

KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY

PROGRAMME PROJECT REPORT

ON

BACHELOR OF ARTS (HONS) (ASSAMESE)

*(Four Year Undergraduate Programme to be offered from 2023-24
Academic Sessions onwards as per NEP 2020)*



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K. K. HANDIQUI STATE OPEN UNIVERSITY
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**KRISHNA KANTA HANDIQUI STATE OPEN
UNIVERSITY**

PROGRAMME PROJECT REPORT

Four Year UG Programme in Assamese

(To be offered from the Academic Session 2023-24 onwards as per NEP 2020)

1. OVERVIEW

The Four Year Undergraduate (UG) Programmes are being prepared in accordance with the requirements of the NEP 2020, which are to be offered from the July 2023 academic session onwards. The Programmes are being prepared as per the Curriculum and Credit Framework for the Four Year UG Programmes of the UGC (December, 2022) as well as subsequent official notification and the Model Framework of the Department of Higher Education, Government of Assam, dated January 25, 2023 regarding the implementation of the NEP 2020 in the State of Assam.

The 35th Academic Council of the University has, accordingly, adopted the Curriculum and Credit Framework for the UG Programmes of the University in accordance with the credit requirement, provision of lateral entry and exit, and multidisciplinary/interdisciplinary focus. Also, the assessment and evaluation has been revised to letter grades with Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA).

The Programmes on offer, thus, incorporate Discipline Specific Core (DSC) courses along with ranges of Elective/Minor Courses (DSE), which are expected to offer the learners wider exposure and opportunities; e.g. intending learners of BBA, BCom, MBA or MScIT can opt for any course from Social Sciences/Humanities as minor just as those from Social Sciences/Humanities can opt for courses in Mathematics or Mass Communication. Besides, bundles of courses are also being provided as Ability Enhancement Courses (AEC), Skill Enhancement Courses (SEC), Value Added Courses (VAC) to fulfil requirements of the NEP 2020.

Notably, the academic disciplines of the University are organised as “Schools”; hence, it is expected that implementation of multidisciplinary/ interdisciplinary programmes and courses would be relatively smooth and undemanding. To this effect, necessary processes for attaching relevant faculty from related disciplines have been arranged. The University has also registered in the Academic Bank of Credit (ABC) for seamless transfer of credit allowing flexibility to the learners as mandated by the NEP 2020.

The Four Year UG Programme Framework of the University incorporates Indian languages, culture, values, and traditions. The Second Semester includes a 3 credit course on Yoga while the Third Semester incorporates a 4 credit course on Life

Skills. Similarly, courses on Environmental Studies and Disaster Management, Cyber Security, Organic Farming etc., are also offered in the baskets of VAC and SEC.

The Centre for Internal Quality Assurance (CIQA) of the University has organised a number of meetings and workshops regarding the implementation of NEP 2020 in the context of ODL. With all the inputs, the Committee on Courses (CCS) and the Schools of Studies, involving outside subject experts drawn from reputed Universities have designed the proposed **Four Year UG Programme in Assamese** and the detail syllabi. This Programme Project Report (PPR) on Four Year UG Programme in Assamese provides the details of the proposed Programme as per the provisions of the UGC (*Open and Distance Learning Programmes and Online Programmes*) Regulations, 2020.

Assamese is one of the state languages of Assam and KKHSOU has given special attention to this Programme. A thorough understanding of one's first/second language helps an individual to establish his first/second language in the greater scenario of language and literature of the world and he can also learn other languages easily. Assamese is the first/second language of most of the people of Assam and one of the official languages of this region and therefore the University has introduced Assamese as a discipline in the Four Year UG Programme.

Literature and society are in a state of continuous mutual dependence which propagates itself like a chain reaction. This means not only that they influence each other, but that society is modified by the art whose product it is. Literature is a record of social experience, an embodiment of social myths and ideals and aims, and an organization of social beliefs and sanctions. This is the main mission of this Programme. The syllabus of this Programme has been finalized after a series of deliberations and discussions with academic experts in the respective field.

Learners who wish to study Assamese as a Discipline Specific Core (DSC) course should select one Elective/Minor Courses (DSE) from the following courses offered by the University: English, History, Sanskrit, Education, Journalism and Mass Communication, Philosophy, Political Science, Mathematics, Social Work, Commerce, Computer Application, Business Administration, Management and Sociology etc. The discipline of Assamese will also be offering Electives (DSE) for other learners who opt to take any other course as a Discipline Specific Core (DSC).

Similarly, learners who wish to take Assamese as a Discipline Specific Core Course must have to select courses from the bundles of courses provided as Inter Disciplinary courses (IDC). There will be two courses offered by the Discipline of Assamese that are not intended for learners who opt for Assamese as a Discipline Specific Core (DSC) course and DSE. These two courses are "Functional Assamese" and "Select Assamese Literary Texts."

The Ability Enhancement Course (AEC) is required for learners who take Assamese as a Discipline Specific Core Course. As compulsory AEC courses, all learners are required to study "General English", "MIL/Alternative English", and "Life Skills". "Spoken English", "Studies of Assamese Culture", and "English for Media Studies" will be offered in the fourth semester. "Studies of Assamese Culture" course will also be offered by the Discipline of Assamese as AEC. For learners taking Assamese as a DSC or DSE, this course is not permitted to be taken. "Environmental Studies and Disaster Management" and "Introduction to Yoga" are compulsory Value Added Courses in the First and Second Semesters.

As per Curriculum and Credit Framework for the Four Year UG Programmes of the UGC (December, 2022), “Cyber Security” (in Semester III) and “Research Methodology” (in Semester VII) are two compulsory Skill Enhancement Courses (SEC) for any learners of UG programme of the University. Apart from that, “Office Management”, “Organic Farming”, “Introduction to Geo-Informatics”, “Tea Cultivation and Management” and “Electricity and Electrical Wiring” are offered as optional Skill Enhancement Courses (SEC).

Learners of Four Year Undergraduate Programme in Assamese have to present a Seminar Presentation in Semester VII. They also have to prepare a Project/Dissertation with the help of a mentor in Semester VIII.

2. PROGRAMME’S MISSION AND OBJECTIVES

2.1 Mission and Vision of K. K. Handiqui State Open University:

- a) The motto of the University is to make education beyond barriers and provide educational opportunities to the unreached irrespective of gender, socio-economic status, geographical location, physical disabilities and gender.
- b) It will also provide education to housewives, semi-literate, unemployed youth, jail inmates as well as highly educated people.
- c) This University provides opportunities for higher education to those who remain deprived of higher education for other numerous reasons.
- d) The mission and vision of the University is to enhance the capabilities of learners, particularly women learners, who want to get empowered with the higher order of required education and necessary professional skills.
- e) Providing social justice to all the stakeholders is the prime focus of the university.

2.2 Programme Objectives:

The main objectives of the programme are to:

- a) Provide an objective view of the history and present trends in Assamese literature, language, and culture.
- b) Improve the abilities of learners who are interested in the field of creative writing.
- c) Influence those learners who want to continue their studies and research at a higher level.
- d) Make learners aware of to the latest issues of Assamese literature and culture in an extensive manner.
- e) Explain topics such as communication, discussion, debate, research, and cross-disciplinary, multidisciplinary and interdisciplinary thinking.

3. RELEVANCE OF THE PROGRAM WITH KKHSOU’S MISSION AND GOALS:

The UG Programme in Assamese offered by KKHSOU has been prepared to confirm the mission and goals of the University along with **NEP 2020**. Providing quality higher education and developing holistic individuals (smart, thoughtful, well-

rounded, and creative individuals) is the main motto of NEP 2020. Open Universities in the nation have played a vital role in this regard. The KKHSOU is the only State Open University in Assam that can serve this purpose.

- a) According to **NEP 2020, Section 10.8**, steps shall be taken towards developing high-quality higher education institutions both public and private that have medium of instruction in local/Indian languages or bilingually. MHRD, has planned to increase the Gross Enrollment Ratio (GER) in Higher Education from 26.3% (2018) to 50% by 2035. People generally offer the medium they know best, which is either their first or second language. Assamese is the language of communication for most people in Assam as their first or second language. Therefore, this programme will give learners ample opportunities to perceive the interrelationship of different fields of knowledge and to understand the reality of their surroundings. As a result, the total enrollment in Assamese is high, which contributes a great deal to enhancing and achieving the target of the GER in higher education
- b) Emphasis on the promotion of the vernacular as propounded in **NEP 2020** may also be addressed by launching this programme. Providing access to learning throughout life, the programme gives learners the opportunity to enter into and exit from learning at any age. This also signifies equity and access in the field of higher education.

4. NATURE OF PROSPECTIVE TARGET GROUP OF LEARNERS

The University targets the following group of learners in general, viz.

- a) Women learners especially housewives who want to get empowered with higher education and acquire professional skills.
- b) Differently abled persons.
- c) Persons who could not complete higher education in time during their student days.
- d) People hailing from far-flung remote areas and living in other disadvantageous conditions.
- e) Employed/self-employed persons with a penchant for higher education and learning skills.
- f) Persons who could not get access to higher education in the conventional system for various reasons.
- g) Working people who wish to hone their professional skills.

Apart from these, important target groups of learners of this programme are:

- a) The students who are desirous to obtain a Degree in Assamese as a core subject.
- b) The ratio between HS pass-outs and the number of higher education institutions is not adequate. Therefore, the majority of pass-outs are often not able to pursue higher education in conventional educational institutions. Those learners are our main target group and our programme has been designed as per their needs.
- c) Working people who wish to develop their professional as well as academic career.

- d) People who want to explore their roots by studying Assamese literature, language and culture.
- e) People who are interested to work in a different media house.

5. APPROPRIATENESS OF PROGRAMME TO BE CONDUCTED IN OPEN AND DISTANCE LEARNING MODE TO ACQUIRE SPECIFIC SKILLS AND COMPETENCE

The UG programme in Assamese is mainly theoretical and therefore, is, in general, suitable for the ODL mode. Keeping in mind the goal of the Department of Higher Education, MHRD to increase the Gross Enrollment Ratio (GER) in Higher Education, the ODL mode of education can play a major role in this regard. Assamese is the first/second language of this region; therefore, UG programme in Assamese may be considered the most appropriate choice for this goal. As we all know, learners are the top priority of any educational system. KKHSOU has also given importance to learner-centric education. In this connection, the UG programme in Assamese has been designed in such a way as to facilitate learners to participate actively in the teaching-learning process.

6. INSTRUCTIONAL DESIGN

The University must follow some instructional procedures and designs to ensure that the ODL programme will be effective for delivering the University's UG degree. The programme is delivered in print form and via a Learning Management System (LMS).

6.1 Curriculum Design: The curriculum of the Four Year UG Programme in Assamese has been designed in accordance with the *Curriculum and Credit Framework for the Four Year UG Programmes of the UGC* released in December, 2022 as well as subsequent official notification and the *Model Framework* released by the Department of Higher Education, Government of Assam (dated January 25, 2023) regarding the implementation of the NEP 2020 in the State. Besides, other relevant documents viz. UGC Distance and Online Education Regulations 2020, UGC LOCF Curricular Framework, UGC's Academic Integrity Regulation 2018 and UGC Regulation regarding Definitions of Degrees 2014 have also been taken into consideration in finalising the curriculum. The detailed syllabus of the courses to be offered both as major and minor in Assamese has been prepared and finalised by the duly constituted Committee of Courses (CCS) involving three eminent outside subject experts drawn from Gauhati University, Guwahati, which has been approved by the Academic Council of the University.

6.2 Programme Structure and Duration of the Programme: The Programme, in total, consists of 171 credit hours of courses with multiple entry and exit options. The UG degree (honours/research) in Assamese will be awarded to the learners who complete total 20 no. of courses in Assamese, each with 4 credits i.e. total 80 credits of courses in Assamese in four years. For a UG Degree (general) in Assamese, a learner has to complete 15 courses in Assamese, each course with 4 credits, and earn 60 credits in total in three years.

The Programme in Assamese, whether three or four years, is to be completed with courses on a minor subject to be chosen by the learners from any of the disciplines of Social Sciences, Humanities, Commerce, Management etc. wherein the University offers such courses. Total credit requirement for the minor in the Programme is 32 credits in four years; and 24 credits in three years.

To enhance the scope of learning of the prospective learners, choices are also offered to them to opt for additional courses as minor. In such case, if a learner decides to go for additional courses as minor, acquiring a total of 48 credits in three years or 64 credits in four years, she/he will be awarded with the second major (i.e. double major) in the subject taken as the minor along with her/his (first) subject taken as the major. The proposed Programme makes provisions to allow learners to get a double major should they fulfil the credit requirement.

Besides the major and minor, during the programme a learner needs to successfully complete 9 credits of interdisciplinary courses (IDC), 14 credits of Ability Enhancement Course (AEC), 10 credits of Skill Enhancement Courses (SEC), 6 credits of Value Added Courses (VAC) along with 4 credits of Research Methodology, 4 credits of Seminar or Presentation, together with 12 credits of Project or Dissertation. The description of the credit distribution of the proposed Programme is given below:

Table 1: Credit Distribution by Type of Courses

Sl. No	Type of Course	No of courses		Total Credit Requirement	
		3 years exit	4 years exit	3 years exit	4 years exit
1	Assamese Courses as major	15	20	60	80
2	Related Courses as minor	6	8	24	32
3	Interdisciplinary Courses	3	3	9	9
4	Ability Enhancement Courses	4	4	14	14
5	Skill Enhancement Courses	3	3	10	10
6	Value Added Courses	2	2	6	6
7	Research Methodology Course		1		4
8	Seminar/Presentation etc.		1		4
9	Project/Dissertation		1		12
Total		33	43	123	171

Further, the Programme is divided into 8 semesters with lateral entry and exits in 2nd, 4th, 6th semesters. The learners will be awarded with a Certificate, Diploma and Degree (General) with Assamese if they exit in the 2nd, 4th, 6th semesters respectively. After successful completion of the 8th semester, the learner will receive UG Degree with honours/research in Assamese as the case may be. There will be provision for lateral entry into the 3rd, 5th and 7th semester for those learners who had chosen to exit in the 2nd, 4th, 6th semesters earlier. The provision of the lateral entry, however, is subjected to such period as notified by the UGC from time to time and fulfilment of the credit requirement as per the UGC regulation in force.

The detailed Programme structure of the proposed Four Year UG Programme in Assamese both Assamese as Major and Minor:

Table 2: Structure of the Four Year UG Programme with Assamese as Major

Semester	Type of Course	Name of the Course	Credit
I	Major – 1	History of Assamese Literature, Script and Inscription (From Beginning to Post-Sankardeva Period)	4
	Minor – 1 *		4
	IDC – 1 **		3
	AEC – 1	General English	3
	VAC – 1	Environmental Studies and Disaster Management	3
	SEC – 1 **		3
Total			20
II	Major – 2	History of Modern Assamese Literature (Up to 2000 AD)	4
	Minor – 2 *		4
	IDC – 2 **		3
	AEC – 2	Modern Indian Language (MIL)/ Alternative English***	3
	VAC – 2	Introduction to Yoga	3
	SEC – 2**		3
Total			20
Exit 1			UG Certificate
			40
III	Major – 3	Assamese Language	4
	Major – 4	Assamese Grammar	4
	Minor – 3*		4
	IDC – 3 **		3
	AEC – 4	Life Skills	4
	SEC – 4	Cyber Security	4
Total			23
IV	Major – 5	Assamese Culture	4
	Major – 6	Different forms of Language and Linguistics	4
	Major – 7	Select Texts of Pali-Prakrit-Apabhransa and Grammatical Aspects	4
	Minor – 4 *		4
	AEC – 4**		4
Total			20
Exit 2			UG Diploma
			83
V	Major – 8	Religious Trends and Literature of Assam	4
	Major – 9	Assamese Poetry 1	4
	Major – 10	Assamese Poetry 2	4
	Major – 11	Assamese Drama	4
	Minor – 5*		4
Total			20
VI	Major – 12	Literary Criticism (East and West)	4
	Major – 13	Assamese Novel	4
	Major – 14	Assamese Prose -1	4
	Major – 15	Assamese Prose -2	4
	Minor – 6*		4
Total			20
Exit 3			UG Degree (General)
			123
VII	Major – 16	Studies of Indian Literature	4
	Major – 17	Recent Trends of Assamese Culture	4
	Major – 18	Different Literary Theories	4
	Minor – 7 *		4
	SEC – 4	Research Methodology	4

	Field Work/Project etc.	Seminar/Presentation	4
	Total		24
VIII	Major – 19	Studies of Some Literary Pieces of Special Authors	4
	Major – 20	Assamese Theatre	4
	Minor - 8*		4
	Field Work/Project etc.	Project/Dissertation	12
	Total		24
	Exit 4		UG Degree (Honours/Research)
			171

Table 3: Structure of the Four Year UG Programme with Assamese as Minor

Semester	Type of Course	Name of the Course	Credit
I	Major – 1		4
	Minor – 1	History of Assamese Literature, Script and Inscription (From Beginning to Post-Sankardeva Priod)	4
	IDC – 1 **		3
	AEC – 1	General English	3
	VAC – 1	Environmental Studies and Disaster Managment	3
	SEC – 1 **		3
	Total		20
II	Major – 2		4
	Minor – 2	History of Modern Assamese Literature (Up to 2000 AD)	4
	IDC – 2 **		3
	AEC – 2	Modern Indian Language (MIL)/Alternative English***	3
	VAC – 2	Introduction to Yoga	3
	SEC – 2**		3
	Total		20
	Exit 1		UG Certificate
			40
III	Major – 3		4
	Major – 4		4
	Minor – 3	Assamese Language	4
	IDC – 3		3
	AEC – 4	Life Skills	4
	SEC – 4	Cyber Security	4
	Total		23
IV	Major – 5		4
	Major – 6		4
	Major – 7		4
	Minor – 4	Assamese Culture	4
	AEC – 4**		4
	Total		20
	Exit 2		UG Diploma
			83
V	Major – 8		4
	Major – 9		4
	Major – 10		4
	Major – 11		4
	Minor – 5	Religious Trends and Literature of Assam	4
	Total		20
VI	Major – 12		4
	Major – 13		4

	Major – 14		4
	Major – 15		4
	Minor – 6	Literary Criticism (East and West)	4
Total			20
Exit 3		UG Degree (General)	123
VII	Major – 16		4
	Major – 17		4
	Major – 18		4
	Minor – 7	Studies of Indian Literature	4
	SEC – 4	Research Methodology	4
	Field Work/Project etc.	Seminar/Presentation etc.****	4
Total			24
VIII	Major – 19		4
	Major – 20		4
	Minor - 8	Studies of Some Literary Pieces of Special Authors	4
	Field Work/Project etc.	Project/Dissertation****	12
Total			24
Exit 4		UG Degree (Honours/Research)	171

- * For a learner with Assamese as major, the minor is to be chosen from disciplines other than Assamese.
- ** Learners will have to choose from a basket of courses as mentioned in Annexure III.
- *** MIL options offered by the University are Assamese, Bengali, Bodo and Hindi. There is also the option of Alternative English in lieu of MIL. Details of the courses are mentioned in Annexure III.
- **** Guidelines for Seminar/Presentation of UG Programme in Assamese is available in Annexure IV. Guidelines for Project/Dissertation of UG Programme in Assamese is available in Annexure V.

The detailed course wise syllabus of the UG programme in Assamese is given in **Annexure I**.

The minimum period for completion of the Programme and award of the Certificate, Diploma, Degree (General) and Degree (Honours/Research) in Assamese, hence, are 1 year (2 semesters), 2 years (4 semesters), 3 years (6 semesters) and 4 years (8 semesters) respectively. The maximum period of completion for the Certificate, Diploma, Degree (General) and Degree (Honours/Research) in Assamese will be double the minimum completion period for the same as per the provision of UGC ODL and Online Regulation 2020 under Clause 13 of the Part III. Further, in case a learner is not able to qualify a course in the first attempt, she/he shall have to qualify in the particular course within the next four attempts, subject to maximum duration of the study.

6.3 Definition of Credit Hours: The University follows the UGC ODL and Online Regulations 2020 in defining credit hours. Accordingly, it requires 30 hours of study per credit of a course. Thus, a 4 credit course requires 120 hours of study in total, which includes time required to study the Self Learning Materials, completion of assignments, attending counselling sessions, accessing other learning materials provided to the learners as and when required. Out of the total credit hours, a minimum of 10 percent, i.e., minimum 12 hours of counselling per course are offered to learners at their respective

study centres or through centralised online counselling conducted by the faculty members of the University.

6.4 Faculty and Support Staff Requirement: The Discipline of Assamese of Padmanath Gohainbaruah School of Humanities of KKHSOU currently has five full time faculty members (One Professor, one Associate Professor and three Assistant Professors). A list of faculty members and course coordinators against each core course and other courses offered by Discipline of Assamese of this UG programme is presented in *Annexure II*.

Notwithstanding the above, as the proposed Programme has been designed with multi/interdisciplinary focus with courses on English, Spoken English, MIL/Alternative English, Environmental Studies and Disaster Management, Cyber Security, Yoga etc. besides minors in variety of subjects, support from the faculty within and across various Schools beyond those from the discipline will be necessary. Towards this, the University has made necessary administrative provisions of attaching faculty from the concerned disciplines, both within and across Schools for smooth and efficient conduct of the proposed Programme. Moreover, supports for required counselling to the learners will be provided through a network of well-qualified and experienced counsellors at their respective study centres.

Besides the faculty, the University also has adequate numbers of other supporting staff to look after the learners' requirements of SLM preparation, delivery and distribution; timely conduct of examinations; providing IT enabled services; preparing digital and multimedia contents; addressing grievances and queries of the learners. The Regional Centre and the LSCs are also well-equipped with required support staff starting from the Assistant Regional Director to the Centre Coordinators and counsellors to the secretarial staff.

6.5 Instructional Delivery Mechanisms: The Self Learning Materials have been prepared keeping in mind the requirements of instructional design. Particular attention has been given so that the basic three domains of knowledge, viz., the behavioural domain, cognitive domain, and constructive domain can be addressed. In general, the University offers printed SLMs and the same in audio-visual formats. Apart from that, plans are being made to deliver the UG Programme in Assamese through LMS. The LMS would consist of four quadrants: video lectures, downloadable/printable reading material, self-assessment tests through tests and quizzes, and an online discussion forum for clarifying questions. As majority of the learners are from rural areas and disadvantage groups, attempts are made to make the SLMs easy to read and easy to understand with the following major components:

- a) **Learning Objectives** (major objectives of the unit are stated)
- b) **Introduction** (linkage with previous unit as may be applicable and general introduction of the content is provided)
- c) **Check Your Progress** (generally after every section CYP is provided to learners to gauge their understanding)
- d) **Answers to Check Your Progress** (CYP answers are provided at the end of the Unit)
- e) **Activity** (activities for enhancing learners' critical outlook is included in SLM)
- f) **Let us Know** (Depending on the necessity some important information related to the content is provided in a box)

- g) **Let us Sum up** (pin pointed summary of the unit is given)
- h) **Further Reading** (this section has been incorporated for those learners who are interested in advance knowledge of the content)
- i) **Model Questions** (Different types of questions have been provided in the unit).

6.6 Identification of Media–print, Audio or Video, Online, Computer Aided:

All learners will be provided with print as well as e-SLMs, which are quite comprehensive in terms of the coverage of the contents of the syllabi. The faculty of the discipline have also prepared Unit wise video lectures and presentations for the courses of the Programme. These are hosted in the University’s own YouTube channel <https://www.youtube.com/@kkhsou>. These audio-video contents together with the e-SLMs are sourced to the University’s LMS e-bidya (<https://www.lmskkhsou.in/web/>) in such a way so that the learners can access these digital contents at ease according to their Programme and course requirements.

The prospective learners of the Programme will also be introduced with the initiatives like e-GyanKosh (<https://egyankosh.ac.in/>) and free DTH channel for education Swayam Prabha (<https://www.swayamprabha.gov.in/index.php/>) wherein the University also partners in providing digital contents. Many of the University’s digital contents are also available and/or archived in channel no. 20 under Swayam Prabha since April 2021, which can be accessed through the e-GyanKosh portal.

Further, in pursuance of the UGC’s notification and guidelines the University has also adopted a policy of allowing the learners to undertake MOOCs from the Swayam platform as identified and duly approved by the University for credit transfers in various semesters as and when required.

In addition, certain topics are also covered through community radio programmes of the University broadcast through the 90.0 FM *Jnan Taranga* Community Service Station of the University. Most of the audio-video programmes are accessible online through the University’s website and its official YouTube channel.

6.7 Learner Support Services: The student support services available in the UG programme in Assamese include the following. All these support services would help the learners to imbibe the required knowledge and skills; to seek avenues in employment; to go for higher studies; and to know about the subject in an in depth manner.

- a) **KKHSOU City Campus:** The KKHSOU City Campus at Guwahati organises training for coordinators, counsellors, and other functionaries. The City centre provides a venue for learners and academic counsellors to interact about a particular subject matter. Responsibility for Admission, distribution of SLMs and Examination also lies with City Campus. Online counselling for all learners of all semesters of all programmes are centrally organised from city campus.
- b) **Regional Centres:** The Regional centre of KKHSOU at Jorhat in upper Assam provide training for coordinators, counsellors, and other functionaries. The centre provides a venue for learners and academic counsellors to interact about a particular subject matter. Responsibility for

Admission, distribution of SLMs and Examination also lies with Regional Centres. Establishment of some other regional centres is in the pipeline.

- c) **Study Centres:** Study centres are the backbone of an open and distance learning institute. On behalf of the university, the study centres cater to the various requirements of learners, viz. Admissions-related information, delivering Student Learning Materials, conducting counselling sessions, distributing assignments and evaluating them, conducting term-end exams, etc. The study centers throughout the state handle these affairs on behalf of the University.
- d) **Pre-enrollment Counselling:** In cooperation with study centres, the University provides pre-enrolment counselling for all the programs through online and offline modes. It provides basic knowledge of the programs, counselling sessions, etc.
- e) **Sikshartha Mitra:** A few employees of the University have been engaged as Sikshartha Mitra in order to provide better technical support and assistance to the candidates during online admission process.
- f) **Learners' Charter:** The University has brought out a Learners' Charter pronouncing the basic rights and responsibilities of its learners. In the Induction Programmes at the Study Centres, the learners are sensitized about this Charter.
([http://kkhsou.in/web_new/viewDocumentPdf.php?pdf=pdf/student/Standee%204%20Assameseconverted\(1\).pdf&q=Learners%27%20Charter](http://kkhsou.in/web_new/viewDocumentPdf.php?pdf=pdf/student/Standee%204%20Assameseconverted(1).pdf&q=Learners%27%20Charter))
- g) **Handbook/SOP:** The University has brought out a Handbook for the Study Centres and a Standard Operating System (SOP) of Examination.
http://kkhsou.in/web_new/ugcinfo-2018/SOP%201-32.pdf
- h) **Audio CDs for Visually Impaired Learners:** The visually impaired learners are provided with free audio SLMs in CDs to overcome their difficulties of learning. The University has installed Braille printers for this category of special learners in the University SLM branch.
- i) **Face-to-face/Online Ticketing/Complaint System:** Learners' queries are attended in the face-to face mode, through telephone, SMS and emails. There is a dedicated online portal through which the queries received automatically move to concerned department for solving the same. Once the problem is solved, the learner will get SMS and email.
- j) **Face to face and Walk-in Counselling:** The UG Programme in Assamese learners will receive face-to-face counselling from study centers. The University also provides face-to-face counselling/walk-in-counselling to learners at the specially maintained city learner support centers located at the city campus on Sundays or weekdays.
- k) **ICT Support:** ICT support is a major component of any ODL system of education. Some ICT-based support systems provided by the university for learners of UG Programme in Assamese are listed below:
 - **Website:** The University has developed a full-fledged official website www.kkhsou.in for learners and the general public. The website has a dedicated Learners' Corner (http://kkhsou.in/web_new/learner_corner.php) that contains exhaustive information and links to useful resources which is accessible to the vast learner population. Furthermore, the Website links to social-networking sites like Facebook where learners, faculty members, and stakeholders can interact. Additionally, the site offers a tailored search by district or program. And most of the audio-visual programmes are accessible online through YouTube videos.
YouTube link: <https://www.youtube.com/user/kkhsou>

- **Community Radio Service:** Jnan Taranga (90.4 MHz) is the first Community Radio station in the North Eastern part of the country administered by the University. Community Radio, being a platform for the community for taking up community issues, is also a platform for broadcasting educational programmes. This includes debates, discussions, and talk shows. Links: <http://jnantaranga.kkhsou.in/index.php>
- **e-Bidya:** As part of its ongoing attempts to enhance student learning, the university has developed a Learning Management System (LMS) portal called e-Bidya using open source MOODLE which can be accessed via <https://ebidya.kkhsou.ac.in/>. The site allows learners to access e-resources 24 X 7, wherever they are, regardless of where they are in relation to the particular programme they are enrolled in. Learners can interact with experts in the discussion forum. Learners can experience the benefits of online learning through their mobile devices as well. The same facilities are being imparted for the UG programme in Assamese as well.
- **Open Access Journals Search Engine (OAJSE):** The OAJSE (www.oajse.com) can be used to browse and search 4,775 Open Access Journals from the rest of the World excluding India, 532 journals from India, and 32 Indian Open Access Indian Repositories. It provides all pertinent information about KKHSOU's central library, including access to electronic resources, the Online Public Access Catalogue (OPAC), and subscribed journals and databases. It also provides an email alert service (current awareness service) to learners and is linked with major social networks including Facebook and Twitter.
- **KKHSOU Mobile App:** The university has developed a mobile application "KKHSOU" that allows students to access the university website 24x7. Download Link: https://play.google.com/store/apps/details?id=soft.bdeka.kkhsou.androidapp&hl=en_IN
- **SMS Alert Facility:** The University has implemented an SMS alert system for learners which notify of university news, events, and learner-related information.
- **E-Mentoring Groups:** The e-mentoring system, which utilizes the Telegram app/WhatsApp, helps learners acquire all the characteristics of open and distance learners, so they can continue their studies with self-confidence, self-esteem, morale, and a feeling of identity. It is the main objective of this initiative to help learners minimize personal difficulties and identify the obstacles they face due to the diverse needs and backgrounds they have. During this process, they are also guided to develop appropriate and suitable learning strategies for overcoming all these difficulties and problems.
- **E-mail:** Learners can also write emails to any officials'/faculty members of the University. For this a general email ID: info@kkhsou.in has been created. Concerns raised through email to this email address are addressed by the University's relevant officials or faculty members. Apart from that, the email and phone numbers of all faculty members are available on the website and Information Brochure. Any learners can write directly to them as well.
- **Online Counselling:** The University's faculty conducts online counselling sessions through different online platform like Zoom, Google Meet, Cisco Webex and Facebook etc. in addition to regular counselling sessions in study centers. It provides direct interaction of

learners with the regular faculty members of the University which creates a greater sense of inclusion and reduces feelings of isolation by offering personal care and guidance to all learners.

- **KKHSOU in Social Media:** KKHSOU has incorporated social media sites like Facebook pages, Whatsapp group, Twitter Account (<https://twitter.com/KKHSOU1?s=09>) that enables sharing and interaction with the students' community. Official Facebook Group of KKHSOU can be reached at <https://www.facebook.com/groups/272636986264210/>

7. PROCEDURE FOR ADMISSIONS, CURRICULUM TRANSACTION AND EVALUATIONS

7.1 Procedure for Admission

- Minimum Qualification:** For the UG programme in Assamese learners need to have a 10+2 pass or equivalent qualification from a Council/University recognized by UGC, or a Polytechnic diploma in any field.
- Online Admission:** Admission to this UG programme would be offered by KKHSOU through online in the University website: www.kkhsou.in. A prospective learner may take admission as per his/her choice in KKHSOU City Study Centre, Khanapara, Jorhat Regional Centre, Jorhat or any other recognized study centre for this programme in the State of Assam. A learner is to submit all relevant documents for admission through the online admission portal. The course fee is to be paid through credit card/debit card/ net banking or UPI- Bharat QR, BHIM, PhonePe, GPay, Paytm, WhatsApp and other UPI. After admission is done, a unique Registration / Enrollment Number is automatically generated which will have to be used for future communications with the University. Based on his/her choice, and operational conveniences, a learner shall be assigned to a particular study centre for availing of dedicated services and counseling/tutoring facilities. The newly admitted learners will receive the SLMs through a dedicated study centre and in certain cases SLMs may be sent to the learners' home address also. e-SLMs are also available in the University website.
- Refusal/Cancellation of Admission:** At the time of admission the candidate must submit a declaration that he/she is not pursuing more than two degree programmes under KKHSOU/any other recognised University or Institution simultaneously. If any false declaration is detected at any stage, his/her admission/mark sheets/ certificates may be cancelled by the University.
- Continuous Admission:** By paying the necessary fees, a learner can obtain admission to the next semester once a particular semester is completed. Admission to the subsequent semester is not determined by the results of the previous semester. One may take admission in the next semester even without appearing in the previous semester examination. The admission period should be continuous from the date of completion of the previous semester's exams until 60 days after the start date. Incomplete exams, including back papers, will be allowed to be taken up when announcements of examination results are made. Learners are advised to regularly visit the University's website (www.kkhsou.in) and maintain regular contact with their allotted study centres.

- v. **Lateral Admission:** The University, following the NEP 2020's mandate and the UGC's guidelines, adopts the policy of later admission to all its UG and PG programmes. Accordingly, provisions for lateral entry into the 3rd, 5th and 7th semesters are made for those learners who had chosen to exit in the 2nd, 4th, 6th semesters earlier due to various reasons. For this the University adopts a credit transfer policy to facilitate the process of lateral admission to all the UG and PG programmes.
- vi. **Dual Degree:** The University has implemented and also promotes the system of dual degree as per the UGC's notification and guidelines dated April 2022. Learners are encouraged and allowed to register in academic programmes simultaneously including UG and PG programme in order to enhance their choices and opportunities. The aspiring learners of the proposed Programme will also be encouraged to take the advantage of this provision at the time of their admission.
- vii. **Fee Waiver for Differently Able Persons (DIVYANGJAN):** The fee waiver will be applicable for differently able learners in all semesters of the programme where he/she has enrolled. Such learners must submit 'Form no. IV' issued by the Social Welfare Department or Disability Certificate issued by the Department of Empowerment of Persons with Disabilities, Ministry of Social Justice and Empowerment, Govt. of India. The forms/certificates of differently able learners which are verified by the Social Welfare Department, Govt. of Assam will be allowed the fee waiver for the eligible learners of this UG programme in Assamese also.
- viii. **Fee Waiver for Jail Inmates:** The University also offers free education to jail inmates in all the programmes. At present, the University offers free of cost education to jail inmates in 16 district jails of the state. The University is in the process of including more numbers of Central/District Jails in the coming Academic Session.
- ix. **Economically Weaker Section (EWS):** The learners applying for admissions in EWS category shall submit EWS documents as per the latest Govt. of Assam guidelines.
- x. **Fee Structure:** The fee structure of the UG programme in Assamese would have a break-up across semesters of the programmes. The fee is inclusive of Enrolment fees, Course fee, Examination fee, Exam centre fee and Mark-sheet fee. Currently the fee charged for one semester of this UG programme in Assamese is Rs. 3000/-
- xi. **Financial Assistance:** The University offers free education to jail inmates and differently abled learners. At present, the University offers free of cost education to jail inmates in 16 district jails of the state. The university is in the process of including more numbers of Central/District Jails in the coming Academic Session.

7.2 Curriculum Transaction

- i. **Activity Planner:** There will be an activity planner, which guides the overall academic activities in the UG programme in Assamese prior to the University's admission schedule. The CIQA office as per UGC guidelines and the office of the Academic Dean would upload the Academic Plan and month wise Academic Calendar. This will enable learners to plan their studies and activities accordingly.
- ii. **Self-learning Materials (SLMs):** SLMs are designed in such a way that learners can easily follow them. With the help of subject experts. SLMs are prepared with relevant and up to date information and facts.
- iii. **Multimedia Materials:** Apart from the printed and digital copies of the SLMs, the university provides multimedia learning materials in the form of

audio-video presentations, tutorial videos, and recorded versions of the online counselling sessions etc. related to the course content of various academic programmes. Such materials will also be prepared and provided to learners of the proposed Programme.

- iv. **Induction and Counselling Sessions:** Induction sessions are conducted by university officials and faculty together. Counselling sessions are conducted by our Study Centres. Basically all counselling sessions are scheduled on Sunday. A face-to-face interaction between the learners and the counsellor takes place during the counselling session. This enables learners to clear their doubts with regard to the various courses provided to them. Apart from that, from time to time, online counselling sessions will be provided by the faculties of the University for this UG programme in Assamese.

7.3 Evaluation

The assessment and evaluation of the learners' performance in all academic programmes of the University are carried out with the objectives of maintaining sanctity, quality and transparency. The assessment and evaluation of the learners' performance and achievement are conducted with reference to the defined learning outcomes of the programmes as a whole, and also those of the courses under a specific programme. While setting the question papers, assignments and evaluation of answer scripts this aspect is always considered thoughtfully. All necessary documents are available in: http://kkhsou.in/web_new/ugc-info-2018/SOP%201-32.pdf.

The assessment and evaluation system of the University consists of two components i.e. Formative and Summative Assessments as per the UGC regulation of 2020. The 33rd Academic Council of the University decided that Formative Assessment is to be given a weight of 30 percent while the Summative Assessment is to be assigned the remaining 70 percent of the weight. Further, 35th Academic Council has adopted the SGPA and CGPA system of evaluation as per the UGC's Curriculum and Credit Framework for UG Programme, 2022.

As per the UGC's Curriculum and Credit Framework for UG Programme, 2022, the "Letter Grades" will be provided to the learner after due assessment and evaluation as given under:

Table 4: Structure of the Letter Grades

Letter Grade	Grade Point
O (Outstanding)	10
A+ (Excellent)	9
A (Very Good)	8
B+ (Good)	7
B (Above Average)	6
C (Average)	5
P (Pass)	4
F (Fail)	0
Ab (Absent)	0

The Semester Grade Point Average (SGPA) will be computed from the grades as a measure of the learner's performance in a given semester. The SGPA will be based on the grades of the current term, while the Cumulative GPA (CGPA)

will be based on the grades in all courses taken after joining the programme of study. Here SGPA is the ratio of the sum of the product of the number of credits with the grade points scored by a learner in all the courses taken by a learner and the sum of the number of credits of all the courses undergone by a learner, while the Cumulative Grade Point Average (CGPA) is also calculated in the same manner taking into account all the courses undergone by a learner over all the semesters of a programme. As recommended by the UGC, the SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts. Based on the above mentioned Letter grades, grade points and SGPA and CGPA, the transcript for each semester and a consolidated transcript indicating the performance in all semesters will be provided to the learners.

Notwithstanding, the details of the Formative and Summative assessment followed by the University, which will also be followed in case of the proposed Programme, are described under:

- a) **Formative Assessment:** Formative assessment of the learners is conducted in a continuous and comprehensive manner. There are provisions for self-evaluation based on the Self Learning Materials. The University has decided to adopt a mechanism for continuous evaluation of the Learners through a judicious mix of various flexible methods.

Considering the practical limitations of the learners and the other operational difficulties, the University has adopted the formative assessment consisting of the followings:

- MCQ/Written test/Quiz/Viva etc. = 10 marks
- Home Assignment (submitted at study centre) = 10 Marks
- Participation in extension activities (environment related/workshop etc.) and/or Additional Home Assignment in lieu of this = 3 marks.
- Timely submission of assignment etc. as mentioned above = 2 marks (e.g. submission on time = 2 marks; submission after due time = 1 mark; Non-submission = 0 mark)
- Attendance/Participation in the various Personal Contact Programmes like induction, orientation or other such programmes = 5 marks

The learners are communicated about the details through the University website, official notifications, study centres, mentoring groups and social media. The concerned study centres conduct MCQ based test (online/offline) for the learners. However, if required, they may alternatively arrange for written test/ Viva/Quiz etc. and assess the learners for maximum 10 marks. Depending on situations, additional assignments of 10 marks are also given in lieu of the MCQs.

Assignments for total 13 marks are administered course-wise comprising three assignments viz. 2 for 5 marks and 1 for 3 marks by the concerned discipline. Out of the three assignments, one is closed-ended assignment directly from the course or SLM (5marks), one is open-ended assignment i.e. analytical/opinion/view etc. to be answered by the learner based on the course (5 marks), the third one relates to environmental or community works and/or activities (3 marks) concerning the issues/topics covered.

Learners are required to submit the hand written hard copies of these assignments to their respective study centres. The study centres will get them

evaluated by academic counsellors and offer comments and suggestions for further improvements.

The study centres also arrange Personal Contact Programmes (Online or Offline) and the learners are expected to attend the same, as per UGC Guidelines. Based on their level of participation and engagement they are given marks. Marks obtained by the learners after the wholesome Formative Assessment as described above are uploaded by the coordinators of the study centres in the Home Assignment portal specifically created by the examination branch.

- b) **Summative Assessment:** The Summative Assessment is conducted in pen and paper mode in designated study centres. The University follows a SOP in conducting these examinations. Besides, examination monitoring is an essential feature in conducting the examinations of the University. The University appoints Supervisory Officers (SO), Examination Monitoring Officers (EMO) and Examination Squads on a regular basis for smooth conduct and maintaining the standards of the examinations. Question papers are set and moderated, and answer scripts are evaluated by both internal and external faculty members. Results are declared after a process of due scrutiny and thorough diligence check. The learners have the options of re-scrutiny and re-evaluation of their answer scripts (within a stipulated time) in case they are not satisfied with the result.
- c) **Seminar/Presentation/Project Report:** A learner has to prepare a presentation on a particular topic under the guidance of a professionally qualified supervisor/guide in semester VII. A learner has to prepare a dissertation under the guidance of a professionally qualified supervisor/guide in semester VIII. In this course, learners should take up a problem related to the subject area. They should devise instruments for the collection and interpretation of data and the preparation of research report. The length of the report may be between 60-70 pages. A detailed guideline is available on the website. The link is http://kkhsou.in/web_new/guidelines-download.php

8. REQUIREMNT OF THE LABORATORY SUPPORT AND LIBRARY RESOURCES

8.1 Laboratory Support:

The UG programme in Assamese is not a fully laboratory based programme; but some of the courses need laboratory support. The University is already equipped with computer lab for the learners of this programme as and when they approach the university for specified services. The learners can make use of computer labs located at the recognized study centres for this programme.

8.2 Library Resources:

Library services are offered to the learners of KKHSOU through physical library facilities in its recognized study centres and also through the central library set up by the University at its city campus. Reference books are suggested by the faculty of the respective Disciplines/Schools of the University and also by the SLM writers. The Central Library at KKHSOU has a sizeable repository of relevant reference books and textbooks relating to the UG Programme in

Assamese. The central library KKHSOU well-stocked with approximately 19135 print books, 36 print journals on various disciplines and 8 newspapers (as on 28-02-2023). The books available at the Central Library are quite helpful not only for the learners, but also for the faculty members, SLM contributors and the content editors as well. Apart from the print resources, a good number of electronic resources comprising e-journals, online databases, gateway portal to e-journals are all made accessible to the learners within the University campus. The learners are communicated once the subscriptions are made to the programme specific journals. The library is fully computerized with an ILS (Integrated Library System) and also equipped with RFID (Radio-Frequency Identification) technology.

All the learners of the University including the learners of the UG Programme in Assamese can access the webpage of the University library at their own time and convenience (<http://library.kkhsou.in/>). Moreover, the learners can take advantage of the facilities of the Digital Library (<http://dlkkhsou.inflibnet.ac.in/>). The Digital Library provides an online platform for collecting, preserving and disseminating the teaching, learning and intellectual output of the University to the global community including the KKHSOU learners. Beyond the physical boundary the library of KKHSOU has been maintained a Web Catalogue (<http://opac.kkhsou.ac.in/>) to facilitate the learners to browse library collection online.

The University has an OER Policy (<http://dlkkhsou.inflibnet.ac.in:8080/jspui/handle/123456789/831>) which spells out with the learning material released by the university in physical or digital format. KKHSOU has signed Content Partner Agreement with National Digital Library of India to share its Digital Resources. The main objective of NDLI is to integrate several national and international digital libraries in one single web-portal. It also make available to the learners community of KKHSOU through a single-window (<https://ndl.iitkgp.ac.in/>).

The OAJSE (www.oajse.com) can be used to browse and search 4,775 Open Access Journals from the rest of the World excluding India, 532 journals from India, and 32 Indian Open Access Indian Repositories. It provides all pertinent information about KKHSOU's central library, including access to electronic resources, the Online Public Access Catalogue (OPAC), and subscribed journals and databases. It also provides an email alert service (current awareness service) to learners and is linked with major social networks including Facebook and Twitter. Online subscriptions of reputed journals and databases are regularly made. The learners would be communicated once the subscriptions are made to the programme specific journals.

9. COST ESTIMATE OF THE PROGRAMME AND THE PROVISIONS

The Office of the Finance Officer of KKHSOU keeps all the records of finances regarding print of SLMs, honorarium paid to the members of the Committee on Courses, honorarium to be paid to Content Writers, Content Editors, Language Editors, Translators, Proof Readers and also the expenditure related with organizing counsellors' workshops, meeting of the co-ordinators of the study centres etc. Moreover, the finance office also maintains records of purchase of computers, online space, books, journals etc. The accounts are maintained as per the laid down procedures of government.

Regarding the cost of programme development, programme delivery, and programme maintenance, the finance office conducted an exercise based on historical costing method to arrive at indicative figures of cost. The findings are presented below in respect of the UG programme in Assamese.

9.1 Programme Development Cost:

The Office of the Finance Officer of KKHSOU has worked out the following also.

- a. SLM Development Cost for Under Graduate programme: Rs. 6,250/- per Unit. A course normally has 14 Units. In Four Year UG Programme, there will be 41 Courses. The discipline specific courses will be explicitly attributed to this programme. The rest can be apportioned depending on the learners' enrolment and number of units to be printed.
- b. Printing Cost per Unit of SLM: Rs. 69. However, this also depends on the print number as scale related advantage of cost is normally availed.

9.2 Programme Delivery Cost:

The SLMs prepared have to be delivered to various study centres located at the far flung remote areas. On an average, the University delivers about 2.2 KGs of study materials per student. The cost of delivery of 1 KG of such material is Rs.60. Accordingly, depending upon the number of candidates; the cost for the UG Programme in Assamese will be provisioned by the University. The office of the Finance Officer has calculated the delivery cost of SLM per learners at Rs. 132.00. Moreover, there will be apportionable expenditures on providing LMS based services for which a detailed exercise will be required.

9.3 Programme Maintenance Cost:

The University will keep financial provision for organizing stake holders' meetings, counselling workshops etc. as per the Academic Plan and Academic Calendar approved by the Academic Council of the University. The workshops conducted by the University will not only benefit the learners of the programme, but will also benefit the learners of other programmes. The University will also bear the cost of organizing the meetings of Committee on Courses, School of Studies, Academic Council etc. and also for supply of additional study materials if required for improving the quality of the programme. Moreover, the University will keep on investing in developing the IT infrastructure so that the learners can benefit from the ICT enabled programme.

The cost calculated by the Office of Finance Officer as regards maintenance of Arts programmes- is Rs. 650.00. The figures as indicated above will be applicable for the UG Programme in Assamese of the University. The University will keep adequate financial provision for development, delivery, and maintenance of the programme presented as per the Programme Project Report.

10. QUALITY ASSURANCE MECHANISM AND EXPECTED PROGRAMME OUTCOMES

10.1 Quality Assurance Mechanism:

With regard to quality assurance of all the Programmes of the University including the Four Year Undergraduate Programme in Assamese, the University is involved in the following activities:

- The programme design and structure is decided upon after a series of discussions and deliberations with a team of a few carefully chosen subject experts, who are mostly eminent scholars and professionals from

the reputed institutions of higher education. Formed with due approval from the University authority, this Committee on Courses is helped by the in-house discipline and School faculties while preparing the framework of the programme. For implementation of NEP 2020, the University has networked with IGNOU, State Open Universities in India and other Universities in Assam by organizing workshops and participating in various meetings and seminars. Inputs from these discussions were used as quality benchmarks in designing the academic programmes.

- The University has a SLM Policy which is followed in development of SLM. (Link: <http://dlkhsou.inflibnet.ac.in/jspui/handle/123456789/825>) SLM Audit is a regular feature of the University which is conducted by CIQA. The course material writers and content editors are mostly in academics from reputed higher educational institutions. SLMs are distributed through a well laid down mechanism to all the learners by a mix of modes. Moreover, eSLM has been made available. Like the SLM Policy, the University has adopted University wide approaches for development of policies, Strategic Action Plan and their implementation.
- CIQA takes care of the following among others to enhance the quality of the various facets of the University:
 - Counsellors' workshops
 - Stakeholders' meetings
 - Feedback responses from the learners from various programmes
 - SLM Audit
- In order to keep the Four Year Undergraduate Programme in Assamese updated, the programme would be revised and necessary changes would be incorporated for the benefit of the learners, based on the inputs received from the mechanism as mentioned above. Learners' and stakeholders' feedback is regularly collected and based on that, remedial measures and improvement mechanisms are worked out.
(http://kksou.in/web_new/learner_feedback_all.php)

10.2 Expected Programme Outcome:

The outcomes of the programme are manifold. After completing the programme, learners will be able to:

- i. Explain the history and recent trends of Assamese literature, language and culture
- ii. Develop basic ideas of Assamese language and grammar in the context of contemporary linguistics.
- iii. Examine the essence of the Assamese language.
- iv. Identify the underlying spirit of Assamese culture and milieu.
- v. Analyze the common heritage of the Indian-Aryan languages.
- vi. Evaluate the linguistic variation of Assamese with other Pan Magadhan languages.
- vii. Measure the history and trends of Assamese criticism.
- viii. Formulate the influence of Western and Indian criticism on Assamese criticism.
- ix. Develop the basics of trends of Assamese poetry, drama, novel, and prose.
- x. Experiment with trends in Indian literature and the Indianness of Indian literature.

- xii. Develop basic ideas on the religious literature of Assam and compare Assamese Vaisnavite literature with Assamese Saiva-Sakta literature.
- xiii. Examine the underlying spirit of the writings of selected Assamese writers.
- xiv. Summarize the history of Assamese theatre since its inscription.
- xv. Analyze the basic ideas of different literary thoughts.
- xvi. Develop their communicative skill and research abilities, as well as cross-disciplinary and interdisciplinary thinking.
- xvii. Motivate learners to seek career opportunities in any media sector.
- xviii. Improve the learners' capacity to engage in creative writing.
- xviiii. Influence the learners to acquire the entry level qualification of graduation to apply for various competitive examinations.

11 DETAILS OF THE SYLLABUS (PROGRAMME WISE) WITH UNITS

- Annexure I:** Detailed Syllabi of the Four Year Undergraduate Programme in Assamese
- Annexure II:** Course wise (offered from the Discipline) faculty allotment of UG Programme in Assamese
- Annexure III:** Common Basket of Interdisciplinary Courses (IDC), Ability Enhancement Courses (AECs), Value Added Courses (VACs) and Skill Enhancement Courses (SECs)
- Annexure IV:** Guidelines for Seminar/Presentation of UG Programme in Assamese
- Annexure V:** Guidelines for Project/Dissertation of UG Programme in Assamese

KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY

Padmanath Gohainbaruah School of Humanities



Four Year Undergraduate Programme in Assamese

(To be offered from 2023-24 Academic Sessions onwards as per NEP 2020)

Detailed Syllabi (DSC, DSE)

Annexure I

2023

DSC

SEMESTER	CODE	CREDIT	TITLE OF THE COURSE
Semester 1	DSC 1	(4)	History of Assamese Literature, Script and Inscription (From Beginning to Post-Sankardeva Priod) অসমীয়া সাহিত্যৰ বুৰঞ্জী, লিপি আৰু শাসন অধ্যয়ন (উদ্ভৱ কালৰ পৰা শংকৰোত্তৰ যুগলৈ)
Semester 2	DSC 2	(4)	History of Modern Assamese Literature (Up to 2000 AD) আধুনিক অসমীয়া সাহিত্যৰ বুৰঞ্জী (২০০০ খ্ৰীঃ লৈ)
Semester 3	DSC 3	(4)	Assamese Language অসমীয়া ভাষা
	DSC 4	(4)	Assamese Grammar অসমীয়া ব্যাকৰণ
Semester 4	DSC 5	(4)	Assamese Culture অসমীয়া সংস্কৃতি
	DSC 6	(4)	Different forms of Language and Linguistics ভাষাৰ বিভিন্ন ৰূপ আৰু ভাষা-বিজ্ঞান
	DSC 7	(4)	Select Texts of Pali-Prakrit-Apabrangsa and Grammatical Aspects পালি-প্রাকৃত-অপভ্রংশ ব্যাকৰণ আৰু পাঠ

Semester 5	DSC 8	(4)	Religious Trends and Literature of Assam অসমৰ ধৰ্মীয় পৰম্পৰা আৰু সাহিত্য
	DSC 9	(4)	Assamese Poetry 1 অসমীয়া কবিতা— ১
	DSC 10	(4)	Assamese Poetry 2 অসমীয়া কবিতা— ২
	DSC 11	(4)	Assamese Drama অসমীয়া নাটক
Semester 6	DSC 12	(4)	Literary Criticism (East and West) সাহিত্য সমালোচনা (প্ৰাচ্য আৰু পাশ্চাত্য)
	DSC 13	(4)	Assamese Novel অসমীয়া উপন্যাস
	DSC 14	(4)	Assamese Prose -1 অসমীয়া গদ্য— ১
	DSC 15	(4)	Assamese Prose -2 অসমীয়া গদ্য — ২
Semester 7	DSC 16	(4)	Studies of Indian Literature ভাৰতীয় সাহিত্য অধ্যয়ন
	DSC 17	(4)	Recent Trends of Assamese Culture সাম্প্ৰতিক অসমীয়া সংস্কৃতি
	DSC 18	(4)	Different Literary Theories সাহিত্যৰ বাদ বৈচিত্ৰ্য
Semester 8	DSC 19	(4)	Studies of Some Literary Pieces of Special Authors বিশিষ্ট সাহিত্যিকৰ সাহিত্য অধ্যয়ন
	DSC 20	(4)	Assamese Theatre অসমৰ নাট্যকলা

DSC

Semester 1

DSC 1 (4)

Course Name: অসমীয়া সাহিত্যৰ বুৰঞ্জী, লিপি আৰু শাসন অধ্যয়ন
(উদ্ভৱ কালৰ পৰা শংকৰোত্তৰ যুগলৈ)

**{History of Assamese Literature, Script and Inscription
(From Beginning to Post-Sankardeva Priod) }**

Course Objective:

After going through this course, a learner will be able to:

- Outline the history and trends of Assamese literature from the beginning to the post-Sankardeva period.
- Summarize with the history of Assamese Script and Inscription.

Course Outcomes:

- Identify the history and trends of old Assamese literature.
- Develop basic ideas on Assamese Script.

Detailed Syllabus

- অধ্যায় ১ : অসমীয়া লিপি আৰু শাসন অধ্যয়ন — ১
লিপিৰ ধাৰণা. ভাৰতীয় লিপি : খৰোষ্ঠী লিপি, ব্ৰাহ্মী লিপি. অসমীয়া লিপিৰ উদ্ভৱ আৰু ক্ৰমবিকাশ. অসমীয়া লিপিৰ যুগ বিভাজন. পুৰণি অসমীয়া লিপি বা কামৰূপী লিপি
- অধ্যায় ২ : অসমীয়া লিপি আৰু শাসন অধ্যয়ন — ২
মধ্যযুগীয় অসমীয়া লিপি. আধুনিক অসমীয়া লিপি : ঊনবিংশ শতিকাৰ আদিছোৱাৰ পৰা একবিংশ শতিকাৰ প্ৰথম দশকলৈ, কম্পিউটাৰ তথা ইণ্টাৰনেটত অসমীয়া লিপি. কানাই বৰশীবোৱা শিলৰ তুৰুষ্ক-ক্ষয়ৰ ফলি. চামধৰা গড়ৰ বণজয়ৰ শিলালিপি. লেখন সামগ্ৰী
- অধ্যায় ৩ : অসমীয়া সাহিত্যৰ যুগ বিভাজন
অসমীয়া সাহিত্যৰ যুগ বিভাজন : হেমচন্দ্ৰ গোস্বামীৰ বিভাজন, দেবেন্দ্ৰনাথ বেজবৰুৱাৰ বিভাজন, বাণীকান্ত কাকতিৰ বিভাজন, ডিম্বেশ্বৰ নেওগৰ বিভাজন, সত্যেন্দ্ৰনাথ শৰ্মাৰ বিভাজন, মহেশ্বৰ নেওগৰ বিভাজন,

হেমন্ত কুমাৰ শৰ্মাৰ বিভাজন, আনন্দৰাম বৰুৱা ভাষা-কলা-সংস্কৃতি সংস্থাৰ
সাহিত্যৰ বুৰঞ্জীৰ খণ্ডবিভাজন

- অধ্যায় ৪ : **অসমীয়া লোকসাহিত্য — ১**
লোকসাহিত্য বা মৌখিক সাহিত্য : সংজ্ঞা, শ্ৰেণীবিভাজন, বৈশিষ্ট্য
- অধ্যায় ৫ : **অসমীয়া লোকসাহিত্য — ২**
লোকগীত, ফকৰা-যোজনা, প্ৰবাদ-প্ৰবচন, সাঁথৰ, সাধুকথা. ডাকৰ বচন.
মন্ত্ৰ-সাহিত্য
- অধ্যায় ৬ : **প্ৰত্ন অসমীয়া সাহিত্য**
চৰ্যাপদ
- অধ্যায় ৭ : **মিশ্ৰ অসমীয়া সাহিত্য**
মিশ্ৰ অসমীয়া সাহিত্য : শ্ৰীকৃষ্ণ-কীৰ্তন, শূন্যপুৰাণ, নাথ সাহিত্য
- অধ্যায় ৮ : **প্ৰাক্-শংকৰী যুগৰ অসমীয়া সাহিত্য— ১**
প্ৰাক্-শংকৰী যুগ : হেম সৰস্বতী, কবিৰত্ন সৰস্বতী, ৰুদ্ৰ কন্দলি
- অধ্যায় ৯ : **প্ৰাক্-শংকৰী যুগৰ অসমীয়া সাহিত্য— ২**
হৰিবৰ বিপ্ৰ, মাধৱ কন্দলি
- অধ্যায় ১০ : **শংকৰী যুগৰ বৈষ্ণৱ সাহিত্য - ১**
শংকৰী যুগৰ সাহিত্য : পটভূমি, কাব্য, অংকীয়া নাট, বৰগীত. শঙ্কৰদেৱ,
মাধৱদেৱ
- অধ্যায় ১১ : **শংকৰী যুগৰ বৈষ্ণৱ সাহিত্য - ২**
অনন্ত কন্দলি, ৰাম সৰস্বতী. ভট্টদেৱ (অসমীয়া গদ্যৰ উদ্ভৱ)
- অধ্যায় ১২ : **শংকৰী যুগৰ অবৈষ্ণৱ সাহিত্য**
পাঁচালী সাহিত্য : পীতাম্বৰ কবি, দুৰ্গাবৰ, মনকৰ, সুকবি নাৰায়ণদেৱ
- অধ্যায় ১৩ : **শংকৰোত্তৰ যুগৰ সাহিত্য - ১**
শংকৰোত্তৰ যুগৰ সাহিত্যৰ পৰিচয় : চৰিত সাহিত্য, বুৰঞ্জী সাহিত্য
- অধ্যায় ১৪ : **শংকৰোত্তৰ যুগৰ সাহিত্য - ২**
শংকৰোত্তৰ যুগৰ সাহিত্য : নাট্য সাহিত্য, কাব্য সাহিত্য, ব্যৱহাৰিক
সাহিত্য, অন্যান্য সাহিত্য

Reference Books for this Course

- Burman, Shivnath (ed.) (1997). *Asomiya Sahityar Buranji (Vol. II)*. Guwahati: Anandaram Baroua Language, Arts and Culture Society
- Gogoi, Leela (2002). *Buranji Sahitya*. Guwahati: Banlata
- Hazarika, Bishweshwar (ed.) (2003). *Asomiya Sahityar Buranji (Vol. I)*. Guwahati: Anandaram Baroua Language, Arts and Culture Society
- Neog, Maheshwar (1987). *Asomiya Sahityar Ruprekha*. Guwahati: Chandra Prakash
- Sharma, Satyendra Nath (2005). *Asomiya Natya Sahitya*. Guwahati: Soumar Prakash
- Sharma, Satyendra Nath (2004). *Asomiya Sahityar Samikhatmak Itibritya*. Guwahati: Soumar Prakash

DSC

Semester 2

DSC 2 (4)

Course Name: আধুনিক অসমীয়া সাহিত্যৰ বুৰঞ্জী (২০০০ খ্ৰীঃ লৈ)
{History of Modern Assamese Literature (Up to 2000 AD)}

Course Objective:

After going through this course, a learner will be able to:

- Formulate the history and recent trends of modern Assamese literature.
- Identify the different literary forms of Assamese literature.

Course Outcomes:

- Develop knowledge of the history and recent trends of modern Assamese literature.
- Explore the underlying spirit of modern Assamese Literature.

Detailed Syllabus

- অধ্যায় ১ : প্রাক-স্বাধীনতাকালৰ আধুনিক অসমীয়া সাহিত্য
পটভূমি, বৈশিষ্ট্য আৰু সাহিত্যৰ বিবিধ বিধা
- অধ্যায় ২ : প্রাক-অৰুণোদয় যুগৰ সাহিত্য
প্রাক-অৰুণোদয়কালীন সামাজিক পটভূমি, প্রাক-অৰুণোদয় যুগৰ অসমীয়া
সাহিত্য : ভোলানাথ দাস, বমাকান্ত চৌধুৰী, কমলাকান্ত ভট্টাচাৰ্য
- অধ্যায় ৩ : অৰুণোদয় যুগৰ সাহিত্য — ১
অৰুণোদই কাকত আৰু অসমীয়া সাহিত্য. অৰুণোদয় যুগৰ লেখকসকল :
অৰুণোদয় যুগৰ খ্ৰীষ্টিয়ান লেখকসকল, অৰুণোদয় যুগৰ অখ্ৰীষ্টিয়ান
লেখকসকল. অসমীয়া ভাষা সাহিত্যলৈ অৰুণোদই তথা মিছনেৰীসকলৰ
অৱদান
- অধ্যায় ৪ : অৰুণোদয় যুগৰ সাহিত্য — ২
অৰুণোদয় যুগত প্ৰকাশিত অসমীয়া বাতৰি কাকত আৰু তাৰ সাহিত্য :
আসাম বিলাসিনী, আসাম নিউজ, মৌ, আসাম বন্ধু
- অধ্যায় ৫ : অৰুণোদয় পৰৱৰ্তীকালৰ আধুনিক অসমীয়া সাহিত্য — ১
পটভূমি, বৈশিষ্ট্য, কবিতা

- অধ্যায় ৬ : অৰুণোদয় পৰৱৰ্তীকালৰ আধুনিক অসমীয়া সাহিত্য – ২
চুটিগল্প, নাটক
- অধ্যায় ৭ : অৰুণোদয় পৰৱৰ্তীকালৰ আধুনিক অসমীয়া সাহিত্য – ৩
উপন্যাস
- অধ্যায় ৮ : অৰুণোদয় পৰৱৰ্তীকালৰ আধুনিক অসমীয়া সাহিত্য – ৪
জীৱনী, শিশু, ব্যঙ্গ, ভ্ৰমণ, অনুবাদ
- অধ্যায় ৯ : স্বাধীনতাৰ পৰৱৰ্তীকালৰ আধুনিক অসমীয়া সাহিত্য – ১
পটভূমি, বৈশিষ্ট্য, কবিতা
- অধ্যায় ১০ : স্বাধীনতাৰ পৰৱৰ্তীকালৰ আধুনিক অসমীয়া সাহিত্য – ২
চুটিগল্প
- অধ্যায় ১১ : স্বাধীনতাৰ পৰৱৰ্তীকালৰ আধুনিক অসমীয়া সাহিত্য – ৩
নাটক
- অধ্যায় ১২ : স্বাধীনতাৰ পৰৱৰ্তীকালৰ আধুনিক অসমীয়া সাহিত্য – ৪
উপন্যাস
- অধ্যায় ১৩ : স্বাধীনতাৰ পৰৱৰ্তীকালৰ আধুনিক অসমীয়া সাহিত্য – ৫
প্ৰবন্ধ, জীৱনী
- অধ্যায় ১৪ : স্বাধীনতাৰ পৰৱৰ্তীকালৰ আধুনিক অসমীয়া সাহিত্য – ৬
শিশু, ব্যঙ্গ, ভ্ৰমণ, অনুবাদ

Reference Books for this Course

- Borgohain, Homen (ed.) (2012). *Asomiya Sahityar Buranji (Vol. VI)*. Guwahati: Anandaram Barua Bhasha-Kala-Sanskriti Sanstha.
- Burman, Shivnath (ed.) (1997). *Asomiya Sahityar Buranji (Vol. II)*. Guwahati: Anandaram Barua Language, Arts and Culture Society
- Hazarika, Bishweshwar (ed.) (2003). *Asomiya Sahityar Buranji (Vol. I)*. Guwahati: Anandaram Barua Language, Arts and Culture Society
- Neog, Maheshwar (1987). *Asomiya Sahityar Ruprekha*. Guwahati: Chandra Prakash
- Sharma, Satyendra Nath (2005). *Asomiya Natya Sahitya*. Guwahati: Soumar Prakash
- Sharma, Satyendra Nath (2004). *Asomiya Sahityar Samikhatmak Itibritya*. Guwahati: Soumar Prakash

DSC

Semester 3

DSC 3 (4)

Course Name: অসমীয়া ভাষা (Assamese Language)

Course Objective:

After going through this course, a learner will be able to:

- Explain the evaluation and development and recent status of the Assamese language.
- Summarize the common heritage of the Indian-Aryan languages.

Course Outcomes:

- Evaluate the history and essence of the Assamese language.
- Identify Non-Aryan elements in the Assamese language, vocabulary in the Assamese language, and dialects of the Assamese language.

Detailed Syllabus

- অধ্যায় ১ : ভারতীয় আৰ্যভাষা
পৃথিবীৰ বিভিন্ন ভাষাগোষ্ঠী. ভাৰতবৰ্ষত প্ৰচলিত প্ৰধান ভাষাগোষ্ঠীসমূহ.
ভাৰতীয় আৰ্যভাষাৰ ক্ৰমবিকাশৰ স্তৰ
- অধ্যায় ২ : প্ৰাচীন ভাৰতীয় আৰ্যভাষা
প্ৰাচীন ভাৰতীয় আৰ্যভাষাৰ সময় আৰু সাহিত্যিক নিদৰ্শন. বৈদিক আৰু
সংস্কৃত ভাষাৰ পৰিচয়. প্ৰাচীন ভাৰতীয় আৰ্যভাষাৰ সাধাৰণ লক্ষণ. বৈদিক
ভাষাৰ স্বতন্ত্র বৈশিষ্ট্য. বৈদিক আৰু সংস্কৃত ভাষাৰ ভাষাগত পাৰ্থক্য.
সংস্কৃতত গুণ, বৃদ্ধি আৰু সম্প্ৰসাৰণ
- অধ্যায় ৩ : মধ্য ভাৰতীয় আৰ্যভাষা – পালি স্তৰ
মধ্য ভাৰতীয় আৰ্য ভাষাৰ ক্ৰমবিকাশৰ স্তৰ. মধ্য ভাৰতীয় আৰ্য ভাষাৰ
ভাষাগত বৈশিষ্ট্য. পালি ভাষাৰ উৎপত্তি. পালিৰ উদ্ভৱ স্থল. ‘পালি’ নামৰ
তাৎপৰ্য. পালি ভাষাৰ সাধাৰণ বৈশিষ্ট্য
- অধ্যায় ৪ : মধ্য ভাৰতীয় আৰ্যভাষা – প্ৰাকৃত স্তৰ
প্ৰাকৃত নামৰ তাৎপৰ্য. প্ৰাকৃত ভাষাৰ ভাষাতাত্ত্বিক বৈশিষ্ট্য. প্ৰাকৃতৰ ঋনিনি
পৰিৱৰ্তন প্ৰক্ৰিয়া. সাহিত্যিক প্ৰাকৃত আৰু ইয়াৰ পৰিচয় : মহাৰাষ্ট্ৰী

প্রাকৃত, শৌৰসেনী প্রাকৃত, পৈশাচী প্রাকৃত, মাগধী প্রাকৃত, অধ-মাগধী প্রাকৃত

- অধ্যায় ৫ :** **মধ্য ভাৰতীয় আৰ্যভাষা – অপভ্ৰংশ স্তৰ**
অপভ্ৰংশ-অৰহট্ঠৰ উদ্ভৱ আৰু বিকাশ. অপভ্ৰংশৰ আঞ্চলিক ৰূপ. অপভ্ৰংশৰ ভাষাগত বৈশিষ্ট্য. অৰহট্ঠ বা অবচীন অপভ্ৰংশ আৰু ইয়াৰ শ্ৰেণী বিভাজন. অৰহট্ঠৰ ভাষাতাত্ত্বিক বৈশিষ্ট্য. অপভ্ৰংশ-অৰহট্ঠৰ উমৈহতীয়া বৈশিষ্ট্য. অৰহট্ঠ আৰু অসমীয়া ভাষাৰ সাদৃশ্য
- অধ্যায় ৬ :** **প্ৰত্ন-অসমীয়া ভাষা— পূব-মগধীয় ভাষাৰ সৈতে তুলনা**
অসমীয়া, বাংলা আৰু উড়িয়া ভাষাৰ চমু পৰিচয়. ৰূপতত্ত্ব আৰু ধ্বনিতত্ত্বৰ তুলনা
- অধ্যায় ৭ :** **নব্য ভাৰতীয় আৰ্যভাষা**
নব্য ভাৰতীয় আৰ্যভাষা. নব্য ভাৰতীয় আৰ্যভাষাৰ শ্ৰেণীবিভাগ. নব্য ভাৰতীয় আৰ্যভাষাৰ উমৈহতীয়া বৈশিষ্ট্য
- অধ্যায় ৮ :** **অসমীয়া ভাষাৰ উদ্ভৱ আৰু ক্ৰমবিকাশ**
অসমীয়া ভাষাৰ উদ্ভৱ আৰু ক্ৰমবিকাশ : উদ্ভৱকালৰ অসমীয়া ভাষা, প্ৰাচীন অসমীয়া ভাষা, মধ্যযুগৰ অসমীয়া ভাষা, আধুনিক অসমীয়া ভাষা
- অধ্যায় ৯ :** **উদ্ভৱ কালৰ আৰু প্ৰাচীন অসমীয়া ভাষা**
উদ্ভৱকালৰ অসমীয়া ভাষা. প্ৰাচীন অসমীয়া ভাষা
- অধ্যায় ১০ :** **মধ্যযুগৰ অসমীয়া ভাষা**
মধ্যযুগীয় অসমীয়া ভাষা : চৰিত সাহিত্যৰ ভাষা, বৃহঞ্জী সাহিত্যৰ ভাষা, অন্যান্য গদ্য সাহিত্যৰ ভাষা
- অধ্যায় ১১ :** **আধুনিক যুগৰ অসমীয়া ভাষা**
আধুনিক যুগৰ অসমীয়া ভাষা : ‘অৰুণোদয়’ স্তৰৰ অসমীয়া ভাষা, ‘জোনাকী’ স্তৰৰ অসমীয়া ভাষা, যুদ্ধোত্তৰ স্তৰৰ অসমীয়া ভাষা
- অধ্যায় ১২ :** **অসমীয়া ভাষাত আৰ্যভিন্ন উপাদান**
অসমীয়া ভাষাত আৰ্যভিন্ন উপাদান : অষ্ট্ৰিক ভাষাগোষ্ঠীয় উপাদান, দ্ৰাবিড় ভাষাগোষ্ঠীয় উপাদান. চীন তিব্বতীয় ভাষাগোষ্ঠীয় উপাদান
- অধ্যায় ১৩ :** **অসমীয়া ভাষাৰ শব্দ-ভাণ্ডাৰ – ১**
অসমীয়া ভাষাৰ শব্দ-ভাণ্ডাৰ. অসমীয়া শব্দ-ভাণ্ডাৰৰ শ্ৰেণীবিভাজন.
সংস্কৃত্যআৰ্যমূলীয় শব্দ : তৎসম শব্দ, অধ-তৎসম শব্দ, তদ্ভৱ শব্দ.
অসমীয়া ভাষালৈ আন আন ভাষাৰ পৰা অহা শব্দগুচ্ছ : অনা-আৰ্যমূলীয় শব্দ, ধাৰ কৰা শব্দ, অশ্ৰেণীভুক্ত শব্দ
- অধ্যায় ১৪ :** **অসমীয়া ভাষাৰ উপভাষা**
অসমীয়া ভাষাৰ উপভাষা. অসমীয়া ভাষাৰ উপভাষা সৃষ্টিৰ কাৰণ. উজনি অসমৰ উপভাষা. মধ্য অসমৰ উপভাষা. নামনি অসমৰ উপভাষা :

কামৰূপী উপভাষা, কামৰূপী উপভাষাৰ আঞ্চলিক পাৰ্থক্য, গৌৰালপৰীয়া
উপভাষা, গৌৰালপৰীয়া উপভাষাৰ আঞ্চলিক পাৰ্থক্য. নৃগোষ্ঠীয় উপভাষা.
অসমীয়া ভাষাৰ উপভাষা অধ্যয়নৰ প্ৰয়োজনীয়তা

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DSC

Semester 3

DSC 4 (4)

Course Name: অসমীয়া ব্যাকৰণ (Assamese Grammar)

Course Objective:

After going through this course, a learner will be able to:

- Develop a thorough understanding of Assamese grammar.
- Classify the Assamese phonetics, morphology, syntax, and semantics.

Course Outcomes:

- Identify the heritage and basic spirit of the different aspects of Assamese grammar.
- Make use of Assamese phonetics, morphology, syntax, and semantics.

Detailed Syllabus

- অধ্যায় ১ : ব্যাকৰণৰ সাধাৰণ পৰিচয়
ব্যাকৰণ : ব্যাকৰণৰ বৃৎপত্তিগত অৰ্থ, ব্যাকৰণৰ সংজ্ঞা, পৰম্পৰাগত ব্যাকৰণ আৰু আধুনিক ব্যাকৰণ. ব্যাকৰণ, ভাষাবিজ্ঞান আৰু ভাষাতত্ত্ব. ব্যাকৰণৰ শ্ৰেণীবিভাগ. ব্যাকৰণৰ উপাদান. অসমীয়া ব্যাকৰণৰ ইতিহাস
- অধ্যায় ২ : ধ্বনিতত্ত্বৰ সাধাৰণ পৰিচয়
ধ্বনি – সাধাৰণ পৰিচয়. বাগিদ্ৰিয়. স্বৰ আৰু ব্যঞ্জনধ্বনি. বিশিষ্ট ধ্বনি আৰু উপধ্বনি
- অধ্যায় ৩ : অসমীয়া ভাষাৰ ধ্বনিতত্ত্ব
অসমীয়া ভাষাৰ বিশিষ্ট ধ্বনি : অসমীয়া ভাষাৰ বিশিষ্ট স্বৰধ্বনি, অসমীয়া ভাষাৰ বিশিষ্ট ব্যঞ্জনধ্বনি. অসমীয়া স্বৰধ্বনিনি আৰু ব্যঞ্জনধ্বনিৰ উপধ্বনি
- অধ্যায় ৪ : ৰূপতত্ত্ব – সাধাৰণ পৰিচয়
ৰূপতত্ত্বৰ সাধাৰণ পৰিচয়
- অধ্যায় ৫ : ৰূপতত্ত্ব আৰু অসমীয়া ভাষাৰ ৰূপতত্ত্ব – ১
ৰূপতত্ত্বৰ কেইটামান দিশ. অসমীয়া ভাষাৰ ৰূপতত্ত্ব
- অধ্যায় ৬ : অসমীয়া ভাষাৰ ৰূপতত্ত্ব – ২
অসমীয়া ভাষাৰ ৰূপতত্ত্বৰ কেইটামান দিশ : বচন, লিংগ, কাৰক

- অধ্যায় ৭ : **অসমীয়া ভাষাৰ ৰূপতত্ত্ব – ৩**
অসমীয়া ভাষাৰ ৰূপতত্ত্বৰ কেইটামান দিশ : বিশেষণ আৰু বিশেষণৰ
তুলনা, সৰ্বনাম আৰু সৰ্বনামীয় ৰূপ, ক্ৰিয়া
- অধ্যায় ৮ : **বাক্যতত্ত্বৰ সাধাৰণ পৰিচয়**
বাক্যতত্ত্বৰ সাধাৰণ পৰিচয়
- অধ্যায় ৯ : **অসমীয়া ভাষাৰ বাক্যতত্ত্ব**
অসমীয়া ভাষাৰ বাক্যতত্ত্ব
- অধ্যায় ১০ : **অসমীয়া ভাষাৰ পদ**
অসমীয়া ভাষাৰ পদ
- অধ্যায় ১১ : **অসমীয়া ভাষাৰ বচন আৰু লিঙ্গ**
অসমীয়া ভাষাৰ বচন. অসমীয়া ভাষাৰ লিঙ্গ
- অধ্যায় ১২ : **অসমীয়া ভাষাৰ কাৰক আৰু বিভক্তি**
অসমীয়া ভাষাৰ কাৰক. অসমীয়া ভাষাৰ বিভক্তি : বিভক্তি আৰু প্ৰত্যয়
বিভাজনৰ সূত্ৰ, অসমীয়া ভাষাৰ শব্দ-বিভক্তি, অসমীয়া ভাষাৰ ক্ৰিয়া-বিভক্তি
- অধ্যায় ১৩ : **অসমীয়া ভাষাৰ প্ৰত্যয়**
অসমীয়া ভাষাৰ প্ৰত্যয়ৰ সাধাৰণ পৰিচয়. অসমীয়া ভাষাৰ সৰ্গ বা প্ৰত্যয়ৰ
শ্ৰেণীবিভাজন : অসমীয়া ভাষাৰ অৱস্থানগত প্ৰত্যয়, অসমীয়া ভাষাৰ
গুণগত প্ৰত্যয়
- অধ্যায় ১৪ : **অসমীয়া ভাষাৰ সন্ধি আৰু সমাস**
অসমীয়া ভাষাৰ সন্ধি. অসমীয়া ভাষাৰ সমাস

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- Deka, Dharmasingha (2007), *Rachana Bichitra*. Guwahati: Asom Book Depot.

DSC

Semester 4

DSC 5 (4)

Course Name: অসমীয়া সংস্কৃতি (Assamese Culture)

Course Objective:

After going through this course, a learner will be able to:

- Discover the underlying spirit of Assamese culture and milieu.
- Explain the different aspects of Assamese culture.

Course Outcomes:

- Identify the rich cultural heritage of Assam.
- Formulate the difference between heritage and contemporary trends.

Detailed Syllabus

- অধ্যায় ১ : অসমীয়া জাতি গঠনত প্রজাতীয় উপাদান
প্রাগজ্যোতিষপুর, কামৰূপ, অসম নামৰ উৎপত্তি. জাতি – জাতিৰ ধাৰণা, অসমীয়া জাতি. অসমীয়া জাতি গঠনত প্রজাতীয় উপাদান : নৃতাত্ত্বিক দৃষ্টিভংগীৰে অসমত জাতি গঠনৰ স্বৰূপ
- অধ্যায় ২ : সংস্কৃতি – চমু পৰিচয়
সংস্কৃতি – সাধাৰণ পৰিচয়. সংস্কৃতিৰ সংজ্ঞা. সংস্কৃতিৰ স্বৰূপ. সংস্কৃতিৰ উপাদান. সংস্কৃতিৰ বৈশিষ্ট্য. সংস্কৃতিৰ বিভিন্ন ভাগ : অভিজাত সংস্কৃতি বা মাৰ্গীয় সংস্কৃতি, লোকসংস্কৃতি বা জনকৃষ্টি, জনজাতীয় সংস্কৃতি
- অধ্যায় ৩ : অসমৰ সংস্কৃতি – বৈচিত্ৰ্যৰ মাজত ঐক্য
অসমৰ সংস্কৃতি – সমন্বয় আৰু সমাহৰণৰ বিভিন্ন বিষয় : ভাষা, সাহিত্য, ধৰ্ম, উৎসৱ-অনুষ্ঠান, সামাজিক লোকাচাৰ, নৃত্য-গীত, খাদ্য, সাজ-পাৰ
- অধ্যায় ৪ : সত্ৰীয়া সংস্কৃতি
সত্ৰীয়া সংস্কৃতি : সত্ৰৰ সংজ্ঞা, উৎপত্তি, সত্ৰৰ বিভিন্ন বিভাগ আৰু বিস্তৃতি, সত্ৰৰ বিষয়ববীয়া তথা প্ৰশাসন, সত্ৰৰ নিত্যকৰ্ম – সত্ৰীয়া নাম-প্ৰসংগ, সত্ৰৰ নৈমিত্তিক কাৰ্য তথা সত্ৰৰ উৎসৱ-অনুষ্ঠান, সত্ৰৰ কেতবোৰ পালনীয় আচাৰ-ৰীতি, সত্ৰীয়া গীত, নৃত্য, বাদ্য আৰু ভাওনা
- অধ্যায় ৫ : নামঘৰ
নামঘৰ : নিৰ্মাণ শৈলী বা গঠন শৈলী, নামঘৰৰ কাব্যপ্ৰণালী আৰু নামঘৰৰ কৰ্মকতাবিষয়ববীয়া, ধৰ্মীয়-চৰ্চা তথা শিল্প-চৰ্চাৰ কেন্দ্ৰ, নামঘৰৰ সামাজিক কতৃৎ

- অধ্যায় ৬ : সত্ৰীয়া পৰিৱেশ্য কলা
সত্ৰীয়া পৰিৱেশ্য কলা. সত্ৰীয়া সংগীত : বৰগীত, কীৰ্তন, নামঘোষা আৰু আনুষংগিক ধাৰা. সত্ৰীয়া নৃত্য আৰু বাদ্য. অংকীয়া নাট আৰু ভাওনা
- অধ্যায় ৭ : অসমীয়া সংস্কৃতিত জনজাতীয় উপাদান
জনজাতি – সাধাৰণ পৰিচয়. অসমীয়া সংস্কৃতিত জনজাতীয় উপাদান : ধৰ্ম, উৎসৱ-পাৰ্বন আৰু লোকসাহিত্য, খাদ্যাভ্যাস, সাজপাৰ, মাতৃতত্ত্বমূলীয় সামাজিক পদ্ধতি
- অধ্যায় ৮ : অসমীয়া সংস্কৃতিত আহোম উপাদান
অসমীয়া সংস্কৃতিত আহোম উপাদান : ভৌতিক কলা, স্থাপত্য আৰু ভাস্কৰ্য, চাৰু আৰু কাৰুকলা, পৰিৱেশ্য কলা
- অধ্যায় ৯ : অসমীয়া সংস্কৃতিত মুছলমান উপাদান
অসমীয়া সংস্কৃতিত মুছলমান উপাদান : ভৌতিক সংস্কৃতি, স্থাপত্য আৰু ভাস্কৰ্য, চাৰু আৰু কাৰুকলা, পৰিৱেশ্য কলা
- অধ্যায় ১০ : লোকসংস্কৃতিৰ চমু আভাস
লোকসংস্কৃতি – সাধাৰণ পৰিচয়. অসমৰ লোকসংস্কৃতি : মৌখিক সাহিত্য, ভৌতিক সংস্কৃতি, সামাজিক লোকপ্ৰথা বা লোকাচাৰ, লোকপৰিৱেশ্য কলা
- অধ্যায় ১১ : মৌখিক সাহিত্য
মৌখিক সাহিত্য. অসমীয়া মৌখিক সাহিত্য
- অধ্যায় ১২ : সামাজিক লোকাচাৰ
সামাজিক লোকাচাৰ : লোকবিশ্বাস আৰু লোকধৰ্ম, লোক উৎসৱ-অনুষ্ঠান, অৱসৰ-বিনোদন আৰু খেল-ধেমালি, লোকঔষধ আৰু লোকচিকিৎসা
- অধ্যায় ১৩ : ভৌতিক সংস্কৃতি
ভৌতিক সংস্কৃতি : লোকশিল্প, লোককলা, লোকস্থপতি বিদ্যা, লোকআভৰণ, লোকবন্ধন প্ৰণালী
- অধ্যায় ১৪ : লোকপৰিৱেশ্য কলা
লোকপৰিৱেশ্য কলা. অসমৰ লোকপৰিৱেশ্য কলা : লোকসংগীত, লোকনাট্য. অসমৰ কেইটামান নিৰ্বাচিত লোকপৰিৱেশ্য কলা : ওজাপালি, পুতলা নাচ

Reference Books for this Course

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Semester 4

DSC 6 (4)

Course Name: ভাষাৰ বিভিন্ন ৰূপ আৰু ভাষা-বিজ্ঞান (Different forms of Language and Linguistics)

Course Objective:

After going through this course, a learner will be able to:

- Explain the different forms of language and linguistics.
- Identify the difference between phonetics, morphology, syntax, semantics, and social linguistics.

Course Outcomes:

- Classify different forms of language and linguistics.
- Categorize the difference between phonetics, morphology, syntax, semantics, and social linguistics.

Detailed Syllabus

- অধ্যায় ১ : ভাষাৰ বৰ্গীকৰণ
ভাষাৰ বৰ্গীকৰণ : বংশানুক্ৰমিক বা ঐতিহাসিক বৰ্গীকৰণ, আকৃতিমূলক বা বাক্যৰীতিগত ৰূপতদ্বানুগত বৰ্গীকৰণ
- অধ্যায় ২ : পৃথিৱীৰ বিভিন্ন ভাষা-পৰিয়ালৰ চমু পৰিচয়
পৃথিৱীৰ ভাষা-পৰিয়াল : ইণ্ডো-ইউৰোপীয় ভাষাগোষ্ঠী, ছেমীয়-হামীয় ভাষাগোষ্ঠী, তিব্বত-চীনেয় ভাষাগোষ্ঠী, অষ্ট্ৰিক ভাষাগোষ্ঠী, দ্ৰাবিড় ভাষাগোষ্ঠী, ইউৰাল-আলটাই ভাষাগোষ্ঠী, ককেছীয় ভাষাগোষ্ঠী, এফ্ৰিমো. গোষ্ঠী বা পৰিয়াল বহিৰ্ভূতভাষা
- অধ্যায় ৩ : ভাষাৰ লক্ষণ আৰু প্ৰকৃতি
ভাষাৰ লক্ষণ আৰু প্ৰকৃতি. জাতি-সমাজ আৰু সংস্কৃতিৰ লগত ভাষাৰ সম্পৰ্ক
- অধ্যায় ৪ : ভাষা-বিজ্ঞানৰ ইতিহাস
ভাষা-বিজ্ঞানৰ ইতিহাস : প্ৰাচীন যুগ, মধ্যযুগ, নৱজাগৰণৰ যুগ, আধুনিক যুগ
- অধ্যায় ৫ : ভাষাৰ বিভিন্ন ৰূপ
ভাষাৰ বিভিন্ন ৰূপ

- অধ্যায় ৬ :** **ভাষাৰ পৰিৱৰ্তন**
ভাষাৰ পৰিৱৰ্তন. ভাষাৰ পৰিৱৰ্তনৰ কাৰণ. ভাষাৰ পৰিৱৰ্তনৰ বিভিন্ন
প্ৰকাৰ : ভাষাৰ বাহ্যিক পৰিৱৰ্তন, ভাষাৰ আভ্যন্তৰীণ পৰিৱৰ্তন
- অধ্যায় ৭ :** **ভাষা-বিজ্ঞানৰ বিভিন্ন শাখা-প্ৰশাখা**
ভাষা-বিজ্ঞানৰ বিভিন্ন শাখা-প্ৰশাখা. অধ্যয়নৰ বিষয় আৰু প্ৰকৃতি অনুসৰি
ভাষা-বিজ্ঞানৰ বিভাজন : বৰ্ণনাত্মক ভাষা-বিজ্ঞান, ঐতিহাসিক ভাষা-বিজ্ঞান,
তুলনামূলক ভাষা-বিজ্ঞান. ভাষা-চিন্তাৰ প্ৰায়োগিক আৰু ব্যৱহাৰিক দিশ
অনুসৰি ভাষা-বিজ্ঞানৰ বিভিন্ন শাখা
- অধ্যায় ৮ :** **ভাষা-বিজ্ঞান অধ্যয়ন – বিভিন্ন স্তৰ**
ভাষা-বিজ্ঞান অধ্যয়নৰ স্তৰ : ধ্বনিতত্ত্ব, ৰূপতত্ত্ব, বাক্যতত্ত্ব, অৰ্থতত্ত্ব
- অধ্যায় ৯ :** **ধ্বনিতত্ত্ব**
ধ্বনি – ধ্বনিতত্ত্ব. বাগিন্দ্ৰিয়, স্বৰ আৰু ব্যঞ্জনধ্বনি, বিশিষ্ট ধ্বনি আৰু
উপধ্বনি
- অধ্যায় ১০ :** **ৰূপতত্ত্ব**
ৰূপতত্ত্ব
- অধ্যায় ১১ :** **অৰ্থতত্ত্ব**
অৰ্থতত্ত্ব
- অধ্যায় ১২ :** **বাক্যতত্ত্ব**
বাক্যতত্ত্ব
- অধ্যায় ১৩ :** **উপভাষা বিজ্ঞান**
ভাষা আৰু উপভাষা. উপভাষাৰ গঠন : আঞ্চলিক উপভাষা, সামাজিক
উপভাষা, জাতি বা বৰ্ণগত উপভাষা, লিংগ ভেদে উপভাষা. পাৰস্পৰিক
বোধগম্যতা, ব্যক্তি ভাষা, মান্য ভাষা, পৰিস্থিতি নিৰ্ধাৰক ভাষা
- অধ্যায় ১৪ :** **সমাজ ভাষা-বিজ্ঞান**
সমাজ ভাষা-বিজ্ঞান

Reference Books for this Course

- Dutta Baruah, Phanindra Narayan (2006). *Adhunik Bhaxabigyanor Porichoy*. Guwahati: Banalata.
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- Phukan Patgiri, Dipti (1991). *Bhaxatattwa*. Guwahati: Banalata.
- Rabha Hakacham, Upen (2000). *Axamiya Aru Axamor Tibboto-Bormiyo Bhaxa*. Hakasam Kausadam. Dhupdhara, Goalpara.
- Thakur, Nagen (1997). *Prithivir Bibhinna Bhaxa*. Guwahati: Jyoti Prakashan.

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DSC 7 (4)

Course Name: পালি-প্রাকৃত-অপভ্রংশ ব্যাকৰণ আৰু পাঠ (Select Texts of Pali-Prakrit-Apabhransa and Grammatical Aspects)

Course Objective:

After going through this course, a learner will be able to:

- Analyze the similarities and differences in grammatical aspects between Pali-Prakrit-Apabhransa.
- Identify the accent of different literary texts in Pali-Prakrit-Apabhransa.
- Discuss the writing style of Pali-Prakrit-Apabhransa literary texts.

Course Outcomes:

- Formulate the linguistic variation of Pali-Prakrit and Apabhransa.
- Discover the rich heritage of the Pali-Prakrit and Apabhransa literary texts.

Detailed Syllabus

- অধ্যায় ১ : পালি ভাষাৰ স্বৰবৰ্ণ আৰু ব্যঞ্জনবৰ্ণ
পালিৰ স্বৰ বৰ্ণসমূহৰ পৰিচয় : স্বৰবৰ্ণসমূহৰ পৰিৱৰ্তনৰ বৈশিষ্ট্য. পালিৰ ব্যঞ্জনবৰ্ণসমূহৰ পৰিচয় : ব্যঞ্জনবৰ্ণসমূহৰ পৰিৱৰ্তনৰ বৈশিষ্ট্য, সংযুক্ত ব্যঞ্জনৰ পৰিৱৰ্তনৰ ধাৰা
- অধ্যায় ২ : পালি ভাষাৰ ব্যাকৰণৰ কেইটামান দিশ
সন্ধি. লিঙ্গ. শব্দৰূপ : পালিৰ বিভক্তিৰ তালিকা. ধাতুৰূপ. সাধিত ধাতুৰূপ. অসমাপিকা ধাতুৰূপ
- অধ্যায় ৩ : প্রাকৃত ভাষাৰ স্বৰবৰ্ণ আৰু ব্যঞ্জনবৰ্ণ
প্রাকৃত ভাষা. প্রাকৃত স্বৰবৰ্ণসমূহৰ পৰিচয় : স্বৰবৰ্ণসমূহৰ পৰিৱৰ্তনৰ বৈশিষ্ট্য. প্রাকৃত ব্যঞ্জনবৰ্ণসমূহৰ পৰিচয় : ব্যঞ্জনবৰ্ণসমূহৰ পৰিৱৰ্তনৰ ধাৰা
- অধ্যায় ৪ : প্রাকৃত ভাষাৰ ব্যাকৰণৰ সাধাৰণ পৰিচয়
সন্ধি. লিঙ্গ. শব্দৰূপ. ধাতুৰূপ. সাধিত ধাতুৰূপ. অসমাপিকা রূপ
- অধ্যায় ৫ : পালি সাহিত্যৰ পৰিচয়
পালি সাহিত্য. পালি সাহিত্যৰ শ্ৰেণীবিভাগ : ত্ৰিপিটক আৰু ত্ৰিপিটকৰ অন্তৰ্গত সাহিত্যৰ পৰিচয়, ত্ৰিপিটক বহিৰ্ভূত সাহিত্যৰ পৰিচয়
- অধ্যায় ৬ : প্রাকৃত সাহিত্যৰ পৰিচয়
প্রাকৃত সাহিত্য. প্রাকৃত সাহিত্যৰ শ্ৰেণী বিভাগ : জৈন ধৰ্মৰ অন্তৰ্ভুক্ত সাহিত্য, ধৰ্ম নিৰপেক্ষ সাহিত্য

- অধ্যায় ৭ : ধম্মপদ সাধাৰণ পৰিচয়
ধম্মপদৰ ৰচনা কাল আৰু ৰচয়িতা. ধম্মপদ শব্দৰ অৰ্থ. ধম্মপদৰ বিষয়বস্তু
- অধ্যায় ৮ : ধম্মপদ – অপ্পমাদ আৰু পুপ্ফ বগ্গ
অপ্পমাদ বগ্গৰ মূল পাঠ আৰু অসমীয়া অনুবাদ : কঠিন শব্দৰ ভাষিক অনুশীলন. অপ্পমাদ বগ্গৰ মূল কথা. অপ্পমাদ বগ্গৰ নামকৰণৰ তাৎপৰ্য. পুপ্ফ বগ্গৰ মূল পাঠ আৰু অসমীয়া অনুবাদ : কঠিন শব্দৰ ভাষিক অনুশীলন. পুপ্ফ বগ্গৰ মূল কথা. পুপ্ফ বগ্গৰ নামকৰণৰ তাৎপৰ্য
- অধ্যায় ৯ : কপূৰ্বমঞ্জৰী – ১
প্ৰথম প্ৰাকৃত নাটক হিচাপে কপূৰ্বমঞ্জৰী. ৰচনাকাৰ কবিৰাজ ৰাজশেখৰৰ কাল আৰু ৰচনাৱলী. কপূৰ্বমঞ্জৰীত ব্যৱহৃত প্ৰাকৃত আৰু ভাষাতাত্ত্বিক বৈশিষ্ট্য. ‘সটুক’ হিচাপে কপূৰ্বমঞ্জৰী
- অধ্যায় ১০ : কপূৰ্বমঞ্জৰী – ২
কপূৰ্বমঞ্জৰীৰ কাহিনী আৰু কাহিনীৰ উৎস. চৰিত্ৰ-চিত্ৰণ. কপূৰ্বমঞ্জৰীৰ মূল পাঠ আৰু অসমীয়া অনুবাদ
- অধ্যায় ১১ : কালিদাসৰ জীৱন আৰু কৃতি
মহাকাব্য কালিদাসৰ জীৱনবৃত্ত. কালিদাসৰ ৰচনাৱলী আৰু সেইবোৰৰ উৎস. কালিদাসৰ শাস্ত্ৰবেদাঙ্ক. কালিদাসৰ লেখনিৰ বৈশিষ্ট্য
- অধ্যায় ১২ : কালিদাস – অভিজ্ঞানশকুন্তলম্ (ষষ্ঠ অংকৰ ধীৱৰ আৰু ৰক্ষীসকলৰ কথোপকথন)
অভিজ্ঞানশকুন্তলম্ৰ কাহিনীভাগ. মূলপাঠ – পাঠৰ অসমীয়া অনুবাদ আৰু শব্দগত টোকা. ভাষাশৈলীৰ সাধাৰণ আলোচনা, কাব্যিক সৌন্দৰ্য
- অধ্যায় ১৩ : সন্দেশ ৰাসক – ১
সন্দেশ ৰাসকৰ ৰচয়িতা আব্দুল ৰহমানৰ পৰিচয় আৰু ৰচনাকাল. ৰাসক কি. দূত কাব্য হিচাপে সন্দেশ ৰাসক
- অধ্যায় ১৪ : সন্দেশ ৰাসক – ২
সন্দেশ ৰাসকৰ মূল পাঠ আৰু অসমীয়া অনুবাদ. কঠিন শব্দৰ ভাষিক টোকা আৰু শব্দাৰ্থ. সন্দেশ ৰাসকৰ ভাষা আৰু ইয়াৰ ভাষাগত বৈশিষ্ট্য. সন্দেশ ৰাসকৰ কাহিনীভাগ. সন্দেশ ৰাসকৰ কাব্যিক সৌন্দৰ্য

Reference Books for this Course

- Goswami, Satyendra Narayan (1990). *Dhammapad*. Guwahati. Chandra Prakash
Thakur, Nagen (1989). *Prakrit Sahitya Adhyayan*. Guwahati: Jyoti Prakashan
Thakur, Nagen (1994). *Pali-Prakrit- Apabhraṅgsha Bhasa Aru Sahitya*. Guwahati: KM
Publishing
Saikia Bora, Lilawati (2002). *Sanskrit-Pali-Prakrit Aru Axamiya Byakaran*. Guwahati:
Banalata

DSC

Semester 5

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Course Name: অসমৰ ধৰ্মীয় পৰম্পৰা আৰু সাহিত্য (Religious Trends and Literature of Assam)

Course Objective:

After going through this course, a learner will be able to:

- Identify the different religious trends of Assam.
- Discover the rich inheritance of the religious literature of Assam.

Course Outcomes:

- Analyze the history and development of different religious trends of Assam.
- Evaluate the different literary texts of diverse religious trends of Assam.

Detailed Syllabus

- অধ্যায় ১ : অসমৰ ধৰ্মীয় পৰম্পৰা – শাক্ত ধৰ্ম, শৈৱ ধৰ্ম আৰু বৈষ্ণৱ ধৰ্ম
অসমৰ ধৰ্মীয় পৰম্পৰা. শাক্ত ধৰ্ম : অসমত শাক্ত ধৰ্ম, অসমৰ শক্তিপীঠ
আৰু মঠ-মন্দিৰ, অসমৰ শাক্ত সাহিত্য. শৈৱ ধৰ্ম : অসমত শৈৱ ধৰ্ম,
অসমৰ শৈৱ মঠ-মন্দিৰ, অসমৰ শৈৱ সাহিত্য. বৈষ্ণৱ ধৰ্মৰ বিকাশ –
সাধাৰণ আলোচনা. অসমৰ বৈষ্ণৱ ধৰ্মৰ ইতিহাস : শিলালিপি-তাম্বুলিপিৰ
যুগ, কালিকা পুৰাণ (তন্ত্র যুগ), প্ৰাক্-শংকৰী যুগ, শংকৰী যুগ
- অধ্যায় ২ : ভক্তি আন্দোলন – সৰ্বভাৰতীয় পটভূমি
ভক্তি আন্দোলন আৰু ইয়াৰ সৰ্বভাৰতীয় পটভূমি. ভাৰতীয় ভক্তি সাহিত্যৰ
ধৰ্মীয় পটভূমি. ভক্তি সাহিত্যৰাজি আৰু প্ৰধান বৈষ্ণৱসকলৰ সাহিত্যকৃতি
- অধ্যায় ৩ : অসমৰ ভক্তি আন্দোলন
অসমৰ ভক্তি আন্দোলন – সূচনা আৰু বিকাশ. শঙ্কৰদেৱৰ ভক্তি
আন্দোলনৰ বৈশিষ্ট্য
- অধ্যায় ৪ : অসমীয়া ভক্তি সাহিত্য
অসমীয়া ভক্তি সাহিত্যৰ সাধাৰণ পৰিচয়. অসমীয়া ভক্তি সাহিত্যৰ সাধাৰণ
বৈশিষ্ট্য. অসমীয়া ভক্তি সাহিত্যৰ ৰূপগত বিভাজন : কাব্য, গীত, নাট,
অনুবাদ সাহিত্য, চৰিত সাহিত্য আৰু গদ্য ৰচনা, অন্যান্য ধৰ্মতত্ত্ব সম্পৰ্কীয় গ্ৰন্থ
- অধ্যায় ৫ : শংকৰদেৱ – আদি দশম – ১
আদি দশম : বিষয়বস্তু, অনুবাদ ৰীতি, কাব্যিক সৌন্দৰ্য

- অধ্যায় ৬ : শংকৰদেৱ – আদি দশম – ২
কালীয় দমন আৰু বনাগ্নি পান : মূল পাঠ, সাধাৰণ আলোচনা
- অধ্যায় ৭ : মাধৱদেৱ – নামঘোষা – ১
নামঘোষা : তাত্ত্বিক দিশ
- অধ্যায় ৮ : মাধৱদেৱ – নামঘোষা – ২
নামঘোষা – মূল পাঠ (প্ৰথম ৫০ কূট ঘোষা) : সাধাৰণ আলোচনা
- অধ্যায় ৯ : ভট্টদেৱ – ভক্তি-বিবেক – ১
ভট্টদেৱৰ জীৱন আৰু কৃতি : প্ৰকৰণ গ্ৰন্থৰ ৰচক হিচাপে ভট্টদেৱ. ভক্তি-বিবেকৰ সাধাৰণ আভাস
- অধ্যায় ১০ : ভট্টদেৱ – ভক্তি-বিবেক – ২
ভক্তি-বিবেকৰ ‘গুৰু-শিষ্য নিৰ্ণয়’ আৰু ‘নাম-মাহাত্ম্য’ৰ মূল পাঠ : সাধাৰণ আলোচনা
- অধ্যায় ১১ : সুকবি নাৰায়ণদেৱ – পদ্মা-পুৰাণ – ১
সুকবি নাৰায়ণদেৱৰ জীৱন আৰু কৃতি. পদ্মা-পুৰাণ : সাধাৰণ আলোচনা
- অধ্যায় ১২ : সুকবি নাৰায়ণদেৱ – পদ্মা-পুৰাণ – ২
মূল পাঠ (লেখাইক দংশন কৰিবলৈ কালিনাগৰ যাত্ৰাৰ পৰা কালিনাগৰ দ্বাৰা লখাইক দংশন) : সাধাৰণ আলোচনা
- অধ্যায় ১৩ : ৰুদ্ৰ সিংহ – শিৱ পুৰাণ – ১
শিৱ পুৰাণ : কবি পৰিচয়. বিষয়বস্তু আৰু অধ্যায় পৰিচয়. শিৱ পুৰাণত পুৰাণৰ বৈশিষ্ট্য
- অধ্যায় ১৪ : ৰুদ্ৰ সিংহ – শিৱ পুৰাণ – ২
মূল পাঠ (শিৱ পুৰাণৰ ‘শিৱৰ মাহাত্ম্য ব্যাখ্যা’ আৰু ‘সনত কুমাৰৰ শিৱ স্তুতি’) : সাধাৰণ আলোচনা

Reference Books for this Course

- Bordoloi, Nirmalprabha (1993). *Devi*. Guwahati: Sahitya Prakashan.
- Bordoloi, Nirmalprabha (1997). *Shiva*. Guwahati: Sahitya Prakashan.
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- Lekharu, Upendrachandra (Trns.) (1990). *Bhakti Bibek*. Guwahati: Assamese Publications.
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- Neog, Maheshwar (2000). *Asomiya Sahityar Ruprekha*. Guwahati: Chandra Prakash.
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- Sharma, Tirthanath (1989). *Panchapusp*. Guwahati: Smt. Nirmala Devi.
- Sharma, Tirthanath (1995). *Bhaktibaad*. Guwahati: Asom Prakashan Parishad.
- Sharma, Upendranath (1994). *Vaishnava Bhakti-dhara and Sant Katha*. Guwahati: Barooah Agency.

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Course Name: অসমীয়া কবিতা — ১ (Assamese Poetry - 1)

Course Objective:

After going through this course, a learner will be able to:

- Identify the history of Assamese poetry.
- Explain the characteristics of old and romantic Assamese poetry.

Course Outcomes:

- Categorize the rich heritage of Assamese poetry.
- Interpret the differences between old and romantic Assamese poetry.

Detailed Syllabus

- অধ্যায় ১ : অসমীয়া লোককবিতা সাধাৰণ পৰিচয়
অসমীয়া লোকগীত/লোককবিতাৰ সাধাৰণ পৰিচয়
- অধ্যায় ২ : অসমীয়া লোককবিতা— ১
বিহুগীতৰ নিৰ্বাচিত পাঠ (লোকগীতি সঞ্চয়ন পুথিৰ পৰা)
- অধ্যায় ৩ : অসমীয়া লোককবিতা— ২
গোৱালপৰীয়া লোকগীত. ধিকো ধিকো মইফাল বে : সাধাৰণ আলোচনা
- অধ্যায় ৪ : অসমীয়া লোককবিতা— ৩
জিকিৰৰ সাধাৰণ পৰিচয়. বহুমৰ গিৰিহত তুমি আল্লা চাহাব ঐ/ যদি কৰা
দৰিয়াৰ পাৰ : কবি পৰিচয়, জিকিৰটিৰ সাধাৰণ আলোচনা
- অধ্যায় ৫ : চৰ্যাপদ
চৰ্যাপদৰ আঁতিগুৰি : চৰ্যা নং ৫, শব্দার্থ, ভাবার্থ. চৰ্যা নং ৭, শব্দার্থ,
ভাবার্থ. চৰ্যা নং ২২, শব্দার্থ, ভাবার্থ
- অধ্যায় ৬ : পুৰণি অসমীয়া কবিতা
পুৰণি অসমীয়া কবিতা : পুৰণি অসমীয়া কবিতাৰ পটভূমি, পুৰণি অসমীয়া
কবিতাৰ প্ৰধান বৈশিষ্ট্যৰাজি, শ্ৰেণীবিভাজন – বৈষ্ণৱ আৰু অবৈষ্ণৱ ধাৰা
- অধ্যায় ৭ : মাধৱ কন্দলি – ৰামবিহীন অযোধ্যাৰ বৰ্ণনা
কবি পৰিচয় : মাধৱ কন্দলিৰ সময়, কন্দলিৰ সাহিত্য-কৃতি. ৰামবিহীন
অযোধ্যাৰ বৰ্ণনা : শব্দার্থ, কবিতাটিৰ মূলভাব আৰু আলোচনা, কবি
প্ৰতিভা আৰু কাব্যিক সৌন্দৰ্য

- অধ্যায় ৮ :** শংকৰদেৱ – বৰ্ষা বৰ্ণন
কবি পৰিচয় : শঙ্কৰদেৱৰ সাহিত্য কৃতি. বৰ্ষা বৰ্ণন : শব্দার্থ, কবিতাটিৰ মূলভাবৰ বৰ্ণনা, কবিতাটিত পৰিস্ফুট হোৱা প্ৰাকৃতিক সৌন্দৰ্য, কবিতাটিত পৰিস্ফুট হোৱা ভক্তিৰ মাহাত্ম্য
- অধ্যায় ৯ :** পীতাম্বৰ – চিত্ৰলেখাৰ পট নিৰ্মাণ
কবি পৰিচয়. পীতাম্বৰ কবিৰ সাহিত্যকৃতি. চিত্ৰলেখাৰ পট নিৰ্মাণ : শব্দার্থ, কবিতাটিৰ মূলভাবৰ বৰ্ণনা, কবিতাটিত চৰিত্ৰ চিত্ৰণ, কবি প্ৰতিভা আৰু কাব্যিক সৌন্দৰ্য
- অধ্যায় ১০ :** ৰোমাণ্টিক কবিতাৰ পটভূমি
ৰমন্যাসবাদৰ সাধাৰণ পৰিচয়. ৰমন্যাসবাদী কবিতাৰ বৈশিষ্ট্য. অসমীয়া ৰোমাণ্টিক কবিতা
- অধ্যায় ১১ :** লক্ষ্মীনাথ বেজবৰুৱা – বীণ-বৰাগী
কবি পৰিচয় : কবিতাৰাজিৰ প্ৰধান বৈশিষ্ট্য. বীণ-বৰাগী : কবিতাটিৰ সাধাৰণ আলোচনা, দেশপ্ৰেমমূলক কবিতা হিচাপে ‘বীণ-বৰাগী’
- অধ্যায় ১২ :** ৰঘুনাথ চৌধাৰী – দহিকতৰা
কবি পৰিচয় : কবিতাৰাজিৰ প্ৰধান বৈশিষ্ট্য. দহিকতৰা : কবিতাটিৰ মূলভাবৰ বৰ্ণনা, কবিতাটিৰ সাধাৰণ আলোচনা
- অধ্যায় ১৩ :** নলিনীবালা দেৱী – পৰম তৃষ্ণা
কবি পৰিচয়. ৰহস্যবাদৰ ধাৰণা. পৰম তৃষ্ণা : বিষয়বস্তু, ৰহস্যবাদী চিন্তাৰ প্ৰকাশ
- অধ্যায় ১৪ :** দেৱকান্ত বৰুৱা : মনোৰমা
কবি পৰিচয়. ‘মনোৰমা’ কবিতাটিৰ পাঠ. ‘মনোৰমা’ কবিতাটিৰ আলোচনা : বিষয়বস্তু, সাধাৰণ আলোচনা

Reference Books for this Course

- Ahmed, Kamaludin (2019): *Ramanyashbad aaru Lakshminath Bezbarooar Kobita*. Guwahti: Banalata
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DSC

Semester 5

DSC 10 (4)

Course Name: অসমীয়া কবিতা — ২ (Assamese Poetry - 2)

Course Objective:

After going through this course, a learner will be able to:

- Classify modern Assamese poetry.
- Interpret the characteristics and trends of modern Assamese poetry.

Course Outcomes:

- Explain the history, characteristics, and trends of modern Assamese poetry
- Compare between romantic and modern Assamese poetry.

Detailed Syllabus

- অধ্যায় ১ : আধুনিক কবিতাৰ পটভূমি— ১
আধুনিক কবিতাৰ পটভূমি. আধুনিক অসমীয়া কবিতা পটভূমি
- অধ্যায় ২ : আধুনিক কবিতাৰ পটভূমি— ২
আধুনিক অসমীয়া কবিতাৰ বৈশিষ্ট্য. আধুনিক কবিতাৰ জটিলতাৰ কাৰণ
- অধ্যায় ৩ : কবি অমূল্য বৰুৱা
কবি পৰিচয় : জীৱনবৃত্ত, অমূল্য বৰুৱাৰ কাব্যকৃতি
- অধ্যায় ৪ : অমূল্য বৰুৱা – আন্ধাৰৰ হাহাকাৰ
আন্ধাৰৰ হাহাকাৰ : কবিতাটিৰ সাধাৰণ আলোচনা
- অধ্যায় ৫ : কবি নৱকান্ত বৰুৱা
কবি পৰিচয় : নৱকান্ত বৰুৱাৰ কাব্যচিন্তা
- অধ্যায় ৬ : নৱকান্ত বৰুৱা – পলস
পলস : বিষয়বস্তু, সাধাৰণ আলোচনা, প্ৰতিফলিত আধুনিক কবিতাৰ বৈশিষ্ট্য
- অধ্যায় ৭ : কবি কেশৱ মহন্ত
কেশৱ মহন্ত – জীৱন আৰু কৃতি : কাব্যকৃতিৰ মূল সুৰ
- অধ্যায় ৮ : কেশৱ মহন্ত – সোণজিৰা মাহীৰ নাড়ী
সোণজিৰা মাহীৰ নাড়ী : বিষয়বস্তু, সাধাৰণ আলোচনা, প্ৰতিফলিত আধুনিক কবিতাৰ বৈশিষ্ট্য

- অধ্যায় ৯ : নিম্নলিখিত বৰদলৈ — দ্বৌপদী
নিম্নলিখিত বৰদলৈ – জীৱন আৰু কৃতি : কাব্যকৃতিৰ মূল সুৰ. দ্বৌপদী :
মূল পাঠ, সাধাৰণ আলোচনা
- অধ্যায় ১০ : কবি নীলমণি ফুকন
কবি পৰিচয় : নীলমণি ফুকনৰ কাব্যচিন্তা
- অধ্যায় ১১ : নীলমণি ফুকন – ব্ৰহ্মপুত্ৰত সূৰ্যাস্ত
ব্ৰহ্মপুত্ৰত সূৰ্যাস্ত : বিষয়বস্তু, সাধাৰণ আলোচনা, প্ৰতিফলিত আধুনিক
কবিতাৰ বৈশিষ্ট্য
- অধ্যায় ১২ : হৰেকৃষ্ণ ডেকা : সমুদ্ৰ ভীতি
কবি পৰিচয় : হৰেকৃষ্ণ ডেকাৰ কাব্যচিন্তা. সমুদ্ৰভীতি : বিষয়বস্তু, সাধাৰণ
আলোচনা
- অধ্যায় ১৩ : সমীৰ তাঁতী : যুদ্ধভূমিৰ কবিতা
কবি পৰিচয় : সমীৰ তাঁতীৰ কাব্যচিন্তা. যুদ্ধভূমিৰ কবিতা : বিষয়বস্তু,
সাধাৰণ আলোচনা
- অধ্যায় ১৪ : অনুভৱ তুলসী – কীট-জীৱন
কবি পৰিচয় : অনুভৱ তুলসীৰ কাব্যচিন্তা. কীট-জীৱন : বিষয়বস্তু, সাধাৰণ
আলোচনা

Reference Books for this Course

- Ahmed, Kamaludin (2005): *Adhunik Asomia Kabita*. Guwahati: Banalata
- Barua, Bhaben (2002). *Asomia Kobita: Rupantarar Parba*. Guwahati: Grantha.
- Baruah, Lopa (1999). *Adhunik Asomia Kobitat Pratik aaru Citrakalpa*. Guwahati:
Purbanchal Prakash.
- Deka Hazarika, Karabi (2008). *Asomia Kobi aaru Kobita*. Dibrugarh: Banalata.
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- Talukdar, Nanda (2006). *Kobi aaru Kobita*. Guwahati: Banalata.

DSC

Semester 5

DSC 11 (4)

Course Name: অসমীয়া নাটক (Assamese Drama)

Course Objective:

After going through this course, a learner will be able to:

- Explain the history and trends of Assamese drama.
- Compare between traditional and modern Assamese drama.

Course Outcomes:

- Formulate the rich legacy and characteristics of traditional Assamese drama.
- Dissuss about modern Assamese drama.
- Provide opinion about some selected Assamese dramatist and their work.

Detailed Syllabus

- অধ্যায় ১ : অংকীয়া নাটৰ সাধাৰণ পৰিচয়
অংকীয়া নাট : ‘অংকীয়া নাট’ শব্দ দুটাৰ তাৎপৰ্য আৰু ইয়াৰ উৎপত্তি, অংকীয়া নাট ৰচনাৰ কলা-কৌশল, অংকীয়া নাটৰ বৈশিষ্ট্য, ভাৰতৰ অন্যান্য নাট্য পৰম্পৰাৰ লগত অংকীয়া নাটৰ তুলনা. শংকৰোত্তৰ যুগৰ অংকীয়া নাট
- অধ্যায় ২ : শংকৰদেৱ – পাৰিজাত হৰণ
নাট্যকাৰ শংকৰদেৱ. পাৰিজাত হৰণ : নাটৰ মূল আৰু বিষয়বস্তু, সাধাৰণ আলোচনা, ৰস বিচাৰ
- অধ্যায় ৩ : মাধৱদেৱ – পিম্পৰা গুচোৱা
মাধৱদেৱৰ জীৱন আৰু কৃতি : নাট্য প্ৰতিভা. বুমুৰাৰ সাধাৰণ পৰিচয়. পিম্পৰা গুচোৱা : চৰিত্ৰাঙ্কণ, ৰস বিচাৰ
- অধ্যায় ৪ : গোপাল আতা – জন্মযাত্ৰা
গোপাল আতা : সাহিত্য প্ৰতিভা. জন্মযাত্ৰা : মূল আৰু বিষয়বস্তু, সাধাৰণ আলোচনা

- অধ্যায় ৫ :** **শ্ৰীৰাম আতা – সুভদ্ৰাহৰণ**
 শ্ৰীৰাম আতা : সাহিত্য প্ৰতিভা. সুভদ্ৰাহৰণ : মূল আৰু বিষয়বস্তু, সাধাৰণ আলোচনা
- অধ্যায় ৬ :** **আধুনিক অসমীয়া নাটকৰ সাধাৰণ পৰিচয়**
 আধুনিক অসমীয়া নাটকৰ আৰম্ভণি : প্ৰাক্-স্বাধীনতা কালৰ অসমীয়া নাটক. উত্তৰ-স্বাধীনতা বা স্বৰাজ্যোত্তৰ কালৰ অসমীয়া নাটক. নাটকৰ বিবিধ ধাৰা
- অধ্যায় ৭ :** **নাট্যকাৰ জ্যোতিপ্ৰসাদ আগৰৱালা**
 জ্যোতিপ্ৰসাদ আগৰৱালা – জীৱন, কৃতি আৰু দৰ্শন. জ্যোতিপ্ৰসাদ আগৰৱালাৰ নাটক – সাধাৰণ পৰিচয় : জ্যোতিপ্ৰসাদৰ নাটকৰ সাধাৰণ বৈশিষ্ট্য
- অধ্যায় ৮ :** **জ্যোতিপ্ৰসাদ আগৰৱালা – কাৰেঙৰ লিগিৰী**
 কাৰেঙৰ লিগিৰী : পটভূমি আৰু কাহিনীভাগ, চৰিত্ৰসৃষ্টি, সংলাপ আৰু ভাষা, সংগীত, বিশ্বসাহিত্যৰ আন আন নাটকৰ প্ৰভাৱ আৰু সাদৃশ্য, আধুনিক অসমীয়া সাহিত্যৰ শ্ৰেষ্ঠতম নাটক হিচাপে কাৰেঙৰ লিগিৰী
- অধ্যায় ৯ :** **নাট্যকাৰ মহেন্দ্ৰ বৰঠাকুৰ**
 মহেন্দ্ৰ বৰঠাকুৰৰ জীৱন আৰু কৃতি : নাট্যকাৰ মহেন্দ্ৰ বৰঠাকুৰ, নাটকসমূহৰ সাধাৰণ পৰিচয় আৰু প্ৰধান বৈশিষ্ট্যসমূহ
- অধ্যায় ১০ :** **মহেন্দ্ৰ বৰঠাকুৰ – জন্ম**
 জন্ম : কাহিনীভাগ আৰু সাধাৰণ আলোচনা, চৰিত্ৰসৃষ্টি, সংলাপ আৰু কলা-কৌশল
- অধ্যায় ১১ :** **নাট্যকাৰ অৰুণ শৰ্মা**
 অৰুণ শৰ্মা : জীৱন আৰু কৃতি, নাটকসমূহৰ বিষয়বস্তু আৰু প্ৰধান বৈশিষ্ট্যসমূহ
- অধ্যায় ১২ :** **অৰুণ শৰ্মা – বুৰঞ্জীপাঠ**
 লোককলা আৰু অসমীয়া নাটকত ইয়াৰ প্ৰয়োগ. বুৰঞ্জীপাঠ : সাধাৰণ আলোচনা, চৰিত্ৰ বিশ্লেষণ, সংলাপ, অন্যান্য নাট্য কলা-কৌশল আৰু সমাজ চেতনা
- অধ্যায় ১৩ :** **নাট্যকাৰ মুনীন ভূঞা**
 মুনীন ভূঞা – জীৱন আৰু কৃতি : নাটকসমূহৰ সাধাৰণ পৰিচয় আৰু প্ৰধান বৈশিষ্ট্যসমূহ
- অধ্যায় ১৪ :** **মুনীন ভূঞা – হাতী আৰু ফান্দী**
 হাতী আৰু ফান্দী : কাহিনীভাগ আৰু সাধাৰণ আলোচনা, চৰিত্ৰসৃষ্টি, কলা-কৌশল আৰু

Reference Books for this Course

- Baruah, Satyaprasad (1967). *Natok Aru Abhinoy Prasanga*. Guwahati: Lawyers Book Stall
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- Sharma, Satyendranath (2009). *Axamiya Natya Sahitya*. Guwahati: Saumar Prakash

DSC

Semester 6

DSC 12 (4)

Course Name: সাহিত্য সমালোচনা (প্ৰাচ্য আৰু পাশ্চাত্য) (Literary Criticism_East and West)

Course Objective:

After going through this course, a learner will be able to:

- Analyze some literary criticism trends in the east and west.

Course Outcomes:

- Discover the fundamentals of the different trends in literary criticism in eastern and western cultures.
- Utilize those ideas in a practical way.

Detailed Syllabus

- অধ্যায় ১ : ধ্বনি
ধ্বনি : ধ্বনিৰ স্বৰূপ, ধ্বনিৰ বিপক্ষে থকা মতবাদসমূহ, ধ্বনিৰ প্ৰকাৰভেদ
- অধ্যায় ২ : বস
বস শব্দৰ আঁতিগুৰি. বস উপলব্ধিৰ কাৰক. বসমীমাংসা আৰু বিভিন্ন মতবাদ. বস সংখ্যা
- অধ্যায় ৩ : গুণ আৰু বীতি
গুণ : বিভিন্ন প্ৰকাৰৰ গুণ. বীতি : বীতিৰ প্ৰকাৰভেদ
- অধ্যায় ৪ : ছন্দ – সাধাৰণ পৰিচয়
ছন্দ – অৰ্থ আৰু সংজ্ঞা. ছন্দস্পন্দ. ছন্দবন্ধ
- অধ্যায় ৫ : কেইটিমান নিৰ্বাচিত অসমীয়া ছন্দ
কেইটিমান নিৰ্বাচিত ছন্দ : পদ বা পয়াৰ, দুলাড়ী, ছবি, লেচাৰী, একাৰলী, বুমুৰী, কুসুমমালা
- অধ্যায় ৬ : অলংকাৰ
অলংকাৰ শব্দৰ অৰ্থ. অলংকাৰৰ সংজ্ঞা. সাহিত্যত অলংকাৰৰ প্ৰয়োজনীয়তা. কাব্যত অলংকাৰৰ স্থান. অলংকাৰৰ শ্ৰেণীবিভাজন : শব্দালংকাৰ, অথালংকাৰ

- অধ্যায় ৭ : কেইটিমান নিৰ্বাচিত অলংকাৰ
 শব্দালংকাৰ : অনুপ্ৰাস, যমক, শ্লেষ, বক্ৰোক্তি. অৰ্থালংকাৰ : উপমা, ৰূপক, উৎপ্ৰেক্ষা, ভ্ৰান্তিমান
- অধ্যায় ৮ : পাশ্চাত্য সমালোচনাৰ সাধাৰণ পৰিচয়
 পাশ্চাত্য সমালোচনাৰ চমু আভাস : ধ্ৰুৱবাদ, ৰমন্যাসবাদ, আধুনিকতাবাদ
- অধ্যায় ৯ : কবিতা
 কবিতা : প্ৰাচ্য আলোচকৰ দৃষ্টিত কবিতাৰ সংজ্ঞা, পাশ্চাত্য আলোচকৰ দৃষ্টিত কবিতাৰ সংজ্ঞা. কবিতাৰ শ্ৰেণীবিভাজন : ব্যক্তিনিষ্ঠ বা গীতি কবিতা, বস্তুনিষ্ঠ কবিতা. কবিতাৰ ভাষা. চিত্ৰকল্প. প্ৰতীক
- অধ্যায় ১০ : নাটক
 শিল্পকলা ৰূপে নাটক. নাটকৰ সংজ্ঞা. নাটকৰ উপাদান : কাহিনী, চৰিত্ৰ, সংলাপ. নাটকৰ ৰূপ-বৈচিত্ৰ্য
- অধ্যায় ১১ : উপন্যাস
 উপন্যাসৰ সংজ্ঞা. উপন্যাসৰ উপাদান. কাহিনী উপস্থাপনৰ পদ্ধতি. উপন্যাসৰ প্ৰকাৰ
- অধ্যায় ১২ : চুটিগল্প
 চুটিগল্পৰ সংজ্ঞা আৰু প্ৰকৃতি. চুটিগল্পৰ উদ্ভৱ. উপন্যাস আৰু চুটিগল্প. চুটিগল্পৰ বিষয়বস্তু. চুটিগল্পৰ ৰচনাবীতি. চুটিগল্পৰ উপাদান. চুটিগল্পৰ শ্ৰেণীবিভাজন
- অধ্যায় ১৩ : জীৱনী
 জীৱনীৰ স্বৰূপ. জীৱনীৰ সংজ্ঞা আৰু লক্ষণ. জীৱনীৰ শ্ৰেণীবিভাগ. জীৱনী ৰচনাৰ প্ৰক্ৰিয়া আৰু সমল. জীৱনীৰ সগোত্ৰীয় সাহিত্য
- অধ্যায় ১৪ : সমালোচনা
 সমালোচনা : সমালোচনাৰ ৰীতি বিভাগ

Reference Books for this Course

- Assam Natya Sanmilan (1991). *Bharatar Natyashastra*. Nagaon.
- Goswami, Troilokyonath (1999). *Nandantattwa: Praschya Aru Paschayittwa*. Dibrugarh: Banalata.
- Bora, Jatin (1999). *Chanda Dhwani Aru Alangkar*. Dibrugarh: Banalata.
- Bora, Mahendra (2002). *Sahitya Upakramanika*. Dibrugarh: Banalata
- Baruah, Lopa (2013). *Adhunik Axamiya Kobitat Protik Aru Chittrakalpa*. Guwahati: Jyoti Prakashan.
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- Sharma, Mukundamadhab (1991). *Dhwani Aru Rasatattwa*. Guwahati: Bani Prakashan.
- Kataky, Prafulla (2005). *Sahiyua Sajna Kosha*. Guwahati: Jyoti Prakashan.

DSC

Semester 6

DSC 13 (4)

Course Name: অসমীয়া উপন্যাস (Assamese Novel)

Course Objective:

After going through this course, a learner will be able to:

- Explain the history and trends of Assamese novel.
- Analyze some selected Assamese novel.

Course Outcomes:

- Interpret the prosperous inheritance and characteristics of Assamese novel.
- Dissuss about some selected Assamese novelist and their literay work.

Detailed Syllabus

- অধ্যায় ১ : অসমীয়া উপন্যাসৰ ধাৰা — ১
অসমীয়া উপন্যাসৰ প্ৰস্তুতি পৰ্ব. প্ৰাক্-স্বাধীনতা কালৰ অসমীয়া উপন্যাস
- অধ্যায় ২ : অসমীয়া উপন্যাসৰ ধাৰা — ২
স্বৰাজোত্তৰ কালৰ অসমীয়া উপন্যাস
- অধ্যায় ৩ : বজনীকান্ত বৰদলৈ— জীৱন আৰু কৃতি
বজনীকান্ত বৰদলৈ : জীৱন আৰু কৃতি. বজনীকান্ত বৰদলৈৰ উপন্যাসৰ
সাধাৰণ বৈশিষ্ট্যসমূহ
- অধ্যায় ৪ : *মিৰি জীয়ৰী* — ১
উপন্যাসখনৰ কাহিনীভাগ, উপন্যাসখনৰ সাধাৰণ আলোচনা
- অধ্যায় ৫ : *মিৰি জীয়ৰী* — ২
উপন্যাসখনৰ চৰিত্ৰ চিত্ৰণ, উপন্যাসখনৰ বৈশিষ্ট্যসমূহ
- অধ্যায় ৬ : বিৰিঞ্চি কুমাৰ বৰুৱা — জীৱন আৰু কৃতি
বিৰিঞ্চি কুমাৰ বৰুৱা : জীৱন আৰু কৃতি. বিৰিঞ্চি কুমাৰ বৰুৱাৰ
উপন্যাসৰ সাধাৰণ বৈশিষ্ট্যসমূহ
- অধ্যায় ৭ : *জীৱনৰ বাটত* — ১
উপন্যাসখনৰ কাহিনীভাগ, উপন্যাসখনৰ সাধাৰণ আলোচনা

- অধ্যায় ৮ : জীৱনৰ বাটত — ২
উপন্যাসখনত প্ৰতিফলিত হোৱা গাঁৱলীয়া সমাজ জীৱনৰ চিত্ৰ. উপন্যাসখনত
প্ৰতিফলিত হোৱা নগৰীয়া সমাজ জীৱনৰ চিত্ৰ
- অধ্যায় ৯ : নৱকান্ত বৰুৱা : জীৱন আৰু কৃতি
নৱকান্ত বৰুৱা : জীৱন আৰু কৃতি. নৱকান্ত বৰুৱাৰ উপন্যাসৰ সাধাৰণ
বৈশিষ্ট্যসমূহ
- অধ্যায় ১০ : ককা দেউতাৰ হাড় — ১
উপন্যাসখনৰ কাহিনীভাগ, উপন্যাসখনৰ সাধাৰণ আলোচনা
- অধ্যায় ১১ : ককা দেউতাৰ হাড় — ২
উপন্যাসখনৰ চৰিত্ৰ চিত্ৰণ, উপন্যাসখনৰ বৈশিষ্ট্যসমূহ
- অধ্যায় ১২ : নিৰুপমা বৰগোহাঞি : জীৱন আৰু কৃতি
নিৰুপমা বৰগোহাঞি : জীৱন আৰু কৃতি. নিৰুপমা বৰগোহাঞিৰ
উপন্যাসৰ সাধাৰণ বৈশিষ্ট্যসমূহ
- অধ্যায় ১৩ : অভিযাত্ৰী — ১
উপন্যাসখনৰ কাহিনীভাগ, উপন্যাসখনৰ সাধাৰণ আলোচনা
- অধ্যায় ১৪ : অভিযাত্ৰী — ২
উপন্যাসখনৰ চৰিত্ৰ চিত্ৰণ, উপন্যাসখনৰ বৈশিষ্ট্যসমূহ

Reference Books for this Course

- Bharali, Sailen (2003). *Upanyas: Bichar Aru Bislekhn*. Guwahati: Chandra Prakash.
- Gogoi, Hridayananda (2001). *Adhunikotar Xondhanot Mamoni Raisom*. Guwahati: Jyoti Prakashan
- Kataki, Prafulla (1995). *Swarajuttor Axamiya Upanyas Samiksha*. Guwahati: Bina Library
- Khaund, Malaya (1996). *Birendra Kumar Bhattacharya Aru Teur Upanyas*. Guwahati: Sahitya Prakash
- Sharma, Gobinda Prasad (1995). *Upanyas Aru Axamiya Upanyas*. Guwahati: Students' Stores
- Thakur, Nagen (Edited) (2012). *Axo Bosoror Axamiya Upanyas*. Guwahati: Jyoti Prakashan.

DSC

Semester 6

DSC 14 (4)

Course Name: অসমীয়া গদ্য— ১ (Assamese Prose- 1)

Course Objective:

After going through this course, a learner will be able to:

- Explain the history and trends of Assamese prose up to Arunodoi Yug.
- Analyze some selected Assamese prose of that particular period.

Course Outcomes:

- Formulate the trends and history of Assamese prose up to Arunodio Yug.
- Compare between different prose literature of the time.

Detailed Syllabus

- অধ্যায় ১ : অসমীয়া গদ্য সাহিত্যৰ ইতিহাস : পুৰণি ভাগ
অসমীয়া গদ্য সাহিত্যৰ ইতিহাস, ধাৰা
- অধ্যায় ২ : গদ্যকাৰ বৈকুণ্ঠনাথ ভট্টাচাৰ্য
ভট্টদেৱৰ জীৱন আৰু কৃতি : ভট্টদেৱৰ গদ্যৰীতি, অসমীয়া গদ্য সাহিত্যত
ভট্টদেৱৰ স্থান
- অধ্যায় ৩ : বৈকুণ্ঠনাথ ভট্টাচাৰ্য – বিশ্বৰূপ দৰ্শন
বিশ্বৰূপ দৰ্শন : মূল পাঠ, মূল পাঠৰ বিষয়বস্তু
- অধ্যায় ৪ : গোপালচৰণ দ্বিজ— গুৰু সেৱা মাহাত্ম্য (শ্ৰীভক্তি-বল্লাকৰ-কথা, প্ৰথম
মাহাত্ম্য)
গোপালচৰণ দ্বিজৰ জীৱন আৰু কৃতি. গুৰু সেৱা মাহাত্ম্য : মূল পাঠ,
সাধাৰণ আলোচনা, গদ্য শৈলী
- অধ্যায় ৫ : গদ্যকাৰ ৰঘুনাথ মহন্ত
ৰঘুনাথ মহন্তৰ জীৱন আৰু কৃতি : ৰঘুনাথ মহন্তৰ গদ্যৰীতি আৰু অসমীয়া
গদ্য সাহিত্যত মহন্তৰ স্থান.
- অধ্যায় ৬ : ৰঘুনাথ মহন্ত – ৰামৰ বন-গমন
ৰামৰ বন-গমন : মূল পাঠ, সাধাৰণ আলোচনা

- অধ্যায় ৭ : চৰিত পুথিৰ গদ্য (গুৰু-চৰিত-কথাৰ বিশেষ উল্লিখনসহ)
চৰিত পুথি আৰু গুৰু-চৰিত-কথা. গুৰু-চৰিত-কথা : বিষয়বস্তুৰ আলোচনা,
গুৰু-চৰিত-কথাৰ গদ্যৰীতি
- অধ্যায় ৮ : গুৰু-চৰিত-কথা
(মহেশ্বৰ নেওগ সম্পাদিত) ৩৬নং দফাৰ পৰা ৮৫নং দফালৈ মূল পাঠ,
সাধাৰণ আলোচনা
- অধ্যায় ৯ : বুৰঞ্জীৰ গদ্য
বুৰঞ্জী সাহিত্যৰ গদ্যশৈলী : সাধাৰণ আলোচনা
- অধ্যায় ১০ : স্বৰ্গদেৱ ৰুদ্ৰসিংহ
তুংখুঙীয়া বুৰঞ্জীৰ সাধাৰণ পৰিচয়. স্বৰ্গদেৱ ৰুদ্ৰসিংহ : মূল পাঠ, শব্দ অৰ্থ,
সাধাৰণ আলোচনা, গদ্যৰ বৈশিষ্ট্য
- অধ্যায় ১১ : ত্ৰিপুৰা দৰবাৰত অসমীয়া কটকী
ত্ৰিপুৰা বুৰঞ্জী : সম্পাদকৰ পৰিচিতি, লেখকদ্বয়ৰ পৰিচিতি. ত্ৰিপুৰাৰ
দৰবাৰত অসমীয়া কটকী : মূল পাঠ, শব্দ অৰ্থ, পাঠটোৰ সাধাৰণ
আলোচনা, গদ্যশৈলী
- অধ্যায় ১২ : ব্যৱহাৰিক সাহিত্যৰ গদ্য আৰু পাঠ (হস্তিবিদ্যাৰ্ণৱ পুথিৰ পৰা)
ব্যৱহাৰিক সাহিত্যৰ গদ্যৰ চমু পৰিচয় : হস্তিবিদ্যাৰ্ণৱ পুথিখনৰ সাধাৰণ
পৰিচয়. মূল পাঠ (হস্তিৰ জন্মকথা, দতাল হাতিৰ লক্ষণ) : সাধাৰণ
আলোচনা, গদ্য শৈলী
- অধ্যায় ১৩ : প্ৰাক্-অৰুণোদয় আৰু অৰুণোদয় কালৰ গদ্য
প্ৰাক্-অৰুণোদয় আৰু অৰুণোদয় কালৰ গদ্যৰ সাধাৰণ পৰিচয়, বৈশিষ্ট্য
- অধ্যায় ১৪ : 'সভ্য হবলৈ নিবেদন' আৰু 'নম্নতাই জ্ঞানৰ ফল' (অৰুণোদইৰ ধলফাট
পুথিৰ পৰা)
পাঠ দুটিৰ উৎস আৰু আলোচনা : মূল পাঠ – 'সভ্য হবলৈ নিবেদন'
আৰু 'নম্নতাই জ্ঞানৰ ফল', লেখা দুটিৰ সাধাৰণ আলোচনা

Reference Books for this Course

- Baruah, Birinchi Kumar (1998). *Arunodoir Dholphat*. Jorhat. Axom Sahitya Sabha
Bharali, Sailen (2008). *Madhav Kandalir Pora Mamoni Goswamiloi*. Guwahati:
Chandra Prakash
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- Goswami, Bhrigumuhana (1994). *Bhattadevar Katha-Geeta*, Guwahati.
- Goswami, Gulukeswar (2012). *Guru-Charita-Katha Adhyayan aaru bisleshana*.
Guwahati: Chandra Prakash
- Kataki, Prafulla (1999). *Kramabikaxot Axamiya Kathashoili*. Guwahati: Bina Library

DSC

Semester 6

DSC 15 (4)

Course Name: অসমীয়া গদ্য— ২ (Assamese Prose- 2)

Course Objective:

After going through this course, a learner will be able to:

- Classify the trends in modern Assamese prose and its genre.
- Analyze some selected modern Assamese prose texts.

Course Outcomes:

- Categorized the diverse genre of modern Assamese prose.
- Evaluate some selected works of modern Assamese prose.

Detailed Syllabus

অধ্যায় ১ :	আধুনিক অসমীয়া গদ্য আধুনিক অসমীয়া গদ্য : সাধাৰণ আলোচনা, বৈশিষ্ট্য
অধ্যায় ২ :	গদ্যকাৰ লক্ষ্মীনাথ বেজবৰুৱা লক্ষ্মীনাথ বেজবৰুৱা : জীৱন আৰু কৃতি. গদ্যকাৰ লক্ষ্মীনাথ বেজবৰুৱা
অধ্যায় ৩ :	লক্ষ্মীনাথ বেজবৰুৱা – অসমীয়াৰ বীৰত্ব অসমীয়াৰ বীৰত্ব : মূল পাঠ, বিষয়বস্তু, সাধাৰণ আলোচনা
অধ্যায় ৪ :	গদ্যকাৰ বাণীকান্ত কাকতি বাণীকান্ত কাকতিৰ জীৱন আৰু কৃতি : সাহিত্য সমালোচক হিচাপে বাণীকান্ত কাকতি, কাকতিৰ প্ৰবন্ধ শৈলীৰ বৈশিষ্ট্য
অধ্যায় ৫ :	বাণীকান্ত কাকতি – অংকীয়া ভাওনা ভাওনা – মূল পাঠ : প্ৰবন্ধটোৰ সাধাৰণ আলোচনা
অধ্যায় ৬ :	গদ্যকাৰ লীলা গগৈ লীলা গগৈৰ জীৱন আৰু কৃতি : লীলা গগৈৰ গদ্য শৈলীৰ বৈশিষ্ট্য
অধ্যায় ৭ :	লীলা গগৈ : সমন্বয়ৰ সংস্কৃতি অসমীয়া সমন্বয়ৰ সংস্কৃতি অসমীয়া – মূল পাঠ, সাধাৰণ আলোচনা
অধ্যায় ৮ :	গদ্যকাৰ মহেশ্বৰ নেওগ মহেশ্বৰ নেওগ : জীৱন আৰু কৃতি, গদ্যকাৰ নেওগ আৰু গদ্যশৈলীৰ বৈশিষ্ট্য

- অধ্যায় ৯ : মহেশ্বৰ নেওগ : নৰবৈষ্ণৱ ধৰ্মৰ পটভূমিকা, অসমৰ নৰবৈষ্ণৱ ধৰ্ম
নৰবৈষ্ণৱ ধৰ্মৰ পটভূমিকা, অসমৰ নৰবৈষ্ণৱ ধৰ্ম – মূল পাঠ, সাধাৰণ
আলোচনা
- অধ্যায় ১০ : গদ্যকাৰ সত্যেন্দ্ৰনাথ শৰ্মা
সত্যেন্দ্ৰনাথ শৰ্মা : জীৱন আৰু কৃতি, গদ্যকাৰ সত্যেন্দ্ৰনাথ শৰ্মা আৰু
তেওঁৰ গদ্যশৈলী
- অধ্যায় ১১ : সত্যেন্দ্ৰনাথ শৰ্মা : ৰমন্যাসৰ যুগ
ৰমন্যাসৰ যুগ – মূল পাঠ, সাধাৰণ আলোচনা
- অধ্যায় ১২ : অসমীয়া চুটিগল্পৰ ধাৰা
চুটিগল্প. অসমীয়া চুটিগল্পৰ উদ্ভৱ আৰু বিকাশৰ ধাৰা : প্ৰাৰম্ভিক যুগ,
আৱাহন যুগ, যুদ্ধোত্তৰ যুগ বা ৰামধেনু যুগ, সাম্প্ৰতিক যুগ
- অধ্যায় ১৩ : শৰৎ চন্দ্ৰ গোস্বামী – নদৰাম
শৰৎ চন্দ্ৰ গোস্বামীৰ জীৱন আৰু কৃতি : গোস্বামীৰ গল্পৰ বৈশিষ্ট্যৰাজি আৰু
মূল সুৰ. নদৰাম : গল্পটোৰ বিষয়বস্তু আৰু সাধাৰণ আলোচনা, চুটিগল্প
হিচাপে নদৰাম
- অধ্যায় ১৪ : মামণি ৰয়ছম গোস্বামী – সংস্কাৰ
মামণি ৰয়ছম গোস্বামীৰ জীৱন আৰু কৃতি : গল্পকাৰ হিচাপে মামণি ৰয়ছম
গোস্বামী. সংস্কাৰ : সাধাৰণ আলোচনা, চৰিত্ৰ-চিত্ৰণ

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Ltd.
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Prakashan

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Course Name: ভাৰতীয় সাহিত্য অধ্যয়ন (Studies of Indian Literature)

Course Objective:

After going through this course, a learner will be able to:

- Develop an understanding of Indian literature's diverse genres.
- Analyze some selected texts of different Indian language.

Course Outcomes:

- Explain the different trends and genres of Indian literature.
- Compare the trends in Indian literature and the Indianness of Indian literature.

Detailed Syllabus

- অধ্যায় ১ : ব্ৰজবুলি বা ব্ৰজাৱলী সাহিত্যৰ চমু পৰিচয়
ব্ৰজবুলি বা ব্ৰজাৱলী সাহিত্যৰ চমু পৰিচয়
- অধ্যায় ২ : বিদ্যাপতি – বাধাৰ বিৰহ
বিদ্যাপতিৰ জীৱন আৰু সাহিত্য-কৃতি. বাধাৰ বিৰহ : কঠিন শব্দৰ টোকা,
সাধাৰণ আলোচনা
- অধ্যায় ৩ : শংকৰদেৱ – মাথুৰ বিৰহ – ১
মাথুৰ বিৰহ – ১ : কঠিন শব্দৰ টোকা, সাধাৰণ আলোচনা
- অধ্যায় ৪ : মাধৱদেৱ – চিৰন্তন মাতৃ
চিৰন্তন মাতৃ : কঠিন শব্দৰ টোকা, সাধাৰণ আলোচনা
- অধ্যায় ৫ : চণ্ডীদাস – খণ্ডিতা নায়িকা
চণ্ডীদাসৰ জীৱন আৰু সাহিত্য-কৃতি. খণ্ডিতা নায়িকা : কঠিন শব্দৰ টোকা,
সাধাৰণ আলোচনা
- অধ্যায় ৬ : জ্ঞানদাস – প্ৰোষিতভট্টী নায়িকা
জ্ঞানদাসৰ জীৱন আৰু সাহিত্য-কৃতি. প্ৰোষিতভট্টী নায়িকা : কঠিন শব্দৰ
টোকা, সাধাৰণ আলোচনা
- অধ্যায় ৭ : গোবিন্দদাস – অভিসাৰিকা
গোবিন্দদাসৰ জীৱন আৰু সাহিত্য-কৃতি. অভিসাৰিকা : কঠিন শব্দৰ টোকা,
সাধাৰণ আলোচনা

- অধ্যায় ৮ : আধুনিক ভাৰতীয় সাহিত্যৰ বিবিধ ধাৰা
আধুনিক ভাৰতীয় সাহিত্যৰ পটভূমি : প্ৰাৰম্ভিক সময়ৰ সাহিত্য (উনবিংশ শতিকা), প্ৰাক্-স্বাধীনতা কালৰ সাহিত্য (বিংশ শতিকাৰ আৰম্ভণীৰ পৰা ১৯৪৭ লৈকে), স্বৰাজ্যোত্তৰ কালৰ সাহিত্য
- অধ্যায় ৯ : **ৰবীন্দ্ৰনাথ ঠাকুৰ – কাবুলিৱালা**
ৰবীন্দ্ৰনাথ ঠাকুৰৰ জীৱন আৰু কৃতি : গল্পকাৰ ৰবীন্দ্ৰনাথ ঠাকুৰ.
কাবুলিৱালা : মূল কাহিনী, চৰিত্ৰ চিত্ৰণ, সামাজিক চিত্ৰ
- অধ্যায় ১০ : **প্ৰেমচন্দ – দুনিয়া কা সবসে অনমোল ৰতন**
প্ৰেমচন্দৰ জীৱন আৰু সাহিত্য : প্ৰেমচন্দৰ গল্পৰ বৈশিষ্ট্য. দুনিয়া কা সবসে অনমোল ৰতন : মূল কাহিনী, চৰিত্ৰ চিত্ৰণ আৰু সংলাপ, সাধাৰণ আলোচনা
- অধ্যায় ১১ : **গিৰীশ কাৰ্ণাডৰ জীৱন আৰু কৃতি**
গিৰীশ কাৰ্ণাডৰ জীৱন আৰু কৃতি : নাট্যকাৰ হিচাপে কাৰ্ণাড, নাট্যকাৰ হিচাপে কাৰ্ণাডৰ স্বীকৃতি
- অধ্যায় ১২ : **গিৰীশ কাৰ্ণাড – নাগমণ্ডল**
নাগমণ্ডল : *নাগমণ্ডল* নাটকখনৰ উৎসসমূহ, কাহিনীভাগ, সাধাৰণ আলোচনা, মূল বিষয়বস্তু, প্ৰধান চৰিত্ৰসমূহ
- অধ্যায় ১৩ : **তাৰাশঙ্কৰ বন্দ্যোপাধ্যায়ৰ জীৱন আৰু কৃতি**
তাৰাশঙ্কৰ বন্দ্যোপাধ্যায়ৰ জীৱন আৰু কৃতি : উপন্যাসসমূহৰ সাধাৰণ পৰিচয়, ঔপন্যাসিক তাৰাশঙ্কৰ
- অধ্যায় ১৪ : **তাৰাশঙ্কৰ বন্দ্যোপাধ্যায় : হাঁসুলী বাঁকেৰ উপকথা**
হাঁসুলী বাঁকেৰ উপকথা : উপন্যাসখনৰ বিষয়বস্তু, সাধাৰণ আলোচনা, চৰিত্ৰ চিত্ৰণ, আঞ্চলিক উপন্যাস হিচাপে *হাঁসুলী বাঁকেৰ উপকথা*

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Course Name: সাম্প্ৰতিক অসমীয়া সংস্কৃতি (Recent Trends of Assamese Culture)

Course Objective:

After going through this course, a learner will be able to:

- Develop an understanding of current trends in Assamese culture.

Course Outcomes:

- Formulate the difference between heritage and contemporary trends in Assamese culture.
- Explain the different characteristics of Assamese culture today.

Detailed Syllabus

অধ্যায় ১ :	সাম্প্ৰতিক অসমীয়া সংস্কৃতি : পৰম্পৰা আৰু পৰিৱৰ্তন সাম্প্ৰতিক অসমীয়া সংস্কৃতিৰ ধাৰণা, পৰম্পৰাগত সংস্কৃতি, পৰিৱৰ্তনৰ কাৰকসমূহ
অধ্যায় ২ :	সাম্প্ৰতিক অসমীয়া সংস্কৃতি : সামাজিক লোকাচাৰলৈ অহা পৰিৱৰ্তন সাম্প্ৰতিক অসমীয়া সংস্কৃতিৰ বিভিন্ন দিশ : জন্ম, বিবাহ আৰু মৃত্যু
অধ্যায় ৩ :	সাম্প্ৰতিক অসমীয়া সংস্কৃতি : ভৌতিক সংস্কৃতিলৈ অহা পৰিৱৰ্তন সাম্প্ৰতিক অসমীয়া ভৌতিক সংস্কৃতি : লোকআভৰণ, লোকবন্ধন প্ৰণালী
অধ্যায় ৪ :	সাম্প্ৰতিক অসমীয়া সংস্কৃতি : লোকপৰিৱেশ্য কলালৈ অহা পৰিৱৰ্তন সাম্প্ৰতিক সময়ত অসমীয়া লোকপৰিৱেশ্য কলালৈ অহা পৰিৱৰ্তন
অধ্যায় ৫ :	সাম্প্ৰতিক অসমীয়া সংস্কৃতি : অনাতাঁৰৰ ভূমিকা সাম্প্ৰতিক অসমীয়া সংস্কৃতি : অনাতাঁৰৰ ভূমিকা
অধ্যায় ৬ :	সাম্প্ৰতিক অসমীয়া সংস্কৃতি : দূৰদৰ্শনৰ ভূমিকা সাম্প্ৰতিক অসমীয়া সংস্কৃতি : দূৰদৰ্শনৰ ভূমিকা
অধ্যায় ৭ :	সাম্প্ৰতিক অসমীয়া সংস্কৃতি : ম'বাইল আৰু ইণ্টাৰনেটৰ ভূমিকা সাম্প্ৰতিক অসমীয়া সংস্কৃতি : ম'বাইল আৰু ইণ্টাৰনেটৰ ভূমিকা

- অধ্যায় ৮ : সাম্প্ৰতিক অসমীয়া ভাষা — ১
 দৈনন্দিন জীৱনত ব্যৱহৃত অসমীয়া ভাষা : শব্দৰ ভুল প্ৰয়োগ, এফ. এম.
 তথা ভিন ভিন দৃশ্য-শ্ৰব্য মাধ্যমৰ অসমীয়া ভাষা
- অধ্যায় ৯ : সাম্প্ৰতিক অসমীয়া ভাষা— ২
 নিৰ্দিষ্টতাৰচক প্ৰত্যয়, কাৰক আদিৰ পৰিহাৰ
- অধ্যায় ১০ : আধুনিক পৰিৱেশ্য কলাত লোকউপাদান
 পৰিৱেশ্য কলা – অসমৰ পৰিৱেশ্য কলা : আধুনিক পৰিৱেশ্য কলাত
 লোকউপাদান
- অধ্যায় ১১ : অসমৰ কাৰুকলা আৰু সাম্প্ৰতিক সময়ত তাৰ স্থিতি
 অসমৰ কাৰুকলাৰ বিবিধ দিশ : সাম্প্ৰতিক সময়ত তাৰ স্থিতি আৰু
 প্ৰত্যাহ্বান
- অধ্যায় ১২ : অসমৰ চাৰুকলা আৰু সাম্প্ৰতিক সময়ত তাৰ স্থিতি
 অসমৰ চাৰুকলাৰ বিবিধ দিশ : সাম্প্ৰতিক সময়ত তাৰ স্থিতি আৰু
 প্ৰত্যাহ্বান
- অধ্যায় ১৩ : অসমৰ বস্ত্ৰশিল্প আৰু সাম্প্ৰতিক সময়ত তাৰ স্থিতি
 অসমৰ শিল্পৰ বিবিধ দিশ : সাম্প্ৰতিক সময়ত তাৰ স্থিতি আৰু প্ৰত্যাহ্বান
- অধ্যায় ১৪ : অসমৰ কাঁহ-পিতল শিল্প আৰু সাম্প্ৰতিক সময়ত তাৰ স্থিতি
 অসমৰ কাঁহ-পিতল বিবিধ দিশ : সাম্প্ৰতিক সময়ত তাৰ স্থিতি আৰু
 প্ৰত্যাহ্বান

Reference Books for this Course

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- Gogoi, Lila (1994). *Axamor Sanskriti*. Dibrugarh: Banalata
- Rabha Hakacham, Upen (2005). *Axamor Janajati Sanskriti*. Guwahati: Bani Mandir
- Sharma, Nabin Chandra (1989). *Axamor Lokosanskritir Abhax*. Panbazar, Guwahati: Bani Prakash

DSC

Semester 7

DSC 18 (4)

Course Name: সাহিত্যৰ বাদ বৈচিত্ৰ্য (Different Literary Theories)

Course Objective:

After going through this course, a learner will be able to:

- Identify the characteristics of different literary theories.

Course Outcomes:

- Development of philosophical ideas about different literary theories and their application to practice.

Detailed Syllabus

অধ্যায় ১ :	ধ্ৰুৱবাদ ধ্ৰুৱবাদ : সাধাৰণ পৰিচয়
অধ্যায় ২ :	ৰমন্যাসবাদ ৰমন্যাসবাদৰ আদি কথা, ইয়াৰ ইতিহাস
অধ্যায় ৩ :	বাস্তৱতাবাদ বাস্তৱতাবাদ : সাধাৰণ পৰিচয়
অধ্যায় ৪ :	আধুনিকতাবাদ আধুনিকতাবাদ : সাধাৰণ পৰিচয়
অধ্যায় ৫ :	প্ৰতীতিবাদ প্ৰতীতিবাদ : সাধাৰণ পৰিচয়
অধ্যায় ৬ :	প্ৰতীকবাদ প্ৰতীকবাদ : সাধাৰণ পৰিচয়
অধ্যায় ৭ :	অভিব্যক্তিবাদ অভিব্যক্তিবাদ : সাধাৰণ পৰিচয়
অধ্যায় ৮ :	দাদাবাদ আৰু অধিবাস্তৱবাদ দাদাবাদ : সাধাৰণ পৰিচয়. অধিবাস্তৱবাদ : সাধাৰণ পৰিচয়
অধ্যায় ৯ :	এবছাৰ্ডবাদ এবছাৰ্ডবাদ : সাধাৰণ পৰিচয়

- অধ্যায় ১০ : অস্তিত্ববাদ
 অস্তিত্ববাদ : সাধাৰণ পৰিচয়
- অধ্যায় ১১ : চিত্ৰকল্প আৰু চিত্ৰকল্পবাদ
 চিত্ৰকল্প : সাধাৰণ পৰিচয়. চিত্ৰকল্পবাদ : সাধাৰণ পৰিচয়
- অধ্যায় ১২ : সংযুতিবাদ আৰু উদ্ভব-সংযুতিবাদ
 সংযুতিবাদ : সাধাৰণ পৰিচয়. উদ্ভব-সংযুতিবাদ : সাধাৰণ পৰিচয়
- অধ্যায় ১৩ : উদ্ভব-আধুনিকতাবাদ
 উদ্ভব-আধুনিকতাবাদ : সাধাৰণ পৰিচয়
- অধ্যায় ১৪ : ইতিহাসবাদ আৰু নব্য ইতিহাসবাদ
 ইতিহাসবাদ : সাধাৰণ পৰিচয়. নব্য ইতিহাসবাদ : সাধাৰণ পৰিচয়

Reference Books for this Course

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- Bora, Jatin (1999). *Chanda Dhwani Aru Alangkar*. Dibrugarh: Banalata.
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DSC

Semester 8

DSC 19 (4)

Course Name: বিশিষ্ট সাহিত্যিকৰ সাহিত্য অধ্যয়ন

(শংকৰদেৱ, লক্ষ্মীনাথ বেজবৰুৱা আৰু জ্যোতিপ্ৰসাদ আগৰৱালা)

(Studies of Some Literary Pieces of Special Authors)

Course Objective:

After going through this course, a learner will be able to:

- Analyze the characteristics of Sankardeva's writing and their relevance today.
- Understand the features of Lakminath Bezbaruah's writing and their relevance in today's society.
- Examine the characteristics of Jyoti Prasad Agarwala's writing and their significance today.

Course Outcomes:

- Discuss the philosophical ideas reflected in Sankardeva, Lakhminatha Bezbaruah, and Jyoti Prasad Agarwala's writings, as well as the relevance of their works in day-to-day.

Detailed Syllabus

- অধ্যায় ১ : অসমীয়া সাহিত্যলৈ শংকৰদেৱৰ অৱদান
অসমীয়া সাহিত্য-সংস্কৃতিলৈ শংকৰদেৱৰ অৱদান আৰু প্ৰাসংগিকতা :
অসমীয়া সাহিত্যলৈ শংকৰদেৱৰ অৱদান, সাম্প্ৰতিক সময়ৰ অসমীয়া জাতীয়
জীৱনত শংকৰদেৱৰ প্ৰাসংগিকতা
- অধ্যায় ২ : ৰুক্মিণী হৰণ কাব্য— ১
ৰুক্মিণী হৰণ কাব্য : কাব্যৰ মূল আৰু বিষয়বস্তুৰ সাধাৰণ আভাস,
সামগ্ৰিক আলোচনা
- অধ্যায় ৩ : ৰুক্মিণী হৰণ কাব্য— ২
ৰুক্মিণী হৰণ কাব্য : চৰিত্ৰ সৃষ্টি, ৰস, ছন্দ আৰু অলংকাৰ প্ৰয়োগ,
কাব্যিক সৌন্দৰ্য
- অধ্যায় ৪ : কীৰ্তন — ১
কীৰ্তনৰ সাধাৰণ পৰিচয় : ৰস, ছন্দ আৰু অলংকাৰৰ প্ৰয়োগ, কাব্যিক
সৌন্দৰ্য

- অধ্যায় ৫ : কীৰ্তন — ২
অজামিল উপাখ্যান : সাধাৰণ আলোচনা (আধ্যাত্মিক তত্ত্ব)
- অধ্যায় ৬ : অসমীয়া সাহিত্যলৈ লক্ষ্মীনাথ বেজবৰুৱাৰ অৱদান
অসমৰ সাহিত্য-সংস্কৃতিৰ বিভিন্ন দিশলৈ লক্ষ্মীনাথ বেজবৰুৱাৰ অৱদান.
সাম্প্ৰতিক সময়ৰ অসমীয়া জাতীয় জীৱনত লক্ষ্মীনাথ বেজবৰুৱাৰ
প্ৰাসংগিকতা
- অধ্যায় ৭ : ধনবৰ আৰু ৰতনী
'ধনবৰ আৰু ৰতনী' : মূল পাঠ, কবিতাটোৰ বিষয়বস্তু, ৰমন্যাসিক চিন্তাৰ
প্ৰতিফলন, কৃত্ৰিম বেলাড হিচাপে 'ধনবৰ আৰু ৰতনী'
- অধ্যায় ৮ : স্বৰ্গাৰোহণ
স্বৰ্গাৰোহণ : গল্পটোৰ কাহিনীভাগ, গল্পটোৰ সাধাৰণ আলোচনা
- অধ্যায় ৯ : কৃপাবৰ বৰুৱাৰ ওভতনি – 'ভাৰত উদ্ধাৰ'
কৃপাবৰ বৰুৱাৰ ওভতনি – সামগ্ৰিক আলোচনা. ভাৰত উদ্ধাৰ : নিবন্ধটোৰ
বিষয়বস্তু, নিবন্ধটোৰ সাধাৰণ আলোচনা
- অধ্যায় ১০ : অসমীয়া সাহিত্যলৈ জ্যোতিপ্ৰসাদৰ অৱদান
অসমৰ সাহিত্য-সংস্কৃতিৰ বিভিন্ন দিশলৈ জ্যোতিপ্ৰসাদৰ অৱদান. সাম্প্ৰতিক
সময়ৰ অসমীয়া জাতীয় জীৱনত জ্যোতিপ্ৰসাদৰ প্ৰাসংগিকতা
- অধ্যায় ১১ : নাট্যকাৰ জ্যোতিপ্ৰসাদ
জ্যোতিপ্ৰসাদৰ নাট্য প্ৰতিভা, জ্যোতিপ্ৰসাদৰ নাটকৰ মূল বিশেষত্ব
- অধ্যায় ১২ : সোণ পখিলী
সোণ পখিলী : নাটকৰ কাহিনীভাগ, সামগ্ৰিক আলোচনা
- অধ্যায় ১৩ : গীতিকাৰ জ্যোতিপ্ৰসাদ
জ্যোতিপ্ৰসাদৰ গীত : চমু আলোচনা : টোকোনাৰ গীত (দুখীয়াৰ
চোতালেদি/পোহৰৰ বীণ বাই/ব'ৰাগী কোঁৱৰটি যায়) : সাধাৰণ আলোচনা
- অধ্যায় ১৪ : প্ৰবন্ধকাৰ জ্যোতিপ্ৰসাদ
প্ৰবন্ধকাৰ জ্যোতিপ্ৰসাদ : চমু পৰিচয়. শিল্পীৰ পৃথিৱী : সামগ্ৰিক
আলোচনা, জ্যোতিপ্ৰসাদৰ শিল্প ধাৰণা

Reference Books for this Course

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Puthitirtha
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- Sarma, Nabin Chandra (2014) *Mahapurusha Srimanta Sankaradeva*. Guwahati: Banalata

DSC

Semester 8

DSC 20 (4)

Course Name: অসমীয়া নাট্যকলা (Assamese Theatre)

Course Objective:

After going through this course, a learner will be able to:

- Explain the history of the Assamese theatre and performance space.
- Understand the features of different theatrical forms in Assam.

Course Outcomes:

- Develop a comprehensive understanding of Assam's theatrical performances.

Detailed Syllabus

- অধ্যায় ১ : নাটক আৰু অসমীয়া নাটক
নাটক. অসমীয়া নাটকৰ চমু ইতিহাস
- অধ্যায় ২ : অংকীয়া নাট
অংকীয়া নাট. অংকীয়া নাটৰ বৈশিষ্ট্যসমূহ. অংকীয়া নাটৰ বস বিচাৰ
- অধ্যায় ৩ : বুমুৰা আৰু শংকৰোত্তৰ কালৰ নাট
বুমুৰাৰ চমু পৰিচয়. শংকৰোত্তৰ কালৰ নাট
- অধ্যায় ৪ : লোকপৰিৱেশ্য কলা
লোকপৰিৱেশ্য কলা. অসমীয়া লোকপৰিৱেশ্য কলাৰ চমু পৰিচয়
- অধ্যায় ৫ : কেইটিমান অসমীয়া লোকনাট্য পৰম্পৰা
অসমীয়া লোক পৰিৱেশ্য কলা — পুতলাভিনয়, ওজাপালি, কুশান গান,
খুলীয়া ভাউৰীয়া, অন্যান্য
- অধ্যায় ৬ : সত্ৰীয়া পৰিৱেশ্য কলা
সত্ৰীয়া পৰিৱেশ্য কলা — চমু পৰিচয়. বৰগীতৰ পৰিৱেশন শৈলী. কীৰ্তন,
নামঘোষা আৰু আনুষাংগিক ধাৰা. সত্ৰীয়া নৃত্য. বাদ্যযন্ত্ৰ
- অধ্যায় ৭ : ভাওনা — পৰম্পৰা আৰু পৰিৱৰ্তন
ভাওনা — চমু পৰিচয়. নাটমেলা, পৰিৱেশন (ধেমালিৰ পৰা মুক্তিমংগল
ভটিমালৈকে), নাটসামৰা

- অধ্যায় ৮ : **ভাঙনাৰ মঞ্চৰীতি**
ভাঙনাৰ অভিনয় : অংগিক, বাচিক, আহাৰ্য, সাত্ত্বিক. মঞ্চসজ্জা আৰু
দৃশ্যসজ্জা, আলোকসম্পাত, আৱহসংগীত
- অধ্যায় ৯ : **অসমত পৰিৱেশন স্থানৰ বিৱৰ্তন — ১**
পৰিৱেশন আৰু পৰিৱেশন স্থান. অসমৰ পৰিৱেশন স্থান — লোকনাট্য,
পুতলাভিনয়, নামঘৰ, বংঘৰ, যাত্ৰা
- অধ্যায় ১০ : **অসমত পৰিৱেশন স্থানৰ বিৱৰ্তন — ২**
প্ৰচেনিয়াম মঞ্চৰ আৰম্ভণি. স্থায়ী প্ৰচেনিয়াম মঞ্চ. অসমৰ বিভিন্ন ঠাইত
প্ৰচেনিয়াম মঞ্চৰ স্থাপনৰ ইতিহাস
- অধ্যায় ১১ : **অসমত বিকল্প পৰিৱেশন স্থান (২০১০ চনলৈ) — ১**
অসমত বিকল্প পৰিৱেশন স্থান
- অধ্যায় ১২ : **অসমত বিকল্প পৰিৱেশন স্থান (২০১০-২০২২ চনলৈ)— ২**
অসমত বিকল্প পৰিৱেশন স্থান
- অধ্যায় ১৩ : **অসমৰ নাটক পৰিৱেশনৰ ইতিহাস— ১**
প্ৰাক্-স্বাধীনতা কালত অসমীয়া নাটকৰ পৰিৱেশন
- অধ্যায় ১৪ : **অসমৰ নাটক পৰিৱেশনৰ ইতিহাস— ২**
স্বৰাজ্যোত্তৰ কালত অসমীয়া নাটকৰ পৰিৱেশন

Reference Books for this Course

- Baruah, Satyaprasad (1967). *Natok Aru Abhinoy Prasanga*. Guwahati: Lawyers Book Stall
- Bharali, Sailen (1972). *Tragedy Bisar*. Pathshala: Bani Prakash.
- Bharali, Sailen (2008). *Amoniya Natak: Swarajuttar Kaal*. Guwahati: Chandra Prakash.
- Deva Goswami, Keshavananda (1979). *Ankmala*. Guwahati: Banalata
- Goswami, M. J (2018). *Aytijyar Nirjash*. (e-books, google books). Guwahati. AANK_A Creative Line.
- Hazarika, Atulchandra (1988). *Manchalekha*. Guwahati: Lawyers Book Stall.
- Pathak, Dayananda (1996). *Axamiya Natok Aru Paschayittwa Prasanga*. Guwahati: Lawyers Book Stall
- Sharma, Satyendranath (2009). *Axamiya Natya Sahitya*. Guwahati: Saumar Prakash

DSE

SEMESTER	CODE	CREDIT	TITLE OF THE COURSE
Semester 1	DSE 1	(4)	History of Assamese Literature, Script and Inscription (From Beginning to Post-Sankardeva Priod) অসমীয়া সাহিত্যৰ বুৰঞ্জী, লিপি আৰু শাসন অধ্যয়ন (উদ্ভৱ কালৰ পৰা শংকৰোত্তৰ যুগলৈ)
Semester 2	DSE 2	(4)	History of Modern Assamese Literature (Up to 2000 AD) আধুনিক অসমীয়া সাহিত্যৰ বুৰঞ্জী (২০০০ খ্ৰীঃ লৈ)
Semester 3	DSE 3	(4)	Assamese Language অসমীয়া ভাষা
Semester 4	DSE 4	(4)	Assamese Culture অসমীয়া সংস্কৃতি
Semester 5	DSE 5	(4)	Religious Trends and Literature of Assam অসমৰ ধৰ্মীয় পৰম্পৰা আৰু সাহিত্য
Semester 6	DSE 6	(4)	Literary Criticism (East and West) সাহিত্য সমালোচনা (প্ৰাচ্য আৰু পাশ্চাত্য)
Semester 7	DSE 7	(4)	Studies of Indian Literature ভাৰতীয় সাহিত্য অধ্যয়ন
Semester 8	DSE 8	(4)	Studies of Some Literary Pieces of Special Authors বিশিষ্ট সাহিত্যিকৰ সাহিত্য অধ্যয়ন

DSE

Semester 1

DSE 1 (4)

Course Name: অসমীয়া সাহিত্যৰ বুৰঞ্জী, লিপি আৰু শাসন অধ্যয়ন
(উদ্ভৱ কালৰ পৰা শংকৰোত্তৰ যুগলৈ)

**{History of Assamese Literature, Script and Inscription
(From Beginning to Post-Sankardeva Priod)}**

Course Objective:

After going through this course, a learner will be able to:

- Outline the history and trends of Assamese literature from the beginning to the post-Sankardeva period.
- Summarize with the history of Assamese Script and Inscription.

Course Outcomes:

- Identify the history and trends of old Assamese literature.
- Develop basic ideas on Assamese Script.

Detailed Syllabus

- অধ্যায় ১ : অসমীয়া লিপি আৰু শাসন অধ্যয়ন — ১
লিপিৰ ধাৰণা. ভাৰতীয় লিপি : খৰোষ্ঠী লিপি, ব্ৰাহ্মী লিপি. অসমীয়া লিপিৰ উদ্ভৱ আৰু ক্ৰমবিকাশ. অসমীয়া লিপিৰ যুগ বিভাজন. পুৰণি অসমীয়া লিপি বা কামৰূপী লিপি
- অধ্যায় ২ : অসমীয়া লিপি আৰু শাসন অধ্যয়ন — ২
মধ্যযুগীয় অসমীয়া লিপি. আধুনিক অসমীয়া লিপি : ঊনবিংশ শতিকাৰ আদিছোৱাৰ পৰা একবিংশ শতিকাৰ প্ৰথম দশকলৈ, কম্পিউটাৰ তথা ইণ্টাৰনেটত অসমীয়া লিপি. কানাই বৰশীবোৱা শিলৰ তুৰুষ্ক-ক্ষয়ৰ ফলি. চামধৰা গড়ৰ বণজয়ৰ শিলালিপি. লেখন সামগ্ৰী
- অধ্যায় ৩ : অসমীয়া সাহিত্যৰ যুগ বিভাজন
অসমীয়া সাহিত্যৰ যুগ বিভাজন : হেমচন্দ্ৰ গোস্বামীৰ বিভাজন, দেবেন্দ্ৰনাথ বেজবৰুৱাৰ বিভাজন, বাণীকান্ত কাকতিৰ বিভাজন, ডিম্বেশ্বৰ নেওগৰ বিভাজন, সত্যেন্দ্ৰনাথ শৰ্মাৰ বিভাজন, মহেশ্বৰ নেওগৰ বিভাজন,

হেমন্ত কুমাৰ শৰ্মাৰ বিভাজন, আনন্দৰাম বৰুৱা ভাষা-কলা-সংস্কৃতি সংস্থাৰ
সাহিত্যৰ বুৰঞ্জীৰ খণ্ডবিভাজন

- অধ্যায় ৪ : **অসমীয়া লোকসাহিত্য — ১**
লোকসাহিত্য বা মৌখিক সাহিত্য : সংজ্ঞা, শ্ৰেণীবিভাজন, বৈশিষ্ট্য
- অধ্যায় ৫ : **অসমীয়া লোকসাহিত্য — ২**
লোকগীত, ফকৰা-যোজনা, প্ৰবাদ-প্ৰবচন, সাঁথৰ, সাধুকথা. ডাকৰ বচন.
মন্ত্ৰ-সাহিত্য
- অধ্যায় ৬ : **প্ৰত্ন অসমীয়া সাহিত্য**
চৰ্যাপদ
- অধ্যায় ৭ : **মিশ্ৰ অসমীয়া সাহিত্য**
মিশ্ৰ অসমীয়া সাহিত্য : শ্ৰীকৃষ্ণ-কীৰ্তন, শূন্যপুৰাণ, নাথ সাহিত্য
- অধ্যায় ৮ : **প্ৰাক্-শংকৰী যুগৰ অসমীয়া সাহিত্য— ১**
প্ৰাক্-শংকৰী যুগ : হেম সৰস্বতী, কবিৰত্ন সৰস্বতী, ৰুদ্ৰ কন্দলি
- অধ্যায় ৯ : **প্ৰাক্-শংকৰী যুগৰ অসমীয়া সাহিত্য— ২**
হৰিবৰ বিপ্ৰ, মাধৱ কন্দলি
- অধ্যায় ১০ : **শংকৰী যুগৰ বৈষ্ণৱ সাহিত্য - ১**
শংকৰী যুগৰ সাহিত্য : পটভূমি, কাব্য, অংকীয়া নাট, বৰগীত. শঙ্কৰদেৱ,
মাধৱদেৱ
- অধ্যায় ১১ : **শংকৰী যুগৰ বৈষ্ণৱ সাহিত্য - ২**
অনন্ত কন্দলি, ৰাম সৰস্বতী. ভট্টদেৱ (অসমীয়া গদ্যৰ উদ্ভৱ)
- অধ্যায় ১২ : **শংকৰী যুগৰ অবৈষ্ণৱ সাহিত্য**
পাঁচালী সাহিত্য : পীতাম্বৰ কবি, দুৰ্গাবৰ, মনকৰ, সুকবি নাৰায়ণদেৱ
- অধ্যায় ১৩ : **শংকৰোত্তৰ যুগৰ সাহিত্য - ১**
শংকৰোত্তৰ যুগৰ সাহিত্যৰ পৰিচয় : চৰিত সাহিত্য, বুৰঞ্জী সাহিত্য
- অধ্যায় ১৪ : **শংকৰোত্তৰ যুগৰ সাহিত্য - ২**
শংকৰোত্তৰ যুগৰ সাহিত্য : নাট্য সাহিত্য, কাব্য সাহিত্য, ব্যৱহাৰিক
সাহিত্য, অন্যান্য সাহিত্য

Reference Books for this Course

- Burman, Shivnath (ed.) (1997). *Asomiya Sahityar Buranji (Vol. II)*. Guwahati: Anandaram Baroua Language, Arts and Culture Society
- Gogoi, Leela (2002). *Buranji Sahitya*. Guwahati: Banlata
- Hazarika, Bishweshwar (ed.) (2003). *Asomiya Sahityar Buranji (Vol. I)*. Guwahati: Anandaram Baroua Language, Arts and Culture Society
- Neog, Maheshwar (1987). *Asomiya Sahityar Ruprekha*. Guwahati: Chandra Prakash
- Sharma, Satyendra Nath (2005). *Asomiya Natya Sahitya*. Guwahati: Soumar Prakash
- Sharma, Satyendra Nath (2004). *Asomiya Sahityar Samikhatmak Itibritya*. Guwahati: Soumar Prakash

DSE

Semester 2

DSE 2 (4)

Course Name: আধুনিক অসমীয়া সাহিত্যৰ বুৰঞ্জী (২০০০ খ্রীঃ লৈ)
{History of Modern Assamese Literature (Up to 2000 AD)}

Course Objective:

After going through this course, a learner will be able to:

- Formulate the history and recent trends of modern Assamese literature.
- Illustrate the different literary forms of Assamese literature.

Course Outcomes:

- Develop knowledge of the history and recent trends of modern Assamese literature.
- Explore the underlying spirit of modern Assamese Literature.

Detailed Syllabus

- অধ্যায় ১ : প্রাক-স্বাধীনতাকালৰ আধুনিক অসমীয়া সাহিত্য
পটভূমি, বৈশিষ্ট্য আৰু সাহিত্যৰ বিবিধ বিধা
- অধ্যায় ২ : প্রাক-অৰুণোদয় যুগৰ সাহিত্য
প্রাক-অৰুণোদয়কালীন সামাজিক পটভূমি, প্রাক-অৰুণোদয় যুগৰ অসমীয়া
সাহিত্য : ভোলানাথ দাস, বমাকান্ত চৌধুৰী, কমলাকান্ত ভট্টাচাৰ্য
- অধ্যায় ৩ : অৰুণোদয় যুগৰ সাহিত্য — ১
অৰুণোদই কাকত আৰু অসমীয়া সাহিত্য. অৰুণোদয় যুগৰ লেখকসকল :
অৰুণোদয় যুগৰ খ্রীষ্টিয়ান লেখকসকল, অৰুণোদয় যুগৰ অখ্রীষ্টিয়ান
লেখকসকল. অসমীয়া ভাষা সাহিত্যলৈ অৰুণোদই তথা মিছনেৰীসকলৰ
অৱদান
- অধ্যায় ৪ : অৰুণোদয় যুগৰ সাহিত্য — ২
অৰুণোদয় যুগত প্রকাশিত অসমীয়া বাতৰি কাকত আৰু তাৰ সাহিত্য :
আসাম বিলাসিনী, আসাম নিউজ, মৌ, আসাম বন্ধু
- অধ্যায় ৫ : অৰুণোদয় পৰৱৰ্তীকালৰ আধুনিক অসমীয়া সাহিত্য — ১
পটভূমি, বৈশিষ্ট্য, কবিতা

- অধ্যায় ৬ : অৰুণোদয় পৰৱৰ্তীকালৰ আধুনিক অসমীয়া সাহিত্য – ২
চুটিগল্প, নাটক
- অধ্যায় ৭ : অৰুণোদয় পৰৱৰ্তীকালৰ আধুনিক অসমীয়া সাহিত্য – ৩
উপন্যাস
- অধ্যায় ৮ : অৰুণোদয় পৰৱৰ্তীকালৰ আধুনিক অসমীয়া সাহিত্য – ৪
জীৱনী, শিশু, ব্যঙ্গ, ভ্ৰমণ, অনুবাদ
- অধ্যায় ৯ : স্বাধীনতাৰ পৰৱৰ্তীকালৰ আধুনিক অসমীয়া সাহিত্য – ১
পটভূমি, বৈশিষ্ট্য, কবিতা
- অধ্যায় ১০ : স্বাধীনতাৰ পৰৱৰ্তীকালৰ আধুনিক অসমীয়া সাহিত্য – ২
চুটিগল্প
- অধ্যায় ১১ : স্বাধীনতাৰ পৰৱৰ্তীকালৰ আধুনিক অসমীয়া সাহিত্য – ৩
নাটক
- অধ্যায় ১২ : স্বাধীনতাৰ পৰৱৰ্তীকালৰ আধুনিক অসমীয়া সাহিত্য – ৪
উপন্যাস
- অধ্যায় ১৩ : স্বাধীনতাৰ পৰৱৰ্তীকালৰ আধুনিক অসমীয়া সাহিত্য – ৫
প্ৰবন্ধ, জীৱনী
- অধ্যায় ১৪ : স্বাধীনতাৰ পৰৱৰ্তীকালৰ আধুনিক অসমীয়া সাহিত্য – ৬
শিশু, ব্যঙ্গ, ভ্ৰমণ, অনুবাদ

Reference Books for this Course

- Borgohain, Homen (ed.) (2012). *Asomiya Sahityar Buranji (Vol. VI)*. Guwahati: Anandaram Barua Bhasha-Kala-Sanskriti Sanstha.
- Burman, Shivnath (ed.) (1997). *Asomiya Sahityar Buranji (Vol. II)*. Guwahati: Anandaram Barua Language, Arts and Culture Society
- Hazarika, Bishweshwar (ed.) (2003). *Asomiya Sahityar Buranji (Vol. I)*. Guwahati: Anandaram Barua Language, Arts and Culture Society
- Neog, Maheshwar (1987). *Asomiya Sahityar Ruprekha*. Guwahati: Chandra Prakash
- Sharma, Satyendra Nath (2005). *Asomiya Natya Sahitya*. Guwahati: Soumar Prakash
- Sharma, Satyendra Nath (2004). *Asomiya Sahityar Samikhatmak Itibritya*. Guwahati: Soumar Prakash

DSE

Semester 3

DSE 3 (4)

Course Name: অসমীয়া ভাষা (Assamese Language)

Course Objective:

After going through this course, a learner will be able to:

- Explain the evaluation and development and recent status of the Assamese language.
- Summarize the common heritage of the Indian-Aryan languages.

Course Outcomes:

- Evaluate the history and essence of the Assamese language.
- Identify Non-Aryan elements in the Assamese language, vocabulary in the Assamese language, and dialects of the Assamese language.

Detailed Syllabus

অধ্যায় ১ : ভাৰতীয় আৰ্যভাষা

পৃথিৱীৰ বিভিন্ন ভাষাগোষ্ঠী. ভাৰতবৰ্ষত প্ৰচলিত প্ৰধান ভাষাগোষ্ঠীসমূহ.
ভাৰতীয় আৰ্যভাষাৰ ক্ৰমবিকাশৰ স্তৰ

অধ্যায় ২ : প্ৰাচীন ভাৰতীয় আৰ্যভাষা

প্ৰাচীন ভাৰতীয় আৰ্যভাষাৰ সময় আৰু সাহিত্যিক নিদৰ্শন. বৈদিক আৰু
সংস্কৃত ভাষাৰ পৰিচয়. প্ৰাচীন ভাৰতীয় আৰ্যভাষাৰ সাধাৰণ লক্ষণ. বৈদিক
ভাষাৰ স্বতন্ত্র বৈশিষ্ট্য. বৈদিক আৰু সংস্কৃত ভাষাৰ ভাষাগত পাৰ্থক্য.
সংস্কৃতত গুণ, বৃদ্ধি আৰু সম্প্ৰসাৰণ

অধ্যায় ৩ : মধ্য ভাৰতীয় আৰ্যভাষা – পালি স্তৰ

মধ্য ভাৰতীয় আৰ্য ভাষাৰ ক্ৰমবিকাশৰ স্তৰ. মধ্য ভাৰতীয় আৰ্য ভাষাৰ
ভাষাগত বৈশিষ্ট্য. পালি ভাষাৰ উৎপত্তি. পালিৰ উদ্ভৱ স্থল. 'পালি' নামৰ
তাৎপৰ্য. পালি ভাষাৰ সাধাৰণ বৈশিষ্ট্য

অধ্যায় ৪ : মধ্য ভাৰতীয় আৰ্যভাষা – প্ৰাকৃত স্তৰ

প্ৰাকৃত নামৰ তাৎপৰ্য. প্ৰাকৃত ভাষাৰ ভাষাতাত্ত্বিক বৈশিষ্ট্য. প্ৰাকৃতৰ ঋনিনি
পৰিৱৰ্তন প্ৰক্ৰিয়া. সাহিত্যিক প্ৰাকৃত আৰু ইয়াৰ পৰিচয় : মহাৰাষ্ট্ৰী

প্রাকৃত, শৌৰসেনী প্রাকৃত, পৈশাচী প্রাকৃত, মাগধী প্রাকৃত, অধ-মাগধী প্রাকৃত

- অধ্যায় ৫ :** **মধ্য ভাৰতীয় আৰ্যভাষা – অপভ্ৰংশ স্তৰ**
অপভ্ৰংশ-অৰহট্টৰ উদ্ভৱ আৰু বিকাশ. অপভ্ৰংশৰ আঞ্চলিক ৰূপ. অপভ্ৰংশৰ ভাষাগত বৈশিষ্ট্য. অৰহট্ট বা অবচীন অপভ্ৰংশ আৰু ইয়াৰ শ্ৰেণী বিভাজন. অৰহট্টৰ ভাষাতাত্ত্বিক বৈশিষ্ট্য. অপভ্ৰংশ-অৰহট্টৰ উমৈহতীয়া বৈশিষ্ট্য. অৰহট্ট আৰু অসমীয়া ভাষাৰ সাদৃশ্য
- অধ্যায় ৬ :** **প্ৰত্ন-অসমীয়া ভাষা— পূব-মগধীয় ভাষাৰ সৈতে তুলনা**
অসমীয়া, বাংলা আৰু উড়িয়া ভাষাৰ চমু পৰিচয়. ৰূপতত্ত্ব আৰু ধ্বনিতত্ত্বৰ তুলনা
- অধ্যায় ৭ :** **নব্য ভাৰতীয় আৰ্যভাষা**
নব্য ভাৰতীয় আৰ্যভাষা. নব্য ভাৰতীয় আৰ্যভাষাৰ শ্ৰেণীবিভাগ. নব্য ভাৰতীয় আৰ্যভাষাৰ উমৈহতীয়া বৈশিষ্ট্য
- অধ্যায় ৮ :** **অসমীয়া ভাষাৰ উদ্ভৱ আৰু ক্ৰমবিকাশ**
অসমীয়া ভাষাৰ উদ্ভৱ আৰু ক্ৰমবিকাশ : উদ্ভৱকালৰ অসমীয়া ভাষা, প্ৰাচীন অসমীয়া ভাষা, মধ্যযুগৰ অসমীয়া ভাষা, আধুনিক অসমীয়া ভাষা
- অধ্যায় ৯ :** **উদ্ভৱ কালৰ আৰু প্ৰাচীন অসমীয়া ভাষা**
উদ্ভৱকালৰ অসমীয়া ভাষা. প্ৰাচীন অসমীয়া ভাষা
- অধ্যায় ১০ :** **মধ্যযুগৰ অসমীয়া ভাষা**
মধ্যযুগীয় অসমীয়া ভাষা : চৰিত সাহিত্যৰ ভাষা, বৃহঞ্জী সাহিত্যৰ ভাষা, অন্যান্য গদ্য সাহিত্যৰ ভাষা
- অধ্যায় ১১ :** **আধুনিক যুগৰ অসমীয়া ভাষা**
আধুনিক যুগৰ অসমীয়া ভাষা : ‘অৰুণোদয়’ স্তৰৰ অসমীয়া ভাষা, ‘জোনাকী’ স্তৰৰ অসমীয়া ভাষা, যুদ্ধোত্তৰ স্তৰৰ অসমীয়া ভাষা
- অধ্যায় ১২ :** **অসমীয়া ভাষাত আৰ্যভিন্ন উপাদান**
অসমীয়া ভাষাত আৰ্যভিন্ন উপাদান : অষ্ট্ৰিক ভাষাগোষ্ঠীয় উপাদান, দ্ৰাবিড় ভাষাগোষ্ঠীয় উপাদান. চীন তিব্বতীয় ভাষাগোষ্ঠীয় উপাদান
- অধ্যায় ১৩ :** **অসমীয়া ভাষাৰ শব্দ-ভাণ্ডাৰ – ১**
অসমীয়া ভাষাৰ শব্দ-ভাণ্ডাৰ. অসমীয়া শব্দ-ভাণ্ডাৰৰ শ্ৰেণীবিভাজন.
সংস্কৃত্যআৰ্যমূলীয় শব্দ : তৎসম শব্দ, অধ-তৎসম শব্দ, তদ্ভৱ শব্দ.
অসমীয়া ভাষালৈ আন আন ভাষাৰ পৰা অহা শব্দগুচ্ছ : অনা-আৰ্যমূলীয় শব্দ, ধাৰ কৰা শব্দ, অশ্ৰেণীভুক্ত শব্দ
- অধ্যায় ১৪ :** **অসমীয়া ভাষাৰ উপভাষা**
অসমীয়া ভাষাৰ উপভাষা. অসমীয়া ভাষাৰ উপভাষা সৃষ্টিৰ কাৰণ. উজনি অসমৰ উপভাষা. মধ্য অসমৰ উপভাষা. নামনি অসমৰ উপভাষা :

কামৰূপী উপভাষা, কামৰূপী উপভাষাৰ আঞ্চলিক পাঠ্যক্ৰম, গৌৰালপৰীয়া
উপভাষা, গৌৰালপৰীয়া উপভাষাৰ আঞ্চলিক পাঠ্যক্ৰম. নৃগোষ্ঠীয় উপভাষা.
অসমীয়া ভাষাৰ উপভাষা অধ্যয়নৰ প্ৰয়োজনীয়তা

Reference Books for this Course

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- Kakati, Banikanta. (2007). *Assamese: Its Formation and Development*. Guwahati:
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- Thakur, Nagen (1997). *Prithivir Bibhinna Bhaxa*. Guwahati: Jyoti Prakashan.

DSE

Semester 4

DSE 4 (4)

Course Name: অসমীয়া সংস্কৃতি (Assamese Culture)

Course Objective:

After going through this course, a learner will be able to:

- Discover the underlying spirit of Assamese culture and milieu.
- Explain the different aspects of Assamese culture.

Course Outcomes:

- Identify the rich cultural heritage of Assam.
- Formulate the difference between heritage and contemporary trends.

Detailed Syllabus

- অধ্যায় ১ : অসমীয়া জাতি গঠনত প্রজাতীয় উপাদান
প্রাগজ্যোতিষপুর, কামৰূপ, অসম নামৰ উৎপত্তি. জাতি – জাতিৰ ধাৰণা, অসমীয়া জাতি. অসমীয়া জাতি গঠনত প্রজাতীয় উপাদান : নৃতাত্ত্বিক দৃষ্টিভংগীৰে অসমত জাতি গঠনৰ স্বৰূপ
- অধ্যায় ২ : সংস্কৃতি – চমু পৰিচয়
সংস্কৃতি – সাধাৰণ পৰিচয়. সংস্কৃতিৰ সংজ্ঞা. সংস্কৃতিৰ স্বৰূপ. সংস্কৃতিৰ উপাদান. সংস্কৃতিৰ বৈশিষ্ট্য. সংস্কৃতিৰ বিভিন্ন ভাগ : অভিজাত সংস্কৃতি বা মাৰ্গীয় সংস্কৃতি, লোকসংস্কৃতি বা জনকৃষ্টি, জনজাতীয় সংস্কৃতি
- অধ্যায় ৩ : অসমৰ সংস্কৃতি – বৈচিত্ৰ্যৰ মাজত ঐক্য
অসমৰ সংস্কৃতি – সমন্বয় আৰু সমাহৰণৰ বিভিন্ন বিষয় : ভাষা, সাহিত্য, ধৰ্ম, উৎসৱ-অনুষ্ঠান, সামাজিক লোকাচাৰ, নৃত্য-গীত, খাদ্য, সাজ-পাৰ
- অধ্যায় ৪ : সত্ৰীয়া সংস্কৃতি
সত্ৰীয়া সংস্কৃতি : সত্ৰৰ সংজ্ঞা, উৎপত্তি, সত্ৰৰ বিভিন্ন বিভাগ আৰু বিস্তৃতি, সত্ৰৰ বিষয়ববীয়া তথা প্ৰশাসন, সত্ৰৰ নিত্যকৰ্ম – সত্ৰীয়া নাম-প্ৰসংগ, সত্ৰৰ নৈমিত্তিক কাৰ্য তথা সত্ৰৰ উৎসৱ-অনুষ্ঠান, সত্ৰৰ কেতবোৰ পালনীয় আচাৰ-ৰীতি, সত্ৰীয়া গীত, নৃত্য, বাদ্য আৰু ভাওনা
- অধ্যায় ৫ : নামঘৰ
নামঘৰ : নিৰ্মাণ শৈলী বা গঠন শৈলী, নামঘৰৰ কাৰ্যপ্ৰণালী আৰু নামঘৰৰ কৰ্মকতায়বিষয়ববীয়া, ধৰ্মীয়-চৰ্চা তথা শিল্প-চৰ্চাৰ কেন্দ্ৰ, নামঘৰৰ সামাজিক কতৃৰ্হ

- অধ্যায় ৬ : সত্ৰীয়া পৰিৱেশ্য কলা
সত্ৰীয়া পৰিৱেশ্য কলা. সত্ৰীয়া সংগীত : বৰগীত, কীৰ্তন, নামঘোষা আৰু আনুষংগিক ধাৰা. সত্ৰীয়া নৃত্য আৰু বাদ্য. অংকীয়া নাট আৰু ভাওনা
- অধ্যায় ৭ : অসমীয়া সংস্কৃতিত জনজাতীয় উপাদান
জনজাতি – সাধাৰণ পৰিচয়. অসমীয়া সংস্কৃতিত জনজাতীয় উপাদান : ধৰ্ম, উৎসৱ-পাৰ্বন আৰু লোকসাহিত্য, খাদ্যাভ্যাস, সাজপাৰ, মাতৃতত্ত্বমূলীয় সামাজিক পদ্ধতি
- অধ্যায় ৮ : অসমীয়া সংস্কৃতিত আহোম উপাদান
অসমীয়া সংস্কৃতিত আহোম উপাদান : ভৌতিক কলা, স্থাপত্য আৰু ভাস্কৰ্য, চাৰু আৰু কাৰুকলা, পৰিৱেশ্য কলা
- অধ্যায় ৯ : অসমীয়া সংস্কৃতিত মুছলমান উপাদান
অসমীয়া সংস্কৃতিত মুছলমান উপাদান : ভৌতিক সংস্কৃতি, স্থাপত্য আৰু ভাস্কৰ্য, চাৰু আৰু কাৰুকলা, পৰিৱেশ্য কলা
- অধ্যায় ১০ : লোকসংস্কৃতিৰ চমু আভাস
লোকসংস্কৃতি – সাধাৰণ পৰিচয়. অসমৰ লোকসংস্কৃতি : মৌখিক সাহিত্য, ভৌতিক সংস্কৃতি, সামাজিক লোকপ্ৰথা বা লোকাচাৰ, লোকপৰিৱেশ্য কলা
- অধ্যায় ১১ : মৌখিক সাহিত্য
মৌখিক সাহিত্য. অসমীয়া মৌখিক সাহিত্য
- অধ্যায় ১২ : সামাজিক লোকাচাৰ
সামাজিক লোকাচাৰ : লোকবিশ্বাস আৰু লোকধৰ্ম, লোক উৎসৱ-অনুষ্ঠান, অৱসৰ-বিনোদন আৰু খেল-ধেমালি, লোকঔষধ আৰু লোকচিকিৎসা
- অধ্যায় ১৩ : ভৌতিক সংস্কৃতি
ভৌতিক সংস্কৃতি : লোকশিল্প, লোককলা, লোকস্থপতি বিদ্যা, লোকআভৰণ, লোকবন্ধন প্ৰণালী
- অধ্যায় ১৪ : লোকপৰিৱেশ্য কলা
লোকপৰিৱেশ্য কলা. অসমৰ লোকপৰিৱেশ্য কলা : লোকসংগীত, লোকনাট্য. অসমৰ কেইটামান নিৰ্বাচিত লোকপৰিৱেশ্য কলা : ওজাপালি, পুতলা নাচ

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- Sharma, Nabin Chandra (1989). *Axamor Lokosanskritir Abhax*. Panbazar, Guwahati: Bani Prakash

DSE

Semester 5

DSE 5 (4)

Course Name: অসমৰ ধৰ্মীয় পৰম্পৰা আৰু সাহিত্য (Religious Trends and Literature of Assam)

Course Objective:

After going through this course, a learner will be able to:

- Identify the different religious trends of Assam.
- Discover the rich inheritance of the religious literature of Assam.

Course Outcomes:

- Analyze the history and development of different religious trends of Assam.
- Evaluate the different literary texts of diverse religious trends of Assam.

Detailed Syllabus

- অধ্যায় ১ : অসমৰ ধৰ্মীয় পৰম্পৰা – শাক্ত ধৰ্ম, শৈৱ ধৰ্ম আৰু বৈষ্ণৱ ধৰ্ম
অসমৰ ধৰ্মীয় পৰম্পৰা. শাক্ত ধৰ্ম : অসমত শাক্ত ধৰ্ম, অসমৰ শক্তিপীঠ
আৰু মঠ-মন্দিৰ, অসমৰ শাক্ত সাহিত্য. শৈৱ ধৰ্ম : অসমত শৈৱ ধৰ্ম,
অসমৰ শৈৱ মঠ-মন্দিৰ, অসমৰ শৈৱ সাহিত্য. বৈষ্ণৱ ধৰ্মৰ বিকাশ –
সাধাৰণ আলোচনা. অসমৰ বৈষ্ণৱ ধৰ্মৰ ইতিহাস : শিলালিপি-তাম্বুলিপিৰ
যুগ, কালিকা পুৰাণ (তন্ত্র যুগ), প্ৰাক্-শংকৰী যুগ, শংকৰী যুগ
- অধ্যায় ২ : ভক্তি আন্দোলন – সৰ্বভাৰতীয় পটভূমি
ভক্তি আন্দোলন আৰু ইয়াৰ সৰ্বভাৰতীয় পটভূমি. ভাৰতীয় ভক্তি সাহিত্যৰ
ধৰ্মীয় পটভূমি. ভক্তি সাহিত্যৰাজি আৰু প্ৰধান বৈষ্ণৱসকলৰ সাহিত্যকৃতি
- অধ্যায় ৩ : অসমৰ ভক্তি আন্দোলন
অসমৰ ভক্তি আন্দোলন – সূচনা আৰু বিকাশ. শঙ্কৰদেৱৰ ভক্তি
আন্দোলনৰ বৈশিষ্ট্য
- অধ্যায় ৪ : অসমীয়া ভক্তি সাহিত্য
অসমীয়া ভক্তি সাহিত্যৰ সাধাৰণ পৰিচয়. অসমীয়া ভক্তি সাহিত্যৰ সাধাৰণ
বৈশিষ্ট্য. অসমীয়া ভক্তি সাহিত্যৰ ৰূপগত বিভাজন : কাব্য, গীত, নাট,
অনুবাদ সাহিত্য, চৰিত সাহিত্য আৰু গদ্য ৰচনা, অন্যান্য ধৰ্মতত্ত্ব সম্পৰ্কীয় গ্ৰন্থ
- অধ্যায় ৫ : শংকৰদেৱ – আদি দশম – ১
আদি দশম : বিষয়বস্তু, অনুবাদ ৰীতি, কাব্যিক সৌন্দৰ্য

- অধ্যায় ৬ : শংকৰদেৱ – আদি দশম – ২
কালীয় দমন আৰু বনাগ্নি পান : মূল পাঠ, সাধাৰণ আলোচনা
- অধ্যায় ৭ : মাধৱদেৱ – নামঘোষা – ১
নামঘোষা : তাত্ত্বিক দিশ
- অধ্যায় ৮ : মাধৱদেৱ – নামঘোষা – ২
নামঘোষা – মূল পাঠ (প্ৰথম ৫০ কুট ঘোষা) : সাধাৰণ আলোচনা
- অধ্যায় ৯ : ভট্টদেৱ – ভক্তি-বিবেক – ১
ভট্টদেৱৰ জীৱন আৰু কৃতি : প্ৰকৰণ গ্ৰন্থৰ ৰচক হিচাপে ভট্টদেৱ. ভক্তি-বিবেকৰ সাধাৰণ আভাস
- অধ্যায় ১০ : ভট্টদেৱ – ভক্তি-বিবেক – ২
ভক্তি-বিবেকৰ ‘গুৰু-শিষ্য নিৰ্ণয়’ আৰু ‘নাম-মাহাত্ম্য’ৰ মূল পাঠ : সাধাৰণ আলোচনা
- অধ্যায় ১১ : সুকবি নাৰায়ণদেৱ – পদ্মা-পুৰাণ – ১
সুকবি নাৰায়ণদেৱৰ জীৱন আৰু কৃতি. পদ্মা-পুৰাণ : সাধাৰণ আলোচনা
- অধ্যায় ১২ : সুকবি নাৰায়ণদেৱ – পদ্মা-পুৰাণ – ২
মূল পাঠ (লেখাইক দংশন কৰিবলৈ কালিনাগৰ যাত্ৰাৰ পৰা কালিনাগৰ দ্বাৰা লখাইক দংশন) : সাধাৰণ আলোচনা
- অধ্যায় ১৩ : ৰুদ্ৰ সিংহ – শিৱ পুৰাণ – ১
শিৱ পুৰাণ : কবি পৰিচয়. বিষয়বস্তু আৰু অধ্যায় পৰিচয়. শিৱ পুৰাণত পুৰাণৰ বৈশিষ্ট্য
- অধ্যায় ১৪ : ৰুদ্ৰ সিংহ – শিৱ পুৰাণ – ২
মূল পাঠ (শিৱ পুৰাণৰ ‘শিৱৰ মাহাত্ম্য ব্যাখ্যা’ আৰু ‘সনত কুমাৰৰ শিৱ স্তুতি’) : সাধাৰণ আলোচনা

Reference Books for this Course

- Bordoloi, Nirmalprabha (1993). *Devi*. Guwahati: Sahitya Prakashan.
- Bordoloi, Nirmalprabha (1997). *Shiva*. Guwahati: Sahitya Prakashan.
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- Mazumdar, Bimal (2017). *Bhakti Sahitya*. Guwahati: Chandra Prakash.
- Neog, Maheshwar (2000). *Asomiya Sahityar Ruprekha*. Guwahati: Chandra Prakash.
- Sharma, Navin Chandra (1986). *Shiva Purana*. Guwahati: Bani Prakash Private Limited.
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- Sharma, Tirthanath (1989). *Panchapusp*. Guwahati: Smt. Nirmala Devi.
- Sharma, Tirthanath (1995). *Bhaktibaad*. Guwahati: Asom Prakashan Parishad.
- Sharma, Upendranath (1994). *Vaishnava Bhakti-dhara and Sant Katha*. Guwahati: Barooah Agency.

DSE

Semester 6

DSE 6 (4)

Course Name: সাহিত্য সমালোচনা (প্ৰাচ্য আৰু পাশ্চাত্য) (Literary Criticism East and West)

Course Objective:

After going through this course, a learner will be able to:

- Analyze some trends of east and west literary criticism.

Course Outcomes:

- Discover the fundamentals of the different trends in literary criticism in eastern and western cultures.
- Utilize those ideas in a practical way.

Detailed Syllabus

- অধ্যায় ১ : ধ্বনি
ধ্বনি : ধ্বনিৰ স্বৰূপ, ধ্বনিৰ বিপক্ষে থকা মতবাদসমূহ, ধ্বনিৰ প্ৰকাৰভেদ
- অধ্যায় ২ : বস
বস শব্দৰ আঁতিগুৰি. বস উপলব্ধিৰ কাৰক. বসমীমাংসা আৰু বিভিন্ন মতবাদ. বস সংখ্যা
- অধ্যায় ৩ : গুণ আৰু বীতি
গুণ : বিভিন্ন প্ৰকাৰৰ গুণ. বীতি : বীতিৰ প্ৰকাৰভেদ
- অধ্যায় ৪ : ছন্দ – সাধাৰণ পৰিচয়
ছন্দ – অৰ্থ আৰু সংজ্ঞা. ছন্দস্পন্দ. ছন্দবন্ধ
- অধ্যায় ৫ : কেইটিমান নিৰ্বাচিত অসমীয়া ছন্দ
কেইটিমান নিৰ্বাচিত ছন্দ : পদ বা পয়াৰ, দুলাড়ী, ছবি, লেচাৰী, একাৰলী, বুমুৰী, কুসুমমালা
- অধ্যায় ৬ : অলংকাৰ
অলংকাৰ শব্দৰ অৰ্থ. অলংকাৰৰ সংজ্ঞা. সাহিত্যত অলংকাৰৰ প্ৰয়োজনীয়তা. কাব্যত অলংকাৰৰ স্থান. অলংকাৰৰ শ্ৰেণীবিভাজন : শব্দালংকাৰ, অথালংকাৰ

- অধ্যায় ৭ : কেইটিমান নিৰ্বাচিত অলংকাৰ
শব্দালংকাৰ : অনুপ্ৰাস, যমক, শ্লেষ, বক্ৰোক্তি. অৰ্থালংকাৰ : উপমা, ৰূপক, উৎপ্ৰেক্ষা, ভ্ৰান্তিমান
- অধ্যায় ৮ : পাশ্চাত্য সমালোচনাৰ সাধাৰণ পৰিচয়
পাশ্চাত্য সমালোচনাৰ চমু আভাস : ধ্ৰুৱবাদ, ৰমন্যাসবাদ, আধুনিকতাবাদ
- অধ্যায় ৯ : কবিতা
কবিতা : প্ৰাচ্য আলোচকৰ দৃষ্টিত কবিতাৰ সংজ্ঞা, পাশ্চাত্য আলোচকৰ দৃষ্টিত কবিতাৰ সংজ্ঞা. কবিতাৰ শ্ৰেণীবিভাজন : ব্যক্তিনিষ্ঠ বা গীতি কবিতা, বস্তুনিষ্ঠ কবিতা. কবিতাৰ ভাষা. চিত্ৰকল্প. প্ৰতীক
- অধ্যায় ১০ : নাটক
শিল্পকলা ৰূপে নাটক. নাটকৰ সংজ্ঞা. নাটকৰ উপাদান : কাহিনী, চৰিত্ৰ, সংলাপ. নাটকৰ ৰূপ-বৈচিত্ৰ্য
- অধ্যায় ১১ : উপন্যাস
উপন্যাসৰ সংজ্ঞা. উপন্যাসৰ উপাদান. কাহিনী উপস্থাপনৰ পদ্ধতি. উপন্যাসৰ প্ৰকাৰ
- অধ্যায় ১২ : চুটিগল্প
চুটিগল্পৰ সংজ্ঞা আৰু প্ৰকৃতি. চুটিগল্পৰ উদ্ভৱ. উপন্যাস আৰু চুটিগল্প. চুটিগল্পৰ বিষয়বস্তু. চুটিগল্পৰ ৰচনাবীতি. চুটিগল্পৰ উপাদান. চুটিগল্পৰ শ্ৰেণীবিভাজন
- অধ্যায় ১৩ : জীৱনী
জীৱনীৰ স্বৰূপ. জীৱনীৰ সংজ্ঞা আৰু লক্ষণ. জীৱনীৰ শ্ৰেণীবিভাগ. জীৱনী ৰচনাৰ প্ৰক্ৰিয়া আৰু সমল. জীৱনীৰ সগোত্ৰীয় সাহিত্য
- অধ্যায় ১৪ : সমালোচনা
সমালোচনা : সমালোচনাৰ ৰীতি বিভাগ

Reference Books for this Course

- Assam Natya Sanmilan (1991). *Bharatar Natyashastra*. Nagaon.
- Goswami, Troilokyonath (1999). *Nandantattwa: Praschya Aru Paschayittwa*. Dibrugarh: Banalata.
- Bora, Jatin (1999). *Chanda Dhwani Aru Alangkar*. Dibrugarh: Banalata.
- Bora, Mahendra (2002). *Sahitya Upakramanika*. Dibrugarh: Banalata
- Baruah, Lopa (2013). *Adhunik Axamiya Kobitat Protik Aru Chittrakalpa*. Guwahati: Jyoti Prakashan.
- Saikia, Nagen (2003). *Sahitya-Baadboichitra*. Dibrugarh: Kausthav Prakashan.
- Sharma, Mukundamadhan (1991). *Dhwani Aru Rasatattwa*. Guwahati: Bani Prakashan.
- Kataky, Prafulla (2005). *Sahiyua Sajna Kosha*. Guwahati: Jyoti Prakashan.

DSE

Semester 7

DSC 7 (4)

Course Name: ভাৰতীয় সাহিত্য অধ্যয়ন (Studies of Indian Literature)

Course Objective:

After going through this course, a learner will be able to:

- Develop an understanding of Indian literature's diverse genres.
- Analyze some selected texts of different Indian language.

Course Outcomes:

- Explain the different trends and genres of Indian literature.
- Compare the trends in Indian literature and the Indianness of Indian literature.

Detailed Syllabus

- অধ্যায় ১ : ব্ৰজবুলি বা ব্ৰজাৱলী সাহিত্যৰ চমু পৰিচয়
ব্ৰজবুলি বা ব্ৰজাৱলী সাহিত্যৰ চমু পৰিচয়
- অধ্যায় ২ : বিদ্যাপতি – বাধাৰ বিৰহ
বিদ্যাপতিৰ জীৱন আৰু সাহিত্য-কৃতি. বাধাৰ বিৰহ : কঠিন শব্দৰ টোকা,
সাধাৰণ আলোচনা
- অধ্যায় ৩ : শংকৰদেৱ – মাথুৰ বিৰহ – ১
মাথুৰ বিৰহ – ১ : কঠিন শব্দৰ টোকা, সাধাৰণ আলোচনা
- অধ্যায় ৪ : মাধৱদেৱ – চিৰন্তন মাতৃ
চিৰন্তন মাতৃ : কঠিন শব্দৰ টোকা, সাধাৰণ আলোচনা
- অধ্যায় ৫ : চণ্ডীদাস – খণ্ডিতা নায়িকা
চণ্ডীদাসৰ জীৱন আৰু সাহিত্য-কৃতি. খণ্ডিতা নায়িকা : কঠিন শব্দৰ টোকা,
সাধাৰণ আলোচনা
- অধ্যায় ৬ : জ্ঞানদাস – প্ৰোষিতভট্টী নায়িকা
জ্ঞানদাসৰ জীৱন আৰু সাহিত্য-কৃতি. প্ৰোষিতভট্টী নায়িকা : কঠিন শব্দৰ
টোকা, সাধাৰণ আলোচনা
- অধ্যায় ৭ : গোবিন্দদাস – অভিসাৰিকা
গোবিন্দদাসৰ জীৱন আৰু সাহিত্য-কৃতি. অভিসাৰিকা : কঠিন শব্দৰ টোকা,
সাধাৰণ আলোচনা

- অধ্যায় ৮ : আধুনিক ভাৰতীয় সাহিত্যৰ বিবিধ ধাৰা
আধুনিক ভাৰতীয় সাহিত্যৰ পটভূমি : প্ৰাৰম্ভিক সময়ৰ সাহিত্য (উনবিংশ শতিকা), প্ৰাক-স্বাধীনতা কালৰ সাহিত্য (বিংশ শতিকাৰ আৰম্ভণীৰ পৰা ১৯৪৭ লৈকে), স্বৰাজ্যোত্তৰ কালৰ সাহিত্য
- অধ্যায় ৯ : **ৰবীন্দ্ৰনাথ ঠাকুৰ – কাবুলিৱালা**
ৰবীন্দ্ৰনাথ ঠাকুৰৰ জীৱন আৰু কৃতি : গল্পকাৰ ৰবীন্দ্ৰনাথ ঠাকুৰ.
কাবুলিৱালা : মূল কাহিনী, চৰিত্ৰ চিত্ৰণ, সামাজিক চিত্ৰ
- অধ্যায় ১০ : **প্ৰেমচন্দ – দুনীয়া কা সবসে অনমোল ৰতন**
প্ৰেমচন্দৰ জীৱন আৰু সাহিত্য : প্ৰেমচন্দৰ গল্পৰ বৈশিষ্ট্য. দুনীয়া কা সবসে অনমোল ৰতন : মূল কাহিনী, চৰিত্ৰ চিত্ৰণ আৰু সংলাপ, সাধাৰণ আলোচনা
- অধ্যায় ১১ : **গিৰীশ কাৰ্ণাডৰ জীৱন আৰু কৃতি**
গিৰীশ কাৰ্ণাডৰ জীৱন আৰু কৃতি : নাট্যকাৰ হিচাপে কাৰ্ণাড, নাট্যকাৰ হিচাপে কাৰ্ণাডৰ স্বীকৃতি
- অধ্যায় ১২ : **গিৰীশ কাৰ্ণাড – নাগমণ্ডল**
নাগমণ্ডল : *নাগমণ্ডল* নাটকখনৰ উৎসসমূহ, কাহিনীভাগ, সাধাৰণ আলোচনা, মূল বিষয়বস্তু, প্ৰধান চৰিত্ৰসমূহ
- অধ্যায় ১৩ : **তাৰাশঙ্কৰ বন্দ্যোপাধ্যায়ৰ জীৱন আৰু কৃতি**
তাৰাশঙ্কৰ বন্দ্যোপাধ্যায়ৰ জীৱন আৰু কৃতি : উপন্যাসসমূহৰ সাধাৰণ পৰিচয়, ঔপন্যাসিক তাৰাশঙ্কৰ
- অধ্যায় ১৪ : **তাৰাশঙ্কৰ বন্দ্যোপাধ্যায় : হাঁসুলী বাঁকেৰ উপকথা**
হাঁসুলী বাঁকেৰ উপকথা : উপন্যাসখনৰ বিষয়বস্তু, সাধাৰণ আলোচনা, চৰিত্ৰ চিত্ৰণ, আঞ্চলিক উপন্যাস হিচাপে *হাঁসুলী বাঁকেৰ উপকথা*

Reference Books for this Course

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- Bandeopadhyay, Sreekumar (1984). *Banga Sahityer Upanayser Dhara*. Kolkata: Modern Book Agency Pvt. Ltd.
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- Das, Narayan (2001). *Brajbuli Bhaxa aru Sahity*. Guwahati: Veena Library.
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- Jaesbal, Subir (1993). *Vashnab Dharmar Utpatti au Kramabikash*. Kolkata: K.P. Bagchi and Company.

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- Mahanta, Pradeepjyoti (2007). *Shankaradevar Silpalook*. Guwahati: Purvanchal Prakashan.
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- Premchand (2016). *Mansarovar*. Delhi: Himachal Books.
- Roychowdhury, Bhupendra (1996). *Brajbuli Sahityar Mukur*. Guwahati: Ramraya Prakashan.
- Sen, Sukumar (2013). *The History of Bengali Literature*. Kolkata: Anand Publishers.

DSE

Semester 8

DSE 8 (4)

Course Name: বিশিষ্ট সাহিত্যিকৰ সাহিত্য অধ্যয়ন

(শংকৰদেৱ, লক্ষ্মীনাথ বেজবৰুৱা আৰু জ্যোতিপ্ৰসাদ আগৰৱালা)

(Studies of Some Literary Pieces of Special Authors)

Course Objective:

After going through this course, a learner will be able to:

- Analyze the characteristics of Sankardeva's writing and their relevance today.
- Understand the features of Lakminath Bezbaruah's writing and their relevance in today's society.
- Examine the characteristics of Jyoti Prasad Agarwala's writing and their significance today.

Course Outcomes:

- Discuss the philosophical ideas reflected in Sankardeva, Lakhminatha Bezbaruah, and Jyoti Prasad Agarwala's writings, as well as the relevance of their works in day-to-day.

Detailed Syllabus

- অধ্যায় ১ : অসমীয়া সাহিত্যলৈ শংকৰদেৱৰ অৱদান
অসমীয়া সাহিত্য-সংস্কৃতিলৈ শংকৰদেৱৰ অৱদান আৰু প্ৰাসংগিকতা :
অসমীয়া সাহিত্যলৈ শংকৰদেৱৰ অৱদান, সাম্প্ৰতিক সময়ৰ অসমীয়া জাতীয়
জীৱনত শংকৰদেৱৰ প্ৰাসংগিকতা
- অধ্যায় ২ : ৰুক্মিণী হৰণ কাব্য— ১
ৰুক্মিণী হৰণ কাব্য : কাব্যৰ মূল আৰু বিষয়বস্তুৰ সাধাৰণ আভাস,
সামগ্ৰিক আলোচনা
- অধ্যায় ৩ : ৰুক্মিণী হৰণ কাব্য— ২
ৰুক্মিণী হৰণ কাব্য : চৰিত্ৰ সৃষ্টি, বস, ছন্দ আৰু অলংকাৰ প্ৰয়োগ,
কাব্যিক সৌন্দৰ্য
- অধ্যায় ৪ : কীৰ্তন — ১
কীৰ্তনৰ সাধাৰণ পৰিচয় : বস, ছন্দ আৰু অলংকাৰৰ প্ৰয়োগ, কাব্যিক
সৌন্দৰ্য

- অধ্যায় ৫ : কীৰ্তন — ২
অজামিল উপাখ্যান : সাধাৰণ আলোচনা (আধ্যাত্মিক তত্ত্ব)
- অধ্যায় ৬ : অসমীয়া সাহিত্যলৈ লক্ষ্মীনাথ বেজবৰুৱাৰ অৱদান
অসমৰ সাহিত্য-সংস্কৃতিৰ বিভিন্ন দিশলৈ লক্ষ্মীনাথ বেজবৰুৱাৰ অৱদান.
সাম্প্ৰতিক সময়ৰ অসমীয়া জাতীয় জীৱনত লক্ষ্মীনাথ বেজবৰুৱাৰ
প্ৰাসংগিকতা
- অধ্যায় ৭ : ধনবৰ আৰু ৰতনী
'ধনবৰ আৰু ৰতনী' : মূল পাঠ, কবিতাটোৰ বিষয়বস্তু, ৰমন্যাসিক চিন্তাৰ
প্ৰতিফলন, কৃত্ৰিম বেলাড হিচাপে 'ধনবৰ আৰু ৰতনী'
- অধ্যায় ৮ : স্বৰ্গাৰোহণ
স্বৰ্গাৰোহণ : গল্পটোৰ কাহিনীভাগ, গল্পটোৰ সাধাৰণ আলোচনা
- অধ্যায় ৯ : কৃপাবৰ বৰুৱাৰ ওভতনি – 'ভাৰত উদ্ধাৰ'
কৃপাবৰ বৰুৱাৰ ওভতনি – সামগ্ৰিক আলোচনা. ভাৰত উদ্ধাৰ : নিবন্ধটোৰ
বিষয়বস্তু, নিবন্ধটোৰ সাধাৰণ আলোচনা
- অধ্যায় ১০ : অসমীয়া সাহিত্যলৈ জ্যোতিপ্ৰসাদৰ অৱদান
অসমৰ সাহিত্য-সংস্কৃতিৰ বিভিন্ন দিশলৈ জ্যোতিপ্ৰসাদৰ অৱদান. সাম্প্ৰতিক
সময়ৰ অসমীয়া জাতীয় জীৱনত জ্যোতিপ্ৰসাদৰ প্ৰাসংগিকতা
- অধ্যায় ১১ : নাট্যকাৰ জ্যোতিপ্ৰসাদ
জ্যোতিপ্ৰসাদৰ নাট্য প্ৰতিভা, জ্যোতিপ্ৰসাদৰ নাটকৰ মূল বিশেষত্ব
- অধ্যায় ১২ : সোণ পখিলী
সোণ পখিলী : নাটকৰ কাহিনীভাগ, সামগ্ৰিক আলোচনা
- অধ্যায় ১৩ : গীতিকাৰ জ্যোতিপ্ৰসাদ
জ্যোতিপ্ৰসাদৰ গীত : চমু আলোচনা : টোকোনাৰ গীত (দুখীয়াৰ
চোতালেদি/পোহৰৰ বীণ বাই/ব'ৰাগী কোঁৱৰটি যায়) : সাধাৰণ আলোচনা
- অধ্যায় ১৪ : প্ৰবন্ধকাৰ জ্যোতিপ্ৰসাদ
প্ৰবন্ধকাৰ জ্যোতিপ্ৰসাদ : চমু পৰিচয়. শিল্পীৰ পৃথিৱী : সামগ্ৰিক
আলোচনা, জ্যোতিপ্ৰসাদৰ শিল্প ধাৰণা

Reference Books for this Course

- Barman, Shivanath. (1997). *Srimanta Sankaradeva Kriti aaru Krititta*, Golaghat: Puthitirtha
- Bharali, Sailen (2016). *Prasanga: Sahityarathi*. Guwahati: Chandra Prakash.
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- Sarma, Nabin Chandra (2014) *Mahapurusha Srimanta Sankaradeva*. Guwahati: Banalata

KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY

Padmanath Gohainbaruah School of Humanities



Four Year Undergraduate Programme in Assamese

(To be offered from 2023-24 Academic Sessions onwards as per NEP 2020)

Course wise Faculty

Allotment

**(Offered from the Discipline of
Assamese)**

Annexure II

2023

SEMESTER	TITLE OF THE COURSE DSC	TITLE OF THE COURSE DSE	SCHOOL	DISCIPLINE	FACULTY/ COURSE COORDINATOR
1	History of Assamese Literature, Script and Inscription (From Beginning to Post-Sankardeva Priod)	History of Assamese Literature, Script and Inscription (From Beginning to Post-Sankardeva Priod)	PGBSH	Assamese	Dr. Mrinal Jyoti Goswami
2	History of Modern Assamese Literature (Up to 2000 AD)	History of Modern Assamese Literature (Up to 2000 AD)	PGBSH	Assamese	Dr. Sanjib Borah Dr. Neeva Rani Phukan
UG CERTIFICATE PROGRAMME					
3	Assamese Language	Assamese Language	PGBSH	Assamese	Dr. Neeva Rani Phukan
	Assamese Grammar		PGBSH	Assamese	Dr. Neeva Rani Phukan
4	Assamese Culture	Assamese Culture	PGBSH	Assamese	Dr. Mrinal Jyoti Goswami
	Different forms of Language and Linguistics		PGBSH	Assamese	Dr. Pranjit Bora
	Select Texts of Pali-Prakrit-Apabhransa and Grammatical Aspects		PGBSH	Assamese	Dr. Neeva Rani Phukan
UG DIPLOMA PROGRAMME					
5	Religious Trends and Literature of Assam	Religious Trends and Literature of Assam	PGBSH	Assamese	Dr. Mrinal Jyoti Goswami
	Assamese Poetry 1		PGBSH	Assamese	Dr. Sanjib Borah
	Assamese Poetry 2		PGBSH	Assamese	Dr. Pranjit Bora
	Assamese Drama		PGBSH	Assamese	Dr. Mrinal Jyoti Goswami

6	Literary Criticism (East and West)	Literary Criticism (East and West)	PGBSH	Assamese	Dr. Pranjit Bora Dr. Sanjib Borah
	Assamese Novel		PGBSH	Assamese	Dr. Mrinal Jyoti Goswami
	Assamese Prose -1		PGBSH	Assamese	Dr. Sanjib Borah
	Assamese Prose -2		PGBSH	Assamese	Dr. Sanjib Borah
UG DEGREE PROGRAMME					
7	Studies of Indian Literature	Studies of Indian Literature	PGBSH	Assamese	Dr. Pranjit Bora
	Recent Trends of Assamese Culture		PGBSH	Assamese	Dr. Mrinal Jyoti Goswami
	Different Literary Theories		PGBSH	Assamese	Dr. Pranjit Bora Dr. Sanjib Borah
8	Studies of Some Literary Pieces of Selected Authors	Studies of Some Literary Pieces of Selected Authors	PGBSH	Assamese	Dr. Sanjib Borah Dr. Mrinal Jyoti Goswami
	Assamese Theatre		PGBSH	Assamese	Dr. Mrinal Jyoti Goswami
UG DEGREE HONOURS/RESEARCH PROGRAMME					

SEMESTER	TITLE OF THE COURSE IDC	SCHOOL	DISCIPLINE	FACULTY/COURSE COORDINATOR
1	Functional Assamese	PGBSH	Assamese	Dr. Pranjit Bora Dr. Neeva Rani Phukan
2	Select Assamese Literary Texts	PGBSH	Assamese	Dr. Sanjib Borah

SEMESTER	TITLE OF THE COURSE AEC	SCHOOL	DISCIPLINE	FACULTY/COURSE COORDINATOR
2	MIL_Assamese	PGBSH	Assamese	Dr. Mrinal Jyoti Goswami
	MIL_Hindi	PGBSH	Assamese	Dr. Neeva Rani Phukan
	MIL_Bengali	PGBSH	Assamese	Dr. Mrinal Jyoti Goswami
	MIL_Bodo	PGBSH	Assamese	Dr. Neeva Rani Phukan
4	Studies of Assamese Culture	PGBSH	Assamese	Dr. Mrinal Jyoti Goswami

SEMESTER	TITLE OF THE COURSE SEC	SCHOOL	DISCIPLINE	FACULTY/COURSE COORDINATOR
7	Research Methodology	PGBSH	Assamese	Dr. Mrinal Jyoti Goswami

SEMESTER	TITLE OF THE COURSE VAC	SCHOOL	DISCIPLINE	FACULTY/COURSE COORDINATOR
1	Introduction to Yoga	PGBSH	Assamese	Dr. Indrani Deka

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Four Year Undergraduate Programme in Assamese

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**Common Basket of Interdisciplinary Courses
(IDC), Ability Enhancement Courses (AECs),
Value Added Courses (VACs) and Skill
Enhancement Courses (SECs)**

Annexure III

2023

List of Courses Semester-wise

SEMESTER	COURSE TYPE	COURSE NAME
I	IDC (any one course needs to be selected from the basket)	101 Functional Assamese* <i>(open to all except those with Assamese as major or minor)</i>
		102 Reading and Writing Skills*
		103 Media Studies*
		104 Distance Education <i>(open to all except those with Education and Sociology as major or minor)</i>
		105 Constitution of India <i>(open to all except those with Political Science as major or minor)</i>
		106 Economy of the North East India <i>(open to all except those with Economics as major or minor)</i>
		107 Understanding Indian Society <i>(open to all except those with Sociology as major or minor)</i>
		108 Introduction to Indian History <i>(open to all except those with History as major or minor)</i>
	AEC	101 General English*
	VAC	101 Environmental Studies and Disaster Management*
	SEC (any one Course only)	101 Office Management*
		102 Organic Farming*
		103 Introduction to Geo-informatics*
II	IDC (any one course needs to be selected from the basket)	201 Select Assamese Literary Texts* <i>(open to all except those with Assamese as major or minor)</i>
		202 General Principles of Writing*
		203 Environmental Education <i>(open to all except those with Education as major or minor)</i>
		204 Issues in Development Communication*
		205 Perspectives on Indian Economy <i>(open to all except those with Economics as major or minor)</i>
		206 Introduction to Ethics <i>(open to all except those with Philosophy as major or minor)</i>
		207 Understanding Social Problems <i>(open to all except those with Sociology as major or minor)</i>
		208 Introduction to History of Assam <i>(open to all except those with History as major or minor)</i>
	AEC (any one Course only)	201 MIL Assamese*
		202 Alternative English*
		203 MIL Bengali*
		204 MIL Hindi*
		205 MIL Bodo*
	VAC	201 Introduction to Yoga*
	SEC (any one Course only)	201 Tea Cultivation and Management*
		202 Electricity and Electrical Wiring*
	IDC (any one Course needs to be	301 English for Professional Studies*
		302 Economics of Education*

III	selected from the basket)	(open to all except those with Education as major or minor)
		303 Business Communication and Media Management*
		304 Understanding North East India (open to all except those with Sociology as major or minor)
		305 Rural Development in India (open to all except those with Economics as major or minor)
		306 Essentials of Indian Philosophy (open to all except those with Philosophy as major or minor)
	AEC	301 Life Skills*
	SEC	301 Cyber Security*
IV	AEC (any one Course only)	401 Studies of Assamese Culture* (open to all except those with Assamese as major or minor)
		402 Spoken English*
		403 English for Media Studies*
VII	SEC	701 Research Methodology

Note: All Courses marked by * are open to all irrespective of Choices of Major and Minor Subjects

Detailed Syllabi of Interdisciplinary Courses (IDCs)

IDC 101

Functional Assamese

Course Objective:

After going through this course, a learner will be able to:

- Achieve a clear view of the Assamese Grammar.
- Familiar with the writing style of Assamese language.

Course Outcomes:

- Develop the ability to write in the Assamese language.
- Make use of Assamese grammar and style of writing.

Syllabus

অধ্যায় ১: অসমীয়া ভাষাৰ ব্যাকৰণৰ কেইটামান বিশেষ দিশ — ১

আখৰ, ধ্বনি আৰু বৰ্ণ/আখৰ, বৰ্ণ আৰু ধ্বনিৰ সম্পৰ্ক, অসমীয়া ধ্বনি, উপধ্বনি আৰু তাৰ শ্ৰেণীবিভাজন, বিশিষ্ট ধ্বনি বা বৰ্ণ: বিশিষ্ট স্বৰধ্বনি, বিশিষ্ট ব্যঞ্জনধ্বনি

অধ্যায় ২: অসমীয়া ভাষাৰ ব্যাকৰণৰ কেইটামান বিশেষ দিশ — ২

চন্দ্রবিন্দুৰ ব্যৱহাৰ, গত্ববিধি আৰু যত্ববিধি, যতিচিহ্ন

অধ্যায় ৩: অসমীয়া ভাষাৰ বিভক্তি আৰু প্ৰত্যয়

বিভক্তি আৰু প্ৰত্যয়, অসমীয়া ভাষাৰ বিভক্তিৰ শ্ৰেণী বিভাগ: শব্দ বিভক্তি বা কাৰক বিভক্তি, পুৰুষবাচক সন্ম্বন্ধবাচক বিভক্তি, ক্ৰিয়া বিভক্তি. অসমীয়া ভাষাৰ প্ৰত্যয়ৰ শ্ৰেণী বিভাগ: কৃৎ প্ৰত্যয় আৰু তদ্ধিৎ প্ৰত্যয়, নিৰ্দিষ্টতাবাচক প্ৰত্যয়

অধ্যায় ৪: অসমীয়া ভাষাৰ বাক্যৰীতি

বাক্যৰীতিৰ সংজ্ঞা, বাক্যৰ শ্ৰেণী বিভাজন, উদ্দেশ্য আৰু বিধেয়, বাক্য, উক্তি, বাক্যত পদৰ ক্ৰম

অধ্যায় ৫: অসমীয়া ভাষাৰ পদ

পদ, পদৰ শ্ৰেণী বিভাজন: সব্যয় আৰু অব্যয়, বিশেষ্য, বিশেষণ, সৰ্বনাম, ক্ৰিয়া

অধ্যায় ৬: অসমীয়া ভাষাৰসন্ধি, সমাস, বচন আৰু লিংগ
সন্ধি,সমাস,বচন,লিংগ

অধ্যায় ৭: জতুৱা ঠাঁচ আৰু খণ্ডবাক্য

জতুৱা ঠাঁচ আৰু খণ্ডবাক্যৰ সংজ্ঞা, অসমীয়া জতুৱা ঠাঁচ আৰু খণ্ডবাক্যৰ প্ৰয়োগ আৰু অৰ্থ

অধ্যায় ৮: শব্দৰ ভুল প্ৰয়োগ, সমোচ্ছাৰিত শব্দ, সমার্থক শব্দ, বিপৰীত শব্দ, বাক-সংহতি
শব্দৰ ভুল প্ৰয়োগ,সমোচ্ছাৰিত শব্দ,সমার্থক শব্দ,বিপৰীত শব্দ,বাক-সংহতি

অধ্যায় ৯: সাম্প্ৰতিক দৈনন্দিন জীৱনত ব্যৱহৃত অসমীয়া ভাষা

দৈনন্দিন জীৱনত ব্যৱহৃত অসমীয়া ভাষা – শব্দৰ ভুল প্ৰয়োগ,এফ এম তথা ভিন ভিন দৃশ্য-
শ্ৰাব্য মাধ্যমৰ অসমীয়া ভাষা, নিৰ্দিষ্টতাৰাচক প্ৰত্যয়,কাৰক আদিৰ পৰিহাৰ

অধ্যায় ১০: প্ৰবন্ধ লিখন,সমীক্ষা লিখন আৰু পৰিভাষাৰ প্ৰাথমিক ধাৰণা

প্ৰবন্ধৰ সংজ্ঞা, অৰ্থ আৰু ইতিহাস, লিখন পদ্ধতি – গুৰুত্ব দিবলগীয়া কিছু দিশ,সমীক্ষাৰ সংজ্ঞা,
অৰ্থ আৰু ইতিহাস, লিখন পদ্ধতি, বিভিন্ন প্ৰকাৰৰ সমীক্ষা, পৰিভাষাৰ সাধাৰণ পৰিচয়

অধ্যায় ১১: চিঠি, আবেদন পত্ৰ, কাৰ্যালয়ৰ টোকা প্ৰস্তুত আৰু সভাৰ কাৰ্যক্ৰমণিকা লিখন

চিঠিৰ বিভাগ আৰু লিখন পদ্ধতি,আবেদনপত্ৰৰ ভাগসমূহ, লিখন পদ্ধতি, কাৰ্যালয়ৰ টোকা প্ৰস্তুতিৰ
পদ্ধতি, সভাৰ কাৰ্যক্ৰমণিকা লিখন

Reading List

Bora Satyanath (1998). *Bohol Byakoron*. Guwahati.

Deka, Dharma Singha (2018). *Rachana Bichitra*. Guwahati: Asom Book Depot.

Goswami, Upendranath (1997). *Axamiya Bhasar Byakoron*. Guwahati: Moni-
Manik Prakash

Goswami, Golokchandra (1996). *Axamiya Bornopokash*. Guwahati: Bina Library

Anker.S(1998). *Real Writing*. Boston: Bedford Books

Misra.P.S.(2009). *An Introduction to Stylistics: Theory and Practice*. New Delhi:
Orient Black Swan

Puri, Manohar (2006). *Art of Editing*. New Delhi: Pragun Publications.

IDC 102

Reading and Writing Skills

Learning Objectives

The objectives of the course are to:

- develop reading and writing skills
- provide an idea on the methods and techniques of good reading skills
- provide a detailed study on various aspects and types of writing skills
- enhance the learner's communication skills
- equip the learner with a sound knowledge and good practice of these skills in their practical life

Learning Outcomes

After going through the course, the learner will be able to:

- enhance reading and writing skills
- discuss the methods and techniques of good reading skills
- study the various aspects and types of writing skills in a detailed manner
- enhance the learner's communication skills as it would help in real life contexts and situations
- develop knowledge of different literary forms and their stylistic variations

UNIT 1: SOME CONCEPTS IN READING

Introduction, the Skills of Reading, Reading a Text, The Reading Process, Key Words

UNIT 2: READING A STORY

Introduction, Pre-reading Activities, While Reading a Story, Post-reading Activities

UNIT 3: READING A POEM

Introduction, Pre-reading Activities, Reading the Poem, Post-reading Activities

UNIT 4: READING A PROSE TEXT

Introduction, Pre-reading Activities, While Reading a Prose Text, Post-reading Activities

UNIT 5: READING A PLAY

Introduction, Pre-reading Activities, Reading the Play, Post-reading Activities

UNIT 6: SOME CONCEPTS IN READING I

Introduction, Features of Good Writing: Cohesion

UNIT 7: SOME CONCEPTS IN WRITING II

Introduction, Coherence, Punctuation

UNIT 8: PRÉCIS WRITING

Introduction, Techniques of Faster Reading, Writing a Good Précis, Language Work, Worked out Examples

UNIT 9: REPORT WRITING

Introduction, Language and Style of Reporting, Headlines, Writing a Report

UNIT 10: WRITING FORMAL LETTERS AND FIR WRITING

Introduction, the Structure of a Letter, A Format of FIR

UNIT 11: COMMUNICATION SKILLS

Introduction, What is Communication? Listening Skill, Speaking Skill, Soft Skill, Face-to-Face Oral Communication, Oral Communication and Soft skills, Non-verbal Communication, Telephone Communication, Formal & Informal Telephone Communication, Non-verbal Communication, Cutting in a Long-winded Speech, Analysing Soft Skills, Assertiveness, Social Graces

Reading List

- Bishop, Wendy. (1992). *Working Words: The Process of Creative Writing*. California: Mayfield Publishing Company
- Burroway, Janet. (1992). *Writing Fiction: A Guide to Narrative Craft*. New York: Harper Collins
- Drabble, Margaret. Ed. (2008). *The Oxford Companion to English Literature*. Sixth Edition.
- Hudspn, William Henry. (1995). *An Introduction to the Study of Literature*. New Delhi: Kalyani Publishers.
- Kirszner, Laurie and Stephen Mandall. (2004). *Literature: Reading, Reacting, Writing*. Fifth Edition. Canada: Thomas Wadsworth
- Scholes, Robert and Nancy R. Combey et al. (eds.) (1997). *Elements of Literature*. Fourth Edition. New York: Oxford University Press.

IDC 103

Media Studies

Course Objectives

- To provide an overview of the different types of mass media
- To acquaint learners with the functional process of the media industry
- To provide ground for analyzing the usefulness of different media forms in the society

Course Outcomes

On completion of this course, the learners will be able to

- describe the various forms of media and their functionality
- critically analyze the media forms and their role in society
- examine how the media industry and media content shape our views

Syllabus

UNIT 1: THE MASS MEDIA

Media of Mass Communication, Characteristics of different mass media, Audience, Reach and Access, Role of media, Creating public opinion, Agenda-setting role

UNIT 2: DEVELOPMENT OF MASS MEDIA

Early Communication systems in India, Role of media in India, Freedom struggle and the role of media, Pre-independence era of mass media, Development of Mass Media in the Post Independence Era –Press, Television, Radio, Films, Advertising, Public Relations

UNIT 3: TRADITIONAL FOLK MEDIA

Traditional Folk Media, Advantages of Traditional Folk Media, Folk Media Reflects Social Changes, Traditional Folk Media as Development Media

UNIT 4: PRINT MEDIA

Print media – an introduction, Types of Print Media, Relevance and importance of Print Media — Problems and prospects, History of newspaper - World scenario, Indian scenario, Newspaper categories and formats

UNIT 5: AUDIO MEDIA - RADIO

What is audio media?, Audio media vs print media vs audio-visual media, Radio Contents, Classification of programmes, Various radio programmes, Assamese programmes on radio, The elementary knowledge of radio productions

UNIT 6: VISUAL MEDIA: PHOTOGRAPHY

Concept of Photography, Photography – Basic Idea, Beginning of Photography, Still photography, Technical concepts of Photography, Types of Camera, Types, Parts of a still camera, Movie Camera, Shots and Camera Movements- Shot, Camera Movement

UNIT 7: PHOTOJOURNALISM

Concept of photojournalism, Basics of photojournalism, Photo feature or Photo essay, qualities of a photojournalist, ethics of photography, writing and editing captions

UNIT 8: AUDIO-VISUAL MEDIA: FILM

Film as a mass medium - Characteristics of film, Audience, Impact of film on audience, Film as an industry, Art and Commercial movie, Concept of film appreciation, Film in India- Regional

film, Assamese film, A few important film makers of India, Central Board of Film Certification, Concept of documentaries

UNIT 9: AUDIO VISUAL MEDIA: TELEVISION

Introduction to Television, Brief History of Television in India, *Doordarshan*

UNIT 10: TELEVISION PROGRAMMES AND PRODUCTION

Television programmes – new items, current affairs programme, Television production, Writing for television

UNIT 11: INTRODUCTION TO NEW MEDIA

Concept of new media- Definition, Difference between conventional media and new media, Characteristics of new media, Most common vehicles of new media

UNIT 12: REPORTING FOR MEDIA

Concept of Reporting, The News Reporter- Qualities, Responsibilities, Basic facts about reporting

UNIT 13: MEDIA CONVERGENCE

Convergence – an introduction, Relevance of convergence in the present circumstances, Impact of convergence on conventional forms of media

UNIT14: WRITING FOR RADIO PROGRAMME (PRACTICAL BASED)

Prepare a detailed report for the preparation of a radio programme in the programme format of your choice, based on a minor research, as instructed in the unit.

UNIT 15: FILM REVIEW (PRACTICAL BASED UNIT)

Film review is a great way of analyzing a film by way of expressing your opinion of a movie. In this unit, learners will be required to submit a report on film reviews of any two films of their own choice. One film should be any English language film and the other should be either a mainstream Hindi film or any regional language

Reading List

- Aggarwal, Vir Bala, V.S Gupta (2002) Handbook of Journalism and Mass Communication. New Delhi: Concept Publishing Company
- Narula, Uma. (2006) Communication Models. New Delhi: Atlantic Publishers & Distributors.
- Desai, Amit (2003) Journalism and Mass Communication. New Delhi : Reference Press
- Hodkinson, Paul (2011), Media, Culture and Society, Sage Publications, New Delhi

IDC 104

Distance Education

Course Objectives

- To orient the learners with the nature and need of Distance Education in the present day Indian society.
- To provide the exposure to the learners to different kinds of Information and Communication Technologies (ICT) and apprise them with their use in teaching-learning process.
- To help the learners understand various modes of student support service (SSS) and develop their skills to manage such services for various kinds of programmes through Distance Education.

Course Outcomes

After going through this course, the graduates will be able to:

- acquire knowledge and understanding on the current field of education, particularly distance education
- develop the basic understanding on the emerging issues of open and distance education
- gather the procedural knowledge which are required for performing multidisciplinary and skill based programmes in the 21st century
- apply the acquired specialized technical or theoretical knowledge, cognitive and practical skills in the practical field of life
- employ the right approach to generate solutions to problems related to various approaches of modern higher education.
- acquire the cognitive and technical skills for performing and accomplishing complex tasks relating to the subject on education and other interdisciplinary courses

Syllabus

UNIT 1: DISTANCE EDUCATION

Growth of distance education, distance education in India

UNIT 2: LEARNER-SUPPORT SERVICE

Role of study centre, counselling classes, self-learning materials, different audio-visual aids and other electronic devices

UNIT 3: SELF LEARNING MATERIAL

Need of Self Study Materials in distance education, designing and preparing self-learning material, Planning and development of Study materials, modification and up-gradation of Study Materials.

UNIT 4: STUDY SKILLS

Study skills in distance education, strategies for developing study skills

UNIT 5: CURRICULUM

Concept, curriculum development process-major approaches

UNIT 6: CURRICULUM AND EVALUATION

Need for curriculum evaluation, aspects of curriculum evaluation

UNIT 7: ROLE OF DISTANCE EDUCATION

Distance education for rural development, Distance education for women empowerment

UNIT 8: QUALITY ASSURANCE IN DISTANCE EDUCATION

Quality enhancement, monitoring, feedback and evaluation

UNIT 9: ASSESSMENT IN DISTANCE EDUCATION

An overview on assessment, purposes of assessment, assessment in open and distance learning

UNIT 10: INTERVENTION STRATEGIES

Information and communication technologies and their application in distance education.

UNIT 11: NEW INTERVENTIONS IN OPEN AND DISTANCE LEARNING

MOOCs and Open Educational Resources and its application for opening knowledge movement in India

Reading List

- Aggarwal, D.D. Future of Distance Education, Sarup & Sons, New Delhi, 2007
Bansal, Aarti: Distance Education in 21st Century, Sublime Publications, Jaipur, 2004
Rao, V.K.: Distance Education, APH Publishing Corporation, New Delhi, 2007
Siddiqui, Mujibul Hasan: Distance Education, Theory and Research, A.P.H. Publishing Corporation, Ansari Road, New Delhi, 2007
Shardindu: Open and Dual Mode University System in India, Vani Prakasan, New Delhi, 2008

IDC 105

Constitution of India

Course Objectives

The course aims to providing learner

- An understanding of the background and process of making of the Constitution of India
- An awareness about the core values of principles underlying the Constitution of India
- An account of basic constitutional provisions and framework of governments' operation in service of the people of the country
- A sense of duties and responsibilities of as a citizen of the country

Course Outcomes

After completing the course, a learner will be able to

- Understand and appreciate the background, context and process of making of the Indian Constitution
- Appreciate and imbibe the core values and principles of the Constitution of India
- Act as a responsible citizen of the country performing her/his duties and responsibilities

Syllabus

UNIT 1: HISTORICAL BACKGROUND OF THE INDIAN CONSTITUTION

Constitutional Developments during the British Period: 1773 to 1947

UNIT 2: MAKING OF THE INDIAN CONSTITUTION

Formation of the Constituent Assembly, Drafting Committee, Adoption of the Constitution of India

UNIT 3: PHILOSOPHY AND IDEALS OF THE INDIAN CONSTITUTION

Philosophy and Ideals of the Indian Constitution: The Preamble of the Constitution of India; Sources of the Indian Constitution

UNIT 4: FEATURES OF THE INDIAN CONSTITUTION

Salient Features of the Indian Constitution

UNIT 5: FUNDAMENTAL RIGHTS AND FUNDAMENTAL DUTIES

Meaning, Historical Background, Nature, Importance, Categories of Fundamental Rights, Limitations of Fundamental Rights; Fundamental Duties: Background, Types and Significance of Fundamental Duties

UNIT 6: DIRECTIVE PRINCIPLES OF STATE POLICY

Meaning, Nature and Classification of Directive Principles of State Policy; Difference between Fundamental Rights and Directive Principles of State Policy

UNIT 7: RELATIONS BETWEEN FUNDAMENTAL RIGHTS AND DIRECTIVE PRINCIPLES

Relationship between Fundamental Rights and Directive Principles of State Policy

UNIT 8: GOVERNMENT AT THE UNION AND STATE LEVELS

Government at the Union level: The President of India, The Vice-President of India, The Union Council of Ministers, The Prime Minister; Government at the State level: The Governor, The State Council of Ministers and the Chief Minister

UNIT 9: THE PARLIAMENT OF INDIA AND THE STATE LEGISLATURE

Composition of the Parliament of India: The President, The Rajya Sabha, The Lok Sabha; Powers and Functions of the Parliament; Relation between the two Houses of the Parliament; Legislative Procedure: Procedure for a Money Bill; The State Legislature: The Legislative Assembly or Vidhan Sabha, The Legislative Council or Vidhan Parishad

UNIT 10: JUDICIARY IN INDIA

Supreme Court and High Courts; The Supreme Court; The High Court: Subordinate Courts; Judicial Review, Judicial Activism and Independence of the Judiciary in India: Judicial Review, Judicial Activism, Independence of the Judiciary in India

UNIT 11: NATURE OF INDIAN FEDERALISM

Nature of Indian federalism: Federal features, Unitary or non-federal features; Centre-State Relations-Division of powers between the Union and State governments: Legislative Relations, Administrative Relations, Financial Relations; An estimate of Indian federalism

Reading List

- Basu, D. D. (2009). Introduction to the Constitution of India. New Delhi: Prentice Hall of India.
- Brass, Paul R. (1997). The Politics of India Since Independence. New Delhi: Cambridge University Press.
- Chander, Prakash (2000). Indian Government and Politics. New Delhi: Cosmos Bookhive Pvt. Ltd.
- Dev, B.J and Lahiri, D.K. (1985). Assam Muslims- Politics and Cohesion. Delhi: Mittal Publication.
- Ghai, K. K. (2007). Indian Government and Politics. New Delhi: Kalyani Publishers.
- Kapur, Anup Chand & Misra, K. K. (2006). Select Constitutions. New Delhi: S. Chand and Company.
- Kothari, Rajni. (2009). Politics in India. New Delhi: Orient BlackSwan Private Limited.
- Palanithurai, G. (2000). Grass-root Democracy in Indian Society. New Delhi: Concept Publishing Company.
- Pylee, M. V. (2006). Constitutional Government in India. New Delhi: S. Chand and Company.
- Singh Sisodia, Yatindra (2005). Functioning of Panchayati Raj System. Jaipur: Rawat Publication.
- Jayal, Niraja Gopal; Mehta Pratap, Bhanu (eds) (2010). Oxford Companion to Politics in India. New Delhi. Oxford University Press.

IDC 106

Economy of the North East India

Course Objectives

- To provide knowledge on different aspects of the Indian economy
- Help to analyse the service sector growth and recent important issues in the Indian economy

Course Outcomes

- This course will enable the learners to explain various important aspects of the Indian economy
- This course will also help the learners to analyse the different factors relating to the recent service sector growth and other important issues in the Indian economy

Syllabus

UNIT 1: INDIAN ECONOMY: ITS BASIC CHARACTERISTICS, DEVELOPMENT AND GROWTH

Indian Economy in the pre-independence period, Characteristics of India as a developing economy; Emerging Issues of development in the Indian economy, National Income: Trends, size and Composition

UNIT 2 : POPULATION AND HUMAN RESOURCES

Size, and growth of Population; Characteristics of the population: sex ratio, age composition, density, rural-urban ratio and occupational distribution. Indicators of Human Development: Life Expectancy, Infant Mortality and Literacy

UNIT 3: INFRASTRUCTURE IN THE INDIAN ECONOMY

Infrastructural Facilities in India: Energy, Power, Transport and Communication, Urban Infrastructure in India, Industrial Corridor and Smart Cities

UNIT 4: INDIAN AGRICULTURE & GREEN REVOLUTION

Role of agriculture in Indian economy; Nature of India's agriculture; Trends in Agricultural Production and Productivity; Factors Influencing Productivity; The new agricultural strategy and the Green Revolution; Impact of Green Revolution

UNIT 5: AGRICULTURAL FINANCE, RURAL CREDIT AND AGRICULTURAL MARKETING

Need for agricultural finance; Sources; Role of Rural co-operatives; commercial banks and Regional rural banks; Role of NABARD. Agricultural marketing: Concept and basic requirements; Limitations of agricultural marketing; Role of the Government in promoting agricultural marketing

UNIT 6: FOOD SECURITY AND PUBLIC DISTRIBUTION SYSTEM IN INDIA

Concept of Food Security; Salient Features of Food Security Act 2013, Public Distribution Systems and Its Impact on Poverty; Problems of the PDS and Suggestive Measures

UNIT 7: INDIAN INDUSTRY – DEVELOPMENTAL EXPERIENCE

Strategy of Industrial Development in India; Industrial Development since Independence; Problems of Industrialisation in India; Industrial Policy Resolution, 1956; New Industrial Policy, 1991; Recent Policy Reform Measures in Initiated in the Industrial Sector

UNIT 8: THE ROLE OF THE TERTIARY SECTOR IN THE INDIAN ECONOMY

Changing role of the Tertiary Sector in the Indian Economy; The Recent Growth of the IT and other service sectors; Major Issues in faced by the Service Sector and Suggestive Policy Measures

UNIT 9: UNORGANISED SECTOR, LABOUR PROBLEMS AND LABOUR POLICY

Unorganised Sector and India's Informal Economy; Size and Features; Major Issues; Suggestive Measures; Present Status of Agricultural Labours in India; Major Recommendations of the National Commission on Rural Labour; Features of Industrial Labour; Trade Union Movement in India; Settlement of Industrial Disputes; Social Security Measures introduced for the welfare of the labours; Problems in the Labour Market and Suggestive Measures.

UNIT 10: PLANNING FOR DEVELOPMENT

Economic Planning in India; Overall Objectives of Economic Planning; Overall Achievements and Failures of Economic Planning; The Current Five Year Plan: Objectives and Targets Major Objectives, Targets and Achievements of the Last Five Year Plan; Critical Assessment.

UNIT 11: ECONOMIC REFORMS AND GLOBALISATION

Economic Crisis prior to 1991 Economic Reforms; New Economic Policy of 1991; Indian Economy since Economic Reforms

Reading List

Agarwal, A.N. (2015): *Indian Economy: Problems of Development and Planning*, Ed., New Age International.

Datt and Mahajan (2015): *Indian Economy*, 71st Ed., S. Chand & Co. Ltd.

Dhingra, I. C. (2014): *Indian Economy: Environment and Policy*, Sultan Chand & Sons

Kapila, U (2015): *Indian Economy: Performance and Policies*, 15th Edition, Academic Foundation.

Misra and Puri (2016): *Indian Economy: Its Development Experience*, 31st Ed., Himalaya Publishing House.

IDC 107

Understanding Indian Society

Learning Objectives

This course intends to:

- enable the learners to understand about different types of Indian Society
- enable the learners to know about the major social institutions like Family, Marriage, Kinship, Caste, and Tribe of India
- enable the learners to know about the status of Women in India

Learning Outcomes

After going through this course, learners will be able to:

- Understand about different types of Indian Society
- know about the major social institutions like Family, Marriage, Kinship, Caste, and Tribe of India
- know about the status of Women in India

Syllabus

UNIT 1: INDIAN SOCIETY: UNITY IN DIVERSITY

Meaning and Definition of Society and Culture; Indian Society and Culture; Unity and Diversity: Meaning and Concept; Forms of Diversity in India: Geo-physical diversity, Racial diversity, Linguistic diversity, Religious diversity.

UNIT 2: TYPES OF INDIAN SOCIETY

Urban Society; Classification of Cities; Problems of Urban Society; Rural Society in India, Types of Indian Villages, Local Self-governance in the Rural Areas, Criticisms of local self-governance system; Tribal Society in India; Approaches towards tribal society, Significance of 5th and 6th schedule of the Indian Constitution

UNIT 3: MARRIAGES AND FAMILY IN INDIA

Family and marriage, Concepts, Types, Criteria of family formation; Some important dimensions of family: Household, Patriarchy, Gender division of labour

UNIT 4: KINSHIP SYSTEM

Meaning; Definition; Types; degree of Kinship Rules; Taboos; Kinship structure and pattern in the different geographical zones across India

UNIT 5: CASTE IN INDIA

Caste –Meaning and Characteristics; Jati and Varna; difference between Caste and Class; Jajmani system; Dominant Caste; Caste through the Ages; Administrative Interpretation of Caste: Scheduled Castes and their problems; Abolition of Untouchability

UNIT 6: CHANGING NATURE OF CASTE

Casteism – Meaning and causes; Relationship between Caste and Politics; Caste and Voting behaviour; Political Elite, Caste Mobilisation

UNIT 7: TRIBES IN INDIA

Tribe: Definition and Meaning; Characteristics; T.B. Naik's Characterisation of Tribe; Anthropological Convention; Constitution of India and Scheduled Tribes; Common

Characteristics; Classification and Distribution of Tribes; British Policy towards the Tribes; Policy during the Post-Independence Period

UNIT 8: WOMEN IN INDIAN SOCIETY

Women in Ancient India: Vedic and Post – Vedic Periods; Buddhist period; Medieval Period; Reform Movements and Struggle for Independence; Gender Relation in different period; Women Empowerment.

UNIT 9: ECONOMY OF INDIAN SOCIETY

Economy and types of Economies; Traditional Economic system and its characteristics; Command Economic system and its characteristics; Market Economic system and its characteristics, Mixed Economic system and its characteristics; Indian Economy before Independence; Indian Economy Post Independence Period; New Economic Policies: Liberalization, Globalization, Privatization

UNIT 10: POLITICS IN INDIA

Evolution of Indian Political Structure; Indian Structure Post Independence; Society; Decentralisation of power; Political Elite; Political Parties; Emergence of Electoral System

UNIT 11: RURAL LIFE IN INDIA

Evolution of Indian Villages; Characteristics of Indian villages; Agrarian Societies: Agrarian Class Structure; Land Reforms and Changes: Land Reforms in post-independence period, Current Scenario of Land Reforms in India

Reading List

- Beteille, A., 1969, (ed.): Social Inequality: Selected Readings. Harmondsworth: Penguin Books.
- Srinivas, M.N., 1962, Caste in Modern India and other essay. Bombay: Asia Publishing House.
- Dumont, L., 1991, “Hierarchy Status and Power: The Caste System and its implications” in Dipankar Gupta (ed.), Social Stratification .Delhi: Oxford University Press..
- Berreman, G. D., 1991, “The Brahmanical View of Caste” in Dipankar Gupta (ed.), Social Stratification. Delhi: Oxford University Press.

IDC 108

Introduction to Indian History

Course Objectives

- This course is an introductory course intending to introduce Indian history to the learners
- To give a brief idea about the different sources of Indian history
- To discuss important political events of Indian history throughout the ages

Course Outcomes

After completing this course

- Learners are expected to have a fair knowledge about the history of India
- Learners will be able to understand different sources of Indian history
- Learners will be able to analyse major political events of India from different historical perspectives

Syllabus

UNIT 1: INTRODUCTION TO HISTORY

What is History, Scope and Meaning of History, Relationship of History with other Social Sciences

UNIT 2: SOURCES OF ANCIENT INDIAN HISTORY

Literary Sources, Archaeological Sources, Foreign Sources

UNIT 3: EARLY INDIAN CIVILIZATIONS

Harappan Civilization, Vedic Civilization

UNIT 4: POLITICAL DEVELOPMENTS IN MEDIEVAL INDIA

The Delhi Sultanate, Advent of the Mughals and Second Afghan Empire

UNIT 5: SOCIETY, ECONOMY, RELIGION AND CULTURE IN MEDIEVAL INDIA

Social Condition, Economy, Bhakti Movement and Sufi Movement; Art, Architecture and Literature of the Sultanate Period, Social Condition in the Mughal Period, Economy in Mughal India, Religious Conditions during Mughal Rule, Cultural Activities under the Mughals

UNIT 6: ADVENT AND ESTABLISHMENT OF BRITISH RULE IN INDIA (UP TO 1857)

Foundation, Expansion and Consolidation of the British Empire, Constitutional and Administrative Changes, British Economic Policy, revolt of 1857

UNIT 7: SOCIO-RELIGIOUS MOVEMENTS

Causes of the Socio-Religious Movements, Socio-Religious Movements under Colonial rule, Movement for emancipation of Women

UNIT 8: EMERGENCE OF NATIONALISM AND FOUNDATION OF INC

Emergence of Organised Nationalism, Different Political Associations, Foundation of Indian National Congress, Uprising of different peasant and tribal Movements

UNIT 9: INDIAN NATIONAL MOVEMENT UP TO 1916

Partition of Bengal and Swadeshi Movement, Revolutionary National Movements

UNIT 10: INDIAN NATIONAL MOVEMENT FROM 1916 TO 1939

Rise of Gandhi and his Ideology, Non-Cooperation Movement, Khilafat Movement Civil Disobedience Movement and Government of India Act 1935

UNIT 11: INDIAN NATIONAL MOVEMENT FROM 1939 TO 1947

August Offer and Quit India Movement, Subhas Chandra Bose and Indian National Army

UNIT 12: PARTITION AND TRANSFER OF POWER

Post-War Development-Change in British Attitudes, Communal Policies and Partition

Reading List

Chandra, Satish. (1990). Medieval India, NCERT, New Delhi

Chandra, Sathish(2007) A History of Medieval India, Orient Black Swan, New Delhi

Chattopadhyaya, Brajadulal (2012). The Making of Early Medieval India, Second edition, Oxford Press, New Delhi

Jha, D.N. (1977), AncientIndia-An Introductory Outline, Peoples' Publishing House, New Delhi-110055

Kosambi, D.D. (2001): The cultural and Civilization of Ancient India in Historical Outline, Vikas Publishing House

IDC 201

Select Assamese Literary Texts

Course Objectives

After going through this course, a learner will be able to:

- Identify the accent of different literary genera of Assamese literary texts.
- Discuss the writing style of diverse Assamese literary texts.

Course Outcomes

After going through this course, a learner will be able to:

- Evaluate the history and trends of distinct Assamese literary genera.
- Formulate the trends of Assamese poetry, drama, novel, and prose since inscriptions.

Syllabus

অধ্যায় ১: অসমীয়া লোককবিতা

অসমীয়া লোকগীত/লোক কবিতাৰ সাধাৰণ পৰিচয়, শ্ৰেণীবিভাজন, *প্ৰাণ গোপাল*, *পাতিলা মায়াৰে খেলা*: কামৰূপী লোকগীতৰ সাধাৰণ পৰিচয়, গীতটিৰ সাধাৰণ আলোচনা

অধ্যায় ২: শংকৰদেৱ: নন্দোৎসৱ

শংকৰদেৱ : *নন্দোৎসৱ* – মূলপাঠ : কবি পৰিচয়, কবিতাটিৰ মূলভাব, কবিতাটিৰ সাধাৰণ আলোচনা, শব্দার্থ

অধ্যায় ৩: ছাহমিলান : অধমে লইলোঁ, অধমে লওঁ, আল্লাৰ নাম

ছাহমিলান : অধমে লইলোঁ, অধমে লওঁ, আল্লাৰ নাম (জিকিৰ) – মূলপাঠ : কবি পৰিচয়, জিকিৰৰ সাধাৰণ পৰিচয়, কবিতাটি (জিকিৰ)ৰ মূলভাব, কবিতাটি (জিকিৰ)ৰ সাধাৰণ আলোচনা, শব্দার্থ

অধ্যায় ৪ : অম্বিকাগিৰী ৰায়চৌধুৰী : গঢ়া কৰি মোক ৰাডুদাৰ

অম্বিকাগিৰী ৰায়চৌধুৰী: গঢ়া কৰি মোক ৰাডুদাৰ – মূলপাঠ: কবি পৰিচয়, কবিতাটিৰ মূলভাব, কবিতাটিৰ সাধাৰণ আলোচনা

অধ্যায় ৫: হেমবৰুৱা : মমতাৰ চিঠি

হেমবৰুৱা: মমতাৰ চিঠি – মূলপাঠ: কবিপৰিচয়, কবিতাটিৰ সাধাৰণ আলোচনা

অধ্যায় ৬: লক্ষ্মীনাথ বেজবৰুৱা : ভদৰী

লক্ষ্মীনাথ বেজবৰুৱা: ভদৰী – মূলপাঠ : জীৱন আৰু কৃতি, গল্পটিৰ সাধাৰণ আলোচনা

অধ্যায় ৭: যোগেশ দাস : পৃথিৱীৰ অসুখ

যোগেশ দাসৰ জীৱন আৰু কৃতি: যোগেশ দাসৰ গল্পৰ মূলসূৰ, পৃথিৱীৰ অসুখ: গল্পটোৰ বিষয়বস্তু আৰু সাধাৰণ আলোচনা, চুটিগল্প হিচাপে পৃথিৱীৰ অসুখ

অধ্যায় ৮: বাণীকান্ত কাকতি : সাহিত্যত কৰুণ ৰস

বাণীকান্ত কাকতিৰ জীৱন আৰু কৃতি: সাহিত্য সমালোচক হিচাপে বাণীকান্ত কাকতি, কাকতিৰ প্ৰবন্ধশৈলীৰ বৈশিষ্ট্য, সাহিত্যত কৰুণ ৰস: প্ৰবন্ধটোৰ বিষয়বস্তু, সাধাৰণ আলোচনা

অধ্যায় ৯: ৰজনীকান্ত বৰদলৈ : নিমলভকত — ১

ৰজনীকান্ত বৰদলৈৰ জীৱন আৰু কৃতি, নিমল ভকত উপন্যাসখনৰ সাধাৰণ আলোচনা

অধ্যায় ১০: ৰজনীকান্ত বৰদলৈ : নিমলভকত — ২

উপন্যাসখনৰ চৰিত্ৰ চিত্ৰণ, উপন্যাসখনৰ বৈশিষ্ট্যসমূহ

অধ্যায় ১১: শংকৰদেৱ – কালিদমন

অংকীয়া নাট: ‘অংকীয়া নাট’ শব্দ দুটাৰ তাৎপৰ্য আৰু ইয়াৰ উৎপত্তি, অংকীয়া নাট ৰচনাৰ কলা-কৌশল, অংকীয়া নাটৰ বৈশিষ্ট্য, নাট্যকাৰ শংকৰদেৱ, কালিদমন: নাটৰ মূল আৰু বিষয়বস্তু, সাধাৰণ আলোচনা, ৰসবিচাৰ

Reading List

- Bora, Mahendra (1976). *Ramanyasbaad*. Pathshala: Bani Prakash
Baruah, Prahlad Kumar (2005). *Asomia Chutigalpa Adhyayan*. Guwahati: Banalata.
Bharali, Sailen (2003). *Upanyas: Bichar Aru Bislekhn*. Guwahati: Chandra Prakash.
Deva Goswami, Keshavananda (1979). *Ankmala*. Guwahati: Banalata
Gogoi, Lila (1968). *Asomia Luka-Sahityar Ruprekha*. Golaghat: Nabin Pustak Bhandar.
Goswami, Trailukyanath (2006). *AdhunikGalpa Sahitya*. Guwahati: Bani Prakash Pvt
Ltd.
Hazarika, Atulchandra (1988). *Manchalekha*. Guwahati: Lawyers Book Stall.
Kataki, Prafulla (1995). *Swarajuttor Axamiya Upanyas Samiksha*. Guwahati: Bina
Library.
Pujari, Archana (Edited).(2000). *Axamiya Kobitar Bichar Bishlekhn*. Panbazar,
Guwahati: Jyoti Prakashan
Sharma, Hemanta Kumar (1998). *Axamiya Lokagiti Sanchayan*. Panbazar, Guwahati:
Bina Library
Sharma, Satyendranath (2009). *Axamiya Natya Sahitya*. Guwahati: Saumar Prakash

IDC 202

General Principles of Writing

Learning Objectives

The objectives of the course are to:

- provide an idea of certain general principles of writing
- highlight some of the important aspects of English Grammar
- take up the important skills of editing, copy editing and proof reading
- enable the learner to develop adequate writing skills in English

Learning Outcomes

After going through the course, the learner will be able to:

- gain a systematic idea of the various aspects and principles of writing
- take into account some of the important aspects of English Grammar
- practice the important skills of editing, copy editing and proof reading
- take up writing as a career option after completion of the course

Syllabus

UNIT 1: THE WRITER AS AN ARTIST

Introduction, Art and Aestheticism, Narration and Narrative, Narrative and Plot, The Author and the Writing, Point of View and Voice

UNIT 2: WORDS

Introduction, Words and Word Classes

UNIT 3: NARRATION AND VOICE

Introduction, Direct and Indirect Narration, Assertive Sentences, Imperative Sentences, Interrogative Sentences, Exclamatory Sentences, The Category of Voice in English, Assertive Sentence Forms, Interrogative Sentence Forms, Imperative Sentence Forms, Miscellaneous Sentence Forms

UNIT 4: TIME, TENSE AND ASPECTS

Introduction, Time and Tense, Tense and Aspect, The Present Tense, Simple Present Tense, Present Continuous Tense, Present Perfect Tense, Present Perfect Continuous Tense, The Past Tense, Simple Past Tense, Past Continuous Tense, Past Perfect Tense, Past Perfect Continuous Tense, The Future Tense, Simple Future Tense, Future Continuous Tense, Future Perfect Tense, Future Perfect Continuous Tense

UNIT 5: PHRASES AND IDIOMS

Introduction, Samples of Phrases and Idioms

UNIT 6: AMPLIFICATION OF AN IDEA

Introduction, Process Analysis of Amplification, Amplifications Worked Out

UNIT 7: REVIEW WRITING

Introduction, Techniques of Book Review, Techniques of Film Review, Techniques of Play Review, Techniques of Musical Review

UNIT 8: WRITING FOR COLUMN, SCIENCE AND PRESS RELEASE

Introduction, Column Writing, Science Write- up, Press Release

UNIT 9: EDITORIAL WRITING

Introduction, Introduction to the Editorial Page, Writing the Editorial, Writing the Feature, Writing the Article, Writing the Middle, Letters to the Editor

UNIT 10: COMPREHENSION OF AN UNSEEN PASSAGE

Comprehension, Intelligent Reading, Tackling Unseen Passages, Answering Unseen Passages, Examples with Answers

UNIT 11: SHORT COMPOSITION [NOTICE, CLASSIFIED, ADS. ETC.]

Introduction, Notice Writing, Format of a Notice, Worked Out Examples, Advertisements, Classified Advertisements, Worked Out Examples, Commercial Advertisements, Worked Out Examples

Reading List

- Anker, S. (1998). *Real Writing*, Boston: Bedford Books.
- Bell, Madison Smartt (1997). *Narrative Design: Working with Imagination, Craft and Form*, New York: WW. Norton.
- Brande, Dorothea. (1981). *Becoming a Writer*, New York: Penguin.
- Earnshaw, Steve (ed.) (2007). *The Handbook of Creative and Media Writing*, Edinburg University Press.
- Geddes and Gresset. (2003). *Spelling Grammar and Usage*, Webster Reference Library.
- Kirszner & Mandell. (2004) *Literature: Reading, Reacting, Writing*. Fifth Edition. Thomson Wadsworth: Massachusetts.
- Seely, John (1998), *Oxford Guide to Effective Writing and Speaking*, Oxford: Oxford University Press

IDC 203

Environmental Education

Course Objectives

- To make the learners aware of environmental problems and to familiarize the students with the concept and importance of environmental education.
- To make the learners aware of the various mechanisms of environmental protection and promotion.

Learning Outcome

After going through this course, the graduates will be able to:

- acquire knowledge and understanding on the subject like Environmental education
- develop the basic understanding on the emerging issues of environmental education as a subject as a whole.
- gather the procedural knowledge which are required for performing multidisciplinary and skill based programmes in the 21st century
- acquire the cognitive and technical skills for performing and accomplishing complex tasks relating to the subject on education and other interdisciplinary courses
- formulate coherent arguments about ethical and moral issues, including environmental and sustainable development issues, from multiple perspectives.

Syllabus

UNIT 1: ENVIRONMENTAL EDUCATION

Meaning, nature, importance, scope, goals and objectives of Environmental Education

UNIT 2: METHODS OF ENVIRONMENTAL EDUCATION

Observation, Fieldtrips, Project method, co-curricular activities, dramatization, discussion, problem-solving method

UNIT 3: ENVIRONMENTAL MOVEMENTS IN INDIA

Appiko Movement, the Silent Valley Movement, Chipko Movement, the Chilika Bachao Andolan, Narmada Bachao Andolan

UNIT 4: MEDIA OF ENVIRONMENTAL EDUCATION

Concept of Instructional media, magazine, seminar, workshop, exhibitions, models, audio-visual aids

UNIT 5: PROGRAMME OF ENVIRONMENTAL EDUCATION

Programme for primary level, Secondary level and higher level

UNIT 6: ENVIRONMENTAL DEGRADATION

Concept of Environmental degradation, types, causes and prevention of environmental degradation

UNIT 7: ENVIRONMENTAL POLLUTION

Meaning of Environmental Pollution, types of Environmental Pollution- air, water, land or soil, solid-waste, noise, and radio-active pollution

UNIT 8: CONSERVATION AND PROTECTION OF ENVIRONMENT

Meaning of conservation and protection of Environment, need and importance of conservation and protection of environment, role of individual and society towards conservation and protection of Environment

UNIT 9: ENVIRONMENT AND LEGAL PROVISIONS

Legal and Constitutional Provisions for Conservation and Protection of Environment

UNIT 10: SUSTAINABLE DEVELOPMENT

Concept of Sustainable development, characteristics and education for sustainable development

UNIT 11: ENVIRONMENTAL EDUCATION

Its problems and prospects with special reference to Assam

Reading List

R. C. Sarma: Environmental Education, Surya Publication, Meerat, 1997.

R.A Sharma: Environmental Education, Metro Politory Book Co. Pvt,Ltd, New Delhi.

Mahapatra D: Environmental Education.

IDC 204

Issues in Development Communication

Course Objectives

- To familiarize learners with the concepts of development communication
- To provide knowledge on process of development communication and its importance
- To provide understanding on the need and importance of development communication
- To provide knowledge about the global issues related to development communication

Course Outcomes

- On completion of this course, the learners will be able to-
- explain the concepts and importance of development communication
- describe the need of international communication
- identify the issues related with the concept and its implications

Syllabus

UNIT 1: DEVELOPMENT

Meaning of Development, Concept of Development, Alternative Approaches to Development, Indices to Development, Dominant Paradigm of Development - Approaches to Dominant Paradigm of Development, Critique of Dominant Paradigm of Development, Modernisation and Dependency Approach, Core Areas of Development, Development as Economic Growth

UNIT 2: INTRODUCTION TO DEVELOPMENT COMMUNICATION

Concepts of development and development communication, Introduction to the theories of development communication, Information as a measure of Development, Edutainment and Infotainment – media development

UNIT 3: THEORIES OF DEVELOPMENT COMMUNICATION

Theories of Development, Theory of Modernization, Diffusion of Innovation theory, Theory of Dependency, Meaning and importance of Paradigms, Types of Paradigm- Dominant Paradigm, Criticisms of Dominant Paradigm, Alternate Paradigm

UNIT 4: DIFFERENT STRATEGIES IN DEVELOPMENT COMMUNICATION

Positive Communication Strategies, IECM Strategies, Development Communication Strategies, Communication Strategy Framework, Mass Media and Extension Approach for Development Communication, Planned Development Communication, Public Dialogue Strategy, Negative Communication Strategies, Social Marketing

UNIT 5: DEVELOPMENT COMMUNICATION IN INDIA

Relevance of Development Communication in India, Democratic Decentralization, Narrowcasting, Panchyati Raj (PR) Institutions, A Brief background of the PR system, Key Objectives

UNIT 6: DISSEMINATING INNOVATION

Diffusion of Innovation, Important stages in the diffusion of innovations, Media used for diffusion, Development Support Communication, Participatory Development Communication, Communication Information Media and Education (CIME), Government's efforts in the Indian Context, Role of media in the process of development and nation building

UNIT 7: RURAL AND AGRICULTURE COMMUNICATION

Rural development, Agricultural Communication, Media campaigns for development, diffusion of innovation, extension studies

UNIT 8: DEVELOPMENT REPORTING

Importance of Development Reporting, Present Trends in Development Reporting, Early Indian Experiments in Development Communication

UNIT 9: MEDIA AND DEVELOPMENT

Media and National Integration, Media in Development, Pillar of Democracy, Media in Crisis Situations, Public Service Broadcasting (PSB), Media as a Leader of the Society, Gandhian Model of Development

UNIT 10: USE OF TRADITIONAL AND FOLK MEDIA FOR DEVELOPMENT COMMUNICATION

Traditional folk media, Advantages of Traditional Folk Media, Folk Media reflects social changes, Traditional Folk Media as Development Media: case studies, role of government and third sector agencies.

Reading List

Gupta, V.S. (2000), Communication and Development, Concept Publishing Company, New Delhi

Kumar, Keval J. (2007), Mass Communication in India, Jaico Publishing House, Mumbai

Mody, Bella (1991), Designing Messages for Development Communication, Sage Publications, New Delhi

Menon, Mridula (2004), Development Communication and Media Debate, Kanishka Publishers, Distributors, New Delhi

Murthy, D V R (2006), Development Journalism, Kanishka Publishers, Distributors, New Delhi

Narula, Uma (2006), Communication Models, Atlantic Publishers & Distributors, New Delhi

Pushkar, Niranjana (2009), Development Communication, Authorspress, New Delhi

Prasad, Kiran (2009), Communication for Development (Volume I & II), B.R. Publishing Corporation, New Delhi

IDC 205

Perspectives on Indian Economy

Course Objectives

- To provide knowledge on different aspects of the Indian economy
- Help to analyse the service sector growth and recent important issues in the Indian economy

Course Outcomes

- This course will enable the learners to explain various important aspects of the Indian economy
- This course will also help the learners to analyse the different factors relating to the recent service sector growth and other important issues in the Indian economy

Syllabus

UNIT 1: INDIAN ECONOMY: ITS BASIC CHARACTERISTICS, DEVELOPMENT AND GROWTH

Indian Economy in the pre-independence period, Characteristics of India as a developing economy; Emerging Issues of development in the Indian economy National Income: Trends, size and Composition

UNIT 2: POPULATION AND HUMAN RESOURCES

Size, and growth of Population; Characteristics of the population: sex ratio, age composition, density, rural-urban ratio and occupational distribution. Indicators of Human Development: Life Expectancy, Infant Mortality and Literacy

UNIT 3: INFRASTRUCTURE IN THE INDIAN ECONOMY

Infrastructural Facilities in India: Energy, Power, Transport and Communication, Urban Infrastructure in India, Industrial Corridor and Smart Cities

UNIT 4: INDIAN AGRICULTURE & GREEN REVOLUTION

Role of agriculture in Indian economy; Nature of India's agriculture; Trends in Agricultural Production and Productivity; Factors Influencing Productivity; The new agricultural strategy and the Green Revolution; Impact of Green Revolution

UNIT 5: AGRICULTURAL FINANCE, RURAL CREDIT AND AGRICULTURAL MARKETING

Need for agricultural finance; Sources; Role of Rural co-operatives; commercial banks and Regional rural banks; Role of NABARD. Agricultural marketing: Concept and basic requirements; Limitations of agricultural marketing; Role of the Government in promoting agricultural marketing

UNIT 6: FOOD SECURITY AND PUBLIC DISTRIBUTION SYSTEM IN INDIA

Concept of Food Security; Salient Features of Food Security Act 2013, Public Distribution Systems and Its Impact on Poverty; Problems of the PDS and Suggestive Measures

UNIT 7: INDIAN INDUSTRY – DEVELOPMENTAL EXPERIENCE

Strategy of Industrial Development in India; Industrial Development since Independence; Problems of Industrialisation in India; Industrial Policy Resolution, 1956; New Industrial Policy, 1991; Recent Policy Reform Measures in Initiated in the Industrial Sector

UNIT 8: THE ROLE OF THE TERTIARY SECTOR IN THE INDIAN ECONOMY

Changing role of the Tertiary Sector in the Indian Economy; The Recent Growth of the IT and other service sectors; Major Issues in faced by the Service Sector and Suggestive Policy Measures

UNIT 9: UNORGANISED SECTOR, LABOUR PROBLEMS AND LABOUR POLICY

Unorganised Sector and India's Informal Economy; Size and Features; Major Issues; Suggestive Measures; Present Status of Agricultural Labours in India; Major Recommendations of the National Commission on Rural Labour; Features of Industrial Labour; Trade Union Movement in India; Settlement of Industrial Disputes; Social Security Measures introduced for the welfare of the labours; Problems in the Labour Market and Suggestive Measures.

UNIT 10: PLANNING FOR DEVELOPMENT

Economic Planning in India; Overall Objectives of Economic Planning; Overall Achievements and Failures of Economic Planning; The Current Five Year Plan: Objectives and Targets Major Objectives, Targets and Achievements of the Last Five Year Plan; Critical Assessment.

UNIT 11: ECONOMIC REFORMS AND GLOBALISATION

Economic Crisis prior to 1991 Economic Reforms; New Economic Policy of 1991; Indian Economy since Economic Reforms

Reading List

Agarwal, A.N. (2015): *Indian Economy: Problems of Development and Planning*, Ed., New Age International.

Datt and Mahajan (2015): *Indian Economy*, 71st Ed., S. Chand & Co. Ltd.

Dhingra, I. C. (2014): *Indian Economy: Environment and Policy*, Sultan Chand & Sons

Kapila, U (2015): *Indian Economy: Performance and Policies*, 15th Edition, Academic Foundation.

Misra and Puri (2016): *Indian Economy: Its Development Experience*, 31st Ed., Himalaya Publishing House.

IDC 206

Introduction to Ethics

Course Objectives

- To help the learners to know the important issues in moral sense
- To help the learners to explore the basic education of human life through the different issues of ethics
- To help the learners to determine the issues of what is good or right and bad or wrong

Course Outcomes

- Will know the meaning of ethics and moral philosophy
- Will know the different theories of ethics and will know the difference between normative ethics, meta-ethics and applied ethics
- Will help people to lead a better and ethical life, which will finally create some ethical human resource for the society.

Syllabus

UNIT 1: NATURE AND SCOPE OF ETHICS

Definition of Ethics, Nature of Ethics, Scope of Ethics

UNIT 2: THE CONCEPT OF MORALITY

Definition of Morality, The Nature of Morality, Different Moral Concepts, Moral theory

UNIT 3: FACT AND VALUE

What is fact, What is value, Classification of values, Distinction between fact and value

UNIT 4: MORAL CONCEPTS

Good, Right, Duty, Virtue, Good, Right, Duty, Virtue

UNIT 5: THEORIES OF MORAL STANDARD: HEDONISM

Hedonism in Moral Philosophy, Classification of Hedonistic Theories, Psychological Hedonism, Critical Comments on Psychological Hedonism, Ethical Hedonism, Critical Comments on Ethical Hedonism, Egoistic Ethical Hedonism, Gross Egoistic Ethical Hedonism, Refined Egoistic Ethical Hedonism, Criticism, Altruistic or Universalistic Gross Hedonism: Bentham, Criticism, Altruistic or Universalistic Refined Hedonism : J. S. Mill, Criticism

UNIT 6: UTILITARIANISM: BENTHAM AND MILL UTILITARIANISM

Historical Background of Utilitarianism, Bentham and his Philosophy, Universalistic Hedonism, Bentham's View of Utilitarianism, Principle of Utility is the Basis of Legal and Social reforms, Criticism, Mill's Life and Works, Mill and Hedonism, Mill's Utilitarianism, Bentham and Mill

UNIT 7: FREEDOM AND DETERMINISM

Determinism: Its Meaning, Arguments in Support of Determinism, What is Freedom or Free Will, Arguments In Support of Free Will, Brief Note On Predestination, Fatalism and Scientific Determinism, The Case Of Freedom and Determinism

UNIT 8: TELEOLOGICAL ETHICS AND DEONTOLOGICAL ETHICS

Normative Ethics and its difference from other three types of ethics, Types of Normative Ethics, Differences between Deontological and Teleological ethics, Critical Evaluation

UNIT 9: PURUSARTHA

Artha, Kama, Dharma, Moksa, Four Basic Sciences

UNIT 10: THEORIES OF PUNISHMENT NOTION OF CRIME AND PUNISHMENT

Theories of Punishment, Deterrent Theory, Reformatory Theory, Retributive Theory, Capital Punishment

UNIT 11: META-ETHICS: ITS NATURE AND DISTINCTION FROM NORMATIVE ETHICS

What is Meta-ethics, Ethical Naturalism, Ethical Non-Cognitivism, Ethical Non-Naturalism (Intuitionism) , What is Normative ethics? Teleological Ethics, De-ontological Ethics, Virtue Ethics, Difference between Meta-Ethics and Normative Ethics

Reading list

S.P. Sharma: *Nature and Scope of Ethics*

Ravi, I: *Foundations of Indian Ethics*

J.N. Sinha: *A Manual of Ethics*

J.N. Mohanty: *Classical Indian Philosophy*

I.C. Sharma: *Ethical Philosophies of India*

J.N. Mohanty: *Explorations in Philosophy*

P. Benn: *Ethics: Fundamentals of Philosophy*

IDC 207

Understanding Social Problems

Learning Objectives

This course intends to:

- enable the learners to understand about different types of Social Problems and the various problems existing in our society
- enable the learners to know about the meaning and significance of social welfare along
- enable the learners to know the various social welfare measures undertaken by the government as well as nongovernmental organisations for the benefit of the society

Learning Outcomes

- After going through this course, the learners will be able to:
- Understand about different types of Social Problems and the various problems existing in our society
- Know about the meaning and significance of social welfare along
- Know the various social welfare measures undertaken by the government as well as nongovernmental organisations for the benefit of the society

Syllabus

UNIT 1: SOCIAL PROBLEM

Meaning and nature, characteristics, causes, types and approaches

UNIT 2: CRIME

Meaning and Concept, characteristics and type Crime

UNIT 3: POPULATION EXPLOSION AND ILLITERACY

Meaning; Trends and Patterns of Population Explosion, Causes of Overpopulation, Effects of Overpopulation in India, India's population policy, Meaning of Illiteracy, types of illiteracy, Causes of illiteracy, consequences of illiteracy, Illiteracy in Assam

UNIT 4: POVERTY AND UNEMPLOYMENT

Meaning, causes and measures to control poverty; meaning types and consequences of unemployment

UNIT 5: YOUTH UNREST

Meaning, types and causes of Youth Unrest

UNIT 6: SOCIAL PROBLEMS RELATING TO WOMEN

Prostitution, dowry, violence against women

UNIT 7: SUPERSTITIONS

Meaning, Causes and Effect of superstition

UNIT 8: CHILD LABOUR AND CHILD ABUSE

Meaning, types and causes of child labour child abuse

UNIT 9: PROBLEMS OF THE BACKWARD CLASSES

Socio-economic Problems of the SCs, STs and OBCs, Policies and measures to solve the Problems

UNIT 10: TERRORISM

Concept, Origin, Development, causes and consequences of terrorism

UNIT 11: SOCIAL PROBLEMS AND SOCIAL WELFARE

Meaning, importance, nature and scope

Reading List

Beteille, Andre, 1992, Backward classes in Contemporary India, New Delhi

Berreman, G. D. 1979, Caste and other inequalities: Essays in inequality, Meerut: Folkore Institute.

Dube, Leela. 1997. Woman and Kinship. Comparative perspective on Gender in South and Southeast Asia. New Delhi: Sage Publications.

Gadgil, Madhav and Guha, Ramchandra. 1996. Ecology and Equity: The Use and abuse of nature in Contemporary India. New Delhi. OU

IDC 208

Introduction to History of Assam

Course Objectives

The main objective of this course is to

- Introduce the learners with the historical processes of Assam
- Provide an understanding of the state formation in Assam in the ancient and medieval time
- Give an idea about the cultural and architectural development of the region under different political regime
- Situate Assam in the freedom struggle of India

Course Outcomes

After completing the course

- Learners will be introduced to the historical events and processes of Assam
- Learners will be able understand the state formation process of Assam
- Learners will acquire the knowledge of cultural and architectural progress of the specific period
- Learners will able to analyse the role of Assam in the freedom struggle of India

Syllabus

UNIT 1: SOURCES OF ANCIENT ASSAM

Literary Sources, Archaeological Sources, Foreign Sources

UNIT 2: LEGENDARY PERIOD

Naraka and his successors, Different stories of Naraka

UNIT 3: RULING DYNASTIES OF ANCIENT ASSAM

Varmanas, Salastambhas, Palas

UNIT 4: SOCIETY, ECONOMY, RELIGION AND ADMINISTRATION OF ANCIENT ASSAM

Social Condition, Economic Condition, Religious Condition, Administrative System of Ancient Assam

UNIT 5: SOURCES OF HISTORY OF MEDIEVAL ASSAM

Literary Sources, Archaeological Sources, Foreign Sources

UNIT 6: THE AHOMS

Origin of the Ahoms, Advent of the Ahoms, Events from 1228 A.D. to 1826 A.D.

UNIT 7: THE KOCHES

Origin of the Koches, VisvaSimha, Naranarayan, Partition of the Koch Kingdom

UNIT 8: SOCIETY, ECONOMY, RELIGION AND ADMINISTRATION OF MEDIEVAL ASSAM UNDER THE AHOMS

Social condition, Economic condition, Religious beliefs, Neo-Vaishnavite Movement, the Ahom system of Administration-the Paik System

UNIT 9: ESTABLISHMENT OF THE BRITISH RULE AND ANTI-BRITISH MOVEMENTS

Anglo-Burmese Wars, Treaty of Yandaboo and British Conquest of Assam, British Administrative Set Up, Revolt of 1857

UNIT 10: SOCIO-ECONOMIC TRANSFORMATION OF ASSAM DURING COLONIAL PERIOD

Changes in the Economic Structure, Agrarian Revolts, Social transformation of Assam towards modern age

UNIT 11: EMERGENCE OF POLITICAL CONSCIOUSNESS

Rise of Assamese Nationalism, Establishment of different organisations

UNIT 12: PARTICIPATION OF ASSAM IN THE NATIONAL MOVEMENT

Partition of Bengal and its Impact, the Non Co-operation Movement in Assam, Civil Disobedience Movement and Assam, Quit India Movement in Assam, Grouping Controversy and Independence

Reading List

- Barpujari, H.K.(2003): The Comprehensive History of Assam, Vol. I, Vol. II, Vol.III, Vol. IV& Vol. V, 2nd ed., Publication Board Assam, Guwahati
- Baruah, S.L.,(2004): A Comprehensive History of Assam, 3rd ed., Munshiram Manoharlal, Delhi
- Bhuyan, A.C., (1999): Political History Assam, Publication Board Assam, Vol. I, II, III, 2nd ed., Guwahati
- Dutt, K.N (1993): Landmarks in the Freedom Struggle in Assam, Lawyers' Book Stall
- Gait, E.,(2004): A History of Assam, Eastern Book House, Revised, Guwahati
- Saikia Rajen (2000): Social and Economic History of Assam 1853-1921, Munshiram Manoharlal, Delhi

IDC 301

English for Professional Studies

Learning Objectives

The objectives of the course are to:

- provide a general introduction to some important grammatical concepts
- take up various aspects of English Grammar such as Vocabulary and Punctuation
- highlight some of the common errors made in English Grammar and its correct use
- provide a detailed study on the areas of writing and communication skills in professional context
- To engage the learner in developing skills of office management and correspondence, business communication and presentation of curriculum vitae

Learning Outcomes

- After going through the course, the learner will be able to:
- revise some of the important grammatical concepts
- develop a good idea on various aspects of English Grammar such as Vocabulary and Punctuation
- gain a broad idea on the areas of writing and communication skills
- develop skills of office management and correspondence, business communication and presentation of curriculum vitae
- groom himself or herself with sound communication and professional skills

Syllabus

UNIT 1: SOME CONCEPTS OF GRAMMAR I

English Grammar: An Introduction, Nouns- Kinds of Nouns, Forms of Nouns, Functions, The Noun Phrase, Agreement, Determiners – Articles, Demonstratives, Possessives, Quantifiers, Wh-determiner, Pre-determiners, Verb Forms

UNIT 2: SOME CONCEPTS OF GRAMMAR II

Adjectives, Adverbs, Prepositions

UNIT 3: VOCABULARY

Synonyms and Antonyms, One word Expression, Words Used as Different Word Classes, Phrasal Verbs, Distinction between Similar Words Often Confused

UNIT 4: PUNCTUATION, SYNTHESIS AND TRANSFORMATION OF SENTENCES

Introduction, Punctuation, Synthesis of Sentences, Transformation of sentences

UNIT 5: COMMON ERRORS AND PHRASES AND IDIOMS

Introduction, Common Errors, Phrases and Idioms

UNIT 6: NOTE MAKING

Note making and note taking, Skimming and Scanning, Format of note making, Samples

UNIT 7: COMMUNICATION

Defining Communication, Significance and Process of Communication, Communication Network, Communication Media or Methods, Barriers To Communication, Effective Communication.

UNIT 8: INTRODUCTION TO OFFICE MANAGEMENT

Meaning of Office, Introduction to Office Management, Functions of Office, Relationship of Office with Other Departments, Office Accommodation, Layout and Environment, Office Furniture and Stationery, Office Correspondence and Filing System

UNIT 9: CORRESPONDENCES

Letter Writing, How to Write a Letter, Format of an Official/Business Letter

UNIT 10: PRESENTATION

Writing Executive Summaries, Making a Formal Presentation

UNIT 11: WRITING CURRICULUM VITAE/RESUME

Difference between CV and Resume, Tips for writing CV/Resume, Essentials for writing CV/Resume, Facing Interviews based on CV/Resume, Telephonic Interviews based on CV/Resume

Reading List

- Aggarwala, N.K. (2001). Essentials of English Grammar and Composition, New Delhi: Goyal Brothers.
- Brown, M. Henry. (1977). The Contemporary College Writer. New York: D Van Nostrand Company.
- Chal, Harold Hoontz (1986). Essentials of Management. McGraw Hill Book Company: New York.
- Chopra, R.K. Office Management. Himalaya Publishing House.
- De Sarkar, P.K. (2007). Higher English Grammar and Composition, Kolkata; Book Syndicate Limited.
- Dowerah, Sawpon. A Students' Grammar of English. Guwahati: Students' Stores.
- Lewis, Roger. (1979). How to Write Essays. Heinemann & National Exnt. College, London.
- Sherlekar, S.A. (1984). Principles of Management. Bombay: Himalaya Publishing House

IDC 302

Economics of Education

Course Objectives

To make the learners aware about:

- The meaning, importance and scope of economics of education
- Educational expenditure as productive consumption and returning investment through the function of human capital and planned manpower development.
- The concept and relationship between input and output of education
- The financial resource management.

Learning Outcomes

After going through this course, the graduates will be able to:

- acquire knowledge and understanding on the subject like economics of education
- develop the basic understanding on the emerging issues of economics of education
- know the basic knowledge regarding the various core courses of Education as a subject as a whole.
- gather the procedural knowledge which are required for performing multidisciplinary and skill based programmes in the 21st century
- Produce efficient and effective leaders in the field of teaching, educational administration and educational finances
- acquire the cognitive and technical skills for performing and accomplishing complex tasks relating to the subject on education and other interdisciplinary courses
- Produce quality educational practitioners having sound knowledge of various dimensions of economics of education and economic policies

Syllabus

UNIT 1: ECONOMICS OF EDUCATION

Concept, scope and significance

UNIT 2: EDUCATION AND ECONOMIC DEVELOPMENT

Concept, relationship between education and economic development

UNIT 3: ECONOMICS OF EDUCATION POLICY

Nature of economic policy, education as a Public Good

UNIT 4: EDUCATION AS A PUBLIC GOOD

Meaning of public good, difference between public goods and private goods, education as public good, education as mixed good, education as merit good

UNIT 5: HUMAN CAPITAL FORMATION

Concept, Human capital Approaches to education

UNIT 6: EDUCATION AND MANPOWER PLANNING

Education and manpower planning, manpower planning and economic growth, problems of manpower planning in India

UNIT 7: FINANCING IN HIGHER EDUCATION AND TECHNICAL EDUCATION

Pattern of financing, need of financing, financial policy for higher and technical education in India

UNIT 8: LIVELIHOOD, LABOUR MARKET AND LABOUR MOBILITY

Sectoral growth, unemployment and underemployment, labour mobility in northeast India

UNIT 9: EDUCATION AND BRAIN DRAIN

Concept, factors for brain drain, out-migration of the skilled personnel

UNIT 10: ACCESS AND EQUITY IN EDUCATION

Meaning of equity, improving access in education and reservation policy in education in India

UNIT 11: SELF-FINANCING AND FUND MOBILIZATION IN THE EDUCATIONAL INSTITUTIONS

Fund mobilization in the educational institution

Reading List

Hunter, W.W.: Economic History of India, Vols.2, Cosmo Publication, 2008

Habison & Myers: Education, Manpower and Economic Growth

Peer, M: Higher Education and Employment, Rawat Publications, 2007-08

Rao, P: Economics of Primary Education, Rawat Publication, 1998.

Rajaiah, B: Economics of Education

Singh, R.P.: Educational Finance and the Planning Challenge, Eastern Book House, 2008

Shukla, P.D.: New Education Policy in India.

Psachopoulos, Y: Economics of Education

IDC 303

Business Communication and Media Management

Course Objectives

- To provide understanding of the field of business communication and business journalism
- To acquaint learners with the concept of media management and its role in the society
- To equip learners with necessary skills required to work in the field of business communication

Course Outcomes

On completion of this course, the learners will be able to

- recognize the various contexts in which business communication takes place
- determine the need of business communication and business journalism
- analyse the issues related with the media management
- equip themselves with skills required for a business journalist

Syllabus

UNIT 1: BUSINESS COMMUNICATION

Concept of Business Journalism, Success through proper communication, History of business communication, Need for business journalism, Essential Characteristics of Business Communication, The Benefits of Effective Communication, Present Scenario, Five rules of good writing or communication, Five Ps of marketing mix, Target audience, Specific Characteristics of a Target Audience, Consumerist culture

UNIT 2: MEDIA FOR BUSINESS

Concept, Importance of media in business, Types of media, Selection of Appropriate Communication Media, Incorrect choice of Medium, Setting Up business goals, Communication Structure In a Business Organisation, Communication in corporate world, Effective business or economic writing, Importance of writing skills in business communication, Purpose of writing, The Principles of effective writing, Economic newspapers, The Economic Times, The Business standard, Public Relations and Marketing, Ethics in communication, Audience Analysis.

UNIT 3: BUSINESS PRESENTATION-I

Report Writing, Process of Writing a Report, Determining the purpose of the report, Determining the factors, Gathering the information needed, Interpreting the findings, Organizing the report information, Writing the report, Project Report Writing, Criteria of a Good Project, Advantages of a Good Project, Disadvantages of Project Method, Format of a Project Report

UNIT 4: BUSINESS PRESENTATION II

Writing Executive Summaries, Making Business Presentations

UNIT 5: INTRODUCTION TO MANAGEMENT

Concept Of Management, Characteristic of Management, Scope of Management, Evolution Of Management Thought, Management Vs Administration, Levels Of Management, Functions Of

Management, Planning, Organizing, Staffing, Controlling, Coordination, Management Styles in Indian context

UNIT 6: MEDIA MANEAGEMENT

Media as an industry and profession, Importance of media management, Ownership patterns of mass media in India

UNIT 7: MEDIA ORGANISATIONS

Structure of a media organisation, an account of different national and international media and communication organisations

UNIT 8: ORGANISATONAL STRUCTURE OF A PRINT MEDIA ORGANIZATION

Organizational structure of print media establishments, Editorial Department, Business Department, Production Department, Reference Section, Role and coordination among the different departments, Printing, Packaging, Transportation and Distribution

UNIT 9: ORGANISATIONAL STRUCTURE OF AN ELECTRONIC MEDIA ORGANIZATION

Electronic media organization, News and programme sections, News section in a radio station, News section in a TV station, Programme section in TV and radio, Electronic News Gathering (ENG), Electronic Field Production (EFP), Personnel involved in production and news, Viewership/ Listenership, Content creation and role of advertising, Genre or types of programmes, Types of programmes in radio, Types of programmes in TV

UNIT 10: LEADERSHIP AND WORK MOTIVATION

Importance of leadership in a media organisation, job performance, impact of technology on the performance of the employees, division of labour

Reading List

Chaturvedi, P.D, Mukesh Chaturvedi (2006), Business Communication, Dorling Kindersley (India) Pvt Ltd, New Delhi

Chaturvedi, B.K (2009), Media Management, Global Vision Publishing House, New Delhi

Kumar, Dr. Rakesh (2010), Media Management, Surendra Publications, New Delhi

Lesikar, Raymond, V. , Marie E. Flayley (2005), Basic Business Communication, Tata McGraw-Hill Publishing Company Limited, New Delhi

Narula, Uma (2006), Business Communication Practices, Atlantic Publishers & Distributors, New Delhi

Riel, Cees B.M. van, Charles J. Fombrun (2007), Essentials of corporate Communication, Routledge, UK

Soori, Sanjeev (2010), Business Journalism, Axis Publications, New Delhi

Taylor, Shirley (2005), Communication for Business, Dorling Kindersley (India) Pvt Ltd, New Delhi

Yadav, K.P (2006), Media Management, Adhyayan Publishers & Distributors, New Delhi

IDC 304

Understanding North East India

Learning Objectives

This course intends to:

- enable the learners to know about the north-eastern region of India.
- enable the learners to understand the features and concerns that are common to all the eight states of this region

Learning Outcomes

After going through this unit, the learner will be able to:

- Know about the north-eastern region of India.
- Understand the features and concerns that are common to all the eight states of this region

Syllabus

UNIT 1: THE CONCEPT OF NORTHEAST INDIA

Northeast India in the Ancient, Colonial and Post period

UNIT 2: LOCATION AND ECOLOGY OF NORTHEAST INDIA AND ASSAM IN PARTICULAR

Location; Boundaries; Ecology of Northeast India; Flora, Fauna, Rare species and Ecological Hotspots

UNIT 3: STATE FORMATION DURING POST-INDEPENDENCE PERIOD

Creation of different states and Autonomous Councils

UNIT 4: DEMOGRAPHIC COMPOSITION OF NORTHEAST INDIA

Racial; Linguistic; Caste; Religious; Tribal groups of Assam

UNIT 5: SOCIAL INSTITUTIONS AMONG THE MAJOR TRIBAL GROUPS OF THE NORTH EASTERN STATES

Family, Marriage and Kinship; Religion, Economy and Polity among the major tribal groups of the north eastern states

UNIT 6: IMMIGRATION TO NORTHEAST INDIA AND ASSAM IN PARTICULAR

Immigrant groups, Occupation; Consequences of Immigration; Insider versus Outsider feuds

UNIT 7: ETHNIC IDENTITY IN NORTHEAST INDIA

Ethnicity: Meaning and Characteristics; Intercommunity relations and its changing nature; Ethnic Conflict

UNIT 8: INSURGENCY IN NORTHEAST INDIA

Origin and Development of insurgency in the region; Major insurgent groups

UNIT 9: LAND RELATION IN NORTHEAST INDIA

Land holding patterns, agrarian structure

UNIT 10: ECONOMIC PROBLEMS IN NORTH EAST INDIA

Unemployment, Infrastructure, Industrialization

UNIT 11: DEVELOPMENT IN NORTHEAST INDIA

North Eastern Council (NEC), The Ministry of Development of North Eastern Region (MDoNER), Look East Policy

Reading List

Baruah, Sanjib, 2005, *Durable Disorder: Understanding the Politics of North East India*, New Delhi: Oxford University Press.

Bordoloi, B. N., 1990, *Constraints of Tribal Development in North-East India*, Guwahati: Tribal Research Institute.

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

Fernandes, Walter and Sanjay Barbora, 2008, *Tribal Land Alienation in the Northeast; An Introduction: An Introduction in Walter Fernandes and Sanjay Barbora (ed) Land, people and politics: Contest Over Tribal Land in Northeast India*, Guwahati and Denmark: North Eastern Social Research Centre and International Workgroup for Indigenous Affairs, pp 1-15.

Goswami, Atul; August, 1984; *Tribal Development with special Reference to North-East India in Social Scientist* ; vol12, no8; pp 55-60.

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

Karna, M. N. 1990, *The Agrarian Scene in Seminar*, vol 366, pp 30-37.

Karna, M.N., 1999, *Ethnic identity and Socio-economic Processes in North-east India in Kailash S. Aggarwal edited Dynamics of Identity and Intergroup relations in North-east India*, IAS-Shimla, pp29-38.

IDC 305

Rural Development in India

Course Objectives

- Acquaint learners with the concept, nature and characteristics of rural society.
- Make the familiar with the causes of Rural Backwardness, Rural Problems, and prospectus of rural life.
- Conceptualise them with nature of the rural consumer, rural finance and rural credit.

Course Outcomes

- Analyse the concept, indicators and strategies of Rural Development.
- Inculcate the knowledge of Rural society and culture
- Evaluate problems of rural society and draw reasonable conclusion thereof.
- Develop understanding of various credit, loan and saving approaches for rural society.

Syllabus

UNIT 1: BASIC CONCEPTS OF RURAL DEVELOPMENT

Concept of Rural Development; Why Rural Development?, Some Dilemmas in Development – Rural Vs Urban Development, Agriculture Vs Industrial Development, Capital Vs Labour Dogma, Autonomous Vs Induced Development

UNIT 2: RURAL ECONOMY OF INDIA

Size and Structure of the Indian Rural Economy; Importance and Role of the Rural Sector in India; Economic, social and Demographic Characteristics of the Indian Rural Economy; Causes of Rural Backwardness (Indian Context)

UNIT 3: APPROACHES TO RURAL DEVELOPMENT

Community Development Programmes; Gandhian Approach to Rural Development; Balancing Rural and Urban Development

UNIT 4: COTTAGE INDUSTRIES IN INDIA

Role of Cottage Industries in Indian Economy; Various Cottage Industries of India; Government Policies for Cottage Industries

UNIT 5: RURAL INDEBTEDNESS IN INDIA

Meaning; Nature; Consequences of Rural Indebtedness; Programmes for Removal of Rural Indebtedness

UNIT 6: RURAL UNEMPLOYMENT IN INDIA

Characteristics; Incidence of Rural Unemployment in India; Employment Generation Measures

UNIT 7: POVERTY IN RURAL INDIA

Characteristics; Incidence of Rural Poverty in India; Poverty Eradication Measures

UNIT 8: ROLE OF TECHNOLOGY IN RURAL DEVELOPMENT

Importance of Rural Technology in Agriculture and Allied Sectors; Issues with Use of Technologies

UNIT 9: ROLE OF COMMERCIAL BANKS IN RURAL FINANCE IN INDIA

Progress of Commercial Banks; Priority Sector Lending; The Lead Bank Scheme; Analysis of Major Schemes of the Government of India undertaken since 1990 in different sectors – Agriculture, Animal Husbandry, Fishery, Cottage Industries; Difficulties faced in Implementation of these Schemes

UNIT 10: REGIONAL RURAL BANKS

Objectives and Functions of RRBs; Evaluation of Progress and Activities of RRBs; Critical Assessment of Functions of RRBs

UNIT 11: NABARD

Objectives and Functions of NABARD; Evaluation of Progress and Activities of NABARD; Critical Assessment of Functions of NABARD

Reading List

- Arora ,R.C., K.(1979): Integrated Rural Development, S. Chand & Co.
Datt and Mahajan (2015): Indian Economy, 71st Ed., S. Chand & Co. Ltd.
Reddy, K. V.(2007):Rural Development in India (Poverty and development):Himalaya Publishing House.
Singh, K.(2010):Rural Development: Principles, Policies and Management, Sage Publications India Pvt. Ltd.
Sisodia, Y. S.(2007): Rural Development: Macro-Micro Realities, Rawat Publications.
Sundaram, I.S.: Rural Development. Himalaya Publishing House

IDC 306

Essentials of Indian Philosophy

Course Objectives

- To help the learners to know the Indian context of education in spiritual, religious and moral sense
- To help the learners to explore the basic education of human life through the systems of Indian philosophy

Course Outcomes

- To know that Indian philosophy shows us different paths to realize the highest truth in life under different schools
- Will know that Indian philosophy is essentially spiritual in nature
- Will know the different āstika and nāstika schools of Indian Philosophy

Syllabus

UNIT 1: THE NATURE AND SCOPE OF INDIAN PHILOSOPHY

Nature of Indian Philosophy, Scope of Indian Philosophy

UNIT 2: CARVAKA – EPISTEMOLOGY

Accidentalism and naturalism, The denial of inference, The denial of the validity of the Vedas

UNIT 3: BUDDHISM – FOUR NOBLE TRUTHS

A Brief Sketch of Buddhism, Concept of Four Noble Truths, There is Suffering, There is a Cause of Suffering, Dependent Origination, The Cessation of Suffering, Concept of Nirvana, The Path of Cessation of Suffering

UNIT 4: JAINISM – SYADVADA

A brief account of Jainism: Jaina Epistemology, Jaina Metaphysics, Syadvada or The Sapta-bhangi-naya, Criticism of Syadvada, Let us sum up

Unit 5: Nyaya – Concept of Prama

Definition of prama, Nyaya: Sources of knowledge, Anuman, Inference, Upamana, Testimony

UNIT 6: VAISESIKA – DRAVYA, GUNA, SAMANYA

Vaisesika Epistemology, Valid Knowledge, Invalid Knowledge, Kinds of Categories: What they are? Substance, Quality, Generality, Non-existence

UNIT 7: SAMKHYA – PURUSA & PRAKRTI

Nature and Characteristics of Prakrti, Proofs for the existence of Prakrti, Prakrti and the Gunas, Different products of Prakrti, Teleological Evolution, Criticism of the evolution theory, Nature and Characteristics of Purusa, Proofs for the existence of Purusa, Plurality of Purusa

UNIT 8: YOGA – THE CONCEPT OF CITTA-VRITTI

Brief Description on Yoga philosophy, Concept of Citta-Vritti, Astānga Yoga

UNIT 9: MIMAMSA – INTRINSIC VALIDITY OF KNOWLEDGE

Nature of Valid knowledge, Mimamsaka theory of Svatahpramanyavada, Nyaya theory of Paratahpramanyavada, Paratahpramanyavada and Svatahpramanyavada: A Comparison

UNIT 10: SAMKARA – BRAHMAN AND MAYA

AvdaitaVedānta, The Concept of Brahman, Nature of Brahman, Svarupalaksana of Brahman
Tatastha Laksana of Brahman, NetiNeti Concept of Brahman, Meaning of Māyā, Māyā is a fact
of experience, The two functions of Māyā, Nature of Māyā

UNIT 11: RAMANUJA – GOD

Ramanuja's Concept of God, Significance of God, God is qualified (visista), God is
Trisatvatmaka, God has internal distinction (SvagataBheda), Aprthakasadhi, God is the cause of
the world, Ramanuja's concept of God (Thesim), Forms of God, Archa, Vibhava,
VyuhaSusksamaAntaryami

Reading list

- S. Dasgupta: A History of Indian Philosophy
- J. N. Sinha: Indian Philosophy
- Radhakrishnan: Indian Philosophy
- C.D. Sarma: A Critical Survey Of Indian Philosophy
- S.Chatterjee: An Introduction to Indian Philosophy

Detailed Syllabi of Ability Enhancement Courses (AECs)

AEC 101

General English

Learning Objectives

The objectives of the course are to:

- introduce the learner to various poetical works written by some of the major English poets
- introduce a play written by the English dramatist William Shakespeare
- encourage the learner towards learning important techniques of comprehension and intelligent reading

Learning Outcomes

After going through the course, the learner will be able to:

- study the various poetical works written by some of the major English poets
- grasp the textual content and message contained in them
- appreciate the play Macbeth written by William Shakespeare
- discuss some important concepts of comprehension and intelligent reading

Syllabus

UNIT 1: WILLIAM BLAKE: "HOLY THURSDAY"

William Blake: Life and Works, Text of the Poem, Explanation of the Poem, Style and Language

UNIT 2: WILLIAM COWPER: "THE SOLITUDE OF ALEXANDER SELKIRK"

William Cowper: Life and Works, Text of the Poem, Explanation of the Poem, Style and Language

UNIT 3: WILLIAM WORDSWORTH: "SIMON LEE"

William Wordsworth: Life and Works, Text of the Poem, Explanation of the Poem, Style and Language

UNIT 4: ALFRED TENNYSON: "TEARS IDLE TEARS"

Alfred Tennyson: Life and Works, Text of the Poem, Explanation of the Poem, Style and Language

UNIT 5: W.B. YEATS: "AN IRISH AIRMAN FORESEES HIS DEATH"

W. B. Yeats: Life and Works, Text of the Poem, Explanation of the Poem, Style and Language

UNIT 6: D.H. LAWRENCE: “THE SNAKE”

D.H. Lawrence: Life and Works, Text of the Poem, Explanation of the Poem, Style and Language

UNIT 7: KEKI N. DARUWALLA: “WOLF”

Keki N. Daruwalla: Life and Works, Text of the Poem, Explanation of the Poem, Style and Language

UNIT 8: CHINUA ACHEBE: “AS ONE LISTENS TO THE RAIN”

Chinua Achebe: Life and Works, Text of the Poem, Explanation of the Poem, Style and Language

UNIT 9: WILLIAM SHAKESPEARE: MACBETH I

William Shakespeare: Life and Works, Background of the Play

UNIT 10: WILLIAM SHAKESPEARE: MACBETH II

Explanation of the Text, Major Characters, Major Themes, Style and Language

UNIT 11: COMPREHENSION AND INTELLIGENT READING

Comprehension and Intelligent Reading, Reading and Grasping Skills

Reading List

Aggarwala, N.K. (2001). Essentials of English Grammar and Composition. New Delhi: Goyal Brothers.

Albert, Edward. (2000). History of English Literature. Fifth Edition. Oxford : Oxford University Press.

Birch, Dinah. (2009). The Oxford Companion to English Literature. Seventh Edition. Oxford : Oxford University Press.

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Eastwood, John. (1994). Oxford Guide to English Grammar. Oxford University Press.

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AEC 201 MIL Assamese

Course Objectives

After going through this course, a learner will be able to:

- Familiar with the writing style of diverse Assamese literary texts
- Discover the underlying spirit of the writing of selected Assamese literary texts
- Develop basic ideas of Assamese grammar

Course Outcomes

After going through this course, a learner will be able to:

- Outline the trends of Assamese poetry, drama, novel, and prose
- Improve the writing style of Assamese

Syllabus

অধ্যায় ১: মাধৱদেৱ – তেজৰে কমলাপতি (বৰগীত)

কবি পৰিচয়, 'তেজৰে কমলাপতি' কবিতাটিৰ পাঠ: শব্দার্থ, বৰগীতৰ সাধাৰণ পৰিচয়, 'তেজৰে কমলাপতি' কবিতাটিৰ আলোচনা: বিষয় বস্তুৰ আভাস, কাব্যিক সৌন্দৰ্য

অধ্যায় ২: চন্দ্ৰকুমাৰ আগৰৱালা: বন কুঁৱৰী

ৰমন্যাসবাদ আৰু ৰমন্যাসবাদী কবিতাৰ বৈশিষ্ট্য, অসমীয়া ৰোমাণ্টিক কবিতাৰ সাধাৰণ আলোচনা, কবিপৰিচয়, 'বনকুঁৱৰী' কবিতাটিৰ পাঠ, 'বনকুঁৱৰী' কবিতাটিৰ আলোচনা: বিষয়বস্তু আৰু মূলভাব, ৰমন্যাসিক চিন্তাৰ প্ৰতিফলন

অধ্যায় ৩: নৱকান্ত বৰুৱা: ইয়াত নদী আছিল

আধুনিক কবিতাৰ পটভূমি, আধুনিক অসমীয়া কবিতা, নৱকান্ত বৰুৱাৰ কাব্য-চিন্তা, 'ইয়াত নদী আছিল' কবিতাটিৰ পাঠ, ইয়াত নদী আছিল: বিষয়বস্তু, সাধাৰণ আলোচনা

অধ্যায় ৪: নিৰ্মলপ্ৰভা বৰদলৈ: মৰ্মান্তিক

নিৰ্মলপ্ৰভা বৰদলৈৰ কাব্য-চিন্তা, 'মৰ্মান্তিক' কবিতাটিৰ মূলপাঠ, মৰ্মান্তিক: বিষয়বস্তু, সাধাৰণ আলোচনা

অধ্যায় ৫: গুৰু-শিষ্যৰ মণি-কাঞ্চন সংযোগ

গুৰু-শিষ্যৰ মণি-কাঞ্চন সংযোগ: চৰিত পুথিৰ উদ্ভৱ আৰু বিকাশ, পাঠটিৰ উৎস, মূলপাঠৰ আভাস, বিষয়বস্তুৰ পৰিচয়, মাধৱদেৱৰ ব্যক্তিত্ব, মাধৱদেৱৰ গুৰুভক্তি, গদ্যৰীতি, কঠিন শব্দৰ টোকা

অধ্যায় ৬: বাণীকান্ত কাকতি : নামঘোষা

সাহিত্য সমালোচক বাণীকান্ত কাকতি, নামঘোষাৰ পৰিচয়, পুণ্যশ্লোক শংকৰ-স্মৃতি, মাধৱদেৱৰ আত্মলিখিত, নামঘোষাৰ ৰসবিচাৰ

অধ্যায় ৭: লক্ষ্মীনাথ বেজবৰুৱা: কন্যা

লক্ষ্মীনাথ বেজবৰুৱা: কন্যা – লক্ষ্মীনাথ বেজবৰুৱাৰ জীৱন আৰু কৃতি, গল্পটোৰ সাধাৰণ আলোচনা

অধ্যায় ৮: ভবেন্দ্ৰনাথ শইকীয়া: চোৰাসাপ

ভবেন্দ্ৰনাথ শইকীয়া: চোৰাসাপ – ভবেন্দ্ৰনাথ শইকীয়াৰ জীৱন আৰু কৃতি, গল্পটিৰ সাধাৰণ আলোচনা

অধ্যায় ৯: ৰজনীকান্ত বৰদলৈ: মনোমতী

ঔপন্যাসিক ৰজনীকান্ত বৰদলৈ আৰু তেওঁৰ উপন্যাসৰ প্ৰধান বৈশিষ্ট্যসমূহ, মনোমতী উপন্যাসৰ কাহিনীভাগ, ঐতিহাসিক উপন্যাস হিচাপে মনোমতী, মনোমতী উপন্যাসৰ চৰিত্ৰ চিত্ৰণ, মনোমতী উপন্যাসৰ সামাজিক চিত্ৰ

অধ্যায় ১০: জ্যোতিপ্ৰসাদ আগৰৱালা: শোণিত কুঁৱৰী

জ্যোতিপ্ৰসাদ আগৰৱালাৰ পৰিচয়, জ্যোতিপ্ৰসাদ আগৰৱালাৰ নাট্যপ্ৰতিভা, জ্যোতিপ্ৰসাদ আগৰৱালাৰ নাটকৰ বৈশিষ্ট্য, শোণিত কুঁৱৰী নাটকৰ কাহিনী, শোণিত কুঁৱৰী নাটকৰ চৰিত্ৰ, শোণিত কুঁৱৰী নাটকৰ সংলাপ

অধ্যায় ১১: অসমীয়া ব্যাকৰণ

কৃৎপ্ৰত্যয়, তদ্ধিতপ্ৰত্যয়, বিভক্তি: নাম বিভক্তি বা কাৰক বিভক্তি, ক্ৰিয়া বিভক্তি, বিভক্তি আৰু প্ৰত্যয়ৰ পাৰ্থক্য, উপসৰ্গসমাস : দ্বন্দ্বসমাস, দ্বিগুসমাস, বহুব্ৰীহিসমাস, কৰ্মধাৰয়সমাস, তৎপুৰুষসমাস, অব্যয়ী ভাবসমাস, লিঙ্গ

Reading List

- Ahmed, Kamaluddin (2005). Adhunik Asomia Kobita. Guwahati: Banalata
Barua, Birinchi Kumar (1997). Asomia Katha Sahitya. Nalbari: Universal Emporium.
Baruah, Prahlad Kumar (2005). Asomia Chutigalpar Adhyayan. Guwahati: Banalata.
Bharali, Sailen (1993). Upanyash bischar aru bisleshan. Guwahati: Chandra Prakashan.
Bharali, Sailen (2009). Banikanta Kakatirpora Bhaben Barualoi. Guwahati: Chandra Prakashan.
Bora, Mahendra (1985). Sahitya Upakramanika Golaghat: Bharati Book Stall
Deka, Dharmasingha (2007) Rachana Bichitra. Guwahati.
Dutt, Uday (1995). Chutigalpa. Guwahati: Student's Stores.
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Goswami, Tralokyanath (2006). Adhunik Galpa Sahitya. Guwahati: Vani Prakash Limited.
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Hazarika, Karbi Deka (2008). Assamese poets and poems. Dibrugarh: Banalata.
Mahanta, Baapchandra (Ed.) (2000). Borgeet. Guwahati: Student's Stores.
Majumdar, Bimal (2011). Sahityar Tattwa aaru Prayog. Guwahati: Jyoti Prakashan.
Neog, Maheswar (2000). Asomia Sahityar Ruprekha. Guwahati: Chandra Prakash.
Neog, Maheswar (Ed.) (2004). Snatakar Kathabandha. Guwahati: Guwahati University.

PhukanPatgiri, Dipti (1999) Adhunik Asomia Byakaran. Guwahati: Book Hive.
Rajbangshi, Paramananda (Ed.) (1995). Asomia Natak: Para. Guwahati: Chandra Prakashan.
Sharma, Dalai Harinath (1992). Asomia Gadya Sahityar Gatipath. Nalbari: Padmapriya Library.
Sharma, Satyendra Nath (1997). Asomia Upanyasar Bhumika. Guwahati: Soumar Prakash.
Sharma, Satyendra Nath (2009). Asomia Sahityar Samikshatmak Itibritta. Guwahati: Soumar Prakash
Sharma, Satyendranath (2005). Asomia Natya Sahitya. Guwahati: Soumar Prakash.
Talukdar, Nanda (2006). Kobi aaru Kabita. Guwahati: Banalata.
Thakur, Nagen (Ed.) (2000). Esha Basarar Asomia Upanyash. Guwahati: Jyoti Prakashan.

AEC 202

Alternative English

Learning Objectives

The objectives of the course are to:

- encourage the learners towards exploring various literary texts prescribed in the course
- stir an interest in the learners towards developing an analytical bent of mind in exploring these literary texts
- provide the scope of grasping various thematic concerns, contexts, issues and aspects reflected in the prescribed literary texts

Learning Outcomes

After going through the course, the learner will be able to:

- study the various literary texts prescribed in a detailed manner
- develop an analytical bent of mind in exploring these literary texts
- grasp various thematic concerns, contexts, issues and aspects reflected in the prescribed literary texts
- appreciate the ideas, reflections, literary representations and the core message contained in these texts

Syllabus

UNIT 1: E.P. GEE: “THE RHINO OF KAZIRANGA”

E. P. Gee: Life and Works, Explanation of the Essay, Style and Language

UNIT 2: THE KING JAMES BIBLE: “THE STORY OF CREATION”

The Story of Creation, Major Themes, Style and Language

UNIT 3: SALMAN RUSHDIE: “IMAGINARY HOMELANDS”

Salman Rushdie: Life and Works, Explanation of the Text, Major Themes, Style and Language

UNIT 4: BERTRAND RUSSELL: “PROLOGUE” TO AUTOBIOGRAPHY

Bertrand Russell: Life and Works, Text of the Prologue, Explanation of the Prologue, Major Themes, Style and Language

UNIT 5: MATTHEW ARNOLD: “LITERATURE AND SCIENCE”

Matthew Arnold: Life and Works, Explanation of the Text, Major Themes, Style and Language

UNIT 6: RICHARD KEARNEY: “ON STORIES”

Richard Kearney: Life and Works, Explanation of the Text, Major Themes, Style and Language

UNIT 7: MARTIN LUTHER KING: “I HAVE A DREAM”

Martin Luther: Life and Works, Context of the Speech, Explanation of the Speech, Style and Language

UNIT 8: LORD CHESTERFIELD: LETTER TO HIS SON

Lord Chesterfield: Life and Works, Text of the Letter, Explanation of the Text, Major Themes, Style and Language

UNIT 9: R.L. STEVENSON: EXTRACTS FROM TRAVEL WITH A DONKEY

R. L. Stevenson: Life and Works, Explanation of the Extract, Major Themes, Style and Language

UNIT 10: DEREK WALCOTT: “THE ANTILLES: FRAGMENTS OF EPIC MEMORY”

Derek Walcott: Life and Works, Explanation of the Speech, Major Themes, Style and Language

UNIT 11: ANTOINE DE SAINT EXUPERY: THE LITTLE PRINCE

Antoine de Saint Exupery: Life and Works, The Title of the Novella, The Context of the Novella, Explanation of the Novella

Reading List

- Alfred, Julius Ayer. (1972). Russell. London: Fontana
- Allen, Walter. (1958). The English Novel: A Short Critical History. Penguin Books.
- Birch, Dinah. (2009). The Oxford Companion to English Literature, Seventh Edition. Oxford: Oxford University Press.
- Bloom, Harold. (2003). Bloom’s Modern Critical Views: Derek Walcott. Chelsea House Publishers.
- Edward, Bough. (2006). Derek Walcott. Cambridge University Press
- Humberstone, Barbara. Et al. (2015). Routledge International Handbook of Outdoor Studies, London: Routledge.
- Hudson, W.H. Introduction to Study of Literature. Macmillan
- Kearney, Richard. (2002). On Stories. London: Routledge.
- Page, Norman. The Language of Literature. Casebook Series
- Chatterjee, Partha. (1993). The Nation and its Fragments: Colonial and Postcolonial Histories. New Jersey: Princeton University Press

AEC 203 MIL Bengali

Course Objective:

After going through this course, a learner will be able to:

- Outline the history and trends of Bengali Literature from the beginning.
- Summarize a basic understanding of Bengali Grammar and Composition.

Course Outcomes:

- Develop knowledge of the history and recent trends of Bengali Literature.
- Explore the underlying spirit of Bengali Literature.
- Identify the heritage and basic spirit of the different aspects of Bengali Grammar and Composition.

Syllabus

অধ্যায় ১ : কবিতা — ১

নবদ্বীপ — বৃন্দাবন দাস : কবি-পরিচয়, সারসংক্ষেপ, কবিতার বিশ্লেষণ, শব্দার্থ; রূপাই — জসিমউদ্দীন : কবি-পরিচয়, সারসংক্ষেপ, কবিতার বিশ্লেষণ, শব্দার্থ

অধ্যায় ২ : কবিতা — ২

পুরাতন ভৃত্য — রবীন্দ্রনাথ ঠাকুর : কবিতার সার-সংক্ষেপ, কবিতার বিশ্লেষণ, শব্দার্থ

অধ্যায় ৩ : উপন্যাস - কপালকুণ্ডলা — ১

উপন্যাসিক বঙ্কিমচন্দ্র : বঙ্কিমচন্দ্রের জীবনকথা, উপন্যাস-পরিচয়; কাহিনিসার

অধ্যায় ৪ : উপন্যাস - কপালকুণ্ডলা — ২

চরিত্র-বিচার : নবকুমার, কপালকুণ্ডলা, মতিবিবি বা লুৎফউল্লিসা, কাপালিক; অলৌকিকতা

অধ্যায় ৫ : বনফুল — জাগ্রত দেবতা

বনফুলের জীবন ও সাহিত্য; জাগ্রত দেবতা : গল্পের সার সংক্ষেপ, গল্প-বিশ্লেষণ

অধ্যায় ৬ : সাজাহান — ১

নাট্যকারের পরিচিতি ও ইতিহাসের কাহিনি; ঐতিহাসিক নাটক হিসাবে 'সাজাহান'; 'সাজাহান' নাটকের নায়ক বিচার ও নামকরণ; 'সাজাহান' নাটকের সংগীত ও সংলাপ

অধ্যায় ৭ : সাজাহান — ২

সাজাহান নাটকের চরিত্র-বিচার : মুখ্য চরিত্র, গৌণ চরিত্র

অধ্যায় ৮ : জীবনস্মৃতি — ১

গ্রন্থকার ও গ্রন্থ পরিচয়; জীবনস্মৃতি : সাধারণ আলোচনা; ঘর ও বাহির — মূল পাঠ : পাঠ বিশ্লেষণ; ভৃত্যরাজক তন্ত্র — মূলপাঠ : পাঠ বিশ্লেষণ; নানা বিদ্যার আয়োজন — মূলপাঠ : পাঠ বিশ্লেষণ

অধ্যায় ৯ : জীবনস্মৃতি — ২

ভানুসিংহের কবিতা — মূলপাঠ : পাঠ বিশ্লেষণ; স্বাদেশিকতা — মূল পাঠ : পাঠ বিশ্লেষণ; মৃত্যুশোক — মূল পাঠ : পাঠ বিশ্লেষণ

অধ্যায় ১০ : বাংলা ব্যাকরণ

শব্দ, পদ, বাক্য : পদ পরিবর্তন; বাগ্‌ধারা বা বিশিষ্টার্থক বাক্যাংশ; বাংলা বানান : বানান রীতি, অশুদ্ধ বানান ও তার সংশোধিত রূপ; শব্দভাণ্ডার : শ্রেণিবিভাগ, মৌলিক শব্দ, আগন্তুক শব্দ; সমার্থক ও বিপরীতার্থক শব্দ : সমার্থক শব্দ, বিপরীতার্থক শব্দ

অধ্যায় ১১ : সংবাদ, অনুচ্ছেদ ও সারাংশ রচনা

রচনার নানা প্রকারভেদ; সংবাদ রচনা; অনুচ্ছেদ রচনা

Reading List

- আনন্দ পাবলিশার্স প্রকাশনা; *বাংলা কী লিখবেন কেন লিখবেন।*
ঘোষ, অজিতকুমার; *বাংলা নাটকের ইতিহাস।*
ঘোষ, অজিতকুমার (সম্পাদ); *দ্বিজেন্দ্র রচনাবলী, ২য় খণ্ড।*
চক্রবর্তী, অজিত কুমার; *কাব্যপরিক্রমা।*
চট্টপাধ্যায়, সুনীতিকুমার; *ভাষা-প্রকাশ বাংলা ব্যাকরণ।*
দাস, শিশির কুমার; *আত্মজীবনী : জীবনী ও রবীন্দ্রনাথ।*
দাস, শ্রীশচন্দ্র ; *সাহিত্য-সন্দর্শন।*
দে, অধীব; *আধুনিক বাংলা প্রবন্ধ সাহিত্যের ধারা, ২য় খণ্ড।*
পশ্চিমবঙ্গ বাংলা আকাদেমি; *আকাদেমি বানান অভিধান।*
পশ্চিমবঙ্গ বাংলা আকাদেমি প্রকাশনা; *আকাদেমি বিদ্যার্থী বাংলা অভিধান।*
পশ্চিমবঙ্গ বাংলা আকাদেমি প্রকাশনা; *প্রসঙ্গ : বাংলা ভাষা।*
পশ্চিমবঙ্গ সংসদ; *সংসদ বানান অভিধান।*
পাল, প্রশান্তকুমার; *রবিজীবনী, ১-৯ খণ্ড।*
ভট্টাচার্য, আশুতোষ; *বাংলা নাট্যসাহিত্যের ইতিহাস (দ্বিতীয় খণ্ড)।*
ভট্টাচার্য, সুভাষ ; *বাঙালির ভাষা।*
মুখোপাধ্যায়, অরুণকুমার; *রবীন্দ্র পরিক্রমা।*
মুখোপাধ্যায়, অশোক; *সংসদ সমার্থ শব্দকোষ।*
মুখোপাধ্যায়, দুর্গাশঙ্কর; *দ্বিজেন্দ্রলাল রায় : জীবন ও সাহিত্য।*
মুখোপাধ্যায়, প্রভাতকুমার; *রবীন্দ্র-জীবনী, ১-৪ খণ্ড।*
রায়, রথীন্দ্রনাথ; *দ্বিজেন্দ্রলাল : কবি ও নাট্যকার।*
সিংহ, মীনাক্ষী; *রবীন্দ্র প্রবন্ধের রূপরেখা।*
সরকার, পবিত্র; *বাংলা বানান সংস্কার : সমস্যা ও সম্ভাবনা*
সরকার, পবিত্র; *ভাষা-জিজ্ঞাসা ১, ২ ও ৩।*
সেন, সুকুমার; *ভাষার ইতিবৃত্ত।*
সেন, সুকুমার ; *বাঙ্গলা সাহিত্যের ইতিহাস, ৪র্থ খণ্ড।*

AEC 204 MIL Hindi

Course Objective:

After going through this course, a learner will be able to:

- Outline the history and trends of Hindi Literature from the beginning.
- Summarize a basic understanding of Hindi Grammar.

Course Outcomes:

- Develop knowledge of the history and recent trends of Hindi Literature.
- Explore the underlying spirit of Hindi Literature.
- Identify the heritage and basic spirit of the different aspects of Hindi Grammar.

Syllabus

इकाई 1 : भक्ति काव्य

सूरदास : जीवन दर्शन एवं साहित्य, भ्रमर गीत, पाठ का सारांश ; तुलसीदास : जीवन दर्शन एवं साहित्य, केवटप्रसंग, पाठ का सारांश

इकाई 2 : सूर्यकान्त त्रिपाठी 'निराला' : 'तोड़ती पत्थर'

सूर्यकान्त त्रिपाठी 'निराला' : जीवन दर्शन एवं साहित्य, 'तोड़ती पत्थर' का पाठ, पाठ का सारांश

इकाई 3 : रामधारी सिंह 'दिनकर' : किसको नमन करूँ मैं

रामधारी सिंह 'दिनकर' : जीवन दर्शन एवं साहित्य, 'किसको नमन करूँ मैं' का पाठ, पाठ का सारांश

इकाई 5 : मुक्तिबोध : 'अंधेरे में'

मुक्तिबोध : जीवन दर्शन एवं साहित्य, 'अंधेरे में' पाठ, पाठ का सारांश

इकाई 4 : भगवती चरण वर्मा : चित्रलेखा

भगवती चरण वर्मा : व्यक्तित्व एवं कृतित्व, भगवती चरण वर्मा की औपन्यासिक विशिष्टताएँ ; चित्रलेखा : कथावस्तु तथा जीवन दर्शन, चरित्र चित्रण, कथोपकथन, वातावरण, भाषाशैली, भावात्मक शैली एवं लक्ष्य

इकाई 5 : प्रेमचन्द : ठाकुर का कुआँ

प्रेमचन्द : जीवन दर्शन एवं साहित्य, ठाकुर का कुआँ – कहानी, प्रतिपाद्य विषय की समीक्षा

इकाई 6 : आचार्य रामचन्द्र शुक्ल : मित्रता

आचार्य रामचन्द्र शुक्ल ; मित्रता : कथ्य एवं उद्देश्य ; मित्रता : महत्त्वपूर्ण प्रसंग

इकाई 7 : आचार्य शिवपूजन सहाय : साहित्य

आचार्य शिवपूजन सहाय : का जीवन एवं साहित्य ; साहित्य : कथ्य एवं उद्देश्य ; साहित्य : महत्त्वपूर्ण प्रसंग

इकाई 8 : डॉ. बिरिचि कुमार बरूआ : कौआ

डॉ. बिरिचि कुमार बरूआ : जीवन एवं साहित्य ; कौआ : कथ्य एवं उद्देश्य ; कौआ : महत्त्वपूर्ण प्रसंग

इकाई 9 : डॉ. राम कुमार वर्मा : कौमुदी महोत्सव

एकांकी की परिभाषा ; एकांकी के तत्व ; डॉ. राम कुमार वर्मा : जीवन एवं साहित्य; कौमुदी महोत्सव : कथावस्तु : चरित्र चित्रण, संलाप, वातावरण, उद्देश्य, भाषा शैली, रंगमंच निर्देश

इकाई 10 : जगदीश चन्द्र माथुर : बन्दी

जगदीश चन्द्र माथुर : व्यक्तित्व एवं कृतित्व ; बन्दी : एकांकी की कथावस्तु एवं विश्लेषण : चरित्र चित्रण, संवाद, वातावरण, भाषा शैली, उद्देश्य, रंगमंच निर्देश

इकाई 11 : हिन्दी व्याकरण

कारक और विभक्ति, लिंग, वाक्य विचार, लोकोक्ति और मुहावरा

Reading List

- अमृत राय : प्रेमचन्द : कलम का सिपाही
अली सरदार जाफरी : कबीर वाणी
अशोक चक्रधर : मुक्तिबोध की काव्य प्रक्रिया
आचार्य रामचन्द्र शुक्ल : हिन्दी साहित्य का इतिहास
आचार्य हजारी प्रसाद द्विवेदी : हिन्दी साहित्य उद्भव एवं विकास
आचार्य हजारी प्रसाद द्विवेदी : हिन्दी साहित्य की भूमिका
डॉ कपिलदेव द्विवेदी : भाषाविज्ञान एवं भाषाशास्त्र
कुमार कृष्ण : कहानी के नये प्रतिमान
डॉ. केदारनाथ सिंह : आधुनिक हिन्दी कविता में बिम्ब विधान
गणपतिगुप्त : हिन्दी साहित्य का इतिहास
डॉ. नगेन्द्र (सं) : हिन्दी साहित्य का इतिहास
नलिन विलोचन शर्मा : हिन्दी उपन्यास : तथा प्रेमचन्द
प्रसाद, वासुदेव नन्दन ; आधुनिक हिन्दी व्याकरण और रचना ; पटना : भारती भवन।
डॉ वासुदेवनन्दन प्रसाद : सरल हिन्दी व्याकरण और रचना

AEC 205 MIL Bodo

Course Objective:

After going through this course, a learner will be able to:

- Outline the history and trends of Bodo Literature from the beginning.
- Summarize a basic understanding of Bodo Grammar and Composition.

Course Outcomes:

- Develop knowledge of the history and recent trends of Bodo Literature.
- Explore the underlying spirit of Bodo Literature.
- Identify the heritage and basic spirit of the different aspects of Bodo Grammar.

Syllabus

खोन्दो 1 : मोनाबिलि - इसान चन्द्र मोसाहारि

खन्थाइगिरिनि सिनायथि; फरा; खन्थाइनि गुबै बाश्ना; मोनाबिलि खन्थाइनि र'मान्दिक सानमि; खन्थाइनि सायाव बिजिरनाय

खोन्दो 2 : अखां गंसे नांगौ - ब्रजेन्द्र कुमार ब्रह्म

खन्थाइगिरिनि सिनायथि झ; फरा; खन्थाइनि गुबै बाश्ना; गोदान खन्थाइनि सोमोन्दै सुंद फोरमायथिनाय; अखां गंसे नांगौ खन्थाइनि सायाव सावरायनाय

खोन्दो 3 : थुनलायाव रहस्य सानथौ : कमल कुमार ब्रह्म

लिरगिरिनि सुंद सिनायथि - कमल कुमार ब्रह्म; फरानि गुबै बाश्ना; फरानि सायाव बिजिरनाय : थुनलायाव रहस्य सानथौ

खोन्दो 4 : सुबुं माहारियाव खाना फोथायनाय - ब्रजेन्द्र कुमार ब्रह्म

लिरगिरिनि सिनायथि - ब्रजेन्द्र कुमार ब्रह्म; फरानि गुबै बाश्ना; फरानि सायाव बिजिरनाय : सुबुं माहारियाव खाना फोथायनाय

खोन्दो 5 : मोदै आरो गोलोमदै - नीलकमल ब्रह्म

लिरगिरिनि सिनायथि; सुंद सलनि सल; सलनि सायाव बिजिरनाय; आखु बिजिरनाय

खोन्दो 6 : फर्बज 'रानि बिहामजो - जनिल कुमार ब्रह्म

लिरगिरिनि सिनायथि; सुंद सलनि सल; आखु बिजिरनाय; समाजारि सावगारि

खोन्दो 7 : मैहुर - धरणीधर औवारी

सलमागिरिनि सिनायथि; फरानि गुबै बाश्ना; सलमानि सायाव बिजिरनाय; आखु बिजिरनाय; मैहुर सलमायाव समाजारि सावगारि

खोन्दो 8: राजा निलाम्बर - दारेन्द्रनाथ बसुमतारि

लिरगिरिनि सिनायथि; जारिमिनारि थुनफावथाय महरै राजा निलाम्बर; थुनफावथायनि सायाव बिजिरनाय; आखु एरनाय

खोन्दो 9 : हरबादि खोमसि- कमल कुमार ब्रह्म

थुनफावथाय लिरगिरिनि सिनायथि; थुनफावथायनि सायाव बिजिरनाय; समाजारि फावथाय महरै हरबादि खोमसि; आखु एरनाय; फावथायारि आदब

खोन्दो 10 : बायदि मैया रनसाय आरो बाश्ना फाव, बाश्ना खोन्दो

रनसाय आरो रायथाइनि फारागथि; रनसाय : बिजाब बाखि, आसामनि दैबाना, भारतनि हाबा गैजारोडिनि जेंना, फरायसा आरो राजखास्थि; बाश्ना फाव, बाश्ना खोन्दो, सुंथाबै लिरनाय आरो बेखेवनानै लिरनाय

खोन्दो 11 : रावखास्थि

बर' रावनि गारां आरो खौरां रिसारथि : थायजा, सानराय, महर

Reading List

- औवारी, धरणीधर; मैहर।
चैनारि, स्वर्ण प्रभा; बर' फावथायनि बिजिरनाय।
नारजारी, इन्द्रमालती; लाइसिनि बिखायाव इन्द्रमालती।
नारजारी, इन्द्रमालती; मायनाव बरायनाय।
नारजारी, इन्द्रमालती; बर' हारिमु आरो थुनलाइ बिजिरनाय।
फोसावगिरि बि. ए. सि. सिलेबास कमिटि; खन्थाइ माला।
बर', अनिल; सेरजा सिफुं।
बर', थुनलाइनि महर; धरणीधर औवारी।
बर', मधुराम; जारिमिननि नोजोराव बर' थुनलाइ।
बर', मधुराम; गोजौ रावखान्थि।
बर', मधुराम; सुजु बिजाब।
बड' टेक्स बुक प्रडाकसन कमिटि : रायथाइ बिहुं
बड' आयदा फोरोंगिरि गौथुम; फोरोंलाइ Vol- VI।
बसुमतारि, बिजितगिरि; नोजोर आरो सानसि।
बसुमतारी, सुनिल फुकन (सुजुनाय); रायथाइ बिहुं।
ब्रह्म, अनिल कुमार; थुनलाइ आरो थुनलाइ बिजिरनाय।
ब्रह्म, कमल कुमार; कमल कुमार ब्रह्मनि जिव आरो सानसि।
ब्रह्म, कमल कुमार; गोनं रावखान्थि।
ब्रह्म, कमल कुमार; हरबादि खोमसि।
ब्रह्म, नीलकमल; हाग्रा गुदुनि मै।
ब्रह्म, रुपनाथ आरो ब्रह्म, मदाराम (1992). खन्थाइ-मेथाय (1992); झारबारि : नौनोगोर पाब्लिकेसन।
ब्रह्म, ब्रजेन्द्र कुमार; थुनलाइ आरो सानसि।
ब्रह्म, ब्रजेन्द्र कुमार; थुनलाइ आरो थुनलाइ
ब्रह्म, ब्रजेन्द्र कुमार; रायथाइ माला।
मोसाहारि, इसान; सनानि माला।
मोसाहारि, गुनेश्वर; थुनलाइ बिजिरनाय।
मसाहारि, तुलन; बर' फावथाय थुनलाइ।
लाहारी, मन'रन्जन; बर' थुनलाइनि जारिमिन।
हाजवारि, मंगलसिं (1996). जथाइबिदां; कक्राझार : बड' पाब्लिकेसन्स बर्ड, बड' साहित्य सभा।
हायार सेकेण्डारि थाखोफोरनि थाखाय; सुजुनाय बिजाब।
33 थि बिसान बर' थुनलाइ आफादनि खुगा लाइसि; डि बड'।

AEC 301

Life Skills

Course Objectives

The objectives of the course are to:

- Enhance the ability of developing self-knowledge and self-awareness by overcoming all fears and insecurities
- Increase emotional competency and emotional intelligence at the place of study/work
- Provide the opportunity for realizing self-potential through practical examples
- Develop interpersonal skills and adopt good leadership behaviour for self-empowerment and the empowerment of others

Course Outcomes

After successfully completing the course, learners will be able to

- Gain Self-competency and Confidence
- Gain Emotional Competency
- Gain Intellectual Competency
- Gain an Edge through Professional Competency
- Aim for a High Sense of Social Competency
- Imbibe the attributes of an Integral Human Being

Syllabus

UNIT 1: LISTENING AND SPEAKING

Techniques of Effective Listening and speaking, Listening and Comprehension, Probing Questions, Barriers to Listening, Pronunciation, Enunciation, Vocabulary, Fluency, Common Errors

UNIT 2: READING, WRITING AND DIFFERENT MODES OF WRITING

Techniques of Effective Reading, Gathering Ideas and Information from a Given Text, Evaluating and Interpreting the Text; Avoiding Ambiguity, Vagueness, Unwanted Generalizations, and Oversimplification of Issues; Being structured and sequenced; Using Different Modes of Writing like E-mails, Proposal, Recording the Proceedings of Meetings

UNIT 3: DIGITAL LITERACY AND SOCIAL MEDIA, DIGITAL ETHICS AND CYBER SECURITY

Basic Computer Skills on MS Office Suite, MS Excel, MS Word, MS PowerPoint; Basic Virtual Platforms like Zoom, Google Meet, Cisco Webex, MS Teams; Cyber Security and Threats, Vulnerabilities of Cyber Attacks; Digital Ethics, Digital Etiquette and Digital Life Skills

UNIT 4: NONVERBAL COMMUNICATION

Meaning of Nonverbal Communication; Advantages of Using Nonverbal Communication, Modes of Nonverbal Communication like Eye Contact and Facial Expression, Hand Gestures; Do's and Don'ts in NVC

UNIT 5: GROUP DISCUSSION SKILLS AND INTERVIEW SKILLS

Meaning and Methods of Group Discussion; Procedure of Group Discussion; Group Discussion — Common Errors; Meaning and types of interviews; Dress code, background research; Do's and Don'ts; Situation, task, action, and response (STAR concept) for facing an interview; Interview procedure; Important questions generally asked at a job interview; common errors that candidates generally make at an interview

UNIT 6: EXPLORING CAREER OPPORTUNITIES, RÉSUMÉ SKILLS

Knowing yourself — Personal characteristics; Knowledge about the world of work, requirements of jobs, including self-employment; Sources of career information; Preparing for a career based on potential and availability of opportunities; Introduction of résumé and its importance; Difference between a CV, résumé and biodata; Essential components of a good résumé; Common errors while preparing a résumé

UNIT 7: COGNITIVE AND NON-COGNITIVE SKILLS, PRESENTATION SKILLS, AND LISTENING AS A TEAM SKILL

Cognitive Skills: Meaning and Types of Cognitive Skills, Strategies to Develop Cognitive Skills like Critical Thinking Skills, Problem-solving skill; Non-cognitive Skills: Meaning and Types of Non-cognitive Skills; Strategies to Develop Non-cognitive Skills like Empathy, Creativity, Teamwork; Types of Presentations; Knowing the Purpose; Knowing the Audience; Opening and Closing a Presentation; Using Presentation Tools; Handling Questions; Ways to Improve Presentation Skills over Time

UNIT 8: TRUST AND COLLABORATION, BRAINSTORMING, SOCIAL AND CULTURAL ETIQUETTES, INTERNAL COMMUNICATION

Importance of Trust in Creating a Collaborative Team; Spirit of Teamwork; Understanding Fear of Being Judged and Strategies to Overcome Fear; Advantages of Effective Listening; Listening as a Team Member and Team Leader; Brainstorming as a Technique to Promote Idea Generation; Need for Etiquette; Aspects of Social and Cultural/Corporate Etiquette in Promoting Teamwork; Use of Various Channels for Transmitting Information to Team Members

UNIT 9: LEADERSHIP SKILLS, INNOVATIVE LEADERSHIP AND DESIGN THINKING

Understanding Leadership and its Importance; Traits and Models of Leadership; Key characteristics of an effective leader; Leadership styles; Basic Leadership Skills like Motivation, Teamwork, Negotiation, Networking; Concept of emotional and social intelligence; Design thinking and its key elements; Learning through Biographies - Drawing insights on how leaders sail through difficult situations

UNIT 10: MANAGERIAL SKILLS

Basic managerial skills like planning for effective management, organizing teams, recruiting and retaining talent, delegation of tasks, coordinating, managing conflict; Self-management skills like understanding self-concept, developing self-awareness, self-examination, self-reflection and introspection, self-regulation, managing personal finance; Aspects of budgeting like setting personal goals, estimating likely expenses and managing saving, investment and spending

UNIT 11: ENTREPRENEURIAL SKILLS, ETHICS AND INTEGRITY

Basics of entrepreneurship- meaning of Entrepreneurship, classification and types of entrepreneurs, traits and competencies of entrepreneur; creating business plan - problem identification and idea generation, idea validation, pitch making; ethics and conduct - importance of ethics, personal and professional moral codes of conduct, creating a harmonious life

UNIT 12: LOVE AND COMPASSION, TRUTH, NON-VIOLENCE

Forms of love; love, compassion, empathy, sympathy and non-violence, narratives and anecdotes from history and literature including local folklore on gains and losses in practising love; Truth- truth as value, truth as fact- narratives and anecdotes from history and literature including local folklore on gains and losses in practicing truth; Non-violence – Ahimsa, individuals and organizations that are known for their commitment to non-violence; Narratives

and anecdotes about non-violence from history and literature, including local folklore on gains and losses in practicing non-violence

UNIT 13: PEACE, SERVICE, RENUNCIATION

Peace- its need, relation with harmony, and balance; Narratives and anecdotes about peace from history and literature, including local folklore on gains and losses in practicing peace; Service and its forms; Narratives and anecdotes dealing with instances of service from history and literature, including local folklore on gains and losses in practicing service; Renunciation and sacrifice; self-restrain and ways of overcoming greed; narratives and anecdotes from history and literature, including local folklore on gains and losses in practicing renunciation and sacrifice

UNIT 14: CONSTITUTIONAL VALUES, JUSTICE AND HUMAN RIGHTS, RIGHTEOUSNESS

Righteousness, dharma and propriety; Fundamental Values like Justice, Liberty, Equality, Fraternity, Human Dignity; Fundamental Rights and Fundamental Duties as stated in Indian Constitution

Reading List

- Sen, Madhuchanda. 2010. *An Introduction to Critical Thinking*. Delhi: Pearson.
- Silvia, P. J. 2007. *How to Read a Lot*. Washington DC: American Psychological Association
- EH McCrath, 1999; *Basic Managerial Skills for All*; Prentice Hall of India
- Ashokan, M. S. 2015. *Karmayogi: A Biography of E. Sreedharan*. London, UK: Penguin
- Chandra, P. 2017. *Financial Management: Theory & Practice*. 9th edition. New York: McGraw Hill Education
- Leading with Cultural Intelligence: The New Secret to Success*, New York: American Management Association
- McCormack, M.H. 1986. *What They Don't Teach You at Harvard Business School: Notes from A Street-Smart Executive*. New York: Bantham
- Sinek, S. 2009. *Start With Why: How Great Leaders Inspire Everyone to Take Action*. London: Penguin
- Basham, A.L. 1954. First edition. *The Wonder That Was India*. London: Picador Press.
- Ghosh, Shantikumar. 2004. *Universal Values*. Kolkata: The Ramakrishna Mission.
- Ghosh, Sri Aurobindo. 1998. *The Foundations of Indian Culture*. Pondicherry: Sri Aurobindo Ashram.
- Joshi, Kireet. 1997 *Education for Character Development*, Delhi: Dharma Hinduja Centre of India Studies

AEC 401

Studies of Assamese Culture

Course Objectives

The course aims at enabling a learner to:

- Discover the underlying spirit of Assamese culture and milieu
- Explain the different aspect of Assamese culture

Course Outcomes

After going through this course, a learner will be able to:

- Identify the rich cultural heritage of Assam.
- Formulate the difference between heritage and contemporary trends.

Syllabus

অধ্যায় ১: ঐতিহাসিক প্ৰেক্ষাপটত অসম

প্ৰাগজ্যোতিষপুৰ, কামৰূপ, অসম নামৰ উৎপত্তি, অসমৰ ভৌগোলিক অৱস্থিতি, জাতি – জাতিৰ ধাৰণা, অসমীয়া জাতি, অসমীয়া জাতি গঠন প্ৰক্ৰিয়া

অধ্যায় ২: সংস্কৃতি – চমু পৰিচয়

সংস্কৃতি – সাধাৰণ পৰিচয়, সংস্কৃতিৰ সংজ্ঞা, সংস্কৃতিৰ স্বৰূপ, .সংস্কৃতিৰ উপাদান, সংস্কৃতিৰ বৈশিষ্ট্য, সংস্কৃতিৰ বিভিন্ন ভাগ :অভিজাত সংস্কৃতি বা মাৰ্গীয় সংস্কৃতি, লোক সংস্কৃতি বা জনকৃষ্টি, জনজাতীয় সংস্কৃতি

অধ্যায় ৩: অসমৰ সংস্কৃতি – বৈচিত্ৰ্যৰ মাজত ঐক্য

অসমৰ সংস্কৃতি – সমন্বয় আৰু সমাহৰণৰ বিভিন্ন বিষয়: ভাষা, সাহিত্য, ধৰ্ম, উৎসৱ-অনুষ্ঠান, সামাজিক লোকাচাৰ, নৃত্য-গীত, খাদ্য, সাজ-পাৰ

অধ্যায় ৪: অসমীয়া সংস্কৃতিত বিভিন্ন জাতীয়-জনগোষ্ঠীয় উপাদান আৰু অৱদান

অসমীয়া সংস্কৃতিত বিভিন্ন জনজাতীয় উপাদান, টাই (আহোম) উপাদান, মুছলমানসকলৰ অৱদান

অধ্যায় ৫: অসমৰ ধৰ্মীয় পৰম্পৰা

শৈৱধৰ্ম: অসমৰ শৈৱধৰ্ম, অসমৰ শৈৱ মঠ-মন্দিৰ, অসমৰ শৈৱ সাহিত্য; শাক্তধৰ্ম: অসমৰ শাক্তধৰ্ম, অসমৰ শক্তিপীঠ আৰু মঠ-মন্দিৰ, অসমৰ শাক্ত সাহিত্য; বৈষ্ণৱধৰ্ম :অসমৰ বৈষ্ণৱ আৰু নৱ-বৈষ্ণৱ ধৰ্ম, অসমৰ বৈষ্ণৱ সাহিত্যৰ চমু আভাস

অধ্যায় ৬: সত্ৰীয়া সংস্কৃতি

সত্ৰীয়া সংস্কৃতি: সত্ৰৰ সংজ্ঞা, উৎপত্তি, সত্ৰৰ বিভিন্ন বিভাগ আৰু বিস্তৃতি, সত্ৰৰ বিষয়ববীয়া তথা প্ৰশাসন, সত্ৰৰ নিত্যকৰ্ম – সত্ৰীয়া নাম-প্ৰসংগ, সত্ৰৰ নৈমিত্তিক কাৰ্য তথা সত্ৰৰ উৎসৱ-অনুষ্ঠান, সত্ৰৰ কেতবোৰ পালনীয় আচাৰ-ৰীতি, সত্ৰীয়া গীত, নৃত্য, বাদ্য আৰু ভাওনা

অধ্যায় ৭: নামঘৰ — চমু পৰিচয়

নামঘৰ : চমু পৰিচয়, নামঘৰৰ কাৰ্যপ্ৰণালী — ধৰ্মীয়-চৰ্চা তথা শিল্প-চৰ্চাৰ কেন্দ্ৰ, নামঘৰৰ সামাজিক কৰ্তৃ

অধ্যায় ৮: সত্ৰীয়া পৰিৱেশ্যকলা

সত্ৰীয়া পৰিৱেশ্য কলা; সত্ৰীয়া সংগীত: বৰগীত, কীৰ্তন, নামঘোষা আৰু আনুষংগিক ধাৰা; সত্ৰীয়া নৃত্য আৰু বাদ্য; অংকীয়া নাট আৰু ভাওনা

অধ্যায় ৯: লোক সংস্কৃতিৰ চমু আভাস

লোক সংস্কৃতি – সাধাৰণ পৰিচয়; অসমৰ লোক সংস্কৃতি: বাচিক সংস্কৃতি, ভৌতিক সংস্কৃতি, সামাজিক লোক প্ৰথা বা লোকাচাৰ, লোক পৰিৱেশ্য কলা

অধ্যায় ১০: মৌখিক সাহিত্য

মৌখিক সাহিত্য; অসমীয়া মৌখিক সাহিত্য

অধ্যায় ১১: সামাজিক লোকাচাৰ

সামাজিক লোকাচাৰ: লোক বিশ্বাস আৰু লোক ধৰ্ম, লোক উৎসৱ-অনুষ্ঠান, অৱসৰ-বিনোদন আৰু খেল-ধেমালি, লোক ঔষধ আৰু লোক চিকিৎসা

অধ্যায় ১২: ভৌতিক সংস্কৃতি

ভৌতিক সংস্কৃতি: লোক শিল্প, লোক কলা, লোক স্থপতিবিদ্যা, লোক আভৰণ, লোক বন্ধনপ্ৰণালী

অধ্যায় ১৩: লোক পৰিৱেশ্য কলা

লোক পৰিৱেশ্য কলা; অসমৰ লোক পৰিৱেশ্য কলা: লোক সংগীত, লোক নাট

অধ্যায় ১৪: অসমৰ কেইটিমান নিৰ্বাচিত লোক পৰিৱেশ্য কলা

অসমৰ কেইটিমান নিৰ্বাচিত লোক পৰিৱেশ্য কলা: ওজাপালি, কুশানগান, ঢুলীয়াভাওনা, খুলীয়াভাওনা

Reading List

- Asom Sahitya Sabha (1962), Asomor Janajati. Jorhat.
Baruah, Birinchi Kumar (1985). Asomor Loka Sanskriti. Guwahati: Bina Library
Bhattacharjya, Pramod Chandra (1999). Asomor Janajati. Guwahati Lawyer's Book Stall.
Gogoi, Lila (1994). Asomor Sanskriti. Dibrugarh: Banalata.
Goswami, Narayan Chandra (2005). Satra Sanskriti Swarnarekha. Guwahati: Lawyer's Book Stall.
Hakacham, Upen Rabha (2000). Asomor Janajatiya Sanskriti. Guwahati: Bani Mandir.
Narjee, Bhaben (1966). Bodo-Kacharir Samaj aaru Sanskriti, Guwahati: Lawyer's Book Stall.
Neog, Hariprasad and Gogoi, Lila (Compl. And Ed.) (1989). Asomia Sanskriti.: Dibrugarh: Banalata.
Padun, Nahendra (1993). Asomia Sanskritiloi Janajatiya Borongani. Guwahati: Lawyer's Book Stall.

AEC 402

Spoken English

Learning Objectives

The objectives of the course are to:

- acquaint the learners with the basic elements that make up English speech
- provide a general study on some of the key areas of English functional grammar
- enable the learner to develop a proper idea on the use of various grammatical forms
- develop in learners the necessary skills and techniques of oral communication, day-to-day conversations, interview etc. in English
- encourage the development of public speaking skills and speech skills on special occasions
- highlight the importance of Spoken English

Learning Outcomes

- After going through the course, the learner will be able to:
- discuss the importance of English in the 21st century global context
- develop a proper idea on the use of various grammatical forms
- develop the necessary skills and techniques of oral communication, day-to-day conversations, interview etc. in English
- appreciate the importance of Spoken English in the present context

Syllabus

UNIT 1: IMPORTANCE OF SPOKEN ENGLISH

Knowing the importance of English in the Global Context, Skills of Better Communication

UNIT 2: ISSUES ON ORAL COMMUNICATION I

Skills Involved in Oral Communication, Listening and Speaking Skills, Reading and Writing Skills, The Process of Speech, Non-verbal Communication

UNIT 3: ISSUES ON ORAL COMMUNICATION II

Conversation as a speech event, Turn-Taking, The Language of Conversation, Phrasal Verbs

UNIT 4: GRAMMAR IN CONTEXT I

Grammaticality and Appropriateness, Eliciting Information, Question Patterns in Context, Some Verb Forms in Context

UNIT 5: GRAMMAR IN CONTEXT II

Modals in Conversation, Uses of Will and Would, Uses of May, Might and Must, Uses of Other Modals, Uses of Shall, Should and Shouldn't, Miscellaneous Uses of Modals

UNIT 6: INFORMAL AND FORMAL SPEECH

Features of Informal speech, Ellipsis, Discourse Markers in Informal Speech, Discourse Markers of Formal Speech

UNIT 7: SOUNDS OF ENGLISH I

Units of Speech Sounds, The Vowel Sounds, The Consonant Sounds, Minimal Pairs, Vowel Contrasts, Consonant Contrasts

UNIT 8: SOUNDS OF ENGLISH II

Word Stress, Placement of Word Stress, Stress in Compound Words, Grammatical Function of Stress, Sentence Stress and Intonation

UNIT 9: COMMUNICATION SKILLS

What is Communication? Types of Communication, Written Communication, Spoken Communication, Non-Verbal Communication, Essentials of Written Communication, Essentials of Oral Communication

UNIT 10: TELEPHONE SKILLS

Understanding Telephone Communication, Handling Calls, Making Requests, Request to Do Things, Giving Instructions

UNIT 11: INTERVIEW SKILLS

The Art of Interviewing, Examples of Interviews—Job Interviews, Media Interviews

UNIT 12: PUBLIC SPEAKING

The art of Public Speaking, Techniques of Persuasive Speech, Techniques of Informative Speech

UNIT 13: SPEECHES FOR SPECIAL OCCASIONS

Public Speaking on Special Occasions—Address of Welcome, Introducing the Speaker, Vote of Thanks, Group Discussion

UNIT 14: DIALOGUES IN CONTEXTS

Importance of Dialogues in Social Interactions, Some Dialogues of Contexts—At the Post Office, At the Doctor's, Buying a Shirt, At the Market, In the Library, At the Railway Station, At the Tea Stall, An Interview, At the Book Seller's, At the Garage, Hiring a Taxi, At the Restaurant, At the Bank, At the Hotel

Reading List

- Carmen, Robert. (ed.) Spoken English: Flourish Your Language. Abhishek Publication: Chandigarh.
- Eastwood, J. (1994). Oxford Guide to English Grammar. Oxford University Press.
- Karal, Rajeevan et al. (2016). English for Successful Communication. Oxford University Press.
- Koneru, Aruna. (2013). Professional Speaking Skills. Oxford University Press
- Sasikumar, V. and Dhamija, P.V. (1993). Spoken English: A Self- Learning Guide to Conversation Practice. Tata McGraw-Hill Publishing Company Limited.
- Seely J. (2004). Oxford Guide to Effective Writing and Speaking. Oxford University Press.
- Sethi, J. et al. (2004). A Practical Course in English Pronunciation. Prentice Hall of India.
- Sethi, J and P.D. Dhamija. (1999). A Course in Phonetics and Spoken English. Prentice Hall.

AEC 403

English for Media Studies

Course Objectives

- To familiarise the learners with the process of writing for the media
- To identify the specific use of English in the field of media
- To equip learners with basic writing skills required for media

Course Outcomes

- On completion of this course, the learners will be able to-
- Familiarize oneself with the process of writing for different forms of media
- Make proper utilization of the English language in media
- Acquire the basic writing skills in English for various media forms

Syllabus

Unit 1: INTERVIEWING AND NOTE TAKING

Definition of Interview, preparing for interview, conducting the interview, text of interview, language for audio-visual interview, note taking

Unit 2: EDITORIAL WRITING

Defining Editorial, Introduction to the editorial page, writing the editorial, rules for Editorial writing, writing the Feature, writing the Article, writing the middle, Letters to the Editor

Unit 3: ART OF COLUMN WRITING

Types of columns, distinguishing characteristics of an op-ed, steps to be followed while writing a column

Unit 4: ELEMENTS OF GOOD WRITING

Characteristics- precision, clarity in writing, use of simple sentences, grammar and punctuation, avoiding clichés, pacing, use of transitions

Unit 5: PREPARING COPY

Copy editing- use of quotes, paraphrases, attribution, writing the lead, grammatical mistakes- confusion in the use of 'who' and 'whom', possessive pronouns, use of active voice, copy reading symbols

Unit 6: MASTERING THE LANGUAGE OF EDITING

Importance on vocabulary, sentence construction, participles, pronouns, verbs, nouns, foreign words, prepositions, paragraphs, selection of right words

Unit 7: REVIEW WRITING

Book review- fiction, adverse criticism, non-fiction, the collection, poetry, drama, Steps to be followed while doing a book review, drama review, Film review

Unit 8: NEWS WRITING

Language and style of Indian Media, Language and style for print and cyber media, Language and style for Radio, Language and style for Television

Unit 9: HEADLINE WRITING

Meaning of headline, Types of headline, Functions of a headline, Factors to be kept in mind while writing headlines, Headline writing skills- use of verbs, use of Articles and Voices, Use of Decks, The Five Ws, use of short synonyms, Abbreviations, Punctuation, Line Balance, Guidelines for headline writing

Unit 10: WRITING FOR ADVERTISING COPY

Introduction, Key concepts in advertising, Copywriting, Radio copy, Television copy

Unit 11: WRITING AND REWRITING FOR PUBLIC RELATIONS

Preparing news releases- Announcement releases, Backgrounders, Position Papers, Tip Sheets, Rewriting news releases, Writing newsletter stories

Unit 12: GRAMMAR AND USAGE

Sequence of tenses, Voice, Narration, Punctuation, Vocabulary

Unit 13: COMMON ERRORS IN THE USE OF ENGLISH LANGUAGE

Errors of concord, Errors of construction, Errors of order, Errors in prepositions, Errors in conjunctions

UNIT 14: REPORTING PUBLIC SPEECH

Reporting public speeches- background information, covering the speech, using a prepared text, writing the speech story for print

Unit 15: STYLE AND THE STYLEBOOK

Need of a stylebook, -consistency, preference and tradition, Guidelines of different stylebooks, Mechanical rules

Reading List

- Chaturvedi, S.N. (2007), Dynamics of Journalism and Art of Editing, Cyber Tech Publications, New Delhi
- Hough, George A. (2006), News Writing, Kanishka Publishers, Distributors, New Delhi
- Kamath, M.V (2005), The Journalist's Handbook, Vikas Publishing House Pvt Ltd, New Delhi
- Lorenz, Alfred Lawrence, John Vivian (2006), News : Reporting and Writing, Dorling Kindersley, New Delhi
- Parthasarathy, Rangaswami (2006), Basic Journalism, Macmillan India Ltd., New Delhi
- Singh, Chandrakant P. (1999), Before the Headlines, Macmillan India Limited, New Delhi
- Sissons, Helen (2006), Practical Journalism : How to Write News, Sage Publications, UK
- Singh, Bhanu Pratap (2011), Art of Editing, Anmol Publications Pvt Ltd, New Delhi
- Wrinn, Mary J.J. (2008), Elements of Journalism, Cosmo Publications, New Delhi

Detailed Syllabi of Skill Enhancement Courses (SECs)

SEC 101 Office Management

Course Objectives

The objectives of the Course are to help the learner's in

- Understanding the concepts of office management and office administration
- Understanding of Office Automation, space management, workplace environment
- Acquiring the knowledge of official terms used in workplace
- Understanding the key concepts of office communication
- Understanding the significance of mailing section, Arrangements with post offices, inward Mail routine and Dealing with correspondence
- Informing with various types of stationeries, drafts, noting, equipment and knowledge in the use of appliances

Course Outcomes

Upon successful completion of the course, the learners will be able to:

- Familiar with office management and office administration
- Acquire skills needed by an administrative assistant to function in such office environment.
- Use human relations skills, interpersonal interactions, as well as verbal and written communications.
- Develop skills in arrangement of papers for filing, methods of filing and indexing

Syllabus

UNIT 1: INTRODUCTION TO OFFICE MANAGEMENT

Meaning and importance of office, Nature and functions of Office, Relationship of office with other departments, Functions-basic and auxiliary, Position and role of an office manager

UNIT 2: OFFICE ADMINISTRATION

Administrative office management, objectives of administrative office management, functions of administrative office manager, scientific office management

UNIT 3: OFFICE LAYOUT

Office Layout and Working Condition, Location of office, Office building, Office layout-nature, principles, types, Open and private offices,

UNIT 4: OFFICE ENVIRONMENT

Lighting, ventilation, safety from physical hazards, sanitary requirements, cleanliness, security and Temperature and interior decoration

UNIT 5: OFFICE SERVICES

Centralization versus decentralization of office services, departmentation of office, departments of a modern office

UNIT 6: WORKFLOW IN OFFICE

Workflow in Office, Concept of work-flow and flow charts, Difficulties in work flow.

UNIT 7: OFFICE ORGANIZATION

Office Organization Principles, Types - line, line and staff and services Organization, Office charts and manuals.

UNIT 8: OFFICE COMMUNICATION

Basic Principles, Internal Communication and External communication, Handling Inward and Outward communication; Mail Organization of the mailing section, Arrangements with post offices, Inward Mail routine, Dealing with correspondence, Outward mail routine, Mechanizing mail service.

UNIT 9: FILING AND INDEXING

Concept and Meaning of Filing, Objectives and Importance of Filing, Classification and Arrangement of Papers for Filing, Methods of Filing, Centralized and Decentralized Filing System, Indexing

UNIT 10: OFFICE STATIONARY

Concept and meaning of office stationery, Types of office stationery, Control of office stationary and supplies, Standardization of Office supplies, Purchasing Office Stationeries and Supplies, storage and Office Manager and Stationary control

UNIT 11: OFFICE AUTOMATION

Uses and abuses of Labour saving appliances and various types of commonly used appliances

Reading List

- Balachandran, V. and Chandrasekaran, V. (2009), Office Management, Tata McGraw Hill Education Private Limited
Balachandran (2009); Office Management; Tata McGraw-Hill Education, India
Bhatia, Dr. R. C. (2005); Principles of Office Management; Lotus Press; India
Bhatnagar, S. K. (2011); Office Management; Frank Brothers; India
Chakravarti, B. K. (2006); Concept of Front Office Management, APH Publishing; India
Chopra, R. K. and Chopra, Ankita (2009), Office Management, Published by Himalaya Publishing House
Dix, Colin and Baird, Chris (2006); Front Office Operations, Pearson Education India
Dubey, N. B. (2009); Office Management: Developing Skills for Smooth Functioning, Global India Publications; India.
S.S. Khanka (2007), 'Human Resource Management: Text and Cases', 1st Edition, S. Chand and Company Ltd, New Delhi

SEC 102

Organic Farming

Course Objectives

The main objectives of the course are to:

- create awareness about organic production system
- familiarize with organic crop management practices, organic standards and certification
- promote self-employment and income generation

Course outcomes

- Develop critical understanding of various aspect of organic production
- Apply their knowledge and skills by establishing their own organic farm
- Comprehend the importance of eco-friendly fertilizers and pesticides

Syllabus

UNIT 1: PRINCIPLES OF ORGANIC FARMING

The Science of Modern Farming, Development of Organic Farming: Definitions of Organic Farming Concept of Organic Farming: Organic Concept, Holistic Concept, Living Soil Concept, Healthy Plant Concept; Principles of Organic Farming: The Principle of Health, The Principle of Ecology, The Principle of Fairness, The Principle of Care; Role of International Organisations

UNIT 2: ORGANIC NORMS

Certification and Inspection in Organic Farming, National Norms: Certified organic farmer, Basic requirements in an organic farm, Certification, group certification, Organic Certification agencies in North East India, International norms: International Organic Standards: The IFOA and Its Norms: IFOAM Basic Standards (IBS) and IFOAM Accreditation Criteria, The European Union (EU) Council's Regulation on Organic Production; Japanese Organic Standards; United States of America Organic Standards; Comparison of EU, JAS and USDA Organic Standards; Private Certification in Some Countries

UNIT 3: FARM SOIL MANAGEMENT

Farm Design, Components of an Organic Farm, Planning and Layout of the Farm; Farm Components in Different Agro Eco-Systems; Field Crops in Organic Farms, Trees in Organic Farms: Border Trees, Agro forestry, Farm Forestry, Benefits of Trees in organic Farm; Farm Biodiversity, Field Bunds; Farm Structures: Cattle Shed, Storehouse, Farm Office; Land Preparation: Implements Used for Land Preparation, Factors Influencing Land Preparation, Summer Ploughing, Wetland Preparation; Types of Tillage: Conventional Tillage, Minimum Tillage, Zero Tillage, Conservation Tillage; Organic mulching, green cropping, cover cropping, biochar and its application, Buffer Zone

UNIT 4: SEEDS, PLANTING AND FARM IMPLEMENTS

Seeds: Structure and germination, Seed dormancy: causes and method of breaking dormancy, Seeds sowing/ Planting of some important crops, Different Farm implements: Ploughing, sowing, inter-cultivation and other

UNIT 5: WATER MANAGEMENT AND CONTAMINATION CONTROL

Quality and standard of irrigation water, Schedule of irrigation, Preparation of land for irrigation, Methods of irrigation, Critical Stages in Crop Development: Cereals and Millets, Legumes and Oil Seed, Vegetables and Fruit Crop, Contamination: Soil, water and air, Control of

contamination: National Guidelines, Protecting Farm Ponds and Wells, Decontaminating Farm Wells, Contamination Control for Pesticide Spill, Human Relation

UNIT 6: CROP ROTATION AND CROPPING SYSTEM

Principles of Crop Rotation, Effect of crop rotation; Selection of crops for rotation Advantages and disadvantages of Crop Rotation, relay cropping

UNIT 7: COMPOSTING AND MANURING

Organic Resources Available for Manuring and Composting; Compost and Composting; Stages of Composting: Mesophilic Stage, Thermophilic Stage, Curing; Principles of Composting Types of Composting: Aerobic Decomposition, Anaerobic Decomposition, Methods of Composting, Vermicomposting; Factors Affecting Composting: C/N Ratio of the Bedding Materials, Blending and Shredding, Moisture, Temperature, Oxygen or Aeration, pH

UNIT 8: BIO FERTILIZERS, BIO PESTICIDES AND BIOCONTROL AGENTS

Types of bio fertilizers, biopesticides; Methods of Bio fertilizer application: Seed, root ad Soil; Biocontrol agents: Uses and application

UNIT 9: MARKETING OF ORGANIC PRODUCE

Markets - Concepts and Classification: Definition of Market, Classification of Markets, Channel of Distribution and Role of Middlemen, Understanding the Marketing Process, Marketing of Agricultural Products ; Marketing of Organic Produce: Current Status of World Organic Market, Organic Market in India Limitation of Organic Market in India

UNIT 10: GOVERNMENT SCHEMES AND OTHER FINANCIAL RESOURCES

National Programme for Organic Production; Schemes of Ministry of Agriculture (MoA) Govt. of India; Scheme on Organic Farming under National Horticulture Mission; Supports for Organic Farming under Technology Mission for Integrated Development of Horticulture in the North Eastern States; Scheme on Capacity Building for Organic Products; Other Financial Resources

Practical

Unit 1: Visit to organic farm and bio fertilizer production unit

Unit 2: Seed Treatment of important crops

Unit 3: Sowing and Planting of important crops

Unit 4: Preparation and application of Compost

Unit 5: Preparation of Plant protection inputs like organic pesticides, neem cake.

Unit 6: Preparation of vermicompost and Vermiwash

SEC 103

Introduction to Geo-informatics [Credits: 2 Theory+1 Practical]

Course Objectives

- To provide the basic concepts and significance of Geoinformatics
- To give an idea to understand maps used in Geographic Information System (GIS)
- To familiarize with the GIS and its applications
- To get an idea of various GIS data types
- To describe the applications of geoinformatics in different areas

Course Outcomes

At the end of the course, a learner will be able to

- Understand the relationship between people, climate, landforms, river system, vegetation and much more
- Develop the computer and management skills as a part of geospatial technology using GIS tools

UNIT 1: UNDERSTANDING MAPS

Definition of a map; Properties of maps; Types of maps; Present day significance of maps; Map Projection Systems; Map Projections for Hemispheres and the World; Map Projections for Continents and Regions; Concept of Datum; Universal Transverse Mercator projection; International Terrestrial Reference Frame in GIS

UNIT 2: INTRODUCTION TO GIS

Basic Concepts of Geographic Information System; Components of a GIS; Spatial Data Creation; Data Types: Spatial Data, Non-Spatial Data, Raster Data, Vector Data, TIN; Data Editing and Analysis; Topological Relationships; Advantages of GIS; Social and Institutional Context of GIS; Contemporary Development of GIS; Web GIS

UNIT 3: INTRODUCTION TO GNSS

Introduction to GPS; GPS Applications: Asset Mapping, Navigation Services, Location Based Services; Introduction and Surveying

UNIT 4: BASICS OF REMOTE SENSING

Introduction to Remote Sensing; Types of Remote Sensing; Indian Remote Sensing Programmes

UNIT 5: OPEN DATA SOURCES AND SOFTWARE FOR GEOINFORMATICS

Open-Source Data: Bhuvan, USGS, Google Earth, Gram Manchitra; Open source Digital Elevation Model; Open Source Software: QGIS.

UNIT 6: APPLICATIONS OF GEOINFORMATICS

Application of Geoinformatics in Natural Resource Management, Watershed Management, Disaster Management, Rural Development, Urban Planning, Monitoring and Evaluation of Projects.

Reading List

- George Joseph, (2005), Fundamentals of Remote Sensing (2nd ed.), University Press, pp.1-474
- DeMers M. N., 2000: Fundamentals of Geographic Information Systems, John Wiley & Sons

Lillesand, T.M., Kiefer, W.R. and Chipman, W.J, (2004), Remote Sensing and Image Interpretation, (5th ed.), Wiley India Publication, pp.1-763
Clarke K. C., 2001: Getting Started with Geographic Information Systems, Prentice Hall
French, G. T. 1996: Understanding the GPS: An Introduction to the Global Positioning System, Geo Research Inc.
Burrough. P.A. & McDonnell. R. (1998), Principles of Geographic Information Systems, OUP

SEC 201

Tea Cultivation and Management

Course Objectives

- impart both theoretical and practical knowledge in the functional areas of tea plantation and management
- encourage the small tea cultivation among the unemployed youth
- help those who have already engaged themselves in Tea Plantation sector

Course outcomes

After completing the course a learner will be able to

- apply their knowledge and skills by establishing their own tea plantation
- get employability in various sectors like tea gardens, Tea Processing Units, Tea brokering houses, Tea Research Institute
- Integrate knowledge of tea cultivation and management in a scientific way

Syllabus

UNIT 1: INTRODUCTION TO TEA AND ITS CULTIVATION

Beginning of tea cultivation in India, the tea plant and its cultivation, tea growing areas in India, small scale tea cultivation in Assam, tea cultivation in non traditional areas and other N.E. states, tea industry and its role in national economy, developmental agencies

UNIT 2: SOIL AND CLIMATIC REQUIREMENTS

Soil requirements-physical, chemical and biological properties, land features slope, altitude and aspects, climatic requirements- rainfall, temperature, R.H., day length and wind velocity, selection of sites for tea, soil and water conservation.

UNIT 3: PLANTING MATERIALS OF TEA AND PROPAGATION

Planting materials-clone, clonal seed, differences between clone and clonal seeds, choice of planting materials, production of planting materials-clonal nucleus plot, tea seed barie; Seed propagation, vegetative propagation, tea nursery, nursery techniques for V.P. nursery techniques for seed propagation, nursery management

UNIT 4: LAND PREPARATION AND PLANTING

Land preparation-land preparation in virgin, uprooted and marginal lands; Planting-age and size of plant, stacking, spacing, pit digging, planting time, after care, infilling, planting in undulating hilly areas-catchment planning

UNIT 5: YOUNG TEA MANAGEMENT

Objectives of training, frame formation-operations, methods of bringing up for plain areas of N.E. India and hilly areas, cultural practices adopted in young tea management

UNIT6: PRUNING OF TEA

Pruning - Objectives of pruning, skiffing, different types of pruning and skiffing, method of pruning, pruning cycle

UNIT7: PLUCKING OF TEA

Objectives of Plucking, plucking-tipping, maintenance foliage, plucking systems, standard of plucking, plucking round, creep, breaking back, banjhi shoot, plucking baskets/ bag care and handling of green leaf

UNIT 8: PLANT PROTECTION

Weeds in Tea plantation, weeds control methods-manual or mechanical, chemical control, Weed Control in Nursery, young tea areas and immature tea ; Tea pests- leaf and shoot pests, stem and branch pests, other pests. Sprayers, and application of pesticides, - sprayers, target sites for application, integrated pest management; tea diseases-casual agencies and classification, common tea diseases, description of common tea diseases and their management, seedling diseases, primary and secondary diseases

UNIT9: PHYSIOLOGICAL DISORDERS AND COLD WEATHER OPERATIONS

Adverse climatic and soil conditions, external agencies, cold weather management

UNIT10: COST DEVELOPMENT OF TEA PLANTATION AND RECORD KEEPING IN TEA GARDEN

Cost development of Tea Plantation – requirement of labour, cost of labour and inputs, income, Record keeping-definition, good record keeping systems, branches of record keeping, books and accounts, information to be maintained in tea garden

Practical

Unit 1: Land Preparation for Planting of Tea

Unit 2: Planting of Tea

Unit 3: Methods of Frame Formation in Tea

Unit 4: Fertilizer Application in Young and Mature Tea.

Unit 5: Pruning and Skiffing of Mature tea

Unit 6: Tipping and Plucking of Tea

Reading list

C.R., Harler. (2022) "teaproduction". Encyclopedia Britannica.

<https://www.britannica.com/plant/tea-plant>. Accessed 20 July 2022.

Panda,H. (2016). The Complete book on Cultivation and Manufacture of Tea. Asia Pacific Business Press Inc

Barua, D.N. (2008). Science and Practice in Tea Culture. Tea Research Association, Kolkata.

Ghosh Haira,N. (2001). Tea Cultivation-Comprehensive Treatise, International Book Distributing Co., Lucknow

Willinson, K.C. and Clifford, M.N. (1992). ‘Tea’ Cultivation to Consumption, Springer Dordrecht

The Tea Plant. http://teaworld.kkhsou.in/lessons_details.php?lesson=The-Tea-Plant&urltitlepage=4c59b38ba721a5ad8713

Climate and Soil for Tea

Cultivation.http://teaworld.kkhsou.in/lessons_details.php?lesson=Climate-and-Soil-for-Tea-Cultivation&urltitlepage=387bc6c0428d2cd31be8

Propagation of Tea and Nursery Management

http://teaworld.kkhsou.in/lessons_details.php?lesson=Propagation-of-Tea-and-

SEC 202

Electricity and Electrical Wiring [2 Theory+1 Practical]

Course Objectives

- To provide the basic concepts of various forms of energy and their sources
- To familiarize with the basic principle of electrical current flow, different terms, their relations and different laws, measurement of current, voltage, power and energy
- To give an idea about magnet, magnetic materials, properties and electromagnetic induction
- To learn wires, cable, house wiring, materials required for house wiring and earthing
- To familiarize with diode, transistor, devices using diode and transistor
- To learn about electrical safety precaution and shock treatment
- To understand the Indian Electricity Rule

Course Outcomes

- After the completion of this course, the learner will be able to-
- describe the fundamental concept of electricity
- define various terms and applications of laws of electric circuits
- select appropriate tools and measuring instruments to carry out electrical works
- identify house wiring components according to their size and specification
- explain the earthing, necessity of earthing and how earthing is done
- perform the tests on newly installed house wiring
- explain about the functioning of semiconductor and devices using semiconductor
- follow the safety precautions, electrical shock treatment and Indian Electricity Rule

Syllabus

UNIT 1: FUNDAMENTALS OF ELECTRICITY

Forms of Energy: Types, their units, advantages of Electrical Energy; Sources of Electricity: conventional and non-conventional; Atomic structure; Static and dynamic electricity; Basic terms used in electricity and their definitions: electric potential, potential difference, electrical power, energy and problems; Ohm's Law; Resistance and Specific Resistance: Definition, Effect of temperature on resistance; Conductor and Insulator: Types, properties and applications.

UNIT 2: FUNDAMENTALS OF ELECTRICAL CIRCUIT

Familiarization of common components: Interconnection of passive components; Resistance in series and parallel; Advantages and disadvantages of series and parallel circuit; Voltage and current divider rule; Kirchhoff's Laws.

UNIT 3: INTRODUCTION TO MAGNETISM

Magnet and types of magnet; Permeability and type of magnetic materials on the basis of permeability; Magnetic property of materials; Magnetic effect of electric current; Electromagnetic induction and Faraday's Laws of Electromagnetic Induction; Familiarization with some common devices

UNIT 4: FUNDAMENTALS OF ALTERNATING CURRENT

Direct current (DC) and alternating current (AC): comparison between AC and DC; Electro Motive Force equation: Cycle frequency, time period, amplitude, phase, rms value, average value; Ac Circuit: Inductance, Inductive reactance, capacitance, capacitive reactance, impedance; Power factor and power

UNIT 5: ELECTRICAL MEASUREMENT INSTRUMENT

Multimeter: Analog Multi-meter, Digital Multi-meter; Tong Tester; Measuring Instrument: Permanent Magnet Moving Coil, Moving Iron, Induction type instrument; Measurement Meters: Watt-meter, Energy-meter, Power factor meter; Voltmeter and Ammeter: Extension of range of voltmeter, loading effect of voltmeter, calibration of voltmeter, Extension of range of ammeter, voltage drop effect of ammeter, calibration of ammeter; Current Transformer and Potential Transformer; Earth resistance meter.

UNIT 6: WIRES AND ACCESSORIES

Types of wires and cables: Characteristics, Current carrying capacity; Types of joints and termination; Safety consideration and regulations

UNIT 7: ELECTRICAL HOUSE WIRING

Method of house wiring; Types of surface wiring and concealed wiring; Wiring accessories and their specifications; Wiring diagram; Types of connections of lamps including staircase connection; Testing of house wiring.

UNIT 8: EARTHING

Importance of earthing; Ground connection and size of GI wire for ground connection; Various types of earthing; Measurement of earth resistance

UNIT 9: SAFETY REQUIREMENT

Hazards of electricity: Fire hazard and electric shock; Safety precautions and electrical safety sign; Shock treatment; Firefighting equipment for fire involving electrical equipment; Indian Electricity Rules and Indian Electricity Act

UNIT 10: SEMICONDUCTOR DEVICES

Semiconductor: Type of semiconductor, Examples; PN junction diode: formation of PN junction diode, forward bias and reverse bias characteristics, application; zener diode; Transistor: Type of transistor, configuration, Working of transistor, operation mode; Field effect transistor; power transistor; LDR.

UNIT 11: INTRODUCTION TO ELECTRICIAN TRADE

Electrician trade: Scope of electrician trade, Employment opportunity; Responsibilities of electrician and wiremen; Training of electrician.

Reading List

Kothari D. P. and I. J. Nagrath, Basic Electrical Engineering, 3rd edn, McGraw Hill Education (India) Private Limited, New Delhi.

Gupta J. B., Electrical and Electronics Engineering Materials, 3rd edn, S. K. Kataria & Sons, New Delhi.

Meheta V. K., Rohit Meheta, Basic Electrical Engineering, 5th edn, S. Chand & company Ltd, New Delhi.

Meheta V. K., Rohit Meheta, Principle of Electrical Engineering, 2nd edn, S. Chand & company Ltd, New Delhi.

Thereja B. L., A. K. Thereja, A Text Book of Electrical Technology Volume- I, 23rd edn, S. Chand & company Ltd, New Delhi.

Mittle V. N., Basic Electrical Engineering, Tata McGraw-Hill Publishing Company Limited, New Delhi.

Anwani M. L., Basic Practicals in Electrical Engineering, Dhanpat rai &Co, New Delhi
Singh Tarlok., Fundamentals of Electrical Engineering, S. K. Kataria & Sons, New Delhi.
Dr Das Basudev, D. Haloi, Dr Mitali Chakravorty, Yasmin Zaman, Basics of Electrical
Engineering, Book Land Publication, Guwahati.

SEC 301

Cyber Security

Course Objectives

- Learn the foundations of Cyber security and threat landscape
- To equip students with the technical knowledge and skills needed to protect and defend against cyber threats
- To develop skills in students that can help them plan, implement, and monitor cyber security mechanisms to ensure the protection of information technology assets
- To expose students to governance, regulatory, legal, economic, environmental, social and ethical contexts of cyber security
- To expose students to responsible use of online social media networks
- To systematically educate the necessity to understand the impact of cyber crimes and threats with solutions in a global and societal context
- To select suitable ethical principles and commit to professional responsibilities and human values and contribute value and wealth for the benefit of the society

Course Outcomes

- On completion of this course, the learners will be able to
- Understand the cyber security threat landscape
- Develop a deeper understanding and familiarity with various types of cyber attacks, cyber-crimes, vulnerabilities and remedies thereto
- Analyse and evaluate existing legal framework and laws on cyber security
- Analyse and evaluate the digital payment system security and remedial measures against digital payment frauds
- Analyse and evaluate the importance of personal data its privacy and security.
- Analyse and evaluate the security aspects of social media platforms and ethical aspects associated with use of social media.
- Analyse and evaluate the cyber security risks.
- Based on the Risk assessment, plan suitable security controls , audit and compliance.
- Evaluate and communicate the human role in security systems with an emphasis on ethics, social engineering vulnerabilities and training.
- Increase awareness about cyber-attack vectors and safety against cyber-frauds.
- Take measures for self-cyber-protection as well as societal cyber-protection.

Syllabus

UNIT 1: INTRODUCTION TO CYBER SPACE

Defining Cyberspace and Overview of Computer and Web-technology, Architecture of cyberspace, Communication and web technology

UNIT 2: INTRODUCTION TO INTERNET AND CYBER SECURITY

Internet, World wide web, Advent of internet, Internet infrastructure for data transfer and governance, Internet society, Regulation of cyberspace, Concept of cyber security, Issues and challenges of cyber security

UNIT 3: CYBER CRIME 1

Classification of cyber-crimes, Common cyber crimes- cyber crime targeting computers and mobiles, cyber crime against women and children

UNIT 4: CYBER CRIME 2

Financial frauds, Social engineering attacks, malware and ransomware attacks, zero day and zero click attacks

UNIT 5: CYBER LAW

Cybercriminals modus-operandi, Reporting of cyber crimes, Remedial and mitigation measures, Legal perspective of cyber crime, IT Act 2000 and its amendments, Cyber crime and offences, Organisations dealing with Cyber crime and Cyber security in India, Case studies

UNIT 6: INTRODUCTION TO SOCIAL MEDIA

Introduction to Social networks, Types of Social media, Social media platforms

UNIT 7: HANDLING SOCIAL MEDIA

Social media monitoring, Hashtag, Viral content, Social media marketing, Social media privacy, Challenges, opportunities and pitfalls in online social networks.

UNIT 8: SECURITY ISSUES IN SOCIAL MEDIA

Security issues related to social media, Flagging and reporting of inappropriate content, Laws regarding posting of inappropriate content, Best practices for the use of Social media, Case studies.

UNIT 9: INTRODUCTION TO E-COMMERCE

Definition of E- Commerce, Main components of E-Commerce, Elements of E-Commerce security, E-Commerce threats, E-Commerce security best practices

UNIT 10: INTRODUCTION TO DIGITAL PAYMENTS

Introduction to digital payments, Components of digital payment and stake holders, Modes of digital payments- Banking Cards, Unified Payment Interface (UPI), e-Wallets, Unstructured Supplementary Service Data (USSD), Aadhaar enabled payments

UNIT 11: SECURITY ASPECTS IN DIGITAL PAYMENTS

Digital payments related common frauds and preventive measures; RBI guidelines on digital payments and customer protection in unauthorised banking transactions; Relevant provisions of Payment Settlement Act, 2007

UNIT 12: DIGITAL DEVICES SECURITY 1

End Point device and Mobile phone security, Password policy, Security patch management, Data backup, Downloading and management of third party software.

UNIT 13: DIGITAL DEVICES SECURITY 2

Device security policy, Cyber Security best practices, Significance of host firewall and Anti-virus, Management of host firewall and Antivirus

UNIT 14: WI-FI SECURITY

Introduction to Wi-Fi, Types of Wireless security: Wired Equivalent Privacy (WEP), Wi-Fi Protected Access (WPA), Wi-Fi Protected Access 2 (WPA 2), Wi-Fi Protected Access 3 (WPA 3); Threats and risks to Wi-Fi Security, Ways to protect Wi-Fi network, Types of Wi-Fi network security devices, Configuration of basic security policy and permissions

Reading List

Cyber Crime Impact in the New Millennium, by R. C Mishra, Auther Press. Edition 2010.
Cyber Security Understanding Cyber Crimes, Computer Forensics and Legal Perspectives by Sumit Belapure and Nina Godbole, Wiley India Pvt. Ltd. (First Edition, 2011)
Security in the Digital Age: Social Media Security Threats and Vulnerabilities by Henry A. Oliver, Create Space Independent Publishing Platform. (Pearson, 13th November, 2001)
Electronic Commerce by Elias M. Awad, Prentice Hall of India Pvt Ltd.
Cyber Laws: Intellectual Property & E-Commerce Security by Kumar K, Dominant Publishers.
Network Security Bible, Eric Cole, Ronald Krutz, James W. Conley, 2nd Edition, Wiley India Pvt. Ltd.
Fundamentals of Network Security by E. Maiwald, McGraw Hill.

SEC 4

Research Methodology

Course Objectives

After going through this course, a learner will be able to:

- Develop the understanding, meaning and significance of research.
- Identify the steps to be followed while doing a research.
- Make use of the methods of research in Humanities.

Course Outcomes

- Summarize the meaning and significance of research
- Formulate the steps to be followed while doing a research
- Take part in the methods of research in Humanities.

Syllabus

অধ্যায় ১: গৱেষণাৰ সাধাৰণ পৰিচয়— ১

গৱেষণাৰ অৰ্থ; মানৱিকী বিদ্যা অধ্যয়নৰ গৱেষণা; গৱেষণাৰ উদ্দেশ্য; গৱেষণাৰ উপাদানসমূহ; গৱেষণা আৰু তত্ত্ব; তত্ত্বৰ গুৰুত্ব; এটা ভাল তত্ত্বৰ চাৰিটা পৰিমাণ

অধ্যায় ২: গৱেষণাৰ সাধাৰণ পৰিচয়— ২

জ্ঞানৰ তিনিটা পৰ্যায়; সাহিত্য-সমাজ-সংস্কৃতিৰ গৱেষণাৰ বৈজ্ঞানিক পদ্ধতি; বস্তুনিষ্ঠতা আৰু বিষয়ভিত্তিকতা; গৱেষণাক কিহৰ বাবে বৈজ্ঞানিক কৰি তোলা হৈছে? গৱেষণাৰ নৈতিকতাৰ পৰিমাণ

অধ্যায় ৩: গৱেষণাৰ প্ৰকাৰভেদ

গৱেষণাৰ প্ৰকাৰভেদ, গুণগত আৰু পৰিমাণগত গৱেষণা; সুবিধা আৰু অসুবিধা, গুণগত আৰু পৰিমাণগত গৱেষণাৰ মাজৰ পাৰ্থক্য, আন আন প্ৰকাৰভেদ

অধ্যায় ৪: গৱেষণাৰ আঁচনিসাৰ আৰু প্ৰাক্-কল্পনা

গৱেষণাৰ আঁচনি, গৱেষণাৰ আঁচনিৰ প্ৰয়োজনীয়তা আৰু গুৰুত্ব, এটা ভাল গৱেষণাৰ আঁচনিৰ বৈশিষ্ট্য; গৱেষণাৰ প্ৰাক্-কল্পনা মানে কি, প্ৰয়োজনীয়তা, বিশেষত্ব

অধ্যায় ৫: প্ৰাপ্ত-সাহিত্যৰ পুনৰীক্ষণ

প্ৰাপ্ত-সাহিত্যৰ পুনৰীক্ষণৰ অৰ্থ, প্ৰয়োজনীয়তা, উদ্দেশ্য আৰু লক্ষ্য, প্ৰাপ্ত সাহিত্যৰ বিশ্লেষণ, শ্ৰেণীবিন্যাস

অধ্যায় ৬: গৱেষণাৰ তথ্য অথবা সমল

প্ৰাথমিক তথ্য; গৌণ তথ্য : অৰ্থ আৰু সংজ্ঞা; প্ৰাথমিক তথ্য সংগ্ৰহৰ পদ্ধতি, প্ৰাথমিক তথ্যৰ সুবিধা আৰু অসুবিধা, গৌণ তথ্যৰ উৎস, গৌণ তথ্যৰ সুবিধা আৰু অসুবিধা, প্ৰাথমিক আৰু গৌণ তথ্যৰ তুলনা

অধ্যায় ৭: নমুনা বাচনি, তথ্য সংগ্রহ আৰু বিশ্লেষণ

অৰ্থ; প্ৰয়োজনীয়তা, প্ৰকাৰভেদ; নমুনা বাচনিৰ বিভিন্ন কৌশল; তথ্য সংগ্ৰহৰ বিবিধ পদ্ধতিৰ চমু আভাস, তথ্য সংগ্ৰহৰ বিবিধ সঁজুলি; তথ্য বিশ্লেষণ, বিবিধ পদ্ধতি, তথ্যৰ ডায়েগ্ৰামেটিক উপস্থাপন আৰু গ্ৰাফিক উপস্থাপন

অধ্যায় ৮: সাক্ষাৎকাৰ

অৰ্থ; সংজ্ঞা; উদ্দেশ্য, প্ৰকাৰ: গাঁথনিগত; অগাঁথনিযুক্ত আৰু অধগাঁথনিযুক্ত সাক্ষাৎকাৰ; সাক্ষাৎকাৰৰ গাইড; সাক্ষাৎকাৰৰ বাবে চলোৱা প্ৰস্তুতি; প্ৰশ্নাৱলী প্ৰস্তুতকৰণ

অধ্যায় ৯: প্ৰশ্নাৱলী আৰু পৰ্যবেক্ষণ

ভাল প্ৰশ্নাৱলী প্ৰস্তুতকৰণ; ভাল প্ৰশ্নাৱলীৰ বৈশিষ্ট্য; প্ৰশ্নাৱলীৰ প্ৰকাৰ; প্ৰশ্নাৱলীৰ গুণগত মান; প্ৰশ্নাৱলীৰ দোষ; পৰ্যবেক্ষণ: অৰ্থ; সংজ্ঞা আৰু প্ৰকাৰ; অংশগ্ৰহণকাৰীৰ পৰ্যবেক্ষণ: অৰ্থ; সুবিধা আৰু অসুবিধা অ-অংশগ্ৰহণকাৰী পৰ্যবেক্ষণ: অৰ্থ; সুবিধা আৰু অসুবিধা; অংশগ্ৰহণকাৰী আৰু অঅংশগ্ৰহণকাৰী পৰ্যবেক্ষণৰ মাজত সাদৃশ্য আৰু পাৰ্থক্য

অধ্যায় ১০: নিৰ্বাচিত অধ্যয়ন (Case Study)

অৰ্থ; নিৰ্বাচিত অধ্যয়নৰ উদ্দেশ্য আৰু বৈশিষ্ট্য, নিৰ্বাচিত অধ্যয়নৰ ৰূপ; নিৰ্বাচিত অধ্যয়নৰ পদক্ষেপ, নিৰ্বাচিত অধ্যয়নৰ বাবে তথ্য সংগ্ৰহৰ উৎস, নিৰ্বাচিত অধ্যয়নৰ তাৎপৰ্য আৰু গুৰুত্ব; নিৰ্বাচিত অধ্যয়নৰ সুবিধা আৰু অসুবিধা

অধ্যায় ১১: ফোকচ গ্ৰুপ অধ্যয়ন

ফোকচ গ্ৰুপ অধ্যয়নৰ অৰ্থ; বৈশিষ্ট্য, ফোকচ গ্ৰুপ অধ্যয়নৰ পদক্ষেপ/পৰিচালনা; তাৎপৰ্য; ফোকচ গ্ৰুপ অধ্যয়নৰ সুবিধা আৰু অসুবিধা

অধ্যায় ১২: গৱেষণাৰ নৈতিক প্ৰমূল্য

নৈতিকতা: সংজ্ঞা, পৰিচয় আৰু গুৰুত্ব; বৌদ্ধিক সততা আৰু গৱেষণাৰ সততা; ভুৱা ৰচনা আৰু লেখা-চোৰ (fabrication, falsification, or plagiarism); অতিৰিক্ত প্ৰকাশন: নকল আৰু অধিক্ৰমণ (Overlapping) প্ৰকাশন, নিৰ্বাচিত প্ৰতিবেদন আৰু তথ্যৰ ভুল উপস্থাপন; প্ৰকাশন নৈতিকতা, লেখকস্বত্ব আৰু সহযোগীত্বৰ উলংঘা; কুস্তীলকবৃত্তি নিবাৰণৰ বিভিন্ন চফটৱেৰ সঁজুলি, কপিৰাইট আৰু স্ব-আৰ্কাইভিং নীতিসমূহ

অধ্যায় ১৩: তথ্যসূত্ৰ লিপিবদ্ধকৰণৰ পদ্ধতি— চমু আভাস

তথ্যসূত্ৰ লিপিবদ্ধকৰণ : অৰ্থ; সংজ্ঞা আৰু প্ৰকাৰভেদ; প্ৰত্যেকটো পদ্ধতিৰ চমু আভাস (MLA, APA, Chicago Citation Style etc.)

অধ্যায় ১৪: গৱেষণাৰ প্ৰতিবেদন লিখন

প্ৰতিবেদন লিখা: গৱেষণা প্ৰতিবেদনৰ অৰ্থ, পদক্ষেপ, বিষয়বস্তু, কাৰিকৰী দিশ আৰু গুণ

Reading List:

- Bora, D. (2017). *Gaveshana Paddhati: Bitarka Aru Siddhanta*. Guwahati: Rekha Prakashan.
- Bora, M (2009). *Gaveshana Pranalitattva*. Guwahati: Banalata.
- Bujarbaruah, P. D. (2017). *Gaveshana Paddhatibigyan*. Guwahati: Banalata.
- Kothari, C. R. (2004). *Research Methodology: Methods and Techniques*. New Delhi: New Age International (P) Limited, Publishers.
- Saikia, N (2018). *Gaveshana Paddhati Parichay*. Dibrugarh: Kaustubh Prakasan.
- Young, P.V. (1988). *Scientific Social Survey and Research*, New Delhi Prentice Hall.

Detailed Syllabi of Value Added Courses (VACs)

VAC 101

Environmental Studies and Disaster Management

Course Objectives

- Help the undergraduate students to obtain in-depth knowledge on natural processes and resources that sustain life and govern economy.
- Understand the consequences of human activities on the environment, global economy, and quality of human life.
- Develop critical thinking for shaping strategies (scientific, social, economic, administrative, and legal) for environmental protection, conservation of biodiversity, environmental equity, and sustainable development.

Course Outcomes

- Interpret the impacts of human activities on the environment.
- Comprehend the importance of natural resources and its conservation
- Recognize the disasters and Hazards and enable the new generation to face the new challenges.
- Encourage engaging in hazard and disaster related learning in order to develop measures for mitigation.

Syllabus

UNIT 1: CONCEPT OF ENVIRONMENTAL STUDIES

Definition of Environmental Studies and its Scope Environmental Studies and its Multi-Disciplinary, Nature; Rules and Regulations of Environmental Studies and Public Awareness

UNIT 2: NATURAL RESOURCES

Natural Resources; Types of Natural Resources; Forest Resources; Water Resources; Mineral Resources; Food Resources; Energy Resources; Land Resources; Conservation of Natural Resources; Sustainable Development

UNIT 3: ECOSYSTEM

Ecosystem; Food Chain; Food Web; Energy Flow; Ecological Pyramid; Main Ecosystems

UNIT 4: BIODIVERSITY AND ITS CONSERVATION

Definition of Biodiversity; Values of Biodiversity; Biodiversity at Global, National and Local Levels; Hotspots of Biodiversity; Endangered and Endemic Species; Threats to Biodiversity Conservation of Biodiversity

UNIT 5: ENVIRONMENTAL POLLUTION

Environmental Pollution-Definition; Air Pollution; Water Pollution; Soil Pollution; Noise Pollution; Thermal Pollution; Role of Individual in Prevention of Pollution

UNIT 6: CONCEPT OF DISASTER

Defining Disasters; Types of Disasters; Difference Between Hazard: Disaster, Risk and Vulnerability; Causes, Effects and Mitigation Measures of Some Natural Disasters; Man-made Disasters

UNIT 7: DISASTER MANAGEMENT

Disaster Management; Safety Measures Immediately before a Disaster; Emergency Aid; Methods or Steps Taken for Disaster Management; NGO and Participation of Civil Society; Regional Disaster Management and Planning

Activities:

- Visit to an area to document environmental assets; river/forest/flora/fauna, etc.
- Visit to a local polluted site – Urban/Rural/Industrial/Agricultural.
- Study of common plants, insects, birds and basic principles of identification.
- Study of simple ecosystems-pond, river

Reading List

- Carson, R. 2002. *Silent Spring*. Houghton Mifflin Harcourt.
- Gadgil, M., & Guha, R. 1993. *This Fissured Land: An Ecological History of India*. Univ. of California Press.
- Gleeson, B. and Low, N. (eds.) 1999. *Global Ethics and Environment*, London, Routledge.
- Gleick, P.H. 1993. *Water in Crisis*. Pacific Institute for Studies in Dev., Environment & Security. Stockholm Env. Institute, Oxford Univ. Press.
- Groom, Martha J. Gary K. Meffe, and Carl Ronald carroll. *Principles of Conservation Biology*. Sunderland: Sinauer Associates, 2006.
- Grumbine, R. Edward, and Pandit, M.K. 2013. Threats from India's Himalaya dams. *Science*, 339: 36-37.
- McCully, P. 1996. *Rivers no more: the environmental effects of dams* (pp. 29-64). Zed Books.
- McNeil, John R. 2000. *Something New Under the Sun: An Environmental*

VAC 201

Introduction to Yoga

Course Objectives

One Course on Foundation of Yoga of four credit aims to promote positive health, prevention of stress related health problems and rehabilitation in a proper way. It aims to approach cure common ailments and imparting skills in them to introduce Yoga for health is for general public.

Course Outcomes

This Yoga course is designed for total personality development of students in Colleges and Universities. It will invoke scientific attitude and team spirit to channelize their energies in to creative and constructive endeavours. The syllabus of this course will fulfil these objectives containing one theory paper of hundred marks.

Syllabus

UNIT 1: INTRODUCTION TO YOGA

Definition, principles, goals and benefits of yoga

UNIT 2: A NOTE ON PATANJAL YOGA SUTRA

Description, classification,

UNIT 3: A NOTE ON GHERANDA SAMHITA

Brief Introduction, Important Asanas

UNIT 4: A NOTE ON HATHA YOGA PRADIPIKA

Brief Introduction, Important Pranayamas

UNIT 5: INTRODUCTION TO AYURVEDA

Meaning, Origin, Benefits

UNIT 6: PRINCIPALS OF AYURVEDA

Aim, objective, Laws of Healing

UNIT 7: SWASTHA VRITTA

Symptoms, Significane, Daily routine for health

UNIT 8: INTRODUCTION TO ALTERNATIVE SYSTEM OF MEDICINES

Definition, Types, Methods, Benefits

UNIT 9: PRINCIPLES OF DIET IN YOGA AND AYURVEDA

Classification of food, rules, Foods to be taken

UNIT 10: INTRODUCTION TO INDIAN PHILOSOPHY

Classification of Schools, Development, Characteristics

UNIT 11: YOGA IN ANCIENT SANSKRIT TEXT

Tradition of Yoga in Ancient Indian Literature

UNIT 12: YOGA PRACTICE FOR NON-COMMUNICABLE DISEASES

The Key Facts of non-communicable diseases

UNIT 13: RELEVANCE OF YOGA THERAPY WITH MODERN MEDICAL SCIENCE

Principles of Yoga therapy, Components, Relevance

UNIT 14 YOGA THERAPY FOR COMMON DISORDERS

Yoga therapy for Various Common disorders

UNIT 15 YOGA THERAPY FOR MENTAL ILLNESS

Yoga therapy for Various Mental disorders

Reading List

Mukta Biswas: Samkhya Yoga Epistemology, D K Print world Pvt. Ltd, New Delhi

S RadhaKrishnan: Indian Philosophy, Vol. II, Oxford University Press, New Delhi

S N Dasgupta: Yoga as Philosophy and religion, Motilal Banarashidas, Delhi

KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY

Padmanath Gohainbaruah School of Humanities



Four Year Undergraduate Programme in Assamese

(To be offered from 2023-24 Academic Sessions onwards as per NEP 2020)

**Guidelines for
Seminar/Presentation**

Annexure IV

2023

Guidelines for Seminar/Presentation

Introduction

There is a requirement to present a seminar paper in the Four Year Undergraduate programme in Assamese, offered by Krishna Kanta Handiqui State Open University. The seminar presentation is in the Seventh Semester of this Programme. This seminar presentation work consists of 4 credits, requiring about 120 hours of study and work

In seminar papers, a specific aspect of a given text is discussed in a short piece of writing. The purpose of a seminar paper is to interpret specific examples and evidence. Seminar papers should have a very clear thesis; they should be able to elaborate thoroughly on their topic. You can choose any relevant topic for presentation. It may be a field study-based or library-based topic. There are two broad types of seminar papers in academic settings – Empirical Seminar Paper and Theoretical Seminar Paper.

Traditionally, a seminar paper consists of four major sections: Introduction, Background, Analysis and Conclusion.

General Structure of a Seminar Paper

1. Introduction

Here, you need to set out the "Crux" of the paper. Your major tasks include:

- a) Introduce and note why the topic is significant.
- b) Briefly summarize the necessary background information.
- c) Convey your organization of the paper (i.e., "roadmap").
- d) Tell the audience what your paper will show and in what order.
- e) If you can concisely summarize your research and outline the arguments of your paper, then it is more likely that your audience will be able to follow your analysis.

2. Background

Here, you need to orient your audience towards your research area. Major tasks are:

- a) Describe the genesis of the subject.
- b) Describe the changes that occurred during its development.
- c) Explain the reasons for the changes.
- d) Describe where things are now (You may also want to indicate the reasons for further change).

3. Analysis

Here, you need to explain the thesis/main argument of your paper. Here, you need to do:

- **Large-Scale Organization:** This follows the following tasks:
 - a) Discuss the major issues;
 - b) Separate issues and sub-issues
 - c) Order issues logically
- **Small-Scale Organization:** This follows the following tasks:
 - a) Introduce and conclude on each issue.
 - b) Present your arguments and invalidate opposing arguments.
 - c) Use organizational paradigms where appropriate.

4. Conclusion

Here your agenda include:

- a) Restate the thesis of the paper

- b) Summarize major points
- c) If you chose to use a hypothesis in your introduction, revisit the hypothesis to "tie-up" your paper.

Certain Key Points

- a) You should always keep a copy of your seminar paper duly signed by your Centre Coordinator and a Certificate of Presentation from him/her. The University may ask for a copy of that report as and when required.
- b) You may be asked to present your Seminar paper either at the University Headquarters/or at any assigned place face to face or through online mode.
- c) Seminar reports must be typed on a computer. Reports may be printed on both sides on standard A4 size papers with 1.5 inch margins on the left and 1.2 inch margins on right sides. In addition, 1.2 inch margins on the top and bottom. Page numbers must be maintained throughout.
- d) It is essential that the Presentation Room must be well-organised with a banner of the Seminar in the background.
- e) You should request your study centre to maintain a video-recording of your presentation session and obtain a copy of the session you attended.
- f) Alternatively, you can record a video of the presentation yourself and keep a copy until the declaration of your Final Semester Results. The University may require this video at any time.

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KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY

Padmanath Gohainbaruah School of Humanities



Four Year Undergraduate Programme in Assamese

(To be offered from 2023-24 Academic Sessions onwards as per NEP 2020)

Guidelines for Project/Dissertation

Annexure V

2023

Guidelines for Project/Dissertation

Section I Introduction

There is a requirement to prepare and submit a Project/Dissertation in Four Year Undergraduate programme in Assamese offered by Krishna Kanta Handiqui State Open University. The Project/Dissertation has been incorporated in the Eighth Semester of the Four Year Undergraduate Programme in Assamese.

A Project/Dissertation is a particular kind of academic task. You will usually be asked to generate a topic for yourself; to plan and execute a project investigating that topic; and to write up what you did and what your findings had been. You are expected to hone your theoretical and quantitative abilities through their application in the light of the information gathered while considering different aspects of literature, language and culture. This Project/Dissertation work consists of 12 credits, requiring about 360 hours of study and work.

Dear learners, please note that you need to take this task utmost seriously and with all your sincerity and dedication because of three basic reasons. First, this course provides you ample scope to apply your theoretical understanding of relevant issues of literature, language and culture. Secondly, this course carries the highest credits among all your courses in the programme. Thus, this course can help you achieve a better, higher grade in the programme. Finally, this project/dissertation activity provides you a scope to acquire research skills. This will ultimately help you undertake a career/study in research in near future.

In undertaking the Project/Dissertation work, you can take up a theoretical issue, or any socially relevant issues that you may have come up during your study. You should formulate a detailed research proposal along with your theoretical understanding of the issue. For doing this, you can

take help from the course ‘Research Methodology’ in the Seventh Semester of this Programme. You need to write your Project/Dissertation Report either in Assamese or in English.

The main steps to write a dissertation are:

- a) Choose your research topic carefully.
- b) Check what is exactly required.
- c) Have a clear goal and structure.
- d) Write as you go.
- e) Continue to question.
- f) Don't underestimate the editing stage.
- g) Enjoy the achievement.

Most importantly, you should note that the Project/Dissertation Work undertaken should be authentic and should contribute towards the development and growth of the subject. It is mandatory that you submit the report in originality and you must not submit it earlier for any other purpose. Moreover, the University will use high-end plagiarism detection software to check all the project and dissertation reports. Thus, you should also note that if it is found that the Project/Dissertation Work undertaken does not appear to be authentic or does not contribute towards the growth of the subject or it has been merely copied from some sources, the University has the right to reject the Project/Dissertation Work without offering any explanation. In that case, you will be awarded zero. Group projects are not allowed. If it is found that the subjects/chapters/contents of the projects of two learners are matching, then both the projects will be rejected. Zero mark will be awarded to both.

Presentation Style

You need to follow the Presentation Style in the layout of your Project/Dissertation Report as mentioned in Section II of this Guidelines. Additionally, in Section III, we have provided certain Guidelines/Tips to help you do your Project/Dissertation more effectively.

Citation and Referencing Style in Project/Dissertation

Writing of Project/Dissertation Report is one of the research tasks. So, you need to follow a particular style of citation and referencing. The University follows the American Psychological Association's APA 7 Citation Style. A link to download a brief APA Citation Guide is: <https://apastyle.apa.org/style-grammar-guidelines/references/examples>

Role of your Project/Dissertation Guide

Your project/dissertation guide should be well-versed in the subject area, which will help you in designing the objectives, procedure for data collection, and analysis. You must discuss your project/dissertation design with your guide before the start of your work and also again if necessary at the writing stage and finally at the stage of editing the report. You should show your guide the draft project report before it is finalized for submission.

Eligibility of a Project/Dissertation Guide

- Faculty (from the University/Degree College)/Course Coordinator/Academic Consultant/Counsellor having relevant teaching experience.

- Professionals holding Masters' degree in the respective field or allied disciplines having a minimum of 5 years of experience in the relevant area.
- If you are taking the help of a Teacher/Professional apart from the faculties engaged during the counselling sessions at your study centre, then the Teacher/Professional's bio-data is to be approved by the respective Course Coordinators. The bio-data should contain the teaching/work experience, area of specialization, research publications and experience in guiding the project work.

Certain Key Points

- Always preserve a copy of the Report with you with all due signatures in originals. This may be required for your future academic/research/job purpose. Secondly, the University may also ask a copy of that report as and when required.
- You may be asked to present your Report either at the University Headquarters/or at any assigned place face to face or through online mode.
- Project/Dissertation Report must be typed in Computer. Report may be printed on both sides in standard A-4 size papers with 1.5 inch margins on left and 1.2 inch margins on right sides and 1.2 inch margins on top and bottom. Page numbers must be maintained throughout. The Title/Acknowledgement/ Content pages should be numbered in Roman letters (i, ii, iii etc...) while the main body part must be numbered in standard (1,2,3,...) format. Annexures should be included at the End and should also be numbered in Roman letters (i, ii, iii etc...).
- The Project/Dissertation Report should be printed on both sides of paper. For Assamese everyone has to use [Banikanta](#) or [Jyotirupa](#) font, size 13 point (click the font name to download) with spacing of minimum 1.5. In case of English, Times New Roman font, size 12 point with spacing of minimum 1.5 has to be used.

Section II
Project/Dissertation Performa

Cover Page

The cover page on the bound copy of the report should indicate.

- The title of the report. It would be short, if necessary, it should be followed by an explanatory sub-title.
- Your name and enrolment number/ Exam roll no /year of examination.
- Name and designation of the faculty member/ Coordinator/ Academic Consultant who has guided you.
- Name and designation of the person of the organization who has guided you.

Colour of the Hard Cover of the Project Report must be NAVY BLUE.

<p>প্ৰজেক্ট ৰিপৰ্ট/কণিকা গৱেষণা গ্ৰন্থ</p> <p>বিষয়টিৰ নাম</p> <p>বিশ্ববিদ্যালয়ৰ ল'গ</p> <p>বিশ্ববিদ্যালয়ৰ পদনাথ গোহাঞিবৰুৱা মানৱিকী অধ্যয়ন সত্ৰৰ অন্তৰ্গত অসমীয়া বিভাগত স্নাতক/স্নাতকোত্তৰ উপাধিৰ আংশিক প্ৰয়োজনপূৰ্তিৰ বাবে জমা দিয়া কণিকা গৱেষণা গ্ৰন্থ (বছৰ)</p> <p>জমাকৰ্তা</p> <p>নাম:</p> <p>পঞ্জীয়ন নং:</p> <p>অধ্যয়ন কেন্দ্ৰৰ ক'ড:.....</p> <p>তত্ত্বাবধায়ক <i>তত্ত্বাবধায়কৰ নাম</i> তত্ত্বাবধায়কৰ পদবী</p> <p>কৃষ্ণকান্ত সন্দিকৈ ৰাজ্যিক মুক্ত বিশ্ববিদ্যালয় গুৱাহাটী, অসম</p>
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Certificate of the Guide/ Supervisor (Format)

<u>Certificate of the Guide/ Supervisor</u>	
Mentor / Guide Name:	
Designation:	
This is to certify that the project report entitled “.....” has been prepared by Ms./Mr..... bearing enrolment number..... under my supervision and guidance, for the partial fulfilment of Four Year Undergraduate Programme in Assamese of Krishna Kanta Handiqui State Open University. His/her field work is satisfactory.	
Date:	Signature of Guide

Certificate of the Study Centre Coordinator/ Academic consultant of Study Centre

<u>Certificate of Study Centre Coordinator/ Academic consultant</u>	
Coordinator/ Academic consultant Name:	
Designation:	
This is to certify that the project report entitled “.....” has been prepared by Ms./Mr..... under the guidance of Dr./Sri/Mr./Ms....., for the partial fulfilment of Four Year Undergraduate Programme in Assamese of Krishna Kanta Handiqui State Open University. His/her field work is satisfactory.	
Date:	Signature

Acknowledgement

The learner should provide an acknowledgement of the help received from the Supervisor, other teachers, Libraries and any other organizations/ sources/ persons. One may also acknowledge assistance from family members, friends and others. The learner has to put his / her signature and the Enrolment No. at the end of the acknowledgement.

Self-Declaration by the Learner

The learner has to make the following declaration:

<u>Self-Declaration by The Learner</u>	
<p>I do hereby declare that this project work entitled “.....” submitted by me for the partial fulfilment of the requirement for the award of Four Year Undergraduate Programme in Assamese of Krishna Kanta Handiqui State Open University is a product of my own research work. The report embodies the finding based on my study and observations and has not been submitted earlier for the award of any degree or diploma to any Institute or University.</p>	
Name:	Signature of the Learner
Enrolment Number:	Date:

Table of Contents

Also called INDEX, the Table of Contents should provide the title of all chapters (with page numbers) major subdivisions and appendices. The table should also indicate the commencing page numbers of the preface, the bibliography, appendices & annexures.

Main Report

Your main report should follow the chapter scheme you had indicated in your synopsis. Generally, the sequential presentation should be as follows:

- **Chapter I: Introduction of the Problem:** This chapter should provide a background of the problem and what is proposed to be investigated. The significance of the problem, the objective and the scope of the study and the contribution and impact your study will make should be elaborated. A brief description of the organization where you have conducted the project should be provided.
- **Chapter-II: Theoretical Perspective, Methodology, Scope, Limitations:** This chapter should give an overview of the theoretical concepts related to the problem under study. You should refer to the current status of research in the area and major findings thereof. These should bring out the necessity for a study of the kind you have undertaken and the approach you intend to follow. This chapter should describe in detail the steps followed in completing the study. If you have done a field study based work then the sample survey, the basis of sampling its size etc. should be discussed. The sources of primary and secondary data must be stated and the way you have processed the data should be elaborated. You can also describe the scope and limitations of your study.

➤ **Chapter III, IV, V, VI Discussion/Body of the Report:** Presentation of the relevant data and analysis and discussion thereof form the main body of the report. After you define your research problem clearly and definitely, before you start the report, decide on the main theme of your report; which of the findings are significant, which are peripheral? Develop your argument logically to build your theme, presenting data wherever necessary. Decide the distribution and the number of chapters required; keep appropriate balance in the size of the chapter, and avoid uneven coverage. Only include those parts of a table in the chapter which are relevant to the arguments, the details can be in the appendix. Spend more time on the central issues, giving them importance, clarity and emphasis. All issues if treated in the same manner will dilute a report.

➤ **Appendices and Annexure:** Appendices are listed alphabetically e.g., Appendix A, Appendix B etc. and contain the table and data collection for the study. They are not included in the main chapters but referred to in the discussion and interpretations. Appendices are placed after the last chapter on summary conclusions.

Annexures are numbered numerically e.g., Annexure II etc. and contain such supporting information which are not collected as primary and secondary data, yet is relevant in discussion and for easy reference.

➤ **References:** References can be mentioned either at the bottom of the appropriate page where these are referred or at the end of each chapter. If this has not been done, a third alternative is to list them at the end of the report immediately after the appendices / Annexures.

➤ **Bibliography:** A bibliography is a list of the published sources consulted during the course of the project work and normally includes all works listed in the text and text notes. The bibliography should be arranged in APA 7th Citation Style.

A Guide to Organising the Contents of Project Report /Dissertation

The Title of the Study

A single sentence describing the inquiry should be in the title. The title is frequently used to refer to the independent and dependent variables. Avoid titles that imitate newspaper headlines; a formal report is not a journalistic assignment. Bear in mind that your reader will first notice the title of the report and will want to know if the report is relevant to his or her research interests. Your project/dissertation title should be a short yet accurate description of the report's content. Avoid using terms such as "a research into..." or "an experiment to discover..." in the opening of your title. Such sentences are redundant and contribute nothing to the text; they also reflect sloppy thinking. The phrase "title" is not acceptable as the initial word in a title. The reader will identify it as the title due to its placement.

The Abstract of the Study

The abstract describes your entire work in a single paragraph. A short overview of the goal and approach should be provided, as well as sections on the findings and discussion. Exclude detailed information such as statistics and statistical test-names from this section. Aim for a length of maximum 150 words for your abstract. The abstract is the second thing a reader sees after the title, and it may be the only thing they see. As such, it should give a comprehensive yet brief overview of the whole report, allowing readers to decide whether to continue reading or not. As a general rule, write four short lines describing (1) why you did it, (2) what you did, (3) what you discovered, and (4) what you concluded. Write the abstract once you have completed the body of the report. You may struggle to write a concise abstract in a single session. Perhaps it is more convenient to start with a lengthier version and then shorten it.

Introduction to the Study

To begin, you should defend the study you're addressing. This implies that after reading the introduction, the reader should be able to deduce the subject of your Report. Simultaneously, your introduction should explain to someone who is not an expert why you did this study. As a consequence, the introduction will begin with a general framework and go to the study's specific reasoning and objectives. Typically, this section will include an overview of prior work in the subject, as well as an explanation of the theoretical or practical motives for doing the study. The following is an example of an effective content sequence for an introduction:

- Describe and identify the subject you wish to research, and, if necessary, justify its fascination and/or significance.
- Describe previous works (and maybe your own) that relate to the subject at hand.

Justify your previous work's inadequacy. It might have methodological problems, or there could be need for extension of previous work, or this could be the first time it has been reproduced, or you could be comparing the sufficiency of various theories. (If the previous work is complete, error-free, and has been repeated several times, or if the best hypothesis is known, further research is unnecessary.) Justifications for why previous work was inadequate should logically lead to the study you did. You are not need to go into detail here, but it should be obvious how the most recent work resolves open theoretical issues, corrects past research's mistakes, and/or enhances our present understanding.

What are your expectations for the result of your study, and why? Complete this section by describing your study hypothesis/research questions (what you expect will happen based on your theoretical framework and/or the constraints of previous studies). If you are performing more exploratory research and are unclear about the conclusion, briefly describe the study's aims and desired outcomes. This final paragraph of the introduction is critical to the study's and report's comprehension. If this part is well-defined, discussing and evaluating the outcomes will be lot easier. Ascertain the relevance of your theories to the essay's main body. Your theories do not have to be enumerated or bulleted.

Methodology of Research

Rather of being a standalone part, the method section should ideally be divided into the following five or so subsections. In the approach section, you describe the steps you used to acquire your data. This portion of your Project/Dissertation Work should include sufficient detail to enable the reader to reproduce the experiment. If you're not very much sure about the research methodology, read over a journal paper on your subject to try to get insights to their research approaches. Mention your use of research tools in this section. It is desirable that you present a Review of Research Methods from earlier studies here.

Chapterisation

Based on your chapterisation plan, organise the main body of the Project/Dissertation in a systematic way. Try to organise your work in a way so that there is a continuity of flow throughout the discussion.

Findings and Discussions

Begin by outlining the actions you took to process the data you found in your study. Never copy and paste other's arguments into your report. Always assess what information is pertinent and significant and then communicate it without repetition in the most efficient manner possible. In your results section, use the same descriptive labels that you did in your analysis section. This will be beneficial for your readers.

Conclusion

To end the discussion, it is desirable that you draw certain important conclusions of the study and based on those you can also offer certain specific points of your findings. Here, you can also highlight certain limitations you faced during your study or point out certain future directions of research on the area.

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