

*COMMON COURSES for NEP based  
Curriculum*

## ABILITY ENHANCEMENT COURSES (AEC)

### **Ability Enhancement Course:**

This is an 8-credit course covering Modern Indian Languages (MIL) and English Usage (Communication).

Each student needs to complete two papers of 4-credits each – one from English Usage and other from the group of MIL, especially designed for this purpose. Both these courses are further divided into two 2-credit courses each. The MIL course is to be completed during Semesters 1 & 5 while the English Communication course is to be completed during Semesters 2 & 6.

### **1<sup>st</sup> semester**

**Department: Assamese**

**Bengali**

**Bodo**

**English**

**Sanskrit**

**Nepali**

**Hindi**

**Subject: Assamese**  
**Semester: First**  
**Course Name: যোগাযোগমূলক অসমীয়া—১**  
**Common Course**  
**Ability Enhancement Course**  
**Existing Base Syllabus: UG CBCS Syllabus**  
**Course Level: 100-199**

Unit No.	Unit Content	No. of Classes	Marks
১	ভাষাজ্ঞান : উচ্চাৰণ, আখৰ জোঁটনি, যতিচিহ্নৰ জ্ঞান, প্রত্যয়-বিভক্তিৰ ব্যৱহাৰ, কথন কৌশল	১২	২০
২	কৰ্মক্ষেত্ৰৰ অসমীয়া : আবেদন, বিজ্ঞাপন, প্ৰতিবেদন লিখন, বাতৰি লেখন, নিবিদা লেখন দক্ষতা	১২	২০

**পঠন-সামগ্ৰী:**

নিকা অসমীয়া ভাষা	: মহেশ্বৰ নেওগ
অসমীয়া ব্যাকৰণ প্ৰৱেশ	: গোলোকচন্দ্ৰ গোস্বামী
অসমীয়া ৰচনা সংকলন	: তুলতুল বৰুৱা (সম্পা.)
ধ্বনিবিজ্ঞানৰ ভূমিকা	: গোলোকচন্দ্ৰ গোস্বামী
যোগাযোগ কলা	: নীৰাজনা মহন্ত বেজবৰা
অসমীয়া আখৰ জোঁটনিৰ কথা	: শিৱনাথ বৰ্মন
অসমীয়া আখৰ জোঁটনি আৰু লিপ্যন্তৰ পদ্ধতি	: গুৱাহাটী বিশ্ববিদ্যালয়
অসমীয়া ভাষা-সাহিত্য চৰ্চাকাৰীসকলৰ হাতপুথি	: ৰমেশ পাঠক
ব্যৱহাৰিক অসমীয়া ব্যাকৰণ	: উপেন ৰাভা হাকাচাম
বিজ্ঞানলেখকৰ হাতপুথি	: দীনেশ চন্দ্ৰ গোস্বামী

**Graduate Attributes:** জ্ঞান-আধাৰ, ব্যৱহাৰিক উপযোগিতা, জীৱনজোৰা বিদ্যা

**Course Objective:** এই কাকতখনৰ উদ্দেশ্য অসমীয়া ভাষাৰ ব্যৱহাৰিক জ্ঞানৰ আভাস দিয়া।

**Learning Outcome:** এই কাকতখন অধ্যয়ন কৰিলে ছাত্ৰ-ছাত্ৰীসকলে ভাষাটোৰ ব্যৱহাৰিক জ্ঞান আয়ত্ত কৰাৰ লগতে কৰ্মক্ষেত্ৰত অসমীয়া ভাষা প্ৰয়োগৰ দক্ষতা আহৰণ কৰিব পাৰিব।

**Theory Credit:** 1

**Practical Credit:** 1

**No. of required classes:** 24

**No. of contact classes:** 20

**No. of non-contact classes:** 4

## Subject: Bengali

### COURSE DETAILS

a. Four Year Undergraduate Programme

b. Subject- Bengali

c. Semester – First

d. Course Name – AEC paper wise course names of each semester are included in the syllabus (Column no. g)

f. Course Level- 100

g. Syllabus-

#### SEMESTER 1

<b>Paper Code - BEN AEC PAPER- ICredits-2</b>			
<b>Paper Title - বাংলা সাহিত্য এবং প্রয়োগমূলক বাংলা ব্যাকরণ</b>			
External Marks—80 Internal Marks—20*			
Units	Topics	No. of Class	Marks
I	শরৎচন্দ্র চট্টোপাধ্যায়—‘দত্তা’	8	20
II	রবীন্দ্রনাথ ঠাকুর—সোনার তরী নির্বাচিত কবিতা—সোনার তরী, যেতে নাহি দিব, ব্রাহ্মণ, দুই পাখি, বর্ষাষাপন, নিরুদ্দেশ যাত্রা, আত্মসমর্পণ,	8	20
III	প্রমিত বাংলা বানান ও বাক্য বাংলা বানান বিধি, গত্ব বিধান, ষত্ব বিধান, অশুদ্ধি সংশোধন, বাংলা বাক্যের গঠন	7	20
IV	ব্যবহারিক বাংলা ব্যাকরণ কারক, বিভক্তি, সন্ধি, সমাস, বাগধারা, ভিন্নার্থক সমোচ্চারিত শব্দ, সমার্থক শব্দ, বিপরীতার্থক শব্দ	7	20

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

h. Reading list-

**Reference Books:**

- ১। শ্রীকুমার বন্দ্যোপাধ্যায় - বঙ্গসাহিত্যে উপন্যাসের ধারা, মডার্ন বুক এজেন্সী
- ২। সরোজকুমার বন্দ্যোপাধ্যায় – বাংলা উপন্যাসের কালান্তর, দে'জ
- ৩। সুবোধচন্দ্র সেনগুপ্ত – শরৎচন্দ্র, এ মুখার্জী এণ্ড কোম্পানি
- ৪। ডঃ শ্যামসুন্দর বন্দ্যোপাধ্যায় – শরৎচন্দ্রের চিন্তা জগৎ ও তাঁহার সাহিত্য, জি. এ. এন্টারপ্রাইজ
- ৫। প্রমথনাথ বিশী – রবীন্দ্রকাব্য প্রবাহ, মিত্রালয়
- ৬। উপেন্দ্রনাথ ভট্টাচার্য – রবীন্দ্র কাব্য পরিক্রমা, ওরিয়েন্ট বুক কোম্পানি
- ৭। চারুচন্দ্র বন্দ্যোপাধ্যায় – রবিরশ্মি (১ম ও ২য় খণ্ড), এ মুখার্জী অ্যান্ড কোং প্রাইভেট লিমিটেড
- ৮। পরেশচন্দ্র মজুমদার – বাংলা ভাষা পরিক্রমা (১ম ও ২য় খণ্ড), দে'জ
- ৯। সুকুমার সেন – ভাষার ইতিবৃত্ত, বর্ধমান সাহিত্য সভা
- ১০। শ্রীবামনদেব চক্রবর্তী – উচ্চতর বাংলা ব্যাকরণ, অক্ষয় মালঞ্চ
- ১১। পবিত্র সরকার – ব্যবহারিক বাংলা বানান অভিধান, লতিকা প্রকাশনী
- ১২। অশোক মুখোপাধ্যায় সংকলিত – সংসদ বানান অভিধান, সাহিত্য সংসদ
- ১৩। সুভাষ ভট্টাচার্য – আধুনিক বাংলা প্রয়োগ অভিধান, আনন্দ
- ১৪। সুনীতিকুমার চট্টোপাধ্যায় – ভাষাপ্রকাশ বাঙ্গালা ব্যাকরণ, রূপা
- ১৫। রামেশ্বর শ্ব – সাধারণ ভাষাবিজ্ঞান ও বাংলা ভাষা, পুস্তক বিপণি
- ১৬। সাহিত্য অকাদেমি - বাংলা বানান অভিধান

i. (ii) Learning Outcome -

**Paper Title - বাংলা সাহিত্য এবং প্রয়োগমূলক বাংলা ব্যাকরণ**

In this course the students will go through the writings of two great writers of Bengali Literature, Rabindranath Tagore and Saratchandra Chattapadhyay. Poetry Book 'Sonar Tari' of Tagore and 'Dutta' of Saratchandra will definitely enrich the students to learn the aspects of modern Bengali literature. Apart from this, some concepts of grammar, spelling and sentence formation etc. will also enrich the students in practical fields of communicative system.

j. Theory Credit- 80

k. Practical Credit - 20

l. No. of Required Classes –Total class 30

m. No. of Contact Classes - 60

n. No. of Non-Contact Classes - 0

o. Particulars of Course Designer–

## **BODO-Ability Enhancement Course (for Sem-I)**

### Communicative Bodo

Marks: 80 (Theory) + 20 (Internal Assessment) Total =100

Course outcomes:

- Come to know about the spelling system used in writing Bodo language.
- Come to know about practical application of Bodo language in different perspectives.

Unit-I Spelling System in Bodo	20
Unit-II Applied Grammar (Use of Case and Case endings, Tone, Tense and Tense Markers, Synonyms, Antonyms)	20
Unit-III Commercial Advertisement (Use of Bodo Language in Print and Electronic Media, Administrative terminology)	20
Unit-IV Essay writing (Current Issues, commercial and literary pursuits)	20

Suggested Readings:

- BoroBhasaShiksha-Mohini Mohan Brahma
- Boro Rao- BhabenNarzee
- GwzvuRaokhanthi-MadhuramBoro
- GwnangRaokhanthi-Kamal Kumar Brahma
- BoroRaokhanthi-SwarnaPrabhaChaina

**AEC (Ability Enhancement Course)**  
**Alternative English I (In lieu of MIL)**  
**Semester 1**  
**Credits 2**  
**(30 External +20 Internal = 50 Marks)**

**Course Outcome:**

This paper would seek to acquaint students with the literary practices and trends. It presents a sampling of poems and stories so as to enable students to engage with possibilities of reading and approaching English literature.

**Poetry: 30 Marks**

**W. B. Yeats:** No Second Troy

**Sarojini Naidu:** The Palanquin Bearers

**Sujata Bhatt:** So Many Oaks

**Margaret Atwood:** This was a Photograph of Me

**Stories: 20 Marks**

**Mahim Bora:** Audition

**Bryan MacMahon:** The Ring

**FYUG Course**

**AEC Paper I (Ability Enhancement Course )**

**Sub: Sanskrit, MIL ( Communicative)**

**Basics of Sanskrit Communication**

**Marks-50**

**Total Credit: 2**

Base Syllabus : UG CBCS

Course Level : 100-199

<b>Unit No.</b>	<b>Unit Content</b>	<b>Credit</b>	<b>No. Of Class</b>	<b>Marks</b>
<b>I</b>	<b>Scientific Background of</b>	<b>0.5</b>	<b>6</b>	<b>10</b>
	<b>Sanskrit Alphabets and Vedic Svaras</b>			
<b>II</b>	<b>The Speech Apparatus and</b>			
	<b>Pronunciation of Sanskrit</b>	<b>0.5</b>	<b>6</b>	<b>20</b>
	<b>Sounds.</b>			
<b>III</b>	<b>Sanskrit Speaking Skill</b>	<b>1</b>	<b>10</b>	<b>20</b>

**( Self Introduction through 10 Sentences,**

**10 Sentences on any Topic from the**

**Surrounding, Ten Sentences each about**

**India and Assam)**

**Reading List:**

- 1. Mishra Gopabandhu, *SanskritaBharatiPraveshika*, BharatiBhawan, Delhi, 2021**
- 2. Pandey, Acharya Rajbali, *SanskritaSvayamShikshaka*, Vikas Paper Backs, 2021**
- 3. ShastriShyamNandan, *AdhunikSanskritaVyakaranaurRacana*, BharatiBhawan Publishers & Distributers, Delhi, 2017**
- 4. NaraleProf.Ratnakar, *Sanskrit Grammar and Reference Book*, RatnakarPustakBharati Books, India**

5. SarmaRajendraNath, SamskritaVyakaranaSurabhi, Lakshmi Prakashan, Guwahati, 2016.
6. BhandarkarRamkrishnaGopal, *First book of Sanskrit* , Gyan Publishing House, 2021
7. Burrow T, *The Sanskrit Language*, MotilalBanarsidass, 2016
8. Hedge, Janardan,*Sambhimbhāṣaṇasopānam*, Akṣaram, Bengaluru, 2014
9. *enjoylearningsanskrit.com*
10. you tube channelदेववाणीसंस्कृत E-Gurukulam

**Graduate Attributes :** Knowledge of Sanskrit sounds , Ideas and Technicalities required for Sanskrit Communication , Self Introduction in Sanskrit Language, Ability to project India and Assam in Sanskrit.

**Course Objectives :** a. Students will acquire the basic knowledge of the domain of Communicative Sanskrit

b. Students will gain knowledge about the Scientific Background of Sanskrit sounds and the Vedic Svaras

c. Students will overcome the barriers of Speaking Sanskrit for communication in day to day life

**Learning Outcome :** After going through this unit students will be able ....

- a. to grasp the details of pronunciation techniques in connection with Spoken Sanskrit .
- b. to understand the Science that remains behind the Sanskrit sounds through practical use.
- c. to acquire the skill of presenting oneself before any person in Sanskrit .
- d. to be habituated in forming small Sanskrit sentences for day to day life.

**Total Credit=2. No. of Theory Class= 14. No. of Practical Class -8 (in Unit III)**

## नेपाली व्याकरण र खण्डकाव्य

एकाइ १	नेपाली शब्दवर्ग-नाम, सर्वनाम, विशेषण, क्रियापद, क्रियायोगी, नामयोगी, संयोजक, व्याकरणिक कोटि-लिङ्ग, वचन, पुरुष, काल, पक्ष, वाच्य, आदरार्थी
एकाइ २	मुनामदन- लक्ष्मीप्रसाद देवकोटा

### सन्दर्भ सामग्री -

१. मुनामदन- लक्ष्मीप्रसाद देवकोटा
२. नेपाली साहित्य मञ्जरी- डा. तिलक शर्मा र कमल सेढाई
३. उच्चतर माध्यमिक नेपाली व्याकरण र रचना – घनश्याम नेपाल र पुष्कर पराजुली
४. उच्च माध्यमिक नेपाली व्याकरण र रचना- घनश्याम नेपाल र कविता लामा
५. आदर्श नेपाली व्याकरण – तारापति उपाध्याय र द्रोणकुमार उपाध्याय
६. पूर्वोत्तर माध्यमिक नेपाली व्याकरण र रचना – शिवराज शर्मा
७. क्याम्पस स्तरीय नेपाली वाक्य व्याकरण- डा. माधवप्रसाद पोखरेल
८. नेपाली क्रियाका रूपावली- डा खगेन शर्मा

□□य □□रम

□□

□□ : प्रथम

□□स-□□ड : HIN-AEC-1

□□स □□ □□म : हिन्दी काव्य-धारा

□□स-□□वल : 100-199

□□ल □□क : 50

□□षण : 40

□□षण : 10

इ □□ई	□□ट	□□य -□□षय	□□	□□क □□षण )
1	1	(क) आदिकालीन, भक्तिकालीन और रीतिकालीन हिन्दी काव्यधारा का सामान्य परिचय  (ख) हिन्दी काव्य सुधा - पाब्लिकेशन डिपार्टमेंट, गौ.वि.  <u>□□त □□ठ</u> : पदावली-- 1, 6 (विद्यापति), साखी- 1-5 (कबीरदास), भ्रमरगीत (सूरदास), पद-- 1, 2, 3 (मीराँबाई), केवट प्रसंग (तुलसीदास), दोहे- 1-5 (बिहारीलाल), कवित्त-- 1, 2, 3 (घनानन्द)	15	25 (20+5)
2	1	(क) आधुनिक हिन्दी काव्य-धारा का संक्षिप्त परिचय  (ख) हिन्दी काव्य सुधा - पाब्लिकेशन डिपार्टमेंट, गौ.वि.  <u>□□</u>	15	25 (20+5)

		हरिश्चन्द्र), चित्रकूट में सीता (मैथिलीशरण गुप्त), पुष्प की अभिलाषा (माखनलाल चतुर्वेदी), अशोक की चिन्ता (जयशंकर प्रसाद), तोड़ती पत्थर (सूर्यकान्त त्रिपाठी 'निराला'), मेरे दीपक (महादेवी वर्मा), उधार (अज्ञेय), टूटा पहिया (धर्मवीर भारती), कुत्ता (धूमिल)		
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□□र □□ट □□य : इकाई 1 (क) एवं 2 (क) से केवल अतिलघु एवं लघु-उत्तरीय प्रश्न पूछे जाएंगे ।

स□□द □□भ □□र □□थ :

□□स – बाबू गुलाबराय, लक्ष्मी नारायण अग्रवाल, आगरा ।

2. हिन्दी साहित्य का इतिहास-- डॉ॰ नगेन्द्र (संपा.), नेशनल पब्लिशिंग हाउस, नयी दिल्ली ।

3. विद्यापति– डॉ॰ आनन्द प्रकाश दीक्षित (संपा॰), साहित्य प्रकाशन मन्दिर, ग्वालियर ।

□□द ।

□□र , अ□□गढ़ ।

□□ ।

7. गोस्वामी तुलसीदास– आचार्य रामचन्द्र शुक्ल, प्रकाशन संस्थान, नयी दिल्ली ।

8. बिहारी का नया मूल्यांकन– डॉ॰ बच्चन सिंह, लोकभारती प्रकाशन, इलाहाबाद ।

9. घनानन्दः काव्य और आलोचना– डॉ॰ किशोरीलाल, साहित्य भवन प्राइवेट लिमिटेड, इलाहाबाद ।

10. भारतेन्दुः एक नयी दृष्टि– लहरी राम मीणा, स्वराज प्रकाशन, नयी दिल्ली ।

11. मैथिलीशरण गुप्त के काव्य की अंतर्कथाओं के स्रोत-- शशि अग्रवाल, हिन्दी साहित्य सम्मेलन, प्रयाग ।

12. माखनलाल चतुर्वेदीः काव्य एवं दर्शन– डॉ॰ दिनेश चन्द्र वर्मा, विद्या प्रकाशन, कानपुर ।

13. महादेवी का नया मूल्यांकन– डॉ॰ गणपतिचन्द्र गुप्त, लोकभारती प्रकाशन, इलाहाबाद ।

14. प्रसाद-निराला-अज्ञेय– डॉ॰ रामस्वरूप चतुर्वेदी, लोकभारती प्रकाशन, इलाहाबाद ।

15. धर्मवीर भारती की काव्य-साधना– डॉ॰ मंजूषा श्रीवास्तव, मिलिन्द प्रकाशन, हैदराबाद ।

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□□षण -उपलब्धि : हिन्दी काव्य-धारा से संबंधित प्रस्तुत योग्यतावर्धक पाठ्यक्रम को इस रूप में तैयार किया गया है, जिससे कि विद्यार्थियों को सहस्राधिक वर्षों की हिन्दी काव्य-धारा की सामान्य जानकारी प्राप्त हो । इसके अलावा चयनित रचनाओं के पठन-पाठन के

□

जरिए काव्य-रस एवं आधुनिक युगबोध तथा हिन्दी भाषा के साहित्यिक स्वरूपों से वे परिचित हों और इन बातों से उनलोगों की व्यावहारिक योग्यता में भी अपेक्षित वृद्धि घटित हो सके ।

□□ट : 2

□□ट : 0

□□ : 30

□□र □□य □□ष कक्षाएँ : 30

अ□□र □□य □□ष कक्षाएँ : 0

□□इनर □□ □□वरण :

## VALUE ADDED COURSES (VAC)

## Value Added Courses (VAC)

The VAC courses will come from four sub groups — (i) Understanding India, (ii) Environmental Science, (iii) Digital and Technological Solutions, and (iv) Health & Wellness, Yoga Education, Sports, and Fitness. All together they will have a credit allocation of 6.

Each student will have to take any three courses, each of 2-credit, from any three groups during Semesters 1, 2, & 4. Here one course from the Environmental Science group is compulsory except if the student takes a core course on Environmental Science.

## Semester 1

1. Srijanimulok Sahitya-1
2. Traditional Knowledge System of the Bodos
3. Understanding Indian Constitution
4. India Through The Ages
5. Cyber Ethics
6. Psychology For Health And Well Being
7. Assamese Modern Song
8. Environmental ethics & Forest ecology
9. Natural Resource Management and Sustainable Development
10. Environmental Studies

**Four-Year Undergraduate Programme**  
**Semester: First**  
**Course Name: সৃজনীমূলক সাহিত্য- ১**  
**Common Course**  
**Value Added Course**  
**Existing Base Syllabus: UG CBCS Syllabus**  
**Course Level: 100-199**

Unit No.	Unit Content	No. of Classes	Marks
১	অনুকৰণ আৰু কল্পনা, কবিতাৰ আঙ্গিক আৰু ধাৰা	১২	২০
২	কবিতাৰ ভাষা; ব্যৱহাৰিক লেখা/প্ৰকল্প	১২	২০

## পঠন-সামগ্ৰী:

সাহিত্য নিৰ্মাণ প্ৰসঙ্গ:

নতুন সাহিত্য পৰিষদ

সৃজনীশীল সাহিত্য: প্ৰেৰণা আৰু আৰ্হি:

অতনু ভট্টাচাৰ্য

Creative Writing: The Essential Guide:

Tim Atkinson

**Graduate Attributes:** সৃষ্টিশীল মনোভাব, চিন্তনৰ নতুনত্ব, সমাজমুখিতা

**Course Objective:** কবিতাৰ ভাষা আৰু আংগিক নিৰ্দেশ কৰা আৰু ইয়াৰ ৰচনা শৈলীৰ আভাস দিয়াই এই কাকতখনৰ উদ্দেশ্য।

**Learning Outcome:** এই কাকতখন অধ্যয়ন কৰিলে ছাত্ৰ-ছাত্ৰীসকলে আবেগ, চিন্তন আৰু মনন কৌশল প্ৰয়োগ কৰি কবিতা-ৰচনাৰ ক্ষেত্ৰত দক্ষতা অৰ্জন কৰিব পাৰিব।

**Theory Credit:** 2

**Practical Credit:** 0

**No. of required classes:** 24

**No. of contact classes:** 20

**No. of non-contact classes:** 4

### Value Added Course

Traditional Knowledge System of the Bodos (for Sem-I)

Marks: 80 (Theory) + 20 (Internal Assessment) Total =100

Credit Point : 2

Course Outcome:

- Student will come to gain a comprehensive understanding of traditional knowledge systems, including their origins and significance.
- Students will learn about the importance of preserving traditional knowledge and methods for documenting and recording this knowledge to ensure its continuity and accessibility for future generation.

Unit-I: An Introduction to Bodo Traditional knowledge system	20
Unit-II: Bodo Traditional knowledge system and ethno botany	20
Unit-III: Bodo Traditional knowledge system related to agriculture	20
Unit-IV: Bodo Traditional knowledge system and sustainable development	20

References:

Traditional Knowledge and Intellectual Property-Stephen A. Hansen and Justin W. VanFleet  
The Protection of Biodiversity and Traditional Knowledge in International Law of Intellectual Property-  
Jonathan Curci Monograph of the Boros-Phukan Ch Basumatary & Swarna Prabha Chainary  
Boro Kacharir Samaj Aru Sanskriti-Bhaben Narzee  
Mainao Boraynay-Indramalati Narzaree

## Understanding Indian Constitution

### Unit-I: The Making of the Indian Constitution

- a. The historical background
- b. Constituent Assembly of India
- c. Philosophy of the Constitution and features

### Unit-II: Rights and Duties

- a. Fundamental rights of the Indian citizen
- b. Fundamental Duties of the Citizen
- c. The Directive Principles of State Policy

### Unit-III: Government and Legislature

- a. Union Executive: President, Vice-President, Prime Minister and Council of Ministers
- b. Lok Sabha, Rajya Sabha.
- c. Passing of bills

### Unit-IV: Federalism in India

- a. The centre-state relations
- b. Key characteristics of federalism in India
- c. Role of Governor

### **Reading List:**

#### Unit-I:

D. Basu, (2012) *Introduction to the Constitution of India*, New Delhi: Lexis Nexis.

G. Austin, (2010) 'The Constituent Assembly: Microcosm in Action', in *The Indian Constitution: Cornerstone of a Nation*, New Delhi: Oxford University Press, 15th print, pp.1-25.

Mellalli, Praveenkumar (2015), *Constitution of India, Professional Ethics and Human Rights*, New Delhi, Sage Publications

R. Bhargava, (2008) 'Introduction: Outline of a Political Theory of the Indian Constitution', in

R. Bhargava (ed.) *Politics and Ethics of the Indian Constitution*, New Delhi: Oxford University Press, pp. 1-40.

S. Chaube, (2009) *The Making and Working of the Indian Constitution*, Delhi: National Book Trust. Chakrabarty, Bidyut. (2017), *Indian Constitution: Text, Context and Interpretation*, New Delhi, Sage Publications

#### Unit-II:

G. Austin, (2000) 'The Social Revolution and the First Amendment', in *Working a Democratic Constitution*, New Delhi: Oxford University Press, pp. 69-98.

A .Sibal, (2010) 'From Niti to Nyaya,' *Seminar*, Issue 615, pp 28-34.

Chakrabarty, Bidyut. (2017), *Indian Costitution: Text, Context and Interpretation*, New Delhi, Sage Publications

Mellalli, Praveenkumar (2015), *Constitution of India, Professional Ethics and Human Rights*, New Delhi, Sage Publications

### **Unit-III:**

B. Shankar and V. Rodrigues, (2011) 'The Changing Conception of Representation: Issues, Concerns and Institutions', in *The Indian Parliament: A Democracy at Work*, New Delhi: Oxford University Press, pp. 105-173.

H. Khare, (2003) 'Prime Minister and the Parliament: Redefining Accountability in the Age of Coalition Government', in A. Mehra and G. Kueck (eds.) *The Indian Parliament: A Comparative Perspective*, New Delhi: Konark, pp. 350-368.

J. Manor, (1994) 'The Prime Minister and the President', in B. Dua and J. Manor (eds.) *Nehru to the Nineties: The Changing Office of the Prime Minister in India*, Vancouver: University of British Columbia Press, pp. 20-47.

J. Manor, (2005) 'The Presidency', in D. Kapur and P. Mehta P. (eds.) *Public Institutions in India*, New Delhi: Oxford University Press, pp.105-127.

V. Hewitt and S. Rai, (2010) 'Parliament', in P. Mehta and N. Jayal (eds.) *The Oxford Companion to Politics in India*, New Delhi: Oxford University Press, pp. 28-42.

### **Unit-IV:**

B. Sharma, (2010) 'The 1990s: Great Expectations'; 'The 2000s: Disillusionment Unfathomable', in *Unbroken History of Broken Promises: Indian State and Tribal People*, Delhi: Freedom Press and SahyogPustakKuteer, pp. 64-91.

Kincaid(eds.) *A Global Dialogue on Federalism*, Volume 3, Montreal: Queen's University Press, pp.166-197.

M. Singh, and R. Saxena (eds.), (2011) 'Towards Greater Federalization,' in *Indian Politics: Constitutional Foundations and Institutional Functioning*, Delhi: PHI Learning Private Ltd., pp.166-195.

R. Dhavan and R. Saxena, (2006) 'The Republic of India', in K. Roy, C. Saunders and J. R. Manchanda, (2009) *The No Nonsense Guide to Minority Rights in South Asia*, Delhi: Sage Publications, pp. 105-109.

*The Constitution of India: Bare Act with Short Notes*, (2011) New Delhi: Universal, pp 192-213.

V. Marwah, (1995) 'Use and Abuse of Emergency Powers: The Indian Experience', in B. Arora and D. Verney (eds.) *Multiple Identities in a Single State: Indian Federalism in a Comparative Perspective*, Delhi: Konark, pp. 136-159.

## Semester-I

### *India Through The Ages*

Marks-100

Total Credit: 2

Base Syllabus : UG CBCS

Course Level : 100-199

Unit No.	Unit Content	Credit	No of Class.	Marks
I	Origin and Development of Astrology, Astronomy, Mathematics and Ayurveda in India	0.5	07	25
II	Indian concept of Nationalism and the Freedom Movement of India	0.5	07	25
III	Contribution of Indian Scientists in the Academia	0.5	07	25
IV	Policies of the 21 <sup>st</sup> Century Regarding Women and Girl Child Undertaken by the Government of India	0.5	07	25

#### Readings List

1. Gaurinath Shastri, *A Concise History of Sanskrit Literature*, MLBD, Delhi.

2. Maurice Winternitz, *Indian Literature (Vol. I-III)*, also Hindi Translation, MLBD, Delhi.
3. Baldev Upadhyay, *Sanskrit Sahitya ka Itihas*, Sharda Niketan, Varanashi.
4. Baldev Upadhyay, *Vedik Sahitya aur Sanskriti*, Varanasi.
5. Charakasamhita, MLBD, Delhi
6. Sushrutasamhita MLBD, Delhi
7. Altekar, A.S. – *State and Government in Ancient India*, MLBD, Delhi, 2001
8. Ghosal, U.N- *A History of Indian Political Ideas*, Bombay, 1959
9. Sharma, R.S.- *Aspects of Political Ideas and Institutions in Ancient India*, MLBD, Delhi, 1996
10. Yadav, B.S. and Man Mohan. *Ancient Indian Leaps into Mathematics*, Boston: Birkhauser, 2010
11. Tomar, Ankit and Suratha K. Malin. *Ancient And Medieval Indian Thoughts: Themes And Traditions*. Delhi: Sage, 2020
12. Chousalkar, A.S. *Revisiting the Political Thought of Ancient India: Pre- Kautilyan Arthashastra Tradition (First)*. SAGE Publication Pvt. Ltd. 2018
13. Mehta, V.R. *Foundations of Indian Political Thought : An Interpretation ( From Manu to the Present Day)* . South Asia Books, 1996
14. Sampath. V. *Bravehearts of Bharat: Vignettes from Indian History*. Viking. 2022
15. Kashyap, Samudra Gupta. *Untold Stories of the Freedom Struggle From NorthEast India* . Ministry of Information & Broadcasting . Government of India, 2022
16. Gupta, Manmathnath. *Bharat ke krantikari*. Penguin Books , India. 2019
17. Dasgupta. A.K. *History of Indian Economic Thought*. Routledge. 2002

**Graduate Attributes :** Disciplinary Knowledge, , Sense of pride for Indian Culture, Inclination to Indian Knowledge System, First Hand Idea about Indian Concept of Good Health, Indian Freedom Struggle and Original Idea on Indian Nationalism, contributions of Indian Scientists in the world forum as well as Economic policies of Indian Government regarding women and girl child.

**Course Objectives :** a. Students will acquire knowledge of Ancient India's Tradition of Mathematics etc.

b. Students will study the history and background of Indian Nationalism and the history of India's freedom movement.

c. Students will gain the basic Idea of Indian Nationalism

d. students will gain ideas about the contributions of Indian scientists.

e. Students will know various aspects of different policies of Indian government regarding women and girls child.

Learning Outcome : After going through this unit students will be able ....

- a. to appreciate the value of knowledge regarding ancient Indian wisdom.
- b. to gain knowledge about various Indian original ideas which are at the root of different areas of cognition.
- c. to appreciate Indian Knowledge System that evolved in the initial stage of human civilization.
- d. to grasp the Idea of Indian nationalism and Indian Freedom struggle.
- e. to gain knowledge about the concept and application of various policies of the Government of India undertaken for the development of women and girl child.

Total Credit : 2.                      No. of Theory Class= 28.                      No of. Practical Class -0  
Course Designer : Chairperson, UGCCS, Dept of Sanskrit, Gauhati University

### VAC [PHILOSOPHY] - I

- a. Four-year Undergraduate Programme
- b. Semester: **First**
- c. Course Name: **CYBER ETHICS**
- d. Course Level: 100-199
- e. Syllabus showing each unit against class number and marks :

Unit No.	Unit Content	No. of Classes	Marks
I (Theory)	-Meaning, Definitions and Dimensions of Cyber Ethics -Cyber Space, Cyber Crime-Classification and Types of Cyber Crime -Cybersecurity—its Importance, Need for	15	40

	Cyber Regulations, Cyber Technologies and Ethics—Artificial Intelligence(AI), Fintech, Blockchain		
II (Practical)	Practical can be conducted by writing a report (2,000 words) on any issue concerning cyber crime.	15	20

**f. Reading list:**

Spinello Richard A. (2011). *Cyberethics Morality and Law in Cyberspace*  
 Stuckelberger C. & Duggal P. (2018). *Cyber Ethics 4.0 Serving Humanity with Values*,  
 Globalethics.net Global Series No. 17  
 Tavani, H. (2010). *Ethics and Technology: Controversies, Questions, and Strategies for Ethical Computing*

**g. Graduate Attributes**

**i. Course Objectives-**

- The course is designed to make the students understand the roles and the significance of Cyber ethics.
- The course introduces the students to the understanding of the relationship between ethics and cyberspace.
- The course will opportune students to make various case studies on cyber crimes.

**ii. Learning outcomes:**

- On the completion of the course, students will be able to develop various ways to face ethical challenges in the field of cybersecurity.

- The course will enable the students to protect data and sensitive information in the world of cyber security.
- The students will encourage students to use technology in a responsible way.

j.Theory Credit	01
k. Practical Credit	01
l. No. of Required Classes	30
m. No. of Non-Contact Classes	00

**GAUHATI UNIVERSITY  
VALUE ADDED COURSES (VAC)**

**Four-year Undergraduate Programme**

Semester: First

Course Name: **PSYCHOLOGY FOR HEALTH AND WELL BEING**

Course Level: 100-199

Unit no.	Unit content	No.of classes	Marks
1	Health and Well Being: Continuum and models of health and illness: Medical, Bio-Psychosocial, Holistic Health; Health and Well Being; Cultural Approaches to Medicines	15	25
2	Health Management: Health-Enhancing Behaviours: Exercise, Nutrition, Health Compromising Behaviours; Health Protective Behaviours, Health Promotion through Yoga; Illness Management	15	25

Reading list:

Agarwala, S., Das, I., Kumar, K., & Kumar, S. (2009). Health Psychology. New Delhi, Allied Publishers. Allen, F. (2011). Health Psychology and Behaviour. New Delhi Tata McGraw Hill.

Dalal, A. K., & Misra, G. (Eds.). (2012). New Directions in Health Psychology. New Delhi: Sage. DiMatteo, M. R., & Martin L. R. (2017). Health Psychology. Noida: Dorling Kindersley.

Sarafino, E.P., & Smith, T.W. (2016). Health Psychology: Bio Psychosocial Interactions (9th Ed.). New York: Wiley. Snyder,

C.R., Lopez S. J., & Pedrotti, J. T. (2011). Positive psychology: The scientific and practical explorations of human strengths. New Delhi: Sage. Taylor, S.E. (2017). Health psychology (10th Ed.) New Delhi: Tata McGraw Hill.

i. Graduate Attributes

i. Course Objective: To introduce the concept and significance of Psychology for Health and Well Being

ii. Learning outcome:

- Understanding the spectrum of health and illness.
- Demonstrating adequate knowledge about issues related to stress, stress management and coping.
- Developing adequate knowledge about the promotion of healthy behaviour.
- Cultivating inner strengths and virtues, like hope and optimism.

- j. Theory Credit: 2
- k. Practical Credit: 0
- l. No. of Required Classes :30
- m. No. of Contact Classes: 30
- n. No. of Non-Contact Classes: 0
- o. Particulars of Course Designer

**VALUE ADDED COURSE**  
**Credit-2(1 Theory+1Practical)**  
**ASSAMESE MODERN SONG**

**Course Objectives**

- Develop a sense of Indian aesthetics through music
- As part of “Understanding India” this course will introduce students to the Evolution, History and Practice Assamese Modern Song
- The course aims to familiarize students with the rich heritage of Assamese music.
- To help the students learn and understand Assamese music within the larger area of Hindustani Classical Music.
- To place the Assamese modern musical idiom within our understanding of Indian music.

**Learning Outcomes:**

Students will be able to demonstrate the ability to

- Grasp the nuances of Indian Classical music through their familiarity with Assamese Modern songs.
- Recognize and competently interpret the fine aspects of music.
- To Place the theory and popularity of the genre in its context

**a. Theory (1 Credit)**

**Unit 1: Basic concepts of Indian Music**

- *Swar / Tune*
  - Badi Swar,
  - Sambadi Swar,
  - Bibadi Swar,
  - Anubadi Swar,
  - Alankar,
  - Arohan, Aborohan, Pakad,
  - Sthai,
  - Antara.
- Concept of Scale
- Taaland their *Porichoi*

- Tritaal
- Dadra Taal,
- Kaharba Taal,
- Rupak Taal.

### **Unit 2: Important styles in Assamese Modern Song**

- Jyoti sangeet
- Rabha sangeet.
- Bhupendra sangeet.
- Elements of Assamese folk music
- Contemporary Practisioners.

### **b. Practical (1Credit):**

#### **Guidelines:**

- 1) Students will be guided by the teacher to perform minimum 4 songs of each of the above mentioned (in Unit 2) Assamese Musical styles.
- 3) Teacher will teach the students to demonstrate each taal as mentioned in Unit 1.

#### **Evaluation Plan:**

- For theory part, written examination will be conducted for 20 marks.
- The Practical Examination will be conducted by an External Examiner for 30 marks.

#### **No. of Contact Classes-**

- 1 Classes per week

#### **No. of Non-Contact Classes-**

- 1 class per week

#### **Medium of Instruction-**

Medium of instruction will be Assamese

#### **Reference Books:**

1. Bharatiya Sastriya Sangeet by Rupanjali Bhatta Barpujari
2. Easy Reference to Indian Music by Meera Mathur
3. Asomiya Adhunil Sangeetor Rupkar Xakal by Loknath Goswami

## **Four-Year Undergraduate Programme**

Course name: Environmental ethics & Forest ecology

**Total no. of Contact classes: 30**

**Total Marks: 50**

**Credits: 2**

### **Course objectives:**

This paper aims to provide students with a comprehensive understanding of environmental ethics, ecology, and forest ecology and protection. Through theoretical knowledge, practical examples, and case studies, students will develop a deep appreciation for the importance of environmental sustainability, responsible innovation, and ethical decision-making in the context of environmental challenges.

### **Learning outcomes:**

Upon successful completion of the paper, students will be able to:

1. Demonstrate a comprehensive understanding of environmental ethics, including its definition, historical development, and the application of major ethical theories to environmental issues.
2. Critically assess the ethical implications of emerging technologies, such as AI and genetic engineering, on the environment and sustainability.
3. Analyze the environmental impacts of technology and the importance of responsible innovation in addressing environmental challenges.
4. Identify and propose technological solutions to environmental issues with a focus on promoting sustainability and conservation.
5. Evaluate the values associated with conserving nature and ensuring equitable use of resources for sustainable development.
6. Understand the scope of ecology and its relevance in studying the interactions between organisms and their environments.
7. Recognize ecological levels of organization and their significance in maintaining ecological balance and environmental sustainability.
8. Examine the importance of ecological principles for promoting sustainable environmental practices and conservation efforts.
9. Understand the role of environmental impact assessment (EIA) in evaluating potential environmental consequences and its role in green practices.
10. Discuss the ethics of environmental stewardship and the role of individual actions in promoting green practices and sustainability.
11. Explain the concept of a forest ecosystem and its significance in supporting biodiversity and ecosystem services.

12. Evaluate the structural and functional aspects of forest ecosystems and their role in maintaining ecological balance.
13. Assess the impact of forest fires, grazing, browsing, and invasive species on forest health and ecosystem functioning.
14. Understand the process of biodegradation of wood and the importance of fungi in tree health.

**THEORY** [Total no. of contact classes: 30; Credits: 2]

**Unit 1: Introduction to Environmental Ethics (Marks: 16 No. of Contact Classes: 08)**

Definition; Historical development; Major ethical theories and their application to the environment; Ethical implications of emerging technologies (e.g., AI, genetic engineering); Environmental impacts of technology and responsible innovation; Technological solutions to environmental challenges; Environmental Values vis a vis conserving Nature, Equitable use of Resources.

**Unit 2: Ecology and Environmental Sustainability (Marks: 16 No. of Contact Classes: 12)**

Definition and scope of ecology; Ecological levels of organization; Importance of ecological principles for environmental sustainability; Understanding environmental impact assessment (EIA); EIA process and its role in green practices; Case studies of successful and unsuccessful EIAs; Green Ethics and Individual Actions: Ethics of environmental stewardship; Role of individuals in promoting green practices; action for a sustainable future.

**Unit 3: Forest ecology and protection (Marks: 18 No. of Contact Classes: 10)**

Concept of forest ecosystem, Significance of forest, forest ecosystem structural and functioning; Measurement of forest productivity; General Concept and Forest Fire; Factors affecting forest health; grazing & browsing, weeds and other invasive species. Forest fire (History, types, main causes, prevention and control), Evaluation of losses due to forest fire; Biodegradation of wood; Important fungal diseases of seedlings in forest nursery, Role of mycorrhiza in tree health.

**Reading list:**

1. Susan Armstrong and Richard Botzler (2014) Environmental Ethics: Divergence and Convergence, McGraw-Hill Education.
2. Ronald Sandler (2012) Environmental Ethics: Theory in Practice, Oxford University Press.

3. Dale Jamieson (2008) Ethics and the Environment: An Introduction, Cambridge University Press.
4. Robin Attfield (2015) The Ethics of the Environment, Edinburgh University Press.
5. Colin R. Townsend, Michael Begon, and John L. Harper (2008) Essentials of Ecology, Wiley.
6. Daniel D. Chiras (2016) Environmental Science: Creating a Sustainable Future, Jones & Bartlett Learning.
7. John J. Berger (2002) Forests Forever: Their Ecology, Restoration, and Protection, Island Press.
8. K. P. S. Chandel and R. S. Purohit (2014) Forest Ecology and Environment, S. Chand & Co Ltd.
9. Leda P. K. Zapponi and Marcos G. Hevia (2019) Forest Fires: Detection, Suppression, and Prevention, Nova Science Publishers.

### **Department of Environmental Science**

- a. Four Year Undergraduate Programme
- b. Subject: **Environmental Science**
- c. Semester: **First**
- d. Course Name: **Natural Resource Management and Sustainable Development**
- e. Existing Base Syllabus: **Class XII Science**
- f. Course level: **100-199**
- g. Syllabus:

<b>Unit</b>	<b>Contents</b>
<b>Unit-I:</b> Introduction	Introduction to natural resources-Air, Water, Soil, Mineral resources, Forests and Energy resources; Classification of natural resources
<b>Unit-II:</b> Water and Forest resource and its management	Brief about water resource management-Surface and Groundwater (Global, National and Regional perspectives); Indigenous Water management techniques in NE India (Dong, Zabo, Bamboo drip irrigation) Forest types and their characteristics; Status and distribution of forests-National and regional scenario
<b>Unit-III:</b> Mineral resource and its management	Use and exploitation of mineral resources; Environmental effects of extracting and using mineral resources-case studies; Mineral resources of NE India and the associated environmental issues and management strategies.

#### h. Reading list:

- 1 Sustainable natural resource management in North east India: K.C.Das, P.J.Das and S.Ojha
- 2 Dying Wisdom- A.Agarwal and S.Narain
- 3 Environmental management and Sustainable Agriculture: M.A.Khan

- 4 Environmental Conservation-promises and actions: A.Ghosh
  - 5 River Water sharing-Transboundary conflict and cooperation in India:  
N.S.Mohan;
- i. Graduate Attributes
- I. Course Objective:
    - The course objective is to develop an understanding of the basic concepts of environmental significances of natural resources. It also aims to make the students understand about the risks factors associated with natural resource extraction and uses.
  - II. Learning Outcome:
    - Natural resources represent a potentially transformational opportunity to support development, but they are ultimately finite. So, by this course attempts have been made to teach the students about the complex and interwoven aspects of natural resources and to make the learners committed to harnessing the transformational impacts of the natural resource with sustainability aspects.
- j. Theory Credit: **2**
- k. No. of Required Classes: **60**
- l. No. of Contact Classes: **45**
- m. No. of Non-Contact Classes: **15**
- n. Particulars of Course Designer :

### **Environmental Studies**

**Total marks: 50**

**Course level:100-199**

**No. of Credits: 2**

**No. of hours: 30**

#### **Unit1: Introduction to Environmental Studies**

**5 lectures**

- Multidisciplinary nature of environmental studies;
- Scope and importance;
- Basic concepts: Renewable resources, no renewable resources, Common Property resources, Tragedy of commons, Climate change, global warming
- Concept of sustainable development

#### **Unit 2: Ecosystems**

**10 lectures**

- What is an ecosystem? Difference between ecology and ecosystem. Structure and function of ecosystem: Energy flow in an ecosystem: food chains, food web and

ecological succession.

- Case studies on any one of the following
  - a) Forest ecosystem
  - b) Grassland ecosystem
  - c) Aquatic ecosystems (ponds, streams, lakes, rivers)
  - d) Mountain ecosystem

## **Unit 5: Environmental Pollution and laws**

**15 lectures**

- Environmental pollution: types, causes, effects and controls; Air, water, soil and noise pollution
- Solid waste management: Control measures of urban and industrial waste.
- Environment Laws: Environment Protection Act; Air (Prevention & Control of Pollution) Act; Water (Prevention and control of pollution) Act; Wildlife Protection Act; Forest Conservation Act. International agreements, policies and treaties

### **Suggested Readings:**

1. Bharucha Erach : Text book on Environmental Studies, UGC, New Delhi
2. Carson, R 2002. Silent Spring. Houghton Mifflin Harcourt.
3. De A.K.: Environmental Chemistry, Wiley Eastern Ltd.
4. Kaushik Anubha and C.P.Kaushik : Perspective in Environmental Studies, New Age International
5. Rajagopalan, R. (2018). Environmental Studies. (3<sup>rd</sup> Edition) Oxford University Press
6. S. C. Santra (2011): Environmental Science, New Central Book Agency

### **Graduate Attributes**

#### **I. Course Objective:**

The course objective is to develop an understanding of the basic concepts of environmental studies. This course will help to know the environment around us. It also gives an idea of various laws to protect environment.

#### **II. Learning Outcome:**

- After going through this course students can visualize the importance of environment for human mankind. This course will help to make an understanding of the various concepts which are frequently used by us. This course also enable students to know the problems of a particular environmental event through case studies and also help them to go through the various available laws that can minimize the environmental problems.

Theory Credit: **2**

No. of Required Classes: **30**

No. of Contact Classes: **30**

No. of Non-Contact Classes: **0**