

Syllabi

Four Year Undergraduate Programme (FYUGP)

Gauhati University

Effective from Academic Year 2023-24



GAUHATI UNIVERSITY

Guwahati-781014

Contents

ARTS

- 01. Arabic**
- 02. Assamese**
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- 08. Persian**
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SCIENCE

- 01. Geography**

Note: The contents are organized in alphabetical order. Other contents are going to be added subsequently to this version. This version is: NEP_syll_v1.0.

ARTS

**FYUGP CURRICULUM 2023
(AS PER NEP 2020)
MAJOR COURSE IN ARABIC**

In accordance with the Regulations of the Four Years
Under Graduate Programme (FYUGP, NEP) of Gauhati
University



**DEPARTMENT OF ARABIC
GAUHATI UNIVERSITY**

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

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GAUHATI UNIVERSITY

SUBJECT: ARABIC

STREAM: ARTS

TYPE OF DEGREE: BACHELOR DEGREE IN ARTS WITH MAJOR IN ARABIC

MEDIUM OF INSTRUCTION: ENGLISH /ARABIC/ASSAMESE

A Brief Outline of the FYUGP (NEP) Syllabus

In all courses

No. of total required classes: 60

No. of contact classes: 40

No. of non-contact classes: 20

In this syllabus

All are Theory papers

Practical credits: 0

Course designer:

Dr. Abu Bakkar Siddique

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UG SEMESTER-I							
COURSE LEVEL: 100-199				CONTACT HOURS: 60			
Sl. No.	Paper Code	Status/ Paper Type	Title of the Paper	Credit	Internal Marks	Final Marks	Total
1	ARA101	CORE COMPULSORY	BASICS OF ARABIC LANGUAGE	4	20	80	100
UG SEMESTER-II							
COURSE LEVEL: 100-199				CONTACT HOURS: 60			
2	ARA 102	CORE COMPULSORY	SYNTAX AND SEMANTICS OF ARABIC LANGUAGE	4	20	80	100
UG SEMESTER-III							
COURSE LEVEL: 200-299				CONTACT HOURS: 60			
3	MAJOR ARA201	COMPULSORY	ARABIC PROSE AND POETRY-I	4	20	80	100

UG SEMESTER-IV							
COURSE LEVEL: 200-299				CONTACT HOURS: 60			
4	Major-ARA202	COMPULSORY	ARABIC PROSE AND POETRY-II	4	20	80	100
5	Major-ARA203	(Disciplinary Elective)	FUNCTIONAL ARABIC-I	4	20	80	100
6	Major-ARA204	(Disciplinary Elective)	ARABIC TRANSLATION, COMPOSITION AND GRAMMAR	4	20	80	100
7	Major-ARA205	(Disciplinary Elective)	HISTORY OF ARABIC LITERATURE (FROM PRE-ISLAMIC TO EARLY ISLAMIC PERIOD)	4	20	80	100
UG SEMESTER-V							
COURSE LEVEL: 300-399				CONTACT HOURS: 60			
8	Major-ARA301	COMPULSORY	ARABIC PROSE AND POETRY-III	4	20	80	100
9	Major-ARA302	(Disciplinary Elective)	FUNCTIONAL ARABIC-II	4	20	80	100
10	Major-ARA 303	(Disciplinary Elective)	ARABIC GRAMMAR AND RHETORIC-I	4	20	80	100
11	Major-ARA304	(Disciplinary Elective)	HISTORY OF THE ARABS (PRE-ISLAMIC TO RASHIDUN CALIPHATE)	4	20	80	100
UG SEMESTER-VI							
COURSE LEVEL: 300-399				CONTACT HOURS: 60			
12	Major-ARA305	COMPULSORY	ARABIC PROSE AND POETRY-IV	6	20	80	100
13	Major-ARA306	(Disciplinary Elective)	FUNCTIONAL ARABIC-III	6	20	80	100

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14	Major- ARA 307	(Disciplinary Elective)	HISTORY OF MODERN ARABIC LITERATURE-I	6	20	80	100
15	Major- ARA308	(Disciplinary Elective)	HISTORY OF THE ARABS (UMAYYAD AND ABBASID)	6	20	80	100

PAPER WISE CONTENTS OF THE MAJOR PAPERS (15)

WITH LEARNING OUTCOMES

UG SEMESTER-I							
COURSE LEVEL: 100-199				CONTACT HOURS: 60			
Sl. No.	Paper Code	Status/ Paper Type	Title of the Paper	Credit	Internal Marks	Final Marks	Total
1	ARA101	CORE	BASICS OF ARABIC LANGUAGE	4	20	80	100

BASICS OF ARABIC LANGUAGE

- I. An Introduction to Language and its family **(15 classes)**
 - (a) Definition, origin and functions of language
 - (b) Semitic language and its family
 - (c) Arabic language : Standard and Colloquial
 - (d) Features and characteristics of Arabic language
- II. Arabic Alphabet and word formation **(15 classes)**
 - (a) Arabic Alphabet
 - (b) Shapes of Arabic letters
 - (c) Pronunciation of Arabic letters (مخارج الحروف)
 - (d) Moon and Sun letters
- III. Sentence formation in Arabic **(15 classes)**
 - (a) Usage of pronouns (الضمائر)
 - (b) Usage of demonstrative pronouns (اسماء الإشارة)
 - (c) Usage of Nominal sentences (الجملة الاسمية)
 - (d) Usage of Verbal sentences (الجملة الفعلية)
- IV. Practice of Arabic conversation **(15 classes)**
 - (a) Conversation at home
 - (b) Conversation over phone
 - (c) Conversation at school
 - (d) Conversation at market

Reading References:

1. Dr. V. Abdur Rahim: Durus Al Lughat Al Arabiyah li Ghairin Natiqitina Biha Vol. I and II
2. Prof. Syed Ahsanur Rahman : Teach yourself Arabic
3. Md. Harun Rashid Khalid Perwez : Arabic Conversation Book
4. Syed Nabi Hyderabad: Minhaj Al Arabiyah Vol. I, II and III
5. Dr. Golam Sarwar: Persian Linguistics
6. Dr. Bakshi Hazrat Ali Ahmed: Semiyo-Hamio Bhakhar Porichoy

Course Objectives:

To achieve basic information of Arabic language and its proficiency in speaking, reading and writing.

Learning outcomes:

1. The learners will be able to recognize Arabic alphabet and pronounce them correctly.
2. The course will help the learners in social interactions and be able to convey basic information in Arabic.
3. The course will guide the learners to comprehend simple written texts on common topics.
4. At the end of the course the students will be at ease to compose simple texts in Arabic.
5. The course will lead the students to comprehend simple audio-video texts in Arabic.

Graduate Attributes:

1. Creativity
2. Learning how-to-learn skills
3. Value inculcation

UG SEMESTER-II							
COURSE LEVEL: 100-199				CONTACT HOURS: 60			
Sl. No.	Paper Code	Status/ Paper Type	Title of the Paper	Credit	Internal Marks	Final Marks	Total
2	ARA 102	CORE	SYNTAX AND SEMANTICS OF ARABIC LANGUAGE	4	20	80	100

SYNTAX AND SEMANTICS OF ARABIC LANGUAGE

- I. Basic Grammar (15 classes)
 - (a) Words and parts of speech (الكلمة واقسامها)
 - (b) The pronouns (الضمائر)
 - (c) Demonstrative (اسماء الإشارة) and interrogative pronouns (حروف الاستفهام)
 - (d) Number and gender (العدد والجنس)
 - (e) Possession (الاضافة) and Adjective (الصفة)
- II. Verb (15 classes)
 - (a) Past Tense (الفعل الماضي)
 - (b) Present and future tense (الفعل المضارع)
 - (c) Imperative verb (فعل الامر)
 - (d) Negative verb (فعل النهي)
- III. Kinds of sentences (15 classes)
 - (a) Nominal sentence (الجملة الاسمية)
 - (b) Verbal sentence (الجملة الفعلية)
 - (c) Imperative sentence (الجملة الإنشائية)
 - (d) Conditional sentence (الجملة الشرطية)
- IV. Vocabulary enrichment and use of words in sentences with meanings : (15 classes)
 - (a) Time related
 - (b) Nature related
 - (c) House related
 - (d) School related

Reading References:

1. Teach yourself Arabic : Prof. Syed Ahsanur Rahman
1. معلم اللغة العربية Arabic Grammar –I (Text and Exercises) published by MESCO-ALEEF, Hyderabad
2. The Syntax of Arabic: Joseph E Aoun, Elabbas Benmamoun, Lina Choueiri
3. Prof. Moinuddin Azmi : Essential Arabic Syntax
4. Abul Hashim: Arabic Made Easy
5. Hyder Ali: Asomiya Arobi Byakaron
6. Prof. Rafiul Imad Faynan : The Essential Arabic
7. A Practical Approach to the Arabic Language Vol. I by Dr. Wali Akhtar Nadwi
8. A New Arabic Grammar of the written language by J. A. Haywood and H. M. Nahmad
9. النحو الواضح لعلى الجارم و مصطفى أمين
10. النحو الهادي لمحمد هداية الله القاسمي
11. الجديد في العربية للدكتور إحسان الرحمن
12. Pear Ali Ahmed: An Approach to Practical Arabic Grammar

Course Objectives:

To enable a student to construct grammatically correct sentences in Arabic by following grammatical rules and the semantics.

Learning outcomes:

1. The course will assist the students in learning correct use of written Arabic applying fundamental morphological and syntactic elements of Arabic.
2. To familiarize the students with the distinctive features and purposes of various Arabic structures
3. To comprehend Arabic grammar through practice.
4. The course will acquaint the students with the morphological thought of learning Arabic grammar.

Graduate Attributes:

1. Complex problem-solving
2. Analytical reasoning/thinking

UG SEMESTER-III							
COURSE LEVEL: 200-299				CONTACT HOURS: 60			
Sl. No.	Paper Code	Status/ Paper Type	Title of the Paper	Credit	Internal Marks	Final Marks	Total
3	MAJOR ARA201	COMPULSORY	ARABIC PROSE AND POETRY-I	4	20	80	100
UNIT-I (15 classes)							
PROSE							
SL. No.	Title	Selected from the Book	Name of the Author/ Publisher				
1	تحية و التعارف	اللغة العربية الوظيفية	المجلس القومي لترويج اللغة الإردية، نيو دلهي				
2	الأم						
3	أسرتي	اللغة العربية لغير الناطقين بها	جمعية الدعوة الإسلامية العالمية، طرابلس، الجماهيرية العظمى				
4	فى المطعم						
UNIT -II (15 classes)							
PROSE							
1	فى السوق	اللغة العربية لغير الناطقين بها	جمعية الدعوة الإسلامية العالمية، طرابلس، الجماهيرية العظمى				
2	فى المزرعة						
3	فى الفصل الدراسي						
4	الوقت	لمحات من أدب العرب ج 1	قسم اللغة العربية بجامعة غوهاتي				
UNIT -III (15 classes)							
POETRY							
1	شرو خير	ديوان أبي العتاهية	أبو العتاهية				
2	تربية الأمهات	ديوان معروف الرصافي	معروف الرصافي				
3	دعاء	اللغة العربية لغير الناطقين بها	ميخائيل نعيمة				
4	نبذة عن حياة المؤلفين						
UNIT-IV (15 classes)							
POETRY							
1	أكبر من كل الكلمات	حبيبتى	نزار قباني				
2	نشيد الشبان المسلمين	الشوقيات	أحمد شوقي				
3	علموا الفتاة	اللغة العربية لغير الناطقين بها	الأستاذ أحمد الفقيه حسن				
4	نبذة عن حياة المؤلفين						

Reading References:

1. لمحات من أدب العرب، نشرت من قبل قسم اللغة العربية و آدابها بجامعة غوهاتي
2. ديوان أبي العتاهية
3. الشوقيات
4. اللغة العربية الوظيفية
5. مختارات من أدب العرب

Course Objectives:

To teach the students about the cultural heritage and socio-cultural beliefs of the Arabs.

Learning Outcomes:

1. To use Arabic literature to instill moral and ethical principles in learners.
2. To present the learner with opportunity to appreciate modern and contemporary Arabic literature.
3. To give the learner the ability to understand the concepts expressed by contemporary poets and authors and their contribution to Arabic literature.
4. To investigate the history and evolution of Arabic literature listing the notable writers.
5. To determine the similarities and contrasts between classical Arabic literature and Modern Arabic literature.

Graduate Attributes:

1. Creativity
2. Value inculcation

UG SEMESTER-IV							
COURSE LEVEL: 200-299				CONTACT HOURS: 60			
Sl. No.	Paper Code	Status/ Paper Type	Title of the Paper	Credit	Internal Marks	Final Marks	Total
4	MAJOR ARA202	COMPULSORY	ARABIC PROSE AND POETRY-II	4	20	80	100
UNIT-I (15 classes) PROSE							
Sl. No.	Title	Selected from the Book	Name of the Author/ Publisher				
1	الحرية و المساواة و الإخاء فى الإسلام	لمحات ج 2	قسم اللغة العربية بجامعة غوهاتي				
2	بلادي	القراءة العربية	عبد القدوس القاسمي ، محمد ساجد القاسمي				
3	كيف اتعلم اللغة جيدا						
UNIT –II (15 classes) PROSE							
1	ابو بكر الصديق	القراءة العربية	عبد القدوس القاسمي ، محمد ساجد القاسمي				
2	الصحة و الطعام						
3	الإتحاد قوة	اللغة العربية لغير الناطقين بها	جمعية الدعوة الإسلامية العالمية، طرابلس، الجماهيرية العظمى				
UNIT –III (15 classes) POETRY							
1	لو كنت عصفورا	ديوان يحيى اللبابيدي	يحيى اللبابيدي				
2	نشيد الزكاة	ديوان يوسف العظم	يوسف العظم				
3	أغر عليه لنبوة خاتم	ديوان حسان بن ثابت	حسان بن ثابت				
4	نبرة عن حياة المؤلفين						
UNIT-IV (15 classes) POETRY							
1	الله مولى دنانير و مولائي	ديوان أبي نواس	أبو نواس				
2	أيها الحب أنت سر بلائي	ديوان أبي القاسم الشابي	أبو القاسم الشابي				
3	اللغة العربية	ديوان حافظ ابراهيم	حافظ ابراهيم				
4	نبرة عن حياة المؤلفين						

Reading References:

1. لمحات من أدب العرب، نشرت من قسم اللغة العربية و آدابها بجامعة غوهاتي
2. ديوان أبي نواس
3. ديوان أبي القاسم الشابي
4. ديوان حافظ ابراهيم
5. ديوان حسان بن ثابت

Course Objectives:

To teach the students about the cultural heritage and socio-cultural beliefs of the Arabs.

Learning Outcomes:

1. To use Arabic literature to instill moral and ethical principles in learners.
2. To present the learner with opportunity to appreciate modern and contemporary Arabic literature.
3. To give the learner the ability to understand the concepts expressed by contemporary poets and authors and their contribution to Arabic literature.
4. To investigate the history and evolution of Arabic literature listing the notable writers.
5. To determine the similarities and contrasts between classical Arabic literature and Modern Arabic literature.

Graduate Attributes:

1. Creativity
2. Value inculcation

UG SEMESTER-IV							
COURSE LEVEL: 200-299				CONTACT HOURS: 60			
Sl. No.	Paper Code	Status/ Paper Type	Title of the Paper	Credit	Internal Marks	Final Marks	Total
5	MAJOR ARA203	(Disciplinary Elective)	FUNTIONAL ARABIC-I	4	20	80	100
UNIT-I (15 classes)							
Sl. No.	Title	Selected from the Book	Name of the Author/ Publisher				
1	بلادي	اللغة العربية الوظيفية	المجلس القومي لترويج اللغة الإردية، نيو دلهي				
2	جزاء الوالدين	القراءة الراشدة	أبو الحسن على الندوي				
3	أدب الأكل و الشرب						
UNIT –II (15 classes)							
1	عيد الأضحى	القراءة العربية	عبد القدوس القاسمي ، محمد ساجد القاسمي				
2	قيمة الزمان						
3	كيف أقضي يومي	القراءة الراشدة	أبو الحسن على الندوي				
UNIT –III (15 classes)							
1	جزاء المعروف	اللغة العربية لغير الناطقين بها	المجلس القومي لترويج اللغة الإردية، نيو دلهي				
2	فى مكتب البريد	اللغة العربية الوظيفية					
3	قيمة الوقت						
UNIT-IV (15 classes)							
1	معرفة الوقت بالساعة	اللغة العربية الوظيفية	المجلس القومي لترويج اللغة الإردية، نيو دلهي				
2	أوقات الفراغ						
3	الغذاء الصحي						

Reading References:

1. لمحات من أدب العرب نشرت من قبل قسم اللغة العربية وآدابها بجامعة غوهاتي
2. عبد القدوس القاسمي ، محمد ساجد القاسمي القراءة العربية
3. اللغة العربية لغير الناطقين بها
4. اللغة العربية الوظيفية
5. القراءة الواضحة لواحد الزمان القاسمي
6. القراءة الراشدة لأبي الحسن على الندوي

Course Objectives:

To develop communicative skills in Arabic and to inculcate the values of communications among the students.

Learning outcomes:

1. To acquaint the reader with Arabic business jargon.
2. To raise knowledge of diverse Arabic documents.
3. To increase the ability to translate several widely-used papers from Arabic to English and the other way around.
4. To become more accustomed to regular conversations in the areas of business and industry.
5. To develop the communicating skill in Arabic among the learners.

Graduate Attributes:

1. Creativity
2. Communication skill
3. Learning how to learn skill
4. Value inculcation

UG SEMESTER-IV							
COURSE LEVEL: 200-299				CONTACT HOURS: 60			
Sl. No.	Paper Code	Status/ Paper Type	Title of the Paper	Credit	Internal Marks	Final Marks	Total
6	MAJOR ARA203	(Disciplinary Elective)	ARABIC TRANSLATION, COMPOSITION AND GRAMMAR	4	20	80	100

ARABIC TRANSLATION, COMPOSITION AND GRAMMAR

UNIT-I: Arabic terminologies (15 classes)

- (a) Academic
- (b) Administrative
- (c) Political
- (d) Economic

UNIT-II: Translation (15 classes)

- a) Translation from English to Arabic
 - 1. Academic
 - 2. Political/ Commercial
- b) Translation from Arabic to English
 - 1. Academic
 - 2. Political/ Commercial

UNIT-III (15 classes)

- ✓ Comprehension of text

UNIT-IV (15 classes)

- ✓ Essay / Letter writing

Reading References:

1. Method of Translation: English - Arabic (منهج الترجمة) by Muinuddin Azmi
2. Let's Translate (English-Arabic-English) by Abul Kalam
3. Advanced Arabic Composition by Raji M. Rammuni
4. The Oxford English Arabic Dictionary of Current usage
5. Teach Yourself Arabic by Prof. S. A. Rahman
6. A New Arabic Grammar of the written language by J. A. Haywood and H. M. Nahmad
7. أسس الترجمة من الإنجليزية إلى العربية و بالعكس للدكتور عز الدين، محمد نجيب

Course Objectives:

To achieve advanced language proficiency especially in speaking, listening, reading and writing.

Learning outcomes:

1. To make it possible for the pupils to comprehend and participate in basic conversational forms during the chosen social occasions.
2. To improve LSRW (Listening, Speaking, Reading and Writing) of Arabic in students.
3. To impart advanced knowledge in Arabic-to-English translation and to inform the students about the range of commercial translation.
4. To teach the students how to translate simple documents.
5. To develop in the learner the capacity to comprehend contemporary essays and to prepare them for writing articles on current themes.

Graduate Attributes:

1. Critical thinking
2. Communication skills
3. Learning how to learn skills

UG SEMESTER-IV							
COURSE LEVEL: 200-299				CONTACT HOURS: 60			
Sl. No.	Paper Code	Status/ Paper Type	Title of the Paper	Credit	Internal Marks	Final Marks	Total
7	MAJOR ARA205	(Disciplinary Elective)	HISTORY OF ARABIC LITERATURE (Pre-Islamic to Early Islamic Period)	4	20	80	100

HISTORY OF ARABIC LITERATURE
(Pre-Islamic to Early Islamic Period)

UNIT-I: Pre Islamic literature (15 classes)

1. Growth and development of pre-Islamic Arabic prose and poetry
2. Features and characteristics of pre-Islamic Arabic prose and poetry
3. Prominent prose writers of the period : Quss Bin Saida Al Ayadi, Aksam Bin Saifi Al Tamimi, Kaab Bin Luai, Hashim Bin Abd Munaf, Amr Bin Madi karnab Al Zubaidi
4. Prominent poets of the period : Muhalhil Bin Rabia, Labeed Bin Rabia, Antara Bin Shaddad, Nabigha Zubyani

UNIT-II: The Suspended Ode or the Muallaqat (15 classes)

1. Imru'ul Qays
2. Tarafa bin Al-'Abd
3. Zuhayr bin Abi Sulma
4. 'Amr bin Kulthum

UNIT-III : (15 classes)

1. Development of Arabic Prose during early Islamic period
2. Development of Arabic Poetry during early Islamic period
3. Features and characteristics of Arabic Prose during early Islamic period
4. Features and characteristics of Arabic Poetry during early Islamic period

UNIT-IV (15 classes)

1. Compilation of the holy Quran during early Islamic period
2. Khitabah literature in early Islamic period
3. Prominent Khateebhs of the period: Prophet Muhammad (pbuh) and Ali bin Abi Talib.
4. Prominent figures of Arabic Poetry literature during early Islamic period
Hassan bin Thabith, Ka'ab bin Zuhayr, Abdullah Bin Rawaha and Khansa

Reading references:

1. A History of Arabic Literature by K. A. Fariq
2. A Literary History of the Arabs by R. A. Nicholson
3. Life and works of Hassan Bin Thabith by Prof. Raina Khanam Mazumdar
4. A History of the Arabic Literature by Clement Huart
5. تاريخ الأدب العربي لأحمد حسن الزيات
6. تاريخ الأدب العربي لعمر فروخ
7. تاريخ آداب اللغة العربية لرجي زيدان
8. تاريخ الأدب العربي لشوقي ضيف

Course Objectives:

To acquaint the students with the literary developments of the Arabs during pre-Islamic and early Islamic period and to inculcate the values in them.

Learning outcomes:

1. To comprehend the unique qualities of Arabic literature through the ages.
2. To gauge the breadth of the many literary and poetic forms in Arabic literature
3. To introduce students to the aesthetic, cultural, and social facets of Arabic literature during the chosen eras.
4. To comprehend Arab literary traditions to get analytical and comprehensive understanding of literary works, writers, trends, etc.
5. Too emphasize the connection between Bedouin life in Arabia and Arabic literature from pre-Islamic to early Islamic period.

Graduate Attributes:

1. Analytical reasoning / thinking
2. Research related skills
3. Leadership readiness/ qualities

UG SEMESTER-V							
COURSE LEVEL: 300-399				CONTACT HOURS: 60			
Sl. No.	Paper Code	Status/ Paper Type	Title of the Paper	Credit	Internal Marks	Final Marks	Total
8	MAJOR ARA-301	COMPULSORY	ARABIC PROSE AND POETRY-III	4	20	80	100
UNIT-I (15 classes) PROSE							
SL. No.	Title	Selected from the Book	Name of the Author/ Publisher				
1	غلام عابد	لمحات من أدب العرب ج 4	قسم اللغة العربية وأدائها بجامعة غوهااتي				
2	جارية سوداء						
3	حقوق المرأة وواجباتها في الإسلام						
UNIT –II (15 classes) PROSE							
1	باب بر الوالدين وباب فضل صلة أصدقاء الأب	صحيح مسلم	الإمام مسلم بن الحجاج القشيري				
3	الصدقة	لمحات من أدب العرب ج 3	قسم اللغة العربية وأدائها بجامعة غوهااتي				
4	سورة القدر	القرآن الكريم					
UNIT –III (15 classes) POETRY							
1	القبرة و ابنها	الشوقيات	احمد شوقي				
2	عروس فرشت لها الأرض بالزهر	لمحات من أدب العرب ج 4	خليل مطران				
3	يا مرحبا	ديوان عبد الرحمن الشكري	عبد الرحمن الشكري				
4	نبذة عن حياة المؤلفين						
UNIT-IV (15 classes) POETRY							
1	الموت	ديوان ابي نواس	أبو نواس				
2	أنا	ديوان نازك الملائكة	نازك الملائكة				
3	يا عين جودي	ديوان خنساء	خنساء				
4	نبذة عن حياة المؤلفين						

Reading References:

1. لمحات من أدب العرب، نشرت من قسم اللغة العربية و آدابها بجامعة غوهاتي
2. ديوان أبي نواس
3. ديوان الخنساء
4. ديوان عبد الرحمن الشكري
5. ديوان لبيد بن ربيعة

Course Objectives:

To teach the students about the cultural heritage and socio-cultural beliefs of the Arabs.

Learning Outcomes:

1. To use Arabic literature to instill moral and ethical principles in learners.
2. To present the learner with opportunity to appreciate modern and contemporary Arabic literature.
3. To give the learner the ability to understand the concepts expressed by contemporary poets and authors and their contribution to Arabic literature.
4. To investigate the history and evolution of Arabic literature listing the notable writers.
5. To determine the similarities and contrasts between classical Arabic literature and Modern Arabic literature.

Graduate Attributes:

1. Creativity
2. Value inculcation

UG SEMESTER-V							
COURSE LEVEL: 300-399				CONTACT HOURS: 60			
Sl. No.	Paper Code	Status/ Paper Type	Title of the Paper	Credit	Internal Marks	Final Marks	Total
9	MAJOR ARA-302	(Disciplinary Elective)	FUNCTIONAL ARABIC-II	4	20	80	100
UNIT-I (15 classes)							
Sl. No.	Title	Selected from the Book	Name of the Author/ Publisher				
1	المدارس	اللغة العربية الوظيفية	المجلس القومي لترويج اللغة الأردية، نيو دلهي				
2	صحة البيئة						
3	صيدلية						
UNIT –II (15 classes)							
1	شجرة الزيتون	اللغة العربية لغير الناطقين بها	جمعية الدعوة الإسلامية العالمية، طرابلس، الجماهيرية العظمى				
2	النمل						
3	زكاء الطفل						
UNIT –III (15 classes)							
1	نصائح الطبيب	اللغة العربية لغير الناطقين بها	جمعية الدعوة الإسلامية العالمية، طرابلس، الجماهيرية العظمى				
2	فى العيادة						
3	تنظيم الوقت	القراءة العربية	عبد القدوس القاسمي ، محمد ساجد القاسمي				
UNIT-IV (15 classes)							
1	فى العطلة	القراءة العربية	عبد القدوس القاسمي ، محمد ساجد القاسمي				
2	الحرية						
3	الطالب الزكي						

Reading References:

1. المنتخب من العربية الوظيفية ثاني
2. عبد القدوس القاسمي ، محمد ساجد القاسمي القراءة العربية،
3. اللغة العربية لغير الناطقين بها
4. اللغة العربية الوظيفية
5. القراءة الواضحة لواحد الزمان القاسمي
6. القراءة الراشدة لأبي الحسن على الندوي

Course Objectives:

To develop communicative skills in Arabic and to inculcate the values of communications among the students.

Learning outcomes:

1. To acquaint the reader with Arabic business jargon.
2. To raise knowledge of diverse Arabic documents.
3. To increase the ability to translate several widely-used papers from Arabic to English and the other way around.
4. To become more accustomed to regular conversations in the areas of business and industry.
5. To develop the communicating skill in Arabic among the learners.

Graduate Attributes:

1. Creativity
2. Communication skill
3. Learning how to learn skill
4. Value inculcation

UG SEMESTER-V							
COURSE LEVEL: 300-399				CONTACT HOURS: 60			
Sl. No.	Paper Code	Status/ Paper Type	Title of the Paper	Credit	Internal Marks	Final Marks	Total
10	MAJOR ARA-303	(Disciplinary Elective)	ARABIC GRAMMAR AND RHETORIC	4	20	80	100

ARABIC GRAMMAR AND RHETORIC

UNIT-I (15 classes)

- ✓ تعريف الفعل و أقسامه : الفعل الماضي (تصريفاً و تدريباً)
- ✓ الماضي المطلق، المعروف ، المجهول، المثبت، المنفي
- ✓ الماضي القريب، المعروف ، المجهول، المثبت، المنفي
- ✓ الماضي البعيد ، الماضي الاستمراري

UNIT-II (15 classes)

- ✓ الفعل المضارع (تصريفاً و تدريباً)
- ✓ المضارع المعروف ، المجهول، المثبت، المنفي
- ✓ الفعل المضارع المنفي بلم ، الفعل المضارع المنفي بلم
- ✓ توكيد الفعل المضارع : بنون التوكيد الثقيلة و الخفيفة ، توكيد الفعل المضارع بلام التوكيد

UNIT-III (15 classes)

- ✓ الفعل الأمر (تصريفاً و تدريباً)
- ✓ الفعل النهي
- ✓ اسم الفاعل
- ✓ اسم المفعول

UNIT-IV (Rhetoric) (15 classes)

- ✓ علم البلاغة ، علم المعاني، علم البيان و علم البديع : تعريفا و تمثيلا
- ✓ التشبيه و أقسامه
- ✓ المجاز و أقسامه
- ✓ الكناية و أقسامها

Reading References:

1. معلم اللغة العربية Arabic Grammar –I (Text and Exercises) published by MESCO-ALEEF, Hyderabad
2. A Practical Approach to the Arabic Language by Dr. Wali Akhtar Nadwi
3. A New Arabic Grammar of the written language by J. A. Haywood and H. M. Nahmad
4. النحو الواضح لعلى الجارم و مصطفى أمين
5. النحو الهادي لمحمد هداية الله القاسمي
6. الجديد في العربية للدكتور إحسان الرحمن

Course Objectives:

To deliver a sentence with more information to the audience. It provides the students a greater appreciation and understanding of Arabic language and literature.

Learning outcomes:

1. The course will assist the students in learning correct use of written Arabic applying fundamental morphological and syntactic elements of Arabic.
2. To familiarize the students with the distinctive features and purposes of various Arabic structures
3. To comprehend Arabic grammar through practice.
4. The course will acquaint the students with the morphological thought of learning Arabic grammar.
5. To make the students understand the basic concepts of Arabic Rhetoric.

Graduate Attributes:

1. Creativity
2. Communication skill
3. Learning how to learn skill

UG SEMESTER-V							
COURSE LEVEL: 300-399				CONTACT HOURS: 60			
Sl. No.	Paper Code	Status/ Paper Type	Title of the Paper	Credit	Internal Marks	Final Marks	Total
11	MAJOR ARA-304	(Disciplinary Elective)	HISTORY OF THE ARABS (Pre-Islamic to Rashidun Caliphate)	4	20	80	100

HISTORY OF THE ARABS
(Pre-Islamic to Rashidun Caliphate)

UNIT-I: Arabia before the advent of Islam (15 classes)

- (a) Ancient civilizations
- (b) The Arabian peninsula
- (c) Inhabitants of Arabia
- (d) Conditions of the Arabia at the advent of Islam i.e. political, economic, cultural, religious, social and moral

UNIT-II: The rise of Islam (15 classes)

- (a) Life of Prophet Muhammad (PBUH)
- (b) Migration of Prophet Muhammad (PBUH) to Madinah and aftermath
- (c) Wars fought by the prophet
- (d) Prophet as a reformer and a nation builder

UNIT-III: Caliph Abu Bakr Siddique and Umar Farooq (15 classes)

- (a) Life of Abu Bakr Siddique and his accession
- (b) Achievements of Abu Bakr Siddique as a caliph (Apostasy movement, battle of Yamama, invasions etc.)
- (c) Life of Umar Farooq and his accession
- (d) Achievements of Umar Farooq as a caliph (Invasions, battle of Qadissia, battle of Yarmok, Conquest of Syria etc.)

UNIT: IV: Caliph Uthman bin Affan and Ali bin Abi Talib (15 classes)

- (a) Life of Uthman bin Affan and his accession
- (b) Administration, character and achievements of Uthman bin Affan
- (c) Life of Ali bin Abi Talib and his accession
- (d) Achievements of Ali bin Abi Talib as a caliph (Invasions, battle of Camel, battle of Siffin, emergence of Kharijites and his martyrdom etc.)

Reading References:

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

Course Objectives:

To present opposing viewpoints and alternative hypothesis on various issues; effectively apply reading, writing, critical thinking and analytical skills to address significant issues in the political world.

Learning Outcomes:

1. To introduce the students with the culture and history of the Arabs.
2. To comprehend historical and cultural context of the evolution of Islam and its expansion.
3. To assess the evolution of Islam throughout the period of the Prophet and the just caliphs.
4. To educate the learners on the socio-political structure of the Arabs through the ages
5. To acquaint the students with the administrative traits of the pious caliphs.

Graduate Attributes:

1. Creativity
2. Learning how-to-learn skills
3. Value inculcation

UG SEMESTER-VI							
COURSE LEVEL: 300-399				CONTACT HOURS: 60			
Sl. No.	Paper Code	Status/ Paper Type	Title of the Paper	Credit	Internal Marks	Final Marks	Total
12	MAJOR ARA 305	COMPULSORY	ARABIC PROSE AND POETRY-IV	4	20	80	100
UNIT-I (15 classes) PROSE							
Sl. No.	Title	Selected from the Book	Name of the Author/ Publisher				
1	الكأس الأولى	النظرات	المنفلوطي				
2	ربي لمن خلقت هذا النعيم	ما تراه العيون	محمود تيمور				
3	مرتا البانية	دمعة و ابتسامة	جبران خليل جبران				
4	نبذة عن حياة المؤلفين						
UNIT -II (15 classes) PROSE							
1	رسالة من مكة المكرمة	لمحات من أدب العرب ج 5	ابو الحسن علي الندوي				
2	القميص الأحمر	لمحات من أدب العرب ج 5	الحسن البصري				
3	أخلاق المؤمن						
4	نبذة عن حياة المؤلفين						
UNIT -III (15 classes) POETRY							
1	وما أنا بالساعي بفضل زامها	ديوان الحماسة	حاتم الطائي				
2	الى أمي	ديوان محمود درويش	محمود درويش				
3	العلم ثروة أمة و يسار	ديوان جميل صدقي الزهاوي	جميل صدقي الزهاوي				
4	نبذة عن حياة المؤلفين						
UNIT-IV (15 classes) POETRY							
1	اوجب الواجبات إكرام أمي	ديوان معروف الرصافي	معروف الرصافي				
2	وما بعض الإقامة في ديار	ديوان الحماسة	قيس بن الخطيم				
3	الرشد أجمل سيرة يا أحمد	ديوان احمد شوقي	احمد شوقي				
4	نبذة عن حياة المؤلفين						

Reading References:

1. لمحات من أدب العرب، نشرت من قسم اللغة العربية و آدابها بجامعة غوهاتي
2. ديوان الحماسة لأبي تمام
3. النظرات لمصطفى لطفى المنفلوطي
4. دمة وابتسامة لجبران خليل جبران
5. ديوان جميل صدقي الزهاوي
6. ديوان محمود درويش
7. ديوان معروف الرصافي

Course Objectives:

To teach the students about the cultural heritage and socio-cultural beliefs of the Arabs.

Learning Outcomes:

1. To use Arabic literature to instill moral and ethical principles in learners.
2. To present the learner with opportunity to appreciate modern and contemporary Arabic literature.
3. To give the learner the ability to understand the concepts expressed by contemporary poets and authors and their contribution to Arabic literature.
4. To investigate the history and evolution of Arabic literature listing the notable writers.
5. To determine the similarities and contrasts between classical Arabic literature and Modern Arabic literature.

Graduate Attributes:

1. Creativity
2. Value inculcation
3. Critical thinking
4. Multi-cultural competence and inclusive spirit
5. Value inculcation

UG SEMESTER-VI							
COURSE LEVEL: 300-399				CONTACT HOURS: 60			
Sl. No.	Paper Code	Status/ Paper Type	Title of the Paper	Credit	Internal Marks	Final Marks	Total
13	MAJOR ARA-306	(Disciplinary Elective)	FUNCTIONAL ARABIC-III	4	20	80	100
UNIT-I (15 classes)							
Sl. No.	Title	Selected from the book	Name of the Author/Publisher				
1	في الفصل	اللغة العربية الوظيفية	المجلس القومي لترويج اللغة الإردية، نيو دلهي				
2	ترحيب صديق						
3	في المستشفى						
4	الغابات	اللغة العربية لغير الناطقين بها	جمعية الدعوة الإسلامية				
UNIT -II (15 classes)							
1	رحلة إلى دلهي	القرأة الواضحة ج 2	مولانا وحيد الزمان القاسمي				
2	فن المراسلة	اللغة العربية الوظيفية	المجلس القومي لترويج اللغة الإردية، نيو دلهي				
3	المكتبة العامة						
4	مكانة المرأة في الإسلام						
UNIT -III (15 classes)							
1	من أخلاق المسلمين	القرأة العربية	عبد القدوس القاسمي ، محمد ساجد القاسمي				
2	في المطعم	اللغة العربية الوظيفية	المجلس القومي لترويج اللغة الإردية، نيو دلهي				
3	تسوق						
4	الكهرباء						
UNIT-IV (15 classes)							
1	مكالمة هاتفية	اللغة العربية الوظيفية	المجلس القومي لترويج اللغة الإردية، نيو دلهي				
2	العلوم التكنولوجيا						
3	في فندق						
4	حلم البخيل	اللغة العربية لغير الناطقين بها ج 3	جمعية الدعوة الإسلامية				

Reading References:

1. اللغة العربية لغير الناطقين بها، جمعية الدعوة الإسلامية
2. اللغة العربية الوظيفية، المجلس القومي لترويج اللغة الأردنية، نيودلهي
3. القراءة العربية، عبد القدوس القاسمي ، محمد ساجد القاسمي
4. القراءة الواضحة ، مولانا وحيد الزمان القاسمي

Course Objectives:

To develop communicative skills in Arabic and to inculcate the values of communications among the students.

Learning outcomes:

1. To acquaint the reader with Arabic business jargon.
2. To raise knowledge of diverse Arabic documents.
3. To increase the ability to translate several widely-used papers from Arabic to English and the other way around.
4. To become more accustomed to regular conversations in the areas of business and industry.
5. To develop the communicating skill in Arabic among the learners.

Graduate Attributes:

1. Creativity
2. Communication skill
3. Learning how to learn skill
4. Value inculcation

UG SEMESTER-VI							
COURSE LEVEL: 300-399				CONTACT HOURS: 60			
Sl. No.	Paper Code	Status/ Paper Type	Title of the Paper	Credit	Internal Marks	Final Marks	Total
14	MAJOR ARA-307	(Disciplinary Elective)	HISTORY OF MODERN ARABIC LITERATURE-I	4	20	80	100

HISTORY OF MODERN ARABIC LITERATURE-I

UNIT-I: DEVELOPMENT OF POETRY IN MODERN ARABIC LITERATURE (15 classes)

- ✓ Mahmoud Sami Al-Baroudi
- ✓ Hafiz Ibrahim
- ✓ Ahmad Shauqi
- ✓ Maruf Rusafi

UNIT-II : DEVELOPMENT OF NOVEL IN ARABIC LITERATURE (15 classes)

- ✓ Muhammad Husain Haykal
- ✓ Naguib Mahfouz
- ✓ Taha Hussain
- ✓ Tayyib Saleh

UNIT-III: DEVELOPMENT OF SHORT STORY IN ARABIC LITERATURE (15 classes)

- ✓ Mahmud Taimur
- ✓ Mustafa Lutfi Manfaluti
- ✓ Yusuf Idris
- ✓ Ahsan Abdul Quddus

UNIT-IV : DEVELOPMENT OF DRAMA IN ARABIC LITERATURE (15 classes)

1. Marun Al Naqqash
2. Taufiq Al Hakim
3. Ali Ahmad Ba-kathir
4. Mikhail Naimy

Reading References:

1. A Literary History of the Arabs by R. A. Nicholson
2. Modern Arabic Literature by Prof. Ismat Mahdi
3. A History of the Arabic Literature by Clement Huart
4. تاريخ الأدب العربي لأحمد حسن الزيات
5. تاريخ آداب العرب لمصطفى صادق الرافعي
6. تاريخ آداب اللغة العربية لجرجي زيدان
7. تاريخ الأدب العربي لشوقي ضيف

Course Objectives:

To acquaint the students with the literary developments of the Arabs during pre-Islamic and early Islamic period and to inculcate the values in them.

Learning outcomes:

1. To comprehend the unique qualities of Arabic literature through the ages.
2. To gauge the breadth of the many literary and poetic forms in Arabic literature
3. To introduce students to the aesthetic, cultural, and social facets of Arabic literature during the chosen eras.
4. To comprehend Arab literary traditions to get analytical and comprehensive understanding of literary works, writers, trends, etc.
5. To emphasize the connection between Bedouin life in Arabia and Arabic literature from pre-Islamic to early Islamic period.

Graduate Attributes:

1. Analytical reasoning / thinking
2. Research related skills
3. Multi-cultural competence and inclusive spirit
4. Value inculcation

UG SEMESTER-VI							
COURSE LEVEL: 300-399				CONTACT HOURS: 60			
Sl. No.	Paper Code	Status/ Paper Type	Title of the Paper	Credit	Internal Marks	Final Marks	Total
15	MAJOR ARA- 308	(Disciplinary Elective)	HISTORY OF THE ARABS (UMAYYAD AND ABBASID PERIOD)	4	20	80	100

HISTORY OF THE ARABS
(UMAYYAD AND ABBASID PERIOD)

UNIT-I: (15 classes)

- ✓ Mu'awiyah and the establishment of the Umayyad dynasty
- ✓ Yazid bin Mu'awiyah
- ✓ Abdul Malik Bin Marwan
- ✓ Waleed Bin Abdul Malik,

UNIT-II (15 classes)

- ✓ Umar Bin Abdul Aziz
- ✓ Hisham Bin Abdul Malik,
- ✓ Administration under the Umayyads
- ✓ Downfall of the Umayyad Dynasty

UNIT-III (15 classes)

- ✓ Abul Abbas As Saffah and the establishment of the Abbasid dynasty
- ✓ Abu Jafar al-Mansur
- ✓ Harun Al-Rashid
- ✓ Al-Amin and Al-Mamun

UNIT-IV (15 classes)

- ✓ Rise and fall of the Barmakids
- ✓ Expansion of Islamic Empire under Abbasid Dynasty
- ✓ Educational , scientific and literary developments
- ✓ Downfall of the Abbasid dynasty

Reading References:

1. A Study of Islamic History by K. Ali
2. Concise History of Muslim World by Rafi Ahmad Fidai
3. History of the Arabs by Philip K. Hitti
4. Study materials developed by the Department of Arabic, Gauhati University
5. Islam: Its concepts and History by Syed Mahmudunnasir
6. الموجز في تاريخ الإسلام: تأليف الشيخ غلام رسول مهر والتعريب للدكتور عبيد الرحمان الطيب
7. A Short History of the Saracens by Syed Ameer Ali

Course Objectives:

To present opposing viewpoints and alternative hypothesis on various issues; effectively apply reading, writing, critical thinking and analytical skills to address significant issues in the political world.

Learning Outcomes:

1. To introduce the students with the culture and history of the Arabs.
2. To comprehend historical and cultural context of the evolution of Islam and its expansion.
3. To educate the learners on the socio-political structure of the Arabs through the ages
4. To acquaint the students with the administrative traits of the Umayyad and Abbasid caliphs.
5. To acquaint the students with the scientific and literary progress during the Umayyad and Abbasid regime.

Graduate Attributes:

1. Analytical reasoning / Thinking
2. Research related skills
3. Multicultural competence and inclusive spirit
4. Value inculcation

Four-Year Undergraduate Programme
Subject: Assamese
Semester: First
Course Name: অসমীয়া ভাষা আৰু সাহিত্যৰ ইতিহাস (১৮২৬ চন পৰ্যন্ত)
Core Course
Existing Base Syllabus: UG CBCS Syllabus
Course Level: 300-399

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

Unit No.	Unit Content	No. of Classes	Marks
১	অসমীয়া ভাষা আৰু সাহিত্যৰ ইতিহাস (১৮২৬ চন পৰ্যন্ত) : ভাষিক আৰু সাহিত্যিক পটভূমি, সাহিত্যিক আৰু সাহিত্য-কৰ্ম	১২	২০
২	প্ৰত্ন (উদ্ভৱকালীন/প্ৰত্ন/মিশ্ৰ) অসমীয়া আৰু প্ৰাক-শংকৰী যুগৰ সাহিত্য নিৰ্বাচিত পাঠ: লোকগীত: 'একবাৰ হৰি বোল মন ৰচনা' 'কানাই পাৰ কৰা হে' চৰ্যাগীত: 'উষ্ণা উষ্ণা পৰৱত তই সবৰী বালী' বড় চণ্ডী দাস: 'বিজয় নাম বেলাতে' ('জন্মখণ্ড', শ্ৰীকৃষ্ণ কীৰ্তন) হেম সৰস্বতী: প্ৰহলাদ চৰিত (সম্পূৰ্ণ) মাধৱ কন্দলি: 'লংকাৰ বিৱৰণ' ('সুন্দৰাকাণ্ড', ৰামায়ণ)	১২	২০
৩	শংকৰদেৱকালীন সাহিত্য নিৰ্বাচিত পাঠ: শংকৰদেৱ: 'নাৰায়ণ কাহে ভকতি কৰো তেৰা' (বৰগীত) মাধৱদেৱ: 'চোৰধৰা' (বুমুৰা) ৰাম সৰস্বতী: 'ভীমচৰিত' (বেধকাব্য) সুকবি নাৰায়ণ দেৱ: বেউলাৰ নৃত্য (পদ্মা পুৰাণ)	১২	
৪	শংকৰদেৱৰ পৰৱৰ্তীকালৰ সাহিত্য নিৰ্বাচিত পাঠ: ভট্টদেৱ: 'অৰ্জুনৰ বিষাদ যোগ' (কথাগীতা) মহেশ্বৰ নেওগ (সম্পা.): 'গুৰু শিষ্যৰ মণিকাঞ্চন সংযোগ' (গুৰু চৰিত কথা) সূৰ্যকুমাৰ ভূঞা (সম্পা.): 'অসমৰ ৰণোদ্যম' (সাতসৰী অসম বুৰঞ্জী) সুকুমাৰ বৰকাথ: 'হাতীৰ লক্ষণ' (হস্তীবিদ্যাৰ্ণৱ)	১২	

পঠন-সামগ্ৰী:

অসমীয়া সাহিত্যৰ চানেকি (প্ৰথম, দ্বিতীয়, তৃতীয় খণ্ড):	হেমচন্দ্ৰ গোস্বামী
অসমীয়া সাহিত্যৰ বুৰঞ্জী:	দেৱেন্দ্ৰ নাথ বেজবৰুৱা
অসমীয়া সাহিত্যৰ বুৰঞ্জী:	ডিম্বেশ্বৰ নেওগ
অসমীয়া সাহিত্যৰ সমীক্ষাত্মক ইতিবৃত্ত:	সত্যেন্দ্ৰনাথ শৰ্মা
অসমীয়া সাহিত্যৰ ৰূপৰেখা:	মহেশ্বৰ নেওগ
অসমীয়া সাহিত্যৰ বুৰঞ্জী (প্ৰথম খণ্ড):	বিশ্বেশ্বৰ হাজৰিকা (সম্পা.)
অসমীয়া সাহিত্যৰ বুৰঞ্জী (দ্বিতীয় খণ্ড):	শিৱনাথ বৰ্মন (সম্পা.)
পুৰণি অসমীয়া সাহিত্যৰ প্ৰাঞ্জল ধাৰা:	তিলক চন্দ্ৰ মজুমদাৰ
বৈষ্ণৱ যুগৰ অসমীয়া সাহিত্য:	ভূৱনেশ্বৰী বৈশ্য
অসমীয়া পাঞ্চালী গীত:	নবীন চন্দ্ৰ শৰ্মা
চৰ্য্যাপদ:	পৰীক্ষিত হাজৰিকা
গোৱালপৰীয়া লোকগীত সংগ্ৰহ:	বীৰেন্দ্ৰনাথ দত্ত (সম্পা.)
অসমীয়া লোকগীত সংগ্ৰহ:	হেমন্তকুমাৰ শৰ্মা (সম্পা.)
শ্ৰীকৃষ্ণ কীৰ্তন:	লীলাৱতী শইকীয়া বৰা (সম্পা.)
অসমৰ বৈষ্ণৱ ধৰ্ম আৰু সাহিত্য:	কনক চন্দ্ৰ চহৰীয়া
মধ্যযুগৰ অসমীয়া ভাষাৰ ৰূপতাত্ত্বিক বিশ্লেষণ:	লক্ষী হাজৰিকা
স্নাতকৰ কথাবন্ধ:	মহেশ্বৰ নেওগ (সম্পা.)
কবিতা মঞ্জৰী:	নিৰ্মলপ্ৰভা বৰদলৈ
অসমীয়া কথা সাহিত্য:	বিৰিঞ্চি কুমাৰ বৰুৱা
Assamese: Its Formation And Development:	Banikanta Kakati
Aspect of Early Assamese Literature:	Banikanta Kakati (Ed.)

Graduate Attributes: জ্ঞান-আধাৰ, সমাজমুখিতা আৰু পৰিৱেশমুখিতা

Course Objective: এই কাকতখনৰ উদ্দেশ্য আৰম্ভণিৰ পৰা ১৮২৬ খ্ৰীষ্টাব্দলৈ অসমীয়া ভাষা সাহিত্যৰ উদ্ভৱ আৰু বিকাশ সম্বন্ধে আভাস দিয়া।

Learning Outcome: কাকতখনৰ জৰিয়তে ছাত্ৰ-ছাত্ৰীসকলে পুৰণি আৰু মধ্যযুগীয় অসমীয়া সাহিত্যৰ গীত-পদ, কাব্য আৰু নাটৰ স্বৰূপ জানিব পাৰিব, লগতে তদানীন্তন অসমীয়া ভাষা সম্পৰ্কে ধাৰণা লাভ কৰিব পাৰিব।

Theory Credit: 4

Practical Credit: 0

No of required classes: 48

No of contact classes: 40

No of non-contact classes: 8

Four-Year Undergraduate Programme

Subject: Assamese

Semester: Second

Course Name: অসমীয়া ভাষা আৰু সাহিত্যৰ ইতিহাস (১৮২৬ চনৰ পৰা ২০০০ চনলৈ)

Core Course

Existing Base Syllabus: UG CBCS Syllabus

Course Level: 300-399

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

Unit No.	Unit Content	No. of Classes	Marks
১	অসমীয়া ভাষা আৰু সাহিত্যৰ ইতিহাস (১৮২৬-২০০০) : ভাষিক আৰু সাহিত্যিক পটভূমি, সাহিত্যিক আৰু সাহিত্য-কৰ্ম	১২	২০
২	নিৰ্বাচিত পাঠ: মাইলচ্ ব্ৰসন: 'আভাস' (অচমিয়া-ইংৰাজী অভিধান) আনন্দৰাম ঢেকিয়াল ফুকন: 'ইংলেণ্ডৰ বিৱৰণ' হেমচন্দ্ৰ বৰুৱা: 'অসমত স্ত্ৰী শিক্ষা' কমলাকান্ত ভট্টাচাৰ্য: 'জাতীয় গৌৰৱ' চন্দ্ৰকুমাৰ আগৰৱালা: 'প্ৰকৃতি' লক্ষ্মীনাথ বেজবৰুৱা: 'বৰবৰুৱাৰ বিমান বিহাৰ' সত্যনাথ বৰা: 'জীৱনৰ অমিয়া'	১২	২০
৩	নিৰ্বাচিত পাঠ: যতীন্দ্ৰনাথ দুৱৰা: 'পোহৰ' (কথা-কবিতা) ৰঘুনাথ চৌধাৰী: 'অন্তিম জ্যোতি' ৰজনীকান্ত বৰদলৈ: 'মিৰি-জীয়াৰী' জ্যোতিপ্ৰসাদ আগৰৱালা: 'নিমাতী কইনা'	১২	২০
৪	নিৰ্বাচিত পাঠ: চৈয়দ আব্দুল মালিক: 'কাঠফুলা' (গল্প) ভবেন্দ্ৰ নাথ শইকীয়া: 'গহুৰ' বাণীকান্ত কাকতি: 'কবিৰ অহৈতুকী প্ৰীতি' নৱকান্ত বৰুৱা: 'এটা প্ৰেমৰ পদ্য' নীলমণি ফুকন: 'কেনে আছোঁ মোক নুসুধিবা'	১২	২০

পঠন-সামগ্ৰী:

অৰুনোদই:

অচমিয়া আৰু ইংৰাজী অভিধান:

অসমীয়া সাহিত্যৰ ৰূপৰেখা:

অসমীয়া সাহিত্যৰ সমীক্ষাত্মক ইতিবৃত্ত:

অসমীয়া সাহিত্যৰ পূৰ্ণ ইতিহাস:

অসমীয়া ব্যাকৰণ আৰু ভাষাতত্ত্ব:

মহেশ্বৰ নেওগ (সম্পা.)

মাইলচ্ ব্ৰসন

মহেশ্বৰ নেওগ

সত্যেন্দ্ৰনাথ শৰ্মা

হৰিনাথ শৰ্মা দলৈ

কালিৰাম মেধি

অসমীয়া ভাষাৰ উদ্ভৱ সমৃদ্ধি আৰু বিকাশ:	উপেন্দ্ৰনাথ গোস্বামী
অসমীয়া ভাষাৰ ৰূপতত্ত্ব:	লীলারতী শইকীয়া বৰা
উদ্ভৱকালীন অসমীয়া ভাষা:	সুবাসনা মহন্ত
মধ্যযুগৰ অসমীয়া ভাষাৰ ব্যাকৰণ:	দীপ্তি ফুকন পাটগিৰি
সাৰথি:	সত্যনাথ বৰা
স্নাতকৰ কথাবন্ধ:	মহেশ্বৰ নেওগ (সম্পা.)
সঞ্চয়ন:	মহেশ্বৰ নেওগ (সম্পা.)
জ্যোতিপ্ৰসাদ ৰচনাৱলী:	সত্যেন্দ্ৰনাথ শৰ্মা (সম্পা.)
অসমীয়া সাহিত্যৰ বুৰঞ্জী (পঞ্চম খণ্ড):	ৰঞ্জিৎ কুমাৰ দেৱগোস্বামী (সম্পা.)
অসমীয়া সাহিত্যৰ বুৰঞ্জী (ষষ্ঠ খণ্ড):	হোমেন বৰগোহাঞি (সম্পা.)
আধুনিক অসমীয়া কবিতা:	কামালুদ্দিন আহমেদ
আধুনিক কবিতা:	হৰেকৃষ্ণ ডেকা
শ্ৰেষ্ঠ অসমীয়া চুটিগল্প:	শৈলেন ভৰালী (সম্পা.)
এশবছৰৰ অসমীয়া উপন্যাস:	নগেন ঠাকুৰ (সম্পা.)
প্ৰসঙ্গ: ঊনবিংশ শতিকাৰ অসমীয়া সাহিত্য:	ভীমকান্ত বৰুৱা
সাহিত্য আৰু প্ৰেম:	বাণীকান্ত কাকতি
ৰঘুনাথ চৌধাৰীৰ কাব্য বিচাৰ:	উমেশ ডেকা আৰু নীলমোহন ৰায় (সম্পা.)
কবিতা মঞ্জৰী:	নিৰ্মলপ্ৰভা বৰদলৈ (সম্পা.)
চন্দ্ৰকুমাৰৰ কবিতা সমগ্ৰ:	নগেন শইকীয়া (সম্পা.)
Studies in Assamese Vocabulary:	Ramesh Pathak
The Origin and Growth of the Assamese Language:	Dimbeswar Neog

Graduate Attributes: জ্ঞান-আধাৰ, সমাজমুখিতা আৰু পৰিৱেশমুখিতা

Course Objective: এই কাকতখনৰ উদ্দেশ্য ১৮২৬ খ্ৰীষ্টাব্দৰ পৰৱৰ্তী সময়ৰ পৰা ২০০০ চনলৈ অসমীয়া ভাষা-সাহিত্যৰ ইতিহাস আৰু ধাৰাসমূহৰ বিষয়ে আভাস দিয়া।

Learning Outcome: এই কাকতখনৰ জৰিয়তে ছাত্ৰ-ছাত্ৰীসকলে বৃটিছকালীন মিছনেৰীসকলে ৰচনা কৰা অসমীয়া সাহিত্যৰ লগতে তাৰ পৰৱৰ্তী ৰোমান্টিক আৰু আধুনিক অসমীয়া সাহিত্যৰ বিষয়ে জানিব পাৰিব, তদুপৰি সেই সময়ছোৱাৰ ভাষাৰ বিষয়ে ধাৰণা লাভ কৰিব।

Theory Credit: 4

Practical Credit: 0

No of required classes: 48

No of contact classes: 40

No of non-contact classes: 8

Four-Year Undergraduate Programme
Subject: Assamese
Semester: Third
Course Name: অসমৰ সংস্কৃতি অধ্যয়ন
Core Course
Existing Base Syllabus: UG CBCS Syllabus
Course Level: 300-399

[এই কাকতখনৰ গোট-১ত অসমৰ অধিবাসী আৰু সংস্কৃতিৰ স্বৰূপ সম্বন্ধে এটি সাধাৰণ ধাৰণা লাভ কৰিব লাগিব। সেইদৰে গোট-২, গোট-৩ আৰু গোট-৪ত যথাক্ৰমে অসমৰ লোকসংস্কৃতি, জনজাতীয় সংস্কৃতি আৰু মাৰ্গীয় বা শাস্ত্ৰীয় সংস্কৃতিৰ লগত পৰিচয় হোৱাৰ লগতে নিৰ্বাচিত উপাদানসমূহৰ বিষয়ে জানিব লাগিব।]

Unit No.	Unit Content	No. of Classes	Marks
১	অসমৰ মানুহ আৰু সংস্কৃতি সংস্কৃতিৰ স্বৰূপ, সংজ্ঞা আৰু শ্ৰেণীবিভাগ অসমৰ অধিবাসী: আৰ্য (নৰ্দিক), মঙ্গোলীয় (তিব্বতবৰ্মী), অষ্ট্ৰিক, দ্ৰাবিড়	১২	২০
২	অসমৰ লোক সংস্কৃতি মৌখিক গীত-পদ: দেৱ-দেৱীৰ নাম, বিহুগীত; লোকাচাৰ: জন্ম, বিবাহ আৰু মৃত্যুৰ লগত জড়িত; উত্‌সৱ-পাৰ্বণ: কৃষিৰ লগত জড়িত; ধৰ্মীয় পৰম্পৰা: শৈৱ, শাক্ত আৰু বৈষ্ণৱ; পৰিৱেশ্য কলা: পুতলা নাচ, ওজা পালি, খুলীয়া ভাউৰীয়া, কুশানগান, ভাৰীগান, ঢুলীয়া; হস্তশিল্প আৰু লোক-কলা, স্থাপত্য-ভাস্কৰ্য	১২	২০
৩	অসমৰ জনজাতীয় সংস্কৃতি পাৰ্বত্য আৰু ভৈয়ামৰ জনজাতি; আৰ্যভূত আৰু অনাৰ্যভূত; বড়ো, ৰাভা, কাৰ্বি, মিচিং, সোণোৱাল কছাৰী	১২	২০
৪	অসমৰ মাৰ্গীয় (শাস্ত্ৰীয়) সংস্কৃতি সত্ৰীয়া সংস্কৃতি: নৃত্য, গীত, বাদ্য, ভাওনা, মুখাশিল্প, পুথিচিত্ৰ, ভাস্কৰ্য অৰ্দ্ধমাৰ্গীয়: ব্যাসসঙ্গীত, দেৱদাসী নৃত্য	১২	২০

পঠন-সামগ্ৰী:

অসমীয়া জাতিৰ ইতিবৃত্ত:

অসমৰ লোক সংস্কৃতি:

অসমীয়া ভাষা আৰু সংস্কৃতি:

অসমৰ সংস্কৃতি:

অসমৰ মানুহৰ নৃ-বৈজ্ঞানিক পৰিচয়:

অসমৰ জনজাতি:

পুৰণি কামৰূপৰ ধৰ্মৰ ধাৰা:

অসমৰ লোক সংস্কৃতি:

অসম সাহিত্য সভা

বিৰিঞ্চি কুমাৰ বৰুৱা

বিৰিঞ্চি কুমাৰ বৰুৱা

লীলা গগৈ

ভুবন মোহন দাস

প্ৰমোদ চন্দ্ৰ ভট্টাচাৰ্য (সম্পা.)

বাণীকান্ত কাকতি

নিৰ্মলপ্ৰভা বৰদলৈ

অসমীয়া লোক সংস্কৃতিৰ আভাসঃ
লোক সংস্কৃতিঃ
অসমীয়া সংস্কৃতি অধ্যয়ন
অসমৰ সংস্কৃতি সমীক্ষাঃ

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

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

কনক চন্দ্ৰ চহৰীয়া
মহেশ্বৰ নেওগ
মলিনা দেৱী ৰাভা (সম্পা.)
আব্দুছ ছাত্তাৰ
উপেন ৰাভা হাকাচাম আৰু প্ৰফুল্ল
কুমাৰ নাথ (সম্পা.)
হৰিপ্ৰসাদ নেওগ আৰু লীলা গগৈ
(সম্পা.)

অসমীয়া সংস্কৃতিঃ

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

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

Bihu: Springtime festival of Assam:

Prafulla Dutta Goswami

History and Civilization of the people of Assam:

Pratap Ch. Choudhury

The Assamese:

Audrey Cantlie

Graduate Attributes: জ্ঞান-আধাৰ, একতা, আৰু সমাজমুখিতা

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

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

Theory Credit: 4

Practical Credit: 0

No of required classes: 48

No of contact classes: 40

No of non-contact classes: 8

Four-Year Undergraduate Programme
Subject: Assamese
Semester: Fourth
Course Name: ভাষাবিজ্ঞান পৰিচয়
Core Course
Existing Base Syllabus: UG CBCS Syllabus
Course Level: 400-499

Unit No.	Unit Content	No. of Classes	Marks
১	ভাষা আৰু ভাষা-বিজ্ঞানৰ আদিপাঠ: ভাষাৰ জন্ম-কাহিনী, মানৱীয় ভাষাৰ বৈশিষ্ট্য (হকেট), ভাষা-বিজ্ঞানৰ ইতিহাস আৰু বিভিন্ন শাখা-প্ৰশাখা (বৰ্ণনামূলক, ঐতিহাসিক, তুলনামূলক, প্ৰায়োগিক), ভাষাৰ শ্ৰেণী-বিভাজন: বংশগত (ভাষা পৰিয়ালৰ প্ৰাথমিক ধাৰণা) আৰু আকৃতিগত- (বিশ্লেষাত্মক, সংশ্লেষণাত্মক)	১২	২০
২	ধ্বনিবিজ্ঞান আৰু ধ্বনিতত্ত্বৰ আদিপাঠ: ধ্বনি, ধ্বনি-উত্পাদন প্ৰক্ৰিয়া; ধ্বনিগোট: বৰ্ণ আৰু উপধ্বনিৰ ধাৰণা, বিভাজ্য আৰু অবিভাজ্য ধ্বনি, স্বৰধ্বনি আৰু ব্যঞ্জন ধ্বনি, আন্তঃৰাষ্ট্ৰীয় ধ্বনিলিপিৰ পৰিচয়, ৰূপধ্বনিসাপেক্ষতা	১২	২০
৩	ৰূপতত্ত্ব আৰু বাক্যতত্ত্বৰ আদিপাঠ: ৰূপ, প্ৰাকৃতি, মুক্ত আৰু বদ্ধ প্ৰাকৃতি: প্ৰত্যয়, শব্দমূল; শব্দসাধনৰ সৰ্গ আৰু শব্দৰূপৰ সৰ্গ; ব্যাকৰণগততা (Grammaticality), বাক্য আৰু অৰ্থৰ মাজৰ সম্পৰ্ক, বাক্যতাত্ত্বিক উপাদান: শব্দক্ৰম, সহ-সম্পৰ্ক (Co-occurrence), বাক্যগত উপাদান।	১২	২০
৪	ভাষাৰ ভিন্নৰূপ: উপভাষা, ব্যক্তিভাষা, ভাষা-সম্প্ৰদায়, পৰিস্থিতি-নিৰ্দ্ধাৰক উপভাষা; ভাষা-ভিন্নতাৰ কাৰক: আঞ্চলিক, ভৌগোলিক, সামাজিক; ভাষা-সংযোগ: ভাষা-ঋণ, পিজিন, ক্ৰেওল (প্ৰথমিক ধাৰণা)	১২	২০

পঠন-সামগ্ৰী:

অসমীয়া ব্যাকৰণৰ মৌলিক বিচাৰ:
আধুনিক ভাষাবিজ্ঞান পৰিচয়:-
ভাষা আৰু ভাষাচিন্তা:-
ভাষাতত্ত্ব:-
ভাষাবিজ্ঞান:-
ভাষাবিজ্ঞানৰ জিলিকনি:-
ভাষাবিজ্ঞান প্ৰৱেশ:-
ভাষাৰ্থ বিজ্ঞান:
A Short Story of Linguistics:

গোলোক চন্দ্ৰ গোস্বামী
ফণীন্দ্ৰ নাৰায়ণ দত্তবৰুৱা
নগেন ঠাকুৰ
দীপ্তি ফুকন পাটগিৰি
উপেন্দ্ৰ নাথ গোস্বামী
প্ৰণীতা দেৱী
বসন্ত কুমাৰ ভট্টাচাৰ্য
ভগৱান মৰল
R.H. Robins

Contemporary Linguistics: An Introduction:

Eds. William O'Grady, Michael
Dobrovolsky and Francis Katamba
David Crystal

Linguistics:

Graduate Attributes: জ্ঞান-আধাৰ, অনুসন্ধান আৰু যোগাযোগ-কৌশল

Course Objective: এই কাকতখনৰ উদ্দেশ্য ভাষাৰ বিজ্ঞানসন্মত ৰূপ আৰু ভাষাবিজ্ঞানৰ ধাৰাসমূহৰ বিষয়ে আভাস দিয়া।

Learning Outcome: এই কাকতখন অধ্যয়নৰ কৰিলে ছাত্ৰ-ছাত্ৰীসকলে ভাষাৰ উদ্ভৱ আৰু বিকাশৰ বিষয়ে জনাৰ লগতে ইয়াৰ বিজ্ঞানসন্মত ৰূপসমূহ তথা ভাষাবিজ্ঞানৰ ধাৰাসমূহৰ বিষয়ে অৱগত হ'ব পাৰিব। তদুপৰি তেওঁলোকে ভাষাৰ ভিন্নতা, পৰিৱৰ্তন আদি সম্বন্ধেও জানিব পাৰিব।

Theory Credit: 4

Practical Credit: 0

No of required classes: 48

No of contact classes: 40

No of non-contact classes: 8

Four-Year Undergraduate Programme
Subject: Assamese
Semester: Fourth
Course Name: অসমীয়া কবিতা
Elective Course
Existing Base Syllabus: UG CBCS Syllabus
Course Level: 400-499

[ছাত্ৰ ছাত্ৰীসকলে এই কাকতৰ যোগেদি অসমীয়া কবিতাৰ প্ৰাচীন যুগৰ পৰা আধুনিক যুগলৈ পৰিচয় হ'ব পাৰিবা কাকতখনৰ প্ৰথম গোটত পুৰণি অসমীয়া কবিতা, দ্বিতীয় গোটত প্ৰাক্-ৰোমাণ্টিক আৰু ৰোমাণ্টিক (প্ৰথম প্ৰবাহৰ) কবিতা, তৃতীয় গোটত প্ৰধান ৰোমাণ্টিক কবিসকল (দ্বিতীয় প্ৰবাহৰ) কবিতাক প্ৰতিনিধিত্বমূলকভাৱে স্থান দিয়া হৈছে কাকতখনৰ চতুৰ্থ গোটত ছাত্ৰ-ছাত্ৰীসকলে অসমীয়া আধুনিক কবি নৱকান্ত বৰুৱা, অজিৎ বৰুৱা আৰু নীলমণি ফুকনৰ কবিতা অধ্যয়ন কৰিব পাৰিবা।]

Unit No.	Unit Content	No. of Classes	Marks
১	মাধৱ কন্দলি : ৰামবিহীন অযোধ্যাৰ বৰ্ণনা (ৰামায়ণ, অযোধ্যা কাণ্ড) শংকৰদেৱ : শৰৎ বৰ্ণনা (ভাগৱত, দশম) দুৰ্গাবৰ : মায়ী অযোধ্যাৰ সৃষ্টি (গীতিৰামায়ণ)	১২	২০
২	ভোলানাথ দাস : মেঘ লক্ষ্মীনাথ বেজবৰুৱা : মালতী চন্দ্ৰকুমাৰ আগৰৱালা : অজেয়	১২	২০
৩	ৰঘুনাথ চৌধাৰী : গোলাপ অম্বিকাগিৰী ৰায়চৌধুৰী : মোৰ বীণা দেৱকান্ত বৰুৱা : মনোৰমা	১২	২০
৪	নৱকান্ত বৰুৱা : পলস অজিৎ বৰুৱা : মনকুঁৱলী সময় নীলমণি ফুকন : ব্ৰহ্মপুত্ৰত সূৰ্যাস্ত	১২	২০

পঠন-সামগ্ৰী:

অসমীয়া সাহিত্যৰ বুৰঞ্জী (দ্বিতীয় খণ্ড)	: শিৱনাথ বৰ্মন (সম্পা.)
অসমীয়া সাহিত্যৰ বুৰঞ্জী (পঞ্চম খণ্ড)	: ৰঞ্জিৎ কুমাৰ দেৱ গোস্বামী (সম্পা.)
অসমীয়া সাহিত্যৰ বুৰঞ্জী (ষষ্ঠ খণ্ড)	: হোমেন বৰগোহাঞি (সম্পা.)
আধুনিক অসমীয়া কবিতা	: পূৰ্ণ ভট্টাচাৰ্য
আধুনিক অসমীয়া কবিতা	: এম. কামালুদ্দিন আহমেদ
আধুনিক কবিতা	: হৰেকৃষ্ণ ডেকা
সঞ্চয়ন	: মহেশ্বৰ নেওগ (সম্পা.)
কবিতা মঞ্জৰী	: নিৰ্মলপ্ৰভা বৰদলৈ (সম্পা.)

যোৱা শতিকাৰ কবিতাঃ অসমীয়া নৱন্যাসী সাহিত্যৰ পৰম্পৰা : দিলীপ বৰুৱা

Graduate Attributes: সমাজমুখিতা, পৰিৱেশমুখিতা, সহমৰ্মিতা

Course Objective: এই কাকতখনৰ উদ্দেশ্য পুৰণি অসমীয়া কবিতাৰ লগতে অসমীয়া ৰোমান্টিক আৰু আধুনিক কবিতাৰ বিষয়ে আভাস দিয়া।

Learning Outcome: এই কাকতখনৰ জৰিয়তে অসমীয়া কবিতাৰ ঐতিহ্যৰ বিষয়ে জনাৰ লগতে ইয়াৰ ধাৰা আৰু আন্দোলনসমূহৰ বিষয়ে জানিব পৰা যাব।

Theory Credit: 4

Practical Credit: 0

No of required classes: 48

No of contact classes: 40

No of non-contact classes: 8

Four-Year Undergraduate Programme
Subject: Assamese
Semester: Fourth
Course Name: অসমীয়া লিপিৰ পৰিচয়
Elective Course
Existing Base Syllabus: UG CBCS Syllabus
Course Level: 400-499

Unit No.	Unit Content	No. of Classes	Marks
১	লিপিৰ পৰিচয় আৰু ভাৰতীয় লিপি; অসমীয়া লিপিৰ উদ্ভৱ আৰু বিকাশ	১২	২০
২	অসমৰ শিলালিপি: নগাজৰী খনিকৰ গাঁৱৰ লিপি, সুৰেন্দ্ৰ বৰ্মাৰ উমাচল লিপি, ভূতি বৰ্মাৰ বৰগঙ্গা লিপি, হৰ্জৰ বৰ্মাৰ তেজপুৰ লিপি, কানাই বৰশী বোৱা লিপি, মসুদ্ৰ পালৰ আমবাৰী লিপি, গছতলৰ লিপি	১২	২০
৩	অসমৰ তাম্ৰশাসনৰ লিপি: ভাস্কৰ বৰ্মাৰ ডুবি আৰু নিধনপুৰ শাসনৰ লিপি, হৰ্জৰ বৰ্মাৰ হায়ুংথল লিপি, বনমাল বৰ্মাৰ তেজপুৰ আৰু পৰ্বতীয়া শাসনৰ লিপি, বলবৰ্মাৰ নগাঁও আৰু হাওৰাঘাট শাসনৰ লিপি	১২	২০
৪	অসমীয়া হাতেলিখা পুথিৰ লিপি: কায়থেলী লিপি, বামুণীয়া লিপি, গড়গঞা লিপি; হাতেলিখা পুথিৰ লিখন কলা, লেখন সামগ্ৰী আৰু পাঠ সমীক্ষাৰ সাধাৰণ ধাৰণা	১২	২০

পঠন-সামগ্ৰী:

অসমীয়া প্ৰাচীন লিপি:	সৰ্বেশ্বৰ কটকী
অসমীয়া লিপি:	উপেন্দ্ৰ নাথ গোস্বামী
অসমীয়া লিপিৰ পৰিচয়:	কনক চন্দ্ৰ চহৰীয়া
বিশ্বলিপিৰ ভূমিকা:	নাৰায়ণ দাস
অসমীয়া লিপিতত্ত্ব অধ্যয়ন:	সতীশ চন্দ্ৰ ভট্টাচাৰ্য
প্ৰাচ্য শাসনাৱলী:	মহেশ্বৰ নেওগ
পাঠসমীক্ষা:	মহেশ্বৰ নেওগ
পাঠ সমীক্ষা প্ৰসঙ্গত:	ৰামচৰণ ঠাকুৰীয়া
পাঠ সমীক্ষা: সূত্ৰ আৰু প্ৰয়োগবিধি:	মালিনী গোস্বামী
পুৰণি পুথি অধ্যয়ন আৰু সম্পাদনা:	কেশৱানন্দ দেৱ গোস্বামী
Development of Script in Ancient Kamrup:	T. P. Verma
Inscriptions of Ancient Assam:	M.M. Sarma (ed.)
Kamrupasasanavali:	D Sarma (pub.)
The evolution of Assamese Script:	Mahendra Bora

Graduate Attributes: জ্ঞান-আধাৰ, অনুসন্ধান, পৰীক্ষণমুখিতা

Course Objective: এই কাকতখনৰ উদ্দেশ্য লিপিৰ পৰিচয় দিয়াৰ লগতে অসমীয়া লিপিৰ উদ্ভৱ আৰু বিকাশ সম্বন্ধে আভাস দিয়া।

Learning Outcome: এই কাকতখন অধ্যয়ন কৰিলে ছাত্ৰ-ছাত্ৰীসকলে লিপিৰ স্বৰূপ আৰু ইতিহাস সম্পৰ্কে অৱগত হোৱাৰ উপৰি অসমীয়া লিপিৰ ঐতিহ্য আৰু ধাৰা তথা মধ্যযুগীয় অসমীয়া লিপিৰ বেহ-ৰূপ, ইয়াৰ লিখন পদ্ধতি আৰু পাঠ সমীক্ষা সম্পৰ্কত সাধাৰণ জ্ঞান লাভ কৰিব পাৰিব।

Theory Credit: 4

Practical Credit: 0

No of required classes: 48

No of contact classes: 40

No of non-contact classes: 8

Four-Year Undergraduate Programme
Subject: Assamese
Semester: Fourth
Course Name: অসমীয়া লোকসাহিত্য অধ্যয়ন
Elective Course
Existing Base Syllabus: UG CBCS Syllabus
Course Level: 400-499

Unit No.	Unit Content	No. of Classes	Marks
১	লোকসাহিত্যৰ প্ৰকৃতি বিচাৰ আৰু শ্ৰেণীবিভাগঃ লোকগীত, লোককথা, লোকোক্তি; আঞ্চলিক আৰু জনগোষ্ঠীয় লোকসাহিত্য	১২	২০
২	উত্‍সৱ অনুষ্ঠান বিষয়ক লোকগীত, দেৱ-দেৱীৰ লগত জড়িত প্ৰাৰ্থনা আৰু মন্ত্ৰ, প্ৰেম-বিৰহ বিষয়ক গীত, শ্ৰমমূলক গীত, দাৰ্শনিক ভাবাপন্ন গীত, নিচুকনি গীত, খেল-ধেমালিৰ গীত	১২	২০
৩	মালিতা আৰু বাৰমাহী বিলাপ গীতঃ পুৰাকথাজাতীয় মালিতা, বুৰঞ্জীমূলক মালিতা, জনশ্ৰুতিমূলক মালিতা, কাল্পনিক মালিতা, বাস্তবিক মালিতা; বাৰমাহী বিলাপ গীত	১২	২০
৪	লোককথাঃ পুৰাকথা বা অতিকথা, জনশ্ৰুতি বা কিম্বদন্তী, সাধুকথা; লোকোক্তিঃ প্ৰবাদ-প্ৰবচন, যোজনা-পটন্তৰ আৰু সাঁথৰ	১২	২০

পঠন-সামগ্ৰীঃ

অসমীয়া জনসাহিত্যঃ	প্ৰফুল্লদত্ত গোস্বামী
অসমীয়া লোকসাহিত্যৰ ৰূপৰেখাঃ	নীলা গগৈ
অসমৰ লোকসাহিত্যঃ	শশী শৰ্মা
অসমীয়া লোক সাহিত্যঃ	(.সম্পা) প্ৰহলাদ কুমাৰ বৰুৱা
কামৰূপী লোকগীত সংগ্ৰহঃ	হেমন্ত কুমাৰ শৰ্মা (সম্পা.)
গোৱালপৰীয়া লোকগীত সংগ্ৰহঃ	বীৰেন্দ্ৰনাথ দত্ত (সম্পা.)
দৰঙী লোকগীত সংগ্ৰহঃ	(.সম্পা) কনক চন্দ্ৰ চহৰীয়া
আয়তীৰ উৰুলিঃ	ফুলকুমাৰী কলিতা (.সম্পা)
অলৌ গুটিতলৌ গুটি:- অসমৰ খেলধেমালিৰ গীত-মাতঃ	উপেন ৰাভা হাকাচাম, ধনেশ্বৰ কলিতা (সম্পা.)
অসমৰ জনজাতীয় লোকসাহিত্যঃ	কনক চন্দ্ৰ চহৰীয়া
বাৰ মাহৰ তেৰগীতঃ	প্ৰফুল্লদত্ত গোস্বামী (.সম্পা)
হেনা-হুচা: অসমীয়া জনজাতীয় লোকসাহিত্যৰ সংকলনঃ	(.সম্পা) উপেন ৰাভা হাকাচাম
অসমীয়া লোকসাহিত্যৰ বুৰঞ্জীঃ	অসম সাহিত্য সভা

Graduate Attributes: জ্ঞান-আধাৰ, একতা, আৰু সমাজমুখিতা

Course Objective: এই কাকতখনৰ উদ্দেশ্য অসমীয়া মৌখিক লোকসাহিত্যৰ প্ৰকৃতি আৰু প্ৰকাৰভেদ সম্বন্ধে আভাস দিয়া।

Learning Outcome: এই কাকতখন অধ্যয়ন কৰিলে লোকসাহিত্যত প্ৰতিফলিত সমাজ সম্পৰ্কে জানিব পৰা যাব, লগতে অসমৰ জাতি-জনজাতিৰ লোক-সংগীত, শিশু মনস্তত্ত্ব, সৃজনীমূলকতা, কাহিনী-কথন আদিৰ বিষয়ে সম্যক ধাৰণা উপজিব।

Theory Credit: 4

Practical Credit: 0

No of required classes: 48

No of contact classes: 40

No of non-contact classes: 8

Four-Year Undergraduate Programme
Subject: Assamese
Semester: Fifth
Course Name: প্ৰাচীন ভাৰতীয় আৰু মধ্যভাৰতীয় আৰ্যভাষাৰ ৰূপৰেখা
Core Course
Existing Base Syllabus: UG CBCS Syllabus
Course Level: 400-499

Unit No.	Unit Content	No. of Classes	Marks
১	ভাৰতীয় আৰ্যভাষাৰ বিৱৰ্তনঃ বৈদিক-সংস্কৃতৰ উত্থান, পালি-প্ৰাকৃত-অপভ্ৰংশ ভাষাৰ বিকাশ	১২	২০
২	ভাৰতীয় আৰ্যভাষাৰ বিভিন্ন স্তৰৰ নিৰ্বাচিত পাঠ (ক) সংস্কৃতঃ নীতিশতক শ্লোক (১-৫) (খ) অশোকৰ অনুশাসনঃ গিৰ্ণাৰ-১ (গ) পালিঃ ধম্মপদৰ চিত্তবগ্গ (১-৫) (ঘ) প্ৰাকৃতঃ গাহাসত্তুসঈ (প্ৰথম পাঁচটা গাথা) (ঙ) অপভ্ৰংশঃ সংনেহ ৰাসউ (প্ৰথম প্ৰক্ৰমৰ প্ৰথম চাৰিটা শ্লোক)	১২	২০
৩	সংস্কৃত-পালি-প্ৰাকৃত ভাষাৰ তুলনাঃ স্বৰধ্বনি, ব্যঞ্জনধ্বনি	১২	২০
৪	সংস্কৃত-পালি-প্ৰাকৃতৰ ধ্বনিগত পৰিৱৰ্তনৰ প্ৰক্ৰিয়াঃ সমীভৱন, স্বৰ-সংগতি, অপিনিহিতি, বিষমীভৱন, নাসিকীভৱন, মহাপাৰাণতা, অল্পপ্ৰাণতা, সমাস্কৰ লোপ	১২	২০

পঠন-সামগ্ৰীঃ

পালি প্ৰকাশঃ	বিধুশেখৰ শাস্ত্ৰী
পালিঅপভ্ৰংশ ভাষা আৰু সাহিত্যঃ	নগেন ঠাকুৰ-প্ৰাকৃত-
প্ৰাকৃত সাহিত্যঃ	সত্যেন্দ্ৰনাৰায়ণ গোস্বামী
প্ৰাকৃত সাহিত্য চয়নঃ	নগেন ঠাকুৰ
প্ৰাকৃত পাঠঃ	কেশৱানন্দ দেৱগোস্বামী আৰু ভীমকান্ত বৰুৱা (.সম্পা)
প্ৰাকৃত ভাষা সাহিত্য পৰিচয়ঃ-	ভূৱনেশ্বৰী বৈশ্য
সংস্কৃত, পালি-প্ৰাকৃত আৰু অসমীয়া ব্যাকৰণঃ	লীলাৱতী শইকীয়া বৰা
সন্দেশ ৰাসকঃ	কেশৱানন্দ দেৱগোস্বামী
ধম্মপদঃ	সত্যেন্দ্ৰনাৰায়ণ গোস্বামী
অশোকৰ অনুশাসনমালাঃ	নগেন ঠাকুৰ
ভৰ্তৃহৰি বিৰচিত নীতিশতকম্ঃ	অদিতি বৰুৱা
A Comparative Old Indo-Aryan Grammar:	S. Biswas

Graduate Attributes: জ্ঞান-আধাৰ, অনুসন্ধান, একতা

Course Objective: এই কাকতখনৰ উদ্দেশ্য ভাৰতীয় আৰ্যভাষাৰ উদ্ভৱ আৰু বিকাশ সম্বন্ধে আভাস দিয়া।

Learning Outcome: এই কাকতখন অধ্যয়নৰ জৰিয়তে ভাৰতীয় আৰ্যভাষাৰ ঐতিহ্য আৰু ধাৰা সম্পৰ্কে জনাৰ লগতে ইয়াৰ লগত সংলগ্ন সাহিত্য সম্পৰ্কে অৱগত হ'ব পাৰিব।

Theory Credit: 4

Practical Credit: 0

No of required classes: 48

No of contact classes: 40

No of non-contact classes: 8

Four-Year Undergraduate Programme
Subject: Assamese
Semester: Fifth
Course Name: অসমীয়া নাটক
Elective Course
Existing Base Syllabus: UG CBCS Syllabus
Course Level: 400-499

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

পঠন-সামগ্ৰীঃ

অসমৰ লোকনাট্যঃ	নবীনচন্দ্ৰ শৰ্মা
অসমীয়া নাটক স্বৰাজ্যোত্তৰ কালঃ :	শৈলেন ভৰালী
অসমীয়া নাট্য সাহিত্যঃ	সত্যেন্দ্ৰনাথ শৰ্মা
অসমীয়া নাট্য সাহিত্যৰ জিলাগুনি (আদিৰ পৰা ১৯৬৭ পৰ্যন্ত)ঃ	হৰিশ্চন্দ্ৰ ভট্টাচাৰ্য
আধুনিক অসমীয়া নাটকঃ পৰীক্ষা নিৰীক্ষা আৰু বিভিন্ন ধাৰাঃ	কুলদা কুমাৰ ভট্টাচাৰ্য
আহাৰঃ	অৰুণ শৰ্মা
উদ্ভট নাটকঃ	বিনোদ শৰ্মা
নাটক আৰু অভিনয় প্ৰসংগঃ	সত্যপ্ৰসাদ বৰুৱা
নাটক আৰু মঞ্চকলাঃ	অজিত ভৰালী
অসমীয়া লোক নাট্য পৰম্পৰাঃ-	শৈলেন ভৰালী
ছশ বছৰৰ অসমীয়া নাটক পৰম্পৰা আৰু পৰিৱৰ্তনঃ :	অজিত শইকীয়া (.সম্পা)
থিয়েটাৰে আলো তত্ত্ব ও প্ৰয়োগঃ :	ৰঞ্জিতকুমাৰ মিত্ৰ
থিয়েটাৰ দৃশ্যৰ বিকাশ ও সমীক্ষাঃ	ৰঞ্জিতকুমাৰ মিত্ৰ
নাট্যচিন্তা নাট্যচৰ্চাঃ-	ভূপেন গোস্বামী
নাট্যশিল্প আৰু অভিনয় তত্ত্বঃ	অৰ্পণ বেজবৰুৱা
মঞ্চলেখাঃ	অতুলচন্দ্ৰ হাজৰিকা

মঞ্চ দৃশ্যৰ পৰিকল্পনা ও নিৰ্মাণঃ	ৰঞ্জিতকুমাৰ মিত্ৰ
Bhaona : The Ritual Play of Assam :	M. Neog
Indian Theatre :	N. Jain
Key Concept in Drama and Performance:	K. Pickering
Music and Drama:	A. D. Ranade
Performance Studies: An Introduction :	R. Schechner

Graduate Attributes: জ্ঞান-আধাৰ, সমাজমুখিতা, সহমৰ্মিতা

Course Objective: এই কাকতখনৰ উদ্দেশ্য ছাত্ৰ-ছাত্ৰীসকলক অসমীয়া নটকৰ ইতিহাস, ধাৰা আৰু উচ্চ অৱস্থান সম্বন্ধে আভাস দিয়া।

Learning Outcome: এই কাকতখন অধ্যয়ন কৰিলে ছাত্ৰ-ছাত্ৰীসকলে প্ৰাচীন কালৰে পৰা বৰ্তমানলৈকে অসমীয়া নাটকৰ ঐতিহ্য আৰু ধাৰা সম্পৰ্কে জনাৰ লগতে নিৰ্বাচিত শ্ৰেষ্ঠ নাটক সম্পৰ্কে অৱগত হ'ব পাৰিব।

Theory Credit: 4

Practical Credit: 0

No of required classes: 48

No of contact classes: 40

No of non-contact classes: 8

Four-Year Undergraduate Programme
Subject: Assamese
Semester: Fifth
Course Name: অসমীয়া চুটিগল্প আৰু উপন্যাস
Elective Course
Existing Base Syllabus: UG CBCS Syllabus
Course Level: 400-499

Unit No.	Unit Content	No. of Classes	Marks
১	অসমীয়া চুটিগল্পৰ ইতিহাস (আৰম্ভণিক পৰা ২০০০ খ্রীষ্টাব্দলৈকে)	১২	২০
২	অসমীয়া উপন্যাসৰ ইতিহাস (আৰম্ভণিক পৰা ২০০০ খ্রীষ্টাব্দলৈকে)	১২	২০
৩	চুটিগল্প লক্ষ্মীনাথ বেজবৰুৱাৰ 'মুক্তি' লক্ষ্মীনাথ ফুকনৰ 'মেধি' হোমেন বৰগোহাঞিৰ 'হাতী'	১২	২০
৪	উপন্যাস যোগেশ দাসৰ 'ডাৱৰ আৰু নাই' মামণি বয়চম গোস্বামীৰ 'চেনাবৰ সোঁত'	১২	২০

পঠন-সামগ্ৰী:

আধুনিক গল্প সাহিত্য:

ত্ৰৈলোক্যনাথ গোস্বামী

চুটিগল্প:

উদয় দত্ত

গল্পগুচ্ছ:

অসম সাহিত্য সভা প্ৰকাশিত

অসমীয়া চুটিগল্পৰ অধ্যয়ন:

প্ৰহলাদ কুমাৰ বৰুৱা

অসমীয়া চুটিগল্পৰ প্ৰবাহ:

নীলৱতী শইকীয়া (.সম্পা)

অসমীয়া চুটিগল্প: ঐতিহ্য আৰু বিৱৰ্তন:

অপূৰ্ব বৰা (.সম্পা)

শ্ৰেষ্ঠ অসমীয়া চুটিগল্প:

শৈলেন ভৰালী (.সম্পা)

উপন্যাস আৰু অসমীয়া উপন্যাস:

গোবিন্দপ্ৰসাদ শৰ্মা

এশ বছৰৰ অসমীয়া উপন্যাস:

নগেন ঠাকুৰ (.সম্পা)

অসমীয়া উপন্যাসৰ ভূমিকা:

সত্যেন্দ্ৰনাথ শৰ্মা

অসমীয়া উপন্যাসৰ গতিধাৰা:

সত্যেন্দ্ৰনাথ শৰ্মা

Graduate Attributes: সমাজমুখিতা, সহমৰ্মিতা, প্ৰেৰণা

Course Objective: এই কাকতখনৰ উদ্দেশ্য অসমীয়া চুটিগল্প আৰু উপন্যাসৰ বিষয়ে আভাস দি আধুনিক কথা-সাহিত্যৰ সৈতে পৰিচয় কৰোৱা।

Learning Outcome: এই কাকতখন পঢ়িলে ছাত্ৰ-ছাত্ৰীসকলে সমাজ বিৱৰ্তনৰ বিভিন্ন দিশ সম্বন্ধে জানিব পাৰিব, লগতে ঐতিহাসিক আৰু সামাজিক ঘটনা সম্বন্ধে অৱগত হ'ব পাৰিব।

Theory Credit: 4

Practical Credit: 0

No of required classes: 48

No of contact classes: 40

No of non-contact classes: 8

Four-Year Undergraduate Programme
Subject: Assamese
Semester: Fifth
Course Name: অসমীয়া গদ্য সাহিত্য (আৰম্ভণিৰ পৰা ২০০০ খ্ৰীষ্টাব্দলৈ)
Elective Course
Existing Base Syllabus: UG CBCS Syllabus
Course Level: 400-499

Unit No.	Unit Content	No. of Classes	Marks
১	শঙ্কৰদেৱৰ 'ৰুক্মিণী হৰণ' নাটৰ অন্তৰ্গত 'ৰুক্মিণীৰ প্ৰেমপত্ৰ' মাধৱদেৱৰ 'অৰ্জুন ভঞ্জন' নাটৰ অন্তৰ্গত 'নন্দ-যশোদাৰ কলহ' বৈকুণ্ঠনাথ ভট্টাচাৰ্যৰ 'সংক্ষেপে কৃষ্ণলীলা'	১২	২০
২	গোপালচৰণ দ্বিজৰ শ্ৰীভক্তিৰত্নাকৰ কথা: 'গুৰু সেৱা মহাত্ম্য' ৰঘুনাথ মহন্তৰ শ্ৰীৰামায়ণ কথা: 'ৰামৰ বন গমন' ৰত্নাকৰ কন্দলি, অৰ্জুন দাস বৈৰাগীৰ 'ত্ৰিপুরাত মদন পূজাৰ আড়ম্বৰ মোট খোলাৰ কৌতুক' (ত্ৰিপুরা বুৰঞ্জী)	১২	২০
৩	কৰতি মন্ত্ৰ: হেমচন্দ্ৰ গোস্বামী সম্পাদিত অসমীয়া সাহিত্যৰ চানেকী, ১ম খণ্ড সপ্তদশ শতিকাৰ চামধৰা গড়ৰ ৰণজয়ৰ শিলৰ ফলি মণিৰাম দেৱান বৰভাণ্ডাৰ বৰুৱা 'সত্ৰাধিকাৰৰ অভিষেক উত্‌সৱ'	১২	২০
৪	নিধিলিবাই ফাৰৱেলৰ 'নগয়া দ্ৰোহী লোকৰ চৰিত্ৰ বৰ্ণন' লম্বোদৰ বৰাৰ 'সদানন্দৰ কলাঘুমটি' সত্যেন্দ্ৰনাথ শৰ্মাৰ 'অক্ষীয়া নাটৰ বস-বিচাৰ'	১২	২০

পঠন-সামগ্ৰী:

অসমীয়া কথা সাহিত্য:	বিৰিঞ্চি কুমাৰ বৰুৱা
অসমীয়া গদ্য সাহিত্যৰ গতিপথ:	হৰিনাথ শৰ্মাদলৈ
স্নাতকৰ কথাবন্ধ:	(.সম্পা) মহেশ্বৰ নেওগ
ক্রমবিকাশত অসমীয়া কথাশৈলী:	প্ৰফুল্ল কটকী
অসমীয়া গদ্যৰীতি:	স্মৃতিৰেখা ভূঞা
প্ৰাচ্য শাসনাৱলী:	(.সম্পা) মহেশ্বৰ নেওগ
অঙ্কাৱলী:	কালিৰাম মেধি
সাতসৰী অসম বুৰঞ্জী:	(.সম্পা) সূৰ্যকুমাৰ ভূঞা
প্ৰাচীন অসমীয়া গদ্যশৈলী:	অৰ্পনা কোঁৱৰ
ভাষা সাহিত্যৰ সুবাস:-	লীলাৱতী শইকীয়া বৰা
ঊনবিংশ শতিকা আৰু লম্বোদৰ বৰা:	জগন্নাথ বৰ্মণ

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

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

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

Theory Credit: 4

Practical Credit: 0

No of required classes: 48

No of contact classes: 40

No of non-contact classes: 8

Four-Year Undergraduate Programme
Subject: Assamese
Semester: Sixth
Course Name: সাহিত্য আৰু সাহিত্য সমালোচনা
Core Course
Existing Base Syllabus: UG CBCS Syllabus
Course Level: 400-499

Unit No.	Unit Content	No. of Classes	Marks
১	সাহিত্য আৰু সাহিত্য সমালোচনাৰ অন্তঃসম্পর্ক সংজ্ঞা আৰু প্ৰকাৰভেদঃ কাব্য, দৃশ্য কাব্য (প্ৰাচ্য দৃষ্টিভংগীত), কবিতা, নাটক, চুটিগল্প আৰু উপন্যাস (পাশ্চাত্য দৃষ্টিভংগীত)	১২	২০
২	শব্দশক্তি আৰু বস এৰিষ্ট'টলৰ ধাৰণাত ট্ৰেজেদি, কমেদি আৰু এপিক (মহাকাব্য)	১২	২০
৩	ছন্দঃ পদ বা পয়াৰ, দুলাড়ি, ছবি, ব্লনা, কুসুমমালা অলংকাৰঃ অনুপ্ৰাস, যমক, শ্লেষ, বক্রোক্তি, উপমা, ৰূপক, ভ্ৰান্তিমান, উৎপ্ৰেক্ষা কবিতাত অনুকৰণ আৰু কল্পনাৰ প্ৰভাৱ আধুনিক কবিতাত কল্পনা আৰু প্ৰতীকবাদ	১২	২০
৪	এবছাৰ্ড নাটক আৰু ব্ৰেখটীয় মহাকাব্যিক নাটক বাস্তৱিক আৰু মনঃস্তাত্বিক কথা সাহিত্য	১২	২০

পঠন-সামগ্ৰী:

ট্ৰেজেডী বিচাৰ : শৈলেন ভৰালী
ধ্বনি আৰু বসতত্ত্ব : মুকুন্দমাধৱ শৰ্মা
নন্দনতত্ত্বঃ প্ৰাচ্য আৰু পাশ্চাত্য : ত্ৰৈলোক্যনাথ গোস্বামী
সাহিত্য উপক্ৰমণিকা : মহেন্দ্ৰ বৰা
সাহিত্যৰ তত্ত্ব আৰু প্ৰয়োগ : বিমল মজুমদাৰ
চুটিগল্প : উদয় দত্ত
উপন্যাস : প্ৰহ্লাদকুমাৰ বৰুৱা
সাহিত্যবিদ্যা পৰিক্ৰমা : তীৰ্থনাথ শৰ্মা
সাহিত্যদৰ্পণ : বিশ্বনাৰায়ণ শাস্ত্ৰী
সাহিত্যৰ বাদ-বৈচিত্ৰ্য : নগেন শইকীয়া
সাহিত্যঃ সংজ্ঞা আৰু আংগিক : পৰাগ কুমাৰ ভট্টাচাৰ্য্য
আধুনিকতাবাদ আৰু অন্যান্য প্ৰবন্ধ : হৰেকৃষ্ণ ডেকা
Romantic Imagination: C.M. Bowra

Graduate Attributes: সহমৰ্মিতা, সমালোচনাত্মক মনোভাব, বিশ্লেষণ-ক্ষমতা

Course Objective: এই কাকতখনৰ উদ্দেশ্য প্ৰাচ্য-পাশ্চাত্য সমালোচনাৰ আভাস দি ছাত্ৰ-ছাত্ৰীসকলক সাহিত্য-সমালোচনাৰ বাবে প্ৰস্তুত কৰি তোলা।

Learning Outcome: এই কাকতখন পঢ়িলে ছাত্ৰ-ছাত্ৰীসকলে প্ৰাচ্য-পাশ্চাত্য সমালোচনাৰ বিভিন্ন দিশ সম্বন্ধে জানিব পাৰিব, লগতে সাহিত্যৰ কেতবোৰ ভাগ সম্বন্ধে অৱগত হ'ব পাৰিব।

Theory Credit: 4

Practical Credit: 0

No of required classes: 48

No of contact classes: 40

No of non-contact classes: 8

Four-Year Undergraduate Programme
Subject: Assamese
Semester: Sixth
Course Name: অসমৰ আৰ্যভিন্ন ভাষা
Elective Course
Existing Base Syllabus: UG CBCS Syllabus
Course Level: 400-499

Unit No.	Unit Content	No. of Classes	Marks
১	আৰ্যভিন্ন ভাষাৰ পৰিচয় আৰু অসমত তেওঁলোকৰ বিস্তৃতি (বিশেষকৈ চীন-তিব্বতীয় আৰু আফ্ৰিক ভাষা)	১২	২০
২	আৰ্যভিন্ন ভাষাৰ উত্তৰণ আৰু স্থিতি (বেৰো, বাভা, কাৰ্বি, মিচিং আৰু গাৰো ভাষাৰ উল্লিখনেৰে বৃষ্টিছ সময়ৰ পৰা বৰ্তমান সময়লৈ)	১২	২০
৩	অসমৰ আৰ্যভিন্ন ভাষাৰ সাধাৰণ বৈশিষ্ট্য (ধ্বনিতাত্ত্বিক, ৰূপতাত্ত্বিক আৰু বাক্যতাত্ত্বিক)	১২	২০
৪	আৰ্য আৰু আৰ্যভিন্ন ভাষাৰ পাৰস্পৰিক প্ৰভাৱ (ক) আৰ্যভিন্ন ভাষাৰ ওপৰত অসমীয়া ভাষাৰ প্ৰভাৱ (খ) অসমীয়া ভাষাৰ ওপৰত আৰ্যভিন্ন ভাষাৰ প্ৰভাৱ	১২	২০

পঠন-সামগ্ৰী:

অসমৰ ভাষা	: ভীমকান্ত বৰুৱা
অসমৰ ভাষা	: বিভা ভৰালী আৰু বনানি চক্ৰৱৰ্তী(সম্পা.)
অসমীয়া অৰু অসমৰ তিব্বতবৰ্মীয় ভাষা	: উপেন ৰাভা হাকাচাম
ভাৰতীয় ভাষাৰ পৰিচয়	: নগেন ঠাকুৰ
ভাষাবৈজ্ঞানিক অধ্যয়নত তুলনা প্ৰসংগ (সম্পা.)	: উপেন ৰাভা হাকাচাম, প্ৰণীতা দেৱী
গাৰো ভাষাৰ মৌলিক বিচাৰ	: প্ৰণীতা দেৱী
মিচিং ভাষাৰ পৰিচয়	: নাহেন্দ্ৰ পাদুন
পৃথিৱীৰ বিভিন্ন ভাষা	: নগেন ঠাকুৰ
তিব্বত বৰ্মীয় ভাষাৰ সম্বন্ধ বাচক শব্দৰ অধ্যয়ন	: প্ৰণীতা দেৱী
A Descriptive Analysis of Bodo Language: P.C. Bhattacharya	
Assamese and Bodo : A Comparative and Contrastive Study	: Madhuram Boro
Karbi People and their Language	: Arpana Konwar
Languages of North-East	: P.N. Dutta Baruah
Linguistic Survey of India (Vol.II, Part II)	: G.A. Grierson
North-East India Linguistics	: Stephen Morey and Mark Post
Sino-Tibetan: A Conspectus	: Paul K. Benedict
Studies in Sino-Tibetan Languages	: S.N. Goswami
Structure of Garo	: Pranita Devi

Graduate Attributes: জ্ঞান-আধাৰ, ভ্ৰাতৃত্ববোধ, ভাষা-বিশ্লেষণ ক্ষমতা

Course Objective: এই কাকতখনৰ উদ্দেশ্য অসম তথা উত্তৰ-পূৰ্বাঞ্চলৰ আৰ্যভিন্ন ভাষাৰ আভাস দিয়া।

Learning Outcome: এই কাকতখন অধ্যয়নৰ জৰিয়তে অসমীয়া ভাষাৰ লগত আৰ্যভিন্ন ভাষাৰ পাৰস্পৰিক ভাষিক সম্পৰ্ক জনাৰ লগতে আৰ্যভিন্ন ভাষাসমূহৰ সাম্প্ৰতিক স্থিতি সম্পৰ্কে পৰ্যালোচনা কৰিব পৰা যাব।

Theory Credit: 4

Practical Credit: 0

No of required classes: 48

No of contact classes: 40

No of non-contact classes: 8

Four-Year Undergraduate Programme
Subject: Assamese
Semester: Sixth
Course Name: ব্যাকৰণ আৰু অসমীয়া ব্যাকৰণ
Elective Course
Existing Base Syllabus: UG CBCS Syllabus
Course Level: 400-499

Unit No.	Unit Content	No. of Classes	Marks
১	ব্যাকৰণ : সংজ্ঞা, ইতিহাস (প্ৰাচ্য আৰু পাশ্চাত্য— পাণিনীয় আৰু গ্ৰীক ধাৰাৰ উল্লিখন), ব্যাকৰণৰ উপাদান (ধ্বনি, ৰূপ, শব্দ আৰু বাক্য), অসমীয়া ব্যাকৰণৰ ইতিহাস	১২	২০
২	অসমীয়া ভাষাৰ ধ্বনিতত্ত্ব বিভাজ্য ধ্বনি : স্বৰধ্বনি, ব্যঞ্জনধ্বনি অবিভাজ্য ধ্বনি : শ্বাসাঘাত, সন্ধি, অনুনাসিকতা, সুৰ- লহৰ	১২	২০
৩	অসমীয়া ভাষাৰ ৰূপতত্ত্ব : প্ৰাকৃতি, প্ৰকৃতি, সৰ্গ(প্ৰত্যয়, বিভক্তি), পদ আৰু পদৰ শ্ৰেণীবিভাজন (নামপদ, ক্ৰিয়াপদ), বচন, লিংগ, কাৰকবাচক শব্দৰূপ, ধাতুৰূপ (কাল, ভাব, দশা, পুৰুষ)	১২	২০
৪	অসমীয়া ভাষাৰ বাক্যতত্ত্ব : অসমীয়া বাক্যৰ শ্ৰেণীবিভাজন, বাক্যৰ উপাদান পদৰ সংগতি আৰু ক্ৰম, নিকটস্থ অংগবিচাৰ, খণ্ডবাক্য গঠনৰ নিয়ম, ৰূপান্তৰ উৎপাদক ব্যাকৰণ	১২	২০

পঠন-সামগ্ৰী:

অসমীয়া বৰ্ণ প্ৰকাশ	: গোলোক চন্দ্ৰ গোস্বামী
অসমীয়া ব্যাকৰণ আৰু ভাষাতত্ত্ব	: কালিৰাম মেধি
অসমীয়া ব্যাকৰণৰ মৌলিকবিচাৰ	: গোলোক চন্দ্ৰ গোস্বামী
অসমীয়া ব্যাকৰণ প্ৰৱেশ	: গোলোক চন্দ্ৰ গোস্বামী
অসমীয়া ভাষাৰ ব্যাকৰণ	: উপেন্দ্ৰনাথ গোস্বামী
অসমীয়া ভাষাৰ ৰূপকথা	: উপেন্দ্ৰনাথ গোস্বামী
অসমীয়া ভাষাৰ ৰূপতত্ত্ব	: লীলাৱতী শইকীয়া বৰা
উচ্চতৰ অসমীয়া ব্যাকৰণ	: ৰমেশ পাঠক
ব্যাকৰণ আৰু প্ৰাকৃতিবিজ্ঞান	: ৰমেশ পাঠক
ব্যৱহাৰিক ধ্বনিবিজ্ঞান	: দীপংকৰ মৰল
ব্যাকৰণঃ প্ৰাচ্য আৰু পাশ্চাত্য	: খগেশসেন ডেকা
ভাষাবিজ্ঞান উপক্ৰমণিকা	: অপৰ্ণা কোঁৱৰ
Assamese; Its Formation and Development	: B.K. Kakati
Syntactic Structure	: Noam Chomsky

Graduate Attributes: জ্ঞান-আধাৰ, যোগাযোগ-কৌশল, অনুসন্ধানমূলক মনোভাব

Course Objective: এই কাকতখনৰ উদ্দেশ্য উচ্চ ব্যাকৰণৰ ৰীতি অনুযায়ী অসমীয়া ভাষাৰ বৈয়াকৰণিক আভাস দিয়া।

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

Theory Credit: 4

Practical Credit: 0

No of required classes: 48

No of contact classes: 40

No of non-contact classes: 8

Four-Year Undergraduate Programme
Subject: Assamese
Semester: Sixth
Course Name: তুলনামূলক ভাৰতীয় সাহিত্য
Elective Course
Existing Base Syllabus: UG CBCS Syllabus
Course Level: 400-499

[এই পাঠ্যক্রমৰ (পাঠ্য) অধ্যয়নৰ জৰিয়তে তুলনামূলক ভাৰতীয় সাহিত্য সম্পৰ্কে পৰিচয় কৰাই দিয়াৰ লগতে আধুনিক ভাৰতীয় সাহিত্য (বাংলা, হিন্দী, ওড়িয়া, ব্ৰজবুলি) সম্পৰ্কে সামান্যভাৱে পৰিচয় কৰাই দিয়াৰ প্ৰয়াস কৰা হ'ব।]

Unit No.	Unit Content	No. of Classes	Marks
১	তুলনামূলক সাহিত্যৰ পৰিচয় সংজ্ঞা, অধ্যয়নৰ পদ্ধতি আৰু প্ৰধান সম্প্ৰদায়সমূহ (Schools), ভাৰতীয় সাহিত্যৰ ধাৰণা আৰু ভাৰতীয় সাহিত্য অধ্যয়নৰ ইতিহাস	১২	২০
২	ভাৰতীয় কাব্য সাহিত্যৰ পৰিচয় (ব্ৰজবুলি আৰু আধুনিক কবিতা) বিদ্যাপতি : ৰাধাৰ বয়ঃসন্ধি চণ্ডীদাস : শ্ৰীৰাধাৰ পূৰ্বৰাগ জ্ঞানদাস : প্ৰথম মিলন গোবিন্দদাস : বৰ্ষাভিনয় ৰবীন্দ্ৰনাথ ঠাকুৰ : সোণাৰ তৰী জয়শংকৰ প্ৰসাদ : ভাৰত মহিমা	১২	২০
৩	ভাৰতীয় চুটিগল্পৰ চানেকি শৰৎচন্দ্ৰ চট্টোপাধ্যায় : মন্দিৰ (বাংলা) প্ৰেমচান্দ : শিশু (হিন্দী) ৰাজকিশোৰ ৰায় : বিয়াৰমুকুট (ওড়িয়া) অনিতা দেশাই : সঙ্গত (ইংৰাজী)	১২	২০
৪	ভাৰতীয় উপন্যাসৰ চানেকি মাণিক বন্দোপাধ্যায় : পদ্মানদীৰ মাৰি ফকীৰ মোহন সেনাপতি : উনিশ পুৰা দুকঠা (অনু. ভামতী দেৱী)	১২	২০

পঠন-সামগ্ৰী:

আধুনিক বাংলা সাহিত্য	: মোহিতলাল মজুমদাৰ
আধুনিক ভাৰতীয় সাহিত্য	: শৈলেন ভৰালী
বঙ্গসাহিত্যে উপন্যাসেৰ ধাৰা	: শ্ৰীকুমাৰ বন্দোপাধ্যায়
তুলনাত্মক সাহিত্য	: দিলীপ বৰা
তুলনামূলক ভাৰতীয় সাহিত্য	: নীৰাজনা মহন্ত বেজবৰা

প্ৰেমচন্দ গুৰ উনকা যুগ : ৰামবিলাস শৰ্মা
তুলনামূলক ভাৰতীয় সাহিত্য : প্ৰফুল্ল কুমাৰ নাথ
তুলনামূলক সাহিত্যঃ তত্ত্ব আৰু প্ৰয়োগ : প্ৰফুল্লকুমাৰ নাথ
উপন্যাস আৰু লনামূলক ভাৰতীয় উপন্যাস : প্ৰফুল্লকুমাৰনাথ
প্ৰেমচন্দৰ চুটিগল্প : মামণি ৰয়চম গোস্বামী (অনূদিত)
নিৰ্বাচিত ভাৰতীয় চুটিগল্প : নৱকান্ত বৰুৱা (সম্পা.)
বাংলা ছোটগল্প : শিশিৰ কুমাৰ দাশ
Aspects of Comparative Literature : Indranath Choudhury (Ed.)
Comparative Literature : Indian Dimensions : Swapan Mazumdar

Graduate Attributes: সহমৰ্মিতা, ভ্ৰাতৃত্ববোধ, সাহিত্য -বিশ্লেষণ ক্ষমতা

Course Objective: এই কাকতখনৰ উদ্দেশ্য ছাত্ৰ-ছাত্ৰীসকলক তুলনামূলক সাহিত্যৰ ধাৰণা দিয়াৰ লগতে ভাৰতীয়, বাংলা, ব্ৰজবুলি, হিন্দী, উড়িয়া আৰু ভাৰতীয় ইংৰাজী সাহিত্যৰ সৈতে পৰিচয় কৰাই দিয়া। **Learning Outcome:** এই কাকতখন অধ্যয়ন কৰিলে ছাত্ৰ-ছাত্ৰীসকলে আধুনিক ভাৰতীয় সাহিত্যৰ বৰ্তমানৰ স্থিতি সম্পৰ্কে জানিব পাৰিব, লগতে এইবোৰৰ সৈতে অসমীয়া সাহিত্যৰ তুলনামূলক বিচাৰ-বিশ্লেষণ কৰিব পাৰিব।

Theory Credit: 4

Practical Credit: 0

No of required classes: 48

No of contact classes: 40

No of non-contact classes: 8

GAUHATI UNIVERSITY
FYUGP CORE SYLLABUS
IN BENGALI
COURSE DETAILS

- a. Four - year Undergraduate programme
- b. Subject - Bengali
- c. Semester – First
- d. Course Name – Core paper wise course names of each semester are included in the syllabus (Colum no. g)
- e. Based on UG CBCS Syllabus
- f. Course Level - 100
- g. Syllabus -

SEMESTER I

Paper Code - BEN CORE PAPER-1		Credits-4	
Paper Title – শিশু ও কিশোর সাহিত্য		External Marks –	
80		Internal Marks - 20 *	
Units	Topics	No. of Class	Marks
I	অবনীন্দ্রনাথ ঠাকুর - বুড়ো আংলা	15	20
II	সুকুমার রায় – আবোল তাবোল নির্বাচিত পাঠ - খিচুড়ি, গোঁফচুরি, সৎপাত্র, খুড়োর কল, বাবুরাম সাপুড়ে	15	20
III	লীলা মজুমদার - পদিপিসির বর্মিবাক্স	15	20
IV	সত্যজিৎ রায় – প্রোফেসর শঙ্কু নির্বাচিত পাঠ - ব্যোমযাত্রীর ডায়েরি, প্রোফেসর শঙ্কু ও আশ্চর্য পুতুল, প্রোফেসর শঙ্কু ও গোলক-রহস্য	15	20

*Candidates have to attend one Sessional Exam. of 40 marks and submit two Home Assignments each of 20 Marks for Internal Assessment Marks. Internal Assessment marks will be given out 20

marks by averaging the marks obtained in Sessional Examination and Home Assignments.

h. Reading list-

Reference Books:

- ১। আশা গঙ্গোপাধ্যায় - বাংলা শিশু-সাহিত্যের ক্রমবিকাশ (১৮০০-১৯০০), ডি. এম. লাইব্রেরী
- ২। খগেন্দ্রনাথ মিত্র - শতাব্দীর শিশু-সাহিত্য (১৮১৮-১৯৬০), পশ্চিমবঙ্গ বাংলা আকাদেমি
- ৩। নবেন্দু সেন - প্রসঙ্গায়নে বাংলা শিশুসাহিত্য, সাহিত্যলোক
- ৪। নবেন্দু সেন - বাংলার শিশু-সাহিত্য তথ্য তত্ত্ব ও বিশ্লেষণ, পুথিপত্র
- ৫। বুদ্ধদেব বসু - সাহিত্যচর্চা, দে'জ
- ৬। পার্থজিৎ গঙ্গোপাধ্যায় - শিশুসাহিত্যের সোনালি অধ্যায়, সাহিত্যলোক
- ৭। শিবাজী বন্দ্যোপাধ্যায় - গোপাল-রাখাল দ্বন্দ্বসমাস: উপনিবেশবাদ ও বাংলা শিশুসাহিত্য, প্যাপিরাস

i. (ii) Learning Outcome -

শিশু ও কিশোর সাহিত্য

The course will enable the students to get familiar with the Juvenile Literature which includes prose, poetry, fiction along with the contributions of individual authors in the fields of Modern Bengali Literature.

Moreover, the course will help to develop their social and cultural knowledge.

j. Theory Credit – (External Marks 80)

k. Practical Credit – (Internal Marks 20)

l. No. of Required Classes - 15 classes per unit of all papers

m. No. of Contact Classes - 60

n. No. of Non-Contact Classes - 0

o. Particulars of Course Designer -

1. Dr. Binita Rani Das,
Convenor and HOD ,
Department of Bengali,
Gauhati University, Guwahati, Assam.
Email- dasdrbinita@gmail.com

2. Dr. Sanjay Bhattacharjee,
Associate Professor,
Dept. of Bengali,
Gauhati University, Guwahati, Assam.
email- brjsanjay24x7@gmail.com

3. Dr. Santanu Roy Choudhury,
Associate Professor,
Dept. of Bengali,
Pandu College, Guwahati, Assam.
email-santanuroychowdhury9@gmail.com

4. Dr. Jyotirmay Sengupta,
Associate Professor,
Head, Dept. of Bengali,
Pragjyotish College, Guwahati, Assam.
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GAUHATI UNIVERSITY
FYUGP CORE SYLLABUS
IN BENGALI
COURSE DETAILS

- a. Four-year Undergraduate programme
- b. Subject - Bengali
- c. Semester – Second
- d. Course Name – Core paper wise course names of each semester are included in the syllabus (Colum no. g)
- e. Based on UG CBCS Syllabus
- f. Course Level - 100
- g. Syllabus -

SEMESTER 2

Paper Code - BEN CORE PAPER-2		Credits-4	
Paper Title - উনিশ শতকের বাংলা সাহিত্যপাঠ		External Marks – 80	
		Internal Marks - 20 *	
Units	Topics	No. of Class	Marks
I	মাইকেল মধুসূদন দত্ত - বীরাঙ্গনা কাব্য নির্বাচিত পাঠ—নীলধ্বজের প্রতি জনা, সোমের প্রতি তারা, লক্ষ্মণের প্রতি সূৰ্পনখা, পুরুষবার প্রতি উর্বশী, দুঃস্বপ্নের প্রতি শকুন্তলা	15	20
II	ঈশ্বরচন্দ্র বিদ্যাসাগর - শকুন্তলা	15	20
III	বঙ্কিমচন্দ্র চট্টোপাধ্যায় - কপালকুণ্ডলা	15	20
IV	দীনবন্ধু মিত্র - সধবার একাদশী	15	20

*Candidates have to attend one Sessional Exam. of 40 marks and submit two Home Assignments each of 20 Marks for Internal Assessment Marks. Internal Assessment marks will be given out 20

marks by averaging the marks obtained in Sessional Examination and Home Assignments.

h. Reading list-

Reference Books:

- ১। ভবানীগোপাল সান্যাল - বীরাঙ্গনা কাব্য, মাইকেল মধুসূদন দত্ত, মডার্ন বুক এজেন্সী
- ২। যোগীন্দ্রনাথ বসু - মাইকেল মধুসূদন দত্তের জীবনচরিত, অশোক পুস্তকালয়
- ৩। গোলাম মুরশিদ - আশার ছলনে ভুলি, আনন্দ
- ৪। ক্ষেত্র গুপ্ত - মধুসূদনের কাব্য-আত্মা ও কাব্য-শিল্প, এ কে সরকার এণ্ড কোং
- ৫। শ্রীমোহিতলাল মজুমদার - কবি শ্রীমধুসূদন, গ্রন্থনিলয়
- ৬। আশুতোষ ভট্টাচার্য - গীতিকবি মধুসূদন, দে'জ
- ৭। ব্রজেন্দ্রনাথ বন্দ্যোপাধ্যায় ও সজনীকান্ত দাস (সম্পাদিত), ঈশ্বরচন্দ্র বিদ্যাসাগর - শকুন্তলা, বঙ্গীয় সাহিত্য পরিষৎ
- ৮। উজ্জ্বলকুমার মজুমদার - ঈশ্বরচন্দ্র বিদ্যাসাগর সংকলিত শকুন্তলা ও সীতার বনবাস, সান্যাল এণ্ড কোং
- ৯। শঙ্খ ঘোষ - বিদ্যাসাগর, প্যাপিরাস
- ১০। নরেশচন্দ্র জানা - শকুন্তলা ও সীতার বনবাস: বিদ্যাসাগর, সাহিত্যলোক
- ১১। ইন্দ্র মিত্র - করুণাসাগর বিদ্যাসাগর, আনন্দ
- ১২। ক্ষেত্র গুপ্ত - বাংলা উপন্যাসের ইতিহাস, প্রথম খণ্ড, গ্রন্থনিলয়
- ১৩। অমিত্রসূদন ভট্টাচার্য - বঙ্কিমচন্দ্র জীবনী, আনন্দ
- ১৪। সুবোধচন্দ্র সেনগুপ্ত - বঙ্কিমচন্দ্র, এ মুখার্জী এণ্ড কোং
- ১৫। শ্রীকুমার বন্দ্যোপাধ্যায় - বঙ্গসাহিত্যে উপন্যাসের ধারা, মডার্ন বুক এজেন্সী
- ১৬। আশুতোষ ভট্টাচার্য - বাংলা নাট্যসাহিত্যের ইতিহাস, এ মুখার্জী এণ্ড কোং
- ১৭। দর্শন চৌধুরী - উনিশ শতকের নাট্যবিষয়, সাহিত্য প্রকাশ

১৮। দীনবন্ধু মিত্র – দীনবন্ধু রচনাবলী, সাহিত্য সংসদ

১৯। অজিতকুমার ঘোষ – বাংলা নাটকের ইতিহাস, দে'জ

i. (ii) Learning Outcome -

উনিশ শতকের বাংলা সাহিত্য পাঠ

The course will help the students to understand the features of the 19th century's texts of Bengali poetry, prose, fiction and drama along with the contribution of the writers in the different fields of modern Bengali literature. Partially they will also come to know about the socio-economic and political study of that particular era.

This course is also help them to enrich their cultural knowledge, emotional intelligence and creativity.

j. Theory Credit – (External Marks 80)

k. Practical Credit – (Internal Marks 20)

l. No. of Required Classes - 15 classes per unit of all papers

m. No. of Contact Classes - 60

n. No. of Non-Contact Classes - 0

o. Particulars of Course Designer -

1. Dr. Binita Rani Das,

Convenor and HOD ,

Department of Bengali,

Gauhati University, Guwahati, Assam.

Email- dasdrbinita@gmail.com

2. Dr. Sanjay Bhattacharjee,

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**3. Dr. Barun Kumar Saha,
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GAUHATI UNIVERSITY
FYUGP CORE SYLLABUS
IN BENGALI
COURSE DETAILS

- a. Four-year Undergraduate programme
- b. Subject - Bengali
- c. Semester – Third
- d. Course Name – Core paper wise course names of each semester are included in the syllabus (column no. g)
- e. Based on UG CBCS Syllabus
- f. Course Level - 200
- g. Syllabus -

SEMESTER 3

Paper Code - BEN CORE PAPER-3		Credits –4	
Paper Title – বিশ শতকের বাংলা সাহিত্যপাঠ		External Marks – 80	
		Internal Marks –20 *	
Units	Topics	No. of Class	Marks
I	বুদ্ধদেব বসু - সাহিত্যচর্চা নির্বাচিত পাঠ - রবীন্দ্রনাথ ও উত্তরসাধক, রামায়ণ, উত্তর তিরিশ, শিশুসাহিত্য	15	20
II	জীবনানন্দ দাশের শ্রেষ্ঠকবিতা নির্বাচিত পাঠ - বোধ, হায়চিল, সিন্ধুসারস, শিকার, গোধূলিসন্ধির নৃত্য, রাত্রি, বনলতা সেন, মৃত্যুর আগে, আট বছর আগের একদিন	15	20
III	শরৎচন্দ্র চট্টোপাধ্যায় - শ্রীকান্ত (১ম পর্ব)	15	20
IV	উৎপল দত্ত - দিনের তলোয়ার	15	20

*Candidates have to attend one Sessional Exam. of 40 marks and submit two Home Assignments

each of 20 Marks for Internal Assessment Marks. Internal Assessment marks will be given out 20 marks by averaging the marks obtained in Sessional Examination and Home Assignments.

h. Reading list-

Reference Books:

- ১। অধীরকুমার দে – আধুনিক বাংলা প্রবন্ধ সাহিত্যের ধারা, উজ্জ্বল সাহিত্য মন্দির
- ২। হীরেন্দ্রনাথ দত্ত - বাংলা প্রবন্ধ সাহিত্য, আনন্দ
- ৩। সুনীলকুমার বন্দ্যোপাধ্যায় – বাংলা প্রবন্ধ সাহিত্যের ভূমিকা, মডার্ন বুক এজেন্সী
- ৪। অক্ষয়কুমার শিকদার - আধুনিক বাংলা কবিতার দিগবলয়, অরুণা প্রকাশনী
- ৫। প্রদ্যুম্ন মিত্র - জীবনানন্দের চেতনাজগৎ, দে'জ
- ৬। অম্বুজ বসু - একটি নক্ষত্র আসে, দে'জ
- ৭। অরুণকুমার মুখোপাধ্যায় - কালের পুতুলিকা, দে'জ
- ৮। অরুণকুমার মুখোপাধ্যায় - কালের প্রতিমা, দে'জ
- ৯। সরোজ বন্দ্যোপাধ্যায় - বাংলা উপন্যাসের কালান্তর, দে'জ
- ১০। শ্রীকুমার বন্দ্যোপাধ্যায় – বঙ্গসাহিত্যে উপন্যাসের ধারা, মডার্ন বুক এজেন্সী
- ১১। আশুতোষ ভট্টাচার্য - বাংলা নাট্যসাহিত্যের ইতিহাস, এ মুখার্জী এণ্ড কোং
- ১২। দর্শন চৌধুরী – উনিশ শতকের নাট্যবিষয়, সাহিত্য প্রকাশ
- ১৩। উৎপল দত্তের স্মরণ সংখ্যা - তথ্য ও সংস্কৃতি বিভাগ, পশ্চিমবঙ্গ সরকার
- ১৪। অজিতকুমার ঘোষ – বাংলা নাটকের ইতিহাস, দে'জ

i. (ii) Learning Outcome -

বিশ শতকের বাংলা সাহিত্য পাঠ

The course will help the students to understand the features of the 20th century's texts of Bengali poetry, prose, fiction and drama along with the contribution of the writers in the different fields of 20th century's Bengali literature.

This course will also enable their understanding of identity, heritage and culture, and inviting them to think imaginatively about society.

- j. Theory Credit – (External Marks 80)
- k. Practical Credit – (Internal Marks 20)
- l. No. of Required Classes - 15 classes per unit of all papers
- m. No. of Contact Classes - 60
- n. No. of Non-Contact Classes - 0
- o. Particulars of Course Designer -

1. Dr. Binita Rani Das,
Convenor and HOD ,
Department of Bengali,
Gauhati University, Guwahati, Assam.

Email- dasdrbinita@gmail.com

2. Dr. Sanjay Bhattacharjee,
Associate Professor,
Dept. of Bengali,
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3. Dr. Munshi Mahammad Saiful Ahamed
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4. Dr. Santanu Roy Choudhury,

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Dept. of Bengali,

Pandu College,

email-santanuroychowdhury9@gmail.com

5. Dr. Kantar Bhushan Nandi,

Associate Professor,

Head, Dept. of Bengali,

Loknayak Omeo Kumar Das College,

email-nandikantarb@gmail.com

GAUHATI UNIVERSITY
FYUGP CORE SYLLABUS
IN BENGALI
COURSE DETAILS

- a. Four-year Undergraduate programme
- b. Subject - Bengali
- c. Semester – Fourth
- d. Course Name – Core and Major Elective Paper wise course names of each semester are included in the syllabus (Colum no. g)
- e. Based on UG CBCS Syllabus
- f. Course Level - 200
- g. Syllabus -

SEMESTER-4

Paper Code– BEN CORE PAPER-4		Credits–4	
Title of Paper – প্রাচীন ও মধ্যযুগের বাংলা সাহিত্যের ইতিহাস		External Marks – 80	
		Internal Marks –20 *	
Units	Topics	No. of Class	Marks
I	বাংলা সাহিত্যের যুগ বিভাগ (প্রাচীন যুগ, আদিমধ্য যুগ, অন্ত্যমধ্য যুগ) জয়দেবও বাংলা সাহিত্য, চর্যাগীতি—গ্রন্থ পরিচয়, আবিষ্কার, নামকরণ, ঐতিহাসিক মূল্য, সমাজচিত্র শ্রীকৃষ্ণকীর্তন—গ্রন্থ পরিচয়, আবিষ্কার, নামকরণ, ঐতিহাসিক মূল্য, সমাজচিত্র তুর্কি আক্রমণ অনুবাদ কাব্যের ধারা—ভাগবত (মালাধর বসু), রামায়ণ (কৃষ্ণিবাস ওঝা), মহাভারত- (কবীন্দ্র পরমেশ্বর, শ্রীকর নন্দী, কাশীরাম দাস)	15	20
II	চৈতন্য-পূর্ব, চৈতন্য সমসাময়িক ও চৈতন্য পরবর্তী পদাবলি সাহিত্য—চণ্ডীদাস, বিদ্যাপতি, মুরারি গুপ্ত, জ্ঞানদাস, গোবিন্দদাস, বলরামদাস	15	20

	মঙ্গলকাব্যের ধারা—মনসামঙ্গল (বিজয় গুপ্ত, নারায়ণ দেব, বিপ্রদাস পিপলাই, কেতকাদাস ক্ষেমানন্দ, জগজ্জীবন ঘোষাল) চরিতকাব্য—বৃন্দাবনদাসের চৈতন্যভাগবত, লোচনদাসের চৈতন্যমঙ্গল, কৃষ্ণদাস কবিরাজের শ্রীশ্রীচৈতন্যচরিতামৃত		
III	ধর্মমঙ্গলের কাহিনিধারা ও কবি—রূপরাম চক্রবর্তী, ঘনরাম চক্রবর্তী শিবায়ন—শঙ্কর কবিচন্দ্র, রামেশ্বর ভট্টাচার্য অন্যান্য মঙ্গলকাব্য—দুর্গামঙ্গল, অন্নদামঙ্গল, রায়মঙ্গল	15	20
IV	আরাকান রাজসভার সাহিত্য (দৌলত কাজী, সৈয়দ আলাওল) নাথসাহিত্য মৈমনসিংহ ও পূর্ববঙ্গ গীতিকা বাউলগান মহারাত্র পুরাণ শাক্ত পদাবলি	15	20

*Candidates have to attend one Sessional Exam. of 40 marks and submit two Home Assignments each of 20 Marks for Internal Assessment Marks. Internal Assessment marks will be given out 20 marks by averaging the marks obtained in Sessional Examination and Home Assignments.

h. Reading list-

Reference Books:

- ১। অসিতকুমার বন্দ্যোপাধ্যায়-বাংলা সাহিত্যের সম্পূর্ণ ইতিবৃত্ত, মডার্ন বুক এজেন্সি
- ২। অসিতকুমার বন্দ্যোপাধ্যায়- বাংলা সাহিত্যের ইতিবৃত্ত (৫ম-৮ম খণ্ড), মডার্ন বুক এজেন্সি
- ৩। সুকুমার সেন- বাঙ্গালা সাহিত্যের ইতিহাস (৩য়-৪র্থ খণ্ড), আনন্দ
- ৪। ভূদেব চৌধুরী- বাংলা সাহিত্যের ইতিকথা, দে'জ
- ৫। বাংলা সাহিত্যের রূপরেখা-গোপাল হালদার, অরুণা
- ৬। শ্রীকুমার বন্দ্যোপাধ্যায়-বাংলা সাহিত্যের বিকাশের ধারা (২য় খণ্ড), ওরিয়েন্ট বুক

i. (ii) Learning Outcome -

প্রাচীন ও মধ্যযুগের বাংলা সাহিত্যের ইতিহাস

The course will help the students to understand and acquire knowledge about the history of Bengali literature of old and medieval period.

Paper Code –BEN MAJOR ELECTIVE PAPER-1		Credits–4	
Paper Title- প্রাচীন ও মধ্যযুগের বাংলা সাহিত্য পাঠ		External Marks – 80 Internal Marks –20 *	
Units	Topics	No. of Class	Marks
I	<p>হরপ্রসাদ শাস্ত্রী (সম্পাদিত)- হাজার বছরের পুরাণ বাংলা ভাষায় বৌদ্ধ গান ও দোঁহা নির্বাচিত পাঠ—(কাআ তরুবর), ২ (দুলি দুহি), ৬ (কাহেরে ঘিণি), ৮ (সোনে ভরিতী), ১০ (নগর বাহিরি), ২৮ (উঁচা উঁচা), ৩৩ (টোলত মোর), ৪০ (জো মণগোঅর), ৪৯ (বাজণাব পাড়ী), ৫০ (গঅণত গঅণত)</p>	15	20
II	<p>অমিত্রসুদন ভট্টাচার্য (সম্পাদিত)- বড়ু চণ্ডীদাসের শ্রীকৃষ্ণকীর্তন সমগ্র নির্বাচিত পাঠ— জন্মখণ্ড— ২,৮,৯ তাম্বুলখণ্ড - ১২,১৬,২২ বংশীখণ্ড - ৩০৯, ৩১০, ৩২৯, ৩৪৯ রাধাবিরহ - ৩৬৭, ৪১৩, ৪১৭</p>	15	20
III	<p>অমরেন্দ্রনাথ রায় (সম্পাদিত)- শাক্ত পদাবলী নির্বাচিত পাঠ—আগমনী ও বিজয়া পর্যায় আগমনী পর্যায় রামপ্রসাদ সেন -গিরি, এবার আমার উমা এলে ; ও গো রাণি, নগরে কোলাহল ;আজ শুভনিশি পোহাইল তোমার কমলাকান্ত ভট্টাচার্য -আমি কি হেরিলাম নিশি-স্বপনে ; কবে যাবে বল গিরিরাজ ; গিরিরাণি, এই নাও তোমার উমারে ; আমার উমা এলো ব'লে রাণী এলোকেশে ধায় ; শরত কমলমুখে, আধ আধ বাণী মায়ের দাশরথি রায় - গিরি গৌরী আমার এসেছিল ; কৈ হে গিরি কৈ সে আমার প্রাণের উমা বিজয়াপর্যায় রামপ্রসাদ সেন - দিও না আজ উমায় যেতে ; ওহে প্রাণনাথ গিরিবর হে কমলাকান্ত ভট্টাচার্য - ওরে নবমী-নিশি ; কি হলো নবমী নিশি ; জয়া, বল গো পাঠানো হবে না ; আমার গৌরীরে ল'য়ে যায় হর আসিয়া;</p>	15	20

	ফিরে চাওগো উমা তোমার বিধুমুখ হেরি দাশরথি রায় - নন্দি গিরি-নন্দিনী—ত্রিনয়নের নয়ন-তারা ; গিরি, যায় হে ল'য়ে হর প্রাণ- কন্যা গিরিজায় মধুসূদন দত্ত - যেয়ো না রজনী, আজি ল'য়ে তারাদলে		
IV	খগেন্দ্রনাথ মিত্র ও অন্যান্য (সম্পাদিত)- বৈষ্ণব পদাবলী নির্বাচিত পাঠ—বিদ্যাপতি, চণ্ডীদাস, জ্ঞানদাস, গোবিন্দ দাস, বলরাম দাস বিদ্যাপতি - এ সখি হামারি দুখের নাহি ওর ; আজু রজনী হাম ভাগে পোহায়লুঁ ; ততল সৈকত বারিবিন্দু সম চণ্ডীদাস - রাধার কি হৈল অন্তরে ব্যথা ; কাল জল ঢালিতে সই কাল পড়ে মনে ; বঁধু তুমি সে আমার প্রাণ জ্ঞানদাস - আলো মুক্ধে জানো না ; রূপ লাগি আঁখি বুঝে গুণে মন ভোর গোবিন্দদাস - নীরদ নয়নে নীর ঘন সিঞ্জে ; যাঁহা যাঁহা নিকসয়ে তনু তনু-জ্যোতি ; কণ্টক গাড়ি কমল-সম পদতল বলরামদাস - দাঁড়াইয়া নন্দের আগে গোপাল কান্দে অনুরাগে ; চাঁদমুখে বেণু দিয়া সব ধেনু নাম লইয়া ; ব্রজবাসিগণ কান্দে ধেনু-বৎস শিশু	15	20

*Candidates have to attend one Sessional Exam. of 40 marks and submit two Home Assignments each of 20 Marks for Internal Assessment Marks. Internal Assessment marks will be given out 20 marks by averaging the marks obtained in Sessional Examination and Home Assignments.

h. Reading list-

Reference Books:

- ১। সুকুমার সেন - চর্যাগীতি পদাবলী, আনন্দ
- ২। নীলরতন সেন- চর্যাগীতিকোষ - সাহিত্যলোক
- ৩। তারাপদ মুখোপাধ্যায় - চর্যাগীতি, বিশ্বভারতী গ্রন্থন বিভাগ
- ৪। জাহ্নবীকুমার চক্রবর্তী - চর্যাগীতির ভূমিকা, ডি. এম. লাইব্রেরী
- ৫। শশিভূষণ দাশগুপ্ত - বৌদ্ধধর্ম ও চর্যাগীতি, ওরিয়েন্ট বুক
- ৬। বসন্তরঞ্জন রায়বিদ্বদ্বল্লভ - শ্রীকৃষ্ণকীর্তন, বঙ্গীয় সাহিত্য পরিষৎ

- ৭। নীলরতন সেন - শ্রীকৃষ্ণকীর্তন (২য় খণ্ড), সাহিত্যলোক
- ৮। তারাপদ মুখোপাধ্যায় - বডুচণ্ডীদাসের শ্রীকৃষ্ণকীর্তন কাব্য, মিত্র ও ঘোষ
- ৯। মুনমুন গঙ্গোপাধ্যায় - শ্রীকৃষ্ণকীর্তন পরিক্রমা, বঙ্গীয় সাহিত্য সংসদ
- ১০। নরেশচন্দ্র জানা - শ্রীকৃষ্ণকীর্তন চর্চা, ভারতবুক
- ১১। সনাতন গোস্বামী - বৈষ্ণব পদাবলী পরিচয়, শম্পা বুকহোম
- ১২। সত্যগিরি - বৈষ্ণবপদাবলী, পুস্তকবিপণি
- ১৩। নীলরতনসেন - বৈষ্ণব পদাবলী পরিচয়, সাহিত্যলোক
- ১৪। শঙ্করীপ্রসাদ বসু - বিদ্যাপতি ও চণ্ডীদাস, দে'জ
- ১৫। শশীভূষণ দাশগুপ্ত - শ্রীরাধার ক্রমবিকাশ: দর্শনে ও সাহিত্যে, এ মুখার্জী
- ১৬। সত্যবতী গিরি - বাংলা সাহিত্যে কৃষ্ণকথার ক্রমবিকাশ, দে'জ
- ১৭। শঙ্করীপ্রসাদ বসু - মধ্যযুগের কবি ও কাব্য, জেনারেল প্রিন্টার্স
- ১৮। শশীভূষণ দাশগুপ্ত - ভারতের শক্তিসাধনা ও শাক্ত সাহিত্য, সাহিত্য সংসদ
- ১৯। জাহ্নবীকুমারচন্দ্র ক্রবর্তী - শাক্তপদাবলী ও শক্তিসাধনা, ডি. এম. লাইব্রেরী

i. (ii) Learning Outcome -

প্রাচীন ও মধ্যযুগের বাংলা সাহিত্যপাঠ

In the previous paper the students gained the overall knowledge about the history of old and medieval period. In this paper some texts from old and medieval period have been introduced so that students can go through the details of those literary practices and make a fair view on that.

Paper Code –BEN MAJOR ELECTIVE PAPER-2		Credits –4	
Paper Title– লোকসাহিত্য পাঠ – 80		External Marks	
		Internal Marks –20 *	
Units	Topics	No. of Class	Marks
I	দক্ষিণারঞ্জন মিত্র মজুমদার—ঠাকুরমার ঝুলি নির্বাচিত পাঠ –কিরণমালা, সাত ভাই চম্পা, নীলকমল ও লালকমল, শিয়াল পণ্ডিত	15	20
II	অবনীন্দ্রনাথ ঠাকুর— বাংলার ব্রত নির্বাচিত পাঠ –পূর্ণিপুকুর, মাঘমণ্ডল, কোজাগরী, আদর সিংহাসন, তুষলা ব্রত)	15	20
III	বাউল ও ভাটিয়ালি নির্বাচিত পাঠ - খাঁচার ভিতর অচিন পাখি, তোমায় হৃদমাব্বারে রাখিব, মনমাঝি তোর বৈঠা নেরে, আমি যে গহীন গাঙের নাইয়া	15	20
IV	বরুণকুমার চক্রবর্তী – লোকসংস্কৃতির সুলুক সন্ধানে নির্বাচিত পাঠ - প্রবাদ, ছড়া, ধাঁধা ও লোককথা — পরিচিতি ও বৈশিষ্ট্য	15	20

h. Reading list-

Reference Books:

১. আশুতোষ ভট্টাচার্য— বাংলার লোকসংস্কৃতি
২. আশুতোষ ভট্টাচার্য— বাংলার লোকসাহিত্য
৩. বরুণকুমার চক্রবর্তী— বাংলার লোকসাহিত্য চর্চার ইতিহাস
৪. শীলা বসাক— বাংলার ব্রত পার্বণ
৫. নির্মলেন্দু ভৌমিক— বাংলা ছড়ার ভূমিকা
৬. ওয়াকিল আহমেদ— বাংলা লোকসংগীতের ধারা
৭. সৌগত চট্টোপাধ্যায়— বাংলার ছড়া, ছড়ার বাংলা
৮. সুশীল কুমার দে— বাংলা প্রবাদ
৯. নির্মলেন্দু ভৌমিক— বাংলা ধাঁধার ভূমিকা

i. (ii) Learning Outcome -

লোকসাহিত্য পাঠ

The course will help the students to understand the Bengali folk literature, especially folk tales, bratakathas, folksongs, proverbs, etc. This course will encourage them to study on oral literature.

Paper Code–BENMAJOR ELECTIVE PAPER–3 Paper Title–জীবনী সাহিত্য ও স্মৃতিকথা		Credits–4 External Marks – 80 Internal Marks –20 *	
Units	Topics	No. of Class	Marks
I	রবীন্দ্রনাথ ঠাকুর–ছেলেবেলা	15	20
II	শংকর– অচেনা অজানা বিবেকানন্দ (সন্ন্যাসী ও গর্ভধারিণী)	15	20
III	উপেন্দ্রনাথ বন্দ্যোপাধ্যায়– নির্বাসিতের আত্মকথা	15	20
IV	রাসসুন্দরী দেবী– আমার জীবন	15	20

*Candidates have to attend one Sessional Exam. of 40 marks and submit two Home Assignments each of 20 Marks for Internal Assessment Marks. Internal Assessment marks will be given out 20 marks by averaging the marks obtained in Sessional Examination and Home Assignments.

h. Reading list-

Reference Books:

- ১। রবীন্দ্রনাথ ঠাকুর- জীবনস্মৃতি, বিশ্বভারতী
- ২। শিশিরকুমার দা - আত্মজীবন, জীবনী ও রবীন্দ্রনাথ, দে'জ
- ৩। নীহাররঞ্জন রায় – রবীন্দ্রসাহিত্যের ভূমিকা, নিউ এজ পাবলিশার্স
- ৪। ক্ষুদিরাম দাস - রবীন্দ্র-প্রতিভার পরিচয়, মল্লিক ব্রাদার্স
- ৫। শঙ্করীপ্রসাদ বসু - বিবেকানন্দ ও সমকালীন ভারতবর্ষ (১-৭)
- ৬। শ্যামপ্রসাদ বসু– অনু থেকে অনন্ত – বিবেকানন্দ
- ৭। শান্তনু রায়চৌধুরী - নির্বাসিতের আত্মকথা - (সম্পাদিত ও আলোচনা)
- ৮। শান্তনু রায়চৌধুরী - নির্বাসিতের আত্মকথা : নিবিড় পাঠ

i. (ii) Learning Outcome -

জীবনীসাহিত্য ও স্মৃতিকথা

This course will enable the students to get familiar with the biographical literature and memories written by the renowned writers. Four texts from different writers have been included here.

j. Theory Credit – (External Marks 80)

k. Practical Credit – (Internal Marks 20)

l. No. of Required Classes - 15 classes per unit of all papers

m. No. of Contact Classes - 60

n. No. of Non-Contact Classes - 0

o. Particulars of Course Designer -

1. Dr. Binita Rani Das,

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6. Dr. Kantar Bhushan Nandi,
Associate Professor,
Head, Dept. of Bengali,
Loknayak Omeo Kumar Das College,

7. Mr. Mihir Mazumer,
Associate Professor,
Head,
Dept. of Bengali,

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GAUHATI UNIVERSITY
FYUGP CORE SYLLABUS
IN BENGALI
COURSE DETAILS

- a. Four-year Undergraduate programme
- b. Subject- Bengali
- c. Semester – Fifth
- d. Course Name – Core and Major Elective Paper wise course names of each semester are included in the syllabus (Column no. g)
- e. Based on UG CBCS Syllabus
- f. Course Level – 300
- g. Syllabus -

SEMESTER 5

Paper Code– BEN CORE PAPER-5		Credits–4	
Paper Title– উনিশ শতকের বাংলা সাহিত্যের ইতিহাস		External Marks – 80	
		Internal Marks –20 *	
Units	Topics	No. of Class	Marks
I	গদ্যসাহিত্য— শ্রীরামপুর মিশন, ফোর্ট উইলিয়াম কলেজ, রামমোহন রায়, ঈশ্বরচন্দ্র বিদ্যাসাগর, প্যারিচাঁদ মিত্র, কালীপ্রসন্ন সিংহ, বঙ্কিমচন্দ্র চট্টোপাধ্যায়, রবীন্দ্রনাথ ঠাকুর পত্র-পত্রিকা— সংবাদ প্রভাকর, তত্ত্ববোধিনী, বঙ্গদর্শন, ভারতী	15	20
II	কাব্যসাহিত্য— ঈশ্বরগুপ্ত, মাইকেল মধুসূদন দত্ত, রঙ্গলাল বন্দ্যোপাধ্যায়, হেমচন্দ্র বন্দ্যোপাধ্যায়, নবীনচন্দ্র সেন, বিহারীলাল চক্রবর্তী, অক্ষয়কুমার বড়াল, মানকুমারী বসু, কামিনী রায়	15	20
III	কথাসাহিত্য— বঙ্কিমচন্দ্র চট্টোপাধ্যায়, ত্রৈলোক্যনাথ মুখোপাধ্যায়, রমেশচন্দ্র দত্ত, মীর মোসারফ হোসেন, স্বর্ণকুমারী দেবী, রবীন্দ্রনাথ ঠাকুর	15	20

IV	নাট্যসাহিত্য— বাংলা নাটকের সূচনাপর্ব, রামনারায়ণ তর্করত্ন, মাইকেল মধুসূদন দত্ত, দীনবন্ধু মিত্র, গিরিশ ঘোষ, জ্যোতিরিন্দ্রনাথ ঠাকুর, অমৃতলাল বসু, রবীন্দ্রনাথ ঠাকুর	15	20
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*Candidates have to attend one Sessional Exam. of 40 marks and submit two Home Assignments each of 20 Marks for Internal Assessment Marks. Internal Assessment marks will be given out 20 marks by averaging the marks obtained in Sessional Examination and Home Assignments.

h. Reading list-

Refernce Books:

- ১। অসিতকুমার বন্দ্যোপাধ্যায় – বাংলা সাহিত্যের ইতিবৃত্ত (৯ম-১০ম খণ্ড), মডার্ন বুক এজেন্সি
- ২। অসিতকুমার বন্দ্যোপাধ্যায় - বাংলা সাহিত্যের সম্পূর্ণ ইতিবৃত্ত, মডার্ন বুক এজেন্সি
- ৩। সুকুমার সেন – বাঙ্গালা সাহিত্যের ইতিহাস (৪র্থ-৫ম খণ্ড), আনন্দ
- ৪। ভূদেব চৌধুরী - বাংলা সাহিত্যের ইতিকথা (৪র্থ পর্যায়), দে'জ
- ৫। শ্রীকুমার বন্দ্যোপাধ্যায় - বাংলা সাহিত্যের বিকাশের ধারা, ওরিয়েন্ট বুক
- ৬। ক্ষেত্র গুপ্ত - বাংলা উপন্যাসের ইতিহাস (৩য়, ৪র্থ, ৫ম, ৬ম খণ্ড), গ্রন্থনিলয়
- ৭। শ্রীকুমার বন্দ্যোপাধ্যায় – বঙ্গসাহিত্যে উপন্যাসের ধারা, মডার্ন বুক এজেন্সি
- ৮। আশুতোষ ভট্টাচার্য – বাংলা নাট্যসাহিত্যের ইতিহাস, এ মুখার্জী এন্ড কোং
- ৯। অজিতকুমার ঘোষ – বাংলা নাটকের ইতিহাস, দে'জ

i. (ii) Learning Outcome -

উনিশ শতকের বাংলা সাহিত্যের ইতিহাস

The course will help the students to understand and acquire knowledge about the history of nineteenth century Bengali literature.

Paper Code—BEN MAJOR ELECTIVE PAPER—4		Credits—4	
Paper Title --বিশ শতকের বাংলা সাহিত্যের ইতিহাস		External Marks – 80 Internal Marks –20 *	
Units	Topics	No. of Class	Marks
I	প্রবন্ধ রবীন্দ্রনাথ ঠাকুর, অবনীন্দ্রনাথ ঠাকুর, প্রমথ চৌধুরী, অনন্যদাশঙ্কর রায়, বুদ্ধদেব বসু, বিবেকানন্দ	15	20
II	কাব্য রবীন্দ্রনাথ ঠাকুর, সত্যেন্দ্রনাথ দত্ত, যতীন্দ্রনাথ সেনগুপ্ত, মোহিতলাল মজুমদার, নজরুল ইসলাম, বুদ্ধদেব বসু, সুধীন্দ্রনাথ দত্ত, বিষ্ণু দে, জীবনানন্দ দাশ, সুকান্ত ভট্টাচার্য, শক্তি চট্টোপাধ্যায়, সুনীল গঙ্গোপাধ্যায়	15	20
III	কথাসাহিত্য রবীন্দ্রনাথ ঠাকুর, শরৎচন্দ্র চট্টোপাধ্যায়, বিভূতিভূষণ বন্দ্যোপাধ্যায়, তারশঙ্কর বন্দ্যোপাধ্যায়, মানিক বন্দ্যোপাধ্যায়, আশাপূর্ণা দেবী, সমরেশ বসু, মহাশ্বেতা দেবী	15	20
IV	নাটক রবীন্দ্রনাথ ঠাকুর, ক্ষীরোদপ্রসাদ বিদ্যাবিনোদ, দ্বিজেন্দ্রলাল রায়, তুলসী লাহিড়ী, বিজন ভট্টাচার্য, বাদল সরকার, উৎপল দত্ত, মনোজ মিত্র	15	20

*Candidates have to attend one Sessional Exam. of 40 marks and submit two Home Assignments each of 20 Marks for Internal Assessment Marks. Internal Assessment marks will be given out 20 marks by averaging the marks obtained in Sessional Examination and Home Assignments.

h. Reading list-

Reference Books:

- ১। অসিতকুমার বন্দ্যোপাধ্যায় – বাংলা সাহিত্যের ইতিবৃত্ত (৯ম-১০ম খণ্ড), মডার্ন বুক এজেন্সি
- ২। সুকুমার সেন – বাঙ্গালা সাহিত্যের ইতিহাস (৪র্থ-৫ম খণ্ড), আনন্দ
- ৩। ভূদেব চৌধুরী - বাংলা সাহিত্যের ইতিকথা (৪র্থ পর্যায়), দে'জ
- ৪। শ্রীকুমার বন্দ্যোপাধ্যায় – বাংলা সাহিত্যের বিকাশের ধারা, ওরিয়েন্ট বুক
- ৫। শ্রীকুমার বন্দ্যোপাধ্যায় – বঙ্গসাহিত্যে উপন্যাসের ধারা, মডার্ন বুক এজেন্সি
- ৬। ক্ষেত্র গুপ্ত - বাংলা উপন্যাসের ইতিহাস (৩য়, ৪র্থ, ৫ম, ৬ম খণ্ড), গ্রন্থ নিলয়

৭। অজিতকুমার ঘোষ - বাংলা নাটকের ইতিহাস, দে'জ

৮। আশুতোষ ভট্টাচার্য - বাংলা নাট্যসাহিত্যের ইতিহাস, এ মুখার্জী এন্ড কোং

৯। সাধনকুমার ভট্টাচার্য - নাট্য সাহিত্যের আলোচনা ও নাটক বিচার, পুথিঘর

১০। পবিত্র সরকার - নাটমঞ্চ ও নাট্যরূপ, দে'জ

i. (ii) Learning Outcome -

বিশ শতকের বাংলা সাহিত্যের ইতিহাস

The course will help the students to understand and acquire knowledge about the history of twentieth century Bengali literature.

Paper Code—BEN MAJOR ELECTIVE PAPER—5		Credits—4	
Paper Title— আধুনিক বাংলা সাহিত্য পাঠ		External Marks – 80	
		Internal Marks –20 *	
Units	Topics	No. of Class	Marks
I	বঙ্কিমচন্দ্র চট্টোপাধ্যায়—কমলাকান্তের দপ্তর নির্বাচিত পাঠ - মনুষ্যফল, বড়বাজার, বসন্তের কোকিল, টেকি, আমার মন	15	20
II	নজরুল ইসলাম—সঞ্চিতা নির্বাচিত পাঠ - বিদ্রোহী, আজ সৃষ্টিসুখের উল্লাসে, আমার কৈফিয়ৎ, পূজারিণী, সব্যসাচী, ফরিয়াদ	15	20
III	রবীন্দ্রনাথ ঠাকুর—গল্পগুচ্ছ নির্বাচিত পাঠ - দেনাপাওনা, অতিথি, আপদ, নিশীথে, দুরাশা, ছুটি	15	20
IV	তুলসী লাহিড়ী—নাটক ছেড়াতর	15	20

*Candidates have to attend one Sessional Exam. of 40 marks and submit two Home Assignments each of 20 Marks for Internal Assessment Marks. Internal Assessment marks will be given out 20 marks by averaging the marks obtained in Sessional Examination and Home Assignments.

h. Reading list-

Reference Books:

- ১। অধীরকুমার দে – আধুনিক বাংলা প্রবন্ধ সাহিত্যের ধারা, উজ্জ্বল সাহিত্য মন্দির
- ২। হীরেন্দ্রনাথ দত্ত – বাংলা প্রবন্ধ সাহিত্য, আনন্দ
- ৩। সুনীলকুমার বন্দ্যোপাধ্যায় – বাংলা প্রবন্ধ সাহিত্যের ভূমিকা, মডার্ন বুক এজেন্সি
- ৪। শ্রীসুবোধচন্দ্র সেনগুপ্ত - বঙ্কিমচন্দ্র, এ মুখার্জী এ্যাণ্ড কোং প্রাইভেট লিমিটেড
- ৫। প্রমথনাথ বিশী – রবীন্দ্রনাথের ছোটগল্প, মিত্র ও ঘোষ
- ৬। তপোব্রত ঘোষ – রবীন্দ্র ছোটগল্পের শিল্পরূপ, দে'জ
- ৭। অর্জিতকুমার ঘোষ – বাংলা নাটকের ইতিহাস, দে'জ

i. (ii) Learning Outcome -

আধুনিক বাংলা সাহিত্যপাঠ

In the last two previous papers the students gained the overall knowledge about the history of nineteenth and twentieth century Bengali literature. In this paper some texts from modern period has been introduced so that students can go through the details of those literary practices and make a fair view on that.

Paper Code– BEN MAJOR ELECTIVE PAPER–6			
Credits–4			
Paper Title– ছন্দ-অলংকার, প্রাচ্য কাব্যতত্ত্ব ও সমালোচনা সাহিত্য			External
Marks – 80			Internal Marks –20 *
Units	Topics	No. of Class	Marks
I	বাংলা ছন্দ— অক্ষর, যতি, পর্ব, মাত্রা, চরণ, পদ তানপ্রধান- ধ্বনিপ্রধান- স্বাসাঘাত প্রধান ছন্দের বৈশিষ্ট্য ও ছন্দলিপি প্রস্তুতকরণ	15	20
II	বাংলা অলংকার— অনুপ্রাস, শ্লেষ, যমক, পুনরুক্তবদাভাস, বক্রোক্তি, উপমা, উৎপ্রেক্ষা, রূপক, অপহ্রুতি, সন্দেহ, নিশ্চয়, অতিশয়োক্তি, সমাসোক্তি, বিরোধভাস, ব্যাজস্তুতি ও অলংকার নির্ণয়	15	20
III	অতুলচন্দ্রগুপ্ত— কাব্যজিজ্ঞাসা (রস, ধ্বনি)	15	20
IV	রবীন্দ্রনাথ ঠাকুর -সাহিত্য নির্বাচিত পাঠ – সাহিত্যের তাৎপর্য, সাহিত্যের সামগ্রী, সাহিত্যের বিচারক, ঐতিহাসিক উপন্যাস	15	20

*Candidates have to attend one Sessional Exam. of 40 marks and submit two Home Assignments each of 20 Marks for Internal Assessment Marks. Internal Assessment marks will be given out 20 marks by averaging the marks obtained in Sessional Examination and Home Assignments.

h. Reading list-

Reference Books:

- ১। ড. সুধীর কুমার দাশগুপ্ত - কাব্যলোক, এ. মুখার্জি এণ্ড কোং
- ২। অচিন্ত্য বিশ্বাস – কাব্যতত্ত্ব সমীক্ষা, বঙ্গীয় সাহিত্য সংসদ
- ৩। সুখেন বিশ্বাস - প্রাচ্যের নন্দনতত্ত্ব, দে'জ
- ৪। রবীন্দ্রনাথ ঠাকুর - সাহিত্য, বিশ্বভারতী
- ৫। শ্যামাপদ চক্রবর্তী - অলঙ্কার চন্দ্রিকা, কৃতাজলি
- ৬। প্রবোধচন্দ্র সেন - নূতন ছন্দ পরিক্রমা, আনন্দ
- ৭। অমূল্যধন মুখোপাধ্যায় - বাংলা ছন্দের মূলসূত্র, কলিকাতা বিশ্ববিদ্যালয়

i. (ii) Learning Outcome -

ছন্দ-অলংকার, প্রাচ্য কাব্যতত্ত্ব ও সমালোচনা সাহিত্য

The course will help the students to understand and acquire knowledge about the Prosody, rhetoric, Indian poetics etc. It will also help them to understand the various topics of literary criticism written by Rabindranath Tagore.

j. Theory Credit – (External Marks 80)

k. Practical Credit – (Internal Marks 20)

l. No. of Required Classes - 15 classes per unit of all papers

m. No. of Contact Classes - 60

n. No. of Non-Contact Classes - 0

o. Particulars of Course Designer -

1. Dr. Binita Rani Das,

Convenor and HOD ,

Department of Bengali,

Gauhati University, Guwahati, Assam.

Email- dasdrbinita@gmail.com

2. Dr. Sanjay Bhattacharjee,

Associate Professor,

Dept. of Bengali,

Gauhati University, Guwahati, Assam.

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3. Dr. Rama Das,

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4. Dr. Barun Kumar Saha,
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email- barunbabai83@gmail.com

5. Mr. Shyama Shyam Krishna Pujari Chattopadhyay,
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6. Dr. Munshi Mahammad Saiful Ahamed
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Dept. of Bengali,
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7. Dr. Santanu Roy Choudhury,
Associate Professor,
Dept. of Bengali,

Pandu College,

email-santanuroychowdhury9@gmail.com

8. Mr. Mihir Mazumer,

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Head,

Dept. of Bengali,

R.G. Baruah College,

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GAUHATI UNIVERSITY
FYUGP CORE SYLLABUS
IN BENGALI
COURSE DETAILS

- a. Four-year Undergraduate programme
- b. Subject - Bengali
- c. Semester – Sixth
- d. Course Name – Core and Major Elective Paper wise course names of each semester are included in the syllabus (Colum no. g)
- e. Based on UG CBCS Syllabus
- f. Course Level - 300
- g. Syllabus -

SEMESTER 6

Paper Code– BEN CORE PAPER –6 Credits-4 Paper Title– বাংলা ভাষার পরিচয়			
		External Marks – 80	
		Internal Marks –20 *	
Units	Topics	No. of Class	Marks
I	বাংলা ভাষার উদ্ভব ও ক্রমবিকাশ, প্রাচীন বাংলা ভাষার কাল ও বৈশিষ্ট্য, মধ্য বাংলা ভাষার কাল ও বৈশিষ্ট্য, বাংলা লিপি	15	20
II	আধুনিক বাংলা ভাষার কাল ও বৈশিষ্ট্য, বাংলার উপভাষা, বাংলার সাধু ও চলিত ভাষা	15	20
III	ধ্বনিপ্রকরণ স্বর ও ব্যঞ্জন ধনির শ্রেণিবিভাগ বা বর্গীকরণ, আদি, মধ্য ও অন্ত্য স্বরাগম, স্বর ও ব্যঞ্জনধ্বনিলোপ, অপিনিহিতি, অভিশ্রুতি, স্বরসঙ্গতি, ক্ষতিপূরক দীর্ঘীভবন, সমীভবন, ঘোষীভবন, অঘোষীভবন, নাসিকীভবন, স্বতোনাসিকীভবন, মূর্ধণীভবন, স্বতোমূর্ধণীভবন, সমমুখ বিমুখ ধ্বনি পরিবর্তন	15	20

IV	শব্দ প্রকরণ (জোড়কলম শব্দ, সঙ্কর শব্দ, লোক নিরুক্তি, সমরূপ, সমধ্বনি, শব্দদ্বৈত, অনুগামী শব্দ, ধ্বন্যাঙ্ক শব্দ, মুন্ডমাল শব্দ) ও শব্দভাণ্ডার	15	20
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*Candidates have to attend one Sessional Exam. of 40 marks and submit two Home Assignments each of 20 Marks for Internal Assessment Marks. Internal Assessment marks will be given out 20 marks by averaging the marks obtained in Sessional Examination and Home Assignments.

h. Reading list-

Reference Books:

- ১। সুকুমার সেন –ভাষার ইতিবৃত্ত, আনন্দ
- ২। পরেশচন্দ্র মজুমদার - বাংলাভাষা পরিক্রমা, দে'জ
- ৩। রামেশ্বর শ'- সাধারণ ভাষাবিজ্ঞান ও বাংলাভাষা, পুস্তক বিপণি
- ৪। সুনীতিকুমার চট্টোপাধ্যায় – ভাষা-প্রকাশ ও বাঙ্গালা ব্যাকরণ, কলিকাতা বিশ্ববিদ্যালয়
- ৫। পবিত্র সরকার - বাংলা ব্যাকরণ প্রসঙ্গ, দে'জ

i. (ii) Learning Outcome -

বাঙলা ভাষার পরিচয়

The course will enable the students to get familiar with the development of the Bengali language from old to modern era. It will also help students to understand basic phonological and morphological processes related to Bengali language.

Paper Code– BEN MAJOR ELECTIVE PAPER–7			
Credits-4			
Paper Title– প্রতিবেশী সাহিত্য পাঠ		External Marks – 80	
		Internal Marks –20*	
Units	Topics	No. of Class	Marks
I	অসমিয়া লক্ষ্মীনাথ বেজবৰুৱাৰ নিৰ্বাচিত রচনা নিৰ্বাচিত পাঠ - ভদরি, রতনমুণ্ডা, ভোকেন্দ্র বৰুয়া, পাতমুগি, কন্যা	15	20
II	হিন্দি প্ৰেমচন্দৰ গল্প নিৰ্বাচিত পাঠ - ফিন, দুধের দাম, দ্বিতীয় শৈশব, শেষ কিস্তি, অমাবস্যার রাত, চক্রবৃদ্ধি, যুদ্ধযাত্রা	15	20
III	ওড়িয়া ফকির মোহন সেনাপতি— ছ মণ আঠ গুঠ	15	20
IV	উৰ্দু - সাদাত হোসেন মাণ্টা— টোবাটেক সিং নেপালী— ইন্দ্ৰবাহাদুৰ ৰায়— পৰমাণ্ন মনিপুৰী—নোংথোম্বম কুঞ্জমোহন সিংহ— ইলিশ মাছেৰ স্বাদ পাঞ্জাবী—অমৃত প্ৰীতম— দুই নারী তামিল—অশোক মিত্ৰ— রাত পোহাবার আগে	15	20

*Candidates have to attend one Sessional Exam. of 40 marks and submit two Home Assignments each of 20 Marks for Internal Assessment Marks. Internal Assessment marks will be given out 20 marks by averaging the marks obtained in Sessional Examination and Home Assignments.

h. Reading list-

Reference Books:

- ১। ৰামকুম্বাৰ মুখোপাধ্যায় (সম্পাদিত) - ভাৰতজোড়া গল্পকথা, মিত্ৰ ও ঘোষ
২. ৰামবহাল তেওয়ারি - হিন্দি সাহিত্যেৰ ইতিহাস, পশ্চিমবঙ্গ বাংলা আকাডেমি
৩. বিপ্লব চক্ৰবৰ্তী - আধুনিক হিন্দি সাহিত্য: গতি ও প্ৰকৃতি, বঙ্গীয় সাহিত্য সংসদ
৪. সুধাংশুমোহন বাল্লা - অসমীয়া সাহিত্যেৰ ইতিহাস, সাহিত্য আকাডেমি
৫. নিৰ্মল দাশ - উত্তৰ-পূৰ্বেৰ বাংলা ছোটগল্প বীক্ষণ, অক্ষয়
৬. উষাৰঞ্জন ভট্টাচাৰ্য (সম্পাদিত) - লক্ষ্মীনাথ বেজবৰুৱাৰ নিৰ্বাচিত রচনা, সাহিত্য আকাডেমি
৭. প্ৰসূন মিত্ৰ (অনুবাদ) - প্ৰেমচন্দৰ গল্পগুচ্ছ, এন. বি. টি.

৮. প্রিয়রঞ্জন সেন - ওড়িয়া সাহিত্য, বিশ্ববিদ্যালয় সংগ্রহ

i. (ii) Learning Outcome -

প্রতিবেশী সাহিত্যপাঠ

In this course comparative literary approach will be implemented to analyze Assamese, Hindi, and Oriya literary texts. It will help students to get an overview of literature from neighbouring states.

Paper Code– BEN MAJOR ELECTIVE PAPER–8			
Credits-4			
Paper Title– সাহিত্যের শ্রেণিগত বৈশিষ্ট্য ও বিভিন্ন ধারা		External Marks – 80 Internal Marks –20*	
Units	Topics	No. of Class	Marks
I	প্রবন্ধ	15	20
II	কাব্য	15	20
III	উপন্যাস-ছোটগল্প	15	20
IV	নাটক	15	20

*Candidates have to attend one Sessional Exam. of 40 marks and submit two Home Assignments each of 20 Marks for Internal Assessment Marks. Internal Assessment marks will be given out 20 marks by averaging the marks obtained in Sessional Examination and Home Assignments.

h. Reading list-

Reference Books:

- ১। অশোককুমার মিশ্র – সাহিত্যের রূপরীতিকাষ, সাহিত্য সঙ্ঘী
- ২। কুন্তল চট্টোপাধ্যায় – সাহিত্যের রূপরীতি ও অন্যান্য প্রসঙ্গ, রত্নাবলী
- ৩। হীরেন চট্টোপাধ্যায় – সাহিত্য প্রকরণ, বঙ্গীয় সাহিত্য সংসদ
- ৪। বিমলকুমার মুখোপাধ্যায় – সাহিত্যবিচার: তত্ত্ব ও প্রয়োগ, দে'জ
- ৫। অতীক গঙ্গোপাধ্যায় – সাহিত্যের সংরূপ: পাশ্চাত্য প্রেক্ষিত, প্রজ্ঞাবিকাশ
- ৬। শুদ্ধসত্ত্ব বসু - বাংলা সাহিত্যের নানা দিক, বিশ্বাস বুক স্টল
- ৭। ক্ষুদিরাম দাস – বাংলা কাব্যের রূপ ও রীতি, বুকল্যান্ড
- ৮। শ্রীশচন্দ্র মজুমদার – সাহিত্যসন্দর্শন, বিভাস

i. (ii) Learning Outcome -

সাহিত্যের শ্রেণিগত বৈশিষ্ট্য ও বিভিন্ন ধারা

This course will help students to understand various literary genres and their characteristics.

Paper Code – BEN MAJOR ELECTIVE PAPER–9			
Credits-4			
Paper Title – অসমের বাংলা সাহিত্য পাঠ		External Marks – 80 Internal Marks –20*	
Units	Topics	No. of Class	Marks
I	ছোটগল্প নির্বাচিত পাঠ অখিল দত্ত -অশ্রুদী দেবীপ্রসাদ সিংহ—বাসাবদল আসরাফ আলির স্বদেশ –মলয়কান্তি দে দীপঙ্কর কর –হুমকির পর দেবব্রত চৌধুরী –আব্বাজানের হাড়	15	20
II	উপন্যাস সমর দেব – লুইতপারের উপকথা	15	20
III	নাটক প্রদ্যোৎ চক্রবর্তী –গুণধরের অসুখ	15	20
IV	স্মৃতিকথা মুক্তি চৌধুরী –এই তো আমার আমি	15	20

*Candidates have to attend one Sessional Exam. of 40 marks and submit two Home Assignments each of 20 Marks for Internal Assessment Marks. Internal Assessment marks will be given out 20 marks by averaging the marks obtained in Sessional Examination and Home Assignments.

h. Reading list-

Reference Books:

- ১। বিজিতকুমার ভট্টাচার্য - উত্তর-পূর্ব ভারতের বাংলা সাহিত্য, সাহিত্য প্রকাশনী
- ২। জ্যোতির্ময় সেনগুপ্ত - অসমের বাংলা লিটিল ম্যাগাজিন: ছোটগল্প চর্চার প্রেক্ষাপট ও ক্রমবিকাশ
- ৩। উষারঞ্জন ভট্টাচার্য - স্মরি বিশ্বয়ে

i. (ii) Learning Outcome -

অসমের বাংলা সাহিত্যপাঠ

This course has Focused on Bengali literature of Assam. Short stories, novel, drama, and memories are included to give a complete overview of Bengali literature of this region.

j. Theory Credit – (External Marks 80)

k. Practical Credit – (Internal Marks 20)

l. No. of Required Classes - 15 classes per unit of all papers

m. No. of Contact Classes - 60

n. No. of Non-Contact Classes - 0

o. Particulars of Course Designer -

1. Dr. Binita Rani Das,

Convenor and HOD ,

Department of Bengali,

Gauhati University, Guwahati, Assam.

Email- dasdrbinita@gmail.com

2. Dr. Sanjay Bhattacharjee,

Associate Professor,

Dept. of Bengali,

Gauhati University, Guwahati, Assam.

email- brijsanjay24x7@gmail.com

3. Dr. Rama Das,

Assistant Professor,
Dept. of Bengali,
Gauhati University,
email- 39rmadas.mtb@gmail.com

4. Dr. Barun Kumar Saha,
Assistant Professor,
Dept. of Bengali,
Gauhati University,
email- barunbabai83@gmail.com

5. Mr. Shyama Shyam Krishna Pujari Chattopadhyay,
Assistant Professor,
Dept. of Bengali,
Gauhati University,
email- sskpc@gauhati.ac.in

6. Dr. Munshi Mahammad Saiful Ahamed
Assistant Professor,
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7. Dr. Santanu Roy Choudhury,
Associate Professor,

Dept. of Bengali,

Pandu College,

email-santanuroychowdhury9@gmail.com

8. Mr. Mihir Mazumer,

Associate Professor,

Head,

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Four Year Undergraduate Course

Subject: Folklore

Semester: First

Course Name: Introduction to Folklore

Credits 4

Marks: 100 (80+20)

Unit-1: Definition, meaning and scope of folklore. The importance of studying folklore in context

Unit 2: Folklore and allied disciplines

Unit 3: Origin and beginning of folklore as a discipline.

Unit 4: Short History of folklore studies in North-East India and Assam.

Unit 5: Classification of folklore materials. Four sectors of folklore forms

Books recommended

Dorson, R.M. (ed.). : Folklore and Folk Life: An Introduction.

Dundes, A. (ed.). : The Study of Folklore.

Leach, Maria (ed.). : The Standard Dictionary of Folklore, Mythology and Legend

Handoo, J. : Folklore: An Introduction.

Handoo, J.: Theoretical Essays in Folklore.

Datta, B. et al. (ed): A Handbook of Folklore Materials of North-East India.

Sarma, N. C.: Lokasanskriti.

Subject: Folklore
Semester: Second
Course Name: Folk Literature
Credits 4
Marks: 100 (80+20)

Unit-1: Meaning, Definition and forms of folk Literature.

Unit 2: Fields of Folk Literature: Myths, Legends, Folk Tales, Folk songs Epics, Proverbs, Riddles, Tongue Twisters, Speech Acts – Verbal Art in Performances (Theatre, Dance Drama, Medicinal Chants,

Unit-3: Introduction and identification of the narrative genres of Assamese Oral Literature- (i) Myth (ii) Legend (iii) Tale (IV). Ballads

Unit-4: Introduction and identification of the Non-Narrative genre of Assamese Oral Literature. (i) Folksongs, (ii) Proverbs and (iii) Riddles.

Unit-5: Introduction to some selected items of Oral literature:

(i) Songs associated with the festival of the Bodos (ii) Jhumur songs of the tea garden labourers of Assam. (iii) Lalilang songs of Dimoria. (iv) Bogejari Songs of the Rabhas. (v) Songs associated with the Ali- ai –Ligang festival of the Karbis.

Books Recommended

Bhattacharyya, P.C. : *Asomor Janajati*

Das, B.M: People of Assam.

Goswami, P.: Folk Literature of Assam:

Asomiya Janasahitya

Bara Mahar Tera Geet

Bohag Bihu of Assam and Bihu Songs

Gogoi, L.: *Asomiya Loka Sahityar Ruprekha*

Sarma, H.K. : *Kamrupi Lokageet Sangrah*

Datta, B. et al. : *Goalpariya Lokageet Sangrah*

: *Siphung-Gungang*

: Folksongs of the Misings

: A Handbook of Folklore Material of North-East India.

Pegu, G. : *Mising Loka Sahitya*

Tamuli, J.C. : *Asomiya Lokageet Sangrah*

Kagyung, Bhriqumuni: *Mising Sanskritir Alekhya*

Narzi Bhaben : *Boro-Kachari Jana Sahitya*

Brahma, M.: Folksongs of the Bodos

Rabha, R.: Rabha Lokageet

Rabha, R. : *Rabha Janajati*

Terang, R. : *Karbi Loka Sahitya*

Boro, A.K. : Folk Literature of the Bodos

Duara, D.: *Uttar-Kachar Pahar Anchalar Janasahitya*

Malik, Sayed Abdul: *Asomiya Zikir Aru Jari*

Barua, P.C.: Assamese Proverbs

Brava Prasanna Chandra: *Patantarmala*.

Dutta, D.: *Sathar, Phakara, Yojana*

Datta, B. et al (eds.): *Asomiya Biswakosh Vol. V.*

Bhattacharyee, A: *Barak Upatakyar Baranashi*

Kalita, J.C (eds): *Lalilang: Eti Samikshya.*

Subject: Folklore
Semester: Third
Course Name: Material Culture and Folk Customs
Credits 4
Marks: 100 (80+20)

Unit 1: The Concept of Material Culture

Unit 2: House types and House Decoration, Folk Toys and Folk Paintings, and Folk attire and Ornaments with special reference to Assam

Unit 3: The Concept of social folk customs

Unit 4: Ceremonies connected with agriculture with special reference to Assamese, Bodo, Rabha, Mising, Karbi and Dimasa communities.

Unit 5: The Concept of Folk religion. Folk religions of Assam and the Northeast, folk deities of Assam. Rituals of Hudumdeo Puja, Mare Puja, Bas Puja

Books Recommended

Dorson, R.M. : Folklore and Folk life: An Introduction

M.J. Herscovits : Cultural Anthropology

Barua, B.K. : Asomar Loka-Sanskriti

Bhattacharya, P.C. : Asamor Janajati

Datta, B. : A Handbook of Folklore Material of North-East India.

Sarma, N.C. : *Asomor Samskritik Itihas*

Sarma, N.C.: Asomiya Lokasanskritir Chamu Abhas.

Narzi, B.: Boro-Kacharir Samaj Aru Samskriti

Bhattacharya, P.C. : Asomor Loka Utsav

Kagyung, Bhrigumuni: Mising Sanskritir Alekhya

Teron Longkam : Karbi Janajati

Hagjer, Nirupama : Dimasa

Bordoloi, B.N. : The Dimasa Kacharis

Goswami, P. (ed.) : Bohag Bihur Bare Baraniya Rup.

Bohag Bihu of Assam and Bihu Songs

Rajkhowa, B. : Assamese Popular Superstitions and Assamese Demonology.

Barua, A.C. : Loka Devata Siva

Subject: Folklore
Semester: Fourth
Course Name: **Folk Performing Art**
Credits 4
Marks: 100 (80+20)

Unit-1: Definition, characteristics and classification of different forms of folk performing Arts

Unit-2: Folk Songs: definitions and characteristics. Folk songs of Assam

Unit-3: Folk Dance: definitions and characteristics. Folk dances of Assam

Unit-4: Folk Theatre: definitions and characteristics. Folk theatres of Assam: Ojapali, Dhuliya and Khuliya Bhaona, Kushan Gaan, Bhari Gaan, Putola Naach

Books Recommended

Dorson, R.M. (ed.). : Folklore and Folk Life: An Introduction.

Barua, B.K. : Asomar Loka-Sanskriti

Goswami, P.: Bohag Bihu of Assam and Bihu Songs

Sarma, H.K. : *Kamrupi Lokageet Sangrah*

Datta, B. *et al.* : *Goalpariya Lokageet Sangrah*

: *Siphung-Gungang*

: Folksongs of the Misings

: A Handbook of Folklore Material of North-East India.

Tamuli, J.C. : Asomiya Lokageet Sangrah

Kagyung, Bhrigumuni: *Mising Sanskritir Alekhya*

Brahma, M.: Folksongs of the Bodos

Rabha, R.: Rabha Lokageet

Malik, Sayed Abdul: Asomiya Zikir Aru Jari

Datta, B. *et al* (eds.): Asomiya Biswakosh Vol. V.

Bhattacharyee, A: Barak Upatakyar Baranashi

Kalita, J.C (eds): Lalilang: Eti Samikshya.

Sarma, N. C.: Lokasanskriti.

Subject: Folklore
Semester: Fourth
Course Name: Folklore and Traditional Knowledge System
Credits 4
Marks: 100 (80+20)

Unit 1: Traditional Knowledge: Definition, nature and scope. Characteristics and classifications. Traditional knowledge in everyday life and occupation

Unit 2: Traditional knowledge related to food, agriculture, house patterns, dress and ornaments, folk medicine and healing practices, conservation of environment and sustainable livelihood. Folk science and technology

Unit 3: Relevance of traditional knowledge in the contemporary world. Traditional knowledge in the world of modernization, urbanization and globalization. Social Relevance of traditional knowledge in contemporary Society

Unit 4: Protection and preservation of traditional knowledge

Books Recommended:

Ramanujan, A.K.: *The Collected Essays*. OUP: Delhi. 1999.

Muthukumaraswamy, M.D. and Kaushal, Molly (eds).: *Folklore, Public Sphere and Civil Society*. National Folklore Support Center: Chennai. 2004.

Jha, Amit: *Traditional Knowledge System in India* Atlantic Publishers 2009

Wright, Evana: *Protecting Traditional Knowledge: Lessons from Global Case Studies*, Edward Elgar Publishing, Australia, 2020

Mohanta, Basanta Kumar and Singh, Vipin Kumar: *Traditional Knowledge System and Technology in India*, Raj Publications, 2012

Subject: Folklore
Semester: Fourth
Course Name: Tribal Studies
Credits 4
Marks: 100 (80+20)

Unit-1: Introduction to tribes of India

- i) Types of tribes and their classification
- ii) Origin myths
- iii) Distribution

Unit-2: Characteristic Features of tribes – oral literature, material culture, social folk customs and performing arts.

Unit-3: Tribes and the forest – culture and ecology

Unit-4: Tribes of Assam and North-East India – a broad overview

Unit-5: Ethnicity and Identity Movements with special reference to Assam.

Books recommended

Hasnain, Nadeem	:	Tribal India
Vidyarthi, L.P. & Rai, B.K.	:	The Tribal Culture of India
Taid, Tabu.	:	Scheduled Tribes of Assam
Prasad, Maheshwari.(ed)	:	Tribes: Their Environment and Culture
Datta, B. Et.al (eds)	:	Handbook of Folklore Material of North-East India
Basumatary, Rituraj	:	Ethnic Movements in North East India
Chhetri, Harka Bahadur	:	Adivasis and the Culture of Assam

Subject: Folklore
Semester: Fourth
Course Name: Folklore in the Contemporary World
Credits 4
Marks: 100 (80+20)

Unit-1: Introduction to Urban Folklore – Urban Legends and Myths.

Unit-2: Folklore in the digital world – Electronic Media, New Media and Social Media.

Unit-3: Folklore and its commodification with special reference to Assam

Unit-4: Folklore and cinema – short films, feature films and documentary films.

Unit-5: Folklore and Advertisement Campaigns.

Books recommended

Handoo, J. : Folklore: An Introduction

Horowitz, Anthony : Myths and Legends

Delfanti, Alessandro &

Arvidsson, Adam : Introduction to Digital Media

Blank, Trevor J.

Et.al (eds) : Folklore and Social Media

M, Medhi. Et.al (eds) : Urbanisation and Folklore: Emerging Issues and Perspectives

Sherman, Sharon R.Et.al (eds) : Folklore/Cinema - Popular Film as Vernacular Culture

Spitzer, Nick.Et.al (eds) : Public Folklore

Subject: Folklore
Semester: Fifth
Course Name: Folklore and Fieldwork
Credits 4
Marks: 100 (80+20)

Unit-1: Field work: Importance of Fieldwork in Folklore. Purpose of Fieldwork in Folklore Studies

Unit 2: Field work and empirical tradition in Folklore. Selection Criteria of the field study areas and informants, preparation and organization of fieldwork. Use of Tools and Modern Devices

Unit 3: Methods of Field Data Collection- Concept and types of data. observation-participant and non-participant; interview; Use of schedules and questionnaires; Case study and Life history method.

Unit-4: Post-fieldwork phase and preparation of fieldwork report. Documentation of Data, Classifications, Compilation and Analysis of Primary (Field) Data

Unit-5: Methods of fieldwork report writing.

Books recommended

Dorson R.M.: Folklore and Folk Life: An Introduction. Goldstein, K. : A Guide for Field Worker's In Folklore.

Bora, M.: Gabeshanar Tatva Parisay

Saikia, N.: Gabeshana Paddhati Parisay

Pelto and Pelto: Anthropological Research

Subject: Folklore
Semester: Fifth
Course Name: Project Work
Credits 4
Marks: 100 (80+20)

Students have to undertake a field work in tribal or non-tribal villages preferably in N.E. India on topics suggested by the department. A Project Report on the work duly forwarded by the concerned Supervisors is to be submitted at the time of examination. Marks will be allotted by an external evaluator on the report and viva-voce.

Subject: Folklore
Semester: Fifth
Course Name: Introduction to Cultural Studies
Credits 4
Marks: 100 (80+20)

Unit 1: Introduction to Cultural Studies: The contextual importance and alliance of Cultural Studies with Folklore.

Unit 2: Approaches to the study of culture: an overview. Cultural Studies as a discipline.

Unit 3: Meaning, Characteristics and Types of culture; 'High' and 'Low' culture, popular culture, folk culture, Culture and civilization

Unit 4: Culture for Social Change

Books Recommended

Dorson R.M.: Folklore and Folk life: An Introduction.

Datta, B. et.al. (eds.) : Asomiya Kiswa Kosh.

Dundes, A.: The Study of Folklore.

: Interpreting Folklore.

Handoo, J.: Folklore: An Introduction.

Theoretical Essays in Folklore

Claus, P and Korom, F.: Folkloristics and Indian Folklore.

Sarma, N.C.: Loka Samskriti

Goswami, Indira and Pattanaik, Prakash (eds). Indian Folklore. B. R.

Publications: Delhi. 2001.

Hutnyk, John. 'Culture', in Theory, Culture and Society 23(2-3): 351- 358. <http://tcs.sagepub.com>

Jenks, Chris. Culture. Routledge: London.1993.

Tylor, E B. The Origins of Primitive Culture. Gordon Press: New York. 1871.

Williams, Raymond. Culture and Society 1780-1950. Penguin: Harmondsworth. 1958.

Williams, Raymond. Keywords: A Vocabulary of Culture and Society. 2nd edition. Fontana: London. 1983.

Williams, Raymond. The Long Revolution. Chatto and Windus: London. 1961.

Subject: Folklore
Semester: Fifth
Course Name: **Archives and Museums**
Credits 4
Marks: 100 (80+20)

Unit 1: Concept, definition, nature, and classifications of Museum.

Unit 2: Functions of Museum: Collections of Objects, Preservation and Conservation, Display, and Dissemination

Unit 3: Definition of archives; Characteristic, role and functions of archives: Acquisition, appraisal, documentation and preservation; Using archives

Unit 4: Archival ethics; Copyrights: legal and ethical issues

Unit 5: Case study of Assam State Museum or Kalakshetra (one case study only)

Books Recommended:

A Guide to the National Museum. New Delhi: National Museum, 1997.

Agarwal, O.P. Essentials of Conservation and Museology. Delhi: Sundeep Prakashan, 2007.

Edson, G. and D. David. Handbook for Museums. London: Routledge, 1986.

Guha Thakurta, Tapati. Monuments, Objects, Histories: Institutions of Art in Colonial India. Delhi: Permanent Black, 2004.

Kathpalia, Y.P. Conservation and Restoration of Archive Materials. UNESCO, 1973

Ridener, J. From Folders to Post Modernism: A Concise History of Archival Theory. LLC: Litwin Books, 2009.

Seeger, Anthony and Chaudhuri, Shubha (eds). Archives for the Future: Global Perspectives on Audiovisual Archives in the 21 century. Archives and Research Centre for Ethnomusicology and Seagull Books: Calcutta. 2004.

IASA Training manual. IASA Bulletin No, 58/June 1991

Ghosh. Sailen. Archives in India. Firma K.L. Mukhopadhyay: Calcutta. 1963.

Lance. David. (ed). Sound Archives: A Guide to their Establishment and Development.

International Association of Sound Archives. 1983.

Nancy, Mackay. Curating Oral Histories: From Interview to Archives. Left Coast Press Inc.: California. 2007.

Subject: Folklore
Semester: Sixth
Course Name: **Crafts and Artisans**
Credits 4
Marks: 100 (80+20)

Unit 1: Folk arts and crafts: An Introduction: Definitions, characteristics and classification.
Motifs and designs of folk arts and crafts, artifact and artisan, artisan Society

Unit 2: Folk art Traditions of Assam: Origin, tradition, social relevance and present scenario,
Folk paintings of Assam

Unit 3: Folk craft Traditions of Assam: Textile, traditional jewellery, terracotta; clay doll and pottery, brass and bell metal craft; cane and bamboo craft; wood-craft, woodcarving, weaving and basketry, mask making; jute and pith craft;

Unit 4: Traditional Architecture of Assam

Unit 5: Folk musical instruments of Assam

Books Recommended:

Chattopadhyay, K. India's Craft Tradition. Delhi: Publication Division, 1980. Dhamija, J. and J. Jain. Hand Woven Fabrics of India. Middletown, NJ: Mapin, 1989. Dwivedi, V.P. Indian Ivories. Delhi: Agam Prakashan, 1976.

Jain, Jyotindra, ed. Other Masters: Five Contemporary Folk and Tribal Artists of India. New Delhi: South Asia Books, 1998.

Jaitley, J. The Crafts Traditions of India. New Delhi: Lustre Press, 1990. Jayakar, Pupul. The Earthen Drum. New Delhi: National Museum, 1980.

Stronge, S., ed. A Golden Treasury, Jewellery from the Indian Sub-continent. London: Victoria & Albert Museum, 1989.

Mahanta, Pradip Jyoti, and Birendranath Datta, . Traditional Performing Arts of North-East India. Guwahati: Assam Academy for Cultural Relations, 1990.

Datta, Birendranath,, A Study of the Folk Culture of Assam

Datta, Birendranath. Folk Paintings in Assam, North Eastern Archival Centre for Traditional Art and Folklore, Tezpur University, 1998(monograph).

Datta, Birendranath. Puppetry in Assam: Past and Present, North Eastern Archival Centre for Traditional Art and Folklore, Tezpur University, 1999(monograph).

Datta, B (ed) A Handbook of Folklore Material of Northeast India, ABILAC, 1994

Subject: Folklore
Semester: Sixth
Course Name: **Folklore and Tourism Management**
Credits 4
Marks: 100 (80+20)

Unit 1: Tourism: definition, meaning, nature and scope, approaches to study tourism,

Unit 2: Folklore and tourism, heritage tourism

Unit 3: Concept of tourism resource, attraction, product, market, industry and destination on the basis of folklore materials

Unit 4: Folklore Tourism Resources of Assam: Living folklore, fairs and festivals, folk performing art forms, handicraft and handloom, cuisines, textile and jewellery.

Unit 5: *Satra* institution of Assam: Significance of *Satras* of Assam as a cultural and religious tourist attraction.

Books Recommended

Cooper, C, Fletcher, J, Gilbert, D and Wanhill, S. (2002): Tourism: Principles and Practice, Addison Wesley Longman Publishing, New York, USA

Kamra & Chand (2002): Basics of Tourism, Theory Operation and Practice; Kanishka Publishers, New Delhi-02

Mishra, S.N; Sadual S, K (2008): Basics of Tourism Management, Excel Books, New Delhi – 28

Seth, P.N. Bhat, S. (1993): An Introduction to Travel and Tourism, Starling Publishers, New Delhi

Krishnan, K.K. (2001): Managing Tourist Destination: Development, Planning, marketing, Policies, Kanishka Publishers Distributors, New Delhi-110002

Bhagawati, A.K., Bora, A.K., Kar, B.K.,(1998): Geography of Assam, Rajesh Publishers, New Delhi 2.

Bhattachararya, P. (2004): Tourism in Assam, Trends and Potentialities, Bani Mandir, MMC Bhawan, Ghy-3 3.

Bora, Sheila and M.C. (2004): The story of Tourism: An enchanting journey through India's' North- East, USB Publishers Distributors Pvt. Ltd. New Delhi-02 4

Bordoloi, B.N. (1991): Tribes of Assam: Part – III, Tribal Research Institute, Assam, ghy

Datta, B.N., Mahanta, P.J. (ed) (1990): Traditional Performing Arts of North-East India, Assam academy for Culture Relations, Guwahati, Assam

Taher, M. (1977): Tribes of North-East India; A Diagnostic Survey in Spatial Pattern, North Eastern Geographer, Vol. 9, No. 1&2

Subject: Folklore
Semester: Sixth
Course Name: **Folklore of India**
Credits 4
Marks: 100 (80+20)

- Unit 1:** Major Folklore Genre of India
Unit 2: A brief introduction to Indian folk literature
Unit 3: Folk Music and Dance forms of India
Unit 3: Folk Theatrical Tradition in India:
Unit 5: Folk Festivals of India
Unit 6: Folk Arts and Crafts Forms in India

Books Recommended:

- Anand, Mulk Raj, ed. *Classical and Folk Dances of India*. Bombay: Marg Publications, 1965. Print.
- Awasthi Suresh, "Traditional Theatre Practices and Conventions" *Sangeet Natak Quarterly Journal*. July-September 1971. Print.
- Benedict, Ruth. *Patterns of Culture*. Boston: Houghton Mifflin Co., 1961. Print.
- Bharata. *The Natyasastra: A Treatise on Hindu Dramaturgy and Histrionics*. Manmohan Ghosh (Ed.). Calcutta: The Royal Asiatic Society of Bengal, 1950. Print.
- Channa, S. *Understanding Society, Culture and Change*. New Delhi: Blaze Publishers. 1994. Print.
- Dhanavel, P. *The Indian Imagination of Girish Karnad*. New Delhi: Prestige Books, 2000. Print.
- Gautam, M. R. *The Musical Heritage of India*. Delhi: Abhinav Publications, 1980. Print.
- Ghosh, Sampa, and Utpal Kumar Banerjee. *Indian Puppets*. New Delhi: Shakti Malik Publications. 2012. Print.
- India Country Study Guide*, Vol. 1, Strategic Information and Developments, International Business Publications, USA, Washington, DC, USA-India. 2012. Print.
- Islam, Mazhrul. *Folklore: The Pulse of the People of India*, New Delhi: Concept, 1985. Print.
- Propp, Vladimir. *Theory and History of Folklore*. trans. Ariadana Martin and Richard P. Martin. Minneapolis: University of Minnesota Press. 1984. Print.
- Ranade, G. H. *Hindustani Music*. Delhi: S. Lal & Co. 1989. Print.
- Vatsayana, Kapila. *Traditions of Folk Dance*. London: Faber & Faber, 1967. Print.

Subject: Folklore
Semester: Sixth
Course Name: Theories and Concepts of Folkloristics
Credits 4
Marks: 100 (80+20)

Unit 1: Early Philology and the Grimm Brothers. W. J. Thoms and the word 'Folklore'.
Folklore and ideology

Unit 2: Different Academic Approaches

Mythological School

Diffusion/Migration Theory

Anthropological Perspectives

Historical-Geographical School

Psychoanalytical School

Unit 3: Growth of Folklore Studies in India. The Missionary Period, Nationalist Period, Academic Period

Unit 4: Folklore Studies in Northeast India and Assam

Unit 5: Contemporary issues of Folklore: Folklore and Gender, Cultural Ecology, Metafolklore, Subaltern Studies, Post Colonialism, Post Modernism, Deconstruction

Books recommended:

Dorson, R.M. (ed.). : Folklore and Folk Life: An Introduction.

Dundes, A. (ed.). : The Study of Folklore.

Leach, Maria (ed.). : The Standard Dictionary of Folklore, Mythology and Legend

Handoo, J.: Theoretical Essays in Folklore.

Handoo, Jawaharlal. 1989. *Folklore: An Introduction*, Mysore: Central Institute of Indian Languages.

Dorson, R. M. (ed.) (1982). *Folklore and Folklife: An Introduction*, Chicago: University of Chicago Press.

Sahu, Nandini. *Folklore and the Alternative Modernities*, Authorsspress, New Delhi, 2012.



DEPARTMENT OF HINDI, GAUHATI UNIVERSITY

NEP-2020 FYUGP SYLLABUS

हिन्दी विभाग, गौहाटी विश्वविद्यालय

राष्ट्रीय शिक्षा नीति-2020 चार वर्षीय स्नातक कार्यक्रम का पाठ्यक्रम

चार वर्षीय स्नातक पाठ्यक्रम

विषय : हिन्दी

छमाही : प्रथम

कोर्स-कोड : HIN-CORE-1

कोर्स का नाम : हिन्दी सम्प्रेषण

कोर्स-लेवल : 100-199

कुल अंक : 100

बाह्य परीक्षण : 80

आंतरिक परीक्षण : 20

इकाई	क्रेडिट	पाठ्य-विषय	कक्षा-संख्या	अंक (बाह्य परीक्षण+ आंतरिक परीक्षण)
1	1	सम्प्रेषण – अवधारणा, प्रकार, उपयोगिता, महत्व; भाषा एवं सम्प्रेषण; हिन्दी ध्वनियों की औच्चारणिक विशेषताएँ	15	25 (22+3)
2	1	मौखिक सम्प्रेषण – अभिवादन; अपना परिचय-प्रदान; दूसरे की परिचय-प्राप्ति; आत्मीय-जनों एवं मित्र-मंडली के साथ वार्तालाप; अपरिचित-जनों के साथ बातचीत; सामग्रियों के क्रय-विक्रय, यातायात-परिवहन, कार्यालय, बैंक-डाकघर आदि में सम्बद्ध जनों से विचार- विनिमय/वार्तालाप; साक्षात्कार का सामना कैसे करें- जैसे मौखिक सम्प्रेषण के विविध प्रसंग	15	25 (21+4)
3	1	लिखित सम्प्रेषण – अनौपचारिक/ पारिवारिक पत्र-लेखन, आवेदन-पत्र-लेखन, संपादक के नाम पर पत्र-लेखन, निबन्ध-लेखन, अनुच्छेद-लेखन, संवाद-लेखन	15	25 (22+3)
4	1	(क) पठन-श्रवण (केवल आंतरिक परीक्षण के लिए) – मातृभूमि (मैथिलीशरण गुप्त), पुष्प की अभिलाषा (माखनलाल चतुर्वेदी), झाँसी की रानी (सुभद्रा कुमारी	15	25 (15+10)

	चौहान), जनतंत्र का जन्म (रामधारी सिंह दिनकर), दो बैलों की कथा (कहानी), अशोक के फूल (निबन्ध)		
	(ख) मुहावरे, लोकोक्तियाँ, पल्लवन, संक्षेपण, अपठित गद्यांश और प्रश्नोत्तर		

द्रष्टव्य : आंतरिक परीक्षण के अंतर्गत इकाई 4 (क) से 10 अंक के लिए मौखिकी रहेगी जिसके तहत निर्धारित लिखित सामग्री के पठन, बातचीत, समूह-चर्चा की व्यवस्था होगी। शेष 10 अंक के लिए सत्रीय परीक्षा, गृहकार्य आदि की व्यवस्था रहेगी।

निर्धारित एवं सन्दर्भ ग्रन्थ :

1. राष्ट्रवाणी – प्रो० वासुदेव सिंह (सम्पा०), संजय बुक सेंटर, वाराणसी।
2. कृति कथाएँ – डॉ० शुकदेव सिंह (सम्पा०), विश्वविद्यालय प्रकाशन, वाराणसी।
3. अशोक के फूल – आचार्य हजारीप्रसाद द्विवेदी, लोकभारती प्रकाशन, इलाहाबाद।
4. आधुनिक हिन्दी व्याकरण एवं रचना – डॉ० वासुदेवनन्दन प्रसाद, भारती भवन, पटना।
5. मानक व्यावहारिक हिन्दी व्याकरण तथा रचना – श्यामजी गोकुल वर्मा, आर्य बुक डिपो, नई दिल्ली।
6. सम्प्रेषण कला – अरुण चतुर्वेदी, केन्द्रीय हिन्दी संस्थान, आगरा।
7. हिन्दी भाषा सम्प्रेषण और संचार – अनिरुद्ध कुमार सुधांशु एवं महांथी प्रसाद यादव, श्री नटराज प्रकाशन, दिल्ली।
8. सम्प्रेषण कला – डॉ० बलबीर कुंदरा एवं महेन्द्र प्रताप सिंह, हंस प्रकाशन, नई दिल्ली।
9. सम्प्रेषण : चिन्तन और दक्षता – डॉ० मंजु मुकुल, शिवालिक प्रकाशन, नई दिल्ली।

- पूर्व-योग्यता : हिन्दी-सहित 10वीं कक्षा-उत्तीर्ण
- स्नातक-गुण :

कोर्स का लक्ष्य : शुद्ध उच्चारण, विविध संदर्भों में हिन्दी भाषा के जरिए बातचीत, भिन्न-भिन्न प्रसंगों में हिन्दी के माध्यम से लिखित अभिव्यक्ति के शिक्षण-प्रशिक्षण द्वारा विद्यार्थियों की हिन्दी-सम्प्रेषण-क्षमता में वृद्धि लाना प्रस्तुत प्रश्न-पत्र का प्रमुख लक्ष्य है।

शिक्षण-उपलब्धि : हिन्दी सम्प्रेषण-सम्बन्धी इस प्रारम्भिक एवं आधारभूत पाठ्यक्रम को इस रूप में प्रस्तुत किया गया है कि हिन्दी भाषा की अखिल भारतीय आवश्यकता के परिप्रेक्ष्य में सम्बद्ध विद्यार्थियों में इतनी योग्यता विकसित हो कि वे सभी अनौपचारिक एवं औपचारिक संदर्भों में हिन्दी के जरिए भाव-विचारों का समुचित प्रेषण-सम्प्रेषण (मौखिक एवं लिखित) कर सकें।

- सैद्धान्तिक क्रेडिट : 4
- व्यावहारिक क्रेडिट : 0
- आवश्यक कक्षाओं की संख्या : 60

प्रत्यक्ष कक्षाएँ : 60

अप्रत्यक्ष कक्षाएँ : 0

- पाठ्यक्रम-डिजाइनर का विवरण :

नाम : डॉ॰ रीतामणि वैश्य

संस्थान : गौहाटी विश्वविद्यालय

ईमेल : rita1@gauhati.ac.in

चार वर्षीय स्नातक पाठ्यक्रम

विषय : हिन्दी

छमाही : द्वितीय

कोर्स-कोड : HIN-CORE-2

कोर्स का नाम : हिन्दी व्याकरण

कोर्स-लेवल : 100-199

कुल अंक : 100

बाह्य परीक्षण : 80

आंतरिक परीक्षण : 20

इकाई	क्रेडिट	पाठ्य-विषय	कक्षा-संख्या	अंक (बाह्य परीक्षण+ आंतरिक परीक्षण)
1	1	हिन्दी शब्द-रचना – संधि, समास, उपसर्ग, प्रत्यय, लिंग, वचन	15	25 (20+5)
2	1	हिन्दी रूप-रचना – हिन्दी के पद-विभाग, कारकीय रूप-रचना, क्रिया-रूप-रचना	15	25 (20+5)
3	1	हिन्दी वाक्य-रचना – अर्थ एवं बनावट की दृष्टि से विविध प्रकार के वाक्यों की रचना, पदक्रम एवं अन्वय, वाक्य-परिवर्तन, वाक्य-शुद्धि	15	25 (20+5)
4	1	हिन्दी की आर्थी संरचना – एकार्थक शब्द, अनेकार्थक शब्द, विपरीतार्थक शब्द, पर्यायवाची शब्द, अनेक शब्दों के लिए एक शब्द	15	25 (20+5)

द्रष्टव्य : आंतरिक परीक्षण के अंतर्गत 10 अंक के लिए मौखिकी रहेगी जिसके तहत आशु-भाषण एवं प्रश्नोत्तर की व्यवस्था होगी। शेष 10 अंक के लिए सत्रीय परीक्षा, गृहकार्य आदि की व्यवस्था रहेगी।

सन्दर्भ ग्रन्थ :

1. हिन्दी व्याकरण – पं० कामताप्रसाद गुरु, राजकमल प्रकाशन, नई दिल्ली ।
2. आधुनिक हिन्दी व्याकरण एवं रचना – डॉ० वासुदेवनन्दन प्रसाद, भारती भवन, पटना ।
3. व्याकरण प्रदीप – रामदेव एम.ए., राजकमल प्रकाशन समूह, नई दिल्ली ।
4. मानक हिन्दी का पारंपरिक व्याकरण – शुकदेव शास्त्री, साहित्यागार, जयपुर ।
5. हिन्दी व्याकरण विमर्श – तेजपाल चौधरी, वाणी प्रकाशन, नई दिल्ली ।
6. नवशती हिन्दी व्याकरण – बद्रीनाथ कपूर, राजकमल प्रकाशन समूह, नई दिल्ली ।

- पूर्व-योग्यता : हिन्दी-सहित 10वीं कक्षा-उत्तीर्ण

- स्नातक-गुण :

कोर्स का लक्ष्य : विद्यार्थियों को हिन्दी भाषा की शब्द-रचना, रूप-रचना, वाक्य-रचना और अर्थी-संरचना- जैसी बातों का व्यावहारिक ज्ञान प्रदान करना इस प्रश्न-पत्र का मूल उद्देश्य है ताकि वे शुद्ध और प्रभावी ढंग से हिन्दी भाषा का उपयोग कर सकें ।

शिक्षण-उपलब्धि : हिन्दी व्याकरण-सम्बन्धी इस प्रारम्भिक एवं आधारभूत पाठ्यक्रम को इस रूप में प्रस्तुत किया गया है कि सम्बद्ध विद्यार्थियों में हिन्दी के व्यावहारिक उपयोग के संदर्भ में उच्चारण, शब्द-प्रयोग, वाक्य-संरचना और अर्थाभिव्यक्ति की शुद्धता का सम्पूर्ण बोध विकसित हो सके ।

- सैद्धान्तिक क्रेडिट : 4
- व्यावहारिक क्रेडिट : 0
- आवश्यक कक्षाओं की संख्या : 60

प्रत्यक्ष कक्षाएँ : 60

अप्रत्यक्ष कक्षाएँ : 0

- पाठ्यक्रम-डिजाइनर का विवरण :

नाम : पूजा शर्मा

संस्थान : गौहाटी विश्वविद्यालय

ईमेल : poojasarmahindi@gauhati.ac.in

चार वर्षीय स्नातक पाठ्यक्रम

विषय : हिन्दी

छमाही : तृतीय

कोर्स-कोड : HIN-CORE-3/HIN-MAJOR-1

कोर्स का नाम : भाषाविज्ञान, हिन्दी भाषा एवं देवनागरी लिपि

कोर्स-लेवल : 200-299

कुल अंक : 100

बाह्य परीक्षण : 80

आंतरिक परीक्षण : 20

इकाई	क्रेडिट	पाठ्य-विषय	कक्षा-संख्या	अंक (बाह्य परीक्षण+ आंतरिक परीक्षण)
1	1	भाषा : परिभाषा, विशेषताएँ, भाषा-परिवर्तन के कारण, भाषा और बोली भाषाविज्ञान : परिभाषा, अंग, साहित्य और व्याकरण के साथ भाषाविज्ञान का सम्बन्ध	15	25 (20+5)
2	1	ध्वनि विज्ञान : ध्वनि की परिभाषा, स्वरों का वर्गीकरण, स्थान और प्रयत्न के आधार पर व्यंजन ध्वनियों का वर्गीकरण, ध्वनि-परिवर्तन के कारण रूप विज्ञान : शब्द और रूप/पद, अर्थतत्व और सम्बन्धतत्व, सम्बन्धतत्वों के प्रकार और कार्य, रूप-परिवर्तन के कारण	15	25 (20+5)
3	1	वाक्य विज्ञान : वाक्य की परिभाषा, वाक्य-रचना में ध्यान देने योग्य बातें, वाक्य के प्रकार, वाक्य-परिवर्तन के कारण अर्थ विज्ञान : शब्द और अर्थ का सम्बन्ध, अर्थ-परिवर्तन के कारण और दिशाएँ	15	25 (20+5)
4	1	हिन्दी भाषा का उद्भव-विकास; हिन्दी की विभाषाएँ एवं बोलियाँ; अवधी, ब्रज तथा खड़ीबोली का सामान्य परिचय	15	25 (20+5)

	देवनागरी लिपि : नामकरण, विशेषताएँ एवं सुधार के प्रयास		
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सन्दर्भ ग्रन्थ :

1. भाषाविज्ञान – डॉ० भोलानाथ तिवारी, किताब महल, इलाहाबाद ।
2. भाषाविज्ञान की भूमिका – आचार्य देवेन्द्रनाथ शर्मा, अनुपम प्रकाशन, पटना ।
3. सामान्य भाषाविज्ञान – डॉ० बाबूराम सक्सेना, हिन्दी साहित्य सम्मेलन, प्रयाग ।
4. भाषाविज्ञान एवं भाषाशास्त्र – डॉ० कपिलदेव द्विवेदी, विश्वविद्यालय प्रकाशन, वाराणसी ।
5. भाषा का समाजशास्त्र – डॉ० राजेन्द्र प्रसाद सिंह, राजकमल प्रकाशन, नयी दिल्ली ।
6. आधुनिक हिन्दी व्याकरण एवं रचना – डॉ० वासुदेवनन्दन प्रसाद, भारती भवन, पटना ।
7. हिन्दी भाषा – डॉ० भोलानाथ तिवारी, किताबमहल, इलाहाबाद ।
8. हिन्दी भाषा का इतिहास – डॉ० धीरेन्द्र वर्मा, हिन्दुस्तानी अकादमी, इलाहाबाद ।
9. हिन्दी भाषा का विकास – आचार्य देवेन्द्रनाथ शर्मा और रामदेव त्रिपाठी, राधाकृष्ण प्रकाशन, नयी दिल्ली ।
10. हिन्दी भाषा और नागरी लिपि – लक्ष्मीकान्त वर्मा, हिन्दुस्तानी अकादमी, इलाहाबाद ।

- पूर्व-योग्यता : हिन्दी-सहित 10वीं कक्षा-उत्तीर्ण

- स्नातक-गुण :

कोर्स का लक्ष्य : विद्यार्थियों को भाषाविज्ञान की मूलभूत बातों के साथ हिन्दी भाषा के उद्भव-विकास तथा देवनागरी लिपि के बारे में सम्यक् जानकारी देना प्रस्तुत प्रश्न-पत्र का प्रमुख लक्ष्य है।

शिक्षण-उपलब्धि : भाषाविज्ञान, हिन्दी भाषा एवं देवनागरी लिपि-सम्बन्धी इस प्रारम्भिक एवं आधारभूत पाठ्यक्रम को इस रूप में प्रस्तुत किया गया है कि सम्बद्ध विद्यार्थी भाषाविज्ञान-सम्बन्धी बुनियादी जानकारियों तथा हिन्दी भाषा एवं देवनागरी लिपि-सम्बन्धी बातों से अवगत होकर हिन्दी भाषा-साहित्य के गहन अध्ययन हेतु योग्यता प्राप्त कर सके ।

- सैद्धान्तिक क्रेडिट : 4
- व्यावहारिक क्रेडिट : 0
- आवश्यक कक्षाओं की संख्या : 60

प्रत्यक्ष कक्षाएँ : 60

अप्रत्यक्ष कक्षाएँ : 0

- पाठ्यक्रम-डिजाइनर का विवरण :

नाम : डॉ० अच्युत शर्मा

संस्थान : गौहाटी विश्वविद्यालय

ईमेल : sarmaachyut291058@gmail.com

चार वर्षीय स्नातक पाठ्यक्रम

विषय : हिन्दी

छमाही : चतुर्थ

कोर्स-कोड : HIN-MAJOR-2

कोर्स का नाम - अनुवाद : सिद्धान्त एवं व्यवहार

कोर्स-लेवल : 200-299

कुल अंक : 100

बाह्य परीक्षण : 80

आंतरिक परीक्षण : 20

इकाई	क्रेडिट	पाठ्य-विषय	कक्षा-संख्या	अंक (बाह्य परीक्षण+ आंतरिक परीक्षण)
1	1	‘अनुवाद’ शब्द की व्युत्पत्ति एवं अर्थ; अनुवाद: परिभाषा, स्वरूप, प्रक्रिया (अर्थ-बोध, विश्लेषण, अंतरण, पुनर्गठन), महत्व; अनुवाद क्या है-- शिल्प, कला या विज्ञान? अनुवादक के गुण	15	25 (20+5)
2	1	अनुवाद के प्रकार : गद्यत्व-पद्यत्व के आधार पर, साहित्यिक विधा के आधार पर, अनुवाद की प्रकृति के आधार पर (शब्दानुवाद, भावानुवाद, छायानुवाद, सारानुवाद, व्याख्यानुवाद, आदर्श अनुवाद, रूपान्तरण, आशु अनुवाद)	15	25 (20+5)
3	1	काव्यानुवाद, नाटकानुवाद, कथानुवाद : स्वरूप, विशेषताएँ और समस्याएँ; हिन्दी कविता, नाटक, उपन्यास और कहानी के अंशों का अंग्रेजी एवं असमीया में अनुवाद	15	25 (20+5)
4	1	अंग्रेजी-हिन्दी के परिप्रेक्ष्य में : वैज्ञानिक साहित्य का अनुवाद, विधि साहित्य का अनुवाद, पारिभाषिक शब्दावली का अनुवाद, लोकोक्ति-मुहावरों का अनुवाद और मशीनी अनुवाद	15	25 (20+5)

द्रष्टव्य : आंतरिक परीक्षण के अन्तर्गत 10 अंक के लिए व्यावहारिक अनुवाद-कार्य सम्मिलित रहेगा। शेष 10 अंक सत्रीय परीक्षा, गृहकार्य आदि के लिए होंगे।

सन्दर्भ ग्रन्थ :

1. अनुवाद विज्ञान – डॉ० भोलानाथ तिवारी, किताबघर प्रकाशन, नयी दिल्ली।
2. अनुवाद-सुधा (भाग-1) -- डॉ० अच्युत शर्मा (संपा.), शब्द भारती, गुवाहाटी।
3. अनुवाद-सुधा (भाग-2) -- डॉ० अच्युत शर्मा (संपा.), शब्द भारती, गुवाहाटी।
4. अनुवाद : सिद्धान्त एवं व्यवहार – डॉ० जयन्ती प्रसाद नौटियाल, राधाकृष्ण प्रकाशन, नयी दिल्ली।
5. अनुवाद-बोध – डॉ० गार्गी गुप्ता (प्रधान संपा.), भारतीय अनुवाद परिषद, नयी दिल्ली।
6. अनुवाद कला – डॉ० एन. ई. विश्वनाथ अय्यर, प्रभात प्रकाशन, दिल्ली।
7. अनुवाद विज्ञान – डॉ० नगेन्द्र (संपा.), दिल्ली विश्वविद्यालय, दिल्ली।
8. अनुवाद-शतक (खण्ड-2) – नीना गुप्ता (प्रधान संपा.), भारतीय अनुवाद परिषद, दिल्ली।

- पूर्व-योग्यता : हिन्दी-सहित 10वीं कक्षा-उत्तीर्ण

- स्नातक-गुण :

कोर्स का लक्ष्य : विद्यार्थियों को अनुवाद-संबंधी आधारभूत ज्ञान प्रदान करके उनकी अनुवाद-कार्य-संबंधी व्यावहारिक क्षमता को विकसित करना प्रस्तुत पाठ्यक्रम का मूल लक्ष्य है।

शिक्षण-उपलब्धि : अनुवाद-कला के सैद्धान्तिक एवं व्यावहारिक पक्षों से संबंधित प्रस्तुत पाठ्यक्रम को इस रूप में तैयार किया गया है जिससे कि विद्यार्थीगण अनुवाद-विषयक आवश्यक जानकारियाँ प्राप्त करके शौकिया अथवा व्यावसायिक तौर पर अनुवाद-कार्य को अपना सकें।

- सैद्धान्तिक क्रेडिट : 4
- व्यावहारिक क्रेडिट : 0
- आवश्यक कक्षाओं की संख्या : 60

प्रत्यक्ष कक्षाएँ : 60

अप्रत्यक्ष कक्षाएँ : 0

- पाठ्यक्रम-डिजाइनर का विवरण :

नाम : डॉ० अच्युत शर्मा

संस्थान : गौहाटी विश्वविद्यालय

ईमेल : sarmaachyut291058@gmail.com

चार वर्षीय स्नातक पाठ्यक्रम

विषय : हिन्दी

छमाही : चतुर्थ

कोर्स-कोड : HIN-MAJOR-3

कोर्स का नाम : प्रयोजनमूलक हिन्दी एवं कार्यालयी अनुवाद

कोर्स-लेवल : 200-299

कुल अंक : 100

बाह्य परीक्षण : 80

आंतरिक परीक्षण : 20

इकाई	क्रेडिट	पाठ्य-विषय	कक्षा-संख्या	अंक (बाह्य परीक्षण+ आंतरिक परीक्षण)
1	1	प्रयोजनमूलक हिन्दी का आशय, स्वरूप एवं महत्व; हिन्दी भाषा के विविध प्रयोजनमूलक रूप : जनभाषा, राष्ट्रभाषा, राजभाषा, सम्पर्कभाषा, शिक्षण-माध्यम भाषा, सर्जनात्मक भाषा, संचार भाषा	15	25 (20+5)
2	1	हिन्दी की संवैधानिक स्थिति : अनुच्छेद 343 एवं 351 में हिन्दी भाषा-संबंधी प्रावधान, राजभाषा अधिनियम- 1963, राजभाषा अधिनियम (संशोधित)- 1967, राजभाषा नियम- 1976	15	25 (20+5)
3	1	कार्यालयी पत्राचार के विविध रूप एवं प्रक्रियाएँ; हिन्दी-अंग्रेजी में पारस्परिक अनुवाद : सरकारी पत्र, अर्धसरकारी पत्र, परिपत्र, कार्यालयी आदेश, ज्ञापन, अनुस्मारक, अधिसूचना, प्रेस-विज्ञप्ति, विज्ञापन	15	25 (20+5)
4	1	कार्यालयी प्रयोग के संदर्भ में विभागीय नामों, पदनामों, वाक्यांशों/टिप्पणियों के अंग्रेजी-हिन्दी प्रारूप; कार्यालयी प्रयोजनों में विभिन्न यांत्रिक उपकरणों का अनुप्रयोग : कंप्यूटर, लेपटॉप, टेबलेट, वीडियो कान्फ्रेंसिंग	15	25 (20+5)

द्रष्टव्य : आंतरिक परीक्षण के अन्तर्गत 10 अंक के लिए व्यावहारिक अनुवाद-कार्य सम्मिलित रहेगा। शेष 10 अंक सत्रीय परीक्षा, गृहकार्य आदि के लिए होंगे।

सन्दर्भ ग्रन्थ :

1. प्रयोजनमूलक हिन्दी – डॉ० विनोद गोदरे, वाणी प्रकाशन, नयी दिल्ली।
2. प्रयोजनिक हिन्दी – डॉ० बालेन्दु शेखर तिवारी, अनुपम प्रकाशन, पटना।
3. राजभाषा हिन्दी – डॉ० भोलानाथ तिवारी, प्रभात प्रकाशन, दिल्ली।
4. राजभाषा हिन्दी : विकास के विविध आयाम – डॉ० मलिक मोहम्मद, प्रवीण प्रकाशन, नयी दिल्ली।
5. राजभाषा प्रबंधन – देशपाल सिंह राठौर, रचना पब्लिकेशन्स, दिल्ली।
6. प्रामाणिक आलेखन और टिप्पण – प्रो० विराज, राजपाल एण्ड सन्स, दिल्ली।
7. व्यावहारिक आलेखन और टिप्पण – डॉ० अमूल्य चन्द्र बर्मन, असम हिन्दी प्रकाशन, गुवाहाटी।
8. कार्यालय सहायिका – हरिबाबू कंसल, केन्द्रीय सचिवालय हिन्दी परिषद, दिल्ली।
9. कार्यालय प्रवीणता – हरिबाबू कंसल, सुधांशु बंधु, नयी दिल्ली।

- पूर्व-योग्यता : हिन्दी-सहित 10वीं कक्षा-उत्तीर्ण
- स्नातक -गुण :

कोर्स का लक्ष्य : विद्यार्थियों को हिन्दी की संवैधानिक स्थिति-सहित प्रयोजनमूलक हिन्दी और कार्यालयी अनुवाद का आधारभूत ज्ञान प्राप्त कराके उनकी कार्यालयी काम-काज और अनुवाद-कार्य-संबंधी व्यावहारिक क्षमता को विकसित करना प्रस्तुत पाठ्यक्रम का मूल लक्ष्य है।

शिक्षण-उपलब्धि : हिन्दी के प्रयोजनमूलक स्वरूप एवं कार्यालयी दस्तावेजों के व्यावहारिक अनुवाद से सम्बद्ध प्रस्तुत पाठ्यक्रम को इस रूप में तैयार किया गया है, ताकि विद्यार्थीगण प्रयोजनमूलक हिन्दी तथा कार्यालयी अनुवाद-विषयक आवश्यक जानकारियाँ प्राप्त करके व्यावसायिक अथवा आजीविका के तौर पर कार्यालयी काम-काज एवं अनुवाद-कार्य को अपना सकें।

- सैद्धान्तिक क्रेडिट : 4
- व्यावहारिक क्रेडिट : 0
- आवश्यक कक्षाओं की संख्या : 60

प्रत्यक्ष कक्षाएँ : 60

अप्रत्यक्ष कक्षाएँ : 0

- पाठ्यक्रम-डिजाइनर का विवरण :

नाम : प्रो० दिलीप कुमार मेधि

संस्थान : गौहाटी विश्वविद्यालय

ईमेल : dkmedhi1@gauhati.ac.in

चार वर्षीय स्नातक पाठ्यक्रम

विषय : हिन्दी

छमाही : चतुर्थ

कोर्स-कोड : HIN-MAJOR-4

कोर्स का नाम : हिन्दी पत्रकारिता के विविध आयाम

कोर्स-लेवल : 200-299

कुल अंक : 100

बाह्य परीक्षण : 80

आंतरिक परीक्षण : 20

इकाई	क्रेडिट	पाठ्य-विषय	कक्षा-संख्या	अंक (बाह्य परीक्षण+ आंतरिक परीक्षण)
1	1	पत्रकारिता : अवधारणा, प्रमुख प्रकार, महत्व; पत्रकारिता के आयाम : समाचार के स्रोत, समाचार-संकलन की विधियाँ, संवाददाता की कार्य-पद्धति एवं समाचार/रिपोर्ट-लेखन, स्तम्भ-व्यवस्था, शीर्षक-निर्माण, सामग्री-विभाजन, विशेषांक की तैयारी, स्तम्भ-लेखन, फ्रीचर-लेखन; सम्पादन-कला; पत्रकारिता की भाषा-शैली	15	25 (20+5)
2	1	साहित्यिक पत्रकारिता की अवधारणा एवं महत्व; भारतेन्दुयुगीन, द्विवेदीयुगीन एवं छायावादयुगीन साहित्यिक पत्रकारिता : परिचय, प्रवृत्तियाँ और महत्व	15	25 (20+5)
3	1	छायावादोत्तर और समकालीन साहित्यिक पत्रकारिता : परिचय, प्रवृत्तियाँ और महत्व हिन्दी के प्रसिद्ध पत्रकार : भारतेन्दु हरिश्चन्द्र, महावीर प्रसाद द्विवेदी, गणेश शंकर विद्यार्थी, बनारसीदास चतुर्वेदी हिन्दी की प्रसिद्ध पत्र-पत्रिकाएँ : उदन्त मार्तंड, सरस्वती, हंस, धर्मयुग, जनसत्ता और दैनिक पूर्वोदय	15	25 (20+5)

4	1	भारतीय संविधान-प्रदत्त सूचना का अधिकार, प्रेस की स्वतन्त्रता की अवधारणा, प्रेस-संबंधी कानून और आचार-संहिता, हिन्दी का यांत्रिक प्रयोग : एम.एस.वर्ड, टंकण, ईमेल, पॉवर पॉइंट प्रेजेंटेशन	15	25 (20+5)
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सन्दर्भ ग्रन्थ :

1. सिर्फ पत्रकारिता – अजय कुमार सिंह, लोकभारती प्रकाशन, इलाहाबाद ।
2. हिन्दी पत्रकारिता – कृष्ण बिहारी मिश्र, लोकभारती प्रकाशन, इलाहाबाद ।
3. पत्रकारिता : परिवेश और प्रवृत्तियाँ – पृथ्वीनाथ पाण्डेय, लोकभारती प्रकाशन, इलाहाबाद ।
4. पत्रकारिता के नए आयाम – एस.के. दुबे, लोकभारती प्रकाशन, इलाहाबाद ।
5. हिन्दी पत्रकारिता : संवाद और विमर्श – कैलाशनाथ पाण्डेय, लोकभारती प्रकाशन, इलाहाबाद ।
6. हिन्दी पत्रकारिता का प्रतिनिधि संकलन – तरुशिखा सुरजन, लोकभारती प्रकाशन, इलाहाबाद ।
7. पत्रकारिता और पत्रकारिता – अरुण जैन, हिन्दी बुक सेंटर, आसफ अली रोड, नयी दिल्ली ।
8. हिन्दी पत्रकारिता : विविध आयाम – वेद प्रताप वैदिक, नेशनल पब्लिशिंग हाउस, नयी दिल्ली ।
9. साहित्यिक पत्रकारिता – राममोहन पाठक, ज्ञानमंदन, वाराणसी ।
10. समकालीन पत्रकारिता : मूल्यांकन और मुद्दे -- राजकिशोर, वाणी प्रकाशन, नयी दिल्ली ।
11. बृहत हिन्दी पत्रकारिता कोश – सूर्यप्रसाद दीक्षित, वाणी प्रकाशन, नयी दिल्ली ।
12. सम्पादन कला -- पी. के. नारायण, मध्य प्रदेश हिन्दी ग्रंथ अकादमी, भोपाल ।
13. जनसंचार के सामाजिक संदर्भ -- जबरीमल पारख, हिन्दी बुक सेंटर, नयी दिल्ली ।
14. हिन्दी साहित्य का इतिहास -- डॉ॰ नगेन्द्र (संपा.), नेशनल पब्लिशिंग हाउस, नयी दिल्ली ।

- पूर्व-योग्यता : हिन्दी-सहित 10वीं कक्षा-उत्तीर्ण

- स्नातक-गुण :

कोर्स का लक्ष्य : विद्यार्थियों को साहित्यिक पत्रकारिता के स्वरूप तथा भारतेन्दु-युग से अब तक अनवरत् रूप से प्रवाहित हिन्दी की साहित्यिक पत्रकारिता के साथ इलेक्ट्रानिक और प्रिंट मीडिया के विविध पहलुओं से भली-भाँति परिचित कराना प्रस्तुत पाठ्यक्रम का मूल लक्ष्य है ।

शिक्षण-उपलब्धि : हिन्दी पत्रकारिता-संबंधी इस पाठ्यक्रम को इस रूप में प्रस्तुत किया गया है कि हिन्दी पत्रकारिता के परिप्रेक्ष्य में सम्बद्ध विद्यार्थियों में इतनी योग्यता विकसित हो कि वे पत्रकारिता के विविध आयामों पर सम्यक् ज्ञान प्राप्त करके व्यावसायिक अथवा आजीविका के तौर पर उसका उपयोग कर सकें ।

- सैद्धान्तिक क्रेडिट : 4
- व्यावहारिक क्रेडिट : 0

- आवश्यक कक्षाओं की संख्या : 60
प्रत्यक्ष कक्षाएँ : 60
अप्रत्यक्ष कक्षाएँ : 0
- पाठ्यक्रम-डिजाइनर का विवरण :
नाम : डॉ० रीतामणि वैश्य
संस्थान : गौहाटी विश्वविद्यालय
ईमेल : rita1@gauhati.ac.in

चार वर्षीय स्नातक पाठ्यक्रम

विषय : हिन्दी

छमाही : चतुर्थ

कोर्स-कोड : HIN-MAJOR-5

कोर्स का नाम : हिन्दी साहित्य का इतिहास (अनिवार्य)

कोर्स-लेवल : 200-299

कुल अंक : 100

बाह्य परीक्षण : 80

आंतरिक परीक्षण : 20

इकाई	क्रेडिट	पाठ्य-विषय	कक्षा-संख्या	अंक (बाह्य परीक्षण+ आंतरिक परीक्षण)
1	1	आदिकाल – सीमांकन, नामकरण, परिस्थितियाँ, सिद्ध साहित्य, नाथ साहित्य, जैन साहित्य, रासो साहित्य	15	25 (20+5)
2	1	भक्तिकाल – सीमांकन, नामकरण, परिस्थितियाँ, सन्तकाव्य, सूफी काव्य, रामकाव्य, कृष्णकाव्य	15	25 (20+5)
3	1	रीतिकाल -- सीमांकन, नामकरण, परिस्थितियाँ, रीतिबद्ध, रीतिसिद्ध, रीतिमुक्त काव्यधारा	15	25 (20+5)
4	1	आधुनिक काल -- सीमांकन, नामकरण, परिस्थितियाँ, आधुनिक काव्यधारा का इतिहास और खड़ीबोली गद्य का उद्भव-विकास	15	25 (20+5)

सन्दर्भ ग्रन्थ :

1. हिन्दी साहित्य का इतिहास – आचार्य रामचन्द्र शुक्ल, नागरी प्रचारिणी सभा, वाराणसी ।
2. हिन्दी साहित्य का आदिकाल – आचार्य हजारी प्रसाद द्विवेदी, बिहार राष्ट्रभाषा परिषद, पटना ।
3. हिन्दी साहित्य की भूमिका – आचार्य हजारी प्रसाद द्विवेदी, राजकमल प्रकाशन, दिल्ली ।
4. हिन्दी साहित्य का इतिहास -- डॉ॰ नगेन्द्र (संपा.), नेशनल पब्लिशिंग हाउस, नयी दिल्ली ।
5. हिन्दी साहित्य का दूसरा इतिहास – डॉ॰ बच्चन सिंह, राधाकृष्ण प्रकाशन, नयी दिल्ली ।

6. रीतिकाव्य की भूमिका – डॉ॰ नगेन्द्र, नेशनल पब्लिशिंग हाउस, नयी दिल्ली ।
7. रीतिकाल : तथ्य और चिन्तन – डॉ॰ सरोजिनी पाण्डेय, विकास प्रकाशन, जवाहर नगर, कानपुर ।
8. हिन्दी साहित्य का वैज्ञानिक इतिहास (भाग 1 और 2) – डॉ॰ गणपतिचन्द्र गुप्त, लोकभारती प्रकाशन, इलाहाबाद।
9. रीतिकाव्य – नन्दकिशोर नवल, राजकमल प्रकाशन, नयी दिल्ली ।
10. हिन्दी साहित्य का इतिहास – आचार्य रामचन्द्र शुक्ल, नागरी प्रचारिणी सभा, वाराणसी ।
11. हिन्दी साहित्य का वैज्ञानिक इतिहास (भाग 1 और 2) – डॉ॰ गणपतिचन्द्र गुप्त, लोकभारती प्रकाशन, इलाहाबाद।
12. हिन्दी साहित्य का इतिहास -- डॉ॰ नगेन्द्र (संपा.), नेशनल पब्लिशिंग हाउस, नयी दिल्ली ।
13. हिन्दी साहित्य का दूसरा इतिहास – डॉ॰ बच्चन सिंह, राधाकृष्ण प्रकाशन, नयी दिल्ली ।
14. हिन्दी साहित्य का आधुनिक इतिहास – डॉ॰ तारकनाथ बाली, प्रभात प्रकाशन, नयी दिल्ली ।

- पूर्व-योग्यता : हिन्दी-सहित 10वीं कक्षा-उत्तीर्ण
- स्नातक-गुण :

कोर्स का लक्ष्य : विद्यार्थियों को आदिकालीन, भक्तिकालीन, रीतिकालीन एवं आधुनिककालीन हिन्दी साहित्य के इतिहास तथा खड़ीबोली गद्य के उद्भव एवं विकास की सम्यक् जानकारी देना प्रस्तुत पाठ्यक्रम का प्रमुख लक्ष्य है ।

शिक्षण-उपलब्धि : हिन्दी साहित्य के इतिहास से संबंधित प्रस्तुत पाठ्यक्रम को इस रूप में तैयार किया गया है कि हिन्दी साहित्य के इतिहास के आदिकाल, भक्तिकाल, रीतिकाल एवं आधुनिककाल के सीमांकन, नामकरण, विविध परिस्थितियों और साहित्यिक धाराओं (काव्यधाराओं) के साथ खड़ीबोली गद्य के उद्भव और विकास-संबंधी आवश्यक ज्ञान सम्बद्ध विद्यार्थियों को प्राप्त हो ।

- सैद्धान्तिक क्रेडिट : 4
- व्यावहारिक क्रेडिट : 0
- आवश्यक कक्षाओं की संख्या : 60

प्रत्यक्ष कक्षाएँ : 60

अप्रत्यक्ष कक्षाएँ : 0

- पाठ्यक्रम-डिजाइनर का विवरण :

नाम : डॉ॰ रीतामणि वैश्य

संस्थान : गौहाटी विश्वविद्यालय

ईमेल : rita1@gauhati.ac.in

चार वर्षीय स्नातक पाठ्यक्रम

विषय : हिन्दी

छमाही : पंचम

कोर्स-कोड : HIN-MAJOR-6

कोर्स का नाम : आदिकालीन एवं मध्यकालीन हिन्दी कविता

कोर्स-लेवल : 300-399

कुल अंक : 100

बाह्य परीक्षण : 80

आंतरिक परीक्षण : 20

इकाई	क्रेडिट	पाठ्य-विषय	कक्षा-संख्या	अंक (बाह्य परीक्षण+ आंतरिक परीक्षण)
1	1	पाठ : विद्यापति (पद 1-18), कबीर (साखी 1-15), (पद 1-4), जायसी (मानसरोदक खण्ड)	15	25 (20+5)
2	1	पाठ : सूरदास (विनय, बाल-वर्णन), तुलसीदास (पुष्पवाटिका प्रसंग)	15	25 (20+5)
3	1	पाठ : बिहारी (दोहा 1-15), घनानन्द (पद 2, 3, 4, 5, 6) [रीतिकाव्य-संग्रह से]	15	25 (20+5)
4	1	चंदबरदाई, मीराँबाई, रसखान, भूषण का साहित्यिक परिचय एवं काव्यगत विशेषताएँ	15	25 (20+5)

निर्धारित पाठ्य-पुस्तकें :

1. विद्यापति -- डॉ॰ आनन्द प्रकाश दीक्षित (संपा.), साहित्य प्रकाशन मन्दिर, ग्वालियर ।
2. मध्ययुगीन काव्य -- डॉ॰ बृजनारायण सिंह (संपा.), नेशनल पब्लिशिंग हाउस, नयी दिल्ली ।
3. रीतिकाव्य-संग्रह -- डॉ॰ विजयपाल सिंह (संपा.), लोकभारती प्रकाशन, इलाहाबाद ।

सन्दर्भ ग्रन्थ :

1. विद्यापति -- शिवप्रसाद सिंह, लोकभारती प्रकाशन, इलाहाबाद ।

2. विद्यापति काव्य का सांस्कृतिक अध्ययन – डॉ॰ अमूल्य चन्द्र बर्मन, असम हिन्दी प्रकाशन, गुवाहाटी ।
3. कबीर-मीमांसा – डॉ॰ रामचन्द्र तिवारी, लोकभारती प्रकाशन, इलाहाबाद ।
4. जायसी : एक नयी दृष्टि – डॉ॰ रघुवंश, लोकभारती प्रकाशन, इलाहाबाद ।
5. कबीर – आचार्य हजारी प्रसाद द्विवेदी, राजकमल प्रकाशन, इलाहाबाद ।
6. सूर और उनका साहित्य – डॉ॰ हरवंशलाल शर्मा, भारत प्रकाशन मन्दिर, अलीगढ़ ।
7. तुलसी साहित्य : विवेचन और मूल्यांकन – डॉ॰ देवेन्द्रनाथ शर्मा, नेशनल पब्लिशिंग हाउस, नयी दिल्ली ।
8. गोस्वामी तुलसीदास – आचार्य रामचन्द्र शुक्ल, प्रकाशन संस्थान, नयी दिल्ली ।
9. बिहारी का नया मूल्यांकन – डॉ॰ बच्चन सिंह, लोकभारती प्रकाशन, इलाहाबाद ।
10. बिहारी का काव्य-सौष्ठव – डॉ॰ कल्पना पटेल, विद्या प्रकाशन, कानपुर ।
11. घनानन्द का साहित्यिक अवदान – डॉ॰ हनुमंत रणखांब, विद्या प्रकाशन, कानपुर ।
12. हिन्दी साहित्य का इतिहास – आचार्य रामचन्द्र शुक्ल, नागरी प्रचारिणी सभा, वाराणसी ।
13. हिन्दी साहित्य का आदिकाल – आचार्य हजारी प्रसाद द्विवेदी, बिहार राष्ट्रभाषा परिषद, पटना ।
14. हिन्दी साहित्य की भूमिका – आचार्य हजारी प्रसाद द्विवेदी, राजकमल प्रकाशन, दिल्ली ।
15. हिन्दी साहित्य का इतिहास -- डॉ॰ नगेन्द्र (संपा.), नेशनल पब्लिशिंग हाउस, नयी दिल्ली ।

- पूर्व-योग्यता : हिन्दी-सहित 10वीं कक्षा-उत्तीर्ण
- स्नातक-गुण :

कोर्स का लक्ष्य : विद्यार्थियों को आदिकालीन एवं मध्यकालीन हिन्दी कविता की अमर विभूतियों का परिचय एवं काव्यरस प्रदान करना-- साथ ही उन्हें डिंगल, मैथिली, सधुक्कड़ी, अवधी, ब्रजी एवं राजस्थानी हिन्दी से परिचित कराना प्रस्तुत पाठ्यक्रम का प्रमुख लक्ष्य है ।

शिक्षण-उपलब्धि : आदिकालीन एवं मध्यकालीन हिन्दी कविता से सम्बद्ध प्रस्तुत पाठ्यक्रम को इस रूप में तैयार किया गया है कि विद्यार्थियों को आदिकालीन एवं मध्यकालीन (भक्तिकालीन एवं रीतिकालीन) हिन्दी काव्यधाराओं के प्रमुख रचयिताओं के साहित्यिक परिचय एवं काव्य-रस के साथ-साथ हिन्दी भाषा के विविध रूपों, जैसे- डिंगल, मैथिली, सधुक्कड़ी, अवधी, ब्रजी एवं राजस्थानी की भी जानकारी प्राप्त हो ।

- सैद्धान्तिक क्रेडिट : 4
- व्यावहारिक क्रेडिट : 0
- आवश्यक कक्षाओं की संख्या : 60
- प्रत्यक्ष कक्षाएँ : 60
- अप्रत्यक्ष कक्षाएँ : 0
- पाठ्यक्रम-डिजाइनर का विवरण :
- नाम : डॉ॰ अच्युत शर्मा

संस्थान : गौहाटी विश्वविद्यालय

ईमेल : sarmaachyut291058@gmail.com

चार वर्षीय स्नातक पाठ्यक्रम

विषय : हिन्दी

छमाही : पंचम

कोर्स-कोड : HIN-MAJOR-7

कोर्स का नाम : आधुनिक हिन्दी कविता (छायावाद तक)

कोर्स-लेवल : 300-399

कुल अंक : 100

बाह्य परीक्षण : 80

आंतरिक परीक्षण : 20

इकाई	क्रेडिट	पाठ्य-विषय	कक्षा-संख्या	अंक (बाह्य परीक्षण+ आंतरिक परीक्षण)
1	1	निर्धारित पाठ : भारतेन्दु (निज भाषा उन्नति, आत्म प्रबोधन), मैथिलीशरण गुप्त {(यशोधरा)-आधुनिक काव्य-संग्रह (संपा० डॉ० रामवीर सिंह में संकलित)}	15	25 (20+5)
2	1	निर्धारित पाठ : मैथिलीशरण गुप्त (मातृभूमि), निराला {(सरोज-स्मृति)- आधुनिक काव्यधारा (संपा० डॉ० विजयपाल सिंह में संकलित)}, पन्त {(परिवर्तन)- आधुनिक काव्यधारा (संपा० डॉ० विजयपाल सिंह में संकलित)}, (नौका विहार)	15	25 (20+5)
3	1	निर्धारित पाठ : महादेवी वर्मा (बीन भी हूँ मैं तुम्हारी रागिनी भी हूँ, मन्दिर का दीप), प्रसाद (चिन्ता सर्ग--कामायनी)	15	25 (20+5)
4	1	अयोध्यासिंह उपाध्याय 'हरिऔध', सुभद्रा कुमारी चौहान, हरिवंशराय 'बच्चन', बालकृष्ण शर्मा 'नवीन' का साहित्यिक परिचय एवं काव्यगत विशेषताएँ	15	25 (20+5)

निर्धारित पाठ्य-पुस्तक :

1. हिन्दी काव्य सुधा, गौहाटी विश्वविद्यालय प्रकाशन ।
2. आधुनिक काव्यधारा -- डॉ० विजयपाल सिंह (संपा.), अनुराग प्रकाशन, वाराणसी ।
3. राष्ट्रवाणी -- वासुदेव सिंह (संपा.), संजय बुक सेंटर, वाराणसी (उत्तर प्रदेश) ।
4. आधुनिक काव्य-संग्रह -- रामवीर सिंह (संपा.), केन्द्रीय हिन्दी संस्थान, आगरा ।

सन्दर्भ ग्रन्थ :

1. आधुनिक हिन्दी कविता – डॉ० विश्वनाथ प्रसाद तिवारी, राजकमल प्रकाशन, नयी दिल्ली ।
2. भारतेन्दु हरिश्चन्द्र और हिन्दी नवजागरण की समस्याएँ – डॉ० रामविलास शर्मा, राजकमल प्रकाशन, नयी दिल्ली।
3. भारतेन्दु: एक नयी दृष्टि – लहरी राम मीणा, स्वराज प्रकाशन, नयी दिल्ली ।
4. मैथिलीशरण गुप्त के काव्य की अंतर्कथाओं के स्रोत -- शशि अग्रवाल, हिन्दी साहित्य सम्मेलन, प्रयाग ।
5. निराला की साहित्य-साधना – डॉ० रामविलास शर्मा, राजकमल प्रकाशन, नयी दिल्ली ।
6. कवि सुमित्रानन्दन पन्त – आचार्य नन्ददुलारे वाजपेयी, प्रकाशन संस्थान, दिल्ली ।
7. महादेवी – डॉ० परमानन्द श्रीवास्तव, लोकभारती प्रकाशन, इलाहाबाद ।
8. कामायनी: एक पुनर्विचार – गजानन माधव 'मुक्तिबोध', राजकमल प्रकाशन, नयी दिल्ली ।
9. छायावाद की परिक्रमा -- श्याम किशोर मिश्र, लोकभारती प्रकाशन, इलाहाबाद ।
10. प्रसाद, पन्त और मैथिलीशरण – रामधारी सिंह 'दिनकर', लोकभारती प्रकाशन, इलाहाबाद ।
11. जयशंकर प्रसाद – आचार्य नन्ददुलारे वाजपेयी, लोकभारती प्रकाशन, इलाहाबाद ।
12. हिन्दी साहित्य की भूमिका – आचार्य हजारी प्रसाद द्विवेदी, राजकमल प्रकाशन, दिल्ली ।
13. हिन्दी साहित्य का इतिहास -- डॉ० नगेन्द्र (संपा.), नेशनल पब्लिशिंग हाउस, नयी दिल्ली ।
14. हिन्दी साहित्य का दूसरा इतिहास – डॉ० बच्चन सिंह, राधाकृष्ण प्रकाशन, नयी दिल्ली ।

- पूर्व-योग्यता : हिन्दी-सहित 10वीं कक्षा-उत्तीर्ण
- स्नातक-गुण :

कोर्स का लक्ष्य : विद्यार्थियों को खड़ीबोली हिन्दी में रचित भारतेन्दुयुगीन, द्विवेदीयुगीन और छायावादयुगीन प्रमुख कवियों के साहित्यिक परिचय के साथ उनकी कविताओं का रस-प्रदान करते हुए उन्हें आधुनिकबोध तथा आधुनिक काव्यशिल्प से परिचित कराना प्रस्तुत पाठ्यक्रम का प्रमुख लक्ष्य है ।

शिक्षण-उपलब्धि : आधुनिक हिन्दी कविता से सम्बद्ध प्रस्तुत पाठ्यक्रम को इस रूप में तैयार किया गया है, जिससे कि विद्यार्थियों को भारतेन्दु-युग से छायावाद-युग तक की हिन्दी काव्यधारा की प्रमुख विभूतियों के साहित्यिक परिचय एवं काव्यास्वाद के साथ-साथ कविता के माध्यम से प्रस्फुटित खड़ीबोली हिन्दी के स्वरूप का सम्यक् ज्ञान प्राप्त हो सके ।

- सैद्धान्तिक क्रेडिट : 4
- व्यावहारिक क्रेडिट : 0
- आवश्यक कक्षाओं की संख्या : 60
प्रत्यक्ष कक्षाएँ : 60
अप्रत्यक्ष कक्षाएँ : 0
- पाठ्यक्रम-डिजाइनर का विवरण :
नाम : प्रो० दिलीप कुमार मेधि
संस्थान : गौहाटी विश्वविद्यालय
ईमेल : dkmedhi1@gauhati.ac.in

चार वर्षीय स्नातक पाठ्यक्रम

विषय : हिन्दी

छमाही : पंचम

कोर्स-कोड : HIN-MAJOR-8

कोर्स का नाम : छायावादोत्तर हिन्दी कविता

कोर्स-लेवल : 300-399

कुल अंक : 100

बाह्य परीक्षण : 80

आंतरिक परीक्षण : 20

इकाई	क्रेडिट	पाठ्य-विषय	कक्षा-संख्या	अंक (बाह्य परीक्षण+ आंतरिक परीक्षण)
1	1	पाठ : दिनकर (हिमालय), केदारनाथ अग्रवाल (चन्द्र गहना से लौटती बेर, मांझी न बजाओ बंशी मेरा मन डोलता), नागार्जुन (ये दंतुरित मुस्कान, अकाल और उसके बाद)	15	25 (20+5)
2	1	पाठ : माखनलाल चतुर्वेदी (कैदी और कोकिला, पुष्प की अभिलाषा), भवानीप्रसाद मिश्र (गीत फरोश, बूँद टपकी एक नभ से), अज्ञेय (कलगी बाजरे की)	15	25 (20+5)
3	1	पाठ : रघुवीर सहाय (नेता क्षमा करें, हँसो हँसो जल्दी हँसो), सर्वेश्वरदयाल सक्सेना (दुःख, भूख), गिरिजा कुमार माथुर (आज हैं केसर रंग रंगे वन, छाया मत छूना मन)	15	25 (20+5)
4	1	गजानन माधव 'मुक्तिबोध', शमशेर बहादुर सिंह, सुदामा पाण्डेय 'धूमिल', धर्मवीर भारती का साहित्यिक परिचय एवं काव्यगत विशेषताएँ	15	25 (20+5)

निर्धारित पाठ्य-पुस्तक :

1. छायावादोत्तर काव्य-संग्रह – रामनारायण शुक्ल और डॉ० श्रीनिवास पाण्डेय (संपा.), संजय बुक सेंटर, वाराणसी।
2. आधुनिक काव्यधारा – डॉ० विजयपाल सिंह (संपा.), अनुराग प्रकाशन, वाराणसी।

सन्दर्भ ग्रन्थ :

1. आधुनिक कविता यात्रा – डॉ० रामस्वरूप चतुर्वेदी, लोकभारती प्रकाशन, इलाहाबाद।
2. कवि अज्ञेय – नन्दकिशोर नवल, राजकमल प्रकाशन, नयी दिल्ली।
3. कवि केदारनाथ अग्रवाल – डॉ० धी. के. रामचन्द्रन, विद्या प्रकाशन, कानपुर।
4. गिरिजाकुमार माथुर के काव्य का शिल्प-विधान – डॉ० शुभा वाजपेयी, विद्या प्रकाशन, कानपुर।
5. समकालीन हिन्दी कविता – ए. अरविन्दाक्षण, राधाकृष्ण प्रकाशन, नयी दिल्ली।
6. नागार्जुन और उनकी कविता – नन्दकिशोर नवल, राजकमल प्रकाशन, नयी दिल्ली।
7. नागार्जुन के काव्य में यथार्थ – डॉ० शैलेश पाण्डेय, विद्या प्रकाशन, कानपुर।
8. सर्वेश्वर : सौन्दर्य और प्रेम – डॉ० रामशंकर त्रिपाठी, विनय प्रकाशन, कानपुर।
9. रघुवीर सहाय की कविता : चिन्तन एवं शिल्प – डॉ० उषा मिश्र, विनय प्रकाशन, कानपुर।
10. माखनलाल चतुर्वेदी : काव्य एवं दर्शन – डॉ० दिनेश चन्द्र वर्मा, विद्या प्रकाशन, कानपुर।
11. दिनकर : अर्धनारीश्वर कवि – नन्दकिशोर नवल, राजकमल प्रकाशन, नयी दिल्ली।
12. भवानीप्रसाद मिश्र की कविता : रचना-दृष्टि, संवेदना और शिल्प – डॉ० अश्विनी कुमार शुक्ल, विद्या प्रकाशन, कानपुर।

- पूर्व-योग्यता : हिन्दी-सहित 10वीं कक्षा-उत्तीर्ण
- स्नातक-गुण :

कोर्स का लक्ष्य : विद्यार्थियों को हिन्दी की प्रगतिवादी, राष्ट्रीय-सांस्कृतिक, प्रयोगवादी, नयी कविता और साठोत्तरी कविता के प्रमुख कवियों का साहित्यिक परिचय, उनकी काव्य-संवेदना एवं शिल्पगत विशेषताओं की सम्यक् जानकारी देना प्रस्तुत पाठ्यक्रम का प्रमुख लक्ष्य है।

शिक्षण-उपलब्धि : छायावादोत्तर हिन्दी कविता से सम्बद्ध प्रस्तुत पाठ्यक्रम को इस रूप में तैयार किया गया है, जिससे कि विद्यार्थीगण छायावाद-युग के बाद की द्रुत विकसनशील हिन्दी काव्यधारा की प्रमुख विभूतियों के साहित्यिक परिचय और काव्य-सौन्दर्य के साथ-साथ कविताओं के माध्यम से उभरे अद्यतन युग-बोध का साक्षात्कार कर सकें।

- सैद्धान्तिक क्रेडिट : 4
- व्यावहारिक क्रेडिट : 0
- आवश्यक कक्षाओं की संख्या : 60
- प्रत्यक्ष कक्षाएँ : 60

अप्रत्यक्ष कक्षाएँ : 0

- पाठ्यक्रम-डिजाइनर का विवरण :

नाम : डॉ० रीतामणि वैश्य

संस्थान : गौहाटी विश्वविद्यालय

ईमेल : rita1@gauhati.ac.in

चार वर्षीय स्नातक पाठ्यक्रम

विषय : हिन्दी

छमाही : पंचम

कोर्स-कोड : HIN-MAJOR-9

कोर्स का नाम : भारतीय काव्यशास्त्र (अनिवार्य)

कोर्स-लेवल : 300-399

कुल अंक : 100

बाह्य परीक्षण : 80

आंतरिक परीक्षण : 20

इकाई	क्रेडिट	पाठ्य-विषय	कक्षा-संख्या	अंक (बाह्य परीक्षण+ आंतरिक परीक्षण)
1	1	रस सिद्धान्त – रस की अवधारणा (परिभाषा, स्वरूप), रस-निष्पत्ति और साधारणीकरण	15	25 (20+5)
2	1	अलंकार सिद्धान्त – अलंकार की अवधारणा (परिभाषा, स्वरूप), प्रमुख अलंकार (अनुप्रास, उत्प्रेक्षा, उपमा, रूपक, यमक, अतिशयोक्ति, विरोधाभास, श्लेष)	15	25 (20+5)
3	1	काव्य-लक्षण, काव्य-हेतु एवं काव्य-प्रयोजन ध्वनि सिद्धान्त – ध्वनि की अवधारणा (परिभाषा, स्वरूप), ध्वनि के भेद (ध्वनि काव्य, गुणीभूतव्यंग्य काव्य और चित्रकाव्य का सामान्य परिचय)	15	25 (20+5)
4	1	रीति सिद्धान्त – रीति की अवधारणा (परिभाषा, स्वरूप), रीति एवं गुण, रीति का वर्गीकरण वक्रोक्ति सिद्धान्त- वक्रोक्ति की अवधारणा (परिभाषा, स्वरूप), वक्रोक्ति का वर्गीकरण औचित्य सिद्धान्त – औचित्य की अवधारणा (परिभाषा, स्वरूप)	15	25 (20+5)

सन्दर्भ ग्रन्थ :

1. भारतीय काव्यशास्त्र – बलदेव उपाध्याय, चौखंभा प्रकाशन, वाराणसी ।
2. भारतीय काव्यशास्त्र – डॉ० भगीरथ मिश्र, विश्वविद्यालय प्रकाशन, वाराणसी ।
3. भारतीय काव्य चिन्तन – शोभाकान्त मिश्र, अनुपम प्रकाशन, पटना ।
4. काव्यालोचन – ओमप्रकाश शर्मा शास्त्री, आर्य बूक डिपो, दिल्ली ।
5. काव्य के रूप – बाबू गुलाबराय, आत्माराम एंड सन्स, दिल्ली ।
6. भारतीय तथा पाश्चात्य काव्यशास्त्र का संक्षिप्त विवेचन – डॉ० सत्यदेव चौधरी और डॉ० शान्तिस्वरूप गुप्त, अशोक प्रकाशन, दिल्ली ।
7. रस सिद्धान्त का पुनर्विवेचन – डॉ० गणपतिचन्द्र गुप्त, लोकभारती प्रकाशन, इलाहाबाद ।

- पूर्व-योग्यता : हिन्दी-सहित 10वीं कक्षा-उत्तीर्ण

- स्नातक-गुण :

कोर्स का लक्ष्य : विद्यार्थियों को काव्य (साहित्य) की शास्त्रीय समीक्षा हेतु भारतीय काव्यशास्त्र के मुख्य सिद्धान्तों की सम्यक् जानकारी देना प्रस्तुत पाठ्यक्रम का प्रमुख लक्ष्य है ।

शिक्षण-उपलब्धि : भारतीय काव्यशास्त्र से संबंधित प्रस्तुत पाठ्यक्रम को इस रूप में तैयार किया गया है, जिससे कि विद्यार्थियों को इस काव्यशास्त्रीय इतिहास के रस, अलंकार, ध्वनि, रीति, वक्रोक्ति, औचित्य-- जैसे सिद्धान्तों एवं आनुषंगिक बातों की सम्यक् जानकारी मिले और वे भारतीय दृष्टिकोण से काव्य/साहित्य की आलोचना करने हेतु सामर्थ्य प्राप्त कर सकें ।

- सैद्धान्तिक क्रेडिट : 4
- व्यावहारिक क्रेडिट : 0
- आवश्यक कक्षाओं की संख्या : 60

प्रत्यक्ष कक्षाएँ : 60

अप्रत्यक्ष कक्षाएँ : 0

- पाठ्यक्रम-डिजाइनर का विवरण :

नाम : डॉ० अच्युत शर्मा

संस्थान : गौहाटी विश्वविद्यालय

ईमेल : sarmaachyut291058@gmail.com

चार वर्षीय स्नातक पाठ्यक्रम

विषय : हिन्दी

छमाही : षष्ठ

कोर्स-कोड : HIN-MAJOR-10

कोर्स का नाम : पाश्चात्य काव्यशास्त्र

कोर्स-लेवल : 300-399

कुल अंक : 100

बाह्य परीक्षण : 80

आंतरिक परीक्षण : 20

इकाई	क्रेडिट	पाठ्य-विषय	कक्षा-संख्या	अंक (बाह्य परीक्षण+ आंतरिक परीक्षण)
1	1	प्लेटो – काव्य-सम्बन्धी मान्यताएँ: काव्य-सत्य, काव्य- सृजन का दैवी-प्रेरणा सिद्धान्त अरस्तू – अनुकरण एवं विरेचन सिद्धान्त लॉगिनुस – काव्य में उदात्त की अवधारणा	15	25 (20+5)
2	1	वर्डस्वर्थ – काव्य-भाषा का सिद्धान्त कॉलरिज़ – कल्पना और फेंसी क्रोचे – अभिव्यंजनावाद	15	25 (20+5)
3	1	टी.एस. इलियट – परम्परा और वैयक्तिक प्रतिभा, निर्वैयक्तिकता का सिद्धान्त आई.ए. रिचर्डस – मूल्य सिद्धान्त, सम्प्रेषण-सिद्धान्त	15	25 (20+5)
4	1	स्वच्छंदतावाद (स्वरूप एवं महत्व), यथार्थवाद (स्वरूप एवं महत्व) एवं अस्तित्ववाद (स्वरूप एवं महत्व) शैलीविज्ञान (परिभाषा, स्वरूप एवं उपयोगिता, शैली के विविध उपकरण-- चयन, विचलन, समानांतरता)	15	25 (20+5)

सन्दर्भ ग्रन्थ :

1. पाश्चात्य काव्यशास्त्र – डॉ० भगीरथ मिश्र, विश्वविद्यालय प्रकाशन, वाराणसी ।
2. पाश्चात्य काव्यशास्त्र – आचार्य देवेन्द्रनाथ शर्मा, नेशनल पब्लिशिंग हाउस, नयी दिल्ली ।
3. भारतीय तथा पाश्चात्य काव्यशास्त्र का संक्षिप्त विवेचन – डॉ० सत्यदेव चौधरी और डॉ० शान्तिस्वरूप गुप्त, अशोक प्रकाशन, दिल्ली ।
4. पाश्चात्य साहित्य-चिन्तन – डॉ० निर्मला जैन और कुसुम बंठिया, राधाकृष्ण प्रकाशन, नयी दिल्ली ।
5. साहित्यिक निबन्ध – डॉ० गणपतिचन्द्र गुप्त, लोकभारती प्रकाशन, इलाहाबाद ।
6. पाश्चात्य काव्य-चिन्तन – करुणाशंकर उपाध्याय, राधाकृष्ण प्रकाशन, नयी दिल्ली ।

- पूर्व-योग्यता : हिन्दी-सहित 10वीं कक्षा-उत्तीर्ण

- स्नातक-गुण :

कोर्स का लक्ष्य : विद्यार्थियों को काव्य (साहित्य) की शास्त्रीय समीक्षा हेतु पाश्चात्य काव्यशास्त्र के मुख्य सिद्धांतों की सम्यक् जानकारी देना प्रस्तुत पाठ्यक्रम का प्रमुख लक्ष्य है ।

शिक्षण-उपलब्धि : पाश्चात्य काव्यशास्त्र से संबंधित प्रस्तुत पाठ्यक्रम को इस रूप में तैयार किया गया है ताकि विद्यार्थीगण इस काव्यशास्त्रीय इतिहास के प्लेटो, अरस्तू, लॉगिनुस, वर्डस्वर्थ, कॉलरिज़, क्रोचे, टी.एस. इलियट और आई.ए. रिचर्डस-- जैसे चिन्तकों/समालोचकों की काव्य-दृष्टियों (साहित्य-दृष्टि), साहित्यिक वादों तथा शैलीवैज्ञानिक सिद्धांतों की सम्यक् जानकारी प्राप्त करके हिन्दी साहित्य को पाश्चात्य काव्यशास्त्रीय दृष्टि से भी विश्लेषित कर सकें ।

- सैद्धान्तिक क्रेडिट : 4
- व्यावहारिक क्रेडिट : 0
- आवश्यक कक्षाओं की संख्या : 60

प्रत्यक्ष कक्षाएँ : 60

अप्रत्यक्ष कक्षाएँ : 0

- पाठ्यक्रम-डिजाइनर का विवरण :

नाम : प्रो० दिलीप कुमार मेधि

संस्थान : गौहाटी विश्वविद्यालय

ईमेल : dkmedhi1@gauhati.ac.in

चार वर्षीय स्नातक पाठ्यक्रम

विषय : हिन्दी

छमाही : षष्ठ

कोर्स-कोड : HIN-MAJOR-11

कोर्स का नाम : हिन्दी कथा-साहित्य (अनिवार्य)

कोर्स-लेवल : 300-399

कुल अंक : 100

बाह्य परीक्षण : 80

आंतरिक परीक्षण : 20

इकाई	क्रेडिट	पाठ्य-विषय	कक्षा-संख्या	अंक (बाह्य परीक्षण+ आंतरिक परीक्षण)
1	1	उपन्यास एवं कहानी : परिभाषा, तत्व एवं प्रकार, उपन्यास और कहानी में अन्तर, हिन्दी उपन्यास एवं कहानी का उद्भव और विकास	15	25 (20+5)
2	1	त्यागपत्र (जैनेन्द्र कुमार), आपका बंटी (मन्नू भण्डारी)	15	25 (20+5)
3	1	उसने कहा था (चन्द्रधर शर्मा 'गुलेरी'), कहानी का प्लॉट (शिवपूजन सहाय), पूस की रात (प्रेमचन्द), आकाशदीप (जयशंकर प्रसाद), हार की जीत (सुदर्शन), पाज़ेब (जैनेन्द्र कुमार), सिक्का बदल गया (कृष्णा सोबती), पिता (ज्ञानरंजन)	15	25 (20+5)
4	1	इलाचन्द्र जोशी, यशपाल, फणीश्वरनाथ 'रेणु', उषा प्रियंवदा का साहित्यिक परिचय एवं साहित्यिक विशेषताएँ	15	25 (20+5)

निर्धारित पाठ्य-पुस्तकें एवं ऑनलाइन लिंक्स :

1. त्यागपत्र – जैनेन्द्र कुमार, पूर्वोदय प्रकाशन, नयी दिल्ली ।
2. आपका बंटी – मन्नू भंडारी, राधाकृष्ण प्रकाशन, नयी दिल्ली ।
3. कथा वीथी – डॉ० प्रेमनारायण शुक्ल (संपा.), ग्रंथम, कानपुर ।
4. श्रेष्ठ कहानियाँ – डॉ० विजयपाल सिंह (संपा.), जयभारती प्रकाशन, इलाहाबाद ।
5. कहानी का प्लॉट (शिवपूजन सहाय) – <http://surl.li/ggstd>
6. हार की जीत (सुदर्शन) – <https://www.hindisamay.com/content/422/1/>
7. सिक्का बदल गया (कृष्णा सोबती) – <https://www.hindisamay.com/content/171/1/>
8. प्रतिनिधि कहानियाँ – डॉ० बच्चन सिंह (संपा.), अनुराग प्रकाशन, वाराणसी ।

सन्दर्भ ग्रन्थ :

1. प्रेमचन्द – डॉ० रामविलास शर्मा, राधाकृष्ण प्रकाशन, नयी दिल्ली ।
2. प्रेमचन्द : साहित्य-विवेचन – आचार्य नन्ददुलारे वाजपेयी, राजकमल प्रकाशन, नयी दिल्ली ।
3. हिन्दी उपन्यास का इतिहास – डॉ० गोपाल राय, राजकमल प्रकाशन, नयी दिल्ली ।
4. हिन्दी उपन्यास : एक अंतर्गता – डॉ० रामदरश मिश्र, राजकमल प्रकाशन, नयी दिल्ली ।
5. आधुनिक हिन्दी उपन्यास : सृजन और आलोचना – डॉ० चन्द्रकान्त बांदिबडेकर, नेशनल पब्लिशिंग हाउस, नयी दिल्ली ।
6. हिन्दी कहानी की विकास-प्रक्रिया – आनन्द प्रकाश, लोकभारती प्रकाशन, इलाहाबाद ।
7. नयी कहानी की भूमिका – कमलेश्वर, वाणी प्रकाशन, दिल्ली ।
8. हिन्दी कहानी : अंतरंग पहचान – डॉ० रामदरश मिश्र, वाणी प्रकाशन, दिल्ली ।
9. हिन्दी कहानी के आन्दोलन : उपलब्धियाँ और सीमाएं – रजनीश कुमार, नेशनल पब्लिशिंग हाउस, नयी दिल्ली ।
10. जैनेन्द्र के उपन्यास – डॉ० परमानन्द श्रीवास्तव, लोकभारती प्रकाशन, इलाहाबाद ।
11. मनोवैज्ञानिक उपन्यासकार जैनेन्द्र – डॉ० सुशील. जी. धर्माणी, विनय प्रकाशन, कानपुर ।
12. मन्नू भण्डारी और आपका बंटी – मालविका, लोकभारती प्रकाशन, इलाहाबाद ।
13. कहानीकार प्रेमचन्द : रचना-दृष्टि और रचना-विधान – शिवकुमार मिश्र, लोकभारती प्रकाशन, इलाहाबाद ।

- पूर्व-योग्यता : हिन्दी-सहित 10वीं कक्षा-उत्तीर्ण

- स्नातक-गुण :

कोर्स का लक्ष्य : विद्यार्थियों को हिन्दी कथा साहित्य (उपन्यास और कहानी) के स्वरूप, उद्भव एवं विकास की जानकारी देते हुए चुनिन्दा उपन्यासों और कहानियों के माध्यम से उभरते हुए जीवन-बोध से परिचित कराना प्रस्तुत पाठ्यक्रम का प्रमुख लक्ष्य है ।

शिक्षण-उपलब्धि : हिन्दी कथा-साहित्य से संबंधित प्रस्तुत पाठ्यक्रम को इस ढंग से तैयार किया गया है, ताकि विद्यार्थीगण हिन्दी उपन्यास और हिन्दी कहानी के स्वरूप तथा विकास-क्रम से परिचित हों, उन्हें प्रमुख हिन्दी कथाकारों की साहित्यिक देन का परिचय मिले और वे चयनित उपन्यासों एवं कहानियों के रसास्वादन करते हुए उनके जरिए स्वतंत्रता-पूर्व एवं स्वातंत्र्योत्तर भारतीय समाज-जीवन को समझने में समर्थ हो सकें।

- सैद्धान्तिक क्रेडिट : 4
- व्यावहारिक क्रेडिट : 0
- आवश्यक कक्षाओं की संख्या : 60
- प्रत्यक्ष कक्षाएँ : 60
- अप्रत्यक्ष कक्षाएँ : 0
- पाठ्यक्रम-डिजाइनर का विवरण :
 - नाम : डॉ॰ रीतामणि वैश्य
 - संस्थान : गौहाटी विश्वविद्यालय
 - ईमेल : rita1@gauhati.ac.in

चार वर्षीय स्नातक पाठ्यक्रम

विषय : हिन्दी

छमाही : षष्ठ

कोर्स-कोड : HIN-MAJOR-12

कोर्स का नाम : हिन्दी नाटक एवं एकांकी

कोर्स-लेवल : 300-399

कुल अंक : 100

बाह्य परीक्षण : 80

आंतरिक परीक्षण : 20

इकाई	क्रेडिट	पाठ्य-विषय	कक्षा-संख्या	अंक (बाह्य परीक्षण+ आंतरिक परीक्षण)
1	1	नाटक एवं एकांकी : परिभाषा, तत्व एवं प्रकार, नाटक एवं एकांकी में अन्तर, हिन्दी नाटक एवं एकांकी का उद्भव और विकास	15	25 (20+5)
2	1	नाटक : भारत दुर्दशा (भारतेन्दु हरिश्चन्द्र), आषाढ का एक दिन (मोहन राकेश)	15	25 (20+5)
3	1	एकांकी : विषकन्या (गोविन्द वल्लभ पन्त), भोर का तारा (जगदीशचन्द्र माथुर), यह स्वतन्त्रता का युग (उदयशंकर भट्ट)	15	25 (20+5)
4	1	जयशंकर प्रसाद, लक्ष्मीनारायण मिश्र, लक्ष्मीनारायण लाल, उपेन्द्रनाथ अशक का साहित्यिक परिचय एवं साहित्यिक विशेषताएँ	15	25 (20+5)

निर्धारित पाठ्य-पुस्तकें :

1. भारत दुर्दशा – भारतेन्दु हरिश्चन्द्र, संजय बुक सेंटर, वाराणसी ।
2. आषाढ का एक दिन – मोहन राकेश, राजपाल एण्ड सन्स, नयी दिल्ली ।

3. छोटे नाटक – डॉ० शुक्देव सिंह (संपा.), अनुराग प्रकाशन, वाराणसी ।
4. नए एकांकी – अज्ञेय (संपा.), राजपाल एण्ड सन्स, नयी दिल्ली ।
5. श्रेष्ठ एकांकी – डॉ० विजयपाल सिंह (संपा.), नेशनल पब्लिशिंग हाउस, नयी दिल्ली ।

सन्दर्भ ग्रन्थ :

1. मोहन राकेश और उनके नाटक – डॉ० गिरीश रस्तोगी, लोकभारती प्रकाशन, इलाहाबाद ।
2. हिन्दी नाटक – डॉ० बच्चन सिंह, राधाकृष्ण प्रकाशन, नयी दिल्ली ।
3. हिन्दी नाटक: उद्भव और विकास – डॉ० दशरथ ओझा, नेशनल पब्लिशिंग हाउस, नयी दिल्ली ।
4. हिन्दी साहित्य का इतिहास – डॉ० नगेन्द्र (संपा.), नेशनल पब्लिशिंग हाउस, नयी दिल्ली ।
5. कृति मूल्यांकन: आषाढ का एक दिन – आशीष त्रिपाठी (संपा.), राजपाल एण्ड सन्स, नयी दिल्ली ।
6. भारतेन्दु हरिश्चन्द्र का रचना-संसार: एक पुनर्मूल्यांकन – डॉ० वीरेन्द्र सिंह यादव, साहित्य रत्नाकर, कानपुर ।
7. नाटककार भारतेन्दु की रंग-परिकल्पना – सत्येन्द्र कुमार तनेजा, राधाकृष्ण प्रकाशन, नयी दिल्ली ।
8. समकालीन हिन्दी नाटक – नरनारायण राय, सन्मार्ग प्रकाशन, दिल्ली ।
9. हिन्दी एकांकी – सिद्धनाथ कुमार, राधाकृष्ण प्रकाशन, नयी दिल्ली ।
10. नाटककार: जगदीशचन्द्र माथुर – गोविन्द चातक, राधाकृष्ण प्रकाशन, नयी दिल्ली ।

- पूर्व-योग्यता : हिन्दी-सहित 12वीं कक्षा-उत्तीर्ण
- स्नातक-गुण :

कोर्स का लक्ष्य : विद्यार्थियों को हिन्दी नाटक एवं एकांकी साहित्य के स्वरूप, उद्भव एवं विकास की जानकारी देते हुए चुनिन्दा नाटकों एवं एकांकियों के माध्यम से उभरते हुए आधुनिक जीवन-बोध से उन्हें परिचित कराना प्रस्तुत पाठ्यक्रम का प्रमुख लक्ष्य है ।

शिक्षण-उपलब्धि : हिन्दी नाटक एवं एकांकी साहित्य से संबंधित प्रस्तुत पाठ्यक्रम को इस रूप में तैयार किया गया है, जिससे कि विद्यार्थी-वर्ग को हिन्दी नाटक एवं एकांकी के स्वरूप एवं दोनों विधाओं की विकास-यात्रा का परिचय मिले, उन्हें हिन्दी के प्रमुख नाटककारों एवं एकांकीकारों की साहित्यिक देन की जानकारी प्राप्त हो तथा वे चुने हुए नाटकों एवं एकांकियों के अध्ययन के जरिए सतत् परिवर्तनशील आधुनिक जीवनानुभूतियों को पहचान सकें ।

- सैद्धान्तिक क्रेडिट : 4
- व्यावहारिक क्रेडिट : 0
- आवश्यक कक्षाओं की संख्या : 60
- प्रत्यक्ष कक्षाएँ : 60
- अप्रत्यक्ष कक्षाएँ : 0

- पाठ्यक्रम-डिजाइनर का विवरण :
नाम : पूजा शर्मा
संस्थान : गौहाटी विश्वविद्यालय
ईमेल : poojasarmahindi@gauhati.ac.in

चार वर्षीय स्नातक पाठ्यक्रम

विषय : हिन्दी

छमाही : षष्ठ

कोर्स-कोड : HIN-MAJOR-13

कोर्स का नाम : हिन्दी निबन्ध, आलोचना, संस्मरण एवं रेखाचित्र

कोर्स-लेवल : 300-399

कुल अंक : 100

बाह्य परीक्षण : 80

आंतरिक परीक्षण : 20

इकाई	क्रेडिट	पाठ्य-विषय	कक्षा-संख्या	अंक (बाह्य परीक्षण+ आंतरिक परीक्षण)
1	1	निबन्ध, आलोचना, संस्मरण, रेखाचित्र : परिभाषा, स्वरूप एवं तत्व, हिन्दी निबन्ध एवं आलोचना का उद्भव और विकास	15	25 (20+5)
2	1	मजदूरी और प्रेम (सरदार पूर्ण सिंह), करुणा (आचार्य रामचन्द्र शुक्ल), देवदारु (आचार्य हजारी प्रसाद द्विवेदी), मेरे राम का मुकुट भींग रहा है (विद्यानिवास मिश्र), महाकवि जयशंकर प्रसाद (शिवपूजन सहाय)	15	25 (20+5)
3	1	हिन्दी के प्रमुख आलोचक-- आचार्य रामचन्द्र शुक्ल, आचार्य हजारीप्रसाद द्विवेदी, डॉ॰ रामविलास शर्मा : देन एवं आलोचना-दृष्टि	15	25 (20+5)
4	1	तुम्हारी स्मृति (माखनलाल चतुर्वेदी), भक्तिन (महादेवी वर्मा), सुभान खाँ (रामवृक्ष बेनीपुरी), पीपल (अज्ञेय)	15	25 (20+5)

निर्धारित पाठ्य-पुस्तक एवं ऑनलाइन लिंक्स :

1. चिन्तामणि (पहला भाग) – आचार्य रामचन्द्र शुक्ल, इंडियन प्रेस (पब्लिकेशन्स), प्राइवेट लिमिटेड, प्रयाग ।

2. विद्यानिवास मिश्र के ललित निबन्ध – भोलाभाई पटेल एवं रामकुमार गुप्त (संपा.), जयभारती प्रकाशन, इलाहाबाद।
3. श्रेष्ठ निबन्ध – डॉ॰ आलोक गुप्त (संपा.), शिक्षा भारती, दिल्ली।
4. हिन्दी निबन्ध – डॉ॰ शिव प्रसाद सिंह (संपा.), हिन्दी प्रचारक संस्थान, वाराणसी।
5. महाकवि जयशंकर प्रसाद (शिवपूजन सहाय) -- <http://gadvakosh.org/gk/%E0%>
6. समय के पाँव -- माखनलाल चतुर्वेदी, भारतीय ज्ञानपीठ, नयी दिल्ली।
7. रेखाचित्र -- महादेवी वर्मा, राजपाल एण्ड सन्स, दिल्ली।
8. संस्मरण और रेखाचित्र – उर्मिला मोदी (संपा.), अनुराग प्रकाशन, वाराणसी।

सन्दर्भ ग्रन्थ :

1. हिन्दी निबन्धकार – प्रो॰ जयनाथ 'नलिन', आत्मराम एण्ड सन्स, दिल्ली।
2. हिन्दी के प्रतिनिधि निबन्धकार – राजकिशोर सिंह, प्रकाशन केन्द्र, लखनऊ।
3. गद्य की नयी विधाओं का विकास – मज़दा असाद, प्रभात प्रकाशन, नयी दिल्ली।
4. ललित निबन्ध – केन्द्रीय हिन्दी संस्थान, आगरा।
5. हिन्दी साहित्य का इतिहास – डॉ॰ नगेन्द्र (संपा.), नेशनल पब्लिशिंग हाउस, नयी दिल्ली।
6. भारतीय काव्यशास्त्र – डॉ॰ भगीरथ मिश्र, विश्वविद्यालय प्रकाशन, वाराणसी।
7. विद्यानिवास मिश्र के निबन्धों में सांस्कृतिक चेतना – डॉ॰ अभिलाषा ठाकुर, विनय प्रकाशन, कानपुर।
8. हिन्दी आलोचना : अतीत और वर्तमान – प्रभाकर माचवे, हिन्दुस्तानी अकादमी, इलाहाबाद।
9. हिन्दी आलोचना – डॉ॰ विश्वनाथ त्रिपाठी, राजकमल प्रकाशन, नयी दिल्ली।
10. आचार्य रामचन्द्र शुक्ल और हिन्दी आलोचना – डॉ॰ रामविलास शर्मा, राजकमल प्रकाशन, नयी दिल्ली।
11. सांस्कृतिक आलोचना और हजारीप्रसाद द्विवेदी – प्रो॰ रामकिशोर शर्मा (संपा.), लोकभारती प्रकाशन, इलाहाबाद।
12. डॉ॰ रामविलास शर्मा की साहित्यिक आलोचना – डॉ॰ मंजुनाथ के., अमन प्रकाशन, कानपुर।
13. हिन्दी के श्रेष्ठ रेखाचित्र – डॉ॰ चौथीराम यादव (संपा.), विश्वविद्यालय प्रकाशन, वाराणसी।

- पूर्व-योग्यता : हिन्दी-सहित 10वीं कक्षा-उत्तीर्ण
- स्नातक-गुण :

कोर्स का लक्ष्य : विद्यार्थियों को हिन्दी निबन्ध, आलोचना, संस्मरण एवं रेखाचित्र के स्वरूप तथा हिन्दी निबन्ध साहित्य के इतिहास की जानकारी देते हुए चुनी हुई रचनाओं के माध्यम से इन प्रभावी गद्य-विधाओं की शिल्पगत विशेषताओं के साथ उन्हें परिचित कराना इस पाठ्यक्रम का मुख्य लक्ष्य है।

शिक्षण-उपलब्धि : हिन्दी निबन्ध, आलोचना, संस्मरण एवं रेखाचित्र से संबंधित प्रस्तुत पाठ्यक्रम को इस रूप में तैयार किया गया है ताकि विद्यार्थियों को इन चारों महत्वपूर्ण गद्य-विधाओं के स्वरूप की सम्यक् जानकारी मिले, गद्य की कसौटी कहे जाने वाले हिन्दी निबन्ध के उद्भव एवं विकासक्रम का परिचय मिल जाए, चुनिन्दा हिन्दी समीक्षकों की आलोचना-दृष्टि की

पहचान हो और फिर चारों विधाओं से सम्बद्ध चयनित पाठों एवं विषयों के रसास्वादन के जरिए वे लोग आधुनिक जीवनबोध का भी साक्षात्कार कर सकें।

- सैद्धान्तिक क्रेडिट : 4
- व्यावहारिक क्रेडिट : 0
- आवश्यक कक्षाओं की संख्या : 60
प्रत्यक्ष कक्षाएँ : 60
अप्रत्यक्ष कक्षाएँ : 0
- पाठ्यक्रम-डिजाइनर का विवरण :
नाम : पूजा शर्मा
संस्थान : गौहाटी विश्वविद्यालय
ईमेल : poojasarmahindi@gauhati.ac.in





**Department of Library and Information Science
Gauhati University
Gopinath Bordoloi Nagar, Guwahati-781014, Assam, India**

Revised Syllabus as per New Education Policy - 2020
(To be effective from August, 2023)

This syllabus was approved at the Committee of Courses and Studies (CCS) Meeting in Library and Information Science (LIS), Faculty of Arts, held on 28th April, 2023 and approved in Academic Council, GU vide its Resolution No. AC-01/2023/10 dated 13-5-2023.

1. About B.A./B.Sc./M.A./MSc. in Library and Information Science Program: The development of society largely depends on information access, processing, organisation, dissemination and the different types of information services accessible to the citizens. The twenty-first century is the age of information and knowledge and a constantly growing number of institutes / organisations that are based on information and knowledge are emerging. The B.A./B.Sc./M.A./MSc. in Library and Information Science program will produce required human resources for information and knowledge-based organisation.

While studying a Library and Information Science program, based on selection of the minor course (pass course), it can be called a B.A. or B.Sc. degree or M.A. or M.Sc. in Library and Information Science.

2. Objectives

- a) To make students competent with basic information skills, both traditional and modern, to run a library;
- b) To fulfil the basic level to an advanced level of imparting knowledge under one umbrella;
- c) To prepare students to take leadership positions in the emerging libraries and information centres;
- d) To incorporate the related disciplines into the curricula for facilitating interdisciplinary study and research;
- e) To prepare students to take up self-employment in the information field;
- f) To ensure mobility, to equalise the standard of programme structure and syllabi at par with others; and
- g) To prepare the student as efficient, progressive, human professionals with initiative, drive and integrity.

3. Admission Criteria: Any person after passing Class XII (Class 10+2) or having an equivalent level of any board or institute recognized by this university will be eligible for admission. For every academic session, students shall be admitted to the programme through an open admission test or by any other suitable mode as they may be notified by appropriate authority from time to time.







4. Implementation of the New Syllabus:The CCS resolved to start the 3-years / 4-years B.A./B.Sc. and 5-years M.A./M.Sc. in Library and Information Science from the year 2023-24. However, at the Master's degree level, it will be started only after the bachelor degree students under the new syllabus graduate. Till that moment of time, the existing syllabus of M.L.I.Sc. / M.Lib.I.Sc. will continue at the Master's degree level. The CCS further resolved that 5-year integrated M.A./M.Sc in Library and Information will commence from the next academic session.

5. Multiple Entry-Exit Option:There will be lateral entry provisions, but at any moment of time, the total intake will never exceed the total intake capacity of the programme.

6. Program Outline: In the following, Course No. column, the first digit indicates the semester, the second and third indicate the course serial number and the fourth digit indicates the credit of the course. One credit is equivalent to 30 study hours inclusive of all learning activities.

7. Program Specific Outcomes (PSOs): After completion of B.A./B.Sc./M.A./M.Sc. in Library and Information Science from Gauhati University, the learning outcomes would be:

1. Ability to effectively and efficiently discover, assess, and apply information for academic and personal goals.
2. Understanding existing and evolving information landscape, as well as the role of libraries and information professionals in enabling information access.
3. Comprehend history, ideas, concepts, and practises of LIS.
4. Organise and facilitate access to information in all forms, including printed and digital
5. Gain hands-on experience with a number of LIS-related technology tools and platforms, such as library systems, databases, metadata, and digital preservation.
6. Ability to communicate and work successfully with a wide range of stakeholders, including colleagues, patrons, and community members.
7. Comprehend and adhere to the LIS field's ethical norms and values, which include intellectual freedom, privacy, and secrecy.
8. Ability to critically analyse and evaluate research in the field of library and information science, as well as perform independent research projects.
9. Ability to lead and manage libraries and other information organisations at different levels.
10. Ability to design inclusive and culturally sensitive services and programmes and comprehend the significance of diversity, equality, and inclusion in LIS.
11. Ability and motivation to engage in continuous learning and professional growth throughout their LIS careers.

Entry	Semester	Course No.	Course Name	Theory/ Practice	Type	Nature	Marks Distribution			Credit			Exit 
							Exam	Internal	Total	Lecture	Practice	Total	
10+2 	I	1014	Foundations of Library and Information Science	Theory	Major/Minor	CC	80	20	100	4	0	4	1 Year Certificate in Library and Information Science Credit: 8
	II	2024	Library Systems	Theory	Major/Minor	CC	80	20	100	4	0	4	
Certificate 	III	3034	Information Sources and Services	Theory	Major/Minor	CC/OC	80	20	100	3	1	4	2 Years Diploma in Library and Information Science Credit: 28
	IV	4044	Knowledge Organisation: Classification	Theory	Major/Minor	CC	80	20	100	4	0	4	
		4054	Knowledge Organisation Practice: CC and DDC(Basic)	Practice	Major	CC	80	20	100	0	4	4	
		4064	Knowledge Organisation: Cataloguing	Theory	Major	CC	80	20	100	4	0	4	
Diploma 	V	4074	Knowledge Organisation: Cataloguing	Practice	Major	CC	80	20	100	0	4	4	3 Years B.A./B.Sc. in Library and Information Science Credit: 60
		5084	Fundamentals of Information Communication Technology	Theory	Major/Minor	CC/OC	80	20	100	3	1	4	
		5094	Knowledge Organisation Practice: DDC(Advanced) & UDC	Practice	Major	CC	80	20	100	0	4	4	
		5104	Information Communication and Information System	Theory	Major	CC	80	20	100	3	1	4	
	VI	5114	Books and Printing Technology	Theory	Major	CC	80	20	100	4	0	4	
		6124	Management of Library and Information Centres	Theory	Major/Minor	CC	80	20	100	4	0	4	
		6134	Library Automation and Networking	Theory	Major	CC	80	20	100	4	0	4	
Basic Degree 	VII	6144	Library Automation Practice	Practice	Major	CC	80	20	100	0	4	4	4 Years B.A./B.Sc. in Library and Information Science with Honours Credit: 92
		6154	Field Project	Practice	Major	CC	80	20	100	1	3	4	
		7164	Preservation and Conservation	Theory	Major	CC/OC	80	20	100	3	1	4	
		7174	Website Design and Development	Practice	Major	CC/OC	80	20	100	1	3	4	
	VIII	7184	Information Storage and Retrieval	Theory	Major	CC	80	20	100	3	1	4	
		7194	Library Marketing	Theory	Major	CC	80	20	100	4	0	4	
		8204	Research Methodology	Theory	Major	CC/OC	80	20	100	4	0	4	
		8214	Content Management System	Practice	Major	CC/OC	80	20	100	1	3	4	
		8224	Intellectual Property Rights	Theory	Major	CC/OC	80	20	100	4	0	4	
		8234	Bibliographic Database: Project	Practice	Major	CC	80	20	100	0	4	4	
Honours Degree 	IX	9244	Digital Library	Theory	Major	CC	80	20	100	4	0	4	1/2/5 Year(s) M.A./M.Sc. in Library and Information Science Credit: 124
		9254	Digital Library	Practice	Major	CC	80	20	100	0	4	4	
		9264	User Study and Information Literacy	Theory	Major	CC	80	20	100	4	0	4	
		9274	Learning Management System	Practice	Major	CC/OC	80	20	100	1	3	4	
	X	9284	Knowledge Management	Theory	Major	CC/OC	80	20	100	4	0	4	
		9294	Apprenticeship	Practice	Major	CC	80	20	100	0	4	4	
		9304	Research Evaluation Metrics	Theory	Major	CC	80	20	100	4	0	4	
		9314	Dissertation	Practice	Major	CC	80	20	100	0	4	4	

5 Years M.A. / M.Sc. in Library and Information Science Programme of Gauhati University

Four Year Under Graduate Programme Library and Information Science

Semester 1

LIS-1014: Foundations of Library and Information Science

Course Level: 100-199

Graduate Attributes: The graduate attributes are reflected under course objectives and learning outcomes as follows:

Course Objectives	Learning Outcomes
<ul style="list-style-type: none"> To make the learners aware of the Library and Information Science subject and its relation and contribution to society. 	<ul style="list-style-type: none"> Get acquainted with the library and information science subject and its different dimensions; Make use of the five laws as a set of logical principles to initiate any new activity in library, documentation, information work and services; Describe the role played by different organisations in the development of libraries; Grasp the role of ILA, IASLIC, ALA and other library associations in the promotion of libraries; and Get acquainted with the information and library related rules, regulations and acts.

Detailed Syllabus

Unit no	Unit Content	No of class	Marks
1	Library and Information Science: Library and Information Science (LIS) as a subject, LIS as a profession, Professional skills and competencies, professional ethics, and academic status of a librarian; library as a social institution, linkage of LIS with other subjects, LIS education in India, Career prospect in LIS, Librarians' Day and National Library Week, World Book Day, S. R. Ranganathan and Melville Dewey.	14	20
2	Laws of Library Science: Five laws of library science, implication of five laws in Library and Information Centres; Cannon and postulates.	10	20
3	Library and its Promoters: UNESCO, National Knowledge Commission, India and National Mission on Libraries, India, Library and Information Policy, Commissions and Committees in relation to LIS.	10	20
4.	Library Associations: Library associations at international, national, state and regional levels; State level association: ALA, ACLA, SAGPS, BLA; National Level association: ILA, IASLIC, IATLIS; International level association: ALA, ARL, CILIP, SLA, IFLA, FID, ASLIB, LAUK.	14	20
5	Library Related Regulations: The Press and Registration of Books Act, 1867; the Delivery of Books 'and Newspapers' (Public Libraries) Act, 1954 and 1956; Information Technology Act, 2000, Right to Information Act, 2005.	12	20

No. of Required Classes: 60
No. of Contact Classes: 40
No. of Non-Contact Classes: 20
Theory Credit: 4
Practical Credit: 0
Particulars of Course Designer

Prof. Sanjay Kumar Singh, HoD	sksgu1@gauhati.ac.in	Department of library and Information Science
Dr. Dipen Deka	dipendeka@gauhati.ac.in	Department of library and Information Science
Dr. Badan Barman	badanbarman@gauhati.ac.in	Department of library and Information Science
Dr. Niraj Barua	nirajbarua@gauhati.ac.in	Department of library and Information Science

Reading List:

- Dhiman, Anil Kumar & Rani, Yashoda (2005). Learn Library and Society: Learning Library Science Series. New Delhi: Ess Ess Publications.
- Government of India (1867). The Press and Registration of Books Act, 1867. Retrieved from <https://www.indiacode.nic.in/handle/123456789/2272>
- Government of India (1956). The Delivery of Books and Newspapers (Public Libraries) Act, 1956. Retrieved from <https://www.indiaculture.nic.in/delivery-books-and-newspapers>
- Ranganathan, ShiyaliRamamrita (2006). The Five Laws of Library Science. New Delhi: Ess Ess Publications.
- Jain, M. K. (Ed.). (2001). Library and information services in India: States and union territories: On the eve of new millennium. Shipra. https://www.goodreads.com/book/show/1949366.Library_And_Information_Services_In_India
- Jain, M. K., Kalia, D. R., & Mangha, P. B. (2000). 50 Years: Library and Information Services in India. Shipra Publications.
- Khanna, J. K., & K. Vasihsht. (1985). Knowledge Evolution Structure & Research Methodology. Ess Ess Publications.
- Mangla, P. B., & Mandal, S. (2006). The national library, India: An intellectual resource (NACONAL 2006). The National Library, Kolkata. <http://archive.org/details/dli.ministry.29646>
- Rubin, R. (2004). Foundations of Library and Information Science. Neal-Schuman Publishers.
- Barman, Badan (2022). A Comprehensive Book on Library and Information Science. LIS Links.
- Pal, B., & Hazarika, N. (2022). Textbook on Skill enhancement course in Library and Information Science. EBH Publishers.

Semester 2**LIS-2024: Library Systems****Course Level: 100-199**

Graduate Attributes: The graduate attributes are reflected under course objectives and learning outcomes as follows:

Course Objectives	Learning Outcomes
<ul style="list-style-type: none"> To make the learners aware of the different types of libraries and their functions and activities in fulfilling the users' needs and approach. 	<ul style="list-style-type: none"> Explain the different types of libraries and their functions; Explain the different aspects of the academic library system; Recognize different types of public libraries and their functions; Visualise the role of national libraries; and Comprehend the need and purpose of library legislation for public library services.

Detailed Syllabus

Unit no	Unit Content	No of class	Marks
1	Basics of Library: Definition, Types and functions; Historical Development of libraries; Public library movement in India and Assam; Inclusive libraries	10	20
2	Academic Library System: Concept, functions, authority, collection, personnel, finance, services; Role of UGC, NAAC, AICTE, INFLIBNET and other bodies in promoting libraries in universities, colleges, schools and other academic institutions in India; School library system: KVS and NVS; Selected academic libraries in India.	13	20
3	Public Library System: Concept, functions, authority, collection, personnel, finance, services; Selected public libraries in India; Community Information System; Library Legislation: Need, purpose; functions and advantages; Library Acts in India; RRRLF, IFLA, UNESCO Public Library Manifesto.	13	20
4.	Special Library System: Concept, functions, authority, collection, personnel, finance, services; Health library, agricultural library, engineering and technological library, law library, corporate library, personal library, archives, museum and oriental libraries; Library services for differently abled persons, children, women and aged people; Role of DST; Selected special libraries in India.	13	20
5	National Library: Concept, functions, authority, collection, personnel, finance, services; Selected national library of the	11	20

	World: Library of Congress, British Library; National library of India; Depository Libraries.		
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No. of Required Classes: 60

No. of Contact Classes: 40

No. of Non-Contact Classes: 20

Theory Credit: 4

Practical Credit: 0

Particulars of Course Designer

Prof. Sanjay Kumar Singh, HoD	sksgul@gauhati.ac.in	Department of library and Information Science
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Dr. Badan Barman	badanbarman@gauhati.ac.in	Department of library and Information Science
Dr. Niraj Barua	nirajbarua@gauhati.ac.in	Department of library and Information Science

Reading List:

- Abdullahi, I. (2009). *Global Library and Information Science: A Textbook for Students and Educators. With Contributions from Africa, Asia, Australia, New Zealand, Europe, Latin America and the Carribean, the Middle East, and North America.* Walter de Gruyter.
- Appleton, L. (2021). *Positioning the Academic Library within the University: Structures and Challenges.* Routledge.
- Ashworth, W. (1979). *Special Librarianship.* C. Bingley.
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- Bolin, M. K. (2017). *The 21st Century Academic Library: Global Patterns of Organization and Discourse.* Chandos Publishing.
- Burnett, R. (2017). *Reflecting on the Future of Academic and Public Libraries.* Scitus Academics LLC.
- Devarajan, G. (1990). *Public Library System in India.* Ess Ess Publications.
- Dhiman, A. K. (2008). *A Handbook of Special Libraries and Librarianship.* Ess Ess Publications.
- Dowler, L. (1997). *Gateways to Knowledge: The Role of Academic Libraries in Teaching, Learning, and Research.* MIT Press.
- Eden, B. L. (2015a). *Leading the 21st-Century Academic Library: Successful Strategies for Envisioning and Realizing Preferred Futures.* Rowman & Littlefield.
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- Evans, G. E., & Greenwell, S. (2018). *Academic Librarianship.* American Library Association.
- Evans, W., & Baker, D. (2011). *Libraries and Society: Role, Responsibility and Future in an Age of Change.* Elsevier.
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- Walter, S., & Williams, K. (2010). *The Expert Library: Staffing, Sustaining, and Advancing the Academic Library in the 21st Century*. Assoc of Cllge& RsrchLibr.

Semester 3**LIS-3034: Information Sources and Services****Course Level: 100-199****Graduate Attributes:**The graduate attributes are reflected under course objectives and learning outcomes as follows:

Course Objectives	Learning Outcomes
<ul style="list-style-type: none"> To make the learners aware of the different sources of data and information and make acquaintance with the different services provided by libraries and knowledge resource centres. 	<ul style="list-style-type: none"> Describe the structure of different kinds of documentary sources useful and accessible to a variety of users; Describe the need, use and functions of bibliographies; Grasp the process involved in providing reference and information services; Comprehend the sources for different types of information; Enumerate different types of abstracting & indexing periodicals with examples; and State the process involved in rendering biographical information services. Evaluate the different types of information sources

Detailed Syllabus

Unit no	Unit Content	No of class	Marks
1	Basics of Reference and Information Sources: Nature of information, characteristics, types and formats, Non-documentary sources of information, Documentary sources of information: Primary, Secondary and Tertiary, reference sources of information, Evaluation of Reference Sources; International Article Number, International Standard Book Number (ISBN), International Standard Serial Number (ISSN), Digital Object Identifier (DOI).	14	20
2	Types of Reference and Information Sources: Dictionary, Thesaurus, Encyclopaedia, Biographical, Geographical and Statistical sources of information; Abstracting and Indexing, Citation Index and Bibliographical Sources; Bibliographic Control.	10	20
3	Electronic Information Sources: Definition, features, types and origin; Pricing model of E-resources, acquisition and access mechanism and devices used for accessing; Evaluation of web resources;Different databases of E-resources; Federated search and discovery services, remote access, Library Portal; Open Access, Open Educational Resources, Creative Commons Licenses and Govt. initiatives in e-resources.	14	20
4.	Reference Service: Concept, types, functions, Reference enquiry, Reader's profile, Fact finding, Referral service, Alerting Services: CAS and SDI services, interlibrary loan, Document Delivery	11	20

	Service; Documentation Service, Library Public Relation and Extension Activities, Preparation of subject bibliographies.		
5	Digital Reference Services: Concept, Definition, Characteristics, Importance, and Types – Asynchronous and Synchronous; Web 2.0 and 3.0 services - Social Networking Services, Social tagging, Social Bookmarking, RSS Feeds, Web-Scale Discovery Services; Mobile-based library service, OPAC, Machine translation, Library website, library apps, augmented reality, Ask a Librarian.	11	20

No. of Required Classes: 60

No. of Contact Classes (Theory): 30

No. of Contact Classes (Practical): 20

No. of Non-Contact Classes: 10

Theory Credit: 3

Practical Credit: 1

Particulars of Course Designer

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Reading List:

- Alewine, M. C., & Canada, M. (2017). *Introduction to Information Literacy for Students*. John Wiley & Sons.
- Arch, X., & Gilman, I. (2020). *Academic Library Services for First-Generation Students*. ABC-CLIO.
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- Krishan Kumar (1999). *Reference Service*. 4th ed. New Delhi: Vikas.
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- Mukherjee, A.K. (1984). *Reference works and its tools*. Calcutta: World Press.
- Mukhopadhyay, P. (2011). *Digital community information system: a framework for India*. Germany: LAP Lambert Academic Publishing.
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Semester 4**LIS-4044: Knowledge Organisation: Classification****Course Level: 200-299**

Graduate Attributes: The graduate attributes are reflected under course objectives and learning outcomes as follows:

Course Objectives:	Learning Outcomes
<ul style="list-style-type: none"> • To familiarise students with the fundamentals of library classification, including its history and types of classification systems and how they are used to arrange information sources. 	<ul style="list-style-type: none"> • Identify and describe the need, purpose and function of library classification; • Adapt existing normative principles of library service to knowledge resources; • Describe the structure, identify the main classes in a library classification; • Able to use notational devices in library classification; and • Exemplify the application of facet analysis and sequencing of facets in Colon Classification.

Detailed Syllabus

Unit no	Unit Content	No of class	Marks
1	Subjects: Universe of knowledge: structure and attributes; modes of formation of subjects.	10	20
2	Library Classification: Meaning, need and purpose; kinds of Library classification schemes: Faceted and Enumerative. Common (ACI and PCI) and Special Isolates and auxiliaries. Facets and Facet Analysis, Speciators and their kinds, Phase Relations: levels and kinds/nature.	14	20
3	Principles in Library Classification: Normative principles: Laws, Canons, Principles, Postulates; Three Planes of works; Notation: Definition, structures, quality and function. Notational techniques in different classification schemes.	14	20
4.	Mapping of Subjects in Major Classification Schemes: Brief study of major classification schemes and the representation of the universe of subjects as mapped in DDC, UDC, LC, CC.	12	20
5	Trends of Library Classification: Taxonomy, Folksonomy, Automated classification, Web Dewey, Classify	10	20

No. of Required Classes: 60

No. of Contact Classes (Theory): 00

No. of Contact Classes (Practical): 60

No. of Non-Contact Classes: 00

Theory Credit: 0

Practical Credit: 4

Particulars of Course Designer

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Reading List:

Batley, S. (2014). *Classification in Theory and Practice*. Chandos Publishing.

Broughton, V. (2004). *Essential Classification*. Facet Publishing.

Broughton, V. (2022). *Facet Analysis*. American Library Association.

Comaromi, J. P., & Satija, M. P. (1989). *Dewey Decimal Classification: History and Current Status*. Sterling Publishers.

Fletcher, W. I. (2017). *Library Classification*. Trieste Publishing Pty Limited.

Gilchrist, A., & Vernau, J. (2012). *Facets of Knowledge Organization: Proceedings of the ISKO UK Second Biennial Conference, 4th - 5th July, 2011, London*. Emerald Group Publishing.

Hunter, E. J. (2017). *Classification Made Simple*. Routledge.

Krishan Kumar (2000). *Theory of Classification*. New Delhi: Vikas.

Kumbhar, R. (2011). *Library Classification Trends in the 21st Century*. Elsevier.

Marcella, Rita and Newton, Robert (1997). *A new manual of classification*. Mumbai: Jaico.

Mitchell, J. S., & Vizine-Goetz, D. (2013). *Moving Beyond the Presentation Layer: Content and Context in the Dewey Decimal Classification (DDC) System*. Routledge.

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- Rowley, Jennifer and Ferrow, John (2000). *Organizing Knowledge: An Introduction to Knowledge managing information*. London: Gower.
- Satija, M. P. (2013). *The Theory and Practice of the Dewey Decimal Classification System*. Elsevier.
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Semester 4**LIS-4054: Knowledge Organisation Practice: CC and DDC (Basic)****Course Level: 200-299****Graduate Attributes:** The graduate attributes are reflected under course objectives and learning outcomes as follows:

Course Objectives	Learning Outcomes
<ul style="list-style-type: none"> To teach students practical classification skills utilising two important classification tolls like CC and DDC, as well as how to apply the principles of CC and UDC to manage and preserve library collections in an organised and effective manner. 	<ul style="list-style-type: none"> .Exemplify the application of facet analysis and sequencing of facets in Colon Classification; Construct class numbers according to Colon Classification; Identify the different types of common isolates and their use in DDC; and Classify a document as per Dewey Decimal Classification system.

Detailed Syllabus

Unit no	Unit Content	No of class	Marks
1	Basic and Compound Subjects: Classification of Documents representing basic, compound and complex subjects according to CC.	15	25
2	Complex Subjects: Classification of Documents representing complex subjects according to CC.	15	25
3	Use of Schedule: Classification of Documents representing basic subjects according to DDC.	15	25
4.	Compound Subject: Classification of Documents representing compound subjects according to DDC.	15	25

No. of Required Classes: 60**No. of Contact Classes (Theory): 00****No. of Contact Classes (Practical):60****No. of Non-Contact Classes: 00****Theory Credit: 0****Practical Credit: 4****Particulars of Course Designer**

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Reading List:

Ranganathan, S.R. (1964). Colon Classification, 6th rev. ed. Bombay: Asia.

Ranganathan, S.R. (1989). Colon Classification, 7th ed. 6th rev. and ed. by M.A. Gopinath. Bangalore: Sharda Ranganathan Endowment for Library Science.

- Dewey, Melville (1971). Dewey Decimal Classification and Relative Index. 22nd ed. 4V. New York: Forest Press.
- Raju, A.A.N. (1995). Dewey Decimal Classification (DDC 20): Theory and practice: a practical self-instructional manual. Madras: T. R. Pub.
- Satija, M.P and Comaroni, M.P (1998). Exercises in the 21st Edition of DDC. Revised and Enlarged. New Delhi: Sterling.

Semester 4**LIS-4064: Knowledge Organisation: Cataloguing****Course Level: 200-299**

Graduate Attributes: The graduate attributes are reflected under course objectives and learning outcomes as follows:

Course Objectives	Learning Outcomes
<ul style="list-style-type: none"> Understanding the purpose and importance of cataloguing in libraries, the role of cataloguing in facilitating access to information resources, and the principles of cataloguing codes such as AACR2R (Anglo-American Cataloguing Rules, 2nd edition) and CCC (Classified Catalogue Code) by investigating current issues and trends in cataloguing. 	<ul style="list-style-type: none"> Define and describe a library catalogue; Distinguish different approaches of readers for documents; and Explain the cataloguing process. Catalogue a reading material.

Detailed Syllabus

Unit no	Unit Content	No of class	Marks
1	Library Catalogues: Needs, structures and types; Physical forms of catalogues including book, sheaf, card and machine readable including OPACs, Web-OPACs. Centralize, Cooperative and Union catalogues.	12	20
2	Types of Entries: Personal Authors, Corporate Authors, Pseudonyms, Anonymous work, Uniform titles, Non-Print Materials.	14	20
3	Cataloguing Code: Canons and Principles, AACR2R, CCC, RDA, FRBR, Bibframe.	12	20
4.	Subject Headings: SLSH, LCSH, Chain procedure.	10	20
5	Trends in Library Catalogue: Retrospective Conversion. Bibliographic standards: ISBD; Data exchange formats. Metadata standards and schemes. MARC, UNIMARC, CCF, MARC-21, ISO 2709, Z39.50, Z39.71, etc.	12	20

No. of Required Classes: 60**No. of Contact Classes (Theory): 40****No. of Contact Classes (Practical):00****No. of Non-Contact Classes: 20****Theory Credit: 4****Practical Credit: 0****Particulars of Course Designer**

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Reading List:

- Dhiman, Anil Kumar & Rani, Yashoda (2005). *Learn Library Cataloguing: Learning Library Science Series*. New Delhi: Ess Ess Publications.
- Chan, Lois M. (1994). *Cataloguing and classification: An Introduction*. New York: McGraw Hill.3. Girija Kumar and Krishan Kumar (1988) *Theory of Cataloguing*. 5th Ed. New Delhi: Vikas.
- Kau, Mary L. (2001). *Managing Cataloguing and the organization of Information: Philosophies, Practices and Challenges at the onset of Twenty First Century*. New York. Haworth Press.
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- Ranganathan, S.R. (1964). *Classified Catalogue Code: with additional rules for dictionary catalogue*. Bombay: Asia.
- Aswal, R. S. (2005). *AACR2R with MARC21: Cataloging Practice for 21st Century*. Ess Ess Publications.
- Bakewell, K. G. B. (2014). *A Manual of Cataloguing Practice: International Series of Monographs In library and Information Science*. Elsevier.
- Carter, R. C. (2018). *Managing Cataloging and the Organization of Information: Philosophies, Practices and Challenges at the Onset of the 21st Century*. Routledge.
- Chambers, S. (2013). *Catalogue 2.0: The Future of the Library Catalogue*. Facet Publishing.
- Chowdhury, G. G., & Chowdhury, S. (2007). *Organizing Information: From the Shelf to the Web*. Facet Publishing.
- Cole, J. E., & Jones, W. (2002). *E-serials Cataloging: Access to Continuing and Integrating Resources Via the Catalog and the Web*. Psychology Press.
- Eden, B. L. (2014). *Twenty-first Century Metadata Operations: Challenges, Opportunities, Directions*. Routledge.
- Ferguson, B. (1998). *MARC/AACR2/authority Control Tagging: Blitz Cataloging Workbook*. Libraries Unlimited.
- Hart, A. (2014). *RDA Made Simple: A Practical Guide to the New Cataloging Rules*. ABC-CLIO.
- Joachim, M. D. (2003). *Historical Aspects of Cataloging and Classification*. Psychology Press.
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- McLeish, S. (2020). *Resource Discovery for the Twenty-first Century Library: Case Studies and Perspectives on the Role of IT in User Engagement and Empowerment*. Facet Publishing.
- Raju, J., & Raju, R. (2006). *Descriptive and Subject Cataloguing: A Workbook*. Elsevier.
- Sanchez, E. (2011). *Conversations with Catalogers in the 21st Century*. ABC-CLIO.
- Studwell, W. E. (1990). *Library of Congress Subject Headings: Philosophy, Practice, and Prospects*. Psychology Press.
- Welsh, A., & Batley, S. (2012). *Practical Cataloguing: AACR, RDA and MARC 21*. Facet Publishing.

Semester 4**LIS-4074: Knowledge Organisation: Cataloguing****Course Level: 200-299****Graduate Attributes:** The graduate attributes are reflected under course objectives and learning outcomes as follows:

Course Objectives	Learning Outcomes
<ul style="list-style-type: none"> To get expertise in the actual cataloguing of various library resources, including books, journals, audiovisuals, and electronic resources. 	<ul style="list-style-type: none"> Catalogue a book; Catalogue non-book material; and Find out a subject heading;

Detailed Syllabus

Unit no	Unit Content	No of class	Marks
1	Preparation of Main Entries for Personal Authors: Main entries for personal author(s), shared responsibility, mixed responsibility.	12	20
2	Preparation of Main Entries for Corporate Authors: Main entries preparation for editorial publications, periodicals and other serial publications, multivolume, pseudonyms, corporate bodies and non-book materials according to AACR- 2R.	14	20
3	Assigning Subject Headings: Finding out subject heading using SLSH or LCSH.	12	20
4.	Data Entry in SOUL and Koha: Data entries in SOUL and Koha software for preparation of OPAC.	12	20
5	RDA Toolkit: Practice in RDA Toolkit by using the trial access.	10	20

No. of Required Classes: 60**No. of Contact Classes (Theory): 00****No. of Contact Classes (Practical):60****No. of Non-Contact Classes: 00****Theory Credit: 0****Practical Credit: 4****Particulars of Course Designer**

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Reading List:

- Kumar, Krishan & Garg, B.S. (2005). Advanced Cataloguing Practice: Based on Anglo-American Cataloguing Rules. New Delhi: Har-Anand Publications Pvt. Ltd.
- Kochar, R.S. (1998). Principles and practices of cataloguing. Delhi: Rajat pub.
- Krishan Gopal (2000). Library online cataloguing in digital way. Delhi: Authors press.

Sharp, Henry A. (1948). *Cataloguing: A text book for use in libraries*. 4th ed. London: Grafton.
Wyner, Bondan S. (1985). *Introduction to cataloguing and classification*. 7th ed. Littleton:
Libraries Unlimited.

Semester: 5

LIS-5084: Fundamentals of Information Communication Technology

Course Level: 300-399

Graduate Attributes: The graduate attributes are reflected under course objectives and learning outcomes as follows:

Course Objectives	Learning Outcomes
<ul style="list-style-type: none"> To make the learners aware of the fundamentals of computer and information communication technology. 	<ul style="list-style-type: none"> Explain the computer system and its components and uses; Visualise the importance of ICT to provide different kinds of library and information services; Explain the different types of networks and its topologies; Able to work in Windows and Linux environments; and Able to work in an MS Office.

Detailed Syllabus

Unit no	Unit Content	No of class	Marks
1	Computer Basics: Hardware and software; Generations of computer; Classification of computers; Computer Organization (Input, Output and Peripheral devices; History, Computer architecture); Computer storage (RAM, ROM, Virtual memory) and Character Representation (ASCII, ISCII, Unicode).	12	20
2	Computer Software: System Software (working with Operating System Windows and Linux); Application Software (working with Word processor MS Office, LibreOffice and LaTeX).	12	20
3	ICT: Communication Technology: Fundamentals and applications; Networks and Networking: Tools and Architecture; Data Transmission Techniques, Transmission Modes, Bandwidths; Internet and Intranet application; Transmission media- Switching system, Bandwidth, Multiplex, Protocol; Wireless communication; Fax, Email, Teleconferencing/ Videoconferencing, Videotext, Voicemail.	12	20
4.	Internet: Basics of Internet. Internet Protocols and Standards (HTTP, SHTTP, FTP, SMTP, TCP/IP, URI, URL). Internet applications: Web browser, web directory and subject gateways, search engine, Email, Chat, RSS, blog, discussion forum and group, web conferencing, wiki, social network. Cloud computing, data warehouse and data mining. Virtual Reality, Augmented Technologies.	12	20
5	Networking and Internet Safety: Networking: Types (LAN, MAN, WAN), Topologies (Bus, Ring, Star, Tree, Mesh, Hybrid) and VPN.Data Security, network security, firewalls, cryptographic techniques, anti-virus software, anti-spyware, intrusion detection system.	12	20

No. of Required Classes: 60

No. of Contact Classes (Theory): 30

No. of Contact Classes (Practical): 20

No. of Non-Contact Classes: 10

Theory Credit: 3

Practical Credit: 1

Particulars of Course Designer

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Reading List:

Martin, Michael J (2000). Understanding the network: a practical guide to internetworking. Indianapolis: New Riders.

Norton, Peter (2000). Peter Norton's Introduction to Computers. New Delhi: McGraw-Hill

Rajaraman, V and Adabala, N. (2014). Fundamentals of Computers, 6th Ed. Delhi: PHI Learning Pvt Ltd.

Tannenbaum, Andrew (2013). Computer Networks. New Delhi, Prentice Hall

Semester 5**LIS-5094: Knowledge Organisation Practice: DDC (Advanced) and UDC****Course Level: 300-399****Graduate Attributes:** The graduate attributes are reflected under course objectives and learning outcomes as follows:

Course Objectives	Learning Outcomes
<ul style="list-style-type: none"> • Developing an in-depth understanding of the advanced features of DDC and UDC to work with complex and specialized collections, such as scientific and technical materials, and digital resources. 	<ul style="list-style-type: none"> • Identify the different types of common and special isolates and their use in DDC and UDC; • Classify documents according to Dewey Decimal classification's advanced features. • Classify documents according to Universal Decimal Classification Abridged Edition;

Detailed Syllabus

Unit no	Unit Content	No of class	Marks
1	Use of Subdivision and Auxiliaries: Classification of Documents requiring use of Tables.	15	25
2	Compound Subject: Classification of Documents representing compound and complex subjects according to DDC.	15	25
3	Documents Representing one or more subjects in UDC: Classification of Documents representing basic and compound subjects according to UDC.	15	25
4.	Documents Representing Subject and Auxiliaries in UDC: Classification of Documents representing subjects and auxiliaries according to UDC.	15	25

No. of Required Classes: 60

No. of Contact Classes (Theory): 00

No. of Contact Classes (Practical):60

No. of Non-Contact Classes: 00

Theory Credit: 0

Practical Credit: 4

Particulars of Course Designer

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Reading List:

Dewey, Melville (1971). Dewey Decimal Classification and Relative Index. 22nd ed. 4V. New York: Forest Press.

Raju, A.A.N. (1995). Dewey Decimal Classification (DDC 20): Theory and practice: a practical self instructional manual. Madras: T. R. Pub.

Satija, M.P and Comaroni, M.P (1998). Exercises in the 21st Edition of DDC. Revised and Enlarged. New Delhi: Sterling.

Cham, Lois Mai and others. (1996). Dewey Decimal Classification: A practical guide. New York: Forest Press.

Dewey, Melville (1971). Dewey Decimal Classification and Relative Index. 22nd ed. 4V. New York: Forest Press.

International Federation for Documentation (1977). Universal Decimal Classification. London: British Standards Institution.

Raju, A. A. N. (2007). Universal Decimal Classification (IME-1993): Theory and Practice: A Self Instructional Manual. New Delhi: Ess Ess Publications.

Satyanarayana V V V (1998). Universal Decimal Classification: a Practical Primer. New Delhi: Ess Ess Publications.

Semester 5**LIS-5104: Information Communication and Information System****Course Level: 300-399****Graduate Attributes:** The graduate attributes are reflected under course objectives and learning outcomes as follows:

Course Objectives:	Learning Outcomes
<ul style="list-style-type: none"> To understand the importance and role of information in society, the nature of information communication, information system and information providers and their impact on libraries. 	<ul style="list-style-type: none"> Distinguish between seemingly synonymous words, such as information, data, knowledge, facts, and wisdom; Describe the importance of information in society Ability to design, implement, and manage information systems in libraries.

Detailed Syllabus

Unit no	Unit Content	No of class	Marks
1	Data, Information, and Knowledge: Concept, Definition, characteristics; Information Life Cycle; Information explosion;	10	20
2	Information Society: Role of Information in society its origin, knowledge Society and role of Information institutions, Information policies with special reference to India, Politics of Information – Universal Data flow, Free flow of information, NWICO, WSIS, Information poverty, and digital divide.	12	20
3	Information communication – Concept, Definition, Theory, Models, Channels, and Barriers; Scientific Communication: formal and informal channels communication, Invisible colleges.	12	20
4.	Information System: Concept, definition and components. Information system at National, Regional and International levels; Information system at sectoral level. CSIR, NIScPR, NASSDOC, DESIDOC, SENDOC, ASTINFO, SAARC, APINESS, AGRIS, MEDLARS.	13	20
5	Information Intermediaries: Concept, Definition and Functions. Information Brokers, Information Aggregators, Online Vendors, Technological gatekeepers, Information Consultants, Some important information intermediaries: DIALOG, BLDSC, Clarivate, ProQuest, Elsevier; National Knowledge Network.	13	20

No. of Required Classes: 60**No. of Contact Classes (Theory): 30****No. of Contact Classes (Practical): 20****No. of Non-Contact Classes: 10****Theory Credit: 3****Practical Credit: 1**

Particulars of Course Designer

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Dr. Niraj Barua	nirajbarua@gauhati.ac.in	Department of library and Information Science

Reading List:

- Abell, Angela, & Oxbrow, Nigel (2001). *Competing with knowledge: The information professionals in the knowledge management age*. London: Facet Publishing.
- Atherton, Pauline (1977). *Handbook for information systems and service*. Paris: UNESCO.
- Bala, H. (2010). *Towards building a knowledge Society*. USA: Author press.
- Bawden, David & Robinson, Lyn (2012). *Introduction to information science*. London: Facet.
- Buckland, M. (2017). *Information and society*. MIT Press.
- Budd, John M. (1992). *The library and its users: The communication process (Contributions in Librarianship and Information Science)*. New York: Greenwood Press.
- Burton, P. F. (1992). *Information Technology and Society: Implications for the Information Professions*. Library Association Pub.
- Chopey, Michael A. (2005) *Knowledge without Boundaries: Organizing Information for the future*. Chicago: American Library Association.
- Dearnley, James, & Feather, John. (2001). *The Wired World: An introduction to the theory and practice of the information society*. London: Facet Publishing, 2001.
- Duff, A. (2001). *Information Society Studies*. London: Routledge.
- Elliott de Saez, Eileen. (2002). *Marketing concepts for libraries and information services (2nd ed.)*. London: Facet Publishing.
- Feather, John. (2000). *The Information Society: A study of continuity and change*. 3rd ed. London: Concept Publishing.
- Fitzgerald, N. (2012). *The Information: A history, a Theory, a Flood*, Taylor and Francis
- Frau-Meigs, D., & Nicey, J. (2012). *From NWICO to WSIS: 30 Years of Communication Geopolitics - Actors and Flows, Structures and Divides*. Intellect Books.
- International conference on information management in a knowledge society, February 21-25, 2005, Conference Papers. (Vol. 1 & 2). New Delhi: Allied publishers.
- Kumar, P. S. G. (2002). *A Student's Manual of library and Information Science*. Delhi: B. R. Publishing Corporation.
- Mahapatra, P. K., & Chakrabarti, B. (2002). *Knowledge management in libraries*. New Delhi: Ess Ess Publishers.
- National Knowledge Commission. (2009). *National Knowledge Commission. Report to the Nation 2006-2009*
- Neelameghan, A. (2002). *Lectures on knowledge management: Paradigm, Challenges and Opportunities*. New Delhi: Ess Ess Publishers
- Pasek, J. E. (2015). *Defining information policy: Relating issues to the information cycle*. *New Review of Academic Librarianship*, 21(3), 286-303.
- Ranganathan, S. R. (Ed.). (1983). *Documentation and its Facets*. Bombay: Asia.
- Rice, Ronald E, Maureen McCreadie, & Shan-Ju L. Chang. (2001). *Accessing and browsing information and communication*. Cambridge, Mass: MIT Press

- Rosie, A.M. (1973). *Information and communication theory*. New York: Van Nostrand Reinhold Company.
- Shera, Jesse H. (1966). *Documentation and the organisation of knowledge*. London: Crosby Lockwood.
- Singh, G. (2013). *Information sources, services and systems*. Phi Learning Pvt. Ltd.
- Takaingehamo, C., Colledge. (2019). *Cooperation and Collaboration Initiatives for Libraries and Related Institutions*. IGI Global.
- Taylor, Arlene G. (2004). *The organization of information*. Connecticut: Libraries
- Tredinnick, Luke. (2006). *Digital information contexts: Theoretical approaches to understanding digital information*. Oxford: Chandos Publishing.
- Vickery, B.(1987). *Information systems*. London: Butterworths.

Semester 5**LIS-5114: Books and Printing Technology****Course Level: 300-399****Graduate Attributes:** The graduate attributes are reflected under course objectives and learning outcomes as follows:

Course Objectives	Learning Outcomes
<ul style="list-style-type: none"> To comprehend the importance and role of books, its parts and knowledge about writing materials, scripts, printing technology from ancient to modern age. 	<ul style="list-style-type: none"> Identify the parts of a book and their importance; Evaluate about the quality of printing and binding Comprehend the role of classic books on human civilization

Detailed Syllabus

Unit no	Unit Content	No of class	Marks
1	Early writing material: Early writing materials of India and world: Perishable and non-perishable; Scribes and his implements; Organization of early writing materials in ancient and medieval India and world; Paper: origin, types, and properties.	12	20
2	Writing Scripts: The mnemonic, pictorial, ideographic and phonetic; Egyptian writing: hieroglyphic, hieratic and demotic; cuneiform writing; birth of alphabet: Greek and Roman and their offshoots; History of writing in India: Indus Valley script; Brahmi and Kharosthi; Modern Indian language scripts: origin and growth.	12	20
3	Invention of Printing: History; Wood block printing: advantages, disadvantages; Need of movable type printing; Type metal; Typography: parts of a type, type size, measurement; typefaces: Roman, Gothic, Italic; Ligatures and punctuation marks; Composition by hand; page and its necessary accessories; Imposition in folio, octavo etc.; proof correction: conventional proof correction symbols, ISI proof correction symbols; Mechanical composition: linotype, monotype, stereotype, electrotpe; Printing press: hand press, platen press, cylinder press, perfecting press, rotary press.	12	20
4.	Binding and structure of books: Evolution of the form of Book; Binding: need, materials, techniques, parts; Mending and repairing, recasing and recovery, re-inforcing and rebacking; Machine binding vs Hand binding; Folding and sewing; Covering materials; Evaluation of binding; Paper-back binding; Parts of a book: title page, edition, impression, reprint, variant.	12	20
5	Classic Books: Concept, Study of some classic books that had revolutionary impact on human civilization- Indian Classics:Vedas, Upanishads, Puranas, Ramayana, Mahabharata, Bhagavad Gita, Susrata Samhita, Charaka Samhita; Yoga Sutra of Patanjali, Panchatantra, Arthashastra, Western Classics: Illyad,	12	20

	Odyssy, Philosophiæ Naturalis Principia Mathematica, On the Origin of Species;		
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No. of Required Classes: 60

No. of Contact Classes (Theory): 40

No. of Contact Classes (Practical): 00

No. of Non-Contact Classes: 20

Theory Credit: 4

Practical Credit: 0

Particulars of Course Designer

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Reading List:

Chakraborti, M. L. (1971). Bibliography in theory and practice. World Press.

Eliot, S., & Rose, J. (2011). A Companion to the History of the Book. John Wiley & Sons.

Jain, M. K. (Ed.). (2001). Library and information services in India: States and union territories: On the eve of new millennium. Shipra.
https://www.goodreads.com/book/show/1949366.Library_And_Information_Services_In_India

Jain, M. K., Kalia, D. R., & Mangha, P. B. (2000). 50 Years: Library and Information Services in India. Shipra Publications.

Johns, A. (2009). The Nature of the Book: Print and Knowledge in the Making. University of Chicago Press.

Khanna, J. K., & K. Vasihsht. (1985). Knowledge Evolution Structure & Research Methodology. Ess Ess Publications.

Mangla, P. B., & Mandal, S. (2006). The national library, India: An intellectual resource (NACONAL 2006). The National Library, Kolkata.
<http://archive.org/details/dli.ministry.29646>

McMurtrie, D. C. (2012). The Book—The Story of Printing & Bookmaking. Read Books Design.

Rubin, R. (2004). Foundations of Library and Information Science. Neal-Schuman Publishers.

Thomas, I. (1874). The History of Printing in America: With a Biography of Printers. Burt Franklin.

Semester: 6

LIS-6124: Management of Library and Information Centres

Course Level: 300-399

Graduate Attributes: The graduate attributes are reflected under course objectives and learning outcomes as follows:

Course Objectives	Learning Outcomes
<ul style="list-style-type: none"> To provide students with a broad understanding of the principles and practices of library and information science management and equip them with the skills necessary to effectively manage libraries and information centres. 	<ul style="list-style-type: none"> Explain different theories of management; Define and comprehend the components of human resources management; Formulate the budget proposal keeping in view both budgeting aspects and functions of a library; Identify and describe the functions of different sections of the libraries; and Appreciate the purpose and function of different kinds of library statistics.

Detailed Syllabus

Unit no	Unit Content	No of class	Marks
1	Management: Concepts, definition, scope; Management styles and approaches; Management schools of thought; Functions and principles of scientific management. Decision Making.	10	20
2	Human Resource Development: Staff formula, professional and semi professional levels; Job description; Job evaluation; Job Enrichment; Job Satisfaction; Motivation theories and their application; Group dynamics; In service training; Discipline and grievances work culture in libraries and role of Librarian; Performance appraisal, Annual Confidential Report.	13	20
3	Financial Management: Resource mobilization; Budgeting: techniques and methods, budgetary control; Cost effectiveness and cost benefit analysis; Outsourcing: problems and prospects.	10	20
4.	Library Management: Different sections of LICs and their functions: Processing, Circulation, Serial control, Maintenance, Stock verification, weeding out of books; Collection development: principles and theories, Selection tools; Good Office Committee; Online bookshops vs traditional bookshops, IFLA - Guidelines for a Collection Development Policy. Evaluation of library collection, Library statistics: purpose and types; Reporting; Physical file management in libraries. Library committee and library rules	14	20
5	Library Quality Control: Library building and library furniture and fittings: Existing standard on building and furniture, types. Green Library. Planning of library building, Library Disaster Management, Library Security, Sustainable Library. Total Quality Management (TQM): definition, concept, elements, quality audit, Six Sigma, LibQual; LIS related standards; Standard- ISO-9001.	13	20

No. of Required Classes: 60

No. of Contact Classes (Theory): 40
No. of Contact Classes (Practical): 00
No. of Non-Contact Classes: 20
Theory Credit: 4
Practical Credit: 0
Particulars of Course Designer

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Reading List:

Kumar, Krishan (1987). Library Administration and Management. New Delhi: South Asia Books.

Kumar, Krishan (2007). Library Management in Electronic Environment. New Delhi: Har-Anand Publications Pvt. Ltd.

Mittal, R. L. (2007). Library Administration: Theory and Practice. New Delhi: Ess Ess Publications.

Ranganathan, S. R. (2006). Library Administration. New Delhi: Ess Ess Publications.

Redfern, B. (1995). Studies in library management. London: Clive Bingley.

Semester 6**LIS-6134: Library Automation and Networking****Course Level: 300-399****Graduate Attributes:** The graduate attributes are reflected under course objectives and learning outcomes as follows:

Course Objectives	Learning Outcomes
<ul style="list-style-type: none"> To provide students with a comprehensive understanding of library automation and networking, and the skills necessary to effectively manage and maintain library automation systems and utilize the benefits of resource sharing library networks and consortia. 	<ul style="list-style-type: none"> Describe the concept of system, system analysis and design; Use Flow Chart, DFD, SWOT PERT/CPM as and when needed. Explain the need and purpose of automation; Grasp the different modules of ILMS and its uses; Explain different library networks and consortia;

Detailed Syllabus

Unit no	Unit Content	No of class	Marks
1	System Analysis: System concepts and information system; System development life cycle; Role of system analyst; Planning and conduction a system study. Planning and investigations; Information gathering; Structured analysis tools; Operations research: Flow chart, Gantt chart, Data Flow Diagram (DFD); Strength, Weakness, Opportunities, Threat (SWOT), Programme Evaluation and Review Techniques/ Critical Path Methods (PERT/CPM).	10	20
2	Systems Study: Concept, Components analysis, evaluation and design, Library as a System, Subsystems of a Library; Integrated Library Management System (ILMS); Different library software packages used in Indian libraries and their different modules: NewGenLib, Libsys, E-Granthalaya, SOUL, Koha.	13	20
3	Library Automation: Need and advantages; Planning and implementation of library automation; Steps in Library automation; Selection of hardware and software, Areas of Library Automation. Standard for library automation. Barcode, QR Code, RFID, Biometric, Smartcard.	10	20
4.	Resource Sharing: Library Cooperation and resource sharing, Library Network: OCLC, JANET, ERNET, INFLIBNET, DELNET.	14	20
5	E- Resource Consortia: Concept, Indian Initiatives, ICOLC, E-ShodhSindhu: UGC-Infonet, INDEST, N-LIST, NKRC; CeRA, DelCON, Forsa, IIM Libraries Consortium.	13	20

No. of Required Classes: 60**No. of Contact Classes (Theory): 40****No. of Contact Classes (Practical): 00****No. of Non-Contact Classes: 20****Theory Credit: 4**

Practical Credit: 0
Particulars of Course Designer

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Reading List:

- Devarajan, G. (1999). Information technology for libraries. New Delhi: Ess Ess.
- Lahkar, Narendra & Singh, Sanjay Kumar (Eds.) (2014). North East India Library Network: Challenges and Opportunities. Guwahati: Department of Library and Information Science, Gauhati University.
- Ahmad, Shamim (2008). Computer in Library Management. New Delhi: A.P.H. Publishing Corporation.
- Haravu, I.J. (2004). Library Automation: Design, Principles and Practice. Delhi: Allied Publishers Pvt Ltd
- Singh, Sanjay Kumar (2014). Impact of ICT on management of library operations. New Delhi: Avon Publications.

Semester 6**LIS-6144: Library Automation Practice****Course Level: 300-399**

Graduate Attributes: The graduate attributes are reflected under course objectives and learning outcomes as follows:

Course Objectives	Learning Outcomes
<ul style="list-style-type: none"> To equip the students with deep practical knowledge of using Integrated Library Management Systems (ILMS) including system administration, database management, and troubleshooting. 	<ul style="list-style-type: none"> Install SOUL and Koha Software; Customize Koha software to meet the local need; Make an entry in the SOUL and Koha software. Work effectively in Koha and SOUL software.

Detailed Syllabus

Unit no	Unit Content	No of class	Marks
1	SOUL: Installation, Working on all available modules. Database Creation and Use.	30	50
2	Koha: Installation, customization, database creation and use.	30	50

No. of Required Classes: 60**No. of Contact Classes (Theory): 00****No. of Contact Classes (Practical):60****No. of Non-Contact Classes: 00****Theory Credit: 0****Practical Credit: 4****Particulars of Course Designer**

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Dr. Niraj Barua	nirajbarua@gauhati.ac.in	Department of library and Information Science

Reading List:

LibLime (2016). Koha - Open Source ILS - Integrated Library System. Retrieved from:

<http://www.koha.org>

INFLIBNET (2014). SOUL. Retrieved from <https://www.inflibnet.ac.in/soul/>

Koha Library Software Community (2016). Official Website of Koha Library Software.

Retrieved from: <https://koha-community.org/>

Semester 6**LIS-6154: Field Project****Course Level: 300-399**

Graduate Attributes: The graduate attributes are reflected under course objectives and learning outcomes as follows:

Course Objectives	Learning Outcomes
<ul style="list-style-type: none"> To provide students the chance to explore various types library and learn about the various roles and responsibilities of library staff, as well as valuable hands-on experience and insights into the library profession, library services and organization. 	<ul style="list-style-type: none"> Develop the writing and presentation skill to present an observation; and Grasp the recent developments in Library and Information Centres

Detailed Syllabus:

Students are required to visit a minimum of six libraries (maximum two from each category amongst public library, academic library, special library, archives, oriental libraries and departmental libraries of major Indian Universities.

The field project will be organized by the concerned institution and it will be carried out in a place outside the state, preferably in a metropolitan city. At the time of the visit, the learners need to observe library workings, collections, facilities, and services.

After visiting the libraries, the students need to submit a handwritten report on the libraries that includes a title page, certificate from guide, self-declaration, preface, acknowledgement, details of the journey, critical observation of each library and comparative study of the library visited. A viva voce will be conducted to evaluate the overall enlightening experiences towards understanding of the technical concepts taught in the classroom.

No. of Required Classes: 60**No. of Contact Classes (Theory): 20****No. of Contact Classes (Practical):40****No. of Non-Contact Classes: 00****Theory Credit: 1****Practical Credit: 3****Particulars of Course Designer**

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Reading List:

Bailey, Stephen (2003). Academic Writing: A Practical Guide for Students. UK: Psychology Press.

Luey, Beth (1987). A Handbook for Academic Authors. New York: Cambridge University Press.

Four Year Undergraduate Programme (FYUGP)

NEP, 2020

Subject: Mass Communication and Journalism (MCJ)



**Department of Communication & Journalism
GAUHATI UNIVERSITY
Guwahati-781014, Assam**

COURSE STRUCTURE

SEMESTER	PAPER	Total Credit
I	Introduction to Media and Communication	4
II	Basics of Journalism	4 (3+1)
III	Basics of Reporting and Editing	4 (3+1)
IV	Introduction to Public Relations	4 (3+1)
	Introduction to Advertising	4 (3+1)
	Indian Society, Polity and Media Laws (C)	4
	Understanding Digital Media	4 (3+1)
V	Basics of Radio Journalism	4 (3+1)
	TV Journalism: An Introduction	4 (3+1)
	Communication for Development (C)	4 (3+1)
	Introduction to Cinema Studies	4 (3+1)
VI	Mass Media in NE India (C)	4
	ICT and Media Management	4
	Specialised Communication	4
	Convergent Media and Content Development	4

ABOUT THE COURSE

The fundamental goal of this programme are to plan for an all-round development of the media and communication students that would comprise imbibing correct media education principles, inculcating modern media perspective, understanding professional ethics, skill development in various fields of media and determining the pathway for media growth. Keeping all this in mind the syllabus here has been designed accordingly also leaving room for further modifications in order to adapt to changing dynamics of the media world.

This compilation consists of 15 (fifteen) papers till sixth semester. Graduate Aptitudes (learning outcomes) are in accordance with the NEP guideline.

OBJECTIVES

The course is designed to:

- Introduce various aspects of mass communication.
- Acquaint and train on different use of media strategies.
- Develop the skills of the students on handling of different mass communication tools.

LEARNING OUTCOMES

After completion of this programme, the students will be able to:

- Discuss the various theoretical and practical aspects of mass communication.
- Enumerate the existing and emerging trends of mass communication and journalism
- Explain the methods of appropriate use of mass communication tools in context with the environment
- Inherit the ethical values related to the mass media.
- Develop their skills on online journalism, broadcast journalism, advertising and public relations, film studies and community communications
- Encourage media entrepreneurship

1. Four-year Undergraduate Programme
2. **Semester: First**
3. Subject Name: *Mass Communication and Journalism (MCJ)*
4. Course Name: Introduction to Media and Communication
5. Existing Base Syllabus: CBCS
6. Course Level: 100-199
7. Prerequisite: Does not arise
8. Theory Credit: 4
9. Practical Credit: Nil
10. Number of Required Classes: **60**
Contact Class: **40**
Non-Contact Classes: **20**
11. Total marks: End Semester Examination will be 3 Hours duration with 80 marks;
Internal Assessment is 20 Marks

COURSE OBJECTIVES

The course is designed to:

- Introduce basic aspects of communication.
- Correlate the theoretical aspects of communication.
- Introduce students to the target audience and recent development in communication field.

LEARNING OUTCOMES

Disciplinary and Interdisciplinary areas:

- Comprehensive knowledge and basic aspects of communication, Develop a comprehensive perspective on the evolution, gradual changes and delivery and reception of communication,
- Enables students to identify and correlate the systematic development of communication models and theories

Generic Learning:

- Decode the morphology of communication

Critical Thinking:

- Apply analytical thought during the reception of information
- Interpret growth, development and changing trends of communication in the Contemporary world.
- Identify audience segmentation

Creativity:

- Think about communication messages in an analytical pattern
- Adopt innovative communication tools for connectivity
- View a communication problem from multiple perspectives

Communication Skills:

- Develop listening ability
- Express thoughts and ideas strategically
- Construct logical arguments using language suitable for audience

Analytical reasoning:

- Exercise, restrain in accepting extreme views
- Identify authentic information

Research Related Skills:

- Develop skills to identify sociological perspectives on communication
- Articulate communication methods for effective implementation

Coordinating and collaborating with others:

- Work effectively in group communication
- Coordination and communication of policy making

Leadership:

- Develop horizontal and vertical organisational communication skills
- Develop management skills through identification of audience reception

Digital and Technological Skills:

- Understand the epistemology of digital and technological growth

Multicultural competence and inclusive spirit:

- Capability to understand diversity of communication
- Appreciate inclusivity of communication pattern

Value inculcation:

- Develop neutrality in understanding information
- Instil integrity and identify ethical information, dissemination norms

Environmental Awareness and Action:

- Develop sensitivity towards environmental information

Community Engagement:

- Develop group communication skills and participate in community communication strategies

Empathy

- Ability to appreciate differences, individualism and social inequalities and develop communication strategies to mitigate the same

COURSE OUTLINE

Unit No.	Unit Content	No. of Classes (60)	Marks (80)
Unit - I	Concept of Communication; Human Communication and development; Evolution of human communication, Types of Communication (Verbal, non-verbal, Formal-informal, Mediated,-Non-mediated); Forms of Communication (Intrapersonal, Interpersonal, Group, Public and Mass Communication) Elements of Communication; Mass Communication- types, advantages and its Process,	15 (10+5*)	20

	Barriers of Communication, Functions of Communication, Audience : Concept and Type		
Unit II	Need of Theories, Basics of communication Theories: Authoritarian, Libertarian, Social-Responsibility, Hypodermic Needle Theory, Usage and Gratification Theory; Gate Keeping Theory; Cultural Effects	15 (10+5*)	20
Unit III	Need of Models, Models of Communication - SMR, SMCR, Shannon and Weaver, Schramm, Gate-keeping, Newcomb, Indian Communication Models	15(10+5*)	20
Unit IV	Mass media; Characteristics and Types of Mass Media, Media in Everyday Life, Traditional and Alternative Media, Community Media, Cinema, New media, Role of Media in democracy	15 (10+5*)	20

Suggested Readings:

1. McQuail, D. (2010). McQuail's Mass Communication Theory. New Delhi: Sage Publications.
2. Stevenson, N. (1997). Understanding media culture: Social theory and mass communication.
3. Singhal, A. & Rogers, E M. (2001). India's Communication Revolution: From Bullock Carts to Cyber Marts. New Delhi: Sage Publications.
4. DeFleur, M.L. and S. Ball-Rokeach., Theories of Communication. Longman, New York.
5. McQuail, Denis and Windhl. Communication Models for the Study of Mass Communication. Longman, London.
6. Werner, Severin J. and Tankard W. James., Communication Theories. Origin, Methods, Uses. Longman, London.
7. Kincaid, D. Lawrence, Communication Theory–Eastern and Western Perspectives, Academic Press Inc., San Diego, 1987.
8. Kumar. J. Keval, 'Mass Communication in India, Jaico Publishing house, Bombay, (New Ed.)
9. Rogers M. Everett, A History of Communication Study, New York, Free Press, 1997.
10. Littlejohn, W. Stephen. Theories of Human Communication, 3rd ed., Belmont, California, 1989.
11. Barlow, David M and Mills B. Reading Media Theory: Thinkers, Approaches, Contexts. Pearson: Longman, London

E-RESOURCES

- Communication Theory: <http://communicationtheory.org>
- Mass Communication Theory: <https://masscommtheory.com/>

Particulars of Course Designer :

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Semester II

1. Four-year Undergraduate Programme
2. Subject Name: Mass Communication and Journalism
3. **Semester: Second**
4. Course Name: **Basics of Journalism**
5. Existing Base Syllabus: CBCS
6. Course Level: 100-199
7. Theory Credit: **3**
8. Practical Credit: **1**
9. The number of Required Classes: **75 (45+30)**
Contact Class: 55
Non-Contact Classes*: 20
10. Total marks: End Semester Examination will be 3 Hours duration with 80 marks;
Internal Assessment is 20 Marks

OBJECTIVES

The course is designed to:

- Introduce various aspects of Journalism.
- Introduce various types of News.
- Introduce students about the basics of other related knowledge of journalism with special emphasis on print media.

LEARNING OUTCOMES

Disciplinary and Interdisciplinary areas:

Learn to coordinate between different mediums for news generation

Generic Learning

Critical Thinking:

- Develop the ability to identify the news source and credible reporting

Creativity:

- Innovate methods to acquire news and presentation

Communication Skills:

- Develop clarity in news writing

Analytical reasoning:

- Exercise, restrain in reporting extreme views

Research Related Skills:

- Develop skills to initiate background study

Coordinating and collaborating with others:

- Conduct effective coordination with sources and working professionals in a news room

Digital and Technological Skills:

- Adopt new technologies for collection and documentation of facts

Value inculcation:

- Accept diversity and provide reporting on marginalized groups and individual voices

Community Engagement:

- Inculcate participatory communication spirit for better information gathering

Empathy

- Create an environment of inclusivity and collective participation

COURSE OUTLINE:

Unit No.	Unit Content	No. of Classes (75)	Marks 80
Unit - I	Understanding News; News: meaning, definition, nature; Hard news, soft news, basic components of a news story; Attribution, embargo, dateline, credit line, by-line. News Values, News Source, types of source, Language of news	15 (10+5*)	20
Unit - II	Understanding the structure and construction of news; 5Ws and 1 H, News Sense, Types of news, News Leads/intros, Structure of the News Story– Inverted Pyramid style Organising a news story; Principles of news selection; Use of internet, Different mediums-a comparison; Basic differences between the print, electronic and online journalism	15 (8+7*)	25
Unit - III	History of Journalism, Journalism in different parts of the Globe-Authoritarian to Libertarian, Famous Journalists of the world and their contribution, Photo journalism, yellow journalism; Penny press, Data Journalism Tabloid press; Citizen journalism; News Agency Journalism, Role of Media in a Democracy; Responsibility to Society; Contemporary debates and issues relating to media, Ethics in journalism	15(7+8*)	25
Unit – IV (Practical)	Understanding the types of news and its various aspects learned in Unit and II, Analysing content generation of newspapers, Collect and compiling various types of newspapers, Learning and designing newspaper layout (both print and online copy can be used), News blogging, weekly reporting events, Try to bring out own lab journal (print/e- version) by compiling news	30	10

Internship

Students have to go compulsory internship for four to six week to get their final diploma / degree as per GU-FYUGP rules.

References

1. Journalism- N Jayapalan (Atlantic)
2. Journalism and mass communication- Amit Desai
3. Ethics and journalism-Karen Sanders (sage)
4. Radio and TV journalism- JR Hackmoulder, PP Singh, FAD Jonge (Anmol books)
5. Broadcast news producing- Brad Schultz (sage)
6. E-Resources • Centre for Investigative Journalism in India: <http://cij.co.in/index.php> • Daily Writing Tips: <http://www.dailywritingtips.com/the-art-of-writing-news/>

Particulars of Course Designer :

Prepared by: Dr. Anupa Lahkar Goswami

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1. Four-year Undergraduate Programme
2. Subject Name: Mass Communication and Journalism
3. **Semester: Third**
4. Course Name: **Basics of Reporting and Editing**
5. Existing Base Syllabus : CBCS
6. Course Level: 200-299
7. Theory Credit: **3**
8. Practical Credit: **1**
9. Number of Required Classes: **75 (45+30)**
 Contact Class: 55
 Non-Contact Classes*: 20
10. **Total marks:** End Semester Examination will be 3 Hours duration with 80 marks;
 Internal Assessment is 20 Marks

COURSE OBJECTIVES

The course is designed to:

- Introduce the basics of reporting and editing for media.
- Discuss the duties and responsibilities of the reporter

LEARNING OUTCOMES

Generic Learning

Critical Thinking:

- Interpret between News and Views,
- Identify Credible Sources

Creativity:

- Enable designing of news structure

Communication Skills:

- Express ideas, facts and thoughts strategically
- Build up Analytical Reasoning

Research-Related Skills:

- Develop research capacity for news collection , reporting and interpretation

Coordinating and collaborating with others:

- Build a rapport with news sources

Digital and Technological Skills:

- Apply digital skills in data collection

Value inculcation:

- Accept diversity and refrain from biased opinions

Community Engagement:

- Coordinate with community for news gathering

Empathy

- Develop the ability to refrain from unethical news presentation

COURSE OUTLINE

Unit No.	Unit Content	No. of Classes (75)	Marks 80
Unit - I	Basics of Reporting Sources of News, Reporter- role, functions and qualities; news agency reporting. Covering Speeches, Meetings and Press Conferences, Beat reporting- crime, courts, city reporting, local reporting, health, education, sports, environment (Green Reporting); entertainment and culture etc. Newsroom setup, Organizational setup of a newspaper, Editorial department.	15 (8+7*)	25
Unit - II	Definition and Importance of Lead: types of lead; body of the story; Interviewing: setting up the interview, conducting the interview; Articles, Features- types of features and human interest stories, difference between articles and features.	15 (7+8*)	20
Unit - III	Introduction to editing: Principles of editing, Headlines; importance, types and functions of headlines; typography and style, language; style sheet, importance of pictures and news picture, Role of sub-editor, copy-editor, News editor and Editor, Editor- Roles, functions and qualities, Chief of bureau, correspondents. Editorial page Opinion pieces, Op-Ed pages, Supplements- Role of Supplement, columns/columnists	15(10+5*)	25
Unit – IV Practical	News gathering, Conducting Interviews, News Photography (Mobile/ Camera), Writing News, Caption Writing, Letters to the Editor, Writing Article, Headlines Writings	30	10

Reference

1. Journalism- N Jayapalan (Atlantic)
2. Journalism and Mass Communication- Amit Desai(reference press)
3. Writing for Journalists (Media Skills)- Wynford Hicks; Routledge; 3rd edition (2016), India
4. Tim Harrower (2012) Inside Reporting: a Practical Guide to Craft of Reporting ; McGraw Hill; 3rd edition
5. Vivek. S (2008) Editing For Print and Electronic Media ; Cyber Tech Publications, New Delhi; ISBN 978-81-7884-351-3

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Semester IV

Course No	Course Name
Paper IV	Introduction to Public Relations
Paper V	Introduction to Advertising
Paper VI	Indian Society, Polity and Media Laws (C)
Paper VII	Understanding Digital Media

1. Four-year Undergraduate Programme
2. Subject Name : Mass Communication and Journalism
3. **Semester : Fourth**
4. Course Name : Introduction to Public Relations (Elective)
5. Existing Base Syllabus : CBCS
6. Course Level : 200-299
7. Theory Credit: **3**
8. Practical Credit: **1**
9. A number of Required Classes: **75 (45+30)**
 Contact Class: 55
 Non-Contact Classes*: 20
10. Total marks: End Semester Examination will be 3 Hours duration with 80 marks;
 Internal Assessment is 20 Marks

COURSE OBJECTIVES

1. To introduce the elements of public relations
2. To enhance the understanding on different types and circumstance associated with public relations
3. To felicitate PR industry and academic interactions

LEARNING OUTCOMES

Disciplinary and Interdisciplinary areas

- Inculcating self-employment skills

Generic Learning

Critical Thinking:

- Analysis and Evaluation of crisis situation
- Identify and develop strategies

Creativity:

- Develop innovative and imaginative message matrix

Communication Skills:

- Express ideas and thoughts strategically for image development and repairing
- Maintain mutual understanding among internal and external public

Analytical reasoning

- Identify logical flaws in the existing strategies
- Design and plan messages for effective Public Relations

Coordinating and collaborating with others:

- Work effectively in groups
- Inculcate leadership skills for organizational structure
- Collaborate with stakeholders for event management

Leadership

- Develop horizontal, vertical and diagonal organisational communication skills

Digital and Technological Skills:

- Inculcate skills to understand use of ICT in the field of Public Relations
- Understanding new media dynamics

Community Engagement:

- Build communication strategies for undertaking various activities related to Corporate Social Responsibility

Empathy

- To identify and understand situation of community, organization or individuals for PR

COURSE OUTLINE

Unit No.	Unit Content	No. of Classes (75)	Marks 80
Unit - I	Public Relations-Definitions, Concepts and practices, Introduction to Public Relations, History, growth and development of PR Role and Functions of PR-Principles and Tools, Basic understandings of PR in govt. and Private Sectors	15 (8+7*)	25
Unit - II	PR-Publics –internal and external Campaigns, advertising, publicity, propaganda Vs PR, Spin doctoring, lobbying Role of PR in Crisis management, Apex bodies in PR- IPRA code - PRSI, PSPF and their codes.	15 (10+5*)	25
Unit - III	Media Relations: Introduction, importance and sources of media information CSR, Media Relations	15 (7+8*)	15
Unit – IV (Practical) Writing for PR	Press Release Writing, conducting press conference, designing brochures and Promotional Video	30	15

References:

- Antony, Young (2010). Brand Media Strategy. Plagrave Macmillan
- Craige, Carroll (2011). Corporate Reputation and the New Media. Taylor and Francis
- Corporate Communication – Principles and Practice (2010). New Delhi: OUP
- Duhe, C. Sandra (2007). New Media and Public Relations. Peter Leng
- Fernandez, Joseph (2004). Corporate Communications: A 21st Century Primer. New Delhi: Response Books
- K.M, Srivastava (2007). Public Relations in the Digital Era. Varanasi: Pilgrims Publishing

Particulars of Course Designer:

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1. Four-year Undergraduate Programme
2. Subject Name : Mass Communication and Journalism
3. **Semester : Fourth**
4. Course Name : Introduction to Advertising (Elective)
5. Existing Base Syllabus : CBCS
6. Course Level : 200-299
7. Theory Credit: **3**
8. Practical Credit: **1**
9. Number of Required Classes: **75 (45+30)**
 - Contact Class: 57
 - Non-Contact Classes*: 18
10. Total marks: End Semester Examination will be 3 Hours duration with 80 marks;
 - Internal Assessment is 20 Marks

COURSE OBJECTIVES

1. To discuss the trends of advertising
2. To introduce the creative elements of ad-making
3. To analyse the different concepts of branding in modern times

LEARNING OUTCOMES

Disciplinary and Interdisciplinary areas

- Acquaint with the different aspects of advertising
- Familiarize with the tools and terms associated with ad making
- Enhance skills required in effective promotion of products

Generic Learning

Critical Thinking:

- Enable to understand ecology of advertising and marketing

Creativity

- Build capacity for innovating advertising designs

Communication Skills:

- Create ability to communicate maximum in minimum words

Analytical reasoning

- Understand the dynamics of revenue and advertising

Coordinating and collaborating with others:

- Coordinating with different brands and Ad agencies

Digital and Technological Skills:

- Develop updated message designing through different applications

Value Inculcation

- Develop audience sensitive messages

Environmental Awareness and Action

- Create room for generating environmental awareness through innovative campaigns

Empathy

- Understand diversified needs of people and sensitively designing a brand

COURSE OUTLINES

Unit No.	Unit Content	No. of Classes (75)	Marks 80
Unit - I	Introduction to Advertising- meaning and history of Advertising, Importance and Functions, Advertising as a tool of communication, Components of advertising, Qualities of good advertising, Advertising Models-AIDA model, DAGMAR Model, Maslow's Hierarchy Model, Communication theories applied to advertising Advertising and new trends, Economic, Cultural, Psychological and Social aspects of advertising, Ethical & Regulatory Aspects of Advertising-Apex Bodies in Advertising-AAAI, ASCI and their codes.	15 (10+5*)	20
Unit - II	Advertising through Print, electronic and online media, Types of Media for advertising, Advertising Objectives, Segmentation, Positioning and Targeting Media selection, Planning, Scheduling, Marketing Strategy and Research and Branding, Advertising Department vs. Agency-Structure, and Functions, Advertising Budget, Campaign Planning, Creation and Production	15 (10+5*)	20
Unit -III	Online advertising, SEO, digital application in advertising, branding, Theories of branding. Famous ad gurus and their creation. Challenges of advertising in a revenue driven world	15 (7+8*)	20
Unit -IV	Students will create a print ad, Develop a copy for any product, Make an Audio-Visual advertisement, Create an online advertising campaigns	30	20

References

- Applegate, Edd. (2005). Strategic Copywriting: How to Create Effective Advertising. Rowman & Littlefield
- Bumba, Lincoln & Sissors, Z. Jack. (1996). Advertising Media Planning (3rd Ed). NTC Business Books.
- Griffiths, Andrews. (2004). 101 Ways to Advertise Your Business – Building Successful Business with Smart Advertising. NSW: Allen & Unwin
- Kotler, Philip. (2000). Marketing management. Prentice Hall of India

- Sharma, Sangeeta & Singh, Raghuvir. (2006). Advertising: Planning and Implementation. Phi Learning
- Sharma, Chetan, Herzog, Joe & Melfi, Victor. (2008). Mobile advertising: Supercharge Your Brand In The Exploding Wireless Market. John Wiley & Sons.
- M.Wells (2007); Advertising: principles and Practices: Pearson Education, India

Particulars of Course Designer:

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1. Four-year Undergraduate Programme
2. Subject Name : Mass Communication and Journalism

3. Semester : Fourth

4. Course Name : Indian Society, Polity and Media Laws (Compulsory)

5. Existing Base Syllabus : CBCS

6. Course Level : 200-299

7. Theory Credit: 4

8. Practical Credit: Nil

9. Number of Required Classes: 60

Contact Class: 40

Non-Contact Classes*: 20

10. Total marks: End Semester Examination will be 3 Hours duration with 80 marks;

Internal Assessment is 20 Marks

COURSE OBJECTIVES

The course is designed to:

- Introduce various aspects of Indian society.
- Acquaint on the Constitution of India.
- Introduce the students about the Indian government and politics

COURSE OUTCOMES

Disciplinary and Interdisciplinary areas

- Develop comprehensive knowledge on the basic aspects of India as a nation, Indian society;
- Decipher the understanding of India in ages with basic understanding of responsible media.

Generic Learning

Critical Thinking:

- Apply critical thinking on social norms and ethical guidelines during dissemination of information through mass media;
- Interpret information with consideration of heritage and social norms;
- Identify Self regulations and responsibilities of media

Communication Skills:

- Develop reading ability
- Express thoughts and ideas with in-depth background knowledge
- Construct discourse using self-regulation for audience for good taste

Analytical reasoning

- Enables students to identify and correlate the various stages of nation building, Indian social structure and values.
- This paper will also give a brief idea about the ethical guidelines for journalism and mass communication with introductory Acts and Laws related to media.

Research Related Skills:

- Develop skills to identify sociological perspectives on information
- Data Collection and data interpretation with objectives

Multicultural competence and inclusive spirit:

- Capability to understand diversity of Indian historical background
- Appreciate inclusivity of Indian social fabric

Value Inculcation

- Develop neutrality in understanding India
- Instil integrity and identify ethical information, dissemination norms

COURSE OUTLINE

Unit No.	Unit Content	No. of Classes (60)	Marks 80
Unit - I	Formation of India as nation, Vedic age, Gupta age, medieval and Modern age, British India, freedom struggle, post independent development. Indian society: Indian Social Structure, Caste, Religion, Language etc.; North East India: History, Geography, Culture and Politics	12 (7+5*)	15
Unit - II	Constitution of India : Historical Background, Constituent Assembly of India; Philosophical foundations of the Indian Constitution; Preamble, Fundamental Rights and Duties, Directive Principles of State Policy	15 (10+5*)	20
Unit -III	Union Government: Structures and Functions, President, Prime Minister, Cabinet, Parliament, Parliamentary privileges; Supreme Court of India, State Government: Structure and Functions, Governor, Chief Minister, State Legislature, Judicial System in States; Indian Political System : Political Parties, Linguistic, Regionalism, Communalism, Insurgency, Terrorism, Caste, Corruption and Criminalization of Politics.	15 (10+5*)	20
Unit -IV	Ethics in Media : Privacy, Right to Reply, Communal Writing, Yellow Journalism, Press Council of India guidelines, ethical issues in social media; Laws and Acts : RTI Act, 2005, Cyber Laws, TRAI, Indian Penal Code (IPC) provisions in sedition, crime against women and children, obscenity, Official Secrets Act; Defamation, Contempt of Court, BFI, Film censorship, BCCC etc.	18 (13+5*)	25

References

- Basu, Durga Das, Introduction to the Constitution of India -New Delhi: Wadhwa and Company Law Publishers, 2002
- Pylee, M.V., Constitutional Amendments in India -Delhi : Universal Law, 2003.
- Neelamalar, M. (2015). Media Laws and Ethics. PHI.
- Pathak, P. Juhi. (2014). Introduction to Media Laws and Ethics. Shipra Publications
- Vidyasagar, I.S. (2006). Constitution of India. ABD Publisher

Particulars of Course Designer

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1. Four-year Undergraduate Programme
2. Subject Name : Mass Communication and Journalism
3. **Semester : Fourth**
4. Course Name : Understanding Digital Media (Elective)
5. Existing Base Syllabus : CBCS
6. Course Level : 300-399
7. Theory Credit: **3**
8. Practical Credit: **1**
9. Number of Required Classes: **75** (45+30)
 - Contact Class: 55
 - Non-Contact Classes*: 20
10. Total marks: End Semester Examination will be 3 Hours duration with 80 marks;
 - Internal Assessment is 20 Marks

COURSE OBJECTIVES

The course is designed to:

- Introduce various aspects of digital media.
- Highlight the emerging concepts and challenges of digital social media.
- Introduce students about significance and usage of social media.

LEARNING OUTCOMES

Disciplinary and Interdisciplinary areas

- Derive the concepts of digital and social media.
- Utilise digital social media tools for different developmental and promotional activities
- Comprehend the functionalities and challenges of social media

Generic Learning

Critical Thinking:

Understands the functionalities of web media and applicability in current times

Creativity

- Innovate ways to engage in digital and web technology
- Create Expertise in using digital technology for mass communication

Communication Skills:

- Assist in easy use of digital technology in effective digital communication

Research Related Skills

- Adopt digital technology in conducting web-based research

Coordinating and collaborating with others

- Facilitate convergence with worldwide technology

Empathy

- Create sensitization on existence of misinformation through on line and mis use of digital media

COURSE OUTLINE

Unit No.	Unit Content	No. of Classes (75)	Marks 80
Unit - I	Key Concepts and Theory Defining new media, terminologies and their meanings – Digital media, new media, online media et al.; Information society and new media, Technological Determinism, Computer mediated-Communication (CMC), Networked Society.	15 (8+7*)	20
Unit - II	Understanding Virtual Cultures and Digital Journalism Internet and its Beginnings, Remediation and New Media technologies, Online Communities, User Generated Content and Web 2.0, Networked Journalism, Alternative Journalism; Social Media in Context, Activism and New Media	15 (10+5*)	20
Unit -III	Digitization of Journalism Authorship and what it means in a digital age, Piracy, Copyright, Copyleft and Open Source, Digital archives, New Media and Ethics	15 (7+8*)	20
Unit -IV	Overview of Web Writing (Practical) Linear and Non-linear writing, Contextualized Journalism, Writing Techniques, Linking, Multimedia, Storytelling structures, Brief history of Blogging, Creating and Promoting a Blog, Digital marketing, Social media content curation, Introduction to DTP software like Page maker, Quark express, Photoshop	30	20

Internship

Students have to go compulsory internship for four to six week to get their final diploma / degree as per GU-FYUGP rules.

References:

- Handbook of New Media: Social Shaping and Consequences of ICTs, edited by: Leah A. Lievrouw & Sonia Livingstone, SAGE Publications, Ltd
- Understanding New Media, Eugenia Siapera - Dublin City University (DCU), 2017
- Social Media Marketing Mastery 2020: 2 Books in 1 - How to Become a Top Instagram and Facebook Influencer with Personal Branding Strategies, Gary Loomer

- Social Media Success for Every Brand: The Five Story Brand Pillars That Turn Posts Into Profits, Claire Diaz-Ortiz and Donald Miller
 - Social Media Power : The underground playbook for growing your Business on Social Media Paperback – 29 December 2020
 - The Social Media Effect Paperback – Import, 29 May 2017, Shaun Rodgers
 - Basics Of Social Media & Digital Journalism : A Binary Revolution Paperback – 30 October 2022, Ritika Bora (Author), Vikrant Yadav (Author)
-

Particulars of Course Designer

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Semester V

Course No	Course Name
Paper VIII	Basics of Radio Journalism
Paper IX	TV Journalism: An Introduction
Paper X	Communication for Development
Paper XI	Introduction to Cinema Studies

1. Four-year Undergraduate Programme

2. Subject Name : Mass Communication and Journalism
 3. **Semester : Fifth**
 4. Course Name : *Basics of Radio Journalism (Elective)*
 5. Existing Base Syllabus : CBCS
 6. Course Level : 300-399
 7. Theory Credit: **3**
 8. Practical Credit: **1**
 9. Number of Required Classes: **75** (45+30)
- Contact Class: 55
- Non-Contact Classes*: 20
- Total marks: End Semester Examination will be 3 Hours duration with 80 marks; Internal Assessment is 20 Marks

COURSE OBJECTIVES

1. To introduce the elements of radio journalism
2. To discuss various dimensions of radio production
3. To give idea on studio know-how

LEARNING OUTCOMES

Disciplinary and Interdisciplinary areas

- Enhance the student's knowledge of the functioning of radio
- Get an idea on the technical know-how of radio production

Generic Learning

Critical Thinking:

- Apply analytical thought for radio programme designing, scripting and anchoring
- Identify audience patterns for messages development

Creativity

- Adopt innovative ideas for message design and connectivity at different situations
- Identify the proper format for message delivery
- understanding of electronic media content creation

Communication Skills:

- Develop the art of radio programme presentation
- Connect audience through script writing as required by a programme and type of audience

Research Related Skills

- Capacity to record, edit and package a program or news for broadcasting
- Capacity to develop an appropriate message

Digital and Technological Skills

- Understand the digital and technological growth in radio programme production and broadcasting

Value inculcation

- Develop neutrality in understanding information
- Instill integrity and identify ethical information, dissemination norms

Community Engagement

- Develop group communication skill
- Understand participatory communication in content generation

Empathy

- Should be able to appreciate differences, individualism and social inequalities
- Should encourage ethical values in programme production

Course Outline

Unit No.	Unit Content	No. of Classes (75)	Marks 80
Unit - I	Growth and Development of Radio, Various Committees associated with the Journey of Radio in India, Characteristics of Radio as a Mass Medium, Concept of Public Service Broadcasting, Knowledge about Electromagnetic Spectrum, AM, FM, Community Radio, Internet Radio, HAM Radio, Web Radio, Radio Vision, World Space Radio etc. Radio as a tool of Communication for Development,	15 (7+8*)	20
Unit - II	Understanding various Radio programmes, Radio Formats (Feature, Documentary, Talk Show, live talk shows, Interviews, jingles, advertisements etc.) Radio News: different bulletins and news-based programmes, radio news reporting, editing, radio news reading, Voice Training and Art of Presentation, Understanding Studio: Studio Management, Programme and Newsroom functioning	15 (10+5*)	25
Unit - III	Phases of Production: Pre-production, Production and Postproduction; Difference between studio production and Field production, Basic understanding of script writing for radio, Anchoring Sound in Radio production -Concepts of sound-scape, sound culture, Types of sound-Sync, Non-Sync, Natural sound, Ambience Sound, Sound recording and editing techniques (Online sound editing software, Newsroom Software) Types of Microphones Do's and Don'ts of Radio production	15 (8+7*)	25
Unit – IV Practical	Students will listen to radio programmes, audio books, podcast and develop scripts for various audio programmes Will try to understand the differences in writing for Radio, Television and Newspaper, Recording and Editing radio news capsules, Perform content analysis of radio programmes and news Practise voice culture and anchoring	30	10

References:

- Broadcast Journalism; Gaur, D.K; New Delhi, Omega Publication
- Radio Production; Mcheish, Robert; Oxford, Focal Press
- Broadcasting Journalism; Dash, A; Discovery Publications, New Delhi
- Keith, Michael C & Krause, Joseph M. (1989) — “The Radio Station” published by Focal Press, Boston, London
- Writing for Television, Radio and New Media” by Robert L Hilliard
- This is All India Radio: A Handbook of Radio Broadcasting in India; by U L Barua, Publications Division, Ministry of Information and Broadcasting, Government of India, 1983

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1. Four-year Undergraduate Programme
2. Subject Name : Mass Communication and Journalism
3. Semester : Fifth
4. Course Name : *TV Journalism: An Introduction (Elective)*
5. Existing Base Syllabus : CBCS
6. Course Level : 300-399
7. Theory Credit: **3**
8. Practical Credit: **1**
9. Number of Required Classes: **75** (45+30)
 - Contact Class: 58
 - Non-Contact Classes*: 17
10. Total marks: End Semester Examination will be 3 Hours duration with 80 marks;
 - Internal Assessment is 20 Marks

COURSE OBJECTIVES

The course is designed to:

- Introduce various aspects of television journalism.
- Train students on television production and presentation
- Illustrate studio know how of news production in television

LEARNING OUTCOMES

Disciplinary and Interdisciplinary areas:

- Students will understand TV journalism and follow changing trends; they will be able to appreciate visual literacy principles

Critical Thinking:

- Interpreted and identify image manipulation, misinformation and disinformation, fake news

Creativity:

- Students will be able to conceptualise TV news and programs; they will acquire practical skills to search & report for stories and present these in appropriate video format

Communication Skills:

- Establish connection with viewers from field through camera
- Present TV offerings to viewers appropriately
- Developing command over language and overall presentation

Analytical reasoning:

- Students will be introduced and enabled to TV production process and various formats of news and programs broadcasting

Research Related Skills:

- Develop Back ground research on subject matters, issues, TV medium , audience and associated processes

Digital and Technological Skills:

- Develop knowledge of digital equipments for TV production and broadcasting;
- Hands-on Skill on Practical aspects of mobile journalism

Value inculcation:

- Understand the Dos and Don'ts of TV production
- Appreciation of Ethical Principles of TV Journalism

Community Engagement:

- Motivate community for participation through positive message delivery and creating awareness on negatives issues

Empathy

- Ability to appreciate social and cultural diversity
- Combat social inequalities and deprivation though appropriate video messaging

COURSE OUTLINE

Unit No.	Unit Content	No. of Classes (75)	Marks 80
Unit - I	Introduction to TV journalism; C&IT convergence; Direct satellite news gathering (DSNG); Internet & digital media; Mobile journalism (MoJo) Designing the message for TV, mainstream & alternative media Production principles, stages (pre-production, production, post-production), types (news, feature programmes, reality shows), 24x7 news & Breaking news; Television Newsroom structure	15 (8+7*)	20
Unit - II	Image: Photographic composition principles, pictorial design, scene elements Camera: Positioning, movement, angle & shots Lighting: Concepts & objectives, light types, outdoor & studio lighting Sound: Audio element in audio-visual media, soundtrack, soundscape, ambience, sound mixing for visual media Voice: Microphone, recording, voiceovers for news & features	15 (10+5*)	25
Unit - III	Reporting: Qualities, skills, duties & responsibilities, background research, piece-to-camera (PTC) Producing, packaging & promoting news bulletins, debates, interviews, opinions, walk-the-talk; Positioning of promos & ads	(10+5*)	25
	Script writing in different formats for TV	30	10

Unit – IV Practical	news/features Shooting video shorts Giving piece-to-camera, Anchoring: General awareness & news sense, voice culture, studio autocue & teleprompter reading, body language & posture Writing for TV, scripting elements, Basics of Video-editing		
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References

- Hasan, Seema. 2019. Mass Communication: Principles and Concepts. CBS. New Delhi (Edn. 2)
- Visual Intelligence: Perception, Image and Manipulation in Visual Communication: Barry, A.M.: State University of New York Press.
- Broadcast Journalism; Gaur, D.K; New Delhi, Omega Publication
- Video Production; Belavadi Vasuki; Oxford University Press
- Video Streaming & Editing; Aptech Ltd.; Mumbai, Aptech Ltd

Particulars of Course Designer:

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2. Subject Name : *Mass Communication and Journalism (MCJ)*
3. Semester : Fifth
4. Course Name : Communication for Development (Compulsory)
5. Existing Base Syllabus : CBCS
6. Course Level : 300-399
7. Theory Credit: **3**
8. Practical Credit: **1**
9. Number of Required Classes: **75** (45+30)
 - Contact Class: 55
 - Non-Contact Classes*: 20
10. Total marks: End Semester Examination will be 3 Hours duration with 80 marks;
 - Internal Assessment is 20 Marks

COURSE OBJECTIVES

The course is designed to:

- Introduce the innovative approaches to C4D concepts, processes and practices
- To cater the growing demand for communication experts to work on development sector
- To upgrade human resource with specialised knowledge and skills on communication for social and behaviour change.

LEARNING OUTCOMES

Disciplinary and Interdisciplinary areas

- Develop skills in carrying out research, content design, implementation, monitoring & evaluation of C4D interventions
- Decipher the significance of the knowledge base of theories around development, behaviour change, social transformation and; human rights principles.
- Get exposure to techniques for designing and developing effective C4D strategies, interventions for social transformation

Generic Learning

Critical Thinking:

- Identifying developmental areas

Creativity

- Initiate innovative processes for community mobilisation and production

Communication Skills:

- Create opportunities for group communication and group mobilisation

Analytical reasoning

- Develop skills in identifying communication barriers in a community

Research Related Skills

- Identify needs of communities for content development for Communication for Development

Coordinating and collaborating with others

- Understand to create linkage between government policies and communities
- Digital and Technological Skills
- Understand the digital and technological growth in radio programme production and broadcasting
- Value inculcation
- Identifying a common ground for mitigating strengths and weakness of communities
- Community Engagement
- Develop group communication skills and participate in community communication strategies
- Empathy
- Recognise community-associated problems and deal with them neutrally

COURSE OUTLINE

Unit No.	Unit Content	No. of Classes (75)	Marks 80
Unit - I	Development: Concept, paradigms, Development versus growth, Development Versus Modernism, Human development index Sustainable Development, Gender and development	15 (8+7*)	20
Unit - II	Development communication: Concept and approaches Paradigms of development: Dominant paradigm, dependency, alternative paradigm Participatory Development and Participatory Communication	15 (10+5*)	25
Unit - III	Role of media in development: Journalism and spot bias, Challenges of Developmental reporting Contributions of Stalwarts like Allan Chalkley, Paolo Freire, B. G. Varghese, P Sainath Critical appraisal of dev communication programmes and government schemes: Krishi Darshan, Jhabua, MNREGA etc. Community informatics Concept of Community, Community Media, Folk Theatre and Development communication	15 (7+8*)	25
Unit -IV	Students will come with communication strategy based on mid-media (Street play and puppetry) as well as produce radio and video programmes on any contemporary development issue Students will publish news/Articles/Features/Op-Eds/Awareness campaign on any contemporary development issue Students can take help of nearby community radio station, All India Radio, Doordarshan and NGOs for practical engagement as well	30	10

References:

- Srinivas Melkote, & Steeves. (2001). Communication for Development in the Third World. New Delhi: Sage
 - Bill Reader; J.A. Hatcher (Ed.) (2012) Foundations of Community Journalism: Sage ; ISBN 978-1-4129-7466-0(pbk)
 - K.K. Mallik and V.Pavarala (Ed) (2022): Community Radio in South Asia Reclaiming the Airwaves; Routledge India; ISBN 9780367520588
 - Dutta. A, Bharali. B & Goswami, A L. (2019) Decoding Communication for Development, ARMT South Asia Publications
 - McPhail, T. L. (2009). Development communication: Reframing the role of media. UK: Wiley Blackwell
 - Tabing Louie. (2002). How to do community radio, Unesco Publication, New Delhi
 - Bhattacharjee,M (2021). Puppetry in Changing World, ARMT South Asia Publications
-

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1. Four-year Undergraduate Programme
2. Subject Name : *Mass Communication and Journalism (MCJ)*
3. Semester : Fifth
4. Course Name : Introduction to Cinema Studies
5. Existing Base Syllabus : CBCS
6. Course Level : 300-399
7. Theory Credit: **3**
8. Practical Credit: **1**
9. Number of Required Classes: **75** (45+30)
 - Contact Class: 55
 - Non-Contact Classes*: 20
10. Total marks: End Semester Examination will be 3 Hours duration with 80 marks;
 - Internal Assessment is 20 Marks

COURSE OBJECTIVES

The course is designed to:

- Introduce various concepts associated with cinema.
- Educate and train students on how to read cinema.
- Introduce students about cinema from North East India
- Highlight on some of the important organisations related to a film industry

LEARNING OUTCOMES

Disciplinary and Interdisciplinary areas:

- Comprehensive knowledge on Cinema as a medium of communication
- Develop diverse perspectives on the evolution and gradual changes of cinema as a medium

Critical Thinking:

- Apply analytical thought on understanding the language of cinema
- Develop skills on how to analyze a cinema
- Interpret ideologies behind the film making

Creativity:

- Articulate own interpretation after watching movie through discussion, presentation and publication
- Adopt innovative communication tools for expressing
- Develop critical thinking through film screening

Communication Skills:

- Develop ability to study films
- Creatively express thoughts and ideas
- Construct logical arguments using language suitable for audience

Analytical reasoning:

- Identify and emancipate the historical, socio-political, cultural and economic backdrop in making a movie as well as in the story telling approach

Research Related Skills:

- Develop skills to identify and correlate sociological issues on stories and director's perspectives in cinema

Digital and Technological Skills:

- Understand the digital and technological involvement in the journey of cinema

Value inculcation:

- Develop neutrality in understanding the story and the society it represents
- Develop cine literacy

Empathy

- Inculcate ability to appreciate differences, individualism and social inequalities cinema can and do reflect

COURSE OUTLINE

Unit No.	Unit Content	No. of Classes (75)	Marks 80
Unit - I	Movies and Meaning: Images, Motion pictures, Cinema as mass media, Cinema and Communication. Growth and Development of film - National and International perspectives with an emphasis on Indian Cinema, Movements and various Film Genres Growth and Development of Regional Cinema in India with special reference to Assam and the North-East	15 (8+7*)	20
Unit - II	Language of Cinema Focus on visual Language: Shot, Scene, sequence, Mis-en-scene, Deep focus, Montage, idea about semiotics Role of Sound in Cinema- an introduction, Cine Society Movement in India and Assam- Growth and Development, Present Scenario Cine literacy	15 (10+5*)	25
Unit - III	Film Censorship, CBFC, Organizations related to the Business of Production, Presentation and Training in Filmmaking- (like NDFC, FTII, SRFTI, DBHRGFTI, Film Festival Directorate of India, Children's Film Society of India, National and State-level Awards for films, National Film Archives of India, Film Division) Basic understanding of film review	15 (7+8*)	25
Unit - IV	Watch and Study about film making techniques and scripts of critically acclaimed films Analysing filmmaking techniques and content of Films from North East India Students will have to publish a minimum of two write-ups related to cinema Students will have seminar presentations, group	30	10

	discussions and orientation programmes related to film studies as internal assessment They will also attend/organise film festivals and film-making workshops		
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References:

- Monaco, James. (1981). How to Read a Film. Oxford University Press.
- Hill, John & Gibson, Pamela Church. (2000). Oxford Guide to Film Studies. Oxford University Press.
- Thoraval, Yves (2000) Cinemas of India, Macmillan India
- Ray, Satyajit (1976) Our Films Their Films, Orient Blackswan Pvt Ltd
- Saran, Renu (2012), History of Indian Cinema. Diamond Books
- Raghavendra, M K & Joseph V K (2021) Critics On Indian Cinema, Best Books
- Rajadhikarya, A & Willemsen P (1999). Encyclopedia of Indian Cinema, Routledge;

- Sarma, A. (2013). *The Loan Ranger in a Forsaken Frontier: The Unsung Pioneer of Indian Cinema in the North-East*. Aank-Baak
- Parthajit Baruah (2021), Jyotiprasad, Joymoti, Indramalati and Beyond: History of Assamese Cinema, Krantikaal Prakashan

- Sarma, A. (2001), Axomiya Chalacchitrar san-pohar, Aank-Baak,

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Semester : VI

Course No	Course Name
Paper XII	Mass Media in NE India (C)
Paper XIII	ICT and Media Management
Paper XIV	Specialised Communication
Paper XV	Convergent Media and Content Development

1. Four-year Undergraduate Programme
2. Subject Name : *Mass Communication and Journalism (MCJ)*
3. Semester : Sixth
4. Course Name : Mass Media in NE India
5. Existing Base Syllabus : CBCS
6. Course Level : 300-399
7. Theory Credit: **4**
8. Practical Credit: **NIL**
9. Number of Required Classes: **60**
 - Contact Class: 40
 - Non-Contact Classes*: 20
10. Total marks: End Semester Examination will be 3 Hours duration with 80 marks;
 - Internal Assessment is 20 Marks

COURSE OBJECTIVES

The course is designed to:

- Trace the origin and development of media in North East India.
- Highlight different types of newspapers and magazines of North East India.
- Acquaint students about radio and television services in the region

LEARNING OUTCOME

Critical Thinking:

- Apply critical thinking on comparative study about national and regional media representation

Creativity:

- Learning to use media mix creatively to highlight local issues
- To explore the potential for content creation of undiscovered aspects of NEI

Communication Skills:

- Developing communication skills to overcome geographical isolation of NEI

Analytical reasoning:

- Identify community specific knowledge for communication

Research Related Skills:

- Develop Research skills to identify and highlight public issues for communication

Coordinating and collaborating with others:

- Work effectively in group communication
- Coordination and communication of policy making

Digital and Technological Skills:

- Understand the Digital and Technological Skills in modern media communication

Multicultural competence and inclusive spirit:

- Appreciation of ethnic diversity and work for harmony

Empathy

- Ability to appreciate differences, individualism and social inequalities and develop communication strategies to mitigate the same

COURSE OUTLINE

Unit No.	Unit Content	No. of Classes (60)	Marks 80
Unit - I	Origin and development of communication system in North East India; Folk and Traditional media in NE India; Development of modern mass media in North Eastern states of India; Efforts during British era; Role of Missionaries and other socio-literary organizations; Press during Pre Independence period in Assam; <i>Arunodoi, Assam Bonti, Jonaki, Banhi, Awahan etc.; growth and development of press from 1930 to 1980 in NE India.</i>	15 (10+5*)	20
Unit - II	Press in NE India since 1980 till present time; potential for future growth, recent trends, study of the NE states' projection and focus in the national / global media, Mass media in Assam : scope and limitations.	15 (10+5*)	20
Unit - III	Specialized newspapers and magazines – Sports, Science & Technology, Women, Children, Youth, Literature, Entertainment and News Magazines in Assam and other states of NE India; Radio Services in NE India (All India Radio (AIR) in NE India; AIR Guwahati, AIR Dibrugarh, AIR stations in other places in NE India; Private Radio channels in Assam; FM, AM, SW channels; Community)	15 (10+5*)	20
Unit – IV	Growth and development of Television in Assam, Doordarshan channels in NE India; Cable TV channels in NE India; Private Satellite Channels in Assam and NE India; Coverage and language in Television channels in NE India; Trends of Digital and Social Media, MOJO in NE India; Alternative media: presence and scope; Street play, Puppetry, Mobile Theatre, Comics journalism etc. in NE India.	15 (10+5*)	20

Reference

- Sunil Pawan Baruah : Press in Assam Origin and Development ; Powersift, Bhabani Books and Gifts, Guwahati, 2022, ISBN : 978-93-87494-47-3
- Arun Lochan Das : Ebar Ubhati Chao; Sishu Sashi Publication, Guwahati, 2001
- Apurba Sarma : Jyotiprasad as a Film Maker; Gauhati Cine Club, Guwahati, 2005
- Sanjay Kr. Hazarika (ed) : Chaturtha Stambha; N.L. Publications, Guwahati, 2011
- Chandra Prasad Saikia : Asamar Batari Kakat-Alocanir Dersa Bachariya Itihash; Celebration Committee of 150 Years of Newspapers in Assam, Guwahati, 1998

- Prasanna Kr. Phukan : Asomor Sambad Patrar Samikshyatmak Adhyayan; Madhu Prakashan, Dergaon, 1996
- Gituli Saikia, Sanjib Lochan Tamuli : Folk Theatre of Assam; Directorate of Information and Public Relations (DIPR), Assam, 2014
- Dr. Umesh Deka (Ed.) : A Glimpse of Language and Culture of North East India; Chandra Prakash, Guwahati, 2012, ISBN: 978-93-244-0269-1
- Zakirul Alam (Ed.) : Journalism & Media Industry of North East India; EBH Publisher, Guwahati, 2014, ISBN : 978-93-83252-31-2
- Aheibam k. Sing, SS Hanjabam and K.C. Devi (Ed.) : Media in Manipur (Vol-I); Akansha Publishing House, New Dekhi, 2020, ISBN : 978-81-8370-575-2
- K.C. Devi, SS Hanjabam and others (Ed.) : Media in Manipur (Vol-II), Akansha Publishing House, New Delhi, 2020, ISBN : 978-81-8370-576-9
- Anjan Sarma (Ed.) : 175 Years of Media in Assam and Beyond; PowerShift, Bhabani Books, Guwahati, 2022, ISBN: 978-93-87494-48-0
- Elizabeth W. Brown : the Whole World Kin; Powersift, Bhabani Books, Guwahati, 2022, ISBN : 978-93-93935-01-4
- G.P. Pandey : Press in the North East; Publication Division, Ministry of I&B, ISBN : 978-81-230-1840-9

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1. Four-year Undergraduate Programme
2. Subject Name : *Mass Communication and Journalism (MCJ)*
3. Semester : Sixth
4. Course Name : ICT and Media Management
5. Existing Base Syllabus : CBCS
6. Course Level : 300-399
7. Theory Credit: **4**
8. Practical Credit: **Nil**
9. Number of Required Classes: **60**
 - Contact Class: 40
 - Non-Contact Classes*: 20
10. Total marks: End Semester Examination will be 3 Hours duration with 80 marks;
 - Internal Assessment is 20 Marks

COURSE OBJECTIVES

- Introduce various concepts on IEC and ICT.
- Educate and train the students on ICT as a tool of education.
- Introduce students about the aspects of media management

LEARNING OUTCOME

Critical Thinking:

- Apply critical thinking on IEC, ICT and Media Management

Analytical reasoning:

- Identify authentic information through the use of ICT

Research Related Skills:

- Develop skills to identify information for IEC production

COURSE OUTLINE

Unit No.	Unit Content	No. of Classes (60)	Marks
Unit - I	Information, Education & Communication (IEC) : Concept and Meaning of IEC; Characteristics of IEC; IEC and media engagement; IEC and Electronic media; IEC and Print media; IEC and ICT; IEC production and Media planning; Concept of design and graphics for IEC. Various aspects of the educational media production: video production, audio production, audio- visual production, techniques of instructional media production;	15 (10+5*)	20
Unit - II	Concept and Meaning of IT and ICT, ICT in mass communication, current trends of ICT; ICT as a tool of education and research in the contemporary period, role of ICT as a change agent; e-learning portal; e-	15 (10+5*)	20

	books, e-journals; online databases such as DOAJ, Shodhganga, Jestor etc. ICT applications in Media : ICT and reporting, editing, designing and production; ICT and media convergence; OER		
Unit - III	Principles of Media Management; Significance and importance; Media as an industry: stages and development, investment in media industry; Circulation; price war and sales; Advertising and marketing; personal management; production; media as profession	15 (10+5*)	15
Unit – IV	Media ownership : characteristics and pattern; media ownership pattern in world, India; FDI in media industry; Media consumers : characteristics, behavior and significance; TRP and emerging trends; Revenue pattern for print, radio, television and digital media; Impact of new technologies in media; Media entrepreneurship : characteristics and scenario in India and Assam.	15 (10+5*)	25

References

- Kothari, Gulab. (1995). Newspaper Management in India, Intercultural Open University
- Chiranjeev, Avinash. (2000). Electronic Media Management, Authors Press.
- Peter, Pringle. K. et. al., (1989). Electronic Media Management, Focal Press.
- Gunarathne, Shelton A.. (2000). Handbook of Media in Asia, Sage.
- Kothari, Gulab. (1985). Newspaper Management in India, Intercultural Open University.

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1. Four-year Undergraduate Programme
2. Subject Name : *Mass Communication and Journalism (MCJ)*
3. Semester : **Sixth**
4. Course Name : Specialised Communication
5. Existing Base Syllabus : CBCS
6. Course Level : 300-399
7. Theory Credit: **4**
8. Practical Credit: **Nil**
9. Number of Required Classes: **60**
 - Contact Class: 40
 - Non-Contact Classes*: 20
10. Total marks: End Semester Examination will be 3 Hours duration with 80 marks;
 - Internal Assessment is 20 Marks

COURSE OBJECTIVES

The course is designed to:

- Introduce the students to various fields of communication
- Familiarise the students with various types of reporting.
- Enumerate the basics of writing for different fields of communication.

LEARNING OUTCOME

Disciplinary and Interdisciplinary areas:

- Develop skills on various types of specialised communication;
- Decipher the significance of science communication, corporate communication, cultural communication and sports journalism.

Generic Learning:

Critical Thinking:

- Apply analytical thought on identifying various types of communication
- Interpret growth, development and changing trends of specialized communication in contemporary world

Creativity:

- Adopt innovative communication tools for message designing in specialized communication
- Interpret issues from multiple perspectives

Communication Skills:

- Develop listening ability for content generation
- Express thoughts and ideas in different formats
- Construct informative messages from marginalized section
- Disseminate arguments with valid reasonings

Research Related Skills:

- Develop skills to identify sociological perspectives on various fields of communication

Coordinating and collaborating with others:

- Coordinate and collaborate with specific stakeholders for effective implementation of communication design/information

Digital and Technological Skills:

- Understand the use of digital and technological adaptation for message generation, dissemination and reception

Value inculcation:

- Develop neutrality in understanding information
- Instil integrity and identify ethical information, dissemination norms

Environmental Awareness and Action:

- Develop message for various environmental issues through writing and videos for taking actions

Empathy

- Ability to appreciate differences, individualism and social inequalities and generate content to mitigate the same

COURSE OUTLINE

Unit No.	Unit Content	No. of Classes (60)	Marks 80
Unit - I	Political Communication The Changing Role of Media in Democracy, Media Influencing, Politics and vice versa, Political Communication's effects on the public: Agenda Setting & Priming and Framing, News Coverage during elections, Political Marketing & PR, Emotions in Politics, covering parliamentary sessions, media manipulation, media lobbying, intolerance Trial by Media, media activism, International Relations and Media	15 (10+5*)	20
Unit - II	Cultural and Sports Communication Definition and Types of Cultural Communication, culture and sustainability, understanding various aspects of Indian Culture and their scope (Oral literature, material culture, performing arts etc.), Mass Culture and Popular culture. Current scenario of cultural reporting, cultural impact and imperialism. Cultural reporting. Need and significance of sports journalism, understanding sports diplomacy, introducing various types of sports in the world with special reference to North East India, various sports events, sports associations and federations, Sports features and photography	15 (10+5*)	20

Unit - III	<p>Science Communication Basic understanding of science and technology communication, need and significance, historical background, Movement of Public Understanding of Science in the world, inculcating scientific temperament, science popularisation, Challenges of Science Communication, Role of media in creating scientific temper in society, Knowledge about scientific experiments in the country: SITE Experiment, Kheda Project, Chambal Project, Agricultural extension programmes etc Important tenants of science writing, science literature- fiction and non-fiction, science films, science through radio and television, science through traditional folk media, science reporting, writing and content generation, translation in science communication. Basics of Green Journalism</p>	15 (10+5*)	20
Unit – IV	<p>Business Communication: The Nature of Business Communication, Types of Business Communication, Business communication skills, Report writing, Writing Memos, Circulars, Notices and Applications. Developing Oral Business Communication Skills, Covering business promotion.</p>	15 (10+5*)	20

References:

- Jethwaney, Jaishri (2010). Corporate Communication – Principles and Practice. Oxford University Press.
- Sachdeva, Iqbal S. (2009). Public Relations – Principles and Practices, OUP.
- Herman, S & Chomsky N. (1988, Reprint edition 2002), Manufacturing Consent: The Political Economy of the Mass Media, Pantheon Books Inc
- Samovar, L. A & Porter, R. E. (2000). Inter-cultural Communication-A Reader, Wadsworth
- Ravindran, R.K. (1999). Media and Society. Commonwealth
- Price, Stuart. (1998). Communication Studies, Longman
- Caldwell' (eds) Production Studies: Cultural Studies of Media Industries. New York: Roulledge.
- Dawking, Richard. Modern Science Writing; Oxford University Press
- Berger, RoloffSwoldsen. Handbook of Communication Science; Sage Publications
- Indian Science News Association , Communicating Science; Indian Science News Association, Kolkata

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1. Four-year Undergraduate Programme
2. Subject Name: *Mass Communication and Journalism (MCJ)*
3. Semester: Sixth
4. Course Name: Convergent Media and Content Development
5. Existing Base Syllabus: CBCS
6. Course Level: 300-399
7. Theory Credit: **4**
8. Practical Credit: **Nil**
9. Number of Required Classes: **60**
 - Contact Class: 40
 - Non-Contact Classes*: 20
10. Total marks: End Semester Examination will be 3 Hours duration with 80 marks;
 - Internal Assessment is 20 Marks

COURSE OBJECTIVES

The course is designed to:

- Introduce the students to media convergence
- Introduce characteristics and art of digital storytelling
- Introduce a basic understanding of digital media literacy

LEARNING OUTCOME

Disciplinary and Interdisciplinary areas:

- Derive the concepts of digital and social media.
- Utilise digital social media tools for different developmental and promotional activities
- Comprehend the functionalities and challenges of AI, social media and Content Development

Generic Learning:

Critical Thinking:

- Apply critical thinking to understand various meanings and uses of convergence media;
- Ability to identify and interpret misinformation, disinformation and fake news;

Communication Skills:

- Express thoughts and ideas strategically;

Creativity

- Adopt innovative content and technique to connect and influence

Analytical Reasonings

- Identify authentic information;

- Develop digital media literacy;
- Ability to understand Social Media Engagement and Polarization

Research Related Skills:

- Develop skills to identify accurate sources of information in digital media for content development

Digital and Technological Skills:

- Enhance Skill in convergent media (reporting, scripting, content and video editing, graphic designing, voice-over and presentation, uploading), Data Journalism, Searching online resources

Value inculcation:

- Develop neutrality in understanding information
- Instil integrity and identify ethical information, dissemination norms Empathy
- Ability to appreciate differences, individualism and social inequalities and generate content to mitigate the same

COURSE OUTLINE

Unit No.	Unit Content	No. of Classes (60)	Marks (80)
Unit - I	Understanding new media, Concept of Convergence, Process and effects of Convergence, Network and Cloud technology, Evolution of Communication technology 2G, 3G, 4G, 5G etc. Convergence in Cinema, Musical Videos, OTT platforms, Role and effects of Social Media	15 (10+5*)	15
Unit - II	Social Media engagement and polarization, Echo Chamber, Hate Speech and Trolling Media Convergence and Specialized Communication (Political, Sports, Cultural, Science and Technology, Business/ Corporate etc.)	15 (10+5*)	15
Unit - III	Characteristics of Digital storytelling, Digital Content Creation: Digital platforms and Social media networks, blog post, website copies, special posts, podcast, videos; Digital marketing strategy; Research and Planning, Measuring Performance Skilling in convergent media (reporting, scripting, content and video editing, graphic designing, voice over and presentation, uploading)	15 (10+5*)	25
Unit – IV	AI and Media (Introduction to artificial intelligence, machine learning, artificial Intelligence in journalism, automated journalism), Chatbots (ChatGPT, Google Bird AI, Bing AI chat etc.) Issues of Credibility, Privacy and Security, Surveillance society, Regulatory Challenges to Media Convergence, Misinformation, Disinformation and Fake News; Fact Checking Information Technology Act 2000	15 (10+5*)	25

References:

- Grant, A. & Meadows, J. (Eds.). (2012). *Communication technology update and fundamentals*, Boston, MA: Focal Press.
- Miller, V. (2011). *Understand digital culture*. Sage Publications.
- Nightingale V. & Dwyer T. (2007). *New media worlds: challenges for convergence*. Oxford.
- Jenkins, H., & Deuze, M. (2008). *Convergence culture*.
- Manovich, L. (2001). *The language of new media*. MIT press.
- Visvizi, A., & Lytras, M. D. (Eds.). (2019). *Politics and technology in the post-truth era*. Emerald Publishing Limited
- Reddick, R., & King, E. (2000). *The online journalist*. Wadsworth Publishing.
- Ray, T. (2006). *Online Journalism: a basic text*. Cambridge India.
- Gray, J., Chambers, L., & Bounegru, L. (2012). *The data journalism handbook: how journalists can use data to improve the news*. "O'Reilly Media, Inc."
- Batsell, J. (2015). *Engaged journalism: Connecting with digitally empowered news audiences*. Columbia University Press

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Internship

Students have to go compulsory internship for **four to six week** to get their final diploma / degree as per GU-FYUGP rules.

NATIONAL EDUCATION POLICY, 2020

**Syllabus For
Four Year Undergraduate Programme
Subject: Persian**



Department of Persian, Gauhati University

Email: persian@gauhati.ac.in

Cycle: 1.0 June, 2023

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Core Papers

Paper-1: Introduction of Persian language & Basic Grammar

Paper-2: Persian language Learning

Paper-3: Introduction of Persian Prose and Poetry: Some Selection

Paper-4: Origin and Development of Persian Language

Paper-5: Literary History of Persian

Paper-6: Classical Persian Prose & Poetry

Paper-7: Applied Persian Grammar

Paper-8: Language development & Correspondence in Persian

Paper-9: Ethical Persian Literature

Paper-10: Persian Sufi Literature

Paper-11: Modern Persian Prose

Paper-12: Modern Persian Poetry

Paper-13: Indo-Persian Prose

Paper-14: Indo-Persian Poetry

Paper-15: History of Sufism

Course Name: **Introduction of Persian language & Basic Grammar**

Course Level: 100-199

Semester-1

Credit: 4

Contact Classes: 40, Non-Contact Classes: 20

Learning Outcome:

- Students will be able to learn the basic grammatical structure in modern Persian language.
- Student will be able to read and write on basic things about day to day life communication in the context of trade, tourism and culture.
- Students will evolve their linguistic competence in Persian and they can go for higher levels of learning Persian Language and literature.

Unit-I:

30 Marks

- a. Brief introduction of Persian Language
- b. Alphabet
- c. Oral Expression (Phonetics & Elocution)
- d. Vocabulary building
- e. Suffix and Prefix

Unit-II:

30 Marks

- a. Singular, Plural, Gender, Preposition, Negative & interrogative
- b. Elementary Grammar: Masdar, Mozare, Different Zamane, Ism, Fae'l, Sifat etc.
- c. Compositions, Numbers and vocabulary buildings

Unit III:

20 Marks

- a. Days and Months in Persian
- b. Names of months, Seasons & weekdays.

Reading List:

- a. Ahmed Saeed, Lessons in Modern Persian, Ministry of Defence, Monumental Publishers, 1988
- b. Persian for Foreigners (An Elementary Course) by by Taqi Purnamdarian, 1995.
- c. Namdariyan, Taqipur: Dars-e-Farsi, Published by Institute for Humanities & Cultural Studies, Tehran, Iran, 1378/1999
- d. Kumar, Dr. Rajinder: Elementary Persian Grammar, Harjeet Publication, Delhi-110 034, 2009
- e. Sufi Abdul Aziz: Essentials of Persian Translation, Indo-Iran Society, Lal Kuan, Delhi 110 006, 1999
- f. Thackston, Wheeler: An Introduction to Persian, Bethesba, Ibex Publication, Maryland, U.S.A., 2009

Course Name: **Persian Language Learning**

Course Level: 100-199

Semester-2

Credit: 4

Contact Classes: 40, Non-Contact Classes: 20

Learning Outcome:

- Learners will be able to learn the Major grammatical structure in modern Persian language.
- Learners will be able to read and write on basic things about day to day life communication.
- Students will evolve their linguistic competence in Persian and they can go for higher levels of learning Persian Language and literature.
- Read and apprehend passages from simple but authentic texts from the Farsi *Dabistan*.

UNIT –I:

30 Marks

- a. Noun, prepositions, adverb, Ezafe, etc.
- b. Adjectives, Degrees, Infinitives, Imperatives etc.
- c. Tenses (Present, Past, Future)

UNIT – II:

20 Marks

- a. Pronoun (Personal & Possessive), Objectives
- b. Present Participle, Voice (Active & Passive) etc.

UNIT-III:

30 Marks

- a. Reading & Writing Skill
- b. Rah-e-Madarseh
- c. Duwa
- d. Chahar Fasl
- e. Lakpusht wa Murghabi Ha
- f. Rubah-o-Khurus

Reading Lists:

1. Taqipur Namdariyan: Dars-e-Farsi, Published by Institute for Humanities & Cultural Studies, Tehran, Iran,1999.
2. Saffarzadeh, Tahera: Fann-e-Tarjuma, Intesharat-e Amir Kabir, Tehran, Iran, 1996
3. Dr. Rajinder Kumar: Elementary Persian Grammar, Harjeet Publication, Delhi, 2009
4. Sufi Abdul Aziz: Essentials of Persian Translation, Indo-Iran Society, Lal Kuan, Delhi,1999.
5. Wheeler Thackston: An Introduction to Persian, Bethesba, Ibex Publication, Maryland, U.S.A., 2009
6. Mirsadeghi, Nazanin, Essentials of Persian Grammar: Concepts and Exercises, December 4, 2014

Course Name: Introduction of Persian Prose and Poetry: Some Selection

Course Level: 200-299

Semester-3

Credit: 4

Contact Classes: 40, Non-Contact Classes: 20

Learning Outcomes:

- This course will enable a learner to have a good understanding of stories from Indian and Iranian original text for knowing ancient Indo-Persian heritage.
- Through this course the students will be acquainted with moral teaching of Indian and Iranian cultural ethos.

The following Lessons:

40 Marks

Unit-I: Prose:

بخش نثر

1. Madarseh-e-Ma	مدرسه ما
2. Lakpusht wa Khargush	لاک پشت و خرگوش
3. Gurg-o-Gao	گرگ و گاؤ
4. Nauroz	نوروز
5. Ba Hivanat Mehrban Basheem	با حیوانات مهربان باشیم
6. Firdausi	فردوسی
7. Dehqan-e-Fidakar	دهقان فداکار
8. Rubah-o-Khurus	روبه و خروس
9. Sa'di Shirazi	سعدی شیرازی
10. Agar Jungle Nabashid	اگر جنگل نباشید
11. Umar Khayyam	عمر خیام
12. Sangpusht-o-Gavazn	سنگ پشت و گوزن

Unit-II: Poetry:

بخش نظم

40 Marks

The following Poems:

1. Benam-e-Khuda	بنام خدا (نظامی)
2. Kitab-e-Khub	کتاب خوب (عباس یمنی شریف)
3. Khane Aziz-i- Man	خانه عزیز من
4. Mihan-e-Kheesh ra Kuneem Abad	میهن خویش را کنیم آباد
5. Rubah-o-Zagh	(روبه و زاغ) حبیب یغمائی
6. Subh	صبح (یحیی دولت آبادی)
7. Madar	مادر
8. Darakhtkari	درختکاری (عباس یمنی شریف)

Reading Lists:

1. Ahmad Saffar Maqaddam, Persian language: Book one to Four, Iran Culture House, 2001
2. Farsi Dabistan, Awal ta Panjum, Iran Culture House. 1383 AH
3. Taqipur Namdariyan: Dars-e-Farsi, Humanities & Cultural Studies, Tehran, Iran, 1378/1999.
4. Saffarzadeh, Tahera: Fann-e-Tarjuma, Intesharat-e Amir Kabir, Tehran, Iran, 1996
5. Dr. Zehra Khanlari 'Kiya': Farsi Dastur, Idarah-e- Adabiyat, Jayyed Press, Delhi, 1996
6. Sufi Abdul Aziz: Essentials of Persian Translation, Indo-Iran Society, Lal Kuan, Delhi, 1999.

Course Name: Origin and Development of Persian Language

Course Level: 200-299

Semester-4

Credit: 4

Contact Classes: 40, Non-Contact Classes: 20

Learning Outcome:

- Provide comparative knowledge of languages belonging to Indo-Iranian group.
- This paper will provide knowledge about the pre-Islamic languages of Persia along with the literature produces in those languages especially the Avestan and the Pehlavi literature.
- Generate evidence of comparative Philology to explain how Persian and Sanskrit were close to each other.

Unit 1:

20 Marks

- a. The Family of Indo-European Languages and their classification

Unit 2:

40 Marks

- a. **Avesta**
 - i. Brief introduction
 - ii. writing style and script
 - iii. Parts of Avesta
- b. **Old Persian**
 - i. Brief introduction
 - ii. Writing style and script
 - iii. Inscriptions
- c. **Pehlavi**
 - i. Brief Introduction
 - ii. Huzwarish
 - iii. Literature
- d. **Dari**
 - i. Brief introduction
 - ii. Arab Invasion
- e. Resemblance between Persian and Sanskrit

Unit-3:

20 Marks

1. Pre-Islamic religions
 - a. Zoroastrianism
 - b. Manism

Reading Lists:

1. Iran its culture by F.C. Davar
2. Historical Grammar of Ancient Persian Language by E.L.Jhonson
3. Selection from Avesta and old Persian by I.J.S. Taraporewale

Course Name: **Literary History of Persia**

Course Level: 200-299

Semester-4

Credit: 4

Contact Classes: 40, Non-Contact Classes: 20

Learning Outcome:

- This paper will be an introduction to historical and Socio-cultural changes during the rule of different dynasties so that the student become well aware about the various literary movements of this periods.
- Inculcate the basic knowledge and skills and expertise in Indo-Persian studies.

Unit-I:

40 Marks

- a. Iranian dynasties: Samanid to Seljuq Period
- b. Persian poets & writers
- c. Persian Literature

Unit II:

40 Marks

- a. Mugul Timurid to Pahlavi Period
- b. Persian poets & writers
- c. Persian Literature

Reading Lists:

1. Sharaf-e-Alam, Prof.; Patna University, Bihar: Iran: Ahad-e-Qadeem Ki Siyasi, Saqafatiwa Lisani Tarikh, Printology Ink, Kucha Chelan, Darya Gunj, Delhi-110 002, 1981
2. Ishrat, Dr. Amrit Lal: Iran SadyunkeAaine Mein, Idarah-e-Musannefeen, Hyderabad.
3. Shafaq, Rezazadeh: Tarikh-e-Adabiyat-e-Iran, Translated by Sayyed Mubariz uddin Rif'at, Kutabkhana Khurshidia, Urdu Bazar, Lahore, 2014.
4. Ansari, Dr. Noorul Hasan: A History of Persian Language, Idarah-e-Adabiyat-e-Dehli, Delhi-110 006, Vol. I, 1982
5. Chopra, Ravindra Mohan: The Rise, Growth and Decline of Indo-Persian Literature, Iran Society, Calcutta, 2012.

Course Name: **Classical Persian Prose & Poetry**

Course Level: 200-299

Semester-4

Credit: 4

Contact Classes: 40, Non-Contact Classes: 20

Learning Outcome:

- Introduce the learners with the classical Persian literature with special reference to the well famed classical Persian prose writers.
- Introduce the melodious rhyming and heart touching classical Persian poetries comprises of Ghazals, Mathnavis, Rubayies etc to inculcate rich tradition of classical Persian poetry among the learners.
- Interpret the values and traditions reflected in Classical Persian literature for a better human society.

Unit-1: Prose

40 Marks

a. Kimiya-i-Sadat

i. *Paida Kardan-i-Sharayat* (پیدا کردن شرایت)

b. Tarikh-i-Tabari

i. *Dastan-i-Tawallud-i-Behram* (داستان تولد بهرام)

b. Marzban Nameh

The following stories:

i. *Dāstan-e-Aahu-o-Mush-o-Uqqab*

ii. *Dāstan-e-Barzigar Ba Mar*

Unit-2: Poetry

20 Marks

Unit-I:

a. Rubayat (Omar Khyyam)

i. 1-8 quatrains

Unit:-II:

20 Marks

a. Ghazaliyat Sa'adi Shirazi:

i. Waqt-e-tarub- khush...

ii. In tuitysar we bustani...

iii. Aiki gufti hich muskil chum...

Reading Lists:

1. BA Pass Persian Selection, Calcutta University, 1998
2. Nasr-e-Kohan; Intersharat-e-Vizarat-e-Farhang-o-Hunar, Idareh Kull-e Nigarish, Tehran, Iran.
3. Nizami Aruzi Samarqandi: Chahar Maqaleh; edited Mohammad Qazvini, Tehran University Publication, Tehran, Iran, 1334/1955.
4. Siyasat Nama published by Intisharat-i-Zawar, Tehran edition 2037 A.H. (sun year).
5. Adabiyat-i-Kalasic-o-Jadid, Mazhar Asif, Bihar University, 2005
6. Rehmandoost, Mostafa: Bagh-e-Mehrbaniha, Madrasedh Publication, Tehran, Iran, 1995

Course Name: **Applied Persian Grammar**

Course Level: 200-299

Semester-4

Credit: 4

Contact Classes: 40, Non-Contact Classes: 20

Learning Outcome:

- Introduce the learners with resources to understand advanced Persian grammar.
- Involve students to improve their creativity in applied Persian language and enhance their qualities of expression and elaboration in the day to day useable communications and dealings.

Unit-1: 40 Marks

- a. Composition
- b. Phrases and Idioms in Persian
- c. Compound Verbs
- d. Proverbs & Idioms

Unit-2: 40 Marks

- a. Precise writing
- b. Report writing
- c. Essay & Letter Writing

Reading Lists:

1. دستور زبان فارسی نوشته زهرا خانلری
2. Persian Grammar by Wilber
3. A Grammar of Persian Language by W. Jones
4. Taqipur Namdariyan: Dars-e-Farsi, Published by Institute for Humanities & Cultural Studies, Tehran, Iran, 1999.
5. Saffarzadeh, Tahera: Fann-e-Tarjuma, Intesharat-e Amir Kabir, Tehran, Iran
6. Dr. Rajinder Kumar: Elementary Persian Grammar, Harjeet Publication, Delhi-110 034,
7. Sufi Abdul Aziz: Essentials of Persian Translation, Indo-Iran Society, Lal Kuan, Delhi 110 006, 1999.
8. Wheeler Thackston: An Introduction to Persian, Bethesba, IbeX Publication, Maryland, U.S.A., 2009
9. Nazanin Mirsadeghi, Essentials of Persian Grammar: Concepts and Exercises, December 4, 2014

Course Name: **Language development & Correspondence in Persian**

Course Level: 300-399

Semester-5

Credit: 4

Contact Classes: 40, Non-Contact Classes: 20

Learning Outcome:

- Accustom the students with Persian language & make them fluent in spoken Persian
- Prepare the learners to read Persian text and historical sources
- Prepare an expert translator and efficient interpreter
- Make students viable for corporate sector jobs in this field

Unit-1:

30 Marks

- a. Persian Terminologies
- b. Simple Sentence making
- c. Development of communicative skill

Unit-2: Advance Translation from English to Persian & vice-versa

30 Marks

- i. Commercial Translation
- ii. Political Translation
- iii. Historical Translation

Unit-3: Spoken Persian

20 Marks

Reading Lists:

1. Namdariyan, Taqipur: Dars-e-Farsi, Published by Institute for Humanities & Cultural Studies, Tehran, Iran, 1378/1999
2. Kumar, Dr. Rajinder: Elementary Persian Grammar, Harjeet Publication, Delhi-110 034, 2009
3. Sufi Abdul Aziz: Essentials of Persian Translation, Indo-Iran Society, Lal Kuan, Delhi 110 006, 1999
4. Thackston, Wheeler: An Introduction to Persian, Bethesba, Ibex Publication, Maryland, U.S.A., 2009
5. Ahmed Saeed, Lessons in Modern Persian, Ministry of Defence, Monumental Publishers, 1988

Couse Name: Ethical Persian Literature

Course Level: 300-399

Semester-5

Credit: 4

Contact Classes: 40, Non-Contact Classes: 20

Learning Outcome:

- Morality and ethics being the backbone of classical Persian poetry, in this paper it is tried to inculcate these two utmost necessary characteristics among the students.

Unit-I:

20 Marks

A brief History Ethical Literature

Unit II : Prose

30 Marks

a. Qabus Nameh

i. Bab-e-Nahum

b. Akhlaq-i- Muhsini

ii. Dar Shukur

ii. Dar Sabr

iii. Gulistan-i-Sa'adi (1-5 stories from Daftar 1)

Unit III: Poetry

30 Marks

a. Bustan

i. Darvish-e-Haqqu

ii. Jawan mard wa Sag-e-Tishneh

Reading Lists:

1. Nasr-e-Kohan; Intersharat-e-Vizarat-e-Farhang-o-Hunar, Idareh Kull-e Nigarish, Tehran, Iran.
2. Sa'di Shirazi, Kulliyat-e-Sa'di; Mohammad Ali Furooghi, Intesharat-e-Mu'iniyan, Tehran, 1996.
3. Sa'di Shirazi, Boostan-e-Sa'di; Mohammad Ali Farughi, Tehran, 1937.
4. Manochehr Danish Pazooh: Safina-e-Marvareed, Intesharat-e-AllamaTabatabai, Tehran, Iran, 2004

Course Name: Persian Sufi Literature

Course Level: 300-399

Semester-5

Credit: 4

Contact Classes: 40, Non-Contact Classes: 20

Learning Outcome:

- Interpret the views of Sufi poets such as Rumi, Hafiz on humanism and universal brotherhood.
- Impart ethics to recognize different value systems and understand the moral dimensions of decision making.

Unit-I: Prose

40 Marks

1. **Kashf-ul Mahjub** by Ali Huzwari
حکایت ۲-۱
2. **Tazkirat-ul Awliya** by Farid uddin Attar
حکایت ۲-۱

Unit-II: Poetry

40 Marks

- a. **Mathnavi** by Rumi
 - i. بشنو از نی چون حالیت می کند
 - ii. مرد بقال و طوطی
- b. **Hafiz Shirazi:**
 - i. اگر آن ترک شیرازی بدست آرد
 - ii. زلف اشفته و خوی کرده

Reading Lists:

1. Nasr-e-Kohan; Intersharat-e-Vizarat-e-Farhang-o-Hunar, Idareh Kull-e Nigarish, Tehran, Iran.
2. Sa'di Shirazi, Kulliyat-e-Sa'di; Mohammad Ali Furooghi, Intesharat-e-Mu'iniyan, Tehran, 1996.
3. Sa'di Shirazi, Boostan-e-Sa'di; Mohammad Ali Farughi, Tehran, 1937.
4. Manochehr Danish Pazooch: Safina-e-Marvareed, Intesharat-e-AllamaTabatabai, Tehran, Iran, 2004
5. Nasr-e-Kohan; Intersharat-e-Vizarat-e-Farhang-o-Hunar, Idareh Kull-e Nigarish, Tehran, Iran
6. Khan, Hakim Zaki Ahmad: Nisāb-e-Jadeed-e-Farsi, Jayyed Press, Ballimaran, Delhi-110 006

Course Name: **Modern Persian Prose Literature**

Course Level: 300-399

Semester-5

Credit: 4

Contact Classes: 40, Non-Contact Classes: 20

Learning Outcome:

- Develop an expertise in different form of prose like novel writing, drama writing, short story writing.
- Students learn to identify and understand socio-cultural and economic scenario of Iran reflected in Modern Persian Prose literature.
- Make the learner understand about constitutional and Islamic revolution of Iran and their impact on modern Persian prose literature.

Unit 1:

40 Marks

An Outline History of Modern Persian Prose

Unit 2:

40 Marks

- a. KhanaePedari (Saeed Nafisi)
- b. Yahya (Sadiq Chubak)
- c. Pizishk-e-Chashm (Mohammad Hijazi)
- d. Kabutar-o-Kulagh (Yusuf E'tesamulmulk)
- e. Zuban-i-Farsi Dar Hind (Ali Asghar Hikmat)

Reading Lists:

1. Khan, Dr. M.A. and Dr S.H. Qasemi: Intekhab-e-Nasr-e-Mu'asir-e-Farsi, Department of Persian, University of Delhi, Delhi-110 007, 1991.
2. Khan, Hakim Zaki Ahmad: Nisāb-e-Jadeed-e-Farsi, Jayyed Press, Ballimaran, Delhi-110 006.
3. Hameedi, Mehdi: Darya-e-Gauhar (Vol. I), Intesharat-e-Amir Kabir, Tehran, Iran, 1343/1964
4. Kamshad, Hasan: Modern Persian Prose, Cambridge University Press, 1966.

Course Name: **Modern Persian Poetry**

Course Level: 300-399

Semester-6

Credit: 4

Contact Classes: 40, Non-Contact Classes: 20

Learning Outcome:

- Interpret different issues related to nationalism, issues of women and children in the light of Persian poetries.
- Students learn to identify and understand socio-cultural and economic scenario of Iran reflected in Modern Persian Poetry literature.
- Make the learner understand about constitutional and Islamic revolution of Iran and their impact on modern Persian poetry literature.

Unit 1

20 Marks

An Outline History of Modern Persian Poetry

Unit: 2

60 Marks

a

. Malik-ush Shuara Bahar

- Ai charkh
- Baghichaye Tazabahar
- Chashma-o-Sang

b. Parwin Ittesami

- Ai Gurbah
- Ashk-i-Yateem

c. Parvez Natel Khanlari

- Mahdar Murdab

ii. Khane-i-Matruk

d. Iraj Mirza

- Madar
- Sharab

e. Shahryar

- Hala Chera
- Parvana dar Atish

f. Nima Yushij

- Ai Shab
- Chashma-i-Kuchak

Reading Lists:

1. Khan, Dr. M.A. and Dr S.H. Qasemi: Intekhab-e-Nasr-e-Mu'asir-e-Farsi, Department of Persian, University of Delhi, Delhi-110 007, 1991.
2. Khan, Hakim Zaki Ahmad: Nisāb-e-Jadeed-e-Farsi, Jayyed Press, Ballimaran, Delhi-110 006.
3. Hameedi, Mehdi: Darya-e-Gauhar (Vol. I), Intesharat-e-Amir Kabir, Tehran, Iran, 1343/1964
4. Kamshad, Hasan: Modern Persian Prose, Cambridge University Press, 1966.

Course name: **Indo-Persian Prose**

Course Level: 300-399

Semester-6

Credit: 4

Contact Classes: 40, Non-Contact Classes: 20

Learning Outcome:

- Acquire knowledge and get an overview of the society, culture and human knowledge through Persian prose produced in India.
- To acquaint with concert and comprehensive knowledge on the history of medieval India based on Persian sources.

Unit: I

20 Marks

- a. Historical Background of Indo- Persian Prose Literature

Unit: II

60 Marks

- a. **Tarikh-i- Firuzshahi**

۱- در بیان کافتن جو

- b. **Tarikh-i- Asham**

۲- قصه ملک آشام

- c. **Jawameul Hekayat**

- i. Four Hekayat from Adabiyat-i-Kuhan

Reading Lists:

1. ShehabuddinTalesh, *Tarikh-i-Asham or Fathiyah-i-Ibriyah*, trans. by Dr. Mazhar Asif, Guwahati: DHAS, 2009
2. Dr, Mohini Kumar Saikia, *Assam Muslim Relation and Its Cultural Significance*, Golaghat: Luit Printers, 1978
3. Khan, Hakim Zaki Ahmed: *Nisāb-e-Jadeed-e-Farsi*, Jayyed Press, Ballimaran, Delhi
4. Nasr-e-Kohan; *Intersharat-e-Vizarat-e-Farhang-o-Hunar*, Idareh Kull-e Nigarish, Tehran, Iran

Course Name: **Indo-Persian Poetry**

Course Level: 300-399

Semester-6

Credit: 4

Contact Classes: 40, Non-Contact Classes: 20

Learning Outcome:

- Highlight contributions of great Indian origin Persian poets in globalizing Indian culture and tradition.
- Provide comprehensive list of poets such as Amir Khusrau, Iqbal, Ghalib, Bedil etc and their contributions in safeguarding composite culture of our country.

Unit-I:

20 Marks

- a. Historical Background of Indo-Persian Poetical Literature

Unit-II:

60 Marks

a. Amir Khusrau

- i. Abar mi Barad wa man
- ii. Be saguftgulhadar Chaman
- iii. Dilam Dar Ashiqiawaretar

b. Urfi Shirazi

- f. Dar Wasf-e Kashmir
- ii. Ai matai darddarbazare jam

c. Iqbal Lahori

- i. Ya Rab Darun-i-Sina Dil-i- ba- Khabar Bاده
- ii. Saai bar Jigaram Shula-i- Namak Andaz

Reading Lists:

1. Khan, Hakim Zaki Ahmad: *Nisāb-e-Jadeed-e-Farsi*, Jayyed Press, Ballimaran, Delhi
2. Diwan-e- Amir Khusru, Naval Kishor publication
3. Guzidah-i-Az-Nazm-o-Nasr-i-Farsi (Jeld Awwel)
4. Tutiyān-i- Hind By Dr. Nejamuddin S. Gorekar

Course Name: **History of Sufism**

Course Level: 300-399

Semester-6

Credit: 4

Contact Classes: 40, Non-Contact Classes: 20

Learning Outcome:

- Illustrate origin, meaning and development of Sufism.
- Describe contributions of Sufis in safeguarding human values and universal brotherhood
- Strengthen the relation between Sufism, spiritualism, mysticism and Bhaktism.

Unit-I: 40 Marks

- a. Origin and development of Sufism
- b. Stages (*Marhals*) & Stations (*Maqams*) of Sufism

Unit-II: 40 Marks

- a. Different Silsila (orders) of Sufism
- b. Prominent Sufis of India & their contributions

Reading Lists:

1. Mohd.Yahya Tamizi, *Sufi movement in Eastern India*, Delhi: Idarah-i Adabiyat-i Delli, 1992
2. Saiyid Athar Abbas Rizvi, *A History of Sufism in India*, Vol.1., New Delhi: Munshiram Manoharlal Publisheres Pvt. Ltd. 1978
3. Cyprian Rice, *The Persian Sufis*, Abingdon: Routledge, 2011
4. Dr. Maheswar Neog, *Pavitra Assam*, Jorhat: Assam Sahitya Sabha, 2008

LIST OF 15 CORE PAPERS [PHILOSOPHY]

CORE [PHILOSOPHY] - I

- a. Four-year Undergraduate Programme
 b. Subject: Philosophy
 c. Semester: FIRST
 d. Course Name: **ANCIENT INDIAN THOUGHT**
 e. Existing Base Syllabus: NA
 f. Course Level: 100-199
 g. Syllabus showing each unit against class numbers and marks :

Unit no.	Unit content	No.of classes	Marks
I:Vedic Thought	-Samhita: Meaning, Theology, Cosmology, Ethics -Brāhmaṇas: Meaning, General Character, Theory of Sacrifice, Ethics -Āraṇyakas and Upaniṣads: Meaning, Doctrines of Upaniṣads	15	25
II:Non-Vedic Thought	-Bauddha: Four Noble Truths, Impermanence and Momentariness, No-soul -Jaina: Anekāntvāda, Syādvāda, Bondage and Liberation -Cārvaka: Theory of Knowledge, Rejection of Transcendental Entities, Ethics	15	25
III: Smṛiti and Epics	-Manusamhita: Dharma -Mahābhārata: Religion, Dharma -Rāmāyaṇa: Idea of Perfect Life	15	25
IV : Pūrāṇas	-Pūrāṇa: Meaning, Origin -Pūrāṇa: Content -Pūrāṇa: Ethics	15	25

h. Reading list:

Chatterjee, S. and D. Dutta : *An Introduction to Indian Philosophy*

Dasgupta, S. A : *History of Indian Philosophy. Volume I*

De, S.K., U. N. Ghosal, A. D. Pusalker, R.C. Hazra (eds) : *The Cultural Heritage of India.*

Volume III

Keith, A. B : *The Religion and Philosophy of the Veda and Upanisads. Volume II*

Radhakrishnan, S : *Indian Philosophy. Volume I*

Sinha, Jadunath : *Indian Philosophy. Volume I*

Winternitz, M : *A History of Indian Literature. Volume I*

i. Graduate Attributes

i. Course Objectives :

- The Course introduces the students to thoughts which were available in ancient India.
- The Course introduces the ideas and concepts which helped systems of Indian Philosophy to develop.
- The Course introduces the students to the objectives towards which knowledge was directed in ancient India.

ii. Learning Outcomes:

- At the completion of the Course, a student is expected to be able to articulate the distinct areas of thoughts of ancient India.
- At the completion of the Course, a student is expected to be able to determine the characteristics/ distinguishing marks of a specific area of thought in ancient India.
- At the completion of the Course, a student is expected to be able to identify/ trace ideas of ancient India that have continued.

- j. Theory Credit : 4
- k. Practical Credit: NA
- l. No. of Required Classes: 60
- m. No. of Contact Classes: 45
- n. No. of Non-Contact Classes: 15
- o. Particulars of Course Designer (Name, Institution, email id): Dr. Shakuntala Bora, Gauhati University, shakuntalabora@yahoo.com

CORE [PHILOSOPHY]- II

- a. Four-year Undergraduate Programme
- b. Subject: Philosophy
- c. Semester: SECOND
- d. Course Name: **GREEK PHILOSOPHY**
- e. Existing Base Syllabus: PHI-HC-2016
- f. Course Level: 100-199
- g. Syllabus showing each unit against class numbers and marks :

Unit no.	Unit content	No.of classes	Marks
I: Pre- Socratics	-The Milesians: Thales, Anaximander, -The Eleatics: Parmenides, Zeno -The Physicists: Heraclitus, Empedocles	15	25
II: Sophists and Socrates	-Protagoras and Gorgias -Socrates' Method -Socrates' Virtue	15	25
III: Plato	-Knowledge and Opinion -Theory of Forms -Justice	15	25
IV : Aristotle	-Forms and Matter -Causation -Actuality and Potentiality	15	25

h. Reading list:

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

Barnet J: *Early Greek Philosophy*

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

F. Copleston : *History of Philosophy, Volume I*

Zeller: *Outlines of Greek Philosophy*

Gomperz: *The Greek Thinkers*

W.K.C. Guthrie: *History of Greek Philosophy*

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

ii. Graduate Attributes

i. Course Objectives :

-The objective of the course is to introduce the student to the main tenets of Greek philosophy.

-The objective is to trace the origin of Greek philosophy, beginning from Pre-Socratic to Socrates, Plato and Aristotle.

ii. Learning outcomes:

- It will give the students a comprehensive understanding of early Greek Philosophy. -

-The student will learn about the questions concerning virtue, justice, theory of forms, and causality.

-The student will learn about the different philosophical theories about the composition of the stuff that makes up the world .

j. Theory Credit : 4

k. Practical Credit: NA

l. No. of Required Classes: 60

m. No. of Contact Classes: 45

n. No. of Non-Contact Classes: 15

o. Particulars of Course Designer (Name, Institution, email id): Dr. Akoijam Thoibisana, Gauhati University, akoijamthoibisana@gauhati.ac.in

CORE [PHILOSOPHY]- III

- a. Four-year Undergraduate Programme
 b. Subject: Philosophy
 c. Semester: THIRD
 d. Course Name: **INTRODUCTION TO SYSTEMS OF INDIAN PHILOSOPHY**
 e. Existing Base Syllabus: NA
 f. Course Level: 200-299
 g. Syllabus showing each unit against class numbers and marks:

Unit no.	Unit content	No.of classes	Marks
I:Bauddha-Jaina	-Bauddha: Source Books and Doctrines of Abhidhamma Buddhism, Source Books and Doctrines of Mahāyāna Buddhism -Jaina: Source Books, Sects, Atheism	15	25
II:Sāṅkhya-Yoga	-Sāṅkhya: Early School of Sāṅkhya, Source Books, Basic Doctrines -Yoga: Source Books, Basic Doctrine	15	25
III:Nyāya-Vaiśeṣika	-Nyāya: Source Books, Aim and Scope, Basic Doctrines -Vaiśeṣika: Source Books, Aim and Purpose, Basic Doctrines	15	25
IV : Mīmāṃsā-Vedānta	-Pūrva-Mīmāṃsā: Source Books, Aim and Purpose, Basic Doctrines -Vedānta: Source Books, Aim and Purpose, Basic Doctrines	15	25

h. Reading list:

Chatterjee, S. and D. Dutta : *An Introduction to Indian Philosophy*

Dasgupta, S : *A History of Indian Philosophy. Volume I*

Mullar, Max : *The Six Systems of Indian Philosophy*

Radhakrishnan, S : *Indian Philosophy. Volume I & II*

Raju, P. T : *Structural Depth of Indian Thought*

Sinha, Jadunath : *Indian Philosophy. Volume I & II*

iii. Graduate Attributes**i. Course Objectives :**

- The Course introduces the students to systems of Philosophy which developed in India before the widespread influence of outside thoughts.
- The Course introduces the students to the books and scholars need to be studied to have a proper understanding of the systems.
- The Course introduces the students to the basic ideas and thoughts of each specific system.

ii. Learning outcomes:

- At the completion of the Course, a student is expected to be able to name the systems of philosophy that originated in India before outside influence became prevalent.
- At the completion of the Course, a student is expected to be able to identify the books and scholars to be studied to develop an understanding of a definite system of Indian Philosophy.
- At the completion of the Course, a student is expected to be able to state the basic concepts and theories that are specific to a system.

- j. Theory credit : 4
- k. Practical credit: NA
- l. No. of required Classes: 60
- m. No. of contact Classes: 45
- n. No. of non-Contact Classes: 15
- o. Particulars of Course Designer (Name, Institution, email id): Dr. Shakuntala Bora, Gauhati University, shakuntalabora@yahoo.com

CORE [PHILOSOPHY]- IV

- a. Four-year Undergraduate Programme
- b. Subject: Philosophy
- c. Semester: FOURTH
- d. Course Name: **INTRODUCTION TO WESTERN PHILOSOPHY**
- e. Existing Base Syllabus: PHI-HG-1016
- f. Course Level: 200-299
- g. Syllabus showing each unit against class numbers and marks:

Unit no.	Unit content	No.of classes	Marks
I:	-Definition, Nature and Scope of Philosophy -Branches of Philosophy	15	25
II:	-Substance: Descartes, Spinoza, Leibnitz -Hume: causality -Kant: Space and Time	15	25
III:	-Empiricism, Rationalism -Scepticism -Criticism	15	25
IV :	-Realism -Idealism -Absolutism	15	25

h. Reading list:

Descartes: *Discourse on Method; Meditation on First Philosophy*

Spinoza: *Ethics (Part I: Concerning God; and Part 2: On the Nature and Origin of the Mind)*

Leibniz: *Monadology*

Locke: *An Essay Concerning Human Understanding (Book I: Neither Principles nor Ideas Are Innate; and Book 2: Of Ideas)*

Berkeley: *Three Dialogues between Hylas and Philonous (The First Dialogue)*

Hume: *An Enquiry Concerning Human Understanding (Part I, Section II and III: The Origin and Association of Ideas; Part II, Section VII: Of the Idea of Necessary Connexion)*

Kant: *Prolegomena to Any Future Metaphysics*

Hegel: *Phenomenology of the Spirit*

Anthony Kenny: *A New History of Philosophy*

Barlingay and Kulkarni: *Critical History of Western Philosophy*

D.W. Hamlyn: *Routledge History of Philosophy*

B.N. Moore and K. Bruder: *Philosophy- The Power of Ideas*

F. Thilly: *A History of Philosophy*

F. Copleston: *A History of Western Philosophy*

R. Scruton: *A Short History of Modern Philosophy*

i. Graduate Attributes

i. Course Objectives :

- The course will introduce the students to the history of Modern Western Philosophy.
- Philosophers like Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, as well as the German Idealists like Kant and Hegel will be studied.
- The questions that concern these philosophers and their intensive argument will be read.

ii. Learning Outcomes:

- The course will enable students to understand various philosophical concepts like substance, causality, space and time, etc.
- Students will become familiar with certain ways of putting arguments about the concepts
- Students will also learn the different approaches taken up by rationalism, empiricism and critical thinkers in understanding the concepts.

j. Theory Credit : 4

k. Practical Credit: NA

l. No. of required Classes: 60

m. No. of contact Classes: 45

n. No. of con-contact Classes: 15

o. Particulars of Course Designer (Name, Institution, email id): Dr. Akoijam Thoibisana, Gauhati University, akoijamthoibisana@gauhati.ac.in

CORE [PHILOSOPHY]-V

- a. Four-year Undergraduate Programme
- b. Subject: Philosophy
- c. Semester: FOURTH
- d. Course Name: **THEORY OF KNOWLEDGE (INDIAN)**
- e. Existing Base Syllabus: NA
- f. Course Level: 200-299
- g. Syllabus showing each unit against class numbers and marks :

Unit no.	Unit content	No.of classes	Marks
I:	-Prama and Aprama -Pramanyavada -Debate on Smriti	15	25
II:	-Pratyaksa: Meaning; Definition (Nyaya, Buddhism, Jaina, Mimamsa, Vedanta) -Anumana: Meaning; Definition (Nyaya, Buddhism, Jaina, Mimamsa, Vedanta)	15	25
III:	-Sabda: Meaning; Definition (Nyaya, Jaina, Mimamsa, Vedanta) -Upamana: Meaning; Definition (Nyaya, Mimamsa, Vedanata) Arthapatti, Anupalabधि: Meaning; Definition (Mimamsa, Vedanata)	15	25
IV :	-Khyativada: Anyathakhyati, Viparitakhyati -Akhyati, Atmakhyati -Satkhyati, Anirvacaniyakhyati	15	25

h. Reading list:

- Chatterjee, S.C: *Nyaya Theory of Knowledge*
Datta, D. M : *Six Ways of Knowing*
Devaraja , N.K: *Advaita Theory of Knowledge*
Kar, V: *Indian Theories of Error*
Sinha, J. N : *Indian Philosophy, Vol I & II*
Dasgupta, S.N: *History of Indian Philosophy*

i Graduate Attributes**i. Course Objectives :**

- The course is introduced to make the students familiar with the traditional analysis of knowledge.
- The course is introduced to make the students familiar with the *pramanas* as accepted in the various schools of Indian Philosophy.
- The course is introduced to acquaint the students with various theories of truth and error.

ii. Learning outcomes:

- The course is expected to make the students know how to categorize various theories of knowledge advocated by the schools of Indian Philosophy.
- The course is expected to make the students know how to distinguish various kinds of valid knowledge and to explain the sources of valid knowledge.
- The course is expected to make the students able to analyze various theories of validity and invalidity of knowledge and theories of error.

- j. Theory Credit : 4
- k. Practical Credit: NA
- l. No. of required Classes: 60
- m. No. of contact Classes: 45
- n. No. of non-Contact Classes: 15
- o. Particulars of Course Designer (Name, Institution, email id): Dr. Mausumi Bhattacharjya, Gauhati University , mausumi1984@gauhati.ac.in

CORE [PHILOSOPHY]-VI

- a. Four-year Undergraduate Programme
- b. Subject: Philosophy
- c. Semester: FOURTH
- d. Course Name: **ETHICS**
- e. Existing Base Syllabus: PHI-HC-3036
- f. Course Level: 200-299
- g. Syllabus showing each unit against class numbers and marks:

Unit no.	Unit content	No.of classes	Marks
I:	-Introduction to Ethics, Definition, Nature and Scope of Ethics, -Utility of Ethics -The Psychological Basis of Ethics: Moral and Non moral action, Voluntary and Non Voluntary actions	15	25
II:	-Moral Concepts: Right and Wrong, Good and Bad, Duty, Ought, Virtue and Vice, Justice -Moral Judgment: Nature of Moral Judgments -Distinction between value judgment and factual judgment	15	25
III:	-Virtue Ethics -Deontological Ethics -Utilitarianism	15	25
IV :	-Ethics and Conflict of Interests and Duties -Freedom and Responsibility -Theories of Punishment: Deterrent, Reformative and Retributive Theory	15	25

h. Reading list:

Bernard Williams: *Ethics and the Limits of Philosophy*

Plato: *Republic*

Aristotle: *Nicomachean Ethics*

Kant : *Groundwork for the Metaphysic of Morals*

John Stuart Mill: *Utilitarianism*

J.C. Smart and Bernard Williams : *Utilitarianism: For and Against*

Peter Singer (ed.): *Applied Ethics*

David Bostock: *Aristotle's Ethics*

N. Pappas : *Routledge Philosophy Guidebook to Plato and the Republic*

W. David Ross: *Foundations of Ethics*

John S. Mackenzie: *Manual of Ethics*

William K . Frankena : *Ethics*

i Graduate Attributes

i. Course Objectives :

- The course attempts to introduce students to the fundamental questions of moral philosophy, with attention to both classic and contemporary readings. What determines the right action from wrong, and how to act morally? How do we decide what morality demands of us in some situations? etc.
- The course also addresses some issues of current moral debate.

ii. Learning outcomes:

- The course will develop analytic and critical thinking regarding ethical dilemmas.
- The course will enhance the ability to apply ethical principles in decision making.
- Students will be able to see how moral principles are involved in different concrete situations.
- It will help the students develop critical thinking on prejudices, superstitions and dogmatic behavior in the domain of ethics

j. Theory Credit : 4

k. Practical Credit: NA

l. No. of Required Classes: 60

m. No. of Contact Classes: 45

n. No. of Non-Contact Classes: 15

o. Particulars of Course Designer (Name, Institution, email id): Dr. Padmadhar Choudhury, Gauhati University, padmadhar@gauhati.ac.in

CORE [PHILOSOPHY]-VII

- a. Four-year Undergraduate Programme
- b. Subject: Philosophy
- c. Semester: FOURTH
- d. Course Name: **TRADITIONAL LOGIC**
- e. Existing Base Syllabus: PHI-HC-1026
- f. Course Level: 200-299
- g. Syllabus showing each unit against class numbers and marks :

Unit no.	Unit content	No.of classes	Marks
I: Basic Logical Concepts	-Nature and Scope of Logic, Use of Logic -Argument and Argument Form, Differences between Deduction and Induction -Truth and Validity	15	25
II: Categorical Propositions and Immediate Inference	-Four Categorical Propositions—A, E, I and O; Distribution of Terms -Translating Ordinary Proposition into Categorical Form, Traditional Square of Opposition -Immediate Inference: Conversion, Obversion and Contraposition	15	25
III: Categorical Syllogism	-Mediate Inference: Standard Form Syllogisms, Figure and Mood -Venn Diagrams for Categorical Propositions -Testing validity of Syllogisms by Venn Diagram	15	25
IV : Syllogism in Ordinary Language	-Enthymemes, Sorites -Disjunctive and Hypothetical Syllogisms -Dilemma	15	25

h. Reading list:

Chakraborti, Chhanda: *Logic: Informal, Symbolic & Inductive*

Copi, I. M. & Cohen, Carl: *Introduction to Logic*

Hurley, Patrick: *Introduction to Logic*

i Graduate Attributes**i. Course Objectives :**

- The course introduces students to the basics of traditional logic (Aristotelian) logic.
- The course is designed to introduce the students the basic concepts and terms used in reasoning and argumentation.
- The course introduces the students the methods and principles for distinguishing correct from incorrect reasoning.

ii. Learning Outcomes:

- On the completion of the course students will be able to distinguish valid and invalid deductive arguments.
- The students will be able to identify the basic logical structure of arguments in ordinary language by translating them into proper logical form.
- The students will be able to construct valid syllogisms, and they will learn about syllogisms in ordinary language.

j. Theory Credit : 4

k. Practical Credit: NA

l. No. of Required Classes: 60

m. No. of Contact Classes: 45

n. No. of Non-Contact Classes: 15

o. Particulars of Course Designer (Name, Institution, email id): Dr Jahnabi Deka, Gauhati University, jahnabideka@gmail.com

CORE [PHILOSOPHY]-VIII

- a. Four-year Undergraduate Programme
- b. Subject: Philosophy
- c. Semester: FIFTH
- d. Course Name: **PHILOSOPHY OF RELIGION**
- e. Existing Base Syllabus: PHI-HC-4026
- f. Course Level: 300-399
- g. Syllabus showing each unit against class numbers and marks :

Unit no.	Unit content	No.of classes	Marks
I:	-Philosophy of Religion: Definition, Nature and Scope -Distinction between Philosophy of Religion and Theology -Mysticism	15	25
II:	-Cosmological Argument -Ontological Argument -Teleological Argument; Moral Argument	15	25
III:	-Reason, Faith, Revelation -Immortality of Soul -Miracle; Incarnation	15	25
IV :	-Deism, Pantheism, Panentheism -Anti-religious theories- Logical Positivism, Marxism -Freedom of will	15	25

h. Reading list:

John Hick: *Philosophy of Religion*

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

Miall Edwards: *Philosophy of Religion*

B. Mitchell: *Philosophy of Religion*

Peterson and Others: *Reason and Religious Belief: An Introduction to the Philosophy of Religion*

i. Graduate Attributes**ii. Course Objectives :**

- The course is introduced to acquaint the students with the meaning, nature and scope of Philosophy of Religion.
- The course is introduced to make the students familiar with basic religious concepts along with its philosophical significance.
- The course is introduced to develop in the students a critical and philosophical outlook towards various faiths and dogmas.

iii. Learning Outcomes:

- The course is expected to enable the students to provide philosophical justification of the important religious concepts like proofs for the existence of God, relation between God and the world, faith and reason, etc.
- The course is expected to enable the students to justify the issues of immortality of the soul, freedom of the will, miracle, incarnation, etc.
- The course is expected to provide the students with proper understanding and clarification of the concepts.

- j. Theory Credit : 4
- k. Practical Credit: NA
- l. No. of Required Classes: 60
- m. No. of Contact Classes: 45
- n. No. of Non-Contact Classes: 15
- o. Particulars of Course Designer (Name, Institution, email id): Dr. Mausumi Bhattacharjya, Gauhati University , mausumi1984@gauhati.ac.in

CORE [PHILOSOPHY]-IX

- a. Four-year Undergraduate Programme
- b. Subject: Philosophy
- c. Semester: FIFTH
- d. Course Name: **THEORY OF REALITY (INDIAN)**
- e. Existing Base Syllabus: NA
- f. Course Level: 300-399
- g. Syllabus showing each unit against class numbers and marks :

Unit no.	Unit content	No.of classes	Marks
I:	-Māyā and Jagat: Advaita Vedānta -Acit: Viśiṣṭādvaita Vedānta -Guṇa ; Prakṛti: Sāṅkhya	15	25
II:	-Brahman and Ívara: Advaita Vedānta, Viśiṣṭādvaita Vedānta, Nyāya-Vaiśeṣika -Jīva: Advaita Vedānta, Viśiṣṭādvaita Vedānta -Puruṣa: Sāṅkhya	15	25
III:	-Padārtha: Nyāya -Padārtha: Vaiśeṣika -Tattva: Jaina	15	25
IV :	-Theories of Evolution and Illusion (<i>Parīṇāmavāda</i> , <i>Vivartavāda</i>) -Theory of Atomic Agglomeration (<i>Ārambhavāda</i>) -Theory of Dependent Co-origination (<i>Pratītyasamutpāda</i>)	15	25

h. Reading list:

Chatterjee, S. and D. Dutta : *An Introduction to Indian Philosophy*

Dasgupta, S : *A History of Indian Philosophy. Volume I*

Mullar, Max : *The Six Systems of Indian Philosophy*

Radhakrishnan, S : *Indian Philosophy. Volume I & II*

Sinha, Jadunath : *Indian Philosophy. Volume I & II*

Sinha, J: *Indian Realism*

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

i Graduate Attributes

i Course Objectives :

- The Course introduces the students to what is considered as reality by various systems of Indian Philosophy.
- The Course introduces the students to ideas of reality, whose knowledge is considered as essential by systems of Indian Philosophy.
- The Course introduces the students to Concepts which are considered as essential by systems of Indian Philosophy for having understanding of reality.

ii. Learning outcomes:

- At the completion of the Course, a student is expected to be able to state clearly what are the different realities admitted by different systems of Indian Philosophy.
- At the completion of the Course, a student is expected to be able to explain the nature of the realities as accepted by systems of Indian Philosophy.
- At the completion of the Course, a student is expected to be able to point out and elucidate the concepts whose understanding is considered as important by systems of Indian Philosophy for understanding the nature of reality.

j. Theory Credit : 4

k. Practical Credit: NA

l. No. of Required Classes: 60

m. No. of Contact Classes: 45

n. No. of Non-Contact Classes: 15

o. Particulars of Course Designer (Name, Institution, email id): Dr. Shakuntala Bora, Gauhati University, shakuntalabora@yahoo.com

CORE [PHILOSOPHY]-X

- a. Four-year Undergraduate Programme
- b. Subject: Philosophy
- c. Semester: FIFTH
- d. Course Name: **ANALYTIC PHILOSOPHY**
- e. Existing Base Syllabus: PHI-HC-5016
- f. Course Level: 300-399
- g. Syllabus showing each unit against class numbers and marks :

Unit no.	Unit content	No.of classes	Marks
I:	-Introduction to Analytic Philosophy, Distinction between Classical Philosophy and Analytic Philosophy -Analytic Philosophy as a revolt against traditional Philosophy -Brief introduction to prominent philosophers of Analytic Philosophy	15	25
II:	-G. E. Moore: A defence of Common Sense (Textual Study)	15	25
III:	-Russell: On Denoting (Textual Study)	15	25
IV :	Early Wittgenstein: Picture Theory of Meaning (Textual Study)	15	25

h. Reading list:

Moore, G. E. : “*Defence of Common Sense*”

Russell, B : “*On Denoting*”

Wittgenstein, L: *Tractatus Logico-Philosophicus*

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

Gross, B.R : *Analytic Philosophy*

Pitcher, G : *Philosophy of Wittgenstein*

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

i. Graduate Attributes**i. Course Objectives :**

- The course is designed to get the students acquainted with one of the most influential schools of Contemporary Western Philosophy.
- The course introduces to the students analytic philosophers like G. E. Moore, Bertrand Russell and Early Wittgenstein.

ii. Learning Outcomes:

- The students will be able to understand the features of analytic philosophy, and will be able to distinguish between classical philosophy and analytic philosophy.
- The students will understand the importance of language in dissecting philosophical issues.
- The students will be able to inculcate critical and reflective thinking.

j. Theory Credit : 4

k. Practical Credit: NA

l. No. of Required Classes: 60

m. No. of Contact Classes: 45

n. No. of Non-Contact Classes: 15

o. Particulars of Course Designer (Name, Institution, email id): Prof. Sauravpran Goswami, Gauhati University, sauravpran2@gauhati.ac.in

CORE [PHILOSOPHY]-XI

- a. Four-year Undergraduate Programme
- b. Subject: Philosophy
- c. Semester: FIFTH
- d. Course Name: **SYMBOLIC LOGIC**
- e. Existing Base Syllabus: PHI-HC-2026
- f. Course Level: 300-399
- g. Syllabus showing each unit against class numbers and marks :

Unit no.	Unit content	No.of classes	Marks
I: Introduction to Symbolic Logic	-Symbolic Logic –its development -Nature and Scope of Symbolic Logic -Symbols and their uses	15	25
II: Logical Connectives and Symbolization	-Simple and Compound Statements -Logical Connectives and Variables -Symbolization of everyday language	15	25
III: Truth Function and Truth Table Method	-Truth Functions, Interdefinability of Logical Connectives -Construction of Truth Tables -Determining Tautology, Contradiction and Contingent Statements; and validity of arguments (Direct and Indirect) by using Truth Tables, Decision Procedure	15	25
IV: Method of Deduction	-Formal Proof of Validity -Rules of Inference and Rules of Replacement -Construction of Formal Proof of validity for arguments	15	25

h. Reading list:

Chakraborti, Chhanda: *Logic: Informal, Symbolic & Inductive*

Copi, I. M : *Symbolic Logic*

Copi, I. M. & Cohen, Carl: *Introduction to Logic*

i . Graduate Attributes**i. Course Objectives :**

- The course introduces students to the basics of symbolic logic (modern deductive logic).
- The course introduces tools for symbolizing everyday language and arguments using symbolic notation.
- The course is designed to introduce the students the formal principles and techniques of modern symbolic logic for distinguishing valid arguments from the invalid arguments.

ii. Learning Outcomes:

- On the completion of the course, students will be able to break down an argument and analyze the truth conditions of its component parts.
- The students will be able to symbolize everyday language.
- The students will be able to construct formal proof of validity.

j. Theory Credit : 4

k. Practical Credit: NA

l. No. of Required Classes: 60

m. No. of Contact Classes: 45

n. No. of Non-Contact Classes: 15

o. Particulars of Course Designer (Name, Institution, email id): Dr Jahnabi Deka, Gauhati University, jahnabideka@gmail.com

CORE [PHILOSOPHY]-XII

- a. Four-year Undergraduate Programme
- b. Subject: Philosophy
- c. Semester: SIXTH
- d. Course Name: **SOCIAL AND POLITICAL PHILOSOPHY**
- e. Existing Base Syllabus: PHI-HC-4036
- f. Course Level: 300-399
- g. Syllabus showing each unit against class numbers and marks:

Unit no.	Unit content	No.of classes	Marks
I:	-Nature and Scope of Social and Political Philosophy -Concept of Individual and Society, Relation between Individual and Society -Different Theories concerning evolution of society	15	25
II:	-Socialism: Marxism, Class Struggle -Democracy -Human Rights and Gender Justice	15	25
III:	-Mahabharata: Dandaniti, Rajdharma -Law and Governance -Lokasamgraha	15	25
IV :	-Kautilya: Sovereignty, Seven Pillars of state craft -Society, Social Life -Internal security, External affairs	15	25

h. Reading list:

- Chatterjee, P.B: *A Handbook of Social Philosophy*
 Robert N. Beck: *Handbook in Social Philosophy*
 Garcia, Manuel B : *Introductory Sociology: A Unified Approach*
 George Sabine: *A History of Political Theory*
 J. Sinha: *Outlines of Political Philosophy*
- Priyanka Pandey : *Rajdharma in Mahabharata*
 Sitansu S. Chakravarty: *Ethics in the Mahabharata*
 Kavita A. Sharma & Indu Ramchandani : *Teachings from the Mahabharata*
 Kautilya- Chanakya Arthasastra: *A Treatise on the Art of Government*

i. Graduate Attributes**i. Course Objectives :**

- To explore different theories and concepts regarding the evolution of the society and the individual.
- To make a critical analysis regarding the relation between society and individual.
- To make learners aware of the problems faced by the individual in the society in the name of class and caste division, gender discrimination etc.
- The course will explore how social systems, political beliefs and public institutions can impact human flourishing.
- The course is introduced to make the students familiar with various social and political concepts as found in the Mahabharata and in the Arthasastra

ii. Learning Outcome:

- Learners will be able to express thoughts on some major philosophical questions in the area of social philosophy with respect to the intellectual and historical developments of the questions.
- Learners will be able to articulate some of the major problems.
- Students will be able to think about questions like 'how should human beings live together?', 'what sort of society should we aim at?', etc.
- Learners will have a clear vision of human rights and gender discrimination, which will help them understand some social and political prejudices.

- The course is expected to make the students describe as well as analyse the social and political concepts such as rajadharma, dandaniti, lokasamgraha, seven pillars of state craft as found in these two sastras.

j. Theory Credit : 4

k. Practical Credit: NA

l. No. of Required Classes: 60

m. No. of Contact Classes: 45

n. No. of Non-Contact Classes: 15

o. Particulars of Course Designer (Name, Institution, email id): Dr. Padmadhar Choudhury, Gauhati University, padmadhar@gauhati.ac.in, and Mausumi Bhattacharjya, Gauhati University, mausumi1984@gauhati.ac.in

CORE| PHILOSOPHY]-XIII

- a. Four-year Undergraduate Programme
- b. Subject: Philosophy
- c. Semester: SIXTH
- d. Course Name: **CONTEMPORARY INDIAN PHILOSOPHY**
- e. Existing Base Syllabus: PHI-HC-4016
- f. Course Level: 300-399
- g. Syllabus showing each unit against class numbers and marks :

Unit no.	Unit content	No.of classes	Marks
I:	- K.C. Bhattacharya: Concept of Philosophy, Absolute and its alternative forms -Aurobindo: Evolution , Integral Yoga	15	25
II:	-Vivekananda: Practical Vedanta, Universal Religion -Tagore: Concept of Man, Humanism	15	25
III:	-Radhakrishnan: Religious Experience, Intellect and Intuition - Iqbal: Intuition, Self	15	25
IV :	-Gandhi: Truth and Non-violence, Religion, Sarvodaya, Trusteeship -Ambedkar: Social Justice, Democracy	15	25

h. Reading list:

- K.C. Bhattacharya: *Studies in Philosophy, Vol II*
- K. Bagchi: *The Philosophy of K.C. Bhattacharya*
- S.K. Maitra: *An Introduction to the Philosophy of Sri Aurobindo*
- Complete Works of Swami Vivekananda* (relevant chapters)
- R.N. Tagore: *Religion of Man*
- S. Radhakrishnan: *An Idealist View of Life*
- M. Iqbal: *The Secrets of Self; The Mysteries of Selflessness*
- D.M. Datta: *The Philosophy of Mahatma Gandhi*
- D. Keer : *Ambedkar, Life and Mission*
- Nilima Sharma: *Twentieth Century Indian Philosophy*
- D. M. Datta: *Chief Currents of Contemporary Philosophy*

i . Graduate Attributes**i . Course Objectives :**

- The course is introduced to make the students familiar with the contemporary approach to philosophy.
- The course is introduced to acquaint the students with the philosophical ideas of contemporary Indian philosophers like K.C. Bhattacharya, Aurovindo, Vivekananda, Tagore, Radhakrishnan, Iqbal, Gandhi and Ambedkar.

ii .Learning Outcomes:

- The course is expected to make the students learn how to compare the contemporary approach to philosophy with the traditional one.
- The course is expected to make the students explain as well as analyze the concepts as found in the philosophies of these philosophers
- The course is expected to make the students revise their philosophical outlook in the light of contemporary Indian philosophy.

- j. Theory Credit : 4
- k. Practical Credit: NA
- l. No. of Required Classes: 60
- m. No. of Contact Classes: 45
- n. No. of Non-Contact Classes: 15
- o. Particulars of Course Designer (Name, Institution, email id): Dr. Mausumi Bhattacharjya, Gauhati University , mausumi1984@gauhati.ac.in

CORE[PHILOSOPHY]-XIV

- a. Four-year Undergraduate Programme
- b. Subject: Philosophy
- c. Semester: SIXTH
- d. Course Name: **EXISTENTIALISM**
- e. Existing Base Syllabus: PHI-HC-5026
- f. Course Level: 300-399
- g. Syllabus showing each unit against class numbers and marks :

Unit no.	Unit content	No.of classes	Marks
I: Kierkegaard	-The three stages of human existence -Subjectivity and Truth	15	25
II: Nietzsche	-Nihilism, Perspectivism, The Death of God -The Superman, The Will to Power	15	25
III: Heidegger	- <i>Dasein</i> ; Being-in-the-world -Care and the Problem of Primordial Truth	15	25
IV : Sartre	-Existentialism; Being -Freedom and Bad-Faith	15	25

h. Reading list:

Kierkegaard: *Concluding Unscientific Postscript*

Nietzsche: *The Will to Power; Basic Writings of Nietzsche*

Heidegger: *Being and Time [Part One:: Division One : Preparatory Fundamental Analysis of Dasein]*

Sartre: *Basic Writings; Existentialism and Humanism; Being and Nothingness*

H. J. Blackham : *Six Existentialist Thinkers*

Margaret Chatterjee: *Existentialist Outlook*

M.K. Bhadra: *Phenomenology and Existentialism*

Mary Warnock: *Existentialism*

Hubert L. Dreyfus: *Being-in-the-World: A Commentary on Heidegger's Being and Time, Division I*

i. Graduate Attributes

i. Course Objectives :

-The objective of the course is to introduce students to various existentialist thinkers like Kierkegaard, Nietzsche, Heidegger and Sartre.

-The objective of the course is to make them familiar with the existential issues that all humans face in their everyday lives, like anxiety, fear, dread, freedom, death, etc.

ii. Learning Outcomes:

-The learning objective of the course is to enable students to understand the meaning of life that is not superficial.

-The learning objective is to make the students come face-to-face with real life-problems and also various ways to improve and work on their will to live life well.

j. Theory Credit : 4

k. Practical Credit: NA

l. No. of Required Classes: 60

m. No. of Contact Classes: 45

n. No. of Non-Contact Classes: 15

o. Particulars of Course Designer (Name, Institution, email id): Dr. Akoijam Thoibisana, Gauhati University, akoijamthoibisana@gauhati.ac.in

CORE[PHILOSOPHY]-XV

- a. Four-year Undergraduate Programme
- b. Subject: Philosophy
- c. Semester: SIXTH
- d. Course Name: **PHILOSOPHY OF LANGUAGE**
- e. Existing Base Syllabus: PHI-HE-6026
- f. Course Level: 300-399
- g. Syllabus showing each unit against class numbers and marks :

Unit no.	Unit content	No.of classes	Marks
I:	-Nature of Philosophy of Language -Scope of Philosophy of Language -History of Philosophy of Language	15	25
II:	-Ideational Theory of Meaning: Locke -Verifiability Theory of Meaning: Ayer -Use Theory of Meaning: Wittgenstein	15	25
III:	-Correspondence Theory of Truth -Coherence Theory of Truth -Pragmatic Theory of Truth	15	25
IV :	-Speech Act Theory of: Austin -Performative and Constative Utterance -Locutionary Act and Illocutionary Act	15	25

h. Reading list:

Alston, William P : *Philosophy of Language*

Austin, J. L : *How to Do Things with Words*

Devitt M. & Richard Hanley (ed.) : *The Blackwell Guide to Philosophy of Language*

Frege, Gottlob : *On Sense and Reference*

Lycan, G : *Philosophy of Language: A Contemporary Introduction*

Russell, B: *On Denoting*

Searle, J. R : *Philosophy of Language*

Wittgenstein, L : *Philosophical Investigations (Relevant Sections)*

i . Graduate Attributes

i. Course Objectives :

- Introduce the students with the philosophical study of Language as distinct from linguistics, concepts of meanings related to various theories of truth.
- Distinction between constative and performative utterances and the different acts that are performed while making different utterances

ii. Learning Outcomes:

- Students will be able to make the basis difference between philosophical study of Language and scientific study of Language.
- Students will be able to appreciate the different approaches to meaning.
- They will be able to appreciate the different acts that are performed by different utterances.

j. Theory Credit : 4

k. Practical Credit: NA

l. No. of Required Classes: 60

m. No. of Contact Classes: 45

n. No. of Non-Contact Classes: 15

o. Particulars of Course Designer (Name, Institution, email id): Prof. Begum Bilkis Banu, Gauhati University, begumbilkisbanu@gauhati.ac.in

SCIENCE

Syllabus for
Four-year Undergraduate Programme
Geography
Syllabus as per NEP 2020

Course effective from academic year 2023-24



GAUHATI UNIVERSITY
Guwahati-781014

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Department of Geography Gauhati University

Syllabus as per NEP 2020

Approved as per UGCCS in Geography held on 22-03-2023

Four-year Undergraduate Programme

**Subject: Geography
Semester: I**

**Course Name: Introduction to Physical Geography
(Compulsory)**

Course Level: Foundation & Introductory

100 Marks (Theory =80 Marks, Internal Assessment = 20 Marks)

Theory (4 Credits, 80 marks, 60 classes of one-hour duration)

Unit I: Evolution and growth of Physical geography

Growth of nature-centric geography; evolution and trend of Physical Geography as a study of earth process systems; meaning, scope and nature of Physical Geography; branches of Physical Geography; Physical geography and its interdisciplinary nature.

Unit II: Geomorphology

Meaning, scope and significance of geomorphological studies. fundamental concepts in geomorphology: catastrophism, uniformitarianism, and Davisian concept of landform development.

Unit III: Climatology

Meaning, scope and significance of climatological studies. fundamental concepts in Climatology: insolation and heat budget, temperature, pressure and precipitation relationship; pressure and windsystems.

Unit IV: Oceanography

Meaning, scope and significance of oceanographic studies; fundamental concepts in oceanography: origin of ocean basins, the origin of ocean currents, temperature and salinity relationship.

Unit V: Biogeography

Meaning, Scope and Significance of biogeographic studies; fundamental concepts in Biogeography: biosphere, ecology, Ecosystem, biodiversity

Reading List

1. Strahler, A., and Strahler, A. (2007). Physical geography. John Wiley & Sons.
2. Bloom, A. L., and Bloom, A. L. (1998). Geomorphology: a systematic analysis of late Cenozoic landforms (No. 551.41 B5.). Upper Saddle River: Prentice Hall.
3. Waugh, D. (2000). Geography: An integrated approach. Nelson Thornes.
4. Kale, V.S. and Gupta, A. (2001) Introduction to Geomorphology. Orient Longman, NewDelhi.
5. Selby, M.J. (2005) Earth's Changing Surface: An Introduction to Geomorphology. ClarendonPress
6. Thornbury, W. (1968). Principles of Geomorphology.- John Wiley and Sons, 394 p. NewYork.
7. Siddhartha, K. (2018): Oceanography, A brief Introduction, Kitab Mahal
8. Howard, J. Critchfield: General Climatology, 2008, Pearson
9. Lal, D.S.(2022) Climatology, Sarda Pustak Bhaban
10. C.Barry Cox, Peter D. Moore, (2000), Biogeography, John Wiley and Sons Ltd

Course Objective:

- Explain the basic concepts and principles of physical geography.
- Identify the major processes that shape the Earth's physical environment.
- Analyze how physical geography processes impact human activities and development
- Apply critical thinking skills to analyze and solve problems related to physical geography

Learning outcome:

- To introduce students to the principles of physical geography and their applications.
- To enable students to develop a deep understanding of the processes that drive physicalgeography.
- To enable students to apply the principles of physical geography to practical real-world situations.

Theory Credit : Four (4)

Practical Credit : Zero (0)

No. of Required Classes : 60

No. of Contact Classes : 40

No. of Non-Contact Classes : 20

Particulars of Course Designer (Department of Geography, Gauhati University, geography@gauhati.ac.in)

Four-year Undergraduate Programme

Subject: Geography

Semester: II

Course Name: Introduction to Human Geography
(Compulsory)

Course Level: Foundation & Introductory

100 Marks (Theory =80 Marks, Internal Assessment = 20 Marks)

Theory (4 Credits, 80 marks, 60 classes of one-hour duration)

Unit I:

Defining the field of human geography and its development: Meaning and scope; Place of man in the study of geography; Nature of human geography and its relation with other social sciences; Changing definitions and trend of development of human geography.

Unit II:

Concept of man-environment relationship in human geography: Determinism, Possibilism, Neo-determinism and Cultural Determinism.

Unit III:

Schools of human geography: Human Ecology, Landscape and Locational Analysis.

Unit IV:

Man and environment relationship: Changing man-environment relationship through ages; Impact of environment on man in different geographical conditions; Impact of man and its activities on environment in different parts of the world; Urbanization and environment in different global contexts.

Unit V:

Man and culture: Concept of ethnicity and race; Global patterns of the racial composition of the population and associated characteristics of major racial groups; Rural and urban environments and associated socio-economic practices.

Reading List

1. Johnston, R. et. al. (2008). The Dictionary of Human Geography, Blackwell Publication.
2. Jordan-Bychkov et al. (2006) The Human Mosaic: A Thematic Introduction to Cultural Geography. W. H. Freeman and Company, New York.
3. Hussain, Majid (2012). Human Geography. Rawat Publications, Jaipur.
4. Gregory, D. 1978. Ideology, Science and Human Geography, London, Hutchinson.
5. James, M.R. and Bacon, R.S. 1990. The Cultural Landscape: An Introduction

to Human Geography, Prentice Hall.

6. Leong, G.C. and Morgan, G.C. 1992. Human and Economic Geography, Oxford University Press.
7. Fellmann, J.D., Getis, A. and Getis, J. 1999. Human Geography: Landscapes of Human Activities, WCB McGraw-Hill.
8. Jones, E. 1972. Human Geography, Chatto and Windus, London.
9. Broek, J.O.M. and Webb, J.W., 1969. A Geography of Mankind, Taylor and Francis.

Course Objective:

- Students will be able to identify and describe the fundamental concepts, theories, and approaches of human geography.
- Students will be able to apply the skills of analysis and interpretation to a range of geographical phenomena.
- Students will be able to recognize the significance of human geography in addressing contemporary world issues and challenges.

Learning outcome:

- To understand the basic concepts, theories, and approaches of human geography.
- To develop the skills required to analyze and interpret geographical phenomena
- To appreciate the importance of human geography in understanding contemporary world issues and challenges.

Theory Credit : Four (4)
Practical Credit : Zero (0)

No. of Required Classes : 60
No. of Contact Classes : 40
No. of Non-Contact Classes : 20

Particulars of Course Designer (Department of Geography, Gauhati University, geography@gauhati.ac.in)

Four-year Undergraduate Programme

Subject: Geography

Semester: III

Course Name: Geography as a Spatial Science
(Compulsory)

Course Level: Intermediate

100 Marks (Theory =80 Marks, Internal Assessment = 20 Marks)

Theory (4 Credits, 80 marks, 60 classes of one-hour duration)

Unit I:

Defining the field of Geography: Study of the earth as the home of man; Place of geography in relation to natural and social sciences; the changing definitions of geography and its multi- disciplinary nature.

Unit II:

Geography as a spatial science and spatial concepts in geography: Concept of space, place, territory, and region; Geographic space (Absolute Space and Relative Space); Spatial Processes and Patterns (only basic concept) – Spatial distribution, Spatial concentration, Spatial organization, Spatial relationship.

Unit III:

Basic Approaches in Geography: Systematic and Regional; Ideographic and Nomothetic; Pure and Applied.

Unit IV:

Spatial Analysis in Geography: Concept of location; Concept of point, line, and area patterns.

Unit V:

Scientific Approaches in Geography: Inductive and Deductive methods; Harvey's modes of explanations in Geography (only basic concept): Cognitive, Morphometric, Cause and effect, Temporal, Functional and System analysis.

Reading List

1. Abler, R., Adams, J. and Gould, P.P., 1971: Spatial Organization: The Geographers' View of the World, Prentice-Hall, Englewood Cliff.
2. Ackerman, E.A., et al, 1965: The Science of Geography, Washington D.C., National Academy of Science/ National Research Council Pub. No. 1277.
3. Adhikari, Sudeepa, 2015: Fundamentals of Geographical Thought, Orient

- Blackswan Pvt.Ltd., New Delhi.
4. Chorley, Richard, J. and Haggett, Peter (eds), 1967: Models in Geography, Methuen, London.
 5. Chorley, Richard, J., 1973: Directions in Geography, Methuen, London.
 6. Dikshit, R.D., 1994: The Art and Science of Geography, Prentice Hall of India, New Delhi.
 7. Haggett, P., 2001: Geography: A Global Synthesis, Pearson Education, Essex, UK.
 8. Hartshorne, R.,1939: The Nature of Geography, Association of American Geographers, Lan-caster, Penn.
 9. Hartshorne, R.,1959: Perspective on the Nature of Geography, Rand Mckully, Chicago.
 10. Harvey, D., 1969: Explanation in Geography, St. Martin's Press, New York, 1969.
 11. Johnston, R.J. et al.(eds), 1986: The Dictionary of Human Geography, Oxford, Basil Black-well.

Course Objective:

- To introduce students to the fundamental concepts of geography as a spatial science.
- To provide students with a strong foundation in spatial data analysis and visualisation.
- To enable students to understand and critically analyse the spatial dimensions of a range of geographic processes.
- To equip students with the skills to develop and apply spatial models and technologies to solve geographic problems.

Learning outcome:

- Understanding of the basic concepts of geography as a spatial science.
- Understanding of the methods of spatial analysis and their application in analysing geographic processes.
- Ability to critically analyse the spatial dimensions of a range of geographic processes.

Theory Credit : Four (4)
Practical Credit : Zero (0)

No. of Required Classes : 60
No. of Contact Classes : 40
No. of Non-Contact Classes : 20

Particulars of Course Designer (Department of Geography, Gauhati University, geography@gauhati.ac.in)

Four-year Undergraduate Programme

Subject: Geography

Semester: IV

Course Name: Geomorphology
(Compulsory)

Course Level: Intermediate

100 Marks (Theory =60 Marks, Practical = 20 Marks, Internal Assessment = 20 Marks)

Part I: Theory (3 Credits, 60 marks, 45 classes of one-hour duration)

Unit I:

History and Development of Geomorphic Ideas, Recent Trends in Geomorphology, Post-modern Geomorphology

Unit II:

Branches of Geomorphology and their Significance: Theoretical and Applied Geomorphology, Major branches- Structural, Fluvial, Glacial, Arid, Environmental and Paleogeomorphology.

Unit III:

Structure and Composition of the Earth: Earth Crust and Interior, Rocks and Minerals

Unit IV:

Fundamental Concepts and Theories of Geomorphology: System Concept- Steady State, Dynamic Equilibrium, Mountain Building Theories of Kober and Holmes, Continental Drift, Plate tectonics and Isostasy.

Unit V:

Geomorphic Processes and Resultant Landforms: Endogenetic and Exogenetic Processes, Ideas of Penck and L C King, Fluvial, Glacial and Aeolian Processes and Resultant Landforms, Slope Forming Processes.

Part II: Practical (1 credit, 20 Marks, 15 Classes of two-hour duration)

Unit I: Practical works (16 marks) two questions of 8 marks each

1. Study of Topographical Maps: Topographical map content and numbering system, the General interpretation of toposheets in respect of physical characteristics. (3 Assignments)
2. Profile Drawing (serial, superimposed, projected and composite (3 Assignments)
3. Preparation of Slope Map / Relative Relief Map: Wentworth's method and Smith's method. (3 Assignments)

4. Delineation of drainage basin and drainage network, construction of cross and long profiles, stream ordering by Horton and Strahler's method (6 Assignments)
5. Interpretation of Geological map and Construction of cross –section (Two geological maps including one with interruptions) showing different sedimentary beds. (2 Assignments)

Unit II: Practical Note Book and viva-Voce (4 marks)

1. Evaluation of Practical Notebook (2 marks)
2. Viva-Voce (2 marks)

Reading List

1. Bloom, Arther L. (1978): Geomorphology- A Systematic Analysis of Late Cenozoic Land-forms, Prentice Hall, Englewood Cliffs, N.J.
2. Charlton, R. (2008) : Fundamentals of Fluvial Geomorphology, Routledge, USA and Canada.
3. Chorley, Richard J (1972): Spatial Analysis in Geomorphology, Harper and Row Publishers, New York, London.
4. Chorley, Richard J (ed) (1969): Water, Earth and Man, Methuen & Co. London.
5. Cooke, R.U and Warren, A. (1973): Geomorphology in Deserts, Bats ford, London
6. Crickmay, C.H. (1974): Works of River, The McMillan Press Ltd, London.
7. Davidson-Arnott , R., Bauer, B. and Houser, C. (2019): Introduction to Coastal Processes and Geomorphology, Cambridge University Press.
8. Derbyshire, E. (ed) (1976): Geomorphology and Climate, Wiley, London
9. Dury, G.H. (1959): The Face of the Earth, Penguin Books.
10. Embelton, C. and Thorns, J. (1979): Processes in Geomorphology, Arnold Heinemann.
11. . Gabler, R.E., Pettersen, J.F. and Trapasso, L.M. (2007): Essentials of Physical Geography, Thomson Brooks, USA.
12. Gregory, K.J. (1985): The Nature of Physical Geography, Edward Arnold, London.
13. Gutierrez, M. (2018): Geomorphology, CRC Press.
14. Heckmann, T. and Morche, D. (ed) (2019): Geomorphology of Proglacial Systems, Springer.
15. Huggett, R.J. (2018): Fundamentals of Geomorphology, 4th Edition, T F India and Rout-ledge.
16. Hails, J.R. (ed) (1978): Applied Geomorphology, Elsevier Scientific Publishing Co., Oxford, New York.
17. Kale, V.S. (2023): Processes, Products and Cycles of Tectonic Geomorphology, Elsevier.
18. Leopold, L.B., Wolman M.G. and Miller, J.P. (1964): Fluvial Processes in Geomorphology, Freeman, San Francisco.
19. Morisawa, M.M. (ed) (1981): Fluvial Geomorphology, George Allen & Unwin, London.
20. Morisawa, M.M. (1985): River Forms and Process, Longman, London and New York.
21. Pitty, A.F. (1971): Introduction to Geomorphology, Barnes and Nobel, New York.

22. Richards, K. (1982): Rivers: Forms and Process in Alluvial Channels, The Blackburn Press, USA.
23. Sharma, H.S. (1982): Perspectives in Geomorphology, Vols I to IV, Concept, New Delhi.
24. Strahler, A.N. (2013): Introducing Physical Geography, 6th Edition, Wiley India Pvt. Ltd, New Delhi.
25. Thornbury, W.D. (1969): Principles of Geomorphology, Wiley International Edition.
26. Thomas, David S.G. and Goudie, A. (2000): The Dictionary of Physical Geography, Blackwell publishing.
27. Wohl, E. (2020): Rivers in the Landscape, Wiley Blackwell.

Course Objective:

- To provide a general idea about the topographic and surficial characteristics of the earth's surface to the students.
- To make students aware of the forms and patterns of diverse landforms in different physical settings of the earth.
- To make students skilled for applying geomorphic knowledge and techniques for investigating geomorphic processes and the resultant landforms.

Learning outcome:

- This course will help students to understand the evolution and development of various land-forms and the associated geomorphic processes in different geo-environmental settings.
- It enables students to apply geomorphic knowledge and techniques to investigate different land features and the causes of their changes in spatiotemporal contexts.
- It will help students to get exposure to the theories and concepts related to the development of the earth and its relief features.

Theory Credit : Three (3)

Practical Credit : One (1)

No. of Required Classes : 60

No. of Contact Classes : 40

No. of Non-Contact Classes : 20

Particulars of Course Designer (Department of Geography, Gauhati University, geography@gauhati.ac.in)

Four-year Undergraduate Programme

Subject: Geography

Semester: IV

Course Name: Population and Settlement Geography
(Optional)

Course Level: Intermediate

100 Marks (Theory =60 Marks, Practical = 20 Marks, Internal Assessment = 20 Marks)

Part I: Theory (3 Credits, 60 marks, 45 classes of one-hour duration)

Unit I: Population Geography

1. Defining the field of population geography and Population data: Meaning, emergence as a systematic branch of geography and significance; its relation with demography; Sources of population data and perspectives on Census of India publications (5 Classes)
2. Distribution and density of population: Factors influencing population distribution and density; global pattern of population distribution. (4 Classes)
3. Population Growth: Trend of global population growth; components of population growth–fertility, mortality and migration; push and pull factors of migration; spatial variations in population growth in the world. (8 Classes)
4. Theories of population growth: Malthusian Theory and Demographic Transition Theory. (3Classes)
5. Population composition and associated characteristic patterns in global contexts: Age-SexComposition; Rural-Urban Composition; Population ageing. (6 Classes)

Unit II: Settlement Geography

1. Defining the field of settlement of geography: Meaning and scope.
2. Rural and urban settlements: Factors influencing distribution pattern of settlements; Types of rural settlements; Morphology and Characteristics of rural and urban settlements. (7 Classes)
3. Concept of settlement hierarchy and urban fringe; Christaller's Central Place Theory. (4Classes)

Part II: Practical (1 credit, 20 Marks, 15 Classes of two-hour duration)

Unit 1: Practical Works (16 marks)(Two questions of 8 marks each)

1. Trend of population growth in Assam/N.E. India through line graph; Calculation and graphical representation of trend of decadal growth rates of population in Assam/N.E. India/India. (2 Exercises)
2. Choropleth map to show spatial pattern of decadal variation in population growth in Assam/N.E. India/India. (1 Exercise)

3. Choropleth map showing spatial pattern of population density in Assam/India. (1 Exercise)
4. Map showing spatial variation in social/religious/rural-urban composition of population in Assam/N.E. India using pie-graph. (1 Exercise)
5. Choropleth map showing spatial pattern of level of urbanization in Assam/N.E. India. (1 Exercise)
6. Flow cartogram showing direction and volume of migration into Assam/N.E. India from different parts of India. (1 Exercise)
7. Map showing distribution of towns and their varied population size with spheres in Assam/N.E.India. (1 Exercise)

Unit II: Practical Note-Book and Viva-voce (4 Marks)

1. Evaluation of Practical Note-Book (2 marks)
2. Viva-voce (2 marks)

Reading List

1. Barrett H. R., 1995: Population Geography, Oliver and Boyd.
2. Bhende A. and Kanitkar T., 2000: Principles of Population Studies, Himalaya Publishing House.
3. Chandna R. C. and Sidhu M. S., 1980: An Introduction to Population Geography, Kalyani Publishers.
4. Chandna R. C., 2014, Geography of Population: Concepts, Determinants and Patterns, Kalyani Publishers.
5. Clarke J. I., 1965: Population Geography, Pergamon Press, Oxford.
6. Jones, H. R., 2000: Population Geography, 3rd ed. Paul Chapman, London.
7. Lutz W., Warren C. S. and Scherbov S., 2004: The End of the World Population Growth in the 21st Century, Earthscan.
8. Newbold, K. B., 2009: Population Geography: Tools and Issues, Rowman and Littlefield Publishers.
9. Pacione, M., 1986: Population Geography: Progress and Prospect, Taylor and Francis.
10. Wilson, M. G. A., 1968: Population Geography, Nelson.
11. Panda, B. P. (1988): Janasankya Bhugol, M P Hindi Granth Academy, Bhopal.
12. Maurya, S. D. (2009) Jansankya Bhugol, Sharda Pustak Bhawan, Allahabad.
13. Chandna, R. C. (2006), Jansankhya Bhugol, Kalyani Publishers, Delhi.
14. Roy, D. (2015), Population Geography, Books and Allied (P) Ltd., Kolkata.
15. Ahmad, A., Noin, D. and Sharma, H.N. (eds), 1997, Demographic Transition: The Third World Scenario, Rawat Publications, Jaipur and New Delhi, 1997.
16. Money, D.C., 1972: Patterns of Settlement, Evan Brothers, London.
17. Peters, G.L. and Larkin, R.P., 1979: Population Geography: Problems, Concepts and Prospects, Kendall/ Hunt Iowa.
18. Singh, R.L. and Singh, K.N., (eds), 1975: Readings in Rural Settlement Geography, BHU, Varanasi.
19. Singh, R.Y., 1994: Geography of Settlements, Rawat Publications, Jaipur and New Delhi.
20. Maurya, S. D., 2014: Settlement Geography, Sharda Pustak Bhawan, Allahabad.

Course Objective:

- This paper is a generic paper that intends to introduce students to the basic concepts of population and settlement geography and how the differential characteristics of population and settlement influence the overall development process of an area.
- It seeks to develop an understanding among students about the significance of population geography and settlement geography and their inter-relationship.

Learning outcome:

- The paper will be useful for students in developing ideas about spatio-temporal changes in the characteristics of population and settlement and the factors associated with them.
- The paper will be useful for students preparing for various competitive exams including civil services.

Theory Credit : Three (3)

Practical Credit : One (1)

No. of Required Classes : 60

No. of Contact Classes : 40

No. of Non-Contact Classes : 20

Particulars of Course Designer (Department of Geography, Gauhati University, geography@gauhati.ac.in)

Four-year Undergraduate Programme

Subject: Geography

Semester: IV

Course Name: Geography of India
(Optional)

Course Level: Intermediate

100 Marks (Theory =60 Marks, Practical = 20 Marks, Internal Assessment = 20 Marks)

Part I: Theory (3 Credits, 60 marks, 45 classes of one-hour duration)

Unit I:

India's location, areal extent and their significance; geopolitical and strategic importance, administrative divisions.

Unit II:

Physical setting: Physiographic divisions and their characteristics; River and water bodies, Climate and its seasonal and regional characteristics; soil types and their distribution; vegetation and its distribution.

Unit III:

Population: Trend of growth, spatial variation in growth and distribution; Age and sex composition; Linguistic and religious composition.

Unit IV:

Trend of Socio-economic development: literacy and education; health status and health care facilities; transport and communication systems; trade relations (export and import; development policies)

Unit V:

Agricultural and Industrial sector: Regional distribution and production patterns of rice, wheat, and millet. Distribution and production patterns of iron and steel, cotton textiles and fertilizers; overall Industrial development scenario in the country: distribution and production scenerio of Coal, Petroleum, Gas, hydro-power, potentiality of solar, wind, and nuclear power generation.

Part II: Practical (1 credit, 20 Marks, 15 Classes of two-hour duration)

Unit I: Practical Works (10 marks)(Two questions of 5 marks each)

1. Trend of population growth and growth rates in India since 1901 using Census data (Source: censusindia.gov.in). (2 assignments)
2. Choropleth mapping to show spatial variation in decennial population growth rate and literacyrate in India. (2 assignment)

3. Spatial variation in the patterns of the religious composition of the population in India and Social composition of the population (SC, ST, and General) using pie-graph. (2 assignments)
4. Trend of food grains production (Rice, Wheat, Maize, Barley, Jowar, and Bajra) in India since 1950-51 using band-graph. (1 assignment)
5. Mapping of the population distribution of India and analysis of its relationship with relief.(1 assignment)
6. Flow pattern of selected commodities in India using standard carto-statistical techniques. (1 assignment)

Unit II: Field Report (4 Marks)

1. Preparation of field report based on a field study of observational knowledge about the geographical perspective of any part of the country or from the parts of NE India under the guidance of teacher(s).

Unit III: Practical Note-Book, Field report and Viva-voce (4 Marks)

1. Evaluation of Practical Note-Book (2 marks)
2. Evaluation of field report (4 marks)
3. Viva-voce (2+2= 4 marks)

Reading List

1. Deshpande C. D., 1992: India: A Regional Interpretation, ICSSR, NewDelhi.
2. Johnson,B.L.C.,ed.2001.GeographicalDictionaryofIndia.VisionBooks,NewDelhi.
3. Mandal R. B. (ed.), 1990: Patterns of Regional Geography – An International Perspective.Vol. 3 –Indian perspective.
4. Sdyasuk Galina and P Sengupta (1967): Economic Regionalisation of India, Census of India
5. Sharma, T. C. 2003: India - Economic and Commercial Geography. Vikas Publ., New Delhi.
6. Singh R. L., 1971: India: A Regional Geography, National Geographical Society of India.
7. Singh, Jagdish 2003: India - A Comprehensive & Systematic Geography, Gyanodaya Prakashan,Gorakhpur.
8. Spate O. H. K. and Learmonth A. T. A., 1967: India and Pakistan: A General and Regional Geography, Methuen.
9. Tirtha, Ranjit 2002: Geography of India, Rawat Publs., Jaipur & New Delhi.
10. Pathak, C. R. 2003: Spatial Structure and Processes of Development in India. RegionalScience Assoc.,Kolkata.
11. Tiwari, R.C. (2007) Geography of India. Prayag Pustak Bhawan,Allahabad.
12. Sharma, T.C. (2013) Economic Geography of India. Rawat Publication, Jaipur

Course Objective: This is a core paper that intends to introduce students to India as a geographical entity. It seeks to develop new insights among students on the geographical dimensions of the country. A field study is incorporated to make the students understand the regional diversity of India with respect to its land, people, and economy.

Learning outcome:

- The paper will be useful for students in developing an understanding of Indian geography and its various dimensions.
- It will also be useful for students preparing for various competitive examinations including civil services.

Theory Credit : Three (3)

Practical Credit : One (1)

No. of Required Classes : 60

No. of Contact Classes : 40

No. of Non-Contact Classes : 20

Particulars of Course Designer (Department of Geography, Gauhati University, geography@gauhati.ac.in)

Four-year Undergraduate Programme

Subject: Geography

Semester: IV

Course Name: Cartographic Techniques
(Optional)

Course Level: Intermediate

100 Marks (Theory =60 Marks, Practical = 20 Marks, Internal Assessment = 20 Marks)

Part I: Theory (3 Credits, 60 marks, 45 classes of one-hour duration)

Unit I:

Cartography – Meaning, Development (Traditional and Modern Cartography) and Importance of Cartography in Geography.

Unit II:

Shape and size of the earth; coordinate system (latitude, (parallel) and longitude (meridian)).

Unit III:

Map: Characteristics, types, scale and content; Representation of point, line and area data in maps.

Unit IV:

Map Projections: Concept of Map Projection, Classification of Map Projection; principles of Constructing zenithal, conical and Cylindrical projections (basic idea), Choice of Map projection. with reference to an areal extent (whole world or any specific part) uses and limitations.

Unit V:

Thematic mapping: Concept and types; Isopleth and Choropleth mapping.

Part II: Practical (1 credit, 20 Marks, 15 Classes of two-hour duration)

Unit I: Practical Works (16 marks) (Two questions of 8 marks each)

1. Construction of graphical scale (linear, diagonal and comparative); conversion of map scale 6 Assignments
2. Construction of graticules of Zenithal Polar Gnomonic and Stereographic, Simple Conical with one standard parallel, Bonne's conical, and Gall's Stereographic Cylindrical projection along with their properties, uses and limitations. 5 Assignments
3. Preparation of thematic maps (choropleth, isopleths, band graph, pie diagram) for representing various physical and human geographic geographic data. 4 Assignments

Unit II: Practical Note-Book and Viva-voce (4 Marks)

1. Evaluation of Practical Note-Book (2 marks)
2. Viva-voce (2 marks)

Reading List

1. Anson, R. and Ormelling, F. J., 1994: International Cartographic Association: Basic Carto- graphic Vol., Pergaman Press.
2. Gupta, K.K. and Tyagi, V.C.,1992: Working with Map, Survey of India, DST, NewDelhi.
3. Misra, R.P. and Ramesh, A.,1989: Fundamentals of Cartography, Concept, New Delhi.
4. Monkhouse F.J.andWilkinson H.R.,1973:MapsandDiagrams,Methuen,London.
5. Rhind D. W. and Taylor D. R. F., (eds.), 1989: Cartography: Past, Present and Future, Elsevier, International Cartographic Association.
6. Robinson, A.H., 2009: Elements of Cartography,John Wiley and Sons, NewYork.
7. Singh R. L. and Singh R. P. B., 1999: Elements of Practical Geography, Kalyani Publishers.
8. Sarkar, A. (2015): Practical Geography: A Systematic Approach. Orient Black Swan Private Ltd., New Delhi.
9. Singh, L.R., 2013: Fundamentals of Practical Geography, Sharda Pustak Bhawan, Allahabad.
10. Talukder, S., 2008: Introduction to Map Projections, EBH Publishers (India),Guwahati.

Course Objective: This course on Cartographic Techniques provides a general understanding of the field of cartography including its modern developments and importance in geographic study. It more particularly focuses on various types of map scale and their construction; principles of map projection and construction of selected few; and preparation of thematic maps through the representation of various geographical data using different cartographic techniques.

Learning outcome:

- Understanding the importance of various cartographic techniques in geographical study
- General understanding of map type, map scale and map content.
- An acquaintance of different cartographic techniques for the representation of various facets of physical and human geographic data of any area.

Theory Credit : Three (3)
Practical Credit : One (1)

No. of Required Classes : 60
No. of Contact Classes : 40
No. of Non-Contact Classes : 20

Particulars of Course Designer (Department of Geography, Gauhati University, geography@gauhati.ac.in

Four-year Undergraduate Programme

Subject: Geography

Semester: IV

Course Name: Disaster Management
(Optional)

Course Level: Intermediate

100 Marks (Theory =80 Marks, Internal Assessment = 20 Marks)

Theory (4 Credits, 80 marks, 60 classes of one-hour duration)

Unit I:

Disaster Management - Meaning and Definition; Definitions of Disaster and Hazards- Risks, Vulnerability, Resilience and their inter-relationship; Classification of Disasters –Natural and Human- induced; Geophysical, hydro-meteorological & manmade hazard and disasters, Causes and impacts of Disasters. Factors affecting Vulnerability – Economic – Political - Environmental and SocialContexts.

Unit II:

Disaster Management Cycle; Disaster Management Phases - Prevention and Preparedness – Mitigation - Response and Recovery; Community-Based Disaster Management - Roles and Responsibilities of Communities.

Unit III:

Hazard and Vulnerability Profile of India; Disaster-prone and vulnerable areas in India with emphasis on Cyclones, Earthquakes and Floods; Structural and Non-structural measures for Disaster Risk Reduction in Earthquake and flood Prone Areas.

Unit IV:

Disasters and Development - Impact of Development Projects - Dams, Embankments, Land-use changes on disaster genesis, Understanding differential Impacts of disasters on people of various tribes, Classes, Gender, Age, Location and Disability. Indigenous Knowledge and Disaster Management and Prevention with Reference to flood problem of Brahmaputra Valley.

Unit V:

Disaster management policies: Disaster management plans – components, National Disaster management policy and plan of India.

Reading List

1. Coppola, Damon (2011), Introduction to International Disaster Management, Elsevier ISBN:978-0-12-382174-4
2. Abbott, Patrick Leon (2008), Natural Disasters, McGraw-Hill, ISBN-13: 978-0072428650

3. Carresi A L, et al (2013) Disaster Management: International Lessons in Risk Reduction, Response and Recovery, Rutledge, U.K.
4. Carresi A L, et al (2013) Disaster Management: International Lessons in Risk Reduction, Response and Recovery, Routledge U.K.
5. Kurowa, Julio, Disaster Reduction: Living in harmony with nature Quebec or World, Peru,
6. Emdad Hague C, Mitigation of natural hazards and disasters: International perspectives, Springer, 2005.
7. Shaw Rajib and Krishnamurthy R R (2009) Disaster Management: Global Challenges and Local Solutions, Universities Press.
8. Kapoor Mukesh, (2009) Disaster Management, Universities Press.
9. Diwan Parang, (2010) A Manual on Disaster Management, Pentagon Press.

Course Objective:

- To understand the concepts of disasters and their management.
- To identify the different types of disasters.
- To evaluate the impact of disasters on society and the environment.
- To learn the various mitigation measures and techniques of disaster management.

Learning outcome:

- Students will be able to define different types of disasters and their impact on society and the environment.
- Students will be able to analyze the causes of disaster and their consequences.
- Students will be able to evaluate the role of different stakeholders in disaster management and response.
- Students will be able to develop mitigation plans for disaster-prone areas.

Theory Credit : Four (4)
Practical Credit : Zero (0)

No. of Required Classes : 60
 No. of Contact Classes : 40
 No. of Non-Contact Classes : 20

Particulars of Course Designer (Department of Geography, Gauhati University, geography@gauhati.ac.in)

Four-year Undergraduate Programme

Subject: Geography

Semester: V

Course Name: Climatology, Biogeography and Oceanography
(Compulsory)

Course Level: Higher

100 Marks (Theory =60 Marks, Practical = 20 Marks, Internal Assessment = 20 Marks)

Part I: Theory (3 Credits, 60 marks, 45 classes of one-hour duration)

Unit I: Climatology

1. Atmospheric Composition and Structure; and their variation with altitude, latitude and season.
2. Atmospheric temperature; horizontal and vertical distribution of temperature.
3. General Circulation, Jet Streams
4. Atmospheric Moisture – Evaporation, Humidity, Condensation, Fog, Precipitation,
5. Climatic classification of Koppen and Trewartha; Monsoon - Mechanism of development, Distribution of monsoons, Trajectories and Irregularities, Effects of El-Nino, Walker oscillation.
6. Cyclones and anticyclones; Tropical Cyclones, anticyclones and Extra-Tropical Cyclones.
7. Air masses and Fronts: Characteristics, types, Origin and modification of air masses.
8. Techniques of weather forecasting: conventional and modern

Unit II: Biogeography

1. Role of physical and biological factors and distribution of plants and animals, Biomes and Biodiversity hotspots of the world.
2. Bio-energy cycles and food-chain
3. Concept of Bio-diversity; Conservation of forest and wildlife
4. Ecology and Ecosystem, Structure and functioning of the ecosystem
5. Soil as a component of the environment, soil formation process and factors, soil composition and horizon, Soil types and their distribution in India

Unit III: Oceanography

1. Submarine topography and configuration of Pacific, Atlantic and Indian Ocean floors.
2. Ocean temperature and salinity. Currents, tides, tsunamis. Ocean deposits. Coral reefs.

Part II: Practical (1 credit, 20 Marks, 15 Classes of two-hour duration)

Unit I: Practical Works (16 marks) (Two questions of 8 marks each)

1. Interpretation of Indian Weather map for Monsoon and non–monsoon seasons/months based on various weather symbols depicted on maps. (2Assignments)
2. Preparation of weather reports of Indian subcontinent by analyzing the weather satellite images of at least three consecutive days (e.g. INSAT 3D, NOAA satellite). (3 Assignments)
3. Preparation of rainfall-temperature graphs; hythergraph, climograph and ergograph taking data from India/N.E. India/Assam (3 Assignments)
4. Calculation of average annual rainfall and variability of annual rainfall and preparation of rainfall distribution and variability maps(using isopleths).(2 Assignments)
5. Mapping of protected areas (National park, biosphere reserve and wildlife sanctuary) of Assam/N.E.India/India. (3Assignments)
6. Mapping of phytogeographic and zoogeographic regions of the world.(2 Assignments)
7. Mapping of Biodiversity hotspots of the world. (1 Assignment)
8. Mapping of Soil types of Assam/N.E. India and Soil horizons. (2 Assignments)

Unit II: Practical Note-Book and Viva-voce (4 Marks)

1. Evaluation of Practical Note-Book (2 marks)
2. Viva-voce (2 marks)

Reading List

1. Barry R. G. and Carleton A. M., 2001: Synoptic and Dynamic Climatology, Routledge, UK.
2. Barry R. G. and Corley R. J., 1998: Atmosphere, Weather and Climate, Routledge, New York.
3. Critchfield H. J., 1987: General Climatology, Prentice-Hall of India,New Delhi
4. Lutgens F. K., Tarbuck E. J. and Tasa D., 2009: The Atmosphere: An Introduction to Meteorology, Prentice-Hall, Englewood Cliffs, New Jersey.
5. Oliver J. E. and Hidore J. J., 2002: Climatology: An Atmospheric Science, Pearson Education, NewDelhi.
6. TrewarthaG.T.andHorneL.H.,1980:An Introduction to Climate,McGraw-Hill.
7. Gupta L S(2000): Jalvayu Vigyan, Hindi Madhyam Karyanvay Nidishalya, Delhi VishwaVidhyalaya,Delhi
8. Lal, D S (2006): Jalvayu Vigyan, Prayag Pustak Bhavan, Allahabad
9. Vatal, M (1986): Bhautik Bhugol, Central Book Depot, Allahabad
10. Singh, S (2009): JalvayuVigyan, PrayagPustakBhawan,Allahabad
11. Raj, Manideep Soil and Biogeography, Kalyani Publishers.,
12. Cox, C.B., Moore, P.D. and Ladle, R., 2016. Biogeography: an ecological and evolutionary approach. John Wiley & Sons.

Course Objective: The main objective of the course is to sensitise the students towards global climatological, biogeographical and marine issues

Learning outcome: Students will acquaint themselves with the primary concepts of Climatological, biogeographical and oceanographic factors.

Theory Credit : Three (3)
Practical Credit : One (1)

No. of Required Classes : 60
No. of Contact Classes : 40
No. of Non-Contact Classes : 20

Particulars of Course Designer (Department of Geography, Gauhati University, geography@gauhati.ac.in)

Four-year Undergraduate Programme

Subject: Geography

Semester: V

Course Name: Quantitative methods in Geography
(Optional)

Course Level: Higher

100 Marks (Theory =60 Marks, Practical = 20 Marks, Internal Assessment = 20 Marks)

Part I: Theory (3 Credits, 60 marks, 45 classes of one-hour duration)

Unit I:

Quantification and its significance in geographical study; advantages and limitations of quantitative methods in geography. (4classes)

Unit II:

Geographical Data: Nature, types and sources; scale of measurement (nominal, ordinal, interval and ratio). (4classes)

Unit III:

Measures of central tendency (mean, median and mode) and dispersion (range, quartile deviation, mean deviation, standard deviation and coefficient of variation) and their applications in geographical data analysis. (8classes)

Unit IV:

Sampling techniques: meaning of sampling and its need; types of sampling (simple random and stratified random). (6classes)

Unit V:

Time series analysis and its applications in geographical studies; Basic techniques of time series data analysis (semi-average, moving average and least squares).(6classes)

Unit VI:

Correlation and Regression Analysis: Meaning of correlation; Bi-variate coefficient of correlation (Spearman's rank correlation and Pearson's product-moment correlation); linear regression analysis;and their applications in geographical data analysis.(12 classes)

Part II: Practical (1 credit, 20 Marks, 15 Classes of two-hour duration)

Unit I: Practical Works (16 marks) (Two questions of 8 marks each)

1. Tabulation/Grouping of geographical data for making frequency distribution table; Preparation of Histogram, Frequency Polygon and Frequency Curve. (1+1assignments)

2. Computation of mean, median and mode for ungrouped and grouped data relating to geo- graphical phenomena; Determination of median and mode using graphical methods; Determination of the location of spatial mean centre of settlements (using centographic measure). (2+1+1 assignments)
3. Computation of the values of standard deviation and coefficient of variation of ungrouped and grouped data relating to some geographical phenomena (rainfall, landholding, income, production, etc) for comparison of distribution patterns. (1+1 assignments)
4. Analysis of time series data of some geographical phenomena (rainfall, production, export value, import value, etc) using moving average and least squares methods. (2 assignments)
5. Computation of coefficient of correlation between two logically associated geographical phenomena using Spearman's rank correlation and Pearson's product-moment correlation formulae; Preparation of scatter diagram and fitting the line of linear regression of Y on X for any set of bi-variate data relating to meaningful geographical phenomena.

Unit II: Practical Note-Book and Viva-voce (4 Marks)

1. Evaluation of Practical Note-Book (2 marks)
2. Viva-voce (2 marks)

Reading List

1. Hammond P. and McCullagh P. S., 1978: Quantitative Techniques in Geography: An Introduction, Oxford University Press.
2. Sarkar, A. (2013) Quantitative Geography. techniques and presentations. Orient Black Swan Private Ltd., New Delhi.
3. Yeates M., 1974: An Introduction to Quantitative Analysis in Human Geography, McGrawHill, New York.
4. Mathews, J.A., 1987: Quantitative and Statistical Approaches to Geography: A Practical Manual Pergamon, Oxford.
5. Mahmood, A., 1999: Statistical Methods in Geographical Studies, Rajesh Publications, New Delhi.
6. Elhance, D.N., 1972: Fundamentals of statistics, KitabMaha, Ahabad
7. Monkhouse, F.J. Wilkinson, H.R., 1989: Maps Diagrams, B.I. Publications, New Delhi
8. Gregory, S., 1963: Statistical Methods and Geographers, Longman, London.

Course Objective: The paper Quantitative Methods in Geography throws light on the importance of data in geography. It deals with the methods and techniques of data collection, data tabulation, data interpretation and analysis through the application of some basic statistical measures. This paper provides an understanding of the pure and applied nature of geography along with the key elements in the discipline.

Learning outcome:

- Thorough understanding of the statistical methods and techniques used in geographical studies
- Understanding of tabulation, analysis and interpretation of geographical data.

Theory Credit : Three (3)

Practical Credit : One (1)

No. of Required Classes : 60

No. of Contact Classes : 40

No. of Non-Contact Classes : 20

Particulars of Course Designer (Department of Geography, Gauhati University, geography@gauhati.ac.in)

Four-year Undergraduate Programme

Subject: Geography

Semester: V

Course Name: Social, Cultural and Political Geography
(Optional)

Course Level: Higher

100 Marks (Theory =60 Marks, Practical = 20 Marks, Internal Assessment = 20 Marks)

Part I: Theory (3 Credits, 60 marks, 45 classes of one-hour duration)

Unit I: Social Geography

1. Social Geography: Meaning and scope; its approaches; and contemporary trend of its development.
2. Concept and types of social space and social groups.
3. Social Well-being: Concept and Component: Housing, Health and Education; Concept of Human development and its measurements.
4. Contribution of race, religion, language and ethnicity in promoting diversity in India.
5. Social Geographies of inclusion and exclusion: Caste, class, gender and ethnicity.

Unit II: Cultural Geography

1. Meaning and scope of Cultural Geography and contemporary trend of its development
2. Types of culture: material and non-material
3. Concepts in cultural geography: Cultural diffusion, Cultural lag, cultural landscape, and cultural region.
4. Cultural ecology and folk geography; folk culture and rituals with special reference to Assam

Unit III: Political Geography

1. Political Geography: Nature, scope and recent trends; Approaches to its study.
2. Concept of state, nation, and nation-state; Attributes of State, frontiers and boundaries, buffer zones.
3. Concept of Geopolitics, Heartland and Rimland; Mackinder's Heartland Theory.
4. Concept of colonialism, neo-colonialism and lebensraum.
5. Geography and conflict: India-Pakistan; India-China, Russia-Ukraine.

Part II: Practical (1 credit, 20 Marks, 15 Classes of two-hour duration)

Unit I: Practical Works (16 marks) (Two questions of 8 marks each)

1. Level of Social well-being with the help of composite Z-score in India /North-East India. (1 Exercise)
2. Construction of Ternary Diagram representing the social composition of the population in India/North East India. (1 Exercise)
3. Sex disparity in literacy in India/North-East India using Sopher's Disparity Index. (1 Exercise)
4. Construction of a map of India highlighting the major conflict zones (2 Exercises), the states of North-East India during Pre and Post-Independence periods (up to the present). (3 Exercises) along the border with China and Interstate boundary disputes in NE India.
5. Sketch of traditional house types of some selected tribes of North-East Indian states.
6. Preparation of a short video documentary on a folk ritual of a selected community of Assam.

Unit II: Practical Note-Book and Viva-voce (4 Marks)

1. Evaluation of Practical Note-Book (2 marks)
2. Viva-voce (2 marks)

Reading List

Social Geography

1. Ahmad, A., 1999: Social Geography, Rawat Publications, Jaipur and New Delhi.
2. Ahmad, A., (ed), 1993: Social Structure and Regional development: A Social Geography Perspective, Rawat Publications, Jaipur.
3. Carter, John and Trevor, Jones. 1989: Social Geography: An Introduction to Contemporary Issues, Edward Arnold, London.
4. Eyles, J.: 'Social Geography', in Johnston, R.J., et al, The Dictionary of Human Geography.
5. Jones, E. and Eyles, J., 1977: An Introduction to Social Geography, Oxford University Press, Oxford and New York.
6. Jones, E.,(ed), 1975: Readings in Social Geography, Oxford University Press, Oxford.
7. Sharma, H.N., 2000: 'Social Geography' in Singh, J. (ed.) Progress in Indian Geography(1996- 2000), INSA, New Delhi.
8. Smith, D.M., 1977: Human Geography: A Welfare Approach, Edward Arnold, London.
9. Sopher, D.E. (ed), 1980: An Exploration of India: Geographical Perspectives on Society and Culture, Longman, London.
10. Srinivas, M.N., 1986: India: Social Structure, Hindustan Publishing Corporation, Delhi.
11. Taher, M., 1994: An Introduction to Social Geography: Concept and Theories, NEIGS, Guwahati. 37

Cultural Geography

12. Crans, Mike, 1998: Cultural Geography, Routledge, London.
13. Dancan, J. and Ley, D. (eds), 1992: Place/Culture/Representation, Routledge, London.
14. Gritzer, Charion, F., 1984: 'The Scope of Cultural Geography', Journal of Geography, Volume65, pp.4-11.
15. Jackson, Richard.H.and Hudman, Lloyel. E., 1990: Cultural Geography, West PublishingCompany,New York.
16. Johnston, R.J., Gregory, Derek and Smith, David M. (eds), 1994: The Dictionary of HumanGeography, Blackwell, Oxford.
17. Jordan, T.G. and Rowntree, L.: The Human Mosaic: A Thematic Interpretation in CulturalGeography.
18. Noble, A.G. and Dutt, A.K. (eds), 1982: India: Cultural Pattern and Processes, West ViewPress /Boulder, Colorado.

Political Geography

19. Agnew, John A., Mamadouh, V.; Secor,A. and Sharp, J. 2015. The Wiley Blackwell Com-panion to Political Geography. Wiley-Blackwell.
20. Smith, Sara. 2020.Political Geography: A Critical Introduction, Wiley-Blackwell.
21. Dikshit, R.D. 2020. Political Geography: Politics of Place and Spatiality of Politics. Macmil-lan India.
22. Dwivedi, R L Misra,H N. 2019. Fundamentals of Political Geography. Surjeet Publications.

Course Objective: To appreciate the social and political dimensions of geographic phenomena. Understand how geography influences political issues and their spatial dimensions.

Learning outcome:

- This course will help equip the students to comprehend various social and political aspects of phenomena and their interface within the realm of geography.
- The paper will be very useful for students preparing for various competitive examinations including civil services.

Theory Credit : Three (3)

Practical Credit : One (1)

No. of Required Classes : 60

No. of Contact Classes : 40

No. of Non-Contact Classes : 20

Particulars of Course Designer (Department of Geography, Gauhati University, geography@gauhati.ac.in)

Four-year Undergraduate Programme

Subject: Geography

Semester: V

Course Name: Economic and Resource Geography
(Optional)

Course Level: Higher

100 Marks (Theory =60 Marks, Practical = 20 Marks, Internal Assessment = 20 Marks)

Part I: Theory (3 Credits, 60 marks, 45 classes of one-hour duration)

Unit I:

Meaning, scope and Approaches of Economic Geography and Resources

Unit II:

Economic activity: meaning and classification; Production system: Role of land, labour and capital.

Unit III:

Agriculture sector: Factors influencing agriculture; types of agriculture; Von Thunen's model of agricultural location; Factors influencing cultivation of wheat, rice, coffee and tea, and their distribution and production in different parts of the world.

Unit IV:

Manufacturing sector: Factors influencing industrial location; Weber's theory of industrial location; Classification of industry; Factors, distribution and production of iron and steel, cotton textile and IT industries in the world; Special economic zones and technology parks

Unit V:

Transport system: Modes of transport, factors influencing transport development and role of transport in resource mobilization and economic development.

Unit VI:

Trade: Factors influencing trade in different countries of the world; Trade relations of India with USA, Russia and Japan.

Part II: Practical (1 credit, 20 Marks, 15 Classes of two-hour duration)

Unit I: Practical Works (16 marks) (Two questions of 8 marks each)

1. Trend of rice, wheat and iron & steel production in the world/USA/India using moving average and least squares methods. (4 assignments)
2. Trend of production of wheat, rice, maize and barley in the world/USA using Band-graph. (2 assignments)
3. Trend of balance of trade relations (export and import value) of India with USA, China and Japan in respect of major commodities using Bar-graph. (2 assignments)
4. Regional variation in fertilizer consumption and agricultural productivity in rice,

- wheat and barley in selected countries of the world using Bar-graph. (1 assignment)
5. Inter-state/Inter-nation volume of movement of selected commodities and Inter-city movement of traffic/bus in N.E. India through flow cartogram.(2 assignments)

Unit II: Practical Note-Book and Viva-voce (4 Marks)

1. Evaluation of Practical Note-Book (2 marks)
2. Viva-voce (2 marks)

Reading List

1. Hartshorn, T.A. and Alexander J. W., 2004: Economic Geography, Prentice-Hall Inc., New Delhi
2. Coe N. M., Kelly P. F. and Yeung H. W., 2007: Economic Geography: A Contemporary Introduction, Wiley-Blackwell.
3. Hodder B.W. and Lee Roger, 1974: Economic Geography, Taylor and Francis.
4. Combes P., Mayer T. and Thisse J. F., 2008: Economic Geography: The Integration of Regions and Nations, Princeton University Press.
5. Wheeler J. O., 1998: Economic Geography, Wiley..
6. Bagchi-Sen S. and Smith H. L., 2006: Economic Geography: Past, Present and Future, Taylor and Francis.
7. Willington D. E., 2008: Economic Geography, Husband Press.
8. Clark, Gordon L.; Feldman, M.P. and Gertler, M.S., eds. 2000: The Oxford
9. Saxena, H.M., 2013: Economic Geography, Rawat Publications, Jaipur.

Course Objective: This paper intends to introduce students to the principles of economic geography and associated patterns and processes of major economic activities in the world. It seeks to develop new insights among students on the relevance of economic geography and associated economic issues in contemporary times.

Learning outcome:

- The paper will be useful for students in developing ideas on how geographical aspects organize the economic space and will offer perspectives to students if they wish to pursue a research programme associated with economic perspectives.
- The paper will be useful for students preparing for UGC NET/SLET exams and other competitive exams including the civil services.

Theory Credit : Three (3)

Practical Credit : One (1)

No. of Required Classes : 60

No. of Contact Classes : 40

No. of Non-Contact Classes : 20

Particulars of Course Designer (Department of Geography, Gauhati University, geography@gauhati.ac.in)

Four-year Undergraduate Programme

Subject: Geography

Semester: V

Course Name: Geography of Tourism
(Optional)

Course Level: Higher

100 Marks (Theory =60 Marks, Practical = 20 Marks, Internal Assessment = 20 Marks)

Part I: Theory (3 Credits, 60 marks, 45 classes of one-hour duration)

Unit I:

Nature and Scope: Concept of tourism and its relationship with Geography; Role of Intermediaries and suppliers; Geographical parameters of tourism as postulated by Robinson.

Unit II:

Types and forms of tourism: Nature Tourism (Eco-Tourism), Cultural Tourism, Adventure tourism, Medical Tourism, Pilgrimage; Sustainable Tourism; Meetings, Incentives, Conventions and Exhibitions (MICE) Tourism

Unit III:

Tourism attraction (resources), infrastructure and services: In the context of India and northeast India

Unit IV:

Recent Trends of Tourist flow: International and Domestic (India); Case studies of tourism development in different geographical contexts in India: Himalayas, Desert, North-East India and Coastal Areas.

Unit V:

Impact of Tourism on Economy, Environment and Society; National Tourism Policy, Tourism policy of northeastern states

Part II: Practical (1 credit, 20 Marks, 15 Classes of two-hour duration)

Unit I: Practical Works (16 marks) (Two questions of 8 marks each)

1. Trend of growth of tourist arrivals (International and domestic) in India/ Assam using moving average method (2 Assignments)

2. Trend of tourist arrivals in the northeastern states of India in comparison to a top ranking tourist arriving state of India using Band-graph. (2 Assignments)
3. Representation of the relationship among the rainfall, temperature and tourist arrival for any year or a specific period for any state of NE India by using the appropriate carto-statistical technique. (2 Assignments)
4. Preparation of a map of Assam to show important tourist destinations along with their road, railway and air connectivity. (2 Assignments)
5. Preparation of a tourist map of N.E. India showing the inflow of tourists (domestic and international) to major national parks and wildlife sanctuaries/ prepare a tracking map of an area of tourism interest using GPS (2 Assignments)
6. Preparation of a map of NE India showing the inflow of tourist destinations (viz. Pilgrimage, nature, historical, adventure, wildlife, ethno-cultural destinations) and describe their significance. (2 destinations)

Unit II: Practical Note-Book and Viva-voce (4 Marks)

1. Evaluation of Practical Note-Book (2 marks)
2. Viva-voce (2 marks)

Reading List

1. Bhattacharya, P. (2011): Tourism in Assam: Trend and Potentialities, Banimandia, Guwahati
2. Dhar, P.N. (2006) International Tourism: Emerging Challenges and Future Prospects. Kanishka, NewDelhi.
3. Hall, M. and Stephen, P. (2006) Geography of Tourism and Recreation – Environment, Place and Space, Routledge, London.
4. Kamra, K. K. and Chand, M. (2007) Basics of Tourism: Theory, Operation and Practise, Kanishka Publishers, Pune.
5. Page, S. J. (2011) Tourism Management: An Introduction, Butterworth-Heinemann- USA. Chapter2.
6. Raj, R. and Nigel, D. (2007) Morpeth Religious Tourism and Pilgrimage Festivals Management: An International perspective by, CABI, Cambridge,USA, www.cabi.org.
7. Tourism Recreation and Research Journal, Center for Tourism Research and Development, Lucknow
8. Singh Jagbir (2014) "Eco-Tourism" Published by - I.K. International Pvt. Ltd. S-25, Green Park Extension, Uphaar Cinema Market, New Delhi, India (www.ikbooks.com).
9. Market Research Division, Dept. of Tourism, Govt. of India, India Tourist Statistics (avail-able in PDF form), New Delhi
10. UNWTO: Tourism Barometer (available in their web portal to have a fresh glimpse of global tourism statistics/ other relevant sites may also be consulted).

Course Objective: This paper introduces the students to the field of tourism from a spatial perspective. It seeks to develop new insights among students on how tourism and allied activities are shaped by the geography of an area and also how such activities are responsible for shaping economic, social and environmental context from global to local levels.

Learning outcome: The paper will be useful for students in developing ideas on the sphere of tourism along with knowing how geographical factors determine tourism activities and how geographers seek to address issues of development and carrying capacities in various environmental contexts. It will also build skills among students to engage them to work with tourism at both managerial and planning levels of the sector.

Theory Credit : Three (3)

Practical Credit : One (1)

No. of Required Classes : 60

No. of Contact Classes : 40

No. of Non-Contact Classes : 20

Particulars of Course Designer (Department of Geography, Gauhati University, geography@gauhati.ac.in)

Four-year Undergraduate Programme

Subject: Geography

Semester: VI

Course Name: Geography of Environment and Development
(Compulsory)

Course Level: Higher

100 Marks (Theory =60 Marks, Practical = 20 Marks, Internal Assessment = 20 Marks)

Part I: Theory (3 Credits, 60 marks, 45 classes of one-hour duration)

Unit I:

Environmental Geography: Nature, Scope and Significance; man-Environment Relationships, Historical progression, Adaptation in different Biomes

Unit II:

Major Environmental Problems: Pollution, Deforestation, Desertification, Global Warming, and Bio-Depletion; Hazard, Disaster, Risk and Vulnerability; Types of hazard/disaster (Natural and Man made).

Unit III:

Ecosystem: concept and types of ecosystem; functioning of ecosystem; Energy flow in ecosystem; bio-geochemical cycles; biosphere as an ecosystem.

Unit IV:

Environment and Development: ecology and equity, concept of environment and development; development processes: Nature and trend of development, sustainable development.

Unit V:

Thematic Issues in Environment Geography: The Population–Consumption–Technology Nexus Bio- diversity, Conservation, and Protected Areas, Water Resources and Fishing Livelihoods, Corporate ecological responsibility

Part II: Practical (1 credit, 20 Marks, 15 Classes of two-hour duration)

Unit I: Practical Works (16 marks) (Two questions of 8 marks each)

1. Exploring satellite imageries and topographic sheets to observe bank line change of Brahmaputra river from any selected stretch in three different time periods and preparation of map there from. (1 exercise) (Satellite images can be downloaded from <https://earthexplorer.usgs.gov/>
Survey of India topographic sheets can be downloaded freely from

<https://soinakshe.uk.gov.in/mtr/>

2. Mapping of major wetlands in a district and computation of shape and size (area) based distribution. (1 exercise)
3. Preparation of a map of a nearby wetland and identify the changes in dimension, water level and encroachment it faced during the last one decade. Present your data in tabular form along with the map (field-based). (1 exercise)
4. Preparation of a long-term precipitation time series curve for any selected station of N.E. India using moving average method by downloading the annual rainfall data for any district/station of Assam for at least 30 years (1 exercise)

Unit II: Practical Note-Book and Viva-voce (4 Marks)

1. Evaluation of Practical Note-Book (2 marks)
2. Viva-voce (2 marks)

Reading List

1. Chandna R. C., 2002: Environmental Geography, Kalyani, Ludhiana.
2. Cunningham W. P. and Cunningham M. A., 2004: 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 Brooks Cole, 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.
9. UNEP, 2007: Global Environment Outlook: GEO4: Environment For Development, United Nations Environment Programme.
10. 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
11. Singh, R.B. (1998) Ecological Techniques and Approaches to Vulnerable Environment, NewDelhi, Oxford & IBH Pub..
12. Alcántara-Ayala, I. (2002). Geomorphology, natural hazards, vulnerability and prevention of natural disasters in developing countries. Geomorphology, 47(2-4), 107-124.
13. Goudie, A., Ayala, I. A. (2010). Geomorphological hazards and disaster prevention. Cam- bridge University Press.
14. <https://www.undrr.org/publications>
15. <http://sdmassam.nic.in/dmp.html> dmp 17.
16. https://ndma.gov.in/sites/default/files/PDF/DM_act2005.pdf http :

//sdmassam.nic.in/pdf/publication/un

Course Objective: This paper intends to introduce students to geography and environment interface. It seeks to develop insights among students on the relevance of environmental studies along with issues associated with its pollution, disaster and management of environmental problems

Learning outcome:

1. This paper will be useful for students in developing ideas on environmental issues including disasters that geographers need to address.
2. This paper will be useful for students preparing for different competitive exams including civil services along with enhancing services to society in addressing awareness levels towards the environment

Theory Credit : Three (3)

Practical Credit : One (1)

No. of Required Classes : 60

No. of Contact Classes : 40

No. of Non-Contact Classes : 20

Particulars of Course Designer (Department of Geography, Gauhati University, geography@gauhati.ac.in)

Four-year Undergraduate Programme

Subject: Geography

Semester: VI

Course Name: Introduction to Remote Sensing and GIS
(Optional)

Course Level: Higher

100 Marks (Theory =60 Marks, Practical = 20 Marks, Internal Assessment = 20 Marks)

Part I: Theory (3 Credits, 60 marks, 45 classes of one-hour duration)

Unit I: Introduction to Remote Sensing

1. Remote Sensing: Definition and History of Development. (3 classes)
2. Principles of Remote Sensing System: Energy sources, EMR and its interaction with Atmosphere and Earth Features; Platform, Sensor and Resolutions; Aerial and Satellite Remote Sensing; Fundamentals of Photogrammetry.
3. Remote Sensing data products, sources and characteristics; Elements of Image Interpretation (Visual & Digital); Digital Image Processing: Image Enhancement and Classification (Supervised and Un-supervised). (6classes)
4. Application of Remote Sensing: Land, Vegetation and Water (3 classes)

Unit II: Introduction to GIS

1. Geographical Information System (GIS): Definition, Development, Components, and Functions; Open source GIS. (3 classes)
2. GIS Data Types & Structures: Spatial and Non-Spatial Data; Raster and Vector Data Structure, Database Management System (DBMS). (3 classes)
3. Data Layer Extraction and Spatial Analysis: Buffer, proximity and viewshed analysis; overlay analysis. (4 Classes)
4. Application of GIS in geographical studies (site/habitat suitability analysis, network analysis, flood damage estimation) (4 classes)

Part II: Practical (1 credit, 20 Marks, 15 Classes of two-hour duration)

Unit I: Practical Works (16 marks) (Two questions of 8 marks each)

1. Aerial photo interpretation and visual interpretation of satellite imagery and preparation of thematic maps. 2 assignments
2. Analysis of aerial photographs and satellite images: Determination of photo scale and object height from aerial photos (using a mirror stereoscope); Digital classification of satellite images: supervised and unsupervised. 3 assignments

3. Geo-referencing and Data layer creation: geometric correction, digitization of different layers using point, line and polygon, attribute data input and their thematic representation, Buffer analysis, Overlay analysis. (3 Assignments)

Unit II: Practical Note-Book and Viva-voce (4 Marks)

1. Evaluation of Practical Note-Book (2 marks)
2. Viva-voce (2 marks)

Reading List

1. Campbell J. B., 2007: Introduction to Remote Sensing, Guildford Press.
2. Jensen J. R., 2004: Introductory Digital Image Processing: A Remote Sensing Perspective, Prentice Hall.
3. Joseph, G. 2005: Fundamentals of Remote Sensing, United Press India.
4. Lillesand T. M., Kiefer R. W. and Chipman J. W., 2004: Remote Sensing and Image Interpretation, Wiley. (Wiley Student Edition).
5. Nag P. and Kudra, M., 1998: Digital Remote Sensing, Concept, New Delhi.
6. Rees W. G., 2001: Physical Principles of Remote Sensing, Cambridge University Press.
7. Singh R. B. and Murai S., 1998: Space-informatics for Sustainable Development, Oxford and IBH Pub.
8. Wolf P. R. and Dewitt B. A., 2000: Elements of Photogrammetry: With Applications in GIS, McGraw-Hill.
9. Sarkar, A. (2015): Practical Geography: A Systematic Approach. Orient Black Swan Private Ltd., New Delhi.
10. Chauniyal, D.D. (2010): Sudur Samvedanevam Bhogolik Suchana Pranali, Sharda Pustak Bhawan, Allahabad.
11. Burrough, P.A. and Mc Donnel, R.A., 1998: Principles of Geographical Information Systems, Oxford University Press.

Course Objective:

- This paper is a core paper that intends to introduce students to the interface of Remote Sensing and GIS
- It seeks to develop new insights among students on the relevance of geospatial studies within the field of geography.

Learning outcome:

- The paper remains useful for students in developing skills in spatial data analysis to pursue a research programme.
- Understanding the use of Different RS and GIS softwares

Theory Credit : Three (3)
Practical Credit : One (1)

No. of Required Classes : 60
No. of Contact Classes : 40
No. of Non-Contact Classes : 20

Four-year Undergraduate Programme

Subject: Geography

Semester: VI

Course Name: Surveying Techniques
(Optional)

Course Level: Higher

100 Marks (Theory =60 Marks, Practical = 20 Marks, Internal Assessment = 20 Marks)

Part I: Theory (3 Credits, 60 marks, 45 classes of one-hour duration)

Unit I:

Field surveying: Its meaning, types and significance in geography. (2 Classes)

Unit II:

Principles of surveying: plane and geodetic surveying; Principles of triangulation. (3Classes)

Unit III:

Principles and Techniques of surveying by Plane Table, Prismatic Compass, Theodolite, DumpyLevel and Total Station (8 Classes)

Unit IV:

Methods of radiation, intersection, traversing, contouring and leveling in surveying. (4Classes)

Unit V:

GPS: Basic concept, principles and utilities (3Classes)

Part II: Practical (1 credit, 20 Marks, 15 Classes of two-hour duration)

Unit I: Practical Works (16 marks) (Two questions of 8 marks each)

1. Preparation of a plan or a map of an area within the college campus or any suitable area using Plane Table (applying both radiation and intersection methods) (2 Assignments)
2. Open and Closed Traverse Surveying with Prismatic Compass: Preparation of plan alongwith adjustment of closing errors. (2 Assignments)
3. Closed Traverse Surveying with Theodolite: Plotting of data for preparation of a plan through computation of Reduced Bearing, Consecutive Co-ordinates and Independent Co- ordinates; Measurement of height of object/objects using Theodolite (2 Assignments)
4. Profile levelling and contouring in a selected area by Dumpy Level (2 Assignments)
5. Preparing a map of a short trail along with prominent features by using hand-held GPS and associated software/freeware. (2 Assignments)

Unit II: Practical Note-Book and Viva-voce (4 Marks)

1. Evaluation of Practical Note-Book (2 marks)
2. Viva-voce (2 marks)

Reading List

1. Campbell, J., 1984: Introductory Cartography, Prentice Hall Inc., Englewood Cliff.
2. Misra, R.P. and Ramesh, A., 1995: Fundamentals of Cartography, Concept Publishing Company, New Delhi.
3. Robinson, A.H., et al: Elements of Cartography, John Wiley Sons, New York. Raisz, E.: Principles of Cartography, McGraw Hills, London.
4. Kenetkar, T.P. and Kulkarni, S.U.: Surveying and Levelling, Vol. I II, Vidyarthi Gritha Prakashan, Pune.
5. Das, A.K. 2021: Pocket Size Handbook on Handling of GPS for Field Studies, GTAD and Aranyak, Guwahati (In PDF format).

Course Objective: This course on Surveying Techniques provides a general understanding of the field of surveying including the use of modern survey tools to enhance knowledge and skill for field-based geographic study. It focuses on various types of field survey instruments; principles of different types of ground surveying, and methods of carrying out surveys for the preparation of maps/plans for different spatial contexts.

Learning outcome:

- Understanding the importance of various field surveying techniques in geographical study
- General understanding of preparation techniques of different types of plans and map
- An acquaintance of different surveying tool and techniques for the representation of various spatial objects/phenomena.

Theory Credit : Three (3)

Practical Credit : One (1)

No. of Required Classes : 60

No. of Contact Classes : 40

No. of Non-Contact Classes : 20

Particulars of Course Designer (Department of Geography, Gauhati University, geography@gauhati.ac.in)

Four-year Undergraduate Programme

Subject: Geography

Semester: VI

Course Name: Urban Geography
(Optional)

Course Level: Higher

100 Marks (Theory =60 Marks, Practical = 20 Marks, Internal Assessment = 20 Marks)

Part I: Theory (3 Credits, 60 marks, 45 classes of one-hour duration)

Unit I:

Urban Geography: Nature and scope; approaches and trends in urban geography; Origin and growth of towns in global and national contexts; Types and characteristics of towns; Functional classification of towns; Schemes of city classification (J.M. Houston's, G. Taylor's and L. Mumford's schemes). (12 classes)

Unit II:

Patterns of Urbanisation in Developed and developing countries; Components of Urbanization and urban population growth; Organization of urban space: Urban Morphology and land use structure; Theories of the internal structure of Towns: the Sector Theory of Homer and Hoyt, and the Multiple Nuclei Theory of Harris and Ullman (10 classes)

Unit III:

Concept of city-region, urban agglomeration, urban sprawl, umland and periphery, rural-urban dichotomy and continuum, urban fringe, satellite town, new town, smart cities. (8 classes)

Unit IV:

Urban issues and problems: Housing, slums, civic amenities (transportation and drinking water), traffic congestion, pollution (air, land, water, noise), urban waste disposal and crime. (8 classes)

Unit V:

Urbanization and urban development planning in India: Trend and regional patterns of urbanization; national urban development policies and programmes; emerging urban issues in Delhi NCR, Mumbai and Guwahati. (7 classes)

Part II: Practical (1 credit, 20 Marks, 15 Classes of two-hour duration)

Unit I: Practical Works (16 marks) (Two questions of 8 marks each)

1. Plotting of million cities of India by using proportionate sphere method. (1 Exercise)
2. Map showing distribution of class I and II urban centres in Assam/NE India by using proportionate sphere method. (1 Exercise)
3. Determination of spatial mean centres of urban settlements using weighted (Population as weight) centographic measure in Assam and NE India. (2 Exercises)
4. Calculation of distribution pattern of urban settlements in a District/State of N.E. India using Nearest Neighbour Analysis. (1 Exercise)
5. Choropleth map showing spatial pattern of level of urbanization in Assam and N.E. India. (2 Exercises)
6. Determination of rank-size relationship of urban centres in Assam/N.E. India/India. (1 Exercise)
7. Urban population potential mapping based on selected urban centres of Assam/N.E. India. (1 Exercise)
8. Delineation of urban influence zones of selected urban centres of Assam/N.E. India using Reilly's breaking point formula. (1 Exercise)

Unit II: Practical Note-Book and Viva-voce (4 Marks)

1. Evaluation of Practical Note-Book (2 marks)
2. Viva-voce (2 marks)

Reading List

1. Bala, R. (1986): Urbanisation in India, Rawat, Jaipur.
2. Bansal, S.C. (2010): Urban Geography, Meenakshi Prakashan, Meerut.
3. Fyfe N. R. and Kenny J. T., 2005: The Urban Geography Reader, Routledge.
4. Graham S. and Marvin S., 2001: Splintering Urbanism: Networked Infrastructures, Technological Mobilities and the Urban Condition, Routledge.
5. Hall T., 2006: Urban Geography, Taylor and Francis.
6. Kaplan D. H., Wheeler J. O. and Holloway S. R., 2008: Urban Geography, John Wiley.
7. Knox P. L. and McCarthy L., 2005: Urbanization: An Introduction to Urban Geography, Pearson Prentice Hall New York.
8. Knox P. L. and Pinch S., 2006: Urban Social Geography: An Introduction, Prentice-Hall.
9. Kundu, A. (1992): Urban Development and Urban Research in India, Khanna Publication, New Delhi.
10. Nangia, S. (1976): Delhi Metropolitan Region: A Study in Settlement Geography, Rajesh Publication, New Delhi.
11. Pacione M., 2009: Urban Geography: A Global Perspective, Taylor and Francis.
12. Ramachandran R (1989): Urbanisation and Urban Systems of India, Oxford University Press, New Delhi
13. Sassen S., 2001: The Global City: New York, London and Tokyo, Princeton University Press.
14. Siddhartha K and Mukherjee S, (1996): Cities, Urbanisation and Urban Systems, Transworldmedia and communication, New Delhi
15. Singh, R.B. (Eds.) (2001) Urban Sustainability in the Context of Global Change, SciencePub., Inc., Enfield (NH), USA and Oxford & IBH Pub., New Delhi.

16. Singh, R.B. (Ed.) (2015) Urban development, challenges, risks and resilience in Asian megacities Advances in Geographical and Environmental Studies, Springer.

Course Objective:

- This paper introduces the students to the field of urban geography and its major aspects.
- It seeks to develop new insights among students on the relevance of an urban geography and associated problems in a rapidly urbanizing world.

Learning outcome:

- The paper will be useful for students in developing ideas on how geographical factors organize urban spaces and how geographers seek to address various urban problems and issues.
- It will help build skills among students seeking advanced studies on urban development and planning.
- The paper will be useful for students preparing for various competitive examinations including civil services.

Theory Credit : Three (3)

Practical Credit : One (1)

No. of Required Classes : 60

No. of Contact Classes : 40

No. of Non-Contact Classes : 20

Particulars of Course Designer (Department of Geography, Gauhati University, geography@gauhati.ac.in)

Four-year Undergraduate Programme

Subject: Geography

Semester: VI

Course Name: Geography of North East India
(Optional)

Course Level: Higher

100 Marks (Theory =60 Marks, Practical = 20 Marks, Internal Assessment = 20 Marks)

Part I: Theory (3 Credits, 60 marks, 45 classes of one-hour duration)

Unit I:

North-East India and its locational and strategic significance; Administrative divisions.; Physical setting: Physiographic divisions of NE India and their characteristics; Rivers and water bodies, Climate and its characteristics; forest cover; protected forest areas, soil types and their distribution.

Unit II:

Population: Trend of growth, variation in growth and distribution at state levels, ethnic composition; Age and sex composition; Linguistic and religious composition, literacy level, educational and healthcare infrastructures.

Unit III:

Production pattern and characteristics of agriculture in the region of rice, jute and tea at the state level; characteristics of shifting cultivation in the hill region; contemporary transformations in the agricultural sector including horticulture, Pisciculture etc.

Unit IV:

Agriculture and Industrial development scenario: Regional pattern of Industrial development, Distribution and production of coal, Petroleum and cement in the region; Potentiality of agro-based, handloom and handicraft industries in the region; problems of Industrial development in the region.

Unit V:

Transport, Communication system and trade: patterns of transport and communication systems (state level scenario); nature of trade in the region; problems and prospects of Act East policy towards improving the trade relations.

Part II: Practical (1 credit, 20 Marks, 15 Classes of two-hour duration)

Unit I: Practical Works (16 marks) (Two questions of 8 marks each)

1. Trend of population growth and growth rates in N.E. India since 1901 using Census data (Source: censusindia.gov.in). (2 assignments)
2. Choropleth mapping to show spatial variation in urbanization level in NE India. (1 assignment)
3. Spatial variation in the patterns of the religious composition of the population in NE India and Social composition of the population (SC, ST and General) in N.E. India using a carto-statistical tool (2 assignments)

4. Trend of food grains production (Rabi and Kharif crops) in Northeast India using band-graph. (1assignment)
5. Map showing the distribution of major tribal groups in North-East India. (1assignment)

Unit II: Practical Note-Book and Viva-voce (4 Marks)

1. Evaluation of Practical Note-Book (2 marks)
2. Viva-voce (2 marks)

Reading List

1. Bhagabati, A.K., Bora, A. K. and Kar, B.K.: Geography of Assam, Rajesh Publications, New Delhi.
2. Taher, M and Ahmed, P.: Geography of North East India, Mani Manik Prakash, Guwahati.
3. Das, M..M.: Peasant Agriculture in Assam, Inter-India Publications, New Delhi.
4. Gopal Krishnan, R : Geography of North East India
5. Bhattacharya, P. 2006 : Trend in Tourism Potentiality, Bani Mandir, Guwahati
6. Bhagabati, A.K.(ed): Biodiversity of Assam, Eastern Book House, Guwahati
7. Bhattacharyya, N.N. : North East India, Rajesh Publication, New Delhi
8. Srivastava, S.C. : Demographic Profile of N.E. India, Mittal Publications.
9. Basic Statistics of NE India, NEC, Shillong (various issues- accessible in PDF format)
10. India tourist statistics, Ministry of Tourism, Govt. of India (various issues - accessible in PDF format)

Course Objective:

- This paper intends to introduce students to the northeastern parts of India having a special identity amidst the Indian Union.
- It seeks to develop new insights among students on the significance of geographical dimensions of the native region.
- A field study is incorporated to make the students understand meso-regional diversity in respect of its land, people and economy.

Learning outcome:

- The paper will be useful for students in developing an understanding of native regional geography and its various unique dimensions.
- It will also be useful for students preparing for various competitive examinations including civil services.

Theory Credit : Three (3)
Practical Credit : One (1)

No. of Required Classes : 60
No. of Contact Classes : 40
No. of Non-Contact Classes : 20

Particulars of Course Designer (Department of Geography, Gauhati University, geography@gauhati.ac.in)