Multi- Disciplinary Elective Courses (MDEC) to be offered as a Compulsory Component of the Five-Year Integrated Masters (FYUGP +1 Year Masters) Programmes, Majuli University of Culture, Majuli, Assam

Preamble

A. As per UGC's Curriculum and Credit Framework for the FYUGP in CBCS, Multi-Disciplinary Elective Courses covering the broad areas of Natural Science, Social Science, Humanities, Commerce etc. is a compulsory component to be pursued by all students across the disciplines. The primary objective of these courses is to provide the basic understanding of all subjects or disciplines besides the major subject of study so that the students can develop a broader spectrum of holistic knowledge and practical understanding of different problems, they will face in their future life.

B. The curriculum of the MDECs shall cover those relevant components of the disciplines, which the students have not studied during their higher secondary level of studies. Hence, there shall be three important conditions of the courses-

- An MDEC can be pursued by a student provided that he/ she has not studied the subject in higher secondary level.
- A student pursuing a subject as major or minor in FYUGP+1 Year Masters Programme, shall not be allowed to opt the same subject as MDEC.
- The standard of the course contents of the MDEC shall of higher secondary level.

C. Because of the fewer number of disciplines in the Majuli University of Culture, the University does have much scope for offering a bigger basket of MDEC. Looking into the ground reality, the University plans to engage part-time, guest or hired faculties for these courses.

D. In compliance to the directives of the NEP, 2020, the FYUGP of the Majuli University of Culture also plans to offer the following Courses of **Natural Science**-

- **Semester I : Chemistry in Daily Life I**
- **Semester II : Basic Physics and its Applications**
- **Semester III : Bioscience and Bioresourc**

A student opting Natural Science as MDEC shall have to continue it Semester I to Semester III.

E. Students can also opt the any one of following subjects as their MDEC from any of the baskets offered to them-

Social Sciences:

A. Polity and Governance

- **Semester I : Indian Constitution and Polity**
- **Semester II : Local Government and Developmental Policies in India**
- **Semester III : Human Rights and India**

B. Study of Museum and Archeology

- **Semester I: Museology**
- **Semester II: Art and Iconography**
- **Semester III: Epigraphy**

Humanities:

C. Sankardeva -Madhabdeva Studies

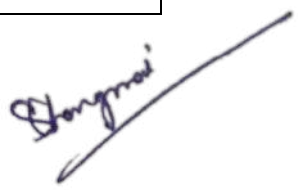
- **Semester I: Sankardeva Studies-A**
- **Semester II :Sankardeva Studies- B**
- **Madhabdeva Studies**

A student opting any one as MDEC shall have to continue it Semester I to Semester III.

F. The Curriculum and Syllabi of the MDECs of the Majuli University of Culture are prepared and recommended by a Common Board of Studies for Multi-disciplinary Elective, Value Added and Skill- enhancement Courses constituted by the University.

COURSE STRUCTURE AND SYLLABI FOR MULTI-DISCILINARY ELECTIVE COURSES (MDEC) FOR THE FIVE-YEAR INTEGRATED MASTERS (FYUGP+1YEAR MASTERS) PROGRAMME

SEMESTER-I				
Course Code	**Course Title**	**Offered Dept.**	**Credit**	**Remarks**
-MDE1011A	Indian Constitution and Polity	MDEC Board	3	Opt any one
ASMMDE1011B	Sankardeva Studies-I	Assamese	3	
-MDE1011C	Chemistry in Daily Life	MDEC Board	3	
HSTMDE1011D	Museology	History	3	
SEMESTER-II				
-MDE1021A	Local Government and Development Policies in India	MDEC Board	3	Opt any one
ASMMDE1021B	Sankardeva Studies-II	Assamese	3	
-MDE1021C	Basic Physics and its applications	MDEC Board	3	
HSTMDE1021D	Art and Iconography	History	3	
SEMESTER-III				
-MDE2031A	Human Right and India	MDEC Board	3	Opt any one
ASMMDE2031B	Madhabdeva Studies	Assamese	3	
-MDE2031C	Bioscience and Bioresource	MDEC Board	3	
HSTMDE2031D	Epigraphy	History	3	



SYLLABI OF POLITY AND GOVERNANCE

PREAMBLE

In line with the NEP 2020, the UGC developed a new student-centric "Curriculum and Credit Framework for Undergraduate Programmes (CCFUP)" that incorporates a flexible Choice-Based Credit System (CBCS), a multidisciplinary approach, and multiple entry and exit options. In order to upgrade the existing CBCS in the Universities through providing more flexibility, multi-or inter-disciplinarity in the curriculum, the UGC has developed 'Curricular Framework and Credit System for FYUGP' by taking into account all relevant policy recommendations of NEP, 2020." The FYUGP aims to equip students with capacities in various fields, including the arts, humanities, languages, natural sciences, social sciences, and ethical social engagement. It also focuses on developing soft skills such as complex problem-solving, critical thinking, and communication skills, alongside specialization in chosen majors and minors.

In context of the above, as a multi-disciplinary elective subject from social science discipline, the subject- ***'Polity and Governance '*** from the larger domain of political science splitting into three courses as- (1) *Indian Constitution and Polity*, (2) *Local Government and Developmental Policies in India* and (3) *Human Rights and India*. All these courses have specific learning objectives and graduate attributes. As a subject, it aims to provide information and exposures in the areas of the Constitution of India, governance structures, political institutions, public policies, local-self governments and rural development, citizenship, rights and duties as Indian and global citizen, etc. and finally developing knowledge and practice of human and constitutional values, gender sensitivity and citizenship skills.

SEMESTER-I

SUBJECT- **SOCIAL SCIENCE**

COURSE **TITLE: INDIAN CONSTITUTION AND POLITY**

NATURE OF COURSE: **MDEC**

COURSE CODE**: …MDE1011A**

TOTAL CREDIT: **03**

TOTAL MARKS: **100**

DISTRIBUTION OF MARKS: **60(END-SEM) + 40(IN-SEM)**

Objectives: The objective of this Course is to have a thorough as well as a comprehensive understanding the polity and governance of India, its constitutional framework, democratic values and their implications; structure of the governments, federalism, public administration and public policies, which tend to ensure the social justice and holistic welfare to its citizens. The course also endeavours to develop the values for good and responsible citizenship aiming to grow the conscience of greater Indianness among the learner citizens.

Course Contents:

Unit	Topics and Contents	Lecture	Tutorial	Marks Assigned
I	**Introduction to the Constitution of India :** • Evolution • Preamble • Key features • Nature of Indian democracy	10	10	20
II	**Structure of the Governments:** • Union Government • State Government • Federalism of India • Centre-State Relations	10	10	20
III	**Public Administration and Bureaucracy:** • Civil service and governance • Social justice • Public policies and social Welfare	10	10	20
	Total	**30**	**30**	**60**

MODES OF ASSESSMENT:

IN-SEMESTER ASSESSMENT: 40%

- Two Sessional Examination - **20 %**
- Home Assignement 10%
- Others (Any one) – **10%**
  Group Discussion/Seminar presentation/Debate/Quiz etc.

End Sem Examination: 60%

The Examination shall be conducted with MCQs to assess the basic understanding, critical and evaluative skills of the students.

Learning Outcome:

- The learners will able to understand the basic features of Indian polity and governance as well as the growth of the nation through political processes.
- They will be able to evaluate their roles as the citizens of India and can critically assess or justify the responsibilities entrusted upon the various agencies and individuals through the constitutional provisions.
- The learners will be able to understand and evaluate the role and functions of the bureaucracy and can evaluate the public policies meant for the citizens.

Suggested Readings:

- Reddy, N. (2023): *Essentials of Indian Polity Constitution & Governance,* GK Publications, New Delhi
- Basu, D.D. (2018): *Introduction to the Constitution of India,* Lexis Nexis
- Laxmikant, M (2019): *Indian Polity,* McGrew Hill, Noida.

SEMESTER -II

SUBJECT- **SOCIAL SCIENCE**

COURSE TITLE: **LOCAL GOVERNMENT AND DEVELOPMENTAL POLICIES IN INDIA**

NATURE OF COURSE**: MDEC**

COURSE CODE: **---MDE1021A**

TOTAL CREDIT**: 03**

TOTAL MARK:**100**

DISTRIBUTION OF MARKS**: 60 (END-SEM) + 40 (IN-SEM)**

Objectives: This course is designed to make the students aware about the concept and significance of local self-government in India. They will explore the historical evolution and development and the constitutional provisions and legal framework governing local self-government in India. This course intends to tarin the students to critically analyze the challenges and issues faced by local self-government institutions in India.

Course Contents:

Unit	Topics and Contents	Lecture	Tutorial	Marks Assigned
I	**Introduction to Local Governance :** • Meaning and Evolution of local governance in India • Gandhian principles • Types of local governments: Panchayati Raj Institutions, Urban Local Bodies and Autonomous	8	4	12

	Councils • Constitutional provisions and legal framework for local governance			
II	**Structure and Functions of Panchayati Raj Institutions (PRIs)** • Three-tier system: Gram Panchayat, Panchayat Samiti, and Zila Parishad • Roles and responsibilities of PRIs in rural development • Planning and implementation of development programmes	8	4	12
III	**Structure and Functions of Urban Local Bodies (ULBs)** • Municipal corporations, municipal councils, and nagar panchayats • Urban planning and infrastructure development • Service delivery and governance in urban areas	8	4	12
IV	**Autonomous Councils** • Background, Constitutional framework • Types and Structures • Functioning of the Councils	5	4	12
V	**Contemporary Issues of Local Governance** • Challenges and reforms • Capacity building and empowerment • Women participation • E-governance and digital initiatives	6	4	12
	Total	**35**	**20**	**60**

MODES OF AAASESSMENT:

IN-SEMESTER ASSESSMENT: 40%

- Two Sessional Examination - **20 %**
- Home Assignement 10%
- Others (Any one) – **10%**
  Group Discussion/Seminar presentation/Debate/Quiz etc.

End Sem Examination: 60%

The Examination shall be conducted with MCQs to assess the basic understanding, critical and evaluative skills of the students.

Learning Outcome:

- The students will be able to assess the challenges and issues faced by local self-government institutions in India.
- The students will be able to explore the role of citizen participation and community engagement in local self-government.
- The students will be able to analyze the impact of local self-government on governance, service delivery, and socio-economic development at levels of local government.

Suggested Readings:

- Chatterjee, I. (2022): *Local Self Government,* Central Law Publications
- Chakraborty, B., RN. Pandey (2018): *Local Governance in India*, Sage Publications
- Chaudhury, SK, S. Sarkar (2012): *Autonomous District Council And Tribal Welfare*, Kalpaz Publications
- IGNOU BPAG172, (2022): *Governance: Issues and Challenges,* Shri Chakradhar Publications
- Kalam Abdul APJ, (2014): *Governance for Growth of India,* Rupa Publications

SEMESTER-III

SUBJECT- **SOCIAL SCIENCE**

COURSE TITLE: **HUMAN RIGHTS AND INDIA**

NATURE OF COURSE**: MDEC**

COURSE CODE: ---**MDE2031A**

TOTAL CREDIT**: 03**

Total Mark**: 100**

DISTRIBUTION OF MARKS**: 60(END-SEM) + 40 (IN-SEM)**

Objectives: This course provides a comprehensive introduction to the field of human rights with special reference to India. Students will explore the theoretical foundations, historical development, and contemporary issues related to human rights. The course will analyze the principles, challenges, and institutions associated with the protection and promotion of human rights at the international, regional, and national levels.

Course Contents:

Unit	Topics and Contents	Lecture	Tutorial	Marks Assigned
I	**Introduction to Human Rights** • Defining human rights • Historical evolution of human rights • Theories of human rights • Universal Declaration of Human			
II	**Institutions and Mechanisms for Human Rights Protection** • United Nations Human Rights Council (UNHRC) • International Criminal Court (ICC)			

	• Non-governmental organizations (NGOs) and civil society			
III	**Contemporary Human Rights Issues** • Discrimination and equality • Economic, social, and cultural rights • Gender rights and women's rights • Refugees and migration			
IV	**Human Rights, Democracy, and Development in context of India** • Human rights and democracy • Human rights-based approach to development • • Human rights indicators and monitoring			
V	**Challenges to Human Rights in context of India** • Armed conflicts and humanitarian crises • Terrorism and counter-terrorism measures • Technology and human rights • Environmental rights and climate justice			
	Total			

MODES OF AAASESSMENT:

IN-SEMESTER ASSESSMENT: 40%

- Two Sessional Examination - **20 %**
- Home Assignement 10%
- Others (Any one) – **10%**
  Group Discussion/Seminar presentation/Debate/Quiz etc.

End Sem Examination: 60%

The Examination shall be conducted with MCQs to assess the basic understanding, critical and evaluative skills of the students.

Learning Outcome:

- The students will understand the key concepts, theories, and principles of human rights in international as well as Indian context.
- The students will be able to evaluate contemporary human rights challenges, such as discrimination, poverty, conflict, and gender inequality.
- The students will develop their skills for critical thinking to assess human rights violations and propose solutions.
- They will understand the interplay between human rights, democracy, and development.

Suggested Readings:

- Agarwal, HO. (2023): *Human Rights,* Central Law Publication, New Delhi
- Deshpande, BA. (2022): *Human Rights,* Central Law Publication, New Delhi

- IGNOU CHR 12 (2022): *Human Rights: In India*, Shri Chakradhar Publications
- Parekh, PH (2021): *Human Rights Year Book 2015-16 Commitment and Practice*, Universal Law Publishing, New Delhi

SYLLABI OF
SANKARDEVA-MADAHAVDEVA STUDIES
SUBJECT- HUMANITIES
NATURE OF THE COURSE- MDEC

প্রস্তাৱনা: Five-Year Integrated Masters (FYUGP +1 Year Masters) Programmes ৰ MDEC ৰ Humanities পাঠ্যক্রমত ‘‘শংকৰদেৱ-মাধৱদেৱ অধয়ন’’ শীৰ্ষক এক পাঠ্য গ্রহণ কৰা হৈছে। এই পাঠত শংকৰদেৱ আৰু মাধৱদেৱৰ জীৱন,সাহিত্য,কর্ম, দর্শন আৰু তেখেতলোকৰ বিষয়ে পৱৱর্তী সময়ত হোৱা বিভিন্ন আলোচনা সম্পর্কে ছাত্র-ছাত্রীক অৱগত কৰোৱাৰ প্রয়াস কৰা হৈছে। প্রথম আৰু দ্বিতীয় ষান্মাসিকত শংকৰদেৱৰ বিষয়ে আৰু তৃতীয় ষান্মাসিকত মাধৱদেৱ সম্পর্কীয় পাঠ্য প্রস্তুত কৰা হৈছে।

SEMESTER-I
SUNJECT: **HUMANITIES**
TITLE OF THE COURSE: **শংকৰদেৱঅধ্যয়ন- (ক)**
(SANKARDEVA STUDIES-(A)
COURSE CODE: **ASMMDE1011B**
NATURE OF THE COURSE: **MDEC**
TOTAL CREDIT: 0**3**
TOTAL MARKS: **100 (ES. 60+ IA. 40)**
Name of Course Teacher: **Dr. Utpal Narayan Goswami**

প্রস্তাৱনাঃশংকৰদেৱসম্পর্কে,শংকৰদেৱৰসমকালীনসময়সম্পর্কেআৰুশংকৰদেৱকেন্দ্রকৰিশংকৰদেৱৰপৱৱর্তীসময়ৰ পৰাসৃষ্টিহোৱাসাহিত্যৰাজিসম্পর্কে ছাত্র-ছাত্রীকঅৱগতকৰাবৰবাবেইকাকতখনপ্রস্তুতকৰাহৈছে।

পাঠ্যক্রমৰউদ্দেশ্যঃ

১/ ছাত্র-ছাত্রীসকলকশংকৰদেৱৰগুৰুত্বসম্পর্কেধাৰণাপ্রদানকৰা।

২/ ছাত্র-ছাত্রীসকলকশংকৰদেৱঅধ্যয়নৰউৎসসম্পর্কেধাৰনাপ্রদানকৰা।

৩/ বিভিন্নসময়তশংকৰদেৱচর্চাকিদৰেহৈআহিছেতাৰক্রমবিৱর্তনৰএকধাৰণাপ্রদানকৰা।

শিকণৰপৰিণতিঃ

১/ছাত্র-ছাত্রীসকলশংকৰদেৱসম্পর্কেধাৰণালাভকৰিব।

২/শংকৰদেৱকবিভিন্নসাহিত্যকবিভিন্নধৰণেকেনেদৰেপ্রকাশকৰিছেতাৰস্পষ্টধাৰণালাভকৰিব

মূল্যায়নৰ ধৰণঃ

- গৃহ কর্ম- ১০%
- মৌখিক পৰীক্ষা/ আলোচনা পত্র/ দলীয় আলোচনা- ১০%
- সাময়িক পৰীক্ষা- ২০ %
- চূড়ান্ত ষাণ্মাসিক পৰীক্ষা- ৬০ %

গোট	বিষয়	পাঠদান	অনুশিক্ষন	ব্যৱহাৰিক	নম্বৰ
১	শংকৰদেৱআৰুসমকালীনসময়	১০	২	-	১৫

২	চৰিতসাহিত্যতশংকৰদেৱ (নিৰ্বাচিতপাঠ) ১/ গুৰুচৰিতকথা	৯	২	-	১৫
৩	আধুনিকভাষাতশংকৰদেৱ (নিৰ্বাচিতপাঠ) ১/ লক্ষ্মীনাথবেজবৰুৱাঃশ্রীশ্রীশংকৰদেৱ	৮	২	-	১৫
৪	সৃষ্টিশীলসাহিত্যতশংকৰদেৱ(নিৰ্বাচিতপাঠ , যিকোনোএখন) ১/ চৈয়দআব্দুলমালিকঃধন্যনৰতনুভাল ২/ লক্ষ্মীনন্দনবৰাঃযাকেৰিনাহিকেউপাম ৩/ নিৰুপমামহন্তঃসর্বগুণাকৰ	১০	২	-	১৫
	মুঠ	**৩৭**	**৮**	-	**৬০**

১ ঘণ্টাকৈ মুঠ পাঠদানৰ সময়ঃ ৩৭

১ ঘণ্টাকৈ মুঠ অনুশিক্ষণ সময়ঃ ৮

সর্বমুঠ ক্রেডিটঃ৩

প্রসংগপুথিঃ

- কথাগুৰুচৰিতঃ (সম্পা.)-উপেন্দ্রচন্দ্রলেখাৰু ,দত্তপাব্লিচিংকো.প্রা. লিগুৱাহাটী-২০০৬
- গুৰুচৰিতকথাঃ(সম্পা.) - মহেশ্বৰনেওগ,লয়ার্ছবুকষ্ট'ল,গুৱাহাটী-১৯৯৯
- শ্রীগুৰুচৰিত: ৰামানন্দদ্বিজ (সম্পা.)- সঞ্জীৱকুমাৰবৰকাকতী, বাণীমন্দিৰ, গুৱাহাটী-২০১৪
- মহাপুৰুষশ্রীশ্রীশংকৰদেৱআৰুমাধৱদেৱচৰিতঃদৈত্যাৰিঠাকুৰ, (সম্পা.) ৰাজমোহননাথ, লয়ার্ছবুক ষ্ট'ল, গুৱাহাটী-১৯৯৮
- মহাপুৰুষশ্রীশ্রীশংকৰদেৱআৰুশ্রীশ্রীমাধৱদেৱঃহৰিনাৰায়ণদত্তবৰুৱা, দত্তবৰুৱাআৰুকোম্পানী, গুৱাহাটী-০১
- সত্র-সংস্কৃতিৰৰূপৰেখাঃকেশৱানন্দদেৱগোস্বামী,বনলতা, গুৱাহাটী-২০১৪
- শ্রীশ্রীশংকৰদেৱঃমহেশ্বৰনেওগ, চন্দ্রপ্রকাশ, গুৱাহাটী-২০১৬
- শ্রীশ্রীশংকৰদেৱআৰুশ্রীশ্রীমাধৱদেৱঃলক্ষ্মীনাথবেজবৰুৱা,জ্যোতিপ্রকাশ,গুৱাহাটী-২০১৬
- বাণীকান্তৰচনাৱলীঃমহেশ্বৰনেওগ(সম্পা.), অসমপ্রকাশনপৰিষদ,গুৱাহাটী-২০০৩
- মহাপুৰুষীয়াপৰম্পৰাতসত্রআৰুসংগীতঃবাপচন্দ্রমহন্ত, অসমসত্রমহাসভা, যোৰহাট-২০০৩
- অংকাৱলীঃকালিৰামমেধি,লয়ার্ছবুকষ্ট'ল, গুৱাহাটী-১৯৯৭
- শংকৰদেৱঅধ্যয়নপ্রসংগ, ঐতিহ্যআৰুপৰম্পৰাঃকেশৱানন্দদেৱগোস্বামী,গুৱাহাটী, বাণীমন্দিৰ-২০০৫
- তত্ত্বকথাঃলক্ষ্মীনাথবেজবৰুৱা, লয়ার্ছবুকষ্ট'ল,গুৱাহাটী-১৯৯০
- শ্রীমন্তশংকৰদেৱকৃতিআৰুকৃতিত্বঃশিৱনাথবর্মন ,গুৱাহাটী-১৯৯৭
- ঐতিহাসিকপটভূমিতমহাপুৰুষশংকৰদেৱআৰুমাধৱদেৱঃবাপচন্দ্রমহন্ত,যোৰহাট-১৯৮৭
- মহাপুৰুষশংকৰদেৱঃনবীনচন্দ্রশর্মা,বনলতা,গুৱাহাটী-১
- শংকৰদেৱৰনাট- ভাওনাঃপোণামহন্ত,বান্ধৱ,গুৱাহাটী-২০১৭

SEMESTER-II

SUNJECT: **HUMANITIES**

TITLE OF THE COURSE: **শংকৰদেৱঅধ্যয়ন- (খ)**

(SANKARDEVA STUDIES-II

COURSE CODE: **ASMMDE1021B**

NATURE OF THE COURSE: **MDEC**

TOTAL CREDIT: 0**3**

TOTAL MARKS: **100 (ES. 60+ IA. 40)**

Name of Course Teacher: **Dr. Utpal Narayan Goswami**

প্রস্তাৱনাঃশংকৰদেৱসম্পৰ্কেআৰুশংকৰদেৱৰসাহিত্যৰাজি,দৰ্শনসম্পৰ্কেকাকতখনপ্রস্তুতকৰাহৈছে।

পাঠ্যক্রমৰউদ্দেশ্য:

১/ ছাত্র-ছাত্রীসকলকশংকৰদেৱৰগুৰুত্বসম্পৰ্কেধাৰণাপ্রদানকৰা।

২/ ছাত্র-ছাত্রীসকলকশংকৰদেৱৰসাহিত্যৰধাৰণাপ্রদানকৰা।

৩/ শংকৰদেৱৰমৌলিকচিন্তাসমূহকছাত্র-ছাত্রীৰলগতপৰিচয়কৰাইদিয়া

শিকনপৰিণতি

১/ছাত্র-ছাত্রীসকলশংকৰদেৱসম্পৰ্কেধাৰণালাভকৰিব।

২/শংকৰদেৱকবিভিন্নসাহিত্যকবিভিন্নধৰণেকেনেদৰেপ্রকাশকৰিছেতাৰস্পষ্টধাৰণালাভকৰিব

মূল্যায়নৰ ধৰণঃ

- গৃহ কর্ম- ১০%
- মৌখিক পৰীক্ষা/ আলোচনা পত্র/ দলীয় আলোচনা- ১০%
- সাময়িক পৰীক্ষা- ২০ %
- চূড়ান্ত ষাণ্মাসিক পৰীক্ষা- ৬০ %

গোট	বিষয়	পাঠদান	অনুশিক্ষন	ব্যৱহাৰিক	নম্বৰ
১	**শংকৰদেৱৰসাহিত্য** ক/ পৰিচয় খ/ শ্রেণীকৰণ গ/ বিশেষত্ব	১২	২	-	২০
২	**কীর্ত্তনঘোষা** ক/ পৰিচয় খ/ নির্বাচিতপাঠ (বিষয়শিক্ষকেপ্রতিটোশিক্ষাবর্ষৰবাবেএটাখণ্ডনির্বাচনকৰিদিব।)	১২	২	-	২০
৩	**বৰগীতআৰুনাটক**	১৫	২	-	২০

	১/বৰগীত ক/পৰিচয় খ/ বিশেষত্ব গ/ নিৰ্বাচিতপাঠ (বিষয়শিক্ষকেপ্ৰতিটোশিক্ষাবৰ্ষৰবাবেএটাবৰগীতনিৰ্বাচনকৰিদিব।) ২/ শংকৰদেৱৰনাটক ক/ অংকীয়ানাটকৰপৰিচয়আৰুবৈশিষ্ট্য খ/ নিৰ্বাচিতনাট (যিকোনোএখন) পাৰিজাতহৰণ , ৰুক্মিণীহৰণ , ৰামবিজয়				
মুঠ		**৩৯**	**৬**	**-**	**৬০**

১ ঘণ্টাকৈ মুঠ পাঠদানৰ সময়ঃ ৩৯

১ ঘণ্টাকৈ মুঠ অনুশিক্ষণ সময়ঃ ৬

সৰ্বমুঠ ক্ৰেডিটঃ ০৩

প্ৰসংগপুথিঃ

- অসমীয়ানাট্যসাহিত্য: সত্যেন্দ্রনাথশর্মা,গুৱাহাটী-১৯৭৩
- প্ৰৱন্ধগানৰপৰম্পৰাতবৰগীত: বাপচন্দ্রমহন্ত,যোৰহাট-
- বৰগীত, পৰম্পৰাআৰুপৰিৱেশনপদ্ধতিঃকেশৱানন্দদেৱগোস্বামী.ডিব্রুগড-১৯৯৭
- অংকমালা: কেশৱানন্দদেৱগোস্বামী , বনলতা , ডিব্রুগড়-১ , গুৱাহাটী-১ , ২০১৪
- ভাৰতীয়পটভূমিতশংঙ্কৰীসাহিত্যআৰুসত্রীয়াসঙ্গীত: কেশৱানন্দদেৱগোস্বামী
- সত্র-সংস্কৃতিৰৱ্দপৰেখাঃকেশৱানন্দদেৱগোস্বামী,বনলতা, গুৱাহাটী-২০১৪
- শ্রীশ্রীশংকৰদেৱঃমহেশ্বৰনেওগ, চন্দ্রপ্রকাশ, গুৱাহাটী-২০১৬
- শ্রীশ্রীশংকৰদেৱআৰুশ্রীশ্রীমাধৱদেৱঃলক্ষ্মীনাথবেজবৰুৱা,জ্যোতিপ্রকাশ,গুৱাহাটী-২০১৬
- বাণীকান্তৰচনাৱলীঃমহেশ্বৰনেওগ(সম্পা.), অসমপ্রকাশনপৰিষদ,গুৱাহাটী-২০০৩
- মহাপুৰুষীয়াপৰম্পৰাতসত্রআৰুসংগীতঃবাপচন্দ্রমহন্ত, অসমসত্রমহাসভা, যোৰহাট-২০০৩
- অংকাৱলীঃকালিৰামমেধি,লয়ার্ছবুকষ্ট'ল, গুৱাহাটী-১৯৯৭
- শংকৰদেৱঅধ্যয়নপ্রসংগ, ঐতিহ্যআৰুপৰম্পৰাঃকেশৱানন্দদেৱগোস্বামী,গুৱাহাটী, বাণীমন্দিৰ-২০০৫
- তত্ত্বকথাঃলক্ষ্মীনাথবেজবৰুৱা, লয়ার্ছবুকষ্ট'ল,গুৱাহাটী-১৯৯০
- শ্রীমন্তশংকৰদেৱকৃতিআৰুকৃতিত্বঃশিৱনাথবর্মন ,গুৱাহাটী-১৯৯৭
- ঐতিহাসিকপটভূমিতমহাপুৰুষশংকৰদেৱআৰুমাধৱদেৱঃবাপচন্দ্রমহন্ত,যোৰহাট-১৯৮৭
- The Neo-Vaishnavite Movement and The Satra Institution of Assam: Satyendra Nath Sarmah, GauhatiUniversity,Guwahat-2016
- Sankardeva and His Times: Maheswar Neog,Lawyer's Book Stall, Guwahati-1998
- Studies to Vaishnava Literature and Culture of Assam, Asom Sahitya Sabha-1978

SEMESTER-III

SUNJECT: **HUMANITIES**

TITLE OF THE COURSE: **মাধৱেদৱ অধ্যয়ন**

(MADHABDEVA STUDIES)

COURSE CODE: **ASMMDE2031B**

NATURE OF THE COURSE: **MDEC**

TOTAL CREDIT: 0**3**

TOTAL MARKS: **100 (ES. 60+ IA. 40)**

Name of Course Teacher: **Dr. Utpal Narayan Goswami**

প্রস্তাৱনাঃমাধৱদেৱসম্পর্কেআৰুমাধৱদেৱৰসাহিত্যৰাজি,দর্শনসম্পর্কেকাকতখনপ্রস্তুতকৰাহৈছে।

পাঠ্যক্রমৰউদ্দেশ্য:

- ছাত্র-ছাত্রীসকলকমাধৱদেৱৰগুৰুত্বসম্পর্কেধাৰণাপ্রদানকৰা।
- ছাত্র-ছাত্রীসকলকমাধৱদেৱৰসাহিত্যৰধাৰণাপ্রদানকৰা।
- মাধৱদেৱৰমৌলিকচিন্তাসমূহকছাত্র-ছাত্রীৰলগতপৰিচয়কৰাইদিয়া

শিকনপৰিণতি

- ১/ছাত্র-ছাত্রীসকলমাধৱদেৱসম্পর্কেধাৰণালাভকৰিব।
- ২/মাধৱদেৱৰবিভিন্নসাহিত্যকবিভিন্নধৰণেকেনেদৰেপ্রকাশকৰিছেতাৰস্পষ্টধাৰণালাভকৰিব

মূল্যায়নৰ ধৰণঃ

- গৃহ কর্ম- ১০%
- মৌখিক পৰীক্ষা/ আলোচনা পত্র/ দলীয় আলোচনা- ১০%
- সাময়িক পৰীক্ষা- ২০ %
- চূড়ান্ত ষাণ্মাসিক পৰীক্ষা- ৬০ %

গোট	বিষয়	পাঠদান	অনুশিক্ষন	ব্যৱহাৰিক	নম্বৰ
১/	মাধৱদেৱৰজীৱনআৰুসাহিত্যৰপৰিচয়	১০	৫	-	২০
২/	নির্বাচিতপাঠ ক/বৰগীত(বিষয়শিক্ষকেপ্রতিটোশিক্ষাবর্ষৰবাবেদুটাবৰগীতনির্বাচনকৰিদিব।) খ/ ঝুমুৰা (চোৰধৰাবাপিম্পৰা-গুচোৱা) গ/ নামঘোষা (নির্বাচিতঅংশ)	১০	৫	-	২০
৩/	মাধৱদেৱচর্চা ক/ বেজবৰুৱা খ/ মহেশ্বৰনেওগ	১০	৫	-	২০

	মুঠ	৩০	১৫	-	৬০

১ ঘণ্টাকৈ মুঠ পাঠদানৰ সময়ঃ ৩০

১ ঘণ্টাকৈ মুঠ অনুশিক্ষণৰ সময়ঃ ১৫

মুঠ ক্ৰেডিটঃ ৩

প্ৰসংগপুথিঃ

- বৰগীত : বাপচন্দ্ৰমহন্ত , ষ্টুডেণ্টষ্ট'ৰ , ১৯৯২
- বৰগীত, পৰম্পৰাআৰুপৰিৱেশনপদ্ধতি : কেশৱানন্দদেৱগোস্বামী ,১৯৯৭
- অংকাৱলী : কালিৰামমেধি (সম্পা.) , লয়ার্ছ বুক ষ্ট'ল, ১৯৯৭
- অংকমালা : কেশৱানন্দদেৱগোস্বামী (সম্পা.) গুৱাহাটী , ২০২২
- মহাপুৰুষশ্ৰীশ্ৰীশংকৰদেৱআৰুশ্ৰীশ্ৰীমাধৱদেৱঃবৰগীত (সম্পা.) : হৰিনাৰায়ণদত্তবৰুৱা ,প্ৰকাশ – ১৯৫৮
- কীৰ্ত্তনঘোষাআৰুনামঘোষা : মহেশ্বৰনেওগ (সম্পা.) , লয়ার্ছ বুক ষ্ট'ল, গুৱাহাটী ,২০২২
- মাধৱদেৱবাক্যামৃত : সূৰ্য্যহাজৰিকা (সম্পা.) বাণীমন্দিৰ , গুৱাহাটী , ২০১৫
- SRI SRIMADHABDEVA : Dayananda Pathak , publication Board , Assam 2008

SYLLABI OF NATURAL SCIENCE

SEMESTER -I

Subject: **Natural science**

Course Title: **Chemistry in Daily Life (I)**

Course Code:---**MDE1011C**

Nature of the Course: **MDEC**

Credit: **03**

Total Marks: **100**

Marks Distribution: **60(End Sem)+40 (In-Sem)**

Course Objective:

- To understand the scope and significance of chemistry in various aspects of daily life.
- To explore how chemistry impacts our health, environment, food, medicines, and everyday products.
- To emphasize the role of chemistry in addressing global challenges, such as climate change and sustainability.

Unit	Course Content	Lecture	Tutorial	Marks Assigned
I	**Introduction to Chemistry:** ***Atoms and Elements:*** Introduction to atoms as the building blocks of matter like structure of an atom, including protons, neutrons, and electrons, overview of the periodic table and its organization of elements, exploring the properties and characteristics of different elements. ***Chemical Reactions and Equations:*** Definition of a chemical reaction and the concept of chemical equations, balancing chemical equations to represent the conservation of mass, types of chemical reactions, such as synthesis, decomposition, combustion, and oxidation-reduction reactions. ***Chemical Bonding and Molecular Structure:*** Introduction to chemical bonding and its role in forming compounds, types of chemical bonds: ionic, covalent, and metallic bonds. ***Acids, Bases, and pH****:* Definition of acids and bases according to the Arrhenius and Brønsted-Lowry theories, pH scale and its importance in measuring acidity or alkalinity, understanding acid-base reactions and their applications in daily life. ***Laboratory Techniques and Safety:*** Basic laboratory equipment and their uses, safety protocols and best practices in handling chemicals, introduction to common laboratory techniques, such as measuring and mixing	30	4	30

	substances.			
II	**Food Chemistry:** ***Dairy Products:*** Composition of milk and milk products. Analysis of fat content, minerals in milk and butter. Qualitative analysis of caffeine in coffee and tea, detection of chicory in coffee, chloral hydrate in toddy ***Food processing and packaging****;* Food adulteration: definition and its importance, adulterants present in- coffee, tea, milk, spices, grains and food colour; Difference between food adulteration and contamination. ***Artificial sweeteners****:* Aspartame, saccharin, dulcin, sucralose and sodium cyclamate. *Artificial food colorants:* Coal tar dyes and non-permitted colours and metallic salts. Analysis of pesticide residues in food.	10	3	15
III	**Environmental Chemistry:** ***Air Pollution:*** Air pollutants, prevention and control, green house gases and acid raid, ozone hole and CFC's. Photochemical smog. Catalytic converters for mobile sources. Bhopal gas tragedy. ***Hydrologic cycle*****:** Sources, criteria and standards of water quality-safe drinking water. Public health significance and measurement of water quality parameters- (Colour, turbidity, total solids, acidity, alkalinity, hardness, sulphate, flouride, phosphate, nitrite, nitrate, BOD and COD). Water purification for drinking and industrial purposes. ***Feritlisers:*** Classification of Fertilizers- Straight Fertilizers, Compound/Complex Fertilizers, Fertilizer Mixtures. Manufacture and general properties of Fertilizer products- Urea and DAP.	10	3	15
	Total	**50**	**10**	**60**

MODES OF AAASESSMENT:

IN-SEMESTER ASSESSMENT: 40%

- Two Sessional Examination - **20 %**
- Home Assignement 10%
- Others (Any one) – **10%**
  Group Discussion/Seminar presentation/Debate/Quiz etc.

End Sem Examination: 60%

The Examination shall be conducted with MCQs to assess the basic understanding, critical and evaluative skills of the students.

Course Outcome:

- To understand the basic concepts and principles of chemistry.
- To understand the general overview of chemistry and its role in daily life.

Reference Books

- B. K. Sharma: introduction to Industiral Chemistry, Goel Publishing, Meerut (1998)
- Medicinal Chemistry by Ashtoush Kar.
- Drugs and Pharamaceutical Sciences Series, Marcel Dekker, Vol. II, INC, New York.
- Analysis of Foods – H.E. Cox: 13. Chemical Analysis of Foods – H.E.Cox and pearson.
- Foods: Facts and Principles. N. Shakuntala Many and S. Swamy, 4th ed. New Age International (1998)
- Physical Chemistry – P l Atkins and J. de Paula – 7th Ed. 2002, Oxford University Press.
- Handbook on Feritilizer Technology by Swaminathan and Goswamy, 6th ed. 2001, FAI.

SEMESTER -II

Subject: **Natural science**

Course Title: **Basic Physics and its Applications**

Course Code:---**MDE1021C**

Nature of the Course: **MDEC**

Credit: **03**

Total Marks: **100**

Marks Distribution: **60(End Sem)+40 (In-Sem)**

Course Objectives(C.O):

- Introduce students to the fundamental principles and concepts that underpin Physics.
- Develop students' capacity to employ physics' principles in the analysis and interpretation of natural phenomena.
- Foster critical thinking and problem-solving skills through physics-oriented exercises.
- Enhance students' awareness of the interdisciplinary relevance of Physics in various fields.
- Cultivate an appreciation for the scientific method and its application within the realm of Physics.

Unit	Course Content	Lecture	Tutorial	Marks Assigned
I	**Mechanics:** ***Mathematical preliminaries:*** Vectors, Scalars, Elementary concepts of differentiation and integration for describing motion Concept of force, Inertia, Newton's first law of motion; momentum and Newton's second law of motion; impulse; Newton's third law of motion. Law of conservation of linear momentum and its applications. Uniform circular motion: Centripetal force, examples	**9**	**3**	**12**

	of circular motion (vehicle on a level circular road, vehicle on a banked road). Work done by a constant force and a variable force; kinetic energy, work-energy theorem, power. Concept of potential energy, potential energy of a spring, conservative forces: conservation of mechanical energy (kinetic and potential energies);			
II	**Gravity:** Kepler's laws of planetary motion, universal law of gravitation. Acceleration due to gravity and its variation with altitude and depth. Gravitational potential energy and gravitational potential, escape velocity, orbital velocity of a satellite, Geo-stationary satellites.	**6**	**2**	**10**
III	**Fluid Mechanics:** Pressure due to a fluid; Pascal's law and its applications (hydraulic lift and hydraulic brakes). Viscosity, Stokes' law, terminal velocity, streamline and turbulent flow, critical velocity, Bernoulli's theorem and its applications. Surface energy and surface tension, angle of contact, excess of pressure across a curved surface, application of surface tension ideas to drops, bubbles and capillary rise.	**6**	**3**	**10**
IV	**Electricity and Magnetism:** Electric charge and potential, Electric fields, Coulomb's law Electric current, flow of electric charges in a metallic conductor, drift velocity, mobility and their relation with electric current; Ohm's law, Bar magnet, bar magnet as an equivalent solenoid (qualitative treatment only), magnetic field intensity due to a magnetic dipole (bar magnet) along its axis and perpendicular to its axis (qualitative treatment only), torque on a magnetic dipole (bar magnet) in a uniform magnetic field (qualitative treatment only), magnetic field lines. Magnetic properties of materials- Para-, dia- and ferro - magnetic substances with examples, Magnetization of materials, effect of temperature on magnetic properties.	**9**	**2**	**10**
V	**Optics:** **Ray Optics:** Reflection of light, spherical mirrors, refraction of light, total internal reflection, refraction of light through a prism. **Optical instruments:** Microscopes and astronomical	**8**	**3**	**10**

	telescopes (reflecting and refracting) and their magnifying powers (Optional). **Wave optics**: Wave front and Huygen's principle, Proof of laws of reflection and refraction using Huygen's principle. Interference, Young's double slit experiment and expression for fringe width (No derivation final expression only)			
VI	**Modern Physics**: Black body radiation, Failure of classical mechanics and the birth of quantum mechanics (qualitative explanation), Planck's hypothesis, Uncertainty principle, the wave-particle duality Binding Energy, Nuclear fission and fusion, Radioactivity (qualitative explanation) The special theory of relativity: Time dilation, Length contraction, Mass-energy equivalence Atomic structure and the Bohr model (Qualitative)	**7**	**2**	**8**
	Total	**45**	**15**	**60**

MODES OF AAASESSMENT:

IN-SEMESTER ASSESSMENT: 40%

- Two Sessional Examination - **20 %**
- Home Assignement 10%
- Others (Any one) – **10%**
  Group Discussion/Seminar presentation/Debate/Quiz etc.

End Sem Examination: 60%

The Examination shall be conducted with MCQs to assess the basic understanding, critical and evaluative skills of the students

Learning Outcomes:

- Upon completion of the course, students will be able to:
- Demonstrate a sound understanding of key physics' concepts, principles, and mathematical techniques.
- Apply physics' principles to elucidate and scrutinize the behaviour of objects under motion, forces, energy, and power.
- Articulate the fundamental aspects of electricity and magnetism, encompassing electric charge, electric fields, currents, resistance, and magnetic fields.
- Comprehend fluid mechanics principles, including pressure, Pascal's law, buoyancy, and surface tension.
- Describe the foundational principles of gravity, such as the law of gravitation, gravitational potential and field, escape velocity, and Kepler's laws.
- Explain the core tenets of modern physics, encompassing black body radiation, quantum mechanics, atomic structure, nuclear physics, and the special theory of relativity.
- Recognize and discuss the practical applications of Physics in technology and society.

- 8. Employ critical thinking skills by solving elementary physics' problems and analyze real-world scenarios utilizing physics' principles.

Reference Books:

- 1. Concept of Physics Vol - I
- Author: H. C. Verma
- Publisher: Bharati Bhawan
- 2. Concept of Physics Vol - II
- Author: H. C. Verma
- Publisher: Bharati Bhawan
- 3. Elements of Properties of Matter
- Author: D.S. Mathur
- Publisher: S. Chand and Company Ltd.

SEMESTER-III

Subject: **NATURAL SCIENCE**

COURSE TITLE: **BIOSCIENCE AND BIORESOURCE**

NATURE OF COURSE: **MDEC**

COURSE CODE**:---MDE2031C**

COURSE CREDIT:**03**

TOTAL MARKS: **100**

Marks Distribution: **60 (END SEM) + 40 (In-SEM)**

Course Objectives (C.O):

Part-I (Theory)

Unit	Course Content	Lecture	Tutorial	Marks Assigned
I	**Fundamentals of Life** Definitions and characteristics of life: nutrition, respiration, sensitivity, growth, reproduction, excretion, and movement; Origin of life on earth: Theory of spontaneous generation, abiogenesis, and biogenesis, Chemical origin of life	**5**		**12**
II	**Chemistry of Life and Living Beings** Building Blocks of Life; Biomolecules and their functions: carbohydrate, lipid, protein, and nucleic acids; Concept of Genome, Transcriptome, and Proteome; Central Dogma of Molecular Biology; Basics of enzymes and hormones,	**10**		**12**
III	**Cell and life processes** Cell as a basic unit of Life; Types of cells: Prokaryotic and Eukaryotic; Cell organelles and their functions: Cell membrane and cell wall, Nucleus, Mitochondria, Endoplasmic Reticulum, Golgi Bodies, Ribosomes, and its types and components, Cell Cycle, Tissue, Organs,	**12**		**12**

	and Organ Systems; Basics of Respiration, Digestion, Reproduction			
IV	**Diversity of Life Forms** Introduction to different life forms; R.H. Whittaker's Five Kingdom Classification (1969): Monera, Protista, Fungi, Plantae, and Animalia; Nomenclature of living organisms: Binomial nomenclature, Basic rules of nomenclature, International Code of Nomenclature for Algae, Fungi and Plants (ICN), International Code of Zoological Nomenclature (ICZN)	**10**		**12**
V	**Bioresources and their utilization** Food and oil crops; Fiber, resin, dye-yielding plants; Traditional Knowledge and phytomedicine;	**6**		**12**
Part-II (Practical)				
	1. Study of cells under a microscope 2. Study different parts of a plant 3. Study the parts of an angiosperm flower 4. Study different types of cells and organisms (From chart/model) 5. Collection and preservation of medicinal plants 6. Study different parts of common animals (From chart/model) 7. Study different life processes: Cell Division (From slides/charts), Reproduction (chart), Digestive systems (chart), respiratory systems (chart)			

MODES OF AAASESSMENT:

IN-SEMESTER ASSESSMENT: 40%

- Two Sessional Examination - **20 %**
- Home Assignement 10%
- Others (Any one) – **10%**
  Group Discussion/Seminar presentation/Debate/Quiz etc.

End Sem Examination: 60%

The Examination shall be conducted with MCQs to assess the basic understanding, critical and evaluative skills of the students

Learning Outcomes

- Basic concept: To gain knowledge on the concept of life and living beings, when and how one can consider an object living or non-living. Learners will also gain knowledge on how non-living matters form a living organism.
- Science of Life: Learners will gain knowledge on different living processes, how cells divide, and how organisms reproduce and grow. This will help the learners to understand

why a living organism needs nutrition, and how it manufactures and utilizes energy for growth and reproduction.

- Economic importance of living organisms: Learners will gain knowledge on economically important plants, food crops, and other plant resources

Suggested readings:

- Campbell et al. (2020), Biology: A Global Approach, Global Edition, 12th Ed
- Mary Jones and Geoff Jones (2021), New Cambridge IGCSE™ Biology Coursebook
- Bruce Alberts et al. (2020), Essential Cell Biology
- Nelson and Cox (2021), Lehninger Principles of Biochemistry: International Edition
- Thatoi et al. (2021), Bioresource Utilization and Management: Applications in Therapeutics, Biofuels, Agriculture, and Environmental Science
- Verma and Agarwal (2022), Cell Biology (Cytology, Biomolecules and Molecular Biology)
- Crowe and Bradshaw (2021), Chemistry for The Biosciences, Fourth Edition: The Essential Concepts
- Hall et al. (2020), LIFE: The Science of Biology (Twelfth Edition)
- Lane (2017), The Vital Question: Energy, Evolution, and the Origins of Complex Life
- Broderick (2021), Cambridge IGCSE Biology Practical Workbook

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SYLLABI OF STUDY OF MUSEUM AND ARCHEOLOGY
for FIVE YEAR INTEGRATED MASTERS (FYUGP+1 YEAR MASTERS) PROGRAMME

SEMESTER – I

COURSE TITLE: MUSEOLOGY
COURSE CODE: HSTMDC1011D
NATURE OF THE COURSE: MULTI-DISCIPLINARY ELECTIVE COURSE
CREDIT: 03
TOTAL MARKS: 100 (40 IA+ 60 END SEM)
COURSE TEACHER: MS. AOYANA BURAGOHAIN

Course Objective (C.O):

- The objective of this course is to introduce students the purpose and functioning of museums.
- The students will also able to learn the various perspective of museum.
- The students will be acquainted with the development of museum in India as well as Assam.

Course Contents:

	Topic	Lecture	Tutorial
Unit I: Introduction to Museology **Mark Distribution 20**			
1	1.01: Definition of Museum, scope and function (aims and objectives) 1.02: Museology, Museography and other developments, Digital heritage 1.03: Types and Classification of Museums, changing concepts of Museums 1.04: Museology as a profession	15	2
Unit II: History and Philosophy of Museums in India and Assam **Mark Distribution 20**			
2	2.01: Museum movement in India 2.02: Growth and Expansion of Museums in the Colonial Context- National Museum, New Delhi 2.03: Assam State Museum	15	1
Unit III: Functions and Types of Museums			

Mark Distribution 20			
3	3.01: Primary functions of the Museum (Collection, Conservation, Documentation, Exhibition, Education and Research). 3.02: Art and Archaeological Museums, Anthropological Museums, Ethnological Museums, Natural History Museums, Science Museums, Children's Museums 3.03: A Visit to Museum (Field trip)	20	1
	TOTAL	54	

MODES OF AAASESSMENT:

IN-SEMESTER ASSESSMENT: 40%

- Two Sessional Examination - **20 %**
- Home Assignement 10%
- Others (Any one) – **10%**
  Group Discussion/Seminar presentation/Debate/Quiz etc.

End Sem Examination: 60%

Learning Outcome (L.O):

- After completion of the course, the students will also learn the basic functions of museum and their activities. Definition, philosophy, types of museums, collection, documentation and activities relating to museum are the major topics students learn about.
- The students will also learn the changing pattern of the Museum in India as well as Assam.
- The students will get an idea on the development of Museum studies in Indian subcontinent.

Essential Reading

- Agarwal Usha, 2000. Directory of Museums in India. New Delhi: Sundeep Prakashan
- Alexander Edward P. 1995: Museum Masters: Their Museum and Their Influence. USA: Altamira Press
- Barringer, T.J., Flynn, T. (eds.). (1998). Colonialism and the object: Empire, material culture, and the Museum. Routledge.
- Bennett, Tony (1995). The birth of the Museum: history, theory, politics. Routledge.
- Edson, G., and D. Dean 1994. Handbook of Museum. New York: Routledge.
- Jenkins, P.1993. Museum Features, Museums Journal 19(7): 22-23
- Guha, Tapti: Monuments, Objects, Histories, Institutions of Art in Colonial and Post-Colonial India

SEMESTER – II

COURSE TITLE: **ART AND ICONOGRAPHY**
COURSE CODE: **HSTMDC1021D**
NATURE OF THE COURSE: **MULTI-DISCIPLINARY ELECTIVE COURSE**
CREDIT: **03**
TOTAL MARKS: **100 (40 IA+ 60 END SEM)**
COURSE TEACHER: **DR. NISHA RANI DAS**

Course Objective (C.O):

- To explore the historical roots and developmental trajectory of image worship and iconographic traditions, with a focus on their cultural and artistic significance in Indian art.
- To examine the artistic and cultural developments from the Pre-Vedic, Mauryan, and Post-Mauryan periods, highlighting the contributions of different schools and the influence of Greek and regional art traditions.
- To study the distinctive features of Brahmanical iconography, major deities, and the unique contributions of Assamese and East Indian art traditions, including the Pala and Deopani Schools.

Course Contents:

	Topic	**Lecture**	**Tutorial**
	Unit I: Origin and Development **Mark Distribution 15**		
1	1.01: Originand development of Image Worship 1.02: Fundamentals of Art; Features of Iconography; Different Mudras 1.03: Pre-Vedic Iconography	13	2
	Unit II: Post-Mauryan **Mark Distribution 15**		
2	2.01: Mauryan art and iconography, Buddha, and Bodhisattvas; Tirthankaras 2.02: Sunga, Kushana, and Satavahana Iconography (different Schools and Features) 2.03: Influences from Greek Iconography in Indian regional art	12	3
	Unit III: Brahmanical Iconography **Mark Distribution 15**		

3	3.01: Key Concepts and terminologies of Iconography 3.02: Gupta School of Art and Iconographic developments 3.03: Major Brahmanical deities and their iconography- Vishnu, Siva, Devi, Surya, and Ganapati	10	3
Unit IV: Regional Images of Assam **Mark Distribution 15**			
4	4.01: The Classical art of Assam and its influences in the later periods 4.02: Deopani School of art and iconography: regional elements 4.03: East Indian School of Medieval Art: Pala School 4.04: The iconography of Medieval Assam	10	1
	TOTAL	54	

MODES OF AAASESSMENT:

IN-SEMESTER ASSESSMENT: 40%

- Two Sessional Examination - **20 %**
- Home Assignement 10%
- Others (Any one) – **10%**
  Group Discussion/Seminar presentation/Debate/Quiz etc.

End Sem Examination: 60%

Learning Outcome (L.O):

- Students will gain a clear understanding of the origins, fundamentals, and development of iconography, including the features of different artistic traditions and Mudras.
- Students will develop the ability to analyse the artistic and cultural influences on Indian iconography across time, with a focus on the regional and classical art traditions of Assam.
- Students will acquire an appreciation for the diversity of Indian iconographic traditions, including Brahmanical and Buddhist iconography, and their relevance to Indian cultural heritage.

Essential Reading

- Gupte, R.S., *Iconography of the Hindus, Buddhists and Jainas*, Bombay, 1972
- Bhattacharya, B., *Indian Buddhist Iconography*, Oxford, 1924
- Rao, T. A. Gopinath, *Elements of Hindu Iconography* 3 vols, 1914
- Banerjee, J.N., *Development of Hindu Iconography*, Calcutta 1958
- Bhattasali, N.K. *Iconography of Buddhist and Brahmanical Sculptures in the Dacca Museum,* Dacca, 1929
- Gupta, R.S., *Iconography of Hindus, Buddhists and Jains*, Bombay 1964

SEMESTER – III

COURSE TITLE**: EPIGRAPHY**
COURSE CODE: **HSTMDC2031D**
NATURE OF THE COURSE: **MULTI-DISCIPLINARY ELECTIVE COURSE**
CREDIT: **03**
TOTAL MARKS: **100 (40 IA+ 60 END SEM)**
COURSE TEACHER: **DR. NISHA RANI DAS**

Course Objective (C.O):

- To introduce students to the history and significance of epigraphic studies as a vital source for reconstructing historical narratives.
- To familiarize students with the origins, development, and decipherment of ancient Indian scripts and inscriptions, including their geographic and cultural contexts.
- To enable students to critically analyse inscriptions, highlighting their historical, cultural, and linguistic contributions across regions and time periods.

Course Contents:

	Topic	**Lecture**	**Tutorial**
Unit I: History of Epigraphy **Mark Distribution 15**			
1	1.01: The History of Epigraphic Studies 1.02: Inscriptions as a source of History 1.03: Origin and Writing of Script in Indian context: Harappan Scripts; Problems and Issues	13	2
Unit II: The earliest deciphered inscriptions **Mark Distribution 15**			
2	2.01: The earliest script in Indian subcontinent: Brahmi (Early, Middle and Late Brahmi) 2.02: Asokan Edicts: Nature, Geographic distributions, Language, and script 2.03: Decipherment of major rock edicts of Asoka (Reading and understanding)	12	3
Unit III: Historical and Cultural Importance **Mark Distribution 15**			
3	3.01: Besnagar Pillar Inscription of Heliodorus	12	3

	3.02: Junagadh Rock Inscription of Rudradaman 3.03: Hathigumpha Rock Inscription of Kharavela 3.04: Sarnath Image Inscription of the time of Kanishka		
Unit IV: Regional Variations **Mark Distribution: 15**			
4	4.01: Gupta and Satavahana Brahmi 4.02: Siddhamatrika 4.03: Proto-Bengali and DevaNagari	8	1
	TOTAL	54	

MODES OF AAASESSMENT:

IN-SEMESTER ASSESSMENT: 40%

- Two Sessional Examination - **20 %**
- Home Assignement 10%
- Others (Any one) – **10%**
  Group Discussion/Seminar presentation/Debate/Quiz etc.

End Sem Examination: 60%

Learning Outcome (L.O):

- Students will gain a comprehensive understanding of the evolution of Indian scripts and their role in documenting historical events.
- Students will develop the ability to interpret significant inscriptions, such as the Asokan edicts and regional epigraphic records, within their historical and cultural frameworks.
- Students will acquire skills to assess the merits and limitations of inscriptions as primary sources for historical research.

Essential Reading:

- Dani. A. H, Indian Palaeography, Delhi, (2nd.ed.)1986.
- Sircar, D.C. Introduction to Indian Epigraphy and Palaeography,Journal of Ancient Indian History,4,1970-71,72-136.
- VermaT.P. The Palaeography of Brahmi Script, Varanasi,1971.
- Barua, B.M.Inscriptions of Asoka,pt.II, Calcutta,1943. ----------,
  Asoka and and His Inscriptions, Calcutta,1946.
- Basak,R.G. (ed.by),Asokan Inscriptions,Calcutta, 1959.
- Hultzsch, E.Corpus Inscriptionum Indicarum, Vol.I, Inscriptions of Asoka, Oxford, 1925.
- Epigraphia Indica, Vol.VIII(iv,v,vi,vii);Vol.XX(iii).

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