

**Learning Outcomes based Curriculum Framework
(LOCF)
for
Assamese (B.A. Honours)**

Under graduate Programme, 2022



DEPARTMENT OF ASSAMESE
COTTON UNIVERSITY, GUWAHATI

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UGC Model Syllabus in LOCF

This syllabus has been prepared as per the UGC Guide lines for preparation of Syllabus in LOCF .

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Part I

1.1 Introduction

Outcome based learning is the principal end of pedagogical transactions in higher education in today's world in the light of exponential changes brought about in science and technology, and the prevalent utilitarian world view of the society. Since humanities is among the most questioned discipline, it is imperative to perspectivise literary studies in Assamese at the UG and PG levels.

Humanities has ever been in crisis in the West, which has impacted social perception beyond the western shores including India, though the Indian mind, before the advent of colonization, related literature to '*kavya satya*' (poetic truth), which was different from other forms of truth, and hence not comparable to others. But humanities, poetry to be precise, has found its defendants in all ages.

The present crisis of humanities emanates from the predominance of science and technology in particular because it contributes to human conditions and comfort in tangible terms and thereby changing the human condition with material inventions. The resultant utilitarian society likes to invest in science and technology because it takes care of provisions for life. Literature, on the other hand, takes care of vision. But its impact is intangible and immeasurable in terms of quantity. Humanities or literary discourse brings about qualitative changes that remain immeasurable, but for its manifestation in human conduct that may be observed and experienced, but not quantified. However, what gets obviated in the process is that both of them *i.e.*, science and technology and humanities-- are complementary, though those fascinated with tangible outcomes do tend to gloss over it. Fortunately, institutions of repute in management, also science and technology have started paying attention to humanities and social sciences, at least symbolically.

To speak of human values in an age in which humanities as a discipline itself is in a state of crisis may appear paradoxical.

1.2 Learning Outcomes-based Approach to Curricular Planning

The fundamental premise underlying the learning outcomes-based approach to curriculum planning and development is that higher education qualifications such as a Bachelor's Degree (Hons) programmes are earned and awarded on the basis of (a) demonstrated achievement of outcomes (expressed in terms of knowledge, understanding, skills, attitudes and values) and (b) academic standards expected of graduates of a programme of study.

The expected learning outcomes are used as reference points that would help formulate graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes which in turn will help in curriculum planning and development, and in the design, delivery and review of academic programmes.

Learning outcomes-based frameworks in any subject must specify what graduates completing a particular programme of study are (a) expected to know, (b) understand and (c) be able to do at the end of their programme of study. To this extent, LOCF in Assamese is committed to allowing for flexibility and innovation in (i) programme design and syllabi development by higher education institutions (HEIs), (ii) teaching-learning process, (iii) assessment of student learning levels, and (iv) periodic programme review within institutional parameters as well as LOCF guidelines, (v) generating framework(s) of agreed expected graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes.

The key outcomes that underpin curriculum planning and development at the undergraduate level include Graduate Attributes, Qualification Descriptors, Programme Learning Outcomes, and Course Learning Outcomes.

The LOCF for undergraduate education is based on specific learning outcomes and academic standards expected to be attained by graduates of a programme of study. However, an outcome-based approach identifies moves way from the emphasis on *what is to be taught* to focus on *what is actually learnt* by way of demonstrable outcomes. This approach provides greater flexibility to the teachers to develop—and the students to accept and adopt—different learning and teaching pedagogy in an interactive and participatory ecosystem. The idea is to integrate social needs and teaching practices in a manner that is responsive to the need of the community. HEIs, on their turn, shall address to the situations of their students by identifying relevant and common outcomes and by developing such outcomes that not only match the specific needs of the students but also expands their outlook and values.

Moreover, it is borne in mind that outcome based curriculum does not obviate fact that the focus is not just on domain knowledge or outcomes only but on processes and approaches to be employed in pedagogical transactions. Processes are as important as the outcome. Else the outcomes would remain confined to the paper.

1.2.1 Nature and Extent of Bachelor's Degree Programme in Assamese Literature (Honours)

- i. Bachelor's Degree (Honours) is a well-recognized, structured, and specialized graduate level qualification in tertiary, collegiate education. The contents of this degree are determined in terms of knowledge, understanding, qualification, skills and values that a student intends to acquire in order to look for professional avenues or move to higher education at the postgraduate level.
- ii. Bachelor's Degree (Honours) programmes attract entrants from the secondary level or equivalent, often with subject knowledge that may or may not be directly relevant to the particular field of study/profession. Thus, BA (Honours) Course in Assamese aims to equip students to qualify for joining a profession or to provide development opportunities in particular employment settings. Graduates are enabled to enter a variety of jobs or to continue academic study at a higher level.
- iii. Qualification descriptors at this level reflect in-depth and specialized knowledge and understanding of their subjects enriched by domain knowledge, student knowledge, critical thinking and effective communication skills. Knowledge at this level includes generic information about what all holders of the qualification are able to do, and the qualities and skills that they have. Courses, therefore, reflect different aspirations of types of students, and skills, learning needs and personal circumstances, needed thereof. Programmes assess not only academic skills but also other skills and attributes including what graduate level education requires, recognizes and accredits in order for the Honours Degree to sync with national standards and be compatible with international practices.
- iv. The attributes and outcomes associated with specialized programmes of study such as BA Honours in Assamese are predominantly comprised of structured learning opportunities. These programmes are devoted to classroom learning, group and individual learning and library and field research projects. The key component in the programme is developing the ability to communicate at different levels, ranging from basic to critical communication.

To complete the programme of study the student needs to demonstrate knowledge of the subject, understanding of one's location, ability to critically appreciate a text or tradition in itself or in relation to others, knowledge of the development of the discipline locally and globally through classroom study, self-study and research of existing literatures and current practices. The critical perspective, thus acquired, helps the student to link the degree to life skills including professional skills and awareness

with an understanding of human and literary value.

1.2.2 Aims of Bachelor's Degree Programme in Assamese Literature (Honours)

The Honours programme in any subject is, in effect, a bridge between secondary and tertiary level education and postgraduate education. So it is important to make the courses in this programme as inclusive and broad as possible even as they also carry the imprints of specialized programmes of study. Honours courses are specialised and remain within the boundaries of accepted and current knowledge. The importance of student research is an integral part of any Honours Programme, particularly the Assamese Honours programme.

The objectives of the LOCF in Assamese, therefore, revisit traditional expectations of teaching and learning Assamese by centre-staging outcomes that are demonstrable through five key attributes: understanding, use, communication, expansion, and application of subject knowledge with a clear awareness and understanding of one's location in the immediate and global environment.

In order to maximize the advantages of LOCF, the objectives are synced to outcomes. So the LOCF document highlights (i) the basic philosophy of teaching Assamese as an Honours subject; (ii) the core objectives of Assamese (Literary Studies and Language through Literature) by way of imparting subject knowledge, life skills, awareness of human values, respect for different locations and life forms, and professional skills; (iii) translation of each skill into demonstrable outcomes in terms of basic and critical communication, social engagement, personal growth and ability enhancement; (iv) application and use of domain knowledge as a bridge to society and the world at large; (v) demonstration of professional awareness and problem solving skills; (vi) demonstration of basic knowledge of digital knowledge platforms; (vi) ability to recognize the professional and social utility of the subject; and (vi) in the process understand, appreciate and imbibe values of life.

The broad objectives of the Learning Outcomes-based Curriculum Framework (LOCF) in Assamese Literature (Honours) can therefore be outlined through the following points:

- **Prospects of the Curriculum:** Formulating graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes that are expected to be demonstrated by the holder of a degree student with Honours in Assamese;
- **Core Values:** Enabling prospective students, parents, employers and others to understand the nature and level of learning outcomes (knowledge, skills, attitudes and human and literary values) or attributes for Assamese Literature (Honours);
- **Bridge to the World:** Providing a framework to see the subject as a bridge to the world in such a way that while recognizing the different conditions in pluralistic

society, the students also are aware of a core of shared values such as (i) a commitment to the knowledge to understand the world and how to make a contribution to it; (ii) development of each person's unique potential; (iii) respect for others and their rights; (iv) social and civic responsibility, participation in democratic processes; social justice and cultural diversity; and (v) concern for the natural and cultural environment;

- **Assimilation of Ability, Balance, harmony and Inclusiveness:** Identifying and defining such aspects or attributes of Assamese Literature (Honours) that a graduate of the subject should be able to demonstrate on successful completion of the programme of study;
- **Frame for National Standards:** Providing a frame of reference for maintaining national standards with international compatibility of learning outcomes of Assamese Literature (Honours) and academic standards to ensure global competitiveness, and to facilitate student/graduate mobility;
- **Pliability:** Formulating outcomes that are responsive to social and technological changes in order that the pedagogy will meet student's needs arising from the changes. LOCF encourages effective use of new technologies as tools for learning and provide a balance between what is common to the education of all students and the kind of flexibility and openness required for education;
- **Pedagogy:** Providing higher education institutions an important point of reference for designing teaching-learning strategies, assessing student learning levels, and periodic review of programmes and academic standards for Assamese Literature (Honours) with shift from domain knowledge to processes of realising the outcomes;
- **Development:** Providing HEIs a developmental approach through LOCF that would accommodate social needs and provide students a clear direction of learning.

The specific objectives of the BA programme in Assamese (Honours) are to develop in the student the ability to demonstrate the following outcomes:

1. Disciplinary Knowledge of Assamese Language, Literature and Cultural Studies
2. Communication Skills
3. Critical Thinking
4. Analytical Reasoning
5. Problem Solving
6. Research-Related Skills
7. Self-Directing Learning
8. Multicultural Competence
9. Values: Moral and Ethical, Literary and Human

10. Digital Literacy

The details are explained in the sections that follow.

1.3 Graduate Attributes

Disciplinary Knowledge:

- a) ability to identify, speak and write about different literary genres, forms, periods and movements
- b) ability to understand and engage with various literary and critical concepts and categories
- c) ability to read texts closely, paying attention to themes, generic conventions, historical contexts, and linguistic and stylistic variations and innovations
- d) ability to understand appreciate, analyze, and use different theoretical frameworks
- e) ability to locate in and engage with relevant scholarly works in order to develop one's own critical position and present one's views coherently and persuasively
- f) ability to situate one's own reading, to be aware of one's position in terms of society, religion, caste, region, gender, politics, and sexuality to be self-reflexive and self-questioning
- g) ability to understand the world, to think critically and clearly about the local and the global through a reading of literatures in translation and in the original, to be a located Indian citizen of the world
- h) ability to see and respect difference and to transcend binaries

Communication Skills:

- a) ability to speak and write clearly in standard, academic Assamese
- b) ability to listen to and read carefully various viewpoints and engage with them.
- c) ability to use critical concepts and categories with clarity

Critical Thinking:

- a) ability to read and analyze extant scholarship
- b) ability to substantiate critical readings of literary texts in order to persuade others
- c) ability to place texts in historical contexts and also read them in terms of generic conventions and literary history

Problem Solving:

- a) ability to transfer literary critical skills to read other cultural texts

- b) ability to read any unfamiliar literary texts

Analytical Reasoning:

- a) ability to evaluate the strengths and weaknesses in scholarly texts spotting flaws in their arguments
- b) ability to use critics and theorists to create a framework and to substantiate one's argument in one's reading of literary texts

Research-Related Skills:

- a) ability to problematize; to formulate hypothesis and research questions, and to identify and consult relevant sources to find answers
- b) ability to plan and write a research paper

Teamwork and Time Management:

- a) ability to participate constructively in class discussions
- b) ability to contribute to group work
- c) ability to meet a deadline

Scientific Reasoning:

- a) ability to analyze texts, evaluating ideas and literary strategies
- b) ability to formulate logical and persuasive arguments

Reflective Thinking:

ability to locate oneself and see the influence of location—regional, national, global—on critical thinking and reading

Self-Directing Learning:

- a) ability to work independently in terms of reading literary and critical texts
- b) ability to carry out personal research, postulate questions and search for answers

Digital Literacy:

- a) ability to use digital sources, and read them critically
- b) ability to use digital resources for presentations

Multicultural Competence:

- a) ability to engage with and understand literature from various nations and reasons and languages

- b) ability to respect and transcend differences

Moral and Ethical Values:

- a) ability to interrogate one's own ethical values, and to be aware of ethical issues
- b) ability to read values inherited in literary texts and criticism *vis a vis*, the environment, religion and spirituality, as also structures of power

Leadership Readiness:

ability to lead group discussions, to formulate questions for the class in literary and social texts

Life-long Learning:

- a) ability to retain and build on critical reading skills
- b) ability to transfer such skills to other domains of one's life and work

1.4 Qualification descriptors for a bachelor's degree with Assamese Honours

The qualification descriptors for the BA (Assamese Hons) programme in Assamese shall be five learning attributes such as understanding, use, communication, expansion, and application of subject knowledge with a clear understanding of one's location. This also involves an awareness on the students' part of differences pertaining to class, caste, gender, community, region, etc. in order that they can transcend these differences with transparency of purpose and thought. The key qualification descriptor for Assamese Honours shall be clarity of communication as well as critical thinking and ethical awareness. Each Honours Graduate in Assamese should be able to

- *demonstrate* a coherent and systematic knowledge and understanding of the field of literary and theoretical developments in the field of Assamese Studies and Assamese Studies in India. This would also include the student's ability to identify, speak and write about genres, forms, periods, movements and conventions of writing as well as the ability to understand and engage with literary-critical concepts, theories and categories
- *demonstrate* the ability to understand the role of literature in a changing world from the disciplinary perspective as well as in relation to its professional and everyday use. While the aspect of disciplinary attribute is covered by the ability of the students to read texts with close attention to themes, conventions, contexts and value systems, a

key aspect of this attribute is their ability to situate their reading, their position(s) in terms of community, class, caste, religion, language, region, gender, politics, and an understanding of the global and the local

- *demonstrate* the ability to think and write critically and clearly about one's role as a located Indian citizen of the world through a reading of Assamese literatures and literatures in translation
- *Communicate* ideas, opinions and values—both literary values and values of life in all shades and shapes—in order to expand the knowledge of the subject as it moves from the classroom to life and life-worlds
- *Demonstrate* the ability to share the results of academic and disciplinary learning through different forms of communication such as essays, dissertations, reports, findings, notes, etc, on different platforms of communication such as the classroom, the media and the internet
- *Recognize* the scope of Assamese studies in terms of career opportunities, employment and lifelong engagement in teaching, publishing, translation, communication, media, soft skills and other allied fields
- *Apply* subject-specific skills in language and literature to foster a larger sense of ethical and moral responsibility among fellow humans in order to see and respect differences in and among various species and life-forms and learn to transcend them

The programme will strengthen the student's ability to draw on narratives that alert us to layers and levels of meaning and differences in situations and complexities of relations. Linguistic and literary competence should help the students identify, analyze and evaluate key issues in the text and around in the world—thematic, contextual, professional, processual—and think of ways to find acceptable and sustainable solutions. Students will have the ability to understand and articulate with clarity and critical thinking one's position in the world as an Indian and as an Indian citizen of the world.

1.5 Programme Learning Outcomes (BA Hons. Assamese)

The programme learning outcomes relating to BA (Hons) degree programme in Assamese:

- demonstrate a set of basic skills in literary communication and explication of literary practices and process with clarity
- demonstrate a coherent and systematic knowledge of the field of Assamese literature and Bhasha literatures in Assamese showing an understanding of current theoretical and literary developments in relation to the specific field of Assamese studies.
- display an ability to read and understand various literary genres and stylistic

variations and write critically

- cultivate ability to look at and evaluate literary texts as a field of study and as part of the wider network of local and global culture
- demonstrate a critical aptitude and reflexive thinking to systematically analyze the existing scholarship and expand critical questions and the knowledge base in the field of Assamese studies using digital resources.
- display knowledge to cultivate a better understanding of values – both literary values that aide us in literary judgment and also values of life at all stages; apply appropriate methodologies for the development of the creative and analytical faculties of students, their overall development of writing, including imaginative writing.
- recognize employability options in Assamese studies programme as part of skill development and as career avenues open to graduates in today’s global world such as professional writing, translation, teaching Assamese at different levels, mass media, journalism, aviation communication and personality development
- channelize the interests of the students and analytical reasoning in a better way and make more meaningful choices regarding career after completion of graduate programme
- to enable students to develop an awareness of the linguistic-cultural richness of India as an important outcome of Assamese literary studies in India

Table I

Program me outcomes	TABLE I : CORE COURSES (14)													
	History of Assamese Literature	History of Assamese Script & Language	Assamese Culture	Assamese Lyrical Composition	Assamese Prose	Assamese Drama	Assamese Poetry	Traditional Indian Criticism	Introduction to Language & Linguistics	Assamese Short Story & Novel	Assamese Grammar & Phonology	Western Criticism	Assamese Literature in Translation	Pali, Prakrit & Apabhhrngsaha Sahitya
The primary programme outcomes include demonstration of subject knowledge, understanding of the field, understanding of literary movements, styles and genres, location, human values, literary sensibility and location														
Values of life and literature	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Systematic knowledge of the field	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Knowledge of literary genres and stylistic variations	√	√	√	√			√		√	√		√	√	
Evaluation of literary texts	√	√	√	√	√	√	√	√	√	√	√	√	√	√

Critical aptitude and reflexive thinking	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Understanding of location	√		√		√									√
Career Options on completion of graduate programme	√	√	√		√	√					√			√
Awareness of the linguistic and cultural richness of India	√		√											√

Relating literary movements to social situations	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Use and application of Digital Knowledge Systems	√	√	√	√	√	√	√	√	√	√	√	√	√	√

Table II: DISCIPLINE SPECIFIC ELECTIVES (ANY FOUR)

Programme outcomes	Study on Special Author in Assamese Literature	Traditional Assamese Textiles and Ornaments	Field study on Socio-Cultural topics in NE India	Study on Tribal language of Assam	Learning Assamese DTP & Short film making	Research Methodology
Relating literary movements to social situations						
Systematic knowledge of the field	√	√	√			
Literary genres and stylistic variations	√	√	√	√	√	√
Evaluation of literary texts	√	√	√	√	√	√
Critical aptitude and reflexive thinking	√	√		√	√	

Respect for human and other species	√	√	√	√	√	√
Awareness of location	√	√	√	√	√	√

TABLE III

Programme outcomes	TABLE III: GENERIC ELECTIVES (ANY FOUR)						
	Assamese Literature, Grammar and Composition	Assamese Thoughtful Prose and Poetry	Assamese Creative Prose: Short Story, Novel & Satire	Assamese Drama & Grammar	Contemporary India: Women and Empowerment	Gender and Human Rights*	Language, Literature and Culture
The primary programme outcomes include application of subject knowledge as a bridge to life in the world, where the focus is on demonstrating one's competence in professional skills. These programme outcomes are directly linked to enhancement of career options/ awareness.							
Skills in communication	√	√	√	√			
Employability options	√	√	√	√			
Basic knowledge of the field	√	√		√	√	√	√
critical aptitude and reflexive thinking	√		√		√	√	√
Understanding of values and cultural difference			√		√	√	√
meaningful choices regarding career after completion of graduate programme	√	√	√	√	√	√	
an awareness of the linguistic-cultural richness of India					√	√	√
social outreach and sharing	√	√	√	√	√	√	√
digital skills and presentation of ideas	√	√	√	√	√	√	√

TABLE IV

Programme outcomes	TABLE IV: ABILITY ENHANCEMENT COURSES [ANY FOUR: 2 CORE*+ 2 ELECTIVE]						
	Environmental Study*	Assamese (MIL) (Assamese Oral & Written Literature)	Writing Skills: Essay and Drama	Learning Process	Language Skills	Creative Writing	Business Communication (Learning of Advertisement making in Assamese)
The primary programme outcomes of these courses include application of subject knowledge to ability enhancement and link directly to career options/ awareness.							
Communication skills		√	√	√	√	√	√
Knowledge of location	√	√	√	√	√	√	√
literary genres and stylistic variations			√				
Creative use of subject knowledge in a professional field	√	√	√	√	√	√	√
critical aptitude and reflexive thinking	√				√	√	
understanding of values	√				√	√	
Professional Skill and employability options	√	√	√	√	√	√	√
Career Options on completion of graduate programme	√	√	√	√	√	√	√
Personal growth and social awareness	√	√		√	√	√	√
digital skills and social outreach	√	√	√		√	√	√
systematic knowledge of the field			√		√		

1.1 The Teaching Learning Process

Learning is a challenging, engaging, and enjoyable activity. Learners should be encouraged to engage in a rigorous process of learning and self-discovery by adopting a highly focused and yet flexible approach to education as opposed to rote learning. Each day learners should be encouraged to focus on key areas of the course and spend time on learning the course fundamentals and their application in life and society. In teaching and learning pedagogy, there should be a shift from domain or conclusions based approach to the experiential or process/es based approach.

The faculty should promote learning on a proportionate scale of 20:30:50 principle, where lectures (listening/hearing) constitute 20 percent of the delivery; visuals (seeing) 30 percent of the learning methods; and experience (doing/participating) 50 percent. This ratio is subject to change as per institutional needs. In order to achieve its objective of focused process based learning and holistic development, the Institution/University may use a variety of knowledge delivery methods:

1.1.1 Lectures

Lectures should be designed to provide the learners with interesting and fresh perspectives on the subject matter. Lectures should be interactive in a way that students work with their teachers to get new insights in the subject area, on which they can build their own bridges to higher learning.

1.5.1 Discussions

Discussions are critical components of learning, and can be used as a platform for students to be creative and critical with old and new ideas. Besides developing critiquing skills, arriving at consensus on various real life issues and discussion groups lead to innovative problem solving and, ultimately to success.

1.5.2 Simulations

Simulations provide students opportunities to understand real life situations and scenarios, and solve challenges in a controlled environment or make use of them in simulating cultural experiences by locating/transposing them in new (local, regional, national and international) situations.

1.5.3 Case Studies:

Real case studies, wherever possible, should be encouraged in order to challenge students to find creative solutions to complex problems of individual, community, society and various aspects of knowledge domain concerned.

1.5.4 Role Playing

Assuming various roles, as in real life, is the key to understanding and learning. Students are challenged to make strategic decisions through role-plays, and to analyze the impact of these decisions. For this purpose, incidents from literary texts may also be used.

1.5.5 Team Work

Positive collaboration in the form of team work is critical in the classroom environment, for which it is necessary to transcend one's prejudices and predilections so as to achieve the desired outcomes. In the process of team work, learners will acquire the skills of managing knowledge acquisition and other collaborative learners, thereby understanding how to incorporate and balance personalities.

1.5.6 Study Tours/Field Visits:

Study Tours/ Field trips provide opportunities to the learners to test their in-class learning in real life situations as well as to understand the functional diversity in the learning spaces. These may include visits to sites of knowledge creation, preservation, dissemination and application. Institutions may devise their own methods to substitute/modify this aspect.

1.6 Assessment Methods

1.6.1 Alignment of Programme Learning Outcomes and Course Learning Outcomes:

The assessment of learners' achievement in BA Assamese (Honours) will be aligned with the following:

- programme learning outcomes (graduate descriptors)
- course learning outcomes (qualification descriptors)
- academic and professional skills suggested in the graduate learning descriptors in the LOCF recommendations (indicated and illustrated in the Learning Outcomes in respect of select courses)

1.6.2 Assessment priorities: Institutions will be required to prioritize formative assessments (in-semester activities including tests done at the department or instructor level) rather than giving heavy and final weightage to summative assessments (end-semester and/or mid-semester tests traditionally done centrally). Progress of learners towards achieving learning outcomes may be assessed making creative use of the following, either independently or in combination: time-constrained examinations (say 1-hour or 2-hour tests); closed-book and

open-book tests (if applicable, rather than doing as a rule); problem based assignments; real life simulations; observation of practical skills (speaking, listening, problem solving within a peer group or a class); individual project reports (case-study or term papers within a given word limit); team project reports; oral presentations, including seminar presentation; viva voce, interviews; computerised adaptive testing for MCQ; peer and self-assessment etc. and any other pedagogic approaches as may be relevant keeping in view the learners' level, credit load and class size.

1.6.3 Diversity in Assessment Methods: Allowing for the diversity in learning and pedagogical methods adopted by different universities and institutions, stakeholders (Academic Councils, Boards of Studies or statutory bodies) are expected to ensure that the objectives of the course(s) are clearly aligned to learning outcomes. It is expected that the curricula developed by institutions will maintain a transparent roadmap of (a) pedagogical methods and priorities and (b) learning outcomes that reflect the weightage points given to different aspects of skills and achievements identified in the recommendations.

1.6.4 Learning Outcomes Index: While devising assessment modes and criteria, institutions may look to gridlock course learning outcomes and programme learning outcomes as indicated in the LOCF (Assamese), and work out ways to assign credit loads and distribute weightage points for each. The following table shows one possible way to develop a Learning Outcomes index for the Programme and the courses.

Table							
Programme Learning outcomes	Courses in BA Honours (Assamese)						
	Course 1	Course 2	Course ...	Course ...	Course ...	Course ...	Course ...
Outcome 1	x	X	x	x	x	X	X
Outcome 2	x		x	x		X	
Outcome ...		X		x	x	X	x
Outcome ...		X		x	x	X	
Outcome ...	x		x		x		x
Outcome ...	x		x		x	x	x
Outcome ...		X		x		x	

1.1.1 Weightage Distribution: In-semester activities may be accorded different weightage points (say for instance, 20: 10: 10: 15: 5 out of 60 percentage points), in terms of activities such as single or group level oral components (20), individual project (10), group project (10), library and research work (15), and punctuality and regularity or any other responsibility indicator (5). Similarly, end-semester or summative assessment methods may include written tests,

either written or in combination with oral components, as may be necessary, keeping in view the class size and the credit load in a given semester. Questions set in the end semester examinations may be a combination of essay type questions, short notes and objective MCQ (multiple choice questions). The credit hour distribution (L-T-O) has to be rationalized accordingly.

1.1.2 Innovation and Flexibility: Within each category, institutions are expected to encourage instructors to bring in innovative and flexible methods to guarantee the fullest realization of Learning Outcomes outlined in the document. All such instructional and assessment requirements must be clearly communicated to all stakeholders at the time of course registration. Any subsequent change or minor modification necessary for fuller realization of learning outcomes must be arranged with due notice and institutional arrangement at the relevant level.

Part II

2.1 Structure of BA (HONS.) in Assamese

Note: For the structure of BA Hons. Assamese, the Syllabus Development Committee of the Department of Assamese of Cotton University has followed the UGC guidelines and included the number of credits per course as suggested in the CBCS document, that is, six credits per course. The Committee is of the opinion that every course other than Core, should be of four credits each.

A. Core Courses: 14 papers (14x6= 84 credits) B. Discipline Specific Electives: 4 papers (4x6= 24 credits) C. Generic Electives: 4 papers (4x6= 24 credits) D. Ability Enhancement Compulsory Courses: 2 papers (2x4=8 credits) E. Skill Enhancement Courses: 2 papers (2x4=8 credits)			
GRAND TOTAL (A+B+C+D): 148 (84+24+24+8+8) credits			
A. CORE COURSES (14)			
Serial No	Title of the Course	Credits: 6 creditseach Total 84 (credit distribution to be decided by institutions as per UGC/CBCS guidelines). [Note: While some courses may requireL (5) T (2) O(0), some other courses may require L (4), T(1), and O (1)]	Credit Hours Distribution L T O L Lectures : 4 /[5]/[4] T Tutorials: 1 /[1]/(0) O Others: 1 /[0]/[2]2[Note: There can bedifferent options depending on the pedagogical and assessment weightage distribution]
1.	History of Assamese Literature	6	

	(From Oral to <i>Arunodoy</i> Period)		
2	History of Assamese Script & Language	6	
3	Assamese Culture	6	
4	Assamese Lyrical Composition	6	
5	Assamese Prose	6	
6	Assamese Drama	6	
7.	Assamese Poetry	6	
8.	Traditional Indian Criticism	6	
9	Introduction to Language & Linguistics	6	

10.	Assamese Short Story & Novel	6	
11.	Assamese Grammar & Phonology	6	
12.	Western Literary Criticism	6	
13.	Indian Literature in Translation: Hindi, Bengali, Odia and Manipuri	6	
14.	Pali, Prakrit & <i>Apabharmsha</i> : Language & literature	6	

B. DISCIPLINE SPECIFIC ELECTIVES (ANY FOUR)

	Course title	Credits 24 (4x6) 6 credits each (credit distribution to be decided by institutions as per CBCS guidelines). [Note: While some courses may require L (5) T (2) O(0), some other courses may require L (4), T (1), and O (1)]	Credit Hours Distribution L T O L Lectures : 4 /[5]/[4] T Tutorials: 1 /[1]/(0) O Others: 1 / [0]/[2]2[Note: There can be different options depending on the pedagogical and assessment weightage distribution]
1	Study on Special Author in Assamese Literature	6	
2	Traditional Assamese Textiles and Ornaments	6	
3	Field study on Socio-Cultural topics in NE India	6	
4	Study on Tribal language of Assam (Field Study based)	6	
5	Learning Assamese DTP & Short film making	6	
6	Introduction to Research Methodology	6	

C. GENERIC ELECTIVES (ANY FOUR)

	Course Title	Credits 24 (4x6) 6 credits each (credit distribution to be decided by institutions as per	Credit Hours Distribution L T O L Lectures : 4 /[5]/[4]
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		CBCS guidelines). [Note: While some courses may require L (5) T (2) O(0), some other courses may require L (4), T (1), and O (1)]	T Tutorials: 1 /[1]/(0) O Others: 1/[0]/[2]2[Note: There can be different options depending on the pedagogical and assessment weightage distribution]
1	Assamese Literature, Grammar and Composition	6	
2	Assamese Thoughtful Prose and Poetry	6	
3	Assamese Creative Prose: Short Story, Novel & Satire	6	
4	Assamese Drama & Grammar	6	
5	Gender and Human Rights*	6	

D. ABILITY ENHANCEMENT COURSES (COMPULSORY) TWO COURSES

	PAPER TITLES	Credits 8 (2x4)	Credit Hours L T O [To be devised by institutions]
1	Environmental Study	4	
2	Assamese/MIL Communication	4	

E. SKILL ENHANCEMENT COURSES (ANY TWO)

	Course Titles	Credits 8 (2x4)	Credit Hours L T O [To be devised by institutions]
1	Writing Skills: Essay and Drama	4	
2	Learning Process	4	
3	Language Skills	4	
4	Creative Writing	4	
5	Business Communication (Learning of Advertisement making in Assamese)	4	

2.2 Syllabus in Detail:

UG First Semester Paper: ASM 101C History of Assamese Literature

[From Oral Literature to Orunodoi Period]

[This paper aims to introduce the background and history of Assamese literature from its Oral stage to Orunodoi period]

Credits: 6

Unit I: Oral Literature: Introduction, Characteristics and Classification

Unit II: Caryyapada: Its Philosophy, Characteristics and Portrayal of Society

Unit III: Literature of Pre-Sankardeva Period:
Writers of that Period, Their Literary Works and Characteristics in Brief

Unit IV: Literature of Sankardeva Period:
Vaishnava Literature: Brief Introduction to the Vaishnava Writers, Their Literary Works and Characteristics
Panchali Literature: Brief Introduction to the Panchali Writers, Their Literary Works and Characteristics

Unit V: Literature of Post- Sankardeva Period:
Charit-Sahitya: Introduction, Characteristics and Portrayal of Society
Buranji-Sahitya: Introduction, Characteristics and Portrayal of Society
Byavaharik-Sahitya: Introduction, Characteristics and Portrayal of Society

Unit VI: Orunodoi Period:
A Descriptive Analysis of the Contributions of the Christian and non- Christian Writers to Assamese Language and Literature .

Reference Books:

Asomiya Sahityar Samikshatmak Itibritta : Satyendranath Sarma

Asomiya Sahityar Ruprekha : Maheswar Neog

Caryyapada : Parikshit Hazarika

Asomiya Sahityar Buranji (Vol.II) : Sivanath Barman (ed.)

Asomiya Sahityar Buranji (Vol. VI) : Homen Borgohain (ed.)

Asomiya Sahityar Purnanga Itihas : Harinath Sarma Doloi

Caryapada Aru Baudhdhantra : Pranabjyoti Deka
Sukavi Narayanadeva Birachita Padma

Puranar Bhashatattvik Bishlesana : Dipanjali Das Goswami

Orunodoi Dhalphat : Birinchi Kumar Barua (ed.)

Orunodoi : Prasenjit Choudhury

Paper: ASM102C

History of Assamese Script and Language

[This paper aims to understand the development of Assamese script and language from rock inscriptions to modern Assamese language]

Credits: 6

Unit I: Concept of Script and Development of Brahmi Lipi

Unit II: Origin and Development of Assamese Script from 5th Century AD to 19th Century

Unit III: Assamese Language: Language of Rock Inscriptions and Shashanawali

Unit IV: Early Assamese Language: Linguistic Analysis of Mantra Sahitya, Caryyapada, Sri Krishna Kirtan, Literature of Pre- Sankardeva Period and Sankardeva period

Unit V: Medieval Assamese Language: Linguistic Analysis of Buranji Sahitya, Charit Sahitya and Byavaharik Sahitya

Unit VI: Modern Assamese Language: Linguistic Analysis of the Language

(a) From 1846 to Jonaki Period

(b) From Post-Jonaki Period to Second World War

(c) From Post-Second World War to the Beginning of 21st Century

Reference Books:

Asomiya Bhashar Udbhav Samridhi Aru Vikas: Upendra Nath Goswami

Biswalipir Bhumika : Narayan Chandra Das

Asomiya Lipi : Upendra Nath Goswami

Assamese: Its Formation and Development : Banikanta Kakati

Prabandha Palla : Kalpana Sarma

Paper: GE1-ASM103E
Assamese Literature, Grammar and Composition

[This paper attempts to give a general idea of Assamese Literature, Grammar and Composition]

Credits: 6

Unit I: Division of Eras in Assamese Literature

Unit II: Poem

- | | |
|---|-----------------------|
| a) Hanumanar Sita Anweshan | : Madhav Kandali |
| b) Jaya Jaya Jadava... Sankara Ehu Abhilaashi | : Srimanta Sankardeva |

Unit III: Essay

- | | |
|------------------------------|-------------------|
| a) Abhash | : Miles Bronson |
| b) Shikshar Itihas aru Satra | : Hem Ch. Goswami |

Unit IV: Short Story

- | | |
|-------------|------------------------|
| a) Ghunucha | : Sarat Ch. Goswami |
| b) Sendur | : Bhabendranath Saikia |

Unit V: Imitative Word, Similar Word, Reduplication, Expansion and Precis writing

Unit VI: Essays (about Literature, Culture, Sports, Science, Current Events etc.)

Text Books:

- | | |
|----------------------|-----------------------|
| Galpanjali | : Sarat Ch. Goswami |
| Saptakanda Ramayana | : Madhav Kandali |
| Sanchayan | : Maheswar Neog (ed.) |
| Snatakar Kathabandha | : Maheswar Neog (ed.) |

Sendur : Bhabendranath Saikia

Reference Books:

Asomiya Byakaranar Moulik Bichar : Golok Ch. Goswami
Madhav Kandalir Ramayan : Sashi Sarma
Bargeet : Bapchandra Mahanta
Adhunik Galpa Sahitya : Trailokyanath
Goswami
Asomiya Cutigalpar Adhyayana : Prahlad Kr. Baruah
Galpa Prasanga Aru Asomiya Galpa Sahitya : Parag Kr. Bhattacharya

Paper: ASM104 (AECC-1)

Assamese Oral Literature, Proverbs and Folktales

[This paper aims to introduce the students with Assamese Oral Literature]

Credits: 2

Unit I: Assamese Oral Literature: Introduction, Definitions and Characteristics

Unit II: Assamese Proverbs and Folktales

Reference Books:

Asomiya Sahityar Samikshatmak itibritta: Satyandranath Sarma
Asomiya Sahityar Ruprekha: Maheswar Neog
Asomiya Loksahityar Ruprekha : Leela Gogoi

Asomiya Janasahitya

: Prafulla Dutta Goswami

Prabaad Prabochon

: Chakreswar Das

Loka Sanskriti

: Nabin Ch. Sarma

UG Second Semester

Paper: ASM201C Assamese Culture

[This paper aims to introduce the basic concept of Assamese culture and ethnic communities of Assam with special reference to Bodo, Rabha, Karbi and Mising]

Credits: 6

Unit I: Culture: Various Approaches

Unit II: Assamese Culture: Folk and Elite Traditions

Unit III: Ethnicity and Ethnic Communities of Assam and Their Contributions to Assamese Culture [With Special reference to Bodo, Rabha, Karbi and Mising]

Unit IV: Sociological Aspects of Assamese Culture

Unit V: Religious Aspects of Assamese Culture

Unit VI: Assamese Culture: Tradition, Influences and Changes

Reference Books:

Asamar Loka Sanskriti

: Birinchi Kumar Baruah

Asamar Loka Sanskriti

: Nirmal Prava Bordoloi

Loka Sanskriti

: Nabin Ch. Sarma

Asomiya Loka Sanskritir Abhash

: Nabin Ch. Sarma

Asomiya Janasahitya

: Prafulla Dutta

Goswami Loka Sanskritir Tattwarup o

Swarup Sandhan

: Tushar Chattopadhyay

Folk Culture and Oral Tradition	: S.L. Srivastava
Asamar Janajati Bhattacharj(ed.)	: Pramod Ch.
Asamar Sanskriti	: Leela Gogoi
Asomiya Sanskriti Sangrakshan Aru Anyanya	: Bhuban Mohan Das

Paper: ASM202C
Assamese Lyrical Compositions

*[This paper aims to introduce the background and characteristics of Assamese lyrical poetry
with selected texts from various categories]*

Credits: 6

Unit I: A Brief Introduction to Assamese Lyrical Poetry, Its Kinds and Characteristics

Unit II: Oral Poetry:

Texts:

- | | |
|-------------------------|---------------------------------------|
| a) Bihu Geet
verses) | : Bohagi (First Chapter from 1 to 33 |
| b) Goalporia Lokageet | : Are o moishal moisher daphadar Bhai |

Unit III:

Charyapada

Texts

:

- | | |
|--|--------------------|
| a) Sone Bharili Karuna Nawee | : Kambalambarapada |
| b) Nagara Bahiri Re Dombi Tuhari Kuria | : Kahnupada |

Unit IV: Lyrical Poetry of

Medieval Period:Part- I

: Vaishanava

literature Texts:

a) Pawe Pori Hori : Srimanta Sankardeva

b) Kanair Kamala Mukha : Madhabadeva

Unit V: Lyrical Poetry of Medieval Period:
Part- II : *Pachali* Literature

Texts:

Har-Parbatir Bibaha : a) Mankar Ki Kore Rhishir Ghor... Mankare Chinti Bageswari
b) Sitak Napai Ramar Bilap : Durgabar Rama Aila Re.... Kabi Durgabara Dase Bhane

Unit VI: Lyrical Poetry of Modern Period: Texts:

a) Luitor Parore Ami Deka Lora : Jyoti Prasad Agarwala

b) Jonakare Rati Asomire Mati : Bhupen Hazarika

Text Books:

Bohagi : Nakul Ch. Bhuyan

Goalporiya Lokageet Sanchayan : Birendra Nath Dutta (ed.)

Caryyapada : Parikshit Hazarika

Manasa Kavya : Shashi Sarma (ed.)

Geeti Ramayana : Shashi Sarma (ed.)

Bargeet : Shantanu Koushk Baruah (ed.)

Asamor Suwadi Suriya Geet : Arun Lochan Das

Reference Books:

Asomiya Sahityar Samikhyatmak Itibritta : Satyendranath Sarma

Asomiya Sahityar Ruprekha : Maheswar Neog

Asomiya Sahityat Dristipat : Hemanta Kr. Sarma

Bargeet : Bapchandra Mahanta

Caryageetikosh	: Nil Ratan Sen (ed.)
Goalporiya Lokageet	: Dhiren Das
Monkari Aru Durgabori Manasha Kavya: Birinchi Kumar Barua and Satyendranath Sarma (eds.) Asomiya Kahini Kavyar Prabah	: Satyendranath Sarma
Cinta Prapancha	: Malini Goswami
Adhunik Asomiya Sangeetar Itihas	: Loknath Goswami

Paper: GE2-ASM203E
Assamese Thoughtful Prose and Poetry

*[The aim of this paper is to introduce the students with Assamese thoughtful prose and poetry
with references to a few selected texts]*

Credits: 6

Unit I: a) Sri Krishnar Purbarag	: Srimanta Sankardeva
b) Ramar Bon Gomon	: Raghunath
Mahanta(Katha Ramayanar Pora)	
Unit II: a) Englandor Bivoron	: Anandaram Dhekial Phukan
b) Mor Jibon Sowaran	
(Dvitiya Bhag , Astam Adhya)	: Lakshminath Bezbaroa
Unit III: a) Jibanar Amiya	: Satyanath Bora
b) Sahitya Aru Manavatabad	: Hiren Gohain
Unit IV: a) Hena Suni Prahlade... Kora Narayan	: Hem Saraswati(Prahlad Charitar Pora)
b) Ghumoti Jayore...Dakibola Hari Hari	: Sridhar Kandali(Kankhowa)

Unit V: a) Atitok Jowahe Pahori : Jatindranath Duwara

b) Bishwaharan : Ratna Kanta Borkakati

Unit VI: a) Asarthak : Devakanta Barua

b) Mamatar Chithi : Hem Baruah

Text Books:

Hiren Gohain Rachanawali (Vol. I & II) : Sonit Bijoy Das and Munin Bayan (eds.)

Snatakar Kathabandha : Maheswar Neog (ed.)

Sanchayan : Maheswar Neog (ed.)

Reference Books:

Kramabikashat Asomiya Kathasaili : Prafulla Kotoky

Kabi Aru Kabita : Nanda Talukdar

Asomiya Sahityar Samikshatmak Itibritta : Satyendranath Sarma Asomiya Gadya Sahityar

Gatipath : Harinath Sarma Doloi

Paper: ASM204 (AECC)

Essay and Drama

[This paper aims to introduce the various essays, belle's letter and travelogue from different periods of Assamese literature for understanding the different prose compositions]

Credits: 4

Unit I: Essays

1. Science Literature: Baijnanik Manasikata : Dinesh Chanrda Goswami

2. Travelogue: Mekong Noi Dekhilo, First Chapter : Hem Baruah

3. Belles Letter: Mahanagar Guwahati, 2008 : Bhadra Bora

Unit II: Drama

Ejak Jonakir Jilmil : Bhabendranath Saikia

Text Books:

Baijnanik Mon, Baijnanik Cinta	: Dinesh Ch. Goswami
Bhadra Bora Nirbacita Rochana	:
Asom Bani(Pratham Khanda Mukali Duchinta)	
Ejak Jonakir Jilmil	: Bhabendranath Saikia
Mekong Noi Dekhilu	: Hem Barua

Reference Books:

Asomia Sahityar Samikshatmak Itibritta	: Satyendranath Sarma
Asomia Sahityar Ruprekha	: Maheswar Neog

Third Semester

Paper: ASM301C

Assamese Prose

[This course will give a general idea about the development of Assamese prose from Its early period to contemporary times]

Credits: 6

Unit I: Origin and Development of Assamese Prose: Historical Introduction

Unit II: Old Assamese Prose: Recommended Text:
Bishad-Jog : Bhattadeva (Katha-Gita)

Unit III: Medieval Assamese Prose: Recommended Text:
Swargadeu Sukapha [Assam Buranji, Surya Kumar Bhuyan (ed.)]

Unit IV: Modern Assamese Prose: Orunodoi

Period Recommended Text:

Srijut Brown Sahabor Patra [Orunodoir Dhalphat, Birinchi kumar Barua (ed.)]

Unit V: Modern Assamese Prose: Jonaki and Post- Jonaki

Periods Recommended Texts:

- 1) Hanhi : Lakshminath Bezbaroa (Kripabar Barbaruar Bhabar Burburoni)
- 2) Neerav Sadhana : Banikanta Kakoti [Banikanta Chayanika, Maheswar Neog (ed.)]

Unit VI: Modern Assamese Prose: Contemporary

Period Recommended Texts:

- 1) Asomiya Sahityat Jug Parivartan : Hiren Gohain [Hiren Gohain Rachanawali, Vol.I, Sonit Bijoy Das and Munin Bayan (eds.)]
- 2) Brahmaputra Upatyakat Manuh : Nagen Saikia (Asomiya Manuhar Itihas, Nagen Saikia)

Reference Books:

- Asomiya Katha Sahitya : Birinchi Kumar Barua
- Natun Poharot Asomiya Sahityar Buranji : Dimbeswar Neog
- Asomiya Sahityar Buranji (Vol.I) : Bisweswar Hazarika
(ed.)
- Asomiya Sahityar Buranji (Vol.II) : Sivanath Barman (ed.)
- Asomiya Sahityar Buranji (Vol. VI) : Homen
- Borgohain(ed.) Asomiya Sahityar Samikshatmak Itibrittwa :
- Satyendranath Sarma Asomiya Sahityar Ruprekha : Maheswar
Neog
- Asomiya Sahityat Dristipat : Hemanta Kumar Sarma
- Asomiya Sahityar Chamu Buranji : Jatindranath Goswami
- Asomiya Sahitya : Hem Barua
- Asomiya Gadya Sahityar Gatipath : Harinath Sarma Doloi
- Kramabikasat Asomia Kathasailee : Prafulla Katak
- Adhunik Asomiya Sahityar Parichay : Lila Gogoi
(ed.) Asomiya Buranji Sahityar
- Bislesanatmak Adhyayan : Uttam Chandra Pathak
- Adhunik Galpa Sahitya : Trailokyanath Goswami
- Chintar Abhas : Prahlad Kumar Barua
- Sahitya Samiksha : Rabindra Chandra Bora

Paper: ASM302C Assamese Drama

[This course aims to introduce a general idea of Assamese drama and its origin and development with special reference from Sankardeva's Ankiya Nats to modern Assamese drama]

Credits: 6

Unit I: Assamese Drama: Origin, Development and Classification

Unit II: Ankiya Nat:

(i) Origin and Characteristics

(ii) Text: Parijat Haran : Sri Sri Sankaradeva

Unit III: Post- Sankardeva Drama:

(i) Characteristics of the Post -Sankardeva Drama

(ii) Text: Kangsa Badha : Ramcharan Thakur

Unit IV: A Brief History of Modern Assamese Drama and Its Trends

Unit V: Text: Karengar Ligiri : Jyoti Prasad Agarwala

Unit VI: Assamese Theatrical Movements by the Amateur and Non- Amateur Groups

Text Books:

Ankawali : Kaliram Medhi (ed.)

Karengar Ligiri : Jyoti Prasad Agarwala

Reference Books:

Asomiya Natya Sahitya : Satyendranath Sarma

Natya Sahityar Jilingani : Harish Ch. Bhattacharya

Tragedy Bichar : Sailen Bharali

Natak Aru Abhinay Prasanga : Satya Prasad Baruah

Asomiya Natak: Parampara Aru Parivartan : Paramananda Rajbongshi

(ed.)Asomiya Natak: Swarajottar Kal : Sailen Bharali

Paschatya Natya Prasanga : Parag Kumar Bhattacharya

Paper: ASM303C Assamese Poetry

[This course aims to introduce the idea of different types of Assamese poetry by selecting texts from different eras of Assamese Literary History]

Credits: 6

Credits: 6

Unit I: Texts:

1. Prabhatila Nisha... Kisho Vasundara : Bholanath
Das(Sita Haran Kavyar Pora)
2. Purnimar Ratiloi Cai : Kamalakanta Bhattacharya

Unit II: Texts:

1. Bhram : Lakhminath Bezbaroa
2. Phula Sariyoh Dora : Chandra Kumar Agarwala

Unit III: Texts:

1. Dinkana : Mofizuddin Ahmad Hazarika
2. Shehat Duyoti Ekate Leen : Jatindranath Duwarah

Unit IV: Texts:

1. Kiba Jen Nai Nai : Jamuneshwari Khataniar
2. Garhgaon : Binanda Chandra Baruah

Unit V: Texts:

1. Aita : Hem Baruah
2. Eta Premor Padya : Nabakanta Baruah

Unit VI: Texts:

1. Sonali Samay : Lutfu Hanum Salima Begum
2. Barashun : Kushal Dutta

Text Books:

Sanchayan : Maheshwar Neog (ed.)

Jnanmalini : Mafijuddin Ahmad Hazarika

Abhiyan Aru Annyannya Kabita : Dharendra Ch.Dutta

Hem Baruar Kobita : Mahendra Bora (ed.)

Tarun Prajanmar Kabita : Harekrishna Deka (ed.)

Reference Books:

Adhunik Asamiya Kabitar Tinita Star : Malini Goswami and Kamaluddin Ahmed (eds.)
Chandra Kumar Agarwala : Kabin Phukan

Kabi Aru Kabita : Nanda Talukdar

Asamiya Kabita : Karabi Deka Hazarika

Callishar Dashakar Asomia Kabita: Eti Samiksha : Maheswar Kalita

Sahitya Barnali: Nurul Islam Saikia (ed.)

Sahitya Chinta Bichitra: Nurul Islam Saikia (ed)

Paper:GE-3: ASM304E
Assamese Creative Prose (Short Story, Novel and Satire)

[This paper attempts to familiarize the students with Assamese creative prose in terms of short story, novel and satire]

Credits: 6

Unit I: Origin and Development of Assamese Short Story

Unit II: Doctor : Lakshminath Phukan
Aprakashar Bedana : Munin Borkotoki

Unit III: Origin and Development of Assamese Novel

Unit IV: Dantal Hatir Unye Khowa Howda : Mamoni Raisom Goswami

Unit V: A Brief History of Assamese Satirical Writings

Unit VI: Ati Adhunik Asamiya Kabitar Patoni : Kumar Sri Madhusudan

Text Books:

Asomiya Galpa Sankalan (Vol.I) : Homen Borgohain (ed.)
Dantal Hatir Unye Khowa Howda : Mamoni Raisom Goswami
Kimasarjyam : Kumar Sri Madhusudan

Reference Books:

Adhunik Galpa Sahitya : Tailokyanath Goswami
Asomiya Cutigalpar Adhyayan : Prahlad Kr. Baruah
Cutigalpa : Uday Dutta
Asomiya Upanyasar Bhumika : Satyandranath Sarma
Esha Basarar Asomiya Upanyas : Nagen Thakur (ed.)
Rupar Piyola : Nazma Mukherjee (ed.)

Paper: ASM305(SEC1)

Learning Process

[For the skill and enhancement Programme, this paper will provide basic knowledge of Computer Application and the role of teachers and students in learning]

Credits: 2

Unit I: Role of the Teacher and Learner

Unit II: Process of Learning: Observation, Demonstration, Exploration, Analysis and Multiple Interpretation

Reference Books:

Computer for Beginners : V.P. Jagi and S. Jain

Methods and Techniques of Learning : Kocher

Teaching Technology : R. A. Shar

Fourth Semester

Paper: ASM401C Traditional Indian Criticism

[This paper aims at introducing the basic concepts of Eastern Criticism]

Credits: 6

Unit I: History of Indian Criticism and its Trends

Unit II: Dhvani: Concept, Evolution and Application

Unit III: Rasa: Concept, Different Types of Rasa and their Application

Unit IV: Vakrokti, Guna and Riti : Concept, Characteristics and Their Application

Unit V: Metre : General Introduction, Definition of Metre, Jati, Parva, Caran and Antyamil

Special types of Assamese Metre : Pada, Sabi, Dulari, Lechari, Jhumura and Muktak
Sanda(Blank Verse)

Unit VI: Figure of Speech: Introduction and Its Necessity in

PoetrySabdalankara : Anuprasha, Slesh and Jamak

Arthalankara : Upama, Rupak and Vakrokti

Reference Books:

Sahitya Bidya Parikrama	: Tirthanath Sarma
Sahityar Saj	: Sonapati Devasarma
Asomiya Kabitar Sanda	: Mahendra Bora
Sahitya Prabesh	: Harinath Sarma Doloi
Nandantattva : Prachya Aru Pashcatya	: Trailokyanath
GoswamiSahitya Darshana	: Manoranjan Sastri

Dhvani Aru Rasatattva : Mukunda Madhav Sarma

Paper: ASM 402C

Introduction to Language and Linguistics

[This Paper aims at introducing the basic concepts of language and linguistics]

Credits: 6

Unit I: Language: Definition, Origin, Nature, Scope, Characteristics, Structure and Language Family

Unit II: Language Variation: Code, Idiolect, Dialect, Sociolect, Register, Standard Language, Pidgin and Creole

Unit III: Linguistics: Definition, Nature, Scope, Is Linguistics a Science, Linguistics and Related Fields

Unit IV: Linguistic Levels: Study and Sections- Phonetics, Morphology, Syntax and Semantics

Unit V: Branches of Linguistics: Descriptive Linguistics, Historical Linguistics, Comparative Linguistics, Sociolinguistics, Psycholinguistics and Applied Linguistics

Unit VI: Dialects of Assamese: Regional Dialects, Social Dialects and Ethnic Dialects

Reference Books:

Language and the Study of Language	: William Dwight Whitney
Foundations of Language	: Louis H. Gray
Language	: Leonard Bloomfield
Language- An Introduction to the Study of Speech	: Edward Sapir
Language A Linguistic Introduction to History	: J. Vendryes
Language Its Nature, Development and Origin	: Otto
Jespersen A Short History of Linguistics	: R.H. Robins
An Introduction to Descriptive Linguistics	: H. A. Gleason
Linguistics	: David Crystal
Dialects	: Peter Trudgill
Sociolinguistics	: Peter Trudgill
An Introductory Textbook of Linguistics and Phonetics	: R.L. Varshney

Pidgins and Creoles	: Loreto Todd
Bhasa Bijnan	: Bholanath Tiwari
Sadharan Bhasa Vijnan O Bangla Bhasa	: Rameswar Shaw
Bhasa Bijnan	: Upendra Nath Goswami
Asomiya Bhasar Upabhasa	: Upendra Nath Goswami
Prayog Bhasa Bijnanar Ruprekha	: P.N. Dutta Baruah
Asomiya Aru Asomor Bhasa-Upabhasa	: U. R. Hakacham
Upabhasa Bijnan	: Dipankar Moral
Asomiya Bhasa	: Bhimakanta Barua
Bhasa Bijnanr Bhumika	: Ramesh Pathak
Upabhasa Bijnar Bhumika	: Ramesh Pathak
Dhwani Bijnanar Bhumika	: Golok Chandra Goswami
Bhasar Tattva Katha	: Nahendra Padun (ed.)
Bhasa Bijnanar Itihas	: Champakali Talukdar
Bhasa Baibhav	: Assamese Department, Cotton College

Paper: ASM403C
Assamese Short Story and Novel

[This paper aims at introducing the development of Assamese short story with some selected texts of different authors]

Credits: 6

Unit I: Assamese Short Story: Its Origin, Development and Characteristics

Unit II: *Texts:*

1. Mukti : Lakhminath Bezbaroa
2. Re Bare Bhai : Haliram Deka

Unit III: *Texts:*

1. Dupariya : Saurav Kumar Chaliha
2. Premgatha : Manorama Das Medhi

Unit IV: Assamese Novel: Its Origin, Development and Characteristics

Unit V: Garama Kunwori : Nabakanta Baruah

Unit VI: Swarnalata : Tilottama Mishra

Recommended Texts:

1. Bezbaroa Rachanawali (Vol. II) : Nagen Saikia (ed.)
2. Asomiya Galpa Sankalan (Vol.I) : Homen Borgohain (ed.)
3. Saurav Kr. Chalihar Rachana Samagra : Sonit Bijoy Das(ed.)
4. Premgatha : Manorama Das Medhi
5. Garama Kunwari : Nabakanta Baruah
6. Swarnalata : Tilottama Mishra

Reference Books:

- Asomiya Chutigalpar Adhyayan : Prahlad Kr. Baruah
Chutigalpa : Uday Dutta
- Asomiya Lekhikar Galpot Shilpa Chetana: Kalpana Sarma Kalita
Asomiya Galpa Sahitya :Trailokyanath Goswami

Adhunik Asomiya Sahityar Parichay	: Lila Gogoi
Asomiya Sahityar Buranji (Vol.VI)	: Homen Borgohain (ed.)
Asomiya Upanyasar Bhumika	: Satyendranath Sarma
Asomiya Upanyasar Itihas	: Govinda Prasad Sarma
Post- War Assamese Novel	: Umesh Deka
Esha Basarar Asomiya Upanyas	: Nagen Thakur (ed.)
Upanyas: Bichar Aru Bishleson	: Sailen Bharali
Upanyas Aru Asomiya Upanyas	: Gobinda Prasad Sarma

Paper: GE4-ASM404E
Assamese Drama and Grammar

[This paper aims to provide a general idea of Assamese drama and grammar of the Assamese language]

Credits: 6

Unit I: Assamese Drama: Its Origin and Development

Unit II: Text:

Arjun Bhanjan : Madhavadev

Unit III: Text:

Nayika Natyakar : Satyaprasad Baruah

Unit IV: Elements of Language: Phone, Morph, Word, Sentence and Meaning

Unit V: Elements of Assamese Grammar: Person, Number, Gender, Affix, Case, Root and Verb

Unit VI: Assamese Syntax

Text Books:

Ankawali : Kaliram Medhi (ed.)

Nayika Natyakar : Satyaprasad Baruah

Reference Books:

Asomiya Byakaranar Moulik Bichar : Golok Chandra

GoswamiAsomiya Bhasar Byakaran : Upendra Nath

Goswami

Asomiya Natya Sahitya : Satyendranath Sarma

Paper: ASM 405(SEC2)

Language Skills

[This paper aims at the basic knowledge of development of language skills, principles of learning mother tongue or first language with special reference to the Assamese language]

Credits: 2

Unit I: Developing the Fundamental Language Skills:

Listening, Speaking, Reading, Writing and Communication

Unit II: Principles of Learning Mother Tongue or First Language:

The Process of Acquiring Mother Tongue or First Language, Importance of Mother Tongue or First Language, Sound System, Spelling System and Standard Language and Dialect

Reference Books:

Elements of Language Development Skills	: Lee Odell
Spelling, Language Skills	: Frank Marjorie
English Language Communication Skills	: Urmila Rai
Learning the Mother Tongue	: Clare Painter
Foreign Language and Mother Tongue	: Istvan Kecskes, Tunde Papp
Second Language Acquisition Gass	: An Introductory Course: Susan M.
Language Learning Strategies in LewisIndependent Setting	: Stella Hurd, Tim
Asomiya Bhasa Sikshan Paddhati	: Madan Sarma
Asomiya Bhasar Uchcharan	: Golok Ch. Goswami

Asomiya Akhar Jotani Samiksha	: Golok Ch. Goswami
Asomiya Bhashar Udbhav Samriddhi Aru Vikash	: Upendra Nath
GoswamiUpabhasha Bijnan	: Dipankar Moral
Bhasa Aru Bhasa Sikshar Swarup	: P.N. Duttabaruah

U.G. 5th Semester

Paper: ASM501C
Assamese Grammar and Phonology

[This paper aims to introduce the background, history and concept of Assamese grammar]

Credits: 6

Unit I: History of Assamese Grammar, Phonological Study and Rules of Phonetic Changes

Unit II: Phonology of Assamese: The Phonemes, Vowels and Consonants, Tables and Distribution, Allophones of Consonants, Stress, Juncture, Tone and Intonation

Unit III: Morphology of Assamese: The Morphemes, Classes of Morphemes, Derivation and Inflection

Unit IV: Vocabulary of Assamese: Sources of Assamese Words, Aryan, Non- Aryan, Loan Words, Coined Words

Unit V: Semantics of Assamese: Semantic Change, Synonym of Assamese, Antonym, Hyponym, Briefing, Influence of other Language

Unit VI: Syntax of Assamese: A General Note, Utterance and Its Parts, Constituent Analysis

Reference Books:

Structure of Assamese	: Golok Chandra
Goswami Assamese: Its Formation and Development	: Banikanta Kakati
Asomiya Byakaranar Moulik Bichar Goswami	: Golok Chandra
Adhunik Bhasa Bijnan Porichay	: Phanindra Narayan Dutta Barua
Asomiya Byakaran Aru Abhidhanar Itihas	: Champakali Talukdar

Paper: ASM502C
Western Criticism

[This paper aims to introduce the background, history and concept of Western Criticism]

Credits: 6

Unit I: History of Western Criticism and Its Trends

Unit II: Selected Study on Western Critics:

Aristotle, S.T. Coleridge, T.S. Eliot and Terry Eagleton

Unit III: Poetry and Drama: Definitions, Types and Characteristics

Unit IV: Novel and Short Story: Definitions, Classifications and Characteristics

Unit V: Essay: Definitions, Types and Characteristics

Unit VI: Art and Literature: Their interrelationships and interapplicability

Reference Books:

Nandantatta-Prachya Aru Pachatya : Trailokyanath Goswami

Sahitya Upakramanika : Mahendra Bora

Sahitya Bichar : Rammal Thakuria

Upanyas Aru Asomiya Upanyas : Gobinda Prasad Sarma

An Introduction to the Study of Literature : W.H. Hudson

A Short History of Literary Criticism : Vernon Hall

A History of Literary Criticism : Harry Blamire

Paper: ASM503E

Special Author: Bhabendra Nath Saikia/ Nabakanta Barua

[This paper aims at an overall study about the contributions of any of the two distinguished authors of modern Assamese Literature, Nabakanta Barua and Bhabendra Nath Saikia]

Credits: 6

Unit I: Life and Literary Works of the Author

Unit II: Poem/Short Story

(a) *He Aranya, He Mahanagar*

(b) *Palas or Endur*

(c) *Foundation*

Unit III: Children Literature

Akharar Jakhala or Tomalokar Bhal Haok

Unit IV: Nabakanta Barua as a Novelist

Or

Bhabendra Nath Saikia as a Dramatist

Unit V: Contributions of Nabakanta Barua towards Assamese Translation Literature

Or

Contributions of Bhabendra Nath Saikia towards the Assamese Movies

Unit VI: Trends Introduced by *Nabakanta Barua/ Bhabendra Nath Saikia* into Assamese Literature

Reference Books:

Nabakanta Baruar Gan Aru Kobita

Samagra Nabakanta Baruar Shisu Sahitya

Samagra Dr. Bhabendra Nath Saikiar

Galpa Samagra

Dr. Bhabendra Nath Saikiar Upanyas Samagra

Asomiya Sahityar Buranji (Vol.VI) : Homen Borgohain

(ed.) Asomiya Kobita : Karabi Deka Hazarika

Sixth Semester

Paper: ASM601C **Indian Literature in Translation: Hindi, Bengali, Odia and Manipuri**

[This paper aims to introduce the translated Indian Literature with special references to Hindi, Bengali, Odiya and Manipuri languages]

Credit: 6

Unit I: Translated Modern Indian Literature to the Assamese Language: An Introduction

Unit II: Texts: Poems

Banalata Sen : Jibanananda Das

Aakashlina : Jibanananda Das

Unit III: Texts: Short Stories

Nimakhar Daroga : Premchand

Nicha : Premchand

Unit IV: Text: Drama

Chandalika : Rabindranath Tagore

Unit V: Text: Autobiography

Atmajibani (Ch.1 to 10) : Fakir Mohan Senapati

Unit VI: Text: Novel

Madhabi : Dr. Kamal

Text Books:

Jibanananda Dasar Kabyagrantha : Jibanananda Das,
Munchi Premchandar Nirbachita Galpa Sankalan: Abdul Mazid Khan (Tr.)
Chandalika : Najma Mukherjee (Tr.)
Atmajibani : Fakir Mohan Senapati
Madhabi : Dr. Kamal

Reference Books:

Adunik Bharatiya Sahitya : Sailen Bharali

Adhunik Bangla Kabya Parichay : Dipti Tripathi

Tulanamulak Sahitya Aru Anubad Kala : Karabi Deka Hazarika

Tulanamulak Sahitya Aru Anubadar Bichar : Nirajana Mahanta Bezbora

Hindi Sahitya Ka Itihash : Acharya Ramchandra Shukla

A Text Book of Translation

: P. Newmark

History of Manipuri Literature

: C. H. Manihar

Paper: ASM602C
Pali, Prakrit and Apabhramsha : Languages and Literatures

[This paper aims at introducing a brief study of Pali, Prakrit and Apabhramsha Languages & Literatures with references to certain selected texts]

Credits: 6

Unit I: A Brief Study of Pali Languages and Literatures

Unit II: 1) Chitta Baggo : Verses 01 to 04

2) Puppha Baggo : Verses 01 to 04

3) Pandita Baggo : Verses 01 to 04

Unit III: A Brief Study of Prakrit Languages and

Literatures **Unit IV:** Text:

1) Edicts of Ashoka : Shahbazgarhi (1)

2) Karpuramanjari : Parthamat Javanikantaram

: Verses 01 to 04

3) Gahasattasaii : Verses 01 to 04 (Prakrit Sahitya Chayan: Nagen Thakur)

Unit V: A Brief Study of Apabhramsha Languages & Literatures

Unit VI: Texts:

a) Vikramorvasium: Kalidasa (Angka No. 4)

Selected pieces:

1) Sahaari dukkhaliddhanyjualaang

2) Chinta dummia..... sarovarae

3) Gahanang gaind..... deha pabharo

b) Kirtilata: Vidyapati : Verses 01 to 04

Text Books:

1 .Dhammapada

: Satyendra Narayan Goswami

2. Prakrit Path Manjuri : Satyendra Narayan Goswami
3. Prakrit Sahitya Adhyayan : Nagen Thakur
4. Prakrit Sahitya Chayan : Nagen Thakur

Reference Books:

- Pali-Prakit-Apabhramsha Bhasha Aru Sahitya : Nagen Thakur
Prakrit Path : Keshabananda Deva Goswami and
Bhinkanta Baruah (eds.)
Sanskrita O Prakrita Bhashar Kramabikash : Paresh Chandra Majumdar

Paper: ASM603 DSE 2
Traditional Assamese Textiles and Ornaments

[This paper aims to introduce the uniqueness of Assamese traditional textiles and ornaments]

Credits: 6

Unit I: A Brief history of Textile

Unit II: A Brief history of Ornaments

Unit III: A Brief History of Traditional Assamese Textiles

Unit IV: A Brief History of Traditional Assamese Ornaments

Unit V: Traditional Assamese Textiles: Types, Material and Design

Unit VI: Traditional Assamese Ornaments: Material, Manufacturing Process and Design

Reference Books:

Asomar Lokakala	: Jugal Das
Loka Kalpadristi	: Nilmoni Phukan
Studies in North-East India: Assamese Textile	: Mandira Borthakur
Saikia Asomar Ai-Alankar	: Paban Bordoloi
Ancient Jewellery (Interpreting the Past)	: Jack Ogden
Purani Asomar Karikori Silpa	: Pradip Chaliha
Gahana-Gathori	: Jugal Das
Textile Tradition of Assam-An Empirical Study	: Labanya
Mazumder The History of Traditional Assamese Ornaments	: Utpal
Bania Monograph on Gold and Silver Wares of Assam	: F.C. Hennikar
Textile Tradition of North-East India	: Sankar K. Roy
Amar Bastra Amar Saj	: Mrinal Ch. Kalita