UNIT-I (15 classes) PROSE							
Sl. No.	Title	Selected from the Book	Name of the Author/ Publisher				
1	الكأس الأولى	النظرات	المنفلوطي				
2	ربي لمن خلقت هذا النعيم	ما تراه العيون	محمود تيمور				
3	مرتا البانية	دمعة و ابتسامة	جبران خليل جبران				
4	نبذة عن حياة المؤلفين						
UNIT -II (15 classes) PROSE							
1	رسالة من مكة المكرمة	لمحات من أدب العرب ج 5	ابو الحسن علي الندوي				
2	القميص الأحمر	لمحات من أدب العرب ج 5	الحسن البصري				
3	أخلاق المؤمن						
4	نبذة عن حياة المؤلفين						
UNIT -III (15 classes) POETRY							
1	وما أنا بالساعي بفضل زامها	ديوان الحماسة	حاتم الطائي				
2	الى أمي	ديوان محمود درويش	محمود درويش				
3	العلم ثروة أمة و يسار	ديوان جميل صدقي الزهاوي	جميل صدقي الزهاوي				
4	نبذة عن حياة المؤلفين						
UNIT-IV (15 classes) POETRY							
1	اوجب الواجبات إكرام أمي	ديوان معروف الرصافي	معروف الرصافي				
2	وما بعض الإقامة في ديار	ديوان الحماسة	قيس بن الخطيم				
3	الرشد أجمل سيرة يا أحمد	ديوان احمد شوقي	احمد شوقي				
4	نبذة عن حياة المؤلفين						

Reading References:

1. لمحات من أدب العرب، نشرت من قسم اللغة العربية و آدابها بجامعة غوهاتي
2. ديوان الحماسة لأبي تمام
3. النظرات لمصطفى لطفى المنفلوطي
4. دمعة وابتسامة لجبران خليل جبران
5. ديوان جميل صدقي الزهاوي
6. ديوان محمود درويش
7. ديوان معروف الرصافي

Course Objectives:

To teach the students about the cultural heritage and socio-cultural beliefs of the Arabs.

Learning Outcomes:

1. To use Arabic literature to instill moral and ethical principles in learners.
2. To present the learner with opportunity to appreciate modern and contemporary Arabic literature.
3. To give the learner the ability to understand the concepts expressed by contemporary poets and authors and their contribution to Arabic literature.
4. To investigate the history and evolution of Arabic literature listing the notable writers.
5. To determine the similarities and contrasts between classical Arabic literature and Modern Arabic literature.

Graduate Attributes:

1. Creativity
2. Value inculcation
3. Critical thinking
4. Multi-cultural competence and inclusive spirit
5. Value inculcation

UG SEMESTER-VI							
COURSE LEVEL: 300-399				CONTACT HOURS: 60			
Sl. No.	Paper Code	Status/ Paper Type	Title of the Paper	Credit	Internal Marks	Final Marks	Total
13	MAJOR ARA-306	(Disciplinary Elective)	FUNCTIONAL ARABIC-III	4	20	80	100
UNIT-I (15 classes)							
Sl. No.	Title	Selected from the book	Name of the Author/Publisher				
1	في الفصل	اللغة العربية الوظيفية	المجلس القومي لترويج اللغة الإردية، نيو دلهي				
2	ترحيب صديق						
3	في المستشفى						
4	الغابات	اللغة العربية لغير الناطقين بها	جمعية الدعوة الإسلامية				
UNIT –II (15 classes)							
1	رحلة إلى دلهي	القرأة الواضحة ج 2	مولانا وحيد الزمان القاسمي				
2	فن المراسلة	اللغة العربية الوظيفية	المجلس القومي لترويج اللغة الإردية، نيو دلهي				
3	المكتبة العامة						
4	مكانة المرأة في الإسلام						
UNIT –III (15 classes)							
1	من أخلاق المسلمين	القرأة العربية	عبد القدوس القاسمي ، محمد ساجد القاسمي				
2	في المطعم	اللغة العربية الوظيفية	المجلس القومي لترويج اللغة الإردية، نيو دلهي				
3	تسوق						
4	الكهرباء						
UNIT-IV (15 classes)							
1	مكالمة هاتفية	اللغة العربية الوظيفية	المجلس القومي لترويج اللغة الإردية، نيو دلهي				
2	العلوم التكنولوجيا						
3	في فندق						
4	حلم البخيل	اللغة العربية لغير الناطقين بها ج 3	جمعية الدعوة الإسلامية				

Reading References:

1. اللغة العربية لغير الناطقين بها، جمعية الدعوة الإسلامية
2. اللغة العربية الوظيفية، المجلس القومي لترويج اللغة الإردية، نيودلهي
3. القراءة العربية، عبد القدوس القاسمي ، محمد ساجد القاسمي
4. القراءة الواضحة ، مولانا وحيد الزمان القاسمي

Course Objectives:

To develop communicative skills in Arabic and to inculcate the values of communications among the students.

Learning outcomes:

1. To acquaint the reader with Arabic business jargon.
2. To raise knowledge of diverse Arabic documents.
3. To increase the ability to translate several widely-used papers from Arabic to English and the other way around.
4. To become more accustomed to regular conversations in the areas of business and industry.
5. To develop the communicating skill in Arabic among the learners.

Graduate Attributes:

1. Creativity
2. Communication skill
3. Learning how to learn skill
4. Value inculcation

UG SEMESTER-VI							
COURSE LEVEL: 300-399				CONTACT HOURS: 60			
Sl. No.	Paper Code	Status/ Paper Type	Title of the Paper	Credit	Internal Marks	Final Marks	Total
14	MAJOR ARA-307	(Disciplinary Elective)	HISTORY OF MODERN ARABIC LITERATURE-I	4	20	80	100

HISTORY OF MODERN ARABIC LITERATURE-I

UNIT-I: DEVELOPMENT OF POETRY IN MODERN ARABIC LITERATURE (15 classes)

- ✓ Mahmoud Sami Al-Baroudi
- ✓ Hafiz Ibrahim
- ✓ Ahmad Shauqi
- ✓ Maruf Rusafi

UNIT-II : DEVELOPMENT OF NOVEL IN ARABIC LITERATURE (15 classes)

- ✓ Muhammad Husain Haykal
- ✓ Naguib Mahfouz
- ✓ Taha Hussain
- ✓ Tayyib Saleh

UNIT-III: DEVELOPMENT OF SHORT STORY IN ARABIC LITERATURE (15 classes)

- ✓ Mahmud Taimur
- ✓ Mustafa Lutfi Manfaluti
- ✓ Yusuf Idris
- ✓ Ahsan Abdul Quddus

UNIT-IV : DEVELOPMENT OF DRAMA IN ARABIC LITERATURE (15 classes)

1. Marun Al Naqqash
2. Taufiq Al Hakim
3. Ali Ahmad Ba-kathir
4. Mikhail Naimy

Reading References:

1. A Literary History of the Arabs by R. A. Nicholson
2. Modern Arabic Literature by Prof. Ismat Mahdi
3. A History of the Arabic Literature by Clement Huart
4. تاريخ الأدب العربي لأحمد حسن الزيات
5. تاريخ آداب العرب لمصطفى صادق الرافعي
6. تاريخ آداب اللغة العربية لجرجي زيدان
7. تاريخ الأدب العربي لشوقي ضيف

Course Objectives:

To acquaint the students with the literary developments of the Arabs during pre-Islamic and early Islamic period and to inculcate the values in them.

Learning outcomes:

1. To comprehend the unique qualities of Arabic literature through the ages.
2. To gauge the breadth of the many literary and poetic forms in Arabic literature
3. To introduce students to the aesthetic, cultural, and social facets of Arabic literature during the chosen eras.
4. To comprehend Arab literary traditions to get analytical and comprehensive understanding of literary works, writers, trends, etc.
5. To emphasize the connection between Bedouin life in Arabia and Arabic literature from pre-Islamic to early Islamic period.

Graduate Attributes:

1. Analytical reasoning / thinking
2. Research related skills
3. Multi-cultural competence and inclusive spirit
4. Value inculcation

UG SEMESTER-VI							
COURSE LEVEL: 300-399				CONTACT HOURS: 60			
Sl. No.	Paper Code	Status/ Paper Type	Title of the Paper	Credit	Internal Marks	Final Marks	Total
15	MAJOR ARA- 308	(Disciplinary Elective)	HISTORY OF THE ARABS (UMAYYAD AND ABBASID PERIOD)	4	20	80	100

HISTORY OF THE ARABS
(UMAYYAD AND ABBASID PERIOD)

UNIT-I: (15 classes)

- ✓ Mu'awiyah and the establishment of the Umayyad dynasty
- ✓ Yazid bin Mu'awiyah
- ✓ Abdul Malik Bin Marwan
- ✓ Waleed Bin Abdul Malik,

UNIT-II (15 classes)

- ✓ Umar Bin Abdul Aziz
- ✓ Hisham Bin Abdul Malik,
- ✓ Administration under the Umayyads
- ✓ Downfall of the Umayyad Dynasty

UNIT-III (15 classes)

- ✓ Abul Abbas As Saffah and the establishment of the Abbasid dynasty
- ✓ Abu Jafar al-Mansur
- ✓ Harun Al-Rashid
- ✓ Al-Amin and Al-Mamun

UNIT-IV (15 classes)

- ✓ Rise and fall of the Barmakids
- ✓ Expansion of Islamic Empire under Abbasid Dynasty
- ✓ Educational , scientific and literary developments
- ✓ Downfall of the Abbasid dynasty

Reading References:

1. A Study of Islamic History by K. Ali
2. Concise History of Muslim World by Rafi Ahmad Fidai
3. History of the Arabs by Philip K. Hitti
4. Study materials developed by the Department of Arabic, Gauhati University
5. Islam: Its concepts and History by Syed Mahmudunnasir
6. الموجز في تاريخ الإسلام: تأليف الشيخ غلام رسول مهر والتعريب للدكتور عبيد الرحمان الطيب
7. A Short History of the Saracens by Syed Ameer Ali

Course Objectives:

To present opposing viewpoints and alternative hypothesis on various issues; effectively apply reading, writing, critical thinking and analytical skills to address significant issues in the political world.

Learning Outcomes:

1. To introduce the students with the culture and history of the Arabs.
2. To comprehend historical and cultural context of the evolution of Islam and its expansion.
3. To educate the learners on the socio-political structure of the Arabs through the ages
4. To acquaint the students with the administrative traits of the Umayyad and Abbasid caliphs.
5. To acquaint the students with the scientific and literary progress during the Umayyad and Abbasid regime.

Graduate Attributes:

1. Analytical reasoning / Thinking
2. Research related skills
3. Multicultural competence and inclusive spirit
4. Value inculcation

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

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

Unit No.	Unit Content	No. of Classes	Marks
১	অসমীয়া ভাষা আৰু সাহিত্যৰ ইতিহাস (১৮২৬ চন পৰ্যন্ত) : ভাষিক আৰু সাহিত্যিক পটভূমি, সাহিত্যিক আৰু সাহিত্য-কৰ্ম	১২	২০
২	প্ৰত্ন (উদ্ভৱকালীন/প্ৰত্ন/মিশ্ৰ) অসমীয়া আৰু প্ৰাক-শংকৰী যুগৰ সাহিত্য নিৰ্বাচিত পাঠ: লোকগীত: 'একবাৰ হৰি বোল মন ৰচনা' 'কানাই পাৰ কৰা হে' চৰ্যাগীত: 'উষ্ণা উষ্ণা পৰৱত তই সবৰী বালী' বড় চণ্ডী দাস: 'বিজয় নাম বেলাতে' ('জন্মখণ্ড', শ্ৰীকৃষ্ণ কীৰ্তন) হেম সৰস্বতী: প্ৰহলাদ চৰিত (সম্পূৰ্ণ) মাধৱ কন্দলি: 'লংকাৰ বিৱৰণ' ('সুন্দৰাকাণ্ড', ৰামায়ণ)	১২	২০
৩	শংকৰদেৱকালীন সাহিত্য নিৰ্বাচিত পাঠ: শংকৰদেৱ: 'নাৰায়ণ কাহে ভকতি কৰো তেৰা' (বৰগীত) মাধৱদেৱ: 'চোৰধৰা' (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:	ভূৱনেশ্বৰী 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 (খঃ 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: মাইলচ্ ব্ৰসন: '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-জীয়াৰী' 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:

মহেশ্বৰ নেওগ (সম্পা.)

অচমিয়া আৰু ইংৰাজী অভিধান:

মাইলচ্ ব্ৰসন

অসমীয়া সাহিত্যৰ ৰূপৰেখা:

মহেশ্বৰ নেওগ

অসমীয়া সাহিত্যৰ সমীক্ষাত্মক ইতিবৃত্ত:

সত্যেন্দ্ৰনাথ শৰ্মা

অসমীয়া সাহিত্যৰ পূৰ্ণ ইতিহাস:

হৰিনাথ শৰ্মা দলৈ

অসমীয়া ব্যাকৰণ আৰু ভাষাতত্ত্ব:

কালিৰাম মেধি

অসমীয়া ভাষাৰ উদ্ভৱ সমৃদ্ধি আৰু বিকাশ:	উপেন্দ্ৰনাথ গোস্বামী
অসমীয়া ভাষাৰ ৰূপতত্ত্ব:	লীলারতী 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 বচনাৱলী:	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.)
প্ৰসঙ্গ: 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 যথাক্ৰমে 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

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

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

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.)

অসমীয়া সংস্কৃতিঃ

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

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

Bihu: Springtime festival of Assam:

Prafulla Dutta Goswami

History and Civilization of the people of Assam:

Pratap Ch. Choudhury

The Assamese:

Audrey Cantlie

Graduate Attributes: জ্ঞান-আধাৰ, একতা, আৰু সমাজমুখিতা

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

Learning Outcome: এই কাকতখন অধ্যয়ন কৰিলে অসমৰ মানুহ আৰু তেওঁলোকৰ
সংস্কৃতিগত আচৰণ আৰু ৰূপ তথা সেইবোৰৰ সমল সন্ধক্ষে 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-প্রশাখা (বৰ্ণনামূলক, ঐতিহাসিক, তুলনামূলক, প্ৰায়োগিক), ভাষাৰ শ্ৰেণী-বিভাজন: বংশগত (ভাষা পৰিয়ালৰ প্ৰাথমিক ধাৰণা) আৰু আকৃতিগত- (বিশ্লেষাত্মক, 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 প্ৰাক্-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 : মায়ী অযোধ্যাৰ সৃষ্টি (গীতিৰামায়ণ)	১২	২০
২	ভোলানাথ দাস : মেঘ লক্ষ্মীনাথ বেজবৰুৱা : মালতী চন্দ্ৰকুমাৰ আগৰৱালা : 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)	: ৰঞ্জিৎ 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, কাল্পনিক 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	নীলা 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 সম্বন্ধে 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 গিৰ্ণাৰ-১ (গ) পালিঃ ধম্মপদৰ চিত্তবগ্গ (১-৫) (ঘ) প্ৰাকৃতঃ গাহাসত্তুসঈ (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, মহাপাৰাণত, অল্পপ্ৰাণত, সমাস্কৰ লোপ	১২	২০

পঠন-সামগ্ৰীঃ

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 ৰামনৰমী 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 নটকৰ 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 খ্রীষ্টাব্দলৈকে)	১২	২০
২	অসমীয়া উপন্যাসৰ ইতিহাস (আৰম্ভণিক পৰা ২০০০ খ্রীষ্টাব্দলৈকে)	১২	২০
৩	চুটিগল্প লক্ষ্মীনাথ বেজবৰুৱাৰ 'মুক্তি' লক্ষ্মীনাথ ফুকনৰ 'মেধি' হোমেন বৰগোহাঞিৰ 'হাতী'	১২	২০
৪	উপন্যাস যোগেশ দাসৰ 'ডাৱৰ আৰু নাই' মামণি বয়চম 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:

নীলৱতী 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 'ত্ৰিপুরাত মদন পূজাৰ আড়ম্বৰ মোট খোলাৰ কৌতুক' (ত্ৰিপুরা 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 বস-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
অঙ্কাৱলী:	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 মনোভাৱ

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 অন্তঃসম্পর্ক সংজ্ঞা আৰু প্ৰকাৰভেদঃ কাব্য, দৃশ্য কাব্য (প্ৰাচ্য দৃষ্টিভংগীত), কবিতা, নাটক, চুটিগল্প আৰু উপন্যাস (পাশ্চাত্য দৃষ্টিভংগীত)	১২	২০
২	শব্দশক্তি আৰু বস এৰিষ্ট'টলৰ ধাৰণাত ট্ৰেজেদি, কমেদি আৰু এপিক (মহাকাব্য)	১২	২০
৩	ছন্দঃ পদ বা পয়াৰ, দুলাড়ি, ছবি, ব্লনা, 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 ব্ৰেখটীয় মহাকাব্যিক নাটক বাস্তৱিক আৰু মনঃস্তাত্বিক কথা সাহিত্য	১২	২০

পঠন-সামগ্ৰীঃ

ট্ৰেজেডী বিচাৰ : শৈলেন ভৰালী
ধ্বনি আৰু বসতত্ত্ব : 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 (বেৰো, বাভা, কাৰ্বি, মিচিং আৰু গাৰো ভাষাৰ উল্লিখনেৰে বৃষ্টিছ 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	: লীলাৱতী শইকীয়া বৰা
উচ্চতৰ অসমীয়া ব্যাকৰণ	: ৰমেশ পাঠক
ব্যাকৰণ আৰু প্ৰাকৃতিবিজ্ঞান	: ৰমেশ পাঠক
ব্যৱহাৰিক ধ্বনিবিজ্ঞান	: দীপংকৰ মৰল
ব্যাকৰণঃ প্ৰাচ্য আৰু পাশ্চাত্য	: খগেশসেন ডেকা
ভাষাবিজ্ঞান উপক্ৰমণিকা	: অপৰ্ণা 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 : ৰাধাৰ বয়ঃসন্ধি চণ্ডীদাস : শ্ৰীৰাধাৰ পূৰ্বৰাগ জ্ঞানদাস : প্ৰথম মিলন গোবিন্দদাস : বৰ্ষাভিনয় 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 গুৰ 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

GAUHATI UNIVERSITY
FYUGP CORE SYLLABUS
IN BENGALI
COURSE DETAILS

- a. Four - year Undergraduate programme
- b. Subject - Bengali
- c. Semester – First
- d. Course Name – Core paper wise course names of each semester are included in the syllabus (Colum no. g)
- e. Based on UG CBCS Syllabus
- f. Course Level - 100
- g. Syllabus -

SEMESTER I

Paper Code - BEN CORE PAPER-1		Credits-4	
Paper Title – শিশু ও কিশোর সাহিত্য		External Marks –	
80		Internal Marks - 20 *	
Units	Topics	No. of Class	Marks
I	অবনীন্দ্রনাথ ঠাকুর - বুড়ো আংলা	15	20
II	সুকুমার রায় – আবোল তাবোল নির্বাচিত পাঠ - খিচুড়ি, গোঁফচুরি, সৎপাত্র, খুড়োর কল, বাবুরাম সাপুড়ে	15	20
III	লীলা মজুমদার - পদিপিসির বর্মিবাক্স	15	20
IV	সত্যজিৎ রায় – প্রোফেসর শঙ্কু নির্বাচিত পাঠ - ব্যোমযাত্রীর ডায়েরি, প্রোফেসর শঙ্কু ও আশ্চর্য পুতুল, প্রোফেসর শঙ্কু ও গোলক-রহস্য	15	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 20

marks by averaging the marks obtained in Sessional Examination and Home Assignments.

h. Reading list-

Reference Books:

- ১। আশা গঙ্গোপাধ্যায় - বাংলা শিশু-সাহিত্যের ক্রমবিকাশ (১৮০০-১৯০০), ডি. এম. লাইব্রেরী
- ২। খগেন্দ্রনাথ মিত্র - শতাব্দীর শিশু-সাহিত্য (১৮১৮-১৯৬০), পশ্চিমবঙ্গ বাংলা আকাদেমি
- ৩। নবেন্দু সেন - প্রসঙ্গায়নে বাংলা শিশুসাহিত্য, সাহিত্যলোক
- ৪। নবেন্দু সেন - বাংলার শিশু-সাহিত্য তথ্য তত্ত্ব ও বিশ্লেষণ, পুথিপত্র
- ৫। বুদ্ধদেব বসু - সাহিত্যচর্চা, দে'জ
- ৬। পার্থজিৎ গঙ্গোপাধ্যায় - শিশুসাহিত্যের সোনালি অধ্যায়, সাহিত্যলোক
- ৭। শিবাজী বন্দ্যোপাধ্যায় - গোপাল-রাখাল দ্বন্দ্বসমাস: উপনিবেশবাদ ও বাংলা শিশুসাহিত্য, প্যাপিরাস

i. (ii) Learning Outcome -

শিশু ও কিশোর সাহিত্য

The course will enable the students to get familiar with the Juvenile Literature which includes prose, poetry, fiction along with the contributions of individual authors in the fields of Modern Bengali Literature.

Moreover, the course will help to develop their social and cultural knowledge.

j. Theory Credit – (External Marks 80)

k. Practical Credit – (Internal Marks 20)

l. No. of Required Classes - 15 classes per unit of all papers

m. No. of Contact Classes - 60

n. No. of Non-Contact Classes - 0

o. Particulars of Course Designer -

1. Dr. Binita Rani Das,
Convenor and HOD ,
Department of Bengali,
Gauhati University, Guwahati, Assam.
Email- dasdrbinita@gmail.com

2. Dr. Sanjay Bhattacharjee,
Associate Professor,
Dept. of Bengali,
Gauhati University, Guwahati, Assam.
email- brjsanjay24x7@gmail.com

3. Dr. Santanu Roy Choudhury,
Associate Professor,
Dept. of Bengali,
Pandu College, Guwahati, Assam.
email-santanuroychowdhury9@gmail.com

4. Dr. Jyotirmay Sengupta,
Associate Professor,
Head, Dept. of Bengali,
Pragjyotish College, Guwahati, Assam.
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GAUHATI UNIVERSITY
FYUGP CORE SYLLABUS
IN BENGALI
COURSE DETAILS

- a. Four-year Undergraduate programme
- b. Subject - Bengali
- c. Semester – Second
- d. Course Name – Core paper wise course names of each semester are included in the syllabus (Colum no. g)
- e. Based on UG CBCS Syllabus
- f. Course Level - 100
- g. Syllabus -

SEMESTER 2

Paper Code - BEN CORE PAPER-2		Credits-4	
Paper Title - উনিশ শতকের বাংলা সাহিত্যপাঠ		External Marks – 80	
		Internal Marks - 20 *	
Units	Topics	No. of Class	Marks
I	মাইকেল মধুসূদন দত্ত - বীরাঙ্গনা কাব্য নির্বাচিত পাঠ—নীলধ্বজের প্রতি জনা, সোমের প্রতি তারা, লক্ষ্মণের প্রতি সূৰ্পনখা, পুরুষবার প্রতি উর্বশী, দুঃস্বপ্নের প্রতি শকুন্তলা	15	20
II	ঈশ্বরচন্দ্র বিদ্যাসাগর - শকুন্তলা	15	20
III	বঙ্কিমচন্দ্র চট্টোপাধ্যায় - কপালকুণ্ডলা	15	20
IV	দীনবন্ধু মিত্র - সধবার একাদশী	15	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 20

marks by averaging the marks obtained in Sessional Examination and Home Assignments.

h. Reading list-

Reference Books:

- ১। ভবানীগোপাল সান্যাল - বীরাঙ্গনা কাব্য, মাইকেল মধুসূদন দত্ত, মডার্ন বুক এজেন্সী
- ২। যোগীন্দ্রনাথ বসু - মাইকেল মধুসূদন দত্তের জীবনচরিত, অশোক পুস্তকালয়
- ৩। গোলাম মুরশিদ - আশার ছলনে ভুলি, আনন্দ
- ৪। ক্ষেত্র গুপ্ত - মধুসূদনের কাব্য-আত্মা ও কাব্য-শিল্প, এ কে সরকার এণ্ড কোং
- ৫। শ্রীমোহিতলাল মজুমদার - কবি শ্রীমধুসূদন, গ্রন্থনিলয়
- ৬। আশুতোষ ভট্টাচার্য - গীতিকবি মধুসূদন, দে'জ
- ৭। ব্রজেন্দ্রনাথ বন্দ্যোপাধ্যায় ও সজনীকান্ত দাস (সম্পাদিত), ঈশ্বরচন্দ্র বিদ্যাসাগর - শকুন্তলা, বঙ্গীয় সাহিত্য পরিষৎ
- ৮। উজ্জ্বলকুমার মজুমদার - ঈশ্বরচন্দ্র বিদ্যাসাগর সংকলিত শকুন্তলা ও সীতার বনবাস, সান্যাল এণ্ড কোং
- ৯। শঙ্খ ঘোষ - বিদ্যাসাগর, প্যাপিরাস
- ১০। নরেশচন্দ্র জানা - শকুন্তলা ও সীতার বনবাস: বিদ্যাসাগর, সাহিত্যলোক
- ১১। ইন্দ্র মিত্র - করুণাসাগর বিদ্যাসাগর, আনন্দ
- ১২। ক্ষেত্র গুপ্ত - বাংলা উপন্যাসের ইতিহাস, প্রথম খণ্ড, গ্রন্থনিলয়
- ১৩। অমিত্রসূদন ভট্টাচার্য - বঙ্কিমচন্দ্র জীবনী, আনন্দ
- ১৪। সুবোধচন্দ্র সেনগুপ্ত - বঙ্কিমচন্দ্র, এ মুখার্জী এণ্ড কোং
- ১৫। শ্রীকুমার বন্দ্যোপাধ্যায় - বঙ্গসাহিত্যে উপন্যাসের ধারা, মডার্ন বুক এজেন্সী
- ১৬। আশুতোষ ভট্টাচার্য - বাংলা নাট্যসাহিত্যের ইতিহাস, এ মুখার্জী এণ্ড কোং
- ১৭। দর্শন চৌধুরী - উনিশ শতকের নাট্যবিষয়, সাহিত্য প্রকাশ

১৮। দীনবন্ধু মিত্র – দীনবন্ধু রচনাবলী, সাহিত্য সংসদ

১৯। অজিতকুমার ঘোষ – বাংলা নাটকের ইতিহাস, দে'জ

i. (ii) Learning Outcome -

উনিশ শতকের বাংলা সাহিত্য পাঠ

The course will help the students to understand the features of the 19th century's texts of Bengali poetry, prose, fiction and drama along with the contribution of the writers in the different fields of modern Bengali literature. Partially they will also come to know about the socio-economic and political study of that particular era.

This course is also help them to enrich their cultural knowledge, emotional intelligence and creativity.

j. Theory Credit – (External Marks 80)

k. Practical Credit – (Internal Marks 20)

l. No. of Required Classes - 15 classes per unit of all papers

m. No. of Contact Classes - 60

n. No. of Non-Contact Classes - 0

o. Particulars of Course Designer -

1. Dr. Binita Rani Das,

Convenor and HOD ,

Department of Bengali,

Gauhati University, Guwahati, Assam.

Email- dasdrbinita@gmail.com

2. Dr. Sanjay Bhattacharjee,

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**3. Dr. Barun Kumar Saha,
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GAUHATI UNIVERSITY
FYUGP CORE SYLLABUS
IN BENGALI
COURSE DETAILS

- a. Four-year Undergraduate programme
- b. Subject - Bengali
- c. Semester – Third
- d. Course Name – Core paper wise course names of each semester are included in the syllabus (column no. g)
- e. Based on UG CBCS Syllabus
- f. Course Level - 200
- g. Syllabus -

SEMESTER 3

Paper Code - BEN CORE PAPER-3		Credits –4	
Paper Title – বিশ শতকের বাংলা সাহিত্যপাঠ		External Marks – 80	
		Internal Marks –20 *	
Units	Topics	No. of Class	Marks
I	বুদ্ধদেব বসু - সাহিত্যচর্চা নির্বাচিত পাঠ - রবীন্দ্রনাথ ও উত্তরসাধক, রামায়ণ, উত্তর তিরিশ, শিশুসাহিত্য	15	20
II	জীবনানন্দ দাশের শ্রেষ্ঠকবিতা নির্বাচিত পাঠ - বোধ, হায়চিল, সিন্ধুসারস, শিকার, গোধূলিসন্ধির নৃত্য, রাত্রি, বনলতা সেন, মৃত্যুর আগে, আট বছর আগের একদিন	15	20
III	শরৎচন্দ্র চট্টোপাধ্যায় - শ্রীকান্ত (১ম পর্ব)	15	20
IV	উৎপল দত্ত - দিনের তলোয়ার	15	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 20 marks by averaging the marks obtained in Sessional Examination and Home Assignments.

h. Reading list-

Reference Books:

- ১। অধীরকুমার দে – আধুনিক বাংলা প্রবন্ধ সাহিত্যের ধারা, উজ্জ্বল সাহিত্য মন্দির
- ২। হীরেন্দ্রনাথ দত্ত - বাংলা প্রবন্ধ সাহিত্য, আনন্দ
- ৩। সুনীলকুমার বন্দ্যোপাধ্যায় – বাংলা প্রবন্ধ সাহিত্যের ভূমিকা, মডার্ন বুক এজেন্সী
- ৪। অক্ষয়কুমার শিকদার - আধুনিক বাংলা কবিতার দিগবলয়, অরুণা প্রকাশনী
- ৫। প্রদ্যুম্ন মিত্র - জীবনানন্দের চেতনাজগৎ, দে'জ
- ৬। অম্বুজ বসু - একটি নক্ষত্র আসে, দে'জ
- ৭। অরুণকুমার মুখোপাধ্যায় - কালের পুতুলিকা, দে'জ
- ৮। অরুণকুমার মুখোপাধ্যায় - কালের প্রতিমা, দে'জ
- ৯। সরোজ বন্দ্যোপাধ্যায় - বাংলা উপন্যাসের কালান্তর, দে'জ
- ১০। শ্রীকুমার বন্দ্যোপাধ্যায় – বঙ্গসাহিত্যে উপন্যাসের ধারা, মডার্ন বুক এজেন্সী
- ১১। আশুতোষ ভট্টাচার্য - বাংলা নাট্যসাহিত্যের ইতিহাস, এ মুখার্জী এণ্ড কোং
- ১২। দর্শন চৌধুরী – উনিশ শতকের নাট্যবিষয়, সাহিত্য প্রকাশ
- ১৩। উৎপল দত্তের স্মরণ সংখ্যা - তথ্য ও সংস্কৃতি বিভাগ, পশ্চিমবঙ্গ সরকার
- ১৪। অজিতকুমার ঘোষ – বাংলা নাটকের ইতিহাস, দে'জ

i. (ii) Learning Outcome -

বিশ শতকের বাংলা সাহিত্য পাঠ

The course will help the students to understand the features of the 20th century's texts of Bengali poetry, prose, fiction and drama along with the contribution of the writers in the different fields of 20th century's Bengali literature.

This course will also enable their understanding of identity, heritage and culture, and inviting them to think imaginatively about society.

- j. Theory Credit – (External Marks 80)
- k. Practical Credit – (Internal Marks 20)
- l. No. of Required Classes - 15 classes per unit of all papers
- m. No. of Contact Classes - 60
- n. No. of Non-Contact Classes - 0
- o. Particulars of Course Designer -

1. Dr. Binita Rani Das,
Convenor and HOD ,
Department of Bengali,
Gauhati University, Guwahati, Assam.

Email- dasdrbinita@gmail.com

2. Dr. Sanjay Bhattacharjee,
Associate Professor,
Dept. of Bengali,
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3. Dr. Munshi Mahammad Saiful Ahamed
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4. Dr. Santanu Roy Choudhury,

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Dept. of Bengali,

Pandu College,

email-santanuroychowdhury9@gmail.com

5. Dr. Kantar Bhushan Nandi,

Associate Professor,

Head, Dept. of Bengali,

Loknayak Omeo Kumar Das College,

email-nandikantarb@gmail.com

GAUHATI UNIVERSITY
FYUGP CORE SYLLABUS
IN BENGALI
COURSE DETAILS

- a. Four-year Undergraduate programme
- b. Subject - Bengali
- c. Semester – Fourth
- d. Course Name – Core and Major Elective Paper wise course names of each semester are included in the syllabus (Colum no. g)
- e. Based on UG CBCS Syllabus
- f. Course Level - 200
- g. Syllabus -

SEMESTER-4

Paper Code– BEN CORE PAPER-4		Credits–4	
Title of Paper – প্রাচীন ও মধ্যযুগের বাংলা সাহিত্যের ইতিহাস		External Marks – 80	
		Internal Marks –20 *	
Units	Topics	No. of Class	Marks
I	বাংলা সাহিত্যের যুগ বিভাগ (প্রাচীন যুগ, আদিমধ্য যুগ, অন্ত্যমধ্য যুগ) জয়দেবও বাংলা সাহিত্য, চর্যাগীতি—গ্রন্থ পরিচয়, আবিষ্কার, নামকরণ, ঐতিহাসিক মূল্য, সমাজচিত্র শ্রীকৃষ্ণকীর্তন—গ্রন্থ পরিচয়, আবিষ্কার, নামকরণ, ঐতিহাসিক মূল্য, সমাজচিত্র তুর্কি আক্রমণ অনুবাদ কাব্যের ধারা—ভাগবত (মালাধর বসু), রামায়ণ (কৃষ্ণিবাস ওঝা), মহাভারত- (কবীন্দ্র পরমেশ্বর, শ্রীকর নন্দী, কাশীরাম দাস)	15	20
II	চৈতন্য-পূর্ব, চৈতন্য সমসাময়িক ও চৈতন্য পরবর্তী পদাবলি সাহিত্য—চণ্ডীদাস, বিদ্যাপতি, মুরারি গুপ্ত, জ্ঞানদাস, গোবিন্দদাস, বলরামদাস	15	20

	মঙ্গলকাব্যের ধারা—মনসামঙ্গল (বিজয় গুপ্ত, নারায়ণ দেব, বিপ্রদাস পিপলাই, কেতকাদাস ক্ষেমানন্দ, জগজ্জীবন ঘোষাল) চরিতকাব্য—বৃন্দাবনদাসের চৈতন্যভাগবত, লোচনদাসের চৈতন্যমঙ্গল, কৃষ্ণদাস কবিরাজের শ্রীশ্রীচৈতন্যচরিতামৃত		
III	ধর্মমঙ্গলের কাহিনিধারা ও কবি—রূপরাম চক্রবর্তী, ঘনরাম চক্রবর্তী শিবায়ন—শঙ্কর কবিচন্দ্র, রামেশ্বর ভট্টাচার্য অন্যান্য মঙ্গলকাব্য—দুর্গামঙ্গল, অনন্দামঙ্গল, রায়মঙ্গল	15	20
IV	আরাকান রাজসভার সাহিত্য (দৌলত কাজী, সৈয়দ আলাওল) নাথসাহিত্য মৈমনসিংহ ও পূর্ববঙ্গ গীতিকা বাউলগান মহারাত্র পুরাণ শাক্ত পদাবলি	15	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 20 marks by averaging the marks obtained in Sessional Examination and Home Assignments.

h. Reading list-

Reference Books:

- ১। অসিতকুমার বন্দ্যোপাধ্যায়-বাংলা সাহিত্যের সম্পূর্ণ ইতিবৃত্ত, মডার্ন বুক এজেন্সি
- ২। অসিতকুমার বন্দ্যোপাধ্যায়- বাংলা সাহিত্যের ইতিবৃত্ত (৫ম-৮ম খণ্ড), মডার্ন বুক এজেন্সি
- ৩। সুকুমার সেন- বাঙ্গালা সাহিত্যের ইতিহাস (৩য়-৪র্থ খণ্ড), আনন্দ
- ৪। ভূদেব চৌধুরী- বাংলা সাহিত্যের ইতিকথা, দে'জ
- ৫। বাংলা সাহিত্যের রূপরেখা-গোপাল হালদার, অরুণা
- ৬। শ্রীকুমার বন্দ্যোপাধ্যায়-বাংলা সাহিত্যের বিকাশের ধারা (২য় খণ্ড), ওরিয়েন্ট বুক

i. (ii) Learning Outcome -

প্রাচীন ও মধ্যযুগের বাংলা সাহিত্যের ইতিহাস

The course will help the students to understand and acquire knowledge about the history of Bengali literature of old and medieval period.

Paper Code –BEN MAJOR ELECTIVE PAPER-1		Credits–4	
Paper Title- প্রাচীন ও মধ্যযুগের বাংলা সাহিত্য পাঠ		External Marks – 80 Internal Marks –20 *	
Units	Topics	No. of Class	Marks
I	<p>হরপ্রসাদ শাস্ত্রী (সম্পাদিত)- হাজার বছরের পুরাণ বাংলা ভাষায় বৌদ্ধ গান ও দোঁহা নির্বাচিত পাঠ—(কাআ তরুবর), ২ (দুলি দুহি), ৬ (কাহেরে ঘিণি), ৮ (সোনে ভরিতী), ১০ (নগর বাহিরি), ২৮ (উঁচা উঁচা), ৩৩ (টোলত মোর), ৪০ (জো মণগোঅর), ৪৯ (বাজণাব পাড়ী), ৫০ (গঅণত গঅণত)</p>	15	20
II	<p>অমিত্রসুদন ভট্টাচার্য (সম্পাদিত)- বড়ু চণ্ডীদাসের শ্রীকৃষ্ণকীর্তন সমগ্র নির্বাচিত পাঠ— জন্মখণ্ড— ২,৮,৯ তাম্বুলখণ্ড - ১২,১৬,২২ বংশীখণ্ড - ৩০৯, ৩১০, ৩২৯, ৩৪৯ রাধাবিরহ - ৩৬৭, ৪১৩, ৪১৭</p>	15	20
III	<p>অমরেন্দ্রনাথ রায় (সম্পাদিত)- শাক্ত পদাবলী নির্বাচিত পাঠ—আগমনী ও বিজয়া পর্যায় আগমনী পর্যায় রামপ্রসাদ সেন -গিরি, এবার আমার উমা এলে ; ও গো রাণি, নগরে কোলাহল ;আজ শুভনিশি পোহাইল তোমার কমলাকান্ত ভট্টাচার্য -আমি কি হেরিলাম নিশি-স্বপনে ; কবে যাবে বল গিরিরাজ ; গিরিরাণি, এই নাও তোমার উমারে ; আমার উমা এলো ব'লে রাণী এলোকেশে ধায় ; শরত কমলমুখে, আধ আধ বাণী মায়ের দাশরথি রায় - গিরি গৌরী আমার এসেছিল ; কৈ হে গিরি কৈ সে আমার প্রাণের উমা বিজয়াপর্যায় রামপ্রসাদ সেন - দিও না আজ উমায় যেতে ; ওহে প্রাণনাথ গিরিবর হে কমলাকান্ত ভট্টাচার্য - ওরে নবমী-নিশি ; কি হলো নবমী নিশি ; জয়া, বল গো পাঠানো হবে না ; আমার গৌরীরে ল'য়ে যায় হর আসিয়া;</p>	15	20

	ফিরে চাওগো উমা তোমার বিধুমুখ হেরি দাশরথি রায় - নন্দি গিরি-নন্দিনী—ত্রিনয়নের নয়ন-তারা ; গিরি, যায় হে ল'য়ে হর প্রাণ- কন্যা গিরিজায় মধুসূদন দত্ত - যেয়ো না রজনী, আজি ল'য়ে তারাদলে		
IV	খগেন্দ্রনাথ মিত্র ও অন্যান্য (সম্পাদিত)- বৈষ্ণব পদাবলী নির্বাচিত পাঠ—বিদ্যাপতি, চণ্ডীদাস, জ্ঞানদাস, গোবিন্দ দাস, বলরাম দাস বিদ্যাপতি - এ সখি হামারি দুখের নাহি ওর ; আজু রজনী হাম ভাগে পোহায়লুঁ ; ততল সৈকত বারিবিন্দু সম চণ্ডীদাস - রাধার কি হৈল অন্তরে ব্যথা ; কাল জল ঢালিতে সই কাল পড়ে মনে ; বঁধু তুমি সে আমার প্রাণ জ্ঞানদাস - আলো মুক্কে জানো না ; রূপ লাগি আঁখি বুঝে গুণে মন ভোর গোবিন্দদাস - নীরদ নয়নে নীর ঘন সিঞ্জে ; যাঁহা যাঁহা নিকসয়ে তনু তনু-জ্যোতি ; কণ্টক গাড়ি কমল-সম পদতল বলরামদাস - দাঁড়াইয়া নন্দের আগে গোপাল কান্দে অনুরাগে ; চাঁদমুখে বেণু দিয়া সব ধেনু নাম লইয়া ; ব্রজবাসিগণ কান্দে ধেনু-বৎস শিশু	15	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 20 marks by averaging the marks obtained in Sessional Examination and Home Assignments.

h. Reading list-

Reference Books:

- ১। সুকুমার সেন - চর্যাগীতি পদাবলী, আনন্দ
- ২। নীলরতন সেন- চর্যাগীতিকোষ - সাহিত্যলোক
- ৩। তারাপদ মুখোপাধ্যায় - চর্যাগীতি, বিশ্বভারতী গ্রন্থন বিভাগ
- ৪। জাহ্নবীকুমার চক্রবর্তী - চর্যাগীতির ভূমিকা, ডি. এম. লাইব্রেরী
- ৫। শশিভূষণ দাশগুপ্ত - বৌদ্ধধর্ম ও চর্যাগীতি, ওরিয়েন্ট বুক
- ৬। বসন্তরঞ্জন রায়বিদ্বদ্বল্লভ - শ্রীকৃষ্ণকীর্তন, বঙ্গীয় সাহিত্য পরিষৎ

- ৭। নীলরতন সেন - শ্রীকৃষ্ণকীর্তন (২য় খণ্ড), সাহিত্যলোক
- ৮। তারাপদ মুখোপাধ্যায় - বডুচণ্ডীদাসের শ্রীকৃষ্ণকীর্তন কাব্য, মিত্র ও ঘোষ
- ৯। মুনমুন গঙ্গোপাধ্যায় - শ্রীকৃষ্ণকীর্তন পরিক্রমা, বঙ্গীয় সাহিত্য সংসদ
- ১০। নরেশচন্দ্র জানা - শ্রীকৃষ্ণকীর্তন চর্চা, ভারতবুক
- ১১। সনাতন গোস্বামী - বৈষ্ণব পদাবলী পরিচয়, শম্পা বুকহোম
- ১২। সত্যগিরি - বৈষ্ণবপদাবলী, পুস্তকবিপণি
- ১৩। নীলরতনসেন - বৈষ্ণব পদাবলী পরিচয়, সাহিত্যলোক
- ১৪। শঙ্করীপ্রসাদ বসু - বিদ্যাপতি ও চণ্ডীদাস, দে'জ
- ১৫। শশীভূষণ দাশগুপ্ত - শ্রীরাধার ক্রমবিকাশ: দর্শনে ও সাহিত্যে, এ মুখার্জী
- ১৬। সত্যবতী গিরি - বাংলা সাহিত্যে কৃষ্ণকথার ক্রমবিকাশ, দে'জ
- ১৭। শঙ্করীপ্রসাদ বসু - মধ্যযুগের কবি ও কাব্য, জেনারেল প্রিন্টার্স
- ১৮। শশীভূষণ দাশগুপ্ত - ভারতের শক্তিসাধনা ও শাক্ত সাহিত্য, সাহিত্য সংসদ
- ১৯। জাহ্নবীকুমারচন্দ্র ক্রবর্তী - শাক্তপদাবলী ও শক্তিসাধনা, ডি. এম. লাইব্রেরী

i. (ii) Learning Outcome -

প্রাচীন ও মধ্যযুগের বাংলা সাহিত্যপাঠ

In the previous paper the students gained the overall knowledge about the history of old and medieval period. In this paper some texts from old and medieval period have been introduced so that students can go through the details of those literary practices and make a fair view on that.

Paper Code –BEN MAJOR ELECTIVE PAPER-2		Credits –4	
Paper Title– লোকসাহিত্য পাঠ – 80		External Marks	
		Internal Marks –20 *	
Units	Topics	No. of Class	Marks
I	দক্ষিণারঞ্জন মিত্র মজুমদার—ঠাকুরমার ঝুলি নির্বাচিত পাঠ –কিরণমালা, সাত ভাই চম্পা, নীলকমল ও লালকমল, শিয়াল পণ্ডিত	15	20
II	অবনীন্দ্রনাথ ঠাকুর— বাংলার ব্রত নির্বাচিত পাঠ –পূর্ণিপুকুর, মাঘমণ্ডল, কোজাগরী, আদর সিংহাসন, তুষলা ব্রত)	15	20
III	বাউল ও ভাটিয়ালি নির্বাচিত পাঠ - খাঁচার ভিতর অচিন পাখি, তোমায় হৃদমাব্বারে রাখিব, মনমাঝি তোর বৈঠা নেরে, আমি যে গহীন গাঙের নাইয়া	15	20
IV	বরুণকুমার চক্রবর্তী – লোকসংস্কৃতির সুলুক সন্ধানে নির্বাচিত পাঠ - প্রবাদ, ছড়া, ধাঁধা ও লোককথা — পরিচিতি ও বৈশিষ্ট্য	15	20

h. Reading list-

Reference Books:

১. আশুতোষ ভট্টাচার্য— বাংলার লোকসংস্কৃতি
২. আশুতোষ ভট্টাচার্য— বাংলার লোকসাহিত্য
৩. বরুণকুমার চক্রবর্তী— বাংলার লোকসাহিত্য চর্চার ইতিহাস
৪. শীলা বসাক— বাংলার ব্রত পার্বণ
৫. নির্মলেন্দু ভৌমিক— বাংলা ছড়ার ভূমিকা
৬. ওয়াকিল আহমেদ— বাংলা লোকসংগীতের ধারা
৭. সৌগত চট্টোপাধ্যায়— বাংলার ছড়া, ছড়ার বাংলা
৮. সুশীল কুমার দে— বাংলা প্রবাদ
৯. নির্মলেন্দু ভৌমিক— বাংলা ধাঁধার ভূমিকা

i. (ii) Learning Outcome -

লোকসাহিত্য পাঠ

The course will help the students to understand the Bengali folk literature, especially folk tales, bratakathas, folksongs, proverbs, etc. This course will encourage them to study on oral literature.

Paper Code–BENMAJOR ELECTIVE PAPER–3 Paper Title–জীবনী সাহিত্য ও স্মৃতিকথা		Credits–4 External Marks – 80 Internal Marks –20 *	
Units	Topics	No. of Class	Marks
I	রবীন্দ্রনাথ ঠাকুর–ছেলেবেলা	15	20
II	শংকর– অচেনা অজানা বিবেকানন্দ (সন্ন্যাসী ও গর্ভধারিণী)	15	20
III	উপেন্দ্রনাথ বন্দ্যোপাধ্যায়– নির্বাসিতের আত্মকথা	15	20
IV	রাসসুন্দরী দেবী– আমার জীবন	15	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 20 marks by averaging the marks obtained in Sessional Examination and Home Assignments.

h. Reading list-

Reference Books:

- ১। রবীন্দ্রনাথ ঠাকুর- জীবনস্মৃতি, বিশ্বভারতী
- ২। শিশিরকুমার দা - আত্মজীবন, জীবনী ও রবীন্দ্রনাথ, দে'জ
- ৩। নীহাররঞ্জন রায় – রবীন্দ্রসাহিত্যের ভূমিকা, নিউ এজ পাবলিশার্স
- ৪। ক্ষুদিরাম দাস - রবীন্দ্র-প্রতিভার পরিচয়, মল্লিক ব্রাদার্স
- ৫। শঙ্করীপ্রসাদ বসু - বিবেকানন্দ ও সমকালীন ভারতবর্ষ (১-৭)
- ৬। শ্যামপ্রসাদ বসু– অনু থেকে অনন্ত – বিবেকানন্দ
- ৭। শান্তনু রায়চৌধুরী - নির্বাসিতের আত্মকথা - (সম্পাদিত ও আলোচনা)
- ৮। শান্তনু রায়চৌধুরী - নির্বাসিতের আত্মকথা : নিবিড় পাঠ

i. (ii) Learning Outcome -

জীবনীসাহিত্য ও স্মৃতিকথা

This course will enable the students to get familiar with the biographical literature and memories written by the renowned writers. Four texts from different writers have been included here.

j. Theory Credit – (External Marks 80)

k. Practical Credit – (Internal Marks 20)

l. No. of Required Classes - 15 classes per unit of all papers

m. No. of Contact Classes - 60

n. No. of Non-Contact Classes - 0

o. Particulars of Course Designer -

1. Dr. Binita Rani Das,

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6. Dr. Kantar Bhushan Nandi,
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Head, Dept. of Bengali,
Loknayak Omeo Kumar Das College,

7. Mr. Mihir Mazumer,
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Dept. of Bengali,

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GAUHATI UNIVERSITY
FYUGP CORE SYLLABUS
IN BENGALI
COURSE DETAILS

- a. Four-year Undergraduate programme
- b. Subject- Bengali
- c. Semester – Fifth
- d. Course Name – Core and Major Elective Paper wise course names of each semester are included in the syllabus (Column no. g)
- e. Based on UG CBCS Syllabus
- f. Course Level – 300
- g. Syllabus -

SEMESTER 5

Paper Code– BEN CORE PAPER-5		Credits–4	
Paper Title– উনিশ শতকের বাংলা সাহিত্যের ইতিহাস		External Marks – 80	
		Internal Marks –20 *	
Units	Topics	No. of Class	Marks
I	গদ্যসাহিত্য— শ্রীরামপুর মিশন, ফোর্ট উইলিয়াম কলেজ, রামমোহন রায়, ঈশ্বরচন্দ্র বিদ্যাসাগর, প্যারিচাঁদ মিত্র, কালীপ্রসন্ন সিংহ, বঙ্কিমচন্দ্র চট্টোপাধ্যায়, রবীন্দ্রনাথ ঠাকুর পত্র-পত্রিকা— সংবাদ প্রভাকর, তত্ত্ববোধিনী, বঙ্গদর্শন, ভারতী	15	20
II	কাব্যসাহিত্য— ঈশ্বরগুপ্ত, মাইকেল মধুসূদন দত্ত, রঙ্গলাল বন্দ্যোপাধ্যায়, হেমচন্দ্র বন্দ্যোপাধ্যায়, নবীনচন্দ্র সেন, বিহারীলাল চক্রবর্তী, অক্ষয়কুমার বড়াল, মানকুমারী বসু, কামিনী রায়	15	20
III	কথাসাহিত্য— বঙ্কিমচন্দ্র চট্টোপাধ্যায়, ত্রৈলোক্যনাথ মুখোপাধ্যায়, রমেশচন্দ্র দত্ত, মীর মোসারফ হোসেন, স্বর্ণকুমারী দেবী, রবীন্দ্রনাথ ঠাকুর	15	20

IV	নাট্যসাহিত্য— বাংলা নাটকের সূচনাপর্ব, রামনারায়ণ তর্করত্ন, মাইকেল মধুসূদন দত্ত, দীনবন্ধু মিত্র, গিরিশ ঘোষ, জ্যোতিরিন্দ্রনাথ ঠাকুর, অমৃতলাল বসু, রবীন্দ্রনাথ ঠাকুর	15	20
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*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 20 marks by averaging the marks obtained in Sessional Examination and Home Assignments.

h. Reading list-

Refernce Books:

- ১। অসিতকুমার বন্দ্যোপাধ্যায় – বাংলা সাহিত্যের ইতিবৃত্ত (৯ম-১০ম খণ্ড), মডার্ন বুক এজেন্সি
- ২। অসিতকুমার বন্দ্যোপাধ্যায় - বাংলা সাহিত্যের সম্পূর্ণ ইতিবৃত্ত, মডার্ন বুক এজেন্সি
- ৩। সুকুমার সেন – বাঙ্গালা সাহিত্যের ইতিহাস (৪র্থ-৫ম খণ্ড), আনন্দ
- ৪। ভূদেব চৌধুরী - বাংলা সাহিত্যের ইতিকথা (৪র্থ পর্যায়), দে'জ
- ৫। শ্রীকুমার বন্দ্যোপাধ্যায় - বাংলা সাহিত্যের বিকাশের ধারা, ওরিয়েন্ট বুক
- ৬। ক্ষেত্র গুপ্ত - বাংলা উপন্যাসের ইতিহাস (৩য়, ৪র্থ, ৫ম, ৬ম খণ্ড), গ্রন্থনিলয়
- ৭। শ্রীকুমার বন্দ্যোপাধ্যায় – বঙ্গসাহিত্যে উপন্যাসের ধারা, মডার্ন বুক এজেন্সি
- ৮। আশুতোষ ভট্টাচার্য – বাংলা নাট্যসাহিত্যের ইতিহাস, এ মুখার্জী এন্ড কোং
- ৯। অজিতকুমার ঘোষ – বাংলা নাটকের ইতিহাস, দে'জ

i. (ii) Learning Outcome -

উনিশ শতকের বাংলা সাহিত্যের ইতিহাস

The course will help the students to understand and acquire knowledge about the history of nineteenth century Bengali literature.

Paper Code—BEN MAJOR ELECTIVE PAPER—4		Credits—4	
Paper Title --বিশ শতকের বাংলা সাহিত্যের ইতিহাস		External Marks – 80 Internal Marks –20 *	
Units	Topics	No. of Class	Marks
I	প্রবন্ধ রবীন্দ্রনাথ ঠাকুর, অবনীন্দ্রনাথ ঠাকুর, প্রমথ চৌধুরী, অনন্যদাশঙ্কর রায়, বুদ্ধদেব বসু, বিবেকানন্দ	15	20
II	কাব্য রবীন্দ্রনাথ ঠাকুর, সত্যেন্দ্রনাথ দত্ত, যতীন্দ্রনাথ সেনগুপ্ত, মোহিতলাল মজুমদার, নজরুল ইসলাম, বুদ্ধদেব বসু, সুধীন্দ্রনাথ দত্ত, বিষ্ণু দে, জীবনানন্দ দাশ, সুকান্ত ভট্টাচার্য, শক্তি চট্টোপাধ্যায়, সুনীল গঙ্গোপাধ্যায়	15	20
III	কথাসাহিত্য রবীন্দ্রনাথ ঠাকুর, শরৎচন্দ্র চট্টোপাধ্যায়, বিভূতিভূষণ বন্দ্যোপাধ্যায়, তারশঙ্কর বন্দ্যোপাধ্যায়, মানিক বন্দ্যোপাধ্যায়, আশাপূর্ণা দেবী, সমরেশ বসু, মহাশ্বেতা দেবী	15	20
IV	নাটক রবীন্দ্রনাথ ঠাকুর, ক্ষীরোদপ্রসাদ বিদ্যাবিনোদ, দ্বিজেন্দ্রলাল রায়, তুলসী লাহিড়ী, বিজন ভট্টাচার্য, বাদল সরকার, উৎপল দত্ত, মনোজ মিত্র	15	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 20 marks by averaging the marks obtained in Sessional Examination and Home Assignments.

h. Reading list-

Reference Books:

- ১। অসিতকুমার বন্দ্যোপাধ্যায় – বাংলা সাহিত্যের ইতিবৃত্ত (৯ম-১০ম খণ্ড), মডার্ন বুক এজেন্সি
- ২। সুকুমার সেন – বাঙ্গালা সাহিত্যের ইতিহাস (৪র্থ-৫ম খণ্ড), আনন্দ
- ৩। ভূদেব চৌধুরী - বাংলা সাহিত্যের ইতিকথা (৪র্থ পর্যায়), দে'জ
- ৪। শ্রীকুমার বন্দ্যোপাধ্যায় – বাংলা সাহিত্যের বিকাশের ধারা, ওরিয়েন্ট বুক
- ৫। শ্রীকুমার বন্দ্যোপাধ্যায় – বঙ্গসাহিত্যে উপন্যাসের ধারা, মডার্ন বুক এজেন্সি
- ৬। ক্ষেত্র গুপ্ত - বাংলা উপন্যাসের ইতিহাস (৩য়, ৪র্থ, ৫ম, ৬ম খণ্ড), গ্রন্থ নিলয়

৭। অজিতকুমার ঘোষ - বাংলা নাটকের ইতিহাস, দে'জ

৮। আশুতোষ ভট্টাচার্য - বাংলা নাট্যসাহিত্যের ইতিহাস, এ মুখার্জী এন্ড কোং

৯। সাধনকুমার ভট্টাচার্য - নাট্য সাহিত্যের আলোচনা ও নাটক বিচার, পুথিঘর

১০। পবিত্র সরকার - নাটমঞ্চ ও নাট্যরূপ, দে'জ

i. (ii) Learning Outcome -

বিশ শতকের বাংলা সাহিত্যের ইতিহাস

The course will help the students to understand and acquire knowledge about the history of twentieth century Bengali literature.

Paper Code—BEN MAJOR ELECTIVE PAPER—5		Credits—4	
Paper Title— আধুনিক বাংলা সাহিত্য পাঠ		External Marks – 80	
		Internal Marks –20 *	
Units	Topics	No. of Class	Marks
I	বঙ্কিমচন্দ্র চট্টোপাধ্যায়—কমলাকান্তের দপ্তর নির্বাচিত পাঠ - মনুষ্যফল, বড়বাজার, বসন্তের কোকিল, টেঁকি, আমার মন	15	20
II	নজরুল ইসলাম—সঞ্চিতা নির্বাচিত পাঠ - বিদ্রোহী, আজ সৃষ্টিসুখের উল্লাসে, আমার কৈফিয়ৎ, পূজারিণী, সব্যসাচী, ফরিয়াদ	15	20
III	রবীন্দ্রনাথ ঠাকুর—গল্পগুচ্ছ নির্বাচিত পাঠ - দেনাপাওনা, অতিথি, আপদ, নিশীথে, দুরাশা, ছুটি	15	20
IV	তুলসী লাহিড়ী—নাটক ছেঁড়াতর	15	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 20 marks by averaging the marks obtained in Sessional Examination and Home Assignments.

h. Reading list-

Reference Books:

- ১। অধীরকুমার দে – আধুনিক বাংলা প্রবন্ধ সাহিত্যের ধারা, উজ্জ্বল সাহিত্য মন্দির
- ২। হীরেন্দ্রনাথ দত্ত – বাংলা প্রবন্ধ সাহিত্য, আনন্দ
- ৩। সুনীলকুমার বন্দ্যোপাধ্যায় – বাংলা প্রবন্ধ সাহিত্যের ভূমিকা, মডার্ন বুক এজেন্সি
- ৪। শ্রীসুবোধচন্দ্র সেনগুপ্ত - বঙ্কিমচন্দ্র, এ মুখার্জী এ্যাণ্ড কোং প্রাইভেট লিমিটেড
- ৫। প্রমথনাথ বিশী – রবীন্দ্রনাথের ছোটগল্প, মিত্র ও ঘোষ
- ৬। তপোব্রত ঘোষ – রবীন্দ্র ছোটগল্পের শিল্পরূপ, দে'জ
- ৭। অর্জিতকুমার ঘোষ – বাংলা নাটকের ইতিহাস, দে'জ

i. (ii) Learning Outcome -

আধুনিক বাংলা সাহিত্যপাঠ

In the last two previous papers the students gained the overall knowledge about the history of nineteenth and twentieth century Bengali literature. In this paper some texts from modern period has been introduced so that students can go through the details of those literary practices and make a fair view on that.

Paper Code– BEN MAJOR ELECTIVE PAPER–6			
Credits–4			
Paper Title– ছন্দ-অলংকার, প্রাচ্য কাব্যতত্ত্ব ও সমালোচনা সাহিত্য			External
Marks – 80			Internal Marks –20 *
Units	Topics	No. of Class	Marks
I	বাংলা ছন্দ— অক্ষর, যতি, পর্ব, মাত্রা, চরণ, পদ তানপ্রধান- ধ্বনিপ্রধান- শ্বাসাঘাত প্রধান ছন্দের বৈশিষ্ট্য ও ছন্দলিপি প্রস্তুতকরণ	15	20
II	বাংলা অলংকার— অনুপ্রাস, শ্লেষ, যমক, পুনরুক্তবদাভাস, বক্রোক্তি, উপমা, উৎপ্রেক্ষা, রূপক, অপহ্রুতি, সন্দেহ, নিশ্চয়, অতিশয়োক্তি, সমাসোক্তি, বিরোধভাস, ব্যাজস্ততি ও অলংকার নির্ণয়	15	20
III	অতুলচন্দ্রগুপ্ত— কাব্যজিজ্ঞাসা (রস, ধ্বনি)	15	20
IV	রবীন্দ্রনাথ ঠাকুর -সাহিত্য নির্বাচিত পাঠ – সাহিত্যের তাৎপর্য, সাহিত্যের সামগ্রী, সাহিত্যের বিচারক, ঐতিহাসিক উপন্যাস	15	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 20 marks by averaging the marks obtained in Sessional Examination and Home Assignments.

h. Reading list-

Reference Books:

- ১। ড. সুধীর কুমার দাশগুপ্ত - কাব্যলোক, এ. মুখার্জি এণ্ড কোং
- ২। অচিন্ত্য বিশ্বাস – কাব্যতত্ত্ব সমীক্ষা, বঙ্গীয় সাহিত্য সংসদ
- ৩। সুখেন বিশ্বাস - প্রাচ্যের নন্দনতত্ত্ব, দে'জ
- ৪। রবীন্দ্রনাথ ঠাকুর - সাহিত্য, বিশ্বভারতী
- ৫। শ্যামাপদ চক্রবর্তী - অলঙ্কার চন্দ্রিকা, কৃতাঞ্জলি
- ৬। প্রবোধচন্দ্র সেন - নূতন ছন্দ পরিক্রমা, আনন্দ
- ৭। অমূল্যধন মুখোপাধ্যায় - বাংলা ছন্দের মূলসূত্র, কলিকাতা বিশ্ববিদ্যালয়

i. (ii) Learning Outcome -

ছন্দ-অলংকার, প্রাচ্য কাব্যতত্ত্ব ও সমালোচনা সাহিত্য

The course will help the students to understand and acquire knowledge about the Prosody, rhetoric, Indian poetics etc. It will also help them to understand the various topics of literary criticism written by Rabindranath Tagore.

j. Theory Credit – (External Marks 80)

k. Practical Credit – (Internal Marks 20)

l. No. of Required Classes - 15 classes per unit of all papers

m. No. of Contact Classes - 60

n. No. of Non-Contact Classes - 0

o. Particulars of Course Designer -

1. Dr. Binita Rani Das,

Convenor and HOD ,

Department of Bengali,

Gauhati University, Guwahati, Assam.

Email- dasdrbinita@gmail.com

2. Dr. Sanjay Bhattacharjee,

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Dept. of Bengali,

Gauhati University, Guwahati, Assam.

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3. Dr. Rama Das,

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4. Dr. Barun Kumar Saha,
Assistant Professor,
Dept. of Bengali,
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5. Mr. Shyama Shyam Krishna Pujari Chattopadhyay,
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6. Dr. Munshi Mahammad Saiful Ahamed
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7. Dr. Santanu Roy Choudhury,
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email-santanuroychowdhury9@gmail.com

8. Mr. Mihir Mazumer,

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Head,

Dept. of Bengali,

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GAUHATI UNIVERSITY
FYUGP CORE SYLLABUS
IN BENGALI
COURSE DETAILS

- a. Four-year Undergraduate programme
- b. Subject - Bengali
- c. Semester – Sixth
- d. Course Name – Core and Major Elective Paper wise course names of each semester are included in the syllabus (Colum no. g)
- e. Based on UG CBCS Syllabus
- f. Course Level - 300
- g. Syllabus -

SEMESTER 6

Paper Code– BEN CORE PAPER –6 Credits-4 Paper Title– বাংলা ভাষার পরিচয়			
		External Marks – 80	
		Internal Marks –20 *	
Units	Topics	No. of Class	Marks
I	বাংলা ভাষার উদ্ভব ও ক্রমবিকাশ, প্রাচীন বাংলা ভাষার কাল ও বৈশিষ্ট্য, মধ্য বাংলা ভাষার কাল ও বৈশিষ্ট্য, বাংলা লিপি	15	20
II	আধুনিক বাংলা ভাষার কাল ও বৈশিষ্ট্য, বাংলার উপভাষা, বাংলার সাধু ও চলিত ভাষা	15	20
III	ধ্বনিপ্রকরণ স্বর ও ব্যঞ্জন ধনির শ্রেণিবিভাগ বা বর্গীকরণ, আদি, মধ্য ও অন্ত্য স্বরাগম, স্বর ও ব্যঞ্জনধ্বনিলোপ, অপিনিহিতি, অভিশ্রুতি, স্বরসঙ্গতি, ক্ষতিপূরক দীর্ঘীভবন, সমীভবন, ঘোষীভবন, অঘোষীভবন, নাসিকীভবন, স্বতোনাসিকীভবন, মূর্ধণীভবন, স্বতোমূর্ধণীভবন, সমমুখ বিমুখ ধ্বনি পরিবর্তন	15	20

IV	শব্দ প্রকরণ (জোড়কলম শব্দ, সঙ্কর শব্দ, লোক নিরুক্তি, সমরূপ, সমধ্বনি, শব্দদ্বৈত, অনুগামী শব্দ, ধ্বন্যাঙ্ক শব্দ, মুন্ডমাল শব্দ) ও শব্দভাণ্ডার	15	20
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*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 20 marks by averaging the marks obtained in Sessional Examination and Home Assignments.

h. Reading list-

Reference Books:

- ১। সুকুমার সেন –ভাষার ইতিবৃত্ত, আনন্দ
- ২। পরেশচন্দ্র মজুমদার - বাংলাভাষা পরিক্রমা, দে'জ
- ৩। রামেশ্বর শ'- সাধারণ ভাষাবিজ্ঞান ও বাংলাভাষা, পুস্তক বিপণি
- ৪। সুনীতিকুমার চট্টোপাধ্যায় – ভাষা-প্রকাশ ও বাঙ্গালা ব্যাকরণ, কলিকাতা বিশ্ববিদ্যালয়
- ৫। পবিত্র সরকার - বাংলা ব্যাকরণ প্রসঙ্গ, দে'জ

i. (ii) Learning Outcome -

বাঙলা ভাষার পরিচয়

The course will enable the students to get familiar with the development of the Bengali language from old to modern era. It will also help students to understand basic phonological and morphological processes related to Bengali language.

Paper Code– BEN MAJOR ELECTIVE PAPER–7			
Credits-4			
Paper Title– প্রতিবেশী সাহিত্য পাঠ		External Marks – 80	
		Internal Marks –20*	
Units	Topics	No. of Class	Marks
I	অসমিয়া লক্ষ্মীনাথ বেজবৰুৱাৰ নিৰ্বাচিত রচনা নিৰ্বাচিত পাঠ - ভদরি, রতনমুণ্ডা, ভোকেন্দ্র বৰুয়া, পাতমুগি, কন্যা	15	20
II	হিন্দি প্ৰেমচন্দৰ গল্প নিৰ্বাচিত পাঠ - ফিন, দুধের দাম, দ্বিতীয় শৈশব, শেষ কিস্তি, অমাবস্যার রাত, চক্রবৃদ্ধি, যুদ্ধযাত্রা	15	20
III	ওড়িয়া ফকির মোহন সেনাপতি— ছ মণ আঠ গুঠ	15	20
IV	উৰ্দু - সাদাত হোসেন মাণ্টা— টোবাটেক সিং নেপালী— ইন্দ্ৰবাহাদুৰ ৰায়— পৰমাণ্ব মনিপুৰী—নোংথোম্বম কুঞ্জমোহন সিংহ— ইলিশ মাছেৰ স্বাদ পাঞ্জাবী—অমৃত প্ৰীতম— দুই নারী তামিল—অশোক মিত্ৰ— রাত পোহাবার আগে	15	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 20 marks by averaging the marks obtained in Sessional Examination and Home Assignments.

h. Reading list-

Reference Books:

- ১। ৰামকুমার মুখোপাধ্যায় (সম্পাদিত) - ভাৰতজোড়া গল্পকথা, মিত্ৰ ও ঘোষ
২. ৰামবহাল তেওয়ারি - হিন্দি সাহিত্যেৰ ইতিহাস, পশ্চিমবঙ্গ বাংলা আকাদেমি
৩. বিপ্লব চক্ৰবৰ্তী - আধুনিক হিন্দি সাহিত্য: গতি ও প্ৰকৃতি, বঙ্গীয় সাহিত্য সংসদ
৪. সুধাংশুমোহন বাল্লা - অসমীয়া সাহিত্যেৰ ইতিহাস, সাহিত্য আকাদেমি
৫. নিৰ্মল দাশ - উত্তৰ-পূৰ্বেৰ বাংলা ছোটগল্প বীক্ষণ, অক্ষয়
৬. উষাৰঞ্জন ভট্টাচাৰ্য (সম্পাদিত) - লক্ষ্মীনাথ বেজবৰুৱাৰ নিৰ্বাচিত রচনা, সাহিত্য আকাদেমি
৭. প্ৰসূন মিত্ৰ (অনুবাদ) - প্ৰেমচন্দৰ গল্পগুচ্ছ, এন. বি. টি.

৮. প্রিয়রঞ্জন সেন - ওড়িয়া সাহিত্য, বিশ্ববিদ্যালয় সংগ্রহ

i. (ii) Learning Outcome -

প্রতিবেশী সাহিত্যপাঠ

In this course comparative literary approach will be implemented to analyze Assamese, Hindi, and Oriya literary texts. It will help students to get an overview of literature from neighbouring states.

Paper Code– BEN MAJOR ELECTIVE PAPER–8			
Credits-4			
Paper Title– সাহিত্যের শ্রেণিগত বৈশিষ্ট্য ও বিভিন্ন ধারা		External Marks – 80	
		Internal Marks –20*	
Units	Topics	No. of Class	Marks
I	প্রবন্ধ	15	20
II	কাব্য	15	20
III	উপন্যাস-ছোটগল্প	15	20
IV	নাটক	15	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 20 marks by averaging the marks obtained in Sessional Examination and Home Assignments.

h. Reading list-

Reference Books:

- ১। অশোককুমার মিশ্র – সাহিত্যের রূপরীতিকাষ, সাহিত্য সঙ্গী
- ২। কুন্তল চট্টোপাধ্যায় – সাহিত্যের রূপরীতি ও অন্যান্য প্রসঙ্গ, রত্নাবলী
- ৩। হীরেন চট্টোপাধ্যায় – সাহিত্য প্রকরণ, বঙ্গীয় সাহিত্য সংসদ
- ৪। বিমলকুমার মুখোপাধ্যায় – সাহিত্যবিচার: তত্ত্ব ও প্রয়োগ, দে'জ
- ৫। অতীক গঙ্গোপাধ্যায় – সাহিত্যের সংরূপ: পাশ্চাত্য প্রেক্ষিত, প্রজ্ঞাবিকাশ
- ৬। শুদ্ধসত্ত্ব বসু - বাংলা সাহিত্যের নানা দিক, বিশ্বাস বুক স্টল
- ৭। ক্ষুদিরাম দাস – বাংলা কাব্যের রূপ ও রীতি, বুকল্যান্ড
- ৮। শ্রীশচন্দ্র মজুমদার – সাহিত্যসন্দর্শন, বিভাস

i. (ii) Learning Outcome -

সাহিত্যের শ্রেণিগত বৈশিষ্ট্য ও বিভিন্ন ধারা

This course will help students to understand various literary genres and their characteristics.

Paper Code – BEN MAJOR ELECTIVE PAPER–9			
Credits-4			
Paper Title – অসমের বাংলা সাহিত্য পাঠ		External Marks – 80	
		Internal Marks –20*	
Units	Topics	No. of Class	Marks
I	ছোটগল্প নির্বাচিত পাঠ অখিল দত্ত -অশ্রুনাভী দেবীপ্রসাদ সিংহ—বাসাবদল আসরাফ আলির স্বদেশ –মলয়কান্তি দে দীপঙ্কর কর –হুমকির পর দেবব্রত চৌধুরী –আব্বাজানের হাড়	15	20
II	উপন্যাস সমর দেব – লুইতপারের উপকথা	15	20
III	নাটক প্রদ্যোৎ চক্রবর্তী-গুণধরের অসুখ	15	20
IV	স্মৃতিকথা মুক্তি চৌধুরী –এই তো আমার আমি	15	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 20 marks by averaging the marks obtained in Sessional Examination and Home Assignments.

h. Reading list-

Reference Books:

- ১। বিজিতকুমার ভট্টাচার্য - উত্তর-পূর্ব ভারতের বাংলা সাহিত্য, সাহিত্য প্রকাশনী
- ২। জ্যোতির্ময় সেনগুপ্ত - অসমের বাংলা লিটিল ম্যাগাজিন: ছোটগল্প চর্চাৰ প্ৰেক্ষাপট ও ক্ৰমবিকাশ
- ৩। উষাৰঞ্জন ভট্টাচার্য - স্মৃতি বিস্ময়ে

i. (ii) Learning Outcome -

অসমের বাংলা সাহিত্যপাঠ

This course has Focused on Bengali literature of Assam. Short stories, novel, drama, and memories are included to give a complete overview of Bengali literature of this region.

j. Theory Credit – (External Marks 80)

k. Practical Credit – (Internal Marks 20)

l. No. of Required Classes - 15 classes per unit of all papers

m. No. of Contact Classes - 60

n. No. of Non-Contact Classes - 0

o. Particulars of Course Designer -

1. Dr. Binita Rani Das,

Convenor and HOD ,

Department of Bengali,

Gauhati University, Guwahati, Assam.

Email- dasdrbinita@gmail.com

2. Dr. Sanjay Bhattacharjee,

Associate Professor,

Dept. of Bengali,

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email- brijsanjay24x7@gmail.com

3. Dr. Rama Das,

Assistant Professor,
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Gauhati University,
email- 39rmadas.mtb@gmail.com

4. Dr. Barun Kumar Saha,

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Gauhati University,
email- barunbabai83@gmail.com

5. Mr. Shyama Shyam Krishna Pujari Chattopadhyay,

Assistant Professor,
Dept. of Bengali,
Gauhati University,
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6. Dr. Munshi Mahammad Saiful Ahamed

Assistant Professor,
Dept. of Bengali,
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7. Dr. Santanu Roy Choudhury,

Associate Professor,

Dept. of Bengali,

Pandu College,

email-santanuroychowdhury9@gmail.com

8. Mr. Mihir Mazumer,

Associate Professor,

Head,

Dept. of Bengali,

R.G. Baruah College,

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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 a 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: -

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:

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Particulars of Course Designer 2:

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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.
- 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
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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: -

Theory Credit: 04

Practical Credit: -

No. of Required Classes:

No. of Contact Classes: 60

No. of Non-contact Classes: -

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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
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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)

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:

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e) Name: Dr. Minakshi Bayan Borah; Contact: 9854748506,
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g) Name: Prof. Nissar A Barua; Contact: 9864034527, email:
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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.

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:

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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

Number of required classes

No of Contact classes: 50

No of non-Contact classes:10

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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

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:

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3) **Name:** Anshuman Barua
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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 of India

Moderator: Prof. Madhurjya P. Bezbaruah, GU

Prof. Ratul Mahanta, Department of Economics, GU

Contributors:

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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

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: -

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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:

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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

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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:

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2) Name: Dr Trailokya Deka

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3) Name: Anshuman Barua

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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: A Survey, | 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**

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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 		

<p>Unit -4</p>	<p>Discipline and Freedom</p> <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 		
<p>Unit -5</p>	<p>Democracy and Education</p> <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.

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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

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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.

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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

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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

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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.

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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.

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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

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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.

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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

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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

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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.

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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 	Contact class: 50 Non contact class: 10	Total: 100 (Internal – 20 External – 80)
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.

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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.

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Four Year Undergraduate Programme (FYUGP) Syllabus
6TH SEMESTER
Subject Name: Education

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.

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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.

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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.

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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	<p>Basic Concepts of Gender and related Terms</p> <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	<p>Gender Studies</p> <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	<p>Gender Roles: Biological and Cultural</p> <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	<p>Socialization and Gender biases -in the School, Family and Society</p> <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

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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, Mamarasana, 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

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

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.

Learning Outcome

This paper on English Literary and Social History aims to enable students to acquaint themselves with literary and cultural institutions understand the contexts of literature engage with social and political realities that have impacted English literature learn the different trajectories of social and cultural movement analyse the inter-connections between texts, contexts and influences situate modes of reading through an examination of social and cultural embeddedness in the context of English literature.

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

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
Forms, Genres and Concepts of English Literature
(External Evaluation: 60 + Internal Assessment 40): Total Marks 100
4 Credits
(15 Classes Per Credit)
Contact + Non-Contact Classes: Total 60

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.

Learning Outcome

This paper on the major forms, genres and concepts of English literature aims to enable students to acquaint themselves with the fundamental categories of literary practice, both in terms of their emergence in history and by reference to the way they have evolved in practice. Students will also be able to situate and envision the interconnections between these terms, apart from engaging with the variations and departures through the study of these concepts and forms.

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

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
Rhetoric, Prosody, Grammar and Comprehension
(External Evaluation: 60 + Internal Assessment 40): Total Marks 100
4 Credits
(15 Classes Per Credit)
Contact + Non-Contact Classes: Total 60

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.

Learning Outcome:

- A detailed knowledge of the most widely used concepts of rhetoric and prosody in literature in English
- The ability to identify and use these concepts in both academic and non-academic fields as well as in one's own use of English
- The practical application of these concepts in close reading of literature
- The ability to analyze and interpret texts in terms of their literary and representational qualities

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

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*. Chuckervetty, 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
British Poetry: Renaissance to Romanticism
(External Evaluation: 60 + Internal Assessment 40): Total Marks 100
4 Credits
(15 Classes Per Credit)
Contact + Non-Contact Classes: Total 60

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 Outcome:

Having completed this paper, the student will be able to locate the poetic text within the contextual framework, it will facilitate the understanding of the genre, themes, structures and the philosophical underpinnings of poetry. Students will be able to distinguish between the subtle differences of the poetic voice in different epochs.

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
British Drama: Renaissance to the Eighteenth Century
(External Evaluation: 60 + Internal Assessment 40): Total Marks 100
4 Credits (15 Classes Per Credit)
Contact + Non-Contact Classes: Total 60

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:

Having completed this paper, the student will be able to locate the dramatic text within its historical, contextual and performative framework. Students will understand the generic differences between various modes of drama and recognize the themes and the dialectical interplay that affect the structuring of the plays which will enable various ways of critically engaging with the dramatic text.

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
British Fiction: Augustan to Victorian
(External Evaluation: 60 + Internal Assessment 40): Total Marks 100
4 Credits (15 Classes Per Credit)
Contact + Non-Contact Classes: Total 60

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:

- The students will acquire the necessary knowledge about different contexts that shape novel-writing
- They will be able to analyse novels of the period in terms of elements such as plot, character and setting

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
British Poetry: Victorian to Postmodern
(External Evaluation: 60 + Internal Assessment 40): Total Marks 100
4 Credits (15 Classes Per Credit)
Contact + Non-Contact Classes: Total 60

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

- A focus on English poetry of the Victorian age and the following period up to the present.
- An engagement with the essential poetic themes through specific poems.
- A focus on the issues shaping literary traditions in poetry of the stated periods.
- A close processing of cultural imperatives in the development of British poetry up to the present

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
British Drama: Victorian to Postmodern
(External Evaluation: 60 + Internal Assessment 40): Total Marks 100
4 Credits (15 Classes Per Credit)
Contact + Non-Contact Classes: Total 60

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.

Outcomes/Graduate Outcomes:

After completion of the course, a student would:

- learn literary tradition, historical and cultural contexts of a play.
- know various new techniques and forms of drama
- learn to analyse a play.
- evaluate gestures and use of time/space by different playwrights.
- apply concepts of dramatic composition and performance
- get ideas of stagecraft, direction and key scene compositions.
- analyse how plays deal with personal and public spaces.
- learn British drama and its significance in World Literature.

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
Life Narratives
(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 the Course the students should be able to

- Go beyond the traditional approaches to study Life Narratives, which are often confined to splitting the genre into biographies and autobiographies of canonical western authors.
- Appreciate the broader conditions and contexts that enable and nurture Life Narratives in specific junctures of history
- Be equipped to closely look at themes and strategies employed by the writers and write critical essays on them.

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

Paper 10
English CORE
Fiction: Modern and After
(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
-

Outcomes (Graduate attributes)

- Comprehensive historical knowledge of fiction in the 20th and 21st centuries (disciplinary attribute)
- Critical thinking (critical and analytical ability to understand contemporary life and times through the fiction)
- Creativity (Enhanced imagination and emotional intelligence through exposure to a variety of human situations and experiences in fiction)
- Multicultural spirit (Broad perspective on diversity and multiple cultures)

Unit 1: 3 Credits (Contexts, Ideas and Concepts)

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 texts:

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
Literary Criticism
(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.

Outcomes (Graduate attributes)

- Comprehensive historical knowledge of the growth of criticism from the beginning to the 20th century.
- Critical ability to comprehend and examine texts.
- Critical understanding of the difference between genres of literature.
-

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

- 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
Women's Writing
(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:

- An understanding of the basic concepts which are of use in analyzing women's writing
- A familiarity with women's writing across genres, times and cultures
- An ability to analyze a text setting it against its socio-cultural and historical background
- An appreciation of the basic themes, issues and stylistic features of a particular piece of women's 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
Literature and the Environment
(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:

This course on Literature and the Environment focuses on exploring the relationship between literature and the environment, which has been an ongoing topic of exploration for many decades now. Literature has the ability to capture and reflect the myriad and complex relationships between humans, non-human animals and the environment. The course thus aims to provide a comprehensive understanding of the ways in which environmental concerns and the ecological crisis in the contemporary world are represented and addressed in literature.

Students will have to attempt questions from both units.

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.

Paper 14
English CORE
Northeast Indian Literature
(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 (Graduate Attributes):

Having studied core English literature in the previous semesters the students are expected to expand their horizons of English studies which includes literatures other than British. By the end of the course the students are expected to have developed an understanding of:

- The Folk in Narrative as many writers are seen to draw resources for their work from available folk forms and tales.
- Myths and Legends how they are reworked and find expression in the prescribed texts.
- The Diverse Traditions, History and Landscape 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, 2014

Paper 15
(Any one option)
English CORE
Indian Writing (Option A)
(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.)

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
(Any one option)
English CORE
American Literature (Option B)
(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

Outcomes (Graduate attributes)

- Comprehensive literary-historical knowledge (disciplinary attribute)
- Critical thinking (critical and analytical ability in comprehending today's world)
- Creativity (Enhanced imagination and emotional intelligence through exposure to a variety of situations in American literary experience)
- Multicultural spirit (Broad perspective on diversity and multiple cultures)
- Empathy (Ability to empathize with and understand human suffering and the creative expression of moods and emotions)

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
(Any one option)
English CORE
Shakespeare (Option C)
(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

Outcomes (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)

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
(Any one option)
English CORE
Contemporary Writing (Option D)
(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

A focus on contemporary writing through a reading of important texts.

An engagement with the essential themes through a sustained critical assessment.

A focus on the issues shaping literary traditions in the contemporary world.

A close processing of cultural imperatives in the development of writing of the present times

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

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

Four Year Undergraduate Course

Subject: Folklore

Semester: First

Course Name: Introduction to Folklore

Credits 4

Marks: 100 (80+20)

Unit-1: Definition, meaning and scope of folklore. The importance of studying folklore in context

Unit 2: Folklore and allied disciplines

Unit 3: Origin and beginning of folklore as a discipline.

Unit 4: Short History of folklore studies in North-East India and Assam.

Unit 5: Classification of folklore materials. Four sectors of folklore forms

Books recommended

Dorson, R.M. (ed.). : Folklore and Folk Life: An Introduction.

Dundes, A. (ed.). : The Study of Folklore.

Leach, Maria (ed.). : The Standard Dictionary of Folklore, Mythology and Legend

Handoo, J. : Folklore: An Introduction.

Handoo, J.: Theoretical Essays in Folklore.

Datta, B. et al. (ed): A Handbook of Folklore Materials of North-East India.

Sarma, N. C.: Lokasanskriti.

Subject: Folklore
Semester: Second
Course Name: Folk Literature
Credits 4
Marks: 100 (80+20)

Unit-1: Meaning, Definition and forms of folk Literature.

Unit 2: Fields of Folk Literature: Myths, Legends, Folk Tales, Folk songs Epics, Proverbs, Riddles, Tongue Twisters, Speech Acts – Verbal Art in Performances (Theatre, Dance Drama, Medicinal Chants,

Unit-3: Introduction and identification of the narrative genres of Assamese Oral Literature- (i) Myth (ii) Legend (iii) Tale (IV). Ballads

Unit-4: Introduction and identification of the Non-Narrative genre of Assamese Oral Literature. (i) Folksongs, (ii) Proverbs and (iii) Riddles.

Unit-5: Introduction to some selected items of Oral literature:

(i) Songs associated with the festival of the Bodos (ii) Jhumur songs of the tea garden labourers of Assam. (iii) Lalilang songs of Dimoria. (iv) Bogejari Songs of the Rabhas. (v) Songs associated with the Ali- ai –Ligang festival of the Karbis.

Books Recommended

Bhattacharyya, P.C. : *Asomor Janajati*

Das, B.M: People of Assam.

Goswami, P.: Folk Literature of Assam:

Asomiya Janasahitya

Bara Mahar Tera Geet

Bohag Bihu of Assam and Bihu Songs

Gogoi, L.: *Asomiya Loka Sahityar Ruprekha*

Sarma, H.K. : *Kamrupi Lokageet Sangrah*

Datta, B. et al. : *Goalpariya Lokageet Sangrah*

: *Siphung-Gungang*

: Folksongs of the Misings

: A Handbook of Folklore Material of North-East India.

Pegu, G. : *Mising Loka Sahitya*

Tamuli, J.C. : *Asomiya Lokageet Sangrah*

Kagyung, Bhriyumuni: *Mising Sanskritir Alekhya*

Narzi Bhaben : *Boro-Kachari Jana Sahitya*

Brahma, M.: Folksongs of the Bodos

Rabha, R.: Rabha Lokageet

Rabha, R. : *Rabha Janajati*

Terang, R. : *Karbi Loka Sahitya*

Boro, A.K. : Folk Literature of the Bodos

Duara, D.: *Uttar-Kachar Pahar Anchalar Janasahitya*

Malik, Sayed Abdul: *Asomiya Zikir Aru Jari*

Barua, P.C.: *Assamese Proverbs*

Brava Prasanna Chandra: *Patantarmala*.

Dutta, D.: *Sathar, Phakara, Yojana*

Datta, B. et al (eds.): *Asomiya Biswakosh Vol. V.*

Bhattacharyee, A: *Barak Upatakyar Baranashi*

Kalita, J.C (eds): *Lalilang: Eti Samikshya.*

Subject: Folklore
Semester: Third
Course Name: Material Culture and Folk Customs
Credits 4
Marks: 100 (80+20)

Unit 1: The Concept of Material Culture

Unit 2: House types and House Decoration, Folk Toys and Folk Paintings, and Folk attire and Ornaments with special reference to Assam

Unit 3: The Concept of social folk customs

Unit 4: Ceremonies connected with agriculture with special reference to Assamese, Bodo, Rabha, Mising, Karbi and Dimasa communities.

Unit 5: The Concept of Folk religion. Folk religions of Assam and the Northeast, folk deities of Assam. Rituals of Hudumdeo Puja, Mare Puja, Bas Puja

Books Recommended

Dorson, R.M. : Folklore and Folk life: An Introduction

M.J. Herscovits : Cultural Anthropology

Barua, B.K. : Asomar Loka-Sanskriti

Bhattacharya, P.C. : Asamor Janajati

Datta, B. : A Handbook of Folklore Material of North-East India.

Sarma, N.C. : *Asomor Samskritik Itihas*

Sarma, N.C.: Asomiya Lokasanskritir Chamu Abhas.

Narzi, B.: Boro-Kacharir Samaj Aru Samskriti

Bhattacharya, P.C. : Asomor Loka Utsav

Kagyung, Bhrigumuni: Mising Sanskritir Alekhya

Teron Longkam : Karbi Janajati

Hagjer, Nirupama : Dimasa

Bordoloi, B.N. : The Dimasa Kacharis

Goswami, P. (ed.) : Bohag Bihur Bare Baraniya Rup.

Bohag Bihu of Assam and Bihu Songs

Rajkhowa, B. : Assamese Popular Superstitions and Assamese Demonology.

Barua, A.C. : Loka Devata Siva

Subject: Folklore
Semester: Fourth
Course Name: **Folk Performing Art**
Credits 4
Marks: 100 (80+20)

Unit-1: Definition, characteristics and classification of different forms of folk performing Arts

Unit-2: Folk Songs: definitions and characteristics. Folk songs of Assam

Unit-3: Folk Dance: definitions and characteristics. Folk dances of Assam

Unit-4: Folk Theatre: definitions and characteristics. Folk theatres of Assam: Ojapali, Dhuliya and Khuliya Bhaona, Kushan Gaan, Bhari Gaan, Putola Naach

Books Recommended

Dorson, R.M. (ed.). : Folklore and Folk Life: An Introduction.

Barua, B.K. : Asomar Loka-Sanskriti

Goswami, P.: Bohag Bihu of Assam and Bihu Songs

Sarma, H.K. : *Kamrupi Lokageet Sangrah*

Datta, B. *et al.* : *Goalpariya Lokageet Sangrah*

: *Siphung-Gungang*

: Folksongs of the Misings

: A Handbook of Folklore Material of North-East India.

Tamuli, J.C. : Asomiya Lokageet Sangrah

Kagyung, Bhrigumuni: *Mising Sanskritir Alekhya*

Brahma, M.: Folksongs of the Bodos

Rabha, R.: Rabha Lokageet

Malik, Sayed Abdul: Asomiya Zikir Aru Jari

Datta, B. *et al* (eds.): Asomiya Biswakosh Vol. V.

Bhattacharyee, A: Barak Upatakyar Baranashi

Kalita, J.C (eds): Lalilang: Eti Samikshya.

Sarma, N. C.: Lokasanskriti.

Subject: Folklore
Semester: Fourth
Course Name: Folklore and Traditional Knowledge System
Credits 4
Marks: 100 (80+20)

Unit 1: Traditional Knowledge: Definition, nature and scope. Characteristics and classifications. Traditional knowledge in everyday life and occupation

Unit 2: Traditional knowledge related to food, agriculture, house patterns, dress and ornaments, folk medicine and healing practices, conservation of environment and sustainable livelihood. Folk science and technology

Unit 3: Relevance of traditional knowledge in the contemporary world. Traditional knowledge in the world of modernization, urbanization and globalization. Social Relevance of traditional knowledge in contemporary Society

Unit 4: Protection and preservation of traditional knowledge

Books Recommended:

Ramanujan, A.K.: *The Collected Essays*. OUP: Delhi. 1999.

Muthukumaraswamy, M.D. and Kaushal, Molly (eds).: *Folklore, Public Sphere and Civil Society*. National Folklore Support Center: Chennai. 2004.

Jha, Amit: *Traditional Knowledge System in India* Atlantic Publishers 2009

Wright, Evana: *Protecting Traditional Knowledge: Lessons from Global Case Studies*, Edward Elgar Publishing, Australia, 2020

Mohanta, Basanta Kumar and Singh, Vipin Kumar: *Traditional Knowledge System and Technology in India*, Raj Publications, 2012

Subject: Folklore
Semester: Fourth
Course Name: Tribal Studies
Credits 4
Marks: 100 (80+20)

Unit-1: Introduction to tribes of India

- i) Types of tribes and their classification
- ii) Origin myths
- iii) Distribution

Unit-2: Characteristic Features of tribes – oral literature, material culture, social folk customs and performing arts.

Unit-3: Tribes and the forest – culture and ecology

Unit-4: Tribes of Assam and North-East India – a broad overview

Unit-5: Ethnicity and Identity Movements with special reference to Assam.

Books recommended

Hasnain, Nadeem	:	Tribal India
Vidyarthi, L.P. & Rai, B.K.	:	The Tribal Culture of India
Taid, Tabu.	:	Scheduled Tribes of Assam
Prasad, Maheshwari.(ed)	:	Tribes: Their Environment and Culture
Datta, B. Et.al (eds)	:	Handbook of Folklore Material of North-East India
Basumatary, Rituraj	:	Ethnic Movements in North East India
Chhetri, Harka Bahadur	:	Adivasis and the Culture of Assam

Subject: Folklore
Semester: Fourth
Course Name: Folklore in the Contemporary World
Credits 4
Marks: 100 (80+20)

Unit-1: Introduction to Urban Folklore – Urban Legends and Myths.

Unit-2: Folklore in the digital world – Electronic Media, New Media and Social Media.

Unit-3: Folklore and its commodification with special reference to Assam

Unit-4: Folklore and cinema – short films, feature films and documentary films.

Unit-5: Folklore and Advertisement Campaigns.

Books recommended

Handoo, J. : Folklore: An Introduction

Horowitz, Anthony : Myths and Legends

Delfanti, Alessandro &

Arvidsson, Adam : Introduction to Digital Media

Blank, Trevor J.

Et.al (eds) : Folklore and Social Media

M, Medhi. Et.al (eds) : Urbanisation and Folklore: Emerging Issues and Perspectives

Sherman, Sharon R.Et.al (eds) : Folklore/Cinema - Popular Film as Vernacular Culture

Spitzer, Nick.Et.al (eds) : Public Folklore

Subject: Folklore
Semester: Fifth
Course Name: Folklore and Fieldwork
Credits 4
Marks: 100 (80+20)

Unit-1: Field work: Importance of Fieldwork in Folklore. Purpose of Fieldwork in Folklore Studies

Unit 2: Field work and empirical tradition in Folklore. Selection Criteria of the field study areas and informants, preparation and organization of fieldwork. Use of Tools and Modern Devices

Unit 3: Methods of Field Data Collection- Concept and types of data. observation-participant and non-participant;interview; Use of schedules and questionnaires; Case study and Life history method.

Unit-4: Post-fieldwork phase and preparation of fieldwork report. Documentation of Data, Classifications, Compilation and Analysis of Primary (Field) Data

Unit-5: Methods of fieldwork report writing.

Books recommended

Dorson R.M.: Folklore and Folk Life: An Introduction. Goldstein, K. : A Guide for Field Worker's In Folklore.

Bora, M.: Gabeshanar Tatva Parisay

Saikia, N.: Gabeshana Paddhati Parisay

Pelto and Pelto: Anthropological Research

Subject: Folklore
Semester: Fifth
Course Name: Project Work
Credits 4
Marks: 100 (80+20)

Students have to undertake a field work in tribal or non-tribal villages preferably in N.E. India on topics suggested by the department. A Project Report on the work duly forwarded by the concerned Supervisors is to be submitted at the time of examination. Marks will be allotted by an external evaluator on the report and viva-voce.

Subject: Folklore
Semester: Fifth
Course Name: Introduction to Cultural Studies
Credits 4
Marks: 100 (80+20)

Unit 1: Introduction to Cultural Studies: The contextual importance and alliance of Cultural Studies with Folklore.

Unit 2: Approaches to the study of culture: an overview. Cultural Studies as a discipline.

Unit 3: Meaning, Characteristics and Types of culture; 'High' and 'Low' culture, popular culture, folk culture, Culture and civilization

Unit 4: Culture for Social Change

Books Recommended

Dorson R.M.: Folklore and Folk life: An Introduction.

Datta, B. et.al. (eds.) : Asomiya Kiswa Kosh.

Dundes, A.: The Study of Folklore.

: Interpreting Folklore.

Handoo, J.: Folklore: An Introduction.

Theoretical Essays in Folklore

Claus, P and Korom, F.: Folkloristics and Indian Folklore.

Sarma, N.C.: Loka Samskriti

Goswami, Indira and Pattanaik, Prakash (eds). Indian Folklore. B. R.

Publications: Delhi. 2001.

Hutnyk, John. 'Culture', in Theory, Culture and Society 23(2-3): 351- 358. <http://tcs.sagepub.com>

Jenks, Chris. Culture. Routledge: London.1993.

Tylor, E B. The Origins of Primitive Culture. Gordon Press: New York. 1871.

Williams, Raymond. Culture and Society 1780-1950. Penguin: Harmondsworth. 1958.

Williams, Raymond. Keywords: A Vocabulary of Culture and Society. 2nd edition. Fontana: London. 1983.

Williams, Raymond. The Long Revolution. Chatto and Windus: London. 1961.

Subject: Folklore
Semester: Fifth
Course Name: **Archives and Museums**
Credits 4
Marks: 100 (80+20)

Unit 1: Concept, definition, nature, and classifications of Museum.

Unit 2: Functions of Museum: Collections of Objects, Preservation and Conservation, Display, and Dissemination

Unit 3: Definition of archives; Characteristic, role and functions of archives: Acquisition, appraisal, documentation and preservation; Using archives

Unit 4: Archival ethics; Copyrights: legal and ethical issues

Unit 5: Case study of Assam State Museum or Kalakshetra (one case study only)

Books Recommended:

A Guide to the National Museum. New Delhi: National Museum, 1997.

Agarwal, O.P. Essentials of Conservation and Museology. Delhi: Sundeep Prakashan, 2007.

Edson, G. and D. David. Handbook for Museums. London: Routledge, 1986.

Guha Thakurta, Tapati. Monuments, Objects, Histories: Institutions of Art in Colonial India. Delhi: Permanent Black, 2004.

Kathpalia, Y.P. Conservation and Restoration of Archive Materials. UNESCO, 1973

Ridener, J. From Folders to Post Modernism: A Concise History of Archival Theory. LLC: Litwin Books, 2009.

Seeger, Anthony and Chaudhuri, Shubha (eds). Archives for the Future: Global Perspectives on Audiovisual Archives in the 21 century. Archives and Research Centre for Ethnomusicology and Seagull Books: Calcutta. 2004.

IASA Training manual. IASA Bulletin No, 58/June 1991

Ghosh. Sailen. Archives in India. Firma K.L. Mukhopadhyay: Calcutta. 1963.

Lance. David. (ed). Sound Archives: A Guide to their Establishment and Development.

International Association of Sound Archives. 1983.

Nancy, Mackay. Curating Oral Histories: From Interview to Archives. Left Coast Press Inc.: California. 2007.

Subject: Folklore
Semester: Sixth
Course Name: **Crafts and Artisans**
Credits 4
Marks: 100 (80+20)

Unit 1: Folk arts and crafts: An Introduction: Definitions, characteristics and classification.
Motifs and designs of folk arts and crafts, artifact and artisan, artisan Society

Unit 2: Folk art Traditions of Assam: Origin, tradition, social relevance and present scenario,
Folk paintings of Assam

Unit 3: Folk craft Traditions of Assam: Textile, traditional jewellery, terracotta; clay doll and
pottery, brass and bell metal craft; cane and bamboo craft; wood-craft, woodcarving, weaving
and basketry, mask making; jute and pith craft;

Unit 4: Traditional Architecture of Assam

Unit 5: Folk musical instruments of Assam

Books Recommended:

Chattopadhyay, K. India's Craft Tradition. Delhi: Publication Division, 1980. Dhamija, J. and J.
Jain. Hand Woven Fabrics of India. Middletown, NJ: Mapin, 1989. Dwivedi, V.P. Indian Ivories.
Delhi: Agam Prakashan, 1976.

Jain, Jyotindra, ed. Other Masters: Five Contemporary Folk and Tribal Artists of India. New
Delhi: South Asia Books, 1998.

Jaitley, J. The Crafts Traditions of India. New Delhi: Lustre Press, 1990. Jayakar, Pupul. The
Earthen Drum. New Delhi: National Museum, 1980.

Stronge, S., ed. A Golden Treasury, Jewellery from the Indian Sub-continent. London: Victoria &
Albert Museum, 1989.

Mahanta, Pradip Jyoti, and Birendranath Datta, . Traditional Performing Arts of North-East
India. Guwahati: Assam Academy for Cultural Relations, 1990.

Datta, Birendranath,, A Study of the Folk Culture of Assam

Datta, Birendranath. Folk Paintings in Assam, North Eastern Archival Centre for Traditional Art and Folklore, Tezpur University, 1998(monograph).

Datta, Birendranath. Puppetry in Assam: Past and Present, North Eastern Archival Centre for Traditional Art and Folklore, Tezpur University, 1999(monograph).

Datta, B (ed) A Handbook of Folklore Material of Northeast India, ABILAC, 1994

Subject: Folklore
Semester: Sixth
Course Name: **Folklore and Tourism Management**
Credits 4
Marks: 100 (80+20)

Unit 1: Tourism: definition, meaning, nature and scope, approaches to study tourism,

Unit 2: Folklore and tourism, heritage tourism

Unit 3: Concept of tourism resource, attraction, product, market, industry and destination on the basis of folklore materials

Unit 4: Folklore Tourism Resources of Assam: Living folklore, fairs and festivals, folk performing art forms, handicraft and handloom, cuisines, textile and jewellery.

Unit 5: *Satra* institution of Assam: Significance of *Satras* of Assam as a cultural and religious tourist attraction.

Books Recommended

Cooper, C, Fletcher, J, Gilbert, D and Wanhill, S. (2002): Tourism: Principles and Practice, Addison Wesley Longman Publishing, New York, USA

Kamra & Chand (2002): Basics of Tourism, Theory Operation and Practice; Kanishka Publishers, New Delhi-02

Mishra, S.N; Sadual S, K (2008): Basics of Tourism Management, Excel Books, New Delhi – 28

Seth, P.N. Bhat, S. (1993): An Introduction to Travel and Tourism, Starling Publishers, New Delhi

Krishnan, K.K. (2001): Managing Tourist Destination: Development, Planning, marketing, Policies, Kanishka Publishers Distributors, New Delhi-110002

Bhagawati, A.K., Bora, A.K., Kar, B.K.,(1998): Geography of Assam, Rajesh Publishers, New Delhi 2.

Bhattachararya, P. (2004): Tourism in Assam, Trends and Potentialities, Bani Mandir, MMC Bhawan, Ghy-3 3.

Bora, Sheila and M.C. (2004): The story of Tourism: An enchanting journey through India's' North- East, USB Publishers Distributors Pvt. Ltd. New Delhi-02 4

Bordoloi, B.N. (1991): Tribes of Assam: Part – III, Tribal Research Institute, Assam, ghy

Datta, B.N., Mahanta, P.J. (ed) (1990): Traditional Performing Arts of North-East India, Assam academy for Culture Relations, Guwahati, Assam

Taher, M. (1977): Tribes of North-East India; A Diagnostic Survey in Spatial Pattern, North Eastern Geographer, Vol. 9, No. 1&2

Subject: Folklore
Semester: Sixth
Course Name: **Folklore of India**
Credits 4
Marks: 100 (80+20)

- Unit 1:** Major Folklore Genre of India
Unit 2: A brief introduction to Indian folk literature
Unit 3: Folk Music and Dance forms of India
Unit 3: Folk Theatrical Tradition in India:
Unit 5: Folk Festivals of India
Unit 6: Folk Arts and Crafts Forms in India

Books Recommended:

- Anand, Mulk Raj, ed. *Classical and Folk Dances of India*. Bombay: Marg Publications, 1965. Print.
- Awasthi Suresh, "Traditional Theatre Practices and Conventions" *Sangeet Natak Quarterly Journal*. July-September 1971. Print.
- Benedict, Ruth. *Patterns of Culture*. Boston: Houghton Mifflin Co., 1961. Print.
- Bharata. *The Natyasastra: A Treatise on Hindu Dramaturgy and Histrionics*. Manmohan Ghosh (Ed.). Calcutta: The Royal Asiatic Society of Bengal, 1950. Print.
- Channa, S. *Understanding Society, Culture and Change*. New Delhi: Blaze Publishers. 1994. Print.
- Dhanavel, P. *The Indian Imagination of Girish Karnad*. New Delhi: Prestige Books, 2000. Print.
- Gautam, M. R. *The Musical Heritage of India*. Delhi: Abhinav Publications, 1980. Print.
- Ghosh, Sampa, and Utpal Kumar Banerjee. *Indian Puppets*. New Delhi: Shakti Malik Publications. 2012. Print.
- India Country Study Guide*, Vol. 1, Strategic Information and Developments, International Business Publications, USA, Washington, DC, USA-India. 2012. Print.
- Islam, Mazhrul. *Folklore: The Pulse of the People of India*, New Delhi: Concept, 1985. Print.
- Propp, Vladimir. *Theory and History of Folklore*. trans. Ariadana Martin and Richard P. Martin. Minneapolis: University of Minnesota Press. 1984. Print.
- Ranade, G. H. *Hindustani Music*. Delhi: S. Lal & Co. 1989. Print.
- Vatsayana, Kapila. *Traditions of Folk Dance*. London: Faber & Faber, 1967. Print.

Subject: Folklore
Semester: Sixth
Course Name: Theories and Concepts of Folkloristics
Credits 4
Marks: 100 (80+20)

Unit 1: Early Philology and the Grimm Brothers. W. J. Thoms and the word 'Folklore'.
Folklore and ideology

Unit 2: Different Academic Approaches

Mythological School

Diffusion/Migration Theory

Anthropological Perspectives

Historical-Geographical School

Psychoanalytical School

Unit 3: Growth of Folklore Studies in India. The Missionary Period, Nationalist Period, Academic Period

Unit 4: Folklore Studies in Northeast India and Assam

Unit 5: Contemporary issues of Folklore: Folklore and Gender, Cultural Ecology, Metafolklore, Subaltern Studies, Post Colonialism, Post Modernism, Deconstruction

Books recommended:

Dorson, R.M. (ed.). : Folklore and Folk Life: An Introduction.

Dundes, A. (ed.). : The Study of Folklore.

Leach, Maria (ed.). : The Standard Dictionary of Folklore, Mythology and Legend

Handoo, J.: Theoretical Essays in Folklore.

Handoo, Jawaharlal. 1989. *Folklore: An Introduction*, Mysore: Central Institute of Indian Languages.

Dorson, R. M. (ed.) (1982). *Folklore and Folklife: An Introduction*, Chicago: University of Chicago Press.

Sahu, Nandini. *Folklore and the Alternative Modernities*, Authorsspress, New Delhi, 2012.

**Syllabus for FYUG Programme under implementation of NEP 2020
B.A. programme in Gender and Women's Studies, Gauhati University**

Semester	Course	Title of the course
I	1.	Understanding Gender
II	2.	Gender Issues I
III	3.	Gender Issues II
IV	4.	Introduction to Gender and Women's Studies
	5.	Gender and Education(Elective 01) Women, Science and Technology(Elective 01)
	6.	Gender, Society and Culture (Elective 02) Public Policy and Gender (Elective 02)
	7.	Gender, Rights and Law (Elective 03) Women and Entrepreneurship (Elective 03)
V	8.	Feminist Theory-I
	9.	Gender, Work and Livelihood(Elective 01) Gender in North-East India (Elective 01)
	10.	Gender, Empowerment and Governance (Elective 02) Gender, Environment(Climate Change) and Sustainability(Elective 02)
	11.	Gender and Human Rights(Elective 03) Women and Finance(Elective 03)
VI	12.	Feminist Theory-II
	13.	Feminist Traditions in India(Elective 01) Popular Writing and Gender(Elective 01)
	14.	Introduction to the Atlas of the Women of the World (Elective 02) Gender and Development(Elective 02)
	15.	Quantitative and Qualitative Research

Four-year Undergraduate Programme
 Subject: Gender and Women's Studies
 Semester: **First**
 Course Name: **UNDERSTANDING GENDER**
 Existing Base Syllabus: None/NA
 Course Level: 100-199

Unit no.	Unit content	No. of classes	Marks
<u>Unit 1:</u>	<u>Key Concepts</u> <ul style="list-style-type: none"> Sex and gender - Gender roles and gendered division of labour - Private vs public divide and gender inequality - Gender Stereotypes- Sexuality- Heteronormativity – Patriarchy, Biological Determinism- Social Constructionism 	15	25
<u>Unit 2:</u>	<u>Social Construction of Gender</u> <ul style="list-style-type: none"> Femininities and Masculinities – Definition, attributes and images- Essentialism in the Construction of Femininity - Challenging Cultural Notions of Femininity –Politics of masculinity and power. 	15	25
<u>Unit 3:</u>	<u>Beyond the gender binary</u> <ul style="list-style-type: none"> Body as a Site and Articulation of Power Relations Resisting embodiment of gender-Gender Fluidity 	15	25
<u>Unit 4:</u>	<u>Social Dynamics of Gender: Intersectionality</u> <ul style="list-style-type: none"> Race, Ethnicity and Tribe Caste, Class and Religion 	15	25

Reading list:

- Bhasin, K (1993) *What Is Patriarchy?* New Delhi: *Kali for Women*.
- Bhasin, K (2000) *Understanding Gender*. New Delhi: *Kali for Women*.
- Bhasin, K (2004) *Exploring Masculinities*. New Delhi: *Kali for Women*.
- Bhowmick, N (2022). Lies our Mothers told Us*. New Delhi: *Rupa*.
- Chakravarti, U. (2003) *Gendering Caste through Feminist Lens*. Delhi: *Stree*.
- Gayle, R. (2012) *Questioning Gender*. Los Angeles: *Sage*
- Harrington, C. (2021). 'What is 'Toxic' Masculinity and Why Does it Matter'. *Men and Masculinities*, 24 (2): 345-352.
- Holmes, M. (2007) *What is Gender: A Sociological Approach*. London: *Sage Publications*.
- Hooks, b. (1984). *Understanding Patriarchy*. Available at <https://imaginenoborders.org/pdf/zines/UnderstandingPatriarchy.pdf>
- Lorber, J. (1993). 'Believing is Seeing: Biology as Ideology'. *Gender & Society*, 7(4), 568–581.
- Lorde, A (1979) 'The master's Tools Will Never Dismantle the Master's House'. In Cherríe Moraga and Gloria Anzaldúa (Eds.) *This Bridge Called My Back: Writings by Radical Women of Color*, Watertown: *Persephone Press*, 94-101.
- Meadow, T. (2010). 'A Rose is a Rose: On Producing Legal Gender Classifications'. *Gender & Society*, 24(6), 814–837.
- Serano, J. (2007) *Whipping girl: A transsexual woman on sexism and the scapegoating of femininity*, Emeryville, CA: *Seal Press*.
- Shah, C, Merchant, R., Mahajan, S. and Nevatia, S. (2015). No Outlaws in the Gender Galaxy*. New Delhi: *Zubaan*.
- Sterling, A.N. (2000) "Should There Be Only Two Sexes?" In *Sexing the Body*.
- Whelehan, I. & Pilicher, J (2004). *50 Key Concepts in Gender Studies*. New Delhi: *Sage*.

Graduate Attributes

- Course Objective: Explain the Basic Concepts related to Gender
- Learning outcome:
 - To critique the biological assumptions behind the understandings of the body and develop understanding regarding gender fluidity.

- To establish the use of gender as an analytical category

Theory Credit: 3

Practical Credit: 1

No. of Required Classes: 60

No. of Contact Classes: 45

No. of Non-Contact Classes: 15

Particulars of Course Designer

Dr. Poonam Kakoti Borah

Gauhati University

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Four-year Undergraduate Programme
 Subject: Gender and Women's Studies
 Semester: Second
 Course Name: **GENDER ISSUES I**
 Existing Base Syllabus: None/NA
 Course Level: 100-199

Unit no.	Unit content	No. of classes	Marks
<u>Unit 1:</u>	<p>Language:</p> <ul style="list-style-type: none"> Understanding and identification of the use of Gender Insensitive Language: words, phrases, sentences, proverbs, folklore. Sexist content in School Textbooks and Media 	15	25
<u>Unit 2:</u>	<p>Work: Concepts and Issues,</p> <ul style="list-style-type: none"> Gender Division of Labour, Horizontal -Segregation, Vertical-Segregation, Women in Formal and Informal Sectors, Female Labour Force Participation, Invisibility of Women's Work (Unpaid House Work/Care Work), Gender pay-gap, Sexual Harassment at Workplace. Feminisation of Labour, Glass ceiling, Leaking pipe, Women the last colony 	15	25
<u>Unit 3:</u>	<p>Violence: Concepts and Types</p> <ul style="list-style-type: none"> Intimate Partner Violence, Domestic Violence, Sexual Assault, Marital Rape, Acid Attacks, Child Sexual Abuse, Child Marriage, Correctional Surgeries Female Genital Mutilation and Circumcision, Honour Killings, Dowry, Trafficking of women, Sexual Harassment at Workplace, Violence against Sex workers, Cyber-Crime State Sponsored Violence: Forced Sterilisation, Custodial Sexual Violence, Conflict Induced Sexual Assault and Rape 	15	25
<u>Unit 4:</u>	<p>Introduction to the Constitutional and Legal Provisions: (An overview)</p> <ul style="list-style-type: none"> Gender Sensitivity and the Constitution of India, Protection of Women from Domestic Violence Act, 2005, The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013, PCPNDT, 1994 (Including Amendments of 2003), Immoral Traffic (Prevention) Act, 1956, Criminal Law Amendment Act, 2013, Provisions relating to Women under IPC, POCSO 2012 	15	25

Reading list:

John. M. E. (ed). (2008). Women's Studies in India: A Reader. Penguin India. New Delhi.

Language:

Gender analysis of school curriculum and text books by Mirza and Munawar, UNESCO

<https://unesdoc.unesco.org/ark:/48223/pf0000216890>

Analysis of the Textbooks of Assam, Bihar, Chhattisgarh, Gujarat, Haryana, Himachal Pradesh, Odisha, Maharashtra, Manipur and Rajasthan: An Overall Report by NCERT

https://ncert.nic.in/dgs/pdf/overallreportDGS_24_8_17.pdf

Gender, critical pedagogy, and textbooks: Understanding teachers' (lack of mediation of the hidden curriculum in the EFL classroom by Mai Trang Vu and Thi Thanh Thuy Pham, Language Teaching Research, Sage Journals

<https://journals.sagepub.com/doi/epub/10.1177/13621688221136937>

Dr. Mahabaleshwar Rao, Gender, School Education(2017), Vismaya Prakashana.

Dr. N. B. Kongavada et al., Gender School and Society(2018), VidyanidhiPrakashana.

Gordon, P.R.T. *Some Assamese Proverbs*. Shillong: Assam Secretariat Press, 1896

Barua, P.C. *Assamese Proverbs*. Guwahati: Assam Publication Board, 1962.

Mieder, W. *Proverbs: A Handbook*. Westport: Greenwood Press, 2004.

Work:

Banerjee,Nirmala,*A Note on Women as workers in Banerjee, Sen and Dhawan*,(Eds.), Mapping the Field, Stree Publications, Kolkata, 2011.

Ghosh Jayati, *Never Done and Poorly Paid: Women's Work in Globalising India*, Women Unlimited, New Delhi, 2009

Unni, Jeemol, "Women's Work: Measurement, Nature and the Informal Sector", in Banerjee, Sen and Dhawan (Eds.), Mapping the Field, Stree Publications, Kolkata, 2011.

'Embedding Care and Unpaid Work in Macro Economic Modelling: A Structuralist Approach', by E Braunstein, Staveren, Tavani

Maria Mies, *Social Origins of Sexual Division of Labour in Patriarchy and Accumulation on a World Scale*, Women in an International Division of Labour, Zed Books, London and NY, 1998.

Mazumder Vina and Sharma Kumud, *Sexual Division of Labour and the Subordination of Women: A Reappraisal from India*, In Irene Tinker (Ed.) *Persistent Inequalities: Women and the World Development*, Oxford University Press, Oxford, 1990.

Swaminathan Padmini, *Outside the Realm of Protective Labour Legislation: Saga of Unpaid Labour in India*, Economic and Political Weekly, October 31, Vol. XLIV, No, 44, 2009.

Violence:

Violence against Women. New Delhi: Kali for Women.

Paradigms and Violence Against Women. London: Zed books. Omvedt, Gail 1995

Kannabiran, Kalpana and Menon, Ritu, *From Mathurato Manorama: Resisting Violence Against Women in India*, Women Unlimited, Delhi, 2007.

Agnes, Flavia, "Protecting Women Against Violence? Review of a Decade of Legislation, 1980-89", *Economic and Political Weekly*, 27 (17), 1992, pp. 19-21, 24-33.

Agnes, Flavia, *Law and Gender Inequality: The Politics of Women's Rights in India*, Oxford University Press, New Delhi, 1999.

Agnes, Flavia, *Feminist Jurisprudence: Contemporary Concerns*, Majlis 2003.

Crime Atrocities and Violence Against Women and Related Laws of Justice. New Delhi: Anmol Publications Pvt. Limited Thomas, Joseph (2001).

Gangoli, Geetanjali, *Indian Feminisms: Law, Patriarchies and Violence in India*, Ashgate, Aldershot-Hampshire, 2007.

Duncan McDuie-Ra, *Violence Against Women in the Militarized Indian Frontier: Beyond "Indian Culture" in the Experiences of Ethnic Minority Women*, *Violence Against Women* 18(3) 322– 345

Moser, Caroline O.N., Clark, Fiona C., (eds.), *Victims, Perpetrators or Actors?: Gender, Armed Conflict and Political Violence*, Zubaan, New Delhi, 2001.

Oldenburg, Veena Talwar, *Dowry Murder: The Imperial Origins of a Cultural Crime*, Oxford University Press, New York, 2003.

Law:

The Constitution of India and frameworks of gender justice: Fundamental Rights (Articles 14, 15, 16, 21, 23); Directive Principles of State Policy (Articles 42, 46, 47), Universal Adult Franchise (Article 325 and 326); The Panchayats and Municipalities [Articles 243(D) and 243 (T)] B.

The Provisions of the Indian Penal Code: Rape, Molestation and Sexual Exploitation; Trafficking and Kidnapping; Dowry; Offences related to Marriage

Graduate Attributes

Course Objectives: To identify and explain to the students with the emerging gender issues

To instill gender sensitivity amongst students

To provide an introduction to the Constitution of India and the existing legal provisions to curb VAW

Learning outcomes: Students will be able to develop a world view with the gender lens

Students will be aware of their lived realities and will be motivated to work for change to achieve Gender Equality

Theory Credit: 3

Practical Credit: 1

No. of Required Classes: 60

No. of Contact Classes: 45

No. of Non-Contact Classes: 15

Particulars of Course Designer:

Prof. Alpana Borgohain

Gauhati University

Contact No: 9365353522 Email: alpanaborgohain@gauhati.ac.in

Dr. Ira Das

Pragjyotish College

Contact No: 9435347132 Email: iramirza15@gmail.com

Four-year Undergraduate Programme
Subject: Gender and Women's Studies
Semester: Third

Course Name: **GENDER ISSUES II**
 Existing Base Syllabus: None/NA
 Course Level: 200-299

Unit no.	Unit content	No. of classes	Marks
<u>Unit 1:</u>	<p>Health:</p> <ul style="list-style-type: none"> • Socio-cultural determinants of Physical and Mental Health • Basic Concepts: Maternal and Child Health, Sexual and Reproductive health, • Issues of declining Child Sex Ratio, • Occupational and Mental health, • Health, Hygiene and Sanitation, • Gender and Life-style diseases 	15	25
<u>Unit 2:</u>	<p>Education:</p> <ul style="list-style-type: none"> • Gender Inequality and Gender Equity in Education, • Content Analysis of Textbooks, Curricular choices and Infrastructure, Attitudes and Prejudices of Teachers, • Factors leading to dropouts 	15	25
<u>Unit 3:</u>	<p>Politics: Concepts of Politics and Power</p> <ul style="list-style-type: none"> • Issues of Participation and Representation and Voice in formal politics, governance and policy- making • Gender, Social Movement Politics and Women's Agency • Issues of Sexism and Violence in politics • Political Glass- Ceiling and Reservation Policy 	15	25
<u>Unit 4:</u>	<p>Media: Concept and types</p> <ul style="list-style-type: none"> • Media as an agent of socialisation, Economic Empowerment and change, Alternative Media and Empowerment, • Stereotypes in media, • Portrayal of gender identities in media, Women as consumers and producers of Media 	15	25

Reading list:

John. M. E. (ed). (2008). Women's Studies in India: A Reader. Penguin India. New Delhi.

Health:

Bajpai, Smita, *Hear Healing Heritage: Local Belief and Practices Concerning the Health of Women and Children*. Ahmedabad: Centre for Education, Training and Nutrition Awareness. 1996.

Krishna Soman, 2011, 'Women's Health and Rights to Health in Independent India: An Overview' in Nirmala Banerjee, Samita Sen and Nandita Dhawan (eds.) *Mapping the Field: Gender Relations in Contemporary India*, Kolkata: Stree.

Imrana Qadeer, 'Health Planning in India: Some Lessons from the Past', *Social Scientist*, Vol. 36, No. 5/6 (May-Jun., 2008), Pp. 51-75

Imrana Qadeer and Dunu Roy, 'Work, Wealth and Health: Sociology of Workers' Health in India', *Social Scientist*, Vol. 17, No. 5/6 (May-Jun., 1989), Pp. 45-92

Saheli Women's Resource Centre, *Reproductive Rights in the Indian Context: An Introduction*

Qadeer, Imrana, "Reproductive Health: A Public Health Perspective", *Economic and Political Weekly*, Vol. XXXIII No. 41, 1998.

NSSO Reports

National Family Health Survey Reports

Education:

Nussbaum, Martha 2012. 'Women's Education: A Global Challenge', in Jacqueline Goodman (Ed.) *Global Perspectives on Gender and Work: Readings and Interpretations*, Delhi: Rawat Publishers. pp. 508-517.

R. Kamat., 'Women's Education and Social Change in India' *Social Scientist*, Vol. 5, No. 1 (Aug., 1976), pp. 3-27.

Manabi Mazumdar. 2012. 'From Access To Attainment: Girls' Schooling In Contemporary India' in Nirmala Banerjee (Eds.) *Mapping The Field: Gender Relations In Contemporary India*, Vol I, Kolkata: Stree.

Subramanian, Jayasree. 2007. 'Perceiving and Producing Merit: Gender and Doing Science in India', *Indian Journal of Gender Studies* 14. pp. 259-284

Paromita Chakravati, 2012, "The Ideology of Literature: A Gendered Study of Bengali Language School Text-Books in West Bengal", in Kavita Punjabi And Paromita Chakravarti (Ed.) *Women Contesting Culture: Changing Frames Of Gender Politics In India*, Kolkata: Stree

Nandini Manjrekar, *Gender And Education In India A Reader*, Aakar Books

Politics:

Kaushik Susheela, *Indian Association Of Women's Studies, Women's participation in politics*, 1993

Kishwar Madhu, *Women and Politics Beyond Quotas*, EPW, 1996

Rai Praveen, *Issues in General Elections 2009*, EPW, 2009

Rai Praveen, *Electoral Participation of Women in India: Key Determinants and Barriers*, EPW, 2011

Menon Nivedita, (Ed.), 2006, *Themes in Politics: Gender and Politics in India*, New Delhi: Oxford University Press.

Praveen Rai, *Women's Participation in Electoral Politics in India: Silent Feminisation*, South Asia Research, 2017

Ray Raka, *Fields of Protest: Women's Movement in India: 08 (Social Movements, Protest and Contestations)* 1999

Medhi Kunja and Dutta Anuradha, "Constraints of Women in Political Participation: A Case Study of Assam

”, in Renu Devi, (Ed.), *Women of Assam*, Omsons Publications, New Delhi, 1994.

Mahanta Aparna, “Women’s Movement in Assam and North-East India: An Assessment”, in Mahendra Narain Karna, *Social Movements in North-East India*, Indus Publishing Company, New Delhi, 1998.

Media:

Women And Media in the Context of Globalisation: Research And Advocacy Project Report prepared by Women’s Studies Research Centre, Gauhati University, Assam, India and Nodal Centre Institute of Development Studies, Kolkata, April 2006

<https://businessfightspoverty.org/how-gender-responsive-media-can-help-womens-economic-empowerment-and-business/>

Alternative media

<https://egyankosh.ac.in/bitstream/123456789/57216/3/Unit-17.pdf>

<https://www.legalserviceindia.com/legal/article-6896-social-media-and-women-empowerment-a-brand-new-facet.html>

<https://www.sciencedirect.com/science/article/pii/B0080430767043114>

Graduate Attributes

Course Objectives: To explain the basic concepts and emerging gender issues

To inform the students on the available data and trends on the issues

To communicate and facilitate students to the socio-cultural determinants of the issues

Learning outcomes: Students will be able to develop a world view with the gender lens

Students will be aware of their lived realities and will be motivated to work for change to achieve Gender Equality

Theory Credit: 3

Practical Credit: 1

No. of Required Classes: 60

No. of Contact Classes: 45

No. of Non-Contact Classes: 15

Particulars of Course Designer

Name: Prof. Alpana Borgohain

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LCB College

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Pragjyotish College

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Email: Iqbal.sabrina@gmail.com

Four-year Undergraduate Programme
 Subject: Gender and Women's Studies
 Semester: **Fourth Semester**
 Course Name: **INTRODUCTION TO GENDER AND WOMEN'S STUDIES**
 Existing Base Syllabus: None/NA
 Course Level: 200-299

Unit no.	Unit content	No. of classes	Marks
<u>Unit 1:</u>	<p>The Global Feminist Movement: Past and Present</p> <ul style="list-style-type: none"> • Enlightenment and Liberalization: Early feminist thought and struggle – Mary Wollstonecraft, JS Mill; Suffrage Movement in the West – Seneca Falls Convention • Feminist movement after the Second World War: Struggles of Women Workers; Consciousness raising groups • Intersectionality: Black Women's Movement; Struggles women of color, LGBTIQ community, Indigenous Women, Minorities • Women's Movement in the 21st Century: Internet Activism, #MeToo Movement, Gender Based Violence, Queer Feminism. 	15	25
<u>Unit 2:</u>	<p>The Indian Feminist Movement: Past and Present</p> <ul style="list-style-type: none"> • 'Women's Question' in Pre-Colonial India: The Reform Movement and 'New Women'; Women in the Nationalist Movement • Women's Struggle in Independent India: The Towards Equality Report; the anti- price rise movement: SEWA; Towards Equality Report • The Contemporary Feminist Movement: Campaign Against Dowry, Rape, Sati; Chippko Movement; Community Identities; Dalit Feminism • Women's Movement in North-East India: Feminist Nationalism in Assam, AFSPA, <i>Meira Paibi</i>, etc. 	15	25
<u>Unit 3:</u>	<p><u>Introduction to Gender and Women's Studies</u></p> <ul style="list-style-type: none"> • Meaning and definitions of Gender and Women's Studies. • Nature and objectives of Gender and Women's Studies Origin and History of Gender and Women's Studies • Gender and Women's Studies as an Academic Discipline 	15	25
<u>Unit 4:</u>	<p><u>Women's Studies In India</u></p> <ul style="list-style-type: none"> • Case Study of Research Centre for Women's Studies, SNTD 	15	25

	University <ul style="list-style-type: none"> • Case Study of Centre for Women’s Development Studies, New Delhi 		
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Reading list:

- Anne Cranny-Francis, Wendy Waring, Pam Stavropolous, Joan Kirby (2003). Gender Studies: Terms and Debates. Palgrave Macmillan
- Forbes, Geraldine. (1998). Women in Modern India. Cambridge University Press
- Kumar, Radha. (1993). History of Doing. New Delhi : Zubaan
- Towards Equality Report
- Begum A.A. (2012). Rethinking justice for sexual crimes—Realities in North-eastern states of India. In Katjasungkana N., &Eiwringa S.E. (Eds), The future of Asian feminism: Confronting Fundamentalism, Conflicts and Neo-Liberalism (pp. 266–283). Newcastle upon Tyne, UK: Cambridge Scholar Publishing. (ISBN 1443834505)
- Mary E. John (2008), Women’s Studies In India, A Reader, Penguin Books
- Bonnie G. Smith (2015), Women’s Studies The Basics, Routledge Special Indian Edition, London and New York
- Devaki Jain & Pam Rajput (2003), Narratives from the Women’s Studies Family Recreating Knowledge, Sage, New Delhi

Extended Reading List:

<https://feminisminindia.com/2017/07/26/evolution-womens-studies-india/>

Graduate Attributes

Course Objectives:The objective of the course is to familiarize students the emergence of the ‘Women’s Question’ in the national and international perspective. The course provides students with an overview on the multitude of journeys undertaken by the Women’s Movement across the globe and to the Indian experience of the Women’s movement and its emergence as an academic discipline. In the context of India, the trajectory is traced from the pre-colonial emergence of the gender and women’s question in the nationalist discourse to post-independence struggles and contemporary movements. In the international context, this course provides an introduction to the history of feminism and the waves of feminist struggles.

Learning outcomes:

- To understand the trajectory and the history of the women’s movement in the India and the West.
- To comprehend the cross cultural differences and similarities of women’s uprisings at different points of history, time and region.
- To understand the meaning and the history of gender and women’s studies
- To familiarise about the emergence of Women Study Research Centers in India

Theory Credit: 3

Practical Credit: 1

No. of Required Classes: 60

No. of Contact Classes: 45

No. of Non-Contact Classes: 15

Particulars of Course Designer:

Prof. Polly Vauquiline

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9435144275

Four-year Undergraduate Programme
 Subject: Gender and Women's Studies
 Semester: **Fourth Semester (Elective 01)**
 Course Name: **GENDER AND EDUCATION**
 Existing Base Syllabus: None/NA
 Course Level: 200-299

Unit no.	Unit content	No. of classes	Marks
<u>Unit 1:</u>	Gender and Education Role of education in gendering of individuals - Gender bias (in enrolment, textbooks, curriculum, classroom interaction, pedagogy) – issues of access, retention and dropouts, wastage and stagnation of girls- digital education and gender concerns- recent issues in education with regard to gender in North-East India.	15	25
<u>Unit 2:</u>	Education for empowerment of women Approaches to Women's Education - Education for achieving quality of life, equality of opportunities, and equity- Right to Education - Educational intervention for liberation of girls from learned helplessness and dependence- Historical perspective of Women's Education in India and Assam.	15	25
<u>Unit 3:</u>	Programmes and Policies for Women's Education Education and International Developments: International Development Aid and Goals Recent trends in Women's Education-Committees, Commissions and Policies in India for advancement of education with special reference to girls' education.	15	25
<u>Unit 4:</u>	Education as an agent for Social Change Role of education in changing attitudes- Types of Education: formal, informal and non-formal- Adult and continuing education, Distance education for women, Functional literacy and vocational education of women- Role of media Mass in education –Role of Civil Society in education- Feminist pedagogy, Teacher Training and Gender Equality	15	25

Reading list:

- Manjrekar, N (2020) *Gender and Education in India: A Reader*. New Delhi: Aakar Publishers.
 Skelton, C., Francis, B., and Smulyan, L. (2006) *The Sage Handbook of Gender and Education*, London: Sage Publication.
 Kumar, K (2009) *What is Worth Teaching?* New Delhi: Orient Blackswan, New Delhi.
 Chanana, K (2001) *Interrogating Women's Education: Bounded Visions*, Expanding Horizons, 2001.
 Ramachandran. V (2004) *Gender and Social Equity in Primary Education: Hierarchies of Access*, New Delhi: Sage Publication.
 Ramachandran, P & Ramkumar, V. (2005) *Education in India*, New Delhi: National Book Trust.
 Ferfolja, T and Ullman, Jacqueline (2022) *Gender n Sexuality Diversity in a Culture of Limitation: Student and Teacher Experiences in Schools*, New York: Routledge.
 Paik, S (2014) *Dalit Women's Education in India*. New York: Routledge.
 Awasthi, D. (2016) *Girl Education in India: Still Miles to Cover*. Vols. 1, 2 and 3. New Delhi: Gyan Books.

Graduate Attributes

Course Objective: To understand on the role of education as an instrument for women's empowerment.

Learning outcomes:

- It helps the student to develop awareness about the various issues in Women's Education.
- It helps the students to identify the ways and means by which education can act as a tool for social change.
- It helps the students to understand the government and non-government policies and programmes related to Women's Education.

- a. Theory Credit: 3
- b. Practical Credit: 1
- c. No. of Required Classes: 60
- d. No. of Contact Classes: 45
- e. No. of Non-Contact Classes: 15

Particulars of Course Designers

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Email: poonamkborah@gauhati.ac.in, sunitadc@yahoo.com.

Four-year Undergraduate Programme
 Subject: Gender and Women's Studies
 Semester: **Fourth Semester (Elective 01)**
 Course Name: **Women, Science and Technology**
 Existing Base Syllabus: None/NA
 Course Level: 200-299

Unit no.	Unit content	No. of classes	Marks
<u>Unit 1:</u>	Introduction: Connotations of Science, Science and Scientific Temper, Science as a branch of study, Technology, Assumptions about Science and Science Careers, Women, Science and Sexism	15	25
<u>Unit 2:</u>	Women in STEM Education (International and National): Presentation of data; Gender Gap; Drop-out rates; Reasons/Constraints; Glass-ceiling, Government led measures, Strategies for improvement	15	25
<u>Unit 3:</u>	Women, Science and Leadership Issues: Presentation of data, challenges, double bind, sticky floor, leaky pipes	15	25
<u>Unit 4:</u>	Role Models: Life stories of Women Scientists in the Global and National levels 10 women scientists of the world: Ada Lovelace, Marie Curie, Chien-Shiung Wu, Katherine Johnson, Dorothy Hodgkin, Rosalind Franklin, Vera Rubin, Gladys West, Flossie Wong Staal, Jennifer Doudna, 10 women scientists of India: Anandibai Gopalrao Joshi, Bibha Chowdhuri, Janaki Ammal, Kamala Sohoni, Asima Chatterjee, Rajeshwari Chatterjee, Kalpana Chawla, Dr. Indira Hinduja, Dr. Aditi Pant, Dr. Jayanti Chutia Women's Movement and its impact on Women role models in science	15	25

Reading list:

AISHE Reports

Godbole, Rohini and Ramaswamy, Ram (ed.), *Lilavati's Daughters-The Women Scientists of India*, 2008

Ramaswamy, Ram and Godbole, Rohini (ed.), *The Girl's Guide to a life in Science*, Zubaan, 2015

Gurumurthy, *Gender and ICTs*, Bridge Cutting Edge Park: Institute of Development Studies, 2004

Keller, Fox, Everlyn, *Reflections on Gender and Science*, Yale University Press, 1985

Harding, Sandra G. (ed.), *Feminist Standpoint Theory Reader*, New York: Routledge, 2004
Journal of Women's Studies, Special Issue on Women and Health, Vol. 1(2), University of Allahabad, September, 2007.

Longino, Helen E. "Science, Objectivity, and Feminist Values." *Feminist Studies* 14: 561-74, 1988.

Papa, Regina and Shanmuga Sundram, Yashodha (eds.), *Women and Emerging Technology*, British Council Division, Chennai: British Deputy High Commission, 1996

Potter, Elizabeth, *Feminism and Philosophy of Science: An Introduction*, New York: Routledge, 2006

Sagar,Rajiv,*WomenandProfessional DevelopmentinIndia*,NewDelhi:
CyberTechPublication,2010
Schiebinger,Londa,*HasFeminismChangedScience?*
Cambridge,MA:HarvardUniversityPress, 1999
SinghaRoy,DebalK.*Women,NewTechnologyandDevelopment*,CambridgeUniversityPress,
1995

Graduate Attributes

Course Objectives:To explain the basic concepts and relate it to sexism in science

To inform the students on the available data and trends on the gender gap in STEM

To communicate and facilitate students to understand the socio-cultural determinants of the issues

Learning outcomes:Students will be able to develop a world view in STEM with the gender lens

Students will be aware of the constraints that women undergo while pursuingSTEM careers and will be motivated to work for change to achieve Gender Equality

Theory Credit: 3

Practical Credit: 1

No. of Required Classes: 60

No. of Contact Classes: 45

No. of Non-Contact Classes: 15

Particulars of Course Designer

Name: Prof. Alpana Borgohain

Gauhati University

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Semester: **Fourth Semester (Elective 02)**
 Course Name: Gender, Society and Culture
 Existing Base Syllabus: None/NA
 Course Level: 200-299

Unit no.	Unit content	No. of classes	Marks
<u>Unit 1:</u>	<p>Understanding Gender in Societies:</p> <ul style="list-style-type: none"> • Concepts of Society, Culture, Sex and Gender • Social construction of Gender and Cultural construction of Gender • Understanding Femininities and Masculinities • Gendered Socialisation and Social Conditioning: Internalizing gender differences and the normalization of discrimination • Concepts: Gender division of labour, Gender Roles, Gender Discrimination, Gender Stereotypes, Gender-based Violence 	15	25
<u>Unit 2:</u>	<p>Gendered Understanding of Family:</p> <ul style="list-style-type: none"> • Family: patriarchal, patrilineal, patrilocal; matriarchal, matrilineal, matrilocal; inheritance and authority • Is the family patriarchal? (Family as a site of power and politics); Gender discrimination in the family; Cultural subordination of women; infidelity; impotency • Changing notions of the family: Single mother headed family, live-in relationships, Same-sex couple family • Oppression in the name of culture: Why women eat last and least? Dress and Women; Honour and Women; Self- Silencing of women, Invisibilities of domestic work, Role of Family as perpetrator of gender-based violence (Foeticide, Infanticide, Dowry, Bride-burning, Incestual rape etc.) 	15	25
<u>Unit 3:</u>	<p>Gendering other Important Social Institutions</p> <ul style="list-style-type: none"> • Religion: Gender blindness in creation, Religion, and gender oppression: Gendered Notions of Purity and Pollution; Temple and Mosque entry; Absence of Women as priests; Hierarchy of Gods and Goddesses; Personal laws and women • Caste: Endogamy and Exogamy: Honour Killings and Khap panchayats; Inter-caste marriages • Tribe: Gender relations in Tribal societies; Customary laws and gender (Matrilineal communities of Northeast India and Kerela) • Marriage: Monogamy, Polygamy, Polyandry, Divorce and Custody of children, <i>Parayadhan</i> ; <i>Kanyadan</i>; <i>Karva Chauth</i> , Debate on diverse marriage practices and need for Uniform Civil Code 	15	25
<u>Unit 4:</u>	<ul style="list-style-type: none"> • Gendering the Female Body: • Female body as a site of gender-based oppression • Abortion: body and decision making 	15	25

	<ul style="list-style-type: none"> • Missing girls: Preference for sons over daughters • Life-cycle rituals: norms and regulations; purity and pollution (birth, menarche, death, widowhood) • Movie Screening and Review (Any 2): Lajja; Astitva ; NH 37 (honour killing); Piku (Sexual choices); Bhawander(Caste politics); Keep Sweet, Pray and Obey (Religion and Gender); Nanu AvanallaAvalu(I am not he She): Kannada movie depicting trans experience 		
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Reading list:

Bhasin, K. (2000). Understanding Gender. India: Kali for women.

Oakley, A. (2016) *Sex Gender and Society* (8th edition), Ashgate Publishing (1972)

Andersen, M. L. (2019). Thinking about Women: Sociological Perspectives on Sex and Gender. United States: Pearson.

Waldrop, A., Nielson K.B. (eds.) (2014). Women, Gender and Everyday Social Transformation in India. United Kingdom: Anthem Press.

Lindsey, L. L. (2015). Gender Roles: A Sociological Perspective. United Kingdom: Pearson.

Mayreder, R. (2009). Gender and Culture. United States: Ariadne Press.

Chowdhry, P. (2009). Contentious Marriages, Eloping Couples: Gender, Caste, and Patriarchy in Northern India. India: Oxford University Press.

Irudayam A., Jayshree S.J., Mangubhai P., Lee J.G. (2012). Dalit Women Speak Out.: Caste, Class and Gender Violence in India.(n.p.): Zubaan

Pereira, M. (2017). Gender Implications of Tribal Customary Law: The Case of North-East. India. India: Rawat Publications

Dwyer, Rachel (2006). Filming the Gods: Religion and Indian Cinema. Oxon: Routledge. Print.

Jain, Jasbir (2004). 'Ek Tha Raja, Ek Thi Rani: Patriarchy, Religion and Gender in Religious Kathas.' India International Centre Quarterly, Vol. 31, No. 1, pp. 94-103. <http://www.jstor.org/stable/23005915> (accessed March 13, 2013 23:38).

Hussain, I. (2018). Purdah and Polygamy: Life in the Indian Muslim Household. India: Sahitya Akademi.

Taylor, S. R. (2021). The Body Is Not an Apology, Second Edition: The Power of Radical Self-Love. United States: Berrett-Koehler Publishers.

Caldwell, C., Leighton, L.B. (eds.) (2018). Oppression and the Body: Roots, Resistance, and Resolutions. United States: North Atlantic Books.

Leslie J., McGee, M. (eds.). (2000). Invented Identities: The Interplay of Gender, Religion and Politics in India. India: Oxford University Press.

Graduate Attributes

Course Objectives: To explain the basic concepts, structures, institutions and processes in societies that socialises and constructs gender identities that are unequal.

Learning outcomes: Students will be able to develop an awareness about the ways in which structures, institutions and social processes function to construct our identities and bodies.

Students will be motivated to work for change to achieve Gender Equality

Theory Credit: 3

Practical Credit: 1

No. of Required Classes: 60

No. of Contact Classes: 45

No. of Non-Contact Classes: 15

Particulars of Course Designer

Name: Dr. Sabrina Iqbal Sircar; Dr Sunita Agarwalla; Prof. Alpana Borgohain

Institution: Pragjyotish College; Dispur College; Gauhati University

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Semester: **Fourth Semester (Elective 02)**
 Course Name: **PUBLIC POLICY AND GENDER**
 Existing Base Syllabus: None/NA
 Course Level: 100-199

Unit no.	Unit content	No. of classes	Marks
<u>Unit 1:</u>	Introducing Public Policy Nature-Origin and Development-Approaches to Public Policy- Public Policy Making as a Process: Problem Identification, Agenda, Formulation, Adoption, Implementation and Evaluation.	15	25
<u>Unit 2:</u>	Gendered Exclusions Work-Health-Education-Politics- Gender and welfare- Issues of Intersectionality: Caste, Disability and Sexuality.	15	25
<u>Unit 3:</u>	Gender in Public Policy The concept of “women’s interests”- Gender Mainstreaming- WPR Approach- Gender Based Analysis (“Plus”) - Liberty and equity as goals of public policy	15	25
<u>Unit 4:</u>	Gender and Public Policy in India SDG Goal 5-Government policies for gender equality- Government Initiatives for gender equality – Major schemes for gender equality-Initiatives for transgender persons	15	25

Reading list:

- Lindblom, Charles E and Edward J. Woodhouse. 1993. *The Policy-Making Process*. 3rd ed. Englewood Cliffs, N.J.: Prentice-Hall.
- Birkland, Thomas A. *An Introduction to the Policy Process: Theories, Concepts, and Models of Public Policy Making*. Armonk, NY: M.E. Sharpe, 2001.
- Hawkesworth, Mary. 1994. "Policy Studies Within a Feminist Frame." *Policy Sciences* 27:97-118.
- Gelb, Joyce and Marian Palley. 1996. *Women and Public Policies: Reassessing Gender Politics*. University Press of Virginia.
- Lovenduski, Joni and Norris, Pippa, eds. 1993. *Gender and Party Politics*. London: Sage.
- Marshall, Catherine. 2005. "Dismantling and Reconstructing Policy Analysis." *Feminist Critical Policy Analysis I: A Perspective from Primary and Secondary Schooling*. Catherine Marshall, ed. London: The Falmer Press. pp. 1-40.
- Bacchi, Carol. 2012. "Introducing the 'What's the Problem Represented to Be?' Approach." *Engaging with Carol Bacchi: Strategic Interventions and Exchanges*. Angelique Bletsas and Chris Beasley, eds. Adelaide, AU: University of Adelaide Press. pp. 21-24.
- Fraser, Nancy and Linda Gordon. 1994. 'A Genealogy of Dependence: Tracing a Keyword of the U.S. welfare State', *Signs*. pp. 309-36

Graduate Attributes

Course Objective:

To improve students' capacity for critical policy analysis through an understanding of gender, race, class, and other markers of identity in the policymaking process (both historically and contemporaneously)

Learning outcome:

Better understand inequities based on gender and sex, their sources, and attempts to reduce them through political and legal means.

Think critically about the extent to which men and women have different political interests, have been affected differently by past and present public policies, would benefit from different types of policy in the future.

Theory Credit: 3

f. Practical Credit: 1

g. No. of Required Classes: 60

h. No. of Contact Classes: 45

i. No. of Non-Contact Classes: 15

- j. Particulars of Course Designer (Name, Institution, email id)
Name: Dr. Poonam Kakoti Borah, Gauhati University
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Semester: **Fourth Semester (Elective 03)**

Course Name: Gender, Rights and Law

Existing Base Syllabus: None/NA

Course Level: 200-299

Unit no.	Unit content	No. of classes	Marks
<u>Unit 1:</u>	Concepts: Rights, Law, Gender Discrimination, Equality: Formal and Substantive, Gender Equality, Feminist Perspectives of Justice	15	25
<u>Unit 2:</u>	Constitution of India and Women's Rights: Constituent Assembly and it's Women Members; Preamble to the Constitution of India The Constitution of India and framework of gender justice: Fundamental Rights (Articles 14, 15, 16, 21, 23); Directive Principles of State Policy [Articles 39(a), 39(d), 39(e), 42, 46, 47], Fundamental Duties 51-A (e), Universal Adult Franchise (Article 325 and 326); The Panchayats and Municipalities [Articles 243D (3), 243 D (4), 243 T (3) and 243 T (4)]	15	25
<u>Unit 3:</u>	Legislations pertaining to Women's Rights in India: The Immoral Traffic (Prevention) Act, 1956 The Maternity Benefit Act 1961 (Amended in 2017) The Dowry Prohibition Act 1961 The Pre-conception and Pre-natal Diagnostics Techniques (Prohibition of Sex Selection) Act, 1994 (Including Amendments of 2003) The Protection of Women from Domestic Violence Act, 2005 The Prohibition of Child Marriage Act, 2006 The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013 The Medical Termination of Pregnancy Act, 1971 (including Amendments of 2022) The Protection of Children from Sexual Offences Act, 2012 Criminal Law Amendment Act, 2013 Provisions of the Indian Penal Code, 1860: Rape, Molestation; Trafficking; Kidnapping and Abduction; Dowry; Dowry Death, Acid Attack, Voyeurism, Stalking, Sexual Harassment, Offences related to Marriage	15	25
<u>Unit 4:</u>	Rights of Persons with Disabilities and Legal Perspective on Rights of Non-Binaries: The Rights of Persons with Disabilities Act 2016 Section 377 and Landmark Judgments in India [Naz Foundation vs Government of NCT Delhi 2009; NALSA Judgement 2014 (National Legal Services Authority vs Union of India); Justice (Retd) K S Puttaswamy vs Union of India 2017; Navtej Singh Johar vs Union of India 2018; Arun Kumar vs Inspector General of Registration, Tamil Nadu 2019 Transgender Persons (Protection of Rights) Act, 2019 Screening of ten-part television series 'Samvidhaan' based on the making of the Indian Constitution directed by Shyam Benegal; Women Architects of Indian Republic' by Centre for Women's Development Studies	15	25

Reading list:

- Talukdar, Papiya Sengupta (2008) 'Rights' in Rajeev Bhargava and Ashok Acharya (Eds.) Political Theory: An Introduction, New Delhi: Pearson Longman, pp. 89-104.
- Menon, Krishna (2008) 'Justice' in Rajeev Bhargava and Ashok Acharya (Eds.) Political Theory: An Introduction, New Delhi: Pearson Longman, pp. 74-86.

- Heywood, Andrew (1994) 'Equality, Social Justice and Welfare' in Political Theory: An Introduction, New York: Palgrave Macmillan, pp. 284-315
- Heywood, Andrew (1994) 'Law, Order and Justice' in Political Theory: An Introduction, New York: Palgrave Macmillan, pp. 152-183.
- Childs, Mary (2001), 'Law and Feminism' in Elizabeth L. MacNabbetal. (Eds.) Transforming the Disciplines: A Women's Studies Primer, Binghamton: The Haworth Press, pp. 217-224.
- Smart, Carol (1989), 'The Quest for a Feminist Jurisprudence' in Feminism and the Power of Law, London: Routledge, pp. 66-89.
- Kapur, Ratna and BrindaCossman, (1996) 'Feminist Legal Revisions: Women, Law and Social Change' in Subversive Sites: Feminist Engagements With Law in India, Sage Publications, pp. 19-86.
- Gandhi, Nandita and Nandita Shah, (1992) 'Legal Campaigns' in The Issues at Stake: Theory and Practice in the Contemporary Women's Movement in India, New Delhi: Kali for Women, pp. 213-272.
- Kapur, Ratna and BrindaCossman, (1996) 'Constitutional Challenges and Contesting Discourses: Equality and Family' in Subversive Sites: Feminist Engagements With Law in India, Sage Publications, pp. 173- 231
- Sathe, S.P. (1993) 'Sexism: Constitutional and Judicial Process' in Towards Gender Justice, RCWS, SNDT Univ- Gender Series, pp. 31-55.
- Singh, Kirti (2004) 'Violence Against Women and the Indian Law' in SavitriGoonesekere (Ed.) Violence, Law and Women's Rights in South Asia, New Delhi: Sage Publications, pp. 77-147.
- Coomeraswamy, Radhika (2005) 'Identity Within: Cultural Relativism, Minority Rights and the Empowerment of Women' in Indira Jaising (ed), Men's Laws Women's Lives: A Constitutional Perspective on Religion, Common Law and Culture in South Asia, New Delhi: Kali for Women, pp. 23-55
- Anjani Kant, LAW RELATING TO WOMEN & CHILDREN, 3rd Edition, Central Law Publication, 2012
- K. D. Gaur , TEXT BOOK ON INDIAN PENAL CODE , Universal Law Publishing Co Ltd, 4th Edition (Reprint), New Delhi, 2014.
- Mamta Rao, LAW RELATING TO WOMEN AND CHILDREN, 3rd ed., Eastern Book Company, Lucknow, 2012.
- M. P. Jain, INDIAN CONSTITUTIONAL LAW , 7th ed (Reprint), Lexis Nexis, Gurgaon, 2014.
- S. C. Tripathi and Vibha Arora, LAW RELATING TO WOMEN AND CHILDREN, 6th ed., 2015.
- S. Anand, JUSTICE FOR WOMEN: CONCERN AND EXPRESSIONS, 3rd ed, Universal law Publication, New Delhi, 2002
- V. N. Shukla CONSTITUTIONAL LAW OF INDIA, 12th ed , Eastern Book Company, Lucknow, 2013

Course Objectives: To explain the basic concepts and to generate awareness about the rights of Women under the Constitution of India.

to generate awareness about the major legislations dealing with rights of Women, PWDs and Non-Binaries in the family and in the society with feminist perspectives.

Learning Outcomes:

Students will be aware of the rights of Women under the Constitution of India.

The students will be able to analyse the major legislations dealing with rights of Women, PWDs and Non-Binaries in the family and in the society with feminist perspectives.

Theory Credit: 3

k. Practical Credit: 1

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)

Name: Prof. Alpana Borgohain, Gauhati University

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Semester: **Fourth Semester (Elective 03)**
 Course Name: **Women and Entrepreneurship**
 Existing Base Syllabus: None/NA
 Course Level: 200-299

Unit no.	Unit content	No. of classes	Marks
<u>Unit 1:</u>	Introduction: Meaning, elements, determinants and importance of entrepreneurship and creative behaviour; analyse the role of women in entrepreneurship and the challenges they face; Women entrepreneurs' impact on society and the economy; opportunities for women in entrepreneurship.	15	25
<u>Unit 2:</u>	Mobilisation of Resources: Mobilising resources for start-ups; Contract management- vendors, suppliers, bankers, customers; access to financing for women entrepreneurs.	15	25
<u>Unit 3:</u>	Technology and Women Entrepreneurship: Overview of technology; opportunities and challenges of using technology in entrepreneurship; examples of successful women entrepreneurs who leveraged technology	15	25
<u>Unit 4:</u>	Alternative Models of Entrepreneurship: Social Entrepreneurship: Concept, Characteristics and Role Models; Feminist Entrepreneurship: Concept, Characteristics and Role Models	15	25

Reading list:

- Bijoy Rana Deb, Fundamentals of Entrepreneurship, Kalyani Publishers
- Robert Hisrich, Michael Peters, Dean Shepherd, Entrepreneurship, McGraw-Hill Education
- Vasant Desai. Dynamics of Entrepreneurial Development and Management. Mumbai, Himalaya Publishing House.
- David H. Holt, Entrepreneurship: New Venture Creation. Prentice-Hall of India, New Delhi..
- Nagendra P. Singh, Emerging Trends in Entrepreneurship Development. New Delhi: ASEED.
- SS Khanka, Entrepreneurial Development, S. Chand & Co, Delhi.
- K Ramachandran, Entrepreneurship Development, McGraw-Hill Education
- Dr. Neetu Kumari And Jhanvi Khanna ; Women Entrepreneurship : Issues And Perspectives; Blue Rose Publishers
- Mridula Velagapudi ; Women Entrepreneurship : Role of Women Entrepreneurship Towards more Inclusive Economic Growth
- Ajanta Borgohain Rajkonwar; Small and Medium Enterprises in Assam, DVS Publishers
- Jeemol Unni, Vanita Yadav, Ravikiran Naik, Swati Dutta ; Women Entrepreneurship in Indian Mid Class; Orient BlackSwan Pvt. LTD.

Graduate Attributes

Course Objectives: The purpose of this course is to orient the learner towards:

- the role of women in entrepreneurship, including the challenges and opportunities they face.
- mobilisation of resources and to explore the ways in which women entrepreneurs can leverage technology to grow their business.

- analyze successful female entrepreneurs and their stories.
- alternative models of Entrepreneurship

Learning outcomes:

- Students will be able to develop a conceptual understanding and awareness about entrepreneurship.
- Students will learn the procedure for setting up entrepreneurship.
 - Theory Credit: 3
 - Practical Credit: 1
 - No. of Required Classes: 60
 - No. of Contact Classes: 45
 - No. of Non-Contact Classes: 15
 - Particulars of Course Designer
 - Name: Dr.KaberiBezbarua; Prof. Alpana Borgohain
 - Institution: GauhatiCommerce College; Gauhati University
 - Contact No: 9864032233; 9365353522
 - Email:
 - Bezbaruakaberi19@gmail.com alpanaborgohain@gauhati.ac.in

Semester: **Fifth Semester**
 Subject: Gender and Women's Studies
 Course Name: **Feminist Theory I**
 Existing Base Syllabus: None/NA
 Course Level: 300-399

Unit no.	Unit content	No. of classes	Marks
<u>Unit 1:</u>	Meaning and Definitions of Feminism. Growth of Feminism in USA, Europe, Third world countries and India.	15	25
<u>Unit 2:</u>	Liberal Feminism of the First Wave Origin, Concepts and Thoughts - Individual Rights, Equality- Rationality- Women's Civil and Political Rights, Enfranchisement - Legal reforms - Criticisms of Liberal Feminism.	15	25
<u>Unit 3:</u>	Marxist Feminism of the First Wave Origin, Concepts and thoughts- Historical Materialism - Class and class struggle – Capitalism – Alienation - Engels on origin of Patriarchy and private property- the Socialization of Domestic Labor- Wages for Household Work –Invisibility of Women's work – Comparable worth – Challenges before Marxist Feminism	15	25
<u>Unit 4:</u>	Second Wave and Radical Feminism Origin- Concepts and Thoughts- Construction of Gender- Patriarchy -Reproduction – Biological revolution- reproductive technology – Androgyny- Motherhood- Sisterhood- Sexuality – Violence against women's body: Gender based violence and Pornography - Criticisms of Radical Feminism.	15	25

Reading list:

- Bhasin, K and Said, N (1986) *Feminism and its Relevance in South Asia*. New Delhi: Kali for Women.
- hooks, b (2000). *Feminism for Everybody*, Pluto Press.
- hooks, b (2000). *Feminist theory – From Margin to Center*, Pluto Press, UK..
- Oakley, A. and Mitchell, J (1986). *What is Feminism?* UK: Basil Blackwell.
- Tong, R. (2009). 'Feminist Thought: A More Comprehensive Introduction', Philadelphia: Westview Press.
- Oakley, A. and Mitchell, J (1986). *What is Feminism?* UK: Basil Blackwell.
- Spender, D (1983). *Feminist Theories: Three centuries of Women's Intellectual Traditions*. London: The Women's Press.
- Whelehan, I (1995). *Modern Feminist Thought: From The Second Wave To 'Post Feminism'*, Edinburg: Edinburg University Press

Graduate Attributes:

Course Objective:

To understand social reality from a Feminist Perspective

Learning outcomes:

To enable students to understand different dimensions of women's subordination and oppression.

To understand the different strategies to achieve gender equality, the importance of women's solidarity, and the movement to eradicate women's subordination and oppression.

- p. Theory Credit: 3
- q. Practical Credit: 1
- r. No. of Required Classes: 60
- s. No. of Contact Classes: 45
- t. No. of Non-Contact Classes: 15
- u. Particulars of Course Designer (Name, Institution, email id)

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Semester: **Fifth Semester (Elective 01)**
 Subject: Gender and Women's Studies
 Course Name: **Gender, Work and Livelihood**
 Existing Base Syllabus: None/NA
 Course Level: 300-399

Unit no.	Unit content	No. of classes	Marks
<u>Unit 1:</u>	Concept of work; Productive and Unproductive work; Use value and Market value Gender division of labour: burden of unpaid, undervalued, unprotected and invisibility of Reproductive work, House-work and Care-work Dynamics of inequalities: gender roles and expectations at home and in the labour market Horizontal -Segregation, Vertical-Segregation; Gender Discrimination at Work; Gender-pay Gap; Sexual Harassment at Workplace; Transgender and Work	15	25
<u>Unit 2:</u>	Globalisation and Contemporary Demands: Affective and Emotional Labour; Body, Sexuality and Work; Surrogacy and Reproductive Labour; International demand for Domestic and Care Work; Technology and Women; Digital Divide; Gig Economy and work; AI and the future of work Globalisation and its impact on Women's Work: Feminisation of Labour; Feminisation of Poverty; Women the last colony; Women in organised and unorganised sector; Glass Ceiling; Leaking Pipes; Work from Home and Women	15	25
<u>Unit 3:</u>	Gender and Livelihood Meaning and understandings of: Livelihood, Livelihood assets, Livelihood context, Livelihood strategies, Livelihood Vulnerability, Livelihood Interdependence Women and Livelihood Situations in India Women and Rural Livelihood, Feminization of Agriculture Transgender: Issues and challenges of livelihoods Women Reclaiming Sustainable Livelihoods	15	25
<u>Unit 4:</u>	Government Policies and Programmes: For Protection of Women Workers: Maternity Benefit Act, 1961; Maternity Prohibition of Sexual Harassment of Women at Workplace Act, 2013; Minimum Wages Act 1948; The National Perspective Plan for Women 1988-2000; The Shramshakti Report 1988; The National Policy for Empowerment of Women 2001; Working Women's Hostels; The Transgender Persons (Protection of Rights) Act 2019 SMILE (Support for Marginalised Individuals for Livelihood and Enterprise), February, 2022	15	25

Reading list:

Report on “*Women and Men in India 2022*” launched by Ministry of Statistics and Programme Implementation (MOSPI), Govt. of India. <https://www.mospi.gov.in/publication/women-men-india-2022>

Aarti Kelshikar. 2023. *How Women Work: Fitting In and Standing Out in Asia*. Harper Collins India. February 25.

Jieyu Liu, Junko Yamashita. 2021. *Routledge Handbook of East Asian Gender Studies*. Dec 13.

GiandomenicaBecchio. 2021. *A History of Feminist and Gender Economics*. June 30.

Maithreyi Krishnaraj.2008. *Women’s Work in Indian Census: Beginnings of Change. Women’s Studies in India: A Reader*, ed. by Mary E. John, Penguin.

Bina Agarwal, Jane Humphries, and Ingrid Robeyns, eds. *Capabilities, Freedom and Equality: Amartya Sen’s Work from a Gender Perspective*. Oxford India Press, 2006

S. Kaur. *Women and Poverty*. Jaipur: Book Enclave, 2008

MaithreyiKrishnaraj, ed. *Gender, Food Security and Rural Livelihoods*. Stree, Kolkata, 2007.

Ester Boserup. 1970. *Woman’s Role in Economic Development*. George Allen and Unwin. London.

Lourdes Beneria and Gita Sen. 1981. *Accumulation, Reproduction and Women’s Role in Economic Development: Boserup Revisited*”. Signs, Vol.7, 279-98.

Angela Burton ed. *Hit or Miss: Women’s Rights and the Millennium Development Goals*. ActionAid, UK, 2015

Vibhuti Patel and Nandita Mondal ed. *Gendered Inequalities in Paid and Unpaid Work of Women in India*, Singapore: Springer.

Uma Kothari. 2005. *A Radical History of Development Studies: Individuals, Institutions and Ideologies*, Zed Books.

Kaila H.L.2005. *Women, Work and the Family*, Rawat Publications, Jaipur

Objective:

This Course is designed with the aim of imparting knowledge about gender issues with specific focus on work and livelihood.

Learning Outcomes: After completion of this course, students will be able to:

- learn gender and women’s issues on work and livelihood
- analyze women’s issues in the field of work and livelihood from gender perspectives
- examine inter-linkages between social processes, globalisation and work with a gender lens
- critically reflect on the policies and programmes of the Government of India
 - Theory Credit: 3
 - Practical Credit: 1
 - No. of Required Classes: 60
 - No. of Contact Classes: 45
 - No. of Non-Contact Classes: 15
 - Particulars of Course Designer
 - Name: Prof. Alpana Borgohain, Prof. Polly Vauquiline, Dr. Ira Das
 - Institution:Gauhati University,Gauhati University, Pragiyotish College
 - Contact No:9365353522 9435144275 9435347132
- Email:

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Semester: **Fifth Semester (Elective 01)**
 Subject: Gender and Women's Studies
 Course Name: **Gender in Northeast India**
 Existing Base Syllabus: None/NA
 Course Level: 300-399

Unit no.	Unit content	No. of classes	Marks
<u>Unit 1:</u>	<p>Origin and Evolution of Northeast India: Colonial context, Postcolonial developments, Geography and Geopolitical significance</p> <p>Societies: Tribal and Non-Tribal; Matrilineal and Patrilineal; Gender at the Intersections of Caste, Class, Ethnicity, Religion, Sexuality;</p> <p>Customary Laws and Women's Rights</p>	15	25
<u>Unit 2:</u>	<p>Gender Relations in NEI (Contemporary times): Education: Accessibility, Enrolment, Drop-out, Retention and Gender Gap; Recent issues in education with regard to gender in North-East India</p> <p>Health: IMR, MMR, Stunting, Wasting, Anaemia</p> <p>Economy: Ownership of Resources; Agriculture and Women; Women and Textile/Handloom Industry; Livestock farming and Women; Women in Tea Plantations</p> <p>Politics: Representation and Participation of Women in Formal Politics as Voters, Contestants and Leaders; Participation in Informal Politics</p>	15	25
<u>Unit 3:</u>	<p>Women's Agency for Change and Development in NEI: Women in India's Independence Movement: Chandraprabha Saikiani and <i>Axom Mahila Xomiti</i>, <i>Rani Gaidinliu</i>, <i>Nupi Lan</i>, <i>Kanaklata Baruah (Martyr)</i></p> <p>Women's Social Movements in NEI: <i>Meira Paibi</i>; <i>Mizo Women's Movement under MHIP (Mizo Hmeichhe Insikhawm Pawl)</i></p> <p>Entrepreneurship and Empowerment of Women in NEI: <i>Lakheemi Baruah (Kanaklata Mahila Urban Cooperative Bank for Women)</i>; <i>Saneki Weaves (NEN)</i>; <i>Hasina Kharbhih (INGON)</i></p> <p>Women and Social Activism (Fight against social evils): The Assam Witch-hunting (Prohibition, Prevention and Protection) Act, 2015; NEN, Mission <i>Birubala and WASE (Arunachal Pradesh)</i></p> <p>Role of Women in Conflict and Peace: AFSPA, <i>Women combatants in militant outfits</i>,</p> <p>Women as peacemakers: <i>Matri-Mancha</i>, <i>Naga Mothers Association</i>,</p>	15	25

	<i>Indira Goswami, Irom Sharmila, Tangkhul Shanao Long</i>		
<u>Unit 4:</u>	Transgender / Queer Activism in NEI: Transgender Identity Assertion and Policy Advocacy; Queer Pride Walks in Northeast India; Organisations working for Gender Justice in NEI: Xukia; Xomonoy, Xobdo, Nething, Anaajori; Drishtee Collective; Akam Foundation; NupiManbi(Association of Manipur); Policy initiatives for Gender Justice in NEI	15	25

Reading list:

- Sarma Dipti, “The Women of the Brahmaputra Valley in the Freedom Struggle (1921- 47)”, in Dr. (Ms) S.L. Baruah (Ed.), 1992, Status of Women in Assam With Special Reference to Non-Tribal Societies, New Delhi: Omsons Publications.
- Sarma Dipti, Women of Assam: Their Contribution to India’s Freedom Struggle, A Synoptic Note in Commemorative Volume, Golden Jubilee Handique Girls’ College, 1939-1989, Guwahati, 1989,
- Brauah Preeti, Edited in Guptajit Pathak, 2008, Assamese Women in Indian Independence Movement: With a Special Emphasis on Kanaklata Barua, New Delhi: Mittal Publications.
- Sharma Dipti, 1995, Mukti-JujotLuitporia Nari, Guwahati: Students’ Stores.
- Sharma Dipti, 1993, Assamese Women in the Freedom Struggle, Calcutta: PunthiPustak.
- Dr. (Ms) S.L. Baruah (Ed.), 1992, Status of Women in Assam With Special Reference to Non-Tribal Societies, New Delhi: Omsons Publications.
- Renu Devi, (Ed.), Women of Assam, Omsons Publications: New Delhi, 1994.
- Misra Tilottama, 2007, Gunabhiram Baruah Ramnabami-Natak: The Story of Ram and Nabami (translated and with an Introduction by Misra), New Delhi: Oxford University Press.
- Das Omeo Kumar, 1983, Jeevan Smriti, Guwahati: Asom Prakashan Parishad.
- Devi Nalinibala, 1994, Eri Aha Dinbur, Guwahati: Lawyers’ Book Stall.
- Goswami MamoniRoisom, 2007, UpanyasSamagrah, Guwahati: Student Stores Publishers.
- Sharma Manorama, 1990, Social and Economic Change in Assam: Middle Class Hegemony, New Delhi: Ajanta Publications.
- Sharma Manorama, “Gender History and the Necessity of a Multidisciplinary Approach”, Proceedings of North East India History Association, Dibrugarh, 2008.
- Sharma Manorama, “Locating the Women in History: The Need for an Imaginative and Sensitive Methodology”, Proceedings of North East India History Association, Goalpara, 2007.
- Sharma Manorama, “Gender History in North-East India in the Post 1947’ Proceedings of North East India History Association, Shillong, 2008.
- Sharma Manorama, “Gender and History: Necessity of a Methodology for Gender Neutral Reconstruction”, Proceedings of North East India History Association, Shillong, 2000.
- Sharma Manorama, Women in Ahom Economy: Some Textx Re-Examined” Proceedings of North East India History Association, Shillong, 2002.
- Sharma Manorama, “Enriching Historical Research: Literature as a Source of History”, Proceedings of North East India History Association, Shillong, 2006.
- Guha Anima, BipannaPrajati, Manjula: Guwahati, 2015.
- Mahanta Aparna, 2008, Journey of Assamese Women 1836-1937, Assam Publication Board: Guwahati
- Sharma Manorama (ed.), Rethinking Gender History: Essays on Northeast India and Beyond, DVS Publisher, 2017
- Kalita, Biraj, et. al. Sex, sahibs and bodies: women workers in the Tea- plantations of colonial Assam, August 2022 [Labor History](https://doi.org/10.1080/0023656X.2022.2099535) 63(4):1-16 DOI: [10.1080/0023656X.2022.2099535](https://doi.org/10.1080/0023656X.2022.2099535)
- Dr. Rahman Rukchana, Gender History in Youth Movements and Democratic Politics in Assam: A Study of Women’s Voices in Assam Movement (1979-85), ND Publisher, 2021
- Dr. Samhita Baruah, Queer Feminist Peep into Public Arts of North East India, Sage
- Begum A.A. (2012). Rethinking justice for sexual crimes—Realities in North-eastern states of India. in Katjasungkana N., &Eiwringa S.E. (Eds),

The future of Asian feminism: Confronting Fundamentalism, Conflicts and Neo-Liberalism (pp. 266–283). Newcastle upon Tyne, UK: Cambridge Scholar Publishing. (ISBN 1443834505)

Graduate Attributes:

Course Objective:

- To develop the understanding of Gender Identities and Gender relations in Northeast India.

Learning outcomes:

- Students will be aware of the:
- contextual specificities of the region and its influence in forming gender identities and gender relations
- Women's Agency and Activism in the socio-economic and political aspects of the region
- Queer Activism in the Region

v. Theory Credit: 3

w. Practical Credit: 1

x. No. of Required Classes: 60

y. No. of Contact Classes: 45

z. No. of Non-Contact Classes: 15

aa. Particulars of Course Designer (Name, Institution, email id)

Name: Prof. Alpana Borgohain, Dr.Chitrangkita Gayan, Kunjalata Brahma Bathari

Institution:Gauhati University, Rupohi College,LCB College

Contact No: 9365353522 9910417089 9435306734

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kunjalata194@gmail.com

Four-year Undergraduate Programme
 Subject: Gender and Women's Studies
 Semester: Fifth (Elective 02)
 Course Name: **GENDER, EMPOWERMENT AND GOVERNANCE**
 Existing Base Syllabus: None/NA
 Course Level: 300-399

Unit no.	Unit content	No. of classes	Marks
<u>Unit 1:</u>	Understanding Governance The Concept of Governance: Intellectual and Political History- Agents of Governance: Government, Civil Society and Markets - The Ideological Dimension of the Governance Agenda	15	25
<u>Unit 2:</u>	Gender and Governance Engendering the State: Women in Politics of South Asia and India-Gender Quotas- Engendering the Civil Society: Women's Civil Society Mobilization in India-Engendering the Market: The mainstream-informal market distinction, Corporate Social Responsibility	15	25
<u>Unit 3:</u>	Development, Empowerment and Governance Development- Empowerment: Meaning and approaches-Women in Development- Women and Development-Gender and Development- Practical Gender Needs and Strategic Gender Needs -Women's Agency- Self-help Groups and women's empowerment.	15	25
<u>Unit 4:</u>	Gender concerns in Policy and Planning Gender and the Planning Process- History of planning and development in India-Gender Budgeting-Gender Audits-Gender Mainstreaming in India-National Commission for Women	15	25

Reading list:

- Nussbaum, M. 2003. (ed.) *Essays on Gender and Governance*, Human Development Resource Centre, UNDP,
- Mishra Panda, S (2008) (ed.) *Engendering Governance Institutions: State, Market and Civil Society*, New Delhi: Sage.
- Moser, C. (1993) *Gender Planning and Development*, Routledge, London.
- Rai, S (2003) (Ed.) *Mainstreaming Gender, Democratizing the State? Institutional Mechanisms for the Advancement of Women*, Manchester: Manchester University Press, pp. 223-242
- Bevin, M (2009) *Key Concepts of Governance*, London: Sage.
- Remenyi, J (2004) 'What is Development?' in Damien Kingsbury et al., (Eds.) *Key Issues in Development*. New York Palgrave Macmillan. , pp. 22-44.
- Miller, C and Razavi, S (1995) From WID to GAD: Conceptual shifts in the Women and Development discourse, UNRISD Occasional Paper, No. 1, United Nations Research Institute for Social Development (UNRISD), Geneva. 25
- Tinker, I. (ed.) *Persistent Inequalities*, Oxford University Press, Oxford, 1990.
- Kuruvilla, M & George, I. (2020) (eds.) *Handbook of Research on New Dimensions of Gender Mainstreaming and Women Empowerment*, (Eds.), IGI Global, USA.

Graduate Attributes

Course Objective:

- To develop the ability to evaluate the effectiveness of various gender empowerment programmes and policies.

Learning outcomes:

- To describe the concept of governance and the debates on governance and women's participation
- To trace women's participation in the governance process, with a special focus on India

bb. Theory Credit: 3

cc. Practical Credit: 1

dd. No. of Required Classes: 60

ee. No. of Contact Classes: 45

ff. No. of Non-Contact Classes: 15

gg. Particulars of Course Designer (Name, Institution, email id)

Name: Dr. Poonam Kakoti Borah, Gauhati University

Contact No: 9954811497

Email: poonamkborah@gauhati.ac.in

Four-year Undergraduate Programme
 Subject: Gender and Women's Studies
 Semester: **Fifth (Elective 02)**

Course Name: **GENDER, ENVIRONMENT (CLIMATE CHANGE) AND SUSTAINABILITY**

Existing Base Syllabus: None/NA

Course Level: 300-399

Unit no.	Unit content	No. of classes	Marks
<u>Unit 1:</u>	<p>Gender and Environment Relationship</p> <ul style="list-style-type: none"> Physical Environment vs Human Created Environment Key issues and concepts of gender and environment relationship Gender Inequality in resource access and management Ecology and Ecosystem, Feminist Political Ecology 	15	25
<u>Unit 2:</u>	<p>Gender and Sustainability</p> <ul style="list-style-type: none"> Sustainability: Meaning and importance, Understanding concepts of sustainability from economic, social and environmental perspectives Relation of Gender with sustainability and UN Sustainable Development Goals Sustainable Development Concepts; measurement; perspectives from Indian experience 	15	25
<u>Unit 3:</u>	<p>Gender and Climate Change</p> <ul style="list-style-type: none"> Climate change: Meaning, Climate Change Crisis, Paris Agreement 2015, Climate Change Performance Index (CCPI) Gender and climate change: Relations, Impacts, Vulnerability, Adoption and Mitigation Importance of Gender Responsive Approaches to Climate Change 	15	25
<u>Unit 4:</u>	<p>Case Studies and Poster Presentation</p> <ul style="list-style-type: none"> Nepal Earthquake 2015- Gender analysis of adaption and mitigation Poster Presentation on gender and sustainable development (a visual display of figures, tables, and text designed to communicate the topic or issue assigned) 	15	25

Reading list:

1. Robert Solow, (1992) “An Almost Practical Step toward Sustainability,” Resources for the Future 40th anniversary lecture., 5.
2. Kenneth Arrow et al. (2004), “Are We Consuming Too Much?” Journal of Economic Perspectives, 18(3): 147-172.
3. Meinzen-Dick, Kovarik, Quisumbing. “Gender and Sustainability: A Matter of Balance” from the CGIAR Blog. <https://wle.cgiar.org/thrive/2015/10/15/gender-and-sustainability-matterbalance>
4. Hackett S.C. (2006). “Introduction to the Concept of Sustainability”, In Hackett (2006), Environmental and Natural Resources Economics : Theory, Policy, and the Sustainable Society, 3rd ed., Armonk, N.Y. : M.E. Sharpe, chap. 12, pp. 323-338.
5. Brundtland. (1987). Our Common Future, Chapter 2: Towards Sustainable Development. UN Documents. Available at: <http://www.un-documents.net/ocf-02.htm>
6. [Political Ecology - an overview](https://www.sciencedirect.com/topics/earth-and-planetary-sciences/political-ecology)
<https://www.sciencedirect.com/topics/earth-and-planetary-sciences/political-ecology>
7. <https://ccpi.org/>
8. [Paris Climate Agreement 2015 - Paris Agreement Summary](https://unfccc.int/process-and-meetings/the-paris-agreement?gclid=CjwKCAjwitShBhA6EiwAq3RqA_i5cVBkUuladO4oKKfVwYd6c65_-8GgqojSG9F0gRPngNwnzqo0ahoC-CwQAvD_BwE)
https://unfccc.int/process-and-meetings/the-paris-agreement?gclid=CjwKCAjwitShBhA6EiwAq3RqA_i5cVBkUuladO4oKKfVwYd6c65_-8GgqojSG9F0gRPngNwnzqo0ahoC-CwQAvD_BwE
9. Lorena Aguilar, Margaux Granat, and Cate Owren (2007). Roots for the Future: The Landscape and Way Forward on Gender and Climate Change, Report prepared by International Union for Conservation of Nature (IUCN) Global Gender Office (GGO) and Global Gender and Climate Alliance (GGCA) <https://portals.iucn.org/library/sites/library/files/documents/2015-039.pdf>

Graduate Attributes:
Objective:

This Course is designed with the aim of imparting knowledge about gender issues with specific focus on environment and sustainability.

Learning Outcomes:

By the end of the semester, students should be able to demonstrate the following:

- A critical perspective on key concepts of gender, environment and sustainability and the inter-relations amongst them.
 - Insights on critical debates and the initiatives undertaken to address the issues of gender, climate change and resource management
 - Do gender analysis of adversities created by nature phenomena
 - To critically analysis the relations of gender and environment and draw their own perceptions
 - Have competence to discuss gender, environment and the issues involved from global to local level.
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- Theory Credit: 3
 - Practical Credit: 1
 - No. of Required Classes: 60
 - No. of Contact Classes: 45
 - No. of Non-Contact Classes: 15
 - Particulars of Course Designer
 - Name: Prof. Polly Vauquiline

- Institution: Gauhati University,
- Contact No: 9435144275
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pollyvauquline@gauhati.ac.in

Four-year Undergraduate Programme
 Subject: Gender and Women's Studies
 Semester: **Fifth (Elective 03)**
 Course Name: **Gender and Human Rights**
 Existing Base Syllabus: None/NA
 Course Level: 300-399

Unit no.	Unit content	No. of classes	Marks
<u>Unit 1:</u>	Human Rights: An Introduction: Concept of Human Rights; Three Generations of Human Rights: Civil and Political Rights; Economic, Social and Cultural Rights; Collective Rights; Evolution of the concept of Human Rights from Magna Carta to the Universal Declaration of Human Rights (Magna Carta; The French Declaration of the Rights of Man and the Citizen; The Universal Declaration of Human Rights)	15	25
<u>Unit 2:</u>	UN and Women's Human Rights: Universal Declaration of Human Rights (1948), International Covenant on Economic, Social and Cultural Rights (1966), International Covenant on Civil and Political Rights (1966) Convention on the Elimination of All Forms of Discrimination against Women, 1979; The Convention on the Rights of the Child, 1979; The Declaration on the Elimination of Violence against Women, 1993; CAT (Convention against Torture and other cruel, inhuman or degrading Treatment or Punishment) 1988 UN Institutional Mechanisms for Women's Rights: The United Nations Commission on the Status of Women 1946; UN Women 2010	15	25
<u>Unit 3:</u>	The UN Conferences and the Global Movement for Women's Human Rights: The 4 World Conferences on Women: Mexico City 1975; Copenhagen 1980; Nairobi 1985; Beijing 1995; Vienna Conference on Human Rights, 1993; Vienna Declaration and Programme of Action (VDPA): Part I, para 18; Part I, para 19; The Optional Protocol to the Convention on the Elimination of All Forms of Discrimination against Women, 1999; The United Nations Millennium Declaration (Goal 3), 2000; The Security Council Resolution 1325, 2000; 2030 Agenda for Sustainable Development (Goal 5)	15	25
<u>Unit 4:</u>	The International Legal Principles and the Human Rights of Non-Binaries (LGBTQI+): UN Sexual and Reproductive Health and Rights Yogyakarta Principles, 2006; Yogyakarta Principles plus 10, 2017	15	25

	<p>UN Independent Expert on protection against Violence and Discrimination based on sexual orientation and gender identity (IE SOGI), 2016</p> <p>Campaign for UN Free & Equal: a global campaign to promote equal rights for LGBTI people</p> <p>Screening of Movies and Review (Any 02): Fireflies; Me Hihra, Me Lakshmi; Between the lines; Philadelphia; Margherita with a Straw; White Milk</p>		
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Reading list:

- Chen, Martha Alter (1995) 'Engendering World Conferences: The International Women's Movement and the United Nations' Third World Quarterly, Vol. 16, No. 3, Sep., , pp. 477-493
- Stamatopoulou, Elissavet (1995) 'Women's Rights and the United Nations' in Julie Peters and Andrea Wolper (Eds.) Women's Rights, Human Rights: International Feminist Perspectives, New York: Routledge, pp. 36- 50.
- Charlesworth, Hilary (1995) 'Human Rights as Men's Rights' in Julie Peters and Andrea Wolper (Eds.) Women's Rights, Human Rights: International Feminist Perspectives, New York: Routledge, pp. 103

Graduate Attributes:

Objectives:

- To generate awareness about Human Rights of Women and the Queer and the International Human Rights Legal Framework

Learning Outcomes:

- Students will get a basic understanding of Human Rights and it's evolution
- They will be aware about the International Laws pertaining to Women and Non-Binaries
- Theory Credit: 3
- Practical Credit: 1
- No. of Required Classes: 60
- No. of Contact Classes: 45
- No. of Non-Contact Classes: 15
- Particulars of Course Designer
- Name: Prof. Alpana Borgohain, Kunjalata Brahma Bathari, Dr. Sabrina Iqbal Sircar
- Institution: Gauhati University, LCB College, Pragjyotish College
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Four-year Undergraduate Programme
 Subject: Gender and Women's Studies
 Semester: **Fifth (Elective 03)**
 Course Name: **Women and Finance**
 Existing Base Syllabus: None/NA
 Course Level: 300-399

Unit no.	Unit content	No. of classes	Marks
<u>Unit 1:</u>	<ul style="list-style-type: none"> • Introduction • Finance- Meaning, features, functions, types and sources; • Financial System- meaning and components 	15	25
<u>Unit 2:</u>	<ul style="list-style-type: none"> • Banking • Bank- Meaning, features and different types of bank • Bank Account – Meaning, Types, Features and Advantages • Non- Banking Financial Institutions- their meaning and purpose 	15	25
<u>Unit 3:</u>	<ul style="list-style-type: none"> • Negotiable Instruments • Meaning and features of Negotiable Instrument, Types of negotiable instruments 	15	25
<u>Unit 4:</u>	<ul style="list-style-type: none"> • Resources for Women and Finance • Tools and resources for improving financial literacy and financial planning, Microfinance • Support networks and organisations for women in finance • Legal and Regulatory Frameworks for Women's Financial Rights 	15	25

Reading list:

- D.M. Mithani and E. Gordon, Banking and Financial System, Himalaya Publishing House.
- D. Muraleadharn, Modern Banking, Prentice Hall of India, New Delhi.
- Indian Institute of Banking and Finance, Principles of Banking, Macmillan.
- K. C. Sekhar and L.Sekhar, Banking Theory and Finance, Vikas Publishing House.
- P.N. Varshney, Banking Law & Practice, Sultan Chand & Sons
- S.N. Maheswari & S.K. Maheswari, Banking Law & Practice, Kalyani Publishers
- S. Natarajan and R. Parameswaram, Indian Banking, Sultan Chand & Sons.
- Bharati Pathak, Pearson Education The Indian Financial System
- P N Varshney and D K Mittal, Indian Financial System, Sultan Chand & Sons.
- Micro Finance: Perspectives and Operations, IIBF, Macmillan, 2009.
- Micro Finance-Redefining the Future, V. Somnath, Excel Books.
- Debabrata Sarma, Uttam Barua; Banking

Graduate Attributes:

Objectives: This course examines the unique challenges women face in managing their finances and building wealth.

Learning Outcomes: By the end of the course, students will be able to-

- To develop an understanding of finance, its functioning, its various tools and challenges
- Identify the unique financial needs and goals of women at different life stages
- Develop a financial plan that reflects their personal values, goals and risk tolerance.
- Develop strategies for managing debt, building credit and improving their financial health
- Identify the legal and regulatory frameworks, that protect women's financial rights and interest

Theory Credit: 3

Practical Credit: 1

No. of Required Classes: 60

No. of Contact Classes: 45

No. of Non-Contact Classes: 15

Particulars of Course Designer

Name: Dr Kaberi Bezbarua

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Four-year Undergraduate Programme
 Subject: Gender and Women's Studies
 Semester: Sixth
 Course Name: Feminist Theory II
 Existing Base Syllabus: None/NA
 Course Level: 300-399

Unit no.	Unit content	No. of classes	Marks
<u>Unit 1:</u>	Psychoanalytic Feminism Feminist criticisms of Freud, Oedipus Complex, Dual Parenting	15	25
<u>Unit 2:</u>	Socialist Feminism Origin - Concepts and Thoughts - Class and Gender, Dual-Systems Theory- Unified System Theory. Criticism of Socialist Feminism.	15	25
<u>Unit 3:</u>	Intersectionality and Feminism Post-Modern Feminism- Black Feminism- Third World Feminism- Eco-feminism- Masculinities	15	25
<u>Unit 4:</u>	Queer Feminism Sexual orientation and Gender Identity- Growth of Queer movements in USA and India- The challenge of queering feminism- Queer Studies.	15	25

Reading list:

- Bakshi, K and Dasgupta, R (2019). *Queer Studies: Texts, Contexts and Praxis*. New Delhi: Orient Blackswan.
- Heywood, L. (2011). *The Women's Movement Today: An Encyclopedia of Third-wave Feminism*, Greenwood Press.
- hooks, b (2000). *Feminism for Everybody*, Pluto Press.
- hooks, b (2000). *Feminist theory – From Margin to Center*, Pluto Press, UK..
- Oakley, A. and Mitchell, J (1986). *What is Feminism?* UK: Basil Blackwell.
- Tong, R. (2009). 'Feminist Thought: A More Comprehensive Introduction', Philadelphia: Westview Press.
- Whelehan, I (1995). *Modern Feminist Thought: From the Second Wave To 'Post Feminism'*, Edinburg: Edinburg University Press.
- Glover, D and Kaplan, C (2009) *Genders*, New York: Routledge.
- Butler, J (1999), *Gender Trouble: Feminism and the Subversion of Identity*, New York: Routledge.
- Richardson, D. McLaughlin, J and E. Casey, M (2006) *Intersections Between Feminist and Queer Theory*, Basingstok: Palgrave Macmillan.

Graduate Attributes:

Course Objective:

- To understand social reality from a Feminist Perspective

Learning outcomes:

- It helps students to understand the relevant theories and contemporary developments in feminism
- It helps to understand different ideological affiliations within feminist movements

Theory Credit: 3

Practical Credit: 1

No. of Required Classes: 60

No. of Contact Classes: 45

No. of Non-Contact Classes: 15

Particulars of Course Designer (Name, Institution, email id)

Name: Dr. Poonam Kakoti Borah, Gauhati University

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Four-year Undergraduate Programme
 Subject: Gender and Women's Studies
 Semester: **Sixth (Elective 01)**
 Course Name: **FEMINIST TRADITIONS IN INDIA**
 Existing Base Syllabus: None/NA
 Course Level: 300-399

Unit no.	Unit content	No. of classes	Marks
<u>Unit 1:</u>	Making of Indian Feminism A room of one's own and a tradition of their own- Savitribai Phule-Pandita Ramabai - Tarabai Shinde- RokeyaSakhawat Hossain- Rasasundari Debi-ChandraprovaSaikiani	15	25
<u>Unit 2:</u>	Nation and the Construction of 'Woman' Colonised identities and lives- Bodies as sites of violence- Sanctions and Surveillance-The Age of Consent Controversy- Prohibition of Sati-Nationalism and the New Patriarchy	15	25
<u>Unit 3:</u>	Land, Caste and Gender in India. Dalit women's Activism-Women's Labour in India- Women and ecological movements-Gender and violence	15	25
<u>Unit 4:</u>	"Other" feminisms Resisting militarism- Imposed and chosen sexualities- Heteronormativity- Subverting masculinities.	15	25

Reading list:

- Ambedkar, B. R. 1979. *Dr. Babasaheb Ambedkar: Writings and Speeches* (BAWS, V. Moon, ed., 22 vols. Bombay: The Education Department, Government of Maharashtra
- Bhatt, E. 2005. *We Are Poor but So Many: The Story of Self-Employed Women in India*. New Delhi: Oxford University Press.
- Bose, M. 2000. *Faces of the Feminine in Ancient, Medieval, and Modern India*. New York: OUP
- Boserup, E. 1970. *Woman's role in economic development*. New York: St. Martin's Press.
- Chaudhuri, M, ed. 2004. *Feminism in India*. New Delhi: Women Unlimited.
- Gangoli, G. 2007. *Indian feminisms: Law, patriarchies and violence in India*. United Kingdom: Ashgate
- Kumar, R. 1993. *The History of Doing*. New Delhi: Kali for Women.
- Kumkum S and Sudesh V, eds. 1989. *Recasting Women: Essays in Colonial History*. New Delhi: Kali for Women.
- Rege, S. 2013. *Writing Caste/Writing Gender: Narrating Dalit Women's Testimonios*. India: Zubaan.
- Subramaniam, M. 2006. *The Power of Women's Organizing: Gender, Caste, and Class in India*. Lanham: Lexington Books
- Tharu, S, and K. Lalita, eds. 1991. *Women Writing in India: 600 B.C. to the Present*. New Delhi: Oxford University Press

Graduate Attributes

Course Objective:

To explore the complex debates of contemporary feminisms in the country.

Learning outcomes:

- to understand the importance of colonial interventions in shaping the gender identities in India.
- to understand the complex intersectional relationships of class, caste, land and gender in India

Theory Credit: 3

Practical Credit: 1

No. of Required Classes: 60

No. of Contact Classes: 45

No. of Non-Contact Classes: 15

Particulars of Course Designer (Name, Institution, email id)

Name: Dr. Poonam Kakoti Borah, Gauhati University

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Four-year Undergraduate Programme
 Subject: Gender and Women's Studies
 Semester: **Sixth (Elective 01)**
 Course Name: **Gender in Popular Writings**
 Existing Base Syllabus: None/NA
 Course Level: 300-399

Unit no.	Unit content	No. of classes	Marks
<u>Unit 1:</u>	Gender in Popular Writings - Concepts of popular high literature and popular mass literature; - Distinguish between popular high literature and popular mass literature; - trace the rise of popular writings; Identify and locate popular writings in terms of their gendered contents; - Some most relevant popular texts as specific readings for this section: Enola Holmes Mysteries by Nancy Springer Bridget Jones's Diary by Helen Fielding The Hunger Games by Suzzane Collings.	15	25
<u>Unit 2:</u>	Voices of Women from India - Women's Writings Colonial India: Stree Purusha Tulana by Tarabai Shinde, Sultana's Dream by Begum RokheyaShakhawat Hussain and High Caste Hindu Women by Pandita Ramabai - Women's Writings from Post Colonial India :Parishmita Singh, The Hotel at the End of World, Kari, Amruta Patel, Mahasweta Devi's Breast Stories, Pinjar by Amrita Pritam	15	25
<u>Unit 3:</u>	Gender in Popular Culture Writings in Assamese: BurhiAairXaadhu by LakhminathBezbaruahAbhijatri by Nirupama Borgohain Antarip by Dr BhandenranathSaikia Gender in folk songs, folk tales and proverbs in Assamese	15	25
<u>Unit 4:</u>	Life Writings: Sarojini Naidu's Letters to her daughter; Indira Goswami's AdhalilkhaDostabej;Nalinibala Devi's Eri Aha Dinbur; Minoti Borthakur's Mur Axukhr Ek Bosor; Virginia Woolf's A Room of One's Own	15	25

Reading list:

Janice Radway, *Reading The Romance, Women, Patriarchy and Popular Literature*, The University of North Carolina Press, 1984

Pamela Thomas, *Asian American Women's Popular Literature : Feminizing Genres and Neo-liberal Belonging*, Temple, Up, 2014

Maja Bajaccarter, Norma Jones and Bob Batchelor. (eds), *Heroines of Comic Books and Literature, Portrayals in Popular Culture*, Rowman and Littlefield, 2014

Walter Benjamin, *The Work of Art in the Age of Mechanical Reproduction*

Theodore Adorno and Max Horkheimer, *The Culture Industry, Enlightenment as Mass Deception*

Susie J Tharu and K Lalitha, *Women Writings in India, 600 BC to the Present* ,The Feminist Press, Newyork, 1991

Nandana Dutta, *Communities of Women in Assam: Being, Doing and Thinking Together*, Routledge, 2016

Graduate Attributes:

Course Objective:

To read and understand the popular literature with feminist perspectives

Learning outcomes:

Will make learners think critically about popular literature *vis a vis* canonical

Will help the students to identify the connections, formulas, themes and styles of popular genres

Will sensitize learners to the ways in which popular fiction reflects and engages with the questions of identity, gender, race, etc.

Theory Credit: 3

Practical Credit: 1

No. of Required Classes: 60

No. of Contact Classes: 45

No. of Non-Contact Classes: 15

Particulars of Course Designer:

Name: Dr Shikha Kashyap

Institution: North Gauhati College

Designation: Associate Professor, Department of English, Guwahati-781031

Contact No: 8474060251

Email: kashyapdibru@gmail.com

Name: Dr Chitrangkita Gayan

Institution: Rupahi College, Rupahi, Nagaon, Assam, Pin: 782125

Designation: Assistant Professor,

Department: History

Contact Number: 9910417089

Email: chitra.gayan2@gmail.com

Four-year Undergraduate Programme
 Subject: Gender and Women's Studies
 Semester: **Sixth (Elective 02)**
 Course Name: **Introduction to the Atlas of the Women of the World**

Existing Base Syllabus: None/NA
 Course Level: 300-399

Unit no.	Unit content	No. of classes	Marks
<u>Unit 1:</u>	MAP AND MAP READING Map: Meaning, Definitions and Importance Basic understandings of types of maps; Physical Maps, Topographic Maps, Political Maps, Weather Maps, Economic and Resource Maps and Population Maps. Important Elements of Maps; Title, Direction, Legend, Boundary, Distance (Scale), Labels, Grids and Index, Citation, Symbols showing physical, economic, political, social and cultural attributes in maps.	15	25
<u>Unit 2:</u>	GLOBAL MAPPING OF FAMILY Households: The Shrinking Households, Women and Poverty, Lone-parent households with children and One-person households Marriage and Divorce: Average age of first marriage, Divorces and Polygamy in Africa Lesbian Rights: Lesbians, gays and the law, Same-sex partnership recognition and Global views on homosexuality	15	25
<u>Unit 3:</u>	GLOBAL DISPARITIES 3.1: Water: Sanitation shortfall, Water Supplies, Average water use and The journey to water 3.2: Education: School; Primary school enrolment and secondary schooling, Higher Education; University, Tertiary Education and Women teaching in tertiary level. 3.3: Poverty: Women and men at risk of poverty, Population living in deprivation and Countries in extreme poverty	15	25
<u>Unit 4:</u>	PRACTICAL WORKS ON MAPS 4.1: Identification and demarcation of political boundaries: Districts of Assam; States and UTs of India; Countries of Asia, Europe, Africa, North America, South America and Oceania. 4.2: Interpretation of gender related data (sex ratio, education, health, work participation, crime against women, etc.) using point, line, polygon, shade (choropleth) methods and graphical representations.	15	25

Reading list:

Joni Seager (2018), The Penguin Atlas of Women in the World, 5th Edition, Penguin Books

Saraswati Raju, Peter J. Atkins, Naresh Kumar and Janet G. Townsend, (1999). Atlas of Men and Women in India, Kali for Women

Map Reading Skills-beginner's guide <https://getoutside.ordnancesurvey.co.uk/site/uploads/files/map-reading.pdf>

Keith Gillard, (1990) Basic Map Reading, Longman

Oxford Student Atlas for India, Fourth Edition, 2022

Graduate Attributes:

Objective:

This Course is designed with the aim of imparting knowledge about gender issues by locating them in the Atlas of the world.

Learning Outcomes: Will acquire the skills of identifying the elements of map and understand the fundamentals of reading a map.

Will acquire the skills of identifying the social elements of the map and related them with the gendered space.

Will demonstrate the capability to develop critical spatial analyses and acquire the skill to associate the socio- cultural and economic attributes in the creation of gendered space.

Will develop critical understandings of gender issues across the countries of the world

- Theory Credit: 3
- Practical Credit: 1
- No. of Required Classes: 60
- No. of Contact Classes: 45
- No. of Non-Contact Classes: 15
- Particulars of Course Designer
- Name: Prof. Polly Vauqueline
- Institution: Gauhati University,
- Contact No: 9435144275
- Email:
pollyvauqueline@gauhati.ac.in

Four-year Undergraduate Programme
 Subject: Gender and Women's Studies
 Semester: **Sixth (Elective 02)**
 Course Name: **Gender and Development**
 Existing Base Syllabus: None/NA
 Course Level: 300-399

Unit no.	Unit content	No. of classes	Marks
<u>Unit 1:</u>	<ul style="list-style-type: none"> • Concept of Development, Agencies of Development, Critique of Development • Approaches to Women's Development: Women in Development (WID), Women and Development (WAD) and Gender and Development (GAD) 	15	25
<u>Unit 2:</u>	<ul style="list-style-type: none"> • Gender needs – practical needs and strategic needs • UNDP and Human Development; HDI; UNDP and Gender Development; Gender Related Development Index; Gender Development Index (GDI), Gender Inequality Index (GII), Gender Empowerment Measure, Global Gender Gap Index (GGGI); MDGs and SDGs and Gender Equality 	15	25
<u>Unit 3:</u>	<ul style="list-style-type: none"> • Sustainable Development Approach 1987: Meaning, Salient Features; Brundtland Commission Report: <i>Our Common Future</i> • Emergence of Alternative Participatory Approaches of 1990s: Bangladesh Grameen Bank; Self Employed Women's Association (SEWA). • Women's Development Approaches in India's Five- Year Plans: Reports on Gender and Development • Impact of Structural Adjustment Policies on Women and the Marginalised Gender • Gender Mainstreaming, Gender Auditing, Gender Responsive Budgeting 	15	25
<u>Unit 4:</u>	<ul style="list-style-type: none"> • Various Approaches to Women's Empowerment: Integrated Development Approach; Economic Development of Women Approach; Consciousness Raising and Organising Approach; Transformative Change Approach 	15	25

Reading list:

Report on "Women and Men in India 2022" launched by Ministry of Statistics and Programme Implementation (MOSPI), Govt. of India. <https://www.mospi.gov.in/publication/women-men-india-2022>

Aarti Kelshikar. 2023. How Women Work: Fitting In and Standing Out in Asia. Harper Collins India. February 25.

Jieyu Liu, Junko Yamashita. 2021. Routledge Handbook of East Asian Gender Studies. Dec 13.

GiandomenicaBecchio. 2021.A History of Feminist and Gender Economics. June 30.

IAWS. 1995. Feminist Approaches to Economic Theories A Report, IAWS, New Delhi.
PromillaKapur (ed), Empowering Indian Women, Publication Division, Government of India, New Delhi, 2000.
Kaila H.L.2005. Women, Work and the Family, Rawat Publications, Jaipur.
Malcom Harper. 1998. Profit for the Poor – Cases in Microfinance, Oxford and IBH Publishing House, New Delhi.
Sheela Varghese. 2003. Employment of Women in the unorganized manufacturing sector, University Book House Private Limited, Jaipur.
Balakrishnan A.2005. Rural Landless women Labourers – Problems and Prospects, Kalpaz Publications, New Delhi.

Preet Rustagi. 2004. Significance of Gender-Related Development Indicators: An Analysis of Indian States. Indian Journal of Gender Studies. Vol 11(3).

Martha Nussbaum.2000. Women and Human Development. Cambridge University Press.

Jane L. Parpart, M. Patricia Connelly, and V. EudineBarriteau, eds. Theoretical Perspectives on Gender and Development, International Development Research Centre, Ottawa, 2000

Mary. E. John. 1996. Gender and Development in India, 1970s – 1990s: Some Reflections on the Constitutive Roles of Contexts. Economic and Political Weekly. 31 (47), 3071 – 3077.

Graduate Attributes:

Objectives: This course is curated to enable students to imbibe concepts and approaches to women’s development. The course analyses how the gender dynamics of power and inequality play out in the social institutions of households, markets, states and within societies. This course is correlated with discussions on the role of feminist research, advocacy and activism in shaping development policy and practice.

Learning Outcomes:

After completion of this course, students will be able to

- learn the evolution of the concept of gender in development theory.
- understand the institutional dynamics of power in relation to gender inequality.
- critically assess development policies and practices.
- analyse how feminist advocacy and activism seek to influence and transform development practices.

- Theory Credit: 3
- Practical Credit: 1
- No. of Required Classes: 60
- No. of Contact Classes: 45
- No. of Non-Contact Classes: 15
-
- Particulars of Course Designer
- Name: Prof. Polly Vauquiline
- Institution:Gauhati University,
- Contact No: 9435144275
- Email: alpanaborgohain@gauhati.ac.in iramirza15@gmail.com

Four-year Undergraduate Programme
 Subject: Gender and Women's Studies
 Semester: Sixth
 Course Name: **INTRODUCTION TO RESEARCH METHODOLOGY**

Existing Base Syllabus: None/NA
 Course Level: 300-399

Unit no.	Unit content	No. of classes	Marks
<u>Unit 1:</u>	<p>Understanding Research</p> <p>Research: Definition, Characteristics and Objectives</p> <p>Types of Research: Descriptive vs. Analytical Research, Applied vs. Fundamental Research, Quantitative vs. Qualitative Research, Conceptual vs. Empirical Research</p>	15	25
<u>Unit 2:</u>	<p>Research Process</p> <p>Steps in planning a research study: Basic Understanding of; Formulating a Research Problem, Conceptualising a Research Design, Constructing instrument/s for data collection, Selecting a Sample and Writing a Research Proposal, Research Ethics</p> <p>Steps in conducting a research: Basic Understanding of; Data Collection, Processing of Data and Writing a Research Report.</p>	15	25
<u>Unit 3:</u>	<p>Research Methods</p> <p>Quantitative research Method: Meaning, Advantages and Drawbacks</p> <p>Qualitative research method: Meaning, Advantages and Drawbacks</p> <p>Mixed Method and Triangulation: Meaning, Advantages and Drawbacks,</p> <p>Feminist Research: Meaning and Feminist Approaches to Research as a Process</p>	15	25
<u>Unit 4:</u>	<p>Exercises on Research Tools</p> <p>Exercises on open-ended questions</p> <p>Exercises on closed-ended questions</p> <p>Exercises on asking personal and sensitive questions</p> <p>Collecting data using secondary source</p>	15	25

Reading list:

- Ranjit Kumar (2016). Research Methodology A Step By Step Guide for Beginners, 2nd Edition, Pearson Education, Australia.
- Charles Teddlie & Abbas Tashallori (2009). Foundations of Mixed Methods Research Integrating Quantitative and Qualitative Approaches in the Social and Behavioral Sciences, Sage Publication.
- Sharlene Nagy Hesse Biber & Michelle L Yaiser (2004) Feminist Perspectives on Social Research, Oxford University Press.
- Paul S Maxim (1999). Quantitative Research Methods in the Social Sciences by, Oxford University Press.

- National Committee for Ethics in Social Science Research in Health (NCESSRH) Ethical Guidelines for Social Science Research in Health
- Lee Ann Fenge, Lisa Oakley, Bethan Taylor, and Sean Beer (2019). The Impact of Sensitive Research on the Researcher: Preparedness and Positionality, International Journal of Qualitative Methods Volume 18: 1–8, SAGE Publication.

Graduate Attributes:

Objectives:

This course is offered for students of 6th Semester of Undergraduate Program of Gender and Women’s Studies. The students are introduced to the basic understandings of research, types of research and research methods in this course. The course introduces the basic methods associated with conducting scholarly search. Towards the end of the course the students learn to frame basic research tools.

Learning Outcomes:

Upon completion of this course each student will be able to:

- Demonstrate knowledge about research
- Perform research process by using the steps involved.
- Explain, compare and construct qualitative, quantitative and mixed research paradigms
- Prepare questionnaire and interview schedule
- Theory Credit: 3
- Practical Credit: 1
- No. of Required Classes: 60
- No. of Contact Classes: 45
- No. of Non-Contact Classes: 15
- Particulars of Course Designer
- Name: Prof. Polly Vauquiline
- Institution: Gauhati University,
- Contact No: 9435144275
- Email: pollyvauquiline@gauhati.ac.in



DEPARTMENT OF HINDI, GAUHATI UNIVERSITY
NEP-2020 FYUGP SYLLABUS

हिन्दी विभाग, गौहाटी विश्वविद्यालय
राष्ट्रीय शिक्षा नीति-2020 चार वर्षीय स्नातक कार्यक्रम का पाठ्यक्रम

चार वर्षीय स्नातक पाठ्यक्रम

विषय : हिन्दी

छमाही : प्रथम

कोर्स-कोड : HIN-AEC-1

कोर्स का नाम : हिन्दी काव्य-धारा (रीतिकाल तक)

कोर्स-लेवल : 100-199

कुल अंक : 50

बाह्य परीक्षण : 40

आंतरिक परीक्षण : 10

इकाई	क्रेडिट	पाठ्य-विषय	कक्षा-संख्या	अंक (बाह्य परीक्षण+ आंतरिक परीक्षण)
1	1	(क) आदिकालीन, भक्तिकालीन और रीतिकालीन हिन्दी काव्यधारा का सामान्य परिचय (ख) हिन्दी काव्य सुधा – पाब्लिकेशन डिपार्टमेंट, गौ.वि. निर्धारित पाठ : पदावली-- 1, 6 (विद्यापति), साखी- 1-10 (कबीरदास), भ्रमरगीत (सूरदास), पद-- 1, 2, 3 (मीराबाई)	15	25 (20+5)
2	1	हिन्दी काव्य सुधा – पाब्लिकेशन डिपार्टमेंट, गौ.वि. निर्धारित पाठ : केवट प्रसंग (तुलसीदास), दोहे- 1-10 (बिहारीलाल), कवित्त-- 1, 2, 3 (भूषण), कवित्त-- 1, 2, 3 (घनानन्द)	15	25 (20+5)

द्रष्टव्य : इकाई 1 (क) से केवल अतिलघु एवं लघु-उत्तरीय प्रश्न पूछे जाएंगे ।

सन्दर्भ ग्रन्थ :

1. हिन्दी साहित्य का सरल इतिहास – राजनाथ शर्मा, विनोद पुस्तक मन्दिर, आगरा ।
2. हिन्दी साहित्य का सुबोध इतिहास – बाबू गुलाबराय, लक्ष्मी नारायण अग्रवाल, आगरा ।
3. हिन्दी साहित्य : एक परिचय – डॉ॰ त्रिभुवन सिंह, हिन्दी प्रचारक संस्थान, वाराणसी ।
4. विद्यापति – डॉ॰ आनन्द प्रकाश दीक्षित (संपा॰), साहित्य प्रकाशन मन्दिर, ग्वालियर ।

5. कबीर – आचार्य हजारी प्रसाद द्विवेदी, राजकमल प्रकाशन, इलाहाबाद ।
6. सूर और उनका साहित्य – डॉ० हरवंशलाल शर्मा, भारत प्रकाशन मन्दिर, अलीगढ़ ।
7. मीरा का काव्य – विश्वनाथ त्रिपाठी, दि मैकमिलन कंपनी ऑफ इंडिया लिमिटेड, दिल्ली ।
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. घनानन्द : काव्य और आलोचना – डॉ० किशोरीलाल, साहित्य भवन प्राइवेट लिमिटेड, इलाहाबाद ।

- पूर्व-योग्यता : हिन्दी-सहित 10वीं कक्षा-उत्तीर्ण
- स्नातक-गुण :

कोर्स का लक्ष्य : विद्यार्थियों को हिन्दी काव्य-धारा के आदिकालीन, भक्तिकालीन एवं रीतिकालीन कवियों की चुनी हुई रचनाओं का रसास्वादन कराना एवं मैथिली, सधुक्की, ब्रज, राजस्थानी, अवधी जैसे हिन्दी के बोली-रूपों से परिचित कराना प्रस्तुत पाठ्यक्रम का प्रमुख लक्ष्य है ।

शिक्षण-उपलब्धि : हिन्दी काव्य-धारा से संबंधित प्रस्तुत योग्यतावर्धक पाठ्यक्रम को इस रूप में तैयार किया गया है, जिससे कि विद्यार्थियों को हिन्दी काव्य-धारा के प्रारम्भिक तीन कालखंडों की सामान्य जानकारी प्राप्त हो । इसके अलावा चयनित रचनाओं के पठन-पाठन के जरिए काव्य-रस के अतिरिक्त हिन्दी भाषा के साहित्यिक स्वरूपों से भी वे परिचित हों और इन बातों से उनलोगों की व्यावहारिक योग्यता में भी अपेक्षित वृद्धि घटित हो सके ।

- सैद्धान्तिक क्रेडिट : 2
- व्यावहारिक क्रेडिट : 0
- आवश्यक कक्षाओं की संख्या : 30
- प्रत्यक्ष कक्षाएँ : 30
- अप्रत्यक्ष कक्षाएँ : 0
- पाठ्यक्रम-डिजाइनर का विवरण :
नाम : डॉ० अच्युत शर्मा
संस्थान : गौहाटी विश्वविद्यालय
ईमेल : sarmaachyut291058@gmail.com

चार वर्षीय स्नातक पाठ्यक्रम

विषय : हिन्दी

छमाही : द्वितीय

कोर्स-कोड : HIN-AEC-2

कोर्स का नाम : हिन्दी काव्य-धारा (आधुनिककाल)

कोर्स-लेवल : 100-199

कुल अंक : 50

बाह्य परीक्षण : 40

आंतरिक परीक्षण : 10

इकाई	क्रेडिट	पाठ्य-विषय	कक्षा-संख्या	अंक (बाह्य परीक्षण+ आंतरिक परीक्षण)
1	1	(क) आधुनिक हिन्दी काव्य-धारा का संक्षिप्त परिचय (ख) हिन्दी काव्य सुधा – पाब्लिकेशन डिपार्टमेंट, गौ.वि. निर्धारित पाठ : निज भाषा उन्नति (भारतेन्दु हरिश्चन्द्र), चित्रकूट में सीता (मैथिलीशरण गुप्त), पुष्प की अभिलाषा (माखनलाल चतुर्वेदी), प्रज्वलित वह्नि (बालकृष्ण शर्मा 'नवीन'), अशोक की चिन्ता (जयशंकर प्रसाद)	15	25 (20+5)
2	1	हिन्दी काव्य सुधा – पाब्लिकेशन डिपार्टमेंट, गौ.वि. निर्धारित पाठ : तोड़ती पत्थर (सूर्यकान्त त्रिपाठी 'निराला'), पतझर (सुमित्रानंदन पन्त), मेरे दीपक (महादेवी वर्मा), उधार (अज्ञेय), टूटा पहिया (धर्मवीर भारती), काठ की घंटियाँ (सर्वेश्वर दयाल सक्सेना), कुत्ता (धूमिल)	15	25 (20+5)

दृष्टव्य : इकाई 1 (क) से केवल अतिलघु एवं लघु-उत्तरीय प्रश्न पूछे जाएंगे।

सन्दर्भ ग्रन्थ :

1. हिन्दी साहित्य का सरल इतिहास – राजनाथ शर्मा, विनोद पुस्तक मन्दिर, आगरा।
2. हिन्दी साहित्य का सुबोध इतिहास – बाबू गुलाबराय, लक्ष्मी नारायण अग्रवाल, आगरा।

3. हिन्दी साहित्य : एक परिचय – डॉ० त्रिभुवन सिंह, हिन्दी प्रचारक संस्थान, वाराणसी ।
4. हिन्दी साहित्य का इतिहास -- डॉ० नगेन्द्र (संपा.), नेशनल पब्लिशिंग हाउस, नयी दिल्ली ।
5. आधुनिक हिन्दी कविता – डॉ० 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 – डॉ० दिनेश चन्द्र वर्मा, विद्या प्रकाशन, कानपुर ।
9. जयशंकर प्रसाद – आचार्य नन्ददुलारे वाजपेयी, लोकभारती प्रकाशन, इलाहाबाद ।
10. महादेवी का नया मूल्यांकन – डॉ० गणपतिचन्द्र गुप्त, लोकभारती प्रकाशन, इलाहाबाद ।
11. कवि सुमित्रानन्दन पन्त – आचार्य नन्ददुलारे वाजपेयी, प्रकाशन संस्थान, दिल्ली ।
12. प्रसाद-निराला-अज्ञेय – डॉ० रामस्वरूप चतुर्वेदी, लोकभारती प्रकाशन, इलाहाबाद ।
13. धर्मवीर भारती की काव्य-साधना – डॉ० मंजूषा श्रीवास्तव, मिलिन्द प्रकाशन, हैदराबाद ।
14. सर्वेश्वर : सौन्दर्य और प्रेम – डॉ० रामशंकर त्रिपाठी, विनय प्रकाशन, कानपुर ।

- पूर्व-योग्यता : हिन्दी-सहित 10वीं कक्षा-उत्तीर्ण
- स्नातक-गुण :

कोर्स का लक्ष्य : विद्यार्थियों को हिन्दी काव्य-धारा के आधुनिककालीन कवियों की चुनी हुई रचनाओं का रसास्वादन कराते हुए खड़ीबोली हिन्दी के व्यावहारिक रूपों से परिचित कराना प्रस्तुत पाठ्यक्रम का प्रमुख लक्ष्य है ।

शिक्षण-उपलब्धि : 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 उन लोगों की व्यावहारिक योग्यता में भी अपेक्षित वृद्धि घटित हो सके ।

- सैद्धान्तिक क्रेडिट : 2
- व्यावहारिक क्रेडिट : 0
- आवश्यक कक्षाओं की संख्या : 30
- प्रत्यक्ष कक्षाएँ : 30
- अप्रत्यक्ष कक्षाएँ : 0
- पाठ्यक्रम-डिजाइनर का विवरण :
नाम : पूजा शर्मा
संस्थान : गौहाटी विश्वविद्यालय
ईमेल : poojasarmahindi@gauhati.ac.in

चार वर्षीय स्नातक पाठ्यक्रम
विषय : हिन्दी
छमाही : पंचम
कोर्स-कोड : HIN-AEC-3
कोर्स का नाम : हिन्दी का कहानी साहित्य
कोर्स-लेवल : 300-399
कुल अंक : 50
बाह्य परीक्षण : 40
आंतरिक परीक्षण : 10

इकाई	क्रेडिट	पाठ्य-विषय	कक्षा-संख्या	अंक (बाह्य परीक्षण+ आंतरिक परीक्षण)
1	1	(क) कहानी : परिभाषा, तत्व, प्रकार ; हिन्दी कहानी साहित्य का सामान्य परिचय (ख) हिन्दी कहानी वीथिका – पाब्लिकेशन डिपार्टमेंट, गौहाटी विश्वविद्यालय निर्धारित पाठ: दुलाईवाली (बंगमहिला), कजाकी (प्रेमचन्द), ताई (विश्वंभर शर्मा 'कौशिक'), पुरस्कार (जयशंकर प्रसाद)	15	25 (20+5)
2	1	हिन्दी कहानी वीथिका – पाब्लिकेशन डिपार्टमेंट, गौहाटी विश्वविद्यालय निर्धारित पाठ : सत्य का मूल्य (यशपाल), जयदोल (अज्ञेय), ठेस (फणीश्वरनाथ 'रेणु'), फूल का जीवन (रांगेय राघव), आत्मा की आवाज (कमलेश्वर)	15	25 (20+5)

द्रष्टव्य : इकाई 1 (क) से केवल अतिलघु एवं लघु-उत्तरीय प्रश्न पूछे जाएंगे।

सन्दर्भ ग्रन्थ :

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 – डॉ० भगीरथ मिश्र, विश्वविद्यालय प्रकाशन, वाराणसी ।
4. आधुनिक हिन्दी कहानी – डॉ० लक्ष्मीनारायण लाल, वाणी प्रकाशन, नयी दिल्ली ।
5. कहानीकार प्रेमचन्द : रचना-दृष्टि और रचना-विधान – शिवकुमार मिश्र, लोकभारती प्रकाशन, इलाहाबाद ।
6. कथाकार विश्वंभर शर्मा 'कौशिक' – डॉ० सुनीता चौहान, विद्या प्रकाशन, कानपुर ।
7. यशपाल 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 ।
11. कहानीकार कमलेश्वर : सन्दर्भ और प्रकृति – सूर्यनारायण रणसुभे, विद्या प्रकाशन, कानपुर ।

- पूर्व-योग्यता : हिन्दी-सहित 10वीं कक्षा-उत्तीर्ण
- स्नातक-गुण :

कोर्स का लक्ष्य : विद्यार्थियों को कहानी-कला एवं हिन्दी कहानी साहित्य की सामान्य जानकारी देते हुए चुनिन्दा नौ मनोरम कहानियों में निहित जीवन-बोध से परिचित कराना प्रस्तुत पाठ्यक्रम का प्रमुख लक्ष्य है ।

शिक्षण-उपलब्धि : 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 परिचय प्राप्त हो और इन बातों से उनलोगों की व्यावहारिक योग्यता में भी अपेक्षित विकास संघटित हो सके।

- सैद्धान्तिक क्रेडिट : 2
- व्यावहारिक क्रेडिट : 0
- आवश्यक कक्षाओं की संख्या : 30

प्रत्यक्ष कक्षाएँ : 30

अप्रत्यक्ष कक्षाएँ : 0

- पाठ्यक्रम-डिजाइनर का विवरण :

नाम : प्रो० दिलीप कुमार मेधि

संस्थान : गौहाटी विश्वविद्यालय

ईमेल : dkmedhi1@gauhati.ac.in

चार वर्षीय स्नातक पाठ्यक्रम

विषय : हिन्दी

छमाही : षष्ठ

कोर्स-कोड : HIN-AEC-4

कोर्स का नाम : हिन्दी का उपन्यास साहित्य

कोर्स-लेवल : 300-399

कुल अंक : 50

बाह्य परीक्षण : 40

आंतरिक परीक्षण : 10

इकाई	क्रेडिट	पाठ्य-विषय	कक्षा-संख्या	अंक (बाह्य परीक्षण+ आंतरिक परीक्षण)
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)

द्रष्टव्य : इकाई 1 (क) से केवल अतिलघु एवं लघु-उत्तरीय प्रश्न पूछे जाएंगे ।

सन्दर्भ ग्रन्थ :

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 ।
4. हिन्दी उपन्यास : एक अंतर्यात्रा -- डॉ॰ रामदरश मिश्र, राजकमल प्रकाशन, नयी दिल्ली ।
5. अज्ञेय का कथा-साहित्य -- डॉ॰ 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 -- डॉ॰ नवरूणा भट्टाचार्य, आनन्द प्रकाशन, ।
8. जगदीशचन्द्र : एक रचनात्मक यात्रा -- तरसेम गुजराल एवं विनोद शाही (संपा०),

- पूर्व-योग्यता : हिन्दी-सहित 10वीं कक्षा-उत्तीर्ण
- स्नातक-गुण :

कोर्स का लक्ष्य : विद्यार्थियों को उपन्यास-कला एवं हिन्दी उपन्यास साहित्य की सामान्य जानकारी देते हुए चुनिन्दा दो लोकप्रिय उपन्यासों के माध्यम से उभरे आधुनिक जीवन-बोध से परिचित कराना प्रस्तुत पाठ्यक्रम का प्रमुख लक्ष्य है।

शिक्षण-उपलब्धि : 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 प्रतिनिधिमूलक दो उपन्यासों के पठन-पाठन के जरिए कथा-रस, जीवनानुभव एवं सरल हिन्दी गद्य का सम्यक् परिचय प्राप्त हो और इन बातों से उनलोगों की व्यावहारिक योग्यता में भी अपेक्षित विकास संघटित हो सके।

- सैद्धान्तिक क्रेडिट : 2
- व्यावहारिक क्रेडिट : 0
- आवश्यक कक्षाओं की संख्या : 30
प्रत्यक्ष कक्षाएँ : 30
अप्रत्यक्ष कक्षाएँ : 0
- पाठ्यक्रम-डिजाइनर का विवरण :
नाम : डॉ॰ रीतामणि वैश्य
संस्थान : गौहाटी विश्वविद्यालय
ईमेल : rita1@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 ISTORY 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 1/1)

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 *tarikh* tradition
- [c] Foreigners’ accounts, vernacular literature.
- [d] Regional history writing: *bakhhars, 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 1/1)

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.
- S. Huntington, 2014. *The Art of Ancient India: Buddhist, Hindu and Jain*, Motilal Banarsidass, Delhi, (First Published, New York, 1985)
- 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.
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- Parker, G., 2001. *Europe in Crisis. 1598- 1648*. Wiley Blackwell
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- 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.
- Chesneau. Jean et al. 1976. *China, From Opium Wars to the 1911 Revolution*. New York: Pantheon Books
- Chesneau. 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.



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Revised Syllabus as per New Education Policy - 2020
(To be effective from August, 2023)

This syllabus was approved at the Committee of Courses and Studies (CCS) Meeting in Library and Information Science (LIS), Faculty of Arts, held on 28th April, 2023 and approved in Academic Council, GU vide its Resolution No. AC-01/2023/10 dated 13-5-2023.

1. About B.A./B.Sc./M.A./MSc. in Library and Information Science Program: The development of society largely depends on information access, processing, organisation, dissemination and the different types of information services accessible to the citizens. The twenty-first century is the age of information and knowledge and a constantly growing number of institutes / organisations that are based on information and knowledge are emerging. The B.A./B.Sc./M.A./MSc. in Library and Information Science program will produce required human resources for information and knowledge-based organisation.

While studying a Library and Information Science program, based on selection of the minor course (pass course), it can be called a B.A. or B.Sc. degree or M.A. or M.Sc. in Library and Information Science.

2. Objectives

- a) To make students competent with basic information skills, both traditional and modern, to run a library;
- b) To fulfil the basic level to an advanced level of imparting knowledge under one umbrella;
- c) To prepare students to take leadership positions in the emerging libraries and information centres;
- d) To incorporate the related disciplines into the curricula for facilitating interdisciplinary study and research;
- e) To prepare students to take up self-employment in the information field;
- f) To ensure mobility, to equalise the standard of programme structure and syllabi at par with others; and
- g) To prepare the student as efficient, progressive, human professionals with initiative, drive and integrity.

3. Admission Criteria: Any person after passing Class XII (Class 10+2) or having an equivalent level of any board or institute recognized by this university will be eligible for admission. For every academic session, students shall be admitted to the programme through an open admission test or by any other suitable mode as they may be notified by appropriate authority from time to time.







4. Implementation of the New Syllabus:The CCS resolved to start the 3-years / 4-years B.A./B.Sc. and 5-years M.A./M.Sc. in Library and Information Science from the year 2023-24. However, at the Master's degree level, it will be started only after the bachelor degree students under the new syllabus graduate. Till that moment of time, the existing syllabus of M.L.I.Sc. / M.Lib.I.Sc. will continue at the Master's degree level. The CCS further resolved that 5-year integrated M.A./M.Sc in Library and Information will commence from the next academic session.

5. Multiple Entry-Exit Option:There will be lateral entry provisions, but at any moment of time, the total intake will never exceed the total intake capacity of the programme.

6. Program Outline: In the following, Course No. column, the first digit indicates the semester, the second and third indicate the course serial number and the fourth digit indicates the credit of the course. One credit is equivalent to 30 study hours inclusive of all learning activities.

7. Program Specific Outcomes (PSOs): After completion of B.A./B.Sc./M.A./M.Sc. in Library and Information Science from Gauhati University, the learning outcomes would be:

1. Ability to effectively and efficiently discover, assess, and apply information for academic and personal goals.
2. Understanding existing and evolving information landscape, as well as the role of libraries and information professionals in enabling information access.
3. Comprehend history, ideas, concepts, and practises of LIS.
4. Organise and facilitate access to information in all forms, including printed and digital
5. Gain hands-on experience with a number of LIS-related technology tools and platforms, such as library systems, databases, metadata, and digital preservation.
6. Ability to communicate and work successfully with a wide range of stakeholders, including colleagues, patrons, and community members.
7. Comprehend and adhere to the LIS field's ethical norms and values, which include intellectual freedom, privacy, and secrecy.
8. Ability to critically analyse and evaluate research in the field of library and information science, as well as perform independent research projects.
9. Ability to lead and manage libraries and other information organisations at different levels.
10. Ability to design inclusive and culturally sensitive services and programmes and comprehend the significance of diversity, equality, and inclusion in LIS.
11. Ability and motivation to engage in continuous learning and professional growth throughout their LIS careers.

Entry	Semester	Course No.	Course Name	Theory/ Practice	Type	Nature	Marks Distribution			Credit			Exit 
							Exam	Internal	Total	Lecture	Practice	Total	
10+2 	I	1014	Foundations of Library and Information Science	Theory	Major/Minor	CC	80	20	100	4	0	4	1 Year Certificate in Library and Information Science Credit: 8
	II	2024	Library Systems	Theory	Major/Minor	CC	80	20	100	4	0	4	
Certificate 	III	3034	Information Sources and Services	Theory	Major/Minor	CC/OC	80	20	100	3	1	4	2 Years Diploma in Library and Information Science Credit: 28
	IV	4044	Knowledge Organisation: Classification	Theory	Major/Minor	CC	80	20	100	4	0	4	
		4054	Knowledge Organisation Practice: CC and DDC(Basic)	Practice	Major	CC	80	20	100	0	4	4	
		4064	Knowledge Organisation: Cataloguing	Theory	Major	CC	80	20	100	4	0	4	
Diploma 	V	4074	Knowledge Organisation: Cataloguing	Practice	Major	CC	80	20	100	0	4	4	3 Years B.A./B.Sc. in Library and Information Science Credit: 60
		5084	Fundamentals of Information Communication Technology	Theory	Major/Minor	CC/OC	80	20	100	3	1	4	
		5094	Knowledge Organisation Practice: DDC(Advanced) & UDC	Practice	Major	CC	80	20	100	0	4	4	
		5104	Information Communication and Information System	Theory	Major	CC	80	20	100	3	1	4	
	VI	5114	Books and Printing Technology	Theory	Major	CC	80	20	100	4	0	4	
		6124	Management of Library and Information Centres	Theory	Major/Minor	CC	80	20	100	4	0	4	
		6134	Library Automation and Networking	Theory	Major	CC	80	20	100	4	0	4	
Basic Degree 	VII	6144	Library Automation Practice	Practice	Major	CC	80	20	100	0	4	4	4 Years B.A./B.Sc. in Library and Information Science with Honours Credit: 92
		6154	Field Project	Practice	Major	CC	80	20	100	1	3	4	
		7164	Preservation and Conservation	Theory	Major	CC/OC	80	20	100	3	1	4	
		7174	Website Design and Development	Practice	Major	CC/OC	80	20	100	1	3	4	
	VIII	7184	Information Storage and Retrieval	Theory	Major	CC	80	20	100	3	1	4	
		7194	Library Marketing	Theory	Major	CC	80	20	100	4	0	4	
		8204	Research Methodology	Theory	Major	CC/OC	80	20	100	4	0	4	
		8214	Content Management System	Practice	Major	CC/OC	80	20	100	1	3	4	
Honours Degree 	IX	8224	Intellectual Property Rights	Theory	Major	CC/OC	80	20	100	4	0	4	1/2/5 Year(s) M.A./M.Sc. in Library and Information Science Credit: 124
		8234	Bibliographic Database: Project	Practice	Major	CC	80	20	100	0	4	4	
		9244	Digital Library	Theory	Major	CC	80	20	100	4	0	4	
	X	9254	Digital Library	Practice	Major	CC	80	20	100	0	4	4	
		9264	User Study and Information Literacy	Theory	Major	CC	80	20	100	4	0	4	
		9274	Learning Management System	Practice	Major	CC/OC	80	20	100	1	3	4	
X	9284	Knowledge Management	Theory	Major	CC/OC	80	20	100	4	0	4		
	9294	Apprenticeship	Practice	Major	CC	80	20	100	0	4	4		
	9304	Research Evaluation Metrics	Theory	Major	CC	80	20	100	4	0	4		
		9314	Dissertation	Practice	Major	CC	80	20	100	0	4	4	

5 Years M.A. / M.Sc. in Library and Information Science Programme of Gauhati University

Four Year Under Graduate Programme Library and Information Science

Semester 1

LIS-1014: Foundations of Library and Information Science

Course Level: 100-199

Graduate Attributes: The graduate attributes are reflected under course objectives and learning outcomes as follows:

Course Objectives	Learning Outcomes
<ul style="list-style-type: none"> • To make the learners aware of the Library and Information Science subject and its relation and contribution to society. 	<ul style="list-style-type: none"> • Get acquainted with the library and information science subject and its different dimensions; • Make use of the five laws as a set of logical principles to initiate any new activity in library, documentation, information work and services; • 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 no	Unit Content	No of class	Marks
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, S. R. Ranganathan and Melville Dewey.	14	20
2	Laws of Library Science: Five laws of library science, implication of five laws in Library and Information Centres; Cannon and postulates.	10	20
3	Library and its Promoters: UNESCO, National Knowledge Commission, India and National Mission on Libraries, India, Library and Information Policy, Commissions and Committees in relation to LIS.	10	20
4.	Library Associations: Library associations at international, national, state and regional levels; State level association: ALA, ACLA, SAGPS, BLA; National Level association: ILA, IASLIC, IATLIS; International level association: ALA, ARL, CILIP, SLA, IFLA, FID, ASLIB, LAUK.	14	20
5	Library 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.	12	20

No. of Required Classes: 60
No. of Contact Classes: 40
No. of Non-Contact Classes: 20
Theory Credit: 4
Practical Credit: 0
Particulars of Course Designer

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Reading List:

- Dhiman, Anil Kumar & Rani, Yashoda (2005). Learn Library and Society: Learning Library Science Series. New Delhi: Ess Ess Publications.
- Government of India (1867). The Press and Registration of Books Act, 1867. Retrieved from <https://www.indiacode.nic.in/handle/123456789/2272>
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- Ranganathan, ShiyaliRamamrita (2006). The Five Laws of Library Science. New Delhi: Ess Ess Publications.
- Jain, M. K. (Ed.). (2001). Library and information services in India: States and union territories: On the eve of new millennium. Shipra. https://www.goodreads.com/book/show/1949366.Library_And_Information_Services_In_India
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- Rubin, R. (2004). Foundations of Library and Information Science. Neal-Schuman Publishers.
- Barman, Badan (2022). A Comprehensive Book on Library and Information Science. LIS Links.
- Pal, B., & Hazarika, N. (2022). Textbook on Skill enhancement course in Library and Information Science. EBH Publishers.

Semester 2**LIS-2024: Library Systems****Course Level: 100-199**

Graduate Attributes: The graduate attributes are reflected under course objectives and learning outcomes as follows:

Course Objectives	Learning Outcomes
<ul style="list-style-type: none"> To make the learners aware of the different types of libraries and their functions and activities in fulfilling the users' needs and approach. 	<ul style="list-style-type: none"> Explain the different types of libraries and their functions; Explain the different aspects of the academic library system; Recognize different types of public libraries and their functions; Visualise the role of national libraries; and Comprehend the need and purpose of library legislation for public library services.

Detailed Syllabus

Unit no	Unit Content	No of class	Marks
1	Basics of Library: Definition, Types and functions; Historical Development of libraries; Public library movement in India and Assam; Inclusive libraries	10	20
2	Academic Library System: Concept, functions, authority, collection, personnel, finance, services; Role of UGC, NAAC, AICTE, INFLIBNET and other bodies in promoting libraries in universities, colleges, schools and other academic institutions in India; School library system: KVS and NVS; Selected academic libraries in India.	13	20
3	Public Library System: Concept, functions, authority, collection, personnel, finance, services; Selected public libraries in India; Community Information System; Library Legislation: Need, purpose; functions and advantages; Library Acts in India; RRRLF, IFLA, UNESCO Public Library Manifesto.	13	20
4.	Special Library System: Concept, functions, authority, collection, personnel, finance, services; Health library, agricultural library, engineering and technological library, law library, corporate library, personal library, archives, museum and oriental libraries; Library services for differently abled persons, children, women and aged people; Role of DST; Selected special libraries in India.	13	20
5	National Library: Concept, functions, authority, collection, personnel, finance, services; Selected national library of the	11	20

	World: Library of Congress, British Library; National library of India; Depository Libraries.		
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No. of Required Classes: 60

No. of Contact Classes: 40

No. of Non-Contact Classes: 20

Theory Credit: 4

Practical Credit: 0

Particulars of Course Designer

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Reading List:

- Abdullahi, I. (2009). *Global Library and Information Science: A Textbook for Students and Educators. With Contributions from Africa, Asia, Australia, New Zealand, Europe, Latin America and the Carribean, the Middle East, and North America.* Walter de Gruyter.
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Semester 3**LIS-3034: Information Sources and Services****Course Level: 100-199****Graduate Attributes:**The graduate attributes are reflected under course objectives and learning outcomes as follows:

Course Objectives	Learning Outcomes
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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

Detailed Syllabus

Unit no	Unit Content	No of class	Marks
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; International Article Number, International Standard Book Number (ISBN), International Standard Serial Number (ISSN), Digital Object Identifier (DOI).	14	20
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; Bibliographic Control.	10	20
3	Electronic Information Sources: Definition, features, types and origin; Pricing model of E-resources, acquisition and access mechanism and devices used for accessing; Evaluation of web resources;Different databases of E-resources; Federated search and discovery services, remote access, Library Portal; Open Access, Open Educational Resources, Creative Commons Licenses and Govt. initiatives in e-resources.	14	20
4.	Reference Service: Concept, types, functions, Reference enquiry, Reader's profile, Fact finding, Referral service, Alerting Services: CAS and SDI services, interlibrary loan, Document Delivery	11	20

	Service; Documentation Service, Library Public Relation and Extension Activities, Preparation of subject bibliographies.		
5	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, Web-Scale Discovery Services; Mobile-based library service, OPAC, Machine translation, Library website, library apps, augmented reality, Ask a Librarian.	11	20

No. of Required Classes: 60

No. of Contact Classes (Theory): 30

No. of Contact Classes (Practical): 20

No. of Non-Contact Classes: 10

Theory Credit: 3

Practical Credit: 1

Particulars of Course Designer

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Reading List:

- Alewine, M. C., & Canada, M. (2017). *Introduction to Information Literacy for Students*. John Wiley & Sons.
- Arch, X., & Gilman, I. (2020). *Academic Library Services for First-Generation Students*. ABC-CLIO.
- Bopp, R. E., & Smith, L. C. (Eds.). (2011). *Reference and information services: An introduction* (4th ed). Libraries Unlimited.
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Semester 4**LIS-4044: Knowledge Organisation: Classification****Course Level: 200-299**

Graduate Attributes: The graduate attributes are reflected under course objectives and learning outcomes as follows:

Course Objectives:	Learning Outcomes
<ul style="list-style-type: none"> • To familiarise students with the fundamentals of library classification, including its history and types of classification systems and how they are used to arrange information sources. 	<ul style="list-style-type: none"> • Identify and describe the need, purpose and function of library classification; • Adapt existing normative principles of library service to knowledge resources; • Describe the structure, identify the main classes in a library classification; • Able to use notational devices in library classification; and • Exemplify the application of facet analysis and sequencing of facets in Colon Classification.

Detailed Syllabus

Unit no	Unit Content	No of class	Marks
1	Subjects: Universe of knowledge: structure and attributes; modes of formation of subjects.	10	20
2	Library Classification: Meaning, need and purpose; kinds of Library classification schemes: Faceted and Enumerative. Common (ACI and PCI) and Special Isolates and auxiliaries. Facets and Facet Analysis, Speciators and their kinds, Phase Relations: levels and kinds/nature.	14	20
3	Principles in Library Classification: Normative principles: Laws, Canons, Principles, Postulates; Three Planes of works; Notation: Definition, structures, quality and function. Notational techniques in different classification schemes.	14	20
4.	Mapping of Subjects in Major Classification Schemes: Brief study of major classification schemes and the representation of the universe of subjects as mapped in DDC, UDC, LC, CC.	12	20
5	Trends of Library Classification: Taxonomy, Folksonomy, Automated classification, Web Dewey, Classify	10	20

No. of Required Classes: 60

No. of Contact Classes (Theory): 00

No. of Contact Classes (Practical): 60

No. of Non-Contact Classes: 00

Theory Credit: 0

Practical Credit: 4

Particulars of Course Designer

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Dr. Niraj Barua	nirajbarua@gauhati.ac.in	Department of library and Information Science

Reading List:

Batley, S. (2014). *Classification in Theory and Practice*. Chandos Publishing.

Broughton, V. (2004). *Essential Classification*. Facet Publishing.

Broughton, V. (2022). *Facet Analysis*. American Library Association.

Comaromi, J. P., & Satija, M. P. (1989). *Dewey Decimal Classification: History and Current Status*. Sterling Publishers.

Fletcher, W. I. (2017). *Library Classification*. Trieste Publishing Pty Limited.

Gilchrist, A., & Vernau, J. (2012). *Facets of Knowledge Organization: Proceedings of the ISKO UK Second Biennial Conference, 4th - 5th July, 2011, London*. Emerald Group Publishing.

Hunter, E. J. (2017). *Classification Made Simple*. Routledge.

Krishan Kumar (2000). *Theory of Classification*. New Delhi: Vikas.

Kumbhar, R. (2011). *Library Classification Trends in the 21st Century*. Elsevier.

Marcella, Rita and Newton, Robert (1997). *A new manual of classification*. Mumbai: Jaico.

Mitchell, J. S., & Vizine-Goetz, D. (2013). *Moving Beyond the Presentation Layer: Content and Context in the Dewey Decimal Classification (DDC) System*. Routledge.

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- Satija, M. P. (2013). *The Theory and Practice of the Dewey Decimal Classification System*. Elsevier.
- Satija, M. P. (2021). *Dewey Decimal Classification: Edition 19 (1979) to WebDewey (2018)*. Ess Ess Publications.
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Semester 4**LIS-4054: Knowledge Organisation Practice: CC and DDC (Basic)****Course Level: 200-299****Graduate Attributes:** The graduate attributes are reflected under course objectives and learning outcomes as follows:

Course Objectives	Learning Outcomes
<ul style="list-style-type: none"> To teach students practical classification skills utilising two important classification tolls like CC and DDC, as well as how to apply the principles of CC and UDC to manage and preserve library collections in an organised and effective manner. 	<ul style="list-style-type: none"> .Exemplify the application of facet analysis and sequencing of facets in Colon Classification; Construct class numbers according to Colon Classification; Identify the different types of common isolates and their use in DDC; and Classify a document as per Dewey Decimal Classification system.

Detailed Syllabus

Unit no	Unit Content	No of class	Marks
1	Basic and Compound Subjects: Classification of Documents representing basic, compound and complex subjects according to CC.	15	25
2	Complex Subjects: Classification of Documents representing complex subjects according to CC.	15	25
3	Use of Schedule: Classification of Documents representing basic subjects according to DDC.	15	25
4.	Compound Subject: Classification of Documents representing compound subjects according to DDC.	15	25

No. of Required Classes: 60**No. of Contact Classes (Theory): 00****No. of Contact Classes (Practical):60****No. of Non-Contact Classes: 00****Theory Credit: 0****Practical Credit: 4****Particulars of Course Designer**

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Reading List:

Ranganathan, S.R. (1964). Colon Classification, 6th rev. ed. Bombay: Asia.

Ranganathan, S.R. (1989). Colon Classification, 7th ed. 6th rev. and ed. by M.A. Gopinath. Bangalore: Sharda Ranganathan Endowment for Library Science.

- Dewey, Melville (1971). Dewey Decimal Classification and Relative Index. 22nd ed. 4V. New York: Forest Press.
- Raju, A.A.N. (1995). Dewey Decimal Classification (DDC 20): Theory and practice: a practical self-instructional manual. Madras: T. R. Pub.
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Semester 4**LIS-4064: Knowledge Organisation: Cataloguing****Course Level: 200-299**

Graduate Attributes: The graduate attributes are reflected under course objectives and learning outcomes as follows:

Course Objectives	Learning Outcomes
<ul style="list-style-type: none"> Understanding the purpose and importance of cataloguing in libraries, the role of cataloguing in facilitating access to information resources, and the principles of cataloguing codes such as AACR2R (Anglo-American Cataloguing Rules, 2nd edition) and CCC (Classified Catalogue Code) by investigating current issues and trends in cataloguing. 	<ul style="list-style-type: none"> Define and describe a library catalogue; Distinguish different approaches of readers for documents; and Explain the cataloguing process. Catalogue a reading material.

Detailed Syllabus

Unit no	Unit Content	No of class	Marks
1	Library Catalogues: Needs, structures and types; Physical forms of catalogues including book, sheaf, card and machine readable including OPACs, Web-OPACs. Centralize, Cooperative and Union catalogues.	12	20
2	Types of Entries: Personal Authors, Corporate Authors, Pseudonyms, Anonymous work, Uniform titles, Non-Print Materials.	14	20
3	Cataloguing Code: Canons and Principles, AACR2R, CCC, RDA, FRBR, Bibframe.	12	20
4.	Subject Headings: SLSH, LCSH, Chain procedure.	10	20
5	Trends in Library Catalogue: Retrospective Conversion. Bibliographic standards: ISBD; Data exchange formats. Metadata standards and schemes. MARC, UNIMARC, CCF, MARC-21, ISO 2709, Z39.50, Z39.71, etc.	12	20

No. of Required Classes: 60**No. of Contact Classes (Theory): 40****No. of Contact Classes (Practical):00****No. of Non-Contact Classes: 20****Theory Credit: 4****Practical Credit: 0****Particulars of Course Designer**

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Reading List:

- Dhiman, Anil Kumar & Rani, Yashoda (2005). *Learn Library Cataloguing: Learning Library Science Series*. New Delhi: Ess Ess Publications.
- Chan, Lois M. (1994). *Cataloguing and classification: An Introduction*. New York: McGraw Hill.3. Girija Kumar and Krishan Kumar (1988) *Theory of Cataloguing*. 5th Ed. New Delhi: Vikas.
- Kau, Mary L. (2001). *Managing Cataloguing and the organization of Information: Philosophies, Practices and Challenges at the onset of Twenty First Century*. New York. Haworth Press.
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- Bakewell, K. G. B. (2014). *A Manual of Cataloguing Practice: International Series of Monographs In library and Information Science*. Elsevier.
- Carter, R. C. (2018). *Managing Cataloging and the Organization of Information: Philosophies, Practices and Challenges at the Onset of the 21st Century*. Routledge.
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- Cole, J. E., & Jones, W. (2002). *E-serials Cataloging: Access to Continuing and Integrating Resources Via the Catalog and the Web*. Psychology Press.
- Eden, B. L. (2014). *Twenty-first Century Metadata Operations: Challenges, Opportunities, Directions*. Routledge.
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- Hart, A. (2014). *RDA Made Simple: A Practical Guide to the New Cataloging Rules*. ABC-CLIO.
- Joachim, M. D. (2003). *Historical Aspects of Cataloging and Classification*. Psychology Press.
- Lubas, R. L. (2011). *Practical Strategies for Cataloging Departments*. ABC-CLIO.
- McLeish, S. (2020). *Resource Discovery for the Twenty-first Century Library: Case Studies and Perspectives on the Role of IT in User Engagement and Empowerment*. Facet Publishing.
- Raju, J., & Raju, R. (2006). *Descriptive and Subject Cataloguing: A Workbook*. Elsevier.
- Sanchez, E. (2011). *Conversations with Catalogers in the 21st Century*. ABC-CLIO.
- Studwell, W. E. (1990). *Library of Congress Subject Headings: Philosophy, Practice, and Prospects*. Psychology Press.
- Welsh, A., & Batley, S. (2012). *Practical Cataloguing: AACR, RDA and MARC 21*. Facet Publishing.

Semester 4**LIS-4074: Knowledge Organisation: Cataloguing****Course Level: 200-299****Graduate Attributes:** The graduate attributes are reflected under course objectives and learning outcomes as follows:

Course Objectives	Learning Outcomes
<ul style="list-style-type: none"> To get expertise in the actual cataloguing of various library resources, including books, journals, audiovisuals, and electronic resources. 	<ul style="list-style-type: none"> Catalogue a book; Catalogue non-book material; and Find out a subject heading;

Detailed Syllabus

Unit no	Unit Content	No of class	Marks
1	Preparation of Main Entries for Personal Authors: Main entries for personal author(s), shared responsibility, mixed responsibility.	12	20
2	Preparation of Main Entries for Corporate Authors: Main entries preparation for editorial publications, periodicals and other serial publications, multivolume, pseudonyms, corporate bodies and non-book materials according to AACR- 2R.	14	20
3	Assigning Subject Headings: Finding out subject heading using SLSH or LCSH.	12	20
4.	Data Entry in SOUL and Koha: Data entries in SOUL and Koha software for preparation of OPAC.	12	20
5	RDA Toolkit: Practice in RDA Toolkit by using the trial access.	10	20

No. of Required Classes: 60**No. of Contact Classes (Theory): 00****No. of Contact Classes (Practical):60****No. of Non-Contact Classes: 00****Theory Credit: 0****Practical Credit: 4****Particulars of Course Designer**

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Reading List:

- Kumar, Krishan & Garg, B.S. (2005). Advanced Cataloguing Practice: Based on Anglo-American Cataloguing Rules. New Delhi: Har-Anand Publications Pvt. Ltd.
- Kochar, R.S. (1998). Principles and practices of cataloguing. Delhi: Rajat pub.
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Sharp, Henry A. (1948). *Cataloguing: A text book for use in libraries*. 4th ed. London: Grafton.
Wyner, Bondan S. (1985). *Introduction to cataloguing and classification*. 7th ed. Littleton:
Libraries Unlimited.

Semester: 5

LIS-5084: Fundamentals of Information Communication Technology

Course Level: 300-399

Graduate Attributes: The graduate attributes are reflected under course objectives and learning outcomes as follows:

Course Objectives	Learning Outcomes
<ul style="list-style-type: none"> To make the learners aware of the fundamentals of computer and information communication technology. 	<ul style="list-style-type: none"> Explain the computer system and its components and uses; Visualise the importance of ICT to provide different kinds of library and information services; Explain the different types of networks and its topologies; Able to work in Windows and Linux environments; and Able to work in an MS Office.

Detailed Syllabus

Unit no	Unit Content	No of class	Marks
1	Computer Basics: Hardware and software; Generations of computer; Classification of computers; Computer Organization (Input, Output and Peripheral devices; History, Computer architecture); Computer storage (RAM, ROM, Virtual memory) and Character Representation (ASCII, ISCII, Unicode).	12	20
2	Computer Software: System Software (working with Operating System Windows and Linux); Application Software (working with Word processor MS Office, LibreOffice and LaTeX).	12	20
3	ICT: Communication Technology: Fundamentals and applications; Networks and Networking: Tools and Architecture; Data Transmission Techniques, Transmission Modes, Bandwidths; Internet and Intranet application; Transmission media- Switching system, Bandwidth, Multiplex, Protocol; Wireless communication; Fax, Email, Teleconferencing/ Videoconferencing, Videotext, Voicemail.	12	20
4.	Internet: Basics of Internet. Internet Protocols and Standards (HTTP, SHTTP, FTP, SMTP, TCP/IP, URI, URL). Internet applications: Web browser, web directory and subject gateways, search engine, Email, Chat, RSS, blog, discussion forum and group, web conferencing, wiki, social network. Cloud computing, data warehouse and data mining. Virtual Reality, Augmented Technologies.	12	20
5	Networking and Internet Safety: Networking: Types (LAN, MAN, WAN), Topologies (Bus, Ring, Star, Tree, Mesh, Hybrid) and VPN.Data Security, network security, firewalls, cryptographic techniques, anti-virus software, anti-spyware, intrusion detection system.	12	20

No. of Required Classes: 60

No. of Contact Classes (Theory): 30

No. of Contact Classes (Practical): 20

No. of Non-Contact Classes: 10

Theory Credit: 3

Practical Credit: 1

Particulars of Course Designer

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Reading List:

Martin, Michael J (2000). Understanding the network: a practical guide to internetworking. Indianapolis: New Riders.

Norton, Peter (2000). Peter Norton's Introduction to Computers. New Delhi: McGraw-Hill

Rajaraman, V and Adabala, N. (2014). Fundamentals of Computers, 6th Ed. Delhi: PHI Learning Pvt Ltd.

Tannenbaum, Andrew (2013). Computer Networks. New Delhi, Prentice Hall

Semester 5**LIS-5094: Knowledge Organisation Practice: DDC (Advanced) and UDC****Course Level: 300-399****Graduate Attributes:** The graduate attributes are reflected under course objectives and learning outcomes as follows:

Course Objectives	Learning Outcomes
<ul style="list-style-type: none"> • Developing an in-depth understanding of the advanced features of DDC and UDC to work with complex and specialized collections, such as scientific and technical materials, and digital resources. 	<ul style="list-style-type: none"> • Identify the different types of common and special isolates and their use in DDC and UDC; • Classify documents according to Dewey Decimal classification's advanced features. • Classify documents according to Universal Decimal Classification Abridged Edition;

Detailed Syllabus

Unit no	Unit Content	No of class	Marks
1	Use of Subdivision and Auxiliaries: Classification of Documents requiring use of Tables.	15	25
2	Compound Subject: Classification of Documents representing compound and complex subjects according to DDC.	15	25
3	Documents Representing one or more subjects in UDC: Classification of Documents representing basic and compound subjects according to UDC.	15	25
4.	Documents Representing Subject and Auxiliaries in UDC: Classification of Documents representing subjects and auxiliaries according to UDC.	15	25

No. of Required Classes: 60

No. of Contact Classes (Theory): 00

No. of Contact Classes (Practical):60

No. of Non-Contact Classes: 00

Theory Credit: 0

Practical Credit: 4

Particulars of Course Designer

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Reading List:

Dewey, Melville (1971). Dewey Decimal Classification and Relative Index. 22nd ed. 4V.
New York: Forest Press.

Raju, A.A.N. (1995). Dewey Decimal Classification (DDC 20): Theory and practice: a practical self instructional manual. Madras: T. R. Pub.

Satija, M.P and Comaroni, M.P (1998). Exercises in the 21st Edition of DDC. Revised and Enlarged. New Delhi: Sterling.

Cham, Lois Mai and others. (1996). Dewey Decimal Classification: A practical guide. New York: Forest Press.

Dewey, Melville (1971). Dewey Decimal Classification and Relative Index. 22nd ed. 4V.
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International Federation for Documentation (1977). Universal Decimal Classification. London: British Standards Institution.

Raju, A. A. N. (2007). Universal Decimal Classification (IME-1993): Theory and Practice: A Self Instructional Manual. New Delhi: Ess Ess Publications.

Satyanarayana V V V (1998). Universal Decimal Classification: a Practical Primer. New Delhi: Ess Ess Publications.

Semester 5**LIS-5104: Information Communication and Information System****Course Level: 300-399****Graduate Attributes:** The graduate attributes are reflected under course objectives and learning outcomes as follows:

Course Objectives:	Learning Outcomes
<ul style="list-style-type: none"> To understand the importance and role of information in society, the nature of information communication, information system and information providers and their impact on libraries. 	<ul style="list-style-type: none"> Distinguish between seemingly synonymous words, such as information, data, knowledge, facts, and wisdom; Describe the importance of information in society Ability to design, implement, and manage information systems in libraries.

Detailed Syllabus

Unit no	Unit Content	No of class	Marks
1	Data, Information, and Knowledge: Concept, Definition, characteristics; Information Life Cycle; Information explosion;	10	20
2	Information Society: Role of Information in society its origin, knowledge Society and role of Information institutions, Information policies with special reference to India, Politics of Information – Universal Data flow, Free flow of information, NWICO, WSIS, Information poverty, and digital divide.	12	20
3	Information communication – Concept, Definition, Theory, Models, Channels, and Barriers; Scientific Communication: formal and informal channels communication, Invisible colleges.	12	20
4.	Information System: Concept, definition and components. Information system at National, Regional and International levels; Information system at sectoral level. CSIR, NIScPR, NASSDOC, DESIDOC, SENDOC, ASTINFO, SAARC, APINESS, AGRIS, MEDLARS.	13	20
5	Information Intermediaries: Concept, Definition and Functions. Information Brokers, Information Aggregators, Online Vendors, Technological gatekeepers, Information Consultants, Some important information intermediaries: DIALOG, BLDSC, Clarivate, ProQuest, Elsevier; National Knowledge Network.	13	20

No. of Required Classes: 60**No. of Contact Classes (Theory): 30****No. of Contact Classes (Practical): 20****No. of Non-Contact Classes: 10****Theory Credit: 3****Practical Credit: 1**

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Reading List:

- Abell, Angela, & Oxbrow, Nigel (2001). *Competing with knowledge: The information professionals in the knowledge management age*. London: Facet Publishing.
- Atherton, Pauline (1977). *Handbook for information systems and service*. Paris: UNESCO.
- Bala, H. (2010). *Towards building a knowledge Society*. USA: Author press.
- Bawden, David & Robinson, Lyn (2012). *Introduction to information science*. London: Facet.
- Buckland, M. (2017). *Information and society*. MIT Press.
- Budd, John M. (1992). *The library and its users: The communication process (Contributions in Librarianship and Information Science)*. New York: Greenwood Press.
- Burton, P. F. (1992). *Information Technology and Society: Implications for the Information Professions*. Library Association Pub.
- Chopey, Michael A. (2005) *Knowledge without Boundaries: Organizing Information for the future*. Chicago: American Library Association.
- Dearnley, James, & Feather, John. (2001). *The Wired World: An introduction to the theory and practice of the information society*. London: Facet Publishing, 2001.
- Duff, A. (2001). *Information Society Studies*. London: Routledge.
- Elliott de Saez, Eileen. (2002). *Marketing concepts for libraries and information services (2nd ed.)*. London: Facet Publishing.
- Feather, John. (2000). *The Information Society: A study of continuity and change*. 3rd ed. London: Concept Publishing.
- Fitzgerald, N. (2012). *The Information: A history, a Theory, a Flood*, Taylor and Francis
- Frau-Meigs, D., & Nicey, J. (2012). *From NWICO to WSIS: 30 Years of Communication Geopolitics - Actors and Flows, Structures and Divides*. Intellect Books.
- International conference on information management in a knowledge society, February 21-25, 2005, Conference Papers. (Vol. 1 & 2). New Delhi: Allied publishers.
- Kumar, P. S. G. (2002). *A Student's Manual of library and Information Science*. Delhi: B. R. Publishing Corporation.
- Mahapatra, P. K., & Chakrabarti, B. (2002). *Knowledge management in libraries*. New Delhi: Ess Ess Publishers.
- National Knowledge Commission. (2009). *National Knowledge Commission. Report to the Nation 2006-2009*
- Neelameghan, A. (2002). *Lectures on knowledge management: Paradigm, Challenges and Opportunities*. New Delhi: Ess Ess Publishers
- Pasek, J. E. (2015). *Defining information policy: Relating issues to the information cycle*. *New Review of Academic Librarianship*, 21(3), 286-303.
- Ranganathan, S. R. (Ed.). (1983). *Documentation and its Facets*. Bombay: Asia.
- Rice, Ronald E, Maureen McCreadie, & Shan-Ju L. Chang. (2001). *Accessing and browsing information and communication*. Cambridge, Mass: MIT Press

- Rosie, A.M. (1973). Information and communication theory. New York: Van Nostrand Reinhold Company.
- Shera, Jesse H. (1966). Documentation and the organisation of knowledge. London: Crosroy Lockwood.
- Singh, G. (2013). Information sources, services and systems. Phi Learning Pvt. Ltd.
- Takaingehamo, C., Colence. (2019). Cooperation and Collaboration Initiatives for Libraries and Related Institutions. IGI Global.
- Taylor, Arlene G. (2004). The organization of information. Connecticut: Libraries
- Tredinnick, Luke. (2006). Digital information contexts: Theoretical approaches to understanding digital information. Oxford: Chandos Publishing.
- Vickery, B.(1987). Information systems. London: Butterworths.

Semester 5**LIS-5114: Books and Printing Technology****Course Level: 300-399****Graduate Attributes:** The graduate attributes are reflected under course objectives and learning outcomes as follows:

Course Objectives	Learning Outcomes
<ul style="list-style-type: none"> To comprehend the importance and role of books, its parts and knowledge about writing materials, scripts, printing technology from ancient to modern age. 	<ul style="list-style-type: none"> Identify the parts of a book and their importance; Evaluate about the quality of printing and binding Comprehend the role of classic books on human civilization

Detailed Syllabus

Unit no	Unit Content	No of class	Marks
1	Early writing material: Early writing materials of India and world: Perishable and non-perishable; Scribes and his implements; Organization of early writing materials in ancient and medieval India and world; Paper: origin, types, and properties.	12	20
2	Writing Scripts: The mnemonic, pictorial, ideographic and phonetic; Egyptian writing: hieroglyphic, hieratic and demotic; cuneiform writing; birth of alphabet: Greek and Roman and their offshoots; History of writing in India: Indus Valley script; Brahmi and Kharosthi; Modern Indian language scripts: origin and growth.	12	20
3	Invention of Printing: History; Wood block printing: advantages, disadvantages; Need of movable type printing; Type metal; Typography: parts of a type, type size, measurement; typefaces: Roman, Gothic, Italic; Ligatures and punctuation marks; Composition by hand; page and its necessary accessories; Imposition in folio, octavo etc.; proof correction: conventional proof correction symbols, ISI proof correction symbols; Mechanical composition: linotype, monotype, stereotype, electrotpe; Printing press: hand press, platen press, cylinder press, perfecting press, rotary press.	12	20
4.	Binding and structure of books: Evolution of the form of Book; Binding: need, materials, techniques, parts; Mending and repairing, recasing and recovery, re-inforcing and rebacking; Machine binding vs Hand binding; Folding and sewing; Covering materials; Evaluation of binding; Paper-back binding; Parts of a book: title page, edition, impression, reprint, variant.	12	20
5	Classic Books: Concept, Study of some classic books that had revolutionary impact on human civilization- Indian Classics:Vedas, Upanishads, Puranas, Ramayana, Mahabharata, Bhagavad Gita, Susrata Samhita, Charaka Samhita; Yoga Sutra of Patanjali, Panchatantra, Arthashastra, Western Classics: Illyad,	12	20

	Odyssy, Philosophiæ Naturalis Principia Mathematica, On the Origin of Species;		
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No. of Required Classes: 60

No. of Contact Classes (Theory): 40

No. of Contact Classes (Practical): 00

No. of Non-Contact Classes: 20

Theory Credit: 4

Practical Credit: 0

Particulars of Course Designer

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Reading List:

Chakraborti, M. L. (1971). Bibliography in theory and practice. World Press.

Eliot, S., & Rose, J. (2011). A Companion to the History of the Book. John Wiley & Sons.

Jain, M. K. (Ed.). (2001). Library and information services in India: States and union territories: On the eve of new millennium. Shipra.
https://www.goodreads.com/book/show/1949366.Library_And_Information_Services_In_India

Jain, M. K., Kalia, D. R., & Mangha, P. B. (2000). 50 Years: Library and Information Services in India. Shipra Publications.

Johns, A. (2009). The Nature of the Book: Print and Knowledge in the Making. University of Chicago Press.

Khanna, J. K., & K. Vasihsht. (1985). Knowledge Evolution Structure & Research Methodology. Ess Ess Publications.

Mangla, P. B., & Mandal, S. (2006). The national library, India: An intellectual resource (NACONAL 2006). The National Library, Kolkata.
<http://archive.org/details/dli.ministry.29646>

McMurtrie, D. C. (2012). The Book—The Story of Printing & Bookmaking. Read Books Design.

Rubin, R. (2004). Foundations of Library and Information Science. Neal-Schuman Publishers.

Thomas, I. (1874). The History of Printing in America: With a Biography of Printers. Burt Franklin.

Semester: 6

LIS-6124: Management of Library and Information Centres

Course Level: 300-399

Graduate Attributes: The graduate attributes are reflected under course objectives and learning outcomes as follows:

Course Objectives	Learning Outcomes
<ul style="list-style-type: none"> To provide students with a broad understanding of the principles and practices of library and information science management and equip them with the skills necessary to effectively manage libraries and information centres. 	<ul style="list-style-type: none"> Explain different theories of management; Define and comprehend the components of human resources management; Formulate the budget proposal keeping in view both budgeting aspects and functions of a library; Identify and describe the functions of different sections of the libraries; and Appreciate the purpose and function of different kinds of library statistics.

Detailed Syllabus

Unit no	Unit Content	No of class	Marks
1	Management: Concepts, definition, scope; Management styles and approaches; Management schools of thought; Functions and principles of scientific management. Decision Making.	10	20
2	Human Resource Development: Staff formula, professional and semi professional levels; Job description; Job evaluation; Job Enrichment; Job Satisfaction; Motivation theories and their application; Group dynamics; In service training; Discipline and grievances work culture in libraries and role of Librarian; Performance appraisal, Annual Confidential Report.	13	20
3	Financial Management: Resource mobilization; Budgeting: techniques and methods, budgetary control; Cost effectiveness and cost benefit analysis; Outsourcing: problems and prospects.	10	20
4.	Library Management: Different sections of LICs and their functions: Processing, Circulation, Serial control, Maintenance, Stock verification, weeding out of books; Collection development: principles and theories, Selection tools; Good Office Committee; Online bookshops vs traditional bookshops, IFLA - Guidelines for a Collection Development Policy. Evaluation of library collection, Library statistics: purpose and types; Reporting; Physical file management in libraries. Library committee and library rules	14	20
5	Library Quality Control: Library building and library furniture and fittings: Existing standard on building and furniture, types. Green Library. Planning of library building, Library Disaster Management, Library Security, Sustainable Library. Total Quality Management (TQM): definition, concept, elements, quality audit, Six Sigma, LibQual; LIS related standards; Standard- ISO-9001.	13	20

No. of Required Classes: 60

No. of Contact Classes (Theory): 40
No. of Contact Classes (Practical): 00
No. of Non-Contact Classes: 20
Theory Credit: 4
Practical Credit: 0
Particulars of Course Designer

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Reading List:

Kumar, Krishan (1987). Library Administration and Management. New Delhi: South Asia Books.

Kumar, Krishan (2007). Library Management in Electronic Environment. New Delhi: Har-Anand Publications Pvt. Ltd.

Mittal, R. L. (2007). Library Administration: Theory and Practice. New Delhi: Ess Ess Publications.

Ranganathan, S. R. (2006). Library Administration. New Delhi: Ess Ess Publications.

Redfern, B. (1995). Studies in library management. London: Clive Bingley.

Semester 6**LIS-6134: Library Automation and Networking****Course Level: 300-399****Graduate Attributes:** The graduate attributes are reflected under course objectives and learning outcomes as follows:

Course Objectives	Learning Outcomes
<ul style="list-style-type: none"> To provide students with a comprehensive understanding of library automation and networking, and the skills necessary to effectively manage and maintain library automation systems and utilize the benefits of resource sharing library networks and consortia. 	<ul style="list-style-type: none"> Describe the concept of system, system analysis and design; Use Flow Chart, DFD, SWOT PERT/CPM as and when needed. Explain the need and purpose of automation; Grasp the different modules of ILMS and its uses; Explain different library networks and consortia;

Detailed Syllabus

Unit no	Unit Content	No of class	Marks
1	System Analysis: System concepts and information system; System development life cycle; Role of system analyst; Planning and conduction a system study. Planning and investigations; Information gathering; Structured analysis tools; Operations research: Flow chart, Gantt chart, Data Flow Diagram (DFD); Strength, Weakness, Opportunities, Threat (SWOT), Programme Evaluation and Review Techniques/ Critical Path Methods (PERT/CPM).	10	20
2	Systems Study: Concept, Components analysis, evaluation and design, Library as a System, Subsystems of a Library; Integrated Library Management System (ILMS); Different library software packages used in Indian libraries and their different modules: NewGenLib, Libsys, E-Granthalaya, SOUL, Koha.	13	20
3	Library Automation: Need and advantages; Planning and implementation of library automation; Steps in Library automation; Selection of hardware and software, Areas of Library Automation. Standard for library automation. Barcode, QR Code, RFID, Biometric, Smartcard.	10	20
4.	Resource Sharing: Library Cooperation and resource sharing, Library Network: OCLC, JANET, ERNET, INFLIBNET, DELNET.	14	20
5	E- Resource Consortia: Concept, Indian Initiatives, ICOLC, E-ShodhSindhu: UGC-Infonet, INDEST, N-LIST, NKRC; CeRA, DelCON, Forsa, IIM Libraries Consortium.	13	20

No. of Required Classes: 60**No. of Contact Classes (Theory): 40****No. of Contact Classes (Practical): 00****No. of Non-Contact Classes: 20****Theory Credit: 4**

Practical Credit: 0
Particulars of Course Designer

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Reading List:

- Devarajan, G. (1999). Information technology for libraries. New Delhi: Ess Ess.
- Lahkar, Narendra & Singh, Sanjay Kumar (Eds.) (2014). North East India Library Network: Challenges and Opportunities. Guwahati: Department of Library and Information Science, Gauhati University.
- Ahmad, Shamim (2008). Computer in Library Management. New Delhi: A.P.H. Publishing Corporation.
- Haravu, I.J. (2004). Library Automation: Design, Principles and Practice. Delhi: Allied Publishers Pvt Ltd
- Singh, Sanjay Kumar (2014). Impact of ICT on management of library operations. New Delhi: Avon Publications.

Semester 6**LIS-6144: Library Automation Practice****Course Level: 300-399****Graduate Attributes:** The graduate attributes are reflected under course objectives and learning outcomes as follows:

Course Objectives	Learning Outcomes
<ul style="list-style-type: none"> To equip the students with deep practical knowledge of using Integrated Library Management Systems (ILMS) including system administration, database management, and troubleshooting. 	<ul style="list-style-type: none"> Install SOUL and Koha Software; Customize Koha software to meet the local need; Make an entry in the SOUL and Koha software. Work effectively in Koha and SOUL software.

Detailed Syllabus

Unit no	Unit Content	No of class	Marks
1	SOUL: Installation, Working on all available modules. Database Creation and Use.	30	50
2	Koha: Installation, customization, database creation and use.	30	50

No. of Required Classes: 60**No. of Contact Classes (Theory): 00****No. of Contact Classes (Practical):60****No. of Non-Contact Classes: 00****Theory Credit: 0****Practical Credit: 4****Particulars of Course Designer**

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Reading List:

LibLime (2016). Koha - Open Source ILS - Integrated Library System. Retrieved from:

<http://www.koha.org>INFLIBNET (2014). SOUL. Rerieved from <https://www.inflibnet.ac.in/soul/>

Koha Library Software Community (2016). Official Website of Koha Library Software.

Retrieved from: <https://koha-community.org/>

Semester 6**LIS-6154: Field Project****Course Level: 300-399**

Graduate Attributes: The graduate attributes are reflected under course objectives and learning outcomes as follows:

Course Objectives	Learning Outcomes
<ul style="list-style-type: none"> To provide students the chance to explore various types library and learn about the various roles and responsibilities of library staff, as well as valuable hands-on experience and insights into the library profession, library services and organization. 	<ul style="list-style-type: none"> Develop the writing and presentation skill to present an observation; and Grasp the recent developments in Library and Information Centres

Detailed Syllabus:

Students are required to visit a minimum of six libraries (maximum two from each category amongst public library, academic library, special library, archives, oriental libraries and departmental libraries of major Indian Universities.

The field project will be organized by the concerned institution and it will be carried out in a place outside the state, preferably in a metropolitan city. At the time of the visit, the learners need to observe library workings, collections, facilities, and services.

After visiting the libraries, the students need to submit a handwritten report on the libraries that includes a title page, certificate from guide, self-declaration, preface, acknowledgement, details of the journey, critical observation of each library and comparative study of the library visited. A viva voce will be conducted to evaluate the overall enlightening experiences towards understanding of the technical concepts taught in the classroom.

No. of Required Classes: 60**No. of Contact Classes (Theory): 20****No. of Contact Classes (Practical):40****No. of Non-Contact Classes: 00****Theory Credit: 1****Practical Credit: 3****Particulars of Course Designer**

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Reading List:





Bailey, Stephen (2003). Academic Writing: A Practical Guide for Students. UK: Psychology Press.

Luey, Beth (1987). A Handbook for Academic Authors. New York: Cambridge University Press.

FYUGP-MANIPURI-SYLLABI-GU, 2023

COURSE	COURSE NAME		CREDITS
Course-1	Manipuri Orthography		4
	Unit I	Manipuri Alphabet	
	Unit II	Vowels, Secondary symbols of Vowels	
	Unit III	Consonants, Conjuncts, Clusters, Manipuri Numerals (Cardinals & Ordinals)	
	Unit IV	Manipuri Writing System	

Learning Outcomes:

-  *To achieve greater knowledge and understanding about Manipuri alphabet, Vowels and Consonants.*
-  *To enable the learner to read and write the language, identify the two and three letter conjuncts, clusters etc. of the language.*
-  *To gain the knowledge and understanding of the Manipuri numeral system, both the Cardinal and Ordinal numerals.*
-  *To achieve the knowledge of Manipuri writing system and its application with perfection.*

References:

1. Manipuri To English Dictionary by Soibam Imoba
2. Manipuri Grammar by Ch. Yashawanta Singh

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FYUGP-MANIPURI-SYLLABI-GU, 2023

COURSE	COURSE NAME	CREDITS
Course-2	History of Manipuri Language & Literature	4
	Unit I	Periodization and classification of Manipuri Literature
	Unit II	Ancient Manipuri Literature
	Unit III	Medieval Manipuri Literature
	Unit IV	Modern Manipuri Literature

Learning Outcomes:

-  *To achieve the greater knowledge and understanding about the Manipuri Literature and its development.*
-  *To gain the knowledge of the Manipuri culture and society from the Ancient and Medieval Manipuri literatures.*
-  *To enable to gain the knowledge about the different aspects of Manipuri Language.*
-  *To enlighten the learner about the literary forms, styles etc.*
-  *To gain a tentative picture of the writing styles used by different authors in the modern literary texts.*
-  *To understand the current trends prevalent in the modern Manipuri literature.*

References:

1. Shastri, Kalachand. :1982, *Ashamba Manipuri SahityagiItihas*. O.K.Store, Imphal.
2. Singh, Ch. Manihar. : 2003, *A History of Manipuri Literature*, SahityaAkademi, New Delhi.
3. Nabachandra, Polem. :2006, *Ariba Manipuri SahityagiSaklon*, Writers' Forum, Imphal.
4. Singh, MoirangthemRajen. : 2007, *Ariba Manipuri SahityagiMasak*, MoirangShathibi Publications, Kakching, Manipur.
5. Singh, L. Ashok Kumar. : 2016, *Ariba Manipuri Sahityagi (Seirol) Paring*, G.M. Publications, Keishamthong, Imphal.
6. MoirangthemBiramangol. : 2011, *Ariba Manipuri SahityadaNungshiNungwon-giMashak*, CIIL,

Mysore-570006.

7. Singh, LongjamAnand. : 2014, *MeeteiLolgiPuwari*, Shiroi Publications, Thoubal, Manipur.

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FYUGP-MANIPURI-SYLLABI-GU, 2023

COURSE	COURSE NAME		CREDITS	
Course-3	Manipuri Grammar&Literature		4	
	Unit I	Root & Affixes, Diphthong, Amplification, Word meaning & Correction of sentence		
	Unit II	Essay		
		i.	Kalidasa – A. Minaketan Singh	
		ii.	Meitei NingthounaPhambalTongba – N. Khelchandra Singh	
	Unit III	Poetry		
		i.	Pi Thadoi – Kh. Chaoba Singh	
		ii.	Kamalda – A. Minaketan Singh	
		iii.	KeidanoPanthou–Kh. Gourakishwar Singh	
		iv.	Awaba – E. Nilakanta	
	Unit IV	Prose		
		i.	KalpanaSwayambar – G.C. Tongbra	
		ii.	Kang Ningthou– G.C. Tongbra	

Learning Outcomes:

-  To achieve the knowledge to assess Manipuri grammatical information and application.
-  To gain the knowledge of the Manipuri culture and society reflected in the selected pieces of the course.
-  To enable to gain the knowledge about the different aspects of Manipuri Language and its usage.
-  To enlighten the learner about the grammatical terms like, root and affixes.
-  To gain a broad picture of the writing styles used by different authors in the literary texts and compare with the writings reflected in the modern literature.

References:

1. Singh, I.R.Babu, ed. :1991,*Manipuri Wareng*, The Cultural Forum Manipur, Imphal.
2. Singh, :1988, *Manipuri Sheireng*, Manipuri SahityaParishad, Imphal.
ThokchomYogendra,

ed.

3. Thoudam, P.C. :1991, *Remedial Manipuri Grammar*, Aman Enterprise, Imphal.
4. Singh, Ch. Yashawanta. :2000, *Manipuri Grammar*, Rajesh Publications, New Delhi.
5. W., Tomchou. :1998, *A Study of Meitei Phonology*, The Students' Store, Imphal.
6. Singh, N. Nilamani. ed. :2009, *Akhannaba Manipuri Wareng*, SahityaAkademi, New Delhi.

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FYUGP-MANIPURI-SYLLABI-GU, 2023

COURSE	COURSE NAME		CREDITS
Course-4	Religious Festivals, Education & Biographical Literature		4
	Unit I	MeraHouChongba, RathaYatra&GanNgai	
	Unit II	Lai Haraoba	
	Unit III	The Advent of Western Education in Manipur	
	Unit IV	Aspect of Biographical Literature	

Learning Outcomes:

-  To enable to achieve the knowledge about the advent of Hinduism in Manipur and its impact on Manipuri Culture and Society.
-  To enlighten about the religious festivals celebrated by the different communities.
-  To provide the knowledge and understanding about the coming of western education in Manipur and its consequences in the Manipuri society.
-  To enable to gain the critical knowledge about the biographical literature and understand and appreciate the contributions made by the literary figures.

References:

1. Sastri, Kalachand. :1982, *Ashamba Manipuri SahityagiItihas*. O.K.Store, Imphal.
2. Singh, Ch. Manihar. :2003, *A History of Manipuri Literature*, SahityaAkademi, New Delhi.
3. Nabachandra, Polem. :2006, *Ariba Manipuri SahityagiSaklon*, Writers' Forum, Imphal.
4. Singh, MoirangthemRajen. :2007, *Ariba Manipuri SahityagiMasak*, MoirangShathibi Publications, Kakching, Manipur.
5. Singh, L. Ashok Kumar. :2016, *Ariba Manipuri Sahityagi (Seirol) Paring*, G.M. Publications, Keishamthong, Imphal.
6. MoirangthemBiramangol. :2011, *Ariba Manipuri SahityadaNungshiNungwon-giMashak*, CIIL, Mysore-570006.
7. Singh, ThokchomIbohanbi. :2017, *ManipuridaPunshiWarigiSahitya*, Rinda Publications, Imphal.

8. Singh, Thokchom Mangoljao. :1967, *Manipurda Nongchuplomgi Shiksha Vol. 1.*, Bhagyabati Karyalaya, Churchand Printing Works, Imphal.

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FYUGP-MANIPURI-SYLLABI-GU, 2023

COURSE	COURSE NAME		CREDITS
Course-5	Manipuri Poetry		4
	Unit I	<i>Ancient</i> i. HijanHirao- N. Khelchandra ii. Yakeiba - N. Khelchandra	
	Unit II	<i>Medieval</i> i. Shree RambuNagapashnaPullabadaSugreebanaTengthaba ii. Lanka KandageeMatangAma iii. AshwamedhaYeigyageeShagolBalmikiMunigee Banda LabanaFabageeMatang PareekshitSapayagyageematangama	
	Unit III	<i>Romanticism</i> i. LamgiChekla Amada- Kh. Chaoba Singh ii. Nonggumlakkhoda - A. Minaketan Singh iii. Ereipak- A. Darendrajit Singh HuinaoMachaYengba- H. Anganghal Singh	
	Unit IV	<i>Modernism</i> i. Manipur - E. Nilakanta Singh ii. Mamang Leikai ThambalSatile- L. Samarendra Singh iii. EiLaimingLoude - Shree Biren JagoiJagoi- Y. Ibomcha Singh	

Learning Outcomes:

-  To achieve the greater knowledge and understanding about Manipuri Poetry.
-  To enable the identification of the literary techniques and creative uses of language and to achieve elaborate understanding about Manipuri Poetry.
-  To develop the capacity to appreciate the literary usage of Manipuri and use the same creatively and imaginatively.
-  To develop the capacity of critical analysis on the different writing and expression styles of the author.

References:

1. Singh, ChongthamManihar and :2000,KanchiSheireng Manipur University, Imphal.
PolemNabachandra ed.

2. Singh, ThokchomYogendra, ed. :1991, *ManipuriSheireng*, Manipuri SahityaParishad, Imphal.
3. Singh, MoirangthemRajen. :2007, *Ariba Manipuri SahityagiMasak*,MoirangShathibi Publications, Kakching, Imphal.
4. Devi, KojamSantibala. :2013, *Manipuri Sheirengda Nationalism AmasungAteiWarengKhara*, The Cultural Forum Manipur, Imphal.
5. Long-Zomba, Sharata Chandra. :2021, *ShriBirengeeSheireng&LeelaMachaNeinaba*, Ahanbi Publications, Manipur.

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FYUGP-MANIPURI-SYLLABI-GU, 2023

COURSE	COURSE NAME			CREDITS
Course-6	Manipuri Prose			4
	Unit I	i.	Numit Kappa - Moirangthem. Chandra Singh	
		ii.	Androgee Mei - AshangbamMinaketan Singh	
	Unit II	i.	Manipuri SahityadaMahakavya- ElangbamNilakanta	
		ii.	ManipurgiChingmeeKummeishing - Gangmumei Kamei	
	Unit III	i.	Manipuri SahityadaLamkoiWaree - ThokchomIbohanbi Singh	
		ii.	CacharChatngeida- Kh. Prakash	
	Unit IV	i.	MeidingnguGaribniwazHaktakta Manipuri SanskritgeeYawol- Raj Kumar Sanahal Singh	

Learning Outcomes:

-  To achieve the greater knowledge and understanding about Manipuri Prose.
-  To enable to gain the knowledge about different cultural aspects prevalent in early times and different types of literary sources and subjects as well.
-  To enlighten the learner about the importance of Manipuri epics in the course of Manipuri literature.
-  To gain the knowledge about the evolution of Sanskrit during the ancient times.
-  To achieve greater knowledge about the ancient literary pieces.






References:

1. Singh, N. Nilamani. ed. :2009, *Akhannaba Manipuri Wareng*, SahityaAkademi, New Delhi.
2. Singh, N. Khelchandra. :1967, *Ariba Manipuri SahityageeItihas*, Divine Book Mart, Imphal.
3. Devi, HuidromSubasini. :2010, *Manipuri SahityadaLamkoiWaree*, MaibamGhono Meitei, Imphal.
4. Singh, I.R. Babu. :1986, *ApunbaWareng*, Public Book Store, Imphal.
5. Singh, ElangbamDinamani. :1983, *Manipuri Wareng*, The Cultural Forum Manipur, Imphal.

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COURSE	COURSE NAME		CREDITS
Course-7	Manipuri Short Story		4
	Unit I	i. Enthokpa– R.K. Shitaljit Singh	
		ii. TatkhraPunshiLeipul– NilbirShastri	
	Unit II	i. MamangthongLollabadiManingthongdaLakudna– E. Sonamani Singh	
		ii. WanomShareng– Kh. Prakash Singh	
	Unit III	i. ThajagiAyingbaMaithong– E. Rajnikanta Singh	
		ii. SarkargiChakori– HijamGuno Singh	
	Unit IV	i. LupagiMinok– N. Kunjamohan Singh	
		ii. Yeknaba –ElangbamDinamani	

Learning Outcomes:

-  *To achieve the greater knowledge and understanding about Manipuri Short Stories.*
-  *To enable to gain the knowledge about different writing styles and usage of literary terms in Manipuri fictions.*
-  *To enlighten the learner about the place occupied by the short stories in the course of Manipuri literature.*
-  *To gain a tentative picture of the writing styles used by different authors to correct some unwanted social practices prevalent in the present society.*
-  *To achieve the capacity for critical analysis and assessment of Manipuri fiction.*







References:

1. Sharma, A.K. :1996,*CanchiWarimacha*, Manipur University, Imphal.
2. Singh,ElangbamDinamani. :1983,*Manipuri Wareng*, The Cultural Forum Manipur, Imphal.
3. Singh, I.R. Babu. : 1986, *ApunbaWareng*, Public Book Store, Imphal.

FYUGP-MANIPURI-SYLLABI-GU, 2023

COURSE	COURSE NAME		CREDITS
Course-8	Manipuri Folk Literature		4
	Unit I	Folklore and Folk Literature: Concept and background of Folk study	
	Unit II	Folk Narratives: Myth, Legend & Folk tales	
	Unit III	Folk Poetry: Folk song, Ballad & Folk epic	
	Unit IV	Folk speech: Proverbs, Riddles, variations and functions.	

Learning Outcomes:

-  *To enhance the knowledge and understanding about the Manipuri folk literature, its concept and background of folk study.*
-  *To gain the knowledge of the Manipuri culture and society from the oral literatures and other folk literatures as well.*
-  *To enable to analyse and assess Manipuri folk literature and the different aspects of Manipuri language.*
-  *To enlighten the learner about the importance and place occupied by the Manipuri folk literature in the course of the development of the language..*
-  *To gain a greater and in-depth knowledge about the Folk speech, i.e. the proverbs, riddles, etc.*
-  *To understand the morals of the folk tales and its application.*

References:

1. Singh, O. Ibochaoba. :1993,*Folklore Bigyan Part-1*, Institute of Manipuri Folklore, Imphal.
2. Singh, I.R.Babu. :2011, *Manipuri PhunggaWari*, Sahitya Akademi, New Delhi.
3. Sing, M. Kirti. :1993, *Folk Culture of Manipur*, Manas Publications, New Delhi.
4. Dorson, Richard, M. :1982,*Folklore and Folklife*, An Introduction. University of Chicago Press, Chicago.
5. Singh, Birendra Kumar, ed. :1993. *Manipuri KhunungEsheiKhomjinba*, Sahitya Akademi, New Delhi.
6. Devi, Moirangthem Nirmala. :2019, *Jiribamgi Manipuri (Meitei) Paorou Amasung Paokhong Neinaba*, Ahanbi Publications, Imphal.
7. Soram, Sanatombi. :2014, *Manipuri Phungawari*, Cultural Research Centre Manipur, KhaNaorem Leikai, Imphal.

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FYUGP-MANIPURI-SYLLABI-GU, 2023

COURSE	COURSE NAME		CREDITS
Course-9	Literary Criticism and Literary Forms		4
	Unit I	Eastern (BharatiyaKavyaSampradaya)	
		i. Rasa	
		ii. Alangkar	
		iii. Dhvani	
	Unit II	Western	
		i. William Wordsworth	
		ii. S.T. Coleridge	
		iii. T.S. Eliot	
	Unit III	Literary Forms: Novel, Drama & Film	
	Unit IV	Literary Forms:Kavya, KhandaKavya&Mahakavya	

Learning Outcomes:

-  *To enhance and inculcate the literary analysis besides the literary genre elevates the abilities of the learners' in the field of literary criticism.*
-  *To inculcate the importance of critical analysis of the literary texts of the Western poets, i.e. William Wordsworth, S.T. Coleridge, T.S. Eliot.*
-  *To gain the in-depth knowledge about the literary forms, i.e. Novel, Drama & Film.*
-  *To enable the learners to analyse and assess with the knowledge gained during the course and become a successful critics in future too.*
-  *To gain the knowledge about Kavya, KhandaKavya and Mahakavya.*

References:

1. Biprachand, ed. :1997,*SahityaNeinarol*, SahityaSevaSamiti, Kakching, Manipur.
2. Sharma, SanglakpamIbomcha. :1997,*AshambaBharatiyaSahityaAmasungSahityaShastra*, SanglakpamOngbiIbemhal Devi, Imphal.
3. Long Zomba, Sharata Chandra. :2010,*CriticismgiMityengda*, Rinda Publications, Imphal.
4. L., Shruti Kumar. :2017, *WarengNachom*, NOHAKHOL, Imphal.

5. Meitei, M. Mani.

:2020, *Criticism, Theory Amasung Theoretical Practice*, Cultural Research Centre Manipur, KhaNaorem Leikai, Imphal.

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FYUGP-MANIPURI-SYLLABI-GU, 2023

COURSE	COURSE NAME	CREDITS
Course-10	Biographical Literature: KhwairakpamChaoba Singh	4
	Unit I	Life and works of KhwairakpamChaoba Singh
	Unit II	KhwairakpamChaoba Singh as a Poet
	Unit III	KhwairakpamChaoba Singh as an Essayist
	Unit IV	KhwairakpamChaoba Singh as a Novelist with reference to Labanga-Lata

Learning Outcomes:

-  To understand and know in-depth about the place occupied by KhwairakpamChaoba Singh in the field of Manipuri literature and gain an elaborate knowledge about his life and contributions.
-  To gain and enhance the knowledge of the Manipuri culture and society from the perspective of the writings of KhwairakpamChaoba Singh.
-  To enable to analyse and assess the literary piece Labanga-Lata written by KhwairakpamChaoba Singh.
-  To understand and appreciate KhwairakpamChaoba for his immense contributions in Manipuri literature.

References:

1. Elangbam, Dinamani. :1971, *KhwairakpamChaoba*, The Manipur Geeta Press, Singjamei, Imphal.
2. Singh, Sorokhaibam Saratchandra. :2014, *KaviChaoba*, Rinda Publications, Imphal.
3. Devi, K. Madhuri. :1995, *Chaoba Amasung Mahakki Wareng Sahitya*, Lamyamba Press, Imphal.
4. Singh, Thokchom Prafullo, ed. :1996, *Kavi Khwairakpam Chaoba Amasung Mahakki Sahitya*, Mukhi Printing Centre, Singjamei, Imphal.

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FYUGP-MANIPURI-SYLLABI-GU, 2023

COURSE	COURSE NAME	CREDITS
Course-11	Manipuri Culture and Ancient Land System	4
	Unit I Ancient Land System of Manipur	
	Unit II Manipuri Marriage System	
	Unit III Social system of Manipuri behavioural pattern (birth and death)	
	Unit IV Formation of Manipuri community with special reference to clans	

Learning Outcomes:

-  To enable to gain knowledge about the land system of Manipur prevalent in ancient period.
-  To gain the in-depth knowledge about the social system of Manipuri behavioural pattern, the importance and necessity.
-  To enable the learners to elaborate knowledge about the formation of Manipuri community on the basis of different clans of the community.
-  Provide the critical knowledge, importance and core value of the Manipuri marriage system. This will help the learner to become a culturally aware individual and compare with the other marriage systems practiced by the other communities.

References:

1. Sharma, B. Kulachandra. :1998, *MeiteigiLuhongbaAmasungLounaLeinabagiWayelWakhul*, Tandra Publication, Imphal.
2. Goswami, Sunita. :2017, *Manipuri Marriage System ofHojai*, Rinda Publications, Imphal.
3. Kabui, Gangmumei. :2003, *History of Manipur Vol. I*, National Publishing House, New Delhi.
4. Singh, M.Kirti. :1998, *Religion and Culture of Manipur*, Manas Publications, Delhi.
5. Singha, MutumAsharani. :2015, *Manipuri SanskritigiMasak*, Nevedita Publications, Guwahati.
6. Birchandra, N. : 2016, *YekShalaigneeHouraklonPuwarigeeMityengda*, G.M. Publications, Imphal.
7. Manipuri SahityaParishad, Imphal. : 1970, *Glimpses of Manipuri Language, Literature and Culture*, Manipuri SahityaParishad, Imphal.
8. Singh, YengkhomIbotombi. : 2004, *Meitei (Meetei) giLuhongbagiHourakphamChatnarol*, EmaSanahanbi Printing Press, Dingku Road, Imphal.

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Name of the Moderator: Dr.SorokhaibamSaratchandra Singh

Contact No. 9085164491

FYUGP-MANIPURI-SYLLABI-GU, 2023

COURSE	COURSE NAME		CREDITS
Course-12	Manipuri Short Play and Children Literature		4
	Unit I	TrithaYatra– A. Samarendra Singh	
	Unit II	Tamna Lai – Kanhailal Singh	
	Unit III	Bus Stop – A. Tomchou	
	Unit IV	Children Literature	
	i.	Tal Taret– KojjamSantibala	

Learning Outcomes:

-  To achieve the greater knowledge and understanding about Manipuri short plays and children literature.
-  To enable to gain the knowledge about different writing styles and usage of literary terms in Manipuri short plays and children's literature.
-  To enlighten the learner about the place occupied by the short stories in the course of Manipuri literature.
-  To gain morals from the literary texts whereby the author is providing a social or individual message which will be highly beneficial to the readers to become a responsible citizen in future.
-  To achieve the capacity for critical analysis and assessment of Manipuri short plays.

References:

1. Kojjam, Santibala. :Tal Taret, The New Life Publisher, Imphal.
2. Singh, L. Damodar, H. :1986, Manipuri Lila Macha, Public Book Store, Imphal.
GouradasSingh, Th. Yogendra Singh,
ed.

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FYUGP-MANIPURI-SYLLABI-GU, 2023

COURSE	COURSE NAME		CREDITS
Course-13	Manipuri Indigenous Games& Festivals		4
	Unit I	Shagol Kangjei (Polo), Hiyang & Kang	
	Unit II	Jagoi Rasa	
	Unit III	Cheiraoba & Ningol Chakkouba	
	Unit IV	Sangai Festival & Yaoshang	

Learning Outcomes:

-  *To achieve the in-depth knowledge and understanding about Manipuri indigenous and traditional games, i.e. Shagol Kangjei, Hiyang and Kang, etc., and its importance and relation with the Manipuri culture.*
-  *To enable to gain the knowledge about the critically acclaimed and famous Manipuri dance.*
-  *To enlighten the learner about the traditional and cultural festivals, i.e. Cheiraoba, Ningol Chakkouba and Yaoshang and its importance in the Manipuri Community.*
-  *To enable to gain the critical knowledge about the religious festival, i.e. Lai Haraoba and its importance for the Manipuri community.*

References:

1. Devi, LaimayumSubhadra. :2011, *Shastriya Nrityagi Mityengda Jagoi Rasa*, Ashangba Publication, Imphal.
2. Singh, Wangkheimayum Budha. :1992, *Meiteishinggi Mahoushadagi Shagonnaduna Leijarklaba Mashannashing*, Wangkheimayum Publications, Imphal.
3. Singh, Moirangthem Rajendra. :2001, *Manipurda Lai Haraoba Amasung Kakching Haraoba*, Moirang Shathibi Publications, Kakching, Imphal.
4. Devi, Ng. Ekashini. :2006, *Meitei Amaibi*, Joy Shankar Publications, Imphal.

Name of the Contributor: Dr. Sorokhaibam Saratchandra Singh

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Name of the Moderator: Dr. Salam Brojen Singh

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FYUGP-MANIPURI-SYLLABI-GU, 2023

COURSE	COURSE NAME		CREDITS
Course-14	Manipuri Film & Translation Works		4
	Unit I	Status of Manipuri Film	
	Unit II	Manipuri documentary and short films	
	Unit III	Problem of translation, cultural specific words, idioms and phrases	
	Unit IV	Drama: AbhijananShakuntalam – translated by Brajabihari Sharma	

Learning Outcomes:

-  To enable to achieve the knowledge about the trend of Manipuri Film and its current status in the Manipuri Society.
-  To enlighten about the aspect of translation and problems facing when the task is taken-up. The learners will be able to know and understand about the cultural specific words prevalent in the language.
-  To provide the knowledge and understanding about the grammatical aspects of the language, i.e. idioms and phrases.
-  To enable to gain the critical knowledge about the dramatic literature by assessing the selected piece for the Course.

References:

1. Devi, YambemTombi. :2015,*Film AmasungFilmgi Art*,Yambem Publications, Imphal.
2. Devi, YambemTombi. :2011, *Cinema, Cinema Amasung Cinema*,Ashangba Communication, Imphal.
3. Devi, YambemTombi. :2018, *FilmgiKhongchatPunshigiMathel*,Yambem Publications, Imphal.
4. Sharma, Brajabihari. :*AbhijananShakuntalam*(translation).
5. Kongbam, Meghachandra. :2021, *Manipuri Cinema*, NingthoukhongjamRanjana Devi, WangkheiNingthemPukhriMapal, Imphal.

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FYUGP-MANIPURI-SYLLABI-GU, 2023

COURSE	COURSE NAME		CREDITS
Course-15	Manipuri Folk Beliefs		4
	Unit I	Folk beliefs at home	
	Unit II	Folk beliefs in festivals	
	Unit III	Folk beliefs in customs and traditions	
	Unit IV	Folk beliefs in rituals	

Learning Outcomes:

- ✚ *To enhance the knowledge and understanding about the Manipuri folk beliefs practiced at home, festivals, ritual functions and beliefs prevalent in Manipuri customs and traditions.*
- ✚ *To gain the knowledge of the Manipuri culture and society from the folk literatures and other oral folk literatures as well.*
- ✚ *To enable to analyse and assess Manipuri folk beliefs and the underlying core meaning for the same and apply accordingly.*
- ✚ *To enlighten the learner about the culture and tradition of the community and provide an in-depth knowledge and understanding about the rituals associated in the lives of the community.*

References:

1. ChongthamchaNgamba. :1989, *MallemlleishemlolAriba Part-1*, ThingbaijamchaTuleshwar, KhwaiNagamapalPaonam Leikai, Imphal.
2. Devi, AdhikarimayumRadhamanbi. :2018, *Manipuri Dance and Culture: An Anthology*, Akansha Publishing House.
3. Singh, LaishramBirendra Kumar. :2014, *Manipuri LokSahitya (Meitei)*, SahityaAkademi, Delhi.
4. Devi, Jamini. :2010, *Cultural History of Manipur SijaLaiiobi AndThe Maharas*, A Mittal Publications.
5. Sarangthem,Bormani. :2003, *MoirangShaiwon*, Published by self, ChinghaMakhaChanamPukhriMapal, Imphal.
6. Soram, Sanatombi. :2014, *Manipuri Phungkawari*, Cultural Research Centre, Manipur, KhaNaorem Leikai, Imphal.

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Contact No. 9085164491
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Four Year Undergraduate Programme (FYUGP)

NEP, 2020

Subject: Mass Communication and Journalism (MCJ)



**Department of Communication & Journalism
GAUHATI UNIVERSITY
Guwahati-781014, Assam**

COURSE STRUCTURE

SEMESTER	PAPER	Total Credit
I	Introduction to Media and Communication	4
II	Basics of Journalism	4 (3+1)
III	Basics of Reporting and Editing	4 (3+1)
IV	Introduction to Public Relations	4 (3+1)
	Introduction to Advertising	4 (3+1)
	Indian Society, Polity and Media Laws (C)	4
	Understanding Digital Media	4 (3+1)
V	Basics of Radio Journalism	4 (3+1)
	TV Journalism: An Introduction	4 (3+1)
	Communication for Development (C)	4 (3+1)
	Introduction to Cinema Studies	4 (3+1)
VI	Mass Media in NE India (C)	4
	ICT and Media Management	4
	Specialised Communication	4
	Convergent Media and Content Development	4

ABOUT THE COURSE

The fundamental goal of this programme are to plan for an all-round development of the media and communication students that would comprise imbibing correct media education principles, inculcating modern media perspective, understanding professional ethics, skill development in various fields of media and determining the pathway for media growth. Keeping all this in mind the syllabus here has been designed accordingly also leaving room for further modifications in order to adapt to changing dynamics of the media world.

This compilation consists of 15 (fifteen) papers till sixth semester. Graduate Aptitudes (learning outcomes) are in accordance with the NEP guideline.

OBJECTIVES

The course is designed to:

- Introduce various aspects of mass communication.
- Acquaint and train on different use of media strategies.
- Develop the skills of the students on handling of different mass communication tools.

LEARNING OUTCOMES

After completion of this programme, the students will be able to:

- Discuss the various theoretical and practical aspects of mass communication.
- Enumerate the existing and emerging trends of mass communication and journalism
- Explain the methods of appropriate use of mass communication tools in context with the environment
- Inherit the ethical values related to the mass media.
- Develop their skills on online journalism, broadcast journalism, advertising and public relations, film studies and community communications
- Encourage media entrepreneurship

1. Four-year Undergraduate Programme
2. **Semester: First**
3. Subject Name: *Mass Communication and Journalism (MCJ)*
4. Course Name: Introduction to Media and Communication
5. Existing Base Syllabus: CBCS
6. Course Level: 100-199
7. Prerequisite: Does not arise
8. Theory Credit: 4
9. Practical Credit: Nil
10. Number of Required Classes: **60**
Contact Class: **40**
Non-Contact Classes: **20**
11. Total marks: End Semester Examination will be 3 Hours duration with 80 marks;
Internal Assessment is 20 Marks

COURSE OBJECTIVES

The course is designed to:

- Introduce basic aspects of communication.
- Correlate the theoretical aspects of communication.
- Introduce students to the target audience and recent development in communication field.

LEARNING OUTCOMES

Disciplinary and Interdisciplinary areas:

- Comprehensive knowledge and basic aspects of communication, Develop a comprehensive perspective on the evolution, gradual changes and delivery and reception of communication,
- Enables students to identify and correlate the systematic development of communication models and theories

Generic Learning:

- Decode the morphology of communication

Critical Thinking:

- Apply analytical thought during the reception of information
- Interpret growth, development and changing trends of communication in the Contemporary world.
- Identify audience segmentation

Creativity:

- Think about communication messages in an analytical pattern
- Adopt innovative communication tools for connectivity
- View a communication problem from multiple perspectives

Communication Skills:

- Develop listening ability
- Express thoughts and ideas strategically
- Construct logical arguments using language suitable for audience

Analytical reasoning:

- Exercise, restrain in accepting extreme views
- Identify authentic information

Research Related Skills:

- Develop skills to identify sociological perspectives on communication
- Articulate communication methods for effective implementation

Coordinating and collaborating with others:

- Work effectively in group communication
- Coordination and communication of policy making

Leadership:

- Develop horizontal and vertical organisational communication skills
- Develop management skills through identification of audience reception

Digital and Technological Skills:

- Understand the epistemology of digital and technological growth

Multicultural competence and inclusive spirit:

- Capability to understand diversity of communication
- Appreciate inclusivity of communication pattern

Value inculcation:

- Develop neutrality in understanding information
- Instil integrity and identify ethical information, dissemination norms

Environmental Awareness and Action:

- Develop sensitivity towards environmental information

Community Engagement:

- Develop group communication skills and participate in community communication strategies

Empathy

- Ability to appreciate differences, individualism and social inequalities and develop communication strategies to mitigate the same

COURSE OUTLINE

Unit No.	Unit Content	No. of Classes (60)	Marks (80)
Unit - I	Concept of Communication; Human Communication and development; Evolution of human communication, Types of Communication (Verbal, non-verbal, Formal-informal, Mediated,-Non-mediated); Forms of Communication (Intrapersonal, Interpersonal, Group, Public and Mass Communication) Elements of Communication; Mass Communication- types, advantages and its Process,	15 (10+5*)	20

	Barriers of Communication, Functions of Communication, Audience : Concept and Type		
Unit II	Need of Theories, Basics of communication Theories: Authoritarian, Libertarian, Social-Responsibility, Hypodermic Needle Theory, Usage and Gratification Theory; Gate Keeping Theory; Cultural Effects	15 (10+5*)	20
Unit III	Need of Models, Models of Communication - SMR, SMCR, Shannon and Weaver, Schramm, Gate-keeping, Newcomb, Indian Communication Models	15(10+5*)	20
Unit IV	Mass media; Characteristics and Types of Mass Media, Media in Everyday Life, Traditional and Alternative Media, Community Media, Cinema, New media, Role of Media in democracy	15 (10+5*)	20

Suggested Readings:

1. McQuail, D. (2010). McQuail's Mass Communication Theory. New Delhi: Sage Publications.
2. Stevenson, N. (1997). Understanding media culture: Social theory and mass communication.
3. Singhal, A. & Rogers, E M. (2001). India's Communication Revolution: From Bullock Carts to Cyber Marts. New Delhi: Sage Publications.
4. DeFleur, M.L. and S. Ball-Rokeach., Theories of Communication. Longman, New York.
5. McQuail, Denis and Windhl. Communication Models for the Study of Mass Communication. Longman, London.
6. Werner, Severin J. and Tankard W. James., Communication Theories. Origin, Methods, Uses. Longman, London.
7. Kincaid, D. Lawrence, Communication Theory–Eastern and Western Perspectives, Academic Press Inc., San Diego, 1987.
8. Kumar. J. Keval, 'Mass Communication in India, Jaico Publishing house, Bombay, (New Ed.)
9. Rogers M. Everett, A History of Communication Study, New York, Free Press, 1997.
10. Littlejohn, W. Stephen. Theories of Human Communication, 3rd ed., Belmont, California, 1989.
11. Barlow, David M and Mills B. Reading Media Theory: Thinkers, Approaches, Contexts. Pearson: Longman, London

E-RESOURCES

- Communication Theory: <http://communicationtheory.org>
- Mass Communication Theory: <https://masscommtheory.com/>

Particulars of Course Designer :

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Semester II

1. Four-year Undergraduate Programme
2. Subject Name: Mass Communication and Journalism
3. **Semester: Second**
4. Course Name: **Basics of Journalism**
5. Existing Base Syllabus: CBCS
6. Course Level: 100-199
7. Theory Credit: **3**
8. Practical Credit: **1**
9. The number of Required Classes: **75 (45+30)**
Contact Class: 55
Non-Contact Classes*: 20
10. Total marks: End Semester Examination will be 3 Hours duration with 80 marks;
Internal Assessment is 20 Marks

OBJECTIVES

The course is designed to:

- Introduce various aspects of Journalism.
- Introduce various types of News.
- Introduce students about the basics of other related knowledge of journalism with special emphasis on print media.

LEARNING OUTCOMES

Disciplinary and Interdisciplinary areas:

Learn to coordinate between different mediums for news generation

Generic Learning

Critical Thinking:

- Develop the ability to identify the news source and credible reporting

Creativity:

- Innovate methods to acquire news and presentation

Communication Skills:

- Develop clarity in news writing

Analytical reasoning:

- Exercise, restrain in reporting extreme views

Research Related Skills:

- Develop skills to initiate background study

Coordinating and collaborating with others:

- Conduct effective coordination with sources and working professionals in a news room

Digital and Technological Skills:

- Adopt new technologies for collection and documentation of facts

Value inculcation:

- Accept diversity and provide reporting on marginalized groups and individual voices

Community Engagement:

- Inculcate participatory communication spirit for better information gathering

Empathy

- Create an environment of inclusivity and collective participation

COURSE OUTLINE:

Unit No.	Unit Content	No. of Classes (75)	Marks 80
Unit - I	Understanding News; News: meaning, definition, nature; Hard news, soft news, basic components of a news story; Attribution, embargo, dateline, credit line, by-line. News Values, News Source, types of source, Language of news	15 (10+5*)	20
Unit - II	Understanding the structure and construction of news; 5Ws and 1 H, News Sense, Types of news, News Leads/intros, Structure of the News Story– Inverted Pyramid style Organising a news story; Principles of news selection; Use of internet, Different mediums-a comparison; Basic differences between the print, electronic and online journalism	15 (8+7*)	25
Unit - III	History of Journalism, Journalism in different parts of the Globe-Authoritarian to Libertarian, Famous Journalists of the world and their contribution, Photo journalism, yellow journalism; Penny press, Data Journalism Tabloid press; Citizen journalism; News Agency Journalism, Role of Media in a Democracy; Responsibility to Society; Contemporary debates and issues relating to media, Ethics in journalism	15(7+8*)	25
Unit – IV (Practical)	Understanding the types of news and its various aspects learned in Unit and II, Analysing content generation of newspapers, Collect and compiling various types of newspapers, Learning and designing newspaper layout (both print and online copy can be used), News blogging, weekly reporting events, Try to bring out own lab journal (print/e- version) by compiling news	30	10

Internship

Students have to go compulsory internship for four to six week to get their final diploma / degree as per GU-FYUGP rules.

References

1. Journalism- N Jayapalan (Atlantic)
2. Journalism and mass communication- Amit Desai
3. Ethics and journalism-Karen Sanders (sage)
4. Radio and TV journalism- JR Hackmoulder, PP Singh, FAD Jonge (Anmol books)
5. Broadcast news producing- Brad Schultz (sage)
6. E-Resources • Centre for Investigative Journalism in India: <http://cij.co.in/index.php> • Daily Writing Tips: <http://www.dailywritingtips.com/the-art-of-writing-news/>

Particulars of Course Designer :

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1. Four-year Undergraduate Programme
2. Subject Name: Mass Communication and Journalism
3. **Semester: Third**
4. Course Name: **Basics of Reporting and Editing**
5. Existing Base Syllabus : CBCS
6. Course Level: 200-299
7. Theory Credit: **3**
8. Practical Credit: **1**
9. Number of Required Classes: **75 (45+30)**
 Contact Class: 55
 Non-Contact Classes*: 20
10. **Total marks:** End Semester Examination will be 3 Hours duration with 80 marks;
 Internal Assessment is 20 Marks

COURSE OBJECTIVES

The course is designed to:

- Introduce the basics of reporting and editing for media.
- Discuss the duties and responsibilities of the reporter

LEARNING OUTCOMES

Generic Learning

Critical Thinking:

- Interpret between News and Views,
- Identify Credible Sources

Creativity:

- Enable designing of news structure

Communication Skills:

- Express ideas, facts and thoughts strategically
- Build up Analytical Reasoning

Research-Related Skills:

- Develop research capacity for news collection , reporting and interpretation

Coordinating and collaborating with others:

- Build a rapport with news sources

Digital and Technological Skills:

- Apply digital skills in data collection

Value inculcation:

- Accept diversity and refrain from biased opinions

Community Engagement:

- Coordinate with community for news gathering

Empathy

- Develop the ability to refrain from unethical news presentation

COURSE OUTLINE

Unit No.	Unit Content	No. of Classes (75)	Marks 80
Unit - I	Basics of Reporting Sources of News, Reporter- role, functions and qualities; news agency reporting. Covering Speeches, Meetings and Press Conferences, Beat reporting- crime, courts, city reporting, local reporting, health, education, sports, environment (Green Reporting); entertainment and culture etc. Newsroom setup, Organizational setup of a newspaper, Editorial department.	15 (8+7*)	25
Unit - II	Definition and Importance of Lead: types of lead; body of the story; Interviewing: setting up the interview, conducting the interview; Articles, Features- types of features and human interest stories, difference between articles and features.	15 (7+8*)	20
Unit - III	Introduction to editing: Principles of editing, Headlines; importance, types and functions of headlines; typography and style, language; style sheet, importance of pictures and news picture, Role of sub-editor, copy-editor, News editor and Editor, Editor- Roles, functions and qualities, Chief of bureau, correspondents. Editorial page Opinion pieces, Op-Ed pages, Supplements- Role of Supplement, columns/columnists	15(10+5*)	25
Unit – IV Practical	News gathering, Conducting Interviews, News Photography (Mobile/ Camera), Writing News, Caption Writing, Letters to the Editor, Writing Article, Headlines Writings	30	10

Reference

1. Journalism- N Jayapalan (Atlantic)
2. Journalism and Mass Communication- Amit Desai(reference press)
3. Writing for Journalists (Media Skills)- Wynford Hicks; Routledge; 3rd edition (2016), India
4. Tim Harrower (2012) Inside Reporting: a Practical Guide to Craft of Reporting ; McGraw Hill; 3rd edition
5. Vivek. S (2008) Editing For Print and Electronic Media ; Cyber Tech Publications, New Delhi; ISBN 978-81-7884-351-3

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Semester IV

Course No	Course Name
Paper IV	Introduction to Public Relations
Paper V	Introduction to Advertising
Paper VI	Indian Society, Polity and Media Laws (C)
Paper VII	Understanding Digital Media

1. Four-year Undergraduate Programme
2. Subject Name : Mass Communication and Journalism
3. **Semester : Fourth**
4. Course Name : Introduction to Public Relations (Elective)
5. Existing Base Syllabus : CBCS
6. Course Level : 200-299
7. Theory Credit: **3**
8. Practical Credit: **1**
9. A number of Required Classes: **75 (45+30)**
 Contact Class: 55
 Non-Contact Classes*: 20
10. Total marks: End Semester Examination will be 3 Hours duration with 80 marks;
 Internal Assessment is 20 Marks

COURSE OBJECTIVES

1. To introduce the elements of public relations
2. To enhance the understanding on different types and circumstance associated with public relations
3. To felicitate PR industry and academic interactions

LEARNING OUTCOMES

Disciplinary and Interdisciplinary areas

- Inculcating self-employment skills

Generic Learning

Critical Thinking:

- Analysis and Evaluation of crisis situation
- Identify and develop strategies

Creativity:

- Develop innovative and imaginative message matrix

Communication Skills:

- Express ideas and thoughts strategically for image development and repairing
- Maintain mutual understanding among internal and external public

Analytical reasoning

- Identify logical flaws in the existing strategies
- Design and plan messages for effective Public Relations

Coordinating and collaborating with others:

- Work effectively in groups
- Inculcate leadership skills for organizational structure
- Collaborate with stakeholders for event management

Leadership

- Develop horizontal, vertical and diagonal organisational communication skills

Digital and Technological Skills:

- Inculcate skills to understand use of ICT in the field of Public Relations
- Understanding new media dynamics

Community Engagement:

- Build communication strategies for undertaking various activities related to Corporate Social Responsibility

Empathy

- To identify and understand situation of community, organization or individuals for PR

COURSE OUTLINE

Unit No.	Unit Content	No. of Classes (75)	Marks 80
Unit - I	Public Relations-Definitions, Concepts and practices, Introduction to Public Relations, History, growth and development of PR Role and Functions of PR-Principles and Tools, Basic understandings of PR in govt. and Private Sectors	15 (8+7*)	25
Unit - II	PR-Publics –internal and external Campaigns, advertising, publicity, propaganda Vs PR, Spin doctoring, lobbying Role of PR in Crisis management, Apex bodies in PR- IPRA code - PRSI, PSPF and their codes.	15 (10+5*)	25
Unit - III	Media Relations: Introduction, importance and sources of media information CSR, Media Relations	15 (7+8*)	15
Unit – IV (Practical) Writing for PR	Press Release Writing, conducting press conference, designing brochures and Promotional Video	30	15

References:

- Antony, Young (2010). Brand Media Strategy. Plagrave Macmillan
- Craige, Carroll (2011). Corporate Reputation and the New Media. Taylor and Francis
- Corporate Communication – Principles and Practice (2010). New Delhi: OUP
- Duhe, C. Sandra (2007). New Media and Public Relations. Peter Leng
- Fernandez, Joseph (2004). Corporate Communications: A 21st Century Primer. New Delhi: Response Books
- K.M, Srivastava (2007). Public Relations in the Digital Era. Varanasi: Pilgrims Publishing

Particulars of Course Designer:

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1. Four-year Undergraduate Programme
2. Subject Name : Mass Communication and Journalism
3. **Semester : Fourth**
4. Course Name : Introduction to Advertising (Elective)
5. Existing Base Syllabus : CBCS
6. Course Level : 200-299
7. Theory Credit: **3**
8. Practical Credit: **1**
9. Number of Required Classes: **75 (45+30)**
 - Contact Class: 57
 - Non-Contact Classes*: 18
10. Total marks: End Semester Examination will be 3 Hours duration with 80 marks;
 - Internal Assessment is 20 Marks

COURSE OBJECTIVES

1. To discuss the trends of advertising
2. To introduce the creative elements of ad-making
3. To analyse the different concepts of branding in modern times

LEARNING OUTCOMES

Disciplinary and Interdisciplinary areas

- Acquaint with the different aspects of advertising
- Familiarize with the tools and terms associated with ad making
- Enhance skills required in effective promotion of products

Generic Learning

Critical Thinking:

- Enable to understand ecology of advertising and marketing

Creativity

- Build capacity for innovating advertising designs

Communication Skills:

- Create ability to communicate maximum in minimum words

Analytical reasoning

- Understand the dynamics of revenue and advertising

Coordinating and collaborating with others:

- Coordinating with different brands and Ad agencies

Digital and Technological Skills:

- Develop updated message designing through different applications

Value Inculcation

- Develop audience sensitive messages

Environmental Awareness and Action

- Create room for generating environmental awareness through innovative campaigns

Empathy

- Understand diversified needs of people and sensitively designing a brand

COURSE OUTLINES

Unit No.	Unit Content	No. of Classes (75)	Marks 80
Unit - I	Introduction to Advertising- meaning and history of Advertising, Importance and Functions, Advertising as a tool of communication, Components of advertising, Qualities of good advertising, Advertising Models-AIDA model, DAGMAR Model, Maslow's Hierarchy Model, Communication theories applied to advertising Advertising and new trends, Economic, Cultural, Psychological and Social aspects of advertising, Ethical & Regulatory Aspects of Advertising-Apex Bodies in Advertising-AAAI, ASCI and their codes.	15 (10+5*)	20
Unit - II	Advertising through Print, electronic and online media, Types of Media for advertising, Advertising Objectives, Segmentation, Positioning and Targeting Media selection, Planning, Scheduling, Marketing Strategy and Research and Branding, Advertising Department vs. Agency-Structure, and Functions, Advertising Budget, Campaign Planning, Creation and Production	15 (10+5*)	20
Unit -III	Online advertising, SEO, digital application in advertising, branding, Theories of branding. Famous ad gurus and their creation. Challenges of advertising in a revenue driven world	15 (7+8*)	20
Unit -IV	Students will create a print ad, Develop a copy for any product, Make an Audio-Visual advertisement, Create an online advertising campaigns	30	20

References

- Applegate, Edd. (2005). Strategic Copywriting: How to Create Effective Advertising. Rowman & Littlefield
- Bumba, Lincoln & Sissors, Z. Jack. (1996). Advertising Media Planning (3rd Ed). NTC Business Books.
- Griffiths, Andrews. (2004). 101 Ways to Advertise Your Business – Building Successful Business with Smart Advertising. NSW: Allen & Unwin
- Kotler, Philip. (2000). Marketing management. Prentice Hall of India

- Sharma, Sangeeta & Singh, Raghuvir. (2006). Advertising: Planning and Implementation. Phi Learning
- Sharma, Chetan, Herzog, Joe & Melfi, Victor. (2008). Mobile advertising: Supercharge Your Brand In The Exploding Wireless Market. John Wiley & Sons.
- M.Wells (2007); Advertising: principles and Practices: Pearson Education, India

Particulars of Course Designer:

Prepared by: Dr. Anupa Lahkar Goswami

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1. Four-year Undergraduate Programme
2. Subject Name : Mass Communication and Journalism

3. Semester : Fourth

4. Course Name : Indian Society, Polity and Media Laws (Compulsory)

5. Existing Base Syllabus : CBCS

6. Course Level : 200-299

7. Theory Credit: 4

8. Practical Credit: Nil

9. Number of Required Classes: 60

Contact Class: 40

Non-Contact Classes*: 20

10. Total marks: End Semester Examination will be 3 Hours duration with 80 marks;

Internal Assessment is 20 Marks

COURSE OBJECTIVES

The course is designed to:

- Introduce various aspects of Indian society.
- Acquaint on the Constitution of India.
- Introduce the students about the Indian government and politics

COURSE OUTCOMES

Disciplinary and Interdisciplinary areas

- Develop comprehensive knowledge on the basic aspects of India as a nation, Indian society;
- Decipher the understanding of India in ages with basic understanding of responsible media.

Generic Learning

Critical Thinking:

- Apply critical thinking on social norms and ethical guidelines during dissemination of information through mass media;
- Interpret information with consideration of heritage and social norms;
- Identify Self regulations and responsibilities of media

Communication Skills:

- Develop reading ability
- Express thoughts and ideas with in-depth background knowledge
- Construct discourse using self-regulation for audience for good taste

Analytical reasoning

- Enables students to identify and correlate the various stages of nation building, Indian social structure and values.
- This paper will also give a brief idea about the ethical guidelines for journalism and mass communication with introductory Acts and Laws related to media.

Research Related Skills:

- Develop skills to identify sociological perspectives on information
- Data Collection and data interpretation with objectives

Multicultural competence and inclusive spirit:

- Capability to understand diversity of Indian historical background
- Appreciate inclusivity of Indian social fabric

Value Inculcation

- Develop neutrality in understanding India
- Instil integrity and identify ethical information, dissemination norms

COURSE OUTLINE

Unit No.	Unit Content	No. of Classes (60)	Marks 80
Unit - I	Formation of India as nation, Vedic age, Gupta age, medieval and Modern age, British India, freedom struggle, post independent development. Indian society: Indian Social Structure, Caste, Religion, Language etc.; North East India: History, Geography, Culture and Politics	12 (7+5*)	15
Unit - II	Constitution of India : Historical Background, Constituent Assembly of India; Philosophical foundations of the Indian Constitution; Preamble, Fundamental Rights and Duties, Directive Principles of State Policy	15 (10+5*)	20
Unit -III	Union Government: Structures and Functions, President, Prime Minister, Cabinet, Parliament, Parliamentary privileges; Supreme Court of India, State Government: Structure and Functions, Governor, Chief Minister, State Legislature, Judicial System in States; Indian Political System : Political Parties, Linguistic, Regionalism, Communalism, Insurgency, Terrorism, Caste, Corruption and Criminalization of Politics.	15 (10+5*)	20
Unit -IV	Ethics in Media : Privacy, Right to Reply, Communal Writing, Yellow Journalism, Press Council of India guidelines, ethical issues in social media; Laws and Acts : RTI Act, 2005, Cyber Laws, TRAI, Indian Penal Code (IPC) provisions in sedition, crime against women and children, obscenity, Official Secrets Act; Defamation, Contempt of Court, BFI, Film censorship, BCCC etc.	18 (13+5*)	25

References

- Basu, Durga Das, Introduction to the Constitution of India -New Delhi: Wadhwa and Company Law Publishers, 2002
- Pylee, M.V., Constitutional Amendments in India -Delhi : Universal Law, 2003.
- Neelamalar, M. (2015). Media Laws and Ethics. PHI.
- Pathak, P. Juhi. (2014). Introduction to Media Laws and Ethics. Shipra Publications
- Vidyasagar, I.S. (2006). Constitution of India. ABD Publisher

Particulars of Course Designer

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1. Four-year Undergraduate Programme
2. Subject Name : Mass Communication and Journalism
3. **Semester : Fourth**
4. Course Name : Understanding Digital Media (Elective)
5. Existing Base Syllabus : CBCS
6. Course Level : 300-399
7. Theory Credit: **3**
8. Practical Credit: **1**
9. Number of Required Classes: **75** (45+30)
 - Contact Class: 55
 - Non-Contact Classes*: 20
10. Total marks: End Semester Examination will be 3 Hours duration with 80 marks;
 - Internal Assessment is 20 Marks

COURSE OBJECTIVES

The course is designed to:

- Introduce various aspects of digital media.
- Highlight the emerging concepts and challenges of digital social media.
- Introduce students about significance and usage of social media.

LEARNING OUTCOMES

Disciplinary and Interdisciplinary areas

- Derive the concepts of digital and social media.
- Utilise digital social media tools for different developmental and promotional activities
- Comprehend the functionalities and challenges of social media

Generic Learning

Critical Thinking:

Understands the functionalities of web media and applicability in current times

Creativity

- Innovate ways to engage in digital and web technology
- Create Expertise in using digital technology for mass communication

Communication Skills:

- Assist in easy use of digital technology in effective digital communication

Research Related Skills

- Adopt digital technology in conducting web-based research

Coordinating and collaborating with others

- Facilitate convergence with worldwide technology

Empathy

- Create sensitization on existence of misinformation through on line and mis use of digital media

COURSE OUTLINE

Unit No.	Unit Content	No. of Classes (75)	Marks 80
Unit - I	Key Concepts and Theory Defining new media, terminologies and their meanings – Digital media, new media, online media et al.; Information society and new media, Technological Determinism, Computer mediated-Communication (CMC), Networked Society.	15 (8+7*)	20
Unit - II	Understanding Virtual Cultures and Digital Journalism Internet and its Beginnings, Remediation and New Media technologies, Online Communities, User Generated Content and Web 2.0, Networked Journalism, Alternative Journalism; Social Media in Context, Activism and New Media	15 (10+5*)	20
Unit -III	Digitization of Journalism Authorship and what it means in a digital age, Piracy, Copyright, Copyleft and Open Source, Digital archives, New Media and Ethics	15 (7+8*)	20
Unit -IV	Overview of Web Writing (Practical) Linear and Non-linear writing, Contextualized Journalism, Writing Techniques, Linking, Multimedia, Storytelling structures, Brief history of Blogging, Creating and Promoting a Blog, Digital marketing, Social media content curation, Introduction to DTP software like Page maker, Quark express, Photoshop	30	20

Internship

Students have to go compulsory internship for four to six week to get their final diploma / degree as per GU-FYUGP rules.

References:

- Handbook of New Media: Social Shaping and Consequences of ICTs, edited by: Leah A. Lievrouw & Sonia Livingstone, SAGE Publications, Ltd
- Understanding New Media, Eugenia Siapera - Dublin City University (DCU), 2017
- Social Media Marketing Mastery 2020: 2 Books in 1 - How to Become a Top Instagram and Facebook Influencer with Personal Branding Strategies, Gary Loomer

- Social Media Success for Every Brand: The Five Story Brand Pillars That Turn Posts Into Profits, Claire Diaz-Ortiz and Donald Miller
 - Social Media Power : The underground playbook for growing your Business on Social Media Paperback – 29 December 2020
 - The Social Media Effect Paperback – Import, 29 May 2017, Shaun Rodgers
 - Basics Of Social Media & Digital Journalism : A Binary Revolution Paperback – 30 October 2022, Ritika Bora (Author), Vikrant Yadav (Author)
-

Particulars of Course Designer

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Semester V

Course No	Course Name
Paper VIII	Basics of Radio Journalism
Paper IX	TV Journalism: An Introduction
Paper X	Communication for Development
Paper XI	Introduction to Cinema Studies

1. Four-year Undergraduate Programme

2. Subject Name : Mass Communication and Journalism
 3. **Semester : Fifth**
 4. Course Name : *Basics of Radio Journalism (Elective)*
 5. Existing Base Syllabus : CBCS
 6. Course Level : 300-399
 7. Theory Credit: **3**
 8. Practical Credit: **1**
 9. Number of Required Classes: **75** (45+30)
- Contact Class: 55
- Non-Contact Classes*: 20
- Total marks: End Semester Examination will be 3 Hours duration with 80 marks; Internal Assessment is 20 Marks

COURSE OBJECTIVES

1. To introduce the elements of radio journalism
2. To discuss various dimensions of radio production
3. To give idea on studio know-how

LEARNING OUTCOMES

Disciplinary and Interdisciplinary areas

- Enhance the student's knowledge of the functioning of radio
- Get an idea on the technical know-how of radio production

Generic Learning

Critical Thinking:

- Apply analytical thought for radio programme designing, scripting and anchoring
- Identify audience patterns for messages development

Creativity

- Adopt innovative ideas for message design and connectivity at different situations
- Identify the proper format for message delivery
- understanding of electronic media content creation

Communication Skills:

- Develop the art of radio programme presentation
- Connect audience through script writing as required by a programme and type of audience

Research Related Skills

- Capacity to record, edit and package a program or news for broadcasting
- Capacity to develop an appropriate message

Digital and Technological Skills

- Understand the digital and technological growth in radio programme production and broadcasting

Value inculcation

- Develop neutrality in understanding information
- Instill integrity and identify ethical information, dissemination norms

Community Engagement

- Develop group communication skill
- Understand participatory communication in content generation

Empathy

- Should be able to appreciate differences, individualism and social inequalities
- Should encourage ethical values in programme production

Course Outline

Unit No.	Unit Content	No. of Classes (75)	Marks 80
Unit - I	Growth and Development of Radio, Various Committees associated with the Journey of Radio in India, Characteristics of Radio as a Mass Medium, Concept of Public Service Broadcasting, Knowledge about Electromagnetic Spectrum, AM, FM, Community Radio, Internet Radio, HAM Radio, Web Radio, Radio Vision, World Space Radio etc. Radio as a tool of Communication for Development,	15 (7+8*)	20
Unit - II	Understanding various Radio programmes, Radio Formats (Feature, Documentary, Talk Show, live talk shows, Interviews, jingles, advertisements etc.) Radio News: different bulletins and news-based programmes, radio news reporting, editing, radio news reading, Voice Training and Art of Presentation, Understanding Studio: Studio Management, Programme and Newsroom functioning	15 (10+5*)	25
Unit - III	Phases of Production: Pre-production, Production and Postproduction; Difference between studio production and Field production, Basic understanding of script writing for radio, Anchoring Sound in Radio production -Concepts of sound-scape, sound culture, Types of sound-Sync, Non-Sync, Natural sound, Ambience Sound, Sound recording and editing techniques (Online sound editing software, Newsroom Software) Types of Microphones Do's and Don'ts of Radio production	15 (8+7*)	25
Unit – IV Practical	Students will listen to radio programmes, audio books, podcast and develop scripts for various audio programmes Will try to understand the differences in writing for Radio, Television and Newspaper, Recording and Editing radio news capsules, Perform content analysis of radio programmes and news Practise voice culture and anchoring	30	10

References:

- Broadcast Journalism; Gaur, D.K; New Delhi, Omega Publication
- Radio Production; Mcheish, Robert; Oxford, Focal Press
- Broadcasting Journalism; Dash, A; Discovery Publications, New Delhi
- Keith, Michael C & Krause, Joseph M. (1989) — “The Radio Station” published by Focal Press, Boston, London
- Writing for Television, Radio and New Media” by Robert L Hilliard
- This is All India Radio: A Handbook of Radio Broadcasting in India; by U L Barua, Publications Division, Ministry of Information and Broadcasting, Government of India, 1983

Particulars of Course Designer:

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1. Four-year Undergraduate Programme
2. Subject Name : Mass Communication and Journalism
3. Semester : Fifth
4. Course Name : *TV Journalism: An Introduction (Elective)*
5. Existing Base Syllabus : CBCS
6. Course Level : 300-399
7. Theory Credit: **3**
8. Practical Credit: **1**
9. Number of Required Classes: **75** (45+30)
 - Contact Class: 58
 - Non-Contact Classes*: 17
10. Total marks: End Semester Examination will be 3 Hours duration with 80 marks;
 - Internal Assessment is 20 Marks

COURSE OBJECTIVES

The course is designed to:

- Introduce various aspects of television journalism.
- Train students on television production and presentation
- Illustrate studio know how of news production in television

LEARNING OUTCOMES

Disciplinary and Interdisciplinary areas:

- Students will understand TV journalism and follow changing trends; they will be able to appreciate visual literacy principles

Critical Thinking:

- Interpreted and identify image manipulation, misinformation and disinformation, fake news

Creativity:

- Students will be able to conceptualise TV news and programs; they will acquire practical skills to search & report for stories and present these in appropriate video format

Communication Skills:

- Establish connection with viewers from field through camera
- Present TV offerings to viewers appropriately
- Developing command over language and overall presentation

Analytical reasoning:

- Students will be introduced and enabled to TV production process and various formats of news and programs broadcasting

Research Related Skills:

- Develop Back ground research on subject matters, issues, TV medium , audience and associated processes

Digital and Technological Skills:

- Develop knowledge of digital equipments for TV production and broadcasting;
- Hands-on Skill on Practical aspects of mobile journalism

Value inculcation:

- Understand the Dos and Don'ts of TV production
- Appreciation of Ethical Principles of TV Journalism

Community Engagement:

- Motivate community for participation through positive message delivery and creating awareness on negatives issues

Empathy

- Ability to appreciate social and cultural diversity
- Combat social inequalities and deprivation though appropriate video messaging

COURSE OUTLINE

Unit No.	Unit Content	No. of Classes (75)	Marks 80
Unit - I	Introduction to TV journalism; C&IT convergence; Direct satellite news gathering (DSNG); Internet & digital media; Mobile journalism (MoJo) Designing the message for TV, mainstream & alternative media Production principles, stages (pre-production, production, post-production), types (news, feature programmes, reality shows), 24x7 news & Breaking news; Television Newsroom structure	15 (8+7*)	20
Unit - II	Image: Photographic composition principles, pictorial design, scene elements Camera: Positioning, movement, angle & shots Lighting: Concepts & objectives, light types, outdoor & studio lighting Sound: Audio element in audio-visual media, soundtrack, soundscape, ambience, sound mixing for visual media Voice: Microphone, recording, voiceovers for news & features	15 (10+5*)	25
Unit - III	Reporting: Qualities, skills, duties & responsibilities, background research, piece-to-camera (PTC) Producing, packaging & promoting news bulletins, debates, interviews, opinions, walk-the-talk; Positioning of promos & ads	(10+5*)	25
	Script writing in different formats for TV	30	10

Unit – IV Practical	news/features Shooting video shorts Giving piece-to-camera, Anchoring: General awareness & news sense, voice culture, studio autocue & teleprompter reading, body language & posture Writing for TV, scripting elements, Basics of Video-editing		
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References

- Hasan, Seema. 2019. Mass Communication: Principles and Concepts. CBS. New Delhi (Edn. 2)
- Visual Intelligence: Perception, Image and Manipulation in Visual Communication: Barry, A.M.: State University of New York Press.
- Broadcast Journalism; Gaur, D.K; New Delhi, Omega Publication
- Video Production; Belavadi Vasuki; Oxford University Press
- Video Streaming & Editing; Aptech Ltd.; Mumbai, Aptech Ltd

Particulars of Course Designer:

Name : Dr. Raman Bora

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2. Subject Name : *Mass Communication and Journalism (MCJ)*
3. Semester : Fifth
4. Course Name : Communication for Development (Compulsory)
5. Existing Base Syllabus : CBCS
6. Course Level : 300-399
7. Theory Credit: **3**
8. Practical Credit: **1**
9. Number of Required Classes: **75** (45+30)
 - Contact Class: 55
 - Non-Contact Classes*: 20
10. Total marks: End Semester Examination will be 3 Hours duration with 80 marks;
 - Internal Assessment is 20 Marks

COURSE OBJECTIVES

The course is designed to:

- Introduce the innovative approaches to C4D concepts, processes and practices
- To cater the growing demand for communication experts to work on development sector
- To upgrade human resource with specialised knowledge and skills on communication for social and behaviour change.

LEARNING OUTCOMES

Disciplinary and Interdisciplinary areas

- Develop skills in carrying out research, content design, implementation, monitoring & evaluation of C4D interventions
- Decipher the significance of the knowledge base of theories around development, behaviour change, social transformation and; human rights principles.
- Get exposure to techniques for designing and developing effective C4D strategies, interventions for social transformation

Generic Learning

Critical Thinking:

- Identifying developmental areas

Creativity

- Initiate innovative processes for community mobilisation and production

Communication Skills:

- Create opportunities for group communication and group mobilisation

Analytical reasoning

- Develop skills in identifying communication barriers in a community

Research Related Skills

- Identify needs of communities for content development for Communication for Development

Coordinating and collaborating with others

- Understand to create linkage between government policies and communities
- Digital and Technological Skills
- Understand the digital and technological growth in radio programme production and broadcasting
- Value inculcation
- Identifying a common ground for mitigating strengths and weakness of communities
- Community Engagement
- Develop group communication skills and participate in community communication strategies
- Empathy
- Recognise community-associated problems and deal with them neutrally

COURSE OUTLINE

Unit No.	Unit Content	No. of Classes (75)	Marks 80
Unit - I	Development: Concept, paradigms, Development versus growth, Development Versus Modernism, Human development index Sustainable Development, Gender and development	15 (8+7*)	20
Unit - II	Development communication: Concept and approaches Paradigms of development: Dominant paradigm, dependency, alternative paradigm Participatory Development and Participatory Communication	15 (10+5*)	25
Unit - III	Role of media in development: Journalism and spot bias, Challenges of Developmental reporting Contributions of Stalwarts like Allan Chalkley, Paolo Freire, B. G. Varghese, P Sainath Critical appraisal of dev communication programmes and government schemes: Krishi Darshan, Jhabua, MNREGA etc. Community informatics Concept of Community, Community Media, Folk Theatre and Development communication	15 (7+8*)	25
Unit –IV	Students will come with communication strategy based on mid-media (Street play and puppetry) as well as produce radio and video programmes on any contemporary development issue Students will publish news/Articles/Features/Op-Eds/Awareness campaign on any contemporary development issue Students can take help of nearby community radio station, All India Radio, Doordarshan and NGOs for practical engagement as well	30	10

References:

- Srinivas Melkote, & Steeves. (2001). Communication for Development in the Third World. New Delhi: Sage
 - Bill Reader; J.A. Hatcher (Ed.) (2012) Foundations of Community Journalism: Sage ; ISBN 978-1-4129-7466-0(pbk)
 - K.K. Mallik and V.Pavarala (Ed) (2022): Community Radio in South Asia Reclaiming the Airwaves; Routledge India; ISBN 9780367520588
 - Dutta. A, Bharali. B & Goswami, A L. (2019) Decoding Communication for Development, ARMT South Asia Publications
 - McPhail, T. L. (2009). Development communication: Reframing the role of media. UK: Wiley Blackwell
 - Tabing Louie. (2002). How to do community radio, Unesco Publication, New Delhi
 - Bhattacharjee,M (2021). Puppetry in Changing World, ARMT South Asia Publications
-

Particulars of Course Designer:

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1. Four-year Undergraduate Programme
2. Subject Name : *Mass Communication and Journalism (MCJ)*
3. Semester : Fifth
4. Course Name : Introduction to Cinema Studies
5. Existing Base Syllabus : CBCS
6. Course Level : 300-399
7. Theory Credit: **3**
8. Practical Credit: **1**
9. Number of Required Classes: **75** (45+30)
 - Contact Class: 55
 - Non-Contact Classes*: 20
10. Total marks: End Semester Examination will be 3 Hours duration with 80 marks;
 - Internal Assessment is 20 Marks

COURSE OBJECTIVES

The course is designed to:

- Introduce various concepts associated with cinema.
- Educate and train students on how to read cinema.
- Introduce students about cinema from North East India
- Highlight on some of the important organisations related to a film industry

LEARNING OUTCOMES

Disciplinary and Interdisciplinary areas:

- Comprehensive knowledge on Cinema as a medium of communication
- Develop diverse perspectives on the evolution and gradual changes of cinema as a medium

Critical Thinking:

- Apply analytical thought on understanding the language of cinema
- Develop skills on how to analyze a cinema
- Interpret ideologies behind the film making

Creativity:

- Articulate own interpretation after watching movie through discussion, presentation and publication
- Adopt innovative communication tools for expressing
- Develop critical thinking through film screening

Communication Skills:

- Develop ability to study films
- Creatively express thoughts and ideas
- Construct logical arguments using language suitable for audience

Analytical reasoning:

- Identify and emancipate the historical, socio-political, cultural and economic backdrop in making a movie as well as in the story telling approach

Research Related Skills:

- Develop skills to identify and correlate sociological issues on stories and director's perspectives in cinema

Digital and Technological Skills:

- Understand the digital and technological involvement in the journey of cinema

Value inculcation:

- Develop neutrality in understanding the story and the society it represents
- Develop cine literacy

Empathy

- Inculcate ability to appreciate differences, individualism and social inequalities cinema can and do reflect

COURSE OUTLINE

Unit No.	Unit Content	No. of Classes (75)	Marks 80
Unit - I	Movies and Meaning: Images, Motion pictures, Cinema as mass media, Cinema and Communication. Growth and Development of film - National and International perspectives with an emphasis on Indian Cinema, Movements and various Film Genres Growth and Development of Regional Cinema in India with special reference to Assam and the North-East	15 (8+7*)	20
Unit - II	Language of Cinema Focus on visual Language: Shot, Scene, sequence, Mis-en-scene, Deep focus, Montage, idea about semiotics Role of Sound in Cinema- an introduction, Cine Society Movement in India and Assam- Growth and Development, Present Scenario Cine literacy	15 (10+5*)	25
Unit - III	Film Censorship, CBFC, Organizations related to the Business of Production, Presentation and Training in Filmmaking- (like NDFC, FTII, SRFTI, DBHRGFTI, Film Festival Directorate of India, Children's Film Society of India, National and State-level Awards for films, National Film Archives of India, Film Division) Basic understanding of film review	15 (7+8*)	25
Unit - IV	Watch and Study about film making techniques and scripts of critically acclaimed films Analysing filmmaking techniques and content of Films from North East India Students will have to publish a minimum of two write-ups related to cinema Students will have seminar presentations, group	30	10

	discussions and orientation programmes related to film studies as internal assessment They will also attend/organise film festivals and film-making workshops		
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References:

- Monaco, James. (1981). How to Read a Film. Oxford University Press.
- Hill, John & Gibson, Pamela Church. (2000). Oxford Guide to Film Studies. Oxford University Press.
- Thoraval, Yves (2000) Cinemas of India, Macmillan India
- Ray, Satyajit (1976) Our Films Their Films, Orient Blackswan Pvt Ltd
- Saran, Renu (2012), History of Indian Cinema. Diamond Books
- Raghavendra, M K & Joseph V K (2021) Critics On Indian Cinema, Best Books
- Rajadhikarya, A & Willemsen P (1999). Encyclopedia of Indian Cinema, Routledge;

- Sarma, A. (2013). *The Loan Ranger in a Forsaken Frontier: The Unsung Pioneer of Indian Cinema in the North-East*. Aank-Baak
- Parthajit Baruah (2021), Jyotiprasad, Joymoti, Indramalati and Beyond: History of Assamese Cinema, Krantikaal Prakashan

- Sarma, A. (2001), Axomiya Chalacchitar san-pohar, Aank-Baak,

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Semester : VI

Course No	Course Name
Paper XII	Mass Media in NE India (C)
Paper XIII	ICT and Media Management
Paper XIV	Specialised Communication
Paper XV	Convergent Media and Content Development

1. Four-year Undergraduate Programme
2. Subject Name : *Mass Communication and Journalism (MCJ)*
3. Semester : Sixth
4. Course Name : Mass Media in NE India
5. Existing Base Syllabus : CBCS
6. Course Level : 300-399
7. Theory Credit: **4**
8. Practical Credit: **NIL**
9. Number of Required Classes: **60**
 - Contact Class: 40
 - Non-Contact Classes*: 20
10. Total marks: End Semester Examination will be 3 Hours duration with 80 marks;
 - Internal Assessment is 20 Marks

COURSE OBJECTIVES

The course is designed to:

- Trace the origin and development of media in North East India.
- Highlight different types of newspapers and magazines of North East India.
- Acquaint students about radio and television services in the region

LEARNING OUTCOME

Critical Thinking:

- Apply critical thinking on comparative study about national and regional media representation

Creativity:

- Learning to use media mix creatively to highlight local issues
- To explore the potential for content creation of undiscovered aspects of NEI

Communication Skills:

- Developing communication skills to overcome geographical isolation of NEI

Analytical reasoning:

- Identify community specific knowledge for communication

Research Related Skills:

- Develop Research skills to identify and highlight public issues for communication

Coordinating and collaborating with others:

- Work effectively in group communication
- Coordination and communication of policy making

Digital and Technological Skills:

- Understand the Digital and Technological Skills in modern media communication

Multicultural competence and inclusive spirit:

- Appreciation of ethnic diversity and work for harmony

Empathy

- Ability to appreciate differences, individualism and social inequalities and develop communication strategies to mitigate the same

COURSE OUTLINE

Unit No.	Unit Content	No. of Classes (60)	Marks 80
Unit - I	Origin and development of communication system in North East India; Folk and Traditional media in NE India; Development of modern mass media in North Eastern states of India; Efforts during British era; Role of Missionaries and other socio-literary organizations; Press during Pre Independence period in Assam; <i>Arunodoi, Assam Bonti, Jonaki, Banhi, Awahan etc.; growth and development of press from 1930 to 1980 in NE India.</i>	15 (10+5*)	20
Unit - II	Press in NE India since 1980 till present time; potential for future growth, recent trends, study of the NE states' projection and focus in the national / global media, Mass media in Assam : scope and limitations.	15 (10+5*)	20
Unit - III	Specialized newspapers and magazines – Sports, Science & Technology, Women, Children, Youth, Literature, Entertainment and News Magazines in Assam and other states of NE India; Radio Services in NE India (All India Radio (AIR) in NE India; AIR Guwahati, AIR Dibrugarh, AIR stations in other places in NE India; Private Radio channels in Assam; FM, AM, SW channels; Community)	15 (10+5*)	20
Unit – IV	Growth and development of Television in Assam, Doordarshan channels in NE India; Cable TV channels in NE India; Private Satellite Channels in Assam and NE India; Coverage and language in Television channels in NE India; Trends of Digital and Social Media, MOJO in NE India; Alternative media: presence and scope; Street play, Puppetry, Mobile Theatre, Comics journalism etc. in NE India.	15 (10+5*)	20

Reference

- Sunil Pawan Baruah : Press in Assam Origin and Development ; Powersift, Bhabani Books and Gifts, Guwahati, 2022, ISBN : 978-93-87494-47-3
- Arun Lochan Das : Ebar Ubhati Chao; Sishu Sashi Publication, Guwahati, 2001
- Apurba Sarma : Jyotiprasad as a Film Maker; Gauhati Cine Club, Guwahati, 2005
- Sanjay Kr. Hazarika (ed) : Chaturtha Stambha; N.L. Publications, Guwahati, 2011
- Chandra Prasad Saikia : Asamar Batari Kakat-Alocanir Dersa Bachariya Itihash; Celebration Committee of 150 Years of Newspapers in Assam, Guwahati, 1998

- Prasanna Kr. Phukan : Asomor Sambad Patrar Samikshyatmak Adhyayan; Madhu Prakashan, Dergaon, 1996
- Gituli Saikia, Sanjib Lochan Tamuli : Folk Theatre of Assam; Directorate of Information and Public Relations (DIPR), Assam, 2014
- Dr. Umesh Deka (Ed.) : A Glimpse of Language and Culture of North East India; Chandra Prakash, Guwahati, 2012, ISBN: 978-93-244-0269-1
- Zakirul Alam (Ed.) : Journalism & Media Industry of North East India; EBH Publisher, Guwahati, 2014, ISBN : 978-93-83252-31-2
- Aheibam k. Sing, SS Hanjabam and K.C. Devi (Ed.) : Media in Manipur (Vol-I); Akansha Publishing House, New Dekhi, 2020, ISBN : 978-81-8370-575-2
- K.C. Devi, SS Hanjabam and others (Ed.) : Media in Manipur (Vol-II), Akansha Publishing House, New Delhi, 2020, ISBN : 978-81-8370-576-9
- Anjan Sarma (Ed.) : 175 Years of Media in Assam and Beyond; PowerShift, Bhabani Books, Guwahati, 2022, ISBN: 978-93-87494-48-0
- Elizabeth W. Brown : the Whole World Kin; Powersift, Bhabani Books, Guwahati, 2022, ISBN : 978-93-93935-01-4
- G.P. Pandey : Press in the North East; Publication Division, Ministry of I&B, ISBN : 978-81-230-1840-9

Particulars of Course Designer:

Prepared by: Dr. C.K. Goswami

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1. Four-year Undergraduate Programme
2. Subject Name : *Mass Communication and Journalism (MCJ)*
3. Semester : Sixth
4. Course Name : ICT and Media Management
5. Existing Base Syllabus : CBCS
6. Course Level : 300-399
7. Theory Credit: **4**
8. Practical Credit: **Nil**
9. Number of Required Classes: **60**
 - Contact Class: 40
 - Non-Contact Classes*: 20
10. Total marks: End Semester Examination will be 3 Hours duration with 80 marks;
 - Internal Assessment is 20 Marks

COURSE OBJECTIVES

- Introduce various concepts on IEC and ICT.
- Educate and train the students on ICT as a tool of education.
- Introduce students about the aspects of media management

LEARNING OUTCOME

Critical Thinking:

- Apply critical thinking on IEC, ICT and Media Management

Analytical reasoning:

- Identify authentic information through the use of ICT

Research Related Skills:

- Develop skills to identify information for IEC production

COURSE OUTLINE

Unit No.	Unit Content	No. of Classes (60)	Marks
Unit - I	Information, Education & Communication (IEC) : Concept and Meaning of IEC; Characteristics of IEC; IEC and media engagement; IEC and Electronic media; IEC and Print media; IEC and ICT; IEC production and Media planning; Concept of design and graphics for IEC. Various aspects of the educational media production: video production, audio production, audio- visual production, techniques of instructional media production;	15 (10+5*)	20
Unit - II	Concept and Meaning of IT and ICT, ICT in mass communication, current trends of ICT; ICT as a tool of education and research in the contemporary period, role of ICT as a change agent; e-learning portal; e-	15 (10+5*)	20

	books, e-journals; online databases such as DOAJ, Shodhganga, Jestor etc. ICT applications in Media : ICT and reporting, editing, designing and production; ICT and media convergence; OER		
Unit - III	Principles of Media Management; Significance and importance; Media as an industry: stages and development, investment in media industry; Circulation; price war and sales; Advertising and marketing; personal management; production; media as profession	15 (10+5*)	15
Unit – IV	Media ownership : characteristics and pattern; media ownership pattern in world, India; FDI in media industry; Media consumers : characteristics, behavior and significance; TRP and emerging trends; Revenue pattern for print, radio, television and digital media; Impact of new technologies in media; Media entrepreneurship : characteristics and scenario in India and Assam.	15 (10+5*)	25

References

- Kothari, Gulub. (1995). Newspaper Management in India, Intercultural Open University
- Chiranjeev, Avinash. (2000). Electronic Media Management, Authors Press.
- Peter, Pringle. K. et. al., (1989). Electronic Media Management, Focal Press.
- Gunarathne, Shelton A.. (2000). Handbook of Media in Asia, Sage.
- Kothari, Gulab. (1985). Newspaper Management in India, Intercultural Open University.

Particulars of Course Designer:

Prepared by: Name: Dr. C.K. Goswami

Phone number: +91-9854072096

Email: ckg@gauhati.ac.in

1. Four-year Undergraduate Programme
2. Subject Name : *Mass Communication and Journalism (MCJ)*
3. Semester : **Sixth**
4. Course Name : Specialised Communication
5. Existing Base Syllabus : CBCS
6. Course Level : 300-399
7. Theory Credit: **4**
8. Practical Credit: **Nil**
9. Number of Required Classes: **60**
 - Contact Class: 40
 - Non-Contact Classes*: 20
10. Total marks: End Semester Examination will be 3 Hours duration with 80 marks;
 - Internal Assessment is 20 Marks

COURSE OBJECTIVES

The course is designed to:

- Introduce the students to various fields of communication
- Familiarise the students with various types of reporting.
- Enumerate the basics of writing for different fields of communication.

LEARNING OUTCOME

Disciplinary and Interdisciplinary areas:

- Develop skills on various types of specialised communication;
- Decipher the significance of science communication, corporate communication, cultural communication and sports journalism.

Generic Learning:

Critical Thinking:

- Apply analytical thought on identifying various types of communication
- Interpret growth, development and changing trends of specialized communication in contemporary world

Creativity:

- Adopt innovative communication tools for message designing in specialized communication
- Interpret issues from multiple perspectives

Communication Skills:

- Develop listening ability for content generation
- Express thoughts and ideas in different formats
- Construct informative messages from marginalized section
- Disseminate arguments with valid reasonings

Research Related Skills:

- Develop skills to identify sociological perspectives on various fields of communication

Coordinating and collaborating with others:

- Coordinate and collaborate with specific stakeholders for effective implementation of communication design/information

Digital and Technological Skills:

- Understand the use of digital and technological adaptation for message generation, dissemination and reception

Value inculcation:

- Develop neutrality in understanding information
- Instil integrity and identify ethical information, dissemination norms

Environmental Awareness and Action:

- Develop message for various environmental issues through writing and videos for taking actions

Empathy

- Ability to appreciate differences, individualism and social inequalities and generate content to mitigate the same

COURSE OUTLINE

Unit No.	Unit Content	No. of Classes (60)	Marks 80
Unit - I	Political Communication The Changing Role of Media in Democracy, Media Influencing, Politics and vice versa, Political Communication's effects on the public: Agenda Setting & Priming and Framing, News Coverage during elections, Political Marketing & PR, Emotions in Politics, covering parliamentary sessions, media manipulation, media lobbying, intolerance Trial by Media, media activism, International Relations and Media	15 (10+5*)	20
Unit - II	Cultural and Sports Communication Definition and Types of Cultural Communication, culture and sustainability, understanding various aspects of Indian Culture and their scope (Oral literature, material culture, performing arts etc.), Mass Culture and Popular culture. Current scenario of cultural reporting, cultural impact and imperialism. Cultural reporting. Need and significance of sports journalism, understanding sports diplomacy, introducing various types of sports in the world with special reference to North East India, various sports events, sports associations and federations, Sports features and photography	15 (10+5*)	20

Unit - III	<p>Science Communication Basic understanding of science and technology communication, need and significance, historical background, Movement of Public Understanding of Science in the world, inculcating scientific temperament, science popularisation, Challenges of Science Communication, Role of media in creating scientific temper in society, Knowledge about scientific experiments in the country: SITE Experiment, Kheda Project, Chambal Project, Agricultural extension programmes etc Important tenants of science writing, science literature- fiction and non-fiction, science films, science through radio and television, science through traditional folk media, science reporting, writing and content generation, translation in science communication. Basics of Green Journalism</p>	15 (10+5*)	20
Unit – IV	<p>Business Communication: The Nature of Business Communication, Types of Business Communication, Business communication skills, Report writing, Writing Memos, Circulars, Notices and Applications. Developing Oral Business Communication Skills, Covering business promotion.</p>	15 (10+5*)	20

References:

- Jethwaney, Jaishri (2010). Corporate Communication – Principles and Practice. Oxford University Press.
- Sachdeva, Iqbal S. (2009). Public Relations – Principles and Practices, OUP.
- Herman, S & Chomsky N. (1988, Reprint edition 2002), Manufacturing Consent: The Political Economy of the Mass Media, Pantheon Books Inc
- Samovar, L. A & Porter, R. E. (2000). Inter-cultural Communication-A Reader, Wadsworth
- Ravindran, R.K. (1999). Media and Society. Commonwealth
- Price, Stuart. (1998). Communication Studies, Longman
- Caldwell' (eds) Production Studies: Cultural Studies of Media Industries. New York: Roulledge.
- Dawking, Richard. Modern Science Writing; Oxford University Press
- Berger, RoloffSwoldsen. Handbook of Communication Science; Sage Publications
- Indian Science News Association , Communicating Science; Indian Science News Association, Kolkata

Particulars of Course Designer:

Prepared by: Dr. Bharati Bharali
Phone number: +91-9365675575
Email: bharatibharali@gauhati.ac.in

1. Four-year Undergraduate Programme
2. Subject Name: *Mass Communication and Journalism (MCJ)*
3. Semester: Sixth
4. Course Name: Convergent Media and Content Development
5. Existing Base Syllabus: CBCS
6. Course Level: 300-399
7. Theory Credit: **4**
8. Practical Credit: **Nil**
9. Number of Required Classes: **60**
 - Contact Class: 40
 - Non-Contact Classes*: 20
10. Total marks: End Semester Examination will be 3 Hours duration with 80 marks;
 - Internal Assessment is 20 Marks

COURSE OBJECTIVES

The course is designed to:

- Introduce the students to media convergence
- Introduce characteristics and art of digital storytelling
- Introduce a basic understanding of digital media literacy

LEARNING OUTCOME

Disciplinary and Interdisciplinary areas:

- Derive the concepts of digital and social media.
- Utilise digital social media tools for different developmental and promotional activities
- Comprehend the functionalities and challenges of AI, social media and Content Development

Generic Learning:

Critical Thinking:

- Apply critical thinking to understand various meanings and uses of convergence media;
- Ability to identify and interpret misinformation, disinformation and fake news;

Communication Skills:

- Express thoughts and ideas strategically;

Creativity

- Adopt innovative content and technique to connect and influence

Analytical Reasonings

- Identify authentic information;

- Develop digital media literacy;
- Ability to understand Social Media Engagement and Polarization

Research Related Skills:

- Develop skills to identify accurate sources of information in digital media for content development

Digital and Technological Skills:

- Enhance Skill in convergent media (reporting, scripting, content and video editing, graphic designing, voice-over and presentation, uploading), Data Journalism, Searching online resources

Value inculcation:

- Develop neutrality in understanding information
- Instil integrity and identify ethical information, dissemination norms Empathy
- Ability to appreciate differences, individualism and social inequalities and generate content to mitigate the same

COURSE OUTLINE

Unit No.	Unit Content	No. of Classes (60)	Marks (80)
Unit - I	Understanding new media, Concept of Convergence, Process and effects of Convergence, Network and Cloud technology, Evolution of Communication technology 2G, 3G, 4G, 5G etc. Convergence in Cinema, Musical Videos, OTT platforms, Role and effects of Social Media	15 (10+5*)	15
Unit - II	Social Media engagement and polarization, Echo Chamber, Hate Speech and Trolling Media Convergence and Specialized Communication (Political, Sports, Cultural, Science and Technology, Business/ Corporate etc.)	15 (10+5*)	15
Unit - III	Characteristics of Digital storytelling, Digital Content Creation: Digital platforms and Social media networks, blog post, website copies, special posts, podcast, videos; Digital marketing strategy; Research and Planning, Measuring Performance Skilling in convergent media (reporting, scripting, content and video editing, graphic designing, voice over and presentation, uploading)	15 (10+5*)	25
Unit – IV	AI and Media (Introduction to artificial intelligence, machine learning, artificial Intelligence in journalism, automated journalism), Chatbots (ChatGPT, Google Bird AI, Bing AI chat etc.) Issues of Credibility, Privacy and Security, Surveillance society, Regulatory Challenges to Media Convergence, Misinformation, Disinformation and Fake News; Fact Checking Information Technology Act 2000	15 (10+5*)	25

References:

- Grant, A. & Meadows, J. (Eds.). (2012). *Communication technology update and fundamentals*, Boston, MA: Focal Press.
- Miller, V. (2011). *Understand digital culture*. Sage Publications.
- Nightingale V. & Dwyer T. (2007). *New media worlds: challenges for convergence*. Oxford.
- Jenkins, H., & Deuze, M. (2008). *Convergence culture*.
- Manovich, L. (2001). *The language of new media*. MIT press.
- Visvizi, A., & Lytras, M. D. (Eds.). (2019). *Politics and technology in the post-truth era*. Emerald Publishing Limited
- Reddick, R., & King, E. (2000). *The online journalist*. Wadsworth Publishing.
- Ray, T. (2006). *Online Journalism: a basic text*. Cambridge India.
- Gray, J., Chambers, L., & Bounegru, L. (2012). *The data journalism handbook: how journalists can use data to improve the news*. "O'Reilly Media, Inc."
- Batsell, J. (2015). *Engaged journalism: Connecting with digitally empowered news audiences*. Columbia University Press

Particulars of Course Designer:

Prepared by: Dr. Bharati Bharali

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Internship

Students have to go compulsory internship for **four to six week** to get their final diploma / degree as per GU-FYUGP rules.

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(१८औँ शताब्दीसम्म)

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 स्तरीय 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

Paper-2- नेपाली संस्कृति

१. चाडबाड (दसैं, तिहार, तीज, माघे संक्रान्ती)
२. नेपाली गीत-नृत्य (तीज, देउसी-भैलो, झ्याउरे, मारुनी, सङ्गिनी)
३. नेपाली संस्कार- (जन्म, मृत्यु र विवाह)
४. शेर्पा, तामाङ, मगर, गुरुङ, राई, लिम्बू, नेवार, भुजेलहरूको सांस्कृतिक पोसाक र अलङ्कारहरूको अध्धयन

सन्दर्भ-सामग्री

- १-निर्माण-संस्कृति विशेषाङ्क (१९९९) गान्तोक
- २-नेपाली पारम्परिक संस्कृति र सभ्यताको ढुकुटी- प्रकाश भट्टराई
- ३- परम्परागत सोह संस्कार- डा. कमलप्रसाद दाहाल
- ४-नेपाली सांस्कृतिक शब्दकोश- भारतीय भाषा संस्थान
- ५-नेपाली लोकसाहित्य- चूडामणि बन्धु
- ६-नेपाली लोक परम्परा-प्रकाश भट्टराई

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 बुन्छे
५. शङ्करदेव ढकाल: झार्लाङ्गी

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-शिलाड
- ६- कविताको कुरा- दिवाकर प्रधान
- ७- झार्लाङ्गी: शङ्करदेव ढकाल, जनपक्ष प्रकाशन, गान्तोक
- ८- मणिकुट- नवसापकोटा
- ९- समयबोध र उत्तरआधुनिकता-डा गोविन्दराज भट्टराई
हरिभक्त कटुवाल रचना संचयन- नवसापकोटा

Paper-4 नेपाली कथा

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

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 (विसं२०५४)- माधव प्रसाद पोखरेल
- २- साहित्य सन्धान(२०१८)- नवीन पौड्याल
- ३-प्राज्ञिक लेखन तथा सम्पादन(विसं२०७४)-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

FYUGP-Nepali-Paper-6 Credit-4, Contact Classes-80

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 चौलागाईँ
- ४-भाषाविज्ञान- भोलानाथ तिवारी

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. भानुभक्तिय रामायण----सूर्यविक्रम ज्ञवाली
६. आदिकवि भानुभक्त: जीवनी र कविताको सम्परीक्षण (अनुसन्धान, २०५८)- व्रतराज आचार्य

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

Paper-9- नेपाली उपन्यास

१. उपन्यासका तत्त्व
- २- नेपाली उपन्यासको पृष्ठभूमि, आधुनिक नेपाली उपन्यासको विकासक्रम र प्रवृत्ति
- ३- लीलबहादुर क्षत्री: बसाइँ
- ४- विक्रमवीर थापा: टिस्टादेखि सतलजसम्म

सन्दर्भ-सामग्री

१. बसाइँ- लीलबहादुर क्षत्री
- 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

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- दार्जिलिङ्गे नाटकको अर्थ शताब्दी- इन्द्रबहादुर राई

७- आधुनिक नेपाली नाटक (लेखन/सम्पादन २०६७)- ब्रतराज आचार्य

नेपाली एकाङ्की यात्रा-सम्पा, रामलाल अधिकारी

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-(विंस२०७६)- (सम्पा.)डा माघव 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 **प्वाल 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

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-(विंस२०७६)- (सम्पा.)डा माघव 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)

NATIONAL EDUCATION POLICY, 2020

**Syllabus For
Four Year Undergraduate Programme
Subject: Persian**



Department of Persian, Gauhati University

Email: persian@gauhati.ac.in

Cycle: 1.0 June, 2023

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Core Papers

Paper-1: Introduction of Persian language & Basic Grammar

Paper-2: Persian language Learning

Paper-3: Introduction of Persian Prose and Poetry: Some Selection

Paper-4: Origin and Development of Persian Language

Paper-5: Literary History of Persian

Paper-6: Classical Persian Prose & Poetry

Paper-7: Applied Persian Grammar

Paper-8: Language development & Correspondence in Persian

Paper-9: Ethical Persian Literature

Paper-10: Persian Sufi Literature

Paper-11: Modern Persian Prose

Paper-12: Modern Persian Poetry

Paper-13: Indo-Persian Prose

Paper-14: Indo-Persian Poetry

Paper-15: History of Sufism

Course Name: **Introduction of Persian language & Basic Grammar**

Course Level: 100-199

Semester-1

Credit: 4

Contact Classes: 40, Non-Contact Classes: 20

Learning Outcome:

- Students will be able to learn the basic grammatical structure in modern Persian language.
- Student will be able to read and write on basic things about day to day life communication in the context of trade, tourism and culture.
- Students will evolve their linguistic competence in Persian and they can go for higher levels of learning Persian Language and literature.

Unit-I:

30 Marks

- a. Brief introduction of Persian Language
- b. Alphabet
- c. Oral Expression (Phonetics & Elocution)
- d. Vocabulary building
- e. Suffix and Prefix

Unit-II:

30 Marks

- a. Singular, Plural, Gender, Preposition, Negative & interrogative
- b. Elementary Grammar: Masdar, Mozare, Different Zamane, Ism, Fae'l, Sifat etc.
- c. Compositions, Numbers and vocabulary buildings

Unit III:

20 Marks

- a. Days and Months in Persian
- b. Names of months, Seasons & weekdays.

Reading List:

- a. Ahmed Saeed, Lessons in Modern Persian, Ministry of Defence, Monumental Publishers, 1988
- b. Persian for Foreigners (An Elementary Course) by by Taqi Purnamdarian, 1995.
- c. Namdariyan, Taqipur: Dars-e-Farsi, Published by Institute for Humanities & Cultural Studies, Tehran, Iran, 1378/1999
- d. Kumar, Dr. Rajinder: Elementary Persian Grammar, Harjeet Publication, Delhi-110 034, 2009
- e. Sufi Abdul Aziz: Essentials of Persian Translation, Indo-Iran Society, Lal Kuan, Delhi 110 006, 1999
- f. Thackston, Wheeler: An Introduction to Persian, Bethesba, Ibex Publication, Maryland, U.S.A., 2009

Course Name: **Persian Language Learning**

Course Level: 100-199

Semester-2

Credit: 4

Contact Classes: 40, Non-Contact Classes: 20

Learning Outcome:

- Learners will be able to learn the Major grammatical structure in modern Persian language.
- Learners will be able to read and write on basic things about day to day life communication.
- Students will evolve their linguistic competence in Persian and they can go for higher levels of learning Persian Language and literature.
- Read and apprehend passages from simple but authentic texts from the Farsi *Dabistan*.

UNIT –I:

30 Marks

- a. Noun, prepositions, adverb, Ezafe, etc.
- b. Adjectives, Degrees, Infinitives, Imperatives etc.
- c. Tenses (Present, Past, Future)

UNIT – II:

20 Marks

- a. Pronoun (Personal & Possessive), Objectives
- b. Present Participle, Voice (Active & Passive) etc.

UNIT-III:

30 Marks

- a. Reading & Writing Skill
- b. Rah-e-Madarseh
- c. Duwa
- d. Chahar Fasl
- e. Lakpusht wa Murghabi Ha
- f. Rubah-o-Khurus

Reading Lists:

1. Taqipur Namdariyan: Dars-e-Farsi, Published by Institute for Humanities & Cultural Studies, Tehran, Iran,1999.
2. Saffarzadeh, Tahera: Fann-e-Tarjuma, Intesharat-e Amir Kabir, Tehran, Iran, 1996
3. Dr. Rajinder Kumar: Elementary Persian Grammar, Harjeet Publication, Delhi, 2009
4. Sufi Abdul Aziz: Essentials of Persian Translation, Indo-Iran Society, Lal Kuan, Delhi,1999.
5. Wheeler Thackston: An Introduction to Persian, Bethesba, Ibex Publication, Maryland, U.S.A., 2009
6. Mirsadeghi, Nazanin, Essentials of Persian Grammar: Concepts and Exercises, December 4, 2014

Course Name: Introduction of Persian Prose and Poetry: Some Selection

Course Level: 200-299

Semester-3

Credit: 4

Contact Classes: 40, Non-Contact Classes: 20

Learning Outcomes:

- This course will enable a learner to have a good understanding of stories from Indian and Iranian original text for knowing ancient Indo-Persian heritage.
- Through this course the students will be acquainted with moral teaching of Indian and Iranian cultural ethos.

The following Lessons:

40 Marks

Unit-I: Prose:

بخش نثر

1. Madarseh-e-Ma	مدرسه ما
2. Lakpusht wa Khargush	لاک پشت و خرگوش
3. Gurg-o-Gao	گرگ و گاؤ
4. Nauroz	نوروز
5. Ba Hivanat Mehrban Basheem	با حیوانات مهربان باشیم
6. Firdausi	فردوسی
7. Dehqan-e-Fidakar	دهقان فداکار
8. Rubah-o-Khurus	روبه و خروس
9. Sa'di Shirazi	سعدی شیرازی
10. Agar Jungle Nabashid	اگر جنگل نباشید
11. Umar Khayyam	عمر خیام
12. Sangpusht-o-Gavazn	سنگ پشت و گوزن

Unit-II: Poetry:

بخش نظم

40 Marks

The following Poems:

1. Benam-e-Khuda	بنام خدا (نظامی)
2. Kitab-e-Khub	کتاب خوب (عباس یمنی شریف)
3. Khane Aziz-i- Man	خانه عزیز من
4. Mihan-e-Kheesh ra Kuneem Abad	میهن خویش را کنیم آباد
5. Rubah-o-Zagh	(روبه و زاغ) حبیب یغمائی
6. Subh	صبح (یحیی دولت آبادی)
7. Madar	مادر
8. Darakhtkari	درختکاری (عباس یمنی شریف)

Reading Lists:

1. Ahmad Saffar Maqaddam, Persian language: Book one to Four, Iran Culture House, 2001
2. Farsi Dabistan, Awal ta Panjum, Iran Culture House. 1383 AH
3. Taqipur Namdariyan: Dars-e-Farsi, Humanities & Cultural Studies, Tehran, Iran, 1378/1999.
4. Saffarzadeh, Tahera: Fann-e-Tarjuma, Intesharat-e Amir Kabir, Tehran, Iran, 1996
5. Dr. Zehra Khanlari 'Kiya': Farsi Dastur, Idarah-e- Adabiyat, Jayyed Press, Delhi, 1996
6. Sufi Abdul Aziz: Essentials of Persian Translation, Indo-Iran Society, Lal Kuan, Delhi, 1999.

Course Name: Origin and Development of Persian Language

Course Level: 200-299

Semester-4

Credit: 4

Contact Classes: 40, Non-Contact Classes: 20

Learning Outcome:

- Provide comparative knowledge of languages belonging to Indo-Iranian group.
- This paper will provide knowledge about the pre-Islamic languages of Persia along with the literature produces in those languages especially the Avestan and the Pehlavi literature.
- Generate evidence of comparative Philology to explain how Persian and Sanskrit were close to each other.

Unit 1:

20 Marks

- a. The Family of Indo-European Languages and their classification

Unit 2:

40 Marks

- a. **Avesta**
 - i. Brief introduction
 - ii. writing style and script
 - iii. Parts of Avesta
- b. **Old Persian**
 - i. Brief introduction
 - ii. Writing style and script
 - iii. Inscriptions
- c. **Pehlavi**
 - i. Brief Introduction
 - ii. Huzwarish
 - iii. Literature
- d. **Dari**
 - i. Brief introduction
 - ii. Arab Invasion
- e. Resemblance between Persian and Sanskrit

Unit-3:

20 Marks

1. Pre-Islamic religions
 - a. Zoroastrianism
 - b. Manism

Reading Lists:

1. Iran its culture by F.C. Davar
2. Historical Grammar of Ancient Persian Language by E.L.Jhonson
3. Selection from Avesta and old Persian by I.J.S. Taraporewale

Course Name: **Literary History of Persia**

Course Level: 200-299

Semester-4

Credit: 4

Contact Classes: 40, Non-Contact Classes: 20

Learning Outcome:

- This paper will be an introduction to historical and Socio-cultural changes during the rule of different dynasties so that the student become well aware about the various literary movements of this periods.
- Inculcate the basic knowledge and skills and expertise in Indo-Persian studies.

Unit-I:

40 Marks

- a. Iranian dynasties: Samanid to Seljuq Period
- b. Persian poets & writers
- c. Persian Literature

Unit II:

40 Marks

- a. Mugul Timurid to Pahlavi Period
- b. Persian poets & writers
- c. Persian Literature

Reading Lists:

1. Sharaf-e-Alam, Prof.; Patna University, Bihar: Iran: Ahad-e-Qadeem Ki Siyasi, Saqafatiwa Lisani Tarikh, Printology Ink, Kucha Chelan, Darya Gunj, Delhi-110 002, 1981
2. Ishrat, Dr. Amrit Lal: Iran SadyunkeAaine Mein, Idarah-e-Musannefeen, Hyderabad.
3. Shafaq, Rezazadeh: Tarikh-e-Adabiyat-e-Iran, Translated by Sayyed Mubariz uddin Rif'at, Kutabkhana Khurshidia, Urdu Bazar, Lahore, 2014.
4. Ansari, Dr. Noorul Hasan: A History of Persian Language, Idarah-e-Adabiyat-e-Dehli, Delhi-110 006, Vol. I, 1982
5. Chopra, Ravindra Mohan: The Rise, Growth and Decline of Indo-Persian Literature, Iran Society, Calcutta, 2012.

Course Name: **Classical Persian Prose & Poetry**

Course Level: 200-299

Semester-4

Credit: 4

Contact Classes: 40, Non-Contact Classes: 20

Learning Outcome:

- Introduce the learners with the classical Persian literature with special reference to the well famed classical Persian prose writers.
- Introduce the melodious rhyming and heart touching classical Persian poetries comprises of Ghazals, Mathnavis, Rubayies etc to inculcate rich tradition of classical Persian poetry among the learners.
- Interpret the values and traditions reflected in Classical Persian literature for a better human society.

Unit-1: Prose

40 Marks

a. Kimiya-i-Sadat

i. *Paida Kardan-i-Sharayat* (پیدا کردن شرایت)

b. Tarikh-i-Tabari

i. *Dastan-i-Tawallud-i-Behram* (داستان تولد بهرام)

b. Marzban Nameh

The following stories:

i. *Dāstan-e-Aahu-o-Mush-o-Uqqab*

ii. *Dāstan-e-Barzigar Ba Mar*

Unit-2: Poetry

20 Marks

Unit-I:

a. Rubayat (Omar Khyyam)

i. 1-8 quatrains

Unit:-II:

20 Marks

a. Ghazaliyat Sa'adi Shirazi:

i. Waqt-e-tarub- khush...

ii. In tuitysar we bustani...

iii. Aiki gufti hich muskil chum...

Reading Lists:

1. BA Pass Persian Selection, Calcutta University, 1998
2. Nasr-e-Kohan; Intersharat-e-Vizarat-e-Farhang-o-Hunar, Idareh Kull-e Nigarish, Tehran, Iran.
3. Nizami Aruzi Samarqandi: Chahar Maqaleh; edited Mohammad Qazvini, Tehran University Publication, Tehran, Iran, 1334/1955.
4. Siyasat Nama published by Intisharat-i-Zawar, Tehran edition 2037 A.H. (sun year).
5. Adabiyat-i-Kalasic-o-Jadid, Mazhar Asif, Bihar University, 2005
6. Rehmandoost, Mostafa: Bagh-e-Mehrbaniha, Madrased Publication, Tehran, Iran, 1995

Course Name: **Applied Persian Grammar**

Course Level: 200-299

Semester-4

Credit: 4

Contact Classes: 40, Non-Contact Classes: 20

Learning Outcome:

- Introduce the learners with resources to understand advanced Persian grammar.
- Involve students to improve their creativity in applied Persian language and enhance their qualities of expression and elaboration in the day to day useable communications and dealings.

Unit-1: 40 Marks

- a. Composition
- b. Phrases and Idioms in Persian
- c. Compound Verbs
- d. Proverbs & Idioms

Unit-2: 40 Marks

- a. Precise writing
- b. Report writing
- c. Essay & Letter Writing

Reading Lists:

1. دستور زبان فارسی نوشته زهرا خانلری
2. Persian Grammar by Wilber
3. A Grammar of Persian Language by W. Jones
4. Taqipur Namdariyan: Dars-e-Farsi, Published by Institute for Humanities & Cultural Studies, Tehran, Iran, 1999.
5. Saffarzadeh, Tahera: Fann-e-Tarjuma, Intesharat-e Amir Kabir, Tehran, Iran
6. Dr. Rajinder Kumar: Elementary Persian Grammar, Harjeet Publication, Delhi-110 034,
7. Sufi Abdul Aziz: Essentials of Persian Translation, Indo-Iran Society, Lal Kuan, Delhi 110 006, 1999.
8. Wheeler Thackston: An Introduction to Persian, Bethesba, Ibx Publication, Maryland, U.S.A., 2009
9. Nazanin Mirsadeghi, Essentials of Persian Grammar: Concepts and Exercises, December 4, 2014

Course Name: **Language development & Correspondence in Persian**

Course Level: 300-399

Semester-5

Credit: 4

Contact Classes: 40, Non-Contact Classes: 20

Learning Outcome:

- Accustom the students with Persian language & make them fluent in spoken Persian
- Prepare the learners to read Persian text and historical sources
- Prepare an expert translator and efficient interpreter
- Make students viable for corporate sector jobs in this field

Unit-1:

30 Marks

- a. Persian Terminologies
- b. Simple Sentence making
- c. Development of communicative skill

Unit-2: Advance Translation from English to Persian & vice-versa

30 Marks

- i. Commercial Translation
- ii. Political Translation
- iii. Historical Translation

Unit-3: Spoken Persian

20 Marks

Reading Lists:

1. Namdariyan, Taqipur: Dars-e-Farsi, Published by Institute for Humanities & Cultural Studies, Tehran, Iran, 1378/1999
2. Kumar, Dr. Rajinder: Elementary Persian Grammar, Harjeet Publication, Delhi-110 034, 2009
3. Sufi Abdul Aziz: Essentials of Persian Translation, Indo-Iran Society, Lal Kuan, Delhi 110 006, 1999
4. Thackston, Wheeler: An Introduction to Persian, Bethesba, Ibex Publication, Maryland, U.S.A., 2009
5. Ahmed Saeed, Lessons in Modern Persian, Ministry of Defence, Monumental Publishers, 1988

Couse Name: Ethical Persian Literature

Course Level: 300-399

Semester-5

Credit: 4

Contact Classes: 40, Non-Contact Classes: 20

Learning Outcome:

- Morality and ethics being the backbone of classical Persian poetry, in this paper it is tried to inculcate these two utmost necessary characteristics among the students.

Unit-I:

20 Marks

A brief History Ethical Literature

Unit II : Prose

30 Marks

a. Qabus Nameh

i. Bab-e-Nahum

b. Akhlaq-i- Muhsini

ii. Dar Shukur

ii. Dar Sabr

iii. Gulistan-i-Sa'adi (1-5 stories from Daftar 1)

Unit III: Poetry

30 Marks

a. Bustan

i. Darvish-e-Haqqu

ii. Jawan mard wa Sag-e-Tishneh

Reading Lists:

1. Nasr-e-Kohan; Intersharat-e-Vizarat-e-Farhang-o-Hunar, Idareh Kull-e Nigarish, Tehran, Iran.
2. Sa'di Shirazi, Kulliyat-e-Sa'di; Mohammad Ali Furooghi, Intesharat-e-Mu'iniyan, Tehran, 1996.
3. Sa'di Shirazi, Boostan-e-Sa'di; Mohammad Ali Farughi, Tehran, 1937.
4. Manochehr Danish Pazooh: Safina-e-Marvareed, Intesharat-e-AllamaTabatabai, Tehran, Iran, 2004

Course Name: Persian Sufi Literature

Course Level: 300-399

Semester-5

Credit: 4

Contact Classes: 40, Non-Contact Classes: 20

Learning Outcome:

- Interpret the views of Sufi poets such as Rumi, Hafiz on humanism and universal brotherhood.
- Impart ethics to recognize different value systems and understand the moral dimensions of decision making.

Unit-I: Prose

40 Marks

1. **Kashf-ul Mahjub** by Ali Huzwari
حکایت ۲-۱
2. **Tazkirat-ul Awliya** by Farid uddin Attar
حکایت ۲-۱

Unit-II: Poetry

40 Marks

- a. **Mathnavi** by Rumi
 - i. بشنو از نی چون حالیت می کند
 - ii. مرد بقال و طوطی
- b. **Hafiz Shirazi:**
 - i. اگر آن ترک شیرازی بدست آرد
 - ii. زلف اشفته و خوی کرده

Reading Lists:

1. Nasr-e-Kohan; Intersharat-e-Vizarat-e-Farhang-o-Hunar, Idareh Kull-e Nigarish, Tehran, Iran.
2. Sa'di Shirazi, Kulliyat-e-Sa'di; Mohammad Ali Furooghi, Intesharat-e-Mu'iniyan, Tehran, 1996.
3. Sa'di Shirazi, Boostan-e-Sa'di; Mohammad Ali Farughi, Tehran, 1937.
4. Manochehr Danish Pazooch: Safina-e-Marvareed, Intesharat-e-AllamaTabatabai, Tehran, Iran, 2004
5. Nasr-e-Kohan; Intersharat-e-Vizarat-e-Farhang-o-Hunar, Idareh Kull-e Nigarish, Tehran, Iran
6. Khan, Hakim Zaki Ahmad: Nisāb-e-Jadeed-e-Farsi, Jayyed Press, Ballimaran, Delhi-110 006

Course Name: **Modern Persian Prose Literature**

Course Level: 300-399

Semester-5

Credit: 4

Contact Classes: 40, Non-Contact Classes: 20

Learning Outcome:

- Develop an expertise in different form of prose like novel writing, drama writing, short story writing.
- Students learn to identify and understand socio-cultural and economic scenario of Iran reflected in Modern Persian Prose literature.
- Make the learner understand about constitutional and Islamic revolution of Iran and their impact on modern Persian prose literature.

Unit 1:

40 Marks

An Outline History of Modern Persian Prose

Unit 2:

40 Marks

- a. KhanaePedari (Saeed Nafisi)
- b. Yahya (Sadiq Chubak)
- c. Pizishk-e-Chashm (Mohammad Hijazi)
- d. Kabutar-o-Kulagh (Yusuf E'tesamulmulk)
- e. Zuban-i-Farsi Dar Hind (Ali Asghar Hikmat)

Reading Lists:

1. Khan, Dr. M.A. and Dr S.H. Qasemi: Intekhab-e-Nasr-e-Mu'asir-e-Farsi, Department of Persian, University of Delhi, Delhi-110 007, 1991.
2. Khan, Hakim Zaki Ahmad: Nisāb-e-Jadeed-e-Farsi, Jayyed Press, Ballimaran, Delhi-110 006.
3. Hameedi, Mehdi: Darya-e-Gauhar (Vol. I), Intesharat-e-Amir Kabir, Tehran, Iran, 1343/1964
4. Kamshad, Hasan: Modern Persian Prose, Cambridge University Press, 1966.

Course Name: **Modern Persian Poetry**

Course Level: 300-399

Semester-6

Credit: 4

Contact Classes: 40, Non-Contact Classes: 20

Learning Outcome:

- Interpret different issues related to nationalism, issues of women and children in the light of Persian poetries.
- Students learn to identify and understand socio-cultural and economic scenario of Iran reflected in Modern Persian Poetry literature.
- Make the learner understand about constitutional and Islamic revolution of Iran and their impact on modern Persian poetry literature.

Unit 1

20 Marks

An Outline History of Modern Persian Poetry

Unit: 2

60 Marks

a

. Malik-ush Shuara Bahar

- Ai charkh
- Baghichaye Tazabahar
- Chashma-o-Sang

b. Parwin Ittesami

- Ai Gurbah
- Ashk-i-Yateem

c. Parvez Natel Khanlari

- Mahdar Murdab

ii. Khane-i-Matruk

d. Iraj Mirza

- Madar
- Sharab

e. Shahryar

- Hala Chera
- Parvana dar Atish

f. Nima Yushij

- Ai Shab
- Chashma-i-Kuchak

Reading Lists:

1. Khan, Dr. M.A. and Dr S.H. Qasemi: Intekhab-e-Nasr-e-Mu'asir-e-Farsi, Department of Persian, University of Delhi, Delhi-110 007, 1991.
2. Khan, Hakim Zaki Ahmad: Nisāb-e-Jadeed-e-Farsi, Jaiyyed Press, Ballimaran, Delhi-110 006.
3. Hameedi, Mehdi: Darya-e-Gauhar (Vol. I), Intesharat-e-Amir Kabir, Tehran, Iran, 1343/1964
4. Kamshad, Hasan: Modern Persian Prose, Cambridge University Press, 1966.

Course name: **Indo-Persian Prose**

Course Level: 300-399

Semester-6

Credit: 4

Contact Classes: 40, Non-Contact Classes: 20

Learning Outcome:

- Acquire knowledge and get an overview of the society, culture and human knowledge through Persian prose produced in India.
- To acquaint with concert and comprehensive knowledge on the history of medieval India based on Persian sources.

Unit: I

20 Marks

- a. Historical Background of Indo- Persian Prose Literature

Unit: II

60 Marks

- a. **Tarikh-i- Firuzshahi**

۱- در بیان کافتن جو

- b. **Tarikh-i- Asham**

۲- قصه ملک آشام

- c. **Jawameul Hekayat**

- i. Four Hekayat from Adabiyat-i-Kuhan

Reading Lists:

1. ShehabuddinTalesh, *Tarikh-i-Asham or Fathiyah-i-Ibriyah*, trans. by Dr. Mazhar Asif, Guwahati: DHAS, 2009
2. Dr, Mohini Kumar Saikia, *Assam Muslim Relation and Its Cultural Significance*, Golaghat: Luit Printers, 1978
3. Khan, Hakim Zaki Ahmed: *Nisāb-e-Jadeed-e-Farsi*, Jayyed Press, Ballimaran, Delhi
4. Nasr-e-Kohan; *Intersharat-e-Vizarat-e-Farhang-o-Hunar*, Idareh Kull-e Nigarish, Tehran, Iran

Course Name: **Indo-Persian Poetry**

Course Level: 300-399

Semester-6

Credit: 4

Contact Classes: 40, Non-Contact Classes: 20

Learning Outcome:

- Highlight contributions of great Indian origin Persian poets in globalizing Indian culture and tradition.
- Provide comprehensive list of poets such as Amir Khusrau, Iqbal, Ghalib, Bedil etc and their contributions in safeguarding composite culture of our country.

Unit-I:

20 Marks

- a. Historical Background of Indo-Persian Poetical Literature

Unit-II:

60 Marks

a. Amir Khusrau

- i. Abar mi Barad wa man
- ii. Be saguftgulhadar Chaman
- iii. Dilam Dar Ashiqiawaretar

b. Urfi Shirazi

- f. Dar Wasf-e Kashmir
- ii. Ai matai darddarbazare jam

c. Iqbal Lahori

- i. Ya Rab Darun-i-Sina Dil-i- ba- Khabar Bاده
- ii. Saai bar Jigaram Shula-i- Namak Andaz

Reading Lists:

1. Khan, Hakim Zaki Ahmad: *Nisāb-e-Jadeed-e-Farsi*, Jayyed Press, Ballimaran, Delhi
2. Diwan-e- Amir Khusru, Naval Kishor publication
3. Guzidah-i-Az-Nazm-o-Nasr-i-Farsi (Jeld Awwel)
4. Tutiyān-i- Hind By Dr. Nejamuddin S. Gorekar

Course Name: **History of Sufism**

Course Level: 300-399

Semester-6

Credit: 4

Contact Classes: 40, Non-Contact Classes: 20

Learning Outcome:

- Illustrate origin, meaning and development of Sufism.
- Describe contributions of Sufis in safeguarding human values and universal brotherhood
- Strengthen the relation between Sufism, spiritualism, mysticism and Bhaktism.

Unit-I: 40 Marks

- a. Origin and development of Sufism
- b. Stages (*Marhals*) & Stations (*Maqams*) of Sufism

Unit-II: 40 Marks

- a. Different Silsila (orders) of Sufism
- b. Prominent Sufis of India & their contributions

Reading Lists:

1. Mohd.Yahya Tamizi, *Sufi movement in Eastern India*, Delhi: Idarah-i Adabiyat-i Delli, 1992
2. Saiyid Athar Abbas Rizvi, *A History of Sufism in India*, Vol.1., New Delhi: Munshiram Manoharlal Publisheres Pvt. Ltd. 1978
3. Cyprian Rice, *The Persian Sufis*, Abingdon: Routledge, 2011
4. Dr. Maheswar Neog, *Pavitra Assam*, Jorhat: Assam Sahitya Sabha, 2008

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	-Samhita: 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	-Manusamhita: 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:

Chakraborti, 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 Ívara: 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>Parīṇāmavāda, 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 Undergraduate Programme
Subject: Political Science

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

Four Year Undergraduate Programme

Subject: Political Science

Semester: 1st Semester

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

Existing Base Syllabus:

Course Level: 100

Theory Credit: 60

Practical Credit: 0

No. of Required Classes: 60

No. of Contact Classes: 60

No. of Non-Contact Classes: 0

Particulars of Course Designer:

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

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

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

Course Objectives:

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

Course Outcomes:

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

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

Unit I: Understanding Political Theory

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

Unit II: Approaches and Contemporary Perspectives on Political Theory

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

Unit III: Concepts in Political Theory

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

Unit IV: Understanding Democracy

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

Readings List:

Unit-I

Bellamy, R. (1993) 'Introduction: The Demise and Rise of Political Theory', in Bellamy, R. (ed.) *Theories and Concepts of Politics*. New York: Manchester University Press, pp. 1-14.

Bhargava, R. (2008) 'What is Political Theory', in Bhargava, R and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 2-16.

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

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

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

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

Unit-II

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

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

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

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

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

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

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

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

Unit-III

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

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

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

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

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

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

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

Unit-IV

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

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

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

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

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

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

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, 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, jayanta1947@gauhati.ac.in

Prof. Dhruva Pratim Sharma, Gauhati University, dhruva75@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, sk489@gauhati.ac.in

Dr. Rubul Patgiri, Gauhati University, 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, 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

- a. Freedom: Lockean notion of Negative Freedom & Amartya Sen's notion of Development as Freedom
- b. Equality: Procedural Equality and Substantive Equality
- c. Egalitarianism: Background inequalities and differential treatment

Unit-II: Justice

- a. Distributive Justice: John Rawls
- b. Libertarian theories of Justice: F. A. Hayek
- c. Global Justice

Unit-III: Rights and Obligation

- a. The Universality of Rights and Differentiated Rights
- b. Rights, Obligation and Civil Disobedience
- c. Theories of Political Obligation: Conservatism, Consent Theory, Anarchism

Unit-IV: Major Debates

- a. Whatever happens to nation-state? *Sovereignty under Globalization*.
- b. How do we accommodate diversity in plural society? *Diversity and Multiculturalism*.
- c. 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, vikastripathi@gauhati.ac.in

Prof. Dhruba Pratim Sharma, Gauhati University, 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, alakasarmah63@gauhati.ac.in

Prof. Jayanta Krishna Sarmah, Gauhati University, jayanta1947@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 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: Rhetoric 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, 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. Mary 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.

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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.
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- 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, 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, 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. A Historical Overview of the United Nations
- b. Principles and Objectives
- c. 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

- a. Collective security during the Cold War
- b. Peace Keeping, Peace Making and Enforcement, Peace Building and Responsibility to Protect
- c. Reforming the UN

Unit-III: Specialised Agencies of the UN: Role and Challenges

- a. United Nations Development Programme (UNDP)
- b. United Nations Environment Programme (UNEP)
- c. United Nations High Commissioner for Refugees (UNHCR)
- d. The World Health Organisation (WHO)

Unit-IV: Major Global Conflicts Since the End of the Cold War

- a. The war in Afghanistan
- b. The war in Iraq
- c. 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/iiaad002>

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, 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 MacMillan.

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, 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.
- Foreign policy of India is dynamic and wider area of study.
- 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, Thongkhohal. (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. Shubhrajee Konwer, Gauhati University, 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, 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, barasa@gauhati.ac.in

Dr. Joanna Mahjebeen, Gauhati University, jmahjebeen@gauhati.ac.in

Dr. Ankita Baruah, Darrang College, Tezpur, ankitabaruah65@gmail.com

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, alakasarmah63@gauhati.ac.in

Prof. Dhruva Pratim Sharma, Gauhati University, dhruva75@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 Anwasha 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, akhilranjan@gauhati.ac.in

Prof. Jayanta Krishna Sarmah, Gauhati University, 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. Weibel 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, 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.

Course Outcomes:

- 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, vikastripathi@gauhati.ac.in

Prof. Dhruva Pratim Sharma, Gauhati University, dhruba75@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 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

Syllabus

Four Year Undergraduate Programme (FYUGP)

Gauhati University

SANSKRIT (Core Course)

Semester I

INTRODUCTION TO SANSKRIT

Marks: 100

Total Credit: 4

Base Syllabus: UG CBCS

Course Level: 100-199

Unit No	Unit Content	Credit	No. of Classes	Marks
I	Introduction to Vedic Literature (Introduction to Samhitā, Brāhmaṇa, Āraṇyaka, Upaniṣad & Vedāṅgas)	1	12	30
II	Introduction to Classical Sanskrit Literature (Epics, Purāṇa, Pañcamahākāvya, Nāṭaka)	1	12	25
III	Introduction to Śāstras (Vyākaraṇa, Darśana, Alankāraśāstra)	1	12	30
IV	Origin and Development of Sanskrit Language and Devanāgarī Lipi	1	08	15

Reading List:

1. Gaurinath Shastri, A Concise History of Sanskrit Literature, MLBD, Delhi.
2. Maurice Winternitz, Indian Literature (Vol. I-III), also Hindi Translation, MLBD, Delhi.
3. A.B. Keith, History of Sanskrit Literature, also Hindi translation, MLBD, Delhi.
4. M. Krishnamachariar, History of Classical Sanskrit Literature, MLBD, Delhi.
5. Baldev Upadhyay, Sanskrit Sahitya ka Itihas, Sharda Niketan, Varanashi.
6. Baldev Upadhyay, Vedik Sahitya aur Sanskriti, Varanashi.
7. Kane, P.V. *History of the Dharmaśāstras* Vol. 1.
8. Shivasvarup Sahay, Bharatiya Puralekho ka Adhyayan (studies in ancient Indian inscriptions).
9. Dani, Ahmad Hasan :IndianPaleography, Oxford, 1963.
10. Satyamurty, K.: Text Book of Indian Epigraphy, Lower Price Publication, Delhi 1992.

Graduate Attributes:

Disciplinary Knowledge,
Communication,
Sense of pride for Indian Culture,
Inclination to Indian Knowledge System.

Course Objectives:

- a. Students will acquire knowledge of Vedic and Classical Sanskrit Literature
- b. Students will gain basic knowledge of Indian Scriptures that reflects the base of Indian society and culture
- c. Students will study the history and background of Sanskrit language and Devnagari script.

Learning Outcomes:

After going through this unit students will be able

- a. to appreciate the value of knowledge regarding ancient Indian literature.
- b. to gain knowledge about various Indian scriptures which are the root of Indian Civilization.
- c. to appreciate Indian Knowledge System that evolved in the initial stage of human civilization.
- d. to grasp the linguistic significance of Sanskrit and its scripts.

Total Credit: 4

No. of Theory Classes: 44

No. of Practical Classes: 0

Course Designer: Chairperson, UGCCS, Dept. of Sanskrit, Gauhati University (GU)

Name: Prof. Sudeshna Bhattacharjya, HOD, Dept. of Sanskrit, GU

Email ID: sbmgu2010@gmail.com

Semester II

FUNCTIONAL SANSKRIT AND YOGA

Marks: 100

Total Credit: 4

Base Syllabus: UG CBCS

Course Level: 100-199

Unit No	Unit Content	Credit	No. of Classes	Marks
I	Sanskrit Conversation	1	8	20
II	Subhāṣitas (From the works of Kālidāsa, Bhavabhūti and Śrīharṣa)	1	12	25
III	Introduction to Yoga (Definition of Yoga, Concept of Aṣṭāṅgayoga w.r.t. Yogasūtra, I.2, I.12- 16, II.29,30,32,46,49,50, III.1-4)	1	12	30
IV	Refinement of Behaviour (Jñānayoga, dhyānayoga, karmayoga, bhaktiyoga Gītā, III.5, 8, 10-16, 20,21)	1	12	25

Reading List:

1. Apte, V.S. - The Students' Guide to Sanskrit Composition, Chowkhamba Sanskrit Series, Varanasi
2. Sambhashanasandesha, Sanskrit Bharati, Bangalore.
3. Kale, M.R. - Higher Sanskrit Grammar, MLBD, Delhi (Hindi Translation also available).
4. Kanshiram - Laghusiddhāntakaumudī (Vol.1), MLBD, Delhi
5. M.R. Kale (Ed.), Nīṭisātakam of Bhartṛhari, MLBD., Delhi.
6. B.K Chaturvedi, ChanakyaNeeti (Chanakya's Aphorism on morality), Diamond Books, New Delhi.
7. The Yogasutras of Patanjali: On concentration of mind. Delhi: Motilal Banarsidass,
8. Whicher, Ian. The integrity of the Yoga darshana: A reconsideration of Classical Yoga. Delhi: D.K.Printworld, 2000.

9. Legget, Trevor. Sankara on the Yoga Sutra: A full translation of the newly discovered text. Delhi: Motilal Banarsidass, 2006.
10. Radhakrishnan, S. Indian Philosophy. Vol. I & II. London: George Allen & Unwin, 1958.
11. Śrīmadbhagavadgītā - A Guide to Daily Living, English translation and notes by Pushpa Anand, Arpana Publications, 2000.
12. Goswami, Ashok Kumar, *Subhāṣitasamgraha*, Guwahati.

Graduate Attributes:

Disciplinary Knowledge,
Communication Skill,
Upgraded Ethical Value,
Knowledge of ancient Indian Life style,
Balanced Outlook to life,
Self-Control and Self-Management,
Inclination to Indian Knowledge System.

Course Objectives:

- a. Students will acquire knowledge of Indian Value System and will get expertise in spoken Sanskrit.
- b. Students will gain knowledge of Yoga and the importance of its philosophy for running a balanced life style.
- c. Students will acquire knowledge in the Indian way of self-control and self-management.

Learning Outcomes:

After going through this unit students will be able

- a. to appreciate the value of Sanskrit Language.
- b. to gain knowledge about the ethical equations of human life which are the root of proper growth and prosperity in the society.
- c. to appreciate Indian Knowledge System that evolved for a holistic development in the society.
- d. to grasp the equation of a balanced life style through self-control and self-management.

Total Credit: 4

No. of Theory Classes: 44

No. of Practical Classes: 0

Semester III

NATIONALISM IN SANSKRIT

Marks: 100

Total Credit: 4

Base Syllabus: UG CBCS

Course Level: 200-299

Unit No	Unit Content	Credit	No. of Classes	Marks
I	Indian concept of nation, meaning, etymology, fundamental elements of nationalism in the light of Sanskrit literature	1	10	25
II	National symbols and their significances	1	12	25
III	Concept of Bharatvarsha in ancient and modern Sanskrit literature	1	10	20
IV	Ancient Indian administrative system (saptāṅga Theory, ṣaḍguṇya Theory, maṇḍala Theory, Four Upāyas, Divine origin of Kings, śaktis w.r.t., Mahābhārata, Manusmṛhitā & Kauṭilya's Arthaśāstra)	1	12	30

Reading List:

1. Altekar, A.S. State and Government in Ancient India, Motilal Banarsidass, Delhi, 2001.
2. Belvalkar, S.K. Mahabharata : Santi Parvam, 1954.
3. Ghosal, U.N. A History of Indian Political Ideas, Bombay,1959.
4. Law, N. S. Aspect of Ancient Indian Polity, Calcutta, 1960.
5. Prasad, Beni. Theory of Government in Ancient India, Allahabad, 1968.
6. Saletore, B.A. Ancient Indian Political Thought and Institutions, Bombay, 1963.
7. Sharma, R. S. Aspects of Political Ideas and Institutions in Ancient India, Motilal Banarsidass, Delhi, 1996.
8. Verma, V.P. Studies in Hindu Political Thought and its Metaphysical Foundations, Delhi, 1954.
9. Arthashastra of Kautilya (ed.) Kangale, R.P. Delhi, Motilal Banarasidas 1965.
10. Visnu purana, (Eng. Tr.) H.H. Wilson, PunthiPustak, reprint, Calcutta, 1961.

11. Satapatha brahmana (3 Vols), (Eng. trans. ed.) Jeet Ram Bhatt, E. B.L. Delhi, 2009.
12. Chatterjee, P. The Nation and its Fragments: Colonial and Postcolonial Histories,
13. Manu's Code of Law (ed. & trans.) : Olivelle, P. (A Critical Edition and Translation of the Mānava- Dharmaśāstra), OUP, New Delhi, 2006.
14. Ramayana of Valmiki. (Eng. Tr.) H.P. Shastri, London, 1952-59. (3 Vols).
15. Gandhi, M.K. The Collected Works of Mahatma Gandhi, Ahmedabad, Navajivan, 1958.
16. Pradhan, R. Raj to Swaraj, Macmillan, New Delhi, 2008.
17. Sharma, J. Hindutva: Exploring the Idea of Hindu Nationalism, Penguin, 2003.
18. Shukla, Hiralal, Modern Sanskrit Literature, Delhi, 2002.
19. Bhandarkar , D.R. Some Aspects of Ancient Indian Hindu Polity, Banaras Hindu University.
20. Singh, G.P. & Singh, S.Premananda. Kingship in Ancient India: Genesis and Growth, Akansha Publishing House, Delhi, 2000.

Graduate Attributes:

Disciplinary Knowledge,
 True idea of Nation and Nationalism through Indian Perspective,
 Knowledge of Indian National Symbols,
 Inclination to Indian Knowledge System,
 Knowledge of values connected to Ancient Indian Administration,
 Growth of Patriotism.

Course Objectives:

- a. Students will acquire knowledge of Indian Concept of Nation and Nation building.
- b. Students will gain knowledge about the importance of the Indian National Symbols and their inner Philosophies.
- c. Students will gain knowledge about the soulful Bharatavarsha which once remained the epitome of culture and Ideas of refined and higher strata.

Learning Outcome:

After going through this unit students will be able

- a. to grasp the concept of Nation and Nation Building from an emic Perspective.
- b. to understand the importance of the Indian National Symbols and their Philosophies which are the symbols of Indian Thought and Ethos.
- c. to appreciate Indian Knowledge System that evolved for a holistic development in the society.
- d. to grasp the original idea of Bharatavarsha, its Boundaries and Values.

- e. to gain knowledge in the field of Ancient Indian Administrative System that could bring a very strong base of Prosperity for a quite long time in our country.

Total Credit:	4
No. of Theory Classes:	44
No of. Practical Classes:	0

Semester IV

CLASSICAL SANSKRIT LITERATURE (COMPULSORY)

Marks: 100

Total Credit: 4

Base Syllabus: UG CBCS

Course Level: 200-299

Unit No	Unit Content	Credit	No. of Classes	Marks
I	Rāmāyaṇa (Śaratvarṇanam, Varṣāvarṇam of the Kiṣkindhakāṇḍa)	1	12	25
II	Mahābhārata (Śāntiparva, ch. 191, Sabhāparva, ch. 66, 67)	1	12	25
III	Raghuvamśam (Canto II)	1	10	25
IV	Nītiśatakam (verse no. 1-50)	1	10	25

Reading List:

1. M.R. Kale (Ed.), Raghuvamśam of Kālidāsa, MLBD, Delhi
2. C.R. Devadhar (Ed.), Raghuvamśam of Kālidāsa, MLBD, Delhi
3. Gopal Raghunath Nandargikar (Ed.), Raghuvamśam of Kālidāsa, MLBD, Delhi
4. M.R. Kale (Ed.), Nītiśatakam of Bhartṛhari, MLBD., Delhi
5. Ramayana of Valmiki, (Eng. Tr.) H.P. Shastri, London, 1952-59. (3 Vols)
6. Krishnamachariar: History of Classical Sanskrit Literature, MLBD, Delhi
7. Gaurinath Shastri: A Concise History of Sanskrit Literature, MLBD, Delhi
8. Mahābhārata (7 Vols), (Eng. Tr.) H.P. Shastri, London, 1952-59

Graduate Attributes:

Disciplinary Knowledge,
True idea of Writing skills of ancient Indian Sanskrit Poets through Indian Perspective,
Upgraded Knowledge of Ancient Indian Value System,
Inclination to Indian Knowledge System,
Attraction to our own culture,

Solution for many problems that grew through wrong Interpretation of Indian Culture and Tradition.

Course Objectives:

- a. Students will acquire knowledge of Indian Concept of Epics and poetry.
- b. Students will gain knowledge about the importance of the Ramayana and the Mahabharata even in present day life.
- c. Students will gain knowledge about the basic moral values that can establish a Balanced Society.
- d. students will acquire the confidence of projecting the beautiful literary styles of our Ancient Poets in world forum.

Learning Outcomes:

After going through this unit students will be able

- a. to grasp the concept of poetry from an Emic Perspective.
- b. to understand the Importance of the two Great Indian Epics, i.e. the Ramayana and the Mahabharata.
- c. to appreciate Indian Knowledge System that evolved for a holistic development in the society.
- d. to grasp the original idea Human Values and their Requirements in the Present Society
- e. to gain Specific knowledge in the field of Ancient Indian Literature that Remained a Source of Inspiration for many Writers of the World.

Total Credit: 4

No. of Theory Classes: 44

No. of Practical Classes: 0

Semester IV

BASICS OF SANSKRIT GRAMMAR (DSE, ELECTIVE I)

Marks: 100

Total Credit: 4

Base Syllabus: UG CBCS

Course Level: 100-199

Unit No	Unit Content	Credit	No. of Classes	Marks
I	Declension and Conjugation Śabdarūpa (svarānta, vyañjanānta, Sarvanāma,saṁkhyā), Dhāturūpa (bhū,gam,nī,dṛś,vṛt,as,ad,kṛ,hu,div,śru, āp,tan,yā,rud,han,vid,cur,sādh)	1	12	25
II	Māhesvarasūtra and Uccāraṇasthāna of Sanskrit Letters	1	12	25
III	Scientific Background of Sanskrit Grammar	1	12	25
IV	Technical Terms of Sanskrit Grammar (prakṛti, dhātu,prātipadika,kṛt, taddhita, guṇa,vṛddhi, samprasāraṇa, ādeśa, āgama, niṣṭhā,laghu,guru,savarṇa,nadī,it,ṭi,upadhā, bhāṣitapumṣka,sāvadhātuka, ārdhadhātuka, vibhāṣā,abhyasta, kṛtya)	1	8	25

Reading List:

1. Kale, M.R. Higher Sanskrit Grammar, MLBD, Delhi. (Hindi Translation also available)
2. Basu,S.C.Vaiyakarana sidhhanta kaumudi (Vols I, II)
3. Basu, S.C.Astadyayi (Vols I, II)
4. Vidyasagar,Ishvarachandra, Samagra Vyakarana Kaumudi
5. Chakraborty,Satyanarayan,Paniniya Sabdasastra,Sanskrit Pustak Bhandar,Kolkata
6. Vyakarana Prabha
7. Apte, V.S.,The Students' Guide to Sanskrit Composition, Chowkhamba Sanskrit
8. Varadraj, Laghusiddhantakaumudi, Gitapress, Gorakhpur
9. Dr.Kapildev Divedi , Sanskrit Vyakaranevam Laghusiddhant Kaumudi, Visvavidyalayprakashan, Varanasi.
10. Kanshiram Laghusiddhāntakaumudī (Vol. I), MLBD, Delhi, 2009.

Graduate Attributes:

Disciplinary Knowledge,
Basic ideas and Technicalities of Sanskrit Grammar and Linguistics,
Upgraded Knowledge of Sanskrit Language,
Communicative skill,
Knowledge of writing Sanskrit in a correct way,
Inclination to Indian Knowledge System,
Analytical Base for Scientific approach to any Indian Language.

Course Objectives:

- a. Students will acquire knowledge of Basic Sanskrit Grammar.
- b. Students will gain knowledge about the Scientific base of Sanskrit Grammar.
- c. Students will gain knowledge about the technique of forming Sanskrit words.
- d. Students will acquire the confidence of going for Translation Studies.

Learning Outcomes:

After going through this course student will be able

- a. to grasp the basic concepts of Sanskrit Grammar.
- b. to understand the Importance of Sanskrit Grammar in any type of Linguistic Study.
- c. to appreciate Indian Knowledge System that evolved for a Linguistic Treasure House.
- d. to grasp the basic Techniques of Translation Studies.

Total Credit: 4

No. of Theory Class: 44

No of Practical Class: 0

Semester IV

HISTORY OF VEDIC LITERATURE (DSE, ELECTIVE II)

Marks: 100

Total Credit: 4

Base Syllabus: UG CBCS

Course Level: 100-199

Unit No	Unit Content	Credit	No. of Classes	Marks
I	Samhitā (History)	1	10	25
II	Brāhmaṇa (History)	1	10	25
III	Āraṇyaka and Upaniṣad (History)	1	12	25
IV	Vedāṅgas (History)	1	12	25

Reading List:

1. M. Krishnamachariar, History of Classical Sanskrit Literature, MLBD, Delhi.
2. Gaurinath Shastri, A Concise History of Sanskrit Literature, MLBD, Delhi.
3. Maurice Winternitz, Indian Literature (Vol. I-III), also Hindi Translation, MLBD, Delhi.
4. A.B. Keith, History of Sanskrit Literature, also Hindi translation, MLBD, Delhi.
5. Baldev Upadhyay, Sanskrit Sahitya ka Itihas, Sharda Niketan, Varanasi.
6. Ṛksūktāvalī, H.D. Velankar, Vaidika Sanshodhana Mandala, Pune, 1965.
7. Vaidik Sangrah, Krishnalaal, Eastern Book Linkers, Delhi.
8. Ṛksūktavaijyantī, H.D. Velankar, Bharatiya Vidya Bhavan, Bombay, 1972.
9. Śatapatha Brāhmaṇa, (Ed.) Ganga Prasad Upadhyaya, SLBSRS Vidyapeeth, Delhi.
10. Śuklayajurveda-Samhitā, (Vājasaneyi-Mādhyandina), (Ed.) Jagadish Lal Shastri, MLBD, Delhi, 1978.
11. Atharvaveda (Śaunakīya): (Ed.) Vishva Bandhu, VVRI, Hoshiarpur, 1960.

Graduate Attributes:

Disciplinary Knowledge,
Basic ideas and Technicalities of Vedic Literature,
Upgraded Ideas of the Brahmanas,
Aranyakas and Upanisads,
Inclination to Indian Knowledge System,
Analytical Base for Some of the Important Upanishadic Ideas,
Knowledge of the origin of various Academic Fields in Ancient India on
the basis of the study on the Vedangas.

Course Objectives:

- a. Students will acquire knowledge of Important Arenas of Vedic Literature
- b. Students will gain knowledge of Social Values of the Vedic Culture
- c. Students will gain knowledge about Upanishadic Concepts of Life's Goal
- d. Students will acquire knowledge about the base of Some of the Important fields of Modern Subjects through the Study of teh Vedangas

Learning Outcome:

After going through this course student will be able

- a. to grasp the techniques Used in the Vedic Mantras.
- b. to understand the Importance of Vedic Study in the Modern Day world.
- c. to appreciate Indian Knowledge System that evolved in the Vedic Society.
- d. to correlate Vedic Knowledge in Various field of modern education.
- e. to bring a synergy between Indian Knowledge System and various modern academic concepts and ideas.

Total Credit: 4

No. of Theory Classes: 44

No. of Practical Classes: 0

Semester IV

POLITICS AND PROSODY (DSE, ELECTIVE II)

Marks: 100

Total Credit: 4

Base Syllabus: UG CBCS

Course Level: 100-199

Unit No	Unit Content	Credit	No. of Classes	Marks
I	Introduction to Sanskrit Poetics	1	12	25
II	Forms of Kāvya Literature (dṛśya, śravya, miśra, campū, mahākāvya, khaṇḍakāvya, gadya, kathā, ākhyāyikā, w.r.t. Sāhityadarpaṇa)	1	12	25
III	Figures of Speech (anuprāsa, yamaka śleṣa, upamā, rūpaka, sandeha, bhrāntiman, apahnuti, utprekṣā, atiśayokti, tulyayogitā, dīpaka, dṛṣṭānta, nidarśanā, vyatireka, samāśokti, svabhābokti aprastutaprasāmsā, arthāntaranyāsa, kāvyalinga, vibhāvanā)	1	12	25
IV	Sanskrit Metres (gāyatrī, uṣṇīk, anuṣṭup, bṛhaṭī, paṃkti, triṣṭp, jagatī, bhujāṅgaprayāta, toṭaka, anuṣṭup, āryā, mālinī. śikhariṇī, vasantatilaka, mandākrāntā, sragdharā śārdūlavikrīḍita, indravajrā, upendrvajrā, upajātī)	1	8	25

Reading List:

1. Kane, P.V., History of Sanskrit Poetics, MLBD, Delhi
2. Brown, Charles Philip (1869). Sanskrit Prosody and Numerical Symbols Explained. London: Trübner & Co.
3. Deo, Ashwini. S (2007). The Metrical Organization of Classical Sanskrit Verse, (PDF). Journal of Linguistics 43 (01): 63–114. doi:10.1017/s0022226706004452
4. Dasgupta, S.N., A History of Sanskrit Literature: Classical Period, University of Calcutta, 1977.
5. Keith, Arthur Berriedale, A History of Sanskrit Literature, MLBD, Delhi
6. Krishnamachariar M., Classical Sanskrit Literature, MLBD, Delhi.
7. Gaurinath Shastri, A Concise History of Sanskrit Literature, MLBD, Delhi.
8. Kane, P.V., Sahityadarpana of Visvanatha, MLBD
9. Chandomanjari of Gangadasa, Chaukhamba Surabharati Prakashan, Varanasi

Graduate Attributes:

Disciplinary Knowledge,
Basic Ideas and Technicalities of Sanskrit Classical Literature,
Upgraded Ideas of Various Types and Nature of Sanskrit Poetry,
A Clear Idea about the Indian Stylistics,
Inclination to Indian Knowledge System,
Growing Knack for Indian Concept of Prosody and Poetics.

Course Objectives:

- a. Students will acquire knowledge of Important Arenas of Classical Sanskrit Literature
- b. Students will gain knowledge about various Types of Sanskrit Poetry some of which can be revived with New Vigour.
- c. Students will gain knowledge about Indian Stylistics and thereby will remain Confident in the Process of the Scientific Analysis of Various Poetic Ideas and Concept
- d. Students will acquire knowledge about the Important Technicalities of Sanskrit Prosody that can be Re-established in the Present arena of Indian Literature.

Learning Outcome:

After going through this course students will be able

- a. to grasp the Literary Merits and Demerits of Sanskrit Writings.
- b. to understand the Importance of Literary Techniques Applied by the Ancient Indian Writers of Sanskrit.
- c. to appreciate Indian Knowledge System that evolved in the Society Reflected through Various Sanskrit Works.
- d. to correlate Various Ideas and Concepts of Sanskrit Poetics with Different fields of modern Knowledge System.

Total Credit: 4

No. of Theory Classes: 44

No. of Practical Classes: 0

Semester V

INTRODUCTION TO VEDAS (COMPULSORY)

Marks: 100

Total Credit: 4

Base Syllabus: UG CBCS

Course Level: 200-299

Unit No	Unit Content	Credit	No. of Classes	Marks
I	Saṁhitā (Ṛgveda, Agnisūkta I.1; Ūṣāsūkta, III.61; Akṣasūkta X.34; Hiraṇyagarbhasūkta X.121; Yajurveda, Śivasamkalpasūkta, XXXVI.1-6 Atharvaveda, Bhūmisūkta, XII.1-20.)	1	10	25
II	Brāhmaṇa & Āraṇyaka (Śatapathabrāhmaṇa, Manumatsyakathā, I.8.1-10; Taittirīyāraṇyaka, Pañcamahāyajña, II.10)	1	12	25
III	Muṇḍakopaniṣad (Muṇḍaka I&II)	1	12	25
IV	Vedic Grammar (Upasarga, Vedic Infinitives, Vedic Subjunctives, Declension & Conjugation)	1	10	25

Reading List:

1. *Atharvaveda* (Śaunakīya): (Ed.) VishvaBandhu, VVRI, Hoshiarpur, 1960.
2. *ŚatapathaBrāhmaṇa*, (Ed.) Ganga Prasad Upadhyaya, SLBSRS Vidyapeeth, Delhi.
3. *ŚuklayajurvedaSaṁhitā*, (Vājasaneyi Mādhyandina), (Ed.) Jagadish Lal Shastri, MLBD, Delhi, 1978.
4. *Ṛksūktāvalī*, H.D. Velankar, Vaidika Sanshodhana Mandala, Pune, 1965.
5. *Ṛksūktavaijayantī*, H.D. Velankar, Bharatiya Vidya Bhavan, Bombay, 1972.
6. S. Radhakrishnan (Ed) *The Principal Upanisads*, Allen & Unwin; Harper India

Graduate Attributes:

Disciplinary Knowledge,
Knowledge of the History and Development of Indian Literature,
Specific Knowledge of Vedic Culture,

Inclination to Indian Knowledge System,
Knowledge of values Ethos connected to Ancient Indian Society,
Sensitivity Regarding Nature and Surroundings.

Course Objectives:

- a. Students will acquire knowledge of Vedic Society and Vedic Literature.
- b. Students will gain knowledge about the importance of the Balanced way of Life and its Inner Philosophies that kept Our Ancestors Happy and Healthy.
- c. Students will Gain knowledge about the Rites and Rituals Connected to Various Gods of Vedic Pantheon.
- d. Learners will Find the Connection between the Vedic Ethos and the Indian Tradition and Culture.

Learning Outcomes:

After going through this course student will be able

- a. to grasp the concept of Vedic Gods and Goddesses.
- b. to understand the Importance of Some of the Basic but Valuable Notions of Community Leaving.
- c. to appreciate Indian Knowledge System that evolved for a holistic development in the society.
- d. to grasp the original idea of Sacrifice and Vedic Rites.
- e. to gain knowledge in the field of Ancient Indian society that evolved with the Notion of Enjoyment through Renunciation.

Total Credit: 4

No. of Theory Classes: 44

No. of Practical Classes: 0

FYUG Course

Sub: Sanskrit

Semester-V

Sanskrit Prose, Poetry and Drama (DSE, Elective I)

Marks-100

Total Credit: 4

Base Syllabus : UG CBCS

Course Level : 200-299

Unit No.	Unit Content	Credit	No of Class.	Marks
I	Daśakumāracarita (<i>Viśrutacaritam</i>) Kādambarī (<i>Śukanāśopadeśa</i>)	1	12	25
II	Kālikāpurāṇa (Portions Connected to Geography, History and Religious Importance of Ancient Kāmarūpa)	1	10	25
III	Abhijñanaśakunatalam	1	12	25
IV	Sanskrit in World Literature (Rāmāyaṇa and Mahābhārata in South East Asian Countries, Sanskrit Fables in World Literature	1	10	25

Readings List

1. Prahlad Kumar, Sukanāśopadeśa, Meharchand Laksmandas, Delhi
2. Surendradeva, Viśrutacaritam, Sahitya Bhandar, Meerut
3. M.R. Kale: Abhijñanaśakunatalam, MLBD, Delhi.
4. Edgerten, Franklin (1924), *The Pañcatantra Reconstructed* (Vol I: Text and Critical Apparatus, Vol.II : Introduction and Translation), New Haven : American Oriental Series.

5.B.N. Shastri, (ed) Kalikapurana, Nag Publishers

6. Prabhat Ch.Sarma,Kadambari, Translated into Assamese, ABILAC Guwahati, Assam

7. Mahulikar, Dr. Gauri, Effect of Ramayana On Various Cultures AndCivilisation, Ramayana Institute.

8. *The Pañcatantra*, Viṣṇuśarma, translated from Sanskrit with an Introduction by Chandra Rajan, Penguin Books, India, 1993.

9. Banerji,Suresh Chandra, Influence of Sanskrit outside India, A Companion to Sanskrit Literature, MLBD,1971

Graduate Attributes : Disciplinary Knowledge, Basic Ideas and Technicalities of Sanskrit Classical Literature , Upgraded Ideas about the Writing style of Poets like Kālidāsa and Daṇḍī , Deep rooted moral Values A Clear Idea about Ancient Indian Society Indian , Inclination to Indian Knowledge System, Appreciation for the Expanded Growth of Sanskrit Literature.

Course Objectives : a. Students will acquire knowledge of Important Arenas of Classical Sanskrit Literature .

b. Students will gain knowledge about various Types of Sanskrit Poetry some of which has Marked their Existence in the World Literature.

c. Students will gain knowledge about Indian Ethos Through the stories of the Fables.

d.students will acquire knowledge about the Importance of Ancient Assam.

Learning Outcome : After going through this unit students will be able

- a. to grasp the Literary Styles of Various Sanskrit Poets .**
- b. to understand the Importance of Literary Techniques Applied by the Ancient Indian Writers of Sanskrit.**
- c. to appreciate Indian Knowledge System that evolved in the Society Reflected through Various Sanskrit Works.**
- d. to correlate Various Ideas and Concepts of Sanskrit Literature with many of the World Phenomenon**
- e. to Undertake Pride in Assessing the Earlier Treasures of Ancient Assam.**

Total Credit=4. No. of Theory Class= 44. No of. Practical Class -0

Course Designer : Chairperson, UGCCS, Dept of Sanskrit, Gauhati University

Name . Prof. Sudeshna Bhattacharjya, HOD, Sanskrit, Gauhati University

Email ID: sbmgu2010@gmail.com

FYUG Course

Sub: Sanskrit

Semester-V

Art of Balanced Living (DSE, Elective II)

Marks-100

Total Credit: 4

Base Syllabus : UG CBCS

Course Level : 200-299

Unit No.	Unit Content	Credit	No of Class.	Marks
I	Self Presentation (<i>Bṛhadāraṇyakopaniṣad</i> 2,4,5)	1	12	25
II	Concentration (<i>Gītā</i> , I.1, I.45, II. 3,6,41,52,59,64, 60,67,III.36-39, IV.5,16,38-39,42,VI.36,XVII.14-19)	1	12	25
III	Self Management (<i>Gītā</i> , II. 7,47,IV.11, VII. 21,VIII.7, IX.26,XI. 55, XII. 11,13-19)	1	12	25
IV	Inter-dependence of Nature and Human world (Environmental Background of Sanskrit Literature, Importance of Sanskrit Literature from	1	08	25

The View Point of Science of Environment,
Concept of *Rta* and Mother Earth and Worships of
Rivers in Vedic Literature, Water Harvesting
System in Arthaśāstra, Underground Water
Hydrology in *Bṛhatsamhitā*, Universal
Environmental Issues in Literature of
Kālidāsa.

Reading List

1. *Arthaśāstra of Kauṭilya*-(ed), Kangale, R.P. Delhi, MLBD,1965
2. *Śrīmadbhagavadgītā* –English Translation by Jaydayal Gyandka, Tattavivecinī Gītā Press, Gorakhpur,1997
3. *Śrīmadbhagavadgītārahasya* – The Hindu Philosophy of Life, Ethics and Karmayogaśāstra Religion, Original Sanskrit Stanzas with English Translation, Bal Gangadhar tilak & Balchandra Sitaram Sukthankar, J.S. Tilak & S.S. Tilak,1965.
4. Dwivedi, O.P., *The Essence of the Vedas*, Visva Bharati Research Institute, Gyanpur, Varanasi,1990
5. Sinha, K.R., *Ecosystem Preservation Through Faith and Tradition in India*,J.Hum. Ecol., Delhi University, New Delhi, 1991

Graduate Attributes : Disciplinary Knowledge, Adherence to the Techniques of Concentration of Mind , Attainment of Teachings of Self Management through Indian Perspective , Social Connection, Love and Attraction for the Nature , Inclination to Indian Knowledge System, Appreciation for the Scientific Way of Preservation of Nature Reflected Through Sanskrit Works.

Course Objectives : a. Students will acquire knowledge of Important Steps for Self Concentration .

b. Students will gain knowledge about the Spiritual Way of Self Management.

c. Students will gain knowledge about Indian Ethos Regarding the Balance Between Nature and the Human world as Reflected Through Various Sanskrit Works.

d. students will acquire knowledge about the Importance of the Protection of Nature.

Learning Outcome : After going through this unit students will be able

a. to grasp the Psychological Upgradation in acquiring the Power of Self Control.

- b. to understand the Importance of the Practice of Self Control and Concentration in One's Life.
- c. to appreciate Indian Knowledge System that evolved in the Society Reflected through Various Sanskrit Works.
- d. to correlate Various Ancient Ideas and Concepts of Conservation of Nature.
- e. to get accustomed to Remain Thankful and Satisfied in life.
- f. to remain Connected with the Fellow Beings in the Society

Total Credit=4. No. of Theory Class= 44. No of. Practical Class -0

Course Designer : Chairperson, UGCCS, Dept of Sanskrit, Gauhati University

Name . Prof. Sudeshna Bhattacharjya, HOD, Sanskrit, Gauhati University

Email ID: sbmgu2010@gmail.com

FYUG Course

Sub: Sanskrit

Semester-V

Theatre and Dramaturgy in Sanskrit (DSE, Elective III)

Marks-100

Total Credit: 4

Base Syllabus : UG CBCS

Course Level : 200-299

Unit No.	Unit Content	Credit	No of Class.	Marks
I	Theatre: Types and Construction	1	08	20

(Types of Theatre : *vikṛṣṭa*(oblong),

Caturasra (square), *tryasra* (triangular), *jeṣṭha*
 (big), *madhyama* (medium), *avara* (small), *bhūmiśodhana*
 (Testing the Land), *māpa* (measurement of the site),
mattavāraṇī (raising of pillars), *raṅgapīṭha* and *raṅgaśīrṣa*
 (stage), *dārukarma* (work of Wood), *nepathyagṛha* (greenroom)
Prekṣopaveśa (auditorium), Doors for entry and exit

II Drama: Vastu (Subject matter), Neta 1 12 30

(Hero) And Rasa (Definition of Drama and its Various names
,dṛśya, śravya, rūpa, rūpaka, abhineya; abhinaya and its types:
āṅgika(gestural), *vācika* (oral), *sāttvika* (representation of
sattva), *āhārya* (dresses and make-up), *vastu* (Subject matter):
ādhikārika (principal), *prāsaṅgika* (subsidiary), Five kinds of
arthaprakṛti, kāryāvasthā (stages of the action of actor), and
sandhi (segments), *arthopakṣepaka* (interludes), kinds of
 dialogues: A. *sarvaśrāvya* or *prakāśa* (aloud), B. *aśrāvya* or
svagata (spoken aside), C. *niyataśrāvya :janāntika* (personal
 address), *apavārita* (confidential), D. *ākāśabhāṣita* (conversation
 with imaginary person), *Netā* : Four kinds of heroes, three kinds
 of heroines, *sūtradhāra* (stage manager), *Pāripāśvika* (assistant
 of the *Sūtradhāra*), *vidūṣaka*(jester), *kañcukī* (chamberlain)
pratināyaka (villain), *Rasa* : definition and constituent,
 ingredients of *rasaniṣpatti, bhāva* (emotions), *vibhāva*
 (determinant), *anubhāva* (consequent), *sattvikabhāva*
 (involuntary state), *sthāyibhāva* (permanent states),
vyabhicāribhāva (complementary psychological states), *svāda*
 (pleasure), Four kinds of mental levels, *vikāsa* (cheerfulness),
vistāra (exaltation), *kṣobha* (agitation), *vikṣepa*(perturbation)

III – Tradition and History of Indian Theatre 1 12 25

Origin and Development of stage in different ages:Pre-historic,Vedic age,epic-puranic age,court theatre,temple theatre,open theatre, modern theatre,folk theatre,commercial theatre,national and state level theatre

IV **History of Theatre in Assam** 1 12 25

(*añkiyā nāṭ, bhāonā, ojāpāli, bhrāmyamān* theatre etc.

Readings List

1.Ghosh,M.M.-*Nāṭyaśāstra of Bharatamuni*,pp.18-32.

2. Hass,*The Daśarūpa:ATreatiseonHinduDramaturgy*,
kārika7,8,11-24,30,36,43,48,57-65.

3. Hass,*The Daśarūpa:ATreatiseonHinduDramaturgy*,kārikās
2/1-5,8,9,15.

4. Hass ,*The Daśarūpa:A Treatise on Hindu
Dramaturgy*, kārikās 4/1-8,43,44.

5.Farley, P.Richmond,(2007),ed.*IndianTheatre:traditions of
performance*, vol-I,OriginsofSanskritTheatre, pp. 25-32.

6 Ghosh , M.M, *Nāṭyaśāstra of Bharatamuni*, vol-1, Manisha
Granthalaya, Calcutta, 1967.

7.ChakravartyShrutidhara-Architecture in the Natyasastra, Studies
inSanskritLiterature,CultureandArt,PratibhaPrakashan,Delhi,2011

Graduate Attributes : Disciplinary Knowledge, Basic Ideas and Technicalities of Sanskrit dramaturgy and Theatre , Ideas about the Varieties of Stage and its Auxileries , Knowledge about the Psychological Uplift Through Sanskrit Dramatic Performance , Inclination to Indian Knowledge System, Appreciation for the Expanded Growth of Sanskrit Literature.

Course Objectives : a. Students will acquire knowledge of various aspects of Sanskrit Drumaturgy .

b. Students will gain knowledge about various Types of Stages Used in the Dramatic Performance in Ancient India.

c. Students will gain knowledge about Indian Ethos Connected with the Concept of Indian Theatre..

d. students will acquire knowledge about the Important Aspects of Various Types of Dramatic Performances of Assam.

Learning Outcome : After going through this unit students will be able

- a. to understand the basic ideas and concepts that existed behind the origin and development of Sanskrit Drama .
- b. to grasp the psychological base of Sanskrit Dramaturgy.
- c. to appreciate Indian Knowledge System that evolved in the Society Reflected through Various Sanskrit Works.
- d. to correlate various ideas and concepts of Sanskrit dramaturgy with many of the World performances
- e. to undertake pride in deciphering the rich tradition and culture of Drama and Theatre in Assam.

Total Credit=4. No. of Theory Class= 44. No of. Practical Class -0

Course Designer : Chairperson, UGCCS, Dept of Sanskrit, Gauhati University

Name . Prof. Sudeshna Bhattacharjya, HOD, Sanskrit, Gauhati University

Email ID: sbmgu2010@gmail.com

FYUG Course

Sub: Sanskrit

Semester-VI

Indian Philosophy(Compulsory)

Marks-100

Total Credit: 4

Base Syllabus : UG CBCS

Course Level : 200-299

Unit No.	Unit Content	Credit	No of Class.	Marks
I	Aspects of Indian Philosophy	1	10	25

(Meaning of *darśana*, salient features
of Indian Philosophy, Broad divisions of
Indian Philosophy, salient features of the
Systems of Indian Philosophy: *āstika* and *nāstika*)

II	Ontology and Epistemology	1	12	25
	(Based on Tarkasaṃgraha)			
III –	Sāṅkhyakārikā	1	12	25
IV –	Introduction to Advaita philosophy and Swami Vivekananda’s Practical Vedānta	1	10	25

Reading List

1. A Primer of Indian Logic, Kuppuswami Shastri, Madras, 1951. Tarkasaṃgraha of Annambhaṭṭa (with Dīpikā & Nyāyabodhinī), (Ed. & Tr.) Athalye & Bodas, Mumbai, 1930.
2. Tarkasaṃgraha of Annambhaṭṭa (with Dīpikā & Nyāyabodhinī), (Ed. & Tr.) Virupakshananda, Sri Ramkrishna Nath, Madras, 1994.
3. *Tarkasaṃgraha of Annambhaṭṭa* (with Dīpikā commentary with Hindi Translation), (Ed. & Tr.), Pankaj Kumar Mishra, Parimal Publication, Delhi-7. 2013.
4. Kumar, Narendra, Tarkasaṃgraha, Hansa Prakashan, Jaipur.
5. Chatterjee, S.C. & D.M. Datta-Introduction to Indian Philosophy, Calcutta University, Calcutta, 1968 (Hindi Translational also).
6. Chatterjee, S.C. – *The Nyāya Theory of Knowledge*, Calcutta, 1968.
7. Hiriyanna, M.- Outline of Indian Philosophy, London, 1956 (also Hindi Translation).
8. Bhattacharya, Chandrodaya, *The Elements of Indian Logic and Epistemology*, Maitra, S.K., Fundamental Questions of Indian Metaphysics & Logic,

10. R.N.Sarma, *Epistemology of Prabhakara School of Purvamimamsa*

, Guwahati, 2005

11. Biswas, M. *Samkhya-Yoga Epistemology—A Study*, D.K. Print

world, New Delhi

12. Virupaksha Nanda (Ed). *Sankhyakarika of Isvarakrishna* ,

Vedanta Press

13. Vasant Kr. Lal, *Contemporary Indian Philosophy*, MLBD, Delhi

14. *Works of Swami Vivekananda* (9 Volumes), Ramakrishna

Mission, Kolkata

Graduate Attributes : Disciplinary Knowledge, Basic Ideas of Indian Philosophical concepts and thought , Psychological Uplift Through Cognitive appreciation , Inclination to Indian Knowledge System.

Course Objectives : a. Students will acquire knowledge of various aspects of Indian Philosophy .

b. Students will gain knowledge about the Basic difference between Indian Western Philosophy.

c. Students will gain knowledge about Indian Ethos Connected with Indian Philosophical Ideas .

d. students will acquire knowledge about the Important Aspects of Vivekananda's Philosophy.

Learning Outcome : After going through this unit students will be able

a. to understand the basic ideas and concepts of Indian Philosophy .

b. to grasp the psychological base Connected to Indian Philosophical Thoughts and Ideas.

c. to appreciate Indian Knowledge System that evolved in the Society Reflected through Various Sanskrit Works.

d. to correlate various ideas and concepts of Indian Philosophy with many of the Western Thoughts.

Total Credit=4. No. of Theory Class= 44. No of. Practical Class -0

Course Designer : Chairperson, UGCCS, Dept of Sanskrit, Gauhati University

Name . Prof. Sudeshna Bhattacharjya, HOD, Sanskrit, Gauhati University

Email ID: sbmgu2010@gmail.com

FYUG Course

Sub: Sanskrit

Semester-VI

History of Sanskrit Scientific Literature (DSE, Elective I)

Marks-100

Total Credit: 4

Base Syllabus : UG CBCS

Course Level : 200-299

Unit No.	Unit Content	Credit	No of Class	Marks
I	Indian Medical Science(Āyurveda)	1	08	25
II	Astrology, Astronomy and Mathematics	1	12	25
III	Botanical Studies (Vṛkṣāyurveda)	1	12	25
IV	Indian System of Architecture(Vāstuśāstra)	1	12	25

Reading List

1. M.Krishnamachariar, *History of Classical Sanskrit Literature*, MLBD, Delhi.
2. GaurinathShastri, *A Concise History of Sanskrit Literature*, MLBD, Delhi.
3. Maurice Winternitz, *History of Indian Literature* (Vol. 3-Part -II), also Hindi Translation, MLBD, Delhi.
4. V. Subrahmanya Sastri, *Brihatsamhita*, MLBD Bangalore
5. Srivastava, Ar. A.K. *The History of Indian Architecture*, 2022

Graduate Attributes : Disciplinary Knowledge, Basic Ideas of Indian Scientific concepts and thought , Inclination to Indian Knowledge System,

Course Objectives : a. Students will acquire knowledge of various aspects of Sanskrit Scientific Literature .

b. Students will gain knowledge about the Base of India's Cognitive heirerchy.

c. Students will gain knowledge about Indian Traditional and Cultural Attachment with Science.

Learning Outcome : After going through this unit students will be able

a. to understand the basic ideas and concepts of Sanskrit Scientific Literature .

b. to grasp the Psychological and Cultural base Indian Scientific Thoughts and Ideas.

c. to appreciate Indian Knowledge System that evolved in the Society Reflected through Various Sanskrit Works.

d. to correlate various ideas and concepts of Ancient India with many of the Modern Thoughts.

Total Credit=4.

No. of Theory Class= 44.

No of. Practical Class -0

Course Designer : Chairperson, UGCCS, Dept of Sanskrit, Gauhati University

Name . Prof. Sudeshna Bhattacharjya, HOD, Sanskrit, Gauhati University

Email ID: sbmgu2010@gmail.com

FYUG Course

Sub: Sanskrit

Semester-VI

Grammar and Linguistics (DSE, Elective II)

Marks-100

Total Credit: 4

Base Syllabus : UG CBCS

Course Level : 200-299

Unit No. Unit Content Credit No of Class Marks

I	Sandhi Prakaraṇa (on the basis of <i>Laghusiddhāntakaumudī</i>)	1	12	25
II	Vibhaktarthaprakaraṇa(on the basis of <i>Laghusiddhāntakaumudī</i>)	1	08	25
III	Indo-European Language Family	1	12	25
IV	Phonetic Changes	1	12	25

(Grimm’s Law, Grassman’s Law, Verner’s Law
Fortunatov’s Law, Collitz’ Law of Palatalization,
Assimilation, Dissimilation, Syncope, Epinthesis,
Anaptyxis, Haplology)

Reading List

1. M.R.Kale, Higher Sanskrit Grammar, MLBD, Delhi(Hindi Translation also available).
2. Kanshiram, 2. Laghusiddhāntakaumudī (Vol.I), MLBD, Delhi, 2009.
3. Basu, S.C. Vaiyakaranasiddhāntakaumudī (Vols I, II)
4. Basu, S.C. .Astadhyayi (Vols I, II)
4. Vidyasagar, Ishvarachandra, Samagra Vyakarana Kaumudī
5. Online Tools for Sanskrit Grammar developed by Computational Linguistics Group, Department of Sanskrit, University of Delhi: <http://sanskrit.du.ac.in>.
6. Chakraborty, Satyanarayan, Paniniya Sabdasastra, Sanskrit Pustak Bhandar, Kolkata
7. Devasarma Ramanikanta, Laghusiddhāntakaumudī
9. Burrow, T., Sanskrit Language (also trans. into Hindi by Bholashankar Vyas), Chaukhamba Vidya Bhawan, Varanasi, 1991.
10. Crystal, David, The Cambridge Encyclopedia of Language, Cambridge, 1997.
11. Ghosh, B.K. *Linguistic Introduction to Sanskrit*, Sanskrit Pustak Bhandar

Graduate Attributes : Disciplinary Knowledge, Basic Ideas of Science behind Sanskrit Grammar and Language, Inclination to Indian Knowledge System, Knowledge of the Development of the Sounds in Sanskrit Language

Course Objectives : a. Students will acquire knowledge of various aspects of

Sanskrit Language .

b. Students will gain knowledge about the Base of Euphonic

Combination

c. Students will gain knowledge about the Source of Sanskrit

Language

Learning Outcome : After going through this unit students will be able

- a. to understand the basic ideas and concepts of Sanskrit Grammar .**
- b. to grasp the Linguistic Base of Sanskrit.**
- c. to appreciate Indian Knowledge System that evolved in the Society Reflected through Various Sanskrit Works.**
- d. to correlate various ideas and concepts of Sanskrit with many of the Modern Languages.**

Total Credit=4.

No. of Theory Class= 44.

No of. Practical Class -0

Course Designer : Chairperson, UGCCS, Dept of Sanskrit, Gauhati University

Name . Prof. Sudeshna Bhattacharjya, HOD, Sanskrit, Gauhati University

Email ID: sbmgu2010@gmail.com

FYUG Course

Sub: Sanskrit

Semester-VI

Modern Sanskrit Literature (DSE, Elective III)

Marks-100

Total Credit: 4

Base Syllabus : UG CBCS

Course Level : 200-299

Unit No. Unit Content Credit No of Class Marks

I	Introduction to Modern Sanskrit Literature	1	08	25
II	<i>Stutiprasastimanjari</i> of Mukunda Madhava Sharma(Anundoram Barooah, K.K.Handique,Sankaradeva, Madhavadeva) and Selected poems of Harshadev Madhav <i>snānagr̥he, Mr̥tyuh̥ I,II,Khaniḥ</i>)	1	12	25
III	<i>Avināśi</i> (Sanskrit Novel) (First Two Chapters)	1	12	25
IV	Sanskrit Studies in Assam	1	12	25

Reading List

1. Joshi, K.R. & S.M. Ayachuit²
PostIndependenceSanskritLiterature, Nagpur, 1991.
2. Prajapati, Manibhai K.² *PostIndependenceSanskritLiterature: A Critical Survey*, Patna, 2005.
3. Usha Satyavrat *Sanskrit Dramas of the Twentieth Century*, Mehar Chand Lachmandas, Delhi, 1987.
4. Dwivedi Rahas Bihari – *Adhunik Mahakāvya Samikshanam*
5. Tripathi Radha Vallabh –
Sanskrit Sahitya Beesaveen Shatabdi, 1999, Delhi
6. Mulsalgaonkar Kesava Rao – *Adhunik Sanskrit Kāvya Parampara*, 2004
7. Naranga, S.P. – *Kalidasa Punarnava*,
8. Upadhyaya, Ramji – *Adhunik Sanskrit Natak*, Varanasi
9. Abhiraja Rajendra Misra, *Kalpavalli (samakālīnasamkrta avyasamkalanam)*, Sahitya Academy, 2013
10. Mukunda Madhava Sharma *Stutiprasastimanjari*,
11. Biswanarayan Shastri, **Avināśi**,
12. Biswanarayan Shastri, **Sanskrit Studies in Assam**,
13. Malini Goswami, **Asamat Sanskrit Carccar Itihas**, Publication Board, Assam

14. Sarma, Narendra Nath, *An Aspect of the Cultural Heritage of Assam*, Bani Prakash Mandir, Guwahati

Graduate Attributes : Disciplinary Knowledge, Acquaintance with the Modern Style of Sanskrit Writing , Inclination to Indian Knowledge System,. Knowledge of the Contribution of Numerous Sanskrit Scholars of Assam.

Course Objectives : a. Students will acquire knowledge of various aspects of Modern Sanskrit Language and Literature

b. Students will gain knowledge about the contributions of Modern Sanskrit Scholars of Assam

c. Students will gain knowledge about the History of early Assam.

Learning Outcome : After going through this unit students will be able

- a. to understand the basic ideas and concepts of Modern Sanskrit Grammar .**
- b. to grasp the Linguistic Changes Happened in modern Sanskrit.**
- c. to appreciate Indian Knowledge System that evolved in the Society Reflected through Various Sanskrit Works.**
- d. to correlate various ideas and concepts of Modern Sanskrit with those Used in many of the Literary Works of Today's India.**

Total Credit=4.

No. of Theory Class= 44.

No of. Practical Class -0

Course Designer : Chairperson, UGCCS, Dept of Sanskrit, Gauhati University

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