



**List of Courses integrating Cross-Cutting issues like
Human Values, Gender, Environment, and Sustainability
in the Curriculum**



Joya Gogoi College, Khumtai-785619



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1.3.1 List of Courses that incorporate cross-cutting issues of Professional Ethics, Gender, Human Values, Environment, and Sustainability into the Curriculum

Non-CBCS

| Sl. No | Subject | Title of the Course | Course Code | Issues Addressed |
|--------|-----------|---|-------------|--|
| 1 | Education | Philosophical Foundations of Education | EDNH 101 | Human Values, Gender. |
| 2 | | Sociological Foundation of Education | EDNH201 | Human Values, Gender. |
| 3 | | Educational Psychology | EDNH301 | Human Values, Professional Ethics, Gender |
| 4 | | Educational Measurement & Evaluation | EDNH302 | Professional Ethics |
| 5 | | History of Indian Education (Up to 1947) | EDNH401 | Human Values, Gender, Environment, Sustainability |
| 6 | | Great Educators & Educational Thought | EDNH402 | Human Values, Gender, Professional Ethics |
| 7 | | Child Psychology & Child Guidance | EDNH501 | Human Values, Gender |
| 8 | | Education in Post Independent India | EDNH502 | Human Values, Environment, Gender Sustainability |
| 9 | | Educational Technology | EDNH503 | Environment, Sustainability |
| 10 | | (A) Techniques & Methodology of Teaching (B) Practice Teaching | EDNH504 | Professional Ethics, Gender, Sustainability |
| 11 | | (A) Laboratory Practical & (B) Field Report | EDNH601 | Human Values, Environment, Sustainability |
| 12 | | Educational Management | EDNH602 | Human Values, Professional Ethics, Sustainability |
| 13 | | Education in World Perspective | EDNH603 | Human Values, Gender, Environment, Professional Ethics |
| 14 | | Emerging Trends in Indian Education | EDNH604 | Professional Ethics, Sustainability, Gender, Environment |
| 15 | History | Introduction to History and its Sources | HISM- 101 | Human Values, Gender, Environment |



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|----|---------|--|----------|-------------------------------------|
| 16 | | Early and Medieval Assam up to 1826 | HISM-201 | Human Values, Gender. |
| 17 | | History of Assam; 1826-1947 | HISM-301 | Human Values, Gender |
| 18 | | Social and Economic History of Assam | HISM-302 | Human Values, Gender, Environment |
| 19 | | History of India (from the earliest time to 1200 A.D.) | HISM-401 | Human Values, Gender |
| 20 | | History of India (from 1200 to 1750) | HISM-402 | Human Values, Gender |
| 21 | | History of India (from 1750-1947) | HISM501 | Human Values, Gender |
| 22 | | History of Europe (1453-1815) | HISM-502 | Human Values, Gender, Environment |
| 23 | | History of Europe (1815-1945) | HISM-503 | Human Values, Gender |
| 24 | | Tourism in North East India: Historical Dimensions | HISM-504 | Professional Ethics, Sustainability |
| 25 | | History of Ecology and Environment in India | HISM-601 | Human Values, Environment, |
| 26 | | Women in Indian History | HISM-602 | Human Values, Gender |
| 27 | | World Revolutions | HISM-603 | Human Values, Gender |
| 28 | | History of Science and Technology in India | HISM-604 | Human Values, Environment |
| 29 | English | Reading Drama | ENGH 501 | Human Values, Gender, |
| 30 | | Criticism I | ENGH 502 | Human Values, Gender |
| 31 | | Great European Thinkers | ENGH 503 | Human Values, Gender, |
| 32 | | Indian Writing in English | ENGH 504 | Human Values, Gender |
| 33 | | Criticism II | ENGH 601 | Human Values, Gender |
| 34 | | Literature of the USA | ENGH 602 | Human Values, Gender |
| 35 | | Literature in the Postcolonial World | ENGH 603 | Human Values, Gender |
| 36 | | Introduction to Linguistics and Phonetics | ENGH 604 | Human Values, Gender |



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CBCS

| Sl No | Subject | Title of the Course | Course Code | Issues Addressed |
|-------|-----------|---|-------------|-----------------------------------|
| 1 | English | Indian Classical Literature | ENGH 101 | Human Values, Gender |
| 2 | | European Classical Literature | ENGH 102 | Human Values, Gender |
| 3 | | English Writing in English | ENGH 201 | Human Values, Gender |
| 4 | | British Poetry and Drama 14 th to 17 th Century | ENGH 202 | Human values, Gender, Environment |
| 5 | | American Literature | ENGH 301 | Human Values, Gender |
| 6 | | Popular Literature | ENGH 302 | Human Values, Gender |
| 7 | | British Poetry and Drama:17th and 18th Century | ENGH 303 | Human Values, Gender |
| 8 | | British Literature: 18 Century | ENGH 401 | Human Values, Gender, Environment |
| 9 | | British Romantic Literature | ENGH 402 | Human Values, Gender, Environment |
| 10 | | British Literature: 19th Century | ENGH 403 | Human Values, Gender, Environment |
| 11 | | Women's writing | ENGH 501 | Gender, Human Values |
| 12 | | British Literature: The Early 20 th Century | ENGH 502 | Gender, Human Values |
| 13 | | Literature of Indian Diaspora | ENGH DSE | Gender, Human Values |
| 14 | | Literary Criticism | ENGH DSE | Gender, Human Values |
| 15 | | Modern European Drama | ENGH 601 | Gender, Human Values |
| 16 | | Postcolonial Literature | ENGH 602 | Gender, Human Values |
| 17 | | Literary Theory | ENGH DSE | Gender, Human Values |
| 18 | | Partition Literature | ENGH DSE | Gender, Human Values |
| 19 | Education | Philosophical Foundations of Education | EDNH101 | Human Value, Gender. |
| 20 | | Sociological Foundations of Education | EDNH102 | Human Value, Gender. |



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|----|---------|--|----------|--|
| 21 | | Psychological Foundations of Education | EDNH201 | Human Value, Professional Ethics, Gender |
| 22 | | Educational Administration & Management | EDNH202 | Human Value, Professional Ethics, Sustainability |
| 23 | | Great Educators & Educational Thoughts | EDNH301 | Human Value, Gender, Professional Ethics. |
| 24 | | Measurement & Evaluation in Education | EDNH302 | Professional Ethics. |
| 25 | | Experimental Psychology & Laboratory Practical | EDNH303 | Human Value, Environment, Sustainability |
| 26 | | Education In Pre-Independent India. | EDNH401 | Human Value, Gender, Environment, Sustainability |
| 27 | | Techniques of Teaching & Teaching Practice | EDNH402 | Professional Ethics, Gender, Sustainability |
| 28 | | Educational Technology | EDNH403 | Environment, Sustainability |
| 29 | | Education in Post-Independent India | EDNH501 | Human Value, Gender, Environment, Sustainability |
| 30 | | Education in World Perspective | EDNH502 | Human Value, Gender, Environment, Professional Ethics. |
| 31 | | Guidance & Counselling | DSEED501 | Human Value, Professional Ethics, Sustainability |
| 32 | | Mental Health Issues | DSEED502 | Human Value, Environment, Sustainability |
| 33 | | Emerging Trends in Indian Education | EDNH601 | Professional Ethics, Sustainability, Gender, Environment |
| 34 | | Child & Adolescent Psychology | EDNH602 | Human Values, Gender |
| 35 | | Human Rights Education | DSEED503 | Human Values, Gender, Environment, Sustainability |
| 36 | History | History of India- I | HISMC101 | Human Values, Gender. |
| 37 | | Social Formation and Cultural Pattern of Ancient World | HISMC102 | Human Values, Gender. |



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|----|----------------------|---|------------|---------------------------------------|
| 38 | | History of India-II | HISMC103 | Human Values, Gender |
| 39 | | Social Formation and Cultural Patterns of Medieval World | HISMC104 | Human Values, Gender |
| 40 | | History of India-III | HISMC105 | Human Values, Gender, Environment |
| 41 | | Rise of Modern West-I | HISMC106 | Human Values, Gender |
| 42 | | History of India-IV | HISMC107 | Human Values, Gender |
| 43 | | Rise of Modern West-II | HISMC108 | Human Values, Gender |
| 44 | | History of India -V | HISMC109 | Human Values, Gender |
| 45 | | History of India-VI | HISMC1010 | Human Values, Gender |
| 46 | | History of Modern Europe-I | HISMC11 | Human Values, Gender |
| 47 | | History of India-VII | HISMC12 | Human Values, |
| 48 | | Early History of Assam till 1826 | HISHDSE501 | Human Values, |
| 49 | | History of modern Assam-1826-1947 | HISHDSE502 | Human Value, Gender |
| 50 | | History of India VIII | HISMC1013 | Human Values, Gender |
| 51 | | History of Modern Europe-II | HISMC1014 | Human Values, Gender |
| 52 | | Social Economic History of Assam | HISHDSE601 | Human Values, Gender, Environment, |
| 53 | | Historiography | HISHDSE602 | Human Values, Gender |
| 54 | Political Science | Understanding Political Theory | PSC-1 | Human Values |
| 55 | | Constitutional Government and Democracy in India | PSC-2 | Human Values |
| 56 | | Political Theory: Concept and Debates | PSC-3 | Human Values, Gender |
| 57 | | Political Process in India | PSC-4 | Human Values |
| 58 | | Introduction to Comparative Government and Politics | PSC-5 | Human Values |
| 59 | | Perspectives on Public Administration | PSC-6 | Human Values |



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|----|----------|---|----------|--------------------------------------|
| 60 | | Perspectives on International Relations and World History | PSC-7 | Human Values |
| 61 | | Political Processes and Institutions in Comparative Perspective | PSC-8 | Human Values |
| 62 | | Public Policy and Administration in India | PSC-9 | Human Values and Professional Ethics |
| 63 | | Global Politics | PSC-10 | Human values, Environment |
| 64 | | Classical Political Philosophy | PSC-11 | Human Values |
| 65 | | Indian Political Thought-I | PSC-12 | Human Values |
| 66 | | Contemporary Politics in Assam | DSE-1A | Human Values, Environment |
| 67 | | Human Rights in a Comparative Perspective | DSE-2A | Gender, Human Values |
| 68 | | Modern Political Philosophy | PSC-13 | Human Values |
| 69 | | Indian Political Thought-II | PSC-14 | Human Values |
| 70 | | Understanding Global Politics | DSE-3B | Human values, Environment |
| 71 | | India's Foreign Policy in a Globalizing World | DSE-4A | Human Values, Environment |
| 72 | | Nationalism in India | GE-1A | Human Values |
| 73 | | Feminism: Theory and Practice | GE-2A | Gender, Human Values |
| 74 | | Governance: Issues and Challenges | GE-3B | Human Values, Environment |
| 75 | | Politics of Globalization | GE-4A | Human Values, Environment |
| 76 | Assamese | Assamese Drama | C-11 | Human Values, Gender |
| 77 | | Teaching of Assamese Literature | GE-1(A) | Professional Ethics |
| 78 | | Teaching of Assamese Language | GE-1(B) | Professional Ethics |
| 79 | | Performing Arts | GE-2(A) | Professional Ethics |
| 80 | | Culture of Assam and Cultural Tourism | GE-2(B) | Professional Ethics and Human Values |
| 81 | | Pragmatics of Assamese Writings | SEC-1(A) | Professional Ethics |
| 82 | | Introduction to Translation and Practice | SEC-1(B) | Professional Ethics |



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|----|-----------|--|----------|-----------------------------------|
| 83 | | Mass Communication & Journalism in Assamese | SEC-2(A) | Professional Ethics |
| 84 | | Application of Assamese in Computer | SEC-2(B) | Professional Ethics |
| 85 | | Sociology of Literature | GE-IV | Human Values, Gender, Environment |
| 86 | Botany | Plant Ecology and Phytogeography | BC409T | Environment and Sustainability |
| 87 | | Natural Resource Management | BD606T | Environment and Sustainability |
| 88 | | Horticulture Practices and Post-Harvest Technology | BD607T | Environment and Sustainability |
| 89 | | Environmental Biotechnology | GE-IV | Environment and Sustainability |
| 90 | | Biofertilizers | SEC-I | Environment and Sustainability |
| 91 | | Nursery and Garding | SEC-III | Environment and Sustainability |
| 92 | | Plant Diversity and Human Welfare | SEC-VI | Environment and Sustainability |
| 93 | | Ethnobotany | SEC-VII | Environment and Sustainability |
| 94 | Chemistry | Analytical Methods in Chemistry | DSE-501 | Environment and Sustainability |
| 95 | | Green Chemistry | DSE-502 | Environment and Sustainability |
| 96 | | Industrial Chemicals and Environment | DSE-602 | Environment and Sustainability |
| 97 | Economics | Development Economics | C-14 | Sustainability |
| 98 | | Environmental Economics | DSE-8 | Environment and Sustainability |

FYUGP(NEP)

| No Sl | Subject | Title of the Course | Course Code | Issues Addressed |
|-------|----------|---|-------------|------------------------------------|
| 1 | Assamese | Literary Appreciation | GEC-I | Professional Ethics |
| 2 | | Skill and Ability Enhancement in Assamese Languages | AEC-I | Professional Ethics |
| 3 | | Personality Development & Soft Skill | SEC-I | Professional Ethics & Human Values |
| 4 | | Creative Writing | GEC-II | Professional Ethics |



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|----|------------------------------------|---|-----------------------------------|---|
| 5 | | Literature of North-East India | GEC-II | Human Values |
| 6 | | Application of Assamese Language in Computer | SEC-II | Professional Ethics |
| 7 | | Advertisement Preparation in Print Media | SEC-II | Professional Ethics |
| 8 | | Nature of Assamese Culture | C-3 | Human Values |
| 9 | | Translation: Theory and Application | GEC-III | Professional Ethics |
| 10 | | Introduction to Languages of North-East India | GECASM3B | Professional Ethics & Human Values |
| 11 | | Editing and Proof Reading | SEC316 | Professional Ethics |
| 12 | Education | Foundations of Education-1 | EDNC1 | Human Value, Professional Ethics |
| 13 | | Philosophical Foundations of Education | MINEDN1 | Human Value |
| 14 | | Educational Psychology | GECEDN1B | Human Value, Professional Ethics, |
| 15 | | Personal Development and Soft Skills | SEC104 | Professional Ethics, Human Values, Sustainability |
| 16 | | Foundations of Education-II | EDNC2 | Human Value, Gender, Sustainability |
| 17 | | Psychological Foundations of Education | MINEDN2 | Human Value, Professional Ethics |
| 18 | | History of Indian Education | GECEDN2B | Human Value, Gender |
| 19 | | ICT in Education | SEC204 | Sustainability, Gender |
| 20 | | Philosophical and Sociological Bases of Education | EDNC3 | Human Value, Professional Ethics, Sustainability |
| 21 | | Value Education | EDNC4 | Human Value, Professional Ethics |
| 22 | | Sociological Foundations of Education | MINEDN3 | Sustainability, Human Value |
| 23 | | Education for Socio-Economically Disadvantaged Groups | GECEDN3A | Sustainability, Gender |
| 24 | Methods and Techniques of Teaching | SEC304 | Professional Ethics, Human Value. | |



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|----|---|--|------------------------------------|---|--------------------------------|
| 25 | History | History of India-I (Prehistory to c.300 BCE) (C-I) | HISC1 | Human Values, Environment & Sustainability | |
| 26 | | History of Ancient India (Minor) | MINHIS1 | Human Values, Environment & Sustainability | |
| 27 | | Understanding India | VAC-I | Human Values and Gender | |
| 28 | | Introduction to the Cultural Heritage of Assam | GECHIS2 | Human Values and Environment | |
| 29 | | Introduction to Culture and Heritage of Ancient India | GECHIS1 | Human Values and Environment | |
| 30 | | Social Formation and Cultural Patterns of Ancient and Medieval World | HISC2 | Human values, Environment, and sustainability | |
| 31 | | History of Medieval India | MINHIS2 | Human Values, Gender, and Environment | |
| 32 | | History of India-II (c.300 BCE -c.500 CE) | HISC3 | Human Values, Gender, sustainability | |
| 33 | | History of India-III (Post-Gupta-1206 CE) | HISC4 | Human Values, Gender, sustainability | |
| 34 | | History of Modern India | MINHIS3 | Human Values, Gender, sustainability | |
| 35 | | Introduction to the Indian Freedom Struggle | GECHIS3 | Human Values, Gender, sustainability | |
| 36 | | Botany | Natural Resource Management | GECBOT1 | Environment and Sustainability |
| 37 | | | Plant Diversity and Human Welfare | GECBOT2 | Environment and Sustainability |
| 38 | | | Environmental Science (Compulsory) | VAC3 | Environment and Sustainability |
| 39 | | | Biofertilizers | SEC218 | Environment and Sustainability |
| 40 | Conservation and Cultivation of Orchids | | SEC219 | Environment and Sustainability | |
| 41 | Ethnobotany | | GECBOT3 | Environment and Sustainability | |
| 42 | Nursery and Gardening | | SEC318 | Environment and Sustainability | |
| 43 | Medicinal Botany | | SEC319 | Environment and Sustainability | |
| 44 | Chemistry | Chemistry in Daily Life-I | GECCHM-1 | Sustainability and Environment | |



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|----|-------------------|--|----------|--------------------------------|
| 45 | | Basic Analytical Chemistry | SEC123 | Sustainability and Environment |
| 46 | | Chemistry in Daily Life-II | GECCHM2 | Sustainability and Environment |
| 47 | | Basic Analytical Chemistry (Fuel Chemistry) | SEC223 | Sustainability and Environment |
| 48 | | Chemistry in Daily Life-III | GECCHM3 | Sustainability and Environment |
| 49 | | Inorganic Materials of Industrial Importance | SEC223 | Sustainability and Environment |
| 50 | Political Science | Understanding Political Theory | PSCC1 | Human Values |
| 51 | | Concepts and Debates in Political Theory | MINPSC1 | Human Values |
| 52 | | Human Rights | GECPCSC1 | Gender and Human Values |
| 53 | | Legal Literacy | SEC107 | Human Values |
| 54 | | Indian Government and Politics | PSCC2 | Gender and Human Values |
| 55 | | Introduction to Indian Government and Politics | MINPSC2 | Gender and Human Values |
| 56 | | Understanding Gandhi and Ambedkar | GECPCSC2 | Human Values |
| 57 | | Legislative Procedures in India | SEC207 | Human Values |
| 58 | Zoology | Natural Resource Management | GEC-1 | Environment and Sustainability |
| 59 | | Wildlife Conservation and Management | GEC-2 | Environment and Sustainability |

Course Code: BD503T

DSE Course – II: **Research Methodology**

The objective of this course is to expose the students to methods of carrying out and reporting research in different fields

Credit: Theory 4; Practical 2

Lectures: 60

Theory

Unit 1: Basic concepts of research

(10 lectures)

Research-definition and types of research (Descriptive vs analytical; applied vs fundamental; quantitative vs qualitative; conceptual vs empirical). Research methods vs methodology. Literature-review and its consolidation; Library research; field research; laboratory research.

Unit 2: General laboratory practices

(12 lectures)

Common calculations in botany laboratories. Understanding the details on the label of reagent bottles. Molarity and normality of common acids and bases. Preparation of solutions. Dilutions. Percentage solutions. Molar, molal and normal solutions. Technique of handling micropipettes; Knowledge about common toxic chemicals and safety measures in their handling.

Unit 3: Data collection and documentation of observations

(6 lectures)

Maintaining a laboratory record; Tabulation and generation of graphs. Imaging of tissue specimens and application of scale bars. The art of field photography.

Unit 4: Overview of Biological Problems

(6 lectures)

History; Key biology research areas, Model organisms in biology (A Brief overview): Genetics, Physiology, Biochemistry, Molecular Biology, Cell Biology, Genomics, Proteomics-Transcriptional regulatory network.

Unit 5: Methods to study plant cell/tissue structure

(6 lectures)

Whole mounts, peel mounts, squash preparations, clearing, maceration and sectioning; Tissue preparation: living vs fixed, physical vs chemical fixation, coagulating fixatives, non-coagulant fixatives; tissue dehydration using graded solvent series; Paraffin and plastic infiltration; Preparation of thin and ultrathin sections.

Unit 6: Plant microtechniques

(12 lectures)

Staining procedures, classification and chemistry of stains. Staining equipment. Reactive dyes

and fluorochromes (including genetically engineered protein labeling with GFP and other tags).
Cytogenetic techniques with squashed plant materials.

Unit 7: The art of scientific writing and its presentation

(8 lectures)

Numbers, units, abbreviations and nomenclature used in scientific writing. Writing references. Powerpoint presentation. Poster presentation. Scientific writing and ethics, Introduction to copyright-academic misconduct/plagiarism.

Course Code: BD503P

DSE Course – III - Practical: Research Methodology

1. Experiments based on chemical calculations.
2. Plant microtechnique experiments.
3. The art of imaging of samples through microphotography and field photography.
4. Poster presentation on defined topics.
5. Technical writing on topics assigned.

Suggested Readings

1. Dawson, C. (2002). Practical research methods. UBS Publishers, New Delhi.
2. Stapleton, P., Yondeowei, A., Mukanyange, J., Houten, H. (1995). Scientific writing for agricultural research scientists – a training reference manual. West Africa Rice Development Association, Hong Kong.
3. Ruzin, S.E. (1999). Plant microtechnique and microscopy. Oxford University Press, New York, U.S.A.

Course Code: BD504T

DSE Course – IV: Industrial and Environmental Microbiology

The objective of this course is to expose the students to application of different microbes for industrial purposes and also their role in the environment

(Credits: Theory-4, Practical-2)

THEORY

Lectures: 60

Unit 1: Scope of microbes in industry and environment (6 lectures)

Unit 2: Bioreactors/Fermenters and fermentation processes (12 lectures)

Solid-state and liquid-state (stationary and submerged) fermentations; Batch and continuous fermentations. Components of a typical bioreactor, Types of bioreactors-laboratory, pilotscale and production fermenters; Constantly stirred tank fermenter, tower fermenter, fixed bed and fluidized bed bioreactors and air-lift fermenter.

A visit to any educational institute/ industry to see an industrial fermenter, and other downstream processing operations.

Unit 3: Microbial production of industrial products (12 lectures)

Microorganisms involved, media, fermentation conditions, downstream processing and uses; Filtration, centrifugation, cell disruption, solvent extraction, precipitation and ultrafiltration, lyophilization, spray drying; Hands on microbial fermentations for the production and estimation (qualitative and quantitative) of Enzyme: amylase or lipase activity, Organic acid (citric acid or glutamic acid), alcohol (Ethanol) and antibiotic (Penicillin)

Unit 4: Microbial enzymes of industrial interest and enzyme immobilization (8 lectures)

Microorganisms for industrial applications and hands on screening microorganisms for casein hydrolysis; starch hydrolysis; cellulose hydrolysis. Methods of immobilization, advantages and applications of immobilization, large scale applications of immobilized enzymes (glucose isomerase and penicillin acylase).

Unit 5: Microbes and quality of environment.(6 lectures)

Distribution of microbes in air; Isolation of microorganisms from soil, air and water.

Unit 6: Microbial flora of water. (8 lectures)

Water pollution, role of microbes in sewage and domestic waste water treatment systems. Determination of BOD, COD, TDS and TOC of water samples; Microorganisms as indicators of water quality, check coliform and fecal coliform in water samples.

Unit 7: Microbes in agriculture and remediation of contaminated soils. (8 lectures)

Biological fixation; Mycorrhizae; Bioremediation of contaminated soils. Isolation of root nodulating bacteria, arbuscular mycorrhizal colonization in plant roots.

Course Code: BD504P

DSE Course – IV- Practical: Industrial and Environmental Microbiology

- 1.Principles and functioning of instruments in microbiology laboratory
- 2.Hands on sterilization techniques and preparation of culture media.

Suggested Readings

1. Pelzar, M.J. Jr., Chen E.C. S., Krieg, N.R. (2010). Microbiology: An application based approach. Tata McGraw Hill Education Pvt. Ltd., Delhi.
2. Tortora, G.J., Funke, B.R., Case. C.L. (2007). Microbiology. Pearson Benjamin Cummings, San Francisco, U.S.A. 9th edition.

Course Code: BD606T

DSE Course – VI: Natural Resource Management

The objective of this course is to expose the students to different natural resources and their management practices

THEORY

Lectures: 60

Unit 1: Natural resources

Definition and types.

(2 lectures)

Unit 2: Sustainable utilization

Concept, approaches (economic, ecological and socio-cultural).

(8 lectures)

Unit 3: Land

Utilization (agricultural, pastoral, horticultural, silvicultural); Soil degradation and management.

(8 lectures)

Unit 4: Water

Fresh water (rivers, lakes, groundwater, aquifers, watershed); Marine; Estuarine; Wetlands; Threats and management strategies.

(8 lectures)

Unit 5: Biological Resources

Biodiversity-definition and types; Significance; Threats; Management strategies; Biodiversity Hot Spot (Terrestrial & Marine), IUCN Species categories, In situ & Ex situ conservation, Bio-prospecting; IPR; CBD; National Biodiversity Action Plan). Biodiversity and Sustainable development

(12 lectures)

Unit 6: Forests

Definition, Cover and its significance (with special reference to India); Major and minor forestproducts; Depletion; Management.

(6 lectures)

Unit 7: Energy

Renewable and non-renewable sources of energy

(6 lectures)

Unit 8: Contemporary practices in resource management

EIA, GIS, Participatory Resource Appraisal, Ecological Footprint with emphasis on carbon footprint, Resource Accounting; Waste management.

(8 lectures)

Unit 9: National and international efforts in resource management and conservation

National and international efforts in natural resource management and their conservation approaches

(4 lectures)

Course Code: BD606P

DSE Course – VI - Practical: Natural Resource Management

1. Estimation of solid waste generated by a domestic system (biodegradable and non-biodegradable) and its impact on land degradation.
2. Collection of data on forest cover of specific area.
3. Measurement of dominance of woody species by DBH (diameter at breast height) method.
4. Calculation and analysis of ecological footprint.
5. Ecological modeling.

Suggested Readings

1. Vasudevan, N. (2006). Essentials of Environmental Science. Narosa Publishing House, New Delhi.
2. Singh, J. S., Singh, S.P. and Gupta, S. (2006). Ecology, Environment and Resource Conservation. Anamaya Publications, New Delhi.
3. Rogers, P.P., Jalal, K.F. and Boyd, J.A. (2008). An Introduction to Sustainable Development. Prentice Hall of India Private Limited, New Delhi.

Course Code: BD607T

DSE Course – VII: Horticultural Practices and Post-Harvest Technology

The objective of this course is to expose the students to different horticulture crops, cultivation and post-harvest technologies

(Credits: Theory-4, Practical-2)

THEORY

Lectures: 60

Unit 1: Introduction

(4 lectures)

Scope and importance, Branches of horticulture; Role in rural economy and employment generation; Importance in food and nutritional security; Urban horticulture and ecotourism.

Unit 2: Ornamental plants

(4 lectures)

Types, classification (annuals, perennials, climbers and trees); Identification and salient features of some ornamental plants [rose, marigold, gladiolus, carnations, orchids, poppies, gerberas, tuberose, sages, cacti and succulents (opuntia, agave and spurges)] Ornamental flowering trees (Indian laburnum, gulmohar, Jacaranda, Lagerstroemia, fishtail and areca palms, semul, coral tree).

Unit 3: Fruit and vegetable crops

(4 lectures)

Production, origin and distribution; Description of plants and their economic products; Management and marketing of vegetable and fruit crops; Identification of some fruits and vegetable varieties (citrus, banana, mango, chillies and cucurbits).

Unit 4: Horticultural techniques

(8 lectures)

Application of manure, fertilizers, nutrients and PGRs; Weed control; Biofertilizers, biopesticides; Irrigation methods (drip irrigation, surface irrigation, furrow and border irrigation); Hydroponics; Propagation Methods: asexual (grafting, cutting, layering, budding), sexual (seed propagation), Scope and limitations.

Unit 5: Landscaping and garden design

(6 lectures)

Planning and layout (parks and avenues); gardening traditions - Ancient Indian, European, Mughal and Japanese Gardens; Urban forestry; policies and practices.

Unit 6: Floriculture

(6 lectures)

Cut flowers, bonsai, commerce (market demand and supply); Importance of flower shows and exhibitions.

Unit 7: Post-harvest technology

(10 lectures)

Importance of post harvest technology in horticultural crops; Evaluation of quality traits; Harvesting and handling of fruits, vegetables and cut flowers; Principles, methods of preservation and processing; Methods of minimizing losses during storage and transportation; Food irradiation - advantages and disadvantages; food safety.

Unit 8: Disease control and management

(8 lectures)

Field and post-harvest diseases; Identification of deficiency symptoms; remedial measures and nutritional management practices; Crop sanitation; IPM strategies (genetic, biological and chemical methods for pest control); Quarantine practices; Identification of common diseases and pests of ornamentals, fruits and vegetable crops.

Unit 9: Horticultural crops - conservation and management

(10 lectures)

Documentation and conservation of germplasm; Role of micropropagation and tissue culture techniques; Varieties and cultivars of various horticultural crops; IPR issues; National, international and professional societies and sources of information on horticulture.

Unit 10: Field trip

Field visits to gardens, standing crop sites, nurseries, vegetable gardens and horticultural fields at IARI or other suitable locations.

Course Code: BD607P

DSE Course – VII-Practical: Horticultural Practices and Post-Harvest Technology

- 1) Tools and implements, layout of nutrition garden – preparation of nursery beds, sowing vegetable seeds, digging pits for fruit plants and planting, layout of irrigation systems
- 2) Preparation of Organic manure, Preparation and application of fertilizer mixtures preparation and application of growth regulators
- 3) Grafting, cuttings of fruit plants
- 4) Preparation of Bonsai
- 5) Identification and management of nutritional disorder in fruits and vegetables - assessment of bearing habits
- 6) Harvesting, grading, packing and storage of horticultural crops.

Suggested Readings

1. Singh, D. & Manivannan, S. (2009). Genetic Resources of Horticultural Crops. Ridhi International, Delhi, India.
2. Swaminathan, M.S. and Kochhar, S.L. (2007). Groves of Beauty and Plenty: An Atlas of Major Flowering Trees in India. Macmillan Publishers, India.
3. NIIR Board (2005). Cultivation of Fruits, Vegetables and Floriculture. National Institute of Industrial Research Board, Delhi.
4. Kader, A.A. (2002). Post-Harvest Technology of Horticultural Crops. UCANR Publications, USA.
5. Capon, B. (2010). Botany for Gardeners. 3rd Edition. Timber Press, Portland, Oregon.

Course Code: BD608T
DSE Course – VIII: Biostatistics

The objective of this course is to expose the students to different statistical tools for Biological data analysis

(Credits: Theory-4, Practical-2)

THEORY

Lectures: 60

Unit 1: Biostatistics (12 lectures)

Definition - statistical methods - basic principles. Variables - measurements, functions, limitations and uses of statistics.

Unit 2: Collection of data primary and secondary (12 lectures)

Types and methods of data collection procedures - merits and demerits. Classification - tabulation and presentation of data - sampling methods.

Unit 3: Measures of central tendency (14 lectures)

Mean, median, mode, geometric mean - merits & demerits. Measures of dispersion - range, standard deviation, mean deviation, quartile deviation - merits and demerits; Co-efficient of variations.

Unit 4: Correlation (12 lectures)

Types and methods of correlation, regression, simple regression equation, fitting prediction, similarities and dissimilarities of correlation and regression

Unit 5: Statistical inference (10 lectures)

Hypothesis - simple hypothesis - student 't' test - chi square test.

Generic Elective

VI. Environmental Biotechnology

(Credits: Theory-4, Practical-2)

THEORY

Lectures: 60

Unit 1: Environment

(4 lectures)

Basic concepts and issues, global environmental problems - ozone depletion, UV-B, greenhouse effect and acid rain due to anthropogenic activities, their impact and biotechnological approaches for management.

Unit 2: Environmental problems

(6 lectures)

Environmental pollution - types of pollution, sources of pollution, measurement of pollution, methods of measurement of pollution, fate of pollutants in the environment, Bioconcentration, bio/geomagnification.

Unit 3: Microbiology of waste water treatment

(8 lectures)

Aerobic process - activated sludge, oxidation ponds, trickling filter, towers, rotating discs, rotating drums, oxidation ditch. Anaerobic process - anaerobic digestion, anaerobic filters, up-flow anaerobic sludge blanket reactors. Treatment schemes for waste waters of dairy, distillery, tannery, sugar and antibiotic industries.

Unit 4: Xenobiotic compounds

(10 lectures)

Organic (chlorinated hydrocarbons, substituted simple aromatic compounds, polyaromatic hydrocarbons, pesticides, surfactants) and inorganic (metals, radionuclides, phosphates, nitrates). Bioremediation of xenobiotics in environment - ecological consideration, decay behavior and degradative plasmids, molecular techniques in bioremediation.

Unit 5: Role of immobilized cells/enzymes in treatment of toxic compounds

(6 lectures)

Biopesticides, bioreactors, bioleaching, biomining, biosensors, biotechniques for air pollution abatement and odour control.

Unit 6: Sustainable Development

(8 lectures)

Economics and Environment: Economic growth, Gross National Productivity and the quality of life, Tragedy of Commons, Economics of Pollution control, Cost-benefit and cost effectiveness analysis, WTO and Environment, Corporate Social Responsibility, Environmental awareness and Education; Environmental Ethics.

Unit 7: International Legislations, Policies for Environmental Protection

(6 lectures)

Stockholm Conference (1972) and its declaration, WCED (1983) and Brundtland Report

(1987), Rio Earth Summit-UNCED (1992) and its declaration, Montreal Protocol - 1987, Basel Convention (1989), Kyoto Protocol- 1997, Ramsar Convention 1971.

Unit 8: National Legislations, Policies for Pollution Management (6 lectures)

Salient features of Wild life protection act 1972, Water Pollution (Prevention and Control) Act-1974, Forest conservation act 1980, Air Pollution (Prevention and Control) Act-1981, National Environmental Policy -2006, Central and State Pollution Control Boards: Constitution and power.

Unit 9: Public Participation for Environmental Protection (6 lectures)

Environmental movement and people's participation with special references to Gandhamardan, Chilika and Narmada Bachao Andolan, Chipko and Silent valley Movement; Women and Environmental Protection, Role of NGO in bringing environmental awareness and education in the society.

Practical

1. Water/Soil analysis - DO, salinity, pH, chloride, total hardness, alkalinity, acidity, nitrate, calcium, Magnesium and phosphorus.
2. Gravimetric analysis-Total solid, dissolved solid, suspended solid in an effluent
3. Microbial assessment of air (open plate and air sample) and water

Suggested Readings

1. Waste water engineering - treatment, disposal and reuse, Metcalf and Eddy Inc., Tata McGraw Hill, New Delhi.
2. Environmental Chemistry, AK. De, Wiley Eastern Ltd, New Delhi.
3. Introduction to Biodeterioration, D.Allsopp and K.J. Seal, ELBS / Edward Arnold.
4. Bioremediation, Baaker, KH and Herson D.S., 1994. Mc.GrawHill Inc, NewYork.
5. Industrial and Environmental Biotechnology - Nuzhat Ahmed, Fouad M. Qureshi and Obaid Y. Khan, 2006. Horizon Press.
6. Environmental Molecular Biology, Paul. A, Rochelle, 2001.Horizon Press.
7. Environmental Protection and Laws by Jadhav and Bhosale, V.M.Himalaya publ. House
13. Biodiversity Assessment and Conservation by PC Trivedi, Agrobios publ.

Skill Enhancement Course

SEC-I: Biofertilizers

(Credits 2)

Lectures: 30

Unit 1: General account about the microbes used as biofertilizer – Rhizobium – isolation, identification, mass multiplication, carrier based inoculants, Actinorrhizal symbiosis.

(4 lectures)

Unit 2: *Azospirillum*: isolation and mass multiplication – carrier based inoculant, associative effect of different microorganisms. *Azotobacter*: classification, characteristics – crop response to *Azotobacter* inoculum, maintenance and mass multiplication.

(8 lectures)

Unit 3: Cyanobacteria (blue green algae), *Azolla* and *Anabaena azollae* association, nitrogen fixation, factors affecting growth, blue green algae and *Azolla* in rice cultivation.

(4 lectures)

Unit 4: Mycorrhizal association, types of mycorrhizal association, taxonomy, occurrence and distribution, phosphorus nutrition, growth and yield – colonization of VAM – isolation and inoculum production of VAM, and its influence on growth and yield of crop plants.

(8 lectures)

Unit 5: Organic farming – Green manuring and organic fertilizers, Recycling of bio-degradable municipal, agricultural and Industrial wastes – biocompost making methods, types and method of vermicomposting – field Application.

(6 lectures)

Suggested Readings

1. Dubey, R.C., 2005 A Text book of Biotechnology S.Chand & Co, New Delhi.
2. Kumaresan, V. 2005, Biotechnology, Saras Publications, New Delhi.
3. John Jothi Prakash, E. 2004. Outlines of Plant Biotechnology. Emkay Publication, New Delhi.
4. Sathe, T.V. 2004 Vermiculture and Organic Farming. Daya publishers.
5. Subha Rao, N.S. 2000, Soil Microbiology, Oxford & IBH Publishers, New Delhi.
6. Vayas, S.C, Vayas, S. and Modi, H.A. 1998 Bio-fertilizers and organic Farming Akta Prakashan, Nadiad

Skill Enhancement Course
SEC-III: Nursery and Gardening

(Credits 2)

Lectures: 30

Unit 1: Nursery: definition, objectives and scope and building up of infrastructure for nursery, planning and seasonal activities - Planting - direct seeding and transplants.

(4 Lectures)

Unit 2: Seed: Structure and types - Seed dormancy; causes and methods of breaking dormancy - Seed storage: Seed banks, factors affecting seed viability, genetic erosion - Seed production technology - seed testing and certification.

(6 Lectures)

Unit 3:Vegetative propagation: air-layering, cutting, selection of cutting, collecting season, treatment of cutting, rooting medium and planting of cuttings - Hardening of plants - green house - mist chamber, shed root, shade house and glass house.

(6 Lectures)

Unit 4: Gardening: definition, objectives and scope - different types of gardening - landscape and home gardening - parks and its components - plant materials and design - computer applications in landscaping - Gardening operations: soil laying, manuring, watering, management of pests and diseases and harvesting.

(8 Lectures)

Unit 5:Sowing/raising of seeds and seedlings - Transplanting of seedlings - Study of cultivation of different vegetables: cabbage, brinjal, lady's finger, onion, garlic, tomatoes, and carrots - Storage and marketing procedures.

(6 Lectures)

Suggested Readings

1. Bose T.K. & Mukherjee, D., 1972, Gardening in India, Oxford & IBH Publishing Co., New Delhi.
2. Sandhu, M.K., 1989, Plant Propagation, Wile Eastern Ltd., Bangalore, Madras.
3. Kumar, N., 1997, Introduction to Horticulture, Rajalakshmi Publications, Nagercoil.
4. Edmond Musser & Andres, Fundamentals of Horticulture, McGraw Hill Book Co., New Delhi.
5. Agrawal, P.K. 1993, Hand Book of Seed Technology, Dept. of Agriculture and Cooperation, National Seed Corporation Ltd., New Delhi.
6. Janick Jules. 1979. Horticultural Science. (3rd Ed.), W.H. Freeman and Co., San Francisco, USA.

Skill Enhancement Course

SEC-VI: **Plant Diversity and Human Welfare**

(Credits 2)

Lectures: 30

Unit 1: Plant diversity and its scope- Genetic diversity, Species diversity, Plant diversity at the ecosystem level, Agrobiodiversity and cultivated plant taxa, wild taxa. Values and uses of **Biodiversity: Ethical and aesthetic values**, Precautionary principle, Methodologies for valuation, Uses of plants, Uses of microbes. (8 lectures)

Unit 2: **Loss of Biodiversity**: Loss of genetic diversity, Loss of species diversity, Loss of ecosystem diversity, Loss of agrobiodiversity, Projected scenario for biodiversity loss, **Management of Plant Biodiversity**: Organizations associated with biodiversity management-Methodology for execution- IUCN, UNEP, UNESCO, WWF, NBPGR; Biodiversity legislation and conservations, Biodiversity information management and communication. (8 lectures)

Unit 3: **Conservation of Biodiversity**: Conservation of genetic diversity, species diversity and ecosystem diversity, *In situ* and *ex situ* conservation, Social approaches to conservation, Biodiversity awareness programmes, Sustainable development. (8 lectures)

Unit 4: **Role of plants in relation to Human Welfare**: a) Importance of forestry their utilization and commercial aspects b) Avenue trees, c) Ornamental plants of India. d) Alcoholic beverages through ages. Fruits and nuts: Important fruit crops their commercial importance. Wood and its uses. (6 lectures)

Suggested Readings

1. Krishnamurthy, K.V. (2004). An Advanced Text Book of Biodiversity - Principles and Practices. Oxford and IBH Publications Co. Pvt. Ltd. New Delhi

Skill Enhancement Course

SEC-VII: Ethnobotany

(Credits 2)

Lectures: 30

Unit 1: Ethnobotany

(6 Lectures)

Introduction, concept, scope and objectives; Ethnobotany as an interdisciplinary science. The relevance of ethnobotany in the present context; Major and minor ethnic groups or Tribals of India, and their life styles. Plants used by the tribals: a) Food plants b) intoxicants and beverages c) Resins and oils and miscellaneous uses.

Unit 2: Methodology of Ethnobotanical studies

(6 lectures)

a) Field work b) Herbarium c) Ancient Literature d) Archaeological findings e) temples and sacred places.

Unit 3: Role of ethnobotany in modern Medicine (10 lectures)

Medico-ethnobotanical sources in India; Significance of the following plants in ethnobotanical practices (along with their habitat and morphology) a) *Azadirachta indica* b) *Ocimum sanctum* c) *Vitex negundo*. d) *Centella asiatica* e) *Houttuynia cordata* f) *Tinospora sinensis* g) *Senna alata* h) *Paederia foetida*. Role of ethnobotany in modern medicine with special example *Rauwolfia serpentina*, *Andrographis paniculata*, *Artemisia*, *Withania*.

Role of ethnic groups in conservation of plant genetic resources. Endangered taxa and forest management (participatory forest management).

Unit 4: Ethnobotany and legal aspects

(8 lectures)

Ethnobotany as a tool to protect interests of ethnic groups. Sharing of wealth concept with few examples from India. Biopiracy, Intellectual Property Rights and Traditional Knowledge.

Suggested Readings

- 1) S.K. Jain, Manual of Ethnobotany, Scientific Publishers, Jodhpur, 1995.
- 2) S.K. Jain (ed.) Glimpses of Indian. Ethnobotany, Oxford and I B H, New Delhi – 1981
- 3) Lone et al., Palaeoethnobotany

ECONOMICS (CBCS)

Course Code: ECNHC602

Nature of the Course: Core

Full marks: 100 (Internal Assessment-20 +
End Term-80)

Course Title: **Development Economics-II**

Total Credit Assigned: 6

Distribution of Credit: 5 Lecture + 1 Tutorial

Course Description:

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

| Units | | No of Lecture Hours | No of Tutorial Hours | Marks |
|-------|--|---------------------------|----------------------------|-------|
| 1. | Demography and Development: Demographic concepts; birth and death rates, age structure, fertility and mortality; Demographic transitions during the process of development; Population and economic development, connections between income, mortality, fertility choices and human capital accumulation; Migration. | 15 | 3 | 16 |
| 2. | Land, Labor and Credit Markets: The distribution of land ownership; land reform and its effects on productivity; contractual relationships between tenants and landlords; land acquisition; nutrition and labor productivity; informational problems and credit contracts; microfinance; inter- linkages between rural factor markets. | 15 | 3 | 16 |
| 3. | Communities and Economic Development: The economic functions of Community; Collective intervention in Rural economies: Management of Common Property Resources; Overcoming the community failure | 10 | 2 | 12 |
| 4. | Environment and Sustainable Development: Environment- Economy linkage; Concept and indicators of sustainable development; Common-pool resources; Environmental externalities and state regulation of the environment; Economic activity and climate change | 15 | 3 | 16 |

| | | | | |
|--------------|---|-----------|-----------|-----------|
| 5. | Trade, Globalization and Development: International Trade: A Stimulus or a Hindrance To Growth; The Prebisch-Singer Thesis; trade, production patterns and world inequality; Economic arguments for multilateral agreements; Role of Foreign Capital and Foreign Aid in Economic Development; Financial instability in a globalized world | 20 | 4 | 20 |
| Total | | 75 | 15 | 80 |

Readings:

1. Debraj Ray, Development Economics, Oxford University Press, 2009.
2. Partha Dasgupta, Economics, A Very Short Introduction, Oxford University Press, 2007.
3. Abhijit Banerjee, Roland Benabou and Dilip Mookerjee, Understanding Poverty, Oxford University Press, 2006.
4. Thomas Schelling, Micro motives and Macro behavior, W. W. Norton, 1978.
5. Albert O. Hirschman, Exit, Voice and Loyalty: Responses to Decline in Firms, Organizations and States, Harvard University Press, 1970.
6. Raghuram Rajan, Fault Lines: How Hidden Fractures Still Threaten the World Economy, 2010.
7. Elinor Ostrom, Governing the Commons: The Evolution of Institutions for Collective Action, Cambridge University Press, 1990.
8. Dani Rodrik, The Globalization Paradox: Why Global Markets, States and Democracy Can't Coexist, Oxford University Press, 2011.
9. Michael D. Bordo, Alan M. Taylor and Jeffrey G. Williamson (ed.), Globalization in Historical Perspective, University of Chicago Press, 2003.
10. Yujiro Hayami and Yoshihisa Godo : Development Economics, Oxford Publication, 2009
11. A. P. Thirlwall : Economics of Development, Palgrave Macmillan, 2011

Course Code: ECNHDSE602

Nature of the Course: Discipline Specific Elective

Full marks: 100 (Internal Assessment-20 + End Term-80)

Course Title: **Environmental Economics**

Total Credit Assigned: 6

Distribution of Credit: 5 Lecture + 1 Tutorial

Course Description:

This course aims to focus on economic causes of environmental problems; in particular, how economic principles are applied to environmental questions and their management through various economic institutions, economic incentives and other instruments and policies. It also aims to address Economic implications of environmental policy as well as valuation of environmental quality, quantification of environmental damages, tools for evaluation of environmental projects such as cost-benefit analysis and environmental impact assessments.

| Units | | No of Lecture Hours | No of Tutorial Hours | Marks |
|--------------|--|---------------------|----------------------|-----------|
| 1. | Introduction: Basic Concepts: Ecology, Environment and Economy ; what is environmental economics: Definition and evolution of the subject; Environmental economics and Resource economics; The economy and the environment: Inter-linkages; Environment and Development trade off: Environmental Kuznet curve; Review of microeconomics and welfare economics: Pareto optimality, Public good and Private good, Common property resources, Private and Social cost, Public Good and Bad | 15 | 3 | 16 |
| 2. | The Theory of Externalities: Externality: Meaning and types; Pareto optimality and market failure in the presence of externalities; solution to market failure: property rights and the Coase theorem. | 15 | 3 | 16 |
| 3. | The Design and Implementation of Environmental Policy and Sustainable Development: Environmental Policies: Overview; Economic instruments of environmental policies: Pigouvian taxes and effluent fees, tradable permits, liability rules. Sustainable Development: Concept; Notions of Sustainability: Strong and Weak sustainability, Measurement and indicators of sustainability: The Pearce-Atkinson indicator. | 15 | 3 | 16 |
| 4. | International Environmental Problems: Trans-boundary environmental problems as problems of international externalities: Global warming, Ozone layer depletion; economics of climate change; trade and environment; Pollution Haven Hypothesis; Global intervention for sustainable development | 15 | 3 | 16 |
| 5. | Measuring the Benefits of Environmental Improvements: Non-Market values: Types and definitions of non-market values; measurement or valuation methods: Contingent valuation and Travel cost methods; their comparative advantages and disadvantages | 15 | 3 | 16 |
| Total | | 75 | 15 | 80 |

**UGC CBCS
UG COURSE CURRICULUM
AND
SYLLABI**

CHEMISTRY

DIBRUGARH UNIVERSITY

Adopted in the meeting of the BOS-Chemistry dated 14/12/2018

CBCS: B. Sc. (Honours) with CHEMISTRY
Discipline Specific Elective (DSE) Course

CHEMISTRY
(Honours)

(5th Semester)

Course No.: CHEMISTRY-DSE-502

(Green Chemistry)

Contact Hours: 60

Full Marks = 70 [End Semester Exam (56) Internal Assessment (14)]

Objective of the Course: To develop the basis knowledge of green chemistry and its future trends.

Expected Learner Outcome: Students will gain an understanding of

- i. concept of green chemistry
- ii. Use of safer chemicals
- iii. Concept of atom economy
- iv. Use of green solvent
- v. Use of green chemistry in our day to day life

Unit I: Introduction to Green Chemistry

What is Green Chemistry? Need for Green Chemistry. Goals of Green Chemistry. Limitations? Obstacles in the pursuit of the goals of Green Chemistry.

4 Lectures, Marks - 4

Unit II: Principles of Green Chemistry and Designing a Chemical synthesis

Twelve principles of Green Chemistry with their explanations and examples and special emphasis on the following

- i) Designing a Green Synthesis using these principles; Prevention of Waste/ byproducts; maximum incorporation of the materials used in the process into the final products, Atom Economy, Calculation of atom economy of the rearrangement, addition, substitution and elimination reactions.
- ii) Prevention/ minimization of hazardous/ toxic products reducing toxicity
- iii) Green solvents- supercritical fluids, water as a solvent for organic reactions, ionic liquids, fluorous biphasic solvent, PEG, solventless processes, immobilized solvents and how to compare greenness of solvents.
- iv) Energy requirements for reactions- alternative sources of energy: use of microwaves and ultrasonic energy.
- v) Selection of starting materials; avoidance of unnecessary derivatization- careful use of blocking/ protecting groups.
- vi) Use of catalytic reagents (wherever possible) in preference to stoichiometric reagents; catalysis and green chemistry, comparison of heterogeneous and homogeneous catalysis.

vii) Prevention of chemical accidents designing greener processes, inherent safer design, principle of ISD “What you don’t have cannot harm you”, greener alternative to Bhopal Gas Tragedy (safer route to carbaryl) and Flixborough accident (safer route to cyclohexanol) subdivision of ISD, minimization, simplification, substitution, moderation and limitation.

viii) Strengthening/ development of analytical techniques to prevent and minimize the generation of hazardous substances in chemical processes.

30 Lectures, Marks - 27

Unit III: Examples of Green Synthesis/ Reactions and some real world cases

Green Synthesis of the following compounds: adipic acid, catechol, disodium iminodiacetate (alternative to Strecker synthesis)

Microwave assisted reactions in water: Hofmann Elimination, methyl benzoate to benzoic acid, oxidation of toluene and alcohols; microwave assisted reactions in organic solvents, Diels-Alder reaction and Decarboxylation.

Ultrasound assisted reactions: sonochemical Simmons-Smith Reaction (Ultrasonic alternative to Iodine)

Surfactants for carbon dioxide- replacing smog producing and ozone depleting solvents with CO₂ for precision cleaning and dry cleaning garments.

Designing of Environmentally safe marine antifoulant.

Rightfit pigments: synthetic azopigments to replace toxic organic and inorganic pigments.

An efficient, green synthesis of a compostable and widely applicable plastic (poly lactic acid) made from corn.

Healthier Fats and Oil by Green Chemistry: Enzymatic Inter esterification for production of no Trans-Fats and Oils.

Development of Fully Recyclable Carpet: Cradle to Cradle Carpeting.

16 Lectures, Marks - 15

Unit IV: Future Trends in Green Chemistry:

Oxidation reagents and catalysts; Biomimetic, multifunctional reagents; Combinatorial green chemistry; Proliferation of solventless reactions; co crystal controlled solid state synthesis (C²S³); Green chemistry in sustainable development.

10 Lectures, Marks - 10

Reference Books:

1. V. K. Ahluwalia & M. R. Kidwai: New Trends in Green Chemistry, Anamalaya Publishers (2005).
2. P. T. Anastas & J. K. Warner: Oxford Green Theory and Practical, University Press (1998).
3. A. S. Matlack: Introduction to Green Chemistry, Marcel Dekker (2001).
4. M. C. Cann & M. E. Connely: Real-World cases in Green Chemistry, American Chemical Society, Washington (2000).
5. M. A. Ryan & M. Tinnesand, Introduction to Green Chemistry, American Chemical Society, Washington (2002).

CBCS: B. Sc. (Honours) with CHEMISTRY
Discipline Specific Elective (DSE) Course

CHEMISTRY
(Honours)

(6th Semester)

Course No.: CHEMISTRY-DSE-601

(Inorganic Materials of Industrial Importance)

Contact Hours: 60

Full Marks = 70 [End Semester Exam (56) Internal Assessment (14)]

Objective of the Course: To learn about fertilizers, surface coating, silicate industries, batteries etc.

Expected Learner Outcome: Students will gain an understanding of

- i. Properties and the types of different glasses, ceramics and cements
- ii. Different types and manufacture of fertilizers, composition of paint pigments.
- iii. Working principle of different batteries, elements present in alloys, different types of steel etc.

Unit I: Silicate Industries

Glass: Glassy state and its properties, classification (silicate and non-silicate glasses). Manufacture and processing of glass. Composition and properties of the following types of glasses: Soda lime glass, lead glass, armoured glass, safety glass, borosilicate glass, fluorosilicate, coloured glass, photosensitive glass.

Ceramics: Important clays and feldspar, ceramic, their types and manufacture. High technology ceramics and their applications, superconducting and semiconducting oxides, fullerenes carbon nanotubes and carbon fibre.

Cements: Classification of cement, ingredients and their role, Manufacture of cement and the setting process, quick setting cements.

16 Lectures, Marks - 15

Unit II: Fertilizers

Different types of fertilizers. Manufacture of the following fertilizers: Urea, ammonium nitrate, calcium ammonium nitrate, ammonium phosphates; polyphosphate, superphosphate, compound and mixed fertilizers, potassium chloride, potassium sulphate.

8 Lectures, Marks - 8

Unit III: Surface Coatings

Objectives of coatings surfaces, preliminary treatment of surface, classification of surface coatings. Paints and pigments-formulation, composition and related properties. Oil paint, Vehicle, modified oils, Pigments, toners and lakes pigments, Fillers, Thinners, Enamels, emulsifying agents. Special paints (Heat retardant, Fire retardant, Eco-friendly paint, Plastic

paint), Dyes, Wax polishing, Water and Oil paints, additives, Metallic coatings, metal spraying and anodizing.

10 Lectures, Marks - 8

Unit IV: Batteries

Primary and secondary batteries, battery components and their role, Characteristics of Battery. Working of following batteries: Pb acid, Li-Battery, Solid state electrolyte battery. Fuel cells, Solar cell and polymer cell.

6 Lectures, Marks - 5

Unit V: Alloys

Classification of alloys, ferrous and non-ferrous alloys, Specific properties of elements in alloys. Manufacture of Steel (removal of silicon, decarbonization, demanganization, desulphurization, dephosphorisation) and surface treatment (argon treatment, heat treatment, nitriding, carburizing). Composition and properties of different types of steels.

10 Lectures, Marks - 10

Reference Books:

1. E. Stocchi: Industrial Chemistry, Vol-I, Ellis Horwood Ltd. UK.
2. R. M. Felder, R. W. Rousseau: Elementary Principles of Chemical Processes, Wiley Publishers, New Delhi.
3. W. D. Kingery, H. K. Bowen, D. R. Uhlmann: Introduction to Ceramics, Wiley Publishers, New Delhi.
4. J. A. Kent: Riegel's Handbook of Industrial Chemistry, CBS Publishers, New Delhi.
5. P. C. Jain, M. Jain: Engineering Chemistry, Dhanpat Rai & Sons, Delhi.
6. R. Gopalan, D. Venkappayya, S. Nagarajan: Engineering Chemistry, Vikas Publications, New Delhi.
7. B. K. Sharma: Engineering Chemistry, Goel Publishing House, Meerut.

CBCS: B. Sc. (Honours) with CHEMISTRY
Discipline Specific Elective (DSE) Course

CHEMISTRY
(Honours)
(6th Semester)

Course No.: CHEMISTRY-DSE-603

Dissertation

(Project Work)

Full Marks-100[Dissertation (80) Internal Assessment (20)]

(Credit-6)

Objective of the Course: To develop the written and verbal communication. To present information in a clear and effective manner, to write report in a scientific style and to solve scientific problems.

Expected Learner Outcome: Students will gain an understanding of: ---

- i. Communication effectively, verbally and written for the purpose of conveying chemical information to both professional scientist and to the public.
- ii. Availability of instrument for conducting specific, scientific research

In this paper students have to carry out project work (Laboratory experiments or Comprehensive Review work on a specified topic) either at their respective colleges or any other R&D laboratory and UGC recognized University under guidance of a faculty member. The student may start their project work during the semester break between fifth and sixth semester.

The area of work is to be decided by the advisor.

On completion of the project work students have to submit the work in the form of a dissertation followed by oral presentation in the presence of faculty member and an external expert.

[Mark Distribution for evaluation of the Project Work

A. Laboratory Experiment

| | |
|--------------------------|----------|
| 1. Literature Review | 5 Marks |
| 2. Objectives | 5 Marks |
| 3. Experimental work | 25 Marks |
| 4. Results & Discussions | 25 Marks |
| 5. Presentation and Viva | 20 Marks |
| 6. IA | 20 Marks |

B. Comprehensive Review

| | |
|--------------|----------|
| 1. Objective | 5 Marks |
| 2. Review | 35 Marks |

| | |
|--------------------------|----------|
| 3. References | 10 Marks |
| 4. Future prospects | 10 Marks |
| 5. Presentation and Viva | 20 Marks |
| 6. IA | 20 Marks |

Note: Students are encouraged to carry out laboratory experiment individually (However in case of infrastructural issues a maximum of 4 students can perform experiments together). Comprehensive review must be carried out individually. Students are encouraged to submit Antiplagiarism certificate for the report/review.

ASSAMESE (CBCS)

স্নাতক পৰ্যায়ৰ অসমীয়া উচ্চমানৰ পাঠ্যক্রম
(সাধাৰণ নিৰ্বাচনমূলক/আন্তৰ্বিদ্যাৰ্থী নিৰ্বাচনমূলক পাঠ্যক্রম,
যিকোনো ৪খন কাকত)

লোক পৰিৱেশ্য কলা (Performing Arts)

পাঠ্যক্রমৰ সংখ্যা : GE-1(A) [৬ ক্রেডিট]

[পাঠদান : ১৪ X ৫ = ৭০ (৫ ক্রেডিট)]

অনুশিক্ষণ : ১৪ X ১ = ১৪ (১ ক্রেডিট)]

মুঠ নম্বৰ : ১০০

চূড়ান্ত পৰীক্ষাৰ মূল্যায়ন : ৮০

আভ্যন্তৰীণ মূল্যায়ন : ২০

লোক পৰিৱেশ্য কলাৰ ধাৰণা দি অসমৰ নিৰ্বাচিত কেইবিধমান লোক পৰিৱেশ্য কলাৰ
আভাস দাঙি ধৰাই এই কাকতখনৰ উদ্দেশ্য।

মুঠ শ্ৰেণী সংখ্যা : ৮৪ (পাঠদান + অনুশিক্ষণ)

| | পাঠদান | অনুশিক্ষণ | মূল্যাংক |
|---------------------------------------|--------|-----------|----------|
| গোট : ১ | ১৭ | ৩ | ২০ |
| (ক) লোক শব্দৰ ধাৰণা | | | |
| (খ) কলা সম্পৰ্কীয় ধাৰণা | | | |
| গোট : ২ | ১৭ | ৩ | ২০ |
| (ক) পৰিৱেশ্য কলাৰ সংজ্ঞা আৰু লক্ষণ | | | |
| (খ) পৰিৱেশ্য কলাৰ শ্ৰেণী বিভাজন | | | |
| গোট : ৩ | ১৮ | ৪ | ২০ |
| লোক পৰিৱেশ্য কলাৰ অংগসমূহ | | | |
| (পাঠ, কথক, গায়ক, নৰ্তক, বাদ্যযন্ত্ৰ) | | | |
| গোট : ৪ | ১৮ | ৪ | ২০ |

অসমৰ লোকপৰিৱেশ্য কলা

[ওজাপালি, হুচৰি, বুমুৰ, দৰঙী খুলীয়া ভাউৰীয়া, পুতলা নাচ, গুম্বাগ, ফাৰকান্তি,
বাগৰুম্বা, দেওধনী নৃত্য, কুশান গান]

প্ৰসংগ পুথি :

উজনি অসমৰ লোকনৃত্য : কৰবী ডেকা হাজৰিকা (সম্পা), অসমীয়া বিভাগ, ডিব্ৰুগড় বিশ্ববিদ্যালয়

ভাৰতৰ উত্তৰ-পূৰ্বাঞ্চলৰ পৰিৱেশ্য কলা : নবীনচন্দ্ৰ শৰ্মা, বনলতা, গুৱাহাটী

অসমৰ লোক-সংস্কৃতি (প্ৰথম আৰু দ্বিতীয় খণ্ড) : লোকেশ্বৰ গগৈ, ত্ৰাণ্তিকাল প্ৰকাশন, নগাঁও

স্নাতক পৰ্যায়ৰ অসমীয়া উচ্চমানৰ পাঠ্যক্রম
(সাধাৰণ নিৰ্বাচনমূলক/আন্তৰ্বিদ্যৱৰ্তী নিৰ্বাচনমূলক পাঠ্যক্রম,
যি কোনো ৪খন কাকত)

অসমৰ সংস্কৃতি আৰু সাংস্কৃতিক পৰ্যটন (**Culture of Assam and Cultural Tourism**)

পাঠ্যক্রমৰ সংখ্যা : GE-1(B) [৬ ক্রেডিট]

[পাঠদান : ১৪ x ৫ = ৭০ (৫ ক্রেডিট)]

অনুশিক্ষণ : ১৪ x ১ = ১৪ (১ ক্রেডিট)]

মুঠ নম্বৰ : ১০০

চূড়ান্ত পৰীক্ষাৰ মূল্যায়ন : ৮০

আভ্যন্তৰীণ মূল্যায়ন : ২০

অসমৰ সাংস্কৃতিক পৰিৱেশ তথা সম্পদৰ আধাৰত পৰ্যটন উদ্যোগ গঢ়াৰ সম্ভাৱনা সম্পৰ্কে ধাৰণা
দিবৰ বাবে এই কাকতখন প্ৰস্তুত কৰা হৈছে।

মুঠ শ্ৰেণী সংখ্যা : ৮৪ (পাঠদান + অনুশিক্ষণ)

পাঠদান অনুশিক্ষণ মূল্যাংক

গোট : ১

১৩

২

১৩

অসমৰ সংস্কৃতিৰ বৈচিত্ৰ্যপূৰ্ণ প্ৰেক্ষাপট

(ক) প্ৰাকৃতিক পৰিৱেশ

(খ) অসমৰ গাঁও

(গ) জনজাতীয় জীৱন

গোট : ২

১৩

৩

১৭

সাংস্কৃতিক পৰ্যটন

(ক) পৰ্যটন

(খ) পৰ্যটনৰ প্ৰকাৰ

(সেউজ পৰ্যটন, গ্ৰাম্য পৰ্যটন, চিকিৎসা পৰ্যটন, নদী পৰ্যটন, ধৰ্ম পৰ্যটন)

(গ) সাংস্কৃতিক পৰ্যটনৰ স্বৰূপ

গোট : ৩

১৩

২

১৭

অসমত সাংস্কৃতিক পৰ্যটনৰ প্ৰত্যাহান আৰু সম্ভাৱনা

(ক) যাতায়াত

(খ) পৰিৱেশ

(গ) গ্ৰামাঞ্চল আৰু জনজাতীয় জীৱন

(ঘ) আবাসিক সা-সুবিধা

(ঙ) অন্যান্য সা-সুবিধা

গোট : ৪ ১৮ ৪ ২০

সাংস্কৃতিক পৰ্যটনৰ সাজ্জাব্য অঞ্চল

(ক) জনজাতীয় আবাসস্থল মাজুলী

(খ) সাংস্কৃতিক পৰ্যটনস্থলী

(গ) পুৰাতাত্ত্বিক পৰ্যটনস্থলী

(ঘ) ধৰ্মীয় পৰ্যটনস্থলী

গোট : ৫ ১৩ ৩ ১৩

সাংস্কৃতিক পৰ্যটনৰ সম্ভাৱনাময় ক্ষেত্ৰৰ বিষয়ে ক্ষেত্ৰভিত্তিক অধ্যয়ন

(এই গোটৰ পৰা আভ্যন্তৰীণ মূল্যায়নত নম্বৰ দিব)

প্ৰসংগ পুথি :

চিত্ৰ বিচিত্ৰ অসম : প্ৰদীপ বৰুৱা, জ্যোতি প্ৰকাশন, গুৱাহাটী

পবিত্ৰ অসম : মহেশ্বৰ নেওগ, অসম সাহিত্য সভা, যোৰহাট

পৰ্যটনৰ ৰূপৰেখা : উত্তৰ-পূৰ্বাঞ্চলৰ ইতিহাস আৰু সাংস্কৃতিক পটভূমি :

মহেশ চন্দ্ৰ বৰা আৰু শীলা বৰা, বনলতা,

বাৰেবৰণীয়া অসম : হৰিনাথ শৰ্মা দলৈ, পদ্মপ্ৰিয়া লাইব্ৰেৰী, নলবাৰী

e-sources:

www.assamturism.gov.in

www.assamtourisonline.gov.in

স্নাতক পৰ্যায়ৰ অসমীয়া উচ্চমানৰ পাঠ্যক্রম
(যোগ্যতাৰ্হনকাৰী বাধ্যতামূলক পাঠ্যক্রম)
যোগাযোগমূলক অসমীয়া (Communicative Assamese)
পাঠ্যক্রমৰ সংখ্যা : AECC [২ ক্রেডিট]

[পাঠদান : ১৪ X ১ = ১৪ (১ ক্রেডিট)

অনুশিক্ষণ : ১৪ X ১ = ১৪ (১ ক্রেডিট)]

মুঠ নম্বৰ : ৫০

চূড়ান্ত পৰীক্ষাৰ মূল্যায়ন : ৪০

আভ্যন্তৰীণ মূল্যায়ন : ১০

অসমীয়া ভাষাৰে যোগাযোগৰ দক্ষতা বৃদ্ধিৰ ক্ষেত্ৰত ছাত্ৰ-ছাত্ৰীসকলক সহায় কৰিব পৰাকৈ এই কাকতখনি
প্ৰস্তুত কৰা হৈছে।

মুঠ শ্ৰেণী সংখ্যা : ২৮ (পাঠদান + অনুশিক্ষণ)

পাঠদান অনুশিক্ষণ মূল্যাংক

গোট : ১

১০

৪

২০

লিখিত যোগাযোগ

(ক) শব্দভাণ্ডাৰ, বাক্যাগাঁথনি, বিভিন্ন চিহ্নৰ প্ৰয়োগ

(খ) ভাল লেখনৰ গুণাৱলী

গোট : ২

১০

৪

২০

মৌখিক যোগাযোগ

মাতৰ তীব্ৰতা, কথনৰ বেগ, কণ্ঠস্বৰৰ কম্পন, উচ্চাৰণৰ স্পষ্টতা,

উচ্চাৰণৰ শুদ্ধতা, সাময়িক বিৰতি

প্ৰসংগ পুথি :

যোগাযোগ কলা : নীৰাজনা মহন্ত বেজবৰা, বনলতা, ডিব্ৰুগড়

অসমীয়া ভাষাৰ উচ্চাৰণ : গোলোকচন্দ্ৰ গোস্বামী, বীণা লাইব্ৰেৰী, গুৱাহাটী

ব্যৱহাৰিক অসমীয়া অভিধান : বসন্ত কুমাৰ গোস্বামী, যোৰহাট

নিকা অসমীয়া ভাষা : মহেশ্বৰ নেওগ, লয়াৰ্ছ, গুৱাহাটী

অসমীয়া ব্যাকৰণ প্ৰৱেশ : গোলোকচন্দ্ৰ গোস্বামী, বীণা লাইব্ৰেৰী, গুৱাহাটী

বিজ্ঞান লেখকৰ হাতপুথি : দীনেশ চন্দ্ৰ গোস্বামী, নবীন পুস্তক ভাণ্ডাৰ, যোৰহাট

সাহিত্যৰ সৌন্দৰ্য বিচাৰ

(ক) বচনা-ৰীতি

(খ) নান্দনিক সৌন্দৰ্য বিচাৰ

প্ৰসঙ্গ পুথি :

অসমীয়া ভাষা শিক্ষণ পদ্ধতি : মদন শৰ্মা, ষ্টুডেণ্টচ ষ্ট'ৰ্চ, গুৱাহাটী।

অসমীয়া মাতৃভাষা শিক্ষণ পদ্ধতি : হলিৰাম দাস, ভূমি পাবলিচিং কোম্পানী, কলিকতা।

শিক্ষাদানৰ পদ্ধতি আৰু কৌশল : বজনীকান্ত গোস্বামী, বনলতা, ডিব্ৰুগড়

অসমীয়া কবিতাৰ ছন্দ : মহেন্দ্ৰ বৰা, জ্যোতি প্ৰকাশন, গুৱাহাটী।

কবিতাৰ দেহ বিচাৰ : নৰকান্ত বৰুৱা, ষ্টুডেণ্টছ ষ্ট'ৰ্চ, গুৱাহাটী।

কবিতাৰ ৰূপছায়া : কৰবী ডেকা হাজৰিকা, বনলতা, ডিব্ৰুগড়।

সাহিত্য আৰু সাহিত্যৰ সংজ্ঞা কোষ : প্ৰফুল্ল কটকী, বিশ্ববিদ্যালয়ৰ প্ৰকাশন বিভাগ, গুৱাহাটী বিশ্ববিদ্যালয়।

সাহিত্য উপক্ৰমণিকা : মহেন্দ্ৰ বৰা, ষ্টুডেণ্টছ ষ্ট'ৰ্চ, গুৱাহাটী।

সাহিত্য বিদ্যা পৰিক্ৰমা : তীৰ্থনাথ শৰ্মা, বাণী প্ৰকাশ, গুৱাহাটী।

English*The Anatomy of Prose* : Marjorie Boulton, Routledge*The Anatomy of Poetry* : Marjorie Boulton, Routledge

স্নাতক পৰ্যায়ৰ অসমীয়া উচ্চমানৰ পাঠ্যক্ৰম
(মূল বিষয় : অসমীয়া ভাষা-সাহিত্য-সংস্কৃতিৰ বাধ্যতামূলক পাঠ্যক্ৰম)

অসমীয়া নাটক (Assamese Drama)
পাঠ্যক্ৰমৰ সংখ্যা : C-11 [৬ ক্রেডিট]

[পাঠদান : ১৪ X ৫ = ৭০ (৫ ক্রেডিট)

অনুশিক্ষণ : ১৪ X ১ = ১৪ (১ ক্রেডিট)]

মুঠ নম্বৰ : ১০০

চূড়ান্ত পৰীক্ষাৰ মূল্যায়ন : ৮০

আভ্যন্তৰীণ মূল্যায়ন : ২০

অসমীয়া নাট্য সাহিত্যৰ ইতিহাস অন্যান্য ভাৰতীয় ভাষাসমূহতকৈ তুলনামূলকভাৱে অধিক সমৃদ্ধ। এই কাকতৰপৰা ছাত্ৰ-ছাত্ৰীসকলে প্ৰাচীন কালৰেপৰা পাশ্চাত্য লক্ষণসম্বলিত আধুনিক নাটকলৈকে অসমীয়া নাটকৰ চমু ইতিহাস জনাৰ লগতে নিৰ্বাচিত অসমীয়া নাটকৰ অধ্যয়নেৰে অসমীয়া নাট্য সাহিত্যৰ গতি-বিধি সম্পৰ্কে জানিব পাৰিব।

মুঠ শ্ৰেণী সংখ্যা : ৮৪ (পাঠদান + অনুশিক্ষণ)

| | পাঠদান | অনুশিক্ষণ | মূল্যাংক |
|--|--------|-----------|----------|
| গোট : ১ অসমীয়া নাট্য সাহিত্য : সংক্ষিপ্ত ইতিহাস | ১৪ | ২ | ১৬ |
| গোট : ২ পুৰণি অসমীয়া নাটক ৰুক্মিণী হৰণ (শংকৰদেৱ) | ১০ | ২ | ১৬ |
| গোট : ৩ আধুনিক অসমীয়া নাটক (ক) গাঁওবুঢ়া (পদ্মনাথ গোহাঞি বৰুৱা) লভিতা (জ্যোতিপ্ৰসাদ আগৰৱালা) | ২৩ | ৫ | ২৪ |
| গোট : ৪ আধুনিক অসমীয়া নাটক (খ) কুকুৰনেছিয়া মানুহ (অৰুণ শৰ্মা) ধানটো পতানটো (যোগেন চেতিয়া) | ২৩ | ৫ | ২৪ |

প্ৰসংগ পুথি :

অক্ষয়লী (পাতনি) : কালিৰাম মেধি (সম্পা.), লয়াৰ্ছ, গুৱাহাটী

অসমীয়া নাট্য সাহিত্যৰ জিলিঙনি : হৰিচন্দ্ৰ ভট্টাচাৰ্য, লয়াৰ্ছ, গুৱাহাটী

স্নাতক পৰ্যায়ৰ অসমীয়া উচ্চমানৰ পাঠ্যক্ৰম
(কৌশলবৰ্ধনকাৰী বাধ্যতামূলক পাঠ্যক্ৰম)
অনুবাদৰ পৰিচয় আৰু প্ৰয়োগ (**Introduction to Translation and Practice**)
পাঠ্যক্ৰমৰ সংখ্যা : SEC-1 [২ ক্রেডিট]

[পাঠদান : ১৪ x ১ = ১৪ (১ ক্রেডিট)

অনুশিক্ষণ : ১৪ x ১ = ১৪ (১ ক্রেডিট)]

মুঠ নম্বৰ : ৫০

চূড়ান্ত পৰীক্ষাৰ মূল্যায়ন : ৪০

আভ্যন্তৰীণ মূল্যায়ন : ১০

এই কাকতখনৰ যোগেদি অনুবাদ কৰ্মৰ পৰিচয় আৰু বৰ্তমান সময়ত ইয়াৰ প্ৰয়োজনীয়তাৰ আভাস দি ছাত্ৰ-ছাত্ৰীসকলক অনুবাদৰ প্ৰায়োগিক অভ্যাসৰ সুযোগ প্ৰদান কৰিবলৈ বিচৰা হৈছে।

মুঠ শ্ৰেণী সংখ্যা : ২৮ (পাঠদান + অনুশিক্ষণ)

পাঠদান অনুশিক্ষণ মূল্যাংক

গোট : ১

১০

৪

২০

অনুবাদৰ পৰিচয় আৰু প্ৰয়োজন

(ক) সংজ্ঞা আৰু প্ৰকাৰ

(খ) বৰ্তমান যুগত অনুবাদৰ প্ৰয়োজনীয়তা

গোট : ২

১০

৪

২০

অনুবাদৰ পদ্ধতি আৰু অভ্যাস

(ক) পদ্ধতিৰ আভাস

(খ) ইংৰাজী/ হিন্দী/ বাংলা ভাষাৰ পৰা অসমীয়ালৈ অনুবাদৰ অভ্যাস

প্ৰসংগ পুথি :

অনুবাদ : তত্ত্ব আৰু প্ৰয়োগ : নীৰাজনা মহন্ত বেজবৰা, বনলতা, ডিব্ৰুগড়

তুলনামূলক সাহিত্য আৰু অনুবাদ বিচাৰ : প্ৰফুল্ল কটকী, জ্যোতি প্ৰকাশন, গুৱাহাটী

তুলনামূলক সাহিত্য আৰু অনুবাদ কলা : কৰবী ডেকা হাজৰিকা, বনলতা, ডিব্ৰুগড়

স্নাতক পৰ্যায়ৰ অসমীয়া উচ্চমানৰ পাঠ্যক্রম
(সাধাৰণ নিৰ্বাচনমূলক/আন্তৰ্বিদ্যাৰতী নিৰ্বাচনমূলক পাঠ্যক্রম,
যিকোনো ৪খন কাকত)

লোক পৰিৱেশ্য কলা (Performing Arts)
পাঠ্যক্রমৰ সংখ্যা : GE-1(A) [৬ ক্রেডিট]

[পাঠদান : ১৪ X ৫ = ৭০ (৫ ক্রেডিট)]

[অনুশিক্ষণ : ১৪ X ১ = ১৪ (১ ক্রেডিট)]

মুঠ নম্বৰ : ১০০

চূড়ান্ত পৰীক্ষাৰ মূল্যায়ন : ৮০

আভ্যন্তৰীণ মূল্যায়ন : ২০

লোক পৰিৱেশ্য কলাৰ ধাৰণা দি অসমৰ নিৰ্বাচিত কেইবিধমান লোক পৰিৱেশ্য কলাৰ
আভাস দাঙি ধৰাই এই কাকতখনৰ উদ্দেশ্য।

| গোট : ১ | মুঠ শ্ৰেণী সংখ্যা : ৮৪ (পাঠদান + অনুশিক্ষণ) | | |
|---|---|-----------|----------|
| | পাঠদান | অনুশিক্ষণ | মূল্যাংক |
| (ক) লোক শব্দৰ ধাৰণা (খ) কলা সম্পৰ্কীয় ধাৰণা | ১৭ | ৩ | ২০ |
| গোট : ২ | ১৭ | ৩ | ২০ |
| (ক) পৰিৱেশ্য কলাৰ সংজ্ঞা আৰু লক্ষণ (খ) পৰিৱেশ্য কলাৰ শ্ৰেণী বিভাজন | | | |
| গোট : ৩ | ১৮ | ৪ | ২০ |
| লোক পৰিৱেশ্য কলাৰ অংগসমূহ (পাঠ, কথক, গায়ক, নৰ্তক, বাদ্যযন্ত্ৰ) | | | |
| গোট : ৪ | ১৮ | ৪ | ২০ |

অসমৰ লোকপৰিৱেশ্য কলা

[ওজাপালি, হুচৰি, বুমুৰ, দৰঙী খুলীয়া ভাউৰীয়া, পুতলা নাচ, গুম্বাগ, ফাৰকান্তি,
বাগৰুন্না, দেওধনী নৃত্য, কুশান গান]

প্ৰসংগ পুথি :

উজনি অসমৰ লোকনৃত্য : কৰবী ডেকা হাজৰিকা (সম্পা), অসমীয়া বিভাগ, ডিব্ৰুগড় বিশ্ববিদ্যালয়
ভাৰতৰ উত্তৰ-পূৰ্বাঞ্চলৰ পৰিৱেশ্য কলা : নবীনচন্দ্ৰ শৰ্মা, বনলতা, গুৱাহাটী
অসমৰ লোক-সংস্কৃতি (প্ৰথম আৰু দ্বিতীয় খণ্ড) : লোকেশ্বৰ গগৈ, ত্ৰাণ্তিকাল প্ৰকাশন, নগাঁও

স্নাতক পৰ্যায়ৰ অসমীয়া উচ্চমানৰ পাঠ্যক্ৰম
(সাধাৰণ নিৰ্বাচনমূলক/আন্তৰ্বিদ্যৱৰ্তী নিৰ্বাচনমূলক পাঠ্যক্ৰম,
যি কোনো ৪খন কাকত)
সাহিত্যৰ সমাজতাত্ত্বিক অধ্যয়ন
(Sociology of Literature)

পাঠ্যক্ৰমৰ সংখ্যা : GE-4 [৬ ক্রেডিট]

[পাঠদান : ১৪ X ৫ = ৭০ (৫ ক্রেডিট)]

অনুশিক্ষণ : ১৪ X ১ = ১৪ (১ ক্রেডিট)]

মুঠ নম্বৰ : ১০০

চূড়ান্ত পৰীক্ষাৰ মূল্যায়ন : ৮০

আভ্যন্তৰীণ মূল্যায়ন : ২০

সাহিত্যৰ অধ্যয়নৰ জগতত নতুনকৈ বিকশিত হোৱা সাহিত্যৰ সমাজতত্ত্ব নামৰ আন্তৰ্বিদ্যৱৰ্তী বিষয়টোৰ
লগত ছাত্ৰ-ছাত্ৰীসকলক পৰিচয় কৰাই সমাজতাত্ত্বিক দৃষ্টিভংগীৰে সাহিত্যৰ অধ্যয়নৰ প্ৰতি দৃষ্টি আকৰ্ষণ
কৰোৱাৰ উদ্দেশ্যেৰে পাঠ্যক্ৰমত এই কাকতখনি সন্নিবিষ্ট কৰা হৈছে।

মুঠ শ্ৰেণী সংখ্যা : ৮৪ (পাঠদান + অনুশিক্ষণ)

| | পাঠদান | অনুশিক্ষণ | মূল্যাংক |
|---|--------|-----------|----------|
| গোট : ১ | ১৩ | ৩ | ১৫ |
| সাহিত্য আৰু সমাজ | | | |
| (ক) সাহিত্য আৰু সমাজ সম্পৰ্কীয় ধাৰণা | | | |
| (খ) সাহিত্য অধ্যয়নত সমাজ সম্পৰ্কীয় প্ৰসংগৰ অৱতাৰণাৰ আৱশ্যকতা। | | | |
| গোট : ২ | ১৩ | ২ | ১৫ |
| সাহিত্যৰ সমাজতত্ত্বৰ পৰিচয় | | | |
| (ক) সমাজতত্ত্বৰ ধাৰণা | | | |
| (খ) সাহিত্যৰ সমাজতত্ত্বৰ উৎপত্তি আৰু প্ৰতিষ্ঠা | | | |
| (গ) সাহিত্যৰ সমাজতত্ত্বৰ সংজ্ঞা আৰু প্ৰকৃতি। | | | |
| গোট : ৩ | ১৩ | ২ | ১৫ |
| সাহিত্যৰ সমাজতত্ত্বৰ অধ্যয়নৰ পৰিসৰ | | | |
| (লেখক, কৃতি, পাঠক) | | | |
| গোট : ৪ | ১৩ | ৩ | ১৫ |
| সাহিত্যৰ সমাজতত্ত্বৰ অধ্যয়নৰ মূল দিশ | | | |
| (ক) সাহিত্য সৃষ্টিত সমাজৰ ভূমিকা | | | |
| (খ) সমাজত সাহিত্যৰ ভূমিকা | | | |

সাহিত্যৰ সমাজতত্ত্বৰ প্ৰায়োগিক অধ্যয়ন

(তলত দিয়া বিষয়কেইটাৰ সম্পৰ্কত অধ্যয়ন কৰিব)

(ক) জীৱনৰ বাটত / অভিযাত্রী উপন্যাসত নাৰীৰ স্থিতি

(খ) মগ্ৰীবৰ আজান / চিৰাজ নাটকত সাম্প্ৰদায়িক সম্প্ৰীতি

প্ৰসংগ পুথিঃ

সাহিত্যৰ সমাজতত্ত্ব : সিদ্ধান্ত আৰু প্ৰয়োগঃ নীৰাজনা মহন্ত বেজবৰা, বনলতা, ডিব্ৰুগড়

পাঠকৰ দৰ্শনত অসমীয়া সাহিত্য : নীৰাজনা মহন্ত বেজবৰা, বনলতা, ডিব্ৰুগড়

Sociology of Indian Literature : Sulochana Rangeya Raghava, Rawat Publication, Joipur

Sociology of Major Bengali Novel : Dipti Kumar Biswas, The Academic Press, Gurgaon.

স্নাতক পৰ্যায়ৰ অসমীয়া উচ্চমানৰ পাঠ্যক্রম
(সাধাৰণ নিৰ্বাচনমূলক/আন্তৰ্বিদ্যাবৰ্তী নিৰ্বাচনমূলক পাঠ্যক্রম,
যি কোনো ৪খন কাকত)

অসমৰ সংস্কৃতি আৰু সাংস্কৃতিক পৰ্যটন (**Culture of Assam and Cultural Tourism**)
পাঠ্যক্রমৰ সংখ্যা : GE-1(B) [৬ ক্রেডিট]

[পাঠদান : ১৪ X ৫ = ৭০ (৫ ক্রেডিট)]

অনুশিক্ষণ : ১৪ X ১ = ১৪ (১ ক্রেডিট)]

মুঠ নম্বৰ : ১০০

চূড়ান্ত পৰীক্ষাৰ মূল্যায়ন : ৮০

আভ্যন্তৰীণ মূল্যায়ন : ২০

অসমৰ সাংস্কৃতিক পৰিৱেশ তথা সম্পদৰ আধাৰত পৰ্যটন উদ্যোগ গঢ়াৰ সম্ভাৱনা সম্পৰ্কে ধাৰণা
দিবৰ বাবে এই কাকতখন প্ৰস্তুত কৰা হৈছে।

মুঠ শ্ৰেণী সংখ্যা : ৮৪ (পাঠদান + অনুশিক্ষণ)

পাঠদান অনুশিক্ষণ মূল্যাংক

গোট : ১

১৩

২

১৩

অসমৰ সংস্কৃতিৰ বৈচিত্ৰ্যপূৰ্ণ প্ৰেক্ষাপট

(ক) প্ৰাকৃতিক পৰিৱেশ

(খ) অসমৰ গাঁও

(গ) জনজাতীয় জীৱন

গোট : ২

১৩

৩

১৭

সাংস্কৃতিক পৰ্যটন

(ক) পৰ্যটন

(খ) পৰ্যটনৰ প্ৰকাৰ

(সেউজ পৰ্যটন, গ্ৰাম্য পৰ্যটন, চিকিৎসা পৰ্যটন, নদী পৰ্যটন, ধৰ্ম পৰ্যটন)

(গ) সাংস্কৃতিক পৰ্যটনৰ স্বৰূপ

গোট : ৩

১৩

২

১৭

অসমত সাংস্কৃতিক পৰ্যটনৰ প্ৰত্যাহ্বান আৰু সম্ভাৱনা

(ক) যাতায়াত

(খ) পৰিৱেশ

(গ) গ্ৰামাঞ্চল আৰু জনজাতীয় জীৱন

(ঘ) আবাসিক সা-সুবিধা

(ঙ) অন্যান্য সা-সুবিধা

গোট : ৪ ১৮ ৪ ২০

সাংস্কৃতিক পৰ্যটনৰ সাম্ভাৱ্য অঞ্চল

(ক) জনজাতীয় আবাসস্থল মাজুলী

(খ) সাংস্কৃতিক পৰ্যটনস্থলী

(গ) পুৰাতাত্ত্বিক পৰ্যটনস্থলী

(ঘ) ধৰ্মীয় পৰ্যটনস্থলী

গোট : ৫ ১৩ ৩ ১৩

সাংস্কৃতিক পৰ্যটনৰ সম্ভাৱনাময় ক্ষেত্ৰৰ বিষয়ে ক্ষেত্ৰভিত্তিক অধ্যয়ন

(এই গোটৰ পৰা আভ্যন্তৰীণ মূল্যায়নত নম্বৰ দিব)

প্ৰসংগ পুথি :

চিত্ৰ বিচিত্ৰ অসম : প্ৰদীপ বৰুৱা, জ্যোতি প্ৰকাশন, গুৱাহাটী

পবিত্ৰ অসম : মহেশ্বৰ নেওগ, অসম সাহিত্য সভা, যোৰহাট

পৰ্যটনৰ ৰূপখো : উত্তৰ-পূৰ্বাঞ্চলৰ ইতিহাস আৰু সাংস্কৃতিক পটভূমি :

মহেশ চন্দ্ৰ বৰা আৰু শীলা বৰা, বনলতা,

বাৰেবৰণীয়া অসম : হৰিনাথ শৰ্মা দলৈ, পদ্মপ্ৰিয়া লাইব্ৰেৰী, নলবাৰী

e-sources:

www.assamturism.gov.in

www.assamtourisonline.gov.in

CBCS English

FIRST SEMESTER

COURSE CODE: 10100

COURSE 1: INDIAN CLASSICAL LITERATURE

(CORE)

CREDITS ASSIGNED: 6 CREDITS

COURSE OBJECTIVES: The objective of this course is to acquaint the students with the rich cultural heritage of ancient Indian literature, especially Sanskrit Literature. Indian classical literature can claim the rare distinction of attaining the summit of creative excellence and artistic/aesthetic sensibility, especially in Sanskrit in the immortal plays of Kalidasa, the epics *The Ramayana* and *The Mahabharata*, Shudraka's *Mrcchakatika*, among others. Although Srimanta Sankaradeva of Assam cannot be regarded as 'classical' from the purview of temporality, his works are characterised by classical sensibilities and in the context of Assamese literature and culture, his works are held as immortal classics. Therefore, Sankaradeva's inclusion in this course is determined by his works' timeless appeal and relevance. One of his famous plays *Parijata Harana* has been included.

UNIT 1: CLASSICAL SANSKRIT DRAMA

Kalidasa, *Abhijnana Shakuntalam*, tr. Chandra Rajan, in *Kalidasa: The Loom of Time* (New

Delhi: Penguin, 1989).

UNIT II: SELECTIONS FROM EPIC SANSKRIT LITERATURE

Vyasa, 'The Dicing' and 'The Sequel to Dicing', 'The Book of the Assembly Hall', in *The Mahabharata*: tr. and ed.

J.A.B. van Buitenen (Chicago: Brill, 1975) pp. 106-69.

UNIT III: SANSKRIT DRAMA

Sudraka, *Mrcchakatika*, tr. M.M. Ramachandra Kale (New Delhi: Motilal Banarasidass,

1962).

UNIT IV: CLASSICAL ASSAMESE DRAMA

Shankaradeva, *Parijata Harana* [trans. William L. Smith] from *Krishna. A Source Book*, ed.

Edwin Francis Bryant (London: OUP, 2007). [www.tributetosankaradeva.org/parijata.pdf]

SUGGESTED TOPICS AND BACKGROUND 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
Neo-vaishnavite Movement in Assam
Ankiya Nat

MODE OF ASSESSMENT:

Internal Assessment: 20 marks

(Sessional test 1: 5marks, Sessional test 2: 5 marks, Presentation/viva voce/Group discussion: 5 marks,
Attendance: 5 marks)

Total: 20 marks

Final Examination: 80 marks

Unit 1: 1 long answer question+ 1 short note/analysis (15+05) =20 marks
Unit 2: 1 long answer question+ 1 short note /analysis (15+05) =20 marks
Unit 3: 1 long answer question+ 1 short note/analysis (15+05) =20 marks
Unit 4: 1 long answer question+ 1 short note/analysis (15+05) =20 marks

Total: =80 marks

EXPECTED LEARNER OUTCOME

After completing this course, the learner shall be in a position to understand and appreciate the rich Indian classical literary tradition including its distinctive aesthetic philosophies. It would provide them with the conceptual resources to make a comparative assessment between the Indian and the Western classical tradition, thereby enabling their knowledge and understanding of the two great ancient literary traditions.

RECOMMENDED READINGS

1. Bharata, *Natyashastra*, tr. Manomohan Ghosh, vol. I, 2nd edn (Calcutta: Granthalaya, 1967) chap. 6: 'Sentiments', pp. 100–18.
2. Iravati Karve, 'Draupadi', in *Yuganta: The End of an Epoch* (Hyderabad: Disha, 1991) pp. 79–105.
3. 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.
4. 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.
5. Maheswar Neog, *Sankaradeva*. (New Delhi: NBT, 2005).
6. Maheswar Neog, *Early History of the Vaisnava Faith and Movement in Assam: Sankaradeva and His Times* (1965; reprint, Delhi: Motilal Banarsidass, 1983).
- 7, Birinchi Kumar Barua, ed, *Ankiya Nat* (1940), 3rd ed. (Guwahati: Department of Historical and Antiquarian Studies in Assam, 1983).

COURSE CODE: 10200
COURSE 2: EUROPEAN CLASSICAL LITERATURE
(CORE)
CREDITS ASSIGNED: 6 CREDITS

COURSE OBJECTIVES: European Classical literature implies the literature of ancient Greece and Rome. The study of 'ancient Greek literature' implies a study of literature written in Greek in the pre-Christian period, by non-Christians in the first six centuries of the Christian era. Roman literature, written in the Latin language remains an enduring legacy of the culture of ancient Rome. Latin literature drew heavily on the traditions of other cultures, particularly the more mature literary tradition of Greece, and the strong influence of earlier Greek authors are seen. The purpose of this course is to acquaint learners with the great heritage of European classical literature, starting from Homer's epic *The Iliad* to the satires of Horace. The importance of this course rests on the fact that English literature is heavily indebted to the classical works of Greece and Rome. Whether it is tragedy or comedy, satire or criticism, epic or lyric, the influence of classical literature in the works of the English authors is clearly in evidence. Therefore, learners will be acquainted with immortal classics like *The Iliad* and *Metamorphosis*, they get to learn about the difference between the Greek classics and the Latin classics, the different genres dabbled in by the classical writers, such as, tragedy, comedy, epic, satire, criticism and so forth.

UNIT I: CLASSICAL GREEK EPIC

1. E.V. Rieu (Harmondsworth: Penguin, 1985).
Homer, *The Iliad*, t.r. E.V. Rieu (Harmondsworth: Penguin, 1985) Book 1: The Wrath of Achilles, Book 16: Patroclus in Achilles's, armour killed by Hector, Book 22: Hector's Killing by Achilles, Book 24: Return and Burial of Hector's Body.

UNIT II: CLASSICAL GREEK TRAGEDY

2. Sophocles, *Antigone*, tr. Robert Fagles in *Sophocles: The Three Theban Plays* (Harmondsworth: Penguin, 1984).

UNIT III: CLASSICAL ROMAN COMEDY

3. Plautus, *Pot of Gold*, tr. E.F. Watling (Harmondsworth: Penguin, 1965).

UNIT IV: CLASSICAL ROMAN EPIC/NARRATIVE POEM

4. Ovid, Selections from *Metamorphoses*, 'Philomela' (Book VI), tr. Mary M. Innes (Harmondsworth: Penguin, 1975).
5. Horace 'Satires I: 4, in *Horace: Satires and Epistles and Persius: Satires*, tr. Niall Rudd (Harmondsworth: Penguin, 2005).

SUGGESTED TOPICS AND BACKGROUND 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

MODE OF ASSESSMENT:

Internal Assessment: 20 marks

(Sessional test 1: 5marks, Sessional test 2: 5 marks, Presentation/viva voce/Group discussion: 5 marks, Attendance: 5 marks)

Total: 20 marks

Final Examination: 80 marks

Unit 1: 1 long answer question+ 1 short note/analysis (15+05) =20 marks
Unit 2: 1 long answer question+ 1 short note /analysis (15+05) =20 marks
Unit 3: 1 long answer question+ 1 short note/analysis (15+05) =20 marks
Unit 4: 1 long answer question+ 1 short note/analysis (15+05) =20 marks

Total: =80 marks

EXPECTED LEARNER OUTCOME

After the completion of the course, the learners shall be in a position to understand the source of Western literary paradigm – a formation that was responsible for constituting the great tradition of the western canon, and one which govern our critical or comparative touchstone on ‘what good literature ought to be.’

RECOMMENDED READINGS

1. Aristotle, *Poetics*, translated with an introduction and notes by Malcolm Heath, (London: Penguin, 1996) chaps. 6–17, 23, 24, and 26.
2. Plato, *The Republic*, Book X, tr. Desmond Lee (London: Penguin, 2007).
3. Horace, *Ars Poetica*, tr. H. Rushton Fairclough, *Horace: Satires, Epistles and Ars Poetica* (Cambridge Mass.: Harvard University Press, 2005) pp. 451–73.

SECOND SEMESTER

COURSE CODE: 20100

COURSE 3: INDIAN WRITING IN ENGLISH

(CORE)

CREDITS ASSIGNED: 6 CREDITS

COURSE OBJECTIVES: Indian Writing in English refers to the body of work by writers in India who write English and whose native language could be one of the numerous languages of India. It is also associated with the works of members of the Indian Diaspora. As a category, this production comes under the broader realm of postcolonial literature- the production from previously colonized countries such as India. Indian English Literature is an honest enterprise to demonstrate the ever rare gems of Indian Writing in English. From being singular and exceptional, rather gradual native flare - up of geniuses, Indian Writing in English has turned out to be a new form of Indian culture and voice in which India converses regularly. Indian Writers - poets, novelists, essayists, and dramatists have been making momentous and considerable contributions to world literature since pre - Independence era, the past few years have witnessed a gigantic prospering and thriving of Indian English Writing in the global market. Indian English Literature has attained an independent status in the realm of world Literature. Wide ranges of themes are dealt within Indian Writing in English. While this literature continues to reflect Indian culture, tradition, social values and even Indian history through the depiction of life in India and Indians living elsewhere, recent Indian English fiction has been trying to give expression to the Indian experience of the modern predicaments. The aim of this course is to introduce learners to Indian Writing in English from the colonial to the postcolonial period. Issues such as identity politics, gendered differences, home, dislocation, language among others shall be underscored with the intention to understand the diversity of Indian culture and tradition across spatiality.

UNIT I: PRE-INDEPENDENCE INDIAN ENGLISH NOVEL

R.K. Narayan *The English Teacher*

UNIT II: POST-INDEPENDENCE INDIAN ENGLISH NOVEL

Anita Desai *In Custody*

UNIT III: INDIAN ENGLISH POETRY

H.L.V. Derozio 'Freedom to the Slave', 'The Orphan Girl'

Kamala Das 'Introduction', 'My Grandmother's House'

Nissim Ezekiel 'Enterprise', 'The Night of the Scorpion'

Robin S. Ngangom 'The Strange Affair of Robin S. Ngangom', 'A Poem for Mother'

UNIT IV: INDIAN ENGLISH SHORT STORIES

Mulk Raj Anand 'Two Lady Rams'

Salman Rushdie 'The Free Radio'

Shashi Deshpande 'The Intrusion'

Arup Kumar Dutta 'The Wilted Flower' (From *Short Stories and Satires from Salad Days*)

SUGGESTED TOPICS AND BACKGROUND 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

MODE OF ASSESSMENT:

Internal Assessment: 20 marks

(Sessional test 1: 5marks, Sessional test 2: 5 marks, Presentation/viva voce/Group discussion: 5 marks, Attendance: 5 marks)

Total: 20 marks

Final Examination: 80 marks

Unit 1: 1 long answer question+ 1 short note/analysis (15+05) =20 marks
Unit 2: 1 long answer question+ 1 short note /analysis (15+05) =20 marks
Unit 3: 1 long answer question+ 1 short note/analysis (15+05) =20 marks
Unit 4: 1 long answer question+ 1 short note/analysis (15+05) =20 marks

Total: =80 marks

EXPECTED LEARNER OUTCOME

It is believed that learners, after the culmination of this course, shall be in a better position to appreciate the diversity of customs and traditions in India, would be able to map the intellectual trajectory from the pre- to post -independence period, and get the feel of the advancement that Indian writers in English are making, for which they are receiving plaudits, both at home as well as abroad.

RECOMMENDED READINGS

1. Raja Rao, Foreword to *Kanthapura* (New Delhi: OUP, 1989) pp. v–vi.
2. Salman Rushdie, 'Commonwealth Literature does not exist', in *Imaginary Homelands* (London: Granta Books, 1991) pp. 61–70.

3. Meenakshi Mukherjee, 'Divided by a Common Language', in *The Perishable Empire* (New Delhi: OUP, 2000) pp.187–203.

4. Bruce King, 'Introduction', in *Modern Indian Poetry in English* (New Delhi: OUP, 2nd edn, 2005) pp. 1–10.

COURSE CODE: 20200

**COURSE 4: BRITISH POETRY AND DRAMA: 14TH TO 17TH CENTURIES
(CORE)**

CREDITS ASSIGNED: 6 CREDITS

COURSE OBJECTIVES: The objective of this course is to acquaint the learners with British poetry and drama from Chaucer to Shakespeare. The texts prescribed relate to the Age of Chaucer, Pre-Elizabethan and Elizabethan periods. Shakespeare figures predominantly in this course, with a tragedy, comedy and two sonnets prescribed. Marlowe's play encapsulates the spirit of the Renaissance, thereby placing the Elizabethan period in a proper perspective.

UNIT I: POETRY

Geoffrey Chaucer, *The Nun's Priest's Tale*
Edmund Spenser, Selections from *Amoretti*:
Sonnet LVII: 'Sweet warrior...'
Sonnet LXXV : 'One day I wrote her name...'
William Shakespeare, Sonnet 30, 116
John Donne, 'The Sunne Rising', 'Death be Not Proud'

UNIT II: ELIZABETHAN/RENAISSANCE DRAMA

Christopher Marlowe, *Doctor Faustus*

UNIT III: SHAKESPEARE'S TRAGEDY

William Shakespeare, *Macbeth*

UNIT IV: SHAKESPEARE'S COMEDY

William Shakespeare, *Twelfth Night*

SUGGESTED TOPICS AND BACKGROUND PROSE READINGS FOR CLASS PRESENTATIONS

TOPICS

Renaissance Humanism

The Stage, Court and City
Religious and Political Thought
Ideas of Love and Marriage
The Writer in Society

MODE OF ASSESSMENT:

Internal Assessment: 20 marks

(Sessional test 1: 5marks, Sessional test 2: 5 marks, Presentation/viva voce/Group discussion: 5 marks, Attendance: 5 marks)

Total: 20 marks

Final Examination: 80 marks

Unit 1: 1 long answer question+ 1 short note/analysis (15+05) =20 marks

Unit 2: 1 long answer question+ 1 short note /analysis (15+05) =20 marks

Unit 3: 1 long answer question+ 1 short note/analysis (15+05) =20 marks

Unit 4: 1 long answer question+ 1 short note/analysis (15+05) =20 marks

Total: =80 marks

EXPECTED LEARNER OUTCOME

After completing this course, the learners would be in a position to determine the influence of the European Renaissance on the works of the Elizabethan authors, including Shakespeare.

RECOMMENDED READINGS

1. 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.
2. 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.
3. 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.

4. Philip Sidney, *An Apology for Poetry*, ed. Forrest G. Robinson (Indianapolis: Bobbs Merrill, 1970) pp. 13–18.

THIRD SEMESTER

COURSE CODE: 30100

COURSE 5: AMERICAN LITERATURE

(CORE)

CREDITS ASSIGNED: 6 CREDITS

COURSE OBJECTIVES: The objective of this course is to introduce the learners to American literature, a field that could be considered as comparatively recent in formulation, when compared to the literature of Britain and Continental Europe. It is a literature steeped in the reactionary philosophy of its Puritan forbears, and has a strong individualistic spirit running through it. The reality or illusion of the Great American Dream, the transcendentalist movement, the history of slavery in the South, the great economic depression etc., forms important contexts to American history and literature, and this course would attempt to highlight these issues as much as possible. All of these would be taken up in this course.

UNIT I: DRAMA

Tennessee Williams, *The Glass Menagerie*

UNIT II: AFRICAN-AMERICAN NOVEL

Toni Morrison, *Beloved*

UNIT III: SHORT STORIES

Edgar Allan Poe, 'The Purloined Letter'

William Faulkner 'Dry September'

UNIT IV: POETRY

Anne Bradstreet, 'The Prologue'

Walt Whitman, Selections from *Leaves of Grass*: 'O Captain, My Captain', 'Passage to India'
(lines 1–68)

Robert Frost, "Mending Wall"

Alexie Sherman Alexie 'Crow Testament'

SUGGESTED TOPICS AND BACKGROUND PROSE READINGS FOR CLASS PRESENTATIONS

TOPICS

The American Dream
Social Realism and the American Novel
Folklore and the American Novel
Black Women's Writings
Questions of Form in American Poetry

MODE OF ASSESSMENT:

Internal Assessment: 20 marks

- (Sessional test 1: 5marks, Sessional test 2: 5 marks, Presentation/viva voce/Group discussion: 5 marks, Attendance: 5 marks)

Total: 20 marks

Final Examination: 80 marks

Unit 1: 1 long answer question+ 1 short note/analysis (15+05) =20 marks
Unit 2: 1 long answer question+ 1 short note /analysis (15+05) =20 marks
Unit 3: 1 long answer question+ 1 short note/analysis (15+05) =20 marks
Unit 4: 1 long answer question+ 1 short note/analysis (15+05) =20 marks

Total: =80 marks

EXPECTED LEARNER OUTCOME

It is hoped that learners would get a feel of American literature and they will be able to understand the poetics and politics of a literature characterised both by liberal and reactionary ideals.

RECOMMENDED READINGS

1. Hector St John Crevecoeur, 'What is an American', (Letter III) in *Letters from an American Farmer* (Harmondsworth: Penguin, 1982) pp. 66–105.
2. Frederick Douglass, *A Narrative of the life of Frederick Douglass* (Harmondsworth: Penguin, 1982) chaps. 1–7, pp. 47–87.

3. Henry David Thoreau, 'Battle of the Ants' excerpt from 'Brute Neighbours', in *Walden* (Oxford: OUP, 1997) chap. 12.
4. Ralph Waldo Emerson, 'Self Reliance', in *The Selected Writings of Ralph Waldo Emerson*, ed. with a biographical introduction by Brooks Atkinson (New York: The Modern Library, 1964).
5. Toni Morrison, 'Romancing the Shadow', in *Playing in the Dark: Whiteness and Literary Imagination* (London: Picador, 1993) pp. 29–39.

COURSE CODE: 30200

COURSE 6: POPULAR LITERATURE

(CORE)

CREDITS ASSIGNED: 6 CREDITS

COURSE OBJECTIVES: Popular literature includes those writings intended for the masses and those that find favour with large audiences. It can be distinguished from artistic literature in that it is designed primarily to entertain (britannia.com). The objective of this course is to acquaint learners with popular literature, such as crime thriller, graphic fiction, children's literature and so forth, generally regarded by purists to be 'low-brow' and meant for easy mass consumption. However, it would be wrong to assume such a position insofar as the lines of distinction between what is literary and what is popular tends to be blurred.

UNIT I: CHILDREN'S LITERATURE

Lewis Carroll, *Through the Looking Glass*

UNIT II: CRIME THRILLER

Agatha Christie, *The Murder of Roger Ackroyd*

UNIT III: LGBT FICTION

Shyam Selvadurai, *Funny Boy*

UNIT IV: GRAPHIC NOVEL

Durgabai Vyam and Subhash Vyam, *Bhimayana: Experiences of Untouchability/*

Autobiographical Notes on Ambedkar (For the Visually Challenged students)

SUGGESTED TOPICS AND BACKGROUND PROSE READINGS FOR CLASS PRESENTATIONS

TOPICS

Coming of Age

The Canonical and the Popular

Caste, Gender and Identity

Ethics and Education in Children's Literature

Sense and Nonsense

The Graphic Novel

MODE OF ASSESSMENT:

Internal Assessment: 20 marks

(Sessional test 1: 5marks, Sessional test 2: 5 marks, Presentation/viva voce/Group discussion: 5 marks, Attendance: 5 marks)

Total: 20 marks

Final Examination: 80 marks

Unit 1: 1 long answer question+ 1 short note/analysis (15+05) =20 marks

Unit 2: 1 long answer question+ 1 short note /analysis (15+05) =20 marks

Unit 3: 1 long answer question+ 1 short note/analysis (15+05) =20 marks

Unit 4: 1 long answer question+ 1 short note/analysis (15+05) =20 marks

Total: =80 marks

EXPECTED LEARNER OUTCOME

After the completion of this course, it is believed that learners would be in a position to appreciate the presence of a creative space and process that has the potential to affect readers to a degree that high-brow literature cannot achieve due to its propensity to target only a niche audience.

RECOMMENDED READINGS

1. Chelva Kanaganayakam, 'Dancing in the Rarefied Air: Reading Contemporary Sri Lankan Literature' (*ARIEL*, Jan. 1998) rpt, Malashri Lal, Alamgir Hashmi, and Victor J. Ramraj, eds., *Post Independence Voices in South Asian Writings* (Delhi: Doaba Publications, 2001) pp. 51–65.

2. Sumathi Ramaswamy, 'Introduction', in *Beyond Appearances?: Visual Practices and Ideologies in Modern India* (Sage: Delhi, 2003) pp. xiii–xxix.

3. Leslie Fiedler, 'Towards a Definition of Popular Literature', in *Super Culture: American Popular Culture and Europe*, ed. C.W.E. Bigsby (Ohio: Bowling Green University Press, 1975) pp. 29–38.

4. Felicity Hughes, 'Children's Literature: Theory and Practice', *English Literary History*, vol. 45, 1978, pp. 542–61.

COURSE CODE: 30300

**COURSE 7: BRITISH POETRY AND DRAMA: 17TH AND 18TH CENTURIES
(CORE)**

CREDITS ASSIGNED: 6 CREDITS

COURSE OBJECTIVES: English literature of the Seventeenth and the Eighteenth century was dominated by epoch-making political events, such as the Puritan Interregnum and the Restoration. These events were responsible for ushering in changes in the thought-processes of poets like Milton and Pope, dramatists like Webster and Behn, and so forth. From the romantic excesses of the Elizabethan literature to a literature marked by restraint and order, the learners would be in a position to experience a whole gamut of feelings that define a period and contradistinguishing it from another.

UNIT I: PURITAN EPIC

John Milton, *Paradise Lost: Book 1*

UNIT II: JACOBEAN DRAMA

John Webster, *The Duchess of Malfi*

UNIT III: RESTORATION COMEDY

Aphra Behn, *The Rover*

UNIT IV: NEOCLASSICAL/AUGUSTAN MOCK EPIC

Alexander Pope, *The Rape of the Lock*

**SUGGESTED TOPICS AND BACKGROUND PROSE READINGS FOR CLASS
PRESENTATIONS**

TOPICS

Religious and Secular Thought in the 17th Century

The Stage, the State and the Market

The Mock-epic and Satire

Women in the 17th Century

The Comedy of Manners

MODE OF ASSESSMENT:**Internal Assessment: 20 marks**

(Sessional test 1: 5marks, Sessional test 2: 5 marks, Presentation/viva voce/Group discussion: 5 marks, Attendance: 5 marks)

Total: 20 marks

Final Examination: 80 marks

Unit 1: 1 long answer question+ 1 short note/analysis (15+05) =20 marks

Unit 2: 1 long answer question+ 1 short note /analysis (15+05) =20 marks

Unit 3: 1 long answer question+ 1 short note/analysis (15+05) =20 marks

Unit 4: 1 long answer question+ 1 short note/analysis (15+05) =20 marks

Total: =80 marks

EXPECTED LEARNER OUTCOME

After the completion of this course, learners will be in a position to understand the ways in which English drama and poetry began to emphasize on the importance of adhering to classical norms and forms.

RECOMMENDED READINGS

1. *The Holy Bible*, *Genesis*, chaps. 1–4, *The Gospel according to St. Luke*, chaps. 1–7 and 22–4.
2. Niccolo Machiavelli, *The Prince*, ed. and tr. Robert M. Adams (New York: Norton, 1992) chaps. 15, 16, 18, and 25.
3. Thomas Hobbes, selections from *The Leviathan*, pt. I (New York: Norton, 2006) chaps. 8, 11, and 13.
4. John Dryden, 'A Discourse Concerning the Origin and Progress of Satire', in *The Norton Anthology of English Literature*, vol. 1, 9th edn, ed. Stephen Greenblatt (New York: Norton 2012) pp. 1767–8.

SEMESTER FOUR

COURSE CODE: 40100

COURSE 8: BRITISH LITERATURE: 18TH CENTURY

(CORE)

CREDITS ASSIGNED: 6 CREDITS

COURSE OBJECTIVES: Continuing with Eighteenth-century literature, this course offers an array of texts across genres. The eighteenth-century was an age in which new modes of creative expression were coming to the fore, particular prose narratives of the likes of Swift and Sterne, among others. Irony and satire became important tools to depict society's ills. The age was also characterised by importance given to gender issues. Congreve's play bears enough testimony to this fact. Since, this period is also referred to as the Age of Enlightenment; 'reason' became the locus from which human's actions and cognition issued forth. Therefore, a fundamental philosophical shift ushered in, in the wake of the culture of positivism that set in during this period.

UNIT I: RESTORATION COMEDY

William Congreve, *The Way of the World*

UNIT II: SATIRE/FANTASY

Jonathan Swift, *Gulliver's Travels* (Books III and IV)

UNIT III: 18TH CENTURY POETRY

Samuel Johnson 'London'

Thomas Gray 'Elegy Written in a Country Churchyard'

UNIT IV: 18TH CENTURY NOVEL

Laurence Sterne *The Life and Opinions of Tristram Shandy, Gentleman*

SUGGESTED TOPICS AND BACKGROUND PROSE READINGS FOR CLASS PRESENTATIONS

TOPICS

The Enlightenment and Neoclassicism

Restoration Comedy

Country and the City

The Novel and the Periodical Press

MODE OF ASSESSMENT:

Internal Assessment: 20 marks

(Sessional test 1: 5marks, Sessional test 2: 5 marks, Presentation/viva voce/Group discussion: 5 marks, Attendance: 5 marks)

Total: 20 marks

Final Examination: 80 marks

Unit 1: 1 long answer question+ 1 short note/analysis (15+05) =20 marks

Unit 2: 1 long answer question+ 1 short note /analysis (15+05) =20 marks

Unit 3: 1 long answer question+ 1 short note/analysis (15+05) =20 marks

Unit 4: 1 long answer question+ 1 short note/analysis (15+05) =20 marks

Total: =80 marks

EXPECTED LEARNER OUTCOME

After the completion of this course, learners will be in a position to understand the spirit of the age, as well as the literature embodying this spirit.

RECOMMENDED READINGS

1. Jeremy Collier, *A Short View of the Immorality and Profaneness of the English Stage* (London: Routledge, 1996).

2. 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).

3. 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.

COURSE CODE: 40200

COURSE 9: BRITISH ROMANTIC LITERATURE

(CORE)

CREDITS ASSIGNED: 6 CREDITS

COURSE OBJECTIVES: The literature of the Romantic period is considered to be the most affective in terms of the ways in which it was able to connect with people across class lines. Product of the revolutionary zeal precipitated by two great revolutions – the French Revolution and the American War of Independence – the highly imaginative, rhetorical, emotive, visionary, metaphysical, epical, sensuous aspects of the works, especially poetry, gave tremendous heft to this literature celebrating Nature in all its beauty, majesty and terror. The Gothic Novel became a dominant genre, which attempted to debunk the structure of rationality by emphasising on the reality of the supernatural.

UNIT I: PRE-ROMANTIC POETRY/LITERATURE

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'

UNIT II: ROMANTIC POETRY

William Wordsworth, 'Tintern Abbey',

Samuel Taylor Coleridge 'Kubla Khan', 'Dejection: An Ode'

UNIT III: HIGH ROMANTIC POETRY

Lord George Gordon Noel Byron, 'Childe Harold': canto III, verses 36–45 (lines 316–405);

Percy Bysshe Shelley 'Ode to the West Wind', 'Ozymandias',

John Keats 'Ode to a Nightingale', 'On First Looking into Chapman's Homer'

UNIT IV: ROMANTIC NOVEL (THE GOTHIC)

Mary Shelley, *Frankenstein*

SUGGESTED TOPICS AND BACKGROUND PROSE READINGS FOR CLASS PRESENTATIONS

TOPICS

Reason and Imagination

Conceptions of Nature

Literature and Revolution

The Gothic

The Romantic Lyric

MODE OF ASSESSMENT:

Internal Assessment: 20 marks

(Sessional test 1: 5marks, Sessional test 2: 5 marks, Presentation/viva voce/Group discussion: 5 marks, Attendance: 5 marks)

Total: 20 marks

Final Examination: 80 marks

Unit 1: 1 long answer question+ 1 short note/analysis (15+05) =20 marks

Unit 2: 1 long answer question+ 1 short note /analysis (15+05) =20 marks

Unit 3: 1 long answer question+ 1 short note/analysis (15+05) =20 marks

Unit 4: 1 long answer question+ 1 short note/analysis (15+05) =20 marks

Total: =80 marks

EXPECTED LEARNER OUTCOME

It is hoped that the learners would be in a position to know and appreciate the values of a literature characterised by emotion, passion, love towards nature, exerting of imagination and so forth in order to create a thing of beauty, which would be a joy forever.

RECOMMENDED READINGS

1. William Wordsworth, 'Preface to Lyrical Ballads', in *Romantic Prose and Poetry*, ed. Harold Bloom and Lionel Trilling (New York: OUP, 1973) pp. 594–611.
2. 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.
3. Jean-Jacques Rousseau, 'Preface' to *Emile or Education*, tr. Allan Bloom (Harmondsworth: Penguin, 1991).
4. Samuel Taylor Coleridge, *Biographia Literaria*, ed. George Watson (London: Everyman, 1993) chap. XIII, pp. 161–66.

COURSE CODE: 40300

COURSE 10: BRITISH LITERATURE: 19TH CENTURY

(CORE)

CREDITS ASSIGNED: 6 CREDITS

COURSE OBJECTIVES: The nineteenth-century is emblematic of a certain spiritual crisis that had set in due to the powerful impact of scientific ideology. Utilitarian values exhorting personal aggrandisement at the cost of social responsibility became the practice of daily lives of the people. Such an attitude finds ample illustration in the works of the nineteenth-century novelists and poets. This period, especially after 1837 is termed as 'Victorian' literature – a term that evokes notions of propriety, prudishness, censorship, among others, that was in sharp relief against the spirit of the erstwhile Romantic period. The period is also marked by groundbreaking theories propounded by Darwin, Marx and Freud, which impacted the thought processes of the people to such a remarkable extent that its effects are felt up to the present. Therefore, a reading of nineteenth-century English literature provides a fascinating opportunity to immerse oneself into the fraught historical context determined by contradictory, oppositional drives and processes.

UNIT I: EARLY NINETEENTH-CENTURY NOVEL

Jane Austen *Pride and Prejudice*

UNIT II: MID NINETEENTH-CENTURY NOVEL

Charlotte Bronte *Jane Eyre*

UNIT III: VICTORIAN NOVEL

Charles Dickens *Hard Times*

UNIT IV: VICTORIAN POETRY

Alfred Tennyson 'Ulysses' 'The Defence of Lucknow'
Robert Browning 'My Last Duchess' 'Fra Lippo Lippi'
Christina Rossetti 'The Goblin Market'

SUGGESTED TOPICS AND BACKGROUND PROSE READINGS FOR CLASS PRESENTATIONS

TOPICS

Utilitarianism
The 19th Century Novel
Marriage and Sexuality
The Writer and Society
Faith and Doubt
The Dramatic Monologue

MODE OF ASSESSMENT:

Internal Assessment: 20 marks

(Sessional test 1: 5marks, Sessional test 2: 5 marks, Presentation/viva voce/Group discussion: 5 marks, Attendance: 5 marks)

Total: 20 marks

Final Examination: 80 marks

Unit 1: 1 long answer question+ 1 short note/analysis (15+05) =20 marks

Unit 2: 1 long answer question+ 1 short note /analysis (15+05) =20 marks

Unit 3: 1 long answer question+ 1 short note/analysis (15+05) =20 marks

Unit 4: 1 long answer question+ 1 short note/analysis (15+05) =20 marks

Total: =80 marks

EXPECTED LEARNER OUTCOME

The learners will be in a position to understand the philosophical shift that came about due to the crises of faith pertaining to the culture of positivism that manifested its full presence during the Victorian period. It is also hoped that they would be able to understand concepts like utilitarianism, surplus value, Victorian prudishness, survival of the fittest etc., and will be able to analyse it along these lines (in the texts prescribed).

RECOMMENDED READINGS

1. Karl Marx and Friedrich Engels, 'Mode of Production: The Basis of Social Life', 'The Social Nature of Consciousness', and 'Classes and Ideology', in *A Reader in Marxist Philosophy*, ed. Howard Selsam and Harry Martel (New York: International Publishers,1963) pp. 186–8, 190–1, 199–201.
2. Charles Darwin, 'Natural Selection and Sexual Selection', in "The Descent of Man" in *The Norton Anthology of English Literature*, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Northon, 2006) pp. 1545–9.
3. John Stuart Mill, "The Subjection of Women" in *Norton Anthology of English Literature*, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) chap. 1, pp. 1061–9.

FIFTH SEMESTER

COURSE CODE: 50100

COURSE 11: WOMEN'S WRITING

(CORE)

CREDITS ASSIGNED: 6 CREDITS

COURSE OBJECTIVES: Unarguably the truest fact about human society is domination of women by men. Patriarchy believes in the superiority of man over women in all walks of life. Therefore, women were denied agency to air their views publicly or in writings. The fact that women had to resort to male pseudonyms in order to find readership is merely one instance to prove how patriarchal ideology has a stranglehold over the society at large. Since women have been systematically silenced by 'phallogocentric' ideology, they find it rather difficult to articulate their views. Privileging women's writing is a way by means of which the thought, anxieties, fears, desires, emotions of the 'second sex' can be addressed. The objective of this course is to introduce learners to women's writing, and in doing so attempting to underline the manner in which power operates to silence women from articulating their views. Apart from that, the course would also try to situate women's writing in a space that transcends or upends the male writing tradition through various (subversive) ways.

UNIT I: POETRY

Emily Dickinson 'I cannot live with you' 'I'm wife; I've finished that'
Sylvia Plath 'Daddy' 'Lady Lazarus'
Eunice De Souza 'Advice to Women' 'Bequest'

UNIT II: NOVEL

Alice Walker *The Color Purple*

UNIT III: SHORT STORY

Charlotte Perkins Gilman 'The Yellow Wallpaper'

Mahashweta Devi 'Draupadi', tr. Gayatri Chakravorty Spivak (Calcutta: Seagull,
2002)

UNIT IV: ESSAY/MEMOIR

Mary Wollstonecraft *A Vindication of the Rights of Woman* (New York: Norton,
1988) chap. 1, pp. 11–19; chap. 2, pp. 19–38.

Ramabai Ranade 'A Testimony of our Inexhaustible Treasures', in Pandita Ramabai
Through Her Own Words: Selected Works, tr. Meera Kosambi (New Delhi: OUP,
2000) pp. 295–324.

Rassundari Debi Excerpts from *Amar Jiban* in Susie Tharu and K. Lalita, eds.,
Women's Writing in India, vol. 1 (New Delhi: OUP, 1989) pp. 191–2.

SUGGESTED TOPICS AND BACKGROUND PROSE READINGS FOR CLASS PRESENTATIONS

TOPICS

The Confessional Mode in Women's Writing
Sexual Politics
Race, Caste and Gender
Social Reform and Women's Rights

MODE OF ASSESSMENT:

Internal Assessment: 20 marks

(Sessional test 1: 5marks, Sessional test 2: 5 marks, Presentation/viva voce/Group discussion: 5 marks, Attendance: 5 marks)

Total: 20 marks

Final Examination: 80 marks

Unit 1: 1 long answer question+ 1 short note/analysis (15+05) =20 marks
Unit 2: 1 long answer question+ 1 short note /analysis (15+05) =20 marks
Unit 3: 1 long answer question+ 1 short note/analysis (15+05) =20 marks
Unit 4: 1 long answer question+ 1 short note/analysis (15+05) =20 marks

Total: =80 marks

EXPECTED LEARNER OUTCOME

It is hoped that the learners after completing this course, would be sensitised to gender-related issues, and would be able to see things from the perspective of the Other.

RECOMMENDED READINGS

1. Virginia Woolf, *A Room of One's Own* (New York: Harcourt, 1957) chaps. 1 and 6.
2. Simone de Beauvoir, 'Introduction', in *The Second Sex*, tr. Constance Borde and Shiela Malovany-Chevallier (London: Vintage, 2010) pp. 3–18.
3. Kumkum Sangari and Sudesh Vaid, eds., 'Introduction', in *Recasting Women: Essays in Colonial History* (New Delhi: Kali for Women, 1989) pp. 1–25.

4. Chandra Talpade Mohanty, 'Under Western Eyes: Feminist Scholarship and Colonial Discourses', in *Contemporary Postcolonial Theory: A Reader*, ed. Padmini Mongia (New York: Arnold, 1996) pp. 172–97.

COURSE CODE: 50200

COURSE 12: BRITISH LITERATURE: THE EARLY 20TH CENTURY

(CORE)

CREDITS ASSIGNED: 6 CREDITS

COURSE OBJECTIVES: The early Twentieth-century British literature was characterised by experimentations on the level of both form and content. The imperialistic World War I impacted the minds of the people across Europe to such an extent that they began to suffer from various neurotic symptoms. Capitalism with its dehumanized processes and practices produced alienated, disenfranchised subjects, triggering a philosophical shift that was encapsulated in symbolism, existentialism, cubism, Dadaism, expressionism, and nihilism. These philosophies found ample space in Modernism in Literature, and this particular course attempts to chart these philosophical trajectories through early twentieth-century texts, particularly novels and poetry.

UNIT I: NOVELLA

Joseph Conrad *Heart of Darkness*

UNIT II: MODERN NOVEL

D.H. Lawrence *Sons and Lovers*

UNIT III: STREAM OF CONSCIOUSNESS NOVEL

Virginia Woolf *Mrs Dalloway*

UNIT IV: MODERNIST POETRY

W.B. Yeats 'The Second Coming' 'No Second Troy' 'Sailing to Byzantium'

T.S. Eliot 'The Love Song of J. Alfred Prufrock' 'The Hollow Men'

SUGGESTED TOPICS AND BACKGROUND PROSE READINGS FOR CLASS PRESENTATIONS

TOPICS

Modernism, Post-modernism and non-European Cultures

The Women's Movement in the Early 20th Century

Psychoanalysis and the Stream of Consciousness
The Uses of Myth
The *Avant Garde*

MODE OF ASSESSMENT:

Internal Assessment: 20 marks

(Sessional test 1: 5marks, Sessional test 2: 5 marks, Presentation/viva voce/Group discussion: 5 marks, Attendance: 5 marks)

Total: 20 marks

Final Examination: 80 marks

Unit 1: 1 long answer question+ 1 short note/analysis (15+05) =20 marks

Unit 2: 1 long answer question+ 1 short note /analysis (15+05) =20 marks

Unit 3: 1 long answer question+ 1 short note/analysis (15+05) =20 marks

Unit 4: 1 long answer question+ 1 short note/analysis (15+05) =20 marks

Total: =80 marks

EXPECTED LEARNER OUTCOME

It is believed that the learners would benefit from this course in terms of getting acquainted with concepts like stream-of-consciousness, Oedipus complex, *avant garde*, gyre, interior monologue, among many others.

RECOMMENDED READINGS

1. Sigmund Freud, 'Theory of Dreams', 'Oedipus Complex', and 'The Structure of the Unconscious', in *The Modern Tradition*, ed. Richard Ellman et. al. (Oxford: OUP, 1965) pp. 571, 578–80, 559–63.
2. T.S. Eliot, 'Tradition and the Individual Talent', in *Norton Anthology of English Literature*, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) pp. 2319–25.
3. Raymond Williams, 'Introduction', in *The English Novel from Dickens to Lawrence* (London: Hogarth Press, 1984) pp. 9–27.

SIXTH SEMESTER

COURSE CODE: 60100

COURSE 13: MODERN EUROPEAN DRAMA

(CORE)

CREDITS ASSIGNED: 6 CREDITS

COURSE OBJECTIVES: The twentieth century marked the revival of drama after it was forced to shut down during the Puritan Interregnum. Even though the revival started during the Restoration Period, it subsequently lost ground during the Romantic and the Victorian Period. It was with the onset of the twentieth-century that drama made a magnificent return. It was in Europe, particularly the plays of the Norwegian playwright Henrik Ibsen, the German playwright Bertolt Brecht and French playwright Samuel Beckett that drama became an important vehicle for representing the political, social, individual, economic conditions the post-war Europe, with all its attendant ills and trauma. This course intends to read the plays by placing the epochal events of the period as the backdrop.

UNIT I: REALIST DRAMA

Henrik Ibsen, *Ghosts*

UNIT II: EPIC THEATRE

Bertolt Brecht, *The Good Woman of Szechuan*

UNIT III: ABSURD DRAMA

Samuel Beckett, *Waiting for Godot*

UNIT IV: AVANT-GARDE DRAMA

Eugene Ionesco, *Rhinoceros*

SUGGESTED TOPICS AND BACKGROUND PROSE READINGS FOR CLASS PRESENTATIONS

TOPICS

Politics, Social Change and the Stage
Text and Performance
European Drama: Realism and Beyond
Tragedy and Heroism in Modern European Drama
The Theatre of the Absurd

MODE OF ASSESSMENT:

Internal Assessment: 20 marks

(Sessional test 1: 5marks, Sessional test 2: 5 marks, Presentation/viva voce/Group discussion: 5 marks, Attendance: 5 marks)

Total: 20 marks

Final Examination: 80 marks

Unit 1: 1 long answer question+ 1 short note/analysis (15+05) =20 marks

Unit 2: 1 long answer question+ 1 short note /analysis (15+05) =20 marks

Unit 3: 1 long answer question+ 1 short note/analysis (15+05) =20 marks

Unit 4: 1 long answer question+ 1 short note/analysis (15+05) =20 marks

Total: =80 marks

EXPECTED LEARNER OUTCOME

It is hoped that the learners after completing this course will be in a comfortable space to know Modern drama with its entire attendant problematic.

RECOMMENDED READINGS

1. Constantin Stanislavski, *An Actor Prepares*, chap. 8, 'Faith and the Sense of Truth', tr. Elizabeth Reynolds Hapgood (Harmondsworth: Penguin, 1967) sections 1, 2, 7, 8, 9, pp. 121–5, 137–46.
2. Bertolt Brecht, 'The Street Scene', 'Theatre for Pleasure or Theatre for Instruction', and 'Dramatic Theatre vs Epic Theatre', in *Brecht on Theatre: The Development of an Aesthetic*, ed. and tr. John Willet (London: Methuen, 1992) pp. 68–76, 121–8.
3. George Steiner, 'On Modern Tragedy', in *The Death of Tragedy* (London: Faber, 1995) pp. 303–24.

COURSE CODE: 60200

COURSE 14: POSTCOLONIAL LITERATURES

(CORE)

CREDITS ASSIGNED: 6 CREDITS

COURSE OBJECTIVES: This course introduces postcolonial literature to the learners. The importance of postcolonial studies in a globalised world in which more than three-quarters of the people living in the world today have had their lives shaped by the experience of colonialism, cannot be overestimated. The main focus in the course is on literary texts and literary analysis. The literary works chosen are English language texts from the erstwhile colonized countries

including the countries subsumed under the rubric “the Commonwealth.” In this course we will deploy postcolonial theory to engage critically with texts within a postcolonial framework. We will focus on such issues as language, identity, point of view, displacement, physical and mental colonisation, Decolonisation, nationalism, fundamentalism, globalisation and diaspora, colonial legacy, gender and sexuality, regionalism, ethnicity, genocide, race, and so forth, and we will discuss how such issues are expressed in the literary texts. When taking into account the individual work’s socio-historical context, however, it will become apparent that it may not be relevant to discuss all the issues mentioned in each separate work.

UNIT I: AFRICAN NOVEL

Chinua Achebe *Things Fall Apart*

UNIT II: LATIN AMERICAN NOVEL

Gabriel Garcia Marquez *Chronicle of a Death Foretold*

UNIT III: SHORT STORY

Bessie Head ‘The Collector of Treasures’

Ama Ata Aidoo ‘The Girl who can’

Grace Ogot ‘The Green Leaves’

UNIT IV: POETRY

Pablo Neruda ‘Tonight I can write’ ‘The Way Spain Was’

Derek Walcott ‘A Far Cry from Africa’ ‘Names’

David Malouf ‘Revolving Days’ ‘Wild Lemons’

Mamang Dai ‘Small Towns and the River’ ‘The Voice of the Mountain’

SUGGESTED TOPICS AND BACKGROUND PROSE READINGS FOR CLASS PRESENTATIONS

TOPICS

De-colonization, Globalization and Literature

Literature and Identity Politics

Writing for the New World Audience

Region, Race, and Gender

Postcolonial Literatures and Questions of Form

MODE OF ASSESSMENT:

Internal Assessment: 20 marks

(Sessional test 1: 5marks, Sessional test 2: 5 marks, Presentation/viva voce/Group discussion: 5 marks, Attendance: 5 marks)

Total: 20 marks

Final Examination: 80 marks

Unit 1: 1 long answer question+ 1 short note/analysis (15+05) =20 marks

Unit 2: 1 long answer question+ 1 short note /analysis (15+05) =20 marks

Unit 3: 1 long answer question+ 1 short note/analysis (15+05) =20 marks

Unit 4: 1 long answer question+ 1 short note/analysis (15+05) =20 marks

Total: =80 marks

EXPECTED LEARNER OUTCOME

The learners on culmination of the course are expected to be acquainted with both the texts and the contexts of the given period.

RECOMMENDED READINGS

1. Franz Fanon, 'The Negro and Language', in *Black Skin, White Masks*, tr. Charles Lam Markmann (London: Pluto Press, 2008) pp. 8–27.
2. Ngugi wa Thiong'o, 'The Language of African Literature', in *Decolonising the Mind* (London: James Curry, 1986) chap. 1, sections 4–6.
3. Gabriel Garcia Marquez, the Nobel Prize Acceptance Speech, in *Gabriel Garcia Marquez: New Readings*, ed. Bernard McGuirk and Richard Cardwell (Cambridge: Cambridge University Press, 1987).

2. B.R. Ambedkar, *Annihilation of Caste in Dr. Babasaheb Ambedkar: Writings and Speeches*, vol. 1 (Maharashtra: Education Department, Government of Maharashtra, 1979) chaps. 4, 6, and 14.
3. Sujit Mukerjee, "A Link Literature for India", in *Translation as Discovery* (Hyderabad: Orient Longman, 1994) pp. 34-45.
4. G.N. Devy, "Introduction", from *After Amnesia in The G.N. Devy Reader* (New Delhi: Orient BlackSwan, 2009) pp. 1-5.

COURSE CODE: 50120

DSE 2: LITERATURE OF THE INDIAN DIASPORA

CREDITS ASSIGNED: 6 CREDITS

COURSE OBJECTIVES: Generally, *diasporic literature* deals with alienation, displacement, existential rootlessness, nostalgia, quest for identity, hybridity and so forth. Indian diaspora writers have contributed immensely to literature, especially those writing in English. Salman Rushdie, Amitav Ghosh, Vikram Seth, Jhumpa Lahiri, Rohinton Mistry, V.S. Naipaul etc. are luminaries in the field of fiction and their works have earned both critical acclaim and commercial success. The objective of this course is to introduce learners to literature of the Indian diaspora keeping in view the issues that haunt the writers who have settled abroad, despite being Indians in terms of roots and emotional make-up.

UNIT I

M.G. Vassanji *The Book of Secrets*

UNIT II

Rohinton Mistry *A Fine Balance*

UNIT III

Meera Syal *Anita and Me*

UNIT IV

Jhumpa Lahiri *The Namesake*

SUGGESTED TOPICS AND BACKGROUND PROSE READINGS FOR CLASS PRESENTATIONS

TOPICS

The Diaspora

Nostalgia

New Medium
Alienation

MODE OF ASSESSMENT:

Internal Assessment: 20 marks

(Sessional test 1: 5marks, Sessional test 2: 5 marks, Presentation/viva voce/Group discussion: 5 marks, Attendance: 5 marks)

Total: 20 marks

Final Examination: 80 marks

Unit 1: 1 long answer question+ 1 short note/analysis (15+05) =20 marks

Unit 2: 1 long answer question+ 1 short note /analysis (15+05) =20 marks

Unit 3: 1 long answer question+ 1 short note/analysis (15+05) =20 marks

Unit 4: 1 long answer question+ 1 short note/analysis (15+05) =20 marks

Total: =80 marks

EXPECTED LEARNER OUTCOME

After completing this course, it is expected that learners will be in a position to understand the complexity of living as hyphenated identities in a space which is different from that of 'home'. They will be in a better position to understand the postcolonial condition of identities caught between the quest for a better life abroad and the acknowledgement of the futility surrounding such a rootless mobility.

RECOMMENDED READINGS

1. "Introduction: The diasporic Imaginary" in Mishra, V. (2008). *Literature of the Indian Diaspora*. London: Routledge.
2. "Cultural Configurations of Diaspora," in Kalra, V. Kaur, R. and Hutynuk, J. (2005). *Diaspora and Hybridity*. London: Sage Publications.
3. "The New Empire within Britain," in Rushdie, S. (1991). *Imaginary Homelands*. London: Granta Books.

COURSE CODE: 50130

DSE 3: LITERARY CRITICISM

CREDITS ASSIGNED: 6 CREDITS

COURSE OBJECTIVES: The course presents an overview of major trends in literary criticism from the Romantic period to the present. The critical trajectory comprises of Romantic theory of poetry propounded by Wordsworth and Coleridge, modernist poetics of Woolf and Eliot, New Criticism of Richards and Cleanth Brooks, and an introduction to recent trends in criticism, particularly feminist criticism (by Maggie Humm).

UNIT I

William Wordsworth: "Preface" to the *Lyrical Ballads* (1802)

S.T. Coleridge: *Biographia Literaria*. Chapters IV, XIII and XIV

UNIT II

Virginia Woolf: "Modern Fiction"

T.S. Eliot: "Tradition and the Individual Talent" (1919)

"The Function of Criticism" (1920)

UNIT III

I.A. Richards: *Principles of Literary Criticism* Chapters 1, 2 and 34. (London, 1924)

And *Practical Criticism*. (London, 1929) 'Four Kinds of Meaning'

UNIT IV

Cleanth Brooks: "The Heresy of Paraphrase"

The Well-Wrought Urn: Studies in the Structure of Poetry (1947)

Maggie Humm: *Practising Feminist Criticism: An Introduction*. London 1995 Chapter I ("Second Wave Feminism") and Chapter II ("Third World Feminisms")

SUGGESTED TOPICS AND BACKGROUND PROSE READINGS FOR CLASS PRESENTATIONS

TOPICS

Summarising and Critiquing

Point of View

Reading and Interpreting

Media Criticism
Plot and Setting
Citing from Critics' Interpretations

MODE OF ASSESSMENT:

Internal Assessment: 20 marks

(Sessional test 1: 5marks, Sessional test 2: 5 marks, Presentation/viva voce/Group discussion: 5 marks, Attendance: 5 marks)

Total: 20 marks

Final Examination: 80 marks

Unit 1: 1 long answer question+ 1 short note/analysis (15+05) =20 marks
Unit 2: 1 long answer question+ 1 short note /analysis (15+05) =20 marks
Unit 3: 1 long answer question+ 1 short note/analysis (15+05) =20 marks
Unit 4: 1 long answer question+ 1 short note/analysis (15+05) =20 marks

Total: =80 marks

EXPECTED LEARNER OUTCOME

Criticism enables one to understand, appreciate and critique literary texts by inculcating the values of what good or bad literature tends to be. It is hoped that learners will be in a position to understand the texts in terms of the contexts, which could be purely aesthetic, historical, textual or political. They will be able to read texts by adopting the ideologies of the different reading processes.

RECOMMENDED READINGS

1. C.S. Lewis: *Introduction in an Experiment in Criticism*, Cambridge University Press 1992
2. M.H. Abrams: *The Mirror and the Lamp*, Oxford University Press, 1971
3. Rene Wellek, Stephen G. Nicholas: *Concepts of Criticism*, Connecticut, Yale University
1963
4. Taylor and Francis Eds. *An Introduction to Literature, Criticism and Theory*, Routledge,
1996

COURSE CODE: 50140

4. Theo D'haen et. al., eds., 'Introduction', in *World Literature: A Reader* (London: Routledge, 2012).

SEMESTER SIX (ANY TWO)

COURSE CODE: 60110

DSE 5: **LITERARY THEORY**

CREDITS ASSIGNED: 6 CREDITS

COURSE OBJECTIVES: Literary theory is a field which is presently in great academic demand. It involves reading texts by deploying discourse/s. These discourses have political, social, economic, gendered, **cultural values**, and when one reads literature through such discursive lenses, interpretation of texts tend to be multiple and heterogeneous. The objective of this course is to acquaint learners with four relevant discourses or theories. These are **Marxism, Feminism, Poststructuralism, and Postcolonial Studies**.

UNIT I: MARXISM

- a. Antonio Gramsci, 'The Formation of the Intellectuals' and 'Hegemony (Civil Society) and Separation of Powers', in *Selections from the Prison Notebooks*, ed. and tr. Quentin Hoare and Geoffrey Novell Smith (London: Lawrence and Wishart, 1971) pp. 5, 245–6.
- b. Louis Althusser, 'Ideology and Ideological State Apparatuses', in *Lenin and Philosophy and Other Essays* (New Delhi: Aakar Books, 2006) pp. 85–126.

UNIT II: **FEMINISM**

- a. Elaine Showalter, 'Twenty Years on: *A Literature of Their Own* Revisited', in *A Literature of Their Own: British Women Novelists from Bronte to Lessing* (1977. Rpt. London: Virago, 2003) pp. xi–xxxiii.
- b. Luce Irigaray, 'When the Goods Get Together' (from *This Sex Which is Not One*), in *New French Feminisms*, ed. Elaine Marks and Isabelle de Courtivron (New York: Schocken Books, 1981) pp. 107–10.

UNIT III: POSTSTRUCTURALISM

- a. Jacques Derrida, 'Structure, Sign and Play in the Discourse of the Human Science', tr. Alan Bass, in *Modern Criticism and Theory: A Reader*, ed. David Lodge (London: Longman, 1988) pp. 108–23.
- b. Michel Foucault, 'Truth and Power', in *Power and Knowledge*, tr. Alessandro Fontana and Pasquale Pasquino (New York: Pantheon, 1977) pp. 109–33.

UNIT IV: POSTCOLONIAL STUDIES

- a. Mahatma Gandhi, 'Passive Resistance' and 'Education', in *Hind Swaraj and Other Writings*, ed. Anthony J Parel (Delhi: CUP, 1997) pp. 88–106.
- b. Edward Said, 'The Scope of Orientalism' in *Orientalism* (Harmondsworth: Penguin, 1978) pp. 29–110.
- c. Aijaz Ahmad, "'Indian Literature": Notes towards the Definition of a Category', in *Theory: Classes, Nations, Literatures* (London: Verso, 1992) pp. 243–285.

SUGGESTED TOPICS AND BACKGROUND PROSE READINGS FOR CLASS PRESENTATIONS TOPICS

The East and the West
Questions of Alterity
Power, Language, and Representation
The State and Culture

MODE OF ASSESSMENT:

Internal Assessment: 20 marks

(Sessional test 1: 5marks, Sessional test 2: 5 marks, Presentation/viva voce/Group discussion: 5 marks, Attendance: 5 marks)

Total: 20 marks

Final Examination: 80 marks

Unit 1: 1 long answer question+ 1 short note/analysis (15+05) =20 marks
Unit 2: 1 long answer question+ 1 short note /analysis (15+05) =20 marks
Unit 3: 1 long answer question+ 1 short note/analysis (15+05) =20 marks
Unit 4: 1 long answer question+ 1 short note/analysis (15+05) =20 marks

Total: =80 marks

EXPECTED LEARNER OUTCOME

By the end of this course, the learners shall be in a position to know some of the significant texts of discourses revolving around class, gender, power, language, race, identity and so forth. They will be able to relate their reading of literature through such theories, which would in turn facilitate their interpretive strategies.

RECOMMENDED READINGS

COURSE CODE: 60130
DSE 7: PARTITION LITERATURE
CREDITS ASSIGNED: 6 CREDITS

COURSE OBJECTIVES: The Partition was perhaps the most horrific event of the twentieth-century subcontinent's history. Thousands of innocent people across the divided nation (India and Pakistan) lost their lives, millions lost their homes, and migrations of unimaginable magnitude took place. It is important to understand the backgrounds and reason for the partition, but also to consider its effects on the lives of the people involved. The historical accounts may not be enough; imaginative literature helps fill in the gaps in understanding the emotional impact of these events on people's lives. So, the objective of this course is to read literature that captures the sense of the times. There will also be film screenings since cinema also helps capture both the horror and the repercussions of these events.

UNIT I

Intizar Husain, *Basti*, tr. Frances W. Pritchett (New Delhi: Rupa, 1995).

UNIT II

Amitav Ghosh, *The Shadow Lines*

UNIT III

a) Dibyendu Palit, 'Alam's Own House', tr. Sarika Chaudhuri, *Bengal Partition Stories: An Unclosed Chapter*, ed. Bashabi Fraser (London: Anthem Press, 2008) pp. 453–72.

b) Manik Bandhopadhyaya, 'The Final Solution', tr. Rani Ray, *Mapmaking: Partition Stories from Two Bengals*, ed. Debjani Sengupta (New Delhi: Srishti, 2003) pp. 23–39.

c) Sa'adat Hasan Manto, 'Toba Tek Singh', in *Black Margins: Manto*, tr. M. Asaduddin (New Delhi: Katha, 2003) pp. 212–20.

d) Lalithambika Antharajanam, 'A Leaf in the Storm', tr. K. Narayana Chandran, in *Stories about the Partition of India* ed. Alok Bhalla (New Delhi: Manohar, 2012) pp. 137–45.

UNIT IV

a) Faiz Ahmad Faiz, 'For Your Lanes, My Country', in *In English: Faiz Ahmad Faiz, A Renowned Urdu Poet*, tr. and ed. Riz Rahim (California: Xlibris, 2008) p. 138.

b) Jibananda Das, 'I Shall Return to This Bengal', tr. Sukanta Chaudhuri, in *Modern Indian Literature* (New Delhi: OUP, 2004) pp. 8–13.

c) Gulzar, 'Toba Tek Singh', tr. Anisur Rahman, in *Translating Partition*, ed. Tarun Saint et. al. (New Delhi: Katha, 2001) p. x.

SUGGESTED TOPICS AND READINGS FOR CLASS PRESENTATION

TOPICS

Colonialism, Nationalism, and the Partition

Communalism and Violence

Homelessness and Exile

Women in the Partition

MODE OF ASSESSMENT:

Internal Assessment: 20 marks

(Sessional test 1: 5marks, Sessional test 2: 5 marks, Presentation/viva voce/Group discussion: 5 marks, Attendance: 5 marks)

Total: 20 marks

Final Examination: 80 marks

Unit 1: 1 long answer question+ 1 short note/analysis (15+05) =20 marks

Unit 2: 1 long answer question+ 1 short note /analysis (15+05) =20 marks

Unit 3: 1 long answer question+ 1 short note/analysis (15+05) =20 marks

Unit 4: 1 long answer question+ 1 short note/analysis (15+05) =20 marks

Total: =80 marks

EXPECTED LEARNER OUTCOME

After the culmination of this course, the learners will be in a position to comprehend the magnitude of the tragedy of partition and realise how the trauma associated with it impinges on the victim's daily lives and activities even in the present. The historical fact transmuted by imagination tends to prove the validity of literature in representing the truth of the human condition. This is what the course will attempt to highlight.

RECOMMENDED READINGS AND SCREENINGS

1. Ritu Menon and Kamla Bhasin, 'Introduction', in *Borders and Boundaries* (New Delhi: Kali for Women, 1998).
2. Sukrita P. Kumar, *Narrating Partition* (Delhi: Indialog, 2004).

| | | | | | | |
|---------------------|--|--|--|---|--|------------|
| | | | | DSEED603: Gender & Education | | |
| | | | | DSEED604: Project Report | | |
| Total Credit | | | | | | 142 |

**SYLLABUS OF THE UG PROGRAMME IN EDUCATION
DIBRUGARH UNIVERSITY
B.A. IN EDUCATION (HONOURS)
EDNH101: PHILOSOPHICAL FOUNDATIONS OF EDUCATION
CREDIT: 6
[MARKS: 100 (IN-SEMESTER: 20; END-SEMESTER: 80)]**

Expected Learning Outcome: On completion of the course, the students will be able to-

1. describe the modern concept, aims, functions and role of education.
2. describe the role of Philosophy in Education.
3. explain the basic tenants of the given Indian and Western Philosophies and their influence in Education.
4. appraise the contribution of the given philosophers in the domain of education.

Course Content:

| Unit | Content | Marks | L | P | T |
|------|--|-------|------|---|---|
| I | Concept of Education | 16 | (13) | | 3 |
| | 1.1 Meaning, Nature and Scope of education | | 2 | | |
| | 1.2 Types (Formal, Informal and Non-formal) | | 2 | | |
| | 1.3 Aims of education-- Individual and Social aims of education in specific reference to different levels: Elementary, Secondary and Higher education. | | 4 | | |
| | 1.4 The functions of Education | | 5 | | |
| | <ul style="list-style-type: none"> • Individual development (Development of skill, basic knowledge, interest and appreciation). • Acquaintance with heritage, (preservation and transmission). • Development of human values, (Social, moral and Aesthetic) | | | | |

| | | | | | |
|-----|--|-----------|------|--|---|
| | <ul style="list-style-type: none"> • Acquisition of skills leading to self-actualization and successful living. • Social cohesion and social progress | | | | |
| II | <p>Role of Philosophy in Education</p> <p>2.1 Science of Education & Philosophy of Education.</p> <p>2.2 Meaning, nature and scope of Philosophy of Education</p> <p>2.3 Role of Philosophy in Education:</p> <ul style="list-style-type: none"> • Philosophy and aims of education. • Philosophy and curriculum. • Philosophy and methods of teaching. • Philosophy and role of teachers. • Philosophy and discipline | 16 | (13) | | 3 |
| III | <p>Indian Schools of Philosophy and their Influences in Education:</p> <p>3.1 Basic features and classification of Indian Philosophy</p> <p>3.2 Yoga: a) the Hathayoga and Rajayoga. b) The Astangika Yoga. c) Influence of Yoga in education.</p> <p>3.3 Vedanta: a) Basic tenets (Brahma, Atman, Jagat, Maya) b) Advaita Vedanta c) Influence in education.</p> <p>3.4 Buddhism: a) Four noble truths of Buddha b) Middle Path c) Influence in education.</p> <p>3.5 Impact of Indian schools of philosophy in present system of education in India.</p> | 16 | (15) | | 3 |
| IV | <p>Western Schools of Philosophy and their Influences in Education:</p> <p>4.1 Basic features of Western Philosophy</p> <p>4.2 Idealism: a) Basic tenets b) Influence in determining aims, curriculum, methods of teaching, role of teacher and discipline in education.</p> <p>4.3 Naturalism: a) Basic tenets b) Influence in determining aims, curriculum, methods of teaching, role of teacher and discipline in education</p> <p>4.4 Pragmatism a) Basic tenets b) Influence in determining aims, curriculum, methods of teaching, role of teacher and discipline in education</p> <p>4.5 Impact of Western schools of philosophy in present system of Indian education.</p> | 16 | (18) | | 3 |

| | | | | | |
|---|--|-----------|-------------------------------|--|----|
| V | Curriculum 5.1 Concept and nature of curriculum 5.2 Curriculum and Syllabus 5.3 Different kinds of curriculum based on various philosophies given in this course. 5.4 Concept and types of co-curricular activity 5.5 Various philosophical thoughts given in the course on co-curricular activities | 16 | (13) 2 1 5 2 3 | | 2 |
| | Total | 80 | 70 | | 14 |

In-semester Assessment:

Marks 20

A. Sessional Activities (The teacher may assign and assess any one of the following):

Marks 5

- a. Group discussions on any topic of the course.
- b. Debates on the present relevance of the Indian philosophies (any one from the prescribed philosophies)
- c. Presentation of seminar papers on the various contents of the course with the help of the course teacher(s).
- d. Assignments on the relevance of the thoughts of the educationists prescribed in the course.

B. Sessional Tests:

Marks 10

C. Attendance:

Marks 5

Suggested Readings:

1. Dewey John (2014). *Democracy and Education*. New Delhi: Aakar Books
2. Chandra, S. S. & R. K. Sharma (2006). *Philosophy of Education..* Delhi: Atlantic Publisher.
3. Flew, Antony (1989). *An Introduction to Western Philosophy: Ideas and Argument from Plato to Popper*. London: Thames & Hudson Ltd.
4. Harvey, Peter (2013). *An Introduction to Buddhism: Teaching, History and Practices*. New Delhi: Cambridge University Press. (First South Asia Edition)
5. Hiriyana, M.(1993). *Outlines of Indian Philosophy*. Delhi: Kavyalaya Publishers. (First Indian Edition)
6. Miri, Mrinal (2014) *Philosophy of Education*. Oxford University Press.
7. Radhakrishnan, S. (2012). *Indian Philosophy (Vol. I and II)*. New Delhi: Oxford University Press. (Seventh Impression)
8. Rusk R, Robert (2007). *Philosophical Bases of Education*. Delhi: Surjeet Publications.
9. Sengupta, Ira(2012). *A Short History of Western Philosophy*. Kolkata: New Central Book Agency
10. Singh, Y. K. (2007). *Philosophical Foundation of Education*. APH Publishing Corporation.

11. Dudeja, Gita & Guruvinder Kour (2016). *Curriculum Development and Assessment*.
Meerut: R.Lall Book Depot.
12. Talla, Mrunalini (2012). *Curriculum Development: Perspectives, Principles and Issues*.
Pearson Education India

**SYLLABUS OF THE UG PROGRAMME IN EDUCATION
DIBRUGARH UNIVERSITY
B.A. IN EDUCATION (HONOURS)
EDNH102: **SOCIOLOGICAL FOUNDATIONS OF EDUCATION**
CREDIT: 6
[MARKS: 100 (IN-SEMESTER: 20; END-SEMESTER: 80)]**

Expected Learning Outcome: On completion of the course, the students will be able to:

1. Explain the concept, approaches and theories of educational sociology.
2. **Illustrate Social Aspects, Social Processes and role of Education.**
3. **Explain the role of Education in Social Change and Development.**
4. **Describe various Social Groups and their Education**
5. Explain different Political Ideologies and their bearings on Education

Course Contents:

| Unit | Content | Marks | L | P | T |
|------|---------|-------|---|---|---|
|------|---------|-------|---|---|---|

| | | | | | |
|-----|--|----|------|--|---|
| I | Concept, Approaches and Theories 1.1 Introduction to Educational Sociology-meaning, nature and scope 1.2 Analogy between Education and Sociology(relationship) 1.3 Need for sociological approaches in Education(importance) 1.4 Theories of Educational Sociology- <ul style="list-style-type: none"> • Conflict Theory-concept, features, merits and demerits • Consensus Theory- concept, features, merits and demerits | 16 | (13) | | 2 |
| II | Education, Social Aspects and Socialization Process 2.1 Socialization: Meaning and Process 2.2 Education as a Socialization Process, 2.3 Agencies of socialization : Home, School, Society (Neighborhood, Peer group, Mass media, Social Media) 2.4 Role of these agencies in socialization 2.5 Social Mobility-meaning, types, factors, Role of education in Social Mobility 2.6 Emotional and National integration- meaning, importance, Role of education 2.7 Internationalization- meaning, importance, Role of education 2.8 Modernization: Meaning, Indicators, Role of Education | 16 | (15) | | 3 |
| III | Role of Education in Social Changes and Development 3.1 Social Change: meaning & factors 3.2 Relation between education & Social Change 3.3 Cultural Changes- meaning, factors, Role of education 3.4 Economic Development- meaning, factors, role of education 3.5 Education as a development indicator 3.6 Human Resource Development-meaning, role of education | 16 | (13) | | 3 |
| IV | Education and Social Groups 4.1 Social groups in Indian context: Characteristics and Classification 4.2 Social Disadvantages and Inequalities in Indian Society- meaning, causes and types 4.3 Education of the socially and economically disadvantaged sections of Indian society with special reference to ST, SC, Women and Rural | 16 | (15) | | 3 |

| | | | | | |
|---|--|----|--------------------------|--|----|
| | population. 4.4 Concepts of equity, equality and access in education 4.5 Reservation in Indian education | | 3 2 | | |
| V | Education and Political Ideologies 5.1 Democracy-concept and basic features of Democracy, nature of education in Democracy, Role of education in inculcating democratic values. 5.2 Totalitarianism: concept and basic features of Totalitarianism, nature of education in Totalitarian society 5.3 Communism: concept of Communism, basic features, nature of education in Communist society 5.4 Secularism: Meaning and Role of education in secular society | 16 | (14) 4 3 3 4 | | 3 |
| | Total | 80 | 70 | | 14 |

In-semester Assessment:

Marks 20

- A. Sessional Activities (The teacher may assign and assess any one of the following): Marks 5**
- Group discussions on any topic of the course.
 - Debate on different political ideologies and their relevancy on the present context.
 - Assignment on any topic of the course.
 - Report writing on socio-cultural issues of any one social group.

B. Sessional Test

Marks 10

C. Attendance:

Marks 5

Suggested Readings:

- Adishesiah, W.T.V. & Pavanasam . R., *Sociology in Theory and Practice*, New Delhi, Santhi Publishers, 1974.
- Blackledge, D. & Hunt, Barry, *Sociological Interpretations of Education*, London, Groom Helm, 1985.
- Chanda S.S. & Sharma R.K. , *Sociology of Education*, New Delhi, Atlantic Publishers, 2002
- Chandra, S.S., *Sociology of Education*, Guwahati, Eastern Book House, 1996.
- Cook L, A. & Cook, E., *Sociological Approach to Education* , New York, McGraw Hill, 1970.
- Durkheim, E., *Education and Sociology* , New York, The Free Press, 1966.
- Hemlata, T., *Sociological Foundations of Education*, New Delhi, Kanishka Publishers, 2002
- Jayaram, *Sociology of Education* , New Delhi, Rawat, 1990.
- Shukla, S. & K. Kumar, *Sociological Perspective in Education*, New Delhi, Chanakya Publication, 1985.
- Swift , D.F., *Basic Readings in the Sociology of Education*, London, Routledge and Keegan Paul, 1970.

11. UNESCO, *Inequalities and Educational development*, Paris, ANIIEP Seminar, UNESCO, 1982.

**SYLLABUS OF THE UG PROGRAMME IN EDUCATION
DIBRUGARH UNIVERSITY
B.A. IN EDUCATION (HONOURS)
EDNH201: **PSYCHOLOGICAL FOUNDATIONS OF EDUCATION**
CREDIT: 6
[MARKS: 100 (IN-SEMESTER: 20; END-SEMESTER: 80)]**

Expected Learning Outcome: On completion of the course, the students will be able to:

1. Explain the concept, nature, scope and uses of psychology in Education.
2. Explain the influence of growth and development in education.
3. Describe the meaning, concept, variables, types and theories of learning.
4. Discuss the concept and theories of intelligence and creativity.
5. Explain the meaning, concept, factors and theories of personality.
6. Describe the concepts of mental health and mental hygiene, measures of mental health in school.

Course Content

| Unit | Content | Marks | L | P | T |
|------|--|-------|------|---|---|
| I | <p>PSYCHOLOGY AND EDUCATION</p> <p>Meaning and nature of psychology</p> <p>1.1 Schools of Psychology:</p> <ul style="list-style-type: none"> • Behaviourism • Structuralism • Functionalism • Gestalt Psychology • Psycho-analysis • Constructivism <p>1.2 Meaning, nature and scope of Educational Psychology</p> <p>1.3 Importance of Educational Psychology in classroom teaching</p> | 20 | (17) | | 3 |
| II | <p>LEARNING AND MOTIVATION</p> <p>2.1 Meaning and nature of learning.</p> <p>2.2 Factors of Learning: Home, School, Mass Media, Intelligence</p> <p>2.3 Variables of learning: personal, subject matter and method variables</p> <p>2.4 Types of learning: cognitive, affective and psycho-motor learning</p> <p>2.5 Theories of learning: Thorndike's theory of learning, Classical Conditioning, Operant Conditioning and Gestalt theory</p> <p>2.6 Thorndike's Laws of learning</p> <p>2.7 Motivation: Meaning and role in learning.</p> <p>2.8 Maturation: Meaning and role in learning</p> <p>2.9 Transfer of learning: intra and inter transfer, Positive, negative, Zero, bilateral, Horizontal and vertical,</p> <p>2.10 Attention and Interest: Meaning and role in learning</p> <p>2.11 Memory and Learning</p> | 20 | (18) | | 3 |
| III | <p>INTELLIGENCE AND CREATIVITY</p> <p>3.1 Meaning and nature of intelligence</p> <p>3.2 Factors of Intelligence: Heredity and Environment</p> <p>3.3 Theories of intelligence: Monarchic theory, Spearman's two factors theory, Multifactor theory, Group factor theory and Guilford's Structure of Intellect (Sol)</p> <p>3.4 Concept of Emotional Intelligence</p> <p>3.5 Creativity: Meaning and nature</p> <p>3.6 Process and Product of creativity</p> <p>3.7 Stages of Creativity: Preparation, Incubation, inspiration, revision and verification</p> <p>3.8 Nurturing Creativity in Classrooms</p> <p>3.9 Meaning and nature of gifted children, difference between creativity and giftedness</p> <p>3.10 Education of Exceptional children: Gifted and Slow learner, Educable, trainable, mentally challenged.</p> | 20 | (15) | | 4 |

| | | | | | |
|----|---|----|------|--|----|
| IV | PERSONALITY AND MENTAL HEALTH 4.1 Meaning and Characteristics of personality 4.2 Factors of personality ▪ Physical. ▪ Mental. ▪ Social. ▪ Emotional. 4.3 Type Theories of Personality. - Hippocrates, Sheldon, Kretchmer, Spranger and Jung 4.4 Trait theories of personality: Cattell and Eysenck 4.5 Concept of balanced mature personality 4.6 Concept of mental health and mental hygiene 4.7 Adjustment mechanism: Fantasy, Compensation, Identification, Rationalization and Sublimation 4.8 Concept of Instinct and Emotion. 4.9 Some educationally significant instincts and provisions for their training (Curiosity, Acquisition, Self assertiveness, Herd Instincts, Sex Instincts). 4.10 Relation between Instincts and Emotion. 4.11 Importance of Emotional training in the classroom. | 20 | (20) | | 4 |
| | Total | 80 | 70 | | 14 |

In-semester Assessment:

Marks 20

A. Sessional Activities (The teacher may assign and assess any one of the following): Marks 5

- a. Group discussion on any one of the topics of the course.
- b. Seminar on any one of the topics of the course.
- c. Debate on any one of the topics of the course.
- d. Assignment on any one of the topics of the course.

B. Sessional Tests:

Marks 10

C. Attendance:

Marks 5

Suggested Readings:

1. Chauhan, S.S. (1978). Advanced Educational Psychology. Vikas Publishing House Pvt. Ltd., New Delhi.
2. Kupaswami, Educational Psychology, New Delhi
3. Kundu & Tutu, Educational Psychology, New Delhi
4. Mangal S.K. (1974). Educational Psychology. Tandon Publications, Ludhiana
5. Mohanty, M.S.(1993). Educational Psychology & Statistics. Shri Durga Pustak Bhandar, Sambalpur.
6. Morgan, C.T., King, R.A. and Schopler, J. (1993). McGraw Hill Publishing Company Ltd., New York.
7. Rastogi. Educational Psychology
8. Safaya & Bhatiya, Educational Psychology, New Delhi.
9. Sorenson, H. (1964). Psychology in Education. International Student Edition, McGraw hill Book Co., INC. New York.

10. Sing, A.K. (2013): The Comprehensive History of Psychology, Motilal Banarsidass Publishers Pvt. Ltd. Delhi.
11. Chatterjee, S.K. (2000): Advanced Educational Psychology, published by Books and Allied(p) Ltd. 8/1 Chintamoni Das Lane ,Calcutta 700 009 (India).

**SYLLABUS OF THE UG PROGRAMME IN EDUCATION
DIBRUGARH UNIVERSITY
B.A. IN EDUCATION (HONOURS)
EDNH202: **EDUCATIONAL ADMINISTRATION AND MANAGEMENT**
CREDIT: 6
[MARKS: 100 (IN-SEMESTER: 20; END-SEMESTER: 80)]**

Expected Learning Outcomes:

- On completion of the course, learners will be able to-
1. define the concept of Educational Management.
 2. describe the types of management and modern trends of Educational management.
 3. define the concept of educational leadership
 4. explain the principles of educational leadership

5. describe the styles of leadership and its implication in educational leadership.
6. define the concept of educational planning and its importance
7. analyze the role and importance of educational supervision
8. suggest measures to ensure quality in educational management.

Course content

| Unit | Content | Marks | L | T |
|------------|---|-----------|-------------|----------|
| I | Educational Management And Administration 1.1 Meaning, Nature & Scope of Educational Management 1.2 Functions of Educational Management 1.3 Types of Educational Management 1.3.1 Centralized and decentralized 1.3.2 External and Internal 1.3.3 Authoritarian/autocratic/ democratic 1.4 Difference between Management and Administration 1.5 Management of Resources in Educational Institutions- 1.5.1 Meaning and Types of resources: Human Resources, Material Resources and Financial Resources 1.6 Some modern trend of Educational Management 1.6.1. Management by Objectives 1.6.2 Total Quality management 1.6.3 SWOT analysis | 16 | (14) | 3 |
| II | Educational Leadership 2.1 Meaning and definitions of Educational Leadership 2.2 Nature of Educational Leadership 2.2 Function of Educational Leadership 2.3 Principles of Educational Leadership 2.4 Styles of Educational Leadership: Autocratic, Democratic and Laissez faire 2.5 Factors influencing leadership styles. 2.6 Essential qualities of an Educational leader 2.7 Leadership Development Programmes 2.8 Role of Educational Leader in ensuring quality of Education | 16 | (14) | 3 |
| III | Educational Planning 3.1 Meaning and Nature of educational planning 3.2 Scope of educational planning 3.3 Need of educational planning 3.4 Principles of educational planning 3.5 Types of Educational planning 3.5.1 long term planning 3.5.2 short type planning 3.5.3 grass-root level planning 3.5.4 institutional planning 3.6 Factors affecting educational Plan 3.7 Concept and importance of School Development Plan | 16 | (14) | 3 |
| IV | Educational Supervision 4.1 Concept and Characteristics of Educational Supervision 4.2 Objectives of Educational Supervision 4.3 Scope of Educational Supervision 4.4 Functions of Educational Supervision | 16 | (12) | 2 |

| | | | | |
|----------|---|-----------|-------------|-----------|
| | 4.5 Difference between Supervision and Inspection | | 1 | |
| | 4.6 Factors influencing effectiveness of supervision | | 2 | |
| | 4.7 Qualities of a Good Educational Supervisor | | 1 | |
| | 4.8 Problems of conducting educational Supervision | | 2 | |
| V | Management issues in Educational finance | 16 | (16) | 3 |
| | 5.1 Meaning of educational finance | | 1 | |
| | 5.2 Nature and scope of educational finance | | 2 | |
| | 5.3 Principles of managing educational finance | | 2 | |
| | 5.4 Role of finance committee | | 1 | |
| | 5.5 Maintenance of records in educational finance | | 2 | |
| | 5.6 Use of computer in management of finance | | 1 | |
| | 5.7 Budget: concept and components, process of preparing institutional budget | | 3 | |
| | 5.8 Sources of Educational Finance: | | 2 | |
| | 5.9 Public Private Partnership in financing Education | | 2 | |
| | Total | 80 | 70 | 14 |

In-semester Assessment:

Marks 20

A. Sessional Activities (The teacher may assign and assess any one of the following): Marks 5

- a. Organize debate or discussion on the issues like Educational supervision, educational leadership, trends of educational management or any suitable topic.
- b. Presentation of Seminar paper on the issues of Educational management.
- c. Prepare a sketch of Institutional plan for any educational institution.
- d. Prepare a hypothetical budget for any educational institution.
- e. Visit the accounts & finance office of your college and prepare a list of all financial files and documents maintained.

B. Sessional Test

Marks 10

C. Attendance:

Marks 5

SUGGESTED READINGS:

01. Bala, Rajni, *Educational supervision Theories and Practices*, alfa publications: New Delhi, 2006
02. Bhatnagar, S & P.K.Gupta: *Educational Administration and management*, R. lall. Book Depot, Meerut, 2010
03. Burton, Jene, *Management Today- Principles and Practice*, Tata McGraw Hill Publishing Company Ltd: New Delhi, 2002.
04. Bush, Tony, *Theories of Educational Leadership and Management*, SAGE Publications: New Delhi, 2003.
05. Chandan, J. S., *Management Concept and Strategies*, Vikash Publishing House Pvt. Ltd.: New Delhi, 2002.
06. Chalam, K.S. *Educational planning- An introduction*, Visalandhara Publishing House, Visakhapatnam, 1985.

07. Garg, V.P.: *Economics of Education*, Metropolitan, New Delhi – 110002
08. Kalwar, M. C. and Ratikanta Pathak, *Principle of Bussiness Management*, Abhilekh Publication and Production: Guwahati, 2005.
09. Kumar, Rajendra C., *The Leadership in Management*, A. P. H. Publishing Company: New Delhi, 2007.
10. Mehorotra, Anju, *Leadership styles of Principals*, Mittal publications: New Delhi, 2005.
11. Mishra, R. C. *Theory of Education Administration*, A. P. H. Publishing Corporation: New Delhi, 2007.
12. NEUPA, *Model Education Code: Practices and Processes of school Management*. 2015.
13. NEUPA, *Concepts and Terms Used in Educational Planning and Administration*, 2013.
14. NEUPA, *Secondary Education Planning and Appraisal Manual*, 2012
15. Rao, V. S. P. and V. Harikrishna, *Management Text and Cases*, Excel Books: New Delhi: 2002.
16. Safaya R.N. and B.D. Shaida: *School Administration and Organization*, Dhanpat Rai and Sons, New Delhi.
17. Sidhu, K.S.: *School Organization and Administration*, Sterling Publication Pvt. Ltd. New Delhi – 110016

SYLLABUS OF THE UG PROGRAMME IN EDUCATION
DIBRUGARH UNIVERSITY
B.A. IN EDUCATION (HONOURS)
EDNH301: GREAT EDUCATORS AND EDUCATIONAL THOUGHTS
CREDIT: 6
[MARKS: 100 (IN-SEMESTER: 20; END-SEMESTER: 80)]

Expected Learning Outcomes: After completion of the Course, the students will be able to-

1. describe the contribution of the given philosophers in the domain of education
2. explain the relevance of the educational thought of the given philosophers

Course Contents:

| Unit | Content | Marks | L | P | T |
|------|---------|-------|---|---|---|
|------|---------|-------|---|---|---|

| | | | | | |
|----|--|----|------|--|---|
| I | <p>ANCIENT INDIAN EDUCATORS AND EDUCATIONAL THOUGHTS</p> <p>1.1 Shankaracharya:</p> <ul style="list-style-type: none"> • Basic tenets of Shankaracharya's Advaita Vedanta • Aims of education, curriculum, methods of teaching, place of teacher, place of child and discipline in Shankar's educational philosophy <p>1.2 Yagyavalkya:</p> <ul style="list-style-type: none"> • Yagyavalkya and Indian Idealism (concept of soul and absolute soul) • Aims of education, curriculum, methods of teaching, place of teacher, place of child and discipline in Yagyavalkya's educational philosophy <p>1.3 Sankardeva</p> <ul style="list-style-type: none"> • Sankardeva's philosophy of life • Aims of education, curriculum, methods of teaching, place of teacher, place of child and discipline in Sankardeva's educational philosophy • Institutions and means of education | 16 | (12) | | 3 |
| II | <p>MODERN INDIAN EDUCATORS AND EDUCATIONAL THOUGHTS</p> <p>2.1 Rabindra Nath Tagore</p> <ul style="list-style-type: none"> • Tagore's philosophy of life • Basic principles of Tagore's educational philosophy • Aims of education, curriculum, methods of teaching and discipline in Tagore's educational philosophy • Evaluation of Tagore's philosophy of education <p>2.2 Vivekananda:</p> <ul style="list-style-type: none"> • Vivekananda's philosophy of life • Basic principles of Vivekananda's educational philosophy • Concept of Man making and Nation building education • Aims of education, curriculum, methods of teaching, place of teacher, place of child and discipline in Vivekananda's educational philosophy • Evaluation of Vivekananda's philosophy of education <p>2.3 M. K. Gandhi</p> <ul style="list-style-type: none"> • Gandhi's philosophy of life • Basic principles of Gandhi's educational philosophy | 16 | (19) | | 3 |

| | | | | | |
|-----|--|----|--|--|---|
| | <ul style="list-style-type: none"> • Concept and background of Basic education • Aim of education, curriculum, methods of teaching, place of teacher, place of child and discipline in Gandhi's educational philosophy • Relevance of Gandhi's philosophy of education | | 1 2 1 | | |
| III | <p>WESTERN EDUCATORS AND EDUCATIONAL THOUGHTS (Idealist and Naturalist thinkers)</p> <p>3.1 Plato</p> <ul style="list-style-type: none"> • The sources of knowledge • Plato's philosophy of life • Functions of education according to Plato • Forms and programmes of education according to Plato • Impacts of Plato's Idealism in present education <p>3.2 Jean Jacques Rousseau</p> <ul style="list-style-type: none"> • Naturalism of Rousseau • Negative education of Rousseau • Stages of human development according to Rousseau • Aims of education, curriculum, methods of teaching, place of a child and discipline in Rousseau's educational philosophy • Impact of Rousseau's Naturalism in present education | 16 | (14) 1 1 1 2 1 1 2 1 3 1 | | 2 |
| IV | <p>WESTERN EDUCATORS AND EDUCATIONAL THOUGHTS (Pragmatist, Existentialist and Modern thinkers)</p> <p>5.1 John Dewey</p> <ul style="list-style-type: none"> • Dewey's Experimental school • Concept of education according to Dewey • Aims of education, curriculum, methods of teaching, place of a child, place of a teacher and discipline in Dewey's Pragmatism • Relevance of Dewey's Pragmatism <p>5.2 Jacques Derrida</p> <ul style="list-style-type: none"> • Concept of Deconstruction • Derrida's basic ideas on education • Derrida's reaction to Rousseau's Naturalism and Idealism <p>5.3 Jean Paul Sartre</p> <ul style="list-style-type: none"> • Sartre's Philosophy of life • Sartre's idea of freedom and individualism • Educational implications of these two ideas | 16 | (14) 1 1 3 1 1 1 2 1 2 1 | | 3 |

| | | | | | |
|---|--|----|------|--|----|
| V | ALTERNATIVES IN EDUCATION AND THE THINKERS 5.1 Ivan Illich <ul style="list-style-type: none"> • Illich’s criticism of present education • Concept of de-schooling of Illich • Illich’s educational thoughts • Relevance of Illich’s thought 5.2 Paulo Freire <ul style="list-style-type: none"> • Freire’s criticism of present education • Freire’s alternative thoughts to present education • Relevance of Freire’s thoughts | 16 | (11) | | 3 |
| | | | 1 | | |
| | | | 1 | | |
| | | | 2 | | |
| | | | 2 | | |
| | | | 1 | | |
| | | | 2 | | |
| | | | 2 | | |
| | Total | 80 | 70 | | 14 |

In-semester Assessment:

Marks 20

A. Sessional Activities (The teacher may assign and assess any one of the following): Marks 5

- a. Group discussions on the educational thoughts of the given philosophers.
- b. Debates on the relevance of the educational thoughts of the given philosophers.
- c. Presentation of seminar papers on the educational thoughts of the given philosophers.
- d. Assignment on any topic of the course.

B. Sessional Test:

Marks 10

C. Attendance:

Marks 5

Suggested Readings:

1. Adhiswarananda, S. (2006). *Vivekananda World Teacher*. New Delhi: Rupa.
2. Agarwal, Somnath, (2007). *Philosophical Foundation of Education*. Delhi: Authorspress
3. Bhatia, K. and Baldev Bhatia, (1994). *The Philosophical and Sociological Foundation of Education*. Delhi: Doaba House.
4. Chandra, S. S. & R. K. Sharma (2006). *Philosophy of Education*. Delhi: Atlantic Publisher.
5. Dewey John (2014). *Democracy and Education*. New Delhi: Aakar Books
6. Dewey John (1941). *Schools and Society*. New York: George Putnam Sons.
7. Flew, Antony (1989). *An Introduction to Western Philosophy: Ideas and Argument from Plato to Popper*. London: Thames & Hudson Ltd.
8. Freire, Paulo, (1972). *Pedagogy of the Oppressed*. Penguin Books.
9. Gandhi, M. K. (1977). *The Collected Works*. Ahmedabad: Navajivan.
10. Gandhi, M. K. (1962). *True Education*. Ahmedabad: Navajivan.
11. Illich, Ivan, (2012). *Deschooling Society*. Marion Books: Newyork.
12. Rusk R, Robert (2007). *Philosophical Bases of Education*. Delhi: Surjeet Publications.

13. Sengupta, Ira(2012). *A Short History of Western Philosophy*. Kolkata: New Central Book Agency.
14. Singh, Y. K. (2007). *Philosophical Foundation of Education*. APH Publishing Corporation.

**SYLLABUS OF THE UG PROGRAMME IN EDUCATION
DIBRUGARH UNIVERSITY
B.A. IN EDUCATION (HONOURS)
EDNH302 : **MEASUREMENT AND EVALUATION IN EDUCATION**
CREDIT: 6
[MARKS: 100 (IN-SEMESTER: 20; END-SEMESTER: 80)]**

Expected Learning Outcome: On completion of the course, the students will be able to:

1. explain the meaning, nature, scope, need and types of measurement and evaluation in education.
2. describe the meaning of **psychological tests**, their characteristics and process of construction.

3. describe some specific tools to measure achievement, intelligence, personality and aptitude.
4. describe the meaning and nature of different statistical measures.
5. use statistics in measurement and evaluation in education

Course Content:

| Unit | Content | Marks | L | P | T |
|------|---|-------|------|---|---|
| I | <p>CONCEPT OF MEASUREMENT AND EVALUATION IN EDUCATION:</p> <p>1.1 Meaning, nature, scope and importance of Measurement and Evaluation in Education</p> <p>1.2 Relation between Measurement and Evaluation</p> <p>1.3 Psychological and Physical Measurement</p> <p>1.4 Principles of Evaluation</p> <p>1.5 Continuous and Comprehensive Evaluation</p> <p>1.6 Formative and Summative Evaluation</p> <p>1.7 Diagnostic and Prognostic Evaluation</p> | 16 | (12) | | 1 |
| II | <p>PSYCHOLOGICAL TESTS:</p> <p>1.1 Meaning of Psychological Test</p> <p>1.2 Classification of tests:</p> <ol style="list-style-type: none"> a) On the basis of the administrative conditions: Individual test and Group test b) On the basis of scoring: Objective test and Subjective test c) On the basis of the time limit for response: Power test and Speed test d) On the basis of the nature of items: Verbal test, Nonverbal test and performance test e) On the basis of the nature of response: Oral test and written test; Selection type and Supply type tests f) On the basis of objectives: Intelligence test, Achievement test, Aptitude test and Personality test g) On the basis of standardization: Teacher-made test and Standardized test <p>2.3.Characteristics of a good test: Objectivity, Reliability, Validity, Norms and Administerability</p> | 16 | (12) | | 1 |
| III | <p>SOME SPECIFIC PSYCHOLOGICAL TESTS:</p> <p>3.1 Achievement Test: Construction and Standardization of Teacher-made test and Standardized test (Preparation of Design and Blue-print, Item writing, Item analysis, Estimating reliability, validity and norms)</p> <p>3.2 Intelligence Test: Binet-Simon Scale and its different revisions (1905, 1908, 1911, 1966, 1937)</p> <p>3.3 Aptitude Test: Differential Aptitude test, Specific Aptitude Tests (Artistic Aptitude Test and Professional Aptitude Test)</p> <p>3.4 Personality Assessment: a) Self report</p> | 16 | (14) | | 2 |

| | | | | | |
|----|--|----|--------------------------|--|----|
| | inventories, b) Observational methods and c) Projective Techniques: Word Association test, Rorschach Inkblot test and Thematic Apperception Test (TAT) | | | | |
| IV | STATISTICS IN EDUCATION: 4.1 Educational Statistics: Meaning , nature and scope 4.2 Types of data: Enumeration and Measurement data, Grouped data and Ungrouped data 4.3 Measures of Central Tendency: Mean, Median and Mode; their relative merits and demerits, computation and application in education 4.4 Measures of Variability: Range, Quartile Deviation, Mean Deviation and Standard Deviation; their relative merits and demerits, computation and application in education | 16 | (16) 1 1 6 8 | | 5 |
| V | PRESENTATION OF DATA: 5.1 Variable: Concept, Discrete and Continuous variables 5.2 Graphical representation of Data and its uses: Pie-diagram, Bar diagram, Histogram, Frequency polygon, Cumulative Frequency Curve and Ogive. 5.3 Normal Probability Curve: Properties and uses of Normal Probability Curve; Divergence from normality – Skewness and Kurtosis. 5.4 Correlation: Positive and Negative Correlation; Computation of Coefficients of Correlation by Rank Difference method and Product Moment method (only for ungrouped data) | 16 | (16) 1 6 5 4 | | 5 |
| | Total | 80 | 70 | | 14 |

In-semester Assessment:

Marks 20

A. Sessional Activities (The teacher may assign and assess any one of the following):Marks:5

- Preparation of Design and Blue Print of an Achievement Test (Question Paper)
- Preparation of an Achievement Test (Question Paper).
- Organization and graphical representation of data on achievement of students collected from schools.
- Computation of Measures of Central Tendency of data on achievement of students collected from schools.
- Computation of Measures of Variability of data on achievement of students collected from schools.
- Preparation of a questionnaire and / or Interview schedule.

B. Sessional Tests:

Marks 10

C. Attendance:

Marks 5

Suggested Readings:

- Anastasi A and Urbina S., *Psychological Testing*, PHI Learning Private Limited New Delhi-110001, 2012
- Aron A., Aron E. A. and Coups E., *Statistics for Psychology*, Pearson Education, Inc. and Dorling Kindersley Publishing, Inc., NewDelhi, First Impression 2007
- Asthana & Agarwal: *Measurement & Evaluation in Psychology and Education*.
- Bhuyan, S. and Bhuyan, N. *Soikhhik Porimapon aru Soikhhik Porisankhya Bigyan*
- Ebel, R.L.: *Measuring Educational Achievement* ; Prentice Hall of India Pvt. Ltd, New Delhi

6. Freeman Frank S. , *Theory & Practice of Psychological Testing; New Yark;Holt, Rinehart & Winston*
7. Garrett, Henry E and Woodworth R.S., - *Statistics in Psychology and Education*, Vakils, Feffer and Simons Ltd, Bombay -38, 1981.
8. Guilford J.P. - *Fundamental Statistics in Psychology and Education*, McGraw Hill Book Company Inc. New York, 1956
9. Minden Dr Jack Jr Van, *All About Psychological Tests and Assessment Centres*, Indiana Publishing House, New Delhi-110002, First Indiana Edition 2008
10. Rajput, S., Singh, A., Pandit, B.L., Tiwari, A.D. and Kumar, S. , *Handbook on Paper Setting*, NCERT, 2002
11. Sarmah, H.K. *Parisankhys Bigyan aru Manoboigyanic Parimapan*
12. Sarmah, M.K. *Saikhik Porimapon aru Porisankhya Bigyan*
13. Sibia A., *Valuing Teacher Questioning*, NCERT, New Delhi-110016, 2002
14. Singh A., *Instructional Objectives of School Subjects*, NCERT, New Delhi-110016, 2004
15. Singh A.K.: *Tests, Measurement and Research Methods in Behavioural Science*; Bharati bhawan , Patna -800003, 2012 print
16. Thorndike , R.L. & Hagen , E.P: *Measurment & Evaluation in Psychology & Education*; John Wiley & Sons; New York.

**SYLLABUS OF THE UG PROGRAMME IN EDUCATION
DIBRUGARH UNIVERSITY
B.A. IN EDUCATION (HONOURS)**

EDNH303: EXPERIMENTAL PSYCHOLOGY AND LABORATORY PRACTICAL

CREDIT: 6

[MARKS: 100 (IN-SEMESTER: 20; END-SEMESTER: 80)]

Expected Learning Outcome: On completion of the course, the students will be able to :

1. explain the concept, scope and need of Experimental psychology.
2. conduct and report of **psychological experiments**.

3. describe the meaning and nature of memory, Immediate memory, memory span and its related practical.
4. explain the concept of attention, span of attention and its related practical.
5. explain the concept, theories and methods of learning and its related practical.
6. state the concept of personality, different techniques of personality testing and its related practical.
7. state the concept of intelligence, historical background of intelligence testing and its related practical.

Course content:

| Unit | Content | Marks | L | P | T |
|------|---|-------|---|--------------------|---|
| I | Experimental psychology : 1.1. Meaning, nature and scope of experimental psychology. 1.2. Origin of psychological experiment. 1.3. Uses and Application of psychological experiments in the field of education. 1.4. Conducting and Reporting of psychological experiments. 1.5. Procedure of conducting and Reporting of Psychological Experiments. <ul style="list-style-type: none"> • Title. • Statement of objectives. • Hypotheses • Historical and theoretical background • Experimental Design. • Methodology and procedure. • Introspective Report. • Result, discussion, observation and Conclusion | 15 | (12) 1 1 2 2 4 1 1 | (6) 6 | |
| II | Memory : 2.1 Meaning and nature of memory 2.2 Types of memory (Long Term Memory & Short Term Memory) 2.3 Factors affecting memory 2.4 Memory span 2.5 Historical background of testing memory 2.6 Testing of Memory. <ol style="list-style-type: none"> a) Memory span for digits. b) Memory span for letters. c) Memory span for words and Non-sense syllables d) Recall and Recognition | 13 | (7) 1 2 2 1 1 | (12) 12 | |
| III | Attention : 3.1 Concept of attention 3.2 Types of attention (Selective attention, Alternating attention & Divided attention) 3.3 Conditions of attention | | (9) 1 2 | (6) | |

| | | | | | |
|----|---|----|-------------------------|------------|--|
| | 3.4 Span of attention 3.5 Historical and theoretical background of testing attention 3.6 Testing of attention a. Division of attention b. Span of apprehension c. Distraction of attention | 12 | 2 1 1 2 | 6 | |
| IV | Learning : 4.1 Concept of learning 4.2 Types of learning (Visual, Aural, Verbal, Physical) 4.3 Historical background of testing learning 4.4 Testing of learning a. Mirror Learning b. Maze learning c. Part and whole method d. Mass Vs Space practice | 13 | (7) 1 2 4 | (12) 12 | |
| V | Personality : 5.1 Concept of personality 5.2 Historical background of personality assessment 5.3 Different methods of assessment of personality (Subjective, Objective & Projective Method) 5.4 Testing of personality a. Rating scale b. Interview c. Rorschach Ink-blot Test d. Thematic Apperception Test e. Free and Controlled Association f. Free Vs Controlled Association | 14 | (8) 2 1 3 2 | (12) 12 | |
| VI | Intelligence : 6.1 Concept of Intelligence. 6.2. Historical background of intelligence Testing. 6.3. Testing of Intelligence a. Koh's Block Design Test. b. Alexander's Pass Along Test c. One Group Intelligence Test(Linguistic Intelligence) | 13 | (5) 2 2 1 | (16) 16 | |
| | Total | 80 | 48 | 64 | |

In-semester Assessment:

Marks 20

A. Sessional Activities (The teacher may assign the following):

Marks: 3+2=5

- a. Assignment on any theoretical component of the course.
- b. Assessment of the laboratory note books

B. Sessional Test (the students will conduct any of the experiments/tests to be decided by lottery) **Marks 10**

C. Attendance: **Marks 5**

End semester assessment: End semester assessment shall be conducted by a team of external and internal examiners. The distribution of marks will be as follows:

- | | |
|-------------------------|-----------|
| a. One Experiment | Marks: 25 |
| b. One Test | Marks: 25 |
| c. Laboratory Note book | Marks: 10 |
| d. Viva voce | Marks: 20 |

Suggested Readings:

1. Anastasi, Anne, Urbina, Susana, *Psychological Testing*, Prentice Hall of India Pvt., New Delhi.
2. Deka, B & Ali, L. *Educational Measurement of Psychological Practicals*, Banalata Guwahati.
3. Mathur, S.S., *Educational Psychology*, agarwal Publication, Agra-2.
4. Mahanta, Anita, *Manobigyan Aru Parisankhya Bigyanar Abhikhyasamuh*, Saraswati Prakashan, Golaghat.
5. Saikia R.L., *Psychological and Statistical Experiments in Education* ,Saraighat Printers M.C. Road, Guwahati, Assam.
6. Hussain Akbar, : Experiments in Psychology, published by Motilal Banarsidass, Delhi.
7. Mohsin, S.M. : Experiments in Psychology , published by Motilal Banarsidass, Delhi.

**SYLLABUS OF THE UG PROGRAMME IN EDUCATION
DIBRUGARH UNIVERSITY
B.A. IN EDUCATION (HONOURS)
EDNH401: EDUCATION IN PRE-INDEPENDENT INDIA
CREDIT: 6
[MARKS: 100 (IN-SEMESTER: 20; END-SEMESTER: 80)]**

Expected Learning Outcome: On completion of the course, the students will be able to:

1. explain the concept of education in the context of Indian heritage.
2. describe the education in ancient India, particularly Vedic Education and Buddhist Education.
3. critically examine the education system in Medieval India.
4. evaluate the education system during British period with special emphasis on the commissions and committees.

Course Content:

| Unit | Content | Marks | L | P | T |
|------|---------|-------|---|---|---|
|------|---------|-------|---|---|---|

| | | | | | |
|-----|--|----|------|--|---|
| I | <p>Educational Heritage of India</p> <p>1.1 Education in Ancient India (Vedic and Buddhist Period) with special reference to its:</p> <ul style="list-style-type: none"> - Salient Features - Aims and Objectives - System of Administration and Finance - Method of Teaching - Types of Organisation of Educational Institution - Curriculum - Teacher-Pupil Relationship - Women's Education during Vedic and Buddhist Period. <p>1.2 Education in Medieval India (Islamic System of Education) with special reference to its:</p> <ul style="list-style-type: none"> - Salient Features. - Aims and Objectives. - System of Administration and Finance. - Types of Organisation of Educational Institution. - Curriculum. - Women Education during Islamic Period. <p>1.3 Comparison among the Vedic, Buddhist and Islamic education system.</p> | 20 | (17) | | 5 |
| II | <p>Education during British Period</p> <p>2.1 Indigenous System of Education during British rule:</p> <ul style="list-style-type: none"> - Meaning of indigenous education. - Types of indigenous educational institution. - Causes of downfall of Indigenous education. <p>2.2 Educational activities of Missionaries in India</p> <ul style="list-style-type: none"> - The Portuguese - The Danish - The Dutch - The French - The British <p>2.3 Centres of Missionary Education in India.</p> <p>2.4 Educational activities of Missionaries in Assam</p> <p>2.5 Educational activities of East India Company</p> <ul style="list-style-type: none"> - Charter Act, 1813 - Orientalist and Anglicist Controversy - Macaulay's Minute, 1835 - Bentinck's declaration of educational policy | 20 | (18) | | 3 |
| III | <p>Growth and Development of Education from 1854 to 1921</p> <p>3.1 Wood's Despatch 1854</p> | 20 | (19) | | 2 |

| | | | | | |
|----|---|----|------|--|----|
| | <ul style="list-style-type: none"> - Background of the Despatch. - Recommendations. - Assessments of Wood Despatch. | | | | |
| | 3.2 Hunter's Commission, 1882 <ul style="list-style-type: none"> - Background for setting up of the commission. - Recommendations (Primary, Secondary Higher, Indigenous education, Grant in aid, Women education). - Assessment of Hunter Commission | | 4 | | |
| | 3.3 Lord Curzon's Educational Policy <ul style="list-style-type: none"> - Shimla Educational Conference - Curzon's Policy on Primary education - Curzon's Policy on Secondary education - Curzon's Policy on Higher education | | 3 | | |
| | 3.4 The Indian University Commission, 1902 | | 1 | | |
| | 3.5 University Act, 1904 | | 2 | | |
| | 3.6 National Movement / Rise of Nationalism | | 2 | | |
| | 3.7 Gokhale's Bill on Primary Education (1910-12) | | 2 | | |
| | 3.8 Government resolution on Educational policy, 1913 | | 1 | | |
| | 3.9 Calcutta University Commission, 1917 | | 2 | | |
| IV | Growth and Development of Education from 1921 to 1947 | 20 | (18) | | 2 |
| | 4.1 Education under Dyarchy <ul style="list-style-type: none"> - Primary Education - Secondary Education -Expansion of education | | 3 | | |
| | 4.2 Simon Commission | | 1 | | |
| | 4.3 Government of India Act of 1921 | | 1 | | |
| | 4.4 Hartog Committee Report 1929 | | 2 | | |
| | 4.5 Wardha Scheme of Basic Education, 1937 <ul style="list-style-type: none"> - Wardha Education Conference 1937 - Salient features of Basic Education - Causes of failure of this education in India | | 1 | | |
| | | | 2 | | |
| | 4.6 Wood Abbot Report 1937 | | 2 | | |
| | 4.7 Sargent Committee Report, 1944 <ul style="list-style-type: none"> - Recommendations on Pre-primary, Primary, Secondary, University, teacher training, technical and vocational education - Assessment of the Sargent Committee Report | | 4 | | |
| | | | 1 | | |
| | | 80 | 72 | | 12 |

In-semester Assessment:

Marks 20

A. Sessional Activities (The teacher may assign and assess any one of the following): Marks 5

- a. Group discussions on Indian Education during Vedic, Buddhist and Islamic period.
- b. Debate on controversies and issues of education in different periods.
- c. Report on institutions having indigenous features.
- d. Assignment on any one of the contents of the course.

B. Sessional Test

Marks 10

C. Attendance:

Marks 5

SUGGESTED READINGS:

1. Aggarwal, J.C. (2010). Development and Planning of Modern Education. New Delhi: Vikash Publishing House, Pvt. Ltd.
2. Aggarwal, J.C. (). Development of Educational System in India, New Delhi : Shipra Publications
3. Altekar, A. S. (2001). Education in Ancient India, Isha Book
4. Bhatia, R.L., & B.N. Ahuja (2000). Modern Indian Education and its problems. New Delhi: Surjeet publication.
5. Baruah, Jatin, (2008). *Bharatar Sikhar Itihasar Adhayan*. Guwahati: Lawyers' Book Stall.
6. Chand, J. (). Education in India during British Period, New Delhi : Shipra Publications
7. Chand, J. (). Education in Ancient and Medieval India, New Delhi : Shipra Publications
8. Chaube, S.P. (1980). History and Problems of Indian Education, Agra: Agarwal Publications
9. Chaube, S.P and A. Chaube (1999). Education in Ancient and Medieval India, New Delhi : S. Chand
10. Chatterjee, Mitali (1999). Education in Ancient India, : D. K. Printworld (P) Ltd.
11. Keay, F. E. (1918). Ancient Indian Education (Origin, Development and Ideals). Oxford University Press
12. Nayak, B.K. (2012). History Heritage and Development of Indian Education .New Delhi: Axis Books Pvt.Ltd.
13. Nurullah, S. and Naik, J. P. (2016) . A Students' History of Education in India (1800-1973). Bombay: Macmillan India Ltd.
14. Nurullah , S. & J. P. Naik, J.P (1971).A History of Education in India (during the British Period), 2 rep. Macmillan India Ltd
15. Mazumder, N. N. (). A History of Education in Ancient India – Primary Source Edition, Nabu Press
16. Mukharjee, S.N. (2014). Education in India Today and Tomorrow, Vinod Pustak Mandir.
17. Purkait, B. R (2012). Milestones in Modern Indian Education, New Delhi : New Central Book Agency (P) Ltd.
18. Rajput, J. S. (2004). Encyclopaedia of Indian Education , New Delhi : NCERT
19. Rawat, P.L., (n.d.). History of Indian Education, Agra: Ram Prasad & Sons.
20. Sarma, M.K. (2013). *Bharatar Sikhar Itihas*, Dibrugarh: Banalata.
21. Sarma, Deka, Mishra & Chakravarty. (0000) *Snatak Mahalar Bharatar Sikhar Itihas*, Guwahati
22. Sharma, R. N. & R. K. Sharma, (2004). History of Education in India. Atlantic

23. Sharma, T.K. (2008) . *Bharatar Sikha Bikasar Ithihas aru Samasyawli*. Dibrugarh: Banalata.
24. Sharma, T.K & Goswami, R.K. (2009). *Bharatar Sikhar Buranjee*. Dibrugarh: Banalata.

**SYLLABUS OF THE UG PROGRAMME IN EDUCATION
DIBRUGARH UNIVERSITY
B.A. IN EDUCATION (HONOURS)
EDNH402: **TECHNIQUES OF TEACHING**
CREDIT: 4
[Marks: 60 (In-semester: 12; End-semester: 48)]**

Expected Learning Outcome: On completion of the course, the students will be able to:

1. explain the meaning and nature of teaching.
2. describe the principles of teaching and learning.
3. describe the role of teacher at different phases of teaching.
4. explain the importance of planning lessons in teaching-learning process.
5. describe the concept of teaching skills and the stages of microteaching cycle.
6. state the objectives of teaching different subjects in Elementary and Secondary levels.
7. describe different methods and approaches of teaching.

Course Content:

| Unit | Content | Marks | L | P | T |
|------|---|-------|---|---|----|
| I | THE TEACHING-LEARNING PROCESS: 1.1 Meaning and nature of teaching 1.2 Evolving concept of teaching 1.3 Principles of teaching 1.4 Principles of learning 1.5 General maxims of teaching 1.6 Phases of Teaching: Role of teachers in Pre-active, Interactive and Post-active phases of teaching 1.7 Teaching behaviour: Authoritative, Democratic and Laissez-faire 1.8 Classroom problems of beginners | 16 | (14) 1 1 2 2 1 3 3 1 | | 4 |
| II | PLANNING TEACHING: 2.1 Lesson Plan: Meaning and importance 2.2 Herbartian steps of planning a lesson 2.3 Teaching Skills: Concept and components of the following skills: a) Introducing a lesson b) Blackboard writing c) Questioning (Fluency in questioning and Probing questioning) d) Stimulus variation e) Reinforcement f) Explaining g) Achieving closure 2.4 Microteaching: Concept, importance and Microteaching cycle 2.5 Objectives of teaching Language, Social Science, Science and Mathematics at Elementary and Secondary levels | 16 | (14) 1 1 1 1 2 1 1 1 1 2 2 | | 5 |
| III | METHODS AND APPROACHES OF TEACHING: 3.1 Teacher-centred and Learner-cantered methods 3.2 Play-way method 3.3 Activity method 3.4 Discussion method 3.5 Inductive-Deductive method 3.6 Heuristic method 3.7 Problem solving method 3.8 Project method 3.9 Methods of teaching language: Grammar translation method, Direct method, 3.10 Teaching approaches : Structural approach and communicative approach | 16 | (14) 2 1 1 1 1 1 1 1 1 3 2 | | 5 |
| | Total | 48 | 42 | | 14 |

In-semester Assessment:

Marks 12

A. Sessional Activities (The teacher may assign and assess any one of the following): Marks: 3

a. Preparation of a **lesson plan** using any of the following methods of teaching:

- i. Play-way method
 - ii. Activity method
 - iii. Discussion method
 - iv. Inductive-Deductive method
 - v. Heuristic method
 - vi. Problem solving method
- b. A Project on any topic from Elementary/ Secondary school level subjects.

B. Sessional Tests:

Marks 6

C. Attendance:

Marks 3

Suggested Readings:

1. Chauhan, S. S. (2008). *Innovations in Teaching Learning process*. New Delhi: Vikas Publishing House Pvt. Ltd.
2. Deka, K.K. and Hazarika, M. (1996). *Anusikshan (Micro-teaching)*. Dibrugarh: Banalata
3. Deka, K.K. and Hazarika, M. (1996). *SikshanAbhyasaruPathparikalpana (Teaching Practice and Lesson Planning)*. Dibrugarh: Banalata
4. Freire, Paulo, (1972). *Pedagogy of Oppressed*.Penguin Books
5. Govinda, R. (2011). *Why goes to school?: Exploring exclusion in Indian education*. Oxford University Press.
6. Hall, C., & Hall, E. (2003). *Human Relations in Education*.Routledge
7. Illich, Ivan, (2012). *Deschooling Society*. Marion Books: New York. (Republished)
8. Joyce, Bruce, Marsha Weil and Emily Calhoun (2008). *Models of Teaching*. New Delhi:Prentice Hall of India Pvt. Ltd.
9. Kumar, Krishna, (1991). *Political agenda of Education: Study of Colonialist and Nationalist Ideas*. Sage: New Delhi.
10. Kumar, Krishna, (1996). *Learning from Conflict*: Orient Longman: New Delhi.
11. Paintal, I. (1980). *Microteaching-A handbook for Teachers*. Delhi: OxfordbUniversity Press
12. Passi, B. K. (1976). *Becoming Better Teacher*. Baroda: CASE
13. Pathak, A., (2013). *Social Implications of Schooling: Knowledge, Pedagogy and Consciousness*. Aakar: Delhi. (Republished) published by Banalata, Dibrugarh in February, 1996.
14. Singh, L. C. & Joshi, A. N. (1990). *Microteaching in India-A Case Study*. New Delhi: NCERT

**SYLLABUS OF THE UG PROGRAMME IN EDUCATION
DIBRUGARH UNIVERSITY
B.A. IN EDUCATION (HONOURS)
EDNH4020: **TEACHING PRACTICE**
CREDIT: 2
[MARKS: 40 (IN-SEMESTER: 8; END-SEMESTER: 32)]**

Expected Learning Outcome: On completion of the course, the students will be able to:

1. demonstrate a few teaching skills in classroom.
2. integrate the teaching skills in real classroom situations.
3. prepare lesson plans for Microteaching and Practice teaching.

Course Content:

| Unit | Content | Marks | L | P | T |
|------|---|-------|---|----|---|
| I | PRACTICE OF FOLLOWING TEACHING SKILLS THROUGH MICROTEACHING: 1.1 Introducing a lesson 1.2 Blackboard writing | 7 | | 28 | |

| | | | | | |
|-----|---|---|--|----|--|
| | 1.3 Questioning (Fluency in questioning and Probing questioning) 1.4 Stimulus variation 1.5 Reinforcement 1.6 Explaining 1.7 Achieving closure (A Record Book to record the practice of the skills and a Note Book with Microteaching lesson plans shall have to be maintained. Any one of the skills shall be demonstrated before the team of the examiners) | 4 | | | |
| II | PREPARING LESSON PLAN AND PRACTICE TEACHING: 2.1 A minimum of 2 (Two) Lesson Plans in each of the following 3 (three) categories will be prepared on any school subject: a) Knowledge lesson b) Skill lesson c) Appreciation Lesson (A Note Book will be maintained) 2.2 Teaching Practice (At least 6 lessons are to be practised in peer group. Any one lesson shall be demonstrated before the team of examiners) | 4 12 | | 28 | |
| III | Viva-voce | 5 | | | |
| | Total | 40 | | 56 | |

In-semester Assessment:

Marks 8

A. Sessional Activities (The teacher may assign and assess any one of the following): Marks 2

- a. Observation of practice of the teaching skills
- b. Preparation of the Lesson Plans (for Microteaching and Teaching Practice)
- c. Observation of teaching practice

B. Sessional Tests:

Marks 4

C. Attendance:

Marks 2

End-Semester Evaluation: End semester evaluation shall be carried out by a team of examiners consisting of external and internal examiners.

Suggested Readings:

1. Deka, K.K. and Hazarika, M. (1996). *Anusikshan* (Micro-teaching). Dibrugarh: Banalata
2. Deka, K.K. and Hazarika, M. (1996). *SikshanAbhyasaruPathparikalpana (Teaching Practice and Lesson Planning)*. Dibrugarh: Banalata
3. Paintal, i. (1980). *Microteaching-A handbook for Teachers*. Delhi: OxfordbUniversity Press
4. Passi, B. K. (1976). *Becoming Better Teacher*. Baroda: CASE

5. Singh, L. C. & Joshi, A. N. (1990). *Microteaching in India-A Case Study*. New Delhi: NCERT

**SYLLABUS OF THE UG PROGRAMME IN EDUCATION
DIBRUGARH UNIVERSITY
B.A. IN EDUCATION (HONOURS)
EDNH403: **EDUCATIONAL TECHNOLOGY**
CREDIT: 6
MARKS: 100 (IN-SEMESTER 20 AND END-SEMESTER 80)**

Expected Learning Outcome: On completion of the course, the students will be able to:

1. describe the concept, nature and components of Educational Technology
2. distinguish between Educational technology and Instructional Technology
3. apply ICT in teaching learning
4. describe the concept, components and characteristics of **communication**
5. **demonstrate the skills of effective communication**
6. **apply Models of teaching, personalized system of instruction, programmed learning in teaching learning.**

Course Contents:

| Unit | Topics | M | L | P | T |
|------|---|----|---|---|---|
| I | Educational Technology 1.1 Concept and nature of Educational Technology 1.2 Development of Educational Technology 1.3 Development of Educational Technology in India 1.4 Components of Educational Technology: Hardware, Software and Systems approach 1.5 Instructional technology 1.6 Difference between Educational Technology and Instructional Technology | 16 | (12) 2 2 2 3 2 1 | | 3 |
| II | ICT in Education 2.1 Concept and development of Information and Communication Technology (ICT) 2.2 Computer and its role in education 2.3 Application of ICT—Smart learning, smart classes, virtual classes, ICT in evaluation 2.4 E-learning 2.5 Internet and its application | 16 | (10) 3 2 2 1 2 | | 3 |
| III | Communication and teaching learning 3.1 Concept and nature of communication 3.2 Components of Communication 3.3 Classroom communication 3.4 Significance of communication in learning 3.5 Barriers of effective classroom communication 3.6 Steps for making communication effective 3.7 Qualities of a good classroom communicator | 16 | (15) 2 3 2 2 2 2 2 | | 3 |
| IV | Instructional Techniques 4.1 Models of teaching (Concept, characteristics and families) 4.2 Inquiry training model and Classroom meeting model 4.3 Personalized system of instruction 4.4 Computer assisted instruction (Meaning, nature, forms, merits and demerits) 4.5 Programmed learning (Meaning characteristics and types) 4.6 Open and Distance education: Concept and usefulness, application of technology in Open and Distance learning 4.7 Team Teaching (Group Discussion, Seminars & Symposium) | 16 | (19) 4 2 2 3 3 3 2 | | 3 |
| V | Concept of Learning Resources 5.1 Audio Visual learning resources and their Uses: Radio, Television, projector, film, film strips 5.2 Non projected learning resources and their Uses: Model, Chart, Globe, Map, Printed material 5.3 E- resources and their use 5.4 EDUSAT: functions 5.5 E-Pathshala: concepts and uses | 16 | (14) 3 4 1 1 1 | | 2 |

| | | | | | |
|--|--|----|----|--|----|
| | 5.6 Open access resources: Concepts and uses. | | 2 | | |
| | 5.7 Peer group and community as learning resource | | 2 | | |
| | | 80 | 70 | | 14 |

In-semester Assessment:

Marks 20

A. **Sessional Activities (The teacher may assign and assess any one of the following):** **Marks 5**

- a. **Present a topic of their own choice by using interactive board.**
- b. **Prepare a power point presentation including photo, text, video and audio and present before the classmates.**
- c. **Prepare a teaching plan by using inquiry training model**
- d. **Develop one non projected learning resource for teaching**
- e. **Develop a video resource of teaching**
- f. **Present a seminar paper by using e-resources on any one of the contents of the course.**

B. **Sessional Tests:**

Marks 10

C. **Attendance:**

Marks 5

Suggested Readings:

1. Allen, Dwight and Kevin Ryan (1969). *Micro Teaching*. London: Addison-Wesley Publishing Company.
2. Arulsamy, S. (2009). *Application of ICT in Education*. Hyderabad: Neelkamal.
3. Ashby, E. (1972). *The fourth Revolution: A Report and Recommendation by the Carnegie Commission of Higher Education*. New York: McGraw Hill Book Co.
4. Chauhan, S. S. (2008). *Innovations in Teaching Learning process*. New Delhi: Vikas Publishing House Pvt. Ltd.
5. Joyce, Bruce, Marsha Weil and Emily Calhoun (2008). *Models of Teaching*. New Delhi: Prentice Hall of India Pvt. Ltd.
6. Mangal, S. K. and Uma Mangal (2011). *Essentials of Educational Technology*. New Delhi: PHI Learning Pvt. Ltd.
7. Mohanty, Jagannath (2008). *Educational Technology*. New Delhi: Deep and Deep Publication
8. Mrunalin, T. and Ramakrishna, A. (2016). *Information and Communication Technology in Education*. Hyderabad: Neelkamal.
9. Sharmah, R. A. (2007). *Technological Foundation of Educational*. Meerut: Lall Book Depot.
10. Shaikh, I. R. (2015). *Educational Technology and ICT*. New Delhi: McGraw Hill Education
11. Singh, C. P. (2011). *Advanced Educational Technology*. New Delhi: Saurabh Publishing House.

**SYLLABUS OF THE UG PROGRAMME IN EDUCATION
DIBRUGARH UNIVERSITY
B.A. IN EDUCATION (HONOURS)
EDNH501: **EDUCATION IN POST-INDEPENDENT INDIA**
CREDIT: 6
MARKS: 100 (IN-SEMESTER 20; END-SEMESTER 80)**

Expected Learning Outcome: On completion of the course, the students will be able to:

1. describe the educational scenario at the time of Independence
2. explain the roles of various Commissions and Committees in the development of education in post independent India.
3. describe the recent educational developments in India

Course Content:

| | | | | | |
|-----|--|----|--|--|---|
| | <ul style="list-style-type: none"> - Study of Language - Curriculum of Secondary Education. - Methods of Teaching. - Education for Character. - Guidance and Counselling, Student Welfare. - Examination reform. - Improvement of Teaching Staff. - Implications of Secondary Education Commission's recommendations in present Education system. <p>2.3 Education Commission, 1964-66 & its recommendations on:</p> <ul style="list-style-type: none"> - Education and national objectives. - Educational structure and standards. - Teacher status and Teacher Education. - School curriculum. - Teaching methods, Guidance and Evaluation. - Implications of the Education Commission's recommendations in present Education system. | | 1 1 1 1 2 1 2 2 2 2 1 2 | | |
| III | <p>Educational Efforts in India - II (1951-2000):</p> <p>3.1 National Policy of Education 1968</p> <p>3.2 Iswarbhai Patel Review Committee, 1977</p> <p>3.3 Adishesiah Committee Report, 1978</p> <p>3.4 National Policy of Education, 1986</p> <p>3.5 Ramamurty Review Committee, 1990 on NPE</p> <p>3.6 Janardan Reddy Committee Report, 1991</p> <p>3.7 Revised National Policy of Education, 1992</p> | 20 | (18) | | 2 |
| IV | <p>Recent Developments in Indian Education:</p> <p>4.1 Sarva Siksha Abhiyan (SSA): Its Objectives, Organization, Functions, Achievement.</p> <p>4.2 Rashtriya Madhyamik Shiksha Abhiyan (RMSA): Its Objectives, Organization and Functions.</p> <p>4.3 Right to Education (RTE), 2009:</p> | 20 | (18) | | 4 |

| | | | | | |
|-----|--|----|----|--|----|
| | Provisions and role of respective authorities (Government, Head of the school, Teachers) | | 2 | | |
| 4.4 | Rashtriya Uchcharat Shiksha Abhiyan (RUSA): Its Objectives, organization and functions. | | 2 | | |
| 4.5 | National Knowledge Commission (NKC): Its recommendations for School and Higher Education | | 3 | | |
| 4.6 | National Curriculum Framework (NCF), 2005: Aims of Education, Curriculum, Evaluation system | | 4 | | |
| 4.7 | Role of NCTE, UGC, NAAC, AICTE, BCI, MCI, NCERT, NUEPA, NIOS in development of Indian Education. | | | | |
| | | 80 | 72 | | 12 |

In-semester Assessment:

Marks 20

A. Sessional Activities (The teacher may assign and assess any one of the following): Marks 5

- a. Debate on controversies and issues of education of different Commissions and Committees.
- b. Group discussions on the Constitutional Provisions on Indian Education.
- c. Assignment on any one of the contents of the course.

B. Sessional Test

Marks 10

C. Attendance:

Marks 5

SUGGESTED READINGS:

1. Aggarwal, J.C. (2010). Development and Planning of Modern Education. New Delhi: Vikash Publishing House, Pvt. Ltd.
2. Bhatia, R.L., & B.N. Ahuja (2000). Modern Indian Education and its problems. New Delhi: Surjeet publication.
3. Baruah, Jatin, (2008). *Bharatar Sikhar Itihasar Adhayan*. Guwahati: Layars Book Stall.
4. Chaube, S.P. History and Problems of Indian Education, Agra: Agarwal Publications

5. Nayak, B.K. (2012). History Heritage and Development of Indian Education .New Delhi: Axis Books Pvt.Ltd.
6. Nurullah and Nayak, (1998). A Student History of Education in India. Bombay: Macmillan India ltd.
7. Mukherjee, S.N. (2014). Education in India Today and Tomorrow, Vinod Pustak Mandir.
8. Rawat, P.L., (n.d.). History of Indian Education, Agra: Ram Prasad & Sons.
9. Sarma, M.K. (2013). *Bharatar Sikhar Itihas*, Dibrugarh: Banalata.
- 10.Sarma, Deka, Mishara & Chakravarty. *Snatak Mahalar Bharatar Sikhar Itihas*, Guwahati
- 11.Sharma, T.K.(2008) . *Bharatar Sikha Bikasar Ithihas aru Samasyawli*. Dibrugarh: Banalata.
- 12.Sharma, T.K & Goswami, R.K.(2009). *Bharatar Sikhar Buranjee*. Dibrugarh: Banalata.

**SYLLABUS OF THE UG PROGRAMME IN EDUCATION
DIBRUGARH UNIVERSITY
B.A. IN EDUCATION (HONOURS)
EDNH502: **EDUCATION IN WORLD PERSPECTIVE**
CREDIT: 6
MARKS: 100 (IN-SEMESTER 20 AND END-SEMESTER 80)**

Expected Learning Outcome: On completion of the course, the students will be able to :

1. explain the meaning and definition, nature, scope and purpose of comparative education.
2. describe the factors influencing in national system of education.
3. describe the methods of comparative education.
4. explain the organization, administration, objectives and examination systems of the countries.
5. describe the vocational and teacher education of different countries, specially UK, USA, India and Japan.
6. explain the open education in world perspective.

Course Content:

| Unit | Content | Marks | L | P | T |
|------|---|-------|------|---|---|
| I | <p>Importance of studying national system of education</p> <p>1.1 Nature and scope of studying National Systems of Education</p> <p>1.2 Factors influencing a national system of education</p> <ul style="list-style-type: none"> • Geographical factor. • Philosophical factor • Social factor. • Political factor. • Economical factor. • Historical factor. • Religious factor. • Racial factor. • Linguistic factor. • Secular factor <p>1.3 Aims and Objectives of National System of Education with respect to</p> <ul style="list-style-type: none"> -USA -UK -Japan -India | 20 | (16) | | |
| | | | 2 | | |
| | | | 4 | | |
| | | | 2 | | |
| | | | 6 | | |
| | | | | 2 | |
| | | | 4 | | |
| | | | | | 4 |
| II | <p>2.1 Historical perspective of the development of the study:</p> <ul style="list-style-type: none"> • Travellers' tales. • Educational problems • Interaction of society and education. • Quantitative approach. • Scientific approach <p>2.2 Methods of studying National Systems of Education</p> <ul style="list-style-type: none"> • Descriptive method. • Historical method. • Sociological method. • Statistical method. • Psychological method. • Scientific method. | 20 | (16) | | |
| | | | 6 | | |
| | | | | 6 | |
| | | | 5 | | |
| | | | | | 4 |
| III | <p>Development of education with respect to Salient features, organization, administration and Curriculum of Primary/ Elementary, Secondary and Higher education in</p> <ul style="list-style-type: none"> • UK • USA • India • Japan | 20 | (17) | | |
| | | | 5 | | |
| | | | 5 | | |
| | | | 5 | | |
| | | | 5 | | |
| | | | | | 5 |

| | | | | | |
|-------|---|-----------|---------------------|--|-----------|
| IV | Development of education in UK, USA, India and Japan (with reference to organization, curriculum and evaluation) in context of <ul style="list-style-type: none"> • Technical and Vocational education • Teacher education • Open and Distance education • Women Education | 20 | (17) 4 4 2 | | 5 |
| Total | | 80 | 66 | | 18 |

In-semester Assessment:

Marks 20

A. Sessional Activities (The teacher may assign and assess any one of the following): Marks 5

- a. Presentation of Seminar paper on the educational aspects of U.S.A., U.K., Japan and India.
- b. Debate on the educational issues and challenges of U.S.A., U.K., Japan and India.
- c. Group Discussion on the issues and challenges of U.S.A., U.K., Japan and India.
- d. Writing a report on the similar or common elements of the educational systems of U.S.A., U.K., Japan and India.
- e. Writing a report on the contrasting elements of the educational systems of U.S.A., U.K., Japan and India.
- f. Reviewing and Writing Report on *at least one* article published on current educational issues of the countries-U.S.A., U.K., Japan and India.

B. Sessional Tests:

Marks 10

C. Attendance:

Marks 5

Suggested Readings:

1. Bereday, G.Z.F. (1964). *Comparative Method in Education* . New York, Holt, Rinehart and Winston .
2. Biswas, A & Aggarwal, J.C. (1986). *Comparative Education* . New Delhi, Arya Book Depot.
3. Chaube, S.P.(2006). *Features of Comparative Education* . Agra, Vinod Pustak Mandir .
4. Deka,K.K.(1998). *Tulanamulak Siksha*. Dibrugarh, Banalata Prakashan,
5. Hans, N.A. (1949). *Comparative Education: A Study of Educational Factors and Traditions*. London, U.K., Routledge & Kegan Paul.
6. Holmes,B. (1965). *Problems in Education: A Comparative Approach*. London , Routledge & Kegan Paul.
7. Kandel, I. (1933). *Comparative Education* . Boston, Mass Houghton Mifflin .
8. Khanna,S.D., Saxena, V.K., Lamba, T.P., & Murthy, V. (2000). *Comparative Education* . Delhi , Doaba House Booksellers & Publishers.
9. King, E.J. (1962). *World Perspective in Education* .London, Methuen.

10. King, E.J. (1970). *Society, Schools and Progress in the U.S.A.* London, Oxford University Press.
11. Mallinson, V. (1975). *Introduction to the Study of Comparative Education* . Heinemann Educational Books .
12. Mukherji, S.N. (1969). *Education in India: Today and Tomorrow*. Vadodara, Acharya Book Depot.
13. Nath, S. (1986). *Contemporary Concerns in Education* . Bhubaneswar, Mayur Publishers.
14. Pandey, R.S. (2015). *Education in Emerging Indian Society* . Agra, Agrawal Publication.
15. Rai, B.C. (1968). *Comparative Education* . Lucknow, Prakashan Kendra.
16. Rappaport, B. (1989). Matthew Arnold and Comparative Education . *British Journal of Educational Studies* . 37(1) , 54-71. DOI: 10.2307/3121356.
17. Sodhi, T.S. (1983). *Textbook of Comparative Education* . New Delhi, Vikas Publishing House.
18. Trethewey, A.R. (1976). *Introducing Comparative Education* . Pergamon .
19. Ulich, R. (1961). *The Education of Nations*. Cambridge, Harvard University Press.
20. Watson, K. & Wilson, R. (1985). *Contemporary Issues in Comparative Education*. London, Croon & Helm.

**SYLLABUS OF THE UG PROGRAMME IN EDUCATION
DIBRUGARH UNIVERSITY
B.A. IN EDUCATION (HONOURS)
EDNH601: EMERGING TRENDS IN INDIAN EDUCATION
CREDIT: 6
MARKS: 100 (IN-SEMESTER 20 AND END-SEMESTER 80)**

Expected Learning Outcome: On completion of the course, the students will be able to

1. explain the need of constitutional provisions for education, and the role of constitution in equalizing educational opportunities in the diverse Indian Society.
2. identify the challenges of Indian education at different levels and suggest measures to overcome these.
3. define the new perspectives of education such as **Environmental education**, Inclusive education, **Gender education**, Inclusive education, Adult education, **Human right education**, **Value education**, **population education etc.**
4. critically examine and evaluate the initiatives taken by Government of India through various plans and policies to counter the challenges of Indian education.
5. explain the political influences on the national education system.
6. analyze the role of international agencies in development of education

Course Contents

| Unit | Content | Marks | L | P | T |
|------|--|-------|------|---|---|
| I | 1.0. EDUCATION AND INDIAN CONSTITUTION 1.1. The Indian Constitution (especially the Preamble, Fundamental Rights and Duties of Citizens and the Directive Principles of State Policies) 1.2. Education in Indian Constitution: 1.2.1 Need for including education in constitution 1.2.2 Central, State and Concurrent lists 1.3. Articles in the Constitution related to Education: Article 21 A, Article 45, Article 29 & 30, Article 350 (A) 350 (B), Article 15, 17, 46, Article 28 (1, 2 & 3) 1.4. Constitution as a source of aims of education. 1.5. Role of Constitution in equalizing the Educational opportunities. | 12 | (10) | | 2 |
| II | 2.0 CHALLENGES OF INDIAN EDUCATION 2.1 Early Childhood Care & Education (ECCE) in India: 2.1.1 Meaning & Importance of ECCE. 2.1.2 Challenges of ECCE in India. 2.1.3 Role of Anganwadis and Balwadis under ICDS. 2.2. Elementary Education (EE) in India: 2.2.1 Objectives of EE & Need for Universalization of EE. 2.2.2 Efforts of Universalization of EE in India 2.2.3 Challenges of Universalization of EE in India. 2.3. Secondary Education (SE) in India 2.3.1 Objectives of SE & Need for Universalization of SE. 2.3.2 Efforts towards Universalization & development of SE 2.3.3 Vocationalization of Secondary Education. 2.3.4 Challenges of SE in India. 2.4. Higher Education (HE) in India: 2.4.1 Objectives & Challenges HE in India. 2.4.2 Efforts towards strengthening HE 2.5. Teacher Education in India: 2.5.1. Objectives of Teacher Education in India 2.5.2. Challenges of Teacher Education in India. 2.6. Technical and Vocational Education in India- 2.6.1. Objectives & Challenges of Technical and Vocational education in India. 2.6.2. Efforts towards strengthening Technical and Vocational education 2.7. Professional Education in India- 2.7.1 Need and Challenges of Professional Education in India | 20 | (17) | | 3 |
| III | 3.0. ESSENTIAL PERSPECTIVES OF INDIAN EDUCATION 3.1. Environmental Education: 3.1.1. Meaning & Objectives of Environmental Education 3.1.2. Challenges of Environmental Education. 3.2. Women Education: 3.2.1. Importance & Challenges of Women Education in India. 3.3. Inclusive Education: 3.3.1. Concept, Objectives & Challenges of Inclusive Education, 3.3.2. Role of RCI, PWD act in addressing Inclusive education 3.4. Alternative Education: 3.4.1. Concept, Need of alternative schooling at Elementary, | 16 | (15) | | 1 |

| | | | | | |
|----|---|----|--|--|---|
| | <p>Secondary and Higher Level, 3.4.2. Development and Challenges of Distance Education</p> <p>3.5. Adult Education: 3.5.1. Concept & Challenges of Adult education 3.5.2. Initiatives for Adult education: Adult literacy mission, Sakshar Bharat.</p> <p>3.6. Population Education: 3.6.1. Concept & Challenges of Population Education 3.6.2. Role of Education in addressing the challenge of population explosion</p> <p>3.7. Human Rights Education: 3.7.1. Concept of Human Rights education 3.7.2. Role of National Commissions for Protection of Childs Rights (NCPCR)</p> <p>3.8. Value and Peace Education: 3.8.1. Concept of Value & Peace education 3.8.2. Role of education in promotion of Value & peace in Society.</p> | | 1 1 1 1 1 1 1 1 1 1 | | |
| IV | <p>4.0. Emerging ISSUES IN EDUCATION</p> <p>4.1. ICT based teaching learning: 4.1.1. Concept & Challenges of ICT based Education 4.1.2. ICT devices used in curriculum transaction</p> <p>4.2. Continuous and Comprehensive Evaluation: 4.2.1. Concept & nature of CCE 4.2.2. Tools & Techniques of CCE</p> <p>4.3. Education and National development: 4.3.1. Education as a development indicator. 4.3.2. Role of Education in Human Resource Development.</p> <p>4.4. Issues of Curriculum: 4.4.1 Aims of education & curriculum with reference to NCF 2005 4.4.2 Challenges of curriculum construction at Elementary and Secondary level</p> <p>4.5. Privatization and Commercialization in Indian Education: 4.5.1. Concept of Privatization and Commercialization of Education 4.5.2. Impact of Privatization and Commercialization in Indian Education</p> | 16 | (12) | | 4 |
| V | <p>5.0. Education in Present Social Context</p> <p>5.1. Role of education in addressing- 5.1.1. Youth unrest 5.1.2. AIDs 5.1.3. Substance abuse 5.1.4. Health and Hygiene</p> <p>5.2. Student politics</p> <p>5.3. Role of international agencies in Education 5.3.1. Concepts of Millennium Development Goals (MDGs) 5.3.2. Concept and importance of Education for All (EFA) 5.3.3. Education in the context of Liberalization, Privatization & Globalization (LPG) 5.3.4. Role of UNESCO and UNICEF in educating the world</p> | 16 | (12) | | 4 |

| | | | | | |
|--|-----------|----|----|--|----|
| | community | | | | |
| | Total | 80 | 66 | | 14 |

In-semester Assessment:

Marks 20

A. Sessional Activities (The teacher may assign and assess any one of the following): Marks 5

- a. Group discussions on any one of the topics of the course
- b. Debate on the topics like youth unrest, AIDs, Substance abuse, Health and Hygiene
- c. Identifying challenges of Indian Education and preparing assignment on the suggestions to address these challenges.
- d. Assignment on any one of the topics of the course.

B. Sessional Tests:

Marks 10

C. Attendance:

Marks 5

Suggested Readings:

1. Kochhar, S.K.: *Pivotal Issues in Indian Education*, Sterling Publishers.
2. Bhatnagar, S. & Saxena A,: *Modern Indian Education and its Problems*, R. Lall Book Depot, Meerut (UP) India.
3. Agrawal, J.C. & Agrawal S.P. (1992). *Role of UNESCO in Educational*, Vikas Publishing House, Delhi.
4. Govt. of India (1986). *National Policy on Education*, Ministry of HRD, New Delhi.
5. NCERT (1986). *School Education in India – Present Status and Future Needs*, New Delhi.
6. Salamatullah, (1979). *Education in Social Context*, NCERT, New Delhi.
7. *Education and National Development*. Ministry of Education, Government of India 1966.
8. UNESCO. (2004) *Education for All: The Quality Imperative. EFA Global Monitoring Report*. Paris.
9. World Bank, (2004). *Reaching the Child: An Integrated Approach to Child Development*. Oxford University Press, Delhi.
10. Peters, R.S. *The Concept of Education*, Routledge, UK 1967
11. Lakshmi, T.K.S. and M.S. Yadav, “*Education its Evolving Characteristics*”, in new Frontiers in Education, Vol. XXII, No. 4, Oct-Dec., 1992
12. Goswami A.C. *Philosophical and Sociological Bases of Education in Emerging India*, Published by Jyoti Prakashan, 2001.
13. Safaya, Srivastava & Singh, *Development of Education in Emerging India & Its Current Problems* published by Dhanpat Rai Publishing Company, 2007
14. Sarma. M. *Philosophical & Sociological Foundation of Education*, published by EBH Publishers (India) 2012.
15. *Handbook of Research in the Social Foundations of Education*, edited by Steven Tozer, Bernardo P. Gallegos, Annette Henry, Mary Bushnell Greine published by Routledge, New York, 2011
16. Aggarwal, J.C. *Psychological Philosophical And Sociological Foundations of Education* published by Shipra Publications, 2009
17. Dhawan M.L. *Issues in Indian Education* ISHA books Delhi -110 033
18. NCERT (1986). *School Education in India – Present Status and Future Needs*, New Delhi.
19. Govt of India (1992) *Report of Core group on value orientation to education*, Planning Commission

20. Arvind Kumar (2003). *Environmental challenges of the 21st century*, APH Publishing Corporation, New Delhi
21. Kaushik & Kaushik: *Environmental Perspectives*,
22. Mukherji, S.M., (1966). *History of Education in India*, Acharya Book Depot, Baroda.
23. Ministry of Law and Justice (2009) *Right to Education*. Govt. of India

SYLLABUS OF THE UG PROGRAMME IN EDUCATION
DIBRUGARH UNIVERSITY
B.A. IN EDUCATION (HONOURS)
EDNH602: CHILD & ADOLESCENT PSYCHOLOGY
CREDIT: 6
MARKS: 100 (IN-SEMESTER 20 AND END-SEMESTER 80)

Expected Learning Outcome: On completion of the Course, students will be able to:

1. explain the significance of a study of childhood and adolescence today.
2. describe the developmental changes of childhood and adolescence.
3. summarize the effect of family dynamics on child and adolescent development
4. explain the significance of the role of society in monitoring and guiding young children in their proper development.

Course Contents:

| Unit | Content | M | L | P | T |
|------|---|----|--------------------------|---|---|
| I | Introduction: 1.1 Meaning and Significance of Child Psychology 1.2 Historical Perspectives of development of child psychology 1.3 Factors affecting child Development (Positive and Negative Factors) <ul style="list-style-type: none"> • Home/Family • School • Society 1.4 Methods used in Child Psychology | 15 | (12) 3 3 4 2 | | 2 |
| II | Developmental Patterns & Concerns during Childhood: 2.1 Development Patterns during this period- <ul style="list-style-type: none"> • Physical • Mental/Cognitive • Emotional • Social • Language 2.2 Some Common Childhood Problems- | 25 | (22) 6 6 | | 4 |

| | | | | | |
|------------|--|-----------|---|--|-----------|
| | <ul style="list-style-type: none"> • Problems of discipline • Behaviour and adjustment problems (anger, aggression, truancy) 2.3 Deficiency & deprivations during childhood- <ul style="list-style-type: none"> • Natural • Physiological • Socio-economic • Social adjustment problems (shyness, hesitation, jealousy) 2.4 Prevention & correction of these problems 2.5 Role of Education | | 6 2 2 | | |
| III | Psychology of Adolescence: 3.1 Meaning and Need for a Study of Adolescence Psychology 3.2 Theories of Adolescence Psychology- <ul style="list-style-type: none"> • Recapitulation • Youth Culture • Social Anxiety Theory 3.3 Development patterns during Adolescence- <ul style="list-style-type: none"> • Physical • Mental/Cognitive • Social • Emotional • Moral 3.4 Risk and Resilience in Adolescents- <ul style="list-style-type: none"> • Risk Factors in Adolescents • Strategies to Enhance Resilience in Adolescents | 20 | (18) 2 6 6 4 | | 4 |
| IV | Need and Problems of Adolescents 4.1 Needs of Adolescents today 4.2 Problems of Adolescents- <ul style="list-style-type: none"> • Emotional Problems • Adjustment Problems • Deviance and Delinquency 4.3 Common Adolescent Problems in Educational Institutions today- <ul style="list-style-type: none"> • Violence & Vandalism • Hetero-sexual attractions • Substance abuse 4.4 Role of Society in caring for the Adolescents- <ul style="list-style-type: none"> • Parents • Educational Institutions • Society | 20 | (18) 2 6 6 4 | | 4 |
| | Total | 80 | 70 | | 14 |

In-semester Assessment:

A. Sessional Activities (The teacher may assign and assess any one of the following):

Marks 20

Marks 5

1. Reporting data about growth and development of children from different contexts through observation in natural setting
2. Reporting on issues related to child and adolescent behaviour.
3. Listening in on adolescents conversations in the Canteen/ Train/ Bus/ Restaurants/Parks/Workplace etc and reporting the same.
4. Writing a report on a school-going child /or an adolescent with an emphasis on trying to understand the major developmental factors that affect their social behaviour.
5. Discussions based on Film Screenings.

B. Sessional Test

Marks 10

C. Attendance:

Marks 5

SUGGESTED READINGS:

1. Adler, A. (1927): *Practice and Theory of Individual Psychology*, New York, Harlowet Brace and World.
2. Allport, G.W. (1938): *Personality - A Psychological Interpretation*, Halt, Rinehart and Winston Inc., New York.
3. Berk, L.E. (2007): *Child Development*, Prentice Hall of India (P) Ltd, New Delhi.
4. Blos, P. (1950): *On Adolescence*, New York, The Free Press of Glencae.
5. Carr, A. (2012): *Positive Psychology*. (2nd Ed), Routledge Publication, New York.
6. Chaube, S.P.: *Child Psychology*, Lakshmi Narain Agarwal, Educational Publishers Agra-3.
7. Chauhan, S.S. (1978): *Advanced Educational Psychology*, Vikash Publishing House (Pvt.) Ltd., New Delhi.
8. Coxon, M. (2012): *Cognitive Psychology*. SAGE Publication, London.
9. Deka, Birendra.: *Sishu Monovigyan Aru Shiksha Samaj Vigyan*, Banalata Publishing House, Dibrugarh.
10. Hurlock, E.B. (1973): *Adolescent Development* (4th Ed.), Tokyo, McGraw Hill, Kogakusha, Ltd.
11. Garrison, K.C. (1959): *Psychology of Adolescence*, Englewood Cliff, Practice-Hall.
12. Garrison, K.C. (1965): *The Psychology of Adolescence*, Prentice Hall of India (P) Ltd, New Delhi, Engle Wood Cliffs, New Jersey.
13. Goswami, G.: *Child Development and Child Care*, Arun Prakashan, Guwahati.
14. Jersild, A.T. (1963): *The Psychology of adolescence*, (2nd Ed.), New York, The McMillan Company.
15. Kale, S.V.: *Child Psychology & Child Guidance*, Himalaya Publishing House Mumbai.
16. Kumar, L.N.: *Developmental Psychology*, Agarwal Educational Publishers, Agra-3.
17. Meece, L.J. (2017): *Child and Adolescent Development for Educators*, McGraw Hill Companies Inc., New York
18. Sharma, Deka, Mishra and Chakraborty: *Snatak Mahalar Sishu Monovigyan*, Asom Book Depot.
19. Thompson, G. (1981): *Child Psychology*, 2nd Edition, Surjeet Publication.
20. Tony, C., Gulliford, A. & Brich, S. (2015): *Educational Psychology*, (2nd Ed), Routledge Publication, New York.

21. Woolfolk, A. (2001): *Educational Psychology*, (8th Ed), Needham Heights, M.A., Allyn and Bacon

**SYLLABUS OF THE UG PROGRAMME IN EDUCATION
DIBRUGARH UNIVERSITY
B.A. IN EDUCATION (HONOURS)
DSEED501 / GEED101: **GUIDANCE AND COUNSELLING**
CREDIT: 6
[MARKS: 100 (IN-SEMESTER: 20; END-SEMESTER: 80)]**

Expected Learning Outcome: On completion of the course, the students will be able to :

1. describe meaning, nature, purpose and scope of guidance and counselling.
2. describe the characteristics and functions of guidance and counselling.
3. state the basic principles of guidance and counselling.
4. explain the types and areas of guidance and counselling.
5. use various tools and techniques of guidance in appropriate context.
6. explain the qualities and role of a counsellor.

Course Contents:

| Unit | Content | Marks | L | P | T |
|------|---|-------|---|---|---|
| I | <p>Guidance:</p> <p>1.1 Meaning, Nature, Definition and Scope of Guidance</p> <p>1.2 Aims and Objectives of Guidance</p> <p>1.3 Need of Guidance</p> <p>1.4 Principles of Guidance</p> <p>1.5 Philosophical, Psychological and Sociological bases of Guidance.</p> <p>1.6 Types of Guidance :</p> <ul style="list-style-type: none"> • Personal guidance & Social guidance • Educational guidance • Vocational guidance • Health guidance • Individual and Group Guidance <p>Guidance at Various Levels:</p> <p>1.7 Guidance at Pre-school education</p> <p>1.8 Guidance at Elementary education level</p> <p>1.9 Guidance at Secondary education level</p> | 16 | 2 1 1 1 3 5 5 | | 3 |

| | | | | | |
|-----|---|----|---|--|---|
| | 1.10 Guidance at Higher education level 1.11 Importance of good guidance programme | | 1 | | |
| II | Counselling 2.1 Meaning, Nature and Scope of Counselling 2.2 Characteristics of good counselling process 2.3 Principles of Counselling 2.4 Types of Counselling <ul style="list-style-type: none"> • Directive Counselling • Non-directive Counselling • Eclectic Counselling 2.5 Counselling for adjustment 2.6 Relationship between Guidance, Counselling and Teaching 2.7 Role of Counsellor, Parents and Teachers in Secondary School. 2.8 Concept of Occupational information, dissemination of occupation information and career counselling | 16 | 2 1 1 2 1 2 2 1 2 | | 3 |
| III | Tools and techniques of Guidance: 3.1 Basic concept of tools and techniques of Guidance 3.2 Types of Guidance techniques: <ul style="list-style-type: none"> • Counselling (Individual and group) 3.3 Organization of guidance services <ul style="list-style-type: none"> • Placement Services • Follow Up Services 3.4 Organization of counselling services <ul style="list-style-type: none"> • Centralization • Decentralization • Mixed form of counselling services 3.5 Basic tools of counselling services <ul style="list-style-type: none"> • Psychological test • Interview • Observation • Check list • Sociometry • Cumulative record card | 16 | 1 1 2 3 5 | | 3 |
| IV | Educational and Vocational Guidance: 4.1 Meaning and definition of Educational Guidance 4.2 Meaning and definition of Vocational Guidance 4.3 Characteristics of Educational and Vocational Guidance 4.4 Relationship between Educational and Vocational Guidance 4.5 Role of Vocational guidance in Occupational adjustment | 16 | 2 1 1 1 1 | | 3 |

| | | | | | |
|---|--|-----------|-------------------------------|--|----|
| | 4.6 Challenges and issues of guidance and counselling 4.7 Role of guidance and counselling for special groups | | 2 2 | | |
| V | ORGANIZATION OF GUIDANCE AND COUNSELLING PROGRAMME 5.1 Principles of Organization of Guidance and counselling services at- <ul style="list-style-type: none"> • Elementary Level • Secondary Level • Higher Level 5.2 Qualities of a good counsellor 5.3 Role of Counsellor in counselling process. 5.4 Role of Teachers, Headmaster and Parents in Guidance and Counselling 5.5 Essentials information for Guidance and Counselling <ul style="list-style-type: none"> • Personal information-physical, intellectual, personality and academic achievement. • Educational information-scope and opportunity available. | 16 | 6 1 1 3 4 | | 2 |
| | Total | 80 | 70 | | 14 |

In-semester Assessment:

Marks 20

A. Sessional Activities (The teacher may assign and assess any one of the following): Marks 5

- a. Group discussion on any one of the topics of the course.
- b. Seminar on any one of the topics of the course.
- c. Debate on any one of the topics of the course.
- d. Assignment on any one of the topics of the course.

B. Sessional Tests:

Marks 10

C. Attendance:

Marks 5

Suggested Readings :

1. Agarwala, R.(2006) . *Educational, vocational guidance and counseling* . New Delhi: Sipra Publication .
2. Bhatnagar, A and Gupta, N.(1999). *Guidance and Counselling – A Theoretical Approach*. New Delhi: Vikas Publishing house.
3. Gibson, Mitchell M, (1999). *Introduction to Counselling and Guidance*. University of Michigan: Merrill.
4. Gogoi, K.P. (2015). *A Text Book on Guidance & Counselling*. New Delhi: Kalyani Publishing House.
5. Jones, A. J. (1951). *Principles of guidance and pupil personnel work*. New York:McGraw-Hill.
6. Kochhar, S.K.(1985). *Educational and Vocational Guidance in secondary schools*. New Delhi: Sterling Publisher.
7. Berdie, R.F.(1963). *Testing in Guidance and Counselling*. New York: Mc Graw Hill.

**SYLLABUS OF THE UG PROGRAMME IN EDUCATION
DIBRUGARH UNIVERSITY
B.A. IN EDUCATION (HONOURS)
DSEED502 / GEED102: VALUE EDUCATION
CREDIT: 6
[MARKS: 100 (IN-SEMESTER: 20; END-SEMESTER: 80)]**

Expected Learning Outcome: On completion of the course, the students will be able to :

1. explain the concepts of values and value education.
2. describe the importance of value education in the 21st century.
3. describe the need of values in creating a better world.
4. explain the promotion of value through education.

| Unit | Content | Marks | L | T | P |
|------|---|-------|------------------|---|---|
| I | VALUES: 1.1 Concept, meaning and definition of values 1.2 Types of values: <ul style="list-style-type: none">• Instrumental values1.2.2 Intrinsic values and1.2.3 Democratic values. 1.3 Functions of values 1.4 Sources of values: <ul style="list-style-type: none">1.4.1 Socio- cultural tradition1.4.2 Religion and1.4.3 Constitution (Indian Constitution) | 20 | 3 3 2 3 | 3 | |

| | | | | | |
|-----|--|----|---|---|--|
| | <p>1.5 Fostering values: Role of –</p> <p>1.5.1 Parents</p> <p>1.5.2 Teachers</p> <p>1.5.3 Peer groups</p> <p>1.5.4 Religion</p> <p>1.5.5 Government</p> <p>1.5.6 Mass media and</p> <p>1.5.7 Voluntary organizations.</p> | | 6 | | |
| II | <p>VALUE EDUCATION</p> <p>2.1 Meaning of Value Education</p> <p>2.2 Objectives of Value Education</p> <p>2.3 Dimensions of Value Education:</p> <p>2.3.1 Religious</p> <p>2.3.2 Spatial</p> <p>2.3.3 Cognitive, Affective and Psychomotor dimensions.</p> <p>2.4 Importance of value education in the 21st century.</p> <p>2.5 Policy perspective on Value Education in India.</p> <p>2.6 Methods and techniques of value education:</p> <p>2.6.1 Practical method</p> <p>2.6.2 Conceptual method</p> <p>2.6.3 Biographical method</p> <p>2.6.4 Storytelling technique</p> <p>2.6.5 Socialized class technique</p> <p>2.6.6 Discussion technique.</p> <p>2.7 Role of the Teacher and School in promoting Value Education.</p> | 20 | 1 1 4 1 2 6 2 | 3 | |
| III | <p>PHILOSOPHICAL ISSUES OF VALUE EDUCATION</p> <p>3.1 The varieties of values:</p> <p>3.1.1 Moral Education (Gandhi)</p> <p>3.1.2 Spiritual Education (Aurobindo)</p> <p>3.1.3 Aesthetic Education (Tagore)</p> | 10 | 6 | 4 | |
| IV | <p>PEACE EDUCATION:</p> <p>4.1 Meaning and concept</p> <p>4.2 Objectives of Peace education</p> <p>4.3 Pedagogy of Peace Education:</p> <p>4.3.1 Self learning</p> <p>4.3.2 Cooperative learning</p> <p>4.3.3 Problem solving</p> <p>4.4 Integrating Peace education in the curriculum:</p> <p>4.4.1 Subject content</p> <p>4.4.2 Teaching methods</p> <p>4.4.3 Co-curricular activities</p> <p>4.4.4 Staff development</p> <p>4.4.5 Classroom management and</p> <p>4.4.6 School management.</p> <p>4.5 Imparting Peace Education: Role of -</p> <p>4.5.1 Teacher</p> <p>4.5.2 Principle</p> <p>4.5.3 Parents</p> | 20 | 1 1 4 6 4 | 4 | |

| | | | | | |
|---|---|----|----|----|--|
| V | COMPONENTS OF DEVELOPMENT AND EXCELLENCE IN LIFE <ul style="list-style-type: none"> • Integrity • Character • Spirituality • Positive thinking • Self- esteem • Stress free living • Self managing leadership • Perseverance | 10 | | | |
| | | 80 | 61 | 19 | |

In-semester Assessment:

Marks 20

A. Sessional Activities (The teacher may assign and assess any one of the following): Marks 5

- a. Carry out a survey of the Colleges/ Secondary Schools to identify the values most preferred and practiced by students.
- b. Carry out a survey of their local community and identify the steps taken by parents in promoting peace in society.
- c. Analyze Secondary School textbooks to identify the type of values and peace promoted through the content.
- d. Analysis of contents of advertisement, TV serials, movies to identify the gap between the values promoted by them and those promoted by the society.
- e. Group discussion/Seminar/Debate/Assignment on any one of the topics of the course.

B. Sessional Tests:

Marks 10

C. Attendance:

Marks 5

Suggested readings:

1. Singh, Y. K. (2009). Value education. New Delhi: APH Publishing Corporation.
2. Venkataiah, (2009). Value education. New Delhi: APH Publishing Corporation.
3. Chadha, S. C. (2008). Education value & value education. Meerut: R.Lall Books Depot.
4. Sharma, R. A. (2008). Human value of education. Meerut: R.Lall Books Depot.
5. Singh, Y. K., & Natha, R. (2008). Value Education. New Delhi: A.P.H. Publishing Corporation.
6. Chand, J. (2007). Value Education. Delhi: Anshah publishing House.
7. Aggarwal, J. C. (2005). Education for values, environment and human rights. New Delhi: Shipra publication.
8. Jagannath, M. (2005). Teaching of moral values development. New Delhi: Deep and Deep publication.
9. Shukla, R. P. (2004). Value education and human rights. New Delhi: Sarup and sons.
10. Morrison, M. L. (2003). Peace education. Australia: McFarland.
11. Salomon, G., & Nevo, B. (2002). Peace Education: The concept, principles, and practices around the world. London: Lawrence Erlbaum Associates.
12. Passi, B. K., & Singh, P. (1999). Value education. Agra: Agra Psychological corporation.
13. Venkataiah, N. (1998). Value Education. New Delhi: Aph Publishing Corporation.

SYLLABUS
DIBRUGARH UNIVERSITY
FYUGP 2020



B.Sc. IN CHEMISTRY (NEP)

Approved in the BOS, Chemistry held on 16-11-2022

B. SC. IN CHEMISTRY PROGRAM (NEP)

DETAILED SYLLABUS OF 1st SEMESTER

| | | |
|-----------------------|---|-----------------------------------|
| Title of the Course | : | Chemistry in Daily Life- I |
| Course Code | : | GECCHM1 |
| Nature of the Course | : | NATURAL SCIENCE |
| Total Credits | : | 3 |
| Distribution of Marks | : | 80 (End Sem) + 20 (In-Sem) |

COURSE OBJECTIVES:

- The course introduces the students to the fascinating chemistry of some food products. Keeping the importance of food industry in mind this course is aimed to introduce food packaging, processing and preservation.

| UNITS | CONTENTS | L | T | P | Total Hours |
|-------------------|---|-----------|----------|----------|-------------|
| I (24 Marks) | Dairy Products: Composition of milk and milk product. Principles of dairy safety; Milk processing.. Qualitative analysis of fat content, minerals in milk and butter. Qualitative analysis of caffeine in coffee and tea, detection of chicory in coffee, chloral hydrate in toddy | 14 | 0 | - | 14 |
| II (16 Marks) | Food additives: Food preservatives like benzoates, propionates, sorbates, disulphites. Artificial sweeteners: Aspartame, saccharin, dulcin, sucralose, and sodium cyclamate. Flavors: Vanillin, alkyl esters (fruit flavors), and monosodium glutamate. | 10 | 0 | - | 10 |
| III (16 Marks) | Food adulterants, and contaminants: Food processing and packaging; Food adulteration: definition and its importance, adulterants present in coffee, tea, milk, spices, grains and food colour; Difference between food adulteration and contamination. | 10 | 0 | - | 10 |
| IV (24 Marks) | Artificial food colorants: Natural and synthetic colors, fake colors, inorganic pigments, application of colors in food industry, flavoring agents, Coal tar dyes and non-permitted colors and metallic salts. Utility of coal tar dyes in food and cosmetics and its harmful effect. | 11 | 0 | - | 11 |
| Total | | 45 | 0 | 0 | 45 |

Where, *L: Lectures* *T: Tutorials* *P: Practicals*

MODES OF IN-SEMESTER ASSESSMENT:

- | | | |
|----------------------------|---|------------|
| • One Internal Examination | - | (20 Marks) |
| • Assessment | | 10 Marks |
| | | 10 Marks |

LEARNING OUTCOMES:

At the end of this course, students will be able

- I. To understand the composition, processing and analysis of dairy products.
- II. To learn about the various food preservatives and artificial food colorants and their role in food processing industries.
- III. To aware the adverse effects of food adulterants in human health.

SUGGESTED READINGS:

1. Food Science & Quality Control by SMT. B. Poornima - Centrum Press First edition 2014.
2. Post-Harvest Management of Horticultural crops - S. Saraswathy, T.L. Preeethi AGROBIOS (India) 2013.
3. A Handbook of Agn. Food processing and marketing by S.C. Gaur, Agro Bios (India) 2012.
4. Quality Control for value edition in Food processing – by Dev Raj, Rakesh Sharma & V.K. Joshi New India Publishing Agency, 2011.
5. Food processing and preservation – Subbulakshmi, G. Shobha, A. Udipi, New Age International (P) Ltd., 2006.

B. SC. IN CHEMISTRY PROGRAM (NEP)

DETAILED SYLLABUS OF 1st SEMESTER

| | | |
|-----------------------|---|--------------------------------------|
| Title of the Course | : | Basic Analytical Chemistry |
| Course Code | : | SEC123 |
| Nature of the Course | : | SKILL ENHANCEMENT COURSE |
| Total Credits | : | 3 |
| Distribution of Marks | : | 80 (End Sem) (60T+20P) + 20 (In-Sem) |

COURSE OBJECTIVES:

- To provide a basic understanding of chemical analysis of soil, water, food products, cosmetics and separation techniques (viz. chromatography, ion exchange, etc.)

| UNITS | CONTENTS | L | T | P | Total Hours |
|------------------|--|---|---|---|-------------|
| I (18 Marks) | Introduction: Introduction to Analytical Chemistry and its interdisciplinary nature. Concept of sampling. Importance of accuracy, precision and sources of error in analytical measurements. Presentation of experimental data and results, from the point of view of significant figures. | 3 | 0 | - | 3 |
| | Analysis of soil: Composition of soil, Concept of pH and pH measurement, Complexometric titrations, Chelation, Chelating agents, use of indicators a. Determination of pH of soil samples. b. Estimation of Calcium and Magnesium ions as Calcium carbonate by complexometric titration. | 5 | 0 | - | 5 |
| II (18 Marks) | Analysis of water : Definition of pure water, sources responsible for contaminating water, water sampling methods, water purification methods. a. Determination of pH, acidity and alkalinity of a water sample. b. Determination of dissolved oxygen (DO) of a water sample. | 5 | 0 | - | 5 |
| | Analysis of food products: Nutritional value of foods, idea about food processing and food preservations and adulteration. a. Identification of adulterants in some common food | 5 | 0 | - | 5 |

| | | | | | |
|---------------------------------|--|-----------|----------|-----------|-----------|
| | items like coffee powder, asafoetida, chilli powder, turmeric powder, coriander powder and pulses, etc. b. Analysis of preservatives and colouring matter. | | | | |
| III (24 Marks) | Chromatography: Definition, general introduction on principles of chromatography, paper chromatography, TLC etc. a. Paper chromatographic separation of mixture of metal ion (Fe^{3+} and Al^{3+}). b. To compare paint samples by TLC method. | 4 | 0 | - | 4 |
| | Ion-exchange: Column, ion-exchange chromatography etc. Determination of ion exchange capacity of anion / cation exchange resin (using batch procedure if use of column is not feasible). | 4 | 0 | - | 4 |
| | Analysis of cosmetics: Major and minor constituents and their function a. Analysis of deodorants and antiperspirants, Al, Zn, boric acid, chloride, sulphate. b. Determination of constituents of talcum powder: Magnesium oxide, Calcium oxide, Zinc oxide and Calcium carbonate by complexometric titration. | 4 | 0 | - | 4 |
| IV (20 Marks) | Any one experiment : (i) Determination of dissolved oxygen in water. (ii) Determination of Chemical Oxygen Demand (COD) (iii) Determination of Biological Oxygen Demand (BOD) (iv) Estimation of macro nutrients: Potassium, Calcium, Magnesium in soil samples by flame photometry (v) Spectrophotometric determination of Iron in Vitamin / Dietary Tablets. (vi) Spectrophotometric Identification and Determination of Caffeine and Benzoic Acid in Soft Drinks | 0 | 0 | 30 | 30 |
| Total | | 30 | 0 | 30 | 60 |

Where, **L:** Lectures **T:** Tutorials **P:** Practicals

MODES OF IN-SEMESTER ASSESSMENT:

- One Internal Examination -
- Others (Any one) -
 - Sessional Examination
 - Assignment

(20 Marks)

10 Marks

10 Marks

LEARNING OUTCOMES:

At the end of this course, students will be able

- I. To understand the analysis of soil, water, food products, cosmetics and principles of different types of chromatography.
- II. To operate flame photometer and spectrophotometer in determination of macro nutrients present in soil and iron in vitamin
- III. To determine pH, physical and chemical parameter in soil and water which are significant in day to day life.
- IV. To separate mixtures using separation techniques.

SUGGESTED READINGS:

1. Willard, H.H., Merritt, L.L., Dean, J. & Settoe, F.A. *Instrumental Methods of Analysis*, 7th Ed. Wadsworth Publishing Company Ltd., Belmont, California, USA, 1988.
2. Skoog, D.A., Holler, F.J. & Crouch, S. *Principles of Instrumental Analysis*, Cengage Learning India Edition, 2007.
3. Skoog, D.A.; West, D.M. & Holler, F.J. *Analytical Chemistry: An Introduction 6th Ed.*, Saunders College Publishing, Fort Worth, Philadelphia (1994).
4. Harris, D. C. *Quantitative Chemical Analysis*, 9th ed. Macmillan Education, 2016.
5. Dean, J. A. *Analytical Chemistry Handbook*, McGraw Hill, 2004.
6. Day, R. A. & Underwood, A. L. *Quantitative Analysis*, Prentice Hall of India, 1992.
7. Freifelder, D.M. *Physical Biochemistry 2nd Ed.*, W.H. Freeman & Co., N.Y. USA (1982).
8. Cooper, T.G. *The Tools of Biochemistry*, John Wiley & Sons, N.Y. USA. 16 (1977).
9. Vogel, A. I. *Vogel's Qualitative Inorganic Analysis 7th Ed.*, Prentice Hall, 1996.
10. Mendham, J., A. I. *Vogel's Quantitative Chemical Analysis 6th Ed.*, Pearson, 2009.
11. Robinson, J.W. *Undergraduate Instrumental Analysis 5th Ed.*, Marcel Dekker, Inc., New York (1995).
12. Christian, G.D. *Analytical Chemistry*, 6th Ed. John Wiley & Sons, New York, 2004
13. Higson, S. P.J. (2003), *Analytical Chemistry*, Oxford University Press.
14. Fifield, F.W.; Kealey, D. (2000), *Principles and Practice of Analytical Chemistry*, Wiley.
15. Harris, D. C. (2007), *Exploring Chemical Analysis*, W.H. Freeman and Co.

B. SC. IN CHEMISTRY PROGRAM (NEP)**DETAILED SYLLABUS OF 2nd SEMESTER**

| | | |
|-----------------------|---|------------------------------------|
| Title of the Course | : | Chemistry in Daily Life- II |
| Course Code | : | GECCHM2 |
| Nature of the Course | : | NATURAL SCIENCE |
| Total Credits | : | 3 |
| Distribution of Marks | : | 80 (End Sem) + 20 (In-Sem) |

COURSE OBJECTIVES:

- To introduce the students to the chemistry of some biomolecules.
- To familiarized the students with vitamins and their importance in human body.

| UNITS | CONTENTS | L | T | P | Total Hours |
|--------------------------|--|-----------|----------|----------|-------------|
| I (20 Marks) | Vitamins: Classification and Nomenclature. Sources, deficiency diseases, and structures of Vitamin A, Vitamin B, Vitamin C, Vitamin D, Vitamin E & Vitamin K. | 12 | 0 | - | 12 |
| II (20 Marks) | Oils and fats: Composition of edible oils, detection of purity, rancidity of fats and oil. Tests for adulterants like argemone oil and mineral oils. Soaps & Detergents: Definition, classification, manufacturing of soaps and detergents, composition and uses. | 10 | 0 | - | 10 |
| III (20 Marks) | Proteins: Sources, Composition and Biological values of protein, Elementary ideas of proteins and amino acids, Essential and Non-essential amino acids. Peptide bonds, Polypeptides, Qualitative ideas of structure of proteins (Primary, secondary, Tertiary and Quaternary structure), Denaturation and coagulation of proteins; Factors contributing to denaturation and coagulation of proteins. | 12 | 0 | - | 12 |
| IV (20 Marks) | Nucleic Acids: Nucleic acids and their Chemical composition. Classifications, functions and structure of nucleic acids. Concept of DNA fingerprinting and its applications. | 11 | 0 | - | 11 |
| Total | | 45 | 0 | 0 | 45 |

Where, **L: Lectures** **T: Tutorials** **P: Practicals**

MODES OF IN-SEMESTER ASSESSMENT:

- One Internal Examination -
- Assessment

(20 Marks)**10 Marks****10 Marks**

LEARNING OUTCOMES:

At the end of this course, students will be able

- I. To *understand* and demonstrate how structure of biomolecules determines their reactivity and biological functions.
- II. To *explain* the various types of vitamins and their role.

SUGGESTED READINGS:

1. Berg, J.M.; Tymoczko, J.L.; Stryer, L. (2006), Biochemistry. W.H. Freeman and Co.
2. Nelson, D.L.; Cox, M.M.; Lehninger, A.L.(2009),Principles of Biochemistry. W.H. Freeman and Co.
3. Murray, R.K., Granner, D.K., Mayes, P.A.; Rodwell, V.W.(2009),Harper's Illustrated Biochemistry.Lange Medical Books/McGraw-Hill.
4. Brown,T.A. (2018) Biochemistry, (First Indian addition 2018) Viva Books.
5. Kumar, A.; Garg, S.; Garg, N. (2012), Biochemical Tests: Principles and Protocols. Viva Books.
6. Finar, I. L. (2008), Organic Chemistry, Volume 2, 5th Edition, Pearson Education.

B. SC. IN CHEMISTRY PROGRAM (NEP)**DETAILED SYLLABUS OF 2nd SEMESTER**

| | | |
|-----------------------|---|--|
| Title of the Course | : | Basic Analytical Chemistry (Fuel Chemistry) |
| Course Code | : | SEC223 |
| Nature of the Course | : | SKILL ENHANCEMENT COURSE |
| Total Credits | : | 3 |
| Distribution of Marks | : | 80 (End Sem) (60T+20P) + 20 (In-Sem) |

COURSE OBJECTIVES:

- The course aims to provide students with a basic scientific and technical understanding of the production, behaviour and handling of hydrocarbon fuels, petrochemicals and lubricants. This will enable them to be industry ready to contribute effectively in the field of petroleum chemistry and technology.

| UNITS | CONTENTS | L | T | P | Total Hours |
|--------------------------|--|---|---|----|-------------|
| I (18 Marks) | Review of energy sources (renewable and non-renewable). Classification of fuels and their calorific value. | 3 | 0 | - | 3 |
| | Coal: Uses of coal (fuel and nonfuel) in various industries, its composition, carbonization of coal. Coal gas, producer gas and water gas— composition and uses. Fractionation of coal tar, uses of coal tar bases chemicals. | 6 | 0 | - | 6 |
| II (25 Marks) | <i>Petroleum and Petrochemical Industry:</i> Composition of crude petroleum; Different types of petroleum products and their applications. Principle and process of fractional distillation, Cracking - Thermal and catalytic cracking; Qualitative treatment of non-petroleum fuels -LPG, CNG, LNG, bio-gas, fuels derived from biomass, fuel from waste; synthetic fuels -gaseous and liquids. | 9 | 0 | - | 9 |
| | <i>Petrochemicals:</i> Vinyl acetate, Propylene oxide, Isoprene, Butadiene, Toluene and its derivatives Xylene. | 6 | 0 | - | 6 |
| III (17 Marks) | <i>Lubricants:</i> Classification of lubricants, lubricating oils (conducting and non-conducting), Solid and semisolid lubricants, synthetic lubricants. Properties of lubricants – viscosity index, cloud point, pore point. | 6 | 0 | - | 6 |
| IV (20 Marks) | Any one experiment : | | | | |
| | (i) To determine the Aniline point of a given lubricating oil. (ii) To determine the acid value of a given oil | 0 | 0 | 30 | 30 |

| | | | | | |
|--|--|-----------|----------|-----------|-----------|
| | (iii) To determine the enthalpy of combustion of liquid fuels using spirit / alcohol burner. | | | | |
| | (iv) To perform the proximate analysis of coal | | | | |
| | (v) To perform the ultimate analysis of the coal sample. | | | | |
| | Total | 30 | 0 | 30 | 60 |

Where, **L: Lectures** **T: Tutorials** **P: Practicals**

MODES OF IN-SEMESTER ASSESSMENT:

(20 Marks)

- One Internal Examination -
- Others (Any one) -
 - Sessional Examination
 - Assignment

10 Marks

10 Marks

LEARNING OUTCOMES:

At the end of this course, students will be able

- I. To distinguish conventional petroleum-based fuels and alternative & renewable fuels.
- II. To gain the knowledge of the origin of petroleum, crude oil, composition, different refining processes employed industrially to obtain different fractions of petroleum.
- III. To perform various test used to qualify different types of fuels.

SUGGESTED READINGS:

1. E. Stocchi (1990) Industrial Chemistry, Vol -I, Ellis Horwood Ltd. UK.
2. P. C. Jain, M. Jain: Engineering Chemistry, Dhanpat Rai & Sons, Delhi.
3. B. K. Sharma: Industrial Chemistry, Goel Publishing House, Meerut.

B. SC. IN CHEMISTRY PROGRAM (NEP)**DETAILED SYLLABUS OF 3rd SEMESTER**

| | | |
|-----------------------|---|-------------------------------------|
| Title of the Course | : | Chemistry in Daily Life- III |
| Course Code | : | GECCHM3 |
| Nature of the Course | : | NATURAL SCIENCE |
| Total Credits | : | 3 |
| Distribution of Marks | : | 80 (End Sem) + 20 (In-Sem) |

COURSE OBJECTIVES:

- To understand the learners about the applications of polymers, fertilizers, cosmetics and battery mechanism in everyday life.

| UNITS | CONTENTS | L | T | P | Total Hours |
|--------------------------|---|-----------|----------|----------|-------------|
| I (20 Marks) | Chemical and Renewable Energy Sources: Principles and applications of primary & secondary batteries and fuel cells. Basics of solar energy, future energy storer. | 11 | 0 | - | 11 |
| II (20 Marks) | Polymers: Basic concept of polymers, classification and characteristics of polymers. Applications of polymers as plastics in electronic, automobile components, medical fields, and aerospace materials. Problems of plastic waste management. Strategies for the development of environment friendly polymers. | 11 | 0 | - | 11 |
| III (20 Marks) | Chemistry of Cosmetics & Perfumes A general study including preparation and uses of the following: Hair dye, hair spray, shampoo, suntan lotions, face powder, lipsticks, talcum powder, nail enamel, creams (cold, vanishing and shaving creams), antiperspirants and artificial flavours. Essential oils and their importance in cosmetic industries with reference to Eugenol, Geraniol, sandalwood oil, eucalyptus, rose oil, 2-phenyl ethyl alcohol, Jasmone, Civetone, Muscone. | 12 | 0 | - | 12 |
| IV (20 Marks) | Fertilizers: Different types of fertilizers. Manufacture of the following fertilizers: Urea, ammonium nitrate, calcium ammonium nitrate, ammonium phosphates; polyphosphate, superphosphate, compound and mixed fertilizers, potassium chloride, potassium sulphate. | 11 | 0 | - | 11 |
| Total | | 45 | 0 | - | 45 |

Where, *L: Lectures* *T: Tutorials* *P: Practicals*

MODES OF IN-SEMESTER ASSESSMENT:

- One Internal Examination -
- Assesment

(20 Marks)

10 Marks

10 Marks

SYLLABUS
DIBRUGARH UNIVERSITY
FYUGP



B.Sc. IN BOTANY (NEP)

Approved in the BOS, Life Sciences held on 23-11-2022

Title of the Course : **Natural resource management**
Course Code : **GECBOT 1**
Nature of the Course : **Generic Elective Course-I**
Total Credits : **03**
Distribution of Marks : **80 (End Sem) + 20 (In-Sem)**

COURSE OBJECTIVES: *The objective of this course is to provide knowledge to the students on importance, sustainable utilization, conservation and management of natural resources.*

| UNITS | CONTENTS | L | T | P | Total Hours |
|-----------------|--|-----------|-----------|----------|-------------|
| I 15 MARKS | Natural resources: Definition and types. Natural resources of NE India. | 8 | 01 | - | 09 |
| II 25 MARKS | Sustainable utilization of land and water resources; Soil degradation and management; water resources and their management. Renewable and non-renewable sources of energy. | 12 | 01 | - | 13 |
| III 15 MARKS | Forests: Definition, Significance; Types of vegetation in India; NTFC Depletion and Management, JFM. | 08 | 02 | - | 10 |
| IV 25 MARKS | Contemporary practices in resource management: EIA, GIS, Participatory Resource Appraisal, Ecological Footprint with emphasis on carbon footprint, Resource Accounting; Waste management. National and international efforts in resource management and conservation | 10 | 03 | - | 13 |
| Total | | 38 | 07 | - | 45 |

Where, L: Lectures T: Tutorials P: Practicals

MODES OF IN-SEMESTER ASSESSMENT:

- One Internal Examination - (20 Marks)
- Others (Any one) -
 - Sessional Examinations 10 Marks
 - Assignment 10 Marks

LEARNING OUTCOMES:

1. Know about the natural resources, its types, sustainable utilization and management practices.

SUGGESTED READINGS:

1. Vasudevan, N. (2006). Essentials of Environmental Science. Narosa Publishing House, New Delhi.
2. Singh, J. S., Singh, S.P. and Gupta, S. (2006). Ecology, Environment and Resource Conservation. Anamaya Publications, New Delhi.
3. Rogers, P.P., Jalal, K.F. and Boyd, J.A. (2008). An Introduction to Sustainable Development. Prentice Hall of India Private Limited, New Delhi.

Title of the Course : **Plant Diversity and Human Welfare**
Course Code : **GECBOT2**
Nature of the Course : **Generic Elective Course-II**
Total Credits : **03**
Distribution of Marks : **80 (End Sem) + 20 (In-Sem)**

COURSE OBJECTIVES: *The objective of this course is to provide knowledge to the students on biodiversity and its importance for human welfare.*

| UNITS | CONTENTS | L | T | P | Total Hours |
|-----------------|--|-----------|-----------|----------|-------------|
| I 20 MARKS | Plant diversity and its scope- Genetic diversity, Species diversity, Plant diversity at the ecosystem level, Agrobiodiversity and cultivated plant taxa, wild taxa. Values and uses of Biodiversity: Ethical and aesthetic values, Precautionary principle, Methodologies for valuation, Uses of plants, Uses of microbes. | 10 | 1 | - | 11 |
| II 20 MARKS | Loss of Biodiversity: Loss of genetic diversity, Loss of species diversity, Loss of ecosystem diversity, Loss of agrobiodiversity, Projected scenario for biodiversity loss, Management of Plant Biodiversity: Organizations associated with biodiversity management- Methodology for execution-IUCN, UNEP, UNESCO, WWF, NBPGR; Biodiversity legislation and conservations, Biodiversity information management and communication. | 10 | 2 | - | 12 |
| III 20 MARKS | Conservation of Biodiversity: Conservation of genetic diversity, species diversity and ecosystem diversity, In situ and ex situ conservation, Social approaches to conservation, Biodiversity awareness programmes, Sustainable development. | 10 | 1 | - | 11 |
| IV 20 MARKS | Role of plants in relation to Human Welfare; a) Importance of forestry their utilization and commercial aspects b) Avenue trees, c) Ornamental plants of India. d) Alcoholic beverages through ages. Fruits and nuts: Important fruit crops their commercial importance. Wood and its uses. | 10 | 01 | - | 11 |
| Total | | 45 | 05 | - | 45 |

Where,

L: Lectures

T: Tutorials

P: Practicals

MODES OF IN-SEMESTER ASSESSMENT:

- One Internal Examination -
- Others (Any one) -
 - Sessional Examinations
 - Assignment

(20 Marks)

10 Marks

10 Marks

LEARNING OUTCOMES:

1. Know the scope, dimension and importance and threats to plant diversity.
2. Conservation ways of biodiversity and its Sustainable utilization.
3. Acquire knowledge of biodiversity for human welfare.

SUGGESTED READINGS:

Title of the Course : **Biofertilizers**
Course Code : **SEC218**
Nature of the Course : **Skill Enhancement Course-II**
Total Credits : **03**
Distribution of Marks : **80 (End Sem) (60T+20P) + 20 (In-Sem)**

COURSE OBJECTIVES: *The objective of this course is to provide knowledge to the students on biofertilizers, its importance and its production from different biological sources..*

| UNITS | CONTENTS | L | T | P | Total Hours |
|--------------------------------|---|-----------|-----------|-----------|-------------|
| I 15 marks | Factors affecting plant growth; essential nutrients; microbes used as biofertilizer (nitrogen fixers, phosphate solubilizers, PGPR) biocontrol agents. | 08 | - | - | 08 |
| II 15 marks | Cyanobacteria (blue green algae), <i>Azolla</i> and <i>Anabaena azollae</i> association, process of nitrogen fixation, blue green algae and <i>Azollain</i> rice cultivation. | 08 | - | - | 08 |
| III 15 marks | Mycorrhizal association, types of mycorrhizal association; colonization of AM – isolation and inoculum production of AM, and its influence on growth and yield of crop plants. | 08 | 1 | - | 09 |
| IV 15 marks | Organic farming – Green manuring and organic fertilizers, Recycling of bio-degradable municipal, agricultural and Industrial wastes – biocompost making methods, types and method of vermicomposting – field Application. | 12 | 1 | - | 13 |
| Practical (20 MARKS) | Demonstration/field visit to biofertilizer producing units, identification of some common biofertilizers. | | | 22 | 22 |
| Total | | 36 | 02 | 22 | 60 |

Where,

L: Lectures

T: Tutorials

P: Practicals

MODES OF IN-SEMESTER ASSESSMENT:

- One Internal Examination -
- Others (Any one) -
 - Sessional Examinations
 - Assignment

(20 Marks)

10 Marks

10 Marks

LEARNING OUTCOMES:

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

1. Learn about the biofertilizers, its manufacturing processes.
2. Know about the role different organisms and bioresources in production of biofertilizers.
3. Able to identify the common biofertilizers.

SUGGESTED READINGS:

1. Dubey, R.C., 2005 A Text book of Biotechnology S.Chand& Co, New Delhi.
2. Kumaresan, V. 2005, Biotechnology, Saras Publications, New Delhi.
3. John Jothi Prakash, E. 2004. Outlines of Plant Biotechnology. Emkay Publication, New Delhi.
4. Sathe, T.V. 2004 Vermiculture and Organic Farming. Daya publishers.

| | |
|-----------------------|--|
| Title of the Course | : Conservation and Cultivation of Orchids |
| Course Code | : SEC219 |
| Nature of the Course | : Skill Enhancement Course-II |
| Total Credits | : 03 |
| Distribution of Marks | : 80 (End Sem) (60T+20P) + 20 (In-Sem) |

COURSE OBJECTIVES: The objective of this course is to provide knowledge to the students on Orchid diversity with special reference to NE India, Cultivation, Propagation and conservation techniques..

| UNITS | CONTENTS | L | T | P | Total Hours |
|------------------------------|--|-----------|----------|-----------|-------------|
| I 13 MARKS | Introduction to Orchids: Salient features, habitat, origin and diversity, morphology and classification of orchids, Economic importance of Orchids. | 06 | | - | 06 |
| II 17 MARKS | Common and endemic Orchids of North East India: status and distribution; RET species of Orchids of India with special reference to NE India | 10 | | - | 10 |
| III 18 MARKS | Propagation of Orchids: Different methods of propagation of orchids (cutting and hybridization), Substratum/soil preparation of orchids, nutritional and environmental requirement maintenance of orchidarium, <i>In-vitro</i> propagation of orchids. | 12 | 1 | - | 13 |
| IV 12 MARKS | Conservation of Orchids: <i>in-situ</i> and <i>ex-situ</i> conservation, Conservation of habitats and host plants. | 8 | 1 | - | 09 |
| Practical 20 MARKS | Identification of orchids, Demonstration of vegetative propagation of orchids, preparation of substrata for economically importance orchids, exposure visit to Orchidarium. | - | - | 22 | 22 |
| Total | | 36 | 2 | 22 | 60 |

Where,

L: Lectures

T: Tutorials

P: Practicals

MODES OF IN-SEMESTER ASSESSMENT:

- One Internal Examination -
- Others (Any one) -
 - Sessional Examinations
 - Assignment

(20 Marks)

10 Marks

10 Marks

LEARNING OUTCOMES:

4. Learn about the diversity of orchids with special reference to NE India.
5. Learn about the propagation techniques for orchid cultivation.
6. Know about the in-situ and ex-situ conservation ways for orchid conservation.

Title of the Course : **Ethnobotany**
Course Code : **GECBOT3**
Nature of the Course : **Generic Elective Course-II**
Total Credits : **03**
Distribution of Marks : **80 (End Sem) + 20 (In-Sem)**

COURSE OBJECTIVES: *The objective of this course is to provide knowledge to the students on use of plant resources in traditional practices of the ethnic communities of NE India.*

| UNITS | CONTENTS | L | T | P | Total Hours |
|-----------------|---|-----------|-----------|----------|-------------|
| I 25 MARKS | Ethnobotany Introduction, concept, scope and objectives; Ethnobotany as an interdisciplinary science. The relevance of ethnobotany in the present context; Major and minor ethnic groups or Tribals of India, and their life styles. Plants used by the tribals: a) Food plants b) intoxicants and beverages c) Resins and oils and miscellaneous uses. | 10 | 1 | - | 11 |
| II 15 MARKS | Methodology of Ethnobotanical studies a) Field work b) Herbarium c) Ancient Literature d) Archaeological findings e) temples and sacred places. | 10 | 2 | - | 12 |
| III 25 MARKS | Medico-ethnobotanical sources in India; Significance of the following plants in ethnobotanical practices (along with their habitat and morphology) a) <i>Azadiractha indica</i> b) <i>Ocimum sanctum</i> c) <i>Vitex negundo</i> . d) <i>Gloriosa superba</i> e) <i>Tribulus terrestris</i> f) <i>Pongamia pinnata</i> g) <i>Cassia auriculata</i> h) <i>Indigofera tinctoria</i> . Role of ethnobotany in modern medicine with special example <i>Rauvolfia serpentina</i> , <i>Trichopus zeylanicus</i> , <i>Artemisia</i> , <i>Withania</i> . Role of ethnic groups in conservation of plant genetic resources. Endangered taxa and forest management (participatory forest management). | 10 | 1 | - | 11 |
| IV 15 MARKS | Ethnobotany and legal aspects Ethnobotany as a tool to protect interests of ethnic groups. Sharing of wealth concept with few examples from India. Biopiracy, Intellectual Property Rights and Traditional Knowledge. | 10 | 01 | - | 11 |
| Total | | 45 | 05 | - | 45 |

MODES OF IN-SEMESTER ASSESSMENT:

- One Internal Examination -
- Others (Any one) -
 - Sessional Examinations
 - Assignment

(20 Marks)
10 Marks
10 Marks

LEARNING OUTCOMES:

4. Know the scope, dimension and importance of ethnobotany.
5. Conservation ways of biodiversity and its Sustainable utilization in traditional practices.
6. Acquire knowledge of bioactive compounds available in plant resources of NE India.

Title of the Course : **Nursery and Gardening**
Course Code : **SEC318**
Nature of the Course : **Skill Enhancement course-III**
Total Credits : **03**
Distribution of Marks : **80 (End Sem) (60T+20P) + 20 (In-Sem)**

COURSE OBJECTIVES: *The objective of this course is to provide knowledge to the students on setting up of nursery and gardens and its management.*

| UNITS | CONTENTS | L | T | P | Total Hours |
|------------------------|---|-----------|---|-----------|-------------|
| I 20 MARKS | Nursery: definition, objectives and scope and building up of infrastructure for nursery, planning and seasonal activities - Planting - direct seeding and transplants. Seed storage: Seed banks, factors affecting seed viability, genetic erosion- Seed production technology. Seed testing and certification; Greenhouse - mist chamber, shed root, shade house and glass house. | 10 | | - | 10 |
| II 20MARKS | Vegetative propagation: air-layering, cutting, selection of cutting, collecting season, treatment of cutting, rooting medium and planting of cuttings - Hardening of plants - green house - mist chamber, shed root, shade house and glass house. | 10 | | - | 10 |
| III 20 MARKS | Gardening: Different types of gardening - landscape and home gardening - parks and its components - plant materials and design. Gardening operations: soil preparation, manuring, watering, management of pests and diseases and harvesting. Sowing/raising of seeds and seedlings - Transplanting of seedlings. | 10 | | - | 10 |
| Practicals 20 marks | Preparation of cuttings/seedlings of some important horticultural crops. Exposure visit to established nurseries, farms, gardens etc., | | | 30 | 30 |
| Total | | 30 | | 30 | 60 |

Where,

L: Lectures

T: Tutorials

P: Practicals

MODES OF IN-SEMESTER ASSESSMENT:

- One Internal Examination -
- Others (Any one) -
 - Sessional examination
 - Assignment

(20 Marks)

10 Marks

10 Marks

LEARNING OUTCOMES:

1. Learn about the nursery development processes, requirements and, management techniques.
2. Learn about the garden development processes, requirements and, management techniques.

SUGGESTED READINGS:

Title of the Course : Medicinal Botany
Course Code : SEC319
Nature of the Course : Skill Enhancement course-III
Total Credits : 03
Distribution of Marks : 80 (End Sem) (60T+20P) + 20 (In-Sem)

COURSE OBJECTIVES: The objective of this course is to provide knowledge to the students on traditional herbal medicinal practices, its importance and plants used as herbal medicine and its propagation.

| UNITS | CONTENTS | L | T | P | Total Hours |
|------------------------|---|-----------|---|-----------|-------------|
| I 12 marks | History, Scope and Importance of Medicinal Plants. Conservation of endangered and endemic medicinal plants. | 05 | | - | 05 |
| II 16 marks | Ayurveda: History, origin, Panchamahabhutas, Saptadhatu and Tridosha concepts, Rasayana, plants used in ayurvedic treatments, Siddha: Origin of Siddha medicinal systems, Basis of Siddha system, plants used in Siddha medicine. | 06 | | - | 06 |
| III 20 marks | Definition: endemic and endangered medicinal plants, red list criteria; In situ conservation: Biosphere reserves, sacred groves, National Parks; Ex-situ conservation: Botanic Gardens, Ethnomedicinal plant Gardens. Propagation of Medicinal Plants: Objectives of the nursery, its classification, important components of a nursery, sowing, pricking, use of green house for nursery production, propagation through cuttings, layering, grafting and budding. | 12 | | | 12 |
| IV 12 marks | Unani: History, concept: Umoor-e- tabiya, tumor treatments/ therapy, polyherbal formulations. | 07 | | | 07 |
| Practicals 20 marks | Identification, collection and conservation (Propagation and Plantation) of local medicinal plants. | | | 30 | 30 |
| Total | | 30 | | 30 | 60 |

Where,

L: Lectures

T: Tutorials

P: Practicals

MODES OF IN-SEMESTER ASSESSMENT:

- One Internal Examination -
- Others (Any one) -
 - Sessional examination
 - Assignment

(20 Marks)

10 Marks

10 Marks

LEARNING OUTCOMES:

1. Learn about the various traditional medicinal systems with special reference to NE India.
2. Know about importance of medicinal plants, their status and conservational strategies.
3. Identification, propagation and conservation the medicinal plants.

SUGGESTED READINGS:

SYLLABUS
DIBRUGARH UNIVERSITY
FYUGP 2020



B.Sc IN ZOOLOGY (NEP)

Title of the Course : **Natural resource management**

Course Code : **GECZOO1**

Nature of the Course : **Generic Elective Course-I**

Total Credits : **03**

Distribution of Marks: **80 (End Sem) + 20 (In-Sem)**

COURSE OBJECTIVES: *The objective of this course is to provide knowledge to the students on importance, sustainable utilization, conservation and management of natural resources.*

| UNITS | CONTENTS | L | T | P | Total Hours |
|-----------------|---|-----------|-----------|----------|-------------|
| I 15 MARKS | Natural resources: Definition and types. Natural resources of NE India. Renewable and non-renewable sources of energy. | 8 | 01 | - | 09 |
| II 25 MARKS | Sustainable utilization of land and water resources: Soil degradation and management; water resources (Freshwater, marine, estuarine) wetlands; Threats and management strategies and their management. | 10 | 01 | - | 13 |
| III 15 MARKS | Biodiversity: Definition, types, significance, threats, management strategies, CBD, Bioprospecting | 10 | 02 | - | 10 |
| IV 25 MARKS | Contemporary practices in resource management: EIA, GIS, Participatory Resource Appraisal, Ecological Footprint with emphasis on carbon footprint, Resource Accounting; Waste management. National and international efforts in resource management and conservation | 11 | 02 | - | 13 |
| Total | | 39 | 06 | - | 45 |

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Eva

JM

BS

Where,

L: Lectures

T: Tutorials

P: Practicals

MODES OF IN-SEMESTER ASSESSMENT:

- One Internal Examination -
- Others (Any one) -
 - Sessional Examinations
 - Assignment

(20 Marks)

10 Marks

10 Marks

LEARNING OUTCOMES:

1. Know about the natural resources, its types, sustainable utilization and management practices.

SUGGESTED READINGS:

1. Vasudevan, N. (2006). Essentials of Environmental Science. Narosa Publishing House, New Delhi.
2. Singh, J. S., Singh, S.P. and Gupta, S. (2006). Ecology, Environment and Resource Conservation. Anamaya Publications, New Delhi.
3. Rogers, P.P., Jalal, K.F. and Boyd, J.A. (2008). An Introduction to Sustainable Development. Prentice Hall of India Private Limited, New Delhi.

Title of the Course : **WILD LIFE CONSERVATION AND MANAGEMENT**
Course Code : **GECZOO2**
Nature of the Course : **GE**
Total Credits : **03**
Distribution of Marks : **80 (End Sem) + 20 (In-Sem)**

COURSE OBJECTIVES:

- To introduce the concept wildlife and its management
- To explain the importance of wildlife and its conservation
- To understand conservation tools and methods

| UNITS | CONTENTS | L | T | P | Total Hours |
|-----------------|---|---|---|---|-------------|
| 1 (14marks) | Introduction to WildLife Values of wild life - positive and negative; Conservation ethics; Importance of conservation; Causes of depletion; World conservation strategies. | 5 | 1 | - | 6 |
| 2 (13 marks) | Evaluation and management of wildlife Habitat analysis, Physical parameters: Topography, Geology, Soil and water; Biological Parameters: food, cover, forage, browse and cover estimation; Standard evaluation procedures: remote sensing and GIS. | 9 | 1 | - | 10 |
| 3 (13 marks) | Management of habitats Setting back succession; Grazing logging; Mechanical treatment; Advancing the successional process; Cover construction; Preservation of general genetic diversity; Restoration of degraded habitats | 7 | 1 | - | 8 |
| 4 (13) | Population estimation Population density, Natality, Birth rate, Mortality, fertility schedules and sex ratio computation; Faecal analysis of ungulates and carnivores: Faecal samples, slide preparation, Hair identification, Pug marks and census method. | 7 | 1 | - | 8 |
| 5 (13 marks) | Management planning of wild life in protected areas Estimation of carrying capacity; Eco tourism / wild life tourism in forests; Ecology of perturbation. Care of injured and diseased animal; Quarantine | 5 | 1 | - | 6 |
| 6 (14 marks) | Protected areas National parks & sanctuaries, Community reserve; Important features of protected areas in India with special reference to NE India. | 7 | - | - | 7 |

EDUCATION (FYUGP)

B.A. IN EDUCATION PROGRAMME (FYUGP) DETAILED SYLLABUS OF 1ST SEMESTER

| | |
|------------------------------|---------------------------------------|
| Course Title | : Foundations of Education-I |
| Course Code | : EDNC1 |
| Nature of Course | : Major |
| Total Credits | : 4 credits |
| Distribution of Marks | : 80 (End-Sem.) + 20 (In-Sem.) |

Course Objectives: The objectives of this Course are to:

- discuss the meaning, nature, scope and types of Education
- explain the aims of education and aims of education based on four pillars of education.
- explain the concepts of Psychology and Educational Psychology, schools of psychology and methods of educational psychology
- describe the meaning, nature and scope of Philosophy and Educational Philosophy.
- explain the role of Philosophy in different aspects of Education.
- describe the meaning, nature and scope of Sociology and Educational Sociology.
- discuss the conflict and consensus theories of Educational Sociology.

| UNITS | COURSE CONTENTS | L | T | P | Total Hours |
|-----------------------------|--|-----------|----------------|----------|-------------|
| I (20 Marks) | CONCEPT OF EDUCATION: 1.1 Education- Meaning, Nature, and Scope 1.2 Types of Education – Formal, Non-Formal and Informal Education 1.3 Aims of Education <ul style="list-style-type: none"> ○ Necessity and determinants of aims of education ○ Individual and Social Aims of Education ○ Aims of Education based on four pillars of Education (Delors, 1997)- (Learning to learn, learning to do, learning to be and learning to live together) 1.4 Functions of Education <ul style="list-style-type: none"> ○ General Functions of Education (development of basic knowledge; appreciation; and basic skills; transformation, preservation and promotion of culture; and socialisation and social progress) ○ Functions of Education in Human Life (development of human values, acquisition of/ achieving self-actualisation and successful living, and development of vocational efficiency) ○ Functions of Education in National Life (development of nationalism, emotional | 16 | 0 2 | - | 18 |

| | | | | | |
|-------------------------------|--|-----------|-----------|----------|-----------|
| | integration and democratic citizenship) | | | | |
| II (20 Marks) | PSYCHOLOGICAL FOUNDATIONS OF EDUCATION 2.1 Psychology–Concept, Definitions, Nature and Branches of Psychology 2.2 Schools of Psychology–Structuralism, Behaviourism, Functionalism, Gestalt Psychology, Psycho-analysis, and Constructivism 2.3 Meaning, nature and scope of Educational Psychology 2.4 Methods of Educational Psychology (Observation, Case Study, Clinical Methods) 2.5 Application of Educational Psychology in teaching-learning process | 14 | 01 | - | 15 |
| III (20 Marks) | PHILOSOPHICAL FOUNDATIONS OF EDUCATION 3.1 Meaning, definitions and scope of Philosophy 3.2 Science of Education and Philosophy of Education 3.3 Relationship between Education and Philosophy 3.4 Meaning, nature and scope of Educational Philosophy 3.5 Role of Philosophy in Education (aims of education, curriculum, discipline, methods of teaching and role of teacher) | 13 | 01 | - | 14 |
| IV (20 Marks) | SOCIOLOGICAL FOUNDATIONS OF EDUCATION 4.1 Meaning, nature and scope of Sociology 4.2 Relationship between Education and Sociology 4.3 Need of Sociological Approach to Education 4.4 Meaning, nature and scope of Educational Sociology 4.4 Difference between Sociology and Educational Sociology 4.5 Theories of Educational Sociology- Conflict Theory and Consensus Theory with their concepts, features, merits & demerits)) | 12 | 01 | - | 13 |
| | Total | 55 | 05 | - | 60 |

Where,

L: Lectures

T: Tutorials

P: Practicals

Modes of In-Semester Assessment:

20 Marks

1) One sessional test-

10 Marks

2) Any one of the following activities listed below -

10 Marks

- Group discussion/Seminar/Debate/Assignment on any one of the topics of the course.
- Debate
- Project

Learning Outcomes: On completion of this Course, a student will be able to:

- explain the meaning, nature, scope and types of Education
- discuss the aims and functions of education
- understand the concepts of Psychology and Educational Psychology, schools of psychology and methods of educational psychology
- describe the meaning, nature and scope of Philosophy and Educational Philosophy.
- explain the role of Philosophy in different aspects of Education.
- describe the meaning, nature and scope of Sociology and Educational Sociology.
- discuss the theories of Educational Sociology.

Suggested Readings:

1. Bhatia, Kamala (1974). Philosophical and Sociological Foundation of Education. New Delhi: Doaba House.
 2. Bhatia, K. K. (1997). Educational Psychology. Ludhiana: KalyaniPublications.
 3. Bhatnagar ,A. B. (1996). Advanced Educational Psychology. Meerut: LoyalPublication.
 4. Bhattacharya, Srinibas (1996, 2002). Sociological foundation of education. New Delhi: AtlanticPublishers &Distributors.
 5. Chaube, S. P. (1985). Philosophical & Sociological Foundation of Education. Agra: VinodPustakMandir.
 6. Chauhan , S. S. (1978). Advanced Educational Psychology. , New Delhi: VikasPublications.
 7. Kakkar ,S. B. (1993). Educational Psychology. New Delhi: PrenticePublications.
 8. Mohan, Jitendra (1993). Educational Psychology. New Delhi: Wiley Eastern PvtLtd.
 9. Murthy, S. K. (1982). Philosophical and Sociological Foundation of Education. Ludhiana: Prakash Brothers.
 10. Noll, Victor H. (1962). Reading in Educational Psychology. New York: TheMacmillan.
 - 11.Prasad ,Janardan (1995). Educational Psychology: Development of Teaching and Learning . New Delhi: KanishkaPublications.
 12. Rao,S. Narayan (1990). Educational Psychology. New Delhi: WileyPublications.
 13. Safaya, R. N. (1994). Development of Educational Theory and Practice: Delhi: DhanpatRai&Sons.
 - 14.Saxena, N. R. Swarup (2001). Philosophical and Sociological Foundation of Education. Meerut: R Lal Books.
 - 15.Sharma, Ram Nath (2000). Text Book of Educational Philosophy. New Delhi: Kanishka Publishers & Distributors.
- Srimali, Shyam Sunder (1996). Educational Psychology. Jaipur: Rawat Publications.

**B.A. IN EDUCATION PROGRAMME (FYUGP)
DETAILED SYLLABUS OF 1ST SEMESTER**

Course Title : **Philosophical Foundations of Education**
Course Code : **MINEDN1**
Nature of Course : **Minor**
Total Credits : **4 Credits**
Distribution of Marks : **80 (End-Sem.) + 20 (In-Sem.)**

Course Objectives: The objectives of this Course are to:

- describe the meaning, nature and scope of **Philosophy and Education** and the role of Philosophy in Education
- explain the basic tenets of the given **Indian Philosophies and their influence** on education
- explain the basic tenets of the given **Western Philosophies and their influence** on education.
- to distinguish between the **Idealism, Naturalism and Pragmatism.**

| UNITS | COURSE CONTENTS | L | T | P | Total Hours |
|-------------------------|---|-----------|-----------|----------|-------------|
| I (15 Marks) | Introduction to Philosophy 1.1 Meaning, nature and scope of Philosophy 1.2 Branches of Philosophy (Metaphysics, Epistemology and Axiology) 1.3 Meaning, nature and scope of Education 1.4 Types of Education (Formal, Informal and Non-formal) 1.5 Relation between Education and Philosophy 1.6 Meaning, nature and scope of Philosophy of Education | 10 | 01 | - | 11 |

| | | | | | |
|---------------------------|--|---------------------|----------------------|----------|-----------|
| | 1.7 Philosophy of Education and Educational Philosophy. | | | | |
| II (15 Marks) | Role of Philosophy in Education 2.1 Philosophical foundations of Education and its importance 2.2 Role of Philosophy in Education: ○ Philosophy and aims of education ○ Philosophy and curriculum ○ Philosophy and methods of teaching. ○ Philosophy and role of teachers ○ Philosophy and discipline | 08 | 01 | - | 09 |
| III (25 Marks) | Indian Schools of Philosophy and their Influences in education: 3.1 Basic features and classification of Indian Philosophy 3.2 Yoga Philosophy: ○ Concept of Yoga Philosophy ○ Hathayoga and Rajayoga. ○ Astangika Yoga ○ Influence of Yoga philosophy in education. 3.3 Vedanta Philosophy: ○ Basic tenets (Brahma, Atman, Jagat, Maya) ○ Advaita Vedanta ○ Influence of Vedantaphilosophy in education. 3.4 Buddhism: ○ Concept of Buddhism ○ Four noble truths of Buddha ○ Middle Path ○ Influence of Buddhism in education. | 18 | 02 | - | 20 |
| IV (25 Marks) | Western Schools of Philosophy and their Influences in Education: 4.1 Basic features of Western Philosophy 4.2 Idealism: ○ Basic tenets ○ Influence in determining aims, curriculum, methods of teaching, role of teacher and discipline in education. 4.3 Naturalism: ○ Basic tenets ○ Influence in determining aims, curriculum, methods of teaching, role of teacher and discipline in education 4.4 Pragmatism: ○ Basic tenets ○ Influence in determining aims, curriculum, methods of teaching, role of teacher and discipline in education. | 18 | 02 | - | 20 |
| | Total | 54 | 06 | - | 60 |
| <i>Where,</i> | <i>L: Lectures</i> | <i>T: Tutorials</i> | <i>P: Practicals</i> | | |

Modes of In-Semester Assessment:

- | | |
|--|-----------------|
| 1) One sessional test - | 20 Marks |
| 2) Any one of the following activities listed below - | 10 Marks |
| ○ Seminar/ Group discussion/ Assignment related to the Course content. | 10 Marks |

- Debates on the present relevance of the Indian philosophies (any one from the prescribed philosophies)
- Visiting a place of philosophical interest and preparing a report

Learning Outcomes: After completion of the this course, the learners will be able to -

- describe the meaning, nature and scope of Philosophy
- describe the meaning, nature and scope of Education
- explain the meaning, nature and scope of philosophy of education
- explain the role of philosophy in education
- describe the Indian philosophies and their influence on education
- explain the basic tenets of the given Western Philosophies and their influence on education.

Suggested Readings:

1. Dewey John (2014). *Democracy and Education*. New Delhi: Aakar Books.
2. Chandra, S. S. & R. K. Sharma (2006). *Philosophy of Education*. Delhi: Atlantic Publisher.
3. Chatterjee, S. & Dutta, D. M. (2015). *An Introduction to Indian Philosophy*. New Delhi: Rupa Publications India Pvt. Ltd.
4. Chaube, S. P. & Chaube, A. (1997). *Philosophical and Sociological Foundations of Education*. Agra: Vinod Pustak Mandir.
5. Das, L. (2001). *A Text Book of Education*. Guwahati: Amrita Prakashan.
6. Flew, Antony (1989). *An Introduction to Western Philosophy: Ideas and Argument from Plato to Popper*. London: Thames & Hudson Ltd.
7. Deka, U. & Gogoi, P. (2019). *Philosophical Foundations of Education*: Golaghat: SaraswatiPrakashan.
8. Harvey, Peter (2013). *An Introduction to Buddhism: Teaching, History and Practices*. New Delhi: Cambridge University Press. (First South Asia Edition).
9. Hiriyana, M.(1993). *Outlines of Indian Philosophy*. Delhi: Kavyalaya Publishers. (First Indian Edition).
10. Miri, M. (2014) *Philosophy of Education*. Oxford University Press.
11. Radhakrishnan, S. (2012). *Indian Philosophy (Vol. I and II)*. New Delhi: Oxford University Press. (Seventh Impression).
12. Rusk, R. R. (2007). *Philosophical Bases of Education*. Delhi: Surjeet Publications.
13. Sengupta, I. (2012). *A Short History of Western Philosophy*. Kolkata: New Central Book Agency.
14. Singh, Y. K. (2007). *Philosophical Foundation of Education*. APH Publishing Corporation.
15. Safaya, R. N. & Shaida, B. D. (1990). *Development of Educational Theory and Practice*. Jalandhar: Dhanpat Rai & Sons.
16. Talla, M. (2012). *Curriculum Development: Perspectives, Principles and Issues*. Pearson Education India.
17. Taneja, V. R. (1983). *Educational Thought and Practice*. New Delhi: Sterling Publishers Pvt. Ltd.

**B.A. IN EDUCATION PROGRAMME (FYUGP)
DETAILED SYLLABUS OF 1ST SEMESTER**

Course Title : Educational Psychology
Course Code : GECEDN1B
Nature of the Course : Generic Elective Course (GEC)
Total Credits : 03
Distribution of Marks : 80 (End Sem.) + 20 (In-Sem.)

Course Objectives: The objectives of this Course are to:

- explain the meaning, nature, scope, and types of Education.
- describe the meaning, nature, scope, and branches of Psychology.
- write the meaning, nature and scope of Educational Psychology.
- illustrate the issues and concerns relating to human growth and development.
- explain the meaning, nature, factors, and laws of learning.
- describe the concept of attention, maturation, and motivation along with their educational significance.
- discuss the concept and nature memory, attention, individual differences, intelligence, emotional intelligence, social intelligence, personality and creativity.

| UNITS | COURSE CONTENTS | L | T | P | Total Hours |
|-------|---|---|---|----|-------------|
| I | Concept of Education, Psychology and Educational Psychology | 9 | 2 | -- | 11 |

| | | | | | |
|-------------------|---|---|---|----|----|
| (20 Marks) | 1.1 Meaning, Nature, Scope and Types of Education 1.2 Meaning, Nature, Scope and Branches of Psychology 1.3 Schools of Psychology and their bearing in education: 1.3.1 Behaviourism 1.3.2 Structuralism 1.3.3 Functionalism 1.3.4 Gestalt Psychology 1.3.5 Psycho-analysis 1.3.6 Constructivism 1.4 Meaning, Nature and Scope of Educational Psychology 1.5 Methods of Educational Psychology 1.5.1 Introspection method 1.5.2 Observation method 1.5.3 Experimental method 1.6 Importance of Educational Psychology in classroom teaching | | | | |
| II (20 Marks) | Psychology of Growth and Development 2.1 Meaning and Stages of Growth and Development 2.2 Principles of development and their educational implications 2.3 Dimensions of Development (Physical, Mental, Social and Emotional) 2.4 Factors influencing Growth and Development- Heredity & Environment 2.5 Common Behavioural problems of Children (anger, aggression, truancy) | 9 | 2 | -- | 11 |
| III (20 Marks) | Process of Learning 3.1 Meaning and Nature of Learning 3.2 Factors affecting Learning 3.3 Methods of Learning (Trial and Error, Conditioning and Insightful method) 3.4 Major Laws of Learning with their educational implications 3.5 Maturation and learning 3.6 Motivation and learning 3.7 Learning Styles (Visual, Aural, Verbal, Physical) | 9 | 2 | -- | 11 |
| IV (20 Marks) | Few Psychological Concepts and their Importance in Education 4.1 Memory: Concept, Types and Improvement for better academic achievement 4.2 Attention: Concept, Characteristics and educational significance | 9 | 3 | -- | 12 |

| | | | | | |
|--------------|--|-----------|-----------|----------|-----------|
| 4.3 | Individual differences: Concept and educational implications | | | | |
| 4.4 | Intelligence: Meaning and Nature, Concept of IQ | | | | |
| 4.5 | Emotional intelligence: Meaning and Nature | | | | |
| 4.6 | Social Intelligence: Meaning and Nature | | | | |
| 4.7 | Creativity: Meaning and Nature | | | | |
| 4.8 | Personality: Meaning and Nature | | | | |
| Total | | 36 | 09 | - | 45 |

Where, L: Lecture, T: Tutorials, P: Practicals

Modes of In-Semester assessment:

20 Marks

01. One Sessional test: 10 Marks
02. Any one of the following activities listed below : 10 Marks
- Seminar/ Group discussion/ Assignment related to the Course content.
 - Presentation of seminar papers.
 - Assignments.
 - Quiz.

Learning Outcomes: On completion of this Course, a student will be able to :

- describe the meaning, nature, scope, and types of Education and Psychology
- explain the meaning, nature, scope, and branches of Psychology and Educational Psychology
- discuss the issues and concerns relating to human growth and development
- explain the meaning, nature, factors, and laws of learning
- explain the concept of attention, maturation, and motivation along with their educational significance.

Suggested Readings:

01. Chatterjee, S.K. (2000): Advanced Educational Psychology. Calcutta, Books and Allied (p) Ltd.
02. Chauhan, S.S. (2000). Advanced Educational Psychology. New Delhi, Vikas Publishing House Pvt. Ltd.
03. Mangal, S.K. (2002). Advanced Educational Psychology. New Delhi, Prentice Hall of India Private Limited.
04. Mohanty, M.S. (1993). Educational Psychology & Statistics. Sambalpur, Shri Durga Pustak Bhandar.
05. Morgan, C.T., King, R.A. and Schopler, J. (1993). McGraw Hill Publishing Company Ltd., New York.
06. Sing, A.K. (2013): The Comprehensive History of Psychology. Delhi, Motilal Banarsidass Publishers Pvt. Ltd.
07. Sorenson, H. (1964). Psychology in Education. New York. International Student Edition, McGraw hill Book Co., INC

**B.A. IN EDUCATION PROGRAMME (FYUGP)
DETAILED SYLLABUS OF 1ST SEMESTER**

Course Title : **Personal Development and Soft Skills**
Course Code : **SEC104**
Nature of Course : **Skill Enhancement Course (SEC)**
Total Credits : **3**
Distribution of Marks : **80 (End-Sem.) + 20 (In-Sem.)**

Course Objectives: The objectives of this Course are to:

- explain the need for development of pleasing and influencing personality, leadership qualities, and self development for career growth.
- define hard skills and soft skills, and accomplish personal and interpersonal traits for development of soft skills.
- describe the important components as well as types of communication and facilitate for demonstrating effective communication skills.
- demonstrate good presentation skills.
- prepare learners for the twenty first century job markets.

| UNITS | COURSE CONTENTS | L | T | P | Total Hours |
|-------------------------------|--|----|---|---|-------------|
| I (25 Marks) | Personality Development: A Must for Career Growth 1.1 Personality Development- | 11 | 1 | 2 | 14 |

| | | | | | |
|---------------------------------|---|----------|----------|----------|-----------|
| | <p>1.1.1 Meaning and characteristics of a developed personality</p> <p>1.1.2 Personality types for Leadership Qualities (Perfectionist, Helpers, Achievers, Romantics, Observers, Questioners, Enthusiasts or Adventurers, Bosses or Asserters, Mediators or Peacemakers)</p> <p>1.1.3 Developing Pleasing and Influencing Personality</p> <p>(a) Factors of Pleasing Personality</p> <p>(b) Develop your positive outlook</p> <p>© Developing emotional intelligence</p> <p>1.2 Self Development and Personal Effectiveness</p> <p>1.2.1 Factors of Self-development</p> <p>1.2.2 Holistic action plan for Self Improvement</p> <p>1.2.3 Develop Personal Competence for Success</p> <p>1.2.4 Develop Personal Resilience</p> | | | | |
| II (15 Marks) | <p>Soft Skills: Demanded by Every Employer</p> <p>2.1 Understanding Hard Skills and Soft Skills</p> <p>2.2 Classification of Soft Skills</p> <p>2.2.1 Personal traits:</p> <ul style="list-style-type: none"> ○ Time Management ○ Attitude ○ Responsibility ○ Ethics, Integrity and Values ○ Self Confidence and Courage ○ Consistency and Predictability <p>2.2.2 Interpersonal traits:</p> <ul style="list-style-type: none"> ○ Teamwork and interpersonal skills ○ Communication and networking ○ Empathy and listening skills ○ Problem solving, troubleshooting and speed-reading ○ Leadership | 8 | 1 | - | 9 |
| III (20 Marks) | <p>Communication and Presentation Skills</p> <p>3.1 Structuring communication: Introduction, Main body, Summary, Keeping it short and simple</p> <p>3.2 Important Components of a dialogue: Pitch, Inflection, Courtesy, Tone, Understanding, Rate of speech, Enunciation. Improving voice and speech.</p> <p>3.3 Non Verbal Communication: Expression, Posture, gait, Body language, Eye Contact and Hand shake.</p> <p>3.4 Listening Skills –(a) Importance of Listening for Effective Communication (b) Active, Passive and Reflective Listening</p> <p>3.5 Presentation Skill- (a) Essential Characteristics of a Good Presentation (b) Common Mistakes in Presentation</p> | 9 | 1 | 1 | 11 |
| IV (20 Marks) | <p>Preparation for the Job Market</p> <p>4.1 Skills for writing Job applications</p> <p>4.2 Preparing your curriculum vitae (C.V.) and Résumé</p> | 8 | 1 | 2 | 11 |

| | | | | | |
|--|---|-----------|----------|----------|-----------|
| | (a) The Strategy for Résumé Writing (b) Writing Career Objective or SOPs (Statements of purpose) (c) Writing a modern Résumé | | | | |
| | 4.3 Preparing For Job Interview (a) Types of Interview (b) Prior preparation for Interview (Form shoes to Dress Code, Body Language) (c) Presenting your-self at the job interview- Introducing oneself at the interview (d) Group discussion | | | | |
| | 4.4 Professional Etiquettes a) How to present yourself to people: seniors, co-workers, parents, subordinates and students o Greetings, Introductions, Announcements o The art of Conversation- How to make proper introductions, Paying and receiving compliments, small talk and networking. Joining and Leaving a Conversation. o Self Esteem and Assertive skills: passive and aggressive versus assertive. | | | | |
| | b) E-Mail etiquette o Sending effective messages o Responding to messages o Organising the different parts of an email. | | | | |
| | Total | 36 | 4 | 5 | 45 |

Where,

L: Lectures

T: Tutorials

P: Practicals

Modes of In-Semester assessment:

20 Marks

1) One sessional test :

10 Marks

2) Any one of the following activities listed below :

10 Marks

- o Presentation on Communication Structure
- o Preparation of a self-improvement plan
- o Preparing a C.V.
- o Appearing in a Mock Interview

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

- o describe personality types for leadership qualities and career.
- o differentiate between hard skills and soft skills.
- o prepare a holistic plan for self-improvement.
- o explain the various interpersonal skills including communication skills.
- o make presentations for effective communication.
- o prepare a modern C.V. for attracting employer.
- o practice new skills and techniques for effective outputs in job market.

Suggested Readings:

1. Bolles, Richard. Nelson. 2008, *What Color is your parachute: A Practical Manual for Job-hunters and Career-Changers*. Simon and Schuster (Aus) ISBN 9781580087278
2. Harris, Thomas. A. 1995, *I'm OK- You're OK*. Arrow Books, Cox & Wyman Ltd, Reading, Berkshire
3. Kapoor, S. 2019, *Personality Development and Soft Skills*. I.K. International Pvt. Ltd., New Delhi, ISBN 978-93-89583-09-0.
4. Mitra, K. Barun. 2021, *Personality Development and Soft Skills*. Oxford University Press, New Delhi, ISBN-13:978-0-19-945974-2.
5. Sahu, S.K. 2021, *Personality Development and Soft Skills*. Notion press.com, ISBN 9-79-8885-210928.
6. Sharbuno, Jeanne. *52 Ways to Live Success*. Jaico Publishing House. India.
7. Singh, S.K. (2008). *Becoming a Teacher*. Varanasi: Amrit Prakashan
8. Sullivan, Debra. R. 2006, *Learning to Lead: Effective Leadership Skills for Teachers of Young Children* (Redleaf Press Series) ISBN-10: 0131727907, 13: 9780131727908. Merrill Publishers.

**B.A. IN EDUCATION PROGRAMME (FYUGP)
DETAILED SYLLABUS OF 2ND SEMESTER**

Course Title : Foundations of Education-II
Course Code : EDNC2
Nature of Course : Major
Total Credits : 4 credits
Distribution of Marks : 80 (End-Sem.) + 20 (In-Sem.) 4 credit course

Course Objectives: The objectives of this Course are to:

- o discuss the ancient Indian education systems with reference to Vedic, Buddhist and Islamic education systems.
- o explain the landmarks in the development of Indian Education till Independence.
- o describe the concepts related to curriculum and co-curricular activities.
- o explain some contemporary issues of Indian education.

| UNITS | COURSE CONTENTS | L | T | P | Total Hours |
|-----------------|--|----|----|---|-------------|
| I (20 marks) | DEVELOPMENT OF INDIAN EDUCATION 1.1 Ancient Education System- Vedic, Buddhist and Islamic Systems of education 1.2 Development of Modern Indian Education *Early Efforts of Missionaries | 13 | 02 | - | 15 |

| | | | | | |
|---------------------------------|---|-----------|-----------|---|-----------|
| | <p>* Charter Act, 1813</p> <p>* Macaulay's Minute, 1835</p> <p>1.3 Wood's Dispatch, 1854</p> <p>1.4 Hunter Commission, 1882</p> <p>1.5 Gokhale's Bill, 1910-11</p> <p>1.6 Basic Education, 1937</p> <p>1.7 Sargent Committee Report, 1944</p> | | | | |
| II (20 Marks) | <p>CURRICULUM</p> <p>2.1 Concept of Curriculum: Meaning and definitions</p> <p>2.2 Characterisation of Curriculum</p> <ul style="list-style-type: none"> o Curriculum as 'Currere' o Curriculum as subject/content o Curriculum as experience o Curriculum as cultural construct <p>2.3 Curriculum, Text book and Syllabus</p> <p>2.4 Types of curriculum: Core, Hidden, Subject Centered and Null Curriculum</p> <p>2.5 Concept of Integrated and Holistic Curriculum (NEP 2020)</p> <p>2.6 Concept and types of co-curricular activities</p> <p>2.7 Importance of co-curricular activities</p> <p>2.8 Organization of co-curricular activities</p> | 13 | 02 | - | 15 |
| III (20 Marks) | <p>SOME GLOBAL ISSUES IN INDIAN EDUCATION</p> <p>3.1 Globalization: Concept and its impact on education</p> <p>3.2 Privatization: Concept and its impact on education</p> <p>3.3 Liberalization: Concept and its impact on education</p> <p>3.4 Sustainable Development Goals 4 and Indian Education</p> <p>3.5 Population Education: Concept, importance and strategies</p> <p>3.6 Environmental Education: Concept, importance and principles</p> <p>3.7 Peace Education: Concept, importance and strategies</p> <p>3.8 International Student Mobility and Indian Scenario</p> | 13 | 02 | - | 15 |
| IV (20 Marks) | <p>CONTEMPORARY ISSUES AND SYSTEMS OF INDIAN EDUCATION</p> <p>4.1 Assessment and Accreditation of Educational Institutions-</p> <p>* NAAC- IQAC, Criteria Based Assessment and its impact on</p> | 13 | 02 | - | 15 |

| | | | | | |
|--|--|-----------|-----------|----------|-----------|
| | HEIs *Gunotsav- Thrust Areas and its Impact on Schools 4.2 Online and Digital Education- *Virtual Teaching- Concept, importance, challenges and strategies *MOOC: Concept and importance *SWAYAM: Concept and Importance *Open Book Examination (OBE): Concept, Importance, merits and demerits. 4.3 Education-Industry Link : Concept, importance and challenges | | | | |
| | Total | 52 | 08 | - | 60 |

Where, *L: Lectures* *T: Tutorials* *P: Practicals*

Modes Of In-Semester Assessment:

20 Marks

- 1) a) One sessional test: 10 Marks
- 2) b) Any one of the following activities listed below: 10 Marks
 - Seminar/ Group discussion/ Assignment related to the Course content.
 - Population survey.
 - Analysis of curriculum (syllabus / text books, etc.)

Learning Outcomes: On completion of this Course, a learners will be able to:

- explain the ancient Indian education systems with reference to Vedic, Buddhist and Islamic education systems.
- explain the contributions of Missionaries in the development of modern Education in India.
- discuss the landmarks in the development of Indian Education till Independence.
- describe the concepts of curriculum, textbook, syllabus, integrated curriculum and co-curricular activities.
- describe the nature, types and importance of curriculum and co-curricular activities.
- discuss some global issues like globalization, liberalization, privatization, SDG4, international student mobility and Indian education.
- Explain the need and importance of population education, environmental education and peace education at the present context of the society.
- Explain some contemporary issues of Indian education relating accreditation of educational institutions, MOOC, SWAYAM, online and digital education, open book examination and education-industry link.

Suggested Readings:

1. Aggarwal J. C. (1997). *Development and Planning of Modern Education*. New Delhi: Vikas Publishing House Ltd.

**B.A. IN EDUCATION PROGRAMME (FYUGP)
DETAILED SYLLABUS OF 2ND SEMESTER**

| | |
|-------------------------|---|
| Course Title | : Psychological Foundations of Education |
| Course Code | : MINEDN2 |
| Nature of Course | : Minor |
| Total Credits | : 4 credits |

Course Objectives: The objectives of this Course are to:

- explain the meaning and nature of psychology
- describe the different schools of psychology and their contribution to education
- explain meaning, nature, scope and importance of Educational Psychology
- describe the meaning, concept, types and theories of learning.
- describe the concept and theories of intelligence and creativity.

- explain the meaning, concept, factors and theories of personality.
- describe the concepts of mental health and mental hygiene, measures of mental health in school.

| UNITS | COURSE CONTENTS | L | T | P | Total Hours |
|---|--|-----------|----------------------|----------|-------------|
| I (15 Marks) | PSYCHOLOGY AND EDUCATION 1.1 Meaning and nature of psychology 1.2 Schools of Psychology: <ul style="list-style-type: none"> ● Behaviourism ● Structuralism ● Functionalism ● Gestalt Psychology ● Psycho-analysis ● Constructivism 1.3 Meaning, nature and scope of Educational Psychology 1.4 Importance of Educational Psychology in classroom teaching | 10 | 0 1 | - | 11 |
| II (15 Marks) | LEARNING AND MOTIVATION 2.1 Meaning and nature of learning. 2.2 Factors of Learning: Home, School, Mass Media, Intelligence 2.3 Types of learning: cognitive, affective and psycho-motor learning 2.4 Theories of learning: Thorndike's theory of learning, Classical Conditioning, Operant Conditioning and Gestalt theory 2.5 Thorndike's Laws of learning 2.6 Motivation: Meaning and role in learning. 2.7 Attention and Interest: Meaning and role in learning 2.8 Memory and Learning | 08 | 0 1 | - | 09 |
| III (25 Marks) | INTELLIGENCE AND CREATIVITY 3.1 Meaning and nature of intelligence 3.2 Factors of Intelligence: Heredity and Environment 3.3 Theories of intelligence: Monarchic theory, Spearman's two factors theory, Multifactor theory, Group factor theory and Guilford's Structure of Intellect (SoI) 3.4 Concept of Emotional Intelligence 3.5 Creativity: Meaning and nature 3.6 Process and Product of creativity 3.7 Nurturing Creativity in Classrooms 3.8 Education of Exceptional children: Creative child, Gifted and Slow learner, Educable, trainable, mentally challenged. | 18 | 0 2 | - | 20 |
| IV | PERSONALITY AND MENTAL HEALTH | 18 | 0 | - | 20 |

| | | | | | |
|-------------------|---|-----------|----------|----------|-----------|
| (25 Marks) | <p>4.1 Meaning and Characteristics of personality</p> <p>4.2 Factors of personality</p> <ul style="list-style-type: none"> ▪ Physical. ▪ Mental. ▪ Social. ▪ Emotional. <p>4.3 Type Theories of Personality.</p> <p>- Hippocrates, Sheldon, Kretchmer, Spranger and Jung</p> <p>4.4 Trait theories of personality: Cattell and Eysenck</p> <p>4.5 Concept of balanced mature personality</p> <p>4.6 Concept of mental health and mental hygiene</p> <p>4.7 Adjustment mechanism: Fantasy, Compensation, Identification, Rationalization and Sublimation</p> <p>4.8 Concept of Instinct and Emotion.</p> <p>4.9 Some educationally significant instincts and provisions for their training (Curiosity, Acquisition, Self assertiveness, Herd Instincts, Sex Instincts).</p> <p>4.10 Relation between Instincts and Emotion.</p> <p>4.11 Importance of Emotional training in the classroom.</p> | 2 | | | |
| | Total | 54 | 0 | - | 60 |
| | | | 6 | | |

Where, L: Lectures T: Tutorials P: Practicals

Modes of In-Semester Assessment:

20 Marks

- | | |
|--|----------|
| 1) One sessional test - | 10 Marks |
| 2) Any one of the following activities listed below - | 10 Marks |
| ○ Seminar/ Group discussion/ Assignment related to the Course content. | |
| ○ Identification and Case study of a creative child. | |
| ○ Awareness campaign on mental health issues etc. | |

Learning Outcome:

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

- explain the concept, nature, scope and uses of psychology in Education.
- explain the influence of growth and development in education.
- describe the meaning, concept, types and theories of learning.
- describe the concept and theories of intelligence and creativity.
- explain the meaning, concept, factors and theories of personality.
- describe the concepts of mental health and mental hygiene, measures of mental health in school.
- describe the relation between Instincts and Emotion and importance of Emotional training in the classroom.

8. Crompton, W.C. (2005), An Introduction to Positive Psychology, Singapore: Thomson.
9. Snyder, C.R. and Lopez, S.J. (2005), Handbook of Positive Psychology, New York Oxford University Press.
10. Peterson, C. (2006), Positive Psychology, New York: Oxford University Press.

**B.A. IN EDUCATION PROGRAMME (FYUGP)
DETAILED SYLLABUS OF 2ND SEMESTER**

| | |
|------------------------------|--|
| Course Title | : History of Indian Education |
| Course Code | : GECEDN2B |
| Nature of Course | : Generic Elective Course (GEC) |
| Total Credits | : 03 |
| Distribution of Marks | : 80 (End Sem.) + 20 (In-Sem.) |

Course Objectives: The objectives of this Course are to:

- to explain the concepts and salient features of Vedic education system in India.
- to describe the concepts and salient features of Buddhist education system in India.
- to describe the concepts and salient features of Islamic system of education.

- to explain the indigenous education system of India with reference to its meaning, types of institutions, causes of downfall and relevance.
- to explain the educational activities of the Missionaries in India.
- to perceive an idea on the Charter Act of 1813.

| UNITS | COURSE CONTENTS | L | T | P | Total Hours |
|-------------------------|--|----|---|----|-------------|
| I (20 Marks) | <p>Development of Vedic Education System</p> <p>1.1 Composition of Vedas</p> <p>1.2 Purpose of studying Vedas</p> <p>1.3 Concept of Vedic Education System</p> <p>1.4 Some terms of Vedic Education system- (Brahmacharyya, Brahmabadini, Brahmana, Three Debts, Third Eye, Upanishada, Verna System, Swadhyaya or Self learning, Upanayana, Samavartana)</p> <p>1.5 Salient Features of Vedic System of Education</p> <p>1.6 Basic Aims and Objectives of Vedic Education</p> <p>1.7 System of Administration and Finance</p> <p>1.8 Methods of Teaching</p> <p>1.9 Types of Educational Institutions</p> <p>1.10 Curriculum</p> <p>1.11 Teacher-Pupil Relationship</p> <p>1.12 Women's Education</p> <p>1.13 Educational Centres of the Hindus in Ancient India - 1.13.1 Takshasila or Taxila 1.13.2 Banaras or Varanasi 1.13.3 Mithila 1.13.4 Navadwip or Nadia</p> <p>1.14 Strength and Weakness of Vedic Education system</p> | 10 | 3 | -- | 13 |
| II (20 Marks) | <p>Development of Buddhist Education System</p> <p>2.1 Introduction to Buddhism</p> <p>2.2 Buddhist Education System: Concept and salient features</p> <p>2.3 Some terms and concepts of Buddhism or Buddhist Education- (Four Noble Truth, The Pabbajja, The Upasampada)</p> <p>2.4 Aims and Objectives of Buddhist Education System</p> <p>2.5 Organisation of Buddhist Education System</p> | 10 | 2 | -- | 12 |

| | | | | | |
|--------------------------|--|-----------|-----------|-----------|-----------|
| | 2.6 System of Administration and Finance 2.7 Curriculum 2.8 Methods of Teaching 2.9 Types of Educational Institutions 2.10 Teacher-Pupil Relationship 2.11 Women's Education 2.12 Educational Centres of Buddhist Education system 2.13.1 Nalanda 2.13.2 Vikramsila 2.13.3 Valabhi 2.13 Strength and weakness of Buddhist Education system | | | | |
| III (20 Marks) | Development of Islamic Education System 3.1 Islamic System of Education with special reference to its: 3.1.1 Salient Features 3.1.2 Aims and Objectives 3.1.3 System of Administration and Finance 3.1.4 Types of Educational Institutions 3.1.5 Pupil-Teacher Relationship 3.1.6 Methods of Teaching 3.1.7 Curriculum 3.1.8 Women's Education 3.1.9 Strengths and weaknesses. | 08 | 2 | -- | 10 |
| IV (20 Marks) | Emergence of Modern Education in India 3.2 Indigenous Education System of India: 3.2.1 Meaning of Indigenous Education system 3.2.2 Types of Indigenous educational institutions 3.2.3 Causes of downfall of Indigenous Education system 3.2.4 Relevance of Indigenous Education system 3.3 Educational activities of Christian Missionaries and East India Company 3.3.1 The Missionaries (Portuguese, Dutch, British, Denis, and French) 3.3.2 Centres of missionary Education (Madras, Calcutta, and Bombay) 3.4 Educational activities of the Missionaries in Assam 3.5 Charter Act of 1813 | 08 | 2 | -- | 10 |
| | Total | 36 | 09 | - | 45 |

- xvi. Sarma, Deka, Mishra & Chakravarty. (0000) Snatak Mahalar Bharatar Sikhar Itihas, Guwahati
- xvii. Sharma, R. N. & R. K. Sharma, (2004). History of Education in India. Atlantic Pub.
- xviii. Sharma, T.K. (2008). Bharatar Sikha Bikasar Ithihas aru Samasyawli. Dibrugarh: Banalata.
- xix. Sharma, T.K & Goswami, R.K. (2009). Bharatar Sikhar Buranjee. Dibrugarh: Banalata.

**B.A. IN EDUCATION PROGRAMME (FYUGP)
DETAILED SYLLABS OF 2ND SEMESTER**

| | | |
|------------------------------|----------|---------------------------------------|
| Course Title | : | ICT in Education |
| Course Code | : | SEC204 |
| Nature of Course | : | Skill Enhancement Course (SEC) |
| Total Credits | : | 03 |
| Distribution of Marks | : | 80 (End Sem.) + 20 (In-Sem.) |

Course Objectives: The objectives of this Course are to:

- describe the concept and features of ICT.
- describe an understanding of role of ICT in education
- explain the skill of using E- ways of learning to explore content knowledge.
- describe the issues of ICT in Education.

| UNITS | COURSE CONTENTS | L | T | P | Total Hours |
|--------------------------|--|---|---|---|-------------|
| I (15 marks) | INTRODUCTION TO ICT <ul style="list-style-type: none"> ○ Concept and features of ICT ○ Introduction to ICT devices: Computer as ICT device, Software and Hardware parts of computer, Basic functions of computer, LCD projector, Smart board ○ Concept of Computer Assisted Learning. ○ Role of ICT in Teaching Learning process ○ Concept and Elements of e-learning ○ Understanding Internet as source of e- learning | 8 | 3 | - | 11 |
| II (20 marks) | APPLICATION OF ICT IN EDUCATION <ul style="list-style-type: none"> ○ Use of Microsoft Office Applications: MS Word, MS Excel and MS PowerPoint ○ E- ways of Learning: E-content and E- book ○ E-Learning through Mobile apps ○ E-content design- graphic, audio-video | 4 | 1 | 8 | 9 |
| III (20 marks) | APPLICATION OF ICT IN TEACHING LEARNING <ul style="list-style-type: none"> ○ Teaching Learning in Virtual Classroom ○ Blended learning and flipped classroom ○ Learning Management System (LMS) through Google classroom, Moodle ○ Concept, importance and application of MOOCs ○ SWAYAM as e-learning platform | 5 | 1 | 8 | 10 |

| | | | | | |
|------------------------------|--|-----------|----------|-----------|-----------|
| IV (25 marks) | ISSUES OF ICT IN EDUCATION | 12 | 2 | 2 | 15 |
| | <ul style="list-style-type: none"> ○ Globalization and ICT ○ Intellectual Property Right (IPR): Copyright ○ Trademark, Patent. ○ Concept of Open Education Resources and its application ○ Online Repositories and Online Libraries ○ Concept of creative common ○ Ethical issues for E learner – Learning and Research ○ Issues and challenges of use of ICT in Indian Education system | | | | |
| | Total | 29 | 7 | 18 | 45 |

Where, **L: Lecture, T: Tutorials, P: Practical indicates 2:1 (period)**

Mode of In-Semester Assessment

20 Marks

1) One Sessional test

10 Marks

2) Any one Assessment activity of the followings:

10 Marks

- Home assignment related to the Course content.
- PowerPoint presentation by using ICT tools
- Participate in any online course of minimum one week duration
- Any other activities deemed to be fit by the course teacher

Learning Outcomes:

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

- Describe the concept of ICT
- Explain the role of ICT in teaching learning process
- Demonstrate the skill of using ICT devices in teaching learning process

Suggested Readings:

1. Singh,R.(2021).Information Communication Technology.
[https://www.researchgate.net/publication/350087090_INFORMATION_COMMUNICATI
ON_TECHNOLOGY](https://www.researchgate.net/publication/350087090_INFORMATION_COMMUNICATI
ON_TECHNOLOGY)
2. Ratheeswari, K. (2018). Information Communication Technology in Education. *Journal of Applied and Advanced Research*, 3, S45-S47. <http://dx.doi.org/10.21839/jaar.2018.v3iS1.169>
3. Farooq, M., Kawoosa, H.S. & Muttoo, M.A. (2017). CAL: Computer Assisted Learning. *International Journal of Computer Science and Mobile Computing*, 6 (6), 254-258. <https://www.ijcsmc.com/docs/papers/June2017/V6I6201750.pdf>

**B.A. IN EDUCATION PROGRAMME (FYUGP)
DETAILED SYLLABUS OF 3RD SEMESTER**

| | |
|------------------------------|--|
| Course Title | : Philosophical and Sociological Bases of Education |
| Course Code | : EDNC3 |
| Nature of Course | : Major |
| Total Credits | : 04 |
| Distribution of Marks | : 80 (End Sem.) + 20 (In-Sem.) |

Course Objectives: The instructional objectives of this Course are to:

1. To introduce the concept of
 - Indian Schools of Philosophy And Education
 - Western Schools of Philosophy and Education
 - understanding Education and Society
 - Educational and Political Ideologies

2. To explain the impact of
 - Indian schools of philosophy in present system of education in India.
 - Western schools of philosophy in present system of Indian education.

3. To analyse the role of education in
 - Socialisation process.
 - Preservation, transformation, and promotion of Culture.
 - Social change.

| UNITS | COURSE CONTENTS | L | T | P | Total Hours |
|--------------------------|---|-----------|----------|----------|-------------|
| I (20 marks) | INDIAN SCHOOLS OF PHILOSOPHY AND EDUCATION 1.1 Basic features and classification of Indian Philosophy 1.2 Yoga: a) the Hathayoga and Rajayoga. b) The Astangika Yoga. c) Influence of Yoga in education. 1.3 Vedanta: a) Basic tenets (Brahma, Atman, Jagat, Maya) b) Advaita Vedanta c) Influence in education. 1.4 Buddhism: a) Four noble truths of Buddha b) Middle Path c) Influence in education. 1.5 Impact of Indian schools of philosophy in present system of education in India. | 12 | 1 | 2 | 15 |
| II (20 marks) | WESTERN SCHOOLS OF PHILOSOPHY AND EDUCATION | 12 | 1 | 2 | 15 |

| | | | | | |
|---------------------------|---|-----------|----------|----------|-----------|
| | <p>2.1 Basic features of Western Philosophy</p> <p>2.2 Idealism: a) Basic tenets b) Influence on aims, curriculum, methods of teaching, role of teacher and discipline in education.</p> <p>2.3 Naturalism: a) Basic tenets b) Influence on aims, curriculum, methods of teaching, role of teacher and discipline in education</p> <p>2.4 Pragmatism a) Basic tenets b) Influence in determining aims, curriculum, methods of teaching, role of teacher and discipline in education</p> <p>2.5 Impact of Western schools of philosophy in present system of Indian education.</p> | | | | |
| III (20 marks) | <p>UNDERSTANDING EDUCATION AND SOCIETY</p> <p>3.1 Sociology of Education: Its Theories (Conflict Theory and Consensus Theory- their concepts, features, merits & demerits)</p> <p>3.2 Education and Socialisation: 3.1.1 Meaning and process of socialisation 3.1.2 Agencies of socialisation - Home, School, Society (Neighbourhood, Peer group, Mass Media, Social Media) 3.1.3 Education as a socialisation process</p> <p>3.3 Culture and Education: Role of education in preservation, transformation, and promotion of Culture; culture and ideology.</p> <p>3.4 Social Change: meaning & factors, role of education in social change</p> <p>3.5 Social Mobility: meaning, types, role of education in social mobility</p> <p>3.6 Economic Development- meaning, factors, role of education</p> <p>3.7 Education as process of Human Resource Development</p> | 12 | 1 | 2 | 15 |
| IV (20 marks) | <p>EDUCATION AND POLITICAL IDEOLOGIES (15 hours)</p> <p>4.1 Constitutional Values: Equality, Freedom, Justice, Fraternity, Secularism, Human Rights</p> <p>4.2 Democracy-concept and basic features of Democracy, nature of education in Democracy, Role of education in inculcating democratic values.</p> <p>4.3 Totalitarianism: concept and basic features of totalitarianism, nature of education in Totalitarian society</p> <p>4.4 Communism: Concept of Communism, basic features, nature of education in Communist society</p> <p>4.5 Secularism: Meaning and Role of education in secular society</p> | 12 | 1 | 2 | 15 |
| Total | | 48 | 4 | 8 | 60 |

Where,

L: Lectures

T: Tutorials

P: Practicals

Modes of In-Semester Assessment:

1) One sessional test -

20 Marks

10 Marks

**B. A. IN EDUCATION PROGRAMME (FYUGP)
DETAILED SYLLABUS OF 3RD SEMESTER**

Course Title : **Value Education**
Course Code : **EDNC4**
Nature of Course : **Major**
Total Credits : **4 credits**
Distribution of Marks : **80 (End-Sem.) + 20 (In-Sem.) – for a 4 credit course**

Course Objectives : The objectives of this Course are to:

- explain the meaning, types, functions and sources of values.
- explain the meaning, objectives and dimensions of value education.
- illustrate the importance, policy perspectives, methods and techniques of value education.
- describe the perspectives of value education in East and West.
- describe the meaning, objectives, pedagogy and the ways of integrating peace education in the curriculum.
- describe the importance of teachers, principals and parents in imparting peace education.

| UNITS | COURSE CONTENTS | L | T | P | Total Hours |
|-------------------------------|--|-----------|----------|-----------|-------------|
| I (Marks 20) | INTRODUCTION TO VALUES 1.1 Concept, meaning and definition of values 1.2 Types of values 1.2.1 Instrumental values 1.2.2 Intrinsic values and 1.2.3 Democratic values. 1.3 Functions of values 1.4 Sources of values 1.4.1 Socio- cultural tradition 1.4.2 Religion 1.4.3 Constitution 1.5 Fostering values: Role of – 1.5.1 Parents 1.5.2 Teachers 1.5.3 Peer groups 1.5.4 Government 1.5.5 Mass media and 1.5.6 Voluntary organizations | 13 | 2 | -- | 15 |

| | | | | | |
|----------------------------------|--|----|---|----|----|
| <p>II Marks (20)</p> | <p>INTRODUCTION TO VALUE EDUCATION</p> <p>2.1 Meaning of Value Education 2.2 Objectives of Value Education 2.3 Dimensions of Value Education 2.3.1 Religious 2.3.2 Spatial 2.3.3 Cognitive, Affective and Psychomotor dimensions 2.4 Importance of value education in the 21st century 2.5 Policy perspective on Value Education in India 2.6 Methods and techniques of value education: 2.6.1 Practical method 2.6.2 Conceptual method 2.6.3 Biographical method 2.6.4 Storytelling technique 2.6.5 Socialized class technique 2.6.6 Discussion technique 2.7 Role of the Teacher and School in promoting Value Education</p> | 13 | 2 | -- | 15 |
| <p>III Marks (20)</p> | <p>PERSPECTIVES OF VALUE EDUCATION IN EAST AND WEST</p> <p>3.1 Perspectives of Value Education in East 3.1.1 Moral Education (M.K Gandhi) 3.1.2 Spiritual Education (Aurobindo Ghosh) 3.1.3 Aesthetic Education (Rabindranath Tagore) 3.1.4 Education for Divine Perfection (Swami Vivekananda) 3.2 Perspectives of Value Education in the West 3.2.1 Education for all round personality development (Plato) 3.2.2 Education to understand the Nature (Jean Jacques Rousseau) 3.2.3 Education for Society (John Dewey) 3.2.4 Existentialism and Education (Jean Paul Satre)</p> | 13 | 2 | -- | 15 |
| <p>IV Marks (20)</p> | <p>PEACE EDUCATION</p> <p>4.1 Meaning and concept 4.2 Objectives of Peace education 4.3 Pedagogy of Peace Education: 4.3.1 Self-learning</p> | 13 | 2 | -- | 15 |

| | | | | | |
|--|---|-----------|----------|-----------|-----------|
| | 4.3.2 Cooperative learning 4.3.3 Problem solving 4.4 Integrating Peace education in the curriculum: 4.4.1 Subject content 4.4.2 Teaching methods 4.4.3 Co-curricular activities 4.4.4 Staff development 4.4.5 Classroom management and 4.4.6 School management. 4.5 Imparting Peace Education: Role of – 4.5.1 Teacher 4.5.2 Principal 4.5.3 Parents | | | | |
| | | 52 | 8 | -- | 60 |

Where *L*: Lecture,

T: Tutorial,

P: Practical

Modes of In-semester Assessment:

20 Marks

- 1) One sessional test - 10 Marks
- 2) Any one of the following activities listed below : 10 Marks
 - Carry out a survey of the Colleges/ Secondary Schools to identify the values most preferred and practiced by students.
 - Carry out a survey of their local community and identify the steps taken by parents in promoting peace in society.
 - Analyze Secondary School textbooks to identify the type of values and peace promoted through the content.
 - Analysis of contents of advertisement, TV serials, movies to identify the gap between the values promoted by them and those promoted by the society.
 - Group Discussion/Seminar/Debate/Assignment on any one of the topics of the course.

Learning Outcomes: On completion of the course, a student will be able to-

- explain the meaning, types, functions and sources of values.
- analyze the role of parents, teachers, peer groups, government, mass media and voluntary organization in fostering values.
- explain the meaning, objectives and dimensions of value education.
- illustrate the importance, policy perspectives, methods and techniques of value education.
- describe the perspectives of value education in East and West.
- describe the meaning, objectives and pedagogy and ways of integrating peace education in the curriculum.
- write the importance of teachers, principals and parents in imparting peace education.

Suggested Readings:

**B.A. IN EDUCATION PROGRAMME (FYUGP)
DETAILED SYLLABUS OF 3RD SEMESTER**

| | |
|------------------------------|--|
| Course Title | : Sociological Foundations of Education |
| Course Code | : MINEDN3 |
| Nature of Course | : Minor |
| Total Credits | : 4 credits |
| Distribution of Marks | : 80 (End-Sem.) + 20 (In-Sem.) |

Course Objectives: The objectives of this Course are to:

- acquaint with the concept of sociological approach of Education.
- discuss the theories of Educational Sociology.
- explain the phenomena of socialization, national integration and internationalization, and role of education in these social phenomena.
- discuss the role of education in social change and development.
- elaborate the socially and economically disadvantaged groups of Indian society and justify the role of education for their development.

| UNITS | COURSE CONTENTS | L | T | P | Total Hours |
|--------------------------------|---|-----------|----------|-----------|--------------------|
| I (20 Marks) | INTRODUCTION TO EDUCATIONAL SOCIOLOGY 1.1 Meaning and nature of Sociology. 1.2 Introduction to Educational Sociology- 1.2.1 Meaning, nature and scope of Educational Sociology 1.2.2 Need for Sociological Approaches in Education 1.2.3 Analogy between Education and Sociology (relationship) 1.3 Theories of Educational Sociology – 1.3.1 Conflict Theory: concept, features, merits and demerits 1.3.2 Consensus Theory: concept, features, merits and demerits 1.3.3 Implementation of Conflict and Consensus theory in education | 14 | 1 | -- | 15 |
| II (20 Marks) | EDUCATION AND SOCIALIZATION PROCESS 2.1. Socialization: Meaning and Process 2.2 Education as a Socialization Process | 14 | 1 | -- | 15 |

| | | | | | |
|---------------------------------|---|-----------|----------|-----------|-----------|
| | 2.3 Agencies of Socialization: Home, School, Society (Neighborhood, Peer group, Mass media, Social Media) and their role in Socialization 2.4 Emotional and National Integration—meaning, importance, role of Education 2.5 Internationalization—meaning, importance, role of Education | | | | |
| III (20 Marks) | SOCIAL CHANGES, DEVELOPMENT AND EDUCATION 3.1 Social Change: meaning, factors and role of Education 3.2 Cultural Changes: meaning, factors, role of Education 3.3 Economic Development: meaning, factors, role of Education 3.4 Human Resource Development: meaning, role of Education 5.1 Democratic nature of education, Role of education in inculcating democratic values. | 14 | 1 | -- | 15 |
| IV (20 Marks) | EDUCATION AND SOCIAL GROUPS 4.1 Social groups in Indian context: characteristics and classification 4.2 Social Disadvantages and Inequalities in Indian Society - meaning, causes and types 4.3 Education of the Socially and Economically Disadvantaged Sections of Indian Society with special reference to ST, SC, Women and Rural population 4.4 Constitutional Provisions for education of different sections of Indian Society | 14 | 1 | -- | 15 |
| Total | | 56 | 4 | -- | 60 |

Modes of In-Semester Assessment:

20 Marks

- 1) One sessional test- **10 Marks**
 - 2) Any one of the following activities listed below- **10 Marks**
 - Group discussion/ Seminar/ Debate Assignment on any one of the topics of the course.
 - Quiz/ Extempore speech
 - Survey Report on Socially and Economically Disadvantaged Groups
- (The teacher will design the activities in relation to the above aspects.)

Learning Outcomes: On completion of the course, a student will be able to-

- explain the concept, approaches and theories of educational sociology.

**B.A. IN EDUCATION PROGRAMME (FYUGP)
DETAILED SYLLABUS OF 3RD SEMESTER**

Course Title : **Education for the Socio-Economically Disadvantaged Groups (SEDGs)**
Course Code : **GECEDN3A**
Nature of Course : **Generic Elective Course (GEC)**
Total Credits : **03**
Distribution of Marks : **80 (End Sem.) + 20 (In-Sem.)**

Course Objectives: The Course objectives are to:

- explain the meaning and concept of socio-economically disadvantaged groups in India
- appreciate the need and importance of promoting education of socio-economically disadvantaged groups.
- describe the nature of difficulties encountered by children of socio-economically disadvantaged groups in their education.
- identify the existing support services available for promoting education of socio-economically disadvantaged groups.
- describe the policy perspectives related to education of socio-economically disadvantaged groups in India.
- describe the schemes and programmes for education of socio-economically disadvantaged groups.

| UNITS | COURSE CONTENTS | L | T | P | Total Hours |
|-------------------------|---|-----------|-----------|-----------|-------------|
| I (20 Marks) | UNDERSTANDING CHILDREN FROM SOCIO-ECONOMICALLY DISADVANTAGED GROUPS (SEDGS) IN INDIA: 1.1 Concept of Socio-Economically Disadvantaged Groups (SEDGs) 1.2 Categories of learners from Socio-Economically Disadvantaged Groups (SEDGs) and their characteristics- <ul style="list-style-type: none"> ○ Gender identities (Female and Transgender individuals) ○ Socio-Cultural identities (SC, ST, OBC and Minorities) | 10 | 01 | -- | 11 |

| | | | | | |
|---------------------------|--|-----------|-----------|-----------|-----------|
| | <ul style="list-style-type: none"> ○ Geographical identities (Learners from villages, Small towns and Aspirational districts) ○ Disabilities (including Learning Disabilities) ○ Socio-Economic conditions (Migrant communities, Low-income household, Children in Vulnerable situations, Children of Victims of trafficking, Orphans including child beggars in urban areas and urban poor). | | | | |
| II (20 Marks) | <p>PROVISIONS OF EDUCATION OF SOCIO-ECONOMICALLY DISADVANTAGED GROUPS IN INDIA:</p> <p>2.1 Meaning and concept of Social Group Equity and Inclusion in Education.</p> <p>2.2 Provisions for social group equity and education of Socio-Economically Disadvantaged Groups in-</p> <ul style="list-style-type: none"> ○ The Constitution of India ○ National Policy on Education (1986) and POA (1992). ○ National Curriculum Framework, 2005. ○ National Education Policy, 2020. <p>2.3 Relevance of International perspectives on equity and inclusion-</p> <ul style="list-style-type: none"> ○ Dakar: framework of action (2000) ○ United Nations Convention on the Rights of Persons with Disabilities, 2006. ○ Sustainable Development Goals (2015) to Indian Context. | 10 | 01 | -- | 11 |
| III (20 Marks) | <p>EDUCATIONAL STATUS OF SEDGS WITH REFERENCE TO DISABILITIES AND GENDER:</p> <p>3.1 Concept and Types of Disabilities.</p> <ul style="list-style-type: none"> ○ Education of visually impaired students. ○ Education of hearing impaired students. ○ Education of learning disabled students. ○ Status of education (including enrolment, dropout and retention) of students with disabilities in India. ○ Problems of education of students with disabilities. <p>3.2 Status of education (including enrolment, dropout and retention) of women in India.</p> <p>3.3 Status of education of transgender individuals in India</p> | 10 | 02 | -- | 12 |

| | | | | | |
|--------------------------|--|-----------|-----------|-----------|-----------|
| | 3.4 Problems of education of women and transgender individual in India | | | | |
| IV (20 Marks) | EDUCATIONAL STATUS OF SEDGS WITH REFERENCE TO SOCIO-CULTURAL IDENTITIES: 4.1 Status of education (including enrolment, dropout and retention) of socio-culturally disadvantaged groups in India- <ul style="list-style-type: none"> o Scheduled Caste (SC), o Scheduled Tribes (ST), o Other Backward Classes (OBC) and o Minorities 4.2 Problems of education of socio-culturally disadvantaged groups- SC, ST, OBC and Minorities 4.3 Addressing the problems of education of socio-economically disadvantaged groups. | 10 | 01 | -- | 11 |
| | Total | 40 | 05 | -- | 45 |

Where,

L: Lecture

T: Tutorial

P: Practical

Modes Of In-Semester Assessment:

20 Marks

- 1) One Sessional test - 10 Marks
- 2) Any one of the following listed below - 10 Marks
 - o Group discussion/Seminar/Debate/Assignment on any one of the topics of the course.
 - o Preparation of status report on school education of children of SEDGs.
 - o Prepare a report based on field visit to a school/institution promoting equity and inclusive practices.
 - o Prepare a report based on survey of the locality for early identification of children with disabilities.

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

- o explain the meaning and concept of socio-economically disadvantaged groups in India.
- o appreciate the need and importance of promoting education of socio-economically disadvantaged groups.
- o describe the nature of difficulties encountered by children of socio-economically disadvantaged groups in their education.
- o identify existing support services available for promoting education of socio-economically disadvantaged groups.
- o describe the policy perspectives related to education of socio-economically disadvantaged groups in India.
- o describe the schemes and programmes for education of socio-economically disadvantaged groups.

**B.A. IN EDUCATION PROGRAMME (FYUGP)
DETAILED SYLLABUS OF 3RD SEMESTER**

Course Title : **Methods and Techniques of Teaching**
Course Code : **SEC304**
Nature of Course : **Skill Enhancement Course (SEC)**
Total Credits : **3 credits**
Distribution of Marks : **80 (End-Sem.) + 20 (In-Sem.) –3 credit course**

Course Objective: The objectives of this Course are to:

- introduce the concept, nature and importance of teaching and techniques of teaching.
- explain the maxims of teaching.
- demonstrate the concept of teaching skills and teaching behavior.
- explain the concept of teaching skills.
- practice different micro teaching skills.
- explain the concept of cooperative and collaborative and cooperative learning.

| UNITS | COURSE CONTENTS | L | P | T | Total Hours |
|-------------------------|--|-----------|-----------|----------|-------------|
| I (20 Marks) | THE TEACHING LEARNING PROCESS 1.1 Meaning and Nature of Teaching 1.2 Importance of technique in teaching. 1.3 Principles of Teaching and learning 1.4 Meaning of Maxims of teaching. 1.4.1 General Maxims of Teaching. 1.5 Phases of Teaching 1.6.1 Planning Stage(Pre-active phase) 1.6.2 Interactive Phase 1.6.3 Post-active Phase(Follow up) 1.6 Teaching Behaviour-Authoritative, Democratic and Laissez- Faire. 1.7 Classroom problem of beginners.(Both teacher and students) | 10 | -- | 1 | 11 |

| | | | | | |
|---------------------------------|---|-----------|-----------|----------|-----------|
| II (20 Marks) | PLANNING TEACHING 2.1 Meaning, purpose and Characteristics of a good Lesson Plan. 2.2 Harbartian steps of planning a Lesson. 2.3 Concept and importance of Micro teaching 2.3.1 Micro Teaching cycle. 2.4 Different Micro Teaching Skills. 2.4.1 Introducing a lesson. 2.4.2 Blackboard writing. 2.4.3 Questioning(Fluency in questioning and probing question) 2.4.4 Stimulus variation. 2.4.5 Reinforcement. 2.4.6 Explaining 2.4.7 Achieving Closure. (Practice any three of them) | 6 | 1 | 4 | 11 |
| III (20 Marks) | METHODS AND APPROACHES OF TEACHING 3.1 Teacher centered and Learner centered Approach. 3.2 Play way method 3.3 Activity method 3.4 Inductive and Deductive method 3.5 Heuristic method 3.6 Project method 3.7 Teaching approaches : Structural approach and communicative approach | 10 | -- | 1 | 11 |
| IV (20 Marks) | COLLABORATIVE AND CO-OPERATIVE LEARNING 4.1 Concept and purpose of collaborative and co-operative learning 4.1.1 Similarities and Differences between collaborative and co-operative learning. 4.1.2 Different cooperative learning strategies: Think pair chair, Jigsaw, Numbered Heads together, Tea Party, Write Around etc. (More emphasis should be given on practice) 4.2 Different collaborative learning strategies : Problem based learning, Simulations , Peer Editing , Guided the Design, Small group discussion, Case studies (More emphasis should be given on practice) | 6 | 1 | 5 | 12 |
| | Total | 32 | 4 | 9 | 45 |

Where, L-Lecture, T-Tutorial, P-Practicals

Modes of In semester Assessment :

20 Marks

1) One sessional test -

10 Marks

2) Any one of the following activities listed below:

10 Marks

- Prepare a lesson plan using Herbertian steps.



SYLLABI FOR U.G PROGRAMME

IN

POLITICAL SCIENCE

(As per NEP 2020)

DIBRUGARH UNIVERSITY

(BOS Dated 22nd and 23rd Nov, 2022)

SEMESTER I

| | |
|------------------------------|---|
| Course Title | : Understanding Political Theory |
| Course Code | : PSCC1 |
| Nature of Course | : Major (Core-I) |
| Total Credits | : 4 |
| Distribution of Marks | : 80 (End -Sem) +20 (In-Sem) |

COURSE OBJECTIVE:

- a. To introduce the students to the idea of political theory, its history and approaches, and an assessment of its critical and contemporary trends.
- b. To reconcile political theory and practice through reflections on the ideas and practices related to State, Citizenship and Democracy.

| Unit | Contents | L | T | Total Hours |
|-----------------------|---|----|---|-------------|
| I (16 Marks) | What is Political Theory? Why do we need Political Theory? Evolution of Political Theory; Approaches to Political Theory-Normative ,Historical and Empirical; Behaviouralism and Post Behaviouralism; Decline and Resurgence | 10 | 2 | 12 |
| II (16 marks) | Traditions of Political Theory Liberal Tradition: Meaning, history of liberalism, Phases of liberalism and their features- Classical -contractarianism, individual autonomy and Utilitarianism , Modern -welfare state and distributive justice. Marxist tradition: Introducing Marxism , historical materialism, concept of class, dictatorship of the proletariat | 10 | 2 | 12 |
| III (16 marks) | Contemporary Perspectives in Political Theory: Feminism: Meaning, Types- Liberal, Marxist, Radical and Third World Feminisms Multiculturalism: Meaning and evolution, models of multiculturalism-hybridity, constitutional diversity, right to cultural membership Postmodernism- Meaning, Development, Difference between post modernism and modernism | 10 | 2 | 12 |
| IV (16 marks) | Political Theory and Practice-I: Citizenship-meaning, types-active and passive, liberal and universal citizenship, feminism and citizenship, Marxist critique of citizenship; Types of State- Liberal and Marxist State and Civil Society | 10 | 2 | 12 |
| | | 10 | 2 | 12 |

| | | | | |
|-------------------------|--|--|--|--|
| V (16 marks) | Theory and Practice- II: Democracy-Direct, Liberal, Procedural, Deliberative; Debates- Democracy and Difference, Representation and Participation, Democracy and Development | | | |
|-------------------------|--|--|--|--|

Modes of In-Semester Assessment : 20 Marks

1. One Unit Test : 10
2. Marks Any one of the activities listed below: : 10 Marks
 - a. Group Discussion
 - b. Home Assignment
 - c. Fieldwork/Project
 - d. Viva-Voce

Learner's Outcome: On completion of this course, a student will be able to:

1. Understand the nature, evolution, significance, and various traditions of Political Theory.
2. The students will also be able to reflect upon some of the important debates in Political Theory.

Suggested ReadingList:

- Bhargava, R.(2008) 'What is Political Theory', in Bhargava, R and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 2-16.
- Bellamy, R. (1993) 'Introduction: The Demise and Rise of Political Theory', in Bellamy, R. (ed.) *Theories and Concepts of Politics*. New York: Manchester University Press, pp. 1-14.
- Glaser, D. (1995) 'Normative Theory', in Marsh, D. and Stoker, G. (eds.) *Theory and Methods in Political Science*. London: Macmillan, pp. 21-40.
- Sanders, D. (1995) 'Behavioural Analysis', in Marsh, D. and Stoker, G. (eds.) *Theory and Methods in Political Science*. London: Macmillan, pp. 58-75.
- Chapman, J. (1995) 'The Feminist Perspective', in Marsh, D. and Stoker, G (eds.) *Theory and Methods in Political Science*. London: Macmillan, pp. 94-114.
- Bhargava, R, 'Why Do We Need Political Theory', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp.17-36.
- Bannett, J. (2004) 'Postmodern Approach to Political Theory', in Kukathas, Ch. And Gaus,G.F. (eds.) *Handbook of Political Theory*. New Delhi: Sage, pp. 46-54.
- Vincent, A. (2004) *The Nature of Political Theory*. New York: Oxford University Press, 2004, pp.19-80.
- Srinivasan, J. (2008) 'Democracy', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp.106-128.

| | |
|-----------------------|---|
| Course Title | : Concepts and Debates in Political Theory |
| Course Code | : MINPSC1 |
| Nature of Course | : Minor |
| Total Credits | : 4 |
| Distribution of Marks | : 80 (End -Sem) +20 (In-Sem) |

Course Objective:

- To introduce certain key aspects of conceptual analysis in political theory
- To introduce the skills required to engage in debates surrounding the application of the concepts.

| Unit | Contents | L | T | Total Hours |
|----------------|---|----|---|-------------|
| I (16 Marks) | Political Theory Basics: What is Politics? What is Political? Relevance and Decline of Political Theory | 10 | 2 | 12 |
| II (16 marks) | Concepts in Political Theory-I: Liberty- Negative and Positive Liberty, Liberty and Equality, Liberty and Rights Equality- Equality of Welfare, Equality of Opportunity, Equality of Resources Justice-D istributive Justice; Procedural Justice, Justice as Fairness; Capabilities and Freedom | 10 | 2 | 12 |
| III (16 marks) | Concepts in Political Theory -II: Rights- Negative and Positive Rights; Civil, Political and Social Rights; Legal Rights; Moral Rights Human Rights; Communitarians and Rights Multiculturalism and Rights Democracy- Direct Democracy, Liberal Democracy; Procedural Democracy -Elitist, Pluralist, Egalitarian, Communist, Participatory, Deliberative Democracy | 10 | 2 | 12 |
| IV (16 marks) | Concepts in Political Theory- III: Equal and Universal Citizenship, Globalization and Citizenship, Dilemma of Liberal Citizenship-Uniformity and Generality | 10 | 2 | 12 |
| V (16 marks) | State and Civil Society –Marxist and Liberal; Challenges to State; Evolution of Civil Society, Relationship between State and Civil Society | 10 | 2 | 12 |

Modes of In-Semester Assessment

: 20 Marks

- One Unit Test 10 Marks
- Any one of the activities listed below: 10 Marks
 - Group Discussion
 - Home Assignment
 - Fieldwork/Project
 - Viva-Voce

Learner's Outcome: On completion of this course, a student will be able to:

- a. Understand the various concepts in Political Theory, significance of the concepts etc.
- b. The students will also be able to reflect upon some of the important debates on the relationship between state and civil society.

Suggested Reading List:

- Bhargava, R. (2008) 'What is Political Theory', in Bhargava, R and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 2-16.
- Bellamy, R. (1993) 'Introduction: The Demise and Rise of Political Theory', in Bellamy, R. (ed.) *Theories and Concepts of Politics*. New York: Manchester University Press, pp. 1-14.
- Glaser, D. (1995) 'Normative Theory', in Marsh, D. and Stoker, G. (eds.) *Theory and Methods in Political Science*. London: Macmillan, pp. 21-40.
- Sanders, D. (1995) 'Behavioural Analysis', in Marsh, D. and Stoker, G. (eds.) *Theory and Methods in Political Science*. London: Macmillan, pp. 58-75.
- Chapman, J. (1995) 'The Feminist Perspective', in Marsh, D. and Stoker, G. (eds.) *Theory and Methods in Political Science*. London: Macmillan, pp. 94-114.
- Bhargava, R. 'Why Do We Need Political Theory', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp.17-36.
- Bannett, J. (2004) 'Postmodern Approach to Political Theory', in Kukathas, Ch. And Gaus, G.F.(eds.) *Handbook of Political Theory*. New Delhi: Sage, pp. 46-54.
- Vincent, A.(2004) *The Nature of Political Theory* .New York :Oxford University Press, 2004, pp.19-80.
- Srinivasan, J. (2008) 'Democracy', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp.106-128.
- Owen, D. (2003) 'Democracy', in Bellamy, R. and Mason, A. (eds.) *Political Concepts*. Manchester and New York: Manchester University Press, pp. 105-117.
- Christiano, Th. (2008) 'Democracy', in Mckinnon, C. (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 80-96.
- Arblaster, A. (1994) *Democracy*. (2nd Edition). Buckingham: Open University Press
- Roy, A. 'Citizenship', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp.130-146.
- Brighouse, H. (2008) 'Citizenship', in Mckinnon, C.(ed.) *Issues in Political Theory*, New York :Oxford University Press, pp. 241-258.

| | |
|------------------------------|-------------------------------------|
| Course Title | : Human Rights |
| Course Code | : GECPC1 |
| Nature of Course | : GEC |
| Total Credits | : 3 |
| Distribution of Marks | : 80 (End -Sem) +20 (In-Sem) |

Course Objective:

- To enable the students to understand the issues concerning the rights of citizens in general and the marginalized groups in particular
- Assess the institutional and policy measures which have been taken in response to the demands of various movements.
- To understand the conceptual dimensions, international trends and the Indian experience form the contents of the course.

| Unit | Contents | L | T | Total Hours |
|-------------------|---|---|---|-------------|
| I (20 Marks) | Meaning, nature, and scope of Human Rights; Universalism and Cultural Relativism, Generations of Human Rights | 9 | 3 | 12 |
| II (20 marks) | Institutional Frameworks- UDHR, ICCPR, ICESCR and Optional Protocols, CEDAW | 9 | 2 | 11 |
| III (20 Marks) | Human Rights in Indian Context: <ul style="list-style-type: none"> Human Rights and the Indian Constitution Human Rights Laws and Institutions in India | 9 | 2 | 11 |
| IV (20 Marks) | <ul style="list-style-type: none"> Human Rights Movements in India: Environmental movements, Dalit movement, Women's movement | 9 | 2 | 11 |

Modes of In-Semester Assessment

: 20 Marks

- One Unit Test 10 Marks
- Any one of the activities listed below: 10 Marks
 - Group Discussion
 - Home Assignment
 - Fieldwork/Project
 - Viva-Voce

Learner's Outcome: On completion of this course, a student will be able to:

- understand the issues concerning the rights of citizens in general and the marginalized groups in particular
- Assess the institutional and policy measures which have been taken in response to the demands of various movements.
- Understand the conceptual dimensions, international trends and the Indian experience form the contents of the course.

Suggested ReadingList:

- Baxi, Upendra (2002), *The Future of Human Rights*, Oxford University Press, Delhi.
- Beteille ,Andre (2003), *Antinomies of Society: Essays on Ideology and Institutions*, Oxford University Press, Delhi
- Ghanshyam Shah, (1991) *Social Movements in India*, Sage Publications, Delhi
- Shah, Nandita and Nandita Gandhi (1992) *Issues at Stake: Theory and Practice in the Contemporary Women's Movement in India*, Kali for Women, Delhi.
- Gonsalves, Colin (2011) *Kaliyug: The decline of human rights law in the period of Globalisation* Human Rights Law Network, New Delhi.
- Sen, Amartya, *Development as Freedom* 1999)New Delhi, OUP.
- Donnelly, Jack and Rhoda Howard (ed.), *International Handbook of Human Rights*, Westport, Connecticut: Greenwood Press,1987.
- Donnelly, Jack, *Universal Human Rights in Theory and Practice*, New Delhi, Manas, 2005.
- Gerwith, *Human Rights: Essays on Justification and Application*, University of Chicago Press, Chicago, 1982.
- Khan, Mumtaz Ali, *Human Rights and the Dalits*, Uppal Publishing House, New Delhi, 1995.
- South Asia Human Rights Documentation Centre, *Introducing Human Rights*, Oxford, New Delhi, 2006

| | |
|------------------------------|-------------------------------------|
| Course Title | : Legal Literacy |
| Course Code | : SEC107 |
| Nature of Course | : SEC |
| Total Credits | : 3 |
| Distribution of Marks | : 80 (End -Sem) +20 (In-Sem) |

Course Objective:

- a. To acquaint student with the structure and manner of functioning of the legal system in India.

| Unit | Contents | L | T | Total Hours |
|---------------------------|--|---|---|-------------|
| I (20 Marks) | Legal System in India: An Introduction to the Legal system in India, System of courts/tribunals and their jurisdiction in India, criminal and civil courts, writ jurisdiction, specialized courts such as Juvenile Justice Boards, Family Courts and Tribunals. Alternate dispute mechanisms such as Lok-Adalats, non-formal Mechanisms. | 9 | 3 | 12 |
| II (20 marks) | Preliminary Criminal Procedures: Filing a FIR, arrest, bail, search and seizure | 9 | 2 | 11 |
| III (20 Marks) | Laws relating to Gender, Consumer Protection, Cyber Crimes: Laws relating to dowry, sexual harassment and domestic violence, Laws relating to consumer rights, Laws relating to cyber crimes | 9 | 2 | 11 |
| IV (20 Marks) | Practical: a. What to do if you are Arrested: if you are a Consumer with a Grievance; if you are a Victim of Sexual Harassment: Domestic Violence, Child Abuses, Caste, Ethnic and Religious Discrimination; Filing a Public Interest Litigation. How can you challenge Administrative Orders that Violate Rights, Judicial and Administrative Remedies? b. Using a Hypothetical Case: of (for example) Child Abuse or Sexual Harassment or any other Violation of a Rights, Preparation of an FIR or writing a Complaint addresses to the appropriate Authority | 9 | 2 | 11 |

Modes of In-Semester Assessment

1. One Unit Test
2. Any one of the activities listed below:
 - a. Group Discussion
 - b. Home Assignment
 - c. Fieldwork/Project
 - d. Viva-Voce

: 20 Marks

10 Marks

10 Marks

Learner's Outcome: On completion of this course, a student will be able to:

- a. The student would be aware of the functioning of the legal system, the courts, police, jails and the system of criminal justice administration.
- b. To Have a brief knowledge of the Constitution and laws of India, an understanding of the formal and alternate dispute redressal (ADR) mechanisms that exist in India, public interest litigation.
- c. Have some working knowledge of how to affirm one's rights and be aware of one's duties within the legal framework; and the opportunities and challenges posed by the legal system for different sections of persons.

Suggested Reading

Creating Legal Awareness, edited by Kamala Sankaran and Ujjwal Singh (Delhi: OUP, 2007) Legal literacy: available amongst interdisciplinary courses on Institute of Life Long Learning (Delhi University) Virtual Learning Portal namelyvle.du.ac.in

Reading list for course on Legal Literacy:

- Multiple Action Research Group, *Our Laws Vols 1-10*, Delhi. Available in Hindi also. Indian Social Institute, New Delhi, *Legal Literacy Series Booklets*. Available in Hindi also.
- S.K. Agarwala, *Public Interest Litigation in India*, K.M. Munshi Memorial Lecture , Second Series , Indian Law Institute, Delhi, 1985.
- S.P. Sathe, *Towards Gender Justice*, Research Centre for Women's' Studies, SNDT Women's University, Bombay, 1993
- Asha Bajpai, *Child Rights in India: Law, Policy, and Practice*, Oxford University Press, New Delhi, 2003
- Agnes, Flavia *Law and Gender Equality*, OUP, 1997.
- Sagade, Jaga, *Law of Maintenance: An Empirical Study*, ILS Law College, Pune 1996.
- B. L. Wadhwa , *Public Interest Litigation-A Handbook*, Universal, Delhi ,2003.
- Nomita Aggarwal, *Women and Law in India*, New Century, Delhi, 2002.
- P. C. Rao and William Sheffiled: *Alternate Dispute Resolution: What it is and How it Works*, Universal Law Books and Publishers, Delhi, 2002
- V. N. Shukla: *Constitution of India* by Mahendra P .Singh, Eastern Book Co. 10th edition 2001.
- Parmanand Singh, 'Access to Justice and the Indian Supreme Court', 10 & 11 Delhi Law Review 156, 1981-82.
- J. Kothari, (2005), 'Criminal Law on Domestic Violence', *Economic and Political*

Semester II

| | |
|-----------------------|---------------------------------------|
| Course Title | Indian Government and Politics |
| Course Code | : PSCC2 |
| Nature of Course | : Major |
| Total Credits | : 4 |
| Distribution of Marks | : 80 (End -Sem) +20 (In-Sem) |

Course Objective:

- To acquaint the students with the constitutional design of States' structure and institutions, and their actual working overtime.
- To study how the Constitution of India accommodates conflicting impulses (of liberty and justice, territorial decentralization, and a strong union, for instance) within itself in political practice.
- To study mutual interactions among the state institutions and their interactions with the large extra-constitutional environment.

| Unit | Contents | L | T | Total Hours |
|---------------------------|--|----|---|-------------|
| I (16 Marks) | The Constituent Assembly and the Constitution Framing of the Constitution- Acts of 1909, 1919, 1935 and 1947; the Preamble and the major features of the constitution, Fundamental Rights, Fundamental Duties and Directive Principles of State Policy | 10 | 2 | 12 |
| II (16 marks) | Organs of Government The Legislature: Parliament-Composition, Powers and Functions The Executive: President, Vice President, Prime Minister, Council of Ministers | 10 | 2 | 12 |
| III (16 marks) | Organs of Government-I The Judiciary: Supreme Court and High Courts, Judicial Review Relation between Executive and Judiciary, Judicial Activism, Public Interest Litigation (PIL) | 10 | 2 | 12 |
| IV (16 marks) | Federalism Federalism: Nature, Division of Powers, Emergency Provisions, Centre-State Relations- Conflicts and Accommodation, Fifth and Sixth Schedules of the Constitution of India | 10 | 2 | 12 |
| V (16 marks) | Decentralization and Local Government Panchayati Raj, Municipalities 73 rd , 74 th Amendments and 11 th , 12 th Schedule of the Constitution of India | 10 | 2 | 12 |

Modes of In-Semester Assessment

: 20 Marks

- | | |
|--|----------|
| 1. One Unit Test | 10 Marks |
| 2. Any one of the activities listed below: | 10 Marks |
| a. Group Discussion | |
| b. Home Assignment | |
| c. Fieldwork/Project | |
| d. Viva-Voce | |

Learner's Outcome: On completion of this course, a student will be able to:

- a. Understand the constitutional design of States' structure and institutions, and their actual working overtime.
- b. Understand how the Constitution of India accommodates conflicting impulses (of liberty and justice, territorial decentralization, and a strong union, for instance) within itself in political practice.
- c. Understand mutual interactions among the state institutions and their interactions with the large extra-constitutional environment.

READING LIST

- G. Austin, (2010) 'The Constituent Assembly: Microcosm in Action', in *The Indian Constitution: Cornerstone of a Nation*, New Delhi: Oxford University Press, 15th print, pp.1-25.
- 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, pp. 1-40.
- D. Basu, (2012) *Introduction to the Constitution of India*, New Delhi: Lexis Nexis.
- S. Chaube (2009), *the Making and Working of the Indian Constitution*, Delhi: National Book Trust.
- G. Austin, (2000) 'The Social Revolution and the First Amendment', in *Working a Democratic Constitution*, New Delhi: Oxford University Press, pp. 69-98. A. Sibal, (2010) 'From Niti to Nyaya', *Seminar*, Issue 615, pp 28-34.
- Abbas, H., Kumar, R. & Alam, M.A. (2011) *Indian Government and Politics* New Delhi: Pearson, 2011.
- Chandhoke, N. & Priyadarshi, P. (eds.) (2009) *Contemporary India: Economy, Society, Politics*. New Delhi: Pearson.
- Chakravarty, B. & Pandey, K.P. (2006) *Indian Government and Politics*. New Delhi: Sage.
- Chandra, B., Mukherjee, A. & Mukherjee, M. (2010) *India after Independence*. New Delhi: Penguin.
- Singh, M.P. & Saxena, R. (2008) *Indian Politics: Contemporary Issues and Concerns*. New Delhi: PHI Learning.
- Vanaik, A. & Bhargava, R. (eds.) (2010) *Understanding Contemporary India: Critical*

Course Title: Understanding Gandhi and Ambedkar

Course Code : GECPC2

Nature of Course : GEC

Total Credits : 3

Distribution of Marks : 80 (End -Sem) +20 (In-Sem)

Course objective:

- a. To introduce Gandhian thoughts and Ambedkar's ideas and their relevance in contemporary India.
- b. To acquaint the student on Gandhi's socio-political visions on the basis of his critique of Modern Civilization and its alternatives will be dealt with elaborately.
- c. To acquaint the student on Ambedkar's philosophical contributions towards Indian economy and class question, sociological interpretations on religion, gender, caste and cultural issues; ideas on politics such as concepts of nation, state, democracy, law and constitutionalism are to be pedagogically interrogated and interpreted.

| Unit | Course Contents | L | T | Total Hours |
|-------------------|--|---|---|-------------|
| I (20 Marks) | Philosophy of Gandhi: Satyagraha and Ahimsa; Trusteeship; views on Caste | 9 | 3 | 12 |
| II (20 marks) | Gandhi on Modern Civilization and Ethics of Development: Critique of Modern Civilization; Views on Alternative Modernity- Swaraj, Swadeshi; Vision of State | 9 | 2 | 11 |
| III (20 Marks) | Philosophy of Ambedkar: Caste and Religion- Views on Caste and Untouchability; Critique of Hindu Social Order; Religion and Conversion, Rights and Representations- Constitution as an Instrument of Social Transformation | 9 | 2 | 11 |
| IV (20 Marks) | Gandhi and Ambedkar Debates on: Untouchability and Caste question, Separate Electorate; Modernity | 9 | 2 | 11 |

Modes of In-Semester Assessment

: 20 Marks

1. One Unit Test 10 Marks
2. Any one of the activities listed below: 10 Marks
 - a. Group Discussion
 - b. Home Assignment
 - c. Fieldwork/Project
 - d. Viva-Voce

Learner's Outcome: On completion of this course, a student will be able to:

- a. Understand Gandhian thoughts and Ambedkar's ideas and their relevance in contemporary India.

| | |
|------------------------------|--|
| Course Title | : Legislative Procedures in India |
| Course Code | : SEC207 |
| Nature of Course | : SEC |
| Total Credits | : 3 |
| Distribution of Marks | : 80 (End -Sem) +20 (In-Sem) |

Course objectives:

- To develop skills amongst the learners to make them employable.
- To impart operational skills to students by familiarizing them with functioning of legislature.

| Unit | Course Contents | L | T | Total Hours |
|---------------------------|---|---|---|-------------|
| I (20 Marks) | Composition, Powers and functions of Indian Parliament; Parliamentary Sessions: Budget, Monsoon and Winter; Devices of Parliament Proceedings: Zero Hour & Questions Hour | 9 | 3 | 12 |
| II (20 marks) | Motions in Parliament: Call Attention, No-Confidence, Adjournment, Prorogation and Dissolution; Law Making Procedure in the Parliament: Legislative Committees: Standing and Adhoc | 9 | 2 | 11 |
| III (20 Marks) | Budget as an Instrument of Social Change; Procedure of Formulation and Passing of Budget; Parliamentary Committees on Finances: Estimate Committee, Public Accounts Committee and Committee on Public Undertaking | 9 | 2 | 11 |
| IV (20 Marks) | Practical: Mock Parliament (Students shall perform mock parliament with each student assigned with specific role as per parliamentary procedures. A detailed report shall have to be prepared for record) | 9 | 2 | 11 |

Modes of In-Semester Assessment

: 20 Marks

- One Unit Test 10 Marks
- Any one of the activities listed below: 10 Marks
 - Group Discussion
 - Home Assignment
 - Fieldwork/Project
 - Viva-Voce

Learner's Outcome: On completion of this course, a student will be able to:

- Understand the devices used in the working of Parliament.
- Be familiarized with the legislative procedure which enables them to understand the role media in the legislative process and its impact on governance.

SYLLABUS
FOR
FOUR YEARS UNDER GRADUATE PROGRAMME
IN
HISTORY
UNDER NATIONAL EDUCATION POLICY 2020



DIBRUGARH UNIVERSITY
DIBRUGARH-786004
ASSAM

Semester I

Course Code: HISC1

Course Title: **HISTORY OF INDIA-I** (Prehistory to c.300BCE)

Nature of the Course: Major Core

Credit: 4

Objective: The objective of the paper is to have a thorough understanding of the history of India. The paper deals with the early history of the Indian subcontinent starting from the age of prehistory to the post-Vedic Civilization. The paper will help the students in understanding the history of our earliest hominid ancestors along with the cultural transitions that happened in due course of time.

Course Contents

| Topic | | Credit | |
|---|--|-------------------------------|-----------------|
| Unit-1: Introduction to Indian Prehistory | | Lecture | Tutorial |
| | | Marks Distribution: 20 | |
| 1.1 | Defining Prehistory and Proto-history | 3 | 1 |
| 1.2 | Environmental factors and human evolution in Indian prehistory | 3 | |
| 1.3 | Sources of Indian prehistory- Stone tools, bones, potsherds, artefacts | 3 | 1 |
| 1.4 | Introduction to dating techniques (Radiocarbon dating, TL dating, K-AR dating, Paleomagnetic dating) | 3 | 1 |
| Unit- 2: Prehistoric India- Hunter-gatherers to Food producers | | Marks Distribution: 20 | |
| 2.1 | Paleolithic cultures-distribution of sites- tools, techniques and subsistence pattern | 3 | 1 |

| | | | |
|---|---|-------------------------------|---|
| 2.2 | Mesolithic cultures-distribution of sites-tools, technique and subsistence pattern | 3 | |
| 2.3 | Neolithic cultures in India-distribution of sites-tools, techniques and subsistence pattern | 3 | 1 |
| 2.4 | Chalcolithic cultures in India (Non-Harappan)- Megalithic cultures- distribution of sites | 3 | 1 |
| Unit- 3: The Harappan civilization | | Marks Distribution: 20 | |
| 3.1 | Phases of Harappan Civilization-Geography and Chronology | 3 | 1 |
| 3.2 | Urban features of Harappan civilization | 3 | 1 |
| 3.3 | Harappan art and architecture | 3 | 1 |
| 3.4 | Urban decline and the late/post-Harappan traditions. | 3 | |
| Unit-4: Cultures in transition | | Marks Distribution: 20 | |
| 4.1 | Northern India (c.1500-600 BCE)- Vedic and post-Vedic period- society, religion, polity and economy | 3 | 1 |
| 4.2 | Early Territorial states (c. 600-300 BCE)-Trade and Urban centers | 3 | |
| 4.3 | Philosophical traditions- Buddhism and Jainism, Ajivika, Carvakas | 3 | 1 |
| 4.4 | South India (c. 300 BCE -CE 300) | 3 | 1 |

Learning outcome:

- To have an understanding on prehistory and sources of Indian prehistory.
- To acquaint with the prehistoric period and prehistoric cultures, distribution of sites, tools and technologies, economic, and socio-cultural developments of the period concerned.
- To acquaint the students with The Indus valley civilization
- To acquaint the students with the Vedic period and the state formation in Early India

Suggested Reading List:

- V.K. Jain, Prehistory and Protohistory of India-An Appraisal, DK Printwood, 2006
- R.S. Sharma, India's Ancient Past, NewDelhi, OUP,2007
- R.S. Sharma, Material Culture and Social FormationsinAncientIndia,1983
- R.S. Sharma, Looking for the Aryans, Delhi,Orient Longman Publishers,1995
- Bridget &F. Raymond Allchin,The Rise of Civilization in India and Pakistan,1983.
- A.L. Basham,The Wonder that Was India,1971.
- D.K. Chakrabarti, The Archaeology of Ancient Indian Cities, 1997, Paperback.
- D.K. Chakrabarti, The Oxford Companion to Indian Archaeology, New Delhi,2006.
- H.C. Raychaudhuri, ed. Political History of Ancient India, Rev.
- K.A. N. Sastri, ed. History of South India, OUP, 1966.
- Upinder Singh, A History of Ancient and Early Medieval India, 2008.Romila Thapar, Early India from the Beginnings to 1300, Penguin, 2002
- Irfan Habib, A People's History of India -Vol. -1, Prehistory
- R. Chakrabarti, Exploring Early India, Macmillan,2013
- Uma Chakravarti, The Social Dimensions of Early Buddhism. 1997.RajanGurukkal, Social Formations of Early South India, 2010.
- R. Champakalakshmi, Trade, Ideology and urbanization: South India300 BC-AD 1300,1996

Semester: I

Course Code: MINHIS1

Course Title: History of Ancient India

Nature of Course: Minor

Credit: 4

Objectives: The objective to the paper is to have a thorough understanding of the Ancient Indian History. The paper deals with the various sources that helps to reconstruct the Ancient Indian History, along with the histories starting from the Harappan Civilization to the Turkish and the Arab invasion of India.

Course contents:

| Topic | Credit | |
|---|-------------------------------|----------|
| | Lecture | Tutorial |
| Unit-1: | Marks Distribution: 20 | |
| 1.1 Sources –Literary, archaeological and numismatics | 3 | 1 |
| 1.2 Harappan Civilization –Origin and Extent, Major sites, Salient features, decline and transformation | 3 | |
| 1.3 Vedic Civilization- Society, Economy and Polity | 3 | 1 |
| 1.4 Rise of the Territorial States – Janapadas and Mahajanapadas | 3 | 1 |
| Unit:2 | Marks Distribution: 20 | |
| 2.1 Ascendancy of Magadha- Haryanka and Nandas | 3 | 1 |
| 2.2 Alexander’s Invasion of India. | | |
| 2.3 Rise of the Mauryan Empire under Asoka, Asoka’s Dhamma | 3 | 1 |
| | 3 | 1 |
| 2.4 Mauryan System of Administration and decline | 3 | |

| Unit- 3: | | Marks Distribution: 20 | |
|----------|---|------------------------|---|
| 3.1 | Political and economic Developments in the Post-Mauryan period - the Sungas, Kanvas, Kushanas and Satavahanas | 3 | 1 |
| 3.2 | The Tamils and Sangam Age. | 3 | 1 |
| 3.3 | The Sakas, Parthians and the Indo-Greeks in India | 3 | 1 |
| 3.4 | The Guptas and the Vakatakas | 3 | |
| Unit-4: | | Marks Distribution: 20 | |
| 4.1 | Developments in the post-Gupta period- Vardhanas, Palas and Pratiharas | 3 | 1 |
| 4.2 | The Pallavas, the Rashtrakutas and the Chalukyas | 3 | |
| 4.3 | The Imperial Cholas | 3 | 1 |
| 4.4 | The Arabs and the Turks in Indian politics –Ghaznivids and the Ghorid Invasions | 3 | 1 |

Learning outcome:

- To understand the history of ancient and early medieval India.
- The students will have knowledge on the sources of ancient India as well as the political history and dynastic chronology of the sub-continent up to 1200 C.E.

Suggested Readings Lists:

- Upinder Singh, A History of Ancient and Early Medieval India, Pearson
- RanabirChakravarti, Exploring Early India, Macmillan
- R.S.Sharma, India's Ancient India, Oxford

Semester: I

Course Code: GECHIS1

Course Title: **Introduction to Culture and Heritage of Ancient India**

Nature of Course: GEC

Credit: 4

Objectives: The objective of the paper is to have a thorough as well as a comprehensive understanding of the cultural heritage of Ancient India. The paper will deal with an introduction to Ancient Indian Literature, Ancient Indian Religion and Philosophy, and Ancient Indian Art and Literature.

Course Contents:

| Topic | | Credit | |
|-----------------|--|-------------------------------|-----------------|
| Unit-1: | | Lecture | Tutorial |
| | | Marks Distribution: 20 | |
| 1.1 | Sanskrit literature (Vedic, Epic, Puranas, Smritis) | 3 | 1 |
| 1.2 | Sanskrit literature (drama, prose, didactic, biographical) | 3 | 1 |
| 1.3 | Pali and Prakrit literature (Jatakas, Nikayas, Pitakas) | 3 | 1 |
| Unit- 2: | | Marks Distribution: 20 | |
| 2.1 | Vedic religion and philosophy. Six schools of philosophy (Astikadarshanas) | 3 | 1 |
| 2.2 | Origin of Buddhism and Jainism; Buddhist and Jain philosophy | 3 | 1 |
| 2.3 | Materialistic philosophy | 3 | 1 |

| Unit- 3: | | Marks Distribution: 20 | |
|----------|--|------------------------|---|
| 3.1 | Schools of Sculptural art- Gandhara, Mathura, Sarnath and Amaravati | 3 | 1 |
| 3.2 | Rock cut architecture- Pillars, Stupa, Chaitya, Vihara | 3 | 1 |
| 3.3 | Styles of Temple architecture- Nagara, Dravida and Vesara | 3 | 1 |
| Unit-4: | | Marks Distribution: 20 | |
| 4.1 | Tamil literature (Tolkappiyam, Manimekhalai, Silapadikaram) | 3 | 1 |
| 4.2 | Later developments of Upanishadic philosophy- Shankara, Madhava and Ramanuja | 3 | 1 |
| 4.3 | Paintings –prehistoric rock art, mural paintings of Ajanta and Ellora | 3 | 1 |

Learning Outcome:

- To have an understanding on culture and heritage of ancient India.
- The students will be acquainted with the literature, philosophy, art, architecture and sculptural developments in India during the period concerned.

Suggested Reading List:

- V.K.Jain, Prehistory and Protohistory of India-An Appraisal, DK Printwood, 2006
- R.S.Sharma, India's Ancient Past, New Delhi, OUP, 2007
- Upinder Singh, The History of the Ancient and Early Medieval India, Pearson, 2008
- Partha Mitter, Indian Art, OUP, 2001

Semester: I

Course Title: **Understanding India**

Nature of Course: VAC

Credit: 2

Assessment: 40+10=50

Objectives: The objective of the paper is to have a thorough as well as a comprehensive understanding about India, its cultural development through art and architecture, religions and philosophies of ancient India. The paper also deals with various constituent assembly debates along with the formation of the Indian Constitution.

Course Contents:

| Topic | | Credit | |
|---------|---|------------------------|----------|
| Unit-1 | | Lecture | Tutorial |
| | | Marks Distribution: 15 | |
| 1.1 | Ancient Indian literature- Sanskrit, Pali, Prakrit, Tamil | 4 | 1 |
| 1.2 | Scientific literature and development of science in Ancient India | 4 | 1 |
| 1.3 | Religions and philosophies of ancient India- Vedic, Buddhism, Jainism | 4 | 1 |
| 1.4 | Education and educational Institutions in Ancient India | 4 | 1 |
| Unit- 2 | | Marks Distribution: 15 | |

| | | | |
|-----------------|--|-------------------------------|---|
| 2.1 | Art and architecture of ancient India | 4 | 1 |
| 2.2 | Art and architecture of Medieval India | 4 | 1 |
| 2.3 | Medieval Bhakti Movement and The Sufi Tradition | 4 | 1 |
| Unit- 3: | | Marks Distribution: 10 | |
| 3.1 | Constituent Assembly Debates and the Making of the Indian Constitution | 3 | 2 |
| 3.2 | Basic features of Indian constitution: Basic Structure Doctrine, Fundamental rights, Directive principles, Federal Structure, Independence of Judiciary and the Parliamentary system | 8 | 2 |

Learning Outcome:

- To have an understanding on history and culture of ancient India.
- The students will be acquainted with the literature, philosophy, art and architectural developments in India during the period concerned.
- The students will also get to know about their constitutional rights and duties.

Suggested Reading List:

- A.L. Basham, The Wonder that Was India, Picador India, 1971
- R.S. Sharma, India's Ancient Past, New Delhi, OUP, 2007
- Upinder Singh, The History of the Ancient and Early Medieval India, Pearson, 2008
- Satish Chandra, History of Medieval India, Arihant Publication, 2020
- Durga Das Basu, Introduction to the Constitution of India, Lexis Nexis, 2018

Semester: II

Name of the Course: **Social Formations and Cultural Patterns of Ancient and Medieval World**

Code: HISC2

Nature of the Course: Major Core

Credit: 4

Objective: To understand the historical development of human civilization around the world. This course will make student understand various socio-cultural and economic developments of early human societies. The students will also learn about the challenges and crisis faced by these early civilizations and their responses to these crises.

Course Contents

| Topic | | Credit | |
|----------------|---|-------------------------------|----------|
| | | Lecture | Tutorial |
| Unit-1 | | Marks Distribution: 20 | |
| 1.1 | Origin and growth Human culture and Civilization- Prehistoric culture: Characteristic features of Palaeolithic, Mesolithic, Neolithic | 6 | 1 |
| 1.2 | Bronze and Iron age: Iron Debate, Characteristic features, important sites | 6 | 1 |
| Unit- 2 | | Marks Distribution: 20 | |
| 2.1 | Mesopotamian Civilization: upto Akkadian: Temple economy, Law Codes. | 4 | 1 |
| 2.2 | Egyptian Civilization: Political Developments, Art & Architecture, Religion. | 4 | 1 |
| 2.3 | Chinese Civilization: Polity, Society, Science & Technological Developments | 4 | 1 |
| Unit- 3 | | Marks Distribution: 20 | |

| | | | |
|---------------|--|-------------------------------|---|
| 3.1 | Greek Civilization: Athenian Democracy, Society and Culture. Slavery | 4 | 1 |
| 3.2 | Roman Civilization: Establishment of Republic, Society and Cultures, trade and urbanization | 4 | 1 |
| 3.3 | Europe in medieval age: feudalism, Expansion of Christianity. | 4 | 1 |
| Unit-4 | | Marks Distribution: 20 | |
| 4.1 | The Aztec and the Maya- The Origin, Society, Religion, Economy and Decline | 4 | 1 |
| 4.2 | The Incas: Origin, Polity, Religion, Society and Economy, Art and Architecture, Decline. | 4 | 1 |
| 4.3 | Central Islamic civilization (Arab and Persia): Rise of Islam, <i>Ummah</i> , Caliphate, Crusades | 4 | 1 |

Learning Outcome:

- Learners will be acquainting with the historical developments of various civilizations of ancient and medieval world.
- They will have a comprehensive view about various political, economic and cultural developments of different human societies.
- The students will also learn the changes and crisis faced by early and medieval societies.

Suggested Reading List:

- Burns and Ralph, World Civilizations
- Gordon Childe, What Happened in History
- UNESCO series, History of Mankind
- Amar Farooqui, Early Social Formations
- Rakesh Kumar, Ancient and Medieval World: From Evolution of Humans to the Crisis of Feudalism
- Perry Anderson, Passages from Antiquity to Feudalism
- Charles Phillips, et al, Aztec and Maya: The Complete Illustrated History.

Semester: II

Name of the Course: **History of Medieval India**

Code: MINHIS2

Nature of the Course: Minor

Credit: 4

Objective: To have a comprehensive knowledge about the polity-society- economy of India in medieval period. The course will help the students to understand the chronological history of India from the Turkish invasion to the advent of the British rule. This paper will also see the developments in the major religious trends of the time and also give an idea of the art-architecture and culture of medieval India.

Course Contents

| Topic | | Credit | |
|----------------|--|-------------------------------|----------|
| | | Lecture | Tutorial |
| Unit-1 | | Marks Distribution: 20 | |
| 1.1 | Indian polity during 11th and 12 th century: Background | 3 | 1 |
| 1.2 | Advent the Arabs and the Turks in Indian politics– Ghaznavids and the Ghorid Invasions | 3 | |
| 1.3 | Establishment of The Delhi Sultanate- (a) The Slave dynasty (b) The Khalijis AlauddinKhaliji's Administration (c) The Tughlaqs –Experiments of Muhammad Bin Tughlaq. | 3 | 1 |
| 1.4 | Disintegration of the Delhi Sultanate and Rise of Provincial Kingdoms: Vijayanagar and Bahmani kingdom | 3 | 1 |
| Unit- 2 | | Marks Distribution: 20 | |

| | | | |
|----------------|---|-------------------------------|---|
| 2.1 | Establishment of Mughal rule: (a) India on the eve of Babur's invasion and establishment of the Mughal rule under Babur; Military technology and warfare (use of firearms) (b) Humayun's struggle for empire (c) Sher Shah, his administrative and revenue reforms | 4 | 1 |
| 2.2 | Consolidation of Mughal rule under Akbar: (a) Campaigns and conquests: Mughal- Rajput diplomacy, annexations in North-West frontier, Conquest of Bengal, <i>sulh-i-kul</i> ; <i>Din-illahi</i> | 4 | 1 |
| 2.3 | Evolution of administrative institutions and apparatus: zabt, mansab, jagir, madad-i-maash grants, Zamindars and peasants (Khudkasht and pahikasht) | 4 | 1 |
| Unit- 3 | | Marks Distribution: 20 | |
| 3.1 | Mughal empire under Jahangir and Shahjahan: Important campaigns and conquests, peasant rebellions, wars of succession | 3 | 1 |
| 3.2 | Mughal empire during the reign of Aurangzeb: Military and Religious policies. | 3 | 1 |
| 3.3 | Decline and disintegration of the Mughal Empire: Various issues | 3 | 1 |
| 3.4 | Emergence of the regional powers: Marathas, Nawabs of Bengal | 3 | |
| Unit-4 | | Marks Distribution: 20 | |
| 4.1 | Bhakti Movement: Saguna and Nirguna Trends (Tulsi, Kabir, Meerabai); Growth and Development of Vernacular literature | 3 | 1 |

| | | | |
|-----|--|---|---|
| 4.2 | Sufism in India: Basic characteristics and important Silsilahs (Chistis and Suhrawardis) | 3 | |
| 4.3 | Guru Nanak and emergence of the Sikhs | 3 | 1 |
| 4.4 | Developments in art and architecture: Important features of Indo-Islamic style, characteristics of miniature paintings | 3 | 1 |

Learning Outcome:

- The student will have an understanding of the history of medieval India.
- The students will have knowledge on the sources of medieval India as well as the political history and dynastic chronology of the sub-continent from 1200 C.E.
- This paper will also give an understanding of socio-religious developments of medieval period.

Suggested Reading List:

- Satish Chandra: Medieval India.
- Salma Ahmed Farooqui: A Comprehensive History of Medieval India
- Vipul Singh, Interpreting Medieval India: Early Medieval, Delhi Sultanate and regions
- Meena Bhargava: Understanding Mughal India: 16th to 18th centuries

Semester: II

Name of the Course: **Introduction to Cultural Heritage of Assam**

Course Code: GECHIS2

Nature of the Course: OPEN ELECTIVE COURSE (OEC)

Credit: 4

Objective: To make the students aware of the rich cultural heritage of ancient and Medieval Assam. The students will be made acquainted with the art and architecture of the period under study with a focus on major archaeological sites and architectural remains. The students will also study the neo-Vaishnavite traditions of Assam and its socio-religious context.

Course Contents

| Topic | | Credit | |
|---------|---|------------------------|----------|
| Unit-1 | | Lecture | Tutorial |
| | | Marks Distribution: 20 | |
| 1.1 | Archaeological remains: Deopahar, Malini than, Madan Kamdev, Daparbotiya, .Doyang-Dhansiri | 4 | 1 |
| 1.2 | Sculptures of Assam: Deopani school, East India school of Medieval Art | 4 | 1 |
| 1.3 | Stupas and rock cut caves: Surya pahar, Jogighopa, Pancharatna | 4 | 1 |
| Unit- 2 | | Marks Distribution: 20 | |
| 2.1 | Historical monuments of Ahom period: monuments at Sivasagar, and Dergaon, Maidams of Charaideu | 4 | 1 |
| 2.2 | Monuments of Koch period: Kamakhya and Hajo. | 4 | 1 |
| 2.3 | Literary traditions of Medieval Assam: <i>Buranjis, Vamsavalis</i> | 4 | 1 |
| Unit- 3 | | Marks Distribution: 20 | |

| | | | |
|---------------|--|-------------------------------|---|
| 3.1 | Neo- Vaishnavism in Medieval Assam: Socio-religious background, Basic tenets | 4 | 1 |
| 3.2 | Satra institutions of Barpeta and Majuli | 4 | 1 |
| 3.3 | Development of Vernacular literature: Bhakti literature, Caritputhis | 4 | 1 |
| Unit:4 | | Marks distribution: 20 | |
| 4.1 | Monuments Kachari period: Kasomari and Dimapur | 4 | 1 |
| 4.2 | Art and Architecture of the Ahoms | 4 | 1 |
| 4.3 | Manuscript tradition of medieval Assam | 4 | 1 |

Learning Outcome:

- This paper will acquaint the students about the rich cultural heritage of Ancient and Medieval Assam.
- The students will understand the context and various stylistic traditions of archaeological and architectural remains.
- The students will also have an understanding of neo-Vaishnavite traditions of Assam.

Suggested Reading List:

- MaheswarNeog, Cultural Heritage of Assam
-----Sankardeva and His Times
- H.K. Barpujari, The Comprehensive History of Assam Vol.I and III
- S. N. Sarma, A Socio-Economic and Cultural History of Medieval Assam
-----, Neo- Vaishnavite Movement and Satra Institutions of Assam
- B.K.Baruah, A Cultural History of Assam
- S.L. Baruah, A Comprehensive History of Assam

Semester: III

Name of the Course: **History of India II (c.300 BCE-500 CE)**

Code: HISC3

Nature of the Course: Major Core

Credit: 4

Objective: The goal of the paper is to comprehend the political development of India from the Mauryan to the Gupta dynasties, the two most important dynasties in the early history of the Indian subcontinent. It will cover the period from 300 BCE to 500 CE, during which various native and foreign dynasties ruled the nation along with their socio-economic development.

Course Contents

| Topic | | Credit | |
|--|---|-------------------------------|-----------------|
| Unit-1 Changing political formations-I: | | Lecture | Tutorial |
| | | Marks Distribution: 20 | |
| 1.1 | The Mauryan Empire-Extent and sources, Inscriptions | 3 | 1 |
| 1.2 | Asoka and His Dhamma. Administration, Decline | 3 | |
| 1.3 | Post-Mauryan politics- Sunga, Kanva | 3 | 1 |
| 1.4 | Satavahanas | 3 | 1 |
| Unit-2 Changing political formations -II: | | Marks Distribution: 20 | |
| 2.1 | Indo-Greeks, Sakas, Pahlavas | 3 | 1 |
| 2.2 | Kushanas | 3 | 1 |
| 2.3 | Gupta Empire: Extent, sources, administration, decline | 3 | |
| 2.4 | Contemporaries of the Guptas | 3 | |
| Unit-3 Economy and Society | | Marks Distribution: 20 | |
| 3.1 | Expansion of agrarian economy | 3 | 1 |
| 3.2 | Urban centres and Craft production, | 3 | 1 |

| | | | |
|--|--|-------------------------------|---|
| | | 3 | 1 |
| 3.3 | Trade-internal and external, metallic coinage. | 3 | |
| 3.4 | Social Stratification: Varna, Jati, Untouchability | | |
| Unit-4 | | Marks Distribution: 20 | |
| Cultural developments (circa300BCE-CE750) | | | |
| 4.1 | Transformations in Buddhism and Jainism, Puranic tradition | 3 | 1 |
| 4.2 | A brief survey of Sanskrit, Pali, Prakrit and Tamil literature, Scientific and technical treatises | 3 | |
| 4.3 | Art and architecture-Mauryan and post-Mauryan (pillars, sculptures, stupa, chaitya) | 3 | 1 |
| 4.4 | Art and architecture-Gupta and Vakataka (temple, cave, sculptures), Ajanta paintings | 3 | 1 |

Learning Outcome:

- After the completion of the course, the students will have a very good understanding about the rich part of Indian history specifically from the Mauryan to the Gupta period.
- The students will be acquainted with the changing political formations, trade, urbanism, coinage, religious and socio-cultural developments of the period concerned.

Suggested Reading List

- Upinder Singh, The History of the Ancient and Early Medieval India, Pearson, 2008
- R.S. Sharma, India's Ancient Past, OUP, 2007
- D.P. Chattopadhyaya, History of Science and Technology in Ancient India
- D.D. Kosambi, An Introduction to the Study of Indian History,
- S.K. Maity, Economic Life in Northern India in the Gupta Period,
- B.P. Sahu(ed), Land System and Rural Society in Early India,
- K.A. N. Sastri, A History of South India.
- Romila Thapar, Asoka and the Decline of the Maurya's, 1997.

- Susan Huntington, The Art of Ancient India: Buddhist , Hindu ,and Jain
- R. Chakrabarti, Exploring Early India, Macmillan, 2013
- N.N.Bhattacharya, Ancient Indian Rituals and Their Social Contents
- J.C. Harle, The Art and Architecture of the Indian Subcontinent
- P. L.Gupta, Coins.
- KesavanVeluthat, The Early Medieval in South India

Semester: III

Course Code: HISC4

Course Title: **History of India –III (post-Gupta to 1206 CE)**

Nature of Course: Major Core

Credit: 4

Objectives: To have a comprehensive and a thorough understanding of the History of India right from the Post Gupta period to the year 1206. The students will get an understanding of the society, polity and economy in the ancient and in the early medieval period. The paper deals with mainly the Political Structures, Agrarian Structure, Trade, Social Change as well as religious and cultural developments in the period of study.

Course Contents:

| Topic | | Credit | |
|--|--|-------------------------------|-----------------|
| Unit-1: Political Structures | | Lecture | Tutorial |
| | | Marks Distribution: 20 | |
| 1.1 | Sources: literary texts and others | 3 | 1 |
| 1.2 | Post-Gupta Polities: Vardhanas, Palas, | 3 | |
| 1.3 | Pratiharas | 3 | 1 |
| 1.4 | Rastrakuta | 3 | 1 |
| Unit- 2: Political Structures | | Marks Distribution: 20 | |
| 2.1 | Chalukya, Pallava | 3 | 1 |
| 2.2 | Cholas | 3 | 1 |
| 2.3 | Arab conquest of Sindh | 3 | 1 |
| 2.4 | Early Turkish invasions | 3 | |
| Unit- 3: Agrarian Structure, Trade and Social Change: | | Marks Distribution: 20 | |

| | | | |
|---|---|-------------------------------|---|
| 3.1 | Land grant and Agricultural Expansion | 3 | 1 |
| 3.2 | Feudal economy and polity in early medieval India, Feudal debate | 3 | 1 |
| 3.3 | Internal and External Trade, Urban centers | 3 | 1 |
| 3.4 | Coinage and money economy, Merchant guilds of South India | 3 | |
| Unit-4: Religious and Cultural Developments: | | Marks Distribution: 20 | |
| 4.1 | Growth of Bhakti philosophy- Alvars and Nayanars (d) Art and Architecture: Nagara, Dravida and Vesara | 3 | 1 |
| 4.2 | Islamic intellectual traditions: Al-Biruni; Al-Hujwiri | 3 | |
| 4.3 | A survey of Literature (royal biographies- charitas, technical treatises, historical texts- Rajatarangini) | 3 | 1 |
| 4.4 | Art and Architecture: Nagara, Dravida and Vesara | 3 | 1 |

Learning Outcome:

- This gives an idea about the political as well as religious structure of the post-Gupta period of Indian history.
- The students will be acquainted with the changing political structures, agrarian structures, social change, trade, urbanism, religious and cultural developments during the period concerned.

Suggested Reading List:

- Upinder Singh, The History of the Ancient and Early Medieval India, Pearson, 2008
- R.S. Sharma, India's Ancient Past, OUP, 2007
- Romila Thapar, Early India from origins upto 1300 AD, Penguin, 2002
- R. Chakrabarti, Exploring Early India, Macmillan, 2013

- R.S. Sharma, Indian Feudalism(circa300-1200).
- B.D. Chattopadhyaya, The Making of Early Medieval India.
- R.S.Sharma and K.M. Shrimali, eds, Comprehensive History of India, Vol. IV(A&B).
- Mohammad Habib and K.A. Nizami, eds, Comprehensive History of India, Vol.V, The Delhi Sultanate
- Hermann Kulke, ed., The State in India(AD1000-AD1700).
- N. Karashima, South Indian History and Society (Studies from Inscriptions, AD 850-1800 Derry IN. Maclean, Religion and Society in Arab Sindh
- Richard Davis Lives of Indian Images.
- Romila Thapar, Somanatha: The Many Voices of History.
- John S. Deyell, Living Without Silver: The Monetary History of Early Medieval North India. Vijaya Ramaswamy, Walking Naked: Women, Society, and Spirituality in South India.
- Burton Stein, Peasant State and Society in Medieval South India.
- R. Champakalakshmi, Trade, Ideology and Urbanization: South India, 300 BC to 1300 AD. A l. Beruni's India, NBT edition.
- Ali Hujwiri, Kashful Mahjoob, tr. R. Nicholson.
- SC Mishra, Rise of Muslim Communities in Gujarat.

Semester: III

Name of the Course: **History of Modern India (From 1757- 1947 A.D.)**

Course Code: MINHIS3

Nature of the Course: Minor

Credit: 4

Objective: Understanding what transpired after the Mughal Empire's ages of decline led to the development of local dynasties and the establishment of British rule in India is the paper's main goal. Additionally, it will incorporate various expansionist measures taken by the British government and the East India Company to maintain their superiority over the Indian states. The revolts of various communities against British policies will also be made known to the students.

Course Contents

| Topic | | Credit | |
|----------------|---|-------------------------------|----------|
| | | Lecture | Tutorial |
| Unit-1 | | Marks Distribution: 20 | |
| 1.1 | Decline and the Disintegration of the Mughal Empire and the Growth of Regional powers | 3 | |
| 1.2 | The establishment of the British Rule in India: The Battle of Plassey and the battle of Buxar | 3 | 2 |
| 1.3 | Robert Clive and his Dual administration in Bengal, Anglo-French Rivalry | 3 | 1 |
| | | 3 | |
| 1.4 | Expansion and Consolidation of the British Rule under Warren Hastings and Lord Cornwallis | | |
| Unit- 2 | | Marks Distribution: 20 | |
| 2.1 | British Relations with the Marathas and Mysore, Lord Wellesley and the Policy of Subsidiary Alliance, Lord Hastings and the Relations with the Indian States. | 3 | 1 |

| | | | |
|----------------|--|-------------------------------|---|
| 2.2 | Lord Bentinck and his Reforms; Raja Ram Mohan Roy and the Growth of Western Education in India | 3 | 1 |
| 2.3 | The Growth and Expansion of Sikh Power under Ranjit Singh; Lord Dalhousie and his Policy of Expansion- The Doctrine of Lapse | 3 | 1 |
| 2.4 | The Revolt of 1857- Causes and Consequences, The government of India Act of 1858 | | |
| Unit- 3 | | Marks Distribution: 20 | |
| 3.1 | The British Economic Policies in India- Land Revenue, Trade, Commercialization of Agriculture, The Drain Theory | 3 | 1 |
| 3.2 | Socio-Religious Reform Movements in the 19 th century | 3 | |
| 3.3 | Tribal Movements, Growth of Nationalism and the Establishment of the Indian National Congress, Moderates and Extremist Phase | 2 | 1 |
| 3.4 | Lord Curzon and the Partition of Bengal- The Swadeshi Movement in India, Home Rule Movement- Growth of Revolutionary Movement | 2 | |
| 3.5 | Constitutional Reforms Acts of 1861, Act of 1891, Act of 1909 and Act of 1919 | 2 | 1 |
| Unit 4 | | Marks Distribution: 20 | |
| 4.1 | Gandhi in Indian Politics- Kheda and Champaran, The Khilafat and the Non-Cooperation Movement, the Civil Disobedience Movement | 3 | 1 |

| | | | |
|-----|--|---|---|
| 4.2 | Peasants Movements, Labour Movements and Depressed Class Movements | 3 | |
| 4.3 | The Growth of the Left, Muslim League and Communal Politics in India government of India Act 1935, Provincial Election in 1937 and the Congress Politics | 3 | 1 |
| 4.4 | The Quit India Movement, INA, RIN Movement, Cabinet Mission Plan and Partition of India | 3 | 1 |

Learning Outcome:

- The students will understand the major factors that led to the establishment and consolidation of the British rule in India. The student will also acquaint with the socio-economic impact of the policies introduced by the British.
- The students will understand the process of the growth of nationalist movement, its different phases leading to Independence and partition.

Suggested Reading List:

- Bandyopadhyaya, Sekhar, *From Plassey to Partition A History of Modern India*, Orient Longman Ltd. Hyderabad, 2004.
- Chandra, B, Mukherjee, M and et, ai, *India's Struggle for Independence*, Penguin Books, New Delhi, 2003.
- Chandra, B, *The Rise and Growth of Economic Nationalism in India*, Peoples Publication House, New Delhi, 1990.
- Dodewell, W (ed) *The Cambridge History of India*, Vol.V. S. Chand & Company, New Delhi, 1990.
- Desai, A. R: *Social Background of Indian Nationalism*, Popular Publication, New Delhi, 1990.
- Fisher, Micheal: *The Politics of the British Annexation of India, 1757 – 1857*, Oxford University Press, New Delhi, 1999.
- Gopal, S: *The British Policy in India, 1858-1905*, Mc. Millan, New Delhi, 1992.
- Grewal, J. S: *The Sikhs of the Punjab*, Cambridge University Press, New Delhi, 1999.

Semester: III

Name of the Course: Introduction to Indian Freedom Struggle (1857-1947)

Course Code: GECHIS3

Nature of the Course: OPEN ELECTIVE COURSE (OEC)

Credit: 4

Objective: Understanding India's freedom struggle and its various phases of development starting in 1857 is the paper's main goal. The student will also learn about the various Gandhian policies that enabled this social movement to reach its pinnacle and return political power to nationalists.

Course Contents

| Topic | | Credit | |
|-----------------|---|-------------------------------|----------|
| | | Lecture | Tutorial |
| Unit-1: | | Marks Distribution: 20 | |
| 1.1 | The Revolt of 1857, Tribal and Peasant movements | 4 | 1 |
| 1.2 | Growth of Nationalism and Political Associations before 1885, Foundation of Indian National Congress: Ideology, Moderates and Extremist | 4 | 1 |
| 1.3 | Economic Nationalism, Drain of Wealth theory, Partition of Bengal, Swadeshi Movement, Revolutionary movements | 4 | 1 |
| Unit- 2: | | Marks Distribution: 20 | |
| 2.1 | Gandhi entry into Indian Politics: Method and Struggle :Champaram, Kheda, Rowlatt Satyagraha | 4 | 1 |
| 2.2 | The Khilafat and Non-Co-operation Movement, Civil Disobedience Movement | 4 | 1 |
| 2.3 | The Rise of Socialist, Depressed class Movements and Ambedkar, Peasant and Workers struggle. | 4 | 1 |
| Unit- 3: | | Marks Distribution: 20 | |

| | | | |
|----------------|--|-------------------------------|---|
| 3.1 | The Rise of Muslim Leagues and Politics of Jinnah. | 4 | 1 |
| 3.2 | Government of India Act 1935 and the Provincial Autonomy | 4 | 1 |
| 3.3 | The World War II and Quit India Movement | 4 | 1 |
| Unit-4: | | Marks distribution: 20 | |
| 4.1 | The Indian National Army | 4 | 1 |
| 4.2 | Post-War Nationalist Upsurge-Cabinet Mission and Grouping controversy. | 4 | 1 |
| 4.3 | The Indian Independent Act, Transfer of Power, and Partition. | 4 | 1 |

Learning Outcome:

- The syllabus will help to understand the growth and development of Indian national movement and the role of Gandhi and his impact on the Indian national movement
- It will also enumerate the students' knowledge to understand the different phases and ideologies of the Indian freedom movement and to understand the causes and consequences of partition of India.

Suggested Reading List:

- R Desai: *Social Background of Indian Nationalism*. Sage Publication India, Reprinted 2016.
- Biswamoy Pati, *The 1857 Rebellion*, New Delhi Oxford University, 2007
- Sumit Sarkar, *The swadeshi Movement in India*, New Delhi Permanent Black, 1973.
- Modern India, 1887-1947*, Macmillan India, 1983.
- Bipan Chandra, *India's Struggle for Independence*, Penguin India,
- Shekhar Bandyopadhyay, *From Plassey to Partition*, Orient Black-swan Pvt. 2009.
- Judith Brown, *Gandhi Rise to Power*, Cambridge University Press, 1971.
- Irfan Habib, *Indian Nationalism, the Essential Reading*, Aleph Book Company, 2017
- David Hardiman, *The non-Violent Struggle for Indian Freedom 1905-1919*, Penguin Vikings 2018.
- MK Gandhi, *The Hind Swaraj* Various Edition: Pare led.. and T.Surhud, S Sharma ed. Etc
- Peter Hardy, *The Muslim of British India*, Cambridge University Press, Cambridge University Press, 1972.

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

1. Know the role of minerals as plant nutrition, plant water relationship and its mechanisms.
2. Production of sugar through photosynthesis, its mechanism and importance
3. Respiratory pathways, metabolic processes and role of different growth promoters and inhibitors in plant growth and development.

SUGGESTED READINGS:

1. Taiz, L., Zeiger, E., (2010). Plant Physiology. Sinauer Associates Inc., U.S.A. 5th Edition.
2. Hopkins, W.G., Huner, N.P., (2009). Introduction to Plant Physiology. John Wiley & Sons, U.S.A. 4th Edition.
3. Bajracharya, D., (1999). Experiments in Plant Physiology- A Laboratory Manual. Narosa Publishing House, New Delhi.

আভ্যন্তৰীণ মূল্যায়নৰ পদ্ধতি

(২০ নম্বৰ)

- আভ্যন্তৰীণ পৰীক্ষা (এটা)
- অন্যান্য (তলৰ যিকোনো এটা)
 - সামূহিক আলোচনা
 - আলোচনা পত্ৰ প্ৰস্তুত আৰু উপস্থাপন
 - গৃহকৃত কৰ্ম

(১০ নম্বৰ)

(১০ নম্বৰ)

শিকন পৰিণতি

- ভাৰতীয় সাহিত্যৰ ধাৰণা লাভ কৰিব

প্ৰসংগ পুথি :

- তুলনামূলক ভাৰতীয় সাহিত্য : নীৰাজনা মহন্ত বেজবৰা, বনলতা, ডিব্ৰুগড়
- আধুনিক ভাৰতীয় সাহিত্য : শৈলেন ভৰালী, চন্দ্ৰ প্ৰকাশ, গুৱাহাটী
- কবিতাৰ মাধুকৰী : কৰবী ডেকা হাজৰিকা(সম্পা), কৌস্তুভ প্ৰকাশন, ডিব্ৰুগড়
- হানুছ : নীৰাজনা মহন্ত বেজবৰা (অনু.), বনলতা, ডিব্ৰুগড়
- জীৱনৰ অন্য এক নাম : নীৰাজনা মহন্ত বেজবৰা (অনু.), বনলতা, ডিব্ৰুগড়
- এটি কলি দুটি পাত : বাবুল তামুলী (অনু), আলিবাট, গুৱাহাটী

ASSAMESE (NEP) (FYUGP)

SEMESTER-1

Title of the Course : সাহিত্য পৰ্যালোচনা

Literary Appreciation)

| | | |
|-----------------------|---|----------------------------|
| Course Code | : | GECASM1B |
| Nature of the Course | : | Generic Elective Course |
| Total Credits | : | 03 |
| Distribution of Marks | : | 80 (End Sem) + 20 (In-Sem) |

প্ৰস্তাৱনা

এই কাকতৰ যোগেদি ছাত্ৰ-ছাত্ৰীসকলক সাহিত্য পৰ্যালোচনাৰ প্ৰাথমিক ধাৰণাসমূহৰ সৈতে পৰিচয় কৰি দিয়া হ'ব। সাহিত্য পৰ্যালোচনাই কিদৰে পাঠকক এখন গ্ৰন্থৰ সৈতে পৰিচয় কৰি দি গ্ৰন্থখন অধ্যয়নৰ বাবে আগ্ৰহী কৰি তুলিব পাৰে, সেই কৌশলসমূহৰ পৰিচয় ইয়াত প্ৰদান কৰা হ'ব। গণমধ্যমৰ ক্ৰমাগত বিস্তৃতিৰ মাজত সাহিত্য পৰ্যালোচনা এক পেচাদাৰী বৃত্তিত পৰিণত হৈছে। এই কাকতৰ যোগেদি ছাত্ৰ-ছাত্ৰীসকলক এনে পেছাৰ বাবে দক্ষ কৰি তোলাৰ প্ৰাথমিক আধাৰটো প্ৰস্তুত কৰা হ'ব।

উদ্দেশ্য

১. ছাত্ৰ-ছাত্ৰীসকলক সাহিত্য পৰ্যালোচনাৰ প্ৰাথমিক ধাৰণাসমূহৰ সৈতে পৰিচয় কৰি দিয়া হ'ব
২. পাঠকক গ্ৰন্থৰ সৈতে পৰিচয় কৰাই গ্ৰন্থ অধ্যয়নৰ বাবে আগ্ৰহী কৰি তুলাৰ কৌশলসমূহৰ পৰিচয় প্ৰদান কৰা হ'ব।

| Unit | Topic | L পাঠদান | T অনুশিক্ষণ | P | Total | নম্বৰ বিতৰণ |
|------|--|-------------|----------------|----|-------|----------------|
| I | সাহিত্য পৰ্যালোচনাৰ তাত্ত্বিক প্ৰসংগঃ সাহিত্য পৰ্যালোচনাৰ সংজ্ঞা সাহিত্য পৰ্যালোচনাৰ পদ্ধতি (পৰিচয়মূলক, বি. ষণাত্মক, সমীক্ষাত্মক) | ৭ | ০৪ | | ১১ | ২৫ |
| II | সাহিত্য পৰ্যালোচনাৰ পৰ্যবেক্ষণীয় উপাদানঃ প্ৰট, বিষয়, ষ্টাইল, মেজাজ, বাক্, বিন্যাস প্ৰণালী (Diction), সাহিত্যিক উপকৰণসমূহ সাহিত্য পৰ্যালোচনা আৰু সাহিত্য সমালোচনাৰ মাজৰ পাৰ্থক্য | ৮ | ০৪ | | ১২ | ২৫ |
| III | সাহিত্য পৰ্যালোচনাৰ অভিজগন (Approach) আৰু স্তৰঃ অভিজগনঃ সাহিত্যকৰ্মৰ পৰিপ্ৰেক্ষিত, গঠন, সাহিত্যিক উপকৰণ, সাৰবস্তু স্তৰঃ পঠন, বসাস্বাদন, সংশ্লেষণ, পৰ্যালোচনা | ১০ | ০৫ | | ১৫ | ২০ |
| IV | পৰ্যালোচনাৰ বাবে নিৰ্বাচিত পাঠ(বিষয় শিক্ষকে চমু পাঠ নিৰ্বাচন কৰি পৰ্যালোচনা কৰিবলৈ শিকাব) | | | ০৭ | ০৭ | ১০ |
| | Total | ২৫ | ১৩ | ০৭ | ৪৫ | ৮০ |

আভ্যন্তৰীণ মূল্যায়নৰ পদ্ধতি

- আভ্যন্তৰীণ পৰীক্ষা (এটা)

(২০ নম্বৰ)

(১০ নম্বৰ)

- অন্যান্য (তলৰ যিকোনো এটা)
- সামূহিক আলোচনা
- আলোচনা পত্ৰ প্ৰস্তুত আৰু উপস্থাপন
- গৃহকৃত কৰ্ম

(১০ নম্বৰ)

পৰিণতি:

গণমধ্যমৰ ক্ৰমাগত বিস্মৃতিৰ মাজত সাহিত্য পৰ্যালোচনা এক পেচাদাৰী বৃত্তিত পৰিণত হৈছে। এই কাকতৰ যোগেদি ছাত্ৰ-ছাত্ৰীসকলক এনে পেছাৰ বাবে দক্ষ কৰি তোলাৰ প্ৰাথমিক আধাৰটো প্ৰস্তুত কৰা হ'ব।

প্ৰসংগ পুথি:

উপন্যাসৰ আধুনিক সমালোচনা (১ম আৰু ২য় খণ্ড): ড॰ হীৰেন গোহাঁই

কবিতাৰ বিচাৰ আৰু নতুন সমালোচনা: ড॰ হীৰেন গোহাঁই

সাহিত্য আৰু চেতনা: ড॰ হীৰেন গোহাঁই

কবিতাৰ সবিশেষ: ইমদাদউল্লাহ

চুটিগল্প: উদয় দত্ত

সাহিত্য সমালোচনা তত্ত্বৰ চমু পৰিচয়: ড॰ আনন্দ বৰমুদৈ, বনলতা

সাহিত্য উপক্ৰমণিকা: মহেন্দ্ৰ বৰা

সাহিত্য তত্ত্ব আৰু সমালোচনা তত্ত্ব: নাহেন্দ্ৰ পাদুৱা

Elements of Literature: Essay, Fiction, Poetry, Drama, Film: Robert Scholes and others (Oxford)

The Making of Literature: R. A. Scott-James

An Introduction to Study of Literature: W. H. Hudson

SEMESTER-1

Title of the Course : অসমীয়া ভাষাৰ কৌশল আৰু দক্ষতা বিকাশ

(Skill and ability enhancement in Assamese Language)

Course Code : AECASM1
Nature of the Course : Ability Enhancement Course
Total Credits : 04
Distribution of Marks : 80 (End Sem) + 20 (In-Sem)

প্ৰস্তাৱনা

অসমীয়া ভাষাৰ কথন আৰু লিখন কৌশলৰ দক্ষতা বৃদ্ধিৰ ক্ষেত্ৰত ছাত্ৰ-ছাত্ৰীসকলক সহায় কৰিবৰ বাবে এই কাকতখন প্ৰস্তুত কৰা হৈছে। দৈনন্দিন ব্যৱহাৰিক ক্ষেত্ৰত অসমীয়া ভাষাৰে বিভিন্ন ধৰণৰ যোগাযোগ কাৰ্য সম্পাদন কৰাত এই কাকতখন সহায়ক হ'ব।

উদ্দেশ্য

- অসমীয়া ভাষাৰ শুদ্ধ উচ্চাৰণ আৰু শব্দৰ প্ৰয়োগৰ ক্ষেত্ৰত সচেতন কৰা।
- অসমীয়া ভাষাৰ বিভিন্ন লেখন কৌশলসমূহৰ পৰিচয় কৰাই দিয়া।
- দৈনন্দিন ব্যৱহাৰিক ক্ষেত্ৰত অসমীয়া ভাষাৰ যোগাযোগ বৃদ্ধি কৰা।

| অনুক্রম | বিষয় | পাঠদান | অনুশিক্ষণ | মুঠ | নম্বৰ বিতৰণ |
|---------|---|--------|-----------|-----|-------------|
| I | অসমীয়া ভাষাৰ কথন আৰু লেখন কৌশল <ul style="list-style-type: none"> • উচ্চাৰণ, সাময়িক বিৰতি, শব্দ প্ৰয়োগ, বক্তৃতা (শিক্ষকে নিৰ্বাচন কৰি দিব) • বাক্যাগাঠনি, আখৰ জোঁটনি, শব্দগঠন, জতুৱা প্ৰয়োগ, ভাল লেখনৰ বৈশিষ্ট্য | ১৫ | ৩ | ১৮ | ২২ |
| II | অসমীয়া ভাষাৰ ব্যৱহাৰিক প্ৰয়োগ-১ আবেদন-পত্ৰ লিখন, কাৰ্যবিৱৰণি লেখন, স্মাৰক পত্ৰ, নিমন্ত্ৰণীপত্ৰ, বিজ্ঞাপন আৰু প্ৰতিবেদন প্ৰস্তুতকৰণ | ১২ | ৩ | ১৫ | ২৪ |
| III | অসমীয়া ভাষাৰ ব্যৱহাৰিক প্ৰয়োগ-২ শিক্ষকে নিৰ্বাচন কৰি দিয়া বিষয়ত বিদ্যায়তনিক প্ৰবন্ধ ৰচনা আৰু নিৰ্বাচিত সাহিত্য পাঠৰ সমালোচনা | ৫ | ১০ | ১৫ | ১৫ |
| IV | নিৰ্বাচিত পাঠৰ আধাৰত ভাষা-সাহিত্যৰ বোধগম্যতাৰ পৰীক্ষণ <ul style="list-style-type: none"> • যতীন্দ্রনাথ দুৱৰা - মোৰ শেষ পাঠ (যতীন্দ্রনাথ দুৱৰাৰ ৰচনাৱলী, সম্পাঃ লক্ষ্মীনাথ তামুলী) • হেম বৰুৱা- ভাৰতীয় সংস্কৃতি (শ্ৰেষ্ঠ অসমীয়া নিৰ্বাচিত প্ৰবন্ধ (দ্বিতীয় খণ্ড), সম্পাঃ হোমেন বৰগোহাঞি) • ড০ হীৰেন গোহাঁই- মানুহ শংকৰদেৱ (শ্ৰেষ্ঠ অসমীয়া নিৰ্বাচিত প্ৰবন্ধ (দ্বিতীয় খণ্ড), সম্পাঃ হোমেন বৰগোহাঞি) • বেণুধৰ শৰ্মা- অসমীয়া চাহৰ আঁতি-গুৰি, (বেণুধৰ শৰ্মা ৰচনাৱলী (দ্বিতীয় খণ্ড) | ১০ | ৪ | ১২ | ১৯ |

| | | | | | |
|--------------|--|----|----|----|----|
| | <ul style="list-style-type: none"> • ক্ষীৰধৰ বৰুৱা - অসমীয়া বৈজ্ঞানিক পৰিভাষা : ইতিহাস আৰু বিকাশ (অসমীয়া বিজ্ঞান সাহিত্য, সম্পা. ড० অৰবিন্দ ৰাজখোৱা) | | | | |
| Total | | ৪৭ | ১৩ | ৬০ | ৮০ |

আভ্যন্তৰীণ মূল্যায়নৰ পদ্ধতি

- | | |
|---|---|
| <ul style="list-style-type: none"> • আভ্যন্তৰীণ পৰীক্ষা (এটা) • অন্যান্য (তলৰ যিকোনো এটা) <ul style="list-style-type: none"> • সামূহিক আলোচনা • আলোচনা পত্ৰ প্ৰস্তুত আৰু উপস্থাপন • গৃহকৃত কৰ্ম | <p>(২০ নম্বৰ)</p> <p>(১০ নম্বৰ)</p> <p>(১০ নম্বৰ)</p> |
|---|---|

শিকন পৰিণতি

- অসমীয়া ভাষাৰ কথন দক্ষতাৰ বিকাশ হ'ব।
- অসমীয়া ভাষাৰ লেখন দক্ষতাৰ বিকাশ হ'ব।
- ব্যৱহাৰিক ক্ষেত্ৰত অসমীয়া ভাষাৰ মাধ্যমেৰে আনষ্ঠানিক যোগাযোগৰ কৌশল আয়ত্ত্ব কৰিব পাৰিব।

প্ৰসংগ পুথি :

ব্যক্তি ত্ব, সুকুমাৰ কৌশল আৰু যোগাযোগ : নীৰাজনা মহন্ত বেজবৰা
অসমীয়া ভাষাৰ উচ্চাৰণ : গোলোকচন্দ্ৰ গোস্বামী, বীণা লাইব্ৰেৰী, গুৱাহাটী
ব্যৱহাৰিক অসমীয়া অভিধান : বসন্ত কুমাৰ গোস্বামী, যোৰহাট
নিকা অসমীয়া ভাষা : মহে ধৰ নেওগ, লয়াৰ্ছ, গুৱাহাটী
অসমীয়া ব্যাকৰণ প্ৰৱেশ : গোলোকচন্দ্ৰ গোস্বামী, বীণা লাইব্ৰেৰী, গুৱাহাটী
বিজ্ঞান লেখকৰ হাতপুথি : দীনেশ চন্দ্ৰ গোস্বামী, নবীন পুস্তক ভাণ্ডাৰ, যোৰহাট

SEMESTER-1

Title of the Course : ব্যক্তিত্ব বিকাশ আৰু সুকুমাৰ কৌশল

(Personality Development and Soft Skill)

Course Code : SEC116

Nature of the Course : Skill Enhancement Course

Total Credits : 03

Distribution of Marks : 80 (End Sem) + 20 (In-Sem)

প্ৰস্তাৱনা

বৰ্তমান আৰু ভৱিষ্যতে ব্যক্তিগত তথা সামূহিক জীৱনত সফলতা লাভৰ ক্ষেত্ৰত ছাত্ৰ-ছাত্ৰীৰ ব্যক্তিত্বৰ উপযুক্ত বিকাশৰ দিশটোৰ গুৰুত্ব উপলব্ধি কৰি এই পাঠ্যত্ৰ মটি আগবঢ়োৱা হৈছে। ইয়াত অসমীয়াত আৰু লগতে ইংৰাজীকে ধৰি আন আন ভাষাটো উপলব্ধি গ্ৰন্থ, ৰচনা আদিৰ যোগেদি ব্যক্তিত্ব গঠনৰ উপাদান, ব্যক্তিত্ব আৰু ব্যক্তিত্বৰ বিকাশৰ লগত জড়িত বিভিন্ন দিশ সম্পৰ্কে ছাত্ৰ-ছাত্ৰীসকলক অৱগত কৰোৱা হ'ব। ব্যক্তিত্বৰ বিকাশত সুকুমাৰ কৌশল (Soft Skills) সমূহৰ মুখ্য ভূমিকা থকাৰ কথাটোলৈ লক্ষ্য ৰাখি এনে কৌশলসমূহৰ সাধাৰণ পৰিচয় তথা প্ৰয়োগৰ প্ৰসংগ থাকিব।

উদ্দেশ্য

ব্যক্তিত্ব গঠনৰ উপাদান, ব্যক্তিত্ব আৰু ব্যক্তিত্বৰ বিকাশৰ লগত জড়িত বিভিন্ন দিশ সম্পৰ্কে ছাত্ৰ-ছাত্ৰীসকলক অৱগত কৰোৱা

| UNIT | TOPIC | পাঠদান | অনুশিক্ষণ | মুঠ | নম্বৰ বিতৰণ |
|------|---|--------|-----------|-----|----------------|
| I | ব্যক্তিত্বৰ ধাৰণা | ৮ | ৩ | ১১ | ১৪ |
| II | ব্যক্তিত্ব বিকাশৰ বিভিন্ন দিশ | ৮ | ৩ | ১১ | ২০ |
| III | ব্যক্তিত্ব বিকাশত সুকুমাৰ কৌশলৰ ভূমিকা | ৮ | ৩ | ১১ | ২২ |
| IV | নিৰ্বাচিত পাঠ ক) কামত কৃতিত্ব লভিবৰ সংকেত - লক্ষ্মীনাথ বেজবৰুৱা খ) শ্ৰম (সাৰথি)- সত্যনাথ বৰা গ) প্ৰজ্ঞাৰ সাধনা (প্ৰজ্ঞাৰ সাধনা) - হোমেন বৰগোহাঞি ঘ) জীৱন আৰু যৌৱন (জীৱন কলা)- প্ৰদ কুমাৰ বৰুৱা | ৮ | ৪ | ১২ | ২৪ |
| | Total | ৩২ | ১৩ | ৪৫ | ৮০ |

আভ্যন্তৰীণ মূল্যায়নৰ পদ্ধতি

(২০ নম্বৰ)

- আভ্যন্তৰীণ পৰীক্ষা (এটা) (১০ নম্বৰ)
- অন্যান্য (তলৰ যিকোনো এটা) (১০ নম্বৰ)
 - সামূহিক আলোচনা
 - আলোচনা পত্ৰ প্ৰস্তুত আৰু উপৰ্যাপন
 - গৃহকৃত কৰ্ম

শিকন পৰিণতি

- ব্যক্তিত্বৰ বিকাশৰ লগত জড়িত বিভিন্ন দিশ সম্পৰ্কে অৱগত হৈ ছাত্ৰ-ছাত্ৰীসকলে এক শক্তি শালী ব্যক্তিত্ব গঢ় দিয়াত সহায়ক হ'ব।
- অসমীয়া ভাষাত লিখা ব্যক্তিত্ব বিকাশ সম্পৰ্কীয় গ্ৰন্থসমূহৰ বিষয়ে ধাৰণা লাভ কৰিব।

প্ৰসংগ পুথি :

ব্যক্তি ত্ব, সুকুমাৰ কৌশল আৰু যোগাযোগ : নীৰাজনা মহন্ত বেজবৰা

- গৃহকৃত কৰ্ম

শিকন পৰিগতি

এই কাকতখন পঢ়ি ছাত্ৰ-ছাত্ৰীসকলে—

- অসমীয়া সাহিত্যৰ যুগবিভাজনৰ আভাস লাভ কৰিব।
- প্ৰাক শংকৰী, শংকৰী আৰু শংকৰোত্তৰ যুগৰ সাহিত্যিকসকলৰ লগতে তেওঁলোকৰ সাহিত্যকৃতি সম্পৰ্কে জ্ঞান লাভ কৰিব পাৰিব।
- অসমীয়া চৰিত সাহিত্য আৰু বুৰঞ্জী সাহিত্যৰ ধাৰণা আৰু পৰিচিতি লাভ কৰিব।
- মিছনেৰীসকলে অসমীয়া ভাষা-সাহিত্যলৈ আগবঢ়োৱা অৱদানসমূহৰ বিষয়ে পৰিচয় লাভ কৰাৰ লগতে, সেই সময়ৰ অসমীয়া লেখক হেমচন্দ্ৰ বৰুৱা আৰু গুণাভিৰাম বৰুৱাৰ সাহিত্যিক অৱদানৰ বিষয়ে জানিব পাৰিব।
- জোনাকী আলোচনী আৰু সমসাময়িক অসমীয়া লেখকসকলৰ সাহিত্য-চৰ্চা সম্পৰ্কে জ্ঞান লাভ কৰিব পাৰিব।

প্ৰসংগ পুথি :

অসমীয়া ভাষা আৰু সাহিত্যৰ বুৰঞ্জী : দেবেন্দ্ৰনাথ বেজবৰুৱা, অসম প্ৰকাশন পৰিষদ, গুৱাহাটী
 অসমীয়া সাহিত্যৰ সমীক্ষাত্মক ইতিবৃত্ত : সত্যেন্দ্ৰনাথ শৰ্মা, সৌমাৰ প্ৰকাশ, গুৱাহাটী
 অসমীয়া সাহিত্যৰ ৰূপৰেখা : মহে এৰ নেওগ, চন্দ্ৰ প্ৰকাশ, গুৱাহাটী
 অসমীয়া সাহিত্যৰ দৃষ্টিপাত : হেমন্ত কুমাৰ শৰ্মা, বীণা লাইব্ৰেৰী, গুৱাহাটী
 অসমীয়া সাহিত্যৰ বুৰঞ্জী (প্ৰথম খণ্ড) : বিবে এৰ হাজৰিকা (সম্পা), আনন্দৰাম বৰুৱা ভাষা-কলা-সংস্কৃতি
 সংস্থা, গুৱাহাটী
 অসমীয়া সাহিত্যৰ বুৰঞ্জী (দ্বিতীয় খণ্ড) : শিৱনাথ বৰ্মন (সম্পা), আনন্দৰাম বৰুৱা ভাষা-কলা-
 সংস্কৃতি
 সংস্থা, গুৱাহাটী
 অসমীয়া সাহিত্যৰ বুৰঞ্জী (ষষ্ঠ খণ্ড) : হোমেন বৰগোহাঞি (সম্পা), আনন্দৰাম বৰুৱা ভাষা-কলা-সংস্কৃতি
 সংস্থা, গুৱাহাটী
 অসমীয়া লোক-সাহিত্যৰ ৰূপৰেখা : লীলা গগৈ(সম্পা), বনলতা, ডিব্ৰুগড়
 অসমীয়া জন সাহিত্য : প্ৰফুল্ল দত্ত গোস্বামী, বাণী প্ৰকাশ প্ৰা.লি., গুৱাহাটী
 অসমীয়া কবিতাৰ প্ৰবাহ (প্ৰথম খণ্ড) : কবীন ফুকন, বনলতা, ডিব্ৰুগড়
 আধুনিক অসমীয়া সাহিত্যৰ পৰিচয় : লীলা গগৈ (সম্পা), বনলতা, ডিব্ৰুগড়
 অসমীয়া কবিতাৰ ইতিবৃত্ত (প্ৰেপদী যুগ) : সত্যকাম বৰঠাকুৰ
 শংকৰদেৱৰ নাটক : বিশ্লেষণাত্মক অধ্যয়ন : সত্যকাম বৰঠাকুৰ

SEMESTER-2

Title of the Course : সৃষ্টিশীল লেখন (Creative Writing)
 Course Code : GECASM2A
 Nature of the Course : Generic Elective Course

Total Credits : 03
Distribution of Marks : 80 (End Sem) + 20 (In-Sem)

প্ৰস্তাৱনা

যিকোনো লেখনৰ ক্ষেত্ৰতে সৃজনীশীলতাৰ প্ৰয়োজন। এই কাকতৰ যোগেদি সৃষ্টিশীল সাহিত্যৰ আওতাৰ ভিতৰত পৰা সাহিত্যকৰ্মসমূহ সৃষ্টি কৰাৰ কাৰিকৰী দিশসমূহ আলোচনা কৰা হ'ব। এগৰাকী ভাল সৃষ্টিশীল লেখক হ'বৰ বাবে প্ৰয়োজনীয় মানসিক প্ৰস্তুতি, কাৰ্যকৰী দক্ষতা আৰু পুনৰীক্ষণ তথা সংশোধনক্ষমতাৰ বিকাশৰ বিষয়ে অধ্যয়ন কৰা হ'ব।

উদ্দেশ্য

- সৃষ্টিশীল লেখাৰ সংজ্ঞাত্মক ধাৰণা স্পষ্ট কৰা।
- সৃষ্টিশীল লেখকৰ কাৰিকৰী দক্ষতা বৃদ্ধি কৰা।
- সৃষ্টিশীল লেখা আৰু পাঠকৰ মাজৰ যোগসূত্ৰ ফলপ্ৰসূ ৰূপত প্ৰতিষ্ঠা কৰাৰ কৌশলসমূহৰ পৰিচয় দিয়া।

| UNIT | TOPIC | L পাঠদান | T অনুশিক্ষণ | P ব্যৱহাৰিক | Total | নম্বৰ বিতৰণ |
|-------|--|-------------|----------------|----------------|-------|----------------|
| I | সৃষ্টিশীল সাহিত্যৰ তাত্ত্বিক প্ৰসংগ (ক) সংজ্ঞা আৰু স্বৰূপ (খ) লক্ষ্য আৰু উদ্দেশ্য (গ) প্ৰকাৰ | ০৬ | ০২ | | ০৮ | ২০ |
| II | সৃষ্টিশীল সাহিত্যৰ সাধন প্ৰণালী (mode): • ব্যাখ্যামূলক (Expository) • বৰ্ণনামূলক (Descriptive or Expressive) • প্ৰত্যয়মূলক (Persuasive) • বৃত্তান্তমূলক (Narrative) | ০৬ | ০২ | | ০৮ | ২০ |
| III | • সৃষ্টিশীল সাহিত্যত কল্পনাৰ প্ৰয়োগ • সৃষ্টিশীল সাহিত্যত লেখক আৰু পাঠকৰ সম্পৰ্ক • বাস্তৱৰ পুনৰ গঠন আৰু সৃষ্টিশীল সাহিত্য • নিৰ্ধাৰিত ছবি, বিষয় আদিৰ আধাৰত সৃষ্টিশীল সাহিত্য ৰচনাৰ অভ্যাস (বিষয় শিক্ষকে ছবি, বিষয় আদি নিজাকৈ বাছি দিব) | ১৫ | | | ১৫ | ২৫ |
| IV | • গল্পৰ উপকৰণ আৰু গল্প লিখাৰ কৌশল তথা অভ্যাস • কবিতাৰ উপকৰণ আৰু কবিতা লিখাৰ কৌশল তথা অভ্যাস • গ্ৰন্থ পৰ্যালোচনাৰ উপকৰণ আৰু গ্ৰন্থ পৰ্যালোচনা লিখাৰ কৌশল তথা অভ্যাস | ১০ | | | ১০ | ১৫ |
| V | ব্যৱহাৰিক প্ৰকল্প (একমাত্ৰ আভ্যন্তৰীণ মূল্যায়নৰ বাবে) | | | ০৮ | ০৮ | |
| Total | | | | | ৪৫ | ৮০ |

আভ্যন্তৰীণ মূল্যায়নৰ পদ্ধতি

- আভ্যন্তৰীণ পৰীক্ষা (এটা)
- ব্যৱহাৰিক প্ৰকল্প

(২০ নম্বৰ)

(১০ নম্বৰ)

(১০ নম্বৰ)

শিকন পৰিণতি

এই কাকত অধ্যয়ন কৰাৰ পাছত ছাত্ৰ-ছাত্ৰীসকলে

- নিজৰ সৃষ্টিশীল লেখন কৌশলৰ বিকাশ কৰিব পাৰিব।
- সৃষ্টিশীল সাহিত্যৰ বিষয়ে প্ৰাথমিক ধাৰণাসমূহ স্পষ্ট কৰিব পাৰিব।
- মানসিক তথা কাৰিকৰী প্ৰস্তুতিৰে সৃষ্টিশীল সাহিত্য ৰচনাৰ কৌশলসমূহ প্ৰয়োগৰ বাবে অনুপ্রাণিত হ'ব।

প্ৰসংগ পুথি :

- *Back to Creative Writing school*: Bridget Whelan, CreateSpace Independent Publishing Forum, 2014
- *Writing Tools:55 Essential Strategies for Every Writer*: Roy Peter Clark, Little Brown & Com, 2008
- *On Writing Well: The Classic Guide to Writing Non-Fiction*: William Zinsser, Harper Perennial, 2016
- *Cambridge Companion to Creative Writing*: Ed. David Morley and Philip Norton, Cambridge University Press, 2012
- *The Routledge Creative Writing Coursebook*: Paul Mills, Routledge

SEMESTER-2

Title of the Course : উত্তৰ-পূৰ্ব ভাৰতৰ সাহিত্য

(Literature of North-East India)

| | | |
|-----------------------|---|----------------------------|
| Course Code | : | GECASM2B |
| Nature of the Course | : | Generic Elective Course |
| Total Credits | : | 03 |
| Distribution of Marks | : | 80 (End Sem) + 20 (In-Sem) |

প্ৰস্তাৱনা

উত্তৰ-পূৱ ভাৰত বিভিন্ন জাতি-জনগোষ্ঠীৰ বসতিস্থল। উত্তৰ-পূৱ ভাৰতৰ সাহিত্যত জনগোষ্ঠীয় চিন্তা-চেতনা আৰু জীৱনচৰ্যাৰ প্ৰতিফলন ঘটে। এই সাহিত্যৰ অধ্যয়নে ভাৰতীয় চিন্তাৰ জাতীয় স্ৰোতৰ সৈতে উত্তৰ-পূৱৰ সংযোগসূত্ৰ নিৰ্ণয় কৰাত সহায় কৰিব। এই পাঠ্যক্ৰমত উত্তৰ-পূৱ ভাৰত বিভিন্ন জনগোষ্ঠীয় জীৱনক প্ৰতিনিধিত্ব কৰা নিৰ্বাচিত পাঠ অন্তৰ্ভুক্ত কৰা হৈছে।

উদ্দেশ্য

- উত্তৰ পূব ভাৰতৰ বিভিন্ন ভাষাত ৰচিত সাহিত্যৰাজিৰ সৈতে ছাত্ৰ-ছাত্ৰীক পাৰিচয় কৰাই দিয়া
- সাহিত্যৰ মাজেৰে প্ৰতিফলিত উত্তৰ-পূব ভাৰতৰ জীৱন-চৰ্যাৰ সৈতে পৰিচয় কৰাই দিয়া

| বিভাগ(U NIT) | বিষয় (TOPIC) | পাঠদান (LECTURE) | অনুশিক্ষণ (TUTORIAL) | মুঠ (TOTAL) | নম্বৰ বিতৰণ |
|-----------------|---|---------------------|-------------------------|----------------|----------------|
| I | উত্তৰ-পূৱ ভাৰতৰ সাধাৰণ পৰিচয় | ০৫ | ০২ | ০৭ | ১৪ |
| II | নিৰ্বাচিতপাঠ : উপন্যাস : সনাতন্বী (মণিপুৰী)— মূলঃবিনোদিনী, অনুঃইন্দ্ৰমণি ৰাজকুমাৰ) | ১০ | ০২ | ১২ | ২৪ |
| III | গল্প: • 'মৃত্যু'—(অৰুণাচলী লেখকে অসমীয়া ভাষাত লিখা)—য়েছে দৰজে ঠংচি • 'ডগ্ৰি'—(বড়োগল্প, মূলঃপ্ৰসেনজিৎ ব্ৰহ্ম অনুঃবিৰূপাক্ষ গিৰি বসুমতাৰী) • 'গুৰিয়াল' (কাৰ্বিলেখকে অসমীয়া ভাষাত লিখা)—অজিত ছিংনাৰ | ১০ | ০২ | ১২ | ১৮ |
| IV | নিৰ্বাচিতপাঠ আত্মজীৱনী: • 'মোৰ জীৱনটো'—(মূলঃ টেমচুলা আও, অনুঃ লক্ষ্যজ্যোতি গগৈ সন্দিকৈ কবিতাঃ • 'মোৰ ঘৰ'—(ককবৰক কবিতা, মূলঃ চন্দ্ৰকান্ত মুড়া সিং, অনুঃপ্ৰাণজিৎ বৰা) | ১২ | ০২ | ১৪ | ২৪ |
| | সৰ্বমুঠ(GRAND TOTAL) | ৩৭ | ০৮ | ৪৫ | ৮০ |

আভ্যন্তৰীণ মূল্যায়নৰ পদ্ধতি

- আভ্যন্তৰীণ পৰীক্ষা (এটা)

(২০ নম্বৰ)

(১০ নম্বৰ)

- অন্যান্য (তলৰ যিকোনো এটা)
- সামূহিক আলোচনা
- আলোচনা পত্ৰ প্ৰস্তুত আৰু উপৰ্যাপন
- গৃহকৃত কৰ্ম

(১০ নম্বৰ)

শিকন পৰিণতি

- ভাৰতীয় চিন্তাৰ জাতীয় স্ৰোতৰ সৈতে উত্তৰ-পূবৰ সংযোগসূত্ৰ নিৰ্ণয় কৰাত সহায় কৰিব।

প্ৰসংগ পুথি :

Tilottoma Mishra (Ed),

The Oxford Anthology of Writings form North-East India (Fiction),
Oxford University Press, 2011

ইন্দ্ৰমণি বাজকুমাৰ (অনু)

সনাতন্বী (মূলঃ মণিপুৰী, লেখক বিনোদিনী)

য়েছে দৰজে ঠংচি

ধাৰ আৰু অন্যান্য গল্প, বনলতা, গুৱাহাটী-১

ভীম বৰুৱা (সম্পা)

সল'মালা, অসমীয়া বিভাগ, ডিব্ৰুগড় বিশ্ববিদ্যালয়, ২০০৯

অজিত ছিমাৰ

পৰুৱাই পোৱা মানুহ, খেংৰাক পাব্লিকেছনছ, কাৰ্বি আংলং, ২০১১

লক্ষ্যজ্যোতিগগৈসন্দিকৈ(অনু) 'মোৰ জীৱনটো'—(মূলঃ ইংৰাজী, লেখকঃ টেমচুলা আও), আঁকবাক, গুৱাহাটী, ২০১৮

প্ৰাণজিৎ বৰা

সুৱৰ্ণৰেখা, পাঞ্চজন্য, ২০১৫

SEMESTER-2

Course No:

SEMESTER-II

Title of the Course : কম্পিউটাৰত অসমীয়া ভাষাৰ ব্যৱহাৰ

(Application of Assamese Language in Computer)

Course Code : SEC215

Nature of the Course : Skill Enhancement Course

Total Credits : 03

Distribution of Marks : 80 (End Sem) + 20 (In-Sem)

প্ৰস্তাৱনা

কম্পিউটাৰ আৰু তথ্য প্ৰযুক্তিৰ লগত ছাত্ৰ-ছাত্ৰীক অভ্যস্ত কৰা আৰু অসমীয়া ডিটিপিৰ সম্পূৰ্ণ জ্ঞান আহৰণ কৰি প্ৰকাশনৰ বহল ক্ষেত্ৰখনত সংস্থাপনৰ সম্ভাৱনাক লক্ষ্য হিচাপে লৈ এই পাঠ্যক্ৰম আগবঢ়োৱা হৈছে। ই এফালে অসমীয়া ফণ্ট আৰু কীবৰ্ডসমূহৰ ধাৰণা স্পষ্ট কৰিব আনফালে অসমীয়া ডিটিপিৰ জ্ঞান থকা অভিজ্ঞ ব্যক্তিৰ অভাৱ পূৰণ কৰিব।

উদ্দেশ্য

- কম্পিউটাৰ আৰু তথ্য প্ৰযুক্তিৰ লগত ছাত্ৰ-ছাত্ৰীক অভ্যস্ত কৰা
- অসমীয়া ডিটিপিৰ সম্পূৰ্ণ জ্ঞান প্ৰদান কৰা

| UNIT | TOPIC | L পাঠদান | P ব্যৱহাৰিক | Total | নম্বৰ বিতৰণ |
|------|---|-------------|----------------|-------|----------------|
| I | কম্পিউটাৰ ব্যৱহাৰৰ সাধাৰণ জ্ঞান মাইক্ৰ ছফট (ৱৰ্ড, পাৱাৰপইণ্ট), এডব (পেজমেকাৰ, ফট'ছপ, ইনডিজাইন)ত ফাইল বনোৱা (Create), ফাইল খোলা (open), আৰু এইবিলাকত টাইপিং কৰাৰ সাধাৰণ জ্ঞান। | ১০ | | ১০ | ২০ |
| II | ক) কম্পিউটাৰত অসমীয়া টাইপিং কৰা বিভিন্ন ছফটৱেৰৰ পৰিচয়-ৰামধেনু, উইনলিপি, ৰ'দালি, অব্ৰ. আদি। খ) ইউনিক'ডৰ ধাৰণা গ) ইউনিক'ড সমৰ্থিত অসমীয়া ফণ্ট ঘ) অনা-ইউনিক'ড অসমীয়া ফণ্ট | ১০ | | ১০ | ২০ |
| III | কম্পিউটাৰত অসমীয়া ভাষাঃ প্ৰায়োগিক দিশ- ক) কীবৰ্ডত আখৰ চিনাকি খ) টাইপিং গ) প্ৰিণ্ট ঘ) আৰ্হি কাকত পৰীক্ষণ | ০৫ | ১০ | ১৫ | ২০ |
| IV | অংগসজ্জা (Layout)ৰ ধাৰণা ক) পেজমেকাৰত A4, Legal, Letterhalf আদি বিভিন্ন পেজত ছেটিং। খ) মাইক্ৰ ছফট পাৱাৰপইণ্টত বিভিন্ন পেজ আৰু | ০৫ | ০৫ | ১০ | ২০ |

| | | | | | |
|--|--------------|--|--|----|----|
| | ফণ্টৰ লেআউট। | | | | |
| | Total | | | ৪৫ | ৮০ |

চূড়ান্ত পৰীক্ষাৰ মূল্যায়নৰ পদ্ধতি :

৬০ নম্বৰৰ ব্যৱহাৰিক পৰীক্ষা আৰু ২০ নম্বৰৰ মৌখিক পৰীক্ষাত অৱতীৰ্ণ হ'ব লাগিব।

| | |
|------------------------------|------------|
| আভ্যন্তৰীণ মূল্যায়নৰ পদ্ধতি | (২০ নম্বৰ) |
| • আভ্যন্তৰীণ পৰীক্ষা (এটা) | (১০ নম্বৰ) |
| • ব্যৱহাৰিক পৰীক্ষা | (১০ নম্বৰ) |

শিকন পৰিণতি

- অসমীয়া ফণ্ট আৰু কীবৰ্ডসমূহৰ ধাৰণা স্পষ্ট কৰিব
- অসমীয়া ডিটিপিৰ জ্ঞান থকা অভিজ্ঞব্যক্তিৰ অভাৱ পূৰণ কৰিব।

প্ৰসংগ পুথি :

ব্যক্তি গত কম্পিউটাৰৰ পূৰ্ণাংগ ব্যৱহাৰিক পাঠ : দেৱজ্যোতি বৰা, ইউনিকা প্ৰকাশন, যোৰহাট
সকলোৰে বাবে ইন্টাৰনেট : দেৱজ্যোতি বৰা, ইউনিকা প্ৰকাশন, যোৰহাট

SEMESTER-2

Title of the Course : ছপা মাধ্যমৰ বিজ্ঞাপন প্ৰস্তুতকৰণ

(Advertisement Preparation of Print Media)

Course Code : SEC216

Nature of the Course : Skill Enhancement Course

Total Credits : 03

Distribution of Marks : 80 (End Sem) + 20 (In-Sem)

প্ৰস্তাৱনা

বিজ্ঞাপনৰ লগত ছাত্ৰ-ছাত্ৰীক অভ্যস্ত কৰা সংস্থাপনৰ সম্ভাৱনাক লক্ষ্য হিচাপে লৈ এই পাঠ্যক্ৰম আগবঢ়োৱা হৈছে। ই এফালে বিজ্ঞাপনৰ ধাৰণা স্পষ্ট কৰিব আনফালে অসমীয়া বিজ্ঞাপনৰ জ্ঞান থকা অভিজ্ঞব্যক্তিৰ অভাৱ পূৰণ কৰিব।

উদ্দেশ্য

- বিজ্ঞাপনৰ প্ৰস্তুতকৰণৰ প্ৰাথমিক জ্ঞানপ্ৰদান কৰা।
- বিভিন্ন মাধ্যমৰ বিজ্ঞাপনৰ ধৰণ সম্পৰ্কে ধাৰণা প্ৰদান কৰা।
- বিজ্ঞাপনপ্ৰস্তুতিৰজ্ঞান ছাত্ৰ-ছাত্ৰীক প্ৰদান কৰা।

| UNIT | TOPIC | L পাঠদান | T অনুশিক্ষণ | P ব্যৱহাৰিক | Total | নম্বৰ বিতৰণ |
|------|---|-------------|----------------|----------------|-----------|----------------|
| I | বিজ্ঞাপন : সংজ্ঞা, প্ৰকৃতি আৰু কাৰ্যাৱলী | ০৯ | ০২ | | ১১ | ২২ |
| II | বিজ্ঞাপনৰ বিভিন্ন মাধ্যম আৰু বিভিন্ন প্ৰকাৰ | ১০ | ০২ | | ১২ | ২২ |
| III | বিজ্ঞাপন প্ৰস্তুতকৰণৰ সাধাৰণ ধাৰণা | ০৮ | ০২ | | ১০ | ১৬ |
| IV | ছপা মাধ্যমৰ বিজ্ঞাপন প্ৰস্তুতকৰণ | ০৬ | | ০৬ | ১২ | ২০ |
| | Total | ৩৩ | ০৬ | ০৬ | ৪৫ | ৮০ |

আভ্যন্তৰীণ মূল্যায়নৰ পদ্ধতি

- আভ্যন্তৰীণ পৰীক্ষা (এটা) (২০ নম্বৰ)
- আভ্যন্তৰীণ পৰীক্ষা (এটা) (১০ নম্বৰ)
- বিজ্ঞাপন প্ৰস্তুতকৰণ (১০ নম্বৰ)

শিকন পৰিণতি

- বিজ্ঞাপনৰ প্ৰস্তুতকৰণৰ প্ৰাথমিক জ্ঞানলাভ কৰিব
- বিভিন্ন মাধ্যমৰ বিজ্ঞাপনৰ ধৰণ সম্পৰ্কে জানিব পাৰিব

- বিজ্ঞাপনৰ বিভিন্ন প্ৰকাৰসম্পৰ্কেসাধাৰণ ধাৰণালাভ কৰিব
- ছপা মাধ্যমৰ বিজ্ঞাপনপ্ৰস্তুতিৰ কলা কৌশল লাভ কৰিব পাৰিব

প্ৰসংগ পুথি :

ব্যক্তি ত্ব, সুকুমাৰ কৌশল আৰু যোগাযোগ : নীৰাজনা মহন্ত বেজবৰা

প্ৰবন্ধ সঞ্চয়ন(দ্বিতীয় খণ্ড) : জিতাঞ্জলি বৰপূজাৰী বৰঠাকুৰ (সম্পা.)

হিন্দী বিজ্ঞাপনোঁ কি ভাচা : আশা পাণ্ডে

English in Advertising :G.N. Leach,

English Language in Advertising : Indu Barla Pandya

Hindi in Advertising : Suresh Kumar

SEMESTER-3

Title of the Course : অসমীয়া সংস্কৃতিৰ স্বৰূপ

(Nature of Assamese Culture)

Course Code : ASMC3
Nature of the Course : Core
Total Credits : 04
Distribution of Marks: 80 (End Sem) + 20 (In-Sem)

প্ৰস্তাৱনা

এই কাকতৰ যোগেদি অসমীয়া সংস্কৃতিৰ বিষয়ে এটি সামগ্ৰিক ধাৰণা প্ৰদান কৰাৰ লগতে সংস্কৃতি বিষয়ক তাত্ত্বিক দিশসমূহৰ বিষয়েও ধাৰণা প্ৰদান কৰা হ'ব। নৃপ্ৰজাতীয় বৈবিধ্যৰ মাজত গঢ় লৈ উঠা অসমীয়া সংস্কৃতিৰ বৈশিষ্ট্যৰ বিষয়ে ধাৰণা প্ৰদান কৰা হ'ব। লগতে অসমীয়া সংস্কৃতিৰ অংশ হিচাপে অসমীয়া শিল্পকলাৰ বিষয়ে এটি ধাৰণা দিয়াৰ প্ৰয়াস কৰা হৈছে।

উদ্দেশ্য :

- সংস্কৃতিৰ তাত্ত্বিক দিশসমূহৰ পৰিচয় দিয়া।
- অসমীয়া সংস্কৃতিক গঢ় দিয়া জনসমষ্টিৰ নৃপ্ৰজাতীয় চৰিত্ৰৰ বিষয়ে ধাৰণা দিয়া।
- অসমীয়া সংস্কৃতিৰ সামগ্ৰিক ৰূপ সম্পৰ্কে অৱগত কৰা।
- অসমৰ শিল্পকলা সম্পৰ্কে এটি পৰিচয়মূলক অধ্যয়নৰ বাট মুকলি কৰা।

| UNIT | TOPIC | L পাঠদান | T অনুশিক্ষণ | Total মুঠ | নম্বৰ বিতৰণ |
|------|--|-------------|----------------|--------------|----------------|
| I | সংস্কৃতিৰ সংজ্ঞা, স্বৰূপ আৰু উপাদান | ১২ | ০৩ | ১৫ | ২০ |
| II | ক) অসমৰ মানুহৰ নৃ-বৈজ্ঞানিক পৰিচয় খ) অসমীয়া সংস্কৃতিৰ পৰিচয় আৰু স্বৰূপ | ১৪ | ০৪ | ১৮ | ২০ |
| III | অসমীয়া শিল্পকলা : মৃৎ শিল্প, বস্ত্ৰ শিল্প, ধাতু শিল্প, বাহ-বেতৰ শিল্প | ১০ | ০২ | ১২ | ২০ |
| IV | স্থাপত্য - ভাস্কৰ্য | ১২ | ০৩ | ১৫ | ২০ |
| | Total | ৪৮ | ১২ | ৬০ | ৮০ |

আন্তঃবৰ্ষিক মূল্যায়নৰ পদ্ধতি

- আন্তঃবৰ্ষিক পৰীক্ষা (এটা) (২০ নম্বৰ)
- অন্যান্য (তলৰ যিকোনো এটা) (১০ নম্বৰ)
- সামূহিক আলোচনা (১০ নম্বৰ)
- আলোচনা পত্ৰ প্ৰস্তুত আৰু উপস্থাপন
- গৃহকৃত কৰ্ম

SEMESTER-III

Title of the Course : অনুবাদঃ তত্ত্ব আৰু প্ৰয়োগ

(Translation : Theory and Application)

Course Code : GECASM3A

Nature of the Course : Generic Elective Course

Total Credits : 03

Distribution of Marks : 80 (End Sem) + 20 (In-Sem)

প্ৰস্তাৱনা

বিভিন্ন প্ৰকাৰেৰে সৈতে অনুবাদৰ পৰিচয় প্ৰদান কৰি অনুবাদ কাৰ্যৰ পদ্ধতি সম্পৰ্কে ছাত্ৰ-ছাত্ৰীক অৱগত কৰোৱাটো এই পাঠ্যত্ৰ মৰ মুখ্য উদ্দেশ্য।

উদ্দেশ্য

- বিভিন্ন প্ৰকাৰেৰে সৈতে অনুবাদ কৰ্মৰ পৰিচয় প্ৰদান।
- বৰ্তমান সময়ত ইয়াৰ প্ৰয়োজনীয়তা।
- অনুবাদ কাৰ্যৰ পদ্ধতি সম্পৰ্কে পৰিচয় প্ৰদান।
- অনুবাদৰ প্ৰায়োগিক অভ্যাসৰ সুযোগ প্ৰদান।

| UNIT | TOPIC | L পাঠদান | T অনুশিক্ষণ | P ব্যৱহাৰিক | Total | নম্বৰ বিতৰণ |
|------|--|-------------|----------------|----------------|-------|----------------|
| I | অনুবাদ : সংজ্ঞা, উদ্দেশ্য আৰু প্ৰয়োজনীয়তা | ৮ | ৩ | | ১১ | ১৬ |
| II | অনুবাদৰ বিভিন্ন প্ৰকাৰ | ৮ | ৩ | | ১১ | ২২ |
| III | অনুবাদৰ পদ্ধতি আৰু ব্যৱহাৰিক সমস্যাৰ আভাস | ৯ | ৩ | | ১২ | ২৪ |
| IV | অনুবাদৰ অনুশীলন | | | ১২ | ১২ | ১৮ |
| | Total | ২৫ | ৯ | ১২ | ৪৫ | ৮০ |

আভ্যন্তৰীণ মূল্যায়নৰ পদ্ধতি

- আভ্যন্তৰীণ পৰীক্ষা (এটা)
- অনুবাদৰ অনুশীলন

(২০ নম্বৰ)

(১০ নম্বৰ)

(১০ নম্বৰ)

শিকনপৰিণতি

- অনুবাদৰ তাত্ত্বিক আৰু প্ৰায়োগিক দিশৰ লগত জড়িত হ'ব
- অনুবাদক বৃত্তিকপে গ্ৰহণ কৰাৰ বাবে আগ্ৰহী হ'ব

প্ৰসংগ পুথি :

অনুবাদ : তত্ত্ব আৰু প্ৰয়োগ : নীৰাজনা মহন্ত বেজবৰা, বনলতা, ডিব্ৰুগড়

তুলনামূলক সাহিত্য আৰু অনুবাদ বিচাৰ : প্ৰফুল্ল কটকী, জ্যোতি প্ৰকাশন, গুৱাহাটী তুলনামূলক সাহিত্য আৰু

অনুবাদ কলা : কৰবী ডেকা হাজৰিকা, বনলতা, ডিব্ৰুগড়

SEMESTER-III

Title of the Course : উত্তৰ-পূব ভাৰতৰ ভাষাৰ পৰিচয়

(Introduction to Language of North-East India)

Course Code : GECASM3B
Nature of the Course : Generic Elective Course
Total Credits : 03
Distribution of Marks : 80 (End Sem) + 20 (In-Sem)

প্ৰস্তাৱনা

এই পাঠ্যক্ৰমৰ জৰিয়তে ছাত্ৰ-ছাত্ৰীসকলে উত্তৰ-পূবভাৰতৰ সাতোখন ৰাজ্যত প্ৰচলন হৈ থকা ভাষা-পৰিয়ালসমূহৰ অন্তৰ্গত ভাষাসমূহৰ বিষয়ে পৰিচয়সূচক জ্ঞান লাভ কৰিব। তদুপৰি এই ভাষাসমূহৰ প্ৰচলন আৰু ভাষাসমূহৰ ভাষিক স্থিতি সম্পৰ্কে অৱগত হ'ব।

উদ্দেশ্য

১. উত্তৰ-পূব ভাৰতৰ ভাষাসমূহৰ পৰিচয় দিয়া।
২. ভাষাসমূহৰ প্ৰচলিত অঞ্চলসমূহ চিনাক্ত কৰা।
৩. ভাষিক স্থিতি সম্পৰ্কে জ্ঞান প্ৰদান কৰা।

| UNIT | TOPIC | L পাঠদান | T অনুশিক্ষণ | Total | নম্বৰ বিতৰণ |
|-------|---|-------------|----------------|-------|----------------|
| I | উত্তৰ-পূব ভাৰতৰ ভাষাৰ পৰিয়ালকেন্দ্ৰিক পৰিচয় | ০৮ | ০২ | ১০ | ২২ |
| II | উত্তৰ-পূব ভাৰতৰ ভাষাৰ অঞ্চলভিত্তিক পৰিচয় | ০৮ | ০৩ | ১১ | ২২ |
| III | ভাষিক স্থিতি | ১০ | ০১ | ১১ | ১৬ |
| IV | ভাষিক বৈশিষ্ট্য | ১২ | ১ | ১৩ | ২০ |
| Total | | ৩৮ | ০৭ | ৪৫ | ৮০ |

আভ্যন্তৰীণ মূল্যায়নৰ পদ্ধতি

- আভ্যন্তৰীণ পৰীক্ষা (এটা) (২০ নম্বৰ)
- অন্যান্য (তলৰ যিকোনো এটা) (১০ নম্বৰ)
- সামূহিক আলোচনা (১০ নম্বৰ)
- আলোচনা পত্ৰ প্ৰস্তুত আৰু উপস্থাপন
- গৃহকৃত কৰ্ম

শিকন পৰিণতি

১. উত্তৰ পূব ভাৰতৰ ভাষাসমূহৰ এটি সম্যক পৰিচয় লাভ কৰিব।

২. উত্তৰ পূব ভাৰতৰ ভাষাসমূহৰ ভাষিক স্থিতি সম্পৰ্কে অৱগত হ'ব।

৩. উত্তৰ পূব ভাৰতত প্ৰচলিত বিভিন্ন ভাষাসমূহৰ প্ৰণালীবদ্ধ অধ্যয়ন আৰু ভৱিষ্যতে গৱেষণাৰ বাবে অনুপ্ৰেৰণা লাভ কৰিব।

প্ৰসংগ পুথি

অসমৰ ভাষাঃ ভীমকান্ত বৰুৱা, বনলতা, ডিব্ৰুগড়

অসমৰ ভাষাৰ বিবেচনাত্মক অধ্যয়নঃ অৰ্পণা কোঁৱৰ, বনলতা, ডিব্ৰুগড়।

উত্তৰ পূৰ্বাঞ্চলৰ ভাষাঃ অৰ্পণা কোঁৱৰ, বনলতা, ডিব্ৰুগড়

অসমীয়া আৰু অসমৰ তিব্বত - বৰ্মীয় ভাষা : উপেন ৰাভা হাকাছাম, হাকাচাম কাওছাকাম,

Linguistic Survey of India : Grierson

Linguistic studies on North East Languages : Arpana Konwar

SEMESTER-III

Title of the Course : সম্পাদনা আৰু আৰ্হিকাকত শুধৰণি

Editing and Proof Reading

Course Code : SEC316

Nature of the Course : Skill Enhancement Course

Total Credits : 03

Distribution of Marks :80 (End Sem) + 20 (In-Sem)

প্ৰস্তাৱনা

সম্পাদনা আৰু আৰ্হিকাকত শুধৰণি লগত ছাত্ৰ-ছাত্ৰীক অভ্যস্ত কৰা আৰু প্ৰকাশনৰ বহল ক্ষেত্ৰখনত সংস্থাপনৰ সম্ভাৱনাক লক্ষ্য হিচাপে লৈ এই পাঠ্যক্ৰম আগবঢ়োৱা হৈছে। ই এফালে সম্পাদনা আৰু আৰ্হিকাকত শুধৰণি ধাৰণা স্পষ্ট কৰিব আনফালে অসমীয়া ডিটিপিৰ জ্ঞান থকা অভিজ্ঞ ব্যক্তিৰ অভাৱ পূৰণ কৰিব।

উদ্দেশ্য

- সম্পাদনাৰ সৈতে পৰিচয় কৰাই দিয়া
- আৰ্হি কাকত পৰীক্ষণৰ ব্যৱহাৰিক দিশসমূহৰ পৰিচয় কৰাই দিয়া

| UNIT | TOPIC | L পাঠদান | T অনুশিক্ষণ | P ব্যৱহাৰিক | Total | নম্বৰ বিতৰণ |
|--------------|--|-------------|----------------|----------------|-------|-------------|
| I | সম্পাদনা : সাধাৰণ পৰিচয়, প্ৰায়োগিক আৰু বৃত্তিমুখী গুৰুত্ব, সম্পাদকৰ ভূমিকা | ৮ | ২ | | ১০ | ১৮ |
| II | গ্ৰন্থ সম্পাদনা : ক্ষেত্ৰ, প্ৰকৃতি আৰু প্ৰকাৰ | ৮ | ৩ | | ১১ | ২২ |
| III | আলোচনী সম্পাদনা : আলোচনী সম্পাদনাৰ কলা আৰু সম্পাদকৰ কাৰ্যবিধি | ৯ | ২ | | ১১ | ২২ |
| IV | আৰ্হি কাকত পৰীক্ষণৰ ব্যৱহাৰিক দিশসমূহ | ৩ | | ১০ | ১৩ | ১৮ |
| Total | | ২৮ | ৭ | ১০ | ৪৫ | ৮০ |

আভ্যন্তৰীণ মূল্যায়নৰ পদ্ধতি

- আভ্যন্তৰীণ পৰীক্ষা (এটা) (২০ নম্বৰ)
- ব্যৱহাৰিক পৰীক্ষা (১০ নম্বৰ)
- (১০ নম্বৰ)

শিকন পৰিণতি

- সম্পাদনা আৰু আৰ্হিকাকত শুধৰণিৰ সৈতে ছাত্ৰ-ছাত্ৰী সকল পৰিচিত হ'ব।

প্ৰসংগ পুথি :

গণ-মাধ্যম আৰু সম্প্ৰচাৰ সাংবাদিকতা : অংকুৰণ দত্ত, অসম প্ৰকাশন পৰিষদ, গুৱাহাটী
ফ্ৰিলাপ সাংবাদিকতা আৰু লেখা-মেলা : অংকুৰণ দত্ত (অনু.) মূল. পাৰ্থ চট্টোপাধ্যায়, বীণা লাইব্ৰেৰী
ব্যক্তি গত কম্পিউটাৰৰ পূৰ্ণাংগ ব্যৱহাৰিক পাঠ : দেৱজ্যোতি বৰা, ইউনিকা প্ৰকাশন, যোৰহাট
সকলোৰে বাবে ইণ্টাৰনেট : দেৱজ্যোতি বৰা, ইউনিকা প্ৰকাশন, যোৰহাট