

সক্ষমতা বিকাশ পাঠ্য
(AECC)

This is approved in the Academic Council held on 08/11/2019

সক্ষমতা বিকাশ পাঠ্য (AECC)

ASM-AE-1014

যোগাযোগমূলক অসমীয়া

মূল্যাংক : ৮০

(উদ্দেশ্য : অসমীয়া ভাষা যোগাযোগৰ মাধ্যম হিচাপে ব্যৱহাৰ কৰিবলৈ প্ৰয়োজনীয় কথন আৰু লেখনগত দক্ষতা অৰ্জনৰ তাৎক্ষিক আৰু
প্ৰায়োগিক জ্ঞান এই পাঠ্যত সন্নিবিষ্ট হ'ব।)

প্ৰথম গোট	: কথনগত দক্ষতা : ভাষা-জ্ঞান, যতি জ্ঞান, উচ্চাৰণ	20
দ্বিতীয় গোট	: কৰ্মক্ষেত্ৰৰ অসমীয়া : আবেদন, বিজ্ঞাপন, নিবিদা লেখন দক্ষতা	20
তৃতীয় গোট	: সামাজিক মাধ্যম আৰু অসমীয়া ভাষা : ইন্টাৰনেট, ফেচবুক, টুইটাৰ	20
চতুৰ্থ গোট	: কম্পিউটাৰ আৰু অসমীয়া ভাষা : অসমীয়া মুদ্ৰণ, অসমীয়া ভাষাৰ ছফটৱেৰৰ ব্যৱহাৰ	20

সহায়ক গ্ৰন্থ (নিৰ্বাচিত) :

অসমীয়া ব্যাকৰণ প্ৰৱেশ : গোলোকচন্দ্ৰ গোস্বামী

অসমীয়া বচনা সংকলন : তুলতুল বৰুৱা (সম্পা.)

ধ্বনি বিজ্ঞানৰ ভূমিকা : গোলোকচন্দ্ৰ গোস্বামী

Advanced Communicative English : Krishna Mohan & Meenakshi Raman

CBCS CURRICULUM

B.A. Arabic (Regular) 2019

In accordance with the Regulations of the under graduate Choice Based Credit System (UG-CBCS) of Gauhati University



This is approved in the Academic Council held on 08/11/2019.

DEPARTMENT OF ARABIC
GAUHATI UNIVERSITY

E-mail: arabic@gauhati.ac.in

Revision Cycle 1.0 May 2019

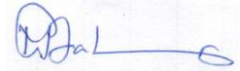
Web: <https://gauhati.ac.in/arabic>

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

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DECLARATION OF CONFORMITY

I certify that the syllabus of the UG-CBCS Curriculum B.A. (Regular) in the subject of ARABIC is as per guidelines laid down in the UG-CBCS Regulations of Gauhati University and the sequence and nomenclature of the core papers are maintained as per model syllabus published by the UGC, which is also a mandate of the UG-CBCS Regulations of Gauhati University.



(Mizazur Rahman Talukdar)
Signature of the Head i/c of the Department/Chairperson of UG-CCS
Department of Arabic, Gauhati University
17th May, 2019

GAUHATI UNIVERSITY
DEPARTMENT OF ARABIC
A BRIEF OUTLINE OF THE SYLLABUS OF
B.A. ARABIC (Regular)

Sl. No.	Paper Code	Title of the Paper	Credit	Internal Marks	Final Marks	Total
SEMESTER-I						
1	ARA-RC-1016	DSC-1-A: CONTEMPORARY ARAB WORLD-I	6	20	80	100
SEMESTER-II						
2	ARA-RC-2016	DSC-1-B: CONTEMPORARY ARAB WORLD-II	6	20	80	100
SEMESTER-III						
1	ARA-RC-3016	DSC-1-C: CONTEMPORARY ARAB WORLD-III	6	20	80	100
2	ARA-SE-3014	SEC-I SPOKEN ARABIC-I	4	20	80	100
SEMESTER-IV						
1	ARA-RC-4016	DSC-1-D: CONTEMPORARY ARAB WORLD-IV	6	20	80	100
2	ARA-SE-4014	SEC-2: SPOKEN ARABIC-II	4	20	80	100
SEMESTER-V						
1	ARA-SE-5014	SEC-3: SPOKEN ARABIC-III	4	20	80	100
2	ARA-RE-5016	DSE-1-A: ARABIC PROSE , POETRY & HISTORY OF ARABIC LITERATURE-I	6	20	80	100
3	ARA-RG-5016	GE-1: POLITICAL HISTORY OF THE ARABS-I	6	20	80	100

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SEMESTER-VI						
1	ARA-SE-6014	SEC-4: SPOKEN ARABIC-IV	4	20	80	100
2	ARA-RE-6016	DSE-1-B: ARABIC PROSE , POETRY & HISTORY OF ARABIC LITERATURE-II	6	20	80	100
3	ARA-RG-6016	GE-2: POLITICAL HISTORY OF THE ARABS-II	4	20	80	100

LIST OF PAPERS

Sl. No.	Paper Codes	Title of the Papers
CORE PAPERS (Total 4)		
1	ARA-RC-1016	CONTEMPORARY ARAB WORLD-I
2	ARA -RC-2016	CONTEMPORARY ARAB WORLD-II
3	ARA -RC-3016	CONTEMPORARY ARAB WORLD-III
4	ARA-RC-4016	CONTEMPORARY ARAB WORLD-IV
Discipline Specific Elective (DSE) (Total 2)		
1	ARA -RE-5016	ARABIC PROSE , POETRY & HISTORY OF ARABIC LITERATURE-I
3	ARA-RE-6016	ARABIC PROSE , POETRY & HISTORY OF ARABIC LITERATURE-II
Generic Elective(GE)(Total 2)		
1	ARA-RG-5016	POLITICAL HISTORY OF THE ARABS-I
2	ARA-RG-6016	POLITICAL HISTORY OF THE ARABS-II
Skill Enhancement Course (SEC) (Total 4)		
1	ARA -SE-3014	SPOKEN ARABIC-I
2	ARA -SE-4014	SPOKEN ARABIC-II
3	ARA-SE-5014	SPOKEN ARABIC-III
4	ARA-SE-6014	SPOKEN ARABIC-IV

NATURE AND NOMENCLATURE OF THE COURSES

In line with the UGC's guidelines, the courses are categorized as Core courses, Elective courses or Ability Enhancement courses:

Core Course. A Core course is a course that has to be compulsorily studied. A student in an undergraduate degree programme with Honors will have to take up 14 core courses, each of 6 credits. In a Regular undergraduate degree programme, a student will need to take up 12 core courses, each again of 6 credits.

Elective Course: An Elective course is to be chosen by the student from a pool of such courses on offer and will essentially be of three types:

Discipline Specific Elective Course: An Elective Course which is offered by the main discipline. The discipline offering a Discipline Specific Elective course may also offer discipline related elective courses that are interdisciplinary in nature. A student enrolled in an undergraduate degree program with Honours will have to earn 24 course credits from Discipline Specific Elective courses. For a student enrolled in a non-Honours undergraduate degree program in Arts, the course credit requirement from Discipline Specific Elective courses will be 24 credits.

Generic Elective Course: A Generic Elective Course is offered by an unrelated discipline and has the objective of broadening the academic experience of a student. A student enrolled in an undergraduate degree program with Honours can acquire 24 course credits from Generic Elective Courses. A Core Course offered in a discipline may be allowed as an Elective to a student from another discipline. This course will be treated under the category of Generic Elective Courses. Generic Elective Courses are not available to students in a non-Honours undergraduate science degree program while other non-Honours undergraduate programmes require enrollees to take up two such courses.

Dissertation/Project: Engaging students in a Project/ Dissertation work, which requires knowledge application and problem solving, is considered to be important in the learning process. All students enrolled in an undergraduate degree program (Honours and non-Honours) will have the option of choosing to undertake Project/Dissertation work for 6 credits in lieu of a 6 credit Discipline Specific Elective course in the fifth semester only.

Ability Enhancement Courses: Ability Enhancement Courses which are to be taken up by students in an undergraduate degree program will be of two types:

Ability Enhancement Compulsory Courses: These 4 credit courses are mandatory for every student enrolled in an undergraduate degree program. A student will have to take up 4 credit course in Environmental Science and a second 4 credit course in English Communication/ MIL Communication.

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Skill Enhancement Courses: Skill Enhancement Courses will be value-based or skill based and there will be a pool of courses on offer. A student enrolled in an undergraduate degree program with Honours will have to take up a minimum of two SEC courses of 4 credits each as part of the program requirement. For students enrolled in non-Honours undergraduate degree programs the credit requirement from Skill Enhancement Courses will be 16 credits. It is desirable that the university will prepare Skill Enhancement Courses for various disciplines from the list of SEC provided by the UGC template. However colleges are free to develop their own SECs independently which must have prior approval of the Academic Council.

For the purpose of computation of work-load the following mechanism is to be adopted:

- 1 Credit = 1 Theory period of one hour duration
- 1 Credit = 1 Tutorial period of one hour duration
- 1 Credit = 1 Practical period of two hour duration

Credit Allocation (B.A. Regular)

Course	*Credits	
	Theory + Practical	Theory + Tutorial
I. Core Course (6Credits)		
(12Papers)	12×4= 48	12×5=60
Two papers - English		
Two papers - MIL/Alt English		
Four papers - Discipline 1		
Four papers - Discipline 2		
CoreCoursePractical/Tutorial*	12×2=24	12×1=12
(12 Practicals/Tutorials)		
II. Elective Course (6Credits)		
(6 Papers)	6×4=24	6×5=30
Two papers - Discipline 1 specific		
Two papers - Discipline 2 specific		
Two papers - Inter disciplinary		
Two papers from each discipline of choice and two papers of interdisciplinary nature		
Elective Course Practical / Tutorial*	6 × 2=12	6×1=6
(6 Practical/Tutorials*)		
Two papers - Discipline 1 specific		
Two papers - Discipline 2 specific		
Two papers - Generic (Inter disciplinary)		
Two papers from each discipline of choice and two papers of interdisciplinary nature		
Optional Dissertation or project working place of one Discipline Specific Elective paper (6 credits) in 6th Semester		
III. Ability Enhancement Courses		
1. Ability Enhancement Compulsory Courses (AECC) (2 Papers of 4 credit each)	2×4=8	2 ×4=8
Environmental Science		
English/MIL Communication		
2. Skill Enhancement Courses (SEC) (4 Papers of 4 credit each)	4 × 4=16	4 × 4=16
Total credit	132	132

*Where there is a practical there will be no tutorial and vice versa.

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PROGRAMME TEMPLATE: B.A.ARABIC (REGULAR)

Semester	CORE COURSE (12)	Ability Enhancement Compulsory Course (AECC) (2)	Skill Enhancement Course (SEC) (2)	Discipline Specific Elective (DSE) (4)	Generic Elective (GE) (2)
I	English-1	(English/MIL Communication) XXX-AE-1014			
	DSC- 1 A ARA-RC-1016				
	DSC- 2 A				
II	English-2	Environmental Science ENV-AE-2014			
	DSC- 1 B ARA-RC-2016				
	DSC- 2 B				
III	MIL-1/Alt English-1		ARA-SE-3014		
	DSC- 1 C ARA-RC-3016				
	DSC- 2 C				
IV	MIL-2/Alt English-2		ARA-SE-4014		
	DSC- 1 D ARA-RC-4016				
	DSC- 2 D				
V			ARA-SE-5014	ARA-RE-5016	ARA-RG-5016
VI			ARA-SE-6014	ARA-RE-6016	ARA-RG-6016

SEMESTER: I
PAPER CODE: ARA-RC-1016
CONTEMPORARY ARAB WORLD-I

UNIT-I

- ✓ Introduction to the Arab world

UNIT-II

- ✓ Gulf Co-operation Council (GCC) and Oil and Petroleum Exporting Countries (OPEC)

UNIT-III

- ✓ The Arab League

UNIT-IV

- ✓ Indo-Arab relations: Commercial, Socio-Cultural, Political and Educational

Reading References:

1. Somosamoyik Arab Biswa Vol-I Developed by the Department of Arabic, GU and Published by Mellat Publication, Guwahati
2. Glimpses of Modern Arab World by Bashir Ahmed Jamali
3. The Arab world: Society, Culture and State by Halim Barakat
4. Understanding the Arab Culture by Jihad al-Omari
5. Popular Culture in the Arab World by Andrew Hammond
6. Official websites of concerned Countries and their agencies

SEMESTER: II
PAPERCODE: ARA-RC-2016
CONTEMPORARY ARAB WORLD-II
(Kingdom of Saudi Arabia (KSA) and United Arab Emirates (UAE))

UNIT-I

- ✓ A brief introduction to the kingdom of Saudi Arabia and United Arab Emirates (UAE)

UNIT-II

- ✓ Geography and Economy of the kingdom of Saudi Arabia and United Arab Emirates (UAE)

UNIT-III

- ✓ Contemporary political developments of the kingdom of Saudi Arabia and United Arab Emirates (UAE)

UNIT-IV

- ✓ Education and culture of the kingdom of Saudi Arabia and United Arab Emirates (UAE)

Reading References:

1. Somosamoyik Arab Biswa Vol-I I Developed by the Department of Arabic, GU
2. Glimpses of Modern Arab World by Bashir Ahmed Jamali
3. The Arab world: Society, Culture and State by Halim Barakat
4. Understanding the Arab Culture by Jihad al-Omari
5. Popular Culture in the Arab World by Andrew Hammond
6. Official websites of concerned Countries and their agencies

SEMESTER: III
PAPER CODE: ARA-RC-3016
CONTEMPORARY ARAB WORLD-III
(State of Kuwait and Syrian Arab Republic)

UNIT-I

- ✓ A brief introduction to the State of Kuwait and Syrian Arab Republic

UNIT-II

- ✓ Geography and Economy of Kuwait and Syrian Arab Republic

UNIT-III

- ✓ Political developments of Kuwait and Syrian Arab Republic
- ✓

UNIT-IV

- ✓ Education and culture of Kuwait and Syrian Arab Republic

Reading References:

1. Somosamoyik Arab Biswa Vol-III Developed by the Department of Arabic, GU
2. Glimpses of Modern Arab World by Bashir Ahmed Jamali
3. The Arab world: Society, Culture and State by Halim Barakat
4. Understanding the Arab Culture by Jihad al-Omari
5. Popular Culture in the Arab World by Andrew Hammond
6. Official websites of concerned Countries and their agencies

SEMESTER: III
PAPER CODE: ARA-SE-3014
SPOKEN ARABIC-I

UNIT-I: Fundamentals of Arabic Language

- ✓ Introduction to Arabic Alphabet
- ✓ Listening to texts, listening to Arabic audio-visuals, Trials of a good listener
- ✓ Introduction to Arabic phonetic Symbols, Consonants & Vowels with illustrations in use
- ✓ Pronunciation Practice preferably using ICT tools

UNIT-II: Development of Reading and writing Skill

- ✓ Recognition of Letters
- ✓ Reading Comprehension and Combination of Letters
- ✓ Description of Human Vocal Organs (مخارج الحروف)
- ✓ Writing Practices

UNIT-III: Vocabulary Enrichment

- ✓ Nature e.g. Earth, moon, river mountain etc. and seasons
- ✓ Relatives e.g. father, mother, brother etc. and Parts of body, dresses etc.
- ✓ Month, Week, Days, Time, Direction
- ✓ Numeral (1 to 100), Plants, Vegetables, Flowers, Fruits etc.

UNIT-IV: Basic Grammar and Conversation Practices

- ✓ Parts of Speech
- ✓ Person, Number and Gender
- ✓ Conversation Practices using demonstrative pronouns
- ✓ Conversation Practices using simple sentences

Reading References:

1. معلم اللغة العربية, Standard-I, Published by MESCO-ALEEF, Hyderabad
2. معلم اللغة العربية (الثروة اللغوية) Published by MESCO-ALEEF, Hyderabad
3. Arabic grammar I & II معلم اللغة العربية (Texts and exercises) by MESCO
4. Teach Yourself Arabic by S. A. Rahman
5. Arabic for Beginners by S. Ali
6. Madina Arabic, Vol. I by Dr. V. Abdur Rahim
7. Lets Speak Arabic By S. A. Rahman

SEMESTER: IV
PAPER CODE: ARA-RC-4016
CONTEMPORARY ARAB WORLD-IV
(Republic of Iraq and State of Qatar)

UNIT-I

- ✓ A brief introduction to Republic of Iraq and State of Qatar.

UNIT-II

- ✓ Geography and Economy of Iraq and State of Qatar

UNIT-III

- ✓ Contemporary political developments of Iraq and State of Qatar

UNIT-IV

- ✓ Education and culture of Iraq and State of Qatar

Reading References:

1. Somosamoyik Arab Biswa Vol-IV Developed by the Department of Arabic, GU
2. Glimpses of Modern Arab World by Bashir Ahmed Jamali
3. The Arab world: Society, Culture and State by Halim Barakat
4. Understanding the Arab Culture by Jihad al-Omari
5. Popular Culture in the Arab World by Andrew Hammond
6. Official websites of concerned Countries and their agencies
7. Study Materials Developed by the Department of Arabic, Gauhati University

SEMESTER: IV
PAPER CODE: ARA-SE-4014
SPOKEN ARABIC-II

UNIT-I: Basic Arabic Grammar

- ✓ Pronouns and Possessive and their usage
- ✓ Basic Structure of Sentences: Nominal and Verbal
- ✓ Subject and Predicate
- ✓ Verbs and Tenses

UNIT-II: Development of Reading and Writing Skill

- ✓ Formation of Words and using them in sentences
- ✓ Reading Comprehension
- ✓ Writing Practices
- ✓ Typing Arabic Alphabets

UNIT-III: Vocabulary Enrichment

- ✓ Animal: Wild and Domestic, Birds and Insects
- ✓ Electrical Appliances in home and office: Fan, Iron, Refrigerator etc.
- ✓ Shapes and Colours, Household articles, kitchen utensils etc.
- ✓ Means of Transportation e.g. bus, car, motor cycle etc.
- ✓ Games: Indoor and outdoor

UNIT-IV: Conversation Practices

- ✓ At home
- ✓ At Classroom
- ✓ At market
- ✓ At office

Reading References:

1. معلم اللغة العربية, Standard-I, Published by MESCO-ALEEF, Hyderabad
2. معلم اللغة العربية (الثروة اللغوية) by MESCO-ALEEF, Hyderabad
3. Arabic Grammar I & II معلم اللغة العربية (Texts and exercises) by MESCO
4. Teach Yourself Arabic by S. A. Rahman
5. Arabic for Beginners by S. Ali
6. Madina Arabic, Vol. I by Dr. V. Abdur Rohim
7. Lets Speak Arabic By Prof. S. A. Rahman

SEMESTER: V
PAPER CODE: ARA-SE-5014
SPOKEN ARABIC-III

UNIT-I: Vocabulary Enrichment

- ✓ Religion, Mankind and kinship
- ✓ Works , money , Crime and Punishment
- ✓ Technology
- ✓ Medicine, Diseases and Hospital

UNIT-II: Basic Grammar

- ✓ Definite and Indefinite
- ✓ Pronounces: Detached and Attached
- ✓ Relative Pronouns
- ✓ Prepositions

UNIT-III: Conversation Practice

- ✓ Conversation between two friends
- ✓ Conversation in the class room
- ✓ Conversation in the office
- ✓ Conversation over telephone

UNIT-IV: Conversation Practice

- ✓ Conversation with a doctor
- ✓ Conversation in the hospital
- ✓ Conversation in the market
- ✓ Practice of frequently used phrases

Reading References:

1. Teach Yourself Arabic by Prof.S. A. Rahman
2. Learn to speak Arabic, Urdu and English by BadrujjamanQasmiKiranwi
3. Madina Arabic, Vol. I by Dr. V. AbdurRahim
4. Lets Speak Arabic By Prof. S. A. Rahman
5. معلم اللغة العربية Arabic grammar I & II (Texts and exercises) by MESCO-ALEEF
6. معلم اللغة العربية (الثروة اللغوية) by MESCO-ALEEF, Hyderabad

SEMESTER: V
PAPER CODE: ARA-RE-5016
ARABIC PROSE, POETRY AND HISTORY OF ARABIC LITERATURE-I

Choose any one group. Either A or B not both.

GROUP-A (80 Marks)

ARABIC PROSE AND POETRY-I (لمحات من أدب العرب الجزء الأول)			
UNIT-I: PROSE			
Sl. No.	Title	Selected from the Book	Name of the Author/ Publisher
1	تحية و التعارف	اللغة العربية لغير الناطقين بها	جمعية الدعوة الإسلامية العالمية، طرابلس، الجماهيرية العظمى
2	الوقت	نخب من أدب العرب	د. عبد المجيد الندوي
UNIT-II: PROSE			
3	الأم	نخب من أدب العرب	د. عبد المجيد الندوي
4	فى الفصل الدراسي	اللغة العربية الوظيفية	المجلس القومي لترويج اللغة الأردنية، نيو دلهي
UNIT –III: POETRY			
1	شرو خير	ديوان أبي العتاهية	أبو العتاهية
2	دعاء	اللغة العربية لغير الناطقين بها	ميخائيل نعيمة
UNIT –IV: POETRY			
3	علموا الفتاة	اللغة العربية لغير الناطقين بها	الأستاذ أحمد الفقيه حسن
4	نبذة عن حياة المؤلفين		
GROUP-B: (80 Marks)			
HISTORY OF ARABIC LITERATURE-I (Pre Islamic period)			

UNIT-I

- ✓ Background of Arabic language and literature

UNIT-II

- ✓ Growth, development and characteristics of pre-Islamic Arabic prose and poetry

UNIT-III

- ✓ Prominent figures of pre-Islamic Arabic prose like Sahban Bin Wael, Quss Bin Saidah al iyaadi, Hatim Tai Etc.

UNIT-IV

- ✓ Prominent figures of pre-Islamic Arabic poetry e.g. Imrul Qais, Zuhair Bin Abi Sulma, Tarafa Etc.

SEMESTER: V
PAPER CODE: ARA-RG-5016
POLITICAL HISTORY OF THE ARABS-I
(Time of Prophet Muhammad PBUH)

UNIT-I: Early life of the prophet Mohammad (PBUH)

- ✓ Birth, parentage and early life of the Prophet
- ✓ Marriage with Khadijah– preaching of Islam and hostility of the Quraysh
- ✓ Emigration to Abyssinia: first pledge of Aqabah
- ✓ Second pledge of Aqabah; the Hizrat

UNIT-II: The prophet at Makkah

- ✓ The conquest of Makkah
- ✓ Battle of Hunayn
- ✓ Campaign of Tabuk
- ✓ Farwell pilgrimage –Battle of Mutah

UNIT-III: The prophet at Madina

- ✓ State of Parties–Political, religious and social institutions at Madinah
- ✓ Battle of Badr, Uhud and Ditch: Causes, Events and result
- ✓ Treaty of Hudaibiah–conquest of Khaybar
- ✓ Character of the Prophet

UNIT-IV: Administration under the Prophet

- ✓ The sovereign– the province
- ✓ The revenue system
- ✓ The army and education system
- ✓ The Prophet as a reformer and as a nation builder

Reading References:

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

SEMESTER: VI
PAPER CODE: ARA-SE-6014
SPOKEN ARABIC-IV

UNIT-I: Basic Grammar

- ✓ Conjugation of Verbs: Madi, Mudhare, Amar and Nahi
- ✓ Active participle and its usage (اسم الفاعل)
- ✓ Passive Participle and its usage (اسم المفعول)
- ✓ Rules pertaining to Arabic numbers (قواعد العدد)

UNIT-II: Vocabulary Enrichment

- ✓ Institutions and Organization
- ✓ Professions and Occupations
- ✓ Commonly used expressions
- ✓ Reading comprehension e.g. Arabic Newspaper like الاهرام، الجزيرة، الرائد، الشرق الاوسط

UNIT-III: Conversation Practice

- ✓ Job Interview
- ✓ Conversation in the Embassy
- ✓ Conversation in a Business Meeting
- ✓ Conversation about Professions and occupations

UNIT-IV: Usage of Audio-visual tools

- ✓ Arabic movies
- ✓ Movies with Arabic subtitles
- ✓ Watching Arabic serials
- ✓ Listening to Arabic radios and news channels e.g. BBC Arabic, Al-Jazeera etc.

Reading References:

1. معلم اللغة العربية Arabic grammar I & II (Texts and exercises) by MESCO
2. معلم اللغة العربية (الثروة اللغوية) by MESCO-ALEEF, Hyderabad
3. Teach Yourself Arabic by Prof. S. A. Rahman
4. Arabic for Beginners by S. Ali
5. Madina Arabic, Vol. I by Dr. V. Abdur Rahim
6. Lets Speak Arabic By Prof.S. A. Rahman

SEMESTER: VI
PAPER CODE: ARA-RE-6016
ARABIC PROSE, POETRY AND HISTORY OF ARABIC LITERATURE-II

Choose any one group. Either A or B not both.

GROUP-A (80 Marks)

ARABIC PROSE AND POETRY-II (لمحات من أدب العرب الجزء الثاني)			
UNIT-I: PROSE			
Sl. No.	Title	Selected from the Book	Name of the Author/ Publisher
1	بلادي	القراءة العربية	عبد القدوس القاسمي ، محمد ساجد القاسمي
2	كيف اتعلم اللغة جيدا	القراءة العربية	عبد القدوس القاسمي ، محمد ساجد القاسمي
UNIT-II: PROSE			
3	الصحة و الطعام	القراءة العربية	عبد القدوس القاسمي ، محمد ساجد القاسمي
4	الإتحاد قوة	اللغة العربية لغير الناطقين بها	جمعية الدعوة الإسلامية العالمية، طرابلس، الجماهيرية العظمى
UNIT –III: POETRY			
1	لو كنت عصفورا	ديوان يحيى اللبابيدي	يحيى اللبابيدي
2	نشيد الزكاة	ديوان يوسف العظم	يوسف العظم
UNIT –IV: POETRY			
3	اللغة العربية	ديوان حافظ ابراهيم	حافظ ابراهيم
4	نبذة عن حياة المؤلفين		

GROUP-B: (80 Marks)
HISTORY OF ARABIC LITERATURE-II
(Early Islamic period)

UNIT-I

- ✓ Sources of Early Islamic Arabic Literature (Quran and Hadith)

UNIT-II

- ✓ Development and Characteristics of Arabic prose and poetry during early Islamic period

UNIT-III

- ✓ Prominent figures of Arabic Prose literature during early Islamic period like Hazrat Abu Bakkar, Hazrat Umar , Hazrat Ali etc.

UNIT-IV

- ✓ Prominent figures of Arabic Poetry literature during early Islamic period like Hassan Bin Thabit, Kaab Bin Zuhair, Khansa etc.

SEMESTER: VI
PAPER CODE: ARA-RG-6016
POLITICAL HISTORY OF THE ARABS-II
(Caliphate of Abu Bakar Siddique and Umar Farooq)

UNIT-I Abu Bakkar (R.A.)

- ✓ Early life of Abu Bakar and his accession
- ✓ Eradication of False prophet,
- ✓ Apostasy movement
- ✓ Invasion of Iran, Iraq and Syria

UNIT-II

- ✓ Battle of Yamama
- ✓ Admonition to the contraveners of Jakat system
- ✓ Formation of advisory council and province
- ✓ Administration, character and achievements of Abu Bakar

UNIT-III Umar Farooq (R.A.)

- ✓ Early life of Umar Farooq and his accession
- ✓ His services to Islam before his accession
- ✓ Expansion of Islamic Empire under Umar Farooq
- ✓ Conquest of Persia, Battle of Namarraq and Battle of Jasn

UNIT-IV

- ✓ Battle of Qadissia, Battle of Yarmok, Conquest of Syria
- ✓ Role of Khalid Bin Walid in expansion of Islamic empire during the reign of Umar Farooq
- ✓ Martyrdom of Umar Farooq
- ✓ Administration, character and achievements of Umar Farooq

Reading References:

1. A Study of Islamic History by K. Ali
2. Concise History of Muslim World, Vol. I by Rafi Ahmad Fidai
3. History of the Arabs by Philip K. Hitti
4. Study Materials developed by the Department of Arabic, Gauhati University

UG-CBCS CURRICULUM- B.A. ARABIC (REGULAR) 2019

MARKS DISTRIBUTION AND QUESTION PATTERN

Questions have to be set in both Arabic and English

Examinees are required to answer the questions in Arabic or in English or in Assamese unless it is specified in the Question concerned

Total Marks: 100

Internal Assessment Marks: 20

Final Examination Marks: 80

CONTEMPORARY ARAB WORLD PAPERS			
Sl. No.	Question	Description	Marks
1.	Short Question / Answer	10 out of 15 Questions of 1 mark each	1×10=10
2	Short Question / Answer	5 out of 8 Questions of 2 marks	5×2=10
3.	Broad Question	1 out of 2 question from each Unit of 10 marks	4×10=40
4.	Short notes	4 out of 8 of 5 marks	4×5=20
Total Marks			80

Prose, Poetry , History of Arabic Literature and Political History of the Arabs			
Sl. No.	Question	Description	Marks
1	Short Question / Answer	5 out of 8 Questions of 2 marks	5×2=10
2	Broad Question	5 questions of 10 marks (taking at least 1 from each Unit)	5×10=50
3	Short notes	4 out of 8 of 5 marks	4×5=20
Total Marks			80

UG-CBCS CURRICULUM- B.A. ARABIC (REGULAR) 2019

SPOKEN ARABIC PAPERS			
Sl. No.	Question	Description	Marks
1.	Writing of Alphabet/ Words		10
2.	Word Meaning From Arabic to English	10 out of 15	10×1=10
3.	Word Meaning From English to Arabic	10 out of 15	10×1=10
4.	Translation		10×2=20
5.	Sentence Making	5 out of 8 Words	5×2=10
6.	Vocabulary Testing		20
Total marks			80

**COMMITTEE OF COURSES & STUDIES (CCS)
FOR UNDER GRADUATE (UG) COURSES IN ARABIC
UNDER GAUHATI UNIVERSITY**

- | | |
|--|---------------------|
| 1. Mr. Mizazur Rahman Talukdar
Head i/c, Department of Arabic, Gauhati University | Chairman & Convener |
| 2. Dr. Abul Kalam Choudhury
Department of Arabic, Gauhati University | Member |
| 3. Dr. Raizuddin Alom
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| 10. Dr. Syed Abdullah Ahmed
Department of Arabic, Rangia College | Member |
| 11. Dr. Hafiz Md. Nazrul Islam
Department of Arabic, M.K. College, Subha, Barpeta | Member |

Data Entry and Designing

Abdul Awal Paramanik

Arshad Laskar

&

Abdus Sagir Ahmed

Guest Faculties of the Department of Arabic, GU

সাধারণ পাঠ্যক্রম
(REGULAR COURSE)

This is approved in the Academic Council held on 08/11/2019

সাধাৰণ পাঠ্যক্রম (Regular Course)

- গুৱাহাটী বিশ্ববিদ্যালয়ৰ অসমীয়া বিষয়ৰ স্নাতক (সাধাৰণ) পাঠ্যক্রম 6 টা বাৰ্ষিকত সম্পন্ন হ'ব।
- প্ৰত্যেক পাঠ্যৰ (Course) বাবে 6 ক্রেডিট অথবা 4 ক্রেডিট ধাৰ্য কৰা হৈছে। সমান পাঠ্যক্রমৰ লেখীয়াকৈ ইয়াতে 6 ক্রেডিটৰ পাঠ্যৰ বাবে 6 বিদ্যায়তনিক ঘণ্টা আৰু 4 ক্রেডিটৰ পাঠ্যৰ বাবে 4 বিদ্যায়তনিক ঘণ্টা নিৰ্দিষ্ট কৰা হৈছে।

অসমীয়া সাধাৰণ পাঠ্যক্রমৰ পাঠ্য বিভাজন (Course Structure for BA in Assamese (Regular) under CBCS)

২০১৯

Semester	ধৰণ (Type)	বুনিয়াদী পাঠ্য (Core Course)	সক্ষমতা বিকাশ পাঠ্য (AECC)	দক্ষতা বিকাশ পাঠ্য (SEC)	বিষয় সম্পৰ্কীয় ঐচ্ছিক পাঠ্য (DSE)	বৰ্গীয় ঐচ্ছিক পাঠ্য (GE)
	গুৰুত্ব (Credit)	১২x৬=৭২	২x৪=৮	৪x৪=১৬	৪x৬=২৪	২x৬=১২
I		ENG-CC-1016 ASM-RC-1016 DSC- 2 A	ENG-AE-1014/ ASM-AE-1014/ Other MIL Communication			
II		ENG-CC-2016 ASM-RC-2016 DSC- 2 B	ENV-AE-2014			
III		ASM-CC-3016 ASM-RC-3016 DSC- 2 C		ASM- SE-3014		
IV		ASM-CC-4016 ASM-RC-4016 DSC- 2 D		ASM-SE-4014		
V				ASM-SE-5014	ASM-RE-5XX6 DSE- 2 A	ASM-RG-5016
VI				ASM-SE-6014	ASM-RE-6XX6 DSE- 2 B	ASM-RG-6016

স্নাতক সাধাৰণ পাঠ্যক্রম (ক্রেডিট 120)

পাঠ্য তালিকা

বুনিয়াদী পাঠ্য (Core Course)

<u>ক্রমিক নং</u>	<u>পাঠ্যসংখ্যা</u>	<u>পাঠ্যশীৰ্ষক</u>
1	ASM-RC-1016	অসমীয়া ভাষাৰ ইতিহাস
2	ASM-RC-2016	অসমীয়া সাহিত্যৰ ইতিহাস (আৰম্ভণিৰ পৰা অষ্টাদশ শতিকা পৰ্যন্ত)
3	ASM-RC-3016	অসমীয়া নাটক আৰু মঞ্চকলা
4	ASM-RC-4016	আধুনিক অসমীয়া গীতিসাহিত্য

বিষয়সম্পৰ্কীয় ঐচ্ছিক পাঠ্য (DSE)

<u>ক্রমিক নং</u>	<u>পাঠ্যসংখ্যা</u>	<u>পাঠ্যশীৰ্ষক</u>
1	ASM-RE-5016	শংকৰদেৱ
2	ASM-RE-5026	অসমীয়া লোক-সাহিত্য অধ্যয়ন
3	ASM-RE-6016	ছন্দ আৰু অলংকাৰ
4	ASM-RE-6026	অভিযোজনা

দক্ষতা বিকাশ পাঠ্য (SEC)

<u>ক্রমিক নং</u>	<u>পাঠ্যসংখ্যা</u>	<u>পাঠ্যশীৰ্ষক</u>
1	ASM-SE-3014	ব্যৱহাৰিক অসমীয়া
2	ASM-SE-4014	সৃজনীমূলক সাহিত্য
3	ASM-SE-5014	আবৃত্তিকলা
4	ASM-SE-6014	অসমীয়া আখৰ জোঁটনি

বৰ্গীয় ঐচ্ছিক পাঠ্য (GE)

<u>ক্রমিক নং</u>	<u>পাঠ্যসংখ্যা</u>	<u>পাঠ্যশীৰ্ষক</u>
1	ASM-RG-5016	শংকৰদেৱ
2	ASM-RG-6016	ছন্দ আৰু অলংকাৰ

আধুনিক ভাৰতীয় ভাষা (MIL)

<u>ক্রমিক নং</u>	<u>পাঠ্যসংখ্যা</u>	<u>পাঠ্যশীৰ্ষক</u>
1	ASM-CC-3016	প্ৰাচীন অসমীয়া সাহিত্য
2	ASM-CC-4016	আধুনিক অসমীয়া সাহিত্য

প্রথম ষাণ্মাসিক
বুনিয়াদী পাঠ্য (Core Course)
ASM-RC-1016
অসমীয়া ভাষাৰ ইতিহাস
মূল্যাংক : ৮০

(উদ্দেশ্য : এই পাঠ্যত অসমীয়া ভাষাৰ ক্ৰমবিকাশৰ ধাৰণা বিভিন্ন পাঠৰ জৰিয়তে দিয়া হৈছে।)

প্রথম গোট : অসমীয়া ভাষাৰ উদ্ভৱ আৰু যুগবিভাজন	20
দ্বিতীয় গোট : প্ৰাচীন অসমীয়া ভাষাৰ ভাষাগত বৈশিষ্ট্য : চৰ্যাপদ, মাধৱ কন্দলি : বামাৰণ, শংকৰদেৱ : দশম	20
তৃতীয় গোট : মধ্যযুগৰ অসমীয়া ভাষাৰ ভাষাগত বৈশিষ্ট্য : বুৰঞ্জী, চৰিত পুথি, মন্ত্ৰ পুথি	20
চতুৰ্থ গোট : আধুনিক অসমীয়া ভাষাৰ ভাষাগত বৈশিষ্ট্য	20
আনন্দৰাম ঢেকিয়াল ফুকন	: অচমিয়া লৰাৰ মিত্ৰ
হেমচন্দ্ৰ বৰুৱা	: আত্মজীৱন চৰিত
লক্ষ্মীনাথ বেজবৰুৱা	: বুঢ়ী আইৰ সাধু

সহায়ক গ্ৰন্থ (নিৰ্বাচিত) :

- অসমীয়া কথা সাহিত্য (পুৰণি ভাগ) : বিৰিঞ্চি কুমাৰ বৰুৱা
অসমীয়া গদ্য-সাহিত্যৰ গতি-পথ (প্ৰথম খণ্ড) : হৰিনাথ শৰ্মা দলৈ
অসমীয়া ব্যাকৰণ আৰু ভাষাতত্ত্ব : কালিৰাম মেধি
অসমীয়া ভাষাৰ ইতিহাস : ৰমেশ পাঠক
অসমীয়া ভাষাৰ উদ্ভৱ, সমৃদ্ধি আৰু বিকাশ : উপেন্দ্ৰ নাথ গোস্বামী
অসমীয়া ভাষাৰ গঠন : ঐতিহ্য আৰু ৰূপান্তৰ : উপেন ৰাভা হাকাচাম
অসমীয়া ভাষাৰ ৰূপতত্ত্ব : লীলাৱতী শইকীয়া বৰা
আনন্দৰাম ঢেকিয়াল ফুকন : অসমীয়া লৰাৰ মিত্ৰ (দ্বিতীয় আৰু তৃতীয় কাণ্ড) : যোগেন্দ্ৰ নাৰায়ণ ভূঞা (সম্পা.)
উদ্ভৱকালীন অসমীয়া ভাষা : সুবাসনা মহন্ত
বুঢ়ী আইৰ সাধু : লক্ষ্মীনাথ বেজবৰুৱা
মধ্যযুগৰ অসমীয়া ভাষাৰ ব্যাকৰণ : দীপ্তি ফুকন পাটগিৰি
স্নাতকৰ কথাবন্ধ : মহেশ্বৰ নেওগ (সম্পা.)
শ্ৰীশ্ৰীশংকৰদেৱ : আদি দশম : নবীন চন্দ্ৰ শৰ্মা (সম্পা.)
Assamese: Its Formation and Development : Banikanta Kakati
Studies in Assamese Vocabulary : Ramesh Pathak
The Origin and Growth of the Assamese Language : Dimbeswar Neog

দ্বিতীয় ষাণ্মাসিক
বুনিয়াদী পাঠ্য
ASM-RC-2016
অসমীয়া সাহিত্যৰ ইতিহাস
(আৰম্ভণিৰ পৰা অষ্টাদশ শতিকা পৰ্যন্ত)
মূল্যাংক : ৮০

(উদ্দেশ্য : এই পাঠ্যৰ জৰিয়তে ছাত্ৰ-ছাত্ৰীয়ে প্ৰাক্-শংকৰী যুগ, শংকৰী যুগ আৰু উত্তৰ শংকৰী যুগৰ সাহিত্যৰ পটভূমি আৰু বিশিষ্ট সাহিত্য-
কৃতিৰ ধাৰণা লাভ কৰিব।)

প্ৰথম গোট : লোক সাহিত্য	20
সংজ্ঞা, সাধাৰণ বৈশিষ্ট্য : অসমীয়া লোক সাহিত্যৰ শ্ৰেণী বিভাগ আৰু প্ৰতিটো বিভাগৰ আলোচনা	
দ্বিতীয়গোট : প্ৰাক্-শংকৰী যুগৰ সাহিত্য	20
পটভূমি, সাধাৰণ বৈশিষ্ট্য, কবিসকল আৰু তেওঁলোকৰ সাহিত্যৰাজি	
তৃতীয়গোট : শংকৰী যুগৰ সাহিত্য	20
পটভূমি, সাধাৰণ বৈশিষ্ট্য, বৈষ্ণৱ আৰু পাঁচালী কবিসকল আৰু তেওঁলোকৰ সাহিত্যকৃতি	
চতুৰ্থ গোট : উত্তৰ-শংকৰী যুগৰ সাহিত্য	20
পটভূমি, সাধাৰণ বৈশিষ্ট্য: চৰিত সাহিত্য, ব্যৱহাৰিক সাহিত্য আৰু বুৰঞ্জী সাহিত্য	

সহায়ক গ্ৰন্থ (নিৰ্বাচিত) :

- অসমৰ বৈষ্ণৱ ধৰ্ম আৰু সাহিত্য : কনক চন্দ্ৰ চহৰীয়া
অসমৰ লোক সাহিত্য : শশী শৰ্মা
অসমীয়া জন সাহিত্য : প্ৰফুল্লদত্ত গোস্বামী
অসমীয়া পাঞ্চালী গীত : নবীন চন্দ্ৰ শৰ্মা
অসমীয়া লোক সাহিত্য : প্ৰহ্লাদ কুমাৰ বৰুৱা (সম্পা.)
অসমীয়া লোক সাহিত্যৰ ৰূপৰেখা : লীলা গগৈ
অসমীয়া সাহিত্যৰ পূৰ্ণ ইতিহাস : হৰিনাথ শৰ্মা দলৈ
অসমীয়া সাহিত্যৰ বুৰঞ্জী : ডিম্বেশ্বৰ নেওগ
অসমীয়া সাহিত্যৰ বুৰঞ্জী (প্ৰথম খণ্ড) : বিশ্বেশ্বৰ হাজৰিকা (সম্পা.)
অসমীয়া সাহিত্যৰ বুৰঞ্জী (দ্বিতীয় খণ্ড) : শিৱনাথ বৰ্মন (সম্পা.)
অসমীয়া সাহিত্যৰ ৰূপৰেখা : মহেশ্বৰ নেওগ
অসমীয়া সাহিত্যৰ সমীক্ষাত্মক ইতিবৃত্ত : সত্যেন্দ্ৰনাথ শৰ্মা
গোৱালপৰীয়া লোকগীত সংগ্ৰহ : বীৰেন্দ্ৰনাথ দত্ত
গোৱালপৰীয়া লোক-সংস্কৃতি আৰু লোকগীত : ধীৰেন দাস
বৈষ্ণৱ যুগৰ অসমীয়া সাহিত্য : ভুবনেশ্বৰী বৈশ্য

তৃতীয় ষাণ্মাসিক
বুনিয়াদী পাঠ্য
ASM-RC-3016
অসমীয়া নাটক আৰু মঞ্চকলা
মূল্যাংক : ৮০

(উদ্দেশ্য : এই পাঠ্যৰ জৰিয়তে লোকনাট্য, প্ৰচেনিয়াম, বিকল্প মঞ্চৰ স্বৰূপ সম্পৰ্কে অৱগত হোৱাৰ লগতে মঞ্চ আৰু অভিনয়ৰ আনুষংগিক
দিশসমূহৰ জ্ঞানো লাভ কৰিব।)

- প্ৰথম গোট : পৰম্পৰাগত অসমীয়া মঞ্চ আৰু নাট্যৰীতি 20
লোকনাট্য আৰু ইয়াৰ পৰিৱেশন— পুতলা নাচ, ওজাপালি, কুশান গান, ভাওনা
(লোকনাট্য মানে কি, লোকজীৱনৰ সৈতে লোকনাট্যৰ সম্পৰ্ক, লোকনাট্যৰ
বিষয়বস্তু, উপস্থাপন কৌশল, মঞ্চ আৰু অভিনয়— আহাৰ্য, সাংগীতিক, বাচিক, আংগিক)
- দ্বিতীয় গোট : অসমৰ প্ৰচেনিয়াম মঞ্চ আৰু ইয়াৰ ইতিহাস (আৰম্ভণিৰ পৰা ১৯৪৭ লৈকে) 20
- তৃতীয় গোট : আধুনিক অসমীয়া নাটকৰ পৰিৱেশন 20
মঞ্চসজ্জা, সাজসজ্জা আৰু অংগসজ্জা, আলোকসম্পাত, আৱহ সংগীত, অভিনয়
- চতুৰ্থ গোট : অসমৰ বিকল্প মঞ্চ আৰু পৰিৱেশন 20
বাটৰ নাট, অনাতাঁৰ নাট, মুকাভিনয়, একাংকিকা নাটক আৰু ভ্ৰাম্যমাণ নাটক

সহায়ক গ্ৰন্থ (নিৰ্বাচিত) :

- অসমৰ লোকনাট : নবীনচন্দ্ৰ শৰ্মা
অসমীয়া নাট্য সাহিত্যৰ জিলিঙনি (আদিৰ পৰা ১৯৬৭ পৰ্যন্ত) : হৰিশ্চন্দ্ৰ ভট্টাচাৰ্য
অসমীয়া নাট্য সাহিত্য : সত্যেন্দ্ৰনাথ শৰ্মা
অসমীয়া লোক-নাট্য পৰম্পৰা : শৈলেন ভৰালী
ছশ বছৰৰ অসমীয়া নাটক : পৰম্পৰা আৰু পৰিৱৰ্তন : অজিত শইকীয়া (সম্পা.)
থিয়েটাৰে আলো : তত্ত্ব ও প্ৰয়োগ : ৰঞ্জিতকুমাৰ মিত্ৰ
থিয়েটাৰ দৃশ্যৰ বিকাশ ও সমীক্ষা : ৰঞ্জিতকুমাৰ মিত্ৰ
নাট্যচিত্ৰ-নাট্যচৰ্চা : ভূপেন গোস্বামী
নাট্যশিল্প আৰু অভিনয় তত্ত্ব : অপৰ্ণ বেজবৰুৱা
নাটক আৰু মঞ্চকলা : অজিত ভৰালী
মঞ্চলেখা : অতুলচন্দ্ৰ হাজৰিকা
মঞ্চ দৃশ্যৰ পৰিকল্পনা ও নিৰ্মাণ : ৰঞ্জিতকুমাৰ মিত্ৰ
Bhaona : The Ritual Play of Assam : M. Neog
Indian Theatre : N. Jain
Key Concept in Drama and Performance : K. Pickering
Music and Drama : A.D. Ranade
Performance Studies : An Introduction : R. Schechner

দক্ষতা বিকাশ পাঠ্য

ASM-SE-3014

ব্যবহাৰিক অসমীয়া

মূল্যাংক : ৮০

(উদ্দেশ্য : অসমীয়া বিবয়ব জানেৰে একোগবাকী ছাত্ৰ-ছাত্ৰীৰ পৰবৰ্তী জীৱনৰ বুদ্ধিক্ৰমে প্ৰহণ কৰিব পৰা বিশেষ বিবয়ব প্ৰাথমিক অক্ষ
প্ৰায়োগিক জ্ঞান এই পাঠ্যত থাকিব।)

প্ৰথম গোট	:	আৰ্হি পাঠ : পদ্ধতি আৰু কৌশল	20
দ্বিতীয় গোট	:	ছপা আৰু বৈদ্যুতিন মাধ্যমৰ বাবে বিজ্ঞাপন লেখন, ইংৰাজী হিন্দী বিজ্ঞাপনৰ অসমীয়া অনুবাদ	20
তৃতীয় গোট	:	অনুবাদ : সংবাদ, প্ৰবন্ধ, সাক্ষাৎকাৰ	20
চতুৰ্থ গোট	:	চিত্ৰনাট্য নিৰ্মাণ : সাহিত্যৰ চিত্ৰায়ণ	20

সহায়ক গ্ৰন্থ (নিৰ্বাচিত) :

অসমীয়া আখৰ জোঁটনিৰ কথা : শিবনাথ বৰ্মন

আৰ্হি পাঠকৰ হাত পুথি : অসম সাহিত্য সভা

কি লিখি কেন লিখি : নীৰেন্দ্ৰ নাথ চক্ৰবৰ্তী

গণজ্ঞাপন : তত্ত্ব ও প্ৰয়োগে : পাৰ্থ চট্টোপাধ্যায়

ব্যবহাৰিক অসমীয়া ব্যাকৰণ : উপেন বাভা হাকাচাম

বিজ্ঞান লেখকৰ হাতপুথি : দীনেশ চন্দ্ৰ গোস্বামী

বিষয় চলচিত্ৰ : সত্যজিৎ ৱায়

লেখক ও সম্পাদকেৰ অভিধান : সুভাষ ভট্টাচাৰ্য (সম্পা.)

সেকাল একালেৰ সংবাদ পৰিবেশনেৰ ধাৰা ও বিচিত্ৰ সংবাদ : বৈদ্যনাথ বন্দোপাধ্যায়

আধুনিক ভাৰতীয় ভাষা (MIL)

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প্ৰাচীন অসমীয়া সাহিত্য

মূল্যাংক : ৮০

(উদ্দেশ্য : এই পাঠ্যৰ জৰিয়তে ছাত্ৰ-ছাত্ৰীসকল প্ৰাচীন অসমীয়া সাহিত্যৰ গীত-পদ, কাব্য, নাট আৰু কথা সাহিত্যৰ বিষয়ে অৱগত হ'ব পাৰিব।)

প্ৰথম গোট : গীত-পদ :	
শংকৰদেৱ : জয় জয় যাদৱ (বৰগীত)	২০
সুকবি নাৰায়ণ দেৱ : অ' কি বেফুলা জাগ অ' (পাঁচালী গীত)	
দ্বিতীয় গোট : কাব্য :	
হৰিবৰ বিপ্ৰ : বৰুৱাহনৰ যুদ্ধ	২০
অনন্ত কন্দলী : কুমৰহৰণ	
তৃতীয় গোট : নাটক :	
মাধৱদেৱ : অজ্জুন ভঞ্জন	২০
চতুৰ্থ গোট : কথা-সাহিত্য :	
বৈকুণ্ঠনাথ ভট্টাচাৰ্য্য : অজ্জুনৰ সাংখ্য যোগ (শ্ৰীমদ্ভাগৱদগীতাৰ অসমীয়া অনুবাদৰ দ্বিতীয় অধ্যায়)	২০
বঘুনাথ মহন্ত : বামৰ বন-গমন	

সহায়ক গ্ৰন্থ (নিৰ্বাচিত) :

- অঙ্কমালা : বিৰিঞ্চি কুমাৰ বৰুৱা (সম্পা.)
- অসমীয়া কথাসাহিত্য : পুৰণি ভাগ : বিৰিঞ্চি কুমাৰ বৰুৱা
- অসমীয়া কাহিনীকাব্যৰ প্ৰবাহ : সত্যেন্দ্ৰনাথ শৰ্মা
- অসমীয়া নাট্য সাহিত্য : সত্যেন্দ্ৰনাথ শৰ্মা
- অসমীয়া সাহিত্যৰ গতিপথ : হৰিনাথ শৰ্মা দলৈ
- অসমীয়া সাহিত্যৰ ৰূপৰেখা : মহেশ্বৰ নেওগ
- কুমৰ হৰণ কাব্য : নবীন চন্দ্ৰ শৰ্মা (সম্পা.)
- পদ্মাপুৰাণ : সুকবি নাৰায়ণদেৱ
- পুৰণি অসমীয়া কাব্য : কনক চন্দ্ৰ চহৰীয়া
- পুৰণি অসমীয়া সাহিত্য : বাণীকান্ত কাকতি
- পুৰণি অসমীয়া সাহিত্যৰ ইতিহাস : প্ৰফুল্ল কুমাৰ নাথ
- পুৰণি অসমীয়া সাহিত্যৰ সৌৰভ : নবীন চন্দ্ৰ শৰ্মা
- বাপচন্দ্ৰ মহন্ত (সম্পা.) : বৰগীত
- স্নাতকৰ কথাবন্ধ : মহেশ্বৰ নেওগ (সম্পা.)

চতুৰ্থ ষাণ্মাসিক
বুনিয়াদী পাঠ্য
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আধুনিক অসমীয়া গীতি সাহিত্য
মূল্যাংক : ৮০

(উদ্দেশ্য : এই পাঠ্যৰ জৰিয়তে আধুনিক অসমীয়া গীতি সাহিত্যৰ বিভিন্ন পৰ্বৰ যুগমীয়া গীতৰ সৈতে ছাত্র-ছাত্রীৰ পৰিচয় আৰু অন্তৰংগতা স্থাপন কৰাৰ কথা চিন্তা কৰা হৈছে।)

প্ৰথম গোট : অসমীয়া আধুনিক গীতি সাহিত্যৰ ইতিহাস	20	
দ্বিতীয় গোট : হেৰা আমাৰ জন্মভূমি	: লক্ষ্মীনাথ বেজবৰুৱা	20
মোৰ গানত জ্বলে শত যুগৰ কত অভিমান	: জ্যোতিপ্ৰসাদ আগৰৱালা	
পূৰ্জোঁ আহাঁ আই মাতৃ	: পাৰ্বতীপ্ৰসাদ বৰুৱা	
অ' অসমীয়া ডেকা দল	: বিষ্ণুপ্ৰসাদ ৰাভা	
তৃতীয় গোট : নিয়ৰেৰে ফুল এপাহ ফুলিল	: নৱকান্ত বৰুৱা	20
হে দোলা	: ভূপেন হাজৰিকা	
হেপ্ৰেৰা জেতুকী	: ৰুদ্ৰ বৰুৱা	
কাউৰী পৰে	: কেশৱ মহন্ত	
চতুৰ্থ গোট : বহুদিন বকুলৰ গোক্ৰ পোৱা নাই	: তফজ্জুল আলি	20
সন্ধিয়াৰ আকাশত বগলি উৰে	: নিৰ্মলপ্ৰভা বৰদলৈ	
মাহ হালধিৰে নোৱালে ধুৱালে	: দ্বিজেন্দ্ৰমোহন শৰ্মা	
তোমাৰ বাবেই আছোঁ বাট চাই	: কীৰ্তিকমল ভূঞা	

সহায়ক গ্ৰন্থ (নিৰ্বাচিত) :

- অসমীয়া আধুনিক গীতৰ বিকাশত আকাশবাণীৰ ভূমিকা : কীৰ্তিকমল ভূঞা
অসমীয়া আধুনিক গীতৰ সংগীতকাৰসকল : তফজ্জুল আলি
কেশৱ মহন্তৰ গীত সমগ্ৰ : মনজ্যোৎস্না মহন্ত গোস্বামী (সম্পা.)
গান আৰু কবিতা সমগ্ৰ : নৱকান্ত বৰুৱা
জ্যোতিপ্ৰসাদ ৰচনাৱলী : নগেন শইকীয়া (সম্পা.)
পাৰ্বতীপ্ৰসাদ বৰুৱা ৰচনাৱলী : পৰনাথ শৰ্মা(সম্পা.)
ফুলৰ এই মেলাতে : নিৰ্মলপ্ৰভা বৰদলৈ
বহুদিন বকুলৰ গোক্ৰ পোৱা নাই : তফজ্জুল আলি
বিষ্ণুপ্ৰসাদ ৰাভা ৰচনা সত্তাৰ (প্ৰথম খণ্ড) : যোগেশ দাস (সম্পা.)
বেজবৰুৱাৰ গ্ৰন্থাৱলী : অসম সাহিত্য সভা
ভূপেন হাজৰিকাৰ গীত আৰু জীৱন ৰথ : দিলীপকুমাৰ দত্ত

দক্ষতা বিকাশ পাঠ্য

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সৃজনীমূলক সাহিত্য

মূল্যাংক : ৮০

(উদ্দেশ্য : এই পাঠ্যৰ জৰিয়তে কবিতা আৰু গল্প লিখাৰ প্ৰাথমিক আৰু ব্যৱহাৰিক জ্ঞান প্ৰদান কৰা হ'ব।)

প্ৰথম গোট : কল্পনাৰ সংজ্ঞা আৰু পৰিসৰ কল্পনাৰ কৰ্ষণ সৃজনীমূলক সাহিত্য ৰচনাৰ প্ৰয়োজনীয় যোগ্যতা	20
দ্বিতীয় গোট : আধুনিক কবিতা : সংজ্ঞা আৰু বৈশিষ্ট্য আধুনিক কবিতাৰ পটভূমি আধুনিক কবিতাৰ ভাষা	20
তৃতীয় গোট : গল্পৰ বীজ ৰোপণ গল্প ৰচনাৰ বাবে ক্ষেত্ৰ অধ্যয়ন গল্পৰ নিৰ্মাণ	20
চতুৰ্থ গোট : কবিতা আৰু গল্পৰ আৰ্হি প্ৰস্তুতকৰণ	20

সহায়ক গ্ৰন্থ (নিৰ্বাচিত) :

আধুনিক অসমীয়া কবিতা : কামালুদ্দিন আহমেদ

আধুনিক বাংলা কাব্য পৰিচয় : দীপ্তি ত্ৰিপাঠী

আধুনিকতাবাদ আৰু অন্যান্য প্ৰবন্ধ : হৰেকৃষ্ণ ডেকা

কবিতাৰ ক্লাস : নীৰেন্দ্ৰ নাথ চক্ৰবৰ্তী

ৰমন্যাসবাদ : মহেন্দ্ৰ বৰা

সৃজনীমূলক সাহিত্য : প্ৰেৰণা আৰু আৰ্হি : অতনু ভট্টাচাৰ্য

Romantic Imagination : C M Bowra

আধুনিক ভাৰতীয় ভাষা (MIL)

ASM-CC-4016

আধুনিক অসমীয়া সহিত্য

মূল্যাংক : ৮০

(উদ্দেশ্য : এই পাঠ্যৰ জৰিয়তে আধুনিক অসমীয়া সাহিত্যৰ বহু-বহু কবিতা, চুটিগল্প, প্ৰবন্ধ আৰু নাটকৰ সৈতে ছাত্ৰ-ছাত্ৰীৰ অন্তৰংগতা স্থাপনৰ দিশত গুৰুত্ব দিয়া হৈছে।)

প্ৰথম গোট : হীৰেন ভট্টাচাৰ্য : শোভাযাত্ৰাত নিহতজনৰ কবিতা নিৰ্মলপ্ৰভা বৰদলৈ : মৰ্মাস্তিক বাম গগৈ : পথাৰ	20
দ্বিতীয় গোট : সৌৰভ কুমাৰ চলিহা : বীণা কুটীৰ ভবেন্দ্ৰনাথ শইকীয়া : বানপ্ৰস্থ অৰুপা পটঙ্গীয়া কলিতা : দেওপাহাৰৰ ভগ্নস্তুপত	20
তৃতীয় গোট : বেণুধৰ শৰ্মা : মণিৰাম দেৱানৰ ফাঁচী ডিম্বেশ্বৰ নেওগ : বনঘোষা-বনৰীয়া গীত	20
চতুৰ্থ গোট : জ্যোতিপ্ৰসাদ আগৰৱালা : লভিতা	20

সহায়ক গ্ৰন্থ (নিৰ্বাচিত) :

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

আধুনিক কবিতা : হৰেকৃষ্ণ ডেকা

কবিতা মঞ্জৰী : নিৰ্মলপ্ৰভা বৰদলৈ (সম্পা.)

লভিতা : জ্যোতিপ্ৰসাদ আগৰৱালা

শ্ৰেষ্ঠ অসমীয়া চুটিগল্প : শৈলেন ভৰালী (সম্পা.)

স্নাতকৰ কথাবন্ধ : মহেশ্বৰ নেওগ (সম্পা.)

পঞ্চম ষাণ্মাসিক
দক্ষতা বিকাশ পাঠ্য
ASM-SE-5014
আবৃত্তি কলা
মূল্যাংক : ৮০

(উদ্দেশ্য : এই পাঠ্যৰ জৰিয়তে কবিতা আবৃত্তিৰ তাত্ত্বিক আৰু প্ৰায়োগিক জ্ঞান প্ৰদানৰ প্ৰয়াস কৰা হ'ব।)

প্ৰথম গোট	: আবৃত্তিৰ ইতিহাস আৰু পৰম্পৰা; আবৃত্তিৰ উপস্থাপন	20
দ্বিতীয় গোট	: আবৃত্তিৰ প্ৰস্তুতি : কাব্য বোধ, ছন্দ আৰু যতিৰ ধাৰণা, কাব্য গতি (pace) স্মৃতিকৰণ (memorization)	20
তৃতীয় গোট	: আবৃত্তিৰ কৌশল : স্বৰ ক্ষেপন, স্বৰ কম্পন (modulation), সঠিক উচ্চাৰণ, সুৰ আৰু লয়ৰ প্ৰয়োগ	20
চতুৰ্থ গোট	: ব্যৱহাৰিক পৰীক্ষা : জ্যোতিপ্ৰসাদ আগৰৱালা / নৱকান্ত বৰুৱা / হীৰেন ভট্টাচাৰ্যৰ যিকোনো এটা কবিতাৰ আবৃত্তি	20

সহায়ক গ্ৰন্থ (নিৰ্বাচিত) :

অসমীয়া কবিতাৰ ছন্দ : মহেন্দ্ৰ বৰা

কবিতাৰ ক্লাস : নীৰেন্দ্ৰ নাথ চক্ৰৱৰ্তী

জ্যোতি প্ৰসাদ বচনাৱলী : সত্যেন্দ্ৰ নাথ শৰ্মা (সম্পা.)

নৱকান্ত বৰুৱাৰ কবিতা : তীৰ্থ ফুকন (সম্পা.)

বাক্ শিল্প : আবৃত্তি আৰু সংলাপ : ভূপেন চক্ৰৱৰ্তী

বিষয় আবৃত্তি : অমিয় চট্টোপাধ্যায়, দেবদুলাল বন্দোপাধ্যায়

সুগন্ধি পখিলা : হীৰেন ভট্টাচাৰ্য

Assamese Phonetic Reader : P.N. Dutta Baruah

Heart Beats : Everyday Life and the Memorized Poem : Catherine Robson

বিষয় সম্পর্কীয় ঐচ্ছিক পাঠ্য

(এই যাণাসিকৰ ছাত্ৰ-ছাত্ৰীয়ে দুটা বিষয় সম্পর্কীয় ঐচ্ছিক পাঠ্য ASM-RE-5016 আৰু ASM-RE-5026 - ব মাজৰ পৰা যিকোনো এটা পাঠ্য বাছি ল'ব পাৰিব)

ASM-RE-5016

শংকৰদেৱ

মূল্যাংক : ৮০

(উদ্দেশ্য : অসমীয়া সাহিত্যৰ যুগন্ধৰ প্ৰতিভা শংকৰদেৱৰ বৰগীত, কীৰ্তনঘোষা, কাব্য আৰু নাট সম্পর্কে ছাত্ৰ-ছাত্ৰীসকলে জ্ঞান লাভ কৰিব।)

প্ৰথম গোট : শংকৰদেৱৰ সাহিত্যৰ পৰিচয় আৰু পটভূমি	২০
দ্বিতীয় গোট : বৰগীত :	২০
(১) নাৰায়ণ কাহে ভকতি	
(২) সাৰঙ্গ পাণি হে	
কীৰ্তনঘোষা :	
(১) গজেন্দ্ৰ উপাখ্যান	
(২) শিশু লীলা	
তৃতীয় গোট : হৰিশ্চন্দ্ৰ উপাখ্যান	২০
চতুৰ্থ গোট : পাৰিজাত-হৰণ নাট	২০

সহায়ক গ্ৰন্থ (নিৰ্বাচিত) :

- অনুনাৰ্দ : শ্ৰীমন্ত শংকৰ আৰু অসমীয়া সংস্কৃতি : ৰঞ্জিৎ কুমাৰ দেৱগোস্বামী (সম্পা.)
অসমৰ বৈষ্ণৱ সাহিত্য আৰু দৰ্শন : অণিমা দত্ত
পুৰণি অসমীয়া সাহিত্য : বাণীকান্ত কাকতি
প্ৰবন্ধ গানৰ পৰম্পৰাত বৰগীত : বাপচন্দ্ৰ মহন্ত
মহাপুৰুষ শংকৰদেৱ : নবীন চন্দ্ৰ শৰ্মা
শংকৰী সাহিত্যৰ সমীক্ষা : ভৱ প্ৰসাদ চলিহা (সম্পা.)
শংকৰদেৱ (১ম আৰু দ্বিতীয় খণ্ড) : মহেশ্বৰ নেওগ
শংকৰদেৱ অধ্যয়ন প্ৰসঙ্গ : কেশৱানন্দ দেৱগোস্বামী
শংকৰদেৱ অধ্যয়নৰ গ্ৰন্থপঞ্জী : বিমল মজুমদাৰ (সম্পা.)
শংকৰদেৱৰ কৃতি আৰু কৃতিত্ব : শিৱনাথ বৰ্মন
শংকৰদেৱৰ সাহিত্য প্ৰতিভা : হৰিনাথ শৰ্মা দলৈ
শ্ৰীমন্ত শংকৰদেৱৰ সমাজ আৰু সংস্কৃতি : প্ৰদীপজ্যোতি মহন্ত (সম্পা.)

বিষয় সম্পর্কীয় ঐচ্ছিক পাঠ্য
ASM-RE-5026
অসমীয়া লোক-সাহিত্য অধ্যয়ন
মূল্যাংক : ৮০

(উদ্দেশ্য : এই পাঠ্যৰ জৰিয়তে ছাত্ৰ-ছাত্ৰীয়ে লোক সাহিত্যৰ স্বৰূপ আৰু অসমীয়া লোকসাহিত্যৰ বিভিন্ন সমলৰ সৈতে পৰিচিত হ'ব।)

- প্ৰথম গোট : লোকসাহিত্যৰ প্ৰকৃতি বিচাৰ আৰু শ্ৰেণী বিভাগ : 20
গেয় আৰু কথ্য, প্ৰাচীন আৰু সমকালীন, আঞ্চলিক
আৰু জনগোষ্ঠীয়
- দ্বিতীয় গোট : প্ৰবাদ-পটন্তৰ, জনশ্ৰুতি-সাধুকথা, মন্ত্ৰসাহিত্য, নিচুকনি আৰু 20
খেল-ধেমালিৰ গীত-মাত (অসমীয়া আৰু অসমীয়াৰ নৃগোষ্ঠীয়
উপভাষাত ৰচিত গীত-মাতৰ বিশেষ প্ৰসংগত)
- তৃতীয় গোট : মালিতা আৰু কাহিনী গীত : 20
আখ্যানমূলক, বুৰঞ্জীমূলক, ব্যঙ্গাত্মক, সমকালীন, খণ্ডিত মালিতা
(অসমীয়া আৰু অসমৰ নিৰ্বাচিত জনগোষ্ঠীৰ গীত-মাতৰ বিশেষ প্ৰসংগত)
- চতুৰ্থ গোট : অনুষ্ঠানমূলক, উৎসৱকেন্দ্ৰিক, স্মৃতিমূলক, ধৰ্মকেন্দ্ৰিক, প্ৰেম আৰু 20
বিবহ বিষয়ক (বাৰমাহী গীত), (অসমীয়া আৰু অসমৰ নিৰ্বাচিত জনগোষ্ঠীৰ
গীত-মাতৰ বিশেষ প্ৰসংগত)

সহায়ক গ্ৰন্থ (নিৰ্বাচিত) :

- অলৌ গুটি-তলৌ গুটি : অসমৰ খেল-ধেমালিৰ গীত-মাত : উপেন ৰাভা হাকাচাম (সম্পা.)
অসমীয়া জনসাহিত্য : প্ৰফুল্লদত্ত গোস্বামী
অসমীয়া লোক-সাহিত্যৰ ৰূপৰেখা : লীলা গগৈ
কামৰূপী লোকগীতি সংগ্ৰহ : হেমন্ত কুমাৰ শৰ্মা (সম্পা.)
গোৱালপৰীয়া লোকগীত সমগ্ৰ : বীৰেন্দ্ৰনাথ দত্ত (সম্পা.)
দৰঙী লোকগীত সংগ্ৰহ : কনক চন্দ্ৰ চহৰীয়া (সম্পা.)
বাৰমাহৰ তেৰ গীত : প্ৰফুল্লদত্ত গোস্বামী
সমকালীন অসমীয়া লোক-সাহিত্য : উপেন ৰাভা হাকাচাম (সম্পা.)
হেনা-হুচা : অসমীয়া জনজাতীয় / জনগোষ্ঠীয় লোকসাহিত্যৰ সংকলন (প্ৰথম আৰু দ্বিতীয় খণ্ড) : উপেন ৰাভা
হাকাচাম (সম্পা.)

বৰ্গীয় ঐচ্ছিক পাঠ্য (GE)
ASM-RG-5016

শংকৰদেৱ
মূল্যাংক : ৮০

(উদ্দেশ্য : অসমীয়া সাহিত্যৰ যুগন্ধৰ প্ৰতিভা শংকৰদেৱৰ বৰগীত, কীৰ্তনঘোষা, কাব্য আৰু নাট সম্পৰ্কে ছাত্ৰ-ছাত্ৰীসকলে জ্ঞান লাভ কৰিব।)

প্ৰথম গোট : শংকৰদেৱৰ সাহিত্যৰ পৰিচয় আৰু পটভূমি	২০
দ্বিতীয় গোট : বৰগীত :	২০
(১) নাৰায়ণ কাহে ভকতি	
(২) সাৰঙ্গ পাণি হে	
কীৰ্তনঘোষা :	
(১) গজেন্দ্ৰ উপাখ্যান	
(২) শিশু লীলা	
তৃতীয় গোট : হৰিশ্চন্দ্ৰ উপাখ্যান	২০
চতুৰ্থ গোট : পাৰিজাত-হৰণ নাট	২০

সহায়ক গ্ৰন্থ (নিৰ্বাচিত) :

- অনুনাৰ্দ : শ্ৰীমন্ত শংকৰ আৰু অসমীয়া সংস্কৃতি : ৰঞ্জিৎ কুমাৰ দেৱগোস্বামী (সম্পা.)
অসমৰ বৈষ্ণৱ সাহিত্য আৰু দৰ্শন : অগ্নিমা দত্ত
পুৰণি অসমীয়া সাহিত্য : বাণীকান্ত কাকতি
প্ৰবন্ধ গানৰ পৰম্পৰাত বৰগীত : বাপচন্দ্ৰ মহন্ত
মহাপুৰুষ শংকৰদেৱ : নবীন চন্দ্ৰ শৰ্মা
শংকৰী সাহিত্যৰ সমীক্ষা : ভৱ প্ৰসাদ চলিহা (সম্পা.)
শংকৰদেৱ (১ম আৰু দ্বিতীয় খণ্ড) : মহেশ্বৰ নেওগ
শংকৰদেৱৰ অধ্যয়ন প্ৰসঙ্গ : কেশৱানন্দ দেৱগোস্বামী
শংকৰদেৱৰ অধ্যয়নৰ গ্ৰন্থপঞ্জী : বিমল মজুমদাৰ (সম্পা.)
শংকৰদেৱৰ কৃতি আৰু কৃতিত্ব : শিৱনাথ বৰ্মন
শংকৰদেৱৰ সাহিত্য প্ৰতিভা : হৰিনাথ শৰ্মা দলৈ
শ্ৰীমন্ত শংকৰদেৱৰ সমাজ আৰু সংস্কৃতি : প্ৰদীপজ্যোতি মহন্ত (সম্পা.)

ষষ্ঠ মাধ্যমিক
দক্ষতা বিকাশ পাঠ্য
ASM-SE-6014
অসমীয়া আখৰ-জোঁটনি
মূল্যাংক : ৮০

(উদ্দেশ্য : অসমীয়া ভাষা বৃত্তিগতভাৱে ব্যৱহাৰ কৰিবলৈ শুদ্ধ আখৰ-জোঁটনিৰ জ্ঞান অপৰিহাৰ্য। এই পাঠ্যত অসমীয়া আখৰ-জোঁটনিৰ নিয়ম আৰু কৌশল সম্পৰ্কীয় জ্ঞান সন্নিবিষ্ট হৈছে।)

প্ৰথম গোট : বৰ্ণাশুদ্ধিৰ কাৰণ :	20
স্বৰধ্বনিগত বৰ্ণাশুদ্ধি - স্বৰধ্বনি আৰু আখৰৰ সম্পৰ্ক, স্বৰচিহ্ন	
দ্বিতীয় গোট : ব্যঞ্জনধ্বনিগত বৰ্ণাশুদ্ধি :	20
ব্যঞ্জনধ্বনি আৰু আখৰৰ সম্পৰ্ক, যুক্তাক্ষৰ	
তৃতীয় গোট : ভুল প্ৰয়োগ :	20
বিভক্তি, প্ৰত্যয়, চন্দ্ৰবিন্দু, যতিচিহ্ন, তৎসম শব্দৰ বানান, থলুৱা শব্দৰ বানান	
চতুৰ্থ গোট : লিপ্যন্তৰ পদ্ধতি আৰু প্ৰয়োগ	20

সহায়ক গ্ৰন্থ (নিৰ্বাচিত) :

- অসমীয়া আখৰ-জোঁটনি অসমীয়া : গোলোক চন্দ্ৰ গোস্বামী
অসমীয়া আখৰ-জোঁটনি আৰু লিপ্যন্তৰ পদ্ধতি : গুৱাহাটী বিশ্ববিদ্যালয়
অসমীয়া আখৰ জোঁটনিৰ কথা : শিৱনাথ বৰ্মন
অসমীয়া ভাষাৰ স্বতন্ত্ৰতা : ভগৱান মৰল
অসমীয়া ভাষা : সংৰক্ষণ, সংবৰ্ধন আৰু সম্প্ৰচাৰ : ৰমানন্দন বৰা (সম্পা.)
অসমীয়া ভাষা-সাহিত্য চৰ্চাকাৰীসকলৰ হাতপুথি : ৰমেশ পাঠক
নিকা অসমীয়া ভাষা : মহেশ্বৰ নেওগ
ব্যাকৰণ তত্ত্ব আৰু তাত্ত্বিক : খগেশ সেন ডেকা

বিষয় সম্পর্কীয় ঐচ্ছিক পাঠ্য

(এই ষাণ্মাসিকৰ ছাত্ৰ-ছাত্ৰীয়ে দুটা বিষয় সম্পর্কীয় ঐচ্ছিক পাঠ্য ASM-RE-6016 আৰু ASM-RE-6026 -ৰ মাজৰ পৰা যিকোনো এটা পাঠ্য বাছি ল'ব পাৰিব)

ASM-RE-6016

ছন্দ আৰু অলংকাৰ

মূল্যাংক : ৮০

(উদ্দেশ্য : এই পাঠ্যৰ জৰিয়তে ছাত্ৰ-ছাত্ৰীসকলক অসমীয়াত ব্যৱহৃত ছন্দ আৰু অলংকাৰৰ তাত্ত্বিক জ্ঞান প্ৰদানৰ প্ৰয়াস কৰা হৈছে।)

প্ৰথম গোট : অক্ষৰ, মাত্ৰা, লয়, যতি, চৰণ, মুক্তক	20
দ্বিতীয় গোট : নিৰ্বাচিত ছন্দ পদ, দুলাড়ী, ছবি, লেচাবী, একাৰলী, ঝুমুৰী, কুসুমমালা	20
তৃতীয় গোট : অলংকাৰ সংজ্ঞা, অলংকাৰৰ প্ৰয়োজনীয়তা অলংকাৰৰ প্ৰকাৰভেদ	20
চতুৰ্থ গোট : নিৰ্বাচিত অলংকাৰ অনুপ্ৰাস, যমক, শ্লেষ, বক্ৰোক্তি, পুনৰুক্তিৰদাভাস, উপমা, কপক, ভ্ৰান্তিমান, উৎপ্ৰেক্ষা, ব্যাজস্ততি	20

সহায়ক গ্ৰন্থ (নিৰ্বাচিত) :

অসমীয়া কবিতাৰ ছন্দ : মহেন্দ্ৰ বৰা

অসমীয়া ছন্দ শিল্পৰ ভূমিকা : নৱকান্ত বৰুৱা

অলংকাৰ-জিজ্ঞাসা : নিশীথ মুখোপাধ্যায়

কবিতাৰ দেহবিচাৰ : নৱকান্ত বৰুৱা

সংস্কৃত সমালোচনা শাস্ত্ৰৰ বিৱৰ্তন আৰু ধাৰা : নৰেন্দ্ৰ নাথ শৰ্মা

সাহিত্য বিদ্যা পৰিক্ৰমা : তীৰ্থনাথ শৰ্মা

বিষয় সম্পর্কীয় ঐচ্ছিক পাঠ্য

ASM-RE-6026

অভিযোজনা

মূল্যাংক : ৮০

(উদ্দেশ্য : এই পাঠ্যৰ জৰিয়তে অভিযোজনাৰ তাত্ত্বিক আৰু ব্যৱহাৰিক জ্ঞান লাভ কৰিব।)

প্রথম গোট : অনুবাদ প্রক্রিয়া

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অনুবাদৰ প্ৰকাৰ হিচাপে অভিযোজনা

অনুবাদ আৰু অভিযোজনাৰ পাৰ্থক্য

দ্বিতীয় গোট : একে ঠাল (genre)ৰ আৱৰ্ততে কৰা অভিযোজনা

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অধ্যয়ন, বিশ্লেষণ আৰু তুলনা— মাৰ্ক টোৱেইনৰ উপন্যাস

Adventures of Huckleberry Finn আৰু উপন্যাসখনৰ বন্দিতা ফুকনে

কৰা অভিযোজনাকালবেৰী ফিনৰ ৰোমাঞ্চকৰ কাহিনী

তৃতীয় গোট : এটা ঠালৰ পৰা আন এটা ঠাললৈ কৰা অভিযোজনা

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অধ্যয়ন, বিশ্লেষণ আৰু তুলনা— লক্ষ্মীনন্দন বৰাৰ উপন্যাস *গঙাচিলনীৰ পাখি*

আৰু উপন্যাসখনৰ পদুম বৰুৱাই কৰা চলচ্চিত্ৰীয় অভিযোজনা *গঙাচিলনীৰ পাখি*

চতুৰ্থ গোট : লিখন-প্ৰকল্প (শিক্ষকে ছাত্ৰ-ঠাত্ৰীক একে ঠালৰ আৱৰ্ততে বা এটা ঠালৰ পৰা

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আন এটা ঠাললৈ কৰা অভিযোজনাৰ উদাহৰণ হিচাপে এটা অভিযোজিত পাঠ

মূল পাঠৰ সৈতে তুলনা কৰি চাবলৈ দিব)

সহায়ক গ্ৰন্থ (নিৰ্বাচিত) :

অনুবাদ অধ্যয়ন : তত্ত্ব আৰু প্ৰয়োগ : মদন শৰ্মা

অনুবাদৰ কথা : আবুল লেইচ

অনুবাদ পৰিক্ৰমা : প্ৰফুল্ল কটকী

অসমীয়া চলচ্চিত্ৰৰ ছাঁ-পোহৰ : অপূৰ্ব শৰ্মা

চলচ্চিত্ৰ : সময়-সমাজ-নন্দনতত্ত্ব : উৎপল দত্ত

তুলনামূলক সাহিত্য আৰু অনুবাদ কলা : কৰবী ডেকা হাজৰিকা

তুলনামূলক সাহিত্য আৰু অনুবাদৰ বিচাৰ : নীৰাজনা মহন্ত বেজবৰা

Translation Studies : Susan Bassnett

Translation Studies Reader : Lawrence Venuti (ed.)

বৰ্গীয় ঐচ্ছিক পাঠ্য
ASM-RG-6016
ছন্দ আৰু অলংকাৰ
মূল্যাংক : ৮০

(উদ্দেশ্য : এই পাঠ্যৰ জৰিয়তে ছাত্ৰ-ছাত্ৰীসকলক অসমীয়াত ব্যৱহৃত ছন্দ আৰু অলংকাৰৰ তাত্ত্বিক জ্ঞান প্ৰদানৰ প্ৰয়াস কৰা হৈছে।)

প্ৰথম গোট : অক্ষৰ, মাত্ৰা, লয়, যতি, চৰণ, মুক্তক	20
দ্বিতীয় গোট : নিৰ্বাচিত ছন্দ পদ, দুলাড়ী, ছবি, লোচাবী, একাৱলী, কুমুৰী, কুসুমমালা	20
তৃতীয় গোট : অলংকাৰ সংজ্ঞা, অলংকাৰৰ প্ৰয়োজনীয়তা অলংকাৰৰ প্ৰকাৰভেদ	20
চতুৰ্থ গোট : নিৰ্বাচিত অলংকাৰ অনুপ্ৰাস, যমক, শ্লেষ, বক্ৰোক্তি, পুনৰুক্তিৰদাভাস, উপমা, ৰূপক, ভ্ৰান্তিমান, উৎপ্ৰেক্ষা, ব্যাজস্ততি	20

সহায়ক গ্ৰন্থ (নিৰ্বাচিত) :

- অসমীয়া কবিতাৰ ছন্দ : মহেন্দ্ৰ বৰা
অসমীয়া ছন্দ শিল্পৰ ভূমিকা : নৱকান্ত বৰুৱা
অলংকাৰ-জিজ্ঞাসা : নিশীথ মুখোপাধ্যায়
কবিতাৰ দেহবিচাৰ : নৱকান্ত বৰুৱা
সংস্কৃত সমালোচনা শাস্ত্ৰৰ বিৱৰ্তন আৰু ধাৰা : নৰেন্দ্ৰ নাথ শৰ্মা
সাহিত্য বিদ্যা পৰিক্ৰমা : তীৰ্থনাথ শৰ্মা

Gauhati University offers BA (Hons) in Economics. Moreover, Economics can be taken up as one of the Disciplines in BA (Regular) and BSc (Regular) Programmes.

The programme templates of both the BA (Regular) with Economics and BSc (Regular) with Economics are given below -

BA Regular with Economics

<i>Semester</i>	<i>CORE COURSE</i>	<i>Ability Enhancement Compulsory Course (AECC)</i>	<i>Skill Enhancement Course (SEC)</i>	<i>Discipline Specific Elective (DSE)</i>	<i>Generic Elective (GE)*</i>
<i>I</i>	<i>English-1</i>	<i>English/MIL Communication</i>			
	<i>ECO RC 1016</i>				
	<i>DSC- 2 A</i>				
<i>II</i>	<i>English-2</i>	<i>Environmental Science</i>			
	<i>ECO RC 2016</i>				
	<i>DSC- 2 B</i>				
<i>III</i>	<i>MIL-1/Alt English-1</i>		<i>ECO SE 3014</i>		
	<i>ECO RC 3016</i>				
	<i>DSC- 2 C</i>				
<i>IV</i>	<i>MIL-2/Alt English-2</i>		<i>ECO SE 4014</i>		
	<i>ECO RC 4016</i>				
	<i>DSC- 2 D</i>				
<i>V</i>			<i>ECO SE 5014</i>	<i># ECO RE 5016 / ECO RE 5026 / ECO RE 5036</i>	<i>ECO RG 5016</i>
				<i>DSE-2 A</i>	
<i>VI</i>			<i>ECO SE 6014</i>	<i># ECO RE 6016 / ECO RE 6026 / ECO RE 6036</i>	<i>ECO RG 6016</i>
				<i>DSE-2 B</i>	

*for students of other disciplines

#Any one of the three

Note: The second discipline of choice can be taken up from any Arts discipline. However, Statistics and Mathematics are recommended as the ideal complements for Economics.

BSc Regular with Economics

<i>Semester</i>	<i>CORE COURSE (14)</i>	<i>Ability Enhancement Compulsory Course (AECC) (2)</i>	<i>Skill Enhancement Course (SEC) (2)</i>	<i>Discipline Specific Elective (DSE) (6)</i>
<i>I</i>	ECO RC 1016	<i>English Communication</i>		
	<i>DSC- 2 A</i>			
	<i>DSC- 3 A</i>			
<i>II</i>	ECO RC 2016	<i>Environmental Science</i>		
	<i>DSC- 2 B</i>			
	<i>DSC- 3 B</i>			
<i>III</i>	ECO RC 3016		ECO SE 3014	
	<i>DSC- 2 C</i>			
	<i>DSC- 3 C</i>			
<i>IV</i>	ECO RC 4016		ECO SE 4014	
	<i>DSC- 2 D</i>			
	<i>DSC- 3 D</i>			
<i>V</i>			ECO SE 5014	#ECO RE 5016 / ECO RE 5026 / ECO RE 5036
				<i>DSE-2 A</i>
				<i>DSE-3 A</i>
<i>VI</i>			ECO SE 6014	#ECO RE 6016 / ECO RE 6026 / ECO RE 6036
				<i>DSE-2 B</i>
				<i>DSE-3 B</i>

#Any one of the three

Note: The other two disciplines of choice have to be from a Science discipline. However, Statistics and Mathematics are recommended as the ideal complements for Economics.

FIRST SEMESTER CORE

ECO-RC-1016: Principles of Microeconomics–I

Course Description

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

Course Outline

1. Introduction

Problem of scarcity and choice: scarcity, choice and opportunity cost; production possibility frontier; economic systems.

Demand and supply: law of demand, determinants of demand, shifts of demand versus movements along a demand curve, market demand, law of supply, determinants of supply, shifts of supply versus movements along a supply curve, market supply, market equilibrium.

Applications of demand and supply: price rationing, price floors, consumer surplus, producersurplus.

Elasticity: price elasticity of demand, calculating elasticity, determinants of price elasticity, otherelasticities.

2. Consumer Theory

Budget constraint, concept of utility, diminishing marginal utility, Diamond-water paradox, income and substitution effects; consumer choice: indifference curves, derivation of demand curve from indifference curve and budget constraint.

3. Production and Costs

Production: behavior of profit maximizing firms, production process, production functions, law of variable proportions, choice of technology, isoquant and isocost lines, cost minimizing equilibriumcondition.

Costs: costs in the short run, costs in the long run, revenue and profit maximizations, minimizing losses, short run industry supply curve, economies and diseconomies of scale, long runadjustments.

4. Perfect Competition

Assumptions: theory of a firm under perfect competition, demand and revenue; equilibrium of the firm in the short run and long run; long run industry supply curve: increasing, decreasing and constant costindustries.

Welfare: allocative efficiency under perfectcompetition.

Readings:

Case, Karl E. & Ray C. Fair, *Principles of Economics*, Pearson Education, Inc., 8th

SECOND SEMESTER CORE

ECO-RC-2016: Principles of Microeconomics–II

Course Description

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

Course Outline

1. Market Structures

Theory of a Monopoly Firm

Concept of imperfect competition; short run and long run price and output decisions of a monopoly firm; concept of a supply curve under monopoly; comparison of perfect competition and monopoly, social cost of monopoly, price discrimination; remedies for monopoly: Antitrust laws, natural monopoly.

Imperfect Competition

Monopolistic competition: Assumptions, short run and long run price and output determinations under monopolistic competition,

Oligopoly: assumptions, overview of different oligopoly models, contestable markets.

2. Factor Pricing

Demand for a factor input in a competitive factor market, supply of inputs to a firm, market supply of inputs, equilibrium in a competitive factor market. Factor markets with monopsony power.

3. Market Failure

Efficiency of perfect competition, Sources of market failure.

Externalities and market failure, public goods and market failure, markets with asymmetric information (Ideas only)

Readings:

Case, Karl E. & Ray C. Fair, *Principles of Economics*, Pearson Education, Inc., 8th edition, 2007.

Pindyck, R.S, Rubinfeld, B.L and Mehta, P.L, *Microeconomics*, Pearson, 7th edition

THIRD SEMESTER CORE

ECO-RC-3016: Principles of Macroeconomics–I

Course Description

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.

Course Outline

1. Introduction

What is macroeconomics? Macroeconomic issues in an economy.

2. National Income Accounting

Concepts of Income, Domestic Income and National Income; GDP and NDP at Market Price and Factor Cost, measurement of national income and related aggregates; nominal and real income;

3. Determination of GDP

Actual and potential GDP; aggregate expenditure; consumption function; investment function; equilibrium GDP; concepts of MPS, APS, MPC, APC; autonomous expenditure; Concept of multiplier.

4. National Income Determination with Government Intervention and Foreign Trade

Fiscal Policy: impact of changes in government expenditure and taxes; net exports function; net exports and equilibrium national income.

5. Money in a Modern Economy

Concept of money in a modern economy; monetary aggregates; demand for money; quantity theory of money; liquidity preference and rate of interest; money supply and credit creation; monetary policy.

Readings:

1. Case, Karl E. & Ray C. Fair, *Principles of Economics*, Pearson Education, Inc., 8th edition, 2007.
2. Sikdar, Shoumyen, *Principles of Macroeconomics*, 2nd Edition, Oxford University Press, India

FOURTH SEMESTER CORE

ECO-RC-4016: Principles of Macroeconomics–II

Course Description

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.

Course Outline

1. IS-LM Analysis

Derivations of the IS and LM functions; IS-LM and aggregate demand; shifts in the AD curve.

2. GDP and Price Level in Short Run and LongRun

Aggregate demand and aggregate supply; multiplier Analysis with AD curve and changes in price levels; aggregate supply in the SR and LR.

3. Inflation and Unemployment

Concept of inflation; determinants of inflation; relationship between inflation and unemployment: Phillips Curve in short run and long run.

4. Balance of Payments and Exchange Rate

Balance of payments: current account and capital account; market for foreign exchange; determination of exchange rate.

Readings:

1. Case, Karl E. & Ray C. Fair, *Principles of Economics*, Pearson Education, Inc., 8th edition, 2007.
2. Sikdar, Shoumyen, *Principles of Macroeconomics*, 2nd Edition, Oxford University Press, India

FIFTH SEMESTER DSE

ECO-RE-5016: Economic Development and Policy in India–I

Course Description

This course reviews major trends in aggregate economic indicators in India and places these against the backdrop of major policy debates in India in the post- Independence period.

Course Outline

1. Issues in Growth, Development and Sustainability
2. Factors in Development: Capital formation (Physical and Human); technology; institutions.
3. Population and Economic Development Demographic trends; urbanisation.
4. Employment: Occupational structure in the organised and the unorganised sectors; open-, under- and disguised unemployment (rural and urban); employment schemes and their impact.
5. Indian Development Experience: Critical evaluation of growth, inequality, poverty and competitiveness, pre and post reforms era; savings and investment; mobilisation of internal and external finance; monetary and fiscal policies; centre-state financial relations.

Readings:

1. Michael P Todaro and Stephen Smith. Economic Development, Pearson, 11th edition (2011).
2. Uma Kapila, Indian Economy since Independence, Academic Foundation, 19th edition (2009).
3. United Nations Development Programme, Human Development Report 2010, Palgrave Macmillan (2010).
4. Government of India, Economic Survey (latest)
5. Government of India, Finance Commission Report (latest)

ECO-RE-5026: Money and Banking

Course Description

This course exposes students to the theory and functioning of the monetary and financial sectors of the economy. It highlights the organization, structure and role of financial markets and institutions. It also discusses interest rates, monetary management and instruments of monetary control. Financial and banking sector reforms and monetary policy with special reference to India are also covered.

Course Outline

1. Money

Concept, functions, measurement; theories of money supply determination.

2. Financial Institutions, Markets, Instruments and Financial Innovations

a. Role of financial markets and institutions; problem of asymmetric information – adverse selection and moral hazard; financial crises.

b. Money and capital markets: organization, structure and reforms in India; role of financial derivatives and other innovations.

3. Interest Rates

Determination; sources of interest rate differentials; theories of term structure of interest rates; interest rates in India.

4. Banking System

a. Balance sheet and portfolio management.

b. Indian banking system: Changing role and structure; banking sector reforms.

5. Central Banking and Monetary Policy

Functions, balance sheet; goals, targets, indicators and instruments of monetary control; monetary management in an open economy; current monetary policy of India

Readings

1. F. S. Mishkin and S. G. Eakins, *Financial Markets and Institutions*, Pearson Education, 6th edition, 2009.
2. F. J. Fabozzi, F. Modigliani, F. J. Jones, M. G. Ferri, *Foundations of Financial Markets and Institutions*, Pearson Education, 3rd edition, 2009.
3. L. M. Bhole and J. Mahukud, *Financial Institutions and Markets*, Tata McGraw Hill, 5th edition, 2011.
4. M. Y. Khan, *Indian Financial System*, Tata McGraw Hill, 7th edition, 2011.
5. Various latest issues of R.B.I. Bulletins, Annual Reports, Reports on Currency and Finance and Reports of the Working Group, IMF Staff Papers.

ECO-RE-5036: Environmental Economics

Course Description

This course introduces students to concepts, methods and policy options in managing the environment using tools of economic analysis. This course should be accessible to anyone with an analytical mind and familiarity with basic concepts of economics. Environmental problems and issues from the Indian and international context (especially global warming) are used to illustrate the concepts and methods presented in the course. The course will be useful for students aiming towards careers in the government sector, policy analysis, business, journalism and international organisations.

Course Outline

1. Introduction

Key environmental issues and problems, economic way of thinking about these problems, basic concepts from economics; Pareto optimality and market failure in the presence of externalities; property rights and other approaches.

2. The Design and Implementation of Environmental Policy

Overview, Pigouvian taxes and effluent fees, tradable permits, implementation of environmental policies in India and international experience; transboundary environmental problems; economics of climate change.

3. Environmental Valuation Methods and Applications

Valuation of non-market goods and services--theory and practice; measurement methods; cost-benefit analysis of environmental policies and regulations.

4. Sustainable Development

Concepts; measurement; perspectives from Indian experience

Readings

1. Roger Perman, Yue Ma, Michael Common, David Maddison and James McGilvray, "*Natural Resource and Environmental Economics*", Pearson Education/Addison Wesley, 4th edition, 2011.
2. Charles Kolstad, "*Intermediate Environmental Economics*", Oxford University Press, 2nd edition, 2010.
3. Robert N. Stavins (ed.), "*Economics of the Environment: Selected Readings*", W.W. Norton, 6th edition, 2012.
4. Robert Solow, "An Almost Practical Step toward Sustainability," Resources for the Future 40th anniversary lecture, 1992.
5. Kenneth Arrow et al., "Are We Consuming Too Much?" *Journal of Economic Perspectives*, 18(3): 147-172, 2004.
6. IPCC (Intergovernmental Panel on Climate Change), Fifth Assessment Report (forthcoming 2014).

SIXTH SEMESTER DSE

ECO-RE-6016: Economic Development and Policy in India–II

Course Description

Building on the more aggregative analysis of trends in the Indian Economy offered in Economic Development and Policy–I, this course examines sector-specific trends in key indicators and their implications in the post-Independence period.

Course Outline

- 1. Agriculture: Policies and Performance**
Production and productivity; credit; labour; markets and pricing; land reforms; regional variations.
- 2. Industry: Policies and Performance**
Production trends; small scale industries; public sector; foreign investment.
- 3. Foreign Trade: Trends and Policies**
Balance of trade and balance of payments; India and the World Trade Organisation.

Readings:

1. Uma Kapila, *Indian Economy since Independence*, Academic Foundation, 19th edition (2009).
2. Government of India, *Economic Survey*(latest)

ECO-RE-6026: Economic History of India 1857-1947

Course Description

This course analyses key aspects of Indian economic development during the second half of British colonial rule. In doing so, it investigates the place of the Indian economy in the wider colonial context, and the mechanisms that linked economic development in India to the compulsions of colonial rule. This course links directly to the course on India's economic development after independence in 1947.

Course Outline

1. Introduction: Colonial India: Background and Introduction Overview of colonial economy.
2. Macro Trends: National Income; population; occupational structure.
3. Agriculture: Agrarian structure and land relations; agricultural markets and institutions – credit, commerce and technology; trends in performance and productivity; famines.
4. Railways and Industry: Railways; the de-industrialisation debate; evolution of entrepreneurial and industrial structure; nature of industrialisation in the interwar period; constraints to industrial breakthrough; labor relations.
5. Economy and State in the Imperial Context: The imperial priorities and the Indian economy; drain of wealth; international trade, capital flows and the colonial economy – changes and continuities; government and fiscal policy.

Readings:

1. Lakshmi Subramanian, "History of India 1707-1857", Orient Blackswan, 2010, Chapter 4.
2. Sumit Guha, 1991, 'Mortality decline in early 20th century India', Indian Economic and Social History Review (IESHR), pp 371-74 and 385-87.
3. Tirthankar Roy, The Economic History of India 1857-1947, Oxford University Press, 3rd edition, 2011.
4. J. Krishnamurty, Occupational Structure, Dharma Kumar (editor), The Cambridge Economic History of India, Vol. II, (henceforth referred to as CEHI), 2005, Chapter 6.
5. Irfan Habib, Indian Economy 1858-1914, A People's History of India, Vol. 28, Tulika, 2006.
6. Ira Klein, 1984, 'When Rains Fail: Famine relief and mortality in British India', IESHR 21.
7. Jean Dreze, Famine Prevention in India in Dreze and Sen (eds.) Political Economy of Hunger, WIDER Studies in Development Economics, 1990, pp. 13-35.
8. John Hurd, Railways, CEHI, Chapter 8, pp. 737-761.
9. Rajat Ray (ed.), Entrepreneurship and Industry in India, 1994.
10. A. K. Bagchi, 'Deindustrialization in India in the nineteenth century: Some theoretical implications', Journal of Development Studies, 1976.
11. M. D. Morris, Emergence of an Industrial Labour Force in India, OUP 1965, Chapter 11, Summary and Conclusions.
12. K. N. Chaudhuri, Foreign Trade and Balance of Payments, CEHI, Chapter 10.

ECO-RE-6036: Public Finance

Course Description

This course is a non-technical overview of government finances with special reference to India. The course does not require any prior knowledge of economics. It will look into the efficiency and equity aspects of taxation of the centre, states and the local governments and the issues of fiscal federalism and decentralisation in India. The course will be useful for students aiming towards careers in the government sector, policy analysis, business and journalism.

Course

Outline Part

1: Theory

1. Overview of Fiscal Functions, Tools of Normative Analysis, Pareto Efficiency, Equity and the Social Welfare.
2. Market Failure, Public Good and Externalities.
3. Elementary Theories of Product and Factor Taxation (Excess Burden and Incidence).

Part 2: Issues from Indian Public Finance

4. Working of Monetary and Fiscal Policies.
5. Current Issues of India's Tax System.
6. Analysis of Budget and Deficits
7. Fiscal Federalism in India
8. State and Local Finances

Readings

1. Musgrave, R.A. and P.B. Musgrave, *Public Finance in Theory and Practice*, Mc-Graw Hill, 1989.
2. Mahesh Purohit, "*Value Added Tax: Experience of India and Other Countries*", Gayatri Publications, 2007.
3. Kaushik Basu, and A. Maertens (ed.), *The Oxford Companion to Economics in India*, Oxford University Press, 2007.
4. M.M. Suri, *Government Budgeting in India*, Commonwealth Publishers, 1990.
5. Shankar Acharya, "Thirty years of tax reform" in India, *Economic and Political Weekly*, May 2005.
6. Government of India, *Report of the 14th Finance Commission*.
7. *Economic Survey*, Government of India (latest).
8. State Finances: A Study of Budgets, *Reserve Bank of India* (latest).

FIFTH SEMESTER GE

ECO-RG-5016: Economic Development and Policy in India–I

Course Description

This course reviews major trends in aggregate economic indicators in India and places these against the backdrop of major policy debates in India in the post- Independence period.

Course Outline

1. Issues in Growth, Development and Sustainability
2. Factors in Development: Capital formation (Physical and Human); technology; institutions.
3. Population and Economic Development Demographic trends; urbanisation.
4. Employment: Occupational structure in the organised and the unorganised sectors; open-, under- and disguised unemployment (rural and urban); employment schemes and their impact.
5. Indian Development Experience: Critical evaluation of growth, inequality, poverty and competitiveness, pre and post reforms era; savings and investment; mobilisation of internal and external finance; monetary and fiscal policies; centre-state financial relations.

Readings:

1. Michael P Todaro and Stephen Smith. Economic Development, Pearson, 11th edition (2011).
2. Uma Kapila, Indian Economy since Independence, Academic Foundation, 19th edition (2009).
3. United Nations Development Programme, Human Development Report 2010, Palgrave Macmillan (2010).
4. Government of India, Economic Survey (latest)
5. Government of India, Finance Commission Report (latest)

SIXTH SEMESTER GE

ECO-RG-6016: Economic Development and Policy in India–II

Course Description

Building on the more aggregative analysis of trends in the Indian Economy offered in Economic Development and Policy–I, this course examines sector-specific trends in key indicators and their implications in the post-Independence period.

Course Outline

1. Agriculture: Policies and Performance

Production and productivity; credit; labour; markets and pricing; land reforms; regional variations.

2. Industry: Policies and Performance

Production trends; small scale industries; public sector; foreign investment.

3. Foreign Trade: Trends and Policies

Balance of trade and balance of payments; India and the World Trade Organisation.

Readings:

3. Uma Kapila, *Indian Economy since Independence*, Academic Foundation, 19th edition (2009).
4. Government of India, *Economic Survey* (latest)

EDUCATION
FOR
UNDER GRADUATE CBCS COURSE (REGULAR)
(REVISED)



**(Approved by Academic Council on 8th November, 2019
effective from July, 2019)**

GAUHATI UNIVERSITY
GUWAHATI

Course Structure of B.A. Education (Regular) under CBCS Curriculum

It aims to develop a holistic and multidimensional understanding of the topics. It attempts to approach new areas of learning, develop competencies in the students thereby opening various avenues for self-discovery, academic understanding and employment.

Instruction on teaching method:

- The classroom transaction of all the papers will be done through Blended mode of learning. However, offline learning will be conducted through lectures, group discussions, experiential exercises, projects, presentations, workshops, seminars and hands on experiences.
- Students would be encouraged to develop an understanding of real life issues and participate in the programs and practices in the social context. To this end, practicum is incorporated as an important component in many of the papers.
- Use of ICT and mass media and web based sources is highly recommended to make the teaching learning process interactive and interesting.
- 40% of the courses will be covered by online mode of learning.

Evaluation: The mode of evaluation would be through a combination of external and internal assessment in the ratio of 80: 20 respectively. Equal weightage will be given to all the units while setting of questions papers in external examination. Along with routine examinations, classroom participations, class assignments, project work, and presentations would also be a part of the overall assessment of the student.

Semester	Core Course	AECC	SEC	DSE	GE
I	English-1	English/MIL Communication & Environmental Science			
	EDU-RC-1016				
	Other Subject				
II	English-2	English/MIL Communication & Environmental Science			
	EDU-RC-2016				
	Other Subject				
III	MIL/Alt English-1		EDU-SEC- 3014		
	EDU-RC-3016				
	Other Subject				
IV	MIL/Alt		EDU-SEC-		

	English-2		4014		
	EDU-RC-4016				
	Other subject				
V			EDU-SEC-5014	<i>Any one</i> EDU-RE-5016/ EDU-RE-5026/ EDU-RE-5036/ EDU-RE-5046	EDU-RG-5016
VI			EDU-SEC-6014	<i>Any one</i> EDU-RE-6016/ EDU-RE-6026/ EDU-RE-6036/ EDU-RE-6046	EDU-RG-6016

UG CBCS Education, GU (Regular)

List of Papers

Core Papers					
Sl. No	Course code	Title of the Paper	Credit	External	Internal
1	EDU-RC-1016	Foundations of Education	6	80	20
2	EDU-RC-2016	Psychology of Adolescents	6	80	20
3	EDU-RC-3016	Guidance and Counselling	6	80	20
4	EDU-RC-4016	History of Education in India	6	80	20
5	EDU-RE-5016/ EDU-RE-5026/ EDU-RE-5036/ EDU-RE-5046	Continuing Education/ Developmental Psychology/ Human Right Education/ Teacher Education in India	6	80	20
6	EDU-RE-6016/ EDU-RE-6026/ EDU-RE-6036/ EDU-RE-6046	Mental health and Hygiene/ Special Education/ Educational Management/ Women and Society	6	80	20
Generic Elective (GE)					
1	EDU-RG-5016	Distance Education	6	80	20
2	EDU-RG-6016	Mental Health and Hygiene	6	80	20
Skill Enhancement Course (SEC)					
1	EDU-SEC-3014	Public Speaking Skill	4	30	30
2	EDU-SEC-4014	Writing Bio-Data and facing an interview	4	30	30
3	EDU-SEC-5014	Extension Activities	4	30	30
4	EDU-SEC-6014	Developing Teaching Skill	4	30	30
Ability Enhancement Course (AEC)					
1	AECC-1		4	30	30
2	AECC-2		4	30	30

1st SEMESTER (REGULAR)

EDU-RC-1016

FOUNDATIONS OF EDUCATION

Total Marks: 100 (External: 80 and Internal: 20)

Credit-6

Course Objectives:

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.

Course contents

Units	Content
Unit-1	Concept of Education <ul style="list-style-type: none">• Meaning ,Nature and Scope of education• Forms of education-• Formal education, Informal and Non formal education- Meaning and Nature. School as an agency of formal education• Aims of education, Meaning and importance of Aims. Types of Aims-• Social Vs Individual aim.• Vocational and Liberal aim• Democratic aim of education.
Unit-2	Philosophy and Education <ul style="list-style-type: none">• Philosophy: Meaning, Nature and Scope• Philosophy of Education: Meaning and Scope• Relationship between education and philosophy• Impact of philosophy on education
Unit-3	Psychology and Education <ul style="list-style-type: none">• Meaning and nature of Psychology• Relation between education and psychology• Educational Psychology-Nature, Scope, Method Observation, Experimentation, Case study method• Importance of Educational Psychology in teaching –learning process
Unit-4	Education for National Integration and International understanding <ul style="list-style-type: none">• Meaning and Nature of National Integration and International understanding• Role of education in development of National Integration and International understanding.• Globalization and its impact in developing International cooperation

Unit-5	<p>Sociology and Education</p> <ul style="list-style-type: none"> • Concept and methods of Sociology, Educational Sociology: Meaning, Nature, Scope and Importance, Relation between education and sociology • Social group: Meaning, Nature and Classification, Importance of Primary and Secondary Groups • Concept of socialization, Education as a socialization process
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Recommended Readings:

- Agarwal J.C. (2010). *Theory and Principles of Education*. Delhi: Vikash Publishing House Pvt. Ltd.
- Baruah, J. (2006). *SikshatattaAdhyayan*. Guwahati: Lawyer's Book Stall.
- Bhatia & Bhatia (1994). *Theory and Principles of Education*. Delhi: Doaba.
- Chatterjee, S. (2012). *Principles and Practice of Modern Education*. Delhi: Books & Allied Ltd.
- Goswami, Dulumoni (2014). *Philosophy of Education*. Guwahati: DVS Publishers.
- Goswami, Dulumoni (2020) : *Principles of Education*, LBS Publications, Guwahati
- Raymont T. (1904). *Principles of Education*. London, New York & Bombay: Longmans, Green & Co.
- Ross J.S. (1945). *The Ground Work of Educational Theory*. London, Toronto, Bombay, Sydney: George G. Harrap & Co. Ltd.
- Safaya R.N. & Shaida B.D. (2010). *Modern Theory and Practice of Education*. New Delhi: Dhanpatrai Publishing Company Pvt. Ltd.
- Saikia, Polee (2019) 2nd Edition. *Sociological Foundations of Education*. Guwahati: DVS Publishers.

2nd SEMESTER (REGULAR)

EDU-RC-2016

PSYCHOLOGY OF ADOLESCENTS

Total Marks: 100 (External: 80 and Internal: 20)

Credit-6

Course Objectives:

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.

Course contents

Units	Contents
Unit-1	Introduction to adolescent psychology <ul style="list-style-type: none">• Meaning and definition of adolescence• Need and importance of studying adolescent psychology• Adolescence – age of transition• Is adolescence a period of storm and stress?
Unit-2	Physical and mental development <ul style="list-style-type: none">• Characteristics of physical development• Characteristics of mental development• Educational implications of physical and mental development
Unit-3	Social development <ul style="list-style-type: none">• Characteristics of social development• Influence of peers in social development• Factors affecting social adjustment
Unit-4	Emotional and personality development <ul style="list-style-type: none">• Characteristics of emotional development• Personality changes during adolescence• Adjustment problems of adolescence
Unit-5	Delinquency <ul style="list-style-type: none">• Meaning , Nature and types of delinquency• Causes of delinquency – biological, psychological and sociological• Role of school, family and society in preventing delinquency• Prevention and control of drug addiction

Recommended Readings:

- Chaube, S. P. (2011). *Developmental Psychology*. New Delhi: Neelkamal Publications Ltd.
- Cole, L. (1936). *Psychology of Adolescence*, New York: Rinchart and Winsten
- Goswami, G. (2008). *Child Development and Child Care*. Guwahati: ArunPrakashan.
- Hurllock, E. B. (1980). *Developmental Psychology-A Life span approach*. New Delhi: Tata McGraw Hill Publishing Com. Ltd.
- S. P Chudey , 2002 *Psychology of Adolescence*, Concept Publishing House

3rd SEMESTER (REGULAR)

EDU-RC-3016

GUIDANCE AND COUNSELLING

Total Marks: 100 (External: 80 and Internal: 20)

Credit-6

Course Objectives:

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.

Course contents

Unit	Contents
Unit-1	Introduction to Guidance <ul style="list-style-type: none">• Meaning, objectives and scope of guidance• Need and principles of guidance• Types of guidance and their importance : Educational guidance, Vocational guidance, Personal guidance, Social guidance, Health guidance
Unit-2	Introduction to Counselling <ul style="list-style-type: none">• Meaning, objectives and scope of counselling• Need and principles of counselling• Types of counselling : Directive, Non-directive and Eclectic counselling• Relation between Guidance and Counselling
Unit-3	Organization of guidance service <ul style="list-style-type: none">• Meaning of guidance service• Need and principles of organizing guidance service• Components of guidance service: counselling service, techniques of counselling service• Qualities of a good counsellor
Unit-4	Guidance needs of students <ul style="list-style-type: none">• Guidance needs of students in relation to home-centred and school-centred problems• Group guidance and Group counselling• Guidance for CWSN• School Guidance Clinic
Unit-5	School guidance programme

	<ul style="list-style-type: none">• Importance of guidance and counselling cells in educational institutions• Follow-up Services• Role of the Head of the institution and parents in guidance and counselling• Challenges and functions of the teacher as guidance provider/ counsellor
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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.

EDU-SEC- 3014

PUBLIC SPEAKING SKILL

Total Marks- 60 (External-30 Internal-30)

Credit – 4

Course Outcome:

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

Course contents

a. Theory (2 Credits)

Units	Contents
Unit-1	Public Speaking and Communication Skill <ul style="list-style-type: none">• Meaning and Importance of Public Speaking• Components of Public Speaking: Illustration, Voice modulation, The Power of Pause, Visual Aids, Sense of humour, Articulation• Principles of Effective Public Speaking: Principle of Preciseness, Principle of Clarity, Principle of Completeness, Principle of Consciousness, Principle of Adaption• Ways of becoming Better Public Speaker• Concept and Nature of Communication• Types of Communication: Verbal and non-Verbal• Barriers of Communication• Ways of Effective Communication
Unit-2	Personality Development and Motivation as Means for Effective Public Speaking <ul style="list-style-type: none">• Concept and Nature of Personality• Types of Personality: Extrovert and Introvert• Role of Personality in Effective Communication• Concept of Balanced Personality• Meaning and Nature of Motivation• Ways or means of motivating audience

b. Practical (2 Credits)

Students shall prepare a write-up based on topic selected for speech.

Guidelines:

- The students will be trained on public speaking
- Teachers will give demonstrations on public speaking

- It will cover: Style of presentation, voice modulation, body language, communication with audience, eye contact
- Topics of speech will be selected by the students discussing with teachers.

Mode of Delivery:

Teachers should use lecture, demonstration and any other method as per required for explaining the contents for the students.

Evaluation Plan:

- For theory part, written examination will be conducted with 50 marks.
- Evaluation for practical examination (Public Speaking Skill)

Recommended Readings:

- Mangal, S. K. (2013). *Essentials of Educational Psychology*. Delhi: PHI Learning Private Limited.
- Manoharan, P. K. (2008). *Education and Personality Development*. New Delhi: APH Publishing Corporation.
- Morgan, Clifford T. (1993). *Introduction to Psychology*. New Delhi: Tata McGraw Hill Publishing Company Limited.
- Nikitina, Arina(2011). *Successful Public Speaking*. ArinaNikitina& bookboon.com

4th SEMESTER (REGULAR)

EDU-RC-4016

HISTORY OF EDUCATION IN INDIA

Marks: 100 (External: 80 Internal: 20)

CREDIT: 6

Course Objectives:

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.

Course contents

Units	Content
Unit-1	Education in British India <ul style="list-style-type: none">• The Beginning<ul style="list-style-type: none">- The Charter Act of 1813- The Anglicists-Orientalists Controversy- Macaulay's Minute, 1835- Downward Filtration Theory• Wood Despatch of 1854<ul style="list-style-type: none">- Background of the Despatch- Recommendations- Implementation of the Despatch• Indian Education Commission-1882<ul style="list-style-type: none">- Appointment of Indian Education Commission- Background for appointing the Commission- Major Recommendations- Criticism of the Commission
Unit-2	Raise of Nationalism and its impact on Education <ul style="list-style-type: none">• Initiative of GopalkrishnaGokhle, Gokhale's Bill for Compulsory Primary Education- 1910-1912• All India Educational Conference, Wardha, 1937• Gandhijis Basic Education –Concept, Philosophy and Salient Features, Criticism of the Basic Education
Unit-3	Development of Indian Education: Post Independence I <ul style="list-style-type: none">• University Education Commission-1948<ul style="list-style-type: none">- Appointment of University Education Commission- Aims of University Education- Recommendations of the Commission- Evaluation of the Recommendations

	<ul style="list-style-type: none"> • Secondary Education Commission-1952-53 <ul style="list-style-type: none"> - Appointment of Secondary Education Commission - Aims and Objectives of Secondary Education - Defects of Secondary Education - Recommendations of the Commission - Evaluation of the Recommendations of the Commission
Unit-4	Development of Indian Education: Post Independence- II <ul style="list-style-type: none"> • Education Commission-1964-66 <ul style="list-style-type: none"> - Major Recommendations and its effects on existing Indian education • National Policy of Education-1986 <ul style="list-style-type: none"> - Background - Major Recommendations - Impact on Indian Education
Unit -5	Recent Developments in Indian Education <ul style="list-style-type: none"> • The National Knowledge Commission's Report <ul style="list-style-type: none"> - Major recommendation and its implementation • National Curriculum Framework, 2005 • Government Programmes of Education: SSA, RMSA and RUSA • The Right to Education Act, 2009 and its implementation.

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.

EDU-SEC-4014
WRITING BIODATA AND FACING AN INTERVIEW
Total Marks-60 (External -30 Internal-30)
Credit- 4

Course Outcome:

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

Course contents

a. Theory (2 Credits)

Units	Contents
Unit-1	<p>Bio-data</p> <ul style="list-style-type: none"> • Meaning, Purpose and Types of Bio-data • Components of Bio-data • Bio-data: Do's and Do not's • Meaning of Resume and Curriculum Vitae • Differences among Bio-data, Resume and Curriculum Vitae • How to write a Good Academic Bio-data
Unit-2	<p>Interview</p> <ul style="list-style-type: none"> • Meaning and objectives of Interview • Different types of Interview: Structured interview, Unstructured interview, Job-related interview • Characteristics of good interview • Importance of interview • Skills of facing interview

b. Practical (2 credits):

Students shall write a bio-data to face interview.

Guidelines:

- The teachers will have to guide the students in writing their Bio-data, if necessary outside experts may also be invited to train the students in writing the Bio-data.
- Teachers will guide the students to differentiate amongst Bio-data, Resume and Curriculum Vitae (CV).
- Teachers will explain the style and skill of appearing a formal interview.
- Students will practice mock interview within the classroom.

Mode of Delivery:

Teachers should use lecture, demonstration and any other method as per required for explaining the contents for the students.

Evaluation Plan:

- For theory part, written examination will be conducted with 50 marks.
- For Practical part, evaluation (Submission of Prepared Bio-data+ Facing an Interview) will be done by an External Examiner.

Recommended Readings:

- Innes, James (2009). *The CV Book-Your Definite Guide to Writing the Perfect CV*. Prentice Hall.
- Kothari, C. R. (2004). *Research Methodology: Methods and Techniques*. New Age International.
- Sidhu, Kulbir Singh (1984). *Methodology of Research in Education*. New Delhi: Sterling Publisher's Private Limited.

5th SEMESTER (REGULAR)

Instruction:

- Students will have to select one paper from four alternatives RE papers (EDU-RE-5016/EDU-RE-5026/EDU-RE-5036/EDU-RE-5046).
- The Regular Course students other than Education Regular can select EDU-RG-5016.

EDU-RE-5016
CONTINUING EDUCATION
Total Marks: 100 (External: 80 and Internal: 20)
Credit-6

Course Objectives:

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.

Course Contents

Units	Contents
Unit-1	Continuing Education <ul style="list-style-type: none">• Continuing Education: Meaning, Nature and objectives• Functions and Scope of Continuing education• Significance of continuing education• Meaning and nature of different Aspects Continuing education: Fundamental education, Adult education, Social education & Extension education• Agencies of continuing education
Unit-2	Methodologies and Issues of Continuing Education

	<ul style="list-style-type: none"> • Different methods of Continuing education • Strategies and devices of continuing education • Role of Mass-media in continuing education • Issues of continuing education in India
Unit-3	Open Education <ul style="list-style-type: none"> • Open Education: Meaning, Characteristics, Objectives and Types • Open School: Meaning and role of NIOS • Open University: Meaning, Characteristics, Objectives and development • Role of Open university in Continuing education
Unit-4	Adult Education <ul style="list-style-type: none"> • Meaning and Development of Adult education in India • Different kinds of adult education in India • Methods of Teaching adults • Planning adult education programmes in Assam for empowerment of rural women • Problems and Solution of Adult Education in India
Unit-5	Recent Literacy programmes in India <ul style="list-style-type: none"> • Changing concept of Literacy • National Literacy Mission 1988 • Total Literacy Campaign and Post Literacy programme • Shakshar Bharat Mission

Recommended Readings:

- Aggarwal, J. C. (2008). *Adult Education*. Delhi: Doaba House.
- Chandra, Dr.SotiShivendra (2005). *Adult and Non-Formal Education*. Delhi: Surajeet Publications.
- Das, Dr.Lakshahira (1999). *Adult Continuing Education*. Guwahati: Amrita Prakashan.
- Goswami, Dulumoni (2009). *Literacy and Development*. Guwahati: DVS Publishers.
- Kaur &Sood (2009). *Adult and Non-Formal Education*. Ludhiana: Tandon Publishers.
- Mohanty, S. (2012). *Lifelong and Adult Education*. New Delhi: APH Publishing House.
- Talukdar, B. K. (1993). *Adult Education: Concepts & Methods*. Guwahati: Bina Library.

EDU-RE-5026
DEVELOPMENTAL PSYCHOLOGY
Total Marks: 100 (External: 80 and Internal: 20)
Credit-6

Course Objectives:

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.

Course contents

Units	Topics
Unit-1	Introduction to Developmental Psychology <ul style="list-style-type: none"> • Meaning, definition, nature and scope of developmental psychology • Different methods of studying developmental psychology • Hereditary and other factors that affect pre-natal development • Periods of pre-natal development • Characteristics of pre-natal development • Precautionary measures to be taken in pre-natal development
Unit-2	Infancy <ul style="list-style-type: none"> • Characteristics of infancy • Different developmental aspects during infancy <ul style="list-style-type: none"> - Physical development - Cognitive development - Motor development - Language development - Emotional development • Conditions that affect parental attitude towards the infant • Role of family in the development of infants
Unit-3	Childhood <ul style="list-style-type: none"> • Characteristics of childhood

	<ul style="list-style-type: none"> • Developmental tasks of childhood <ul style="list-style-type: none"> - Physical development of early and late childhood - Emotional development of early and late childhood • Influence of family and school in social and personality development in childhood
Unit-4	Adolescence <ul style="list-style-type: none"> • Meaning and definition of adolescence • Need and importance of studying adolescence • Characteristics of adolescence • Developmental tasks of adolescent period • Adolescence – age of transition • Physical changes during adolescence • Intellectual development during adolescence
Unit-5	Social, Emotional and Personality Development of Adolescence <ul style="list-style-type: none"> • Social development during adolescence • Role of family, school and peers in the development of adolescence • Emotionality during adolescence • Personality development during adolescence • Adjustment problems and juvenile delinquency

Recommended Readings:

- Bee, H. and Denise Boyd (2006). *The Developing Child*. New Delhi: Pearson Education Inc. India edition
- Chaube, S. P. (2011). *Developmental Psychology*. New Delhi: Neelkamal Publications Ltd.
- Cole, L. (1936). *Psychology of Adolescence*, New York: Rinchart and Winsten
- Goswami, G. (2008). *Child Development and Child Care*. Guwahati: ArunPrakashan.
- 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.

EDU-RE-5036
HUMAN RIGHTS EDUCATION
Total Marks: 100 (External: 80 and Internal: 20)
Credit-6

Course Objectives:

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

Course Contents

Units	Contents
Unit-1	<p>Basic Concept of Human Rights</p> <ul style="list-style-type: none"> • Concept and Nature of Human Rights • Scope of Human Rights • Concept, objectives, principles of Human Rights Education • Needs and Significance of Human Rights Education in India. • Human Rights Education at Different levels: <ul style="list-style-type: none"> - Elementary level - Secondary level - Higher level. • Methods and Activities of Teaching Human Rights • Curriculum of Human Rights Education
Unit-2	<p>United Nations and Human rights</p> <ul style="list-style-type: none"> • 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 Rights in Constitution of India
Unit-3	<p>Human Rights – Enforcement Mechanism in India</p> <ul style="list-style-type: none"> • Human Rights Act – 1993 • Human Rights Commission – role and objectives • Judicial organs – Role of Supreme Court and High court in India • Commission of Women and Children in India
Unit-4	<p>Role of Advocacy Groups for Promotion of Human Rights</p>

	<ul style="list-style-type: none"> • Role of Global Agencies: UN, UNESCO, Vienna Declaration • Role of Government and Non-Governmental Organizations; • Role of educational institutions • Role of press and mass media
Unit-5	Human Rights and Marginalised Sections <ul style="list-style-type: none"> • Human Rights related to Racial Discrimination • Human Rights related to Religions and Religious Minorities • Human Rights related to Linguistic Minorities • Human Rights related to Communal Minorities • Human Rights related to Refugees • Human Rights related to Aged • Human Rights related Women and Children • Human Rights related to Differently Abled • Human Rights related to Transgender

Recommended Readings:

- 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, DigumartiBhaskara (2004). *Human Rights Education*. New Delhi: Discovery Publication House.
- Reddy & Others (2015). *Human Rights Education*. Hyderabad: Neelkamal Publications Pvt. Ltd.

EDU-RE-5046
TEACHER EDUCATION IN INDIA
Total Marks: 100 (External: 80 and Internal: 20)
Credit-6

Course Objectives:

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
Unit-1	Conceptual Framework and Historical Perspectives of Teacher Education in India <ul style="list-style-type: none">• Teacher Education-Concept, scope and aims and objectives• Need and Significance of Teacher Education in 21st Century• Types of Teacher Education-Pre-service and In-service• Development of Teacher Education in India• Shifting focus from Teacher Training to Teacher Education
Unit-2	Teacher Education For Different Levels of Education <ul style="list-style-type: none">• Preparation of Teachers for Pre-Primary Level of education• Preparation of Teachers for Primary Level of education• Preparation of Teachers for Secondary Level of education• Preparation of Teachers for Higher Level of education
Unit-3	Structure and Organisations of Teacher Education in India <ul style="list-style-type: none">• Basic Training Centre (BTC)• District Institute for Education and Training (DIET)

	<ul style="list-style-type: none"> • State Council for Educational Research and Training (SCERT) • National Council for Educational Research and Training (NCERT) • National Council for Teacher Education (NCTE) • National University of Educational Training and Administration (NUEPA) • Regional Colleges of Education
Unit-4	Status of Teacher Education in India: Trends, Issues and Challenges <ul style="list-style-type: none"> • Skill and Competency based Teacher Education, Flanders Interaction Analysis, Micro Teaching and Simulated Social Skill Teaching (SSST) • National Curriculum Framework for Teacher Education (NCFTE), 2009 • NCTE Regulations, 2014 • Present problems of Teacher Education in India and their solution • Quality Assurance in Teacher Education and its challenges
Unit-5	Quality, Responsibility and Professional Ethics of Teachers <ul style="list-style-type: none"> • 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

Recommended Readings:

- Aggarwal, J.C. (2004). *Teacher and Education in a Developing Society*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Bhargava, M. & Saikia, L. Rasul (2012). *Teacher in 21st Century- Challenges, Responsibilities, Creditability*. Agra: Rakhi Prakashan.
- Flanders, Ned, A. (1970). *Analysing Teacher Behaviour*. London: Wesley 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, SashiPrabha (2004). *Teacher Education in India*. New Delhi: Vikash Publications Pvt. Ltd.

EDU-RG-5016
DISTANCE EDUCATION
Total Marks: 100 (External: 80 and Internal: 20)
Credit-6

Course Objectives:

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

- Enable the students to understand the concept of distance education and its growth in India and Assam
- Acquaint the students with the growing need and importance of distance education
- Acquaint the students with the different forms and methodologies applied in distance education
- Enable the students to understand different programmes of distance education
- Acquaint the students with different instructional strategies of distance education

Course content:

Units	Contents
Unit-1	Distance Education <ul style="list-style-type: none"> • Its meaning, nature and scope • Need and importance of distance education • Merits and demerits of distance education • General structure of distance learning programme
Unit-2	Development of Distance Education in India <ul style="list-style-type: none"> • Development of distance education in India • Development of distance education in Assam
Unit-3	Distinction among Conventional, Correspondence and Distance education <ul style="list-style-type: none"> • Distinction between Conventional and Distance education • Distinction between Correspondence and Distance education • Distinction between Conventional and Correspondence education • Different agencies of distance education
Unit-4	Methodologies in Distance education <ul style="list-style-type: none"> • Different forms of instructional strategies in distance education • Print- Media • Non-Print Media • Information and communication technology (ICT) • Different modes of student support services in distance education

Unit-5	Programmes of distance education with special reference to- <ul style="list-style-type: none"> • Women education • Rural development • Teacher-training programme <ul style="list-style-type: none"> ➤ Pre-service ➤ In-service • Poor and underprivileged people
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Recommended Reading:

- Ansari, N.A. (1990). *Adult Education in India*. New Delhi: S. Chand and Company Ltd.
- Goswami, D. (2009). *Literacy and Development*. Guwahati: DVS publishers.
- Mathur, S. S. (1966). *A Sociological Approach to Indian Education*. Agra: Shri Vinod PushtakMandir.
- Mohanty, S. (2012). *Life Long and Adult Education*. New Delhi: Ashish Publishing House.
- Paramji, S. (Ed.) (1984). *Distance Education*. New Delhi: Sterling Publishers Pvt. Ltd.
- Saiyadain, M.S.& others (1990). *Challenges in Adult Education*. New Delhi:Macmillian India Ltd.
- Sharma, Madhulika (2006). *Distance Education, Concepts and Principles*. New Delhi:Kanishka Publishers.

EDU-SEC-5014
EXTENSION ACTIVITIES
Total Marks-60 (External-30 Internal-30)
Credit- 4

Course Outcome:

After completing this course, students will be able to do extension activities.

Course contents

a. Theory (2 Credits)

Units	Contents
Unit-1	Extension Activities <ul style="list-style-type: none">• Meaning, characteristics and objectives of Extension• Principles and importance of Extension• Areas of Extension Education activities• Role of higher education on Extension Activities
Unit-2	Extension Methods and Swachha Bharat Mission <ul style="list-style-type: none">• Extension Methods with particular reference to –Home visit, Group Discussion, Exhibition, Campaigning• Swachha Bharat Mission- Its objectives and components

b. Practical Work (2 credits)

Students will have to involve in any of the following extension activities –

- Visit the nearby village/area and conduct survey on educational and economic status of the community people
- Visit nearby schools and look after the teaching learning environment in the schools
- Involve in Swachha Bharat Mission
- Creating awareness of women health, politics, environment etc. in the locality

Guidelines:

- The teachers will have to guide the students in extension activities.
- Teachers will explain the concept and different types of extension activities and help the students to prepare field report.

Mode of Delivery:

Teachers should use lecture, demonstration and any other method as per required for explaining the contents for the students.

Evaluation Plan:

- For theory part, written examination will be conducted with 50 marks.
- For Practical part, evaluation (Submission of field report+viva voce examination) will be done by an External Examiner.

Recommended Readings

- Kundu, C. L. (1986). *Adult Education*. New Delhi: Sterling Publishers Private Limited.
- Roychoudhury, B. N. (2000). *Extension Education in Higher Education System*. Guwahati.

6th SEMESTER (REGULAR)

Instruction:

- Students will have to select one paper from four alternatives RE papers (EDU-RE-6016/EDU-RE-6026/EDU-RE-6036/EDU-RE-6046).
- The Regular Course students other than Education Regular can select EDU-RG-6016.

EDU-RE-6016
MENTAL HEALTH AND HYGIENE
Total Marks: 100 (External: 80 and Internal: 20)
Credit-6

Course Objectives:

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.

Course Contents

Units	Content
Unit-1	Fundamentals of Mental Health <ul style="list-style-type: none">• Mental Health – Meaning and Definitions• Scope of Mental Health• Dimensions of Mental Health• Need and importance of Mental Health• Characteristics of a mentally healthy person• History of development of Mental Health
Unit-2	Mental Hygiene – Meaning and Definitions <ul style="list-style-type: none">• Mental Hygiene – Meaning and Definitions

	<ul style="list-style-type: none"> • Goals of Mental Hygiene • Functions of Mental Hygiene • Need and importance of Mental hygiene • Relationship between Mental health and hygiene
Unit-3	Education and Mental Health <ul style="list-style-type: none"> • Principles of sound Mental Health • Factors affecting Mental Health • Mental Health Hazards • Mental Health of Students <ul style="list-style-type: none"> -Role of Home -Role of School -Role of Society • Mental Health of Teachers
Unit-4	Preservation of Mental Health and Hygiene <ul style="list-style-type: none"> • Positive Psychology – Meaning and Nature • Importance of Positive Psychology • Contribution of WHO on Mental Health • Stress management • Mental Health Care Act, 2017
Unit-5	Mental Health and Yoga <ul style="list-style-type: none"> • Concept of Yoga • Importance of Yoga for Physical and Mental Health • Role of Yoga for Personality Development • Role of Yoga for management of Stress • Principles of Yoga for Healthy Living • Pranayama and Meditation for Promoting Mental Health

Recommended Readings:

- Baumgardner, S. And Crother, M. (2009). *Positive Psychology*. New Delhi: Pearson India Education Services Pvt. Ltd.
- 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.

EDU-RE-6026
SPECIAL EDUCATION

Total Marks: 100 (External: 80 and Internal: 20)

Credit-6

Course Objectives:

After completion of this course the learner will be able to

- Understand the meaning and 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

Course Content:

Units	Content
Unit-1	<p>Special Education-</p> <ul style="list-style-type: none"> • Meaning, Objectives, Scope and Importance of Special Education • Development of Special Education in India with special reference to Assam • Integration of Special Education in Regular Classroom • Issues relating to integration and innovation • Challenges in Special Education
Unit-2	<p>Physically Challenged Children</p> <ul style="list-style-type: none"> • Children with Visual Impairment (Meaning and Definition, Classifications, Identification, Problems, Educational Programmes) • Children with Hearing Impairment (Meaning and Definition, Classifications, Identification, Problems, Educational Programmes) • Children with Orthopedically Handicapped (Meaning and Definition, Classifications, Identification, Problems, Educational Programmes)
Unit-3	<p>Children with Intellectual Disability (Mental Retardation) and Gifted</p> <ul style="list-style-type: none"> • Gifted Children <ul style="list-style-type: none"> - Meaning and Definition - Characteristics - Educational Programme • Children with Intellectual Disability (Mentally Retarded) <ul style="list-style-type: none"> - Meaning and definition - Characteristics - Levels - Causes

	- Educational Programme
Unit-4	Children with Learning Disability <ul style="list-style-type: none"> • Meaning and Definition • Characteristics • Types • Causes • Prevention • Educational Programme
Unit-5	Policies, Legislation and Services <ul style="list-style-type: none"> • National Policy on Education-1986 • Central Scheme of Integrated Education for Disabled Children (IEDC) • Rehabilitation Council of India Act-1992 • The Persons with Disabilities (PWD) Act-1995 • National Policy for Persons with Disability, 2006 • Community Based Rehabilitation <ul style="list-style-type: none"> - Definition - Need - Implementation Process

Recommended Readings:

- Mangal, S.K. (2008). *Educating Exceptional Children: An Introduction to Special Education*. New Delhi: PHI Pvt. Ltd.
- Manivannan, M. (2013). *Perspective in Special Education*. New Delhi: Neelkamal Publications Pvt. Ltd.
- Fundamental of Special Education , (Third Edition) Margaret G Werts and Others, PEARSON
- Special Education , Dr. Umadevi, 2021 , Neelkamal Publications

EDU-RE-6036
EDUCATIONAL MANAGEMENT
Total Marks: 100 (External: 80 and Internal: 20)
Credit-6

Course Objectives:

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.

Course Contents

Units	Contents
Unit-1	<p>Introduction to Educational Management</p> <ul style="list-style-type: none"> • Meaning, nature and scope of Educational Management • Objectives/Purpose of Educational Management • Principles of Educational Management • Types of Educational Management • Functions of Educational Management- Planning, Organizing, Directing, Supervising and controlling • Classroom Management- Principles, Strategies and Techniques.
Unit-2	<p>Resources in Education</p> <ul style="list-style-type: none"> • 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-3	<p>Educational Planning</p> <ul style="list-style-type: none"> • Meaning, Nature and Importance of educational planning • Types of educational planning • Principles of educational Planning • Central State Relationship in Educational Planning, Central and State Educational Advisory Bodies- MHRD, UGC, NCERT, SCERT

Unit-4	Institutional Planning <ul style="list-style-type: none"> • Concept, Nature, and Scope of Institutional Planning • Institutional Planning for Infrastructural Development and Personnel Development • Procedure of Institutional Planning • Organisation of Time Table and Co-curricular Activities
Unit-5	Financing of Education and Recent Trends in Management <ul style="list-style-type: none"> • Concept of Educational Finance • Sources of Educational Finance • Principles of Educational Finance • Budget: Concept and Components, Process of Preparing Institutional Budget • Recent Trends in Educational Management <ul style="list-style-type: none"> - Total Quality Management - SWOT Analysis

Recommended Readings:

- 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.

EDU-RE-6046
WOMEN AND SOCIETY
Total Marks: 100 (External: 80 and Internal: 20)
Credit-6

Course Objectives:

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

Units	Contents
Unit-1	Status and role of women <ul style="list-style-type: none"> • Women in ancient and medieval India • Changing role of Women in India • Women's health and related issues • Role of women in family , school and society • Women's role in social and environmental movement
Unit-2	Constitutional provisions and Rights of women <ul style="list-style-type: none"> • Constitutional Provision for equality of Women (Educational and Legal Provisions) • National Policy on Education (1986) on women education • National Council for Women Education • Property Right • National Policy for Empowerment of Women, 2001
Unit-3	Gender inequalities in School and society <ul style="list-style-type: none"> • Family attitude • Gender bias in Textbook • Curricular Choices • Teachers' attitude • Classroom Interaction • Peer Culture • Gender inequality in workplace
Unit-4	Women Empowerment <ul style="list-style-type: none"> • Concept of women empowerment, importance • Types of women empowerment- Economic, political, Educational , legal • Women entrepreneurship

	<ul style="list-style-type: none"> • Barriers of women empowerment • Role of education in women empowerment
Unit-5	The new roles of men and women and its Implications <ul style="list-style-type: none"> • Changes in family patterns • Gender roles in transition • New gender roles • Factor influencing gender role • Women as peace builder • Gender sensitivity- new gender roles and its implications for family and society

Recommended Readings:

- Acker, S. (1987). *Feminist Theory and the Study of Gender and Education*. Jstor.
- Agarwal, N. (1993). *Women Education & Population in India*. Allahabad: Chugh Publications,
- Aggarwal J.C. (1976). *Indian Women: Education and Status*. New Delhi: Arya Book Depot.
- Bhatia , R. L. & Ahuja , B. N. (2006). *Modern Indian Education and it's Problems*. Delhi: Surjeet Publication.
- Bhatt B.D. & Sharma S.R. (1992). *Women's Education and Social Development*. Delhi: Kanishka Publishing House.
- Kaur I. (1983). *Status of Hindu Women in India*. Allahabad: Chugh Publications,
- Reddy, V. Govinda (2017). *Gender Perspectives in Peace Education*. Delhi: Manglam Publishers and Distributors.

EDU-RG-6016
MENTAL HEALTH AND HYGIENE
Total Marks: 100 (External: 80 and Internal: 20)
Credit-6

Course Objectives:

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.

Course Contents

Units	Content
Unit-1	Fundamentals of Mental Health <ul style="list-style-type: none"> • Mental Health – Meaning and Definitions • Scope of Mental Health • Dimensions of Mental Health • Need and importance of Mental Health • Characteristics of a mentally healthy person • History of development of Mental Health
Unit-2	Mental Hygiene – Meaning and Definitions <ul style="list-style-type: none"> • Mental Hygiene – Meaning and Definitions • Goals of Mental Hygiene • Functions of Mental Hygiene • Need and importance of Mental hygiene • Relationship between Mental health and hygiene
Unit-3	Education and Mental Health <ul style="list-style-type: none"> • Principles of sound Mental Health • Factors affecting Mental Health • Mental Health Hazards

	<ul style="list-style-type: none"> • Mental Health of Students <ul style="list-style-type: none"> -Role of Home -Role of School -Role of Society <p>Mental Health of Teachers</p>
Unit-4	<p>Preservation of Mental Health and Hygiene</p> <ul style="list-style-type: none"> • Positive Psychology – Meaning and Nature • Importance of Positive Psychology • Contribution of WHO on Mental Health • Stress management • Mental Health Care Act, 2017
Unit-5	<p>Mental Health and Yoga</p> <ul style="list-style-type: none"> • Concept of Yoga • Importance of Yoga for Physical and Mental Health • Role of Yoga for Personality Development • Role of Yoga for management of Stress • Principles of Yoga for Healthy Living • Pranayama and Meditation for Promoting Mental Health

Recommended Readings:

- Baumgardner, S. And Crother, M. (2009). *Positive Psychology*. New Delhi: Pearson India Education Services Pvt. Ltd.
- 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.

EDU-SEC-6014
DEVELOPING TEACHING SKILL
Total Marks-60 (External-30 Internal-30)
Credit- 4

Course Outcome:

After completing this course, students will be able to develop understanding about different teaching skills which are used in classroom transaction.

Course contents

a. Theory (2 Credits)

Units	Contents
Unit-1	<p>Teaching Skill</p> <ul style="list-style-type: none"> • Concept of Teaching and Teaching Skills • Some Important Teaching Skills: <ul style="list-style-type: none"> - Introduction skill - Blackboard writing - Questioning skill - Illustration - Stimulus variation - Use of Audio visual aids - Concept and procedure of Micro teaching
Unit-2	<p>Concept and Preparation of Lesson Plan</p> <ul style="list-style-type: none"> • Meaning and Nature of Lesson Plan • Need and Importance of Lesson Plan • Types of Lessons: Knowledge Lesson, Skill Lesson, appreciation Lesson • Herbartian Steps of Lesson Plan • Criteria of a good lesson plan • Preparation of lesson plan

b. Practical (2 Credits)

Students will have to develop the skill of preparing Lesson plan. Students shall use any one teaching skill in classroom practice.

Guidelines for Practical Work:

- The following teaching skills will be developed through micro teaching/ practice teaching in the classroom-
 - Introduction skill
 - Blackboard writing
 - Questioning skill
 - Presentation
 - Illustration
 - Stimulus variation
 - Use of Audio visual aids
- The teachers will have to guide the students in developing teaching skills.
- **Students will practice different teaching skills within their classroom in the form of micro teaching.**

Mode of Delivery:

Teachers should use lecture, demonstration and any other method as per required for explaining the contents for the students.

Evaluation Plan:

- For theory part, written examination will be conducted with 50 marks.
- Practical Evaluation (Final Practice Teaching+ Viva Voce) will be done by an External Examiner.

Recommended Readings:

- Agarwal, J. C. (2014). *Principles, Methods & Techniques of Teaching*. New Delhi: Vikash Publishing House Pvt. Ltd.
- Arulsamy&Zayapragassarazan (2011). *Teaching Skills and Strategies*. Hyderabad: Neelkamal Publications Pvt. Ltd.
- Kochhar, S. K. (2004). *Methods and Techniques of Teaching*. New Delhi: Sterling Publisher's Private Limited.

Syllabus for B. A. Regular Course in English under CBCS - 2019
APPROVED by UG-CCS, Gauhati University
Department of English, Gauhati University

Outline of Choice Based Credit System:

1. **Core Course:** A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.

2. **Elective Course:** Generally a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/ subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the candidate's proficiency/skill is called an Elective Course.

2.1 **Discipline Specific Elective (DSE) Course:** Elective courses which may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective. The University/Institute may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).

2.2 **Dissertation/Project:** An elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a candidate studying such a course on his own with an advisory support by a teacher/faculty member is called dissertation/project.

2.3 **Generic Elective (GE) Course:** An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective.

P.S.: A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and vice versa and such electives may also be referred to as Generic Elective.

3. **Ability Enhancement Courses (AEC):** The Ability Enhancement (AE) Courses may be of two kinds: Ability Enhancement Compulsory Courses (AECC) and Skill Enhancement Courses (SEC). "AECC" courses are the courses based upon the content that leads to Knowledge enhancement; i. Environmental Science and ii. English/MIL Communication. These are mandatory for all disciplines. SEC courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc.

3.1 Ability Enhancement Compulsory Courses (AECC): Environmental Science, English Communication/MIL Communication.

3.2 Skill Enhancement Courses (SEC): These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based knowledge.

Details of courses under B.A. English (Honors)

Course	Credits Theory + Tutorial
=====	
<u>I. Core Course</u> (14 Papers)	14X5=70
Core Course Tutorials (14 Papers)	14X1=14
<u>II. Elective Courses</u> (8 Papers)	
A.1. Discipline Specific Elective (4 Papers)	4X5=20
A.2. Discipline Specific Elective Tutorials 4X1=4 (4 Papers)	
B.1. Generic Elective/Interdisciplinary (4 Papers)	4X5=20
B.2. Generic Elective Tutorials (4 Papers)	4X1=4
<u>III. Ability Enhancement Courses</u>	
1. Ability Enhancement Compulsory Courses (AECC) (2 Papers of 4 credits each) Environmental Science English Communication/MIL	2 X 4=8
2. Skill Enhancement Courses (SEC) (Minimum 2, Max. 4) (2 Papers of 4 credits each)	2 X 4=8
	Total credits= 148

SCHEME FOR CHOICE BASED CREDIT SYSTEM IN B.A. Honours (English)

SEMESTER	CORE COURSE (14)	Ability Enhancement Compulsory Course (AECC) (2)	Skill Enhancement Course (SEC) (2)	Elective: Discipline Specific (DSE) (4)	Elective: Generic (GE) (4)
I	C 1	(English/ MIL Communication)/			GE 1
	C 2	Environmental Science			
II	C 3	Environmental Science/			GE 2
	C 4	(English/ MIL Communication)			
III	C 5		SEC 1		GE 3
	C 6				
	C 7				
IV	C 8		SEC 2		GE 4
	C 9				
	C 10				

V	C 11			DSE 1	
	C 12			DSE 2	
VI	C 13			DSE 3	
	C 14			DSE 4	

Details of Courses Under Undergraduate Programme (B.A.)

Course	*Credits
=====	
<u>I. Core Course</u>	Paper + Tutorial
(12 Papers)	12X5=60
Two papers – English	
Two papers – AltE/MIL	
Four papers – Discipline	
1. Four papers –	
Discipline 2.	
Core Course Tutorial*	12X1=12
(12 Tutorials)	
<u>II. Elective Course</u>	6X5=30
(6 Papers)	
Two papers- Discipline 1	
specific Two papers- Discipline	
2 specific Two papers- Inter	
disciplinary	
Two papers from each	
discipline of choice and two	
papers of interdisciplinary	
nature.	
Elective Course Tutorials*	6X1=6
(6 Tutorials*)	
Two papers- Discipline 1	
specific	
Two papers- Discipline 2	
specific	

Two papers- Generic
(Interdisciplinary) Two papers
from each discipline of choice
including papers of
interdisciplinary nature.

III. Ability Enhancement Courses

1. **Ability Enhancement Compulsory Courses (AECC)** 2 X 8=8

**(2 Papers of 4 credits each) Environmental
Science English Communication/MIL**

2. **Skill Enhancement Courses (SEC)** 4 X 4=16

(4 Papers of 4 credits each)

Total credits= 132

SCHEME FOR CHOICE BASED CREDIT SYSTEM IN B.A./B.Com

SEMESTER	CORE COURSE (12)	Ability Enhancement Compulsory Course (AECC) (2)	Skill Enhancement Course (SEC) (4)	Elective: Discipline Specific (DSE) (4)	Elective: Generic (GE) (2)
I	English 1	(English/MIL Communication)/ Environmental Science			
	DSC 1A				
	DSC 2A				
II	English 2	(English/MIL Communication)/ Environmental Science			
	DSC 1B				
	DSC 2B				
III	Alt English 1/MIL		SEC 1		

	1				
	DSC 1C				
	DSC 2C				
IV	Alt English 2/MIL 2		SEC 2		
	DSC 1D				
	DSC 2D				
V			SEC 3	DSE 1 A	GE 1
				DSE 2 A	
VI			SEC 4	DSE 1 B	GE 2
				DSE 2 B	

Structure of B.A./B.Com. under CBCS

English

(DSC: Discipline Specific Core; SEC: Skill Enhancement Course; GE: Generic Elective)

Semester 1

Compulsory Core: ENG-CC-1016 English I

DSC 1A: ENG-RC-1016 Individual and Society

AECC: English Communication Skills/MIL/EVS (To be provided by the Concerned Department)

Semester 2

Compulsory Core: ENG-CC-2016 English II

DSC 1B: ENG-RC-2016 Modern Indian Literature

AECC: English Communication Skills/MIL/EVS (To be provided by the Concerned Department)

Semester 3

Compulsory Core: ALT-CC-3016 Alternative English I

DSC 1C: ENG-RC-3016 British Literature

SEC -1: ENG-SE-3014 Creative Writing, Book and Media Reviews

Semester 4

Compulsory Core: ALT-CC-4016 Alternative English II

DSC 1D: ENG-RC-4016 Literary Cross Currents: Forms: Prose, Poetry, Fiction & Play

SEC-2: ENG-SE-4014 Translation Studies and Principles of Translation

Semester 5

SEC-3: ENG-SE-5014 Technical Writing

DSE-1A: ENG-RE-5016 Soft Skills

GE-1: ENG-RG-5016 Contemporary India: Women and Empowerment

Semester 6

DSE-1B: ENG-RE-6016 Academic Writing

GE -2: ENG-RG-6016 Cultural Diversity

SEC- 4: ENG-SE-6014 Business Communication

DETAILED SYLLABUS

SEMESTER I

Compulsory Core: English I

DSC 1A: Individual and Society

ENG-CC-1016

English I

Credits: 5 (Theory) + 1 (Tutorial) =6

Marks: 100 (80+20)

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.

Prose:

60 Marks

Texts:

- Arthur Miller: *All my Sons*
- George Orwell (1903-1950): 'Shooting an Elephant'
- D.H. Lawrence: 'The Woman Who Rode Away'
- Manoj Das (1934-): 'The Misty Hour'
- Munin Barkotoki (1915-1995): 'Krishna Kanta Handiqui'
- Rohinton Mistry (1952-): 'Running Water'
- Michael Ondaatje (1943-): 'Angulimala'
- Salman Rushdie: 'Good Advice is Rarer than Rubies'

Grammar:

20 Marks

- Make sentences using common phrases and idioms
- Common Errors: To be answered as directed
- Correct use of verbs, tenses, prepositions, etc.
- Comprehension

Discipline Specific Core I – A

ENG-RC-1016

Individual and Society

Credits: 5 (Theory) + 1 (Tutorial) =6

Marks: 100 (80+20)

This paper examines a key aspect of literary composition – the figure of the individual in her interactions with the society in which she lives. Literary works represent these elements in different ways. The individual appears as character, narrator, writer, while the society features as milieu in which individuals function, and as that which creates the conditions for emergence of the literary text. Individuals live in harmony or in conflict with society. Texts in this paper, selected from the many literatures in English being produced today, will provide the opportunity to study all of these aspects. Students will also note the ways in which individual-society relationships and their representation change in different historical periods of literature. Each text in this paper will be studied against its social and cultural milieu.

Course Outcomes:

- Understand the relationship between the individual writer and the society about/in which she writes
- Develop skill in analyzing the author's representation of society and the individual in interaction and write critiques drawing out.
- Learn to distinguish between literary representation and actual character and milieu

Texts:

- Geoffrey Chaucer: *The Prologue to the Canterbury Tales*
- Pope: Epistle 3 (from *An Essay on Man*)
- Charles Dickens: *Oliver Twist*
- T.S. Eliot: 'Preludes',
- Allen Ginsberg: Howl
- Vijay Tendulkar *Kamala* (Play. Translated from Marathi)
- Kamila Shamsie: *Burnt Shadows*
- E.L. Doctorow: *Ragtime*

Suggested Readings:

-*The Norton Anthology of English Literature* (All volumes - for library)(10th edition, 2018)

-Andrew Sanders: *The Short Oxford History of English Literature* (1994)

-Raymond Williams: *Culture and Society* (1958)

SEMESTER II

Compulsory Core: English II

DSC 1B: Modern Indian Literature

ENG-CC-2016

English II

Poetry:

60 Marks

Texts:

- William Blake (1757-1827): 'The Lamb'
- Samuel Taylor Coleridge: 'Christabel'
- Matthew Arnold: 'Dover Beach'
- Langston Hughes (1902-1967): 'Harlem'
- Nissim Ezekiel (1924-2004): 'Shillong'
- Wole Soyinka (1934-): 'Telephone Conversation'
- David Constantine (1944-) 'The House'
- Federico Garcia Lorca (1898-1936): 'The Sleepwalking Ballad'
- Seamus Heaney (1939-): 'Punishment'
- Imtiaz Dharkar: 'Purdah 1'

Grammar and Composition:

20 Marks

- Voice Change, Use of Determiners
- Dialogue Writing, Descriptive Writing
- Precis Writing/Report Writing

Discipline Specific Core I B

ENG-RC-2016

Modern Indian Literature

Credits: 5 (Theory) + 1 (Tutorial) =6

Marks: 100 (80+20)

The Modern Indian Literatures comprise extensive writings in all genres in many languages. The different historical and cultural backgrounds of the various Indian languages and literatures add to the complexity of what is termed as Modern Indian Literatures. However, there are also things that hold India together, many commonalities, bondings, and shared experiences despite the varieties. The list of short stories and poems prescribed for this course give the student a taste of Indian writing from different regions of the country. The selection has been culled from English translations of writings in Indian languages and English compositions of Indian authors.

Short Stories:

50 Marks

- Amrita Pritam: "The Weed"
- U. R. Anantha Murthy: "The Sky and the Cat"
- Gopinath Mohanty: "The Somersault"

- R K Narayan: "Another Community"
- Sunil Gangopadhyay: "Shah Jahan and His Private Army"
- Saurabh Kumar Chaliha: "Restless Electrons"

Poems:

30 Marks

- Nissim Ezekiel: "Poet, Lover, Birdwatcher"
- Jayanta Mahapatra: "The Abandoned British Cemetery at Balasore"
- Keki N. Daruwalla: "Wolf"
- Mamang Dai: "The Voice of the Mountain"
- Navakanta Barua: "Bats"
- Dilip Chitre: "The Felling of the Banyan Tree"

Recommended Texts:

- The Penguin Book of Modern Indian Short Stories*. Edited by Stephen Alter and Wimal Dissanayake. 2001.
- The Oxford Anthology of Twelve Indian Poets* chosen and edited by Arvind Krishna Mehrotra. Oxford University Press, 1992.
- The Oxford Anthology of Writings from North-East India: Poetry and Essays*. Edited by Tilottoma Misra. OUP, 2011.

Suggested Reading:

- Sarkar, Sumit. *Modern Times: India: 1880s-1950s: Environment, Economy, Culture*. Ranikhet: Permanent Black, 2014.
- Mehrotra, Arvind Krishna. *Partial Recall: Essays on Literature and literary History*. Orient Blackswan, 2012.

SEMESTER III

Compulsory Core: Alternative English I

DSC 1C: British Literature

SEC -1: Creative Writing

ALT-CC-3016

Alternative English I

Credits: 5 (Theory) + 1 (Tutorial) =6

Marks: 100 (80+20)

This paper would seek to acquaint students with the major genres of English literature through texts which are landmarks of each genre. The texts have been carefully chosen to effectively represent the distinctive qualities of a particular genre. Moreover,

students are encouraged to read the prescribed texts in their social and cultural contexts.

Poetry:

30 Marks

- Shakespeare: Sonnet 65
- John Donne: A Valediction: Forbidding Mourning
- William Wordsworth: Tintern Abbey
- Alfred Tennyson: Tears, Idle Tears
- Matthew Arnold: Scholar Gypsy
- Robert Frost: Stopping by Woods on a Snowy Evening
- T.S Eliot: Marina
- W.B Yeats: Among School Children

Drama:

20 Marks

- Shakespeare: *A Midsummer Night's Dream*
- John Osborne: *Look Back in Anger*

Fiction:

30 Marks

- Jane Austen: *Emma*
- Ernest Hemingway: *Farewell to Arms*

**DSC 1-C:
ENG-RC-3016
British Literature**

Credits: 5 (Theory) + 1 (Tutorial) =6

Marks: 100 (80+20)

This paper is designed to offer a representative sampling of the major literary traditions of British life and culture through a study of texts in different genres. The paper will comprise of 80 marks external examination and 20 marks internal evaluation.

Section A

Poetry:

30 marks

(12+12+6)

- William Shakespeare: 'Sonnet 116'
- John Milton: 'On his Blindness'
- Samuel Taylor Coleridge: 'Christabel'
- W. B. Yeats: 'The Second Coming'
- Ted Hughes: 'The Thought-Fox'
- Emily Bronte: 'Remembrance'
- Dylan Thomas: 'Poem in October'
- Vicky Feaver: 'Slow Reader'

Section B

Fiction:

30 marks

- Elizabeth Gaskell: *Mary Barton*
- James Joyce: "The Dead"
- E. M. Forster: "The Celestial Omnibus"
- William Trevor: *The Story of Lucy Gault*

Section C

Drama:

20 marks

- Oscar Wilde: *The Importance of Being Earnest*
- J. B. Priestley: *An Inspector Calls*

SEC 1

ENG-SE-3014 CREATIVE WRITING

Credits: 4

Marks: 100 (80+20)

The students in this course will focus on three creative genres, fiction, non-fiction and poetry. The emphasis will be to build proficiency in readings and writings. The course encourages active class participation and lots of writings. One of the basic objectives of the course is to allow students to explore ideas, feelings, experiences and effectively communicate these stimulus using the written word. Each lecture will be tied to reading of texts, techniques, narratology and rhetorical positions. The set of readings will be given during the course and may vary each semester, whenever the course is on offer.

The weightage of the programme will depend on:

10% --class lectures;

20% --journal writings on discussions of ideas, photographs, paintings, memories and experiences;

30%--- class participation/assignments/workshops/writings following prompts/writing with music

40%-- submission of fiction (20000 words)/non-fiction(20000 words)/poetry(15 poems of 150000 words) at the time of completion of the course.

Section A: Poetry

15 Marks

Discussion/ Class participation topics:

- What is good poetry?
- Writing poetry
- Why poetry
- Reading poetry

The students will be introduced to

- History of poetry,
- Forms of poetry.
- Rhetoric and prosody.
- Images and symbols

Section B: Fiction

30 Marks

Discussion/ Class participation topics:

- What is a good story?
- Writing short stories
- Writing novels
- Characterisation
- Structure
- Dialogues

The selected texts will inform of style, sentence structure, and tone and how these connect to the purpose and meaning/effect of the story. There will be specific texts highlighting

- Lyrical Prose
- Focus on group rather than individual
- Narratology
- Use of symbols
- Individual and the collective voice
- Use of time
- Repetition
- Gender roles

Section C Non-Fiction

15 Marks

Discussions and assignments:

The students will be introduced to

- Forms of essays
- Memoirs
- Travelogues
- Report writing
- Literary journalism

Section D: Workshop(1000 --3000words)

20 Marks

- Discussing-- why you write, how you write, and what you hope to gain from this course.
- How is your writing different /similar to others?
- Reading stories by Writers-in-residence and by participants.
- Consider how this course has changed your writing skills.
- How has this course helped you to encourage reading of various texts?
- How has this course helped you to understand of literature?
- How have you grown as a writer?
- Discussion on Publication and Market.
- Prompt writings for each section.

Recommended Readings:

- A Writer's Time: A guide to the creative process from vision through revision*: Kenneth Atchity
- How do you Write a Great Work of Fiction*: Jennifer Egan
- In the Palm of Your Hand: The Poet's Portable Workshop*: Steve Kowitz
- The Making of a Poem: A Norton Anthology of Poetic Forms* Eavan Boland and Mark Strand
- Rhyme's Reason: A Guide to English Verse*: John Hollander

SEMESTER IV

Compulsory Core: Alternative English II

DSC 1D: Literary Cross Currents: Forms: Prose, Poetry, Fiction & Play

SEC-2: Translation: Principles and Practice

ALT-CC-4016

Alternative English II

Credits: 5 (Theory) + 1 (Tutorial) =6

Marks: 100 (80+20)

Course Objectives: The course has been designed to familiarise students with different forms of literature, texts and their contexts. The select texts would enable them to understand literary representations and a writer's engagement with the social, cultural and political milieu.

Section A ESSAYS

(15 marks)

- Charles Lamb: 'Two Races of Man'
- A. G. Gardiner: 'On Fear'
- George Orwell: 'The Spike'

Section B POETRY

(25 marks)

- George Herbert: 'The Rose'
- William Wordsworth: 'Scorn for the Sonnet'
- John Keats: 'La Belle Dame sans Merci'
- Wilfred Owen: 'The Send-off'
- Adrienne Rich: 'Power'

Section C SHORT STORY

(20 marks)

- R. K. Narayan: 'A Horse and Two Goats'
- Vikram Chandra: 'Dharma'

Section D DRAMA

(20 marks)

- George Bernard Shaw: *Candida*

DSC I-D

ENG-RC-4016

Literary Cross Currents: Forms: Prose, Poetry, Fiction & Play

Credits: 5 (Theory) + 1 (Tutorial) =6

Marks: 100 (80+20)

In almost every period of literary history works of non-fictional prose, fiction, poetry and drama have co-existed. Also, literary cross-currents have helped shape these literary forms in a way that demonstrates their affinities as well as differences. It's important to study works with due attention to their 'formal' aspects so that what it is truly distinctive about the literary type, form, or genre to which they belong is not missed. At the same time it's necessary to contextualize the study so that the evolutionary or historical dimension of the literary works, their growth and transformation over the years is not lost sight of. This paper will acquaint the students with different literary forms, with one part addressing formal concerns including definitions, while the other part will involve study of actual texts which exemplify a particular literary form or genre, and which will include some consideration of the contexts of their production.

Part A: Forms and movements

(20 Marks)

- Forms:

Epic and mock-epic, ballad, ode, sonnet, lyric, elegy, tragedy, tragicomedy, absurd drama, heroic drama, problem plays, expressionist plays, Gothic fiction, the historical novel, the bildungsroman, the personal essay, the periodical essay, memoir, autobiography, biography

- Movements and trends which influence forms and genres:

Neo-classicism, Romanticism, Augustanism, Victorianism, Realism, Naturalism, Expressionism, Existentialism, Dadaism and Surrealism

Part B: Study of individual texts

Epic and Poetry:

(20)

- *The Mahabharata* (The Game of Dice)
- Ben Jonson: "Song to Celia"
- Lord Alfred Tennyson: "The Lady of Shalott"
- John Keats: "Ode on a Grecian Urn"

Prose (Fiction and Non-fiction) (20)

- Joseph Addison: "True and False Wit," (Spectator 62)
- Charles Lamb: "The Dream Children"
- Charlotte Bronte: *Jane Eyre*
- Edgar Allan Poe: "The Black Cat"
- Kamala Das: *My Story*

Plays: (20)

- Henrik Ibsen: *A Doll's House*
- Harold Pinter: *The Birthday Party*.

Suggested Reading:

-Pakmaja Asho. *A Companion to Literary Forms Paperback*

-**Chris Baldick**. *The Oxford Dictionary of Literary terms*

-*The Concise Oxford Companion to English Literature (Oxford Quick Reference)*

-Lillian Hornstein, G. D. Percy, and Calvin S. Brown, Eds. *The Reader's Companion to World Literature*

SEC 2

ENG-SE-4014

Translation: Principles and Practice

Credits: 4

Marks: 100 (80+20)

This course is designed to give students basic skills in translation. It introduces students to the field of translation studies and gives them training in practical translation.

Unit 1 (Marks: 30)

Translation in India:

History; Challenges of translation in multilingual conditions; Institutions promoting and commissioning translation; Landmarks of translation in different languages.

Types and Modes of translation:

- Intralingual, Interlingual and Intersemiotic translation
- Free translation,
- Literal translation,
- Transcreation
- Communicative or functional translation
- Audio-visual translation

Concepts of Translation:

Accuracy, Equivalence, Adaptation, Dialect, Idiolect, Register, Style, subtitling, back-translation

Unit 2

(Marks: 50)

In this section questions may be in the nature of translation tests: short passages, speeches from the plays or a poem to be analysed and different aspects pointed out; and secondly to be translated into English from the original language

Practical translation activities:

- a. Analyse texts translated into English keeping the above concepts, and especially that of equivalence, in mind, at the lexical (word) and syntactical (sentence) levels:
Novel : The Story of *Felanee* by Arupa Patangiya Kalita.
Play: The Fortress of Fire by Arun Sarma.
Poem: "Silt" by Nabakanta Barua, Trans. Pradip Acharya
Short Story: "Golden Girl" by Lakshminath Bezbarua, in the anthology *Splendour in the Grass*. Ed. Hiren Gohain.
- b. Make a back translation into the original English
Short Story or passage from a text (Alice in Wonderland by Probina Saikia)
- c. Subtitle a film (Assamese – Village Rockstars) (to be discussed in class, a sample shown and then used for internal assessment)

Resources for Practice:

- Dictionaries
- Encyclopedias
- Thesaurus
- Glossaries
- Translation software

Suggested Readings:

- Baker, Mona, *In Other Words: A Coursebook on Translation*, Routledge, 2001. (Useful exercises for practical translation and training)
- Gargesh, Ravinder and Krishna Kumar Goswami. (Eds.). *Translation and Interpreting: Reader and Workbook*. New Delhi: Orient Longman, 2007.
- Lakshmi, H. *Problems of Translation*. Hyderabad: Booklings Corporation, 1993.
- Newmark, Peter. *A Textbook of Translation*. London: Prentice Hall, 1988.
- Toury, Gideon. *Translation across Cultures*. New Delhi: Bahri Publications Private Limited, 1987.
- Palumbo, Guisepe. *Key Terms in Translation Studies*. London and New York: Continuum, 2009.

SEMESTER V

DSE-1A: Soft Skills

GE-1: Contemporary India: Women and Empowerment

SEC-3: Technical Writing

SEC 3

ENG-SE-5014 Technical Writing

Credits: 4

Marks: 100 (80+20)

This course in Technical Writing aims at equipping the student with the skills of writing with a practical purpose. It is concerned with the techniques of good writing, of retaining and communicating information with precision, and also with specific forms of technical writing such as summaries, instructions, descriptions, formal letters and official emails.

Topics to be dealt with:

1. Writing as communication: Characteristics of bad technical writing and characteristics of good technical writing.
2. Purpose of writing and the audience/ target readers.
3. The process of writing: planning, drafting, revising.
4. Writing style: issues of readability, sentence-length, vocabulary, jargon, redundancy, circumlocution, choice of active or passive voice, etc.
5. Writing a summary: title, compactness, completeness, aid to memory, description versus informative summary, organization of a summary.
6. Writing instructions, descriptions, explanations.
7. Writing official letters and emails.

Recommended Text:

- Turk, Christopher and John Kirkman: *Effective Writing: Improving Scientific, Technical and Business Communication*. London and New York: E & F N Spon (An Imprint of Routledge), 1982.
- Taylor and Francis e-library edition 2005.

Suggested Reading:

- Wallwork, Adrian: *User Guides, Manuals, and Technical Writing: A Guide to Professional English*. New York: Springer, 2014.
- Peters, Pam: *The Cambridge Guide to English Usage*. CUP, 2004.
- Swan, Michael and David Baker: *Grammar Scan: Diagnostic Tests for Practical English Usage*. Oxford University Press, 2008.

Discipline Specific Elective I-A

ENG-RE-5016 Soft Skills

Credits: 5 (Theory) + 1 (Tutorial)

Marks: 100 (80+20)

Course Objectives:

The purpose of this Course is to equip students with the resources of soft skills so as to develop their overall personality. With this aim the course is designed to make the learners understand and be aware about the importance, role and contents of soft skills through instructions, knowledge acquisition, demonstration and practice. In effect this course hopes to improve the students' communication, interaction, writing and documentation skills and thereby hone their confidence level.

Course Contents

Some important core competencies to be developed are:

- Listening Skills
- Oral presentation skills/Speaking Skills
- Communication skills
- Self management
- Resume preparation
- GD participation
- Interview facing techniques
- Creative thinking, problem solving and decision-making
- Leadership

Methodology

The methodology to be adopted should be appropriate to the development of the above mentioned competencies. The focus of the course is on “performing” and not on just “knowing”. Lecturing should therefore be restricted to the minimum necessary and emphasis ought to be given for learning through active participation and involvement. The training methods will be individual centred to make each person a competent one. Opportunities for individual work have to be provided by the respective teachers. Demonstrations using different models, audio visual aids and equipment will be used intensively.

Suggested Readings

- English and Soft Skills*. S.P. Dhanavel, Orient BlackSwan 2013
- Basics Of Communication In English*: Francis Sounderaj, MacMillan India Ltd.2011
- English for Business Communication*: Simon Sweeney , Cambridge University Press 1997
- An Introduction to Professional English and Soft Skills*: Das , Cambridge University Press, 2009
- The Rise of the Creative Class: And how it's Transforming Work, Leisure, Community and Everyday life*: Florida, R., Basic Books, 2002

GE I

ENG-RG-5016

Contemporary India: Women and Empowerment

Credits: 5 (Theory) + 1 (Tutorial) =6

Marks: 100 (80+20)

Course Objectives/Course Description: This course will look at Women's Issues in India in the light of the various historical and social contexts. It will trace the evolution of Women's Empowerment both in terms of policy and discourse in postcolonial, contemporary India and at the same time try to locate the women's position in earlier times.

The course aims to:

- Study the position of women in pre-colonial times
- Show how colonial modernity impacts women
- Study the impact of nationalism on women
- Track the Women's movement and Empowerment issues in contemporary India

Course Outcome:

The learner will be equipped with:

- A historical understanding of the space accorded to women in India through history
- An understanding of the manner in which the social construction of gender comes about.
- The ability to critique the given and stereotypical notions of such constructions.

UNIT 1: Social Construction of Gender

(15)

- Masculinity and Femininity
- Patriarchy
- Women in Community

UNIT 2: History of Women's Movements in India (Pre & Post Independence) (20)

- Women and Nation
- Women and the Partition
- Women, Education and Self-fashioning
- Women in the Public and Private Spaces

UNIT 3: Women and Law (15)

- Women and the Indian Constitution
- Personal Laws (Customary practices on inheritance and Marriage)
- Workshop on legal awareness

UNIT 4: Women's Body and the Environment (15)

- State interventions, Khap Panchayats
- Female foeticide, Domestic violence, Sexual harassment
- Eco-feminism and the Chipko Movement

UNIT 5: Female Voices (15)

- Kamala Das: "The Old Playhouse"
- Mahashweta Devi: *Mother of 1084*
- Krishna Sobti: *Zindaginama*

Recommended Reading:

- Urvashi Butalia, *The Other Side of Silence: Voices from the Partition of India*
- Kumkum Sanagari, *Recasting Women: Essays in Colonial History*
- Judith Walsh, *Domesticity in Colonial India: What Women Learned When Men Gave Them Advice*
- Tanika and Sumit Sarkar, *Women and Social Reform in Modern India- Vol 1 & Vol 2*
- Nivedita Menon, *Gender and Politics in India: Themes in Politics*
- Vandana Shiva & Maria Mies, *Ecofeminism*

SEMESTER VI

DSE-1B: Academic Writing
GE -2: Cultural Diversity
SEC- 4: Business Communication

DSE I-B

ENG-RE-6016 Academic Writing

Credits: 5 (Theory) + 1 (Tutorial) =6

Marks: 100 (80+20)

The English language is the language of higher education as well as the language used in a variety of formal settings. Hence students are expected to develop the requisite proficiency in academic writing which involves the ability to write summaries, abstracts, reviews, reports, conference /seminar presentations etc. This paper is aimed at developing academic writing skills by acquainting students with the different kinds of academic writing and the skills to be acquired to write academic English for various purposes;it will also give them practice in the processes involved in producing pieces of good academic writing. The paper consists of two modules –module 1 and module 2.

Module 1: Essentials of Academic Writing

This module will familiarize students with samples of different kinds of academic writing and concentrate on developing the basic skills required for such writing as building up vocabulary for formal use, gathering ideas or data for purposes of description or building up an argument or thesis statement, organizing the ideas so that there is coherence and clarity of thinking, making paragraphs and writing without grammatical and spelling errors.

Module 2: Practice in Academic Writing

This module will focus on giving students practice in different kinds of academic writing-taking them through the processes of making drafts, revising, editing, and writing the final version. They are also to be taught to prepare bibliographies, citations and references for writing intended for publication in academic journals.

Suggested Reading:

- Bailey, S.(2011).*Academic Writing-A Handbook for International Students* (3rd edition). New York: Routledge
- Hartley,J.(2008). *Academic Writing and Publishing- a practical Handbook*. New York: Open University Press.
- Swales,J.M&Peak,C.B(2001) *Academic Writing for Graduate Students-Essential Tasks and Skills*. Michigan:The University of Michigan Press.

GE II:

**ENG-RG-6016
Cultural Diversity**

Credits: 5 (Theory) + 1 (Tutorial)=6

Marks: 100 (80+20)

This paper is designed to facilitate the student's engagement with and understanding of cultural contexts, situations and the rich variety of practices through a sampling of such texts that represent the widely textured tapestry emanating from different locations of the world. There will be 80 marks for the end-semester external examination and 20 marks will be allotted for internal evaluation.

Texts:

- V.S. Naipaul: *House for Mr. Biswas*
- Margaret Atwood: *Handmaid's Tale*
- Kishwar Naheed, 'The Grass is Really like me'
- Shu Ting, 'Assembly Line'
- Gabriel Okara, 'The Mystic Drum'
- Kersy Katrak: "Colaba Causeway"
- Seamus Heaney: "Maighdean Mara"
- Forster: "Does Culture Matter?"
- Jan Morris: "La Paz"
- Pauline Kael: "Movies on Television"
- George Bernard Shaw: *Pygmalion*

Suggested Reading:

- Sarah Lawall, 'Preface' and 'Introduction', in *Reading World Literature: Theory, History, Practice*, ed. Sarah Lawall (Austin, Texas: University of Texas Press, 1994) pp. ix-xviii, 1-64.
- David Damrosch, *How to Read World Literature?* (Chichester: Wiley-Blackwell, 2009) pp. 1-64, 65-85.
- The D'haen et. al., eds., 'Introduction', in *World Literature: A Reader* (London: Routledge, 2012).
- C.D. Narasimhaiah, eds. *An Anthology of Commonwealth Poetry*, ed. (Delhi: Macmillan, 1990)
- Kishwar Naheed, *We the Sinful Women* (New Delhi: Rupa, 1994)
- Shu Ting, *A Splintered Mirror: Chinese Poetry From the Democracy Movement*, tr. Donald Finkel, additional translations by Carolyn Kizer (New York: North Point Press, 1991)

SEC- 4

**ENG-SE-6014
Business Communication**

Credits: 4

Marks: 100 (80+20)

This paper is designed to familiarize students with a comprehensive idea of effective communication and its importance in the business and professional world. Students will

be introduced to the various kinds of communication as well as to the many theories of communication. The components in this paper will be both written and oral, and students will be required to participate in diverse group activities. Activities (individual and/or group) on the spoken components of the paper will be considered for internal assessment in this paper, while the end-semester examination will focus on the theoretical and written elements of the paper. The end-semester examination for this paper will be of 80 marks and internal assessment will be of 20 marks.

This paper will focus on the following key topics:

- Introduction to the essentials of Business Communication: Theory and practice
- Citing references, and using bibliographical and research tools
- Structure, vocabulary, pronunciation, and comprehension skills
- Writing résumés and facing interviews
- Report writing
- Writing memos and circulars
- Summarizing annual report of companies
- Précis writing
- Writing minutes of meetings
- E-correspondence
- Group discussion
- Spoken English for business communication
- Making oral presentations

Suggested Readings:

- Scot, O.; *Contemporary Business Communication*. Biztantra, New Delhi.
- Lesikar, R.V. & Flatley, M.E.; *Basic Business Communication Skills for Empowering the Internet Generation*, Tata McGraw Hill Publishing Company Ltd. New Delhi.
- Ludlow, R. & Panton, F.; *The Essence of Effective Communications*, Prentice Hall Of India Pvt. Ltd., New Delhi.
- R. C. Bhatia, *Business Communication*, Ane Books Pvt Ltd, New Delhi
- Bovee, Courtland, John Thill & Mukesh Chaturvedi. *Business Communication Today*. Dorling Kindersley, Delhi
- Booher, Dianna. *E-Writing: 21st Century Tools for Effective Communication*. New York: Pocket Books, a division of Simon & Schuster, Inc.,
- Guffey, Mary Ellen. *Business Communication: Process and Product*. 5th ed. Cincinnati, Ohio: South-Western College Publishing
- Guffey, Mary Ellen. *Essentials of Business Communication, Sixth Edition*. South-Western College Publishing.

**DEPARTMENT OF HINDI, GAUHATI UNIVERSITY
MODIFIED SYLLABUS FOR B.A. REGULAR CBCS CURRICULUM**

(PASSED IN THE CCS-UG HINDI MEETING HELD ON 19.03.2021)

LIST OF PAPERS

हिन्दी विभाग, गौहाटी विश्वविद्यालय

चयन आधारित क्रेडिट-व्यवस्था की पाठ्यचर्या के अन्तर्गत
संशोधित स्नातक (रेगुलर) पाठ्यक्रम

{दिनांक 19.03.2021 को आयोजित सीसीएस-यूजी (CCS-UG) हिन्दी की बैठक में गृहीत}

प्रश्न-पत्रों की सूची

क्रम- संख्या	प्रश्न-पत्रों के कोड	प्रश्न-पत्रों के शीर्षक
		मुख्य कोर्स {(CORE COURSE) (कुल 4 प्रश्न-पत्र)}
1	HIN-RC-1016	हिन्दी साहित्य का इतिहास
2	HIN-RC-2016	मध्यकालीन हिन्दी कविता
3	HIN-RC-3016	आधुनिक हिन्दी कविता
4	HIN-RC-4016	हिन्दी गद्य साहित्य

योग्यता-वर्धक अनिवार्य कोर्स {ABILITY ENHANCEMENT COMPULSORY COURSE (AECC) (1 प्रश्न-पत्र)}

1	HIN-AE-1014	हिन्दी व्याकरण और सम्प्रेषण
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कौशल-वर्धक कोर्स {SKILL ENHANCEMENT COURSE (SEC) (कुल 4 प्रश्न-पत्र)}

1	HIN-SE-3014	कार्यालयीन अनुवाद
2	HIN-SE-4014	अनुवाद विज्ञान
3	HIN-SE-5014	रंग आलेख और रंगमंच
4	HIN-SE-6014	भाषा-शिक्षण

विषय-विशिष्ट ऐच्छिक कोर्स {DISCIPLINE SPECIFIC ELECTIVE (DSE) (कुल 2 प्रश्न-पत्र)}

1	HIN-RE-5016	लोक-साहित्य
2	HIN-RE-5026	हिन्दी की राष्ट्रीय काव्यधारा

GU UG CBCS SYLLABUS

3	HIN-RE-5036	पूर्वोत्तर भारत में हिन्दी
4	HIN-RE-6016	छायावाद
5	HIN-RE-6026	प्रेमचन्द
6	HIN-RE-6036	विश्व में हिन्दी एवं प्रवासी हिन्दी साहित्य

सामान्य ऐच्छिक कोर्स {GENERIC ELECTIVE (GE) (कुल 2 प्रश्न-पत्र)}

1	HIN-RG-5016	संगीत एवं साहित्य
2	HIN-RG-6016	तुलनात्मक भारतीय साहित्य : असमीया कहानी

स्नातक साधारण पाठ्यक्रम {सी.सी.} (कुल 2 प्रश्न-पत्र)}

1	HIN-CC-3016	हिन्दी काव्य-धारा
2	HIN-CC-4016	हिन्दी कथा साहित्य

स्नातक (रेगुलर) पाठ्यक्रम का कार्यक्रम-प्रारूप

छमाही	प्रकार	मुख्य कोर्स (CORE COURSE)	योग्यता-वर्धक अनिवार्य कोर्स {ABILITY ENHANCEMENT COMPULSORY COURSE (AECC)}	कौशल-वर्धक {SKILL ENHANCEMENT COURSE (SEC)}	विषय-विशिष्ट ऐच्छिक कोर्स {DISCIPLINE SPECIFIC ELECTIVE (DSE)}	सामान्य ऐच्छिक कोर्स {GENERIC ELECTIVE (GE)}
	क्रेडिट	12x6=72	2x4=8	4x4=16	4x6=24	2x6=12
I		ENG-CC-1016 HIN-RC-1016 (हिन्दी साहित्य का इतिहास) ZZZ-RC-1016	ENG-AE-1014/ ASM-AE-1014/ HIN-AE-1014 (हिन्दी व्याकरण और सम्प्रेषण)			
II		ENG-CC-2016	ENV-AE-2014			

GU UG CBCS SYLLABUS

		HIN-RC-2016 (मध्यकालीन हिन्दी कविता) ZZZ-RC-2016				
III		HIN-CC-3016 (हिन्दी काव्य धारा)/ ALT-CC-3016 HIN-RC-3016 (आधुनिक हिन्दी कविता) ZZZ-RC-3016		HIN-SE-3014 कार्यालयीन अनुवाद		
IV		HIN-CC-4016 (हिन्दी कथा साहित्य)/ ALT-CC-4016 HIN-RC-4016 (हिन्दी गद्य साहित्य) ZZZ-RC-4016		HIN-SE-4014 अनुवाद विज्ञान		
V				HIN-SE-5014 रंग आलेख और रंगमंच	HIN-RE-5016 लोक-साहित्य HIN-RE-5026 हिन्दी की राष्ट्रीय काव्यधारा HIN-RE-5036 पूर्वोत्तर भारत में हिन्दी ZZZ-RE-5016	HIN-RG-5016 संगीत एवं साहित्य
VI				HIN-SE-6014 भाषा-शिक्षण	HIN-RE-6016 छायावाद HIN-RE-6026 प्रेमचन्द HIN-RE-6036 विश्व में हिन्दी	HIN-RG-6016 तुलनात्मक भारतीय साहित्य : असमीया कहानी

					एवं प्रवासी हिन्दी साहित्य ZZZ-RE-6016	
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मुख्य कोर्स (CORE COURSE)

HIN-RC-1016

हिन्दी साहित्य का इतिहास

कुल अंक : 100

बाह्य परीक्षण : 80

आन्तरिक परीक्षण : 20

क्रेडिट : 6 (व्याख्यान : 4 + ट्यूटोरियल : 2)

लक्ष्य : विद्यार्थियों को आदिकाल, भक्तिकाल, रीतिकाल और आधुनिककाल – इन चारों कालखण्डों में विरचित हिन्दी साहित्य के इतिहास की सामान्य जानकारी देना प्रस्तुत प्रश्न-पत्र का प्रमुख लक्ष्य है।

- इकाई 1** आदिकाल – सीमा-निर्धारण; नामकरण की समस्या; सिद्ध, नाथ, जैन एवं रासो काव्य की विशेषताएँ; प्रमुख कवि – सरहपा, गोरखनाथ, चंदबरदाई, अमीर खुसरो, विद्यापति
- इकाई 2** भक्तिकाल – सीमा-निर्धारण; भक्ति-आन्दोलन का स्वरूप; सन्त, सूफी, राम एवं कृष्ण भक्ति काव्यों की प्रवृत्तियाँ; प्रमुख कवि – कबीरदास, मलिक मुहम्मद जायसी, तुलसीदास, सूरदास, मीराबाई
- इकाई 3** (क) रीतिकाल -- सीमा-निर्धारण; नामकरण की समस्या, रीतिकवियों का आचार्यत्व; रीतिकाल के प्रवर्तक; रीतिकालीन प्रमुख काव्यधाराएँ; प्रमुख कवि – केशवदास, बिहारीलाल, देव, भूषण, घनानन्द
- (ख) आधुनिक काल -- सीमा-निर्धारण; आधुनिक और आधुनिकता ; आधुनिककालीन भारतीय नवजागरण; आधुनिककालीन कविता की विकास-यात्रा; प्रमुख कवि – भारतेन्दु हरिश्चन्द्र, हरिऔध, मैथिलीशरण गुप्त, जयशंकर प्रसाद, दिनकर, अज्ञेय, धूमिल

सन्दर्भ ग्रन्थ :

1. हिन्दी साहित्य का इतिहास – आचार्य रामचन्द्र शुक्ल, नागरी प्रचारिणी सभा, वाराणसी ।
2. हिन्दी साहित्य का आदिकाल – आचार्य हजारी प्रसाद द्विवेदी, बिहार राष्ट्रभाषा परिषद, पटना ।
3. हिन्दी साहित्य की भूमिका – आचार्य हजारी प्रसाद द्विवेदी, राजकमल प्रकाशन, नयी दिल्ली ।
4. हिन्दी साहित्य का इतिहास -- डॉ॰ नगेन्द्र (संपा.), नेशनल पब्लिशिंग हाउस, नयी दिल्ली ।
5. हिन्दी साहित्य का दूसरा इतिहास – डॉ॰ बच्चन सिंह, राधाकृष्ण प्रकाशन, नयी दिल्ली ।
6. रीतिकाव्य की भूमिका – डॉ॰ नगेन्द्र, नेशनल पब्लिशिंग हाउस, नयी दिल्ली ।
7. रीतिकाल : तथ्य और चिन्तन – डॉ॰ सरोजिनी पाण्डेय, विकास प्रकाशन, जवाहर नगर, कानपुर ।
8. हिन्दी साहित्य का वैज्ञानिक इतिहास (भाग 1 और 2) – डॉ॰ गणपतिचन्द्र गुप्त, लोकभारती प्रकाशन, इलाहाबाद ।

HIN-RC-2016

मध्यकालीन हिन्दी कविता

कुल अंक : 100

बाह्य परीक्षण : 80

आन्तरिक परीक्षण : 20

क्रेडिट : 6 (व्याख्यान : 4 + ट्यूटोरियल : 2)

लक्ष्य : विद्यार्थियों को कबीरदास, सूरदास, तुलसीदास, बिहारी और घनानन्द जैसी अमर विभूतियों का काव्य-रस प्रदान करना, साथ ही उन्हें सधुक्कड़ी, अवधी और ब्रजी हिन्दी से परिचित कराना प्रस्तुत प्रश्न-पत्र का प्रमुख लक्ष्य है ।

- इकाई 1 **निर्धारित पाठ्य-पुस्तक** – मध्ययुगीन काव्य : डॉ॰ बृजनारायण सिंह (संपा.), नेशनल पब्लिशिंग हाउस, नयी दिल्ली
पाठ : कबीर (साखी : 16-30, पद : 5-6), पाठ – सूरदास (मुरली-वर्णन, भ्रमरगीत)
- इकाई 2 **निर्धारित पाठ्य-पुस्तक** -- मध्ययुगीन काव्य : डॉ॰ बृजनारायण सिंह (संपा.), नेशनल पब्लिशिंग हाउस, नयी दिल्ली
पाठ : तुलसीदास (विनय पत्रिका, भरतविनय प्रसंग)
- इकाई 3 **निर्धारित पाठ्य-पुस्तक** – मध्ययुगीन काव्य : डॉ॰ बृजनारायण सिंह (संपा.), नेशनल पब्लिशिंग हाउस, नयी दिल्ली

पाठ : बिहारी (दोहा : 1-15), घनानन्द (छन्द : 1-6)

सन्दर्भ ग्रन्थ :

1. कबीर-मीमांसा – डॉ० रामचन्द्र तिवारी, लोकभारती प्रकाशन, इलाहाबाद ।
2. कबीर – आचार्य हजारी प्रसाद द्विवेदी, राजकमल प्रकाशन, नयी दिल्ली ।
3. सूर और उनका साहित्य – डॉ० हरवंशलाल शर्मा, भारत प्रकाशन मन्दिर, अलीगढ़ ।
4. तुलसी साहित्य : विवेचन और मूल्यांकन – डॉ० देवेन्द्रनाथ शर्मा, नेशनल पब्लिशिंग हाउस, नयी दिल्ली ।
5. गोस्वामी तुलसीदास – आचार्य रामचन्द्र शुक्ल, प्रकाशन संस्थान, नयी दिल्ली ।
6. बिहारी का नया मूल्यांकन – डॉ० बच्चन सिंह, लोकभारती प्रकाशन, इलाहाबाद ।
7. बिहारी का काव्य-सौष्ठव – डॉ० कल्पना पटेल, विद्या प्रकाशन, कानपुर ।
8. घनानन्द का साहित्यिक अवदान – डॉ० हनुमंत रणखांब, विद्या प्रकाशन, कानपुर ।

HIN-HG-3016

आधुनिक हिन्दी कविता

कुल अंक : 100

बाह्य परीक्षण : 80

आन्तरिक परीक्षण : 20

क्रेडिट : 6 (व्याख्यान : 4 + ट्यूटोरियल : 2)

लक्ष्य : विद्यार्थियों को खड़ीबोली हिन्दी में रचित द्विवेदीयुगीन, राष्ट्रीय-सांस्कृतिक, छायावादयुगीन एवं छायावादोत्तर कविताओं का रस प्रदान करते हुए उन्हें आधुनिक भाव-बोध तथा आधुनिक काव्य-शिल्प से परिचित कराना प्रस्तुत प्रश्न-पत्र का प्रमुख लक्ष्य है ।

इकाई 1 **निर्धारित पाठ्य-पुस्तक** : हिन्दी काव्य-सुधा, गौहाटी विश्वविद्यालय प्रकाशन विभाग ।

पाठ : हरिऔध (आँख का आँसू), मैथिलीशरण गुप्त (पंचवटी में लक्ष्मण), माखनलाल चतुर्वेदी (युग-पुरुष)

इकाई 2 **निर्धारित पाठ्य-पुस्तक** : हिन्दी काव्य-सुधा, गौहाटी विश्वविद्यालय प्रकाशन विभाग ।

पाठ : जयशंकर प्रसाद (मेरे नाविक, झरना), महादेवी वर्मा (मेरे दीपक, दीप मेरे जल), बच्चन (जो बीत गई सो बात गई)

GU UG CBCS SYLLABUS

इकाई 3 निर्धारित पाठ्य-पुस्तक : छायावादोत्तर काव्य-संग्रह-- राम नारायण शुक्ल और डॉ० श्रीनिवास पाण्डेय (संपा.), संजय बुक सेंटर, वाराणसी ।

पाठ : अज्ञेय (साँप), धर्मवीर भारती (टूटा हुआ पहिया), धूमिल (रोटी और संसद)

सन्दर्भ ग्रन्थ :

1. हिन्दी साहित्य का इतिहास – आचार्य रामचन्द्र शुक्ल, नागरी प्रचारिणी सभा, वाराणसी ।
2. हिन्दी साहित्य का इतिहास -- डॉ० नगेन्द्र (संपा.), नेशनल पब्लिशिंग हाउस, नयी दिल्ली ।
3. हिन्दी साहित्य का वैज्ञानिक इतिहास – डॉ० गणपतिचन्द्र गुप्त, प्रभात प्रकाशन, दिल्ली ।
4. छायावाद की परिक्रमा -- श्याम किशोर मिश्र, लोकभारती प्रकाशन, इलाहाबाद ।
5. आधुनिक हिन्दी कविता – डॉ० विश्वनाथ प्रसाद तिवारी, राजकमल प्रकाशन, नयी दिल्ली ।
6. आधुनिक कविता यात्रा – डॉ० रामस्वरूप चतुर्वेदी, लोकभारती प्रकाशन, इलाहाबाद ।
7. मैथिलीशरण गुप्त के काव्य की अंतर्कथाओं के स्रोत -- शशि अग्रवाल, हिन्दी साहित्य सम्मेलन, प्रयाग ।
8. हरिऔध के काव्य में राष्ट्रीयता एवं सामाजिकता – डॉ० मंजु तरडेजा, विद्या प्रकाशन, कानपुर ।
9. माखनलाल चतुर्वेदी : काव्य एवं दर्शन – डॉ० दिनेश चन्द्र वर्मा, विद्या प्रकाशन, कानपुर ।
10. महादेवी – डॉ० परमानन्द श्रीवास्तव, लोकभारती प्रकाशन, इलाहाबाद ।
11. जयशंकर प्रसाद – आचार्य नन्ददुलारे वाजपेयी, लोकभारती प्रकाशन, इलाहाबाद ।
12. अज्ञेय : कवि और काव्य – डॉ० राजेन्द्र प्रसाद, वाणी प्रकाशन, नयी दिल्ली ।
13. धूमिल और उनका काव्य-संघर्ष – डॉ० ब्रह्मदेव मिश्र, लोकभारती प्रकाशन, इलाहाबाद ।
14. समकालीन हिन्दी कविता – ए. अरविन्दाक्षण, राधाकृष्ण प्रकाशन, नयी दिल्ली ।
15. धूमिल की काव्य-चेतना – डॉ० गीता अस्थाना, विद्या प्रकाशन, कानपुर ।
16. धर्मवीर भारती की काव्य-साधना – डॉ० मंजूषा श्रीवास्तव, मिलिन्द प्रकाशन, हैदराबाद ।
17. बच्चन : कविता और जीवन के अन्तःसूत्र – सीमा जैन, स्वराज प्रकाशन, नयी दिल्ली ।
18. प्रसाद-निराला-अज्ञेय – डॉ० रामस्वरूप चतुर्वेदी, लोकभारती प्रकाशन, इलाहाबाद ।

HIN-RC-4016

हिन्दी गद्य साहित्य

कुल अंक : 100

बाह्य परीक्षण : 80

आन्तरिक परीक्षण : 20

क्रेडिट : 6 (व्याख्यान : 4 + ट्यूटोरियल : 2)

GU UG CBCS SYLLABUS

लक्ष्य : विद्यार्थियों के समक्ष हिन्दी उपन्यास, कहानी, निबन्ध -- जैसी गद्य-विधाओं की झाँकी प्रस्तुत करते हुए चुनी हुई रचनाओं का रसास्वादन कराना एवं उनके माध्यम से उभरते हुए जीवन-बोध का परिचय दिलवाना प्रस्तुत प्रश्न-पत्र का प्रमुख लक्ष्य है।

इकाई 1	उपन्यास भीष्म साहनी : तमस
इकाई 2	कहानी प्रेमचन्द : ईदगाह ; फणीश्वरनाथ रेणु : तीसरी कसम ; यशपाल : परदा ; उषा प्रियम्बदा : वापसी
इकाई 3	निबन्ध रामचन्द्र शुक्ल : लोभ और प्रीति हजारी प्रसाद द्विवेदी : कुटज विद्यानिवास मिश्र : वसन्त आ गया पर कोई उत्कंठा नहीं

निर्धारित पाठ्य-पुस्तक :

1. तमस – भीष्म साहनी, राजकमल पेपरबेक्स, नयी दिल्ली।
2. कहानी विविधा – डॉ० देवीशंकर अवस्थी (संपा.), राजकमल प्रकाशन, नयी दिल्ली।
3. कथा भारती – डॉ० लक्ष्मीनारायण लाल (संपा.), नेशनल पब्लिशिंग हाउस, नयी दिल्ली।
4. नागर-कथाएँ – डॉ० बालेन्दु शेखर तिवारी (संपा.), अमन प्रकाशन, कानपुर।
5. चिन्तामणि (पहला भाग) – आचार्य रामचन्द्र शुक्ल, इंडियन प्रेस (पब्लिकेशन्स), प्राइवेट लिमिटेड, प्रयाग।
6. हिन्दी निबन्ध – डॉ० शिवप्रसाद सिंह (संपा.), हिन्दी प्रचारक संस्थान, वाराणसी।
7. निबन्ध-निकष – प्रो० महेन्द्र प्रताप (प्रधान संपा.), रवि प्रकाशन, आगरा।

सन्दर्भ ग्रन्थ :

1. प्रेमचन्द – डॉ० रामविलास शर्मा, राधाकृष्ण प्रकाशन, नयी दिल्ली।
2. प्रेमचन्द : साहित्य विवेचन – आचार्य नन्ददुलारे वाजपेयी, राजकमल प्रकाशन, नयी दिल्ली।
3. हिन्दी उपन्यास का इतिहास – डॉ० गोपाल राय, राजकमल प्रकाशन, नयी दिल्ली।
4. हिन्दी उपन्यास : एक अंतर्गता – डॉ० रामदरश मिश्र, राजकमल प्रकाशन, नयी दिल्ली।
5. आधुनिक हिन्दी उपन्यास : सृजन और आलोचना – डॉ० चन्द्रकान्त बांदिबडेकर, नेशनल पब्लिशिंग हाउस, नयी दिल्ली।
6. हिन्दी साहित्य का इतिहास -- डॉ० नगेन्द्र (संपा.), नेशनल पब्लिशिंग हाउस, नयी दिल्ली।

GU UG CBCS SYLLABUS

7. कहानीकार प्रेमचन्द : रचना-दृष्टि और रचना-विधान – शिवकुमार मिश्र, लोकभारती प्रकाशन, इलाहाबाद ।
8. विद्यानिवास मिश्र का निबंध-साहित्य : सन्दर्भ और अभिव्यक्ति – डॉ॰ श्यामसुंदर पाण्डेय, विनय प्रकाशन, कानपुर ।
9. तमस उपन्यास में देशविभाजन की त्रासदी – प्रो॰ दिलीप फोलाने, विद्या प्रकाशन, कानपुर ।
10. रेणु का कथा-साहित्य – डॉ॰ सुरेश चन्द्र महरोत्रा, विद्या प्रकाशन, कानपुर ।
11. कथाकार उषा प्रियम्बदा – डॉ॰ सुभाष पवार, विद्या प्रकाशन, कानपुर ।
12. यशपाल का कहानी-संसार : एक अंतरंग परिचय – सी.एम. योहन्नान, लोकभारती प्रकाशन, इलाहाबाद ।

योग्यता-वर्धक अनिवार्य कोर्स

{ABILITY ENHANCEMENT COMPULSORY COURSE (AECC)}

HIN-AE-1014

हिन्दी व्याकरण और सम्प्रेषण

कुल अंक : 100

बाह्य परीक्षण : 80

आन्तरिक परीक्षण : 20

क्रेडिट : 4

लक्ष्य : विद्यार्थियों को हिन्दी व्याकरण और हिन्दी के माध्यम से सम्यक् सम्प्रेषण की जानकारी देते हुए हिन्दी भाषा के उपयोग के सन्दर्भ में उनकी योग्यता में वृद्धि लाना प्रस्तुत प्रश्न-पत्र का प्रमुख लक्ष्य है ।

इकाई 1 हिन्दी की वर्ण-व्यवस्था : स्वर और व्यंजन

हिन्दी व्याकरण एवं रचना : संज्ञा, सर्वनाम, विशेषण, क्रिया और अव्यय का परिचय

इकाई 2 उपसर्ग, प्रत्यय और समास, पर्यायवाची शब्द, विलोम शब्द, अनेक शब्दों के लिए एक शब्द, शब्द-शुद्धि, वाक्य-शुद्धि

इकाई 3 सम्प्रेषण की अवधारणा, महत्व, प्रकार, मुहावरा, लोकोक्ति, पल्लवन, संक्षेपण

सन्दर्भ ग्रन्थ :

1. हिन्दी व्याकरण – पं. कामताप्रसाद गुरु, राजकमल प्रकाशन समूह, नयी दिल्ली ।
2. हिन्दी व्याकरण मीमांसा -- काशीराम शर्मा, राजकमल प्रकाशन समूह, नयी दिल्ली ।

3. व्याकरण प्रदीप -- रामदेव एम. ए., राजकमल प्रकाशन समूह, नयी दिल्ली ।
4. नवशती हिन्दी व्याकरण – बद्रीनाथ कपूर, राजकमल प्रकाशन समूह, नयी दिल्ली ।
5. मानक हिन्दी का व्यवहारपरक व्याकरण – रमेशचन्द्र मेहरोत्रा, राजकमल प्रकाशन समूह, नयी दिल्ली ।
6. हिन्दी भाषा का बृहत् ऐतिहासिक व्याकरण – आचार्य हजारीप्रसाद द्विवेदी, राजकमल प्रकाशन समूह, नयी दिल्ली ।
7. मानक हिन्दी का पारम्परिक व्याकरण – शुकदेव शास्त्री, साहित्यागार, जयपुर ।
8. आधुनिक हिन्दी व्याकरण एवं रचना – डॉ॰ वासुदेवनन्दन प्रसाद, भारती भवन, पटना ।
9. हिन्दी व्याकरण-विमर्श – तेजपाल चौधरी, वाणी प्रकाशन, नयी दिल्ली ।

कौशल-वर्धक कोर्स

{SKILL ENHANCEMENT COURSE (SEC)}

(नोट : इस कोर्स के लिए महाविद्यालय द्वारा विद्यार्थियों के शैक्षिक-भ्रमण की व्यवस्था की जा सकती है।)

द्रष्टव्य : इस कोर्स के अन्तर्गत प्रत्येक प्रश्न-पत्र में व्यावहारिक परीक्षण हेतु एक निर्देशक के तत्वावधान में विभाग की ओर से दिए गए एक विषय पर (निर्धारित पाठ्यक्रम में से) लगभग दो हजार शब्दों में एक प्रोजेक्ट-रिपोर्ट (टंकित या हस्तलिखित) जमा करना होगा। विद्यार्थी को विभागीय अध्यक्ष, प्रोजेक्ट-निर्देशक, विभाग के प्राध्यापकगण एवं महाविद्यालय के अध्यक्ष या उनके द्वारा नामित प्रतिनिधि के समक्ष अपने कार्य की पुष्टि हेतु मौखिकी के रूप में प्रस्तुति देनी होगी। यह प्रस्तुति पावर पॉइंट प्रेजेंटेशन के रूप में हो सकती है। विभाग के अध्यक्ष, प्रोजेक्ट के निर्देशक और महाविद्यालय के अध्यक्ष अथवा उनके द्वारा नामित प्रतिनिधि से बनी मूल्यांकन-समिति में से महाविद्यालय के अध्यक्ष या उनके प्रतिनिधि 20 अंक (लेखन : 15 + मौखिकी : 5) तथा विभाग के अध्यक्ष 15 अंक (लेखन : 10 + मौखिकी : 5) एवं प्रोजेक्ट के निर्देशक 15 अंक (लेखन : 10 + मौखिकी : 5) के अन्तर्गत मूल्यांकन करेंगे।

HIN-SE-3014

कार्यालयीन अनुवाद

कुल अंक : 100

सैद्धांतिक परीक्षण : 50

व्यावहारिक परीक्षण : 50

क्रेडिट : 4

GU UG CBCS SYLLABUS

लक्ष्य : विद्यार्थियों को हिन्दी भाषा के विविध रूपों, हिन्दी-सम्बन्धी विविध संवैधानिक प्रावधानों, हिन्दी के माध्यम से किए जाने वाले विभिन्न पत्राचारों, प्रशासनिक पत्रावली की निष्पादन-प्रक्रियाओं और कार्यालयीन प्रयोजनों में विभिन्न यांत्रिक उपकरणों के अनुप्रयोग-सम्बन्धी सम्यक् जानकारी देकर उनके हिन्दी प्रयोग-सम्बन्धी कौशल में वृद्धि लाना इस प्रश्न-पत्र का प्रधान लक्ष्य है।

- इकाई 1** हिन्दी भाषा के विविध रूप -- राष्ट्रभाषा, राजभाषा, जनभाषा
शिक्षण-माध्यम भाषा, संचार भाषा, सर्जनात्मक भाषा, यांत्रिक भाषा
राजभाषा का स्वरूप, भारतीय संविधान में राजभाषा सम्बन्धी परिनियमावली का सामान्य परिचय, राजभाषा के रूप में हिन्दी के समक्ष व्यावहारिक कठिनाइयाँ एवं सम्भावित समाधान
- इकाई 2** टिप्पण, प्रारूप/आलेखन, पल्लवन, संक्षेपण
विभिन्न प्रकार के पत्राचार, प्रशासनिक पत्रावली की निष्पादन प्रक्रियाएँ
- इकाई 3** पारिभाषिक शब्दावली
कार्यालयीन प्रयोजनों में विभिन्न यांत्रिक उपकरणों का अनुप्रयोग : कम्प्यूटर, लेपटॉप, टेबलेट, टेलीप्रिंटर, टेलेक्स, वीडियो कॉन्फ्रेंसिंग

सन्दर्भ ग्रन्थ :

1. प्रयोजनमूलक हिन्दी – डॉ॰ विनोद गोदरे, वाणी प्रकाशन, नयी दिल्ली ।
2. प्रयोजनिक हिन्दी – डॉ॰ बालेंदु शेखर तिवारी, अनुपम प्रकाशन, पटना ।
3. राजभाषा हिन्दी -- डॉ॰ भोलानाथ तिवारी, प्रभात प्रकाशन, दिल्ली ।
4. राजभाषा हिन्दी : विकास के विविध आयाम – डॉ॰ मलिक मोहम्मद, प्रवीण प्रकाशन, नयी दिल्ली ।
5. प्रामाणिक आलेखन और टिप्पण -- प्रो॰ विराज, राजपाल एंड सन्स, दिल्ली ।
6. व्यावहारिक आलेखन और टिप्पण – डॉ॰ अमूल्य बर्मन, असम हिन्दी प्रकाशन, गुवाहाटी ।
7. कार्यालय सहायिका – हरिबाबू कंसल, केन्द्रीय सचिवालय हिन्दी परिषद, दिल्ली ।
8. अनुवाद विज्ञान – डॉ॰ भोलानाथ तिवारी, किताबघर प्रकाशन, नयी दिल्ली ।
9. अनुवाद-सुधा (भाग-1) -- डॉ॰ अच्युत शर्मा (संपा.), शब्द भारती, गुवाहाटी ।
10. अनुवाद-सुधा (भाग-2) -- डॉ॰ अच्युत शर्मा (संपा.), शब्द भारती, गुवाहाटी ।

HIN-SE-4014

अनुवाद विज्ञान

कुल अंक : 100

सैद्धांतिक परीक्षण : 50

व्यावहारिक परीक्षण : 50

क्रेडिट : 4

लक्ष्य : विद्यार्थियों को अनुवाद-सम्बन्धी सैद्धांतिक एवं व्यावहारिक ज्ञान देकर, विशेषतः कार्यालयीन अनुवाद के सन्दर्भ में राजभाषा-नीति के अनुपालन में धारा 3(3) के अन्तर्गत निर्धारित दस्तावेजों के सटीक अनुवाद की सम्यक् जानकारी प्रदान करके कार्यालय, तकनीकी, सर्जनात्मक साहित्य आदि विविध क्षेत्रों में उनके हिन्दी-अनुवाद-सम्बन्धी कौशल में वृद्धि लाना इस प्रश्न-पत्र का प्रमुख लक्ष्य है।

इकाई 1 अनुवाद का अर्थ, परिभाषा, स्वरूप एवं प्रकृति, अनुवाद कार्य की आवश्यकता एवं महत्व, बहुभाषी समाज में परिवर्तन तथा बौद्धिक-सांस्कृतिक आदान-प्रदान में अनुवाद-कार्य की भूमिका, अनुवाद के प्रकार – शब्दानुवाद, भावानुवाद, छायानुवाद, सारानुवाद

इकाई 2 अनुवाद प्रक्रिया के तीन चरण – विश्लेषण, अंतरण एवं पुनर्गठन
अनुवाद की भूमिका – पाठक की भूमिका (अर्थ-ग्रहण की), द्विभाषिक की भूमिका (अर्थांतरण की प्रक्रिया) एवं रचयिता की भूमिका (अर्थ-सम्प्रेषण की प्रक्रिया)
सर्जनात्मक साहित्य के अनुवाद की अपेक्षाएँ, सर्जनात्मक साहित्य के अनुवाद और तकनीकी अनुवाद में अन्तर, गद्यानुवाद और काव्यानुवाद में अन्तर

इकाई 3 कार्यालयीन अनुवाद : राजभाषा-नीति के अनुपालन में धारा 3(3) के अंतर्गत निर्धारित दस्तावेजों का अनुवाद (शासकीय पत्र/ अर्धशासकीय पत्र/ परिपत्र/ ज्ञापन/ कार्यालयीन आदेश/ अधिसूचना/ संकल्प-प्रस्ताव/ निविदा-संविदा/ विज्ञापन
व्यावहारिक अनुवाद (हिन्दी से अंग्रेजी, अंग्रेजी से हिन्दी)

सन्दर्भ ग्रन्थ :

1. अनुवाद विज्ञान – डॉ॰ भोलानाथ तिवारी, किताबघर प्रकाशन, नयी दिल्ली।
2. अनुवाद-सुधा (भाग-1) -- डॉ॰ अच्युत शर्मा (संपा.), शब्दभारती, गुवाहाटी।
3. अनुवाद-सुधा (भाग-2) -- डॉ॰ अच्युत शर्मा (संपा.), शब्द भारती, गुवाहाटी।

4. प्रयोजनमूलक हिन्दी – डॉ० विनोद गोदरे, वाणी प्रकाशन, नयी दिल्ली ।
5. प्रयोजनिक हिन्दी – डॉ० बालेंदु शेखर तिवारी, अनुपम प्रकाशन, पटना ।
6. राजभाषा हिन्दी -- डॉ० भोलानाथ तिवारी, प्रभात प्रकाशन, नयी दिल्ली ।
7. प्रामाणिक आलेखन और टिप्पण -- प्रो० विराज, राजपाल एंड सन्स, नयी दिल्ली ।
8. व्यावहारिक आलेखन और टिप्पण – डॉ० अमूल्य बर्मन, असम हिन्दी प्रकाशन, गुवाहाटी ।
9. कार्यालय सहायिका – हरिबाबू कंसल, केन्द्रीय सचिवालय हिन्दी परिषद, दिल्ली ।

HIN-SE-5014

रंग आलेख एवं रंगमंच

कुल अंक : 100

सैद्धांतिक परीक्षण : 50

व्यावहारिक परीक्षण : 50

क्रेडिट : 4

लक्ष्य : विद्यार्थियों को नाटक एवं रंगमंच-सम्बन्धी विस्तृत ज्ञान, हिन्दी नाट्य-लेखन के इतिहास की सम्यक् जानकारी तथा रंग-आलेख की प्रविधि-सम्बन्धी आवश्यक सूचनाएँ उपलब्ध कराते हुए उन्हें आजीविका की दृष्टि से भी इस ओर प्रोत्साहित करना प्रस्तुत प्रश्न-पत्र का प्रमुख लक्ष्य है ।

- इकाई 1** नाटक के प्रमुख प्रकार और उनका रचना-विधान – पूर्णांकी, एकांकी, लोकनाटक, प्रहसन, काव्य नाटक, नुक्कड़ नाटक, प्रतीक नाटक, भाव नाटक, पाठ्य नाटक, रेडियो नाटक, टी.वी. नाटक
हिन्दी नाट्य-लेखन का इतिहास
हिन्दी नाटक की प्रमुख प्रवृत्तियाँ – सामाजिक, सांस्कृतिक, ऐतिहासिक, समस्यामूलक तथा एबसर्ड नाटक
- इकाई 2** हिन्दी के प्रमुख नाटक और नाटककार
हिन्दी रंगमंच के प्रमुख रूप – (क) शौकिया मंच (ख) सरकारी मंच
हिन्दी क्षेत्र की प्रसिद्ध रंगशालाएँ तथा संस्थाएँ
- इकाई 3** रंगशिल्प प्रशिक्षण, रंग स्थापत्य, रंग सज्जा, रंग दीपन, ध्वनि व्यवस्था एवं प्रसाधन, निर्देशन एवं अभिनय; रंगमंच-भाषा की विशेषताएँ

GU UG CBCS SYLLABUS

रंग-आलेख की प्रविधि – वस्तुविधान, पात्र-परिकल्पना, परिस्थिति-योजना, संवाद-लेखन का वैशिष्ट्य, रंग-निर्देशों की उपयोगिता

सन्दर्भ ग्रन्थ :

1. रंगदर्शन – नेमिचन्द्र जैन, राधाकृष्ण प्रकाशन, नयी दिल्ली ।
2. नाट्य-विमर्श – मोहन राकेश (संपा. जयदेव तनेजा), राधाकृष्ण प्रकाशन, नयी दिल्ली ।
3. हिन्दी रंगमंच का इतिहास – डॉ॰ चंदुलाल दुबे, जवाहर पुस्तकालय, मथुरा ।
4. आधुनिक हिन्दी नाटक-कला – वेदव्यास, वेदव्यास एण्ड कम्पनी, लाहौर ।
5. बीसवीं शताब्दी का हिन्दी नाटक एवं रंगमंच – गिरीश रस्तोगी, भारतीय ज्ञानपीठ, नयी दिल्ली ।
6. हिन्दी नाटक और रंगमंच में लोकतत्व – डॉ॰ हरदीप कौर सुमरा, अनुराधा प्रकाशन, नयी दिल्ली ।
7. रंग-प्रक्रिया के विविध आयाम – प्रेम सिंह एवं सुषमा आर्य (संपा.), राधाकृष्ण प्रकाशन, नयी दिल्ली ।

HIN-SE-6014

भाषा-शिक्षण

कुल अंक : 100

सैद्धांतिक परीक्षण : 50

व्यावहारिक परीक्षण : 50

क्रेडिट : 4

लक्ष्य : विद्यार्थियों को हिन्दी भाषा के शब्द-भण्डार-सहित व्याकरण-सम्बन्धी मूलभूत बातों, कम्प्यूटरीकरण की दृष्टि से देवनागरी लिपि में सुधार की आवश्यकता-सहित उसकी तमाम विशेषताओं और असमीया भाषा के सन्दर्भ में हिन्दी के विशिष्ट शब्दों की स्थिति आदि सभी जरूरी जानकारियाँ देकर हिन्दी भाषा के शिक्षण-सम्बन्धी उनलोगों के कौशल में वृद्धि लाना प्रस्तुत प्रश्न-पत्र का प्रमुख लक्ष्य है ।

- इकाई 1** हिन्दी भाषा एवं शब्द भण्डार – तत्सम, तद्धव, देशज, विदेशज, कृत्रिम
भाषा-विज्ञान के मूलाधार – व्याकरण-बोध, मानक वर्तनी का ज्ञान, शुद्ध वाक्य-विन्यास,
वैज्ञानिक उपकरण, मानकीकृत देवनागरी लिपि का अभ्यास
- इकाई 2** पर्यायवाची, समार्थक, विलोम, गूढार्थवाची, समश्रुत, अनेक शब्दों के लिए एक शब्द-युग्म

देवनागरी लिपि का इतिहास तथा वैशिष्ट्य, देवनागरी लिपि की वैज्ञानिकता, कम्प्यूटरीकरण की दृष्टि से संक्षेपण-संशोधन की आवश्यकता

इकाई 3 हिन्दी भाषा के विशिष्ट शब्दों का असमीया भाषा के सन्दर्भ में तुलनात्मक अध्ययन
हिन्दी भाषा का भविष्य

सन्दर्भ ग्रन्थ :

1. हिन्दी व्याकरण – पं. कामताप्रसाद गुरु, राजकमल प्रकाशन समूह, नयी दिल्ली ।
2. हिन्दी व्याकरण मीमांसा – काशीराम शर्मा, राजकमल प्रकाशन समूह, नयी दिल्ली ।
3. व्याकरण प्रदीप – रामदेव एम.ए., राजकमल प्रकाशन समूह, नयी दिल्ली ।
4. नवशती हिन्दी व्याकरण – बद्रीनाथ कपूर, राजकमल प्रकाशन समूह, नयी दिल्ली ।
5. मानक हिन्दी का व्यवहारपरक व्याकरण – रमेशचन्द्र महरोत्रा, राजकमल प्रकाशन समूह, नयी दिल्ली ।
6. हिन्दी भाषा का वृहत् ऐतिहासिक व्याकरण – आचार्य हजारीप्रसाद द्विवेदी, राजकमल प्रकाशन समूह, नयी दिल्ली ।
7. मानक हिन्दी का पारम्परिक व्याकरण – शुकदेव शास्त्री, साहित्यागार, जयपुर ।
8. आधुनिक हिन्दी व्याकरण एवं रचना – डॉ० वासुदेवनन्दन प्रसाद, भारती भवन, पटना ।
9. हिन्दी भाषा – डॉ० भोलानाथ तिवारी, किताबमहल, इलाहाबाद ।
10. हिन्दी-असमीया शब्दकोश – असम राष्ट्रभाषा प्रचार समिति, गुवाहाटी ।
11. हिन्दी भाषा का विकास – आचार्य देवेन्द्रनाथ शर्मा और रामदेव त्रिपाठी, राधाकृष्ण प्रकाशन, नयी दिल्ली ।
12. हिन्दी भाषा और नागरी लिपि – लक्ष्मीकान्त वर्मा, हिन्दुस्तानी अकादमी, इलाहाबाद ।
13. हिन्दी व्याकरण-विमर्श – तेजपाल चौधरी, वाणी प्रकाशन, नयी दिल्ली ।

विषय-विशिष्ट ऐच्छिक कोर्स

{DISCIPLINE SPECIFIC ELECTIVE (DSE)}

(दृष्टव्य : विद्यार्थियों को HIN-RE-5016, HIN-RE-5026 और HIN-RE-5036 में से एक प्रश्न-पत्र तथा HIN-RE-6016, HIN-RE-6026 और HIN-RE-6036 में से एक प्रश्न-पत्र का चयन करना होगा ।)

HIN-RE-5016

लोक-साहित्य

कुल अंक : 100

बाह्य परीक्षण : 80

आन्तरिक परीक्षण : 20

क्रेडिट : 6 (व्याख्यान : 4 + ट्यूटोरियल : 2)

लक्ष्य : विद्यार्थियों को लोक, लोक-संस्कृति और लोक-साहित्य (लोक-गीत, लोक-नाट्य, लोक-कथा आदि) की सम्यक् जानकारी देते हुए उन्हें लोक-जीवन की सरसता की ओर उन्मुख करना प्रस्तुत प्रश्न-पत्र का प्रमुख लक्ष्य है।

- इकाई 1** लोक-संस्कृति की अवधारणा, लोक-संस्कृति और साहित्य, साहित्य और लोक का अंतर्संबंध, लोक-साहित्य के अध्ययन की समस्याएँ
- इकाई 2** भारत में लोक-साहित्य के अध्ययन का इतिहास, लोक-साहित्य के प्रमुख रूपों का वर्गीकरण; लोक-गीत : संस्कारगीत, व्रतगीत, ऋतुगीत
- इकाई 3** लोक-नाट्य : रामलीला, रासलीला, कीर्तनिया, यक्षगान ; हिन्दी लोक-नाट्य की परम्परा ; हिन्दी नाटक एवं रंगमंच पर लोक-नाट्य का प्रभाव, लोक-कथा : व्रतकथा, परीकथा, कथा-रूढ़ियाँ और अंधविश्वास

सन्दर्भ ग्रन्थ :

1. लोक साहित्य विज्ञान – डॉ॰ सत्येन्द्र, शिवलाल अग्रवाल एण्ड कम्पनी, आगरा।
2. लोक-साहित्य की भूमिका – डॉ॰ कृष्णदेव उपाध्याय, साहित्य भवन प्राइवेट लिमिटेड, इलाहाबाद।
3. गंगा घाटी के गीत – डॉ॰ हीरालाल तिवारी, विश्वविद्यालय प्रकाशन, वाराणसी।
4. लोक-साहित्य के विविध आयाम – वीणा दाधे, अमन प्रकाशन, कानपुर।
5. लोक-साहित्य : अर्थ और व्याप्ति – डॉ॰ सुरेश गौतम, साहित्य रत्नाकर, कानपुर।
6. लोकगीतों के सन्दर्भ और आयाम – डॉ॰ शान्ति जैन, विश्वविद्यालय प्रकाशन, वाराणसी।

HIN-RE-5026

हिन्दी की राष्ट्रीय काव्यधारा

कुल अंक : 100

बाह्य परीक्षण : 80

आन्तरिक परीक्षण : 20

क्रेडिट : 6 (व्याख्यान : 4 + ट्यूटोरियल : 2)

लक्ष्य : विद्यार्थियों को हिन्दी की राष्ट्रीय काव्यधारा के चुनिन्दा कवि-कवयित्रियों की सरस रचनाओं से परिचित कराकर उनमें इस काव्यधारा के प्रति रुचि एवं देश-प्रेम की भावना को जगाना प्रस्तुत प्रश्न-पत्र का प्रमुख लक्ष्य है।

- इकाई 1 मैथिलीशरण गुप्त – मनुष्यता, हमारी सभ्यता, भारत की श्रेष्ठता
 इकाई 2 माखनलाल चतुर्वेदी – आ गए ऋतुराज, सिपाही, सिपाहिनी
 इकाई 3 रामधारी सिंह 'दिनकर' – जनतंत्र का जन्म, भारत का यह रेशमी नगर, अवकाशवाली सभ्यता
 इकाई 4 सुभद्रा कुमारी चौहान – झाँसी की रानी, स्वदेश के प्रति, वीरों का कैसा हो वसन्त ?

निर्धारित पाठ्य-पुस्तक : राष्ट्रवाणी -- डॉ॰ वासुदेव सिंह (संपा.), संजय बुक सेंटर, वाराणसी

सन्दर्भ ग्रन्थ :

1. राष्ट्रीय काव्य धारा – कन्हैया सिंह, वाणी प्रकाशन, नयी दिल्ली।
2. हिन्दी साहित्य का इतिहास -- डॉ॰ नगेन्द्र (संपा.), नेशनल पब्लिशिंग हाउस, नयी दिल्ली।
3. हिन्दी साहित्य का दूसरा इतिहास – डॉ॰ बच्चन सिंह, राधाकृष्ण प्रकाशन, नयी दिल्ली।
4. मैथिलीशरण गुप्त के काव्य की अंतर्कथाओं के स्रोत -- शशि अग्रवाल, हिन्दी साहित्य सम्मेलन, प्रयाग।
5. माखनलाल चतुर्वेदी : काव्य एवं दर्शन – डॉ॰ दिनेश चन्द्र वर्मा, विद्या प्रकाशन, कानपुर।
6. दिनकर : अर्धनारीश्वर कवि – नन्दकिशोर नवल, राजकमल प्रकाशन, नयी दिल्ली।
7. राष्ट्रभक्त कवयित्री सुभद्रा कुमारी चौहान – एम. राजस्वी, प्रभात प्रकाशन, नयी दिल्ली।

HIN-RE-5036

पूर्वोत्तर भारत में हिन्दी

कुल अंक : 100

बाह्य परीक्षण : 80

आन्तरिक परीक्षण : 20

क्रेडिट : 6 (व्याख्यान : 4 + ट्यूटोरियल : 2)

GU UG CBCS SYLLABUS

लक्ष्य : विद्यार्थियों को पूर्वोत्तर भारत के आठों प्रान्तों में हिन्दी को लेकर चल रही गतिविधियों की जानकारी देते हुए उन्हें पूर्वोत्तर में रचित चुनी हुई हिन्दी-रचनाओं से परिचित कराना प्रस्तुत पत्र-पत्र का प्रमुख लक्ष्य है।

इकाई 1 पूर्वोत्तर भारत में हिन्दी की स्थिति

असम में हिन्दी के प्रचार-प्रसार का विस्तृत इतिहास; मेघालय, मिज़ोरम, मणिपुर, अरुणाचल प्रदेश, नागालैंड, त्रिपुरा एवं सिक्किम में हिन्दी के प्रचार-प्रसार की सामान्य जानकारी

इकाई 2

असम राष्ट्रभाषा प्रचार समिति, गुवाहाटी; मणिपुर हिन्दी प्रचार सभा, इम्फ़ाल; असम राष्ट्रभाषा सेवक संघ, गुवाहाटी; असम राज्य राष्ट्रभाषा प्रचार समिति, जोरहाट; केन्द्रीय हिन्दी संस्थान की गुवाहाटी, शिलांग और दीमापुर शाखाएँ; मेघालय राष्ट्रभाषा प्रचार समिति, शिलांग; केन्द्रीय हिन्दी निदेशालय, गुवाहाटी शाखा की गतिविधियाँ।

पूर्वोत्तर से प्रकाशित प्रमुख हिन्दी पत्र-पत्रिकाएँ (दैनिक पूर्वोदय, सेंटीनल, समन्वय पूर्वोत्तर, राष्ट्रसेवक)

इकाई 3 राह और रोड़े -- छगनलाल जैन (उपन्यास)

भिण्डी के फूल – डॉ॰ हीरालाल तिवारी (गद्यकाव्य)

पाठ्य-पुस्तक एवं सन्दर्भ ग्रन्थ :

1. राष्ट्रभाषा प्रचार - एक झांकी – चित्र महन्त, असम हिन्दी प्रकाशन, गुवाहाटी।
2. राष्ट्रभाषा का इतिहास – चित्र महन्त, असम हिन्दी प्रकाशन, गुवाहाटी।
3. राह और रोड़े -- छगनलाल जैन, असम राष्ट्रभाषा प्रचार समिति, गुवाहाटी।
4. हिन्दी गद्य-संकलन – डॉ॰ परेशचन्द्र देव शर्मा एवं डॉ॰ हीरालाल तिवारी (संपा.), असम राष्ट्रभाषा प्रचार समिति, गुवाहाटी।
5. हीर-ज्योति – डॉ॰ अमूल्य चन्द्र बर्मन एवं डॉ॰ अच्युत शर्मा (संपा.), हिन्दी विभाग, गौहाटी विश्वविद्यालय।

HIN-RE-6016

छायावाद

कुल अंक : 100

बाह्य परीक्षण : 80

आन्तरिक परीक्षण : 20

क्रेडिट : 6 (व्याख्यान : 4 + ट्यूटोरियल : 2)

GU UG CBCS SYLLABUS

लक्ष्य : विद्यार्थियों को चुनी हुई छायावादी कविताओं से परिचित कराकर उन्हें इस महती काव्य-धारा की संवेदना और शिल्पगत विशेषताओं के दर्शन कराना प्रस्तुत प्रश्न-पत्र का प्रमुख लक्ष्य है।

- इकाई 1 जयशंकर प्रसाद – हे लाज भरे सौन्दर्य बता दो, ले चल वहाँ भुलावा देकर, अरुण यह मधुमय देश हमारा
- इकाई 2 सूर्यकान्त त्रिपाठी 'निराला' – जूही की कली, सन्ध्या सुन्दरी, स्नेह निर्झर
- इकाई 3 सुमित्रानन्दन पन्त – मौन निमंत्रण, द्रुत झरो, भारतमाता
- इकाई 4 महादेवी वर्मा – मन्दिर का दीप, धीरे-धीरे उतर क्षितिज से आ वसन्त रजनी, मधुर वह था जीवन

निर्धारित पाठ्य-पुस्तक :

1. आधुनिक काव्य संग्रह – रामवीर सिंह (संपा.), विश्वविद्यालय प्रकाशन, वाराणसी।

सन्दर्भ ग्रन्थ :

1. जयशंकर प्रसाद – आचार्य नन्ददुलारे वाजपेयी, लोकभारती प्रकाशन, इलाहाबाद।
2. महाप्राण निराला – गंगाप्रसाद पाण्डेय, राजकमल प्रकाशन, नयी दिल्ली।
3. कवि सुमित्रानन्दन पन्त – आचार्य नन्ददुलारे वाजपेयी, प्रकाशन संस्थान, दिल्ली।
4. महादेवी – इन्द्रनाथ मदान, राधाकृष्ण प्रकाशन, नयी दिल्ली।
5. छायावाद की परिक्रमा – श्याम किशोर मिश्र, लोकभारती प्रकाशन, इलाहाबाद।
6. प्रसाद, पन्त और मैथिलीशरण – रामधारी सिंह 'दिनकर', लोकभारती प्रकाशन, इलाहाबाद।
7. आधुनिक हिन्दी कविता – डॉ॰ विश्वनाथ प्रसाद तिवारी, राजकमल प्रकाशन, नयी दिल्ली।
8. महादेवी का नया मूल्यांकन – डॉ॰ गणपतिचन्द्र गुप्त, लोकभारती प्रकाशन, इलाहाबाद।
9. निराला : आत्महंता आस्था – दूधनाथ सिंह, लोकभारती प्रकाशन, इलाहाबाद।
10. प्रसाद-निराला-अज्ञेय – डॉ॰ रामस्वरूप चतुर्वेदी, लोकभारती प्रकाशन, इलाहाबाद।

HIN-RE-6026

प्रेमचन्द

कुल अंक : 100

बाह्य परीक्षण : 80

आन्तरिक परीक्षण : 20

क्रेडिट : 6 (व्याख्यान : 4 + ट्यूटोरियल : 2)

GU UG CBCS SYLLABUS

लक्ष्य : विद्यार्थियों को हिन्दी के महान साहित्यकार प्रेमचन्द की चुनी हुई रचनाओं (उपन्यास, निबन्ध, कहानियाँ) के अध्ययन के जरिए इस लोकप्रिय साहित्यिक विभूति से भली-भाँति परिचित कराना प्रस्तुत प्रश्न-पत्र का प्रमुख लक्ष्य है।

इकाई 1 (क) प्रेमचन्द के साहित्य का सामान्य परिचय

(ख) निबन्ध – साहित्य का उद्देश्य

इकाई 2 उपन्यास – सेवासदन

इकाई 3 कहानियाँ – पूस की रात, शतरंज के खिलाड़ी, पंच परमेश्वर, ईदगाह, दो बैलों की कथा

निर्धारित पाठ्य-पुस्तक एवं ऑनलाइन लिंक्स :

1. सेवासदन – सरस्वती प्रेस, इलाहाबाद।
2. साहित्य का उद्देश्य -- <http://desharyana.in/archives/5249>
3. हिन्दी गद्य-संकलन – डॉ॰ परेशचन्द्र देव शर्मा एवं डॉ॰ हीरालाल तिवारी (संपा.), असम राष्ट्रभाषा प्रचार समिति, गुवाहाटी।
4. शतरंज के खिलाड़ी – <http://premchand.co.in/story/shatranj-ke-khiladi>
5. सप्तसरोज – मुंशी प्रेमचन्द, सरस्वती प्रेस, इलाहाबाद।
6. कृति कथाएँ – डॉ॰ शुकदेव सिंह, विश्वविद्यालय प्रकाशन, वाराणसी।
7. कहानी विविधा – डॉ॰ देवी शंकर अवस्थी (संपा.), राजकमल प्रकाशन, नयी दिल्ली।

सन्दर्भ ग्रन्थ :

1. प्रेमचन्द और उनका युग – डॉ॰ रामविलास शर्मा, राजकमल प्रकाशन, नयी दिल्ली।
2. हमारे कवि और लेखक – डॉ॰ राजेश्वर प्रसाद चतुर्वेदी और राकेश, प्रकाशन केन्द्र, लखनऊ।
3. कलम का मजदूर : प्रेमचन्द – मदन गोयल, लोकभारती प्रकाशन, इलाहाबाद।
4. कहानीकार प्रेमचन्द : रचना-दृष्टि और रचना-विधान – शिवकुमार मिश्र, लोकभारती प्रकाशन, इलाहाबाद।
5. प्रेमचन्द : एक साहित्यिक विवेचन – आचार्य नन्ददुलारे वाजपेयी, राजकमल प्रकाशन, नयी दिल्ली।
6. प्रेमचन्द के आयाम – ए. अरविंदाक्षण, राधाकृष्ण प्रकाशन, नयी दिल्ली।

HIN-RE-6036

विश्व में हिन्दी एवं प्रवासी हिन्दी साहित्य

कुल अंक : 100

बाह्य परीक्षण : 80

आन्तरिक परीक्षण : 20
क्रेडिट : 6 (ब्याख्यान : 4 + ट्यूटोरियल : 2)

लक्ष्य : विद्यार्थियों को विश्व के अलग-अलग देशों में हिन्दी की परिव्याप्ति की जानकारी दिलाकर प्रवासी हिन्दी साहित्यकारों द्वारा रचित रचनाओं का रसास्वादन कराना और उनमें निहित जीवन-संघर्ष से परिचित कराना प्रस्तुत प्रश्न-पत्र का प्रमुख लक्ष्य है।

- इकाई 1 हिन्दी का वैश्विक परिदृश्य
विश्व फलक पर हिन्दी, हिन्दी का वैश्वीकरण एवं विश्व हिन्दी सम्मेलन, विदेशों में हिन्दी की लोकप्रियता
- इकाई 2 लाल पसीना (अभिमन्यु अनत)
- इकाई 3 कोख का किराया (तेजेन्द्र शर्मा), साँकल (जाकिया जुबेरी), यूं ही चलते हुए (पूर्णिमा बर्मन)

सन्दर्भ ग्रन्थ एवं ऑनलाइन लिंक्स :

1. भारत और विश्व पटल पर हिन्दी – डॉ॰ सुशीला गुप्ता (संपा.), अखिल भारतीय हिन्दी संस्था संघ, नयी दिल्ली।
2. लाल पसीना – अभिमन्यु अनत, राजकमल प्रकाशन, नई दिल्ली।
3. कोख का किराया -- तेजेन्द्र शर्मा
<https://www.hindisamay.com/content/1051/1/तेजेन्द्र-शर्मा-कहानियाँ-कोख-का-किराया.csp>
4. साँकल -- जाकिया जुबेरी
<https://www.matrubharti.com/novels/16546/saankal-by-zakia-zubairi>
5. यूं ही चलते हुए -- पूर्णिमा बर्मन
<http://www.abhivyakti-hindi.org/lekhak/pumimavarman.htm>
6. विश्वपटल पर हिन्दी – सूर्यप्रसाद दीक्षित, लोकभारती प्रकाशन, इलाहाबाद।
7. अभिमन्यु अनत का उपन्यास साहित्य – डॉ॰ श्रीचित्रा. वी. एस., विद्या प्रकाशन, कानपुर।
8. तेजेन्द्र शर्मा का रचना-संसार – प्रो॰ प्रदीप श्रीधर, विनय प्रकाशन, कानपुर।
9. हिन्दी का प्रवासी साहित्य – डॉ॰ कालीचरण स्नेही, विद्या प्रकाशन, कानपुर।
10. साँकल : एक विश्लेषणात्मक अध्ययन – पूजा प्रजापति, साहित्य रत्नाकर, कानपुर।

सामान्य ऐच्छिक कोर्स

{GENERIC ELECTIVE (GE)}

HIN-RG-5016

संगीत एवं साहित्य

कुल अंक : 100

बाह्य परीक्षण : 80

आन्तरिक परीक्षण : 20

क्रेडिट : 6 (ब्याख्यान : 4 + ट्यूटोरियल : 2)

लक्ष्य : विद्यार्थियों को साहित्य के साथ विद्यमान संगीत के अंतर्संबंध के बारे में बताकर उन्हें हिन्दी साहित्येतिहास के अलग-अलग कालों में रचित साहित्य के साथ विद्यमान संगीत के निकट सम्बन्ध से भली-भाँति परिचित कराना इस प्रश्न-पत्र का प्रमुख लक्ष्य है।

- इकाई 1 साहित्य और संगीत का अंतर्संबंध, वैदिक संगीत का सामान्य परिचय, भारत और संगीत, आदिकाल और संगीत
- इकाई 2 मध्यकालीन वाद्ययंत्र, सूफी साहित्य और संगीत, संत साहित्य और संगीत, कृष्ण काव्य और संगीत
- इकाई 3 रामकाव्य और संगीत ; प्रसाद, निराला, महादेवी वर्मा और पंत के काव्य में संगीतात्मकता

सन्दर्भ ग्रन्थ :

1. विश्व संगीत का इतिहास – अमलदास शर्मा, राजकमल प्रकाशन समूह, नयी दिल्ली।
2. कोशिश : संगीत समझने की -- केशवचन्द्र वर्मा, राजकमल प्रकाशन समूह, नयी दिल्ली।
3. राग और रस के बहाने -- केशवचन्द्र वर्मा, राजकमल प्रकाशन समूह, नयी दिल्ली।
4. स्मरण संगीत – सुधा पटवर्धन, राजकमल प्रकाशन समूह, नयी दिल्ली।

HIN-RG-6016

तुलनात्मक भारतीय साहित्य : असमीया कहानी

कुल अंक : 100

बाह्य परीक्षण : 80
 आन्तरिक परीक्षण : 20
 क्रेडिट : 6 (व्याख्यान : 4 + ट्यूटोरियल : 2)

लक्ष्य : विद्यार्थियों को महान भारतीय साहित्य के एक अनिवार्य अंश के रूप में चुनिन्दा कहानियों के जरिए समृद्ध असमीया कहानी साहित्य से परिचित कराकर उनमें निहित विशिष्ट जीवन-बोध एवं शिल्पगत चमत्कार की जानकारी दिलाना प्रस्तुत प्रश्न-पत्र का प्रमुख लक्ष्य है।

- इकाई 1 जलकुंवरी (लक्ष्मीनाथ बेजबरुवा), नदराम (शरतचन्द्र गोस्वामी), केराणीर कपाल (महीचन्द्र बरा), रे बड़े भाई (हलिराम डेका)
- इकाई 2 तिनिकीया गाड़ी (सैयद आबदुल मालिक), गराखहनीया (योगेश दास), धोरा साँप (भवेन्द्रनाथ शङ्कीया), पर्दा (होमेन बरगोहाजि)
- इकाई 3 बीणा कुटिर (सौरभ कुमार चलिहा), मने मने (स्नेह देवी), राजनीति नुबुजा मानुह (पूरबी बरमुदै), मधुपुर बहु दूर (शीलभद्र)

पाठ्य-पुस्तक एवं सन्दर्भ ग्रन्थ :

1. असमीया गल्प संकलन – निर्मल प्रभा बरदलै (संक.), नेशनल बुक ट्रस्ट, इंडिया।
2. आधुनिक असमीया गल्प-संग्रह – त्रैलोक्यनाथ गोस्वामी (संक. एवं संपा.), साहित्य अकादमी, नयी दिल्ली।
3. असमीया गल्प संकलन (प्रथम खण्ड) – होमेन बरगोहाजि (संक.), असम प्रकाशन परिषद, गुवाहाटी।
4. असमीया गल्प चयन – नगेन शङ्कीया (संपा.), नेशनल बुक ट्रस्ट, इंडिया।
5. श्रेष्ठ असमीया चुटि गल्प – डॉ॰ शैलेन भराली (संपा.)।
6. बिंश शतकार असमीया साहित्य – होमेन बरगोहाजि, असम साहित्य सभा।
7. असमीया चुटि गल्प अध्ययन – प्रह्लाद कुमार बरुवा।
8. चुटि गल्प – उदय दत्त, असम साहित्य सभा।
9. चुटि गल्प – जमुना शर्मा, मयूर प्रकाशन।

स्नातक साधारण पाठ्यक्रम (सी.सी)

HIN-CC-3016

हिन्दी काव्य-धारा

कुल अंक : 100

बाह्य परीक्षण : 80

आन्तरिक परीक्षण : 20

क्रेडिट : 6 (व्याख्यान : 4 + ट्यूटोरियल : 2)

लक्ष्य : विद्यार्थियों को असमीया वैष्णव साहित्यकार श्रीमन्त शंकरदेव-विरचित बरगीतों-सहित हिन्दी काव्यधारा के प्राचीन एवं आधुनिक कवियों की चुनी हुई रचनाओं का रसास्वादन कराना प्रस्तुत प्रश्न-पत्र का प्रमुख लक्ष्य है।

इकाई 1 हिन्दी काव्य सुधा – पाब्लिकेशन डिपार्टमेंट, गौ.वि.

निर्धारित पाठ : साखी (कबीरदास), बरगीत – 1, 2 (शंकरदेव), गोकुललीला, भ्रमरगीत (सूरदास), पद - 1, 2, 3 (मीराबाई) और दोहावली (तुलसीदास)

इकाई 2 हिन्दी काव्य सुधा – पाब्लिकेशन डिपार्टमेंट, गौ.वि.

निर्धारित पाठ : चित्रकुट में सीता (मैथिलीशरण गुप्त), पुष्प की अभिलाषा (माखनलाल चतुर्वेदी), प्रज्वलित वह्नि (बालकृष्ण शर्मा 'नवीन'), अशोक की चिन्ता (जयशंकर प्रसाद)

इकाई 3 हिन्दी काव्य सुधा – पाब्लिकेशन डिपार्टमेंट, गौ.वि.

निर्धारित पाठ : तोड़ती पत्थर (सूर्यकान्त त्रिपाठी 'निराला'), पतझड़ (सुमित्रानन्दन पंत), बीन भी हूँ (महादेवी वर्मा), आत्म परिचय (बच्चन)

सन्दर्भ ग्रन्थ :

1. हिन्दी साहित्य का सर्वेक्षण (काव्यखण्ड) – विश्वम्भर 'मानव', लोकभारती प्रकाशन, इलाहाबाद।
2. हिन्दी साहित्य : उद्भव और विकास – आचार्य हजारी प्रसाद द्विवेदी, राजकमल प्रकाशन, नयी दिल्ली।
3. हिन्दी साहित्य : एक परिचय – डॉ० त्रिभुवन सिंह, हिन्दी प्रचारक संस्थान, वाराणसी।
4. हिन्दी साहित्य का सुबोध इतिहास – बाबू गुलाबराय, लक्ष्मी नारायण अग्रवाल, आगरा।
5. आधुनिक हिन्दी कविता – डॉ० विश्वनाथ प्रसाद तिवारी, राजकमल प्रकाशन।
6. कबीर – आचार्य हजारी प्रसाद द्विवेदी, राजकमल प्रकाशन, इलाहाबाद।
7. सूर और उनका साहित्य – डॉ० हरवंशलाल शर्मा, भारत प्रकाशन मन्दिर, अलीगढ़।
8. तुलसी साहित्य : विवेचन और मूल्यांकन – डॉ० देवेन्द्रनाथ शर्मा, नेशनल पब्लिशिंग हाउस, नयी दिल्ली।
9. मैथिलीशरण गुप्त के काव्य की अंतर्कथाओं के स्रोत -- शशि अग्रवाल, हिन्दी साहित्य सम्मेलन, प्रयाग।

GU UG CBCS SYLLABUS

10. निराला और समकालीन हिन्दी कविता – डॉ० बीना शर्मा, नेशनल पब्लिशिंग हाउस, नयी दिल्ली ।
11. कवि सुमित्रानन्दन पन्त – आचार्य नन्ददुलारे वाजपेयी, प्रकाशन संस्थान, दिल्ली ।
12. महादेवी – डॉ० परमानन्द श्रीवास्तव, लोकभारती प्रकाशन, इलाहाबाद ।
13. जयशंकर प्रसाद – आचार्य नन्ददुलारे वाजपेयी, लोकभारती प्रकाशन, इलाहाबाद ।
14. सामाजिक पृष्ठभूमि-सहित असम के बरगीत – बापचन्द्र महन्त, स्वर्गीय कमल कुमारी बरुवा ट्रस्ट फंड, जोरहाट ।
15. मीरा का काव्य – विश्वनाथ त्रिपाठी, दि मैकमिलन कंपनी ऑफ इंडिया लिमिटेड, दिल्ली ।
16. बच्चन : कविता और जीवन के अन्तःसूत्र – सीमा जैन, स्वराज प्रकाशन, नयी दिल्ली ।

HIN-CC-4016

हिन्दी कथा साहित्य

कुल अंक : 100

बाह्य परीक्षण : 80

आन्तरिक परीक्षण : 20

क्रेडिट : 6 (व्याख्यान : 4 + ट्यूटोरियल : 2)

लक्ष्य : विद्यार्थियों को समृद्ध हिन्दी कथा साहित्य की झाँकी के रूप में एक लोकप्रिय उपन्यास तथा छः मनोरम कहानियों का रसास्वादन कराते हुए इनमें निहित जीवन-बोध का अनुभव कराना प्रस्तुत प्रश्न-पत्र का प्रमुख लक्ष्य है ।

इकाई 1 निर्मला : मुंशी प्रेमचन्द

इकाई 2 हिन्दी कहानी वीथिका – पाब्लिकेशन डिपार्टमेंट, गौहाटी विश्वविद्यालय

निर्धारित पाठ : जयदोल (अज्ञेय), ठेस (फणीश्वरनाथ रेणु), आत्मा की आवाज (कमलेश्वर)

इकाई 3 हिन्दी कहानी वीथिका – पाब्लिकेशन डिपार्टमेंट, गौहाटी विश्वविद्यालय

निर्धारित पाठ : दुलाईवाली (बंगमहिला), कजाकी (प्रेमचन्द), ताई (विश्वंभर शर्मा 'कौशिक')

सन्दर्भ ग्रन्थ :

1. हिन्दी कहानी : चरित्र-चित्रण का विकास – डॉ० उषा गोयल, मंथन पब्लिकेशन, रोहतक ।
2. कहानी की बात – मार्कण्डेय, लोकभारती प्रकाशन, इलाहाबाद ।
3. आधुनिक हिन्दी कहानी – डॉ० लक्ष्मीनारायण लाल, वाणी प्रकाशन, नयी दिल्ली ।

GU UG CBCS SYLLABUS

4. प्रेमचन्द और उनका युग – डॉ० रामविलास शर्मा, राजकमल प्रकाशन, नयी दिल्ली ।
 5. हमारे कवि और लेखक – डॉ० राजेश्वरप्रकाश चतुर्वेदी और राकेश, प्रकाशन केन्द्र, लखनऊ ।
 6. कहानीकार अज्ञेय : सन्दर्भ और प्रकृति – डॉ० चन्द्रभानु सोनवणे, विद्या प्रकाशन, कानपुर ।
 7. कथाकार विश्वंभर शर्मा 'कौशिक' – डॉ० सुनीता चौहान, विद्या प्रकाशन, कानपुर ।
 8. कहानीकार कमलेश्वर : सन्दर्भ और प्रकृति – सूर्यनारायण रणसुभे, विद्या प्रकाशन, कानपुर ।
 9. रेणु का कथा-साहित्य – डॉ० सुरेश चन्द्र महरोत्रा, विद्या प्रकाशन, कानपुर ।
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**COURSE STRUCTURE AND SYLLABUS OF B.A.
(REGULAR) THREE YEAR DEGREE
PROGRAMME IN HISTORY
GAUHATI UNIVERSITY**

**(As approved by the meeting of the Academic Council held on
08.11.2019)**



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Course Structure and Syllabus for B.A. (Regular) Three Year Degree Programme in History, Gauhati University as recommended by the CCS-UG of the Department of History, Gauhati University in its meeting held on 14.05.2019.

COURSE STRUCTURE

Semester	Core Course (4)	Ability Enhancement Compulsory Courses (AEC) (2)	Skilled Enhancement Course (SEC) (2)	Elective: Discipline Specific (DSE) (2)	Elective: Generic (GE) (2)
I	HIS –RC-1016: History of India from Earliest Times up to c. 1206	(English/MIL Communication)			
II	HIS –RC-2016: History of India from c. 1206 to 1757	Environmental Studies			
III	HIS –RC-3016 History of India (c. 1757 - 1947)		HIS –SE-3014: Historical Tourism in North East India		
IV	HIS –RC-4016 Social And Economic History of Assam		HIS –SE-4014: Oral Culture and Oral History		
V			SEC (from other department)	HIS –RE-5016: History of Assam from Earliest times to 1826	HIS –RG-5016 History of Europe (c. 1648 – 1870)
VI			SEC (from other department)	HIS –RE-6016 History of Assam (c. 1826- 1947)	HIS –RG-6016 History of Europe (c. 1870-1939)

**LIST OF COURSES FOR B.A. (REGULAR) THREE YEAR DEGREE PROGRAMME
IN HISTORY, GAUHATI UNIVERSITY**

CORE COURSES (4 courses)

Credits: 6 per course

Lectures : 5 ; Tutorial : 1 (per week)

HIS –RC-1016: History of India (from Earliest Times up to c. 1206)

HIS –RC-2016: History of India (c.1206 - 1757)

HIS –RC-3016: History of India from (c.1757 - 1947)

HIS –RC-4016: Social and Economic History of Assam

Discipline Specific Elective Courses (2 courses)

Credits: 6 per course

Lecture : 5 ; Tutorial : 1 (per week)

HIS –RE-5016 History of Assam (From earliest times till 1826 CE)

HIS –RE-6016 History of Assam (c. 1826- 1947)

Skill Enhancement Elective Courses (2 Courses offered out of 4; students are to take 2 courses from other courses)

Credits: 4 per course

Lecture : 3; Tutorial : 1 (per week)

HIS –SE-3014: Historical Tourism in North East India

HIS –SE-4014: Oral Culture and Oral History

Generic Elective Courses (2 courses)

Credits: 6 per course

Lecture : 5 ; Tutorial : 1 (per week)

HIS –RG-5016 History of Europe (c. 1648 – 1870)

HIS –RG-6016 History of Europe (c. 1870 – 1939)

**DETAILED SYLLABUS OF B.A. (REGULAR) THREE YEAR DEGREE UGCBCS
PROGRAMME IN HISTORY, GAUHATI UNIVERSITY**

Generic Elective Courses

(4 Courses)

HIS –RC-1016: History of India (from Earliest Times up to c. 1206)

HIS –RC-2016: History of India (c.1206 - 1757)

HIS –RC-3016: History of India from (c.1757 - 1947)

HIS –RC-4016: Social and Economic History of Assam

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

Lecture : 5; Tutorial : 1 (per week)

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.

Unit: I

- [a] Sources : literary and archaeological
- [b] Indus Civilization :origin, extent, urban planning and urban decline.
- [c] Society, polity, economy and religion in the Rig Vedic Period
- [d] Society, polity, economy and religion in the Later Vedic Period

Unit: II

- [a] Rise of territorial states– Janapadas and Mahajanapadas
- [b] Rise of new religious movements in north India- Jainism and Buddhism :social dimension of early Jainism and Buddhism.
- [c] The Mauryas - Background of Mauryan state formation.
- [d] Asoka :Dhamma - its propagation; Administration and Economy under the Mauryas.
- [e] Decline of the Mauryas

Unit: III

- [a] Post–Mauryan period : The Sungas, Chedis
- [b]Kharavelas and Satavahanas
- [c]Sangam Age: literature, society and culture in South India.

Unit: IV

- [a] Central Asian contact and its Impact: The Indo-Greeks, Sakas and Kushanas
- [b] The Gupta Empire- state and administration

[c] Post Gupta period :Vardhanas and Palas

Unit: V

[a] Political development in the South – the Pallavas, the imperial Cholas, the Rashtrakutas and the Chalukyas.

[b] The Arabs and the Turks in Indian politics –Ghaznivides and the Ghorid invasions.

[c] Indian Society during 650 –1200 A.D.-literature & language, temple architecture and Sculpture.

Readings:

Jha, D.N. :*Early India*, New Delhi, 2006

----- :*Ancient India*, Monohar, New Delhi, 2001

Majumdar, R.C. :*Ancient India*, Banaras, 1952

RomilaThapar :*Early India*, Vol. I, Penguin, Delhi, 1996

Shastri, K.A. Nilakanta :*History of South India*

Singh, Upinder :*A History of Ancient and Early Medieval India*,Pearson, 2009

Habib&Thakur : The Vedic Age (Peoples History of India), Vol. III, Tulika Books, New Delhi, 2003

Majumdar, Raychoudhary&Dutta :*An Advanced History of India* (RelevantChapters)

Sharma ,R. S : *Perspectives in Social & Economic History of Early India*,

MunshiramManoharlal,Delhi,1983.

———, :*India's Ancient Past*, OUP, Delhi 2006

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

Lecture : 5; Tutorial : 1 (per week)

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.

Unit: 1

[a] Foundation and consolidation of the Sultanate : Iltutmish, Sultana Raziya, Balban and the Mongol invasions

[b] Expansion of Sultanate :AlauddinKhalji - conquests and administration

[c]Tughlaqs- Muhammad bin Tughlaq and Firoz Shah Tughlaq.

Unit: II

[a] Decline of the Sultanate

[b] Rise of Provincial Kingdoms and contest for supremacy :Vijaynagar and Bahmani Kingdoms.

- [c] Political and Revenue administration : *Iqtadari* system
- [d] Agriculture, trade and commerce during the Sultanate period.

Unit: III

- [a] Foundation of the Mughal Empire : Mughal - Afghan contest - Babur and Humayun; Sher Shah and his administration.
- [b] Consolidation and territorial Expansion of the Mughal Empire- Akbar, Jahangir, Shahjahan, Aurangzeb.
- [c] Mughal-Rajput Relations.
- [d] Religious Policy of the Mughals

Unit: IV

- [a] Rise of Maratha power under Shivaji.
- [b] Disintegration of the Mughal Empire
- [d] Mughal Administration : *mansabdari* and *jagirdari* System.
- [e] Aspects of society and economy during the Mughal period : agriculture, trade and commerce

Unit: V

- [a] Syncretism in medieval India: religion, literature, art and architecture
- [b] Bhakti movement : Nanak, Kabir and Mirabai
- [c] Sufism : Different *Silsilahs*

Text Books:

- Chandra, Satish : *Medieval India from Sultanat to the Mughals*, Vols. I, II
Tripathy, R. P. : *Rise and fall of the Mughal Empire*
Majumdar, R.C. (ed) : *The History and Culture of the Indian People*, Vols. VI
Asraf, K.M : *Life and Conditions of the People of Hindusthan*
Chitnis, K.N. : *Socio- Economic History of Medieval India*
Habib, Irfan : *Agrarian System of Mughal Empire*
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*
Rizvi, S.A.A. : *The Wonder that was India*, Part-II
: *A History of Sufism in India*

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

Lectures : 5; Tutorial : 1 (per week)

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.

Unit: I

[a] : Political condition in post-Mughal period and rise of regional powers : Bengal, Oudh and Hyderabad

[b] : The Battle of Plassey and the Battle of Buxar - the establishment of the British rule in India.

[c]: Robert Clive and his Dual Administration in Bengal.

Unit: II

[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

[a] : Lord Bentinck and his reforms ; Raja Ram Mohan Roy and the growth of progressive ideas in India.

[b] : The Growth and expansion of Sikh power under Ranjit Singh.

[c] : Lord Dalhousie and his policy of expansion- the Doctrine of Lapse

Unit :IV

[a] : The Revolt of 1857- its causes and consequences, the Government of India Act of 1858.

[b] : The British Economic policies in India – Land revenue systems - Permanent settlement, Ryotwari and Mahalwari; trade, commercialization of agriculture, the Drain Theory.

[c] : The growth of national awakening in India and the establishment of the Indian National Congress.

Unit: V

[a] : Lord Curzon and the Partition of Bengal – the Swadeshi Movement in India –growth of Revolutionary Terrorism.

[b] : Gandhi in Indian politics- the Khilafat and the Non Co-operation Movement, the Civil Disobedience Movement.

[c] : The growth of the Left, Muslim League and Communal politics in India.

[d] : The Quit India Movement – The INA and Partition of India.

Readings:

Bandyopadhyaya, Sekhar: *From Plassey to Partition: A History of Modern India*, Orient Longman Ltd. Hyderabad, 2004.

Chandra, B, Mukherjee, M *et al* :*India's Struggle for Independence*, Penguin Books, New Delhi, 2003.

Chandra, B, :*History of Modern India*, Orient BlackSwan, 2010

Grover B.L and Grover, S :*A New Look at Modern Indian History*, S. Chand & Company, New Delhi, 2004.

Sarkar, Sumit :*Modern India*, Macmillan

Spear, P :*History of Modern India*, Penguin Books, New Delhi, 1993.

Chandra, B :*The Rise and Growth of Economic Nationalism in India*, Peoples Publication House, New Delhi, 1990.

Desai, A. R :*Social Background of Indian Nationalism*, Popular Publication, New Delhi, 1990.

Fisher, Micheal :*The Politics of the British Annexation of India, 1757 – 1857*, Oxford University Press, New Delhi, 1999.

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.

Jones, K.W :*Socio-Religious Reform Movements in British India*, Cambridge University Press, New Delhi, 1999.

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

Lectures : 5; Tutorial : 1 (per week)

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.

Unit I: Society and Economy in Early Assam

- [a] Proto-history Archaeology, land grants, *Agrahara*
- [b] Aryanisation debate
- [c] Rural life
- [d] Urban centres
- [e] Beliefs and practices

Unit II: 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

Unit III: Economy in Medieval Assam

- [a] Agriculture and Land System – Classification and Ownership of Land
- [b] Land Revenue and other Taxes
- [c] Trade and Commerce – Export and Import, Trade routes
- [d] Medium of Trade

[e] Economic Relation between the Hills and the Valley : the *Posa* system.

Unit IV: 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 :Society in Colonial Assam

- [a] Growth of Modern Education and the role of Christian Missionaries.
- [b] Language Controversy in 19th century Assam
- [c] Emergence of Middle Class
- [d] Literary and Cultural Development, Impact of the Bengal Renaissance.
- [e] Development of Press and Growth of Public Associations – The Assam Sahitya Sabha.

Readings:

- Barpujari, H.K.: (ed) :*The Comprehensive History of Assam*, Vol. I, III, IV & V.
- Barua B.K. :*A Cultural History of Assam*
- Baruah, S.L. :*A Comprehensive History of Assam*, Munshiram Monoharlal Publishers Pvt. Ltd., New Delhi, 1985
- Gogoi Nath, Jahnabi :*Agrarian System of Medieval Assam*, New Delhi-2002
- Guha, Amalendu :*Planters Raj to Swaraj: Freedom Struggle and Electoral Politics in Assam 1826-1947*
- Choudhury, P.C. :*History of Civilization of the People of Assam to the Twelfth Century A.D.*
- Gait, E.A. :*A History of Assam.*
- Guha, Amalendu :*Medieval and Early Colonial Assam.*
- Medhi, S. B :*Transport System and Economic Development in Assam*, Publication Board, Assam.
- Mahanta, P.K., *Asomiya Madhyabritya Srenir Itihas*
- Nath, D :*Religion and Society in North East India*, DVS, Guwahati, 2011
- Rhodes, N. and Bose, S.K. :*The Coinage of Assam, Vol. I, Pre-Ahom Period, Vol. II, Ahom Period*
- Saikia, Rajen :*Social and Economic History of Assam (1853- 1921).*
- Sarma, S.N. :*Socio Economic and Cultural History of Medieval Assam*, Guwahati, 1989
- Sharma, Monorama :*Social and Economic Change in Assam: Middle Class Hegemony*

Discipline Specific Elective Courses
(2 courses)

HIS –RE-5016: History of Assam (from earliest times to 1826)

HIS –RE-6016: History of Assam (c. 1826- 1947)

HIS –RE-5016: HISTORY OF ASSAM (From earliest times upto 1826 CE)

Lectures : 5; Tutorial : 1 (per week)

Course Outcome: This paper will give a general outline of the history of Assam from the earliest times to the advent of the British. On completion of this paper, students will be able to identify major stages of developments in the political history of Assam from the earliest times to the occupation of Assam by the English East India Company in the first quarter of the 19th century.

Unit-I:

[a] A brief survey of the sources: literary, archaeological, epigraphic, literary, numismatic and accounts of the foreign travellers

[b] Land and people: Migration routes

[c] Cultural linkages with South East Asia: the Stone Jars of Dima Hasao

Unit-II:

[a] Origin and antiquity of Pragjyotisha or Kamrupa society

[b] Political dynasties: Varmana; Salastambha; Pala

[c] Administration: Central and Provincial; Judicial; Revenue

Unit-III:

[a] Political condition of Assam in the Post-Pala period.

[b] Turko-Afghan invasions

[c] Disintegration of the Kingdom of Kamarupa

[d] State formation in the Brahmaputra valley-the Chutiya, Kachari and the Koch state

[e] Political conditions of the Brahmaputra valley at the time of foundation of the Ahom kingdom.

Unit- IV:

[a] Important Ahom Rulers: Siukapha, Suhungmung, Pratap Singha, Gadadhar Singha, Rudra Singha, Rajeswar Singha

[b] Ahom-Mughal wars- the Treaty of 1639, Battle of Saraighat (1671)

[c] Ahom system of administration: the Paik system

[d] Ahom Policy towards the neighbouring hill tribes

Unit :V

[a] Decline and fall of the Ahom Kingdom: the Moamariya Rebellion; Burmese Invasions

[b] The English East India Company in Assam Politics; Treaty of Yandaboo and Assam

Readings

Barpujari, H. K. : *The Comprehensive History of Assam Vol. I, II and III*
Baruah, K. L.:*Early History of Kamrupa*
Baruah, S.L. : *A Comprehensive History of Assam*, Munshiram Monoharlal, New Delhi, 1985
Choudhury, P. C.: *The History Civilization of the People of Assam*
Dutta, A.K. :*Maniram Dewan and the Contemporary Assamese Society*, Jorhat, 1991.
Gait, E. A.: *A History of Assam*
Guha, A. :*Medieval and Early Colonial Assam*, Calcutta, 1991.
Neog, M., *Sankardeva and his Times*

HIS –RE-6016: HISTORY OF ASSAM (c. 1826 – 1947)

Lecture : 5 Tutorial : 1 (per week)

Course Outcome: Upon completion of this course, students will be able to describe the period of British rule in Assam after its annexation by the imperialist forces. They will also be able to situate the development of nationalism in Assam and its role in India's freedom struggle. The course would enable the students to analyse the main currents of the political and socio-economic developments in Assam during the colonial period.

Unit I:

- [a] Political condition in Assam on the eve of the British rule.
- [b] Establishment and Consolidation of the British rule: Reforms and Reorganizations - David Scott – Annexation of Lower Assam, Administrative
- [c] Reorganisation and Revenue Measures of Scott; Robertson – Administrative and Revenue Measures; Jenkins' Administrative Measures

Unit II:

- [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:

- [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 :

- [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:

[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) *The Comprehensive History of Assam, Vols. IV & V.*

Baruah, S. L. : *A Comprehensive History of Assam*, Munshiram Monoharlal Publishers Pvt. Ltd., New Delhi, 1985

Goswami, Priyam : *From Yandabo to Partition*, Orient BlackSwan, 2012.

Barpujari, H. K : (ed) *Francis Jenkins Report on the North- East Frontier of India.*

_____, : (ed) *Political History of Assam, Vol. I.*

_____: *Assam in the Days of the Company*

Bhuyan, A.C and : (ed) *Political History of Assam, Vols. II & III.*

De, S. Bhuyan, A.C : (ed) *Nationalist Upsurge in Assam.*

Dutta, Anuradha : *Assam in the Freedom Movement.*

Bora .S. : *Student Revolution in Assam.*

Chakravarti, B. C : *British Relations with the Hill Tribes of Assam.*

Guha, Amalendu : *Planters Raj to Swaraj, Freedom Struggle and Electoral Politics in Assam.*

Lahiri, R.M : *Annexation of Assam*

Generic Elective Courses
(2 courses)

HIS –RG-5016 History of Europe (c. 1648 – 1870)

HIS –RG-6016 History of Europe (c. 1870 – 1939)

HIS –RG-5016 : HISTORY OF EUROPE (c. 1648-1870)

Lecture : 5; Tutorial : 1 (per week)

Course Outcome:

After completing the course the students will be able to explain the emergence of state system in Europe and the rise of modernity. They will also be able to analyse the revolutionary upheavals of Europe that finally shaped the world

Unit I

- [a] Peace of Westphalia and the Pyrenees and Emergence of Modern State-System
- [b] France under Henry IV, Richelieu and Mazarin's
- [c] Era of Louis XIV : Absolute Monarchy
- [d] Bourbon succession to Spain

Unit II:

- [a] Rise of Prussia and Austria: Frederick the Great and Maria Theresa; War of Austrian Succession, Diplomatic Revolution, Seven Years War
- [b] Enlightened despotism- Joseph II, Maria Theresa
- [c] Making of Modern Russia: Peter the Great, Catherine II : Warm Water Policy,
- [d] Partition of Poland

Unit III:

- [a] Genesis and growth of Capitalism, Imperialism, Mercantilism and World Politics
- [b] Novel intellectual currents: Natural Science and the 'Enlightenment'
- [c] The Maritime ascendancy of Europe: Anglo- French struggle; triumph of British imperialism.
- [d] 'Glorious' Revolution : Limited Monarchy and Parliamentary Government

Unit IV:

- [a] The French Revolution :Crisis of the *Ancien* Regime; Intellectual Currents; Participation of the Social Classes.
- [b] Rise and Fall of Napoleon: Internal Reforms, Napoleonic Wars and Continental System
- [c] The European State System after Napoleon : The Congress of Vienna, Concert of Europe

Unit V:

- [a] Revolutions of 1830 and 1848 and their repercussions
- [b] The Eastern Question : The Crimean War
- [c] Era of Second Napoleonic Empire : Napoleon III : Foreign Policy
- [d] Unification of Italy
- [e] Unification of Germany

Readings

Hayes, C.J.H., *Modern Europe to 1870*

Lipson C.J.H.Hayes, : *Europe in the 19th Century*

M.W.Baldwin & : *History of Europe* (Relevant Chapters)
 D. Thompson : *Europe since Napoleon*
 H .A.L.Fisher : *History of Europe*, Book III
 C.D .M.Ketelbey : *A History of Modern Times from 1789*
 J.A.R.Marriott : *A History of Europe from 1815 to 1939*
 Cameron, Euan (ed.) : *Early Modern Europe An Oxford History*, New Delhi, 2004
 Hayes, C J H : *A Political and Cultural History of Early Modern Europe*.
 Hazen, C.D. : *Europe since 1815*.
 Lee, Stephen J., : *Aspects of European History, 1494-1789*, Routledge,Chapman & Hall, 1984.
 Phukan, Meenaxi, : *Rise of the Modern West: Social and Economic History of Early Modern Europe*, McMillan, New Delhi, 2001.
 Anderson, M.S., : *Europe in the Eighteenth Century* (Longman,1987).
 Anderson, Perry, : *The Lineage's of the Absolutist States* (Routledge, Chapman & Hall, 1974).
 Cipola, Carlo M., : *Fontana Economic History of Europe, Vol. II & III* (Collins; 1974, Harvester Press, 1976).
 De Vries, Jan, : *Economy of Europe in an Age of Crisis 1600-1750*.
 Elton, G.R., : *Reformation Europe, 1517-1559*.
 Hale, J.R., : *Renaissance Europe* (University of California Press,1978).
 Hill, Christopher, : *A Century of Revolutions* (Norton, 1982).
 Koenigsberger, H.G and G.L. Mosse : *Europe in the Sixteenth Century* (Longman,1971).
 Mathias, Peter, : *First Industrial Revolutions* (London, 1969).
 Pennington, D.H., : *Seventeenth Century Europe* (Longman, 1972)

HIS –RG-6016 :HISTORY OF EUROPE (c. 1870 – 1939)

Lecture : 5; Tutorial : 1 (per week)

Course Outcome: After completing the course the students will be able to explain the major political developments in Europe from 1870 to 1939. The students will be able to delineate how the rise of two unified nations of Germany and Italy gave rise of intense imperialist contest the world over. The course would also enable the students to analyse the causes and consequences of World War I and the developments leading to World War II.

Unit -I.

- [a] The Treaty of Versailles (1871) : Impact on Germany and Italy
- [b] *Kulturkampf* : Conflict between the Church and State
- [c] Foreign policy of Germany under Bismarck
- [c] The Paris Commune
- [c] Imperialism in Africa

Unit: II

- [a] The Eastern Question: Role of Imperialist powers
- [b] Russo-Turkish War and the Berlin Congress
- [c] Rise of nationalism and the Balkan Wars.

- [d] Triple Alliance
- [e] Triple Entente

Unit: III

- [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

- [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

- [a] European involvement in East Asia
- [b] Anglo-Japanese Treaty (1902)
- [c] Russo-Japanese War (1904-05)
- [c] The Second World War: Causes

Readings:

- Hayes, C J H : *A Political and Cultural History of Modern Europe*, Vol. I
Hayes, C J H : *A Political and Cultural History of Modern Europe*, Vol.-II
Hazen, C.D., *History of Europe, 1870-1919*
Thompson D : *Europe since Napoleon*
Lipson E : *Europe in Nineteenth and Twentieth Century*
Vernadsky, H : *A History of Russia*
Fisher, H.A.L : *History of Europe from early Eighteenth Century to 1935.*

Skill Enhancement Elective Courses

(2 Courses offered in History out of 4; students are to take 2 courses from other courses)

HIS –SE-3014: Historical Tourism in North East India

HIS –SE-4014: Oral Culture and Oral History

HIS –SE-3014: HISTORICAL TOURISM IN NORTH EAST INDIA

Lecture : 03; Tutorial : 01 (per week)

Course Outcome:

After completing this course, students will be able to explain Tourism in North East India with special reference to the historical monuments, cultural and ecological elements and places of the north east India country as tourist and heritage sites of the nation. They will be able to relate to the growing vocation of tourism as an industry and the applicability of historical knowledge for its growth.

In-semester assessment: Students shall carry out a small project (submission not less than 2000 words) based on survey of an area or monument. The project should try to unearth the tourism potential of the surveyed area or monument. The project may also be on an existing tourist site. No sessional examination is required for this paper.

Unit I : Theoretical aspects of tourism, Elementary geography and bio – diversity of North East India

[a] : Tourism – Concept, meaning and significance

[b] : Different types of Tourism

[c] : Physiographical divisions, water bodies and climatic conditions

[d] : Important wildlife habitats : Kaziranga, Manas, Orang, Nameri, Dibru Saikhowa, Namdapha, Keibul Lamjao, Rain forests of Assam.

Unit II : Ancient remains and Important tourist places of the North – East

[a] : Ancient remains: Goalpara, Ambari, Tezpur, Deopahar, Malinithan, Doyang – Dhansiri Valley

[b] : Tourist places: Shillong, Cherapunjee, Aizwal, Gangtok, Kohima, Tawang, Poa Mecca (Hajo), Azan Pir Dargah, Jatinga

Unit III : Architectural Heritage

[a] : Dimapur, Kasomari, Maibong, Khaspur

[b] : Charaideo, Garhgaon, Sivasagar and Rangpur

[c] : Ujayanta palace, Neer Mahal

[d] : Kamakhya, Hayagriva Madhava, Tripura Sundari Temple, Rumtek monastery

[e] : Kangla fort

Unit IV : Fairs and festivals of the North – East

- [a] : Festivals - *Bihu, Ali Aye Lrigang, Mopin festival, Tai* – Buddhist festivals in Assam
 [b] : *Bhaona, Ras* celebration in Majuli
 [c] : Fairs - Jonbil Mela, Ambubachi fair at Kamakhya
 [d] : Tourist festivals based on ethnic culture – Horn Bill festival, Sangai festival, Dihing Patkai festival

Readings :

- Bezboruah, M : *Tourism in North East India*
 Bora, S..., & Bora, M.C : *The Story of Tourism : An Enchanting Journey through India's North – East*, UBSPD, Delhi, 2004.
 : *Paryatanar Ruprekha: Uttar Purbanchalar Itihas Aru Sanskritir Patabhumi*
 Bhatia, A. K. : *International Tourism – Fundamentals and Practices*, New Delhi, 1997
 : *Tourism in India*
 Nath, R.M. : *The Background of Assamese Culture*, Guwahati, 1978
 Sarma, P. : *Architecture of Assam*, Delhi - 1988
 Ahmed, Kamaluddin : *The Art and Architecture of Assam*, Spectrum Publication, Guwahati, 1994.
 Bhattacharya, P. : *Tourism in Assam*, Bani Mandir, Guwahati, 2004
 Neog, M. : *Pavitra Asom*, LBS, Guwahati
 : *Asamiya Sanskritir Ruprekha*, Guwahati - 1970
 Boruah, P. : *Chitra-Bichitra Asom*, Guwahati, 2003
 Taher & Ahmed : *Geography of North East India*, Mani Manik Prakash, Guwahati, 2010.
 Gogoi, Atanu : *Paryatan Aru Uttar Purbanchal*, Bani Mandir, Guwahati, 2006

HIS –SE-4014: Oral Culture and Oral History

Lecture : 03; Tutorial : 01 (per week)

Course Outcome:

After this course the students will be able to explain complex interrelationships of structures or events in the context of broader social and cultural framework of societies through ‘public memory’ and use oral history to preserve oral culture and local history. The students will be able to espouse the relevance to the northeastern region of India with its diverse culture and ethnic communities whose history is largely oral. The students will be able to use ‘Public memory’ as a tool and a source not only to write public history but also to explore new knowledge in the humanities, social sciences and even in disciplines like architecture, communication studies, gender studies, English, history, philosophy, political science, religion, and sociology.

In-semester assessment: Students shall carry out a small project (submission not less than 2000 words) using the Oral History method. It may be based on interviews of persons having information of past event or phenomena. No sessional examination is required for this paper.

Unit I. Concepts:

- (a) Orality, Oral Tradition, Oral Culture
- (b) Oral History
- (c) Distinction between Oral Tradition and Oral History

Unit II. History and Historiography

- (a) Oral History as a tool for analysis
- (b) Social issues : Gender, conflict, violence, etc.
- (c) Economic issues : Development schemes and their impact, displacement, etc

III. Methodology:

- (a) Collection, preservation and interpretation of historical information through recorded interviews of people, communities, and participants in past events
- (b) Documentation and Archiving : Written, Audio and Visual

IV. Potential areas for Oral History research :

- (a) Oral Traditions: Customs, Beliefs, Practices and World view;
- (b) Life Histories: Participants in past events; Women; War migrants; Victim of disasters, government policies, ethnic conflicts; Personal stories.

Readings:

- Thompson, Paul R., *Voice of the Past : Oral History*, OUP, Great Britain, 1978
- Ritchie, Donald A.:*Doing Oral History: A Practical Guide*, OUP,New York, 2003.
- Perks, Robert and Thomson, Alistair (eds.) *Oral History Reader*, Routledge, 1998.
- Valerie Raleigh Yow, *Recording Oral History*, Altamira Press, USA, 2005.
- Vansina, Jan, *Oral Tradition. A Study in Historical Methodology* (Translated from the French by H. M. Wright). London: Routledge&Kegan Paul. 1965
- Vansina, Jan, *Oral Tradition as History*, Madison: University of Wisconsin Press. 1985
- Butalia, Urvashi, *The Other Side of Silence: Voices from the Partition of India*, Penguin. 2017.
- Humphries: *The Handbook of Oral History*.
- H. Roberts. Ed. *Doing Feminist Research*, Routledge&KeganPaul,London,1981
- John Miles Foley, *Oral Formulaic-Theory: An Introduction &Annotated Bibliography*, New York & London: Garland, 1985
- Das, Veena,(ed.), *Mirrors of Violence: Communities, Riots & Survivors in South Asia*, Delhi,OUP,1990
- Prasad, M. Mahadeva, *Ideology of the Hindi Film: A Historical Construction*, Delhi, OUP,1998

**UNDER GRADUATE
CHOICE BASED CREDIT SYSTEM (UGCBCS)
GAUHATI UNIVERSITY**

REQUIREMENTS FOR AN UNDERGRADUATE DEGREE

The following table indicates the requirements for successful completion of under-graduate degree in Gauhati University –

DEGREE	MINIMUM REQUIREMENTS	MINIMUM CREDIT
Undergraduate Regular Degree (Humanities/Social Sciences/Commerce)	<ul style="list-style-type: none">• 12 Core• 2 Ability Enhancement• 4 Skill Enhancement• 4 Discipline Specific Elective• 2 Generic Elective	132

BA Regular Programme in Political Science

Semester	Type	CORE	AECC	SEC	DSE	GE (For students other than Political Science)
	Credits	12x6=72	2X4=8	4X4=16	4X6=24	2X6=12
I	English-1	POL-RC-1016 Introduction to Political Theory	English /MIL Communication			
	Discipline 2-RC-1016					
II	English-2	POL-RC-2016 Indian Government and Politics	Environmental Science			
	Discipline 2-RC-2016					
III	MIL-1/Alt English-1	POL-RC-3016 Comparative Government and Politics		POL-SE-3014 Parliamentary Procedures and Practices Or POL-SE-3024 Youth and Nation-Building		
	Discipline 2-RC-3016					
IV	MIL-2/Alt English-2	POL-RC-4016 Introduction to International Relations		POL-SE-4014 Panchayati Raj in Practice Or POL-SE-4024 Citizens and Rights		
	Discipline 2-RC-4016					

V			POL-SE-5014 Public Opinion and Survey Research	POL-RE-5016 Public Administration-I Or POL-RE-5026 Select Constitution- I	POL-RG-5016 Public Administration-I or POL-RG-5026 Democracy in India
				Discipline 2- RE-5016	
VI			POL-SE-6014 Conflict and Peace Building	POL-RE-6016 Public Administration-II Or POL-RE-6026 Select Constitution-II	POL-RG-6016 Public Administration II or POL-RG-6026 Indian Administration
				Discipline 2- RE-6016	

***Important Notes:**

a) **Regular Generic Course of semester-V and semester-VI** is of interdisciplinary nature. Students from other discipline can choose any RG paper in both semesters mentioned in the course nomenclature.

b) **Marks allotment of Skill Enhancement Course (SEC) papers-**

Total Marks: 100

Theory: 50 marks

Practical Component: 50 marks

General modalities for conducting practical have been suggested in each SEC paper. However the institutions can develop their own modality based on their requirements and the resources available.

Course Nomenclature for B.A (Regular) Political Science

Semester -I	Semester-II
Core Course English-1	Core Course English-2
Core Course POL RC 1016 Introduction to Political Theory	Core Course POL RC 2016 Indian Government and Politics
Core Course Discipline 2-RC-1016	Core Course Discipline 2-RC-1026
Ability Enhancement Compulsory Courses (AECC) English /MIL Communication	Ability Enhancement Compulsory Courses (AECC) Environmental Science

Semester- III	Semester-IV
Core Course MIL-1/Alternative English-1	Core Course MIL-2/Alternative English-2
Core Course POL RC 3016 Comparative Government and Politics	Core Course POL RC 4016 Introduction to International Relations
Core Course Discipline 2-RC-3016	Core Course Discipline 2-RC-4016
Skill Enhancement Course (SEC) POL SE 3014 Parliamentary Procedures and Practices Or POL SE 3024 Youth and Nation-Building	Skill Enhancement Course (SEC) POL SE 4014 Panchayati Raj in Practice Or POL SE 4024 Citizens and Rights

Semester-V	Semester-VI
Skill Enhancement Course (SEC) POL SE 5014 Public Opinion and Survey Research	Skill Enhancement Course (SEC) POL SE 6014 Conflict and Peace Building
Discipline Specific Elective Courses (DSE) POL RE 5016 Public Administration- I Or POL RE 5026 Select Constitution- I	Discipline Specific Elective Courses (DSE) POL RE 6016 Public Administration- II Or POL RE 6026 Select Constitution- II
Discipline Specific Elective Courses (DSE) Discipline 2-RE-5016	Discipline Specific Elective Courses (DSE) Discipline 2-RE-6016
Generic Elective Course (GE) POL RG 5016 Public Administration- I or POL RG 5026 Democracy in India	Generic Elective Course (GE) POL RG 6016 Public Administration II or POL RG 6026 Indian Administration

SEMESTER I

POL RC 1016 Introduction to Political Theory

Course Objective: This course aims to introduce certain key aspects of conceptual analysis in political theory and the skills required to engage in debates surrounding the application of the concepts.

Course Outcomes:

- 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

1. Theorizing Political (11 lectures)

- a. What is Politics?
- b. What is Political Theory and what is its relevance?

2. Concepts: Democracy, Rights, Gender, Citizenship and Civil Society (36 lectures)

3. Debates in Political Theory: (13 lectures)

- a. Is democracy compatible with economic growth?
- b. On what grounds is censorship justified and what are its limits?
- c. Does protective discrimination violate principles of fairness?
- d. Should the State intervene in the institution of the family?

READING LIST

Topic 1

Bhargava, R. (2008) 'What is Political Theory', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 2-17.

Bhargava, R. (2008) 'Why Do We Need Political Theory', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 18-37.

Mukhopadhyay, Amal Kumar. (2019) ' *An Introduction to Political Theory*', New Delhi, Sage publications .

Topic 2

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

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

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

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

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

- Roy, A. 'Citizenship', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 130-147.
- Das, S. (2008) 'State', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 170-187.
- Singh, M. (2008) 'Civil Society', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 188-205.
- Menon, N. (2008) 'Gender', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 224-235.
- Shorten, A. (2008) 'Nation and State', in McKinnon, C. (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 33-55.
- Christiano, Thomas. (2008) 'Democracy', in McKinnon, C. (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 80-96.
- Riley, J. (2008) 'Liberty', in McKinnon, C. (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 103-125.
- Casal, P. & Williams, A. (2008) 'Equality', in McKinnon, C. (ed.) *Issues in Political Theory*. New York: Oxford University Press, pp. 149-165.
- Wolf, J. (2008) 'Social Justice', in McKinnon, C. (ed.) *Issues in Political Theory*. New York: Oxford University Press, pp. 172-193.
- Brighouse, H. (2008) 'Citizenship', in McKinnon, C. (ed.) *Issues in Political Theory*. New York: Oxford University Press, pp. 241-259.
- Chambers, C. (2008) 'Gender', in McKinnon, C. (ed.) *Issues in Political Theory*. New York: Oxford University Press, pp. 241-288.
- Swift, A. (2001) *Political Philosophy: A Beginners Guide for Students and Politicians*. Cambridge: Polity Press.

Topic 3

- Sen, A. (2003) 'Freedom Favours Development,' in Dahl, R., Shapiro, I. and Cheibub, A. J. (eds.) *The Democracy Sourcebook*. Cambridge, Massachusetts: MIT Press, pp. 444-446.
- Prezowrski, A., et al. (2003) 'Political Regimes and Economic Growth,' in Dahl, R., Shapiro, I. and Cheibub, A. J. (eds.) *The Democracy Sourcebook*. Cambridge, Massachusetts: MIT Press, pp. 447-454.
- Sethi, A. (2008) 'Freedom of Speech and the Question of Censorship', in Bhargava, R. And Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 308-319.
- Acharya, A. (2008) 'Affirmative Action', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 298-307.
- Frances E O. (1985) 'The Myth of State Intervention in the Family', *University of Michigan Journal of Law Reform*. 18 (4)pp. 835-64.
- Jha, M. (2001) 'Ramabai: Gender and Caste', in Singh, M.P. and Roy, H. (eds.) *Indian Political Thought: Themes and Thinkers*, New Delhi: Pearson

SEMESTER II

POL RC 2016 Indian Government and Politics

Course outcomes:

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.

Unit 1. Approaches to the Study of Indian Politics and Nature of the State in India: Liberal, Marxist and Gandhian (9 lectures)

Unit 2. Indian Constitution: basic features, debates on Fundamental Rights and Directive Principles (9 lectures)

Unit 3. Institutional Functioning: Prime Minister, Parliament and Judiciary (9 lectures)

Unit 4. Power Structure in India: Caste, class and patriarchy (7 lectures)

Unit 5. Religion and Politics: debates on secularism and communalism (6 lectures)

Unit 6. Parties and Party systems in India (5 lectures)

Unit 7. Social Movements : Workers and Peasants (10 lectures)

Unit 8. Strategies of Development in India since Independence: Planned Economy and Neo-liberalism (5 lectures)

READING LIST

Essential Texts.

Abbas, H., Kumar, R. & Alam, M. A. (2011) *Indian Government and Politics*. New Delhi: Pearson, 2011.

Chandhoke, N. & Priyadarshi, P. (eds.) (2009) *Contemporary India: Economy, Society, Politics*. New Delhi: Pearson.

Chakravarty, B. & Pandey, K. P. (2006) *Indian Government and Politics*. New Delhi: Sage.

Chandra, B., Mukherjee, A. & Mukherjee, M. (2010) *India After Independence*. New Delhi: Penguin.

Singh, M.P. & Saxena, R. (2008) *Indian Politics: Contemporary Issues and Concerns*. New Delhi: PHI Learning.

Vanaik, A. & Bhargava, R. (eds.) (2010) *Understanding Contemporary India: Critical Perspectives*. New Delhi: Orient Blackswan. 12

Menon, N. and Nigam, A. (2007) *Power and Contestation: India Since 1989*. London: Zed Book.

Austin, G. (1999) *Indian Constitution: Corner Stone of a Nation*. New Delhi: Oxford University Press.

Austin, G. (2004) *Working of a Democratic Constitution of India*. New Delhi: Oxford University Press.

Jayal, N. G. & Maheta, P. B. (eds.) (2010) *Oxford Companion to Indian Politics*. New Delhi: Oxford University Press

Shah, Ghanshyam. (2004) . *Social Movements in India: A Review of Literature*, New Delhi: Sage publications.

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

Chakrabarty, B, & Pandey, R.K. (2019). *Local Governance in India*, New Delhi: Sage publications

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

SEMESTER III

POL RC 3016 Comparative Government and Politics

Course Outcomes:

- 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.

Unit 1. The nature, scope and methods of comparative political analysis (10 lectures)

Unit 2. Comparing Regimes: Authoritarian and Democratic (6 lectures)

Unit 3. Classifications of political systems: (15 lectures)

- a. Parliamentary and Presidential: UK and USA
- b. Federal and Unitary: Canada and China

Unit 4. Electoral Systems: First past the post and proportional representation (7 lectures)

Unit 5. Party Systems: one-party, two-party and multi-party systems (9 lectures)

Unit 6. Contemporary debates on the nature of state: (13 lectures)

- a. Human Security
- b. Changing nature of nation-state in the context of globalization.

READING LIST

Essential Texts

Bara, J & Pennington, M. (eds.). (2009) *Comparative Politics*. New Delhi: Sage.

Caramani, D. (ed.). (2008) *Comparative Politics*. Oxford: Oxford University Press.

Hague, R. and Harrop, M. (2010) *Comparative Government and Politics: An Introduction*. (Eight Edition). London: Palgrave MacMillan.

Ishiyama, J.T. and Breuning, M. (eds.). (2011) *21st Century Political Science: A Reference Book*. Los Angeles: Sage.

Newton, K. and Deth, Jan W. V. (2010) *Foundations of Comparative Politics: Democracies of the Modern World*. Cambridge: Cambridge University Press.

O'Neil, P. (2009) *Essentials of Comparative Politics*. (Third Edition). New York: WW. Norton & Company, Inc.

Palekar, S.A. (2009) *Comparative Government and Politics*. New Delhi: PHI Learning Pvt. Ltd.

Bara, Judith. & Pennington, Mark. (2009), *Comparative Politics*, New Delhi: Sage Publications.

Readings

Topic 1.

Caramani, D. (2008) 'Introduction to Comparative Politics', in Caramani, D. (ed.) *Comparative Politics*. Oxford: Oxford University Press, pp. 1-23.

Mohanty, M. (1975) 'Comparative Political Theory and Third World Sensitivity', in *Teaching*. Nos. 1 & 2, pp. 22-38.

Topic: 2.

Webb, E. (2011) 'Totalitarianism and Authoritarianism', in Ishiyama, J. T. and Breuning, M. (eds.) *21st Century Political Science: A Reference Book*. Los Angeles: Sage, pp. 249-257.

Hague, R. and Harrop, M. (2004) *Comparative Government and Politics: An Introduction*. London: Palgrave MacMillan, pp. 36-50, 51-68.

Topic: 3.

Hague, R. and Harrop, M. (2004) 'The Political Executive', in *Comparative Government and Politics: An Introduction*. London: Palgrave MacMillan, pp. 268-290.

Topic: 4.

Cameron, D. R. (2002) 'Canada', in Ann L. G. (ed.) *Handbook of Federal Countries*. Montreal & Kingston: McGill-Queen's University Press, pp. 105-119.

Peter, H. (2002) 'Canada: A Federal Society- Despite Its Constitution', in Rekha Saxena. (ed.) *Mapping Canadian Federalism for India*. New Delhi: Konark Publisher, Pvt., pp. 115-129.

Dhillon, Michael. (2009), 'Government and Politics', in *Contemporary China: An Introduction*. London, New York: Routledge, 2009, pp. 137-160.

Topic: 5.

Evans, Jocelyn A.J. (2009) 'Electoral Systems', in Bara, J. and Pennington, M. (eds.) *Comparative Politics*. New Delhi: Sage, pp. 93-119.

Downs, W. M. (2011) 'Electoral Systems in Comparative Perspectives', in Ishiyama, J. T. and Breuning, M. (eds.) *21st Century Political Science: A Reference Book*. Los Angeles: Sage, pp. 159-167.

Topic: 6.

Cole, A. (2011) 'Comparative Political Parties: Systems and Organizations', in Ishiyama, J.T. and Breuning, M. (eds.) *21st Century Political Science: A Reference Book*. Los Angeles: Sage, pp. 150-158.

Caramani, D. (2008) 'Party Systems', in Caramani, D. (ed.) *Comparative Politics*. Oxford: Oxford University Press, pp. 293-317, 318-347.

Topic: 7.

Poggi, Gianfranco. (2008) 'The nation-state', in Caramani, D. (ed.) *Comparative Politics*. Oxford: Oxford University Press pp. 85-107.

Hague, R. and Harrop, M. (2004) 'The state in a global context', in *Comparative Government and Politics: An Introduction*. London: Palgrave MacMillan, pp. 17-34.

Further Readings:

Bara, J. (2009) 'Methods for Comparative Analysis', in Bara, J. & Pennington, M. (eds.) *Comparative Politics*. New Delhi: Sage, pp. 40-65.

Blondel, J. (1996) 'Then and Now: Comparative Politics', *Political Studies*. Vol. 47, Issue 1, pp. 152-160

Chandhoke, N. (1996) 'Limits of Comparative Political Analysis', *Economic and Political Weekly*. vol. 31, No. 4, (January 27), pp. PE 2-PE8.

Mair, P. (2008) 'Democracy', in Caramani, D. (ed.) *Comparative Politics*. Oxford: Oxford University Press, pp. 108-132.

Robbins, J. W. (2011) 'Presidentialism Verses Parliamentarism', in Ishiyama, J. T. and Marijke, B. (eds.) *21st Century Political Science: A Reference Book*. Los Angeles: Sage, pp. 177-185.

Watts, D. (2003) *Understanding US/UK Government and Politics*. Manchester: Manchester University Press, pp. 1-25; 66-105; 106-138.

POL SE 3014 Parliamentary Procedures and Practices

Course Objective: The course attempts to make the students familiar with legislative practices in India with an orientation to equip them with the adequate skills of participation in deliberative processes and democratic decision making. The introductory unit of the course aims to provide basic understanding on the constitutional provisions related to the process of legislations as well as the kinds of bills. The second unit of this course seeks to enhance proper understanding related to the procedures, practices related to the passage of a bill from drafting to that of the passing of the Bill. Third unit is about different Committees in the House, and the Fourth unit is on hours and motions in the House.

Course outcomes:

- To help students in understanding the practical approaches to legislative 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.

I. Constitutional Provisions and Kinds of Bills (10 lectures)

Constitutional provisions of legislative procedures: Articles 107-22

Kinds of Bills: Ordinary Bills, Money Bills, Finance Bills, Private Member Bills

II. Drafting, Introductions and Readings of the Bills: Procedures and Processes (14 lectures)

Drafting of the Bill

First Reading and Departmental Standing Committee

Second Reading

Third Reading

Passage of the Bill

Consent by the President

Gazette Notifications

III. Parliamentary Committees: Composition and Functioning (14 lectures)

Departmental Standing Committees

Select Committees

Joint Parliamentary Committees

Public Accounts Committee

Committee on Privilege

Business Advisory Committee

Ethics Committee

IV. Motions and Hours in the House (10 lectures)

Question Hour

Zero Hour

Calling Attention Motion

Adjournment Motion

Privilege motion,

Censure motion,

'No-confidence' motion,
Cut motion

Modalities for Practical Component: Project Report/Field Study Report based on any activity i.e. visit to Assembly / District Administration/any other important places, Conducting Mock Parliament, Debate / Speech etc.

READING LIST

- Kapur D. and P. Mehta eds. (2005), *Public Institutions in India: Performance and Design*, New Delhi, Oxford University Press.
- Kaul, M. N. & S. L. Shakhedher (2016), *Practice and Procedure of Parliament*, New Delhi, Lok Sabha Secretariat
- Mehra, A.K. ed. (2017), *The Indian Parliament and Democratic Transformation*, New Delhi, Routledge.
- Basu, D.D. (2006), *Introduction to the Constitution of India*, Nagpur, Wadhwa & Co.
- Kapur, D., Mehta, P. & Vaishnav, M. eds. (2017), *Rethinking Public Institution in India*, New Delhi, Oxford University Press.
- Kashyap, S. (2000), *Reviewing the Constitution*, New Delhi, Shipra Publication. _____.
- (2003), *Blueprints of Political Reforms*, New Delhi, Shipra Publication. _____. (2015), *Our Parliament*, New Delhi, NBT.
- Malhotra, G. (2002), *Fifty years of Indian Parliament*, New Delhi, Lok Sabha Secretariat
- Mehra, A.K. & Kueck G.W. eds. (2003), *The Indian Parliament: A Comparative Perspective*, New Delhi, Konark Publishers.
- Prakash, A.S. (1995), *What Ails Indian Parliament*, New Delhi, Harper & Collins.
- Pai, Sudha & Kumar, A. Eds. (2014), *The Indian Parliament: A Critical Appraisal*, New Delhi, Orient BlackSwan.
- Shankar, B. & Rodriguez V. (2011), *The Indian Parliament: A Democracy at Work*, New Delhi, Oxford University Press.
- Singh, D. (2016), *The Indian Parliament: Beyond the Seal and Signature of Democracy*, Gurgaon, India, Universal Law Publishing.

POL SE 3024 Youth and Nation-Building

Course objective:

The aim of this course is to highlight the importance of NCC and NSS. The students will be able to get involved with the NCC and the NSS and learn about its activities and undertake tasks under its aegis. The students will also be able to learn about the basics of disaster preparedness and its management.

Course Outcomes:

- 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.

Unit –I: Youth and National Service Scheme (NSS) (16 lectures)

- NSS: Organisation and Objectives
- NSS: Activities and Benefits
- NSS and its contribution

Unit-II: Youth and the National Cadet Corps (NCC) (16 lectures)

- Aims and objectives of the NCC
- Organisation and Training
- NCC and its benefits

Unit-III: Youth and National Disaster Management (16 lectures)

- Disaster Management Plan 2016-an overview
- National Disaster Management Authority
- Community involvement and preparedness: Assam

Modalities for Practical Component: Project Report/Field Study Report based on any activity i.e. awareness programme/campaign, group discussion, disaster management programme in collaboration with NCC and NSS unit etc.

READING LIST

Unit –I:

- NATIONAL SERVICE SCHEME MANUAL (REVISED), available at http://nss.wbut.ac.in/documents/NSS_manual_2006.pdf

Unit-II:

- ANO Handbook, NCC, Available at https://docs.google.com/viewerng/viewer?url=http://nccindia.nic.in/sites/default/files/ANO+Hand+Book_1.pdf

Unit-III:

- National Policy on Disaster Management, available at <https://ndma.gov.in/images/guidelines/national-dm-policy2009.pdf>
- National Disaster Management Plan Assam State Disaster Management Authority, <http://sdmassam.nic.in/ini2.html>

SEMESTER IV

POL RC 4016 Introduction to International Relations

Course Objective: This Course is designed to give students a sense of some important theoretical approaches to understand international relations; a history from 1945 onwards to the present; and an outline of the evolution of Indian foreign policy since independence and its possible future trajectory.

Course Outcomes:

- 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.

1. Approaches to International Relations (27 lectures)

- a. Classical Realism (Hans Morgenthau) and Neo-Realism (Kenneth Waltz)
- b. Neo-Liberalism: Complex Interdependence (Robert O. Keohane and Joseph Nye)
- c. Structural Approach: Dependency School (Andre Gunder Frank)
- d. Feminist Perspective (J. Ann Tickner)

2. Cold War & Post-Cold War Era (20 lectures)

- a. Second World War & Origins of Cold War
- b. Phases of Cold War:
 - First Cold War
 - Rise and Fall of Detente
 - Second Cold War
 - End of Cold War and Collapse of the Soviet Union
- c. Post Cold- War Era and Emerging Centres of Power (European Union, China, Russia and Japan)

3. India's Foreign Policy (13 lectures)

- a. Basic Determinants (Historical, Geo-Political, Economic, Domestic and Strategic)
- b. India's Policy of Non-alignment
- c. India: An Emerging Power

READING LIST

Essential Readings

William, P., Goldstein, D. M. and Shafritz, J. M. (eds.) (1999) *Classic Readings of International*

Relations. Belmont: Wadsworth Publishing Co, pp. 30-58; 92-126.

Art, R. J. and Jervis, R. (eds.) (1999) *International Political Enduring: Concepts and Contemporary Issues*. 5th Edition. New York: Longman, pp. 7-14; 29-49; 119-126.

Jackson, R. and Sorenson, G. (2008) *Introduction to International Relations: Theories and Approaches*. New York: Oxford University Press, pp. 59-96.

Goldstein, J. and Pevehouse, J.C. (2009) *International Relations*. New Delhi: Pearson, pp. 81-111.

Tickner, J. A. (2001) *Gendering World Politics: Issues and Approaches in the Post-Cold War Era*. Columbia University Press.

Baylis, J. and Smith, S. (eds.) (2011) *The Globalization of World Politics: An Introduction to International Relations*. Fifth Edition. Oxford: Oxford University Press, pp. 90-123; 142-159; 262-277.

Wenger, A. and Zimmermann, D. (eds.) (2003) *International Relations: From the Cold World War to the Globalized World*. London: Lynne Rienner, pp. 54-89.

Appadorai and Rajan, M. S. (eds.) (1985) *India's Foreign Policy and Relations*. New Delhi: South Asian Publishers.

Mewmillians, W.C. and Piotrowski, H. (2001) *The World Since 1945: A History of International Relations*. Fifth edition. London: Lynne Rienner Publishers.

Smith, M., Little, R. and Shackleton, M. (eds.) (1981) *Perspectives on World Politics*. London:

Croom Helm. Indian Foreign Service Institute. (1997, 1998) *India's Foreign Policy: An Agenda for the 21st Century* Vols. 1 & 2, New Delhi: Konark Publishers, pp. 3-41; 102-119.

Ganguly, S. (ed.) (2009) *India's Foreign Policy: Retrospect and Prospect*. New Delhi: Oxford University Press.

Vanaik, A. (1995) *India in a Changing World: Problems, Limits and Successes of Its Foreign Policy*. New Delhi: Orient Longman. pp. 19-41; 63-67; 102-114; 118-124; 132-134.

Basu, Rumki (ed) (2012) *International Politics: Concepts theories and Issues*, New Delhi, Sage Publications India Pvt Ltd.

Jindal N, & Kumar K. (2018). (Ed), *Global Politics: Issues and Perspectives*, New Delhi; Sage Publications

Tremblay R.C & Kapur A. (2017). *Modi's Foreign Policy*, New Delhi: Sage Publications

POL SE 4014: Panchayati Raj in Practice

Course objective: This course acquaints students with the Panchayati Raj Institutions and their actual working. It further encourages a study of PRIs in their mutual interaction and their interaction with the people.

Course outcomes:

- This paper will help students understand the importance of grassroots 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.

I. Strengthening Democratic Functioning of the Panchayats (16 lectures)

- a. Participation at village level, action plan and participatory method
- b. Need assessment and Micro Planning
- c. Devolution

II. Panchayat Finances and Accounting (16 lectures)

- a. Constitutional Provisions on Panchayat Finances
- b. Fiscal Decentralisation and Audit system
- c. Social Audit

III. Problems and Needs of Disadvantaged Groups and Their Participation (16 lectures)

- a. Women
- b. Scheduled Tribes, Scheduled Casts and Minorities
- c. Panchayat Extension to Scheduled Areas (PESA) Act

Modalities for Practical Component: Project Report/Field Study Report based on any activity i.e. visit to Panchayat / local self bodies, local peoples' participation in the political system etc.

READING LIST

- P. deSouza, (2002) 'Decentralization and Local Government: The Second Wind of Democracy in India', in Z. Hasan, E. Sridharan and R. Sudarshan (eds.) *India's Living Constitution: Ideas, Practices and Controversies*, New Delhi: Permanent Black
- M. John, (2007) 'Women in Power? Gender, Caste and Politics of Local Urban Governance', in *Economic and Political Weekly*, Vol. 42(39)
- Raghunandan, J. R (2012) *Decentralization and local governments: The Indian Experience*, Orient Black Swan, New Delhi
- Baviskar, B.S and George Mathew (eds) 2009 *Inclusion and Exclusion in local governance: Field Studies from rural India*, New Delhi, Sage
- M.Venkataramangaiya and M.Pattabhiram- *Local Government in India*, Allied Publishers-1969
- SR Maheswari, *Local Government in India*, Lakshmi Narain Agarwal, 2008.

Bidyut Chakraborty and Rajendra Kumar Pandey, *Modern Indian Political Thought – Text and Context*, Sage, New Delhi, 2009.

Niraja Gopal Jayal and others, *Local Governance in India – Decentralisation and Beyond*, Oxford University Press, 2006.

Subrata K. Mitra. 2001. *Making local government work: Local elites, panchayati raj and governance in India*,

Atul Kohli (Ed.). *The Success of India's Democracy*. Cambridge: Cambridge University Press.

Ghosh , Buddhadeb & Girish Kumar-*State Politics and Panchayats In India* New Delhi: Manohar Publishers, 2003

Sudhakar , V. *New Panchayati Raj System: Local Self-Government Community Development* -Jaipur: Mangal Deep Publications, 2002.

Biju, M.R.- *Decentralisation: an Indian experience*, Jaipur: National Pub., 2007

POL SE 4024 Citizens and Rights

Course objective:

This course aims to understand law as a source of rights, as a progressively widening sphere of substantive justice, welfare, and dignity. This relationship between laws and rights will be studied through specific values which have come to be seen as integral for a democratic society viz., equality and non-discrimination, empowerment, redistribution and recognition of traditional rights etc.

Course outcomes:

- 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.

I. Equality and non-discrimination (12 lectures)

- a. Gender: the protection of women against domestic violence, rape and sexual harassment
- b. Caste and Class: laws concerning untouchability and minimum wages
- c. Disability and equality of participation

II. Empowerment (12 lectures)

- a. Access to information
- b. Rights of the consumer

III. Redistribution, recognition and livelihood (12 lectures)

- a. Traditional rights of forest dwellers and the issue of women's property rights
- b. Rural employment guarantee

IV. Laws relating to criminal justice administration (12 lectures)

- a. Filing of a complaint, First Information Report (FIR)
- b. Detention, arrest and bail

Modalities for Practical Component: Project Report/Field Study Report based on any activity i.e. awareness programme on rights / gender discrimination / RTI / FIR etc.

READING LIST

I. Equality and non-discrimination

Essential Readings:

Gender Study Group, (1996) Sexual Harassment in Delhi University, A Report, Delhi: University of Delhi.

N. Jain, (2011) 'Physically/Mentally Challenged', in M. Mohanty et al. Weapon of the Oppressed, Inventory of People's Rights in India, Delhi: Danish Books, pp.171-179.

P. Mathew, (2002) The Law on Atrocities Against Scheduled Castes and Scheduled Tribes, New Delhi: Indian Social Institute.

P. Mathew, (2004) The Minimum Wages Act, 1948, New Delhi: Indian Social Institute.

- K. Sankaran, (2008) 'Labour Laws and the World of Work', in K, Sankaran and U. Singh (eds.) Towards Legal Literacy, New Delhi: Oxford University Press, Pp.119-131.
- K. Saxena, (2011) 'Dalits', in M. Mohanty et al., Weapon of the Oppressed, Inventory of People's Rights in India. Delhi: Danish Books, Pp.15-38
- K. Saxena, (2011) 'Adivasis', in M. Mohanty et al., Weapon of the Oppressed, Inventory of People's Rights in India, Delhi: Danish Books, Pp.39-65.
- S. Durrany, (2006) The Protection of Women From Domestic Violence Act 2005, New Delhi: Indian Social Institute.
- V. Kumari, (2008) 'Offences Against Women', in K, Sankaran and U. Singh (eds.) Towards Legal Literacy, New Delhi: Oxford University Press.
- P. D. Mathew,(2004)The Measure to Prevent Sexual Harassment of Women in Work Place. New Delhi: Indian Social Institute.
- D. Srivastva, (2007) 'Sexual Harassment and Violence against Women in India: Constitutional and Legal Perspectives', in C. Kumar and K. Chockalingam (eds) Human Rights, Justice, and Constitutional Empowerment, Delhi: Oxford University Press.

II. Empowerment

Essential Readings:

- N. Kurian, (2011) 'Consumers', in M. Mohanty et al., Weapon of the Oppressed, Inventory of People's Rights in India. Delhi: Danish Books.
- S. Naib, (2013) 'Right to Information Act 2005', in The Right to Information in India, New Delhi: Oxford University Press, Available at http://www.humanrightsinitiative.org/publications/rti/guide_to_use_rti_act_2005_English2012_light_Aspire.pdf, Accessed: 19.04.2013.
- A. Roberts, (2010) 'A Great and Revolutionary Law? The First Four Years of India's Right to Information Act', Public Administration Review. Volume 70, Issue 6, pp. 925–933.
- SAHRDC, (2006) 'Consumer Rights', in Introducing Human Rights, Oxford University Press, pp. 118-134.

III. Redistribution, Recognition and livelihood

Essential Readings:

- M. Sarin and O. Baginski, (2010) India's Forest Rights Act -The Anatomy of a Necessary but Not Sufficient Institutional Reform, Department for International Development. Available at www.ippg.org.uk (Accessed: 10.04.2013).
- J. Dreze, Dey and Khera, (2008) Employment Guarantee Act, A Primer, New Delhi: National Book Trust (Also available in Hindi).

Additional Readings:

- K. Chaubey, (2013) 'Do Pragatisheel Kanoonon ki Dastan: Rajya, Jan Andolan aur Pratirdoh', Pratiman: Samay, Samaj, Sanskriti, CSDS- Vani Prakashn, pp. 149-177.
- S. Dahiwal, (2009) 'Khairlanji: Insensitivity of Mahar Officers', Economic and Political Weekly, Vol. 44 (31), pp. 29-33.
- J. Kothari, (2005) 'Criminal Law on Domestic Violence', Economic and Political Weekly, Vol. 40(46), pp. 4843-4849.
- H. Mander, and A. Joshi, The Movement for Right to Information in India, People's Power for the Control of Corruption. Available at <http://www.rtgateway.org.in/Documents/References/English/Reports/12.%20An%20article%20on%20RTI%20by%20Harsh%20Mander.pdf>, Accessed: 10.04.2013.
- P. Mathew, and P. Bakshi, (2005) 'Indian Legal System', New Delhi: Indian Social Institute.
- P. Mathew, and P. Bakshi, (2005) 'Women and the Constitution', New Delhi: Indian Social Institute.
- N. Menon, (2012) 'Sexual Violence', in Seeing Like a Feminist, New Delhi: Zubaan and Penguin, pp. 113-146.

M, Mohanty et al. (2011) *Weapon of the Oppressed, Inventory of People's Rights in India*. Delhi: Danish Books.

Centre for Good Governance, (2008) *Right to Information Act, 2005: A Citizen's Guide*, Available at

<http://www.rtigemway.org.in/Documents/Publications/A%20CITIZEN'S%20GUIDE.pdf> ,
Accessed: 10.04.2013.

K. Sankaran, and U. Singh, (eds.) (2008) *Towards Legal Literacy*. New Delhi: Oxford University Press.

Pandey, (2004) *Rights of the Consumer*. New Delhi: Indian Social Institute

IV. Laws relating to criminal justice administration

Essential Readings:

B. Pandey, (2008) 'Laws Relating to Criminal Justice: Challenges and Prospects', in K. Sankaran and U. Singh, *Towards Legal Literacy*, New Delhi: Oxford University Press, pp.61-77.

SAHRDC, (2006) 'Reporting a Crime: First Information Report', in *Oxford Handbook of Human Rights and Criminal Justice in India- The system and Procedure*, New Delhi: Oxford University Press, pp.16-26.

SAHRDC, (2006) 'Bail', in *Oxford Handbook of Human Rights and Criminal Justice in India The system and Procedure*, New Delhi: Oxford University Press, pp.59-71.

SAHRDC, (2006) 'Detention', in *Oxford Handbook of Human Rights and Criminal Justice in India- The system and Procedure*. New Delhi: Oxford University Press, Pp.72-84.

P. Mathew, (2003) *Your Rights if you are Arrested*, New Delhi. Indian Social Institute.

SEMESTER V

POL SE 5014 Public Opinion and Survey Research

Course Objective: 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, analysis and utilization of quantitative data.

I. Introduction to the course (6 lectures)

Definition and characteristics of public opinion, conceptions and characteristics, debates about its role in a democratic political system, uses for opinion poll

II. Measuring Public Opinion with Surveys: Representation and sampling (7 lectures)

- a. Sampling: Meaning and needs
- b. Sampling error
- c. Types of sampling: Non random sampling; random sampling

III. Survey Research (3 lectures)

- a. Interviewing: Interview techniques pitfalls, different types of and forms of interview
- b. Questionnaire: Question wording; fairness and clarity.

IV. Quantitative Data Analysis (4 lectures)

- a. Quantitative data analysis: Meaning
- b. Basic concepts: correlational research, causation and prediction

Modalities for Practical Component: Field Study Report based on any issue i.e. environmental issue / socio-economic-political issues of the locality using the method of survey research etc.

READING LIST

UNIT I: Introduction to the course

R. Erikson and K. Tedin, (2011) *American Public Opinion*, 8th edition, New York: Pearson Longman Publishers,. pp. 40-46.

G. Gallup, (1948) *A guide to public opinion polls* Princeton, Princeton University Press, 1948. Pp. 3-13.

UNIT II: Measuring Public Opinion with Surveys: Representation and sampling

G. Kalton, (1983) *Introduction to Survey Sampling* Beverly Hills, Sage Publication.

Lokniti Team (2009) 'National Election Study 2009: A Methodological Note', *Economic and Political Weekly*, Vol. XLIV (39)

Lokniti Team, (2004) 'National Election Study 2004', *Economic and Political Weekly*, Vol. XXXIX (51).

'Asking About Numbers: Why and How', *Political Analysis* (2013), Vol. 21(1): 48-69, (first published online November 21, 2012)

UNIT III: Survey Research

H. Asher, (2001) 'Chapters 3 and 5', in *Polling and the Public: What Every Citizen Should Know*, Washington DC: Congressional Quarterly Press.

R. Erikson and K. Tedin, (2011) *American Public Opinion*, 8th edition, New York, Pearson Longman Publishers, pp. 40-46.

UNIT IV: Quantitative Data Analysis

A. Agresti and B. Finlay, (2009) *Statistical methods for the Social Sciences*, 4th edition, Upper saddle river, NJ: Pearson-Prentice Hall.

S. Kumar and P. Rai, (2013) 'Chapter 1', in *Measuring Voting Behaviour in India*, New Delhi: Sage.

POL RE 5016 Public Administration-I

Course outcomes:

- 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.

UNIT 1: Introduction (15 lectures)

- Concept, Nature and Importance of Public Administration
- Growth and Evolution of Public Administration as a Discipline
- Interaction between Public and Private Administration

UNIT 2: Administrative Theories (15 lectures)

- Scientific Management Theory
- Bureaucratic Theory

UNIT 3: Principles of Organization (15 lectures)

- Hierarchy -- Span of control
- Centralization – Decentralization
- Ethics and Values in Public Administration

UNIT 4: Structure of Organization (15 lectures)

- Line and Staff
- Chief executive – Types and Role
- Department- Public Corporations

Readings:

- Avasthi and Maheswari: *Public Administration*, Laxmi Narayan ,2009
- Maheswari, S.R.,: *Administrative Theory*, Macmillan India Ltd.
- Tyagi, A.R.: *Public Administration*, Atma Ram and Sons, Delhi
- Fadia B.L., and Kuldeep,: *Public Administration*, SahityaBhawan Publication, Agra, 2008
- Bhattacharya Mohit: *Public Administration*, World Press, 2007
- Chakrabarty, BidyutBhattacharya Mohit: *Public Administration: A Reader*, Oxford University Press,2003
- Basu, Rumki: *Public Administration: Concepts and Theories*, Sterling Publishers Pvt. Ltd, 2004
- Hazarika, N., *SnatakLok-Prasasan*(Assamese), Students' Stores, Guwahati, 2001.
- Sapru R.K. : *Administrative Theories and Management Thought*, Prentice Hall of India Pvt. Ltd., 2008
- Baghel C.L., Kumar,Y., *Public Administration* (two volumes), Kanishka Publishers, New Delhi, 2005
- Sapru, Radhakrishnan. (2018). *Indian Administration: A Foundation of Governance*, New Delhi: Sage Publications
- Chakrabarty, B. & Chand, P. (2016), *Indian Administration: Evolution and Practice*, New Delhi: Sage Publications

POL RE 5026 Select Constitutions-I

Course outcomes:

- 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.

Unit I: Constitution and Constitutionalism (15 lectures)

- Constitution - Meaning and Importance
- Constitutionalism – Concept

Unit 2: United Kingdom (15 lectures)

- The British Political Tradition
- Parliamentary Government
 - i. Monarchy
 - ii. Cabinet
 - iii. Parliament
- Rule of Law and the Judicial System

Unit 3: United States of America (15 lectures)

- Making of the American Constitution
- The Federal System
- National Government—
 - i. The President
 - ii. Congress
 - iii. Supreme Court

Unit 4: Comparative Study of UK and US Constitutions (15 lectures)

- British Prime Minister vs US President
- House of Lords vs Senate

Readings:

Almond and Powell, *Comparative Politics: A development Approach*, Prentice Hall, 1979

Finer, H, *Theory and Practice of Modern Government*, Mituban, 1965

Dahl, Robert, *Theory and Practice of Modern Government*, Prentice Hall, 1978 Ray,

S. N., *Comparative Political Systems*, Prentice Hall, 1997

Willoughby, WestelWoobdury ,*The American Constitutional System; An Introductionto the Study of the American State*, General Books LLC, 2009

Elster, Jon &Slagstad(Ed), *Constitutionalism and Democracy*, Cambridge University Press, 1993

Alexander, Larry, *Constitutionalism: Philosophical Foundation*, Cambridge University Press, 2001

Rosenbaum, S. Alan, *Constitutionalism: The Philosophical Dimension*, Greenwood Press, 1988

POL RG 5016 Public Administration-I

Course outcomes:

- 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.

UNIT 1: Introduction (15 lectures)

- Concept, Nature and Importance of Public Administration
- Growth and Evolution of Public Administration as a Discipline
- Interaction between Public and Private Administration

UNIT 2: Administrative Theories (15 lectures)

- Scientific Management Theory
- Bureaucratic Theory

UNIT 3: Principles of Organization (15 lectures)

- Hierarchy -- Span of control
- Centralization – Decentralization
- Ethics and Values in Public Administration

UNIT 4: Structure of Organization (15 lectures)

- Line and Staff
- Chief executive – Types and Role
- Department- Public Corporations

Readings:

- Avasthi and Maheswari: *Public Administration*, Laxmi Narayan ,2009
- Maheswari, S.R.: *Administrative Theory*, Macmillan India Ltd.
- Tyagi, A.R.: *Public Administration*, Atma Ram and Sons, Delhi
- Fadia B.L., and Kuldeep,: *Public Administration*, SahityaBhawan Publication, Agra, 2008
- Bhattacharya Mohit: *Public Administration*, World Press, 2007
- Chakrabarty, BidyutBhattacharya Mohit: *Public Administration: A Reader*, Oxford University Press,2003
- Basu, Rumki: *Public Administration: Concepts and Theories*, Sterling Publishers Pvt. Ltd, 2004
- Hazarika, N., *SnatakLok-Prasasan*(Assamese), Students' Stores, Guwahati, 2001.
- Sapru R.K. : *Administrative Theories and Management Thought*, Prentice Hall of India Pvt. Ltd., 2008
- Baghel C.L., Kumar,Y., *Public Administration* (two volumes), Kanishka Publishers, New Delhi, 2005
- Sapru, Radhakrishnan. (2018). *Indian Administration: A Foundation of Governance*, New Delhi: Sage Publications
- Chakrabarty, B. & Chand, P. (2016), *Indian Administration: Evolution and Practice*, New Delhi: Sage Publications

POL RG 5026 Democracy in India

Course outcomes:

- 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.

Unit I: Concept of Democracy (15 lectures)

- Meaning of Democracy
- Types of Democracy
- Theoretical Perspective of Democracy

Unit II: Democracy in India (15 lectures)

- Origin of Democracy in India
 - Colonial Legacy
 - National Movement.

Unit III: Nature of India's Democracy: (15 lectures)

- Liberal Perspective
- Marxist Perspective

Unit IV: Elections in India (15 lectures)

- Election Process in India:
- Election Commissioner and Its Role

Readings:

Brass, Paul: The Politics of India since Independence, New York, 1994.

Jayal, N. (ed): Democracy in India, New Delhi, 2001.

Chibber, P.K.: Democracy without Association: Transformation of the Party System and Social Cleavages in India, Michigan, 1999.

Kohli, A: India's Democracy: An Analysis of State Society Relation, Princeton, 1990.

Manor, James: India's Democracy, Princeton, 1988.

Crick: Democracy: A Very Short Introduction, Oxford University Press, 2001.

SEMESTER VI

POL SE 6014 Conflict and Peace Building

Course Objectives: 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.

I. Conflict and its concepts (6 lectures)

- a. Understanding Conflict
- b. Conflict Resolution and Peace Building

II. Dimensions of Conflict (6 lectures)

- a. Economic/Resource Sharing Conflicts
- b. Socio-Cultural Conflicts (Ethnic, Religious and Gender Based)

III. Conflict Responses: Skills and Techniques I (8 lectures)

- a. Negotiations: Trust Building
- b. Mediation: Skill Building; Active Listening

IV. Conflict Responses: Skills and Techniques II (10 lectures)

- a. Track I, Track II & Multi Track Diplomacy
- b. Gandhian Methods

Modalities for Practical Component: Project Report/Field Study Report on any issues i.e. ethnic/religious/gender based conflict issues, awareness campaign on sustaining peace etc.

Readings:

UNIT I: Conflict and its concepts

- O. Ramsbotham, T. Woodhouse and H. Miall, (2011) 'Understanding Contemporary Conflict', in *Contemporary Conflict Resolution*, (Third Edition), Cambridge: Polity Press, pp. 94-122.
- W. Zartman, (1995) 'Dynamics and Constraints In Negotiations In Internal Conflicts', in William Zartman (ed.), *Elusive Peace: Negotiating an End to Civil Wars*, Washington: The Brookings Institute, pp. 3-29.
- C. Mitchell, (2002) 'Beyond Resolution: What Does Conflict Transformation Actually Transform?', in *Peace and Conflict Studies*, 9:1, May, pp.1-23. 16
- S. Ryan, (1990) 'Conflict Management and Conflict Resolution', in *Terrorism and Political Violence*, 2:1, pp. 54-71.
- J. Lederach, (2003) *The Little Book Of a Conflict Transformation*, London: Good Books.
- I. Doucet, (1996) *Thinking About Conflict*, Resource Pack For Conflict Transformation: International Alert.
- M. Lund, (2001) 'A Toolbox for Responding to Conflicts and Building Peace', in L. Reychler and T. Paffenholz, eds., *Peace-Building: A Field Guide*, Boulder: Lynne Rienner, pp. 16-20.
- L. Schirch, (2004) *The Little Book Of Strategic Peacebuilding*, London: Good Books.

UNIT II: Dimensions of Conflict

- R. Rubenstein, (2003) 'Sources', in S. Cheldelin, D. Druckman and L. Fast (eds.) *Conflict: From Analysis to Intervention*, London: Continuum, pp.55-67.
- P. Le Billon, (2009) 'Economic and Resource Causes of Conflicts', in J. Bercovitch, V. Kremenyuk and I. Zartman (eds.) *The Sage Hand Book of Conflict Resolution*, London: Sage Publications, pp. 210-224.
- S. Ayse Kadayifci-Orellana, (2009) 'Ethno-Religious Conflicts: Exploring the Role of Religion in Conflict Resolution', in J. Bercovitch, V. Kremenyuk and I. Zartman (eds.) *The Sage Hand Book of Conflict Resolution*, London: Sage Publications, pp. 264-284.

UNIT III: Conflict Responses: Skills and Techniques I

- H. Saunders, (1999) *A Public Peace Process: Sustained Dialogue To Transform Racial and Ethnic Conflicts*, Palgrave Macmillan: New York, pp. 1-30.

N. Behera, 'Forging New Solidarities: Non-official Dialogues', in M. Mekenkamp, P. Tongeren and H. Van De Veen (eds.), *Searching For Peace In Central And South Asia*, London: Lynne Rienner Publishers, pp. 210-236.

J Bercovitch, V. Kremenyuk, and I. Zartman (eds.), (2009) *The Sage Hand Book of Conflict Resolution*, London: Sage Publications.

R. Wagner and D. Winter, (eds.), *Peace, Conflict, and Violence: Peace Psychology for the 21st Century Englewood Cliffs*, New Jersey: Prentice-Hall.

C. Webel and J. Galtung (eds.), (2007) *The Handbook of Peace and Conflict Studies*, London: Routledge.

UNIT IV: Conflict Responses: Skills and Techniques II

H. Burgess and G. Burgess, (2010) *Conducting Track II*, Washington D.C: United States Institute of Peace.

S. Mason and M. Siegfried, (2010) *Debriefing Mediators To Learn Their Experiences*, Washington D.C: United States Institute Of Peace.

I. Zartman and A. De Soto, (2010) *Timing Mediation Initiatives*, Washington D.C: United States Institute of Peace. 17

A. Smith and D. Smock, (2010) *Managing A Mediation Process*, Washington D.C: United States Institute of Peace.

J. Davies and E. Kaufman (eds.), (2003) *Second Track/Citizens' Diplomacy: Concepts and Techniques for Conflict Transformation*, Rowman & Littlefield: Maryland.

J Bercovitch, V. Kremenyuk, and I. Zartman (eds.), (2009) *The Sage Hand Book of Conflict Resolution*, London: Sage Publications. M. Steger , (2001) 'Peace building and Non-Violence: Gandhi's Perspective on Power', in D. Christie, R. Wagner and D. Winter, (eds.), *Peace, Conflict, and Violence: Peace Psychology for the 21st Century Englewood Cliffs*, New Jersey: Prentice-Hall.

POL RE 6016 Public Administration –II

Course outcomes:

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.

UNIT-- 1. Personnel Administration (15 lectures)

- Importance of Civil Service in modern State
- Recruitment – Promotion
- Public Service Commissions

UNIT-- 2. Financial Administration (15 lectures)

- Concept of Budgeting
- Principles of Budgeting
- Budgetary Process

UNIT-- 3. Development Administration (15 lectures)

- Concept of Development Administration
- Contribution of Fred W. Riggs
- Bureaucracy and development

UNIT-- 4. Citizen and Administration (15 lectures)

- Concept of Accountability
- Control over administration: Legislative, Executive
- Redressal of public grievances

Readings:

Avasthi and Maheswari: Public Administration, LaxmiNarayan ,2009

Maheswari, S.R.,: Administrative Theory, Macmillan India Ltd.

Tyagi, A.R.: Public administration, Atma Ram and Sons, Delhi

Fadia B.L., and Kuldeep,: Public Administration, SahityaBhawan Publication, Agra, 2008

Bhattacharya Mohit: Public Administration, World Press, 2007

Chakrabarty, Bidyut Bhattacharya Mohit: Public Administration: A Reader, OxfordUniversity Press, 2003

Basu ,Rumki: Public Administration: Concepts and Theories, Sterling Publishers Pvt. Ltd, 2004

Hazarika, N., SnatakLok-Prasasan (Assamese), Students' Stores, Guwahati, 2001.

Sapru R.K. : Administrative Theories and Management Thought, Prentice Hall of India Pvt. Ltd., 2008

Sapru R.K., Development Administration, Sterling Publishers Pvt. Ltd, 1994

POL RE 6026 Select Constitutions -II

Course Objective: The course introduces the constitutional and political systems of two (2) countries. Students will have a stronger and more informed perspective on approaches to studying the constitutional and political systems of these countries in a comparative manner.

Course outcomes:

- 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.

Unit 1: Peoples Republic of China- I (15 lectures)

- Revolutionary Legacy: Communist Revolution
- Structure of Government:
 - National Peoples' Congress
 - The President and the State Council
 - Peoples' Courts and Peoples' Procuratorates

Unit 2: Peoples Republic of China- II (15 lectures)

- Rights and Duties of Citizens
- Role of the communist Party

Unit 3: Switzerland- I (15 lectures)

- Swiss Political Tradition
- Structure of Federal Government:
 - Legislature
 - Executive
 - Judiciary

Unit 4: Switzerland- II (15 lectures)

- Swiss Federalism
- Direct Democracy

Readings:

Almond and Powell, *Comparative Politics: A Development Approach*, Pearson Education, 1979

Finer, H, *Theory and Practice of Modern Government*, Mituban, 1965

Dahl, Robert, *Theory and Practice of Modern Government*, Prentice Hall, 1978

Ray, S. N., *Comparative Political Systems*, Prentice Hall, 1997

Longford, W. John & Brownsey, K. Lorne, *The Changing Shape of Government in the Asia Pacific Region*, IRPP, 1988

POL RG 6016 Public Administration –II

Course outcomes:

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.

UNIT-- 1. Personnel Administration (15 lectures)

- Importance of Civil Service in modern State
- Recruitment – Promotion
- Public Service Commissions

UNIT-- 2. Financial Administration (15 lectures)

- Concept of Budgeting
- Principles of Budgeting
- Budgetary Process

UNIT-- 3. Development Administration (15 lectures)

- Concept of Development Administration
- Contribution of Fred W. Riggs
- Bureaucracy and development

UNIT-- 4. Citizen and Administration (15 lectures)

- Concept of Accountability
- Control over administration: Legislative, Executive
- Redressal of public grievances

Readings:

Avasthi and Maheswari: Public Administration, LaxmiNarayan ,2009

Maheswari, S.R.,: Administrative Theory, Macmillan India Ltd.

Tyagi, A.R.: Public administration, Atma Ram and Sons, Delhi

Fadia B.L., and Kuldeep,: Public Administration, SahityaBhawan Publication, Agra, 2008

Bhattacharya Mohit: Public Administration, World Press, 2007

Chakrabarty, Bidyut Bhattacharya Mohit: Public Administration: A Reader, OxfordUniversity Press, 2003

Basu ,Rumki: Public Administration: Concepts and Theories, Sterling Publishers Pvt. Ltd, 2004

Hazarika, N., SnatakLok-Prasasan (Assamese), Students' Stores, Guwahati, 2001.

Sapru R.K. : Administrative Theories and Management Thought, Prentice Hall of India Pvt. Ltd., 2008

Sapru R.K., Development Administration, Sterling Publishers Pvt. Ltd, 1994

POL RG 6026 Indian Administration

Course objective:

The basic objective is to introduce the students to the process of evolution of Indian administration through ages.

Outcomes:

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.

UNIT 1: Evolution of Indian Administration: (15 lectures)

- Kautilya's Arthashastra, Mughal Administration;
- British Legacies over Indian Administration, Indianization of public services
- Role of Indian Administration in Socio-Economic Development.

UNIT 2: Union Government and Administration: (15 lectures)

- Cabinet Secretariat
- Ministries and Departments, Prime Minister's Office
- Central Secretariat; Attached offices.

UNIT 3: State Government and Administration: (15 lectures)

- State Secretariat- Chief Secretary
- Directorate: Organization and Functions
- Divisional Commissioner: Powers, Functions and Position.

UNIT 4: District Administration since 1947 (15 lectures)

- Democratic Decentralization and District administration, Changing role of the Deputy Commissioner
- Devolution of Power: Union- state- local relations
- Block Development Officer and Panchayat Secretary

Readings:

- Avasthi, A. and Maheshwari, S. (2003), Public Administration. Agra: Laxmi Narain Agarwal.
- Basu, Rumki, (2014) Public Administration, Concepts and Theories, Delhi Sterling Publishers
- Henry, N. (2003) Public Administration and Public Affairs. New Delhi: Prentice Hall, pp.1-52.
- Bhattacharya, M. and Chakrabarty, B. (eds.) (2005), Public Administration: A Reader. Delhi: Oxford University Press. Hyderabad,
- W. (1980), A Marxist Critique of Organization Theory', in Evan, W (ed.) Frontiers in Organization & Management. New York: Praeger, pp. 123-150.
- Hyderbrand, W. (1977), Organizational Contradictions in Public Bureaucracies: Towards a Marxian Theory of Organizations', in Benson, J. K. (ed.) Organizational Analysis: Critique and Innovation. Beverly Hills: Sage, pp. 85-109.

- Bhattacharya, M. (1999) Restructuring Public Administration: Essays in Rehabilitation. New Delhi: Jawahar, pp. 29-70, 85-98.
- Bhattacharya, M. (2001) New Horizons in Public Administration. New Delhi: Jawahar, pp. 248-272, 301-323.
- Dye, T.R. (1975) Understanding Public Policy. New Jersey: Prentice Hall, pp. 1-38, 265-299. Dror, Y. (1983) Public Policy Making Reexamined. Oxford: Transaction Publication, pp. 129-216.
- Bernard, C. (1938) The Functions of Executive. Cambridge: Harvard University Press.
- Gant, G.F. (1979) Development Administration: Concepts, Goals, Methods. Madison: University of Wisconsin Press.
- Kamenka, E. & Krygier, M. (eds.) (1979) Bureaucracy. London: Edward Arnold.
- Lee, H.B. (ed.) (1953) Korea: Time, Change and Administration. Hawaii: University of Hawaii Press.
- Leftwich, A. (1994) „Governance, the State and the Politics of Development“, Development and Change, 25. March, J. and Simon, H. (1958) Organization. New York: Wiley.
- Avasthi A. 1980. Central Administration: Tata Mcgraw Hill: New Delhi.
- Basu, D. D. 2004. Introduction to the Constitution of India; Prentice Hall: New Delhi.
- Dayal, Ishwar, MuthurKuldeep and Battacharya M, 1976. District Administration: McMillan: Delhi.
- Maheshwari, Shriram. 1979. State Government in India; The Macmillan Company of India limited: Delhi.
- Misra, S.C., 1972. Police Administration in India: National Police Academy: Mount Abu. Pandey,
- LalluBehari, 1984. The State Executives; Amar Prakashan: Delhi. Puri, K.K. 1985, Local Government in India, Bharat Prakashan, Jalandhar.
- Pylee, M.V. 1967. India's Constitution; Asia Publishing House: Bombay.
- Reddy, Ram. G. and Seshadri K. 1972. Police in a developing society: Osmania University: Hyderabad.
- Sharma, P.D. 1971. Indian Police – A Developmental Approach: Research: Delhi.
- Chakrabarty, B. & Chand, P. (2016), Indian Administration: Evolution and Practice, New Delhi, Sage Publications
- Sapru, Radhakrishnan. (2018), Indian Administration: A Foundation of Governance, New Delhi: Sage Publications.

Syllabus for
BA/B.Sc.(Regular) Geography
Choice Based Credit System (CBCS)
Course effective from the academic year 2019-20

This is approved in the Academic Council held on 8/11/2019



GAUHATI UNIVERSITY
Guwahati-781014
June, 2019

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Credit and marks distribution scheme for CBCS curriculum in Geography, Regular Course

Semester	Course Type	Paper Code	Paper Name	Credits	Full Marks
Semester I Credit:22 Marks:400	Compulsory paper (for Arts Stream)	ENG-CC-1016	English Compulsory paper	6	100
	Ability enhancement Course	ENG-AE-1014/ ASM-AE-1014	English Communication Paper, Assamese/ MIL Communication paper	4	100
	Regular Core (Geography)	GGY-RC-1016	Physical Geography	4+2=6	100
	Regular Core 1(other subject)	YYY-RC-1016	Subject Y	6	100
	Regular Core 2(other subject) for science stream	ZZZ-RC-1016	Subject Z	6	100
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Semester II Credit: 22 Marks: 400	Compulsory paper (for Arts Stream)	ENG-CC-2016	English Compulsory paper	6	100
	Ability enhancement Course	ENV-AE-2014	Environmental Science	4	100
	Regular Core (Geography)	GGY-RC-2016	Human Geography	4+2	100
	Regular Core 1(other subject)	YYY-RC-2016	Subject Y	6	100
	Regular Core 2(other subject) for science stream	ZZZ-RC-2016	Subject Z	6	100
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Semester III Credit: 22 Marks: 400	Compulsory paper (for Arts Stream)	ASM - CC – 3016	Assamese/MIL Compulsory paper	6	100
	(any one)	ALT- CC- 3016	Alternative English Compulsory Paper	6	100
	Regular Core (Geography)	GGY - RC - 3016	Economic Geography	4+2	100
	Regular Core 1(other subject)	YYY-RC-3016	Subject Y	6	100

B.A./B.Sc.(General)Geography-CBCS

	Regular Core 2(other subject) for science stream	ZZZ-RC-3016	Subject Z	6	100
	Skill Enhancement Course (Any one)	GGY-SE-3024	Thematic Cartography	2+2	100
		GGY-SE-3034	Regional Development and Planning	2+2	100
Semester IV Marks 400 Credit 22	Compulsory paper (for Arts Stream) (any one)	ASM - CC – 4016	Assamese/MIL Compulsory paper	6	100
		ALT- CC- 4016	Alternative English Compulsory paper	6	100
	Regular Core (Geography)	GGY - RC - 4016:	Geography of India with special reference to N.E. India	4+2	100
	Regular Core 1(other subject)	YYY-RC-4016	Subject Y	6	100
	Regular Core 2(other subject) for science stream	ZZZ-RC-4016	Subject Z	6	100
	Skill Enhancement Course (Any one)	GGY-SE-4024	Surveying Techniques	2+2	100
GGY-SE4034		Remote Sensing, GIS and GPS	2+2	100	
Semester V Marks 400 Credit 22	Discipline Specific Elective (any one)	GGY - RE - 5016:	Environmental Geography and Disaster Management	4+2	100
		GGY - RE - 5026:	Cartographic and Quantitative Techniques	4+2	100
	Generic Elective for Arts Stream	GGY - GE - 5016:	Population and Settlement Geography	4+2	100
	Skill Enhancement Course (Any one)	GGY-SE-5014	Computer aided Data Analysis and Graphical Presentation	2+2	100
		GGY-SE-5024	Geography of Tourism	2+2	100
Semester VI Marks 400 Credit 22	Discipline Specific Elective (any one)	GGY-RE-6016:	Social and Political Geography	4+2	100
		GGY-RE-6026	Geography of Resources and Development	4+2	100
	(Generic Elective for Arts Stream)	GGY-GE-6016:	Geography of Health	4+2	100

B.A./B.Sc.(General)Geography-CBCS

Skill Enhancement Course (Any One)	GGY-SE-6014	Field Techniques and Project work	2+2	100
	GGY-SE-6024	Environmental Impact Assessment	2+2	100

Syllabus for
BA/B.Sc.(Regular) Geography
Choice Based Credit System (CBCS)
Course effective from the academic year 2019-20

1st Semester

This is approved in the Academic Council held on 8/11/2019



GAUHATI UNIVERSITY

Guwahati-781014

June, 2019

B.A./B.Sc. (General) Geography - CBCS

Class 1 Hour 1	Duration	Credit
1 Theory Class	1 Hour	1
1 Tutorial Class	1 Hour	1
1 Practical Class	2 Hours	1

Credit and marks distribution scheme for CBCS curriculum in Geography, Regular Course

Semester	Course Type	Paper Code	Paper Name	Credits	Full Marks
Semester I Credit:22 Marks:400	Compulsory paper (for Arts Stream)	ENG-CC-1016	English Compulsory paper	6	100
	Ability enhancement Course	ENG-AE-1014/ ASM-AE-1014	English Communication Paper, Assamese/ MIL Communication paper	4	100
	Regular Core (Geography)	GGY-RC-1016	Physical Geography	4+2=6	100
	Regular Core 1(other subject)	YYY-RC-1016	Subject Y	6	100
	Regular Core 2(other subject) for science stream	ZZZ-RC-1016	Subject Z	6	100

Subject	Semester	Paper type	Paper Code	Paper name	Total Marks	Marks Distribution					Paper Credit
						External		Internal			
						Theory	Practical	Sessional	Practical /Assignments	Attendance	
Geography	1	Regular Core	GGY-RC- 1016	Physical Geograp hy* (Theory+ Practical)	100	60	20	10	6	4	4+2=6

Core Course

CBCS-based U.G. Course in Geography, 2019
Syllabus of Regular Core Paper

Course Name: Physical Geography

Paper Code: GGY-RC-1016

Total Credit: 6 (4+2)

Total Marks: 100

(Theory: 60, Practical: 20 and Internal Assessment: 20)

Course objectives:

- To provide a general idea about the topographic and surficial characteristics of the earth's surface to the students.
- To make the students aware of the dynamic geomorphic processes responsible for the development of landforms of varied types and nature.
- To impart applied scientific knowledge on landform development based on geomorphic concepts, principles and theories.

Course outcomes:

- The students will learn that the earth is unstable and it is undergoing constant changes due to dynamic earth's processes.
- The students will come to know about the meaning and scope of geomorphology, which is a major branch of Physical Geography.
- After gaining knowledge based on the contents embodied in this paper, the students will be able to realize the importance of geomorphological knowledge as applied in various developmental activities executed on the land and over the earth's surface.

Part I: Theory

Credit: 4 (60 Marks)

(40 classes of 1 hour duration each)

1. Physical Geography – Definition and Scope, Components of Earth System. **(8 classes)**
2. Atmosphere – Composition and the vertical structure, Heat Balance, Global Circulation Pattern, Monsoon, Koppen's Climatic Classification. **(12 classes)**
3. Lithosphere – Internal Structure of Earth based on Seismic Evidence **(8 classes)**
4. Endogenetic and Exogenetic processes, Work of River, Fluvial Cycle of Erosion – Davis **(12 classes)**

**Part II: Practical
Credit: 2 (20 Marks)**

(20 classes of 2 hour duration each)

Unit 1: Practical works (16 marks)

(2 Questions of 8 marks each)

1. Relief representation from the topographical sheet (v-shaped valley, u-shaped valley, conical hill, cliff, uniform slope). **(8 Assignments)**
2. Profile Drawing (Serial and superimposed). **(4 Assignments)**
3. Rainfall-Temperature Graph, Climograph and Hythergraph **(4 Assignments)**

Unit 3: Practical Note-Book and Viva-voce (4 Marks)

1. Evaluation of Practical Note-book (2 Marks)
2. Viva-voce on Practical Works (2 Marks)

Reading List:

1. Conserva H.T., 2004: Illustrated Dictionary of Physical Geography, Author House, USA.
2. Gable R. E., Petersen J. F. and Trapasso, L. M., 2007: Essentials of Physical Geography (8th Edition), Thompson, Brooks/Cole, USA.
3. Garrett N., 2000: Advanced Geography, Oxford University Press.
4. Goudie, A., 1984: The Nature of the Environment: An Advanced Physical Geography, Basil Blackwell Publishers, Oxford.
5. Hamblin, W. K., 1995: Earth's Dynamic System, Prentice-Hall, N.J.
6. Husain M., 2002: Fundamentals of Physical Geography, Rawat Publications, Jaipur.
7. Monkhouse, F.J. 2009: Principles of Physical Geography, Platinum Publishers, Kolkata.
8. Strahler A. N. and Strahler A. H., 2008: Modern Physical Geography, John Wiley & Sons, New York.

Syllabus for
BA/B.Sc.(Regular) Geography
Choice Based Credit System (CBCS)
Course effective from the academic year 2019-20

IIInd Semester

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GAUHATI UNIVERSITY

Guwahati-781014

June, 2019

Class 1 Hour 1	Duration	Credit
1 Theory Class	1 Hour	1
1 Tutorial Class	1 Hour	1
1 Practical Class	2 Hours	1

Credit and marks distribution scheme for CBCS curriculum in Geography, Regular Course

Semester	Course Type	Paper Code	Paper Name	Credits	Full Marks
Semester II Credit: 22 Marks: 400	Ability enhancement Course	ENV-AE-2014	Environmental Studies	4	100
	Regular Core (Geography)	GGY-RC-2016	Human Geography	4+2=6	100
	Regular Core 1(other subject)	YYY-RC-2016	Subject Y	6	100
	Regular Core 2(other subject) for science stream	ZZZ-RC-2016	Subject Z	6	100

Subject	Semester	Paper type	Paper Code	Paper name	Total Marks	Marks Distribution					Paper Credit
						External		Internal			
						Theory	Practical	Sessional	Practical /Assignments	Attendance	
Geography	II	Regular Core	GGY-RC-2016	Human Geography * (Theory + Practical)	100	60	20	10	6	4	4+2=6

Core Course

CBCS-based U.G. Course in Geography, 2019

Syllabus of Regular Core Paper

Course Name: Human Geography

Paper Code: GGY-RC-2016

Total Credit: 6 (4+2)

Total Marks: 100

(Theory: 60, Practical: 20 and Internal Assessment: 20)

Course objectives:

- This paper is a core paper that intends to introduce students to human geography and how humankind transforms and gets transformed by geographicspace.
- It seeks to develop new insights among students on the relevance of human-environmental relationships and how a spatial perspective shapes these relationships.

Course outcomes:

- The paper will be useful for students in developing ideas on human-environment issues that geographers usually address in the anthropocene.
- The paper will be useful for students preparing for UGC NET/SLET exams and other competitive exams including the civil services.

Part I: Theory

Credit: 4 (60 Marks)

(40 classes of 1 hour duration each)

1. Field of human geography: meaning, scope and importance. **(8classes)**
2. Concepts of man-environment relationship: Determinism and Possibilism. **(8classes)**
3. Impact of environment on man; impact of man on environment; population growth and environmental changes; house types in different environmental conditions. **(10classes)**
4. Global patterns of racial, religious and linguistic composition of population. **(7classes)**
5. Origin, growth and characteristics of rural and urban settlements; Patterns of rural settlements; Patterns of urbanization in India and N.E. India. **(7classes)**

Part II: Practical

Credit: 2 (20 Marks)

(20 classes of 2 hour duration each)

Unit 1 (Practical Works): 16 Marks

(2 Questions of 8 marks each)

1. Traditional house types of selected ethnic groups of North-East India. **(1 assignment)**
2. Trend of population growth in the world in relation to five most populous countries of the world using line graph.. **(1assignment)**

3. Religious composition of population in the world and three most populous countries of the world using pie-graph. **(2 assignments)**
4. Spatial patterns of urban population in Assam and N.E. India at state level through choropleth map. **(2 assignments)**
5. Drawing of major rural settlement types/patterns; Morphological diagram of a village and a town (preferably based on student's own village and town). **(3 assignments)**

Unit 2 (Practical Note-Book and Viva-voce): 4 Marks

1. Practical Note-Book Evaluation (2 marks)
2. Viva-voce (2 marks)

Reading List:

1. Chandna, R.C. (2010) Population Geography, Kalyani Publisher.
2. Hassan, M.I. (2005) Population Geography, Rawat Publications, Jaipur
3. Daniel, P.A. and Hopkinson, M.F. (1989) The Geography of Settlement, Oliver & Boyd, London.
4. Johnston, R.; Gregory, D.; Pratt, G. et al. (2008) The Dictionary of Human Geography, Blackwell Publication.
5. Jordan-Bychkov et al. (2006) The Human Mosaic: A Thematic Introduction to Cultural Geography. W. H. Freeman and Company, New York.
7. Kaushik, S.D. (2010) Manav Bhugol, Rastogi Publication, Meerut.
8. Maurya, S.D. (2012) Manav Bhugol, Sharda Pustak Bhawan, Allahabad.
9. Hussain, Majid (2012) Manav Bhugol. Rawat Publications, Jaipur.

Syllabus for
BA/B.Sc.(Regular) Geography
Choice Based Credit System (CBCS)
Course effective from the academic year 2019-20

IIIrd Semester

This is approved in the Academic Council held on 8/11/2019



GAUHATI UNIVERSITY

Guwahati-781014

June, 2019

Class 1 Hour 1	Duration	Credit
1 Theory Class	1 Hour	1
1 Tutorial Class	1 Hour	1
1 Practical Class	2 Hours	1

Credit and marks distribution scheme for CBCS curriculum in Geography, Regular Course

Semester	Course Type	Paper Code	Paper Name	Credits	Full Marks
Semester III Credit: 22 Marks: 400	Compulsory paper (for Arts Stream)	ASM - CC – 3016	Assamese/MIL Compulsory paper	6	100
	(any one)	ALT- CC- 3016	Alternative English Compulsory Paper	6	100
	Regular Core (Geography)	GGY - RC - 3016	Economic Geography (Theory + Practical)	4+2	100
	Regular Core 1(other subject)	YYY - RC - 3016	Subject Y	6	100
	Regular Core 2(other subject) for science stream	ZZZ - RC - 3016	Subject Z	6	100
	Skill Enhancement Course (Any one)	GGY-SE-3024	Thematic Cartography (Theory + Practical)	2+2	100
GGY-SE-3034		Regional Development and Planning (Theory + Practical)	2+2	100	

Subject	Semester	Paper type	Paper Code	Paper name	Total Marks	Marks Distribution					Paper Credit
						External		Internal			
						Theory	Practical	Sessional	Practical /Assignments	Attendance	
Geography	III	Regular Core	GGY-RC-3016	Economic Geography * (Theory +Practical)	100	60	20	10	6	4	4+2=6
Geography	III	Skill Enhancement Course	GGY-SE-3024	Thematic Cartography * (Theory + Practical)	100	40	40	10	6	4	2+2=4
Geography	III	Skill Enhancement Course	GGY-SE-3034	Regional Development and Planning * (Theory + Practical)	100	40	40	10	6	4	2+2=4

Core Course
CBCS-based U.G. Course in Geography, 2019
Syllabus of Regular Core Paper
Course Name: Economic Geography
Paper Code: GGY-RC-3016
Total Credit: 6 (4+2)
Total Marks 100
(Theory: 60, Practical: 20 and Internal Assessment: 20)

Course Objectives:

- This is a regular core paper with a view to make the students understand the basic principles of economic geography and associated patterns and processes of major economic activities in the world.
- It seeks to develop insights among the students about the relevance of studying economic geography and understanding contemporary economic problems from geographical perspectives.

Course Outcomes:

- This paper will be useful for the students in developing understanding on how geographical factors organize economic space, and to acquire knowledge about spatial patterns of various economic activities on the earth.

Part I: Theory

Credit: 4 (60 Marks)

(40 classes of 1 hour duration each)

1. Meaning and scope of Economic Geography. **(3classes)**
2. Economic activity: meaning and classification; Production system: Role of land, labour and capital; Resource: Concept and classification. **(6classes)**
3. Agriculture: Factors influencing agriculture; types of agriculture; Factors influencing cultivation of wheat, rice and tea, and their distribution and production in the world. **(10 classes)**
4. Manufacturing: Factors influencing industrial location; types of industry; Factors, distribution and production of iron and steel and cotton textile industry in the world. **(10classes)**
5. Transport system: Modes of transport, factors influencing transport development and role of transport in resource mobilization and industrial development. **(6classes)**
6. Trade: Factors influencing trade; Trade relations of India with the countries like Bhutan, Nepal and Bangladesh. **(5classes)**

Part II: Practical
Credit: 2 (20 Marks)

(20 classes of 2 hour duration each)

Unit 1 (Practical Works): 16 Marks

(2 Questions of 8 marks each)

1. Trend of rice, wheat and iron & steel production in the world/India since 1960 using moving average method. **(3 assignments)**
2. Trend of production of wheat, rice, maize and barley in the world/India since 1960 using Band-graph. **(2 assignments)**
3. Trend of balance of trade relations (export and import value) of India with Bangladesh, Nepal and Bhutan in respect of major commodities since 1990 using Bar-graph. **(2 assignments)**
4. Regional variation in fertilizer consumption and agricultural productivity in rice, wheat and barley in selected countries of the world using Bar-graph. **(1 assignment)**
5. Inter-state and Inter-nation volume of movement of selected commodities through flow cartogram. **(2 assignments)**

Unit 2 (Practical Note-Book and Viva-voce): 4 Marks

1. Practical Note-Book Evaluation (2 marks)
2. Viva-voce (2 marks)

Reading List:

1. Alexander J. W., 1963: Economic Geography, Prentice-Hall Inc., Englewood Cliffs, New Jersey.
2. Coe N. M., Kelly P. F. and Yeung H. W., 2007: Economic Geography: A Contemporary Introduction, Wiley-Blackwell.
3. Hodder B. W. and Lee Roger, 1974: Economic Geography, Taylor and Francis.
4. Combes P., Mayer T. and Thisse J. F., 2008: Economic Geography: The Integration of Regions and Nations, Princeton University Press.
5. Wheeler J. O., 1998: Economic Geography, Wiley.
6. Durand L., 1961: Economic Geography, Crowell.
7. Bagchi-Sen S. and Smith H. L., 2006: Economic Geography: Past, Present and Future, Taylor and Francis.
8. Willington D. E., 2008: Economic Geography, Husband Press.
9. Clark, Gordon L.; Feldman, M.P. and Gertler, M.S., eds. 2000: The Oxford.
10. Saxena, H.M., 2013: Economic Geography, Rawat Publications, Jaipur.

Skill Enhancement Course
CBCS-based U.G. Regular Course in Geography, 2019
Syllabus of Skill Enhancement Course
Course Name: Thematic Cartography
Paper Code: GGY-SE-3024
Total Credit: 4 (2+2)
Total Marks: 100
(Theory: 40, Practical: 40 and Internal Assessment: 20)

Course Objectives:

This course on thematic cartography provides a general understanding of methods and techniques and importance in geographic study. It more particularly focuses on various themes of cartographic techniques; principles of different types of symbols, methods for preparation of maps or plan in different environment and representation of various features of the earth's surface using different cartographic techniques.

Course Outcomes:

- Understanding the importance of various techniques of preparation of maps in geographical study
- General understanding of preparation of different types of plan and maps.
- An acquaintance of different cartographic techniques for representation of various facets of earth's surface.

Part I: Theory
Credit: 2 (40 Marks)

(20 classes of 1 hour duration each)

1. Thematic cartography: Meaning and importance. **(3classes)**
2. Thematic Mapping: Principles and techniques of representation of physical and human geographic data (point, line, polygon). **(5classes)**
3. Concepts and principles of cartographic overlay and mapping. **(4classes)**
4. Concept of base map; Types of thematic map; map reading; map design, layout and typography. **(5classes)**
5. Techniques of interpretation of Topographical maps, satellite imageries and aerial photographs for thematic mapping. **(3classes)**

Part II: Practical
Credit: 2 (40 Marks)

(20 classes of 2 hour duration each)

Unit I: Practical Works (32 Marks)

(To attempt 3 questions in total, 2 carrying 12 marks each and one carrying 8 marks)

1. Preparation of an administrative/physical map of India containing necessary map elements using appropriate typography. **(1 Assignment)**
2. Preparation of thematic maps for representing human geographic data using choropleth, isopleth, dot, sphere and proportionate circle techniques. **(5 Assignments)**
3. Interpretation of topographical maps for preparation of thematic maps through overlay method (taking point, line and area layers) to show relationship between relief and agriculture; and relief, drainage and settlements. **(2 Assignments)**
4. Locational accessibility mapping based on travel time through isochronic cartogram. **(1 Assignment)**
5. Preparation of land use/land cover map through visual interpretation of satellite imagery using appropriate classification scheme. **(1 Assignment)**

Unit II: Practical Note-Book and Viva-voce (8 Marks)

1. Evaluation of Practical Note-Book (4 Marks)
2. Viva-voce (4 Marks)

Reading List:

1. Anson R. and Ormelling F. J., 1994: *International Cartographic Association: Basic Cartographic Vol.*, Pergamon Press.
2. Gupta K.K. and Tyagi, V. C., 1992: *Working with Map*, Survey of India, DST, New Delhi.
3. Misra R.P. and Ramesh, A., 1989: *Fundamentals of Cartography*, Concept, New Delhi.
4. Monkhouse F.J. and Wilkinson H.R., 1973: *Maps and Diagrams*, Methuen, London.
5. Rhind D. W. and Taylor D. R. F., (eds.), 1989: *Cartography: Past, Present and Future*, Elsevier, International Cartographic Association.
6. Robinson A.H., 2009: *Elements of Cartography*, John Wiley and Sons, New York.
7. Singh R. L. and Singh R. P. B., 1999: *Elements of Practical Geography*, Kalyani Publishers.
8. Sarkar, A. (2015) *Practical Geography: A Systematic Approach*. Orient Black Swan Private Ltd., New Delhi
9. Singh, L.R., 2013: *Fundamentals of Practical Geography*, Sharda Pustak Bhawan, Allahabad.
10. Talukder, S., 2008: *Introduction to Map Projections*, EBH Publishers (India), Guwahati.

Skill Enhancement Course

CBCS-based U.G. Course in Geography, 2019

Syllabus of Skill Enhancement Paper

Course Name: Regional Planning and Development

Paper Code: GGY-SE-3034

Total Credit: 4 (2+2)

Total Marks: 100

(Theory: 40, Practical: 40 and Internal Assessment: 20)

Course Objectives:

- This is a skill paper for geography regular students with a view to introduce students to the rationale underlying the relevance of regional planning for balanced regional development.
- It seeks to develop new insights among students on the issue of development and disparities among geographical regions.

Course Outcomes:

- The paper will be useful for students in developing ideas on disparities within and between countries and their fallout.
- The paper will help provide theoretical insights and perspectives to students if they wish to pursue a research programme in future.

Part I: Theory

Credit: 2 (40 Marks)

(20 classes of 1 hour duration each)

1. Concept of region and regional development; types of region (formal, functional and ad-hoc); concept of regionalization. **(4Classes)**
2. Regional development planning and its need; levels of regional planning (macro, meso and micro). **(4Classes)**
3. Characteristics of an ideal planning region; Planning regions of India with special reference to Agro-Ecological regions. **(4Classes)**
4. Theories and models in regional planning: Growth Pole Model of Perroux; Friedmann's core-periphery model; Myrdal's cumulative causation theory; Rostow's Growth Model and their relevance in Indian context. **(6Classes)**
5. Concept of development and measuring development; Indicators for measuring development level (Economic, Social and Environmental); Human Development Index; Role of NEC in the development of north-east region. **(2Classes)**

Part II: Practical

Credit: 2 (40 Marks)

(20 classes of 2 hour duration each)

Unit I: Practical Works (32 Marks)

(To attempt 3 questions in total, 2 carrying 12 marks each and one carrying 8 marks)

1. Regionalization using methods of (a) Overlapping of different themes and (b) Ranking using mean and standard deviation. **(3 Assignments)**
2. Demarcation of functional (urban influence) zone using Reilly's breaking point formula. **(1 Assignment)**
3. Mapping regional disparity in socio-economic development in India at state/UT level using Simple Composite Index and Ranking Index **(2 Assignments)**
4. Determination of road network connectivity of North-East India (state level) and Assam (regional level) using alpha, beta and gamma indices. **(2 Assignments)**
5. Identification of resource rich and resource poor regions in N.E. India (state level) based on availability of selected major resources in relation to population using simple composite index and ranking index. **(2 Assignments)**
6. Mapping regional variation in level of agricultural development in N.E. India (at state level)/Assam (district level) using ranking index. **(2 Assignments)**

Unit II: Practical Note-Book and Viva-voce (8 Marks)

1. Evaluation of Practical Note-Book (4 Marks)
2. Viva-voce (4 Marks)

Reading List:

1. Blij H. J. De, 1971: *Geography. Regions and Concepts*, John Wiley and Sons.
2. Claval P. I., 1998: *An Introduction to Regional Geography*, Blackwell Publishers, Oxford and Massachusetts.
3. Friedmann, J. and Alonso, W. (1975): *Regional Policy - Readings in Theory and Applications*, MIT Press, Massachusetts.
4. Gore C. G., 1984: *Regions in Question. Space, Development Theory and Regional Policy*, Methuen, London.
5. Gore C. G., Köhler G., Reich U-P. and Ziesemer T., 1996: *Questioning Development; Essays on the Theory, Policies and Practice of Development Intervention*, Metropolis-Verlag, Marburg.
6. Haynes J., 2008: *Development Studies*, Polity Short Introduction Series.
7. Johnson E. A. J., 1970: *The Organization of space in Developing Countries*, MIT Press, Massachusetts.
8. Peet R., 1999: *Theories of Development*, The Guilford Press, New York.
9. UNDP 2001-04: *Human Development Report*, Oxford University Press.
10. World Bank 2001-05: *World Development Report*, Oxford University Press, New York.

Syllabus for
BA/B.Sc.(Regular) Geography
Choice Based Credit System (CBCS)
Course effective from the academic year 2019-20

4th Semester

This is approved in the Academic Council held on 8/11/2019



GAUHATI UNIVERSITY

Guwahati-781014

June, 2019

B.A./B.Sc. (General) Geography - CBCS

Class 1 Hour 1	Duration	Credit
1 Theory Class	1 Hour	1
1 Tutorial Class	1 Hour	1
1 Practical Class	2 Hours	1

B.A./B.Sc. (General) Geography - CBCS

Credit and marks distribution scheme for CBCS curriculum in Geography, Regular Course

Semester IV Marks 400 Credit 22	Compulsory paper (for Arts Stream)	ASM - CC – 4016	Assamese/MIL Compulsory paper	6	100
	(any one)	ALT- CC- 4016	Alternative English Compulsory paper	6	100
	Regular Core (Geography)	GGY - RC - 4016:	Geography of India with special reference to N.E. India	4+2	100
	Regular Core 1(other subject)	YYY-RC-4016	Subject Y	6	100
	Regular Core 2(other subject) for science stream	ZZZ-RC-4016	Subject Z	6	100
	Skill Enhancement Course (Any one)	GGY-SE-4024	Surveying Techniques	2+2	100
		GGY-SE4034	Remote Sensing, GIS and GPS	2+2	100

B.A./B.Sc. (General) Geography - CBCS

Subject	Semester	Paper type	Paper Code	Paper name	Total Marks	Marks Distribution					Paper Credit
						External		Internal			
						Theory	Practical	Sessional	Practical /Assignments	Attendance	
Geography	4th	Regular Core	GGY - RC - 4016:	Geography of India with special reference to N.E. India	100	60	20	10	6	4	4+2=6
		Skill Enhancement Course	GGY-SE-4024	Surveying Techniques	100	40	40	10	6	4	2+2=4
			GGY-SE4034	Remote Sensing, GIS and GPS	100	40	40	10	6	4	2+2=4

CBCS-based U.G. Course in Geography, 2019

Syllabus of Regular Course

Course Name: Geography of India with Reference N.E. India

Paper Code: GGY-RC-4016

Total Credit: 6 (4+2)

Total Marks: 100

(Theory: 60, Practical: 20 and Internal Assessment: 20)

Course objectives

- This is a core paper of regular course students which intends to introduce them to India as a geographical entity.
- It seeks to develop new insights among students on significant geographical dimensions of the country along with its north-eastern part.
- A field study is incorporated to make the students understand regional diversity of India with respect to its land, people and economy.

Course outcome

- The paper will be useful for students in developing understanding on Indian geography and its various dimensions.
- It will also be useful for students preparing for various competitive examinations including civil services.

Part I: Theory

Credit: 4 (60 Marks)

(40 classes of 1 hour duration each)

1. India's location and its significance; administrative divisions. **(2 classes)**
2. Physical setting: Major Physiographic Regions and their Characteristics; Drainage System (Himalayan and Peninsular). **(5 classes)**
3. Climate: Seasonal Weather Characteristics; Climatic Divisions; Indian Monsoon (mechanism and characteristics). **(5 classes)**
4. Population Growth and distribution; Characteristics and Composition of population (rural-urban, age, sex, occupational, literacy and religious), Population Policies of India. **(4 classes)**
5. Agriculture: Environmental, Technological and Institutional Factors affecting Indian Agriculture; Distribution and Production of Rice, Wheat and Tea; Agro Climatic Zones; Food Security. **(4 classes)**
6. Distribution and characteristics/potential of Natural Resources: Soil, Vegetation, Water, Mineral Resources (Coal, Petroleum and Iron ore). **(4 classes)**
7. Factors influencing Industrial development in the country; Industrial Regions and their

characteristics; Industrial Policies in India; Distribution and production patterns of iron and steel and cotton textile. **(4classes)**

8. North-East India: Land of seven sisters and its locational significance; physiographic framework; forest cover; agricultural practices including shifting cultivation; industrial development scenario; population growth pattern. **(8 classes)**

**Part II: Practical
Credit: 2 (20 Marks)**

(20 classes of 2 hour duration each)

Unit 1: Practical works (10 marks)

(2 Questions of 5 marks each)

1. Trend of population growth and growth rates in India and N.E. India/Assam since 1901 using Census of India data (Source: censusindia.gov.in) **(2 assignments)**

2. Choropleth mapping to show spatial variation in decennial population growth rate in India /N E India/Assam. **(1 assignment)**

3. Spatial variation in the patterns of religious composition of population in India and Social composition of population (SC, ST and General) in N.E. India using pie-graph. **(2 assignments)**

4. Trend of food grains production (rice, wheat, maize, barley, jowar and bajra) in India since 1950-51 using band-graph. **(1 assignment)**

5. Map showing distribution of major tribal groups in North-East India **(1 assignment)**

Unit 2: Field Report (6 Marks)

6. Preparation of field report based on field study through observational knowledge about the geographical personality of any part of India/N.E. India/Assam under the guidance of teacher(s). (Evaluation of the Content of Field Report; 4 Marks; Viva-voce on Field Report: 2 Marks)

Unit 3: Practical Note-Book and Viva-voce (4 Marks)

7. Evaluation of Practical Note-book (2 Marks)

8. Viva-voce on Practical Works (2 Marks)

Reading List:

1. Deshpande C. D., 1992: India: A Regional Interpretation, ICSSR, New Delhi.
2. Johnson, B. L. C., ed. 2001. Geographical Dictionary of India. Vision Books, New Delhi.
3. Mandal R. B. (ed.), 1990: Patterns of Regional Geography – An International Perspective. Vol. 3 –Indian Perspective.
4. Sdyasuk Galina and P Sengupta (1967): Economic Regionalisation of India, Census of India
5. Sharma, T. C. 2003: India - Economic and Commercial Geography. Vikas Publ., New Delhi.
6. Singh R. L., 1971: India: A Regional Geography, National Geographical Society of India.
7. Singh, Jagdish 2003: India - A Comprehensive & Systematic Geography, Gyanodaya Prakashan, Gorakhpur.
8. Spate O. H. K. and Learmonth A. T. A., 1967: India and Pakistan: A General and Regional Geography, Methuen.
9. Tirtha, Ranjit 2002: Geography of India, RawatPubs., Jaipur & New Delhi.
10. Pathak, C. R. 2003: Spatial Structure and Processes of Development in India. Regional Science Assoc., Kolkata.
11. Tiwari, R.C. (2007) Geography of India. PrayagPustakBhawan, Allahabad
12. Sharma, T.C. (2013) Economic Geography of India. Rawat Publication, Jaipur
13. Bhagabati, A.K., Bora, A. K. and Kar, B.K.: Geography of Assam, Rajesh Publications, New Delhi.
14. Taher, M and Ahmed, P.: Geography of North East India, Mani ManikPrakash, Guwahati.
15. Das, M..M.: Peasant Agriculture in Assam, EBH_India Publishers, Guwahati.
16. Gopal Krishnan, R : Geography of North East India.
17. Bhattacharya, P.2006 : Trend in Tourism Potentiality, BaniMandir, Guwahati.
18. Bhagabati, A.K. (ed) : Biodiversity of Assam, Eastern Book House, Guwahati.
19. Bhattacharyya, N.N. : North East India, Rajesh Publication, New Delhi.
20. Srivastava, S.C., : Demographic Profile of N.E. India, Mittal Publications, New Delhi.

CBCS-based U.G. Regular Course in Geography, 2019

Syllabus of Skill Enhancement Course

Course Name: Surveying Techniques

Paper Code: GGY-SE-4024

Total Credit: 4 (2+2)

Total Marks: 100

(Theory: 40, Practical: 40 and Internal Assessment: 20)

Course objectives

This course on Surveying Techniques provides a general understanding of the field of survey including its modern tools and importance in geographic study. It more particularly focuses on various types of survey instruments; principles of different types of surveying, methods of carrying out survey for preparation of map/plan in different environment by presentation of various aspects of the area.

Course outcomes

- Understanding the importance of various surveying techniques in geographical study
- General understanding of preparation procedures of different types of plan and map
- An acquaintance of different surveying techniques for representation of various spatial objects/ Phenomena.

Part I: Theory

Credit: 2 (40 Marks)

(20 classes of 1 hour duration each)

1. Surveying: Its meaning, types and significance in geography. (2Classes)
2. Principles of surveying: plane and geodetic surveying; Principles of triangulation. (3Classes)
3. Techniques of surveying by Plane Table, Prismatic Compass, Theodolite and Dumpy Level. (8Classes)
4. Methods of radiation, intersection, traversing, contouring and leveling in surveying. (4Classes)
5. GPS: Basic concept, principles and utilities; surveying by Total Station. (3Classes)

Part II: Practical

Credit: 2 (40 Marks)

(20 classes of 2 hour duration each)

Unit I: Practical Works (32 Marks)

To attempt 2 questions carrying 16 marks each

1. Preparation of a plan or a map of an area within the college campus or any suitable area using Plane Table (applying both radiation and intersection methods) (2 Assignments)
2. Open and Closed Traverse Surveying with Prismatic Compass: Preparation of plan along with adjustment of closing errors. (2 Assignments)
3. Closed Traverse Surveying with Theodolite: Plotting of data for preparation of a plan through computation of Reduced Bearing, Consecutive Co-ordinates and Independent Co-ordinates; Measurement of height of object/objects using Theodolite (2 Assignments)
4. Profile levelling and contouring in a selected area by Dumpy Level (2 Assignments)
5. Preparing a map of a short trail along with prominent features by using hand-held GPS and associated software/freeware. (2 Assignments)

Unit II: Practical Note-Book and Viva-voce (8 Marks)

1. Evaluation of Practical Note-Book (4 Marks)
2. Viva-voce (4 Marks)

Reading List:

1. Campbell, J., 1984: Introductory Cartography, Prentice Hall Inc., Englewood Cliff.
2. Misra, R.P. and Ramesh, A., 1995: Fundamentals of Cartography, Concept Publishing Company, New Delhi.
3. Robinson, A.H., et al: Elements of Cartography, John Wiley & Sons, New York.
4. Raisz, E.: Principles of Cartography, McGraw Hills, London.
5. Kenetkar, T.P. and Kulkarni, S.U.: Surveying and Levelling, Vol. I & II, VidyarthiGrithaPrakashan, Pune.
6. Das, A.K.2021: Pocket Size Handbook on Handling of GPS for Field Studies, GTAD and Aranyak, Guwahati (In PDF format).

CBCS-based U.G. Regular Course in Geography, 2019

Syllabus of Skill Enhancement Course

Course Name: Remote Sensing, GIS and GPS

Code: GGY-SE-4034

Total Credit: 4 (2+2)

Total Marks: 100

(Theory: 40, Practical: 40 and Internal Assessment: 20)

Course objectives

- This paper is a core paper that intends to introduce students to the interface of Remote Sensing and GIS
- It seeks to develop new insights among students on the relevance of geospatial studies within the field of geography.

Course outcomes

- The paper remains useful for students in developing skills in spatial data analysis if they wish to pursue a research programme.
- The paper will be useful for students preparing for different competitive exams including the civil services.

Part I: Theory

Credit: 2 (40 Marks)

(20 classes of 1 hour duration each)

Unit 1: Remote Sensing (25 Marks)

1. Remote Sensing: Definition and Development; Platform and types. (2classes)
2. Principles of Remote Sensing: Electro Magnetic Radiation (EMR) and its interaction with atmosphere and earth features; Fundamentals of Satellite Remote Sensing and Photogrammetry; Resolutions. (4classes)
3. Remote Sensing Data Products and their characteristics (Landsat, Spot, IRS) (2classes)
4. Image interpretation: Visual interpretation; Concept of Supervised and unsupervised classification. (3classes)
5. Application of Remote Sensing: Land use and Land cover and Agriculture. (2classes)

Unit 2: GIS and GPS (15 Marks)

1. Geographical Information System (GIS): Definition, Components and Functions. (2 classes)
2. Data types of GIS; Raster and Vector Data Model. (1 classe)
3. Data Sources and characteristics; Data input and Management; Concept of spatial analysis (Buffer and overlay). (2Classes)
4. Application of GIS (Natural Resource Management) (1classe)
5. GPS: Types, principles and functions. (1classe)

**Part II: Practical
Credit: 2 (40 Marks)**

(20 classes of 2 hour duration each)

Unit I: Practical Works (32 Marks)

To attempt 4 questions carrying 8 marks each

1. Visual Interpretation of satellite imagery and preparation of thematic maps using suitable classification scheme. (Flood and LULC mapping) 2 assignments
2. Visual interpretation of aerial photograph and preparation of thematic map using stereoscope; Determination of photo scale 2 assignments
3. Unsupervised classification of satellite imagery and preparation of thematic maps (Physical/cultural features) 2 assignments
4. Spatial data input for GIS application: Map scanning and Geo-referencing 1 Assignment
5. Digitization of different layers using point, line and polygon, attribute data input and their thematic representation (Administrative Divisions/Drainage/Road/Headquarter/ Population Density/Literacy) 3 assignments
6. GPS survey, plotting and preparation of map (waypoint, trekking and area). 2 Assignments

N.B: Basic Remote Sensing and GIS Software's for practical works: Arc GIS/Erdas Professional /Q-GIS/SAGA GIS.

Unit II: Practical Note-Book and Viva-voce (8 Marks)

1. Evaluation of Practical Note-Book (4 Marks)

2. Viva-voce (4 Marks)

Reading List:

1. Campbell J. B., 2007: *Introduction to Remote Sensing*, Guildford Press.
2. Jensen J. R., 2004: *Introductory Digital Image Processing: A Remote Sensing Perspective*, Prentice Hall.
3. Joseph, G. 2005: *Fundamentals of Remote Sensing*, United Press India.
4. Lillesand T. M., Kiefer R. W. and Chipman J. W., 2004: *Remote Sensing and Image Interpretation*, Wiley. (Wiley Student Edition).
5. Nag P. and Kudra, M., 1998: *Digital Remote Sensing*, Concept, New Delhi.
6. Rees W. G., 2001: *Physical Principles of Remote Sensing*, Cambridge University Press.
7. Singh R. B. and Murai S., 1998: *Space-informatics for Sustainable Development*, Oxford and IBH Pub.
8. Wolf P. R. and Dewitt B. A., 2000: *Elements of Photogrammetry: With Applications in GIS*, McGraw-Hill.
9. Sarkar, A. (2015): *Practical Geography: A Systematic Approach*. Orient Black Swan Private Ltd., New Delhi.
10. Chauniyal, D.D. (2010): *SudurSamvedanevamBhogolikSuchanaPranali*, ShardaPustak Bhawan, Allahabad.
10. Burrough, P.A. 1998: *Principles of Geographical Information Systems*, Oxford University Press.

Syllabus for
BA/B.Sc.(Regular) Geography
Choice Based Credit System (CBCS)
Course effective from the academic year 2019-20

5th Semester

This is approved in the Academic Council held on 8/11/2019



GAUHATI UNIVERSITY

Guwahati-781014

June, 2019

B.A./B.Sc. (General) Geography - CBCS

Class 1 Hour 1	Duration	Credit
1 Theory Class	1 Hour	1
1 Tutorial Class	1 Hour	1
1 Practical Class	2 Hours	1

B.A./B.Sc. (General) Geography - CBCS

Credit and marks distribution scheme for CBCS curriculum in Geography, Regular Course

Semester V Marks 400 Credit 22	Discipline Specific Elective (any one)	GGY - RE - 5016:	Environmental Geography and Disaster Management	4+2	100
		GGY - RE - 5026:	Cartographic and Quantitative Techniques	4+2	100
	Generic Elective for Arts Stream	GGY - GE - 5016:	Population and Settlement Geography	4+2	100
	Skill Enhancement Course (Any one)	GGY-SE-5014	Computer aided Data Analysis and Graphical Presentation	2+2	100
		GGY-SE-5024	Geography of Tourism	2+2	100

B.A./B.Sc. (General) Geography - CBCS

Subject	Semester	Paper type	Paper Code	Paper name	Total Marks	Marks Distribution					Paper Credit
						External		Internal			
						Theory	Practical	Sessional	Practical /Assignments	Attendance	
Geography	5th	Discipline Specific Elective 1 & 2 (Any one)	GGY - RE - 5016:	Environmental Geography and Disaster Management	100	60	20	10	6	4	4+2=6
			GGY - RE - 5026:	Cartographic and Quantitative Techniques	100	60	20	10	6	4	4+2=6
		Generic Elective for Arts Stream	GGY - GE - 5016:	Population and Settlement Geography	100	60	20	10	6	4	4+2=6
		Skill Enhancement Course (Any one)	GGY-SE-5014	Computer aided Data Analysis and Graphical Presentation	100	40	40	10	6	4	2+2=4
			GGY-SE-5024	Geography of Tourism	100	40	40	10	6	4	2+2=4

CBCS-based U.G. Course in Geography, 2019

Syllabus of Regular Course (Discipline specific elective)

Course Name: Environmental Geography and Disaster Management

Paper Code: GGY-RE-5016

Total Credit: 6 (4+2)

Total Marks: 100

(Theory: 60, Practical: 20 and Internal Assessment: 20)

Course Objectives:

- This is a discipline specific elective paper which intends to introduce students to geography and environment interface.
- It seeks to develop new insights among students on the relevance of environmental studies from spatial perspective.

Course Outcomes:

- The paper will be useful for students in developing ideas on environmental issues including disasters that geographers usually address.
- The paper will also be useful for students preparing for different competitive exams including the civil services.

Part I: Theory

Credit: 4 (60 Marks)

(40 Classes of 1 hour each)

1. Environmental Geography: Nature, Scope and Significance. **(4 Classes)**
2. Human-Environment Relationships – Historical progression; Adaptation in different Biomes. **(6 Classes)**
3. Major Global Environmental Problems: Pollution, Deforestation, Desertification, Global Warming and Bio-Depletion. **(10 Classes)**
4. Meaning of Hazard, Disaster, Risk and Vulnerability; Types of hazard/disaster (Natural and Manmade). **(4 Classes)**
5. Disaster Management Cycle and Phases: Prevention, Preparedness, Response, Rehabilitation, Reconstruction and Mitigation, **(4 Classes)**
6. Major Hazards and Disasters, and their Management: Flood, Earthquake, Wildfire, and Chemical and Nuclear explosions. **(6 Classes)**
7. National Environmental Policy and National Disaster Management Plan: Environmental Protection Act 1986 and Disaster Management Act 2005. **(6 Classes)**

Part II: Practical
Credit: 2 (20 Marks)

(20 classes of 2 hour duration each)

Unit I: Practical Works (16 Marks)

(Two questions of 8 marks each)

1. Exploring satellite imageries and toposheets to observe bank line change of the Brahmaputra river from any selected stretch in three different time periods and preparation of map therefrom. **(1 exercise)**
(Goalpara, Palasbari, Nimatighat, etc.)
Satellite images can be downloaded from <https://earthexplorer.usgs.gov/>
Survey of India toposheets can be downloaded freely from <https://soinakshe.uk.gov.in/mtr/>
2. Mapping of major wetlands in a district and computation of shape and size (area) for their classification. **(1 exercise)**
3. Preparation of a map of a nearby wetland and to identify the changes in dimension, water level and encroachment it faced during the last one decade. Presentation of data in tabular form along with the map (field-based). **(1 exercise)**
4. Preparation of a long-term precipitation time series curve for any selected station of N.E. India using moving average method by downloading the annual rainfall data for any district/station of Assam for at least 30 years from the portal https://www.indiawaterportal.org/met_data/. Students can also explore the web portal <https://mausam.imd.gov.in/> to get an idea of different types of weather data in India and their historical and present distribution. **(1 exercise)**
5. Drawing of a diagram of disaster management cycle with reference to some disasters (flood and earthquake) in North-East India and to indicate the activities associated with each step. **(2 exercise)**
6. Drawing of a map of Assam showing the major fault lines thereon. Also to plot at least 50 epicentres in last few years and to explain the areas of their concentration with the help of Bhookamp app. **(1 exercise)**
7. Preparation of a disaster vulnerability map of Assam/ N.E. India based on data of natural disasters (Flood/earthquake/landslide/bank erosion) with respect to their occurrence and frequency in different areas. **(1 exercise)**

Unit II: Practical Note-Book and Viva-voce (4 Marks)

1. Evaluation of Practical Note-Book (2 Marks)
2. Viva-voce (2 Marks)

Reading List:

1. Chandna R. C., 2002: Environmental Geography, Kalyani, Ludhiana.
2. Cunningham W. P. and Cunningham M. A., 2004: Principles of Environmental Science: Inquiry and Applications, Tata Macgraw Hill, New Delhi.
3. Goudie A., 2001: The Nature of the Environment, Blackwell, Oxford.
4. Singh, R.B. (Eds.) (2009) Biogeography and Biodiversity. Rawat Publication, Jaipur
5. Miller G. T., 2004: Environmental Science: Working with the Earth, Thomson BrooksCole, Singapore.
6. MoEF, 2006: National Environmental Policy-2006, Ministry of Environment and Forests, Government of India.
7. Singh, R.B. and Hietala, R. (Eds.) (2014) Livelihood security in Northwestern Himalaya: Case studies from changing socio-economic environments in Himachal Pradesh, India. Advances in Geographical and Environmental Studies, Springer
8. Odum, E. P. et al, 2005: Fundamentals of Ecology, Ceneage Learning India.
9. Singh S., 1997: Environmental Geography, PrayagPustakBhawan. Allahabad.
10. UNEP, 2007: Global Environment Outlook: GEO4: Environment For Development, United Nations Environment Programme.
11. Singh, M., Singh, R.B. and Hassan, M.I. (Eds.) (2014) Climate change and biodiversity: Proceedings of IGU Rohtak Conference, Volume 1. Advances in Geographical and Environmental Studies, Springer
12. Singh, R.B. (1998) Ecological Techniques and Approaches to Vulnerable Environment, New Delhi, Oxford & IBH Pub..
13. Alcántara-Ayala, I. (2002). Geomorphology, natural hazards, vulnerability and prevention of natural disasters in developing countries. *Geomorphology*, 47(2-4), 107-124.
14. Goudie, A., & Ayala, I. A. (2010). *Geomorphological hazards and disaster prevention*. Cambridge University Press.
15. <https://www.undrr.org/publications>
16. <http://sdmassam.nic.in/dmp.html#ddmp>
17. https://ndma.gov.in/sites/default/files/PDF/DM_act2005.pdf
18. http://sdmassam.nic.in/pdf/publication/undp/disaster_management_in_india.pdf.

CBCS-based U.G. Course in Geography, 2019

Syllabus of Regular Elective Course

Course Name: Quantitative and Cartographic Techniques in Geography

Paper Code: GGY-RE-5026

Total Credit: 6 (4+2)

Total Marks 100

(Theory: 60, Practical: 20 and Internal Assessment: 20)

Course Objectives:

This course on Quantitative and Cartographic Methods provides a general understanding of the application of quantitative and cartographic techniques in geographical studies. It basically deals with understanding of statistical analysis of geographical data and their graphical representation and mapping using various cartographic techniques.

Course Outcomes:

- Understanding the importance of various statistical and cartographic techniques in geographical studies.
- General understanding of geographical data, map type, map scale and map content.
- An acquaintance of different cartographic techniques for representation of various physical and human geographic data.

Part I: Theory

Credit: 4 (60 Marks)

(40 classes of 1 hour duration each)

**Unit 1 (Quantitative Techniques): 30 Marks
Classes)**

(20

1. Quantification and its significance in geographical study. (2 classes)
2. Geographical Data: Nature, types and sources; Concept of sampling and types of sampling (simple random and stratified random). (4 classes)
3. Measures of central tendency (mean, median and mode) and dispersion (range, standard deviation and coefficient of variation), and their applications in geographical data analysis. (8 classes)
4. Correlation and Regression Analysis: Meaning of correlation; Bi-variate coefficient of correlation (Spearman's rank correlation and Pearson's product-moment correlation); Linear regression analysis; and their applications in geographical data analysis. (6 classes)

Unit 2 (Cartographic Techniques): 30 Marks

(20 Classes)

1. Meaning of cartography and its need in geography; Traditional versus Digital cartography. (4 classes)
2. Shape and size of the earth; Coordinate system (latitude and longitude). (2 classes)

3. Map: Meaning, scale and classification; map as a tool in spatial analysis. (4 classes)
4. Map Projection: Meaning and classification (zenithal, conical and cylindrical); choice of map projection. (8 classes)
5. Thematic map: meaning and types; Choropleth and Isopleth mapping. (2 classes)

Part II: Practical
Credit: 2 (20 Marks)

(20 classes of 2 hour duration each)

Unit 1 (Practical Works): 16 Marks
(2 Questions of 8 marks each)

1. Tabulation/Grouping of geographical data for making frequency distribution table; Preparation of Histogram, Frequency Polygon and Frequency Curve. (1 assignment)
2. Computation of mean, median and mode for ungrouped and grouped geographical data; and Determination of median and mode using graphical methods. (1+1+1 assignments)
3. Computation of the values of standard deviation and coefficient of variation of ungrouped and grouped data relating to some geographical phenomena (rainfall, landholding, income, production, etc) for comparison of distribution patterns. (2 assignments)
4. Computation of coefficient of correlation between two logically associated geographical phenomena using Spearman's rank correlation and Pearson's product-moment correlation formulae; Preparation of scatter diagram and fitting the line of linear regression of Y on X for any set of bi-variate data relating to meaningful geographical phenomena. (2 assignments)
5. Construction of graphical scale; Computation work for conversion of map scales. (3 Assignments)
6. Construction of graticule of map projection along with properties and uses: Zenithal polar gnomonic, Simple conical with one standard parallel, simple cylindrical and Gall's stereographic cylindrical. (4 Assignments)
7. Representation of physical and human geographic data through Choropleth and Isopleth mapping and Pie cartogram. (3 Assignments)

Unit 2 (Practical Note-Book and Viva-voce): 4 Marks

1. Practical Note-Book Evaluation (2 marks)
2. Viva-voce (2 marks)

Reading List:

Quantitative Methods in Geography:

1. Hammond P. and McCullagh P. S., 1978: *Quantitative Techniques in Geography: An Introduction*, Oxford University Press.
2. Sarkar, A. (2013) *Quantitative Geography: techniques and presentations*. Orient Black Swan Private Ltd., New Delhi.
3. Yeates, M., 1974: *An Introduction to Quantitative Analysis in Human Geography*, McGraw Hill, New York.
4. Mathews, J.A., 1987: *Quantitative and Statistical Approaches to Geography: A Practical Manual* Pergamon, Oxford.
5. Mahmood, A., 1999: *Statistical Methods in Geographical Studies*, Rajesh Publications, New Delhi.
6. Elhance, D.N., 1972: *Fundamentals of Statistics*, KitabMahal, Allahabad
7. Monkhouse, F.J. & Wilkinson, H.R., 1989: *Maps & Diagrams*, B.I. Publications, New Delhi
8. Gregory, S., 1963: *Statistical Methods and Geographers*, Longman, London

Cartographic Methods in Geography:

1. Monkhouse, F.J. and Wilkinson, H.R., 1989: *Maps and Diagrams*, B.I. Publications Ltd., Mumbai.
2. Singh R. L. and Singh, R. P. B., 1999: *Elements of Practical Geography*, Kalyani Publishers.
3. Singh, L.R., 2013: *Fundamentals of Practical Geography*, ShardaPustakBhawan, Allahabad.
4. Sarkar, A., 2015: *Practical Geography: A Systematic Approach*. Orient Black Swan Private Ltd., New Delhi
5. Misra, R. P. and Ramesh, A., 1989: *Fundamentals of Cartography*, Concept Publishing Company, New Delhi.

CBCS-based U.G. Course in Geography, 2019
Syllabus of Generic Elective Course

Course Name: Population and Settlement Geography
Paper Code: GGY-GE-5016

Total Credit: 6 (4+2)
Total Marks: 100

(Theory: 60, Practical: 20 and Internal Assessment: 20)

Course objectives

- This paper is a generic paper that intends to introduce students to the basic concepts of population and settlement geography and how the differential characteristics of population and settlement influence the overall development process of an area.
- It seeks to develop understanding among students about the significance of population geography and settlement geography and their inter-relationship.

Course outcomes

- The paper will be useful for students in developing ideas about spatio-temporal changes in the characteristics of population and settlement and the factors associated with them.
- The paper will be useful for students preparing for various competitive exams including the civil services.

Part I: Theory

Credit: 4 (60 Marks)

(40 classes of 1 hour duration each)

Unit I: Population Geography (40 Marks)

26

Classes

1. Defining the field of population geography: meaning and scope; its relation with demography. (3 Classes)
2. Sources of population data; Perspectives on Census of India publications – Primary Census Abstract, District Census Hand-Book, Sample Registration System, etc. (2 Classes)
3. Distribution and density of population: Factors influencing population distribution and density; global pattern of population distribution. (4 Classes)
4. Population Growth: Trend of global population growth; components of population growth–fertility, mortality and migration; push and pull factors of migration; spatial variations in population growth in the world. (8 Classes)

5. Theories of population growth: Malthusian Theory and Demographic Transition Theory.
(3 Classes)
6. Population composition and associated characteristic patterns in global contexts: Age-Sex Composition; Rural-Urban Composition; Population ageing. (6 Classes)

Unit II: Settlement Geography (20 Marks) 14 Classes

1. Defining the field of settlement of geography: Meaning and scope. (3 Classes)
2. Rural and urban settlements: Factors influencing distribution pattern of settlements; Types of rural settlements; Morphology and Characteristics of rural and urban settlements.
(7 Classes)
3. Concept of settlement hierarchy and urban fringe; Christaller's Central Place Theory.
(4 Classes)

Part II: Practical

Credit: 2 (20 Marks)
(20 classes of 2 hour duration each)

Unit I: Practical Works (16 Marks)

(Two questions of 8 marks each)

1. Trend of population growth in Assam/N.E. India through line graph; Calculation and graphical representation of trend of decadal growth rates of population in Assam/N.E. India/India.
(2 Exercises)
2. Choropleth map to show spatial pattern of decadal variation in population growth in Assam/N.E. India/India.
(1 Exercise)
3. Choropleth map showing spatial pattern of population density in Assam/India.
(1 Exercise)
4. Map showing spatial variation in social/religious/rural-urban composition of population in Assam/N.E. India using pie-graph.
(1 Exercise)
5. Choropleth map showing spatial pattern of level of urbanization in Assam/N.E. India.
(1 Exercise)
6. Flow cartogram showing direction and volume of migration into Assam/N.E. India from different parts of India.
(1 Exercise)
7. Map showing distribution of towns and their varied population size with spheres in Assam/N.E. India.
(1 Exercise)

Unit II: Practical Note-Book and Viva-voce (4 Marks)

1. Evaluation of Practical Note-Book (2 Marks)
2. Viva-voce (2 Marks)

Reading List:

1. Barrett H. R., 1995: *Population Geography*, Oliver and Boyd.
2. Bhende A. and Kanitkar T., 2000: *Principles of Population Studies*, Himalaya Publishing House.
3. Chandna R. C. and Sidhu M. S., 1980: *An Introduction to Population Geography*, Kalyani Publishers.
4. Chandna R. C., 2014, *Geography of Population: Concepts, Determinants and Patterns*, Kalyani Publishers.
5. Clarke J. I., 1965: *Population Geography*, Pergamon Press, Oxford.
6. Jones, H. R., 2000: *Population Geography*, 3rd ed. Paul Chapman, London.
7. Lutz W., Warren C. S. and Scherbov S., 2004: *The End of the World Population Growth in the 21st Century*, Earthscan.
8. Newbold, K. B., 2009: *Population Geography: Tools and Issues*, Rowman and Littlefield Publishers.
9. Pacione, M., 1986: *Population Geography: Progress and Prospect*, Taylor and Francis.
10. Wilson, M. G. A., 1968: *Population Geography*, Nelson.
11. Panda, B. P. (1988): *JanasankyaBhugol*, M P Hindi Granth Academy, Bhopal.
12. Maurya, S. D. (2009) *JansankyaBhugol*, ShardaPustakBhawan, Allahabad.
13. Chandna, R. C. (2006), *JansankhyaBhugol*, Kalyani Publishers, Delhi.
14. Roy, D. (2015), *Population Geography*, Books and Allied (P) Ltd., Kolkata.
15. Ahmad, A., Noin, D. and Sharma, H.N. (eds), 1997, *Demographic Transition: The Third World Scenario*, Rawat Publications, Jaipur and New Delhi, 1997.
16. Money, D.C., 1972: *Patterns of Settlement*, Evan Brothers, London.
17. Peters, G.L. and Larkin, R.P., 1979: *Population Geography: Problems, Concepts and Prospects*, Kendall/ Hunt Iowa.
18. Singh, R.L. and Singh, K.N., (eds), 1975: *Readings in Rural Settlement Geography*, BHU, Varanasi.
19. Singh, R.Y., 1994: *Geography of Settlements*, Rawat Publications, Jaipur and New Delhi.
20. Maurya, S. D., 2014: *Settlement Geography*, ShardaPustakBhawan, Allahabad.

CBCS-based U.G. Regular Course in Geography, 2019

Syllabus of Skill Enhancement Course

Course Name: Computer Aided Data Analysis and Graphical Presentation

Paper Code: GGY- SE-5014

Total Credit: 4 (2+2)

Total Marks: 100

(Theory: 40, Practical: 40 and Internal Assessment: 20)

Course objectives:

- This paper is a core paper that intends to introduce the students to the interface of computer technology and its application in data analysis and representation.
- It seeks to develop new insights among the students on the use of computer technology in the field of geography.

Course outcomes:

- This paper shall prove to be very useful to the students in developing skills in data analysis and graphical presentation using various softwares including MS-Excel.
- This paper will also be useful for students preparing for different competitive exams including the civil services.

Part I: Theory

Credit: 2 (40 Marks)

(20 classes of 1 hour duration each)

1. Knowing Computer: Basic components of computer system; Major developments in hardwares and softwares and their utilities; Major computer applications and associated recent developments. (5classes)
2. Concept of Computing: Handling of numerical data in computer; Database Management System (DBMS): Data formats, Data entry and Data tabulation. (3classes)
3. Computer operations in geographical data analysis: Basic knowledge of MS Excel, SPSS and R. (3classes)
4. Geographical Data Analysis using MS Excel: Basic functions, performing computation of basic statistics (Central Tendency, Dispersion, Correlation).(3 classes)
5. Graphical representation of geographical data using MS Excel: Basic functions, Concept and types of major charts and graphs, and their relationship with geographical data; Basic ideas of graphical representation of geographical data (Bar,

Pie, Line, Scatter plot and Regression line). (3
classes)

6. Basics of Internet Browsing and Data acquisition: Concept of internet browsing; web sources for various geographical data; Geographical data acquisition from online portals. (3
classes)

Part II: Practical
Credit: 2 (40 Marks)

(20 classes of 2 hour duration each)

Unit I: Practical Works (32 Marks)

(To attempt 3 questions in total, 2 carrying 12 marks each and 1 carrying 8 marks)

1. Processing and tabulation of excel data and preparation of frequency distribution table using filtering method (For attributes like age structure, sex composition, caste composition, education and occupation, production, etc.). (3 assignments)
2. Preparation of Bar Diagram (Simple and Composite) using geographical data (State/District wise population and production of foodgrains in India). (2 assignments)
3. Preparation of Pie Diagram using geographical data (Land use or Population composition in Assam /N.E. India). (1 assignment)
4. Preparation of trend graph using time series data of production/population growth of Assam/N.E. India/India. (2 assignments)
5. Computation and analysis of geographical data using basic statistical techniques (Mean, Median, Mode, Correlation and Regression) (5 assignments)
6. Preparation of a Power Point presentation of the above mentioned assignments (At least 5) using MS office package. (1 assignment)

Unit II: Practical Note-Book and Viva-voce (8 Marks)

1. Evaluation of Practical Note-Book (4 Marks)
2. Viva-voce (4 Marks)

Reading List:

1. Anita Goel, Computer Fundamentals, Pearson, 2010
2. Comdex: Hardware and Networking Course Kit, DreamTech press
3. E. Balaguruswamy, Computer Fundamentals and C Programming, Tata McGraw Hill.
4. Bartee, Thomas C. (1977): Digital Computer Fundamental; McGraw Hill.
5. Chauhan, S.; Chauhan, A. and Gupta, K. (2006): Fundamental of Computer; Firewall Media.
6. Flake, L.J.; McClintock, C.E. and Turner, S. (1989): Fundamental of Computer Education; Wordsworth Pub. Co.
7. Leon, A .and Leon,M.(1999): Introduction to Computer, USB Publishers' Distributors Ltd.
8. Malvino, A.P. and Leach, D.P. (1981): Digital Principles and Applications; Tata McGraw Hill.
9. Rajaraman, V. (2003): Fundamentals of Computer, Prentice Hall Publisher
10. Sarkar, A. and Gupta, S.K (2002): Elements of Computer Science, S Chand and Company, New Delhi Blissmer (1996): Working with MS Word; Houghton Mifflin Co.
11. Johnson, Steve (2007): Microsoft Power Point 2007; Pearson Paravia Bruno.
12. Walkenbach, John (2007): Excel 2007 Bible; John Wiley.

CBCS-based U.G. Course in Geography, 2019
Syllabus for Skill Enhancement Course (Regular Course)

Course Name: Geography of Tourism

Paper Code: GGY-SE-5024

Total Credit: 4 (2+2)

Total Marks: 100

(Theory: 40, Practical: 40 and Internal Assessment: 20)

Course Objectives:

This paper introduces the students to the field of tourism from the lens of geography and its specificities. It seeks to develop new insights among students on how tourism and allied activities are shaped by geography of an area and also how such activities are responsible in shaping economic, social and environmental context from globe to local levels.

Course Outcomes:

- The paper will be useful for students in developing ideas on how geographical factors tangent on tourism activities and how geographers seek to address issues of development and carrying capacities of varied environments.
- It will also build skills for students seeking to enroll in a research programme and/or provide openings for them to work with tourism/eco-tourism planning agencies.

Part I: Theory

Credit: 2 (40 Marks)

(20 classes of 1 hour duration each)

1. Geography of Tourism: Nature and scope; Concepts and issues of tourism; Recreation and leisure inter-relations; Robinson's geographical parameters of tourism. (3 classes)
2. Factors and types of tourism: Nature tourism, Cultural tourism, Medical tourism, Adventure tourism, Pilgrimage, etc. (4 classes)
3. Recent Trends in tourism: International and Domestic (India); Eco-Tourism, Sustainable Tourism. (4 classes)
4. Impact of tourism on economy, environment and society. (4 classes)
5. Tourism development in India: Tourism infrastructures; Case studies of tourism development in Himalaya, Desert and North-East India with special reference to Assam; National tourism policies and prospects. (5 classes)

Part II: Practical
Credit: 2 (40 Marks)

(20 classes of 2 hour duration each)

Unit I: Practical Works (32 Marks)

(To attempt 3 questions in total, 2 carrying 12 marks each and 1 carrying 8 marks)

1. Trend of growth of tourist arrivals in the world/India/Assam since 1960 using Moving average method and least squares method. (4 assignments).
2. Trend of tourist arrivals in the north-eastern states of India and few top ranking tourist arriving states of India since 1980 using Band-graph. (2 assignments)
3. Line Graph showing pattern of tourist arrival (Domestic and International) in relation to rainfall and temperature in a year for selected tourist spots of North-East India / Assam. (2 assignments)
4. Spatial Patterns of Seasonal variation (Spring, Summer, Autumn and Winter) in tourist arrival in capital cities of North-East Indian States using Pie diagram and Bar Diagram. (2 assignments)
4. Preparation of a transport connectivity (road, railway and air) map of Assam and North-East India for major tourist destinations. (1 assignment)
5. Preparation of a tourist map of North-East India showing locations of important national parks and wildlife sanctuaries from tourism potential perspectives (indicating the major highlights of the respective destinations including distance from Guwahati city within box). (2 assignments)
6. Preparation of a tourist guide map of North-East India showing location of major tourist destinations and road connectivity routes from Guwahati city. (1 assignment)

Unit II: Practical Note-Book and Viva-voce (8 Marks)

1. Evaluation of Practical Note-Book (4 Marks)
2. Viva-voce (4 Marks)

Reading List:

1. Bhattacharya, P. (2011): Tourism in Assam: Trend and Potentialities, Banimandia, Guwahati
2. Dhar, P.N. (2006) International Tourism: Emerging Challenges and Future Prospects. Kanishka, New Delhi.
3. Hall, M. and Stephen, P. (2006) Geography of Tourism and Recreation – Environment, Place and Space, Routledge, London.
4. Kamra, K. K. and Chand, M. (2007) Basics of Tourism: Theory, Operation and Practise, Kanishka Publishers, Pune.
5. Page, S. J. (2011) Tourism Management: An Introduction, Butterworth-Heinemann-USA. Chapter 2.
6. Raj, R. and Nigel, D. (2007) Morpeth Religious Tourism and Pilgrimage Festivals Management: An International perspective by, CABI, Cambridge, USA, www.cabi.org.
7. Tourism Recreation and Research Journal, Center for Tourism Research and Development, Lucknow
8. Singh Jagbir (2014) “Eco-Tourism” Published by - I.K. International Pvt. Ltd. S-25, Green Park Extension, Uphaar Cinema Market, New Delhi, India (www.ikbooks.com).
9. Market Research Division, Dept. of Tourism, Govt. of India, India Tourist Statistics (available in PDF form), New Delhi
10. UNWTO: Tourism Barometer (available in their web portal to have a fresh glimpse of global tourism statistics/ other relevant sites may also be consulted)

Syllabus for
BA/B.Sc.(Regular) Geography
Choice Based Credit System (CBCS)
Course effective from the academic year 2019-20

6th Semester

This is approved in the Academic Council held on 8/11/2019



GAUHATI UNIVERSITY

Guwahati-781014

June, 2019

B.A./B.Sc. (General) Geography - CBCS

Class 1 Hour 1	Duration	Credit
1 Theory Class	1 Hour	1
1 Tutorial Class	1 Hour	1
1 Practical Class	2 Hours	1

B.A./B.Sc. (General) Geography - CBCS

Credit and marks distribution scheme for CBCS curriculum in Geography, Regular Course

Semester VI Marks 400 Credit 22	Discipline Specific Elective (any one)	GGY-RE-6016:	Social and Political Geography	4+2	100
		GGY-RE-6026:	Geography of Resources and Development	4+2	100
	Generic Elective for Arts Stream	GGY-GE-6016:	Geography of Health	4+2	100
	Skill Enhancement Course (Any One)	GGY-SE-6014	Field Techniques and Project work	2+2	100
		GGY-SE-6024	Environmental Impact Assessment	2+2	100

B.A./B.Sc. (General) Geography - CBCS

Subject	Semester	Paper type	Paper Code	Paper name	Total Marks	Marks Distribution					Paper Credit
						External		Internal			
						Theory	Practical	Sessional	Practical /Assignments	Attendance	
Geography	6 th	Discipline Specific Elective (Any one)	GGY-RE-6016:	Social and Political Geography	100	60	20	10	6	4	4+2=6
			GGY-RE-6026:	Geography of Resources and Development	100	60	20	10	6	4	4+2=6
		Generic Elective for Arts Stream)	GGY-GE-6016:	Geography of Health	100	60	20	10	6	4	4+2=6
		Skill Enhancement Course (Any one)	GGY-SE-6014	Field Techniques and Project work	100	40	40	10	6	4	2+2=4
			GGY-SE-6024	Environmental Impact Assessment	100	40	40	10	6	4	2+2=4

CBCS-based U.G. Course in Geography, 2019
Syllabus for Discipline-Specific Elective Course (Regular)
Course Name: Social and Political Geography
Paper Code: GGY-RE-6016
Total Credit: 6 (4+2)
Total Marks: 100

(Theory: 60, Practical: 20 and Internal Assessment: 20)

Course Objectives:

- To appreciate the social and political dimensions of geographic phenomena.
- Understand how geography influences political issues and their spatial dimensions.

Course Outcomes:

- This course will help equip the students to comprehend various social and political aspects of phenomena and their interface within the realm of geography.
- The paper will be very useful for students preparing for various competitive examinations including civil services.

Part 1: Theory

Credit: 4 (60 Marks)

(40 classes of 1 hour duration each)

Unit 1: Social Geography (30 Marks)
Classes)

(20

1. Social Geography: Meaning, Scope and approaches of study. (4 Classes)
2. Concept and types of social space and social groups. (4 Classes)
3. Social Well-being: Concept and components: Housing, health and education; Concept of human development and its measurements. (4 Classes)
4. Contribution of race, religion, language and ethnicity in promoting diversity in India. (3 Classes)
5. Social geographies of inclusion and exclusion: Basic concept and characteristics of caste system, slums, social crime and gender identity. (4 Classes)

Unit 2: Political Geography (30 Marks)

(20 Classes)

1. Political Geography: Nature, scope and approaches to its study. (4 Classes)
2. Concept of state, nation, and nation-state; Attributes of state. (3 Classes)
3. Concept of frontiers and boundaries; boundary problems with reference to India and North-East India; Concept of buffer zones.

4. Concept of Geopolitics; Mackinder's Heartland Theory. (4Classes)

**Part II: Practical
Credit: 2 (20 Marks)**

(20 classes of 2 hour duration each)

Unit 1: Practical Works (16 Marks)

(Two questions of 8 marks each)

1. Mapping the patterns of human development in India and Assam using HDI **(1 Exercise)**
2. Construction of Ternary diagram representing social composition of population in India /North- East India **(1 Exercise)**
3. Sex disparity in literacy in India /North-East India using a simple Index. **(1 Exercise)**
4. Computation of Shape Index for selected states and countries. **(2 Exercises)**
5. Construction of a map of India/North-East India highlighting the major inter-state boundary conflict zones. **(2 Exercises)**
6. Reorganization of states of North-East India during Pre and Post Independence periods (up to the present). **(3 Exercises)**

Unit II: Practical Note-Book and Viva-voce (4 Marks)

1. Evaluation of Practical Note-Book (2 Marks)
2. Viva-voce (2 Marks)

Reading List:

Social Geography

1. Ahmad, A., 1999: Social Geography, Rawat Publications, Jaipur and New Delhi.
2. Ahmad, A., (ed), 1993: Social Structure and Regional development: A Social Geography Perspective, Rawat Publications, Jaipur.
3. Carter, John and Trevor, Jones. 1989: Social Geography: An Introduction to Contemporary Issues, Edward Arnold, London.
4. Eyles, J.: 'Social Geography', in Johnston, R.J., et al, The Dictionary of Human Geography.
5. Jones, E. and Eyles, J., 1977: An Introduction to Social Geography, Oxford University Press, Oxford and New York.
6. Jones, E., (ed), 1975: Readings in Social Geography, Oxford University Press, Oxford.
7. Sharma, H.N., 2000: 'Social Geography' in Singh, J. (ed.) Progress in Indian Geography (1996-2000), INSA, New Delhi.
8. Smith, D.M., 1977: Human Geography: A Welfare Approach, Edward Arnold, London.
9. Sopher, D.E. (ed), 1980: An Exploration of India: Geographical Perspectives on Society and Culture, Longman, London.
10. Srinivas, M.N., 1986: India: Social Structure, Hindustan Publishing Corporation, Delhi.
11. Taher, M., 1994: An Introduction to Social Geography: Concept and Theories, NEIGS, Guwahati. 37

Political Geography

1. Adhikari , S.,1996 : Political Geography, Rawat Publications, Jaipur and New Delhi.
2. De Blij, H.J.,1972 : Systematic Political Geography, John Wiley , New York.
3. Dikshit, R.D.,1982 : Political Geography : A Contemporary Perspective, Tata McGraw Hill Publishing Co. Ltd., New Delhi.
4. Muir, R.,1975 : Modern Political Geography , Macmillan Ltd., London.
5. Pounds, N.J.G.,1972 : Political Geography, McGraw Hill , New York.
6. Prescott, J.R.V.,1972 : Political Geography, Methuen, London.
7. Sukhwal, B.L., 1979: Modern Political Geography of India, Sterling, New Delhi. Taylor, P.J., 1989: Political Geography, Longman, London.

CBCS-based U.G. Course in Geography, 2019

Syllabus of Discipline Specific Elective

Course Name: Geography of Resources and Development

Paper Code: GGY-RE-6026

Total Credit: 6 (4+2)

Total Marks: 100

(Theory: 60, Practical: 20 and Internal Assessment: 20)

Course Objectives:

- This paper intends to introduce the students about basic concepts of resource and resource management, and its relevance to sustainable development.
- To get acquainted with different concepts of development with special focus on economic development.

Course Outcomes:

- This paper will be useful to students in developing ideas on different aspects of resources, and the linkages with development issues that geographers usually address.
- This paper will also be useful for students preparing for different competitive examinations including the civil services.

Part I: Theory

Credit: 4 (60 Marks)

(40 lasses of 1 hour duration each)

1. **Geography of Resources and Development:** Concept of resource; Relationship between resource- base and development; Significance of resource and development studies in geography; Classification and Characteristics of resources. **(6 classes)**
2. **Natural Resources for Development:** Distribution, Utilisation, and Management of land (soil), water, forests, minerals and energy resources in the World and their contribution to development. **(8 classes)**
3. **Development and Environment:** Concept of development; Rationale use of resources and the concept of sustainable development; Environment and development; Sustainable Development Goals; Concept of rural livelihood. **(8 classes)**
4. **Global issues of Natural Resources and Development:** Sustainable Natural Resource Management; United Nations Framework of Classification for Resources (UNFC); Resource and development planning: Conservation of resources, integrated environment and resource management **(10 classes)**
5. **Pattern of Economic Development and Resource use:** Patterns of development in developed and developing countries; Resource management in developed countries (Israel and Japan) and Resource management in developing countries (Nepal and Bangladesh); Concept of Green technology. **(8 classes)**

Part II: Practical
Credit: 2 (20 Marks)

(20 classes of 2 hour duration each)

Unit 1: Practical Works (16 Marks)

(Two questions of 8 marks each)

1. Determination of levels of development in India/North-East India/Assam based on few development indicators using simple composite index and ranking method.
(2 Assignments)
2. Mapping of physiological density of population in Assam at district level or North-East India at state level.
(1 Assignment)
3. Mapping of spatial variation of category-wise forest cover(very dense, moderate dense and open forest) in Assam/ North-East India using Pie diagram based on data from the recent Forest Survey of India's report (*available at: <https://fsi.nic.in/forest-report-2019>*)
(1 Assignment)
4. Identification of important natural resources/ resource sites (e.g. Reserve Forests/Wildlife sanctuaries/national parks, mineral resources, rivers, grasslands, wetlands, etc.) within 100km radius around the state capitals of North-East India using Google Earth Platform.
(1 Assignment)
5. Preparation of resource potential map of North-East India at state level showing spatial variation in production of selected commodities (rice, maize, coal, petroleum, hydro power, tea, etc.) using simple composite index.
(1 Assignment)
6. Correlation analysis of irrigation and intensity of cropping in Assam/ North-East India.
(1 Assignment)
7. Time series analysis of the trend of Coal/Crude oil/Natural gas production in India using moving average method.
(1 Assignment)

Unit II: Practical Note-Book and Viva-voce (4 Marks)

1. Evaluation of Practical Note-Book (2 marks).
2. Viva-voce (2 marks).

Reading List:

1. Cutter S. N., Renwick H. L. and Renwick W., 1991: Exploitation, Conservation and Preservation: A Geographical Perspective on Natural Resources Use, John Wiley and Sons, New York.
2. Gadgil M. and Guha R., 2005: The Use and Abuse of Nature: Incorporating This Fissured Land: An Ecological History of India and Ecology and Equity, Oxford University Press. USA.
3. Holechek J. L. C., Richard A., Fisher J. T. and Valdez R., 2003: Natural Resources: Ecology, Economics and Policy, Prentice Hall, New Jersey.
4. Jones G. and Hollier G., 1997: Resources, Society and Environmental Management, Paul Chapman, London.
5. Klee G., 1991: Conservation of Natural Resources, Prentice Hall, Englewood.
6. Mather A. S. and Chapman K., 1995: Environmental Resources, John Wiley and Sons, New York.
7. Mitchell B., 1997: Resource and Environmental Management, Longman Harlow, England.
8. Owen S. and Owen P. L., 1991: Environment, Resources and Conservation, Cambridge University Press, New York.
9. Rees J., 1990: Natural Resources: Allocation, Economics and Policy, Routledge, London.
10. Gilg A. W., 1985: An Introduction to Rural Geography, Edwin Arnold, London.
11. Krishnamurthy, J. 2000: Rural Development - Problems and Prospects, RawatPubs., Jaipur
12. Lee D. A. and Chaudhri D. P. (eds.), 1983: Rural Development and State, Methuen, London.
13. Misra R. P. and Sundaram, K. V. (eds.), 1979: Rural Area Development: Perspectives and Approaches, Sterling, New Delhi.
14. Ramachandran H. and Guimaraes J.P.C., 1991: Integrated Rural Development in Asia – Learning from Recent Experience, Concept Publishing, New Delhi.
15. Robb P. (ed.), 1983: Rural South Asia: Linkages, Change and Development, Curzon Press.
16. Agyeman, Julian, Robert D. Bullard and Bob Evans (Eds.) (2003) Just Sustainabilities: Development in an Unequal World. London: Earthscan. (Introduction and conclusion.)
17. Ayers, Jessica and David Dodman (2010) “Climate change adaptation and development I: the state of the debate”. Progress in Development Studies 10 (2): 161-168.
18. Baker, Susan (2006) Sustainable Development. Milton Park, Abingdon, Oxon; New York, N.Y.: Routledge. (Chapter 2, “The concept of sustainable development”).
19. Brosius, Peter (1997) “Endangered forest, endangered people: Environmentalist representations of indigenous knowledge”, Human Ecology 25: 47-69.

CBCS-based UG Course in Geography, 2019
Syllabus of Generic Elective (Regular Course)

Course Name: Geography of Health

Paper Code: GGY-GE-6016

Total Credit: 6 (4+2)

Total Marks: 100

(Theory: 60, Practical: 20 and Internal Assessment: 20)

Course objectives:

This course basically deals with understanding the concept of health and geography of health as a field of study. It throws light on the factors determining human health and occurrence of various types of diseases in relation to ecology. It also provides information about human health in relation to global climate change in general and disease pattern in relation to varying environmental contexts in India in particular.

Course outcomes:

- Understanding of the concept of human health and healthcare from the perspective of geography.
- Acquiring knowledge about factors influencing human health and occurrence of diseases in varying ecological settings.
- Providing useful information about the impact of global climate change on human health and occurrence of various diseases in different ecological settings in India.

Part I: Theory
Credit: 4 (60 Marks)

(40 classes of 1 hour duration each)

1. Geography of Health: Definition and significance; approaches of study: ecological, social and spatial. **(6 classes)**
2. Disease ecology: ecology and human health; geographical factors affecting human health; factors influencing disease transmission (pathological, physical, environmental, social, cultural and economic). **(8 classes)**
3. Classification of diseases: genetic, zoonotic, communicable, non-communicable, occupational, deficiency diseases and malnutrition. **(4 classes)**
4. Disease occurrence: Emergence, re-emergence and persistence; Modes of transmission of major diseases (Japanese encephalitis, hepatitis, AIDS and COVID-19) and their broad global distribution. **(8 classes)**
5. Healthcare Systems: Meaning and components; Universal government-funded health system; Role of WHO and UNICEF in global health care; Health care services in

India: Family welfare, Immunization, National Health Mission and its programmes, Challenges to healthcare system during pandemic situation like COVID-19.

(8 classes)

6. Environment, human habit and health: Basic concept and ideas relating to food habit and health, occupation and health, environmental degradation and health, and lifestyle and human health. **(6 classes)**

Part II: Practical
Credit: 2 (20 Marks)

(20 classes of 2 hour duration each)

Unit I: Practical Works (16 Marks)

(Two questions of 8 marks each)

1. Mapping of health status indicators (hospital beds, primary health centres, doctors, para medics, etc.) in Assam/N.E. India using Z-score method. **(1 Exercise)**
2. Trend of infant mortality and maternal mortality rates in India using line graph. **(2 Exercises)**
3. Choropleth mapping of infant mortality in India at state level. **(1 Exercise)**
4. Map showing spatial variation of disease incidence rate in India/N.E. India at state level. **(1 Exercise)**
5. Mapping of seasonal variation in the occurrence of Covid-19 cases in Assam at district level using pie graph. **(1 Exercise)**
6. Preparation of questionnaire for health care and health status survey. **(1 Exercise)**
7. Graph showing relationship of disease (JE, Malaria, etc.) occurrence pattern due to monthly variation of rainfall and average temperature in any district of Assam. **(1 Exercise)**

Unit II: Practical Note-Book and Viva-voce (4 Marks)

1. Evaluation of Practical Note-Book (2 Marks)
2. Viva-voce (2 Marks)

Reading List:

1. AkhtarRais (Ed.), 1990 : Environment and Health Themes in Medical Geography, Ashish Publishing House, New Delhi.
2. Anthamatten P, (2011), Introduction to the Geography of Health, Rawat Publications, Jaipur
3. Avon Joan L. and Jonathan A Patzed.2001 : Ecosystem Changes and Public Health,Baltimin, John Hopling Unit Press(ed).
4. Banerji, D. (1986) :Social Sciences and Health Services in India, LokPrakashan,New Delhi.
5. Bradley,D.,1977: Water, Wastes and Health in Hot Climates, John Wiley Chichesten.
6. Brown, T., McLafferty, S., Moon, G. (2010): A Companion to Health and Medical Geography, Wiley Blackwell, UK
7. Christaler George and HristopolesDionissios, 1998: Spatio Temporal Environment Health Modelling , Boston Kluwer Academic Press.
8. Cliff, A.D. and Peter,H., 1988 : Atlas of Disease Distributions, Blackwell Publishers, Oxford.
9. Curtis, S. (2004): Health and Inequality: Geographical Perspectives, Sage Publications, London
10. Gatrell, A.,andLoytonen, 1998 : GIS and Health, Taylor and Francis Ltd, London.
11. Hardham T. and Tannav M.,(eds): Urban Health in Developing Countries; Progress, Projects, Earthgoan, London.
12. Mishra, R.P.(1970): Medical Geography of India, National Book Trust ofIndia.
13. Mishra, R.P.(2002)), Geography of health : a treatise on geography of life and death in India, Concept Publishing Co., New Delhi
14. Murray C. and A. Lopez, 1996 : The Global Burden of Disease, Harvard University Press.
15. Moeller Dade wed., 1993: Environmental Health, Cambridge, Harward Univ. Press.
16. National Health Mission<https://nhm.gov.in/>
17. National Health Portal India <https://www.nhp.gov.in/healthprogramme/national-health-programmes>
18. Phillips, D.andVerhasselt, Y., 1994: Health and Development, Routledge, London.
19. Shaw, M., Dorling, D. and Mitchell, R, (2002) Health, Place and Society, Pearson, London
20. Tromp, S., 1980: Biometeorology: The Impact of Weather and Climate on Humans and their Environment, Heydon and Son.

CBCS-based U.G. Course in Geography, 2019

Syllabus of Skill Enhancement Course

Course Name: Field Techniques in Geography and Project Work

Paper Code: GGY-SE-6014

Total Credit: 4 (2+2)

Total Marks: 100

(Theory: 40, Practical: 40 and Internal Assessment: 20)

Course objectives:

This paper on Field Techniques in Geography is of pedagogical importance as it helps the students of geography to acquire the first hand experience about the geography of a particular area. It also helps the students to learn the various techniques of data collection from the field and to understand any pre-defined problem in proper perspective.

Course outcomes:

- This course will help students to proceed with a research problem and the steps she/he should adopt and the tools and craft to be employed for doing quality research.
- Students perceive fieldwork to be beneficial to their learning, because through it they experience 'geographical reality', and have deeper understanding of the subject.
- The students will have a chance to interact with respondents and collect data through questionnaire directly from the field.
- This course will develop understanding about designing and writing a field report.

Part I: Theory

Credit: 2 (40 Marks)

(20 Classes of 1 hour each)

1. Geography and Field Studies: Geography as a field science; Need of field work in geography; Nature of field studies in physical geography and human geography (Basic ideas only). (2classes)
2. Concept of Case Study and Its identification in the varying geographical contexts (Physical/Human/Rural/Urban/Environmental). (2classes)
3. Tools and Techniques in Field Studies: Nature of data and their collection techniques relating to various geographical phenomena (Physical and Human); Structure of field survey questionnaire; Collection of Physical geographic data: Observations and photography, field interview, questionnaire survey, etc; Collection of Human geographic data: Questionnaire survey, Focus group interview/discussion, etc. (6classes)
4. Surveying: Concept of ground surveying and mapping; Conduct of traverse surveying with Prismatic Compass; Profile levelling and contouring with Dumpy Level; Point distribution survey with GPS; Field mapping of Village, River bank, Landslides, Market, etc through transect and sketch map. (7classes)

5. Preparation of Project Report: Basis of selection of the theme of field-based project work; Basic concept of citation, referencing and bibliography; Broad design of project report: Preliminaries; Text; Tables, Figures and Appendices; Project Report Writing; Executive Summary. (3Classes)

Part II: Field Book and Project Report

Credit: 2 (40 Marks)

(20 classes of two hour duration each)

Unit I: Field Book Preparation and Evaluation (15 Marks)

Based on understanding of various field techniques of geography in theory course the students shall undertake the following field assignments within or nearby the College campus and some other area, as the case may be, under the guidance of respective teachers. The students shall present their assignments in A4 size paper as a Field Book and submit the same with teachers' signature in binding form (Spiral or Kutcha binding) for evaluation in the examination. This field book shall be evaluated by the external examiner.

Contents of Field Book:

1. Field observations of a near-by area and preparation of a brief report (within 4-5 pages) about the prevailing physical and human landscape of the area along with its spot photograph.

(1 Assignment)

2. Preparation of two field survey questionnaire/schedule (within 1 page each) for collection of data relating to two different broad phenomena/problems (one on physical phenomenon and another on human phenomenon), and processing, tabulation and graphical representation of the same.

(2 Assignments)

3. Closed traverse surveying within College campus with Prismatic Compass and plotting of some details within the polygon, and preparation of a plan with appropriate scale and error correction, if any.

(1 Assignment)

4. Longitudinal profile levelling/Contouring in College campus or any nearby area with Dumpy Level, and plotting of collected data in the form of longitudinal profile / contour map.

(1 Assignment)

5. Preparation of field map of a village, urban locality/market, river bank/wetland and its adjoining area or their any section through Transect and sketch map along with a spot photograph of the same.

(2 Assignments)

Unit II: Project Report Preparation and Evaluation (15 Marks)

1. Each student will have to prepare a Project Report on a suitable geographical problem under the guidance of respective teacher following appropriate methodology, data base and literature review.
2. Length of the Report: 25-30 printed A4 size pages (font size 12 in Times New Roman with 1.5 spacing) including text, tables, figures, references, etc.

3. The project report in binding form (Kutchra or Spiral binding) duly signed by the guide concerned has to be submitted to the department at least 3 days before the scheduled date of examination.
4. The content and quality of the project report shall be evaluated as an average of the marks out of 15 given by the external examiner and the teacher guide.

Unit III: Viva-voce of Field Book and Project Report (10 Marks)

- (i) Viva-voce on Field Book: 5 Marks
- (ii) Viva-voce on Project Report: 5 Marks
(The viva-voce of the above shall be conducted by the external examiner)

Reading List:

1. Creswell J., 1994: *Research Design: Qualitative and Quantitative Approaches* Sage Publications.
2. Dikshit, R. D. 2003. *The Art and Science of Geography: Integrated Readings*. Prentice-Hall of India, New Delhi.
3. Evans M., 1988: "Participant Observation: The Researcher as Research Tool" in *Qualitative Methods in Human Geography*, eds. J. Eyles and D. Smith, Polity.
4. Mukherjee, Neela 1993. *Participatory Rural Appraisal: Methodology and Application*. Concept Pubs. Co., New Delhi.
5. Mukherjee, Neela 2002. *Participatory Learning and Action: with 100 Field Methods*. Concept Pubs. Co., New Delhi.
6. Robinson A., 1998: "Thinking Straight and Writing That Way", in *Writing Empirical Research Reports: A Basic Guide for Students of the Social and Behavioural Sciences*, eds. by F. Pryczak and R. Bruce Pryczak, Publishing: Los Angeles.
7. Special Issue on "Doing Fieldwork" *The Geographical Review* 91:1-2 (2001).
8. Stoddard R. H., 1982: *Field Techniques and Research Methods in Geography*, Kendall/Hunt.
10. Wolcott, H. 1995. *The Art of Fieldwork*. Alta Mira Press, Walnut Creek, CA.
11. Monkhouse, F.J. and Wilkinson, H.R., 1989: *Maps and Diagrams*, B.I. Publications Ltd., Mumbai.
12. Singh R. L. and Singh R. P. B., 1999: *Elements of Practical Geography*, Kalyani Publishers.
13. Singh, L.R., 2013: *Fundamentals of Practical Geography*, ShardaPustakBhawan, Allahabad.
14. Sarkar, A., 2015: *Practical Geography: A Systematic Approach*. Orient Black Swan Private Ltd., New Delhi.
15. Misra, R. P. and Ramesh, A., 1989: *Fundamentals of Cartography*, Concept Publishing Company, New Delhi.

16. Kothari, C. R., 1993: *Research Methodology: Methods and Techniques*, 2nd ed., Wiley Eastern Ltd., New Delhi.
17. Misra, H.N. and Singh, V.P., 1998: *Research Methodology in Geography*, Concept Publishing Company, New Delhi.
18. Misra, R.P. (2002) *Research Methodology*, Concept Publications, New Delhi.

CBCS-based U.G. Course in Geography, 2019
Syllabus of Regular Skill Enhancement Course
Course Name: Environmental Impact Assessment
Paper Code: GGY-SE-6024
Total Credit: 4 (2+2)
Total Marks: 100
(Theory: 40, Practical: 40 and Internal Assessment: 20)

Course Objectives:

- This is a skill enhancement paper which intends to familiarize the students with the concept of environmental impact assessment.
- It seeks to develop the skill among the students to do an EIA study, necessary steps, and procedures.

Course Outcomes:

- This paper will be useful for students in developing ideas on environmental impact assessment.
- This paper will also be useful for students who wish to work in environmental organizations, NGOs, environmental policy making, etc.

Part I: Theory
Credit: 2 (40 Marks)

(20 Classes of 1 hour duration each)

1. Nature and types of environmental impacts; Meaning, scope and nature of Environmental Impact Assessment (EIA). **(2classes)**
2. Origin and development of Environmental Impact Assessment; History of EIA in India; Current issues of environmental impact assessment. **(3classes)**
3. Screening procedures: Scoping and environmental baseline assessment; Consideration of alternatives, baseline formulation and parameter identification, and impact identification. **(3classes)**
4. Predicting Environmental Impacts and determining impact significance: Impact prediction, evaluation and mitigation. **(3classes)**
5. Managing project impacts-post decision monitoring: Participation (public hearing), presentation and review, Monitoring and auditing of EIA. **(4classes)**

6. Legal, Policy and Regulatory framework of environmental impact assessment in India; ESPOO convention, General case studies of EIA (Wetlands in urban environment, highway Construction, brick kilns, big dam, etc.). **(5classes)**

Part II: Field Knowledge Assessment and Project Report

Credit: 2 (40 Marks)

20 classes of two hour duration each)

Unit I: Practical Knowledge Evaluation (15 Marks)

The students while appearing in the practical examination shall have to answer three questions (each carrying 5 marks) relating to their practical field-based knowledge on different aspects of environmental impact assessment.

Unit II: Project Report Preparation and Evaluation (15 Marks)

The students will visit a nearby industry/development project/road construction project/ecologically sensitive area to make assessment of nature and magnitude environmental impacts in the respective area under the guidance of teacher(s) concerned and to prepare an environmental impact analysis report thereof.

1. Each student will have to prepare an EIA Report on a suitable problem under the guidance of respective teacher following appropriate methodology, data base and literature review.
2. Length of the Report: 25-30 printed A4 size pages (font size 12 in Times New Roman with 1.5 spacing) including text, tables, figures, references, etc.
3. The project report in binding form (Kutchka or Spiral binding) duly signed by the guide concerned has to be submitted to the department at least 3 days before the scheduled date of examination.
4. The content and quality of the project report shall be evaluated as an average of the marks out of 15 given by the external examiner and the teacher guide.

Unit III: Viva-voce on Project Report (10 Marks)

(The viva-voce shall be conducted by the external examiner)

Reading List:

1. Glasson, J. and Therivel, R., 2019. *Introduction to environmental impact assessment*. Routledge.
2. Canter, L.W., 1982. Environmental impact assessment. *Impact Assessment*, 1(2), pp.6-40.
3. Erickson, P.A., 1994. *A practical guide to environmental impact assessment*. Academic Press Inc..
4. Modak, P. and Biswas, A.K., 1999. *Conducting environmental impact assessment in developing countries*. United Nations University Press.
5. Trivedy, R. K., & Raman, N. S. (2002). *Industrial Pollution and Environmental Management*. Scientific Publishers.
6. Therivel, R., & Wood, G. (Eds.). (2017). *Methods of environmental and social impact assessment*. Routledge.
7. Lawrence, D. P. (2005). Environmental impact assessment: Practical solutions to recurrent problems, part 1. *Environmental Quality Management*, 14(4), 39-62.



Department of English Language Teaching
Gauhati University
Guwahati 781014, Assam

Ability Enhancement Compulsory Course
(All Undergraduate Degree Programmes under Gauhati University)

ENG-AE-1014 English Communication
English Language Proficiency

First Semester

Total marks: 100 (External: 80 + Internal: 20)	Nature of Course: AECC	No. of Credits: 4
		No. of hours: 60

Course Description

This course on English for undergraduate students aims to develop the language skills of students who need to use English for academic and other purposes. The sustained content in this course is based on Reading and Writing pedagogy, and uses authentic materials to teach students. The accessible short texts used will help the students develop their speaking, reading, writing, vocabulary and grammar skills.

Objectives

This course will enable students to

- develop their reading skills
- read various texts efficiently and critically
- learn to extract the main ideas and key details of a text
- approach an academic text with confidence
- develop writing skills through a stimulus
- build their vocabulary
- develop their grammar skills
- speak according to the context and with confidence
- use academic skills for other courses of study

Courses it feeds into

This course will feed into all the other courses of study. This will also help prepare students for various examinations.

Mode of delivery

Interactive discussions, silent reading, personalization of topics, exercises and activities based on the texts, on the spot writing assignments, pair and group discussions, and feedback sharing.

Evaluation plan

Students will be evaluated through an Internal component of 20 marks comprising a Mid-session exam, class assignments, home assignments, class discussions, oral presentations, and so on. There will also be an end-of-term External examination of 80 marks where students will be evaluated on their understanding of the course and their ability to use the skills and strategies studied in the course.

Distribution of marks: External = 80 marks; Internal = 20 marks

I. External assessment: 80 marks

Reading: 25 marks

Writing: 25 marks

Vocabulary: 15 marks

Grammar: 15 marks

Speaking: Not for formal testing

II. Internal assessment: 20 marks

All the sections will be tested in the same pattern as the external components

Course Content

Reading

Specific Objectives

The course aims to enable students to:

- read for the main idea of a text
- know the context of the text
- develop their overall comprehension skills

Teaching Points

- Thinking about the topic, predicting, personalizing the topic
- Reading for key terms
- Reading for the main idea
- Guessing meaning in context
- Skimming (overall idea)
- Scanning (specific information)
- Reading for gist
- Understanding context through language

Course Outcomes

After studying / completing the course the students will be able to comprehend a text meaningfully by:

- making predictions about a text
- relating to their life experiences to the topic of the text
- identifying the key terms in a text
- guessing meaning of the text in particular contexts
- reading for overall idea of the text and for specific information
- knowing the context of the text
- comprehending a text meaningfully

Writing

Specific Objectives

The course aims to enable students to:

- compose grammatical sentences
- write coherent paragraphs (various types and for various purposes)
- summarise texts
- use punctuation appropriately
- define terms with illustrations
- make notes

Teaching Points

- Making / Building sentences
- Generating ideas
- Paragraph building
- Punctuation
- Capitalization
- Writing expanded definitions
- Note taking
- Writing a summary
- Writing a listing paragraph
- Writing about differences
- Writing about changes

Outcomes

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

- Generate ideas for focused writing
- Use punctuation accurately
- Write various types of paragraphs coherently
- Write summaries
- Define terms giving illustrations

Vocabulary

Specific Objectives

The course aims to enable students to:

- deal with unknown words using knowledge of related words and context clues
- relate words to the topic
- understand key terms in the text
- know linking words
- understand collocations
- define technical terms
- know the use of phrasal verbs and idioms

Teaching Points

- Dealing with unknown words
- Using knowledge of related words
- Learning words related to topic
- Using context clues
- Understanding key terms in the text
- Word maps for remembering new vocabulary
- Linking words
- Collocations
- Technical terms and definitions
- Phrasal verbs and idioms

Outcomes

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

- Learn and use unknown words
- Use words related to a topic
- Understand key terms in the text
- Make word maps for remembering new vocabulary
- Use linking words and collocations
- Define technical terms
- Use phrasal verbs and idioms in appropriate contexts

Grammar

Specific Objectives

The course aims to enable students to:

- use the structures of English appropriately
- write longer texts such as reports using appropriate sentence construction, such as the use of Active and Passive voice
- recognize distinctions in meaning through the use of different grammatical terms

Teaching Points

- Uses of tenses: simple plus progressive, degree of certainty, special uses of the past
- Verbs and idioms
- Articles
- Conditional sentences
- Modal verbs
- Indirect and direct speech
- Active and passive voice
- Comparatives and superlatives
- Questions and question types
- Determiners
- Contracted forms

Outcomes

After the course, the students will be able to:

- speak reasonably grammatical English in various academic and social contexts
- use appropriate grammatical structures while writing English
- use various tense forms appropriately

Speaking

Specific Objectives

The course aims to enable students to:

- Identify and use appropriate expressions to perform various language functions
- Communicate in different situations using various language functions
- Recognize the degree of formality while performing language functions

Teaching Points

- introducing oneself and others
- asking for clarification
- expressing gratitude
- making requests
- giving directions/instructions
- apologizing
- agreeing/disagreeing

Outcomes

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

- Use appropriate expressions to perform various language functions
- Perform various language functions according to the degree of formality
- Respond appropriately to various situations using the most relevant language function

References

Prescribed textbook:

Tamuli, A. (2019). *English Language for Undergraduate Students (Units 1 – 8)*,
Cambridge: Cambridge University Press

Reference books:

Brown, K. & Hood, S. (2002). *Academic Encounters: Intermediate to High Intermediate*.
Cambridge: CUP

Doff, A. & Jones, C. (2004). *Language in Use: Intermediate Classroom Book*.
Cambridge: CUP

Jones, L. (1988). *Cambridge Advanced English: Student's Book*. Cambridge: CUP

Soars, J. & Soars, L. (2012). *New Headway: Intermediate*. Oxford: OUP

Thaine, C. (2012). *Cambridge Academic English: B1+ Intermediate Student's Book*.
Cambridge: CUP

DEPARTMENT OF HINDI, GUWAHATI
DRAFT SYLLABUS FOR CBCS CURRICULUM
B.A.HONOURS

ABILITY ENHANCEMENT COMPULSORY COURSE		
1	HIN-AE-1034	Hindi Vyakaran aur Sampreshan

**ABILITY ENHANCEMENT COMPULSORY
COURSE (AECC)**

HIN-AE-1034
Hindi Vyakaran aur Sampreshan
Full Marks: 100
External: 80
Internal: 20
Credits: 4

- Unit 1 Hindi Vyakaran evam Rachana : Hindi ki Varna-vyavastha: Swar aur Vyanjan, Sangya, Sarvanam, Visheshan, Kriya aur Avyay ka Parichay
- Unit 2 Upasarg, Pratyay tatha Samas, Paryayvachi Shabda, Vilom Shabda, Anek Shabdon Ke liye Ek Shabda, Shabda Shuddhi, Vakya Shuddhi
- Unit 3 Sampreshan Ki Avadharana, Mahatwa, Prakar, Muhavara, Lokokti, Pallavan, Sangkshepan

Reference Books :

1. *Hindi Vyakaran* : Kamta Prasad Guru, Rajkamal Prakashan Samuh, New Delhi.
2. *Hindi Vyakaran Mimansa* : Kashiram Sharma, Rajkamal Prakashan Samuh, New Delhi.
3. *Vyakaran Pradip* : Raamdev M.A., Rajkamal Prakashan Samuh, New Delhi.
4. *Navashati Hindi Vyakaran* : Badarinath Kapur, Rajkamal Prakashan Samuh, New Delhi.
5. *Manak Hindi ka Vyavaharparak Vyakaran* : Rameshchandra Maharotra, Rajkamal Prakashan Samuh, New Delhi.
6. *Hindi Bhasha ka Brihat Aitihasic Vyakaran* : Hazari Prasad Dwiedi, Rajkamal Prakashan Samuh, New Delhi.