UNDERGRADUATE CURRICULUM FRAMEWORK-2023

BASED ON

NATIONAL EDUCATION POLICY (NEP) 2020

(Four Years Multidisciplinary Undergraduate Programmes with Multiple Exit and Entry Options)



BODOLAND UNIVERSITY, KOKRAJHAR

**DEPARTMENT OF POLITICAL SCIENCE**

**2023-2024**

**COURSES OFFERED BY THE DEPARTMENT OF POLITICAL SCIENCE (UG PROGRAMME FOR BACHELOR IN POLITICAL SCIENCE)**

***(MAJOR)***

**SEMESTER-I**

#### DISCIPLINE SPECIFIC MAJOR COURSE (PSCMAJ -101): INTRODUCTION TO POLITICAL SCIENCE

**Course Code: PSCMAJ101**

#### Course Title: Introduction to Political Science (4 Credits) Total Marks:100 ( Internal =30 Marks and End Semester Exam=70)

**Course Description:** As an introductory-level course, this course provides the basic foundation of Political Science. It will help students with a comprehensive understanding of the fundamental concepts, approaches, and practices in the field of political science. It aims to explore the nature and scope of politics. This course will provide a framework to understand political science and its changing dynamics through its approaches. It will introduce students to the interdisciplinary nature of political science, drawing connections between sociology, history, psychology, anthropology, economics, and other relevant disciplines along with the development of political science as an independent area of study.

#### Course Objectives:

1. Introduce students with the fundamental concepts of political science.
2. Give conceptual clarity about different terminologies that usually uses in the arena of political science.
3. Familiarize students with the nature of politics in various aspects, like- as political and social process, as an art or skill, as power and influence.
4. See the sights of historical development of political science through the understanding of its approaches to study.
5. Check relationship between political science and other academic disciplines.
6. Understand political science as an independent area of study.

#### Course Outcome:

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

1. Get familiar with the basic foundation of political science as an academic discipline.
2. Develop a solid understanding of concepts and methodologies in political science.
3. Apply critical thinking skills to analyze and evaluate political phenomena and processes.
4. Recognize and articulate the connections between politics and other disciplines.
5. Communicate effectively and present well-structured arguments on political science topics through oral and written means.
6. Engage in informed and constructive discussions on topics related to political science, respecting diverse perspectives and viewpoints.

#### Course Outline:

**Unit 1: Understanding the Meaning of Political Science:**

* + Terminological Differences: Politics, Political Science, Political Philosophy
  + Debate regarding Political Science: Is Political Science a Science or an Art?
  + Utility of the Study of Political Science

#### Unit 2: Political Science- its Nature:

* + Nature of Politics: As a process; as an Activity; as an Art or Skill; as concept of Power and Influence
  + Different views of Politics: Liberal, Marxist, Communitarian
  + Scope of Political Science

#### Unit 3: Approaches to Study of Political Science:

* + Distinction between Method and Approach
  + Traditional Approaches: Philosophical, Historical, Legal, Institutional
  + Contemporary Approaches: Behavioural, Post- Behavioural
  + Models of Political Analysis: System, Structural-Functional, Decision- making, Marxian, Comparative Theory

#### Unit 4: Interdisciplinary Perspectives of Political Science:

* + Interdisciplinary Approach- its characteristics
  + Relationship of Political Science with other Social Sciences: Sociology, History, Economics, Psychology, Philosophy, Anthropology, Geography, Public Administration, Jurisprudence
  + Development of Political Science as Academic Discipline.

##### References:

1. Agarwal, N.N., Vidya Bhushan and Vishnoo Bhagwan, Principles of Political Science, R. Chand & Co., New Delhi, 1998
2. Agarwal, R.C., Political Theory (Principles of Political Science), S. Chand & Company Ltd., New Delhi, 2001
3. Arora, N.D. and S.S. Awasthy, Political Theory, Har-Anand Publications Pvt. Ltd., New Delhi, 2004
4. Bhargava, Rajeev and Ashok Acharya, Political theory: An Introduction, Pearson, Delhi, 2008
5. Gauba, O.P., An Introduction to Political Theory, 7th Edition, Macmillan Publishers India Ltd., New Delhi, 2014
6. Heywood, Andrew., Political Theory- An Introduction, Palgrave, New York, 2005
7. Johari, J.C., Principles of Modern Political Science, sterling Publishers Pvt. Ltd. 1995
8. Kapur, A.C., Principles of Political Science, S. Chand & Co. Ltd., New Delhi, 2010
9. Mahajan, V.D., Political Theory, S. Chand & Company Ltd., New Delhi, 2003
10. Ramaswamy, S., Political Theory- Ideas and Concepts, Macmillan, Delhi, 2002
11. Richard and Andrew Mason (ed), *Political Concepts*, Manchester University Press, Manchester and New York, 2003
12. Varma, S.P., Modern Political Theory, VIKAS Publishing House Pvt. Ltd., New Delhi, 1983

***(MINOR)***

#### SEMESTER-1

**DISCIPLINE SPECIFIC MINOR COURSE (PSCMIN -101): BASIC CONCEPTS IN POLITICAL SCIENCE**

#### Course Code: PSCMIN-101

**Course Title: Basic Concepts of Political Science Credit: 04** **Total Marks:100 ( Internal =30 Marks and End Semester Exam=70)**

**Course Description:** This course aims to provide a comprehensive overview of the basic concepts in political science, focusing on the fundamental principles and theories that underpin the study of political systems. This paper will enquire into key concepts such as power, authority, legitimacy, justice, liberty, equality, democracy, ideology, rights and citizenship. It will also examine the significance of the state in understanding politics through its concepts and ongoing contemporary debates.

#### Course Objectives:

1. Define and explain the basic concepts in Political Science.
2. Explore the theoretical foundations.
3. Analyze the interrelationship between concepts.
4. Discuss practical applications.

#### Course Outcome:

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

1. Have clear definitions and explanations of essential concepts in political science.
2. Develop a solid understnding f the subject matter.
3. Know how political theories contribute to our understanding of political systems and their functioning.
4. Explore the interconnectedness of various political concepts and their practical applications on real-world political issues and events.

#### Course Outline:

**Unit 1: Introduction to Political Science:**

* + Meaning, Nature and Scope of Political Science
  + Importance of Political Science
  + Political Science as an Interdisciplinary Subject of Study

#### Unit 2: Major Concepts in Political Science-I:

* + Power, Authority, Legitimacy
  + Liberty, Equality, Justice
  + Rights and Duties

#### Unit 3: Major Concepts in Political Science-II:

* + Citizenship
  + Democracy
  + Ideology

#### Unit 4: State in Political Science:

* + Concept of State- Its Elements
  + Rise of Modern Nation-State
  + State Sovereignty and Globalization

##### References:

1. Agarwal, N.N., VidyaBhushan and VishnooBhagwan, Principles of Political Science,

R. Chand & Co., New Delhi, 1998

1. Agarwal, R.C., Political Theory (Principles of Political Science), S. Chand & Company Ltd., New Delhi, 2001
2. Arora, N.D. and S.S. Awasthy, Political Theory, Har-Anand Publications Pvt. Ltd., New Delhi, 2004
3. Bhargava, Rajeev and Ashok Acharya, Political theory: An Introduction, Pearson, Delhi, 2008
4. Gauba, O.P., An Introduction to Political Theory, 7th Edition, Macmillan Publishers India Ltd., New Delhi, 2014
5. Johari, J.C., Principles of Modern Political Science, sterling Publishers Pvt. Ltd. 1995
6. Kapur, A.C., Principles of Political Science, S. Chand & Co. Ltd., New Delhi, 2010
7. Mahajan, V.D., Political Theory, S. Chand & Company Ltd., New Delhi, 2003
8. Ramaswamy, S., Political Theory- Ideas and Concepts, Macmillan, Delhi, 2002
9. Varma, S.P., Modern Political Theory, VIKAS Publishing House Pvt. Ltd., New Delhi, 1983
10. Vinod, M.J. and Meena Deshpande, Contemporary Political Theory, PHI Learning Pvt. Ltd., Delhi, 2003

##### (INTERDISCIPLINARY COURSE)

**SEMESTER-1**

**INTERDISCIPLINARY COURSE (PSCIDC -101): LOCAL GOVERNANCE IN INDIA**

**Paper Code: PSCIDC-101**

#### Course Title: Local Governance in India (3 Credits) Total Marks:50

**Course Description**: The course has been framed in such a way that Students are to be acquainted with grassroots levels of administrative functioning in a decentralized Government system. Local Self Governance Institutions both rural and urban are the backbones of a country like India. Students are given structural information on the functioning of Local Self Governance. It is also emphasized to understand Local Politics and Duties. The course is easily graspable for other interdisciplinary students also.

#### Course Objectives:

* To give an overall understanding of local self-governance in India.
* Students will be aware about decentralisation and how Indian governance has divided into three tier governance.
* To make students acquainted with local Administration and functionaries both in Rural and Urban areas.
* To draw their attention towards local politics and how people can act a responsible role in this process.
* To appraise and update about 5th and 6th schedule areas governance. Accordingly, how within local self-government local governance has adjusted as two layers of administration by addition and deduction of power in frame.

**Course Outcome**: Students shall gain-

* An understanding of 73rd and 74th Amendments of the Constitution of India.
* An understanding of importance of local self-governance how its proper functioning can shape a greater social interest of local people.
* Understanding Prospects and Consequences of choosing right Local Representatives in grassroot politics.
* It will create more interest by learning both theoretically and practically as grassroots level governance is the closest to people.

#### Course Outline

**Unit 1: Governance and Local Self Governance**

* Meaning, Nature, and Scope of Local Self Governance
* Development of Local Self Governance in India and its Importance
* Significance of 73rd and 74th Amendment of the Constitution
* Assam Panchayati Raj Acts 1986 and 1994

#### Unit 2: Structure of Local Self Governance

* Structure of PRIs- Urban and Rural Panchayats- Features, Powers, Functions, and Role of Urban and Rural Panchayats
* Urban and Rural Panchayats- Election, Reservation, and Formation of Committees

#### Unit 3: Government Control and Special Provisions of Constitution

* 5th and 6th Schedule and their provisional arrangement for local self-Governance- VCDC and PRI
* Reservation for Women
* Sources of Revenue and Grant-in-Aid of Urban and Rural Panchayats
* Government Control Over PRIs, Monitoring and Evaluation, Social Audit,

#### Reading Lists:

R.N. Prasad, Urban Local self-Govt. in India, Mittal Publications, New Delhi, 2007

S.R. Maheswari, Local Government in India, LakhsmiNarain Agarwal, Agra, 2010

R.P. Joshi and G.S. Narwani, Panchayati Raj in India, Rawat Publication, Jaipur, 2002

M.P. Dube and M. Padalia (ed.), Democratic Decentralization and Panchayati Raj inIndia, Anamika Publishers, New Delhi

B.K. Gosh, The Assam Panchayat Act, Assam Law House, Guwahati, 2002

Ramesh K. Arora (ed.), The Indian Administrative System, Associated Publishers, NewDelhi, 1978

M.P. Sharma, Local Self Government,

***(Skill Enhancement Course)***

## SEMESTER-I

#### SKILL ENHANCEMENT COURSE (PSCSEC-101): LEGISLATIVE PROCEDURE

**Course Code: PSC-SEC101**

#### Course Title: Legislative Procedure (3 Credits) Total Marks: 50

**Course Objectives**:

The syllabus tries to make the students familiar with the legislative procedures in India. It helps students with the skill of participation in the democratic decision-making process. The course provides an insight about the basic knowledge of the Constitutional provisions and the power and the functions of various legislative bodies such as Parliament, State Assemblies and Local institutions and the provisions for law making process.

**Course Outcomes:**

* Students can understand practical knowledge of legislative procedures.
* Students can learn about drafting and passage of bills in India.
* The students will be able to learn about the functioning of parliament as well as various modes of question hours.

#### COURSE CONTENTS:

**Unit-I: Powers and Functions of People’s Representatives**

* Members of Parliament,
* State Legislative Assemblies,
* Functionaries of Rural and Urban Local Self-Government

#### Unit -II: Legislative Process in India

* Drafting and Law-making Process,
* Bills and Acts, Ordinary Bill, Money Bills, and Finance Bills. Gazette Notifications
* Role of the Standing Committee in reviewing a Bill, Legislative Consultations, and Constitutional Amendments.

#### Unit-III: Motions and Hours in the Legislature

* Question Hour, Zero Hour
* Adjournment Motion
* No Confidence Motion.

#### READING LIST:

1. Kapur D and P. Mehta eds. (2005), “Public institutions in India: Performance and design”, New Delhi, Oxford University Press.
2. Prakash, A.S. (1995), “What Ails Indian Parliament”, New Delhi, Harper and Collins.
3. Singh, D. (2016), ‘The Indian Parliament: Beyond the Seal Signature of Democracy, Gurgaon, India, Universal law Publishing.
4. Pai, Sudha& Kumar, A. Eds. (2014), “The Indian Parliament: A Critical Apprisal”, New Delhi, Orient Black Swan.
5. Kaul, M.N. & S.L. Shakdher, (2016), “Practice and Procedure of Parliament”, New Delhi, Lok Sabha Secretariat.
6. Basu, D.D., (2006) “Introduction to the Constitution of India”, Nagpur Wadhwa& Co.
7. Mehra, A.K. ed. (2017), The Indian Parliament and Democratic Transformation”, New Delhi, Rutledge.
8. Malhotra, G., (2002), “Fifty Years of Indian Parliament”, New Delhi, Lok Sabha Secretariat
9. Mehra, A.K. &Kueck G.W. eds. (2003), “The Indian Parliament: A Comparative Perspective”, New Delhi, Konark Publishers.

***(Value Added Course)***

## SEMESTER-I

#### VALUE ADDED COURSE (PSCVAC-101): VALUES AND ETHICS-I

**Course Code: PSCVAC-101**

#### Course Title: Values & Ethics -I (4 Credits) Total Marks:100 ( Internal =30 Marks and End Semester Exam=70)

**Course Objectives:**

1. Students will be able to know about Bathouism, Vaishnavism, Buddhism& Jainism.
2. Students will be able to learn about the Philosophy of Bathou, Vaishnavism, Buddhism& Jainism.
3. Students will be able to know about Kherai, BaatKanti and Ethics of Vaishnavism, Buddhism & Jainism.

**Course Learning Outcome:**

1. Students will gain knowledge about Bathouism, Vaishnavism, Buddhism& Jainism.
2. Students will learn the Philosophy of Bathou, Vaishnavism, Buddhism& Jainism.
3. Students will learn ethical values through Kherai, BaatKanti, Vaishnavism, Buddhism& Jainism.

#### Unit – I: Bathouism (15 Lectures)

* + An introduction to Bathou
  + Four Elements of Bathou.
  + Kherai.
  + Baat Kanti.

#### Unit – II: Vaishnavism (15 Lectures)

* + Origin of Vaishnavism
  + Founders of Vaishnavism
  + Ethics of Vaishnavism.

#### Unit – III: Buddhism (15 Lectures)

* + An introduction to Buddhism.
  + Four Noble Truths
  + Eightfold Path and Concept of Trishikhas
  + Brahmaviharas

#### Unit – IV: Jainism (15 Lectures)

* + An introduction to Jainism
  + Life Sketch of Mahavira
  + Digambara & Svetambara
  + Environmental and Ecological thoughts in Jainism; Jainism and Science.

#### Suggested Readings: Bathouism

Dr. Liladhar Brahma, *Religion and Dances of the Bodos,* Onsumoi Library, Kokrajhar, 2003. LabinBoro, UddhabMushahary, *KheraiMwsanainiSanthou,* Bodo Publication Board, Bodo Sahitya Sabha, Kokrajhar, 1993.

KhagenLahari, *DOURILAI:Bathou Religious Prose*, Bodo Publication Board, Bodo Sahitya Sabha, Kokrajhar, 1993.

*RAITHAI BIDANG: An Anthology of Bodo Prose,* Edited by the Academic Sub-Committee, Bodo Sahitya Sabha, 2000.

IndramalatiNarzaree, *MAINAW BORAINAI: A Collection of Essay,* Narzaree Publication, Guwahati, 2006.

Dr. Mangal Singh Hazowary, *The Traditional Boro Festivals: A Critical Study &BathouThandwi: Bathou Herald,* (Sacred Book of Bathouism), Onsumoi Library, 2004. Phukan Ch. Basumatary, SwarnaPrabhaChainary, *MONOGRAPH OF THE BOROS,* Lakshi Publishers & Distributors, New Delhi, 2017.

Edited *GwtharMwikhun,* Bathou Publication Board, Harisinga and Udalguri District Committee, 2014.

Lochan Chandra Basumatary (Edited) *BoroniAshar-Khanti,*

ChirangZillaDularaiBathouGouthum, 2014.

ManthuMochahary, BudaolaDwimary (Edited) *The Boro Customary Law,* Gorchuk, Guwahati, 2019.

#### Suggested Readings: Vaishnavism

[**S.M. Srinivasa Char**,](https://www.amazon.in/S-M-Srinivasa-Chari/e/B001JOSO18/ref%3Ddp_byline_cont_book_1) (2017), “Vaishnavism: Its Philosophy, Theology and Religious Discipline”, MotilalBanarsidass; 3rd edition.

Bhattacharya, N.N., (ed), Medieval Bhakti Movement in India, Shri Chaitanya, Quincentenary, Manoharlal Publishing House, New Delhi, 1989.

S. KrishnaswamiAyengar, Early History of Vaishnavism in South India, The Oxford University Press,1920.

#### Suggested Readings: Buddhism

E. H. Brewster. *The Life of Gotama the Buddha.* (Compiled from the Pali Canon). London: Kegan Paul, 1926.

Thera Pivadassi. *The Buddha, A Short Study of His Life and His Teachings*. Kandy: Buddhist Publication Society, 1982.

Morgan, Kenneth W. (ed). *The Path of the Buddha: Buddhism Interpreted by Buddhists*. New York: Ronald Press, 1956.

Conze, E. *Buddhist Thought in India.* Ann Arbor, MI: University of Michigan Press, 1967.

NaradaThera. *The Life of the Buddha in his own words*. Kandy, Ceylon: Buddhist Publication Society, 1967.

Carus, Paul, *Karma. A Story of Early Buddhism*. Chicago: Open Court, 1894.

Conze, Edward, and Arthur Walley. *Buddhism: Its essence and development*, New York: Harper,

1959.

Verma, V.P. *Early Buddhism and Its Origins*, New Delhi: MunshiramManoharlal, 1973.

#### Suggested Readings: Jainism

*Cort, John E. (2001a),* [*Jains in the World: Religious Values and Ideology in India*](https://books.google.com/books?id=PZk-4HOMzsoC)*, Oxford University Press,* [*ISBN*](https://en.wikipedia.org/wiki/ISBN_(identifier)) *978-0-19-513234-2.*

[Dundas, Paul](https://en.wikipedia.org/wiki/Paul_Dundas) *(2002) [1992],* [*The Jains*](https://archive.org/details/JainsLibraryOfReligiousBeliefsPracticesPaulDundasRoutledge/mode/2up) *(Second ed.),* [Routledge*,* ISBN](https://en.wikipedia.org/wiki/Routledge) 0-415-26605-X

*Jain, Kailash Chand (1991),* [*Lord Mahāvīra and His Times,*](https://books.google.com/books?id=8-TxcO9dfrcC) *MotilalBanarsidass,* [*ISBN*](https://en.wikipedia.org/wiki/ISBN_(identifier)) *978- 81-208-0805-8*

*Long, Jeffery D. (2013),* [*Jainism: An Introduction*](https://books.google.com/books?id=I3gAAwAAQBAJ)*, I.B. Tauris,* [*ISBN*](https://en.wikipedia.org/wiki/ISBN_(identifier)) *978-0-85771-392-6*

*Singh, Narendra (2001), "AcahryaBhikshu and Terapanth",* [Encyclopaedia of Jainism*,*](https://books.google.com/books?id=JoDUPJpb63UC) *Anmol Publications,* [ISBN](https://en.wikipedia.org/wiki/ISBN_(identifier)) 81-261-0691-3

*Wiley, Kristi L. (2009),* [*The A to Z of Jainism*](https://books.google.com/books?id=kUz9o-EKTpwC)*, Scarecrow,* [*ISBN*](https://en.wikipedia.org/wiki/ISBN_(identifier)) *978-0-8108-6821-2*

***(Major)***

## SEMESTER-II

**DISCIPLINE SPECIFIC MAJOR COURSE (PSCMAJ -201): CONSTITUTIONAL DEVELOPMENT OF INDIA**

#### Course Code: PSCMAJ-201

**Course Title: Constitutional Development of India (4 Credits)** **Total Marks:100 ( Internal =30 Marks and End Semester Exam=70)**

**Course Objective:** The course is developed to give the students an insight and understanding of various acts and provisions initiated by the East India Company and the British Crown which ultimately laid the foundation and gradual growth of the constitution of India over the period of time.

**Course Learning Outcome:** At the end of the course, the students will be able to understand how the acts and provisions initiated by British India contributed to the development of the Indian Constitution.

#### Unit-I: Constitutional Development under East India Company Rule (15 Lectures)

* Regulating Act of 1773: Provisions and Importance.
* Charter Act of 1853: Importance and Significance.

#### Unit-II: Constitutional Development under the Rule of the British Crown (15 Lectures)

* Government of India Act, 1858
* Indian Councils Act, 1909
* Government of India, 1919
* Government of India Act, 1935

#### Unit-III: Cabinet Mission and Lord Mountbatten Plan (15 Lectures)

* Cabinet Mission Plan, 1946: Provisions, Merits, and Demerits.
* Lord Mount Plan: Indian Independence Act, 1947
* The Nehru Report and Jinnah’s 14-point Formula

#### Unit-IV: Framing of Indian Constitution (15 Lectures)

* Constituent Assembly: Working and Composition.
* Basic objectives and Philosophy of the Constitution.

#### Suggested Readings:

1. G. Austin, (2010) ‘The Constituent Assembly: Microcosm in Action’, in The Indian Constitution: Cornerstone of a Nation, New Delhi: Oxford University Press, 15th print.
2. R. Bhargava, (2008) ‘Introduction: Outline of a Political Theory of the Indian Constitution’, in R. Bhargava (ed.) Politics and Ethics of the Indian Constitution, New Delhi: Oxford University Press,
3. D. Basu, (2012) Introduction to the Constitution of India, New Delhi: Lexis Nexis.
4. R. C. Agarwal, (1994) Constitutional Development and National Movement of India, New Delhi, S. Chand & Company LTD.
5. S. Chaube, (2009) The Making and Working of the Indian Constitution, Delhi: National

Book Trust.

1. The Constitution of India: Bare Act with Short Notes, (2011) New Delhi: Universal.
2. J.C. Johari, Indian Government & Politics, ((Vol-I & II), Jalandhar, Punjab, Vishal Publishing Co.
3. P.M. Bakshi, The Constitution of India, (2007), Delhi-33, Universal Law Publishing Co. PVT.LTD.
4. M. V. Pylee, An Introduction to the Constitution of India, New Delhi, Vikas, 1998.
5. Gupta, D.C. (1975), Indian Government and Politics, Vikas Publishing House, New Delhi.

\*LTP-Lecture/Tutorial/Practical

***(MINOR*) SEMESTER-II**

#### DISCIPLINE SPECIFIC MINOR COURSE (PSCMIN -201): IDEAS OF DEMOCRACY

**Paper Code: PSCMIN-201**

#### Course title: Ideas of Democracy (Credit: 04)

**Total Marks:100 ( Internal =30 Marks and End Semester Exam=70)**

**Course Objective:** This course offers an introduction to the evolution, theory and practice of democracy. The course will present debates in democratic theory and practice in the past and their contested legacy at the present time. Students will learn to evaluate past practices, critically examine current practice, learn about recent innovations and discuss the future of democracy. This course will provide an overview of different theories of democracy, including scopes such as in social, political, religious and economic spheres. The course will engage in challenges and debates about different models of democracy as well as between representation and participation.

**Course Outcome:** After completing this course students will be able to:

* Develop a broad historical, normative and empirical understanding of the idea and practice of democracy.
* Distinguish different models of democracy and their normative assumptions.
* Understand different theories of democracy and how different theories led to waves of democratization over history.
* Examine current problems and understand how different democratic crises have emerged in practice.
* Apply democratic theories to critically assess political institutions and practices.
* Engage in dialogue about the meaning and value of democracy.
* Explain and defend how democratic theory might be used to respond to problems being faced by nation-states.

**Course Contents:**

**Unit-I: Understanding Democracy**

* + Definition of Democracy
  + Meaning of Democracy
  + Basic Principles of Democracy

#### Unit-II: Types and Scope of Democracy

* + Types of Democracy: Direct and Indirect / Representative, Parliamentary, Presidential.
  + Scope of Democracy: Social Democracy. Political Democracy, Religious Democracy and Economic Democracy.

#### Unit-III: Democracy: Theories and Debate

* + Theories of Democracy: Liberal, Elitist, Pluralist, Marxist.
  + Difference and debate between Liberal Democracy and People’s Democracy.

#### Unit-IV: Indian Democracy

* + Democracy in India.
  + Multiculturalism and Toleration; Debate: Representation vs Participation.

#### READING LIST:

**About the origins of the idea:**

* + - Isakhan, Benjamin and Stephen Stockwell, The Edinburgh Companion to the History of Democracy, Edinburgh University Press, 2012. Ch. 3, 6, 7, 16, 17.
    - Dahl, Robert. On Democracy. Yale University Press, 1998.
    - Dunn, John (ed.), Democracy: The Unfinished Journey: 508 BC to AD 1993, Oxford University Press, 1992. Ch. 1, 4, 6, 7, 8.
    - Schmitter, Philippe C. and Terry Lynn Karl, ‘What Democracy is….and is not,’ Journal of Democracy, Summer 1991: 3-16.
    - Arblaster, Anthony. Democracy. 3rd Edition. Open University Press, 2002.

#### Theory:

* + Pateman, C, ‘Rousseau, J. S. Mill, and G. D. H. Cole: A Participatory Theory of Democracy’, in “Participation and Democratic Theory, Cambridge University Press, 1970.
  + Pateman, C, ‘Participatory Democracy Revisited’, Perspectives on Politics, March 2012, Vol. 10:17.
  + Saward, M. ‘Representation and Democracy: Revisions and Possibilities’, Sociology Compass 2/3 (2008): 1000–1013
  + Mansbridge, J. Clarifying the Concept of Representation, American Political Science Review Vol. 105, No. 3 August 2011
  + Gutman A, and Dennis Thompson, ‘What Deliberative Democracy Means’ in Why Deliberative Democracy? Princeton University Press, 2004

#### About institutions:

* + Manin, Bernard. The Principles of Representative Government. Cambridge: CambridgeUniversity Press, 1997.
  + Freeman, M. Constitutional Democracy and the Legitimacy of Judicial Review, Law and Philosophy, 9: 327-370, 1990-1991.L
  + Zurn, C. From Majoritarian to Deliberative Theories of Constitutional Democracy’ (Ch – III), in Deliberative Democracy and the Institutions of Judicial Review, Cambridge University Press, 2007
  + Bark, A. ‘Protecting the Constitution and Democracy’ (Ch. 2) in Judge in a Democracy Princeton University Press, 2004

#### About contemporary debate:

* + Birch, A. H. The Concepts and Theories of Modern Democracy, 3rd Edition. Routledge, 2007.
  + Dowding, Keith, James Hughes and Helen Margetts, Challenges to Democracy: Ideas,Institutions and Involvement. The PSA Yearbook 2000, Palgrave, 2001.
  + Held, David. Models of Democracy. 3rd Edition. Polity Press, 2007

**(*INTERDISCIPLINARY)* SEMESTER-II**

#### INTERDISCIPLINARY COURSE (PSCIDC 201): HUMAN RIGHTS IN INDIA

**Course Code: PSCIDC-201**

**Course Title: Human Rights in India (Credits: 3)**

#### Total Marks:50

**Course Objective:**

This course seeks to build an understanding of human rights among students through the study of specific problemsspecially in a comparative perspective. It is important forstudents to see how human rights debates have taken different forms historically and throughout the

historycontemporary world. The course seeks to anchor all issues in the Indian context mainly andpulls out another country to create a broader frame of comparison such as South Africa. Students will be expecteduse a range of sources for study such as official documents. The thematic discussion of the sub-topics will help the students to understand the state's response to the problems and issues of structural violence also.

**Course Outcome:** After completing this course students will be able to:

* + Develop an efficient historical, normative as well as empirical understanding of the idea and practice of human rights.
  + Distinguish among different approaches of human rights and develop an understanding about usage of different approach to relevant situations.
  + Develop a general idea about Indian Constitution and its role to defend human rights in India.
  + Explore different institutions of human rights specifically in India.
  + Engage in observation of violation of human rights in several sectors in India.
  + Explain the necessity and develop an understanding about advocating the defense of human rights in contemporary human rights violating issues in India, by NGO, Civil Society Organization etc.

Course Outline:

#### Unit 1: Introduction to Human Rights:

* + Meaning, Definition and Characteristics of Human Rights
  + Approaches to Study Human Rights: Universal Approach and Cultural Relativist Approach
  + Evolution of Human Rights in India

#### Unit 2: Framework for Human Rights in India:

* + Indian Constitution and Fundamental Rights
  + National Level Human Rights Institutions: National Human Rights Commission, National Commission for Women, National Commission for Scheduled Tribes, National Commission for Scheduled Castes, National Commission for Minorities
  + State-level Human Rights Institutions

#### Unit 3: Violation and Protection of Human Rights in India:

* + Human Rights Violation in India
  + Movements for Human Rights in India
  + Role of Civil Society Organizations and NGOs in Protection of Human Rights

**Reading List**

* 1. AftabAlam, Human Rights in India: Issues and Challenges, Delhi: Raj Publications,
  2. Agarwal, H.O., Implementation of Human Rights Covenants with Special Reference to India
  3. Anil Dutta Mishra, Perspectives on Human Rights, Radha Publications, New Delhi, 2002
  4. Awasthi , S.K. & R.P. Kataria, *Law Relating to Protection of Human Right*, New
  5. B.P. Singh, Human Rights in India: Problems and Perspectives, New Delhi: Deep
  6. BabuBrijesh, 2010, Human Rights Society, Global Publications, New Delhi.
  7. Basu, D. D., *Introduction to Constitution of India*, Prentice Hall of India, 1989.
  8. Begum S. Mehartaj, 2010, Human Rights in India Issues and Perspectives, APH Publishing Corporation, New Delhi.
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  10. Chandrachud, Abhinav, *Republic of Rhetoric: Free Speech and the Constitution of India*, New Delhi: Penguin, 2017
  11. Chiranjivi J. Nirmal, *Human Rights in India: Historical, Social and PoliticalPerspectives*, Oxford (2006).
  12. Clapham, Andrew, Human Rights: A Very Short Introduction (Oxford University Press, 2007)
  13. Darren J O’ Byrne, *Human Rights: An Introduction* (2005) Pearson Education
  14. Dube, M.P.and Neeta Bora, ed., Perspectives on Human Rights (New Delhi: Anamika Publishers,2000).
  15. Dwivedi, Om Prakash and Rajan, V. G. Julie, ed., *Human rights in Postcolonial India*

New Delhi.

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  2. Harsh Bhanwar, Human Rights Law in India: Protection and Implementation of the
  3. Ian Brownlie, et al. (eds.), *Basic Documents on Human Rights* (Oxford, 2006)
  4. K.P. Saksena, Human Rights Fifty years of India’s Independence, Gyan Publishing House, New Delhi, 1999
  5. LokendranMallick, Rule of Law and Human Rights in India, Universal Law Publishing Co., New Delhi,2012
  6. Mani, V.S., Human Rights in India: An Overview (New Delhi: Institute for the World Congress onHuman Rights, 1998).
  7. Mehta, P.L. and NeenaVerma, Human Rights under the Indian Constitution (New Delhi: Deep andDeep Publications, 1995).
  8. Nirmal, C. J., *Human Rights in India*, OUP, 1999.
  9. Prof. H. Sanjaoba, 20004, Human rights in the New Millennium, ManasPte.Ltd. Singapore.
  10. S. Mehartaj Begum, Human Rights in India: Issues and perspectives, APH Publishing Corporation, New Delhi, 2010
  11. Waldron, Jeremy, Theories of Rights (New York: Oxford University Press, 1990).
  12. Winston, Morton E., The Philosophy of Human Rights (Belmont: Wadworth, 1989).
  13. Woodiwiss, Anthony, Human Rights (Abingdon: Routledge, 2005)

***(Skill Enhancement Course)***

## Semester-II

#### SKILL ENHANCEMENT COURSE (PSCSEC-201):YOUR LAWS, YOUR RIGHTS

**Paper C ode: PSCSEC-201**

#### Course Title: Your Laws, Your Rights (Credit:03) Total Marks:50

**Course Description:**

The course "Your Laws Your Rights" provides a comprehensive understanding of the legal framework and rights that individuals possess in a modern society. Students will explore various aspects of law, including legal systems, constitutional law, human rights, and civil liberties. Through critical analysis of landmark cases and interactive discussions, students will gain insight into the rights and responsibilities of individuals, enabling them to navigate legal issues more effectively.

#### Course Objectives:

1. To develop a foundational understanding of legal systems and their implications for individual rights.
2. To analyze and interpret constitutional law and its relevance to contemporary legal issues.
3. To examine the fundamental principles of human rights and their significance in a global context.
4. To explore civil liberties and their intersection with legal frameworks.
5. To enhance critical thinking and analytical skills through the examination of legal cases.
6. To foster an understanding of legal rights and responsibilities in relation to societal norms and ethical considerations.
7. To encourage effective communication and debate on legal issues.

#### Course Outcomes:

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

1. Demonstrate knowledge of various legal systems and their impact on individual rights.
2. Analyze and evaluate constitutional law principles in relation to specific legal cases.
3. Apply critical thinking skills to examine and evaluate human rights issues.
4. Recognize and analyze the significance of civil liberties in a legal context.
5. Construct arguments and engage in debates on legal topics, supporting their perspectives with evidence and legal reasoning.
6. Understand the ethical considerations surrounding legal rights and responsibilities.
7. Communicate effectively in oral and written formats regarding

#### Course Outline

**Unit 1-Introduction to Legal and Constitutional Law**

* + Introduction to legal System
  + Constitutional law and its principles
  + Know your rights: Moral Rights, Legal rights, Human Rights

#### Unit 2: Laws Relating to Criminal Administration

* How to file complaints, FIR
* Detention Arrest and Bail
* Cyber Security

#### Unit 3: Civil Liberties and Legal Frameworks

* Freedom of speech and Expression
* Privacy Rights and Data protection
* PIL, RTI, Consumer rights

#### Unit 4: Equality & Non Discrimination and Rights

* Gender: Protection of women against Domestic Violence, Rape and Harassments
* Caste: Protection Against Untouchability
* Class: Minimum Wages
* Disability and Equality of Participation and opportunity

#### References:

* 1. Tribe, L. H., &Dorf, M. C. (2017). Constitutional Law: Cases - Comments - Questions. Foundation Press.
* 2. Allen, R. M., & Jensen, M. M. (2019). Constitutional Law. Wolters Kluwer.
* 3. Nowak, M. A., & Rotunda, R. D. (2019). Constitutional Law (Twelfth Edition). West Academic Publishing.
* 4. Donnelly, J. (2019). Universal Human Rights in Theory and Practice (Fourth Edition). Cornell University Press.
* 5. Moeckli, D., Shah, S., &Sivakumaran, S. (2018). International Human Rights Law (Second Edition). Oxford University Press.
* 6. Stone, G. R., &Tushnet, M. (2020). Constitutional Law (Ninth Edition). Aspen Publishers.
* 7. Chemerinsky, E. (2019). Constitutional Law: Principles and Policies. Wolters
* K.Shankaran and U.Singh(2008) ‘Introduction’, in *Toward legal literacy,* New Delhi, Oxford University press
* D. Srivastava,(2007) Sexual harassment and violence against women in India:Constitutional and legal perspective
* S.Durrany,(2006) *Protection of Women From domestic Violence Act 2005*, New Delhi, Indian Social Institute

***(Value Added Course)***

## SEMESTER-II

#### Course Code:PSCVAC 201

**Course Title: Values & Ethics in India-II (4 Credits)** **Total Marks:100 ( Internal =30 Marks and End Semester Exam=70)**

**Course Objectives:**

1. Students will be able to know about the Life and Works of GurudevKalicharan, Azan Faqir, SrimantaSankardeva& Swami Vivekananda.
2. Students will be able to know the teachings & concepts of philosophy of Gurudev, Azan Faqir, Sankardeva& Swami Vivekananda.
3. Students will be able to know the contributions of Gurudev, Azan Faqir, Sankardeva& Swami Vivekananda in the Society.

**Course Learning Outcomes:**

1. Students will gain knowledge about GurudevKalicharan, Azan Faqir, SrimantaSankardeva& Swami Vivekananda.
2. Students will know about the contribution of GurudevKalicharan, Azan Faqir, SrimantaSankardeva& Swami Vivekananda towards the preservation of culture of indigenous people.
3. Students will learn about the Philosophy of GurudevKalicharan, Azan Faqir, Sankardeva& Swami Vivekananda.

#### Course Outline:

**Unit – I: GurudevKalicharan Brahma**

* + A brief introduction of Gurudev.
  + Political Philosophy of Gurudev.
  + Gurudev’s contribution towards preservation of Culture of indigenous people.
  + Gurudev and Women Empowerment

#### Unit – II: Azan Faqir

* + A brief introduction of Azan Faqir.
  + Contribution of Azan Faqir to Assamese Society.
  + Devotional Songs: Zikir& Zari
  + Impact of Zikir& Zari on Assamese Society.

#### Unit – III: SrimantaSankardeva

* + Life and works of Sankardeva
  + Concept of Bhakti
  + Neo-Vaishnavism.

#### Unit – VI: Swami Vivekananda

* + Life and works of Swami Vivekananda
  + Concept of Humanism
  + Practical Vedanta, Ethics.

#### Suggested Readings: Gurudev Kalicharan

Dr. Ajit Boro, *Gurudev Kalicharan Brahma,* Gracy Home Library, 2019.

Dr. Ajit Boro, *Gurudev Kalicharan Brahma,* Gurudev Kalicharan Brahma Trust, 2019. Dr. Kameswar Brahma, *Gurudev Kalicharan Brahma,* 2005.

Lt. Manik Kr. Brahma, *Gurudev Kalicharan Brahma,* 2000.

Bidyasagar Narzary, Malabika Mitra, *Journey towards enlightenment,* 2016.

Devendra Nath Sarma, (1983), *Gurudev Kalicharan Brahma,* Axom sahitya Sabha, 1983.

Dr. Kumud Ranjan Basumatary *Socio- Political Awakening of the Bodos,* Occam Academic Press, 2019.

Bidyasagar Narzary, *Gurudev aru Boro Somaj,* GBD Publishers Kolkata, 2016.

Dr. Ajit Boro, *Philosophy of Gurudev Kalicharan Brahma,* Hriday Kr. Brahma, 2006.

#### Suggested Readings: Azan Faqir

Sayed Abdul Malik, (1990). *Azan Fakir- Makers of Indian Literature.* Sahitya Akademi. Sayed Abdul Malik, (1958). *Zikir aru Zari.* Guwahati, Gauhati University Press.

Maheswar Neog, (1960). *Pavitra Axom.* Axom Sahitya Sabha. Wahidur Rahman, (2006). *Azan Pir Sahebor Zikir,* Bani Mandir.

Mohini Kumar Saikia, (1978). *Assam-Muslim Relation and its Cultural Significance.* Luit Printers.

#### Suggested Readings: Sankardeva

G. Souravpran, (2013), “Religious Philosophy of Sankardeva: A Glimpses”, Sandhan, Vol- XIII, January-June 2013.

R.N. Choudhury, “Sankaradeva’s Philosophy of Religion” in SrimantaSankaradeva and his Philosophy, G. Barua (Ed.), SrimantaSankaradeva Sangha, Nagaon, 2011. Pg-211.

M. Neog, Sankaradeva and His Times, MotilalBanarcidass, Delhi, 1965. Pg-65

B. K. Baruah, Sankardeva-Vaisnava Saint of Assam, Bina Library, Guwahati, 1994. Pg-107.

B. Phukan, SrimantaSankaradeva: Vaishnava Saint of Assam, Kaziranga Books Publisher, Guwahati, 2010.

M. Neog, The Contribution of the Sankaradeva Movement to the Culture and Civilisation of India, Forum for Sankaradeva Studies, Guwahati, 1998.

G. Barua (Ed.), SrimantaSankaradeva and his Philosophy, SrimantaSankaradeva Sangha, Nagaon, 2011.

D. Chutia, “SrimantaSankaradeva: An Introduction” in SrimantaSankaradeva and his

Philosophy, G. Barua (Ed.), SrimantaSankaradeva Sangha, Nagaon, 2011.

Dr. Rinku Borah, The Neo-VaishnavismofSrimantaSankardeva: A great Socio-Cultura Revolution in Assam, MSSV Journal of Humanities and Social Science, VOL. 1 N0. 1 Satyajit Kalita, Philosophy of SrimantaShankardeva and His Neovaishnavism: A Philosophical Study, IOSR Journal Of Humanities And Social Science (IOSR-JHSS) Volume 22, Issue 10, Ver. VI (October. 2017) PP 36-40.

#### Suggested Readings: Swami Vivekananda

Swami Vivekananda, Practical Vedanta, (Kolkata: AdvaitaAshrama, 2001), p. 20. SubrataDasgupta, The Bengal Renaissance: Identity and Creativity from Rammohun Roy to Rabindranath Tagore (Ranikhet: Permanent Black, 2010), p. l72.

**Ranganathananda**[**Swami**](https://www.amazon.in/Swami-Ranganathananda/e/B001ICN92K/ref%3Ddp_byline_cont_book_1)**,** Swami Vivekananda: His Humanism, AdvitaAshrama.

Dr. Rahul Ranjan, The Socio-Political Magnitude of Humanism of Swami Vivekananda, Vol. 6-Issue 2, June 2021-pp- 101-112, Perception Publishing House.

SantwanaDasgupta, Social Philosophy of Swami Vivekananda, Ramakrishna Mission Institute of Culture, Gol Park, Kolkata, 2005, P-160.

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**\*\* Exit with certificate (40 Credits and Internship of 4 Credits)**

***(MAJOR)***

**SEMESTER – III**

#### DISCIPLINE SPECIFIC MAJOR COURSE (PSCMAJ -301):POLITICAL THEORY

**Course Code: PSCMAJ301 Credit-4**

**Paper Title: Political Theory**

#### Total Marks:100 ( Internal =30 Marks and End Semester Exam=70)

**Course Description:** This course provides an in-depth understanding and exploration of Political Theory with the examination of historical foundations and contemporary perspectives. Students will delve into various theoritical frameworks and engage with key concepts and debates in Political Theory. The course covers a wide range of topics, including power, authority, legitimacy, liberty, rights, justice, citizenship, democracy, state and sovereignty. Through critical analysis of the content, students will develop a comprehensive understanding of Political Theory and its relevance to contemporary political issues.

#### Course Objectives:

1. Familiarize students with the basics of Political Theory and major concepts related to this area of study.
2. Explore historical development of political theory and its relevance in the contemporary world.
3. Develop critical thinking skills and ability to analyze and evaluate political theories and arguments.
4. Examine relationship between political theory and practical politics.
5. Encourage students to engage in thoughtful discussions and debates on complex political issues.

#### Course Outcome:

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

1. Demonstrate a comprehensive understanding of key political theories and concepts.
2. Analyze critically and evaluate political theories and arguments.
3. Apply political theory to contemporary issues and debates.
4. Engage in informed and articulate discussions on political theory.
5. Apply theoritical insights to practical world situations and contribute to constructive political discourse.

#### Course Outline:

**Unit 1: Introduction to Political Theory:**

* + Political Theory: Meaning; Nature; Types; Usages of Political Theory
  + Subject matter and Scope of Political Theory
  + Growth and Evolution of Political Theory
  + Relevance of Political Theory: Decline or Resurgence?

#### Unit 2: Major Concepts in Political Theory:

* + Power; Authority; Legitimacy
  + Liberty; Equality; Justice
  + Rights and Duties; Citizenship
  + Concept of Democracy- Types of Democracy; Theories of Democracy

#### Unit 3: Significance of State in Political Theory:

* + Concept of State and its Elements
  + State and other Associations- State and Society, State and Civil Society, State and Government, State and Nation
  + Evolutionary Theories of Origin of the State
  + Rise of Modern Nation-State

#### Unit 4: Sovereignty and Its Challenges:

* + Sovereignty- Internal and External; Characteristics of Sovereignty
  + Types of Sovereignty
  + Theories of Sovereignty
  + Challenges to Sovereignty- Legacy of Imperialism, Role of Power Blocs, Process of Globalization

##### References:

1. Agarwal, R.C., Political Theory (Principles of Political Science), S. Chand & Company Ltd., New Delhi, 2001
2. Arora, N.D. and S.S. Awasthy, Political Theory, Har-Anand Publications Pvt. Ltd., New Delhi, 2004
3. Barry, B.(ed) Power and Political Theory, London, Wiley, 1976
4. Bhargava, Rajeev and Ashok Acharya, Political theory: An Introduction, Pearson, Delhi, 2008
5. Chandhoke, Neera, State and Civil Society: Explorations in Political Theory, SAGE Publications, 1995
6. Farrelly, Colin, Introduction to Contemporary Political Theory, Sage, 2004
7. Gauba, O.P., An Introduction to Political Theory, 7th Edition, Macmillan Publishers India Ltd., New Delhi, 2014
8. Held, David, Political Theory Today, Stanford University Press, California, 1991
9. Heywood, Andrew., Political Theory- An Introduction, Palgrave, New York, 2005
10. Mahajan, V.D., Political Theory, S. Chand & Company Ltd., New Delhi, 2003
11. Mckinnon, Catriona., (ed), Issues in Political Theory, New York: Oxford University Press, 2008
12. Puri, Ellora, Civil and Political Society: A Contested Relationship? Economic and Political Weekly, Vol. 39, No. 32 (Aug. 7-13, 2004), pp. 3593-3594
13. Ramaswamy, S., Political Theory- Ideas and Concepts, Macmillan, Delhi, 2002
14. Richard and Andrew Mason (ed), *Political Concepts*, Manchester University Press, Manchester and New York, 2003
15. Varma, S.P., Modern Political Theory, VIKAS Publishing House Pvt. Ltd., New Delhi, 1983
16. Vinod, M.J. and Meena Deshpande, Contemporary Political Theory, PHI Learning Pvt. Ltd., Delhi, 2003.

**(*Major)* SEMESTER-III**

**DISCIPLINE SPECIFIC MAJOR PAPER (PSCMAJ -301):INDIAN GOVERNMENT AND POLITICS**

#### Course Code: PSCMAJ302 (4 Credits)

**Course Title: Indian Government and Politics**

#### Total Marks:100 ( Internal =30 Marks and End Semester Exam=70)

**Course Objective:** The course is designed to educate students about the political system in India and is expected to enable students to develop the ability to construct rigorous arguments on Indian politics, based on empirical knowledge and informed by a critical awareness of the scholarly literature on the subject.

**Course Learning Outcome**: This course enables students to develop an understanding of the basic features of the Indian constitution and institutional functioning as well as appreciate the approaches to the study of Indian politics and the changing nature of the state. It enables them to understand the working of different organs of government and the interaction among them which often involves both conflict and cooperation. Moreover, it enables the students to understand the division of powers in the Indian federal set-up and its asymmetrical federal arrangements.

#### Course Outline:

**Unit – I: Approaches to the Study of Indian Politics and the Nature of the Indian State:**

* Liberal Approach
* Marxist Approach
* Gandhian Approach

#### Unit – II: Making of the Indian Constitution:

* Constituent Assembly,
* The Preamble, Philosophy, and the Features of the Indian Constitution
* Fundamental Rights and Directive Principles of State Policy

#### Unit – III: Organs of Government: Role, Power, and Functions

* The Legislature
* The Executive: President, Prime Minister, and Council of Ministers
* The Judiciary: Supreme Court, High Court

#### Unit – IV: Federal Structure in India

* Centre-State Relations, Asymmetrical Features of Indian Federalism
* The Panchayats and Municipalities, Autonomous Councils & Sixth Schedules
* Cooperative Federalism and Recent Trends

#### Suggested Readings:

1. M.P. Singh and S.R. Raj (2012), The Indian Political System, New Delhi, Pearson
2. Khosla, Madhav, (2012), The Indian Constitution, New Delhi, Oxford University Press.
3. Austin, Granville, (1966), The Indian Constitution: Cornerstone of a Nation, Oxford University Press, New Delhi
4. Austin, Granville, (1999), Working a Democratic Constitution: A History of the Indian Experience, Oxford University Press, New Delhi
5. Rajini Kothari, (2010), Cast and Politics, New Delhi, Orient Black Swan.
6. Madan, N. L. (1989), Indian Political Science-Socio-Economic Dimension, New delhi, South Asia Books
7. Hasan, Zoya, (2002), Parties and Party Politics in India, Oxford University Press, New Delhi
8. Chatterjee, Partha, (1999), State & Politics in India, New Delhi, Oxford University Press
9. Abbas, H. Kummar, R, &Alam, M.A. (2011), Indian Government and Politics, New Delhi, Pearson.
10. Chakravarty, B. & Pandey, K. P. (2006), Indian Government and Politics, New Delhi, Sag
11. Basu, D.D. Introduction to Constitution of India, New Delhi, Wadhwa Publishers, 2001
12. Brass, Paul, Ethnicity and Nationalism: Theory and Comparison, New Delhi, Sage, 1991
13. Chauhan & Vasudeva, Coalition Government in India, New Delhi, OUP, 2013

\*LTP-Lecture/Tutorial/Practical

***(Minor)***

**SEMESTER-III**

#### DISCIPLINE SPECIFIC MINOR PAPER (PSCMIN -301): NATIONALISM IN INDIA

**Course Code: PSCMIN -301**

#### Course Title: Nationalism in India (4 Credits)

**Total Marks:100 ( Internal =30 Marks and End Semester Exam=70) COURSE OBJECTIVE:**

The course enables the students to understand about colonial period of India and to know phases of freedom movements and India’s fight for independence. The first unit of the course aim to provide the students about the colonial legacies and the legacies of the freedom Fighters, and the growth of nationalism. The second unit of the syllabus seeks to enhance the understanding of the formation of Indian national Congress and partition of Bengal. The third Unit of the course gives the knowledge to the students about the role of Gandhi and the importance of Netaji and INA in the freedom struggle of India. The fourth unit of the course introduces the students to various Acts passed by the British Government.

**LEARNING OUTCOME:**

* To introduce the colonial rule
* To make students learn about the phases of Freedom Movement.
* To underline and examine the development of nationalism in India
* Examine the changing phases of British Rule through Various Acts.

#### COURSE CONTENTS:

**Unit-I: Understanding British Colonialism in India (15 Lectures)**

* Colonialism: Meaning and Characteristics
* Legacies of Colonialism: Effects of British Colonialism in India, Colonial Legacy of the Indian Political System.

#### Unit-II: Rise of Nationalism in British India (15 Lectures)

* Legacies of Freedom Movement: First step of Indian Independence, growth of nationalism in India,
* Freedom Movement: Indian National Congress, Division of Bengal, Communal Politics, Split in Congress,

#### Unit-III: India’s Struggles for Independence (15 Lectures)

* Swadeshi Movement, Home Rule Movement.
* Role of Gandhi in the Freedom Movement in India: Non- Cooperation movement, RowlattAct, JallianwalaBagh, Civil Disobedience Movement, Quit India Movement.
* Role of Netaji Subhash Chandra Bose: Indian National Army

#### Unit-IV: Constitutional Development during Freedom Movement (Important Acts)

**(15 Lectures)**

* The Government of India Act 1858,
* The Government of India Act 1909 and 1919,
* The Government of India Act 1935,
* The Government of India Act 1947

#### READING LIST:

1. Sandhu, Harmeet S. (2014) "British Raj: The Legacy of Colonialism in India,"Sociological Imagination: Western’s Undergraduate Sociology Student Journal: Vol. 3: Iss. 1, Article 6.
2. R. [**Himanshu**](https://www.routledge.com/search?author=Himanshu%20Roy), A. [**Jawaid**](https://www.routledge.com/search?author=Jawaid%20Alam), (2021), “A History of Colonial India1757 to 1947”, Routledge India
3. Dr. Hareet Kumar Meena, (2016), “Understanding the Nature and Growth of Indian Nationalism in the Latter Half of 19th Century”, AIJRHASS, 16-158.
4. Chand, T. (1984). History of the Freedom Movement in India. New Delhi: Publications Division Govt. of India. 309-22
5. Grover, B. L. (2004). Modern Indian History. New Delhi: S. Chand & Company Limited. 314-21.
6. . G ordon, L. A. (1974). Bengal: The Nationalist Movement 1876-1940. New York: Columbia University Press. 115-19.
7. S.K. Chaube, (1985), “Gandhi and the Indian Freedom Movement”, The Indian Journal of Political Science, pp. 430-437 (8 pages)
8. T, Dr. Dhananjaiah. H, (2019), “Role and contributions of Netaji Subhash Chandra Bose in India’s freedom struggle – A historical analysis”, July 2019| IJIRT | Volume 6 Issue 2
9. Bhagyaratna, D. (2015). Netaji Subhash - A tale of a true leader in freedom struggle. International Jouranal for Historical Studies, 435-439
10. <https://egyankosh.ac.in/bitstream/123456789/57865/1/Unit1.pdf>
11. [Chandra,](https://www.amazon.in/Bipan-Chandra/e/B001HQ5V82/ref%3Ddp_byline_cont_book_1) Bipan, (2016), “India's Struggle for Independence”, Penguin Random House India.

**(*INTERDISCIPLINARY COURSE)***

#### SEMESTER-III

**Interdisciplinary Course (PSCIDC 301): United Nations**

#### Course Code: PSCIDC301

**Course Title: United Nations (4 Credits)**

#### Total Marks:100 ( Internal =30 Marks and End Semester Exam=70) Course Description:

This course provides an in-depth understanding of the United Nations (UN), its structure, functions, and role in global governance. It explores the historical background, key principles, and major achievements of the UN. Students will analyse the UN's effectiveness in addressing global challenges, such as peace and security, human rights, social and economic development, and environmental sustainability. The course also examines the UN's response to contemporary issues and explores the prospects for the future of the organization.

#### Course Objectives:

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

1. Demonstrate a comprehensive understanding of the United Nations, its structure, and its key functions.
2. Analyse the historical development of the UN and its impact on global governance.
3. Evaluate the effectiveness of the UN in addressing global challenges and promoting international cooperation.
4. Apply critical thinking skills to analyse and propose solutions to current issues facing the UN.
5. Develop effective communication and teamwork skills through group discussions and presentations.

**Course Outcomes**: Upon completion of the course, students will be able to:

* 1. Demonstrate a comprehensive understanding of the United Nations, its structure, and its key functions.
  2. Analyse the historical development of the UN and its impact on global governance.
  3. Evaluate the effectiveness of the UN in addressing global challenges and promoting international cooperation.
  4. Apply critical thinking skills to analyse and propose solutions to current issues facing the UN.
  5. Understand the principles and mechanisms of peacekeeping operations and conflict resolution.
  6. Evaluate the role of the UN in promoting and protecting human rights globally.

Course Outline:

#### Unit -I: Introduction to the United Nations (15 Lectures)

* + - Historical Background and Creation of the UN
    - Structure and Key Organs of the UN
    - The Charter of the United Nations

#### Unit -II: Functions and Principles of the United Nations (15 Lectures)

* + - * Peace and Security: The Role of the Security Council
      * Promotion of Human Rights: The Work of the Human Rights Council
      * Social and Economic Development: The Role of the Economic and Social Council

#### Unit -III: Major Achievements and Challenges of the United Nations (15 Lectures)

* + - * Peacekeeping Operations and Conflict Resolution
      * Sustainable Development Goals and Agenda 2030
      * Humanitarian Assistance and Response to Global Crises

#### Unit-IV: Contemporary Issues and Future of the United Nations (15 Lectures)

* + - * Climate Change and Environmental Sustainability
      * Global Health and Pandemic Response
      * Reforming the United Nations for the 21st Century

#### References

1. Weiss, T. G., & Daws, S. (Eds.). (2018). The Oxford Handbook on the United Nations. Oxford University Press.
2. Luck, E. C. (2019). The UN Security Council: Practice and Promise. Routledg
3. Weiss, T. G., Forsythe, D. P., Coate, R. A., & Pease, K. S. (2014). The United Nations and Changing World Politics. Westview Press.
4. Weiss, T. G. (2018). What's Wrong with the United Nations and How to Fix It. Polity Press.
5. Alker Jr, H. R., &Biersteker, T. J. (Eds.). (2014). The Quest for World Order and Human Dignity in the Twenty-first Century. Routledge.
6. Thakur, R. (2018). The United Nations, Peace and Security: From Collective Security to the Responsibility to Protect. Cambridge University Press.
7. Malone, D. M. (2018). The UN Security Council in the 21st Century. Lynne Rienner Publishers.
8. Fomerand, J. (2012). The A to Z of the United Nations. Scarecrow Press.
9. Weiss, T. G. (Ed.). (2015). Global Governance: Why? What? Whither? Polity Press.
10. Mertus, J., &Helsing, J. (Eds.). (2019). Human Rights and the United Nations: A Critical Appraisal. Georgetown University Press.

(***Skill Enhancement Course***)

## SEMESTER-III

#### SKILL ENHANCEMENT COURSE (PSCSEC-301):CAPACITY BUILDING SKILL

**Course Code: PSCSEC301**

#### Course Title: Capacity Building Skill Credit: 3

**Total Marks:50**

#### Unit -1: Building Leadership

* Concept of Leadership
* Characteristics of a Good Leader
* Importance of Leadership
* Communication as a soft skill
* Developing Leadership Quality

#### Unit- 2: Conflict Resolution Skill

* Negotiating Skill
* Mediation, Compromise, Collaboration, & Problem-Solving Skill
* Strategies- EQ/IQ
* Simulation Class

#### Unit-3: Hands on Training

* How to write- Assignment/Seminar/Dissertation
* Field Work/ Case Studies

***(MAJOR)***

#### SEMESTER-IV

**DISCIPLINE SPECIFIC MAJOR COURSE (PSCMAJ401): ANCIENT & MEDIEVAL INDIAN POLITICAL THOUGHT**

**Paper Code: PSCMAJ 401**

#### Course Code: PSCMAJ401-4 Title: Ancient & Medieval Indian Political Thought

**(4 Credits)**

#### Total Marks:100 ( Internal =30 Marks and End Semester Exam=70)

**Course Objective:**This course acquaints students about the traditional Indian political thought. This course focuses specific themes of individual political thinkers of ancient India which will broaden the knowledge of students.

**Course Outcome:**The students will be able to learn about traditional Indian society. They will be able to know the early Indian thinkers and its relevance in present times. They will be able to understand the social stratification of ancient India and the radical well as liberal ideologies of thethinkers.

**Course Contents:**

**Unit-I: Pre-Colonial Indian Political Thought: (15 Lectures)**

* Brahmanic and Shramanic
* Ved Vyasa (Shantiparva): Rajadharma

#### Unit-II: Social Laws and Statecraft (15 Lectures)

* + Manu’s Social Laws.
  + Kautilya: Theory of State, Saptanga Theory, Dandaniti, Diplomacy.

#### Unit-III: Kinship and Rule in Ancient India (15 Lectures)

* + Aggannasutta (Digha Nikya): Theory of Kingship.
  + The Ideals of Just Rule of Ziauddin Barani.

#### Unit-IV: Medieval Indian Thought (15 Lectures)

* + Abul Fazal’s Monarchy
  + Kabir’s Syncretism.

#### READING LIST:

B. Parekh, (1986), “Some Reflections of the Hindu tradition of Political Thought”, in T.

Pantham, K. Deutsch (eds.), Political Thought in Modern India, New Delhi, Sage Publications, pp. 17031.

G. Pandey, (1978), “Sraman Tradition: Its History and Contributions to Indian Culture”, Ahmedabad: L.D. Institute of Indology, pp. 53-73.

V. Varma, (1974), “Studies in Hindu Political Thought and its Metaphysical Foundations”, Delhi, MotilalBanarsidas, pp. 221-230.

B. Chaturbedi, (2006), “Dharma- The Foundation of Rajadharma, lea and Governance”, in the Mahabharata: An inquiry in the Human Condition, Delhi: Orient Longman, pp. 418-464.

V. Mehta, (1992), “The Cosmic Vision: Manu”, in Foundations of Indian Political Thought, Delhi: Manohar, pp. 23-39.

V. Mehta, (1992), “The Pragmatic Vision: Kautilya and his Successor”, in Foundationsof Indian Political Thought, Delhi: Manohor, pp.88-109.

S. Collins, (ed.), (2001), AggannaSutta: An Annotated Translation”, New Delhi; Sahitya Academy, pp. 44-49.

B. Gokhale, (1996), “The Early Buddhist view of the State”, in the Journal of Asian Studies, Vol. XXVI, (1), pp. 15-22.

V. Mehta, (1992), “The Imperial Vision: Barani and Fazal”, in Foundations of Indian Political Thought, Delhi: Manohar, pp. 134-156.

L. Hess and S. Singh, (2002), ‘Introduction’, in the Bijak of Kabir, New Delhi: Oxford University Press, pp. 3-35.

Md. Habib. (1961). The Political Theory of Delhi Sultanate. Allahabad :Kitab Mahal.43– 49.

***(MAJOR)***

#### SEMESTER-IV

**DISCIPLINE SPECIFIC MAJOR COURSE (PSCMAJ402): INTERNATIONAL RELATIONS**

#### Course Code: PSCMAJ402

**Course Title: International Relations (4 Credits)** **Total Marks: 100 ( Internal =30 Marks and End Semester Exam=70)**

**Course Objectives:**

The course is designed to acquaint the students with the basic understanding of International Relations. It introduces students to some of the important concepts and theories for studying international relations. The course begins by historically contextualizing the evolution of the international state system before discussing the structure problem in international relations. It provides a fairly comprehensive overview of the major political developments and events starting from the twentieth century. Students are expected to learn about the key milestones in world history and equip them with the tools to understand and analyze the same from different perspectives. A key objective of the course is to make students aware of the implicit Euro-centrism of International Relations.

**Course Learning Outcome:**

Students will be able to:

1. Understand key concepts and concerns in international relations including the way power is acquired and used globally and how states and non-states actors interact.
2. Become conversant in current international events through a close reading of the news and interpretation of events through international relations theories and concepts.
3. Become familiar with key concept and theories of international relations to use as lenses to differently explain outcomes and events in world affairs.

#### Unit – I: Introduction to International Relations (15 Lectures)

* + Meaning, Nature and Scope of International Relations.
  + Origin and Growth of International state system.
  + The emergence of International Relations as an academic discipline.

#### Unit – II: Theoretical Perspective of International Relations (15 Lectures)

* + Liberal Idealism - I. Kant, W. Wilson, Realism- Morgenthau,
  + Neo-Realism- K. Waltz
  + Neoliberalism -Joseph Nye & Robert Keohane
  + Marxism in IR: World Systems Theory, Dependency Theory,

#### Unit – III: Key Concepts in International Relations (15 Lectures)

* + Anarchy, Power, Balance of power, Collective Security
  + National Power & National Interest, National Security
  + Human Security, Eurocentrism

#### Unit – IV: Twentieth Century History of International Relations (15 Lectures)

* + The Great Power System, The two World Wars,
  + The Cold War, Emergence of the Third World
  + The Post-Cold War Era

#### Suggested Readings:

Aneek Chatterjee, *International Relations Today*, Pearson Education, New Delhi, 2010.

John Baylis, Steve Smith and Patricia Owens (Edited), *The Globalization of World Politics*, Fourth Edition, OUP, USA 2008.

John Baylis, J.Wirtz, C.Gray, *Strategy in Contemporary World*, OUP, UK, 2010.

Hans J. Morgenthau, *Politics among Nations: The struggle for power and peace*, Scientific Book Agency, Calcutta, 1973.

Mahendra Kumar, *Theoretical Aspects of International Politics*, Agra, Shiva Lal Agarwala, 1967.

Paul R. Viotti and Mark V. Kauppi, *International Relations and World Politics: Security, Economy, Identity*, 3/e, Pearson Education 2007.

M.G. Gupta, *International Relations since 1919.*

Palmer and Parkins, *International Relations*. CBS Publisher and Distributors, New Delhi 1985.

Peu Ghosh, *International Relations*, PHI Pvt. Ltd., New Delhi, 2010.

R. Jackson &G.Sorensen (2013), *Introduction to International Relations: Theories and Approaches*, 5th edition, Oxford University Press.

K.Mingst& J. Snyder (2011) *Essential Readings in International Relations*, New York. W. W Norton & Company.

J. Goldstien& J. Pevehouse (2008), *International Relations*, New York, Pearson Longman.

***(Major)***

#### SEMESTER-IV

**DISCIPLINE SPECIFIC MAJOR COURSE (PSCMAJ403): INTRODUCTION TO PUBLIC ADMINISTRATION**

#### Course Code: PSCMAJ403

**Course Title: Introduction to Public Administration (4 Credits)**

#### Total Marks:100 ( Internal =30 Marks and End Semester Exam=70) Course Description:

The course will provide an overview of the field of public administration by focussing its development and importance. This course is an opportunity to familiarize yourself with the evolution of public administration as an academic discipline, basic principles, organisational structure and concerns, and methods of public administration. The main focal point of this course is to provide a bird’s eye view of the entire terrain of Public Administration. Periodically the course will be introduced in other courses in public administration in greater depth and in a broader context.

#### Course Objectives:

* To familiarize student with the meaning, dimensions, and significance of the discipline
* To make students understand the evolution of public administration as an academic discipline
* To understand how organisational principles and organisational structure of the public administrations is executed and applied for effective deliverance of administrational task.
* Students will be acquainted with of accountability and control system how different mechanisms has structured to control and make administration accountable and responsible towards delivering goods and services to people.
* To give student a basic understanding of budgetary process and administrative law.
* To generate thought process amongst the young mind about understanding the issues that affects the administration as well as the society at large.
* To make their mind thoughtful, critical and at same time to inculcate analytical power in them.

#### Course Outcome:

Students will be able to:

* Offer definition of public administration
* Identify ways that public and private organisations are similar and different. Explain the consequences of those differences for what government does and does not do.
* Discuss the tools that modern public administrators use to pursue public goals, along with pros and cons of those tools.
* Explain the major value that public administration has and illustrate how those affect the work of government.

#### Unit -I: Introduction: Evolution, Meaning and Nature and Recent Trends (15 Lectures)

* + Public Administration an Art or Science: A Debate
  + New Public Administration and New Public Management
  + Challenges of Globalisation, Good Governance, E-Governance, and ICT
  + Administrative Corruption; Women and Administration
  + Recent Development and Issues in Administration

#### Unit -II: Organisational Principles and Structure (15 Lectures)

* + Hierarchy, Unity of Command, Span of Control, Line and Staff, Delegation- Centralisation and Decentralisation
  + Political Executive and Functions, Ministries and Departments, Corporations, Board and Commissions, Ad-hoc and Advisory Bodies, and Regulatory Authorities

#### Unit -III: Accountability and Control (15 Lectures)

* + Legislative, Executive and Judicial Control over the Administration
  + Citizens and Administration- Role of Media, Interest Groups, and Civil Society
  + Citizens Charter, Public Interest Litigation, Right to Information and Social Audit

#### Unit -IV: Financial Administration and Administrative Law: Meaning and Principle

**(15 Lectures)**

* + Budget- Definition, Characteristics and Types
  + Budgetary Process, Execution, and Performance Budget
  + Administrative Law- A.V. Dicey on Administrative Law and Rule of Law, Administrative Tribunals

#### Reading List:

Avasthi and Maheshwari, Public Administration,

Ckakrabarty and Bhattacharya, Public Administration, Oxford, Bhattacharya, Public Administration,

B.L Fadia and DrKuldeepFadia, Public Administration: Administrative Theories and Concepts, SahityaBhawan, Agra, 9th edition, 2011

Dr M.P Sharma and Dr B.L Sadana, Public Administration in Theory and Practice, Kitab Mahal, 22-A, Sarojini Naidu Marg, Allahabad, 39th edition, 2003

Nicholas Henry, Public Administration and Public Affairs, Prentice Hall, 4th edition, 2009 William Riordan, Plunkitt of Tammany Hall: A series of Very Plain Talks on Very Practical Politics, Penguin Group, 1995

Woodrow Wilson (2004), “The Study of Administration” in BidyutChakrabarty and M. Bhattacharya (eds) Administrative Changes and Innovation a Reader, New Delhi, Oxford University Press, pp. 85-101.

M Bhattacharya, New Horizons of Public Administration, 5th revised edition, New Delhi, Jawahar Publisher, pp. 37-44.

M Bhattacharya, Reconstructing Public Administration: A New Look, New Delhi, Jawahar Publishers, 2012.

M Bhattacharya, Public Administration: Issues and Perspectives, New Delhi, Jawahar Publishers, 2012

C. Hood, “A Public Management for All Seasons,” in J. Shaftriz, and A. Hyde, (eds), Classics of Public Administration, 5th Edition, Belmont: Wadsworth, 2004

U. Medury, Public Administration in the Globalization Era, New Delhi, Orient Black Swan, 2010.

NoorjahanBava, Public Administration in The 21st Century, Ved Prakash Verma, Right to Information Act,

M.G. Ramakant Rao, Good Governance, SumitSethi, Good Governance,

Vasu Deva, E-governance in India,

Ritu Banerjee, Right to Information and Good Governance,

O.P Dhiman and C.P. Sharma, Corruption and Lokpal,

Camila Stivers, Genders Images in Public Administration, California, Sage Publishers, 2002.

***(Minor)***

#### SEMESTER-IV

**DISCIPLINE SPECIFIC MINOR PAPER (PSCMIN 401): GENDER AND PEACE STUDIES**

#### Course Code: PSCMIN -401

**Course Title: Gender and Peace Studies**

#### Total Marks:100 ( Internal =30 Marks and End Semester Exam=70) Course Description:

The Gender and Peace Studies course is designed to provide students with a comprehensive understanding of the intersections between gender and peacebuilding. This interdisciplinary course explores the ways in which gender influences conflict dynamics, peace processes, and post-conflict reconstruction. Students will critically analyze theories, policies, and practices related to gender, conflict, and peacebuilding, and examine the roles of women, men, and gender-diverse individuals in peacebuilding efforts. Through a combination of theoretical discussions, case studies, and interactive activities, students will develop a nuanced understanding of the gendered dimensions of peace and gain practical skills for promoting gender equality in peacebuilding.

#### Course Objectives:

1. To introduce students to key concepts and theories in gender studies and peacebuilding.
2. To analyze the gendered dimensions of conflict and peace processes.
3. To examine the roles of women, men, and gender diverse individuals in peacebuilding efforts.
4. To critically evaluate policies and practices related to gender and peacebuilding.
5. To develop practical skills for promoting gender equality in peacebuilding.

#### Course Outcomes:

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

1. Demonstrate a comprehensive understanding of the key concepts and theories in gender studies and peacebuilding.
2. Analyze and critically evaluate the gendered dimensions of conflict and peace processes.
3. Assess the roles and contributions of women, men, and gender diverse individuals in peacebuilding efforts.
4. Critically examine policies and practices related to gender and peacebuilding.
5. Apply practical skills to promote gender equality in peacebuilding contexts. Course Outline:

#### Unit 1: Introduction to Gender and Peace

* + Conceptualizing Gender and Peace
  + Gendered Perspectives on Peace and Conflict
  + Feminist Approaches to Peacebuilding

#### Unit 2: Gender, Conflict, and Violence

* + Gendered Dimensions of Conflict
  + Sexual and Gender-Based Violence in Conflict
  + Women and Conflict in India

#### Unit 3: Women's Roles in Peacebuilding

* + Women's Participation in Peace Processes
  + Women's Grassroots Movements for Peace
  + Women's Economic Empowerment and Post-Conflict Reconstruction

#### Unit 4: Gender Mainstreaming in Peacebuilding

* + Gender Mainstreaming Policies and Practices
  + Gender Analysis and Conflict-Sensitive Approaches
  + Gender Equality and Sustainable Peace References:

1. Enloe, C. (2014). Bananas, Beaches and Bases: Making Feminist Sense of International Politics. University of California Press.
2. Cockburn, C. (2007). From Where We Stand: War, Women's Activism and Feminist Analysis. Zed Books.
3. True, J. (2012). The Political Economy of Violence against Women. Oxford University Press.
4. Puechguirbal, N., & Cockburn, C. (Eds.). (2019). Gender, Conflict, Peace, and UNSC Resolution 1325. Springer.
5. MacGinty, R. (2016). International Peacebuilding and Local Resistance: Hybrid Forms of Peace. Palgrave Macmillan.
6. Choudhury, S. (2016). Women and Conflict in India. Routledge

**\*\* Exit with Diploma (80 Credits and internship of 4 credits)**



**Bodoland University NEP Syllabus Department of Philosophy**

## 2023

**Important Points**

## Theory classes:

**1 Credit = 15 Classes in one Semester – 15 Contact hours in one semester. 4 Credit= 4x15= 60 Contact hours**

## Tutorial Classes:

**1 Credit = 15 Tutorial classes in one Semester – 15 Contact hours in one semester.**

## Practical Classes:

#### 1 Credit (2 h) 30 Contact hours in one semester Distribution of marks.

**A Paper of 100 marks is dividedas mentioned below:**

#### External examination 70 marks Internal /Sessional test 30 marks

**Out of the 30 marks, 20 marks is allottedfor written test**

#### 5 marks is allotted against One seminar presentation /One Assignment/ One Project from contents of the paper

**Marks for attendance maximum 5 marks Below 75 % = 0 marks**

#### 75 % to 80% = 1 marks

**81 % to 85%= 2marks**

#### 86 % to 90%= 3 marks

**91%to 95%= 4 marks**

#### 96 %to 100% = 5 marks.

**Duration of Examination: For 70 marks 2:30 minutes**

#### Sessional Examination = According to Class routine.

**Abbreviations:**

#### MAJ – Major

**MIN – Minor**

#### IDC – Inter Disciplinary Course AEC - Ability Enhancement Course SEC – Skill Enhancement Course VAC – Value Added Course.

**INT – Internship**

#### REM – Research Methodology DIS – Dissertation

**ADL - Advance Learning**

|  |  |  |  |
| --- | --- | --- | --- |
| **SEMESTER – I** | |  |  |
| **Paper Code** | **Course Title** |  |  |
| PHLMAJ 1014 | Greek Philosophy |  |  |
| PHLMIN1014 | Indian Philosophy |  |  |
| PHLIDC 1014 | Social and Political Philosophy |  |  |
| PHLSEC 1013 | Professional Ethics and Insurance |  |  |
| PHLVAC 1014 | Ethics and Values |  |  |
| **SEMESTER – II** | | | |
| PHLMAJ 1024 | Fundamentals of Logic |  |  |
| PHLMIN 1024 | Logic |  |  |
| PHLIDC 1023 | Philosophy of Religion |  |  |
| PHLSEC 1023 | Critical Thinking |  |  |
| PHLVAC 1024 | Yoga and Health |  |  |
| **SEMESTERS –III** | | | |
| PHLMAJ 2014 | Methods and Conceptions of Philosophy (Indian Approaches) |  |  |
| PHLMAJ 2024 | Formal Logic |  |  |
| PHLMIN 2014 | General Philosophy |  |  |
| PHLIDC 2013 | Environmental ethics |  |  |
| PHLSEC 2013 | Logic & Reasoning |  |  |
| **SEMESTER -IV** | | | |
| PHLMAJ 2034 | Methods and Conception of Philosophy (Western  Approaches) |  |  |
| PHLMAJ 2044 | Western philosophy |  |  |
| PHLMAJ 2054 | Philosophy of Vienna Circle |  |  |
| PHLMIN 2024 | Indian Philosophy (Orthodox) |  |  |
| PHLINT 2012 | Internship |  |  |
| **SEMESTER- V** | | | |
| PHLMAJ 3014 | Philosophy of Religion |  |  |
| PHLMAJ 3024 | Philosophy of Language, Truth & Meaning |  |  |
| PHLMAJ 3034 | Phenomenology and Existentialism |  |  |
| PHLMAJ 3044 | Philosophy of Art and Culture |  |  |
| PHLMIN 3014 | Indian Classic Scriptures |  |  |
|  |  |  |  |
| **SEMESTER – VI** | | | |
| PHLMAJ 3054 | Applied Ethics |  |  |
| PHLMAJ 3064 | Philosophy of Logic |  |  |
| PHLMAJ 3074 | Indian Logic |  |  |
| PHLMAJ 3084 | Contemporary Indian Philosophy |  |  |
| PHLMIN 3024 | Buddhism |  |  |
| **SEMESTER - VII** | | | |
| PHLMAJ 4014 | Western Philosophy |  |  |
| PHLMAJ 4024 | Comparative Religion |  |  |
| PHLMAJ 4034 | Many Valued Logic |  |  |
| PHLMAJ 4044  **OR**  PHLMAJ 4054 | Philosophy of Science  **OR**  Research Methodology |  |  |
| PHLMIN 4014 | Indian Ethics |  |  |
| **SEMESTER – VIII** | | | |
| **Paper Code** | **Course Title** |  |  |
| PHLMAJ 4064 | Meta Ethics |  |  |
| PHLMIN 4024 | Political Philosophy |  |  |
| PHLADL 4014 ***or*** | Dissertation ***or*** |  |  |
| PHLADL 4024 | Review of literature and research publication. |  |  |
| PHLADL 4034 | Research Proposal. |  |  |
| PHLADL 4044 | Philosophy of Gita |  |  |

#### (PHLMAJ – 1014)

**Greek Philosophy**

**Course Objective:**To give basic knowledge of Greek Philosophy and problems of epistemology and metaphysics.

**CourseOutcomes:**Upon completion of the course, students will be able to understand the philosophical principles of Greek Philosophy along with the epistemology and metaphysical problems of Philosophy.

#### Unit -I: Ancient Greek Philosophy Credit – 1, Total Class – 15 25 Marks

1. Thales, Anaximander, Anaximenes
2. Pythagoras, Heraclitus,Democritus
3. The Eleatic School: Parmenides, Zeno

#### Unit -II:Socratic Philosophy Credit – 1, Total Class – 15 25 Marks

1. Socratic method
2. Socrates on virtue

#### Unit -III: Platonic Philosophy Credit – 1, Total Class – 15 25 Marks

1. Plato’sKnowledge and Opinion
2. TheoryofForms
3. Justice

#### Unit - IV: Aristotle’s Philosophy Credit – 1, Total Class – 15 25 Marks

1. Aristotle’sForm and Matter
2. Causation
3. ActualityandPotentiality

##### Recommended Readings:

Stace W.T.: *A Critical History of Greek Philosophy*

Barnet, J.: *Early Greek Philosophy*

Fuller B.A.G.: *History of Greek Philosophy*

F.Copleston (Vol.1): *History of Philosophy*

Zeller: *Outlines of Greek Philosophy*

Gomprez: *The Greek Thinkers*

GuthrieW.K.C.: *History of Greek Philosophy*

Moore B.N: *Philosophy,The Power of Ideas*

#### PHLMIN – 1014

**Indian Philosophy**

**Course Objectives:** To give basic knowledge of Indian Philosophy.

**CourseOutcome:**Upon completion of the course, students will gain detailed knowledgeabout the Outline of Indian Philosophy and the different school of Indian thought like Cārvāka, Jainism and Buddhism.

**Unit – INature, scope and characteristic of Indian philosophyCredit – 1, Total Class – 15**

#### 25 Marks

1. Development of Indian Philosophy.
2. Meaning and scope.
3. Common characteristics of Indian Philosophy.

**Unit – II Carvaka Philosophy Credit – 1, Total Class – 15 25 Marks**

1. Cārvāka Materialism.
2. Cārvāka Epistemology.
3. Cārvāka Ethics.

**Unit – IIIBuddhism Credit – 1, Total Class – 15 25 Marks**

1. Buddha’s Four noble Truth
2. Buddha’s theory of impermanence
3. No soul theory

**Unit – IV Jainism Credit – 1, Total Class – 15 25 Marks**

1. Jaina Metaphysics.
2. Jaina Ethics.
3. Jaina atheism.

#### Recommended Readings:

1. Chakrabarty, Nilima (1992), *Indian Philosophy*: The Path Finder’s and system Builders, New Delhi: Allied Publishers.
2. Chatterjee, S.C. (2008), *Naya Theory of knowledge*, Delhi, Bharatiya Kala Prakashan.
3. Dasgupta S. N. (2004), *A History of Indian Philosophy,* vol-1, Delhi, Motilal Banarasidass.
4. Chatterjee, S.C. & D.N. Dutta (1984), *An Introduction to Indian Philosophy*, Reprint, University of Calcutta.
5. Hiriyana, M.(1951), *Outlines of Indian Philosophy*, London: Allen & Unwin.
6. Sarma, C.D. (2003), *A Critical survey of Indian Philosophy*, Delhi, Motilal Banarasidass.
7. Sinha, J.N : Indian Philosophy, Vol. 1&2

#### Semester – I Interdisciplinary Course

**PHLIDC – 1014**

#### SOCIAL AND POLITICAL PHILOSOPHY

**Course Objectives:** To provide philosophical ideas and to develop critical understanding about the Social and political philosophy.

**Course Outcome:**Upon completion of the course, students will be able to understand the relationship between family and society, state, equality and social progression as a whole.

**Unit - I Credit – 1, Total Class – 15 25 Marks**

* 1. NatureandScopeofSocialPhilosophy
  2. ConceptofIndividual,Society,Community,Association, Institution
  3. TheoriesoftherelationbetweenIndividualandSociety.

**Unit-II** Pressure group and evils of society. **Credit – 1, Total Class – 15 25 Marks**

1. Nature and Role of Family in Society
2. Social Evolution and Social Progress,
3. Social Evils: Ethnic conflict, displacement, Terrorism.

#### Unit-III Social Ethics Credit- 1, Total Class- 15 25 Marks

1. Moral rights and duties
2. Inter relation between rights and duties.
3. Virtue and society, classification of virtue.

**Unit-IV** Political philosophy and Democracy **Credit – 1, Total Class – 15 25 Marks**

* 1. Nature and scope of Political Philosophy**,**
  2. Basic concept of State, Nation, Liberty, Equality and Justice.
  3. Democracy: Its different forms, Ethics of the political party.

#### RecommendedReadings:

1. Chatterjee,P.B.:*A Handbook of Social Philosophy*
2. Marx’s Writingson Sociology and Social Philosophy (Penguin)
3. Ambedkar,B.R.:*Annihilation of Caste*- With a Reply to Mahatma Gandhi
4. Iyer,Raghavan, N.:*The Moraland the Political Thoughts of Mahatma Gandhi*, Oxford University Press
5. Datta,D.M.(1953):*The Philosophy of Mahatma Gandhi,* University of Wisconsin Press
6. Baruah, Girish: *Samaj Darsana*
7. Bhattacharyya, Jyotsna: *Samaj Darsana*
8. GauhatiViswavidyalaya: *Samaj Darsana*
9. *Manual of Election Commission latest.*



#### Skill Enhancement Course PHLSEC – 1013

**Professional Ethics and Insurance**

**CourseObjective**: To acquaint the students with basic ideas of ethics and concerningvalues of Professional ethics and insurance.

**CourseOutcome**: Upon completion of the course, students will be able to understand the meaning of ethics, professional ethics and Individualprogression.

**Unit – I Professional Ethics:Credit – 1, Total Class – 15 Marks = 15**

* 1. Meaning and definition of Ethics and Professional Ethics,
  2. Principles of professional ethics and 3 Rs (Replacement, Reduction and Refinement) of professional ethics,
  3. Types of professional ethics, Steps for developing a code of ethics, Techniques of developing a code of professional ethics, Importance of professional ethics.

**Unit – II Concept and Truth Nature and Kinds of Insurance**:**Credit – 1, Total Class – 15**

**Marks = 20**

1. Meaning and definition of Insurance,
2. Principles of Insurance, Insurance and Wagering Agreement, Importance of Insurance, Insurance as a social security, Insurance and Economic development,
3. Organizational set-up of public sector insurance organization in India: LICI and GIC, Private insurance sector organization in India, Insurance Ombudsman, Classification of Insurance and their products and policies**.**

**Unit – IIIInsurance Intermediaries**: **Credit – 1, Total Class – 15 Marks = 15**

1. Meaning of insurance agent, procedure for becoming an insurance agent, Authority of agents, Agent regulation under IRDA (Licensing of Insurance Agents) Regulation 2000,
2. Rights, Duties and Liabilities of Insurance Agent, Termination of insurance agent, Meaning and Functions of Surveyor and Loss Assessors,
3. Insurance Brokers, Third party Administrator (Health Service).

#### Recommended books: (Students are suggested to follow latest edition)

1. Professional Ethics, includes Human Values by R. Subramanian, Oxford Higher Education.
2. A Textbook on Professional Ethics and Human Values by Dr. R.S. Nagarajan, New Age International (P) Ltd.
3. Professional Ethics and Human Values by M. Govindarajan, S. Natarajan and V.S. Senthi Kumar.
4. PHI Learning, Human Values and Professional Ethics by Dhanpal Rai Sing, Dhanpat Rai & Co.
5. Insurance and Risk Management by Dr. Arabinda Debnath and Dr. Hara Jyoti Kalita, Kalyani Publisher, New Delhi.
6. Insurance, Principles and Practice by Mishra and Mishra, S. Chand & Co. Ltd., New Delhi.
7. Fundamental Principles of Insurance by M. Eswari Karthikeyan, Sahitya Bhawan Publications.
8. Law of Insurance by R.N. Choudhary, Central Law Publications.

#### Value Added Course PHLVAC – 1014

**Ethics and Values**

**Course Objectives:**To acquaint students with the critical understanding of ethics and values. **Course Outcomes:**Upon completion of the course, students will be able to understand ethical values and duty with philosophical.

perspective.

**Unit – I: Concept of Ethics and Purusarthas, Credit – 1, Total Class – 15,**

#### 25 Marks

* 1. Definition of Ethics.
  2. Nature and scope of Ethics
  3. Dharma, Artha, Kama and Moksha

**Unit-II: Indian Ethics and Society Credit – 1, Total Class – 15 25 Marks**

1. Human Values at the level of Family and Society.
2. Concept of secularism according to Indian constitution.
3. Concept of Niṣkāmakarma.

#### Unit- III : Cultural Relativism: Credit- 1, Total Class-15 25 Marks

* 1. Monoculturalism, Multiculturalism, Interculturalism.
  2. Cohesion through social institutions.

**Unit-IV: Contributions of great Indian Social reformers: Credit – 1, Total Class – 1**

#### 25 Marks

1. Birubala Rabha: witch hunting
2. Iswar Chandra Vidyasagar: Widow marriage
3. Gurudev Kalicharan Brahma: Social reformation and unification

#### Recommended Readings:

1. William S.Sahakian, *History of Philosophy*, Barnes and Noble,NewYork,1968
2. M.K. Mohanty.: Ethics, Integrity and Aptitude (Being Efficient and Being Good), Kitab Mahal, 22-A,Sarojini Naidu Marg,Allahabad,2015.
3. Bharata Tattva (Course in Indology).: The Ramakrishna Mission, Institute of Culture, Kolkata,2006
4. Clifford Sawhney.:TheWorld’s Greatest Seersand Philosophers, Pustak Mahal,Delhi,2004
5. Sarma, R.N.: *Contemporary Indian Philosophy.*
6. **Brahma,** Manik Kumar,: Gurudev Kalicharan Brahma*, His Life and Deeds*.. N.L. Publications, 2001
7. **Singha, J.N. : A Menual** of Ethics.

**PHLMAJ – 1024**

## Fundamentals of Logic

**Course Objectives:**To acquaint the students with the basic problems of Logic both traditional and Symbolic.

**Course Outcomes:**Upon completion of the course, students will be able to know argument and its forms along with formal techniques used for evaluatingArguments as valid and invalid. They will also understand the idea of set and set relations and applyingVenn diagrammatic method of testing arguments involving sets.

**Unit –I Basic logical concepts Credit – 1, Total Class – 15, 25 Marks**

* 1. Nature of Logic
  2. Truth, Validity, Argument, Argument form.
  3. Inference, Deduction and Induction.

**Unit – II Proposition Credit – 1, Total Class – 15, 25 Marks**

* + 1. Traditional classification of proposition.
    2. Modern classification of proposition.
    3. Translation ordinary proposition into standard from.

**Unit – III Aristotelian syllogistic Logic Credit – 1, Total Class – 15, 25 Marks**

1. Square of opposition.
2. Categorical syllogistic figures and mood.
3. Immediate Inference, conversion, obversion and contraposition.

**Unit – IV Venn diagrams Credit – 1, Total Class – 15, 25 Marks**

1. Venn diagrammatic representation of proposition and arguments.
2. Testing validity by Venn diagrams.
3. Ideas of existential import.

#### Recommended Readings:

1. Cohen & Nagel (1968) An Introduction to Logic and Scientific Method, Delhi: Allied Publishers.
2. Copi, I.M. (2012), Introduction to Logic, Delhi: Pearson.
3. Basson and O’Connor: Introduction to Symbolic Logic.
4. Suppes, P: Introduction Logic.
5. Sinha, S.K.: Introduction to Symbolic Logic.

**PHLMIN 1024**

## Logic

**Course Objective:** To Provide philosophical ideas with reasoning and testing of them in Aristotelian and Modern Logic.

**Course Outcome**: Upon completion of the course, students will be able to know argument and its forms along with formal techniques used for evaluatingArguments as valid and invalid.

**UNIT–I Basic logical concept: Credit – 1, Total Class – 1525 Marks**

* 1. Propositions and Arguments
  2. Truth andValidity
  3. DeductionandInduction

**UNIT-II Proposition and syllogism: Credit – 1, Total Class – 1525 Marks**

1. Categorical Propositions, Translating Ordinary Proposition into Standard Form.
2. SquareofOpposition of Proposition
3. Categorical Syllogism, Figures and Moods.

**UNIT-III Traditional logic and symbolic logic: Credit – 1, Total Class – 1525 Marks**

1. Symbolic Logic and its Characteristics.
2. Relation between Traditional Logic and Symbolic Logic
3. ModernClassificationofPropositions

**UNIT-IV: Symbolization and truth table methods: Credit – 1, Total Class – 15**

#### 25 Marks

1. Logical Connectives: *and*, *or*, *not*; Material Conditional, Bi- conditionalSymbolizationofeverydaylanguage.
2. Truth-Tablemethodoftestingvalidityofargument.
3. ShorterTruthTable.
4. Recommended Readings:

BassonandO’Connor: *Introduction to Symbolic Logic* Chakraborti,Chhanda: Logic: Informal, Symbolic and Inductive Copi,I.M. *IntroductiontoLogic,*14thEdition

Hurley,Patrick. *IntroductiontoLogic*

Roy,B.N. *DeductiveLogic*

Suppes,P. *IntroductiontoLogic*

Stebbing,L.S. *AModernIntroductiontoLogic*

Roy, Hemanta Kumar. TarkaVidya. Union Book Publisher, Guwahati, Panbazar.

## Semester – II

#### Interdisciplinary Course

**PHLIDC 1013**

#### Philosophy of Religion

**Course Objectives:**To give basic knowledge of religion and philosophical issues and theories regarding religion.

**Course Outcomes:** Upon completion of the course, students will be able to understand the students about the religious ideology, religiouslanguage, symbolism, freedom of will, faith, reason and revelation.

**Unit –IConcept of nature and scope of Philosophy of Religion:Credit – 1, Total Class – 15**

#### 25 Marks

1. Introduction to Philosophy of religion, nature and scope.
2. Philosophy and literature.
3. ReligionandScience.

**Unit–IIArguments on God and nature:Credit – 1, Total Class – 1525 Marks**

1. Ontologicalargument on God and nature
2. Cosmological argument on God and nature
3. Teleological argument on God and nature
4. Moralargument.

**Unit – IIIIntroduction to metaphysics: Credit – 1, Total Class – 15 25 Marks**

1. Reason, Faith and Revelation
2. FreedomofWill (determinism, indeterminism)
3. Immortalityofthesoul

**Unit – IVReligious language and its meaning:Credit – 1, Total Class – 15 25 Marks**

1. Religiouslanguageandsymbolism.
2. Anti-religious theories- Materialism and logical positivism.
3. Vaishanvism of Sankaradeva, EkaSarana Nama Dharma

##### Recommended Readings:

John Hick: *Philosophy of Religion*

Mill Edwards: *Philosophy of Religion*

B. Mitchell: *Philosophy of Religion*

John Hick: *Classical and Contemporary Readings in the Philosophy of Religion*

Nilima Sharma: *Philosophy of Sankaradeva: An appraisal*

Y. Masih: *Introduction to Religious Philosophy*

Peterson and others(OUP): *Reasonand Religious Belief: An Introduction to the philosophy of Religion Selected Readings*

Maheswar Neog*: Sankaradeva and His Times*

#### Skill Enhancement Course PHLSEC 1023

**Critical Thinking**

**Course Objectives:**To provide philosophical ideas and reasoning.

**Course Outcomes:**Upon completion of the course, students will be able to understand the situation and apply the thought, solving problems in competitive examinations.

**Unit – I Introduction to critical thought process its Values:Credit – 1, Total Class – 15**

#### 20 Marks

1. Introduction to critical thinking.
2. Thought and training of thought.
3. Value of Critical thinking

**Unit – II Critical thinking and its dimension: Credit – 1, Total Class – 1515 Marks**

1. Benefits of critical thinking.
2. Asking Right questions.
3. Barriers of critical thinking.

**Unit – III Introduction to art of writing:Credit – 1, Total Class – 15 15 Marks**

1. Critical and Analytical writing.
2. Paraphrasing- Short quotes and clarifying texts.
3. Making Effective Notes.

##### Recommended Readings:

1. Dewey, J.(1933): How we Think, Boston, New York.
2. Sen, Madhucchanda(2010). An Introduction to critical thinking, Pearson, India.
3. Cottrell, Stella(2005). Critical Thinking Skills-Developing Effective Analysis and Argument, Palgrave, Macmillan.
4. Elderson, Marilyn, Pramod K. Nayar & Madhuccanda Sen(2010). Critical Thinking, Academic Writing and Presentation Skills, Pearson, India

**Value Added Course PHLVAC – 1024**

## Yoga and Health

**CourseObjectives**: To understand meaning of Yoga and health.

**Course Outcomes:**Upon completion of the course, students will be capable of understanding about the importance of Yoga, health and meditation

**Unit – I Introduction to Yoga: (Theory part) Credit – 1, Total Class – 15**

#### 25 Marks

* 1. Definition,natureandscopeofYoga
  2. Why Yoga is important for health?
  3. Chittavritti

#### Unit – II Benefits of Yoga : (Theory Part) Credit-1, Total Class- 15 25 Marks

1. What are the benefits of Yoga?
2. Relation between yoga and health
3. Effects of Yoga on Mental and Physical Health.

**Unit – III Methods and techniques of Yoga Asanas (Practical part)Credit – 1, Total Class – 15**

#### 25 Marks

**Name of the Yogasasanas**.: Bhujanjasana, Dhanurasana, Trikonasana, Shavasana, Uttanasana, Navasana, Balasana, Adho Mukha Svanasana, Matsyasana, Padmasana,Tadasana, Paschimottanasana, Vrikshasana, Sarvangasana, BaddhaKonasana, Chakrasana, Salabhasana, Suryapranama, Garudasana, Virabhadrasana, Gomukhasana, Ardhamatsyendrasana, Bakasana, Ustrasana.

**Unit- IV Introduction, Food, Diet and Health Credit – 1, Total Class – 1525 Marks**

1. Diet and health,
2. Benefits of Vegetarian, non- Vegetarian diet.

##### Recommended Readings:

1. S.N.Dasgupta:YogaPhilosophyinrelationtoothersystemsofIndianthought,Universityof Calcutta, Calcutta.1930
2. Bhattacharya.H(Ed): The CulturalHeritage of India,Ramakrishna Mission Institute of Calcutta.(4-Vol)
3. B.R.Nagendra &R.Nagarthana: Samagrayoga Chikitse,Swami

VivekanandaYoga Prakashana, Bangalore.2005

1. S. Radhakrishan: Bhagavadgita: Introductory Essay, Harper Collins Publishers,India,2010
2. Prabhushankar, (Tr):Bharatiya Tattvasastrada Ruparekhegalu Prasaranga,University ofMysore,Mysore.1995
3. Prabhakar, JoshiHegde:BharatiyaTattvasastradaParachiya.DigantaSahitya, Mangalore.1997
4. Sanjib, KumarBhowmik: A Text BookonYogaandHealth,SportsPublication,NewDelhi,2020
5. Richard, Hittleman: Yoga for Health, BallantineBooks,1985
6. Richard,Hittleman: Yoga: The 8 steps to Health and Peace, DeerfieldCommunication,2016.

# Semester – III

**PHLMAJ 2014**

**Methods and Conceptions of Philosophy (Indian approaches)**

**Course Objective:** To acquaint the students with the basic problems of Epistemology and Metaphysics of Indian Philosophy.

**Course Outcomes:** Upon completion of the course, students will be capable of understanding about the Indian theory of Knowledge.

**Unit –II Introduction to Sāṃkhya and Yoga tradition:Credit – 1, Total Class – 1525 Marks**

1. Sāṃkhya: Puruṣa, Prakṛti
2. Sāṃkhya: Karyavada (causation)
3. Yoga: Cittavṛttiandits Nirodha; Aṣṭaṅgika Mārga

**Unit -II IntroductiontoNyāya and Vaiśeṣika:Credit – 1, Total Class – 1525 Marks**

1. NyāyaPramānas, Laukika and Alaukika
2. Vaiśeṣika: Upalabdhi, Anupalabdhi.
3. Padārthas;AtomistictheoryofCreation

Unit –III**Introduction to Mimāṃsa school:Credit – 1, Total Class – 1525 Marks**

1. Mimāṃsa -Pramānas
2. Mimaṃsa -Pramānyavāda
3. Khyātivāda

Unit–IV**Introduction to Advaita School:Credit – 1, Total Class – 1525 Marks**

1. Śaṅkaracharya: Brahman; Atman; Adhyāsa and Avidyā
2. Rāmanujacharya; Brahman; Jiva and Jagat; Apṛthaksiddhi

##### Recommended Readings:

Chatterjee,S.C.: *Nyaya Theory of Knowledge* Chatterjee,S.C&Dutta,D.M.: *An Introduction to Indian Philosophy* Dasgupta,S.N.: *A History of Indian Philosophy*

Hiriyana, M.: *Outlines of Indian Philosophy*

Radhakrishnan,S.: *Indian Philosophy*

Sharma,C.D.: *A Critical Survey of Indian Philosophy*

Sinha,J.N.: *Indian Philosophy*,Volume I &II

# Semester – III

**PHLMAJ 2024**

**Formal Logic**

**Course Objective:**To acquaint with logical reasoning and testingthe validity& invalidity of the reasoning.

**Course Outcome:**Upon completion of the course, students will be capable to prove the validity of arguments, argument and argument forms. To apply the rules of inference in bothpropositional and predicate logic.

**Unit – II Introduction to Predicate logic and truth function:Credit – 1, Total Class – 15**

#### 25 Marks

* 1. Propositional and predicate Logic, variables & constants
  2. Truth – function, Truth – table for complex expression. Interdefinability of logical connectives.
  3. Truth – table method to test the validity of argument, indirect method.

**Unit – IIIntroduction to rules of inference:Credit – 1, Total Class – 15 25 Marks**

1. Formal proof of validity.
2. Proving Invalidity.
3. Conditional proofs.

**Unit – IIISets and symbolization: Credit – 1, Total Class – 15 25 Marks**

1. Concept of set.
2. Operation of set- union Intersection and Difference.
3. Symbolization of sentences by set Notification.

**Unit – IVIntroduction to quantifier logic:Credit – 1, Total Class – 1525 Marks**

1. Singular and General Proposition.
2. Use of Quantifier, Universal and Existential Quantification.
3. Use of Quantification Rules.

##### Recommended Readings:

Basson and O’Connor: *Introduction to Symbolic Logic* Chakravorti,Chhanda: Logic: Informal, Symbolic and Inductive Copi,I.M. *IntroductiontoLogic,*14thEdition

Hurley,Patrick. *Introduction to Logic*

Roy,B.N. *Deductive Logic*

Suppes,P. *Introduction to Logic*

Stebbing,L.S. *AModernIntroductiontoLogic*

Basumatary, Dr. Prahlad and Rita Bora:*Tarka Bigyan Porichoi, Mrityunjay Publication, Panbazar.*

**PHLMIN 2014**

## General Philosophy

**Course Objective:**To acquaint the students with basic ideas of philosophy concerning concepts and theories of knowledge, truth, reality and value.

**Course Outcomes:**Upon completion of the course, students will be able to understand the Philosophical perspective of realism, idealism, space and time, test of truth.

**Unit – II Introduction to Philosophy and sources of Knowledge: Credit – 1, Total Class – 15**

#### 25 Marks

1. Definition, Nature and scope of Philosophy.
2. Branches of Philosophy.
3. Realism and Idealism.

**Unit – II Introduction to Entities:Credit – 1, Total Class – 15 25 Marks**

1. Substance.
2. Causality.
3. Space and Time.

**Unit – IIIOrigin of Knowledge:Credit – 1, Total Class – 1525 Marks**

1. Empiricism, Rationalism.
2. Criticism.
3. Skepticism.

**Unit – IV Test of truth:Credit – 1, Total Class – 1525 Marks**

1. Correspondence.
2. Coherence.
3. Pragmatic.

##### Recommended Readings:

1. Patrick, G.T.W: Introduction to Philosophy.
2. Cunningham, G.W.: Problems of Philosophy.
3. Russell, Bertrand: Problems of Philosophy.
4. Taylor, Richard. Metaphysics.
5. Woozley, A.D.: Theory of Knowledge.

**Interdisciplinary Course PHLIDC – 2013**

## Environmental Ethics

**CourseObjective:**To understand with basic knowledge of environmental ethicsand its value. **CourseOutcomes:**Upon completion of the course, students will be aware of the environmental ethics for the better sustainability of the development.

**Unit – IIntroduction to ethics of environment and ecology:Credit – 1, Total Class – 15**

#### 20 Marks

* 1. Conceptual backgroundof Environmental Ethics.
  2. Anthropocentrism, Non- anthropocentrism.
  3. Ecology, Deep Ecology and Shallow Ecology.

**Unit – II:Introduction to environment literature and technology:Credit – 1, Total Class – 15**

#### 15 Marks

1. Conservation and Restoration of Environment.
2. Justice, Eco-feminism.
3. Environment and Technology, Environmental Activism.

**Unit – IIIIntroduction to various rights:Credit – 1, Total Class – 1515 Marks**

1. Human Rights.
2. Animal Rights.
3. Racism, Land Ethics.

##### Recommended Readings:

1. Attfield, Robin; Belsey, Andrew (1994): Philosophy and The Natural Environment.
2. Armstrong, Susan J; Botzler, Richard George (1993) Environmental Ethics:

Divergence and Convergence.

1. Ball, Ian; Goodall, Margaret; Palmer, Clare (1992) The Earth Beneath:

*A Critical guide to Green Theology*.

1. Almond, Brenda; Hill, Donald (1991) Applied Philosophy: Morals and Metaphysics in

Contemporary Debate.

1. Bhardwaj, Banashree (2022) “*Applied Ethics”* Union Book Publication. Guwahati.

**Skill Enhancement Course PHLSEC – 2013**

## Logic & Reasoning

**Course Objective:**To acquaint the students with logical reasoning and testing the validity Invalidity and rules of syllogism.

**Course Outcome:**Upon completion of the course, students will be capable to prove the validity of arguments, argument and argument forms.

**Unit – II Introduction to traditional classical logic:Credit – 1, Total Class – 1520 Marks**

* 1. Deductive and Inductive Arguments.
  2. Mediate Inference.
  3. Syllogism in Ordinary Language.

**Unit – IIProcess of reasoning: Credit – 1, Total Class – 15 15 Marks**

1. Immediate Inference and Mediate inference
2. Conversion.
3. Obversion, Contraposition

**Unit – IIIIntroduction to syllogism**:**Credit – 1, Total Class – 1515 Marks**

1. Characteristics of Syllogism.
2. General Rules of Syllogism.
3. Figures and Moods.

##### Recommended Readings:

1. Basson and O’Connor:*Introduction to Symbolic Logic*
2. Chakraborti, Chhanda: Logic: Informal, Symbolic andInductive
3. Copi,I.M. *IntroductiontoLogic,*14thEdition
4. Hurley, Patrick. *IntroductiontoLogic*

# Semester – IV

**PHLMAJ 2034**

**Methods and Conceptions of Philosophy (Western approaches)**

**Course objectives**: To introduce students with the problems of modern philosophy and to develop systematic and critical understanding.

**Course outcome**: Upon completion of the course, students will beable to know the types of philosophy and the study of the great thinkers. Upon completion of this course, students will be able to understand the epistemological and metaphysical perspectives of the philosopherlike Descartes, Spinoza, Leibnitz, Locke, Berkeley, Hume, Kant, Hegel etc.

**Unit** –**I**:**RationalismCredit – 1, Total Class – 1525 Marks**

1. Descartes: Cartesian Method, mind-body dualism
2. Spinoza:GodandSubstance, attributes, modes
3. Leibnitz:Theoryofmonads,pre-establishedharmony

**Unit - II**:**EmpiricismCredit – 1, Total Class – 1525 Marks**

1. Locke: critique of innate ideas, substance and qualities
2. Berkeley:*esseestpercipi.*
3. Hume:Impressionandideas,conceptofself

**Unit -III**:**KantCredit – 1, Total Class – 1525 Marks**

1. Possibility of synthetic apriori judgment
2. Spaceandtime
3. Categories

**Unit - IV**:**HegelCredit – 1, Total Class – 1525 Marks**

1. Dialectic Method
2. Absolute Idealisms
3. Master-slavesdialectic

##### Recommended Readings:

F.Thilly: *A History of Philosophy*

Barlingay and Kulkarni: *Critical History of Western Philosophy*

Y.Masih: *A Critical History of Modern Philosophy*

Anthony Kenny: *A new History of Philosophy*

F.Copleston: *History of Philosophy*

D.W. Hamlyn*: A History of Western Philosophy, Routledge*

## (Western Philosophy)

**Course objective**: To acquaint with the Philosophical problems from the perspectives of the Logical positivism, rejection of metaphysic and general outlines of phenomenology and existentialism.

**Course outcome:**Upon completion of the course, students will beable to learn and understand the subject matter contemporary western philosophy.

**Unit** –**IIntroduction to Western Philosophy and various trends Credit – 1, Total Class – 15**

#### 25 Marks

Introduction to Western Philosophy Nature and scope of Western Philosophy Trends in Western Philosophy

**Unit–IIIntroduction to method of Analytic Philosophy:Credit – 1, Total Class – 15**

#### 25 Marks

Introduction and basic features of Analytic Philosophy Rejection of Metaphysics, Refutation of Idealism.

**Unit –IIIIntroduction to method of rejection and refutation: Credit – 1, Total Class – 15**

#### 25 Marks

Logical Positivism

Karl Popper’s refutation of verificationism, Introduction to Falsification

**Unit–IVOutline of Phenomenology and ExistentialismCredit – 1, Total Class – 15**

#### 25 Marks

Phenomenology: General Characteristics Existentialism: General Characteristics

##### Recommended Readings:

F.Thilly: *AHistory of Philosophy*

Barlingay and Kulkarni: *Critical History of Western Philosophy*

Y.Masih: *A Critical History of Modern Philosophy*

Anthony Kenny: *A new History of Philosophy*

F.Copleston: *History of Philosophy*

D.W. Hamlyn*: A History of Western Philosophy,Routledge*

## Philosophy of Vienna Circle

**Course objectives:** To acquaint with the PhilosophicalProblems from the perspectives of the Logical positivism, rejection of metaphysic andgeneral outlines of phenomenology and existentialism.

**Course outcome:**Upon completion of the course, students will beable to learn understanding with the subject matter of contemporary western Philosophy.

**Unit -I Philosophy of G.E. Moore:Credit – 1, Total Class – 15 25 Marks**

1. Moore: The Analytic Turn of Philosophy
2. Moore:RefutationofIdealism
3. Moore:Defenseof Common-Sense

**Unit –IIIntroduction to B. RussellCredit – 1, Total Class – 1525 Marks**

1. Russell:LogicalAtomism.
2. Russell: General Propositions and Existence
3. Russell:Theoryof knowledge (Description and acquaintance)

**Unit–IIIPhilosophy of Wittgenstein:Credit – 1, Total Class – 1525 Marks**

1. Wittgenstein: Language and reality (Sentence, Proposition, state of affairs, facts)
2. Wittgenstein: Meaning and Proposition (meaning as contextual)
3. Wittgenstein:TheoryofMeaning, (Okams Razor) Picture theory

**Unit-IVLanguage truth and meaning:Credit – 1, Total Class – 1525 Marks**

1. Ayer, A. J: Language, Truth and Logic.
2. Logical positivism,
3. Verification theory of Meaning**.**

#### Recommended Readings:

Ammerman, R.R.(ed): *Classics of Analytic Philosophy*

Gross, B.R.: *Analytic Philosophy*

Moore, G.E.: “Defense of Common Sense”

Moore, G.E.: “Refutation of Idealism”

Russell, B.: *Logical Atomism*

Wittgenstein: *Tractatus Logico Philosophicus*

Wittgenstein: *PhilosophicalInvestigations*

Pitcher, G.: *PhilosophyofWittgenstein*

Pradhan, R.C.: *Recent Developments in Analytic Philosophy.*

*Basumatary, Prahladet..al :Wittgensteinian Philosophy of religion”. Global Publication.*

**PHLMIN 2024**

## Indian Philosophy (Orthodox)

**Course Objectives**: To acquaint the students with the basic problems ofepistemology and metaphysics in the orthodox side of classical Indian Philosophy.

**Course outcome:**Upon completion of the course, students will bebenefited with the knowledgeof Six major school of Indian Hindu Philosophy, the concept of truth and knowledge,concept of ethics, happiness, moksha, way to moksha.

**Unit – I Introduction to Nyāya Philosophy:Credit – 1, Total Class – 1525 Marks**

Nature of Nyāya Philosophy, Sources of Knowledge:

1. Pratyaksa (Perception)
2. Anumana (Inference)
3. Upamana (Comparison), Sabda (Testimony).

**Unit – IIIntroduction to Vaiśeṣika, Samkhya-Yoga PhilosophyCredit – 1, Total Class – 15**

#### 25 Marks

1. Vaisesika: Seven Categories
2. Asatkaryavada,Satkaryavada
3. Yoga Psychology

**Unit – III Introduction to Mimamsa Philosophy Credit – 1, Total Class – 1525 Marks**

1. Nature of Knowledge, Intrinsic and extrinsic value of knowledge.
2. Perception
3. Inference

**Unit –IVIntroduction to Vedanta Philosophy:Credit – 1, Total Class – 1525 Marks**

1. Introduction to Vedanta Philosophy
2. Śaṅkara Brahman
3. Śaṅkara’s Maya, Rāmanuja’s Visistadvaitavada

##### Recommended Readings:

Chatterjee,S.C&Dutta,D.M*: An Introduction to Indian Philosophy*

Dasgupta,S.N.: *A History of Indian Philosophy* Hiriyana,M. *Outlines of Indian Philosophy* Radhakrishnan, S. *Indian Philosophy*

Sharma, C.D*. A Critical Survey of Indian Philosophy*

Sinha, J.N. *Indian Philosophy, Volume I& II*

## PHLINT–2012 INTERNSHIP

**Course Objectives:**To give tools to initiate for project work or report writing for stakeholders. This course will develop the project charter of stakeholders.

**Course outcome:**Upon completion of the course, students will beable to apply fundamental and disciplinary concepts and methods to the principal areas of study. They will also develop the skill and knowledge of specific professional field of study.

Concerned Department will select and approve the topic on which a detailed report (following all the formalities) to be submitted by the students to the department. The length of the report should be of 8000 to 10000 words typed or neatly hand-written. It may be either on a particular philosopher or on a particular topic relevant to the course. The same is to be carried out under the guidance of a teacher. Concerned department will evaluate the report. Following topics may be considered:

1. The Concept of Human Rights--A Philosophical Analysis
2. Feminism
3. A Critical Account of Sankara’s Philosophy
4. Philosophical Ideas of Sri Aurobindo
5. Tagore’s Humanism
6. Philosophical Ideas of SrimantaSankaradeva
7. Existentialism—A Critical Account
8. Cartesian Dualism--A Critical Account
9. Environmental Ethics—Need of the Hour 10.Bathouism as a Tribal Religion 11.Bioethics

12.Environmental ethics 13.Animal ethics.

14.Administrative ethics and corruption in government

## Philosophy of Religion

**Course objective**: To acquaint the students about the different theoriesof religion as well as the modern development in regards to religion.

**Course outcome**:Upon completion of the course, students will be aware of Life beyond parochialism and relativity of religious believes.

**Unit –IIntroduction to Philosophy and religion:Credit – 1, Total Class – 1525 Marks**

1. Introduction to Philosophy of religion, nature and scope.
2. Relation between Philosophy and literature.
3. Relation between ReligionandScience.
4. Salient features of Bathou as tribal religion.

**Unit – IIArgument on God and nature: Credit – 1, Total Class – 15 25 Marks**

1. Ontological argument on God and nature.
2. Cosmological argument on God and nature.
3. Teleological argument on God and nature.
4. Moral argument.

**Unit – IIIIntroduction to western metaphysics:Credit – 1, Total Class – 1525 Marks**

* 1. Reason, Faith and Revelation.
  2. FreedomofWill (determinism, indeterminism).
  3. Immortalityofthesoul

**Unit – IVReligion and language:Credit – 1, Total Class – 1525 Marks**

1. Religiouslanguageandsymbolism.
2. Anti-religious theories: Materialism and logical positivism.
3. Vaishanvism of Sankaradeva, Eka Sarana Nama Dharma.

##### Recommended Readings:

John, Hick: *Philosophy of Religion*

Mail Edwards: *Philosophy of Religion*

B. Mitchell: *Philosophy of Religion*

John Hick: *Classical and contemporary readings in the philosophy ofReligion*

Nilima, Sharma: *Philosophy of Sankardeva: An Appraisal*

Y. Masih: *Introduction to Religious Philosophy*

Petersonandothers (OUP): *Reason and Religious Belief:An Introduction to the Philosophy Of Religion*

Peterson and others: *Philosophy of Religion, Selected Readings Maheswar Neog: Sankardeva and His Times*

## Philosophy of Language, Truth & Meaning

**Course Objective:**To make the students aware of how language,truth and meaning are inseparable in the very move of our thinking.

**Course Outcome**: Upon completion of the course, students will berevisitingLifein matters of our discovery of life. Lofty and gratertreatments in matters of language, meaning and truth will be dawned upon in the young mind.

**Unit-I Introduction to linguistic Philosophy:Credit – 1, Total Class – 1525 Marks**

1. LanguageandReality
2. Frege’s Sense and Reference
3. Russell’sDefiniteDescription

**Unit-IIIntroduction to theory of meaning:Credit – 1, Total Class – 1525 Marks**

1. Ideational Theory of Meaning
2. Referential Theory of Meaning
3. UseTheoryofMeaning

**Unit-IIITheories of truth:Credit – 1, Total Class – 1525 Marks**

1. Correspondence Theory of Truth
2. Coherence Theory of Truth
3. PragmaticTheoryofTruth

**Unit-IVCognitive PhilosophyCredit – 1, Total Class – 1525 Marks**

1. Performative and Constative Utterances
2. Locutionary,Illocutionary and PerlocutionaryActs
3. TheoryofIllocutionaryForces

##### Recommended Readings:

*Alston, William P. PhilosophyofLanguage Austin,J.L. Howto DoThingswithWords*

*DevittM.&Richard Hanley(ed.) TheBlackwellGuidetoPhilosophyofLanguage Frege,Gottlob : On Senseand Reference*

*LycanG.*: *Philosophy of Language:AContemporaryIntroduction Russell,B.*: *On Denoting*

*Searle,J.R.*: *Philosophy of Language Wittgenstein,L.*:*Philosophical Investigations(RelevantSections)*

## Phenomenology and Existentialism

**Course Objective**: To familiarize with the 20th century developments inthe fields of philosophy, viz. anti-objectivism, developments, particularly ani-essentialism.

**Course Outcome**:Upon completion of the course, students will be able tounderstand the nuances of the individual life. The studywill enhance democratic treatment at large thereby creating new awareness to life at large.

**UnitI:Introduction to Phenomenology**: **Credit – 1, Total Class – 1525 Marks (Idea of Epoche, Transcendental deduction)**

1. The three stages of human existence
2. SubjectivityandTruth

**Unit II Introduction to Essence and existenceCredit – 1, Total Class – 1525 Marks**

1. J.P. Sartre’sExistence Precedes the Essence
2. Being and nothingness

**UnitIIIIntroduction to Heidegger Philosophy:Credit – 1, Total Class – 1525 Marks**

1. Authenticexistence, Dasien
2. Being-in-the-worldandTemporality

**UnitIV:Introduction to Husserl Philosophy:Credit – 1, Total Class – 1525 Marks**

1. Theory of essence
2. IntentionalityandBracketing

##### Recommended Readings:

H.J.Blackham:*SixExistentialistThinkers* MargaretChatterjee: *ExistentialistOutlook*

M.K. Bhadra***:*** *ExistentialismandPhenomenology*

MaryWarnock**:** *Existentialism*

JohnMacquirre: *Existentialism*

J.P.Sartre: *ExistentialismandHumanism*

E.Husserl: *LogicalInvestigations*

Kierkegaard: *ConcludingUnscientificPostscript*

## Philosophy of Art and Culture

**Course Objective:** To acquaint the students with the great traditions of Art and Culture of India ingeneral, and the cultures in the phase of civilization.

**Course Outcome:**Upon completion of the course, students will be able to understand life to the tune of time – tested values ofIndian Art and Culture. Life of resilience would be inculcated in the young mind.

**UnitI Indian aesthetics: Credit – 1, Total Class – 15 25 Marks**

1.The nature of aesthetics, its relation to philosophy and literature, 2.Defining art, various art forms, functions of art

UnitII **Concept of Rasa: Credit – 1, Total Class – 15 25 Marks**

1. Rasa in Indian aesthetics, constituents of Rasa, Is rasa internal or external
2. Bharata’sNatya Sashtra, Bharata’s Concept of Rasa.

UnitIII**Culture: Credit – 1, Total Class – 15 25 Marks**

1. Defining Culture, Philosophy of Culture and Civilization
2. Sources of Indian Culture, common characteristics of culture

UnitIV**Culture and Values: Credit – 1, Total Class – 15 25 Marks**

1. Interpretation of Indian culture and values (Sri Aurobindo)

##### Recommended Readings:

Raghavan V. *Number of Rasas*

Bhatt, G.K. *Rasa Theory*

Ghosal S.N. *Elements of Indian Ethics*

Coomaraswamy, A.K. *The Transformation of Nature in Art*

Pande, G.C.*Foundations of Indian Culture, Vol. I &Vol. II*

Aurobindo Sri. *The Foundations of Indian Culture (Chapter 1 only)*

# Semester – V

**PHLMIN3014**

**Indian Classic Scriptures**

**Course Objective:** To make the students know about the roots and essences of Indian Philosophy and Culture.

**Course Outcome:**Upon completion of the course, students will beable to understand Life, deep-rooted in philosophy will be understood. Life distorted insegregation in the so-called modern waves will have a meaning.

**Unit -I Introduction to Indian Classics scripture:Credit – 1, Total Class – 15 25 Marks**

1. Introduction and backgroundof Vedas
2. Introduction and background of Upanishad and Puranas
3. Introduction and background of Bhagavad Gita.

**Unit-IITheory of Creation:Credit – 1, Total Class – 15 25 Marks**

1. Diversity of Theories in Creation
2. Acosmic Theory of Creation
3. CosmicTheoryofCreation

**Unit-IIINature of Brahma:Credit – 1, Total Class – 15 25 Marks**

1. Brahman, the Absolute
2. Brahman,theWorld-Ground
3. BrahmanasCosmicandAcosmicIdeal

**Unit -IV Indian Metaphysics:Credit – 1, Total Class – 15 25 Marks**

1. Individual Soul, Saṃsāra.
2. Karmaphalavada, Law of Karma.
3. Liberation

##### Recommended Readings:

Dasgupta,S.N*.:* A History of Indian Philosophy (VolumeI) Deussen,P.: The Philosophy of the Upanishads

Hume,R.E.: Thirteen Principal Upanishads Mahadevan,T.M.P.: Upanishads Radhakrishnan,S.: The Principal Upanisads Radhakrishnan,S.: Indian Philosophy (Volume I)

Ranade,R.D.: A Constructive Survey of Upanisadic Philosophy

**PHLMAJ -3054**

## AppliedEthics

**Course objective**: To shape the students towards the practical approach to life along with change in attitude.

**Course outcome**:Upon completion of the course, students will beable to learn the ethical issues from practical point of view relating to different aspects such as Bio-medical ethics, Animal and Land ethics and IPRs.

**Unit–IIntroduction to Applied ethics:Credit – 1, Total Class – 15 25 Marks**

1. Nature of Applied Ethics, its scope
2. Argument in AppliedEthics (Slippery Slope argument, Nazi euthanasia)

**Unit –IIRights and ethics:Credit – 1, Total Class – 15 25 Marks**

1. Human rights, capital punishment
2. Land ethics, Animalrights (Institutional ethical committee)

**Unit–IIIIntroduction to Intellectual Property rights:Credit – 1, Total Class – 1525 Marks**

1. Intellectual Property rights, concept of Patent, Utility Model, Trade Marks and Designs.
2. Types of Intellectual Property rights, short term IP right and long- term IP right.

**Unit –IVIntroduction to Bio-Medical ethics:Credit – 1, Total Class – 1525 Marks**

1. Rights and obligations of health care professionals, Patients and family
2. Abortion,Euthanasia:ActiveandPassive

##### Recommended Readings:

Hizza,JosephM.: *ComputerNetworkSecurityandCyberEthics*

Holmes,R.L. : *Introduction to Applied Ethics* Holmes R. & Andrew L.: *Environmental Ethics: An Anthology* Lucas,G.: *EthicsandCyberWarfare*

Singer,P.: *AppliedEthics*

Yogi,Manasvini M.: *Euthanasia:ItsMoralImplication*

Bhardwaj, Banashree*: Applied Ethics*

**PHLMAJ 3064**

## Philosophy of Logic

**Course Objective**: To provide information about the basics as well as thebackbone of modern developments logic.

**Course Outcome**: Upon completion of the course, students will know the relation between logic and other fields of logic such as Generality, Form, and logician second order vocabulary.

**Unit – I Logical AppraisalCredit – 1, Total Class – 15 25 Marks**

* 1. Inconsistency.
  2. Reasoning.
  3. Logician’s Second Order Vocabulary.

**Unit – IIFormal Logic**.**Credit – 1, Total Class – 15 25 Marks**

1. Generality.
2. Form.
3. System.

**Unit – IIITruth function:Credit – 1, Total Class – 15 25 Marks**

1. Truth Function, Truth Tables.
2. Truth Functional Constants.
3. Logical Relations.

**Unit – IVDeductive System:Credit – 1, Total Class – 15 25 Marks**

1. Deductive System of Truth Functions

##### Recommended Readings:

BassonandO’Connor: *Introduction to Symbolic Logic* Chakraborti,Chhanda: Logic: Informal, Symbolic and Inductive Strawson, P.F 1976; Introduction to Logical theory, B.I Publications, Bombay.

# Semester - VI

**PHLMAJ 3074**

**Indian Logic**

**Course Objective:**To acquaint the students with the integratedapproaches to Indian Logic.

**Course Outcome:**Upon completion of the course, students will develop analytical mindsets along with critical thinking.

**Unit –I Introduction to Indian Epistemology:Credit – 1, Total Class – 15 25 Marks**

* 1. Nature and development of Indian Logic
  2. TherelationofIndianLogicto IndianEpistemology
  3. Classification of Knowledge given by Nyāya system of Philosophy: (Pramā and Apramā)

**Unit** –**IISources of Knowledge:Credit – 1, Total Class – 15 25 Marks**

1. PramānastheKarana of Pramā/Characteristics and Kinds of Pramāna
2. Pratyakṣa:Nyāya and Mimāmsā

**Unit–IIISemantics and syntax of Indian logic: Credit – 1, Total Class – 15 25 Marks**

1. Anumāna-Definition,Constituents &KindsofAnumāna,

2 GroundsofAnumāna-PsychologicalGround-Pakṣatā

**Unit –IVIntroduction to Vyāpti and Hetvābhāsa:Credit – 1, Total Class – 15 25 Marks**

1. MarksofValidReason
2. Logical ground- Vyāpti, Types and Ascertainment of Vyāpti
3. Hetvābhāsa:Meaning and Kinds from the perspective of Nyāya

##### Recommended Readings:

1. Chatterjee,S.C.: *Nyaya Theoryof Knowledge*
2. Datta,D.M.:*Six Ways of Knowing*
3. Singh, B.N*.:Indian Logic*
4. Bhattacharjee,*Jyotsna: BharatiyaDarsana*
5. Das,Parimal:*Bharatiya Darsana*
6. Sastri,S.Kuppuswami:*A Primer of Indian Logic*
7. Bhatta,Annam: *TheTarkasangraha*
8. Vidyabhusana,S*.C.:History of Mediaeval School of Indian Logic*
9. Randie,H.N.:*IndianLogic in the Early Schools*
10. Maitra,S.K.: *FundamentalQuestions of Indian Metaphysics & Logic*
11. Gangopadhyaya,M.K.:*Indian Logicinits Sources*
12. Neog,Arotee:*Bharatiya TarkashastrarJilingoni*
13. Baruah,Girish.:*Bharatiya Tarkasastra, Saraswati Prakashan*

**PHLMAJ3084**

## Contemporary Indian Philosophy

**Course Objective:**To acquaint the students with the contemporarydevelopment of Indian philosophy in general and the reformist movements of the 20th centuryin particular.

**Course Outcome**: Upon completion of the course, students will understand the life urgencies in matters of socio – cultural aspects. They will understand religion, life and morality frommodern perspective.

**Unit-I Introduction to Darsana:Credit – 1, Total Class – 15 25 Marks**

1. Introduction Contemporary Indian Philosophy
2. Salient Features of Contemporary Indian Philosophy

**Unit-II Introduction to Sri Aurobindo and Gandhian PhilosophyCredit – 1, Total Class – 15**

#### 25 Marks

1. Sri Aurobindo: Evolution, Super Mind, Synthesis of Yoga
2. Gandhi: Truth, God, Non-Violence, Swarāj, Swadeshi, Sarvodaya. Critique of industrialization, trusteeship

**Unit-IIIIntroduction to Vedanta Philosophy:Credit – 1, Total Class – 15 25 Marks**

1.Vivekananda: Practical Vedanta, 2.Universal Religion, Philosophy ofEducation

**Unit-IVIntroduction to Tagore and Radhakrishnan Credit – 1, Total Class – 15**

#### 25 Marks

1. Tagore: Humanism, Nature of Religion
2. Radhakrishnan: Intellect and Intuition, Man and his Destiny (Sarvamukti)

##### Recommended Readings:

1. Radhakrishnan, S. (2009): An Idealist View of Life, Harper Collins.
2. Srivastava (1983): Contemporary Indian Philosophy, MunshiramManoharlal Publishers Pvt. Ltd.
3. Mahadevan (1981): Contemporary Indian Philosophy, sterling Publishers Pvt.Ltd.
4. B.K. Lal (2017): Contemporary Indian Philosophy, MotilalBanarasidass
5. Sarmah, Nilima (1999): Twentieth Century Indian Philosophy, MotilalBanarasidass
6. Kalita, Madan Chandra: SamasamayikBharatiyaDarsan,

**PHLMIN - 3024**

## Buddhism

**Course Objective:** To acquaint the students with the great culture of Buddhism.

**Course Outcome:**Upon completion of the course, students will beable to understand Buddhism and his teachings. They will also learn that Buddhism is one of the most disciplined schools of philosophy.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Unit – I** | **Introduction to Buddhism:** | **Credit – 1,** | **Total Class – 15 25 Marks** | |
|  | 1. Origin and Nature of Buddhism 2. Four Noble Truth |  |  | |
|  | 3. Pancasila. |  |  | |
| **Unit – II** | **Teaching of Buddhism:** | **Credit – 1,** | **Total Class – 15 25 Marks** | |
|  | 1. Eight-Fold Path. |  |  | |
|  | 1. Brahma Viharas. 2. Paramitas |  |  | |
| **Unit – III** | **Theories of Buddhism:** | **Credit – 1,** | **Total Class – 15** | **25 Marks** |
|  | 1. Anatmavada. 2. Karma and Re-birth. |  |  |  |
|  | 3. Nirvana |  |  |  |
| **Unit – IV** | **Different Sects of Buddhism:** | **Credit – 1,** | **Total Class – 15** | **25 Marks** |
|  | 1. Mahayana: Basic characteristics 2. Hinayana: Basic characteristics 3. Concept of Sunyata |  |  |  |

##### Recommended Readings:

* 1. Halbfass, W., “Karma, Apurva and Nature” Causes: Observation on The Growth and Limits of the Theory Samsars, O’Flabearty,1999.
  2. Harvey, Peter, An Introduction to Buddhist Ethics, Cambridge, Cambridge University Press.
  3. Kamala, J, (1983) The Concept of Pancasila in Indian Thought, P.V. Institute: Varanasi.
  4. Keown, D.(1992) The Nature of Buddhist Ethics, London: Macmillan.

# Semester VII

**PHLMAJ – 4014**

**Western Philosophy**

**Course Objectives:**To acquaint the students with the Philosophical problems from the perspectives of the Logical positivism, rejection of metaphysic and general outlines of

Phenomenology and existentialism.

**Course outcome:**Upon completion of the course, students will learn and understand the subject matter of contemporary western philosophy.

**Unit -I Introduction to language, meaning and knowledge:Credit – 1, Total Class – 15**

#### 25 Marks

Introduction to language and meaning Philosophy of Vienna circle,

Russel’s atomic proposition

Knowledge by description and knowledge by acquaintance

**Unit-II Wittgensteinian Theory Credit – 1, Total Class – 15 25 Marks**

Wittgenstein: Picture Theory, Language Game Theory of Use, Language as therapy

**Unit-IIIBasics Characteristics of Phenomenology, Credit – 1, Total Class – 15 25 Marks**

Husserl: Phenomenology Kierkegaard: Phenomenology

**Unit–IVPost-modern Philosophy: Credit – 1, Total Class – 15 25 Marks**

Hermeneutics (Gadamer)

Critical Theory (Karl Marx, Paul Ricoeur) Deconstruction (Derrida)

##### Recommended Readings:

Ammerman,R.R.(ed): *ClassicsofAnalyticPhilosophy*

Gross,B.R.: *AnalyticPhilosophy*

Moore,G.E.: “DefenseofCommonSense”

Moore,G.E.: “RefutationofIdealism”

Russell,B.: *Logical Atomism*

Wittgenstein: *TractatusLogicoPhilosophicus*

Wittgenstein: *PhilosophicalInvestigations*

Pitcher,G.: *PhilosophyofWittgenstein*

Pradhan,R.C.: *RecentDevelopmentsinAnalyticPhilosophy. Basumatary, Prahladet.all :Wittgensteinian Philosophy of religion”.*

# Semester VII

**PHLMAJ – 4024**

**Comparative Religion**

**Course Objective:**To introduce the basics concepts of different religious ideas for the scientific study of the religion.

**Course outcomes:**Upon completion of the course, students will enable to describe some of the basic principles of Hinduism, Islam, Christianity, Buddhism and Jainism. They will be able to compare the basic principles of one religion to another religion.

**Unit**– I**Introduction to Hinduism and Islam: Credit – 1, Total Class – 15 25 Marks** Hinduism: Basic characteristics, Concept of God, Concept of Soul, Reincarnation, Law of Karma, Sanskara

Islam: Basic Characteristics of Quran, five pillars, Mohammad as last messiah, brotherhood and peace.

**Unit – IIIntroduction to Christianity and its teachings: Credit – 1, Total Class – 15**

**25 Marks** Christianity: Basic Characteristics, Concept of Trinity, Ten commandments, different sections of Christianity, concept of universal brotherhood, Peace and world, resurrection

**Unit – IIITrends and theories of Buddhism:Credit – 1, Total Class – 15 25 Marks**

Buddhism: Pratityasamudpada (Theory of Dependent Origination), Madhyamika of Nagarjuna, Tibetan Buddhism and Zen Buddhism

Shintoism: Concept of Kami

**Unit–IVIntroduction toZoroastrianism: Credit – 1, Total Class – 15 25 Marks**

Zoroastrianism: Ahura Mazda and Ahriman

##### Recommended Readings:

Tiwary, K.N, Comparative Religion, MotilalBanarasidass, 1990 (reprint)

Nakamura, H.*A History of the Development of Japanese Thought*, 2 volumes, Tokyo:Kokusai Bunka Shinokokai, 1967

Chan, W. *A Sourcebook of Chinese Philosophy*, Princeton: Princeton University Press, 1963

# Semester VII

**PHLMAJ – 4034**

**Many Valued Logic**

**Course objective**: To understand history of MVL and why it is necessary along with basic concepts, notations, symbols, issues and utilities of MVL.

**Course outcome:**Upon completion of the course, students will beable to apply basic concepts of MVL to solve problems at various levels. Apply MVL diverse physics related fields like design of electronic circuits and tests circuits for faults and defects. Understand and throw substantial light on the issue of relativism. Apply MVL in quantum mechanics.

**Unit**– I**Introduction to many valued logic:Credit – 1, Total Class – 15 25 Marks**

Historical Development of Many Valued Logic

Relation between Classical logic and Many Valued Logic Distinction between extended logic and deviant logic Structural features of Many valued logic

Applications of Many Valued logic.

**Unit –IISymbolism and theories of many valued logic: Credit – 1, Total Class – 15,**

**25 Marks** Symbolism, notation and terminology of Many Valued Logic, the extension of n to (n+1) Valued logic

The 3 valued logic of Lukasiewicz The 3 valued logic of Bochvar The 3 valued logic of Kleene Many Valued system of E. L. Post

**Unit –IIIKinds of logic: Credit – 1, Total Class – 15 25 Marks**

Deontic logic, Deviant Logic, Probability Logic Reasons for deviance, Deviance and the theory of Truth Problem of vagueness, Future Contingents

**Unit–IVIntroduction to Absolutism, relativism and quantum mechanics:Credit – 1, Total Class – 15**

#### 25 Marks

The question of relativism in logic, Absolutism vs Relativism Quantum Mechanics and logics, Reichenbach’s argument

##### Recommended Readings:

Ackermann R 1967 *Introduction to Many Valued Logics,* Routledge, London

Hack Susan 1974 *Deviant Logic*, Cambridge University Press, London

Lewis, C. I. 1932 *Alternative Systems of Logics,*The Monist, Vol. 42, pp 481-507 Recsher, N*. Many- valued Logic*, Mc Graw Hill Book Company, New York.

Haack Susan 1996 *Deviant logic, Fuzzy, Logic: beyond the formalism,* The University of Chicago Press, Chicago and London

# Semester – VII

**PHLMAJ – 4044**

**Philosophy of Science**

**Course objective:**To study the fundamental questions about science and with the implications of science for the society.

**Course outcomes**: Upon completion of the course, students will beknowing the key questions like, what counts as science, about the scientific method and about the scientific theories and its source of knowledge.

**Unit**– I**Introduction to Philosophy of Science:Credit – 1, Total Class – 1525 Marks**

Nature of Philosophy of Science, Explanation Induction and deduction as scientific method

**Unit – IIIntroduction to Falsifiability and Probability Credit – 1, Total Class – 15**

**25 Marks** Karl Popper’s Philosophy of Science: Falsifiability, Accumulation of Human Knowledge, Probability

**Unit –IIIConcept of science and development: Credit – 1, Total Class – 15**

#### 25 Marks

Thomas Kuhn’s Philosophy of Science, The idea of the development of science

**Unit–IVConcept Parading to social Sciences: Credit – 1, Total Class – 15**

#### 25 Marks

Kuhn’s concept of Paradigm, incommensurability; Paradigm shift; Kuhn and the social sciences.

##### Recommended Readings:

Hampel, Carl (1966): *Philosophy of Natural Science*. New Jersey. Prentice hall Popper, Karl 2002. *The Logic of Scientific Discovery*. New York. Routledge

Kuhn, Thomas. S. 2012. *The Structure of Scientific Revolutions,* The Chicago University Press

**OR**

# Semester – VII

## PHLMAJ4054

**Research Methodology**

**Course objectives**: To know research methods and systematic methods for acquiring data and studying it for deriving out crucial findings.

**Course outcomes**: Upon completion of the course, students will be capable to develop skill in qualitative and quantities data analysis and presentation, ability to choose methods appropriate to research aims and objectives and research design**.**

**Unit-I Introduction to research: Credit – 1, Total Class – 15 25 Marks**

Meaning and definition of Research, Kinds of Research, Scholar-guide relationship

**Unit –II Understanding research designing:Credit – 1, Total Class – 1525 Marks**

Research Designing, Method and materials, Types of Research Writing, Origin of the Research Problem, Statement of the Problem,

**Unit- III Techniques of research writing: Credit – 1, Total Class – 1525 Marks**

How to find research gap, Research Question, Hypothesis, Referencing, Bibliography, Plagiarism

**Unit-IV Introduction to Research ethics:Credit – 1, Total Class – 1525 Marks**

Ethics of research paper writing and responsibility. Authorship and co-authorship, Corresponding author,

##### Recommended Readings:

Kothari, C.R. 2015. *Research Methodology*, New Age International Publishers Kumar, Ranjit. 2018. *Research Methodology,* Sage Publications

*MLA Handbook for Writers of Research Papers* (8th Edition)

# Semester – VII

**PHLMIN-4014**

# Indian Ethics

**Course Objectives:** To study Indian ethics and to assess human behavior.

**Course Outcome:** Upon completion of the course, students will beknowing about the ethical systems of Indian philosophy and how to establish moral principles and standards of human behavior.

**Unit-IIntroduction to basic ideas of Indian ethics:Credit – 1, Total Class – 15**

1. Ethics of Vedas:ŖtaandŖņa, Yajña
2. Ethics of Upanisads:Śreyah,Preyah,Nišreyah

**Unit–IIIntroduction to Bhagavad Gita:Credit – 1, Total Class – 1525 Marks**

1. Ethics of BhagavatGitā:Svabhāva,Svadharma,Sthitaprajña
2. Highest Goal;SynthesisofKarma,JñānaandBhaktiMarga.
3. NiskāmaKarmaYogaandLokasamgraha

#### 25 Marks

**Unit–IIIIntroduction to duties, action and result: Credit – 1, Total Class – 1525 Marks**

1. Dharma:MeaningandClassification
2. Varnāšramadharma,Purusārtha,LawofKarma

**Unit-IVEthical teachings of Carvaka Buddhism and Jaina: Credit – 1, Total Class – 15**

**25 Marks**

1. CārvākaEthics
2. Buddhist Ethics:Eight-foldpath,Paňcašila
3. JainaEthics:Triratna,AnuvrataandMahābrata

***Recommended Readings:***

* 1. Joshi,Prof.H.M(2000): *Traditional and Contemporary Ethics-Western and Indian*, BharatiyaVidyaPrakashan
  2. Radakrishnan, S (1929):*Indian Philosophy*, Vol. I, Oxford University Press
  3. Sarmah,C.D.(1962):*ACriticalSurveyofIndianPhilosophy,*MotilalBanarasidass Publishers Private Limited, New Delhi
  4. Chatterjee,S.C.&Datta,D.M. (1984):*AnIntroductiontoIndianPhilosophy,*Calcutta University, Calcutta
  5. Rachel,J.(1986):*TheElementsofMoralPhilosophy,*McGraw-Hill
  6. Bilimoria,Purushottama(2007):*IndianEthics:ClassicalTraditions and Contemporary Challenges*, New Delhi, Oxford University Press
  7. GauhatiViswavidyalaya:*BharatiyaDarsana*
  8. Bhattacharyya,Jyotsna:*BharatiyaDarsana*
  9. Pujari,Bandana:*BharatiyaDarsana*
  10. Devi,Anjali:*BharatiyaDarsana*

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**Semester VIII**

#### PHLMAJ 4064

**Meta Ethics**

**Course objectives:** To acquaint students with the critical understanding moral language, thought and values.

**Course outcome:**Upon completion of the course, students will understand the metaphysical, epistemological and commitment of moral thought and practices.

**Unit -I**: **Introduction to Normative ethics:Credit – 1, Total Class – 1525 Marks**

Introduction Normative Ethics

Ethical Concepts and Evaluation- Good and Right Meta Ethics

**Unit- II**:**Ideas of Good, Naturalistic fallacy and morals: Credit – 1, Total Class – 15**

#### 25 Marks

G. E. Moore: Indefinability of ‘Good’ Naturalistic Fallacy,

Autonomy of Morals

**Unit- III**: **Introduction to A.J Ayer and C.L Stevenson: Credit – 1, Total Class – 15**

#### 25 Marks

A. J. Ayer: Ethical Terms as Pseudo Concepts

C.L. Stevenson: Characteristics of Moral Discourse, Persuasive Definition

**Unit- IVIntroduction to R. M. Hare Philosophy: Credit – 1, Total Class – 15**

#### 25 Marks

R. M. Hare: Universal Prescriptivism,

R. M. Hare: Nature of Moral Arguments

R. M. Hare: Weakness of the Will

#### Books Recommended:

Moore, G.E.: *Principia Ethica*,

RoojenM.S. Van.: *Metaethics: A Contemporary Introduction,*

Stevenson, C.L. *Ethics and Language*

Ayer, A.J*.: Language, Truth and Logic* Chakravarty, D.K.: *Problems of Analytic Ethics* Hare, R.M.*The Language of Morals*

Miller, Alexander: *An Introduction to Contemporary Metaethics,*

Warnock, M. *Ethics since 1900*

**Semester VIII PHLMIN4024**

**Political Philosophy**

**Course Objectives:** To provide philosophical ideas and to develop critical understanding about the questions concerning the nature of human rights and social justice and the purpose of government.

**Course Outcome:**Upon completion of the course, students will beable to analyze a variety of problems in political philosophy and composes the fundamental qualities of the relation of ethics and politics.

**Unit – I : Introduction to Political Philosophy: Credit – 1, Total Class – 15**

#### 25 Marks

1. Greek Political Thought (Sophists, Socrates, Plato, Aristotle).
2. Plato’s concepts of justice.
3. Aristotle’s concept of state and constitutions.

**Unit – II: Introduction Social contract to class struggle Philosophy:Credit – 1, Total Class – 15**

#### 25 Marks

1. The social contract Tradition of political thought. (Hobbes, Locke, Rousseau)
2. Marx’s class struggle, Alienation

**Unit – III**:**Contemporary liberalism: Credit – 1, Total Class – 15 25 Marks**

1. Rawlsian liberal egalitarian justice theory.
2. Nozick’s libertarian critique of liberalism.

**Unit – IV**:**Contemporary Secularism: Credit – 1, Total Class – 1525 Marks**

1. Western Secularism.
2. Indian Secularism.

##### Recommended Readings:

1. Bailey, Andrew, and others, 2012: The *Broadview Anthology of Social and Political Thought; Essential readings.* New York; Broadway Press.
2. Pettit, Philip, and Robert E. Goodin, eds. 1997, *Contemporary Political Philosophy: An Anthology.* Malden, M.A; Wiley Blackwell.
3. Kynlicka, Will.2002. *Contemporary Political Philosophy: An Introduction,* Second Edition. Oxford; Oxford University Press.
4. Christman, John. 2002. *Social and Political Philosophy; A Contemporary Introduction*, Series, Contemporary Introduction to Philosophy. London. Routledge.
5. Bhargava, Rajeev, and Ashok Acharya. 2012. *Political Theory: An Introduction*. New Delhi; Pearson Education India,

**PHLADL4014**

## Semester VIII

**Dissertation on Research Project**

**Course objectives:** To involve students practically to write the project by using research methodologies. **Course outcome**: Upon completion of the course, students will becapable to develop their writing research paper and presentation. They will have the ability to choose methods appropriate to research aims and objectives and research design.

**Credit – 12, Total Class – 180**

## OR

**(PHLADL 4024 + PHLADL 4034 + PHLADL 4044)**

**Semester VIII**

#### PHLADL4024 Credit – 4, Total Class – 60 Review of Literature and Research Publication

**Semester VIII PHLADL4034Credit – 4, Total Class – 60**

**Research Proposal Writing**

**Semester VIII**

#### PHLADL4044

**Philosophy of Gita**

**Course Objectives:** To study philosophy of Gita and to assess human actions of purity strength discipline, honesty, kindness and integrity.

**Course Outcome:**Upon completion of the course, students will beable to find the purpose of human values and to live with it fully.

**Unit –I Introduction to basic concept of Gita: Credit – 1, Total Class – 1525 Marks**

* 1. LawofKarma
  2. Concept of Karma, Akarma, Vikarma
  3. FreedomandChoice

**Unit –IIIntroduction to etymological concept of Gita:Credit – 1, Total Class – 15**

#### 25 Marks

1. Kṣetra-Kṣetrajn , puruṣa-prakṛti
2. UttamaPuruṣaandUltimateReality
3. RelationofindividualselfandUltimateReality

**Unit –III Introduction to concept of Yoga in Gita:Credit – 1, Total Class – 15**

1. ConceptionofYoga
2. Karma Yoga, Jn͂āna Yoga, Bhakti Yoga
3. ReconciliationoftheYogas

#### 25 Marks

**Unit -IV Introduction Karma and Mukti of Gita: Credit – 1, Total Class – 15**

#### 25 Marks

1. Svabhāva, Svakarma, Svadharma
2. Niṣkamakarmayoga; Lokasaṃgraham
3. Liberation

##### Recommended Readings:

Aurobindo: *TheBhagavadGita*

Gandhi,M.K.: *Gita*

Radhakrishnan,S.: *TheBhagavadGita*

Ranade,R.D.: *BhagavadGita-APhilosophyofGodRealization*

Tilak,B.G.: *GitaRahasya*

#### Learning Outcomes Based Curriculum Framework (LOCF) FOR UG FOUR YEAR HONOURS COURSE IN BODO BODOLAND UNIVERSITY

**COURSE DESCRIPTION**

The programme entitled ‘NEP-UG Programme in Bodo Major’ aims to disseminate knowledge to the UG students with a new dimension relating to the studies of Bodo in particular; and to the emerging knowledge in the field of literature, language and culture in general, on the other. The major programme is planning for teaching basically on theoretical and analytical approach. The contents of the study included for teaching- learning which are of literary genres, literary theory, critical review, comparative study of literature, language and culture which targets to give interdisciplinary outlook. The programme follows a model of Learning Outcome-Based Curriculum Framework (LOCF) for the UG programme in Bodo. The LOCF structure of the programme will support the learners to know the knowledge for making themselves a competent person in concerned discipline. The innovative structure of teaching-learning and evaluation framework will enrich the students both knowledge as well as skill together. In the light of NEP curriculum framework, the syllabus has been modelled and prepared as the guidelines of University Grants Commission. The vital purpose of the programme is to bring out student’s skill and capacity and ability of understanding. It is to mention that the programme is not a teacher centric but purposefully a student-centric as a whole which encourage the students to gain best ability and knowledge. Flexibility of learning is also a basic key points of the programme. It aims to form a basis of quality learning with a view to provide flexibility in knowledge acquisition.

**OBJECTIVES OF THE PROGRAMME**

The entire programme aims-

* To disseminate knowledge in conceptual framework particularly on the Bodo literature, language and cultural aspects to a great extent.
* Besides, the study of literary genres and also folklore genres of the Bodos incorporating with inter-disciplinary perspective will be taken into consideration for in-depth study.
* Students will also be given scope to involve in individual research work specially by conducting a project work or case study/dissertation under the supervision of the Course Teacher.

**PROGRAMME OUTCOMES**

The NEP-UG programme in Bodo Major (Core) is designed with a view to achieve specific knowledge in the light of comprehensive approach in relevant to present context. The whole programme is structured in such a way from which students will be able to achieve comprehensive knowledge in literature, culture and linguistic studies. The basic outcomes of the programme-

* **Thorough or In-depth knowledge:** Theprogramme is to make understanding the concepts and processes related to an academic field of study and to demonstrate applicability of their domain knowledge and its links to related disciplinary areas/subjects of study as their choices.
* **Specialised knowledge and skills**: It is to demonstrate procedural knowledge and skills in areas related to one’s specialization and current developments, including a critical understanding of the latest developments in the area of specialization, and an ability to use established techniques of analysis and enquiry within the area of specialisation.
* **Interdisciplinary Perspective:** The programme is to make commitment to intellectual openness and developing understanding beyond subject domains.
* **Analytical and Critical Thinking:** It is also demonstrated independent learning, analytical and critical thinking of a wide range of ideas and complex problems and issues.
* **Communication Competence:** Demonstrate effective oral and written communicative skills to covey disciplinary knowledge and to communicate the results of studies undertaken in an academic field accurately in a range of different contexts using the main concepts, constructs and techniques of the subject(s) of study.
* **Career Development:** Manifest proficiency in academic, professional, soft skills and employability required for higher education and placements.
* **Research and Innovation**: Demonstrate comprehensive knowledge about current research in the subject of specialisation; critical observation to identify research problems and to collect relevant data from a wide range of sources, analysis and interpretation of data using methodologies as appropriate to the area of specialisation for formulating evidence-based research output.
* **Team Work:** Work in teams with enhanced inter-personal skills leadership qualities.

**Commitment to the society and to the Nation**: Recognition the importance of social, environmental, human and other critical issues faced by humanity at the local, national and international level; appreciate the pluralistic national culture and the importance of national integration.

**(Course Structure for Four Year BA in Bodo (Honours) under CBCS)**

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| **SEM** | **Type** | **Core Course (20)** | **Minor Course (8)** | **IDC (3)** | **Ability Enhancement Compulsory Course (AEC) (4)** | **Skill Enhancement Course (SEC)**  **(3)** | **VAC (2)** | **Internship (1)** | **Dissertation/ Research Project (ADL) (3)** |
|  | **Credi t** | **20 x 4 = 80** | **8 x 4 = 32** | **3 x 3 = 9** | **4 x 2 = 8** | **3 x 3 = 9** | **2 x 4 = 8** | **1 x 2 = 2** | **3 x 4 = 12** |

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| **1st** | **BODMAJ10**  **14:** History of Bodo Literature | **BODMIN1014:**  Introduction to Language and Linguistics | **BODIDC1013:**  Textual analysis on Early Bodo Drama | **BODAEC1012:**  Functional Bodo | **BODSEC1013:**  Introduction to Translation Studies and Practice | **BODVAC10**  **14:** Selected Text on River and Water in Bodo Literature |  |  |
| **2nd** | **BODMAJ10**  **24:** Study of Early Bodo Poetry | **BODMIN1024:**  Traditional Knowledge System of the Bodos | **BODIDC1023:**  Introduction to Culture | **BODAEC1022:**  Speaking and Writing Ability in Bodo | **BODSEC1023:**  Application of Bodo in Computer | **BODVAC10**  **24:** Handloom and Weaving of the Bodos |  |  |
| **3rd** | **BODMAJ20**  **14:** Folk- Festivals of North East India | **BODMIN2014:**  Phonology of Bodo Language | **BODIDC2013:**  Language and Script of Bodo | **BODAEC2012:**  Communicative Bodo | **BODSEC2013:**  Manuscript Preparation |  |  |  |
| **BODMAJ20**  **24:** Study of Modern Bodo Poetry |
| **4th** | **BODMAJ20**  **34:** Literary Criticism (Eastern) | **BODMIN2024:**  Sociological Outlook of Bodo Novel |  | **BODAEC2022:**  Mass Media and the Bodo Language |  |  | **BODINT2**  **012:** Yoga and Human Value |  |
| **BODMAJ20**  **44:** Study on Folk-literature of the Bodos |

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|  | **BODMAJ20**  **54:** Study of Modern Bodo Drama |  |  |  |  |  |  |  |
| **5th** | **BODMAJ30**  **14:** Selection of Non- Fictional Prose | **BODMIN3014:**  Study of Tibeto- Burman Languages |  |  |  |  |  |  |
| **BODMAJ30 24:**  Morphology of Bodo language |
| **BODMAJ30**  **34:** Literary Theory and Criticism (Western) |
| **BODMAJ30**  **44:** Women Representation in Bodo Literature |
| **6th** | **BODMAJ30 54:**  Comparative Study of Bodo- Assamese Folk-literature | **BODMIN3024:**  Effective Writing in Bodo |  |  |  |  |  |  |

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|  | **BODMAJ30 64:**  Comparative Study of Bodo & Assamese Literature |  |  |  |  |  |  |  |
| **BODMAJ30**  **74:** Culture of the Tribes of NE India |
| **BODMAJ30 84:**  Comparative Study of Bodo- Assamese Language |
| **7th** | **BODMAJ40 14:**  Introduction of Indian Literature | **BODMIN4014:**  Study on Culture of Assam |  |  |  |  |  |  |
| **BODMAJ40**  **24:** Study of Syntax and Semantics |
| **BODMAJ40**  **34:** Study of  Influence in Bodo |

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|  | Literature |  |  |  |  |  |  |  |
| **BODMAJ40**  **44/ BODREM40 14:**  Life Writing in Bodo **or**  Research Methodology and Research  Ethics |
| **8th** | **BODMAJ40**  **54:** Text and Context of Selected Bodo Fiction | **BODMIN4024:**  Study of Dialectology and Sociolinguistics |  |  |  |  |  | **BODADL4014:**  Study of Tribal Literature |
| **BODADL4024:**  Ecology of Bodo Culture |
| **BODADL4034:**  Comparative Study of Bodo Cognate Languages |

#### COURSE STRUCTURE

**Major (Core) Course**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sl. No.** | **Subject** | **Paper Code** | **Paper Title** |
| 1 | Major (Core) | BODMAJ1014 | History of Bodo Literature |
| 2 | Major (Core) | BODMAJ1024 | Study of Early Bodo Poetry |
| 3 | Major (Core) | BODMAJ2014 | Folk-Festivals of North East India |
| 4 | Major (Core) | BODMAJ2024 | Study of Modern Bodo Poetry |
| 5 | Major (Core) | BODMAJ2034 | Literary Criticism (Eastern) |
| 6 | Major (Core) | BODMAJ2044 | Study on Folk-literature of the Bodos |
| 7 | Major (Core) | BODMAJ2054 | Study of Modern Bodo Drama |
| 8 | Major (Core) | BODMAJ3014 | Selection of Non-Fictional Prose |
| 9 | Major (Core) | BODMAJ3024 | Morphology of Bodo language |
| 10 | Major (Core) | BODMAJ3034 | Literary Theory and Criticism (Western) |
| 11 | Major (Core) | BODMAJ3044 | Women Representation in Bodo Literature |
| 12 | Major (Core) | BODMAJ3054 | Comparative Study of Bodo-Assamese Folk-literature |
| 13 | Major (Core) | BODMAJ3064 | Comparative Study of Bodo & Assamese Literature |
| 14 | Major (Core) | BODMAJ3074 | Culture of the Tribes of NE India |
| 15 | Major (Core) | BODMAJ3084 | Comparative Study of Bodo-Assamese Language |

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| 16 | Major (Core) | BODMAJ4014 | Study of Indian Literature |
| 17 | Major (Core) | BODMAJ4024 | Study of Syntax and Semantics |
| 18 | Major (Core) | BODMAJ4034 | Study of Influence in Bodo Literature |
| 19 | Major (Core) | BODMAJ4044 /  BODREM4014 | Life Writing in Bodo /  Research Methodology and Research Ethics |
| 20 | Major (Core) | BODMAJ4054 | Text and Context of Selected Bodo Fiction |

## Minor Course

|  |  |  |  |
| --- | --- | --- | --- |
| **Sl. No.** | **Subject** | **Paper Code** | **Paper Title** |
| 1 | Minor Course | BODMIN1014 | Introduction to Language and Linguistics |
| 2 | Minor Course | BODMIN1024 | Traditional Knowledge System of the Bodos |
| 3 | Minor Course | BODMIN2014 | Phonology of the Bodo Language |
| 4 | Minor Course | BODMIN2024 | Sociological Outlook of Bodo Novel |
| 5 | Minor Course | BODMIN3014 | Comparative Study of Bodo-Assamese Language |
| 6 | Minor Course | BODMIN3024 | Effective Writing in Bodo |
| 7 | Minor Course | BODMIN4014 | Study on Culture of Assam |
| 8 | Minor Course | BODMIN4024 | Study of Dialectology and Sociolinguistics |

**Inter-disciplinary Course (IDC)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sl. No.** | **Subject** | **Paper Code** | **Paper Title** |
| 1 | IDC Course | BODIDC1013 | Textual analysis on Early Bodo Drama |
| 2 | IDC Course | BODIDC1023 | Introduction to Culture |
| 3 | IDC Course | BODIDC2013 | Language and Script of Bodo |

## Ability Enhancement Course (AEC)

|  |  |  |  |
| --- | --- | --- | --- |
| **Sl. No.** | **Subject** | **Paper Code** | **Paper Title** |
| 1 | AEC Course | BODAEC1012 (MIL-1) | Functional Bodo |
| 2 | AEC Course | BODAEC1022 (MIL-2) | Speaking and Writing Ability in Bodo |
| 3 | AEC Course | BODAEC2012 (MIL-3) | Communicative Bodo |
| 4 | AEC Course | BODAEC2022 (MIL-4) | Mass Media and the Bodo Language |

**Skill Enhancement Course (SEC)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sl. No.** | **Subject** | **Paper Code** | **Paper Title** |
| 1 | SEC Course | BODSEC1013 | Introduction to Translation Studies and Practice |
| 2 | SEC Course | BODSEC1023 | Application of Bodo in Computer |
| 3 | SEC Course | BODSEC2013 | Manuscript Preparation |

## Value Added Course (VAC)

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| --- | --- | --- | --- |
| **Sl. No.** | **Subject** | **Paper Code** | **Paper Title** |
| 1 | VAC Course | BODVAC1014 | Selected Text on River and Water in Bodo Literature |
| 2 | VAC Course | BODVAC1024 | Handloom and Weaving of the Bodo |

**Internship Course (INT)**

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| **Sl. No.** | **Subject** | **Paper Code** | **Paper Title** |
| 1 | Internship Course | BODINT2012 | Yoga and Human Value |

## Advance Learning (ADL)

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| --- | --- | --- | --- |
| 21 | Core (Major) | BODADL4014 | Study of Tribal Literature |
| 22 | Core (Major) | BODADL4024 | Ecology of Bodo Culture |
| 23 | Core (Major) | BODADL4034 | Comparative Study of Bodo Cognate Languages |

**Research Methodology (REM)**

|  |  |  |  |
| --- | --- | --- | --- |
| 21 | Core (Major) | BODREM4014 | Research Methodology and Research Ethics |

**DETAILS OF COURSE SEMESTER-I**

#### Course Title: History of Bodo Literature Credit: 4

**Total Class: 70**

|  |  |
| --- | --- |
| **Course Code: BODMAJ1014** | **Course Title: History of Bodo Literature** |
| **Total Contact Hours: 45** | **Course Credits: 4** |
| **No. of Teaching Hours/Week: 3+1=4 (L+T)** | **Duration of ESA/Exam: 3 Hours** |
| **Formative Assessment Marks: 30** | **Summative Assessment Marks: 70+30=100** |

**Course Objectives:**

The term history refers to the literary development of Bodo literature starting from 19th century to first half of the twentieth century. The course comprises specific aspects of society and social history focused through the literary texts. However, the course contains literary texts, it attempts to study some significant viewpoints. These are objectives of the course-

* Overview of Missionary contribution to the growth and development of Bodo language and literature
* Outline of the historical development of early twentieth century Bodo literature; early twentieth century Bodo society as focused in various writings
* Historical and sociological importance of reading of early Bodo literature
* Enables to understand trends and tendencies of literary works

**Course Outcomes:**

After completing this course students will be able to-

* Understand the background of literary history of the Bodo literature.
* Realize life and society of the community.
* Demonstrate critical and analytical approach in literature review.

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

**Course Contents:**

**Unit-I:** Contribution of Missionary to the growth of Bodo language and literature, folk-literature and racial consciousness and ethnic identity--15 **Unit-II:** ‘Boroni Phisa O Ayen’ the first Bodo published book: the thought and endeavour of writers for growth and development of society, custom,

culture and literature -- 15

**Unit-III:** ‘Bathunam Bwikhaguni Gidu’ and ‘Khonthay-Methay’: poetic discourse on Society, culture as social philosophy -- 20

**Unir-IV:** Review on ‘Boroni Gudi Sibsa Arw Aroz’ a celestial book and the philosophy of religion and custom reflected in the book -- 20

**Suggested Readings:**

Boro Thunlaini Zarimin- Manoranjan Lahary

BoroThunlaini Zarimin Arw Thunlai Bijirnai- Riju Kr. Brahma History of the Bodo Literature- Madhuram Baro

Bibar edited by Satish Chandra Basumatary Thunlai Arw Sansri by Brajendra Kumar Brahma Raithaihala (Vol.-1): Indira Boro.

The Kacharis by Rev. Sidney Endle

**Pedagogy:** The course shall be taught through the Lecture, Assignment, Tutorial, Seminars and Week-end Counselling Classes.

|  |  |  |
| --- | --- | --- |
| Formative Assessment | | |
| Activities/Assessment Occasion/type | | Weightage in Marks |
| Attendance\* | | **05** |
| Seminar Presentation/Assignment | | **15** |
| C-1+2 | Assessment Test-1+2 | **10** |
| Total | | **30** |

#### Course Title: Introduction to Language and Linguistics Credit: 4

**Total Class: 70**

**Course Title: Introduction to Language and Linguistics**

**Course Title: Introduction to Language and Linguistics**

**Course Code: BODMIN1014**

|  |  |
| --- | --- |
| **Total Contact Hours: 45** | **Course Credits: 4** |
| **No. of Teaching Hours/Week: 3+1=4 (L+T)** | **Duration of ESA/Exam: 3 Hours** |
| **Formative Assessment Marks: 30** | **Summative Assessment Marks: 70+30=100** |

**Course Objectives:** This course aims to provide fundamental knowledge of human speech. Keeping in view, the course aims to study human language in the area of phonetics, morphology and syntax.

**Course Outcomes:**

After completing this course students will be able to-

* Gather general idea about language and linguistics
* Acquire considerable knowledge of linguistic level of human speech of how languages are well-ordered in case of phonological, morphological, syntactic and semantic process;
* Understanding of how the structures vary language to language, of how language changes through the ages;
* Understand functions of language, human knowledge that generates through linguistic discourse.

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

**Course Contents:**

**Unit-I:** Definition of Language, Characteristics of Language, Why Study Language? Human and Animal communication, Sign Language, Para Linguistic features, functions of language --15

**Unit-II:** Definition of Linguistics as a Science, Classification of Linguistics, Linguistics level, Branches of Linguistics, Scope of Linguistics-- 15

**Unit-III:** Phonetics and Phonology: Definition, Branches, Speech mechanism, Phoneme and Allophone, Distinctive features of phoneme, tone, intonation, stress, syllable -- 20

**Unit-IV:** Morphology: Morph, Morpheme, Identification of Morpheme, Allomorph andMorphophonemics, Syntax and structural features, IC analysis, Noun phrase and Verb phrase – 20

**Suggested Readings:**

R L Varshney. An Introductory Text Book of Linguistics and Phonetics CF Hockett. A Course in Modern Linguistics

HA Gleason (Jr.). An Introduction to Descriptive Linguistics BhasaVijnan: Upendra Nath Goswami

Raoni Mohor (vol.-I, II & III): SP Chainary and PC Basumatary. Word Formation Process in Bodo: Dwimalu Brahma.

**Pedagogy:** The course shall be taught through the Lecture, Assignment, Tutorial, Seminars and Week-end Counselling Classes.

|  |  |  |
| --- | --- | --- |
| Formative Assessment | | |
| Activities/Assessment Occasion/type | | Weightage in Marks |
| Attendance\* | | **05** |
| Seminar Presentation/Assignment | | **15** |
| C-1+2 | Assessment Test-1+2 | **10** |
| Total | | **30** |

#### Course Title: Textual analysis on Early Bodo Drama Credit: 3

**Total Class: 50**

|  |  |
| --- | --- |
| **Course Code: BODIDC1013** | **Course Title: Textual analysis on Early Bodo Drama** |
| **Total Contact Hours: 45** | **Course Credits: 3** |
| **No. of Teaching Hours/Week: 3+0=3 (L+T)** | **Duration of ESA/Exam: 2 Hours** |
| **Formative Assessment Marks: 00** | **Summative Assessment Marks: 50** |

**Course Objectives:** Aims to discuss historical background of emergence of Bodo drama during early period of 20th century. The focus will be on discussion of textual analysis of the drama. Thus, the course will focus literary and sociological significance in life and society of the Bodo community.

**Course Outcomes:**

At the end of the course the students shall understand –

* About the background of Bodo drama and will be able to know social context of the era.
* About old period of Bodo drama.
* The aestheticism of Bodo drama and its historical trends.
* Dramatic art and literary value.
* Life and literary importance of literary works.

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

#### Course Contents:

Unit-I: Origin and development of old Bodo drama and Jatra as a dramatic and literary renaissance --25

Unit-II: Dwrswn Jwhwlao - Satish Chandra Basumatary, Obongni Phao - Bhaben Phwrwnggiri, Dukhashri - Upendra Narzary -- 25

**Suggested Readings:**

Theory of the Drama-A Nicoll Bhaothina Santhwu-Manoranjan Lahary

Boro Phaothaini Bizirnay-Swarna Prabha Chainary Boro Phaothai Thunlai Bizirnay-Bhoumik Ch. Boro Boro Phaothai Thunlai: Tulan Mochahary.

Phaothai Thunlai: Sunil Phukan Basumatary.

**Pedagogy:** The course shall be taught through the Lecture and Week-end Counselling Classes.

#### Course Title: Functional Bodo Credit: 2

**Total Class: 50**

|  |  |
| --- | --- |
| **Course Code: BODAEC1012** | **Course Title: Functional Bodo** |
| **Total Contact Hours: 30** | **Course Credits: 2** |
| **No. of Teaching Hours/Week: 2+0=2 (L+T)** | **Duration of ESA/Exam: 2 Hours** |

|  |  |
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| **Formative Assessment Marks: 00** | **Summative Assessment Marks: 50** |

**Course Objectives:** This course aims to provide functional knowledge on basic features of Bodo language and its application in discourse including its phonological, grammatical and syntactic structure in particular.

**Course Outcomes:**

At the end of the course the students shall -

* Able to develop linguistic competence.
* Able to identify the language functions in the spoken discourse.
* Able to demonstrate ability of expression by improving grammatical skill.
* Able to discuss topic in a group

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

**Course Contents:**

**Unit-I**: Introduction to Alphabet and Phoneme, articulation and distribution of phoneme, use of Tone, Syllabification, use of pitch and Intonation -- 25

**Unit-II:** Introduction to Grammar: Root of the Bodo word, Word typology, Reception of word and its uses, Grammatical function of prefix and suffix, Sentence construction and uses, Reading, Speaking and Writing exercise – 25

**Suggested Readings:**

Boro Raokhanthi: Swarna Prabha Chainary

Boro-Ingraji-Hindi Swdwb Bihung: Pramod Ch. Brahma Boro Bhasa Shiksha-Mohini Mohan Brahma

Boro Rao- Bhaben Narzee

Gwzwu Raokhanthi-Madhuram Boro Gwnang Raokhanthi-Kamal Kumar Brahma. Bodo Phonetic Reader: Aleendra Brahma.

Dimasa-Boro Swdwb Bakhri: Tulan Mochahary.

**Pedagogy:** The course shall be taught through the Lecture and Week-end Counselling Classes.

#### Course Title: Introduction to Translation Studies and Practice Credit: 3

**Total Class: 50**

|  |  |
| --- | --- |
| **Course Code: BODSEC1013** | **Course Title: Introduction to Translation Studies and Practice** |
| **Total Contact Hours: 45** | **Course Credits: 3** |
| **No. of Teaching Hours/Week: 3+0=3 (L+T)** | **Duration of ESA/Exam: 2 Hours** |
| **Formative Assessment Marks: 00** | **Summative Assessment Marks: 50** |

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

#### Course Outcomes:

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

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

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

#### Course Contents:

**Unit –I:** Definition and Classification of translation studies and its importance in present context as literary practice -- 25

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

**Suggested Readings:**

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

**Pedagogy:** The course shall be taught through the Lecture and Week-end Counselling Classes.

#### Course Title:Selected Text on River and Water in Bodo Literature Credit:4

**Total Class: 70**

|  |  |
| --- | --- |
| **Course Code: BODVAC1014** | **Course Title: Selected Text on River and Water in Bodo literature** |
| **Total Contact Hours: 45** | **Course Credits: 4** |
| **No. of Teaching Hours/Week: 3+1=4 (L+T)** | **Duration of ESA/Exam: 3 Hours** |
| **Formative Assessment Marks: 30** | **Summative Assessment Marks: 70+30=100** |

**Course Objectives:** Aims to discuss how rivers and water are focused in the Bodo Poems and novels to make awareness in the mind of people in the present context. The focus will be on discussion of textual analysis of the poems and novels. Thus, the course will highlight literary and sociological significance in life and society of the community.

**Course Outcomes:**

At the end of the course the students shall understand –

* About the rivers and water focussed in literature and will able to know importance in social life.
  + About the role of rivers and water in agriculture and nature to be alive.
  + The aesthetic figures used in different genres of literature.
  + The importance of rivers and water in literary works as well as practical life.

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

**Course Contents:**

**Unit –I**: Concept of Rivers and Water in literary point of view and different ideas and meaning, development of civilization and society in the edge of Rivers and Waters -- 15

**Unit –II:** Rivers and water in the myth and tales extant in the society -- 15

**Unit –III**: Selected poems on Rivers and Water-- 20

1. Manaranjan Lahary – Dwimani Rugungao, Dwima, Puch Danni Burlungbuthur, Mwjang Mwnlainai-Dwisa Serao
2. Anil Boro – Burlungbuthur Serfang Serfang, Angni Gamiyao Dwijlang Phwiyw, Mwntham Saogari: Dwijlangni, Dwibana
3. Iswar Chandra Brahma: Be Dwini Munga Gourang

**Unit – IV:** Selected fiction on Rivers and Water-- 20

1. Nabin Malla Boro: Bwrai Pagladiani Gwdan Dara
2. Chittaranjan Mochahary: Kameng Dwia Bwhwibay Thayw
3. Leelbahadur Kshetri: Burlungbuthur Ser Ser (Translated by Kameswar Boro)

**Suggested Readings:**

Rivers of Power: Laurence C. Smith

River of Life, River of Death: The Ganges and India’s Future: Victor Mallet The River’s Tale: A Year in the Mekong: Edward Gargan

**Pedagogy:** The course shall be taught through the Lecture, Assignment, Tutorial, Seminars and Week-end Counselling Classes.

Formative Assessment

|  |  |  |
| --- | --- | --- |
| Activities/Assessment Occasion/type | | Weightage in Marks |
| Attendance\* | | **05** |
| Seminar Presentation/Assignment | | **15** |
| C-1+2 | Assessment Test-1+2 | **10** |
| Total | | **30** |

**SEMESTER-II**

#### Course Title: Study of Early Bodo Poetry Credit: 4

**Total Class: 70**

|  |  |
| --- | --- |
| **Course Code: BODMAJ1024** | **Course Title: Study of Early Bodo Poetry** |
| **Total Contact Hours: 45** | **Course Credits: 4** |
| **No. of Teaching Hours/Week: 3+1=4 (L+T)** | **Duration of ESA/Exam: 3 Hours** |
| **Formative Assessment Marks: 30** | **Summative Assessment Marks: 70+30=100** |

**Course Objectives:** Aims to discuss historical background of early Bodo poetry. The focus perspective will be on discussion of text and context of the early Bodo poetry. Thus, the course will focus literary and sociological significance in life and society of the Bodo community.

**Course Outcomes:**

At the end of the course the students shall understand -

* + About the trend of old Bodo poetry.
  + About mystic and romantic poems composed during the period
  + About the poems composed to bring social awareness among the mass

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

**Course Contents:**

**Unit - I:** Trend and development of Bodo Poetry (from inception to 1952) -- 20

**Unit - II:** a) Angni Khwina - Rupnath Brahma b) Okha naisi - Khitish Brahma c) Jakhangdw Borophwr - Madaram Brahma d) Berekha- Ishan Moshahary –20

**Unit - III:** a) Gami gwdan – Pramod Ch. Brahma b) Jaorikhang (boro) - Kali Kumar Lahary c) Habilas - Nileswar Brahma d) Bathu Baraya Makhu Khurzidung - Prasanna Kumar Boro Khakhlary –15

**Unit-IV:** a) Eroino Din Thanga - Ratiram Brahma b) Ma Zalangkho – Maniram Islary c) Zakhangdo- Jaladhar Brahma d) Undwi – Parshuram Brahma --15

**Suggested Readings:**

Thunlai arw Sansri –Brajendra Kr. Brahma Zothai Bidang- Mangalsing Hazowary Boro Thunlaini Mohor Musri-Anil Boro

Nwizi Zwuthaini Boro Khonthai – Phukan Ch. Basumatary Ruphesri: Modaram Brahma (ed.)

Thunlai arw Thunlai (ed.): Birupashyagiri Basumatary.

**Pedagogy:** The course shall be taught through the Lecture, Assignment, Tutorial, Seminars and Week-end Counselling Classes.

|  |  |  |
| --- | --- | --- |
| Formative Assessment | | |
| Activities/Assessment Occasion/type | | Weightage in Marks |
| Attendance\* | | **05** |
| Seminar Presentation/Assignment | | **15** |
| C-1+2 | Assessment Test-1+2 | **10** |
| Total | | **30** |

#### Course Title: Traditional Knowledge System of the Bodos Credit: 4

**Total Class: 70**

|  |  |
| --- | --- |
| **Course Code: BODMIN1024** | **Course Title: Traditional Knowledge System of the Bodos** |
| **Total Contact Hours: 45** | **Course Credits: 4** |
| **No. of Teaching Hours/Week: 3+1=4 (L+T)** | **Duration of ESA/Exam: 3 Hours** |

|  |  |
| --- | --- |
| **Formative Assessment Marks: 30** | **Summative Assessment Marks: 70+30=100** |

**Course Objectives:** The main objectives of the courseare-

Imparting basic concept, reasoning knowledge and implication sustainability of traditional knowledge system as transmitting from generation to generation among the Bodos. It is focusing on traditional knowledge, intellectual property and its importance for safeguarding and to make aware of intellectual property mechanism and its uses in eco-system way of living. Moreover, it also helps to know the social function and cultural significance of traditional knowledge of the society as a whole.

**Course Outcomes:**After successful completion of the course student will be able to-

* + Understand the concept of traditional knowledge and its applicability in life and social space.
  + Know the need and importance of safeguard of traditional knowledge system.
  + Understand the sociological significance in life and society.
  + Understand the importance of intellectual property in different sectors.

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

#### Course Contents:

**Unit-I:** The concept of traditional knowledge: its nature and characteristics and importance in Social life, kinds of traditional knowledge, development of traditional knowledge, indigenous knowledge as well as traditional knowledge, traditional knowledge as well as formal knowledge prevalent in the society--20

**Unit-II:** Traditional Knowledge of Agriculture: Eco-friendly agricultural practices, water system and harvesting, different types of traditional knowledge of food recipe and traditional methods of preservation--15

**Unit-III:** Traditional Knowledge of social folk-customs and its practices in the society--15

**Unit-IV:** Importance of preservation and protection of traditional knowledge and intellectual property, strategies and legal mechanism for the protection of traditional knowledge and property, traditional knowledge and patents --20

#### Suggested Readings:

Folklore and Folklife: R.M.Dorson (ed.)

Boro-Kacharir Samaj AruSanskriti: Bhaben Narzee Lok-Sanskritir Abhash: Nabin Ch. Sarma

Folk-Literature of the Bodos: Anil Boro

Aspects of Social Customs of the Bodos: Kameswar Brahma Boro, Harimuni Mohor Musri: Birendra Giri Basumatary Muli Zolonga: Renu boro.

Mainao Borainai: Indramalati Narzaree. Harimu arw Boro Harimu: I Baro.

**Pedagogy:** The course shall be taught through the Lecture, Assignment, Tutorial, Seminars and Week-end Counselling Classes.

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| --- | --- | --- |
| Formative Assessment | | |
| Activities/Assessment Occasion/type | | Weightage in Marks |
| Attendance\* | | **05** |
| Seminar Presentation/Assignment | | **15** |
| C-1+2 | Assessment Test-1+2 | **10** |
| Total | | **30** |

#### Course Title: Introduction to Culture Credit: 3

**Total Class: 50**

|  |  |
| --- | --- |
| **Course Code: BODIDC1023** | **Course Title: Introduction to Culture** |
| **Total Contact Hours: 45** | **Course Credits: 3** |
| **No. of Teaching Hours/Week: 3+0=3 (L+T)** | **Duration of ESA/Exam: 2 Hours** |
| **Formative Assessment Marks: 00** | **Summative Assessment Marks: 50** |

**Course Objectives:** This course aims to discuss the general concept of culture and its relation among society, civilization and language. The course also provides the ideas and knowledge of folklore, folk-society and different types of folklore. Its main objective is to make competence of the students relating to the folkloristic point of view and free from superstition in the name of folk belief in the community.

**Course Outcomes:**

At the end of the course the students shall understand –

* About the general concept of culture and its characteristics.
* The relation between folklore and society.
* About diffusion, acculturation and assimilation of culture.

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

#### Course Contents:

**Unit-I:** Definition of Culture, Characteristics of Culture, Society and Culture, Culture and Civilization, Language and Culture, culture and tribal culture, culture and folk life Folklore and Folk-society, Folklore and its sub-genres --25

**Unit-II:** Folk religion and folk beliefs, folk medicine and folk treatment, recreation and games, process of cultural diffusion, acculturation and assimilation –25

**Suggested Readings:**

Boro Kocharir Samaj aru Sanskriti - Bhaben Narzee Lok-Sanskriti - Nabin Chandra Sarma

Aspects of Social Customs of the Bodos - Dr. Kameswar Brahma Folk Literature of the Boros- Dr. Anil Boro

Boro Harimu: Kameswar Brahma. Asamni Samaj arw Harimu: BK Brahma. Harimu arw Boro Harimu: I Boro.

Baidi Bithing Baidi Saoraithai: Rujab Muchahary.

**Pedagogy:** The course shall be taught through the Lecture and Week-end Counselling Classes.

#### Course Title: Speaking and Writing Ability in Bodo Credit: 2

**Total Class: 50**

|  |  |
| --- | --- |
| **Course Code: BODAEC1022 (MIL-1)** | **Course Title: Speaking and Writing Ability in Bodo** |
| **Total Contact Hours: 30** | **Course Credits: 2** |
| **No. of Teaching Hours/Week: 2+0=2 (L+T)** | **Duration of ESA/Exam: 2 Hours** |
| **Formative Assessment Marks: 00** | **Summative Assessment Marks: 50** |

**Course Objectives:** The course aims to learn methodology of Bodo language acquisition within a short span of time. The course contains pragmatism of learning, such as acquisition of words usable in day-to-day life; writing orthography for writing Bodo language, method of articulation, acquisition of grammatical features and its use in different context of speaking, sentence construction and uses in communication, use

of figurative expression, practice of speaking and writing for technical and non-technical communications, practice of translation and so forth. Student’s competencies shall be assessed on the basis of speaking, understanding, listening and writing skill.

**Course Outcomes:**

After completing this course students will be able to-

* + Know to acquire pragmatic knowledge of language use
  + Understand human knowledge associated with human intelligible language
  + Demonstrate ability of expression of thought in different contexts

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

#### Course Contents:

**Unit-I:** Simple spoken (Activity: vocabulary related to greetings, classroom context, day-to-day life, rituals and customs, market place, office, meeting place etc.) Asking Questions (Activity: students share their experiences of class, academic topic, moral and ethical values, relationship etc.) -- 25

**Unit-II:** Recitation (Activity: Poems and story; practice of writing of words and simple sentences; practice of speaking of figurative words and sayings etc.), writing practice of synonyms and antonyms used in day-to-day life; usage of tense markers, case-markers, gender and plural markers), practice of translation in simple sentences -- 25

**Suggested Readings:**

Saoraithai Thunlai: Dr. Laishri mahilary.

An Introduction to Bodo Script Reading and Writing: Aleendra Brahma & Bridul Basumatary. Rao arw Boro Rao: Aleendra Brahma.

**Pedagogy:** The course shall be taught through the Lecture, Assignment, Seminars and Week-end Counselling Classes.

#### Course Title: Application of Bodo in Computer Credit: 3

**Total Class: 50**

|  |  |
| --- | --- |
| **Course Code: BODSEC1023** | **Course Title: Application of Bodo in Computer** |
| **Total Contact Hours: 45** | **Course Credits: 3** |
| **No. of Teaching Hours/Week: 3+0=3 (L+T)** | **Duration of ESA/Exam: 2 Hours** |

|  |  |
| --- | --- |
| **Formative Assessment Marks: 00** | **Summative Assessment Marks: 50** |

**Course Objectives:** This course aims to provide the knowledge on the Bodo language to the students and its application in computer. Computer literacy is considered as an indispensable component of education nowadays. Therefore, with the aim of giving an insight into the use of computers in association with the Bodo language along with the general rules of use of computers, this document has been prepared.

**Course Outcomes:**

After completing this course students will be able to-

* + Acquire pragmatic knowledge of computer language
  + Understand application of computer how to use and control to create file and folder
  + Demonstrate ability of software, Internet and Website to handle the present-day contexts
  + Know opening file, folder and saving and composition, editing and printing

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

#### Course Contents:

**Unit-I**: Introduction to Computer & Computer Literacy: Importance and Application in acquisition of Computer Knowledge, Why need a Personal Computer? Folder and File Creation, Slides Show in Power Point -- 25

**Unit-II:** Uses of Software (Ramdhenu, Win Lipi, Rodali, Abre, Akruti etc.) and Internet and Website Opening of File, Folder and Saving; DTP (composing, Editing & printing) – 25

**Suggested Readings:**

Bektigata Computerar Bebahyarik Path: Debajyoti Bora, Unika Prakashan, Jorhat Sakalaye Babe Internet: Debajyoti Bora, Unika Prakashan, Jorhat

**Pedagogy:** The course shall be taught through the Lecture and Week-end Counselling Classes.

#### Course Title: Handloom and Weaving of the Bodo Credit: 4

**Total Class: 70**

|  |  |
| --- | --- |
| **Course Code: BODVAC1024** | **Course Title: Handloom and Weaving of the Bodo** |
| **Total Contact Hours: 45** | **Course Credits: 4** |
| **No. of Teaching Hours/Week: 3+1=4 (L+T)** | **Duration of ESA/Exam: 3 Hours** |

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| --- | --- |
| **Formative Assessment Marks: 30** | **Summative Assessment Marks: 70+30=100** |

**Course Objectives:** Handloom and weaving is designed to prepare the graduates having attitude and knowledge to have powerful base to pursue a successful professional and technical career and experimentation skills to comprehend the manufacturing processes and provide practical and innovative solutions. It is also providing the knowledge on the theory and practices in the field of handloom technology, weaving technology and allied areas to manage handloom and weaving industry and provide techno-economic solutions to the problems. Again, it will engross in life-long learning to keep abreast with emerging technology and practice and inspire high ethical values and maintain high technical standard.

**Course Outcomes:**

At the end of the course the students shall -

* + Develop the ability to apply knowledge on fibre, yarn, handloom weaving, advanced fabric manufacture, fabric structure, chemical processing and testing of textiles in the field of handloom and textile manufacture. Able to make competence in news and report writing.
  + Provide ability to apply the knowledge on theory of yarn structure, fabric structure and design concepts on product development.
  + Ability to identify and solve technological problems in handloom and textile industry.
  + Ability to analyse and apply knowledge in the field of design and production of handloom textile and other textile products using computational platforms and software tools.
  + Commitment to implement the professional and ethical values.
  + Use the techniques, skills, and modern tools necessary for practicing in the handloom and textile industry.
  + Ability to communicate effectively and work in interdisciplinary groups. 9. Ability to review, comprehend and report technological development.

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

**Course Contents:**

**Unit-I:** Fabric Structure and Cloth Analysis: Principle of fabric structure, creation of graph for single, double, damask, terry figure fabric, classification of double cloth design and construct double, triple and check double cloth design-- 20

**Unit-II:** Yarn Preparation and Weaving Mechanism: introduction of various yarn, various yarn form available for weaving and their advantages and

disadvantages, different types of equipment used in design development in weaving and handloom—20

**Unit-III:** Weavingdesigning, adaptation of emerging design and technology in the global perspective-- 15

**Unit-IV:** Difference between Handloom, Semi-Automatic Loom and Power Loom, various type of Looms and their uses --15

**Suggested Readings:**

Boro-Ingraji-Hindi Swdwb Bihung: Pramod Ch. Brahma

Weaving Calculation: Sngupta

Weaving Mechanism (Vol.-I): N. N. Benerjee Tant-O-Rang: T. N. Basu.

Fabric Forming: B. Hashmuk Rai. Plain Weaving Motions: K. T. Aswni.

**Pedagogy:** The course shall be taught through the Lecture, Assignment, Tutorial, Seminars and Week-end Counselling Classes.

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| --- | --- | --- |
| Formative Assessment | | |
| Activities/Assessment Occasion/type | | Weightage in Marks |
| Attendance\* | | **05** |
| Seminar Presentation/Assignment | | **15** |
| C-1+2 | Assessment Test-1+2 | **10** |
| Total | | **30** |

**SEMESTER-III**

**Course Title: Folk-Festivals of North East India Credit: 4**

**Total Class: 70**

|  |  |
| --- | --- |
| **Course Code: BODMAJ2014** | **Course Title: Folk-Festivals of North East India** |
| **Total Contact Hours: 45** | **Course Credits: 4** |
| **No. of Teaching Hours/Week: 3+1=4 (L+T)** | **Duration of ESA/Exam: 3 Hours** |
| **Formative Assessment Marks: 30** | **Summative Assessment Marks: 70+30=100** |

**Course Objectives:** Folk-festivals are special days to celebrate tradition, culture and custom with happiness, peace and harmony. Festivals play a vital role in the social life and society. It is a tool experienced among the social group for promoting knowledge and community integrity to a great extent. The North-east India constitutes a variety of folk-festivals which is an organic composition reflecting society, tradition, knowledge and social philosophy of diverse ethnic communities. The course aims to demonstrate diverse knowledge and social life of ethnic communities.

**Course Outcomes:**

* + Able to understand community history and traditions
  + Able to realize social philosophy and helps to preserve our culture and heritage
  + Understand more about Ethical and moral values
  + Know more about social responsibility as a member of society
  + Give unique opportunity to exchange cultural views which promotes social harmony

**Course Contents:**

Unit-I: Folk-festivals and folk-life of the Bodo-- 20 Unit-II: Folk-festivals and folk-life of the Dimasa-- 20 Unit-III: Folk-festivals and folk-life of the Garos-- 15 Unit-IV: Folk-festivals and folk-life of the Rabha-- 15

**Suggested Readings:**

Boro-Kacharini Samaj arw Harimu: Bhaben Narzee Tribes of Assam (Part-1, 2 & 3): B. N. Bordoloi (ed.) Rabha Janajati: Rajen Rabha.

Boro Harimu arw Thunlai Bijirnai: Indramalati Narzaree. Harimu arw Boro Harimu: I Boro.

Assamni Subung Fwrbw: BK Brahma.

**Pedagogy:** The course shall be taught through the Lecture, Assignment, Tutorial, Seminars and Week-end Counselling Classes.

|  |  |  |
| --- | --- | --- |
| Formative Assessment | | |
| Activities/Assessment Occasion/type | | Weightage in Marks |
| Attendance\* | | **05** |
| Seminar Presentation/Assignment | | **15** |
| C-1+2 | Assessment Test-1+2 | **10** |
| Total | | **30** |

#### Course Title: Study of Modern Bodo Poetry Credit: 4

**Total Class: 70**

|  |  |
| --- | --- |
| **Course Code: BODMAJ2024** | **Course Title: Study of Modern Bodo Poetry** |
| **Total Contact Hours: 45** | **Course Credits: 4** |
| **No. of Teaching Hours/Week: 3+1=4 (L+T)** | **Duration of ESA/Exam: 3 Hours** |
| **Formative Assessment Marks: 30** | **Summative Assessment Marks: 70+30=100** |

**Course Objectives:** This paper aims to discuss about the contemporary Bodo poetry since 50’s decade to till date. The text and context of the poetry will be the primary focus of discussion. Besides that, it aims to analyse stylistic, aesthetic expression, rhythm of poem. One of the learning objectives is to develop art of poetry reading, writing and analysis.

**Course Outcomes:**

At the end of the course the students shall -

* + Able to define the elements of poetry and aesthetic attribute.
  + Understand the poetry as a means of transference of human emotions, feeling and human psychology.
  + Able to demonstrate skill for using emotional language in the form of poetic expression.
  + Able to develop self-expression and structural creativity based on life and social space.

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

**Course Contents:**

**Unit-I**: Trends and tendency of Modern Bodo Poetry, characteristics and aesthetic and artistic features of modern Bodo poetry-- 15

**Unit- II**: Textual criticism (Selected Poems) -- 15

* 1. Samar Brahma Choudhury - Dausri Gwba Nagirdwng Ang
  2. Prasenjit Brahma - Ang Thwia
  3. Charan Narzary - Anaru Thu Sigang
  4. Amen – Bikram

**Unit- III:** Textual criticism (Selected Poems) -- 20

1. Brajendra Kumar Brahma - Sangrema
2. Dharanidhar Wary - Thwisam
3. Surath Narzary - Melemjibi
4. Anju: Zarimin Lirni Phwi

**Unit-IV:** Textual criticism (Selected Poems) -- 20

1. Anil Boro – Gwrbwni Janalakhou Kheonanwi Hw
2. Aurabinda Uzir: Gang Phuwarna Birbwnai Murulangnai San
3. Bijay Baglary – Barse Bibar Biyw
4. Phukan Chandra Basumatary – Dwimaphwrkhou Geremsa Janw Hw

**Suggested Readings:**

Brajendra Kumar Brahma: Thunlai Arw Sansri Anil Kr. Baro: A History of Boro Literature Manoranjan Lahary: Nwjwr

Manoranjan Lahary: Boro Thunlaini Jarimin Gwdan Boro Thunlai: Anil Boro.

**Pedagogy:** The course shall be taught through the Lecture, Assignment, Tutorial, Seminars and Week-end Counselling Classes.

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| --- | --- | --- |
| Formative Assessment | | |
| Activities/Assessment Occasion/type | | Weightage in Marks |
| Attendance\* | | **05** |
| Seminar Presentation/Assignment | | **15** |
| C-1+2 | Assessment Test-1+2 | **10** |
| Total | | **30** |

#### Course Title: Phonology of Bodo Language Credit: 4

**Total Class: 70**

|  |  |
| --- | --- |
| **Course Code: BODMIN2014** | **Course Title: Phonology of Bodo Language** |
| **Total Contact Hours: 45** | **Course Credits: 4** |
| **No. of Teaching Hours/Week: 3+1=4 (L+T)** | **Duration of ESA/Exam: 3 Hours** |

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| --- | --- |
| **Formative Assessment Marks: 30** | **Summative Assessment Marks: 70+30=100** |

**Course Objectives:** The course attempts to discuss the phonological features of Bodo language in the light of theoretical perspectives. Belonging to the Tibeto-Burman group of languages it shows large extent of similarities in structure and features. This point of view will be taken in to consideration which will enable students understanding and acquisition of basics of phonology of the Bodo language. The major area of study contains structure of phoneme, segmental phoneme, identification or classification of phoneme, description of phoneme, distribution of phoneme, allophone or phonemic variation and supra-segmental features.

**Course Outcomes:**

At the end of the course the students shall -

* + Able to understand basics of phonology of the language.
  + Able to realize linguistic application in discourse context
  + Able to develop linguistic skill
  + Able to acquire competence for effective communication in diverse context of speaking

**Course Contents:**

**Unit-I:** Segmental phoneme: vowel phonemes, its classification, description and distribution -- 20

**Unit-II:** Segmental Phoneme: consonant phonemes, its classification, description and distribution -- 20

**Unit-III:** Allophonic Variations: allophonic variations of vowel and consonant phonemes, vowel and consonant sequence -- 15

**Unit-IV:** Supra-Segmental features: syllable, tone, juncture, intonation -- 15

**Suggested Readings:**

R.L. Varshney: An Introductory Text Book of Linguistics and Phonetics Charls F. Hockett: A Course in Modern Linguistics

Madhuran Baro: Structure of Boro Language Swarna Prabha Chainary: Boro Raokhanthi

Raoni Mohor (Vol.-I, II & III): SP Chainary & PC Basumatary. Sharad Rajimwale: Elements of General Linguistics (Vol.-1) Boro Raoni Mohorkhanthi: PC Basumatary.

Bodo Phonetic Reader: Aleendra Brahma.

**Pedagogy:** The course shall be taught through the Lecture, Assignment, Tutorial, Seminars and Week-end Counselling Classes.

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| --- | --- |
| Formative Assessment | |
| Activities/Assessment Occasion/type | Weightage in Marks |
| Attendance\* | **05** |

|  |  |  |
| --- | --- | --- |
| Seminar Presentation/Assignment | | **15** |
| C-1+2 | Assessment Test-1+2 | **10** |
| Total | | **30** |

## Course Title: Language and Script of Bodo Credit: 3

**Total Class: 50**

|  |  |
| --- | --- |
| **Course Code: BODIDC2013** | **Course Title: Language and Script of Bodo** |
| **Total Contact Hours: 45** | **Course Credits: 3** |
| **No. of Teaching Hours/Week: 3+0=3 (L+T)** | **Duration of ESA/Exam: 2 Hours** |
| **Formative Assessment Marks: 00** | **Summative Assessment Marks: 50** |

**Course Objectives:** The course attempts to discuss the growth and development of Bodo language and introduction of Bodo language and dialects. It also focuses on linguistic characteristics and an overall introduction to the script of Bodo. This view point will be taken into consideration which will enable students understanding and acquisition of linguistic features and Bodo script used in writing Bodo language. The major areas of dialect division of the Bodo are also focused in this course.

**Course Outcomes:**

At the end of the course the students shall -

* Understand basics of language and linguistic features.
* Able to realize linguistic application in discourse context.
* Able to develop linguistic skill and script grammar.
* Able to acquire competence for effective language, linguistic and script in diverse context of speaking and writing.

**Course Contents:**

**Unit-I:** The growth and development of Bodo language and its stage of development, linguistic characteristics of the Bodo language: Phonological features, Morphological features, Syntactic features and vocabulary of Bodo Language – 25

**Unit-II:** Introduction to Bodo dialects and linguistic features and dialect geography, the origin and development of Bodo script -- 25

**Suggested Readings:**

The Historical Development of the Boro Language: Madhu Ram Baro Tibbat-barmi Bhasa Gosti: madhu Ram Baro

Gwnang Raokhanti: Kamal Kumar Brahma

An Introduction to Bodo Script Reading and Writing (ed.): Aleen Brahma & Bridul Basumatary.

**Pedagogy:** The course shall be taught through the Lecture and Week-end Counselling Classes.

#### Course Title: Communicative Bodo Credit: 2

**Total Class: 50**

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| --- | --- |
| **Course Code: BODAEC2012** | **Course Title: Communicative Bodo** |
| **Total Contact Hours: 30** | **Course Credits: 2** |
| **No. of Teaching Hours/Week: 2+0=2 (L+T)** | **Duration of ESA/Exam: 2 Hours** |
| **Formative Assessment Marks: 00** | **Summative Assessment Marks: 50** |

**Course Objectives:** The course attempts to designed to help the students to improve their communication skill in Bodo language in a proper manner.

**Course Outcomes:**

At the end of the course the students shall -

* Able to understand basic knowledge of vocabulary and construction of sentence of the language.
* Able to use different symbols in language writing.
* Able to develop linguistic and communication skill with correct pronunciation and writing.
* Able to acquire competence for effective communication with clarity of voice and its pause.

**Course Contents:**

Unit-I: Written Communication: vocabulary, sentence construction (grammar) and use of different symbols required in language writing, quality of

good writing – 25

Unit-II: Oral Communication: pronunciation, volume & tempo of voice, modulation, clarity of voice or speech, pitch & pause -- 25

**Suggested Readings:**

Functional Bodo: Phukan Chandra Basumatary. Communication Skill: V.B. Rao

Effective Communication Skill: Michael Cooper

**Pedagogy:** The course shall be taught through the Lecture and Week-end Counselling Classes.

#### Course Title: Manuscript Preparation Credit: 3

**Total Class: 50**

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| --- | --- |
| **Course Code: BODSEC2013** | **Course Title: Manuscript Preparation** |
| **Total Contact Hours: 45** | **Course Credits: 3** |
| **No. of Teaching Hours/Week: 3+0=3 (L+T)** | **Duration of ESA/Exam: 2 Hours** |
| **Formative Assessment Marks: 00** | **Summative Assessment Marks: 50** |

**Course Objectives:** The course attempts to develop the students for manuscript preparation and symbols used in editing and proofreading. It is also taken into consideration that the students understanding and acquisition of basics of manuscript writing in the Bodo language.

**Course Outcomes:**

At the end of the course the students shall -

* Able to understand basics of manuscript preparation in the language.
* Able to know about the use of punctuations and symbols
* Able to know about benefits of editing and taking into MS word & PageMaker
* Able to develop skill how sign and symbol are used in proofreading.

**Course Contents:**

**Unit-I:** Types of Manuscript: Use of Punctuation, Sign and Symbols Importance of Editing and Proof Reading; Symbols used in Proof reading, Proof reader, Proof reading process -- 25

**Unit-II:** Process, Purpose and benefits of Editing, taking Manuscripts in MS Word Format and Page Maker etc. -- 25

**Suggested Readings:**

A Few Suggestions to McGraw - Hill Authors-McGraw Hill Book Company, Forgotten Books Guidelines for Manuscript Preparation - Gayle Giese & Pick Edmondson

Saoraithai Thunlai: Dr. Laishri mahilary.

**Pedagogy:** The course shall be taught through the Lecture and Week-end Counselling Classes.

**SEMESTER-IV**

## Course Title: Literary Criticism (Eastern) Credit: 4

**Total Class: 70**

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| --- | --- |
| **Course Code: BODMAJ2034** | **Course Title: Literary Criticism (Eastern)** |
| **Total Contact Hours: 45** | **Course Credits: 4** |
| **No. of Teaching Hours/Week: 3+1=4 (L+T)** | **Duration of ESA/Exam: 3 Hours** |
| **Formative Assessment Marks: 30** | **Summative Assessment Marks: 70+30=100** |

**Course Objectives:** This course aims to provide fundamental knowledge of criticism developed in eastern literature. The view point of the course also focussing the structure of Chanda and Rasa and Alankara reflect in all kinds of literature.

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

**Course Outcomes:**

After completing this course students will be able to-

* + Acquire Come to know about theory and concept of eastern literary criticism
  + Understand about the uses of Rasa, Chanda and Alankara with special reference to Bodo literature
  + Know the Chanda used in poetry of Bodo literature in early as well as modern literature.

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

**Course Contents:**

**Unit-I**: History and development of eastern literary criticism -- 15

**Unit-II**: Rasa -- 15 **Unit-III**: Chanda -- 20 **Unit-IV**: Alankara -- 20 **Suggested Readings:**

Thunlai Arw Gohena - Manoranjan Lahary Thunlaini Bidwi Arw Gohena - Indramalati Narzaree

Boro Khonthaini Khobam Gohena Arw Bidw i- Phukan Ch. Basumatary Sahityar Saj - Sonapati Devsarma

**Pedagogy:** The course shall be taught through the Lecture, Assignment, Tutorial, Seminars and Week-end Counselling Classes.

|  |  |  |
| --- | --- | --- |
| Formative Assessment | | |
| Activities/Assessment Occasion/type | | Weightage in Marks |
| Attendance\* | | **05** |
| Seminar Presentation/Assignment | | **15** |
| C-1+2 | Assessment Test-1+2 | **10** |
| Total | | **30** |

#### Course Title: Study on Folk-literature of the Bodos Credit: 4

**Total Class: 70**

|  |  |
| --- | --- |
| **Course Code: BODMAJ2044** | **Course Title: Study on Folk-literature of the Bodos** |
| **Total Contact Hours: 45** | **Course Credits: 4** |
| **No. of Teaching Hours/Week: 3+1=4 (L+T)** | **Duration of ESA/Exam: 3 Hours** |
| **Formative Assessment Marks: 30** | **Summative Assessment Marks: 70+30=100** |

**Course Objectives:** This paper attempts to understand students about knowledge on Bodo Folk-literature and literary values in the human society. Thus, it aims to discuss about literary and sociological importance of Bodo folk-literature in the light of folklore and sociological perspective.

**Course Outcomes:**

After completing this course students will be able to-

* + Facilitate students to realize distinctive features of folk literature.
  + Understand cultural identity of the community.
  + Understand the social functions of the folklore in the social sphere.
  + Facilitate students to understand traditional knowledge acquired and transmitted generation to generation.
  + Understand about relation of man with ecology that will make student environment conscious and this is very important in present times.
  + Facilitate to create greater insight to life and way of living.
  + Understand ethical and moral values of life.

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

**Course Contents:**

**Unit-I:** Definition and Characteristics of Folklore and Folk-Literature, traditional life and social folk-life as reflected in folk-custom and Performing arts -- 20

**Unit-II:** Definition and characteristics of Prose narratives: myth, legend and folktales, social function and ethical values of the Bodo myths, Legends and folktales -- 20

**Unit-III:** Definition and characteristics of charms, ballads and riddles, social values of Bodo charms, ballads and riddles as extant in the folk-Society -- 15

**Unit-IV**: Definition and characteristics of Bodo folk-songs and ballads, Classification of Bodo folk-songs and ballads -- 15

**Suggested Readings:**

Boro-Kachari Solo (ed.): Mahini Mahon Brahma & Prafulla Dutta Goswami Abwi AbwuniSono: Sukumar Basumatary

Serja-Siphung: Rohini Kumar Brahma Boro-KacharirGeet-Mat: Bhaben Narzi

Boro-Kacharir Samaj Aru Sanskriti: Bhaben Narzi

Folk-literature of the Boros: Anil Baro. Soloni Zolonga: I Boro.

Solo Bathani Zolonga: I Boro. Harimu arw Boro Harimu: I Boro.

**Pedagogy:** The course shall be taught through the Lecture, Assignment, Tutorial, Seminars and Week-end Counselling Classes.

|  |  |  |
| --- | --- | --- |
| Formative Assessment | | |
| Activities/Assessment Occasion/type | | Weightage in Marks |
| Attendance\* | | **05** |
| Seminar Presentation/Assignment | | **15** |
| C-1+2 | Assessment Test-1+2 | **10** |
| Total | | **30** |

#### Course Title: Study of Modern Bodo Drama Credit: 4

**Total Class: 70**

|  |  |
| --- | --- |
| **Course Code: BODMAJ2054** | **Course Title: Study of Modern Bodo Drama** |
| **Total Contact Hours: 45** | **Course Credits: 4** |
| **No. of Teaching Hours/Week: 3+1=4 (L+T)** | **Duration of ESA/Exam: 3 Hours** |
| **Formative Assessment Marks: 30** | **Summative Assessment Marks: 70+30=100** |

**Course Objectives:** Aims to discuss the background of emergence of modern Bodo drama during period of 20th century. The focus will be on discussion of textual analysis of the modern drama. Thus, the course will focus literary and sociological significance in life and society of the Bodo community.

**Course Outcomes:**

At the end of the course the students shall understand –

* About the background of modern Bodo drama and different types of drama in Bodo literature.
* About the social pictures displayed in modern drama of the era.
  + About modern period of Bodo drama.
  + About the aestheticism of modern Bodo drama and its historical trends.
  + About the dramatic art and literary value.
  + About the reality of life and literary importance of few selected dramas in Bodo.

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

#### Course Contents:

**Unit-I:** Origin and development of modern Bodo drama -- 15

**Unit-II**: Swmdwn – Mangalsing Hazowary -- 20 **Unit-III**: Horbadi Khwmsi - Kamal Kr. Brahma -- 20 **Unit-IV**: Gwdan Jwlwi - Madhu Ram Baro -- 15

**Suggested Readings:**

Theory of the Drama - A Nicoll Bhaothina Santhwu - Manoranjan Lahary

Boro Phaothaini Bizirnay - Swarna Prabha Chainary Boro Phaothai Thunlai Bizirnay - Bhoumik Ch. Boro Phaothai Thunlai - Sunil Phukan Basumatary.

Boro Phaothai Thunali - Tulan Mochahary.

**Pedagogy:** The course shall be taught through the Lecture, Assignment, Tutorial, Seminars and Week-end Counselling Classes.

|  |  |  |
| --- | --- | --- |
| Formative Assessment | | |
| Activities/Assessment Occasion/type | | Weightage in Marks |
| Attendance\* | | **05** |
| Seminar Presentation/Assignment | | **15** |
| C-1+2 | Assessment Test-1+2 | **10** |
| Total | | **30** |

#### Course Title: Sociological Outlook of Bodo Novel

**Credit: 4**

#### Total Class: 70

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| --- | --- |
| **Course Code: BODMIN2024** | **Course Title: Sociological Outlook of Bodo Novel** |
| **Total Contact Hours: 45** | **Course Credits: 4** |
| **No. of Teaching Hours/Week: 3+1=4 (L+T)** | **Duration of ESA/Exam: 3 Hours** |
| **Formative Assessment Marks: 30** | **Summative Assessment Marks: 70+30=100** |

**Course Objectives:** A few Bodo novels written during the 20th Century are included in this course for a textual criticism. The proposed novels aim to discuss contemporary Bodo society and social issues reflected in the story telling of novel which make aware to understand society and life. The discussion will be done in the light of literary approach known as sociology of literature.

**Course Outcomes:**

* + Able to understand reading and re-reading of literary texts with regards to Bodo novel in the cultural and historical context.
  + Realized relation of life and literature.
  + Able to understand fundamental significance of narrative in human life and culture.
  + Able to realize sociological issues raised by the author through storytelling.
  + Develop critical and analytical thinking.

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

**Course Contents:**

**Unit-I:** Trends and Tendencies of Bodo Novel -- 15

**Unit-II:** Textual review and criticism of Chittaranjan Muchahary’s novel ‘Phulmati’ -- 15

**Unit-III:** Textual review and criticism of Manoranjan Lahary’s novels ‘Daini?’ -- 20

**Unit-IV:** Textual review and criticism of Bidyasagar Narzary’s novel ‘Birgwsrini Thungri’ -- 20

**Suggested Readings:**

Aspects of the Novel: E M Forster

Boro Solomani Bijirnay: Swarna Prabha Chainary Boro Thunlaini Mohor Mushri: Anil Baro

Boro Soloma Saorainai: I Boro.

Soloma arw Boro Soloma: Chinan Narzary.

**Pedagogy:** The course shall be taught through the Lecture, Assignment, Tutorial, Seminars and Week-end Counselling Classes.

|  |  |  |
| --- | --- | --- |
| Formative Assessment | | |
| Activities/Assessment Occasion/type | | Weightage in Marks |
| Attendance\* | | **05** |
| Seminar Presentation/Assignment | | **15** |
| C-1+2 | Assessment Test-1+2 | **10** |
| Total | | **30** |

#### Course Title: Mass Media and the Bodo Language Credit: 2

**Total Class: 50**

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| --- | --- |
| **Course Code: BODAEC2022 (MIL-2)** | **Course Title: Mass Media and the Bodo Language** |
| **Total Contact Hours: 30** | **Course Credits: 2** |
| **No. of Teaching Hours/Week: 2+0=2 (L+T)** | **Duration of ESA/Exam: 2 Hours** |
| **Formative Assessment Marks: 00** | **Summative Assessment Marks: 50** |

**Course Objectives:** Mass media is an important part and role to play in modern days. This course aims to provide knowledge to the students about mass media and how to use Bodo in mass media and social networking site.

**Course Outcomes:**

At the end of the course the students shall -

* + Able to develop the concept of mass media.
  + Able to make competence in news and report writing.
  + Able to develop the skill of news editing for electronic media.

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

**Course Contents:**

**Unit-I:** Introduction to mass media and its types -- 25

**Unit-II:** News and Report writing, News Editing for electronic media -- 25

**Suggested Readings:**

Boro-Ingraji-Hindi Swdwb Bihung: Pramod Ch. Brahma

A Handbook of Journalism and Mass Communication: V.S. Agarwal& V.S. Gupta, Delhi

**Pedagogy:** The course shall be taught through the Lecture and Week-end Counselling Classes.

#### Course Title: Yoga and Human Value Credit: 2

**Total Class: 50**

|  |  |
| --- | --- |
| **Course Code: BODINT2012** | **Course Title: Yoga and Human Value** |
| **Total Contact Hours: 30** | **Course Credits: 2** |
| **No. of Teaching Hours/Week: 2+0=2 (L+T)** | **Duration of ESA/Exam: 2 Hours** |
| **Formative Assessment Marks: 00** | **Summative Assessment Marks: 50** |

**Course Objectives:**This course aims to provide the basic building block of a student’s knowledge of yoga. It covers the evolution, history, and schools of yoga. This subject discusses the relevance of yogic practices, exercises, and philosophies that help improve the mind and body. This subject helps treat several mental health conditions. This subject gives detailed information on how to use muscles properly by keeping the body in perfect alignment. It helps students learn about human anatomy, physiology and different yogic diets.

**Course Outcomes:**

After completing this course students will be able to-

* + Acquire Yogic knowledge for mental and physical development.
  + Understand moral education and social responsibility in the society.
  + Understand the benefits of yoga and increased blood flow, right posture, better metabolism, increased flexibility.

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

#### Course Contents:

**Unit-I**: Introduction of Yoga: its evolution, history, and schools of yoga, Harmony in human beings and individual, family and society

-- 25

**Unit-II:**Moral education and benefits of yoga, Yoga and Social responsibility – 25

**Suggested Readings:**

1. Goyanka, Harikrishandass: Yoga Darshan, Geeta Press, Gorakhpur (Samvat 2061).
2. Karel, Werner: Yoga and Indian Philosophy, Motilal Banarasidas.,1975
3. Swami, Vivekananda: Jnana Yoga, Bhakti Yoga, Karma Yoga, Raja Yoga, (4separate books) Advaita Ashrama, Kolkata, 2011 & 2012
4. Goel, Aruna: Yoga Education Philosophy & Practices, Deep & Deep Publication, New Delhi 19.
5. Stephens, Mark: Teaching Yoga, Essential Foundation & Techniques, North Astantic Books, California

**Pedagogy:** The course shall be taught through the Lecture and Week-end Counselling Classes

# National Education Policy (NEP) 2020

**Curriculum Framework for Four Years Undergraduate Programmes (History)**



# BODOLAND UNIVERSITY, KOKRAJHAR 2023-2024

#### SEMESTER I

**Course Code: HISMAJ1014**

#### Paper Title: INTRODUCTION TO ANCIENT INDIAN HISTORY

**Course Objective:** This paper will introduce students with the history of ancient India, beginning from the earliest, till the end of ancient period.

**Course Outcome:** After the completion of this course, students will learn about ancient history of India. They will come to know about pre-historic period, ancient civilization of India, state formations, some of the prominent dynasties of ancient India and foreign invasions.

|  |  |  |
| --- | --- | --- |
| Units | Course Content | Credit 4 |
| Unit-I | Pre-History and Proto History:  Paleolithic Mesolithic Neolithic  Indus Valley Civilization- Origin, Extent and Urbanisation | 1 |
| Unit-II | State formation in ancient India:  Emergence of Janapadas and Mahajanapadas Polity during the Vedic Ages | 1 |
| IUnit-II | The Mauryas- Background of Mauryan State Formation, Chandragupta Maurya and Ashoka  The Guptas- Origin, Samudragupta, Chandragupta II and  administrative system | 1 |
| Unit-IV | Post Gupta developments:  Rise of regional powers- Chalukyas, Pallavas, Rashtrakutas Foreign invasions- Hunas, Arabs, Ghorids, Ghazanavids | 1 |

#### Reading list:

1. A. Sundara : Typology of Megaliths in South India.
2. B. Allchin & R. Allchin : Origins of a Civilization
3. B. Allchin & R. Allchin : The Rise of Civilization in India and Pakistan
4. B.D. Smith : The Emergence of Agriculture
5. D.N. Jha : Ancient Indian An Historical Outline
6. D.P. Agrawal : Archaeology of India
7. Dilip K. A. Chakrabarti : History of Indian Archaeology from the Beginning to 1947
8. E.R. Service : Primitive Social Organization
9. H.M. Fried : The Evolution of Political Society
10. M.H. Fried : The Evolution of Political Society
11. M.K. Dhavalikar : The First Farmers of the Deccan
12. M.K. Dhavalikar : Early farming cultures of central India.
13. M.K. Dhavalikar : The First Farmers of the Deccan
14. Nilakanta K.A. Sastri : A History of South India
15. R.S. Sharma : Aspects of Political Ideas and Institutions in Ancient India
16. R.S. Sharma : India’s Ancient Past
17. R.S. Sharma : Looking for the Aryan
18. Romila Thapar : Early India from the Origin to A.D. 1300
19. S. Ratnagar : The End of the Great Harappan Tradition
20. S. Ratnagar : Understanding Harappa
21. V. Tripathi : The Painted Grey Ware

#### Course Code: HISMIN1014

**Paper Title: HISTORY OF INDIAN CIVILIZATION**

**Course objective:** The learning objective of this course is to impart knowledge to the students on history of the background and concept of Indian civilization particularly the extension of Indus Valley Civilization. But the Banas-Ahar and Vedic Cultures are also made importance for far distance emergence of cultures based on tools.

**Course outcome:** The students will be able to learn the history first and second urbanizations as well as importance of tools. They will learn the beginning of urban centers as well institutional establishments during that period. Thus, this course will enlighten the students with socio-cultural as well as political.

|  |  |  |
| --- | --- | --- |
| Units | Course Contents | Credit 4 |
| Unit-1 | Background of Indian civilizations   1. Meaning and concept of Civilizations 2. Components of civilization 3. People (Races) in India (Old theory) | 1 |
| Unit-II | Harappan culture   1. Extent 2. Town planning 3. Economy 4. Religion | 1 |
| Unit-III | Banas-Ahar and Malwa Culture   1. Origin of Banas-Ahar and Malwa Culture 2. Sites of Banas-Ahar and Malwa cultures 3. Characteristic features of Banas-Ahar and Malwa Culture | 1 |
| Unit-IV | Vedic Cultures (Early and Later):   1. Origin and extent 2. Society and economy 3. Iron and second urbanization | 1 |

#### Reading List:

1. A. Sundara : Typology of Megaliths in South India.
2. B. Allchin & R. Allchin : The Rise of Civilization in India and Pakistan,
3. B.D. Smith : The Emergence of Agriculture Beginning to 1947
4. Chakrabarti, ed. : Essays in Indian Protohistory
5. D.P. Agarwal & D.K. Chakravarti (eds.) : Studies in Pre-History
6. D.P. Agrawal : Archaeology of India
7. Dilip K. A. Chakrabarti : History of Indian Archaeology from the
8. E.R. Service : Primitive Social Organization
9. M.H. Fried : The Evolution of Political Society
10. M.K. Dhavalikar : Early farming cultures of central India
11. M.K., Dhavalikar : The First Farmers of the Deccan
12. R. Allchin & B., Allchin : Origins of a Civilization
13. S. Ratnagar : The End of the Great Harappan Tradition
14. S. Ratnagar : Understanding Harappa Tradition
15. V. Tripathi : The Age of Iron in South Asia: Legacy and
16. V. Tripathi : The Painted Grey Ware

#### Course Code: HISIDC1013

**Paper Title: HISTORY OF ANCIENT INDIA**

#### Course objective:

The learning objective of this course is to impart knowledge to the students on history of the background and concept of evolution of human society and tools. It also intends to popularize the students with the ancient Indian civilizations and emergence of the territorial states and empire.

#### Course outcome:

The students will be able to learn the history of evolution of society and tools. The achievement of civilization based on bronze and iron will make the students popular. They will learn the beginning of urban centres as well institutional establishments during that period.

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| --- | --- | --- |
| Units | Contents | Credits |
| Unit-I | Pre and Proto History:  Pre-History (tools, society and economy)   1. Palaeolithic Age 2. Mesolithic Age 3. Neolithic Age   Proto History (Indus Valley Civilization)   1. Economy 2. Religion | 1 |

|  |  |  |
| --- | --- | --- |
|  | c. Town Planning |  |
| Unit-II | Vedic Age (Early Vedic and Later Vedic Periods)   1. Society 2. Economy 3. Religion   Emergence of Territorial States   1. 16th Mahajanapadas 2. Rise of Magada | 1 |
| Unit-III | Rise of the empire in ancient India   1. Kushana 2. Mauryan 3. Gupta 4. Chola | 1 |

#### Reading List:

1. A.L. Basham : The Wonder That was India
2. B. Chatopadhyay : Kushan State and Indian Society
3. D.K. Chakrabarti : Archaeology of Ancient Indian Cities
4. D.N. Jha : Ancient India in Historical Outline
5. D.P. Agrawal : The Archaeology of India
6. F.R. Allchin & B. Allchin: Origins of a Civilization

(The Prehistory and Early Archaeology of South Asia)

1. M.H. Fried : The Evolution of Political Society
2. N. Subramanian : Sangam Polity
3. R.S. Sharma : Perspective in Social and Economic History of Early India
4. Romila Thapar : Ashoka and the Decline of the Mauryans
5. Romila Thapar : History of Early India
6. Suvira Jaiswal : Caste: Origin, Function and Dimensions

#### Paper Code: HISAEC1012 Paper Title: Language/MIL

**Paper Code: HISSEC1013**

#### Paper Title: INTRODUCTION TO ARCHAEOLOGY

**Course objective:**

The objective of this course is to impart basic knowledge to the students on archaeology.

#### Course outcome:

Upon the end of this course, students will learn the basics of archaeology. They will learn aims and scopes of archaeology and its different methods. Moreover, students will also learn the dating methods of archaeology.

|  |  |  |
| --- | --- | --- |
| **Units** | **Contents** | Credit 3 |
| **Unit-I** | Definitions, aims and Scope of Archaeology   1. Definitions and concepts of archaeology, History and growth of archaeology 2. Scope of archaeology its relationship with history and anthropology 3. The archaeological timeline- prehistory to medieval, types and nature of archaeological data 4. Use and abuse of archaeology: current debates. | 1 |
| **Unit-II** | Methods of archaeology   1. Definition of archaeological sites and monuments, artifacts and eco-facts 2. Formation process of archaeological records 3. Retrieval of archaeological data: exploration and excavation, recording and documentation 4. Artifact analysis: categorization, classification and characterization | 1 |
| **Unit-III** | Archaeological cultural sequence and dating methods   1. Introduction to relative dating 2. Introduction to absolute dating 3. Ethnography and experimental replication studies. 4. Case studies | 1 |

#### Reading list:

1. A. K. Sharma : Conservation of Monuments & Antiquities
2. Colin Renfrew : Archaeology (Theories, methods and practice)
3. Dilip K. Chakrabarti : A History of Indian Archaeology (from beginning to 1947)
4. John A Bintliff : A companion to archaeology. Blackwell Publishing Ltd.
5. Linda Ellis : Archaeological Method and Theory an Encyclopedia
6. M. Hall and W. Silliman : Historical Archaeology
7. M. Shanks and C. Tilley : Reconstructing Archaeology
8. Mathew Johnson : Archaeological Theory: An Introduction
9. Sarah Cowie : Manuals in Archaeological Method, Theory and Technique

#### Paper Code: HISVAC1014 (2+2)

**SEMESTER II**

#### Course Title: HISMAJ1024

**Paper Title: INTRODUCTION TO MEDIAEVAL INDIAN HISTORY**

#### Course Objective:

This paper explains the major trends and developments of state formation, society, economy and religion between the 13th to 18th centuries India.

#### Course Outcome:

Upon completion of this course, Students will be able to analyse the political and social developments in India between 1206 to 1757 A.D. Students will be able to explain the formation of different states during this period along with their administrative mechanism and the society, economy and culture of India in the thirteenth to mid eighteenth-century period.

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| --- | --- | --- |
| Units | Contents | Credit 4 |
| Unit-I | **Sultanate Period:**  Sources-  Foundation, Expansion and Consolidation- Qutubuddin Aibak, Alauddin Khalji  Concept of kingship: Balban, Projects of Muhammad Bin Tughlaq Administration under Sultanate  Decline of the Sultanate | 1 |
| Unit-II | **Mughal Period:**  Foundation, Expansion and Consolidation: Babar, Akbar and Aurangzeb  Religious Policies Akbar and Aurangzeb Art and architecture  Causes of Downfall | 1 |
| Unit-III | **Regional Powers:**  Rise of the Marathas, Rajputs and Sikh | 1 |
| Unit-IV | **Advent of the Europeans:**  Portuguese, Dutch, Spanish, French and British Causes and consequences | 1 |

#### Reading List:

1. Irfan Habib : Agrarian System of Mughal India, 1526-1707
2. Iswari Prasad : History of Medieval India (from 647 to 1526)
3. J.L. Mehta : Advanced Study in History of Medieval India, Vol. I & II
4. K.N. Chitnis : Socio-Economic History of Medieval India
5. M. Habib & A. Nizami : Comprehensive History of India, Vol. V
6. S. Hasan Nurul : Religion State and Society in Medieval India
7. S.C. Raychoudhary : History of Medieval India (1000 to 1707 A.D)
8. Satish Chandra : History of Medieval India (800-1700)
9. Satish Chandra : Essays on Medieval Indian History
10. Satish Chandra : Medieval India from Sultanate to the Mughal, Pt-1
11. Stuart Gordon : The Marathas

#### Course Code: HISMIN1024

**Course Title: ANCIENT INDIAN HISTORY (SOCIETY, POLITY AND ECONOMY)**

#### Course objective:

The learning objective of this course is to impart knowledge to the students on the history of ancient Indian society, polity and economy.

#### Course outcome:

The students will be able to learn the history of society, polity and economy with the evolution of states. The cultural assimilation in the study period is significant. Thus, this course will enlighten the students with socio-cultural as well political.

|  |  |  |
| --- | --- | --- |
| Units | Contents | Credits 4 |
| Unit-1 | Emergence of the 16th Mahajanapadas   1. Causes of the emergence of the 16th Mahajanapadas 2. Types of government in the 16th Mahajanapadas | 1 |
| Unit-II | Foreign Invasions and impacts:   1. Persian 2. Greek (Alexandar) 3. Kushana | 1 |
| Unit-III | The Mauryan Empire   1. Society 2. Polity (Origin, development and downfall) 3. Economy 4. Administration | 1 |
| Unit-IV | The Gupta Empire   1. Society 2. Polity (Origin, development and downfall) 3. Economy 4. Administration | 1 |

#### Reading List:

1. A.L. Basham : The Wonder That was India
2. B. Chatopadhyay : Kushan State and Indian Society
3. D.N. Jha : Ancient India in Historical Outline
4. K.A. Sastri Nilakanta : A History of South India
5. N. Subramanian : Sangam Polity
6. R.S. Sharma : Aspects of Political Ideas and Institutions in Ancient India
7. R.S. Sharma : India’s Ancient Past
8. R.S. Sharma : Perspective in Social and Economic History of Early India
9. Romila Thapar : Ashoka and the Decline of the Mauryans
10. Romila Thapar : Early India from the Origin to A.D. 1300
11. Romila Thapar : History of Early India
12. Suvira Jaiswal : Caste: Origin, Function and Dimensions

#### Course Code: HISIDC1023

**Paper Title: HISTORY OF MEDIEVAL INDIA**

#### Course Objective:

This paper will explain the background of the medieval Indian history of political, society, economy and others.

#### Course Outcome:

Upon completion of this course, students will be able to understand the political, social and economic conditions of medieval India. Students will be able to understand different sources for the reconstruction of medieval Indian history of the Sultanate and Mughal empires. Moreover, students will also be able to understand religious and economic policies of the period.

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| --- | --- | --- |
| Units | Contents | Credits 3 |
| Unit-I | Background of the medieval Indian history, invasions and foundation   1. Muhammad Bin Qasim 2. Sultan Mammud 3. Muhammad Ghori 4. Foundation of Sultanate in Delhi | 1 |
| Unit-II | Delhi Sultanates (polity, society and economy)   1. Slave dynasty 2. Khalji dynasty 3. Tugloque dynasty | 1 |
| Unit-III | Mughal   1. Political expansion during Mughals 2. Religious policies of Akbar and Aurangzeb 3. Akbar’s Rajput policy 4. Administrations under the Mughals (Provincial, Military, Revenue) | 1 |

#### Reading list:

1. Irfan Habib : Agrarian system of Mughal India, 1526-1707
2. Iswari Prasad : History of Medieval India (from 647 to 1526)
3. J.L. Mehta : Advanced study in History of Medieval India, Vol. I & II
4. K.N. Chitnis : Socio-Economic History of Medieval India
5. M. Habib & A. Nizami : Comprehensive history of India, Vol. V
6. S. Hasan Nurul : Religion state and society in medieval India
7. S.C. Raychoudhary : History of Medieval India (1000 to 1707 A.D)
8. Satish Chandra : Essays on medieval Indian History
9. Satish Chandra : History of Medieval India (800-1700)
10. Satish Chandra : Medieval India from Sultanate to the Mughal (Part I 1206-

1526 & II 1526-1748)

#### Paper Code: HISSEC1022

**Paper Title: INTRODUCTION OF TRAVEL AND TOURISM MANAGEMENT**

#### Course objective:

The learning objective of this course is to impart knowledge to the students on the concept of tourism and natural tourism resources. Moreover, it will also disseminate knowledge on tourism management.

#### Course outcome:

The students will be able to learn importance of tourism and its management base on landscape and historical monuments.

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| --- | --- | --- |
| **Units** | **Contents** | **Credit 3** |
| Unit-I | **The Concept of Tourism:**  Definition and Meaning of Tourism, Traveler, Visitor, Excursionist & Transit Visitor, International and Domestic Tourist, Historical Development | 1 |
| Unit-II | **Meaning of Natural Tourism Resources**:  Tourism Impacts- Political, Social, Cultural, Environmental and Economic, Tourism multiplier, National and international concerns; and problems | 1 |
| Unit-III | **Tour and Travel Operations:**  Linkages of Tour Operator and Travel Agency with Principles  i.e. Hotels, Resorts, Airlines, Guides, Transporters and Educational Institutions  Tour Itinerary:  Meaning & Components, Tools and Techniques for Preparation of Tour Itineraries, Method of Preparation, Costing of Tour Itinerary and Types of Tour Itineraries, Limitations of Tour Itinerary and Use of itinerary in Tourism Industry | 1 |

#### Reading list:

1. A.K. Shastri : Tourism Development Principles & Practices
2. Dorling Kindersley : World Atlas
3. Jerry Brotton : A History of the World in Twelve Maps
4. K.K .Kamra & Mohinder Chand : Basics of Tourism
5. Lloyd E. Hudman & Richard H. Jackson : Geography of Travel and Tourism-
6. Patrick K. O’Brian : Atlas of World History
7. Ratandeep Singh : Dynamics of Modern Tourism
8. S.P. Tewari : Tourism Dimensions

#### Paper Code: HISVAC 1024 (2+2)

**Exit with certificate course- 40 Credits SEMESTER III**

#### Course Title: HISMAJ2014

**Paper Title: INTRODUCTION TO MODERN INDIAN HISTORY**

**Course objective**: This learning objective of this course is to impart knowledge to the students on history of modern India in general and British policies towards native states in particular.

**Course outcome:** The students will be able to learn the history of modern India. They will learn the beginning of colonialism in India, colonial policies, policy of expansion and consolidation. Thus, this course will enlighten the students with British policies towards native rulers of India from 1757 onwards till independence in 1947.

|  |  |  |
| --- | --- | --- |
| Units | Contents | Credit 4 |
| Unit-I | Political, social and economic condition in mid-18th century India  Policy of Ring Fence  Colonial expansion in Bengal and Punjab | 1 |
| Unit-II | Colonial expansionist policies: Subsidiary policy  Policy of subordinate isolation  Mysore and Maratha | 1 |
| Unit-III | Doctrine of Lapse Revolt of 1857  Policy of subordinate Union | 1 |
| Unit-IV | The New Land Revenue Settlements Commercialisation of Agriculture Deindustrialisation  Social-Religious Movement | 1 |

#### Reading list:

1. A.R. Desai : Social Background of Indian Nationalism.
2. B. Chandra : History of Modern India
3. B. Chandra : India’s Struggle for Independence
4. B. Chandra : The Rise and Growth of Economic Nationalism in India.
5. B.L.Grover and S. Grover: A New Look at Modern Indian History
6. Edward W. Said : Orientalism
7. J. S. Grewal : The Sikhs of the Punjab
8. K.W. Jones : Socio-Religious Reform Movements in British India
9. Micheal Fisher : The Politics of the British Annexation of India, 1757-1857
10. S. Gopal : The British Policy in India, 1858-1905
11. Sanjeev Sanyal : The Indian Renaissance: India’s Rise After a
12. Sekhar Bandyopadhya : From Plassey to Partition: A History of Modern India
13. Spear P. Macmillan : History of Modern India
14. Stuart Gordon : The Marathas
15. Sumit Sarkar : Modern India

#### Course Code: HISMAJ2024

**Paper Title: NATIONAL MOVEMENT IN INDIA**

**Course Objective:** This paper will about emergence of nationalism and different phases of national movement in India.

**Course Outcome:** This course will provide a vast of emergence of nationalism among the people of India and different phases of national movement. Moreover, students will also learn about the policies adopted by the colonial rulers in India to suppress national movement in India. This course will benefit the students by giving first-hand knowledge on national movement in India and students will also be benefitted for any of the competitive examinations in India.

|  |  |  |
| --- | --- | --- |
| Units | Contents | Credit 4 |
| Unit-I | Emergence of nationalism and national movement Early political organisations  Foundation of Indian National Congress Moderate phase of national movement | 1 |
| Unit-II | Extremism and Revolutionary Terrorist Movement Rise of extremism  Partition of Bengal and Swadeshi Movement  Revolutionary Terrorist Movement in Bengal, Punjab and Maharsahtra, Communalism | 1 |

|  |  |  |
| --- | --- | --- |
| Unit-III | Gandhian Phase I  Gandhian Satyagrahas: Champaran, Kheda Non-co-operation  Civil Disobedience Movement | 1 |
| Unit-IV | Gandhian Phase II Quit India Movement Role INA  Independence of India | 1 |

#### Reading list:

1. Anil Seal : The Emergence of Indian Nationalism
2. B.R. Nanda (ed.) : Essays on Modern India
3. Bipan Chandra : Essays on Colonialism
4. Bipan Chandra : India’s Struggle for Independence
5. Bipan Chandra : Rise and Growth of Economic Nationalism in India,
6. Dadabhai Naoroji : Poverty and British rule in India
7. F. Hutchins : Illusion of Permanence of British Imperialism in India
8. Judith Brown : Gandhi’s Rise to Power
9. Michael Hechter : Containing Nationalism
10. N.S. Bose : Quest for Status and Freedom Struggle
11. S. Bandopadhyay : Plassey to Partition
12. S. Bhattacharya & Romila Thapar (eds.) : Situating Indian History
13. S.R. Mehrotra : The Emergence of the Indian National Congress
14. Sumit Sarkar : Modern India 1885-1947
15. Sumit Sarkar : The Swadeshi Movement in Bengal
16. Tara Chand : History of Freedom Movement in India, Vols. I-IV

#### Paper Code: HISMIN2014

**Paper Title: MEDIEVAL INDIAN HISTORY (SOCIETY, POLITY AND ECONOMY)**

**Course Objective:** This paper will explain the major trends and developments of polity, society and economy between the 13thand 18th century India

**Course Outcome:** Upon completion of this course, students will be able to analyse the political, social and economic developments in India between 1206 to 1757 A.D. Students will be able to understand different sources for reconstruction of medieval Indian history and expansion of the Sultanate and Mughal empires. Moreover, students will also be able to understand religious and economic policies of the period.

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| --- | --- | --- |
| Units | Contents | Credit 4 |
| Unit-I | **Polity during Sultanate Period:**  Sources: Literature and Archaeology Foundation, Expansion and Consolidation:  Muhammad Ghori, Qutubuddin Aibak, Alauddin Khalji | 1 |

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| --- | --- | --- |
|  | Concept of kingship: Balban, Projects of Muhammad Bin Tughlaq Administration under Sultanate  Decline of the Sultanate |  |
| Unit-II | **Polity during Mughal Period:**  Sources: Literature and Archaeology Foundation, Expansion and Consolidation: Babar, Akbar and Aurangzeb  Causes of Downfall | 1 |
| Unit-III | **Society during the Medieval Period:**  Religious policies of the Sultanate rulers  Women and gender during the era of Delhi Sultanate  Religious policies of the Mughals: Akbar, Jahangir, Shahjahan and Aurangzeb  Position of women during the era of Mughalrule | 1 |
| Unit-IV | **Economy during the Medieval Period:** Economy under the Sultanate period: Land Revenue System  Distribution of Revenue Resources Agrarian relations  Market policy of Alauddin Khalji Economy under the Mughal period: Land Revenue System,  Agrarian relations | 1 |

#### Reading List:

1. B. Chandra : Mukherjee, India’s Struggle for Independence
2. Irfan Habib : Agrarian system of Mughal India, 1526-1707.
3. Iswari Prasad : History of Medieval India (from 647 to 1526)
4. J.L. Mehta : Advanced Study in History of Medieval India, Vol. I & II.
5. K.N. Chitnis : Socio-economic History of Medieval India
6. K.W. Jones : Socio-Religious Reform Movements in British India.
7. M. Habib & A. Nizami : Comprehensive History of India, Vol. V.
8. S. Hasan Nurul : Religion state and society in medieval India.
9. S.C. Raychoudhary : History of Medieval India (1000 to 1707 A.D)
10. Satish Chandra : History of Medieval India (800-1700)
11. Satish Chandra : Essays on medieval Indian History
12. Satish Chandra : Medieval India from Sultanate to the Mughal, Pt-1

#### Paper Code: HISIDC2013

**Paper Title: HISTORY OF MODERN INDIA**

**Course objective:** This course aims to impart knowledge on history of modern India for the beginners. It will contain mainly three aspects of British rule in India, viz. British expansion in India, Economic policies and Socio-Religious Reforms.

**Course outcome:** Afte the completion of this course, students will learn the basic elements of history of modern India. Moreover, students will also be partially acquainted with some portions of the syllabus of national level competitive examinations partially.

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| --- | --- | --- |
| Units | Contents | Credit 3 |
| Unit-I | **British expansion India:**  Bengal  Anglo Maratha Wars  The Subsidiary Alliance System  Second Phase of British Expansion In India The Conquest of Sindh  Anglo-Sikh Wars Doctrine of Lapse Annexation of Oudh | 1 |
| Unit-II | **Economic policies of the British:**  Phase of Mercantilism (1757-1813) Phase of Free Trade (1813-1858)  Phase of Finance Imperialism (1858 onwards)  Land Revenue Policy: (Ryotwari, Mahalwari and Permanent Settlement)  Impact of British Policy on Indian Economy  Drain of Wealth Theory | 1 |
| Unit-III | **Socio-Religious Reforms:** Factors causing Reforms Hindu Reform Movements  Reform Movements among Muslims Sikh Reform Movement  Parsi Reform Movement  Impact of Reform Movements | 1 |

#### Reading List:

1. A.R. Desai : Peasant Struggles in India
2. B. Cohn : Colonialism and its Forms of Knowledge
3. Bipan Chandra : Modern Indian History
4. Bipan Chandra : History of Modern India
5. Bipan Chandra : Rise and Growth of Economic Nationalism in India
6. C.A. Bayly : Indian Society and the Making of the British Empire,
7. Dadabhai Naroji : Poverty and Un-British Rule in India
8. Eric Stokes : English Utilitarians and India
9. J.S. Grewal : The Sikhs of the Punjab, New Cambridge History of India
10. M.J. Fisher (ed.) : Politics of Annexation (Oxford in India Readings).
11. Nicholas B. Dirks : Castes of Mind, Princeton
12. P.J. Marshall : Bengal: The British Bridgehead, New Cambridge

History of India

1. R.P. Dutt : India today
2. Ranajit Guha (ed.) : A Subaltern Studies Reader
3. Ranajit Guha : Elementary Aspects of Peasant Insurgency in Colonial India
4. Sekhar Bandopadhyaya : From Plassey to Partition
5. Suhash Chakravarty : The Raj Syndrome: A study in Imperial Perceptions
6. Suresh Chandra Ghosh : The History of Education in Modern India 1757-2012
7. Sushil Choudhury : Prelude to Empire Plassey Revolution of 1757
8. Tirthankar Roy : Economic History of Early Modern India
9. Eric Stokes : The Peasant Armed: The Indian Rebellion of 1857
10. Tirthankar Roy : The Economic History of India (1857-1947)

#### HISAEC2012

Language/MIL

#### Paper Code: HISSEC2013

Hands on training/Soft Skills etc.

#### SEMESTER IV

**Course Title: HISMAJ2034**

#### Paper Title: CONCEPT AND METHOD OF HISTORY

**Course Objective:** This course will teach the students history as a discipline and the art of writing history.

**Course Outcome:** After the completion of this paper, students will learn the definition, nature and scope of history, and its relation with other allied disciplines. Moreover, they will also learn different sources for reconstruction of history and different types of history. They will also learn history writing tradition in ancient times and writing trends in India as well. Thus, this paper will benefit the students in basic understanding of history as a discipline.

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| --- | --- | --- |
| Units | Contents | Credit 4 |
| Unit-I | Concept of history:   1. Meaning, scope and nature of history 2. Sources of history-Archaeological and literary 3. Collection and selection of data 4. Objectivity of history | 1 |
| Unit-II | Types of history and its relations with other discipline:   1. Political history 2. Social history | 1 |

|  |  |  |
| --- | --- | --- |
|  | 1. Economic history 2. Literary history |  |
| Unit-III | Tradition of history writing:   1. Greek tradition 2. Roman tradition 3. Chinese tradition 4. Persian tradition | 1 |
| Unit-IV | Tradition of Indian history writing:   1. Ancient Indian tradition-   Secular: Rajtarangini, Arthasastra, Abhigyan Sakuntalam, Ratnavali, Mudrarakshasa, Vikramangdevachartam, Harshacharitam,  Non-secular- Epics, Puranas, Buddhist tradition, Jain tradition,   1. Medieval Indian Tradition-Sultanate tradition and Mughal tradition 2. Modern Indian Tradition-Imperialist and Nationalist 3. North East Indian history writing tradition-Buranji, Rajmala, Vamsavali, | 1 |

#### Reading List:

1. B. Sheik Ali : History-Its Theory and Method
2. E. Sreedharan : A Text Book of Historiography 500 B.C. to 2000 A.D.
3. E.H. Carr : What is History?
4. N. Subramanium : Historiography
5. R.G. Collingwood : The Idea of History
6. Srivastava & Majumdar : Historiography
7. N. Jayapalan : Historiography
8. Harbans Mukhia : Historians and Historiography during the Reign of Akbar
9. Ashu J. Nair & Srotoswini Borah : History and Historiography: From Ancient to Modern World
10. Dr. Suman Siwach : History and Historiography on Modern India
11. Michael Bentley : Modern Historiography An Introduction
12. T.R. Sharma : Historiography (A History of Historical Writings)
13. Kedar D. Pathak : Essentials of History and Historiography
14. Sarah Maza : Thinking About History
15. John Burrow : A History of Histories: Epics, Chronicles, and Inquiries from

Herodotus and Thucydides to the Twentieth Century

#### Course Code: HISMAJ2044

**Course Title: PRE AND PROTO HISTORY OF INDIA**

**Course objective:** This learning objective of this course is to impart knowledge to the students on Pre and Proto History and particularly of India.

**Course outcome:** The students will be able to learn the stages of evolution of society and tools. They will learn the emergence of first urbanization in the Indian subcontinent. Thus, this course will enlighten the students from a hunting and gathering to an urban civilization on the bank of Sindhu River and its tributaries.

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| --- | --- | --- |
| Units | Course Contents | Credit 4 |
| Unit-I | Paleolithic Age   1. Concept 2. Society and livelihood 3. Tools | 1 |
| Unit-II | Mesolithic Age:   1. Concept 2. Society and livelihood 3. Tools | 1 |
| Unit-III | Neolithic Age   1. Concept 2. Society and livelihood 3. Tools | 1 |
| Unit-IV | Harappan Culture:   1. Origin 2. Extent 3. Town planning 4. Economy 5. Religion 6. Decline | 1 |

#### Reading List:

1. A. Sundara : Typology of Megaliths in South India.
2. B. Allchin & R. Allchin : The Rise of Civilization in India and Pakistan
3. B.D. Smith : The Emergence of Agriculture
4. D.N. Jha : Ancient Indian An Historical Outline
5. D.P. Agrawal : Archaeology of India
6. D.P. Chakrabarti (ed.) : Essays in Indian Protohistory
7. Dilip K.A. Chakrabarti : History of Indian Archaeology from the Beginning to 1947
8. E.R. Service : Primitive Social Organization
9. H.M.Fried : The Evolution of Political Society
10. K.A. Sastri Nilakanta : A History of South India
11. M.K. Dhavalikar : Early farming cultures of central India.
12. M.K. Dhavalikar : The First Farmers of the Deccan
13. M.K. Dhavalikar : The First Farmers of the Deccan
14. R. Allchin & B. Allchin : Origins of a Civilization
15. R.S. Sharma : Aspects of Political Ideas and Institutions in Ancient India
16. R.S. Sharma : India’s Ancient Past
17. R.S. Sharma : Looking for the Aryan
18. Romila Thapar : Early India from the Origin to A.D. 1300
19. S. Ratnagar : The End of the Great Harappan Tradition.
20. S. Ratnagar : Understanding Harappa
21. V. Tripathi : The Painted Grey Ware

#### Course Code: HISMAJ2054

**Paper Title: HISTORY OF ASSAM (Earliest to 1228 A.D.)**

#### Course objective:

The learning objective of this course is to impart knowledge to the students on history of ancient Assam based on archaeological and other literary works of foreign and indigenous. The origin of historical state will also be imparted to students based on availability of sources. **Course outcome:** The students will be able to learn the history of ancient Assam. They will learn the beginning of states in the Brahmaputra valley based on the social stratification. The idea of ancient state based on theory will be understood by the students. Thus, this course will enlighten the students with the history of ancient Assam especially; political, social, economy and religion.

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| Units | Course Contents | Credit 4 |
| Unit-I | Sources:   1. Archaeology 2. Literary (indigenous and foreign) | 1 |
| Unit-II | Early State formations in the Brahmaputra valley:   1. Pragjyotisha-Kamrupa 2. Dhansriri-Doyang 3. Kapili | 1 |
| Unit-III | Social and economic structures:   1. Varmanas 2. Palas 3. Salasthambhas | 1 |
| Unit-IV | Post Pala Political Conditions:   1. Invasions from the West: Sultans of Bengal 2. Emergence of petty Chieftains in the Brahmaputra valley | 1 |

#### Reading list:

1. B. K. Baruah : A Cultural History of Assam
2. B.N. Mukherji : External Trade of North Eastern India in the Early Period
3. D.P. Agarwal & D.K. Chakravarti (eds.) : Studies in Pre-History
4. H.K. Barpujari (ed.) : The Comprehensive History of Assam, Vol. I
5. J.P. Singh & G. Sengupta : Archaeology of North Eastern India
6. K.L. Barua : Early History of Kamrupa
7. M. Momin, and C.A. Mawlong : Society & Economy in North East India, Vol-I
8. P.C. Choudhury : The History of Civilization of the People of Assam to the Twelfth Century
9. R.G. Basak : The History of North-Eastern India
10. S.K. Chatterji : Kirata-Jana-Krti
11. S.K. Chatterji : The Place of Assam In The History and Civilization of India
12. Sir Edward Gait : A History of Assam

#### Course Code: HISMIN2024

**Course Title: MODERN INDIAN HISTORY (SOCIETY, POLITY AND ECONOMY)**

**Course objective**: The learning objective of this course is to impart knowledge to the students on history of modern India in general and British policies towards native states in particular.

**Course outcome**: The students will be able to learn the history of modern India. They will learn the beginning of colonial policies, policy of expansion and consolidation. Moreover, students will learn about society and economy of the period. Thus, this course will enlighten the students with British policies, society and economy of India from 1757 onwards till independence in 1947.

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| Unit | Content | Credit |
| Unit-I | Social, political and economic condition of India in the mid-18th century; Colonial ideologies: Orientalism, Utilitarianism,  Evangelicalism | 1 |
| Unit-II | Consolidation of British Empire in India:  Policy of ring fence: Colonial expansion in Bengal and Punjab Subsidiary Alliance  Policy of Subordinate Isolation and Subordinate Union  Mysore, Maratha and Punjab | 1 |
| Unit-III | Pre-Colonial Economy and Colonial Trends The New Land Revenue Settlements Commercialization of Agriculture Deindustrialization  Industrialization | 1 |

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| --- | --- | --- |
|  | Railways |  |
| Unit-IV | Renaissance:  Features of Indian Renaissance Renaissance and nationalism Phases of Indian Renaissance  19th Century Social-Religious Reform Movements  Impact of Renaissance | 1 |

#### Reading list:

1. A. R. Desai : Social Background of Indian Nationalism
2. B.L. Grover & S. Grover : A New Look at Modern Indian History
3. Bipan Chandra : History of Modern India
4. Bipan Chandra : The Rise and Growth of Economic Nationalism in India
5. Edward W. Said : Orientalism: Western Conceptions of the Orient
6. J.S. Grewal : The Sikhs of the Punjab
7. K.W. Jones : Socio-Religious Reform Movements in British India
8. Micheal Fisher : The Politics of the British Annexation of India, 1757-1857
9. S. Gopal : The British Policy in India, 1858-1905
10. Sanjeev Sanyal : The Indian Renaissance: India’s Rise After a Thousand Years

of Decline

1. Sekhar Bandyopadhya :From Plassey to Partition: A History of Modern India
2. Spear P. Macmillan : History of Modern India
3. Stuart Gordon : The Marathas
4. Sumit Sarkar : Modern India
5. Tirthankar Roy : The Economic History of India, 1857-1947

#### Course Code: HISAEC 2022

**UNDERGRADUATE SYLLABUS (NEP) ENGLISH**



#### YEAR-2023

**BODOLAND UNIVERSITY, DEBARGAON, KOKRAJHAR (B.T.C.)**

**Preamble:**

Education plays an enormously significant role in the building of a nation and its perspective. New Educational Policy (NEP) is a Bharat-centric mission of India in the 21st century. The syllabus is framed with this idea. It is prepared to explore and interpret the humanities from national, local and international perspectives. There are quite a large number of educational institutions, engaged in imparting education in our country. The majority of them are trying to implement the NEP shortly to follow up on the state order. Bodoland University is also trying to match national and international standards. However, the semester system of the previous education policy is retained. Our present education system is churning out youth who have to compete locally, regionally, nationally as well as globally. The present alarming situation necessitates transformation and/or redesigning of the system, not only by introducing innovations but developing "a learner-centric approach". The majority of Indian higher education institutions have been following the system which obstructs the flexibility for the students to study the subjects/courses of their choice and their mobility to different institutions. There is a need to allow the flexibility in education system so that students depending upon their interests can choose inter-disciplinary, intra-disciplinary, multi-disciplinary, skill-based and value-based courses. This can only be possible when New Educational Policy (NEP) is adopted. The NEP not only offers opportunities and avenues to learn core subjects but also explores additional avenues of learning beyond the core subjects and thereby it provides the facility to study interdisciplinary disciplines for the holistic development of an individual. Thus, interdisciplinarity is the hallmark of the NEP. The NEP will undoubtedly facilitate the learners to acquire nation and local-centric education and focuses on benchmarking our courses with the best international academic practices.

Advantages and Shifts of the NEP:

* NEP focuses on Bharat-centric, teacher-centric to student-centric education in India.
* Students may undertake as many credits as they can cope with (without repeating all courses in a given semester if they fail one/more courses).
* The NEP is concerned with inter-disciplinary, and intra-disciplinary courses, skill-oriented papers (even from other disciplines according to their learning needs, interests and aptitude) and more flexible ones for students.

#### CHOICE-BASED CREDIT SYSTEM (CBCS):

These courses aim to provide a paradigm shift in the national education policy seeking to bridge an increasing gap between an undergraduate degree and employability. The proposed curriculum endeavours to empower the students and help them in their pursuit of achieving overall 3 excellence. Being the regulatory authority for higher education in India, the UGC constantly engages itself to suggest and facilitate the implementation of schemes and programs, which improves not only the level of academic excellence but also improves the academic and research environment in this country. The main feature of the CBCS is to make undergraduate education student-centric rather than system-centric or teacher-centric. For achieving these objectives, the CBCS strives to create a holistic syllabus. Thus, in addition to a dedicated focus on a discipline through core papers whether in an honours curriculum or a regular curriculum, elective papers

have been added which will give students the freedom to choose the allied/applied/broad areas of their discipline and also the areas of other disciplines of their interest. Further in keeping with the vision of the Government, special emphasis has been given to ability enhancement and skill development of students through elective courses under these domains which every student is required to study. However, in keeping with the spirit of CBCS here also the students will have complete freedom to choose these courses from a pool suggested by the UGC/Universities. All papers except core papers offer complete freedom to the Universities in designing and reviewing the syllabi and enable them to offer their distinct flavour and maintain their unique character. These elective papers provide them with the opportunity to develop competencies of students in their areas of strength, expertise and specialization. Even in the core papers under the proposed guidelines 30% flexibility is proposed in adopting the syllabus as per the template advised by the UGC. It is pertinent to point out that as per the existing education policy different institutions and universities are required to maintain 70% equivalence in the syllabi and the same is being maintained under the proposed system of CBCS. There is apprehension amongst the faculty from different institutions that with the implementation of CBCS there will be migration or transfer of the faculty from one institution to another which is far from the truth. The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising core, elective and skill-based courses. The courses can be evaluated following the grading system, which is considered to be better than the conventional marking system. Therefore, it is necessary to introduce a uniform grading system. This will benefit the students to move across institutions both within India and across countries. To bring the uniformity in evaluation system and computation of the Cumulative Grade Point Average (CGPA) based on student's performance in examinations, the UGC has formulated the guidelines which are also annexed herewith.

#### Complete Course Structure

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Sem | Core Course (CC)-20 Credit-4 | Minor Course (MC)-8  Credit-4 | Interdisciplinary Course (IDC) -3 Credit-3 | Ability Enhancement Course (AEC)-4 Credit-2 | Skill Enhancement Course (SEC)-3 Credit-3 | Value Added Course (VAC)-2 Credit-4 | Internship/Disser tation  Credit-2 | Total Credit T-20 |
| I | ENGMAJ101-4:  British Poetry and Drama- 14th to 17th Century | ENGMIN101-4:  History of English Literature I | ENGIDC101-3:  Environmental Humanities | ENGAEC101-2:  English Communication 1 | ENGSEC101-3:  English Language Teaching | ENGVAC101- 4:  Environmental Science |  | T-20 |
| II | ENGMAJ102-  4:British Poetry and Drama- 18th to 19th Century | ENGMIN102-4:  History of English Literature 2 | ENGIDC102-3:  Individual and Society | ENGAEC102-2:  English Communication 2 | ENGSEC102-3:  Advanced English Grammar and Composition | ENGVAC102-4:  Understanding India |  | T-20 |
|  | Exit with a Certificate in English (40 Credits and Internship of 4 Credits) | | | | | | |  |
| III | ENGMAJ201-4:  Indian Classical Literature | ENGMIN201-4:  Popular Literature | ENGIDC201-3:  Contemporary Indian Women & Empowerment | ENGAEC201-2:  Academic Writing and Composition 1 | ENGSEC201-3:  Translation Theory and Practice |  |  | T-20 |
| ENGMAJ202-4:  Indian Writing in English |
| IV | ENGMAJ203-4:  European Classical Literature | ENGMIN202-4:  Classical & Neo- Classical Literary |  | ENGAEC202-2:  Academic Writing and |  |  | ENGINT201-2:  Internship | T-20 |

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|  | ENGMAJ204-4:  British Literature: 18th Century | Criticism |  | Composition 2 |  |  |  |  |
| ENGMAJ205-4:  British Romantic Literature |
|  | Exit with Diploma in English (80 Credits and internship of 4 Credits) | | | | | | |  |
| V | ENGMAJ301-4:  Literary Criticism | ENGMIN301-4:  Rhetoric and Prosody |  |  |  |  |  | T-20 |
| ENGMAJ302-4:  Modern European Drama |
| ENGMAJ303-4:  British Literature: 19th Century |
| ENGMAJ304-4:  American Literature |
| VI | ENGMAJ305-4:  Critical Theory 1 | ENGMIN302-4:  Cultural Studies |  |  |  |  |  | T-20 |
| ENGMAJ306-:  British Literature: The Early 20th Century |
| ENGMAJ307-4:  Postcolonial Literatures |
| ENGMAJ308-4:  Translation Studies |
|  | Exit with a Bachelor Degree in English (120 Credits) | | | | | | | |
| VII | ENGMAJ401-4:  Critical Theory 2 | ENGMIN401-4:  Introduction to Linguistics |  |  |  |  |  | T-20 |
| ENGMAJ402-4:  African Literature |
| ENGMAJ403-4:  Indian Writing in English Translation |
| ENGMAJ404-4:  Indian Diasporic Literature  OR ENGREM404-4:  Research Methodology |
| VIII | ENGMAJ405-4:  Anglophone Writing from Northeast India | ENGMIN402-4:  Women’s Writing |  |  |  |  | DENGDIS401-  12: Dissertation/ OR | T-20 |
| ENGADL401-4:  Contemporary South Asian Fiction |
| ENGADL402-4:  Decolonial Studies |
| ENGADL403-4:  Literature from Northeast India  in English Translation |
|  | Exit with Degree with Honors in English/ Research (160 Credits) | | | | | | |  |

**Abbreviation: ENG: English MAJ: Major**

#### MIN: Minor

**IDC: Interdisciplinary Course AEC: Ability Enhancement Course SEC: Skill Enhancement Course VAC: Value Added Course**

#### ADL: Advance Learning L: Lecture

**T: Tutorial P: Practical**

**Semester Wise Course Summary:**

**Semester-I**

**ENGMAJ101-4:** British Poetry and Drama 14th to 17th Century

**ENGMIN101-4:** History of English Literature 1 **ENGIDC101-3:** Environmental Humanities **ENGAEC101-2:** English Communication 1 **ENGSEC101-3:** English Language Teaching **ENGVAC101-4:** Environmental Science **Semester-II**

**ENGMAJ102-4:** British Poetry and Drama 18th to 19th Century **(Presentation) ENGMIN102-4:** History of English Literature 2

**ENGIDC102-3:** Individual and Society

**ENGAEC102-2:** English Communication 2 **(Group Discussion) ENGSEC102-3:** Advanced English Grammar and Composition **ENGVAC102-4:** Understanding India

**Semester-III**

**ENGMAJ201-4:** Indian Classical Literature **ENGMAJ202-4:** Indian Writing in English **(Presentation) ENGMIN201-4:** Popular Literature

**ENGIDC201-3:** Contemporary Indian Women and Empowerment **ENGAEC201-2:** Academic Writing and Composition 1 **ENGSEC201-3:** Translation Theory and Practice

**Semester-IV**

**ENGMAJ203-4:** European Classical Literature **ENGMAJ204-4:** British Literature: 18th Century **ENGMAJ205-4:** British Romantic Literature

**ENGMIN202-4:** Classical & Neo-Classical Literary Criticism **ENGAEC201-2:** Academic Writing and Composition 2 **ENGINT201-2:** Internship

**Semester-V**

**ENGMAJ301-4:** Literary Criticism

**ENGMAJ302-4:** Modern European Drama

**ENGMAJ303-4:** British Literature: 19th Century **(Presentation) ENGMAJ304-4:** American Literature

**ENGMIN301-4:** Rhetoric and Prosody

**Semester-VI**

**ENGMAJ305-4:** Critical Theory 1

**ENGMAJ306-4:** British Literature: The Early 20th Century **ENGMAJ307-4:** Postcolonial Literatures **(Presentation) ENGMAJ308-4:** Translation Studies

**ENGMIN302-4:** Cultural Studies

**Semester-VII**

**ENGMAJ401-4:** Critical Theory 2

**ENGMAJ402-4:** African Literature

**ENGMAJ403-4:** Indian Writing in English Translation **(Presentation) ENGMAJ404-4:** Indian Diasporic Literature

**ENGREM404-4:** Research Methodology **ENGMIN401-4:** Introduction to Linguistics **Semester-VIII**

**ENGMAJ405-4:** Anglophone Writing from Northeast India **(Presentation) ENGMIN402-4:** Women’s Writing

**ENGDIS401-12:** Dissertation/Research Project **ENGADL401-4:** Contemporary South Asian Fiction **ENGADL402-4:** Decolonial Studies

**ENGADL403-4:** Literature from Northeast India in English Translation

**NB:** A 4 Credit course should have 60 hours of classes. Questions should be proportionately set from all the units. For some Major and Minor Courses, class presentation is mandatory as listed below. The teachers are encouraged to organize group discussion (on any contemporary issue or topic) in English Communication Paper. For ENGMAJ6044: Translation Studies, students will have to practice translation. There must be translation workshops as part of internal assessment. Students opting for Dissertation in VIII semester will have to compulsorily opt for Research Methodology paper in VII semester. All Dissertations should be plagiarism free and repetition of topics should be avoided. A plagiarism check certificate should be submitted along with the Dissertation. The Dissertation should not be less than Thirty thousand words including works- cited. The Dissertation should follow the MLA Style-sheet (9th Edition).

#### Details of Syllabus

**Major Course in English (NEP)**

Course Objective: The Courses of UG Major in English are designed to train undergraduate students as critics and interpreters of literary works of art, cultures, ideas and issues related to their contemporary societies. The courses, besides guiding the students to appreciate and critique the humanities, would help them to inculcate aesthetic values, reasoning, analysis, evaluation and critical thinking. The syllabus, which offers a well-designed, innovative and compact course, comprises British Literature, European Literature, American Literature, African Literature, Indian Literature, and Academic Writing that covers the vast emerging areas like Culture Studies, Media Studies, Anglophone Literature from India’s Northeast, Women’s Writing, Individual and Society, Translation Studies, Literature and Environment, and Linguistics. Keeping in tune with NEP 2020 the course has been designed. It also aims to develop students’ research aptitude and skills by including a paper on Research Methodology.

Course Outcome: At the end of the course students will be having knowledge of English Language and Literature. Those opting for a research career may accordingly go for higher studies, and the students who decide to exit after receiving certificate/diploma/ degree may look for suitable positions that involve the use of English reading and writing skills. The internship will enable them to be familiar with the market requirement and they may pursue their vocational choice accordingly. Courses like English Language Teaching, Academic Writing and Composition, Translation Studies will provide them an edge in jobs related to translation, journalism and media. The students will also be able to hone their presentation skills which will boost their confidence while facing job interviews.

[Mark distribution: All papers with 4 credits are allotted 100 marks and papers with 2/3 credits are allotted 50 marks. 100= 30 (Internal Assessment) + 70 (External Examination) and for 50 marks there will be no Internal Assessment. Dissertation: Dissertation writing + Viva-Voce= 70+30]

#### SEMESTER- I

**ENGMAJ1014: British Poetry and Drama- 14th to 17th Century [Credit 4 (L+T)]**

Course Objective: The objective of this paper is to familiarise the students with some of the important poetic and dramatic works in English composed during the period from the 14th to the 17th century. This paper will map English literature from the times of Chaucer to the times of Shakespeare and enable the students to understand the developmental changes in terms of language, style and themes.

Course Outcome: It is expected that after reading this course, the students will have a fair idea about the historical, cultural and political contexts as well as the thematic and

stylistic variations of the English literary works composed between the 14th and 17th centuries.

#### Contents:

**UNIT 1: Poetry (Credit-2)**

* 1. Geoffrey Chaucer: The Wife of Bath’s Prologue
  2. Edmund Spenser: Amoretti LXXV: One Day I Wrote Her Name
  3. John Donne: A Valediction: Forbidding mourning
  4. Andrew Marvell: Andrew Marvell's To His Coy Mistress
  5. John Milton: *Paradise Lost* Book1

#### UNIT 2: Drama (Credit-2)

1. Christopher Marlowe: *Doctor Faustus*
2. William Shakespeare: *Macbeth*
3. Aphra Behn: *The Rover*

#### Suggested Topics and Background of Prose Readings for Class Presentations

Renaissance Humanism, The Stage,

Court and City

Religious and Political Thought, Ideas of Love and Marriage, Time,

The Writer in Society,

Colonialism and its Influence on Literature

#### Suggested Readings

* Pico Della Mirandola, excerpts from the *Oration on the Dignity of Man,* in *The Portable Renaissance Reader*, ed. James Bruce Ross and Mary Martin McLaughlin, New York: Penguin Books, 1953, pp.476–9.
* John Calvin, ‘Predestination and Free Will’, in *The Portable Renaissance Reader,* ed. James Bruce Ross and Mary Martin McLaughlin, New York: Penguin Books, 1953, pp. 704–11.
* Baldassare Castiglione, ‘Longing for Beauty’ and ‘Invocation of Love’, in Book 4 of *The Courtier*, ‘Love and Beauty’, tr. George Bull, Harmondsworth: Penguin, rpt. 1983, pp. 324–8, 330–5.
* Philip Sidney: *An Apology for Poetry*, ed. Forrest G. Robinson, Indianapolis: Bobbs- Merrill, 1970, pp.13–18.
* John P. Rumrich & Gregory Chaplin: *Seventeenth-Century British Poetry, 1603-1660*, Norton Critical Editions, 2006
* Stephen B. Dobranski, John P. Rumrich: *Milton and Heresy*, 1998
* Michael R.G.Spiller: *The Development of the Sonnet: An Introduction*, Routledge, 1992
* Derek Pearsall: *Old English and Middle English Poetry*, Routledge, 1977
* T. S. Eliot: *The Varieties of Metaphysical Poetry*, Houghton Mifflin Harcourt, 2014
* Harold Bloom: *Elizabethan Drama*, Infobase Publishing, 2014
* Gerald MacLean: Culture and Society in the Stuart Restoration: Literature, Drama, History, Cambridge University Press, 1995

#### ENGMIN1014: History of English Literature I [Credit 4 (L+T)]

Course Objective: This paper introduces students to the History of English Literature and the major literary and intellectual movements. It adopts a diachronic approach to the study of English literary tradition, and it also concerns the study of major artistic and intellectual movements of England and the major authors of those periods. The Objective is to prepare the ground for the detailed study of the literature featured in subsequent papers and give a strong historical sense of literary development.

Course Outcome**:** Students will acquire a sense of the historical development of British literature and ideas. Students will gain an understanding of the contexts in which social spirits, literary forms and individual texts emerge.

#### Contents:

**Unit 1: Literature of Early Period: From Beginning to 1510 (Credit 1)**

1. The Church, Church Building, and Clerical Historians
2. Early Middle English Literature
3. Chivalry and Courtly Love
4. English Romance and the Gawain-poet
5. English Lyrics of the Middle Ages
6. Langland and Piers Plowman
7. Geoffrey Chaucer

#### Unit 2: Renaissance and Reformation: Literature 1510 – 1620 (Credit 1)

1. The Literature of the English Reformation
2. Early and Mid-Sixteenth-Century Drama
3. Theatre in the 1590s: Kyd and Marlow
4. Shakespeare’s Plays
5. Ben Jonson and the Comic Theatre

#### Unit 3: Revolution and Restoration: Literature 1620 – 1690 (Credit 1)

1. The Advancement of Learning: Francis Bacon and the Authorised Version
2. Early Seventeenth-Century Prose Fiction:
3. “Metaphysical” Poetry: Andrew, Donne, Herbert,
4. Restoration and Neoclassicism: Dryden, Congreve, Pope, Dr Johnson, Milton
5. Restoration Drama
6. Women’s Writing and Women Writing in Restoration Period

#### Unit 4: Women Writers of Sixteenth and Seventeenth Century (Credit 1)

1. Anne Locke
2. Mary Sidney
3. Aphra Behn
4. Elizabeth Cary
5. Margaret Cavendish
6. Anne Finch
7. Aemelia Lanye
8. Katherine Philips
9. Mary Wroth

#### Suggested Reading

* Emile Legouis: *A Short History of English Literature,* Oxford University Press
* B. Ifor Evans: *A Short History of English Literature,* Penguin
* Andrew Sanders: *The Short Oxford History of English Literature*, Oxford University Press
* John Peck and Martin Coyle: *A Brief History of English Literature*, Palgrave Macmillan
* Ronald Carter and John McRae: *The Routledge History of Literature in England,*

Taylor & Francis

* Dinah Birch (Editor): *The Oxford Companion to English Literature*, Oxford University Press
* *The Norton Anthology of English Literature,* Norton
* Anita Pacheco: *Early Women Writers: 1600 – 1720*, Taylor & Francis
* David Daichess: *A Critical History of English Literature: From the Beginnings to Milton* (Volume 1), Supernova Publishers
* Gerald MacLean: Culture and Society in the Stuart Restoration: Literature, Drama, History, Cambridge University Press, 1995

#### ENGIDC1013: Environmental Humanities [Credit 3 (L+T)]

Course Objective: The objective of the course is to familiarize the students of English literature with texts dealing with environmental consciousness, Literary discourse on nature, philosophy of environmental consciousness and the social attitude towards nature. At a time when modernity is isolating mankind from environmental awareness, this course aims to instil in young minds the need to rethink modernity by incorporating nature study.

Course outcome: Students will be able to identify specific works of literature that deal with the environment; students will learn about the critical terms and methodology used in Environmental Humanities.

#### Contents:

**Unit 1: Literature, Nature and Eco-Consciousness (Credit 1)**

R. K. Narayan: The Axe (Short Story) Ruskin Bond: The Cherry Tree (Short Story)

Emily Dickinson: A Bird Came Down the Walk (Poem)

Sumana Roy:”I want to be a Tree”

John Charles Ryan: From the Anthropause to the Pandemic Turn: Emerging Directions in the Environmental Humanities in the Covid-19 Era (Essay) Jawaharlal Nehru: The Book of Nature (Prose)

#### Unit 2: Literature, Nature and Self-Fashioning (Credit 1)

William Wordsworth: The World is Too much With Us; Education of Nature (Poem)

Jim Corbett: Goongi (Prose)

Vishnu Sharma: *The Panchatantra*. (The following items are prescribed: The Turtle and the Geese; The Three Fish; Of Crows and Owls; The Ape and the Crocodile; The Brahmani and the Faithful Mongoose)

#### Unit 3: Literature and Environmental Imagination (Credit 1)

Amitav Ghosh: The Living Mountain (Story)

Henry David Thoreau: Where I Lived, What I Lived For (Essay) Bibhutibhusan Bandyopadhyay: Across the Richtersveld Range (Excerpt from Moon Mountain)

AK. Ramanujan: excerpt from Ecology Eco-tour and eco-writing (creative and critical impressions of the students on/ about nature)

A.

#### Suggested Reading:

* + Rachel Carson*: Silent Spring,* Mariner Books Classics, 2022
  + Greg Garrard: *Ecocriticism,* Taylor & Francis, 2023
  + Amitav Ghosh: *The Great Derangement*, Penguin 2019
  + Ramachandra Guha: *Environmentalism,* Penguin, 2016
  + George Sessions: *Deep Ecology,* Shambhala Publications Inc, 1995
  + Timothy Morton: *Dark Ecology,* Columbia University Press, 2016
  + Laurence Buell: *The Future of Environmental Criticism*, Wiley-Blackwell, 2005

#### ENGAEC1012: English Communication-1 [Credit: 2 (L+T)]

Course Objective: This paper introduces students to the foundations of English Communication, various theories on communication, different types of communication and the various skills and techniques required for Communication. It also focuses on honing the skills of Listening, Speaking, Reading and Writing (LSRW) through an interactive approach. The paper also seeks to develop the basic communication skills among the students which will be integral to their personal, social and professional interactions. The objective is to acquaint the students with the basic concepts and theories of communication and the various skills required for day-to-day communication.

Course Outcome: The communication and language skills of the students will improve; Students will display knowledge of key concepts and theories on communication; Learners will be able to communicate with their peers and write effectively.

#### Contents:

**Unit 1: Understanding Communication, Listening Skills, Speaking Skills (1 Credit)**

Language and Communication, Function and Purpose of Communication, Theories of Communication, Various Types of Communication, Effective Communication, Barriers to Effective Communication; What is listening, Types of listening, Effective listening, Barriers to listening, Listening to complaints; What is speaking, Contexts of speaking, Developing oral skills, Methods and Techniques, Integration of language skills, Face- to-face communication, Gestures and Postures, Oral presentations

#### Unit 2: Reading Skills & Writing Skills (1 Credit)

What is Reading, Different kinds of reading, Purpose and Mechanics of reading, Classroom approaches to reading (Pre-reading, While-reading and Post-reading), SQ3R technique of reading; What is Writing, Types and functions of writing, Form vs. meaning, Note taking and note making, Paraphrasing, Letter writing, Report writing

#### Primary Texts:

Krishnaswamy, N. & S.K. Verma. 1989. *Modern Linguistics: An Introduction*. Section- I.

Kumar, V. 2018. *Business Communication*. New Delhi: Kalyani Publishers. Chapter 1- 5.

Tickoo, M.L. 2003. *Teaching and Learning English.* New Delhi: Orient Longman. Chapter 1-7.

Yule, George. 1985. *The Study of Language.* 2nd Ed. Cambridge: Cambridge University Press. Chapter 1-3.

#### Suggested Readings:

Anne Anderson and Tony Lynch: *Listening*. Oxford: Oxford University Press, 1988.

E. Bialystock: *Communication Strategies.* Oxford: Basil Blackwell, 1990. Don Byrne: *Teaching Writing Skills.* London: Longman, 1979.

S. Chaudhary: *Better Spoken English.* New Delhi: Vikas Publishing House, 2004. Francoise Grellet: *Developing Reading Skills*. Cambridge: Cambridge University Press, 1981.

A.P.R Howatt: *A History of English Language Teaching*. Oxford: OUP, 1984. William Littlewood: *Teaching Oral Communication: A Methodological Framework.* Oxford: Blackwell Publishers, 1992.

P. Pattison: *Developing Communication Skills*. Cambridge: Cambridge University Press, 1987.

PGCTE Materials. *Skills in Language Learning and Use* in “Methods of Teaching English”. Block III. Hyderabad: EFLU, 2012.

Jack C. Richards and T.S. Rodgers: *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press, 1986.

Penny Ur: *Teaching Listening Comprehension.* Cambridge: Cambridge University Press, 1984.

Eddie Williams: *Reading in the Language Classroom.* Hong Kong: Modern English Publications, 1984.

#### ENGSEC1013: English Language Teaching [Credit 3 (L+T)]

Course objective: This paper introduces students to the foundations of English Language Teaching (ELT) through various approaches, methods and techniques for language teaching and learning. The English language over the years has undergone rapid changes. Liberalization, privatization and globalization, demographic trends, economic imperatives etc. have enlarged the role of English. Online Education and Communication systems have significantly impacted the way English is taught, learnt and assessed today. English for Specific Purpose (ESP) primarily refers to the teaching and learning of English for an instrumental purpose or need. It caters to the specific needs of the learners as regards the aims and content of the particular course of study. Various branches of ESP include English for Occupational Purpose (EOP), English for Academic Purpose (EAP), English for Professional Purpose (EPP) etc. The paper seeks to educate the students about ELT and familiarise them with the various approaches, methods and techniques along with recent trends and developments in the emerging field of ELT. The Objective is to acquaint the students with the basic concepts, theories, various approaches, methods and techniques of ELT.

Course Outcome: Students will gain an understanding of the key concepts and theories of English Language Teaching; Learners will be familiar with the various approaches, methods and techniques of ELT

#### Contents:

**Unit 1: English Language Teaching & Teaching Aids (Credit 1)**

Definition, History of English Language Teaching, History of ELT in India, Theories of Language Acquisition and Learning; Definition of teaching Aid, Use of the Blackboard, Pictures, Realia, The Overhead projector, Video, Television, The tape recorder, Information and Communication Technology

#### Unit 2: Approaches and Methods (Credit 1)

The Grammar-Translation Method, The Structural-Oral-Situational Approach, The Communicative approach, Community language learning, Suggestopedia, Total Physical Response, The Direct Method, The Audio-lingual Method, The Reading Method, The Bilingual Method, Task-Based Language Teaching, New Trends and Perspectives in Language Teaching

#### Unit 3: Techniques of Language Teaching (Credit 1)

Techniques of teaching Listening, Speaking, Reading and Writing; Integrating Skills; Techniques of teaching Grammar and Vocabulary; Language Systems and Learners’ Linguistic Problems

#### Primary Texts:

* Baugh, A.C. & T. Cable. 2004. *A History of the English Language.* London & New York: Routledge. Chapter 1.
* Fromkin, V., R. Rodman & Nina Hyams. 2003. *An Introduction to Language.*

7th ed. United States: Heinle, Thomson. Part 3.

* Howatt, A.P.R. 1984. *A History of English Language Teaching*. Oxford: Oxford University Press. Part I-III.
* Krishnaswamy, N & L. Krishnaswamy. 2006. *The Story of English in India.*

New Delhi: Foundation Books. Chapter 1-5.

* Nagaraj, G. 1996. *English Language Teaching- Approaches, Methods, Techniques.* Hyderabad: Orient Longman Private Limited. Chapter 1-7.
* Richards, Jack C. and T.S. Rodgers. 1986. *Approaches and Methods in Language Teaching*. 2nd Ed. Cambridge: Cambridge University Press. Part I- III.
* Waters, Alan & Tom Hutchinson. 1987. *English for Specific Purposes: a learning-centred approach.* Great Britain: Bell & Bain Ltd., Glasgow. Sections 1 & 2.

#### Suggested Readings:

G. Abbott and P. Wingard, eds: *The teaching of English as an international language.*

London: Collins, 1981

C.J. Brumfit and K. Johnson, eds.: *The communicative approach to language teaching.*

Oxford: Oxford University Press, 1979.

A.W. Frisby: *Teaching English.* London: Longman, 1957

D. Larsen-Freeman: *Techniques and Principles in language teaching.* Oxford: OUP, 1986.

Penny Ur: *A Course in Language Teaching: Practice and Theory.* Cambridge: CUP, 1996.

N.S. Prabhu, N.S.: *Second Language Pedagogy.* Oxford: Oxford University Press, 1987.

Jack C. Richards: *Communicative Language Teaching.* Cambridge: CUP, 2006.

H.G. Widdowson: *Aspects of Language Teaching*. Oxford: Oxford University Press, 1990.

F.T. Wood: *An Outline History of the English Language.* London: Macmillan, 1941.

#### ENGVAC1014: Environmental Studies [Credit 4 (L+T)]

Course Objectives: This course is designed to acquaint the students with the scope and importance of Environmental Studies. It aims to familiarise the students with some of the burning issues of ecological crisis, climate crisis and pollution. This course would teach the learners environmental ethics and values.

Course Outcome: Students will be sensitized to environmental issues. They will be able to understand the environmental problems and will be conscious of it. They will be able to participate in the ongoing discourse on global warming and climate change. They will be aware of the environmental laws, values and ethics.

#### Contents:

**Unit 1: Introduction to environmental studies (Credit 1)**

Multidisciplinary nature of studies;

Scope and importance; the concept of sustainability and sustainable development.

#### Unit 2: Ecosystems (Credit 1)

What is an ecosystem? Structure and function of the ecosystem; Energy flow in an ecosystem: food chains, food webs and ecological succession. Case studies of the following ecosystems:

Forest ecosystem Grassland ecosystem Desert ecosystem

Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)

**Unit 3: Natural Resources: Renewable and Non--‐renewable Resources (Credit 1)** Land resources and land use change; land degradation, soil erosion and desertification. Deforestation: Causes and impacts due to mining, dam building on the environment, forests, biodiversity and tribal populations.

Water: Use and over-exploitation of surface and groundwater, floods, droughts, and conflicts over water (international &inter--‐state).

Energy resources: Renewable and non-renewable energy sources, use of alternate energy sources, growing energy needs, case studies.

Biodiversity and Conservation: Levels of biological diversity: genetic, species and ecosystem diversity; Biogeographic zones of India; Biodiversity patterns and global biodiversity hot spots; India as a mega--‐biodiversity nation; Endangered and endemic species of India; Threats to biodiversity: Habitat loss, poaching of wildlife, man--

‐wildlife conflicts, biological invasions; Conservation of biodiversity: In--‐situ and Ex--

‐situ conservation of biodiversity. Ecosystem biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational value.

Environmental Pollution: Environmental pollution: types, causes, effects and controls; Air, water, soil and noise pollution; Nuclear hazards and human health risks; Solid waste management: Control measures of urban and industrial waste; Pollution case studies.

#### Unit 4: Environmental Policies & Practices; Human Communities and the Environment (Credit 1)

Climate change, global warming, ozone layer depletion, acid rain and impacts on human communities and agriculture

Environment Laws: Environment Protection Act; Air (Prevention & Control of Pollution) Act;

Water (Prevention and Control of Pollution) Act; Wildlife Protection Act; Forest Conservation Act. International agreements: Montreal and Kyoto Protocols and Convention on Biological Diversity (CBD).

Nature reserves, tribal populations and rights, and human-wildlife conflicts in the Indian context.

Human population growth: Impacts on environment, human health and welfare. Resettlement and rehabilitation of project-affected persons; case studies.

Disaster management: floods, earthquakes, cyclones and landslides. Environmental movements: Chipko, Silent Valley, Bishnois of Rajasthan.

Environmental ethics: Role of Indian and other religions and cultures in environmental conservation.

Environmental communication and public awareness, case studies (e.g., CNG vehicles in Delhi).

#### Suggested Readings:

Rachel Carson: *Silent Spring*. Houghton Mifflin Harcourt, 2002

Madhav Gadgil & R Guha: *This Fissured Land: An Ecological History of India*, University of California Press, 1993.

P. H Gleick: *Water in Crisis*. Pacific Institute for Studies in Dev., Environment & Security. Stockholm Env. Institute, OUP, 1993*.*

Martha J Groom, Gary K. Meffe, and Carl Ronald Carroll: *Principles of Conservation Biology*, Sunderland: Sinauer Associates, 2006.

P McCully: *Rivers no more: the environmental effects of dams* (pp. 29--‐64), Zed Books, 1996.

John R. McNeill: *Something New Under the Sun: An Environmental History of the Twentieth Century*, W. W. Norton & Company, 2000

E.P. Odum, H.T. Odum & J. Andrews: *Fundamentals of Ecology*, Philadelphia: Saunders, 1971

L.I. Pepper, C.P. Gerba & M.L. Brusseau: *Environmental and Pollution Science*, Academic Press, 2011.

P.H. Raven, D.M. Hassenzahl & L.R. Berg: *Environment*, John Wiley & Sons, 2012. Divan Shyam, Rosencranz Armin: *Environmental law and policy in India*, OUP, 2002 Ramprasad Sengupta: *Ecology and economics*: *An approach to sustainable development,* OUP, 2002.

J.S. Singh, S.P. Singh & S.R. Gupta: *Ecology, Environmental Science and Conservation*, S. Chand Publishing, 2014.

S.N Sodhi, L. Gibson & P.H. Raven (editors): *Conservation Biology*: *Voices from the Tropics*, John Wiley & Sons, 2013.

O.E. Wilson: *The Creation: An appeal to save life on earth*, W. W. Norton & Company, 2006

World Commission on Environment and Development. *Our Common Future*, Oxford University Press, 1987.

**Semester-II**

**ENGMAJ102-4: British Poetry and Drama- 18th to 19th Century [Credit 4 (L+T)]**

Course Objective: The purpose of this paper is to understand the wide and diverse range of social, historical and cultural perspectives on writing drama and composing poetry. The poems and the dramas prescribed educate in conformity with ordinary usage, rhythm, style, language and literary endeavour. The paper elucidates on the expression of dramatic thought and poetic sentiment. Thereby, the students understand the poetic self and the dramatic theory. It also helps the students to know the historical context, social settings and cultural influence that remain in the background of any poem or drama.

Course Outcome: The students develop an overall knowledge of 18th and 19th-century poetry and drama and the writers' contribution to that particular period. It is expected that after reading this course, the students will have a fair idea about the historical, cultural and political contexts as well as the thematic and stylistic variations of the English literary works composed between 18th and 19th century

#### Contents:

**Unit 1: Poetry (2 Credits)**

1. Alexander Pope: *Essay on Man (Epistle I)*
2. Samuel Johnson: *The Vanity of Human Wishes*
3. William Cowper: *The Castaway*
4. William Collins: *Ode to Liberty*
5. Oliver Goldsmith: *The Deserted Village*

#### Unit 1: Drama (2 Credits)

1. John Webster: *The Duchess of Malfi*
2. Oliver Goldsmith: *She Stoops to Conquer*
3. William Congreve: *The Way of the World*

#### Suggested Topics and Background of Prose Readings for Class Presentations Topics

Pantomime, Opera, Burlesque, Farce Augustan Age

Neoclassical Literature The Mock-epic and Satire

Restoration Comedy/ The Comedy of Manners 18th & 19th Century Poets

#### Suggested Readings:

* The Holy Bible*, Genesis*, chaps. 1–4, *The Gospel according to St. Luke*, chaps. 1–7 and 22–4.
* Niccolo Machiavelli, *The Prince*, ed. and tr. Robert M. Adams, chaps. 15, 16, 18, and 25, New York: Norton, 1992.
* Thomas Hobbes, selections from *The Leviathan,* pt. I, chaps. 8, 11, and 13, New York: Norton, 2006.
* John Dryden, ‘A Discourse Concerning the Origin and Progress of Satire’, in *The Norton Anthology of English Literature,* vol. 1, edited by Stephen Greenblatt, pp.1767–8, New York: Norton 2012
* Arthur H. Scouten: Restoration and 18th-Century Drama, Palgrave Macmillan UK, 1980

#### ENGMIN102-4: History of English Literature 2 [Credit 4 (L+T)]

Course Objective**:** This paper introduces students to the History of English Literature and the major literary and intellectual movements from the 17th century to the 19th century. It adopts a chronological approach to the study of English literary tradition, and it also concerns the study of major artistic and intellectual movements of England and the major authors of these periods. This paper offers the scope to understand the emergence of literary texts in a particular context and which also helps in the rise of various literary traditions. To prepare the ground for the detailed study of the literature featured in subsequent papers and give a strong historical sense of literary development. To open up possibilities for students to explore the various socio-cultural and literary developments happening in the other part of the world so that they can better connect and understand socio-cultural, and historical movements of their own national and local context.

Course Outcome: Students will acquire a sense of the historical development of British literature and ideas. They will gain an understanding of the contexts in which social spirits, literary forms and individual texts emerge.

#### Contents:

**Unit 1: Literature of Enlightenment and Romanticism: From 1690 to 1830 (Credit 1)**

* Defoe and ‘Rise’ of the Novel
* The Gothic Fiction
* Literature of the Romantic Period (Blake, Wordsworth, Coleridge, Shelley, Keats)

#### Unit 2: Literature of the Victorian Period: From 1830to 1920 (Credit 1)

* The Victorian Condition of England: (Carlyle, Dickens, Thackeray, Hardy)
* The Condition of English Fiction
* The nineteenth-century women novelists
* Tennyson and the Pre-Raphaelite Poets
* Browning and Dramatic monologue
* Our Colonial Expansion and: Kipling and Conrad

#### Unit 3: Literature of the Modernist and Postmodernist Period: From 1920 to the Present (Credit 2)

* Old and New Writing: Practitioners, Promoters, and the Little Magazines
* ‘Society and Society: The New Novelists of the 1920s and 1930s
* Dividing and Ruling: Britain in the 1950s
* The New Theatre
* The New Novelists of the 1950s
* The ‘New Morality’: The 1960s and 1970s
* Fin de siècle: Some Notes on Late-Century Prose

#### Suggested Reading

* Emile Legouis: *A Short History of English Literature,* Oxford University Press
* B. Ifor Evans: *A Short History of English Literature,* Penguin
* Andrew Sanders: *The Short Oxford History of English Literature*, Oxford University Press
* John Peck and Martin Coyle: *A Brief History of English Literature*, Palgrave Macmillan
* Ronald Carter and John McRae: *The Routledge History of Literature in England,*

Taylor & Francis

* Dinah Birch (Editor): *The Oxford Companion to English Literature*, Oxford University Press
* *The Norton Anthology of English Literature,* Norton
* Anita Pacheco: *Early Women Writers: 1600 – 1720*, Taylor & Francis
* David Daichess: *A Critical History of English Literature: The Restoration to the Present Day* (Volume 2), Supernova Publishers

#### ENGIDC102-3: Individual and Society [Credit: 3 (L+T)]

Course Objective: The objective of the course is to familiarize the students with the intersectional concept of caste, class, gender and race that prevails across nations. While we are living in a globalised world, the world is fragmented by individual differences and our everyday life is scarred by episodes of violence and war. The course introduces works of literature that deal with such issues.

Course outcome: Students will learn how art and literature can have an alternate way of addressing issues that afflict mankind.

#### Contents:

**Unit1: Caste/Class & Race (Credit 1)**

1. Jotirao Phule: ‘Caste Laws’
2. Premchand: ‘Deliverance’
3. Omprakash Valmiki: ‘Joothan’
4. Roger Mais: ‘Blackout’
5. Wole Soyinka: ‘Telephone Conversation’
6. Langston Hughes: ‘Harlem’
7. Maya Angelou: ‘Still I Rise’

#### Unit 2: Gender (Credit 1)

1. Virginia Woolf: ‘Shakespeare’s Sister’
2. Marge Piercy: ‘Breaking Out’
3. Eunice De Souza: ‘Marriages Are Made’
4. Ambai: ‘Yellow Fish’

#### Unit 3: Violence and War; Living in a Globalized World (Credit 1)

1. Sa’adat Hasan Manto: ‘The Dog of Tetwal’
2. Amitav Ghosh: ‘Ghosts of Mrs Gandhi’
3. Roland Barthes: ‘Toys’
4. Imtiaz Dharkar: ‘At the Lahore Karhai’

#### Essential Reading:

Vinod Sood, et. al., (eds.): *The Individual and Society: Essays, Stories and Poems,* Pearson, 2005.

#### ENGAEC102-2: English Communication-2 Credit: 2 [Credit 2 (L+T)]

Course objective: This paper introduces students to the core concepts of the process of Communication, the significance of English communication in today's globalised world, the effective skills required for group discussions, how to write job applications, how to face interviews and also prepare the students for note taking, précis writing and minutes. This apart, the students will also be trained for meetings and making ICT presentations through the proper use of required skills, tools and techniques. The present course hopes to address some of these aspects through an interactive and participatory mode of teaching-learning process, by focusing on various dimensions of communication skills. The objective is to familiarise the students with key concepts of the process of communication, its importance, group discussion skills, writing notices, letters, agendas and minutes, preparing students for job applications, meetings and interviews along with honing their presentation skills.

Course Outcome: Enhancing communication skills along with language and presentation skills of the students; They will be able to participate in group discussions, meetings and interviews; Students will be able to draft Official Letters, Notices, Agendas, Résumé and Minutes effectively.

#### Contents:

**Unit 1: The Process of Communication; Letter, Notice, Agenda and Minutes; Job Application, Resume and Interview Techniques (Credit 1)**

Definition, Face-to-Face Interactions, Characteristics and Conventions of Conversation, Importance of English Communication, Conversational problems of Second/Foreign language learners.

Formal and Informal Letter Writing, Notice, Agenda, Resolution, Taking notes, Preparing Minutes

Application for jobs, E-mail Messages, Resume, Curriculum Vitae, Preparing for an interview, Language focus and Vocabulary, Telephone skills, Interview skills and techniques

#### Unit 2: Group Discussions, Meetings and Presentations Skills (Credit 1)

Definition, Characteristics and Types of Group Discussion, Study Skills, Integration of Skills, Focus on Language and Vocabulary, Connectives and Pronunciation, Barriers of Group Discussion.

One to One meetings; Language focus: opening, middle and close; Criteria for successful meetings; Pronunciation, Language Competence, Structure and organisation of Presentation, Technology-based Communication, Editing skills, Negotiation skills

#### Primary Texts:

* + Kumar, V. 2018. *Business Communication*. New Delhi: Kalyani Publishers.

Chapter 1-21.

* + Mahanta, Tora & A. Debnath. 2017. *Business Communication.* Guwahati: Ashok Book Stall. Unit 1-6.
  + Sasikumar, V, P. Dutt & G. Rajeevan. 2005. *A Course in Listening & Speaking*. New Delhi: Foundation Books. Part II & III.
  + Pattison, P. 1987. *Developing Communication Skills*. Cambridge: Cambridge University Press.

#### Suggested Readings:

* + R.P. Batteiger, *Business Writing: Process and Form.* California: Wadsworth Publishing Company.
  + E. Bialystock: *Communication Strategies.* Oxford: Basil Blackwell, 1990.
  + Gillian Brown, & George Yule: *Teaching the Spoken Language.* Cambridge: Cambridge University Press, 1983.
  + M. Goodale, *Professional Presentations.* Cambridge: Cambridge University Press.
  + D. Hymes (eds.): *Directions in Sociolinguistics: The Ethnography of Communication.* New York: Holt, Rinehart & Winston, 1972.
  + L. Jones & R. Alexander, J. Comfort: *Effective Meetings.* Oxford: Oxford University Press, 1996.
  + IGNOU, *Skills Needed at the Workplace -1 & 2* in “Communication Skills”.

Block I & II. New Delhi: IGNOU, 2004.

* + William Littlewood: *Teaching Oral Communication: A Methodological Framework.* Oxford: Blackwell Publishers, 1992.
  + M.V. Rodriques: *Effective Business communication.* Concept Publishing Company.
  + K.K. Sinha: *Business Communication.* Delhi: Galgotia Publishing Company.

#### ENGSEC102-3: Advanced English Grammar and Composition [Credit 3 (L+T)]

Course Objective: This paper introduces students to the basic and advanced concepts of English grammar and composition and distinguishes what is acceptable and what is not in a given language. It also discusses the criteria and grammatical rules for acceptability and discusses the process of grammatical analysis, elements of grammar, the parts of speech, complex sentences, Word-formation processes, Intonation, Rhythm and Stress. The objective is to introduce the core concepts of Advanced English grammar and composition

Course Outcome: Students will be able to analyse the structure of any phrases in English; They will be able to write grammatically correct sentences and will be able to differentiate between varieties of English

#### Contents:

**Unit 1 (Credit 1)**

What is Grammar, Perspective & Descriptive Grammar, Collocations, Dialectal and registral variations, Salient features of Indian English, Varieties of English (British, American, Indian etc.), Elements of Grammar, The Parts of Speech, Structure of Kernal Clauses

#### Unit 2 (Credit 1)

Verb and the Verb Phrase; Nouns, Pronouns and the basic Noun Phrase; Adjective and Adverbs; Prepositions and Prepositional Phrases; Adjuncts, Disjuncts and Conjuncts; Coordination and Apposition, Sentence Connections

#### Unit 3 (Credit 1)

Complex Sentence, The Verb and its Complementation, The Complex Noun Phrase; Word-formation: Affixes, Conversion and Compounding; Intonation, Rhythm and Stress

#### Primary Texts:

* + Quirk, Randolph & Sidney Greenbaum. 2006. *A University Grammar of English*. New Delhi: Pearson. Chapter 1-14.
  + Yule, George. 1985. *The Study of Language.* 2nd ed. Cambridge: Cambridge

University Press. Chapter 7.

* + Bansal, R.K. and J.B. Harrison. 2013. *Spoken English: A Manual of Speech and Phonetics.* New Delhi: Orient BlackSwan. Chapters 7 & 8.

#### Suggested Readings:

* + Martin Hewings: *Advance English Grammar*. Delhi: Foundation Books, CUP, 1999.
  + Rodney Huddleston: *Introduction to the Grammar of English.* New York: CUP, 1984.
  + Raymond Murphy: *Essential English Grammar*. New York: CUP, 2000.
  + Randolph Quirk et al.: *A Grammar of Contemporary English.* London: Longman, 1972.
  + Catherine Walter & Michael Swan: *Oxford English Grammar Course.*

Oxford: OUP, 1919.

#### ENGVAC102-4: Understanding India [Credit 4 (L+T+P)]

Course objective: The objective of the course is to familiarize the students with the epistemology of culture in the Indian context. The course shall help the students to explore the rich ancient tradition, culture and philosophical roots of our nation. While we are caught in the cross-currents of superficial modernity, the course shall help in understanding the essence of Indian spirituality and ethics by countering Western materialistic modernity.

Course outcome: The students will be able to understand the essence of ancient Indian tradition; the students will have introductory knowledge about yoga; students shall know that Indian culture had been misrepresented by Western scholars.

#### Contents:

**Unit 1: Indian Philosophy (Credit 1)**

1. Sri Aurobindo: Indian Culture and external Influence
2. Swami Vivekananda: *Addresses at the Parliament of Religion* Or *My Idea of Education*. (1. Philosophy of Education, Society and Education, The True Teacher, The Teacher and the Taught, Education of the Masses, Educating the Women).
3. Sarvepalli Radhakrishnan: The Ethics of Vedanta
4. Ananda Coomaraswamy: What has India Contributed to Human Welfare?

#### Unit 2: Resurgent India (Credit 1)

1. M. K. Gandhi: “Swadeshi” & Hind Swaraj
2. Jawaharlal Nehru: Discovery of India (Chapter 3)
3. Rabindranath Tagore: Nationalism in India
4. F. Max Muller: India: What Can it Teach Us? (Lecture 1)

#### Unit 3: Yoga and Meditation (Credit 1)

1. Patanjali: *Patanjali’s Yoga Sutras*. Fingerprint Publishing: Delhi. (Translated by Swami Vivekananda)
2. Swami Vivekananda: *Meditation and Its Methods*. Grapevine India: New Delhi.

Topics: What is meditation? What is the difference between meditation and concentration? Why yoga is important in present human life? How yoga can help human life?

#### Unit 4: Yog/Yoga Camp/Practices (A schedule should be formed for weekly Yoga Training) (Credit 1)

**Suggested Readings:**

* + S. Radhakrishnan: *Indian Philosophy (2 Volumes)*, OUP, 2008
  + J. Nehru: *The Discovery of India*, Penguin, 2004
  + *Selections from the Complete Works of Vivekananda*, Advaita Ashrama, 2007
  + Sri Aurobindo: *The Life Divine*, Sri Aurobindo Ashram Press, 1939-40
  + Rabindranath Tagore: *Nationalism*, Fingerprint Classic, 2015
  + Mahatma Gandhi: *India of my Dreams*, Rajpal & Sons, 2019
  + Mahatma Gandhi: *Hind Swaraj*, Rajpal & Sons, 2019
  + APJ Abdul Kalam: *My India*, Penguin Random House, 2014
  + Ananda Coomaraswamy: *Dance of Shiva,* Rupa, 2013
  + F. Max Muller: *India: What Can it Teach Us?*, Rupa, 2002

#### SEMESTER III

**ENGMAJ201-4: Indian Classical Literature [Credit 4 (L+T)]**

Course Objective: The objective of this course is to familiarize the students with the Indian classical literary tradition and its aspects relating to arts and aesthetics. It will help the students in identifying the sources of such tradition and its symbolic, aesthetic and social significance. Course Outcome: Students will be able to appreciate Indian classical tradition. Studying this course as a part of the English Under Graduate Syllabus will help in a comparative analysis of western traditions. Whereas postcolonial literature draws its impetus mostly from Western canonical literatures, this course will help students in decolonizing English studies.

#### Contents:

Kalidasa: Abhijnana Shakuntalam, tr. Chandra Rajan, in Kalidasa: The Loom of Time (New Delhi: Penguin, 1989).

Vyasa: ‘The Dicing’ and ‘The Sequel to Dicing, ‘The Book of the Assembly Hall’, ‘The Temptation of

Karna’, Book V ‘The Book of Effort’, in The Mahabharata: tr. J.A.B. van Buitenen (Chicago: Brill, 1975) pp. 106–69.

Sudraka: Mrcchakatika, tr. M.M. Ramachandra Kale (New Delhi: Motilal Banarasidass,1962). Ilango Adigal: ‘The Book of Banci’, in Cilappatikaram: The Tale of an Anklet, tr. R. Parthasarathy (Delhi: Penguin, 2004) book3.

Suggested Topics and Background of Prose Readings for Class Presentations Topics

The Indian Epic Tradition: Themes and Recensions Classical Indian Drama: Theory and Practice Alankara and Rasa

Dharma and the Heroic

Suggested Readings:

Bharata: *Natyashastra,* tr. Manomohan Ghosh, vol. I, 2nd edn (Calcutta: Granthalaya, 1967) chap. 6: ‘Sentiments’, pp.100–18.

Iravati Karve: ‘Draupadi’, in *Yuganta*: *The End of an Epoch* (Hyderabad: Disha, 1991) pp. 79– 105.

J.A.B. Van Buitenen: ‘Dharma and Moksa’, in Roy W. Perrett, ed., *Indian Philosophy*, *vol. V*, *Theory of Value: A Collection of Readings* (New York: Garland, 2000) pp. 33–40.

Vinay Dharwadkar: ‘Orientalism and the Study of Indian Literature’, in *Orientalism and the Postcolonial Predicament: Perspectives on South Asia*, ed. Carol A. Breckenridge and Peter van der Veer (New Delhi: OUP, 1994) pp.158–95.

#### ENGMAJ202-4: Indian Writing in English Credit [Credit 4 (L+T)]

Course Objective: By sequencing this course with the Indian Classical tradition, the objective of this course is to inform the students about the socio-political context for the emergence of IWE in India. The course will offer a brief trajectory of IWE beginning from the first novel written in English to the Contemporary times.

Course Outcome: Students will be able to identify the influence of British literature on IWE. Students will be able to understand the social context that shaped IWE. Students will be able to relate to the cultural and political aspects that inform such literatures.

#### Contents:

Unit 1: History of Indian Writing in English (1 Credit)

M. K. Naik: A History of Indian English Literature (Chapter 1 & 2)

Makarand Paranjape: “Introduction: 1 Situating the Contemporary Indian (English) Novel” from

*Another Canon Indian Texts and Traditions in English.*

Unit 2: Poetry (1 Credit)

H.L.V. Derozio: ‘Freedom to the Slave’ Kamala Das: ‘My Grandmother’s House’ Nissim Ezekiel: ‘The Night of the Scorpion’

Jayanta Mahapatra: ‘The Captive Air of Chandipur-on-Sea’ Robin S. Ngangom: The Strange Affair of Robin S. Ngangom’

Unit 3: Fiction (1 Credits)

Bankim Chandra Chatterjee: Rajmohan's Wife (Novel)

R.K. Narayan: *Swami and Friends* (Novel) Siddhartha Gigoo: The Garden of Solitude

Unit4: Play: (1 Credit)

Vijay Tendulkar: *Ghasiram Kotwal*

Manjula Padmanabhan: *Lights Out*

Suggested Topics and Background of Prose Readings for Class Presentations Topics Indian English

Indian English Literature and its Readership Themes and Contexts of the Indian English Novel The Aesthetics of Indian English Poetry Modernism in Indian English Literature

Suggested Readings:

M. K. Naik: A History of Indian English Literature.

Raja Rao: Foreword to *Kanthapura* (New Delhi: OUP, 1989) pp.v–vi.

Makarand Paranjape: “Introduction: 1 Situating the Contemporary Indian (English) Novel” from *Another Canon Indian Texts and Traditions in English,* New Delhi: Anthem Press, 2009, 1-12. Salman Rushdie: ‘Commonwealth Literature does not exist’, in *Imaginary Homelands* (London: Granta Books, 1991) pp.61–70.

Meenakshi Mukherjee, ‘Divided by a Common Language’, in *The Perishable Empire*

(New Delhi: OUP, 2000) pp.187–203.

Bruce King, ‘Introduction’, in *Modern Indian Poetry in English* (New Delhi: OUP, 2nd edn, 2005) pp.1–10.

#### ENGMIN201-4: Popular Literature [Credit 4 (L+T)]

Course Objectives: The Objective of the course is to familiarize the students with the idea of canonical and popular literature. It will help students explore popular writings from several countries. The course will help students interpret different genres of popular literature.

Course Outcome: The course on popular literature will enable students to celebrate and interpret the values/aesthetics of popular culture and literature, distinguish canonical and popular, and identify different popular writers.

#### Contents:

Paolo Cohelo: The Alchemist Ruskin Bond: The Blue Umbrella

Laksminath Bezbarua: Burhi Aiir Xadhu Lewis Carol: Alice in Wonderland Sherlock Holmes: The Red-Headed League

Durgabai Vyam and Subhash Vyam: Bhimayana: Experiences of Untouchability

Suggested topics and background of prose readings for class presentation.

Topics: Coming of Age, The Canonical and Popular, Caste, Gender and the Popular, Sense and Nonsense, The Graphic Novel, Folktales, Folk culture, Hegemony, Supernatural

Suggested Readings:

Chelva Kanagayakam: “Dancing in the Rarefied Air: Reading Contemporary Sri Lankan Literature” (ARIEL, Jan. 1998, rpt. Malasri Lal, Alamgir Hashmi, and Victor J. Ramraj, eds., *Post Independence Voices in South Asian Writings*, Delhi: Doaba Publications, 2001) pp.51-65 Sumathi Ramaswamy, “Introduction”, in *Beyond Appearances?Visual Practices and Ideologies in Modern India* (Sage: Delhi, 2003) pp. xiii-xxix.

Leslie Fielder, “Towards a Definition of Popular Literature”, in Super Culture: American Popular Culture and Europe, ed. C. W. E. Bigspy (Ohio Bowling Green University Press, 1975) pp. 29-38.

Felicity Hughes. “Children’s Literature: Theory and Practice”, *English Literary History*

#### ENGIDC201-3 Women and Empowerment [Credit 3 (L+T)]

Course Objective: Women, in patriarchal ideology, are represented not as women at all; women are represented as what men would like women to be. Therefore, women are still part of the discourse of men; women are “men” encore. In the representation that we see around us, women are represented in terms that male-centric theories have used to describe them. In order to be represented in their own originality women must be read as they appear in the various iconic texts that form the basis of Feminism. The course aims to empower women and make them conscious of their actual position in society, their goals and of course to create their identity.

Course outcome: Students will be able to identify gendered violence and systemic violence that prevail in society. Students will be gender sensitized and will be able to participate in women empowerment.

#### Contents:

Unit 1 (1 Credit)

Irigaray, Luce. ‘This Sex Which Is Not One.’ From *This Sex which is Not One*. Trans. Catherine Porter. New York: Cornell UP, 1985. Print.

Butler, Judith. Section One: ‘Subjects of Sex/Gender/Desire.’ From *Gender Trouble: Feminism*

*and the Subversion of Identity*. New York: Routledge, 1990. Print.

Unit 2 (1 Credit)

Beauvoir, Simone de, 1908-1986. Chapter 1 "Biological Data" from *The Second Sex*. London: Jonathan Cape, 2009.

Wollstonecraft, Mary . Chapter 1: “the Rights and involved duties of mankind considers.” *A Vindication of the Rights of Women and a Vindication of the Rights of Men.* New York: Cosimo, 2008.

Mill, John Stuart. ‘The Subjection of Women.’ *Princeton Readings in Political Thought*. Ed. Mitchell Cohen and Nicole Fermon. New Jersey: Princeton UP, 1996. Print.

Unit 3 (1 Credit)

Mohanty, Chandra Talpade. ‘Under Western Eyes: Feminist Scholarship and Colonial Discourses.’ *Feminism without Borders: Decolonizing Theory, Practising Solidarity*. Durham and London: Duke UP, 2003. 17-42. Print.

Spivak, Gayatri Chakravorty. ‘A Literary Representation of the Subaltern.’ *In Other Worlds: Essays in Cultural Politics*. New York: Routledge, 1988. 102-24. Print.

Adichie , C. N. (2015). *We Should All Be Feminists*. New York, NY: Anchor Books.

Hooks, Bell, 1952-2021. “Wanted: Men who Love”, “Understanding Patriarchy” from *The Will to Change: Men, Masculinity, and Love*. New York: Atria Books, 2004.

#### Suggested Reading:

Urvashi Butalia: *The Other Side of Silence: Voices from the Partition of India*

Kumkum Sangri*: Recasting Women: Essays in Colonial History*

Mohanty, Chandra Talpade. ‘Under Western Eyes: Feminist Scholarship and Colonial Discourses.’ *Feminism without Borders: Decolonizing Theory, Practising Solidarity*. Durham and London: Duke UP, 2003. 17-42. Print

Tanika Sarkar & Sumit Sarkar: Women and Social Reform in Modern India

Spivak, Gayatri Chakravorty: *In Other Worlds: Essays in Cultural Politics*. New York: Routledge, 1988. 102-24. Print.

Nibedita Menon: Gender and Politics in India: Themes in Politics

Gandhi, Nandita & Nandita Shah: The Issues at Stake:Theory and Practice in the Contemporary Women's Movement in India

Nivedita Menon: *Gender and Politics in India: Themes in Politics*

Vandana Shiva: *Staying Alive: Women, Ecology and Development*

#### ENGAEC201-2: Academic Writing and Composition I [Credit 2 (L+T)]

Course Objective: This paper introduces students to the key concepts of Academic Writing and Composition. In today’s competitive world, language skills, vocabulary and technical skills play a vital role in the growth of an individual. The present course makes an attempt to introduce some significant aspects of communication, distinctive features of academic writing, development of a thesis along with various other technical aspects of academic writing and composition. To familiarize the students with key concepts of Academic writing and Composition; and sharpen their writing and argumentative skills besides making them well- equipped for various academic, non-academic and technical jobs.

Course Outcome: Students will be able to draft various academic and technical writings, letters, notices, agendas and minutes effectively. They will be able to master various aspects of academic writing and execute it effectively.

#### Contents:

**Unit 1 (1 Credit)**

Communication: Language and Communication, difference between speech and writing, distinct features of speech, distinct features of writing**;** Writing skills, selection of topic, thesis statement, developing the thesis introductory, developmental, transitional and concluding paragraphs, linguistic unity, coherence and cohesion, descriptive, narrative, expository, persuasive and argumentative writing.

#### Unit 2 (1 Credit)

Technical Writing: Scientific and technical subjects; formal and informal writings; reports, handbooks, manuals, letters, memorandum, notices, agenda, minutes; common errors to be avoided.

#### Primary Texts:

Knight, Rachael-Anne. 2012. *Phonetics: A Coursebook*. Cambridge: Cambridge University Press. Unit 1.

Kumar, V. 2018. *Business Communication*. New Delhi: Kalyani Publishers. Chapter 1, 5, 7, 12,

13, 15, 18.

Mahanta, Tora & A. Debnath. 2017. *Business Communication.* Guwahati: Ashok Book Stall. Unit 1-6.

Yule, George. 1985. *The Study of Language.* 2nd Ed. Cambridge: Cambridge University Press. Chapter 1-3.

#### Suggested Readings:

Daniel G. Riordan & Steven A. Panley: “Technical report Writing Today”- Biztaantra

L. Hamp-Lyons and B. Heasely. *Study Writing: A Course in Writing English* for Academic and professional courses. Cambridge: CUP.

M. Frank. *Writing as Thinking: A Guided Process Approach*. Englewood Cliffs, Prentice Hall Reagents.

R. Quirk, S. Greenbaum, G. Leech and J. Svartik. *A Comprehensive Grammar of the English Language*. London: Longman.

#### ENGSEC201-3 Translation Theory and Practice [Credit 3 (L+T)]

Course Objective: Translation plays a very crucial role in a multilingual and multicultural society. Translation act performs like a bridge between two cultures and societies. The objective is to familiarize students with some basic aspects of Translation Studies and its growth and development as a Discipline, its theories and practice.

Course Outcome: After the completion of this course, students would be able to study translation as a cultural process and interpretation act.

#### Contents:

**Unit 1** Main issues of translation studies

* 1. The concept of translation
  2. What is translation studies?
  3. A brief history of the discipline
  4. The Holmes/Toury ‘map’
  5. Developments since the 1970s

**Unit 2** Translation theory before the twentieth century

* 1. Introduction
  2. ‘Word-for-word’ or ‘sense-for-sense’?
  3. Martin Luther 23
  4. Faithfulness, spirit and truth 24
  5. Early attempts at systematic translation theory: Dryden, Dolet and Tytler 25

**(**Chapter 1 and 2 from Jeremy Mundy’s *Introducing to Translation Studies: Theories and Application****)***

**Unit3:** Students will select specific text from any language and translate into their English. They submit their translations in the forms of assignment.

#### SEMESTER IV

**ENGMAJ203-4 European Classical Literature [Credit 4 (L+T)]**

Course Objective: There is a strong influence of European Classical tradition on the Emergence of various forms of literature in Europe and in other Western countries. This course will acquaint the students with the Greco-Roman classical tradition and its influence on British Literature.

Course Outcome: Students will be able to understand the relevance of classical literature and the seamless connection it has with literature from all over the world. It will give a sense of continuity and students shall be able to identify the classical forms and their convergence with or divergence from the contemporary literary forms/ genres.

#### Contents:

Homer. *The Iliad,* Book 1 and Book 2 tr. E.V. Rieu (Harmondsworth:Penguin,1985). Sophocles. *Oedipus the King*, tr. Robert Fagles in *Sophocles: The Three Theban Plays* (Harmondsworth: Penguin,1984).

Plautus. *Pot of Gold,* tr. E.F. Watling (Harmondsworth: Penguin,1965).

Ovid. *Selections from Metamorphoses* ‘Bacchus’, (Book III), ‘Pyramus and Thisbe’ (Book IV), ‘Philomela’ (Book VI), tr. Mary M. Innes (Harmondsworth: Penguin,1975).

Horace. Satires I: 4, in *Horace: Satires and Epistles and Perseus: Satires*, tr. Niall Rudd (Harmondsworth: Penguin,2005).

Suggested Topics and Background of Prose Readings for Class Presentations Topics The Epic

Comedy and Tragedy in Classical Drama The Athenian City State

Catharsis and Mimesis Satire

Literary Cultures in Augustan Rome

Suggested Readings:

Aristotle, *Poetics*, translated with an introduction and notes by Malcolm Heath, (London: Penguin, 1996) chaps. 6–17, 23, 24, and26.

Plato, *The Republic,* Book X, tr. Desmond Lee (London: Penguin,2007).

Horace, *Ars Poetica*, tr. H. Rushton Fairclough, *Horace: Satires, Epistles and Ars Poetica*

(Cambridge Mass.: Harvard University Press, 2005) pp.451–73.

#### ENGMAJ204-4 British Literature: 18th Century [Credit 4 (L+T)]

Course Objective: The Objective of the course is to acquaint the students with the major cultural political, religious and social influences of the 18th century on literature. This was also the period when Europe was expanding its colonial limits across the world. Such transformations could be seen in the rise of individualism and its associated consequences. Course Outcome: Students will be able to identify the concepts like Homo economicus, individualism and Enlightenment discourse of rationality and its continuing relevance. How such forms of literature

gave birth to the utilitarian principles that engulfed 19th-century Europe and its impact on the colonized nations.

#### Contents:

Fiction (2 Credits)

Daniel Defoe: Robinson Crusoe (1719)

Henry Fielding: The History of Tom Jones, a Foundling (1749)

Essay (2 Credits)

Joseph Addison: “Household Superstitions”; “Lampoons” Richard Steele: “A Defense of Ugliness”; “Good-Humour”

Oliver Goldsmith: “The Theatre; or, A Comparison between Sentimental and Laughing Comedy.”

Samuel Johnson: “Richard Savage”; “Alexander Pope” from *Lives of the Most Eminent English Poets*

#### Suggested Topics and Background of Prose Readings for Class Presentations Topics

The Enlightenment

The Country and the City

The Novel and the Periodical Press Homo Economicus

Individualism Justice Utilitarianism

Suggested Readings:

John Stuart Mill: *Utilitarianism and On Liberty: Including 'Essay on Bentham' and Selections from the Writings of Jeremy Bentham and John Austin*

Michael Sandel: *Justice: What's the Right Thing to Do?* Farrar, Straus and Giroux, 2008 Jeremy Collier: A *Short View of the Immorality and Profaneness of the English Stage* (London: Routledge, 1996).

Daniel Defoe: ‘The Complete English Tradesman’ (Letter XXII), ‘The Great Law of Subordination Considered’ (Letter IV), and ‘The Complete English Gentleman’, in *Literature and Social Order in Eighteenth-Century England*, ed. Stephen Copley (London: Croom Helm,1984).

Samuel Johnson: ‘Essay 156’, in *The Rambler*, in *Selected Writings: Samuel Johnson*, ed. Peter Martin (Cambridge, Mass.: Harvard University Press, 2009) pp. 194–7; *Rasselas* Chapter 10; ‘Pope’s Intellectual Character: Pope and Dryden Compared’, from *The Life of Pope*, in *The Norton Anthology of English Literature*, vol. 1, ed. Stephen Greenblatt, 8th edn (New York: Norton, 2006) pp. 2693–4, 2774–7.

#### ENGMAJ205-4 British Romantic Literature [Credit 4 (L+T)]

Course Objective: Although Romances and romantic literature have different connotations, British Romantic Literature specifically indicates the writings between 1798 to mid the 19th Century. This period is specifically relevant because of the socio-political and cultural transformation that was going on in Europe. The objective of this course is to inform students about the lasting impression of the French Revolution on British writers. Apart from the French ideal of liberty, equality and fraternity; British Romantic literature also highlights a transhumanist approach with the publication of *Frankenstein*, in that they were concerned about the natural world and men’s relation with it.

Course Outcome: Students will be able to identify the ideals of the French Revolution and its lasting impact on world literature. They will understand how literature can be instrumental to bring social changes. They will be acquainted with ideas relating to Environmental Humanities and critical approaches like Deep Ecology and Ecocriticism.

#### Contents:

Poetry (2 Credits)

William Blake: ‘The Lamb’, ‘The Chimney Sweeper’ (from *The Songs of Innocence* and *The Songs of Experience*), ‘The Tyger’ (*The Songs of Experience*); 'Introduction’ to *The Songs of Innocence*

Robert Burns: ‘A Bard’s Epitaph’, ‘Scots Wha Hae’ William Wordsworth: ‘Tintern Abbey’, ‘The Prelude’

Samuel Taylor Coleridge: ‘Kubla Khan’, ‘Dejection: An Ode’, ‘Lord George Gordon’

Lord Byron: ‘Childe Harold's Pilgrimage: canto III, verses 36–45 (lines 316–405); canto IV, verses 178–86 (lines 1594–674)

Percy Bysshe Shelley: ‘Ode to the West Wind’, ‘Ozymandias’, ‘Hymn to IntellectualBeauty’ John Keats: ‘Ode to a Nightingale’, ‘To Autumn’, ‘On First Looking into Chapman’s Homer’

Fiction (2 Credits)

Mary Shelley: *Frankenstein*

Walter Scott: *Ivanhoe*

Suggested Topics and Background of Prose Readings for Class Presentations Reason and Imagination

Conceptions of Nature Literature and Revolution The Gothic

The Romantic Lyric Transhumanism and Posthumanism Ecocriticism

Deep Ecology Environmentalism Environmental Humanities French Revolution

Reign of Terror and Disillusionment

Impact of Romantic Literature in India Colonialism and French Revolution British Occupation of India

Suggested Readings:

Jean Jacques Rousseau: *The Social Contract*

E.P Thomas: *The Romantics*. New York: New Press, 1997 Raymond Williams: The Country and the City, Vintage

Edward Dowden: *The French Revolution and English Literature*, Forgotten Books, 2019 Pamela Clemit: *The Cambridge Companion to British Literature of the French Revolution in the 1790s,* Cambridge University Press.

Warren Roberts: *Jane Austen and the French Revolution*

William Wordsworth: ‘Preface to Lyrical Ballads’, in *Romantic Prose and* Poetry, ed. Harold Bloom and Lionel Trilling (New York: OUP, 1973) pp.594–611.

John Keats, ‘Letter to George and Thomas Keats, 21 December 1817’, and ‘Letter to

Richard Woodhouse, 27 October, 1818’, in *Romantic Prose and* Poetry, ed. Harold Bloom and Lionel Trilling (New York: OUP, 1973) pp. 766–68, 777–8.

Jean-Jacques Rousseau, ‘Preface’ to *Emile or Education,* tr. Allan Bloom (Harmondsworth: Penguin,1991).

Samuel Taylor Coleridge, *Biographia Literaria*, ed. George Watson (London: Everyman, 1993) chap. XIII, pp.161–66.

Greg Gerrard: *Ecocriticism*, Routledge

#### ENGMIN202-4 Classical and Neo-Classical Literary Criticism [Credit 4 (L+T)]

Course Outcome: To acquaint the students with classical forms of criticism.

Course Objective: The students will be able to appreciate the various schools of thought and forms of literary criticism.

#### Contents:

Plato: Republic Book II, III & X

Aristotle: *Poetics* (Chapter 1 – “The Preliminaries to the Definition of Tragedy”, Chapter 2 – “The Nature of Tragedy”)

Longinus: *On Sublimity*

Philip Sidney: “An Apology for Poetry” Alexander Pope: “An Essay on Criticism” Samuel Johnson: “Preface to Shakespeare”

#### Suggested Reading:

Cheney, Patrick, and Frederick A De Armas. European Literary Careers: The Author from

Antiquity

to the Renaissance. Toronto: University of Toronto Press, 2002. Print.

Habib, M. A. R. Literary Criticism from Plato to the Present. Chichester, West Sussex,U.K.: Wiley-

Blackwell, 2011. Print.

Kennedy, George Alexander. The Cambridge History of Literary Criticism, Vol. 1: Classical Criticism. Cambridge: Cambridge University Press, 1989. Print.

Kulkarni Anand B. and Chaskar Ashok G. An Introduction to Literary Criticism and Theory. Orient

Blackswan, Hyderabad, 2015

Leitch, Vincent B, et al, eds. The Norton Anthology of Theory and Criticism. New York, NY:

W. W.

Norton & Co., 2010. Print.

Murray, Penelope and Dorsch, T. Classical Literary Criticism. London: Penguin Books. 2000. Print.

Norton, Glyn P. The Cambridge History of Literary Criticism, Vol. 3: The Renaissance. Cambridge:

Cambridge university press, 1999. Print.

Vickers, Brian. English Renaissance Literary Criticism. Oxford: Clarendon Press, 1999. Print.

#### ENGAEC202-2 Academic Writing and Composition 2 [Credit 2 (L+T)]

Course Objective: This paper introduces students to the advanced level of Academic Writing and Composition. The present course attempts to introduce students to the basic differences between academic and non-academic writing and make them familiar with the different conventions of academic writing. This apart, students are also introduced to critical thinking, creative writing, academic jargon, approaches and strategies, interpretation of literature, grammar and composition. To present an effective writing strategy along with the introduction of academic writing features like arguments, facts, evidence, tone, patterns and practices. Course Outcome: After completing the course students will be able to differentiate between academic, non- academic and quality writing. They will be able to master various approaches, methods and techniques of academic writing.

#### Contents:

**Unit 1:** (1 Credit)

Definition, Difference between Academic and Non-Academic Writing, Conventions of Academic Writing, Quality writing, Summarizing and Paraphrasing, Critical Thinking, Creative

Writing, Academic Jargons, Importance of Academic Writing; Approaches to Academic Writing, Audience, Purpose and Strategy, Stages of Writing Process (Planning, Drafting, Editing etc.), Structure and Writing Style, Flow and Presentation, Structuring an argument, Problems with opaque writing, Grammar and Composition

**Unit 2:** (1 Credit)

Writing general specific texts, Summarizing and Paraphrasing, Proof-reading, Interpretation of Literature (Poetry, Drama, Novel, Short story), Citing Resources, Bibliography and References, Book review, Plagiarism

Primary Texts:

Alfred C. O’Connell Library. *APA Stylesheet*.

Halder, Dulal Dev. 2016. *Academic Writing and Composition: A Handbook.* Book Age Publication.

Fromkin, V., R. Rodman & Nina Hyams. 2003. *An Introduction to Language.* 7th ed. United States: Heinle, Thomson. Chapter 12.

#### Suggested Readings:

Daniel G. Riordan & Steven A. Panley: “Technical report Writing Today”- Biztaantra

L. Hamp-Lyons and B. Heasely. *Study Writing: A Course in Writing English* for Academic and professional courses. Cambridge: CUP.

M. Frank. *Writing as Thinking: A Guided Process Approach*, Englewood Cliffs, Prentice Hall Reagents.

PGCTE Materials. 2012. *Literature and its Contexts* in “Interpretation of Literature”. Block I-V. Hyderabad: EFLU.

R. Quirk, S. Greenbaum, G. Leech and J. Svartik. *A Comprehensive Grammar of the English Language*, Longman, London.

#### ENGINT201-2 Internship [Credit 2]

**To be decided by the college in consultation with the University.**

Syllabus in

**EDUCATION**

For

Four Year Under-Graduate Programme (FYUGP) in

Choice Based Credit System (CBCS), 2023



Department of Education Bodoland University Kokrajhar-783370

**1st Semester**

**Paper Title:INTRODUCTION TO EDUCATION (MAJOR COURSE) Paper Code:EDNMAJ-101-4 PAPER CREDIT: 04 (4T)**

**Total No. of Lectures=60 L Total Marks= 100 (T70+IA30) All the Units carry equal Marks**

**Course objectives:-**

* To develop an understanding of the meaning, aims, objectives and functions of Education.
* To acquaint with the school and its functions and relationship with society.
* To develop knowledge about various types of curriculum, correlation of studies and forms of discipline.

**Course Learning outcomes:-**

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

* Discuss the basic aims of education and its fundamental concept.
* Apply knowledge of foundational concept and theories to real world educational scenarios.
* Develop critical thinking skills to evaluate educational policies, practices and research.

**Course Contents**

**Unit-I: Concept of Education Lectures= 15**

1. Meaning, nature and scope of education.
2. Formal, Informal, Non-formal education and their agencies.
3. Objectives of Education- Learning to know, learning to do, learning to live together, learning to be.
4. Function of Education towards individual, society and in national life.
5. School and its functions, Relationship between school and society.

**Unit-II**: **Aims of Education Lectures= 15**

1. Meaning and importance of Aims.
2. Types of Aims:
   1. Social and Individual aims.
   2. Vocational and liberal aim.
   3. Democratic aim of education.
   4. Moral and complete living as an aim of Education.

**Unit-III: Curriculum Lectures= 15**

1. Concept and nature of curriculum.
2. Importance of Curriculum.
3. Types of Curriculum- Child-Centered Curriculum, Skill based Curriculum and Problem- Centered Curriculum.
4. Principles of curriculum construction.
5. Co-curricular activities-Meaning, Types and importance.

**Unit-IV**: **Freedom and discipline Lectures= 15**

1. Concept of freedom and discipline.
2. Types of discipline.
3. Discipline and order.
4. Interrelation between discipline, liberty and democracy.
5. Importance of discipline in social life.

**Suggested Readings:**

1. Das, P&Goswami.Theories and principles of Education.
2. Agarwal J.C.(2010).Theory and principles of Education.Delhi.Vikash Publishing house pvt Ltd.
3. Baruah, J.(2006). Adhyayan. Guwahati. Lawyer’s Book stall.
4. Safaya R N.&Shaida B.D.(2010). Modern Theory and Practice of Education.New Delhi.
5. Goswami, Dulumoni (2020). Principles of Education, LBS publication, Guwahati.

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**1st Semester**

**Paper Title:INTRODUCTION TO EDUCATION (MINOR COURSE) Paper Code:EDNMIN-101-4 PAPER CREDIT: 04 (4T)**

**Total No. of Lectures=60 L Total Marks= 100 (T70+IA30) All the Units carry equal Marks**

**Course objectives:-**

* To develop an understanding of the meaning, aims, objectives and functions of education.
* To acquaint with the school and its functions and relationship with society.
* To develop knowledge about various types of curriculum, correlation of studies and forms of discipline.

**Course Learning outcomes:-**

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

* Describe the basic aims of education and its fundamental concept.
* Apply knowledge of foundational concept and theories to real world educational scenarios.
* Develop critical thinking skills to evaluate educational policies, practices and research.

**Course Contents**

**Unit-I: Concept of Education Lectures= 15**

1. Meaning, nature and scope of education.
2. Formal, Informal, Non-formal education and their agencies.
3. Objectives of Education- Learning to know, learning to do, learning to live together, learning to be.
4. Function of Education towards individual, society and in national life.
5. School and its functions, Relationship between school and society.

**Unit-II**: **Aims of Education Lectures= 15**

1. Meaning and importance of Aims.
2. Types of Aims:
   1. Social vs Individual aims.
   2. Vocational and liberal aim.
   3. Democratic aim of education.
   4. Moral and complete living as an aim of Education.

**Unit-III:Curriculum Lectures= 20**

1. Concept and nature of curriculum.
2. Importance of Curriculum.
3. Types of Curriculum.
4. Principles of curriculum construction.
5. Correlation of studies-Meaning, types and importance.
6. Co-curricular activities-Meaning, Types and importance.

**Unit-IV: Education for National Integration and International UnderstandingLectures= 10**

1. Meaning and importance.
2. Role of education in development of National integration and international understanding.
3. Globalization and its impact in developing international cooperation.

**Suggested Readings:**

1. Das, P&Goswami.Theories and principles of Education.
2. Agarwal J.C.(2010).Theory and principles of Education.Delhi.Vikash Publishing house pvt Ltd.
3. Baruah, J.(2006). Adhyayan. Guwahati. Lawyer’s Book stall.
4. Safaya R N.&Shaida B.D.(2010). Modern Theory and Practice of Education.New Delhi.
5. Goswami, Dulumoni (2020). Principles of Education, LBS publication, Guwahati.

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**1st Semester**

**Paper Title:MENTAL HEALTH AND HYGIENE (INTERDISCIPLINARY COURSE) Paper Code:EDNIDC-101-3 PAPER CREDIT: 03 (3T)**

**Total No. of Lectures=45 L Total Marks= 50 (T50)**

**All the Units carry equal Marks**

**Course objectives**:

* To acquaint with the fundamentals and development of mental health and the characteristics of a mentally healthy person.
* To understand the concept and importance of mental hygiene and its relationship with mental health.
* To acquire knowledge about the principles, factors promoting mental health and the role of home, school, and society in maintaining proper mental health.
* To enable the students to know about importance of yoga and meditation in modern life

**Course Learning outcome:**

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

* Describe the resources available to support mental health, such as counselling services, support groups etc.
* Communicate more effectively with others about their mental health needs and how to support others who may be struggling with mental health issues.

**Course Contents**

**Unit I: Fundamentals of Mental Health Lectures= 15**

1. Mental Health – Meaning and Definitions.
2. Scope of Mental Health.
3. Need and importance of Mental Health.
4. Factors affecting Mental Health.
5. Characteristics of a mentally healthy person.

**Unit-II: Mental Hygiene Lectures= 15**

1. Mental Hygiene – Meaning and Definitions.
2. Goals of Mental Hygiene.
3. Functions of Mental Hygiene.
4. Need and importance of Mental hygiene.
5. Relationship between Mental health and hygiene.

**Unit-III: Mental Health and Yoga Lectures= 15**

1. Concept of Yoga.
2. Importance of Yoga for Physical and Mental Health.
3. Role of Yoga for Personality Development.
4. Role of Yoga for Management of Stress.
5. Principles of Yoga for Healthy Living.
6. Pranayama and Meditation for Promoting Mental Health.

**Suggested Readings:**

1. Crow, L.D. and Crow, A (1951).Mental Health and Hygiene. New Delhi.
2. Gururani,G.D. Textbook of mental health and hygiene, Akansha publishing house,New Delhi
3. DR Ananda BalayogiBhavanani.Health and wellbeing Ayogic perspective. Ministry of Ayushyogacharya International centre for yoga education and research.

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**1st Semester**

**Paper Title:COMMUNICATION SKILLS**

**(SKILL ENHANCEMENT COURSE) Paper Code:EDNSEC-101-3 PAPER CREDIT: 03(2T+1P)**

**Total No. of Lectures: 45 =30+15 (L+P) Total Marks= 50 (T30+P20) All the Units carry equal Marks**

**Course objectives**:

* To understand the different aspects of communication using the four macro skills (listening, speaking, reading, writing)
* To apply verbal and non-verbal communication techniques in the professional Environment.

**Course Learning Outcomes**:

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

* Express their thoughts, ideas and opinions clearly and effectively through spoken language.
* Use body language, facial expression and tone of voice to enhance their communication.
* Communicate effectively in diverse contexts.

**Course Contents**

**Unit-I: Communication and Interaction Lectures= 20**

1. Meaning, nature and purpose of communication.
2. Types of communication-
   1. Verbal Communication (Effective speaking technique, voice modulation, articulation, pronunciation, effective word choice).
   2. Non-verbal Communication (Body language, gestures, eye contact, listening skills).
   3. Tips for improving non-verbal communication.

**Unit-II: Effective communication Lectures= 10**

1. Essentials of effective communication.
2. Communication techniques.
3. Barriers to communication.

**Unit-III: Speaking skills (Practical) Lectures= 15**

1. Importance of Spoken English.
2. Paper presentation skills.
3. Preparing for and facing a job interview.

**Guidelines:**

* Student shall prepare a write-up based on topic selected for speech.
* 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.
* Topic of speech will be selected by the students discussing with teachers.

**Suggested Readings:**

1. Ahuja,B.N and S.S Chopra (1989). Communication, New Delhi Surjeet publications
2. Devito,joseph A.The interpersonal communication Book,2005
3. Kumar Sanjay,(2015).Communication skills.
4. Keith Coleman. Effective communication skill.

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**2nd Semester**

**Paper Title:PSYCHOLOGICAL FOUNDATIONS OF EDUCATION (MAJOR COURSE) Paper Code:EDNMAJ-102-4**

**PAPER CREDIT: 04 (4T)**

**Total No. of Lectures=60 L Total Marks= 100 (T70+IA30) All the Units carry equal Marks**

**Course Objectives:**

* To understand the relation between education and psychology.
* To understand methods and the need of educational psychology in teaching learning process.
* To understand the learning process and role of motivation.
* To understand the concept of memory, forgetting, attention and Interest.
* To acquaint the students with the concept of personality, type and its measurement techniques, trait and the adjustment mechanism.
* To understand the concept of intelligence, its nature and different theories.

**Course Learning Outcomes:**

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

* Understand the psychological principles.
* Apply methods of psychology in teaching-learning process.
* Learn the importance of educational psychology in teaching-learning process.

**Course Contents**

**Unit-I: Psychology and Education Lectures=15**

1. Meaning, definitions, nature and scope of psychology.
2. Relation between education and psychology.
3. Methods of psychology- Introspection, Observation, experimentation, Case-study method.
4. Importance of educational psychology in teaching- learning process

**Unit-II: Learning and MotivationLectures=15**

1. Learning- Meaning and nature.
2. Theories of learning- Connectionism, Conditioning- Classical conditioning and operant conditioning, Gestalt theory.
3. Methods of learning.
4. Laws of learning and its educational implications.
5. Efficiency in learning.
6. Motivation and learning, its need and techniques for motivation.

**Unit-III: Intelligence and CreativityLectures=15**

1. Intelligence- Meaning and nature.
2. Theories of Intelligence- Two-factor theory, Multi-factor and Group-factor theory.
3. Creativity- Concept and characteristics.
4. Creativity and Innovation.
5. Role of teacher in developing creativity among students.

**Unit-IV: PersonalityLectures=15**

1. Meaning and nature.
2. Types of personality- Carl Jung, Kretschmer and Seldon.
3. Methods of measuring personality - Projective.
4. Psycho-Analytic Theory of Freud.
5. Personality adjustment- meaning and adjustment.

**Suggested Readings:**

1. Skinner, Charles.E(2012). Educational Psychology. New Delhi: Prentice Hall.
2. Chauhan, S S (1996) .Advance Educational Psychology. New Delhi: Vikash Publishing House Pvt. Ltd.
3. Mangal, S K (2009). Advance Educational Psychology. New Delhi: PHI Learning Private Ltd.
4. Crow &Crow (1962). Educational Psychology. New Delhi Prentice Hall.
5. Kuppuswamy,B(2013). Advance Educational Psychology. New Delhi:Sterling Publishers Private Limited.
6. Chaube, S P. Educational Psychology.

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**2nd Semester**

**Paper Title:PSYCHOLOGICAL FOUNDATIONS OF EDUCATION (MINOR COURSE) Paper Code:EDNMIN-102-4**

**PAPER CREDIT:04(4T)**

**Total No. of Lectures=60 L Total Marks= 100 (T70+IA30) All the Units carry equal Marks**

**Course Objectives:**

* To understand the relation between education and psychology.
* To gain knowledge about methods and needs of educational psychology in teaching learning process.
* To understand the learning process and role of motivation.
* To understand the concept of memory, forgetting, attention and Interest.
* To acquaint the students with the concept of personality, type and its measurement techniques, trait and the adjustment mechanism.
* To understand the concept of intelligence, its nature and different theories.

**Course Learning Outcomes:**

* After completion of this course the learner will be able to:
* Understand the psychological principles.
* Learn the importance of educational psychology in teaching-learning process.
* Apply methods of psychology in teaching-learning process.

**Course Contents**

**Unit-I: Psychology and Education Lectures=15**

1. Meaning, definitions, nature and scope of psychology.
2. Relation between education and psychology.
3. Methods of psychology- Introspection, Observation, experimentation, Case-study method.
4. Importance of educational psychology in teaching- learning process.

**Unit-II: Learning and MotivationLectures=15**

1. Learning- Meaning and nature.
2. Theories of learning- Connectionism, Conditioning- Classical conditioning and operant conditioning, Gestalt theory.
3. Methods of learning.
4. Laws of learning.
5. Efficiency in learning.
6. Motivation and learning, its need and techniques for motivation.

**Unit-III: Memory, Attention and InterestLectures=15**

1. Memory- Meaning, nature and types.
2. Signs of good memory.
3. Economic methods of memorization.
4. Forgetting and its causes.
5. Attention- its concept, characteristics, types and determinants.
6. Interest- meaning, relation between Attention and Interest.
7. Educational implication of attention and interest.

**Unit-IV: PersonalityLectures=15**

* 1. Meaning, nature and types.
  2. Measurement of personality its methods- objectives and projective.
  3. Personality trait and its theories.
  4. Personality adjustment- its meaning and types of adjustment.

**Suggested Readings:**

1. Skinner, Charles.E(2012). Educational Psychology. New Delhi: Prentice Hall.
2. Chauhan, S S (1996). Advance Educational Psychology. New Delhi: Vikash Publishing House Pvt. Ltd.
3. Mangal, S K (2009). Advance Educational Psychology. New Delhi: PHI Learning Private Ltd.
4. Crow &Crow (1962). Educational Psychology. New Delhi Prentice Hall.
5. Kuppuswamy,B (2013).Advance Educational Psychology. New Delhi: Sterling Publishers
6. Private Limited.
7. Chaube, S P. Educational Psychology.

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**Paper Title:VALUE AND PEACE EDUCATION (INTERDISCIPLINARY COURSE) Paper Code:EDNIDC-102-3 PAPER CREDIT: 03 (3T)**

**Total No. of Lectures= 45 L Total Marks= 50 (T50) All the Units carry equal Marks**

**Course Objectives**:

* To understand the concept and meaning of value.
* To make aware about the role of educational institutions in building a value based society.
* To understand the meaning and concept of peace and its importance in human life.
* To understand the meaning and importance of peace education and its relevance at national and international level.

**Course Learning Outcomes:**

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

* Identify the different issues in imparting peace education.
* Develop the strategies and skills in promoting peace education at institutional level.
* Identify the role of teacher and family in imparting value education.
* Discuss the impact of globalization on culture and values.

**Course contents**

**Unit-I: Value EducationLectures= 10**

1. Concept, characteristics, objectives and Importance of value education.
2. Value education at different stages –
   1. Primary
   2. Secondary
   3. Higher education
3. Role of teacher and family in imparting value education.

**Unit-II: Value and CultureLectures= 15**

1. Concept and characteristics of value.
2. Types of values
   1. Core values.
   2. Social values.
   3. Moral values.
   4. Religious and spiritual values.
   5. Aesthetic values.
   6. Personal values
3. Sources of values.
4. Importance of values in human life.
5. Impact of globalization on culture and values.

**Unit-III: Peace EducationLectures= 20**

1. Concept, need, and characteristics of peace education.
2. Importance of peace in human life.
3. Teacher’s role in promoting peace.
4. Curricular contents of peace education at different levels- Primary, Secondary, higher Education.
5. Strategies and skills in promoting peace education.
6. Relevance of peace education in national and international context.

**Suggested Readings:**

1. Agarwal.J.C.(2005). Education for Values, Environment and Human Rights. New Delhi: Shipra Publication.
2. Chakraborty, M.(1997). Value Education: Changing Perspective, New Delhi: Krishna Publisher Distribution.
3. Chitakra, M.G.(20007). Education and human Values, New Delhi APH publishing Corporation.
4. Mishra,L.(2009). Peace Education-Framework for teachers, New Delhi APH publishing Corporation.
5. Panda, P. K. (2017). Value Education. Guwahati: Nibedita Book Distribution.
6. Suryanarayana, N. V.S(2017). Education and human Value Guwahati: Nibedita Book Distribution.

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**Paper Title:PERSONALITY DEVELOPMENT AND INTERVIEW TECHNIQUE (SKILL ENHANCEMENT COURSE) Paper Code:EDNSEC-102-3**

**PAPER CREDIT: 03(3T)**

**Total No. of Lectures= 45 L Total Marks= 50 (T50) All the Units carry equal Marks**

**Course objectives:**

* To understand the basic of personality and its determinants.
* To acquaint students with factors associated to personality development.
* To understand the importance of Soft skills for development of personality.
* To acquaint students with interviewing techniques.

**Course Learning Outcomes:**

After completion of this course, learners will be able to:

* Overcome problems faced in socialization, interpersonal relationship, in communication with other people.
* Develop an understanding of self, introspection, self-realization and change in personality of students.
* Face an interview of career enhancement as well as of job sectors.
* Build confidence, decision making, time management, critical thinking, and stress

management.

**UNIT-I: Personality and Self Esteem Lectures= 20**

1. Personality: Meaning, definitions, determinants of personality development.
2. Key factors associated to personality development: Introspection, self-assessment, Self - Appraisal, Self- Development, Home environment, Peers and Friends, Spiritual education.
3. Personality Traits: Meaning, concept, characteristics.
4. Self Esteem: Positive Self Esteems. Lateral thinking, Dos and Don’ts, Effective Behaviour, Attitude-positive and negative and their advantages and disadvantages.
5. Personality Building: Character building, Emotional intelligence.
6. Ethics and Manner: Social and Group Ethics, Good manner, Etiquettes, Effective speech, Better listener.

**UNIT-II: Soft Skills for Personality DevelopmentLectures= 10**

1. Personal management skills: Communication skills, Problem solving skills, Decision making skills, Time management skills, Stress management skills.
2. Leadership Skills: Meaning and Qualities of successful leader, Team works, Works Ethics.
3. Skills of organization and management: Resource management, Work Management, Group organization, Interpersonal relationship and their importance in personality development.

**UNIT-III: Interviewing Techniques Lectures= 15**

1. Planning and preparation- Writing Bio-data, collection of Information and preparation in relation to purpose of interview.
2. Techniques of facing interview: Personal Grooming, rapport and politeness.
3. Communication Skills: Verbal and non-verbal communication.
4. Managing the interview: Time management, Self-confidence, Active listening, Honesty, Technique of answering, Expressing gratitude for giving opportunity to interview.

**Suggested Readings:**

1. Narula, S.S. (2013). Personality Development & Communication Skills
2. Sharma, P. (2021). Soft Skills
3. Carnegie, D. and J. Berg (2016). Develop Self Confidence Improve Public Speaking
4. Tarkumbur L. (2019). Career Development And Interviewing Skill
5. Paul, D.S. (2017). Interview Skills

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**2nd Semester**

**Paper Title:YOGA EDUCATION**

**(VALUE ADDED COURSE) Paper Code:EDNVAC-102-4 PAPER CREDIT:04(3T+1P)**

**Total No. of Lectures: 60= 45+15(L+P) Total Marks= 100 (T70+IA30) All the Units carry equal Marks**

**Course Objectives:**

* To provide students with a comprehensive understanding of the philosophy and history of yoga.
* To gain knowledge about yoga sutra of Patanjali exploring the evolution of yoga over time.

**Course Learning Outcomes:**

After completion of this course, learners will be able to:

* Explore the principles of yogic lifestyles, which may include ethical guidelines, mindfulness and holistic well-being practices.
* Develop practical skills in various yoga techniques such as Asanas (postures), Pranayama (breathing exercise) meditation and relaxation technique.

**Course Contents**

**UNIT-1: Introduction to fundamentals of yogaLectures= 10**

1. Meaning, Definition and origin.
2. Types of Yoga- Patanjali Yoga and Karma Yoga.
3. Misconceptions related with Yoga.
4. Role of Yoga in the development of spiritual life.

**UNIT-2: Historical background of yoga EducationLectures= 10**

1. Yoga as reflected in Bhagawat Gita.
2. Yoga philosophy and yoga Education.
3. Yoga for peace.

**UNIT-3: Yoga and healthLectures= 20**

1. Concept of health and health related problems.
2. Need of yoga for good health.
3. Yogic Concept of healthy lifestyle.
4. Yoga for stress management.

**UNIT -4: Asana and Pranayama ( practical) Lectures+ Practical=5+15**

1. Different types of Asana Suryanamaskar and Padmasana.
2. Concept and importance of pranayama.
3. Types of pranayama (According to Patanjali).
4. Different techniques of Meditation.

**Suggested Readings:**

1. B.K.S Iyengar. Lights on yoga
2. Nischala Devi .The secret power of yoga
3. Donna Farhi. Yoga mind body and spirit

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**3rd Semester**

**Paper Title:DEVELOPMENT OF EDUCATION IN INDIA (MAJOR COURSE) Paper Code:EDNMAJ-201-4 PAPER CREDIT: 04 (4T)**

**Total No. of Lectures= 60 L Total Marks= 100 (T70+IA30) All the Units carry equal Marks**

**Course objectives:**

* To understand the salient features of education in India during ancient and medieval times.
* To acquire knowledge about the development of education in British period.
* To understand different education commission and national policy of education in Independence India.

**Course Learning Outcomes:**

After completion of this course, learners will be able to:

* Understand the historical development of education in India, including the ancient, medieval, colonial, post-independence period and the factors that influenced its development.
* Describe the educational Activities of Missionaries with special reference in Assam**.**
* Discuss women’s Education during Vedic, Buddhist and Islamic Period.

**Unit- I**: **Education in Ancient and Medieval IndiaLectures= 10**

* Vedic, Buddhist & Islamic Education.-Aims, Objectives, Method of Teaching and Role of Teachers.
* Women’s Education during Vedic, Buddhist and Islamic Period.

**Unit II**: **Education in colonial IndiaLectures= 20**

* 1. Educational Activities of Missionaries with special reference in Assam.
     1. Charter Act 1813
     2. Macaulay’s Minute 1835
     3. Woods Despatch 1854
     4. Hunter Commission 1882

**Unit- III:Education in Post- independence IndiaLectures= 20**

1. University Education Commission (1948-49)-Aims and objectives, Teacher Education, vocational Education, Women Education.
2. Secondary Education Commission (1952-53)-Structure of education system, Aims and objectives, curriculum and evaluation system.
3. Indian Education Commission (1964-66)-structure of Education system, Aims and objectives, curriculum, Equality in Educational opportunity.

**Unit-IV: National Policies on EducationLectures= 10**

1. National Policy on Education-1968.
2. National Policy on Education-1986 (National system of Education, Equality in Education, ECCE, Operation Black Board, NavadayVidyalaya).
3. Revised National Policy on Education-1992.
4. National Education Policy 2020- Objectives, Structure and features.

**Suggested Readings:**

1. Aggarwal, J.C (1993). Landmarks in the History of Indian Education. Vikas publishing House.
2. S.S Ravi. A comprehensive study of Education.
3. S.P.Chaube&A .Chaube. Education in Ancient andMedieval India.
4. UtpalKalita, Sonali Bora. BharatbarshatsiksharBikashShantiprakashan
5. Baruah, Jatin, (2008). BharatarSikharItihasarAdhayan. Guwahati: Lawyers’ Book Stall.

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**3rd Semester**

**Paper Title: PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATIONS OF EDUCATION (MAJOR COURSE) Paper Code: EDNMAJ-202-4**

**PAPER CREDIT: 04 (4T)**

**Total No. of Lectures= 60 L Total Marks= 100 (T70+IA30) All the Units carry equal Marks**

**Course Objectives:**

* To develop understand the meaning, aims, objectives and functions of education.
* To develop an understanding of the role of Philosophy and sociology in education.
* To develop understanding of major components in education and their interrelationship.
* To develop knowledge of the structure and functions of the society and the process of social interaction for a change towards better.

**Course Learning Outcomes:**

After completion of this course, learners will be able to:

* Develop the reasoning and critical skills and ability to think logically.
* Compare how philosophy and education are related to each other.
* Discuss the sociological perspective of education.

**UNIT-I: Philosophy and Education Lectures= 15**

1. Meaning nature and scope of philosophy.
2. Relation between education and philosophy.
3. Impact of philosophy on education.

**UNIT-II: Major schools of PhilosophyLectures= 15**

1. Idealism –Meaning, principles and implications in education.
2. Naturalism- Meaning, principles and implications in education.
3. Pragmatism- Meaning, principles and implications in education.

**UNIT-III: Education and SociologyLectures= 15**

1. Nature and scope of Educational sociology.
2. Need for sociological approach in Education.
3. Education as a socialization process.
4. Education as an instrument of social change.

**UNIT-IV: Education and social groupsLectures= 15**

1. Social groups in Indian context.
2. Characteristics and classification.
3. Education of the socially and economically disadvantaged sections of Indian society with special reference to ST, SC, Women and Rural population**.**

**Suggested Readings:**

1. Bhatia, K. and Bhatia,B. The philosophical and sociological foundation
2. Elias,J.L., Marriam,S.B. Philosophical foundation of Adult Education, Second Edition.
3. Pathak, R. P. Philosophical and Sociological foundation of Education, Kanishka Publishers
4. Sing, Y. K. Sociological Foundation of Education. APH Publishing

**\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\* 3rd Semester**

**Paper Title:DEVELOPMENT OF EDUCATION IN INDIA (MINOR COURSE) Paper Code:EDNMIN-201-4**

**PAPER CREDIT: 04 (4T)**

**Total No. of Lectures= 60 L Total Marks= 100 (T70+IA30) All the Units carry equal Marks**

**Course objectives:**

* To understand the salient features of education in India during ancient and medieval times.
* To acquire knowledge about the development of education in British period.
* To understand different education commission and national policy of education in Independence India.

**Course Learning Outcomes:**

After completion of this course, learners will be able to:

* Understand the historical development of education in India, including the ancient, medieval, colonial, post-independence period and the factors that influenced its development.

**Unit- I**: **Education in Ancient and Medieval IndiaLectures= 15**

* Vedic, Brahmanic, Buddhist & Islamic Education.-Aims, Objectives, Method of Teaching and Role of Teachers.
* Women’s Education during Vedic and Buddhist, Islamic Period.

**Unit II**: **Education in colonial IndiaLectures= 15**

1. Educational Activities of Missionaries with special reference in Assam.
   1. Charter Act 1813
   2. Macaulay’s Minute 1835
   3. Woods Despatch 1854
   4. Hunter Commission 1882

**Unit- III:Education in Post- independence IndiaLectures= 15**

1. University Education Commission (1948-49)-Aims and objectives, Teacher Education, vocational Education, Women Education.
2. Secondary Education Commission (1952-53)-Structure of education system, Aims and objectives, curriculum and evaluation system.
3. Indian Education Commission (1964-66)-structure of Education system, Aims and objectives, curriculum, Equality in Educational opportunity.

**Unit-IV: National Policies on EducationLectures= 15**

1. National Policy on Education-1968.
2. National Policy on Education-1986 (National system of Education, Equality in Education, ECCE, Operation Black Board, NavadayVidyalaya).
3. Revised National Policy on Education-1992.
4. National Education Policy 2020 (Introduction, Quality universities and colleges).

**Suggested Readings:**

1. Aggarwal, J.C (1993). Landmarks in the History of Indian Education. Vikas publishing House.
2. S.S Ravi. A comprehensive study of Education.
3. S.P.Chaube&A .Chaube. Education in Ancient and Medieval India.
4. UtpalKalita&Sonali Bora. BharatbarshatsiksharBikashShantiprakashan
5. Baruah, Jatin, (2008). BharatarSikharItihasarAdhayan. Guwahati: Lawyers’ Book Stall.

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**3rd Semester**

**Paper Title:ENVIRONMENTAL AND POPULATION EDUCATION**

**(INTERDISCIPLINARY COURSE) Paper Code:EDNIDC-201-3 PAPER CREDIT: 03 (3T)**

**Total No. of Lectures= 45 L Total Marks= 50 (T50) All the Units carry equal Marks**

**Course objectives:**

* To understand the meaning, objectives and importance of environmental education.
* To understand the components of environment and causes and effects of degradation and sustainable development.
* To acquaint students to understand relationship between human and environment.
* To know about population growth and its adverse effects.
* To realize the importance of population education.

**Course Learning outcomes:**

After completion of this course, learners will be able to-

* Gain command over the environmental components and present emerging problems of environment and develop critical thinking among students.
* Focus on environmental degradation and analyse the real world problems.
* Develop a power of narrative to create sustainable solutions for local and global communities.
* Acquire a responsible environmental behavior and participate in protection of environment, population control, maintain quality health and education.
* Understand on population growth and problems related to population explosion.

**Unit-I: EnvironmentLectures= 15**

1. Meaning, concept and definitions of environment.
2. Components of environment: Biotic, Abiotic, Atmosphere, Hydrosphere, Lithosphere, Eco- system and their importance on human life.
3. Natural resources: Forest, Water, Mineral, Land, Food, and Energy resource.
4. Environmental issues: Deforestation, Soil Erosion, Flood, Landslides, Drought, Pollution, Global Warming, Green House Effect, Ozone layer Depletion, Acid Rain.
5. Environmental degradation- its consequences and sustainable development.

**Unit-II: Population educationLectures= 15**

1. Meaning, concept, objectives, Scope and importance of population education.
2. Causes and consequences of alarming population growth in India.
3. Population Control Policies and Programs of Government of India.
4. Population Growth and its impact on- Socio-Economic development, Health and Nutrition, Education, Natural resources and Environment.

**Unit-III: Environmental education and Population Education in SchoolLectures= 15**

1. Meaning, scope, objectives, importance and development of environmental education.
2. Environmental Awareness: Role of individual, educational institutions, NGOs in environmental protection.
3. Population education in different levels- Primary, Secondary, Higher education.
4. Population awareness- role of School, teachers, women organizations, and religious institutions.

**Suggested Readings:**

1. Goswami, M. K. (2013). Environmental and Population education.
2. Sharma, R.A. Environmental Education, Meerut - Surya Publication.
3. Mahapatra, D. Environmental Education. Kalyani Publishers.
4. Rao, D. G. Population Education. Sterling Publishers.
5. Kuppuswami B. Population Education. Asian Publishing House.
6. Baldev, K. P. Population Crisis in India. National Publication.

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**Paper Title: METHODS AND TECHNIQUES OF TEACHING**

**(SKILL ENHANCEMENT COURSE) Paper Code:EDNSEC-201-3 PAPER CREDIT: 03 (3T)**

**Total No. of Lectures= 45 L Total Marks= 50 (T50) All the Units carry equal Marks**

**Course Objectives:**

* To enable the students with the teaching and learning process, factors of learning and marks of good teaching.
* To develop and understanding of the principles of teaching, various devices and styles of teaching.
* To understand about teaching effectiveness and class room management.
* To acquaint with the lesson plan preparation.
* To develop a positive attitude towards the teaching profession.

**Course learning outcomes:**

After completion of this course, learners will be able to-

* Explain the meaning and nature of teaching.
* Discuss the principles of teaching and learning.
* Understand the importance of teaching aids in the class room.
* Explain the importance of planning lessons in teaching learning process.

**UNIT- I: Teaching and learning processLectures= 15**

1. Teaching-meaning and nature of teaching- Teaching as arts and science.
2. Marks of good teaching.
3. Relation between teaching and learning.
4. Factors affecting teaching learning process.
5. Principles of teaching.
6. Maxims of teaching.

**UNIT- II: Methods of teachingLectures= 10**

1. Significance of methods of teaching.
2. Characteristics of good method of teaching.
3. Effective teaching methods for class room: Lecture method, Demonstration, Group discussion, Conference, Seminar, Symposium, Workshop, Brainstorming.

**UNIT- III: Uses of teaching aids and Lesson PlanningLectures= 20**

1. Meaning and importance of teaching aids in classroom.
2. Use of videotape, CCTV, EDUSAT, E-learning, Virtual classroom, Tele-conferencing, Internet, Projector.
3. Meaning and characteristics of a good lesson plan.
4. Herbartian steps of planning lesson.
5. Preparation of a lesson plan (on any subject).

**Suggested Readings:**

1. Kocchar.S.K. Methods and techniques of teaching, sterling publishers Pvt. Ltd
2. Bhatia & Bhatia. The principles and methods of teaching, Doaba House, Delhi
3. Singh, Amarjit. Classroom management, New Delhi, Kanishka Publishers.
4. Passi, B.K. Becoming Better Teacher, Micro Teaching Approach, Ahmedabad, SahityaMudranalaya.

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**4th Semester**

**Paper Title:EDUCATIONAL GUIDANCE AND COUNSELLING (MAJOR COURSE) Paper Code:EDNMAJ-203-4**

**PAPER CREDIT: 04(4T)**

**Total No. of Lectures= 60 L Total Marks= 100 (T70+IA30) All the Units carry equal Marks**

**Course Objectives:**

* To understand the concept of guidance, educational guidance and counseling and its scope.
* To understand the importance of educational guidance and counselling.
* To understand the concept of tools and techniques of guidance.
* To understand the qualities of a good counsellor.
* To acquaint with the guidance programmes in educational institutions.

**Course Learning Outcomes:**

After completion of this course, learners will be able to-

* Understand the principles of guidance and its characteristics.
* Learn about different types of guidance.
* Understand the role of teacher and the head of the institutions in guidance and counselling.

**UNIT-I: Introduction to GuidanceLectures= 15**

1. Meaning, Definition and Scope of Guidance.
2. Aims and Objectives of Guidance.
3. Need of Guidance.
4. Principles of Guidance.
5. Types of Guidance- Personal guidance & Social guidance, Educational guidance, Vocational guidance, Health guidance, Individual and Group Guidance.

**UNIT-II: Educational GuidanceLectures= 15**

1. Meaning, Definition, Nature and Scope.
2. Characteristics of Educational Guidance.
3. Importance of Educational Guidance.
4. Guidance at various level: Guidance at Pre-school education, Guidance at Elementary. level ,Guidance at Secondary level of education , Guidance at Higher level of education .
5. Importance of good guidance programme.

**UNIT –III: Techniques of Guidance and Guidance programmeLectures= 15**

1. Basic concept of tools and techniques of Guidance.
2. Types of Guidance techniques.
3. Organization of guidance services.
4. Guidance and counselling cells and its need in educational institutions.
5. Role of the Head of the institution and parents in Educational guidance and counseling.
6. Challenges and functions of guidance provider in educational institutions.

**UNIT-IV: CounsellingLectures= 15**

1. Meaning and scope of Counselling.
2. Principles and Characteristics of counseling process.
3. Types of Counselling - Directive, Non-directive and Eclectic Counselling.
4. Qualities and role of a counselor in counseling process of all levels of education.
5. Basic tools of counseling services- Psychological test, Observation, Interview.
6. Challenges and issues of educational guidance and counseling.

**Suggested Readings:**

1. Agarwal, Rashmi (2010).Educational, Vocational guidance and Counselling, Principles, Techniques and programmes. New Delhi: Shipra Publication.
2. Aggarwal J.C. (1989). Educational and Vocational Guidance and Counselling. New Delhi: Doaba House.
3. Bhatia, K.K. (2009). Principles of Guidance and Counselling. New Delhi: Kalyani Publishers
4. Kochhar,S.K. (2010).Educational and vocational guidance in secondary schools. New Delhi: Starling Publishers Pvt. Ltd.
5. Bhatnagar, A and Gupta, N.(1999 ). Guidance and Councselling – A Theoretical Approach. New Delhi: Vikas Publishing house.
6. Gogoi, K.P. (2015). A Text Book on Guidance & Counselling. New Delhi: Kalyani Publishing House. 5.
7. Gibson, Mitchell M, (1999). Introduction to Counselling and Guidance. University of Michigan: Merrill.

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**4th Semester**

**Paper Title: EDUCATIONAL MEASUREMENT AND EVALUATION (MAJOR COURSE) Paper Code:EDNMAJ-204-4**

**PAPER CREDIT: 04(4T)**

**Total No. of Lectures= 60 L Total Marks= 100 (T70+IA30) All the Units carry equal Marks**

**Course Objectives:**

* To help the students to acquire knowledge of measurement and evaluation in education.
* To develop an understanding of different types of educational tests and their uses.

**Course Learning outcomes:-**

After completion of this course, learners will be able to-

* Understand the role of assessment in the instructional process including the proper evaluation of assessments and standardized tests.
* Measure pupils’ achievement and motivate pupils’ learning along with intelligence quotient.

**UNIT-I: Measurement and Evaluation in EducationLectures= 15**

1. Meaning and concept of measurement, Scope of measurement, Types-Physical measurement and mental measurement, Functions of measurement, Scales of measurement.
2. Evaluation-Its meaning and concept, Principles of Evaluation.
3. Relationship and difference between Measurement and Evaluation.
4. Purpose of Educational Evaluation.
5. Basic assumptions in educational measurement and Evaluation.

**UNIT-II: Test construction and standardisation Lectures= 15**

1. Procedure of test construction and standardisation.
2. Difference between Teacher made test and standardised test.
3. Item analysis.
4. Characteristics and criteria of a good test -Reliability, Validity, Objectivity and Norms and their methods of determination.

**UNIT-III: Personality and Intelligence TestLectures= 20**

1. Its meaning and nature.
2. Types of Personality measurement- Subjective technique (Questionnaire, Interview) Objective Technique (Rating Scale, Observation), Projective Technique (Rorschach Ink Blot Test, TAT, Word Association Test).
3. Intelligence Test-Meaning and nature.
4. Individual and Group test of Intelligence- Binet Test, Army Alpha and Army Beta Test.
5. Uses of Intelligence Test.

**UNIT-IV: Educational Achievement TestLectures= 10**

1. Meaning and Uses of Educational Achievement Test.
2. Classification of Achievement Test.
3. Construction of Educational Achievement Test.

**Suggested Readings:**

1. Bhatia, K K.(1994) . Measurement & Evaluation in Education. Prakash Brothers,Ludhiana
2. Asthana Bipin& Agarwal R N (1991). Measurement & Evaluation in Psychology &EducationVinodPustak mandir,Agra-2
3. Goswami, Marami. Measurement and Evaluation in Psychology and Education.Guwahati
4. Sarma,Mukul,(1990). PrarambhikParixankhyabijnanaruSaikhikParimapawnChandraPrakashan,Guwahati.
5. Sarma&Kalita, (2016). SikshatParimapan, mulyanaruParisankhyaBignanShantiPrakashan, Guwahati.

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**Paper Title: EDUCATIONAL TECHNOLOGY**

**(MAJOR COURSE) Paper Code:EDNMAJ-205-4 PAPER CREDIT: 04(4T)**

**Total No. of Lectures= 60 L Total Marks= 100 (T70+IA30) All the Units carry equal Marks**

**Course Objectives:**

* To enable the students to understand the concept scope and objectives of Educational Technology.
* To acquaint the students about teaching technology, behavioural technology and instructional technology.
* To make the students understand about communication, process, teaching aids , system approach and use of computer and internet in educational technology.
* To acquaint the students with innovations in Education through Educational Technology Team Teaching E- learning and E-library.

**Course Learning outcomes:-**

After completion of this course, learners will be able to**-**

* Discuss the content and Assumption of instructional technology.
* Explain the characteristics of instructional technology.
* Differentiate between educational Technology and Instructional technology
* Highlight the uses of Computer in education.
* Identify the advantages and disadvantages of computer Assisted Instruction.
* Explain types of classroom communication, verbal, non –verbal.
* State the barriers of effective communication in the classroom.

**UNIT- I: Concept of Educational TechnologyLectures= 15**

1. Meaning, nature and scope of Educational Technology.
2. Objectives of educational technology at macro level.
3. Importance and needs of educational technology.
4. Types of educational technology.

**UNIT –II: Teaching Technology and CommunicationLectures= 15**

1. Meaning and nature of teaching technology.
2. Operation of teaching phases - pre -active, interactive and post active phases.
3. Communication - Meaning and definition.
4. Types of classroom communication - verbal, non –verbal.
5. Barriers of effective communication in the classroom.

**UNIT - III: Behavioural TechnologyLectures= 15**

1. Behavioural technology - meaning and nature.
2. Micro teaching - meaning and objectives.
3. Different phases of micro teaching.
4. Merits and demerits of micro teaching.

**UNIT –IV: Instructional Technology and ComputerLectures= 15**

1. Instructional Technology - meaning and nature.
2. Meaning and Principles of Programmed Instruction.
3. Uses of Computer in education.
4. Advantages and Disadvantages of computer Assisted Instruction.
5. Internet and education.

**Suggested Readings:**

1. Rawat S.C. Essentials of Educational Technology, R Lall Book Depot.
2. Usha Rao (2003). Educational Technology, Himalaya Publishing House, Mumbai.
3. Goswami M.K. Educational Technology.
4. Sarma A.R. Educational technology Atlantic Publishers and distributions, New Delhi.
5. Das R.C. Educational technology. Sterling Publishers Pvt. New Delhi.

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**Paper Title:EDUCATIONAL GUIDANCE AND COUNSELLING (MINOR COURSE) Paper Code:EDNMIN-202-4**

**PAPER CREDIT: 04(4T)**

**Total No. of Lectures= 60 L Total Marks= 100 (T70+IA30) All the Units carry equal Marks**

**Course Objectives:**

* To understand the concept of guidance, educational guidance and counseling and its scope.
* To understand the importance of educational guidance and counselling.
* To understand the concept of tools and techniques of guidance.
* To understand the qualities of a good counsellor.
* To acquaint with the guidance programmes in educational institutions.

**Course Learning Outcomes:**

After completion of this course, learners will be able to-

* Understand the principles of guidance and its characteristics.
* Learn about different types of guidance.
* Understand the role of teacher and the head of the institutions in guidance and counselling.

**UNIT-I: Introduction to GuidanceLectures= 10**

1. Meaning, Definition and Scope of Guidance.
2. Aims and Objectives of Guidance.
3. Need of Guidance.
4. Principles of Guidance.
5. Types of Guidance- Personal guidance & Social guidance, Educational guidance, Vocational guidance, Health guidance, Individual and Group Guidance.

**UNIT-II: Educational GuidanceLectures= 15**

1. Meaning, Definition, Nature and Scope.
2. Characteristics of Educational Guidance.
3. Importance of Educational Guidance.
4. Guidance at various level: Guidance at Pre-school education , Guidance at Elementary level, Guidance at Secondary level of education , Guidance at Higher level of education .
5. Importance of good guidance programme.

**UNIT –III: Techniques of Guidance and Guidance programmeLectures= 15**

1. Basic concept of tools and techniques of Guidance.
2. Types of Guidance techniques.
3. Organization of guidance services.
4. Guidance and counselling cells and its need in educational institutions.
5. Follow-up Services.
6. Role of the Head of the institution and parents in Educational guidance and counseling.
7. Challenges and functions of guidance provider in educational institutions.

**UNIT-IV: CounsellingLectures= 20**

1. Meaning and scope of Counselling.
2. Principles and Characteristics of counseling process.
3. Types of Counselling - Directive, Non-directive and Eclectic Counselling.
4. Relationship between Guidance, Counselling and Teaching.
5. Role of counselor in counseling process of all levels of education.
6. Qualities of a good counselor.
7. Basic tools of counseling services- Psychological test, Observation, Interview, Sociometry, Check list, Cumulative record card.
8. Challenges and issues of educational guidance and counseling.

**Suggested Readings:**

1. Agarwal, Rashmi (2010).Educational, Vocational guidance and Counselling, Principles, Techniques and programmes. New Delhi: Shipra Publication.
2. Aggarwal J.C. (1989). Educational and Vocational Guidance and Counselling. New Delhi: Doaba House.
3. Bhatia, K.K. (2009). Principles of Guidance and Counselling. New Delhi: Kalyani Publishers
4. Kochhar,S.K. (2010).Educational and vocational guidance in secondary schools. New Delhi: Starling Publishers Pvt. Ltd.
5. Bhatnagar, A and Gupta, N, (1999). Guidance and Counselling – A Theoretical Approach. New Delhi: Vikas Publishing house.
6. Gogoi, K.P. (2015). A Text Book on Guidance & Counselling. New Delhi: Kalyani Publishing House. 5.
7. Gibson, Mitchell M, (1999). Introduction to Counselling and Guidance. University of Michigan: Merrill.

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**4th Semester**

**Paper Title:INTERNSHIP (INTERNSHIP COURSE) Paper Code:EDNINT-201-2**

**PAPER CREDIT: 02(2P)**

**Total No. of Lectures= 45 P Total Marks= 50 (P50) All the Units carry equal Marks**

**Course Objectives:**

* Learn to apply the Technical knowledge in real industrial situations.
* Gain experience in writing Technical reports/projects.
* Expose students to the work responsibilities and ethics.
* Familiarize with various materials, processes, products and their applications along with relevant aspects of quality control.
* Promote academic, professional and personal development.
* Expose the students to future employers.
* Understand the social, economic and administrative considerations that influence the working environment of industrial organizations.
* Understand the psychology of the workers and their habits, attitudes and approach to problem solving.

**Course Learning Outcomes:**

After completion of this course, learners will be able to-

* Get an opportunity to get hired by the Industry/ organization.
* Gain practical experience in an organizational setting.
* Get an opportunity to see how the theoretical aspects learned in classes are integrated into the practical world.
* Get on-floor experience that provides much more professional experience which is often worth more than classroom teaching.
* Decide if the industry and the profession is the best career option to pursue.
* Learn new skills and supplement knowledge.
* Practice communication and teamwork skills.
* Learn strategies like time management, multi-tasking etc in an industrial setup.
* Meet new people and learn networking skills.
* Make a valuable addition to their resume.
* Gain knowledge about their candidacy for higher education.
* Create network and social circle and develop relationships with industry people.
* Evaluate the organization before committing to a full time position

**INTERNSHIP GUIDELINES:**

* Internship/apprenticeship can be carried out during Summer Term, mandatorily for student who exits after two semesters or four semesters of study in addition to the skill based courses.
* A summer term is for eight weeks/two months from 01June-31July.Summer term courses may be offered on a fast –track mode to enable students to complete arrears/special courses.
* The HEI can decide on the kind of courses to be offered in the summer term, based on the requirement and also based on the availability of teaching faculty.
* Students on joining Training at the concerned Industry /Organization, should submit the Joining Report/Letters / Email to the concerned department.
* Faculty Member(s) should evaluate the performance of students once/twice by visiting the Industry/Organization and Evaluation Report of the students should be submitted in department with the consent of Trainers.
* Students will submit training report after completion of internship.
* Training Certificate to be obtained from the concerned organisation.
* Attendance of students should be maintained.

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FYUGP SYLLABUS **ECONOMICS** BODOLAND UNIVERSITY

#### Semester-wise Outline of the Courses

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Year | Semester | Cours e | Code | Paper Title | Credit |
| First Year | I | Major | ECOMAJ1014 | Introductory Microeconomics | 4 |
| Minor | ECOMIN1014 | Principle of Microeconomics-I | 4 |
| IDC-1 | ECOIDC1013 | Introduction To Basic Economics-I | 3 |
| AEC- 1 | AEC1012 | Language/ Regional Language | 2 |
| SEC- 1 | ECOSEC1013 | Economics of Sericulture | 3 |
| VAC- 1 | ECOVAC1014 | Sustainable Development -I | 4 |
| **Total Credit** | | | **20** |
| II | Major | ECOMAJ1024 | Intermediate Microeconomics-I | 4 |
| Minor | ECOMIN1024 | Principle of Microeconomics-II | 4 |
| IDC-2 | ECOIDC1023 | Intermediate Interdisciplinary Economics | 3 |
| AEC- 2 | AEC1022 | Language/ Regional Language | 2 |
| SEC- 2 | ECOSEC1023 | Tourism Economics | 3 |
| VAC- 2 | ECOVAC1024 | Sustainable Development -II | 4 |
| **Total Credit** | | | **20** |

**SEMESTER - I**

#### Paper Title: Introductory Micro Economics

**Paper Code: ECOMAJ 1014 Credit Points: 4**

**Total Marks:100 ( Internal =30 Marks and End Semester Exam=70)**

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

**Learning Outcome:** The course introduces the students to the first course in economics from the perspective of individual decision making as consumers and producers. The students learn some basic principles of microeconomics, interactions of supply and demand, and characteristics of perfect and imperfect markets.

#### Course Outline:

**Unit 1: Introduction**

Basic concepts- dependent and independent variables- exogenous and endogenous variable - The Economic Problem- Scarcity and Choice; Concepts of Equilibrium - Stable and Unstable, Static, Comparative Static, Dynamic, The Basic Market Model.

#### Unit 2: Consumer behaviour

Utility: Cardinal versus Ordinal; MU and TU and consumers equilibrium under Utility approach. Indifference Curve - Assumptions and Properties; optimal choice Consumer’s Equilibrium; Price Effect-Income Effect, Substitution Effect; Engel’s Curve; Derivation of the Demand Curve; Giffen Paradox; Merits and Limitations of Indifference Curve Analysis; Consumer’s Surplus and Applications and Limitations of the Concept.

#### Unit 3: Theory of Production

Organisation of Production; Production Function and its related concepts; Total, Average and Marginal Products and the Law of Variable Proportions; Production with two variable inputs, isoquant and iso cost, Least Cost Input Combination, Expansion Path; Contract Curve and the derivation of Production Possibility Curve;; Factor Elasticity of Substitution; Technical

Progress and Production functions, Cobb-Douglas Production function and CES production Function

#### Unit 4: Output Decisions and Profit Maximisation

Revenue: TR, AR, MR; Relation between AR and MR, Elasticity of Demand; Comparing Costs and Revenues to maximize Profit.

#### Suggested Readings:

* 1. Karl E. Case, Ray C. Fair, Principles of Economics, Pearson Education Asia
  2. Dominick Salvatore, Micro Economics- Theory and Applications, Oxford University Press.
  3. Koutsoyiannis. A, Modern Micro Economics, ELBS/ Macmillan.
  4. Sampat Mukherjee, Modern Economic Theory, New Age International Publishers.
  5. Rahul A. Shastri, Micro Economic Theory, University Press (India) Limited.
  6. D. N. Dwivedi, Micro Economic Theory and Applications, Pearson Education.
  7. R. K. Sharma and Shashi K. Gupta, Management Accounting- Principles and Practice, Kalyani Publishers.
  8. G S Maddala and Ellen Miller, Micro Economic Theory and Application, Tata Mc Graw- HillM.
  9. N. Gregory Mankiw (2007), Principal of Economics 6th Edn.thompson. 10.Hall R. Varian (2010). Intermediate Micro Economics: A Modern Approach.

#### SEMESTER - I

**Paper Title: Principle of Micro Economics - I**

#### Paper Code: ECOMIN 1014 Credit Points: 4

**Total Marks:100 ( Internal =30 Marks and End Semester Exam=70)**

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

**Learning Outcome:** The course introduces the students to the first course in Economics from the perspective of individual decision making as consumers and producers. The students learn some basic principles of microeconomics, Consumer Behaviour and Demand, Theory of Production and Cost, Product Pricing etc.

#### Course Outline:

**Unit – I: Introduction**

Basic concepts- dependent and independent variables- exogenous and endogenous variable - The Economic Problem- Scarcity and Choice; Concepts of Equilibrium - Stable and Unstable, Static, Comparative Static, Dynamic, The Basic Market Model.

#### Unit 2: Consumer Behaviour and Demand

**Consumer Behaviour:** Cardinal Approach Vs Ordinal approach, Consumer’s equilibrium under Utility analysis, Indifference Curves- Assumptions and properties, Law of Marginal Rate of Substitution, Consumer’s Equilibrium, Income Effect, Substitution Effect, Price Effect, Derivation of Demand Curve, Giffen Paradox, Merits and Limitations of Indifference Curve Analysis; Consumer’s Surplus and Applications and Limitations of the Concept.

#### Unit - 3: Theory of Production and Cost

Law of Variable Proportions; Returns to Scale, Isoquants, Iso-Cost, Least Cost Input Combination, Cost of Production; Types of Costs- Money Cost, Real Cost, Explicit Cost, Implicit Cost, Sunk Cost, Opportunity Cost, Average and Marginal Cost Curves; Economies and diseconomies of Scale.

#### Unit – 4: Product Pricing -I

Perfect competition, features, price-output determination, Monopoly, Price and output determination, price discrimination.

#### Suggested Readings:

1. Karl E. Case, Ray C. Fair, Principles of Economics, Pearson Education Asia
2. Dominick Salvatore, Micro Economics- Theory and Applications, Oxford UniversityPress
3. Koutsoyiannis. A, Modern Micro Economics, ELBS/ Macmillan
4. Sampat Mukherjee, Modern Economic Theory, New Age International Publishers
5. Rahul A. Shastri, Micro Economic Theory, University Press (India) Limited
6. D. N. Dwivedi, Micro Economic Theory and Applications, Pearson Education
7. R. K. Sharma and Shashi K. Gupta, Management Accounting- Principles andPractice, Kalyani Publishers
8. G S Maddala and Ellen Miller, Micro Economic Theory and Application, TataMc Graw- HillM
9. N. Gregory Mankiw (2007), Principal of Economics 6th Edn.thompson 10.Hall R. Varian (2010). Intermediate Micro Economics: A Modern Approach.

SEMESTER-I

#### Course Title: INTRODUCTION TO BASIC ECONOMICS-I

Course- IDC Code- ECOIDC1013 Credit Points: 3

#### Total Marks: 50

**Course Description**: The course aims to provide students with a strong foundation in interdisciplinary economics, equipping them with the analytical and critical thinking skills necessary to understand and address complex economic issues in various contexts.

#### Course objectives:

To Understand the importance of interdisciplinary perspectives in analysing economic phenomena. Apply microeconomic principles to analyse individual decision-making and market behaviour. Analyse macroeconomic variables and their impact on the overall economy. Identify different market structures and their implications for competition.

#### Course Outcomes:

Evaluate economic issues related to the environment and natural resources. Analyse international trade patterns and the impact of globalization on economies. Assess the effectiveness of economic policies and their implications for society. Apply economic models and empirical analysis to assess policy outcomes.

#### Course Outlines:

**Unit 1: Fundamental Concepts of Economics**

Definition of Economics (Wealth, Welfare, Scarcity and Growth definition); Subject Matter of Economics; Significance of Economics; Branches of Economics – Micro and Macro Economics ( Relationship, Importance and Limitations); Positive and Normative economics, Economic problems – Problems of Scarcity and Choice; Opportunity cost.

#### Unit 2: Introduction to Behavioural Economics, Quantitative Methods and Indian Economy

Behavioural Economics: Introduction, Concept of Nudge Theory, limits and implications to study Behavioural economics.

Quantitative Methods for Economic Analysis: Concept of economic model, Derivation of Linear Market Model and Simple National Income Model.

India as a Developing Economy: Meaning of an Underdeveloped Economy; Basic Characteristics of Indian Economy; Indian Economy during the British Period; Economic consequences of British Rule in India.

#### Unit 3: Interdisciplinary Dimensions of Economics

Environmental Economics: Economy and environment inter-linkages, Natural Resources , Economics of Renewable and Non- Renewable resources, concept of Market failure and sustainable yield.

International Economics: Introduction, Internal and International Trades, International Trade and Economic Development.

Note: Each unit will cover multiple topics within the respective subject area, providing a comprehensive understanding of interdisciplinary economics.

#### Recommended books:

The Economic Way of Thinking" by Paul Heyne, Peter J. Boettke, and David L. Prychitko Economics: The User's Guide" by Ha-Joon Chang

Economics in One Lesson" by Henry Hazlitt

Interdisciplinary Economics: Kenneth E. Boulding's Engagement in the Sciences" edited by Paul Dragos Aligica and Kenneth J. Boulding

The Oxford Handbook of Interdisciplinarity" edited by Robert Frodeman, Julie Thompson Klein, and Carl Mitcham.

#### SEMESTER - I Paper Title: ECONOMICS OF SERICULTURE

**Paper code: ECOSEC1013 Credit 3**

Total Marks: 50

**Objective:** Studying the economics of sericulture involves analyzing the economic aspects and implications of silk production, including the costs, benefits, and market dynamics associated with the sericulture.

**Outcome:** Course outcomes for studying the economics of sericulture may vary depending on the level of study (undergraduate or postgraduate) and the specific curriculum. However, some common course outcomes may include the Knowledge of sericulture economics, comprehensive understanding of the economic principles and concepts related to sericulture, including production costs, market structures, pricing strategies, and supply chain dynamics.

#### Unit-1: Sericulture: An overview

Introduction to Sericulture: Origin and history of sericulture. Silk route and map of India and World; Temperate and tropical climate for sericulture practice; Meaning of Sericulture, Types of Sericulture as a source of employment and income; Demand and Supply of Silk.

#### Unit-2: Investment analysis

Investment Analysis in Sericulture, Cost – Fixed Cost and Variable cost in three cultures, return from sericulture; Profit from sericulture; Silk Industry, Spinning, Reeling and weaving, Cost, Revenue and Profit.

#### Unit -3: Environmental impact of sericulture

Environmental impact of sericulture: Eco-friendly activity of sericulture; Employment generation in sericulture and role of women in sericulture; Industrial aspect of the industry; Silk reeling as a cottage industry; Handloom and power loom activities.

#### Unit – 4: Types of fibers and govt’s role

Textile fibers: Natural and Synthetic fibers: Advantage of silk fiber over other fibers: International demand of silk. Function of Central Silk Board; Role of State Department of Sericulture (Assam and BTR); Role of universities and NGOs in sericulture development;

Various Government schemes for Sericulturist, bank loan and Subsidy. Prospects and problems of sericulture industry in Assam with special reference to BTR.

#### Reference Readings:

Chowdhury, S.N., Eri Silk Industry, Directorate of Sericulture and Weaving, Government of Assam.

Chowdhury, S.N.,Muga Silk Industry, Directorate of Sericulture and Weaving, Government of Assam.

Manjit Das, Sericulture and Sericulture in Assam: An Economic Analysis, Tushar Publishing House, Guwahati.

Sengupta .K. Tasar Silk Industry in India, CRT & TI, CSB , Ranchi.

Sarkar. D.C. Ericulture in India, Central Silk Board, Ministry of Textile, Government of India. Thangavelu, K and Borah .H, Ericulture, Central Silk Board, Ministry of Textile, Bangalore, Government of India.

Ullal , S.R. and Narasimhana, hand book of Practical Sericulture, Central Silk Board, Ministry of Textile, Government of India.

Ullal , S.R. and Narasimhana, M.N. , Handbook of Practical Sericulture, Central Silk Board, Ministry of Textile, Bangalore, Government of India.

#### SEMESTER-I

**Paper Title: SUSTAINABLE DEVELOPMENT -I**

Course- Value Added Course Code- ECOVAC1014 Credit Points: 4 Total Marks:100 (Internal =30 Marks and End Semester Exam=70)

**Course Description**: Explore the principles and practices of sustainable development and environmental economics. Analyse the economic aspects of environmental issues and strategies for achieving a balance between economic growth, social well-being, and environmental protection.

**Course Outcomes**: By the end of this course, students will be able to understand sustainable development and environmental economics. Analyse the economic implications of environmental issues. Evaluate economic instruments and policy tools for sustainable development. Identify opportunities for sustainable economic growth. Critically evaluate environmental policy frameworks. Develop strategies for promoting sustainable development.

**Course Objectives**: To understand the relationship between economic development, social well-being, and environmental sustainability. To analyse the economic implications of environmental issues and externalities. To evaluate policy tools and instruments for promoting sustainable development.To develop strategies for sustainable solutions, including sustainable economic growth and effective environmental governance.

#### Course Outlines:

**Unit 1: Introduction to Sustainable Development and Environmental Economics** Definition and principles of sustainable development; Relationship between environmental economics and sustainable development; Key sustainability challenges and the need for environmental economics.

#### Unit 2: Economic Analysis of Environmental Issues

Economic implications of environmental degradation and resource depletion; Externalities and market failures in environmental problems; The role of economic analysis in understanding environmental issues.

#### Unit 3: Valuation of Environmental Goods and Services

Methods for valuing environmental resources; Cost-benefit analysis for evaluating environmental projects and policies; Limitations and challenges of valuing environmental goods and services;

#### Unit 4: Identification and Assessment of Local Resources

Identifying the diverse range of local resources in BTR (natural, cultural, economic).; Evaluating the environmental impacts and challenges associated with these resources.

#### Recommended Readings:

Environmental Economics and Sustainable Development by Timothy M. Swanson and Anastasios Xepapadeas.

Principles of Environmental Economics and Sustainability by Ahmed Hussen. Economics of the Environment: Selected Readings" edited by Robert N. Stavins.

Sustainable Development: Principles, Frameworks, and Case Studies by OkechukwuUkaga. Local Sustainable Development and Global Environmental Governance by John Callebaut and Arnold Tukker.

Sustainable Resource and Environmental Management" by Simon Bell and Stephen Morse. Ecotourism and Sustainable Development: Who Owns Paradise? by Martha Honey.

Sustainable Energy: Choosing Among Options by Jefferson W. Tester et al.

#### SEMESTER - II

**Paper Title: INTERMEDIATE MICRO ECONOMICS - I**

#### Paper Code: ECOMAJ 1024 Credit Points: 4

**Total Marks:100 ( Internal =30 Marks and End Semester Exam=70)**

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

**Learning Outcome:** The course trains the students of Economics about the basic elements of consumer theory and production theory and the functioning of the competitive markets. This course aims to give students a solid grasp of microeconomic analysis at the intermediate-level using mathematical techniques where appropriate.

#### Course Outline:

**Unit-1: Cost Functions**

Definitions and Types of Costs- Money Cost, Real Cost, Explicit Cost, Implicit Cost, Sunk Cost, Opportunity Cost, Private Cost, Social Cost, Cost Functions and its Properties, Shift in Cost Curves; Long-Run versus Short-Run Cost Curves; the relationship between short run and long run cost curves; Impact of Economies and diseconomies of scale.

#### Unit- 2: Market Structure and the Theory of Product Pricing -I

Perfect Competition, Price-output Determination under Perfect Competition; Monopoly: Determination of Price – Output, Degrees of Monopoly Power, Price discrimination, Multi – plant Monopoly, peak-load pricing, Monopoly and Anti Trust Policies, price discrimination- first degree, second degree and third degree, Monopsony, Hidden action & hidden information and monopoly solution. Signaling.

#### Unit – 3: Market Structure and the Theory of Product Pricing -II

Monopolistic Competition: features, Determination of Price–Output, Degrees of Product Differentiation, Selling costs, Excess Capacity

#### Unit -4: Market Structure and the Theory of Product Pricing -II

Features of Oligopoly market, Collusive and Non-collusive, kinky demand curve, Price Leadership and Cartel

#### Suggested Readings:

1. Hal R. Varian, Intermediate Microeconomics, a Modern Approach, W.W. Norton and Company/Affiliated East-West Press (India), 8th edition, 2010. The workbook by Varian and Bergstrom may be used for problems.
2. C. Snyder and W. Nicholson, Fundamentals of Microeconomics, Cengage Learning (India), 2010.

3.1. B. Douglas Bernheim and Michael D. Whinston, Microeconomics, Tata McGraw- Hill (India), 2009.

#### SEMESTER - II Course Title: PRINCIPLE OF MICRO ECONOMICS - II

**Paper Code: ECOMIN1024 Credit Points: 4**

**Total Marks:100 ( Internal =30 Marks and End Semester Exam=70)**

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

**Learning Outcome:** The course introduces the students to the first course in Economics from the perspective of individual decision making as consumers and producers. The students learn

some basic principles of microeconomics, Consumer theory, Theory of factor pricing and welfare economics.

#### Unit-1: Product Pricing-II

Monopolistic Competition, Features, Price-output determination, Effects of selling cost, Excess Capacity, Oligopoly market, Features, Kinky demand curve model.

#### Unit-2: Determination of Factor Pricing

Pricing of Factors under Perfect Competition: determination of rent, Ricardian and modern theory of rent, wage determination, interest determination: classical and Keynsian; theories of profit: Innovation theory, risk and uncertainty bearing theory

#### Unit: 3: Welfare Economics:

Positive, Normative and Welfare Economics, Individual and Social Welfare, Pigovian Welfare Economics, Condition of Pareto Optimality, The Compensation Principle (Kaldor–Hicks Criterion).

#### Unit: 4: General Equilibrium

Meaning of General Equilibrium, Partial vs General Equilibrium, Walrasian General Equilibrium System: Existence, Stability and Uniqueness of the Equilibrium.

Critique of General Equilibrium Theory

#### Suggested Readings:

1. Hal R. Varian, Intermediate Microeconomics, a Modern Approach, W.W. Norton and Company/Affiliated East-West Press (India), 8th edition, 2010. The workbook by Varian and Bergstrom may be used for problems.
2. C. Snyder and W. Nicholson, Fundamentals of Microeconomics, Cengage Learning (India), 2010.
3. B. Douglas Bernheim and Michael D. Whinston, Microeconomics, Tata McGraw- Hill (India), 2009.

#### SEMESTER - II

**Paper Title: INTERMEDIATE TO INTERDISCIPLINARY ECONOMICS**

#### Paper Code: ECOIDC1023 Credit Points: 3 Total Marks: 50

**Course Objectives:** To analyseand apply economic analysis to understand and address

environmental challenges, including the efficient management of natural resources. To understand the theory of comparative advantage and gains from trade. To apply economic analysis to understand innovation and technological changeto comprehend the drivers and effects of innovation and technological advancements in various sectors of the economy

Interdisciplinary Economics" and can be adjusted or expanded based on specific curriculum requirements and preferences of the educational institution offering the course.

Course outline:

#### Unit 1: Environmental and Resource Economics

Economic analysis of environmental issues and natural resource management; Evaluation of environmental policies and their economic implications; Cost-benefit analysis of environmental projects and regulations.

#### Unit 2: International Trade and Finance

Theory of comparative advantage and gains from trade; International trade patterns and barriers; Exchange rates, balance of payments, and global financial markets (concept only).

#### Unit3: Innovation and Entrepreneurship

Economic analysis of innovation and technological change; Role of entrepreneurship in economic growth and development; Policies for fostering innovation and entrepreneurship. Starts up India.

#### Recommended Readings:

Environmental and Natural Resource Economics" by Tom Tietenberg and Lynne International Economics: Theory and Policy" by Paul Krugman and Maurice Obstfeld

The Entrepreneurial State: Debunking Public vs. Private Sector Myths" by Mariana Mazzucato The Economics of Innovation" by William F. Baumol

#### SEMESTER - II

**Course Title: TOURISM ECONOMICS**

#### Code: ECOSEC1023 Credit Points: 3

**Total Marks: 50**

**Objectives:** studying tourism economics involves analyzing the economic aspects of the tourism industry, including its impact on local economies, businesses, and governments. The objectives of studying tourism economics are to understand the economic principles and factors

economic impact and implications

**Outcome:** Overall, studying tourism economics equips individuals with the knowledge and skills to understand, analyze, and contribute to the sustainable development of the tourism industry from an economic perspective.

#### Unit-1: Introduction

Economics of Tourism: Definitions, Meaning, Subject-matter, Nature and Social Relations.

#### Unit-2: Economic and social significance

Benefits to the state, Educational and cultural value of tourism, Costs –Benefits from Tourism.

#### Unit 3: Tourism Development:

The organizations of Tourism, Organization for economic Cooperation and Development, Tourists organizations in India. Thomas Cook as travel Agents, Role of the travel agency and income generation

#### Unit -4: Tourism in India

Early history, ancientcivilization, Tourist products, Tourist publicity, Employment Generation, Spot development in BTAD areas, their importance and problems.

#### Recommended Readings:

* 1. Bhatia A.K. (2005), ‘’Tourism Development, Principle & Practices’’ Sterling publisher private limited
  2. Chatopadhyay Kunal,” Economic impact of Tourism development in Indian Experience, Kanishka publishers & distributors.
  3. B.Ghosh, Tourism and travel management.
  4. A.K. Bhatia, ‘’International tourism managements”

#### SEMESTER-II

**Course Title: SUSTAINABLE DEVELOPMENT -II**

#### Course- Value Added Course Code- ECOVAC1024 Credit Points: 4

**Total Marks:100 ( Internal =30 Marks and End Semester Exam=70)**

**Course Description**: Explore the principles and practices of sustainable development and environmental economics. Analyse the economic aspects of environmental issues and strategies for achieving a balance between economic growth, social well-being, and environmental protection.

**Course Outcomes**: By the end of this course, students will be able to:

Understand sustainable development and environmental economics. Analyse the economic implications of environmental issues. Evaluate economic instruments and policy tools for sustainable development.Identify opportunities for sustainable economic growth.Critically evaluate environmental policy frameworks.Develop strategies for promoting sustainable development.

#### Course objectives:

To understand the relationship between economic development, social well-being, and environmental sustainability. To analyse the economic implications of environmental issues and externalities.To evaluate policy tools and instruments for promoting sustainable development.To develop strategies for sustainable solutions, including sustainable economic growth and effective environmental governance.

#### Course Outlines:

**Unit 1: Economic Instruments and Policy Tools for Sustainable Development**

Overview of economic instruments (taxes, subsidies, cap-and-trade); Policy tools for sustainable development (regulations, standards); Evaluation of the effectiveness of different policy approaches.

**Unit 2: Sustainable Development and Business Practices:** The role of businesses in promoting sustainability; Corporate social responsibility and green marketing; Economic opportunities and challenges of sustainable business models.

#### Unit 3: Strategies for Promoting Sustainable Development

Integrating sustainable development principles in various sectors; Examples of successful sustainable development initiatives; Action plans for promoting sustainable development at different levels;

#### Unit 4: Sustainable Utilization of Local Resources

Exploring sustainable agricultural practices tailored to BTR's environmental conditions.; Promoting community-based ecotourism and its economic benefits in BTR.; Sustainable forestry practices and the conservation of local forest resources in BTR.; Examining renewable energy options suitable for BTR's energy needs.

#### Recommended Readings:

Environmental Economics and Sustainable Development by Timothy M. Swanson and Anastasios Xepapadeas.

Principles of Environmental Economics and Sustainability by Ahmed Hussen. Economics of the Environment: Selected Readings" edited by Robert N. Stavins.

Sustainable Development: Principles, Frameworks, and Case Studies by OkechukwuUkaga. Local Sustainable Development and Global Environmental Governance by John Callebaut and Arnold Tukker.

Sustainable Resource and Environmental Management" by Simon Bell and Stephen Morse. Ecotourism and Sustainable Development: Who Owns Paradise? by Martha Honey.

Sustainable Energy: Choosing Among Options by Jefferson W. Tester et al.

FYUGP SYLLABUS **ECONOMICS** BODOLAND UNIVERSITY

#### Semester-wise Outline of the Courses

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Year | Semester | Cours e | Code | Paper Title | Credit |
| Second Year | III | Major | ECOMAJ2014 | Intermediate Microeconomics-II | 4 |
| ECOMAJ2024 | Introductory Macroeconomics | 4 |
| Minor | ECOMIN2014 | Principle of Macroeconomics-I | 4 |
| IDC-3 | ECOIDC2013 | Contemporary Economic Issues | 3 |
| AEC- 3 | AEC2012 | Language/Regional Language | 2 |
| SEC- 3 | ECOSEC2013 | Data analysis | 3 |
| **Total Credit** | | | **20** |
|  | Major | ECOMAJ2034 | Intermediate Macroeconomics-I | 4 |
| ECOMAJ2044 | Statistical Methods for Economics | 4 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | IV |  | ECOMAJ2054 | Development Economics-I | 4 |
| Minor | ECOMAJ2024 | Principle of Macroeconomics-II | 4 |
| AEC- 4 | AEC2022 | Language/Regional Language | 2 |
|  |  | Internship | 2 |
| **Total Credit** | | | **20** |

**SEMESTER - III Course Title: INTERMEDIATE MICRO ECONOMICS - II**

#### Paper Code: ECOMAJ 2014 Credit Points: 4

**Total Marks:100 ( Internal =30 Marks and End Semester Exam=70)**

**Course Objectives:** This course is a sequel to Intermediate Microeconomics I. The emphasis will be on giving conceptual clarity to the student coupled with the use of mathematical tools and reasoning. It covers welfare Economics, imperfect markets, Pricing of Factors and Distribution and topics under economics of market failure

**Learning Outcome:** This course helps the students to understand efficiency of markets and the environment where the standard market mechanism fails to generate the desirable outcomes. The issues of market imperfection and market failures are important building blocks of this course.

#### Course Outline:

**Unit: 1 : Welfare Economics:**

Positive, Normative and Welfare Economics, Individual and Social Welfare, Pigovian Welfare Economics, Condition of Pareto Optimality, The Compensation Principle (Kaldor – Hicks Criterion), Scitovsky”s Double Criterion; Bergson – Samuelson Social Welfare Function; Arrow’s condition on Social Choice and Individual values.

#### Unit -2: Market Structure and the Theory of Product Pricing –II

Duopoly market, Cournot, Bertrand and Stackelberg model, Nash Equilibrium of game.

#### Unit-3: Pricing of Factors and Distribution

Marginal Productivity Theory of Distribution – Wage Differentials – Ricardian and modern Theory of Rent – Classical and Keynsian theory of Interest – Theories of Profit-Innovation theory of Profit, Risk and Uncertainty bearing theory of profit.

#### Unit 4: Market Failure

Externalities: Positive and Negative Externality and Inefficiency, Externalities and Property Rights: Property Rights, Bargaining and Economic Efficiency; Public goods: Non-rival and Non Exclusive goods; Efficiency and Public Goods; Private preferences for public Goods; Ways of Correcting Market Failure, Markets with Asymmetric Information: Quality Uncertainty and the Market for Lemons, Moral Hazards and adverse selection, Asymmetric Information in Labour Markets: Efficiency Wage Theory.

#### Suggested Readings:

1. Hal R. Varian, Intermediate Microeconomics, a Modern Approach, 8th edition, W.W. Norton and Company/Affiliated East-West Press (India), 2010.
2. C. Snyder and W. Nicholson, Fundamentals of Microeconomics, Cengage Learning (India), 2010.
3. Dominick Salvatore, Micro Economics- Theory and Applications, Oxford University Press.
4. Koutsoyiannis. A, Modern Micro Economics, ELBS/ Macmillan.
5. D. N. Dwivedi, Micro Economic Theory and Applications, Pearson Education.

#### SEMESTER - III Course Title: INTRODUCTORY MACROECONOMICS

**Paper Code: ECOMAJ 2024 Credit Points: 4**

**Total Marks:100 ( Internal =30 Marks and End Semester Exam=70)**

***Course Objective***: The objective of this course is to introduce undergraduate students to the basic principles and concepts of macroeconomics. The course will focus on the study of the behaviour of the economy as a whole, including issues such as economic growth, inflation, unemployment, monetary and fiscal policy, and international trade.

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

* Understand the basic introductory macroeconomics
* Analyse macroeconomic data
* Apply macroeconomic models
* Understand the relationship between money-banking and inflation-unemployment.

***Course Outline:***

#### Unit 1: Introduction to Macroeconomics

Definition and scope of macroeconomics; basic macroeconomic concepts and principles; macroeconomic goals and policy tools, circular flow of income and expenditure

#### Unit 2: Measuring Economic Performance

National Income accounting and measurement; Gross Domestic Product and its components; Methods in measuring National Income in India, problems in measuring national income.

#### Unit 3: Unemployment and Inflation

The Labour market and unemployment; Types of Inflation, their causes, effects of inflation, measurement of inflation in India; Philips curve and inflation-unemployment trade-off in short run and in ling run.

#### Unit 4: Money and Banking

Money and its functions; types of money, Banking and financial intermediation; The Central Bank and monetary policy.

#### Recommended Readings:

Gupta, Suraj B: Monetary Economics, S. Chand and Co. Ltd

Mankiw, N. G. (2014). Principles of Macroeconomics. Cengage Learning

Dornbusch, R., Fischer, S., &Startz, R. (2013). Macroeconomics. McGraw-Hill Education Blanchard, O., Johnson, D. R., & Johnson, D. W. (2015). Macroeconomics (6th ed.). Pearson Ahuja, H.L.: Macroeconomics, Theory and Policy, S. Chand and Co. Ltd

Rana and Verma: Macroeconomic analysis, Vishal Publications, Jalandhar Ray, D. (2015). Development Economics. Princeton University Press

#### SEMESTER - III Course Title: PRINCIPLE OF MACROECONOMICS-I

**Paper Code: ECOMIN2014 Credit Points: 4**

**Total Marks:100 ( Internal =30 Marks and End Semester Exam=70)**

***Course Description***: This course is an introduction to the fundamental principles of macroeconomics. The course will cover topics such as national income accounting, the measurement of economic growth, inflation, unemployment, monetary and fiscal policies, and international trade. Students will learn how to analyze macroeconomic data, apply macroeconomic models, and evaluate macroeconomic policies

**Course Objectives:** To introduce students to the basic principles of macroeconomics.To familiarize students with the tools and techniques used in macroeconomic analysis.To provide students with an understanding of key macroeconomic concepts such as national income accounting, economic growth, inflation, unemployment, and international trade.To enable students to analyses macroeconomic data and apply macroeconomic models.To develop students' ability to evaluate macroeconomic policy

#### Course Outline:

**Unit 1: Introduction to Macroeconomics**

Definition and scope of macroeconomics; Basic macroeconomic concepts: GDP, inflation, unemployment, etc.; The circular flow of income and expenditure; The role of government in the economy

#### Unit-2: National Accounting

The measurement of GDP; The components of GDP- consumption, investment, government spending, net export; Limitations of GDP as a measure of economic well-being

#### Unit-3: Economic Growth

The sources of economic growth; the role of technology in economic growth; the measurement of economic growth, The determinants of long-run economic growth

#### Unit 4: Inflation and Unemployment

The measurement of inflation and unemployment; The costs of inflation and unemployment; The Phillips curve and the trade-off between inflation and unemployment; The role of monetary and fiscal policies in stabilizing the economy

#### Recommended Readings:

Mankiw, N. G. (2019). Principles of Macroeconomics. Cengage Learning.

Macroeconomics: Principles, Applications, and Tools by Arthur O'Sullivan, Steven Sheffrin, and Stephen Perez

Principles of Macroeconomics by N. Gregory Mankiw Macroeconomics by Robert J. Gordon

#### SEMESTER - III Course Title: CONTEMPORARY ECONOMIC ISSUES

**Paper Code: ECOIDC2013 Credit Points: 3**

**Total Marks:50**

Objectives: The paper seeks to familiarize the students with basic concepts related to some contemporary Indian economic issues.

Outcomes: Its aim is to equip the students with sufficient knowledge and skills so as to understand media discussions, and to critically analyze contemporary issues. Such capability is necessarytounderstandgovernmentpoliciesandalsotoincreasepeople’sparticipationinecono mic decision-making. The emphasis in this paper will be on conceptual understanding only.

* 1. Concepts

1. Growth and Development: GDP, GNP, HDI. Happiness index



1. Fiscal policy, need for government spending, areas of government spending in India
2. Capital expenditure, revenue expenditure, plan expenditure, non-plan expenditure.
3. Deficits (budget, fiscal, revenue),impact of fiscal deficit on economy, need to control fiscal deficits,
4. Capital receipts, revenue receipts, tax and non-tax revenue, direct and indirect taxes, need to rationalize tax structure. Goods and Services Tax(GST).
5. Actuals, Revised Estimates, Budget Estimates
6. Zero-base budgeting
7. Gender budgeting
8. Centre-state financial relations in India
9. Demonetisation
10. Dedollarisation process
    1. The Union Budget

Need for the Budget, Understanding the process of budget making in India, Analysis of budget in terms of various parameters such as:

* + 1. Deficits — trends in fiscal deficit and revenue deficit
    2. Receipts- proposed sources of revenue and expected growth inrevenue;
    3. Expenditure - expenditure pattern and expected growth in expenditure; The thrust areas of the budget; areas/sectors which have received higher or lower share of expenditure, reasons and consequences there of; steps proposed to ensure effectives pending.

**Recommended readings:**

1. ‘Understanding the Budget Concepts and Terminologies’, Centre for Budget and Governance Accountability[http://www.cbeaindia.ore/files/documents/Understan](http://www.cbeaindia.ore/files/documents/Understandinu%20the%20Budget%20Con) [dinu%20the%20Budget%20Con](http://www.cbeaindia.ore/files/documents/Understandinu%20the%20Budget%20Con)cepts%20and%20Terminologies.p df
2. *The Key to Budget Documents, Budget At A Glance, Macroeconomic Framework Statement, Medium Term Fiscal Policy Statement and Fiscal Policy Strategy Statement,* all available atindiabudget.nic.in.
3. *Economic and Social Classification of’ the Budget,* available at[http://finmin.nic.in/reports/FunClass20l415.pdf.](http://finmin.nic.in/reports/FunClass20l415.pdf)
4. <http://www.unionbudget.nic.in/ub2016-17/bh/bh1.pdf> (For Budget 2016-17 highlights)
5. PranabMukherjee(2012),“BudgetMaking”,inK.BasuandA.Maert ens(eds),*The New Oxford Companion to Economics in India,*OUP.



1. DipakDasguptaandSupriyoDe(2012),“FiscalDeficit”,inBasuandMaert ens.
2. UmaKapila(2016),“FiscalandBudgetaryDevelopments”,in*Indian EconomySince Independence,* Academic Foundation, latestedition.
3. YVReddy(2015),“Continuity,ChangeandTheWayForward:Fourt eenthFinance Commission”, EPW Vol. 50, Issue No. 21, 23 May,2015



1. 14th Finance Commission Report. [http://finmin.nic.in/14fincomm/14thFinan](http://finmin.nic.in/14fincomm/14thFinanceCommission.htm) [ceCommission.htm](http://finmin.nic.in/14fincomm/14thFinanceCommission.htm)
2. Chakraborty,Pinaki(2015)“IntergovernmentalFiscalTransfersinIn dia:Emerging Trends and Realities” in P. Patnaik (ed), *Economics Volume 3. Macroeconomics,* Oxford University PressIndia.
3. Mukherjee,Sacchidananda(2015).“PresentStateofGoodsandServi cesTax(GST) ReforminIndia,”WorkingPaperNo.2015- 154(September2015),NationalInstitute of Public Finance and Policy, NewDelhi.
4. M.R.Spiegel(2003),*TheoryandProblemsofProbabilityandStatistics,*ch. 19.

**SEMESTER - III**

**Course Title: Data Analysis Paper Code: ECOSEC2013**

## Credit Point: 3

**Total Marks:50 Objectives:** Data Analysis serves various objectives and can yield several outcomes depending on the context and purpose of the analysis. It includes understanding particular phenomenon, processor system by exploring and examining the available data, decision – making, problem solving, prediction and forecasting.

**Outcome:** Data Analysis can lead o new insights, discoveries or hypotheses that were previously unknown or not apparent, helping to expand knowledge and understanding.

**Unit-1:** Collection of Data, secondary data and primary data, different sources of secondary data, different methods of primary data collection, preparation of questionnaire and schedule.

**Unit-2:** Measure of central tendency-mean, median, mode; measure of dispersion-range, quartile deviation, standard deviation, measurement of growth rate.

**Unit-3:** Correlation, Coefficient of Correlation, Rank correlation; Regression analysis, Types of Regression, Lines of Regression, Regression coefficients, Properties of Regression Coefficients, uses of Regression Analysis in statistics.

**Unit-4**: Plotting Data with Microsoft Excel, and creating Excel charts ( Pie- charts, Bar charts, column chart in Excel ); Power point presentation, concepts of statistical tools like R, SPSS, STRATA, SAS.

## Reference Books:

Gupta, SP *Statistical Methods¸* Sultan Chand and Sons, New Delhi.

Gujrati, D. N. (2004), *Basic Econometrics, Fourth Edition,* Tata Mc Graw-Hill Publishing Company Limited, New Delhi.

Gupta, S.C. and Kapoor, VK , *Fundamentals of Mathematical Statistics*, Sultan Chand and Sons, New Delhi.

Gupta, S.C. and Kapoor, VK , *Fundamentals of Applied Statistics*, Sultan Chand and Sons, New Delhi.

#### SEMESTER IV Course Title: INTERMEDIATE MACROECONOMICS-I

Course- Major Code- ECOMAJ2034 Credit Points: 4 Total Marks:100 ( Internal =30 Marks and End Semester Exam=70)

**Course Description**: This course is designed to provide students with a deeper understanding

of macroeconomic theory and its application to real-world issues. The course will cover topics such as the determinants of long-run economic growth, the business cycle, monetary policy, and fiscal policy. Students will learn how to analyse macroeconomic models and theories, and evaluate macroeconomic policies.

**Course Objectives:** To develop a deeper understanding of macroeconomic theory.To Apply macroeconomic models and theories in real-world issues. To evaluate the macroeconomic policies and to study the business cycle and its impact on the economy. To examine the role of monetary and fiscal policy in the economy.

***Learning Outcomes***: By the end of the course, students will be able to: Understand the key concepts and theories of macroeconomics. Analyze and evaluate macroeconomic models and theories. Apply macroeconomic concepts to real-world economic issues. Understand the relationship between macroeconomics and other fields of study, such as finance and public policy.

***Course Outline***:

#### Unit 1: Classical and Keynsian Economics

Says law of Market, Classical theory of employment and Output, Keynsian theory of employment and Output, Keynes Vs Classical Economics. Application of Keynsian theory in India.

#### Unit 2: The Business Cycle

Theories of the business cycle; innovation theory, monetary theory, Keynes theory, Hicks theory, Empirical evidence on business cycles; The role of expectations in business cycles; Monetary and fiscal policies for stabilizing the economy.

#### Unit 3: Monetary Policy

Concept of monetary policy, objectives of monetary policy, instrument of monetary policy; The challenges of implementing effective monetary policy during inflation and recession.

#### Unit 4: Fiscal Policy

Meaning of Fiscal Policy, objectives of fiscal policy, The effectiveness and limitations of fiscal policy during inflation and recession.

#### Recommended Readings:

Romer, D. (2012). Advanced Macroeconomics (4th ed.). McGraw-Hill. Macroeconomics by N. Gregory Mankiw

The Macroeconomy: Private Choices, Public Actions, and Aggregate Outcomes by Frederic

S. Mishkin

Macroeconomic Theory and Policy by David Andolfatto and Simon Fraser University Principles of Macroeconomics by Karl E. Case and Ray C. Fair

Advanced Macroeconomics by David Romer

#### SEMESTER IV

**Course Title: STATISTICAL METHODS FOR ECONOMICS**

#### Course: Major Code: ECOMAJ 2044 Credit Points: 4

**Total Marks:100 ( Internal =30 Marks and End Semester Exam=70)**

**Course Objectives:** The course teaches students the basics of probability theory and statistical inference. It sets a necessary foundation for the econometrics courses within the Honours programme. The familiarity with probability theory will also be valuable for courses in advanced microeconomic theory.

**Learning Outcome:** At the end of the course, the student should understand the concept of random variables and be familiar with some commonly used discrete and continuous distributions of random variables. They will be able to estimate population parameters based on random samples and test hypotheses about these parameters. An important learning outcome of the course will be the capacity to analyse statistics in everyday life to distinguish systematic differences among populations from those that result from random sampling.

#### Unit-1: Introduction and Overview

Meaning and Scope of statistics; Measures of Central Tendency -- Mean, Median and Mode; Weighted Mean, Geometric and Harmonic means, Measures of Dispersion – Range, Mean Deviation, Quartile Deviation, Standard Deviation, Coefficient of Variation and Lorenz curve; Moments, Skewness and Kurtosis, Symmetrical Vs. Asymmetrical distribution

#### Unit-2: Introduction to time series statistics

Concept, components, types; Basic analysis of time series: free hand Method (Graphical), Semi-Average Method, Moving Average Method.

#### Unit- 3: Correlation and Linear Regression Model

Correlation Analysis: Meaning and Types, Coefficient of linear correlation; Scatter diagram, Karl Pearson’s correlation coefficient and Spearman’s Rank method, Partial & Multiple Correlation coefficient; Regression Analysis, Least Square Method (2 variable only), violation of assumption (concept only).

#### Unit – 4: Elementary Probability Theory

Probability: Concepts of Sample Space and Events, Probability of an Event, Addition and Multiplication Theorems; Conditional Probability and Independence of Events; Inverse Probability; Bayes’ Rule (concepts only); Concept of a Random Variable, Discrete and Continuous Random Variable, Probability Mass Function, Probability Density Function, Mathematical Expectation and Its Properties.

#### Suggested Readings:

1. Gupta, S. C. (2011). Fundamentals of statistics (pp. 18-1). New Delhi: Himalaya Publishing House.
2. Gupta, S. C., & Kapoor, V. K. (2020). Fundamentals of mathematical statistics. Sultan Chand & Sons.
3. Bluman, A. G. (2013). Elementary statistics: A step by step approach: A brief version (No.

519.5 B585E.). McGraw-Hill.

1. Berenson, M. L., Stephan, D. F., Krehbiel, T. C., & Levine, D. M. (2011). Statistics for Managers using MS Excel. Pearson Higher Ed.
2. Sharma, J. K. (2010). Fundamentals of Business Statistics. (2nd ed.). New Delhi: Vikas Publishing House.
3. Nagar, A.L. and Das, R.K (1983), Basic Statistics, Second Edition, Oxford University Press.

#### Paper Title: DEVELOPMENT ECONOMICS I

**Paper code: ECOMAJ2054 Credit:4**

#### Total Marks:100 ( Internal =30 Marks and End Semester Exam=70)

**Objective:** The objective of this paper is to help student acquire the conceptual knowledge of economic growth and development.

**Course Learning Outcome:** The course will enable the student to understand the theoretical framework of economic growth and development. It will also help them to learn about the entrepreneurship, technology and economic development, poverty and inequality. Besides that it will enable the students to gather knowledge of the various models of economic growth and development.

#### Unit-1: Concepts of Economic Growth and Development

Economic growth and development-Concepts, indicators of economic development-PCI, PQLI, HDI, PQLI, Sen’s views on development, Happiness index, Challenges and solution to development, Characteristics of modern economic growth.

#### Unit-2: Entrepreneurship, Technology and Economic Development

Entrepreneurship- Role of entrepreneurship in economic development; Problems and measures in the growth of entrepreneurship; Technological change, Role of technology in economic development; Technology transfer and its problems.

#### Unit-3: Poverty and Inequality: Definitions, Measures and Mechanisms

Inequality axioms and measurement; Connections between inequality and development; Poverty and measurements; Mechanism that generate poverty trap.

#### Unit-4: Growth models and Empirics

Vicious Circle of Poverty; Theory of Big Push; Theory of Balanced and Unbalanced Growth; Endogenous Growth model; Determinants of Growth.

#### Recommended Readings:

1. Debraj Ray, *Development Economics*, Oxford University Press, 2009
2. Michael P. Todaro and Stephen C. Smith, *Economic Development*, Pearson
3. R. K. Lekhi& Joginder Singh, *The Economics of Development and Planning*, Kalyani Publishers
4. Thirlwal, AP, *Growth and development*, Palgrave.
5. UNDP-development challenges and solutions ([https://www.undp.org](https://www.undp.org/))

#### Course Title: PRINCIPLE OF MACROECONOMICS-II

**Course- Minor Code- ECOMIN2024 Credit Points: 4** **Total Marks:100 ( Internal =30 Marks and End Semester Exam=70)**

***Course Description***: This course is a continuation of Principles of Macroeconomics-I, focusing

on more advanced topics in macroeconomics. The course will cover topics such as economic growth, business cycles, monetary policy, fiscal policy, and international economics. Students will learn how to apply macroeconomic models and theories to analyse current economic issues and policies.

***Course Objectives***:To build on the knowledge gained in Principles of Macroeconomics-I, and introduce more advanced concepts and topics in macroeconomics.

To deepen students' understanding of macroeconomic theories and their application to real- world issues and policies.

To provide students with analytical tools to study topics such as economic growth, business cycles, monetary and fiscal policies, and international economics.

To enable students to apply macroeconomic models and theories to analyse current economic issues and policies.

To develop students' ability to evaluate macroeconomic policies and their impact on economic performance.

***Learning Outcomes***: By the end of the course, students will be able to:Understand the advanced principles of macroeconomics; Analyse macroeconomic models and theories; Evaluate macroeconomic policies and their effectiveness; Apply macroeconomic concepts to real-world economic issues.

***Course Outline:***

#### *Unit 1:* Classical and Keynsian Economics

Say’s law of Market, Classical theory of employment and Output, Keynsian theory of employment and Output, Keynes Vs Classical Economics. Application of Keynsian theory in India.

##### Unit 2: Business Cycles

Concept of business cycle, Phases of business cycles; Measuring business cycles; Fiscal and monetary policies for stabilizing the economy; The role of expectations in business cycles.

#### Unit 3: Monetary Policy

Concept of monetary policy, objectives of monetary policy, instrument of monetary policy; The challenges of implementing effective monetary policy during inflation and recession.

#### Unit 4: Fiscal Policy

Meaning of Fiscal Policy, objectives of fiscal policy, The effectiveness and limitations of fiscal policy during inflation and recession.

##### Unit 5: International Economics

The gains from trade; The theory of comparative advantage; Trade policies and theirimpact on welfare; Exchange rates and the balance of payments.

#### Recommended Readings:

Blanchard, O., & Johnson, D. R. (2019). Macroeconomics (8th ed.). Pearson. Mankiw, N. G. (2019). Principles of Macroeconomics. Cengage Learning.

Macroeconomics: Principles, Applications, and Tools by Arthur O'Sullivan, Steven Sheffrin, and Stephen Perez

Principles of Macroeconomics by N. Gregory Mankiw Macroeconomics by Robert J. Gordon.

# Syllabus of Undergraduate Course in Assamese Under Bodoland University

|  |  |  |  |
| --- | --- | --- | --- |
| SL No | Course Code | Title of the Course | Course Outcomes |
| 1. | ASMMAJ1014 | History of Assamese Literature-I | 1. To understand the historical context of Assamese Literature 2. To understand the contextual factors that make distinct influence in the production and circulation of literature 3. To impart knowledge about the major trends and writers of Assamese Literature. |
| 2. | ASMMAJ2014 | Evolution of Assamese Language | 1. To acquaint the learners with the origin and development of Assamese Language 2. To impart insight regarding various stages and forms of Assamese language through the Proto, Early and middle   ages. |
| 3. | ASMMAJ3014 | Culture of Assam | 1. To introduce the students with the cultural life of the major ethnic groups of Assam. 2. Students will understand how Assamese Culture is formed with the process of assimilation which in turn foster mutual understanding and sense of brotherhood. 3. To make the students aware in achieving cultural sustainability by fostering understanding and respect to   their cultural traits. |
| 4. | ASMMAJ3024 | General Linguistics | 1. Students will understand various aspects of language and how these aspects are addressed in Linguistics 2. To impart general knowledge about the structural features of language. 3. To acquaint the students with the origin and development of linguistics along with the major trends and types of linguistics. 4. To introduce the learners with the   functional aspects of language. |
| 5. | ASMMAJ4014 | Assamese Poetry I | 1. To introduce the students with the various trends and stages of development of Assamese poetry. 2. To impart knowledge to the students about the nature of Assamese folk poetry with reference to some selected specimen. 3. To introduce the early Assamese poetry through the study of some of   the works of Major Assamese poets. |
| 6. | ASMMA4024 | Introduction to Assamese Drama I | A |

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| --- | --- | --- | --- |
| 7. | ASMMAJ4034 | Introduction to Assamese Prose | 1. To understand the basic characteristics and nature of prose and criticism in general. 2. To acquaint the learners about the origin and stages of development of Assamese prose and criticism. |
| 8. | ASMMIN1014 | History and Trends of Assamese Literature | 1. Students will get an opportunity to understand the development of Assamese literature. 2. The learners will internalise the major trends in Assamese Literature by reading selected works of major Assamese   writers. |
| 9. | ASMMIN2014 | Cultural Behaviour of Assam | 1. To make the students understood the inherent significance of the apparently prevalent cultural traits. 2. Learners will also come to know the major ethnic groups of Assam along with their contribution in making Assamese Culture. 3. It is expected that after learning the course a sense of longingness would be nurtured in the mind of the students that in turn imbibes spirit of cultural   preservation and conservation. |
| 10. | ASMMIN3401 | Functional Grammar of Assamese | 1. The basics of Assamese grammar will be imparted. 2. The course aims at making the students capable of applying Assamese language in a corrected manner. |
| 11. | ASMMIN4014 | Assamese Prose and Biography | 1. To make the learners known to the origin and development of Assamese prose in terms of selected major prose works. 2. Students will also get an opportunity to understand the trends and development of Assamese biographical writings. 3. Reading some of the major biographical writings will also have a moral impact on the mind of the   learners. |
| 12. | ASMIDC1013 | Writing Materials of Assam | 1. History and development of writing materials in Assam. 2. To attain knowledge about different   writing forms and materials of Assam. |
| 13. | ASMIDC2012 | Literature and Nature | a) Students will internalise the significance and prospect of the representation and exemplification of  nature in Literature in general and in Assamese literature in particular. |

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| --- | --- | --- | --- |
|  |  |  | b) To imbibe the spirit of environmental awareness and preservation in the mind  of the young learners. |
| 14. | ASMIDC3013 | Women and Literature | 1. Internalising the significance of woman issues in literature. 2. To understand the politics of representation of woman in literature. 3. To understand different aspects of woman representation in Assamese literature in terms of select texts. |
| 15. | ASMSEC1013 | DANCE FORMS OF ASSAM | 1. To give a overview on different forms of dance forms prevalent in Assam 2. To understand the cultural and philosophical significance of the dance forms of Assam. |
| 16. | ASMSEC2013 | APPLIED ASSAMESE | a)To enable the students to internalise the proper usage of Assamese language in written and spoken forms.   1. The basics of Assamese grammar will be imparted. 2. The course aims at making the students capable of applying Assamese language in a corrected manner. |
| 17. | ASMSEC3013 | ARTIFACTS OF ASSAM | a)To introduce the students with the  different forms of artifacts of Assam. b)The technical issues will also be emphasized to imbibe a pragmatic understanding of the forms of artifacts.  c) It in turn help in creating interest in the mind of the learners to practise such artifacts that can pave opportunity  of employability. |
| 18. | ASMAEC1012 | Study on Folk Treatment of Assam | 1. To introduce the students with the folk medicines and their significance in modern period. 2. To inspire the students to value the traditional knowledge system. |
| 19. | ASMAEC2012 | STYLE OF ASSAMESE LANGUAGE | 1. To impart different aspects of style in the usages of Assamese language. 2. To introduce the styles in Assamese language ranging from literature to non-   literary texts. |
| 20. | ASMAEC3012 | Cultural Tourism of Assam | 1. To understand the significance and scope of culture and folklore as a mean of tourism. 2. To imbibe the spirit of cultural sustainability through highlighting the significance of culture from the   perspective of economy and livelihood |
| 21. | ASMAEC4012 | Creative writing | 1. To internalize the process of making of literature. 2. To introduce the students with the craftsmanship of literature. |

**1st Semester**

# ASMMAJ1014: History of Assamese Literature

### CREDIT: 4 MARKS: 80+20

Unit-I : Assamese Oral Literature:

Introduction, Classification, Characteristics and its Developments 20

Unit-II : Early and Pre-Sankari Period:

With special references to Charjapada and the works of Madhav Kandali.

20

Unit-III : Sankari Period :

With special references to the works of Sankardev, Madhavdev and Durgabar

20

Unit-IV : Post-Sankari Period:

With special reference to the works of Bhattadev, Charit Sahitya and Buranji Sahitya. 20

**Reference Books:**

Aspects of Early Assamese Literature: Ed. Banikanta Kakati Asamiya Sahitya Ruprekha: Maheshwar Neog

Guru Carita-Katha: Maheshwar Neog

Asamiya Sahitya Samikhatmak Itibritta: Saryendra Nath Sarma History of Assamese Literature: Birinchi Kumar Barua

Asamiya Sahityar Buranji, Vol II: Ed. Sibanath Barman Buranji Sahitya: Leela Gogoi

Mahendra Kandalir Para Mamani Goswamiloi: Sailen Bharali Asamiya Sahityat Dristipat: Hemen Kr. Sarma

Madhadevar Sahitya: Ed. Bhaba Prasad Chaliha. Sankardevar Silpalok: Pradipjyoti Mahanta Sankardev kriti aaru krititta: Shibanath Barman

**2nd Semester**

# ASMMAJ2014: Evolution of Assamese Language

### CREDIT: 4 MARKS: 80+20

Unit-I : Origin and Development of Assamese Language: Different opinions, Evolution of Indo-Aryan Language, Non Aryan elements in Assamese Language. 20

Unit-II : Early Assamese Language: Language of Inscription, copper-inscription, Languages of the Charyapada, Srikrishna Kirtana and Sunyapurana. 20

Unit-III : Proto Assamese Language: Languages of the works of Madhav Kandali, Sankardeva, Manakar and Durgabar. 20

Unit-IV : Medieval Assamese Language: Languages of the Buranji Sahatya, Charita Sahitya and Byabaharik Sahitya. 20

**Reference Books:**

1. Asamiya Bhaxar Udbhab, Samriddhi aru Bikash: Upendranath Goswami
2. Bhasa Bigyan: Upendranath Goswami
3. Asamiya Byakaranor Moulik Bisaar: Golokchandra Goswami
4. Asamiya Bhaxar Itihakh: Ramesh Pathak
5. Asamiya Bhaxa: Bhimkanta Barua
6. Asamiya Bhashar Bivinno Dix: Mat aru Bitorkito Mat- Ramesh Pathak
7. Asamiya Bhaxar Gothon aru Bikash: Bisheswor Hazarika (Anu)
8. bhaxatatwo: Dipti phukan Patgiri
9. Asamiya Bhaxar Ruptottwo: Lilawati Saikia Bora
10. Byakaran Aru Prakriti Bigyaan: Ramesh Pathak
11. Asamiya Bhaxar Samarthak Sabda: Sumi Kalita

# 3rd Semester ASMMAJ3014: Culture of Assam

**CREDIT: 4 MARKS: 60+20+20**

Unit-I : Definition, Classification, Scope and Significance of Culture. 15

Unit-II : Behavioural pattern of society and its reflection in culture, Folk Culture 15

and Traditional knowledge system of Assam.

Unit-III : Origin of the Name of Assam, Indigenous people of Assam and their contribution to the development of Assamese Culture. 15

Unit-IV : Tribal Culture of Assam (with special references to Bodo and Rabha Tribe) 15

* Project/Field Study 20

**Reference Book:**

* + Folklore and Traditional History-(Ed) Richard M. Dorson
  + The Study of Folklore –(Ed) Alan Dundes
  + Asamar Loka-Sanskriti-Birinchi Kumar Baruah
  + Asamiya Bhasa Aru Sanskriti-Birinchi Kumar Baruah
  + Asamiya Jana Sahitya-Prafulla Dutta Goswami
  + Ballads and Tale of Assam-Prafulla Dutta Goswami
  + Loka-Sanskritir Swarup aru Adhayan-Birendranath Dutta
  + A Handbook of Folklore material of North-East India-(Ed) Birendra Nath Dutta, Nabin Ch. Sharma & Prabin Das
  + Asamiya Loka Sanskritir Abhasas-Nabin Chandra Sarmah
  + Asamiya Manuhar Itihas-Nagen Saikia
  + Asamiya Loka Sahityar Ruprekha-Lila Gogoi
  + Asamar Loka Sahitya-Sashi Sharma
  + Lokatatwva Jigyasa-Niranjana Mahanta Bezbaruah
  + Asamiya Lokageet Samikshya-Basanta Kumar Bhattacharya
  + Rajbonsi Loka-Sahitya-Dwijendra Nath Bhakat
  + Asamiya Lokagiti Sanchayan-(Ed) Hemanta Kumar Sharma
  + Darangi Lokagit Sangraha-(Ed) Kanak Chandra Saharia
  + Goalparia Loka-Sanskriti-Dwijen Nath
  + Asamiya Loka Sahitya-Prahlad Kumar Barua

# ASMMAJ3024: General Linguistics

### CREDIT: 4 MARKS: 80+20

Unit-I : Definition and short history of Linguistics, Branches of Linguistics Description, Historical, Comparative, Contrastive and Socio-Linguistics. 20

Unit-II: Phonology – Introduction, Articulation of Sounds, Phonemes and its Different Types.

20

Unit-III : Morphology – Introduction, Morphemes and its Different Types (Pratyay, Karak- Bibhakti, Linga, Bachan and Kriya). 20

Unit-IV: Semantics and Syntax 20

### Reference Books:

Language: Edward Sapir

Course in General Linguistics: Ferdinand de Saussure Bhasabijnan: Upendra Nath Goswami

Bhasabijnan Upakramanika: Arpana Kanwar Bhasabijnanar Bhumika: Ramesh Pathak

Byakaran aru Prakriti Bijnan: Ramesh Pathak Bhasatattva: Dipti Phukan Patgiri Bhasabijnanar Jilikani: Pranita Devi Bhasachinta Bichitra: Nagen Thakur

Adhunik Bhasabijnanar Parichay: Phanindra Narayan Duttabarua Bhasa aru Bhasasikshar Swarup: Phanindra Narayan Duttabarua Proyog Bhasabijnanar Ruprekha: Phanindra Narayan Duttabarua Chinta Prabah: Nahendra Padun(Ed)

Bhasar Tattvakatha: Nahendra Padun(Ed) Bhasabijnan aru Asomiya Bhasa: Anuradha Sarma Samajbhasabijnan Parichay: Anuradha Sarma

Bhasabijnan aru Asomiya Bhasa: Nipam Kalita, Bhriguttam Bora(Ed) Bhasabijnan Paribhasik Kos: Dibrugarh Biswabidyalay

# 4th Semester

**ASMMAJ4014: Assamese Poetry-I**

### CREDIT: 4 MARKS: 80+20

Unit-I : \* Bihugeet : Verse 1 -15

\* Lokageet Selected piece

O’ phuleshwari bukure logori (Kamrupi Lokageet) Hastir Kanya hastir kanya (Goalparia Lokogeet) Kailashare para har namiche (Subachani naam)

Recommended Text:

Asomiya Lokageeti Sanchayan

Edited by Hemanta Kumar Sharma. 20

Unit-II : \* Charyapada

Selected pieces : Charya 10, 11

Recommended Text:

Charyapad

Edited by Parikshit Hazarika.

\* Shrikrishnakirtan

Selected piece : Neel Jaladasama Kuntalbhara by Badu Chandidas

Recommended Text:

Ahejar Bacharar Asomiya Kabita Edited by Karabi Deka Hazarika .

\* Ramayana

Selected piece: Chitrakutar Chitra: Madhab Kandali Maya Ayodhyar Sristi aru Chitrawali

Chaturdashir khela: Durgabar, Geeti Ramayan 20

Unit-III : \* Bargeet

Selected piece

* Suna suna re sura bairipramana: Sankardev
* Gopale ki gali kaile: Sankardev
* Alo mai ki kahabo dukha: Madhabdev
* Maihero gokula chanda aye: Madhabdev

Recommended Text Bargeet

Edited by Bapchandra Mahanta. 20

Unit-IV : Selected Pieces :

* Dhritaradra Bidur Sanbad: Ram Sarawati (Mahabharata)
* Kankhowa: Sridhar Kandali
* Mono bhai mono bhai nam lole neherai (Jikir): Aajan Fakir
* Rangpur Nagarar Barnana: Bishweswar Baidyadhip ( Belimarar Buranji)

Recommended Text

Kabita Manjari Edited by Nirmalprabha Bordaloi.

Ahejar Bacharar Asomiya Kabita Edited by Karabi Deka Hazarika.

Reference Books:

* Aspects of Early Assamese Literature: (Ed) Banikanta Kakati
* Purani Asamiya Sahitya: Banikanta Kakati
* Asamiya Kahini Kabyar Prabah: Satyendra Nath Sarma
* Chandrakumarar Kabita Samagra: (Ed) Nagen Saikia
* Goalpariya Lokagit Sancayan: (Ed) Birendra Nath Dutta.
* Charyapad: Parikshit Hazarika
* Essays on Sankardeva: (Ed) Ranjit Kumar Devgoswami
* Sahitya: Romantic Aru Adhunik: Upendra Nath Sarma
* Asamar Vaisnav Sahitya Aru Darshan: Anima Dutta
* Kabitar Katha: Nalinidhar Bhattacharya.
* Adhunik Asamiya Kabita: Chandra Kataki
* Natun Kabita Aru Prakriti: Nirmalprabha Bordoloi
* Sahityar Satya: Hiren Gohain
* Asamiya Kabitar Prabah (Vol-1): Kabin Phukan
* Asamiya Kabita: Karabi Deka Hazarika
* Chandrakumar Agarwala: Kabin Phookan
* Jowa Shatikar Kabita: Asamiya Navanyasi Sahityar Parampara:Dilip Barua
* Asamiya Kabita: Rupantarar Parba: Bhaben Baruah.
* Romantic Kabita Aru Kabya Bicar: Basanta Sarma
* Adhunik Asamiya Kabita: M.Kamaluddin Ahmed
* Darangi Lokageet Sangraha: (Ed) Kanak Chandra Saharia
* Goalparia Loka Sahityat Dristipat: Dwijen Nath
* Charyapad Aru Bargeet: Manju Chakravarti

# ASMMAJ4024 : Introduction to Assamese Drama-I

|  |  |  |  |
| --- | --- | --- | --- |
| **CREDIT: 4** | | **MARKS: 80+20** | |
| Unit-I : | Origin and Development of Assamese Drama till Post Sankari period. | | 20 |
| Unit-II : | Ram Bijay: Sankardev | | 20 |
| Unit-III : | Pimpara Guchowa: Madhavdev Chordhera: Madhavdev | | 20 |

Unit-IV : Subhadra Haran: Shriram Ata 20

**Reference Books:**

Sanskrit Sahityar Buranji: Tjaneswar Sarmah Sanskrit Drama: G.K. Bhatt

Sanskrit Drama, Its Origin and Decline: Indu Sekhar Theory of Drama: A. Nichvle

The Semiotics of Theatre and Drama: Kair Elam

Asomiya Natakar Samikhaya: Basanta Kumar Bhattacharya Sankardevar Naat (Ed): Mahim Borah

Ankamala: Kesharananda Dev Goswami Asamiya Natya Sahitya: Satyendra Nath Sharma

Asamiya Natya Sahityar Jilingani: Harish Chanda Bhattacharya. Bhasa Sahitya Subas : Lilabati Saikia Bora

Natya Kala Desi Bidesi: Sailen Bharali

Asamia Natya Sahitya Parampara Aru Parivartan Natakar Katha: Pona Mahanta

Natya Kala Deshe Deshe: Jagadish Patgiri Natakar Rang Rup: Pona Mahanta

Prasanga: Natak Aru Kichu Cinta Nishigandha Talukdar

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| --- | --- | --- |
|  | **ASMMAJ4034 : Introduction to Assamese Prose** |  |
| **CREDIT: 4 MARKS: 80+20** |
| Unit-I : | Origin and Development of Assamese Prose till Post-Sankari Period | 20 |
| Unit-II : | Early Assamese Prose | 20 |
|  | (With special references to the prose of Mantra-Sahitya and that of Ankia | Nat) |
| Unit-III : | \* Bhattadeva  Selected piece: Kotha Gita (1st and 2nd Adhyay) |  |
|  | \*Raghunath Mahanta |  |
|  | Selected piece: Ramar Banagaman |  |

Recommended Text:

Snatakar Kathbandhar Edited by Maheswar Neog. 20

Unit-IV : \* Gurucharit Kotha

Selected piece: Tirtha Jatra ( Section 65-69)

Recommended Text:

Gurucharit Kotha Edited by Moheswar Neog.

\*Chukhampha Swargadevaloi Mmaharaj Naranayanar patra

And

Maharaj Naranarayanaloi Chukhampha Swargadevar patra

Recommended Text:

Snatakar Kothalandha Edited by Moheswar Neog. 20

**Reference Books:**

Kromo Bikashot Asamiya Kathasaili: Prafulla Kataki Prachin Asamiya Godyosaili: Aparna Konwar Asamiya Godyo Sahityar Dhara: Rupashree Goswami

Exo Bosoror Asamiya Godyo Sahitya: Phanindra Kumar Deva Choudhury Asamiya Kotha Sahitya: Birinchi Kumar Baruah

Asamiya Godyo Sahityar Goti Path: Harinath Sarma Doloy Asamiya Godyoriti: Smritirekha Bhuyan

Asamiya Manansil Godyo: Sumi Kalita Sritishil Asamiya Godyo: Sumi Kalita The Anatomy of Prose: Marjorie Boulton Modern Prose Style: Bonamy Dobree Style: F.L Lucas

**5th Semester**

**ASMMAJ5014: History of Assamese Literature II**

### CREDIT: 4 MARKS: 80+20

UNIT-I: The Period of Arunodoi. 20

UNIT-II: The Literature of the period of Jonaki and Abahana (with special references to the Chandra Kumar Agarwala, Hemchandra Goswami, Rajani Kanta Bordoloi, Tralaikya Nath Goswami, Laxminath Bezbaruah.

UNIT-III: The Literature of the period of Jaymati (with special references to the works of Bhabananda Dutta, Chakreswar Bhattacharjya, Dhirendra Nath Dutta)

UNIT-IV: The Literature of the period of Ramdhenu (with special references to the works of Maheswar Neog, Birendra Kumar Bhattacharjya, Syed Abdul Malik, Saurav Kumar Chaliha, Mamoni Raisom Goswami, Nabakanta Barua)

### Reference Books:

AsomiyaSahityarSamikhyatmakItibritta: SatyendraNath Sharma AsomiyaSahityarRuprekha :MaheswarNeog AsomiyaSahityarBuranji (vol-v1). (ed) : HomenBorgohain AsomiyaSahityarpurna-Itihas: Harinath Sharma Daloi

**ASMMAJ5024: Evolution of Assamese Language -II**

### CREDIT: 4 MARKS: 80+20

UNIT-I: Introduction and Development of Modern Assamese Language (From Pre Arunodoi to the Ramdhenu period) 20

UNIT-II: Assamese Language of the Pre-Arunodoi and Arunodoi Period: Languages of the works of Atmaram Sarma, Kashinath Tamuli Phukan; Languages of the Arunodoi : Languages of the works of Hem Chandra Baruah and Gunabhiram Baruah. 20

UNIT-III: Assamese Language of the Jonakee and Abahan: Languages of the works of Laxminath Bezbaruah, Satyanath Borah, Banikanta Kakati and Benudhar Sarma. 20

UNIT-IV: Assamese Language of the Jayanti and Ramdhenu period; Languages of the works of Jyoti Prasad Agarwala, Hem chandra Barua, Bhabendra Nath Saikia, Homen Borgohain, Shilabhadra.

### Reference Books:

Banikanta Kakati: Assamese ; Its Formation and Development Bhimkanta Baruah : Asamiya Bhasa

Dimbeswar Neog: The origin and growth of the Assamese Language Kaliram Medhi: Asamiya Byakaran aru Bhasatattva

Golok Chandra Goswami: Asamiya Bhasar Udvab aru Bikash Nagen Thakur: Prithivir Bibhinna Bhasa

:Pali-Prakit-Apabhramsha Bhasa aru Sahitya Parikshit Hazarika : Charyapada

Ramesh Pathak: Asamiya Bhasar Itihas

UpendraNath Goswami:Asamiya bhasar Udbhab,Samridhi aru Bikash Aparna Konwar:bhasabigyan Upakramanika

Sumi Kalita:Asamiya Bhasar Samarthak Sabdakosh

### ASMMAJ5034: Study on Brajavali Literature

**CREDIT: 4 MARKS: 80+20**

Unit - I : Origin and Development of Brajavali Literature with special reference to Sankardeva, Madhabdeva, Bidyapati, Rairamananda, Gyandas and Gobindadas. 20

Unit - II : Sankardeva :Mathur Birah (1)

Mathur Birah (2)

Mathur Birah (3) Madhabdeva: Chirantan matri

Unit - III: Bidyapati: Radhar Birah

Mathur Birah Barshat Birah

Rairamananda: Mathur Birah Unit - IV: Gyandas: Kalahantarita Nayika

Proshitbharprika Nayika Gobindadas: Abhiharika Nayika

Barshabhihar

Reference Book :

Brajabuli Sahitya Mukur : Bhupendra Narayan Choudhury Brajabuli Geetiguccha : Gauhati University

Brajabuli Bhasha Aru Sahitya : Narayan Das 10

### ASMMAJ5044: Study on Assamese Fictional Literature

UNIT-I: Short Story

Bhakendra Barua: Laxminath Bezbaruah.

(Recommended Text: Bezbarua Rochanawali-III, Ed. Nagen Saikia) Doctor: Laxminath Phukan

Abuj Maya: Rama Das

(Recommended Text: Galpa Manjari, Ed. Sailen Bharali)

UNIT-II: Short Story

Bhraman Birati: Saurav Kumar Chaliha

Recommended Text: Saurav Kumar Chaliha Rachanawali, Ed. Sanit Bijay Das, Munin Bayan

Ata Hatir Apamrityu: Nirupama Borgohain

Recommended Text: Ata Hatir Apamrityu (A collection of Short Story) by Nirupama Borgohain.

Sendur: Bhabendra Nath Saikia.

Recommended Text: Galpa Aru Shilpa, Selected Short stories of Dr. Bhabendra Nath Saikia, Ed. Hridayananda Gogoi.

UNIT-III: Novel I

Manomati: Rajani Kanta Bordoloi. 20

UNIT-IV: Novel II

Thengphekhri Tehsildaror Tamor Taruwal: Mamoni Raisom Goswami.

**6th Semester**

**ASMMAJ6014: Introduction to Pali Pakrit Language and Literature**

### CREDIT: 4 MARKS: 80+20

UNIT-I: Introduction to Pali Prakrit Language, Gramartical Feature of Pali Prakrit Aprobhomsho Languages.

UNIT-II: Introductory knowledge of Vowels, Consonants, Sabdarup and Dhaturup: Vowels and Consonants of Pali -Pakrit and Assamese; Guna, Vriddhi, Samprasarana, Sandhi in Sanskrit, Pali-Prakrit and Assamese.

UNIT-III: Introduction to Pali-Prakrit Literature.

UNIT-IV: Selected Text

1. Ashoka Ediets

Ediet No. 1 (Girnar)

1. Appamada Bagga from Dhammapada Verse:L-8
2. Karpura- Manjari

Pratham- Jabanikataram Verse:L-5

(Recommended Text: Prakrit Sahitya Chayan by Nagen Thakur)

Eastern Criticism:

### ASMMAJ6024 Study on Literary Criticism

**CREDIT: 4 MARKS: 80+20**

|  |  |  |
| --- | --- | --- |
| UNIT-I: | Dhvani and Rasa  (Definition and Characteristics) | 20 |
| UNIT-II: | Guna, Vakrakti and Riti (Definition and Characteristics) | 20 |

Western Criticism:

UNIT-III: Classical Criticism

(With special reference to the Aristotle's Poetics -Concept only) 20

UNIT-IV: Romantic Criticism (With special reference to the Preface to the 2nd Edition of Lyrical Ballads) 20

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### ASMMAJ6034: Languages of Assam

|  |  |  |  |
| --- | --- | --- | --- |
| **CREDIT: 4** | | **MARKS: 80+20** | |
| UNIT-I: | Introduction to the Indo-European Languages of Assam | | 20 |
| UNIT-II: | Introduction to the Sino-Tibetan Languages of Assam (With special references to Bodo and Rabha) | | 20 |
| UNIT-III: | Dialects of Assamese Language (with special references to Kamrupi Goalpariya) | | and 20 |

UNIT-IV: Mutual Relation between Indo-European and Sino-Tibetan Languages of Assam (with Special reference of Bodo and Assamese) 20

### Reference Books:

Banikanta Kakati: Assamese; Its Formation and Development Bibha Bharali: Kamrupi Upabhasa : Eti Adhyan

Bibha Bharali and Kalpana Talukdar: Goalparia Upabhasa : Rupa- Baichitra Nagen Thakur: Prithibir Bibhinna Bhasa

Ramesh Pathak: Asamiya Bhasar Itihas

Upen Rabha Hakasam: Asamiya aru Asamar Bhasa Upabhasa

:Assamiya aru Asamar Tibbat- Barmia Bhasa

### ASMMAJ6044: Assamese Prose and Criticism

**CREDIT: 4 MARKS: 80+20**

UNIT-I: Introduction to Modern Assamese Major Prose writers and their works with special reference to Laxminath Bezbarua, Satyanath Bora, Moheswar Neog. 10

UNIT-II: Selected Prose:

Srijut Brawn Chahabar Patra: Nathan Brawn

(Recommended Text: Arunodayar Dhalphat Ed. Birinchi Kumar Barua) Gita Tattva: Laxminath Bezbaruah

(Recommended Text: Tattva Katha by Laxminath Bezbarua Brahmandar Kshudra Tangaran: Moheswar Neog (Recommended Text: Jiwanar Digh aru Bani by Moheswar Neog)

UNIT-III: Introduction to Assamese Criticism; Major Crities- Tirthanath Sarma, Banikanta Kakati, Satyandra Nath Sarma, Mohendra Bora 10

UNIT-IV: Selected Criticisms:

Namghosa: Banikanta Kakati

(Recommended Text: Bani Kanta Kakati, Rachanawali, Ed. Moheswar Neog)

* + Bharatia Sahityar Patabhumit Asomiya Sahitya: Mohendra Bora

(Recommended Text: Shrestha Asamiya Samalochana Sahitya Ed. Homen Borgohain)

* + Sampadokia: Ramdhenu Saptam Bachar, Tritiya Sankhya: Birendra Kumar Bhattacharjya.

(Recommended Text: Ramdhenu Sampadokiya, Ed. Nagen Saikia.

### Reference Books:

Satyendra Nath Sarma:Asamiya Sahityar Samikshyatmak Itivritta Hemanta Kumar Sarma: Asamiya Sahityat Dristipat

Trailokya Nath Goswami: Sahitya Alochana Prafulla Kakati: Kramabikasat Asamiya Kathasaili

Harinath Sarma Daloi: Asamiya Gadya Sahityar Gatipath Harichandra Bhattacharya: Bejbaruar Sahitya Pratibha

Sumi Kalita :AsamiyaManansil Gadya Sumi kalita:Asamiya Sristixil Gadya Smriti Rekha Bhuyan:Asamiya gadyariti

**7th Semester**

**ASMMAJ7014: Assamese Poetry II**

### CREDIT: 4 MARKS: 80+20

UNIT-I

Selected Pieces:

Ajeyo: Chandra Kumar Agarwala Puwa: Hemchandra Goswami

Atitak Nejaba Pahari: Jatindra Nath Duwarah.

Gowahe abar mur Priya bihomgini: Raghunath Choudhury.

UNIT-II: Selected Pieces:

Garha Kari Mok jharudar: Ambikagiri Roy Choudhury. Natghar: Nalinibala Devi

Prithibir preme mok deuliya karile: Ananda Chandra Barua Debadasi: Debakanta Barua

Recommended Text:

Sanchayan: Moheswar Neog (Ed)

Esha Bacharar Asomiya Kabita: Homen Borgohain (Ed)

UNIT-III:

Selected Pieces:

Biplabi : Amulya Barua

Mamatar Chithi : Hem Baua Sonjira Mahir Nari : Keshab Mahanta Bodhidrumor Khari : Nabakanta Barua

UNIT-IV:

Selected Pieces:

Mon Kuwali Samay : Ajit Barua

Sara-Sandhan : Heren Bhattarcharjya. Kene Acho Moi : Nilamoni Phukan

Ritu : Nirmal Prabha Bordoloi

Recommended Text:

Sanchayan: Moheswar Neog (Ed.)

Esha Bacharar Asamiya Kabita: Homen Borgohain(Ed.) Kabita Manjari: Nirmal Prabha Bordoloi(Ed.)

Ehejar bacharar Asomiya Kabita: Karabi Deka Hazarika (Ed.)

### ASMMAJ7024: Assamese Biographical Writings

**CREDIT: 4 MARKS: 80+20**

UNIT-I: Definition and Characteristics of Biography; Origin and Development of Assamese Biography. 20

UNIT-II: Selected Biography-

Gunaviram Barua by Jogendra Narayan Bhuyan. 20

UNIT-III: Definition and Characteristic of Auto-Biography; Origin and development of Assamese Auto Biography. 20

UNIT-IV: Selected Auto Biography

Moi ek Jajabor by Bhupen Hazarika (Chapters 1,2 & 3) 20

### Referance Books:

Satyendra Kumar Sarma: Asamiya Sahityar Samikshatmak Itibritta Hemanta Kumar Sarma: Asamiya Sahityat Dristipat

Gobinda Prasad Sarma: Jibani aru Asamiya Jibani Jibani aru Atmajibani adhyayan: Amal Kumar Das(Ed.)

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### ASMMAJ7034: Introduction to Contemporary Literary Trends

**CREDIT: 4 MARKS: 80+20**

UNIT-I: Realism and Literature: Introduction, Characteristics and brief history20 UNIT-II: Feminism and Literature: Introduction, Characteristics and brief history.20 UNIT-III: Modernism and Literature: Introduction, Characteristics and brief history.20 UNIT-IV: Post Modernism and Literature: Introduction, Characteristics and brief

history. 20

**ASMMAJ7044: Introduction to Indian Literature**

### CREDIT: 4 MARKS: 80+20

UNIT-I: Introduction to Modern Indian Literature, New trends in Modern Indian Literature with (special reference to Assamese, Boro, Bengali and Hindi)

UNIT-II: **Poetry:**

1. Bodo

Selected Piece: Yuge Yuge Kurukhetra, Saruath Narzary, Translated into Assamese by Phukan Basumatary.

Recommended Text: Sarat Samagra, Asomiya Pratidin 2018.

1. Bengali

Selected Piece : Shiter Ratar Kabita: Jibonanda Das. Recommended Text : Jibananda Das, Kabyasamagra

Rajan Bondopadhyay (Ed)

1. Hindi:

Selected Piece: Mauna Nimantran

Recommended Text: Vijayendra Snatak, Adhunik Kavya Samagra.

UNIT-III: **Short Story:**

1. Bodo

Selected Piece: Lama-Chama- J.D. Basumatary

Assamese Translation: Baate Ghate by in Phukan Basumatary. Recommended Text: Solomala: Dibrugarh University

1. Bengali

Selected Piece: Dena Paona- Robindranath Thakur Recommended Text: Galpaguccha.

1. Hindi

Selected Piece : Kafan

Munchi Premchand

UNIT-IV: **Novel**

1. Bengali

Putal nachar Itikatha: Manik Bandopadhay

1. Hindi

Maila Anchal: Phaniswar Nath Renu

### ASMMAJ7054: Research Methodology

**CREDIT: 4 MARKS: 80+20**

UNIT-I: Introduction to Research, Philosophy, Ethical issue, Scope, Aim, objective and Problem of Research.

UNIT-II: Research Methods and approaches. UNIT-III: Data collection and Sampling.

UNIT-IV: Theoretical perspective to the recent trends of research in literature, language and culture.

**Reference Books:**

Dilip Bora : Gabeshana Paddrati: Bitarka Aru Xiddhanta. Nagen Saikia : Gabeshana Paddrati Parichay.

Ranjan Kalita : Gabeshakar Haatputhi. Pallabi Deka Bujarbarua : Gabeshnar Paddhati Bigyan. Mahendra Bora : Gabeshana Pranali Katha.

**8th Semester**

**ASMMAJ8014 Cotemporary Approaches to Assamese Literature**

### CREDIT: 4 MARKS: 80+20

|  |  |  |
| --- | --- | --- |
| UNIT-I: | Women and Assamese Novel. | 20 |
| UNIT-II: | Eco-Critical perspective to Assamese Poetry. | 20 |
| UNIT-III: | Travelogues in Assamese Literature. | 20 |
| UNIT-IV: | Assamese E-Literature. | 20 |

**ASMMAJ8024 Study on Special Author (Madhavdev/ Laxminath Bezbarua)**

### CREDIT: 4 MARKS: 80+20

**Madhavdev**

|  |  |  |
| --- | --- | --- |
| UNIT-I: | Introduction to the Life and works of Madhavdev. | 20 |
| UNIT-III: | Borgeet of Madhavdev |  |
|  | (i) Paravate Sumoru Gobina Hrishiheso.  (i) Faku Khelay Karunamoy.  (iii) Pamoru Monai Kemone Harir Nam Rahali. |  |
|  | Recommended Text:Budget, Ed, Bapechandra Mahanta | 20 |
| UNIT-IV: | Poetic Works of Madhavdev | 20 |
|  | (i) Kimote Bhakati Kariba Tomako Namghosa. |  |

1. Guru Bhatima

Recommended Text: Sanchayan, Ed. Moheswar Neog

1. Jorasondha Juddha: Rajasuya Kavya (Verse 330-391)

Recommended Text: Mahapurusa Madhavdeva Bakyamrita, Ed. Dharmeswar Chutia)

UNIT-V: Dramatic works of Mahavdev 20

* + - Arjun Bhanjan
    - Bhojan Bihar

### Reference Books:

Mahapurusa Madhavdeva Bakyamrita :Ed. Dharmeswar Chutia Asamiya Natya Sahitya : satyendra Nath Sarma

Madhavdevar Jiban Aru Kriti : Ram Chandra Deka

Sri Sri Sankardev Aru Sri Sri Madhavdev : Laxminath Bezbarua Asamiya Natya Sahityar Jilingani : Hari Chandra Bhattacharyya

Laxminath Bezbarua

UNIT-I: Introduction to the life and works of Laxminath Bezbarua

UNIT-II: Poetry, Lyries and Satire of Laxminath Bezbarua

\*Been Baragi (Poetry)

* + - Amar Janambhumi
    - Ami Asomiya Nahau Dukhiya (Assam Sangeet)
    - Amar Kania Sobhar Adhibesan
    - Dodayek Pado aru Bhaliyak Bhodo.

(Recommeded Text: Bezbarua Rachanawali-III Ed. Nagen Saikia 20

UNIT-III: Drama

* + - Jaymati Kuwari
    - Belimar

UNIT-IV: Short Story

* + - Mukti
    - Bapiram
    - Laliti Kakati
    - Jatiramar Jat

(Recommended Text: Bezbarua Rachanawali-III, Ed. Nagen Saikia) Reference Books:

Laksminath Bezbarua : Assam Publication Board Asamiya Natya Sahitya : Satyendra Nath Sarma Asamiya Chuti Galpar Adhyana: Prahlad Kumar Barua

Kabi Aru Kabita : Nanda Talukdar

Laksminath Bezbaruar Sahitya Pratibha : Biswanarayan Sastri Bezbaruar Sahitya Pratibha :Ed. Banikanta Sarma Sahityarathi : Prafulla Kataki

Ramanyasbad Aru Laksminath Bezbaruar Kabita : Kamaluddin Ahmed

**ASMMAJ8034: Assamese Lyrical Literature**

**CREDIT: 4 MARKS: 80+20**

UNIT-I: History and Development of Assamese lyrical Literature-Different stages of the development of Assamese lyrical Literature. 20

UNIT-II: Special Lyricist-

Students are expected to study the lyrical works of anyone of the following prescribed lyrical with his/her proccupation and other characteristics.

1. Jyoti Prasad Agarwala
2. Bishnu Prasad Rabha
3. Bhupen Hazarika

UNIT-III: Study on Modern Assamese lyrical works with special reference to Rudro Barua and Nirmal Prabha Bordoloi.

UNIT-IV: Modern Assamese Lyrics

Selected Piece: Lakshminath Bezbarua: Parbatar Dhekia lihiri Patiya. Parbati Prasad Baruah: Tor nai je Bondhowa baat.

Keshab Mahanta: Parar Pakhit Gathi Dile. Zubeen Garg: Tumi Xubash Asamire.

### Recommended Text: Ed. Arunlochan Das: Asamar Suwadisuria Geet.

**ASMMAJ8044: Dialectology and Dialects of Assamese Language**

### CREDIT: 4 MARKS: 60+20+20

UNIT-I: Definition of Dialect and Dialectology, formation of a Dialect, Relationship of Dialect with Standard Language, and importance of Dialect study 15

UNIT-II: Methods of Dialect Survey, Isogloss and Mapping, Dialect Geography, Socio- Linguistics Study of Dialect. 15

UNIT-III: Kamrupi Dialect: Special features of Kamrupi, Variations of Kamrupi, Difference between Standard Assamese and Kamrupi. 15

UNIT-IV: Goalpara Dialect: Special features of Goalpara, Variations of Goalparias, Difference between standard Assamese and Goalparia. 15

(Project / Field Study) 20

**Minor Courses**

**ASMMIN1014 : History and Trends of Assamese Literature**(Concept Only)

### CREDIT: 4 MARKS: 80+20

Unit-I : Early and Proto Assamese Literature

(Oral Literature, Charyapada) 20

Unit-II : Pre-Sankari Period

(With special references to the works of Madhav Kandali and Haribar Bipra)20

Unit-III : Sankari period

Vaishnavi and Pachali Sahitya

(with special references to the works of Sankardev, Madhavdev and Manakar)20

Unit-IV : Modern Assamese Literature

(With special references to Arunodoi, Janaki, Abahan and Ramdhenu) 20

# ASMMIN2014 : Cultural Behaviour of Assam

### CREDIT: 4 MARKS: 80+20

Unit-I : Culture and Cultural Behaviour: Definition, Classification, Scope and Significance 20 Unit-II: Material Culture (Folk craft, Art, Architecture, Cookery, Music and Dance) 20

Unit-III: Folk Festival and Celebration, Recreation and Games, Folk Medicine and Folk Religion

20

Unit-IV: Tribal Culture of Assam (With special references to Bodo, Rabha and Garo) 20

### Reference Books:

Nabin Chandra Sarma: Asamiya Loka Sanskritir Abhas Leela Gogoi: Asamar Sanskriti

Nahendra Padun: Asamiya Sanskrtiloi Janajatiya Barangni Pramod Ch Bhattacharjya: Asamar Janajati

Birinchi Kumar Barua: Asamar Loka Sanskriti Upen Rabha Hakasam: Asamar Janajatiya Sanskriti Bhaben Narzi Boro: Kacharir Samaj Aru Sanskriti

# ASMMIN3014 : Functional Grammar of Assamese

|  |  |  |  |
| --- | --- | --- | --- |
| **CREDIT: 4** | | **MARKS: 80+20** | |
| Unit-I : | History of Assamese Grammar, Classification of Assamese Grammar, Necessity of Assamese Grammar. | | 20 |
| Unit-II : | Definition, Classification of Part of Speech, Noun, Pronoun, Adjective, Verb and Case | | 20 |
| Unit-III: | Semantic Properties:  Definition of word, Formation of word, Classification of word, spelling, Antonyms, Synonyms, Assamese Vocabulary | | 20 |

Unit-IV: Sentence structure:

Definition, Formation and Classification of Sentence, Transformation of Sentence.

20

**ASMMIN4014: Assamese Prose and Biography**

**CREDIT: 4 MARKS: 80+20**

Unit-I : \*Bhattadev

- Katha – Bhagavati (scondha 3, chepter-1)

\* Gurucharit Kotha (section 100-140)

Recommended Text :

Gurucharit kotha Edited by Moheswar Neog 20

Unit-II : \*Kalikatar para Guwahatiloi Bhapo Nao Aha Jowar Kotha : Anundaram Dhekiyal Phukan

Recommanded Text :

Arunodayar Dhalfat Edited by Birinchi Kumar Barua

\*Sankari Dharmar Pratistha : Laxminath Bezbarua Recommended Text :

Bezbarua Rachanawali Edited by Nagen Saikia

* Faust : Adhunik Jivanar Eliyad : Nalinidhar Bhattacharjya Recommended Text :

Snatakar Kothabandha Edited by Moheswar Neog

\*Borokachari Jatir Sanskriti : Rupnath Brahma

Recommended Text:

Nirbachita Prabandha Edited by Birinchi Kumar Barua 20

Unit-III: Biography – Students are expected to learn the basic concept of Biography With special reference to the prescribed text :

--Maniram Dewan by Benudhar Sarma

20

Unit-IV: Auto-Biography – Students are expected to learn the basic concept of Auto-Biography to the prescribed Text

-- Mor Jibon Soworan (Chapters 5 & 6) by Laxminath Bezbarua. 20

**ASMMIN5014 :Introduction to Assamese Fictional Literature Unit I** Origin and development of Assamese Short Story.

**Unit II** Origin and Development of Assamese Novel

**Unit III** Short Story

-Ratan Munda : Laxminath Bezbarua

(Recommended Text : Bezbarua Rachanawali-III Ed. Nagen Saikia)

-Bhag batowara : Nagendra Narayan Chaudhuri

-Ekhan Nadir Mrityu : Mahim Bora

-Ajoni Japani Chowali : Birendra Kumar Bhattacharjya (Recommended Text: Galpa Manjari, Ed. Sailen Bharali)

-Riniki Riniki Dekhicha Jomuna : Mamoni Raisom Goswami

(Recommended Texts Mamoni Raisam Goswamir Galpa Samagra Ed. Hemanta Kumar Bharali)

**Unit IV** Novels:

Miri Jiyonri :Rajanikanta Bordoloi Ayananta : Arupa Patangia Kalita

**ASMMIN6014 : Introduction to Assamese Poetry and Drama**

### CREDIT: 4 MARKS: 80+20

**Unit I** A brief introduction to Assamese Poetry and Drama

**Unit II** Assamese Poetry (Old)

* Pawe Pari Hari (Borgeet): Sankardev
* Tezore Kamalapati Paravate Ninda (Borgeet): Madhavdev
* Baisampayana Badati Sunio Nareswara (Bhimcharit) : Ram Saraswati

(Recommended Text : Sanchayan. Ed Moheswar Neog)

**Unit III** Assamese Poetry (Romantic & Modern)

* Madhuri : Chandra Kumar Agarwala
* Paharani : Kamalakanta Bhattacharjya
* Asarthak : Debakanta Barua
* Amuthi Kabita : Nirmalprava Bardoloi (Recommended Text : Sanchayan Ed. Moheswar Neog)

**Unit IV** Assamese Drama

Parijat Haran : Sankardeva Labhita : Jyotiprasad Agarwala

**Reference Books:**

BhashaSahityarXubash :LilabatiSaikia Borah AsomiyaKabita :KarabiDeka Hazarika

AsomiyaKabita :Aitihya Aru Rupantar : Jyotirekha Hazarika AsomiyaKabitarBichar-Bishleshan :Archana Pujari JyotiManisha :Prahlad Kumar Baruah

**ASMMIN7014: Assamese Folk Literature Unit I** Definition, Characteristics and Classification of Folk Literature.

**Unit II** Assamese Folk Tales and Its varieties

**Unit III** Assamese Folk Song, Phrases and Idioms, Proverbs and Riddle

**Unit IV** Selected Text

-Bihugeet (16-30)

-Gorokhiyageet

-Biyanaam (Nache Kulaburhi nache Pani tulighuri aha nam)

- Aisabhahar geet (Ai Apeswaria mondope namila)

#### Recommedded Text : Asamiya Lokogiti Sanchayan, Ed Hemanta Kumar Sarma

Sadhukotha:

* Champavati
* Sarabjaan

Recommended Text : Burhi Aier Sadhu by Laxminath Bezbarua

**ASMMIN8014 : Introduction to Assamese Rhetoric and Metre**

**CREDIT: 4 MARKS: 80+20**

Unit - I : Definition and concept of Chanda, akshar, matra, laya, joti,

|  |  |  |
| --- | --- | --- |
|  | charan, muktak. | 20 |
| Unit - II : | Pada, dulari, chabi, lechari, jhumuri, payar, totay, kusummala. | 20 |
| Unit - III : | Definition, type and characteristic of Alankara | 20 |
| Unit - IV : | Anuprash, Jamak, Slesh, bakrokti, upama, rupak, bhrantiman, utpreksha | 20 |

**Reference Book :**

Sahitya Darpan (Assamese translation) : Biswanarayan Shashtri Sahitya Darshan : Manoranjan Shastri

Nandantattva : Prachya Aru Prachyatya Troilokya Nath Goswami Sahitya Bidya Parikcrama : Tirthanath Sharma

Sahityar Saaj : Senapati Devasharma

# ASMIDC1013 : Writing Materials of Assam

## CREDIT : 3 MARKS : 50

Unit-I : Introduction and History of Writing Materials of Assam

Specimen of Assamese languages Inscribed in Stone, Copper Inscription

Gold, Silver, Brass, Cloth, Bhurjyapatra, Sanchipat, Tulapat and Talpat etc. 20

Unit-II : Introduction and preparation process of Sanchipat, Tulapat, Ink, Mohichuga, writing material, Kutani ,Aankmari and Bindhana 15

Unit-III : Modern print media : Newspaper, Book and Magazine 15

#### Reference Books :

Prachya Sasanavali : Maheswar Neog Biswalipir Bhumika : Narayan Das Asamiya Lipir Itihas : Jatin Goswami

Inscription of Ancient Assam : M.M. Sarma (ed) Path Samiksa : Maheswar Neog

The evolution of Assamese script :Mahendra Bora

# ASMIDC2012 : Literature and Nature

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| **CREDIT: 3** | | **MARKS: 50** | |
| Unit-I : | Nature and Literature: Conceptual and Theoretical | |  |
|  | Perspectives; Nature writing and Ecological turn in Literature | | 20 |
| Unit-II: | **Poetry:** | |  |
|  | Selected pieces: | |  |
|  | Chitrakutar Chitra: Madhav Kandali | |  |
|  | Gajendra Upakhyam (Kirtan Ghokha) : Sankardev | |  |
|  | Malati: Laxminath Bezbarua | |  |
|  | Pathar : Ram Gagoi | |  |
|  | **Short story:** | |  |
|  | Ekhon Natur Mrityu: Mahim Bora | |  |
|  | Baghe Tapoor Rati: Apurba Sarma | |  |
|  | Remmended Text: | |  |
|  | Sanchayan : Edited by Maheshwar Neog | |  |
|  | Kabita Manjuree Edited by Nirmalprabha Bordoloi | |  |
|  | Mahim Borar Galpa Samagra Edited by Hiren Gohain | |  |
|  | Apurba Samah Galpa Samagra Edited by Ashim Chutia | |  |
|  | **Unit-III: Novel**  Burhidihingar Moupa aru Acharya: Swarna Borah. | | 15 |

**ASMIDC3013: Women and Literature**

## CREDIT: 3 MARKS: 50

Unit-I : Woman and Literature – Conceptual and Theoretical Perspective,

Feminist Activism through literature with special reference to Assamese Literature

15

Unit-II : Poetry 20

* Jayati Sankar Jagat Eswar : Padmapriya
* Prakritir Shobha : Padmabati Devi Phukanani
* Abayabi Moi ne : Nirmlprabha Bardaloi

Short story

* Naam dim Kalyani : Sneh Devi
* Kamala Kunwareer Sadhu : Arupa Patangia Kalita

**Recommended Text**

Ahejar Bacharar Asomiya Kabita Edited by Karabi Deka Hazarika Kabita Manjari Edited by NirmalprabhaBardaloi

15

Unit-III : Novel

\*Anya Jibon: Nirupama Bargohain 15

**Reference Books:**

AsomiyaNari;Aitihya Aru Uttaran (Ed): Sibanath Barman and others Naribad Aru AsomiyaUpanyas: Gobinda Prasad Sharma

Asomiya Chutigalpar Adhyan: Prahlad Kumar Baruah Sahitya SamalochanaTatta (Ed) :Anjan Kumar Ojah

Sahitya Samalochana Tattva: Parichoy aru Proyog: Ratul Deka AsomiyaKabita: KarabiDeka Hazarika

AsomiyaKabita :Aitihya Aru Rupantar (Ed) : Jyotirekha Hazarika

# ASMSEC1013 : DANCE FORMS OF ASSAM

## CREDIT : 3 MARKS : 50

Unit-I :Dance: Introduction, Origin, Development and Different Types. 20

Unit-II :

Folk Dances of Assam (with special references to Bihu Naach, Bagarumba, Hamzaar and Hudum Dance).

15

Maati Akhora, Sali-Naach, Ramdani, Gayan-Bayan. 15

Reference Books:

Bharatar Uttar Purbachalar Paribeshya Kala: Nabin Chandra Sarma Asomar Loksanskritir Abhash: Nabin Chandra Sarma

Satriya Nritya: Gobinda Prasad Saikia

Purani Asomiya Samaj Aru Sangaskriti aru Satriya Nritya aru Nrityar Taal: Maheshwar Neog

# ASMSEC2013 : APPLIEDASSAMESE

|  |  |  |  |
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| **CREDIT: 3** | | **MARKS : 50** | |
| Unit-I : | Texual Criticism and Editing; Manuscript, Book, Magazine, News Editing of Print and Electronic Media, Function and Qualities of an Editor.  Proof Reading | | 20 |
| Unit-II : | Assamese Writing in Computer: Assamese Keyboard, Assamese Software, Word Processor. | | 15 |
| Unit-III :  15 | Assamese Language in New Media: E-Magazine, Blog, E-group, Wikipedia | |  |
|  | **ASMSEC3013 : ARTIFACTS OF ASSAM**  **CREDIT : 3 MARKS : 50** | |  |
| Unit-I : | Definition of Artifacts; History of the Artifacts of Assam 20  Weaving | |  |
| Unit-II : | Pottery and Mask-making | | 15 |
| Unit-III : | Metal Craft | | 15 |

**Reference Book :**

LokokalpaDristi :Nilmoniphukon, publication bord Assam, ghy PuroniAxomofKarikorikhilpa :PradipChaliha, Assam Science Society, Ghy AsamiyaManuhorItihas, Dr. Nagen Saikia, Katha Publication

Indian Folk Art and Craft :JeslinDhamija, National Book Trust of India, New Delhi AsamarLokakala :Jugal Das, Publication Bord Assam

AsamarSanskritikItihas( dwitiyakhanda) : Dr. Nabin Chandra Sarma, Assam Sahitya Sabha AsamarLokashilala :DhrubaLumarTalukder, BaniMandir, Ghy SilpakalarUpalabdhiaruAnanda :NilmoniPhukon, Anwesha, Ghy

# ASMAEC1012 : Study on Folk Medicine of Assam

## CREDIT: 2 MARKS: 50

|  |  |  |
| --- | --- | --- |
|  | Use of Folk Medicine in Assamese society | 25 |
| Unit-II : | Reference of Folk medicine in Assamese Folk Literature Food habits of Assam and its medicinal value. | 25 |
|  | **ASMAEC2012 : STYLE OF ASSAMESE LANGUAGE**  **CREDIT : 2 MARKS : 50** |  |

Unit-I: Introduction to style

Volume, Pace of Speech, Pitch,Clarity of Articulation, Pronunciation,Intonation

Unit-II: Introduction to Assamese Grammar with special references to spelling, Vocabulary, Sentence structure, Punctuation

Style in Literature: Poetry, Short Story, Drama.

Application writing, Proceeding writing,Memorandum and FIR writing

**Reference Books:**

Aparna Konwar: Prachin Asamiya Gadyashaili Nirajana Mahanta Bezbara: Jugajug Kala

Phanindra Narayan Dutta Baruah: Prayug Vashabigyanar Ruprekha Prafulla Kataki: Kramabikakhat Asamiya Kathanshaili

Anuradha sarma:xoili aru xoilibigyan

Bhupen Chacrawarti: Bak shilpa: Abriti aru Sanglap

# ASMAEC3012 : Cultural Tourism of Assam

## CREDIT : 2 MARKS : 50

Unit-I : Tourism – Concepts, Origin and Development, Types and forms of Tourism Cultural Tourism – concepts, Development and Scope, problem and Prospects of Cultural Tourism. 25

Unit-II : Archeological Sites, Temples, Sattra, Naamghar, Thaan of Assam and Scope of Tourism, Folklore and Tourism of Assam – Fair and Festivals, Performing Arts, Myth and Legends, Cuisines and Specialty dishes etc. 25

**Reference Books:**

Paryatan Aru Uttar-Purbanchal: Atanu Gogoi

Asomar Sanskriti Aru Sanskritik Paryatan : Arabinda Rajkhowa Asomar Paryatantholi : Jitul Borah

Paryatanar Ruprekha : Mahesh Chandra Borah , Shila Borah

# ASMAEC4012 : Creative writing

## CREDIT : 2 MARKS : 50

Unit-I : Art and Craft of Poetry : Diction, Rhetoric, Prosody, Image, Symbol, verse form etc. ; Art and Craft of Fiction : Types of Novel and Short Story and their ingredient elements like Plot, Character, Narrative, Point of view, Focalization etc. 25

Unit-II : Art and Craft of Non-Fiction writing News report, Editorials and Articles

Project / Practical 25