

KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY

PROGRAMME PROJECT REPORT

ON

BACHELOR OF ARTS (HONS) (HISTORY)

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



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Four Year Undergraduate (FYUG) Programme in History

(To be offered from the academic session 2023-24 onwards as per NEP 2020)

1. Overview and Background

The Four Year Undergraduate (UG) Programme in History of Krishna Kanta Handiqui State Open University (KKHSOU) is 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 Meeting of the Academic Council of the University held on 18-01-2023 resolved that the Programme Project Reports (PPR) of the proposed programmes of the University would accommodate the features of NEP 2020 and UGC ODL Regulations 2020. Accordingly, the University has adopted the UGC Curriculum and Credit Framework for the UG Programmes with provisions of lateral entry and exit; and multidisciplinary/interdisciplinary focus. Also, the assessment and evaluation has also 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 courses (DSE), which are expected to enable the learners for wider exposure and opportunities; e.g. intending learners of other disciplines can opt for any course from social sciences as minor just as those from social sciences can opt for courses in mathematics or mass communications. Besides, bundles of courses are also being provided as ability enhancement courses (AEC); skill enhancement courses (SEC); and value-added courses (VAC) to fulfil requirements of the NEP 2020.

Notably, the academic disciplines of the University are organised as School System; 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 elements of the Indian knowledge system, including Indian languages, culture, values, and traditions. The second semester includes a 3-credit course on yoga while the 3rd semester incorporates a 4-credit course on Life Skills. This course is being offered by Maniram Dewan School of Management in close association with the faculty of other Schools. Similarly, courses on environmental studies, digital literacy, 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 of the region have designed the Programmes and the detail syllabi. The updated and revised syllabus was placed in the Schools of Studies and after getting due recommendation from it subsequently the syllabus was approved in the Academic Council of the University. This Programme Project Report (PPR) on Four Year UG Programme under the Discipline of History of the Surya Kumar Bhuyan School of KKHSOU is an outcome of this process.

2. Programme's Mission and Objectives

The UG programme in History is offered by the Discipline of History, under the Surya Kumar Bhuyan School of Social Sciences, Krishna Kanta Handiqui State Open University. The UG programme in History has been revised in accordance with the UGC Regulations on Open and Distance Learning, 2020. As per the new curriculum, the syllabus of the programme has been planned after a series of deliberations and discussions with the academic experts from the discipline. The programme syllabi and curriculum has been designed to accommodate the recent developments in the subject.

The UG programme in History aims to facilitate the awareness of the learner to the nature and scope of the discipline. The papers of the UG programme in History are interdisciplinary in nature and hence it will enable the learner to develop the spirit of inquiry and the ability to reflect on the issues discussed in the twenty (20) papers that make up for this programme. In order to achieve the same, the objectives of the BA programme have been framed as follows:

- To provide the basic knowledge regarding the discipline and motivate the learners towards the subject who are desirous to study it,
- To develop in the learners the capability to inculcate critical historical thinking, so as to develop employability skill required in research institutions and other Think Tanks,
- To enable them to develop an understanding of the complex nature of the historical records in order to enhance their understanding of their knowledge related to the subject, and
- To develop in them the ability to approach the subject from an interdisciplinary perspective and equip themselves with the skills to articulate the knowledge acquired.

3. Relevance of the Programme with KKHSOU's Mission and Goal

The programme has been prepared keeping in mind the following objectives of the Krishna Kanta Handiqui State Open University: The mission and goals of KKHSOU has been inculcated in the programme for its learners, which are:

- To expand the reach of Higher Education for maximum number of learners,
- To bring diversity in the programme for developing the skill of the learners and raise the quality of learning,
- To disseminate learning through the use of ICT (Information and Communication Technology),
- To contribute to the field through research and learning.
- The programme aims to make the course relevant as a knowledge system in present times. The contents offer theoretical understanding on various issues emerging in the society at regional, national and international level. The programme attempts to enable the students to develop proper methods of articulation and presentation thus preparing the students for their future prospects in pursuing higher studies, or research, or appearing for any competitive examinations.

4. Nature of Prospective Target Groups of Learners

KKHSOU specially strives to cater to the needs of the learners from far flung areas cutting across of age, sex and backwardness so that they can have access to quality education and it functions with a motto of "*Education beyond Barriers*".

KKHSOU offers its UG (History) programme specially designed and developed for the learners to make them acquainted with the basic understanding of history- regional, national, international. To achieve the mission of KKHSOU, the Programme has emphasized the following prospective target groups of learners:

- Women and working people who wish to gain knowledge in the subject, and prepare for competitive exams.
- People engaged in different services, business or other professions.

- People hailing from far flung remote areas and living in other disadvantageous conditions.
- Learners who are deprived of higher education in conventional system for varieties of reasons.
- Working professionals who wish to earn a degree in History.

5. Appropriateness of Programme to be Conducted in Open and Distance Learning Mode to acquire Specific Skills and Competence

The proposed Programme is designed keeping in view the specific requirements of the ODL mode. The Programme consists of courses which are mostly theoretical in nature; therefore, is suitable for ODL mode. The Programme can be completed by going through the Self Learning Materials (SLM) of the courses. In addition, the University hosts series of video lectures in its official YouTube channel on specific topics related to various courses of the Programme which the learners can use as learning materials. The counselling sessions, both online as well as offline specifically aim at clarifying the doubts of the learners. Certain add-on resources, like CDs, community radio programmes, dedicated sessions in Swayam Prabha channel etc. are also expected to facilitate learning in ODL mode. The use of technology further facilitates delivery of the Programme in ODL mode. University's own LMS e-bidya, which contains variety of learning resources viz. e-SLMs, tutorial videos, reading materials, further references, MCQs and other OERs, make the Programme suitable for offering it in ODL mode.

6. Instructional Design

6.1 Curriculum Design

The curriculum of the Four Year UG Programme in History 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 History has been prepared and finalised by the duly constituted Committee of Courses (CCS) involving three eminent outside subject experts drawn from Gauhati University and Cotton State University which has been approved by the Academic Council of the University.

6.2 Programme Structure

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

The Programme in History, whether three or four years, is to be completed with courses on a minor subject to be chosen by the learners from the any of the disciplines of social sciences, sciences, 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.

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 courses (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 or internship or community engagement or any other value added activities, together with 12 credits of project or dissertation. The description of the credit distribution of the proposed Programme is given in section 6.2.1.

6.2.1 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	History 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 entries and exits in 2nd, 4th, 6th semesters. The learners will be awarded with a Certificate, Diploma and Degree (General) with History 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 History 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 structures of the proposed Four Year UG Programme in both History as Major and Minor, are shown in section 6.2.2.

6.2.2 Structure of the Four Year UG Programme with History as Major

Semester	Type of Course	Name of the Course	Credit
I	Major - 1	Introduction to Indian History	4
	Minor - 1		4
	IDC - 1		3
	AEC - 1	General English	3
	VAC - 1	Environmental Studies	3
	SEC - 1		3
Total			20
II	Major - 2	Introduction to Assam History	4
	Minor - 2		4
	IDC - 2		3

	AEC – 2	Modern Indian Language (MIL)	3
	VAC – 2	Introduction to Yoga	3
	SEC – 2		3
	Total		20
	Exit 1	UG Certificate	40
III	Major – 3	History of India: From Pre-history till 13th Century	4
	Major – 4	History of Europe (1789-1878)	4
	Minor – 3		4
	IDC – 3		3
	AEC – 4	Life Skills for All	4
	SEC – 4	Cyber Security	4
	Total		23
IV	Major – 5	History of Assam upto the 16th century	4
	Major – 6	History of Japan and China	4
	Major – 7	Cultural History of India	4
	Minor – 4		4
	AEC – 4	<i>Any one from the following:</i> Studies of Assamese Culture; or Spoken English	4
	Total		20
	Exit 2	UG Diploma	83
V	Major – 8	History of India: From Sultanate to the Mughals	4
	Major – 9	History of Ancient Civilisations	4
	Major – 10	History of Europe ((1878-1945)	4
	Major – 11	Indian Historiography	4
	Minor – 5		4
	Total		20
VI	Major – 12	History of Assam from the 17th century to 1947 C.E.	4
	Major – 13	Cultural History of Assam	4
	Major – 14	Socio Economic History of India	4
	Major – 15	Women in Indian History	4
	Minor – 6		4
	Total		20
	Exit 3	UG Degree (General)	123
VII	Major – 16	India under the East India Company	4
	Major – 17	Environmental History of India	4
	Major – 18	Assam Since Independence	4
	Minor – 7		4
	SEC – 4	Research Methodology	4
	Field Work	Seminar/Presentation/Internship etc.	4
	Total		24
VIII	Major – 19	India under the Crown	4
	Major – 20	World After World War II	4
	Minor - 8		4
	Field Work	Project/Dissertation	12
	Total		24
	Exit 4	UG Degree (Honours/Research)	171

6.2.3 Structure of the Four Year UG Programme with History as Minor (with provision for double major)

Semester	Type of Course	Name of the Course	Credit
I	Major – 1		4
	Minor – 1	Introduction to Indian History	4
	IDC – 1		3
	AEC – 1	General English	3
	VAC – 1	Environmental Studies	3
	SEC – 1		3
Total			20
II	Major – 2		4
	Minor – 2	Introduction to Assam History	4
	IDC – 2		3
	AEC – 2	Modern Indian Language (MIL)	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	History of India: From Pre-History till 13 th Century	4
	IDC – 3		3
	AEC – 4	Life Skills for All	4
	SEC – 4	Cyber Security	4
Total			23
IV	Major – 5		4
	Major – 6		4
	Major – 7		4
	Minor – 4	History of Assam upto the 16 th Century	4
	AEC – 4	<i>Any one from the following:</i> Studies of Assamese Culture; or Spoken English	4
Total			20
Exit 2			UG Diploma
			83
V	Major – 8		4
	Major – 9		4
	Major – 10		4
	Major – 11		4
	Minor – 5	History of India: From Sultanate to the Mughals	4
Total			20
VI	Major – 12		4
	Major – 13		4
	Major – 14		4
	Major – 15		4
	Minor – 6	History of Assam from the 17 th Century to 1947 C.E.	4
Total			20
Exit 3			UG Degree (General)
			123
VII	Major – 16		4
	Major – 17		4

	Major – 18		4
	Minor – 7	India under the East India Company	4
	SEC – 4	Research Methodology	4
	Field Work	Seminar/Presentation/Internship etc.	4
	Total		24
VIII	Major – 19		4
	Major – 20		4
	Minor - 8	India under the Crown	4
	Field Work	Project/Dissertation	12
	Total		24
	Exit 4	UG Degree (Honours/Research)	171

6.3 Duration of the Programme

The minimum periods for completion of the Programme and award of the Certificate, Diploma, Degree (General) and Degree (Honours/Research) in **History**, 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 History 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.

The detailed syllabi of the courses are given in the Annexure I.

6.4 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.

6.5 Faculty and Other Support Staff Requirements

The proposed Four Year UG Programme in History is offered by the discipline of History under the Surya Kumar Bhuyan School of Social Sciences. Currently, the discipline of History has 2 full-time faculty members as Assistant Professors. The School of Social Sciences, however, consists of altogether 15 faculty members including those from the discipline of History. Given the nature of the subject History, a multidisciplinary approach adopted by the discipline of History to offer the FYUG Programme. Accordingly, the 20 courses offered under the Programme are assigned to specific Course Coordinators who are full time faculty members of the History discipline or allied discipline. The details of faculty members assigned to specific courses as coordinators are given under:

Course-wise Faculty allotment of UG (History) Programme

Sem	Title of the Course	School	Discipline	Faculty/Course Coordinator
I	Introduction to Indian History (DSC 1)	SKBSSS	History	Dr Priti S. Rajkhowa
II	Introduction to Assam History (DSC 2)	SKBSSS	History	Dr Priti S. Rajkhowa
III	History of India: From Pre-history till 13th Century (DSC 3)	SKBSSS	History	Dr Priti S. Rajkhowa
	History of Europe (1789-1878) (DSC 4)		History	Dr Sukmaya Lama
IV	History of Assam upto the 16th century (DSC 5)	SKBSSS	History	Dr Priti S. Rajkhowa
	History of Japan and China (DSC 6)		History	Dr Priti S. Rajkhowa
	Cultural History of India (DSC 7)		History	Dr Sukmaya Lama
V	History of India: From Sultanate to Mughal (DSC 8)	SKBSSS	History	Dr Sukmaya Lama
	History of Ancient Civilisations (DSC 9)		History	Dr Sukmaya Lama
	History of Europe ((1878-1945) (DSC 10)		History	Dr Sukmaya Lama
	Indian Historiography (DSC 11)		History	Dr Priti S. Rajkhowa
VI	History of Assam from the 17th century to 1947 C.E. (DSC 12)	SKBSSS	History	Dr Priti S. Rajkhowa
	Cultural History of Assam (DSC 13)		History	Dr Priti S. Rajkhowa
	Socio Economic History of India (DSC 14)		History	Dr Sukmaya Lama
	Women in Indian History (DSC 15)		Sociology	Dr Gargi Gayan
VII	India under the East India Company (DSC 16)	SKBSSS	History	Dr Priti S. Rajkhowa
	Environmental History of India (DEC 17)		History	Dr Sukmaya Lama
	Assam Since Independence (DSC 18)		Economics	Prof Joydeep Baruah
VIII	India under the Crown (DSC 19)	SKBSSS	History	Dr Sukmaya Lama
	World After World War II (DSC 20)		Political Science	Dr Jahnabi Devi

Notwithstanding the above, as the proposed Programme has been designed with interdisciplinary focus with courses on English, Spoken English, MIL, Environmental Studies, 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.

6.6 Instructional Delivery Mechanism

The primary instructional delivery mechanism of the proposed Programme involves Self Study Materials (SLM) prepared for each course. The SLMs have been prepared keeping in mind the requirements of instructional design, especially in three domains viz. the behavioural domain, cognitive domain, and constructive domain. Accordingly, emphasis has been placed, while preparing the SLMs, on aspects of memorising, concept learning, reasoning, understanding, problem setting as well as problem solving.

In planning, designing and preparing the SLMs and other instructional delivery mechanisms the faculty of the discipline has taken the lead and also played the major role. The faculty members of the discipline have been engaged as the content writers as well as content editors. In addition, help from outside resource persons across the state and country has also been sought in preparing the SLMs. Senior/retired Professors, Associate Professors and Assistant Professors from different Universities and Colleges have been engaged as SLM writers, content editors, translators and language editors.

Also, the SLMs prepared in a highly accessible way so that the learners coming from diverse sections of the society find them easy to read and understand. The SLMs contains the following components:

- Learning objectives for each of the Units;
- An introduction to each Unit highlighting the linkage with previous Unit besides the general introduction to the topic concerned;
- Check your progress to gauge the level of understanding of the learners;
- Answers to the check your progress questions;
- Various activities for enhancing learners' critical outlook;
- Let us know sections depending on the necessity of providing important information on the topic;
- Summing up to reiterate the key concepts, ideas and major points;
- Further reading; and
- Model questions for the benefit of the learners

All the learners are proposed to be provided with print SLMs for all the semesters. The learners will also be given access to the e-SLMs simultaneously. The University also has its own LMS – e-bidya with the four quadrants i.e., video lectures, downloadable/printable reading materials, self-assessment tests and quizzes, and an online discussion forum for clarifying doubts and queries. For efficient and enhanced instructional delivery of the proposed Programme, the LMS of the University will be utilised to the optimum level.

6.7 *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.

6.8 *Learner Support Services*

The learners of the proposed Four Year UG Programme in History would be provided with a wide range of support services helping them to imbibe the required knowledge and skills; to seek avenues in gainful employment; to go for higher studies; and to provide in-depth disciplinary as well as multi/interdisciplinary knowledge. Learner support services of the proposed Programme include, inter alia, the followings:

- (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 on 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 provides 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 in select districts of upper Assam 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 institution. On behalf of the university, the study centres cater to the various requirements of learners, viz. Admissions-related information, delivering Self Learning Materials, conducting counselling sessions, distributing assignments and evaluating them, conducting term-end exams, etc. The study centres throughout the state handle these affairs on behalf of the University.
- (d) **Pre-admission Counselling:** There are at present 234 study centres providing these support services to the learners. 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, which can be accessed at http://www.kkhsou.in/web_new/lcharter.php, pronouncing the basic rights and responsibilities of its learners and those of the University to the learners. In the Induction Programmes at the Study Centres, the learners are sensitized about this Charter.
- (g) **Handbook/SOP:** The University has brought out a *Learners' Handbook* with all necessary information and guidelines (<https://tinyurl.com/y4w592f3>) and *Handbook for the Study Centres* (<https://tinyurl.com/5sz342ud>) in addition to a *Standard Operating System (SOP) of Examination* (<https://tinyurl.com/y4w592f3>) which can be used by the learners for deriving required information and also for assistance in myriad situations.
- (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 and digital mode as well in a continuous way, through telephone, SMS and emails. There is a dedicated online portal (<https://www.kkhsou.in/complain/in/index.php/>) through which the queries received automatically move to concerned department for solving the same. Once the problem is solved, the learner is informed by SMS and email.
- (j) **Face to face and Walk-in Counselling:** The FYUG programme provides face-to-face counselling at the study centres. The University also provides face-to-face counselling/walk-in-counselling to learners at the specially maintained city learner support centres 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 of the ICT-based support systems provided by the university, which can be availed by the learners of FYUG History Programme 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 (web link: <https://www.youtube.com/user/kkhsou>)
- **University's Own LMS 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://www.lmskkhsou.in/web/>. The site allows learners to access e-resources 24 X 7, regardless of where they are in relation to the particular programme they are enrolled in. It contains all four quadrants including video lectures and tutorials and the reading materials. Learners can also interact with experts through the discussion forum. Learners can experience the benefits of online learning through their mobile devices as well. The proposed Programme will also be made available in *e-Bidya* with all resources for all learners enrolling in the Programme.
- **E-Mentoring:** The University introduces an innovative e-mentoring system where a group of learners enrolled in a Programme is placed under the mentorship of a faculty of the University from the concerned discipline. This facilitates a bonding between the mentor and the mentees helping the learners to continue their studies with self-confidence, self-esteem, morale, and a feeling of identity. The main objective of this initiative is to help learners minimise personal difficulties and identify the obstacles they face in matters related to academic as well as non-academic. During this process, they are also guided to develop appropriate learning strategies for overcoming these difficulties and problems. The e-mentoring system, utilises the Telegram App and/or WhatsApp, and helps learners derive all the benefits of open and distance learning at their finger tips instantly.
- **Community Radio Service:** The University introduced the first Community Radio station in the North Eastern part of the country *Jnan Taranga* (90.0 MHz). The 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, talk shows and phone in Q & A sessions with the learners. Recently, the programmes of *Jnan Taranga* are made available over internet radio, which can now be heard by all learners though internet (<https://tinyurl.com/y4w592f3>).
- **Digital Library:** The digital library (<http://dlkkhsou.inflibnet.ac.in/>) of the University hosts a large number of resources which include documents, SLMs, e-books, conference/seminar proceedings, faculty publications, theses and dissertations etc. Links are also provided to other open access resources which can be easily accessed by the learners.
- **Online Counselling:** The University's faculty conducts online counselling sessions through different online platforms like Zoom, Google Meet, and Cisco WebEx etc. Sessions are also conducted through Facebook Live on examination related issues especially during the time of pandemic. Most of the online counselling sessions are recorded and archived as additional digital learning resources for the use of the learners.

- **KKHSOU Mobile App:** The University has developed a mobile application *KKHSOU* (<https://tinyurl.com/35y7brrj>) that allows students to access the university website 24x7. The main purpose of this application is to provide the relevant information to all learners in an easily accessible manner. Using this application, learners can view the course information, fees structures based on their requirements. At the same time, they can directly call any study centre of KKHSOU. Learner can download assignments, old question papers and other important forms.
- **SMS Alert Facility:** The University has implemented an SMS alert system for learners for sending notification of university news, events, and similar other learner-related information.
- **E-mail Support:** Learners can also write emails to any officials/faculty members of the University at info@kkhsou.in. Concerns raised through email are addressed by the concerned 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 for any kind of support and assistance.
- **KKHSOU in Social Media:** KKHSOU has incorporated social media like Facebook pages (<https://www.facebook.com/groups/272636986264210/>), WhatsApp group, Twitter Account (<https://twitter.com/KKHSOU1?s=09>) to its official website that enables interaction with the learners on a real time basis. The Facebook page also allows moderated discussions within as well as among the learners' community.

7. Procedure for Admissions, Curriculum Transaction and Evaluation

7.1 Procedure for Admissions

7.1.1 Minimum Qualification

For the FYUG History programme, 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.

7.1.2 Online Admission

Admission to the proposed Programme will be conducted entirely in online mode through the University's Online Admission Portal (<https://tinyurl.com/2p8ht9da>). The learners have to register first in the portal providing their email and mobile number. After successful registration, the login credentials are provided to their registered email and mobile numbers. Learners can login to the admission portal using the credentials provided to them and then fill up the online application form and upload all required supporting documents and photograph. They can choose their subjects and preferred study centres. Upon completing all the requirements of application process they can make online payments of the requisite fee via net banking, credit/debit card, UPI or by using the QR code. Once the fee is paid, they can get their enrolment receipt with their enrolment number and get a print out of the application form for future reference. On completion of the admission process the learners receive a welcome email with all relevant information and links to various digital resources for instant access.

7.1.3 Refusal/Cancellation of Admission

At the time of admission, the learners have to submit a declaration that all information and document provided by her/him at the time admission are, correct, true and valid. If, however, any false declaration is detected at any stage, the University has the authority to refuse, reject and/or cancel his/her admission, mark sheets, certificates etc as the case may be.

7.1.4 Continuous Admission

The University practices the system of continuous admission. By paying the necessary fees, a learner has the provision of obtaining admission to the next semester after the completion of any semester. 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 learners are given 60 days of time for admission in the intermediate semesters. 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 and maintain regular contact with their allotted study centres.

7.1.5 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.

7.1.6 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.

7.1.7 Fee Waiver for Differently Able Persons (DIVYANGJAN)

The University has a scheme of complete fee waiver for the differently able learners in all semesters all programmes. Such learners intending to take admission in the proposed Programme will also be extended the same benefit. Such learners are required to submit a certificate in a prescribe form issued by the Department of Social Welfare Department or Disability and a copy of the certificate issued by the Department of Empowerment of Persons with Disabilities, Ministry of Social Justice and Empowerment, Govt. of India. The forms/certificates are verified by the Social Welfare Department, Government of Assam and the learners are allowed to the fee waiver in their chosen programme.

7.1.8 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.

7.1.9 Economically Weaker Section (EWS)

The learners applying for admissions under EWS category are required to submit valid and prescribed EWS documents as per the latest Government of Assam guidelines for identification and future references.

7.1.10 Fee Structure

The University attempts at keeping the fees of its academic programmes at the minimum so as to make the programmes affordable to the learners coming from diverse sections of society. The fee structure of the proposed Four Year UG Programme will also be no exception. Fee structure of the Programme has been devised as all-inclusive for the benefit of the learners and consists of admission fee, course fee, exam fee, exam centre fee and fee for mark-sheets. Fee for the Programmes are charged semester-wise. Currently, fees for UG Programmes have been fixed at Rs 3000 per semester.

7.2 Curriculum Transaction

7.2.1 Activity Planner

The University prepares an activity planner, which guides the overall academic activities in all academic programmes. This is released before the beginning of the academic session and prior to the University's admission. The CIQA office, as per UGC guidelines, prepares this activity planner and the office of the Academic Dean, after due approval, upload the Academic Plan and month wise Academic Calendar to the University's website. This enables learners to plan their studies and activities accordingly. The same practice shall be followed in case of the proposed Programme also.

7.2.2 Self-learning Materials (SLMs)

The transaction of the curriculum is primarily carried out through the Self Learning Materials (SLM). The SLMs are conceived, designed and prepared in such a way that the learners can easily follow them. The SLMs are prepared with the help of well-known subject experts and they provide all relevant and up-to-date information in the subject in a clear, concise and coherent manner, which are sufficient for self learning. Both print and e-SLMs are made available to all the learners. In the proposed Programme too, SLMs – both print and digital – will form the primary mode of curriculum transaction.

7.2.3 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.

7.2.4 Induction and Counselling Sessions

Induction sessions are conducted by university officials and faculty together at the beginning of each academic session both centrally as well as at the study centres. Counselling sessions are conducted by the Study Centres with qualified and experienced academic counsellors. Normally, all counselling sessions are scheduled on Sundays. 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 are provided by the faculties of the University for different Programmes. For the proposed Programme also both online and offline counselling will be continued at the University and the study centres.

7.3 Assessment and 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.

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:

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 CCPA, 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 section 7.3.1 to 7.3.3.

7.3.1 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.

7.3.2 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.

7.3.3 Assessment of seminar/presentation/project and dissertation

A learner has to make seminar/presentation and prepare a project/dissertation on a particular topic under the guidance of a professionally qualified supervisor/guide in Semester VII and VIII of proposed Programme. 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. Requirement of Library and Laboratory Support

Library services are offered to the learners of the University by providing access to the library facilities in its recognized study centres and also through the central library of the University's City Campus. The reference books are suggested by the faculty of the respective disciplines and schools and also by the SLM writers. The Central Library of the University has quite a good stock of relevant reference books and textbooks relating to the various Programmes including the proposed one. It has about 20000 print books, 36 print journals on various disciplines and 8 Newspapers. 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 made accessible to the learners. The learners are given the access to all these library resources after their successful enrolment into a programme. The library web page is integrated to the University's main website.

The library is fully computerised 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 proposed Programme 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.inlibnet.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

its learners. Further, the Library of the university maintains a web catalogue (<http://opac.kkhsou.ac.in/>) to facilitate the learners to browse library collection online.

The University also has an OER Policy (<https://tinyurl.com/2yukrp5r>). The University 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. The learners' community of the University can avail the services through a single-window (<https://ndl.iitkgp.ac.in/>).

In addition, the learners can also use, the OAJSE – i.e. Open Access Journal Search Engine (www.oajse.com) 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.

Even though courses of the proposed Four Year UG Programme in History do not require much of the laboratory services as such, support in terms of computer laboratory is provided to the learners by way of giving access to the existing facilities at their respective study centres and the University's city campus. The city campus of the Guwahati has two state of the art computer labs equipped with statistical and data analysis software like SPSS, STATA and R which can be used by learners should they feel any requirement for the same.

9. Cost Estimates and Provisions

The office of the Finance Officer of the University keeps all the records of finances regarding print of SLMs, honorarium paid to the members of the Committee on Courses, honorarium paid to Content Writers, Content Editors, Language Editors, Translators, Proof Readers and also the expenditure related to organising counsellors' workshops, meetings of the Co-ordinators of the study centres etc. Moreover, office of the Finance Officer also maintains records of purchase of computers, online space, books, journals etc. The accounts are maintained as per the laid down government procedures. Regarding the cost of programme development, programme delivery, and programme maintenance, the finance office conducted an exercise based on the past data on costs to arrive at the following indicative figures for Four Year UG Programmes including the one proposed here.

9.1 Programme Development Cost

(a) SLM Development Cost for Under Graduate programme is estimated at Rs. 6,250/- per Unit. A course, on an average, consists of 14 Units. In the proposed Four Year UG Programme there will be 43 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 is estimate at Rs. 69/-. However, this also depends on the print number as there is an element of scale involved for larger number of copies.

9.2 Programme Delivery Cost

The SLMs prepared have to be delivered to the learners and various study centres located across the State including the ones in the far flung 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 proposed Programme will be provisioned by the University. The office of the Finance Officer has calculated the delivery cost of SLM at Rs. 132/- per student. Moreover, there will also be expenditures on account of providing LMS based services to the learners which can be apportioned to per learner. This, however, require a detail exercise once enrolment to the proposed programme is completed.

9.3 Programme Maintenance Cost

The University will keep financial provisions for organising 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 proposed Programme but will benefit the learners of other programmes as well. The University will also bear the cost of organising the meetings of Committee on Courses, School of Studies, and Academic Council etc. and also for supply of additional study materials if required. There will also be a need to conduct feedback surveys and analysis for getting inputs for further revision of the courses. Moreover, the University will have to keep on investing in enhancing the IT infrastructure so that the learners can benefit from the ICT enabled services. The cost calculated by the office of Finance Officer with regards to maintenance of UG Programme has been found as Rs. 650.00 per learner inclusive of all costs mentioned above.

The figures as indicated above will be applicable for the proposed Programme as well. The University will keep adequate financial provisions for development, delivery, and maintenance of the proposed Programme as presented in the Programme Project Report.

10. Quality Assurance Mechanism and Programme Outcomes

10.1 Quality Assurance Mechanism

With regard to quality assurance of all the Programmes of the University including the proposed Programme, 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 thoughtfully 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 the development of SLM. SLM Audit is a regular feature of the University which is conducted by CIQA. The course material

writers and content editors are mostly drawn from 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, e-SLM 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.

- In order to keep the programmes updated, they are regularly revised with necessary changes, based on the inputs received from the various discussions, workshops and feedback analyses. It may be mentioned that the Learners' and stakeholders' feedback is regularly collected and based on that, remedial measures and improvement mechanisms are worked out. The analyses of feedback surveys are available in the University's website http://kkhsou.in/web_new/learner_feedback_all.php.
- Besides, the CIQA takes care of the following among others to enhance the quality of the various facets of the University:
 - o Counsellors' workshops
 - o Stakeholders' meetings
 - o Feedback responses from the learners from various programmes
 - o SLM Audit

10.2 Programme Outcomes of the Four Year UG Programme in History

The outcomes of the proposed Four Year UG Programme in History include enhancing the broad understanding of the learners on wide range of subjects and domains including the domains of ability, value and skill and at the same time providing thorough as well as in-depth disciplinary knowledge of History as a branch of study. More specifically after the completion of the proposed Programme the learners are expected to achieve the following outcomes

- It will enable the learners to acquire knowledge and help them to prepare for the competitive examinations,
- The programme will also encourage the learners to go for higher studies,
- The UG programme will enable the learners to use their knowledge to contribute to the society,
- To create highly competent and confident teachers and leaders.

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KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY

**Four Year UG Programme in History
(Detailed Syllabi)**

SEMESTER – I

DSC 1/DSM 1: Introduction to Indian History

Course Objectives:

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

Learning Outcomes:

1. After completing this course, learners are expected to have a fair knowledge about the history of India.
2. Learners will be able to understand different sources of Indian history.
3. Learner will be able to analyse major political events of India from different historical perspectives.

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, Archeological Sources, Foreign Sources

UNIT 3: EARLY INDIAN CIVILIZATIONS

Harappan Civilization, Vedic Civilization

UNIT 4: POLITICAL DEVELOPMENTS IN MEDIEVAL INDIA-I

The Delhi Sultanate: Slave, Kaljis, Tughlaqs and Lodis

UNIT 5: POLITICAL DEVELOPMENTS IN MEDIEVAL INDIA II

Advent of the Mughals and Second Afghan Empire

UNIT 6: SOCIO-ECONOMIC LIFE IN MEDIEVAL INDIA

Social Condition in the Mughal Period, Economy in Mughal India

UNIT 7: RELIGION AND CULTURE IN MEDIEVAL INDIA

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

UNIT 8: 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 9: SOCIO-RELIGIOUS MOVEMENTS

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

UNIT 10: EMERGENCE OF NATIONALISM AND FOUNDATION OF INC

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

UNIT 11: INDIAN NATIONAL MOVEMENT UP TO 1916

Partition of Bengal and Swadeshi Movement, Revolutionary National Movements

UNIT 12: 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 13: INDIAN NATIONAL MOVEMENT FROM 1939 TO 1947

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

UNIT 14: PARTITION AND TRANSFER OF POWER

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

Basic Reading List:

- 1) Chandra, Satish. *Medieval India*, NCERT, 1990
- 2) Chandra, Sathish. *A History of Medieval India*, Orient Black Swan, 2007
- 3) Chattopadhyaya, Brajadulal. *The Making of Early Medieval India*, Second edition, Oxford Press, 2012
- 4) Jha, D.N. *Ancient India-An Introductory Outline*, Peoples' Publishing House, 1977

[Note: DSC: Discipline Specific Core (Major); DSM: Discipline Specific Minor]

SEMESTER – II

DSC 2/DSM 2: Introduction to Assam History

Course Objectives:

1. The main objective of this course is to enlighten the learners with the historical process of Assam.
2. To discuss the state formation in Assam in the ancient and medieval time.
3. To analyse the cultural and architectural development of the region under different political regime.
4. To discuss Assam in the freedom struggle of India.

Learning Outcomes:

1. Learners will be able to analyse the historical events of Assam.
2. They will understand the state formation process of Assam.
3. Learners will acquire the knowledge of cultural and architectural progress of the specific period.
4. Learners will be able to analyse the role of Assam in the freedom struggle of India.

UNIT 1: SOURCES OF EARLY ASSAM

Literary Sources- Indigenous and Foreign Accounts, Archaeological Sources

UNIT 2: LEGENDARY PERIOD

Myths & Legends, Naraka and his successors, Different stories of Naraka

UNIT 3: RULING DYNASTIES OF EARLY ASSAM

Varmanas, Salastambhas, Palas

UNIT 4: ADMINISTRATION OF EARLY ASSAM

Administrative System of Ancient Assam: Central, Revenue, Military

UNIT 5: SOCIETY, ECONOMY AND RELIGION OF EARLY ASSAM

Social Condition, Economic Condition, Religious Condition

UNIT 6: SOURCES OF HISTORY OF MEDIEVAL ASSAM

Literary Sources, Archaeological Sources, Foreign Sources

UNIT 7: POLITICAL CONDITIONS IN THE POST PALA PERIOD

Kamatapur, The Baro Bhuyans, The Chutiyas, The Kacharis

UNIT 8: THE AHOMS

Origin of the Ahoms; Advent of the Ahoms, Events from 1228 CE to 1826 CE

UNIT 9: THE KOCHES

Origin of the Koches, Visva Simha, Naranarayan, Partition of the Koch Kingdom

UNIT 10: SOCIETY, ECONOMY, RELIGION AND ADMINISTRATION OF MEDIEVAL ASSAM

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

UNIT 11: 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 12: SOCIO-ECONOMIC TRANSFORMATION OF ASSAM DURING COLONIAL PERIOD

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

UNIT 13: EMERGENCE OF POLITICAL CONSCIOUSNESS

Rise of Assamese Nationalism, Establishment of different organizations

UNIT 14: PARTICIPATION OF ASSAM IN THE NATIONAL MOVEMENT

Partition of Bengal and its Impact, The Non-Cooperation Movement in Assam, Civil Disobedience Movement and Assam, Quit India Movement in Assam, Grouping Controversy and Independence

Basic Reading List:***English***

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

Assamese

- 1) Barbarua, H. *Ahomar Din*, Guwahati.1981
- 2) Bora, D. *Moamariya Gana Abbhyuthan*, Vol. I & II Banlata Prakashan. 1983
- 3) Kalita, R.C. *Asamar Kalanukramik Itihash*, Publication Board Assam. 2006

SEMESTER – III

DSC 3/DSM 3: History of India: From Pre-History till 13th Century

Course Objectives:

1. This course is an introductory paper intending to introduce prehistory and protohistory to the learners.
2. To give a brief idea about the different sources of ancient India.
3. To discuss important political events of ancient India.

Learning Outcomes:

1. After completing this course, learners are expected to have a fair knowledge about the prehistory and protohistory of India.
2. Learners will be able to understand different sources of ancient Indian history.
3. Learner will be able to analyse major political events of ancient India from different historical perspectives.

UNIT 1: SOURCES AND EARLY INDIAN CIVILIZATION

Literary Sources, Archaeological sources, Inscriptions, Numismatics

UNIT 2: PRE-HISTORIC ECOLOGY

Developments in the Paleolithic Age, Mesolithic Age, Beginning of food production, Early Village Settlements, Chalcolithic Communities

UNIT 3: THE HARAPPAN CIVILIZATION

Origin and Early Settlement, Urban Patterns, Religious practices, Ruling Elite, Decline of Urban Life

UNIT 4: VEDIC AND POST VEDIC CIVILIZATION

Identity of the Indo-Aryans and their origin, Date of the Rig Veda, Political Institutions, Society and Religion

UNIT 5: CULTURAL AND POLITICAL TRANSITIONS IN 6TH CENTURY

Agricultural expansion, Mode of Production, Polity- Rise of Ganas or Sanghas, The Mahajanapadas, Economy, Religion, Society

UNIT 6: ALEXANDER'S INVASION OF INDIA AND ITS IMPACT

Alexander, Impact of Alexander's Invasion- social and political

UNIT 7: THE MAURYAN EMPIRE

The rise of the Maurya, Mauryan Administration, The Kalinga War, Disintegration of the Mauryan Empire

UNIT 8: SOCIETY, ECONOMY, RELIGION AND ART IN THE MAURYAN EMPIRE

Society, Economy, Religion, Architecture and Sculpture

UNIT 9: POST-MAURYAN DEVELOPMENTS IN INDIA

Rise of New Kingdoms in Northern India-The Sungas, The Kushana, The Satavahanas, Religion- Mahayana Buddhism and Schism in Jainism, Cultural Developments- Art, Architecture and Sculpture

UNIT 10: THE GUPTA EMPIRE

Foundation, expansion, administration and downfall of the Gupta Empire

UNIT 11: SOCIETY, RELIGION, CULTURE AND ECONOMY UNDER THE GUPTA RULE

Labour, Slavery, Untouchability, Women, Medicine, Concept of Religion, Sculpture, Architecture, Painting, Literature, Scientific Developments, Myth of the Golden Age, Agrarian Structure, Trade and Commerce

UNIT 12: EMERGENCE OF MAJOR POLITICAL DYNASTIES

The Pratiharas: The Rashtrakutas, The Palas, Origin of the Rajputs, The Chauhans, The Chandelas, The Kalachuris

UNIT 13: RISE OF REGIONAL POWERS IN THE POST-GUPTA ERA (SOUTH)

Chalukyas, Pallavas, Cheras, Pandyas, Cholas

UNIT 14: DEVELOPMENTS IN THE EARLY MEDIEVAL INDIA

Deccan Polity, Society, Trade and Commerce, Pushyabhutis, Harshavardhana of Thaneshwar, Relation with Kamarupa Kingdom

UNIT 15: SOCIETY, RELIGION AND CULTURAL DEVELOPMENT IN THE EARLY MEDIEVAL INDIA

Proliferation of Jatis, Rajputanisation, Temple Architecture and its various styles, Buddhism, Jainism: Shankara and Advaita Vedanta, Bhakti Movement in South: Nayannars and Alvars

Basic Reading List:

- 1) Chandra, Satish. *Medieval India*, NCERT, 1990
- 2) Chandra, Sathish. *A History of Medieval India*, Orient Black Swan, 2007
- 3) Chattopadhyaya, Brajadulal. *The Making of Early Medieval India*, Second edition, OUP, 2012
- 4) Singh, Upinder. *A History of Ancient and Early Medieval India, from the Stone Age to the 12th Century*, Pearson. 2009
- 5) Singh, Vipul. *Interpreting Medieval India: Early medieval, Delhi Sultanate, and regions (circa 750-1550)*. Macmillan, 2009
- 6) Thapar, Romila. *The Penguin History of Early India, from the origins to AD 1300*, Penguin Books India. 2003
- 7) Tripathi, Ramashankar. *History of Ancient India*. Motilal Banarsidass Publishers Pvt. Ltd. 1999

DSC 4: History of Europe (1789-1878)

Course Objectives:

1. The course discusses the Europe and French Revolution.
2. To discuss the major reform movements in Europe.
3. The course aims at analyse political scenario of the Europe during the period.

Learning Outcomes:

1. Learners will understand the French Revolution.
2. They will be able to discuss major reform movements in Europe.
3. Learners will be able to analyse political scenario of the Europe during the period.

UNIT 1: AGE OF ENLIGHTENMENT

Concept and Meaning, Contribution, Its Impact

UNIT 2: EUROPE AND FRENCH REVOLUTION

Europe on the Eve of the French Revolution, French Revolution: Causes, nature, Contribution, Response and Reactions to the French Revolution

UNIT 3: FRANCE: FROM REPUBLICAN RULE TO DICTATORSHIP

Responses to the Constitutional Monarchy, Anarchy in France National Convention, Reign of Terror, The Directory

UNIT 4: ERA OF NAPOLEON

Coup d'état of 1799, Reforms of Napoleon as the first Consul, Territorial Expansion, Continental System, Fall of Napoleon

UNIT 5: CONCERT OF EUROPE AND CONGRESS OF VIENNA

The European Confederation, The Holy Alliance, The Quadruple Alliance, Congress of Aix-la-Chapelle, Congress of Vienna: Provisions, Significance

UNIT 6: UNIFICATION OF GERMANY AND ITALY

Metternich and his policies, the Germanic Confederation, The Frankfort Assembly of 1848, Bismarck and modern Germany, Vienna Congress and Italy, Carbonari, Mazzini, Cavour, Garibaldi

UNIT 7: RUSSIAN REFORM MOVEMENT (1815)

Russia in 1815, Alexander II and his Reforms

UNIT 8: AUSTRO-HUNGARIAN PROBLEMS

Beginning of the Discontentment, The March Laws, The October Diploma, Ausgleich

UNIT 9: THE JULY REVOLUTION OF 1830

Causes, Nature, significance, Consequences

UNIT 10: FEBRUARY REVOLUTION OF 1848

Background, Meaning Consequences

UNIT 11: THE SECOND NAPOLEONIC EMPIRE

Second French Republic (1848-1852), Napoleon III and his Reforms, End of Second Napoleonic Empire

UNIT 12: AUSTRIAN HEGEMONY IN EUROPE

Metternich: His system and its failure, Consequences

UNIT 13: THE EASTERN QUESTION

Origin of the Balkan Problem, European Attitude towards the Middle East, Treaty of San Stefano, Congress of Berlin

UNIT 14: THE SPANISH REVOLUTION

Causes, Constitution, Failure

UNIT 15: LIBERALISM IN EUROPE

Spain, Portugal, Russia, Britain, France, Belgium

Basic Reading List:

- 1) Ketelby, C.D.M. *A History of Modern Times from 1789*. Oxford University Press. 1994
- 2) Mahajan, V.D. *History of Modern Europe since 1789*. S. Chand & Co. 2009
- 3) Rao, B.V. *History of Modern Europe (1789-1975)*. Sterling Publishers Pvt Ltd. 1985
- 4) Simpsons, William and Jones, Martin (2nd edition). *Europe (1789-1914)*. Routledge, 2009
- 5) Thompson, David. (1990). *Europe since Napoleon*. Surjeet Publications, 1990

SEMESTER - IV

DSC 5/DSM 4: History of Assam upto the 16th Century

Course Objectives:

1. The main objective of this course is to enlighten the learners with the historical process of Assam upto the 16th century CE.
2. To discuss the state formation in Assam in the ancient and medieval time.
3. To analyse the cultural and architectural development of the region under different political regime.

Course Outcomes:

1. Learners will be able to analyse the historical events of Assam upto the 16th century CE.
2. They will understand the state formation process of Assam.
3. Learners will acquire the knowledge of cultural and architectural progress of the specific period.

UNIT 1: SOURCES OF ANCIENT ASSAM

Literary Sources, Archaeological Sources

UNIT 2: GEOGRAPHICAL OUTLINE

Original boundaries and natural features

UNIT 3: CULTURAL CONTACT AND MIGRATION

Negritos, Australoids, Mongoloids, Mediterranean Races, Alpines or Armenoids, Indo-Aryans

UNIT 4: HISTORICITY OF NARAKA AND HIS SUCCESSORS

Naraka in Puranas, Naraka in the Kalika Purana, Different Stories of Naraka and His Successors

UNIT 5: RULING DYNASTIES OF ANCIENT ASSAM SINCE 4TH CENTURY

The Varmans, The Palas, The Salastambhas

UNIT 6: SOCIETY, ECONOMY AND RELIGION IN ANCIENT ASSAM

Society, Economy and religion

UNIT 7: ADMINISTRATION IN ANCIENT ASSAM

Central and Local administration, Judicial administration, Revenue, Military administration

UNIT 8: SOURCES OF MEDIEVAL ASSAM

Literary Sources, Archaeological, Foreign Sources

UNIT 9: EARLY FOREIGN INVASION IN ASSAM

Turko-Afghan Invasions, Muhammad-Bakhtiar Khalji, Ghasuddin Azam of Bengal, Hussain Sahis of Bengal

UNIT 10: STATE FORMATION IN MEDIEVAL ASSAM

State formation of the Ahoms, Chutiyas, the Buhmans and Kacharis

UNIT 11: EXPANSION AND CONSOLIDATION OF THE AHOM EMPIRE

Conquest of the Chutiya Country, Occupation of the Kachari Kingdom, Westward Expansion

UNIT 12: SOCIETY, ECONOMY AND RELIGION OF THE AHOM STATE

Society, Economy and Religious practices

UNIT 13: THE KOCHES

Origin of the Koches, Visva Simha, Naranarayan & Chilarai , Partition of the Koch Kingdom, Social condition, Economic condition and Religious practices of the Koches

UNIT 14: CULTURAL AND ARCHITECTURAL DEVELOPMENTS IN THE MEDIEVAL PERIOD

Palaces, Temples and other monuments, Literature and Culture in the Pre-Vaishnavite movement, Centre of Pro-Vaishnavite

UNIT 15: WOMEN IN THE MEDIEVAL ASSAM

Social Position, Political Position

Basic Reading List:

- 1) Barpujari, H.K. *The Comprehensive History of Assam, Volume-I &II*, Publication Board, 2003
- 2) Barpujari, H.K. (ed) *The Comprehensive History of Assam*, Vol. III, Assam Publication Board, Guwahati, 2004 (1990)
- 3) Barua, S.L. *A Comprehensive History of Assam*, Munshiram Manuharlal Pvt. Ltd, 1996
- 4) Barua, K. *A Cultural History of Assam*, (Reprinted), Vol. I, Bina library, 1986
- 5) Barua, K.L. *Early History of Kamarupa*, LBS, 2008
- 6) Chaudhury, P.C. *The History of Civilization of the People of Assam to the 12th century A.D.*, 2nd edition, Department of Historical and Antiquarian Studies in Assam, 1966
- 7) Gait, Edward. *A History of Assam*, LBS Publication, 2005

DSC 6: History of Japan and China

Course Objectives:

1. To discuss the Japanese Feudalism.
2. To describe Japan as an imperial power.
3. To discuss the political events Japan, leads to the democracy and militarism in Japan.
4. To understand the opening up of China to the West.
5. To discuss the political movements in China.

Learning Outcomes:

1. After going through this course, learners will be able to acquire knowledge of the Japanese feudalism.
2. Learners will be able to analyse the political events of Japan.
3. They will be able to understand the process of opening up of China to the West.
4. Learners will be able to discuss the political movements of China and their role in the World War II.

[Part I: History of Japan (1839-1945)]

UNIT 1: END OF FEUDALISM

Characteristics of Japanese Feudal Society, Changes in Religion, New Codes of Law

UNIT 2: OPENING OF JAPAN AND END OF ISOLATION

End of Isolation, Commodore Perry and the Treaty of Kanagawa, Harris Treaty, Meiji Restoration

UNIT 3: POPULAR AND DEMOCRATIC MOVEMENTS

Satsuma Rebellion, Popular Rights Movements, Meiji Constitution

UNIT 4: JAPAN AS AN IMPERIAL POWER

Anglo-Japanese Relations, Russo-Japanese Relation, Sino-Japanese Relations, Manchurian Crisis

UNIT 5: HEGEMONY OF JAPAN IN THE FAR EAST (1905-1921)

Japanese in Formosa, Japan's interest in Korea, Japan and the Secret Treaties

UNIT 6: THE WASHINGTON CONFERENCE (1921-1922)

Background of the Conference, Objectives of the Conference, Significance of the Conference

UNIT 7: DEMOCRACY AND MILITARISM

Rise of Political Parties, Failure of Democratic System, Rise of Militarism

UNIT 8: JAPAN DURING THE WORLD WARS

Japan in WW I, Japan in WW II

(Part II: History of China)

UNIT 9: CHINA AND IMPERIALISM IN THE 19TH CENTURY

Chinese Societies, Social groups and classes, Confusion Value system, Canton Trade

UNIT 10: OPIUM WARS

First Opium War, Second Opium War

UNIT 11: INCREASING WESTERN ECONOMIC INTEREST

Economic interests of various western powers, Open Door Policy

UNIT 12: POPULAR REFORM MOVEMENTS

Taiping and Boxer

UNIT 13: EMERGENCE OF NATIONALISM IN CHINA

Second Reform Movement of China 1901-1908, Revolution of 1911, Dr. Sun Yat Sen, Developments of new intellectual Ideas, May Fourth Movement- Its Nature and Significance

UNIT 14: POLITICAL MOVEMENT IN CHINA

Political crisis of 1920, Nationalist party or KMT, Communist Movement in China

UNIT 15: CHINA DURING THE WORLD WARS

China in WW I, China in WW II

Basic Reading List:

- 1) Ebrey, P.B. *The Cambridge Illustrated History of China*, Cambridge University Press, 2010
- 2) Hsu, I. *The Rise of Modern China*, OUP, 1999
- 3) Keay, J. *China: A History*, Harper Press, 2009
- 4) Singh, A.K. *History of Far East in Modern Times*, Surjeet Publications, 2006
- 5) Shuyun, S. *The Long March: The History of Communist China's Founding Myth*, Anchor, 2008

DSC 7: Cultural History of India

Course Objectives:

1. The main objective of this course is to familiarize learners with various aspects of culture and heritage of India.
2. To acquaint learners with the contributions of our ancestors in the areas of religion, philosophy, arts, education, languages and literature.
3. To discuss the cultural contributions of the Neo-Vaishnavite Movement of Assam.

Learning Outcomes:

1. Learners will be acquainting with the various aspects of culture and heritage of India.
2. They will gather knowledge of various contributions made by our ancestors towards art, philosophy, education, language and religion.
3. Learners will understand the cultural contributions of the Neo-Vaishnavite movement.

UNIT 1: PRE-HISTORIC CULTURES

Palaeolithic Culture, Mesolithic Culture, Neolithic Culture

UNIT 2: HARAPPAN CULTURE

Extent and nature of the Culture, People, Decay

UNIT 3: VEDIC CULTURE

Early Vedic Culture, Later Vedic Culture

UNIT 4: CULTURAL DEVELOPMENT IN THE MAURYAN PERIOD

Literature, Art and Architecture

UNIT 5: CULTURE IN THE POST MAURYAN PERIOD

Art of Sunga-Kava age, Sangam age, Gandhara and Mathura School of Art

UNIT 6: CULTURAL DEVELOPMENT UNDER THE GUPTAS

Development of Sanskrit literature, Development of Vernacular Literature; Gupta Art- Sculpture, Painting, Music; Gupta Architecture

UNIT 7: ARCHITECTURE, SCULPTURE, PAINTING IN THE POST GUPTA PERIOD

Nagara Style and Dravida Style of Architecture, Sculpture, Painting

UNIT 8: DEVELOPMENT OF LITERATURE IN THE POST-GUPTA PERIOD

Sanskrit Literature, Tamil literature (Sangam), Secular Literature

UNIT 9: ART AND LITERATURE IN THE SULTANATE PERIOD

Architecture, Fine Art, Sculpture, Painting in the Sultanate Period, Progress of Music, Dance and Dramas, Development of Sanskrit and Vernacular Literature

UNIT 10: SUFI MOVEMENT

Origin of Sufism, Different orders of Sufism, Impact of Sufism

UNIT 11: BHAKTI MOVEMENT

ORIGIN OF BHAKTI MOVEMENT, DIFFERENT SCHOLARS OF BHAKTI MOVEMENT, CONTRIBUTION OF BHAKTI MOVEMENT, Women Bhaktas

UNIT 12: ART AND ARCHITECTURE OF SOUTH INDIA

Development of Art and Architecture under the dynasties like Cholas, Pallavas, Chalukyas ect., Basic Features, Contributions

UNIT 13: CULTURAL DEVELOPMENT IN THE MUGHAL PERIOD

Literature: Development of Sanskrit Literature, Islamic Literature, Vernacular, Secular; Architecture, Sculpture; Development of Painting during the Mughal Rulers, Rajasthani Style, Music

UNIT 14: RELIGIOUS DEVELOPMENT IN THE MUGHAL PERIOD

Religious Policies of the Mughal rulers, Hinduism

UNIT 15: CULTURAL CONTRIBUTION OF THE NEO-VAISHNAVITE MOVEMENT OF ASSAM

Bargeet, Bhaona, Different musical instruments, Satriya Dance

Basic Reading List:

- 1) Datta, Birendranath. *Cultural Contours of North East India*. Oxford University Press, 2012
- 2) Farooqui, Salma Ahmed. (2011): *A Comprehensive History of Medieval India*, Pearson, 2011
- 3) Mahanta, P.J. *The Sankardev Movement: Its Cultural Horizons*. Purbanchal Prakash. 2007
- 4) Neog, M. *Sankardev and His Times: Early History of the Vaisnava Faith and Movement in Assam*. Gauhati University, 1965
- 5) Sarma, S.N. *The Neo Vaisnavite Movement and The Satra Institution of Assam*. Gauhati University, 1966
- 6) Singh, Upinder. *A History of Ancient and Early Medieval India, from the Stone Age to the 12th Century*. Pearson. 2009
- 7) Thapar, Romila. *The Penguin History of Early India: From the origins to AD 1300*. Penguin Books. 2003

SEMESTER - V

DSC 8/DSM 5: History of India: From Sultanate to the Mughals

Course Objectives:

1. The main objective of this course is to understand historical process of medieval India.
2. To give a brief idea about the different sources of medieval India.
3. To discuss the socio-economic condition of the medieval India.

Learning Outcomes:

1. Learners will learn about the foundation, expansion and downfall of the Delhi Sultanates.
2. They will also acquire the knowledge about the Changing scenarios of the urban and rural societies after consolidation of the rule of the Sultanate of Delhi.
3. Learner will get the idea of religious syncretism; rise of Sufi and Bhakti and their impact on Indian society.
4. They will understand the roots of the fall of Mughal empire as well. They will square knowledge on visual culture of this times.

UNIT 1: SOURCES OF MEDIEVAL INDIA

Literary, Native and Foreign Sources, Archaeological

UNIT 2: FOUNDATION OF THE SULTANATE RULE

The Arabs of Sind, The Ghaznavids, The Ghoris

UNIT 3: DYNASTIES OF THE DELHI SULTANATE

Slave dynasty, The Khaljis, The Tughlaqs, The Sayyids, The Lodis

UNIT 4: ADMINISTRATION OF THE DELHI SULTANATE

Central Administration, Provincial Administration, Land Revenue System

UNIT 5: DOWNFALL OF THE DELHI SULTANATE

Factors responsible for the downfall of the Delhi Sultanates, Consequences

UNIT 6: SOCIETY, ECONOMY AND RELIGION UNDER THE SULTANATE

Social System, Economy, Agriculture, Trade and Commerce, Industries, Rise of Bhakti and Sufi Movement

UNIT 7: RISE OF PROVINCIAL KINGDOMS (I)

Vijayanagar and Bahmani Kingdoms, Gujrat, Malwa and Jaunpur

UNIT 8: FOUNDATION OF THE MUGHAL EMPIRE

Babur's Campaign, Political instability of India, Battle of Panipath, Humayun

UNIT 9: SHER SHAH SURI AND THE SECOND AFGHAN EMPIRE

Sher Shah Suri and his expansionist policy, His administrative reforms, Significance of his rule

UNIT 10: MUGHAL EMPIRE UNDER AKBAR

Akbar's consolidation policies of expansion: his diplomatic Alliances and his religious policy

UNIT 11: MUGHAL EMPIRE UNDER THE SUCCESSORS OF AKBAR

Jahangir, Shah Jahan, Aurangzeb

UNIT 12: MUGHAL ADMINISTRATION: JAGIRDARI AND MANSABDARI SYSTEM

Central and Provincial Administration, Jagirdari System, Mansabdari System

UNIT 13: SOCIETY AND ECONOMY IN THE MUGHAL PERIOD

Social System, Position of Women, Agriculture, Monetary system, Trade and Commerce

UNIT 14: DOWNFALL OF THE MUGHALS

Factors responsible for the downfall of the Mughals

UNIT 15: THE RISE AND DECLINE OF THE MARATHAS

Shivaji: Background, His Conquests, Administration; Ascendency of the Peshwas, Causes for the downfall of the Marathas, Significances

Basic Reading List:

- 1) Chandra, Satish. *Medieval India*, NCERT, 1990
- 2) Chandra, Sathish. *A History of Medieval India*, Orient Black Swan, 2007
- 3) Chattopadhyaya, Brajadulal. *The Making of Early Medieval India*, Second edition, Oxford Press, 2012
- 4) Jha, D.N. *Ancient India-An Introductory Outline*, Peoples' Publishing House, 1977
- 5) Kosambi, D.D. *The cultural and Civilization of Ancient India in Historical Outline*, Vikas Publishing House. 2001
- 6) Raychaudhuri, H.C. *Political History of Ancient India*. University of Calcutta. 1972
- 7) Sharma, L.P. *Ancient History of India (pre-historic Age to 1200 A.D.)*. Vikas Publication House Pvt. Ltd. 1981
- 8) Singh, Upinder. *A History of Ancient and Early Medieval India, from the Stone Age to the 12th Century*, Pearson. 2009
- 9) Singh, Vipul. *Interpreting Medieval India: Early medieval, Delhi Sultanate, and regions (circa 750-1550)*, Macmillan. 2009
- 10) Thapar, Romila. *The Penguin History of Early India, from the origins to AD 1300*, Penguin Books India. 2003

DSC 9: History of Ancient Civilizations

Course Objectives:

1. Assess the significance of agriculture in the development of complex cultures and identify the major characteristics of early agricultural societies.
2. Analyze the impact of geographical features in the formation and evolution of early civilizations of the world.
3. Compare and contrast the political, religious, economic, and social institutions of early civilizations of the world.

Learning Outcomes:

1. Upon completion of History of Early Civilizations, learners will be able to develop a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in the history of Early Civilizations.
2. They will be able to understand geographical features in the formation and evolution of early civilizations of the world.
4. Learners will be able to compare the political, religious, economic, and social institutions of early civilizations of the world.

UNIT 1: MESOPOTAMIAN CIVILIZATION

Origin, The Sumerian Civilization: Sumerian Cities, Sumerian Cultural Life, Sumerian Writing; The Old Babylonian Period: Babylonian Law, Code of Hammurabi, Babylonian Literature, Assyria

UNIT 2: MESOPOTAMIAN SOCIETY, CULTURE AND ECONOMY

Society: Kinship, Customs; Economy: Pottery Making, Metal Making, Mortuary Practices, Religion, Art and Architecture

UNIT 3: GREEK CIVILIZATION

Origin and its political foundation, Hellenic Greece, City States, Democracy

UNIT 4: SOCIETY, RELIGION AND ECONOMY OF ANCIENT GREECE

Social, Sports Activities, Greek Gods and Goddesses, Economy and Trade

UNIT 5: GREEK ART AND PHILOSOPHY

Sculpture, Architecture and Painting, Ethics, Philosophy: Plato, Aristotle; Literature: Poetry, Tragedy

UNIT 6: ROMAN CIVILIZATION

Origin, Establishment of the Empire, Archaic Society and Economy

UNIT 7: TRANSITIONAL PHASE: FROM THE REPUBLIC TO AN EMPIRE

Rise of the Republic, Political Structure, Women and the Republic, Society, Art, Religion and, Literature under the Republic, Sports and Culture during the Republic

UNIT 8: RELIGION AND ART IN ANCIENT ROME

Religion, Architecture, Painting

UNIT 9: SPORTS CULTURE IN ANCIENT ROME

Chariot Racing, Gladiator Games and other Death-Defying Games

UNIT 10: CHINESE CIVILIZATION

Origin, Land and People, Political Institutions,

UNIT 11: CHINESE RELIGION AND PHILOSOPHY

Daoism, Confucianism, Chinese Philosophers: Confucius, Lao-Tse; Taoism

UNIT 12: CHINESE ART AND CULTURE

Painting, Architecture, Sculpture, Literature- Chinese Script, Science, Writing

UNIT 13: EGYPTIAN CIVILIZATION

Early Settlements in Nile, Government and Polity, Society and Economy, Religion and Arts, Language and Literature

UNIT 14: INDIAN CIVILIZATION I

Early Settlements, Harappan Civilization- Society, Economy, Urban Development

UNIT 15: INDIAN CIVILIZATION II

Early Vedic Civilization: Religion, Literature, Society; Later Vedic Civilization: Society, Language, Literature and Religion

Basic Reading List:

- 1) Gadalla, Moustafa. *The Ancient Egyptian Culture Revealed*, Tehuti Research Foundation, 2007
- 2) Jacques, Gernet. *A History of Chinese Civilization*, (2nd ed.) Cambridge University Press, 1996
- 3) Llyod, Alan B. *A Companion to ancient Egypt: Volume 1*, Wiley Blackwell Publication, 2010
- 4) Majumdar, R. K. & Srivastava, A.N. *History of World Civilization*, Surjeet Book Depot, 2006.
- 5) Potts, D.T. *Mesopotamian Civilization: The Material Foundation*, Cornell University Press, 1997
- 6) Jha, D.N. *Ancient India- An Introductory Outline*. Peoples Publishing House. 1977

DSC 10: History of Europe (1878 to 1945)

Course Objectives:

1. To trace the development of imperialism.
2. To discuss the World War-I and World War-II in detail.
3. The main objective of this course is to enlighten the learners with the major historical process of Europe.

Course Outcomes:

1. Learners will have a clear knowledge of the development of imperialism.
2. They will be able to understand both the World Wars.
3. Learners will be able to discuss the major historical process of Europe.

UNIT 1: THE BALKAN PROBLEMS

Circumstances leading to Russo-Turkish War, The Young Turk Movement, The Balkan Wars of 1912-13 and their Results

UNIT 2: DEVELOPMENT OF IMPERIALISM

Theories and mechanism of Imperialism, Growth of Militarism, Power Blocs and Alliances, Colonial Expansion, Emergence of Capitalism in Europe

UNIT 3: RUSSIAN REVOLUTION

February Revolution of 1917, Background of the Russian Revolution, Causes of the Russian Revolution, Working of the Bolshevik Government, Lenin, Stalin, Wilson's Fourteen Points

UNIT 4: WORLD WAR I

Background of the War, Nature, Anglo-German antagonism, Triple Alliance, Triple Entente, Problem of Reparation, End of Dynastic Empires, Versailles Treaty

UNIT 5: LEAGUE OF NATIONS

Origin, Powers and Functions, Resolving Disputes, Failure of Disarmament

UNIT 6: DISARMAMENT POLICY

Hague Conference of 1899 and 1907, League of Nations, Geneva Disarmament Conference, Reaction of the European powers

UNIT 7: THE GREAT ECONOMIC DEPRESSION AND EUROPE

Economic Depression, Recovery and Losses

UNIT 8: ERA OF DICTATORSHIP

Nazism in Germany- Factors for the rise of Hitler, Nazi Propaganda under Hitler, Expansion of Nazi Germany' Fascism in Italy- Factors leading to the rise of Fascism in Italy, Mussolini, Fascist Party

UNIT 9: WW II AND EUROPE

Causes, impact on Europe, War Time Conferences and the Peace Settlements

UNIT 10: RISE OF GREAT POWERS

European Power- USSR, USA: South Asian Power- China, Japan

UNIT 11: COLD WAR AND EUROPE

Cold War, Origin and Nature, NATO, WTO, IMF, World Bank, Warsaw, COMECON

UNIT 12: CHANGING PATTERN OF ECONOMY AND THE RISE OF SOCIALISM

Economic Liberalism, Capitalism, British Free Trade; Socialism -Background, Meaning, Nature, Significance

UNIT 13: CULTURAL CHANGE

Changing Notions of Culture, making of ideologies- class, race and gender, creation of public space, creation of new cultural forms-romanticism to abstract art

UNIT 14: END OF IMPERIALISM AND COLONIALISM

Circumstances and Events, Decline of UK as an Imperial Power

UNIT 15: FORMATION OF UNO

Origin, Yalta Conference, Potsdam Conference,

Basic Reading List:

- 1) Griffiths, Martin, Callaghan, Terry O'. (2002). *International Relations: Key Concepts*. New York, NY: Routledge
- 2) Gupta, Madan Gopal. (1998). *International Relations Since 1919 (1919-1945)*. Allahabad, India: Chaitanya Publishing House
- 3) Betts, Raymond F. (1998). *Decolonization*. London: Routledge
- 4) Merriman, John. (2010). *History of Modern Europe: From Renaissance to the Present*. (3rd Edition). New York, NY: W.W. Norton & Co.
- 5) Winders, J.A. (2001). *European Culture Since 1848: From Modern to Post-Modern and Beyond*. New York, NY: Palgrave
- 6) Mahajan, V.D. (2010). *History of Modern Europe Since 1789*. New Delhi, India S.Chand Publications
- 7) Hayes, C.J. (2006). *Contemporary Europe Since 1870*. New Delhi, India: Macmillan
- 8) Maiti, Provatansu. (1967). *A History of Europe, 1789-1919*. Kolkata, India: Shreedhar Prakashani
- 9) Thompson, David. (1990). *Europe Since Napoleon*. New Delhi, India: Penguin Books
- 10) Lipson, E. (2005). *Europe in the 19th & 20th Centuries*. New Delhi, India: Surjeet Publications

DSC 11: Indian Historiography

Course Objectives:

1. The course aims at to introduce the learners with the concept and scope of historiography.
2. To discuss different trends of history writing in India.
3. The course will also discuss major Indian historians.

Learning Outcomes:

1. After going through this course, learners will have basic knowledge of historiography.
2. Learners will understand different trends of history writing in India.
3. Learners will be able to discuss major Indian historians.

(Part I: Trends of History Writings in India)

UNIT 1: DEFINITION AND SCOPE OF HISTORIOGRAPHY

Definition of Historiography, Scope of Historiography

UNIT 2: ANCIENT INDIAN HISTORIOGRAPHY

Features of Ancient Indian Historiography, Beginning of Indian Historical Tradition, Drawbacks of Ancient Indian Historiography

UNIT 3: MEDIEVAL INDIAN HISTORIOGRAPHY

Sultanate Period, Mughal Historiography

UNIT 4: COLONIAL HISTORIOGRAPHY

Historical background of Colonial Historiography, Features of Colonial Historiography, Contributions of Colonial Historiography

UNIT 5: NATIONALIST HISTORIOGRAPHY

Historical background of Nationalist Historiography, Features of Nationalist Historiography, Contributions of Nationalist Historiography

UNIT 6: SUBALTERN HISTORIOGRAPHY

Meaning, Historical Background, Subaltern Studies Group, Contributions towards Modern Indian Historiography

UNIT 7: MARXIST HISTORIOGRAPHY

Historical background of Marxist Historiography, Features of Marxist Historiography, Contributions of Marxist Historiography

UNIT 8: ORAL AND REGIONAL HISTORIOGRAPHY

Oral Historiography: Meaning, Importance, Contributions; Regional Historiography: Meaning, Importance, Contributions

(Part II: Major Indian Historiographers)

UNIT 9: KALAHANA

Kalahana as a historian, *Rajataranjini*- Content, Historicity, Nature

UNIT 10: ABUL FAZAL

Abul Fazal as a Historian, *Akbar-namah*: Content, Sources and Method, Style, Assessment

UNIT 11: R.C. DUTT

R.C. Dutt as a historian, *A History of Civilization in Ancient India*: Content, Nature

UNIT 12: RANAJIT GUHA

Ideological Basis, Subaltern Studies: Content, Assessment, Contribution

UNIT 13: BIPAN CHANDRA

Ideological Basis, Indian Struggle for Independence: Content, nature, Assessment

UNIT 14: URVASHI BUTALIA

Ideological Basis, The Other side of Silence: Voices from the Partition of India: Content, Historicity, Assessment

UNIT 15: S.K. BHUYAN

S.K. Bhuyan as a regional historian of Assam, *Ahom Buranji*: content, nature, Assessment

Basic Reading List:

- 1) Kalla K. L, *The literary heritage of Kashmir*, Mittal publication, New Delhi, 1985.
- 2) Toshkhani S. S., Warikoo K, *Cultural heritage of Kashmiri Pandits*, Pentagone press, 2009.
- 3) Ali, B. Sheik: *History: Its theory and Method*.
- 4) Sreedharan, E: *A Textbook of Historiography (500 BC to AD2000)*.
- 5) Bajaj, Satish K. (1988): *Recent Trends in Historiography*, Anmol Publications
- 6) Sreedharan, E. (2004): *A Textbook of Historiography*, Orient Longman
- 7) Ranajit Guha, *Subaltern Studies, Vol-I*, (1994).
- 8) Cannon, John, ed. (1980): *The Historian at Work*, George Allen and Unwin.
- 9) Carr, E.H. (1983): *What is History?* Macmillan.

SEMESTER - VI

DSC 12/ DSM 6: History of Assam from 17th Century to 1947 C.E.

Course Objectives:

1. To discuss the history of Assam from the medieval period to 1947.
2. The course discusses the major historical process of the medieval Assam.
3. To discuss the freedom struggle in Assam.

Learning Outcomes:

1. Learner will have a fair knowledge of the history of Assam till 1947.
2. Learners will acquire major historical process of the medieval Assam.
3. They will enable to understand the freedom movement in Assam from different perspectives.

UNIT 1: AHOM MONARCHY AT ITS ZENITH

Rudra Singha, Siva Singha, Rajeswar Singha

UNIT 2: ADMINISTRATION UNDER THE AHOM MONARCHY

Political Institution, Revenue Administration, Military Administration, Civil Administration, Paik System

UNIT 3: MOAMORIA REBELLION

Nature, Causes, Significance

UNIT 4: DOWNFALL OF THE AHOM MONARCHY

Factors for the fall of the Ahom Monarchy:

UNIT 5: BRITISH OCCUPATION OF ASSAM

Anglo Burmese War, Treaty of Yadaboo, Early Expansion: Assam, Cachar, Jaintia and Khasi Hills

UNIT 6: COLONIAL FORWARD POLICY

Garos, Lushais and Naga Hills, Relation with trans Inner Line tribes

UNIT 7: NATURAL RESOURCES IN COLONIAL ASSAM

Forests, Mining Industry: Coal, Oil; Tea; Opium

UNIT 8: CONSOLIDATION OF BRITISH RULE

David Scott: Reforms and Reorganization, Annexation of Upper Assam; Robertson; Jenkins

UNIT 9: RESISTANCE TO BRITISH RULE

Gomdhar Kunwar, Piyoli Phukan, U Tirot Singh, The Khampti and Singpho Rebellion, agrarian revolts of Assam

UNIT 10: REVOLT OF 1857 AND ASSAM

Background, Role of Maniram Dewan, Consequences

UNIT 11: TOWARDS MODERNISATION

Role of the Assamese Middle Class, Print Culture, Modern Education, Language Debate

UNIT 12: SOCIO-ECONOMIC DEVELOPMENT

Development of Industries, Development of Transport and Communication, Trade, Market and Business

UNIT 13: RISE OF ASSAMESE NATIONALISM

Nationalism in Assam; Factors for the rise of Assamese nationalism: Development of Press, Education and Intellectual Awakening, early organisations

UNIT 14: ASSAM AND FREEDOM STRUGGLE - I

Impact of Bengal Partition in Assam, Legislative Council Formation, World War I and its impact, Non-Cooperation Movement,

UNIT 15: ASSAM AND FREEDOM STRUGGLE - II

Civil Disobedience Movement, Provincial Autonomy, Quit India Movement, Transfer of Power, Cabinet Mission Plan, Grouping Controversy, Women in the Independence Struggle

Basic Reading List:

English

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

Assamese

- 1) Barbarua, H. *Ahomar Din*, Guwahati. 1981
- 2) Bora, D. *Moamariya Gana Abhhyuthan*, Vol. I & II Banalata Prakashan. 1983
- 3) Kalita, R.C. (2006): *Asamar Kalanukramik Itihash*, Publication Board Assam. 2006

DSC 13: Cultural History of Assam

Course Objectives:

1. The main objective of this course is to familiarize learners with various aspects of culture and heritage of Assam.
2. To acquaint learners with the contributions of our ancestors in the areas of religion, philosophy, arts, education, languages and literature of Assam.
3. Learners will understand the cultural contributions of different tribes of Assam.

Learning Outcomes:

1. Learners will be acquainting with the various aspects of culture and heritage of Assam.
2. They will gather knowledge of various contributions made by our ancestors towards art, philosophy, education, language and religion of Assam
3. Learners will understand the cultural contributions of different tribes of Assam.

UNIT 1: ASSAMESE CULTURE AND ITS IMPLICATION

Definition of Culture; Legacy of Assamese Culture; Interpretations and Problems

UNIT 2: ASSAMESE CULTURE AND ITS FEATURES/CHARACTERISTICS

Assamese Culture and its features: Assimilation and Syncretism

UNIT 3: FOLK CULTURE OF ASSAM: MEANING AND IMPORTANCE

Meaning and Definition of Folk Culture; Relation to the Society; Tribal Culture vs. Elite Culture, Ethnographic description of the People of Assam

UNIT 4: FOLK LITERATURE OF ASSAM: NARRATIVE AND NON-NARRATIVE GENRE

Assamese Folk Literature: Folksongs, Proverbs, Riddles, Ballads, Myths and Legends; Bodo and Rabha Folk Literature: Folksongs, Proverbs, Riddles, Ballads, Myths and Legends; Karbi, Dimasa and Mising Folk Literature: Folksongs, Proverbs, Riddles, Ballads, Myths and Legends; Folk Songs of the Tea Tribes of Assam; Folk Songs of Barak Valley

UNIT 5: FOLK TRADITIONS OF ASSAM

Meaning of Social Folk Customs; Beliefs and Customs of selected tribes of Assam, Assamese Festivals and Ceremonies, Folk Religion and its Concept; Rituals and beliefs among the people of Assam; Folk deities of Assam; Godlings in Assamese Society, Tribal Religion

UNIT 6: MATERIAL CULTURE OF ASSAM

Concept of Material Culture; House Building Types and Decorations in Assam; Costumes and Ornaments in Assam; Bell Metal Industry, Musical Instruments of Assam: Khol, Mridanga, Dhol, Daba, Madal, Dambaru, Pepa and others

UNIT 7: RELIGIOUS TRADITIONS OF ASSAM

Saivism, Saktism, Buddhism, Vaishnavism; Indigenous Religious Practices of the people of Assam

UNIT 8: THE NEO-VAISHNAVITE MOVEMENT OF ASSAM

Origin and Development of the Neo-Vaishnavite Movement in Assam; Sri Sankardev and his contribution in the Neo-Vaishnavite Movement; Neo-Vaishnavite Movement after Sankardev

UNIT 9: NEO-VAISHNAVITE INSTITUTION: STRUCTURE AND CULTURE

The Growth of Institutions under the Neo-Vaishnavite Movement; Satras; Namghars; Socio- Cultural Influence of the Satras and the Namghars, Relevance in contemporary period

UNIT 10: PERFORMING ARTS OF ASSAM

History of Dance and Music in Early Assam; Temple Dance: Nati, Devadasi; Ojapali dance, Satriya Dance; Borgeet; Ankiya Nat; Bhaona

UNIT 11: ART AND ARCHITECTURE OF ASSAM

Early Assamese Sculpture; Secular Architecture; Religious Architectures, Paintings of Assam: Satriya Painting, Manuscript Painting; Traditional Folk Paintings of Assam

UNIT 12: CONTRIBUTION OF THE ISLAMIC CULTURE

Making of the Assamese Culture, Islamic Art and Architecture; Music and Dance

UNIT 13: ASSAMESE SOCIETY AND SPORTS

Indigenous Sports of Assam: Koni Juj, Moh Juj, Kori Khel, Bulbuli Sorai Juj

UNIT 14: EMERGENCE OF ASSAMESE RENNAISANCE

Asomiya Bhasha Unnati Sadhani Sabha: Impact

UNIT 15: ASSAMESE CINEMA AND THEATRE

Trends of Assamese Cinema: J. P. Agarwalla to Bhaben Saikia, Mobile Theatre- Origin, Development, Yatra, Theatre as an Industry

Basic Reading List:

- 1) Barpujari, H.K. *The Comprehensive History of Assam*, Vol. 1 and Vol. 3. Publication Board Assam. 2004.
- 2) Barua, B.K. *Ankiya-Nat* (edited). Gauhati, Assam: Department of Historical and Antiquarian Studies. 1954.
- 3) Bharali, Arunima. *Assamese Culture*. Lawyers Book Stall. 1999
- 4) Bodley, John H. *Cultural Anthropology: Tribes states and the global system* (5th edition). Alta Mira Press. 2011
- 5) Choudhury, P.C. *The History of the Civilization of the People of Assam to the Twelfth Century AD* (3rd edition). Spectrum Publication. 1987
- 6) Dash, K.N. *Invitation to Social and Cultural Anthropology*. Atlantic Publishers. 2004
- 7) Datta, Birendranath. *Cultural Contours of North East India*. Oxford University Press. 2012

DSC 14: Socio-Economic History of Modern India

Course Objectives:

1. To discuss the nature of Indian Economy.
2. Assess the Colonial exploitation of Indian society.
3. To discuss the emergence of nationalism in India.

Learning Outcomes:

1. After completion of this course, learners will be able to discuss the nature of Indian economy.
2. Learners will have a fair knowledge of different types of land settlements during the colonial period.
3. They will understand the reasons behind the rise of Indian nationalism.

UNIT 1: NATURE OF INDIAN ECONOMY IN THE 18TH CENTURY

The state of Traditional Indian Economy prior to the 18th century: Agrarian structure, Irrigation; The Advent of the Europeans and Impact on the Indian Economy; Beginning of a National Market

UNIT 2: MERCANTILISM AND COLONIAL ECONOMY

Mercantilism as a system; Features of a Colonial Economy; Trade Monopoly; Entry of Foreign Enterprises; Impact of Mercantilism in India

UNIT 3: THE DRAIN THEORY AND COLONIAL IMPERIALISM

Patterns of Trade; Public Finance; Savings and Investment; Balance of Payments; Home Charges

UNIT 4: SYSTEM OF LAND SETTLEMENTS AND LAND REVENUE

Concept of Common Land; Permanent Settlements; Land use Pattern Land revenue systems: Ryotwari, Mahalwari, Zamindari; Land revenue administration

UNIT 5: RURAL INDEBTEDNESS AND FAMINE

Causes of Rural Indebtedness; Effects of Rural Indebtedness; Famine and Food Riots; Famine policy of the Government, Great depression of 1929

UNIT 6: DECLINE OF TRADITIONAL INDUSTRIES

Traditional Industries: Weaving and Textile Industry, Other industries; Cause of De-industrialisation; Growth of Modern Industries: Plantation Industries, Mines, Others; India as a feeder economy

UNIT 7: COMMERCIALISATION OF AGRICULTURE

Effects of Market Expansion on Agriculture; Shifting Attention towards Cash Crops; Export earnings from agriculture during the colonial period

UNIT 8: DEVELOPMENT OF COMMUNICATION SYSTEM IN COLONIAL INDIA

Development of Roads, Railways, Ports and Waterways, Postal and Telegraph Services

UNIT 9: DEVELOPMENT OF SOCIAL AND LEGAL INFRASTRUCTURE IN COLONIAL INDIA

Growth of Modern Educational facilities; Growth of Health facilities; Legal systems of Modern India

UNIT 10: CURRENCY AND BANKING SYSTEM

Currency system prior to the Company's rule; Currency system during the Company's rule; Revival of currency and exchange situation; Gold reserve; Second World War and its Effects on Currency, Formal and Informal Credit System; Emergence of Banking and Insurance

UNIT 11: GROWTH OF MODERN EDUCATIONAL SYSTEM

Indigenous System of Education; Educational Policies during Colonial India; Contribution of the Missionaries, Contribution of Modern Indian Educationists

UNIT 12: EMERGENCE OF THE MIDDLE CLASS

Meaning; Factors for the emergence of the middle class; Importance of the Middle class in socio-political settings

UNIT 13: WOMEN TOWARDS MODERNISATION

Reformation and Womens' emancipation; Womens organisation; Freedom Movement and Women

UNIT 14: SOCIO-RELIGIOUS REFORM MOVEMENTS IN MODERN INDIA

Brahmo Samaj, Prarthana Samaj, Arya Samaj, Ramakrishan Movement, Theosophical Movement, Aligarh Movement, Young Bengal Movement

UNIT 15: ADVENT OF THE PRINT MEDIA

Introduction of the Press and growth of English and vernacular newspapers; Impact on society: religion and education; Struggle between Press and Government; Contribution of the Missionaries

UNIT 16: PEASANT MOVEMENTS AND OTHERS IN INDIA

Peasant Movements and the role of *Kissan Sabhas*; Patharughat movement and Phulaguri Dhawa, Lachima Riot, Pabna Revolt, Santhal Rebellion

Basic Reading List:

- 1) Roy, Tirthankar. *The Economic History of India: 1857-1947*. OUP, 2000.
- 2) Habib, Irfan. (Indian Economy: 1858-1914 (Volume 28) of *People's History of India*. Tulika Books. 2016
- 3) Chandra, Bipan. *History of Modern India*. Orient Blackswan. 2009
- 4) Tomlinson, B.R. *The New Cambridge History of India: 1860-1970*. Foundation Books. 1998
- 5) Bandyopadhyay, Sekhar. *From Plassey to Partition*. Orient Blackswan. 2013
- 6) Desai, S.S.M and Bhalerao, Nirmal. *Economic History of India*. Himalaya Publishing House. 2010
- 7) Maiti, Provantansu. *Modern India*. Sreedhar Publications. 2012
- 8) Chandra, Bipan. *Essays in Colonialism*. Orient Blackswan. 1999

DSC 15: Women in Indian History

Course Objectives:

1. To discuss feminist movements and their developments in India.
2. To conceptualise the term gender.
3. To discuss women in Indian society in different periods of time.
4. To analyse different women emancipation movements in India.

Learning Outcomes:

1. After completion of this course, learners will be able to discuss the feminist movements and their developments in India.
2. Learners will have a fair knowledge of term gender.
3. They will understand women in Indian society in different periods of time.
4. Learners will understand different movements for the emancipation of women and their consequences

UNIT 1: FEMINIST MOVEMENTS AND DEVELOPMENT OF WOMEN'S HISTORY

Concepts and Ideas- Gender, Patriarchy, Sexual Division of Labour, Third Gender, LGBTQ, Third World Feminism

UNIT 2: DOING WOMEN'S HISTORY I

Approaches: Marxist, Psychoanalytical, Radical, Liberal, Socialist, Post-Modern, and Existential

UNIT 3: DOING WOMEN'S HISTORY II

Sources: Archival, Non-Archival; Methodology-Re-examining Traditional Sources: Oral History and Traditions

UNIT 4: WOMEN IN EARLY INDIAN SOCIETIES

Vedic period, Epico-Pauranic Period, Mauryan Period, Gupta Period and Post-Gupta Period

UNIT 5: WOMEN IN MEDIEVAL INDIA

Position of women in Sultanate period, Manliness in Mughal court culture, Marginalized women: prostitutes, courtesan, entertainers, gender relation in literary texts

UNIT 6: RELIGION AND WOMEN I

Textual Traditions, Rituals and Identity in Brahmanical, Jainism, Buddhism, Islam, Sikhism, Christianity (Mira Bai, Panch Pir, Karni Mata)

UNIT 7: RELIGION AND WOMEN II

Ritualistic Traditions in Islam, Sikhism, Christianity

UNIT 8: EMANCIPATION OF INDIAN WOMEN I

Colonial State and Women's Emancipation, Social Reform movements, Women Education (Pandita Ramabai, Maharani Mataji Tapaswini)

UNIT 9: GENDER IDENTITIES

Nationalism (freedom Movement), Communalism (Partition and Hindu Right)

UNIT 10: POPULAR CULTURE AND WOMEN

Representation of Women: Print, Theatre, Cinema

UNIT 11: CASTE AND GENDER

Dalit Identities and Women, Dalit Feminism

UNIT 12: LAW AND WOMEN'S RIGHT

Legislations: Marriage, Dowry, Female Infanticide, Rape, Personal Laws, Property Rights

UNIT 13: WOMEN IN ASSAM HISTORY

Pre-Colonial Period-Literature, Art: Colonial Period- Politics, Political Organization (Assam Mahila Samiti), Popular Culture

UNIT 14: WOMEN IN POST-COLONIAL INDIA

Diasporic Identities and Women, Women in Mass Movements, Voices in Literature (Mahasweta Devi, Arundhati Roy, Nirupama Borgohain)

UNIT 15: WOMEN IN POLITICS

Emergence of Women Organizations, Constitutional Rights of Women: History and Debates, Role of Women in Politics (Indira Gandhi), Debates on Reservation

Basic Reading List:

- 1) Banerjee, Himani, *Inventing Subjects: Studies in Hegemony, Patriarchy and Colonialism*, New Delhi, 2001
- 2) Chaudhuri, Maitreyi, (ed), *Feminism in India*, Kali for Women, Delhi, 2004
- 3) Chaudhuri, Nupur. 'Memsahibs and their Servants in Nineteenth century India', *Women's History Review*, Vol 3, no 4, 1994.
- 4) Chandra, Sudhir. *Enslaved Daughters: Colonialism, Law and Women's Rights*, Delhi, OUP, 1999.
- 5) Forbes, Geraldine. *Women in Colonial India: Essays on Politics, Medicine and Historiography*, Chronicle Books, Delhi, 2005
- 6) Rege, Sharmila. *Writing Caste, Writing Gender: Narrating Dalit Women's Testimonies*, Zubaan, Delhi, 2013.
- 7) Sarkar, Sumit and Sarkar, Tanika, (ed). *Women and Social Reform in Modern India: A Reader*, Permanent Black, Ranikhet Cantt., 2007, 2 Vols
- 8) Thakurta, Tapati Guha, 'Women as 'Calendar Art' Icons: Emergence of Pictorial Stereotype in Colonial India', *Economic and Political Weekly*, October 26, 1991

SEMESTER - VII

DSC 16/ DSM 7: India under the East India Company

Course Objectives:

1. To describe the establishment and consolidation of the East India Company in India.
2. To understand various socio-political, economic and administrative reforms introduced by the East India Company in India.
3. To discuss the nature of the tribal and peasant movements during the East India Company.

Learning Outcomes:

1. After completion of this course, learners will be able to understand about the colonial nature of state.
2. Learners will gather knowledge about how the Indian society, politics, religion and economy had changed during the Company's rule in India.
3. They will acquire a fair knowledge of the tribal and peasant movements during the Company's rule.

UNIT 1: EARLY EUROPEAN SETTLEMENTS IN INDIA

The Portuguese, The Dutch, Anglo-French Conflicts (Carnatic Wars), Failure of Duplex

UNIT 2: ESTABLISHMENT OF EAST INDIA COMPANY'S RULE IN INDIA

Battle of Plessey: Causes, Events and significance, Battle of Buxar: Causes, Events and significance

UNIT 3: ROBERT CLIVE AND HIS REFORMS

An estimate of Robert Clive, Dual Administration in Bengal

UNIT 4: WARREN HASTINGS AND HIS REFORMS (1772-85)

Administrative Reforms, Relation with Oudh, Estimate of Warren Hastings

UNIT 5: LORD CORNWALLIS AND HIS REFORMS (1786-93)

Judicial Reforms, Police Reforms, Revenue Reforms

UNIT 6: LORD WELLESLEY (1798-1805)

Subsidiary Alliance: Merit and Demerits, Wellesley and French Menace

UNIT 7: MYSORE AND THE EAST INDIA COMPANY

First Anglo-Mysore War 1767-69, Second Anglo-Mysore War 1780-84, Third Anglo-Mysore War 1790-92, Fourth Anglo-Mysore War 1799, Administration of Haider Ali and Tipu Sultan

UNIT 8: ESTABLISHMENT OF BRITISH PARAMOUNTCY IN INDIA

Anglo-Nepal War (1814-18), Hastings and Indian States, The Pindaris, First Anglo-Maratha War (1775-82), Second Anglo-Maratha War (1803-05), Third Anglo-Maratha War (1817-18)

UNIT 9: LORD BENTINCK (1828-35) AND HIS REFORMS

Abolition of Sati and cruel rites, Suppression of Thugi, Liberal policy towards Press, Educational reforms, financial reforms, Judicial reforms

UNIT 10: THE ANNEXATION OF SIND

Auckland's Policy towards of Sind, Ellenborough and the annexation of Sind

UNIT 11: ANGLO-SIKH RELATION

Relation with the neighbouring states, Anglo-Sikh Wars, Annexation of Punjab

UNIT 12: LORD DALHOUSIE (1848-56)

Annexation of Lower Burma, The Doctrine of Lapse, Annexation of Oudh, His Reforms

UNIT 13: CHANGES IN AGRARIAN STRUCTURE

New land revenue systems: Permanent Settlement, Mahalwari system, Ryotwari System

UNIT 14: TRIBAL AND POPULAR MOVEMENTS (1757-1856)

Revolt in Bengal and Eastern India, Revolts in South India, The Wahabi Movement

UNIT 15: THE REVOLT OF 1857

Causes, Nature, Results, Sepoy Mutiny, First War of Indian Independence, Participation of Assam, Role of Maniram Dewan and others, Its impact.

Basic Reading List:

- 1) Barpujari, H. K. (Ed). *The Comprehensive History of Assam*, Vol-V. Asom Prakashan Parishad, Guwahati. 1993
- 2) Chandra, Bipan. *Nationalism and Colonialism in Modern India*. Orient Longman. 1979
- 3) Desai, A. R. *Social Background of Indian Nationalism*. Popular Prakashan Pvt. Ltd., 1984
- 4) Saikia, Arup. *Peasant Politics in Assam Since 1900*. Routledge, 2013
- 5) Saikia, Rajen. *Social and Economic History of Assam*. Monohar Publisher & Distributors, 2002
- 6) Sarkar, Sumit. *Modern India 1885-1947*. St. Martin's Press. 1983

DSC 17: Environmental History of India

Course Objectives:

1. To understand the term environmental history
2. To analyse various environmental policies in the colonial and post-colonial India.
3. To discuss the environmental movements in India.

Learning Outcomes:

1. Learners will be able to understand environmental history.
2. They will be able to analyse various environmental policies in the colonial and post-colonial India and their consequences.
3. They will acquire knowledge of commercialisation of environment and environmental movements

UNIT 1: HISTORIOGRAPHY AND CONCEPTS

What is environmental history, Concepts in Environmental history: environmentalism, deep ecology, eco-feminism, wildness, etc. Historiography of Environmental History (Marsh, Turner, Hughes, Worster, Forster etc) Indian

UNIT 2: THEMES IN ENVIRONMENTAL HISTORY AND MODES OF RESOURCE USE

Environmental history Themes: Water, Forests, natural disasters, climate change; Modes of Resource Use Gathering, Nomadic Pastoralism, Settled Agricultural Mode and Industrial Mode

UNIT 3: ENVIRONMENT AND SOCIETY IN PRE-COLONIAL INDIA

Geographical Background of the Indian Subcontinent: Physical divisions, flora and fauna, Ecology of the Harappan Culture and its decline: The Environmental factors

UNIT 4: FOREST AND LAND USE IN PRE-COLONIAL INDIA

Use of iron implements; Agricultural Expansion and Deforestation in the Gangetic Valley; Forest as economic and cultural space

UNIT 5: FORESTS IN COLONIAL INDIA

Making of British Forest Policy in India: Forest Acts of 1878 and 1927; Impact of British Forest Policy: Deforestation and Ecological change in India.

UNIT 6: COMMERCIALISATION OF NATURE

Exploitation of Forest Produce; Major forest produce and minor forest produce, Impact of Railway Construction on Forestry during the colonial period

UNIT 7: COMMERCIAL AGRICULTURE AND ENVIRONMENT

Commercialization of agriculture, plantation economy, agro-forestry

UNIT 8: MAN AND THE ANIMAL WORLD

Hunting for subsistence to hunting for pleasure; games reserve; domestication and economic uses of animals; wild life protection.

UNIT 9: WATER AND ITS USES

Irrigation system, bunds and tanks, aquifers, hydrological technology of Mughal India, Water and its uses in colonial India

UNIT 10: ENVIRONMENT IN POST-COLONIAL INDIA

Conservation Policies in Post-independence Period; Social Forestry; Development versus environment debate

UNIT 11: ENVIRONMENTAL MOVEMENTS

Chipko Movement, Narmada Bachao Andolan, Movement against the Lower Subansiri dam. Dams and Mines: Problems of displacement, Loss of Livelihood and Problems of Rehabilitation

UNIT 12: ENVIRONMENTAL SETTING OF NORTH EAST INDIA

Ecological setting of North East India: bio-diversity, Habitat mosaic, Shifting Cultivation: Culture and environmental impact.

UNIT 13: LAND - USE PATTERN IN NORTH EAST INDIA

Pre-colonial land use pattern; colonial forestry and the plantation economy, CPRs, Customary Rights.

UNIT 14: POST-COLONIAL ENVIRONMENTAL SITUATION

Natural disaster: the 1950 earthquake, colonial continuum, extension of plantation economy, flood and erosion, big dams and resistance.

UNIT 15: ENVIRONMENTALISM AND INDIA

Colonialism as an ecological watershed, NGOs, judicial activism, Climate change and India's international role, problem of waste and waste management, Swachh Bharat Abhiyan.

Basic Reading List:

1. Arnold, D and R. Guha. *Nature, Culture, Imperialism: Essays on the Environmental History of South Asia*. OUP, 1997
2. Chakrabarti, Ranjan. (ed.) *Situating Environmental History*. Manohar Publishers, 2007
3. Gadgil, M. and R. Guha. *The Fissured Land: An Ecological History of India*. OUP, 2012
4. Habib, Irfan. *Man and Environment The Ecological History of India*. Tulika Books, 2010
5. Handique, Rajib. *British Forest Policy in Assam*. Concept Publishing Company, 2004

DSC 18: Assam Since Independence (Till 1990)

Course Objectives:

1. To understand the background, nature and consequences of Independence.
2. To conceptualise regionalism and sub-regionalism in context of Assam.
3. To analyse the Socio-cultural and religious condition of Assam after independence.
4. To discuss various movements and their nature, developed in Assam after independence.

Learning Outcomes:

1. Learners will be able to understand the different consequences of Independence in Assam.
2. They will be able to understand the terms regionalism and sub-regionalism in context of Assam.
3. They will be able to analyse the socio-cultural and religious condition of independent Assam.
4. Learners will be able to discuss and analyse the ethnic identity movements, anti-foreigner movements in Assam after independence.

UNIT 1: COLONIAL LEGACY

Idea of Northeast, The Grouping Plan, The Sylhet Referendum, Effect of Partition

UNIT 2: COMPOSITE STATE OF ASSAM AND ITS GEO-POLITICAL FEATURES

NEFA, Hegemonic Encounters- the SRC of 1966, Mizoram, Meghalaya, Manipur, Tripura

UNIT 3: REGIONALISM AND SUB-REGIONALISM

Demand for separate state, Demand for Sixth Schedule

UNIT 4: LANGUAGE MOVEMENT

Origin, features, Results

UNIT 5: ASSAM MOVEMENT

Background, Causes and Impact; Role of AASU, AGP; The Assam Accord; The Immigrant Question

UNIT 6: INSURGENCY AND SECESSIONIST MOVEMENT

ULFA, the Quest for Autonomy- Bodo, Rabha, Dimasa, Karbi; Impact

UNIT 7: NEW ECONOMIC CHANGES

Establishment of new industries in the Brahmaputra Valley and its Impact, The Marwaris

UNIT 8: ENVIRONMENTAL CONCERNS

1950 Earthquake, New Forest Policies, Common Land, Flood and Erosion

UNIT 9: DEVELOPMENT OF EDUCATION

Education Policies, Institutional growth, Impact and challenges

UNIT 10: HEALTH IN POST-INDEPENDENT ERA

Establishment of new medical colleges, modernity and health

UNIT 11: NEW MEDIA

Development of print media after independence and its nature, Radio, Television, Impact

UNIT 12: MIDDLE CLASS IN THE NEW ERA

Post-colonial society and the Assamese middle class, Allegiance to socio-political Movements, Contributions

UNIT 13: DEVELOPMENT OF LITERATURE

Vernacular literature, Literary Bodies – Sahitya Sabha

UNIT 14: POPULAR CULTURE

Cinema, theatre, music

Basic Reading List:

- 1) Joysankar Hazarika: Geopolitics of Northeast India, Gyan Publishers, New Delhi, 1996
- 2) Manirul Hussain: The Assam Movement : Class, Identity and Ideology, Manak Publications, New Delhi, 1993
- 3) Sandhya Goswami: Language Politics in Assam, Ajanta, New Delhi, 1997
- 4) K.M. Deka (ed.): Nationalism and Regionalism in Northeast India, Dibrugarh University, 1985
- 5) K.M. Deka & K.N. Phukon: Ethnicity in ASSAM, Dibrugarh University, 2001
- 6) Girin Phukon: Assam's Attitude to Federalism, Sterling Publishers, New Delhi, 1984: Inter-Ethnic conflict in Northeast India, (South Asian Publishers, New Delhi, 2005)
- 7) Girin Phukon & N.L. Dutta (eds): Politics of Identity and Nation Building in Northeast India, South Asia Publishers, New Delhi, 1997
- 8) A. K. Baruah: Social Tensions in Assam
- 9) J. Upadhyay: Student Politics in Assam, 2017

SEC 4: Research Methodology

Learning Objectives:

This course intends to:

- Enable the learners to understand the meaning and significance of research
- Enable the learners to know about the steps to be followed while doing research
- Enable the learners to know about methods in Historical research

Learning Outcomes:

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

- Understand the meaning and significance of research
- Know about the steps to be followed while doing research
- Know about methods in Historical research

UNIT 1: MEANING OF RESEARCH

Meaning of Research; Research in Social Sciences; Objectives of Research; Components of Research; Research and Theory; Importance of Theory; Four parameters of a good theory.

UNIT 2: SCIENTIFIC METHOD IN SOCIAL RESEARCH

The three stages of knowledge; The Kuhn-Popper Debate; Scientific Method in Social Research; Objectivity and Subjectivity; what makes Research Scientific? Research Ethics

UNIT 3: QUALITATIVE RESEARCH AND QUANTITATIVE RESEARCH

Meaning; Types of Qualitative and Quantitative Research; Advantages and Disadvantages, Difference between Qualitative and Quantitative Research

UNIT 4: RESEARCH DESIGN

Meaning of Research Design, Need and Importance of Research Design, Features of a good research design.

UNIT 5: SAMPLING

Meaning; Types; Use of Sampling Technique

UNIT 6: TYPES OF DATA

Primary; Secondary: Meaning and Definitions; Methods of Primary data collection, Advantages and Disadvantages of Primary data, Sources of Secondary data, Advantages and Disadvantages of Secondary data, Comparing Primary and Secondary data

UNIT 7: INTERVIEW

Meaning; Definitions; Objectives, Types: Structured; Unstructured and Semi structured interview; Interview guide; Preparing for an Interview; Developing Questionnaire.

UNIT 8: QUESTIONNAIRE AND SCHEDULE

Preparation of a good questionnaire; Features of a good questionnaire; Types of Questionnaires; Merits of Questionnaire; Demerits of Questionnaire; Similarities and Differences between Questionnaire and Schedule.

UNIT 9: OBSERVATION

Observation: Meaning; Definition and Types; Participant Observation: Meaning; Advantages and Disadvantages Non-Participant Observation: Meaning; Advantages and Disadvantages; Similarities and Differences between Participant and Non-Participant Observation

UNIT 10: ETHNOGRAPHY

Meaning; Ethnographic Study, Ethnographic Study as a method, Importance of Ethnographic Study; Purpose of Ethnographic Study, Advantages and Limitations of Ethnographic Study

UNIT 11: CASE STUDY

Meaning; Objectives and Characteristics of Case Study, Forms of Case Study; Steps in Case Study, Sources of data collection for case study, Significance and Importance of Case study; advantages and disadvantages of case study

UNIT 12: FOCUS GROUP DISCUSSION

Meaning; Characteristics, steps of/conducting focus group discussion; Significance; advantages and disadvantages of focus group discussion

UNIT 13: CLASSIFICATION AND TABULATION OF DATA

Objectives of Classification, Types, Continuous and Discrete Variables, Frequency Distribution: Preparation of Frequency Distribution, Construction of Frequency Distribution table, Cumulative Frequency Distribution.

UNIT 14: PRESENTATION OF DATA

Diagrammatic Presentation and Graphic Presentation of Data

UNIT 15: REPORT WRITING

Report writing: Meaning, Steps, Contents, Technicalities involved and Qualities of a Research Report.

Basic Reading List:

- 1) Babie, Earl R. 2007. *The Practice of Social Research*. USA: Thomson Learning
- 2) Weber, Max. 1949. *Methodology of Social Sciences*. New York: Free Press.
- 3) Young, P.V. (1988): *Scientific Social Survey and Research*. New Delhi Prentice Hall.
- 4) Carr, E.H. (2008). *What is History*. UK: Penguin Press

SEMESTER - VIII

DSC 19/ DSM 8: India under the Crown

Course Objectives:

1. To understand the background, nature and consequences of the Revolt of 1857.
2. To analyse the Socio-cultural and religious reform movements under the Colonial Government.
3. To discuss the India's Freedom struggle for independence.

Learning Outcomes:

1. Learners will be able to understand the Revolt of 1857 from different historical perspectives.
2. They will be able to analyse the causes of socio-cultural and religious reform movements in the Colonial Government.
3. They will acquire knowledge of rise of Gandhi's power in Indian politics and his activities towards the freedom.
4. They will also learn how to raise communal politics and opposition politics on the eve of the freedom movement in India and aftermath of partition in India.

UNIT 1: POST 1857 DEVELOPMENT

Queen's Proclamation, Indian Councils Act of 1862

UNIT 2: POLICIES UNDER CROWN RULE TO 1890

Policy towards Indian States and Indian Princes, War with Bhutan, Afghan Policy and Lord Lyttons Forward Policy, The Treaty of Gandmak (1879), Durand Agreement, The Anglo-Bumese War, Lord Mayo and his Reforms, Lord Lytton and his Internal Reforms, Liberal Reforms under Lord Ripon

UNIT 3: CULTURAL ENCOUNTER AND SOCIAL CHANGES

Print and its implication, Women emancipation, making of religious and linguistic identities, Movement against Untouchability

UNIT 4: SOCIO-RELIGIOUS MOVEMENT

Brahmo Samaj, Arya Samaj, Prarthana Samaj, Ramakrishna Mission, Deoband Movement, Theosophical Society, Aligarh Movement, Wahabi Movement and the Singh Sabha Movement, Other Movements

UNIT 5: ECONOMY AND POPULAR RESISTANCE

Agrarian Structure, Initial Resistance, Famine, Popular Resistance against the British

UNIT 6: RISE OF INDIAN NATIONALISM AND INDIAN NATIONAL CONGRESS

Factors Responsible for the rise of Indian Nationalism, Rise of political organizations, Foundation of the Indian National Congress, Partition of Bengal, Swadeshi Movement,

UNIT 7: REVOLUTIONARY NATIONALISM

Factors for the rise of Revolutionary Nationalism, Growth of Extremist Groups and Secret Societies, Muslim League

UNIT 8: GANDHIAN PHASE OF INDIAN NATIONAL MOVEMENT

Rise of Gandhi- Champaran, Kheda, Non-Cooperation Movement, Civil Disobedience Movement, Government of India Act 1935, August Offer and Quit India Movement

UNIT 9: SUBHASH CHANDRA BOSE AND INA

Subhash Chandra Bose and his ideologies, INA, The INA Trial, Significance

UNIT 10: INDIA DURING THE WW II

Cripps Mission, Wavell Plan and Shimla Conference, Cabinet Mission Plan, Mountbatten Plan

UNIT 11: COMMUNALISM IN INDIA

Ideologies and Practices: RSS, Hindu Maha Sabha, Muslim League

UNIT 12: WOMEN IN FREEDOM STRUGGLE

Pre-Gandhian Struggle and Women, Gandhian Movement and Women, Revolutionary Movement and Women

UNIT 13: LEFT POLITICS AND SOCIALISM

Emergence and Growth, Communist Party of India, Trade Union Movement, Socialist Party, Impact

UNIT 14: PARTITION AND RESPONSE

Background, Responses- Riots, Popular Movements

UNIT 15: NATIONALISM AND CULTURE

Literature, Art, Cinema

Basic Reading List:

- 1) Gyanendra Pandey, *The Construction of Communalism in colonial north India*, Oxford University Press, 2012
- 2) Anil Seal, *Emergence of Indian Nationalism*, Cambridge University Press, 1971
- 3) P. Spear: *The Oxford History of India*, Oxford University Press, 1997
- 4) R. C. Majumdar (ed): *British Paramountcy and Indian Renaissance*, Bharatiya Vidya Bhavan, Bombay, 1970
- 5) A.R. Desai: *Social Background of Indian Nationalism*, Sage India, 2016

DSC 20: World After World War-II

Course Objectives:

1. To understand world after the world war-II.
2. To trace the development of cold war and its effects.
3. The main objective of this course is to enlighten the learners with the new world order after the second world war.
4. To discuss the cultural change of the world after 1950s.

Learning Outcomes:

1. Learners will have a clear knowledge of the world after the world war-II.
2. They will be able to understand cold war and its effects.
3. Learners will be able to discuss the new world order after the second world war.
4. Learners will be able to understand the cultural change after 1950s.

UNIT 1: AFTERMATH OF WORLD WAR II

Introduction, Repercussions- Decolonization

UNIT 2: THE UNO

Formation, Different bodies, activities

UNIT 3: COLD WAR – THE BEGINNING

Beginning of the Cold War, Ideological and Political basis of Cold War, Pacts and Treaties, Tensions and Rivalries

UNIT 4: NON-ALIGNED MOVEMENT (NAM)

Origin and Evolution, Principles of NAM, Activities (Meets)

UNIT 5: COLD WAR AND MILITARISATION

Arms Race, Weapons of Mass Destruction, SALT, START, Disarmament

UNIT 6: RECONFIGURATION OF THE WORLD ORDER

NATO, CENTO, SEATO, EU, ASEAN, Warsaw PACT

UNIT 7: REGIONAL CONFLICTS

Third World- Kashmir, Korea, Vietnam

UNIT 8: COMMUNIST REVOLUTION

Communist Revolution in China & its impact in the world politics

UNIT 9: NATIONAL MOVEMENTS AND DEMOCRACY

National movements and Decolonisation in Asia and Africa: India, Bangladesh, Sri Lanka, South Africa, Algeria

UNIT 10: COLD WAR AND SOUTH AMERICA

Cuban Missile Crisis, Cuban revolution, Chile, Falkland War

UNIT 11: END OF COLD WAR

Disintegration of USSR, Aftermath of the disintegration

Unit 12: New Global Order

Liberalisation, Globalization and Its Economic and Political Impact, Rise of Asian Powers- China and India

UNIT 13: CULTURAL CHANGE

Changing Notions of Culture, making of ideologies- class, race and gender, creation of public space, creation of new cultural forms- Surrealism

UNIT 14: AGE OF PROGRESS

Cultural Revolution, Civil Rights Movements- Martin Luther King Jr, Anti-Apartheid Movement, Feminist Movement

Basic Reading List:

- 1) V. Kiernan, 'Nationalist Movements and Social Classes,' in A.D. Smith, ed., Nationalist Movements, London: Macmillan, 1976
- 2) Karns, Margaret P. and Mingst, Karen A., International Organizations: The Politics and Process of Global Governance (New Delhi: Viva Books, 2005)
- 3) Partha Chatterjee, Nation and its Fragments, New Delhi, Oxford, 1994.
- 4) Smith, B.C., Understanding Third World Politics, London: Macmillan Press, 1996.
- 5) Drucker, P.F., "The Post-Capitalist World," Public Interest, No. 109 (Fall 1992)

Annexure II**Course-wise Faculty allotment of UG (History) Programme**

Sem	Title of the Course	School	Discipline	Faculty/Course Coordinator
I	Introduction to Indian History (DSC 1)	SKBSSS	History	Dr Priti S. Rajkhowa
II	Introduction to Assam History (DSC 2)	SKBSSS	History	Dr Priti S. Rajkhowa
III	History of India: From Pre-history till 13th Century (DSC 3)	SKBSSS	History	Dr Priti S. Rajkhowa
	History of Europe (1789-1878) (DSC 4)		History	Dr Sukmaya Lama
IV	History of Assam upto the 16th century (DSC 5)	SKBSSS	History	Dr Priti S. Rajkhowa
	History of Japan and China (DSC 6)		History	Dr Priti S. Rajkhowa
	Cultural History of India (DSC 7)		History	Dr Sukmaya Lama
V	History of India: From Sultanate to the Mughals (DSC 8)	SKBSSS	History	Dr Sukmaya Lama
	History of Ancient Civilisations (DSC 9)		History	Dr Sukmaya Lama
	History of Europe ((1878-1945) (DSC 10)		History	Dr Sukmaya Lama
	Indian Historiography (DSC 11)		History	Dr Priti S. Rajkhowa
VI	History of Assam from the 17th century to 1947 C.E. (DSC 12)	SKBSSS	History	Dr Priti S. Rajkhowa
	Cultural History of Assam (DSC 13)		History	Dr Priti S. Rajkhowa
	Socio Economic History of India (DSC 14)		History	Dr Sukmaya Lama
	Women in Indian History (DSC 15)		Sociology	Dr Gargi Gayan
VII	India under the East India Company (DSC 16)	SKBSSS	History	Dr Priti S. Rajkhowa
	Environmental History of India (DEC 17)		History	Dr Sukmaya Lama
	Assam Since Independence (DSC 18)		Economics	Prof Joydeep Baruah
VIII	India under the Crown (DSC 19)	SKBSSS	History	Dr Sukmaya Lama
	World After World War II (DSC 20)		Political Science	Dr Jahnabi Devi

GUIDELINES FOR SEMINAR PAPER

Introduction

Under the UG in History programme of KKHSOU, you will need to present a Seminary paper in your eighth semester. You can choose any relevant topic for presentation.

Traditionally, a Seminar paper will consist of four major sections: (1) Introduction; (2) Background; (3) Analysis; and (4) Conclusion. This section contains a brief outline to follow, but each subsection is examined in detail in the subsequent pages.

General Structure of a Seminar Paper

1. Introduction: Here, you need to set out the "Crux" of the paper. Your major tasks include:

- Introduce and note why the topic is important.
- Briefly summarize necessary background information. State your thesis
- Convey your organization of the paper -- (i.e., "roadmap").
- Tell the audience what your paper will show and in what order.
- If you can concisely summarize your research and outline the arguments of your paper, then odds 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:

- Describe the genesis of the subject
- Describe the changes that have occurred during its development.
- Explain the reasons for the changes
- 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:

- (a) Discuss the major issues;
- (b) Separate issues and sub-issues
- (c) Order issues logically
- (d) Introduce and conclude on each issue
- (e) Present your arguments and rebut opposing arguments
- (f) Use organizational paradigms where appropriate

4. Conclusion: Here your agenda include:

- Restate the thesis of the paper
- Summarize major points
- If you chose to use a hypothesis in your introduction, revisit the hypothesis to "tie-up" your paper.

Certain Key Points

- Always preserve a copy of your Seminar paper duly signed by your Centre Coordinator and a Certification of Presentation from him/her. The University may also ask a copy of that report as and when required.
- You may be asked to present your Seminar paper either at the University Headquarters/or at any assigned place via face to face or through online mode.
- The seminar report must be typed in Computer. The report may be printed on both sides in standard A4 size papers with 1.2 inch margins on both left and right sides and 1 inch margins on top and bottom. Page numbers must be maintained throughout.
- The presentation room must be well organised with a banner of the Seminar on the background.
- Insist your Study Centre to maintain video recording of the presentation session and obtain a copy of your particular session. Alternatively, you can record a video of the presentation yourself and keep a copy until declaration of your final semester result. The University may ask for this Video at any point of time.

GUIDELINES FOR PROJECT/DISSERTATION

Section I: Introduction

Project/Dissertation Work is an application-oriented academic activity that seeks to hone your theoretical abilities through their application in light of the theoretical information obtained while taking different UG History courses. This Project/Dissertation work consist of 8 credits, requiring you 240 hours of study and work.

Dear learners, please note that you need to take this task seriously and with all sincerity because of three basic reasons. First, this course provides you ample scope to apply your theoretical understanding on socially relevant issues. Second, 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 undergoing 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. It is expected that along with the theoretical understanding of the issue, you try to formulate a detail research proposal. For doing this, you can take help of the course 'Research Methodology' that you have come across in the seventh semester. In brief, it is a method of applying the information acquired via various courses to the occurrences that have historical significance. We have listed certain topics of Project/Dissertation for your guidance only. You need not select these topics only. The list will help you to choose an appropriate topic. You need to write your Project/Dissertation Report either in English or Assamese.

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 elsewhere earlier for any other purpose. The University will also check all the Project/Dissertation Report with high-end Plagiarism-Check Software. Thus, you should also note that if 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 holds 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 the subjects/chapters/contents of the projects of two learners are found to be similar, then both the projects will be rejected and 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 part of the research work. So, you need to follow particular style of citation and referencing. The University follows that APA 7 Citation Style published by the APA (American Psychological Association). A link for downloading a brief APA Citation Guide has been attached below.

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 questionnaire, deciding the size of sample, procedure for data collection, tabulation 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 via face to face or through online mode.
- Project/Dissertation Report must be typed in computer. Report may be printed on both sides in standard A4 size papers with 1.2 inch margins on both left and right sides and 1 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...)

Section II: Project/Dissertation Performa

Cover Page: The cover page on the bound copy of the report should indicate. **Colour of the Hard Cover of the Project Report must be NAVY BLUE.**

- The title of the report should be short and written in capital letters. 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.

<p style="text-align: center;">PROJECT REPORT/DISSERTATION</p> <p style="text-align: center;">On</p> <p style="text-align: center;">“ <u>Topic Name</u> ”</p> <p style="text-align: center;">SUBMITTED TO</p> <p style="text-align: center;">KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY</p> <p style="text-align: center;">IN</p> <p style="text-align: center;">PARTIAL FULLFILLMENT OF THE</p> <p style="text-align: center;">UG IN HISTORY (YEAR)</p> <p style="text-align: center;">by</p> <p>Name:</p> <p>Enrollment No:</p> <p>Study Centre Code:</p> <p style="text-align: center;">Under the Guidance of</p> <p style="text-align: center;"><i>Name of Internal Guide / External Guide</i></p> <p style="text-align: center;"><i>Designation</i></p>

Certificate of the Guide/ Supervisor (Format)

Certificate of the Guide/ Supervisor

Mentor / Guide Name:

Designation:

This is to certify that the project report entitled “_____” has been prepared by Ms./Mr. _____ bearing enrollment number _____ under my supervision and guidance, for the partial fulfilment of UG in History 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

Certificate of Study Centre Coordinator/ Academic consultant

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 UG in History programme of Krishna Kanta Handiqui State Open University. His/her field work is satisfactory.

Acknowledgement: The learner should provide an acknowledgement of the help received from Supervisor, other teachers, Libraries and any other organizations/ source/ person. One may also acknowledge assistance from family members, friends and others. The learner has to put his / her signature and the Enrollment No. at the end of the acknowledgement.

Self-Declaration by the Learner: The learner has to make the following declaration:

Self-Declaration by the Learner

I do hereby declare that this project work entitled “ _____ ” submitted by me for the partial fulfilment of the requirement for the award of **UG in History** programme 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 observation and has not been submitted earlier for the award of any Degree or Diploma to any Institute or University.

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 & annexure.

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 objectives and the scope of the study and the contribution and impact your study will make should be elaborated.
- **Chapter-II: Theoretical Perspective:** 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 finding thereof. These should bring out the necessity for a study of the kind you have undertaken and the approach you intend to follow.
- **Chapter-III: Methodology, Scope, Limitations:** This chapter should describe in detail the steps followed in completing the study. If you have done a 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-IV, V, VI Discussion/Body of the Report:** Presentation of the relevant data and analysis and discussions 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 mentioned 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.
- Annexure are numbered numerically e.g., Annexure II etc. and contain such supporting information which through not collected as primary and secondary data, yet is relevant to the 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 / Annexure.
- **Bibliography:** A bibliography is a list of published sources consulted during the course of project work and normally includes all work listed in the text and text notes. The bibliography can be listed in alphabetical order or split into two separate list each covering books and articles.

Section III: A Guide to Organising the Contents of Project Report /Dissertation

1. The Title of the Study: A single sentence describing the inquiry should be in the title. 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. Not only are such sentences 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.

2. The Abstract of the Study: The abstract describes your entire work in a single paragraph. A short overview of the historical event/phenomenon and approach should be provided, as well as sections on the findings and discussion. 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 succinct abstract in a single session. Perhaps it is more convenient to start with a lengthier version and then shorten it.

3. 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 significance.
- Describe previous work (and maybe your own) that relates 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 need not go into detail here, but it should be obvious how the most recent work brings out 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. 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.

4. 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.

5. Characterisation: Based on your chaptalisation plan, organise the main body of the Project/Dissertation in a systematic way. Try to organise your body in a way like there is a continuity of flow throughout the discussion.

6. Findings and Discussions: Begin by outlining the actions you took to process the data. This implies that you must explain how you contextualised your study using archival or oral source of data.

Never copy and paste the output of a statistical software into your report. Always assess what information is pertinent and important 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 technique section. This will be beneficial to your reader.

7. Conclusions and Policy Implications: To end the discussion, it is desirable that you draw certain important conclusions of the study and based on those you can also discuss the implications 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.

Section IV: Certain Areas of Research for Your Project/Dissertation

We are providing here certain areas of research for your Project/Dissertation. Please note that you don't have to necessarily choose exactly any of these topics. These are meant to help you to frame an appropriate topic of your choice.

- 1) Assam Accord and the Muslim Question
- 2) Colonial Regime and Trading Patterns
- 3) Indigeneity and Migration
- 4) Politics of Language and Citizenship
- 5) Women in Anti-colonial struggle
- 6) Religious Conversion in NE India and its implication
- 7) Military history of NE region
- 8) Peasant unrest/Movement
- 9) Material culture in NE region
- 10) History of Press and Communication

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

Along with Detailed Syllabus

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*	
		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*	
	III	IDC (any one Course needs to be selected from the basket)	301 English for Professional Studies*
			302 Economics of Education* <i>(open to all except those with Education as major or minor)</i>

		303 Business Communication and Media Management*
		304 Understanding North East India <i>(open to all except those with Sociology s as major or minor)</i>
		305 Rural Development in India <i>(open to all except those with Economics as major or minor)</i>
		306 Essentials of Indian Philosophy <i>(open to all except those with Philosophy as major or minor)</i>
	AEC	301 Life Skills*
	SEC	301 Cyber Security*
IV	AEC (any one Course only)	401 Studies of Assamese Culture* <i>(open to all except those with Assamese as major or minor)</i>
		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 ষত্ববিধি, যতিচিহ্ন
- অধ্যায় ৩:** **অসমীয়া ভাষাৰ বিভক্তি আৰু প্ৰত্যয়**
বিভক্তি আৰু প্ৰত্যয়, অসমীয়া ভাষাৰ বিভক্তিৰ শ্ৰেণী বিভাগ: শব্দ বিভক্তি বা কাৰক বিভক্তি, পুৰুষবাচক সন্থকবাচক 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 ভাষাৰ সন্ধি, 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, নিৰ্দিষ্টতা বাচক প্ৰত্যয়, কাৰক আদিৰ পৰিহাৰ

অধ্যায় ১০ :

প্ৰবন্ধ লিখন, সমীক্ষালিখন 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, আবেদন পত্ৰৰ 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

UNIT 14: 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
- Hodgkinson, 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 লোক কবিতা

অসমীয়া লোকগীত/লোক কবিতাৰ সাধাৰণ পৰিচয়, শ্ৰেণীবিভাজন. *প্ৰাণগোপাল*, *পাতিলামায়াৰেখেলা*: কামৰূপী লোকগীতৰ সাধাৰণ পৰিচয়, গীতটিৰ সাধাৰণ আলোচনা

অধ্যায় ২: শংকৰদেৱ: নন্দোৎসৱ

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

অধ্যায় ৩: ছাহমিলান: অধমেলইলোঁ, অধমেলঙ, আল্লাৰনাম

ছাহমিলান: অধমেলইলোঁ, অধমেলঙ, আল্লাৰনাম (জিকিৰ) – মূলপাঠ: কবিপৰিচয়, জিকিৰৰসাধাৰণপৰিচয়, কবিতাটি (জিকিৰ)ৰমূলভাব, কবিতাটি (জিকিৰ)ৰসাধাৰণআলোচনা, শব্দার্থ

অধ্যায় ৪: অম্বিকাগিৰীৰায়চৌধুৰী: গঢ়াকৰিমোকঝাড়ুদাৰ

অম্বিকাগিৰী ৰায়চৌধুৰী: গঢ়া কৰি মোক ঝাড়ুদাৰ – মূলপাঠ: কবিপৰিচয়, কবিতাটিৰ মূলভাব, কবিতাটিৰ সাধাৰণ আলোচনা

অধ্যায় ৫: হেমবৰুৱা: মমতাৰচিঠি

হেমবৰুৱা: মমতাৰচিঠি – মূলপাঠ: কবিপৰিচয়, কবিতাটিৰ সাধাৰণ আলোচনা

অধ্যায় ৬: লক্ষ্মীনাথবেজবৰুৱা: 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 মূলসুৰ, 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: নিৰ্মলভকত — ১

ৰজনীকান্ত বৰদলৈৰ জীৱন আৰু কৃতি, নিৰ্মল ভকত উপন্যাসখনৰ সাধাৰণ আলোচনা

অধ্যায় ১০: ৰজনীকান্ত বৰদলৈ : নিমলভকত — ২
উপন্যাসখনৰ চৰিত্ৰ চিত্ৰণ, উপন্যাসখনৰ বৈশিষ্ট্যসমূহ

অধ্যায় ১১: শংকৰদেৱ – কালিদমন

অংকীয়ানাট: 'অংকীয়ানাট' 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). *Adhunik Galpa 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
Thakur, Nagen (Edited) (2012). *Axo Bosoror Axamiya Upanyas*. Guwahati: Jyoti Prakashan.

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 Politary 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

Berremman, 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 MANEGEMENT

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: ORGANISATIONAL 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*, IIAS-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, Astāṅga 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), Aprthakasidhi, 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.
- De Sarkar, P. K. (2007). *Higher English Grammar and Composition*. Kolkata: Book Syndicate Limited.
- Dowerah, Sawpon. *A Students' Grammar of English*. Guwahati: Students' Store
- Eastwood, John. (1994). *Oxford Guide to English Grammar*. Oxford University Press.
- Eckersley & Ekersley. (1960) (ed). *A Comprehensive English Guide*. Harlow: Pearson Education Limited.
- Palmer, R. F. (1988). *The English Verb*. Longman Linguistics Library

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: শব্দাৰ্থ, 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 আত্মলিপিমা, 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, উপসৰ্গ.সমাস : 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.
Gogoi, Leela (Ed.) (2002). Adhunik Asomia Sahityar Porichoy. Guwahati: Banalata.
Goswami, Tralokyanath (2006). Adhunik Galpa Sahitya. Guwahati: Vani Prakash Limited.
Goswami, Upendranath (2007). Asomia Bhasar Byakaran. Guwahati: Mani-Manik Prakash
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). Snatarakar 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

Syllabi of Semester 2 : AEC 2 (MIL-Bengali)

For Four Year Undergraduate Programme

Name of the Course: Select Bengali Literary Texts, Grammar and Composition
নির্বাচিত বাংলা সাহিত্য, ব্যাকরণ ও রচনা

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.

Detailed 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 ঔপন্যাসিক 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, আগমুক শব্দ; সমার্থক ও বিপরীতার্থক শব্দ : সমার্থক শব্দ, বিপরীতার্থক শব্দ
- অধ্যায় ১১ : **সংবাদ, অনুচ্ছেদ ও সারাংশ রচনা**
 রচনার নানা প্রকারভেদ; সংবাদ রচনা; অনুচ্ছেদ রচনা

Reference Books for this Course

- আনন্দ পাবলিশার্স প্রকাশনা; *বাংলা কী লিখবেন কেন লিখবেন।*
 ঘোষ, অজিতকুমার; *বাংলা নাটকের ইতিহাস।*
 ঘোষ, অজিতকুমার (সম্পাঃ); *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; *রবীন্দ্রজীবনী, 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 ; *বাঙ্গালা সাহিত্যের ইতিহাস, ৪র্থ খণ্ড।*

Syllabi of Semester 2 : AEC 2 (MIL-Bodo)

For Four Year Undergraduate Programme

Name of the Course: Select Bodo Literary Texts, Grammar and Composition
(नायखां बिलाइ)

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 and Composition.

Detailed Syllabus

- खोन्दो 1 :** मोनाबिलि - इसान चन्द्र मोसाहारि
खन्थाइगिरिनि सिनायथि; फरा; खन्थाइनि गुबै बाश्रा; मोनाबिलि खन्थाइनि र 'मान्टिक सानस्रि;
खन्थाइनि सायाव बिजिरनाय
- खोन्दो 2 :** अखां गंसे नांगौ - ब्रजेन्द्र कुमार ब्रह्म
खन्थाइगिरिनि सिनायथि झ; फरा; खन्थाइनि गुबै बाश्रा; 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 बाश्रा; फरानि सायाव
बिजिरनाय : थुनलायाव रहस्य सानथौ
- खोन्दो 4 :** सुबुं माहारियाव खाना फोथायनाय - ब्रजेन्द्र कुमार ब्रह्म
लिरगिरिनि सिनायथि - ब्रजेन्द्र कुमार ब्रह्म; फरानि गुबै बाश्रा; 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 बाश्रा; 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 बाश्रा फाव, बाश्रा खोन्दो
रनसाय आरो रायथाइनि फारागथि; रनसाय : बिजाब बाख्रि, आसामनि दैबाना, भारतनि हाबा
गैजारोडिनि जेंना, फरायसा आरो राजखान्थि; बाश्रा फाव, बाश्रा खोन्दो, सुंथाबै लिरनाय आरो
बेखेवनानै लिरनाय
- खोन्दो 11 :** रावखान्थि
बर' रावनि गारां आरो खौरां रिसारथि : थायजा, सानराय, महर

Reference Books for this Course

- औवारी, धरणीधर; मैहुर।
चैनारि, स्वर्ण प्रभा; बर' फावथायनि बिजिरनाय।
नारजारी, इन्द्रमालती; लाइसिनि बिखायाव इन्द्रमालती।
नारजारी, इन्द्रमालती; मायनाव बरायनाय।
नारजारी, इन्द्रमालती; बर' हारिसु 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' ।

Syllabi of
Semester 2 : AEC 2 (MIL-Hindi)
For Four Year Undergraduate Programme

Name of the Course: Gadya-Padya Abang Hindi Byakaran
(गद्य, पद्य एवं हिन्दी व्याकरण)

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.

Detailed 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 विशिष्टाएँ ; चित्रलेखा : कथावस्तु तथा जीवन दर्शन, चरित्र चित्रण, कथोपकथन, वातावरण, भाषाशैली, भावात्मक शैली एवं लक्ष्य
- इकाई 5 : प्रेमचन्द : ठाकुर का कुआं
प्रेमचन्द : जीवन दर्शन एवं साहित्य, ठाकुर का कुआं – कहानी, प्रतिपाद्य विषय की समीक्षा

- इकाई 6 :** आचार्य रामचन्द्र शुक्ल : मित्रता
आचार्य रामचन्द्र शुक्ल ; मित्रता : कथ्य एवं उद्देश्य ; मित्रता : महत्वपूर्ण प्रसंग
- इकाई 7 :** आचार्य शिवपूजन सहाय : साहित्य
आचार्य शिवपूजन सहाय : का जीवन एवं साहित्य ; साहित्य : कथ्य एवं उद्देश्य ; साहित्य : महत्वपूर्ण प्रसंग
- इकाई 8 :** डॉ. बिरिचि कुमार बरूआ : कौआ
डॉ. बिरिचि कुमार बरूआ : जीवन एवं साहित्य ; कौआ : कथ्य एवं उद्देश्य ; कौआ : महत्वपूर्ण 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

Reference Books for this Course

- 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 : हिंदी 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 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

Rights, 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

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

অধ্যায় ২: সংস্কৃতি – চমুপৰিচয়

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 – চমুপৰিচয়

নামঘৰ: চমুপৰিচয়, নামঘৰৰ কাৰ্যপ্ৰণালী – ধৰ্মীয়-চৰ্চা তথা শিল্প-চৰ্চাৰ কেন্দ্ৰ, নামঘৰৰ সামাজিক কতৃৰ্হ

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 গুৰুত্ব 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 নাট্য

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 Sanskrit 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, departmention 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.

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

Readings

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