

**KRISHNA KANTA HANDIQUI  
STATE OPEN UNIVERSITY**

**PROGRAMME PROJECT REPORT**

ON

**MASTER OF ARTS IN SANSKRIT**

**(Two Year Postgraduate Programme to be Offered from 2025-26  
Academic Session in UGC-CBCS Mode)**



Submitted to

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Submitted by

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# KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY

## PROGRAMME PROJECT REPORT

### Two Year MA in Sanskrit Academic session 2025-26

#### 1. PROGRAMME OVERVIEW

The Two-Year (CBCS) MA in Sanskrit programme of this University has been offered in accordance with the UGC-CBCS Curriculum Framework and the broad guidelines of NEP 2020, besides with constant adherence to UGC Distance and Online Education Regulation 2020, UGC LOCF Curricular Framework, Academic Integrity Regulations 2018 and UGC-definitions-of-Degrees-July-2014.

The 44<sup>th</sup> meeting of Academic Council of the University has, accordingly, approved the Programme along with the credit requirement, provision of lateral entry, and multi-disciplinary/inter disciplinary focus. Also, the assessment and evaluation has also been revised to letter grades with Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA).

The Programmes on offer, thus, incorporate Discipline Specific Core (DSC) courses along with ranges of Elective courses (DSE), which are expected to offer the learners wider exposure and opportunities. Besides, bundles of courses are also being provided as Ability Enhancement Courses (AEC), and Value-Added Courses (VAC) in line with the requirements of the NEP 2020. Notably, the academic disciplines of the University are organised as School System; hence, it is expected that implementation of multi-disciplinary/inter disciplinary programmes and courses would be relatively smooth and undemanding. To this effect, necessary processes for attaching relevant faculty from related disciplines have been arranged. The University has also registered in the Academic Bank of Credit (ABC) for seamless transfer of credit allowing flexibility to the learners as mandated by the NEP 2020.

To impart extensive knowledge of the subject concerned, courses such as DSEs have been incorporated. Under the mandate of the UGC, Ability Enhancement Courses (AEC) are mandatory in the First and Third Semesters. Learners must select one AEC in the cited Semester from the bundle of courses provided in **Annexure IV**. Value Added Course (VAC) on “Cyber Security” has been offered in Semester 2, while another VAC course for the First Semester has to be picked up from the bundle of courses provided in **Annexure IV**. In addition to these, Seminar/ Presentation/ Project/ Dissertation works have been incorporated in the Second and Fourth semesters of the programme to motivate activity-based rich learning experience.

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 different Universities have designed the Programmes and the detail syllabi. This Programme Project Report (PPR) on Two Year M.A Programme in Sanskrit is an outcome of this process.

## **2. PROGRAMME'S MISSION AND OBJECTIVES**

### **2.1 Programme Mission**

The Master of Arts (MA) in Sanskrit at Krishna Kanta Handiqui State Open University (KKHSOU) is designed to make higher education in the field of Sanskrit Literary Studies accessible to all, transcending geographical, socio-economic, and physical barriers. The programme is committed to enhancing a holistic understanding of Sanskrit as a discipline, blending traditional wisdom with contemporary research. It aims to empower learners, particularly women, unemployed youth, and marginalized communities, with advanced knowledge of Sanskrit literature and language to enhance personal well-being, professional competence, and societal contributions.

Aligned with the University's broader vision, the programme seeks to uphold social justice and inclusivity by providing quality education in Sanskrit to individuals from diverse backgrounds, including housewives, working professionals, jail inmates, and differently-abled learners. Through this initiative, KKHSOU aspires to promote the philosophical and practical aspects of Sanskrit studies, contributing to national and global wellness movements.

### **2.2 Programme Objectives:**

In conjunction with the broader mission of the University to reach the unreached, the Post-Graduation Programme in Sanskrit will help the University in accomplishing its mission by achieving the following objectives:

- To Provide a clear view of the history and present trends in Sanskrit literature, language and culture.
- To motivate the learners for taking up further study in Sanskrit Literature.
- To introduce the learners to the latest issues of Sanskrit literature and culture in an extensive manner.
- To enable the learners to taste the beauty of ancient Indian literature which includes Vedas, Vedic Mathematics, Management, Ayurveda, Vastusastra, Upanisads etc.
- To inculcate in the learners an interest for ancient Indian language like Sanskrit and a sense of morality in modern life.

## **3. RELEVANCE OF THE PROGRAMME WITH KKHSOU'S MISSION AND GOALS:**

The MA 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**, 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. This programme follows the following mission and goals of KKHSOU:

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

The MA in Sanskrit programme, offered through the Open and Distance Learning (ODL), upholds the University's commitment to providing educational opportunities to all, irrespective of gender, socio-economic background, geographical location, or physical disabilities. It serves as a vital means to reach the unreached and extend the benefits of higher education in Sanskrit studies. The programme is structured to benefit various groups, including homemakers, unemployed youth exploring career options in health and wellness, and highly educated individuals interested in yoga as a discipline of self-development and research.

The University's mission focuses on offering higher education to those who could not pursue it due to various constraints. The MA in Sanskrit programme caters to this objective by providing flexible learning opportunities to the aspirants who seek to deepen their knowledge of Sanskrit and lead a meaningful life based on the ideals of ancient Indian knowledge systems.

The inclusion of Sanskrit as a postgraduate discipline at the University reinforces the University's commitment to social justice. By making this programme widely accessible, the University ensures that all stakeholders, including those from disadvantaged backgrounds, can benefit from a quality education in Sanskrit, thus promoting well-being, mental health, and professional growth in the field.

The MA in Sanskrit programme will, therefore, serve as a major contributing factor in achieving the mission and vision of the University, enhancing holistic education while also addressing the contemporary need for trained professionals in the field of Sanskrit studies.

#### **4. NATURE OF PROSPECTIVE TARGET GROUP OF LEARNERS**

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

- Women learners especially homemakers who want to get empowered with higher education and acquire professional skills.
- Differently-abled persons.
- Persons who could not complete higher education in time during their student days.
- People hailing from far-flung remote areas and living in other disadvantageous conditions.
- Employed/ self-employed persons with a penchant for higher education and learning skills.
- Persons who could not get access to higher education in the conventional system for various reasons.
- Working people who wish to hone their professional skills.
- Senior citizens who are enthusiastic about getting a Master's Degree for the joy of learning and gaining knowledge.
- Teachers teaching in the primary as well as secondary level who want to get a Master's Degree for their professional upliftment.
- Security Personnel.
- Persons interested to learn about Indian classical language like Sanskrit and Sanskrit literature.

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

- Students who are desirous to obtain a Degree in Sanskrit as a core subject.
- The ratio between HS passed 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.

- Working people who wish to develop their professional as well as academic carrier.
- People who want to explore Sanskrit literature and language.
- People who are interested to work in media houses.

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

The MA in Sanskrit programme at KKHSOU is designed to provide learners with a comprehensive understanding of Sanskrit language, ancient Indian Vedas and Upanishads etc., Sanskrit literatures, Indian Philosophical practices and so on while ensuring accessibility through the Open and Distance Learning (ODL) mode. The programme develops key competencies, including a deep understanding of the philosophical and spiritual foundations of the ancient texts written in the Sanskrit language, as well as their historical significance and their relevance in modern life. Additionally, learners will acquire research and analytical skills, occupational and entrepreneurial competence, and transferable skills such as communication, leadership, and digital literacy, preparing them for roles such as teachers, instructors, educators, and wellness entrepreneurs.

The suitability of the MA in Sanskrit programme in the ODL mode is reinforced by its flexibility, allowing learners, including working professionals and those in remote areas, to access quality education at their convenience. The programme adopts a blended learning approach, integrating online resources, video demonstrations, and physical interactive sessions to ensure both theoretical and practical skill development. Self-paced learning enables deeper engagement, while technology-enhanced platforms facilitate virtual classrooms, discussions, and assessments. By combining academic rigour with practical application, the programme ensures that learners are well-equipped for careers in academia, research, healthcare, wellness, entrepreneurship etc.

## **6. INSTRUCTIONAL DESIGN**

The MA in Sanskrit at KKHSOU follows a learner-centric instructional design that ensures flexibility, accessibility, and holistic learning. The programme is structured in a modular format, comprising self-learning materials (SLMs), audio-video resources, interactive online sessions, and practical components to provide a comprehensive understanding of Sanskrit literature and language. A blended learning approach, integrating printed study materials, digital content, and mentor-led discussions, will be adopted to enhance engagement and deepen conceptual clarity. Additionally, continuous assessment methods, including assignments, quizzes, and term-end examinations, will be implemented to evaluate learners' progress effectively.

**6.1 Curriculum Design:** The MA programme in Sanskrit has been so designed that it meets the standard of NEP 2020 or other universities offering the same programme. With the help of experts in the subject from other reputed universities in the region, the contents of the syllabus are produced. While preparing the syllabi, UGC Distance and Online Education Regulations 2020, UGC LOCF Curricular Framework, Academic Integrity Regulation 2018, UGC-definitions-of-Degrees-July-2014, syllabi of other Universities have been consulted.

**6.2 Programme Structure:** The 2-year M.A programme in Sanskrit has been designed according to UGC ODL Regulations 2020 and the UGC CBCS Curriculum Framework and the Broad Guidelines of NEP 2020. The overall programme-structure of the MA in Sanskrit has been shown in Table 1.

Sem	DSC (Core) [4 Credits each]	DSE/Minor/M D/ID [4 Credits each]	AEC [4 Credits each]	VAC [2 Credits each]	Seminar/ Dissertati on	Total Credit
1	DSC 1: History of Sanskrit Literature	DSE 1: Sanskrit Epic and Kāvya	AEC 1: *To be adopted from the basket of AECs as available	VAC 1: (*To be adopted from the basket of VACs as available)		22
	DSC 2: Sanskrit Nāṭaka (Drama)					
	DSC 3: Sanskrit Mahākāvya (Poetry)					
2	DSC 4: Sanskrit Grammar	DSE 2: Dharmaśāstra		VAC 2: : (*To be adopted from the basket of VACs as available)	Seminar [4 Credit]	22
	DSC 5: Sanskrit Gadya (Prose) and Nītikāvya					
	DSC 6: Modern Sanskrit Kāvya and Sanskrit Metre					
3	DSC 7: Poeties and Arthaśāstra	DSE 3: Mathematics in Sanskrit, Vastūvidyā, Temple Studies	AEC 2: *To be adopted from the basket of AECs as available			20
	DSC 8: Indian Philosophy					
	DSC 9: Āranyaka, Āyurveda Saṁhita and Gītā					
4	DSC 10: Mantra and Brāhmaṇa	DSE 4: Sanskrit studies in India and Assam			Project/ Dissertatio n [8 Credit]	24
	DSC 11: Upaniṣad and Purāṇas					
	DSC 12: Sanskrit Language and Linguistics					
	48 Credits	16 Credits	8 Credit	4 Credit	12 Credit	Total Credit: 88

**Table1: Programme Structure of MA in Sanskrit**

## Note:

- **DSC:** Discipline Specific Core
- **DSE/GE:** Discipline Specific Elective/Generic Elective (Adopted from the set of Generic Elective offered by the related/allied discipline)
- **AEC:** Ability Enhancement Course
- **VAC:** Value Added Course (AECs and VACs may be selected from available basket, as may be offered from time to time)

The detailed course wise syllabus of the M.A programme in Sanskrit is given in *Annexure I*. Relevant seminar and Project/Dissertation Guidelines have been attached in *Annexure II* and *III* respectively.

**6.3 Duration of the Programme** The duration of the MA programme in Sanskrit offered by the University is as follows:

- Minimum Duration :2 years (4 semesters)
- Maximum Duration :4 years

In case a learner is not able to qualify a course in its first attempt, he/she has to qualify in the particular course within the next four attempts, subject to maximum duration of the study.

**6.4 Definition of Credit Hours:** As per the UGC ODL Regulations 2020, the University follows the system of assigning 30 hours of study per credit of a course. Thus, following this norm, a 4-credit course constitutes a total of 120 hours of study. Out of the total credit hours, a minimum of 10 percent, i.e., minimum 12 hours of counseling per course are offered to learners at their respective study centre's or through centralized online counseling. The semester-wise credit distribution of the MA Sanskrit programme has been shown in the following Table 2:

**Table 2 : Semester-wise Credit Distribution in MA in Sanskrit**

Semester	DSC Courses	DSE Courses	AEC Courses	VAC Courses	Seminar/ Dissertation/ Project	Total credit
1	12	4	4	2		22
2	12	4		2	4	22
3	12	4	4			20
4	12	4			8	24
<b>Total Credits</b>	<b>48</b>	<b>16</b>	<b>8</b>	<b>4</b>	<b>12</b>	<b>88</b>

DSC: Discipline Specific Core; DSE: Discipline Specific Elective. AEC: Ability Enhancement Course; VAC: Value Added Course

Notwithstanding the above, as the proposed Programme has been designed with a multi/ inter disciplinary focus with courses on English for Media Studies, Writing for Media, Social Entrepreneurship and Project Management, Introduction to Ethics, Essentials of Indian Constitution, Indian Traditional Knowledge System, Sanskrit Communication Skills, Research Methodology, Traditional Media, Advertisement Strategy, Cyber Security, Life Skills, Computer Applications in Quantitative Analysis etc., as AEC and VAC in a variety of subjects, support from the faculty within and across various Schools beyond those from the discipline will be necessary. Moreover, supports for required counseling to the learners will be provided

through a network of well-qualified and experienced counselors at their respective study centres.

While delivering this programme, support is continuously received from the SLM Branch, Multimedia Unit, Central Library, Study centre Branch etc. of the University as well as from the people associated with the study centres spread across the state of Assam.

**6.5 Faculty and Support Staff Requirement:** The Discipline of Sanskrit of Padmanath Gohain Baruah School of Humanities of KKHSOU currently has three dedicated full time faculty members. A list of faculty members and Course Coordinators against each Core course and Elective courses offered by the Discipline of Sanskrit for this MA programme is provided in *Annexure V*.

Notwithstanding the above, as the proposed Programme has been designed with a multi/ inter disciplinary focus with courses on English for Media Studies, Writing for Media Social Entrepreneurship and Project Management, Introduction to Ethics, Essentials of Indian Constitution, Indian Traditional Knowledge System, English Communication Skills, Research Methodology, Traditional Media, Advertisement Strategy, Environmental Studies, Social Theory, Cyber Security, Life Skills, Computer Applications in Quantitative Analysis etc., as AEC and VAC in a variety of subjects, support from the faculty within and across various Schools beyond those from the discipline will be necessary. 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. While delivering this programme, support is continuously received from the SLM Branch, Multimedia Unit, Central Library, and Study centre Branch etc. of the University as well as from the people associate with the study centres spread across the state of Assam.

**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 behavioral 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 M.A Programme in Sanskrit through LMS-*e-bidya*. 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 area sand disadvantage groups, attempts are made to make the SLMs easy to read and easy to understand with the following major components:

- **Learning Objectives** (major objectives of the unit are stated)
- **Introduction** (linkage with previous unit as may be applicable and general introduction of the content is provided)
- **Check Your Progress** (generally after every section CYP is provided to learners to gauge their understanding)
- **Answers to Check Your Progress** (CYP answers are provided at the end of the Unit)
- **Activity** (activities for enhancing learners' critical outlook is included in SLM)
- **Let us Know** (Depending on the necessity some important information related to the content is provided in a box)
- **Let us Sum up** (pin pointed summary of the unit is given)
- **Further Reading** (this section has been incorporated for those learners who are interested in advance knowledge of the content)
- **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 printed 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-Gyan Kosh (<https://egyankosh.ac.in/>) and free DTH channel for education Swayam Prabha (<https://www.swayamprabha.gov.in/index.php/>) where in the University also partners in providing digital contents. Many of the University’s digital contents are also available and/or archived in channel no. 20 under Swayam Prabha since April 2021, which can be accessed through the e-GyanKosh portal.

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

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

**6.8 Learner Support Services:** The student support services available in the MA in Sanskrit includes the following. All these support services would help the learners to imbibe required knowledge and skills; to seek employment; to go for higher studies; and to know about the subject in an in-depth manner.

- a. KKHSOU City Campus:** The KKHSOU City Campus at Guwahati organises training for coordinators, counselors, and other functionaries. The City Campus provides a venue for learners and academic counselors to interact about 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 provide training for coordinators, counsellors and other functionaries. The centre provides a venue for learners and academic counselors to interact about a particular subject matter. Responsibility for Admission, distribution of SLMs and Examination also lies with Regional Centre.
- c. Study Centres:** Study centres are the backbone of an open and distance learning institute. On behalf of the university, the study centres cater to the various requirements of learners, viz. Admissions-related information, delivering Student 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-enrollment Counselling:** In cooperation with study centres, the university provides pre-enrolment counselling for all the programs through online and offline modes. It provides basic knowledge of the programs, counselling sessions, etc.

- e. Sikshartha Mitra:** A few employees of the University have been engaged as Sikshartha Mitra in order to provide better technical support and assistance to the candidates during online admission process.
- a. Learners' Charter:** The University has brought out a Learners' Charter pronouncing the basic rights and responsibilities of its learners. In the Induction Programmes at the Study Centres, the learners are sensitized about this Charter. ([https://kkhsou.ac.in/web/index\\_page\\_details.php?page=TWxXNXpxdHZ5eVlYYmFxNkI2SHI5Zz09&title=learners-charter](https://kkhsou.ac.in/web/index_page_details.php?page=TWxXNXpxdHZ5eVlYYmFxNkI2SHI5Zz09&title=learners-charter)).
- b. Handbook/ SOP:** The University has brought out a Handbook for the Study Centres ([https://kkhsou.ac.in/web/index\\_page\\_details.php?page=b3JrcXVyMlpzRkVVT3BXaE02TVBQUT09](https://kkhsou.ac.in/web/index_page_details.php?page=b3JrcXVyMlpzRkVVT3BXaE02TVBQUT09)) and a Standard Operating System (SOP) of Examination. ([https://kkhsou.ac.in/web/index\\_page\\_details.php?page=Nkp6OVk0NVdXT1BjVDJWZUVtN2ZDQT09&title=rules-and-regulation-and-sop](https://kkhsou.ac.in/web/index_page_details.php?page=Nkp6OVk0NVdXT1BjVDJWZUVtN2ZDQT09&title=rules-and-regulation-and-sop))
- c. 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.
- d. Face-to-face/ Online Ticketing/ Complaint System:** Learners' queries are attended in the face-to face mode, through telephone, SMS and emails. There is a dedicated online portal through which the queries received automatically move to concerned department for solving the same. Once the problem is solved, the learner will get SMS and email.
- e. Face to face and Walk-in Counselling:** The Sanskrit M.A learners will receive face-to-face counselling from study centers. The University also provides face-to-face counselling/ walk-in-counselling to learners at the specially maintained city learner support centers located at the city campus on Sundays or weekdays.
- f. ICT Support:** ICT support is a major component of any ODL system of education. Some ICT-based support systems provided by the university for learners of M.A in Sanskrit are listed below:
- **Website:** The University has developed a full-fledged official website [www.kkhsou.ac.in](http://www.kkhsou.ac.in) for learners and the general public. The website has a dedicated Learners' Corner 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 programme. And most of the audio-visual programmes are accessible online through YouTube videos. YouTube link: <https://www.youtube.com/user/kkhsou>
  - **Community Radio Service:** Jnan Taranga (90.4 MHz) is the first Community Radio station in the North Eastern part of the country administered by the University. 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, and talk shows.
  - **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://ebidya.kkhsou.ac.in/>. The site allows learners to access e-resources 24 X 7, wherever they are, regardless of where they are in relation to the particular programme they are enrolled in. Learners can interact with experts in the discussion forum. Learners can experience the benefits of online learning through their mobile devices as well.
  - **SMS Alert Facility:** The University has implemented an SMS alert system for learners which notify of university news, events, and learner-related information.
  - **E-Mentoring Groups:** The e-mentoring system, which utilizes the Telegram app/

WhatsApp, helps learners acquire all the characteristics of open and distance learners, so they can continue their studies with self-confidence, self-esteem, morale, and a feeling of identity. It is the main objective of this initiative to help learners minimize personal difficulties and identify the obstacles they face due to the diverse needs and backgrounds they have. During this process, they are also guided to develop appropriate and suitable learning strategies for overcoming all these difficulties and problems.

- **E-mail:** Learners can also write emails to any officials'/faculty members of the University. For this a general email ID: [info@kkhsou.in](mailto:info@kkhsou.in) has been created. Concerns raised through email to this email address are addressed by the University's relevant 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.
- **Online Counselling:** The university's faculty conducts online counseling sessions through different online platform like Zoom, Google Meet, Cisco Webex and Facebook etc. in addition to regular counseling session in study centers. It provides direct interaction of learners with the regular faculty members of the University which creates a greater sense of inclusion and reduces feelings of isolation by offering personal care and guidance to all learners.
- **KKHSOU in social media:** KKHSOU has incorporated social media sites like Facebook pages, Whatsapp group, Twitter Account (<https://twitter.com/KKHSOU1?s=09>) that enables sharing and interaction with the students' community. Official Facebook Group of KKHSOU can be reached at <https://www.facebook.com/groups/272636986264210/>

## 7. PROCEDURE FOR ADMISSIONS, CURRICULUM TRANSACTION AND EVALUATIONS

### 7.1 Procedure for Admission:

- a) **Minimum Qualification:** For the MA in Sanskrit Programme, learners need to have a UG Degree pass or equivalent qualification (in any stream/subject) from a UGC recognised University.
- b) **Online Admission:** Admission to this M.A programme would be offered by KKHSOU through online in the University website: [www.kkhsou.ac.in](http://www.kkhsou.ac.in). A prospective learner may take admission as per his/her choice in KKHSOU City Study Centre, Khanapara, Jorhat Regional Centre, Jorhat or any other recognized study centre for this programme in the State of Assam. A learner is to submit all relevant documents for admission through the online admission portal. The course fee is to be paid through credit card/ debit card/ net banking or UPI- Bharat QR, BHIM, PhonePe, GPay, Paytm, WhatsApp and other UPI. After admission is done, a unique Registration / Enrollment Number is automatically generated which will have to be used for future communications with the University. Based on his/her choice, and operational conveniences, a learner shall be assigned to a particular study centre for availing of dedicated services and counseling/tutoring facilities. The newly admitted learners will receive the SLMs through a dedicated study centre and in certain cases SLMs may be sent to the learners' home address also. e-SLMs are also available in the University website.
- c) **Refusal/ Cancellation of Admission:** At the time of admission the learners have to submit a declaration that all information and document provided by her/him at the time admission are, correct, true and valid. If, however, any false declaration is detected at any stage, the University has the authority to refuse, reject and/or cancel his/her admission, mark sheets, certificates etc. as the case may be.

- d) **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.ac.in](http://www.kkhsou.ac.in)) and maintain regular contact with their allotted study centres.
- e) **Lateral Admission:** The University, following the NEP 2020's mandate and the UGC's guidelines, adopts the policy of lateral admission to all its UG and M.As. Accordingly, provisions for lateral entry into the 3<sup>rd</sup> semesters are made for those learners who had chosen to exit in the 2<sup>nd</sup> semester 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 M.As.
- f) **Pursuing Two Academic Programmes Simultaneously:** 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 M.A 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.
- g) **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 MA in Sanskrit programme also.
- **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 30 district jails of the state. The University is in the process of including more numbers of Central/District Jails in the coming Academic Session
  - **Economically Weaker Section (EWS):** The learners applying for admissions in EWS category shall submit EWS documents as per the latest Govt. of Assam guidelines.
- h) **Financial Assistance:** The University offers free education to jail inmates, differently abled learners and youth of adopted villages. At present, the University offers free of cost education to jail inmates in 30 district jails of the state.
- i) **Fee Structure:** The fee structure of the MA in Bengali programme 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. At present, all-inclusive fees for the MA in Bengali programme is charged as Rs 6,150/- per semester.

## 7.2 Curriculum Transaction:

- a) **Activity Planner:** There will be an activity planner, which guides the overall academic activities in the MA 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.
- b) **Self-learning Materials (SLMs):** SLMs are designed in such a way that learners can easily follow them. With the help of subject experts. SLMs are prepared with relevant and up to date information and facts.
  - c) **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.
  - d) **Induction and Counselling Sessions:** Induction sessions are conducted by university officials and faculty together. Counselling sessions are conducted by our Study Centres. Basically, all counselling sessions are scheduled on Sunday. A face-to-face interaction between the learners and the counselor takes place during the counseling 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 will be provided by the faculties of the University for this MA programme in Sanskrit.

**7.3 Assessment and Evaluation:** The assessment and evaluation of the learners' performance in all academic programmes of the University are carried out with the objectives of maintaining sanctity, quality and transparency. The assessment and evaluation of the learners' performance and achievement are conducted with reference to the defined learning outcomes of the programmes as a whole, and also those of the courses under a specific programme. While setting the question papers, assignments and evaluation of answer scripts, this aspect is always considered thoughtfully.

The assessment and evaluation system of the University consists of two components i.e. Formative and Summative Assessments as per the UGC Regulation of 2020. The 33<sup>rd</sup> 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, 35<sup>th</sup> Academic Council has adopted the SGPA and CGPA system of evaluation as per the UGC's Curriculum and Credit Framework, 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 in Table 4.

**Table 4: Letter Grades System of KKHSOU**

Letter Grade	Grade Point
O (Outstanding)	10
A+ (Excellent)	9
A (Very Good)	8
B+ (Good) 7	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.

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:**

Continuous and comprehensive assessment is an important component of the total assessment process in KKHSOU. There is provision 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 mix of various flexible methods. Considering the practical limitations of the learners and the difficulty of administering, the University has adopted the formative assessment mechanism with the following in view. The learners are communicated about the details through the university website, official notifications, study centers and social media. Assignments totaling 50 marks (10+10+10+10+10) will be assigned for each course by the respective discipline. The formative assessment comprises:

- a. A closed-ended assignment directly derived from the course or study material = 10 marks
- b. Two open-ended assignments requiring analytical, opinionated, or reflective responses from the learner based on the course content = 20 marks
- c. An assignment pertaining to an environmental topic = 10 marks
- d. Additional assignments in lieu of multiple-choice question tests = 10 marks.

The learner's marks will be allocated by the relevant study centers according to the breakdown provided for (a), (b), (c), and (d), totaling 50 marks, which will be automatically reduced to 30 marks by the system. However, for courses with practical component, the distribution will be 50% weightage for theory, 30% weightage for practical and 20% weightage for internal assessment. Concerned study centers will arrange Personal Contact Programmes (Online or Offline) and the learners need to attend the same, as per UGC Guidelines. The coordinators of the study centers will submit the marks after assessments, through the Home Assignment portal of the University.

**b. Summative Assessment:**

The Summative Assessment is conducted in pen and paper mode in designated study centers. 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. Assessment of Seminar/Presentation/Internship/Project Report:**

A learner has to prepare a presentation on a particular topic under the guidance of a professionally qualified supervisor/guide in Second Semester. A learner has to prepare a dissertation in Forth Semester 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 90-100 pages. A detailed guideline is available in **Annexure II** and **III** along with the official website.

## **8. REQUIREMENT OF THE LABORATORY SUPPORT AND LIBRARY RESOURCES**

### **8.1 Laboratory Support:**

The MA in Sanskrit is not a laboratory-based programme.

### **8.2 Library Resources:**

Library services are offered to the learners of KKHSOU through physical library facilities in its recognized study centers and also through the central library set up by the University at its city campus. Reference books are suggested by the faculty of the respective Disciplines/Schools of the University and also by the SLM writers. The Central Library at KKHSOU has a sizeable repository of relevant reference books and text books relating to the MA in Sanskrit. The central library KKHSOU well-stocked with approximately 19135 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 all made accessible to the learners within the University campus. The learners are communicated once the subscriptions are made to the programme specific journals. The library is fully computerized 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 MA in Sanskrit 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.infliSKet.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 the KKHSOU learners. Beyond the physical boundary the library of KKHSOU has been maintained a Web Catalogue (<http://opac.kkhsou.ac.in/>) to facilitate the learners to browse library collection online.

The University has an OER Policy (<http://dlkkhsou.infliSKet.ac.in:8080/jspui/handle/123456789/831>) which spells out with the learning material released by the university in physical or digital format. KKHSOU 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. It also make available to the learners community of KKHSOU through a single-window (<https://ndl.iitkgp.ac.in/>).

## **9. COST ESTIMATE OF THE PROGRAMME AND THE PROVISIONS**

The office of the Finance Officer of KKHSOU keeps all the records of finances regarding print of SLMs, honorarium paid to the members of the Committee on Courses, honorarium to be paid to Content Writers, Content Editors, Language Editors, Translators, Proof Readers and also the expenditure related with organizing counsellors' workshops, meeting of the coordinators of the study centres etc. Moreover, the finance office also maintains records of purchase of computers, online space, books, journals etc. The accounts are maintained as per the laid down procedures of government. Regarding the cost of programme development, programme delivery, and programme maintenance, the finance office conducted an exercise based on historical costing method to arrive at indicative figures of cost. The findings are presented below in respect of the M.A in Sanskrit.

### **9.1 Programme Development Cost:**

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

- a. SLM Development Cost for Post Graduate programme: Rs. 7,600/- per Unit. A 4-credit course normally has 14 Units. In a Two-Year M.A, there will be 26 Courses consisting of DSC, DSE, AEC and VAC courses, seminar, dissertation and project work. 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 various study centers located at the far-flung remote areas. On an average, the University delivers about 2.2KG 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 M.A in Sanskrit will be provisioned by the University. The office of the Finance Officer has calculated the delivery cost of SLM per student at Rs. 132.00. Moreover, there will be apportionable expenditure on providing LMS based services for which a detailed exercise will be required.

### **9.3 Programme Maintenance Cost:**

The University will keep financial provision for organizing stake holders' meetings, counseling 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 programme, but will also benefit the learners of other programmes. The University will also bear the cost of organizing the meetings of Committee on Courses, School of Studies, Academic Council etc. and also for supply of additional study materials if required for improving the quality of the programme. Moreover, the University will keep on investing in developing the IT infrastructure so that the learners can benefit from the ICT enabled programme.

The cost calculated by the office of Finance Officer as regards maintenance of Arts programmes- is Rs. 1,750.00. The figures as indicated above will be applicable for the M.A in Sanskrit of the University. The University will keep adequate financial provision for

development, delivery, and maintenance of the programme presented as per the Programme Project Report.

## **10 QUALITY ASSURANCE MECHANISM AND EXPECTED PROGRAMME OUTCOMES**

### **10.1 Quality Assurance Mechanism:**

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

- The programme design and structure are 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. The University adopts Learning Outcome Based Curriculum Framework for its 3 and / or 4 years UG and 1 and / or 2 years M.As. 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.inflisKet.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
- In order to keep the Two-Year Postgraduate Programme in Sanskrit updated, the programme would be revised and necessary changes would be incorporated for the benefit of the learners, based on the inputs received from the mechanism as mentioned above. Learners' and stakeholders' feedback is regularly collected and based on that, remedial measures and improvement mechanisms are worked out.

### **10.2 Expected Programme Outcome:**

After completing the programme, learners will be able to:

- Explain the history and recent trends of Sanskrit literature, language and culture.
- Develop basic ideas of Sanskrit language and grammar in the context of contemporary linguistics.
- Examine the essence of the Sanskrit language.
- Analyze the common heritage of the ancient India.

- Develop the knowledge of Sanskrit poetry, drama, novel, and prose.
- Experiment with trends in Indian literature and the Indianness of Indian literature.
- Examine the underlying spirit of the writings of selected Sanskrit writers.
- Develop their communicative skill and research abilities, as well as cross-disciplinary and interdisciplinary thinking.
- Motivate learners to seek career opportunities in any Academic sector.
- Improve the learners' capacity to engage in creative writing.
- Influence the learners to acquire the entry level qualification of post-graduation to apply for various competitive examinations.

### 10.3 Learning Outcome based Curriculum Framework (LOCF) of the MA in Sanskrit Programme

The learning outcome based LOCF of the MA in Sanskrit programmes has been presented in the following Table. The objectives and outcomes are provided for all the core (DSC) and electives (DSE/GE) courses. Similarly, objectives and outcomes are also provided for Ability Enhancement Course (AEC) and Value Added Courses (VACs).

**Table 5: Course Objectives and LOCF of the MA in Sanskrit**

Sem	Name of Course	Type of course	Course Objectives	Course Learning Outcomes
I	HISTORY OF CLASSICAL SANSKRIT LITERATURE	DSC 1	<ul style="list-style-type: none"> <li>• To provide a basic introduction to History of classical Sanskrit literature.</li> <li>• To provide the knowledge of scientific literature in Indian tradition.</li> </ul>	<ul style="list-style-type: none"> <li>• Gain a better idea on the History of classical Sanskrit literature like the Rāmāyaṇa and the Mahābhārata etc.</li> <li>• Got the idea of scientific literature in Indian tradition.</li> </ul>
	SANSKRIT NĀṬAKA (DRAMA)	DSC-2	<ul style="list-style-type: none"> <li>• To acquaint the learners to the life and works of some of the remarkable Sanskrit dramatists.</li> <li>• To study some of the representative texts of Sanskrit dramatists such as Svapnavāsavadattam, Abhijñānaśakuntalam etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Gain a better idea on the life of Kālidāsa, Bhāsa etc.</li> <li>• Discuss the works of the dramatist such as Kālidāsa, Bhāsa etc</li> <li>• Discuss the text of the dramas such as Svapnavāsavadattam, Abhijñānaśakuntalam in details.</li> </ul>

II	SANSKRIT MAHĀKĀVYA (POETRY)	DSC - 3	<ul style="list-style-type: none"> <li>To acquaint the learners to the life and works of some of the remarkable Sanskrit scholar such as Kālidāsa and Bhāravi.</li> <li>To discuss about the great Mahākāvya such as Raghuvamśam and the Kirātārjunīyam</li> </ul>	<ul style="list-style-type: none"> <li>Gain a sound idea on various aspects of the great Mahākāvya such as Raghuvamśam and the Kirātārjunīyam.</li> <li>Gain a better idea on the life of Kālidāsa and Bhāravi.</li> </ul>
	SANSKRIT EPIC AND KĀVYA	DSE -1	<ul style="list-style-type: none"> <li>To discuss about the Rāmāyaṇa and the Mahābhārata.</li> <li>To provide an idea on the other classical Kāvya of Sanskrit Literature.</li> </ul>	<ul style="list-style-type: none"> <li>Gain a detailed idea on the Rāmāyaṇa and the Mahābhārata.</li> <li>Gain a detailed idea on Kumārasambhavam, Śīsupālavadhā and Naiṣadhacaritam.</li> </ul>
	AEC	AEC (Anyone from Bundle 2)	AEC to be selected from available basket, as may be offered from time to time	
	Value Added Course	VAC 1	VAC to be selected from available basket, as may be offered from time to time	<ul style="list-style-type: none"> <li>Basically will seek to add value added component to the academic curriculum.</li> </ul>
	SANSKRIT GRAMMAR	DSC-4	<ul style="list-style-type: none"> <li>To acquaint the learners about various schools of Sanskrit Grammar.</li> <li>To provide the knowledge of dhāturūpa and śabdarūpa, sandhi, kāraka etc.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the development of Sanskrit Grammar.</li> <li>Gain an idea on the life and works of Pāṇini and his works.</li> <li>Discuss the prescribed texts of Sanskrit Grammar and various rules of Sanskrit Grammar.</li> </ul>
	SANSKRIT GADYA (PROSE) AND NĪTIKĀVYA	DSC- 5	<ul style="list-style-type: none"> <li>To discuss the history of Gadya (prose) and Nītikāvya</li> <li>To acquaint the learners to the Kādambarī and the Daśakumāracarita</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the history of Gadya (prose) and Nītikāvya.</li> <li>Stir an interest in the learners to explore the knowledge of Kādambarī Daśakumāracarita.</li> <li>Discuss the life and works of Bāṇa</li> </ul>
	MODERN SANSKRIT KĀVYA AND SANSKRIT METRE	DSC - 6	<ul style="list-style-type: none"> <li>To discuss about Sanskrit works composed in Assam.</li> </ul>	<ul style="list-style-type: none"> <li>Gain a comprehensive idea on the Sanskrit works composed in Assam.</li> </ul>

			<ul style="list-style-type: none"> <li>• To discuss about Vṛttamañjarī, Chandomañjarī and Satījayamati.</li> <li>• To develop an idea on various Chandas.</li> </ul>	<ul style="list-style-type: none"> <li>• Gain a detailed idea on the types of Sanskrit Chandas.</li> </ul>
	DHARMAŚĀS TRA	DSE -2	<ul style="list-style-type: none"> <li>• To discuss about the history of Dharmaśāstra.</li> <li>• To acquaint the learners with various Smṛtiśāstras.</li> </ul>	<ul style="list-style-type: none"> <li>• Gain a detailed idea on the history of Dharmaśāstra.</li> <li>• Gain a detailed idea on various Smṛtisarātras and Nāradasmṛti.</li> </ul>
	Cyber Security	VAC	<p>This course shall provide the basic theoretical knowledge</p> <ul style="list-style-type: none"> <li>• About cyber security.</li> </ul>	<ul style="list-style-type: none"> <li>• After going through this course, one will have knowledge</li> <li>• About cyber security</li> </ul>
	Seminar	Seminar		<ul style="list-style-type: none"> <li>• Detail Guidelines in Annexure III</li> </ul>
III	POETIES AND ARTHAŚĀSTR A	DSC 7	<ul style="list-style-type: none"> <li>• To stir the interests of learners towards poetics and Arthaśāstra through representative texts.</li> <li>• To acquaint the learners with some of the remarkable Sanskrit poetics.</li> </ul>	<ul style="list-style-type: none"> <li>• After going through the course the learner will be able to:</li> <li>• Discuss the various aspects and contexts of remarkable Sanskrit poetics.</li> <li>• Discuss the life and works of Darpanakara and Kautilya.</li> </ul>
	INDIAN PHILOSOPHY	DSC - 8	<ul style="list-style-type: none"> <li>• To provide a detailed idea on the history of Indian Philosophy.</li> <li>• To acquaint the learners with Sāṃkhya Philosophy, Yoga Philosophy, Nyāya Philosophy, Vedānta Philosophy and other important Indian Philosophy.</li> </ul>	<ul style="list-style-type: none"> <li>• After going through the course the learner will be able to:</li> <li>• Gain a detailed idea on the history of Indian Philosophy.</li> <li>• Gain a systematic idea on the history of Sāṃkhya Philosophy, Yoga Philosophy, Nyāya Philosophy, Vedānta Philosophy and other important Indian Philosophy.</li> </ul>
	ĀRANYAKA, ĀYURVEDA SAMHITA AND GĪTĀ	DSC - 9	<ul style="list-style-type: none"> <li>• To discuss about the Śrīmadbhagavadgītā.</li> <li>• To discuss about the Practical Perspective towards the Society</li> </ul>	<ul style="list-style-type: none"> <li>• After going through the course the learner will be able to:</li> <li>• Gain an introduction to the Śrīmadbhagavadgītā.</li> </ul>

			<p>(On the basis of the Śrīmadbhagavadgītā)</p> <ul style="list-style-type: none"> <li>• To discuss about the Ways and Means for the development of personality (On the basis of the Śrīmadbhagavadgītā)</li> <li>• Discuss the various aspects of Suśrutasaṁhitā and Carakasaṁhitā</li> </ul>	<ul style="list-style-type: none"> <li>• Gain an idea on the Suśrutasaṁhitā and Carakasaṁhitā</li> </ul>
	MATHEMATIC IN SANSKRIT, VĀSTUVIDYĀ, TEMPLE STUDIES	DSE - 3	<ul style="list-style-type: none"> <li>• To take up aspects on the ancient Mathematics.</li> <li>• To discuss about Vāstuvidyā.</li> <li>• To acquaint the learners with some of the important temples of Assam.</li> </ul>	<ul style="list-style-type: none"> <li>• After going through the course the learner will be able to:</li> <li>• Gain an introduction to the ancient Mathematics.</li> <li>• Discuss some of the significant temples of Assam.</li> <li>• Appreciate the significant of Vāstuvidya.</li> </ul>
	AEC 2	<b>AEC 2:</b> *To be adopted from the basket of AECs as available	<ul style="list-style-type: none"> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Will gain Self competency and Confidence</li> <li>• Will gain Emotional Competency</li> <li>• Will gain Intellectual Competency</li> <li>• Will gain an Edge through Professional Competency</li> <li>• Aim for a High Sense of Social Competency Imbibe the attributes of an Integral Human Being.</li> </ul>
IV	MANTRA AND BRĀHMAṆA	DSC -10	<ul style="list-style-type: none"> <li>• To acquaint the learners with Vedic Literature, society and culture.</li> <li>• To study the Vedas, Brāhmaṇas and important Sūktas</li> </ul>	<ul style="list-style-type: none"> <li>• After going through the course the learner will be able to:</li> <li>• Explore the interesting aspects of Vedic Literature, society and culture.</li> </ul>

				<ul style="list-style-type: none"> <li>• Appreciate the various characteristics of Vedas, Brāhmaṇas and important Sūktas with texts.</li> </ul>
	UPANIṢAD AND PURĀṆAS	DSC -11	<ul style="list-style-type: none"> <li>• To discuss about the history of Upaniṣad.</li> <li>• To acquaint the learners with various Upaniṣads.</li> <li>• To discuss about the various important Purāṇas.</li> </ul>	<ul style="list-style-type: none"> <li>• After going through the course the learner will be able to:</li> <li>• Gain a detailed idea on the history of various important Upaniṣads.</li> <li>• Gain a detailed idea on various Upaniṣads such as Isopaniṣad .</li> <li>• Gain a detailed idea on puranas.</li> </ul>
	SANSKRIT LANGUAGE AND LINGUISTICS	DSC - 12	<ul style="list-style-type: none"> <li>• To discuss about the history of Sanskrit language and linguistics.</li> <li>• To acquaint the learners with various branches of Sanskrit language and linguistics.</li> </ul>	<ul style="list-style-type: none"> <li>• .</li> <li>• After going through the course, the learner will be able to:</li> <li>• Gain a detailed idea on the history of Sanskrit language and linguistics.</li> <li>• Gain a detailed idea on various branches of Sanskrit language and linguistics.</li> </ul>
	SANSKRIT STUDIES IN INDIA AND ASSAM	DSE- 4	<ul style="list-style-type: none"> <li>• To discuss about the history of Sanskrit Studies in India and Assam.</li> <li>• To acquaint the learners with different period of Sanskrit Studies in India and Assam.</li> </ul>	<ul style="list-style-type: none"> <li>• After going through the course, the learner will be able to:</li> <li>• Gain a detailed idea on the history of Sanskrit Studies in India and Assam.</li> <li>• Gain a detailed idea on different period of Sanskrit Studies in India and Assam.</li> </ul>

DSC: Discipline Specific Core. DSE: Discipline Specific Elective. AEC: Ability Enhancement Course

\*To be adopted from related and/or allied disciplines.

## 11 DETAILS OF THE SYLLABUS (PROGRAMMEWISE) WITH UNITS

**Annexure I :** Detailed Syllabus of the MA in Sanskrit Programme.

**Annexure II :** Guidelines for Seminar/ Presentation of M.A in Sanskrit.

**Annexure III :** Guidelines for Project/ Dissertation of M.A in Sanskrit.

**Annexure IV :** Common Basket of Ability Enhancement Courses (AECs) and Value-Added Courses (VACs) for M.As.

**Annexure V:** Course wise Faculty Allotment of M.A in Sanskrit

# Annexure 1

## KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY

### Padmanath Gohainbaruah School of Humanities



### Detailed Syllabus of the MA in Sanskrit Programme

# **Detailed Syllabus of the MA in Sanskrit Programme**

## **MA in Sanskrit**

DSC, DSE, AEC, VAC

### **DSC**

#### **(Core)**

##### **SEMESTER I**

**DSC 1 HISTORY OF CLASSICAL SANSKRIT LITERATURE**

**DSC 2 SANSKRIT NĀṬAKA (DRAMA)**

**DSC 3 SANSKRIT MAHĀKĀVYA (POETRY)**

##### **SEMESTER II**

**DSC 4 SANSKRIT GRAMMAR**

**DSC 5 SANSKRIT GADYA (PROSE) AND NĪTIKĀVYA**

**DSC 6 MODERN SANSKRIT KĀVYA AND SANSKRIT METRE**

##### **SEMESTER III**

**DSC 7 POETIES AND ARTHAŚĀSTRA**

**DSC 8 INDIAN PHILOSOPHY**

**DSC 9 ĀRANYAKA, ĀYURVEDA SAMĤHITA AND GĪTĀ**

##### **SEMESTER IV**

**DSC 10 MANTRA AND BRĀHMAᅇA**

**DSC 11 UPANIᅇAD AND PURĀᅇAS**

**DSC 12 SANSKRIT LANGUAGE AND LINGUISTICS**

**DETAILED COURSE WISE SYLLABUS (Each course-100 marks)**  
**SEMESTER-I**  
**(DSC-1)**  
**COURSE- HISTORY OF CLASSICAL SANSKRIT LITERATURE**

**Course Objective:**

- To provide a basic introduction to History of classical Sanskrit literature.
- To provide the knowledge of scientific literature in 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 Rāmāyaṇa and the Mahābhārata etc.
- Got the idea of scientific literature in Indian tradition.

**Detailed Syllabus**

**Unit-1 The Rāmāyaṇa (General Study)**

Time, Content, Influence, Importance of the Rāmāyaṇa etc.

**Unit-2 The Mahābhārata (General Study)**

Time, Content, Influence, Importance of the Mahābhārata, Difference between the Rāmāyaṇa and the Mahābhārata.

**Unit-3 Purāṇa Literature (General Study)**

Meaning of the word Purāṇa, Source, Date, Author, Content, Characteristics, Number of Purāṇas and Upapurāṇas, Description of various Purāṇas, It's Influence upon later part.

**Unit-4 Mahākāvya (General study)**

Description of various stages of Mahākāvya - like of Aśvaghoṣa, Kālidāsa and Bhāravi.

**Unit-5 Nāṭaka (General Study)**

Sources of Drama, Development, Pre Kālidāsa's Drama, Kālidāsa's drama and Post Kālidāsa's drama.

**Unit-6 Lyrical Poetry (General Study)**

Sources of Lyrical poetry, Date, Author, Characteristics, Short introduction of various Sanskrit Lyrical Poetry.

**Unit-7 Campūkāvya (General Study)**

Sources of Campukāvya, Date, Author, Content, Characteristics, Number of Campukāvya.

**Unit-8 Historical Kāvya, Lipikāvya, Koṣakāvya and Pālikāvya (General Study)**

Sources of Historical Kāvya, Lipikāvya, Koṣakāvya and Pālikāvya, Date, Author, Content, Characteristics, Number of Sanskrit Historical Kāvya, Lipikāvya, Koṣakāvya and Pālikāvya.

**Unit-9 Prose Literature (General Study)**

Definition, Division, Source, Characteristics and Types of Prose literature.

**Unit-10 Didactic Literature (General Study)**

Definition, Division, Source, Characteristics and Types of Sanskrit Fable Literature.

**Unit-11 Śataka Kāvya (General Study)**

Definition, Division, Source, Characteristics and Types of Sanskrit Śataka literature.

**Unit-12 Scientific Literature (Ayurvedyā, Vāstuśāstra)**

Definition, Division, Source, Characteristics and Types of Sanskrit Scientific Literature like Ayurvedyā, Vāstuśāstra.

**Unit-13 Scientific Literature (Gaṇitavidyā, Jyotirvidyā)**

Definition, Division, Source, Characteristics and Types of Sanskrit Scientific Literature like Gaṇitavidyā, jyotirvidyā.

**Unit 14 Development of Sanskrit Language from Historical Perspective**

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

**FURTHER READING:**

1. Bandyopadhyay, Dhirendranath. (2005). *Sanskritavāṅmayasya Itihāsaḥ*. Kolkata: Sanskrit Pustak Bhandar.
2. Keith, A.B. (1920). *A History of Sanskrit Literature*. London: Oxford University Press.
3. Sharma, Dr. Thaneswar. (2020). *Sanskrit Sāhityar Itivṛtta*. Guwahati: Chandraprakash.
4. Winternitz, M. (1981). *HISTORY OF INDIAN LITERATURE*. Delhi: Motilal Banarsidass Publishers Private Limited.
5. Sastri, G. (1990). *A CONCISE HISTORY OF CLASSICAL SANSKRIT LITERATURE*. London: Oxford University Press.
6. Bhagabati, Kamakhyacharana. (2003). *SANSKRIT SAHITYR JILINGANI*. Guwahati: Jali Art Press.
7. Bandyopadhyay, S.C., and Bhattacharya, N.C., *The Role of Sanskrit Literature* (Parts 1 and 2). Calcutta: Mukherjee and Company Pvt.
8. Varadachari, V. (1960). *History of Samikṛta Literature*. Chennai: The Samskrita Literature.
9. Sarma, V. D. (1971). *Astrology and Jyotirvidya*. Calcutta: Arunima Printing Works.

**SEMESTER-I**  
**(DSC-2)**  
**COURSE- SANSKRIT NĀṬAKA (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 Kālidāsa, Bhāsa etc.
- Discuss the works of the dramatist such as Kālidāsa, Bhāsa etc
- Discuss the text of the dramas such as Svapnavāsavadattam, Abhijñānaśakuntalam in details.

**Detailed Syllabus**

**Unit-1 Svapnavāsavadattam (An Introduction)**

Source of the drama, About Author, Time, Significance of the title.

**Unit-2 Svapnavāsavadattam (Textual Study of the 1<sup>st</sup> Act)**

Sanskrit Textual study of the 1<sup>st</sup> Act with detailed meaning, Grammatical notes.

**Unit-3 Svapnavāsavadattam (Textual Study of the 2<sup>nd</sup> and 3<sup>rd</sup> Act)**

Sanskrit Textual study of the 2<sup>nd</sup> and 3<sup>rd</sup> Act with detailed meaning, Grammatical notes.

**Unit-4 Svapnavāsavadattam (Textual Study of the 4<sup>th</sup> Act)**

Sanskrit Textual study of the 4<sup>th</sup> Act with detailed meaning, Grammatical notes.

**Unit-5 Svapnavāsavadattam (Textual Study of the 5<sup>th</sup> Act)**

Sanskrit Textual study of the 5<sup>th</sup> Act with detailed meaning, Grammatical notes.

**Unit-6 Svapnavāsavadattam (Textual Study of the 6<sup>th</sup> Act)**

Sanskrit Textual study of the 6<sup>th</sup> 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 1<sup>st</sup> Act)**

Sanskrit Textual study of the 1<sup>st</sup> Act with detailed meaning, Grammatical notes.

**Unit-10 Abhijñānaśakuntalam (Textual Study of 2<sup>nd</sup> Act)**

Sanskrit Textual study of the 2<sup>nd</sup> Act with detailed meaning, Grammatical notes.

**Unit-11 Abhijñānaśakuntalam (Textual Study of 4<sup>th</sup> Act)**

Sanskrit Textual study of the 4<sup>th</sup> Act with detailed meaning, Grammatical notes.

**Unit-12 Abhijñānaśakuntalam (Textual Study of 7<sup>th</sup> Act)**

Sanskrit Textual study of the 7<sup>th</sup> Act with detailed meaning, Grammatical notes.

**Unit-13 Veṅṣāmhāra (Bhaṭṭa Nārāyaṇa, the Dramatist)**

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

**Unit-14 Veṅṣāmhāra (General Study of the Drama)**

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

**FURTHER READING:**

1. Sharma, Thaneswar. *Abhijñānaśakuntalam-ek Samiksa*. Guwahati: Chandra Prakash.
2. Hazarika, A. C. (1993). *Sakuntala*. Guwahati: Chapala Book Stall.
3. Kale, M.R. (1988). *Svapnavāsavadattam of Bhāsa*. Matilal Banarasidas Publishers Pvt.
4. Kale, M.R. (1962). *VENĪSAMHĀRA*. Varanasi: Chaukhamba Amarabharati Pustakalay.

**SEMESTER- I**

**(DSC-3)**

**COURSE- SANSKRIT MAHĀKĀVYA (POETRY)**

**Course Objectives:**

- To acquaint the learners to the life and works of some of the remarkable Sanskrit scholar such as Kālidāsa and Bhāravi.
- To discuss about the great Mahākāvya such as Raghuvamśam and the Kirātārjunīyam.

**Course Outcomes:**

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

- Gain a sound idea on various aspects of the great Mahākāvya such as Raghuvamśam and the Kirātārjunīyam.
- Gain a better idea on the life of Kālidāsa and Bhāravi.

### **Detailed Syllabus**

#### **Unit-1 Raghuvamśam (General study)**

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

#### **Unit-2 Raghuvamśam (Canto- I, 1-10 verses)**

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

#### **Unit-3 Raghuvamśam (Canto- I, 11-30 verses)**

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

#### **Unit-4 Raghuvamśam (Canto- I, 31 -48 verses)**

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

#### **Unit-5 Raghuvamśam (Canto- I, 49-74 verses)**

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

#### **Unit-6 Raghuvamśam (Canto- I, 75-95 verses)**

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

#### **Unit-7 Raghuvamśam (Canto- IV, 1-25 verses)**

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

#### **Unit-8 Raghuvamśam (Canto- IV, 26-52 verses)**

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

#### **Unit-9 Raghuvamśam (Canto- IV, 53-80 verses)**

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

#### **Unit-10 Raghuvamśam (Canto- IV, 81-88 verses and literary study)**

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

#### **Unit-11 Kirātārjunīyam (An Introduction)**

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

#### **Unit-12 Kirātārjunīyam (Canto- I, 1-25 verses)**

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

#### **Unit-13 Kirātārjunīyam (Canto-I, 26-46 verses)**

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

### Unit-14 Kirātārjunīyam (Literary Study)

Literary style of the poet, explanation of some important verses.

#### FURTHER READING:

1. Bhadra, S.M. *Raghuvamśam*. Guwahati: Candraprakash.
2. Bharadvaj, S. (2024). *Raghuvamśa Mahākāvya*. Jaipur: Pankaj Publications.
3. Sastri, Prof. A.N. (1996). *Kirātārjunīyam, Canto I*. Calcutta: Modern Book Agency Pvt Ltd.
4. Bhattacharya, R. (1333). *Kirātārjunīyam*. Calcutta: Ghose Press.
5. Chattopadhyaya, K.C. (1934). *KIRATARJUNIYAM*. Calcutta: Sen, Ray & Co book sellers Publishers.

### SEMESTER-II

(DSC-4)

### COURS- SANSKRIT GRAMMAR

#### Course Objectives:

- To acquaint the learners about various schools of Sanskrit Grammar.
- To provide the knowledge of dhāturūpa and śabdarūpa, sandhi, kāraka 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 Pāṇini and his works.
- Discuss the prescribed texts of Sanskrit Grammar and various rules of Sanskrit Grammar.

### Detailed Syllabus

#### Unit-1 Origin and Development of Sanskrit Grammar

Definition of Sanskrit Vyākaraṇa, Pre Pāṇinian Grammar, Pāṇinian Grammar, Post Pāṇinian Grammar.

#### Unit-2 A Study on Pāṇinian School of Grammar

Pāṇini and his works, other famous Sanskrit Grammarian like Patañjali etc.

#### Unit-3 Mahābhāṣya (General study)

Mahābhāṣya (Paspasāhnikā)- Definition of Śabda, Relation between Śabda and Artha, Purposes of the study of grammar, Definition of Vyakarana, Result of the proper use of word, Method of grammar.

**Unit-4 A Study on Non-Pāṇinian School of Grammar**

Description of various Non-Pāṇinian Schools of Grammar on the basis of Kātantra, Cāndra, Jainendra, Sārasvata and Mugdhabodha etc.

**Unit-5 Saṁjñā Prakaraṇam (Laghusiddhāntakaumudī)**

Śivasūtra, various Pāṇini's pratyāhāras, construction of pratyāhāras,

**Unit-6 Ajantapumliṅgaprakaraṇam (Saṁkhyāvācakaśabdaḥ / Pūraṇavācakaśabdaḥ)**

Table of Various types of Sanskrit Noun, Pronoun with examples.

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

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

**Unit-8 Sandhiprakaraṇam (Laghusiddhāntakaumudī)**

Division of Sandhi, Svarasandhi, Vyañjanasandhi, Visargasandhi etc.

**Unit-9 Kāraprakaraṇam (Laghusiddhāntakaumudī)**

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

**Unit-10 Samāsaprakaraṇam (Laghusiddhāntakaumudī)**

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

**Unit-11 Kṛtprakaraṇam (Laghusiddhāntakaumudī)**

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

**Unit-12 Taddhitprakaraṇam (Laghusiddhāntakaumudī)**

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

**Unit-13 Strīpratyayaprakaraṇam (Laghusiddhāntakaumudī)**

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

**Unit-14 Vācyam (voices)**

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

## FURTHER READING:

1. Vidyasagar, I.C. (2000). *Samagra Vyakaraṇa Kaumudi*. Kolkata: Dev Sahitya Kutir.
2. Vidyasagar, I.C. (2000). *Complete Grammar Kaumudi*. Ed. Durgacharan Saṅkhyā Vedānta Tirtha. Calcutta: Dev Sahitya Kutir Pvt.
3. Bhattacharya, Dr. Harichandra. (1996). *Sanskrit Vyakaraṇa Prabha*. Guwahati: Baruah Book Agency.
4. Bhadra, S.M. (1974). *Sanskrit Grammar and Composition Selection*. Guwahati: Assam State Textbook Production and Publication Limited.
5. Lahiry, P.C., and Sastri, H. (2006). *Pāṇinīyam A Higher Sanskrit Grammar Composition*. Kolkata: The Dhaka Student Library.
10. Sastri, D. (1661). *Laghusiddhāntakaumudī*. Varanasi: Motilal Banarsidass Publishers Private Limited.

## SEMESTER-II

### DSC-5

## COURSE- SANSKRIT GADYA (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 Bāṇa.

## Detailed Syllabus

### 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 Śūdraka, 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-(Literary Study)**

Style of the Kadambari, Literary beauty, Influence upon later writings.

**Unit-7 Daśakumāracarita (General Study)**

A general study of the prose, Summary, About the author, His time, Significance of the story.

**Unit-8 Daśakumāracarita (Rājavāhanacarita, Uttarapīthikā, 1<sup>st</sup> Ucchvasa-textual study)**

Sanskrit Textual study of Rājavāhanacarita, Uttarapīthikā, 1<sup>st</sup> ucchvasa with detailed meaning, Grammatical notes.

**Unit-9 Daśakumāracarita (Somadattacarita, Purvapīthikā, 3<sup>rd</sup> Ucchvasa-textual study)**

Sanskrit Textual study of Somadattacarita, Purvapīthikā, 3<sup>rd</sup> ucchvasa with detailed meaning, Grammatical notes.

**Unit-10 Bhartṛhari's Nīśataka (General Study)**

A general study of this Śataka, Summary, About author, His time, Significance of the name.

**Unit-11 Nīśataka (verses 1-10)**

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

**Unit-12 Nīśataka(verses 11-20)**

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

**Unit-13 Nīśataka (verses 21-30)**

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

**Unit-14 Hitopadeśa (Mitrālābhah)**

Introduction, Division, Sanskrit Assamese text of mitralābhah, Various stories of Hitopadeśa.

**FURTHER READING:**

1. Sarma, P.C. (2000). *Kadambari (Translation)*. Guwahati: ABILAC.
2. Kale, M. R. (2022). *KĀDAMBARĪ*. Delhi: Motilal Banarsidass Publishers Private Limited.
3. Kale, M. R. (1997). *Dashakumarcarita*. Delhi: Motilal Banarsidass Publishers Private Limited.

4. Sharma, Dr. Mukunda Madhav. (2000). *Hitopadeśa*. Guwahati: Assam Prakashan Parishad.
5. Kale, M. R. *The Hitopadeśa of Narayana*. (2004). New Delhi: Motilal Banarsidass Publishers Private Limited.

## **SEMESTER-II**

### **DSC-6**

#### **COURSE- MODERN SANSKRIT KĀVYA AND SANSKRIT METRE**

#### **Course Objectives:**

- To discuss about Sanskrit works composed in Assam.
- To discuss about Vṛttamañjarī, Chandomañjarī and Satījayamati.
- 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

### **Detailed Syllabus**

#### **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, verses 1-14)**

A general study of the Kāvya, Summary, About the author, Sanskrit Textual study of verses 1-14 with detailed meaning, Grammatical notes.

#### **Unit- 3 Satī Jayamatī (Ch-I, verses 15-27)**

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

#### **Unit- 4 Satī Jayamatī (Ch-II, verses 1-15)**

Sanskrit Textual study of verses 1-15 with detailed meaning, Grammatical notes.

#### **Unit- 5 Satī Jayamatī (Ch-II, verses 16-31)**

Sanskrit Textual study of verses 16-31 with detailed meaning, Grammatical notes.

**Unit-6 Vṛttamañjarī, (General Study)**

A general study of the Kāvya, Summary, About the author, His time, Significance of the book.

**Unit-7 Samavṛttas of Vṛttamañjarī**

Various vṛttas and description of Samavṛttas with examples.

**Unit-8 Asamavṛttas of Vṛttamañjarī**

Description of Asamavṛttas of Vṛttamañjarī with examples.

**Unit-9 Chandomañjarī (General Study)**

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

**Unit-10 Chandomañjarī (Indravajrā, Upendravajrā, , Vasantatilakam,)**

Definition with examples of Indravajrā, Upendravajrā, Vasantatilakam chandas

**Unit-11 Chandomañjarī (Mandākrāntā, Rucirā, Sragdharā)**

Definition with examples of Mandākrāntā, Rucirā, Sragdharā chandas

**Unit-12 Chandomañjarī (Drutavilambitam, Vaṁśasthivilam, Hariṇī,)**

Definition with examples of Drutavilambitam, Vaṁśasthivilam, Hariṇī chandas

**Unit-13 Chandomañjarī (Bhūjaṅgaprayātam, Mālinī, Toṭakam)**

Definition with examples of Bhūjaṅgaprayātam, Mālinī, Toṭakam chandas.

**Unit-14 Vṛttamañjarī and Chandomañjarī (Comparative Study)**

A Comparative study between Vṛttamañjarī and Chandomañjarī.

**FURTHER READING:**

1. Bhagavati, B. (1998). *Sati Jaymati*. Guwahati: ABILAC.
2. Sarma, D.K. (2005). *Bhavadeva Bhagavati Racita Sati Jaymati*. Nalbari: Kitab Ghar.
3. Tripathi, B. (2017). *Chhandomanjari*. Varanasi: Chaukhamba SurabharatiPrakashan.
4. Tripathi, B. (2017). *Vṛttamañjarī*. Varanasi: Chaukhamba SurabharatiPrakashan.
5. Mahamohopadhyaya, D. *Vrittamanjari*. Guwahati: Asam Sanskrit Board.
6. Sarma, K.C. Mahāmahopādhyāya Kaviratna Dhīreśwarāchārya-jeevan, kṛti aru teur samaykāl: Asam Prakashan Parisad.

## SEMESTER-III

### DSC-7

## COURSE- POETICS AND ARTHAŚĀSTRA

### Course Objectives:

- To stir the interests of learners towards poetics and Arthaśāstra 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.

### Detailed Syllabus

#### Unit-1 Different Schools of Sanskrit Poetics

Description of different schools of Sanskrit Poetics like Rasa, Dhvani, Rīti etc.

#### Unit-2 Sāhityadarpaṇa (General Study)

Description of Sāhityadarpaṇa, About author, Divisions of chapters, Its contents.

#### Unit-3 Sāhityadarpaṇa (Ch- I, Kāvyaśvarūpanirūpaṇam)

Definitin of Kāvya, Imporance of studying Kāvya, Doṣa and guṇas of Kāvya.

#### Unit-4 Sāhityadarpaṇa (Ch- II, Vākyasvarūpanirūpaṇam)

It defines what a sentence or composition is According to Viśvanātha.

#### Unit-5 Sāhityadarpaṇa (Ch- VI, Dṛśyaśravya-kāvyanirūpaṇam)

It gives definition of Nāṭaka and Prakaraṇa with examples

#### Unit-6 Sāhityadarpaṇa (Ch- VII, Doṣanirūpaṇam)

It defines what a kāvya doṣa with examples

**Unit-7 Sāhityadarpaṇa (Ch- X, Upamā, Rūpakam, Ananvayaḥ, Apahnutiḥ, Nidarśanā, Arthāntaranyāsaḥ)**

Description of Upamā, Rūpakam, Ananvayaḥ, Apahnutiḥ, Nidarśanā, Arthāntaranyāsaḥ, with examples

**Unit-8 Sāhityadarpaṇa (Ch- X, Dṛṣṭāntaḥ, Vibhāvanā, Viśeṣoktiḥ, Utprekṣā, Samāsoktiḥ, Vyājastuti)**

Description of Dṛṣṭāntaḥ, Vibhāvanā, Viśeṣoktiḥ, Utprekṣā, Samāsoktiḥ, Vyājastuti with examples

**Unit-9 Kāvyaṇprakāśa (General Study)**

Description of Kāvyaṇprakāśa, about author, divisions of chapters, its contents.

**Unit-10 Dhvanyāloka (General Study)**

Description of Dhvanyāloka, about author, divisions of chapters, its contents.

**Unit-11 Kauṭilya's Arthaśāstra (General Study)**

Content, significance of Kauṭilya's Arthaśāstra

**Unit-12 Kauṭilya's Arthaśāstra (Vinayādhikaraṇa)**

Content, significance of Vinayādhikaraṇa

**Unit-13 Kauṭilya's Arthaśāstra (Mantrādhikaraṇa)**

Content, significance of Mantrādhikaraṇa

**Unit-14 Kauṭilya's Arthaśāstra (Śāsanādhikaraṇa)**

Content, Significance of Śāsanādhikaraṇa.

**FURTHER READING:**

1. Kaviraj, Visvanath. (1993). *Sāhityadarpaṇam*. Ed. Shesaraja Sarma. Varanasi: Krishnadas Academy.
2. Ghoṣāl, S.N. (1973). *Kāvyaṇprakāśa*. Varanasi: Chaukhamba Bharati Academy.
3. Sharma, B.S. (2022). *Dhvanyāloka*. Jaipur: Hansa Prakashan.
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5. Menon, K.S.P. (1998). *Kautilya on Politics*. New Delhi: Rashtriya Sanskrit Sansthan.

**SEMESTER-III**  
**DSC-8**  
**COURSE- INDIAN PHILOSOPHY**

**Course Objectives:**

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

**Detailed Syllabus**

**Unit-1 Introduction to the Indian Philosophy**

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

**Unit-2 Sāṃkhya Philosophy**

Definition of Sāṃkhya Philosophy, its theories, divisions.

**Unit- 3 Sāṃkhyakārikā (General study)**

About the Author, Description of the content of the book

**Unit-4 Yoga Philosophy**

Definition of Yoga Philosophy, its theories, divisions.

**Unit-5 Nyāya Philosophy**

Definition of Nyāya Philosophy, its theories, divisions.

**Unit-6 Vaiśeṣika Philosophy**

Definition of Vaiśeṣika Philosophy, its theories, divisions.

**Unit-7 Mīmāṃsā Philosophy**

Definition of Mīmāṃsā Philosophy, its theories, divisions.

**Unit-8 Vedānta Philosophy**

Definition of Vedānta Philosophy, its theories, divisions.

**Unit-9 Vedāntasāra (General study)**

About the Author, Description of the content of the book

**Unit-10 Cārvāka Philosophy**

Definition of Cārvāka Philosophy, its theories.

**Unit-11 Jaina Philosophy**

Definition of Jaina Philosophy, its theories.

**Unit-12 Bauddha Philosophy**

Definition of Bauddha Philosophy, its theories.

**Unit-13 Tarkasaṅgraha (General study)**

About the book, Author, Definition of the word Tarkasaṅgraha, Content of the book.

**Unit-14 Arthasaṅgraha (General study)**

About the Author, Description of the content of the book

**FURTHER READING:**

1. Dasgupta, Surendranath (1999). *A History of Indian Philosophy* (Vol. IV). Delhi: Motilal Banarasidass Publishers Private Limited.
2. Sharma, Dr. C. D. (1987). *A Critical Survey of Indian Philosophy*. Delhi: Motilal Banarasidass Publishers Private Limited.
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4. Sinha, Jadunath. (1999). *Indian Philosophy* (Vol. II). Delhi: Motilal Banarasidass Publishers Private Limited.
5. Radhakrishnan, S. (2008). *Indian Philosophy*. Vol. I. New Delhi: Oxford University Press.
6. Hiriyanna, M. (2018.). *Outlines of Indian Philosophy*. Delhi: Motilal Banarasidass Publishers Private Limited.

## SEMESTER-III

### DSC-9

## COURSE- ĀRANYAKA, ĀYURVEDA SAMĤHITA AND GĪTĀ

### Course Objectives:

- To discuss about the Śrimadbhagavadgītā.
- To discuss about the Practical Perspective towards the Society (On the basis of the Śrimadbhagavadgītā)
- To discuss about the Ways and Means for the development of personality (On the basis of the Śrimadbhagavadgītā)
- Discuss the various aspects of Suśrutasaṁhitā and Carakaśaṁhitā

### Course Outcomes:

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

- Gain an introduction to the Śrimadbhagavadgītā.
- Gain an idea on the Suśrutasaṁhitā and Carakaśaṁhitā
- Gain an idea on the Āraṇyaka Literature.
- Gain a detailed idea on Āyurveda.

### Detailed Syllabus

#### Unit-1 Āraṇyaka Literature (General Study)

Description about Āraṇyaka Literature in a general way

#### Unit-2 Taittirīya Āraṇyaka (Pañcamahāyajña)

Description about Pañcamahāyajña

#### 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 Carakaśaṁhitā (General Study)

Description about Carakaśaṁhitā

#### Unit-6 Carakaśaṁhitā (Sūtra-sthānam)

Description about Sūtra-sthānam of Carakaśaṁhitā

**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 Suśrutasaṁhitā (General Study)**

Description about Suśrutasaṁhitā in a general way

**Unit-9 Suśrutasaṁhitā (Ch I, 1-25 verses)**

Textual study of Suśrutasaṁhitā from 1-25 verses

**Unit-10 Śrīmadbhagavadgītā (General Study)**

Significance, Content, About the author, His time etc

**Units-11 Śrīmadbhagavadgītā (Ch-xii- Textual Study)**

Textual study of ch-xii with meaning

**Unit-12 Śrīmadbhagavadgītā (Ch-xii- Literary study)**

Literary study of ch- xii

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

The concept of self-management, Various components involved in self-management, The qualities of nature and their effects on the mind, Mind control, Ways to control the mind, Ways to remove mental conflict, Self-management through the Bhakti-yoga.

**Unit-14 The Ways and Means for the Development of Personality (On the basis of the Śrīmadbhagavadgītā)**

Concepts and definitions of personality, The significance of person's words, Aspects that facilitate personality development, The role of the Gita in personality development.

**FURTHER READING:**

1. Shrava, Satya, (1977). *A comprehensive History of Vedic Literature*. New Delhi: Pranava Prakashan.
2. Shastri, S.N. (1962). *Charaka Samhita*. Varanasi: Chaukhamba Vidyabhavan.
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4. Murthy, K.R.S. *Suśruta Samhitā*. Varanasi: Chaukhambha Orientalia.
5. Majumdar, Subodhacandra, (1973). *Śrīmadbhagavatgītā*, Kolkata: Deva Sahitya Kutir.

**SEMESTER-IV**  
**DSC-10**  
**COURSE- MANTRA AND BRĀHMAṆA**

**Course Objectives:**

- To acquaint the learners with Vedic Literature, society and culture.
- To study the Vedas, Brāhmaṇas and important Sūktas.

**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, Brāhmaṇas and important Sūktas with texts.

**Detailed Syllabus**

**Unit-1 Vedic Literature (General Study)**

Definition and meaning of Veda, Division of Vedas.

**Unit-2 Vedic Society and Vedic Culture**

Food habit, costume etc of the time of Vedic people, and Political, religious position of the people of that time.

**Unit-3 Ṛgveda**

Definition and meaning of Ṛgveda, Division.

**Unit-4 Yajurveda**

Definition and meaning of Yajurveda, Division.

**Unit-5 Sāmaveda**

Definition and meaning of Sāmaved, Division.

**Unit-6 Atharvaveda**

Definition and meaning of Atharvaveda, Division.

**Unit-7 Agnisūkta (Rv., 1.1)**

Mantras of Agnisukta, meaning.

**Unit-8 Indrasūkta (Rv., 2.12)**

Mantras of Indrasukta, meaning.

**Unit-9 Devīsūkta (Rv., 10.125)**

Mantras of Devīsūkta, meaning.

**Unit-10 Akṣasūkta (Rv., 10.34)**

Mantras of Akṣasūkta, meaning.

**Unit-11 Bhūmisūkta (Av., 12.1)**

Mantras of Bhūmisūkta, meaning

**Unit-12 Brāhmaṇa Literature (General Study)**

Definition and meaning of Brāhmaṇa Literature, Division.

**Unit-13 Aitareya Brāhmaṇa (A Study)**

Definition and meaning of Aitareya Brāhmaṇa, Division.

**Unit-14 Śatapatha Brāhmaṇa (Manu- Matsyakathā. the legend Manu- Matsyakathā)**

Definition and meaning of Śatapatha Brāhmaṇa, Division, Story of Manu- Matsyakathā.

**FURTHER READING:**

1. Das, A. C (1925). *Rgvedic Culture*. Calcutta.
2. Macdonell, A. A. (1963). *Vedic Mythology*. Delhi: IBH
3. Chaubey, B.B. (2013). *THE NEW VEDIC SELECTION*. Varanasi: Bharatiya Vidya Prakashan.
4. Sastri, P.P.S., and Sastri, K.I.V. (1927). *A History of Vedic Literature*. St. Joseph's Industrial School Press.
5. Pandeya, V.S. (2001). *Vaidicsūktasñkalana*. Delhi: Motilal Banarsidass Publishers Private Limited.

**SEMESTER-IV**

**DSC- 11**

**COURSE-UPANIṢAD AND PŪRĀṆAS**

**Course Objectives:**

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

## **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 Ísopaniṣad .
- Gain a detailed idea on puranas.

## **Detailed Syllabus**

### **Unit- 1 Upaniṣad (introduction)**

General study of Upaniṣad, types, importance etc.

### **Unit-2 Ísopaniṣad (General Study)**

General study of Ísopaniṣad, Importance, content

### **Unit- 3 Kaṭhopeniṣad (General Study)**

General study of Kaṭhopeniṣad, Importance, content

### **Unit-4 Kenopeniṣad (General Study)**

General study of Kenopeniṣad, Importance, content

### **Unit-5 Chāndyogyopeniṣad (General Study)**

General study of Chāndyogyopeniṣad, Importance, content

### **Unit-6 Bṛhadāraṇyakopeniṣad (General Study)**

General study of Bṛhadāraṇyakopeniṣad, Importance, content

### **Unit-7 Muṇḍakopeniṣad (General Study)**

General study of Muṇḍakopeniṣad Importance, content

### **Unit-8 A General Study on Vedāṅgas**

A General Study on Six Vedāṅgas like Śikṣā, Kalpa, Nirukta, Vyākaraṇa, Chandaḥ and Jyotiṣa.

### **Unit-9 Viṣṇupurāṇa (General Study)**

General study of Viṣṇupurāṇa, Content, about author,

### **Unit-10 Viṣṇupurāṇa (Description of Bhāratavarṣa)**

Description of Bhāratavarṣa, importance

### **Unit-11 Bhāgavatapurāṇa (General study)**

General study of Bhāgavatapurāṇa, Content, about author

### **Unit-12 Bhāgavatapurāṇa (Skandha III, Ch-1, verses 1-16)**

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

**Unit-13 Bhāgavatapurāṇa (Skandha III, Ch-1, verses 17-33)**

Textual study of Bhāgavatapurāṇa (Skandha III, Ch-1, verses 17-33)

**Unit-14 Bhāgavatapurāṇa (Skandha III, Ch-1, verses 34-45)**

Textual study of Bhāgavatapurāṇa (Skandha III, Ch-1, verses 34-45)

**FURTHER READING:**

1. Radhakrishnan, S. (1951). *THE PRINCIPAL UPANIṢADS*. London: George Allen & Unwin LTD.
2. Sharma, Tirthanath. (1991). *Upanishad Ashtaka*. Guwahati: Assam Prakashan Parishad.
3. Sharma, Tirtha Nath. (1998). *Chandogya Upanishad*. Guwahati: Jyoti Prakashan.
4. Jha, Naresh. (2007). *Vedāṅgetihāśaḥ*. Varanasi: Chaukhamba Surbharati Prakashan.
5. Gupta, M. (2020). *Srīviṣṇupurāṇa*. Gorakhpur: Gita Press.
6. Pohar, Hanuman Prasad. (2020). *Śrīmadbhāgavatamahāpurāṇa*. Gorakhpur: Gita Press.
7. Tapasyananda, S. (2003). *Śrīmad Bhagavadgītā The scripture of mankind*. Chennai: Rama Krishna Math.

**SEMESTER-IV**

**DSC- 12**

**COURSE- 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.

## Detailed Syllabus

### **Unit-1 Language-its History**

Origin, 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 I E 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 Languages**

History and Significance

**FURTHER READING:**

1. Benarjee, Satyaranjan. (2000). *A Handbook of Sanskrit Philology*. Kolkata: Sanskrit Pustak Bhandar.
2. Taraporewala, I.J.S. (1949). *Elements of the Science of Language*. Calcutta University
3. Goswami, Upendranatha, (1976). *Bhāṣā-viñjān*. Guwahati: Mani Manik Prakasan.
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**DSE**  
**(Minor)**

**SEMESTER I**

**DSE 1 SANSKRIT EPIC AND KĀVYA**

**SEMESTER II**

**DSE 2 DHARMAŚĀSTRA**

**SEMESTER III**

**DSE 3 MATHEMATIC IN SANSKRIT, VĀSTUVIDYĀ, TEMPLE STUDIES**

**SEMESTER IV**

**DSE 4 SANSKRIT STUDIES IN INDIA AND ASSAM**

**SEMESTER I**

**DSE-1**

**COURSE- SANSKRIT EPIC AND KĀVYA**

**Course Objectives:**

- To discuss about the Rāmāyaṇa and the Mahābhārata.
- To provide an idea on the other classical Kāvya of Sanskrit Literature.

**Course Outcomes:**

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

- Gain a detailed idea on the Rāmāyaṇa and the Mahābhārata.
- Gain a detailed idea on Kumārasambhavam, Śiśupālavadhā and Naiṣadhacaritam.

## Detailed Syllabus

### **Unit-1 Rāmāyaṇa (Bālakāṇḍa, Ch- 1, General study)**

Content, About the author

### **Unit-2 Rāmāyaṇa, (Bālakāṇḍa, Ch- 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, Chapter- 191

### **Unit-4 Kumārasambhavaṃ (An Introduction)**

Description about Kumārasambhavaṃ in a general way

### **Unit-5 Kumārasambhavaṃ (Canto- III, 1-15 verses)**

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

### **Unit-6 Kumārasambhavaṃ (Canto- III, 16-30 verses)**

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

### **Unit-7 Kumārasambhavaṃ (Canto- III, 31-45 verses)**

Sanskrit Textual study of Kumārasambhavaṃ Canto- III, 31-45 verses

### **Unit-8 Kumārasambhavaṃ (Canto- III, 46-60 verses)**

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

### **Unit- 9 Kumārasambhavaṃ (Canto- III, 61-76 verses)**

Sanskrit Textual study of Kumārasambhavaṃ Canto- III, 61-76 verses

### **Unit-10 Kumārasambhavaṃ (Canto- IV, 1-23 verses)**

Sanskrit Textual study of Kumārasambhavaṃ Canto- III, 1-23 verses

### **Unit-11 Kumārasambhavaṃ (Canto- IV, 24-46 verses)**

Textual study of Kumārasambhavaṃ, Canto- IV, 24- 46 verses

### **Unit-12 Śīsupālavadhāṃ (General Study)**

General study of Śīsupālavadhāṃ, Content, About author

### **Unit-13 Naiṣadhacaritam. (General Study)**

General study of Naiṣadhacaritam, Content, About author

### **Unit 14 Meghadūtam (General Study)**

Source, Time, Content and Significance of the Meghadūtam.

## **FURTHER READING:**

1. Dutta, Manmatha Natha. (1992). *The Ramayana- Bālakāndam*. Calcutta.
2. Dutta, Ramanarayana. (2012). *Mahābhārata Śāntiparva*. Gorakhpur.
3. Shastri, Mahendra Pratap. (1941). *Kumarasambhavam*. Allahabad.
4. Sastri, G.N. (1929). *Śiśupālavadhā*. Venares: Vidya Vilas Press.
5. Handiqui, K.K. (1956). *Naiṣadhacaritam of Śrīharṣa*. Poona: Deccan College Monograph Series.
6. Kale, M.R. (1934). *Meghadūta*. Bombay: D.V. & B.D. Mulgaokar.

## **SEMESTER II**

### **DSE-2**

## **COURSE- DHARMAŚĀSTRA**

### **Course Objectives:**

- To discuss about the history of Dharmaśāstra.
- To acquaint the learners with various Smṛtiśāstras.

### **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 Smṛtisaṣṭras and Nāradasmṛti.

## **Detailed Syllabus**

### **Unit-1 Dharmaśāstra (General Study)**

Content, about author, general study of Dharmaśāstra

### **Unit-2 Manusmhitā (General Study)**

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

### **Unit-3 Manusmhitā (Ch-II, verses 43-53)**

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

### **Unit-4 Manusmhitā (Ch-III, verses 99-107)**

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

### **Unit-5 Manusmhitā (Ch-VII, verses 1-13)**

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

**Unit-6 Manusmhitā (Ch-VII, verses 14-34)**

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

**Unit-7 Nāradasmr̥ti (General Study)**

Content, about author, general study of Nāradasmr̥ti

**Unit-8 Nāradasmr̥ti (Ch- I, Textual study)**

Textual study of Nāradasmr̥ti (Ch- I) with meaning

**Unit-9 Nāradasmr̥ti (Ch- IV, Dāyabhāga)**

Textual study with meaning of Ch-IV, Dāyabhāga

**Unit-10 Yājñavalkyasmṛti (General Study)**

Description on Yājñavalkyasmṛti in a general way

**Unit-11 Yājñavalkyasmṛti (Vyāvahārādhyāya, Concept of vyāvahāra)**

Description on Yājñavalkyasmṛti's Vyāvahārādhyāya, Concept of vyāvahāra

**Unit-12 Yājñavalkyasmṛti (Vyāvahārādhyāya, Sākṣīprakaraṇa)**

Description on Yājñavalkyasmṛti's Vyāvahārādhyāya, Sākṣīprakaraṇa

**Unit-13 Yājñavalkyasmṛti (Vyāvahārādhyāya, Dāyabhāgaprakaraṇa)**

Description on Yājñavalkyasmṛti's Vyāvahārādhyāya, Dāyabhāgaprakaraṇa

**Unit-14 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. Jha, G. (2023). *Manusmhitā*. Varanasi: Motilal Banarsidass.
3. Swain, Braja Kishore. (2006). *Naradasmr̥ti*. Varanasi: Choukhambha Sanskrit Bhawan.
4. Utpreti, T.C. (2018). *Yājñavalkyasmṛti*. Parimal Publication PVT. LTD.

## SEMESTER III

### DSE-3

#### COURSE- MATHEMATICS IN SANSKRIT, VASTUVIDYA, TEMPLE STUDY

##### Course Objectives:

- To take up aspects on the ancient Mathematics.
- To discuss about Vāstuvidyā.
- 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 Vāstuvidya.

#### Detailed Syllabus

##### Unit-1 Mathematics in the Vedic Period

Description about Mathematics in the Vedic period

##### Unit-2 Mathematics in the Post Vedic Period

Description about Mathematics in the Post Vedic Period

##### Unit-3 Mathematics in the Classical period

Description about Mathematics in the Classical period

##### Unit-4 Vedic Mathematics – First 5 Sūtras

Description about Vedic Mathematics – First 5 Sūtras

##### Unit-5 Līlāvātī (General study)

A general study of Līlāvātī, about author, content

##### Unit-6 Līlāvātī (Ch- I, Textual study)

Textual study of Līlāvātī of chapter I

##### Unit-7 Technical Terms in Mathematics

Description about different Technical Terms in Mathematics

##### Unit-8 Āryabhaṭṭyam of Āryabhaṭṭa

Description about Āryabhaṭṭyam of Āryabhaṭṭa

**Unit-9 Vāstuvidyā (General study)**

Description about Vāstuvidyā in general

**Unit-10 Vāstuvidyādhyāya (Vṛhatsamhitā, Ch- 53)**

Textual study of Vāstuvidyādhyāya

**Unit-11 Studies on Important Temples of Assam**

Description about Important Temples of Assam

**Unit-12 Important Śākta and Śaiva Temples of Assam and their Historical Importance**

Description about Important Śākta and Śaiva Temples of Assam and their Historical Importance

**Unit-13 Important Vaiṣṇava Temples of Assam and their Historical Importance**

Description about Important Vaiṣṇava Temples of Assam and their Historical Importance

**Unit-14 Important Buddhist Temples of Assam and their Historical Importance**

Description about Important Buddhist Temples of Assam and their Historical Importance

**FURTHER READING:**

1. Sarma, Dilip. (2005). *Lilāvati* (Translation). Asam prakasan Parisad.
2. Neog, Maheswar (1991). *Pabitra Asam*. Guwahati: Lawyer's Book Stall.
3. Sastri, T.G. (1913). *Vāstuvidyā*. Trivandrum.

**SEMESTER IV****DSE-4****COURSE- 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.

## Detailed Syllabus

### **Unit-1 Sanskrit Studies in India in Colonial Period**

History and Significance

### **Unit-2 Societies connected with Sanskrit Studies in India**

History and Significance

### **Unit-3 Sanskrit Educational Institutes in India**

History and Significance

### **Unit-4 An introduction to Sanskrit Studies in Assam**

History and Significance

### **Unit-5 Sanskrit in Pre Saṅkardeva Period**

History and Significance, Content

### **Unit-6 Sanskrit in Saṅkardeva Period and post Saṅkardeva Period in Assam**

History and Significance, Content

### **Unit-7 Smṛti Works in Assam**

History and Significance, Content

### **Unit-8 Sanskrit Nāṭakas 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 of 19<sup>th</sup> Century in Assam**

History and Significance, Content

### **Unit-12 Sanskrit Works of 20<sup>th</sup> Century in Assam**

History and Significance, Content

### **Unit-13 Translation of Sanskrit Works in Assam**

History and Significance, Content

### **Unit-14 Position of Sanskrit in various Institutes 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.
3. Tripathi, R. (2012). *Şaṭyabdasamskṛtam*. New Delhi: Rashtriya Sanskrit Sansthan.

# Annexure II

## Guidelines for Seminar/ Presentation of M.A in Sanskrit.

### Introduction

There is a requirement to present a seminar paper in the Two Year M.A in Sanskrit, offered by Krishna Kanta Handiqui State Open University. The seminar presentation is in the Second Semester of the Two Year Postgraduate Programme in Sanskrit. This seminar paper presentation work consists of 4 credits, requiring about 120 hours of study and work.

In seminar papers, a specific aspect of a given text is discussed in a short piece of writing. The purpose of a seminar paper is to interpret specific examples and evidence. Seminar papers should have a very clear thesis; they should be able to elaborate thoroughly on their topic. You can choose any relevant topic for presentation. It may be a field study-based or library-based topic. There are two broad types of seminar papers in academic settings – Empirical Seminar Paper and Theoretical Seminar Paper.

Traditionally, a seminar paper consists of four major sections: Introduction, Background, Analysis and Conclusion.

### General Structure of a Seminar Paper

#### 1. Introduction

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

- a) Introduce and note why the topic is significant.
- b) Briefly summarize the necessary background information.
- c) Convey your organization of the paper (i.e., "roadmap").
- d) Tell the audience what your paper will show and in what order.
- e) If you can concisely summarize your research and outline the arguments of your paper, then it is more likely that your audience will be able to follow your analysis.

#### 2. Background

Here, you need to orient your audience towards your research area. Major tasks are:

- a) Describe the genesis of the subject.
- b) Describe the changes that occurred during its development.
- c) Explain the reasons for the changes.
- d) Describe where things are now (You may also want to indicate the reasons for further change).

#### 3. Analysis

Here, you need to explain the thesis/main argument of your paper. Here, you need to do:

- **Large-Scale Organization:** This follows the following tasks:

- a) Discuss the major issues;
- b) Separate issues and sub-issues
- c) Order issues logically
- **Small-Scale Organization:** This follows the following tasks:
  - a) Introduce and conclude on each issue.
  - b) Present your arguments and invalidate opposing arguments.
  - c) Use organizational paradigms where appropriate.

#### 4. Conclusion

Here your agenda include:

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

#### Certain Key Points

- a) You should always keep a copy of your seminar paper duly signed by your Centre Coordinator and a Certificate of Presentation from him/her. The University may ask for a copy of that report as and when required.
- b) You may be asked to present your Seminar paper either at the University Headquarters/or at any assigned place face to face or through online mode.
- c) Seminar reports must be typed on a computer. Reports may be printed on both sides on standard A4 size papers with 1.5 inch margins on the left and 1.2 inch margins on right sides. In addition, 1.2 inch margins on the top and bottom. Page numbers must be maintained throughout.
- d) It is essential that the Presentation Room must be well-organised with a banner of the Seminar in the background.
- e) You should request your study centre to maintain a video-recording of your presentation session and obtain a copy of the session you attended.
- f) Alternatively, you can record a video of the presentation yourself and keep a copy until the declaration of your Final Semester Results. The University may require this video at any time.

# Annexure III

## Guidelines for Project/Dissertation

### Section I

### Introduction

There is a requirement to prepare and submit a Project/Dissertation in Two Year M.A in Sanskrit offered by Krishna Kanta Handiqui State Open University. The Project/Dissertation has been incorporated in the Fourth Semester of the Two Year Postgraduate Programme in Sanskrit.

A Project/Dissertation is a particular kind of academic task. You will usually be asked to generate a topic for yourself; to plan and execute a project investigating that topic; and to write up what you did and what your findings had been. You are expected to hone your theoretical and quantitative abilities through their application in the light of the information gathered while considering different aspects of literature, language and culture. This Project/Dissertation work consists of 8 credits, requiring about 240 hours of study and work.

Dear learners, please note that you need to take this task utmost seriously and with all your sincerity and dedication because of three basic reasons. First, this course provides you ample scope to apply your theoretical understanding of relevant issues of literature, language and culture. Secondly, this course carries the highest credits among all your courses in the programme. Thus, this course can help you achieve a better, higher grade in the programme. Finally, this project/dissertation activity provides you a scope to acquire research skills. This will ultimately help you undertake a career/study in research in near future.

In undertaking the Project/Dissertation work, you can take up a theoretical issue, or any socially relevant issues that you may have come up during your study. You should formulate a detailed research proposal along with your theoretical understanding of the issue. For doing this, you can take help from the unit of the course offered in the Second Semester of the Two Year M.A Programme in Sanskrit. You need to write your Project/Dissertation Report either in Sanskrit, in Assamese or in English.

The main steps to write a dissertation are:

- a) Choose your research topic carefully.
- b) Check what is exactly required.
- c) Have a clear goal and structure.
- d) Write as you go.
- e) Continue to question.
- f) Don't underestimate the editing stage.
- g) Enjoy the achievement.

Most importantly, you should note that the Project/Dissertation Work undertaken should be authentic and should contribute towards the development and growth of the subject. It is mandatory that you submit the report in originality and you must not submit it earlier for any other purpose. Moreover, the University

will use high-end plagiarism detection software to check all the project and dissertation reports. Thus, you should also note that if it is found that the Project/Dissertation Work undertaken does not appear to be authentic or does not contribute towards the growth of the subject or it has been merely copied from some sources, the University has the right to reject the Project/Dissertation Work without offering any explanation. In that case, you will be awarded zero. Group projects are not allowed. If it is found that the subjects/chapters/contents of the projects of two learners are matching, then both the projects will be rejected. Zero mark will be awarded to both.

## **Presentation Style**

You need to follow the Presentation Style in the layout of your Project/Dissertation Report as mentioned in Section II of this Guidelines. Additionally, in Section III, we have provided certain Guidelines/Tips to help you do your Project/Dissertation more effectively.

## **Citation and Referencing Style in Project/Dissertation**

Writing of Project/Dissertation Report is one of the research tasks. So, you need to follow a particular style of citation and referencing. The University follows the American Psychological Association's APA 7 Citation Style. A link to download a brief APA Citation Guide is: <https://apastyle.apa.org/style-grammar-guidelines/references/examples>

## **Role of your Project/Dissertation Guide**

Your project/dissertation guide should be well-versed in the subject area, which will help you in designing the objectives, procedure for data collection, and analysis. You must discuss your project/dissertation design with your guide before the start of your work and also again if necessary at the writing stage and finally at the stage of editing the report. You should show your guide the draft project report before it is finalized for submission.

## **Eligibility of a Project/Dissertation Guide**

- Faculty (from the University/Degree College)/Course Coordinator/Academic Consultant/Counsellor having relevant teaching experience.
- Professionals holding Masters' degree in the respective field or allied disciplines having a minimum of 5 years of experience in the relevant area.
- If you are taking the help of a Teacher/Professional apart from the faculties engaged during the counselling sessions at your study centre, then the Teacher/Professional's bio-data is to be approved by the respective Course Coordinators. The bio-data should contain the teaching/work experience, area of specialization, research publications and experience in guiding the project work.

## **Certain Key Points**

- Always preserve a copy of the Report with you with all due signatures in originals. This may be required for your future academic/research/job purpose. Secondly, the University may also ask a copy of that report as and when required.

- You may be asked to present your Report either at the University Headquarters/or at any assigned place face to face or through online mode.
- Project/Dissertation Report must be typed in Computer. Report may be printed on both sides in standard A-4 size papers with 1.5 inch margins on left and 1.2 inch margins on right sides and 1.2 inch margins on top and bottom. Page numbers must be maintained throughout. The Title/Acknowledgement/ Content pages should be numbered in Roman letters (i, ii, iii etc...) while the main body part must be numbered in standard (1,2,3,...) format. Annexures should be included at the End and should also be numbered in Roman letters (i, ii, iii etc...).
- The Project/Dissertation Report should be printed on both sides of paper. For Sanskrit everyone has to use Kokila font,size 12 point or Vrinda font, size 13 point (click the font name to download) with spacing of minimum 1.5. In case of English, Times New Roman font, size 12 point with spacing of minimum 1.5 has to be used.

## **Section II :**

### **Project/ Dissertation Performa**

#### **Cover Page :**

The cover page on the bound copy of the report should indicate.

- The title of the report. It would be short, if necessary, it should be followed by an explanatory sub-title.
- Your name and enrolment number/ Exam roll no / year of examination.
- Name and designation of the faculty member/ Coordinator/ Academic Consultant who has guided you.
- Name and designation of the person of the organization who has guided you.

**Colour of the Hard Cover of the Project Report must be NAVY BLUE.**

**Project Report/Dissertation**

**Title of topic**

**University Logo**

**Dissertation submitted for the Two Year MA in Sanskrit under Padmanath  
Gohainbaruah School of Humanities of Krishna Kanta Handiqui State Open  
University**

**Submitted by**

**Name of the Candidate:**

**Enrolment No:**

**Study centre Code:**

**Guide/Supervisor**

**Name:**

**Designation:**

**Krishna Kanta Kandiqui State Open University**

**Guwahati, Assam**

## **Certificate of the Guide/ Supervisor (Format)**

### **Certificate of the Guide/ Supervisor**

**Mentor/ Guide Name:**

**Designation:**

This is to certify that the project report entitled“ ..... ”

has been prepared by Ms/Mrs.....bearing enrolment No

.....under my supervision and guidance, for the Two Year M.A in Sanskrit of Krishna Kanta Handiqui State Open University. His/ her field work is satisfactory.

**Date:**

**Signature:**

## **Certificate of the Study Centre Coordinator/ Academic consultant of Study Centre**

### **Certificate of Study Centre Coordinator/ Academic consultant**

**Coordinator/ Name of Academic Consultant:**

**Designation:**

This is to certify that the project report entitled “.....” has been prepared by Ms./Mr..... under the guidance of Dr./Sri/Mr./Ms.....for the Two Year M.A in Sanskrit of Krishna Kanta Handiqui State Open University. His/her field work is satisfactory.

**Date:**

**Signature:**

### **Acknowledgement:**

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

## Self-Declaration by the Learner

The learner has to make the following declaration:

<b><u>Self-Declaration by The Learner</u></b>	
I do here by declare that this project work entitled “ ..... ”submitted by me for the Two-Year M.A in Sanskrit of Krishna Kanta Handiqui State Open University is a product of my own research work. There port embodies the finding based on my study and observations and has not been submitted earlier for the award of any degree or diploma to any Institute or University.	
<b>Name:</b>	<b>Enrolment Number:</b>
<b>Signatureofthe Learner:</b>	<b>Date:</b>

## Table of Contents:

Also called INDEX, the Table of Contents should provide the title of all chapters (with page numbers) major sub divisions and appendices. The table should also indicate the commencing page numbers of the preface, the bibliography, appendices & annexures.

## *Main Report*

Your main report should follow the chapter scheme you had indicated in your synopsis. Generally, the sequential presentation should be as follows:

**Chapter I: Introduction of the Problem:** This chapter should provide a background of the problem and what is proposed to be investigated. The significance of the problem, the objective and the scope of the study and the contribution and impact your study will make should be elaborated. A brief description of the organization where you have conducted the project should be provided.

**Chapter-II: Theoretical Perspective, Methodology, Scope, Limitations:** This chapter should give an overview of the theoretical concepts related to the problem under study. You should refer to the current status of research in the area and major findings thereof. These should bring out the necessity for a study of the kind you have undertaken and the approach you intend to follow. This chapter should describe in detail the steps followed in completing the study. If you have done a field study based work then the sample survey, the basis of sampling its size etc. should be discussed. The sources of primary and secondary data must be stated and the way you have processed the data should be elaborated. You can also describe the scope and limitations of your study.

**Chapter III, IV, V, VI. Discussion/ Body of the Report :** Presentation of the relevant data

and analysis and discussion there of form them a in body of the report. After you define your research problem clearly and definitely, before you start the report, decide on them a in theme of you report; which of the findings are significant, which are peripheral? Develop your argument logically to build your theme, presenting data wherever necessary. Decide the distribution and the number of chapters required; keep appropriate balance in the size of the chapter, and avoid uneven coverage. Only include those parts of a table in the chapter which are relevant to the arguments, the details can be in the appendix. Spend more time on the central issues, giving them importance, clarity and emphasis. All issues if treated in the same manner will dilute a report.

**Appendices and Annexure :** Appendices are listed alphabetically e.g., Appendix A, Appendix B etc. and contain the table and data collection for the study. They are not included in the main chapters but referred to in the discussion and interpretations. Appendices are placed after the last chapter on summary conclusions.

Annexures are numbered numerically e.g., Annexure II etc. and contain such supporting information which are not collected as primary and secondary data, yet is relevant in discussion and for easy reference.

**References :** References can be mentioned either at the bottom of the appropriate page where these are referred or at the end of each chapter. If this has not been done, a third alternative is to list them at the end of the report immediately after the appendices / Annexures.

**Bibliography :** A bibliography is a list of the published sources consulted during the course of the project work and normally includes all works listed in the text and text notes. The bibliography should be arranged in APA 7th Citation Style.

## Section III :

# A Guide to Organising the Contents of Project Report / Dissertation

## Title

A single sentence describing the inquiry should be in the title. The title is frequently used to refer to the independent and dependent variables. Avoid titles that imitate news paper headlines; a formal report is not a journalistic assignment. Bear in mind that your reader will first notice the title of the report and will want to know if the report is relevant to his or her research interests. Your project/ dissertation title should be a short yet accurate description of the report content. Avoid using terms such as “are search into...” or “an experiment to discover”— in the opening of your title. Such sentences are redundant and contribute nothing to the text; they also reflect sloppy thinking. The phrase “title” is not acceptable as the initial word in a title. The reader will identify it as the title due to its placement.

## Abstract

The abstract describes your entire work in a single paragraph. A short overview of the go a land approach should be provided, as well as sections on the findings and discussion. Exclude detailed information such as statistics and statistical test-names from this section. Aim for a length of maximum 150 words for your abstract. The abstract is the second thing that are addresses after the title, and it may be the only thing they see. As such, it should give a comprehensive yet brief overview of the whole report, allowing readers to decide whether to continue reading or not. As a general rule, write four short lines describing (1) why you did it, (2) what you did, (3) what you discovered, and (4) what you concluded. Write the abstract once you have completed the body of the report. You may struggle to write a concise abstract in a single session. Perhaps it is more convenient to start with a lengthier version and then shorten it.

## Introduction

To begin, you should defend the study you are addressing. This implies that after reading the introduction, the reader should be able to deduce the subject of your Report. Simultaneously, your introduction should explain to someone who is not an expert why you did this study. As a consequence, the introduction will begin with a general framework and go to the study specific reasoning and objectives. Typically, this section will include an overview of prior work in the subject, as well as an explanation of the theoretical or practical motives for doing the study. The following is an example of an effective content sequence for an introduction:

- Describe and identify the subject you wish to research, and, if necessary, justify its fascination and/or significance.
- Describe previous works (and may be your own) that relate to the subject at hand.

Justify your previous works inadequacy. It might have methodological problems, or there could be need for extension of previous work, or this could be the first time it has been reproduced, or you could be comparing the sufficiency of various theories. (If the previous work is complete, error-free, and has been repeated several times, or if the best hypothesis is known, further research is unnecessary.) Justifications for why previous work was inadequate should logically lead to the study you did. You are not need to go into detail here, but it should be

obvious how the most recent work resolves open theoretical issues, corrects past research mistakes, and/or enhances our present understanding.

What are your expectations for the result of your study, and why? Complete this section by describing your study hypothesis/research questions (what you expect will happen based on your theoretical framework and/or the constraints of previous studies). If you are performing more exploratory research and are unclear about the conclusion, briefly describe the study's aims and desired outcomes. This final paragraph of the introduction is critical to the study's and report's comprehension. If this part is well-defined, discussing and evaluating the outcomes will be a lot easier.

Ascertain the relevance of your theories to the essay's main body. Your theories do not have to be enumerated or bulleted.

### Methodology of Research

Rather than being a standalone part, the method section should ideally be divided into the following five or so subsections. In the approach section, you describe the steps you used to acquire your data. This portion of your Project/Dissertation Work should include sufficient detail to enable the reader to reproduce the experiment. If you are not very much sure about the research methodology, read over a journal paper on your subject to try to get insights into their research approaches. Mention your use of research tools in this section. It is desirable that you present a Review of Research Methods from earlier studies here.

## **Chapterisation**

Based on your chapterisation plan, organise the main body of the Project/Dissertation in a systematic way. Try to organise your work in a way so that there is a continuity of flow throughout the discussion.

## **Findings and Discussions**

Begin by outlining the actions you took to process the data you found in your study. Never copy and paste others arguments into your report. Always assess what information is pertinent and significant and then communicate it without repetition in the most efficient manner possible. In your results section, use the same descriptive labels that you did in your analysis section. This will be beneficial for your readers.

## **Conclusion**

To end the discussion, it is desirable that you draw certain important conclusions of the study and based on those you can also offer certain specific points of your findings. Here, you can also highlight certain limitations you faced during your study or point out certain future directions of research on the area.

## Annexure IV

### Common Basket of Ability Enhancement Courses (AECs) and Value Added Courses (VACs) for M.As

Semester	Course Type	Name of the Course
<b>I</b>	<b>AEC</b> (any one course)	101 Essential Assamese <i>(Open to all except those from Assamese)</i>
		102 English for Media Studies
		103 Writing for Media
		104 Social Entrepreneurship and Project Management
	<b>VAC</b> (any one course)	101 Introduction to Ethics <i>(Open to all except those from Philosophy)</i>
		102 Essentials of Indian Constitution <i>(Open to all except those from Political Science)</i>
		103 Indian Traditional Knowledge System
		104 English Communication Skills
		105 Traditional Media
		106 Advertisement Strategy
<b>II</b>	<b>VAC</b>	202 Cyber Security
<b>III</b>	<b>AEC</b> (any one course)	301 Life Skills
		302 Computer Applications in Quantitative Analysis

## AEC 101

# Essential Assamese

### Course Objective

- To introduce learners with the nuances of Assamese grammar
- Illustrate useful contents related to vocabulary, narrative writing and professional writings

### Course Outcomes

- The learners will develop their art of speaking and writing
- The learners will be able to demonstrate their professional skill in media houses and other professional houses

### Syllabus

#### অধ্যায় ১: বৰ্ণ আৰু আখৰ

বৰ্ণ বা আখৰ, ধ্বনি, বৰ্ণ বা আখৰ আৰু ধ্বনিৰ সম্পৰ্ক, অসমীয়া স্বৰ আৰু ব্যঞ্জন ধ্বনি, অসমীয়া ভাষাৰ আখৰ, চন্দ্রবিন্দুৰ ব্যৱহাৰ, ণত্ববিধি আৰু ষত্ববিধি

#### অধ্যায় ২: বাক্য সজ্জা

অসমীয়া ভাষাৰ বাক্য ৰীতি : উদ্দেশ্য আৰু বিধেয়, বাক্যৰ শ্ৰেণীবিভাজন, বাচ্য, উক্তি, বাক্যত পদৰ ক্ৰম

#### অধ্যায় ৩: প্ৰত্যয়আৰুবিভক্তি

প্ৰত্যয় : কৃৎ প্ৰত্যয়, তদ্ভিৎ প্ৰত্যয়, নিদিষ্টতাৰাচক প্ৰত্যয়, বিভক্তি : নাম বিভক্তি বা কাৰক বিভক্তি, ক্ৰিয়া বিভক্তি, বিভক্তি আৰু প্ৰত্যয়ৰ পাৰ্থক্য, উপসৰ্গ,

#### অধ্যায় ৪: কাৰক, লিঙ্গ আৰু বচন

কাৰকসংজ্ঞা, কাৰকৰভাগ, লিংগৰ সংজ্ঞা, লিংগৰভাগ, লিংগ বিচাৰৰ নিয়ম, বচনৰ সংজ্ঞা, বচনৰভাগ

#### অধ্যায় ৫: সন্ধি আৰু সমাস

স্বৰসন্ধি, ব্যঞ্জনসন্ধি, দ্বন্দ্ব সমাস, দ্বিগু সমাস, বহুব্ৰীহি সমাস, কৰ্মধাৰয় সমাস, তৎপুৰুষ সমাস, অব্যয়ী ভাব সমাস

#### অধ্যায় ৬: জতুৱা ঠাঁচ আৰু ভাৱ সম্প্ৰসাৰণ

জতুৱা ঠাঁচ আৰু খণ্ডবাক্য, ভাব সম্প্ৰসাৰণ, সাৰাংশ লিখন

#### অধ্যায় ৭: বচনা লিখাৰ সাধাৰণ প্ৰণালী

বচনাকি, বচনালিখাৰনীতি, বচনাৰশ্ৰেণীবিভাগ

#### অধ্যায় ৮: লিখনি নিৰ্মাণ

যতিচিন, লিখনি সুসজ্জত গঠন; অনুচ্ছেদ নিৰ্মাণ; অনুচ্ছেদ লেখন প্ৰক্ৰিয়া; প্ৰবন্ধ/ বচনা নিৰ্মাণ; আপোনাৰ লেখনীৰ সম্পাদনা

#### অধ্যায় ৯: বিশেষ প্ৰবন্ধ লিখাৰ কৌশল

বিশেষ প্ৰবন্ধৰ অৰ্থ, বিশেষ প্ৰবন্ধৰ বিভিন্ন প্ৰকাৰ- সাক্ষাৎকাৰভিত্তিক প্ৰবন্ধ, তথ্যভিত্তিক প্ৰবন্ধ, বিশেষ ব্যক্তিক কেন্দ্ৰ কৰি লিখা প্ৰবন্ধ, ফিচাৰেটচ্, সংবাদভিত্তিক প্ৰবন্ধ আৰু মানৱীয় আগ্ৰহ বৃদ্ধিকাৰী প্ৰবন্ধ, বিশেষ প্ৰবন্ধ নিৰ্মাণ কৌশল

### অধ্যায় ১০: বৃত্তান্ত ইয়াৰ বিভিন্ন ৰূপ

বৃত্তান্ত কি; বৃত্তান্ত কথন, কথক, বৃত্তান্তৰ ধৰন, বৃত্তান্তৰ দৃষ্টিভংগী, শ্ৰোতা নাইবা সম্বোধিত ব্যক্তি; কথনৰ প্ৰকাৰ; কথনৰ উপাদান; বৃত্তান্তৰ বৰ্ণনা উপযুক্ততা আৰু বিশ্বাসযোগ্যতা; বৈখিক আৰু অ-বৈখিক বৃত্তান্তৰ গাঁথনি; বৃত্তান্তৰ অনুচ্ছেদ; প্ৰবন্ধৰচনাতবৃত্তান্ত

### অধ্যায় ১১: ভাষা দক্ষতা

শব্দকোষ-শব্দৰ বাছনি; একাধিক অৰ্থ থকা শব্দ; সমার্থক আৰু বিপৰীত শব্দ, বাক্য গাঁথনি, কিছুমান সাধাৰণ ভুল

### অধ্যায় ১২ : সংবাদ মাধ্যমৰ বাবে লিখাৰ উৎস

উৎসৰ প্ৰকাৰ; সংবাদ উৎসৰ বিকাশ; নীতিগত দিশ আৰু আৰোপিত বৈশিষ্ট্য

### অধ্যায় ১৩ : সমীক্ষা লেখন

গ্ৰন্থ সমীক্ষাৰ কলা; চলচ্চিত্ৰ সমীক্ষাৰ কলা; নাট্য সমীক্ষাৰ কলা; সংগীত সমীক্ষাৰ কলা

### অধ্যায় ১৪ : বিজ্ঞাপন

বিজ্ঞাপন কি; বিজ্ঞাপনৰ প্ৰধান ধাৰণাসমূহ; কপি ৰাইটিং; বেডিঅ' কপি; টেলিভিছন কপি

### Reading List

Goswami, Upendranath (1997); *AxamiyaBhasarByakoron*; Guwahati: Moni-Manik Prakash

Goswami, Golokchandra (1996); *AxamiyaBornoprokash*; Guwahati: Bina Library

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

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*, Pragun Publications, New Delhi

**AEC 102**

## **English for Media Studies**

### **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

### **UNIT11: 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

**AEC 103**

## **Writing for Media**

### **Unit 1: THE STRUCTURE OF WRITING**

The cohesive structure of writing, The Structure of Paragraphs, The Writing Process of Paragraphs, The Structure of Essays/Articles, Editing your writing

### **Unit 2: WRITING FEATURE STORIES**

Meaning of a feature story, Types of feature stories – Interview features, Information features, Personality features, Featurttes, News features and human interest features, Feature story construction

### **Unit 3: FORMS OF NARRATION**

What is Narrative, Narration, Narrator, Narrative Mode and Narrative Point of View, Varieties of Narration, Elements of Narration, Reportability and Credibility of a Narrative, Linear and Non-linear Narrative Structure, The Narrative Paragraph, Narration in an Essay

### **Unit 4: LANGUAGE SKILLS**

Vocabulary: Making choices, Words having multiple meaning, Synonyms and Antonyms, Sentence Structure, Some Common Errors

### **Unit 5: SOURCES OF WRITING FOR THE MEDIA**

Types of sources, Developing news sources, Ethics and Attribution

### **Unit 6: REVIEW WRITING**

Techniques of book review, Techniques of film review, Techniques of play review, Techniques of musical review

### **Unit 7: COPYWRITING FOR ADVERTISEMENTS**

Introduction: What is advertising?, Key concepts of advertising, Copywriting, Radio copy, Television copy

### **UNIT8: WRITING FOR COLUMN, SCIENCE AND PRESS RELEASE**

Column writing, Science write- up, Press Release

### **UNIT 9: EDITING**

Meaning of Editing, Language Editing, Writing and Editing Photo Caption, Language for explaining graphs, charts, maps; Proof Reading

### **UNIT 10: WRITING FOR RADIO**

Language and style of radio, Writing for radio news, structure of a radio news bulletin, Radio features and current affairs programmes

## **UNIT 11: WRITING FOR TELEVISION**

Characteristics of broadcast news, Broadcast Lead, Preparing a Broadcast Copy

## **UNIT12: SCRIPTWRITING FOR FILMS**

Format, component and styles, Shooting script and storyboarding, Steps to follow while writing a script

## **UNIT13: ART OF WRITING PLAYS**

Types of Play, Formats of performance, Structure of a Play, Steps to write a Play

## **UNIT 14: WRITING CAPTIONS FOR PHOTOJOURNALISM**

Concept of photojournalism, Basics of photojournalism, Qualities of a photojournalist, Basic parts of a caption, Writing and editing captions

## **UNIT15: COPY AND PROOF EDITING**

Principles of copy editing, The Language of copy writing, Print media requirements, Radio and television copyediting

## **AEC 104**

### **Social Entrepreneurship and Project Management [Credits=3+1]**

#### **Course Objectives**

The Course aims at enabling the learner

- To be able to define the field of social entrepreneurship and key traits of social entrepreneurs
- To be able to describe and apply key theories and concepts the field of social entrepreneurship
- To understand the key elements and functions of project management

#### **Course Outcomes**

This course will enable the learners

- To understand social entrepreneurship and livelihood means for sustainable development. This course focuses on optimum utilization of available resources.

#### **Syllabus**

##### **UNIT 1: ENTREPRENEURSHIP**

Meaning of Entrepreneur; Characteristics of an Entrepreneur; Emergence of Entrepreneurial Class; Role of Entrepreneurs in Economic Growth; Meaning, concept of Entrepreneurship; entrepreneurial leadership and Motivation

##### **UNIT 2: THEORIES OF ENTREPRENEURSHIP**

Economic Theory; Sociological Theory; Dynamic Entrepreneurship Innovation Theory; Leibenstein's X- efficiency Theory; Theory of Profit

##### **UNIT 3: SOCIAL ENTREPRENEURSHIP**

Meaning, Concepts, Importance of Innovation in the social development sector; Entrepreneurship Development Programmes- Meaning and Importance; Institutions providing Entrepreneurship Development Programmes in India; Banking and Microfinance

##### **UNIT 4: SOCIAL ENTREPRENEURSHIP IN NORTHEAST INDIA**

Social Sector Perspectives and Interventions; Role of Entrepreneurship Development Programmes in Context of North- East Region; Local Economy and Training Indigenous Entrepreneurs

##### **UNIT 5: SOCIAL ENTREPRENEURSHIP AND LIVELIHOODS**

Joint ventures in social entrepreneurship, public private joint ventures, partnerships for power, solidarity and benefit sharing, ownership rights within joint ventures, addressing dilemmas of corporate and international joint ventures for livelihoods

##### **UNIT 6: SOCIAL SECURITY AND LIVELIHOODS**

Strategies through Networking and Partnerships, Livelihood Policy, Livelihood security through five-year plans MGNREGA- understanding from socio-political, cultural perspectives, impact, People's participation and democratic governance

## **UNIT 7: PROJECT MANAGEMENT AND SOCIAL ENTREPRENEURSHIP**

Meaning of Project management; Social Entrepreneurship as an emerging concept in corporate India and skills in Project Management, Government bodies and Voluntary Sector, Social Entrepreneurship Models

## **UNIT 8: PROJECT LIFE CYCLE**

Phases: Conception/Formation Stage; Definition/Build-up Phase; Acquisition/Production Phase; Operation Phase; Divestment/Termination Phase

## **UNIT 9: PROJECT ASSESSMENT**

Assessment tools for social mapping, budget analysis, monitoring and evaluation of pro-people policies and projects supported by public and private funds, Diversity Mapping within organizations and groups; outreach of programme implementation process, Ecological debts, Environment and Social Costing; Financial Analysis

## **UNIT 10: LEADERSHIP AND RESOURCE PLANNING IN PROJECT MANAGEMENT**

Leadership styles, processes, motivation, strategies, leadership roles in sustaining projects, leadership and communication, leadership in vulnerable sectors, people's leadership and ethics,

Forward backward linkages between resource groups, fund raising, fund allocations, resource mobilization plans

## **UNIT 11: VALUE-CO CREATION**

Synergy between products, people and process, innovations for market and for social capital creation, valuing abilities within disabilities, social inclusion with exclusive rights of marginalized categories, Quality driven initiatives and alternative development models

## **UNIT 12: NETWORKING**

Tools of social resource mapping and utilization process, Livelihood networks based on ecosystems, Solidarity networks, Community networks, Outcome mapping through networks, power and networking, role of communication in networking.

**Practicum:** Social Entrepreneurship and Livelihood Initiatives/ Projects, Case Studies (1 credit)

### **Readings List**

Khanka. S. S. (2013). *Entrepreneurial Development*; S. Chand & Co. Ltd., Ram Nagar, New Delhi.

Donald F. Kuratko, (2014). *Entrepreneurship – Theory, Process and Practice*, 9th Edition, Cengage Learning.

Abyad, Abdulrazak (2018), Project Management, Motivation Theories and Process Management, *Middle East Journal of Business*, Oct. 2018, Vol. 13, Iss. 4

PetarJovanović, Ivana Berić, (2018), Analyses of the available Project Management Methodologies, *Journal of Sustainable Business and Management Solutions in Emerging Economies*, 2018/23(3)

## **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**

Righteousness, 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: Bantam
- 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

## **Computer Applications in Quantitative Analysis [Credits 3+1]**

### **UNIT1: FUNDAMENTALS OF QUANTITATIVE ANALYSIS**

Introduction to quantitative analysis, Idea and process of quantification, issues of quantification, counting and measurement, notion of scale, dimensions of measurement, reliability and validity of scale, sensitivity and robustness of scale

### **UNIT 2: TYPES OF QUANTITATIVE DATA AND REPRESENTATION**

Primary and secondary data; nominal, ordinal, interval and ratio data; time series, cross section and panel data; graphs and diagrams, tables – one way and cross tables

### **UNIT 3: BASICS OF HANDLING DATA IN SPSS**

Understanding SPSS Environment – Data and Variable View; Defining Variables in a Dataset; Reading, Importing and Entering Data; Recoding Variables – Recoding into Same and Different Variables

### **UNIT 4: DESCRIPTIVE STATISTICS USING SPSS**

Obtaining Frequency Tables; Getting Descriptive Statistics Measures: Central Tendency, Dispersion, Skewness and Kurtosis

### **UNIT 5: HANDLING OUTLIERS AND TESTING NORMALITY**

Exploring Data to Check Key Assumptions such as Outliers and Normality

### **UNIT 6: CROSS TABULATION**

Obtaining and Use of Cross Tables; Checking for Independences – Chi-Square etc.; Adding Layers to Cross Tables

### **UNIT 7: CUSTOM TABLES**

Making Custom Tables – Adding Totals, Sub-Totals and Categories and Statistics; Handling three or more variables in Custom Table; Dealing with Multiple Responses

### **UNIT 8: CORRELATION ANALYSIS**

Understanding Correlation by Scatter Diagrams; Obtaining Pearson's and Spearman's Correlation Coefficients

### **UNIT 9: REGRESSION ANALYSIS**

Carrying out Simple Linear Regression; Obtaining Multiple Regressions; Carrying out Regression Diagnostics for Autocorrelation, Heteroscedasticity and Multicollinearity, Logistic Regression

### **UNIT 10: TESTING OF HYPOTHESIS**

Basic steps in Hypothesis Testing; Carrying out t-Tests – Independent and Paired; Conducting ANOVA and performing Post Hoc Tests

## **UNIT 11: FACTOR ANALYSIS**

Basic understanding of data reduction, Utility of Factor Analysis, Dimensions and Rotations, Component Matrix, Factor and Factor Scores

***Practical:*** Hands on activities and work-sessions [1 Credit]

## **VAC 101**

### **Introduction to Ethics**

#### **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: 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 6: PURUSARTHA**

Artha, Kama, Dharma, Moksa, Four Basic Sciences

#### **UNIT 7: THEORIES OF PUNISHMENT NOTION OF CRIME AND PUNISHMENT**

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

#### **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*

**VAC 102**

## **Essentials of Indian Constitution**

### **UNIT 1: MAKING OF THE INDIAN CONSTITUTION**

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

### **UNIT 2: 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 3: FEATURES OF THE INDIAN CONSTITUTION**

Salient Features of the Indian Constitution

### **UNIT 4: 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 5: 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 6: 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 7: 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 8: 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

#### **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.

## VAC 103

# Indian Traditional Knowledge System

### Course Objectives

- To illustrate selective contents from the rich grove of Indian classical literature as well as other fields of pragmatic study
- To develop understanding of rich Indian heritage through the selective texts among the learners

### Course Outcomes

- The learners will be able to identify a rich cultural past and connect it with the present India
- The learners will be able to organize themselves and gain benefit in their vocational pursuit

### Syllabus

#### অধ্যায় ১: যোগদর্শনৰ পৰিচয়

দর্শনসংজ্ঞা, দার্শনিক পৰিভাষাত যোগৰ মূল্যায়ন, যোগৰ সংজ্ঞা আৰু অৰ্থবিচাৰ, যোগৰ উৎপত্তি, যোগসাহিত্য, যোগপণ্ডিতসকল, যোগৰ শ্ৰেণীবিভাজন, যোগ দর্শনৰ মূল সিদ্ধান্তসমূহ, যোগৰ লক্ষ্য আৰু উদ্দেশ্য

#### অধ্যায় ২: আয়ুৰ্বেদ আৰু বাস্তুশাস্ত্ৰ

আয়ুৰ্বেদ বা চিকিৎসাশাস্ত্ৰ, আয়ুৰ্বেদ শাস্ত্ৰৰ উদ্দেশ্য আৰু ভাগ, আয়ুৰ্বেদ শাস্ত্ৰৰ উৎস, বিভিন্ন আয়ুৰ্বেদ শাস্ত্ৰৰ উল্লেখ, বাস্তুশাস্ত্ৰ পৰিচয়, বাস্তুশাস্ত্ৰৰ উৎস, বিভিন্ন বাস্তুশাস্ত্ৰৰ উল্লেখ, শব্দার্থ তালিকা

#### অধ্যায় ৩: বেদান্ত দর্শনৰ পৰিচয়

বেদান্তৰ উৎপত্তি আৰু ক্ৰমবিকাশ, অদ্বৈত বেদান্ত দর্শনৰ বিভিন্ন বিষয়বস্তুৰ চমু আভাস, জ্ঞানতত্ত্ব, ব্ৰহ্মতত্ত্ব, জগততত্ত্ব, মায়াতত্ত্ব, ঈশ্বৰতত্ত্ব, জীৱতত্ত্ব, মোক্ষতত্ত্ব

#### অধ্যায় ৪: অলংকাৰ শাস্ত্ৰৰ সম্প্ৰদায়সমূহ

কাব্যশাস্ত্ৰৰ আৰম্ভণি আৰু বিকাশ, অলংকাৰ শাস্ত্ৰৰ বিভিন্নসম্প্ৰদায়

#### অধ্যায় ৫: কৌটিল্যৰ অৰ্থশাস্ত্ৰঃ পৰিচয়

অৰ্থশাস্ত্ৰৰ ৰচয়িতা, অৰ্থশাস্ত্ৰৰ বিষয়বস্তু, অৰ্থশাস্ত্ৰৰ নামকৰণৰ তাৎপৰ্য, ভাৰতীয় পৰম্পৰাত অৰ্থশাস্ত্ৰৰ গুৰুত্ব

#### অধ্যায় ৬: চৰকসংহিতাঃসাধাৰণ আলোচনা

আয়ুৰ্বেদঃ আয়ুৰ্বেদৰ অৱতৰণ, চৰক সংহিতাৰ পৰম্পৰা, চৰক সংহিতাৰ অধ্যায়বিভাগ, চৰক সংহিতাৰ অধ্যায়সমূহৰ নামকৰণ, চৰক সংহিতা টীকাৰ

## অধ্যায় ৭: অসমত ৰচিত হোৱা সংস্কৃতকাব্য

ধৰ্মশাস্ত্ৰ অথবা স্মৃতিশাস্ত্ৰঃ তন্ত্রসাহিত্য, পুৰাণসাহিত্য, নাটক, ব্যাকৰণ, কাব্যঃ শ্ৰীকৃষ্ণলীলামৃত, সতীজয়মতী, শ্লোকমালা, পতাকামায়, প্রকামকামৰূপম্, অবিনাশি, কবিকৌতূহলম্, প্রশস্তিমূলককাব্য, ব্যঞ্জনাপ্ৰপঞ্চসমীক্ষা, অনূদিতকাব্য

### Reading List

Bahadur, K.P. The Wisdom of Yoga; New Delhi; Sterling Publishers Pvt. Ltd.

Kane, P.V. (1994); History of Indian Poetics; Delhi: Motilal Banarasidas

Goswami, Haramohan Deb (1992); Sanskrit Sahityar Buranji; Guwahati: Bookland

Goswami, (Dr) Dilip Kumar (2018); Essentials of Ayurveda; Jorhat: Eastern Readers Publication

## **VAC 104**

### **English Communication Skills**

#### **UNIT 1: WHAT IS COMMUNICATION?**

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

#### **UNIT 2: COMMUNICATION SKILLS**

What is Communication? Types of Communication, Written Communication, Spoken Communication, Non-Verbal Communication, Essentials of Written Communication, Essentials of Oral Communication

#### **UNIT 3: 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 4: ISSUES ON ORAL COMMUNICATION II**

Conversation as a speech event, Turn-Taking, The Language of Conversation, Phrasal Verbs

#### **UNIT 5: TELEPHONE SKILLS**

Understanding Telephone Communication, Handling Calls, Making Requests, Request to Do Things, Giving Instructions

#### **UNIT 6: INTERVIEW SKILLS**

The Art of Interviewing, Examples of Interviews—Job Interviews, Media Interviews

#### **UNIT 7: PUBLIC SPEAKING**

The art of Public Speaking, Techniques of Persuasive Speech, Techniques of Informative Speech

#### **UNIT 8: 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

**VAC 105**

## **Traditional Media**

### **UNIT1: TRADITIONAL FOLK MEDIA**

Traditional folk media- An introduction, Nature of traditional folk media, communication through traditional folk media, traditional media as a part of socio-cultural and ritual communication

### **UNIT 2: FEATURES OF TRADITIONAL FOLK MEDIA**

Traditional media as a mass medium, features and characteristics of traditional folk media- its advantages and disadvantages, storytelling as the core of traditional media

### **UNIT 3: TRADITIONAL MEDIA IN INDIA**

History and growth of traditional media in India- A brief overview of some of the traditional folk media forms of India; Applications of traditional media for development purposes

### **UNIT 4: TECHNOLOGICAL IMPLICATIONS ON TRADITIONAL FOLK MEDIA**

Impact of electronic media on traditional media; Mass communication media vis-à-vis Folk Culture; Success stories of the use of traditional media as a catalyst of social change and development

### **UNIT 5: TRADITIONAL MEDIA FOR DEVELOPMENT COMMUNICATION**

Development Communication and Traditional Media – Development Communication, Traditional media as development media; How to use traditional folk media for development communication

### **UNIT 6: TRADITIONAL FOLK MEDIA AND INDIAN CULTURE**

Features of Folk Tradition- features of folk tradition, role of traditional media, Media for Communicating Social Ethos- traditional media and social ethos, modern mass media and social ethos, Folk media as a platform for disseminating information about Indian culture

### **Unit 7: RELEVANCE OF TRADITIONAL FOLK MEDIA**

Traditional folk forms in rural India- folk theatre, folk songs, narrative forms, religious discourse, puppet show, Impact on rural development, Uses in different fields

## **VAC 106**

# **Advertisement Strategy**

### **UNIT1: ADVERTISING – BASIC CONCEPT**

Concept of advertising; objectives & scope; social and ethical implications of advertising; types of advertising

### **UNIT2: INTEGRATED MARKETING COMMUNICATION AND ADVERTISING**

Importance of business communication; advertising as a communication process; AIDA model and its purpose; advertising as an element of marketing mix

### **UNIT 3: DEVELOPING EFFECTIVE PROMOTION**

Identifying the target audience; determining the promotional objectives; designing the promotion and selecting the channel; establishing the promotional budget and implementing promotional strategy

### **UNIT4: MANAGING ADVERTISEMENTS -I**

Developing and managing advertising program, setting advertising objectives, DAGMAR, Deciding on advertising budget

### **UNIT 5: MANAGING ADVERTISEMENTS -II**

Developing the advertising message, role of music and humour in advertising, factors considered while developing the advertising copy, creativity in advertising

### **UNIT 6: MEDIA STRATEGIES**

Media planning and objectives, deciding on media, different types of media and their advantages and disadvantages, choosing among major media types, media schedule decisions, space and time buying

### **UNIT 7: EVALUATING ADVERTISING EFFECTIVENESS**

Deciding on reach, frequency and impact; copy testing, advertising recognition and recall tests, Issues in assessing impact of advertising, measuring the performance of an advertising agency

## VAC 202

# 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 cybersecurity 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 cyberattacks, 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

### MODULE 1: OVERVIEW OF CYBER SECURITY

Cyber security increasing threat landscape, Cyber security terminologies- Cyberspace, attack, attack vector, attack surface, threat, risk, vulnerability, exploit, exploitation, hacker., Non-state actors, Cyber terrorism, Protection of end user machine, Critical IT and National Critical Infrastructure, Cyberwarfare, Case Studies.

## **MODULE 2: CYBER CRIMES**

Cyber crimes targeting Computer systems and Mobiles- data diddling attacks, spyware, logic bombs, DoS, DDoS, APTs, virus, Trojans, ransomware, data breach., Online scams and frauds- email scams, Phishing, Vishing, Smishing, Online job fraud, Online sextortion, Debit/ credit card fraud, Online payment fraud, Cyberbullying, website defacement, Cyber-squatting, Pharming, Cyber espionage, Cryptojacking, Darknet-illegal trades, drug trafficking, human trafficking., Social Media Scams & Frauds- impersonation, identity theft, job scams, misinformation, fake news cyber crime against persons - cyber grooming, child pornography, cyber stalking., Social Engineering attacks, Cyber Police stations, Crime reporting procedure, Case studies.

## **MODULE 3: CYBER LAW**

Cyber crime and legal landscape around the world, IT Act,2000 and its amendments. Limitations of IT Act, 2000. Cyber crime and punishments, Cyber Laws and Legal and ethical aspects related to new technologies- AI/ML, IoT, Blockchain, Darknet and Social media, Cyber Laws of other countries, Case Studies.

## **MODULE 4: DATA PRIVACY AND DATA SECURITY**

Defining data, meta-data, big data, non-personal data. Data protection, Data privacy and data security, Personal Data Protection Bill and its compliance, Data protection principles, Big data security issues and challenges, Data protection regulations of other countries- General Data Protection Regulations(GDPR),2016 Personal Information Protection and Electronic Documents Act (PIPEDA), Social media- data privacy and security issues.

## **MODULE 5: CYBER SECURITY MANAGEMENT, COMPLIANCE AND GOVERNANCE**

Cyber security Plan- cyber security policy, cyber crises management plan., Business continuity, Risk assessment, Types of security controls and their goals, Cyber security audit and compliance, National cyber security policy and strategy.

### **Reading List**

Cyber Security Understanding Cyber Crimes, Computer Forensics and Legal Perspectives by Sumit Belapure and Nina Godbole, Wiley India Pvt. Ltd

Information Warfare and Security by Dorothy F. Denning, Addison Wesley

Security in the Digital Age: Social Media Security Threats and Vulnerabilities by Henry A. Oliver, Create Space Independent Publishing Platform

Data Privacy Principles and Practice by Natraj Venkataramanan and Ashwin Shriram, CRC Press

Information Security Governance, Guidance for Information Security Managers by W. Krag Brothy, 1st Edition, Wiley Publication

Auditing IT Infrastructures for Compliance By Martin Weiss, Michael G. Solomon, 2nd Edition, Jones Bartlett Learning

# Annexure V

## Course wise Faculty Allotment

### Two Year M.A Programme in Sanskrit

SEMESTER	DSC (CORE)	SCHOOL	DISCIPLINE	FACULTY/ COURSE COORDINATOR
I	PGSK S1 C01 History of Sanskrit Literature	PGBSH	Sanskrit	Mr. Pinku Kalita
	PGSK S1 C02 Sanskrit Nāṭaka (Drama)	PGBSH	Sanskrit	Ms. Leena Ojah
	PGSK S1 C03 Sanskrit Mahākāvya (Poetry)	PGBSH	Sanskrit	Dr. Indrani Deka
II	PGSK S2 C04 Sanskrit Grammar	PGBSH	Sanskrit	Mr. Pinku Kalita
	PGSK S2 C05 Sanskrit Gadya (Prose) and Nītikāvya	PGBSH	Sanskrit	Ms. Leena Ojah
	PGSK S2 C06 Modern Sanskrit Kāvya and Sanskrit Metre	PGBSH	Sanskrit	Dr. Indrani Deka
III	PGSK S3 C07 Poetics and Arthaśāstra	PGBSH	Sanskrit	Dr. Indrani Deka
	PGSK S3 C08 Indian Philosophy	PGBSH	Sanskrit	Ms. Leena Ojah
	PGSK S3 C09 Āranyaka, Āyurveda Samhita and Gītā	PGBSH	Sanskrit	Mr. Pinku Kalita
IV	PGSK S3 C10 Mantra and Brāhmaṇa	PGBSH	Sanskrit	Mr. Pinku Kalita

	<b>PGSK S3 C11 Upaniṣad and Purāṇas</b>	PGBSH	Sanskrit	Ms. Leena Ojah
	<b>PGSK S3 C12 Sanskrit Language and Linguistics</b>	PGBSH	Sanskrit	Dr. Indrani Deka
<b>SEMESTER</b>	<b>DSE (MINOR)</b>	<b>SCHOOL</b>	<b>DISCIPLINE</b>	<b>FACULTY/COURSE COORDINATOR</b>
I	<b>PGSK S1 E01 Sanskrit Epic and Kāvya</b>	PGBSH	Sanskrit	Ms. Leena Ojah
II	<b>PGSK S2 E02 Dharmaśāstra</b>			Mr. Pinku Kalita
III	<b>PGSK S3 E03 Mathematics in Sanskrit, Vastūvidyā, Temple Studies</b>	PGBSH	Sanskrit	Dr. Indrani Deka
IV	<b>PGSK S4 E04 Sanskrit studies in India and Assam</b>	PGBSH	Sanskrit	Dr. Indrani Deka