



Majuli College

(Affiliated to Dibrugarh University)

Kamalabari, Majuli, Assam

PIN: 785106

Additional Information for NAAC Self Study Report (SSR)

(3rd Cycle)

Period: 2017-2022

<i>Criterion 1</i>	<i>Key Indicator 1.3</i>
Curricular Aspects	Curricular Enrichment
<i>Metric Number:</i> 1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum

Prepared and Submitted by

Majuli College

List and Description of Courses Addressing Professional Ethics, Gender, Human Values, Environment and Sustainability in the Curriculum

Course	Type	Title of the paper	Category (Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum)
BA in Assamese (Honours and Generic Elective)	Core	History of Assamese Literature	Human Values
	Core	Selection from Assamese Poetry	Gender
	Core	Studies on the Culture of Assam	Gender, Human Values, Environment and Sustainability
	Core	Theory and Practice of Comparative Literature	Gender
	Core	Indo-Aryan Languages and Assamese	Human Values
	Core	Selection from Assamese Prose	Gender, Human Values
	Core	Assamese Drama	Gender, Human Values
	DSE 2	Introduction to Indian Literature	Gender, Human Values
	DSE 3	Introduction to World Literature	Gender, Human Values

BA in English (Honours)	Core	Women's Writing	Gender and Human Values
BA in Political Science (Honours and Generic Elective)	DSE	Human Rights in a Comparative Perspective	Human Values
	Generic	Feminism: Theory and Practice	Gender
BA in History (Honours and Generic Elective)	Core	Early and Medieval Assam till 1826	Human Values
	Core	History of Modern Assam (1826-1947)	Human Values
	Core	Social Formations and Cultural Patterns of the Ancient World	Human Values
	Core	History of India-I	Human Values
	Core	History of India-II	Human Values
	Core	Rise of Modern West	Human Values
	Generic	History of Assam (1228 AD—1826AD)	Human Values
	Generic	History of India from the Earliest times to 1526 AD	Human Values
	Generic	History of India from 1526 AD to 1947AD	Human Values
	Generic	History of Modern Assam (1826AD—1947AD)	Human Values
BA in Geography (Honours)	Core	Disaster Management	Environment & Sustainability
	Core	Environmental Geography	Environment
BA in	Core	Techniques of Teaching	Professional Ethics

Education (Honours and Generic Elective)	Core	Emerging trends in Indian Education	Human Values
BA in Sociology (Honours and Generic Elective)	Core	Sociology of Gender	Gender
	Generic	Gender and Violence	Gender and Human Values
	DSE	Environmental Sociology	Environment
	DSE	Societies in North East India	Human Values
B.Sc. in Botany (Honours and Generic Elective)	Core	Plant Ecology and Phytogeography	Environment
	Generic	Microbiology and Biotechnology	Environment
B.Sc. in Zoology (Honours and Generic Elective)	Core	Principles of Ecology	Environment
	Generic	Environment and Public Health	Environment & Sustainability
	Generic	Insect Vector and diseases	Environment & Sustainability
B.Sc. in Chemistry (Honours)	DSE	Green Chemistry	Environment & Sustainability
	DSE	Industrial Chemicals and Environment	Environment & Sustainability
BA/B.Sc. (For all students of 2 nd Semester)	AECC	Environmental Studies	Environment
BA/B.Sc.	SEC	National Service Scheme (NSS)	Human Values and Environment
Certificate Course	Certificate Course	Yoga	Ethics and Human Values

নিৰ্বাচন-আধাৰিত ক্রেডিট পদ্ধতি
স্নাতক পৰ্যায়ৰ অসমীয়া উচ্চমানৰ পাঠ্যক্ৰম

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

অসমীয়া সাহিত্যৰ বুৰঞ্জী (History of Assamese Literature)

(শংকৰোত্তৰ যুগ পৰ্যন্ত)

পাঠ্যক্ৰমৰ সংখ্যা : C-1 [৬ ক্রেডিট]

[পাঠদান : $18 \times ৫ = ৯০$ (৫ ক্রেডিট)]

অনুশিক্ষণ : $18 \times 1 = 18$ (১ ক্রেডিট)]

মুঠ নম্বৰ : ১০০

চূড়ান্ত পৰীক্ষাৰ মূল্যায়ন : ৮০

আভ্যন্তৰীণ মূল্যায়ন : ২০

এই কাকতৰ যোগেদি প্ৰথমতে অসমীয়া সাহিত্যৰ যুগবিভাজনৰ পৰিচয়েৰে ছাত্ৰ-ছাত্ৰীসকলক অসমীয়া সাহিত্যৰ সমগ্ৰ পৰিক্ৰমাৰ এক সাধাৰণ পৰিচয় প্ৰদান কৰি লৈ তাৰ পাছত লোক সাহিত্যৰ পৰা শংকৰোত্তৰ যুগলৈকে বৰ্চিত অসমীয়া সাহিত্যৰাজিৰ সামগ্ৰিক গতি-প্ৰকৃতিৰ ধাৰণা দিবলৈ বিচৰা হৈছে।

মুঠ শ্ৰেণী সংখ্যা : ৮৪ (পাঠদান + অনুশিক্ষণ)

	পাঠদান	অনুশিক্ষণ	মূল্যাংক
গোট :			
অসমীয়া সাহিত্যৰ যুগ বিভাজন	১৩	৩	১৬
গোট : ২			
(ক) অসমীয়া লোকসাহিত্য	১৩	২	১৬
অসমীয়া লোকসাহিত্যৰ পৰিচয়			
অসমীয়া লোক-গীতি			
(খ) প্ৰত্ন-অসমীয়া সাহিত্যৰ পৰিচয়			
গোট : ৩	১৩	২	১২
প্ৰাক্-শংকৰী যুগ			
(মাধৱ কন্দলি আৰু হেম সৰস্বতী)			
গোট : ৪	১৩	২	১৬
শংকৰী যুগৰ সাহিত্যৰ বৈশিষ্ট্য			
গোট : ৫	১৮	৫	২০
শংকৰোত্তৰ যুগ			
(ভট্টদেৱ, চৰিত সাহিত্য, বুৰঞ্জী সাহিত্য, ব্যৱহাৰিক জ্ঞানৰ সাহিত্য)			

প্ৰাসংগিক গ্ৰন্থ :

অসমীয়া ভাষা আৰু সাহিত্যৰ বুৰঞ্জী : দেবেন্দ্ৰনাথ বেজবৰুৱা, অসম প্ৰকাশন পৰিষদ, গুৱাহাটী

অসমীয়া সাহিত্যৰ সমীক্ষাত্মক ইতিবৃত্ত : সত্যেন্দ্ৰনাথ শৰ্মা, সৌমাৰ প্ৰকাশ, গুৱাহাটী

অসমীয়া সাহিত্যৰ ৰূপৰেখা : মহেশ্বৰ নেওগ, চন্দ্ৰ প্ৰকাশ, গুৱাহাটী

অসমীয়া সাহিত্যৰ দৃষ্টিপাত : হেমন্ত কুমাৰ শৰ্মা, বীণা লাইব্ৰেৰী, গুৱাহাটী

অসমীয়া সাহিত্যৰ বুৰঞ্জী (প্ৰথম খণ্ড) : বিশ্বেশ্বৰ হাজৰিকা (সম্পাদিত), আনন্দৰাম বৰুৱা ভাষা-কলা-সংস্কৃতি
সংস্থা, গুৱাহাটী

অসমীয়া সাহিত্যৰ বুৰঞ্জী (দ্বিতীয় খণ্ড) : শিৱনাথ বৰ্মন (সম্পাদিত), আনন্দৰাম বৰুৱা ভাষা-কলা-
সংস্থা, গুৱাহাটী

অসমীয়া সাহিত্যৰ বুৰঞ্জী (ষষ্ঠ খণ্ড) : হোমেন বৰগোহাঞি (সম্পাদিত), আনন্দৰাম বৰুৱা ভাষা-কলা-সংস্কৃতি
সংস্থা, গুৱাহাটী

অসমীয়া লোক-সাহিত্যৰ ৰূপৰেখা : লীলা গগৈ(সম্পাদিত), 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 (সম্পাদিত), বনলতা, ডিব্ৰুগড়

স্নাতক পৰ্যায়ৰ অসমীয়া উচ্চমানৰ পাঠ্যক্ৰম
(মূল বিষয় : অসমীয়া ভাষা-সাহিত্য-সংস্কৃতিৰ বাধ্যতামূলক পাঠ্যক্ৰম)
অসমীয়া সাহিত্যৰ বুৰঞ্জী (History of Assamese Literature)

(অৰুনোদই যুগৰ পৰা সাম্প্ৰতিক কাল পৰ্যন্ত)

পাঠ্যক্ৰমৰ সংখ্যা : C-2 [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 বুৰঞ্জীৰ অন্তৰ্গতভাৱে ছাত্ৰ-ছাত্ৰীসকলক আধুনিক অসমীয়া ভাষা-সাহিত্যৰ প্ৰতিষ্ঠাকালৰেপৰা সাম্প্ৰতিক কাললৈকে সাহিত্যৰ গতি-প্ৰকৃতিৰ ধাৰণা প্ৰদানেই এই কাকতৰ উদ্দেশ্য।

গোট : ১	মুঠ শ্ৰেণী সংখ্যা : ৮৪ (পাঠদান + অনুশিক্ষণ)		
	পাঠদান	অনুশিক্ষণ	মূল্যাংক
আধুনিক অসমীয়া সাহিত্যৰ পটভূমি	১২	২	১২
গোট : ২	১২	২	১৬
আধুনিক অসমীয়া ভাষা-সাহিত্যৰ প্ৰতিষ্ঠা (অৰুনোদই ভূৰ, হেমচন্দ্ৰ-গুণাভিৰাম ভূৰ)			
গোট : ৩	১৮	৪	২০
জোনাকী আৰু উত্তৰ জোনাকী ভূৰৰ সাহিত্য (জোনাকী, বাঁহী, আৰাহন, জয়ন্তী পৰ্যন্ত)			
গোট : ৪	১২	২	১৬
ৰামধেনু যুগৰ অসমীয়া সাহিত্য : পটভূমি আৰু বৈশিষ্ট্য			
গোট : ৫	১৬	৪	১৬
সাম্প্ৰতিক কালৰ অসমীয়া সাহিত্যৰ পৰিচয় (কবিতা, গল্প আৰু শিশু সাহিত্য)			

প্ৰাসংগিক গ্ৰন্থ :

অসমীয়া সাহিত্যৰ সমীক্ষাত্মক ইতিবৃত্ত : সত্যেন্দ্ৰনাথ শৰ্মা, সৌমাৰ প্ৰকাশ

অসমীয়া সাহিত্যৰ ৰূপৰেখা : মহেশ্বৰ নেওগ, চন্দ্ৰ প্ৰকাশ

অসমীয়া সাহিত্যৰ বুৰঞ্জী (ষষ্ঠ খণ্ড) : হোমেন বৰগোহাঞি (সম্পাদ), এবিলাক, গুৱাহাটী

অসমীয়া সাহিত্যৰ দৃষ্টিপাত : হেমন্ত কুমাৰ শৰ্মা, বীণা লাইব্ৰেৰী, গুৱাহাটী
উনবিংশ শতিকাৰ অসম সংবাদ : যোগেন্দ্ৰনাথ ভূঞা, অসমীয়া বিভাগ, ডিব্ৰুগড় বিশ্ববিদ্যালয়
উনবিংশ শতিকাৰ পোহৰত আধুনিক অসমীয়া সাহিত্য : নগেন শইকীয়া, কৌস্তভ প্ৰকাশন, ডিব্ৰুগড়
সাহিত্যৰ নানা দিশ : জয়ন্ত কুমাৰ বৰা, বাণী মন্দিৰ, ডিব্ৰুগড়
সাহিত্য অভিকপা : জয়ন্ত কুমাৰ বৰা, বৈজয়ন্ত প্ৰকাশ, শিৱসাগৰ
এশ বছৰৰ অসমীয়া উপন্যাস : নগেন ঠাকুৰ(সম্পা), জ্যোতি প্ৰকাশন, গুৱাহাটী
বিংশ শতাব্দীৰ অসমীয়া বিজ্ঞান সাহিত্য : পৰমানন্দ মহন্ত, অসম সাহিত্য সভা, যোৰহাট
অসমীয়া উপন্যাসৰ গতিধাৰা : সত্যেন্দ্ৰনাথ শৰ্মা, সৌমাৰ প্ৰকাশ, গুৱাহাটী
অসমীয়া উপন্যাসৰ ভূমিকা : সত্যেন্দ্ৰনাথ শৰ্মা, সৌমাৰ প্ৰকাশ, গুৱাহাটী
আধুনিক অসমীয়া সাহিত্যৰ পৰিচয় : লীলা গগৈ (সম্পা), ষ্টুডেন্টছ এম্প বিয়াম, ডিব্ৰুগড়
অসমীয়া চুটিগল্পৰ অধ্যয়ন : প্ৰহ্লাদ কুমাৰ বৰুৱা, বনলতা, ডিব্ৰুগড়
অসমীয়া কবি আৰু কবিতা : কৰবী ডেকা হাজৰিকা, বনলতা, ডিব্ৰুগড়
অসমীয়া কবিতা : কৰবী ডেকা হাজৰিকা, বনলতা, ডিব্ৰুগড়

স্নাতক পৰ্যায়ৰ অসমীয়া উচ্চমানৰ পাঠ্যক্ৰম
(মূল বিষয় : অসমীয়া ভাষা-সাহিত্য-সংস্কৃতিৰ বাধ্যতামূলক পাঠ্যক্ৰম)
ভাষাবিজ্ঞানৰ পৰিচয় (Introduction to Linguistics)

পাঠ্যক্ৰমৰ সংখ্যা : C-3 [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

প্ৰাচ্য আৰু পাশ্চাত্যৰ ভাষা সম্পৰ্কীয় চিন্তা-চৰ্চাৰ ইতিহাস জনাৰ লগতে ভাষা আৰু ভাষাবিজ্ঞান সম্পৰ্কীয় বিভিন্ন দিশসমূহৰ পৰিচয় পাব পৰাকৈ এই কাকতখন প্ৰস্তুত কৰা হৈছে।

মুঠ শ্ৰেণী সংখ্যা : ৮৪ (পাঠদান + অনুশিক্ষণ)

	পাঠদান	অনুশিক্ষণ	মূল্যাংক
গোট : ১	১৩	২	১৬
ভাষাৰ সংজ্ঞা, উপাদান, বৈশিষ্ট্য আৰু ভাষাৰ বিভিন্ন ৰূপ (ব্যক্তিভাষা, উপভাষা, সামাজিক উপভাষা, নৃ-গোষ্ঠীয় উপভাষা, ৰাজ্যভাষা, ৰাষ্ট্ৰভাষা, আন্তঃৰাষ্ট্ৰীয় ভাষা, সংযোগী ভাষা, কেঅ'ল, পিজিন)			
গোট : ২	১৩	২	১৬
ভাষাবিজ্ঞানৰ সংজ্ঞা, ভাষাবিজ্ঞানৰ অধ্যয়ন পদ্ধতি (বৰ্ণনাত্মক, ঐতিহাসিক, তুলনামূলক, বৈপৰীত্যমূলক, সমাজ-ভাষাবিজ্ঞান, মনো-ভাষাবিজ্ঞান আৰু প্ৰয়োগ ভাষাবিজ্ঞান)			
গোট : ৩	১৮	৫	১৬
ভাষাবিজ্ঞান অধ্যয়নৰ স্তৰ (ক) ধ্বনিবিজ্ঞান, ধ্বনিতত্ত্ব, বৰ্ণবিজ্ঞান (খ) ৰূপবিজ্ঞান, ৰূপতত্ত্ব (গ) বাক্যবিজ্ঞান, বাক্যতত্ত্ব (ঘ) অর্থবিজ্ঞান, অর্থতত্ত্ব			
গোট : ৪	১৩	২	১৬
ভাষাৰ বৰ্গীকৰণ আৰু পৃথিৱীৰ ভাষা পৰিয়াল (ক) ভাষাৰ বৰ্গীকৰণৰ সংজ্ঞা আৰু প্ৰকাৰ (খ) পৃথিৱীৰ ভাষা পৰিয়ালসমূহৰ সাধাৰণ পৰিচয়			

গোট : ৫

ভাষা সম্পর্কীয় চিন্তা-চর্চাৰ ইতিহাস (আৰম্ভণিৰ পৰা বিংশ শতিকালৈকে)

(ক) পাশ্চাত্য ভাষা-চৰ্চাৰ ইতিহাসৰ সংক্ষিপ্ত পৰিচয়

(খ) ভাৰতত ভাষা-চৰ্চাৰ ইতিহাসৰ সংক্ষিপ্ত পৰিচয়

প্ৰসংগ পুথি :

অসমীয়া

আধুনিক ভাষাবিজ্ঞানৰ পৰিচয় : ফণীন্দ্ৰ নাৰায়ণ দত্তবৰুৱা, বাণী প্ৰকাশ, গুৱাহাটী।

ধ্বনিবিজ্ঞানৰ ভূমিকা : গোলোকচন্দ্ৰ গোস্বামী,

ভাষাবিজ্ঞান আৰু ধ্বনিবিজ্ঞানৰ পৰিভাষাকোষ : অৰ্পণা কোঁৱৰ, বনলতা, ডিব্ৰুগড়

ভাষাবিজ্ঞান : উপেন্দ্ৰনাথ গোস্বামী, মণিমানিক প্ৰকাশ, গুৱাহাটী

ভাষাবিজ্ঞান পৰিভাষাৰ সংজ্ঞা-কোষ : অৰ্পণা কোঁৱৰ, বনলতা, ডিব্ৰুগড়

সমাজ ভাষাবিজ্ঞান : বিশ্বজিৎ দাস, বনলতা, ডিব্ৰুগড়।

ভাষাৰ ইতিবৃত্ত : ভীমকান্ত বৰুৱা, বনলতা, ডিব্ৰুগড়।

ভাষাতত্ত্ব : দীপ্তি ফুকন পাটগিৰি, বনলতা, ডিব্ৰুগড়।

ভাষাৰ তত্ত্বকথা(সম্পা.) : নাহেন্দ্ৰ পাদুন, বাণী মন্দিৰ, ডিব্ৰুগড়

সমাজভাষাবিজ্ঞান : অনুৰাধা শৰ্মা, বান্ধৱ, গুৱাহাটী।

English

A Course in Modern Linguistics : C. F. Hockett, Oxford & IBH publishing co.ltd. New Delhi.

An Introduction to Descriptive Linguistics : H.A. Gleason, Oxford & IBH Publishing Co. Pvt Ltd, New Delhi.

An Introduction to Language and Linguistics : John Lyons, Cambridge University Press.

Language : David Crystal, Cambridge University.

Language : Leonard Bloomfield, Mittal Publication, New Delhi,

New Horizons in Linguistics : John Lyons,(ed.), Cambridge University Press.

স্নাতক পৰ্যায়ৰ অসমীয়া উচ্চমানৰ পাঠ্যক্ৰম
(মূল বিষয় : অসমীয়া ভাষা-সাহিত্য-সংস্কৃতিৰ বাধ্যতামূলক পাঠ্যক্ৰম)
অসমীয়া কবিতাৰ চানেকি (Selection from Assamese poetry)

পাঠ্যক্ৰমৰ সংখ্যা : C-6 [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

লোককবিতাৰে যাত্ৰা আৰম্ভ কৰা অসমীয়া কবিতাই চৰ্যাপদৰ ৰূপত প্ৰথম লিখিত ৰূপ গ্ৰহণ কৰে। অসমীয়া কবিতাৰ ইতিহাস তথা গতি-প্ৰকৃতি সম্পৰ্কে ছাত্ৰ-ছাত্ৰীক অৱগত কৰোৱা এই কাকতখনৰ প্ৰধান উদ্দেশ্য। ইয়াৰ বাবে লোককবিতাৰে আৰম্ভ কৰি চৰ্যাপদ-প্ৰাক্শংকৰী-শংকৰী-শংকৰোত্তৰ যুগ আৰু বৰ্তমান অসমীয়া কবিতাৰ পৰা উল্লেখযোগ্য কেইটিমান চানেকিৰ অধ্যয়নো এই কাকতত সন্নিবিষ্ট কৰা হৈছে। ইয়াৰপৰা ছাত্ৰ-ছাত্ৰীসকলে আৰম্ভণিৰেপৰা বৰ্তমান কাললৈ অসমীয়া কবিতা সম্পৰ্কে স্পষ্ট ধাৰণা লাভ কৰিব পাৰিব।

মুঠ শ্ৰেণী সংখ্যা : ৮৪ (পাঠদান + অনুশিক্ষণ)

	পাঠদান	অনুশিক্ষণ	মূল্যাংক
গোট : ১	১৮	২	১৬
অসমীয়া কবিতাৰ সংক্ষিপ্ত ইতিহাস			
গোট : ২	১৮	২	১৪
অসমীয়া লোক কবিতা			
(ক) জিকিৰ ('বাৰ মাহৰ তেৰ গীত'ৰ সংখ্যা-৭, 'কলিমাহে বৰ ধন...আছোঁ ভেদ' অংশ)			
(খ) নাহৰৰ মালিতা ('বাৰ মাহৰ তেৰ গীত'ৰ সংখ্যা-১, 'বঙালী মদাৰৰ...ওলোমাই পেলালে চুলি' অংশ)			
গোট : ৩	৬	২	১০
প্ৰব্ধ অসমীয়া কবিতা			
চৰ্যাপদ ('চৰ্যাপদ'ৰ পৰা সংখ্যা-৫, 'ভৱনই গহন...অনুত্তৰ সামী' অংশ)			
গোট : ৪	১৪	৪	২০
পুৰণি অসমীয়া কবিতা			
(এই গোটৰ পাঠ্য আটাইকেইটা কবিতা মহেশ্বৰ নেওগ সম্পাদিত 'সঞ্চয়ন'ৰ অন্তৰ্গত)			
(ক) মাধৱ কন্দলি ৰামায়ণ : 'শঙ্খিনী চিত্ৰিণী নাৰী...বহয় পৰন' অংশ			
(খ) বৰগীত (শংকৰদেৱ) : শংকৰদেৱৰ 'সুন সুন ৰে সুৰ...শঙ্কৰ কহতু উপায়'			

- (গ) নামঘোষা (মাধৱদেৱ) : 'দুৰ্বাৰ দুঃসঙ্গ...মজিয়া নপাইলো পাৰ' অংশ
 (ঘ) উষা পৰিণয় (পীতাম্বৰ কবি) : 'বৈশম্পায়নে বোলে...নাৰায়ণ-পৰসনে' অংশ।

গোট : ৫

১৪

৪

২০

আধুনিক কালৰ অসমীয়া কবিতা

- (এই গোটৰ পাঠ্য প্ৰথম তিনিটা কবিতা মহেশ্বৰ নেওগ সম্পাদিত 'সঞ্চয়ন'ৰ অন্তৰ্গত)
 (ক) মাধুৰী (চন্দ্ৰকুমাৰ আগৰৱালা)
 (খ) ইয়াত নদী আছিল (নৱকান্ত বৰুৱা)
 (গ) ওলমি থকা গোলাপী জামুৰ লগ্ন (নীলমণি ফুকন)
 (ঘ) চুলি নাৰাক্ষিৰা যাজ্ঞসেনী ('চুলি নাৰাক্ষিৰা যাজ্ঞসেনী' সংকলনৰ পৰা, কৰবী ডেকা হাজৰিকা)

প্ৰসংগ পুথি:

- চৰ্যাপদ : পৰীক্ষিত হাজৰিকা, ডালিমী প্ৰকাশন, গুৱাহাটী
 কবি আৰু কবিতা : নন্দ তালুকদাৰ, বনলতা, ডিব্ৰুগড়
 অসমীয়া কবি আৰু কবিতা : কৰবী ডেকা হাজৰিকা, বনলতা, ডিব্ৰুগড়
 অসমীয়া কবিতা : কৰবী ডেকা হাজৰিকা, বনলতা, ডিব্ৰুগড়
 অসমীয়া কবিতা বৰ্ণালী : চন্দ্ৰ কটকী, মণিকা প্ৰকাশ, যোৰহাট
 অসমীয়া লোক কবিতাৰ সৌন্দৰ্য বিচাৰ : নৱকান্ত বৰুৱা, অসমীয়া বিভাগ, ডিব্ৰুগড় বিশ্ববিদ্যালয়
 অসমীয়া সাহিত্যৰ বুৰঞ্জী (ষষ্ঠ খণ্ড) : হোমেন বৰগোহাঞি (সম্পা), এবিলাক, গুৱাহাটী
 নতুন কবিতা (পাতনি) : মহেন্দ্ৰ বৰা (সম্পা), বনলতা, ডিব্ৰুগড়
 ৰাজপথৰ পৰা আলহীলৈ : মৃদুল শৰ্মা, কৌন্তভ প্ৰকাশন, ডিব্ৰুগড়
 অসমীয়া কাব্য পৰিক্ৰমা : অৰবিন্দ ৰাজখোৱা (সম্পা), দত্ত প্ৰকাশ, লখিমপুৰ
 অসমীয়া সাহিত্যৰ চানেকি : হেমচন্দ্ৰ গোস্বামী, বাণী মন্দিৰ, ডিব্ৰুগড়
 অসমীয়া আখ্যান গীত সংগ্ৰহ : ভৱপ্ৰসাদ চলিহা (সম্পা), অসম প্ৰকাশন পৰিষদ
 শ্ৰীকৃষ্ণ কীৰ্তন : লীলাৱতী শইকীয়া বৰা (সম্পা), অসম প্ৰকাশন পৰিষদ
 বাৰ মাহৰ তেৰ গীত : প্ৰফুল্ল দত্ত গোস্বামী (সম্পা), সাহিত্য অকাদেমি, দিল্লী
 সঞ্চয়ন : মহেশ্বৰ নেওগ (সম্পা), সাহিত্য অকাদেমি, দিল্লী

স্নাতক পৰ্যায়ৰ অসমীয়া উচ্চমানৰ পাঠ্যক্ৰম
(মূল বিষয় : অসমীয়া ভাষা-সাহিত্য-সংস্কৃতিৰ বাধ্যতামূলক পাঠ্যক্ৰম)
অসমৰ সংস্কৃতি অধ্যয়ন (Studies on the Culture of Assam)

পাঠ্যক্ৰমৰ সংখ্যা : C-7 [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

সংস্কৃতিৰ সাধাৰণ ধাৰণাসহ অসমৰ নৃ-গোষ্ঠী আৰু সংস্কৃতি সম্পৰ্কে ছাত্ৰ-ছাত্ৰীক অৱগত কৰাবৰ বাবে এই কাকতখন প্ৰস্তুত কৰা হৈছে।

মুঠ শ্ৰেণী সংখ্যা : ৮৪ (পাঠদান + অনুশিক্ষণ)

	পাঠদান	অনুশিক্ষণ	মূল্যাংক
গোট : ১	১৩	২	১৬
সংস্কৃতিৰ সংজ্ঞা, স্বৰূপ আৰু উপাদান			
সংস্কৃতি অধ্যয়নৰ স্বৰূপ			
গোট : ২	১৩	২	১৬
অসমৰ নৃগোষ্ঠীসমূহৰ পৰিচয়			
অসমীয়া সংস্কৃতিৰ সমন্বয়ত বিভিন্ন নৃ-গোষ্ঠীয় সংস্কৃতিৰ অৱদান			
গোট : ৩	১৬	৪	১৮
অসমৰ বিভিন্ন জনগোষ্ঠীৰ লোকাচাৰ আৰু লোকবিশ্বাস			
(নিৰ্বাচিত জনগোষ্ঠী : মিচিং আৰু সোণোৱাল কছাৰী)			
গোট : ৪	১৫	৪	১৮
পৰম্পৰাগত অসমৰ সাজপাৰ আৰু অয়-অলংকাৰ			
(নিৰ্বাচিত জনগোষ্ঠী : বড়ো আৰু কাৰ্বি)			
গোট : ৫	১৩	২	১২
অসমৰ স্থাপত্য-ভাস্কৰ্য			

প্ৰসংগ পুথি:

অসমৰ সংস্কৃতি : লীলা গগৈ, বনলতা, ডিব্ৰুগড়।

অসমীয়া ভাষা আৰু সংস্কৃতি : বিৰিঞ্চিকুমাৰ বৰুৱা, জাৰ্ণাল এম্পৰিয়াম, গুৱাহাটী।

অসমীয়া জাতিৰ ইতিবৃত্ত : অসম সাহিত্য সভা।

অসমীয়া লোক-সংস্কৃতি : বিৰিঞ্চিকুমাৰ বৰুৱা, বীণা লাইব্ৰেৰী, গুৱাহাটী।

অসমীয়া লোক-সংস্কৃতিৰ আভাস : নবীন চন্দ্ৰ শৰ্মা, বাণী প্ৰকাশ, গুৱাহাটী।

অসমৰ লোক-সংস্কৃতি : লোকনাথ গগৈ, ত্ৰাণ্তিকাল প্ৰকাশন, নগাঁও

অসমৰ মানুহৰ নৃ-বৈজ্ঞানিক পৰিচয় : ভুৱন মোহন দাস, অসম বিজ্ঞান সমিতি, গুৱাহাটী।

গহনা-গাথাৰি : যুগল দাস, অসম প্ৰকাশন পৰিষদ, গুৱাহাটী

অসমৰ জনগোষ্ঠীয় সামাজিক লোকাচাৰ : উপেন ৰাভা হাকাহাম, প্ৰফুল্ল কুমাৰ নাথ (সম্পাদ), বনলতা, গুৱাহাটী-ডিব্ৰুগড়

ভাৰতৰ উত্তৰ-পূৰ্বাঞ্চলৰ পৰিৱেশ্য কলা : নবীন চন্দ্ৰ শৰ্মা, বনলতা, গুৱাহাটী।

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

তুলনামূলক সাহিত্যৰ পদ্ধতি আৰু প্ৰয়োগ

(Theory and Practice of Comparative Literature)

পাঠ্যক্ৰমৰ সংখ্যা : C-8 [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

এইখন কাকতে সাহিত্য অধ্যয়নৰ জগতত উদীয়মান বিষয় তুলনামূলক সাহিত্যৰ সাধাৰণ ধাৰণা দিয়াৰ লগতে ভাৰতীয় সাহিত্য তথা অসমীয়া সাহিত্যৰ প্ৰেক্ষাপটত তুলনামূলক সাহিত্য অধ্যয়নৰ প্ৰাসংগিকতা আৰু প্ৰণালীৰ আভাস দিব।

মুঠ শ্ৰেণী সংখ্যা : ৮৪ (পাঠদান + অনুশিক্ষণ)

পাঠদান অনুশিক্ষণ মূল্যাংক

গোট : ১

১০

২

১৬

তুলনামূলক সাহিত্যৰ উৎপত্তি আৰু পৰিচয়

তুলনামূলক সাহিত্যৰ সাধাৰণ ধাৰণা, উৎপত্তি, সাহিত্যৰ অধ্যয়নত ইয়াৰ প্ৰয়োজনীয়তা,
তুলনামূলক সাহিত্য আৰু তুলনামূলক অধ্যয়নৰ সম্বন্ধ।

গোট : ২

১০

৪

১৬

তুলনামূলক সাহিত্য অধ্যয়নৰ প্ৰধান দিশ

(ক) একাধিক সাহিত্য সম্পৰ্ক জড়িতভাৱে

(খ) সাহিত্যৰ লগত সমাজবিজ্ঞানৰ বিভিন্ন বিষয় সম্পৰ্কজড়িতভাৱে

(গ) সাহিত্যৰ লগত কলাৰ অন্যশাখা সম্পৰ্কজড়িতভাৱে

গোট : ৩

১০

২

১৬

ভাৰতীয় প্ৰেক্ষাপটত তুলনামূলক সাহিত্য

ভাৰততলৈ তুলনামূলক সাহিত্যৰ আগমন,

তুলনামূলক ভাৰতীয় সাহিত্যৰ পৰিচয় আৰু প্ৰাসংগিকতা

গোট : ৪

১০

২

১৬

অসমত তুলনামূলক সাহিত্য

অসমত তুলনামূলক সাহিত্যৰ চৰ্চা, অসমত তুলনামূলক সাহিত্যৰ প্ৰাসংগিকতা।

তুলনামূলক সাহিত্যৰ অধ্যয়ন : সাহিত্য আৰু সুকুমাৰ কলাৰ অন্য শাখাৰ সম্পৰ্কজড়িত অধ্যয়ন
[তুলনামূলক সাহিত্যৰ প্ৰায়োগিক অধ্যয়নৰ অন্তৰ্গতভাৱে ইয়াত ভবেন্দ্ৰনাথ শইকীয়াৰ বানপ্ৰস্থ
গল্প আৰু তাৰ চলচ্চিত্ৰ ৰূপ সন্ধ্যাৰাগৰ কাহিনী, চৰিত্ৰ, সংলাপ আৰু পৰিৱেশৰ দিশত তুলনা
কৰিব। তুলনাৰ বাবে চিত্ৰনাট্যৰ লগতে সম্ভৱস্থলত সংশ্লিষ্ট চলচ্চিত্ৰৰ প্ৰদৰ্শনৰ ব্যৱস্থা কৰিব।]

প্ৰসংগ পুথি :

- তুলনামূলক সাহিত্য আৰু অনুবাদ বিচাৰ : প্ৰফুল্ল কটকী, জ্যোতি প্ৰকাশন, গুৱাহাটী
তুলনামূলক সাহিত্য আৰু সাহিত্যিক গৱেষণা : নীৰাজনা মহন্ত বেজবৰা, শংকৰদেৱ প্ৰকাশন
তুলনামূলক সাহিত্য : সিদ্ধান্ত আৰু প্ৰয়োগ : নীৰাজনা মহন্ত বেজবৰা, বনলতা, ডিব্ৰুগড়
তুলনামূলক ভাৰতীয় সাহিত্য : নীৰাজনা মহন্ত বেজবৰা, বনলতা, ডিব্ৰুগড়
তুলনামূলক সাহিত্য : বিকাশ আৰু বিৱৰ্তন : কৰবী ডেকা হাজৰিকা, পল্লবী ডেকা বুজৰবৰুৱা,
অসমীয়া বিভাগ, ডিব্ৰুগড় বিশ্ববিদ্যালয়
পটভূমিকাত তুলনামূলক সাহিত্য : নীৰাজনা মহন্ত বেজবৰা, বনলতা, ডিব্ৰুগড়
তুলনামূলক সাহিত্য আৰু অনুবাদ কলা : নীৰাজনা মহন্ত বেজবৰা, বনলতা, ডিব্ৰুগড়
তুলনামূলক সাহিত্য : দিলীপ বৰা, চন্দ্ৰ প্ৰকাশ, গুৱাহাটী
তুলনামূলক ভাৰতীয় সাহিত্য : প্ৰফুল্ল কুমাৰ নাথ, বনলতা, গুৱাহাটী
তুলনামূলক সাহিত্য : তত্ত্ব আৰু প্ৰয়োগ : প্ৰফুল্ল কুমাৰ নাথ, অসম বুক ডিপো, গুৱাহাটী
তুলনামূলক সাহিত্যতত্ত্ব : পল্লবী ডেকা বুজৰবৰুৱা, বনলতা, ডিব্ৰুগড়
সন্ধ্যাৰাগ : ভবেন্দ্ৰনাথ শইকীয়া, অসম বুক হাইভ, গুৱাহাটী

স্নাতক পৰ্যায়ৰ অসমীয়া উচ্চমানৰ পাঠ্যক্ৰম
(মূল বিষয় : অসমীয়া ভাষা-সাহিত্য-সংস্কৃতিৰ বাধ্যতামূলক পাঠ্যক্ৰম)
ভাৰতীয় আৰ্যভাষা আৰু অসমীয়া ভাষা
(Indo-Aryan Languages and Assamese)
পাঠ্যক্ৰমৰ সংখ্যা : C-9 [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

ভাৰতীয়া আৰ্যভাষাৰ ক্ৰমবিকাশৰ ৰূপৰেখা আৰু সংস্কৃত, পালি আৰু প্ৰাকৃত ব্যাকৰণৰ বৈশিষ্ট্যসমূহৰ পৰিচয় পাব পৰাকৈ কাকতখন প্ৰস্তুত কৰা হৈছে। সংস্কৃত, পালি আৰু প্ৰাকৃত ভাষাৰ স্বৰূপৰ লগত পৰিচয় প্ৰদানৰ বাবে এই ভাষাবোৰৰ নিৰ্বাচিত পাঠ দিয়া হৈছে।

মুঠ শ্ৰেণী সংখ্যা : ৮৪ (পাঠদান + অনুশিক্ষণ)

	পাঠদান	অনুশিক্ষণ	মূল্যাংক
গোট : ১	১৪	৩	১৬
ভাৰতীয় আৰ্যভাষাৰ ক্ৰমবিকাশৰ ৰূপৰেখা			
গোট : ২	২০	৪	২০
ভাৰতীয় আৰ্যভাষাৰ বিভিন্ন স্তৰৰ নিৰ্বাচিত পাঠ			
(ক) সংস্কৃত : নীতিশতক শ্লোক (নিৰ্বাচিত পাঠ ৪)			
(খ) অশোকৰ অনুশাসন : গিৰ্গাৰ—১, কালচী—১			
(গ) পালি : অপ্পমাদ বগ্ন ১-৫ (ধম্মপদ)			
(ঘ) প্ৰাকৃত : গাহাসত্তসই (প্ৰথম পাঁচটা)			
(ঙ) অপভ্ৰংশ : সন্দেশ বাসক (প্ৰথম চাৰিটা শ্লোক)			
গোট : ৩	২০	৪	২০
সংস্কৃতি-পালি-প্ৰাকৃত ভাষাৰ তুলনা			
(স্বৰ আৰু ব্যঞ্জন, শব্দৰূপ, ধাতুৰূপ)			

অসমীয়া ভাষাৰ উদ্ভৱ আৰু বিকাশ

(ক) অসমীয়া ভাষাৰ উদ্ভৱ সম্পৰ্কীয় মত

(খ) অসমীয়া ভাষাৰ বিকাশ

১. প্ৰত্ন অসমীয়া স্তৰ
২. প্ৰাচীন অসমীয়া ভাষাৰ স্তৰ
৩. মধ্য অসমীয়া ভাষাৰ স্তৰ
৪. আধুনিক অসমীয়া ভাষাৰ স্তৰ

প্ৰসংগ পুথি :

অসমীয়া ভাষাৰ উদ্ভৱ, সমৃদ্ধি আৰু বিকাশ : উপেন্দ্ৰনাথ গোস্বামী, মণিমাণিক প্ৰকাশ, গুৱাহাটী

উদ্ভৱকালীন অসমীয়া ভাষা : সুবাসনা মহন্ত চোধুৰী, বনলতা, ডিব্ৰুগড়

তুলনামূলক ব্যাকৰণ (সংস্কৃত-পালি-প্ৰাকৃত) : সত্যেন্দ্ৰ নাৰায়ণ গোস্বামী, কলকাতা

ভাষা-সাহিত্যৰ বিবিধ চিন্তা : অৰ্পণা কোঁৱৰ, বনলতা, ডিব্ৰুগড়

প্ৰাকৃত সাহিত্য : সত্যেন্দ্ৰ নাৰায়ণ গোস্বামী, বনলতা, ডিব্ৰুগড়

প্ৰাকৃত সাহিত্য-চয়ন : নগেন ঠাকুৰ, জ্যোতি প্ৰকাশন, গুৱাহাটী

প্ৰাকৃত পাঠ : কেশৱানন্দ দেৱগোস্বামী আৰু ভীমকান্ত বৰুৱা (সম্পা.), বনলতা, ডিব্ৰুগড়

সংস্কৃত, পালি-প্ৰাকৃত আৰু অসমীয়া ব্যাকৰণ : লীলাৱতী শইকীয়া বৰা, বনলতা, ডিব্ৰুগড়

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

অসমীয়া গদ্যৰ চানেকি (ক)

(Selection from Assamese Prose)

পাঠ্যক্ৰমৰ সংখ্যা : C-10 [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

প্ৰাচীন কালতে উদ্ভৱ ঘটা অসমীয়া গদ্য সাহিত্যই আধুনিক কালত আহি বৈবিধ্য-বৈচিত্ৰ্যময় ৰূপ লাভ কৰেহি। এই কাকতত অসমীয়া গদ্য সাহিত্যৰ উদ্ভৱ তথা বিকাশধাৰা সম্পৰ্কে জানিবৰ বাবে চমু পৰিচয়সহ অসমীয়া গদ্যৰ জনক ভট্টদেৱৰপৰা আৰম্ভ কৰি বৰ্তমানলৈকে অসমীয়া গদ্য সাহিত্যৰ নিৰ্বাচিত অংশ সন্নিবিষ্ট কৰা হৈছে।

মুঠ শ্ৰেণী সংখ্যা : ৮৪ (পাঠদান + অনুশিক্ষণ)

	পাঠদান	অনুশিক্ষণ	মূল্যাংক
গোট : ১	১৪	২	১৬
অসমীয়া গদ্যৰ উদ্ভৱ আৰু বিকাশ			
গোট : ২	১২	২	১৪
প্ৰাচীন অসমীয়া গদ্য : নিৰ্বাচিত পাঠ (এই গোটৰ পাঠ্য আটাইকেইটা পাঠ 'নিৰ্বাচিত অসমীয়া গদ্য'ৰ অন্তৰ্গত)			
(ক) কথা গীতা (ভট্টদেৱ) : 'কৰ্মযোগ' অংশ			
(খ) তুংখুঙীয়া বুৰঞ্জী : 'স্বৰ্গদেউ ৰুদ্ৰসিংহ' অংশ (সূৰ্যকুমাৰ ভূঞা সম্পাদিত)			
(গ) গুৰু চৰিত কথা : 'শঙ্কৰ-মাধৱৰ মিলন' অংশ (মহেশ্বৰ নেওগ সম্পাদিত)			
গোট : ৩	১২	২	১৪
অৰুনোদই যুগৰ অসমীয়া গদ্য : নিৰ্বাচিত পাঠ (এই গোটৰ পাঠ্য আটাইকেইটা পাঠ 'নিৰ্বাচিত অসমীয়া গদ্য'ৰ অন্তৰ্গত)			
(ক) 'জাত্ৰিকৰ জাত্ৰা'ৰ অংশ (অৰুনোদইৰ পৰা)			
(খ) অসমীয়া লৰাৰ মিত্ৰ ('সোনতকৈ শ্ৰম ভাল' অংশ) (আনন্দৰাম ঢেকিয়াল ফুকন)			

জোনাকী যুগৰ গদ্য : নিৰ্বাচিত পাঠ

(এই গোটৰ পাঠ্য আটাইকেইটা পাঠ 'নিৰ্বাচিত অসমীয়া গদ্য'ৰ অন্তৰ্গত)

(ক) বাহিৰে ৰং চং ভিতৰে কোৱাভাতুৰীৰ 'স্বৰ্গৰ দুৰৰী গৌৰৱদেউ আতাৰ চৰিত্ৰ' অংশ।

(হেমচন্দ্ৰ বৰুৱা)

(খ) ধনৰ ব্যৱহাৰ

(সত্যনাথ বৰা)

(গ) জাতীয় চৈতন্য

(বাণীকান্ত কাকতি)

(ঘ) 'সাতাৱন ছাল'ৰ অন্তৰ্গত 'এক' অংশ

(বেণুধৰ শৰ্মা)

সাম্প্ৰতিক কালৰ অসমীয়া গদ্য

(এই গোটৰ পাঠ্য আটাইকেইটা পাঠ 'নিৰ্বাচিত অসমীয়া গদ্য'ৰ অন্তৰ্গত)

(ক) অসমীয়া ভাষাৰ গিয়াতি-কুটুম

(বিৰিঞ্চি কুমাৰ বৰুৱা)

(খ) বুৰঞ্জী বিচাৰি

(লীলা গগৈ)

(গ) আধুনিক আৰু আধুনিকতাবাদ

(হীৰেন গোহাঁই)

(ঘ) অসমীয়া মানুহৰ ইতিহাসৰ 'অসমীয়া নৃ-গোষ্ঠী আৰু ভাষাগোষ্ঠীসমূহ' অংশ।

(নগেন শইকীয়া)

প্ৰসংগ পুথি :

অসমীয়া সাহিত্যৰ চানেকি ২য় খণ্ড : হেমচন্দ্ৰ গোস্বামী (সম্পা), বাণী মন্দিৰ, ডিব্ৰুগড়

তুংখুঙীয়া বুৰঞ্জী : সূৰ্য্যকুমাৰ ভূঞা(সম্পা), অসম প্ৰকাশন পৰিষদ, গুৱাহাটী

আনন্দৰাম ঢেকিয়াল ফুকনৰ জীৱন চৰিত্ৰ : গুণাভিৰাম বৰুৱা, অসম প্ৰকাশন পৰিষদ, গুৱাহাটী

অসমীয়া কথা সাহিত্য : বিৰিঞ্চি কুমাৰ বৰুৱা, জাৰ্ণাল এম্প'ৰিয়াম, গুৱাহাটী

প্ৰাচীন অসমীয়া গদ্যশৈলী : অপৰ্ণা কোঁৱৰ, বনলতা, ডিব্ৰুগড়

নিৰ্বাচিত অসমীয়া গদ্য : অপৰ্ণা কোঁৱৰ (সম্পা), বনলতা, ডিব্ৰুগড়

আধুনিক অসমীয়া গদ্যশৈলী : অপৰ্ণা কোঁৱৰ (সম্পা), বনলতা, ডিব্ৰুগড়

জীৱনী আৰু অসমীয়া জীৱনী : গোবিন্দ প্ৰসাদ শৰ্মা, ষ্টুডেন্ট ষ্ট'ৰ্ছ, গুৱাহাটী

অসমীয়া চুটিগল্প অধ্যয়ন : প্ৰসাদ কুমাৰ বৰুৱা, বনলতা, ডিব্ৰুগড়

গুৰুচৰিত কথা : মহেশ্বৰ নেওগ(সম্পা), লয়াৰ্ছ, গুৱাহাটী

বুৰঞ্জী সাহিত্য : লীলা গগৈ, ষ্টুডেন্ট এম্প'ৰিয়াম, ডিব্ৰুগড়

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

প্ৰসংগ পুথি :

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

অসমীয়া নাট্য সাহিত্যৰ জিলিঙনি : হৰিচন্দ্ৰ ভট্টাচাৰ্য, লয়াৰ্ছ, গুৱাহাটী

অসমীয়া নাট্য সাহিত্য : সত্যেন্দ্ৰনাথ শৰ্মা, সৌমাৰ প্ৰকাশ, গুৱাহাটী

অক্ষীয়া ভাওনা : কেশৱানন্দ দেৱগোস্বামী, বনলতা, ডিব্ৰুগড়

নাটক আৰু অসমীয়া নাটক : শৈলেন ভৰালী, বাণী প্ৰকাশ, গুৱাহাটী

অসমীয়া নাটক : স্বৰাজোত্তৰ কাল : শৈলেন ভৰালী, চন্দ্ৰ প্ৰকাশ, গুৱাহাটী

অসমীয়া নাটকৰ সমীক্ষা : বসন্ত কুমাৰ ভট্টাচাৰ্য, জাৰ্ণাল এম্প'ৰিয়াম, নলবাৰী

নাটকৰ ৰং ৰূপ : পোনা মহন্ত (সম্পা), অসম প্ৰকাশন পৰিষদ, গুৱাহাটী

নাটকৰ কথা : পোনা মহন্ত, বনলতা, ডিব্ৰুগড়

আধুনিক নাট্যকলা : যোগেন চেতিয়া, প্ৰকাশক লেখক, যোৰহাট, পৰিৱেশক-জ্যোতি প্ৰকাশন, গুৱাহাটী

নাটকৰ ৰূপ-ৰীতি আৰু মঞ্চায়ন : যোগেন চেতিয়া, প্ৰকাশক তিলোত্তমা চেতিয়া, শিৱসাগৰ

নাটকৰ ব্যৱহাৰিক দিশ : জগদীশ পাটগিৰি আৰু অখিল চক্ৰৱৰ্তী (সম্পা), অসম সাহিত্য সভা, যোৰহাট

মঞ্চলেখা : অতুলচন্দ্ৰ হাজৰিকা, লয়াৰ্ছ, গুৱাহাটী

জ্যোতি মনীষা : প্ৰদীপ কুমাৰ বৰুৱা, বনলতা, গুৱাহাটী

জ্যোতিপ্ৰসাদৰ নাটক : প্ৰফুল্ল কুমাৰ বৰুৱা, অসম প্ৰকাশন পৰিষদ, গুৱাহাটী

ছন্দ বহুৰীয়া অসমীয়া নাটক : পৰম্পৰা আৰু পৰিৱৰ্তন : অজিত শইকীয়া (সম্পা), পথাৰ, দুৰীয়াজান

শঙ্কৰদেৱৰ নাটক : বিশ্লেষণাত্মক অধ্যয়ন : সত্যকাম বৰঠাকুৰ, পূৰ্বাঞ্চল প্ৰকাশ, গুৱাহাটী

ৰুক্মিণী হৰণ : বসন্ত কুমাৰ শৰ্মা (সম্পা), কৌস্তভ প্ৰকাশন, ডিব্ৰুগড়

অৰুণ শৰ্মাৰ নাটক : সমীক্ষাত্মক বিশ্লেষণ : ৰঞ্জন ভট্টাচাৰ্য, পূৰ্বাঞ্চল প্ৰকাশ, গুৱাহাটী

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

অসমীয়া গদ্যৰ চানেকি (খ)

(Selection from Assamese Prose)

(প্ৰকাশভংগী সম্পৰ্কীয় অধ্যয়ন)

পাঠ্যক্ৰমৰ সংখ্যা : C-13 [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 গদ্যৰ নিৰ্বাচিত অংশৰ অধ্যয়নৰ যোগেদি আধুনিক কালৰ তৃপ্তিশীল গদ্য সাহিত্যৰ বৈবিধ্য-
বৈচিত্ৰ্য তথা গতি-প্ৰকৃতি সম্পৰ্কে ছাত্ৰ-ছাত্ৰীয়ে জানিব পৰাকৈ এই কাকত প্ৰস্তুত কৰা হৈছে।

মুঠ শ্ৰেণী সংখ্যা : ৮৪ (পাঠদান + অনুশিক্ষণ)

পাঠদান অনুশিক্ষণ মূল্যাংক

গোট : ১

১৫

৩

১৬

অসমীয়া চুটিগল্প

(ক) বুঢ়ী আইৰ সাধু (পূৰ্ববী বৰমুদৈ)

(খ) সখা দামোদৰ (লক্ষ্মীনন্দন বৰা)

(গ) এহাত ডাবা (সৌৰভ কুমাৰ চলিহা)

(ঘ) দুৱাৰ (কুল শইকীয়া)

গোট : ২

১৮

৩

২০

অসমীয়া উপন্যাস

(ক) মনোমতী (ৰজনীকান্ত বৰদলৈ)

(খ) ইয়াৰুঙ্গৈঙ্গম (বীৰেন্দ্ৰ কুমাৰ ভট্টাচাৰ্য)

গোট : ৩

১৪

৩

১৬

অসমীয়া জীৱনী আৰু আত্মজীৱনী

(এই গোটৰ পাঠ্য প্ৰথম দুটা পাঠ নিৰ্বাচিত অসমীয়া গদ্যৰ অন্তৰ্গত)

(ক) আনন্দৰাম ঢেকিয়াল ফুকনৰ জীৱন চৰিত্ৰ (গুণাভিৰাম বৰুৱা)

(খ) মোৰ জীৱন সোঁৱৰণৰ অংশ (লক্ষ্মীনাথ বেজবৰুৱা)

(গ) মই আৰু নেফাৰ 'নেফাৰ বিচিত্ৰ অভিজ্ঞতা' অংশ (ইন্দিৰা মিৰি)

গোট : ৪ ৯ ২ ১২

অসমীয়া ভ্ৰমণ কাহিনী

ইজৰাইল (হেম বৰুৱা)

গোট : ৫ ১৪ ৩ ১৬

অসমীয়া ব্যক্তিগত ৰচনা আৰু বিজ্ঞান সাহিত্য

(এই গোটৰ পাঠ্য আটাইকেইটা পাঠ 'নিৰ্বাচিত অসমীয়া গদ্য'ৰ অন্তৰ্গত)

(ক) জীৱনৰ জয়গান (হোমেন বৰগোহাঞি)

(খ) গঁড় বচোৱাৰ বাবে ইলেক্ট্ৰনিক ব্যৱস্থা (দীনেশ চন্দ্ৰ গোস্বামী)

প্ৰসংগ পুথি :

নিৰ্বাচিত অসমীয়া গদ্য : অপৰ্ণা কোঁৱৰ, বনলতা, ডিব্ৰুগড়

আধুনিক অসমীয়া গদ্যশৈলী : অপৰ্ণা কোঁৱৰ (সম্পা), বনলতা, ডিব্ৰুগড়

জীৱনী আৰু অসমীয়া জীৱনী : গোবিন্দ প্ৰসাদ শৰ্মা, ষ্টুডেন্ট ষ্ট'ৰ্ছ, গুৱাহাটী

অসমীয়া চুটিগল্প অধ্যয়ন : প্ৰহ্লাদ কুমাৰ বৰুৱা, বনলতা, ডিব্ৰুগড়

স্নাতক পৰ্যায়ৰ অসমীয়া উচ্চমানৰ পাঠ্যক্ৰম
(মূল বিষয়ৰ লগত জড়িত নিৰ্বাচনমূলক পাঠ্যক্ৰম, যি কোনো চাৰিখন কাকত)
ভাৰতীয় সাহিত্যৰ পৰিচয় (Introduction to Indian Literature)
পাঠ্যক্ৰমৰ সংখ্যা : DSE-2 [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

বহু ভাষাৰে প্ৰকাশ লাভ কৰা ভাৰতীয় সাহিত্যৰ একক ৰূপত পৰিচয় প্ৰদানৰ লগতে নিৰ্বাচিত ৰচনাৰ
অধ্যয়নৰ যোগেদি তাৰ কিছু আভাস দিবৰ উদ্দেশ্যেৰে এই কাকতখনি পাঠ্যক্ৰমত সন্নিবিষ্ট কৰা হৈছে।

মুঠ শ্ৰেণী সংখ্যা : ৮৪ (পাঠদান + অনুশিক্ষণ)
পাঠদান অনুশিক্ষণ মূল্যাংক

গোট : ১	১৪	৩	১৬
ভাৰতীয় সাহিত্যৰ ধাৰণা ভাৰতীয় সাহিত্যৰ ধাৰণাৰ উৎপত্তি আৰু বিকাশ, ভাৰতীয় সাহিত্যৰ বৈশিষ্ট্য।			
গোট : ২	১৩	২	১৬
ভাৰতীয় কবিতাৰ চানেকি (এই গোটৰ পাঠ্য আটাইকেইটা কবিতা 'কবিতাৰ মাধুকৰী'ৰ অন্তৰ্গত) জীৱনানন্দ দাস (বনলতা সেন) ৰমাকান্ত ৰথ (অশ্বাৰোহী) সৰ্বেশ্বৰ দয়াল সন্সেনা (কাঠৰ ঘন্টাবোৰ)			
গোট : ৩	১৩	৩	১৬
ভাৰতীয় চুটিগল্পৰ চানেকি (এই গোটৰ পাঠ্য আটাইকেইটা গল্প 'জীৱনৰ অন্য এক নাম' গ্ৰন্থৰ অন্তৰ্গত) শান্তি (ৰবীন্দ্ৰনাথ ঠাকুৰ) খুৰী আইতা (প্ৰেমচন্দ) হাতী আৰু হাৰিকেন লেম্প (সুপ্ৰিয়া পণ্ডা)			

গোট : ৪

ভাৰতীয় উপন্যাসৰ চানেকি

এটি কলি দুটি পাত

মূল : মুকুৰাজ আনন্দ

অনুবাদ : বাবুল তামুলী

১৫

৩

১৬

গোট : ৫

ভাৰতীয় নাটকৰ চানেকি

হানুছ

মূল. ভীষ্ম সাহনী

অনু. নীৰাজনা মহন্ত বেজবৰা

১৫

৩

১৬

প্ৰসংগ পুথি :

তুলনামূলক ভাৰতীয় সাহিত্য : নীৰাজনা মহন্ত বেজবৰা, বনলতা, ডিব্ৰুগড়

আধুনিক ভাৰতীয় সাহিত্য : শৈলেন ভৰালী, চন্দ্ৰ প্ৰকাশ, গুৱাহাটী

কবিতাৰ মাধুকৰী : কৰবী ডেকা হাজৰিকা(সম্পা), কৌস্তভ 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

স্নাতক পৰ্যায়ৰ অসমীয়া উচ্চমানৰ পাঠ্যক্ৰম
(মূল বিষয়ৰ লগত জড়িত নিৰ্বাচনমূলক পাঠ্যক্ৰম, যি কোনো চাৰিখন কাকত)
বিশ্ব সাহিত্যৰ পৰিচয়

(Introduction to World Literature)

পাঠ্যক্ৰমৰ সংখ্যা : DSE-3 [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

‘বিশ্ব সাহিত্য’ পদটো অথবা ধাৰণাৰ সৃষ্টি আৰু বিস্তৃতিৰ লগতে বিশ্ব প্ৰেক্ষাপটত গুৰুত্ব আৰু খ্যাতি লাভ কৰা নিৰ্বাচিত সাহিত্যৰ অধ্যয়নৰ সুযোগ প্ৰদান এইখনি কাকতখনিৰ লক্ষ্য।

মুঠ শ্ৰেণী সংখ্যা : ৮৪ (পাঠদান + অনুশিক্ষণ)

	পাঠদান	অনুশিক্ষণ	মূল্যাংক
গোট : ১	১০	২	১০
বিশ্বসাহিত্যৰ ধাৰণা			
গোট : ২	১০	২	১৫
অভিজ্ঞানম শকুন্তলম্ৰ ‘চতুৰ্থ অংক’ (কালিদাস)			
গোট : ৩	১৬	৩	১৫
নিৰ্বাচিত বিদেশী গল্প			
(ক) হীৰাৰ হাৰ			
(মূল. মোপাহাঁ, অনু. সত্যেন বৰকটকী)			
(খ) মাৰুচীৰ স্বপ্ন			
(মূল. এণ্টন চেখভ, অনু. নিৰুপমা ফুকন)			
(গ) উপহাৰ			
(মূল. অ’ হেনৰি, অনু. বাৰ্জেন্দ শৰ্মা)			
গোট : ৪	১৮	৪	১৫
নিৰ্বাচিত বিদেশী কবিতা			
(এই গোটৰ আটাইকেইটা কবিতা ‘সীমাৰ পৰিধি ভাঙি’ সংকলনৰ অন্তৰ্গত)			
(ক) জীৱন্যুত (মূল. টমাছ হাৰ্ডি)			
(খ) প্ৰথম বাসনাৰ ৰাতি (মূল. ফেডাৰিকো গাৰ্চিয়া লৰকা)			

(গ) সময়ৰ সন্তানবোৰ (মূল. আলেকজেন্ডাৰ ব্লেক)

(ঘ) ঘটনা (মূল. কাউন্টি ফিউলেম)

(ঙ) ক'লা মানুহৰ ল'ৰা (মূল. অচৰাস্ত ডুৰাণ্ড)

গোট : ৫

১৬

৩

২০

নিৰ্বাচিত বিদেশী নাটক

(ক) অশ্রুতীৰ্থ

(মূল. শ্বেক্সপীয়েৰৰ 'কিংলিয়েৰ', অসমীয়া অভিযোজনা. অতুলচন্দ্ৰ হাজৰিকা)

(খ) আফকেজ টেন

(অনু. মহেন্দ্ৰ বৰা)

প্ৰসংগ পুথি :

অভিজ্ঞানম-শকুন্তলম্ : নীৰাজনা মহন্ত বেজবৰা, বনলতা, ডিব্ৰুগড়

বিশ্ব গল্প চয়নিকা : নিৰুপমা ফুকন (সম্পা), মণিমানিক, গুৱাহাটী

সীমাৰ পৰিধি ভাঙি : কৰবী ডেকা হাজৰিকা, সত্যকাম বৰঠাকুৰ (সম্পা),

অসমীয়া বিভাগ, ডিব্ৰুগড় বিশ্ববিদ্যালয়

উপমা কালিদাসস্য : মুকুণ্ড মাধৱ শৰ্মা, ষ্টুডেন্টছ ষ্ট'ৰ্ছ, গুৱাহাটী

কালিদাসৰ সাহিত্য : কেশদা মহন্ত, বনলতা, ডিব্ৰুগড়

ফৰাচী গল্প : সত্যেন্দ্ৰনাথ বৰকটকী, অসম প্ৰকাশন পৰিষদ, গুৱাহাটী

অ' হেনৰীৰ গল্প : ৰাজেন্দ্ৰ শৰ্মা, বাণী মন্দিৰ, ডিব্ৰুগড়

সাহিত্যৰ স্বাদ-বৈচিত্ৰ্য : বিভা দত্ত নেওগ, নিবেদিতা বড়া সন্দিকৈ (সম্পা), কিৰণ প্ৰকাশন, ধেমাজি

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'
Katherine Mansfield 'Bliss'
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: 5 marks, 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.

25/80



Semester-V:

DSE-2A: Human Rights in Comparative Perspective

Course objective: This course attempts to build an understanding of human rights among students through a study of specific issues in a comparative perspective. It is important for students to see how debates on human rights have taken distinct forms historically and in the contemporary world. The course seeks to anchor all issues in the Indian context, and pulls out another country to form a broader comparative frame. Students will be expected to use a range of resources, including films, biographies, and official documents to study each theme. Thematic discussion of sub-topics in the second and third sections should include state response to issues and structural violence questions.

Total Lectures and Tutorials – 84

Unit-I: Human Rights: Theory and Institutionalization: Understanding Human Rights, Philosophical Foundations of Human Rights- Utilitarian Rights, Natural Rights, Positivist School, Asian Values, Three Generations of Rights

13 Lectures and 4 Tutorials

Unit-II: Institutional Arrangements-United Nations, Universal Declaration of Human Rights, International Covenant on Civil and Political Rights (ICCPR), International Covenant on Economic Social and Cultural Rights (ICESCR), Optional Protocols

13 Lectures and 4 Tutorials

Unit-III: Rights in National Constitutions: South Africa and India

13 Lectures and 4 Tutorials

Unit-IV: Issues of Human Rights: Torture: USA and India, Surveillance and Censorship: China and India, Terrorism and Insecurity of Minorities: USA and India

13 Lectures and 4 Tutorials

Unit-V: Structural Violence: Caste and Race: South Africa and India, Gender and Violence: India and Pakistan, Adivasis/Aboriginals, the Land Question: Australia and India

12 Lectures and 4 Tutorials

READING LIST

- J. Hoffman and P. Graham, (2006) 'Human Rights', *Introduction to Political Theory*, Delhi, Pearson, pp. 436-458.
- SAHRDC (2006) 'Introduction to Human Rights'; 'Classification of Human Rights: An Overview of the First, Second, and Third Generational Rights', in *Introducing Human Rights*, New Delhi: Oxford University Press.
- The Constitution of the Republic of South Africa, Chapter 2: Bill of Rights.
- The Constitution of India, Chapter 3: Fundamental Rights
- M. Lippman, (1979) 'The Protection of Universal Human Rights: The Problem of Torture' *Universal Human Rights*, Vol. 1(4), pp. 25-55
- J. Lokaneeta, (2011) 'Torture in the TV Show 24: Circulation of Meanings'; 'Jurisprudence on Torture and Interrogations in India', in *Transnational Torture Law, Violence, and State Power in the United States and India*, Delhi: Orient Blackswan,
- D. O'Byrne, (2007) *Human Rights: An Introduction*, Delhi: Pearson

- D. Lyon, (2008) Surveillance Society, Talk for Festival del Diritto, Piacenza, Italia, September 28, pp.1-7.
- U. Hualing, (2012) 'Politicized Challenges, Depoliticized Responses: Political Monitoring in China's Transitions', paper presented at a conference on States of Surveillance: Counter-Terrorism and Comparative Constitutionalism, at the University of New South Wales, Sydney, 13-14 December.
- U. Singh, (2012) 'Surveillance Regimes in India', paper presented at a conference on States of Surveillance: Counter-Terrorism and Comparative Constitutionalism, at the University of New South Wales, Sydney, 13-14 December.
- E. Scarry, (2010) 'Resolving to Resist', in *Rule of Law, Misrule of Men*, Cambridge: Boston Review Books, MIT, pp.1-53.
- M. Ahmad, (2002) 'Homeland Insecurities: Racial Violence the Day after September 11', *Social Text*, 72, Vol. 20(3), pp. 101-116.
- U. Singh, (2007) 'The Unfolding of Extraordinariness: POTA and the Construction of Suspect Communities', in *The State, Democracy and Anti-terror Laws in India*, Delhi: Sage Publications, pp.165-219
- A. Pinto, (2001) 'UN Conference against Racism: Is Caste Race?', in *Economic and Political Weekly*, Vol. 36(30)
- R. Wasserstorm, (2006), 'Racism, Sexism, and Preferential Treatment: An approach to the Topics', in R. Goodin and P. Pettit, *Contemporary Political Philosophy: an Anthology*, Oxford: Blackwell, pp-549-574
- R. Wolfrum, (1998) 'Discrimination, Xenophobia and Racism' in J. Symonides, *Human Rights: New Dimensions and Challenges*, Aldershot, Ashgate/UNESCO, pp.181-198.
- A. Khan and R. Hussain, (2008), 'Violence Against Women in Pakistan: Perceptions and Experiences of Domestic Violence', *Asian Studies Review*, Vol. 32, pp. 239 – 253
- K. Kannabiran (2012) 'Rethinking the Constitutional Category of Sex', in *Tools of Justice: Non-Discrimination and the Indian Constitution*, New Delhi, Routledge, pp.425-443
- N. Menon (2012) 'Desire', *Seeing Like a Feminist*, New Delhi: Zubaan/Penguin, pp. 91-146
- H. Goodall, (2011) 'International Indigenous Community Study: Adivasi Indigenous People in India', in A. Cadzow and J. Maynard (eds.), *Aboriginal Studies*, Melbourne: Nelson Cengage Learning, pp.254-259.
- K. Kannabiran, (2012) 'Adivasi Homelands and the Question of Liberty', in *Tools of Justice: Non-Discrimination and the Indian Constitution*, New Delhi: Routledge, pp.242-271.
- N. Watson (2011) 'Aboriginal and Torres Strait Islander Identities' in A. Cadzow and J. Maynard (eds.), *Aboriginal Studies*, Melbourne: Nelson Cengage Learning, pp.43-52.
- W. Fernandes (2008) 'India's Forced Displacement Policy and Practice. Is Compensation up to its Functions?', in M. Cernea and H. Mathus (eds), *Can Compensation Prevent Impoverishment? Reforming Resettlement through Investments and Benefit-Sharing*, pp. 181-207, New Delhi: Oxford University Press.
- A. Laws and V. Iacopino, (2002) 'Police Torture in Punjab, India: An Extended Survey', in *Health and Human Rights*, Vol. 6(1), pp. 195-210

- J. Morsink, (1999) *The Universal Declaration of Human Rights: Origins, Drafting and Intent*, Philadelphia: University of Pennsylvania Press, pp. ix-xiv
- J. Nickel, (1987) *Making Sense of Human Rights: Philosophical Reflections on the Universal Declaration of Human Rights*, Berkeley: University of California Press.
- J. Goldman, (2005) 'Of Treaties and Torture: How the Supreme Court Can Restrain the Executive', in *Duke Law Journal*, Vol. 55(3), pp. 609-640.
- K. Tsutsui and C. Wotipka, (2004) Global Civil Society and the International Human Rights Movement: Citizen Participation in Human Rights International Nongovernmental Organizations, in *Social Forces*, Vol. 83(2), pp. 587-620.
- L. Rabben, (2001) Amnesty International: Myth and Reality, in *Agni*, No. 54, Amnesty International Fortieth Anniversary pp. 8-28
- M. Mohanty, (2010) 'In Pursuit of People's Rights: An Introduction', in M. Mohanty et al., *Weapon of the Oppressed: Inventory of People's Rights in India*, New Delhi: Danish Books, pp.1-11
- M. Cranston, (1973) *What are Human Rights?* New York: Taplinger
- M. Ishay, (2004) *The History of Human Rights: From Ancient Times to the Globalization Era*, Delhi: Orient Blackswan.
- R. Sharan, (2009) 'Alienation and Restoration of Tribal Land in Jharkhand in N Sundar (ed.) *Legal Grounds*, New Delhi: Oxford University Press, pp. 82-112
- Text of UDHR available at <http://www.un.org/en/documents/udhr/index.shtml>
- U. Baxi, (1989) 'From Human Rights to the Right to be Human: Some Heresies', in S. Kothari and H. Sethi (eds.), *Rethinking Human Rights*, Delhi: Lokayan, pp.181-166

Semester-II
GE-2A: Feminism: Theory and Practice

Course Objective: The aim of the course is to explain contemporary debates on feminism and the history of feminist struggles. The course begins with a discussion on construction of gender and an understanding of complexity of patriarchy and goes on to analyze theoretical debates within feminism. The paper also covers the history of feminism in the west, socialist societies and in anti-colonial struggles. Further a gendered analysis of Indian society, economy and polity with a view to understanding the structures of gender inequalities.

Total Lectures and Tutorials – 84

Unit-I: Concepts in Feminism- Sex/Gender distinction, Patriarchy, Gender Socialisation, Sexual Division of Labour, Private-Public Dichotomy, Biologism versus social constructivism, Feminism

13 Lectures and 4 Tutorials

Unit-II: Approaches to the study of Feminism

Liberal, Socialist, Marxist, Radical feminism and Third World Approach

13 Lectures and 4 Tutorials

Unit-III Genesis of Feminist Movements in the West:

Seneca Falls Convention; Black Feminist Movement, Suffragist Movement in USA, Britain and France; the French Revolution and the Declaration of the Rights of Women and Female Citizen

13 Lectures and 4 Tutorials

Unit-IV: Genesis of Feminist Movement in the East:

Feminism and the Communist Revolution in China-Issues and Debates
Movement for Women's Emancipation-Rosa Luxemburg, Alexandria Kollontai
Feminist issues and women's participation in anti-colonial and national liberation movements in India

13 Lectures and 4 Tutorials

Unit-V: The Indian Experience:

Contemporary issues in Feminism: Environment, Domestic Violence, Rape, Dowry, Sexual Harassment at Workplace, Right to Property and Customary versus Constitutional Law; Gender Relations in India: Family- Matrilineal and Patrilineal; Women and Work

12 Lectures and 4 Tutorials

Reading List:

- Geetha, V. (2002) *Gender*. Calcutta: Stree.
- Geetha, V. (2007) *Patriarchy*. Calcutta: Stree.
- Jagger, Alison. (1983) *Feminist Politics and Human Nature*. U.K.: Harvester Press, pp. 25-350.
- Lerner, Gerda. (1986) *The Creation of Patriarchy*. New York: Oxford University Press.

- Rowbotham, Sheila. (1993) *Women in Movements*. New York and London: Routledge, Section I, pp. 27-74 and 178-218.
- Jayawardene, Kumari. (1986) *Feminism and Nationalism in the Third World*. London: Zed Books, pp. 1-24, 71-108, and Conclusion.
- Forbes, Geraldine (1998) *Women in Modern India*. Cambridge: Cambridge University Press, pp. 1-150.
- Eisentein, Zillah. (1979) *Capitalist Patriarchy and the Case for Socialist Feminism*. New York: Monthly Review Press, pp. 271-353.
- Funk, Nanette & Mueller, Magda. (1993) *Gender, Politics and Post-Communism*. New York and London: Routledge, Introduction and Chapter 28.
- Chaudhuri, Maiyatee. (2003) 'Gender in the Making of the Indian Nation State', in Rege, Sharmila. (ed.) *The Sociology of Gender: The Challenge of Feminist Sociological Knowledge*. New Delhi: Sage.
- Banarjee, Sikata. (2007) 'Gender and Nationalism: The Masculinisation of Hinduism and Female Political Participation', in Ghadially, Rehana. (ed.) *Urban Women in Contemporary India: A Reader*. New Delhi: Sage.
- Roy, Kumkum. (1995) 'Where Women are Worshipped, There Gods Rejoice: The Mirage of the Ancestress of the Hindu Women', in Sarkar, Tanika & Butalia, Urvashi. (eds.) *Women and the Hindu Right*. Delhi: Kali for Women, pp. 10-28.
- Chakravarti, Uma. (1988) 'Beyond the Altekarian Paradigm: Towards a New Understanding of Gender Relations in Early Indian History', *Social Scientist*, Volume 16, No. 8.
- Banerjee, Nirmala. (1999) 'Analysing Women's work under Patriarchy' in Sangari, Kumkum & Chakravarty, Uma. (eds.) *From Myths to Markets: Essays on Gender*. Delhi: Manohar.
- Gandhi, Nandita & Shah, Nandita. (1991) *The Issues at Stake – Theory and Practice in Contemporary Women's Movement in India*. Delhi: Zubaan, pp. 7-72.
- Shinde, Tarabai (1993) 'Stri-Purush Tulna', in Tharu, Susie & Lalita, K. (eds.) *Women Writing in India, 600 BC to the Present. Vol. I*. New York: Feminist Press.
- Desai, Neera & Thakkar, Usha. (2001) *Women in Indian Society*. New Delhi: National Book Trust.

History syllabus

COURSE TITLE: EARLY AND MEDIEVAL ASSAM TILL 1826

Unit I:

- 1.01 : Sources: Archaeological, Numismatic, Epigraphy, Literary Sources
- 1.02 : State Formation in Early Assam
- 1.03 : Varmana, Salastambha and Pala dynasty

Unit II:

- 2.01 : Ahom State Formation and its Consolidation
- 2.02 : State Formation in the Brahmaputra Valley-the Chutiya, Kachari, the Koch States and Bara-Bhuyans
- 2.03 : Expansion of the Ahom Kingdom in the 16th century
- 2.04 : Political Developments in the 17th century, Ahom-Mughal Conflict

Unit III:

- 3.01 : Tribal Kingdoms and Chieftdoms in Lower Assam region-their relations with the Ahom State
- 3.02 : Post-Saraighat Assam, the Court crisis and Political Developments
- 3.03 : Ascendancy of the Tungkhungia Dynasty

3.04 : Ahom Rule at its zenith

Unit: IV

4.01 : Decline of the Ahom Kingdom, the Moamariya Rebellion

4.02 : The Burmese Invasions

4.03 : The English East India Company in Assam Politics- the Treaty of Yandaboo, 1826

Unit :V

5.01 : The Ahom System of Administration-the *Paik* and the *Khel* system,

5.02: Ahom Policy towards the Neighbouring Tribes- the systems of *Duar*, *Posa*, *Khat* and *Pam* .

5.03: Ahom Relations with the States of Manipur and Tripura

5.04: Bhakti Movement in Assam : Sankardeva, Satra Institutions

Suggested Readings:

Barpujari, H.K. : *Comprehensive History of Assam, Vol. I, II, III*

Baruah, S.L.: *A Comprehensive History of Assam*

Gait E.A. : *A History of Assam*

Baruah, S.L. : *Last Days of Ahom Monarchy(1769-1826)*

Bhuyan, S.K. : *Anglo-Assamese Relations(1771-1826)*

Devi, L. : *Ahom-Tribal Relations*

Gogoi, L. : *A History of the System of Ahom Administration*

Nath, D. : *History of the Koch Kingdom*

Course Title: HISTORY OF MODERN ASSAM: 1826 –1947

Unit I:

1.01 : Political Condition in Assam on the Eve of the British rule.

1.02 : Establishment and Consolidation of the British rule – Reforms and

Reorganizations - David Scott, Jenkins and Robertson – Annexation of Lower Assam,
Administrative Reorganization and Revenue Measures

1.03 : Ahom Monarchy in Upper Assam (1833-38)

1.04 : Early phase of Revolts and Resistance to British rule- Gomdhar Konwar, Piyali Phukan,
U.Tirut Singh

Unit: II

2.01 : Annexation of Cachar

2.02 : The Khamti and the Singpho Rebellion

2.03 : The 1857 Revolt in Assam and its Aftermath.

2.04 : Establishment of Chief Commissionership in Assam

Unit: III

- 3.01 : Land Revenue Measures and Peasant Uprisings in 19th century Assam
- 3.02 : Growth of National Consciousness – Assam Association, Sarbajanik Sabhas, and the Ryot Sabhas
- 3.03 : Impact of Partition of Bengal and Swadeshi Movement in Assam.
- 3.04 : Assamese periodicals and Emergence of Linguistic Consciousness

Unit :IV

- 4.01 : Government of India Act, 1919 – Dyarchy on Trial in Assam.
- 4.02 : Non Co-operation Movement and Swarajist Politics in Assam
- 4.03 : The Civil Disobedience Movement
- 4.04 : Student Movement in Assam
- 4.05 : Tribal League and Politics in Assam

Unit: V

- 5.01 : Trade Union and Allied Movements
-

- 5.02 : Congress and Provincial Politics in Assam
- 5.02 : Migration, Line System and its Impact on Politics in Assam
- 5.03 : Quit India Movement in Assam and Impact of World War II.
- 5.04 : Cabinet Mission Plan and the Grouping Controversy, the Sylhet Referendum.

Suggested Readings:

Barpujari, H. K : *Assam in the Days of the Company*.

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

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

———, : (ed) *The Comprehensive History of Assam*, Vols. IV & V.

Baruah, S. L. : *A Comprehensive History of Assam*.

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

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

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

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

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

Lahiri, R.M : *Annexation of Assam*

PAPER II

Semester-I

Course Code: HISHC102

Course Title: SOCIAL FORMATIONS AND CULTURAL PATTERNS OF THE ANCIENT WORLD

Nature of Course: Core

Total Marks Assigned: 100 (End marks 80; In marks 20)

Course Objective:

The students will acquainted with the evolution of humankind, the beginning of food production, the Bronze Age., advent of iron, the slave society in ancient Greece, the economy and the Political culture of the ancient Greece .

I. Evolution of Humankind:

- [a] Paleolithic and Mesolithic cultures.
- [b] Food production: beginnings of agriculture
- [c] Animal husbandry.

II. Bronze Age Civilizations:

Economy, social stratification, state structure and religion.

- [a] Mesopotamia (up to the Akkadian Empire)
- [b] Egypt (old kingdom)
- [c] China (Shang)

III. Nomadic groups in Central and West Asia

- [a] From Bronze to Iron age: Anatolia and Greece
- [b] Minoan Civilization
- [c] Debate on Iron

IV. Slave society in Ancient Greece:

- [a] Origin of Slavery: Slavery in Sparta and Greece
- [b] Debate on Slavery
- [c] Agrarian economy, urbanization, trade.

V. Polis in ancient Greece:

- [a] Development of democracy in Athens and Sparta;
- [b] Concept of citizenship
- [c] Greek Culture-Science and Philosophy, religion, art and architecture

ESSENTIAL READINGS

- Burns and Ralph. World Civilizations. Cambridge History of Africa, Vol. I.
V. Gordon Childe, What Happened in History.
G. Clark, World Prehistory: A New Perspective.
B. Fagan, People of the Earth.
-

Amar Farooqui, Early Social Formations, Manak Publication, 2002
M. I. Finley, The Ancient Economy.
Jacquetta Hawkes, First Civilizations.
G. Roux, Ancient Iraq.
Bai Shaoyi, An Outline History of China.
H. W. F. Saggs, The Greatness that was Babylon.
B. Trigger, Ancient Egypt: A Social History.
UNESCO Series: History of Mankind, Vols. I - III./ or New ed. History of Humanity.
R. J. Wenke, Patterns in Prehistory.
Rakesh Kumar, *Ancient and Medieval World: From Evolution of Humans to the Crisis of Feudalism*, SAGE, 2018

SUGGESTED READINGS

G. E. M. Ste Croix, Class Struggles in the Ancient Greek World.
J. D. Bernal, Science in History, Vol. I.
V. Gordon Childe, Social Evolution.
Glyn Daniel, First Civilizations.
A. Hauser, A Social History of Art, Vol. I.

**Detailed Syllabus
Core Courses-14
B.A (Hons), History**

PAPER I

Semester-I

Course Code: HISHC101

Course Title: HISTORY OF INDIA- I

Nature of Course: Core

Total Marks Assigned: 100 (End marks 80; In marks 20)

Course Objective:

The objective of this course is to analyze the various source materials for the reconstruction of Ancient Indian History and the approaches of historical reconstruction. The students will be acquainted the various ancient cultures, the technological, economic, political and religious development of the period concerned.

I. Reconstructing Ancient Indian History

- [a] Archaeological Sources: Numismatic and Epigraphic
- [b] Multiple Literary Sources
- [c] Approaches and interpretations (Colonial, Nationalist and Marxist)

II. Pre-historic Hunter-Gatherers

- [a] Paleolithic cultures- sequence and distribution; stone industries and other technological developments.
- [b] Mesolithic cultures- regional and chronological distribution
- [c] Developments in technology and economy; rock art.

III. The advent of food production

- [a] Understanding the regional and chronological distribution of the Neolithic Culture
- [b] Chalcolithic cultures
- [c] Subsistence and patterns of exchange

IV. The Harappan civilization

- [a] Origins; settlement patterns and town planning; agrarian base; craft productions and trade
- [b] Social and political organization; religious beliefs and practices; art
- [c] Problem of urban decline and the late/post-Harappan traditions.

V. Cultures in transition

Settlement patterns, technological and economic developments; social stratification; political relations; religion and philosophy; the Aryan Problem.

- [a] North India (circa 1500 BCE-300 BCE)
- [b] Central India and the Deccan (circa 1000 BCE - circa 300 BCE)

[c] Tamilakam (circa 300 BCE to circa CE 300)

ESSENTIAL READINGS

- R.S. Sharma, *India's Ancient Past*, New Delhi, OUP, 2007
R. S. Sharma, *Material Culture and Social Formations in Ancient India*, 1983
R.S. Sharma, *Looking for the Aryas*, Delhi, Orient Longman Publishers, 1995
D. P. Agrawal, *The Archaeology of India*, 1985
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

Suggested Readings

- Uma Chakravarti, *The Social Dimensions of Early Buddhism*. 1997.
Rajan Gurukul, *Social Formations of Early South India*, 2010.
R. Champakalakshmi, *Trade. Ideology and urbanization: South India 300 BC- AD 1300*, 1996.

Semester-II

Course Code: HISHC103

Course Title: HISTORY OF INDIA II

Nature of Course: Core

Total Marks Assigned: 100 (End marks 80; In marks 20)

Course Objective:

- (i) The objective of this course is to acquaints the students with agrarian economy, the growth of urban centres in northern and central India and the Deccan as well as craft production, trade routes and coinage
- (ii) Process of state formation and the Mauryan and post-Mauryan polities with special reference to the Kushanas, Satavahanas and Gana-Sanghas.
- (iii) Land grants, land rights and peasantry, urban decline and religious traditions of early India

I. Economy and Society (circa 300 BCE to circa CE 300):

- [a] Expansion of agrarian economy: production relations.
- [b] Urban growth: north India, central India and the Deccan; craft Production: trade and trade routes; coinage.
- [c] Social stratification: class, *Varna*, *jati*, untouchability; gender; marriage and property relations

II. Changing political formations (circa 300 BCE to circa CE 300):

- [a] The Mauryan Empire
- [b] Post-Mauryan Polities with special reference to the Kushanas
- [c] The Satavahanas; Gana-Sanghas.

III. Towards early medieval India [circa CE fourth century to CE 750]:

- [a] Agrarian expansion: land grants, changing production relations; graded Land rights and peasantry.
- [b] The problem of urban decline: patterns of trade, currency, and urban Settlements.
- [c] *Varna*, proliferation of *jatis*: changing norms of marriage and property.
- [d] The nature of polities: the Gupta empire and its contemporaries: post- Gupta polities - Pallavas, Chalukyas, and Vardhanas

IV. Religion, philosophy and society (circa 300 BCE- CE 750):

- (a) Consolidation of the brahmanical tradition: *dharma*, *Varnashram*, *Purusharthas*, *samskaras*.
- (b) Theistic cults (from circa second century BC): Mahayana; the Puranic tradition.
- (c) The beginnings of Tantricism

V. Cultural developments (circa 300 BCE ù CE 750):

- [a] A brief survey of Sanskrit, Pali, Prakrit and Tamil literature. Scientific and technical treatises
- [b] Art and architecture & forms and patronage- Mauryan, post-Mauryan
- [c] Art and architecture & forms and patronage-The Gupta, post-Gupta

ESSENTIAL READINGS

- B.D. Chattopadhyaya, *The Making of Early Medieval India*, 1994.
- 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*.
- R. S. Sharma, *Indian Feudalism*, 1980.
- R.S.Sharma,*UrbanDecay in India,c.300-1000*
- Romila Thapar, *Asoka and the Decline of the Mauryas*, 1997.
- Susan Huntington, *The Art of Ancient India: Buddhist, Hindu, and Jain*
- R.Chakrabarti, *Exploring Early India*, Macmillan, 2013

SUGGESTED READINGS

- 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*.
- Kesavan Veluthat, *The Early Medieval in South India*.
- Romila Thapar, *Early India: From the Origins to 1300*.

COURSE TITLE: RISE OF MODERN WEST

Unit I:

- 1.01 : Renaissance- meaning -background-impacts
- 1.02 : Reformation- origin, courses and consequences; Counter Reformation
- 1.03 : The Thirty Years War- causes and consequences

Unit II:

- 2.01 : Colonial Expansion in the 15th –16th centuries – Causes, Extent and Implication
- 2.02 : Commercial Revolution in Europe
- 2.03 : Absolute monarchy in Europe- Spain, France, England and Russia
- 2.04 : The Glorious Revolution –Background and results

Unit III:

- 3.01 : The Scientific Revolution in the 16th –17th centuries - extent, nature and results
- 3.02 : Mercantilism and European Economy during 17th and 18th Centuries
- 3.03 : American War of Independence- political and Economic Issues and Significance

Unit IV:

- 4.01 : Enlightenment in Europe – its Impact
- 4.02 : Enlightened Despotism in Europe – Russia, Prussia and Austria
- 4.03 : The Industrial Revolution in Europe- causes and significance
- 4.04 : Transition from Feudalism to Capitalism

Unit: V

- 5.01 : The French Revolution- Causes, Courses and Significance
 - 5.02 : Napoleon Bonaparte- internal and external policies- downfall of Napoleon Bonaparte
 - 5.03 : The Congress of Vienna and Europe in 1815.
-

SUGGESTED READINGS

M. S. Anderson, Europe in the Eighteenth Century.
Perry Anderson, The Lineages of the Absolutist State.
Stuart Andrews, Eighteenth Century Europe.
B. H. Slicher von Bath, The Agrarian History of Western Europe. AD. 500 - 1850.
The Cambridge Economic History of Europe. Vol. I - VI.
James B. Collins, The State in Early Modern France, New Approaches to European History.
G. R. Elton, Reformation Europe, 1517-1559.
M. P. Gilmore, The World of Humanism. 1453-1517.
Peter Kriedte, Peasants, Landlords and Merchant Capitalists.
J. Lynch, Spain under the Hapsburgs.
Peter Mathias, First Industrial revolution.
Harry Miskimin, The Economy of Later Renaissance Europe: 1460-1600.
Charles A. Nauert, Humanism and the Culture of the Renaissance (1996).
The New Cambridge Modern History of Europe, Vols. I - VII.
L. W. Ovie, Seventeenth Century Europe.
D. H. Pennington, Seventeenth Century Europe.
F. Rice, The Foundations of Early Modern Europe

Generic Elective (Interdisciplinary Any Four)

PAPER I

Semester-I

COURSE CODE: HISGE 1

COURSE TITLE: HISTORY OF ASSAM: 1228 –1826

Objective:

The objective of this paper is to give a general outline of the history of Assam from the 13th century to the occupation of Assam by the English East India Company in the first quarter of the 19th century. It aims to acquaint the students with major stages of developments in the political, social and cultural history of the state during the most important formative period.

Unit-I:

- 1.01 : Sources- Archaeological, Epigraphic, Literary, Numismatic and Accounts of the Foreign Travelers
- 1.02 : Political conditions of the Brahmaputra Valley at the time of the advent of the Ahoms
- 1.03 : Sukapha and his foundation of the kingdom-An assessment
- 1.04 : State formation in the Brahmaputra Valley-the Chutiya, Kachari and the Koch State

Unit-II

- 2.01 : Expansion of the Ahom Kingdom in the 16th century- Conquests of the Neighbouring States and Territories
- 2.02 : Political Developments in the 17th century- Reign of Pratap Singha
- 2.03 : Administrative Developments

Unit –III

- 3.01 : The Ahom-Mughal Relations in the Second half of the 17th Century Wars – Mir Jumla's Assam Invasion
- 3.02 : The Battle of Saraighat and its Consequences

- 3.03 : Post-Saraighat Assam- the Court Crisis and Political Developments- Ascendancy of the Tungkhungia Dynasty

Unit: IV

- 4.01 : Ahom Rule at its Zenith- the Reign of Rudra Singha to Rajeswer Singha
4.02 : Decline and fall of the Ahom Kingdom – the Moamariya Rebellion and
4.03 : The Burmese Invasions- The English East India Company and Assam- the Treaty of Yandaboo.

Unit :V

- 5.01 : Ahom System of Administration: the State and the Paik system
5.02 : Ahom Policy towards the Neighbouring Hill Tribes
5.03 : Society in Assam under the Ahoms- Caste and Class Structures
5.04 : Religious life —Sankaradeva and the Neo Vaishnavite Movement- Background and Implication

Suggested Readings:

- Barpujari, H.K. : *Assam in the Days of the Company*
Baruah, S.L. : *A Comprehensive History of Assam*
Boruah, Nirode and Surajit Baruah : *Asomar Itihas*
Dutta, A.K. : *Maniram Dewan and the Contemporary Assamese Society*
Gait E.A. : *A History of Assam*
Nath. D : *Asam Buranji*

Semester-II

COURSE CODE: HISGE 2

COURSE TITLE: HISTORY OF INDIA FROM THE EARLIEST TIMES TO 1526

Objective:

The objective of this paper is to acquaint the students with the general outline of the history of India from the known earliest times to the coming of the Mughals to India in the first quarter of the 16th century. It is aimed at giving them a comprehensive idea of the developments in all spheres of life during this period.

Unit I:

- 1.01: Sources –a Survey
- 1.02: Harappan Civilization –Origin and Extent, Morphology of the Major sites, Salient features, End of the civilization.
- 1.03: Vedic Civilization Society, Economy, Polity and Culture of the Rig-Vedic and the later-Vedic Periods

Unit II:

- 2.01: Rise of the Territorial States –the *Mahajanapadas*, Geographical Extent,
- 2.02: Ascendancy of Magadha-Alexander's Invasion of India.
- 2.03: Rise of the Mauryan Empire under Asoka -His Inscriptions –the Dhamma – External Relations
- 2.04: Mauryan System of Administration; Decline of the Mauryan Empire

Unit III:

- 3.01: Political Developments in the Post-Maurya period - the Sungas, Kanvas, Kushanas and Satavahanas- Society, Economy and Culture
- 3.02: The Tamils and Sangam Age.
- 3.03: The Sakas and the Indo-Greeks in India- their Contributions
- 3.04: India in the Gupta and the Post-Gupta period- Polity, Society, Economy and Culture

Unit IV:

- 4.01: Political development in the South –the Pallavas, the Imperial Cholas, the Rashtrakutas and the Chalukyas
- 4.02: The Arabs and the Turks in Indian politics –Ghaznavids and the Ghorid Invasions
- 4.03: Indian Society during 650 –1200 A.D.-Literature and Language, Temple Architecture and Sculpture

Unit: V

- 5.01: The Delhi Sultanate- (a) the Slave dynasty (b) the Khalijis- Alauddin Khaliji's Administration (c) the Tughlaqs –Experiments of Muhammad Bin Tughlaq.
- 5.02: Disintegration of the Delhi Sultanate and Rise of Provincial Kingdoms- Vijayanagar and Bahmani kingdom
- 5.03: Polity, Society, Economy, Religion and Culture of the Sultanate Period, Bhakti Movement and Sufism

Suggested Readings:

- | | |
|--------------------------------|--|
| Barua, P.K | : <i>Bharat Bhuranji</i> |
| Begum, Senehi | : <i>Bharat Buranji, (Dillir Sultan Sakal)</i> |
| Banerjee, A.C. | : <i>History of India</i> |
| Chandra, Satish | : <i>Medieval India</i> |
| Majumdar, Dutta & Raychoudhury | : <i>Advanced History of India</i> |
| Nath, D. | : <i>Bharatar Rajnoitik Aru Sanskritik Buranji.</i> |
| Sinha & Ray | : <i>History of India</i> |
| Spear Percival | : <i>History of India</i> |
| Singh, Upindar | : <i>A History of Ancient and Early Medieval India</i> |
| Thapar, Romila | : <i>Ancient India</i> |

COURSE TITLE: HISTORY OF INDIA: 1526 - 1947

Unit I:

- 1.01 : Political Conditions in Northern India in the beginning of the 16th century- The Afghan Empire and the Mughals- Resistance vs. Struggle for Hegemony.
- 1.02 : The Age of the Mughals- Foundation of the Mughal Empire- Humayun and His struggle- Conflict with Sher Shah
- 1.03 : Akbar to Aurangzeb- Political Supremacy and Administrative Developments

Unit II:

- 2.01 : The later Mughals and the Decline of the Mughal Empire
- 2.02 : Rise of the Marathas in the Deccan- Sivaji and His career
- 2.03 : Society, Economy, Religion and Culture under the Mughals
- 2.04 : Beginning of the European Settlements in India–the Portuguese –the Dutch –the French and the English.

Unit III:

- 3.01 : British Conquests of India –British occupation of Bengal, Anglo-French rivalry-the Battle of Plassey and its effects
- 3.02 : Expansion and consolidation of the British rule in India up to 1857-Conflict with the Marathas, Mysore, Awadh, Punjab and Sindh.
- 3.03 : Administrative Developments and Socio-Economic Reform up to 1857

Unit IV:

- 4.01 : Revolt of 1857 and its Aftermath, Post 1857 Administrative Developments till 1919
- 4.02 : Socio-religious reform movements in the post 1857 period

Unit IV:

- 4.01: Political development in the South –the Pallavas, the Imperial Cholas, the Rashtrakutas and the Chalukyas
- 4.02: The Arabs and the Turks in Indian politics –Ghaznavids and the Ghorid Invasions
- 4.03: Indian Society during 650 –1200 A.D.-Literature and Language, Temple Architecture and Sculpture

Unit: V

- 5.01: The Delhi Sultanate- (a) the Slave dynasty (b) the Khalijis- Alauddin Khaliji's Administration (c) the Tughlaqs –Experiments of Muhammad Bin Tughlaq.
- 5.02: Disintegration of the Delhi Sultanate and Rise of Provincial Kingdoms- Vijayanagar and Bahmani kingdom
- 5.03: Polity, Society, Economy, Religion and Culture of the Sultanate Period, Bhakti Movement and Sufism

Suggested Readings:

- Barua, P.K : *Bharat Bhuranji*
- Begum, Senehi : *Bharat Buranji, (Dillir Sultan Sakal)*
- Banerjee, A.C. : *History of India*
- Chandra, Satish : *Medieval India*
- Majumdar, Dutta & Raychoudhury : *Advanced History of India*
- Nath, D. : *Bharatar Rajnottik Aru Sanskritik Buranji.*
- Sinha & Ray : *History of India*
- Spear Percival : *History of India*
- Singh, Upindar : *A History of Ancient and Early Medieval India*
- Thapar, Romila : *Ancient India*

Course Code: HISGE 4.1

Course Title: HISTORY OF MODERN ASSAM: 1826 –1947

Unit I:

1.01 : Political Condition in Assam on the Eve of the British rule.

-
- 1.02 : Establishment and Consolidation of the British rule – Reforms and Reorganizations - David Scott, Jenkins and Robertson – Annexation of Lower Assam, Administrative Reorganization and Revenue Measures
- 1.03 : Ahom Monarchy in Upper Assam (1833-38)
- 1.04 : Early phase of Revolts and Resistance to British rule- Gomdhar Konwar, Piyali Phukan, U.Tirut Singh

Unit: II

- 2.01 : Annexation of Cachar
- 2.02 : The Khamti and the Singpho Rebellion
- 2.03 : The 1857 Revolt in Assam and its Aftermath.
- 2.04 : Establishment of Chief Commissionership in Assam

Unit: III

- 3.01 : Land Revenue Measures and Peasant Uprisings in 19th century Assam
- 3.02 : Growth of National Consciousness – Assam Association, Sarbajanik Sabhas, and the Ryot Sabhas
- 3.03 : Impact of Partition of Bengal and Swadeshi Movement in Assam.
- 3.04 : Assamese periodicals and Emergence of Linguistic Consciousness

Unit :IV

- 4.01 : Government of India Act, 1919 – Dyarchy on Trial in Assam.
- 4.02 : Non Co-operation Movement and Swarajist Politics in Assam
- 4.03 : The Civil Disobedience Movement
- 4.04 : Student Movement in Assam
- 4.05 : Tribal League and Politics in Assam

Unit: V

- 5.01 : Trade Union and Allied Movements

-
- 5.02 : Congress and Provincial Politics in Assam

- 5.02 : Migration, Line System and its Impact on Politics in Assam
-

- 5.03 : Quit India Movement in Assam and Impact of World War II.
- 5.04 : Cabinet Mission Plan and the Grouping Controversy, the Sylhet Referendum.

Suggested Readings:

Barpujari, H. K : *Assam in the Days of the Company*.

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

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

———, : (ed) *The Comprehensive History of Assam*, Vols. IV & V.

Baruah, S. L. : *A Comprehensive History of Assam*.

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

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

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

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

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

Lahiri, R.M : *Annexation of Assam*

(The main objective of this paper is to make the students aware about the concepts of hazards, disasters, risk and vulnerability. In this paper an attempt has been made to prepare the students about the Do's And Don'ts during and post disaster.)

TITLE	UNITS	L	T	P
DISASTER MANAGEMENT	1. Disasters: Definition and Concepts; Hazards, Disasters; Risk and Vulnerability; Classification	6	2	
	2. Disasters in India: Flood, Landslide, Drought, Earthquake and Tsunami, Cyclone, : Causes, Impact and Distribution	10	6	
	3. Manmade disasters: Causes, Impact and Distribution	6	2	
	4. Response and Mitigation to Disasters: Mitigation and Preparedness, NDMA and NIDM; Indigenous Knowledge and Community-Based Disaster Management; Do's and Don'ts During and Post Disasters	10	6	

Reading List

1. Government of India. (1997) Vulnerability Atlas of India. New Delhi, Building Materials & Technology Promotion Council, Ministry of Urban Development, Government of India.
2. Kapur, A. (2010) Vulnerable India: A Geographical Study of Disasters, Sage Publication, New Delhi.
3. Modh, S. (2010) Managing Natural Disaster: Hydrological, Marine and Geological Disasters, Macmillan, Delhi.
4. Singh, R.B. (2005) Risk Assessment and Vulnerability Analysis, IGNOU, New Delhi. Chapter 1, 2 and 3

-
5. Singh, R. B. (ed.), (2006) Natural Hazards and Disaster Management: Vulnerability and Mitigation, Rawat Publications, New Delhi.
 6. Sinha, A. (2001). Disaster Management: Lessons Drawn and Strategies for Future, New United Press, New Delhi.
 7. Stoltman, J.P. et al. (2004) International Perspectives on Natural Disasters, Kluwer Academic Publications. Dordrecht.

8. Singh Jagbir (2007) "Disaster Management Future Challenges and Oppurtunities", 2007. Publisher- I.K. International Pvt. Ltd. S-25, Green Park Extension, Uphaar Cinema Market, New Delhi, India (www.ikbooks.com).

Course C 9**GGRM402T6: ENVIRONMENTAL GEOGRAPHY (Theory)****84 hours**

(The objective of this course is to develop conceptual and theoretical ideas of environment as well as relationship between man and environment in different geo climatic regions. The learners will also attain the nature and intensity of some burning environmental issues at local, regional and global level along with mitigation programs and policies.)

Title	Contents	L	T	P
Environmental Geography	1. Environmental Geography – Concept and Scope	6	4	-
	2. Human-Environment Relationships – Historical Progression, Adaptation in different Biomes.	12	6	-
	3. Ecosystem – Concept, Structure and Functions	12	6	-
	4. Environmental Problems in Tropical, Temperate and Polar Ecosystems	12	6	-
	5. Environmental Programmes and Policies – Global, National and Local levels	14	6	-

Reading List

1. Chandna R. C., 2002: *Environmental Geography*, Kalyani, Ludhiana.
2. Cunningham W. P. and Cunningham M. A., 2004: *Principals of Environmental Science: Inquiry and Applications*, Tata Macgraw Hill, New Delhi.
3. Goudie A., 2001: *The Nature of the Environment*, Blackwell, Oxford.
4. Singh, R.B. (Eds.) (2009) *Biogeography and Biodiversity*. Rawat Publication, Jaipur
5. Miller G. T., 2004: *Environmental Science: Working with the Earth*, Thomson BrooksCole, Singapore.
6. MoEF, 2006: *National Environmental Policy-2006*, Ministry of Environment and Forests, Government of India.
7. Singh, R.B. and Hietala, R. (Eds.) (2014) *Livelihood security in Northwestern Himalaya: Case studies from changing socio-economic environments in Himachal Pradesh, India*. Advances in Geographical and Environmental Studies, Springer
8. Odum, E. P. et al, 2005: *Fundamentals of Ecology*, Ceneage Learning India.
9. Singh S., 1997: *Environmental Geography*, Prayag Pustak Bhawan. Allahabad.
10. UNEP, 2007: *Global Environment Outlook: GEO4: Environment For Development*, United Nations Environment Programme.
11. Singh, M., Singh, R.B. and Hassan, M.I. (Eds.) (2014) *Climate change and biodiversity: Proceedings of IGU Rohtak Conference, Volume 1*. Advances in Geographical and Environmental Studies, Springer
12. Singh, R.B. (1998) *Ecological Techniques and Approaches to Vulnerable Environment*, New Delhi, Oxford & IBH Pub..
13. Singh, Savindra 2001. *Paryavaran Bhugol*, Prayag Pustak Bhawan, Allahabad. (in Hindi)

**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)		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)		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)		5
Total					
In-semester Assessment:		48	42		14

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: Oxford University 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	

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)
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

Content		Marks	L	P	T
I.0. EDUCATION AND INDIAN CONSTITUTION		12	(10)		2
1.1. The Indian Constitution (especially the Preamble, Fundamental Rights and Duties of Citizens and the Directive Principles of State Policies)			3		
1.2. Education in Indian Constitution:					
1.2.1 Need for including education in constitution			1		
1.2.2 Central, State and Concurrent lists			1		
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)			3		
1.4. Constitution as a source of aims of education.			1		
1.5. Role of Constitution in equalizing the Educational opportunities.			1		
II 2.0 CHALLENGES OF INDIAN EDUCATION		20	(17)		3
2.1 Early Childhood Care & Education (ECCE) in India:			1		
2.1.1 Meaning & Importance of ECCE.			1		
2.1.2 Challenges of ECCE in India.			1		
2.1.3 Role of Anganwadis and Balwadis under ICDS.					
2.2. Elementary Education (EE) in India:			1		
2.2.1 Objectives of EE & Need for Universalization of EE.			1		
2.2.2 Efforts of Universalization of EE in India			1		
2.2.3 Challenges of Universalization of EE in India.					
2.3. Secondary Education (SE) in India			1		
2.3.1 Objectives of SE & Need for Universalization of SE.			1		
2.3.2 Efforts towards Universalization & development of SE			1		
2.3.3 Vocationalization of Secondary Education.			1		
2.3.4 Challenges of SE in India.					
2.4. Higher Education (HE) in India:			1		
2.4.1 Objectives & Challenges HE in India.			1		
2.4.2 Efforts towards strengthening HE					
2.5. Teacher Education in India:			1		
2.5.1. Objectives of Teacher Education in India			1		
2.5.2. Challenges of Teacher Education in India.					
2.6. Technical and Vocational Education in India-			1		
2.6.1. Objectives & Challenges of Technical and Vocational education in India.			1		
2.6.2. Efforts towards strengthening Technical and Vocational education					
2.7. Professional Education in India-			1		
2.7.1 Need and Challenges of Professional Education in India					
III 3.0. ESSENTIAL PERSPECTIVES OF INDIAN EDUCATION		16	(15)		1
3.1. Environmental Education:			1		
3.1.1. Meaning & Objectives of Environmental Education			1		
3.1.2. Challenges of Environmental Education.					
3.2. Women Education:			1		
3.2.1. Importance & Challenges of Women Education in India.					
3.3. Inclusive Education:			1		
3.3.1. Concept, Objectives & Challenges of Inclusive Education,					
3.3.2. Role of RCI, PWD act in addressing Inclusive education			1		
3.4. Alternative Education:			1		
3.4.1. Concept, Need of alternative schooling at Elementary,					

	<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 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) 1 1 1 1 1 1 1 2 2 1		4
V	<p>5.0. Education in Present Social Context 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) 1 1 1 1 1 1 2 2 2 1		4

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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 one of the topics of the course
 - Debate on the topics like youth unrest, AIDs, Substance abuse, Health and Hygiene
 - Identifying challenges of Indian Education and preparing assignment on the suggestions to address these challenges.
 - Assignment on any one of the topics of the course.
- B. Sessional Tests: Marks 10
- C. Attendance: Marks 5

Suggested Readings:

- Kochhar, S.K.: *Pivotal Issues in Indian Education*, Sterling Publishers.
- Bhatnagar, S. & Saxena A.: *Modern Indian Education and its Problems*, R. Lall Book Depot, Meerut (UP) India.
- Agrawal, J.C. & Agrawal S.P. (1992). *Role of UNESCO in Educational*, Vikas Publishing House, Delhi.
- Govt. of India (1986). *National Policy on Education*, Ministry of HRD, New Delhi.
- NCERT (1986). *School Education in India – Present Status and Future Needs*, New Delhi.
- Salamatullah, (1979). *Education in Social Context*, NCERT, New Delhi.
- Education and National Development*. Ministry of Education, Government of India 1966.
- UNESCO. (2004) *Education for All: The Quality Imperative. EFA Global Monitoring Report*. Paris.
- World Bank, (2004). *Reaching the Child: An Integrated Approach to Child Development*. Oxford University Press, Delhi.
- Peters, R.S. *The Concept of Education*, Routledge, UK 1967
- Lakshmi, T.K.S. and M.S. Yadav, "Education its Evolving Characteristics", in new Frontiers in Education, Vol. XXII, No. 4, Oct-Dec., 1992
- Goswami A.C. *Philosophical and Sociological Bases of Education in Emerging India*, Published by Jyoti Prakashan, 2001.
- Safaya, Srivastava & Singh, *Development of Education in Emerging India & Its Current Problems* published by Dhanpat Rai Publishing Company, 2007
- Sarma. M. *Philosophical & Sociological Foundation of Education*, published by EBH Publishers (India) 2012.
- 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
- Aggarwal, J.C. *Psychological Philosophical And Sociological Foundations of Education* published by Shipra Publications, 2009
- Dhawan M.L. *Issues in Indian Education* ISHA books Delhi -110 033
- NCERT (1986). *School Education in India – Present Status and Future Needs*, New Delhi.
- 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

Core Course 07
Sociology of Gender

Total Credit=6
Total Marks 80+20=100
Total Classes: 38
Total Tutorials: 7
Class duration: 1 class=1 hour
1 tutorial = 1 hour
6 classes per week

Course Objective:

The course introduces gender as a critical sociological lens of enquiry in relation to various social fields. It also interrogates the categories of gender, sex, and sexuality.

		Classes	Tutorials	Marks
1. Gendering Sociology		9	1	15
1.1	Sociology of Gender: An Introduction			
1.2	Gender, Sex, Sexuality			
1.3	Concept of Masculinity and Femininity			
2. Gender Theories		11	2	25
2.1	Feminism (Liberal feminism, radical feminism and social feminism)			
2.2	Marxian theory of gender			
2.3	Queer theory of Gender			
3. Gender: Differences and inequalities		9	2	20
	1.1			
3.1	Gender discrimination (family, caste, class and work)			
3.2	Gender and development			
3.3	Gender budgeting			
4. Gender, Power and resistance		6	2	20

4.1	Power and subordination (Patriarchy)			
4.2	Resisting and movements(LGBT movements)			

COURSE CONTENTS AND ITINERARY

Gendering Sociology: [Week 1]

S. Jackson and S. Scott (eds.) 2002 *Gender: A Sociological Reader*, London: Routledge. Introduction, (pp. 1-26).

Liz Stanley. 2002. „Should Sex Really be Gender or Gender Really be Sex” in S. Jackson and S. Scott (eds.) *Gender: A Sociological Reader*, London: Routledge (pp. 31-41)

Strathern, Marilyn. 1987. “An Awkward Relationship: The Case of Feminism and Anthropology.” *Signs* 12(2):276-292.

Saikia, J.P, (2016): “ Gender : Themes and Issues”, Concept Publishing Company (P) Ltd, New Delhi.Pp-01-46.

Sherry Ortner. 1974. “Is male to female as nature is to culture?” M.Z. Rosaldo and L. Lamphere (eds.) *Women, culture and society*.Stanford: Stanford University Press (pp. 67- 87).

Rubin, Gayle. 1984. “Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality” in Carole Vance, ed., *Pleasure and anger*.London: Routledge (pp 143-179).

Newton, Esther. 2000. “Of Yams, Grinders and Gays: The Anthropology of Homosexuality” in *Margaret Mead Made Me Gay:Personal Essays, Public Ideas*. London: Duke University Press (pp 229- 237).

Weeks, J,(2012): *Sexuality* Third Edition, Routledge, London and New York.

Gender, Sex, Sexuality [Weeks 2-3]

Singh. S, (2009): “ Feminism: Theory, Criticism and Analysis”., Pencraft International., New Delhi

Kuumba Bahati. M, (2003): *Gender and Social Movements.*, Rawat Publications, Jaipur and New Delhi.

Saikia, J.P, (2016): “ Gender : Themes and Issues”, Concept Publishing Company (P) Ltd, New Delhi.Pp-65-82.

2.2 Production of Masculinity and Femininity [Weeks 4-6]

Halberstam, Judith. 1998. “An Introduction to Female Masculinity: Masculinity without Men” in *Female Masculinity*. London: Duke University Press (Also Delhi: Zubaan 2012 Reprint) (pp 1-43).

Alter, Joseph. 1992. *The Wrestler's Body: Identity and Ideology in North India*. California : University of California; California (pp 163-194).

2.2.3 Uberoi, Patricia "Feminine Identity and National Ethos in Indian Calendar Art" In *Economic and Political Weekly* Vol. 25, No. 17 (Apr. 28, 1990), (pp. WS41-WS48).

Differences and Inequalities **Class, Caste [Weeks 7-8]**

Walby, Sylvia. 2002. "Gender, Class and Stratification: Towards a new approach" in S. Jackson and S. Scott (eds.) *Gender: A Sociological reader*. London: Routledge (pp 93-96).

Leela Dube 1996 "Caste and Women" in M.N.Srinivas (ed.) *Caste: Its twentieth century avatar*, New Delhi: Penguin (pp 1-27).

Rege, S. 1998. "Dalit Women Talk Differently: A Critique of 'Difference' and Towards a Dalit Feminist Standpoint Position." *Economic and Political Weekly*, Vol. 33, No. 44 (Oct.31-Nov. 6, 1998)(pp 39-48)

3.2 Family, Work [Weeks 9-10]

Whitehead, A. 1981, "„I'm Hungry Mum": The Politics of Domestic Budgeting" in K. Young et al. (eds.) *Of Marriage and the Market: Women's Subordination Internationally and its Lessons*. London: Routledge and Kegan Paul (pp. 93-116).

Palriwala, Rajni. 1999. "Negotiating Patriliney: Intra-household Consumption and Authority in Rajasthan (India)", in Rajni Palriwala and Carla Risseuw (eds.), *Shifting Circles of Support: Contextualising kinship and gender relations in South Asia and Sub-Saharan Africa*. Delhi: Sage Publications [pp.190-220]

4. Gender, Power and Resistance

4.1. Power and Subordination [Weeks 11-12]

4.1.1 Candace West and Don H. Zimmerman. 2002. "Doing Gender" in S. Jackson and S. Scott (eds.) *Gender: A Sociological Reader*. London: Routledge [pp 42-47].

Susie, Tharu and Tejaswini Niranjana. 1999. „Problems for a contemporary theory of gender" in Nivedita Menon (ed.) *Gender and Politics in India*, New Delhi: Oxford University Press [pp 494-525].

Abu-Lughod, Lila. 2002. "Do Muslim Women Really Need Saving?: Anthropological Reflections on Cultural Relativism and its Others." *American Anthropologist* 104 (3) [pp 783-790].

4.2. Resistance and Movements (Weeks 13-14)

Kandiyoti, Deniz. 1991 "Bargaining with Patriarchy" in Judith Lorber and Susan A. Farrell (eds.) *The Social Construction of Gender*, New Delhi: Sage Publications [pp.104-118].

Hill-Collins, Patricia. 2002. "Learning from the outsider within" in S. Jackson and S. Scott (eds.) *Gender: A Sociological Reader*. London: Routledge [pp 69-78].

4.2.3 Kumar, Radha. 1999. "From Chipko to Sati: The Contemporary Indian Women's Movement" In Nivedita Menon (ed.) *Gender and Politics in India*. New Delhi: Oxford University Press [pp342-369].

[Projects, feature films and documentaries screenings, field-work oriented tasks will be the integral part of the course].

Generic Elective 04

Total Credit=6
Total Marks 80+20=100
Total Classes: 38
Total Tutorials: 7
Class duration: 1 class=1 hour
1 tutorial = 1 hour
6 classes per week

Gender and Violence

Course Objective: Gendered violence is routine and spectacular, structural as well as situated. This course attempts to provide an understanding of the logic of that violence, awareness of its most common forms and tries to equip the students with a sociologically

		Classes	Tutorials	Marks
1. Gender and Violence		8	1	20
1.1	Defining Gender Based Violence			
1.2	Perspectives of gendered violence (Individualistic, Social perspective and Functionalist Perspective)			
2. Structural and Situated Violence		12	2	20
2.1	Caste, Gender and Violence			
2.2	Domestic and Familial Violence			
2.3	Gender and the Conflict Situation			
2.4	Violence, Harassment and Workplace			
3. Sexual Violence		9	2	20
3.1	Nature of Sexual Harassment (legal Perspective)			
3.2	Sexually Transmitted Disease, female foeticide, Spousal violence			
3.3	Gendered Violence and Media			
4. Addressing Gendered Violence: Politics and Public Policy		9	2	20
4.1	Legislative measures in India for curbing sexual violence			
4.2	Domestic Violence Act 2005			
4.3	Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013			

COURSE CONTENTS AND ITINERARY

1. What is Gendered Violence? (2 Weeks)

Kimmel, Michael S. *The Gendered Society*. New York: Oxford University Press, 2011. Chapter 13. Gender of Violence, Pp. 381-407

Saikia, J.P. (2016): "Gender : Themes and Issues", Concept Publishing Company (P) Ltd, New Delhi. Pp-101-159

Wies, Jennifer R. *Anthropology at the Front Lines of Gender-Based Violence*. Nashville, Tenn.: Vanderbilt Univ. Press, 2011. Chapter 1. Ethnographic Notes from the Frontlines of Gender Based Violence, Pp. 1-18

2. Structural and Situated Violence (7 Weeks)

2.1 Caste, Gender and Violence

Kannabiran, Vasanth and Kalpana Kannabiran, Caste and Gender: Understanding Dynamics of Power and Violence, *Economic and Political Weekly*, Vol. 26, No. 37 (Sep. 14, 1991), pp. 2130-2133.

Irudayam, Aloysius, Jayshree P Mangubhai, and Joel G Lee. *Dalit Women Speak Out*. Chapters. 1, 3, 4, 13 and 14.

Ivekovic, R, Mostov, J, (2006): " From Gender to Nation", Published by Zubaann, New Delhi. Pp-81-89.

Mohanty Manoranjan (ed), (2004): " Class, Caste, Gender", Sage Publications, New Delhi.

2.2 Domestic and Familial Violence

Karlekar, Malavika. Domestic Violence, *Economic and Political Weekly*, Vol. 33, No. 27 (Jul. 4-10, 1998), pp. 1741-1751

Agnes, Flavia, *'My Story, Our Story: Building Broken Lives'* Mumbai: Majlis. 1984.

Chowdhry, Prem. Enforcing Cultural Codes: Gender and Violence in Northern India, *Economic and Political Weekly*, Vol. 32, No. 19 (May 10-16, 1997), pp. 1019-1028

2.3 Gender and the Conflict Situation

Wood, E. J. 'Variation in Sexual Violence during War'. *Politics & Society* 34.3 (2006): 307-342.

Butalia, Urvashi. *The Other Side of Silence*. Durham, NC: Duke University Press, 2000. Chapter 4, Pp. 104 - 171

2.4 Violence, Harassment and the Workplace

MacKinnon, Catharine A. *Only Words*. Cambridge, Mass.: Harvard University Press, 1993. Chapter II Racial and Sexual Harassment. Pp. 43 – 68.

Tejani, Sheba. Sexual Harassment at the Workplace: Emerging Problems and Debates, *Economic and Political Weekly*, Vol. 39, No. 41 (Oct. 9-15, 2004), pp. 4491-4494

3. Sexual Violence (3 Weeks)

Box, Steven. *Power, Crime, and Mystification*. London: Routledge, 1989. Chapter 4. Rape and Sexual Assaults on Women Pp. 120 - 165

Scully, Diana and Joseph Marolla. "Riding the Bull at Gilley's": Convicted Rapists Describe the Rewards of Rape, *Social Problems*, Vol. 32, No. 3 (Feb., 1985), pp. 251-263

Menon, Nivedita. *Recovering Subversion: Feminist Politics beyond the Law*. Ranikhet: Permanent Black. 2004. Chapter 3. Sexual Violence: Escaping the Body. Pp. 106 - 156

Saikia, J.P. (2016): "Gender : Themes and Issues", Concept Publishing Company (P) Ltd, New Delhi. Pp-101-159
Chatterjee P., Jeganathan.P., (2009): "Community, Gender and Violence", Ravi Dayal Publishers, New Delhi.

4. Addressing Gendered Violence: Politics and Public Policy (2 Weeks)

Omvedt, Gail, *Violence Against Women: New Movements and New Theories in India*. Delhi: Kali for Women, 1990. Pp. 1-40

Das, Veena & Kim Turcot DiFrancia. *Listening to Voices: An Interview with Veena Das*, *Altérites*, vol. 7, no 1, 2010 : 136-145.

Naquvi, Farah. *This Thing called Justice: Engaging Laws on Violence against Women In India*, in Bishakha Dutta (ed.), *Nine Degrees of Justice: New Perspectives on Violence Against Women in India*. Delhi: Zuban, 2010.

Additional Resources:

Wall, Liz. 'Gender equality and violence against women what's the connection?' The Australian Center for the study of Sexual Assault Research Summary. 2014.

Welchman, Lynn, and Sara Hossain. *"Honour"*. London: Zed Books, 2005. Chapter 2. 'Crimes of Honour': Value and Meaning Pp. 42-64

Loy, Pamela Hewitt, and Lea P. Stewart. 'The Extent and Effects of the Sexual Harassment of Working Women'. *Sociological Focus* 17.1 (1984): 31-43.

Pickup, Francine, *Ending Violence against Women: A Challenge for Development and Humanitarian Work*, London: Oxfam, 2001. Chapter 5. Direct support to the survivors of violence & Chapter 8. Challenging the State.

United Nations Division for the Advancement of Women, 'Good Practices in Legislation on Violence against Women' 2008. Part III, Framework for Legislation on Violence against Women.

Puri, Jyoti. 'Sodomy, Civil Liberties, and the Indian Penal Code' in Chatterji, Angana P, and Lubna Nazir

Chaudhry. *Contesting Nation*. Delhi: Zuban. Pp. 100-132

Discipline Specific Elective 03
Environmental Sociology

Total Credit=6
Total Marks 80+20=100
Total Classes: 38
Total Tutorials: 7
Class duration: 1 class=1 hour
1 tutorial = 1 hour
6 classes per week

Course Objective:

This course is designed to introduce students to the core debates of environmental sociology, different approaches within the sub-discipline and how these approaches may be used to understand environmental issues and movements in India.

	Classes	Tutorials	Marks
1. Envisioning Environmental Sociology	10	1	25
1.1 Meaning, Definition, Nature and Scope			
1.2 Realist-Constructionist Debate			
2. Environmental Approaches	16	3	25
2.1 Treadmill of Production			
2.2 Ecological Modernization			
2.3 Environmental Risk			
2.4 Ecofeminism and Feminist Environmentalism			
2.5 Political Ecology			
3. Environmental Movements in India	12	3	30
3.1 Forest based movement – Chipko			
3.2 Water based movement – Narmada			
3.3 Land based movements – Anti-mining and Seed			
3.4 Anti Big Dam Movements in North East India			

C O U R S E C O N T E N T S A N D I T I N E R A R Y

1. Envisioning Environmental Sociology [Weeks 1-3]

1.1.1. Bell, MM. (2008). *An Invitation to Environmental Sociology*. Thousand Oaks, CA: Sage 3rd ed. Ch 1.(pp. 1-5).

1.1.2. Hannigan, J. A. (1995). *Environmental Sociology*. Routledge, London and

New York, 2nd ed. Ch1 and 2. (pp. 10-15,16 - 35).

1.2.1. Leahy, T. (2007). Sociology and the Environment. Public Sociology: An Introduction to Australian Society. Eds. Germov, John and Marilyn, Poole. NSW: Allen & Unwin, Ch 21 (pp. 431-442).

1.2.2. Evanoff, R. J. (2005). Reconciling realism and constructivism in environmental ethics. *Environmental Values*, 61-81.

2. Approaches [Weeks 4-10]

2.1.1. Gould, K. A., Pellow, D. N., & Schnaiberg, A. (2004). Interrogating the Treadmill of Production: Everything You Wanted to Know about the Treadmill but Were Afraid to Ask. *Organization & Environment*, 17(3), 296-316.

2.1.2. Wright, E. O. (2004). Interrogating the Treadmill of Production: Some Questions I Still Want to Know about and Am Not Afraid to Ask. *Organization & Environment*, 17(3), 317-322.

2.2.1. Mol, A. P. (2002). Ecological modernization and the global economy. *Global Environmental Politics*, 2(2), 92-115.

2.2.2. Buttel, F. H. (2000). Ecological modernization as social theory. *Geoforum*, 31(1), 57-65.

2.2.3. O'Connor, J. (1994). Is sustainable capitalism possible. Is capitalism sustainable? *Political Economy and the Politics of Ecology*. The Guilford Press. Ch . (pp.152-175).

54

2.3.1. Beck, U. (2006). Living in the world risk society: A Hobhouse Memorial Public Lecture given on Wednesday 15 February 2006 at the London School of Economics. *Economy and Society*, 35(3), 329- 345.

2.4.1. Shiva, V. (1988). Women in Nature. In *Staying Alive: Women, Ecology and Development*. Zed Books. Ch 3.(pp.38-54).

2.4.2. Agarwal, Bina, 2007. The Gender and Environment Debate: Lessons from India. In Mahesh Rangarajan. (ed.) 2007. *Environmental Issues in India : A Reader*. New Delhi: Pearson, Longman, Ch 19.(pp. 316-324, 342-352).

2.5.1. Robbins, P. (2011). *Political Ecology: A Critical Introduction* (Vol. 16). Wiley and Sons ltd. East Sussex, U.K. Ch 1 (pp.10-25).

3. Environmental Movements in India [Weeks 11-14]

3.1.1. Guha, R. Chipko : Social history of an environmental movement. In Ghanshyam Shah ed.(2002). *Social Movements and the State* (Vol. 4). Sage Publications Pvt. Ltd., Ch. 16 (pp.423-454).

3.2.1. Khagram, S., Riker, J. V., & Sikkink, K. (2002).Restructuring the global politics of development: The Case of India's Narmada Valley Dams. *Restructuring World Politics: Transnational Social Movements, Networks, and Norms* (Vol. 14). U of Minnesota Press. (pp.206-30).

3.3.1. Padel, F., & Das, S. (2008). Orissa's highland clearances: The reality gap in R & R. *Social Change*, 38(4), 576-608.

3.3.2. Scoones, I. (2008). Mobilizing against GM crops in India, South Africa and

Brazil. *Journal of Agrarian Change*, 8(2-3), 315-344.

3.4.1. Baviskar, Amita: *In the belly of the river : Tribal Conflicts over Development in the Narmada Valley*, 1995, delhi, Oxford University Press (Introduction Chapter.

3.4.2. Omvedt's, Gail : An Open Letter to Arundhati Roy, Outlook December 19, 2008(e-source) narmada.org/debates/gmail.open.letter.html.

[Projects, feature films and documentary screenings and field visits will be undertaken by students through the course]

SUGGESTED READINGS

Students will not be examined on the suggested readings but may use them for projects, and presentations that will be woven into the course.

Guha, R., & Alier, J. M. (1998). The environmentalism of the poor. In *Varieties of environmentalism: Essays North and South*. New Delhi: Oxford University Press.

Osofsky, H. M. (2003). Defining Sustainable Development after Earth Summit 2002. *Loy. LA Int'l & Comp. L. Rev.*, 26, 111.

Baviskar, A. (1999). *In the Belly of the River: Tribal Conflicts over Development in the Narmada Valley*. Oxford University Press.

Discipline Specific Elective 09

Total Credit=6

Total Marks 80+20=100

Total Classes: 38

Total Tutorials: 7

Class duration: 1 class=1 hour

1 tutorial = 1 hour

6 classes per week

Societies in North East India

Course Objective:

The course aims at providing a sociological understanding of Societies in North East India. It seeks to provide a multi-dimensional understanding of North East India with respect to social, historical, political and economic dimensions. Further, this course aims to provide a sociological understanding of the specificity of world views of diverse communities along with the emerging socio economic processes of the region.

	Classes	Tutorials	Marks
1.Understanding North East India:	10	1	25
1.1 North East India as Illusive concept			
1.2 Historical evolution of the region			
1.3 Socio-political and economic diversities of North East India			
1.4 Demographic Structure and Changing patterns			
2.Conceptual framework to study Societies in North East India:	8	2	15
2.1 Caste, Class and Tribe			
2.2 Race, Ethnicity and Nationalism			
2.3 Development and Displacement, Land Alienation			
3.Societies in North East India and their World views:	8	2	15
3.1 Family, Marriage and Kinship			
3.2 Religions, Beliefs and Customs			
3.3 Tribal Mode of Production.			
4.Emerging Social Processes in North East India:	12	2	25
4.1 Identity Politics: Ethnic Assertions; Nationalism and Sub-nationalism in North East India.			
4.2 Changing land relations: Agrarian crisis, Commoditization and Privatization of land, Land alienation and displacement			
4.3 Emerging Power Structure: Role of Elite and Middle class.			
4.4 Globalization and Societies of North East India			

Course Contents and Itinerary

1. Understanding North East India:

(3 Weeks)

Chaube, S. K., 1973, *Hill Politics in North East India*, Bombay: Orient Longman.

Choudhury, Sujit, 1999, *The North East: A Concept Re-examined* in Kailash S. Aggarwal (ed) Dynamics of Identity and Inter Group Relations in North East India, Shimla: Indian Institute of Advanced Study.

Guha, Amalendu, 1977, *Planter Raj to Swaraj: Freedom Struggle and Electoral Politics in Assam*, New Delhi: Tulika Books.

Misra, Udayon, 2000, *The Periphery Strikes Back: Challenges to the Nation State in Assam and Nagaland*, Shimla: Indian Institute of Advanced Study.

2. Conceptual framework to study Societies in North East India: (4-6 Weeks)

Bhadra, Ranjit K., 1991, *Caste and Class: Social Stratification in Assam*, Delhi: Hindustan Publishing Corporation.

Brass, Paul R. 1991, *Ethnicity and Nationalism Theory and Comparison*. New Delhi: Sage Publication.

Fernandes, Walter and Gita Bharali, 2011, *Uprooted for whose benefits-Development induced displacement in Assam-1947-2000*, Guwahati: North Eastern Social Research Centre.

Hussain, Monirul, 2008, *Interrogating Development: State, Displacement and Popular Resistance in North East India*, New Delhi: Sage Publication.

Karna, M. N. 2004, *Agrarian Structure and Land Reforms in Assam*. Delhi: Regency.

Karna, M. N.; 1999; Language, Region and National Identity in *Sociological Bulletin*; Vol 48; No 1 & 2; pp 75-96.

3. Societies in North East India and their World views: (7-10 weeks)

Biswas, P. and C. Suklabaidya, 2007, *Ethnic Life Worlds in Northeast India*. New Delhi: Sage Publications.

Guha, A. 1991, *Medieval and Early Colonial Assam: Society, Polity, Economy*. Calcutta: Centre for Studies in Social Sciences.

Karna, M.N. 1999, 'Ethnic Identity and socio-economic processes in north-east India.' in *Dynamics of identity and Intergroup Relations in North-East India*, Kailash S. Aggarwal ed. Shimla: Indian Institute of Advanced study.

Nath, D., 2011, *Religion and Society in North East India*. Guwahati: DVS Publishers.

Subba, T. B. & G.C. Ghosh (Eds.), 2003, *The Anthropology of North-East India*. New Delhi: Orient Longman.

4. Emerging Social Processes in North East India: (11-14 Weeks)

Gogoi, Akhil, 2011, *Morubhumi Ahe Lahe Lahe* (in Assamese) , Guwahati Akhar Prakakhan

Baruah, S. 1999, *India against Itself: Assam and the Politics of Nationality*. New Delhi: Oxford University Press.

Baruah, Sanjib. 2007, *Durable Disorder*, New Delhi: Oxford University Press.

Bhaumik, Subir, 2009, *Troubled Periphery: Crisis of India's North East*, New Delhi : Sage.

Bora, A.K., 2012, *Modernisation of the Tribal Communities: A study based on Sociology of Science of the Misings and Karbies of Assam*, New Delhi: Akansha Publishing House.

- Dilip Gogoi (Edited), 2016, *Unheeded Hinterland: Identity and Sovereignty in Northeast India*. New Delhi: Routledge.
- Fernandes, Walter and Gita Bharali, 2011, *Uprooted for whose benefits-Development induced displacement in Assam-1947-2000*, Guwahati: North Eastern Social Research Centre.
- Gohain, Hiren, 1973, Origin of the Assamese Middle Class, *Social Scientist*, Vol. 2, No. 1, pp. 11-26.
- Guha, Amalendu and Arvind N. Das, 1974, Origin of the Assamese Middle Class: A comment, In *Social Scientist*, Vol. 2, No. 6/7, pp. 59-66.
- Mahanta, Dr. Prafulla, 1991, *Asomiya Madhyabittta Shreener Itihas* (in Assamese), Guwahati: Bhabani Print and Publications.
- Sharma, C. K. 2000, "Assam: Tribal Land Alienation: Government's Role" in *Economic and Political Weekly*, 36 (52), pp. 4791-4795

Course Code: BC409T

Core Course IX: Plant Ecology and Phytogeography

The objective of this course is to expose the students to interaction of plant with its surroundings and also the geographic distribution of different plants

(Credits: Theory-4, Practical-2)

THEORY

Lectures: 60

Unit 1: Introduction

(4 lectures)

Basic concepts; Levels of organization. Inter-relationships between the living world and the environment, the components and dynamism, homeostasis.

(15 lectures)

Unit 2: Soil : Importance, Origin, Formation, Composition, Physical, Chemical and Biological components, Soil profile, Role of climate in soil development; **Water:** Importance, States of water in the environment, Atmospheric moisture, Precipitation types (rain, fog, snow, hail, dew); Hydrological Cycle, Water in soil, Water table. **Light, temperature, wind and fire** Variations, adaptations of plants to their variation.

Unit 3: Biotic interactions:

(5 lectures)

Trophic organization, basic source of energy, autotrophy, heterotrophy; symbiosis, commensalism, parasitism;

Unit 4: Population ecology:

(6 lectures)

Characteristics and Dynamics .Ecological Speciation

Unit 5: Plant communities

(6 lectures)

Concept of ecological amplitude; habitat and niche; Characters: analytical and synthetic; Ecotone and edge effect; Dynamics: succession – processes, types; climax concepts.

Unit 6: Ecosystems: Structure and Function

(12 lectures)

Ecological pyramids. Principles and models of energy flow; Production and productivity; Ecological Biogeochemical cycles; Cycling of Carbon, Nitrogen and Phosphorus.

Unit 7: Phytogeography

(12 lectures)

Principles; static and dynamic phytogeography, Continental drift; Theory of tolerance; Endemism; Brief description of major terrestrial biomes (one each from tropical, temperate & tundra); Phytogeographical regions of India; Local Vegetation.

Course Code: BC409P
Core Course IX - Practical: Plant Ecology and Phytogeography

- ✓ 1. Study of instruments used to measure microclimatic variables: Soil thermometer, maximum and minimum thermometer, anemometer, psychrometer/hygrometer, rain gauge and lux meter.
- ✓ 2. Determination of pH of various soil and water samples (pH meter, universal indicator/Lovibond comparator and pH paper)
3. Analysis for carbonates, chlorides, nitrates, sulphates, organic matter and base deficiency from two soil samples by rapid field tests.
- ✗ 4. Determination of organic matter of different soil samples by Walkley & Black rapid titration method.
- ✓ 5. Comparison of bulk density, porosity and rate of infiltration of water in soils of three habitats.
6. Determination of dissolved oxygen of water samples from polluted and unpolluted sources.
- ✓ 7. (a). Study of morphological adaptations of hydrophytes and xerophytes (four each).
(b). Study of biotic interactions of the following: Stem parasite (*Cuscuta*), Root parasite (*Orobanch*) Epiphytes, Predation (Insectivorous plants).
- ✓ 8. Determination of minimal quadrat size for the study of herbaceous vegetation in the college campus, by species area curve method (species to be listed).
- ✓ 9. Quantitative analysis of herbaceous vegetation in the college campus for frequency and comparison with Raunkiaer's frequency distribution law.
10. Quantitative analysis of herbaceous vegetation for density and abundance in the college campus.
11. Field visit to familiarise students with ecology of different sites.

Suggested Readings

1. Odum, E.P. (2005). Fundamentals of ecology. Cengage Learning India Pvt. Ltd., New Delhi. 5th edition.
2. Singh, J.S., Singh, S.P., Gupta, S. (2006). Ecology Environment and Resource Conservation. Anamaya Publications, New Delhi, India.
3. Sharma, P.D. (2010). Ecology and Environment. Rastogi Publications, Meerut, India. 8th edition.
4. Wilkinson, D.M. (2007). Fundamental Processes in Ecology: An Earth Systems Approach. Oxford University Press. U.S.A.
5. Kormondy, E.J. (1996). Concepts of ecology. PHI Learning Pvt. Ltd., Delhi, India. 4th edition.

12/

BOTANY MAJOR VII
BOTMT-303

Microbiology and Biotechnology:

Marks: 48 End+12 IA = 60

Objective of the course: The main aim of this course is to introduce the students with the basic knowledge of microbiology and biotechnology in the light of recent developments.

Microbiology:

Marks: (32+8)=40

- ✓ Unit -1: Contribution of scientists for development of microbiology.
- Unit -2: Classification of micro-organisms and characteristic features of different groups of micro-organisms, brief knowledge of bacteria, cyanobacteria, virus, bacteriophage, mycoplasma (Structure, reproduction and importance).
- ✓ Unit -3: Elementary principles of isolation, and cultivation of micro-organisms and pure culture concept; General ecology of soil microflora, mycorrhiza and bacteriorrhiza.
- ✓ Unit -4: Microbiology of food, milk and water.

Unit -5: Importance of micro-organisms for human welfare, elementary knowledge of disease caused by microbes to man, and plants (only two diseases from each group, mentioning causal organism, symptoms and control measures).

Marks: (16+4)=20

Biotechnology:

Unit - 1: Introduction, scope of biotechnology, recent advances in biotechnology, application of biotechnology in agriculture and industry, concepts pertaining to biofertilizers.

Unit - 2: Genetic Engineering and its merits and demerits

Unit - 3: Tissue culture: basic principle, medium, protoplast fusion and somatic hybridization.

Unit - 4: Basic knowledge of industrial microbiology with reference to production of Alcohol, Vinegar and Antibiotic.

**BOTANY MAJOR
BOTMP-304**

Marks: 40(32 End+8 IA)

Use of the following apparatus - Hot air oven, autoclave, incubator, sterilization techniques/methods, preparation of different types of media and cultures, dilution plate technique, staining of bacteria, slide preparations, demonstration of tissue culture techniques.

**SCHEME OF THE PRACTICAL EXAMINATION:
(End Semester)**

Time: 4 hrs.

Marks:32

1. Different techniques (Microbiological /Biotechnological)	12
2. Demonstration	10
3. Practical record book	5
4. Viva-Voce	5
Total	32

Course Code: ZC102T
CORE COURSE II:
PRINCIPLES OF
ECOLOGY

**The objective of the course is to familiarize the students with fundamentals of ecology and impacts of ecological factors on living organisms.*

THEORY

(Credits 4)
(Lectures=60)

Unit 1: Introduction to Ecology

6 Lectures

History of ecology, Autecology and synecology, Levels of organization, Laws of limiting factors, Study of abiotic factors

Unit 2: Population

24 Lectures

Unitary and Modular populations

Unique and group attributes of population: Density, natality, mortality, life tables, fecundity tables, survivorship curves, age ratio, sex ratio, dispersal and dispersion Exponential and logistic growth, equation and patterns, r and K strategies Population regulation - density-dependent and independent factors Population interactions, Gause's Principle with laboratory and field examples, Lotka-Volterra equation for competition and Predation, functional and numerical responses

Unit 3: Community

12 Lectures

Community characteristics: species richness, dominance, diversity, abundance, vertical stratification, Ecotone and edge effect; Ecological succession with hydrosere

Theories pertaining to climax community

Unit 4: Ecosystem

14 Lectures

Types of ecosystems with one example in detail (Forest ecosystem), Food chain: Detritus and grazing food chains, Linear and Y-shaped food chains, Food web, Energy flow through the ecosystem, Ecological pyramids and Ecological efficiencies

Nutrient and biogeochemical cycle with Nitrogen cycle as an example

Human modified ecosystem

Unit 5: Applied Ecology

4 Lectures

Concept of wildlife conservation (Usefulness, causes and consequences of degradation); Management strategies

Course Code: ZC102P

PRINCIPLES OF ECOLOGY

PRACTICALS

(Credits 2)

1. Study of life tables and plotting of survivorship curves of different types from the hypothetical/real data provided
2. Determination of population density in a natural/hypothetical community by quadrat method and calculation of Shannon-Weiner diversity index for the same community
3. Study of an aquatic ecosystem: Phytoplankton and zooplankton, Measurement of area, temperature, turbidity/penetration of light, determination of pH, and Dissolved Oxygen content (Winkler's method) and free CO₂
4. Report on a visit to National Park/Biodiversity Park/Wild life sanctuary/Reserved forest

SUGGESTED READINGS

- ☐ Colinvaux, P. A. (1993). Ecology. II Edition. Wiley. John and Sons, Inc.
- ☐ Krebs, C. J. (2001). Ecology. VI Edition. Benjamin Cummings.
- ☐ Odum, E.P., (2008). Fundamentals of Ecology. Indian Edition. Brooks/Cole
- ☐ Robert Leo Smith Ecology and field biology Harper and Row publisher
- ☐ Ricklefs, R.E., (2000). Ecology. V Edition. Chiron Pres

GE IV: ENVIRONMENT AND PUBLIC HEALTH

GE 4th Sem

THEORY

(Credits 4)
(Lectures=60)

UNIT I: Introduction P.D

12 Lectures

Sources of Environmental hazards, hazard identification and accounting, fate of toxic and persistent substances in the environment, dose Response Evaluation, exposure Assessment.

✓ UNIT II Climate Change AKD

10 Lectures

Greenhouse gases and global warming, Acid rain, Ozone layer destruction, Effect of climate change on public health

Unit III Pollution P.D

10 Lectures

Air, water, noise pollution sources and effects, Pollution control

Unit IV Waste Management Technologies ABG

18 Lectures

Sources of waste, types and characteristics, Sewage disposal and its management, Solid waste disposal, Biomedical waste handling and disposal, Nuclear waste handling and disposal, Waste from thermal power plants, Case histories on Bhopal gas tragedy, Chernobyl disaster, Seveso disaster and Three Mile Island accident and their aftermath.

✓ Unit 5 Diseases ARD

10 Lectures

Causes, symptoms and control of tuberculosis, Asthma, Cholera, Minamata disease, typhoid

GE VIII:
INSECT VECTORS AND DISEASES

2nd Sem GE

THEORY

(Credits 4)
(Lectures=60)

Unit I: Introduction to Insects

6 Lectures

General Features of Insects, Morphological features, Head – Eyes,
Types of antennae, Mouth parts w.r.t. feeding habits

Unit II: Concept of Vectors

6 Lectures

Brief introduction of Carrier and Vectors (mechanical and biological vector),
Reservoirs, Host-vector relationship, Vectorial capacity, Adaptations as
vectors, Host Specificity

Unit III: Insects as Vectors

8 Lectures

Classification of insects up to orders, detailed features of orders with insects as
vectors – Diptera, Siphonaptera, Siphunculata, Hemiptera

Unit IV: Dipteran as Disease Vectors

24 Lectures

Dipterans as important insect vectors – Mosquitoes, Sand fly, Houseflies;

Study of mosquito-borne diseases – Malaria, Dengue, Chikungunya, Viral
encephalitis, Control of mosquitoes

Study of sand fly-borne diseases – Visceral Leishmaniasis, Cutaneous
Leishmaniasis, Phlebotomus fever; Control of Sand fly

Study of house fly as important mechanical vector, Myiasis, Control of house fly

Unit IV: Siphonaptera as Disease Vectors

6 Lectures

Fleas as important insect vectors; Host-specificity, Study of Flea-borne diseases –
Plague, Typhus fever; Control of fleas

Unit V: Siphunculata as Disease Vectors

4 Lectures

Human louse (Head, Body and Pubic louse) as important insect vectors; Study of
louse-borne diseases –Typhus fever, Relapsing fever, Trench fever
Control of human louse

Unit VI: Hemiptera as Disease Vectors

6 Lectures

Bugs as insect vectors; Blood-sucking bugs; Chagas disease, Bed
bugs as mechanical vectors, Control and prevention measures

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 carbonyl chloride) 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, Anamlaya 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-602**
(Industrial Chemicals and Environment)

Contact Hours: 60

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

Objective of the Course: To impart knowledge about nuclear pollution, ecosystem, handling of industrial gases, semi conductor technology etc.

Expected Learner Outcome: Students will gain an understanding of

- i. Store and handle different types of industrial gases and chemicals
- ii. Semiconductor technology
- iii. The effect of hazardous chemicals, purification method of water and industrial waste management.

Unit I: Industrial Gases and Inorganic Chemicals

Industrial Gases: Large scale production, uses, storage and hazards in handling of the following gases: Oxygen, nitrogen, argon, neon, helium, hydrogen, acetylene, carbon monoxide, chlorine, fluorine, sulphur dioxide and phosgene.

Inorganic materials: Manufacture, application, analysis, and hazards in handling of the following chemicals: hydrochloric acid, nitric acid, sulphuric acid, caustic soda, common salt, borax, bleaching powder, sodium thiosulphate, hydrogen peroxide, potash alum, chrome alum, potassium dichromate and potassium permanganate.

10 Lectures, Marks - 10

Unit II: Industrial Metallurgy

Preparation of metals (ferrous and non ferrous) and ultrapure metals for semiconductor technology.

4 Lectures, Marks - 4

Unit III: Environment and its segments

Ecosystem, Biogeochemical cycles of carbon, nitrogen and sulphur.

Air Pollution: Major regions of atmosphere. Chemical and photochemical reactions in atmosphere. Air pollutants: types, sources, particle size and chemical nature. Photochemical smog: its constituents and photochemistry. Environmental effects of ozone, major sources of air pollution.

Pollution by SO₂, CO₂, CO, NO_x, H₂S and other foul smelling gases, Methods of estimation of CO, NO_x, SO_x and control procedures.

Effects of air pollution on living organisms and vegetation. Greenhouse effect and Global warming, Ozone
 Lection by oxides of nitrogen, chlorofluorocarbons and halogens, removal of sulphur from coal.
 Control of particulates.
Water pollution: Hydrological cycle, water resources, aquatic ecosystems, Sources and nature of water pollutants, Techniques for measuring water pollution, Impacts of water pollution on hydrological and ecosystems.
 Water purification methods. Effluent treatment plants (primary, secondary and tertiary treatment). Industrial effluents from the following industries and their treatment: electroplating, textile. Tannery, diary, petroleum and petrochemicals, agro, fertilizers etc. Sludge disposal.
 Industrial waste management, incineration of waste. Water treatment and purification (Reverse osmosis, electro dialysis, ion-exchange). Water quality parameters for waste water, industrial water and domestic water.

30 Lectures, Marks - 30

Unit IV: Energy & Environment

Sources of energy: Coal, petrol and natural gas. Nuclear Fusion/ Fission, Solar energy, Hydrogen, Geothermal, Tidal and Hydel etc.

Nuclear pollution: Disposal of nuclear waste, nuclear disaster and its management.

10 Lectures, Marks - 8

Unit V: Biocatalysis

Introduction to biocatalysis: Importance in “ Green Chemistry” and “ Chemical Industry”

6 Lectures, Marks - 4

Reference Books:

1. E. Stocchi: *Industrial Chemistry*, Vol-1, Ellis Horwood Ltd, UK.
2. R. M. Felder, R. W. Rousseau: *Elementary Principles of Chemical Processes*, Wiley Publishers, New Delhi
3. J. A. Kent: *Riegel's Handbook of Industrial Chemistry*, CBS Publishers, New Delhi
4. S.S.Dara: *A Textbook of Engineering Chemistry*, S. Chand & Company Ltd, New Delhi
5. K.De, *Environmental Chemistry*: New Age International Pvt. Ltd., New Delhi
6. S. M. Khopkar, *Environmental Pollution Analysis*: Wiley Eastern Ltd, New Delhi
7. S.E. Manahan, *Environmental Chemistry*, CRC Press (2005)
8. G. T. Miller, *Environmental Science*, 11th Ed. Brooks/ Cole(2006)
9. A. Mishra, *Environmental Studies*. Selective and Scientific Books, New Delhi (2005)



OFFICE OF THE REGISTRAR:: DIBRUGARH UNIVERSITY:DIBRUGARH

Ref. No: DU/DR-A/6-1/20/74

Date: 20.01.2020.

NOTIFICATION

As recommended by the Board of Studies in Life Sciences, the Hon'ble Vice Chancellor, Dibrugarh University is pleased to approve the Syllabus of the 2 Credit Ability Enhancement Compulsory Course on Environmental Studies (Course Code: EVS CBCS) prescribed for all Under Graduate Degree Programmes in the Choice Based Credit System under report to the Under Graduate Board and Academic Council, Dibrugarh University. The Syllabus shall come into effect from the academic session 2019-2020. The Syllabus is enclosed with this Notification as Annexure A.

Issued with due approval.

Sd/- Dr. B.C. Borah
Joint Registrar (Academic)
Dibrugarh University

Copy to:

1. The Vice-Chancellor, Dibrugarh University for favour of information.
2. The Deans, Dibrugarh University.
3. The Registrar, Dibrugarh University for favour of information.
4. The Controller of Examinations, Dibrugarh University for favour of information and the needful.
5. The Director, Directorate of Open and Distance Learning, Dibrugarh University.
6. The Director, College Development Council, Dibrugarh University for favour of information.
7. The Principals/ Registrars/ Directors of the Colleges/ Departments/ Centres/ Institutes conducting the Under Graduate Degree Programmes in CBCS for favour of information and the needful. They are requested to download the syllabus from the website **www.dibru.ac.in**.
8. The Joint/ Deputy Controller of Examinations (A, B & C), Dibrugarh University for favour of information and needful. A copy of the Syllabus is enclosed herewith.
9. The Programmer, Dibrugarh University for information and the needful.
10. File.

Sd/-Dr. B.C. Borah
Joint Registrar (Academic)
Dibrugarh University.



Annexure: A

**DIBRUGARH UNIVERSITY SYLLABUS FOR ENVIRONMENTAL STUDIES
FOR ALL UNDER GRADUATE DEGREE PROGRAMMES
IN CBCS**

(Approved under report to Under Graduate Board and Academic Council and Notified vide
Ref. No. DU/DR-A/6-1/20/74 dated 20.01.2020)

A. Vision

The importance of Environmental Studies cannot be disputed. The need for sustainable development is a key to the future of mankind. The degradation of our environment is linked to continuing problems of pollution, loss of forest, solid waste disposal, issues related to economic productivity and national as well as ecological security. The increasing levels of global warming, the depletion of the ozone layer and a serious loss of biodiversity have also made everyone aware of growing environmental concerns. The United Nations Conference on Environment and Development held in Rio De Janero in 1992, and the World Summit on Sustainable Development at Zoharbex in 2002 have drawn the attention of people around the globe to the developing condition of our environment. It is clear that no citizen of the earth can afford to be ignorant of environmental issues. Environmental management has become a part of the health care sector. Managing environmental hazards and preventing possible disasters has become an urgent need.

Human beings have been interested in ecology since the beginning of civilization. Even our ancient scriptures have included practices and values related with environmental conservation. It is now even more critical than ever before for mankind as a whole to have a clear understanding of environmental concerns and to follow sustainable development practices.

India is rich in biodiversity which provides various resources for people. It is also the basis for biotechnological development. Only about 1.8 million living organisms have been described and named globally. Still many more remain to be identified and described. Attempts are made to conserve them in ex-situ and in-situ situation. Intellectual Property Rights (IPRs) have become important in a biodiversity rich country like India to protect microbes, plants and animals that have useful genetic properties. Destruction of habitats, over use of energy resources and environmental pollution have been found to be responsible for the loss of a large number of life forms. It is feared that a large proportion of life on earth may get wiped out in the near future.

In spite of the developing status of the environment, the formal study of environment has so far not received adequate attention in our academic performances. Recognition thus the Hon'ble Supreme Court directed the UGC to introduce a basic course on environment for every student. Accordingly the matter was considered by the UGC and it was decided that a six months compulsory core module course in environmental studies may be prepared and compulsorily implemented in all the Universities/ Colleges in India. The Expert Committee appointed by the UGC has looked into all the pertinent questions, issues and other relevant matters. This was followed by framing of the Core Module Syllabus for Environmental Studies for undergraduate courses of all branches of Higher Education. The Committee is deeply conscious that there are bound to be gaps between what is considered ideal and the present syllabus. The Committee has attempted to minimize the gaps by intellectual and material inputs.

The success of this course will however depend on the initiative and drive of the teachers and their students.

-Members of the Curriculum Development Committee

RULES FOR CONDUCTING THE 'ENVIRONMENTAL STUDIES' COURSE IN CBCS

1. There shall be a compulsory Course (paper) on Environmental Studies to be offered in all Under Graduate Teaching Programmes of Dibrugarh University.
2. The End Semester/Term Examination on the Environmental Studies Course shall be held for 100 marks covering all units of the syllabus approved by the University.
3. The question pattern of the Environmental Studies Course shall be Multiple Choice Objective Type comprising of 50 questions carrying 2 marks each. The candidates shall have to write the answers in the response sheet provided by the University.
4. There shall be no internal assessment and the students need not to prepare Field Study report on the course.
5. The End Semester/Term Examination of the Environmental Studies Course for all Under Graduate Teaching Programmes of Dibrugarh University shall be held on the same date as per schedule to be modified.
6. The duration of the examination of the Environmental Studies Course shall be of 90 minutes.
7. A candidate must secure at least 40 marks in order to pass in the Environmental Studies Course. The marks secured in the Course by a candidate shall be awarded in grades and that shall be shown in the Mark sheet / Grade sheet as below:

Letter Grade with meaning		Grade Point *
O	Outstanding	10 (Marks securing above 90%)
A+	Excellent	9 (Marks securing 80%-90%)
A	Very Good	8 (Marks securing 70% -80%)
B+	Good	7 (Marks securing 60% -70%)
B	Above Average	6 (Marks securing 50% -60%)
P	Pass	5 (Marks securing 40% -50%)
F	Fail	0 (Marks securing below 40%)
Abs	Absent/ Incomplete	0

* Exclusive Class Interval Technique shall be followed in calculation of Grade Point.

8. A candidate who fails in the Environmental Studies Course shall be entitled to two additional consecutive chances to clear the Course.
9. A candidate who does not pass in the Environmental Studies Course shall not be qualified for the relevant degree.
10. The marks/grades secured by the candidates in the Environmental Studies Course shall be reflected in the overall performance of the students.



**DIBRUGARH UNIVERSITY SYLLABUS FOR ENVIRONMENTAL STUDIES
FOR ALL UNDER GRADUATE DEGREE PROGRAMMES
IN CBCS**

Type of the Course: Ability Enhancement Compulsory Course (AECC)

Course Code: EVS CBCS

Total Marks: 100

Total Classes: 64

Total Credit: 2

Unit 1 : The Multidisciplinary nature of environmental studies

Classes : 4

Marks : 5

Definition, scope and importance

Need for public awareness.

Unit 2 : Natural Resources :

Classes : 10

Marks : 20

Renewable and non-renewable resources:

- Natural resources and associated problems.
- a) Forest Resources: Use and over-exploitation, deforestation. Timber extraction, mining, dams and their effects on forests and tribal people.
- b) Water resources: Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems.
- c) Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources, case studies.
- d) Food resources: World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, and salinity.
- e) Energy resources: Growing energy needs, renewable and non-renewable energy sources, use of alternate energy sources.
- f) Land resources: Land as a resource, land degradation, man-induced landslides, soil erosion and desertification.
- Role of an individual in conservation of natural resources.
- Equitable use of resources for sustainable lifestyles.

Unit 3: Ecosystems

Classes : 10

Marks : 17

- Concept of an ecosystem.
- Structure and function of an ecosystem.
- Producers, consumers and decomposers.
- Energy flow in the ecosystem.
- Ecological succession.

- Food chains, food webs and ecological pyramids.
- Introduction, types, characteristics features, structure and function of the following ecosystem:
 - a. Forest ecosystem
 - b. Grassland ecosystem
 - c. Desert ecosystem
 - d. Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)

Unit 4: Biodiversity and its conservation

Classes : 10
Marks : 16

- Introduction – Definition: genetic, species and ecosystem diversity.
- Biogeographically classification of India
- Value of biodiversity: consumptive use, productive use, social, ethical, aesthetic and option values
- Hot-spots of biodiversity – India.
- Threats to biodiversity: habits loss, poaching of wildlife, man-wildlife conflicts.
- Endangered and endemic species.
- Conservation of biodiversity: in-situ Ex-situ conservation of biodiversity.

Unit 5: Environmental Pollution

Classes : 10
Marks : 17

- Definition, Causes, effects and control measures of :
 - a. Air pollution
 - b. Water pollution
 - c. Soil pollution
 - d. Noise pollution
 - e. Thermal pollution
 - f. Nuclear hazards
- Solid waste Management: Causes, effects and control measures of urban and industrial wastes – biodegradable and non biodegradable wastes.
- Role of an individual in prevention of pollution.
- Disaster Management: Floods, earthquake, cyclone and landslides.

Unit 6: Social Issues and the Environment

Classes : 10
Marks : 15

- From Unsustainable to Sustainable development.
- Water conservation, rain water harvesting, watershed management.
- Resettlement and rehabilitation of people, its problems and concerns.
- Environmental ethics.
- Climate change, global warming, acid rain, ozone layer depletion, unclear accidents and holocaust.
- Wasteland reclamation.
- Consumerism and waste products.
- Environmental Legislation.
- Public awareness.

Unit 7: Human Population and the Environment

Classes : 10

Marks : 10

- Population growth, variation among nations.
- Population explosion – Family Welfare Programme.
- Environment and human health and hygiene (including Sanitation and HIV/AIDS) etc.
- Role of Information Technology in Environment and Human Health.

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1. Rajagopalan, R. 2018 Environmental Studies- From Crisis To Cure, Oxford University Press, New Delhi.
2. Agarwal, K.C. 2001 Environmental Biology, Nidi publ. Ltd. Bikaner.
3. Bharucha Earch, The Biodiversity of India, Mapin Publishing Pvt. Ltd. Ahmadabad – 380 013, India Email: Mapin@icenet.net (R)
4. Bharucha Erach, Text book on Environmental Studies, UGC, New Delhi
5. Borua P.K., J.N.Sarma and others, A Text book on Environmental Studies, Banlata, Dibrugarh
6. Brunner R.C., 1989 Hazardous Waste Incineration, McGraw Hill Inc. 480p.
7. Clark R.S., Marine Pollution, Clanderson Press Oxford (TB).
8. Cunningham, W.P. Cooper, T.H. Gorhani, E & Hepworth, M.T. 2001, Environmental Encyclopedia, Jacio Publ. House, Mumbai, 1196p.
9. De A.K., Environmental Chemistry, Wiley Eastern Ltd.
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12. Gleick, H.P. 1993. Water in crisis, Pacific Institute for Studies in Dev., Environment & Security, Stockholm Env. Institute. Oxford Univ. Press 473p.
13. Hawkins R.E., Encyclopedia of Indian Natural History, Bombay Natural History Society, Bombay (R).
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15. Jadav, H & Bhosale, V.M. 1995. Environmental Protection and Laws. Himalaya Pub. House, Delhi 284p.
16. Joshi P.C. and Namita Joshi, A Text book of Ecology and Environment, Himalaya Publishing
17. Kaushik Anubha and C.P.Kaushik ,Perspective in Environmental Studies, New Age International
18. Mckinney, M.L. & Schooh, R.M. 1996. Environmental Science systems & Solution, Web enhance/edition. 639p.
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20. Miller T.G. Jr. Environmental Science, Wadsworth Publishing Co. (TB).
21. Odum, E.P. 1911 Fundamentals of Ecology. W.B. Saunders Co. USA, 574p.
22. Rao M.N. & Datta, A.K. 1987. Waste Water treatment. Oxford & IBH Publ. Co. Pvt. Ltd. 345p.
23. Sharma B.K., 2001. Environmental Chemistry. Goel Publ. House, Meerut.
24. Survey of the Environment, the Hindu (M).
25. Townsend C., Harper J and Michael Begon, Essentials of Ecology, Blackwell Science (TB).
26. Trivedi R.K. Handbook of Environmental Laws, Rules, Guidelines, Compliances and Standards, Vol I and II, Enviro Media (R).
27. Trivedi R.K. and P.K. Goel, Introduction to air pollution, Techno-Science Publications (TB).
28. Wagner K.D., 1998. Environmental Management. W.B. Saunders Co. Philadelphia, USA 499p.
(M) Magazine (R) Reference (TB) Textbook

Dibrugarh University

NSS(Skill Based Courses) at UG Level

The NSS subject will be offered in the undergraduate programmes of Dibrugarh University as skill based courses with two courses. The total credits will be 8 (each course will be of 4 credits each). It has been developed on the lines of the UGC regulations for Skill Based Courses. The objectives of the NSS (Skill Based Courses) are:

1. To enable NSS volunteers at the undergraduate level to undergo a formal course of study so as to supplement their voluntary work.
2. To equip NSS volunteers with some necessary skills to volunteer better.
3. To help NSS volunteers to look for other avenues of livelihood in the form of entrepreneurial ventures.

Dibrugarh University

Syllabus of NSS (Skill Based Courses) at UG Level

Course Code : NSS01

Course Name : NSS and Youth Development

Objectives : The main objectives of this course are:

1. To help learners know about NSS in the context of youth, community and voluntary service.
2. To appreciate the importance of health, hygiene and sanitation for a healthy nation.
3. To propagate Yoga as a way of healthy living.

Credit : 4 (3 – 0 – 1)

Outcome : Learners will have the knowledge about NSS and its role in the fields of health, hygiene and sanitation so as to build a strong country. They will be able to use Yoga for healthy living.

Unit	Topics	Contact Hours		
		Lectures	Tutorials	Practicals
1	Introduction to NSS History, philosophy, aims and objectives of NSS; NSS Insignia, Organization of NSS, Funding; Regular Activities; Special Camping; Adopted village; Maintaining records, Collaboration with other Govt. agencies, NGOs	6	0	0
2	Life Competencies & Youth Leadership Definition and importance of life competencies; communication and soft skills; Using the Internet; Youth leadership	8	0	0
3	Health, Hygiene and Sanitation Importance of health, hygiene and sanitation; Various Govt. programmes	5	0	5
4	Youth Health Healthy lifestyles; HIV/AIDS, drugs and substance abuse; First aid	7	0	5
5	Youth and Yoga History and philosophy of yoga; Yoga for healthy living	7	0	12

Total Lectures: **33**

Project: 22 hours of community/volunteer work promoting the issues as mentioned in Units 3, 4 and 5. The internal assessment will be based on the project.

Suggested Readings:

1. NSS Manual
2. National Youth Policy Document
3. National Service Scheme - A Youth Volunteers Programme For Under Graduate Students As Per UGC Guidelines by J D S Panwar, A K Jain & B K Rath (Astral)
4. Communication Skills by N Rao & R P Das (HPH)
5. Light on Yoga by B K Iyenger (Thorsons)

Dibrugarh University

Syllabus of NSS (Skill Based Course) at UG Level

Course Code : NSS02

Course Name : NSS in Social-economic Development

Objectives : The main objectives of this course are:

1. To help learners know about environmental issues and disaster management.
2. To understand the role of entrepreneurship in social development.
3. To learn documentation and reporting.

Credit : 4 (3 – 0 – 1)

Outcome : Learners will learn to appreciate the concerns regarding the environment. They will have the background information to start a venture. They will also be able to prepare a socio-economic development plan.

Unit	Topics	Contact Hours		
		Lectures	Tutorials	Practicals
1	Environment Issues Environment conservation, Enrichment and Sustainability; Climate Change; Waste Management; Natural Resource Management	4	0	0
2	Disaster Management Introduction; Classification of disasters; Role of NSS in disaster management with more emphasis on disasters specific to NE India; Civil defence	10	0	0
3	Entrepreneurship Definition and meaning; Qualities of a good entrepreneur; Risks; Various policies aiding an entrepreneur	7	0	0
4	Funding a Venture Sources of funding and formalities	5	0	0
5	Documentation and Reporting Collection and analysis of data; Documenting, reporting and their dissemination	7	0	22

Total Lectures: **33**

Project: Developing a socio-economic development plan for a selected locality requiring at least **22 hours** of work. *The internal assessment will be based on the document that is prepared.*

Suggested Readings:

1. Biodiversity, Environment and Disaster Management by Shamna Hussain (Unique Publishers)
2. Environmental Studies by P K Pandey (Mahaveer Publications)
3. Fundamentals of Entrepreneurship by H Nandan (PHI)
4. Guide to Report Writing by Michael Netzley and Craig Snow (Pearson)

To be restructured as 2 Credit Course

SYLLABUS

SYLLABUS OF THE 3 MONTHS CERTIFICATE COURSE

INTRODUCTION

Despite our own true nature which is Blissful, people usually become far too distracted with their own mind and body and material objects. They lose sight of this fundamental truth. This false identification makes us feel imperfect, limited, sorrowful and at a loss. Yoga seeks to provide people with a way to cast off this ignorance and become aware of their true divine self. The goal is to free a person from those imperfections and to unite him or her with their supreme universal self. Yoga not only provides techniques for the growth of human beings from their animal level to heights of perfection, it carves out a way of life for them. Yoga way of life is characterized by peace and tranquility, harmony and health, love and happiness, precision and efficiency. The drive for such a way of happy life is not an indiscriminate instinctive drive of an animal-man. The drive is featured by discrimination, right understanding of happiness and harmony and a calculated adoption of a suitable value system congenial to the accomplishment of increasing happiness. The drive and the norms are prescribed by the Universal law.

Yoga education is the educational appendage to school and university knowledge. This education to give students physically and mentally for the integration of their physical, mental and spiritual faculties so that the students can be integrated to society with a sober mind of yoga and meditation.

Learning objectives

After going through this unit, it enhances to know:

- relate why Yoga education is significant in one's life;
- define Yoga according to Patañjali;
- identify some of the misconceptions about Yoga;
- trace the development of Yoga through the ages;
- explain how Yoga is useful in living a healthy life;
- name and demonstrate at least 6 yogic practices including āsanās, prāṇāyāma, and
- kriyas; and classify different yogic practices, useful in healthy living

EXPECTED LEARNING OUTCOMES: on completion of the course, the students will be able to:

1. know the meaning, characteristics and concept of YOGA
2. Understand about the practical knowledge of various kinds of Yoga

3. apply the knowledge various kinds of ASANA
4. Understand the meaning of Dhyana and its importance in day to day life
5. know about the meaning ,nature and relationship between the mental health and Yoga
6. Understand the applicability of Yoga in physical and Mental Health development

Course Content:

Unit	Content	Marks	L	P	
I	Concept of Yoga: 1.1 Introduction of Yoga, concept and characteristics of Yoga 1.2 Kinds of Yoga Practice 1.3 Components of Yogic Practice 1.4 concept of ASANA, purpose, classification of ASANAS, 1.5 Practice of ASANA	25	1 3 1 1 2	4	
II	Concept of PRANAYAMAS: 2.1 Meaning of PRANAYAMAS, Characteristics, purpose and importance. 2.2 Kinds of PRANAYAMAS 2.3 Practice of PRANAYAMAS	25	2 2	4	
III	DHYANA(MEDITATION AND YOGA NIDRA 3.1 Meaning and importance of DHAYANA 3.2 Practice of DHYANA	10	2 2	2	
IV	Mental Health and hygiene: 4.1 Meaning, nature and importance of Mental health and hygiene 4.2 Meaning, nature and importance of physical health and its maintenance by YOGA 4.2 Relation between Mental health and YOGA	20	1 1 2		
TOTAL		80	20	10	