

KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY

PROGRAMME PROJECT REPORT

ON

BACHELOR OF ARTS (HONS) (EDUCATION)

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



Submitted to
**UNIVERSITY GRANTS COMMISSION
NEW DELHI**

Submitted by
**K. K. HANDIQUI STATE OPEN UNIVERSITY
GUWAHATI, ASSAM**

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Four Year Undergraduate (FYUG) Programme in Education *(To be offered from the academic session 2023-24 onwards as per NEP 2020)*

1. Overview and Background

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

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

The Programmes on offer, thus, incorporate discipline specific core (DSC) courses along with ranges of elective courses (DSE), which are expected to enable the learners for wider exposure and opportunities; e.g. intending learners of BBA, BCom, can opt for any course from social sciences as minor just as those from social sciences can opt for courses in mathematics or mass communications. Besides, bundles of courses are also being provided as Interdisciplinary Courses (IDC), ability enhancement courses (AEC); skill enhancement

courses (SEC); and value added courses (VAC) to fulfil requirements of the NEP 2020. The Four Year UG Programme Framework of the University, accordingly, in general, incorporates elements of the Indian knowledge system – including, inter alia, Indian languages, culture, values, and traditions. For instance, the 2nd semester includes a 2 credit course on Yoga as VAC while the 3rd semester incorporates a 4 credit course on Life Skills as AEC. Similarly, courses on environmental studies, digital literacy, organic farming etc. are also offered within the baskets of VAC and SEC.

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Notably, the academic disciplines of the University are organised as ‘Schools’; hence, it is expected that this would facilitate smooth conduct of the Programmes with a multidisciplinary and/or interdisciplinary focus. To this effect, necessary arrangements have been made for attaching faculty members from related disciplines to impart the courses.

The Centre for Internal Quality Assurance (CIQA) of the University has organised a number of meetings and workshops regarding the implementation of NEP 2020 in the context of ODL. With all the inputs, the Committee on Courses (CCS) and the Schools of Studies, involving outside subject experts drawn from reputed Universities of the region have designed the Programmes and the detail syllabi. The updated and revised syllabus was placed in the Schools of Studies and after getting due recommendation from it subsequently the syllabus was approved in the Academic Council of the University. This Programme Project Report (PPR) on Four Year UG Programme on Education under the Discipline of Education of the Indira Miri School of KKHSOU is an outcome of this process.

2. Programme's Mission and Objectives:

Mission and Vision of the K. K. Handiqui State Open University:

- The motto of the University is to make education beyond barriers and provide the educational opportunity to the unreached irrespective of socio-economic status, geographical location, physical disabilities and gender.
- It will also provide education to the housewives, semi-literate, unemployed youth, jail inmates as well as highly educated people.
- This University provides the opportunities of higher education to those who remain deprived of higher education for other numerous reasons.
- The mission and vision of the University is to enhance the capabilities of learners particularly women learners who wish to empower themselves by attaining the required level of education and necessary professional skills.
- Learning while earning
- To provide social justice to all the stakeholders is the prime focus of the University.

Mission and Objectives of the Programme:

The University has introduced Education as one of the elective subjects to contribute towards accomplishment of the mission of the University. The subject is offered by the University for both the pass course and major course learners. As per the recommendations of the UGC Credit framework 2022, apart from the major and minor courses, there may be some multidisciplinary courses that will lead the holistic development of the learners across the disciplines at the undergraduate level. Through the programme, the emphasis was laid on to develop a holistic learning environment among the learners which is the soul recommendation of the NEP 2020. The objectives of the programme are as follows.

- To provide opportunities of higher education to the learners expecting to study education as a subject in the degree level.
- To make people educated and acquaint them with some need based skills that will be essential for helping them lead a decent life in the society.
- To help the learners to adjust with the community, society, nation or the world as a whole and participate in the development process of the society and the country.

- To encourage the learners who want to study the subject as a major course to understand the subject of education in detail.
- To acquaint learners with the current educational pedagogy in the teaching learning process.
- To generate the awareness level learners towards constitutional, humanistic, ethical and moral values.
- To encourage the learners who want to develop their employability and livelihood skills through experiential form of learning pedagogy, internship and field work
- To help the learners to develop their capacities and ideas in order to cope with the 21st century digital learning environment.

3. **Relevance of the Programme with KKHSOU's Mission and Goals:**

We can highlight the relevance of the BA Programme in Education with KKHSOU's mission and goals as follows:

1. The programme provides learning throughout life by giving learners an opportunity in the flexible entry and exit point of learning without any age bar. This also signifies equity and access in the field of higher education.
2. Contributes towards preserving societal values by incorporating chapters like value education in the curriculum.
3. Higher education also aims at skill development for those who aspire for being teachers and for those who are already in the teaching profession. Education as a subject help in development of teaching skills by introducing papers like methods of teaching, and psychological practical which help learners to understand the psychology of children in their near future.
4. Provide the opportunity to the learners to become a true sense of self-learner. Through SLMs, Learners may get the opportunity to Read, Review, Respond, Explore and Assess their own learning level at their own.
5. Education is multidisciplinary subject that provide the ample scope to the learners for ensuring their their own learning outcome according to the changing needs and desires of the society.

4. **Nature and Prospective target groups of Learners:**

- Those who are desirous of further studies in the field of higher education but failed to get the opportunity.
- The learners particularly women who want to educate themselves for a decent standard of living and better professional livelihood.
- Teachers, educational administrators, educational practitioners, instructors, counselors, NGO's workers, service holders etc.

5. **Appropriateness of Programme to be Conducted in Open and Distance Learning**

Modeto acquire Specific Skills and Competence :For running the programme BA in Education forthe learners, the concerned department of the university prepares SLMs (Self Learning Materials) in print form for imparting education to the learners. Apart from the SLMs in print form various other additional learner support services like counselling classes in study centres, online mentoring session, walk-in- counselling, assignments, video materials through the university's YouTube Channel, online materials through LMS, Live classes through various digital platform, educational programmes through community radio are provided to the learners for imparting education so that learners would not feel isolated during his or her learning period. Thus, it is appropriate for running the programme through the ODL mode. Through this programme, learners will acquire specific skills and competence essential for a decent standard of living. The following are the specific skills that can be acquired by the learners through the programme:

- Basic abilities on Teaching-learning transaction
- Pedagogical skills: Understanding on the usability of methodology for academic transaction in various levels
- Organizational skills: Organizing various educational and academic activities
- Guidance and Counselling
- Leadership qualities development
- Life skills and digital skills
- Qualities for cooperation and collaboration through peer learning and team work
- Communication skills, critical thinking skills, creativity etc.

6. Instructional Design:

6.1 Curriculum Design: The revised UG Education program has been so designed that it meets the standards of NEP 2020 and the UGC ODL Regulations 2020. With the help of experts in the subject from other reputed universities in the region, the contents of the syllabus are updated. While preparing the syllabi, NEP-2020 Documents, 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 and recommendations of Madhava Menon Committee have been consulted.

6.2 Programme Structure: The 4-year BA in Education programme has been designed according to **NEP 2020** with multiple exit options. A learner can earn a Certificate in Education after successfully completing two semesters. Following successful completion of four semesters, a learner may opt for a Diploma in UG. After successfully completing six semesters, a learner can receive a UG degree in Education. A detailed outline of the program structure can be found in ***Annexure I***. The detailed course wise syllabus of the Education programme is given in ***Annexure II***.

6.3 Duration of the Programme: After successful completion of eight semesters, a learner can opt for UG Degree Honours/Research in Education. Minimum duration of the programme is one year for a certificate programme and maximum duration is eight years for the UG programme with Honours. In case, a learner is not able to qualify a course in the first attempt, he/she will have to qualify in the particular course within the next four attempts, subject to maximum duration of the study

6.4 Definition of Credit Hours: As per 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 counselling per course are offered to learners at their respective study centres or through centralized online counselling.

6.5 Faculty and Support Staff Requirement: The Discipline of Education of Indira Miri School of Education of KKHSOU currently has Six full time faculty members (One Associate Professor and Five Assistant Professors). As the BA Programme has components of Spoken English, MIL, Environmental Studies, Cyber Security, Office Management etc. it requires interdisciplinary and multidisciplinary effort. Therefore, support of faculties from different schools of the University has been mobilized for design and delivery of the UG. Programme. A list of faculty members and course coordinators against each core course of this UG in Education programme is presented in Table 1. Along with the faculty members of the headquarters, the academic counsellors of different LSCs also help the learners in the learning process. Besides this, there are adequate numbers of support staff available in the University headquarters, regional centres and different LSCs.

Table 1: Distribution of Course Coordinators UG in Education

Sl. No.	Name of the Course	Semester	Name of the Course Coordinator	Email Address	Contact No
1.	Principle and Theories of Education	I	Dr. Ritimoni Bordoloi	ritimonibordoloi@gmail.com	7635817578
2.	Psychological Foundation of Education	II	Dr. Pranab Saikia	pranabsaikia@kkhsou.in	8638156697
3.	Sociological Foundation of Education	III	Dr. Indrani Kalita	indrani.kalita2012@gmail.com	7002235885
4.	Select Issues in Indian Education	III	Dr. Arunima Borah	drarunima.borah@kkhsou.in	9707086019
5.	Introduction to Distance and Digital Education	IV	Dr. Ritimoni Bordoloi	ritimonibordoloi@gmail.com	7635817578
6.	Educational	IV	Dr. Arunima	drarunima.borah@kkhsou.in	9707086019

	Technology		Borah		
7.	Educational Management	IV	Dr. Devajani Duara	archana.adhikary@kkhsou.in	8752919776
8	History of Education during Pre-Independence in India	V	Dr. Archana Adhikary	archana.adhikary@kkhsou.in	8752919776
9.	Measurement and Statistics in Education	V	Dr. Indrani Kalita	indrani.kalita2012@gmail.com	7002235885
10	Economics of Education	V	Dr. Ritimoni Bordoloi	ritimonibordoloi@gmail.com	7635817578
11	Environmental Education	V	Dr. Parnab Saikia	pranabsaikia@kkhsou.in	8638156697
12	History of Education during post-independence	VI	Dr. Archana Adhikary	archana.adhikary@kkhsou.in	8752919776
13	Population Education	VI	Dr. Devajani Duara	devajanid@kkhsou.in	9435392726
14	Education for Community Development*	VI	Dr. Ritimoni Bordoloi	ritimonibordoloi@gmail.com	7635817578
15	Guidance and Counselling	VI	Dr. Pranab Saikia	pranabsaikia@kkhsou.in	8638156697
16	Skill Development of the youths and their livelihood	VII	Dr. Ritimoni Bordoloi	ritimonibordoloi@gmail.com	7635817578

17	ICT in Teaching-Learning	VII	Dr. Devajani Duara	devajanid@kkhsou.in	9435392726
18	Psychological Practical	VII	Dr. Ritimoni Bordoloi & Dr. Arunima Borah	ritimonibordoloi@gmail.com drarunima.borah@kkhsou.in	7635817578 9707086019
19	Gender and Society	VIII	Dr. Ritimoni Bordoloi	ritimonibordoloi@gmail.com	7635817578
20	Value Education and Human Rights	VIII	Dr. Indrani Kalita & Dr. Archana Adhikary	indrani.kalita2012@gmail.com	7002235885

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

- a. *Learning Objectives* (major objectives of the Unit are stated)
- b. *Introduction* (linkage with previous Unit as may be applicable and general introduction of the content is provided)
- c. *Check Your Progress* (generally after every section CYP is provided to learners to gauge their understanding)

- d. *Answers to Check Your Progress* (CYP answers are provided at the end of the Unit)
- e. *Activity/Activities* (activities for enhancing learners' critical outlook is included in SLM)
- f. *Let us Know* (Depending on the necessity some important information related to the content is provided in a box)
- g. *Let us Sum Up* (pin pointed summary of the Unit is given)
- h. *Further Reading* (this section has been incorporated for those learners who are interested in advance knowledge of the content)
- i. *Model Questions* (Different types of questions have been provided in the unit).

6.7 Identification of Media—print, Audio or Video, Online, Computer Aided: All learners will be provided with print as well as e-SLMs, which are quite comprehensive in terms of the coverage of the contents of the syllabi. The faculty of the discipline have also prepared Unit wise video lectures and presentations for the courses of the Programme. These are hosted in the University's own YouTube channel <https://www.youtube.com/@kkhsou>. These audio-video contents together with the e- SLMs are sourced to the University's LMS e-bidya (<https://www.lmskkhsou.in/web/>) in such a way so that the learners can access these digital contents at ease according to their Programme and course requirements.

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

Further, in pursuance of the UGC's notification and guidelines the University has also adopted a policy of allowing the learners to undertake MOOCs from the Swayam

platform as identified and duly approved by the University for credit transfers in various semesters as and when required.

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

6.8 Learner Support Services:

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

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

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

University has installed Braille printers for this category of special learners in the University SLM branch.

- (i) **Face-to-face/Online Ticketing/Complaint System:** Learners' queries are attended in the face-to face mode and digital mode as well in a continuous way, through telephone, SMS and emails. There is a dedicated online portal (<https://www.kkhsou.in/complain/in/index.php/>) through which the queries received automatically move to concerned department for solving the same. Once the problem is solved, the learner is informed by SMS and email.
- (j) **Face to face and Walk-in Counselling:** FYUG programme provides face-to-face counselling at the study centres. The University also provides face-to-face counselling/walk-in-counselling to learners at the specially maintained city learner support centres located at the city campus on Sundays or weekdays.
- (k) **ICT Support:** ICT support is a major component of any ODL system of education. Some of the ICT-based support systems provided by the university, which can be availed by the learners of FYUG Sociology Programme are listed below:
 - **Website:** The University has developed a full-fledged official website www.kkhsou.in for learners and the general public. The website has a dedicated Learners' Corner (http://kkhsou.in/web_new/learner_corner.php) that contains exhaustive information and links to useful resources which is accessible to the vast learner population. Furthermore, the Website links to social-networking sites like Facebook where learners, faculty members, and stakeholders can interact. Additionally, the site offers a tailored search by district or program. And most of the audio-visual programmes are accessible online through YouTube videos (web link: <https://www.youtube.com/user/kkhsou>)
 - **University's Own LMS e-Bidya:** As part of its ongoing attempts to enhance student learning, the University has developed a Learning Management System (LMS) portal called *e-Bidya* using open source MOODLE which can be accessed via <https://www.lmskkhsou.in/web/>. The site allows learners to access e-resources 24 X 7, regardless of where they are in relation to the particular programme they are enrolled in.

It contains all four quadrants including video lectures and tutorials and the reading materials. Learners can also interact with experts through the discussion forum. Learners can experience the benefits of online learning through their mobile devices as well. The proposed Programme will also be made available in *e-Bidya* with all resources for all learners enrolling in the Programme.

- **E-Mentoring:** The University introduces an innovative e-mentoring system where a group of learners enrolled in a Programme is placed under the mentorship of a faculty of the University from the concerned discipline. This facilitates a bonding between the mentor and the mentees helping the learners to continue their studies with self-confidence, self-esteem, morale, and a feeling of identity. The main objective of this initiative is to help learners minimise personal difficulties and identify the obstacles they face in matters related to academic as well as non-academic. During this process, they are also guided to develop appropriate learning strategies for overcoming these difficulties and problems. The e-mentoring system, utilises the Telegram App and/or WhatsApp, and helps learners derive all the benefits of open and distance learning at their finger tips instantly.
- **Community Radio Service:** The University introduced the first Community Radio station in the North Eastern part of the country *Jnan Taranga* (90.0 MHz). The Community Radio, being a platform for the community for taking up community issues, is also a platform for broadcasting educational programmes. This includes debates, discussions, talk shows and phone in Q & A sessions with the learners. Recently, the programmes of *Jnan Taranga* are made available over internet radio, which can now be heard by all learners through internet (<https://tinyurl.com/y4w592f3>).
- **Digital Library:** The digital library (<http://dlkksou.inflibnet.ac.in/>) of the University hosts a large number of resources which include documents, SLMs, e-books, conference/seminar proceedings, faculty publications, theses and dissertations etc. Links are also provided to other open access resources which can be easily accessed by the learners.

- **Online Counselling:** The University's faculty conducts online counselling sessions through different online platforms like Zoom, Google Meet, and Cisco WebEx etc. Sessions are also conducted through Facebook Live on examination related issues especially during the time of pandemic. Most of the online counselling sessions are recorded and archived as additional digital learning resources for the use of the learners.
- **KKHSOU Mobile App:** The University has developed a mobile application *KKHSOU* (<https://tinyurl.com/35y7brrj>) that allows students to access the university website 24x7. The main purpose of this application is to provide the relevant information to all learners in an easily accessible manner. Using this application, learners can view the course information, fees structures based on their requirements. At the same time they can directly call any study centre of KKHSOU. Learner can download assignments, old question papers and other important forms.
- **SMS Alert Facility:** The University has implemented an SMS alert system for learners for sending notification of university news, events, and similar other learner-related information.
- **E-mail Support:** Learners can also write emails to any officials/faculty members of the University at info@kkhsou.in. Concerns raised through email are addressed by the concerned officials or faculty members. Apart from that, the email and phone numbers of all faculty members are available on the website and Information Brochure. Any learners can write directly to them as well for any kind of support and assistance.
- **KKHSOU in Social Media:** KKHSOU has incorporated social media like Facebook pages (<https://www.facebook.com/groups/272636986264210/>), WhatsApp group, Twitter Account (<https://twitter.com/KKHSOU1?s=09>) to its official website that enables interaction with the learners on a real time basis. The Facebook page also allows moderated discussions within as well as among the learners' community.

7. PROCEDURE FOR ADMISSIONS, CURRICULUM TRANSACTION AND EVALUATIONS:

7.1 Procedure for Admission:

- i. **Minimum Qualification:** For the UG Education programme, learners need to have a 10+2 pass or equivalent qualification from a Council/University recognized by UGC, or a Polytechnic diploma in any field.
- ii. **Online Admission:** Admission to this Education programme would be offered by KKHSOU through online in the University website: http://www.kkhsou.in/web_new/. 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 on Education 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. The University has a Credit Transfer Policy which is being revised to facilitate course exemption in order to promote dual degree.
- iii. **Refusal/Cancellation of Admission:** At the time of admission the candidate must submit a declaration that he/she is not pursuing more than two degree programmes under KKHSOU/any other recognised University or Institution simultaneously. If any false declaration is detected at any stage, his/her admission/mark sheets/certificates may be cancelled by the University.
- iv. **Continuous Admission:** By paying the necessary fees, a learner can obtain admission to the next semester once a particular semester is completed.

Admission to the subsequent semester is not determined by the results of the previous semester. One may take admission in the next semester even without appearing in the previous semester examination. The admission period should be continuous from the date of completion of the previous semester's exams until 60 days after the start date. Incomplete exams, including back papers, will be allowed to be taken up when announcements of examination results are made. Learners are advised to regularly visit the University's website and maintain regular contact with their allotted study centres.

v. Lateral Admission

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

vi. Dual Degree

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

vii. Fee Waiver for Differently Able Persons (DIVYANGJAN): The fee waiver will be applicable for differently able learners in all semesters of the programme where he/she has enrolled. Such learners must submit 'Form no. IV' issued by the Social Welfare Department or Disability and a copy of the 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 Education Programme also.

Viii Fee Waiver for Jail Inmates

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

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

X. Fee Structure: The fee structure of the UG Education programme would have a break-up across semesters of the programmes. The fee structure of the proposed Four Year UG Programme will also be no exception. Fee structure of the Programme has been devised as all-inclusive for the benefit of the learners and consists of admission fee, course fee, exam fee, exam centre fee and fee for mark- sheets. Currently the fee charged for one semester of this Education programme is Rs 3000/-.

7.2 Curriculum Transaction:

- i. **Activity Planner:** There will be an activity planner, which guides the overall academic activities in the UG Education programme. This will be released prior to the university's admission schedule. The CIQA office as per UGC guidelines and the office of the Academic Dean would upload the Academic Plan and month wise Academic Calendar. This will enable learners to plan their studies and activities accordingly.
- ii. **Self-learning Materials (SLMs):** 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.
- iii. **Multimedia Materials:** Apart from printed SLM, the university provides audio-visual learning materials related to course content.
- iv. **Induction and Counselling Sessions:** Induction sessions are conducted by university officials and faculty together. Counselling sessions are conducted by the Study Centres. Normally all counselling sessions are scheduled on Sunday.

A face-to-face interaction between the learners and the counsellor takes place during the counselling session. This enables learners to clear their doubts with regard to the various courses provided to them. Apart from that, from time to time, online counselling sessions will be provided by the faculties of the University for this UG Programmes.

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

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

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

B (Above Average)	6
C (Average)	5
P (Pass)	4
F (Fail)	0
Ab (Absent)	0

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

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

7.3.1 Formative Assessment

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

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

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

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

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

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

The study centres also arrange Personal Contact Programmes (Online or Offline) and the learners are expected to attend the same, as per UGC Guidelines. Based on their level of participation and engagement they are given marks. Marks obtained by the learners after the wholesome Formative Assessment as described above are uploaded by the coordinators of the study centres in the Home Assignment portal specifically created by the examination branch.

7.3.2 *Summative Assessment*

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

7.3.3 *Assessment of seminar/presentation/project and dissertation*

A learner has to make seminar/presentation and prepare a project/dissertation on a particular topic under the guidance of a professionally qualified supervisor/guide in Semester VII and VIII of proposed Programme. They should devise instruments for the collection and interpretation of data and the preparation of research report. The length of the report may be between 60-70 pages. A detailed guideline is available on the website. The link is http://kkhsou.in/web_new/guidelines-download.php.

8. Requirement of Library and Laboratory Support

i) Laboratory Support

For conducting the psychological practical in Major/Honours course in Education at the UG level, there is the requirement of a psychological laboratory in the study centre. Therefore, only those study centres (mostly conventional university affiliated colleges) that have already had the experience of running this subject for the major learners in conventional system and also who have good laboratory facilities are permitted to conduct the Major/Honours programme of Education. Besides the University has already provided the required instruments to the study centres in order to conduct practical by the learners in the 7th semester of the UG in Education Programme.

ii) Library Resources

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

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

the University to the global community including its learners. Further, the Library of the university maintains a web catalogue (<http://opac.kkhsou.ac.in/>) to facilitate the learners to browse library collection online.

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

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

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 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 UG Programme.

9.1. Programme Development Cost:

(i) *SLM Development Cost for Under Graduate programme:* Rs. 6,250/- per Unit. A course normally has 14 Units. In Four Year UG Programme on Education there will be 20 Courses. The discipline specific courses will be explicitly attributed to this programme.

The rest can be apportioned depending on the learners' enrolment and number of units to be printed.

(ii) *Printing Cost per Unit of SLM*: Rs. 69. However, this also depends on the print number as scale related advantage of cost is normally availed.

9.2 Programme Delivery Cost:

The SLMs prepared have to be delivered to the learners and various study centres located at the far flung remote areas. On an average, the University delivers about 2.2 KGs of study materials per student. The cost of delivery of 1 KG of such material is Rs.60. Accordingly, depending upon the number of candidates; the cost for the UG.Programme 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 expenditures 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, counselling workshops etc. as per the Academic Plan and Academic Calendar approved by the Academic Council of the University. The workshops conducted by the University will not only benefit the learners of the programme on Education, 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, and 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. 650.00. The figures as indicated above will be applicable for the UG Programme of the University. The University will keep adequate financial provision for development, delivery, and maintenance of the programme as presented in the Programme Project Report.

10. QUALITY ASSURANCE MECHANISM AND EXPECTED PROGRAMME OUTCOMES

i) Quality Assurance Mechanism

The programme design and structure is decided upon after a series of discussions and deliberations with a team of a few thoughtfully chosen subject experts, who are mostly eminent scholars and professionals from the reputed institutions of higher education. Formed with due approval from the University authority, this Committee on Courses is helped by the in-house discipline and School faculties while preparing the framework of the programme. For implementation of NEP 2020, the University has networked with IGNOU, State Open Universities in India and other Universities in Assam by organizing workshops and participating in various meetings and seminars. Inputs from these discussions were used as quality benchmarks in designing the academic programmes.

- The University has a SLM Policy which is followed in development of SLM. SLM Audit is a regular feature of the University which is conducted by CIQA. The course material writers and content editors are mostly drawn from 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, e-SLM 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.
- In order to keep the programmes updated, they are regularly revised with necessary changes, based on the inputs received from the various discussions, workshops and feedback analyses. It may be mentioned that the Learners' and stakeholders' feedback is regularly collected and based on that, remedial measures and improvement mechanisms are worked out. The analyses of feedback surveys are available in the University's website http://kkhsou.in/web_new/learner_feedback_all.php.
- Besides, the CIQA takes care of the following among others to enhance the quality of the various facets of the University:
 - o Counsellors' workshops
 - o Stakeholders' meetings
 - o Feedback responses from the learners from various programmes
 - o SLM Audit

ii) Programme Outcomes of the Four Year UG Programme

- 1 The Academic level expected outcome for the Education Programme at UG level are as follows:

Descriptors	Level wise courses	Expected Learning Outcome (Course wise)
Knowledge and understanding	For the level 5 which is for UG Certificate programme, the foundation courses such as DSC 1 (Principles and Theories of Education) and DSC 2 (Psychological Foundation of Education) have been introduced in Sem 1 and Sem 2	The graduates should be able to: • acquire knowledge and understanding on the facts and basic principles of education, theories of education. • Identify the need and relevance of basic foundational knowledge on psychology
	For level 6 (Sem I to Sem IV) which is for UG Diploma Programme, apart from DSC 1 and DSC 2, the other courses include: DSC 3 (Sociological Foundation of Education), DSC 4 (Select Issues of Education), DSC 5 (Distance Education), DSC 6 (Educational Technology) and DSC 7 (Educational management)	The graduates should be able to: • identify the need and relevance of emerging trend of education, basic foundational knowledge on philosophical, psychological and sociological understanding of education. • gather the procedural knowledge which are required for performing multidisciplinary and skill based programmes in the current field of education

	For level 7 (Sem I to Sem VI) which is for UG Degree Programme. Apart from DSC1,2,3,4,5,6,7, the other courses include: DSC 8 (History of education during pre-independence in India), DSC 9 (Measurement and Statistics in Education), DSC 10 (Economics of Education), DSC 11 (Environmental Education), DSC 12 (History of Education during Post independence in India), DSC 13 (Population Education), DSC 14 (Education for Community Development) and DSC 15 (Guidance and Counselling)	The graduates should be able to • Know the basic knowledge regarding the various core courses of Education as a subject as a whole. • gather the procedural knowledge which are required for performing multidisciplinary and skill based programmes in the current field of education
	For level 8 (Sem I to Sem VIII) which is considered UG Degree Honours/Research Programme. Apart from DSC1,2,3,4,5,6,7,8,9,10,11,12,13,14,15, the other courses include: DSC 16(Education for Skill Development), DSC 17 (ICT in Teaching-Learning), DSC 18 (Psychological Practical), DSC 19 (Gender and Society), DSC 20 (Value Education & Human Rights)	The graduates should be able to •realise the need and importance of current domain of education •gather the procedural knowledge and understanding how to read and practices of the present 21st century educational dimensions.
Skills required to perform and accomplish tasks	Level 5 to 8 (Courses from Sem I to Sem VIII)	The graduates should be able to: • acquire the cognitive and technical skills for performing and accomplishing complex

		tasks relating to the subject on education and other interdisciplinary courses • analyse and synthesize ideas and information from various skill based and professional courses offered at undergraduate level.
Application of knowledge and skills	Level 6 to 8 (Courses from III Semester to VIII Semester)	The graduates should be able to: • demonstrate ICT based skills required for becoming 21st century learner. <i>For example, the courses like Distance Education and Educational technology guide the learners to apply technology for their academic excellence.</i> • apply the acquired specialized technical or theoretical knowledge, cognitive and practical skills in the practical field of life • to gather and analyse quantitative/ qualitative data to assess the appropriateness of different approaches to solving problems. <i>(The course like Research Methodology and Field work experiences help the learners to become more confident and analytical)</i> • employ the right approach to generate solutions to problems related to various approaches of modern higher education.
Generic learning outcomes	Level 5 to 8 (Courses from Semester I to Semester VIII)	The graduates should be able to: • develop communication skills and higher order thinking skills • Build the feelings for

		collaboration and cooperation among the peer learners • Produce quality educational practitioners having sound knowledge of teaching-learning skills. • Encourage the learners for higher studies in the field of education such as MA in Education, B.Ed. degree etc. • Produce efficient and effective leaders in the field of teaching and educational administration. • Encourage the learners to become more gender sensitive and environment friendly • Prepare the learners for competitive examinations etc.
Constitutional, humanistic, ethical, and moral values	Level 5 to 8(Courses from Semester I to Semester VIII)	The graduates should be able to demonstrate the willingness and ability to: • Embrace the constitutional, humanistic, ethical, and moral values, and practice these values in life. <i>For example, the courses like Value education and Human rights, Indian Constitution are very useful.</i>

		• identify ethical issues related to how to do research and also develop the awareness level towards research ethics, avoiding misrepresentation of data or committing plagiarism etc. • formulate coherent arguments about ethical and moral issues, including environmental and sustainable development issues, from multiple perspectives.
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Annexure-I

Four-Year Bachelor of Arts in Education**(Major/Honours, Minor& Interdisciplinary Courses)****A. Detailed Structure of the Programme**

Sem	Major (80 credit Each paper=4 credit)	Minor (32 credit) Each paper=4 credit	Multi dis (9 credit) (Each paper=3 credit)	AEC (Common) (Including language) (14)	VAC (Common) (6)	SEC (Common)	Field work/ Project/ Internship	Total Credit
I	DSC 1: Principle and Theories of Education (4)	Minor 1: Principle and Theories of Education (4)	IDC1: Introduction to Distance and Digital Education (3)	Gen Eng (3)	EVS (3)	Office Management /IT/Intro. to Geoinformatics/ Organic farming/Poultry (3)		20
II	DSC 2: Psychological Foundations of Education (4)	Minor 2: Psychological Foundations of Education (4)	IDC 2: Environmental Education (3)	MIL (3)	Intro to Yoga (3)	Tea cultivation & Management/ Tourism & Travel Management/ Creative writing & Translation/ Advertisement & Mass Media (3)		20
1st Year	Exist 1 UG Certificate							40
III	DSC 3: Sociological Foundation of Education (4)	Minor 3: Sociological Foundation of Education (4)	IDC 3: Economics of Education (3)	Life skills for All (4)		Cyber Security (4)		23

	DSC 4: Select Issues in Indian Education (4)							
IV	DSC 5: Introduction to Distance and Digital Education (4)	Minor 4: Introduction to Distance and Digital Education (4)		Studies of Assamese Culture/ Spoken English (4)				20
	DSC 6: Educational Technology (4)							
	DSC 7: Educational Management (4)							
2 nd Year	Exist 2: UG Diploma						83	
V	DSC 8: History of Education during Pre-Independence in India (4)	Minor 5: History of Education during Pre-Independence in India (4)						20
	DSC 9: Measurement & Statistics in Education (4)							
	DSC 10: Economics of Education (4)							
	DSC 11: Environmental Education (4)							
VI	DSC 12: History of Education during Post-Independence in India (4)	Minor 6: History of Education during Post-Independence in India (4)						20

	DSC 13: Population Education (4)							
	DSC 14: Education for Community Development (4)							
	DSC 15: Guidance and Counselling (4)							
3rd Year	UG Degree							123
VII	DSC 16: Skill Development of the Youths and their Livelihood (4)	Minor 7: Skill Development of the Youths and their Livelihood (4)				Research Methodolog y(4)#	Seminar/ presentat ion/inter nship/co mmunity engagem ent/value added activity (4)	24
	DSC 17: ICT in Teaching- Learning (4)							
	DSC 18: Psychological Practical (4)							
VIII	DSC 19: Gender and Society (4)	Minor 8: Gender and Society (4)					Project /Disserta tion (12)	24
	DSC 20: Value Education and Human Rights Education (4)							
4th Year	UG Degree Honours/Research							171

Research Methodology Course will be offered as Skill Enhancement Course in the 7th Semester of the Four-year UG Programme in Education

1.9.1.1 Structure of the Course:

Sl. No	Title of Course (Major)	Credits	Title of Course (Minor)	Credits
Semester I	DSC 1: Principle and Theories of Education	4	Minor 1: Principle and Theories of Education	4
Semester II	DSC 2: Psychological Foundation of Education	4	Minor 2: Psychological Foundation of Education	4
1 st Year	Exist 1: UG Certificate			
Semester III	DSC 3: Sociological Foundation of Education	4	Minor 3: Sociological Foundation of Education	4
	DSC 4: Select Issues in Indian Education	4		
Semester IV	DSC 5: Introduction to Distance and Digital Education	4	Minor 4: Introduction to Distance and Digital Education	4
	DSC 6: Educational Technology			
	DSC 7: Educational Management	4		
2 nd Year	Exist 2: UG Diploma			
Semester V	DSC 8: History of Education during Pre-Independence in India	4	Minor 5: History of Education during Pre-Independence in India	4
	DSC 9: Measurement & Statistics in Education	4		
	DSC 10: Economics of Education	4		

	DSC 11: Environmental Education			
Semester VI	DSC 12: History of Education during Post-Independence in India	4	Minor 6: History of Education during Post-Independence in India	4
	DSC 13: Population Education	4		
	DSC 14: Education for Community Development	4		
	DSC 15: Guidance and Counselling	4		
3 rd Year	UG Degree Programme			
Semester VII	DSC 16: Skill development of the youths and their livelihood	4	Minor 7: Skill development of the youths and their livelihood	4
	DSC 17: ICT in Teaching-Learning	4		
	DSC 18: Psychological Practical	4		
Semester VIII	DSC 19: Gender and Society	4	Minor 8: Gender and Society	4
	DSC 20: Value Education and Human Rights Education	4		
Total Credits		80 credits		32 credits

Marks: DSC 18 Psychological Practical, which is purely a practical based paper. In this course 18, 60 marks for experiments, 25 marks for Practical Note Book, 15 for Viva.

Annexure II

Detailed coursewise syllabus of BA in Education (Core/Minor/ Interdisciplinary)

Programme

First Semester

Principles and Theories of Education

DSC/DSM 1

Total Marks100

Objectives:

1. To enable the students to understand the basic principles of education.
2. To acquaint the students with the different types of education and its inter-related components.
3. To enable students to understand the different theories of education in the context of teaching

Learning Outcome:

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

- acquire knowledge and understanding on the facts of education
- identify the basic principles of education, theories of education.

Course Contents

Unit1: Meaning and Concept of Education

Meaning and Definitions of Education, Process of Education, Types of Education: Formal, Informal and Non-Formal-Its Importance and Relevance and Scope of Education.

Unit2: Aims of Education

The Classifications and Characteristics of Aims of Education, the Necessity of Aims in Education; Individual, Social, Liberal and Vocational aims, Aims of Education in a Democracy.

Unit3: School and Community Relationship

Relationship of School and Community-Interdependence of School and Community, Functions of School, Home and School-their Relationship, School as a Miniature Society. Our Educational Heritage, its Salient Features and Compositeness, Unity, Richness and Continuity.

Unit4: Curriculum

Concept and Meaning of Curriculum, Different Types of Curriculum-Traditional, Activity-Based and Balanced. Defects of Curriculum, Basic Principles of Curriculum Construction for primary and Secondary level.

Unit 5: Education for National Integration

Needs of National Integration, Obstacles for national integration, Education as a way of National Integration.

Unit 6: Education for International Understanding

Needs of International Understanding, Obstacles for International Understanding, Education as a way of International Understanding.

Unit 7: Value Education

Objectives of Value education, Needs and Importance of Value education, Types and Value-oriented Activities and their Relative Advantages of Value education.

Unit 8: Idealism as a School of Philosophy

Relationship between Philosophy and Education, Idealism as a Major School of Philosophy.

Unit 9: Naturalism as a School of Philosophy

Naturalism as a school of philosophy, Naturalism and Education

Unit 10:Pragmatism as a School of Philosophy

Pragmatism as a major School of Philosophy, Education and Pragmatism

Unit 11: Existentialism as a School of Philosophy

Existentialism as a major school of philosophy, Education and Existentialism

UNIT 12:Gandhi and his Educational Thoughts

Aims of Education, BuniyadiSiksha, Curriculum, Method of teaching, free and compulsory education

UNIT 13:Swami Vivekananda and his Educational Thoughts

Vivekananda's Life history, Concept of Karma Yoga, Philosophical Thoughts,
Vivekananda's contribution to Modern education

Unit 14:Montessori and her Educational Thoughts

Concepts and aims of education, Educational principles, working plan of the Montessori method, role of the teacher, merits and limitations of the Montessori methods

Unit 15:Frobel and his Educational Thoughts

Frobel's philosophy of education, theory and principles of education, Kindergarten system, Frobel's contribution to modern education.

References:

1. Safaya and Sahida: *Educational Theory and Practice*.
2. BaruahJatin: *ShikshsaTattaAdhyan*, Lawyers Book Stall, Guwahati.
3. Das, Dr. Lakhyahira(2008): *SampurnaShiksha*, Saraighat Photo Times, Udyugpam, Bamunimaidan.
4. Mukherjee, K.K- *Some Great Educators*.
5. Goswami, M.K- *Educational Thoughts and Essays*. New Delhi, Asian Book Pvt. Ltd

Second Semester

Psychological Foundation of Education

(DSC/ DSM 2)

Total Marks-100

Objectives:

1. To enable students to understand the importance of Educational Psychology as a branch of applied psychology
2. To help the students to understand and appreciate the different mental processes relating to teaching and learning.
3. To enable students to deal with exceptional children and tackle problems of adjustment

Learning Outcome:

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

- acquire knowledge and understanding on the facts of education and psychology
- develop the basic understanding on the basic principles of psychology of education and educational psychology
- identify the need and relevance of basic foundational knowledge on psychology

Course Contents:

Unit1: Educational Psychology

Meaning, nature and scope. Application of Educational Psychology in teaching learning process

Unit2: Methods of Educational Psychology

Observation, interview, experimental and case study

Unit3: Growth and Development

Meaning of Growth and Development, their relationship, principles of development

Unit4: Early Childhood Stage

Meaning, nature and its characteristics

Unit5: Later Childhood Stage

Meaning, characteristics, some guiding principles for the teachers and the parents

Unit6: Adolescence Stage

Characteristics, significance of the study of Adolescence

Unit 7: Juvenile Delinquency

Characteristics, factors for delinquency, remedial measures

Unit 8: Education for Exceptional Children

Meaning, needs and objectives of exceptional children and classifications of exceptional children.

Unit9: Learning

Meaning and nature, Laws and Methods of Learning.

Unit10: Theories of Learning

Connectionism, Gestalt field Theory, Conditioning—Classical and Operant—their educational implications.

Unit 11: Memory and Forgetting

Factors of memory, methods of memorization. Forgetting –its causes

Unit12: Intelligence

Definition and concept, types of intelligence tests. Intelligence and creativity

Unit13: Personality

Definition, nature, genetic and cultural factors of personality

Unit14:Theories of Personality

Trait theory and type theory with special reference to Freud, Adler, Jung and Rogers

Unit15:Mental Health and Hygiene

Meaning, nature of mental health and mental hygiene.Adjustment Mechanisms—Causes of maladjustment

References:

1. Rastogi, K.G.: *Educational Psychology*
2. Dr. S.S. Mathur: *Educational Psychology*
3. C.L.Kundu; D.N. Tutoo: *Educational Psychology*
4. Bhatia, H.R: *Elements of Educational Psychology, Orient Longman*
5. B.C.Kar: *A Study of Educational Principles and Psychology*
6. Garrett, H.E: *Statistics in Psychology and Education*

Third Semester

Sociological Foundation of Education

(DSC/DSM 3)

Total Marks-100

Course Objectives:

1. To enable the students to understand about meaning and nature of educational Sociology and Social Organizations.
2. To become aware of social groups that influence education.
3. To acquaint the students about social change and their impact on education.
4. To inculcate the knowledge of culture and its relevance in the education system.
5. To acquaint the learners with current social issues and their relationship with education.

Learning Outcome:

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

- acquire knowledge and understanding on the facts of sociology
- develop the basic understanding on the basic principles of sociology
- identify the need and relevance of basic foundational knowledge on sociology

Course Contents:**Unit 1: Educational Sociology**

Meaning, nature, scope of educational sociology, relation between sociology of education and educational sociology, need and importance of educational sociology

Unit 2: Education and society

Society: its origin and factors and their influence on education. Education as a social system, as a socialization process.

Unit 3: Process of Socialization

Meaning of socialization. Process of socialization- co-operation, competition, conflict, accommodation, assimilation, role of education in the development of a new social order.

Unit 4: Education and Social Change

Meaning and nature of social change, causes of social change, agencies of social change, education as a factor of social change.

Unit 5: Social Change in India

Modernization, westernization and globalization with special reference to Indian Society.

Unit 6: Social Organization and Social Disorganization

Social organization-its concept, characteristics, factors influencing social organization- folkways, mores, and its educational implications. Meaning, causes and types of social disorganization, role of education in prevention of social disorganization.

Unit 7: Social Group

Meaning, definition, characteristics and types of social group, social interactions- meaning, characteristics and factors and their educational implications.

Unit 8: Social Stratification

Meaning, nature and aspects of social stratification, education and social stratification.

Unit 9: Social Mobility and Education

Meaning and nature of social mobility, types of social mobility, factors affecting social mobility, education and mobility.

Unit 10: Education and Community

Meaning and characteristics of community, school–community relationship, role of the community school and the society.

Unit11: Education and Culture

Meaning and nature of culture, types of culture, role of education in cultural context, education and cultural change.

Unit 12: Education for Disadvantaged Sections of Society

Education for the socially and economically disadvantaged sections of the society with special reference to SC, ST, Women and Rural population.

Unit 13: Equalization of Educational Opportunity

Concept and need of equalization of educational opportunities, problems concerning equality of opportunities in education.

Unit 14: Education and Democracy

Meaning of democracy, education for democracy, role of formal and informal agencies for democratic education, fundamental principles for success of democracy.

Unit 15: Social Control

Meaning, definition and nature of social control, types of social control, agencies of social control, role of education in social control.

Reference:

- 1) Shankar Rao- Sociology
- 2) Mathur, S- A Sociological Approach Of Indian Education
- 3) Bhatia and Bhatia- Philosophical and Sociological Foundations of Education.

DSC 4

Select Issues in Indian Education

Total Marks-100

Course Objectives:

To help the learners to develop an understanding about the

1. Various issues and problems, faced by Modern Indian Education system.
2. Constitutional provisions for education.
3. Policy perspectives and emerging trends in education.
4. Women empowerment through education.

Learning Outcome:

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

- acquire knowledge and understanding on the current field of education
- develop the basic understanding on the emerging issues of education
- identify the need and relevance of emerging trends of Indian education system
- employ the right approach to generate solutions to problems related to various approaches of modern higher education.
- embrace the constitutional, humanistic, ethical, and moral values, and practice these values in life.

Course Contents:

Unit 1: Educational Provisions of the Indian Constitution

Various clauses and lists of education in Indian Constitution and their implications.

Unit 2: Primary Education

Problems related to primary education-Universalisation of primary education

Unit 3: Wastage and Stagnation

Concept of wastage and stagnation, causes of school dropouts.

Unit 4: Human Rights and Indian Constitution

Importance of Human rights in national development, role of educational institutions in promoting human rights.

Unit 5: Education and Human Rights

Universal Declaration of Human Rights by UN, Right to Education (RTE 2009)

Unit 6: Secondary Education

Problems of Secondary education, vocationalization of secondary education.

Unit 7: Higher Education

Emerging trends, reforms in Higher Education in India, Educational autonomy, economic reforms in higher education, various problems in higher education.

Unit 8: Liberalization, Privatization and Globalization (LPG)

Meaning, nature and its impact on higher education.

Unit 9: Teachers Education

Meaning, objectives, importance, problems and its prospects.

Unit 10: Training for Teachers

Primary, secondary and higher education

Unit 11: Gender and Education

Meaning of gender, role of education for women empowerment.

Unit 12: Education for Rural Development

Concept of rural development, ways and challenges

Unit 13: Life skills and Soft Skills of Education:

Meaning of life skills, recommendations and implications of National Skill Qualification Framework (NSQF) in education

Unit 14: Student Indiscipline:

Concept, needs, problems and remedies.

Unit 15: Student Unrest and Education:

Meaning, need of education for reducing student's unrest

References:

1. Kocher, S.K.: *Pivotal Issues in Indian Education*, Sterline Publishers, ND. 1981.
2. Kohil, V.K. *Current Problems of Indian Education*, Krishna Bros Jalandhar
3. Safaya, R.N.: *Development Planning and Problems of Indian Education*, Krishna Bros Jalandhar.

Fourth Semester**DSC 5/DSM 4****Distance Education**

Total Marks 100

Course Objectives:

1. To orient the learners with the nature and need of Distance Education in the present day Indian society.
2. To provide the exposure to the learners to different kinds of Information and Communication Technologies (ICT) and apprise them with their use in teaching-learning process.

3. To help the learners understand various modes of student support service(SSS) and develop their skills to manage such services for various kinds of programmes through Distance Education.

Learning Outcome:

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

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

Course Contents:

Unit 1: Distance Education

Growth of distance education, distance education in India.

Unit 2: Learner-Support Service

Role of study centre, counselling classes, self-learning materials, different audio-visual aids and other online support services in post pandemic period

Unit 3: Self Learning Material

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

Unit 4: Study Skills

Study skills in distance education, strategies for developing study skills

Unit 5: Curriculum

Concept, curriculum development process-major approaches

Unit 6: Evaluation process in distance education

Need for curriculum evaluation, aspects of curriculum evaluation

Unit 7: Distance Education and Community Development

Technical, professional, vocational and entrepreneurship courses

Unit 8: Rural Development and Women Empowerment through ODL

Distance education for rural development, Distance education for women empowerment

Unit 9: Role of Distance Education in Teacher Training Programme

Role of Distance Education in teacher training programme.

Unit 10: Quality assurance in Distance Education

Quality enhancement, monitoring, feedback and evaluation.

Unit 11: Assessment in Distance Education

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

Unit 12: Information and Communication Technology in Distance Education

Information and communication technologies and their application in distance education.

Unit 13: OERs, MOOCs and its Challenges in India

Open Educational Resources, MOOCs and their application for opening knowledge movement in India, Lifelong learning

Unit 14: Challenges in Distance and Online Education

Prospects, problems and barriers in Distance and online Education.

References:

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

DSC 6

Educational Technology

Total Marks 100

Objectives:

1. To enable the students to understand the nature, scope and theoretical base of educational technology.
2. To enable the students to understand the role and relevance of educational technology.
3. To acquaint the students with different approaches of educational technology towards teaching learning process

Learning Outcome:

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

- acquire knowledge and understanding on the current field of education, particularly educational technology
- develop the basic understanding on the emerging issues of technology and education
- know the basic knowledge regarding the various core courses of Education as a subject as a whole.
- gather the procedural knowledge which are required for performing multidisciplinary and skill based programmes in the 21st century
- acquire the cognitive and technical skills for performing and accomplishing complex tasks relating to the subject on education and other interdisciplinary courses

Course Contents:

Unit 1: Educational Technology

Meaning, nature and scope. Types and Objectives

Unit 2: Principles of Teaching

General principles and maxims of teaching

Unit 3: Teaching Strategies

Meaning, nature and objectives and types of teaching

Unit 4: Stage of Teaching

Pre-active and Post-active teaching, Models of teaching

Unit 5: Improvisation of Teaching Learning Materials

Improving the teaching learning materials in education for classroom teaching

Unit 6: Role of Mass Media in Education

Broadcasting Radio, TV and SITE (Satellite Instructional Television Experiment)

Unit 7: Teleconferencing

EDUSAT, Tele conferencing Programme in Education.

Unit 8: Systems Approach in Educational Technology

Definition of a system, components of an instructional system

Unit 9: Audio-Visual Techniques

Concept, need of audio-visual techniques in teaching and its importance.

Unit 10: Communication

Meaning, nature, ways of communication

Unit 11: Communication and Teaching

Need of communication in the classroom teaching

Unit 12: Evaluation

Meaning, nature, teaching learning and evaluation

Unit 13: Types of Evaluation

Formative evaluation and summative evaluation

Unit 14: Micro Teaching

Educational technology for teachers: micro teaching and its use.

Unit 15: Computer assisted instruction

Concept of C.A.I. and its use.

References:

1. Dr. A.K. Sarma: *Educational Techonology*
2. S.K. Kochar: *Methods and Techniques of Teaching.*
3. J.C.Aggarwal: *Essentials of Educational Technology*
4. K.Sampathetal : *Introduction to Educational technology*
5. D.P. Sankhala: *Educational Technology*

DSC 7**Educational Management**

Total Mark-100

Objectives:

1. To enable students understand the basic concepts of educational management.
2. To acquaint the students with the process of-
 - a) Financial management
 - b) Institutional management.
 - c) Personnel management.

Learning Outcome:

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

- acquire knowledge and understanding on the system of management particularly educational management
- develop the basic understanding on the emerging issues of educational management
- know the basic knowledge regarding the various core courses of Education as a subject as a whole.
- gather the procedural knowledge which are required for performing multidisciplinary and skill based programmes in the 21st century
- Produce efficient and effective leaders in the field of teaching and educational administration

Course Contents

Unit 1: Educational Management

Concept of educational management, meaning, nature and scope, importance of Educational Management and its basic Principles

Unit 2: Approaches of Educational Management

Social demand approach, Manpower requirement approach, Rate of return approach.

Unit 3: Institutional Planning

Its need and importance, types of institutional planning

Unit 4: Classroom Management

Concept, need, approaches and time management, teacher as a manager.

Unit 5: Educational Leadership

Meaning of Educational Leadership, importance and measurement of Educational leadership.

Unit 6: Lesson Planning

Importance, principles of Lesson Planning, types and steps in preparation of Effective Lesson Plan.

Unit 7: Organization

Functions of the Organization, improving Organizational Effectiveness.

Unit 8: Inter-personal Conflict and Stress Management

Concept of inter-personal conflict. Management of inter-personal conflicts, Stress management.

Unit 9: Management Process in Education

Planning, Organizing, Directing and Controlling

Unit 10: Quality Education

Concept of Quality Education, Total Quality Management in Education (TQM)

Unit 11: Administration

Distinction between Educational Administration and other kinds of Administration, Status of Educational Administration, Importance of Educational Administration

Unit 12: Supervision

Meaning of Educational Supervision, Characteristics of Supervision, Need for Supervision, Functions of Educational Supervision.

Unit 13: Co-curricular Activities

Advantage of Co-curricular Activities, Principles of Good Co-Curricular Activities, Guiding Principles for Organizing Activities.

Unit 14: Management and Resources

Human Resource and Material Resource.

References:

1. Dennison, Bill Ken and Shentorn(1987): Challenges in Education Management-Principles and Practice. Croom Helm
2. J.C. Agarwal: School Organisation, Administration and Management.
3. Mohanty, J.: Educational Management, Supervision and School Management, New Delhi. Deep and Deep publication
3. Naik, J. P. : Educational Planning in India. Allied Publishers, New Delhi

Fifth Semester**DSC 8/DSM 5****History of Education during Pre-independence in India****(Major/Minor)****Total Marks 100****Objectives:**

1. To acquaint the students with the recommendation of different education Commissions and Committees and its implications in Indian education system.
2. To enable the students to understand the background and historical trends of Indian education during British rule and in independent India.

Learning Outcome:

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

- acquire knowledge and understanding on the Indian education system from its inception
- develop the basic understanding on the history of education as a whole
- know the basic knowledge regarding the various core courses of Education as a subject as a whole.
- gather the procedural knowledge which are required for performing multidisciplinary and skill based programmes in the 21st century

Course Contents:**Unit1: Vedic System of Education in India**

Nature, aims of education, methodology of teaching

Unit 2: Buddhist System of Education in India

Nature, aims of education, methodology of teaching

Unit 3: Islamic System of Education in India

Nature, aims of education, methodology of teaching

Unit 4: Role of Christian Missionaries

Educational Activities of Christian Missionaries and East India Company.

Unit 5: Charter Act of 1813

Controversies between Anglicist and Classicist, Macaulay's Minute and its significance, Bentinck's Resolution

Unit 6: Wood's Despatch of 1854

Recommendations and its effect on Indian education

Unit 7: Hunter Commission of 1882

Recommendations on Primary and Secondary education and its effect on Indian Education,

Unit 8: Lord Curzon's Educational Policy

Recommendations on Primary Education, Lord Curzon's Educational Policy on Secondary and University education.

Unit9: Gokhale's Bill on Primary Education

Recommendations and its significance to introducing free educational policy in India at primary level, Resolution of Gokhale's on primary education in India

Unit 10: The Calcutta University Commission -I

Recommendations, Calcutta University Commission 1917

Unit 11: The Calcutta University Commission –II

An evaluation of the recommendations of the Commission, result of the recommendations of the Commission

Unit 12: Hartog Committee in 1929

Historical background, recommendations and its effect on Education

Unit13: Wardha Scheme of Education-1937

Meaning and philosophy of basic education, main features and recommendations, merits and demerits of the basic education

Unit 14: Sargent Plan 1944-45

Major proposal of the committee, suggestions of the plan on primary, secondary, university and technical or vocational, and its effect on Education

References:

1. S.N. Mukherjee: *History of Education in India*
2. Nurullah and Naik: *A Students History of Education*
3. JatinBaruah: *Education in Assam*
4. P.L. Rawat: *History of Education in India*

DSC 9

Measurement and Statistics in Education

Total Marks 100

Objectives:

1. To acquaint the learners with the concept of measurement in education and its various tests
2. To make the learners understand the basic concept of statistics and its application in education
3. To help the learners understand the different techniques of educational statistics in the teaching learning process.

Learning Outcome:

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

- acquire knowledge and understanding on the issues of measurement and educational evaluation
- develop the basic understanding on the history of education as a whole
- know the basic knowledge regarding the various core courses of Education as a subject as a whole.

- gather the procedural knowledge which are required for performing multidisciplinary and skill based programmes in the 21st century
- acquire the cognitive and technical skills for performing and accomplishing complex tasks relating to the subject on education and other interdisciplinary courses

Course Contents

Unit1: Educational Measurement

Concept and nature of Educational Measurement

Unit 2: Evaluation

Concept and nature of Evaluation, importance and types of Evaluation in Education

Unit 3: Scales and Errors of Measurement

Meaning, nature, types and errors of measurement.

Unit 4: Psychological Test

Meaning and characteristics of a good psychological test, meaning of validity, reliability, objectivity and norms.

Unit 5: Test Construction and its Standardization

Meaning, Nature, Principles and Methods.

Unit 6: Teacher–Made Test

Concept, its advantages and shortcomings

Unit 7: Aptitude Test

Meaning, definitions of aptitude, nature and measurements of aptitudes

Unit 8: Attitude Test

Nature and measurement of attitude and interest.

Unit 9: Projective Techniques

Meaning, nature, reliability and validity of projective techniques

Unit10: Statistics in Education

Meaning and importance of Statistics, data analysis, Preparations of frequency distribution table and its importance.

Unit 11: Graphical Representation of the Data

Characteristics and importance of graphical representation of polygon and histogram.

Unit 12: Measures of Central Tendency

Mean, Median and Mode, and its merits and limitations

Unit13: Measures of Variability

Concepts, types, uses, merits and demerits, Quartile deviation, Measures of Average Deviation, Measures of Standard Deviation

Unit 14: Correlation

Meaning of correlation, types of correlation: rank difference method.

References:

1. Asthana, B.: *Measurement and Evaluation in Psychology and Education*. Vinod PustakMandir, Agra-2
2. Henry E, Garret: *Statistics in Psychology and Education*, Cosmo Publication.2006.
3. Srivastava, A.B.L. and Sarma, K.K. (1985): *Elementary Statistics in Psychology and Education*, Sterling Publishers Pvt. Ltd., New Delhi.
4. Mangal, S.K. (2007): *Essentials of Educational Psychology*, Prentice Hall of India Private Limited.

DSC 10

Economics of Education

Total Marks-100

Course Objectives:

To make the learners aware about:

1. The meaning, importance and scope of economics of education
2. Educational expenditure as productive consumption and returning investment through the function of human capital and planned manpower development.
3. The concept and relationship between input and output of education
4. The financial resource management.

Learning Outcome:

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

- acquire knowledge and understanding on the subject like economics of education
- develop the basic understanding on the emerging issues of economics of education
- know the basic knowledge regarding the various core courses of Education as a subject as a whole.

- gather the procedural knowledge which are required for performing multidisciplinary and skill based programmes in the 21st century
- Produce efficient and effective leaders in the field of teaching, educational administration and educational finances
- acquire the cognitive and technical skills for performing and accomplishing complex tasks relating to the subject on education and other interdisciplinary courses
- Produce quality educational practitioners having sound knowledge of various dimensions of economics of education and economic policies

Course Contents:

Unit 1: Economics of Education

Concept, scope and significance.

Unit 2: Education and Economic Development

Concept, relationship between education and economic development

Unit 3: Economics of Education Policy

Nature of economic policy, education as a Public Good

Unit 4: Education as a Public Good

Meaning of public good, difference between public goods and private goods, education as public good, education as mixed good, education as merit good

Unit 5: Human Capital Formation

Concept, Human capital Approaches to education

Unit 6: Education and Manpower Planning

Education and manpower planning, manpower planning and economic growth, problems of manpower planning in India

Unit 7: Financing in Elementary Education

Pattern of financing, need of financing, financial policy for primary education in India

Unit 8: Financing in Secondary Education

Pattern of financing, need of financing, financial policy for secondary education in India

Unit 9: Financing in Higher Education

Pattern of financing, need of financing, financial policy for higher education in India

Unit 10: Public Subsidies in Education

Concept of subsidies, need of public subsidies in education in India

Unit 11: Livelihood, Labour Market and Labour Mobility

Sectoral growth, unemployment and underemployment, labour mobility in northeast India

Unit 12: Education and Brain Drain

Concept, factors for brain drain, out-migration of the skilled personnel

Unit 13: Access and Equity in Education

Meaning of equity, improving access in education and reservation policy in education in India.

Unit 14: Self-Financing and Fund Mobilization in the Educational Institutions

Fund mobilization in the educational institution.

References:

1. Hunter, W.W.: *Economic History of India*, Vols.2, Cosmo Publication, 2008
2. Habison & Myers: *Education, Manpower and Economic Growth*
3. Peer, M.: *Higher Education and Employment*, Rawat Publications, 2007-08
4. Rao, P.: *Economics of Primary Education*, Rawat Publication, 1998.
5. Rajaiah, B.: *Economics of Education*
6. Singh, R.P.: *Educational Finance and the Planning Challenge*, Eastern Book House, 2008
7. Shukla, P.D.: *New Education Policy in India*.
8. Psachopoulos, Y.: *Economics of Education*

DSC 11**Environmental Education**

Total Marks 100

Course Objectives:

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

Learning Outcome:

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

- acquire knowledge and understanding on the subject like Environmental education
- develop the basic understanding on the emerging issues of environmental education as a subject as a whole.

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

Course Content:

Unit 1: Environmental Education

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

Unit 2: Methods of Environmental Education

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

Unit 3: Environmental Movements in India

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

Unit 4: Media of Environmental Education

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

Unit 5: Programme of Environmental Education

Programme for primary level, Secondary level and higher level.

Unit 6: Environmental Degradation

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

Unit 7: Environmental Pollution

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

Unit 8: Atmospheric Environment

Depletion of ozone layer, green house effect and acid rain.

Unit 9: Environmental Stressors

Meaning of environmental stressors, causes of environmental stressors, types of environmental stressors-natural and man-made stressors.

Unit 10: Conservation and Protection of Environment

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

Unit 11: Environment and Legal Provisions

Legal and Constitutional Provisions for Conservation and Protection of Environment.

Unit 12: Sustainable Development

Concept of Sustainable development, characteristics and education for sustainable development.

Unit 13: Conservation of Natural Resources

Meaning of natural resources, types of natural resources, need and methods of conservation of resources (Soil, Forest, Water Resources).

Unit 14: Environmental Education

Its problems and prospects with special reference to Assam

References:

1. R. C. Sarma: Environmental Education, Surya Publication, Meerat, 1997.
2. R.A Sharma: Environmental Education, Metro Politary Book Co. Pvt,Ltd, New Delhi.
3. Mahapatra D: Environmental Education.

Sixth Semester

DSC 12/DSM 6

History of Education during Post-Independence in India

(Major/Minor)

Total Marks.100

Objectives:

1. To acquaint the learners with the recommendations of different education Commissions and Committees and its implications in Indian education system.
2. To make the learners understand the background and historical trends of Indian education in independent India.

Learning Outcome:

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

- acquire knowledge and understanding on the Indian education system from the independence of India
- develop the basic understanding on the history and various policies of education as a whole
- know the basic knowledge regarding the various core courses of Education as a subject as a whole.
- gather the procedural knowledge which are required for performing multidisciplinary and skill based programmes in the 21st century
- Produce quality educational practitioners having sound knowledge on analyzing the educational policies

Course Contents:**Unit 1: The University Education Commission of 1948**

Background of the commission, its recommendations on aims and objectives of Higher Education

Unit 2: Secondary Education Commission of 1952-53

Its recommendations on the aims of Secondary Education, principles of curriculum construction.

Unit 3: Education Commission of 1964-66

Objectives and Educational Structure and its recommendations.

Unit 4: National Policy on Education 1968

Objectives of Education, resolution adopted on NPE.

Unit 5: National Policy on Education 1986 and Programme of Action, 1992

Objectives, recommendation on Elementary, Secondary and University education.

Unit 6: Mission in Elementary Education in India

DPEP, SarvaShikshaAbhiyan, and its attempt for Universalization of Elementary Education in India.

Unit 7: National Knowledge Commission

Its recommendations on education system in India

Unit 8: Development of Primary Education in Assam

Development of primary education in India since Independence

Unit 9: Development of Secondary Education in Assam

Development of secondary education in Assam after independence, effect of recommendations of the Secondary Education Commission in Assam, problems of secondary education

Unit 10: Development of Higher Education in Assam

Development of higher education after independence, development of higher education through open and distance learning.

Unit 11: Development of Women Education in Assam

Importance of women education, growth and development of women education in Assam.

Unit 12: RashtriyaMadhyamikSikshaAbhiyan

Various approaches of RMSA for universalization of secondary education in India and Assam

Unit 13: RUSA and Higher Education

Various approaches for making equity in higher education

Unit 14: National Education Policy 2020

Recommendations on education system in India, recommendation for both regular and ODL mode.

References:

1. S.N. Mukherjee: *History of Education in India*
2. Nurullah and Naik: *A Students History of Education*
3. JatinBaruah: *Education in Assam*
4. P.L. Rawat: *History of Education in India*
5. *National Education Policy 2020*: https://ruralindiaonline.org/en/library/resource/national-educationpolicy2020/?gclid=CjwKCAjwzuqgBhAcEiwAdj5dRiDIJ9NJanfOnyHE7X7frFxBuvsEEBydzVOco8tbHSmQIA9U7wtgERoCXDUQAvD_BwE

DSC 13**Population Education****Total Marks 100****Course Objectives:**

1. To enable the students to understand the basic concept of population education and the consequences and effects of population growth.
2. To enable the students to enrich their knowledge about the population theories.
3. To learn about the latest policies of population education and agencies working towards their achievement.

4. To understand the concept of prosperous family.
5. To make students aware about the various strategies of population control.

Learning Outcome:

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

- acquire knowledge and understanding on the subject like population education
- develop the basic understanding on the emerging issues of population education as a subject as a whole.
- acquire the cognitive and technical skills for performing and accomplishing complex tasks relating to the subject on education and other interdisciplinary courses
- formulate coherent arguments about ethical and moral issues, including population education, from multiple perspectives.

Course Contents:

Unit 1: Population Education

Meaning, nature, scope, source, need and importance of population education.

Unit 2: Dynamics of Population Growth

Determination and measurement of population growth, trend of population growth in India,

Unit 3: Population Explosion

Concept and characteristics of population explosion, causative factors and problems of population explosion in India, steps for checking population explosion.

Unit 4: Population and Quality of life

Meaning and nature of Quality of life, its relation to population growth, factors affecting quality of life, population education for quality life.

Unit 5: Small Family Norms

Meaning, nature and its advantages for population control.

Unit 6: Population Education Curriculum at Primary and Secondary Level

Its aims and objectives at primary stage and secondary level, need of population curriculum.

Unit 7: Population Education Curriculum at Higher Level

Its aims and objectives at higher level, need of population education curriculum.

Unit 8: Instructional Materials

Teaching aids in population control-concept of instructional materials, types and use of teaching aids in population education.

Unit 9: Role of Mass-media in Population Control

Importance of mass media, types of mass media (newspaper, radio, TV, and audio-visual aids)

Unit 10: Methods of Population Education

Observation, self-study, discussion, lecture, project method, assignment, field study.

Unit 11: Population Policies in India

Need and significance of population policy in India

Unit 12: Family Welfare Programmes in India

Need and significance of population policy in India

Unit 13: Population Growth and Educational Development

Quality of Education, Adult Education, Vocational Education, Normal formal Education and Population Education.

Unit 14: Population Education and Teacher

Role of teachers in creating awareness towards population problem.

References:

1. Rao, D.G.: *Population Education*, Sterling,
2. Kuppuswami, B: *Population Education*, Asia Publishing,
3. Baladev, K.P: *Population Crisis in India*.

DSC 14

Education for Community Development

Total Marks 100

Course Objectives:

To make the learners aware about:

1. The role of community engagement in national development
2. highlights the contribution of social networking as a bridge between the various government schemes and the people of India.
3. Sensitivity towards the environment and education, safety and energy, enthusiasm towards physical, mental and spiritual health along with simple living and high thinking
4. the benefits of community engagement through research and innovation
5. various problems of any community and the possible ways to address the same.
6. The responsibility of Indian citizens towards community development

Learning Outcome:

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

- acquire knowledge and understanding on the current field of education, particularly how to engage with community
- formulate coherent arguments about ethical and moral issues, including environmental and sustainable development issues from multiple perspectives.
- know the basic knowledge regarding the various core courses of Education as a subject as a whole.
- gather the procedural knowledge which are required for performing multidisciplinary and skill based programmes in the 21st century
 - acquire the cognitive and technical skills for performing and accomplishing complex tasks relating to the subject on education and other interdisciplinary courses
 - identify ethical issues related to how to do research and also develop the awareness level towards research ethics, avoiding misrepresentation of data or committing plagiarism etc
 - Embrace the constitutional, humanistic, ethical, and moral values, and practice these values in life

Course Contents:

Unit 1: Concept, Ethics and Spectrum of Community development and community engagement

Unit 2: Local community, Rural culture and Practice of community engagement

Unit 3: Stages, Components and Principles of community development, Utility of public resources.

Unit 4: Contributions of self-help groups

Unit 5: Rural Development Programs and Rural institutions.

Unit 6: Role of Panchayati Raj and community awareness

Unit 7: Local Administration and Community Involvement

Unit 8: Social contribution of community networking, Various government schemes.

Unit 9: Development and Training Institutes for Micro, Small and Medium Enterprises (MSMEs) and community development

Unit 10: Programmes of community engagement and their evaluation.

Unit 11: Community Engaged Research and innovations

Unit 12: Ethics in Community Engaged Research

Unit 13: Rural Distress, Rural Poverty

Unit 14: Impact of COVID-19 on Migrant Laborers, Mitigation of Disaster

References:

1. Adisesiah, W.T.V. & Pavanam . R., *Sociology in Theory and Practice*, New Delhi, Santhi Publishers, 1974.
2. Blackledge, D. & Hunt, Barry, *Sociological Interpretations of Education*, London, Groom Helm, 1985.
3. Chanda S.S. & Sharma R.K. , *Sociology of Education*, New Delhi, Atlantic Publishers, 2002
4. Chandra, S.S., *Sociology of Education*, Guwahati, Eastern Book House, 1996.
5. Cook L, A. & Cook, E., *Sociological Approach to Education* , New York, McGraw Hill, 1970.
6. Durkheim, E., *Education and Sociology* , New York, The Free Press, 1966.
7. Hemlata, T., *Sociological Foundations of Education*, New Delhi, Kanishka Publishers, 2002

DSC 15

Guidance and Counselling

Course objectives:

1. To enable the learners to understand the concept of guidance and counselling
2. To become aware about different roles of teachers.
3. To understand the concept and importance of planning and management parts of guidance and counselling.

Learning Outcome:

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

- acquire knowledge and understanding on the current field of education, particularly how to engage with community
- formulate coherent arguments about ethical and moral issues, including environmental and sustainable development issues from multiple perspectives.
- know the basic knowledge regarding the various core courses of Education as a subject as a whole.
- gather the procedural knowledge which are required for performing multidisciplinary and skill based programmes in the 21st century
- acquire the cognitive and technical skills for performing and accomplishing complex tasks relating to the subject on education and other interdisciplinary courses

Course contents:

Unit 1- An Introduction to Guidance

Concept and nature of Guidance, Objectives of Guidance, Principles of Guidance, Types of Guidance, importance of guidance in Schools

Unit 2 – Guidance Services in school

Importance of Guidance in School, Guidance Services in schools, group guidance in schools

Unit 3: Guidance for development and adjustment

Human Development and Adjustment, Adaptive and Non-adaptive Pattern of Behaviour

Facilitating Development and Adjustment

Unit 4: A Brief Introduction to Counselling

Meaning, Definitions and Nature of Counseling, Aims of Counseling, Significance of Counseling and Principles of Counseling, Different Methods of Counseling.

Unit 5: Role of Teacher as a Counsellor in Schools

Importance of Counselling in Schools, Role of Teachers in Counselling.

Unit 6 : Counselling Skills for Teachers

Basic skills in Counselling for Teachers- Communication Skills, Empathy, Genuineness, Positive Regard.

Unit 7 : Career Development

Understanding career development, career guidance for students, career development of girls.

Unit 8 : Career Development Strategies

Career information and guidance and counselling, sources of career information and their collection, exploring career opportunities in new age.

Unit 9 : Guidance and Counselling for specially abled children (Unit-21, 22, 23)

Guidance and Counselling for Children with Physical Disability, Guidance and Counselling for Children with Intellectual Disability, Guidance and Counselling for Children with Learning Disabilities

Unit 10: Guidance in Operation (unit-18, 19)

Planning and Organising a Guidance Programme, planning and organising guidance programme for SEDG students.

Unit 11: Assessment and appraisal in guidance and counselling-I (Unit-24, 25, 26)

Using Psychological Tests in Guidance and Counselling, Qualitative Assessment in Guidance and Counselling, Understanding Intelligence and Its Assessment

Unit-12: Assessment and appraisal in guidance and counselling-II

Assessment of Interest, Aptitude and Achievement, Personality Assessment for Counselling, Understanding Creativity and Its Assessment

Unit 13: Major Concerns in Guidance and Counselling

Major Concerns in different types of Counselling, major concerns in crisis counselling

Unit 14: Promoting Mental Health and Wellbeing

Concept of Mental Health, Scope of Mental Health, Characteristics of a Mentally Healthy Person, Role of School in Maintaining Mental Health.

References:

1. Agarwala, R.(2006) . *Educational, vocational guidance and counseling*. New Delhi: SipraPublication .
2. Bhatnagar, A and Gupta, N.(1999). *Guidance and Counselling – A Theoretical Approach*. New Delhi: Vikas Publishing house.
3. Gibson, Mitchell M, (1999). *Introduction to Counselling and Guidance*. University of Michigan: Merrill.
4. Gogoi, K.P. (2015). *A Text Book on Guidance & Counselling*. New Delhi: Kalyani Publishing House.

Seven Semester

DSC 16/DSM 7

Skill Development of the Youths and their Livelihood

(Major/Minor)

Total Marks 100**Objectives:**

The main objectives of the Course are:

1. To mobilize the capacity of the youths by updating their knowledge and equipping them with some locally relevant need based skills.
2. To generate awareness among the youths across the country on the current fields of employment and livelihood opportunities.
3. To encourage the youths for developing their capacity those who are willing to form some livelihood enterprises and also encourage the youths to become more productive.

Learning Outcome:

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

- acquire knowledge and understanding on the current field of education, particularly how to develop skills for having better livelihood
- formulate coherent arguments about ethical and moral issues, including environmental and sustainable development issues from multiple perspectives.
- acquire the cognitive and technical skills for performing and accomplishing complex tasks relating to the subject on education and other interdisciplinary courses
- Embrace the constitutional, humanistic, ethical, and moral values, and practice these values in life
- demonstrate ICT based skills required for becoming 21st century learner.
- apply the acquired specialized technical or theoretical knowledge, cognitive and practical skills in the practical field of life
- employ the right approach to generate solutions to problems related to various approaches of modern higher education.

Course Contents:

Unit 1: Introduction to Skill development, how skill development is related to empowerment

Unit 2: Present status of livelihood opportunities in India, Youths and livelihood opportunity

Unit 3: Skill development and employability, the role of education for employability

Unit 4: Recognition of prior learning and skill development

Unit 5: Understanding NSQF: Mission and Goals and educational qualifications

Unit 6: Government's initiatives for skill development courses and training, Development and Training Institutes for Micro, Small and Medium Enterprises (MSMEs)

Unit 7: SDGs, Life Skills for sustainable livelihood

Unit 8: Approaches of Skill development, Strategies for capacity building for entrepreneurship of the youths

Unit 9: Basic training on Electrical appliances, animal husbandry and other livelihood avenues

Unit 10: Communication Skill

Unit 11: Education in the digital age

Unit 12: Governmental Schemes and programmes for skill development of the youths

Unit 13: Challenges and opportunities of skill development in India

Unit 14: Role of the open universities for mobilising the skills of the youths, success stories

References:

1. Baker, E. L., & O'Neil, H. F., Jr. (2003). Technological fluency: Needed skills for the future. In H. F. O'Neil, Jr. & R. Perez (Eds.), Technology applications in education: A

- learning view. Mahwah, NJ: Erlbaum.
2. Mohan B. Menon. (2014). Strategy for Skill Development through Open Schooling India, National Institute of Open Schooling, A-24-25, Institutional Area, Sector-62, Noida, U.P.
 3. Mohd.,Shoeb. (2020). Skill Development, Innovations and Entrepreneurship, Om Publications
 4. Nair V.R.(2010). Life Skills Personality and Leadership. RGNIYD, Tamilnadu
 5. Rameshwari, Pandya . (2016). Skill Development and Entrepreneurship in India, New Century Publications
 6. Samuel Kai Wah Chu etal. (2017). 21st Century Skills Development through Inquiry-Based Learning, From Theory to Practice, Springer
 7. United Nations Children's Fund. (2012). Global Evaluation of Life Skills Education Programmes Final Report. New York

DSC 17

ICT in Teaching-Learning

Total Marks.100

Course Objectives:

After going through this course, the learners will be able to –

1. Identify the need and importance of ICT in teaching-learning system
2. Comprehend the implications for use of ICT in teaching-learning process in view of the theories of Learning
3. Select and integrate different types of ICT resources in their teaching

4. Identify and apply the different types emerging trends of ICT enabled teaching and ethical practices while using ICT resources

Learning Outcome:

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

- acquire knowledge and understanding on the current field of education, particularly ICT in education
- develop the basic understanding on the emerging issues of technology and education
- gather the procedural knowledge which are required for performing multidisciplinary and skill based programmes in the 21st century
- acquire the cognitive and technical skills for performing and accomplishing complex tasks relating to the subject on education and other interdisciplinary courses

Course Contents:

Unit 1: Fundamentals of Teaching Learning Process and ICT

Concept of Teaching-Learning processes; Design, Development and Potential of ICT for teaching-learning process; Use of ICT for classroom teaching ; ICT for e-learning situation; Collaborative Learning with various ICTs

Unit 2: Introduction to various types of Teaching-Learning Resources

Concept, meaning, types and importance of different types of teaching-learning resources, improvised resources; criteria selecting and integrating resources for teaching-learning

Unit 3: Conventional or Non-digital Teaching-Learning Resources

Concept of teaching-learning resources; Meaning and types of Non-digital Teaching Learning Resources - Chalkboard, Non-Projected Teaching Learning Resources and Projected Teaching Learning Resources; Preparation of Low Cost Teaching Learning Materials From Available Local Resources

Unit 4: Digital or ICT integrated Teaching-Learning Resources

Meaning of digital teaching learning resources; Types of digital teaching-learning resources for use in education - radio and television, computer, internet, web, e-book, chat rooms, e-conference, search engine; Mobile and its use in education

Unit 5: Concept of Learning Theories and their implication for Use of ICT in Teaching-

Learning

Theories of Learning – Behaviourism, Cognitivism, Constructivism and their implications for using ICT in Education, Optimum use of ICT for Teaching-Learning Purposes

Unit 6: Selection and Integration of ICT Resources

Need of ICT selection for teaching-learning process; Factors affecting ICT selection - pedagogic utility, human factors, availability and accessibility, user friendliness, control and interactivity, cost, effective communication, infrastructure facilities, time, hardware, etc.; Criteria for selection of appropriate ICTs; ICT Integration; Concept of Technological Pedagogical Content Knowledge (TPAK) framework

Unit 7: Use of OER in Teaching-Learning Processes

Open Educational Resources (OER) – meaning, use, identification, creation, sharing and limitations of OER ; Creative Commons License; OER Repositories (Wikipedia, MERLOT, YouTube, Teacher Tube, Slide share, Sakshat, E-Gyankosh, E-Vidya, NROER, etc.)

Unit 8: ICT Mediated Teaching Learning Environment

Concept of Teaching-Learning Environment – meaning, types, characteristics, etc.; physical and social constituents of teaching-learning environment, use of different types of tools and instructional strategies for supporting learners; adapting learning environment for creating an inclusive classroom

Unit 9: Use of ICT for Collaboration, Co-creation and Sharing of Knowledge

Concept of collaboration, co-creation and sharing of knowledge; Tools for collaborative learning; Tools for digital content sharing; Management of digital resources

Unit 10: Use of ICT in Assessment

Concept of Assessment; Role of ICT in Assessment; Web-Based Assessment – objective and subjective assessments; Electronic support as a tool in the assessment process; Use of blogs for assessment; Advantages and disadvantages of ICT based assessment

Unit 11: Use of ICT in Educational Management

Concept of Educational Management and Administration; Application of ICT in Educational Management (E-Governance) - school management tools, database management through EPR, record keeping, paperless administration, duty allocations, students' portfolio, managing assessment and evaluation, etc.; Use of ICT in Financial

Management – students’ fee records, school budget, accounting, etc.; ICT for creating online community of parents, teachers and students

Unit 12: Use of ICT for Inclusive Classroom

Inclusive Classroom – meaning, role of ICTs in Inclusive Classroom, use of ICT in Inclusive Classroom; Introduction to Assistive Technology - categories and use of Assistive Technology in inclusive classroom

Unit 13: Emerging Trends in ICT Enabled Teaching-Learning Processes

Massive Open Online Courses (MOOC), E- Learning, Blended Learning, Flipped Classroom

Unit 14: Safe, Secure and Ethical Practices in ICT Enabled Teaching-Learning

ICT Policy; Internet Filtering; Intellectual Property Rights, different types of IPRs and ways to manage those; Impact of ICT on Socio-Cultural Issues - ICT and child development, cyber-bullying, addiction, anxiety and stress creation using technologies

References:

1. Baker, E. L., & O’Neil, H. F., Jr. (2003). Technological fluency: Needed skills for the future. In H. F. O’Neil, Jr. & R. Perez (Eds.), *Technology applications in education: A learning view*. Mahwah, NJ: Erlbaum.
2. Berson, M. J. (1996). Effectiveness of computer technology in social studies: A Review of the literature. *Journal of Research on Computing in Education*, 28(4), 486-98.
3. Jeff, Craig. (2012). *Six Steps for Implementing 21st Century Skills*. Onondaga-Cortland-Madison BOCES
4. Samuel Kai Wah Chu et al. (2017). *21st Century Skills Development through Inquiry-Based Learning, From Theory to Practice*, Springer

Total Marks: 100**Course Objectives:**

To enable the learners to develop an understanding about the

1. Practical utility of the various psychological testing.
2. Designing the apparatus of various psychological testing.

Learning Outcome:

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

- acquire the cognitive and technical skills for performing and accomplishing complex tasks relating to the subject on education and practices
- Embrace the constitutional, humanistic, ethical, and moral values, and practice these values in life
- demonstrate ICT based skills required for becoming 21st century learner.
- apply the acquired specialized technical or theoretical knowledge, cognitive and practical skills in the practical field of life
- employ the right approach to solving the problems related to educational and psychological practices

The mark distribution of Practical Examination will be as under-

(i)	Practical Note Book	=	Total 25 Marks
	4 Experiments with Apparatus carries		4X3=12Marks
	3 Experiments without Apparatus carries		3X2=6 Marks
	3 Physiological Experiments carries a total of		7Marks
(ii)	Psychological Experiments during Examination		20X3=60 Marks
	3 experiments are to be performed in Examination		
	(One experiment with apparatus, one without apparatus and one physiological)		
(iii)	Viva Voce		= Total 15 Marks

Course Contents:

Unit1: Learning: Mirror Learning

Unit 2: Maze Learning

Unit3: Part and whole learning

Unit4:Memory: recall-recognition

Unit 5: Immediate memory span

Unit 6: Free Word association and Controlled Association

Unit7:Attention: span of attention

Unit 8: Span of apprehension

Unit 9: Division of attention

Unit 10: Personality: inkblot test

Unit 11:Thematic Apperception test (TAT)

Unit 12:Physiological drawing of brain

Unit 13:Physiological drawing of Eye

Unit 14:Physiological drawing of Ear

References:

1. R.S. Woodworth: Experimental Psychology
2. S M Mohsin: Experiments in Psychology

Semester VIII

DSC 19/DSM 8

Gender and Society

Total Marks 100

Course Objectives:

1. To equip the learner with an understanding of the concepts of Gender, gender differences and empowerment
2. To inculcate sensitivity to issues related to Gender and Identity within the socio-cultural context.
3. To know the expected roles (political, social and economic) of Indian Women in developing countries including India
4. To be aware of the concept of women as change agents for the transformation of Third World Countries as studied by World Bank and other World Organisations like ILO.

Learning Outcome:

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

- acquire knowledge and understanding on the dimensions of gender and gender studies
- formulate coherent arguments about ethical and moral issues, including environmental and sustainable development issues from multiple perspectives.
- Embrace the constitutional, humanistic, ethical, and moral values, and practice these values in life
- apply the acquired specialized technical or theoretical knowledge, cognitive and practical skills in the practical field of life

Course Contents:

Unit 1: Concepts of gender, gender dimensions, Gender role

Concept and nature, Types of gender role.

Unit 2: Patriarchal and Matriarchal

Concept and nature, Gender role in patriarchal and matriarchal society, Social construct of Gender.

Unit 3: Gender Segregation

Concept and nature, Types of gender Segregation: Horizontal & vertical, Gender segregation and education.

Unit 4: Gender marginalisation in education

Meaning, concept and nature, Causes of gender marginalisation in education, Measures for inclusion in education

Unit 5: Gender Stereotyping

Meaning and concept, Issues and concern related to gender , gender stereotyping in Indian society, Gender stereotyping and education.

Unit 6: Problems of women face in developing countries including India

High rate of population growth — literacy percentage of women inadequate nutrition and technology, existing prejudices against women etc.

Unit 7: Aspiration of Indian society for sustainable development of girls

Planned governmental efforts. Achieving quality of life, equality of opportunities, equity, social justice and empowerment

Unit 8: Gender and violence, various laws for protecting gender and women

Unit 9: Constitutional provisions and Rights of women

Constitutional Provision for equality of Women (Educational and Legal Provisions), National Policy on Education (1986) on women education, National Council for Women Education, Property Right, National Policy for Empowerment of Women, 2001

Unit 10: Women Empowerment

Concept of women empowerment, importance, Types of women empowerment- Economic, political, Educational, legal.

Unit 11: Barriers of women empowerment, Role of education in women empowerment**Unit 12: Gender inequalities in School and society**

Family attitude, Gender bias in Textbook, Curricular Choices, Teachers' attitude, Classroom Interaction, Peer Culture

Unit 13: Gender and employability

Gender inequality in workplace, Women entrepreneurship, Enhancing work-life balance

Unit 14: Changing roles and women empowerment, encouraging non-gender stereotyped attitudes in youth and the role of education**References:**

- 1.9.1.2 FAO. 1997. Gender: the key to sustainability and food security. SD Dimensions, May 1997 (available at www.fao.org/sd).
- 1.9.1.3 Howard, P. 2003. Women and plants, gender relations in biodiversity management and conservation. London, ZED Books.
- 1.9.1.4 Jones, K., Evans, C., Byrd, R., Campbell, K. (2000) Gender equity training and teaching behavior. Journal of Instructional Psychology, 27 (3), 173-178.
- 1.9.1.5 K., & Gallagher, J. J. (1987). The role of target students in the science classroom. Journal of Research in Science Teaching, 24(1), 61–75.
- 1.9.1.6 Kahle, J. B. (2004). Will girls be left behind? Gender differences and accountability. Journal of Research in Science Teaching, 41(10), 961–969.

DSC 20

Value Education and Human Rights Education

Total Marks 100

Course Objectives:

1. To enable students to understand the need and importance of Value-Education and

education for Human Rights.

2. To enable them to understand the nature of values, moral values, moral education and to differentiate such values from religious education, moral training or moral indoctrination.
3. To identify the meaning and concept of peace and its importance in human life.
4. To enable the meaning and importance of peace education and its relevance at national and international level.
5. To describe the meaning, nature, principles, curriculum and teaching methods of humanrights education at different levels of Education.
6. To discuss the role of United Nations on human rights, enforcement mechanism in India and the role of advocacy groups

Learning Outcome:

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

- acquire knowledge and understanding on the dimensions of education, human rights and peace education
- formulate coherent arguments about ethical and moral issues, including environmental and sustainable development issues from multiple perspectives.
- Embrace the constitutional, humanistic, ethical, and moral values, and practice these values in life
- apply the acquired specialized technical or theoretical knowledge, cognitive and practical skills in the practical field of life

Course Contents:

Unit 1: The Socio-moral and cultural context. Need and Importance of Value Education and Education for Human Rights in the existing social scenario.

Unit-2: Value education: Concept, characteristics, Objectives and Importance of value education. Value education at different stages –Primary, Secondary and Higher Education. Role of teacher and family in imparting value education.

Unit 3: Nature and Concept of Morality and Moral Education: Moral Education vis-à-vis religious education; moral instructions, moral training and moral indoctrination.

Unit 4: Moral Development of the Child: Concept of Development and Concept of Moral development. Psycho-analytic approach, Learning theory approach, especially social learning theory approach, Cognitive developmental approach – Piaget and Kohlberg, Stages of moral development and their characteristic features.

Unit-5: Peace education: Meaning, definition and characteristics of peace, Importance of peace in human life, Teacher's role in promoting peace. Peace Education: Curricular contents of

peace education at different levels – Primary, Secondary and Higher Education, Strategies and skills in promoting peace education, Relevance of peace education in national and international context

Unit-6: Challenges of Peace education and Role of Different Organisations such as : International Institute for Peace(IIP), UNESCO, International Peace Bureau (IBP), UNO, UNICEF, Global Peace Foundation(GPF), Mahatma Gandhi Institute of Education for Peace and Sustainable. Challenges of peace education

Unit-7: Basic Concept of Human Rights: Concept and Nature of Human Rights, Scope of Human Rights, Concept, objectives, principles of Human Rights Education, Needs and Significance of Human Rights Education in India. Human Rights Education at Different levels: Elementary level, Secondary level and Higher level.

Unit 8: Methods and Activities of Teaching Human Rights, Curriculum of Human Rights Education

Unit-9:United Nations and Human rights: Universal Declaration of Human Rights (1948) by UN, UN and Promotion and Protection of Human Rights, Human Rights and Indian Constitution, Fundamental Rights similar to the UN Human Rights in Constitution of India

Unit-10: Human Rights – Enforcement Mechanism in India, Human Rights Act – 1993, Human Rights Commission – role and objectives

Unit-11: Role of Advocacy Groups for Promotion of Human Rights, Role of Global Agencies: UN, UNESCO, Vienna Declaration

Unit 12: Role of Government and Non-Governmental Organizations; Role of educational institutions, Role of press and mass media

Unit-13:Human Rights and Marginalised Sections, Human Rights related to Racial Discrimination, Human Rights related to Religions and Religious Minorities, Human Rights related to Linguistic Minorities, Communal Minorities, Refugees and Aged

Unit 14: Human Rights related Women and Children, Differently Abled and Transgender

References:

- a. Bhattacharya, G.C. “Teaching of Human Rights at B.Ed level; needs and objectives.” University News 35(52), December

- b. Bhushan Chandra (2007), Terrorism and Separation in North- East India, Kalpaz Publication, New Delhi.
- c. Kapoor, SK (2005), Human Rights Under International & Indian Law, Allahabad: Central Law Agency
- d. Sharma, R. A. (2008). Human value of education. Meerut: R.Lall Books Depot.
- e. Singh, Y. K., &Natha, R. (2008). Value Education. New Delhi: A.P.H. Publishing Corporation.
- f. Chand, J. (2007). Value Education. Delhi: Anshah publishing House.
- g. Aggarwal, J. C. (2005). Education for values, environment and human rights. New Delhi: Shipra publication.

INTERDISCIPLINARY COURSES (IDC)

First Semester

IDC 1

Distance Education

(3 Credit Course)

Total Marks 100

Course Objectives:

1. To orient the learners with the nature and need of Distance Education in the present day Indian society.
2. To provide the exposure to the learners to different kinds of Information and Communication Technologies (ICT) and apprise them with their use in teaching-learning process.

3. To help the learners understand various modes of student support service(SSS) and develop their skills to manage such services for various kinds of programmes through Distance Education.

Learning Outcome:

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

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

Course Contents:

Unit 1: Distance Education

Growth of distance education, distance education in India.

Unit 2: Learner-Support Service

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

Unit 3: Self Learning Material

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

Unit 4: Study Skills

Study skills in distance education, strategies for developing study skills

Unit 5: Curriculum

Concept, curriculum development process-major approaches

Unit 6: Curriculum and Evaluation

Need for curriculum evaluation, aspects of curriculum evaluation

Unit 7: Rural Development and Women Empowerment through ODL

Distance education for rural development, Distance education for women empowerment

Unit 8: Quality assurance in Distance Education

Quality enhancement, monitoring, feedback and evaluation.

Unit 9: Assessment in Distance Education

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

Unit 10: ICTs in Distance Education

Information and communication technologies and their application in distance education.

Unit 11: OERs and its Challenges in India

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

References:

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

IDC 2

Second Semester

Environmental Education

(3 credit course)

Total Marks 100

Course Objectives:

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

Learning Outcome:

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

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

Course Content:**Unit 1: Environmental Education**

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

Unit 2: Methods of Environmental Education

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

Unit 3: Environmental Movements in India

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

Unit 4: Media of Environmental Education

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

Unit 5: Programme of Environmental Education

Programme for primary level, Secondary level and higher level.

Unit 6: Environmental Degradation

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

Unit 7: Environmental Pollution

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

Unit 8: Conservation and Protection of Environment

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

Unit 9: Environment and Legal Provisions

Legal and Constitutional Provisions for Conservation and Protection of Environment.

Unit 10: Sustainable Development

Concept of Sustainable development, characteristics and education for sustainable development.

Unit 11: Environmental Education

Its problems and prospects with special reference to Assam

References:

1. R. C. Sarma: Environmental Education, Surya Publication, Meerat, 1997.
2. R.A Sharma: Environmental Education, Metro Politory Book Co. Pvt,Ltd, New Delhi.
3. Mahapatra D: Environmental Education.

IDC 3

Third Semester

Economics of Education

(3 credit course)

Total Marks-100

Course Objectives:

To make the learners aware about:

1. The meaning, importance and scope of economics of education
2. Educational expenditure as productive consumption and returning investment through the function of human capital and planned manpower development.

3. The concept and relationship between input and output of education
4. The financial resource management.

Learning Outcome:

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

- acquire knowledge and understanding on the subject like economics of education
- develop the basic understanding on the emerging issues of economics of education
- know the basic knowledge regarding the various core courses of Education as a subject as a whole.
- gather the procedural knowledge which are required for performing multidisciplinary and skill based programmes in the 21st century
- Produce efficient and effective leaders in the field of teaching, educational administration and educational finances
- acquire the cognitive and technical skills for performing and accomplishing complex tasks relating to the subject on education and other interdisciplinary courses
- Produce quality educational practitioners having sound knowledge of various dimensions of economics of education and economic policies

Course Contents:

Unit 1: Economics of Education

Concept, scope and significance.

Unit 2: Education and Economic Development

Concept, relationship between education and economic development

Unit 3: Economics of Education Policy

Nature of economic policy, education as a Public Good

Unit 4: Education as a Public Good

Meaning of public good, difference between public goods and private goods, education as public good, education as mixed good, education as merit good

Unit 5: Human Capital Formation

Concept, Human capital Approaches to education

Unit 6: Education and Manpower Planning

Education and manpower planning, manpower planning and economic growth, problems of manpower planning in India

Unit 7: Financing in Higher Education

Pattern of financing, need of financing, financial policy for higher education in India

Unit 8: Livelihood, Labour Market and Labour Mobility

Sectoral growth, unemployment and underemployment, labour mobility in northeast India

Unit 9: Education and Brain Drain

Concept, factors for brain drain, out-migration of the skilled personnel

Unit 10: Access and Equity in Education

Meaning of equity, improving access in education and reservation policy in education in India.

Unit 11: Self-Financing and Fund Mobilization in the Educational Institutions

Fund mobilization in the educational institution.

References:

1. Hunter, W.W.: Economic History of India, Vols.2, Cosmo Publication, 2008
2. Habison & Myers: Education, Manpower and Economic Growth
3. Peer, M.: Higher Education and Employment, Rawat Publications, 2007-08
4. Rao, P.: Economics of Primary Education, Rawat Publication, 1998.
5. Rajaiah, B.: Economics of Education
6. Singh, R.P.: Educational Finance and the Planning Challenge, Eastern Book House, 2008
7. Shukla, P.D.: New Education Policy in India.
8. Psachopoulos, Y.: Economics of Education

SKILL ENHANCEMENT COURSE (SEC)

Seventh Semester

SEC- 1

Research Methodology in Education

(4 Credit Course) Total Marks: 100

Course Objectives

To enable the learners to develop an understanding about the

1. Concept of educational research, its needs and importance

2. Various methods of educational research and statistics.
3. Source for obtaining the data, analysis and drawing for solving an educational problem.

Course Outcomes:

Course Contents:

Unit 1: Educational Research

Meaning, nature, Scope and types of Educational Research.

Unit 2: Areas of Educational Research

Philosophical, Psychological, and Sociological.

Unit 3: Hypothesis

Its meaning and nature and types, sources of hypothesis, need for hypothesis formulation.

Unit 4: Approaches and methods of educational research

Qualitative and Quantitative approach. Historical, Survey, and Experimental method.

Ethnographic and Case Study.

Unit 5: Tools of Educational Research

Types of tools and their uses: Observations Schedule, Questionnaire, Interview, Socio-Metric technique, Attitude Scale.

Unit 6: Sampling

Concept, types and techniques of sample selection.

Unit 7: Action Research

Meaning, nature, need, scope, steps of Action Research.

Unit 8: Research Proposal

Steps for preparing a research proposal, Significance of preparation of Research Report, Format and Style of Research Report.

Unit 9: Educational Statistics

Meaning and importance, descriptive and inferential statistics, organization and tabulation of data, frequency distributions.

Unit 10: Normal Probability Curve

Meaning, characteristics, divergence in Normal Probability and its uses.

Unit 11: Measures of central tendency

Mean, Median, Mode and their uses.

Unit 12: Measures of Variability

Average deviation, quartile deviation, standard deviation and their uses.

Unit 13: Correlation

Product movement method, Rank difference method, Phi-coefficient, Bi-serial correlation and point bi-serial correlation.

Unit 14: Regression and prediction

Concept of Regression, Meaning of Regression and Prediction, linear regression and Prediction, uses and advantages of regression and prediction

Unit 15: Chi Square, t-Test and ANOVA

Application of the Chi-square test, t-test and ANOVA (one way and two ways).

References:

1. Best, J.W. & Khan, J.V.: Research in Education, (6th Edition) New Delhi, Prentice Hall, 1989.
2. Buch, M.B.: A Survey of Research in Education, Baroda, CASE, M. S. University, 1974
3. Garrett, H.E. Statistics in Psychology and Education, Bombay, Vikils, Feiffer & Semen's Ltd. 1988.
4. Good, Barr & Scates Methodology of Educational Research, New York Appleton Crofts, 1962.
5. Koul, L: Methodology of Educational Research, New Delhi, Vikas Publications, 1998.
6. Rubin, Herbert J: Qualitative Interviewing: The Art of Hearing Data, Sage Publication, 1995
7. Silverman, David (ed): Qualitative research: Theory, Method and Practice, Sage Publications, 2006
8. Singh, Arun Kumar: Test, Measurement and Methods in behavioural Sciences, New Delhi, McGraw Hill, 1986.

ANNEXURE- III**Programme coordinator for UG in Education**

Dr. Ritimoni Bordoloi, Assistant Professor

Course Coordinators for UG in Education

Sl. No.	Name of the Course	Semester	Name of the Course Coordinator	Email Address	Contact No
1.	Principle and Theories of Education	I	Dr. RitimoniBordoloi	ritimonibordoloi@gmail.com	7635817578
2.	Psychological Foundation of Education	II	Dr. PranabSaikia	pranabsaikia@kkhsou.in	8638156697
3.	Sociological Foundation of Education	III	Dr. IndraniKalita	indrani.kalita2012@gmail.com	7002235885
4.	Select Issues in Indian Education	III	Dr. Arunima Borah	drarunima.borah@kkhsou.in	9707086019
5.	Distance Education	IV	Dr. RitimoniBordoloi	ritimonibordoloi@gmail.com	7635817578
6.	Educational Technology	IV	Dr. Arunima Borah	drarunima.borah@kkhsou.in	9707086019
7.	Educational Management	IV	Dr. DevajaniDuara	archana.adhikary@kkhsou.in	8752919776
8	History of Education during Pre-Independence in India	V	Dr. ArchanaAdhikary	archana.adhikary@kkhsou.in	8752919776
9.	Measurement and Statistics in Education	V	Dr. IndraniKalita	indrani.kalita2012@gmail.com	7002235885
10	Economics of	V	Dr.	ritimonibordoloi@gmail.com	7635817578

	Education		RitimoniBordoloi		
11	Environmental Education	V	Dr. ParnabSaikia	pranabsaikia@kkhsou.in	8638156697
12	History of Education during post-independence	VI	Dr. ArchanaAdhikary	archana.adhikary@kkhsou.in	8752919776
13	Population Education	VI	Dr. DevajaniDuara	devajanid@kkhsou.in	9435392726
14	Education for Community Development*	VI	Dr. RitimoniBordoloi	ritimonibordoloi@gmail.com	7635817578
15	Guidance and Counselling	VI	Dr. PranabSaikia	pranabsaikia@kkhsou.in	8638156697
16	Education for Skill Development	VII	Dr. RitimoniBordoloi	ritimonibordoloi@gmail.com	7635817578
17	ICT in Teaching-Learning	VII	Dr. DevajaniDuara	devajanid@kkhsou.in	9435392726
18	Psychological Practical	VII	Dr. RitimoniBordoloi& Dr. Arunima Borah	ritimonibordoloi@gmail.com drarunima.borah@kkhsou.in	7635817578 9707086019
19	Gender and Society	VIII	Dr. RitimoniBordoloi	ritimonibordoloi@gmail.com	7635817578
20	Value Education and Human Rights	VIII	Dr. IndraniKalita & Dr. ArchanaAdhikary	indrani.kalita2012@gmail.com	7002235885

Annexure IV

Common Basket of Interdisciplinary Courses (IDC), Ability Enhancement Courses (AECs), Value Added Courses (VACs) and Skill Enhancement Courses (SECs)
Along with Detailed Syllabus

List of Courses Semester-wise

Semester	Course Type	Course Name
I	IDC 01 (any one course need to be selected from the basket)	Functional Assamese*
		Reading and Writing Skills*
		Media Studies*
		Distance Education (open to all except those with Education as major or minor)
		Constitution of India (open to all except those with Political Science as major or minor)
		Economy of the North East India (open to all except those with Economics as major or minor)
		Understanding Indian Society (open to all except those with Sociology as major or minor)
		Introduction to Indian History (open to all except those with History as major or minor)
	AEC 01	General English*
	VAC 01 (any one Course only)	Environmental Studies and Disaster Management*
		Indian Traditional Knowledge System*
	SEC 01 (any one Course only)	Office Management*
		Organic Farming*
		Introduction to Geo-informatics*
II	IDC 02 (any one course need to be selected from the basket)	Select Assamese Literary Texts*
		General Principles of Writing*
		Issues in Development Communication*
		Environmental Education (open to all except those with Education as major or minor)
		Perspectives on Indian Economy (open to all except those with Economics as major or minor)
		Introduction to Ethics (open to all except those with Philosophy as major or minor)
		Understanding Social Problems (open to all except those with Sociology as major or minor)
		Introduction to History of Assam (open to all except those with History as major or minor)
	AEC 02 (any one Course only)	MIL Assamese*
		MIL Bengali*
		MIL Hindi*
		MIL Bodo*
		Alternative English*
	VAC 02 (any one Course only)	Introduction to Yoga*
		Translation and Assamese Translation Literature*
	SEC 02 (any one Course only)	Tea Cultivation and Management*
		Electricity and Electrical Wiring*
	IDC 03	English for Professional Studies*

III	(any one course need to be selected from the basket)	Business Communication and Media Management*
		Economics of Education (open to all except those with Education as major or minor)
		Understanding North East India (open to all except those with Sociology s as major or minor)
		Rural Development in India (open to all except those with Economics as major or minor)
		Essentials of Indian Philosophy (open to all except those with Philosophy as major or minor)
	AEC 03	Life Skills*
IV	SEC 03	Cyber Security*
	AEC 04 (any one Course only)	Studies of Assamese Culture*
		Spoken English*

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

Detailed Syllabi of Interdisciplinary Courses (IDCs)

IDC 101 Functional Assamese

Course Objective:

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

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

Course Outcomes:

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

Syllabus

S47t ১:	S D t t t 7t (btDtN N 3 at , N a ' /at , ' a N ; S D t N, * N a !t (T tWN, \$ N t ' : \$ B N, \$ 7&N N
S47t ২:	S D t t t 7t (btDtN N ২ 45 W* 7+5t , - 4 a - 4, 4 ! 4/
S47t ৩:	S D t t t ¾ a 2!7 ¾ a 2!7 , S D t t t ¾ (T tW: ৮ ¾ t t ¾ , * t4 55 t4 ¾ , N t ¾ . S D t t t 2!7 (T tW: 8□ 2!7 a ! 5□ 2!7 , NN\$!t t4 2!7
S47t ৪ :	S D t t t t 7 ! t 7 ! Q<t, t 7 (T tWN,* N 7 a 4 , t 7,* ¾ , t 7! N N D
S47t Q:	S D t t t N N, N (T tWN: 7 a S 7 , 7, , 'NtD, N t
S47t u:	S D t t t B, Dt , 4N a NQW B, Dt , 4N, NQW
S47t R:	WB+t CtD a t* t 7 WB+t CtD4 a t* t 7 Q<t, S D t WB+t CtD4 a t* t 7 2 tW a St'
S47t 6:	৮ HN 2 tW, DtIt ! ৮, Dtt' ৮, ! ৮, t - Q5 ! ৮ HN 2 tW, DtIt ! ৮, Dtt' ৮, ! ৮, t - Q5 !
S47t J:	tK! LNN WN W +N! 7+M! S D t t t

NNN WN W +N! 7+M! S D t t t ঞ HN 2 tW,GW GD !tt N N N, 7-Tt 7
Dt47D S D t t t, NN'\$!t t4 2!7 , t ঞ N 5t

S47t 3o: **2 5 NtN, D St NtNa t t 2tt D 4t t**
2 5 Q<t, St'ঞ !5t , NtN 5 ! * - N NW t @*N , D St Q<t,
St'ঞ !5t , NtN 5 !, 7 2 t D St, t t t4t 4

S47t 33: **4 C, ঞ +NN W, t4tN bt t2X!ঞ t t4ND t NtN**
4 C tW ঞ NtN 5 !, ঞ +NN W tW D,5, NtN 5 !, t4tN (bt t2X!
5 !, t t4ND t NtN

Reading List

- Bora Satyanath (1998). *Bohol Byakoron*. Guwahati.
Deka, Dharma Singha (2018). *Rachana Bichitra*. Guwahati: Asom Book Depot.
Goswami, Upendranath (1997). *Axamiya Bhasar Byakoron*. Guwahati: Moni-Manik Prakash
Goswami, Golokchandra (1996). *Axamiya Bornoprokash*. Guwahati: Bina Library
Anker.S(1998). *Real Writing*. Boston: Bedford Books
Misra.P.S.(2009). *An Introduction to Stylistics: Theory and Practice*. New Delhi: Orient Black Swan
Puri, Manohar (2006). *Art of Editing*. New Delhi: Pragun Publications.

IDC 102 Reading and Writing Skills

Learning Objectives

The objectives of the course are to:

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

Learning Outcomes

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

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

UNIT 1: SOME CONCEPTS IN READING

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

UNIT 2: READING A STORY

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

UNIT 3: READING A POEM

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

UNIT 4: READING A PROSE TEXT

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

UNIT 5: READING A PLAY

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

UNIT 6: SOME CONCEPTS IN READING I

Introduction, Features of Good Writing: Cohesion

UNIT 7: SOME CONCEPTS IN WRITING II

Introduction, Coherence, Punctuation

UNIT 8: PRÉCIS WRITING

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

UNIT 9: REPORT WRITING

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

UNIT 10: WRITING FORMAL LETTERS AND FIR WRITING

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

UNIT 11: COMMUNICATION SKILLS

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

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

Reading List

- Bishop, Wendy. (1992). *Working Words: The Process of Creative Writing*. California: Mayfield Publishing Company
- Burroway, Janet. (1992). *Writing Fiction: A Guide to Narrative Craft*. New York: Harper Collins
- Drabble, Margaret. Ed. (2008). *The Oxford Companion to English Literature*. Sixth Edition.
- Hudspn, William Henry. (1995). *An Introduction to the Study of Literature*. New Delhi: Kalyani Publishers.
- Kirszner, Laurie and Stephen Mandall. (2004). *Literature: Reading, Reacting, Writing*. Fifth Edition. Canada: Thomas Wadsworth
- Scholes, Robert and Nancy R. Combey et al. (eds.) (1997). *Elements of Literature*. Fourth Edition. New York: Oxford University Press.

IDC 103 Media Studies

Course Objectives

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

Course Outcomes

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

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

Syllabus

UNIT 1: THE MASS MEDIA

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

UNIT 2: DEVELOPMENT OF MASS MEDIA

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

UNIT 3: TRADITIONAL FOLK MEDIA

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

UNIT 4: PRINT MEDIA

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

UNIT 5: AUDIO MEDIA - RADIO

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

UNIT 6: VISUAL MEDIA: PHOTOGRAPHY

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

UNIT 7: PHOTOJOURNALISM

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

UNIT 8: AUDIO-VISUAL MEDIA: FILM

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

UNIT 9: AUDIO VISUAL MEDIA: TELEVISION

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

UNIT 10: TELEVISION PROGRAMMES AND PRODUCTION

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

UNIT 11: INTRODUCTION TO NEW MEDIA

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

UNIT 12: REPORTING FOR MEDIA

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

UNIT 13: MEDIA CONVERGENCE

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

UNIT 14: WRITING FOR RADIO PROGRAMME (PRACTICAL BASED)

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

UNIT 15: FILM REVIEW (PRACTICAL BASED UNIT)

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

Reading List

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

IDC 104 Distance Education

Course Objectives

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

Course Outcomes

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

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

Syllabus

UNIT 1: DISTANCE EDUCATION

Growth of distance education, distance education in India

UNIT 2: LEARNER-SUPPORT SERVICE

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

UNIT 3: SELF LEARNING MATERIAL

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

UNIT 4: STUDY SKILLS

Study skills in distance education, strategies for developing study skills

UNIT 5: CURRICULUM

Concept, curriculum development process-major approaches

UNIT 6: CURRICULUM AND EVALUATION

Need for curriculum evaluation, aspects of curriculum evaluation

UNIT 7: ROLE OF DISTANCE EDUCATION

Distance education for rural development, Distance education for women empowerment

UNIT 8: QUALITY ASSURANCE IN DISTANCE EDUCATION

Quality enhancement, monitoring, feedback and evaluation

UNIT 9: ASSESSMENT IN DISTANCE EDUCATION

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

UNIT 10: INTERVENTION STRATEGIES

Information and communication technologies and their application in distance education.

UNIT 11: NEW INTERVENTIONS IN OPEN AND DISTANCE LEARNING

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

Reading List

Aggarwal, D.D. Future of Distance Education, Sarup & Sons, New Delhi, 2007

Bansal, Aarti: Distance Education in 21st Century, Sublime Publications, Jaipur, 2004

Rao, V.K.: Distance Education, APH Publishing Corporation, New Delhi, 2007

Siddiqui, Mujibul Hasan: Distance Education, Theory and Research, A.P.H. Publishing Corporation, Ansari Road, New Delhi, 2007

Shardindu: Open and Dual Mode University System in India, Vani Prakasan, New Delhi, 2008

IDC 105 Constitution of India

Course Objectives

The course aims to providing learner

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

Course Outcomes

After completing the course, a learner will be able to

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

Syllabus

UNIT 1: HISTORICAL BACKGROUND OF THE INDIAN CONSTITUTION

Constitutional Developments during the British Period: 1773 to 1947

UNIT 2: MAKING OF THE INDIAN CONSTITUTION

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

UNIT 3: PHILOSOPHY AND IDEALS OF THE INDIAN CONSTITUTION

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

UNIT 4: FEATURES OF THE INDIAN CONSTITUTION

Salient Features of the Indian Constitution

UNIT 5: FUNDAMENTAL RIGHTS AND FUNDAMENTAL DUTIES

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

UNIT 6: DIRECTIVE PRINCIPLES OF STATE POLICY

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

UNIT 7: RELATIONS BETWEEN FUNDAMENTAL RIGHTS AND DIRECTIVE PRINCIPLES

Relationship between Fundamental Rights and Directive Principles of State Policy

UNIT 8: GOVERNMENT AT THE UNION AND STATE LEVELS

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

UNIT 9: THE PARLIAMENT OF INDIA AND THE STATE LEGISLATURE

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

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

UNIT 10: JUDICIARY IN INDIA

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

UNIT 11: NATURE OF INDIAN FEDERALISM

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

Reading List

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

IDC 106 Economy of the North East India

Course Objectives

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

Course Outcomes

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

Syllabus

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

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

UNIT 2 : POPULATION AND HUMAN RESOURCES

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

UNIT 3: INFRASTRUCTURE IN THE INDIAN ECONOMY

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

UNIT 4: INDIAN AGRICULTURE & GREEN REVOLUTION

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

UNIT 5: AGRICULTURAL FINANCE, RURAL CREDIT AND AGRICULTURAL MARKETING

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

UNIT 6: FOOD SECURITY AND PUBLIC DISTRIBUTION SYSTEM IN INDIA

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

UNIT 7: INDIAN INDUSTRY – DEVELOPMENTAL EXPERIENCE

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

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

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

UNIT 9: UNORGANISED SECTOR, LABOUR PROBLEMS AND LABOUR POLICY

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

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

UNIT 10: PLANNING FOR DEVELOPMENT

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

UNIT 11: ECONOMIC REFORMS AND GLOBALISATION

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

Reading List

Agarwal, A.N. (2015): *Indian Economy: Problems of Development and Planning*, Ed., New Age International.

Datt and Mahajan (2015): *Indian Economy*, 71st Ed., S. Chand & Co. Ltd.

Dhingra, I. C. (2014): *Indian Economy: Environment and Policy*, Sultan Chand & Sons

Kapila, U (2015): *Indian Economy: Performance and Policies*, 15th Edition, Academic Foundation.

Misra and Puri (2016): *Indian Economy: Its Development Experience*, 31st Ed., Himalaya Publishing House.

IDC 107 Understanding Indian Society

Learning Objectives

This course intends to:

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

Learning Outcomes

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

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

Syllabus

UNIT 1: INDIAN SOCIETY: UNITY IN DIVERSITY

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

UNIT 2: TYPES OF INDIAN SOCIETY

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

UNIT 3: MARRIAGES AND FAMILY IN INDIA

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

UNIT 4: KINSHIP SYSTEM

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

UNIT 5: CASTE IN INDIA

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

UNIT 6: CHANGING NATURE OF CASTE

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

UNIT 7: TRIBES IN INDIA

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

UNIT 8: WOMEN IN INDIAN SOCIETY

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

UNIT 9: ECONOMY OF INDIAN SOCIETY

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

UNIT 10: POLITICS IN INDIA

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

UNIT 11: RURAL LIFE IN INDIA

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

Reading List

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

IDC 108 Introduction to Indian History

Course Objectives

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

Course Outcomes

After completing this course

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

Syllabus

UNIT 1: INTRODUCTION TO HISTORY

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

UNIT 2: SOURCES OF ANCIENT INDIAN HISTORY

Literary Sources, Archaeological Sources, Foreign Sources

UNIT 3: EARLY INDIAN CIVILIZATIONS

Harappan Civilization, Vedic Civilization

UNIT 4: POLITICAL DEVELOPMENTS IN MEDIEVAL INDIA

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

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

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

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

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

UNIT 7: SOCIO-RELIGIOUS MOVEMENTS

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

UNIT 8: EMERGENCE OF NATIONALISM AND FOUNDATION OF INC

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

UNIT 9: INDIAN NATIONAL MOVEMENT UP TO 1916

Partition of Bengal and Swadeshi Movement, Revolutionary National Movements

UNIT 10: INDIAN NATIONAL MOVEMENT FROM 1916 TO 1939

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

UNIT 11: INDIAN NATIONAL MOVEMENT FROM 1939 TO 1947

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

UNIT 12: PARTITION AND TRANSFER OF POWER

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

Reading List

- Chandra, Satish. (1990). Medieval India, NCERT, New Delhi
Chandra, Sathish(2007) A History of Medieval India, Orient Black Swan, New Delhi
Chattopadhyaya, Brajadulal (2012). The Making of Early Medieval India, Second edition, Oxford Press, New Delhi
Jha, D.N. (1977), AncientIndia-An Introductory Outline, Peoples' Publishing House, New Delhi-110055
Kosambi, D.D. (2001): The cultural and Civilization of Ancient India in Historical Outline, Vikas Publishing House

IDC 201 Select Assamese Literary Texts

Course Objectives

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

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

Course Outcomes

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

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

Syllabus

অধ্যায় ১: অসমীয়া গ্ৰন্থ কবিতা

অসমীয়া গ্ৰন্থকবিতা/গ্ৰন্থ কবিতাৰ সাধাৰণ পিৰচয়, গ্ৰন্থবিভাজন. াগেগাপাল, পাতিলামায়াৰেখলা: কামৰূপী গ্ৰন্থকবিতাৰ সাধাৰণ পিৰচয়, গীতিটিৰ সাধাৰণ আলোচনা

অধ্যায় ২: শংকৰদেৱ: নেত্ৰাংসৰ

শংকৰদেৱ: নেত্ৰাংসৰ – মূলপাঠ: কবিতাপিৰচয়, কবিতাটিৰ মূলভাব, কবিতাটিৰ সাধাৰণ আলোচনা, শব্দার্থ

অধ্যায় ৩: ছাহিমলান: অধেমলহেলাঁ, অধেমলগুঁ, আশাৰনাম

ছাহিমলান: অধেমলহেলাঁ, অধেমলগুঁ, আশাৰনাম (বিষ্ণুকবিতা) – মূলপাঠ: কবিতাপিৰচয়, বিষ্ণুকবিতাসাধাৰণপিৰচয়, কবিতাটি (বিষ্ণুকবিতা) মূলভাৱ, কবিতাটি (বিষ্ণুকবিতা) সাধাৰণ আলোচনা, শব্দার্থ

অধ্যায় ৪: অংকিগৰীৰায়েচৌধুৰী: গণকিৰেমাৰুদুদাৰ

অংকিগৰীৰায়েচৌধুৰী: গণকিৰেমাৰুদুদাৰ – মূলপাঠ: কবিতাপিৰচয়, কবিতাটিৰ মূলভাব, কবিতাটিৰ সাধাৰণ আলোচনা

অধ্যায় ৫: হেমবৰুৱা: মমতাৰিচিঠি

হেমবৰুৱা: মমতাৰিচিঠি – মূলপাঠ: কবিতাপিৰচয়, কবিতাটিৰ সাধাৰণ আলোচনা

অধ্যায় ৬: ললিতাথৈবজৰুৱা: ভদৰী

ললিতাথৈবজৰুৱা: ভদৰী – মূলপাঠ: জীৱন আৰু কৃতি, গীতিৰ সাধাৰণ আলোচনা

অধ্যায় ৭: ঘোষণা দাস: পৃথিৱীৰ অসুখ

ঘোষণা দাসৰ জীৱন আৰু কৃতি: ঘোষণা দাসৰ গৰু মূলসুৰ, পৃথিৱীৰ অসুখ: গৰুটাৰ বিষয়বস্তু আৰু সাধাৰণ আলোচনা, ছটিগৰু হিচাপে পৃথিৱীৰ অসুখ

অধ্যায় ৮: বাণীকাৰ কাকিত: সাহিত্য ত কামৰূপ

বাণীকাৰ কাকিতৰ জীৱন আৰু কৃতি: সাহিত্য সমালোচক হিচাপে বাণীকাৰ কাকিত, কাকিতৰ বৈশিষ্ট্যৰ হিচাপে, সাহিত্যত কামৰূপ: গৰুটাৰ বিষয়বস্তু, সাধাৰণ আলোচনা

অধ্যায় ৯: ৰজনীকাৰ বৰদৈল: নিমলভ কত – ১

ৰজনীকাৰ বৰদৈলৰ জীৱন আৰু কৃতি, নিমলভ কত উপন্যাসখনৰ সাধাৰণ আলোচনা

অধ্যায় ১০: বঙ্গনীকা ৫ বৰদৈল: িনমলভ কত — ২

উপন্যাসখনৰ চৰিত্ৰ চিহ্ন, উপন্যাসখনৰ পৰিচালনা

অধ্যায় ১১: শংকৰদেৱ – কালিদাস

অংকীয়ানাট: 'অংকীয়ানাট' শ' দুটাৰ তাৎপৰ্য 'আ' ইয়াৰ উৎপত্তি, অংকীয়া নাট ৰচনাৰ কলা-কৌশল, অংকীয়া নাটৰ পৰিচালনা, নাট্যকাৰ শংকৰদেৱ, কালিদাস: নাটৰ মূল আৰু বিষয়বস্তু, সাধাৰণ আলোচনা, ৰসবিচাৰ

Reading List

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

IDC 202 General Principles of Writing

Learning Objectives

The objectives of the course are to:

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

Learning Outcomes

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

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

Syllabus

UNIT 1: THE WRITER AS AN ARTIST

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

UNIT 2: WORDS

Introduction, Words and Word Classes

UNIT 3: NARRATION AND VOICE

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

UNIT 4: TIME, TENSE AND ASPECTS

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

UNIT 5: PHRASES AND IDIOMS

Introduction, Samples of Phrases and Idioms

UNIT 6: AMPLIFICATION OF AN IDEA

Introduction, Process Analysis of Amplification, Amplifications Worked Out

UNIT 7: REVIEW WRITING

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

UNIT 8: WRITING FOR COLUMN, SCIENCE AND PRESS RELEASE

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

UNIT 9: EDITORIAL WRITING

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

UNIT 10: COMPREHENSION OF AN UNSEEN PASSAGE

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

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

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

Reading List

- Anker, S. (1998). Real Writing, Boston: Bedford Books.
- Bell, Madison Smartt (1997). Narrative Design: Working with Imagination, Craft and Form, New York: WW. Norton.
- Brande, Dorothea. (1981). Becoming a Writer, New York: Penguin.
- Earnshaw, Steve (ed.) (2007). The Handbook of Creative and Media Writing, Edinburg University Press.
- Geddes and Gresset. (2003). Spelling Grammar and Usage, Webster Reference Library.
- Kirsznner & Mandell. (2004) Literature: Reading, Reacting, Writing. Fifth Edition. Thomson Wadsworth: Massachusetts.
- Seely, John (1998), Oxford Guide to Effective Writing and Speaking, Oxford: Oxford University Press

IDC 203 Environmental Education

Course Objectives

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

Learning Outcome

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

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

Syllabus

UNIT 1: ENVIRONMENTAL EDUCATION

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

UNIT 2: METHODS OF ENVIRONMENTAL EDUCATION

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

UNIT 3: ENVIRONMENTAL MOVEMENTS IN INDIA

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

UNIT 4: MEDIA OF ENVIRONMENTAL EDUCATION

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

UNIT 5: PROGRAMME OF ENVIRONMENTAL EDUCATION

Programme for primary level, Secondary level and higher level

UNIT 6: ENVIRONMENTAL DEGRADATION

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

UNIT 7: ENVIRONMENTAL POLLUTION

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

UNIT 8: CONSERVATION AND PROTECTION OF ENVIRONMENT

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

UNIT 9: ENVIRONMENT AND LEGAL PROVISIONS

Legal and Constitutional Provisions for Conservation and Protection of Environment

UNIT 10: SUSTAINABLE DEVELOPMENT

Concept of Sustainable development, characteristics and education for sustainable development

UNIT 11: ENVIRONMENTAL EDUCATION

Its problems and prospects with special reference to Assam

Reading List

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

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

Mahapatra D: Environmental Education.

IDC 204 Issues in Development Communication

Course Objectives

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

Course Outcomes

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

Syllabus

UNIT 1: DEVELOPMENT

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

UNIT 2: INTRODUCTION TO DEVELOPMENT COMMUNICATION

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

UNIT 3: THEORIES OF DEVELOPMENT COMMUNICATION

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

UNIT 4: DIFFERENT STRATEGIES IN DEVELOPMENT COMMUNICATION

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

UNIT 5: DEVELOPMENT COMMUNICATION IN INDIA

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

UNIT 6: DISSEMINATING INNOVATION

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

UNIT 7: RURAL AND AGRICULTURE COMMUNICATION

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

UNIT 8: DEVELOPMENT REPORTING

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

UNIT 9: MEDIA AND DEVELOPMENT

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

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

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

Reading List

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

IDC 205 Perspectives on Indian Economy

Course Objectives

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

Course Outcomes

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

Syllabus

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

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

UNIT 2 : POPULATION AND HUMAN RESOURCES

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

UNIT 3: INFRASTRUCTURE IN THE INDIAN ECONOMY

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

UNIT 4: INDIAN AGRICULTURE & GREEN REVOLUTION

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

UNIT 5: AGRICULTURAL FINANCE, RURAL CREDIT AND AGRICULTURAL MARKETING

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

UNIT 6: FOOD SECURITY AND PUBLIC DISTRIBUTION SYSTEM IN INDIA

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

UNIT 7: INDIAN INDUSTRY – DEVELOPMENTAL EXPERIENCE

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

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

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

UNIT 9: UNORGANISED SECTOR, LABOUR PROBLEMS AND LABOUR POLICY

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

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

UNIT 10: PLANNING FOR DEVELOPMENT

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

UNIT 11: ECONOMIC REFORMS AND GLOBALISATION

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

Reading List

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

IDC 206 Introduction to Ethics

Course Objectives

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

Course Outcomes

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

Syllabus

UNIT 1: NATURE AND SCOPE OF ETHICS

Definition of Ethics, Nature of Ethics, Scope of Ethics

UNIT 2: THE CONCEPT OF MORALITY

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

UNIT 3: FACT AND VALUE

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

UNIT 4: MORAL CONCEPTS

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

UNIT 5: THEORIES OF MORAL STANDARD: HEDONISM

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

UNIT 6: UTILITARIANISM: BENTHAM AND MILL UTILITARIANISM

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

UNIT 7: FREEDOM AND DETERMINISM

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

UNIT 8: TELEOLOGICAL ETHICS AND DEONTOLOGICAL ETHICS

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

UNIT 9: PURUSARTHA

Artha, Kama, Dharma, Moksha, Four Basic Sciences

UNIT 10: THEORIES OF PUNISHMENT NOTION OF CRIME AND PUNISHMENT

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

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

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

Reading list

S.P. Sharma: *Nature and Scope of Ethics*
Ravi, I: *Foundations of Indian Ethics*
J.N. Sinha: *A Manual of Ethics*
J.N. Mohanty: *Classical Indian Philosophy*
I.C. Sharma: *Ethical Philosophies of India*
J.N. Mohanty: *Explorations in Philosophy*
P. Benn: *Ethics: Fundamentals of Philosophy*

IDC 207 Understanding Social Problems

Learning Objectives

This course intends to:

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

Learning Outcomes

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

Syllabus

UNIT 1: SOCIAL PROBLEM

Meaning and nature, characteristics, causes, types and approaches

UNIT 2: CRIME

Meaning and Concept, characteristics and type Crime

UNIT 3: POPULATION EXPLOSION AND ILLITERACY

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

UNIT 4: POVERTY AND UNEMPLOYMENT

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

UNIT 5: YOUTH UNREST

Meaning, types and causes of Youth Unrest

UNIT 6: SOCIAL PROBLEMS RELATING TO WOMEN

Prostitution, dowry, violence against women

UNIT 7: SUPERSTITIONS

Meaning, Causes and Effect of superstition

UNIT 8: CHILD LABOUR AND CHILD ABUSE

Meaning, types and causes of child labour child abuse

UNIT 9: PROBLEMS OF THE BACKWARD CLASSES

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

UNIT 10: TERRORISM

Concept, Origin, Development, causes and consequences of terrorism

UNIT 11: SOCIAL PROBLEMS AND SOCIAL WELFARE

Meaning, importance, nature and scope

Reading List

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

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

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

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

IDC 208 Introduction to History of Assam

Course Objectives

The main objective of this course is to

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

Course Outcomes

After completing the course

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

Syllabus

UNIT 1: SOURCES OF ANCIENT ASSAM

Literary Sources, Archaeological Sources, Foreign Sources

UNIT 2: LEGENDARY PERIOD

Naraka and his successors, Different stories of Naraka

UNIT 3: RULING DYNASTIES OF ANCIENT ASSAM

Varmanas, Salastambhas, Palas

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

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

UNIT 5: SOURCES OF HISTORY OF MEDIEVAL ASSAM

Literary Sources, Archaeological Sources, Foreign Sources

UNIT 6: THE AHOMS

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

UNIT 7: THE KOCHES

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

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

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

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

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

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

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

UNIT 11: EMERGENCE OF POLITICAL CONSCIOUSNESS

Rise of Assamese Nationalism, Establishment of different organisations

UNIT 12: PARTICIPATION OF ASSAM IN THE NATIONAL MOVEMENT

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

Reading List

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

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

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

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

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

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

IDC 301 English for Professional Studies

Learning Objectives

The objectives of the course are to:

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

Learning Outcomes

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

Syllabus

UNIT 1: SOME CONCEPTS OF GRAMMAR I

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

UNIT 2: SOME CONCEPTS OF GRAMMAR II

Adjectives, Adverbs, Prepositions

UNIT 3: VOCABULARY

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

UNIT 4: PUNCTUATION, SYNTHESIS AND TRANSFORMATION OF SENTENCES

Introduction, Punctuation, Synthesis of Sentences, Transformation of sentences

UNIT 5: COMMON ERRORS AND PHRASES AND IDIOMS

Introduction, Common Errors, Phrases and Idioms

UNIT 6: NOTE MAKING

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

UNIT 7: COMMUNICATION

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

UNIT 8: INTRODUCTION TO OFFICE MANAGEMENT

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

UNIT 9: CORRESPONDENCES

Letter Writing, How to Write a Letter, Format of an Official/Business Letter

UNIT 10: PRESENTATION

Writing Executive Summaries, Making a Formal Presentation

UNIT 11: WRITING CURRICULUM VITAE/RESUME

Difference between CV and Resume, Tips for writing CV/Resume, Essentials for writing CV/Resume, Facing Interviews based on CV/Resume, Telephonic Interviews based on CV/Resume

Reading List

- Aggarwala, N.K. (2001). Essentials of English Grammar and Composition, New Delhi: Goyal Brothers.
- Brown, M. Henry. (1977). The Contemporary College Writer. New York: D Van Nostrand Company.
- Chal, Harold Hoontz (1986). Essentials of Management. McGraw Hill Book Company: New York.
- Chopra, R.K. Office Management. Himalaya Publishing House.
- De Sarkar, P.K. (2007). Higher English Grammar and Composition, Kolkata; Book Syndicate Limited.
- Dowerah, Sawpon. A Students' Grammar of English. Guwahati: Students' Stores.
- Lewis, Roger. (1979). How to Write Essays. Heinemann & National Exnt. College, London.
- Sherlekar, S.A. (1984). Principles of Management. Bombay: Himalaya Publishing House

IDC 302 Economics of Education

Course Objectives

To make the learners aware about:

- The meaning, importance and scope of economics of education
- Educational expenditure as productive consumption and returning investment through the function of human capital and planned manpower development.
- The concept and relationship between input and output of education
- The financial resource management.

Learning Outcomes

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

- acquire knowledge and understanding on the subject like economics of education
- develop the basic understanding on the emerging issues of economics of education
- know the basic knowledge regarding the various core courses of Education as a subject as a whole.
- gather the procedural knowledge which are required for performing multidisciplinary and skill based programmes in the 21st century
- Produce efficient and effective leaders in the field of teaching, educational administration and educational finances
- acquire the cognitive and technical skills for performing and accomplishing complex tasks relating to the subject on education and other interdisciplinary courses
- Produce quality educational practitioners having sound knowledge of various dimensions of economics of education and economic policies

Syllabus

UNIT 1: ECONOMICS OF EDUCATION

Concept, scope and significance

UNIT 2: EDUCATION AND ECONOMIC DEVELOPMENT

Concept, relationship between education and economic development

UNIT 3: ECONOMICS OF EDUCATION POLICY

Nature of economic policy, education as a Public Good

UNIT 4: EDUCATION AS A PUBLIC GOOD

Meaning of public good, difference between public goods and private goods, education as public good, education as mixed good, education as merit good

UNIT 5: HUMAN CAPITAL FORMATION

Concept, Human capital Approaches to education

UNIT 6: EDUCATION AND MANPOWER PLANNING

Education and manpower planning, manpower planning and economic growth, problems of manpower planning in India

UNIT 7: FINANCING IN HIGHER EDUCATION AND TECHNICAL EDUCATION

Pattern of financing, need of financing, financial policy for higher and technical education in India

UNIT 8: LIVELIHOOD, LABOUR MARKET AND LABOUR MOBILITY

Sectoral growth, unemployment and underemployment, labour mobility in northeast India

UNIT 9: EDUCATION AND BRAIN DRAIN

Concept, factors for brain drain, out-migration of the skilled personnel

UNIT 10: ACCESS AND EQUITY IN EDUCATION

Meaning of equity, improving access in education and reservation policy in education in India

UNIT 11: SELF-FINANCING AND FUND MOBILIZATION IN THE EDUCATIONAL INSTITUTIONS

Fund mobilization in the educational institution

Reading List

- Hunter, W.W.: Economic History of India, Vols.2, Cosmo Publication, 2008
Habison & Myers: Education, Manpower and Economic Growth
Peer, M: Higher Education and Employment, Rawat Publications, 2007-08
Rao, P: Economics of Primary Education, Rawat Publication, 1998.
Rajaiah, B: Economics of Education
Singh, R.P.: Educational Finance and the Planning Challenge, Eastern Book House, 2008
Shukla, P.D.: New Education Policy in India.
Psachopoulos, Y: Economics of Education

IDC 303 Business Communication and Media Management

Course Objectives

- To provide understanding of the field of business communication and business journalism
- To acquaint learners with the concept of media management and its role in the society
- To equip learners with necessary skills required to work in the field of business communication

Course Outcomes

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

- recognize the various contexts in which business communication takes place
- determine the need of business communication and business journalism
- analyse the issues related with the media management
- equip themselves with skills required for a business journalist

Syllabus

UNIT 1: BUSINESS COMMUNICATION

Concept of Business Journalism, Success through proper communication, History of business communication, Need for business journalism, Essential Characteristics of Business Communication, The Benefits of Effective Communication, Present Scenario, Five rules of good writing or communication, Five Ps of marketing mix, Target audience, Specific Characteristics of a Target Audience, Consumerist culture

UNIT 2: MEDIA FOR BUSINESS

Concept, Importance of media in business, Types of media, Selection of Appropriate Communication Media, Incorrect choice of Medium, Setting Up business goals, Communication Structure In a Business Organisation, Communication in corporate world, Effective business or economic writing, Importance of writing skills in business communication, Purpose of writing, The Principles of effective writing, Economic newspapers, The Economic Times, The Business standard, Public Relations and Marketing, Ethics in communication, Audience Analysis.

UNIT 3: BUSINESS PRESENTATION-I

Report Writing, Process of Writing a Report, Determining the purpose of the report, Determining the factors, Gathering the information needed, Interpreting the findings, Organizing the report information, Writing the report, Project Report Writing, Criteria of a Good Project, Advantages of a Good Project, Disadvantages of Project Method, Format of a Project Report

UNIT 4: BUSINESS PRESENTATION II

Writing Executive Summaries, Making Business Presentations

UNIT 5: INTRODUCTION TO MANAGEMENT

Concept Of Management, Characteristic of Management, Scope of Management, Evolution Of Management Thought, Management Vs Administration, Levels Of Management, Functions Of Management, Planning, Organizing, Staffing, Controlling, Coordination, Management Styles in Indian context

UNIT 6: MEDIA MANEAGEMENT

Media as an industry and profession, Importance of media management, Ownership patterns of mass media in India

UNIT 7: MEDIA ORGANISATIONS

Structure of a media organisation, an account of different national and international media and communication organisations

UNIT 8: ORGANISATIONAL STRUCTURE OF A PRINT MEDIA ORGANIZATION

Organizational structure of print media establishments, Editorial Department, Business Department, Production Department, Reference Section, Role and coordination among the different departments, Printing, Packaging, Transportation and Distribution

UNIT 9: ORGANISATIONAL STRUCTURE OF AN ELECTRONIC MEDIA ORGANIZATION

Electronic media organization, News and programme sections, News section in a radio station, News section in a TV station, Programme section in TV and radio, Electronic News Gathering (ENG), Electronic Field Production (EFP), Personnel involved in production and news, Viewership/Listenership, Content creation and role of advertising, Genre or types of programmes, Types of programmes in radio, Types of programmes in TV

UNIT 10: LEADERSHIP AND WORK MOTIVATION

Importance of leadership in a media organisation, job performance, impact of technology on the performance of the employees, division of labour

Reading List

Chaturvedi, P.D, Mukesh Chaturvedi (2006), Business Communication, Dorling Kindersley (India) Pvt Ltd, New Delhi

Chaturvedi, B.K (2009), Media Management, Global Vision Publishing House, New Delhi

Kumar, Dr. Rakesh (2010), Media Management, Surendra Publications, New Delhi

Lesikar, Raymond, V. , Marie E. Flayley (2005), Basic Business Communication, Tata McGraw-Hill Publishing Company Limited, New Delhi

Narula, Uma (2006), Business Communication Practices, Atlantic Publishers & Distributors, New Delhi

Riel, Cees B.M. van, Charles J. Fombrun (2007), Essentials of corporate Communication, Routledge, UK

Soori, Sanjeev (2010), Business Journalism, Axis Publications, New Delhi

Taylor, Shirley (2005), Communication for Business, Dorling Kindersley (India) Pvt Ltd, New Delhi

Yadav, K.P (2006), Media Management, Adhyayan Publishers & Distributors, New Delhi

IDC 304 Understanding North East India

Learning Objectives

This course intends to:

- enable the learners to know about the north-eastern region of India.
- enable the learners to understand the features and concerns that are common to all the eight states of this region

Learning Outcomes

After going through this unit, the learner will be able to:

- Know about the north-eastern region of India.
- Understand the features and concerns that are common to all the eight states of this region

Syllabus

UNIT 1: THE CONCEPT OF NORTHEAST INDIA

Northeast India in the Ancient, Colonial and Post period

UNIT 2: LOCATION AND ECOLOGY OF NORTHEAST INDIA AND ASSAM IN PARTICULAR

Location; Boundaries; Ecology of Northeast India; Flora, Fauna, Rare species and Ecological Hotspots

UNIT 3: STATE FORMATION DURING POST-INDEPENDENCE PERIOD

Creation of different states and Autonomous Councils

UNIT 4: DEMOGRAPHIC COMPOSITION OF NORTHEAST INDIA

Racial; Linguistic; Caste; Religious; Tribal groups of Assam

UNIT 5: SOCIAL INSTITUTIONS AMONG THE MAJOR TRIBAL GROUPS OF THE NORTH EASTERN STATES

Family, Marriage and Kinship; Religion, Economy and Polity among the major tribal groups of the north eastern states

UNIT 6: IMMIGRATION TO NORTHEAST INDIA AND ASSAM IN PARTICULAR

Immigrant groups, Occupation; Consequences of Immigration; Insider versus Outsider feuds

UNIT 7: ETHNIC IDENTITY IN NORTHEAST INDIA

Ethnicity: Meaning and Characteristics; Intercommunity relations and its changing nature; Ethnic Conflict

UNIT 8: INSURGENCY IN NORTHEAST INDIA

Origin and Development of insurgency in the region; Major insurgent groups

UNIT 9: LAND RELATION IN NORTHEAST INDIA

Land holding patterns, agrarian structure

UNIT 10: ECONOMIC PROBLEMS IN NORTH EAST INDIA

Unemployment, Infrastructure, Industrialization

UNIT 11: DEVELOPMENT IN NORTHEAST INDIA

North Eastern Council (NEC), The Ministry of Development of North Eastern Region (MDoNER), Look East Policy

Reading List

- Baruah, Sanjib, 2005, *Durable Disorder: Understanding the Politics of North East India*, New Delhi: Oxford University Press.
- Bordoloi, B. N., 1990, *Constraints of Tribal Development in North-East India*, Guwahati: Tribal Research Institute.
- Fernandes, Walter and Gita Bharali, 2011, *Uprooted for whose benefits-Development induced displacement in Assam-1947-2000*, Guwahati: North Eastern Social Research Centre.
- Fernandes, Walter and Sanjay Barbora, 2008, *Tribal Land Alienation in the Northeast; An Introduction: An Introduction in Walter Fernandes and Sanjay Barbora (ed) Land, people and politics: Contest Over Tribal Land in Northeast India*, Guwahati and Denmark: North Eastern Social Research Centre and International Workgroup for Indigenous Affairs, pp 1-15.
- Goswami, Atul; August, 1984; *Tribal Development with special Reference to North-East India in Social Scientist* ; vol12, no8; pp 55-60.
- Hussain, Monirul, 2008, *Interrogating Development: State, Displacement and Popular Resistance in North East India*, New Delhi: Sage Publication.
- Karna, M. N. 1990, *The Agrarian Scene in Seminar*, vol 366, pp 30-37.
- Karna, M.N., 1999, *Ethnic identity and Socio-economic Processes in North-east India* in Kailash S. Aggarwal edited *Dynamics of Identity and Intergroup relations in North-east India*, IIAS-Shimla, pp29-38.

IDC 305 Rural Development in India

Course Objectives

- Acquaint learners with the concept, nature and characteristics of rural society.
- Make the familiar with the causes of Rural Backwardness, Rural Problems, and prospectus of rural life.
- Conceptualise them with nature of the rural consumer, rural finance and rural credit.

Course Outcomes

- Analyse the concept, indicators and strategies of Rural Development.
- Inculcate the knowledge of Rural society and culture
- Evaluate problems of rural society and draw reasonable conclusion thereof.
- Develop understanding of various credit, loan and saving approaches for rural society.

Syllabus

UNIT 1: BASIC CONCEPTS OF RURAL DEVELOPMENT

Concept of Rural Development; Why Rural Development?, Some Dilemmas in Development – Rural Vs Urban Development, Agriculture Vs Industrial Development, Capital Vs Labour Dogma, Autonomous Vs Induced Development

UNIT 2: RURAL ECONOMY OF INDIA

Size and Structure of the Indian Rural Economy; Importance and Role of the Rural Sector in India; Economic, social and Demographic Characteristics of the Indian Rural Economy; Causes of Rural Backwardness (Indian Context)

UNIT 3: APPROACHES TO RURAL DEVELOPMENT

Community Development Programmes; Gandhian Approach to Rural Development; Balancing Rural and Urban Development

UNIT 4: COTTAGE INDUSTRIES IN INDIA

Role of Cottage Industries in Indian Economy; Various Cottage Industries of India; Government Policies for Cottage Industries

UNIT 5: RURAL INDEBTEDNESS IN INDIA

Meaning; Nature; Consequences of Rural Indebtedness; Programmes for Removal of Rural Indebtedness

UNIT 6: RURAL UNEMPLOYMENT IN INDIA

Characteristics; Incidence of Rural Unemployment in India; Employment Generation Measures

UNIT 7: POVERTY IN RURAL INDIA

Characteristics; Incidence of Rural Poverty in India; Poverty Eradication Measures

UNIT 8: ROLE OF TECHNOLOGY IN RURAL DEVELOPMENT

Importance of Rural Technology in Agriculture and Allied Sectors; Issues with Use of Technologies

UNIT 9: ROLE OF COMMERCIAL BANKS IN RURAL FINANCE IN INDIA

Progress of Commercial Banks; Priority Sector Lending; The Lead Bank Scheme; Analysis of Major Schemes of the Government of India undertaken since 1990 in different sectors – Agriculture, Animal Husbandry, Fishery, Cottage Industries; Difficulties faced in Implementation of these Schemes

UNIT 10: REGIONAL RURAL BANKS

Objectives and Functions of RRBs; Evaluation of Progress and Activities of RRBs; Critical Assessment of Functions of RRBs

UNIT 11: NABARD

Objectives and Functions of NABARD; Evaluation of Progress and Activities of NABARD; Critical Assessment of Functions of NABARD

Reading List

- Arora ,R.C., K.(1979): Integrated Rural Development, S. Chand & Co.
Datt and Mahajan (2015): Indian Economy, 71st Ed., S. Chand & Co. Ltd.
Reddy, K. V.(2007):Rural Development in India (Poverty and development):Himalaya Publishing House.
Singh, K.(2010):Rural Development: Principles, Policies and Management, Sage Publications India Pvt. Ltd.
Sisodia, Y. S.(2007): Rural Development: Macro-Micro Realities, Rawat Publications.
Sundaram, I.S.: Rural Development. Himalaya Publishing House

IDC 306 Essentials of Indian Philosophy

Course Objectives

- To help the learners to know the Indian context of education in spiritual, religious and moral sense
- To help the learners to explore the basic education of human life through the systems of Indian philosophy

Course Outcomes

- To know that Indian philosophy shows us different paths to realize the highest truth in life under different schools
- Will know that Indian philosophy is essentially spiritual in nature
- Will know the different āstika and nāstika schools of Indian Philosophy

Syllabus

UNIT 1: THE NATURE AND SCOPE OF INDIAN PHILOSOPHY

Nature of Indian Philosophy, Scope of Indian Philosophy

UNIT 2: CARVAKA – EPISTEMOLOGY

Accidentalism and naturalism, The denial of inference, The denial of the validity of the Vedas

UNIT 3: BUDDHISM – FOUR NOBLE TRUTHS

A Brief Sketch of Buddhism, Concept of Four Noble Truths, There is Suffering, There is a Cause of Suffering, Dependent Origination, The Cessation of Suffering, Concept of Nirvana, The Path of Cessation of Suffering

UNIT 4: JAINISM – SYADVADA

A brief account of Jainism: Jaina Epistemology, Jaina Metaphysics, Syadvada or The Sapta-bhangi-naya, Criticism of Syadvada, Let us sum up

Unit 5: Nyaya – Concept of Prama

Definition of prama, Nyaya: Sources of knowledge, Anuman, Inference, Upamana, Testimony

UNIT 6: VAISESIKA – DRAVYA, GUNA, SAMANYA

Vaisesika Epistemology, Valid Knowledge, Invalid Knowledge, Kinds of Categories: What they are? Substance, Quality, Generality, Non-existence

UNIT 7: SAMKHYA – PURUSA & PRAKRTI

Nature and Characteristics of Prakrti, Proofs for the existence of Prakrti, Prakrti and the Gunas, Different products of Prakrti, Teleological Evolution, Criticism of the evolution theory, Nature and Characteristics of Purusa, Proofs for the existence of Purusa, Plurality of Purusa

UNIT 8: YOGA – THE CONCEPT OF CITTA-VRITTI

Brief Description on Yoga philosophy, Concept of Citta-Vritti, Astāṅga Yoga

UNIT 9: MIMAMSA – INTRINSIC VALIDITY OF KNOWLEDGE

Nature of Valid knowledge, Mimamsaka theory of Svatahpramanyavada, Nyaya theory of Paratahpramanyavada, Paratahpramanyavada and Svatahpramanyavada: A Comparison

UNIT 10: SAMKARA – BRAHMAN AND MAYA

AvdaitaVedānta, The Concept of Brahman, Nature of Brahman, Svarupalaksana of Brahman Tatastha Laksana of Brahman, NetiNeti Concept of Brahman, Meaning of Māyā, Māyā is a fact of experience, The two functions of Māyā, Nature of Māyā

UNIT 11: RAMANUJA – GOD

Ramanuja's Concept of God, Significance of God, God is qualified (visista), God is Trisatvatmaka, God has internal distinction (SvagataBheda), Aprthakasidhi, God is the cause of the world, Ramanuja's concept of God (Thesim), Forms of God, Archa, Vibhava, VyuhaSusksamaAntaryami

Reading list

S. Dasgupta: A History of Indian Philosophy
J. N. Sinha: Indian Philosophy
Radhakrishnan: Indian Philosophy
C.D. Sarma: A Critical Survey Of Indian Philosophy
S.Chatterjee: An Introduction to Indian Philosophy

Detailed Syllabi of Ability Enhancement Courses (AECs)

AEC 101 General English

Learning Objectives

The objectives of the course are to:

- introduce the learner to various poetical works written by some of the major English poets
- introduce a play written by the English dramatist William Shakespeare
- encourage the learner towards learning important techniques of comprehension and intelligent reading

Learning Outcomes

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

- study the various poetical works written by some of the major English poets
- grasp the textual content and message contained in them
- appreciate the play Macbeth written by William Shakespeare
- discuss some important concepts of comprehension and intelligent reading

Syllabus

UNIT 1: WILLIAM BLAKE: "HOLY THURSDAY"

William Blake: Life and Works, Text of the Poem, Explanation of the Poem, Style and Language

UNIT 2: WILLIAM COWPER: "THE SOLITUDE OF ALEXANDER SELKIRK"

William Cowper: Life and Works, Text of the Poem, Explanation of the Poem, Style and Language

UNIT 3: WILLIAM WORDSWORTH: "SIMON LEE"

William Wordsworth: Life and Works, Text of the Poem, Explanation of the Poem, Style and Language

UNIT 4: ALFRED TENNYSON: "TEARS IDLE TEARS"

Alfred Tennyson: Life and Works, Text of the Poem, Explanation of the Poem, Style and Language

UNIT 5: W.B. YEATS: "AN IRISH AIRMAN FORESEES HIS DEATH"

W. B. Yeats: Life and Works, Text of the Poem, Explanation of the Poem, Style and Language

UNIT 6: D.H. LAWRENCE: "THE SNAKE"

D.H. Lawrence: Life and Works, Text of the Poem, Explanation of the Poem, Style and Language

UNIT 7: KEKI N. DARUWALLA: "WOLF"

Keki N. Daruwalla: Life and Works, Text of the Poem, Explanation of the Poem, Style and Language

UNIT 8: CHINUA ACHEBE: "AS ONE LISTENS TO THE RAIN"

Chinua Achebe: Life and Works, Text of the Poem, Explanation of the Poem, Style and Language

UNIT 9: WILLIAM SHAKESPEARE: MACBETH I

William Shakespeare: Life and Works, Background of the Play

UNIT 10: WILLIAM SHAKESPEARE: MACBETH II

Explanation of the Text, Major Characters, Major Themes, Style and Language

UNIT 11: COMPREHENSION AND INTELLIGENT READING

Comprehension and Intelligent Reading, Reading and Grasping Skills

Reading List

- Aggarwala, N.K. (2001). Essentials of English Grammar and Composition. New Delhi: Goyal Brothers.
- Albert, Edward. (2000). History of English Literature. Fifth Edition. Oxford : Oxford University Press.
- Birch, Dinah. (2009). The Oxford Companion to English Literature. Seventh Edition. Oxford : Oxford University Press.
- De Sarkar, P. K. (2007). Higher English Grammar and Composition. Kolkata: Book Syndicate Limited.
- Dowerah, Sawpon. A Students' Grammar of English. Guwahati: Students' Store
- Eastwood, John. (1994). Oxford Guide to English Grammar. Oxford University Press.
- Eckersley & Ekersley. (1960) (ed). A Comprehensive English Guide. Harlow: Pearson Education Limited.
- Palmer, R. F. (1988). The English Verb. Longman Linguistics Library

AEC 201 MIL Assamese

Course Objectives

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

- Familiar with the writing style of diverse Assamese literary texts
- Discover the underlying spirit of the writing of selected Assamese literary texts
- Develop basic ideas of Assamese grammar

Course Outcomes

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

- Outline the trends of Assamese poetry, drama, novel, and prose
- Improve the writing style of Assamese

Syllabus

অধ্যায় ১: মাধৱেদৰ - তেজৰ কমলাপিত (বৰগীত)

কিব পিৰচয়, 'তেজৰ কমলাপিত কিবতাটিৰ পাঠ: শ'াথ, 'বৰগীতৰ সাধাৰণ পিৰচয়, 'তেজৰ কমলাপিত কিবতাটিৰ আলোচনা: িRUয় RBU আভাস, কাবিকৈক গৌ'য '

অধ্যায় ২: চকুমাৰ আগৰৱালা: বন কুঁৱৰী

ৰমনাসবাদ আU ৰমনাসবাদী কিবতাৰ হবিশাIE, অসমীয়া গৰামািপক কিবতাৰ সাধাৰণ আলোচনা, কিবপিৰচয়, 'বনকুঁৱৰীকিবতাটিৰ পাঠ, 'বনকুঁৱৰীকিবতাটিৰ আলোচনা: িবষয়বB আU মূলভাব, ৰমনাসবাদীক িচWাৰ িতফলন

অধ্যায় ৩: নৱকাচ বমৱা: ইয়াত নদী আছিল

আধুনিক কিবতাৰ পটভূমি, আধুনিক অসমীয়া কিবতা, নৱকাW বUৱাৰ কাবE-িচWT, 'ইয়াত নদী আছিলকিবতাটিৰ পাঠ, ইয়াত নদী আছিল: িবষয়বB, সাধাৰণ আলোচনা

অধ্যায় ৪: িনমল' ভা বৰদৈল: মমা'িক

িনমল' ভা বৰদৈলৰ কাবE-িচWT, 'মমা'িককিবতাটিৰ মূলপাঠ, মমা'িক: িবষয়বB, সাধাৰণ আলোচনা

অধ্যায় ৫: MM-িশষ ৰমিণ-কান সংযোগ

MU-িশষৰমিণ-কানসংযোগ: চিৰত পুথিৰ E5ৰ আU িবকাশ, পাঠটিৰ উৎস, মূলপাঠৰ আভাস, িবষয়বBৰ পিৰচয়, মাধৱেদৰৰ বেিUV, মাধৱেদৰৰ MUভিU, গদেৰীতি, কঠিন P*U গটাকা

অধ্যায় ৬: বাণীকাচ কাকিত : নামেঘাষা

সাহিত্যে সমালোচক বাণীকাW কাকিত, নামেঘাষাৰ পিৰচয়, পুণেখাক শংকৰ-Uতি, মাধৱেদৰৰ আনলিঘমা, নামেঘাষাৰ ৰসবিচাৰ

অধ্যায় ৭: লণীনাথ বজবUৱা: কন া

লণীনাথ বজবUৱা: কনEা - লণীনাথ বজবUৱাৰ জীৱন আU কৃতি,গ?েটাৰ সাধাৰণ আলোচনা

অধ্যায় ৮: ভেবনাথ শইকীয়া: গঢ়াৰাসাপ

ভেবনাথ শইকীয়া: গঢ়াৰাসাপ - ভেবনাথ শইকীয়াৰ জীৱন আU কৃতি, গ?িটU সাধাৰণ আলোচনা

অধ্যায় ৯: ৰজনীকাচবৰদৈল: মেনামতী

ঔপন্যাসিক ৰজনীকাW RUদৈল আU তেওঁৰ উপন্যাসৰ ধাTN হবিশাIEসমূহ, মেনামতী উপন্যাসৰ কাহিনীভাগ, ঐতিহাসিক উপন্যাস িহচাপে মেনামতী, মেনামতী উপন্যাসৰ চিৰক িচকণ, মেনামতী উপন্যাসৰ সাত্মক িচক

অধ্যায় ১০: গজ াতিসাদ আগৰৱালা: গ্যাণিত কুঁৱৰী

গজাতি সাদ আগৰৱালাৰ পিৰচয়, গজাতি সাদ আগৰৱালাৰ নাটE িতভা, গজাতি সাদ আগৰৱালাৰ নাটকৰ হবিশাIE, গ্যাণিত কুঁৱৰী নাটকৰ কাহিনী, গ্যাণিত কুঁৱৰী নাটকৰ চিৰক, গ্যাণিত কুঁৱৰী নাটকৰ সংলাপ

অধ্যায় ১১: অসমীয়া বাকৰণ

কৃৎ তৈয়, ত্ৰিত তৈয়, বিবভিউ: নান্ বিবভিউ বা কাৰক বিবভিউ, িয়া বিবভিউ, বিবভিউ আউ তৈয়ৰ
পাথক' E, উপসগ. সমাস :abসমাস, িaMসমাস, ব্ৰdীিহসমাস, কমধ' াৰয়সমাস, তৎপুশসমাস, অবয়ী ভাবসমাস, িলা

Reading List

- Ahmed, Kamaluddin (2005). Adhunik Asomia Kobita. Guwahati: Banalata
Barua, Birinchi Kumar (1997). Asomia Katha Sahitya. Nalbari: Universal Emporium.
Baruah, Prahlad Kumar (2005). Asomia Chutigalpar Adhyayan. Guwahati: Banalata.
Bharali, Sailen (1993). Upanyash bischar aru bisleshan. Guwahati: Chandra Prakashan.
Bharali, Sailen (2009). Banikanta Kakatirpora Bhaben Barualoi. Guwahati: Chandra Prakashan.
Bora, Mahendra (1985). Sahitya Upakramanika Golaghat: Bharati Book Stall
Deka, Dharmasingha (2007) Rachana Bichitra. Guwahati.
Dutt, Uday (1995). Chutigalpa. Guwahati: Student's Stores.
Gogoi, Leela (Ed.) (2002). Adhunik Asomia Sahityar Porichoy. Guwahati: Banalata.
Goswami, Tralokyanath (2006). Adhunik Galpa Sahitya. Guwahati: Vani Prakash Limited.
Goswami, Upendranath (2007). Asomia Bhasar Byakaran. Guwahati: Mani-Manik Prakash
Hazarika, Karbi Deka (2008). Assamese poets and poems. Dibrugarh: Banalata.
Mahanta, Baapchandra (Ed.) (2000). Borgeet. Guwahati: Student's Stores.
Majumdar, Bimal (2011). Sahityar Tattwa aaru Prayog. Guwahati: Jyoti Prakashan.
Neog, Maheswar (2000). Asomia Sahityar Ruprekha. Guwahati: Chandra Prakash.
Neog, Maheswar (Ed.) (2004). Snatakar Kathabandha. Guwahati: Guwahati University.
PhukanPatgiri, Dipti (1999) Adhunik Asomia Byakaran. Guwahati: Book Hive.
Rajbangshi, Paramananda (Ed.) (1995). Asomia Natak: Para. Guwahati: Chandra Prakashan.
Sharma, Dalai Harinath (1992). Asomia Gadya Sahityar Gatipath. Nalbari: Padmapriya Library.
Sharma, Satyendra Nath (1997). Asomia Upanyasar Bhumika. Guwahati: Soumar Prakash.
Sharma, Satyendra Nath (2009). Asomia Sahityar Samikshatmak Itibritta. Guwahati: Soumar Prakash
Sharma, Satyendranath (2005). Asomia Natya Sahitya. Guwahati: Soumar Prakash.
Talukdar, Nanda (2006). Kobi aaru Kabita. Guwahati: Banalata.
Thakur, Nagen (Ed.) (2000). Esha Basarar Asomia Upanyash. Guwahati: Jyoti Prakashan.

AEC 202 Alternative English

Learning Objectives

The objectives of the course are to:

- encourage the learners towards exploring various literary texts prescribed in the course
- stir an interest in the learners towards developing an analytical bent of mind in exploring these literary texts
- provide the scope of grasping various thematic concerns, contexts, issues and aspects reflected in the prescribed literary texts

Learning Outcomes

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

- study the various literary texts prescribed in a detailed manner
- develop an analytical bent of mind in exploring these literary texts
- grasp various thematic concerns, contexts, issues and aspects reflected in the prescribed literary texts
- appreciate the ideas, reflections, literary representations and the core message contained in these texts

Syllabus

UNIT 1: E.P. GEE: "THE RHINO OF KAZIRANGA"

E. P. Gee: Life and Works, Explanation of the Essay, Style and Language

UNIT 2: THE KING JAMES BIBLE: "THE STORY OF CREATION"

The Story of Creation, Major Themes, Style and Language

UNIT 3: SALMAN RUSHDIE: "IMAGINARY HOMELANDS"

Salman Rushdie: Life and Works, Explanation of the Text, Major Themes, Style and Language

UNIT 4: BERTRAND RUSSELL: "PROLOGUE" TO AUTOBIOGRAPHY

Bertrand Russell: Life and Works, Text of the Prologue, Explanation of the Prologue, Major Themes, Style and Language

UNIT 5: MATTHEW ARNOLD: "LITERATURE AND SCIENCE"

Matthew Arnold: Life and Works, Explanation of the Text, Major Themes, Style and Language

UNIT 6: RICHARD KEARNEY: "ON STORIES"

Richard Kearney: Life and Works, Explanation of the Text, Major Themes, Style and Language

UNIT 7: MARTIN LUTHER KING: "I HAVE A DREAM"

Martin Luther: Life and Works, Context of the Speech, Explanation of the Speech, Style and Language

UNIT 8: LORD CHESTERFIELD: LETTER TO HIS SON

Lord Chesterfield: Life and Works, Text of the Letter, Explanation of the Text, Major Themes, Style and Language

UNIT 9: R.L. STEVENSON: EXTRACTS FROM TRAVEL WITH A DONKEY

R. L. Stevenson: Life and Works, Explanation of the Extract, Major Themes, Style and Language

UNIT 10: DEREK WALCOTT: "THE ANTILLES: FRAGMENTS OF EPIC MEMORY"

Derek Walcott: Life and Works, Explanation of the Speech, Major Themes, Style and Language

UNIT 11: ANTOINE DE SAINT EXUPERY: THE LITTLE PRINCE

Antoine de Saint Exupery: Life and Works, The Title of the Novella, The Context of the Novella, Explanation of the Novella

Reading List

- Alfred, Julius Ayer. (1972). Russell. London: Fontana
- Allen, Walter. (1958). The English Novel: A Short Critical History. Penguin Books.
- Birch, Dinah. (2009). The Oxford Companion to English Literature, Seventh Edition. Oxford: Oxford University Press.
- Bloom, Harold. (2003). Bloom's Modern Critical Views: Derek Walcott. Chelsea House Publishers.
- Edward, Bough. (2006). Derek Walcott. Cambridge University Press
- Humberstone, Barbara. Et al. (2015). Routledge International Handbook of Outdoor Studies, London: Routledge.
- Hudson, W.H. Introduction to Study of Literature. Macmillan
- Kearney, Richard. (2002). On Stories. London: Routledge.
- Page, Norman. The Language of Literature. Casebook Series
- Chatterjee, Partha. (1993). The Nation and its Fragments: Colonial and Postcolonial Histories. New Jersey: Princeton University Press

Syllabi of

Semester 2 : AEC 2 (MIL-Bengali)

For Four Year Undergraduate Programme

Name of the Course: Select Bengali Literary Texts, Grammar and Composition

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Course Objective:

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

- Outline the history and trends of Bengali Literature from the beginning.
- Summarize a basic understanding of Bengali Grammar and Composition.

Course Outcomes:

- Develop knowledge of the history and recent trends of Bengali Literature.
- Explore the underlying spirit of Bengali Literature.
- Identify the heritage and basic spirit of the different aspects of Bengali Grammar and Composition.

Detailed Syllabus

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Reference Books for this Course

- '±ıı Ű±ıı'±ıı, « ðŋ ±ııÚıı, al-nl a9 çn ç av ca v çn ç avı
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Syllabi of Semester 2 : AEC 2 (MIL-Bodo)

For Four Year Undergraduate Programme

Name of the Course: Select Bodo Literary Texts, Grammar and Composition

(YËYπÊÇ Á'ÊB)

Course Objective:

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

- Outline the history and trends of Bodo Literature from the beginning.
- Summarize a basic understanding of Bodo Grammar and Composition.

Course Outcomes:

- Develop knowledge of the history and recent trends of Bodo Literature.
- Explore the underlying spirit of Bodo Literature.
- Identify the heritage and basic spirit of the different aspects of Bodo Grammar and Composition.

Detailed Syllabus

- πÛäÇÙ 1 : ◊ÛYÊÁ'Á< - B,ËY ðã°" ◊Û,Ê,,ÊÁ'
 πãÕÊBÁ'ÁÁY Á,YËYÁÕ; »Ê; πãÕÊBÁY 'Ê'Ò 'ÊÕ"Ê; ◊ËYÊÁ'Á< πãÕÊBÁY /◊ÊÃ≈Σ ,ËYÁ,";
 πãÕÊBÁY ,ËYÊfl Á'Á;YËY
- πÛäÇÙ 2 : •JÊÇ °Ç;Y YÊÇ° - "jã° ΣÊ ◊Ê'"±◊
 πãÕÊBÁ'ÁÁY Á,YËYÁÕ \; »Ê; πãÕÊBÁY 'Ê'Ò 'ÊÕ"Ê; 'ÛÇÊY πãÕÊBÁY ,ÛÛäÇÙ ,ÊÇÇ
 » Û◊ËYÁÕYËY; •JÊÇ °Ç;Y YÊÇ° πãÕÊBÁY ,ËYÊfl ,ÊflËYËY
- πÛäÇÙ 3 : ÕËY<ËYÊfl/SY ,ÊYÕ - Σ ◊< ΣÊ ◊Ê'"±◊
 Á'Á'ÁÁY ,ÊÇÇ Á,YËYÁÕ - Σ ◊< ΣÊ ◊Ê'"±◊; »ÊÁY 'Ê'Ò 'ÊÕ"Ê; »ÊÁY ,ËYÊfl
 Á'Á;YËY - ÕËY<ËYÊfl/SY ,ÊYÕ
- πÛäÇÙ 4 : ,Ê'ÊÇ ◊Ê,,ÊÁYÊfl πËYÊ » ÛÕËYËY - "jã°ΣÊ ◊Ê'"±◊
 Á'Á'ÁÁY Á,YËYÁÕ - "jã° ΣÊ ◊Ê'"±◊; »ÊÁY 'Ê'Ò 'ÊÕ"Ê; »ÊÁY ,ËYÊfl Á'Á;YËY - ,Ê'ÊÇ
 ◊Ê,,ÊÁYÊfl πËYÊ » ÛÕËYËY
- πÛäÇÙ 5 : ◊ÊÇÙ •ÊÊ• °ÊÊÇÙ - YËΣ ◊< '"±◊
 Á'Á'ÁÁY Á,YËYÁÕ; ,ÊÇÇ ,ÁY ,< ,ÁY ,ËYÊfl Á'Á;YËY; •ÊπÊ Á'Á;YËY
- πÛäÇÙ 6 : » ' ,jÊÁY Á' ,Ê◊jÊ - jÁY< ΣÊ ◊Ê'"±◊
 Á'Á'ÁÁY Á,YËYÁÕ; ,ÊÇÇ ,ÁY ,< •ÊπÊ Á'Á;YËY; ,◊ÊÊÁ' ,Êfl°ÊÁ'

- πὺἀϰϵὺ 7 : ϙϙ̇,ē - œáĒēœ / ·ιιĒĒ
 ,ϙϙ̇ĒááĒŸ Á,ŸĒŸÁŌ; »ĒĒŸ áē'ò 'ĒŌ"Ē; ,ϙϙ̇ĒáŸ ,ĒŸĒĒ Á'ÁŸŸĒ; ·ĒπĒ Á'ÁŸŸĒ;
 ϙϙ̇,ē ,ϙϙ̇ĒŸĒ ,ϙ̇ĒĒĒ ,ĒπáĒĒ
- πὺἀϰϵὺ 8: ĒĒĒ ÁŸ·Ēē' - ĒĒē'ā°ŸŸĒŌ 'ĒēŌĒĒĒ
 ÁááĒŸ Á,ŸĒŸÁŌ; ĒĒáϙĒĒŸ ŌĒŸ» ĒĒŌĒŸ ϙ̇,ò ĒĒĒ ÁŸ·Ēē', ŌĒŸ» ĒĒŌĒŸÁŸ ,ĒŸĒĒ
 Á'ÁŸŸĒ; ·ĒπĒ ∞ŸĒŸ
- πὺἀϰϵὺ 9 : ,ĒĒĒ πὺϙÁ,- Σ ϙ̇ ΣĒ ϙ̇Ÿ '±ϙ̇
 ŌĒŸ» ĒĒŌĒŸ ÁááĒŸ Á,ŸĒŸÁŌ; ŌĒŸ» ĒĒŌĒŸÁŸ ,ĒŸĒĒ Á'ÁŸŸĒ; ,ϙ̇ĒĒĒ » ĒĒŌĒŸ
 ϙ̇,ò ,ĒĒĒ πὺϙÁ; ·ĒπĒ ∞ŸĒŸ; » ĒĒŌĒŸĒĒ ·ĒĒ'
- πὺἀϰϵὺ 10 : 'ĒŸĒĒ ϙ̇ŸĒŸ,ĒŸ ·ĒŸ 'ĒŌ"Ē » ĒĒ, 'ĒŌ"Ē πὺἀϰϵὺ
 Ÿ,ĒŸ ·ĒŸĒŸŌĒĒŸ » ĒĒáŌ; Ÿ,ĒŸ : ÁĒĒ 'ĒĒĒ, ·ĒĒĒĒŸ ĒŌ'ĒŸĒ, ÷ĒĒŸŸ ,ĒĒ
 áŌĒŸĒŸŸ ĒĒŸ »ĒŸ,Ē ·ĒŸĒĒĒĒŸŸ; 'ĒŌ"Ē » ĒĒ, 'ĒŌ"Ē πὺἀϰϵὺ, ĒĒŌĒŸŸ ÁŸŸĒ ·ĒŸ
 'ĒĒŸŸŸŸŸ ÁŸŸĒŸ
- πὺἀϰϵὺ 11 : ĒĒπĒĒáŸŌ
 ,ĒĒĒŸ áĒĒ ·ĒŸ πĒĒĒ ÁĒ,ĒáŸ : ŌĒŸĒ, ĒŸŸĒ, ϙ̇,

Reference Books for this Course

- ιιĒĒ, œáĒēœ, e',,,/1
 ŌŸŸĒĒ, SĒĒĒ, -" ÷Ē; ' /' » 7ae7Ÿfr f'fv/r7Ÿi
 ŸĒĒĒ, Bā°"ŸĒĒ; w7βf,fr f'Ÿ7Ÿ7a β=°ce7wvG1
 ŸĒĒĒ, Bā°"ŸĒĒ; e7Ÿr7a ' /7Ÿr7Ÿi
 ŸĒĒĒ, Bā°"ŸĒĒ; ' /' „7f/e, •7/7 e,rw7β f'fv/r7Ÿi
 »Ē,ĒĒĒááĒĒ. ∞. Á., Á,ĒĒ, Σ ÁĒĒ; Ÿ=e7β e7w71
 , , ·ÁŸ; , ' /v7 f,», ' 1
 , , ŌĒŸĒĒŸ ϙ̇, e/á7Ge/ •ta7/G1
 , , ϙ̇ĒĒĒ; v7f/ferfr r7v7/7a ' /' e,rw7β1
 , , ϙ̇ĒĒĒ; v7vt /7aŸ7f=e1
 , , ϙ̇ĒĒĒ; ,,v, f'v71
 '« ≈Ē, 'ĒΣ -" «ĒΣ ,Ÿ Σ ÁĒĒ - /7Ÿe7β f',,, '«
 ·ĒŸĒĒ » ŸŸĒááĒáŸŸŸ; » 7/7'w7β Vol- VII
 ,ĒĒĒĒĒ, Á'ÁĒĒááĒ; r7v7/ •7/7 ,7rf,c1
 ,ĒĒĒĒĒ, ĒĒŸ »Ē Σ Ÿ (ĒĒŸŸĒŸ); /7Ÿe7β f',,, '1
 '±ϙ̇, ·ÁŸ ΣĒ ϙ̇Ē, e,rw7β •7/7 e,rw7β f'fv/r7Ÿi

'±◇, Σ ◇◊ ΣÊ ◊Ê; Σ ew Σ, e7/ 'c±efr fva •7/7 ,7rf,c1
''±◇, Σ ◇◊ ΣÊ ◊Ê; v7r7' /7aø7f=e1
''±◇, Σ ◇◊ ΣÊ ◊Ê; „/'7fœ ø7ef,1
''±◇, Y2<Σ ◇◊; „7vc7 v,œ,fr e`1
''±◇, L ¬ÿÊÖ •ÊˆÊ• ''±◇, ◊œÊÊ◊ (1992).ø=e7β-e`e7ÿ (1992); æÊÊˆÊÁ: YÊÖYÊªÊˆ¬ÊÁé<Σ•,ÿ1
''±◇, 'ˆjã° ΣÊ ◊Ê; e,rw7β •7/7 ,7rf,c1
''±◇, 'ˆjã° ΣÊ ◊Ê; e,rw7β •7/7 e,rw7β
''±◇, 'ˆjã° ΣÊ ◊Ê; /7je7β e7w71
◇Ù,Ê„ÊÁ, B,ÊY; ,r7fr e7w71
◇È,Ê„ÊÁ, ªÈY†fl; e,rw7β f'fv/r7ÿ1
◇,Ê„ÊÁ, ÃÈ<Y; '/' » 7ae7ÿ e,rw7β1
<Ê„Ê2, ◇Y”ä1Y; '/' e,rw7βfr v7f/fer1
„ÊjflÊÁ, ◇¢ªÁ,¢ (1996). ve7βf'œ7'; Σ Σ” ÊæÊÊ/: '«» -ÊÁé<Σ• ,ã, '«», '«” ,ÊÁ„àÿ ,÷Ê1
„ÊYÊˆ,ΣˆªÊÁ ÖÊπÊ»ÊÁY ÖÊπÊY; „,v,r7ÿ f'v71
xx ÁÕ Á'ÊY ” ÖÊY>ÊB •Ê» ÊœÁY πÊªÊ <ÊBÁ; f« '«1

Syllabi of Semester 2 : AEC 2 (MIL-Hindi)

For Four Year Undergraduate Programme

Name of the Course: Gadya-Padya Abang Hindi Byakaran

(अ, -ल ∞ फल आ, ãCEË √ÿÊΣ/áÊ)

Course Objective:

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

- Outline the history and trends of Hindi Literature from the beginning.
- Summarize a basic understanding of Hindi grammar.

Course Outcomes:

- Develop knowledge of the history and recent trends of Hindi literature.
- Explore the underlying spirit of Hindi Literature.
- Identify the heritage and basic spirit of the different aspects of Hindi grammar.

Detailed Syllabus

- BS ÊB, 1 - ÷ ÁÄÄ Σ Ê√ÿ
 ,ÍCEË, - ;2flÿ CE±Ê,ÿ ∞ flc ,ÊÁ,àÿ, ÷ "∅'2Ã, -ÊΔ Σ Ê ,ÊÊc±Ê , ãÊ,2CEË, - ;2flÿ CE±Ê,ÿ ∞ flc
 ,ÊÁ,àÿ, Σ " fl≈", cª, -ÊΔ Σ Ê ,ÊÊc±Ê
- BS ÊB, 2 - ,Íÿ, Σ ÊãÃ ÁòÊ-ÊΔË "ÁÿÊcÊ" - "ÃÊ«ΠÃË -àÕ"
 ,Íÿ, Σ ÊãÃ ÁòÊ-ÊΔ2 "ÁÿÊcÊ" - ;2flÿ CE±Ê,ÿ ∞ flc ,ÊÁ,àÿ, "ÃÊ«ΠÃ2 -àÕ" Σ Ê -ÊΔ, -ÊΔ Σ Ê
 ,ÊÊc±Ê
- BS ÊB, 3 - Ê∅œÊÊ Á,c, "ÁCEÿΣ/" - ÁΣ, Σ Ê`ÿ∅ÿ Σ L° ∅∅c
 Ê∅œÊ2 Á,c, "ÁCEÿΣ/" - ;2flÿ CE±Ê,ÿ ∞ flc ,ÊÁ,àÿ, "ÁΣ, Σ Ê`ÿ∅ÿ Σ L° ∅∅c" Σ Ê -ÊΔ, -ÊΔ
 Σ Ê ,ÊÊc±Ê
- BS ÊB, 5 - ∅ÈÄÄÄ'Êœ - "•cœ`~∅"
 ∅ÈÄÄÄ'Êœ - ;2flÿ CE±Ê,ÿ ∞ flc ,ÊÁ,àÿ, "•cœ`~∅" -ÊΔ, -ÊΔ Σ Ê ,ÊÊc±Ê
- BS ÊB, 4 - ÷ªflÃË ∅áÊ fl∅, Ê - Á∅òÊcπÊ
 ÷ªflÃ2 ∅áÊ fl∅, Ê - √ÿÁÄÄàfl ∞ flc Σ Î ÁÄàfl, ÷ªflÃ2 ∅áÊ fl∅, Ê Σ 2 •Ê∅-äÿÊÁ, Σ Áfl±ÊcÃÊ∞°
 , Á∅òÊcπÊ - Σ ÔÊflSÃÊ ÁÔÊ ;2flÿ CE±Ê,ÿ, ∅ÁòÊ Á∅òÊáÊ, Σ ÔÊcΣ Ôÿ, flÊÊÊfláÊ,
 ÷Ê•Ê±Ê∅2, ÷ÊflÊà∅ Σ ±Ê∅2 ∞ flc <ÿ
- BS ÊB, 5 - ÷"∅∅ãCE - ΔÊΣÊ/ Σ Ê ΣÊ •Êc
 ÷"∅∅ãCE - ;2flÿ CE±Ê,ÿ ∞ flc ,ÊÁ,àÿ, ΔÊΣÊ/ Σ Ê ΣÊ •Êc - Σ ,Êÿ2, ÷"ÃÃ-Êl Áfl•ÿ Σ 2 ,∅2~ÊÊ

- ΒΣ ÊΒ, 6 - •ÊøÊÿ, Êøðã°" ‡ÊÊÄ< - ÁððÊÃÊ
•ÊøÊÿ, Êøðã°" ‡ÊÊÄ<, ÁððÊÃÊ - Σ âÿ ∞fl< ©CEˆÔCE‡ÿ, ÁððÊÃÊ - ð„ûfl-íaÊ, -“,¢ª
- ΒΣ ÊΒ, 7 - •ÊøÊÿ, Á‡Êfl-íÿÿ „Êÿ - ,ÊÁ„àÿ
•ÊøÊÿ, Á‡Êfl-íÿÿ „Êÿ - Σ Ê ÿ2flÿ ∞fl< ,ÊÁ„àÿ, ,ÊÁ„àÿ - Σ âÿ ∞fl< ©CEˆÔCE‡ÿ, ,ÊÁ„àÿ -
ð„àfl-íaÊ, -“,¢ª
- ΒΣ ÊΒ, 8 - «ÊÚ. Á'Á<Áø ΣÈ ðÊ' M •Ê - Σ 1•Ê
«ÊÚ. Á'Á<Áø ΣÈ ðÊ' M •Ê - ÿ2flÿ ∞fl< ,ÊÁ„àÿ, Σ 1•Ê - Σ âÿ ∞fl< ©g‡ÿ, Σ 1•Ê -
ð„àfl-íaÊ, -“,¢ª
- ΒΣ ÊΒ, 9 - «ÊÚ. Êð ΣÈ ðÊ' flðÊ - Σ 1ðÊCE ð„Ùà,fl
∞Σ Ê<Σ 2 Σ 2 -Á<Ê•Ê, ∞Σ Ê<Σ 2 Σ• Áàfl, «ÊÚ. Êð ΣÈ ðÊ' flðÊ - ÿ2flÿ ∞fl< ,ÊÁ„àÿ, Σ 1ðÊCE
ð„Ùà,fl - Σ ÕÊflSÃÊ - øÁðÊ ÁððÊÃÊ, <Ê- , flÊÃÊflÁÊ, ©g‡ÿ, ÷Ê•Ê ‡ÊÔ<2, ¢ªð<ø ÁÿCE, ‡Ê
- ΒΣ ÊΒ, 10 - ÿªCEÊ‡Ê øã°" ðÊÔÊ' - 'ãCEÊ
ÿªCE2‡Ê øã°" ðÊÔÊ' - √ÿÁÁÃàfl ∞fl< ΣÍ ÁÃàfl, 'ãCE2 - ∞Σ Ê<Σ 2 Σ 2 Σ ÕÊflSÃÊ ∞fl< Áfl‡<áÊ -
øÁðÊ ÁððÊÃÊ, <ÊÊCE, flÊÃÊflÁÊ, ÷Ê•Ê ‡ÊÔ<2, ©g‡ÿ, ¢ªð<ø ÁÿCE, ‡Ê
- ΒΣ ÊΒ, 11 - Á„ãCEÊ √ÿÊΣ ðÊ
Σ ÊΣ •ÊÔ' Áfl÷ÁÃÃ, Á<ª, flÊÃÿ ÁfløÊ, ÊΣˆÊÃÃ •ÊÔ' ðÊÊÊÊ

Reference Books for this Course

- ðÍÃ Êÿ - <c`eø=CE : Σ we Σ 7 f, 7„G
- <2 ðÊ»/2 - Σ 'G/ a7á7G
- ‡ÊÊΣ øΣ" œ' - e,fÄv'7'e Σ G Σ 7oÿ <cfΣc ÿ7
- ÊøÊÿ, Êøðã°" ‡ÊÊÄ< - f„=CEG ,7f„àÿ Σ 7 Bfv„7,
- ÊøÊÿ, „jÊ2 -“,ÊCE ÁmflCE2 - f„=CEG ,7f„àÿ ×CE,ea ya` faΣ 7,
- ÊøÊÿ, „jÊ2 -“,ÊCE ÁmflCE2 - f„=CEG ,7f„àÿ Σ G e,feΣ 7
- «ÊÚ Σ Á<CEfl ÁmflCE2 - e7·7faô77r ya` e7·777Sò7
- ΣÈ ðÊ' ΣÍ cáÊ - Σ „7rG Σ` rÿ` <cfve7r
- «ÊÚ. Σ• CEÊÿÊÔ Á,¢ - •7e,frΣ f„=CEG Σ fav7 e` f'x' fae7r
- ªáÊ-ÁÃªÊÃ - f„=CEG ,7f„àÿ Σ 7 Bfv„7,
- «ÊÚ. ÿªã°" (¢) - f„=CEG ,7f„àÿ Σ 7 Bfv„7,
- ÿÃ<ÿ Áfl<Êðÿ ‡Êð, Ê - f„=CEG ×<=ÿ7, : ve7 <c`eø=CE
- “,ÊCE, flÊ,ÊCEfl ÿãCEÿ ;•7e,frΣ f„=CEG oÿ7Σ /á7 •t/ /ø7 ; -≈ÿÊ ÷ÊÃ2 ÷flÿ
- «ÊÚ flÊ,ÊCEflÿãCEÿ -“,ÊCE - ,/w f„=CEG oÿ7Σ /á7 •7' / /ø7

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: Bantham
- Sinek, S. 2009. Start With Why: How Great Leaders Inspire Everyone to Take Action. London: Penguin
- Basham, A.L. 1954. First edition. The Wonder That Was India. London: Picador Press.
- Ghosh, Shantikumar. 2004. Universal Values. Kolkata: The Ramakrishna Mission.
- Ghosh, Sri Aurobindo. 1998. The Foundations of Indian Culture. Pondicherry: Sri Aurobindo Ashram.
- Joshi, Kireet. 1997 Education for Character Development, Delhi: Dharma Hinduja Centre of India Studies

AEC 401 Studies of Assamese Culture

Course Objectives

The course aims at enabling a learner to:

- Discover the underlying spirit of Assamese culture and milieu
- Explain the different aspect of Assamese culture

Course Outcomes

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

- Identify the rich cultural heritage of Assam.
- Formulate the difference between heritage and contemporary trends.

Syllabus

অধ্যায় ১: ঐতিহাসিক GFM পটত অসম

াগজৈতিষপুৰ, কামৰূপ, অসম নামৰ উৎপত্তি, অসমৰ ভৌগোলিক অৱস্থিতি, জাতি - জাতিৰ ধাৰণা, অসমীয়া জাতি, অসমীয়া জাতি গঠন ইত্যাদি

অধ্যায় ২: সংস্কৃতি - চমুপিৰচয়

সংস্কৃতি - সাধাৰণ পিৰচয়, সংস্কৃতিৰ সংজ্ঞা, সংস্কৃতিৰ উৎপত্তি, সংস্কৃতিৰ উপাদান, সংস্কৃতিৰ প্ৰকাশ, সংস্কৃতিৰ বিভিন্ন ভাগ

:অভিজাত সন্মতি, বিহাৰ মাগয় সন্মতি, লোক সংস্কৃতি বা জনকৃতি, জনজাতীয় সংস্কৃতি

অধ্যায় ৩: অসমৰ সংস্কৃতি - বিচিত্ৰতাৰ মাজত ঐক্য

অসমৰ সংস্কৃতি - সমগ্ৰ আৰু সমাহৰণৰ বিভিন্ন বিষয়: ভাষা, সাহিত্য, ধৰ্ম, উৎসৱ-অনুষ্ঠান, সামাজিক লোকাচাৰ, নৃত্য-গীত, খাদ্য, সাজ-পাৰ

অধ্যায় ৪: অসমীয়া সংস্কৃতিত বিভিন্ন জাতীয়-জনেগা৭৭য় উপাদান আৰু অৱদান

অসমীয়া সংস্কৃতিত বিভিন্ন জনজাতীয় উপাদান, টাই (আহোম) উপাদান, মুছলমানসকলৰ অৱদান

অধ্যায় ৫: অসমৰ ধৰ্মীয় পৰম্পৰা

হিন্দুধৰ্ম: অসমৰ হিন্দুধৰ্ম, অসমৰ হিন্দুধৰ্মৰ ঐতিহাসিক, অসমৰ হিন্দুধৰ্মৰ সাহিত্য; শাখাধৰ্ম: অসমৰ শাখাধৰ্ম, অসমৰ শাখাধৰ্ম আৰু মঠ-মন্দিৰ, অসমৰ শাখা সাহিত্য; খ্ৰীষ্টধৰ্ম: অসমৰ খ্ৰীষ্টধৰ্ম আৰু নৱ-খ্ৰীষ্টধৰ্ম, অসমৰ খ্ৰীষ্টধৰ্মৰ সাহিত্যৰ চমু আভাস

অধ্যায় ৬: সৰ্বস্বত্ব সংস্কৃতি

সৰ্বস্বত্ব সংস্কৃতি: সৰ্বস্বত্ব সংজ্ঞা, উৎপত্তি, সৰ্বস্বত্বৰ বিভিন্ন বিভাগ আৰু বিস্তৃতি, সৰ্বস্বত্বৰ ঐতিহাসিক তথা শাসন, সৰ্বস্বত্ব

স্বত্বস্বত্ব - সৰ্বস্বত্ব নাম - সংজ্ঞা, সৰ্বস্বত্ব হিন্দুধৰ্মৰ কাৰ্য তথা সৰ্বস্বত্ব উৎসৱ-অনুষ্ঠান, সৰ্বস্বত্ব একতাবাৰ পালনীয় আচাৰ-ৰীতি, সৰ্বস্বত্ব গীত, নৃত্য, বাদ্য আৰু ভাওনা

অধ্যায় ৭: নামঘৰ - চমুপিৰচয়

নামঘৰ: চমুপিৰচয়, নামঘৰৰ কাৰ্য 'গালী' - ধৰ্মীয়-চৰ্চা তথা শিশু-চৰ্চাৰ একত্ব, নামঘৰৰ সামাজিক কৰ্ম

অধ্যায় ৮: সৰ্বস্বত্ব পিৰেৰশ কলা

সৰ্বস্বত্ব পিৰেৰশ কলা; সৰ্বস্বত্ব সংগীত: বৰগীত, কীৰ্তন, নাট্য-গীত আৰু আনুষংগিক ধাৰা; সৰ্বস্বত্ব নৃত্য আৰু বাদ্য; অংকীয়া নাট আৰু ভাওনা

অধ্যায় ৯: লোক সংস্কৃতিৰ চমু আভাস

লোক সংস্কৃতি - সাধাৰণ পিৰচয়; অসমৰ লোক সংস্কৃতি: বাচনিক সংস্কৃতি, ভৌতিক সংস্কৃতি, সামাজিক লোক তথা বা লোকাচাৰ, লোক পিৰেৰশ কলা

অধ্যায় ১০: গৌৰৱীয় সাহিত্য

গৌৰৱীয় সাহিত্য; অসমীয়া গৌৰৱীয় সাহিত্য

অধ্যায় ১১: সামাজিক লোকাচাৰ

সামাজিক লোকাচাৰ: লোক বিপ্লব আৰু লোক ধৰ্ম, লোক উৎসৱ-অনুষ্ঠান, অৱসৰ-ৱিনোদন আৰু গছল-গছমালি, লোক ঔষধ আৰু লোক চিকিৎসা

অধ্যায় ১২: ঐতিহাসিক সংস্কৃতি

ঐতিহাসিক সংস্কৃতি: লোক শিল্প, লোক কলা, লোক গীতিবাদ, লোক আভৰণ, লোক ৰচনা গালী

অধ্যায় ১৩: লোক পিৰেৰশ কলা

লোক পিৰেৰশ কলা; অসমৰ লোক পিৰেৰশ কলা: লোক সংগীত, লোক নাট

অধ্যায় ১৪: অসমৰ একইটামান বিনোদিত লোক পিৰেৰশ কলা

অসমৰ একইটামান বিনোদিত লোক পিৰেৰশ কলা: ওজাপালি, কুশানগান, ছলীয়াভাওনা, খুলীয়াভাওনা

Reading List

Asom Sahitya Sabha (1962), Asom Janajati. Jorhat.

Baruah, Birinchi Kumar (1985). Asom Loka Sanskriti. Guwahati: Bina Library

Bhattacharjya, Pramod Chandra (1999). Asom Janajati. Guwahati Lawyer's Book Stall.

Gogoi, Lila (1994). Asom Sanskriti. Dibrugarh: Banalata.

Goswami, Narayan Chandra (2005). Satra Sanskrit Swarnarekha. Guwahati: Lawyer's Book Stall.

Hakacham, Upen Rabha (2000). Asom Janajatiya Sanskriti. Guwahati: Bani Mandir.

Narjee, Bhaben (1966). Bodo-Kacharir Samaj aaru Sanskriti, Guwahati: Lawyer's Book Stall.

Neog, Hariprasad and Gogoi, Lila (Comp. And Ed.) (1989). Asomia Sanskriti.: Dibrugarh: Banalata.

Padun, Nahendra (1993). Asomia Sanskritiloi Janajatiya Borongani. Guwahati: Lawyer's Book Stall.

AEC 402 Spoken English

Learning Objectives

The objectives of the course are to:

- acquaint the learners with the basic elements that make up English speech
- provide a general study on some of the key areas of English functional grammar
- enable the learner to develop a proper idea on the use of various grammatical forms
- develop in learners the necessary skills and techniques of oral communication, day-to-day conversations, interview etc. in English
- encourage the development of public speaking skills and speech skills on special occasions
- highlight the importance of Spoken English

Learning Outcomes

- After going through the course, the learner will be able to:
- discuss the importance of English in the 21st century global context
- develop a proper idea on the use of various grammatical forms
- develop the necessary skills and techniques of oral communication, day-to-day conversations, interview etc. in English
- appreciate the importance of Spoken English in the present context

Syllabus

UNIT 1: IMPORTANCE OF SPOKEN ENGLISH

Knowing the importance of English in the Global Context, Skills of Better Communication

UNIT 2: ISSUES ON ORAL COMMUNICATION I

Skills Involved in Oral Communication, Listening and Speaking Skills, Reading and Writing Skills, The Process of Speech, Non-verbal Communication

UNIT 3: ISSUES ON ORAL COMMUNICATION II

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

UNIT 4: GRAMMAR IN CONTEXT I

Grammaticality and Appropriateness, Eliciting Information, Question Patterns in Context, Some Verb Forms in Context

UNIT 5: GRAMMAR IN CONTEXT II

Modals in Conversation, Uses of Will and Would, Uses of May, Might and Must, Uses of Other Modals, Uses of Shall, Should and Shouldn't, Miscellaneous Uses of Modals

UNIT 6: INFORMAL AND FORMAL SPEECH

Features of Informal speech, Ellipsis, Discourse Markers in Informal Speech, Discourse Markers of Formal Speech

UNIT 7: SOUNDS OF ENGLISH I

Units of Speech Sounds, The Vowel Sounds, The Consonant Sounds, Minimal Pairs, Vowel Contrasts, Consonant Contrasts

UNIT 8: SOUNDS OF ENGLISH II

Word Stress, Placement of Word Stress, Stress in Compound Words, Grammatical Function of Stress, Sentence Stress and Intonation

UNIT 9: COMMUNICATION SKILLS

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

UNIT 10: TELEPHONE SKILLS

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

UNIT 11: INTERVIEW SKILLS

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

UNIT 12: PUBLIC SPEAKING

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

UNIT 13: SPEECHES FOR SPECIAL OCCASIONS

Public Speaking on Special Occasions—Address of Welcome, Introducing the Speaker, Vote of Thanks, Group Discussion

UNIT 14: DIALOGUES IN CONTEXTS

Importance of Dialogues in Social Interactions, Some Dialogues of Contexts—At the Post Office, At the Doctor's, Buying a Shirt, At the Market, In the Library, At the Railway Station, At the Tea Stall, An Interview, At the Book Seller's, At the Garage, Hiring a Taxi, At the Restaurant, At the Bank, At the Hotel

Reading List

Carmen, Robert. (ed.) Spoken English: Flourish Your Language. Abhishek Publication: Chandigarh.

Eastwood, J. (1994). Oxford Guide to English Grammar. Oxford University Press.

Karal, Rajeevan et al. (2016). English for Successful Communication. Oxford University Press.

Koneru, Aruna. (2013). Professional Speaking Skills. Oxford University Press

Sasikumar, V. and Dhamija, P.V. (1993). Spoken English: A Self- Learning Guide to Conversation Practice. Tata McGraw-Hill Publishing Company Limited.

Seely J. (2004). Oxford Guide to Effective Writing and Speaking. Oxford University Press.

Sethi, J. et al. (2004). A Practical Course in English Pronunciation. Prentice Hall of India.

Sethi, J and P.D. Dhamija. (1999). A Course in Phonetics and Spoken English. Prentice Hall.

AEC 403 English for Media Studies

Course Objectives

- To familiarise the learners with the process of writing for the media
- To identify the specific use of English in the field of media
- To equip learners with basic writing skills required for media

Course Outcomes

- On completion of this course, the learners will be able to-
- Familiarize oneself with the process of writing for different forms of media
- Make proper utilization of the English language in media
- Acquire the basic writing skills in English for various media forms

Syllabus

Unit 1: INTERVIEWING AND NOTE TAKING

Definition of Interview, preparing for interview, conducting the interview, text of interview, language for audio-visual interview, note taking

Unit 2: EDITORIAL WRITING

Defining Editorial, Introduction to the editorial page, writing the editorial, rules for Editorial writing, writing the Feature, writing the Article, writing the middle, Letters to the Editor

Unit 3: ART OF COLUMN WRITING

Types of columns, distinguishing characteristics of an op-ed, steps to be followed while writing a column

Unit 4: ELEMENTS OF GOOD WRITING

Characteristics- precision, clarity in writing, use of simple sentences, grammar and punctuation, avoiding clichés, pacing, use of transitions

Unit 5: PREPARING COPY

Copy editing- use of quotes, paraphrases, attribution, writing the lead, grammatical mistakes- confusion in the use of 'who' and 'whom', possessive pronouns, use of active voice, copy reading symbols

Unit 6: MASTERING THE LANGUAGE OF EDITING

Importance on vocabulary, sentence construction, participles, pronouns, verbs, nouns, foreign words, prepositions, paragraphs, selection of right words

Unit 7: REVIEW WRITING

Book review- fiction, adverse criticism, non-fiction, the collection, poetry, drama, Steps to be followed while doing a book review, drama review, Film review

Unit 8: NEWS WRITING

Language and style of Indian Media, Language and style for print and cyber media, Language and style for Radio, Language and style for Television

Unit 9: HEADLINE WRITING

Meaning of headline, Types of headline, Functions of a headline, Factors to be kept in mind while writing headlines, Headline writing skills- use of verbs, use of Articles and Voices, Use of Decks, The Five Ws, use of short synonyms, Abbreviations, Punctuation, Line Balance, Guidelines for headline writing

Unit 10: WRITING FOR ADVERTISING COPY

Introduction, Key concepts in advertising, Copywriting, Radio copy, Television copy

Unit 11: WRITING AND REWRITING FOR PUBLIC RELATIONS

Preparing news releases- Announcement releases, Backgrounders, Position Papers, Tip Sheets, Rewriting news releases, Writing newsletter stories

Unit 12: GRAMMAR AND USAGE

Sequence of tenses, Voice, Narration, Punctuation, Vocabulary

Unit 13: COMMON ERRORS IN THE USE OF ENGLISH LANGUAGE

Errors of concord, Errors of construction, Errors of order, Errors in prepositions, Errors in conjunctions

UNIT 14: REPORTING PUBLIC SPEECH

Reporting public speeches- background information, covering the speech, using a prepared text, writing the speech story for print

Unit 15: STYLE AND THE STYLEBOOK

Need of a stylebook, -consistency, preference and tradition, Guidelines of different stylebooks, Mechanical rules

Reading List

Chaturvedi, S.N. (2007), Dynamics of Journalism and Art of Editing, Cyber Tech Publications, New Delhi

Hough, George A. (2006), News Writing, Kanishka Publishers, Distributors, New Delhi

Kamath, M.V (2005), The Journalist's Handbook, Vikas Publishing House Pvt Ltd, New Delhi

Lorenz, Alfred Lawrence, John Vivian (2006), News : Reporting and Writing, Dorling Kindersley, New Delhi

Parthasarathy, Rangaswami (2006), Basic Journalism, Macmillan India Ltd., New Delhi

Singh, Chandrakant P. (1999), Before the Headlines, Macmillan India Limited, New Delhi

Sissons, Helen (2006), Practical Journalism : How to Write News, Sage Publications, UK

Singh, Bhanu Pratap (2011), Art of Editing, Anmol Publications Pvt Ltd, New Delhi

Wrin, Mary J.J. (2008), Elements of Journalism, Cosmo Publications, New Delhi

Detailed Syllabi of Skill Enhancement Courses (SECs)

SEC 101 Office Management

Course Objectives

The objectives of the Course are to help the learner's in

- Understanding the concepts of office management and office administration
- Understanding of Office Automation, space management, workplace environment
- Acquiring the knowledge of official terms used in workplace
- Understanding the key concepts of office communication
- Understanding the significance of mailing section, Arrangements with post offices, inward Mail routine and Dealing with correspondence
- Informing with various types of stationeries, drafts, noting, equipment and knowledge in the use of appliances

Course Outcomes

Upon successful completion of the course, the learners will be able to:

- Familiar with office management and office administration
- Acquire skills needed by an administrative assistant to function in such office environment.
- Use human relations skills, interpersonal interactions, as well as verbal and written communications.
- Develop skills in arrangement of papers for filing, methods of filing and indexing

Syllabus

UNIT 1: INTRODUCTION TO OFFICE MANAGEMENT

Meaning and importance of office, Nature and functions of Office, Relationship of office with other departments, Functions-basic and auxiliary, Position and role of an office manager

UNIT 2: OFFICE ADMINISTRATION

Administrative office management, objectives of administrative office management, functions of administrative office manager, scientific office management

UNIT 3: OFFICE LAYOUT

Office Layout and Working Condition, Location of office, Office building, Office layout-nature, principles, types, Open and private offices,

UNIT 4: OFFICE ENVIRONMENT

Lighting, ventilation, safety from physical hazards, sanitary requirements, cleanliness, security and Temperature and interior decoration

UNIT 5: OFFICE SERVICES

Centralization versus decentralization of office services, departmentation of office, departments of a modern office

UNIT 6: WORKFLOW IN OFFICE

Workflow in Office, Concept of work-flow and flow charts, Difficulties in work flow.

UNIT 7: OFFICE ORGANIZATION

Office Organization Principles, Types - line, line and staff and services Organization, Office charts and manuals.

UNIT 8: OFFICE COMMUNICATION

Basic Principles, Internal Communication and External communication, Handling Inward and Outward communication; Mail Organization of the mailing section, Arrangements with post offices, Inward Mail routine, Dealing with correspondence, Outward mail routine, Mechanizing mail service.

UNIT 9: FILING AND INDEXING

Concept and Meaning of Filing, Objectives and Importance of Filing, Classification and Arrangement of Papers for Filing, Methods of Filing, Centralized and Decentralized Filing System, Indexing

UNIT 10: OFFICE STATIONARY

Concept and meaning of office stationery, Types of office stationery, Control of office stationary and supplies, Standardization of Office supplies, Purchasing Office Stationeries and Supplies, storage and Office Manager and Stationary control

UNIT 11: OFFICE AUTOMATION

Uses and abuses of Labour saving appliances and various types of commonly used appliances

Reading List

- Balachandran, V. and Chandrasekaran, V. (2009), Office Management, Tata McGraw Hill Education Private Limited
- Balachandran (2009); Office Management; Tata McGraw-Hill Education, India
- Bhatia, Dr. R. C. (2005); Principles of Office Management; Lotus Press; India
- Bhatnagar, S. K. (2011); Office Management; Frank Brothers; India
- Chakravarti, B. K. (2006); Concept of Front Office Management, APH Publishing; India
- Chopra, R. K. and Chopra, Ankita (2009), Office Management, Published by Himalaya Publishing House
- Dix, Colin and Baird, Chris (2006); Front Office Operations, Pearson Education India
- Dubey, N. B. (2009); Office Management: Developing Skills for Smooth Functioning, Global India Publications; India.
- S.S. Khanka (2007), 'Human Resource Management: Text and Cases', 1st Edition, S. Chand and Company Ltd, New Delhi

SEC 102 Organic Farming

Course Objectives

The main objectives of the course are to:

- create awareness about organic production system
- familiarize with organic crop management practices, organic standards and certification
- promote self-employment and income generation

Course outcomes

- Develop critical understanding of various aspect of organic production
- Apply their knowledge and skills by establishing their own organic farm
- Comprehend the importance of eco-friendly fertilizers and pesticides

Syllabus

UNIT 1: PRINCIPLES OF ORGANIC FARMING

The Science of Modern Farming, Development of Organic Farming: Definitions of Organic Farming Concept of Organic Farming: Organic Concept, Holistic Concept, Living Soil Concept, Healthy Plant Concept; Principles of Organic Farming: The Principle of Health, The Principle of Ecology, The Principle of Fairness, The Principle of Care; Role of International Organisations

UNIT 2: ORGANIC NORMS

Certification and Inspection in Organic Farming, National Norms: Certified organic farmer, Basic requirements in an organic farm, Certification, group certification, Organic Certification agencies in North East India, International norms: International Organic Standards: The IFOA and Its Norms: IFOAM Basic Standards (IBS) and IFOAM Accreditation Criteria, The European Union (EU) Council's Regulation on Organic Production; Japanese Organic Standards; United States of America Organic Standards; Comparison of EU, JAS and USDA Organic Standards; Private Certification in Some Countries

UNIT 3: FARM SOIL MANAGEMENT

Farm Design, Components of an Organic Farm, Planning and Layout of the Farm; Farm Components in Different Agro Eco-Systems; Field Crops in Organic Farms, Trees in Organic Farms: Border Trees, Agro forestry, Farm Forestry, Benefits of Trees in organic Farm; Farm Biodiversity, Field Bunds; Farm Structures: Cattle Shed, Storehouse, Farm Office; Land Preparation: Implements Used for Land Preparation, Factors Influencing Land Preparation, Summer Ploughing, Wetland Preparation; Types of Tillage: Conventional Tillage, Minimum Tillage, Zero Tillage, Conservation Tillage; Organic mulching, green cropping, cover cropping, biochar and its application, Buffer Zone

UNIT 4: SEEDS, PLANTING AND FARM IMPLEMENTS

Seeds: Structure and germination, Seed dormancy: causes and method of breaking dormancy, Seeds sowing/ Planting of some important crops, Different Farm implements: Ploughing, sowing, inter-cultivation and other

UNIT 5: WATER MANAGEMENT AND CONTAMINATION CONTROL

Quality and standard of irrigation water, Schedule of irrigation, Preparation of land for irrigation, Methods of irrigation, Critical Stages in Crop Development: Cereals and Millets, Legumes and Oil Seed, Vegetables and Fruit Crop, Contamination: Soil, water and air, Control of contamination: National Guidelines, Protecting Farm Ponds and Wells, Decontaminating Farm Wells, Contamination Control for Pesticide Spill, Human Relation

UNIT 6: CROP ROTATION AND CROPPING SYSTEM

Principles of Crop Rotation, Effect of crop rotation; Selection of crops for rotation Advantages and disadvantages of Crop Rotation, relay cropping

UNIT 7: COMPOSTING AND MANURING

Organic Resources Available for Manuring and Composting; Compost and Composting; Stages of Composting: Mesophilic Stage, Thermophilic Stage, Curing; Principles of Composting Types of Composting: Aerobic Decomposition, Anaerobic Decomposition, Methods of Composting, Vermicomposting; Factors Affecting Composting: C/N Ratio of the Bedding Materials, Blending and Shredding, Moisture, Temperature, Oxygen or Aeration, pH

UNIT 8: BIO FERTILIZERS, BIO PESTICIDES AND BIOCONTROL AGENTS

Types of bio fertilizers, biopesticides; Methods of Bio fertilizer application: Seed, root ad Soil; Biocontrol agents: Uses and application

UNIT 9: MARKETING OF ORGANIC PRODUCE

Markets - Concepts and Classification: Definition of Market, Classification of Markets, Channel of Distribution and Role of Middlemen, Understanding the Marketing Process, Marketing of Agricultural Products ; Marketing of Organic Produce: Current Status of World Organic Market, Organic Market in India Limitation of Organic Market in India

UNIT 10: GOVERNMENT SCHEMES AND OTHER FINANCIAL RESOURCES

National Programme for Organic Production; Schemes of Ministry of Agriculture (MoA) Govt. of India; Scheme on Organic Farming under National Horticulture Mission; Supports for Organic Farming under Technology Mission for Integrated Development of Horticulture in the North Eastern States; Scheme on Capacity Building for Organic Products; Other Financial Resources

Practical

Unit 1: Visit to organic farm and bio fertilizer production unit

Unit 2: Seed Treatment of important crops

Unit 3: Sowing and Planting of important crops

Unit 4: Preparation and application of Compost

Unit 5: Preparation of Plant protection inputs like organic pesticides, neem cake.

Unit 6: Preparation of vermicompost and Vermiwash

SEC 103 Introduction to Geo-informatics [Credits: 2 Theory+1 Practical]

Course Objectives

- To provide the basic concepts and significance of Geoinformatics
- To give an idea to understand maps used in Geographic Information System (GIS)
- To familiarize with the GIS and its applications
- To get an idea of various GIS data types
- To describe the applications of geoinformatics in different areas

Course Outcomes

At the end of the course, a learner will be able to

- Understand the relationship between people, climate, landforms, river system, vegetation and much more
- Develop the computer and management skills as a part of geospatial technology using GIS tools

UNIT 1: UNDERSTANDING MAPS

Definition of a map; Properties of maps; Types of maps; Present day significance of maps; Map Projection Systems; Map Projections for Hemispheres and the World; Map Projections for Continents and Regions; Concept of Datum; Universal Transverse Mercator projection; International Terrestrial Reference Frame in GIS

UNIT 2: INTRODUCTION TO GIS

Basic Concepts of Geographic Information System; Components of a GIS; Spatial Data Creation; Data Types: Spatial Data, Non-Spatial Data, Raster Data, Vector Data, TIN; Data Editing and Analysis; Topological Relationships; Advantages of GIS; Social and Institutional Context of GIS; Contemporary Development of GIS; Web GIS

UNIT 3: INTRODUCTION TO GNSS

Introduction to GPS; GPS Applications: Asset Mapping, Navigation Services, Location Based Services; Introduction and Surveying

UNIT 4: BASICS OF REMOTE SENSING

Introduction to Remote Sensing; Types of Remote Sensing; Indian Remote Sensing Programmes

UNIT 5: OPEN DATA SOURCES AND SOFTWARE FOR GEOINFORMATICS

Open-Source Data: Bhuvan, USGS, Google Earth, Gram Manchitra; Open source Digital Elevation Model; Open Source Software: QGIS.

UNIT 6: APPLICATIONS OF GEOINFORMATICS

Application of Geoinformatics in Natural Resource Management, Watershed Management, Disaster Management, Rural Development, Urban Planning, Monitoring and Evaluation of Projects.

Reading List

- George Joseph, (2005), Fundamentals of Remote Sensing (2nd ed.), University Press, pp.1-474
 DeMers M. N., 2000: Fundamentals of Geographic Information Systems, John Wiley & Sons
 Lillesand, T.M., Kiefer, W.R. and Chipman, W.J., (2004), Remote Sensing and Image Interpretation, (5th ed.), Wiley India Publication, pp.1-763
 Clarke K. C., 2001: Getting Started with Geographic Information Systems, Prentice Hall
 French, G. T. 1996: Understanding the GPS: An Introduction to the Global Positioning System, Geo Research Inc.
 Burrough. P.A. & McDonnell. R. (1998), Principles of Geographic Information Systems, OUP

SEC 201 Tea Cultivation and Management

Course Objectives

- impart both theoretical and practical knowledge in the functional areas of tea plantation and management
- encourage the small tea cultivation among the unemployed youth
- help those who have already engaged themselves in Tea Plantation sector

Course outcomes

After completing the course a learner will be able to

- apply their knowledge and skills by establishing their own tea plantation
- get employability in various sectors like tea gardens, Tea Processing Units, Tea brokering houses, Tea Research Institute
- Integrate knowledge of tea cultivation and management in a scientific way

Syllabus

UNIT 1: INTRODUCTION TO TEA AND ITS CULTIVATION

Beginning of tea cultivation in India, the tea plant and its cultivation, tea growing areas in India, small scale tea cultivation in Assam, tea cultivation in non traditional areas and other N.E. states, tea industry and its role in national economy, developmental agencies

UNIT 2: SOIL AND CLIMATIC REQUIREMENTS

Soil requirements-physical, chemical and biological properties, land features slope, altitude and aspects, climatic requirements- rainfall, temperature, R.H., day length and wind velocity, selection of sites for tea, soil and water conservation.

UNIT 3: PLANTING MATERIALS OF TEA AND PROPAGATION

Planting materials-clone, clonal seed, differences between clone and clonal seeds, choice of planting materials, production of planting materials-clonal nucleus plot, tea seed barie; Seed propagation, vegetative propagation, tea nursery, nursery techniques for V.P. nursery techniques for seed propagation, nursery management

UNIT 4: LAND PREPARATION AND PLANTING

Land preparation-land preparation in virgin, uprooted and marginal lands; Planting-age and size of plant, stacking, spacing, pit digging, planting time, after care, infilling, planting in undulating hilly areas-catchment planning

UNIT 5: YOUNG TEA MANAGEMENT

Objectives of training, frame formation-operations, methods of bringing up for plain areas of N.E. India and hilly areas, cultural practices adopted in young tea management

UNIT6: PRUNING OF TEA

Pruning - Objectives of pruning, skiffing, different types of pruning and skiffing, method of pruning, pruning cycle

UNIT7: PLUCKING OF TEA

Objectives of Plucking, plucking-tipping, maintenance foliage, plucking systems, standard of plucking, plucking round, creep, breaking back, banjhi shoot, plucking baskets/ bag care and handling of green leaf

UNIT 8: PLANT PROTECTION

Weeds in Tea plantation, weeds control methods-manual or mechanical, chemical control, Weed Control in Nursery, young tea areas and immature tea; Tea pests- leaf and shoot pests, stem and branch pests, other pests. Sprayers, and application of pesticides, - sprayers, target sites for

application, integrated pest management; tea diseases-casual agencies and classification, common tea diseases, description of common tea diseases and their management, seedling diseases, primary and secondary diseases

UNIT9: PHYSIOLOGICAL DISORDERS AND COLD WEATHER OPERATIONS

Adverse climatic and soil conditions, external agencies, cold weather management

UNIT10: COST DEVELOPMENT OF TEA PLANTATION AND RECORD KEEPING IN TEA GARDEN

Cost development of Tea Plantation – requirement of labour, cost of labour and inputs, income, Record keeping-definition, good record keeping systems, branches of record keeping, books and accounts, information to be maintained in tea garden

Practical

Unit 1: Land Preparation for Planting of Tea

Unit 2: Planting of Tea

Unit 3: Methods of Frame Formation in Tea

Unit 4: Fertilizer Application in Young and Mature Tea.

Unit 5: Pruning and Skiffing of Mature tea

Unit 6: Tipping and Plucking of Tea

Reading list

C.R., Harler. (2022) "teaproduct" Encyclopedia Britannica.

<https://www.britannica.com/plant/tea-plant>. Accessed 20 July 2022.

Panda,H. (2016). The Complete book on Cultivation and Manufacture of Tea. Asia Pacific Business Press Inc

Barua, D.N. (2008). Science and Practice in Tea Culture. Tea Research Association, Kolkata.

Ghosh Haira,N. (2001). Tea Cultivation-Comprehensive Treatise, International Book Distributing Co., Lucknow

Willinson, K.C. and Clifford, M.N. (1992). 'Tea' Cultivation to Consumption, Springer Dordrecht

The Tea Plant. http://teaworld.kkhsou.in/lessons_details.php?lesson=The-Tea-Plant&urltitlepage=4c59b38ba721a5ad8713

Climate and Soil for Tea

Cultivation.http://teaworld.kkhsou.in/lessons_details.php?lesson=Climate-and-Soil-for-Tea-Cultivation&urltitlepage=387bc6c0428d2cd31be8

Propagation of Tea and Nursery Management

http://teaworld.kkhsou.in/lessons_details.php?lesson=Propagation-of-Tea-and-

SEC 202 Electricity and Electrical Wiring [2 Theory+1 Practical]

Course Objectives

- To provide the basic concepts of various forms of energy and their sources
- To familiarize with the basic principle of electrical current flow, different terms, their relations and different laws, measurement of current, voltage, power and energy
- To give an idea about magnet, magnetic materials, properties and electromagnetic induction
- To learn wires, cable, house wiring, materials required for house wiring and earthing
- To familiarize with diode, transistor, devices using diode and transistor
- To learn about electrical safety precaution and shock treatment
- To understand the Indian Electricity Rule

Course Outcomes

- After the completion of this course, the learner will be able to-
- describe the fundamental concept of electricity
- define various terms and applications of laws of electric circuits
- select appropriate tools and measuring instruments to carry out electrical works
- identify house wiring components according to their size and specification
- explain the earthing, necessity of earthing and how earthing is done
- perform the tests on newly installed house wiring
- explain about the functioning of semiconductor and devices using semiconductor
- follow the safety precautions, electrical shock treatment and Indian Electricity Rule

Syllabus

UNIT 1: FUNDAMENTALS OF ELECTRICITY

Forms of Energy: Types, their units, advantages of Electrical Energy; Sources of Electricity: conventional and non conventional; Atomic structure; Static and dynamic electricity; Basic terms used in electricity and their definitions: electric potential, potential difference, electrical power, energy and problems; Ohm's Law; Resistance and Specific Resistance: Definition, Effect of temperature on resistance; Conductor and Insulator: Types, properties and applications.

UNIT 2: FUNDAMENTALS OF ELECTRICAL CIRCUIT

Familiarization of common components: Interconnection of passive components; Resistance in series and parallel; Advantages and disadvantages of series and parallel circuit; Voltage and current divider rule; Kirchhoff's Laws.

UNIT 3: INTRODUCTION TO MAGNETISM

Magnet and types of magnet; Permeability and type of magnetic materials on the basis of permeability; Magnetic property of materials; Magnetic effect of electric current; Electromagnetic induction and Faraday's Laws of Electromagnetic Induction; Familiarization with some common devices

UNIT 4: FUNDAMENTALS OF ALTERNATING CURRENT

Direct current (DC) and alternating current (AC): comparison between AC and DC; Electro Motive Force equation: Cycle frequency, time period, amplitude, phase, rms value, average value; Ac Circuit: Inductance, Inductive reactance, capacitance, capacitive reactance, impedance; Power factor and power

UNIT 5: ELECTRICAL MEASUREMENT INSTRUMENT

Multimeter: Analog Multi-meter, Digital Multi-meter; Tong Tester; Measuring Instrument: Permanent Magnet Moving Coil, Moving Iron, Induction type instrument; Measurement Meters: Watt-meter, Energy-meter, Power factor meter; Voltmeter and Ammeter: Extension of range of voltmeter, loading effect of voltmeter, calibration of voltmeter, Extension of range of ammeter, voltage drop effect of

ammeter, calibration of ammeter; Current Transformer and Potential Transformer; Earth resistance meter.

UNIT 6: WIRES AND ACCESSORIES

Types of wires and cables: Characteristics, Current carrying capacity; Types of joints and termination; Safety consideration and regulations

UNIT 7: ELECTRICAL HOUSE WIRING

Method of house wiring; Types of surface wiring and concealed wiring; Wiring accessories and their specifications; Wiring diagram; Types of connections of lamps including staircase connection; Testing of house wiring.

UNIT 8: EARTHING

Importance of earthing; Ground connection and size of GI wire for ground connection; Various types of earthing; Measurement of earth resistance

UNIT 9: SAFETY REQUIREMENT

Hazards of electricity: Fire hazard and electric shock; Safety precautions and electrical safety sign; Shock treatment; Firefighting equipment for fire involving electrical equipment; Indian Electricity Rules and Indian Electricity Act

UNIT 10: SEMICONDUCTOR DEVICES

Semiconductor: Type of semiconductor, Examples; PN junction diode: formation of PN junction diode, forward bias and reverse bias characteristics, application; zener diode; Transistor: Type of transistor, configuration, Working of transistor, operation mode; Field effect transistor; power transistor; LDR.

UNIT 11: INTRODUCTION TO ELECTRICIAN TRADE

Electrician trade: Scope of electrician trade, Employment opportunity; Responsibilities of electrician and wiremen; Training of electrician.

Reading List

- Kothari D. P. and I. J. Nagrath, Basic Electrical Engineering, 3rd edn, McGraw Hill Education (India) Private Limited, New Delhi.
- Gupta J. B., Electrical and Electronics Engineering Materials, 3rd edn, S. K. Kataria & Sons, New Delhi.
- Meheta V. K., Rohit Meheta, Basic Electrical Engineering, 5th edn, S. Chand & company Ltd, New Delhi.
- Meheta V. K., Rohit Meheta, Principle of Electrical Engineering, 2nd edn, S. Chand & company Ltd, New Delhi.
- Thereja B. L., A. K. Thereja, A Text Book of Electrical Technology Volume- I, 23rd edn, S. Chand & company Ltd, New Delhi.
- Mittle V. N., Basic Electrical Engineering, Tata McGraw-Hill Publishing Company Limited, New Delhi.
- Anwani M. L., Basic Practicals in Electrical Engineering, Dhanpat rai &Co, New Delhi
- Singh Tarlok., Fundamentals of Electrical Engineering, S. K. Kataria & Sons, New Delhi.
- Dr Das Basudev, D. Haloi, Dr Mitali Chakravorty, Yasmin Zaman, Basics of Electrical Engineering, Book Land Publication, Guwahati.

SEC 301 Cyber Security

Course Objectives

- Learn the foundations of Cyber security and threat landscape
- To equip students with the technical knowledge and skills needed to protect and defend against cyber threats
- To develop skills in students that can help them plan, implement, and monitor cyber security mechanisms to ensure the protection of information technology assets
- To expose students to governance, regulatory, legal, economic, environmental, social and ethical contexts of cyber security
- To expose students to responsible use of online social media networks
- To systematically educate the necessity to understand the impact of cyber crimes and threats with solutions in a global and societal context
- To select suitable ethical principles and commit to professional responsibilities and human values and contribute value and wealth for the benefit of the society

Course Outcomes

- On completion of this course, the learners will be able to
- Understand the cyber security threat landscape
- Develop a deeper understanding and familiarity with various types of cyber attacks, cyber crimes, vulnerabilities and remedies thereto
- Analyse and evaluate existing legal framework and laws on cyber security
- Analyse and evaluate the digital payment system security and remedial measures against digital payment frauds
- Analyse and evaluate the importance of personal data its privacy and security.
- Analyse and evaluate the security aspects of social media platforms and ethical aspects associated with use of social media.
- Analyse and evaluate the cyber security risks.
- Based on the Risk assessment, plan suitable security controls , audit and compliance.
- Evaluate and communicate the human role in security systems with an emphasis on ethics, social engineering vulnerabilities and training.
- Increase awareness about cyber-attack vectors and safety against cyber-frauds.
- Take measures for self-cyber-protection as well as societal cyber-protection.

Syllabus

UNIT 1: INTRODUCTION TO CYBER SPACE

Defining Cyberspace and Overview of Computer and Web-technology, Architecture of cyberspace, Communication and web technology

UNIT 2: INTRODUCTION TO INTERNET AND CYBER SECURITY

Internet, World wide web, Advent of internet, Internet infrastructure for data transfer and governance, Internet society, Regulation of cyberspace, Concept of cyber security, Issues and challenges of cyber security

UNIT 3: CYBER CRIME 1

Classification of cyber-crimes, Common cyber crimes- cyber crime targeting computers and mobiles, cyber crime against women and children

UNIT 4: CYBER CRIME 2

Financial frauds, Social engineering attacks, malware and ransomware attacks, zero day and zero click attacks

UNIT 5: CYBER LAW

Cybercriminals modus-operandi , Reporting of cyber crimes, Remedial and mitigation measures, Legal perspective of cyber crime, IT Act 2000 and its amendments, Cyber crime and offences, Organisations dealing with Cyber crime and Cyber security in India, Case studies

UNIT 6: INTRODUCTION TO SOCIAL MEDIA

Introduction to Social networks, Types of Social media, Social media platforms

UNIT 7: HANDLING SOCIAL MEDIA

Social media monitoring, Hashtag, Viral content, Social media marketing, Social media privacy, Challenges, opportunities and pitfalls in online social networks.

UNIT 8: SECURITY ISSUES IN SOCIAL MEDIA

Security issues related to social media, Flagging and reporting of inappropriate content, Laws regarding posting of inappropriate content, Best practices for the use of Social media, Case studies.

UNIT 9: INTRODUCTION TO E-COMMERCE

Definition of E- Commerce, Main components of E-Commerce, Elements of E-Commerce security, E-Commerce threats, E-Commerce security best practices

UNIT 10: INTRODUCTION TO DIGITAL PAYMENTS

Introduction to digital payments, Components of digital payment and stake holders, Modes of digital payments- Banking Cards, Unified Payment Interface (UPI), e-Wallets, Unstructured Supplementary Service Data (USSD), Aadhaar enabled payments

UNIT 11: SECURITY ASPECTS IN DIGITAL PAYMENTS

Digital payments related common frauds and preventive measures; RBI guidelines on digital payments and customer protection in unauthorised banking transactions; Relevant provisions of Payment Settlement Act, 2007

UNIT 12: DIGITAL DEVICES SECURITY 1

End Point device and Mobile phone security, Password policy, Security patch management, Data backup, Downloading and management of third party software.

UNIT 13: DIGITAL DEVICES SECURITY 2

Device security policy, Cyber Security best practices, Significance of host firewall and Anti-virus, Management of host firewall and Antivirus

UNIT 14: WI-FI SECURITY

Introduction to Wi-Fi, Types of Wireless security: Wired Equivalent Privacy (WEP), Wi-Fi Protected Access (WPA), Wi-Fi Protected Access 2 (WPA 2), Wi-Fi Protected Access 3 (WPA 3); Threats and risks to Wi-Fi Security, Ways to protect Wi-Fi network, Types of Wi-Fi network security devices, Configuration of basic security policy and permissions

Reading List

- Cyber Crime Impact in the New Millennium, by R. C Mishra ,Auther Press. Edition 2010.
 Cyber Security Understanding Cyber Crimes, Computer Forensics and Legal Perspectives by Sumit Belapure and Nina Godbole, Wiley India Pvt. Ltd. (First Edition, 2011)
 Security in the Digital Age: Social Media Security Threats and Vulnerabilities by Henry A. Oliver, Create Space Independent Publishing Platform. (Pearson , 13th November, 2001)
 Electronic Commerce by Elias M. Awad, Prentice Hall of India Pvt Ltd.
 Cyber Laws: Intellectual Property & E-Commerce Security by Kumar K, Dominant Publishers.
 Network Security Bible, Eric Cole, Ronald Krutz, James W. Conley, 2nd Edition, Wiley India Pvt. Ltd.
 Fundamentals of Network Security by E. Maiwald, McGraw Hill.

Detailed Syllabi of Value Added Courses (VACs)

VAC 101 Environmental Studies and Disaster Management

Course Objectives

- Help the undergraduate students to obtain in-depth knowledge on natural processes and resources that sustain life and govern economy.
- Understand the consequences of human activities on the environment, global economy, and quality of human life.
- Develop critical thinking for shaping strategies (scientific, social, economic, administrative, and legal) for environmental protection, conservation of biodiversity, environmental equity, and sustainable development.

Course Outcomes

- Interpret the impacts of human activities on the environment.
- Comprehend the importance of natural resources and its conservation
- Recognize the disasters and Hazards and enable the new generation to face the new challenges.
- Encourage engaging in hazard and disaster related learning in order to develop measures for mitigation.

Syllabus

UNIT 1: CONCEPT OF ENVIRONMENTAL STUDIES

Definition of Environmental Studies and its Scope Environmental Studies and its Multi-Disciplinary, Nature; Rules and Regulations of Environmental Studies and Public Awareness

UNIT 2: NATURAL RESOURCES

Natural Resources; Types of Natural Resources; Forest Resources; Water Resources; Mineral Resources; Food Resources; Energy Resources; Land Resources; Conservation of Natural Resources; Sustainable Development

UNIT 3: ECOSYSTEM

Ecosystem; Food Chain; Food Web; Energy Flow; Ecological Pyramid; Main Ecosystems

UNIT 4: BIODIVERSITY AND ITS CONSERVATION

Definition of Biodiversity; Values of Biodiversity; Biodiversity at Global, National and Local Levels; Hotspots of Biodiversity; Endangered and Endemic Species; Threats to Biodiversity Conservation of Biodiversity

UNIT 5: ENVIRONMENTAL POLLUTION

Environmental Pollution-Definition; Air Pollution; Water Pollution; Soil Pollution; Noise Pollution; Thermal Pollution; Role of Individual in Prevention of Pollution

UNIT 6: CONCEPT OF DISASTER

Defining Disasters; Types of Disasters; Difference Between Hazard: Disaster, Risk and Vulnerability; Causes, Effects and Mitigation Measures of Some Natural Disasters; Man-made Disasters

UNIT 7: DISASTER MANAGEMENT

Disaster Management; Safety Measures Immediately before a Disaster; Emergency Aid; Methods or Steps Taken for Disaster Management; NGO and Participation of Civil Society; Regional Disaster Management and Planning

Activities:

- Visit to an area to document environmental assets; river/forest/flora/fauna, etc.
- Visit to a local polluted site – Urban/Rural/Industrial/Agricultural.
- Study of common plants, insects, birds and basic principles of identification.
- Study of simple ecosystems-pond, river

Reading List

- Carson, R. 2002. Silent Spring. Houghton Mifflin Harcourt.
- Gadgil, M., & Guha, R. 1993. This Fissured Land: An Ecological History of India. Univ. of California Press.
- Gleeson, B. and Low, N. (eds.) 1999. Global Ethics and Environment, London, Routledge.
- Gleick, P.H. 1993. Water in Crisis. Pacific Institute for Studies in Dev., Environment & Security. Stockholm Env. Institute, Oxford Univ. Press.
- Groom, Martha J. Gary K. Meffe, and Carl Ronald Carroll. Principles of Conservation Biology. Sunderland: Sinauer Associates, 2006.
- Grumbine, R. Edward, and Pandit, M.K. 2013. Threats from India's Himalaya dams. Science, 339: 36-37.
- McCully, P. 1996. Rivers no more: the environmental effects of dams (pp. 29-64). Zed Books.
- McNeil, John R. 2000. Something New Under the Sun: An Environmental

VAC 201 Introduction to Yoga

Course Objectives

One Course on Foundation of Yoga of four credit aims to promote positive health, prevention of stress related health problems and rehabilitation in a proper way. It aims to approach cure common ailments and imparting skills in them to introduce Yoga for health is for general public.

Course Outcomes

This Yoga course is designed for total personality development of students in Colleges and Universities. It will invoke scientific attitude and team spirit to channelize their energies in to creative and constructive endeavours. The syllabus of this course will fulfil these objectives containing one theory paper of hundred marks.

Syllabus

UNIT 1: INTRODUCTION TO YOGA

Definition, principles, goals and benefits of yoga

UNIT 2: A NOTE ON PATANJAL YOGA SUTRA

Description, classification,

UNIT 3: A NOTE ON GHERANDA SAMHITA

Brief Introduction, Important Asanas

UNIT 4: A NOTE ON HATHA YOGA PRADIPIKA

Brief Introduction, Important Pranayamas

UNIT 5: INTRODUCTION TO AYURVEDA

Meaning, Origin, Benefits

UNIT 6: PRINCIPALS OF AYURVEDA

Aim, objective, Laws of Healing

UNIT 7: SWASTHA VRITTA

Symptoms, Significance, Daily routine for health

UNIT 8: INTRODUCTION TO ALTERNATIVE SYSTEM OF MEDICINES

Definition, Types, Methods, Benefits

UNIT 9: PRINCIPLES OF DIET IN YOGA AND AYURVEDA

Classification of food, rules, Foods to be taken

UNIT 10: INTRODUCTION TO INDIAN PHILOSOPHY

Classification of Schools, Development, Characteristics

UNIT 11: YOGA IN ANCIENT SANSKRIT TEXT

Tradition of Yoga in Ancient Indian Literature

UNIT 12: YOGA PRACTICE FOR NON-COMMUNICABLE DISEASES

The Key Facts of non-communicable diseases

UNIT 13: RELEVANCE OF YOGA THERAPY WITH MODERN MEDICAL SCIENCE

Principles of Yoga therapy, Components, Relevance

UNIT 14 YOGA THERAPY FOR COMMON DISORDERS

Yoga therapy for Various Common disorders

UNIT 15 YOGA THERAPY FOR MENTAL ILLNESS

Yoga therapy for Various Mental disorders

Readings

Mukta Biswas: Samkhya Yoga Epistemology, D K Print world Pvt. Ltd, New Delhi
S RadhaKrishnan: Indian Philosophy, Vol. II, Oxford University Press, New Delhi
S N Dasgupta: Yoga as Philosophy and religion, Motilal Banarashidas, Delhi

Research Methodology:

Total 8 units Degree r statistics pora lom and again take qualittitave and quantitative method unit tu lom
Translation also

Develop final syllabus on RM on Friday submit to dean along with guidelines for seminar presentation submit karim for
academic council discussuion

Ask harekrishna translation of MA 3rd Sem Statistics units again