

CHATIA COLLEGE

PROGRAMME & COURSE OUTCOME

(As per the CBCS Syllabus of Gauhati University)

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

্ৰিই 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
>	অসমীয়া ভাষা আৰু সাহিত্যৰ ইতিহাস (১৮২৬ চন পৰ্যন্ত) : ভাষিক আৰু সাহিত্যিক পটভূমি, সাহিত্যিক	> >	২০
	আৰু সাহিত্য-কৰ্ম		
২	প্রত্ন (উদ্ভৱকালীন/প্রত্ন/মিশ্র) অসমীয়া আৰু প্রাক্-	১২	২০
	শৃংক্ৰী যুগৰ সাহিত্য		
	নির্বাচিত পাঠঃ		
	লোকগীতঃ 'একবাৰ হৰি বোল মন ৰচনা'		
	·কানাই পাৰ কৰা হে [,]		
	চৰ্যাগীতঃ 'উষ্ণা উষ্ণা পৰৱত তই সবৰী বালী [,]		
	বড়ু চণ্ডী দাসঃ 'বিজয় নাম বেলাতে' ('জন্মখণ্ড', শ্রীকৃষ্ণ কীর্তন্য		
	হেম স [্] ৰস্বতীঃ <i>প্ৰহলাদ চৰিত</i> (সম্পূৰ্ণ)		
	মাধৱ কন্দলিঃ 'লংকাৰ বিৱৰণ' ('সুন্দৰাকাণ্ড', <i>ৰামায়ণ</i>)		
৩	শংক্ৰদেৱকালীন সাহিত্য	১২	
	নির্বাচিত পাঠঃ		
	শংকৰদেৱঃ 'নাৰায়ণ কাহে ভকতি কৰো তেৰা' (বৰগীত)		
	মাধৱদেৱঃ 'চোৰধৰা' (ঝুমুৰা)		
	ৰাম সৰস্বতীঃ 'ভীমচৰিত' (বধকাব্য)		
	সুকবি নাৰায়ণ দেৱঃ বেউলাৰ নৃত্য (পদ্মা পুৰাণ)		
8	শংক্ৰদেৱৰ পৰৱৰ্তীকালৰ সাহিত্য	১২	
	নির্বাচিত পাঠঃ		
	ভট্টদেৱঃ 'অৰ্জুনৰ বিষাদ যোগ' (<i>কথাগীতা</i>)		
	মহেশ্বৰ নেওগ (সম্পা.): 'গুৰু শিষ্যৰ মণিকাঞ্চন		
	সংযোগ'(<i>গুৰু চৰিত কথা</i>)		
	সূৰ্যকুমাৰ ভূঞা (সম্পা.): 'অসমৰ ৰণোদ্যম' (<i>সাতসৰী</i>		
	অসম বুৰঞ্জী		
	সুকুমাৰ বৰকাথঃ 'হাতীৰ লক্ষণ' (<i>হস্তীবিদ্যাৰ্ণৱ</i>)		

পঠন-সামগ্রীঃ

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):

অসমীয়া সাহিত্যৰ বুৰঞ্জী (দ্বিতীয় খণ্ড):

পুৰণি অসমীয়া সাহিত্যৰ প্ৰাঞ্জল ধাৰা:

বৈষ্ণৱ যুগৰ অসমীয়া সাহিত্য:

অসমীয়া প্ৰাঞ্চলী গীতে:

সম্মীয়া প্ৰাঞ্চলী গীতে:

সম্মীয়া প্ৰাঞ্চলী গীতে:

বিশ্বেশ্বৰ হাজৰিকা (সম্পা.)

শিৱনাথ বৰ্মন (সম্পা.)

তিলক চন্দ্ৰ মৰ্জুমদাৰ
ভুৱনেশ্বৰী বৈশ্য

নাবীয়া চন্দ্ৰ শৰ্মা

অসমীয়া পাঞ্চালী গীত:

চর্য্যাপদ:

গেৰীক্ষিত হাজৰিকা
গোৱালপৰীয়া লোকগীত সংগ্ৰহ:

বীৰেন্দ্ৰনাথ দন্ত (সম্পা.)

অসমীয়া লোকগীত সঞ্চয়ন: হেমন্তকুমাৰ শৰ্মা (সম্পা.)

শ্ৰীকৃষ্ণ কীৰ্তন: লীলাৱতী শইকীয়া বৰা (সম্পা.)

অসমৰ বৈষ্ণৱ ধৰ্ম আৰু সাহিত্য: কনক চন্দ্ৰ চহৰীয়া মধ্যযুগৰ অসমীয়া ভাষাৰ ৰূপতাত্ত্বিক বিশ্লেষণ: লক্ষী হাজৰিকা

মাতকৰ 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

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

্ৰিই কাকতখনৰ গোট-১ত অসমীয়া ভাষা-সাহিত্যৰ বুৰঞ্জী (খৃঃ ১৮২৬-২০০০) সম্বন্ধে পৰিচয়মূলক অধ্যয়ন কৰিব লাগিব। ঠিক তেনেদৰে গোট-২, গোট-৩ আৰু গোট-৪ত যুগ অনুযায়ী দাঙি ধৰা নিৰ্বাচিত পাঠসমূহ অধ্যয়ন কৰাৰ জৰিয়তে সেই সেই প্ৰতিটো যুগৰ ভাষিক আৰু সাহিত্যিক পটভূমিৰ লগতে বৈশিষ্ট্যসমূহৰ সৈতে পৰিচয় হ'ব লাগিব।

Unit No.	Unit Content	No. of Classes	Marks
7	অসমীয়া ভাষা আৰু সাহিত্যৰ ইতিহাস (১৮২৬-২০০০) :	\\	২০
	ভাষিক আৰু সাহিত্যিক পটভূমি, সাহিত্যিক আৰু		, ,
	সাহিত্য-কর্ম		
২	নির্বাচিত পাঠঃ	১২	২০
	মাইলচ্ ব্ৰন্সনঃ 'আভাস' (অচমিয়া-ইংৰাজী অভিধান)		
	আনন্দৰাম ঢেকিয়াল ফুকনঃ 'ইংলেণ্ডৰ বিৱৰণ'		
	হেমচন্দ্ৰ বৰুৱাঃ 'অসমত স্ত্ৰী শিক্ষা'		
	কমলাকান্ত ভট্টাচাৰ্যঃ 'জাতীয় গৌৰৱ'		
	চন্দ্ৰকুমাৰ আগৰৱালাঃ 'প্ৰকৃতি'		
	লক্ষ্মীনাথ বেজবৰুৱাঃ 'বৰবৰুৱাৰ বিমান বিহাৰ'		
	সত্যনাথ বৰাঃ 'জীৱনৰ অমিয়া'		
৩	নির্বাচিত পাঠঃ	১২	ん
	যতীন্দ্ৰনাথ দুৱ্ৰাঃ 'পোহৰ' (কথা-কবিতা)		
	ৰঘুনাথ চৌধাৰীঃ 'অন্তিম জ্যোতিু'		
	ৰজনীকান্ত বৰদলৈঃ 'মিৰি-জীয়ৰী'		
	জ্যোতিপ্ৰসাদ আগৰৱালাঃ 'নিমাতী কইনা'		
8	নির্বাচিত পাঠঃ	১২	২০
	চৈয়দ আব্দুল মালিকঃ 'কাঠফুলা' (গল্প)		
	ভবেন্দ্ৰ নাথ শইকীয়াঃ 'গহ্বৰ'		
	বাণীকান্ত কাকতিঃ 'কবিৰ আহৈতুকী প্ৰীতি [']		
	নুৱকান্ত বৰুৱাঃ 'এটা প্ৰেমৰ পৃদ্য'		
	নীলমণি ফুকনঃ 'কেনে আছোঁ মোক নুসুধিবা'		

পঠন-সামগ্রীঃ

অৰুনোদই: মহেশ্বৰ নেওগ (সম্পা.)

অচমিয়া আৰু ইংৰাজী অভিধান: মাইলছ্ ব্ৰন্সন

অসমীয়া সাহিত্যৰ ৰূপৰেখা: মহেশ্বৰ নেওগ

অসমীয়া সাহিত্যৰ সমীক্ষাত্মক ইতিবৃত্ত:

অসমীয়া সাহিত্যৰ পূৰ্ণ ইতিহাস:

অসমীয়া ব্যাকৰণ আৰু ভাষাতত্ত্ব:

সত্যেন্দ্ৰনাথ শৰ্মা
হৰিনাথ শৰ্মা দলৈ
কালিৰাম মেধি

অসমীয়া ভাষাৰ উদ্ভৱ সমৃদ্ধি আৰু বিকাশ: উপেন্দ্ৰনাথ গোস্বামী অসমীয়া ভাষাৰ ৰূপতত্ত্ব: লীলাৱতী শইকীয়া বৰা

উদ্ভৱকালীন অসমীয়া ভাষা: সুবাসনা মহন্ত

মধ্যযুগৰ অসমীয়া ভাষাৰ ব্যাকৰণ: দীপ্তি ফুকন পাটগিৰি

সাৰথি: সত্যনাথ বৰা

স্নাতকৰ কথাবন্ধ: মহেশ্বৰ নেওগ (সম্পা.) সঞ্চয়ন: মহেশ্বৰ নেওগ (সম্পা.) জ্যোতিপ্ৰসাদ ৰচনাৱলী: সত্যেন্দ্ৰনাথ শৰ্মা (সম্পা.)

অসমীয়া সাহিত্যৰ বুৰঞ্জী (পঞ্চম খণ্ড):

ৰঞ্জিৎ কুমাৰ দেৱগোস্বামী (সম্পা.)

অসমীয়া সাহিত্যৰ বুৰঞ্জী (ষষ্ঠ খণ্ড): হোমেন বৰগোহাঞি (সম্পা.) আধুনিক অসমীয়া কবিতা: কামালুদ্দিন আহমেদ

আধুনিক কবিতা: হৰেকৃষ্ণ ডেকা

শ্ৰেষ্ঠ অসমীয়া চুটিগল্প: শৈলেন ভৰালী (সম্পা.)

এশবছৰৰ অসমীয়া উপন্যাস:

প্ৰসঙ্গঃ ঊনবিংশ শতিকাৰ অসমীয়া সাহিত্য:
ভীমকান্ত বৰুৱা
সাহিত্য আৰু প্ৰেম:
বাণীকান্ত কাকতি

ગારુ ગામ દામ: વાગાન હતા વાગાન હતા ક

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

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	Unit Content	No. of	Marks
No.		Classes	
>	অসমৰ মানুহ আৰু সংস্কৃতি	১২	২০
	সংস্কৃতিৰ স্বৰূপ, সংজ্ঞা আৰু শ্ৰেণীবিভাগ		
	অসমৰ অধিবাসীঃ আৰ্য (নৰ্দিক), মঙ্গোলীয় (তিব্বতবৰ্মী),		
	অষ্ট্রিক, দ্রাবিড়		
২	অসমৰ লোক সংস্কৃতি	\ >	২০
	মৌখিক গীত-পদঃ দেৱ-দেৱীৰ নাম, বিহুগীত;		
	লোকাচাৰঃ জন্ম, বিবাহ আৰু মৃত্যুৰ লগত জড়িত;		
	উত্সৱ-পাৰ্বণঃ কৃষিৰ লগত জড়িত;		
	ধর্মীয় পৰম্পৰাঃ শৈৱ, শাক্ত আৰু বৈষ্ণৱ;		
	পৰিৱেশ্য কলাঃ পুতলা নাচ, ওজা পালি, খুলীয়া		
	ভাউৰীয়া, কুশানগান, ভাৰীগান, ঢুলীয়া;		
	হস্তশিল্প আৰু লোক-কলা, স্থাপত্য-ভাস্কর্য		
৩	অসমৰ জনজাতীয় সংস্কৃতি	\ >	২০
	পাৰ্বত্য আৰু ভৈয়ামৰ জনজাতি;		
	আৰ্য্যভূত আৰু অনাৰ্য্যভূত;		
	বড়ো, ৰাভা, কাৰ্বি, মিচিং, সোণোৱাল কছাৰী		
8	অসমৰ মাৰ্গীয় (শাস্ত্ৰীয়) সংস্কৃতি	> ×	২০
	সত্রীয়া সংস্কৃতিঃ নৃত্য, গীত, বাদ্য, ভাওনা, মুখাশিল্প,		
	পুথিচিত্র, ভাস্কর্য		
	অর্দ্ধমার্গীয়ঃ ব্যাসসঙ্গীত, দেৱদাসী নৃত্য		

পঠন-সামগ্রীঃ

অসমীয়া জাতিৰ ইতিবৃত্তঃ
অসমৰ লোক সংস্কৃতিঃ
অসমীয়া ভাষা আৰু সংস্কৃতিঃ
অসমৰ সংস্কৃতিঃ
অসমৰ মানুহৰ নৃ-বৈজ্ঞানিক পৰিচয়ঃ
অসমৰ জনজাতিঃ
পুৰণি কামৰূপৰ ধৰ্মৰ ধাৰাঃ
অসমৰ লোক সংস্কৃতিঃ

অসম সাহিত্য সভা বিৰিঞ্চি কুমাৰ বৰুৱা বিৰিঞ্চি কুমাৰ বৰুৱা লীলা গগৈ ভুবন মোহন দাস প্ৰমোদ চন্দ্ৰ ভট্টাচাৰ্য (সম্পা.) বাণীকান্ত কাকতি নিৰ্মলপ্ৰভা বৰদলৈ অসমীয়া লোক সংস্কৃতিৰ আভাসঃ লোক সংস্কৃতিঃ অসমীয়া সংস্কৃতি অধ্যয়ন অসমৰ সংস্কৃতি সমীক্ষাঃ

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

অসমীয়া সংস্কৃতিঃ

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

Bihu: Springtime festival of Assam: Prafu History and Civilization of the people of Assam:

The Assamese:

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

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

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

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

বিমল মজুমদাৰ Prafulla Dutta Goswami

Pratap Ch. Choudhury
Audrey Cantlie

Graduate Attributes: জ্ঞান-আধাৰ, একতা, আৰু সমাজমুখিতা

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

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

Theory Credit: 4 Practical Credit: 0

Subject: Assamese Semester: Fourth

Course Name: ভাষাবিজ্ঞান পৰিচয়

Core Course

Existing Base Syllabus: UG CBCS Syllabus

Course Level: 400-499

Unit	Unit Content	No. of	Marks
No.		Classes	
>	ভাষা আৰু ভাষা-বিজ্ঞানৰ আদিপাঠঃ ভাষাৰ জন্ম-	১২	২০
	কাহিনী, মানৱীয় ভাষাৰ বৈশিষ্ট্য (হকেট), ভাষা-বিজ্ঞানৰ		
	ইতিহাস আৰু বিভিন্ন শাখা-প্ৰশাখা (বৰ্ণনামূলক,		
	ঐতিহাসিক, তুলনামূলক, প্ৰায়োগিক), ভাষাৰ শ্ৰেণী-		
	বিভাজনঃ বংশগত (ভাষা পৰিয়ালৰ প্ৰাথমিক ধাৰণা)		
	আৰু আকৃতিগত- (বিশ্লেষাত্মক, সংশ্লেষণাত্মক)		
২	ধ্বনিবিজ্ঞান আৰু ধ্বনিতত্ত্বৰ আদিপাঠঃ ধ্বনি ,ধ্বনি-	১২	২০
	উত্পাদন প্ৰক্ৰিয়া; ধ্বনিগোটঃ বৰ্ণ আৰু উপধ্বনিৰ		
	ধাৰণা, বিভাজ্য আৰু অবিভাজ্য ধ্বনি, স্বৰধ্বনি আৰু		
	ব্যঞ্জন ধ্বনি, আন্তঃৰাষ্ট্ৰীয় ধ্বনিলিপিৰ পৰিচয়,		
	ৰূপধ্বনিসাপেক্ষতা		
৩	ৰূপতত্ত্ব আৰু বাক্যতত্ত্বৰ আদিপাঠঃ ৰূপ, প্ৰাকৃতি, মুক্ত	\ >	くく
	আৰু বদ্ধ প্ৰাকৃতিঃ প্ৰত্যয়, শব্দমূল; শব্দসাধনৰ সৰ্গ		
	আৰু শব্দৰপৰ সৰ্গ; ব্যাকৰণগততা (Grammaticality),		
	বাক্য আৰু অৰ্থৰ মাজৰ সম্পৰ্ক, বাক্যতাত্ত্বিক উপাদানঃ		
	শব্দক্রম, সহ-সম্পর্ক (Co-occurrence), বাক্যগত		
	উপাদান।		
8	ভাষাৰ ভিন্নৰূপঃ উপভাষা, ব্যক্তিভাষা, ভাষা-সম্প্ৰদায়,	> >	২০
	পৰিস্থিতি-নিৰ্দ্ধাৰক উপভাষা; ভাষা-ভিন্নতাৰ কাৰকঃ		
	আঞ্চলিক, ভৌগোলিক, সামাজিক, ভাষা-সংযোগঃ		
	ভাষা-ঋণ, পিজিন, ক্ৰেওল (প্ৰথমিক ধাৰণা)		

পঠন-সামগ্রীঃ

অসমীয়া ব্যাকৰণৰ মৌলিক বিচাৰঃ
আধুনিক ভাষাবিজ্ঞান পৰিচয়ঃভাষা আৰু ভাষাচিন্তাঃভাষাতত্ত্বঃভাষাবিজ্ঞানঃভাষাবিজ্ঞানৰ জিলিকনিঃভাষাবিজ্ঞান প্ৰৱেশঃ-

ভাষার্থ বিজ্ঞানঃ

A Short Story of Linguistics:

গোলোক চন্দ্ৰ গোস্বামী ফণীন্দ্ৰ নাৰায়ণ দন্তবৰুৱা

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

Linguistics: David Crystal

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

Subject: Assamese Semester: Fourth

Course Name: অসমীয়া কবিতা

Elective Course

Existing Base Syllabus: UG CBCS Syllabus

Course Level: 400-499

ছোত্ৰ ছাত্ৰীসকলে এই কাকতৰ যোগেদি অসমীয়া কবিতাৰ প্ৰাচীন যুগৰ পৰা আধুনিক যুগলৈ পৰিচয় হ'ব পাৰিব৷ কাকতখনৰ প্ৰথম গোটত পুৰণি অসমীয়া কবিতা, দ্বিতীয় গোটত প্ৰাক্ৰোমাণ্টিক আৰু ৰোমাণ্টিক প্ৰথম প্ৰবাহৰ) কবিতা, তৃতীয় গোটত প্ৰধান ৰোমাণ্টিক কবিসকল (দ্বিতীয় প্ৰবাহৰ) কবিতাক প্ৰতিনিধিত্বমূলকভাৱে স্থান দিয়া হৈছে৷ 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	Marks
		Classes	
>	মাধৱ কন্দলি : ৰামবিহীন অযোধ্যাৰ বৰ্ণনা	১২	২০
	(ৰামায়ণ, অযোধ্যা কাণ্ড)		
	শংকৰদেৱ : শৰৎ বৰ্ণনা (ভাগৱত, দশম)		
	দুৰ্গাবৰ : মায়া অযোধ্যাৰ সৃষ্টি		
	(গীতিৰামায়ণ)		
২	ভোলানাথ দাস : মেঘ	১২	২০
	লক্ষ্মীনাথ বেজবৰুৱা : মালতী		
	চন্দ্ৰকুমাৰ আগৰৱালা : অজেয়		
७	ৰঘুনাথ চৌধাৰী : গোলাপ	> >	২০
	অম্বিকাগিৰী ৰায়চৌধুৰী : মোৰ বীণা		
	দেৱকান্ত বৰুৱা : মনোৰমা		
8	নৱকান্ত বৰুৱা : পলস	\ >	২০
	অজিৎ বৰুৱা : মনকুঁৱলী সময়		
	নীলমণি ফুকন : ব্রহ্মপুত্রত সূর্যাস্ত		

পঠন-সামগ্রীঃ

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 : পূর্ণ ভট্টাচার্য্য

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

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
>	লিপিৰ পৰিচয় আৰু ভাৰতীয় লিপি; অসমীয়া লিপিৰ উদ্ভৱ আৰু বিকাশ	ンベ	২০
¥	অসমৰ শিলালিপিঃ নগাজৰী খনিকৰ গাঁৱৰ লিপি, সুৰেন্দ্ৰ বৰ্মাৰ উমাচল লিপি, ভূতি বৰ্মাৰ বৰগঙ্গা লিপি, হৰ্জ্জৰ বৰ্মাৰ তেজপুৰ লিপি, কানাই বৰশী বোৱা লিপি, মসুদ্ৰ পালৰ আমবাৰী লিপি, গছতলৰ লিপি	> 2	২০
৩	অসমৰ তাম্ৰশাসনৰ লিপিঃ ভাস্কৰ বৰ্মাৰ ডুবি আৰু নিধনপুৰ শাসনৰ লিপি, হৰ্জ্জৰ বৰ্মাৰ হায়ুংথল লিপি, বনমাল বৰ্মাৰ তেজপুৰ আৰু পৰ্বতীয়া শাসনৰ লিপি, বলবৰ্মাৰ নগাঁও আৰু হাওৰাঘাট শাসনৰ লিপি	\ 2	২০
8	অসমীয়া হাতেলিখা পুথিৰ লিপিঃ কায়থেলী লিপি, বামুণীয়া লিপি, গড়গঞা লিপি; হাতেলিখা পুথিৰ লিখন কলা, লেখন সামগ্ৰী আৰু পাঠ সমীক্ষাৰ সাধাৰণ ধাৰণা	> 2	২০

পঠন-সামগ্রীঃ

অসমীয়া প্ৰাচীন লিপিঃ সৰ্বেশ্বৰ কটকী

বিশ্বলিপিৰ ভূমিকাঃ নাৰায়ণ দাস

অসমীয়া লিপিতত্ত্ব অধ্যয়নঃ সতীশ চন্দ্ৰ ভট্টাচাৰ্য প্ৰাচ্য শাসনাৱলীঃ মহেশ্বৰ নেওগ পাঠসমীক্ষাঃ মহেশ্বৰ নেওগ

পাঠ সমীক্ষা প্ৰসঙ্গতঃ ৰামচৰণ ঠাকুৰীয়া

পাঠ সমীক্ষাঃ সূত্ৰ আৰু প্ৰয়োগবিধিঃ মালিনী গোস্বামী

পুৰণি পুথি অধ্যয়ন আৰু সম্পাদনাঃ কেশৱানন্দ দেৱ গোস্বামী

Development of Script in Ancient Kamrup: T. P. Verma

Inscriptions of Ancient Assam:

Kamrupasasanavali:

The evolution of Assamese Script:

M.M. Sarma (ed.)

D Sarma (pub.)

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 ৰেহ-ৰূপ, ইয়াৰ লিখন পদ্ধতি আৰু পাঠ সমীক্ষা সম্পৰ্কত সাধাৰণ জ্ঞান লাভ কৰিব পাৰিব।

Theory Credit: 4 Practical Credit: 0

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
>	লোকসাহিত্যৰ প্ৰকৃতি বিচাৰ আৰু শ্ৰেণীবিভাগঃ	\ \\	২০
	লোকগীত, লোককথা, লোকোক্তি; আঞ্চলিক আৰু		
	জনগোষ্ঠীয় লোকসাহিত্য		
২	উত্সৱ অনুষ্ঠান বিষয়ক লোকগীত, দেৱ-দেৱীৰ লগত	> >	২০
	জডিত প্ৰাৰ্থনা আৰু মন্ত্ৰ, প্ৰেম-বিৰহ বিষয়ক গীত,		
	শ্রমমূলক গীত, দার্শনিক ভাবাপন্ন গীত, নিচুকনি গীত,		
	খেল-ধেমালিৰ গীত		
৩	মালিতা আৰু বাৰমাহী বিলাপ গীতঃ পুৰাকথাজাতীয়	> >	২০
	মালিতা, বুৰঞ্জীমূলক মালিতা, জনশ্ৰুতিমূলক মালিতা,		
	কাল্পনিক মালিতা, বাস্তবিক মালিতা; বাৰমাহী বিলাপ গীত		
8	লোককথাঃ পুৰাকথা বা অতিকথা, জনশ্ৰুতি বা কিম্বদন্তী,	> >	২০
	সাধুকথা;		
	লোকোক্তিঃ প্ৰবাদ-প্ৰবচন, যোজনা-পটন্তৰ আৰু সাঁথৰ		

পঠন-সামগ্রীঃ

অসমীয়া জনসাহিত্যঃ প্রফুল্লদত্ত গোস্বামী

অসমীয়া লোকসাহিত্যৰ ৰূপৰেখাঃ লীলা গগৈ অসমৰ লোকসাহিত্যঃ শশী শৰ্মা

অসমীয়া লোক সাহিত্যঃ (.সম্পা) প্ৰহলাদ কুমাৰ বৰুৱা

কামৰূপী লোকগীত সংগ্ৰহঃ হেমন্ত কুমাৰ শৰ্মা (সম্পা.)
গোৱালপৰীয়া লোকগীত সংগ্ৰহঃ বীৰেন্দ্ৰনাথ দন্ত (সম্পা.)
দৰ্ভী 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 প্ৰফুল্লদন্ত 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

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	Unit Content	No. of	Marks
No.		Classes	
>	ভাৰতীয় আৰ্যভাষাৰ বিৱৰ্তনঃ বৈদিক-সংস্কৃতৰ উত্থান,	> >	২০
	পালি-প্ৰাকৃত-অপভ্ৰংশ ভাষাৰ বিকাশ		
২	ভাৰতীয় আৰ্যভাষাৰ বিভিন্ন স্তৰৰ নিৰ্বাচিত পাঠ	১২	ん
	(ক) সংস্কৃতঃ নীতিশতক শ্লোক (১-৫)		
	(খ) অশোকৰ অনুশাসনঃ গিৰ্ণাৰ-১		
	(গ) পালিঃ ধম্মপদৰ চিত্তবগ্গ (১-৫)		
	(ঘ) প্রাকৃতঃ গাহাসন্তসঙ্গ (প্রথম পাঁচটা গাথা)		
	(৬) অপত্ৰংশঃ সংনেহ ৰাসউ প্ৰেথম প্ৰক্ৰমৰ প্ৰথম		
	চাৰিটা শ্লোক)		
৩	সংস্কৃত-পালি-প্ৰাকৃত ভাষাৰ তুলনাঃ স্বৰধ্বনি, ব্যঞ্জনধ্বনি	১২	২০
8	সংস্কৃত-পালি-প্ৰাকৃতৰ ধ্বনিগত পৰিৱৰ্তনৰ প্ৰক্ৰিয়াঃ	১২	২০
	সমীভৱন, স্বৰ-সংগতি, অপিনিহিতি, বিষমীভৱন,		
	নাসিক্যীভৱন,		
	মহাপাৰাণতা, অল্পপ্ৰাণতা, সমাক্ষৰ লোপ		

পঠন-সামগ্রীঃ

পালি প্ৰকাশঃ বিধুশেখৰ শাস্ত্ৰী

পালিঅপভ্ৰংশ ভাষা আৰু সাহিত্যঃ নগেন ঠাকুৰ-প্ৰাকত-

প্ৰাকৃত সাহিত্যঃ সত্যেন্দ্ৰনাৰায়ণ গোস্বামী

প্ৰাকৃত সাহিত্য চয়নঃ নগেন ঠাকুৰ

প্রাকৃত পাঠঃ কেশৱানন্দ দেৱগোস্বামী আৰু ভীমকান্ত বৰুৱা (.সম্পা)

প্ৰাকৃত ভাষা সাহিত্য পৰিচয়ঃ- ্ৰ ভূৱনেশ্বৰী বৈশ্য

সংস্কৃত, পালি-প্ৰাকৃত আৰু অসমীয়া ব্যাকৰণঃ লীলাৱতী শইকীয়া বৰা সন্দেশ ৰাসকঃ কেশৱানন্দ দেৱগোস্বামী ধন্মপদঃ 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

Subject: Assamese Semester: Fifth

Course Name: অসমীয়া নাটক

Elective Course

Existing Base Syllabus: UG CBCS Syllabus

Course Level: 400-499

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

পঠন-সামগ্রীঃ

অসমৰ লোকনাটঃ নবীনচন্দ্ৰ শৰ্মা অসমীয়া নাটক স্বৰাজোত্তৰ কালঃ : শৈলেন ভৰালী অসমীয়া নাট্য সাহিত্যঃ সত্যেন্দ্ৰনাথ শৰ্মা

অসমীয়া নাট্য সাহিত্যৰ জিলিঙনি (আদিৰ পৰা ১৯৬৭ পৰ্যন্ত): হৰিশ্চন্দ্ৰ ভট্টাচাৰ্য আধুনিক অসমীয়া নাটক: 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

ছুশ বছৰৰ অসমীয়া নাটক পৰম্পৰা আৰু পৰিৱৰ্তনঃ : অজিত শইকীয়া (.সম্পা)

থিয়েটারে আলো তত্ত্ব ও প্রয়োগঃ: রঞ্জিতকুমাৰ মিত্র থিয়েটার দৃশ্যের বিকাশ ও সমীক্ষাঃ রঞ্জিতকুমাৰ মিত্র নাট্যচিন্তা নাট্যচর্চাঃ- ভূপেন গোস্বামী নাট্যশিল্প আৰু অভিনয় তত্ত্বঃ অর্পণ বেজবৰুৱা

মঞ্চলেখাঃ অতুলচন্দ্ৰ হাজৰিকা

মঞ্চ দৃশ্যের পরিকল্পনা ও নির্মাণঃ রঞ্জিতকুমাৰ মিত্র

Bhaona: The Ritual Play of Assam:

Indian Theatre:

Key Concept in Drama and Performance:

M. Neog

N. Jain

Key Concept in Drama and Performance:

K. Pickering

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 সম্পর্কে অৱগত হ'ব পাৰিব।

Theory Credit: 4 Practical Credit: 0

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
>	অসমীয়া চুটিগল্পৰ ইতিহাস (আৰম্ভণিক পৰা ২০০০ খ্ৰীষ্টাব্দলৈকে)	> >	<i>لا</i> 0
٤	অসমীয়া উপন্যাসৰ ইতিহাস (আৰম্ভণিক পৰা ২০০০ খ্ৰীষ্টাব্দলৈকে)	> >	<i>ک</i>
৩	চুটিগল্প লক্ষ্মীনাথ বেজবৰুৱাৰ 'মুক্তি' লক্ষ্মীনাথ ফুকনৰ 'মেধি' হোমেন বৰগোহাঞিৰ 'হাতী'	\ 2	<i>χ</i> ο
8	উপন্যাস যোগেশ দাসৰ 'ডাৱৰ আৰু নাই' মামণি ৰয়চম গোস্বামীৰ 'চেনাবৰ সোঁত'	> >	<i>২</i> ٥

পঠন-সামগ্রীঃ

আধুনিক গল্প সাহিত্যঃ ত্রৈলোক্যনাথ গোস্বামী

চুটিগল্পঃ উদয় দত্ত

গল্পগুচ্ছঃ অসম সাহিত্য সভা প্রকাশিত

অসমীয়া চুটিগল্পৰ অধ্যয়নঃ প্ৰহলাদ কুমাৰ বৰুৱা অসমীয়া চটিগল্পৰ প্ৰবাহঃ লীলাৱতী শইকীয়া (সম্পা)

অসমীয়া চুটিগল্প: ঐতিহ্য আৰু বিৱৰ্তনঃ অপূৰ্ব বৰা (.সম্পা)

শ্ৰেষ্ঠ অসমীয়া চুটিগল্পঃ
উপন্যাস আৰু অসমীয়া উপন্যাসঃ
এশ বছৰৰ অসমীয়া উপন্যাসঃ
অসমীয়া উপন্যাসঃ
অসমীয়া উপন্যাসঃ
সত্যেন্দ্ৰনাথ শৰ্মা

অসমীয়া উপন্যাসৰ গতিধাৰাঃ সত্যেন্দ্ৰনাথ শৰ্মা

Graduate Attributes: সমাজমুখিতা, সহমর্মিতা, প্রেৰণা

Course Objective: এই কাকৃতখনৰ উদ্দেশ্য অসমীয়া চুটিগল্প আৰু উপন্যাসৰ বিষয়ে আভাস

দি আধুনিক কথা-সাহিত্যৰ সৈতে পৰিচ্যু 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

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
>	শঙ্কৰদেৱৰ 'ৰুক্মিণী হৰণ' নাটৰ অন্তৰ্গত 'ৰুক্মিণীৰ	> >	২০
	প্রেমপত্র'		
	মাধৱদেৱৰ 'অৰ্জুন ভঞ্জন' নাটৰ অন্তৰ্গত 'নন্দ-		
	যশোদাৰ কলহ'		
	বৈকুণ্ঠনাথ ভট্টাচাৰ্যৰ 'সংক্ষেপে কৃষ্ণলীলা'		
২	গোপালচৰণ দ্বিজৰ শ্ৰীভক্তিৰত্নাকৰ কথাঃ 'গুৰু সেৱা	> >	২০
	মাহাত্ম্যু'		
	ৰঘুনাথ মহন্তৰ শ্ৰীৰামায়ণ কথাঃ 'ৰামৰ বন গমন'		
	ৰত্নাকৰ কন্দলি ,অৰ্জুন দাস বৈৰাগীৰ [,] ত্ৰিপুৰাত মদন		
	পূজাৰ আড়ম্বৰ মোট খোলাৰ কৌতুক' (ত্ৰিপুৰা বুৰঞ্জী)		
७	কৰতি মন্ত্ৰঃ হেমচন্দ্ৰ গোস্বামী সম্পাদিত অসমীয়া	১২	২০
	সাহিত্যৰ চানেকী, ১ম খণ্ড		
	সপ্তদশ শতিকাৰ চামধৰা গড়ৰ ৰণজয়ৰ শিলৰ ফলি		
	মণিৰাম দেৱান বৰভাণ্ডাৰ বৰুৱা স্ত্ৰাধিকাৰৰ		
	অভিষেক উত্সৱ [,]		
8	নিধিলিবাই ফাৰৱেলৰ 'নগয়া দ্ৰোহী লোকৰ চৰিত্ৰ বৰ্ণন'	> >	২০
	লম্বোদৰ বৰাৰ 'সদানন্দৰ কলাঘুমটি [']		
	সত্যেন্দ্ৰনাথ শৰ্মাৰ 'অঙ্কীয়া নাটৰ ৰস-বিচাৰ'		

পঠন-সামগ্রীঃ

অসমীয়া কথা সাহিত্যঃ বিৰিঞ্চি কুমাৰ বৰুৱা অসমীয়া গদ্য সাহিত্যৰ গতিপথঃ হৰিনাথ শৰ্মাদলৈ স্নাতকৰ কথাবন্ধঃ (.সম্পা) মহেশ্বৰ নেওগ

ক্রমবিকাশত অসমীয়া কথাশৈলীঃ প্রফুল্ল কটকী অসমীয়া গদ্যৰীতিঃ স্মৃতিৰেখা ভূঞা

প্ৰাচ্য শাসনাৱলীঃ (.সম্পা) মহৈশ্বৰ নেওগ

অঙ্কাৱলীঃ কালিৰাম মেধি

সাতসৰী অসম বুৰঞ্জীঃ (.সম্পা) সূৰ্যকুমাৰ ভূঞা

প্ৰাচীন অসমীয়া গদ্যশৈলীঃ অৰ্পনা কোঁৱৰ ভাষা সাহিত্যৰ সুবাসঃ- লীলাৱতী শইকীয়া বৰা

ঊনবিংশ শতিকা আৰু লম্বোদৰ বৰাঃ জগন্নাথ বৰ্মণ

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

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

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

Theory Credit: 4 Practical Credit: 0

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
>	সাহিত্য আৰু সাহিত্য সমালোচনাৰ অন্তঃসম্পৰ্ক	> >	২০
	সংজ্ঞা আৰু প্ৰকাৰভেদঃ কাব্য, দৃশ্য কাব্য (প্ৰাচ্য		
	দৃষ্টিভংগীত), কবিতা, নাটক, চুটিগল্প আৰু উপন্যাস		
	(পাশ্চাত্য দৃষ্টিভংগীত)		
У	শব্দশক্তি আৰু ৰস	> >	২০
	এৰিষ্ট'টলৰ ধাৰণাত ট্ৰেজেদি, কমেদি আৰু এপিক		
	(মহাকাব্য)		
9	ছন্দঃ পদ বা পয়াৰ, দুলড়ি, ছবি, ঝুনা, কুসুমমালা	১২	২০
	অলংকাৰঃ অনুপ্ৰাস, যমক, শ্লেষ, বক্ৰোক্তি, উপমা,		
	ৰূপক, ভ্ৰান্তিমান, উৎপ্ৰেক্ষা		
	কবিতাত অনুকৰণ আৰু কল্পনাৰ প্ৰভাৱ		
	আধুনিক কবিতাত কল্পনা আৰু প্ৰতীকবাদ		
8	এবছার্ড নাটক আৰু ব্রেখটীয় মহাকাব্যিক নাটক	\ \\	২০
	বাস্তৱিক আৰু মনঃস্তাত্ত্বিক কথা সাহিত্য		

পঠন-সামগ্রীঃ

ট্ৰেজেডী বিচাৰ : শৈলেন ভৰালী ধ্বনি আৰু ৰসতত্ত্ব : মুকুন্দমাধৱ শৰ্মা

নন্দনতত্ত্বঃ প্ৰাচ্য আৰু পাশ্চাত্য : ব্ৰৈলোক্যনাথ 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 ভট্টাচাৰ্য্য আধুনিকতাবাদ আৰু অন্যান্য প্ৰবন্ধ : হৰেকৃষ্ণ ডেকা

Romantic Imagination: C.M. Bowra

Graduate Attributes: সহমর্মিতা, 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

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
2	আৰ্যভিন্ন ভাষাৰ পৰিচয় আৰু অসমত তেওঁলোকৰ	> >	২০
	বিস্তৃতি (বিশেষকৈ চীন-তিব্বতীয় আৰু অষ্ট্ৰিক ভাষা)		
২	আৰ্যভিন্ন ভাষাৰ উত্তৰণ আৰু স্থিতি	> >	২০
	(বৰো, ৰাভা, কাৰ্বি, মিচিং আৰু গাৰো ভাষাৰ উল্লিখনেৰে		
৩	বৃটিছ সময়ৰ পৰা বৰ্তমান সময়লৈ) অসমৰ আৰ্যভিন্ন ভাষাৰ সাধাৰণ বৈশিষ্ট্য	১২	২০
	(ধ্বনিতাত্ত্বিক, ৰূপতাত্ত্বিক আৰু বাক্যতাত্ত্বিক)		
8	আৰ্য আৰু আৰ্যভিন্ন ভাষাৰ পাৰস্পৰিক প্ৰভাৱ	> >	২০
	(ক) আৰ্যভিন্ন ভাষাৰ ওপৰত অসমীয়া ভাষাৰ প্ৰভাৱ (খ) অসমীয়া ভাষাৰ ওপৰত আৰ্যভিন্ন ভাষাৰ প্ৰভাৱ		

পঠন-সামগ্রীঃ

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 : উপেন ৰাভা হাকাচাম, প্ৰণীতা দেৱী

সম্পা.)

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. BenedictStudies in Sino-Tibetan Languages: S.N. GoswamiStructure 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

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
>	ব্যাক্ৰণ : সংজ্ঞা, ইতিহাস প্ৰোচ্য আৰু পাশ্চাত্য—	১২	くく
	পাণিনীয় আৰু গ্ৰীক ধাৰাৰ উল্লিখন), ব্যাকৰণৰ উপাদান		
	্ধ্বনি, ৰূপ, শব্দ আৰু বাক্য), অসমীয়া ব্যাকৰণৰ		
	ইতিহাস		
২	অসমীয়া ভাষাৰ ধ্বনিতত্ত্ব	> >	২০
	বিভাজ্য ধ্বনি : স্বৰধ্বনি, ব্যঞ্জন্ধ্বনি		
	অবিভাজ্য ধ্বনি : শ্বাসাঘাত, সন্ধি, অনুনাসিকতা, সুৰ-		
	ल श्ब		
৩	অসমীয়া ভাষাৰ ৰূপতত্ত্ব : প্ৰাকৃতি, প্ৰকৃতি, সৰ্গপ্ৰেত্যয়,	১২	২০
	বিভক্তি),		
	পদ আৰু পদৰ শ্ৰেণীবিভাজন (নামপদ, ক্ৰিয়াপদ),		
	বচন, লিংগ, কাৰকবাচক শব্দৰূপ,		
	ধাতুৰূপ (কাল, ভাব, দশা, পুৰুষ)		
8	অসুমীয়া ভাষাৰ বাক্যতত্ত্ব : অসমীয়া বাক্যৰ	১ ২	২০
	শ্ৰেণীবিভাজন, বাক্যৰ উপাদান		
	পদৰ সংগতি আৰু ক্ৰম, নিকটস্থ অংগবিচাৰ, খণ্ডবাক্য		
	গঠনৰ নিয়ম,		
	ৰূপান্তৰ উৎপাদক ব্যাকৰণ		

পঠন-সামগ্রীঃ

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 : অৰ্পণা কোঁৱৰ Assamese; Its Formation and Development : B.K. Kakati

Syntactic Structure : Noam Chomsky

Graduate Attributes: জ্ঞান-আধাৰ, যোগাযোগ-কৌশল, অনুসন্ধানমূলক মনোভাব Course Objective: এই কাকতখনৰ উদ্দেশ্য উচ্চ ব্যাকৰণৰ ৰীতি অনুযায়ী অসমীয়া ভাষাৰ বৈয়াকৰণিক আভাস দিয়া।

Learning Outcome: এই কাকতখন অধ্যয়ন কৰিলে ছাত্ৰ-ছাত্ৰীসকলে ব্যাকৰণৰ সংজ্ঞা, ইতিহাস (প্ৰাচ্য-পাশ্চাত্য) আদিৰ লগতে অসমীয়া ভাষাৰ ধ্বনিতত্ত্ব, ৰূপতত্ত্ব আৰু বাক্যতত্ত্ব সম্বন্ধে জ্ঞান লাভ কৰিব পাৰিব।

Theory Credit: 4 **Practical Credit:** 0

Subject: Assamese Semester: Sixth

Course Name: তুলনামূলক ভাৰতীয় সাহিত্য

Elective Course

Existing Base Syllabus: UG CBCS Syllabus

Course Level: 400-499

্ৰিই পাঠ্যক্ৰমৰ (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
>	তুলনামূলক সাহিত্যৰ পৰিচয়	\ \\	২০
	সংজ্ঞা, অধ্যয়নৰ পদ্ধতি আৰু প্ৰধান সম্প্ৰদায়সমূহ		
	(Schools),		
	ভাৰতীয় সাহিত্যৰ ধাৰণা আৰু ভাৰতীয় সাহিত্য		
	অধ্যয়নৰ ইতিহাস		
২	ভাৰতীয় কাব্য সাহিত্যৰ পৰিচয় (ব্ৰজবুলি আৰু	> >	২০
	আধুনিক কবিতা)		
	বিদ্যাপতি : ৰাধাৰ বয়ঃসৃদ্ধি		
	চণ্ডীদাস : শ্ৰীৰাধাৰ পূৰ্বৰাগ		
	জ্ঞানদাস : প্রথম মিলন		
	গোবিন্দদাস : বৰ্ষাভিসাৰ		
	ৰবীন্দ্ৰনাথ ঠাকুৰ : সোণাৰ তৰী		
	জয়শংকৰ প্ৰসাদ : ভাৰত মহিমা		
৩	ভাৰতীয় চুটিগল্পৰ চানেকি	> >	২০
	শৰৎচন্দ্ৰ চট্টোপাধ্যায় : মন্দিৰ (বাংলা)		
	প্রেমচান্দ : শিশু (হিন্দী)		
	ৰাজকিশোৰ ৰায় : বিয়াৰমুকুট (ওড়িয়া)		
	অনিতা দেশাই : সঙ্গত (ইংৰাজী)		
8	ভাৰতীয় উপন্যাসৰ চানেকি _	> >	২০
	মাণ্ৰিক বন্দোপাধ্যায় : পদ্মানদীৰ মাঝি		
	ফকীৰ মোহন সেনাপতি : ঊনিশ পুৰা দুকঠা (অনু.		
	ভামতী দেৱী)		

পঠন-সামগ্রীঃ

আধুনিক বাংলা সাহিত্য : মোহিতলাল মুজুমদাৰ

আধুনিক ভাৰতীয় সাহিত্য : শৈলেন ভৰালী বঙ্গসাহিত্যে উপন্যাসেৰ ধাৰা : শ্ৰীকুমাৰ বন্দোপাধ্যায়

তুলনাত্মক সাহিত্য : দিলীপ বৰা

তুলনামূলক ভাৰতীয় সাহিত্য : নীৰাজনা মহন্ত বেজবৰা

প্ৰেমচন্দ ঔৰ উনকা যুগ : ৰামবিলাস শৰ্মা তুলনামূলক ভাৰতীয় সাহিত্য : প্ৰফুল্ল কুমাৰ নাথ

তুলনামূলক সাহিত্যঃ তত্ত্ব আৰু প্ৰয়োগ : প্ৰফুল্লকুমাৰ নাথ উপন্যাস আৰু লনামূলক ভাৰতীয় উপন্যাস : প্ৰফুল্লকুমাৰনাথ

প্ৰেমচন্দৰ চুটিগল্প : মামণি ৰয়চম গোস্বামী (অনূদিত)

নিৰ্বাচিত ভাৰতীয় চুটিগল্প : নৱকান্ত বৰুৱা (সম্পা.) বাংলা ছোটগল্প : শিশিৰ কুমাৰ দাশ

Aspects of Comparative Literature : Indranath Choudhury (Ed.)

Comparative Literature: Indian Dimensions: Swapan Mazumdar

Graduate Attributes: সহমর্মিতা, ভ্রাতৃত্ববোধ, 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

Subject: Bodo Semester: First

Course Name: Growth and development of Bodo Language

Core Course

Existing Syllabus (Base on UG CBCS Syllabus)

Course Level: 300-399

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

Unit No.	Unit Content	Number of Classes	Marks	Credi
1	Origin of the Bodo Language, Migration and Settlement	12	20	4
2	Introduction to Sino-Tibetan Language Family	12	20	4
3	Introduction to the Tibeto-Burman Language	12	20	4
4	Present status of Bodo Language	12	20	4

Course outcome:

- The students are expected to learn the origin and development of the Bodo Language.
- The students are expected to know about Sino-Tibetan languages family, Bodo and its cognate languages.
- The students are expected to know the present status of the Bodo language.

Suggested Readings:

- 1. Bhattacharya, Pramod Chandra: A Descriptive Analysis of Bodo Language, G.U. **Publications**
- 2. UpendraNathGoswami: BhasaBigyan.
- Aleendra Brahma: RaoArwRaoBigyan.
- MadhuramBoro: Growth and Development of Bodo Language, N.L. Publications.

11. Bodo Cuisine and FOOD PROCESSING Skills

BOD-Skill Enhancement Course

Marks= 50 (Theory) + 50 (Practical)=100

Paper Title: Food processing system of the Bodos: Tradition to Modernity (1st)

Course outcomes

Come to know about the food processing system of the Bodos from past to present

Unit II: An introduction to the food processing system: method and types

20
Unit III: Food preservation system of the Bodos: Past, present and future prospect

Unit III: Impact of modern foods on Bodo food habits

10

Note: Practical will be taken from prescribed topics given below:

- 1. Collection and documentation of materials for traditional Bodo food recipes
- Presentation on traditional Bodo-food presentation system
- 3. Presentation on traditional Bodo beverage (49)

Suggested Readings:

- 1. Boro-KocharirSomajAruSanskriti: BhabenNarzee
- 2 Principle of Food Science Part-II: Physical Method of Food Preservation- M. Kare, O.R.
- 3. Fennema and D.B. Lurd, Marcel Dekkar
- 4. Principles of Food Preservation- V. Kyzlimk, Elsevier Press
- Modern Food Microbiology- Jemes M Jay, D. Van Nostrand
- 6. Nutrition and dietics- Rose
- 7. Nutrition and dietics- Joshi

SEC0101903: Bodo Cuisine and FOOD PROCESSING Skills

Course Outcomes:

Come to know about the food processing system of the Bodos from past to present

Unit I: An introduction to the food processing system: method and types

Unit II: Food preservation system of the Bodos: Past, present and future prospect

Unit III: Impact of modern foods on Bodo food habits

Note: Practical will be taken from prescribed topics given below:

Collection and documentation of materials for traditional Bodo food recipes
Presentation on traditional Bodo food presentation system
Presentation on traditional Bodo beverage

NB: Title of the Paper proposed as "Food Processing System of the Bodos: Tradition to Modernity"

Suggested Readings:

- 1. Boro-KocharirSomajAruSanskriti: BhabenNarzee
- 2. Principle of Food Science Part-II : Physical Method of Food Preservation- M. Kare, O.R.
- 3. Fennema and D.B. Lurd, Marcel Dekkar
- 4. Principles of Food Preservation- V. Kyzlimk, Elsevier Press
- Modern Food Microbiology- Jemes M Jay, D. Van Nostrand
- 6. Nutrition and dietics- Rose
- 7. Nutrition and dietics- Joshi

Value Added Course

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

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

redit Point: 2

Course Outcome:

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

20

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

References:

Traditional Knowledge and Intellectual Property-Stephen A. Hansen and Justin W. VanFleet The Protection of Biodiversity and Traditional Knowledge in International Law of Intellectual Property-

Jonathan CurciMonograph of the Boros-PhukanChBasumatary&SwarnaPrabhaChainary BoroKacharirSamaj Aru Sanskriti-BhabenNarzee

MainaoBoraynay-IndramalatiNarzaree

BODO-Ability Enhancement Course (for Sem-I)

Communicative Bodo

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

Course outcomes:

- Come to know about the spelling system used in writing Bodo language.
- Come to know about practical application of Bodo language in different perspectives.

Unit-II Applied Grammar (Use of Case and Case endings, Tone, Tense and Tense Markers, Synonyms, Antonyms) Unit-III Commercial Advertisement (Use of Bodo Language in Print and Electronic Media, Administrative terminology) Unit-IV Essay writing (Current Issues, commercial and literary pursuits) 20

Suggested Readings:

- BoroBhasaShiksha-Mohini Mohan Brahma
- Boro Rao- BhabenNarzee
- GwzwuRaokhanthi-MadhuramBoro
- GwnangRaokhanthi-Kamal Kumar Brahma
- BoroRaokhanthi-SwarnáPrabhaChaina

Subject: Bodo

Semester: Second

Course Name: Growth and development of Bodo Literature (Inception to 1952)

Core Course

Existing Syllabus (Base on UG CBCS Syllabus)

Course Level: 300-399

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

Unit No.	Unit Content	Number of Classes	Marks	Credit
1	Missionary contribution in Bodo Literature	12	20	4
2	Contribution of Bodo writers in Pre- Bibar age and	12	20	4
2	Bibar age Contribution of Bodo writers in Post Bibar age	12	20	4
3	History of scripts in Bodo Literature	12	20	4

Course outcomes:

- The students are expected to learn the origin and development of Bodo written Literature.
- The students are expected to learn the development of Bodo literature from Pre- Bibar Era toBibar Era.
- The students are expected to learn the history of scripts in Bodo literature.

Suggested Readings:

- 1. MonoranjanLahary: BoroThunlainiJarimin, Onsumwi Library, Kokrajhar.
- MadhuramBoro: A History of Bodo Literature, N.L Publications.
- 3. Anil Boro: A History of Bodo Literature, SahityaAkademi.
- 4. MadhuramBoro: JariminniNwjwraoBoroThunlai, N.L. Publications

Costume and Textile Design of the Bodos

FYUGP

BOD-Skill Enhancement Course

Marks= 50 (Theory) + 50 (Practical)=100

Paper Title: Costume and Textile Design of the Bodos (2nd)

Course outcomes:

- Can come to know about costume and textile design of the Bodos
- Can come to know about changing trend of costume and textile design from designing to modernity

Unit I:Traditional costumes, Weaving Designing, adaptation of emerging designing technology in the global perspective

Unit II: Traditional ornaments, body adornment and decoration, scope and validation in the changing needs of modern perspective

Unit III: Bodo textile: Scope of marketing and employment opportunity

10

Note:practical will be taken from prescribed topics given below:

- 1. Presentation of traditional costume designing
- 2. Presentation on Bodo adornment and decoration
- 3. Identification of Bodo textile implement and designs

- 1. Bodo KacharirSomajAruSanskriti: Bhaben Narzaree
- 2. An Introduction to Cultural and Social Anthropology: Hammond Peter B
- 3. Anthropology: Carol R & Ember, Melvin
- 4. Traditional Indian Costume & Textile: Parul Bhatnagar
- 5. BoroAgor: SukumarBasumatary

Costume and Textile Design of the Bodos

FYUGP

BOD-Skill Enhancement Course

Marks= 50 (Theory) + 50 (Practical)=100

Paper Title: Costume and Textile Design of the Bodos (2nd)

Course outcomes:

- Can come to know about costume and textile design of the Bodos
- Can come to know about changing trend of costume and textile design from designing to modernity

Unit I:Traditional costumes, Weaving Designing, adaptation of emerging designing technology in the global perspective

Unit II: Traditional ornaments, body adornment and decoration, scope and validation in the changing needs of modern perspective 20

Unit III: Bodo textile: Scope of marketing and employment opportunity

Note: practical will be taken from prescribed topics given below:

- 1. Presentation of traditional costume designing
- 2. Presentation on Bodo adornment and decoration
- 3. Identification of Bodo textile implement and designs

- 1. Bodo KacharirSomajAruSanskriti: Bhaben Narzaree
- 2. An Introduction to Cultural and Social Anthropology:Hammond Peter B
- 3. Anthropology: Carol R & Ember, Melvin
- 4. Traditional Indian Costume &Textile:ParulBhatnagar
- 5. BoroAgor : SukumarBasumatary

Subject: Bodo Semester: Third

Course Name: Introduction to culture and Bodo culture

Core Course

Existing Syllabus (Base on UG CBCS Syllabus)

Course Level: 300-399

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

Unit No.	Unit Content	Number of Classes	Marks	Credit
1	Concept and definition of Culture, Characteristics of Culture, Society and Culture, Culture and Literature	12	20	4
2	Introduction to Bodo Culture and Classification of Bodo Culture	12	20	4
3	Festivals of Bodos (Bwisagu, Magw, Kherai, Garja)	12	20	4
4	Folk Dance and Music of Bodos	. 12 .	20	4

Course outcomes:

- The students are expected to learn the concept, definitions of culture classifications and its relationship with society and literature.
- The students are expected to learn the basic ideas of culture and Bodo culture.
- The students are expected to know the festivals, Folk dances and music of the Bodos

- E.B. Tylore: Primitive culture, Cambridge University Press London, 1871.
- R. Williamson: Culture and Society, Columbia University Press 1958, USA.
- Dr. Nabin Chandra Sarma: AsomiyalokoSanskritirabhash, BaniPrakash
- ड° भुपेननारजारि: लाइसिनिबिखायावइन्द्रमालती्, एन.एल. पाब्लिकेसन.
- ड:लीलाधरब्रह्म:बर'मोसानाय,The Assam Institute of Research for Tribal and Schedule Caste, Jawahar Nagar, Guwahati.

Subject: Bodo Semester: Third

Course Name: Introduction to culture and Bodo culture

Core Course

Existing Syllabus (Base on UG CBCS Syllabus)

Course Level: 300-399

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

Unit No.	Unit Content	Number of Classes	Marks	Credit
1	Concept and definition of Culture, Characteristics of Culture, Society and Culture, Culture and Literature	12	20	4
2	Introduction to Bodo Culture and Classification of Bodo Culture	12	20	4
3	Festivals of Bodos (Bwisagu, Magw, Kherai, Garja)	12	20	4
4	Folk Dance and Music of Bodos	12 .	20	4

Course outcomes:

- The students are expected to learn the concept, definitions of culture classifications and its relationship with society and literature.
- The students are expected to learn the basic ideas of culture and Bodo culture.
- · The students are expected to know the festivals, Folk dances and music of the Bodos

- E.B. Tylore: Primitive culture, Cambridge University Press London, 1871.
- R. Williamson: Culture and Society, Columbia University Press 1958, USA.
- Dr. Nabin Chandra Sarma: AsomiyalokoSanskritirabhash, BaniPrakash
- ड॰ भुपेननारजारि: लाइसिनिबिखायावइन्द्रमालती, एन.एल. पाब्लिकेसन.
- ड:लीलाधरब्रह्म:बर'मोसानाय,The Assam Institute of Research for Tribal and Schedule Caste, Jawahar Nagar, Guwahati.

BODSEC 1013

Course Title: Introduction to Translation Studies and Practice

Credit: 3 Marks: 50

Course Objectives: This course tries to give the knowledge in translation and its application in literature. It will help to acquire knowledge about the various language, literature and culture. Moreover, it will also facilitate to receive the flavours of other literature into own literature.

Course Outcomes:

After successful completion of the course student will be able to-

- Understand the concept of translation and types of translation and its applicability in literature.
- · Know the importance of translation.
- Understand the sociological significance of language, literature and culture.

Teaching Learning Process: Lecture, Assignment, Group Discussion, Tutorial

Course Contents:

Unit-I: Definition and Classification of translation studies and its importance in present context as literary practice-

Unit-II: Introduction of translation, Methods used in translation studies and Translation works from English/ Hindi/Assamese to Bodo and Bodo to English/Hindi/Assamese - 25

Suggested Readings:

- 1. Anubad: Tatwa aru Prayag Niranjana Mahanta Bezbaruah, Banalata, Dibrugarh
- 2. Tulanamulak Sahitya aru Anubad Kala Karabi Deka Hazarika, Banalata, Dibrugarh
- 3. Tulanamulak Sahitya aru Anubad Bichar Prafulla Kataki, Jyoti Prakasan, Guwahati
- 4. A Text Book of Translation Peter Newmark, Prentice Hall USA.
- Translation Studies Susan Bassnett, Translation Studies Susan Bassnett, Routledge, Publisher, United Kingdom.
- 6. Translation Its Theory and Practice (ed) Avadhesh K.Singh, PHI Learning, Herbart
- 7. Rao Swlainai Thunlai Indira Boro.
- Rujuthayari Thunlai arw Raoslainai Indira Boro.
- 9. Rao Swlainai Khanthi Ripen Baro.
- 10. Rao Swiainaini Bathra Ripen Boro.
- Rujuthayari Thunlai Indira Boro.

Pedagogy: The course shall be taught through the Lecture, Assignment, Tutorial, Seminars and Week-end Counselling Classes. There is no internal assessment in this paper.

Subject: Bodo Semester: Fourth

Course Name: Literary Criticism (Eastern)

Core Course

Existing Syllabus (Base on UG CBCS Syllabus)

Course Level: 400-499

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

Unit No.	Unit Content	Number of Classes	Marks	Credit
1	History and development of Eastern literary criticism	12	20	4
2	Rasa	12	20	4
3	Chanda	12	20	4
4	Alankara	12	20	4

Course Outcomes:

- Come to know about theory and concept of eastern literary criticism
- Come to know about the uses of Rasa, Chanda and Alankara with special reference to Bodo literature

Suggested readings

ThunlaiArwGohena-ManoranjanLahary

ThunlainiBidwiArwGohena-Indramalati Narzaree

BoroKhonthainiKhobamGohenaArwBidwi- Phukan Ch. Basumatary

XahityarProbesh- HarinathSarmaDoloi

Subject: Bodo Semester: Fourth

Course Name: Oral Literature of the Bodos

Elective Course

Existing Syllabus (Base on UG CBCS Syllabus)

Course Level: 400-499

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

Unit No.	Unit Content	Number of Classes	Marks	Credit
1	Morality of Bodo Folk Literature and Sub-division of Bodo Folk Literature	12	20	4
2	Folk Songs	12	20	4
3	Folk Tales	12	20	4
4	Charms and Incantations	12	20	4

Course outcome

- The Students are expected to learn about the folk literature and its genres of the Bodos
- The Students are expected to learn about the characteristics and function of the folk literature

Suggested readings

BoroKachariniSamajArwHarimu-HarinarayanKhakhlary&GobindaBasumatary (trans.)

Folk Literature of the Boros-Anil Boro

Subject: Bodo

Semester: Fourth

Course Name: Growth and Development of Modern Bodo Literature (from 1952 to till

now)

Elective Course

Existing Syllabus (Base on UG CBCS Syllabus)

Course Level: 400-499

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

Unit No.	Unit Content	Number of Classes	Marks	Credit
1	History of Bodo Poetry	12	20	4
2	History of Bodo Short Story	12	20	4
3	History of Bodo Novel	12	20	4
4	History of critical writing (Prose)	12	20	4

Course outcomes:

- The Students are expected to learn about the beginning of modern period of Bodo literature
- The Students are expected to learnabout the new trends and developments in Bodo literature

Suggested reading

A History of Bodo Literature- Anil Boro History of Bodo Literature- MadhuramBoro BoroThunlainijarimin- ManoranjanLahary Subject: Bodo Semester: Fourth

Course Name: Textual analysis of Bodo Poetry

Elective Course

Existing Syllabus (Base on UG CBCS Syllabus)

Course Level: 400-499

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

Unit No.	Unit Content	Number of Classes	Marks	Credit
1	 a. AngniKhwina- Rupnath Brahma b. Fanfewali Dao-Jagat Ch. Basumatary c. BimaPhisa- Satish Ch. Basumatary d. BathuBarayaMakhuKhurzidung- Prasanna Kumar BoroKhakhluary 	12	20	4
2	a. Thwinai –Pramod Ch. Brahma b. Undwi- Pursu Ram Brahma c. Mwdwi- IshanMochahary d. Lama khinthinai- HareswariHazowary	12	20	4
3	 a. MohabuddhaniToposhya- Samar Brahma Choudhury b. ZibraltarniOnthai- Prasenjit Brahma c. Sangrema- Brajendra Kr. Brahma d. GangseLaijam: BijayBaglarinw- SurathNarzary 	12	20	4
4	 a. GufurDauthuaDabwGabw –Anju b. SaseBadariMwnthamSaogari- AurobindoUzir c. Halua- NandeswarBoro d. MablabaSomMwnblaNailangphwiJwngniGami-BhairabiBaro 	12	20	4

Course Outcomes

- The students are expected to learn about the trend of Bodo poetry
- The students are expected to learnabout the poems composed to bring social awareness among the mass
- The students are expected to learnabout the new symbols and techniques use by the poets

Suggested readings

ThunlaiarwSansri -Brajendra Kr. Brahma

ZothaiBidang- MangalsingHazowary

BoroThunlainiMohorMusri-Anil Boro

 $NwiziZwuthainiBoroKhonthai-Phukan\ Ch.\ Basumatary$

Subject: Bodo Semester: Fifth

Course Name: Literary Criticism (Western)

Core Course

Existing Syllabus (Base on UG CBCS Syllabus)

Course Level: 400-499

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

Unit No.	Unit Content	Number of Classes	Marks	Credit
1	Theory and concept of Literary Criticism	12	20	4
2	Poetry and Drama	12	20	4
3	Novel and Short Story	12	20	4
4	New-Literary theory (with special reference to modernism, postmodernism, feminism and eco-feminism)	12	20	4

Course outcomes:

- The students are expected to learn about the concept of literary criticism
- The students are expected to learn about different genres of literature

Suggested readings:

ThunlaiBijirnay-GuneswarMuchahary
An Introduction to the study of Literature-H W Hudson Modernity
Postmodernity and Neo-Sociological Theories-SL Doshi
Forster Principles of Literary Criticism -I A Richard

Subject: Bodo Semester: Fifth

Course Name: Textual analysis of Bodo Novel and Short Story

Elective Course

Existing Syllabus (Base on UG CBCS Syllabus)

Course Level: 400-499

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

Unit No.	Unit Content	Number of Classes	Marks	Credit
1	Daini?- ManaranjanLahary	12	20	4
2	UdangshreeDaoharuMoniramKochari- Dr. TulanMochahary	12	20	4
3	(a) PhwimalMijing by ChittaranjanMuchahary, (b) Gwdan Slogan by Nilkamal Brahma, (c) KhathiramMasterni Diary by NandeswarDaimary,	12	20	4
4	(a) Haraoni Cycle by GobindaBasumatary, (b) BaikhwndaSathaArwLaothiGojo by Suniti Narzary, (c) GwrwnthiniBantha by Indramalati Narzaree	12	20	4

Course outcome

- The students are expected to learn about the trends of the Bodo Novel and Short Story
- The students are expected to learn about the theme, Social Picturization and Characterization of Bodo Society through the selected Novels and Short Stories

Suggested readings:

BoroSolomaniBizirnay- SwarnaPrabhaChainary ThunlaiarwThunlai- Brajendra Kr Brahma SerjaSiphung – Anil Kr Brahma SungdoywiThunlaiBizirnai- BijoyBaglary

Subject: Bodo

Semester: Fifth

Course Name: Contribution of women writers in Bodo literature

Elective Course

Existing Syllabus (Base on UG CBCS Syllabus)

Course Level: 400-499

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

Unit No.	Unit Content	Number of	Marks	Credit
1	What is Women Literature	Classes		
	What is Women Literature, why Women Literature, significance of Women Literature	12	20	4
2	Women contribution in Bodo Poetry			
		12	20	4
3	Women contribution in Bodo Short Story			
	Women conditional in Bodo Short Story	12	20	4
Δ	Women contribution: D. 1.37			
7	Women contribution in Bodo Novel	12	20	4

Course Outcomes:

- The students are expected to learn about women writings in Bodo
- The students are expected to learnabout the contribution of women writers in different genres of literature

Suggested readings:

Ziuli-Rita Boro (ed.)

Gambari-JwishriBoro (ed.)

Signifying self: women and literature-MalashriLal& others (ed.)

Interpreting homes in South Asian literature-MalashriLal&Sukrita Paul Kumar

Semester: Fifth

Course Name: Structure of the Bodo Language and Dialect

Elective Course

Existing Syllabus (Base on UG CBCS Syllabus)

Course Level: 400-499

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

Unit No.	Unit Content	Number of Classes	Marks	Credit
1	Phonological analysis (Phoneme and its description, distribution of Phonemes, use of Tone and syllable)	12	20	4
2	Morphological analysis (with special reference to system of number, gender, Numeral classifiers, use of personal pronouns, case marker, structure of verbs, Application of tense and tense-marker)	12	20	4
3	Syntactic analysis (Types of sentences, IC analysis of Bodo sentences, Word Order)	12	20	4
4	Dialectology and Bodo Dialects	12	20	4

Course outcomes:

- The students are expected to learn about phonology of Bodo language
- The students are expected to learn about the structure of morphology, syntax of Bodo language
- The students are expected to learn about the Dialectology and Bodo dialects

Suggested readings:

Structure of Boro Language- Madhu Ram Boro GwzwuRaokhanthi- Kamal Kr. Brahma BoroRaokhanthi- SwarnaPrabhaChainary Dialectology-J K Chambers & Peter Trudgill

Semester: Sixth

Course Name: Bodo Culture

Core Course

Existing Syllabus (Base on UG CBCS Syllabus)

Course Level: 400-499

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

Unit No.	Unit Content	Number of	Marks	Credit
1	The Bodo society and trait of Bodo Folk-culture, its	Classes		
1	traditionalism and prospect of Continuity	12	20	4
2	Food habits of the Bodos	12	20	4
3	Material Culture	12	20	4
4	Social folk-customs, fairs and festivals of the Bodos	12	20	4

Course outcomes:

- •The students are expected to learnabout the Bodo society and Culture
- The students are expected to learnabout the cultural elements of the Bodos

Suggested readings:

BoroKacharirSamajAruSanskriti- BhabenNarzee Lok-Sanskriti-Nabin Chandra Sarma Aspects of Social Customs of the Bodos- Dr. Kameswar Brahma Folk Literature of the Boros-Dr. Anil Boro

Subject: Bodo Semester: Sixth

Course Name: Textual Analysis on Bodo Drama

Elective Course

Existing Syllabus (Base on UG CBCS Syllabus)

Course Level: 400-499

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

Unit No.	Unit Content	Number of	Marks	Credit
1	DwrswnJwhwlao-Satish Chandra Basumatary	Classes 12	20	4
2	ObongniPhao- BhabenPhwrwnggiri	12	20	4
3	HorbadiKhwmsi- Kamal Kumar Brahma	12	20	4
4	GwdanJwlwi- Madhu Ram Boro	12	20	4

Course Outcomes:

- The students are expected to learn about the background of Bodo drama as well as Bodo old Drama
- The students are expected to learn about the background of modern Drama and socialization of the Drama thought the selected Drama

Suggested readings:

Theory of the Drama-A Nicoll

BhaothinaSanthwu-ManoranjanLaharyBoro

PhaothainiBizirnay-SwarnaPrabhaChainary

BoroPhaothaiThunlaiBizirnay-Bhoumik Ch. Boro

BoroPhaothaiThunlai- TulanMochahary

Subject: Bodo Semester: Sixth

Course Name: Non-fictional prose in Bodo

Elective Course

Existing Syllabus (Base on UG CBCS Syllabus)

Course Level: 400-499

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

Unit No.	Unit Content	Number of Classes	Marks	Credit
1	Development of non-fictional prose in Bodo (early period)	12	20	4
2	Development of non-fictional prose in Bodo (modern period)	12	20	4
3	Critical review on prose pieces- a. Kinshitnivedan-Rupanath Brahma b.Borosahityarjagaran-PanchananKachari c. AglaniBathra-AnandaramMushahary d. PhwrlangBabajiarwBoroniHarimu-Pramod Chandra Brahma	12	20	4
4	Critical review on prose pieces- a. YudisthirniSwrgwaoThangnai-Kamal Kumar Brahma b. UdangsriSwmaosarnayaoBorophwr-Jagendra Kumar Basumatary c. BathouDwhwrwmArwSanthou- RamdasBasumatary d. Phwthaynayarwginay-Brajendra Kumar Brahma	12	20	4

Course outcomes:

• The students are expected to learn about the changes coming in Bodo non-fictional prose from early to modern period

Suggested readings:

Bibar (magazine)-Satish Ch. Basumatary (ed.)

Hathorkhi-Hala (magazine)-Pramod Ch. Brahma (ed.)

RaithaiBihung (Vol.I& II)-Publication Board, Bodo SahityaSabha

Subject: Bodo Semester: Sixth

Course Name: Introduction to Language and Linguistics

Elective Course Existing Syllabus (Base on UG CBCS Syllabus)

Course Level: 400-499

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

Unit No.	Unit Content	Number of	Marks	Credi
1	Language: Definition of Language, Characteristics of Language, Why study Language?	Classes		
	Language, Why study Language? Characteristics of	12	20	4
2	Linguistics: Definition Limited			
	Linguistic analysis	12	20	4
3	Introduction to Phonetics, Phonology and Morphology	12	20	
1		12	20	4
4	Introduction to Syntax, Semantics and Vocabulary	12	20	4

Course Outcomes

- The students are expected to learn about the general idea of language and linguistics
- The students are expected to learn about different levels of linguistic analysis

Suggested readings

An Introductory text book of Linguistics and Phonetics- RL Varshney

An Introduction to Descriptive Linguistics-HA Gleason (Jr.)

BhasaVijyan- UpendraNathGoswami

Four-year Undergraduate Programme Subject: Economics First Semester

Course Name: Introductory Economics Existing Base Syllabus: UG CBCS Syllabus Course Level: 100-199

Unit	Unit Content	No. of	Marks
No		Classes	
1.	The Essences of the Economic Problem:	15	25
	Scarcityand 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		
	theMarkets 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 IndirectTax,TaxRate,Buoyancy		
	and Elastic ity of a Tax, Proportion at e, Progressive and Regressive Tax at ion.		
	Government Budget and Its Revenue and Capital Components;		

Fiscal and Primary Deficits.	

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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Particulars of Course Designer 3:

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Contact No.: +91-6000634662

Subject: Economics

Paper: Basic Elements of Economics

Semester: 2nd Semester Existing base syllabus:

Course Level: 100-199

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

Graduate Attributes:

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

☐ Understand and critically evaluate the various measures of development

☐ Use and apply the relevant statistical tools to systematically examine any given economic

phenomenon

☐ Describe and analyse the Indian economy in terms of its income and demographic features

☐ Understand the functioning of a financial system

☐ Relate and analyse the current events of the global and national economy

Prerequisites: None

Theory credit: 4

Practical credit: None

Number of required classes

Number of contact classes: 50

Number of non-contact classes: 10

Basic Elements of Economics

Content	Marks/Classes
Unit 1: Basics of data collection - Primary and Secondary, Census versus	25/20
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	

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 Contact No: 9435344716

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2) Name: Dr Kingshuk Chakraborty

Contact No: 9954775336

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3) Name:Dr Karabi Gogoi Contact No: 8472086052

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Email: anshumanbarua@gauhati.ac.in

Four-year Undergraduate Programme Subject: Economics Third Semester

Course Name: Intermediate Economics Existing Base Syllabus: UG CBCS Syllabus Course Level: 200-299

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

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

Readings:

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

Graduate Attributes:

Course Objective:

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

Learning Outcome:

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

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

Particulars of Course Designer 1:

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Particulars of Course Designer 2:

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Particulars of Course Designer 3:

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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

b) Name: Dr. Karabi Medhi; Contact: 9402860360

c) Name: Dr. Sanjay Saha; Contact: 9101579893,

Public Finance Class: 4th Semester Paper Code:

Credit: 04 Total marks: 100

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

Public Financeand 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:

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

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

f) Name: Pranabjyoti Das; Contact: 9127064727,

email: pranabjyotidas18@gmail.com

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

Advanced Macroeconomics Class: 4th Semester Paper Code:

Credit: 04 Total Marks: 100

Course Outline:

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

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

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

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

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

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

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

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

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

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

References:

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

Four-year Undergraduate Programme Subject: Economics

Fourth Semester

Course Name: Introductory Quantitative Techniques for Economics Existing Base Syllabus: UG CBCS Syllabus

Course Level: 200-299

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

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

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

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

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

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

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

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

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

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

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
- 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 solvingeconomic 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. & Rubinfield, D.L., "Microeconomics", Pearson
- 5. C. Snyder and W. Nicholson, Fundamentals of Microeconomics, Cengage Learning (India).
- 6. Anindya Sen, Microeconomics-Theory and Application, Oxford University Press

Number of required classes

No of Contact classes: 50 No of non-Contact classes:10

Particulars of Course Designer

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3. a) Name: Dr Mofidul Hassan

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4. a) Name: Dr Nijan Chandra Pegu

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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:

1) Name: Dr Chandrama Goswami

Contact No: 9435087382

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2) **Name:** Dr Sushanta Kashyap **Contact No:** 7002110683

Email: sushantakashyap@gmail.com

3) **Name:** Anshuman Barua **Contact No**: 9435280547

Email: anshumanbarua@gauhati.ac.in

INDIAN ECONOMY

5th Semester

Credit: 4 Total Marks: 100

Difficulty level: 300-399

Course objective/Description:

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

Course outcome:

☐ Help students to know the status of Indianeconomy 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 21st		
	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 Bhagyawati 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

Graduate Attributes:

effects on different sectors.

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 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	10	15
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

Gogoi, Pradip, Kr.: The Mirror of Assam Economy, Eastern Readers Publications, Guwajati, 2019

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

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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, R² and adjusted R², 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 ArbitrageStrategies.

References

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

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

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

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

Prasanna Chandra. Fundamentals of Financial Management. McGraw Hill Education Rustagi, R.P. Fundamentals of Financial Management. Taxmann Publication Pvt. Ltd.

Particular of course designer:

1) Name: Prof Nissar A Barua

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2) Name: Dr Trailokya Deka

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Email: trailokyadekaghy@gmail.com

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: ASurvey, | 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	Marks
		classes	
Unit-1	• 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	
Unit -2	Aims of Education	
	 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	
Unit -3	• 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	

	Discipline and Freedom	
Unit -4		
	 Meaning and Importance of Discipline and Freedom Various Forms of Discipline Vs. Order Importance of Reward and Punishment in school Concept of Freedom and Free discipline Maintenance of Discipline in school 	
Unit -5	Demograph and Education	
Unit -5	Democracy and Education	
	 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 & Alied Ltd.

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

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

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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:	Contact class: 50	Total: 100
	 Meaning and nature of 	Non contact class:	(Internal – 20
	Psychology	10	External – 80)
	Relation between education and		
	psychology		
	Educational Psychology-Nature		
	and Scope,		
	 Importance of Educational 		
	Psychology in teaching –		
	learning process		
Unit-2	Learning and Motivation:		
	 Learning -Meaning and nature 		
	• Theories of learning—		
	Connectionism, Classical		
	conditioning, Operant		
	conditioning and Theory of		
	Insightful learning		
	Laws of learninglaw of		
	readiness, law of exercise ,law		
	of effect		
	Factors affecting learning		
	Motivation-meaning, role of		
	motivation in learning		
Unit-3	Memory, Attention and Interest:		
	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	
	 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	
	 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.

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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 –

Unit-2	 Concept, Nature and Methods of Sociology Educational Sociology: Meaning, Nature, Scope and its importance Relation between Education and Sociology Culture and Education Concept, Nature and Functions of Culture Types of Culture: Material and Non-Material Culture Relationship between Culture 	Non contact class:10	20 External – 80)
Unit-3	and Education Socialization		
Unit-3	 Concept, Nature and Processes of Socialization Agents of Socialization: Family and School Education as a Socialisation Process 		
Unit-4	Social Change		
	 Concept and Nature of Social Change Factors of Social Change Education as an instrument of Social Change 		
Unit-5	Social Group		
	 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

Unit -1 Philosophy Concept, Nature and Scope of Philosophy Functions and branches of Philosophy Relationship of Philosophy Concept, Nature and Scope of Philosophy with Science Unit -2 Educational Philosophy Functions of Educational Philosophy Functions of Educational Philosophy Relationship between Philosophy and Education Unit -3 Indian Schools of Philosophy Vedic Philosophy and their Educational Implications Buddhist Philosophy and their Educational Implications Islamic Philosophy and their
Philosophy Functions and branches of Philosophy Relationship of Philosophy with Science Unit -2 Educational Philosophy Concept, Nature and Scope of Educational Philosophy Functions of Educational Philosophy Relationship between Philosophy and Education Unit -3 Indian Schools of Philosophy Vedic Philosophy and their Educational Implications Buddhist Philosophy and their Educational Implications Islamic Philosophy and their
Functions and branches of Philosophy Relationship of Philosophy with Science Unit -2 Educational Philosophy Concept, Nature and Scope of Educational Philosophy Functions of Educational Philosophy Relationship between Philosophy and Education Unit -3 Indian Schools of Philosophy Vedic Philosophy and their Educational Implications Buddhist Philosophy and their Educational Implications Islamic Philosophy and their
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Islamic Philosophy and their
Educational Implications
Educational Implications Unit -4 Western Schools of Philosophy
Idealism and their Educational
Implications
Pragmatism and their
Educational Implications
Naturalism and their
Educational Implications
Unit -5 Great Philosophers
Contribution of Indian

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

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-	Education in Ancient and Medieval India	Contact class: 50	Total: 100
1	Education in Ancient India	Non contact	(Internal – 20
	The Vedic System of Education:	class: 10	External – 80)
	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		
Unit-2	Education in British India: The 19th Century		
	 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		

	 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 	
Timit 4	• The Sargent Report- 1944	
Unit-4	Development of Indian Education: the post	
	independence period	
	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	Recent Developments and programmes in	
	Indian Education	
	The National Knowledge Commission	
	Report, Backgroundand	
	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,	
	- Ivadional Education Folicy 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-	Introduction to Guidance	Contact class: 50	Total: 100 (Internal –
1	 Meaning, objectives and scope of guidance Need and principles of guidance Types of guidance and their importance: Educational guidance, Vocational guidance, 	Non contact class: 10	20 External – 80)
	Personal guidance, Social guidance, Health guidance		
Unit-	Introduction to Counselling		
2	 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-	Organization of guidance service		
3	Meaning of guidance service		

	Need and principles of organizing	
	guidance service	
	Components of guidance service:	
	counselling service, techniques of	
	counselling service	
	Qualities of a good counselor	
Unit-	Guidance needs of students	
4	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-	School guidance programme	
5	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-	Basic Concept of Human Rights	Contact	Total: 100
1	• Concept, Nature, objectives, principles and of	class: 50 Non contact	(Internal – 20 External
	 Scope Human Rights Needs and Significance of Human Rights Education in India. 	class: 10	– 80)
	 Human Rights Education at Different levels: Elementary level Secondary level Higher level. 		
	 Methods and Activities of Teaching Human Rights 		
	 Curriculum of Human Rights Education 		
Unit-	United Nations and Human rights		
2	• Universal Declaration of Human Rights (1948) by UN		

	• UN and Promotion and Protection of Human	
	Rights	
	Human Rights and Indian Constitution Fundamental Rights similar to the UN Human	
	• Fundamental Rights similar to the UN Human Rights in Constitution of India	
Unit-	Role of Advocacy Groups for Promotion of Human	
3	Rights	
	• Role of Global Agencies: UN, UNESCO, Vienna	
	Declaration	
	Role of Government and Non-Governmental Opening tions:	
	Organizations;Role of educational institutions	
	Role of press and mass media	
	Trote of press and mass media	
Unit-	Basic concept of values	
4	 Meaning, concept and definition and 	
	Characteristics of values	
	Classifications of values	
	• Functions of Values	
	Sources of Values Values in Indian Philosophical Thoughts	
	 Values in Indian Philosophical Thoughts Role of Education in inculcation of values	
	 Role of Education in incurcation of values Strategy for value orientation through Social 	
	Institutions	
Unit-	Introduction to peace and peace education	
5	• 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	

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, effectives 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:	Contact class: 50	Total: 100 (Internal
Unit:1	 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) 	Non contact class: 10	- 20 External – 80)
Unit:2	Communication and Teaching-		
	Learning		
	 Concept , Nature and Types of Communication Principles of communication Classroom Communication Marks of effective classroom communication 		

	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	
	Methods and techniques of teaching	
Unit:3	• Teaching learning process-	
	Meaning and Nature of teaching	
	and learning	
	Criteria of good teaching Taggleing Matheda last up a	
	• 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	Strategies of Teaching and	
	Learning Learning Learning Learning Learning	
	Teaching Behavior- Authoritarian,	
	Democratic, Laissez Faire	
	Phases of Teaching-Pre-Active,	
	Interactive and Post-Active	
	Phase • Levels of Teaching-Memory	
	Level, Understanding Level,	
	Reflective Levels of Teaching	
Unit:5	Lesson Planning and Micro Teaching	
	• Lesson plan –Its meaning and	
	Importance	
	Types of Lessons- Knowledge	
	Lesson, Skill Lesson,	
	Appreciation Lesson	

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
Units Unit-1	 Contents Social Inequality in Education and Constitutional Safeguards 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 	No of classes Contact class: 50 Non contact class: 10	Marks Total: 100 (Internal – 20 External – 80)
	Gender Disparity and Rural-Urban Disparity in Education		
Unit-2	 Liberalization, Privatization and Globalization of Education 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	Issues related to Students • Youth Unrest: Concept, Causes and Remedies		

	Campus Disturbance: Concept, Causes and	
	Remedies	
	Examination Anxiety: Concept, Causes	
	and Remedies	
	T I I I DI I I I I	
Unit-4		
UIIII-4	Environmental Education and Population Education	
	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	
	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.	
	ı.	

- 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	 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 	Contact class: 50 Non contact class: 10	Total: 100 (Internal – 20 External – 80)
Unit-2	Environmental Education Environmental Education: Meaning & definition, characteristics and objectives Need and importance of environmental Education Environmental Awareness through formal and informal education, Role		

	of educational institutions and NGOs in creating environmental awareness and attitudinal change among students and common people. • Strategies of teaching Environmental Education at different levels with reference to objectives	
Unit-3	Environmental Degradation and Hazards	
	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	Environmental conservation	
	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	
	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)	

- ➤ 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.
 - 0 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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$\frac{Four\ Year\ Undergraduate\ Programme\ (FYUGP)\ Syllabus}{5^{TH}\ SEMESTER}$

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:	Contact class: 50	Total: 100 (Internal –
	 Meaning, Definition, Characteristics and Objectives of Educational Research Types of Educational Research: Fundamental, Applied and Action Research 	Non contact class: 10	20 External – 80)

Unit-2	Research Proposal:	
	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:	
	Meaning and nature	
	Sources and Importance	
TT *4 4	D ID:	
Unit-4	Research Design:	
	Meaning of Research design	
	Meaning of Population and	
	Sample	
	Analysis and Interpretation of the data:	
	• Meaning of data and its types,	
	Collection of data, organization	
	of the data, Analysis and	
	Interpretation of the data	
Unit-5	Report Writing:	
	Meaning	
	• Structure of Research Report:	
	Preliminary Section, Main	
	body of the Report, Reference	
	Section	

- ➤ 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

Unit-1	Introduction to Developmental Psychology	Contact class: 50	Total:
	Meaning, definition, nature and scope of	Non contact	100
	developmental psychology	class: 10	(Internal
	Different methods of studying		- 20 External
	developmental psychology		- 80)
	 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		
Unit-2	Infancy		
	Characteristics of infancy		
	Different developmental aspects during		
	infancy		
	- 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		
	Characteristics of childhood		
	 Developmental tasks of childhood 		
	- 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		
	 Meaning and definition of adolescence 		
	 Need and importance of studying 		
	adolescence		
	Characteristics of adolescence		
	Developmental tasks of adolescent period		
	 Adolescence – age of transition 		

	Physical changes during adolescence	
	Intellectual development during adolescence	
Unit-5	Social, Emotional and Personality Development	
	of Adolescence	
	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	

- ➤ 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-	Conceptual Framework and	Contact class: 50	Total: 100 (Internal –
1	Historical Perspectives of Teacher	Non contact class: 10	20 External – 80)
	Education in India		
	• 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 		
Unit-	Teacher Education For Different		
2	Levels of Education		
	• 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		

	Preparation of Teachers for
Unit-	Higher Level of education Structure and Organisations of
3	Structure and Organisations of Teacher Education in India
	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-	Status of Teacher Education in
4	India: Trends, Issues and
	Challenges
	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-	Quality, Responsibility and
5	Professional Ethics of Teachers
	• Qualities and responsibilities of a teacher
	• Teacher as a Facilitator, Counsellor and Practitioner- Researcher

Role expectations of Teachers in twenty first century
 Professional ethics and accountability of teachers

- 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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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-	Introduction to Educational Management	Contact class: 50	Total: 100	
1	 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. 	Non contact class: 10	(Internal – 20 External – 80)	
Unit-	Resources in Education			
2	Meaning of			

	resources	
	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-	Educational Planning	
3	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-	Institutional Planning	
4	• 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-	Financing of Education and Recent Trends	
5	in Management	
	• Concept of	
	Educational Finance	
	Sources of Educational Finance	
	Educational Finance	
	• Principles of	
	Educational Finance	
	Budget: Concept	

and Components, Process of Preparing	
Institutional Budget	
Recent Trends in	
Educational Management	
- Total Quality	
Management	
- SWOT Analysis	

Reference Books:

- ➤ Bhatnagar and Gupta (2006). *Educational Management*. Meerut: R. Lall Book Depot.
- ➤ Bhattacharya, Shantanu (2012). *Educational Management-Theory and Practice*. Guwahati: EBH Publishers.
- ➤ Krishnamacharyulu, V. (2008). *School Management and System of Education*. Hyderabad: Neelkamal Publications Pvt. Ltd.
- Mathur and Mathur (2010). School Organisation and Management. Agra: Agrawal Publication.
- ➤ Sharma, R. N. (2010). *Educational Administration, Management and Organisation*. Delhi: Surjeet Publications.
- ➤ Sidhu, I. S. (2012). *Educational Administration and Management*. Delhi: Pearson India Publishers
- ➤ Taj Haseen and Bhatnagar, Piyush (2012). Modern Perspectives of Organizational Behaviour, Agra: Harprasad Institute of Behavioural Studies.

Course designer: Dr. Moyuri Sarma, Deptt.	Of Education,	Gauhati University
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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-	Measurement and Evaluation in	Contact class: 50	Total: 100 (Internal –
1	Education	Non contact class: 10	20 External –
	 Meaning and concept of 		60+20)
	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		
Unit-	Test Construction		
2	 General procedure of Test 		
	Construction and Standardization		
	 Item Analysis 		
	 Characteristics of a good test 		
	 Validity, Reliability, Objectivity 		
	and Norms		
Unit-	Educational Achievement Test		

3	 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-	Personality Test
4	Personality Test- Meaning and
	Nature
	Types of Personality
	Measurement
	-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	Laboratory Practical
	 Recall and Recognition, Trial and Error learning,
	• Span of attention
	Ink Blot Test
	 Free Association Test, Control Association Test
	 Personality Test for Introversion-Extroversion

- 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	Contact	Total:
	Statistics- Meaning, Nature and Functions	class: 50	100
	Need of statistics in Education	Non	(Intern
	Measures of central tendency and their uses	contact	al – 20 Extern
	Mean. Median and Mode from ungrouped and	class: 10	al –
	grouped data		60+20)
	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		
Unit-2	Graphical presentations of data		
	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		
	 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		
	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		
	To determine the Mean Median and Mode		
	Graphical Representation – Frequency Polygon,		
	Histogram and Pie diagram		

- ➤ 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 HYGIENECourse 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	Marks
		classes	
Unit -1	 Fundamentals of Mental Health 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 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	health and hygiene Mental Health and Education Principles of sound Mental Health Health Factors affecting Mental Health Mental Health Hazards Maintaining Mental Health of Students-Role of Home, School and Society Mental Health of Teacherscauses of Mal adjustment and remedial measure		
Unit -4	Preservation of Mental Health and Hygiene-Role of positive Psychology • Positive Psychology – Meaning and Nature and importance • Five pillars of positive		

	psychology-PERMA Contribution of WHO on Mental Health Stress management-Role of Adjustment mechanisms Mental Health Care Act, 2017	
Unit -5	 Restoring Mental Health by Yoga 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 	

- ➤ 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	Basic Concepts of Gender and related Terms • 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	Contac t class: 50 Non contac t class: 10	Total: 100 (Interna 1-20 Externa 1-80)
Unit- 2	Gender Studies • 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	• Biological role - Male-Female • Cultural role- Masculine and Feminine • Productive role • Reproductive Role • Community role • Religion and its role in creation and preservation of gender inequality		
Unit - 4	Socialization and Gender biases -in the School, Family and Society • 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		

	representation ,Voting Behaviour, stereotype in media • 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	• 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	

- ➤ 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*, Surject Publication, Delhi, India

FOUR-YEAR UNDER GRADUATE COURSE (FYUGP) 2023 GAUHATI UNIVERSITY

HISTORY SYLLABUS



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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

- [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
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- 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 Arthasastra*. 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
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- Sharma, R.S. 1983. *Aspects of Political Ideas and Institutions in Ancient India*. New Delhi: Macmillan
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- 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.

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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: bakkhars, 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

[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

- [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

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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

- [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.

- [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:

Bandyopadhya, 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

[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

:: 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

- [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

- [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

- [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

- [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: Chatty 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

Categorization of History:

- i) Economic
- ii) Social
- iii) Political
- iv) Literary
- v) Intellectual
- vi) Diplomatic
- vii) Universal
- viii) Legal

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

- (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

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

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

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

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

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

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

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

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*, Surject Publications, Delhi.

Phukan, Meenaxi, 2012. Rise of the Modern West: Social and Economic History of Early Modern Europe, Trinity Press Pvt. Ltd

Aston, T.S. and Philpin, C. H. E. (eds.) 1976, *The Brenner Debate: Agrarian Class Structure and Economic Development in Pre-Industrial Europe*, Cambridge University Press.

H. Butterfield, 1949 (1997 edition). The Origins of Modern Science Free Press.

Cipolla, Carlo M., 1976. *Fontana Economic History of Europe*, Vols. II and III. Barnes and Noble.

Cipolla, Carlo M., 1993 (3rd edition) *Before the Industrial Revolution, European Society and Economy.* 1000 -1700

Dobb, Maurice, 1947. Studies in the Development of Capitalism.

Hale, J. R., 2000, Renaissance Europe. Wiley Blackwell

Hall, A. Rupert, 1963. From Galileo to Newton. Dover Publications Inc.

Hill, Christopher, 2001. A Century of Revolutions 1603-1714 Routledge

Hilton, Rodney, 1950 Transition from Feudalism to Capitalism, Verso Books

Lee, Stephen J., 1984 Aspects of European History, 1494 - 1789. Routledge

Parker, G., 2001. Europe in Crisis. 1598- 1648. Wiley Blackwell

Vries, Jan de, 1976. *Economy of Europe in an Age of Crisis 1600 - 1750*. Cambridge University Press.

Bath, Slicher van, 1963. *The Agrarian History of Western Europe. AD. 500 - 1850.* Cambridge University Press

Elton, G. R., 1956. Reformation Europe, 1517-1556, Harper Touchbooks

Gilmore, Myron P. 1962, The World of Humanism. 1453 -1517. Harper Touchbooks

Kriedte, Peter, 1983. *Peasants, Landlords and Merchant Capitalists*, Cambridge University Press.

Mathias, Peter, 1969. *The First Industrial Nation: The Economic History of Britain 1700–1914*, Routledge

Miskimin, Harry A., 1975. *The Economy of Later Renaissance Europe: 1300-1460*, Cambridge University Press.

Nauert, Charles G., 1995. *Humanism and the Culture of the Renaissance Europe*, Cambridge University Press.

Rice, Eugene F., and Grafton, Antony, 1994. *The Foundations of Early Modern Europe* 1460-1559. W.W. Norton and Company

Fifth Semester FYUGP (HISTORY 2/4)

Course Name: History of Europe (1648-1870 CE)

Credit : 4 Course level 300-399

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

- Evaluate the historical evolution and political developments that occurred in Europe in the period between 1648 to 1870.
- Analyse the evolution of social classes, nation states, evolution of capitalism and nationalist sentiment in Europe.
- Relate to the variety of causes that dragged the world into devastating wars in the intervening period.

Unit: I Contact Classes:	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

Init: 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.

- [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	ı
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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

Un	it: IV	Contact Classes: 9	Non-contact classes: 3	Marks: 20
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End of Isolation to Meiji Restoration

- A. Pre-Restoration Period
 - i) Tokugawa Shogunate
 - ii) Japan and the West-Perry Mission, Harris Treaty
- B. Meiji Restoration (1867-68)
 - i) Meiji Constitution; Rise of Political Parties
 - ii) Processes and nature of modernization: Abolition of feudalism, Industrialisation, Zaibatsu, military changes.

Unit: V	Contact Classes: 9	Non-contact classes: 3	Marks: 20
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Emergence of Japan as an Imperial Power

- i) Sino- Japanese War, 1894-95
- ii) Russo-Japanese War, 1904-05
- iii) Washington Conference
- iv) Manchurian Crisis: Rise of Militarism

Readings:

- Beasley. W.G. 1963. *The Modern History of Japan*. London: Weidenfeld and Nicolson.
- Clyde P. H. and B. F. Beers. 1972. *The Far East*. New Delhi: Prentice Hall of India.
- Chow Tse-tung. 1962. *The May Fourth Movement: Intellectual Revolution in Modern China*. Cambridge: Harvard University Press.
- Chesneaux. Jean et al. 1976. *China, From Opium Wars to the 1911 Revolution*. New York: Pantheon Books
- Chesneaux. Jean et al. 1977. *China, From 1911 Revolution to Liberation*. New York: Pantheon Books
- Fairbank, John K. *et al.*,1989. *East Asia: Tradition and Transformation.* Revised Edition. Cambridge, Massachusetts: Harvard University Press.
- Hsu, Immanuel. 1970. *The Rise of Modern China*. New York: Oxford University Press.
- Purcell, Victor. 1963. *The Boxer Uprising: A Background Study*. UK: Cambridge University Press.
- Schurmann F. and Schell O. (eds). 1967. *Readings in China: The Eighteenth and Nineteenth Centuries*. New York: Penguin.
- Vinacke, H.M. 1978. *A History of the Far East in Modern Times*. Delhi: Kalyani Publication.

Wright, Mary C. 1969. *China in Revolution: The First Phase*, 1900 -1913. New Haven, Connecticut: Yale University Press.

Fifth Semester FYUGP (HISTORY 4/4)

Course Name: Social and Economic History of India (1206-1757 CE)

Credit: 4

Course level: 300-399

Course Outcome: After completing the course, the students will be able to:

- Describe the changes in the society of medieval India including the rise of nobility and the Bhakti and Sufi movements.
- Analyse how the economy of Medieval India developed under the Sultanate and the Mughal rule.

Unit: I	Contact Classes: 9	Non-contact classes: 3	Marks: 20
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Society (13th-mid 16th century CE)

- (a) Emergence of a new nobility; Changes in rural society
- (b) Development of regional identities: art, architecture and literature
- (c) Bhakti movements and monotheistic traditions in South and North India; Women Bhaktas; Nathpanthis; Kabir, Nanak and the Sant tradition: *Saguna* and *Nirguna*
- (d) Ulema: Emergence and role
- (e) Sufi silsilas: Chishti and Suhrawardi; doctrines and practices; social roles; literature

Unit: II Contact Classes: 9	Non-contact classes: 3	Marks: 20
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Economy (13th to mid-16th century CE)

- (a) *Iqta* and Iqtadari; revenue systems; revenue-free grants
- (b) Agricultural production; technology
- (c) Growth of urban centres Monetization; market regulations
- (d) Trade and commerce: Overland trade; Indian Ocean trade

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	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 Revenuemeasures; 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 C	Classes: 9 Non-contac	et 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.

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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- [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] Kulturkamph: 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

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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, CJH: 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

- [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	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

- [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.) 2010The 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.

पूर्णाङ्क-100, क्रेडिट-6 लिखित -80(+20)=100

NEP-RC-1016 नेपाली साहित्यको ऐतिहासिक सर्वेश्या

विषय	
नेपाली साहित्यको पृष्ठभूमि र विकासुको रूपरेखा	मुल्याङक
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नेपाली निबन्धको विकासक्रम 🗸	20
नेपाली नाटकको विकासक्रम 💉	20
नेपाली पत्र-पत्रिकाको इतिहास 🏑 🥏	20
4	नेपाली साहित्यको पृष्ठभूमि र विकासको रूपरेखा नेपाली कविताको विकासक्रम नेपाली आख्यानको विकासक्रम (कथा र उपन्यास) नेपाली निबन्धको विकासक्रम नेपाली नाटकको विकासक्रम नेपाली समालोचनाको विकासक्रम.

सन्दर्भ सामग्री -

- १. नेपाली साहित्यको इतिहास चूडामणि बन्धु
- २. नेपाली साहित्यको इतिहास तारानाथ शर्मा
- ३. नेपाली साहित्यको संक्षिप्त इतिहास मोहनराज आचार्य र दयाराम श्रेष्ठ 'सम्भव'
- ४. नेपाली साहित्यको परिचयात्मक इतिहास घनश्याम नेपाल
- ५. धूमिल पृष्ठहरू गुप्त प्रधान
- ६, भारतीय नेपाली साहित्यको इतिहास- विद्यापित दाहाल
- ७. पूर्वाञ्चल भारतीय नेपाली कता साहित्य- लीलबहादुर क्षत्री
- ८ भारतीय नेपाली साहित्यको विश्लेषणात्मक इतिहास- डा गोमा अधिकारी
- A History of Nepali Literature Kumar Pradhan

IPA International Phonetic Alphabet

DEPARTMENT OF ENGLISH

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B. A. HONOURS ENGLISH UNDER CBCS

Paper 1: ENG-HC-1016 Indian Classical Literature

This paper introduces students to a selection of literatures of India in English translation. Given that Indian Classical Literature offers a rich and diverse canvas that spans across genres like drama, poetry, the epic narrative as well as short fictional fables, to name a few, it is essential that students studying English literature are familiar with at least a few of these. This paper encourages students to think laterally about literatures of the world, and the possibility of cultural exchange.

Paper 2: ENG-HC-1026 European Classical Literature

Classical writing in Europe saw the emergence of traditions that cut across many genres, which included poetry, theatre, and general discourses. While the Aristotelian focus on the examination of the essentials of poetry extended to incorporate discussions on epic and drama, subsequent writers such as Horace drew attention to the purposefulness of the creative exercise. In the theatre the widely divergent compositions by Sophocles and Plautus respectively show the consolidation of a rich cultural discourse. It is this enriching literary tradition that this paper seeks to familiarize with through the study of representative texts belonging to the Classical Period.

Paper 3: ENG-HC-2016 Indian Writing in English

Introduction: This paper on Indian Writing in English introduces students to the historical development of this body of writing- the challenges faced by early writers, the growing sense of accomplishment in the writing of different forms and the interpretation of individual and collective experience in colonial and postcolonial India. The paper is divided into three units each dealing with a specific literary form. Questions will be mostly textual but with some reference to the contexts in which individual writers have produced their works.

Paper 4: ENG-HC-2026 British Poetry and Drama: 14th to 17th Centuries

This paper aims to familiarize the students with the two major forms in British literature from the 14th to the 17th centuries – poetry and drama, apart from acquainting them with the contexts that generated such literatures. The larger contexts of the Renaissance, the nature of the Elizabethan Age and its predilections for certain kinds of literary activities, and the implications of the emergence of new trends will be focused in this paper. It will also highlight the seminal issues and preoccupations of the writers and their ages as reflected in these texts.

Paper 5: ENG-HC-3016 History of English Literature and Forms

This paper introduces students to the History of English Literature and the major literary forms. It adopts a chronological approach to the study of poetry, drama, fiction and non-fictional prose, showing the development of each form as it moves through the various periods of English literature and its expansion into global English writing. While authors

have been named in some instances as representative of forms and periods, in other cases, especially in the 20th and 21st centuries, the expansion of the field has meant that individual authors are too numerous to name. Hence certain directions and areas of study have been indicated.

Questions in this paper should be linked to the manner in which the different Units have been structured with focus on forms and periods and the authors named used as examples. The sections on 20th and 21st century developments are too complex and widespread to have individual authors named – this may be read and evaluated in terms of a general picture and authors of choice.

Paper 6: ENG-HC-3026 American Literature

This paper seeks to acquaint the students with the main currents of American literature in its social and cultural contexts. The texts incorporated in the paper are a historical reflection of the growth of American society and of the way the literary imagination has grappled with such growth and change. A study of the paper, hence, should lead to an acquaintance with the American society in its evolutionary stages from the beginnings of modernism to the present as well as with exciting generic innovations and developments that have tried to keep pace with social changes.

Paper 7: ENG-HC-3036 British Poetry and Drama: 17th and 18th Centuries

This paper aims to familiarize the students with British literature in the 17th and 18th centuries, a time-period which sees the emergence and establishment of greatly diverse kinds of writings. The selected texts may encourage the students to look at the economic, political and social changes in (primarily) Britain during this period, such as the shifts from the Puritan Age to the Restoration and Neoclassical periods. The paper also seeks to familiarize the students with the larger contexts that generated such literatures as well as the possible impacts of the literature on society. The significance of the scientific revolution during this period may also be studied in relation to the literary productions.

Paper 8: ENG-HC-4016 British Literature: The 18th Century

This paper aims to familiarize the students with British literature in the 18th century. A very interesting age in which reason and rationality dominated, this age saw the publication of some of the best novels and works of non-fictional prose and poetry in the English language. Though it was not predominantly an age of drama yet one cannot but pay attention to the few plays of the century. Although the texts in the course are mostly by men it must be noted that quite a number of women writers were also part of the literary scene. The texts in the course are representative of the age and to some extent representative of the forms as well. The selected texts hope to give the students an overview of the age and the writings that the age produced.

Paper 9: ENG-HC-4026 British Romantic Literature

The nineteenth century begins with the triumph of the Romantic imagination, expressing itself most memorably in the poetry of Blake, Burns, Wordsworth, Coleridge, Shelley, and Keats. The poetry of the age fashions itself partly in revolt to the spirit of the previous age, with very different ideas about the relationship between humans and nature and the role of the poet taking hold. This paper includes selections from works of major Romantic poets

which address these issues, enabling students to appreciate the essence of the Romantic vision. In addition they will read that remarkable oddity, *Frankenstein*, a novel that also illuminates Romanticism from another angle.

Paper 10: ENG-HC-4036 British Literature: The 19th Century

The middle and later parts of the 19th century sees the novel coming into its own, although Jane Austen has already established the prestige of the novel form through her incisive explorations of the complexity of human motive and conduct, especially in their worldly affairs. The texts chosen will expose the students to the ground-breaking efforts of the poets as well to the works of fiction writers who manage to consolidate and refine upon the achievements of the novelists of the previous era. Austen to Rossetti represents a remarkable literary development and range of works, addressing a very diverse array of social preoccupations.

Paper 11: ENG-HC-5016 British Literature: The 20th Century

While literary modernity can trace its roots to the works of some European writers of the 19th century, in England it is in the 20th century that the era of Modernism finds its voice in arts and literature. The works of the writers chosen for this paper are good introductions to the spirit of modernism, with its urgent desire to break with the codes and conventions of the past, experiment with new forms and idioms, and its cosmopolitan willingness to open itself up to influences coming from other shores. The paper goes beyond the High Modern period of the early century and the students will also get acquainted with the ethos of postmodernism through a reading of recent poetic and fictional works.

Paper 12: ENG-HC-5026 Women's Writing

This paper seeks to direct the students' attention to nineteenth and twentieth century writings by women living in different geographical and socio cultural settings. Students will get acquainted with the situationally distinct experiences of women articulated in a variety of genres-poetry, novels, short stories, and autobiography, while the selections from Mary Wollstonecraft-the only 18th century text prescribed, will acquaint students with the ideas contained in one of the earliest feminist treatises of the western world. Apart from an examination of the themes and styles in the prescribed texts, students will be required to engage themselves with the specificities of the contexts from which the texts emerged and also analyze the women writers' handling of the different genres to articulate their womencentric experiences.

Paper 13: ENG-HC-6016 Modern European Drama

The paper aims at introducing students to the innovative dramatic works of playwrights from different locations in Europe, which taken together represents the wide range of modern drama and its fortunes on the written page and the stage. The selected plays would allow an understanding of the emergence of avant garde movements and trends and dramatic devices and techniques during the period of modernism which eventually influenced theatrical practices in other nations of the world.

Paper 14: ENG-HC-6026 Postcolonial Literatures

European Colonialism since the fifteenth century changed the face of the world in many significant ways, and the effects of the experience of colonialism remain in many countries around the world even in the postcolonial era. This paper gives the students an opportunity to

acquaint themselves with some of the novels, short stories and poems from postcolonial literatures across the world, with the texts showcasing the many regional, cultural differences and peculiarities, as well as common and shared experiences of the postcolonial condition.

DISCIPLINE CENTRIC ELECTIVE

Paper 1: ENG-HE-5016 Popular Literature

Over the years popular literature has moved from the margins to earn for itself a fairly important place in the literary and critical consciousness. This paper seeks to highlight the nature of 'popular' literature as a genre and the critical ideas underpinning the theorization of popular literature. This will be done through a practical engagement with various texts falling under its ambit.

Paper 2: ENG-HE-5026 Modern Indian Writing in English Translation

Literature in the various Indian languages presents a huge body of work testifying to the diverse cultural and regional preoccupations in the respective regions these languages belong to. This paper attempts to give students an introductory glimpse into this richness and diversity of Indian literature written in the regional languages.

Paper 3: ENG-HE-5036 Literature of the Indian Diaspora

In the light of global literature today focusing extensively on ideas of transnationalism, exile, migration, displacement, and so on, literature of the diaspora has come to exert a strong presence in the global scene. This paper will look at the diasporic experience with particular reference to Indian diasporic writers.

Paper 4: ENG-HE-5046 Nineteenth Century European Realism

The insistence on literary representation whose objective was to 'mirror' reality gained ground in nineteenth-century Europe across the different cultural spaces of the Continent. That is why varieties of realism surfaced in the literary traditions which were as culturally divergent as Russia and Spain. This paper is designed to provide an interesting sampling of the traditions that contributed to the growth and consolidation of European Realism in the nineteenth century. Study of these texts will also facilitate the understanding of the gradual movement towards modernism in the twentieth century which was, in many ways, both a response and a reaction to the major tendencies of European Realism.

Paper 5: ENG-HE-5056 Literary Criticism and Literary Theory

This paper will familiarize students with some important texts on literary criticism and literary theory. Beginning from William Wordsworth's Preface to the *Lyrical Ballads* the purpose will be to inform the students on the shifts in literary interpretations and critical approaches so as to equip them while reading texts across genres.

Paper 6: ENG-HE-5066 Science Fiction and Detective Literature

Science Fiction and Detective Literature have a fairly venerable ancestry, going back at least two centuries. Some fine literary minds have engaged with these genres, and their creations can be fruitfully studied to explore ways in which new narrative possibilities have emerged due to the human fascination for crime, mystery and improbable occurrences.

B.A. ENGLISH (Regular)

Link to Syllabus: https://syllabus.gauhati.ac.in/ug/courses/regular/english

ENG-CC-1016 & ENG-CC-2016

The aim of this course (English I and II) is to provide the student an opportunity to read and respond to representations of issues in contemporary life and culture in the English language. The selection of texts is aimed to present themes and topics that are stimulating, insightful and informative. Each paper will have a grammar section of 10 marks. Students having English as their Major subject will have to answer questions on a text indicated in the syllabus, instead of the grammar section. Internal assessment in these two papers may be in the form of an objective-type test.

DEPARTMENT OF EDUCATION

B.A. EDUCATION (HONOURS)

LINK TO SYLLABUS: https://syllabus.gauhati.ac.in/ug/courses/honours/education

EDU-HC-1016: PRINCIPLES OF EDUCATION

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

- Acquaint the students with the sound principles of education
- Acquaint the students with the important concepts of Education, Curriculum, Democracy, Discipline and Freedom.
- Develop knowledge about different Aims of Education, various types of Curriculum,
 Correlation of Studies and Forms of Discipline.
- Familiarise the students with democratic idea of modern education.

EDU-HC-1026: PSYCHOLOGICAL FOUNDATIONS OF EDUCATION

After completion of this course the learner will be ableto:

- Make the students 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.
- Acquaint with different types of personality and the adjustment mechanism.

EDU-HG-1016: FOUNDATIONS OF EDUCATION

After completion of this course the learner will be able to

- Acquaint with the principles of education
- Gain knowledge about different various Forms and Aims of Education
- Understand the concept and importance of Discipline and Freedom.
- Acquire knowledge about the concept of Emotional and National Integration and International Understanding.

EDU-HC-2016: PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATION OF EDUCATION

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

- Know the concept of philosophy and its relationship with education.
- Understand the educational implications of different Indian schools of philosophy.
- Understand the educational implications of different Western schools of philosophy.
- Know the concept of sociology and its relationship with education.
- Develop understanding about the concept of educational sociology, social groups and socialisation.

EDU-HC-2026: DEVELOPMENT OF EDUCATION IN INDIA-I

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

EDU-HG-2016: PSYCHOLOGY OF ADOLESCENTS

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

- Enable the students to understand the period of adolescence
- Enable the students to understand the significance of the adolescence period in human life
- Enable the students to know about various problems associated with this stage
- Enable the students to understand the development aspects of adolescence, importance of adolescence period and problems associated with this stage.

EDU-HC-3016: DEVELOPMENT OF EDUCATION IN INDIA-II

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

- 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 tomes
- Accustom with the recent Educational Development in India

EDU-HC-3026: EDUCATIONAL TECHNOLOGY AND TEACHING METHODS

After completion of this course the learner will be able 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, effectives of teaching and classroom management
- Make the students understand the strategies of effective teaching as a profession.

EDU-HC-3036: VALUE AND PEACE EDUCATION

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

- Understand the concept and meaning of value.
- Become aware about the role of educational institutions in building a value based society.
- Understand the meaning and concept of peace and its importance in human life.
- Understand the meaning and importance of peace education and its relevance at national and international level.
- Identify the different issues/ challenges in imparting peace education.
- Identify the strategies and skills in promoting peace education at institutional level.

EDU-HG-3016: GUIDANCE AND COUNSELLING

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

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

EDU-SEC- 3014: PUBLIC SPEAKING SKILL

After completing this course, students will be able to acquire the capacities of public speaking

skill.

EDU-HC-4016: GREAT EDUCATIONAL THINKERS

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

- Enable the students to learn the Philosophy of life of different Educational Thinkers and their works.
- Enable the students to learn about the views of thinkers in educational context.
- Enable the students to learn about relevance of someof their thoughts at present day context.

EDU-HC-4026: EDUCATIONAL STATISTICS AND PRACTICAL

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.

EDU-HC-4036: EMERGING ISSUES IN EDUCATION

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.

EDU-HG-4016: HISTORY OF EDUCATION IN INDIA

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

- 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 tomes
- Accustom with the recent Educational Development in India.

EDU-SEC-4014: WRITING BIODATA AND FACING AN INTERVIEW

After completing this course, students will be able to write a bio-data scientifically and will develop confidence to face different types of interview.

EDU-HC-5016: MEASUREMENT AND EVALUATION IN EDUCATION & PRACTICAL

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

- Enable the students 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.

EDU-HC-5026: GUIDANCE AND COUNSELLING

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

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

EDU-HE-5016: CONTINUING EDUCATION

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

- Know the concept, objectives, scope and significance of continuing education in the context of present scenario.
- Understand about different aspects and agencies of continuing education.
- Realize different methods and techniques as well as issues of continuing education.
- Know the meaning of open education and realise the importance of open school and open universities in continuing education.
- Understand the development of adult education in India, kinds of adult education and different problems of adult education.

EDU-HE-5026: DEVELOPMENTAL PSYCHOLOGY

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

- Enable the students to understand the basic concepts relating to development
- Acquaint the students about heredity and environmental factors affecting pre-natal development
- Enable the students to understand the development aspects during infancy and childhood
- Enable the students to understand the development aspects of adolescence, importance of adolescence period and problems associated with this stage.

EDU-HE-5036: HUMAN RIGHTS EDUCATION

After completion of this course the learner will be able 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

EDU-HE-5046: TEACHER EDUCATION IN INDIA

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

EDU-HC-6016: EDUCATION AND DEVELOPMENT

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

- Relation between education and development
- Educational development in the post globalization era
- Role of education in community development

- Education for human resource development
- Economic and political awareness through education

EDU-HC-6026: PROJECT

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

- Explain the process of conducting a Project.
- Prepare a Project Report.

EDU-HE-6016: MENTAL HEALTH AND HYGIENE

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.

EDU-HE-6026: SPECIAL EDUCATION

After completion of this course the learner will be able to

- Understand the meaning ad importance of special education
- Acquaint with the different policies and legislations of special education
- Familiarise the students with the different types of special children with their characteristics
- Enable the students to know about different issues, educational provisions and support services of special education.

EDU-HE-6036: EDUCATIONAL MANAGEMENT

After completion of this course the learner will be able to

- Develop an understanding of the basic concept of educational management.
- Enable the students to know about the various resources in education

- 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.

EDU-HE-6046: WOMEN AND SOCIETY

After completion of this course the learner will be able to

- Know the changing role of women in India
- Understand gender discrimination in Indian society
- Make the students understand the constitutional provisions for women and their rights.
- Make the students understand women empowerment
- Develop an awareness and sensitivity towards women

B.A. Education (REGULAR)

Link to Syllabus: https://syllabus.gauhati.ac.in/ug/courses/regular/education

EDU-RC-1016: FOUNDATIONS OF EDUCATION

After completion of this course the learner will be able to

- Acquaint with the principles of education
- Gain knowledge about different various Forms and Aims of Education
- Understand the concept and importance of Discipline and Freedom.
- Acquire knowledge about the concept of Emotional and National Integration and International Understanding.

EDU-RC-2016: PSYCHOLOGY OF ADOLESCENTS

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

- Enable the students to understand the period of adolescence
- Enable the students to understand the significance of the adolescence period in human life
- Enable the students to know about various problems associated with this stage
- Enable the students to understand the development aspects of adolescence, importance of adolescence period and problems associated with this stage.

EDU-RC-3016: GUIDANCE AND COUNSELLING

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

• Help the students to understand the concept, need and importance of Guidance and

Counselling

- Enable the students to know the different types and approaches to Guidance and Counselling
- Acquaint the students with the organization of guidance service and school guidance clinic
- Enable the learners to understand the challenges faced by the teacher as guidance worker.

EDU-RC-4016: HISTORY OF EDUCATION IN INDIA

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

- 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 tomes
- Accustom with the recent Educational Development in India.

DEPARTMENT OF HISTORY

B.A. History (HONOURS)

Link to Syllabus: https://syllabus.gauhati.ac.in/ug/courses/honours/history

HIS-HC-1016: HISTORY OF INDIA- I

Course Outcome: After the completion of this paper, the students will be able to explore and effectively use historical tools in reconstructing the remote past of ancient Indian pre and proto history. The course will also train the students to analyse the various stages of evolution of human cultures and the belief systems in the proto- history period.

HIS-HC-1026 : SOCIAL FORMATIONS AND CULTURAL PATTERNS OF THE ANCIENT WORLD

Course Outcome: after the completion of this paper, the students will be able to explain the processes and stages of the evolution of the variety of cultural pattern throughout antiquarian periods in History. They will be able to relate the connections between the various Bronze Age civilizations in the ancient world as well as development of slave and polis societies in ancient Greece.

HIS-HC-2016: HISTORY OF INDIA- II

Course Outcome: On successful completion of this course the students will be able to explain the economic and socio-cultural connections, transitions and stratifications during the ruling houses, empires and the politico-administrative nuances of early Indian History from 300 BCE to 300 CE.

HIS-HC-2026 : SOCIAL FORMATIONS AND CULTURAL PATTERNS OF THE MEDIEVAL WORLD

Course Outcome: After the completion of this course, the students will be able to analyse and explain the historical socio-political, administrative and economic patterns of the medieval world. They will be able to describe the emergence, growth and decline of various politico-administrative and economic patterns and the resultant changes therein.

HIS-HC-3016: HISTORY OF INDIA III (c. 750 -1206)

Course Outcome: The completion of this paper will enable the students to relate and explain the developments in India in its political and economic fields and its relation to the social and cultural patterns therein in the historical time period between c.700 to 1206. They

will also be able to analyse India's interaction with another wave of foreign influence and the changes brought in its wake in the period.

HIS-HC-3026: RISE OF THE MODERN WEST – I

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.

They will be able to explore and analyse the significant historical shifts and events and the resultant effects on the civilizations of Europe in the period.

HIS-HC-3036: HISTORY OF INDIA IV (c.1206 - 1550)

Course Outcome: After completion of this course students will be able to explain the political and administrative history of medieval period of India from 1206 to 1550 AD. They will also be able to analyse the sources of history, regional variations, social, cultural and economic set up of the period.

HIS-HC-4016: RISE OF THE MODERN WEST - II

Course Outcome: After the completion of this course, the student will be able to explain the political and intellectual currents in Europe in the Modern Age. They will also be able to relate the circumstances and causal factors of the intellectual and revolutionary currents of both Europe and America at the beginning of the Modern age.

HIS-HC-4026: HISTORY OF INDIA V (c. 1550 - 1605)

Course Outcome: At the completion of this course, the students will be able to analyse the circumstances and historical shifts and foundations of a variety of administrative and political setup in India between c.1550-1605. They will also be able to describe the inter relationships between the economy, culture and religious practices of the period.

HIS-HC-4036: HISTORY OF INDIA VI (c. 1605 - 1750)

Course Outcome: after the completion of this course, the students will be able to explain and reconstruct the linkages of the history of India under the Mughal Rule. As a whole, this course will nable them to relate to the socio-economic and religious orientation of the people of Medieval period in India.

HIS-HC-5016: History of Modern Europe- I (c. 1780-1939)

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 1780 to 1939. They will also be also to critically analyse the evolution of social classes, nation states, evolution of capitalism and nationalist sentiment in Europe. They will also be able to relate to the variety of causes that dragged the world into devastating wars in the intervening period.

HIS-HC-5026: HISTORY OF INDIA VII (c. 1780 - 1857)

Course Outcome: After the completion of this course, the students will be able to relate the circumstances leading to the consolidation of colonial rule over India and their consequences. They will also be able to explain the orientation of the indigenous population and the masses towards resistance to the colonial exploitation. The course will also enable the students to analyse popular uprisings among the tribal, peasant and common people against the British policies.

HIS-HC-6016: HISTORY OF INDIA VIII (c. 1857 - 1950)

Course Outcome: At the completion of this course, the learners will be able to analyse the course of British colonial exploitation, the social mobilizations during the period between c.1857 to 1950 and also the techniques of Indian resistance to British policies. It will also enable the students to explain the circumstances leading to de-colonization and also the initial period of nation building in India.

HIS-HC-6026: HISTORY OF MODERN EUROPE II (c. 1780 -1939)

Couse Outcome: After the completion of this course, the students will be able to analyse the historical developments in Europe between c.1780 to 1939. As the course structure of this paper focuses on the democratic and socialist foundations modern Europe, the students will be able to situate the historical development of working class movements, socialist upsurge and the economic forces of the two wars and the other ideological shifts of Europe in the period.

B.A. (REGULAR)

Link to Syllabus: https://syllabus.gauhati.ac.in/ug/courses/regular/history

HIS –RC-1016: HISTORY OF INDIA (FROM THE EARLIEST TIMES UP TO c. 1206)

Course Outcome: Upon completion of this course, students will be able to explain the emergence of state system in North India, development of imperial state structure and state formation in South India in the early period. They will be able to understand the changes and

transformations in polity, economy and society in early India and the linkages developed through contacts with the outside world.

HIS -RC-2016: HISTORY OF INDIA (c.1206 to 1757)

Course Outcome: Upon completion of this course, students will be able to analyse the political and social developments in India between 1206-1757. Students will be able to explain the formation of different States during this period along with their administrative apparatuses, and the society, economy and culture of India in the 13th to mid-18th century period.

HIS -RC-3016 :HISTORY OF INDIA (c. 1757 to 1947)

Course Outcome: Upon completion of this course, students will be able to understand the major factors that led to the establishment and consolidation of British rule in India. They will also be able to identify the process of growth of resistance against British colonial rule and the eventual growth of Indian nationalist movement, which ultimately led to the end of the British rule in the country.

HIS -RC-4016: SOCIAL AND ECONOMIC HISTORY OF ASSAM

Course Outcome: Upon completion of this course, students will be able to analyse and explain the socio-economic history of Assam including among others the development of caste system, religious beliefs, agriculture and land system, the social organization, 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.

DEPARTMENT OF ECONOMICS

B.A. ECONOMICS (HONOURS)

LINK TO SYLLABUS: https://syllabus.gauhati.ac.in/ug/courses/honours/economics

ECO-HC-1016: INTRODUCTORY MICROECONOMICS

This course is designed to expose the students to the basic principles of microeconomic theory. The emphasis will be on thinking like an economist and the course will illustrate how microeconomic concepts can be applied to analyze real-life situations.

ECO-HC-1026: MATHEMATICAL METHODS IN ECONOMICS-I

This is the first of a compulsory two-course sequence. The objective of this sequence is to transmit the body of basic mathematics that enables the study of economic theory at the undergraduate level, specifically the courses on microeconomic theory, macroeconomic theory, statistics and econometrics set out in this syllabus. In this course, particular economic models are not the ends, but the means for illustrating the method of applying mathematical techniques to economic theory in general. The level of sophistication at which the material is to be taught is indicated by the contents of the prescribed textbook.

ECO-HC-2016: INTRODUCTORY MACROECONOMICS

This course aims to introduce the students to the basic concepts of Macroeconomics. Macroeconomics deals with the aggregate economy. This course discusses the preliminary concepts associated with the determination and measurement of aggregate macroeconomic variable like savings, investment, GDP, money, inflation, and the balance of payments.

ECO-HC-2026: MATHEMATICAL METHODS IN ECONOMICS - II

This course is the second part of a compulsory two-course sequence. This part is to be taught in Semester II following the first part in Semester I. The objective of this sequence is to transmit the body of basic mathematics that enables the study of economic theory at the undergraduate level, specifically the courses on microeconomic theory, macroeconomic theory, statistics and econometrics set out in this Syllabus. In this course, particular economic models are not the ends, but the means for illustrating the method of applying mathematical techniques to economic theory in general. The level of sophistication at which the material is to be taught is indicated by the contents of the

prescribed textbook.

ECO-HC-3016: INTERMEDIATE MICROECONOMICS - I

The course is designed to provide a sound training in microeconomic theory to formally analyze the behaviour of individual agents. Since students are already familiar with the quantitative techniques in the previous semesters, mathematical tools are used to facilitate understanding of the basic concepts. This course looks at the behaviour of the consumer and the producer and also covers the behaviour of a competitive firm.

ECO-HC-3026: INTERMEDIATE MACROECONOMICS - I

This course introduces the students to formal modeling of a macro-economy in terms of analytical tools. It discusses various alternative theories of output and employment determination in a closed economy in the short run as well as medium run, and the role of policy in this context. It also introduces the students to various theoretical issues related to an open economy.

ECO-HC-3036: STATISTICAL METHODS FOR ECONOMICS

This is a course on statistical methods for economics. It begins with some basic concepts and terminology that are fundamental to statistical analysis and inference. It then develops the notion of probability, followed by probability distributions of discrete and continuous random variables and of joint distributions. This is followed by a discussion on sampling techniques used to collect survey data. The course introduces the notion of sampling distributions that act as a bridge between probability theory and statistical inference. The semester concludes with some topics in statistical inference that include point and interval estimation.

ECO-HC-4016: INTERMEDIATE MICROECONOMICS - II

This course is a sequel to Intermediate Microeconomics I. The emphasis will be on giving conceptual clarity to the student coupled with the use of mathematical tools and reasoning. It covers general equilibrium and welfare, imperfect markets and topics under information economics.

ECO-HC-4026: INTERMEDIATE MACROECONOMICS - II

This course is a sequel to Intermediate Macroeconomics I. In this course, the students are introduced to the long run dynamic issues like growth and technical progress. It also provides the micro-foundations to the various aggregative concepts used in the previous course.

ECO-HC-4036: INTRODUCTORY ECONOMETRICS

This course provides a comprehensive introduction to basic econometric concepts and techniques. It covers statistical concepts of hypothesis testing, estimation and diagnostic testing of simple and multiple regression models. The course also covers the consequences of and tests for misspecification of regression models.

ECO-HC-5016: INDIAN ECONOMY-I

Using appropriate analytical frameworks, this course reviews major trends in economic indicators and policy debates in India in the post-Independence period, with particular emphasis on paradigm shifts and turning points. Given the rapid changes taking place in India, the reading list will have to be updated annually.

ECO-HC-5026: DEVELOPMENT ECONOMICS-I

This is the first part of a two-part course on economic development. The course begins with a discussion of alternative conceptions of development and their justification. It then proceeds to aggregate models of growth and cross-national comparisons of the growth experience that can help evaluate these models. The axiomatic basis for inequality measurement is used to develop measures of inequality and connections between growth and inequality are explored. The course ends by linking political institutions to growth and inequality by discussing the role of the state in economic development and the informational and incentive problems that affect state governance.

ECO-HC-6016: INDIAN ECONOMY-II

This course examines sector-specific polices and their impact in shaping trends in key economic indicators in India. It highlights major policy debates and evaluates the Indian empirical evidence. Given the rapid changes taking place in the country, the reading list will have to be updated annually.

ECO-HC-6026: DEVELOPMENT ECONOMICS-II

This is the second module of the economic development sequence. It begins with basic demographic concepts and their evolution during the process of development. The structure of markets and contracts is linked to the particular problems of enforcement experienced in poor countries. The governance of communities and organizations is studied and this is then linked to questions of sustainable growth. The course ends with

reflections on the role of globalization and increased international dependence on the process of development.

B.A. ECONOMICS (REGULAR)

Link to Syllabus: https://syllabus.gauhati.ac.in/ug/courses/regular/economics

ECO-RC-1016: Principles of Microeconomics-I

This course intends to expose the student to the basic principles in Microeconomic Theory and illustrate with applications.

ECO-RC-2016: Principles of Microeconomics-II

This is a sequel to Fundamentals of Microeconomics covered in the first semester.

ECO-RC-3016: Principles of Macroeconomics-I

This course introduces students to the basic concepts in Macroeconomics. Macroeconomics deals with the aggregate economy. In this course the students are introduced to the definition, measurement of the macroeconomic variables like GDP, consumption, savings, investment and balance of payments. The course also discusses various theories of determining GDP in the short run.

ECO-RC-4016: Principles of Macroeconomics-II

This is a sequel to Principles of Macroeconomics—I. It analyses various theories of determination of National Income in greater detail. It also introduces students to concept of inflation, its relationship with unemployment and some basic concepts in an open economy.

DEPARTMENT OF BODO

B.A. BODO (HONOURS)

Link to Syllabus: https://syllabus.gauhati.ac.in/ug/courses/honours/bodo

BOD-HC-1016: History of Bodo Literature (Early Period)

Course outcomes:

- •Come to know about the contribution of the Missionaries
- •Come to know about the contribution of the native speakers

BOD-HC-1026: Literary Criticism (Western)

Course outcomes:

- •Come to know about the concept of literary criticism
- •Come to know about different genres of literature

BOD-AE-1014: Communicative Bodo

Course outcomes:

- •Come to know about the spelling system used in writing Bodo language
- •Come to know about practical application of Bodo language in different perspectives

BOD-HG-1016: Textual Analysis on Bodo Drama (Early period)

Course Outcomes:

- •Come to know about the background of Bodo drama
- •Come to know about old period Bodo drama

BOD-HC-2016: History of Bodo Literature (Modern Period, 1952 to 2015)

Course Outcomes:

- •Come to know about the beginning of modern period of Bodo literature
- •New trends and developments in Bodo literature

BOD-HC-2026: Literary Criticism (Eastern)

Course Outcomes:

- •Come to know about theory and concept of eastern literary criticism
- •Come to know about the uses of Rasa, Chanda and Alankara with special reference to Bodo literature

BOD-HG-2016: Non-fictional prose in Bodo

Course Outcomes:

• Students can come to know about the changes coming in Bodo non-fictional prose from early to modern period

BOD-HC-3016: Introduction to Language and Linguistics

Course Outcomes:

- •Can gather general idea about language and linguistics
- •Can learn about different levels of linguistic analysis

BOD-HC-3026: Bodo Poetry (Early period)

Course Outcomes:

- •Come to know about the trend of old Bodo poetry
- About mystic and romantic poems composed during the period
- About the poems composed to bring social awareness among the mass

BOD-HC-3036: Introduction to Culture

Course Outcomes:

- •Come to know about the general concept of culture
- The relation between folklore and society
- About diffusion, acculturation and assimilation of culture

BOD-SE-3014: Translation Studies

Course outcomes:

- •Come to know about theory, concept and types of translation
- •Come to learn about different types of translation into Bodo

BOD-HG-3016: Bodo Drama

Course Outcomes:

- •Students can learn about different types of drama in Bodo literature
- About influence of Assamese and Bangla drama in Bodo literature
- •Can come to know about few selected dramas in Bodo

BOD-HC-4016: Modern Bodo Poetry (From 1952 to 2015)

Course Outcomes:

- •Come to know about the trend of modern Bodo poetry
- About new symbols and techniques used by the poets

BOD-HC-4026: Bodo Language

Course outcomes:

- •Come to know about origin, concentration and development of the Bodo language
- Present status of Bodo language

BOD-HC-4036: Bodo Culture

Course outcomes:

- •Come to know about Bodo society and culture
- About cultural elements of the Bodos

BOD-SE-4014: Manuscript Preparation

Course outcomes:

- •Come to know about manuscript preparation and use of punctuations and symbols
- About benefits of editing and taking into MS word & PageMaker

BOD-HG-4016: Bodo Fiction

Course Outcomes:

- •Come to know about Bodo novels
- •Come to know about Bodo short stories

BOD-HC-5016: Manoranjan Lahary

Course outcomes:

•Come to know about life and literary works of Manoranjan Lahary.

BOD-HC-5026: Structure of Bodo Language

Course outcomes:

- •Come to know about phonology of Bodo language
- •Come to know about the structure of morphology, syntax and vocabulary of Bodo language

BOD-HE-5016: Bodo Folk-Literature

Course outcomes:

- •Come to know about Bodo folk-literature and its sub-division
- •Come to know about different genres of Bodo folk-literature

BOD-HE-5026: Dialects of Bodo Language

Course outcomes:

•Come to gather a general idea on dialect and dialectology of Bodo language

About Bodo dialects and its uses in literature

BOD-HC-6016: Contribution of women writers in Bodo literature

Course Outcomes:

- •Come to know about women writings in Bodo
- •Contribution of women writers in different genres of literature

BOD-HC-6026

Cognate Languages of the Bodo

Course outcomes:

- •Come to know about Bodo group of languages and their common characteristics
- •Come to know about phonology, morphology and vocabulary of Bodo group of languages

BOD-HE-6016: Life Writing in Bodo

Course outcomes:

- •Come to know about life writing and its types
- •Come to know about biography and travel works in Bodo

BOD-HE-6026: Dissertation Writing

In this paper, students are suggested to prepare a dissertation at least of 50 pages on the topic assigned by the departmental teachers using research methodology. Examiners will examine this dissertation. Dissertation will carry 80 marks and viva-voce carry 20 marks.

B.A. BODO (REGULAR)

Link to Syllabus: https://syllabus.gauhati.ac.in/ug/courses/regular/bodo

BOD-RC-1016: Textual Analysis on Bodo Drama (Early period)

Course Outcomes:

- •Come to know about the background of Bodo drama
- •Come to know about old period Bodo drama

BOD-AE-1014: Communicative Bodo

Course Outcomes:

- •Come to know about spelling system used in writing Bodo language
- •Come to know about application of Bodo language in different perspectives.

BOD-RC-2016: Non-fictional prose in Bodo

Course Outcomes:

• Come to know about development of non-fictional prose in early and modern period

•Can acquire knowledge about few prose pieces in Bodo

BOD-CC-3016: Kamal Kumar Brahma

Course outcomes:

- •Come to know about life and works of litterateur Kamal Kumar Brahma
- •Come to know about linguistic and literary contribution of Kamal Kumar Brahma

BOD-RC-3016: Bodo Drama

Course Outcomes:

- •Students can learn about different types of drama in Bodo literature
- About influence of Assamese and Bangla drama in Bodo literature
- •Can come to know about few selected dramas in Bodo

BOD-SE-3014: Translation Studies

Course Outcomes:

- •Come to know about types of translation and about translation from different aspects in Bodo
- Review of translated literature in Bodo

BOD-CC-4016: Nilkamal Brahma

- •Come to know about life and works of litterateur Nilkamal Brahma
- •Come to know about literary contributions of Nilkamal Brahma in different genres of literature.

BOD-RC-4016: Bodo Fiction

Course Outcomes:

- •Come of know about Bodo novels
- •Come to know about Bodo short stories

BOD-SE-4014: Manuscript Preparation

Course Outcomes:

- •Come to know about manuscript preparation and use of punctuations and symbols
- About benefits of editing and taking into MS word & PageMaker

BOD-SE-5014: Costume and Textile Design of the Bodos

Course Outcomes:

•Can come to know about costume and textile design of the Bodos

•Can come to know about changing trend of costume and textile design from tradition to modernity

BOD-RE-5016: Bodo Folk-Literature

Course outcomes:

- •Come to know about Bodo folk-literature and its sub-division
- •Come to know about different genres of Bodo folk-literature.

BOD-RG-5016: Children Literature

Course Outcomes:

- •Come to know about development of children literature in Bodo
- Review of few children literature in Bodo

BOD-SE-6014: Food processing system of the Bodos: Tradition to Modernity

Course Outcomes:

•Come to know about the food processing system of the Bodos from past to present

BOD-RE-6016: Life Writing in Bodo

Course outcomes:

- •Come to know about life writing and its types
- •Come to know about biography and travel works in Bodo

BOD-RG-6016

Dissertation Writing

Marks: 80

In this paper, students are suggested to prepare a dissertation at least of 50 pages on the topic assigned by the departmental teachers using research methodology. Examiners will examine this dissertation. Dissertation will carry 80 marks and viva-voce will carry 20 marks. Viva – voce will be held in the department in presence of at least one external.

DEPARTMENT OF POLITICAL SCIENCE

B.A. HONOURS COURSE

Link: https://sites.google.com/a/gauhati.ac.in/syllabus-ug-cbcs/honours/politicalsci

PAPER 1. POL HC 1016: Understanding Political Theory

- To introduce the idea of political theory and various approaches
- To enable the students to assess the contemporary trends of political theory
- To reconcile theory and practice in relation to democracy

PAPER 2. POL HC 1026: Constitutional Government and Democracy in India

- To acquaint students with constitutional design of state structures and institutions
- To understand the conflicts in constitutional provisions
- To make them comprehend the state institutions in relation to extra constitutional environment.

PAPER 3. POL HC 2016: Political Theory-Concepts and Debates

After reading the course, the students would

- Understand the various concepts in political theory and appreciate how they can be helpful to analyse crucial political issues
- Understand the significance of debates in political theory in exploring multiple perspectives to concepts, ideas and issues.
- Appreciate how these concepts and debates enrich political life and issues surrounding it.

PAPER 4. POL HC 2026: Political Process in India

- Understand the working of major political institutions in India
- Understand the major debates in Indian politics along the axes of caste, gender, region and religion
- Understand the changing nature of the Indian state and the contradictory dynamics of modern state power

PAPER 5. POL HC 3016: Introduction to Comparative Government and Politics

- To make students understand the basic concepts in comparative politics,
- To make students classify the different political systems and historical context of modern governments,
- To enable students to have a comparative analysis of countries related to their political institutions and behaviour.

PAPER 6. POL HC 3026: Perspectives on Public Administration

- To enable students to learn the basic concepts related to public administration and its importance,
- To make students learn the major theories of public administration,
- To enable students to have an understanding of public policy and its formulation,

• To familiarize students with the major approaches and recent debates related to field of public administration.

PAPER 7. POL HC 3036: Perspectives on International Relations and World History

- To make students understand the key theoretical approaches in International relations,
- To familiarize students with the evolution of International state systems and its importance.
- To make students aware of the key theoretical debates in International relations
- To enable students to have an overall understanding of International relations in relation to twentieth century IR history.

PAPER 8. POL HC 4016: Political Processes and Institutions in Comparative Perspective

- To understand, comprehend and analyse the complex nature and functioning of the political systems, political institutions and corresponding issues to these both in a country specific case of India and cross-country perspectives.
- To demonstrate critical thinking about key issues of political system of different forms, political process and public policy.
- To use the contents and sub-units of the course as yardsticks for comparing these political systems and processes.

PAPER 9. POL HC 4026: Public Policy and Administration in India

- Be familiarised with and gain knowledge about the processes of public policy making in India and their significance in administering the state.
- Develop the ability to assess the functioning of the government and the administration in ensuring a citizen centric welfare administration in India.

PAPER 10. POL HC 4036: Global Politics

- To enable students to understand how to approach a wide range of important global political and economic policy problems and participate in public policy debates on the crucial issues facing the world today.
- To have knowledge of the essential theoretical assumptions underlying globalisation's conceptual frameworks and their relationships to policy interventions.
- To demonstrate elementary knowledge of major issues and subject-matters surrounding globalisation that decides the international relations- political, economic and security relations- among the nations.

PAPER 11. POL HC 5016: Classical Political Philosophy

• To underline themes and issues in political traditions of pre-colonial India.

- To compare and contrast positions of different political traditions those were present in precolonial India.
- To evaluate the relevance of political thought of pre-colonial India for contemporary politics.

PAPER 12. POL HC 5026: Indian Political Thought-I

- To underline themes and issues in political traditions of pre-colonial India.
- To compare and contrast positions of different political traditions those were present in precolonial India.
- To evaluate the relevance of political thought of pre-colonial India for contemporary politics.

PAPER 13. POL HC 6016: Modern Political Philosophy

- To interpret ideas underlying traditions in modern political philosophy
- To analyze the debates and arguments of leading political philosophers of different philosophical traditions
- To appraise the relevance of modern political philosophy in understanding contemporary politics

PAPER 14. POL HC 6026: Indian Political Thought-II

- To underline themes and issues in political thought of modern India.
- To compare and contrast positions of leading political thinkers in India on issues those are constitutive of modern India.
- To assess the relevance of political thought of modern India in understanding contemporary politics.

PAPER 15. POL SE 3014: Parliamentary Procedures and Practices

- To help students in understanding the practical approaches to legislatives practices and procedures,
- To make students understand the procedures and processes related to drafting a Bill and the passage of the Bill,
- To enable students to have an understanding of the importance of Parliamentary Committees,
- To make students learn about the basic functioning of Parliament.

PAPER 16. POL SE 3024: Youth and Nation-Building

- To enable students to learn the importance of youth in NSS and NCC,
- To make students understand the activities related to NSS and NCC and its importance,
- To make students learn the basics of National Disaster Management and its importance.

PAPER 17. POL SE 4014: Panchayati Raj in Practice

- This paper will help students understand the importance of grassroot political institutions in empowering people.
- This paper will highlight the complex challenges faced by PRIs in India and mechanisms involved to make it more participatory and inclusive in nature.

PAPER 18. POL SE 4024: Citizens and Rights

- To analyse the linkages between citizenship, law, rights and equality
- To understand the measures of discrimination, justice and empowerment and the ways to protect the same.
- To evaluate the idea of justice and assess its relevance in context of contemporary India.

PAPER 19. POL HE 5016: Human Rights

- To describe the basic concepts of human rights
- To comprehend different approaches regarding human rights
- To familiarise the role of UNO in the growth and development of human rights
- To describe different measures taken for the protection of human rights

PAPER 20. POL HE 5026: Public Policy in India

- To be familiarised with and gain knowledge about the processes of public policy making in India
- To assess the functioning of the government and the administration in ensuring a citizen centric welfare administration in India.

PAPER 21. POL HE 5036: Understanding Global Politics

- To describe the key concepts underlying the idea of world order and their historical evolution.
- To comprehend diverse approaches to understand global political and economic problems.
- To demonstrate relevance of international actors in understanding world politics.

PAPER 22. POL HE 5046: Select Constitutions – I

• Students will be able to understand the importance of constitutions

- This paper is an integral part of public services examinations
- Students will be introduced to the various types of constitutions and the forms of governments from different parts of the world.

PAPER 23. POL HE 6016 Human Rights in India

- To describe origin and development of human rights in India
- To comprehend different measures adopted by India for the protection and development of human rights
- To familiarise the emerging issues related to human rights

PAPER 24. POL HE 6026 Understanding South Asia

- 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.

PAPER 25. POL HE 6036 Women, Power and Politics

- To explain key concepts that offers an understanding of gender inequality.
- To appraise the historical evolution of the Women's movement in India and issues addressed by it.
- To underline the contemporary issues that affect women's participation in politics

PAPER 26. POL HE 6046 Select Constitutions – II

- Students will be able to understand the importance of constitutions;
- This paper is an integral part of public services examinations.
- Students will be introduced to the various types of constitutions and the forms of governments from different parts of the world.

PAPER 27. POL HG 1016: Introduction to Political Theory

- To introduce the key concepts in political theory
- To make students understand the aspects of conceptual analysis
- To engage the students in application of concepts and their limitations

PAPER 28. POL HG 1026: Politics in North-East India

• To introduce the students with the region and nature of its politics

- To engage them with historical development of the region
- To understand the contemporary developments of the region

PAPER 29. POL HG 1036: Governance: Issues and Challenges

- To introduce major concepts and debates of Governance
- To enable the students to relate governance with globalization, environment and development
- To make students explore good governance initiatives in India POL HG 2016 Indian Government and Politics
- To appreciate the approaches to the study of Indian politics and the changing nature of the state
- To understand the basic features of the Indian constitution and its institutional functioning
- To examine the changing role of caste, class and patriarchy and their impact on politics
- To understand the dynamics of social movements in India.

PAPER 30. POL HG 2016: Indian Government and Politics

- To appreciate the approaches to the study of Indian politics and the changing nature of the state
- To understand the basic features of the Indian constitution and its institutional functioning
- To examine the changing role of caste, class and patriarchy and their impact on politics
- To understand the dynamics of social movements in India.

PAPER 31. POL HG 2026 Feminism: Theory and Practice

- This course on gender studies will open up the structural and institutional basis of patriarchy as well as establish that gender identity and gender injustice cannot be understood in isolation, but only with reference to caste, class and religious community identities.
- Understand the history of feminism and its origins in different parts of the world
- Appreciate the Indian Women's Movement and its role in foregrounding important issues relating to women's position in the society, economy and polity

PAPER 32. POL HG 2036 Local Rural and Urban Governance

- Understand the historical evolution of local governance in India
- Understand the working of rural and urban governance in India
- Understand the workings of committees and commissions associated with local governance

PAPER 33. POL HG 3016: Comparative Government and Politics

- To make students have a basic understanding of comparative political analysis,
- To make students learn the classification of political systems from a comparative politics framework.
- To make students learn the classification of governments and the political behavior of institutions and the changes in the nature of the nation-state.

PAPER 34. POL HG 3026: Gandhi and the Contemporary World

- To make students understand relevance of Gandhi and his philosophy in modern times
- To familiarize students with Gandhian ideology and leadership
- To make students learn Gandhi's critique on modern civilization and development
- To make students understand Gandhi's political strategy and philosophy

PAPER 35. POL HG 3036 United Nations and Global Conflicts

- 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 to learn the relevance of United Nations and its intervention in global conflicts critically.

PAPER 36. POL HG 4016 Introduction to International Relations

- To demonstrate basic understanding of scientific methods of inquiry in international relations.
- To understand how international relations influence societies.
- To demonstrate a basic understanding of the foundational theories and concepts in international relations.
- To analyse the current world events and their implications on the Indian Foreign policy decision making process by applying prominent theories of international relations and generate substantial research question on the topics.

PAPER 37. POL HG 4026 Understanding Ambedkar

- To analyse Ambedkar's views on caste, class, religion, nationalism, gender and constitutional democracy.
- To understand contribution of Ambedkar to political thought in modern India.

• To evaluate political ideas of Ambedkar and assess its relevance in context of contemporary politics.

PAPER 38. POL HG 4036: Politics of Globalization

- To analyse the historical evolution of globalisation.
- To understand social, economic, cultural and political impact of globalisation.
- To evaluate the idea of globalisation and assess its relevance in context of contemporary politics.

B.A. POLITICAL SCIENCE (Regular)

Link: https://syllabus.gauhati.ac.in/ug/courses/regular/political-science

POL RC 1016: Introduction to Political Theory

- To introduce the key concepts in political theory
- To make students understand the aspects of conceptual analysis
- To engage in application of concepts and limitations

POL RC 2016: Indian Government and Politics

After reading the course the student will be able to

- Appreciate the approaches to the study of Indian politics and the changing nature of the state
- Understand the basic features of the Indian constitution and its institutional functioning
- Examine the changing role of caste, class and patriarchy and their impact on politics
- Understand the dynamics of social movements in India.

POL RC 3016 Comparative Government and Politics

- To make students have a basic understanding of comparative political analysis,
- To make students learn the classification of political systems from a comparative politics framework.
- To make students learn the classification of governments and the political behavior of institutions and the changes in the nature of the nation-state.

POL SE 3014: Parliamentary Procedures and Practices

- To help students in understanding the practical approaches to legislatives practices and procedures,
- To make students understand the procedures and processes related to drafting a Bill and the passage of the Bill,

- To enable students to have an understanding of the importance of Parliamentary Committees,
- To make students learn about the basic functioning of Parliament.

POL SE 3024: Youth and Nation-Building

- To enable students to learn the importance of youth in NSS and NCC,
- To make students understand the activities related to NSS and NCC and its importance,
- To make students learn the basics of National Disaster Management and its importance.

POL SE 4014: Panchayati Raj in Practice

- This paper will help students understand the importance of grassroot political institutions in empowering people.
- This paper will highlight the complex challenges faced by PRIs in India and mechanisms involved to make it more participatory and inclusive in nature.

POL SE 4024 Citizens and Rights

- To analyse the linkages between citizenship, law, rights and equality
- To understand the measures of discrimination, justice and empowerment and the ways to protect the same.
- To evaluate the idea of justice and assess its relevance in context of contemporary India.

POL SE 5014 Public Opinion and Survey Research

This course will introduce the students to the debates, principles and practices of public opinion polling in the context of democracies, with special reference to India. It will familiarize the students with how to conceptualize and measure public opinion using quantitative methods, with particular attention being paid to developing basic skills pertaining to the collection, nalysis and utilization of quantitative data.

POL RE 5016 Public Administration-I

- Students will be able to understand the basics of public administration;
- This paper is an integral part of public services examinations. Students will be well versed with ideas of administration.

POL RE 5026 Select Constitutions-I

- Students will be able to understand the importance of constitutions;
- This paper is an integral part of public services examinations.
- Students will be introduced to the various types of constitutions and the forms of governments from different parts of the world.

POL RG 5016 Public Administration-I

- Students will be able to understand the basics of public administration;
- This paper is an integral part of public services examinations. Students will be well versed with ideas of administration.

POL RG 5026 Democracy in India

- Students will be able to understand the importance of freedom movement in India;
- Students will be introduced to the various types of constitutions and the forms of governments from different parts of the world.
- The debates on the nature of Indian democracy will provide an important insight to the complex nature of challenges faced by the state and different public institutions.

POL SE 6014 Conflict and Peace Building

This course is designed to help build an understanding of a variety of conflict situations among students in a way that they can relate to them through their lived experiences. It's an interdisciplinary course that draws its insights from various branches of social sciences and seeks to provide a lively learning environment for teaching and training students how to bring about political and social transformations at the local, national and international levels. The course 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 through techniques such as role-play, simulations, street theatre, cinema and music on the one hand and by undertaking field visits, interacting with different segments of the civil society including those affected by conflicts as well as diplomats, journalists and experts, on the other.

POL RE 6016 Public Administration –II

After reading this course the students will be in a position acquaint with the different layers and structures of public administration and also to know how public administration contributes towards development. One will also be in a position to know about the principles and processes of budgeting etc.

POL RE 6026 Select Constitutions -II

- Students will be able to understand the importance of constitutions;
- This paper is an integral part of public services examinations.
- Students will be introduced to the various types of constitutions and the forms of governments from different parts of the world.

POL RG 6016 Public Administration –II

After reading this course the students will be in a position acquaint with the different layers and structures of public administration and also to know how public administration contributes towards development. One will also be in a position to know about the principles and processes of budgeting etc.

POL RG 6026 Indian Administration

After reading this course a student will be in a position to acquaint himself/herself with the process of evolution of Indian administration and also different layers and structures of the administration.

DEPARTMENT OF SANSKRIT B.A. HONOURS COURSE

Link: https://syllabus.gauhati.ac.in/ug/courses/honours/sanskrit

SKT- HC-1016: Classical Sanskrit Literature (Poetry)

This course aims to get students acquainted with Classical Sanskrit Poetry. It intends to give an understanding of literature, through which students will be able to appreciate the development of Sanskrit Literature. The course also seeks to help students to negotiate texts independently.

SKT- HC-1026: Critical Survey of Sanskrit Literature

This course aims to get students acquainted with the journey of Sanskrit literature from Vedic literature to Purāṇa. It also intends to give an outline of different shastric traditions, through which students will be able to know the different genres of Sanskrit Literature and Śāstras.

SKT- HC-2016; Classical Sanskrit Literature (Prose)

This course aims to acquaint students with Classical Sanskrit Prose literature. Origin and

development of prose, Important prose romances and fables Sanskrit are also included here for students to get acquainted with the beginnings of Sanskrit Prose literature. The course also seeks to help students negotiate texts independently.

SKT- HC-2026: Self Management in the Gītā

The objective of this course is to study the philosophy of self-management in the $G\bar{\imath}t\bar{a}$. The course seeks to help students negotiate the text independently without referring to the traditional commentaries so as to enable them to experience the richness of the text.

SKT- HC-3016: Classical Sanskrit Literature (Drama)

This course aims to acquaint students with three most famous dramas of Sanskrit literature which represent three stages in the growth of Sanskrit drama.

SKT- HC-3026: Poetics and literary criticism

The study of sāhityaśāstra (Sanskrit Poetics) embraces all poetic arts and includes concepts like alaṅkāra, rasa, rīti, vakrokti, dhvani, aucitya etc. The entire domain of Sanskrit poetics has flourished with the topics such as definition of poetry and divisions, functions of

word and meaning, theory of rasa and alamkāra (figures of speech) and chandas (metre), etc. This develops capacity for creative writing and literary appreciation.

SKT- HC-3036:Indian Social Institutions and Polity

Social institutions and Indian Polity have been highlighted in Dharma-śāstra literature The aim of this course is to make the students acquainted with various aspects of social institutions and Indian polity as propounded in the ancient Sanskrit texts such as Samhitās, Mahābhārata, Purāṇa, Kauṭilya's Arthaśāstra and other works known as Nītiśāstra.

SKT- HC-4016:Indian Epigraphy, Paleography and Chronology

This course aims to acquaint the students with the epigraphical journey in Sanskrit, the only source which directly reflects the society, politics, geography and economy of the time. The course also seeks to help students to know the different styles of Sanskrit writing.

SKT- HC-4026: Modern Sanskrit Literature

The purpose of this course is to expose students to the rich & profound tradition of modern creative writing in Sanskrit, enriched by new genres of writing.

SKT- HC-4036:Sanskrit and World Literature

This course is aimed to provide information to students about the spread & influence of Sanskrit literature and culture through the ages in various parts of the world in medieval & modern times.

SKT- HC-5016: Vedic Literature

This course on Vedic literature aims to introduce various types of vedic texts. Students will also be able to read one Upaniṣad, namely, Muṇḍaka, where primary Vedānta-view is propounded.

SKT- HC-5026: Sanskrit Grammar

To acquaint the students with general Sanskrit Grammer

SKT- HC-6016: Ontology and Epistemology

This course aims to get the students acquainted with the cardinal principles of the Nyāya-Vaiśeṣika philosophy through the Tarkasaṁgraha and to enable students to handle philosophical texts in Sanskrit. It also intends to give them an understanding of essential aspects of Indian Philosophy.

SKT- HC-6026:Sanskrit Composition and Communication

This paper aims at teaching composition and other related informations based on Laghusiddh ntakaumud Vibhaktyartha Prakara a.

SKT-HE-5016:Art of Balanced Living

This course aims to get the students acquainted with theories of art of living inherent in Sanskrit literature and apply them to live a better life. It also intends to make students work on human resource management for giving better results.

SKT-HE-5026:Theatre and Dramaturgy

Being audio-visual, drama is considered to be the best amongst all forms of arts.. The history of theatrein India is very old, the glimpses of which can be traced in the hymns (samvādasūkta) of the Rgveda. The dramaturgy was later developed by the Bharatamuni. The objectives of this curriculum are toidentify the beauty of drama andto introduce classical aspects of development of Indian theatre among the students.

SKT-HE-5036:Sanskrit Linguistic

This course aims to get the students acquainted with comparative Philology and its relation with Sanskrit language. It will also make the students acquire knowledge about the historical development of Sanskrit from Indo-Europen family of languages.

SKT-HE-6016: Fundamentals of Ayurveda

Ayurveda is a traditional Indian system of healthcare that has been traced back as early as 5,000 BCE. Through the classroom lectures and discussions, this course will introduce students to the theory of Ayurveda. The theory modules sessions that make up this course offer an introduction to Ayurveda that is well rounded, comprehensive and useful for students in their own day-to-day living. The major objective is to understand the basic principles and concepts of preventative medicine and health maintenance, diet and nutrition, usage of commonly used spices and herbs and outline of Ayurvedic therapeutic procedures in Ayurveda.

SKT-HE-6026:Environmental Awareness in Sanskrit literature

The National Culture of every country depends on its environment, climatic conditions and human behavior with natural resources. Sanskrit is the vehicle of civilization and culture of India. Nature oriented eco- friendly thoughts of Sanskrit Literature have been serving the human race from the time immemorial. Religion was probably used in ancient India as a tool to protect nature and natural resources. Therefore, the Sanskrit literature is of great utility to us and to the world environment at large. The aim of this course is to make the students acquainted with the basic concept of Indian Science of Environment and salient features of environmental awareness as reflected in Vedic and Classical Sanskrit literature.

SKT-HE-6036: Kamarupa School of Dharmasastra

SKT-HG-1016: Basic Sanskrit

This is an elementary course in Sanskrit language designed for students who wish to learn Sanskrit from the very beginning. Essential Sanskrit grammar will be introduced (without reference to Panini's sutras) through the multiple example method with emphasis on students constructing themselves sentences.

SKT-HG-2016:Indian Culture and Social Issues

This paper is designed to introduce nuances of Indian culture to students and to show how cultural traditions have evolved. The paper also engages them in debates about certain significant socio-cultural issues.

SKT-HG-3016: Basic Principles of Indian Medicine System (Ayurveda)

Ayurveda is a traditional Indian system of healthcare that has been traced back to as early as 5,000 BCE. This course will introduce students to the theory of yurveda. The major objective is to understand the basic principles and concepts of preventive medicine and health care, diet and nutrition, usage of commonly used spices and herbs and an outline of yurvedic therapeutic procedures in yurveda.

SKT-HG-4016: Fundamentals of Indian Philosophy

This course aims to get the students acquainted with the basic approach to study Indian philosophy. It also intends to give an elementary understanding of Indian Philosophy and to enable students to handle philosophical texts in Sanskrit easily.

SKT-SE-3014:Acting and Script Writing

The acting is connected with the practical aspect of the play and depends on actor while script writing is closely related with society and this paper aims at teaching the theoretical aspect of this art. The training of composition and presentation of drama can further enhance one's natural talent. This paper deals with the rules of presentation of play (acting) and dramatic composition (script writing) and aims at sharpening the dramatic talent of the students

SKT-SE-4014: Sanskrit Metre and Music

The objectives of this course to learn Sanskrit meter for analysis and lyrical techniques. Students will get the complete information regarding selected Vedicand Classical meters with lyrical techniques.

B.A. REGULAR COURSE

Link: https://syllabus.gauhati.ac.in/ug/courses/regular/sanskrit

SKT-RC-1016: Basic Sanskrit

This is an elementary course in Sanskrit language designed for students who wish tolearn Sanskrit from the very beginning. Essential Sanskrit grammar will be introduced (without reference to Panini's sutras) through the multiple example method with emphasis on students constructing themselves sentences.

SKT-RC-2016: Indian Culture and Social Issues

This paper is designed to introduce nuances of Indian culture to students and to show how cultural traditions have evolved. The paper also engages them in debates about certain significant socio-cultural issues.

SKT-RC-3016:Basic Principles of Indian Medicine System (Ayurveda)

Ayurveda is a traditional Indian system of healthcare that has been traced back to as early as 5,000 BCE. This course will introduce students to the theory of yurveda. The major objective is to understand the basic principles and concepts of preventive medicine and health care, diet and nutrition, usage of commonly used spices and herbs and an outline of yurvedic therapeutic procedures in yurveda.

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SKT-SE -4014: Sanskrit Metres and Music

The objectives of this course to learn Sanskrit meter for analysis and lyrical techniques. Students will get the complete information regarding selected Vedic and Classical meters with lyrical techniques.

SKT-SE -5014: Niti Literature

This course aims are to get the students acquainted with the outline of Sanskrit Niti literature including the text readings of the Pancatantram and Niti atakam with the General Introduction to Sanskrit Literature.

SKT-SE -6014: Grammar and Translation

This course aims to get the students to know the basics of Sanskrit Grammar, including rules of Samjna, Sandhi, Sam sa and Vibhaktyarth Prakara abased on Laghusiddhāntakaumudī, a primer of Pāṇinian grammar. Besides, the students will be able to translate sentence and write short paras in Sanskrit.

SKT-RE-5016: Theatre and Dramaturgy in Sanskrit

Being audio-visual, drama is considered to be the best amongst all forms of arts.. The history of theatre in India is very old, the glimpses of which can be traced in the hymns (samvādasūkta) of the Rgveda. The dramaturgy was later developed by the Bharatamuni. The objectives of this curriculum are to identify the beauty of drama and to introduce classical aspects of development of Indian theatre among the students.

SKT-RE-5026: Fundamentals of Ayurveda

Ayurveda is a traditional Indian system of healthcare that has been traced back as early as 5,000 BCE. Through the classroom lectures and discussions, this course will introduce students to the theory of Ayurveda. The theory modules sessions that make up this course offer an introduction to Ayurveda that is well rounded, comprehensive and useful for students in their own day-to-day living. The major objective is to understand the basic principles and concepts of preventative medicine and health maintenance, diet and nutrition, usage of commonly used spices

SKT-RE-6016: Environmental Awareness in Sanskrit literature

The National Culture of every country depends on its environment, climatic conditions and human behaviour with natural resources. Sanskrit is the vehicle of civilization and culture of India. Nature oriented eco- friendly thoughts of Sanskrit Literature have been serving the human race from the time immemorial. Religion was probably used in ancient India as a tool to protect nature and natural resources. Therefore, the Sanskrit literature is of great utility to us and to the world environment at large. The aim of this course is to make the students acquainted with the basic concept of Indian Science of Environment and salient features of environmental awareness as reflected in Vedic and Classical Sanskrit literature.

SKT-RE-6026: Kamarupa School of Dharmasastra