

KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY

PROGRAMME PROJECT REPORT

ON

BACHELOR OF ARTS (HONS) (SANSKRIT)

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



Submitted to
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CONTENTS

- 1 OVERVIEW**
- 2 PROGRAMME'S MISSION AND OBJECTIVES**
 - 2.1 Mission and Vision of K. K. Handiqui State Open University**
 - 2.2 Programme Objectives**
- 3 RELEVANCE OF THE PROGRAM WITH KKHSOU'S MISSION AND GOALS:**
- 4 NATURE OF PROSPECTIVE TARGET GROUP OF LEARNERS**
- 5 APPROPRIATENESS OF PROGRAMME TO BE CONDUCTED IN OPEN AND DISTANCE LEARNING MODE TO ACQUIRE SPECIFIC SKILLS AND COMPETENCE**
- 6 INSTRUCTIONAL DESIGN**
 - 6.1 Curriculum Design**
 - 6.2 Programme Structure and duration of the Programme**
 - 6.3 Definition of Credit Hours**
 - 6.4 Faculty and Support Staff Requirement**
 - 6.5 Instructional Delivery Mechanisms**
 - 6.6 Identification of Media–print, audio or video, online, computer aided**
 - 6.7 Learner Support Services**
 - a) KKHSOU City Campus**
 - b) Regional Centres**
 - c) Study Centres**
 - d) Pre-enrollment Counselling**
 - e) Siksharathi Mitra**
 - f) Learners' Charter**
 - g) Handbook/SOP**
 - h) Audio CDs for Visually Impaired Learners**
 - i) Face-to-face/Online Ticketing/Complaint System**
 - j) Face to face and Walk-in Counselling**
 - k) ICT Support**
 - Website**
 - Community Radio Service**
 - e-Bidya**
 - Open Access Journals Search Engine (OAJSE)**
 - KKHSOU Mobile App**
 - SMS Alert Facility**
 - E-Mentoring Groups**
 - E-mail**
 - Online Counselling**
 - KKHSOU in Social Media**

7 PROCEDURES FOR ADMISSIONS, CURRICULUM TRANSACTION AND EVALUATIONS

7.1 Procedure for Admission:

- i. **Minimum Qualification**
- ii. **Online Admission**
- iii. **Refusal/Cancellation of Admission**
- iv. **Continuous Admission**
- v. **Pursuing two academic programmes simultaneously**
- vi. **Fee waiver for differently able persons (DIVYANGJAN)**
- vii. **Economically Weaker Section (EWS)**
- viii. **Financial Assistance**

7.2 Curriculum Transaction

- i. **Activity Planner**
- ii. **Self-learning Materials (SLMs)**
- iii. **Multimedia Materials**
- iv. **Induction and Counselling Sessions**

7.3 Evaluation

- i. **Continuous and Comprehensive Formative Assessment**
- ii. **Seminar/Presentation/Internship/Project Report**
- iii. **Preparation of Project Report/Dissertation**

8. REQUIREMENT OF THE LABORATORY SUPPORT AND LIBRARY RESOURCES

8.1 Laboratory Support

8.2 Library Resources

9. COST ESTIMATE OF THE PROGRAMME AND THE PROVISIONS:

9.1 Programme Development Cost

9.2 Programme Delivery Cost

9.3 Programme Maintenance Cost

10. QUALITY ASSURANCE MECHANISM AND EXPECTED PROGRAMME OUTCOMES

10.1 Quality Assurance Mechanism

10.2 Expected Programme Outcomes

11. DETAILS OF THE SYLLABUS (PROGRAMME WISE) WITH UNITS

Annexure I: Detailed Syllabi of the Four Year Undergraduate Programme in Sanskrit

Annexure II: Course wise (offered from the Discipline) faculty allotment of UG Programme in Sanskrit

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

Four Year Undergraduate (FYUG) Programme in Sanskrit

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

1. Overview and Background

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

The 35th Meeting of the Academic Council of the University held on 18-01-2023 resolved that the Programme Project Reports (PPR) of the proposed programmes of the University would accommodate the features of NEP 2020 and UGC ODL Regulations 2020. Accordingly, the University has adopted the UGC Curriculum and Credit Framework for the UG Programmes with provisions of lateral entry and exit; and multidisciplinary/interdisciplinary focus). Also, the assessment and evaluation has also been revised to letter grades with Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA). The University has also registered in the Academic Bank of Credit (ABC) for seamless transfer of credits allowing desired flexibility to the learners as mandated by the NEP 2020.

The Programme on offer, thus, incorporate discipline specific core (DSC) courses along with ranges of elective courses (DSM) both as major as well as minor, which are expected to offer the learners wider exposure and opportunities. Besides, bundles of courses have also been provided as ability enhancement courses (AEC), skill enhancement courses (SEC) and value added courses (VAC) in fulfilment of the requirements of the NEP 2020.

The Four Year UG Programme Framework of the University, accordingly, in general, incorporates elements of the Indian knowledge system – including, inter alia, Indian languages, culture, values, and traditions. For instance, the 2nd semester includes a 2 credit course on Yoga as VAC while the 3rd semester incorporates a 4 credit course on Life Skills as AEC. Similarly, courses on environmental studies, digital literacy, organic farming etc. are also offered within the baskets of VAC and SEC.

Notably, the academic disciplines of the University are organised as 'Schools'; hence, it is expected that this would facilitate smooth conduct of the Programmes with a multidisciplinary and/or interdisciplinary focus. To this

effect, necessary arrangements have been made for attaching faculty members from related disciplines to impart the courses.

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

The overall mission of this programme is to expand the field of Sanskrit and to create awareness in the society about Sanskrit Literature. The aim is to provide the opportunities of Sanskrit learning to those learners who remain deprived of this classical literature for numerous reasons. In the present society, moral teaching is very important in every phase of life, so after getting the course a learner will come to know not only the great heredity of this computer friendly most scientific language but also various moral teachings for the benefit of day to day life.

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

Similarly, learners who wish to take Sanskrit as a Discipline Specific Core Course must have to select courses from the bundles of courses provided as Inter Disciplinary courses (IDC).

The Ability Enhancement Course (AEC) is required for learners who take Sanskrit as a Discipline Specific Core Course. As compulsory AEC courses, all learners are required to study "General English", "MIL/Alternative English", and "Life Skills". "Spoken English", "Studies of Assamese Culture", and "English for Media Studies" will be offered in the fourth semester. "Environmental Studies and Disaster Management" and "Introduction to Yoga" are compulsory Value Added Courses in the First and Second Semesters.

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

“Tea Cultivation and Management” and “Electricity and Electrical Wiring” are offered as optional Skill Enhancement Courses (SEC).

2 PROGRAMME’S MISSION AND OBJECTIVES

Krishna Kanta Handiqui State Open University has a mission to provide higher education and training in various skills by using most recent educational inputs and technology. The University intends to provide quality education at the doorstep of the learners

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

In conjunction with the broader mission of the University to reach the unreached, the Bachelor’s Degree Programme in Sanskrit will help the University in accomplishing its mission by achieving the following objectives

- a) Intricate a clear view of the history and present trends in Sanskrit literature, language, and culture.
- b) Motivate the learners for further study in Sanskrit Literature.
- c) Make use to the learners to the latest issues of Sanskrit literature and culture in an extensive manner.
- d) We all know that Sanskrit is regarded as the mother-tongue of almost all the major Indian Languages. Its literature is the treasure-house of moral knowledge. So this program is so developed that a learner can get the idea of the languages, moral knowledge for upliftment of modern life.

- e) Learners can taste the beauty of ancient literature which includes Vedic mathematics, management, Ayurveda, Vastusastra, Upanishads etc.

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

The UG Programme in Sanskrit offered by KKHSOU has been prepared to confirm the mission and goals of the University along with **NEP 2020**. Providing quality higher education and developing holistic individuals (smart, thoughtful, well-rounded, and creative individuals) is the main motto of NEP 2020. Open Universities in the nation have played a vital role in this regard. The KKHSOU is the only State Open University in Assam that can serve this purpose.

According to **NEP 2020, Section 10.8**, steps shall be taken towards developing high-quality higher education institutions both public and private that have medium of instruction in local/Indian languages or bilingually. MHRD, has planned to increase the Gross Enrollment Ratio (GER) in Higher Education from 26.3% (2018) to 50% by 2035. This programme follows the following mission and goals of KKHSOU:

- a) To develop the higher education to cover up the maximum number of population.
- b) To uphold impartiality or integrity in the field of higher education.
- c) To make sure the quality or excellence in the higher education.
- d) To boost research both qualitatively and quantitatively.

The BA Programme in Sanskrit would contribute towards accomplishment of KKHSOU mission as this program will be very useful not only for the learners of Sanskrit Literature but for the students of Assamese and Hindi literature also. The learners will obtain a command over other languages.

4. NATURE OF PROSPECTIVE TARGET GROUP OF LEARNERS

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

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

- f) Persons who couldnot get access to higher education in the conventional system for various reasons.
- g) Working people who wish to hone their professional skills.

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

- a) The students who are desirous to obtain a Degree in Sanskrit as a core subject.
- b) The ratio between HS pass-outs and the number of higher education institutions is not adequate. Therefore, the majority of pass-outs are often not able to pursue higher education in conventional educational institutions. Those learners are our main target group and our programme has been designed as per their needs.
- c) Working people who wish to develop their professional as well as academic career.
- d) People who want to explore their roots by studying Sanskrit literature, language and culture.
- e) People who are interested to work in a different media house.

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

The UG programme in Sanskrit is mainly theoretical and therefore, is, in general, suitable for the ODL mode. Keeping in mind the goal of the Department of Higher Education, MHRD to increase the Gross Enrollment Ratio (GER) in Higher Education, the ODL mode of education can play a major role in this regard.

6. INSTRUCTIONAL DESIGN

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

6.1 Curriculum Design: The curriculum of the Four Year UG Programme in Sanskrit has been designed in accordance with the *Curriculum and Credit Framework for the Four Year UG Programmes of the UGC* released in December, 2022 as well as subsequent official notification and the *Model Framework* released by the Department of Higher Education, Government of Assam (dated January 25, 2023) regarding the implementation of the NEP 2020 in the State. Besides, other relevant documents viz. UGC Distance and Online Education Regulations 2020, UGC LOCF Curricular Framework, UGC's Academic Integrity

Regulation 2018 and UGC Regulation regarding Definitions of Degrees 2014 have also been taken into consideration in finalising the curriculum. The detailed syllabus of the courses to be offered both as major and minor in Sanskrit has been prepared and finalised by the duly constituted Committee of Courses (CCS) involving three eminent outside subject experts drawn from Gauhati University, Guwahati, which has been approved by the Academic Council of the University.

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

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

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

Besides the major and minor, during the programme a learner needs to successfully complete 9 credits of interdisciplinary courses (IDC), 14 credits of Ability Enhancement Course (AEC), 10 credits of Skill Enhancement Courses (SEC), 6 credits of ValueAdded Courses (VAC) along with 4 credits of Research Methodology, 4 credits of Seminar or Presentation or Internship or Community Engagement or any other Value Added Activities, together with 12 credits of Project or Dissertation. The description of the credit distribution of the proposed Programme is given below with representation in Table 1:

Table 1: Credit Distribution by Type of Courses

Sl. No	Type of Course	No of courses		Total Credit Requirement	
		3 years exit	4 years exit	3 years exit	4 years exit
1	Sanskrit Courses as major	15	20	60	80
2	Related Courses as minor	6	8	24	32
3	Interdisciplinary Courses	3	3	9	9

4	Ability Enhancement Courses	4	4	14	14
5	Skill Enhancement Courses	3	3	10	10
6	Value Added Courses	2	2	6	6
7	Research Methodology Course*		1		4
8	Seminar/Presentation etc.		1		4
9	Project/Dissertation		1		12
Total		33	43	123	171

- To be adopted from allied discipline

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

The detailed Programme structure of the proposed Four Year UG Programme in Sanskrit both Sanskrit as Major and Minor representation in Table 2:

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

Semester	Type of Course	Name of the Course	Credit
I	Major – 1	History of Sanskrit Literature and moral teaching	4
	Minor – 1 *		4
	IDC – 1 **		3
	AEC – 1	General English	3
	VAC – 1	Environmental Studies and Disaster Managment	3
	SEC – 1 **		3
Total			20
II	Major – 2	Sanskrit Grammar	4
	Minor – 2 *		4
	IDC – 2 **		3
	AEC – 2	Modern Indian Language (MIL)/Alternative English***	3
	VAC – 2	Introduction to Yoga	3

	SEC - 2**		3
Total			20
Exit 1		UG Certificate	40
III	Major - 3	Sanskrit Mahakavya	4
	Major - 4	Sanskrit Nataka	4
	Minor - 3*		4
	IDC - 3 **		3
	AEC - 4	Life Skills	4
	SEC - 4	Cyber Security	4
Total			23
IV	Major - 5	Indian Philosophy	4
	Major - 6	Modern Sanskrit Kavyas and metre	4
	Major - 7	Poeties and Arthasastra	4
	Minor - 4 *		4
	AEC - 4**		4
Total			20
Exit 2		UG Diploma	83
V	Major - 8	Sanskrit Prose and Nitikavya	4
	Major - 9	Vedic Samhita and Gita	4
	Major - 10	Mantra and Brahmana	4
	Major - 11	Epic, Purana, Translation and Comprehension	4
	Minor - 5*		4
Total			20
VI	Major - 12	Upanishad	4
	Major - 13	Mathematic in Sanskrit, Temple studies and vastuvidya	4
	Major - 14	Sanskrit Kavya	4
	Major - 15	Dharmasastra	4
	Minor - 6*		4
Total			20
Exit 3		UG Degree (General)	123
VII	Major - 16	Epigraphy, Paliography, Inscription and Manuscript	4
	Major - 17	Anukramani, Nirukta and lexicography	4

	Major – 18	Sanskrit Language and Linguistics	4
	Minor – 7 *		4
	SEC – 4	Research Methodology*	4
	Field Work/Project etc.	Seminar/Presentation	4
	Total		24
VIII	Major – 19	Sanskrit Aesthetics and Poetics	4
	Major – 20	Sanskrit studies in India and Assam	4
	Minor - 8*		4
	Field Work/Project etc.	Project/Dissertation	12
	Total		24
	Exit 4	UG Degree (Honours/Research)	171

**To be adopted from allied discipline*

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

Semester	Type of Course	Name of the Course	Credit
I	Major – 1		4
	Minor – 1	History of Sanskrit Literature and Moral Teaching	4
	IDC – 1 **		3
	AEC – 1	General English	3
	VAC – 1	Environmental Studies and Disaster Management	3
	SEC – 1 **		3
	Total		20
II	Major – 2		4
	Minor – 2	Sanskrit Grammar	4
	IDC – 2 **		3
	AEC – 2	Modern Indian Language (MIL)/Alternative English***	3
	VAC – 2	Introduction to Yoga	3
	SEC – 2**		3
	Total		20
	Exit 1	UG Certificate	40
III	Major – 3		4
	Major – 4		4

	Minor – 3	Sanskrit Mahakavya	4
	IDC – 3		3
	AEC – 4	Life Skills	4
	SEC – 4	Cyber Security	4
Total			23
IV	Major – 5		4
	Major – 6		4
	Major – 7		4
	Minor – 4	Sanskrit Nataka	4
	AEC – 4**		4
Total			20
Exit 2		UG Diploma	83
V	Major – 8		4
	Major – 9		4
	Major – 10		4
	Major – 11		4
	Minor – 5	Indian Philosophy	4
Total			20
VI	Major – 12		4
	Major – 13		4
	Major – 14		4
	Major – 15		4
	Minor – 6	Modern Sanskrit Kavyas and Metre	4
Total			20
Exit 3		UG Degree (General)	123
VII	Major – 16		4
	Major – 17		4
	Major – 18		4
	Minor – 7	Poeties and Arthasastra	4
	SEC – 4	Research Methodology	4
	Field Work/Project etc.	Seminar/Presentation/Internship etc.****	4
Total			24
VIII	Major – 19		4
	Major – 20		4
	Minor - 8	Sanskrit Prose and Nitikavya	4
	Field Work/Project etc.	Project/Dissertation****	12
Total			24
Exit 4		UG Degree (Honours/Research)	171

- * For a learner with Sanskrit as major, the minor is to be chosen from disciplines other than Sanskrit.
- ** Learners will have to choose from a basket of courses as mentioned in **Annexure III**.
- *** MIL options offered by the University are Assamese, Bengali, Bodo and Hindi. There is also the option of Alternative English in lieu of MIL. Details of the courses are mentioned in **Annexure III**.

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

6.3 Duration of the Programme

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

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

6.5 Faculty and Support Staff Requirement: The Discipline of Sanskrit of Padmanath Gohainbaruah School of Humanities of KKHHSOU currently has four full time faculty members (one professor and three Assistant Professors). A list of faculty members and course coordinators against each core course and other courses offered by Department of Sanskrit of this UG programme is presented in **Annexure II**.

Notwithstanding the above, as the proposed Programme has been designed with multi/interdisciplinary focus with courses on English, Spoken English, MIL/Alternative English, Environmental Studies and Disaster Management, Cyber Security, Yoga etc. besides minors in variety of subjects, support from the faculty within and across various Schools beyond those from the discipline will be necessary. Towards this, the University has made necessary administrative

provisions of attaching faculty from the concerned disciplines, both within and across Schools for smooth and efficient conduct of the proposed Programme. Moreover, supports for required counselling to the learners will be provided through a network of well-qualified and experienced counsellors at their respective study centres.

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

6.6 Instructional Delivery Mechanisms:

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

- a) **Learning Objectives** (major objectives of the unit are stated)
- b) **Introduction** (linkage with previous unit as may be applicable and general introduction of the content is provided)
- c) **Check Your Progress** (generally after every section CYP is provided to learners to gauge their understanding)
- d) **Answers to Check Your Progress** (CYP answers are provided at the end of the Unit)
- e) **Activity** (activities for enhancing learners' critical outlook is included in SLM)
- f) **Let us Know** (Depending on the necessity some important information related to the content is provided in a box)
- g) **Let us Sum up** (pin pointed summary of the unit is given)
- h) **Further Reading** (this section has been incorporated for those learners who are interested in advance knowledge of the content)
- i) **Model Questions** (Different types of questions have been provided in the unit).

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

All learners will be provided with print as well as e-SLMs, which are quite comprehensive in terms of the coverage of the contents of the syllabi. The

faculty of the discipline have also prepared Unit wise video lectures and presentations for the courses of the Programme. These are hosted in the University's own YouTube channel <https://www.youtube.com/@kkhsou>. These audio-video contents together with the e-SLMs are sourced to the University's LMS e-bidya (<https://www.lmskkhsou.in/web/>) in such a way so that the learners can access these digital contents at ease according to their Programme and course requirements.

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

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

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

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

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

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

- (c) **Study Centres:** Study centres are the backbone of an open and distance learning institution. On behalf of the university, the study centres cater to the various requirements of learners, viz. Admissions-related information, delivering Self Learning Materials, conducting counselling sessions, distributing assignments and evaluating them, conducting term-end exams, etc. The study centers throughout the state handle these affairs on behalf of the University.
- (d) **Pre-admission Counselling:** There are at present 234 study centres providing these support services to the learners. In cooperation with study centres, the university provides pre-enrolment counselling for all the programs through online and offline modes. It provides basic knowledge of the programs, counselling sessions, etc.
- (e) **SiksharthaMitra:** A few employees of the University have been engaged as SiksharthaMitra in order to provide better technical support and assistance to the candidates during online admission process.
- (f) **Learners' Charter:** The University has brought out a Learners' Charter, which can be accessed at http://www.kkhsou.in/web_new/lcharter.php, pronouncing the basic rights and responsibilities of its learners and those of the University to the learners. In the Induction Programmes at the Study Centres, the learners are sensitized about this Charter.
- (g) **Handbook/SOP:**The University has brought out a *Learners' Handbook* with all necessary information and guidelines (<https://tinyurl.com/y4w592f3>) and *Handbook for the Study Centres* (<https://tinyurl.com/5sz342ud>) in addition to a *Standard Operating System (SOP) of Examination* (<https://tinyurl.com/y4w592f3>) which can be used by the learners for deriving required information and also for assistance in myriad situations.
- (h) **Audio CDs for Visually Impaired Learners:** The visually impaired learners are provided with free audio SLMs in CDs to overcome their difficulties of learning. The University has installed Braille printers for this category of special learners in the University SLM branch.
- (i) **Face-to-face/Online Ticketing/Complaint System:** Learners' queries are attended in the face-to face mode and digital mode as well in a continuous way, through telephone, SMS and emails. There is a dedicated online portal (<https://www.kkhsou.in/complain/in/index.php/>) through which the queries received automatically move to concerned department for solving the same. Once the problem is solved, the learner is informed by SMS and email.

- (j) **Face to face and Walk-in Counselling:** FYUG programme provides face-to-face counselling at the study centres. The University also provides face-to-face counselling/walk-in-counselling to learners at the specially maintained city learner support centres located at the city campus on Sundays or weekdays.
- (k) **ICT Support:** ICT support is a major component of any ODL system of education. Some of the ICT-based support systems provided by the university, which can be availed by the learners of FYUG Sociology Programme are listed below:
- **Website:**The University has developed a full-fledged official website www.kkhsou.in for learners and the general public. The website has a dedicated Learners' Corner (http://kkhsou.in/web_new/learner_corner.php) that contains exhaustive information and links to useful resources which is accessible to the vast learner population. Furthermore, the Website links to social-networking sites like Facebook where learners, faculty members, and stakeholders can interact. Additionally, the site offers a tailored search by district or program. And most of the audio-visual programmes are accessible online through YouTube videos (web link: <https://www.youtube.com/user/kkhsou>)
 - **University's Own LMS e-Bidya:** As part of its ongoing attempts to enhance student learning, the University has developed a Learning Management System (LMS) portal called *e-Bidya* using open source MOODLE which can be accessed via <https://www.lmskkhsou.in/web/>. The site allows learners to access e-resources 24 X 7, regardless of where they are in relation to the particular programme they are enrolled in. It contains all four quadrants including video lectures and tutorials and the reading materials. Learners can also interact with experts through the discussion forum. Learners can experience the benefits of online learning through their mobile devices as well. The proposed Programme will also be made available in *e-Bidya* with all resources for all learners enrolling in the Programme.
 - **E-Mentoring:** The University introduces an innovative e-mentoring system where a group of learners enrolled in a Programme is placed under the mentorship of a faculty of the University from the concerned discipline. This facilitates a bonding between the mentor and the mentees helping the learners to continue their studies with self-confidence, self-esteem, morale, and a feeling of identity. The main objective of this initiative is to help learners minimise personal difficulties and identify the obstacles they face in matters related to academic as well as non-academic. During this process, they are also guided to develop appropriate learning strategies for overcoming these difficulties and problems. The e-mentoring system, utilises the Telegram

App and/or WhatsApp, and helps learners derive all the benefits of open and distance learning at their finger tips instantly.

- **Community Radio Service:** The University introduced the first Community Radio station in the North Eastern part of the country *Jnan Taranga* (90.0 MHz). The Community Radio, being a platform for the community for taking up community issues, is also a platform for broadcasting educational programmes. This includes debates, discussions, talk shows and phone in Q & A sessions with the learners. Recently, the programmes of *Jnan Taranga* are made available over internet radio, which can now be heard by all learners through internet (<https://tinyurl.com/y4w592f3>).
- **Digital Library:** The digital library (<http://dlkkhsou.inflibnet.ac.in/>) of the University hosts a large number of resources which include documents, SLMs, e-books, conference/seminar proceedings, faculty publications, theses and dissertations etc. Links are also provided to other open access resources which can be easily accessed by the learners.
- **Online Counselling:** The University's faculty conducts online counselling sessions through different online platforms like Zoom, Google Meet, and Cisco WebEx etc. Sessions are also conducted through Facebook Live on examination related issues especially during the time of pandemic. Most of the online counselling sessions are recorded and archived as additional digital learning resources for the use of the learners.
- **KKHSOU Mobile App:** The University has developed a mobile application *KKHSOU* (<https://tinyurl.com/35y7brrj>) that allows students to access the university website 24x7. The main purpose of this application is to provide the relevant information to all learners in an easily accessible manner. Using this application, learners can view the course information, fees structures based on their requirements. At the same time they can directly call any study centre of KKHSOU. Learner can download assignments, old question papers and other important forms.
- **SMS Alert Facility:** The University has implemented an SMS alert system for learners for sending notification of university news, events, and similar other learner-related information.
- **E-mail Support:** Learners can also write emails to any officials/faculty members of the University at info@kkhsou.in. Concerns raised through email are addressed by the concerned officials or faculty members. Apart from that, the email and phone numbers of all faculty members are available on the website and Information Brochure. Any learners can write directly to them as well for any kind of support and assistance.

- **KKHSOU in Social Media:** KKHSOU has incorporated social media like Facebook pages (<https://www.facebook.com/groups/272636986264210/>), WhatsApp group, Twitter Account (<https://twitter.com/KKHSOU1?s=09>) to its official website that enables interaction with the learners on a real time basis. The Facebook page also allows moderated discussions within as well as among the learners' community.

7.PROCEDURE FOR ADMISSIONS, CURRICULUM TRANSACTION AND EVALUATIONS

7.1 Procedure for Admission

i) Minimum Qualification: For the UG programme in Sanskrit learners need to have a 10+2 pass or equivalent qualification from a Council/University recognized by UGC, or a Polytechnic diploma in any field.

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

iii)Refusal/Cancellation of Admission: At the time of admission the candidate must submit a declaration that he/she is not pursuing more than two degree programmes under KKHSOU/any other recognised University or Institution simultaneously. If any false declaration is detected at any stage, his/her admission/mark sheets/ certificates may be cancelled by the University.

iv) Continuous Admission: By paying the necessary fees, a learner can obtain admission to the next semester once a particular semester is completed. Admission to the subsequent semester is not determined by the results of the previous semester. One may take admission in the next semester even without appearing in the previous semester examination. The admission period should be continuous from the date of completion

of the previous semester's exams until 60 days after the start date. Incomplete exams, including back papers, will be allowed to be taken up when announcements of examination results are made. Learners are advised to regularly visit the University's website (www.kkhsou.in) and maintain regular contact with their allotted study centres.

v)Lateral Admission: The University, following the NEP 2020's mandate and the UGC's guidelines, adopts the policy of later admission to all its UG and PG programmes. Accordingly, provisions for lateral entry into the 3rd, 5th and 7th semesters are made for those learners who had chosen to exit in the 2nd, 4th, 6th semesters earlier due to various reasons. For this the University adopts a credit transfer policy to facilitate the process of lateral admission to all the UG and PG programmes.

vi)Dual Degree: The University has implemented and also promotes the system of dual degree as per the UGC's notification and guidelines dated April 2022. Learners are encouraged and allowed to register in academic programmes simultaneously including UG and PG programme in order to enhance their choices and opportunities. The aspiring learners of the proposed Programme will also be encouraged to take the advantage of this provision at the time of their admission.

vii)Fee Waiver for Differently Able Persons (DIVYANGJAN): The fee waiver will be applicable for differently able learners in all semesters of the programme where he/she has enrolled. Such learners must submit 'Form no. IV' issued by the Social Welfare Department or Disability Certificate issued by the Department of Empowerment of Persons with Disabilities, Ministry of Social Justice and Empowerment, Govt. of India. The forms/certificates of differently able learners which are verified by the Social Welfare Department, Govt. of Assam will be allowed the fee waiver for the eligible learners of this UG programme in Sanskrit also.

viii)Fee Waiver for Jail Inmates: The University also offers free education to jail inmates in all the programmes. At present, the University offers free of cost education to jail inmates in 16 district jails of the state. The University is in the process of including more numbers of Central/District Jails in the coming Academic Session.

ix) Economically Weaker Section (EWS): The learners applying for admissions in EWS category shall submit EWS documents as per the latest Govt. of Assam guidelines.

x) Fee Structure: The fee structure of the UG programme in Sanskrit would have a break-up across semesters of the programmes. The fee is inclusive of Enrolment fees, Course fee, Examination fee, Exam centre fee and Mark-sheet fee. Currently the fee charged for one semester of this UG programme in Assamese is Rs. 3000/-.

7.2 Curriculum Transaction

i)Activity Planner: There will be an activity planner, which guides the overall academic activities in the UG programme in Sanskrit prior to the University's admission schedule. The CIQA office as per UGC guidelines and the office of the Academic Dean would upload the Academic Plan and month wise Academic Calendar. This will enable learners to plan their studies and activities accordingly.

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

iii)Multimedia Materials: Apart from the printed and digital copies of the SLMs, the university provides multimedia learning materials in the form of audio-video presentations, tutorial videos, and recorded versions of the online counselling sessions etc. related to the course content of various academic programmes. Such materials will also be prepared and provided to learners of the proposed Programme.

iv)Induction and Counselling Sessions: Induction sessions are conducted by university officials and faculty together at the beginning of each academic session both centrally as well as at the study centres. Counselling sessions are conducted by the Study Centres with qualified and experienced academic counsellors. Normally, all counselling sessions are scheduled on Sundays. A face-to-face interaction between the learners and the counsellor takes place during the counselling session. This enables learners to clear their doubts with regard to the various courses provided to them. Apart from that, from time to time, online counselling sessions are provided by the faculties of the University for different Programmes. For the proposed Programme also both online and offline counselling will be continued at the University and the study centres.

7.3 Assessment and Evaluation

The assessment and evaluation of the learners' performance in all academic programmes of the University are carried out with the objectives of maintaining sanctity, quality and transparency. The assessment and evaluation of the learners' performance and achievement are conducted with reference to the defined learning outcomes of the programmes as a whole, and also those of the courses under a specific programme. While

setting the question papers, assignments and evaluation of answer scripts this aspect is always considered thoughtfully. All necessary documents are available in: http://kkhsou.in/web_new/ugc-info-2018/SOP%201-32.pdf.

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

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

Table 4: Structure of the Letter Grades

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

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

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

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

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

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

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

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

Learners are required to submit the hand written hard copies of these assignments to their respective study centres. The study centres will get them evaluated by academic counsellors and offer comments and suggestions for further improvements.

The study centres also arrange Personal Contact Programmes (Online or Offline) and the learners are expected to attend the same, as per UGC

Guidelines. Based on their level of participation and engagement they are given marks. Marks obtained by the learners after the wholesome Formative Assessment as described above are uploaded by the coordinators of the study centres in the Home Assignment portal specifically created by the examination branch.

b) Summative Assessment: The Summative Assessment is conducted in pen and paper mode in designated study centres. The University follows a SOP in conducting these examinations. Besides, examination monitoring is an essential feature in conducting the examinations of the University. The University appoints Supervisory Officers (SO), Examination Monitoring Officers (EMO) and Examination Squads on a regular basis for smooth conduct and maintaining the standards of the examinations. Question papers are set and moderated, and answer scripts are evaluated by both internal and external faculty members. Results are declared after a process of due scrutiny and thorough diligence check. The learners have the options of re-scrutiny and re-evaluation of their answer scripts (within a stipulated time) in case they are not satisfied with the result.

c) Seminar/Presentation/Project Report: A learner has to prepare a presentation on a particular topic under the guidance of a professionally qualified supervisor/guide in semester V. A learner has to prepare a dissertation under the guidance of a professionally qualified supervisor/guide. In this course, learners should take up a problem related to the subject area. They should devise instruments for the collection and interpretation of data and the preparation of research report. The length of the report may be between 60-70 pages. A detailed guideline is available on the website. The link is http://kkhsou.in/web_new/guidelines-download.php

8. REQUIREMENT OF THE LABORATORY SUPPORT AND LIBRARY RESOURCES

a) Laboratory Support:

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

b) Library Resources:

Library services are offered to the learners of the University by providing access to the library facilities in its recognized study centres and also through the central library of the University's City Campus. The reference books are

suggested by the faculty of the respective disciplines and schools and also by the SLM writers. The Central Library of the University has quite a good stock of relevant reference books and textbooks relating to the various Programmes including the proposed one. It has about 20000 print books, 36 print journals on various disciplines and 8 Newspapers. The books available at the Central Library are quite helpful not only for the learners, but also for the faculty members, SLM contributors and the content editors as well. Apart from the print resources, a good number of electronic resources comprising e-journals, online databases, gateway portal to e-journals are made accessible to the learners. The learners are given the access to all these library resources after their successful enrolment into a programme. The library web page is integrated to the University's main website.

The library is fully computerised with an ILS (Integrated Library System) and also equipped with RFID (Radio-Frequency Identification Technology). All the learners of the University including the learners of the proposed Programme can access the webpage of the University library at their own time and convenience (<http://library.kkhsou.in/>). Moreover, the learners can take advantage of the facilities of the Digital Library (<http://dlkkhsou.inflibnet.ac.in/>). The digital library provides an online platform for collecting, preserving and disseminating the teaching, learning and intellectual output of the University to the global community including its learners. Further, the Library of the university maintains a web catalogue (<http://opac.kkhsou.ac.in/>) to facilitate the learners to browse library collection online.

The University also has an OER Policy (<https://tinyurl.com/2yukrp5r>). The University has signed Content Partner Agreement with National Digital Library of India to share its digital resources. The main objective of NDLI is to integrate several national and international digital libraries in one single web-portal. The learners' community of University can avail the services through a single-window (<https://ndl.iitkgp.ac.in/>).

In addition, the learners can also use, the OAJSE – i.e. Open Access Journal Search Engine (www.oajse.com) to browse and search 4,775 Open Access Journals from the rest of the World excluding India, 532 journals from India, and 32 Indian Open Access Indian Repositories.

Even though courses of the proposed Four Year UG Programme in Sociology do not require much of the laboratory services as such, support in terms of computer laboratory is provided to the learners by way of giving access to the existing facilities at their respective study centres and the University's city campus. The city campus of the Guwahati has two state of the art computer labs

equipped with statistical and data analysis software like SPSS, STATA and R which can be used by learners should they feel any requirement for the same.

9. Cost Estimates and Provisions

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

9.1 Programme Development Cost:

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

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

9.2 Programme Delivery Cost:

The SLMs prepared have to be delivered to the learners and various study centres located across the State including the ones in the far flung areas. On an average, the University delivers about 2.2 KGs of study materials per student. The cost of delivery of 1 KG of such material is Rs.60/-. Accordingly, depending upon the number of candidates; the cost for the proposed Programme will be provisioned by the University. The office of the Finance Officer has calculated the delivery cost of SLM at Rs. 132/- per student. Moreover, there will also be expenditures on account of providing LMS based services to the learners which can be apportioned to per learner. This, however, require a detail exercise once enrolment to the proposed programme is completed.

9.3 Programme Maintenance Cost:

The University will keep financial provisions for organising stake holders' meetings, counselling workshops etc. as per the Academic Plan and Academic Calendar approved by the Academic Council of the University. The workshops conducted by the University will not only benefit the learners of the proposed Programme but will benefit the learners of other programmes as well. The University will also bear the cost of organising the meetings of Committee on Courses, School of Studies, and Academic Council etc. and also for supply of additional study materials if required. There will also be a need to conduct feedback surveys and analysis for getting inputs for further revision of the courses. Moreover, the University will have to keep on investing in enhancing the IT infrastructure so that the learners can benefit from the ICT enabled services. The cost calculated by the office of Finance Officer with regards to maintenance of UG Programme has been found as Rs. 650.00 per learner inclusive of all costs mentioned above.

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

10. QUALITY ASSURANCE MECHANISM AND EXPECTED PROGRAMME OUTCOMES

a) Quality Assurance Mechanism:

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

- The programme design and structure is decided upon after a series of discussions and deliberations with a team of a few carefully chosen subject experts, who are mostly eminent scholars and professionals from the reputed institutions of higher education. Formed with due approval from the University authority, this Committee on Courses is helped by the in-house discipline and School faculties while preparing the framework of the programme. For implementation of NEP 2020, the University has networked with IGNOU, State Open Universities in India and other Universities in Assam by organizing workshops and participating in various meetings and seminars. Inputs from these discussions were used as quality benchmarks in designing the academic programmes.
- The University has a SLM Policy which is followed in development of SLM. (Link: <http://dlkhsou.inflibnet.ac.in/jspui/handle/123456789/825>)

SLM Audit is a regular feature of the University which is conducted by CIQA. The course material writers and content editors are mostly in academics from reputed higher educational institutions. SLMs are distributed through a well laid down mechanism to all the learners by a mix of modes. Moreover, eSLM has been made available. Like the SLM Policy, the University has adopted University wide approaches for development of policies, Strategic Action Plan and their implementation.

- CIQA takes care of the following among others to enhance the quality of the various facets of the University:
 - Counsellors' workshops
 - Stakeholders' meetings
 - Feedback responses from the learners from various programmes
 - SLM Audit

b) Programme Outcomes of the Four Year UG Programme in Sanskrit:

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

- i. Explain the history and recent trends of Sanskrit literature, language and culture
- ii. Develop basic ideas of Sanskrit language and grammar in the context of contemporary linguistics.
- iii. Examine the essence of the Sanskrit language.
- iv. Analyze the common heritage of the ancient India.
- v. Develop the knowledge of Sanskrit poetry, drama, novel, and prose.
- vi. Experiment with trends in Indian literature and the Indianness of Indian literature.
- vii. Examine the underlying spirit of the writings of selected Sanskrit writers.
- viii. Develop their research abilities, as well as cross-disciplinary and interdisciplinary thinking.
- ix. Motivate learners to seek career opportunities in any Academic sector.
- x. Influence the learners to acquire the entry level qualification of graduation to apply for various competitive examinations.

DETAILS OF THE ANNEXURES

Annexure I: Detailed Syllabi of the Four Year Undergraduate Programme in Sanskrit

Annexure II: Coursewise (offered from the Discipline) faculty allotment of UG Programme in Sanskrit

**KRISHNA KANTA HANDIQUI
STATE OPEN UNIVERSITY**

Padmanath Gohainbaruah School of Humanities

Annexure I: Detailed Syllabus of the BA in Sanskrit Programme



Four Years Undergraduate Programme in Sanskrit

CBCS Syllabi

2023

DSC

SEMESTER	CODE	CREDIT	TITLE OF THE COURSE
Semester 1	DSC 1	(4)	History of Sanskrit Literature & moral teaching
Semester 2	DSC 2	(4)	Sanskrit Grammar
Semester 3	DSC 3	(4)	Sanskrit Mahakavya
	DSC 4	(4)	Sanskrit Nataka
Semester 4	DSC 5	(4)	Indian Philosophy
	DSC 6	(4)	Modern Sanskrit Kavyas and metre
DSC 7	(4)		Poetries and Arthasastra
Semester 5	DSC 8	(4)	Sanskrit Prose and Nitikavya
DSC 9	(4)		Vedic Samhita and Gita
	DSC 10	(4)	Mantra and Brahmana
	DSC 11	(4)	Epic, Purana, Translation and Comprehension
Semester 6	DSC 12	(4)	Upanisad
DSC 13	(4)		Mathematic in Sanskrit, Temple studies & Vastuvidya
	DSC 14	(4)	Sanskrit Kavya
	DSC 15	(4)	Dharmasastra
Semester 7	DSC 16	(4)	Epigraphy, Paleography, Inscription and Manuscript
DSC 17	(4)		Anukramani, Nirukta and lexicography
DSC 18	(4)		Sanskrit Language and Linguistics
Semester 8	DSC 19	(4)	Sanskrit Aesthetics and Poetics
	DSC 20	(4)	Sanskrit studies in India and Assam

DSC
Semester-I
HISTORY OF CLASSICAL SANSKRIT LITERATURE AND MORAL TEACHING

Course Objectives:

- To provide a basic introduction to History of classical Sanskrit literature.
- To provide moral teaching and knowledge of Indian tradition.

Course Outcomes:

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

- Gain a better idea on the History of classical Sanskrit literature like- the Ramayana and the Mahabharata etc.
- Got the idea of moral teachings from the Hitopadesa .

Unit-1 The Rāmāyaṇa (General study)

Time, content, Influence, Importance of the Ramayana etc

Unit-2 The Mahābhārata (General study)

Time, content, Influence, Importance of the Mahābhārata, difference between the Ramayana and The Mahābhārata

Unit-3 Purāṇa Literature (General study)

Meaning of the word Purana, source, date, author, content, characteristics, number of Puranas and Upapuranas, description of various Puranas, it's Influence upon later part.

Unit-4 Mahakavya (General study)

Description of various stages of Mahakavyas -like of Asvaghosa, Kalidasa and Bharavi

Unit-5 Natakas (General study)

Sources of Drama, development, Pre Kalidasa's Drama, Kalidasa's drama and Post Kalidasa's drama

Unit-6 Campukāvya and Lyrical poetry (General study)

Sources of Campukāvya and Lyrical poetry, date, author, content, characteristics, number of Campukāvya and Lyrical poetry

Unit-7 Historical Kāvya, lipikāvya, kosakāvya and pālikāvya (General study)

Sources of Historical Kāvya, lipikāvya, Kosakāvya and Palikāvya, date, author, content, characteristics, number of Historical Kāvya ,lipikāvya, kosakāvya and palikāvya

Unit-8 Prose literature (General study)

Definition, division, source, characteristic and various types of Prose literature

Unit-9 Didactic literature (General study)

Definition, division, source, characteristic and various types of Fable literature

Unit-10 Śataka Kāvya literature (General study)

Definition, division, source, characteristic and various types of Śataka literature

Unit-11 Scientific literature (Ayurvedya, Vastusastra)

Definition, division, source, characteristic and various types of scientific literature like Ayurvedya, Vastusastra

Unit-12 Scientific literature (Gonitavidya, jyotirvidya)

Definition, division, source, characteristic and various types of scientific literature like Gonitavidya, jyotirvidya

Unit-13 Hitopadesa (mitralābhah)

Introduction, division, Sanskrit and Assamese text of mitralābhah, various stories of Hitopadesa

Unit-14 Subhasitam

Good sayings on truth, dharma, knowledge, noble men etc.

FURTHER READING:

1. Sharma, Dr. Mukunda Madhav, Hitopadesh, Assam Prakashan Parishad, 9th Edition, 2000, Guwahati- (Bamunimaidam).
2. Kale, M. R, The Hitopadesa of Narayana, Motilal Banarsidass Publishers Private Limited, 6th edition, 2004, New Delhi -
3. Sharma, Dr. Thaneswar, History of Sanskrit Literature, Guwahati : Chandraprakash.

Semester II

DSC-2SANSKRIT GRAMMAR

Course Objectives:

- To acquaint the learners about various schools of Sanskrit Grammar.
- To provide the knowledge of dhaturupa and sabdarupa, sandhi, karaka etc.

Course Outcomes:

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

- Discuss the development of Sanskrit Grammar.
- Gain an idea on the life and works of Panini and his works.
- Discuss the prescribed texts of Sanskrit Grammar and various rules of Sanskrit Grammar.

Unit-1 Origin and development of Sanskrit Grammar

Definition of Sanskrit Vyakarana, Pre Paninian Grammar, Panini Grammar, Post Paninian Grammar

Unit-2 A Study on Paninian School of Grammar

Panini and his works, other famous Sanskrit Grammarians like Patanjali etc.

Unit-3 A Study on Non-Paninian School of Grammar

Description of various Non-Paninian School of Grammarians like Katanda, Candra, Jainendra, Sarsvata, Mugdhavodha etc.

Unit-4 Pāṇini's Pratyāhāras

Sivasutra, various Pāṇini's Pratyāhāras, construction of Pratyāhāras

Unit-5 Declension (Noun, Pronoun)

Table of Various types of Sanskrit Noun, Pronoun with examples

Unit-6 Declension (Numerals)

Characteristics of Sanskrit Declension, Table of Various types of Sanskrit Numerals

Unit-7 Conjugation (bhvādi, divādi, adādi, svādi)

Table of Various types of Sanskrit Conjugation (bhvādi, divādi, adādi, svādi) examples

Unit-8 Sandhi (Euphonic combination)

Division of Sandhi, Svarasandhi, Vyanjansandhi, Visargasandhi etc.

Unit-9 Kāraka-Vibhakti (case-ending)

Definition, detailed discussion of different types of Kāraka-Vibhakti (from first to seventh case-ending) with various examples

Unit-10 Samāsa (Compound)

Definition, detailed discussion of different types of Samāsa with various examples

Unit-11 Suffix (Kṛt)

Definition, detailed discussion of different types of Suffix (Kṛt) with various examples

Unit-12 Suffix (Taddhit)

Definition, detailed discussion of different types of Suffix (**Taddhit**) with various examples

Unit-13 Suffix (Strīpratyaya) Definition, detailed discussion of different types of Suffix (**Strīpratyaya**) with various examples

Unit-14 Vācyā (voices)

Definition, detailed discussion of different types of Vācyā (voices) with various examples

FURTHER READING:

1. Vidyasagar, Ishwar Chandra (2000), Grammar Kaumudi, Kolkata: Dev Sahitya Kutir.
2. Vidyasagar, Ishwar Chandra (Editor- Durgacharan Sankhya Vedanta Tirtha) (2000), Complete Grammar Kaumudi, Calcutta : Dev Sahitya Kutir Pvt
3. Bhattacharya, Dr. Harichandra (1996), Sanskrit Grammar Prabha Dighalipukhuri Par, Guwahati: Bakba Agency.

4. Bhadra, Sudhendra Mohan (1974), Sanskrit Grammar and Composition Selection, Guwahati: Assam State Textbook Production and Publication Limited.

Semester III

DSC 3 SANSKRIT MAHĀKĀVYA (POETRY)

Course Objectives:

- To discuss the development of Sanskrit Language from Historical perspective
- To discuss about the great Mahakavyas such as Raghuvamśam and the Kirātārjunīyam.

Course Outcomes:

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

- Gain a broad idea on the development of Sanskrit Language from Historical perspective
- Gain a sound idea on various aspects of the great Mahakavyas such as Raghuvamśam and the Kirātārjunīyam.

Unit-1 Development of Sanskrit Language from Historical perspective

Introduction to Sanskrit language, Vedic and classical language, present status of Sanskrit language etc.

Unit-2 Raghuvamśam (general study)

Source of the Mahakavya, about author, time, significance of the title, summary of all cantos

Unit-3 Raghuvamśam(Canto- I, 1-10 verses)

Sanskrit Textual study of Canto- I, 1-10 verses with detailed meaning, Grammatical notes

Unit-4 Raghuvamśam(Canto- I, 11-30 verses)

Sanskrit Textual study of Canto- I, 11-30 verses with detailed meaning, Grammatical notes

Unit-5 Raghuvamśam(Canto- I, 31 -48 verses)

Sanskrit Textual study of Canto- I, 31-48 verses with detailed meaning, Grammatical notes

Unit-6 Raghuvamśam(Canto- I, 49-74 verses)

Sanskrit Textual study of Canto- I, 49-74 verses with detailed meaning, Grammatical notes

Unit-7 Raghuvamśam(Canto- I, 75-95 verses)

Sanskrit Textual study of Canto- I, 75-95 verses with detailed meaning, Grammatical notes

Unit-8 Raghuvamśam(Canto- IV, 1-25 verses)

Sanskrit Textual study of Canto- I, 1-25 verses with detailed meaning, Grammatical notes

Unit-9 Raghuvamśam(Canto- IV, 26-52 verses)

Sanskrit Textual study of Canto- I, 26-52 verses with detailed meaning, Grammatical notes

Unit-10 Raghuvamśam(Canto- IV, 53-80 verses)

Sanskrit Textual study of Canto- I, 53-80 verses with detailed meaning, Grammatical notes

Unit-11 Raghuvamśam(Canto- IV, 81-88 versesand literary study)

Sanskrit Textual study of Canto- I, 81-88 verses with detailed meaning, Grammatical notes

Unit-12 Kirātārjunīyam (An introduction)

Source of the Mahakavya, time, significance of the title, summary of all cantos

Unit-13 Kirātārjunīyam(Canto1, 1-25 verses)

Sanskrit Textual study of Canto- I, 1-25 verses with detailed meaning, Grammatical notes

Unit-14 Kirātārjunīyam(Canto1, 26-46 verses)

Sanskrit Textual study of Canto- I, 26-46 verses with detailed meaning, Grammatical notes

Unit-15 Kirātārjunīyam(literary study)

Literary style of the poet, explanation of some important verses

FURTHER READING:

1. Bandyopadhyay, Suresh Chandra, Bhattacharya, Narayan Chandra, The Role of Sanskrit Literature (Parts 1 and 2), Calcutta: Mukherjee and Company Pvt.
2. Sastri, Prof. Ashoknath (1996): Kiratarjuniyam, Canto I, Calcutta: Modern Book Agency Pvt Ltd.
3. Bhadra, Sudhendu Mohan: Raghuvamsam, Guwahati: Candraprakash.

DSC 4 SANSKRITNĀṬAKA (DRAMA)**Course Objectives:**

- To acquaint the learners to the life and works of some of the remarkable Sanskrit dramatists.
- To study some of the representative texts of Sanskrit dramatists such as Svapnavāsavadattam, Abhijñānaśakuntalam etc.

Course Outcomes:

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

- Gain a better idea on the life of Kalidasa, Bhasa etc.
- Discuss the works of the dramatist such as Kalidasa, Bhasa etc
- Discuss the text of the dramas such as Svapnavāsavadattam, Abhijñānaśakuntalam in details.

Unit-1 Svapnavāsavadattam (An Introduction)

Source of the drama, about author, time, significance of the title,

Unit-2 Svapnavāsavadattam (Textual study of the 1st, Act)

Sanskrit Textual study of the 1st Act with detailed meaning, Grammatical notes

Unit-3 Svapnavāsavadattam (Textual study of the 2nd and 3rd Act)

Sanskrit Textual study of the 2nd and 3rd Act with detailed meaning, Grammatical notes

Unit-4 Svapnavāsavadattam (Textual study of the 4th Act)

Sanskrit Textual study of the 4th Act with detailed meaning, Grammatical notes

Unit-5 Svapnavāsavadattam (Textual study of the 5th Act)

Sanskrit Textual study of the 5th Act with detailed meaning, Grammatical notes

Unit-6 Svapnavāsavadattam (Textual study of the 6th Act)

Sanskrit Textual study of the 6th Act with detailed meaning , Grammatical notes

Unit-7 Abhijñānaśakuntalam (Kālidāsa, the dramatist)

About the author of the drama in detailed, his time, works etc

Unit-8 Abhijñānaśakuntalam (General study of the drama)

A general study of the drama, like summary of all acts

Unit-9 Abhijñānaśakuntalam (Textual study of 1st Act)

Sanskrit Textual study of the 1st Act with detailed meaning, Grammatical notes

Unit-10 Abhijñānaśakuntalam (Textual study of 2nd act)

Sanskrit Textual study of the 2nd Act with detailed meaning, Grammatical notes

Unit-11 Abhijñānaśakuntalam (Textual study of 4th Act)

Sanskrit Textual study of the 4th Act with detailed meaning, Grammatical notes

Unit-12 Abhijñānaśakuntalam (Textual study of 7th Act)

Sanskrit Textual study of the 7th Act with detailed meaning, Grammatical notes

Unit-13 Venisamhara (the dramatist)

About the author of the drama in detailed, his time, works etc.

Unit-14 Venisamhar (General study of the drama)

A general study of the drama, like summary of all acts, significance of the title

Unit-15 Venisamhar (Textual study of the drama)

Textual study of some important parts of the drama, explanation of important verses.

FURTHER READING:

1. Sharma, Thaneswar (2008), Abhijñānaśakuntalam – ek Samiksa, Guwahati.
2. Sharma, Thaneswar (1995), Sanskrit Sahityar Itivritta, Guwahati: Chandra Prakash.
3. Hazarika, Atul Chandra (1959), Abhijanashakuntalam, Guwahati.

4. Kale, M. (1999). R.S. (1988), Swapnavasavadattam of Bhas, Artist :
Matilal Banarasidas Polishers Pvt.

SEMESTER: III

DSC 5 INDIAN PHILOSOPHY

Course Objectives:

- To provide a detailed idea on the history of Indian Philosophy.
- To acquaint the learners with Sāṅkhya Philosophy, Yoga Philosophy, Nyāya Philosophy, Vedanta Philosophy and other important Indian Philosophy.

Course Outcomes:

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

- Gain a detailed idea on the history of Indian Philosophy.
- Gain a systematic idea on the history of Sāṅkhya Philosophy, Yoga Philosophy, Nyāya Philosophy, Vedanta Philosophy and other important Indian Philosophy.

Unit-1 Introduction to the Indian Philosophy

A study on the History of Indian philosophy, various branches, characteristics,

Unit-2 Sāṅkhya Philosophy

Definition of Sāṅkhya Philosophy, its theories, divisions

Unit-3 Yoga Philosophy

Definition of Yoga Philosophy, its theories, divisions

Unit-4 Nyāya Philosophy

Definition of Nyaya Philosophy, its theories, divisions

Unit-5 Vaiśeṣika Philosophy

Definition of Vaiśeṣika Philosophy, its theories, divisions

Unit-6 Mīmāṃsā Philosophy

Definition of Mīmāṃsā Philosophy, its theories, divisions

Unit-7 Vedānta Philosophy

Definition of Vedānta Philosophy, its theories, divisions

Unit-8 Other Advaita Vedānta Philosophy

Definition of Other Advaita Vedānta Philosophy, its theories

Unit-9 Cārvāka Philosophy

Definition of Cārvāka Philosophy, its theories

Unit-10 Jaina Philosophy

Definition of Jaina Philosophy, its theories

Unit-11 Bauddha Philosophy

Definition of Bauddha Philosophy, its theories

Unit-12 Pramāṇa (Sāṅkhya Philosophy)

Definition of Pramāṇa, importance, divisions etc

Unit-13 Anumāna Pramāṇa (General study)

Definition of Anumāna Pramāṇa, importance, divisions etc

Unit-14 Tarkasaṃgraha (General study)

About the book, author, definition of the word Tarkasaṃgraha, concept of the book

Unit-15 Tarkasaṃgraha (Anumānakhaṇḍa)

Textual study of the Tarkasaṃgraha with meaning

FURTHER READING:

1. Dasgupta, Surendranath (1999); A History of Indian Philosophy (Vol. IV) Delhi: MLBD.
2. Sharma, Dr. C. D. (1987); A Critical Survey of Indian Philosophy. Delhi: MLBD.
3. Sinha, Jadunath (1999); Indian Philosophy (Vol. II); Delhi: MLBD.

SEMESTER: III

DSC 6- MODERN SANSKRIT KAVYA AND METRE

Course Objectives:

- To discuss about Sanskrit works composed in Assam.
- To discuss about Vṛttamanjarī , Chandomañjarī and Satijayamati.
- To develop an idea on various Chandas.

Course Outcomes:

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

- Gain a comprehensive idea on the Sanskrit works composed in Assam.
- Gain a detailed idea on the types of Sanskrit Chandas

DSC 6-Modern Sanskrit Kavya and Metre Total marks=100

Unit-1 Sanskrit works composed in Assam

A study on Sanskrit works composed in Assam from ancient to 21st century

Unit-2 Satī Jayamatī (ch-I,verses1-14)

A general study of the kavya, summary, about the author, Sanskrit Textual study of verses 1-14with detailed meaning, Grammatical notes

Unit- 3 Satī Jayamatī (ch-I, verses15-27)

Sanskrit Textual study of **verses 15-27** with detailed meaning, Grammatical notes

Unit- 4 Satī Jayamatī (ch-I,verses 28--40)

Sanskrit Textual study of **verses 28-40** with detailed meaning, Grammatical notes

Unit- 5 Satī Jayamatī (ch-I,verses 41-55)

Sanskrit Textual study of **verses 41-55** with detailed meaning, Grammatical notes

Unit-6 Vṛttamanjarī,(General study)

A general study of the kavya, summary, about the author, his time, significance of the story

Unit-7 Samavṛttas of Vṛttamanjarī

Various vṛttas and description of Samavṛttas with examples

Unit-8 Vṛttamanjarī (Textual study)

Sanskrit Textual study and meaning of the text with grammatical notes

Unit- 9 Vṛttamanjarī (literary study)

Literary study of Vṛttamanjarī like Rasa, Alankara **etc.**

Unit-10 Chandomañjarī (general study)

A general study on the history of Chandasastra, about author, varieties etc

Unit-11 Chandomañjarī (Indravajrā,Upendravajrā, , Vasantatilakam,)

Definition with examples of Indravajrā,Upendravajrā, Vasantatilakamchandas

Unit-12 Chandomañjarī (Mandākrāntā,Rucirā ,Sragdharā)

Definition with examples of Mandākrāntā, Rucirā, , Sragdharāchandas

Unit-13Chandomañjarī (Drutavilambita,Vaṁśasthaviḷam ,Harini,)

Definition with examples of Drutavilambita,Vaṁśasthaviḷam ,Harinichandas

Unit-14 Chandomañjarī (Bhūjaṅgaprayāta, Mālinī, Totakam)

Definition with examples of Bhūjaṅgaprayāta, ,Mālinī,Totakam chandas

FURTHER READING:

1. History of Samikṛta Literature: V. Varadachari, 2nd ed. 1960.
2. Sarma, Dipak Kumar, Bhavadeva Bhagavati racita Sati Jaymati, Nalbari: Kitab Ghar.
3. Mahamohopadhyaya Dhireswaracarjya, Vrittamanjari, Asam Sanskrit Board

SEMESTER: IV

DSC 7-POETICS AND ARTHASASTRA

Course Objectives:

- To stir the interests of learners towards poetics and Arthasastra through representative texts.
- To acquaint the learners with some of the remarkable Sanskrit poetics.

Course Outcomes:

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

- Discuss the various aspects and contexts of remarkable Sanskrit poetics.
- Discuss the life and works of Darpanakara and Kautilya.

Unit-1 Different schools of Sanskrit Poetics

Description of different schools of Sanskrit Poetics like Rasa, Dhvani, Riti etc

Unit-2 Sāhityadarpaṇa (General Study)

Description of Sāhityadarpaṇa, about author, divisions of chapters, its contents

Unit-3 Sāhityadarpaṇa (ch-I)

Definition of Kavya, Importance of studying Kavya, Dosa and gunas of Kavya

Unit-4 Sāhityadarpaṇa (ch-II)

It defines what a sentence or composition is According to Viswanatha

Unit-5 Sāhityadarpaṇa (ch-VII, nātaka and prakaraṇa, Sandhi)

It gives definition of nātaka and prakaraṇa with examples

Unit-6 Sāhityadarpaṇa (ch-VII, Sravyakavya)

It defines what akāvya dosa with examples

Unit-7Sāhityadarpaṇa(ch-X,Upamā,Rūpaka,Ananvaya,Apahnuti,Nidarśanā, Arthāntaranyāsa)

Description of Upamā,Rūpaka,Ananvaya, Apahnuti,Nidarśa,Arthāntaranyāsa , with examples

Unit-8Sāhityadarpaṇa(ch-X,Dr̥ṣṭānta,Vibhāvana,Viseṣokti,Utpreksa,Samāsokti, Vyājastuti)

Description of Dr̥ṣṭānta,Vibhāvana, Viseṣokti,Utpreksa ,Samāsokti, Vyājastuti with examples

Unit-9Kauṭilya'sArthaśāstra (General study)

Content, significance ofKauṭilya'sArthaśāstra

Unit-10 Kauṭilya'sArthaśāstra(1stadhikaraṇa,textual study)

Content, significance of 1stadhikaraṇa,

Unit-11Kauṭilya'sArthaśāstra (Mantrādhikaraṇa)

Content, significance of Mantrādhikaraṇa

Unit-12 Kauṭilya's Arthaśāstra(Śāsanādhikaraṇa)

Content, significance of Śāsanādhikaraṇa

FURTHER READING:

1. Basu, Dr. Anil Chandra, Kautilya Arthashastra (2001), Kolkata: Sanskrit Book Depot.
2. Menon, K.S. P., Kautilya on Politics (1998), New Delhi : Rashtriya Sanskrit Sansthan.

SEMESTER: IV

DSC 8- SANSKRITGADYA (PROSE) AND NĪTIKĀVYA

Course Objectives:

- To discuss the history of Gadya (prose) and nītikāvya
- To acquaint the learners to the Kādambarī and the Daśakumāracarita

Course Outcomes:

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

- Discuss the history of Gadya (prose) and Nītikāvya.
- Stir an interest in the learners to explore the knowledge of. Kādambarī Daśakumāracarita .
- Discuss the life and works of Bana.

Unit-1 Kādambarī (An Introduction)

A general study of the prose, summary of the Kādambarī, significance of the title

Unit-2 Kādambarī (Description of Śūdraka)

Story of Sudraka, Sanskrit text and meaning, Grammatical notes

Unit-3 Kādambarī (Description of Ujjayinī)

Story of Ujjayinī, Sanskrit text and meaning, Grammatical notes

Unit-4 Kādambarī (Description of Cāṇḍālakanyā)

Story of Cāṇḍālakanyā, Sanskrit text and meaning, Grammatical notes

Unit-5 Kādambarī (Śukanāsopadeśa, main text)

Story of Śukanāsopadeśa, Sanskrit text and meaning, Grammatical notes

Unit-6 Kādambarī (Śukanāsopadeśa, Assamese translation)

Story of Śukanāsopadeśa, Assamese translation, Grammatical notes

Unit-7 Kādambarī-(Literary study)

Style of the Kadambari, literary beauty, influence upon later writings

Unit-8 Daśakumāracarita(General study)

A general study of the prose, summary, about the author, his time, significance of the story

Unit-9 Daśakumāracarita(Rājavāhanacarita,Uttarapithika, 1stucchvasa-textual study)

Sanskrit Textual study of Rājavāhanacarita,Uttarapithika, 1stucchvasa with detailed meaning, Grammatical notes

Unit-10 Daśakumāracarita (Somadattacarita, Purvapithika, 3rdUcchvasa-textual study)

Sanskrit Textual study of Somadattacarita, Purvapithika, 3rducchvasa with detailed meaning, Grammatical notes

Unit-11 Bhartṛhari's Nīṭisāṭaka (General study)

A general study of this Sāṭaka, summary, about author, his time, significance of the name

Unit-12 Nīṭisāṭaka(verses 1-10)

Sanskrit Textual study of **verses 1-10** with detailed meaning, Grammatical notes

Unit-13 Nīṭisāṭaka(verses 11-20)

Sanskrit Textual study of **verses 11-20** with detailed meaning, Grammatical notes

Unit-14 Nīṭisāṭaka (verses 21-30)

Sanskrit Textual study of **verses 21-30** with detailed meaning, Grammatical notes

FURTHER READING:

1. Kane, P. V. (1986) Harsacaritam, Delhi: MLBD
2. Sarma, Prabhat Candra (2000), Kadambari (translation), Guwahati: ABLEK
3. Kane, M. R (1997), Dashakumarcarita, Delhi: MLBD

SEMESTER: V**DSC 9- VEDIC SAMHITAAND GITA****Course Objectives:**

- To discuss about the Srimadbhagavadgita.
- To discuss about the Practical Perspective towards the Society (On the basis of the *Srimadbhagavadgita*)
- To discuss about the Ways and Means for the development of personality (On the basis of the *Srimadbhagavadgita*)
- Discuss the various aspects of Susrutasamhita and Carakasamhitā

Course Outcomes:

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

- Gain an introduction to the Srimadbhagavadgita.

- Gain an idea on the Susrutasamhita and Carakasamhitā
- Gain an idea on the Āranyaka Literature.
- Gain a detailed idea on Āyurveda.

Unit-1 Āranyaka Literature (General Study)

Description about Āranyaka Literature in a general way

Unit-2 Taittiriya Aranyaka (Panchamahayajna)

Description about Panchamahayajna

Unit-3 Introduction of Āyurveda

Defines about Āyurveda

Unit-4 Principal Ācāryas of Āyurveda and their works

Description about various educators of Āyurveda and their works

Unit-5 Carakasamhitā (General Study)

Description about Carakasamhitā

Unit-6 Carakasamhitā (Sūtra-sthānam)

Description about Sūtra-sthānam of Carakasamhitā

Unit-7 Carakasamhitā (Division of Time, condition of nature and body in six seasons)

Description about division of Time, condition of nature and body in six seasons

Unit-8 Susrutasamhita (General Study)

Description about Susrutasamhitain a general way

Unit-9 Susrutasamhita (ch I, 25 verses)

Textual study of Susrutasamhita from 1-25 verses

Unit-10 Srimadbhagavadgita (general study)

Significance, content, about the author, his time etc

Units-11 Srimadbhagavadgita (chapter-xii-a textual study)

textual study of chapter-xii with meaning

Unit-12 Srimadbhagavadgita (chapter-xii-a Literary study)

Literary study of chapter xii

Unit-13 The Practical Perspective towards the Society (On the basis of the *Srimadbhagavadgita*)

Unit-14 The Ways and Means for the development of personality (On the basis of the *Srimadbhagavadgita*)

FURTHER READING:

1. Shrava, Satya, (1977), A comprehensive History of Vedic Literature, New Delhi, Pranava Prakashan.
2. Majumdar, Subodhacandra, Srimadbhagavatgita, Deva Sahitya Kutir, Kolkata: 1973.

SEMESTER: V

DSC 10-MANTRA AND BRĀHMAṆA

Course Objectives:

- To acquaint the learners with **Vedic Literature, society and culture** .
- To study the Vedas, Brahmanas and important Suktas.

Course Outcomes:

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

- Explore the interesting aspects of Vedic Literature, society and culture.
- Appreciate the various characteristics of Vedas, Brahmanas and important Suktas with texts.

Unit-1 Vedic Literature (General study)

Definition and meaning of Veda, division of Vedas

Unit-2 Vedic society

Food habit, costume etc of the time of Vedic people

Unit-3 Vedic culture

Political, religious position of the people of that time

Unit-4 R̥gveda

Definition and meaning of R̥gveda, division

Unit-5 Yajurveda

Definition and meaning of Yajurveda, division

Unit-6 Sāmaveda

Definition and meaning of Sāmaved, division

Unit-7 Atharvaveda

Definition and meaning of Atharvaveda, division

Unit-8 Indrasūkta

Mantras of Indrasukta, meaning

Unit-9 Devīsūkta

Mantras of Devīsūkta, meaning

Unit-10 Bhūmisūkta

Mantras of Bhūmisūkta, meaning

Unit-11 Akṣasūkta

Mantras of Akṣasūkta, meaning

Unit-12 Brāhmaṇa Literature (General study)

Definition and meaning of Brāhmaṇa Literature, division

Unit-13 AitareyaBrahmana (a study)

Definition and meaning of AitareyaBrahmana, division

Unit-14 SatapathaBrahmana (Manumatsyakathā, the legend of the manumatsya)

Definition and meaning of SatapathaBrahmana, division, story of Manumatsyakathā

FURTHER READING:

1. Das, A. C (1925) R̥gvedic Culture, Calcutta.
2. Macdonell, A. A. (1963), Vedic Mythology, Delhi: IBH

SEMESTER: V

DSC 11/ Minor- 6 EPICS, PURANA, TRANSLATION AND COMPREHENSION

Course Objectives:

- To discuss about the Rāmāyaṇa, Mahābhārata, Viṣṇupurāṇa etc.
- To discuss the life and works of Valmiki.
- To introduce the learners how to do Sanskrit Conversation.

Course Outcomes:

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

- Gain a detailed idea on the Rāmāyaṇa, Mahābhārata, Viṣṇupurāṇa etc.
- Gain a detailed idea on puranas.
- Able to converse in Sanskrit language.

Unit-1 Rāmāyaṇa (Bālakāṇḍa, ch-1, General study)

Content, about the author

Unit-2 Rāmāyaṇa, (Bālakāṇḍach-1, Textual study)

Textual study of Bālakāṇḍach-1 with meaning

Unit-3 Mahābhārata (Śāntiparvan, ch-191, General study)

Content, about author, general study of Mahābhārata, Śāntiparvan, ch-191

Unit-4 Mahābhārata (Śāntiparvan, ch-191, Āśramadharma, Textual study)

Textual study of Mahābhārata, Śāntiparvan ch-191, Āśramadharma,

Unit-5 Viṣṇupurāṇa (General study)

General study of Viṣṇupurāṇa, Content, about author,

Unit-6 Viṣṇupurāṇa (Description of Bhāratavarṣa)

Description of Bhāratavarṣa, importance

Unit-7 Bhāgavatapurāṇa (General study)

General study of Bhāgavatapurāṇa , Content, about author

Unit-8 Bhāgavatapurāṇa (skandha III, verses 1-16)

Textual study of Bhāgavatapurāṇa (skandha III, verses 1-16)

Unit-9 Bhāgavatapurāṇa (skandha III, verses 17-33)

Textual study of Bhāgavatapurāṇa (skandha III, verses 17-33)

Unit-10 Bhāgavatapurāṇa (skandha III, chapter-1, verses 34-35 and 1-5 verses of 2nd chapter)

Textual study of Bhāgavatapurāṇa (skandha III, chapter-1, verses 34-35 and 1-5 verses of 2nd chapter)

Unit-11 Translation

Various technique of Translation with examples

Unit-12 Comprehension

Various technique of Comprehension with examples

Unit-13 Sanskrit conversation (lesson-1)

Various technique of Sanskrit conversation in day to day life lesson-1

Unit-14 Sanskrit conversation (lesson-2)

Various technique of Sanskrit conversation in day to day life lesson-1

FURTHER READING:

1. Sarma, Giridhar, (1988) Sanskrit Grammar, composition & Translation, Guwahati: Radha Prakashan.
2. 2. Shastri, Dharmendra Nath (2003), Sanskrit in 30 Lectures, DAV, College Managing Committee.

SEMESTER: VI**DSC 12- Minor-7- UPANIṢAD****Course Objectives:**

- To discuss about the history of Upaniṣad.
- To acquaint the learners with various Upaniṣads.

Course Outcomes:

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

- Gain a detailed idea on the history of various important Upaniṣads.
- Gain a detailed idea on various Upaniṣads such as Iśopaniṣad .

Unit- 1 Upaniṣad (introduction)

General study of Upaniṣad, types, importance etc.

Unit- 2 Philosophical hymns of Rgveda)

Introduction, Types, Importance.

Unit-3 Philosophical hymns of the Atharvaveda

Introduction, Types, Importance

Unit-4 Iśopaniṣad (General study)

General study of Iśopaniṣad, Importance, content

Unit- 5 Kathopaniṣad (General study)

General study of Kathopaniṣad, Importance, content

Unit-6 Kenopaniṣad

General study of Kenopaniṣad, Importance, content

Unit-7 Chandogyopaniṣad

General study of Chandogyopaniṣad, Importance, content

Unit-8 Brihadaranyakopaniṣad

General study of Brihadaranyakopaniṣad, Importance, content

Unit-9 Mundakopaniṣad

General study of Mundakopaniṣad Importance, content

Unit-10 Prasnopaniṣad

General study of Prasnopaniṣad, Importance, content

Unit-11 Aitereyopaniṣad

General study of Aitereyopaniṣad, Importance, content

Unit- 12 Taithirīyopaniṣad (General study)

General study of Taithirīyopaniṣad, importance, content

Unit-13 Some Minor Upaniṣad

General study of Some Minor Upaniṣad, Importance, content

Unit-14 Education system of Upaniṣad

General study of Education system of Upaniṣad , Importance

FURTHER READING:

1. Sharma, Tirthanath, (1991), Upanishad Ashtaka, Guwahati: Assam Prakashan Parishad.
2. Sharma Tirtha Nath, (1998), Chandogya Upanishad, Guwahati: Jyoti Prakashan.

SEMESTER: VI

DSC 13: MATHEMATICS IN SANSKRIT, VASTUVIDYA, TEMPLE STUDY

Course Objectives:

- To take up aspects on the ancient Mathematics.
- To discuss about Vastuvidya.
- To acquaint the learners with some of the important temples of Assam.

Course Outcomes:

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

- Gain an introduction to the ancient Mathematics.
- Discuss some of the significant temples of Assam.
- Appreciate the significant of Vastuvidya .

Unit-1 Mathematics in the Vedic period

Description about Mathematics in the Vedic period

Unit-2 Mathematics in the Classical period

Description about Mathematics in the Classical period

Unit-3 Mathematics in the Post Vedic Period

Description about Mathematics in the Post Vedic Period

Unit-4 Lilavati (General study)

A general study of Lilavati, about author, content

Unit-5 Lilavati (ch-1, Textual study)

Textual study of Lilavati of chapter 1

Unit-6 Vedic Mathematics – First 5 sūtras

Description about Vedic Mathematics – First 5 sūtras

Unit-7 Technical Terms in Mathematics

Description about different Technical Terms in Mathematics

Unit-8 Āryabhatīyam of Āryabhatta

Description about Āryabhatīyam of Āryabhatta

Unit-9 Vastuvidya (General study)

Description about Vastuvidya in general

Unit-10 Vastuvidyadyaya (Vrhatsamhita-ch 53)

Textual study of Vastuvidyadyaya

Unit-11 Studies on Temples (Introduction)

An Introduction to various temples

Unit-12 Important Temples of Assam

Description about Important Temples of Assam

Unit-13 Important Sakta Temples of Assam and their Historical Importance

Description about Important Sakta Temples of Assam and their Historical Importance

Unit-14 Important Saiva Temples of Assam and their Historical Importance

Description about Important Saiva Temples of Assam and their Historical Importance

Unit-15 Important Vaisnava Temples of Assam and their Historical Importance

Description about Important Vaisnava Temples of Assam and their Historical Importance

FURTHER READING:

1. Sarma, Dilip: Lilavati (translation) 2005, Asam prakasan Parisad.
2. Neog, Maheswar (1991), Pabitra Asam, Guwahati: Layers Book Stale.

SEMESTER: VI

DSC 14- KAVYA

Course Objectives:

- To introduce the learners about Kumārasambhabam.
- To introduce the learners about Yājñavalkyasmṛti
- To introduce the learners about Linguistics and Philology.

Course Outcomes:

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

- Discuss the prescribed text of the poem Kumārasambhabam.
- Gain an idea on Linguistics and Philology.

Unit-1 Kumārasambhabam (An introduction)

Description about Kumārasambhabam in a general way

Unit-2 Kumārasambhabam (Canto- III, 1-15 verses)

Sanskrit Textual study of Kumārasambhabam Canto III, 1-15 verses

Unit-3 Kumārasambhabam (Canto- III, 16-30 verses)

Sanskrit Textual study of Kumārasambhabam Canto- III, 16-30 verses

Unit-4 Kumārasambhabam (Canto- III, 31-45 verses)

Sanskrit Textual study of Kumārasambhabam Canto- III 31-45 verses

Unit-5 Kumārasambhabam (Canto- III, 46-60 verses)

Sanskrit Textual study of Kumārasambhabam Canto- III, 46-60 verses

Unit- 6 Kumārasambhabam (Canto- III, 61-75 verses)

Sanskrit Textual study of Kumārasambhabam Canto- III, 46-60 verses

Unit-7 Kumārasambhabaṁ (Canto- III, 76-90verses)

Sanskrit Textual study of Kumārasambhabaṁ Canto- III 76-90verses

Unit-8 Kumārasambhabaṁ (Canto- III, 91-100 verses)

Textual study of Kumārasambhabaṁ , Canto- III 91-100 verses

Unit-9 Meghadutam (An introduction)

Content, About Author, Source

Unit-10 Purvamegha(An introduction)

Content, Significance,

Unit-11 Uttaramegha (An introduction)

Content, Significance,

Unit-12 Ritusamharsa (An introduction)

Content, About Author, Source

Unit-13 First three Ṛtus of Ritusamharsa

Description, Significance of first three seasons

Unit-14 Last three Ṛtus of Ritusamharsa

Description, Significance of last three seasons

FURTHER READING:

1. Kumarasambhavam- M. R. Kale. Motilal Banarasidass Publishers.
2. History of Samikṛta Literature: V. Varadachari, 2nd ed. 1960.

SEMESTER: VI

DSC 15 -DHARMASASTRA

Course Objectives:

- To discuss about the history of Dharmasāstra.
- To acquaint the learners with various Smritisāstras.

Course Outcomes:

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

- Gain a detailed idea on the history of Dharmaśāstra.
- Gain a detailed idea on various Smritisāstras and Nāradaśmṛti.

Unit-1 Dharmaśāstra (General study)

Content, about author, general study of Dharmaśāstra

Unit-2 Manusāhitā (General study)

Content, about author, general study of Manusāhitā, Division of chapters

Unit-3 Manusāhitā (Chapter-VII, verses 1-13)

Textual study of Chapter-VII, verses 1-13 with meaning

Unit-4 Manusāhitā (Chapter-VII, verses 14-34)

Textual study of Chapter-VII, verses 14-34 with meaning

Unit-5 Manusāhitā (Chapter-II, verses 43-53)

Textual study of Chapter-II, verses 43-53 with meaning

Unit-6 Manusāhitā (Chapter-III, verses 99-107)

Textual study of Chapter-III, verses 99-107 with meaning

Unit-7 Nāradaśmṛti (General study)

Content, about author, general study of Nāradaśmṛti

Unit-8 Nāradaśmṛti (Chapter I textual study)

General study of Nāradaśmṛti (ch I) Textual study with meaning

Unit-9 Nāradaśmṛti (Chapter I verses-30-74)

Textual study with meaning of verses-30-74

Unit-10 Nāradaśmṛti (Chapter IV, Dayabhaga)

Textual study with meaning of chapter IV, Dayabhaga

Unit-11 Yājñavalkyaśmṛti (General study)

Description on Yājñavalkyaśmṛti in a general way

Unit-12 Yājñavalkyaśmṛti (Vyāvahārādhyāya, concept of vyāvahāra)

Description on Yājñavalkyaśmṛti's Vyāvahārādhyāya, concept of vyāvahāra

Unit-13 Yājñavalkyaśmṛti (Vyāvahārādhyāya, Sākṣīprakaraṇa)

Description on Yājñavalkyaśmṛti's Vyāvahārādhyāya, Sākṣīprakaraṇa

Unit-14 Yājñavalkyasmṛti (Vyāvahārādhyāya, Dāyabhāgoprakarana)

Description on Yājñavalkyasmṛti's Vyāvahārādhyāya, Dāyabhāgoprakarana

Unit-15 Yājñavalkyasmṛti (Vyāvahārādhyāya, Ṛṇadāna)

Description on Yājñavalkyasmṛti's Vyāvahārādhyāya, Ṛṇadāna

FURTHER READING:

1. Kane, P. V. (1968), History of Dharmashastra (Vol. 1, Part 1), Pune: Bhandarkar Oriental Research Institute.
2. Swain, (Dr.) Braja Kishore, (2006), Naradasmṛti, Varanasi, Choukhambha Sanskrit Bhawan.

SEMESTER: VII

DSC 16 - EPIGRAPHY, PALIOGRAPHY, INSCRIPTION AND MANUSCRIPT

Course Objectives:

- To discuss about the history of Epigraphy, Paliography, Inscription and Manuscript.
- To acquaint the learners with various Inscriptions.

Course Outcomes:

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

- Gain a detailed idea on the history of various Epigraphy, Paliography, Inscription and Manuscript.
- Gain a detailed idea on various of various Inscriptions.

Unit-1 Epigraphy (General note)

Definition, Content and Significance

Unit-2 Paliography (General note)

Definition, Content and Significance

Unit-3 Chronology (General note)

Definition, Content and Significance

Unit-4 Inscription (General note)

Definition, Content and Significance

Unit-5 Main eras of Inscription

Vikrama era, Saka era, Gupta era and Bhaskara era & system of dating the inscription

Unit-6 Ashoka's Girnar rock edict 1 and Ashoka's Sarnath pillar edict

Content and Significance

Unit-7 Girnar Inscription of Rudradaman

Content and Significance

Unit-8 Dubi copper plates of Bhaskar Varman

Content and Significance

Unit-9 Parbatia copper plates of Banamala Barmadeva

Content and Significance

Unit-10 Nidhanpur Inscription

Content and Significance

Unit-11 Kanaibarasi Inscription

Content and Significance

Unit-12 Nidhanpur stone pillar Inscription

Content and Significance

Unit-13 Manuscriptology (General note)

Content and Significance

Unit-14 Available Inscription in Assam

Content and Significance

FURTHER READING:

1. Shivaganesh, R S, Introduction to Manuscriptology, (1996), Sharada Publishing House.
2. Mukunda Madhava Sharma, Inscriptions of Ancient Assam, Gauhati University, 1978
3. Indian Epigraphy, D.C. Sircar, MLBD, Delhi
4. Indian Epigraphy, Paleography and Chronology (Assamese & English), Mridusmita Bharadwaj, Dr. Bhagyashree Sarma, Rashmi Rekha Devi, Guwahati

SEMESTER: VII

DSC 17-ANUKRAMANI, NIRUKTA AND LEXICOGRAPHY

Course Objectives:

- To discuss about the history of Anukramani, Nirukta and lexicography.
- To acquaint the learners with various branches of Nirukta.

Course Outcomes:

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

- Gain a detailed idea on the history of Anukramani, Nirukta and lexicography.
- Gain a detailed idea on various branches of Nirukta.

Unit-1 Anukra (General note)

Content and Significance

Unit-2 Sarvanukramani

Content and Significance

Unit-3 Nirukta (General note)

Content and Significance

Unit-4 Nirukta (Contents)

Divisions and Significance

Unit-5 Nighantu (General note)

Content and Significance

Unit-6- Lexicography (General note)

Content and Significance

Unit-7 Sanskrit Kosakavya (An Introduction)

Content and Significance

Unit-8 Sabdakalpadruma (An Introduction)

Content and Significance

Unit-9 Vacaspatyam (An Introduction)

Definition, Content and Significance

Unit-10 Amarakosa (An Introduction)

Definition, Content and Significance

Unit-11 Modern Sanskrit Lexicons (An Introduction)

Definition, Content and Significance

Unit-12 Lexicons of Anandoram Barooah

Content and Significance

Unit-13 Vedic concordance

Content and Significance

Unit-14 Cataloguing of Sanskrit Manuscripts

Content and Significance

FURTHER READING:

1. Rudolf Roth , Introduction To The Nirukta And The Literature Related To It; With A Treatise On The Elements Of The Indian Accent, , Published by Read Books.

SEMESTER: VII

DSC 18-SANSKRIT LANGUAGE AND LINGUISTICS

Course Objectives:

- To discuss about the history of Sanskrit language and linguistics.
- To acquaint the learners with various branches of Sanskrit language and linguistics.

Course Outcomes:

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

- Gain a detailed idea on the history of Sanskrit language and linguistics.
- Gain a detailed idea on various branches of Sanskrit language and linguistics.

Unit-1 Language-its history

Definition, and Significance

Unit-2 History and development of Indo- European Language

Introduction to Sanskrit Language, Vedic and classical language, present status of

Sanskrit language etc.

Unit-3 Various Languages of Indo- European family

Introduction to various Languages of Indo- European family

Unit-4 Sanskrit as a member of O.I.A Language

Definition, About O.I.A Language

Unit-5 Vedic Sanskrit and Classical Sanskrit

Difference and significance of Vedic Sanskrit and Classical Sanskrit

Unit-6 Development of Sanskrit Sounds

About Sanskrit Sounds and its stages of Development

Unit-7 Phonetic Laws of Sanskrit Sounds

Introduction to Phonetic Laws

Unit-8 Declension and conjugation system of Sanskrit Language

Definition, and Significance

Unit-9 Ablaut

Introduction to Ablaut, significance

Unit-10 Suffixes and Prefixes of Sanskrit Language

Definition, and Significance

Unit-11 Middle Indo Aryan Language

Definition, and Significance

Unit-12 New Indo Aryan Language

Definition, and Significance

Unit-13 Sanskrit as a Spoken Language

History and Significance

Unit-14 Sanskrit and other Indian Language

History and Significance

FURTHER READING:

1. A handbook of Sanskrit Philology, (2000) Satyaranjan Banerjee, Kolkata: Sanskrit Pustak Bhandar.
2. A Handbook of Sanskrit Philology, Satya Ranjan Banerjee, Sanskrit Pustak Bhandar Calcutta
3. Elements of the Science of Language, Taraporewala, Calcutta University
4. ভাষাবিজ্ঞান, উপেন্দ্রনাথগোস্বামী, মাণিমাণিকপ্রকাশন

SEMESTER: VII

Course Objectives:

- To discuss about the history of Sanskrit Aesthetics and Poetics.
- To acquaint the learners with various branches of Sanskrit Aesthetics and Poetics .

Course Outcomes:

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

- Gain a detailed idea on the history of Sanskrit Aesthetics and Poetics.
- Gain a detailed idea on various branches of Sanskrit Aesthetics and Poetics.

Unit-1 A general Note on Aesthetics

History and Significance

Unit-2 Sanskrit Poetics-Origin and Development

History and Significance

Unit-3 Rasa School

Definition, History and Significance

Unit-4 Dhvani School

Definition, History and Significance

Unit-5 Alankara School

Definition, History and Significance

Unit-6 Riti School

Definition, History and Significance

Unit-7 Vakrokti Sampradaya

Definition, History and Significance

Unit-8 Aucitya Sampradaya

Definition, History and Significance

Unit-9 Bhaktiparampara in Sanskrit poetics

Definition, History and Significance

Unit-10 Dhvanyaloka-I-II

About Author, Definition, content

Unit-11 Kavyaprakasa- I-IV

About Author, Definition, content

Unit-12 Kavyamimamsa-I-III

About Author, Definition, content

Unit-13 Kavyadarsa I-II

About Author, Definition, content

Unit-14 Dasarupaka I

About Author, Definition, content

FURTHER READING:

1. Sastri, Viswanarayan, Sahityadarpana (1999), Translation and Edited, Guwahati: Saraighat Prakasan.
2. History of Sanskrit Poetics, S.K.De.

SEMESTER: VII

DSC 20 SANSKRIT STUDIES IN INDIA AND ASSAM

Course Objectives:

- To discuss about the history of Sanskrit Studies in India and Assam.
- To acquaint the learners with different period of Sanskrit Studies in India and Assam.

Course Outcomes:

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

- Gain a detailed idea on the history of Sanskrit Studies in India and Assam.
- Gain a detailed idea on different period of Sanskrit Studies in India and Assam.

Unit-1 Sanskrit Studies in India in Colonial Period

History and Significance

Unit-2 Societies for Sanskrit Studies in India

History and Significance

Unit-3 Sanskrit Educational institute in India

History and Significance

Unit-4 An introduction to Sanskrit Studies in Assam

History and Significance

Unit-5 Sanskrit in Pre Sankar deva

History and Significance, content

Unit-6 Sanskrit in Sankar deva and post Sankar deva Period in Assam

History and Significance, content

Unit-7 Smriti Works in Assam

History and Significance, content

Unit-8 Sanskrit Natakas in Assam

History and Significance, content

Unit-9 Metrical works in Sanskrit in Assam

History and Significance, content

Unit-10 Grammatical Works in Assam

History and Significance, content

Unit-11 Sanskrit Works in 19th century in Assam

History and Significance, content

Unit-12 Sanskrit Works in 20th century in Assam

History and Significance, content

Unit-13 Translation of Sanskrit works in Assam

History and Significance, content

Unit-14 Practice of Sanskrit in the Institute of Assam

History and Significance, content

FURTHER READING:

1. **Sanskrit Studies in India**, ed. Vachaspati Upadhyaya, New Delhi: Samskrit Samsthan.
2. **Goswami, Malini, Asamt Sanskrit Sarsa, Guwahati: Asam Prakasan Parisad.**

DSE

SEMESTER	CODE	CREDIT	TITLE OF THE COURSE
Semester 1	DSE 1	(4)	History of Sanskrit Literature & moral teaching
Semester 2	DSE 2	(4)	Sanskrit Grammar
Semester 3	DSE 3	(4)	Sanskrit Mahakavya
Semester 4	DSE 4	(4)	Sanskrit Nataka
Semester 5	DSE 5	(4)	Indian Philosophy
Semester 6	DSE 6	(4)	Modern Sanskrit Kavyas and metre
Semester 7	DSE 7	(4)	Poetries and Arthasastra
Semester 8	DSE 8	(4)	Sanskrit Prose and Nitikavya

DSE Courses

Semester-I

HISTORY OF CLASSICAL SANSKRIT LITERATURE AND MORAL TEACHING

Course Objectives:

- To provide a basic introduction to History of classical Sanskrit literature.
- To provide moral teaching and knowledge of Indian tradition.

Course Outcomes:

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

- Gain a better idea on the History of classical Sanskrit literature like- the Ramayana and the Mahabharata etc.
- Got the idea of moral teachings from the Hitopadesa .

Unit-1 The Rāmāyaṇa (General study)

Time, content, Influence, Importance of the Ramayana etc.

Unit-2 The Mahābhārata (General study)

Time, content, Influence, Importance of the Mahābhārata, difference between the Ramayana and The Mahābhārata

Unit-3 Purāṇa Literature (General study)

Meaning of the word Purana, source, date, author, content, characteristics, number of Puranas and Upapuranas, description of various Puranas, it's Influence upon later part.

Unit-4 Mahakavya (General study)

Description of various stages of Mahakavyas -like of Asvaghosa, Kalidasa and Bharavi

Unit-5 Natakas (General study)

Sources of Drama, development, Pre Kalidasa's Drama, Kalidasa's drama and Post Kalidasa's drama

Unit-6 Campukāvya and Lyrical poetry (General study)

Sources of Campukāvya and Lyrical poetry, date, author, content, characteristics, number of Campukāvya and Lyrical poetry

Unit-7 Historical Kāvya, lipikāvya, kosakāvya and pālikāvya(General study)

Sources of Historical Kāvya, lipikavya, Kosakavya and Palikavya, date, author, content, characteristics, number of Historical Kāvya ,lipikavya, kosakavya and palikavya

Unit-8 Prose literature (General study)

Definition, division, source, characteristic and various types of Prose literature

Unit-9 Didactic literature (General study)

Definition, division, source, characteristic and various types of Fable literature

Unit-10 Śataka Kāvya literature (General study)

Definition, division, source, characteristic and various types of Śataka literature

Unit-11 Scientific literature (Ayurvedya, Vastusastra)

Definition, division, source, characteristic and various types of scientific literature like Ayurvedya, Vastusastra

Unit-12 Scientific literature (Gonitavidya, jyotirvidya)

Definition, division, source, characteristic and various types of scientific literature likeGonitavidya, jyotirvidya

Unit-13 Hitopadesa (mitralābhah)

Introduction, division, Sanskrit and Assamese text of mitralābhah, various stories of Hitopadesa

Unit-14 Subhasitam

Good sayings on truth, dharma, knowledge, noble men etc.

FURTHER READING:

4. Sharma, Dr. Mukunda Madhav, Hitopadesh, Assam Prakashan Parishad, 9th Edition, 2000, Guwahati- (Bamunimaidam).
5. Kale, M. R, The Hitopadesa of Narayana, Motilal Banarsidass Publishers Private Limited, 6th edition, 2004, New Delhi -
6. Sharma, Dr. Thaneswar, History of Sanskrit Literature, Guwahati : Chandraprakash.

Semester II**DSE-2SANSKRIT GRAMMAR****Course Objectives:**

- To acquaint the learners about various schools of Sanskrit Grammar.
- To provide the knowledge of dhaturupa and sabdarupa, sandhi, karaka etc.

Course Outcomes:

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

- Discuss the development of Sanskrit Grammar.
- Gain an idea on the life and works of Panini and his works.
- Discuss the prescribed texts of Sanskrit Grammar and various rules of Sanskrit Grammar.

Unit-1 Origin and development of Sanskrit Grammar

Definition of Sanskrit Vyakarana, Pre Paninian Grammar, Panini Grammar, Post Paninian Grammar

Unit-2 A Study on Paninian School of Grammar

Panini and his works, other famous Sanskrit Grammarian like Patanjali etc.

Unit-3 A Study on Non-Paninian School of Grammar

Description of various Non-Paninian School of Grammarian like katanda, candra, jainendra, sarsvata, mugdhavodha etc.

Unit-4 Pāṇini's Pratyāhāras

Sivasutra, various Pāṇini's Pratyāhāras, construction of Pratyāhāras

Unit-5 Declension (Noun, Pronoun)

Table of Various types of Sanskrit Noun, Pronoun with examples

Unit-6 Declension (Numerals)

Characteristics of Sanskrit Declension, Table of Various types of Sanskrit Numerals

Unit-7 Conjugation (bhvādi, divādi, adādi, svādi)

Table of Various types of Sanskrit Conjugation (bhvādi, divādi, adādi, svādi) examples

Unit-8 Sandhi (Euphonic combination)

Division of Sandhi, Svarasandhi, Vyanjansandhi, Visargasandhi etc.

Unit-9 Kāraka-Vibhakti (case-ending)

Definition, detailed discussion of different types of Kāraka-Vibhakti (from first to seventh case-ending) with various examples

Unit-10 Samāsa (Compound)

Definition, detailed discussion of different types of Samāsa with various examples

Unit-11 Suffix (Kṛt)

Definition, detailed discussion of different types of Suffix (Kṛt) with various examples

Unit-12 Suffix (Taddhit)

Definition, detailed discussion of different types of Suffix (**Taddhit**) with various examples

Unit-13 Suffix (Strīpratyaya) Definition, detailed discussion of different types of Suffix (**Strīpratyaya**) with various examples

Unit-14 Vācya (voices)

Definition, detailed discussion of different types of Vācya (voices) with various examples

FURTHER READING:

5. Vidyasagar, Ishwar Chandra (2000), Grammar Kaumudi, Kolkata: Der Sahitya Kutir.
6. Vidyasagar, Ishwar Chandra (Editor- Durgacharan Sankhya Vedanta Tirtha) (2000), Complete Grammar Kaumudi, Calcutta : Dev Sahitya Kutir Pvt
7. Bhattacharya, Dr. Harichandra (1996), Sanskrit Grammar Prabha Dighalipukhuri Par, Guwahati: Bakba Agency.
8. Bhadra, Sudhendra Mohan (1974), Sanskrit Grammar and Composition Selection, Guwahati: Assam State Textbook Production and Publication Limited.

Semester III

DSE 3 SANSKRIT MAHĀKĀVYA (POETRY)

Course Objectives:

- To discuss the development of Sanskrit Language from Historical perspective
- To discuss about the great Mahakavyas such as Raghuvamśam and the Kirātārjunīyam.

Course Outcomes:

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

- Gain a broad idea on the development of Sanskrit Language from Historical perspective
- Gain a sound idea on various aspects of the great Mahakavyas such as Raghuvamśam and the Kirātārjunīyam.

Unit-1 Development of Sanskrit Language from Historical perspective

Introduction to Sanskrit language, Vedic and classical language, present status of Sanskrit language etc.

Unit-2 Raghuvamśam (general study)

Source of the Mahakavya, about author, time, significance of the title, summary of all cantos

Unit-3 Raghuvamśam(Canto- I, 1-10 verses)

Sanskrit Textual study of Canto- I, 1-10 verses with detailed meaning, Grammatical notes

Unit-4 Raghuvamśam(Canto- I, 11-30 verses)

Sanskrit Textual study of Canto- I, 11-30 verses with detailed meaning, Grammatical notes

Unit-5 Raghuvamśam(Canto- I, 31 -48 verses)

Sanskrit Textual study of Canto- I, 31-48 verses with detailed meaning, Grammatical notes

Unit-6 Raghuvamśam(Canto- I, 49-74 verses)

Sanskrit Textual study of Canto- I, 49-74 verses with detailed meaning, Grammatical notes

Unit-7 Raghuvamśam(Canto- I, 75-95 verses)

Sanskrit Textual study of Canto- I, 75-95 verses with detailed meaning, Grammatical notes

Unit-8 Raghuvamśam(Canto- IV, 1-25 verses)

Sanskrit Textual study of Canto- I, 1-25 verses with detailed meaning, Grammatical notes

Unit-9 Raghuvamśam(Canto- IV, 26-52 verses)

Sanskrit Textual study of Canto- I, 26-52 verses with detailed meaning, Grammatical notes

Unit-10 Raghuvamśam(Canto- IV, 53-80 verses)

Sanskrit Textual study of Canto- I, 53-80 verses with detailed meaning, Grammatical notes

Unit-11 Raghuvamśam(Canto- IV, 81-88 verses and literary study)

Sanskrit Textual study of Canto- I, 81-88 verses with detailed meaning, Grammatical notes

Unit-12 Kirātārjunīyam (An introduction)

Source of the Mahakavya, time, significance of the title, summary of all cantos

Unit-13 Kirātārjunīyam(Canto1, 1-25 verses)

Sanskrit Textual study of Canto- I, 1-25 verses with detailed meaning, Grammatical notes

Unit-14 Kirātārjunīyam(Canto1, 26-46 verses)

Sanskrit Textual study of Canto- I, 26-46 verses with detailed meaning, Grammatical notes

Unit-15 Kirātārjunīyam(literary study)

Literary style of the poet, explanation of some important verses

FURTHER READING:

4. Bandyopadhyay, Suresh Chandra, Bhattacharya, Narayan Chandra, The Role of Sanskrit Literature (Parts 1 and 2), Calcutta: Mukherjee and Company Pvt.
5. Sastri, Prof. Ashoknath (1996): Kiratarjunyam, Canto I, Calcutta: Modern Book Agency Pvt Ltd.
6. Bhadra, Sudhendu Mohan: Raghuvamsam, Guwahati: Candraprakash.

Semester IV**DSE 4 SANSKRITNĀṬAKA (DRAMA)****Course Objectives:**

- To acquaint the learners to the life and works of some of the remarkable Sanskrit dramatists.
- To study some of the representative texts of Sanskrit dramatists such as Svapnavāsavadattam, Abhijñānaśakuntalam etc.

Course Outcomes:

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

- Gain a better idea on the life of Kalidasa, Bhasa etc.
- Discuss the works of the dramatist such as Kalidasa, Bhasa etc
- Discuss the text of the dramas such as Svapnavāsavadattam, Abhijñānaśakuntalam in details.

Unit-1 Svapnavāsavadattam (An Introduction)

Source of the drama, about author, time, significance of the title,

Unit-2 Svapnavāsavadattam (Textual study of the 1st, Act)

Sanskrit Textual study of the 1st Act with detailed meaning, Grammatical notes

Unit-3 Svapnavāsavadattam (Textual study of the 2nd and 3rd Act)

Sanskrit Textual study of the 2nd and 3rd Act with detailed meaning, Grammatical notes

Unit-4 Svapnavāsavadattam (Textual study of the 4th Act)

Sanskrit Textual study of the 4th Act with detailed meaning, Grammatical notes

Unit-5 Svapnavāsavadattam (Textual study of the 5th Act)

Sanskrit Textual study of the 5th Act with detailed meaning, Grammatical notes

Unit-6 Svapnavāsavadattam (Textual study of the 6th Act)

Sanskrit Textual study of the 6th Act with detailed meaning , Grammatical notes

Unit-7 Abhijñānaśakuntalam (Kālidāsa, the dramatist)

About the author of the drama in detailed, his time, works etc

Unit-8 Abhijñānaśakuntalam (General study of the drama)

A general study of the drama, like summary of all acts

Unit-9 Abhijñānaśakuntalam (Textual study of 1st Act)

Sanskrit Textual study of the 1st Act with detailed meaning, Grammatical notes

Unit-10 Abhijñānaśakuntalam (Textual study of 2nd act)

Sanskrit Textual study of the 2nd Act with detailed meaning, Grammatical notes

Unit-11 Abhijñānaśakuntalaṁ (Textual study of 4th Act)

Sanskrit Textual study of the 4th Act with detailed meaning, Grammatical notes

Unit-12 Abhijñānaśakuntalaṁ (Textual study of 7th Act)

Sanskrit Textual study of the 7th Act with detailed meaning, Grammatical notes

Unit-13 Venisamhara (the dramatist)

About the author of the drama in detailed, his time, works etc.

Unit-14 Venisamhar (General study of the drama)

A general study of the drama, like summary of all acts, significance of the title

Unit-15 Venisamhar (Textual study of the drama)

Textual study of some important parts of the drama, explanation of important verses.

FURTHER READING:

5. Sharma, Thaneswar (2008), Abhijñānaśakuntalam – ek Samiksa, Guwahati.
6. Sharma, Thaneswar (1995), Sanskrit Sahityar Itivritta, Guwahati: Chandra Prakash.
7. Hazarika, Atul Chandra (1959), Abhijnanashakuntalam, Guwahati.
8. Kale, M. (1999). R.S. (1988), Swapnavasavadattam of Bhas, Artist : Matilal Banarasidas Polishers Pvt.

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DSE 5 INDIAN PHILOSOPHY

Course Objectives:

- To provide a detailed idea on the history of Indian Philosophy.
- To acquaint the learners with Sāṅkhya Philosophy, Yoga Philosophy, Nyāya Philosophy, Vedānta Philosophy and other important Indian Philosophy.

Course Outcomes:

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

- Gain a detailed idea on the history of Indian Philosophy.
- Gain a systematic idea on the history of Sāṅkhya Philosophy, Yoga Philosophy, Nyāya Philosophy, Vedānta Philosophy and other important Indian Philosophy.

Unit-1 Introduction to the Indian Philosophy

A study on the History of Indian philosophy, various branches, characteristics,

Unit-2 Sāṅkhya Philosophy

Definition of Sāṅkhya Philosophy, its theories, divisions

Unit-3 Yoga Philosophy

Definition of Yoga Philosophy, its theories, divisions

Unit-4 Nyāya Philosophy

Definition of Nyaya Philosophy, its theories, divisions

Unit-5 Vaiśeṣika Philosophy

Definition of Vaiśeṣika Philosophy, its theories, divisions

Unit-6 Mīmāṃsā Philosophy

Definition of Mīmāṃsā Philosophy, its theories, divisions

Unit-7 Vedānta Philosophy

Definition of Vedānta Philosophy, its theories, divisions

Unit-8 Other Advaita Vedānta Philosophy

Definition of Other Advaita Vedānta Philosophy, its theories

Unit-9 Cārvāka Philosophy

Definition of Cārvāka Philosophy, its theories

Unit-10 Jaina Philosophy

Definition of Jaina Philosophy, its theories

Unit-11 Buddha Philosophy

Definition of Buddha Philosophy, its theories

Unit-12 Pramāṇa (Sāṅkhya Philosophy)

Definition of Pramāṇa, importance, divisions etc

Unit-13 Anumana Pramāṇa (General study)

Definition of Anumana Pramāṇa, importance, divisions etc

Unit-14 Tarkasaṃgraha (General study)

About the book, author, definition of the word Tarkasaṃgraha, concept of the book

Unit-15 Tarkasaṃgraha (Anumānakhaṇḍa)

Textual study of the Tarkasaṃgraha with meaning

FURTHER READING:

1. Dasgupta, Surendranath (1999); A History of Indian Philosophy (Vol. IV) Delhi: MLBD.
2. Sharma, Dr. C. D. (1987); A Critical Survey of Indian Philosophy. Delhi: MLBD.
3. Sinha, Jadunath (1999); Indian Philosophy (Vol. II); Delhi: MLBD.

SEMESTER: VI**DSE 6- MODERN SANSKRIT KAVYA AND METRE****Course Objectives:**

- To discuss about Sanskrit works composed in Assam.
- To discuss about Vṛttamanjarī, Chandomañjarī and Satijayamati.
- To develop an idea on various Chandas.

Course Outcomes:

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

- Gain a comprehensive idea on the Sanskrit works composed in Assam.
- Gain a detailed idea on the types of Sanskrit Chandas

DSC 6-Modern Sanskrit Kavya and Metre Total marks=100

Unit-1 Sanskrit works composed in Assam

A study on Sanskrit works composed in Assam from ancient to 21st century

Unit-2 Satī Jayamatī (ch-I,verses1-14)

A general study of the kavya, summary, about the author, Sanskrit Textual study of verses 1-14with detailed meaning, Grammatical notes

Unit- 3 Satī Jayamatī (ch-I, verses15-27)

Sanskrit Textual study of **verses 15-27** with detailed meaning, Grammatical notes

Unit- 4 Satī Jayamatī (ch-I,verses 28--40)

Sanskrit Textual study of **verses 28-40** with detailed meaning, Grammatical notes

Unit- 5 Satī Jayamatī (ch-I,verses 41-55)

Sanskrit Textual study of **verses 41-55** with detailed meaning, Grammatical notes

Unit-6 Vṛttamanjarī,(General study)

A general study of the kavya, summary, about the author, his time, significance of the story

Unit-7 Samavṛttas of Vṛttamanjarī

Various vṛttas and description of Samavṛttas with examples

Unit-8 Vṛttamanjarī (Textual study)

Sanskrit Textual study and meaning of the text with grammatical notes

Unit- 9 Vṛttamanjarī (literary study)

Literary study of Vṛttamanjarī like Rasa, Alankara etc.

Unit-10 Chandomañjarī (general study)

A general study on the history of Chandasastra, about author, varieties etc

Unit-11 Chandomañjarī (Indravajrā, Upendravajrā, , Vasantatilakam,)

Definition with examples of Indravajrā, Upendravajrā, Vasantatilakamchandās

Unit-12 Chandomañjarī (Mandākrāntā, Rucirā, , Sragdharā)

Definition with examples of Mandākrāntā, Rucirā, , Sragdharāchandās

Unit-13 Chandomañjarī (Drutavilambita, Varṃśasthaviḷam , Harini,)

Definition with examples of Drutavilambita, Varṃśasthaviḷam , Harinichandās

Unit-14 Chandomañjarī (Bhūjaṅgaprayāta, Mālinī, Totakam)

Definition with examples of Bhūjaṅgaprayāta, , Mālinī, Totakam chandās

FURTHER READING:

4. History of Samikṛta Literature: V. Varadachari, 2nd ed. 1960.
5. Sarma, Dipak Kumar, Bhavadēva Bhagavati racita Sati Jaymati, Nalbari: Kitab Ghar.
6. Mahamohopadhyaya Dhireswaracarjya, Vrittamanjari, Asam Sanskrit Board

SEMESTER: VII**DSE 7- POETICS AND ARTHASASTRA****Course Objectives:**

- To stir the interests of learners towards poetics and Arthasastra through representative texts.
- To acquaint the learners with some of the remarkable Sanskrit poetics.

Course Outcomes:

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

- Discuss the various aspects and contexts of remarkable Sanskrit poetics.

- Discuss the life and works of Darpanakara and Kautilya.

Unit-1 Different schools of Sanskrit Poetics

Description of different schools of Sanskrit Poetics like Rasa, Dhvani, Riti etc

Unit-2 Sāhityadarpaṇa (General Study)

Description of Sāhityadarpaṇa, about author, divisions of chapters, its contents

Unit-3 Sāhityadarpaṇa (ch-I)

Definition of Kavya, Importance of studying Kavya, Dosa and gunas of Kavya

Unit-4 Sāhityadarpaṇa (ch-II)

It defines what a sentence or composition is According to Viswanatha

Unit-5 Sāhityadarpaṇa (ch-VII, nātaka and prakaraṇa, Sandhi)

It gives definition of nātaka and prakaraṇa with examples

Unit-6 Sāhityadarpaṇa (ch-VII, Sravyakavya)

It defines what akāvya dosa with examples

Unit-7 Sāhityadarpaṇa (ch-X, Upamā, Rūpaka, Ananvaya, Apahnuti, Nidarśanā, Arthāntaranyāsa)

Description of Upamā, Rūpaka, Ananvaya, Apahnuti, Nidarśa, Arthāntaranyāsa , with examples

Unit-8 Sāhityadarpaṇa (ch-

X, Dṛṣṭānta, Vibhāvana, Viśeṣokti, Utpreksa, Samāsokti, Vyājastuti)

Description of Dṛṣṭānta, Vibhāvana, Viśeṣokti, Utpreksa , Samāsokti, Vyājastuti with examples

Unit-9 Kauṭilya's Arthaśāstra (General study)

Content, significance of Kauṭilya's Arthaśāstra

Unit-10 Kauṭilya's Arthaśāstra (1st adhikaraṇa, textual study)

Content, significance of 1st adhikaraṇa,

Unit-11 Kauṭilya's Arthaśāstra (Mantrādhikaraṇa)

Content, significance of Mantrādhikaraṇa

Unit-12 Kauṭilya's Arthaśāstra (Śāsanādhikaraṇa)

Content, significance of Śāsanādhikaraṇa

FURTHER READING:

3. Basu, Dr. Anil Chandra, Kautilya Arthashastra (2001), Kolkata: Sanskrit Book Depot.
4. Menon, K.S. P., Kautilya on Politics (1998), New Delhi : Rashtriya Sanskrit Sansthan.

SEMESTER: VII

DSE 8- SANSKRITGADYA (PROSE) AND NĪTIKĀVYA

Course Objectives:

- To discuss the history of Gadya (prose) and nītikāvya
- To acquaint the learners to the Kādambarī and the Daśakumāracarita

Course Outcomes:

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

- Discuss the history of Gadya (prose) and Nītikāvya.
- Stir an interest in the learners to explore the knowledge of. Kādambarī Daśakumāracarita .
- Discuss the life and works of Bana.

Unit-1 Kādambarī (An Introduction)

A general study of the prose, summary of the Kādambarī, significance of the title

Unit-2 Kādambarī (Description of Śūdraka)

Story of Sudraka, Sanskrit text and meaning, Grammatical notes

Unit-3 Kādambarī (Description of Ujjayinī)

Story of Ujjayinī, Sanskrit text and meaning, Grammatical notes

Unit-4 Kādambarī (Description of Cāṇḍālakanyā)

Story of Cāṇḍālakanyā, Sanskrit text and meaning, Grammatical notes

Unit-5 Kādambarī (Śukanāsopadeśa, main text)

Story of Śukanāsopadeśa, Sanskrit text and meaning, Grammatical notes

Unit-6 Kādambarī (Śukanāsopadeśa, Assamese translation)

Story of Śukanāsopadeśa, Assamese translation, Grammatical notes

Unit-7 Kādambarī-(Literary study)

Style of the Kadambari, literary beauty, influence upon later writings

Unit-8 Daśakumāracarita(General study)

A general study of the prose, summary, about the author, his time, significance of the story

Unit-9 Daśakumāracarita(Rājavāhanacarita,Uttarapithika, 1stucchvasa-textual study)

Sanskrit Textual study of Rājavāhanacarita,Uttarapithika, 1stucchvasa with detailed meaning, Grammatical notes

Unit-10 Daśakumāracarita (Somadattacarita, Purvapithika, 3rdUcchvasa-textual study)

Sanskrit Textual study of Somadattacarita, Purvapithika, 3rducchvasa with detailed meaning, Grammatical notes

Unit-11 Bhartṛhari's Nītiśataka (General study)

A general study of this Sataka, summary, about author, his time, significance of the name

Unit-12 Nītiśataka(verses 1-10)

Sanskrit Textual study of **verses 1-10** with detailed meaning, Grammatical notes

Unit-13 Nītiśataka(verses 11-20)

Sanskrit Textual study of **verses 11-20** with detailed meaning, Grammatical notes

Unit-14 Nītiśataka (verses 21-30)

Sanskrit Textual study of **verses 21-30** with detailed meaning, Grammatical notes

FURTHER READING:

4. Kane, P. V. (1986) Harsacaritam, Delhi: MLBD
5. Sarma, Prabhat Candra (2000), Kadambari (translation), Guwahati: ABLEK
6. Kane, M. R (1997), Dashakumarcarita, Delhi: MLBD

Annexture II

Course wise (offered from the Dicipline of Sanskrit)
Faculty Allotment of Four Year UG Programme in Sanskrit

SEMESTER	TITLE OF THE COURSE DSC	TITLE OF THE COURSE DSE	SCHOOL	DISCIPLINE	FACULTY/ COURSE COORDINATOR
1	History of Classical Sanskrit literature and Moral Teaching	History of Classical Sanskrit literature and Moral Teaching	PGBSH	Sanskrit	Dr. Indrani Deka
2	Sanskrit Grammar	Sanskrit Grammar	PGBSH	Sanskrit	Dr. Indrani Deka
UG CERTIFICATE PROGRAMME					
3	Mahākāvya (Poetry)	Mahākāvya (Poetry)	PGBSH	Sanskrit	Dr. Indrani Deka/Prof Pranjit Bora
	Nāṭaka, (Drama)		PGBSH	Sanskrit	Dr. Indrani Deka/ Dr Mrinaljyoti Goswami
4	Indian Philosophy	Nāṭaka, (Drama)	PGBSH	Sanskrit	Dr. Indrani Deka/Prof Pranjit Bora
	Modern Sanskrit Kavyas and metre		PGBSH	Sanskrit	Dr. Indrani Deka/Dr Sanjib Bora
	Poetics and Arthasastra		PGBSH	Sanskrit	Dr. Indrani Deka/Prof Pranjit Bora
UG DIPLOMA PROGRAMME					
5	Gadya(Prose) and Nītikāvya	Indian Philosophy	PGBSH	Sanskrit	Dr. Indrani Deka/Dr Sanjib Bora
	Vedic Samhita and Gita		PGBSH	Sanskrit	Dr. Indrani Deka/Prof Pranjit Bora
	Mantra, and Brāhmaṇa		PGBSH	Sanskrit	Dr. Indrani Deka
	Epic, Purāṇa, Translation and Comprehension		PGBSH	Sanskrit	Dr. Indrani Deka/Dr Sanjib Bora
6	Upaniṣad	Modern Sanskrit	PGBSH	Sanskrit	Dr. Indrani Deka Dr

		Kavyas and metre			Sanjib Bora
	Mathematics in Sanskrit, Vastuvidya, Temple study		PGBSH	Sanskrit	Dr. Indrani Deka/ Dr Mrinaljyoti Goswami
	Sanskrit Kavya		PGBSH	Sanskrit	Dr. Indrani Deka/Prof Pranjit Bora
	Dharmasastra		PGBSH	Sanskrit	Dr. Indrani Deka Dr Sanjib Bora
UG DEGREE PROGRAMME					
7	Epigraphy, Paliography, Inscription and Manuscript	Poetics and Arthasastra	PGBSH	Sanskrit	Dr. Indrani Deka Dr Sanjib Bora
	Anukramani, Nirukta and lexicography		PGBSH	Sanskrit	Dr. Indrani Deka/Prof Pranjit Bora
	Sanskrit Language and Linguistics		PGBSH	Sanskrit	Dr. Indrani Deka/Prof Pranjit Bora
8	Sanskrit Aesthetics and Poetics	Gadya(Prose) and Nītikāvya	PGBSH	Sanskrit	Dr. Indrani Deka/Prof Pranjit Bora
	Sanskrit studies in India and Assam		PGBSH	Sanskrit	Dr. Indrani Deka Dr Sanjib Bora
UG DEGREE HONOURS/RESEARCH PROGRAMME					

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

Along with Detailed Syllabus

List of Courses Semester-wise

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

	SEC (any one Course only)	201 Tea Cultivation and Management* 202 Electricity and Electrical Wiring*	
III	IDC (any one Course needs to be selected from the basket)	301 English for Professional Studies* 302 Economics of Education* <i>(open to all except those with Education as major or minor)</i>	
		303 Business Communication and Media Management* 304 Understanding North East India <i>(open to all except those with Sociology s as major or minor)</i>	
		305 Rural Development in India <i>(open to all except those with Economics as major or minor)</i>	
		306 Essentials of Indian Philosophy <i>(open to all except those with Philosophy as major or minor)</i>	
		AEC	301 Life Skills*
		SEC	301 Cyber Security*
	IV	AEC (any one Course only)	401 Studies of Assamese Culture* <i>(open to all except those with Assamese as major or minor)</i> 402 Spoken English* 403 English for Media Studies*
VII	SEC	701 Research Methodology	

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

Detailed Syllabi of Interdisciplinary Courses (IDCs)

IDC 101 Functional Assamese

Course Objective:

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

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

Course Outcomes:

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

Syllabus

- অধ্যায় ১ : **অসমীয়া ভাষাৰ ব্যাকৰণৰ কেইটামান বিশেষ দিশ —১**
আখৰ, ধ্বনি আৰু বৰ্ণ/আখৰ, বৰ্ণ আৰু ধ্বনিৰ সম্পৰ্ক, অসমীয়া ধ্বনি, উপধ্বনি আৰু তাৰ শ্ৰেণীবিভাজন, বিশিষ্ট ধ্বনি বা বৰ্ণ: বিশিষ্ট স্বৰধ্বনি, বিশিষ্ট ব্যঞ্জনধ্বনি
- অধ্যায় ২ : **অসমীয়া ভাষাৰ ব্যাকৰণৰ কেইটামান বিশেষ দিশ —২**
চন্দ্রবিন্দুৰ ব্যৱহাৰ, গত্ৰবিধি আৰু ষত্ৰুবিধি, যতিচিহ্ন
- অধ্যায় ৩: **অসমীয়া ভাষাৰ বিভক্তি আৰু প্ৰত্যয়**
বিভক্তি আৰু প্ৰত্যয়, অসমীয়া ভাষাৰ বিভক্তিৰ শ্ৰেণী বিভাগ: শব্দ বিভক্তি বা কাৰক বিভক্তি, পুৰুষবাচক সন্থকবাচক বিভক্তি, ক্ৰিয়া বিভক্তি. অসমীয়া ভাষাৰ প্ৰত্যয়ৰ শ্ৰেণী বিভাগ: কৃৎ প্ৰত্যয় আৰু তদ্ধিৎ প্ৰত্যয়, নিৰ্দিষ্টতাবাচক প্ৰত্যয়
- অধ্যায় ৪ : **অসমীয়া ভাষাৰ বাক্যৰীতি**
বাক্যৰীতিৰ সংজ্ঞা, বাক্যৰ শ্ৰেণী বিভাজন, উদ্দেশ্য আৰু বিধেয়, বাক্য, উক্তি, বাক্যত পদৰ ক্ৰম
- অধ্যায় ৫: **অসমীয়া ভাষাৰ পদ**
পদ, পদৰ শ্ৰেণী বিভাজন: সব্যয় আৰু অব্যয়, বিশেষ্য, বিশেষণ, সৰ্বনাম, ক্ৰিয়া
- অধ্যায় ৬: **অসমীয়া ভাষাৰ সন্ধি, সমাস, বচন আৰু লিংগ**
সন্ধি, সমাস, বচন, লিংগ
- অধ্যায় ৭: **জতুৱা ঠাঁচ আৰু খণ্ডবাক্য**
জতুৱা ঠাঁচ আৰু খণ্ডবাক্যৰ সংজ্ঞা, অসমীয়া জতুৱা ঠাঁচ আৰু খণ্ডবাক্যৰ প্ৰয়োগ আৰু অৰ্থ
- অধ্যায় ৮ : **শব্দৰ ভুল প্ৰয়োগ, সমোচ্ছাৰিত শব্দ, সমাৰ্থক শব্দ, বিপৰীত শব্দ, বাক-সংহতি**
শব্দৰ ভুল প্ৰয়োগ, সমোচ্ছাৰিত শব্দ, সমাৰ্থক শব্দ, বিপৰীত শব্দ, বাক-সংহতি
- অধ্যায় ৯ : **সাম্প্ৰতিক দৈনন্দিন জীৱনত ব্যৱহৃত অসমীয়া ভাষা**

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

অধ্যায় ১০ :

প্ৰবন্ধ লিখন, সমীক্ষালিখন আৰু পৰিভাষাৰ প্ৰাথমিক ধাৰণা

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

অধ্যায় ১১ :

চিঠি, আবেদন পত্ৰ, কাৰ্যালয়ৰ টোকা প্ৰস্তুত আৰু সভাৰ কাৰ্যক্ৰমণিকা লিখন

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

Reading List

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

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

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

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

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

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

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

IDC 102 Reading and Writing Skills

Learning Objectives

The objectives of the course are to:

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

Learning Outcomes

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

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

UNIT 1: SOME CONCEPTS IN READING

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

UNIT 2: READING A STORY

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

UNIT 3: READING A POEM

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

UNIT 4: READING A PROSE TEXT

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

UNIT 5: READING A PLAY

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

UNIT 6: SOME CONCEPTS IN READING I

Introduction, Features of Good Writing: Cohesion

UNIT 7: SOME CONCEPTS IN WRITING II

Introduction, Coherence, Punctuation

UNIT 8: PRÉCIS WRITING

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

UNIT 9: REPORT WRITING

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

UNIT 10: WRITING FORMAL LETTERS AND FIR WRITING

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

UNIT 11: COMMUNICATION SKILLS

Introduction, What is Communication? Listening Skill, Speaking Skill, Soft Skill, Face-to-Face Oral Communication, Oral Communication and Soft skills, Non-verbal Communication, Telephone

Communication, Formal & Informal Telephone Communication, Non- verbal Communication, Cutting in a Long-winded Speech, Analysing Soft Skills, Assertiveness, Social Graces

Reading List

Bishop, Wendy. (1992). *Working Words: The Process of Creative Writing*. California: Mayfield Publishing Company

Burroway, Janet. (1992). *Writing Fiction: A Guide to Narrative Craft*. New York: Harper Collins

Drabble, Margaret. Ed. (2008). *The Oxford Companion to English Literature*. Sixth Edition.

Hudspn, William Henry. (1995). *An Introduction to the Study of Literature*. New Delhi: Kalyani Publishers.

Kirszner, Laurie and Stephen Mandall. (2004). *Literature: Reading, Reacting, Writing*. Fifth Edition. Canada: Thomas Wadsworth

Scholes, Robert and Nancy R. Combey et al. (eds.) (1997). *Elements of Literature*. Fourth Edition. New York: Oxford University Press.

IDC 103 Media Studies

Course Objectives

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

Course Outcomes

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

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

Syllabus

UNIT 1: THE MASS MEDIA

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

UNIT 2: DEVELOPMENT OF MASS MEDIA

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

UNIT 3: TRADITIONAL FOLK MEDIA

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

UNIT 4: PRINT MEDIA

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

UNIT 5: AUDIO MEDIA - RADIO

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

UNIT 6: VISUAL MEDIA: PHOTOGRAPHY

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

UNIT 7: PHOTOJOURNALISM

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

UNIT 8: AUDIO-VISUAL MEDIA: FILM

Film as a mass medium - Characteristics of film, Audience, Impact of film on audience, Film as an industry, Art and Commercial movie, Concept of film appreciation, Film in India- Regional film, Assamese film, A few important film makers of India, Central Board of Film Certification, Concept of documentaries

UNIT 9: AUDIO VISUAL MEDIA: TELEVISION

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

UNIT 10: TELEVISION PROGRAMMES AND PRODUCTION

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

UNIT 11: INTRODUCTION TO NEW MEDIA

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

UNIT 12: REPORTING FOR MEDIA

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

UNIT 13: MEDIA CONVERGENCE

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

UNIT 14: WRITING FOR RADIO PROGRAMME (PRACTICAL BASED)

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

UNIT 15: FILM REVIEW (PRACTICAL BASED UNIT)

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

Reading List

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

IDC 104 Distance Education

Course Objectives

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

Course Outcomes

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

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

Syllabus

UNIT 1: DISTANCE EDUCATION

Growth of distance education, distance education in India

UNIT 2: LEARNER-SUPPORT SERVICE

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

UNIT 3: SELF LEARNING MATERIAL

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

UNIT 4: STUDY SKILLS

Study skills in distance education, strategies for developing study skills

UNIT 5: CURRICULUM

Concept, curriculum development process-major approaches

UNIT 6: CURRICULUM AND EVALUATION

Need for curriculum evaluation, aspects of curriculum evaluation

UNIT 7: ROLE OF DISTANCE EDUCATION

Distance education for rural development, Distance education for women empowerment

UNIT 8: QUALITY ASSURANCE IN DISTANCE EDUCATION

Quality enhancement, monitoring, feedback and evaluation

UNIT 9: ASSESSMENT IN DISTANCE EDUCATION

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

UNIT 10: INTERVENTION STRATEGIES

Information and communication technologies and their application in distance education.

UNIT 11: NEW INTERVENTIONS IN OPEN AND DISTANCE LEARNING

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

Reading List

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

IDC 105 Constitution of India

Course Objectives

The course aims to providing learner

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

Course Outcomes

After completing the course, a learner will be able to

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

Syllabus

UNIT 1: HISTORICAL BACKGROUND OF THE INDIAN CONSTITUTION

Constitutional Developments during the British Period: 1773 to 1947

UNIT 2: MAKING OF THE INDIAN CONSTITUTION

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

UNIT 3: PHILOSOPHY AND IDEALS OF THE INDIAN CONSTITUTION

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

UNIT 4: FEATURES OF THE INDIAN CONSTITUTION

Salient Features of the Indian Constitution

UNIT 5: FUNDAMENTAL RIGHTS AND FUNDAMENTAL DUTIES

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

UNIT 6: DIRECTIVE PRINCIPLES OF STATE POLICY

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

UNIT 7: RELATIONS BETWEEN FUNDAMENTAL RIGHTS AND DIRECTIVE PRINCIPLES

Relationship between Fundamental Rights and Directive Principles of State Policy

UNIT 8: GOVERNMENT AT THE UNION AND STATE LEVELS

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

UNIT 9: THE PARLIAMENT OF INDIA AND THE STATE LEGISLATURE

Composition of the Parliament of India: The President, The Rajya Sabha, The Lok Sabha; Powers and Functions of the Parliament; Relation between the two Houses of the Parliament; Legislative

Procedure: Procedure for a Money Bill; The State Legislature: The Legislative Assembly or Vidhan Sabha, The Legislative Council or Vidhan Parishad

UNIT 10: JUDICIARY IN INDIA

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

UNIT 11: NATURE OF INDIAN FEDERALISM

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

Reading List

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

IDC 106 Economy of the North East India

Course Objectives

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

Course Outcomes

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

Syllabus

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

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

UNIT 2 : POPULATION AND HUMAN RESOURCES

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

UNIT 3: INFRASTRUCTURE IN THE INDIAN ECONOMY

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

UNIT 4: INDIAN AGRICULTURE & GREEN REVOLUTION

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

UNIT 5: AGRICULTURAL FINANCE, RURAL CREDIT AND AGRICULTURAL MARKETING

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

UNIT 6: FOOD SECURITY AND PUBLIC DISTRIBUTION SYSTEM IN INDIA

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

UNIT 7: INDIAN INDUSTRY – DEVELOPMENTAL EXPERIENCE

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

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

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

UNIT 9: UNORGANISED SECTOR, LABOUR PROBLEMS AND LABOUR POLICY

Unorganised Sector and India's Informal Economy; Size and Features; Major Issues; Suggestive Measures; Present Status of Agricultural Labours in India; Major Recommendations of the National

Commission on Rural Labour; Features of Industrial Labour; Trade Union Movement in India; Settlement of Industrial Disputes; Social Security Measures introduced for the welfare of the labours; Problems in the Labour Market and Suggestive Measures.

UNIT 10: PLANNING FOR DEVELOPMENT

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

UNIT 11: ECONOMIC REFORMS AND GLOBALISATION

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

Reading List

- Agarwal, A.N. (2015): *Indian Economy: Problems of Development and Planning*, Ed., New Age International.
- Datt and Mahajan (2015): *Indian Economy*, 71st Ed., S. Chand & Co. Ltd.
- Dhingra, I. C. (2014): *Indian Economy: Environment and Policy*, Sultan Chand & Sons
- Kapila, U (2015): *Indian Economy: Performance and Policies*, 15th Edition, Academic Foundation.
- Misra and Puri (2016): *Indian Economy: Its Development Experience*, 31st Ed., Himalaya Publishing House.

IDC 107 Understanding Indian Society

Learning Objectives

This course intends to:

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

Learning Outcomes

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

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

Syllabus

UNIT 1: INDIAN SOCIETY: UNITY IN DIVERSITY

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

UNIT 2: TYPES OF INDIAN SOCIETY

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

UNIT 3: MARRIAGES AND FAMILY IN INDIA

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

UNIT 4: KINSHIP SYSTEM

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

UNIT 5: CASTE IN INDIA

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

UNIT 6: CHANGING NATURE OF CASTE

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

UNIT 7: TRIBES IN INDIA

Tribe: Definition and Meaning; Characteristics; T.B. Naik's Characterisation of Tribe; Anthropological Convention; Constitution of India and Scheduled Tribes; Common Characteristics; Classification and Distribution of Tribes; British Policy towards the Tribes; Policy during the Post-Independence Period

UNIT 8: WOMEN IN INDIAN SOCIETY

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

UNIT 9: ECONOMY OF INDIAN SOCIETY

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

UNIT 10: POLITICS IN INDIA

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

UNIT 11: RURAL LIFE IN INDIA

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

Reading List

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

IDC 108 Introduction to Indian History

Course Objectives

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

Course Outcomes

After completing this course

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

Syllabus

UNIT 1: INTRODUCTION TO HISTORY

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

UNIT 2: SOURCES OF ANCIENT INDIAN HISTORY

Literary Sources, Archaeological Sources, Foreign Sources

UNIT 3: EARLY INDIAN CIVILIZATIONS

Harappan Civilization, Vedic Civilization

UNIT 4: POLITICAL DEVELOPMENTS IN MEDIEVAL INDIA

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

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

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

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

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

UNIT 7: SOCIO-RELIGIOUS MOVEMENTS

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

UNIT 8: EMERGENCE OF NATIONALISM AND FOUNDATION OF INC

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

UNIT 9: INDIAN NATIONAL MOVEMENT UP TO 1916

Partition of Bengal and Swadeshi Movement, Revolutionary National Movements

UNIT 10: INDIAN NATIONAL MOVEMENT FROM 1916 TO 1939

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

UNIT 11: INDIAN NATIONAL MOVEMENT FROM 1939 TO 1947

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

UNIT 12: PARTITION AND TRANSFER OF POWER

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

Reading List

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

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

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

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

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

IDC 201 Select Assamese Literary Texts

Course Objectives

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

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

Course Outcomes

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

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

Syllabus

অধ্যায় ১: অসমীয়া লোক কবিতা

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

অধ্যায় ২: শংকৰদেৱ: নন্দোৎসৱ

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

অধ্যায় ৩: ছাহমিলান: অধমেলইলোঁ, অধমেলঙ, আল্লাৰনাম

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

অধ্যায় ৪: অম্বিকাগিৰীৰায়চৌধুৰী: গঢ়াকৰিমোকঝাড়ুদাৰ

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

অধ্যায় ৫: হেমবৰুৱা: মমতাৰচিঠি

হেমবৰুৱা: মমতাৰচিঠি – মূলপাঠ: কবিপৰিচয়, কবিতাটিৰ সাধাৰণ আলোচনা

অধ্যায় ৬: লক্ষ্মীনাথবেজবৰুৱা: ভদৰী

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

অধ্যায় ৭: যোগেশ দাস: পৃথিৱীৰ অসুখ

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

অধ্যায় ৮: বাণীকান্ত কাকতি: সাহিত্যত কৰুণ ৰস

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

অধ্যায় ৯: ৰজনীকান্ত বৰদলৈ: নিৰ্মলভকত — ১

ৰজনীকান্ত বৰদলৈৰ জীৱন আৰু কৃতি, নিৰ্মল ভকত উপন্যাসখনৰ সাধাৰণ আলোচনা

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

অধ্যায় ১১: শংকৰদেৱ – কালিদমন

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

Reading List

- Bora, Mahendra (1976). *Ramanyasbaad*. Pathshala: Bani Prakash
Baruah, Prahlad Kumar (2005). *Asomia Chutigalpa Adhyayan*. Guwahati: Banalata.
Bharali, Sailen (2003). *Upanyas: Bichar Aru Bislekhn*. Guwahati: Chandra Prakash.
Deva Goswami, Keshavananda (1979). *Ankmala*. Guwahati: Banalata
Gogoi, Lila (1968). *Asomia Luka-SahityarRuprekha*. Golaghat: Nabin Pustak Bhandar.
Goswami, Trailukyanath (2006). *AdhunikGalpa Sahitya*. Guwahati: Bani Prakash Pvt Ltd.
Hazarika, Atulchandra (1988). *Manchalekha*. Guwahati: Lawyers Book Stall.
Kataki, Prafulla (1995). *Swarajuttor Axamiya Upanyas Samiksha*. Guwahati: Bina Library.
Pujari, Archana (Edited).(2000). *Axamiya Kobitar Bichar Bishlekhn*. Panbazar, Guwahati: Jyoti Prakashan
Sharma, Hemanta Kumar (1998). *Axamiya Lokagiti Sanchayan*. Panbazar, Guwahati: Bina Library
Sharma, Satyendranath (2009). *Axamiya Natya Sahitya*. Guwahati: Saumar Prakash
Thakur, Nagen (Edited)(2012). *Axo Bosoror Axamiya Upanyas*. Guwahati: Jyoti Prakashan.

IDC 202 General Principles of Writing

Learning Objectives

The objectives of the course are to:

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

Learning Outcomes

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

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

Syllabus

UNIT 1: THE WRITER AS AN ARTIST

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

UNIT 2: WORDS

Introduction, Words and Word Classes

UNIT 3: NARRATION AND VOICE

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

UNIT 4: TIME, TENSE AND ASPECTS

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

UNIT 5: PHRASES AND IDIOMS

Introduction, Samples of Phrases and Idioms

UNIT 6: AMPLIFICATION OF AN IDEA

Introduction, Process Analysis of Amplification, Amplifications Worked Out

UNIT 7: REVIEW WRITING

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

UNIT 8: WRITING FOR COLUMN, SCIENCE AND PRESS RELEASE

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

UNIT 9: EDITORIAL WRITING

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

UNIT 10: COMPREHENSION OF AN UNSEEN PASSAGE

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

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

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

Reading List

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

Bell, Madison Smartt (1997). *Narrative Design: Working with Imagination, Craft and Form*, New York: WW. Norton.

Brande, Dorothea. (1981). *Becoming a Writer*, New York: Penguin.

Earnshaw, Steve (ed.) (2007). *The Handbook of Creative and Media Writing*, Edinburg University Press.

Geddes and Gresset. (2003). *Spelling Grammar and Usage*, Webster Reference Library.

Kirszner & Mandell. (2004) *Literature: Reading, Reacting, Writing*. Fifth Edition. Thomson Wadsworth: Massachusetts.

Seely, John (1998), *Oxford Guide to Effective Writing and Speaking*, Oxford: Oxford University Press

IDC 203 Environmental Education

Course Objectives

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

Learning Outcome

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

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

Syllabus

UNIT 1: ENVIRONMENTAL EDUCATION

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

UNIT 2: METHODS OF ENVIRONMENTAL EDUCATION

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

UNIT 3: ENVIRONMENTAL MOVEMENTS IN INDIA

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

UNIT 4: MEDIA OF ENVIRONMENTAL EDUCATION

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

UNIT 5: PROGRAMME OF ENVIRONMENTAL EDUCATION

Programme for primary level, Secondary level and higher level

UNIT 6: ENVIRONMENTAL DEGRADATION

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

UNIT 7: ENVIRONMENTAL POLLUTION

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

UNIT 8: CONSERVATION AND PROTECTION OF ENVIRONMENT

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

UNIT 9: ENVIRONMENT AND LEGAL PROVISIONS

Legal and Constitutional Provisions for Conservation and Protection of Environment

UNIT 10: SUSTAINABLE DEVELOPMENT

Concept of Sustainable development, characteristics and education for sustainable development

UNIT 11: ENVIRONMENTAL EDUCATION

Its problems and prospects with special reference to Assam

Reading List

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

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

Mahapatra D: Environmental Education.

IDC 204 Issues in Development Communication

Course Objectives

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

Course Outcomes

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

Syllabus

UNIT 1: DEVELOPMENT

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

UNIT 2: INTRODUCTION TO DEVELOPMENT COMMUNICATION

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

UNIT 3: THEORIES OF DEVELOPMENT COMMUNICATION

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

UNIT 4: DIFFERENT STRATEGIES IN DEVELOPMENT COMMUNICATION

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

UNIT 5: DEVELOPMENT COMMUNICATION IN INDIA

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

UNIT 6: DISSEMINATING INNOVATION

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

UNIT 7: RURAL AND AGRICULTURE COMMUNICATION

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

UNIT 8: DEVELOPMENT REPORTING

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

UNIT 9: MEDIA AND DEVELOPMENT

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

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

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

Reading List

- Gupta, V.S. (2000), Communication and Development, Concept Publishing Company, New Delhi
- Kumar, Keval J. (2007), Mass Communication in India, Jaico Publishing House, Mumbai
- Mody, Bella (1991), Designing Messages for Development Communication, Sage Publications, New Delhi
- Menon, Mridula (2004), Development Communication and Media Debate, Kanishka Publishers, Distributors, New Delhi
- Murthy, D V R (2006), Development Journalism, Kanishka Publishers, Distributors, New Delhi
- Narula, Uma (2006), Communication Models, Atlantic Publishers & Distributors, New Delhi
- Pushkar, Niranjana (2009), Development Communication, Authorspress, New Delhi
- Prasad, Kiran (2009), Communication for Development (Volume I & II), B.R. Publishing Corporation, New Delhi

IDC 205 Perspectives on Indian Economy

Course Objectives

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

Course Outcomes

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

Syllabus

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

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

UNIT 2 : POPULATION AND HUMAN RESOURCES

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

UNIT 3: INFRASTRUCTURE IN THE INDIAN ECONOMY

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

UNIT 4: INDIAN AGRICULTURE & GREEN REVOLUTION

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

UNIT 5: AGRICULTURAL FINANCE, RURAL CREDIT AND AGRICULTURAL MARKETING

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

UNIT 6: FOOD SECURITY AND PUBLIC DISTRIBUTION SYSTEM IN INDIA

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

UNIT 7: INDIAN INDUSTRY – DEVELOPMENTAL EXPERIENCE

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

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

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

UNIT 9: UNORGANISED SECTOR, LABOUR PROBLEMS AND LABOUR POLICY

Unorganised Sector and India's Informal Economy; Size and Features; Major Issues; Suggestive Measures; Present Status of Agricultural Labours in India; Major Recommendations of the National

Commission on Rural Labour; Features of Industrial Labour; Trade Union Movement in India; Settlement of Industrial Disputes; Social Security Measures introduced for the welfare of the labours; Problems in the Labour Market and Suggestive Measures.

UNIT 10: PLANNING FOR DEVELOPMENT

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

UNIT 11: ECONOMIC REFORMS AND GLOBALISATION

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

Reading List

- Agarwal, A.N. (2015): *Indian Economy: Problems of Development and Planning*, Ed., New Age International.
- Datt and Mahajan (2015): *Indian Economy*, 71st Ed., S. Chand & Co. Ltd.
- Dhingra, I. C. (2014): *Indian Economy: Environment and Policy*, Sultan Chand & Sons
- Kapila, U (2015): *Indian Economy: Performance and Policies*, 15th Edition, Academic Foundation.
- Misra and Puri (2016): *Indian Economy: Its Development Experience*, 31st Ed., Himalaya Publishing House.

IDC 206 Introduction to Ethics

Course Objectives

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

Course Outcomes

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

Syllabus

UNIT 1: NATURE AND SCOPE OF ETHICS

Definition of Ethics, Nature of Ethics, Scope of Ethics

UNIT 2: THE CONCEPT OF MORALITY

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

UNIT 3: FACT AND VALUE

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

UNIT 4: MORAL CONCEPTS

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

UNIT 5: THEORIES OF MORAL STANDARD: HEDONISM

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

UNIT 6: UTILITARIANISM: BENTHAM AND MILL UTILITARIANISM

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

UNIT 7: FREEDOM AND DETERMINISM

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

UNIT 8: TELEOLOGICAL ETHICS AND DEONTOLOGICAL ETHICS

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

UNIT 9: PURUSARTHA

Artha, Kama, Dharma, Moksa, Four Basic Sciences

UNIT 10: THEORIES OF PUNISHMENT NOTION OF CRIME AND PUNISHMENT

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

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

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

Reading list

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

Ravi, I: *Foundations of Indian Ethics*

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

J.N. Mohanty: *Classical Indian Philosophy*

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

J.N. Mohanty: *Explorations in Philosophy*

P. Benn: *Ethics: Fundamentals of Philosophy*

IDC 207 Understanding Social Problems

Learning Objectives

This course intends to:

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

Learning Outcomes

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

Syllabus

UNIT 1: SOCIAL PROBLEM

Meaning and nature, characteristics, causes, types and approaches

UNIT 2: CRIME

Meaning and Concept, characteristics and type Crime

UNIT 3: POPULATION EXPLOSION AND ILLITERACY

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

UNIT 4: POVERTY AND UNEMPLOYMENT

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

UNIT 5: YOUTH UNREST

Meaning, types and causes of Youth Unrest

UNIT 6: SOCIAL PROBLEMS RELATING TO WOMEN

Prostitution, dowry, violence against women

UNIT 7: SUPERSTITIONS

Meaning, Causes and Effect of superstition

UNIT 8: CHILD LABOUR AND CHILD ABUSE

Meaning, types and causes of child labour child abuse

UNIT 9: PROBLEMS OF THE BACKWARD CLASSES

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

UNIT 10: TERRORISM

Concept, Origin, Development, causes and consequences of terrorism

UNIT 11: SOCIAL PROBLEMS AND SOCIAL WELFARE

Meaning, importance, nature and scope

Reading List

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

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

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

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

IDC 208 Introduction to History of Assam

Course Objectives

The main objective of this course is to

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

Course Outcomes

After completing the course

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

Syllabus

UNIT 1: SOURCES OF ANCIENT ASSAM

Literary Sources, Archaeological Sources, Foreign Sources

UNIT 2: LEGENDARY PERIOD

Naraka and his successors, Different stories of Naraka

UNIT 3: RULING DYNASTIES OF ANCIENT ASSAM

Varmanas, Salastambhas, Palas

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

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

UNIT 5: SOURCES OF HISTORY OF MEDIEVAL ASSAM

Literary Sources, Archaeological Sources, Foreign Sources

UNIT 6: THE AHOMS

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

UNIT 7: THE KOCHES

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

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

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

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

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

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

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

UNIT 11: EMERGENCE OF POLITICAL CONSCIOUSNESS

Rise of Assamese Nationalism, Establishment of different organisations

UNIT 12: PARTICIPATION OF ASSAM IN THE NATIONAL MOVEMENT

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

Reading List

Barpujari, H.K.(2003): The Comprehensive History of Assam, Vol. I, Vol. II, Vol.III, Vol. IV& Vol. V, 2nd ed., Publication Board Assam, Guwahati

Baruah, S.L.,(2004): A Comprehensive History of Assam, 3rd ed., Munshiram Manoharlal, Delhi

Bhuyan, A.C., (1999): Political History Assam, Publication Board Assam, Vol. I, II, III, 2nd ed., Guwahati

Dutt, K.N (1993): Landmarks in the Freedom Struggle in Assam, Lawyers' Book Stall

Gait, E.,(2004): A History of Assam, Eastern Book House, Revised, Guwahati

Saikia Rajen (2000): Social and Economic History of Assam 1853-1921, Munshiram Manoharlal, Delhi

IDC 301 English for Professional Studies

Learning Objectives

The objectives of the course are to:

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

Learning Outcomes

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

Syllabus

UNIT 1: SOME CONCEPTS OF GRAMMAR I

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

UNIT 2: SOME CONCEPTS OF GRAMMAR II

Adjectives, Adverbs, Prepositions

UNIT 3: VOCABULARY

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

UNIT 4: PUNCTUATION, SYNTHESIS AND TRANSFORMATION OF SENTENCES

Introduction, Punctuation, Synthesis of Sentences, Transformation of sentences

UNIT 5: COMMON ERRORS AND PHRASES AND IDIOMS

Introduction, Common Errors, Phrases and Idioms

UNIT 6: NOTE MAKING

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

UNIT 7: COMMUNICATION

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

UNIT 8: INTRODUCTION TO OFFICE MANAGEMENT

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

UNIT 9: CORRESPONDENCES

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

UNIT 10: PRESENTATION

Writing Executive Summaries, Making a Formal Presentation

UNIT 11: WRITING CURRICULUM VITAE/RESUME

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

Reading List

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

IDC 302 Economics of Education

Course Objectives

To make the learners aware about:

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

Learning Outcomes

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

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

Syllabus

UNIT 1: ECONOMICS OF EDUCATION

Concept, scope and significance

UNIT 2: EDUCATION AND ECONOMIC DEVELOPMENT

Concept, relationship between education and economic development

UNIT 3: ECONOMICS OF EDUCATION POLICY

Nature of economic policy, education as a Public Good

UNIT 4: EDUCATION AS A PUBLIC GOOD

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

UNIT 5: HUMAN CAPITAL FORMATION

Concept, Human capital Approaches to education

UNIT 6: EDUCATION AND MANPOWER PLANNING

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

UNIT 7: FINANCING IN HIGHER EDUCATION AND TECHNICAL EDUCATION

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

UNIT 8: LIVELIHOOD, LABOUR MARKET AND LABOUR MOBILITY

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

UNIT 9: EDUCATION AND BRAIN DRAIN

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

UNIT 10: ACCESS AND EQUITY IN EDUCATION

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

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

Fund mobilization in the educational institution

Reading List

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

Habison & Myers: Education, Manpower and Economic Growth

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

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

Rajaiah, B.: Economics of Education

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

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

Psachopoulos, Y.: Economics of Education

IDC 303 Business Communication and Media Management

Course Objectives

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

Course Outcomes

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

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

Syllabus

UNIT 1: BUSINESS COMMUNICATION

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

UNIT 2: MEDIA FOR BUSINESS

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

UNIT 3: BUSINESS PRESENTATION-I

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

UNIT 4: BUSINESS PRESENTATION II

Writing Executive Summaries, Making Business Presentations

UNIT 5: INTRODUCTION TO MANAGEMENT

Concept Of Management, Characteristic of Management, Scope of Management, Evolution Of Management Thought, Management Vs Administration, Levels Of Management, Functions Of Management, Planning, Organizing, Staffing, Controlling, Coordination, Management Styles in Indian context

UNIT 6: MEDIA MANEGEMENT

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

UNIT 7: MEDIA ORGANISATIONS

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

UNIT 8: ORGANISATIONAL STRUCTURE OF A PRINT MEDIA ORGANIZATION

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

UNIT 9: ORGANISATIONAL STRUCTURE OF AN ELECTRONIC MEDIA ORGANIZATION

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

UNIT 10: LEADERSHIP AND WORK MOTIVATION

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

Reading List

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

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

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

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

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

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

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

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

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

IDC 304 Understanding North East India

Learning Objectives

This course intends to:

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

Learning Outcomes

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

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

Syllabus

UNIT 1: THE CONCEPT OF NORTHEAST INDIA

Northeast India in the Ancient, Colonial and Post period

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

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

UNIT 3: STATE FORMATION DURING POST-INDEPENDENCE PERIOD

Creation of different states and Autonomous Councils

UNIT 4: DEMOGRAPHIC COMPOSITION OF NORTHEAST INDIA

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

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

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

UNIT 6: IMMIGRATION TO NORTHEAST INDIA AND ASSAM IN PARTICULAR

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

UNIT 7: ETHNIC IDENTITY IN NORTHEAST INDIA

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

UNIT 8: INSURGENCY IN NORTHEAST INDIA

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

UNIT 9: LAND RELATION IN NORTHEAST INDIA

Land holding patterns, agrarian structure

UNIT 10: ECONOMIC PROBLEMS IN NORTH EAST INDIA

Unemployment, Infrastructure, Industrialization

UNIT 11: DEVELOPMENT IN NORTHEAST INDIA

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

Reading List

- Baruah, Sanjib, 2005, *Durable Disorder: Understanding the Politics of North East India*, New Delhi: Oxford University Press.
- Bordoloi, B. N., 1990, *Constraints of Tribal Development in North-East India*, Guwahati: Tribal Research Institute.
- Fernandes, Walter and Gita Bharali, 2011, *Uprooted for whose benefits-Development induced displacement in Assam-1947-2000*, Guwahati: North Eastern Social Research Centre.
- Fernandes, Walter and Sanjay Barbora, 2008, *Tribal Land Alienation in the Northeast; An Introduction: An Introduction in Walter Fernandes and Sanjay Barbora (ed) Land, people and politics: Contest Over Tribal Land in Northeast India*, Guwahati and Denmark: North Eastern Social Research Centre and International Workgroup for Indigenous Affairs, pp 1-15.
- Goswami, Atul; August, 1984; *Tribal Development with special Reference to North-East India in Social Scientist* ; vol12, no8; pp 55-60.
- Hussain, Monirul, 2008, *Interrogating Development: State, Displacement and Popular Resistance in North East India*, New Delhi: Sage Publication.
- Karna, M. N. 1990, *The Agrarian Scene in Seminar*, vol 366, pp 30-37.
- Karna, M.N., 1999, *Ethnic identity and Socio-economic Processes in North-east India* in Kailash S. Aggarwal edited *Dynamics of Identity and Intergroup relations in North-east India*, IIAS-Shimla, pp29-38.

IDC 305 Rural Development in India

Course Objectives

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

Course Outcomes

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

Syllabus

UNIT 1: BASIC CONCEPTS OF RURAL DEVELOPMENT

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

UNIT 2: RURAL ECONOMY OF INDIA

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

UNIT 3: APPROACHES TO RURAL DEVELOPMENT

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

UNIT 4: COTTAGE INDUSTRIES IN INDIA

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

UNIT 5: RURAL INDEBTEDNESS IN INDIA

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

UNIT 6: RURAL UNEMPLOYMENT IN INDIA

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

UNIT 7: POVERTY IN RURAL INDIA

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

UNIT 8: ROLE OF TECHNOLOGY IN RURAL DEVELOPMENT

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

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

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

UNIT 10: REGIONAL RURAL BANKS

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

UNIT 11: NABARD

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

Reading List

Arora ,R.C., K.(1979): Integrated Rural Development, S. Chand & Co.

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

Reddy, K. V.(2007):Rural Development in India (Poverty and development):Himalaya Publishing House.

Singh, K.(2010):Rural Development: Principles, Policies and Management, Sage Publications India Pvt. Ltd.

Sisodia, Y. S.(2007): Rural Development: Macro-Micro Realities, Rawat Publications.

Sundaram, I.S.: Rural Development. Himalaya Publishing House

IDC 306 Essentials of Indian Philosophy

Course Objectives

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

Course Outcomes

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

Syllabus

UNIT 1: THE NATURE AND SCOPE OF INDIAN PHILOSOPHY

Nature of Indian Philosophy, Scope of Indian Philosophy

UNIT 2: CARVAKA – EPISTEMOLOGY

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

UNIT 3: BUDDHISM – FOUR NOBLE TRUTHS

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

UNIT 4: JAINISM – SYADVADA

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

Unit 5: Nyaya – Concept of Prama

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

UNIT 6: VAISESIKA – DRAVYA, GUNA, SAMANYA

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

UNIT 7: SAMKHYA – PURUSA & PRAKRTI

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

UNIT 8: YOGA – THE CONCEPT OF CITTA-VRITTI

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

UNIT 9: MIMAMSA – INTRINSIC VALIDITY OF KNOWLEDGE

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

UNIT 10: SAMKARA – BRAHMAN AND MAYA

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

UNIT 11: RAMANUJA - GOD

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

Reading list

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

Detailed Syllabi of Ability Enhancement Courses (AECs)

AEC 101 General English

Learning Objectives

The objectives of the course are to:

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

Learning Outcomes

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

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

Syllabus

UNIT 1: WILLIAM BLAKE: "HOLY THURSDAY"

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

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

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

UNIT 3: WILLIAM WORDSWORTH: "SIMON LEE"

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

UNIT 4: ALFRED TENNYSON: "TEARS IDLE TEARS"

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

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

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

UNIT 6: D.H. LAWRENCE: "THE SNAKE"

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

UNIT 7: KEKI N. DARUWALLA: "WOLF"

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

UNIT 8: CHINUA ACHEBE: "AS ONE LISTENS TO THE RAIN"

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

UNIT 9: WILLIAM SHAKESPEARE: MACBETH I

William Shakespeare: Life and Works, Background of the Play

UNIT 10: WILLIAM SHAKESPEARE: MACBETH II

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

UNIT 11: COMPREHENSION AND INTELLIGENT READING

Comprehension and Intelligent Reading, Reading and Grasping Skills

Reading List

- Aggarwala, N.K. (2001). *Essentials of English Grammar and Composition*. New Delhi: Goyal Brothers.
- Albert, Edward. (2000). *History of English Literature*. Fifth Edition. Oxford : Oxford University Press.
- Birch, Dinah. (2009). *The Oxford Companion to English Literature*. Seventh Edition. Oxford : Oxford University Press.
- De Sarkar, P. K. (2007). *Higher English Grammar and Composition*. Kolkata: Book Syndicate Limited.
- Dowerah, Sawpon. *A Students' Grammar of English*. Guwahati: Students' Store
- Eastwood, John. (1994). *Oxford Guide to English Grammar*. Oxford University Press.
- Eckersley & Ekersley. (1960) (ed). *A Comprehensive English Guide*. Harlow: Pearson Education Limited.
- Palmer, R. F. (1988). *The English Verb*. Longman Linguistics Library

AEC 201 MIL Assamese

Course Objectives

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

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

Course Outcomes

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

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

Syllabus

অধ্যায় ১: মাধৱদেৱ - তেজৰে কমলাপতি (বৰগীত)

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

অধ্যায় ২: চন্দ্ৰকুমাৰ আগৰৱালা: বন কুঁৱৰী

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

অধ্যায় ৩: নৱকান্ত বৰুৱা: ইয়াত নদী আছিল

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

অধ্যায় ৪: নিৰ্মলপ্ৰভা বৰদলৈ: মৰ্মান্তিক

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

অধ্যায় ৫: গুৰু-শিষ্যৰ মণি-কাঞ্চন সংযোগ

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

অধ্যায় ৬: বাণীকান্ত কাকতি: নামঘোষা

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

অধ্যায় ৭: লক্ষ্মীনাথ বেজবৰুৱা: কন্যা

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

অধ্যায় ৮: ভবেন্দ্ৰনাথ শইকীয়া: চোৰাসাপ

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

অধ্যায় ৯: ৰজনীকান্ত বৰদলৈ: মনোমতী

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

অধ্যায় ১০: জ্যোতিপ্ৰসাদ আগৰৱালা: শোণিত কুঁৱৰী

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

অধ্যায় ১১: অসমীয়া ব্যাকৰণ

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

Reading List

- Ahmed, Kamaluddin (2005). Adhunik Asomia Kobita. Guwahati: Banalata
Barua, Birinchi Kumar (1997). Asomia Katha Sahitya. Nalbari: Universal Emporium.
Baruah, Prahlad Kumar (2005). Asomia Chutigalpar Adhyayan. Guwahati: Banalata.
Bharali, Sailen (1993). Upanyash bischar aru bisleshan. Guwahati: Chandra Prakashan.
Bharali, Sailen (2009). Banikanta Kakatirpora Bhaben Barualoi. Guwahati: Chandra Prakashan.
Bora, Mahendra (1985). Sahitya Upakramanika Golaghat: Bharati Book Stall
Deka, Dharmasingha (2007) Rachana Bichitra. Guwahati.
Dutt, Uday (1995).Chutigalpa. Guwahati: Student's Stores.
Gogoi, Leela (Ed.) (2002). Adhunik Asomia Sahityar Porichoy. Guwahati: Banalata.
Goswami, Tralokyanath (2006). Adhunik Galpa Sahitya. Guwahati: Vani Prakash Limited.
Goswami, Upendranath (2007). Asomia Bhasar Byakaran. Guwahati: Mani-Manik Prakasha
Hazarika, Karbi Deka (2008). Assamese poets and poems. Dibrugarh: Banalata.
Mahanta, Baapchandra (Ed.) (2000). Borgeet. Guwahati: Student's Stores.
Majumdar, Bimal (2011). Sahityar Tattwa aaru Prayog. Guwahati: Jyoti Prakashan.
Neog, Maheswar (2000). Asomia Sahityar Ruprekha. Guwahati: Chandra Prakash.
Neog, Maheswar (Ed.) (2004). Snatakar Kathabandha. Guwahati: Guwahati University.
PhukanPatgiri, Dipti (1999) Adhunik Asomia Byakaran. Guwahati: Book Hive.
Rajbangshi, Paramananda (Ed.) (1995). Asomia Natak: Para. Guwahati: Chandra Prakashan.
Sharma, Dalai Harinath (1992). Asomia Gadya Sahityar Gatipath. Nalbari: Padmapriya Library.
Sharma, Satyendra Nath (1997). Asomia Upanyasar Bhumika. Guwahati: Soumar Prakash.
Sharma, Satyendra Nath (2009). Asomia Sahityar Samikshatmak Itibritta. Guwahati: Soumar Prakash
Sharma, Satyendranath (2005). Asomia Natya Sahitya. Guwahati: Soumar Prakash.
Talukdar, Nanda (2006). Kobi aaru Kabita. Guwahati: Banalata.
Thakur, Nagen (Ed.) (2000). Esha Basarar Asomia Upanyash. Guwahati: Jyoti Prakashan.

AEC 202 Alternative English

Learning Objectives

The objectives of the course are to:

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

Learning Outcomes

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

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

Syllabus

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

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

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

The Story of Creation, Major Themes, Style and Language

UNIT 3: SALMAN RUSHDIE: “IMAGINARY HOMELANDS”

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

UNIT 4: BERTRAND RUSSELL: “PROLOGUE” TO AUTOBIOGRAPHY

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

UNIT 5: MATTHEW ARNOLD: “LITERATURE AND SCIENCE”

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

UNIT 6: RICHARD KEARNEY: “ON STORIES”

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

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

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

UNIT 8: LORD CHESTERFIELD: LETTER TO HIS SON

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

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

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

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

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

UNIT 11: ANTOINE DE SAINT EXUPERY: THE LITTLE PRINCE

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

Reading List

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

AEC 301 Life Skills

Course Objectives

The objectives of the course are to:

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

Course Outcomes

After successfully completing the course, learners will be able to

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

Syllabus

UNIT 1: LISTENING AND SPEAKING

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

UNIT 2: READING, WRITING AND DIFFERENT MODES OF WRITING

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

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

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

UNIT 4: NONVERBAL COMMUNICATION

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

UNIT 5: GROUP DISCUSSION SKILLS AND INTERVIEW SKILLS

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

UNIT 6: EXPLORING CAREER OPPORTUNITIES, RÉSUMÉ SKILLS

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

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

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

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

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

UNIT 9: LEADERSHIP SKILLS, INNOVATIVE LEADERSHIP AND DESIGN THINKING

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

UNIT 10: MANAGERIAL SKILLS

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

UNIT 11: ENTREPRENEURIAL SKILLS, ETHICS AND INTEGRITY

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

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

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

UNIT 13: PEACE, SERVICE, RENUNCIATION

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

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

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

Reading List

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

AEC 401 Studies of Assamese Culture

Course Objectives

The course aims at enabling a learner to:

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

Course Outcomes

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

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

Syllabus

অধ্যায় ১: ঐতিহাসিক প্ৰেক্ষাপটত অসম

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

অধ্যায় ২: সংস্কৃতি – চমুপৰিচয়

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

অধ্যায় ৩: অসমৰ সংস্কৃতি – বৈচিত্ৰ্যৰ মাজত ঐক্য

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

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

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

অধ্যায় ৫: অসমৰ ধৰ্মীয় পৰম্পৰা

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

অধ্যায় ৬: সত্ৰীয়া সংস্কৃতি

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

অধ্যায় ৭: নামঘৰ – চমুপৰিচয়

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

অধ্যায় ৮: সত্ৰীয়া পৰিৱেশ্যকলা

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

অধ্যায় ৯: লোক সংস্কৃতিৰ চমু আভাস

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

অধ্যায় ১০: মৌখিক সাহিত্য

মৌখিক সাহিত্য; অসমীয়া মৌখিক সাহিত্য

অধ্যায় ১১: সামাজিক লোকাচাৰ

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

অধ্যায় ১২: ভৌতিক সংস্কৃতি

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

অধ্যায় ১৩: লোক পৰিৱেশ্য কলা

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

অধ্যায় ১৪: অসমৰ কেইটিমান নিৰ্বাচিত লোক পৰিৱেশ্য কলা

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

Reading List

Asom Sahitya Sabha (1962), Asomor Janajati. Jorhat.

Baruah, Birinchi Kumar (1985). Asomor Loka Sanskriti. Guwahati: Bina Library

Bhattacharjya, Pramod Chandra (1999). Asomor Janajati. Guwahati Lawyer's Book Stall.

Gogoi, Lila (1994). Asomor Sanskriti. Dibrugarh: Banalata.

Goswami, Narayan Chandra (2005). Satra Sanskrit Swarnarekha. Guwahati: Lawyer's Book Stall.

Hakacham, Upen Rabha (2000). Asomor Janajatiya Sanskriti. Guwahati: Bani Mandir.

Narjee, Bhaben (1966). Bodo-Kacharir Samaj aaru Sanskriti, Guwahati: Lawyer's Book Stall.

Neog, Hariprasad and Gogoi, Lila (Compl. And Ed.) (1989). Asomia Sanskriti.: Dibrugarh: Banalata.

Padun, Nahendra (1993). Asomia Sanskritiloi Janajatiya Borongani. Guwahati: Lawyer's Book Stall.

AEC 402 Spoken English

Learning Objectives

The objectives of the course are to:

- acquaint the learners with the basic elements that make up English speech
- provide a general study on some of the key areas of English functional grammar
- enable the learner to develop a proper idea on the use of various grammatical forms
- develop in learners the necessary skills and techniques of oral communication, day-to-day conversations, interview etc. in English
- encourage the development of public speaking skills and speech skills on special occasions
- highlight the importance of Spoken English

Learning Outcomes

- After going through the course, the learner will be able to:
- discuss the importance of English in the 21st century global context
- develop a proper idea on the use of various grammatical forms
- develop the necessary skills and techniques of oral communication, day-to-day conversations, interview etc. in English
- appreciate the importance of Spoken English in the present context

Syllabus

UNIT 1: IMPORTANCE OF SPOKEN ENGLISH

Knowing the importance of English in the Global Context, Skills of Better Communication

UNIT 2: ISSUES ON ORAL COMMUNICATION I

Skills Involved in Oral Communication, Listening and Speaking Skills, Reading and Writing Skills, The Process of Speech, Non-verbal Communication

UNIT 3: ISSUES ON ORAL COMMUNICATION II

Conversation as a speech event, Turn-Taking, The Language of Conversation, Phrasal Verbs

UNIT 4: GRAMMAR IN CONTEXT I

Grammaticality and Appropriateness, Eliciting Information, Question Patterns in Context, Some Verb Forms in Context

UNIT 5: GRAMMAR IN CONTEXT II

Modals in Conversation, Uses of Will and Would, Uses of May, Might and Must, Uses of Other Modals, Uses of Shall, Should and Shouldn't, Miscellaneous Uses of Modals

UNIT 6: INFORMAL AND FORMAL SPEECH

Features of Informal speech, Ellipsis, Discourse Markers in Informal Speech, Discourse Markers of Formal Speech

UNIT 7: SOUNDS OF ENGLISH I

Units of Speech Sounds, The Vowel Sounds, The Consonant Sounds, Minimal Pairs, Vowel Contrasts, Consonant Contrasts

UNIT 8: SOUNDS OF ENGLISH II

Word Stress, Placement of Word Stress, Stress in Compound Words, Grammatical Function of Stress, Sentence Stress and Intonation

UNIT 9: COMMUNICATION SKILLS

What is Communication? Types of Communication, Written Communication, Spoken Communication, Non-Verbal Communication, Essentials of Written Communication, Essentials of Oral Communication

UNIT 10: TELEPHONE SKILLS

Understanding Telephone Communication, Handling Calls, Making Requests, Request to Do Things, Giving Instructions

UNIT 11: INTERVIEW SKILLS

The Art of Interviewing, Examples of Interviews—Job Interviews, Media Interviews

UNIT 12: PUBLIC SPEAKING

The art of Public Speaking, Techniques of Persuasive Speech, Techniques of Informative Speech

UNIT 13: SPEECHES FOR SPECIAL OCCASIONS

Public Speaking on Special Occasions—Address of Welcome, Introducing the Speaker, Vote of Thanks, Group Discussion

UNIT 14: DIALOGUES IN CONTEXTS

Importance of Dialogues in Social Interactions, Some Dialogues of Contexts—At the Post Office, At the Doctor's, Buying a Shirt, At the Market, In the Library, At the Railway Station, At the Tea Stall, An Interview, At the Book Seller's, At the Garage, Hiring a Taxi, At the Restaurant, At the Bank, At the Hotel

Reading List

- Carmen, Robert. (ed.) Spoken English: Flourish Your Language. Abhishek Publication: Chandigarh.
- Eastwood, J. (1994). Oxford Guide to English Grammar. Oxford University Press.
- Karal, Rajeevan et al. (2016). English for Successful Communication. Oxford University Press.
- Koneru, Aruna. (2013). Professional Speaking Skills. Oxford University Press
- Sasikumar, V. and Dhamija, P.V. (1993). Spoken English: A Self- Learning Guide to Conversation Practice. Tata McGraw-Hill Publishing Company Limited.
- Seely J. (2004). Oxford Guide to Effective Writing and Speaking. Oxford University Press.
- Sethi, J. et al. (2004). A Practical Course in English Pronunciation. Prentice Hall of India.
- Sethi, J and P.D. Dhamija. (1999). A Course in Phonetics and Spoken English. Prentice Hall.

AEC 403 English for Media Studies

Course Objectives

- To familiarise the learners with the process of writing for the media
- To identify the specific use of English in the field of media
- To equip learners with basic writing skills required for media

Course Outcomes

- On completion of this course, the learners will be able to-
- Familiarize oneself with the process of writing for different forms of media
- Make proper utilization of the English language in media
- Acquire the basic writing skills in English for various media forms

Syllabus

Unit 1: INTERVIEWING AND NOTE TAKING

Definition of Interview, preparing for interview, conducting the interview, text of interview, language for audio-visual interview, note taking

Unit 2: EDITORIAL WRITING

Defining Editorial, Introduction to the editorial page, writing the editorial, rules for Editorial writing, writing the Feature, writing the Article, writing the middle, Letters to the Editor

Unit 3: ART OF COLUMN WRITING

Types of columns, distinguishing characteristics of an op-ed, steps to be followed while writing a column

Unit 4: ELEMENTS OF GOOD WRITING

Characteristics- precision, clarity in writing, use of simple sentences, grammar and punctuation, avoiding clichés, pacing, use of transitions

Unit 5: PREPARING COPY

Copy editing- use of quotes, paraphrases, attribution, writing the lead, grammatical mistakes- confusion in the use of 'who' and 'whom', possessive pronouns, use of active voice, copy reading symbols

Unit 6: MASTERING THE LANGUAGE OF EDITING

Importance on vocabulary, sentence construction, participles, pronouns, verbs, nouns, foreign words, prepositions, paragraphs, selection of right words

Unit 7: REVIEW WRITING

Book review- fiction, adverse criticism, non-fiction, the collection, poetry, drama, Steps to be followed while doing a book review, drama review, Film review

Unit 8: NEWS WRITING

Language and style of Indian Media, Language and style for print and cyber media, Language and style for Radio, Language and style for Television

Unit 9: HEADLINE WRITING

Meaning of headline, Types of headline, Functions of a headline, Factors to be kept in mind while writing headlines, Headline writing skills- use of verbs, use of Articles and Voices, Use of Decks, The Five Ws, use of short synonyms, Abbreviations, Punctuation, Line Balance, Guidelines for headline writing

Unit 10: WRITING FOR ADVERTISING COPY

Introduction, Key concepts in advertising, Copywriting, Radio copy, Television copy

Unit 11: WRITING AND REWRITING FOR PUBLIC RELATIONS

Preparing news releases- Announcement releases, Backgrounders, Position Papers, Tip Sheets, Rewriting news releases, Writing newsletter stories

Unit 12: GRAMMAR AND USAGE

Sequence of tenses, Voice, Narration, Punctuation, Vocabulary

Unit 13: COMMON ERRORS IN THE USE OF ENGLISH LANGUAGE

Errors of concord, Errors of construction, Errors of order, Errors in prepositions, Errors in conjunctions

UNIT 14: REPORTING PUBLIC SPEECH

Reporting public speeches- background information, covering the speech, using a prepared text, writing the speech story for print

Unit 15: STYLE AND THE STYLEBOOK

Need of a stylebook, -consistency, preference and tradition, Guidelines of different stylebooks, Mechanical rules

Reading List

Chaturvedi, S.N. (2007), Dynamics of Journalism and Art of Editing, Cyber Tech Publications, New Delhi

Hough, George A. (2006), News Writing, Kanishka Publishers, Distributors, New Delhi

Kamath, M.V (2005), The Journalist's Handbook, Vikas Publishing House Pvt Ltd, New Delhi

Lorenz, Alfred Lawrence, John Vivian (2006), News : Reporting and Writing, Dorling Kindersley, New Delhi

Parthasarathy, Rangaswami (2006), Basic Journalism, Macmillan India Ltd., New Delhi

Singh, Chandrakant P. (1999), Before the Headlines, Macmillan India Limited, New Delhi

Sissons, Helen (2006), Practical Journalism : How to Write News, Sage Publications, UK

Singh, Bhanu Pratap (2011), Art of Editing, Anmol Publications Pvt Ltd, New Delhi

Wrinn, Mary J.J. (2008), Elements of Journalism, Cosmo Publications, New Delhi

Detailed Syllabi of Skill Enhancement Courses (SECs)

SEC 101 Office Management

Course Objectives

The objectives of the Course are to help the learner's in

- Understanding the concepts of office management and office administration
- Understanding of Office Automation, space management, workplace environment
- Acquiring the knowledge of official terms used in workplace
- Understanding the key concepts of office communication
- Understanding the significance of mailing section, Arrangements with post offices, inward Mail routine and Dealing with correspondence
- Informing with various types of stationeries, drafts, noting, equipment and knowledge in the use of appliances

Course Outcomes

Upon successful completion of the course, the learners will be able to:

- Familiar with office management and office administration
- Acquire skills needed by an administrative assistant to function in such office environment.
- Use human relations skills, interpersonal interactions, as well as verbal and written communications.
- Develop skills in arrangement of papers for filing, methods of filing and indexing

Syllabus

UNIT 1: INTRODUCTION TO OFFICE MANAGEMENT

Meaning and importance of office, Nature and functions of Office, Relationship of office with other departments, Functions-basic and auxiliary, Position and role of an office manager

UNIT 2: OFFICE ADMINISTRATION

Administrative office management, objectives of administrative office management, functions of administrative office manager, scientific office management

UNIT 3: OFFICE LAYOUT

Office Layout and Working Condition, Location of office, Office building, Office layout-nature, principles, types, Open and private offices,

UNIT 4: OFFICE ENVIRONMENT

Lighting, ventilation, safety from physical hazards, sanitary requirements, cleanliness, security and Temperature and interior decoration

UNIT 5: OFFICE SERVICES

Centralization versus decentralization of office services, departmention of office, departments of a modern office

UNIT 6: WORKFLOW IN OFFICE

Workflow in Office, Concept of work-flow and flow charts, Difficulties in work flow.

UNIT 7: OFFICE ORGANIZATION

Office Organization Principles, Types - line, line and staff and services Organization, Office charts and manuals.

UNIT 8: OFFICE COMMUNICATION

Basic Principles, Internal Communication and External communication, Handling Inward and Outward communication; Mail Organization of the mailing section, Arrangements with post offices, Inward Mail routine, Dealing with correspondence, Outward mail routine, Mechanizing mail service.

UNIT 9: FILING AND INDEXING

Concept and Meaning of Filing, Objectives and Importance of Filing, Classification and Arrangement of Papers for Filing, Methods of Filing, Centralized and Decentralized Filing System, Indexing

UNIT 10: OFFICE STATIONARY

Concept and meaning of office stationery, Types of office stationery, Control of office stationary and supplies, Standardization of Office supplies, Purchasing Office Stationeries and Supplies, storage and Office Manager and Stationary control

UNIT 11: OFFICE AUTOMATION

Uses and abuses of Labour saving appliances and various types of commonly used appliances

Reading List

- Balachandran, V. and Chandrasekaran, V. (2009), Office Management, Tata McGraw Hill Education Private Limited
- Balachandran (2009); Office Management; Tata McGraw-Hill Education, India
- Bhatia, Dr. R. C. (2005); Principles of Office Management; Lotus Press; India
- Bhatnagar, S. K. (2011); Office Management; Frank Brothers; India
- Chakravarti, B. K. (2006); Concept of Front Office Management, APH Publishing; India
- Chopra, R. K. and Chopra, Ankita (2009), Office Management, Published by Himalaya Publishing House
- Dix, Colin and Baird, Chris (2006); Front Office Operations, Pearson Education India
- Dubey, N. B. (2009); Office Management: Developing Skills for Smooth Functioning, Global India Publications; India.
- S.S. Khanka (2007), 'Human Resource Management: Text and Cases', 1st Edition, S. Chand and Company Ltd, New Delhi

SEC 102 Organic Farming

Course Objectives

The main objectives of the course are to:

- create awareness about organic production system
- familiarize with organic crop management practices, organic standards and certification
- promote self-employment and income generation

Course outcomes

- Develop critical understanding of various aspect of organic production
- Apply their knowledge and skills by establishing their own organic farm
- Comprehend the importance of eco-friendly fertilizers and pesticides

Syllabus

UNIT 1: PRINCIPLES OF ORGANIC FARMING

The Science of Modern Farming, Development of Organic Farming: Definitions of Organic Farming Concept of Organic Farming: Organic Concept, Holistic Concept, Living Soil Concept, Healthy Plant Concept; Principles of Organic Farming: The Principle of Health, The Principle of Ecology, The Principle of Fairness, The Principle of Care; Role of International Organisations

UNIT 2: ORGANIC NORMS

Certification and Inspection in Organic Farming, National Norms: Certified organic farmer, Basic requirements in an organic farm, Certification, group certification, Organic Certification agencies in North East India, International norms: International Organic Standards: The IFOA and Its Norms: IFOAM Basic Standards (IBS) and IFOAM Accreditation Criteria, The European Union (EU) Council's Regulation on Organic Production; Japanese Organic Standards; United States of America Organic Standards; Comparison of EU, JAS and USDA Organic Standards; Private Certification in Some Countries

UNIT 3: FARM SOIL MANAGEMENT

Farm Design, Components of an Organic Farm, Planning and Layout of the Farm; Farm Components in Different Agro Eco-Systems; Field Crops in Organic Farms, Trees in Organic Farms: Border Trees, Agro forestry, Farm Forestry, Benefits of Trees in organic Farm; Farm Biodiversity, Field Bunds; Farm Structures: Cattle Shed, Storehouse, Farm Office; Land Preparation: Implements Used for Land Preparation, Factors Influencing Land Preparation, Summer Ploughing, Wetland Preparation; Types of Tillage: Conventional Tillage, Minimum Tillage, Zero Tillage, Conservation Tillage; Organic mulching, green cropping, cover cropping, biochar and its application, Buffer Zone

UNIT 4: SEEDS, PLANTING AND FARM IMPLEMENTS

Seeds: Structure and germination, Seed dormancy: causes and method of breaking dormancy, Seeds sowing/ Planting of some important crops, Different Farm implements: Ploughing, sowing, inter-cultivation and other

UNIT 5: WATER MANAGEMENT AND CONTAMINATION CONTROL

Quality and standard of irrigation water, Schedule of irrigation, Preparation of land for irrigation, Methods of irrigation, Critical Stages in Crop Development: Cereals and Millets, Legumes and Oil Seed, Vegetables and Fruit Crop, Contamination: Soil, water and air, Control of contamination: National Guidelines, Protecting Farm Ponds and Wells, Decontaminating Farm Wells, Contamination Control for Pesticide Spill, Human Relation

UNIT 6: CROP ROTATION AND CROPPING SYSTEM

Principles of Crop Rotation, Effect of crop rotation; Selection of crops for rotation Advantages and disadvantages of Crop Rotation, relay cropping

UNIT 7: COMPOSTING AND MANURING

Organic Resources Available for Manuring and Composting; Compost and Composting; Stages of Composting: Mesophilic Stage, Thermophilic Stage, Curing; Principles of Composting Types of Composting: Aerobic Decomposition, Anaerobic Decomposition, Methods of Composting, Vermicomposting; Factors Affecting Composting: C/N Ratio of the Bedding Materials, Blending and Shredding, Moisture, Temperature, Oxygen or Aeration, pH

UNIT 8: BIO FERTILIZERS, BIO PESTICIDES AND BIOCONTROL AGENTS

Types of bio fertilizers, biopesticides; Methods of Bio fertilizer application: Seed, root and Soil; Biocontrol agents: Uses and application

UNIT 9: MARKETING OF ORGANIC PRODUCE

Markets - Concepts and Classification: Definition of Market, Classification of Markets, Channel of Distribution and Role of Middlemen, Understanding the Marketing Process, Marketing of Agricultural Products ; Marketing of Organic Produce: Current Status of World Organic Market, Organic Market in India Limitation of Organic Market in India

UNIT 10: GOVERNMENT SCHEMES AND OTHER FINANCIAL RESOURCES

National Programme for Organic Production; Schemes of Ministry of Agriculture (MoA) Govt. of India; Scheme on Organic Farming under National Horticulture Mission; Supports for Organic Farming under Technology Mission for Integrated Development of Horticulture in the North Eastern States; Scheme on Capacity Building for Organic Products; Other Financial Resources

Practical

Unit 1: Visit to organic farm and bio fertilizer production unit

Unit 2: Seed Treatment of important crops

Unit 3: Sowing and Planting of important crops

Unit 4: Preparation and application of Compost

Unit 5: Preparation of Plant protection inputs like organic pesticides, neem cake.

Unit 6: Preparation of vermicompost and Vermiwash

SEC 103 Introduction to Geo-informatics [Credits: 2 Theory+1 Practical]

Course Objectives

- To provide the basic concepts and significance of Geoinformatics
- To give an idea to understand maps used in Geographic Information System (GIS)
- To familiarize with the GIS and its applications
- To get an idea of various GIS data types
- To describe the applications of geoinformatics in different areas

Course Outcomes

At the end of the course, a learner will be able to

- Understand the relationship between people, climate, landforms, river system, vegetation and much more
- Develop the computer and management skills as a part of geospatial technology using GIS tools

UNIT 1: UNDERSTANDING MAPS

Definition of a map; Properties of maps; Types of maps; Present day significance of maps; Map Projection Systems; Map Projections for Hemispheres and the World; Map Projections for Continents and Regions; Concept of Datum; Universal Transverse Mercator projection; International Terrestrial Reference Frame in GIS

UNIT 2: INTRODUCTION TO GIS

Basic Concepts of Geographic Information System; Components of a GIS; Spatial Data Creation; Data Types: Spatial Data, Non-Spatial Data, Raster Data, Vector Data, TIN; Data Editing and Analysis; Topological Relationships; Advantages of GIS; Social and Institutional Context of GIS; Contemporary Development of GIS; Web GIS

UNIT 3: INTRODUCTION TO GNSS

Introduction to GPS; GPS Applications: Asset Mapping, Navigation Services, Location Based Services; Introduction and Surveying

UNIT 4: BASICS OF REMOTE SENSING

Introduction to Remote Sensing; Types of Remote Sensing; Indian Remote Sensing Programmes

UNIT 5: OPEN DATA SOURCES AND SOFTWARE FOR GEOINFORMATICS

Open-Source Data: Bhuvan, USGS, Google Earth, Gram Manchitra; Open source Digital Elevation Model; Open Source Software: QGIS.

UNIT 6: APPLICATIONS OF GEOINFORMATICS

Application of Geoinformatics in Natural Resource Management, Watershed Management, Disaster Management, Rural Development, Urban Planning, Monitoring and Evaluation of Projects.

Reading List

- George Joseph, (2005), Fundamentals of Remote Sensing (2nd ed.), University Press, pp.1-474
DeMers M. N., 2000: Fundamentals of Geographic Information Systems, John Wiley & Sons
Lillesand, T.M., Kiefer, W.R. and Chipman, W.J, (2004), Remote Sensing and Image Interpretation, (5th ed.), Wiley India Publication, pp.1-763
Clarke K. C., 2001: Getting Started with Geographic Information Systems, Prentice Hall
French, G. T. 1996: Understanding the GPS: An Introduction to the Global Positioning System, Geo Research Inc.
Burrough. P.A. & McDonnell. R. (1998), Principles of Geographic Information Systems, OUP

SEC 201 Tea Cultivation and Management

Course Objectives

- impart both theoretical and practical knowledge in the functional areas of tea plantation and management
- encourage the small tea cultivation among the unemployed youth
- help those who have already engaged themselves in Tea Plantation sector

Course outcomes

After completing the course a learner will be able to

- apply their knowledge and skills by establishing their own tea plantation
- get employability in various sectors like tea gardens, Tea Processing Units, Tea brokering houses, Tea Research Institute
- Integrate knowledge of tea cultivation and management in a scientific way

Syllabus

UNIT 1: INTRODUCTION TO TEA AND ITS CULTIVATION

Beginning of tea cultivation in India, the tea plant and its cultivation, tea growing areas in India, small scale tea cultivation in Assam, tea cultivation in non traditional areas and other N.E. states, tea industry and its role in national economy, developmental agencies

UNIT 2: SOIL AND CLIMATIC REQUIREMENTS

Soil requirements-physical, chemical and biological properties, land features slope, altitude and aspects, climatic requirements- rainfall, temperature, R.H., day length and wind velocity, selection of sites for tea, soil and water conservation.

UNIT 3: PLANTING MATERIALS OF TEA AND PROPAGATION

Planting materials-clone, clonal seed, differences between clone and clonal seeds, choice of planting materials, production of planting materials-clonal nucleus plot, tea seed barie; Seed propagation, vegetative propagation, tea nursery, nursery techniques for V.P. nursery techniques for seed propagation, nursery management

UNIT 4: LAND PREPARATION AND PLANTING

Land preparation-land preparation in virgin, uprooted and marginal lands; Planting-age and size of plant, stacking, spacing, pit digging, planting time, after care, infilling, planting in undulating hilly areas-catchment planning

UNIT 5: YOUNG TEA MANAGEMENT

Objectives of training, frame formation-operations, methods of bringing up for plain areas of N.E. India and hilly areas, cultural practices adopted in young tea management

UNIT6: PRUNING OF TEA

Pruning - Objectives of pruning, skiffing, different types of pruning and skiffing, method of pruning, pruning cycle

UNIT7: PLUCKING OF TEA

Objectives of Plucking, plucking-tipping, maintenance foliage, plucking systems, standard of plucking, plucking round, creep, breaking back, banjhi shoot, plucking baskets/ bag care and handling of green leaf

UNIT 8: PLANT PROTECTION

Weeds in Tea plantation, weeds control methods-manual or mechanical, chemical control, Weed Control in Nursery, young tea areas and immature tea; Tea pests- leaf and shoot pests, stem and branch pests, other pests. Sprayers, and application of pesticides, - sprayers, target sites for

application, integrated pest management; tea diseases-casual agencies and classification, common tea diseases, description of common tea diseases and their management, seedling diseases, primary and secondary diseases

UNIT9: PHYSIOLOGICAL DISORDERS AND COLD WEATHER OPERATIONS

Adverse climatic and soil conditions, external agencies, cold weather management

UNIT10: COST DEVELOPMENT OF TEA PLANTATION AND RECORD KEEPING IN TEA GARDEN

Cost development of Tea Plantation – requirement of labour, cost of labour and inputs, income, Record keeping-definition, good record keeping systems, branches of record keeping, books and accounts, information to be maintained in tea garden

Practical

Unit 1: Land Preparation for Planting of Tea

Unit 2: Planting of Tea

Unit 3: Methods of Frame Formation in Tea

Unit 4: Fertilizer Application in Young and Mature Tea.

Unit 5: Pruning and Skiffing of Mature tea

Unit 6: Tipping and Plucking of Tea

Reading list

C.R., Harler. (2022) "teaproduction". Encyclopedia Britannica.

<https://www.britannica.com/plant/tea-plant>. Accessed 20 July 2022.

Panda,H. (2016). The Complete book on Cultivation and Manufacture of Tea. Asia Pacific Business Press Inc

Barua, D.N. (2008). Science and Practice in Tea Culture. Tea Research Association, Kolkata.

Ghosh Haira,N. (2001). Tea Cultivation-Comprehensive Treatise, International Book Distributing Co., Lucknow

Willinson, K.C. and Clifford, M.N. (1992). 'Tea' Cultivation to Consumption, Springer Dordrecht
The Tea Plant. http://teaworld.kkhsou.in/lessons_details.php?lesson=The-Tea-Plant&urltitlepage=4c59b38ba721a5ad8713

Climate and Soil for Tea

Cultivation.http://teaworld.kkhsou.in/lessons_details.php?lesson=Climate-and-Soil-for-Tea-Cultivation&urltitlepage=387bc6c0428d2cd31be8

Propagation of Tea and Nursery Management

http://teaworld.kkhsou.in/lessons_details.php?lesson=Propagation-of-Tea-and-

SEC 202 Electricity and Electrical Wiring [2 Theory+1 Practical]

Course Objectives

- To provide the basic concepts of various forms of energy and their sources
- To familiarize with the basic principle of electrical current flow, different terms, their relations and different laws, measurement of current, voltage, power and energy
- To give an idea about magnet, magnetic materials, properties and electromagnetic induction
- To learn wires, cable, house wiring, materials required for house wiring and earthing
- To familiarize with diode, transistor, devices using diode and transistor
- To learn about electrical safety precaution and shock treatment
- To understand the Indian Electricity Rule

Course Outcomes

- After the completion of this course, the learner will be able to-
- describe the fundamental concept of electricity
- define various terms and applications of laws of electric circuits
- select appropriate tools and measuring instruments to carry out electrical works
- identify house wiring components according to their size and specification
- explain the earthing, necessity of earthing and how earthing is done
- perform the tests on newly installed house wiring
- explain about the functioning of semiconductor and devices using semiconductor
- follow the safety precautions, electrical shock treatment and Indian Electricity Rule

Syllabus

UNIT 1: FUNDAMENTALS OF ELECTRICITY

Forms of Energy: Types, their units, advantages of Electrical Energy; Sources of Electricity: conventional and non conventional; Atomic structure; Static and dynamic electricity; Basic terms used in electricity and their definitions: electric potential, potential difference, electrical power, energy and problems; Ohm's Law; Resistance and Specific Resistance: Definition, Effect of temperature on resistance; Conductor and Insulator: Types, properties and applications.

UNIT 2: FUNDAMENTALS OF ELECTRICAL CIRCUIT

Familiarization of common components: Interconnection of passive components; Resistance in series and parallel; Advantages and disadvantages of series and parallel circuit; Voltage and current divider rule; Kirchhoff's Laws.

UNIT 3: INTRODUCTION TO MAGNETISM

Magnet and types of magnet; Permeability and type of magnetic materials on the basis of permeability; Magnetic property of materials; Magnetic effect of electric current; Electromagnetic induction and Faraday's Laws of Electromagnetic Induction; Familiarization with some common devices

UNIT 4: FUNDAMENTALS OF ALTERNATING CURRENT

Direct current (DC) and alternating current (AC): comparison between AC and DC; Electro Motive Force equation: Cycle frequency, time period, amplitude, phase, rms value, average value; Ac Circuit: Inductance, Inductive reactance, capacitance, capacitive reactance, impedance; Power factor and power

UNIT 5: ELECTRICAL MEASUREMENT INSTRUMENT

Multimeter: Analog Multi-meter, Digital Multi-meter; Tong Tester; Measuring Instrument: Permanent Magnet Moving Coil, Moving Iron, Induction type instrument; Measurement Meters: Watt-meter, Energy-meter, Power factor meter; Voltmeter and Ammeter: Extension of range of voltmeter, loading effect of voltmeter, calibration of voltmeter, Extension of range of ammeter, voltage drop effect of

ammeter, calibration of ammeter; Current Transformer and Potential Transformer; Earth resistance meter.

UNIT 6: WIRES AND ACCESSORIES

Types of wires and cables: Characteristics, Current carrying capacity; Types of joints and termination; Safety consideration and regulations

UNIT 7: ELECTRICAL HOUSE WIRING

Method of house wiring; Types of surface wiring and concealed wiring; Wiring accessories and their specifications; Wiring diagram; Types of connections of lamps including staircase connection; Testing of house wiring.

UNIT 8: EARTHING

Importance of earthing; Ground connection and size of GI wire for ground connection; Various types of earthing; Measurement of earth resistance

UNIT 9: SAFETY REQUIREMENT

Hazards of electricity: Fire hazard and electric shock; Safety precautions and electrical safety sign; Shock treatment; Firefighting equipment for fire involving electrical equipment; Indian Electricity Rules and Indian Electricity Act

UNIT 10: SEMICONDUCTOR DEVICES

Semiconductor: Type of semiconductor, Examples; PN junction diode: formation of PN junction diode, forward bias and reverse bias characteristics, application; zener diode; Transistor: Type of transistor, configuration, Working of transistor, operation mode; Field effect transistor; power transistor; LDR.

UNIT 11: INTRODUCTION TO ELECTRICIAN TRADE

Electrician trade: Scope of electrician trade, Employment opportunity; Responsibilities of electrician and wiremen; Training of electrician.

Reading List

- Kothari D. P. and I. J. Nagrath, Basic Electrical Engineering, 3rd edn, McGraw Hill Education (India) Private Limited, New Delhi.
- Gupta J. B., Electrical and Electronics Engineering Materials, 3rd edn, S. K. Kataria & Sons, New Delhi.
- Meheta V. K., Rohit Meheta, Basic Electrical Engineering, 5th edn, S. Chand & company Ltd, New Delhi.
- Meheta V. K., Rohit Meheta, Principle of Electrical Engineering, 2nd edn, S. Chand & company Ltd, New Delhi.
- Thereja B. L., A. K. Thereja, A Text Book of Electrical Technology Volume- I, 23rd edn, S. Chand & company Ltd, New Delhi.
- Mittle V. N., Basic Electrical Engineering, Tata McGraw-Hill Publishing Company Limited, New Delhi.
- Anwani M. L., Basic Practicals in Electrical Engineering, Dhanpat rai &Co, New Delhi
- Singh Tarlok., Fundamentals of Electrical Engineering, S. K. Kataria & Sons, New Delhi.
- Dr Das Basudev, D. Haloi, Dr Mitali Chakravorty, Yasmin Zaman, Basics of Electrical Engineering, Book Land Publication, Guwahati.

SEC 301 Cyber Security

Course Objectives

- Learn the foundations of Cyber security and threat landscape
- To equip students with the technical knowledge and skills needed to protect and defend against cyber threats
- To develop skills in students that can help them plan, implement, and monitor cyber security mechanisms to ensure the protection of information technology assets
- To expose students to governance, regulatory, legal, economic, environmental, social and ethical contexts of cyber security
- To expose students to responsible use of online social media networks
- To systematically educate the necessity to understand the impact of cyber crimes and threats with solutions in a global and societal context
- To select suitable ethical principles and commit to professional responsibilities and human values and contribute value and wealth for the benefit of the society

Course Outcomes

- On completion of this course, the learners will be able to
- Understand the cyber security threat landscape
- Develop a deeper understanding and familiarity with various types of cyber attacks, cyber crimes, vulnerabilities and remedies thereto
- Analyse and evaluate existing legal framework and laws on cyber security
- Analyse and evaluate the digital payment system security and remedial measures against digital payment frauds
- Analyse and evaluate the importance of personal data its privacy and security.
- Analyse and evaluate the security aspects of social media platforms and ethical aspects associated with use of social media.
- Analyse and evaluate the cyber security risks.
- Based on the Risk assessment, plan suitable security controls , audit and compliance.
- Evaluate and communicate the human role in security systems with an emphasis on ethics, social engineering vulnerabilities and training.
- Increase awareness about cyber-attack vectors and safety against cyber-frauds.
- Take measures for self-cyber-protection as well as societal cyber-protection.

Syllabus

UNIT 1: INTRODUCTION TO CYBER SPACE

Defining Cyberspace and Overview of Computer and Web-technology, Architecture of cyberspace, Communication and web technology

UNIT 2: INTRODUCTION TO INTERNET AND CYBER SECURITY

Internet, World wide web, Advent of internet, Internet infrastructure for data transfer and governance, Internet society, Regulation of cyberspace, Concept of cyber security, Issues and challenges of cyber security

UNIT 3: CYBER CRIME 1

Classification of cyber-crimes, Common cyber crimes- cyber crime targeting computers and mobiles, cyber crime against women and children

UNIT 4: CYBER CRIME 2

Financial frauds, Social engineering attacks, malware and ransomware attacks, zero day and zero click attacks

UNIT 5: CYBER LAW

Cybercriminals modus-operandi , Reporting of cyber crimes, Remedial and mitigation measures, Legal perspective of cyber crime, IT Act 2000 and its amendments, Cyber crime and offences, Organisations dealing with Cyber crime and Cyber security in India, Case studies

UNIT 6: INTRODUCTION TO SOCIAL MEDIA

Introduction to Social networks, Types of Social media, Social media platforms

UNIT 7: HANDLING SOCIAL MEDIA

Social media monitoring, Hashtag, Viral content, Social media marketing, Social media privacy, Challenges, opportunities and pitfalls in online social networks.

UNIT 8: SECURITY ISSUES IN SOCIAL MEDIA

Security issues related to social media, Flagging and reporting of inappropriate content, Laws regarding posting of inappropriate content, Best practices for the use of Social media, Case studies.

UNIT 9: INTRODUCTION TO E-COMMERCE

Definition of E- Commerce, Main components of E-Commerce, Elements of E-Commerce security, E-Commerce threats, E-Commerce security best practices

UNIT 10: INTRODUCTION TO DIGITAL PAYMENTS

Introduction to digital payments, Components of digital payment and stake holders, Modes of digital payments- Banking Cards, Unified Payment Interface (UPI), e-Wallets, Unstructured Supplementary Service Data (USSD), Aadhaar enabled payments

UNIT 11: SECURITY ASPECTS IN DIGITAL PAYMENTS

Digital payments related common frauds and preventive measures; RBI guidelines on digital payments and customer protection in unauthorised banking transactions; Relevant provisions of Payment Settlement Act, 2007

UNIT 12: DIGITAL DEVICES SECURITY 1

End Point device and Mobile phone security, Password policy, Security patch management, Data backup, Downloading and management of third party software.

UNIT 13: DIGITAL DEVICES SECURITY 2

Device security policy, Cyber Security best practices, Significance of host firewall and Anti-virus, Management of host firewall and Antivirus

UNIT 14: WI-FI SECURITY

Introduction to Wi-Fi, Types of Wireless security: Wired Equivalent Privacy (WEP), Wi-Fi Protected Access (WPA), Wi-Fi Protected Access 2 (WPA 2), Wi-Fi Protected Access 3 (WPA 3); Threats and risks to Wi-Fi Security, Ways to protect Wi-Fi network, Types of Wi-Fi network security devices, Configuration of basic security policy and permissions

Reading List

- Cyber Crime Impact in the New Millennium, by R. C Mishra ,Auther Press. Edition 2010.
- Cyber Security Understanding Cyber Crimes, Computer Forensics and Legal Perspectives by Sumit Belapure and Nina Godbole, Wiley India Pvt. Ltd. (First Edition, 2011)
- Security in the Digital Age: Social Media Security Threats and Vulnerabilities by Henry A. Oliver, Create Space Independent Publishing Platform. (Pearson , 13th November, 2001)
- Electronic Commerce by Elias M. Awad, Prentice Hall of India Pvt Ltd.
- Cyber Laws: Intellectual Property & E-Commerce Security by Kumar K, Dominant Publishers.
- Network Security Bible, Eric Cole, Ronald Krutz, James W. Conley, 2nd Edition, Wiley India Pvt. Ltd.
- Fundamentals of Network Security by E. Maiwald, McGraw Hill.

Detailed Syllabi of Value Added Courses (VACs)

VAC 101 Environmental Studies and Disaster Management

Course Objectives

- Help the undergraduate students to obtain in-depth knowledge on natural processes and resources that sustain life and govern economy.
- Understand the consequences of human activities on the environment, global economy, and quality of human life.
- Develop critical thinking for shaping strategies (scientific, social, economic, administrative, and legal) for environmental protection, conservation of biodiversity, environmental equity, and sustainable development.

Course Outcomes

- Interpret the impacts of human activities on the environment.
- Comprehend the importance of natural resources and its conservation
- Recognize the disasters and Hazards and enable the new generation to face the new challenges.
- Encourage engaging in hazard and disaster related learning in order to develop measures for mitigation.

Syllabus

UNIT 1: CONCEPT OF ENVIRONMENTAL STUDIES

Definition of Environmental Studies and its Scope Environmental Studies and its Multi-Disciplinary, Nature; Rules and Regulations of Environmental Studies and Public Awareness

UNIT 2: NATURAL RESOURCES

Natural Resources; Types of Natural Resources; Forest Resources; Water Resources; Mineral Resources; Food Resources; Energy Resources; Land Resources; Conservation of Natural Resources; Sustainable Development

UNIT 3: ECOSYSTEM

Ecosystem; Food Chain; Food Web; Energy Flow; Ecological Pyramid; Main Ecosystems

UNIT 4: BIODIVERSITY AND ITS CONSERVATION

Definition of Biodiversity; Values of Biodiversity; Biodiversity at Global, National and Local Levels; Hotspots of Biodiversity; Endangered and Endemic Species; Threats to Biodiversity Conservation of Biodiversity

UNIT 5: ENVIRONMENTAL POLLUTION

Environmental Pollution-Definition; Air Pollution; Water Pollution; Soil Pollution; Noise Pollution; Thermal Pollution; Role of Individual in Prevention of Pollution

UNIT 6: CONCEPT OF DISASTER

Defining Disasters; Types of Disasters; Difference Between Hazard: Disaster, Risk and Vulnerability; Causes, Effects and Mitigation Measures of Some Natural Disasters; Man-made Disasters

UNIT 7: DISASTER MANAGEMENT

Disaster Management; Safety Measures Immediately before a Disaster; Emergency Aid; Methods or Steps Taken for Disaster Management; NGO and Participation of Civil Society; Regional Disaster Management and Planning

Activities:

- Visit to an area to document environmental assets; river/forest/flora/fauna, etc.
- Visit to a local polluted site – Urban/Rural/Industrial/Agricultural.
- Study of common plants, insects, birds and basic principles of identification.
- Study of simple ecosystems-pond, river

Reading List

- Carson, R. 2002. *Silent Spring*. Houghton Mifflin Harcourt.
- Gadgil, M., & Guha, R. 1993. *This Fissured Land: An Ecological History of India*. Univ. of California Press.
- Gleeson, B. and Low, N. (eds.) 1999. *Global Ethics and Environment*, London, Routledge.
- Gleick, P.H. 1993. *Water in Crisis*. Pacific Institute for Studies in Dev., Environment & Security. Stockholm Env. Institute, Oxford Univ. Press.
- Groom, Martha J. Gary K. Meffe, and Carl Ronald Carroll. *Principles of Conservation Biology*. Sunderland: Sinauer Associates, 2006.
- Grumbine, R. Edward, and Pandit, M.K. 2013. Threats from India's Himalaya dams. *Science*, 339: 36-37.
- McCully, P. 1996. *Rivers no more: the environmental effects of dams* (pp. 29-64). Zed Books.
- McNeil, John R. 2000. *Something New Under the Sun: An Environmental*

VAC 201 Introduction to Yoga

Course Objectives

One Course on Foundation of Yoga of four credit aims to promote positive health, prevention of stress related health problems and rehabilitation in a proper way. It aims to approach cure common ailments and imparting skills in them to introduce Yoga for health is for general public.

Course Outcomes

This Yoga course is designed for total personality development of students in Colleges and Universities. It will invoke scientific attitude and team spirit to channelize their energies in to creative and constructive endeavours. The syllabus of this course will fulfil these objectives containing one theory paper of hundred marks.

Syllabus

UNIT 1: INTRODUCTION TO YOGA

Definition, principles, goals and benefits of yoga

UNIT 2: A NOTE ON PATANJAL YOGA SUTRA

Description, classification,

UNIT 3: A NOTE ON GHERANDA SAMHITA

Brief Introduction, Important Asanas

UNIT 4: A NOTE ON HATHA YOGA PRADIPIKA

Brief Introduction, Important Pranayamas

UNIT 5: INTRODUCTION TO AYURVEDA

Meaning, Origin, Benefits

UNIT 6: PRINCIPALS OF AYURVEDA

Aim, objective, Laws of Healing

UNIT 7: SWASTHA VRITTA

Symptoms, Significane, Daily routine for health

UNIT 8: INTRODUCTION TO ALTERNATIVE SYSTEM OF MEDICINES

Definition, Types, Methods, Benefits

UNIT 9: PRINCIPLES OF DIET IN YOGA AND AYURVEDA

Classification of food, rules, Foods to be taken

UNIT 10: INTRODUCTION TO INDIAN PHILOSOPHY

Classification of Schools, Development, Characteristics

UNIT 11: YOGA IN ANCIENT SANSKRIT TEXT

Tradition of Yoga in Ancient Indian Literature

UNIT 12: YOGA PRACTICE FOR NON-COMMUNICABLE DISEASES

The Key Facts of non-communicable diseases

UNIT 13: RELEVANCE OF YOGA THERAPY WITH MODERN MEDICAL SCIENCE

Principles of Yoga therapy, Components, Relevance

UNIT 14 YOGA THERAPY FOR COMMON DISORDERS

Yoga therapy for Various Common disorders

UNIT 15 YOGA THERAPY FOR MENTAL ILLNESS

Yoga therapy for Various Mental disorders

Readings

Mukta Biswas: Samkhya Yoga Epistemology, D K Print world Pvt. Ltd, New Delhi

S RadhaKrishnan: Indian Philosophy, Vol. II, Oxford University Press, New Delhi

S N Dasgupta: Yoga as Philosophy and religion, Motilal Banarashidas, Delhi