



OFFICE OF THE REGISTRAR
MAJULI UNIVERSITY OF CULTURE

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No. MUC/RG/AC/22-23/15

Date 31/07/2023

NOTIFICATION

The 6th Meeting of the Academic Council, Majuli University of Culture, Majuli held on 18.07.2023 vide Resolution No.15 has approved the **Syllabi of Multi-Disciplinary Elective Courses, Value-added Courses and Skill Enhancement Courses** of Five-Year Integrated Masters (FYUGP+ 1 Year Masters) Programme of Majuli University of Culture, Majuli with effect from the Academic Session 2023-2024.

Annexure A: **Syllabi of Multi-Disciplinary Elective Courses**

Annexure B: **Value-added Courses**

Annexure C: **Skill Enhancement Courses**

Issued with due approval.


31/7/2023

(Dr. B.C. Borah)
Registrar
Majuli University of Culture
Majuli

Memo. No. MUC/RG/AC/22-23/15

Date 31/07/2023

Copy to:

1. Vice-Chancellor, Majuli University of Culture, Majuli for kind information.
2. The Heads of the Departments, Majuli University of Culture, Majuli, Assam for information and needful.
3. The Officers, Majuli University of Culture, Majuli, Assam for information and needful.
4. Website in-charge, MUC, Majuli for information uploading the Notification along with the Regulations on the University website.
5. Office file.


31/7/2023

(Dr. B.C. Borah)
Registrar
Majuli University of Culture
Majuli



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

- A.** As per UGC's Curriculum and Credit Framework for the FYUGP in CBCS, Multi-Disciplinary Elective Courses covering the broad areas of Natural Science, Social Science, Humanities, Commerce etc. is a compulsory component to be pursued by all students across the disciplines. The primary objective of these courses is to provide the basic understanding of all subjects or disciplines besides the major subject of study so that the students can develop a broader spectrum of holistic knowledge and practical understanding of different problems, they will face in their future life.
- B.** The curriculum of the MDECs shall cover those relevant components of the disciplines, which the students have not studied during their higher secondary level of studies. Hence, there shall be three important conditions of the courses-
- 1) An MDEC can be pursued by a student provided that he/ she has not studied the subject in higher secondary level.
 - 2) A student pursuing a subject as major or minor in FYUGP, shall not be allowed to opt the same subject as MDEC.
 - 3) The standard of the course contents of the MDEC shall of higher secondary level.
- C.** Because of the fewer number of disciplines in the Majuli University of Culture, the University does have much scope for offering a bigger basket of MDEC. Looking into the ground reality, the University plans to engage part-time, guest or hired faculties for these courses.
- D.** In compliance to the directives of the NEP, 2020, the FYUGP of the Majuli University of Culture also plans to offer the following Courses of Natural Science-
- (a) Natural Science**
- Semester I : Chemistry in Daily Life I (3 Credit)**
Semester II : Basic Physics and its Applications (3 Credit)
Semester III : Bioscience and Bioresource (3 Credit)
- A student opting Natural Science as MDEC shall have to continue it Semester I to Semester III.
- E.** Students can also opt the following subjects as their MDEC from any of the baskets offered to them-
- (b) Social Sciences : Polity and Governance**
- Semester I : Indian Constitution and Polity**
Semester II : Local Government and Developmental Policies in India
Semester III : Human Rights and India

(b) Indian Society and Social Institutions (to be offered)

(c) History of India- Ancient to Modern (to be offered)

1) **Humanities** : **(a) Sankardeva -Madhabdeva Studies**

Semester I: Sankardeva Studies-A

Semester II :Sankardeva Studies- B

(b) Assamese Society and Culture (to be offered)

A student opting any of the above subjects as MDEC shall have to continue it Semester I to Semester III.

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



(Dr. Utpal Narayan Goswami)

Signature

Member Secretary

Multi-disciplinary Board of Studies

Majuli University of Culture, Majuli

SEMESTER -I**Subject- Natural science-1****Course Title:** Chemistry in Daily Life (I)**Course Code:****Nature of the Course:** MDEC**Credit:** 03**Total Marks:** 80 Theory [Exam = 60 + Internal = 20]**Course Objective:**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria
		Lecture	Tutorial	Practical / Practice	
Chemistry in Daily Life (I)	03	03	00	00	Class-12 (any discipline)

Course Contents:**Unit-I: Introduction to Chemistry**

Atoms and Elements: Introduction to atoms as the building blocks of matter like structure of an atom, including protons, neutrons, and electrons, overview of the periodic table and its organization of elements, exploring the properties and characteristics of different elements.

(L-10 hours Marks -5)

Chemical Reactions and Equations: Definition of a chemical reaction and the concept of chemical equations, balancing chemical equations to represent the conservation of mass, types of chemical reactions, such as synthesis, decomposition, combustion, and oxidation-reduction reactions.

(L-10 hours Marks -5)

Chemical Bonding and Molecular Structure: Introduction to chemical bonding and its role in forming compounds, types of chemical bonds: ionic, covalent, and metallic bonds.

(L-10 hours Marks -5)

Acids, Bases, and pH: Definition of acids and bases according to the Arrhenius and Brønsted-Lowry theories, pH scale and its importance in measuring acidity or alkalinity, understanding acid-base reactions and their applications in daily life.

(L-10 hours Marks -5)

Laboratory Techniques and Safety: Basic laboratory equipment and their uses, safety protocols and best practices in handling chemicals, introduction to common laboratory techniques, such as measuring and mixing substances.

(L-20 hours Marks -10)

UNIT-II: Food Chemistry

Dairy Products: Composition of milk and milk products. Analysis of fat content, minerals in milk and butter. Qualitative analysis of caffeine in coffee and tea, detection of chicory in coffee, chloral hydrate in toddy

Food processing and packaging; Food adulteration: definition and its importance, adulterants present in- coffee, tea, milk, spices, grains and food colour; Difference between food adulteration and contamination.

Artificial sweeteners: Aspartame, saccharin, dulcin, sucralose and sodium cyclamate.

Artificial food colorants: Coal tar dyes and non-permitted colours and metallic salts. Analysis of pesticide residues in food.

(L-20 hours Marks -15)

UNIT-III: Environmental Chemistry

Air Pollution: Air pollutants, prevention and control, green house gases and acid rain, ozone hole and CFC's. Photochemical smog. Catalytic converters for mobile sources. Bhopal gas tragedy.

(L-10 hours Marks -5)

Hydrologic cycle: Sources, criteria and standards of water quality-safe drinking water. Public health significance and measurement of water quality parameters- (Colour, turbidity, total solids, acidity, alkalinity, hardness, sulphate, fluoride, phosphate, nitrite, nitrate, BOD and COD). Water purification for drinking and industrial purposes.

(L-10 hours Marks -5)

Fertilisers: Classification of Fertilizers- Straight Fertilizers, Compound/Complex Fertilizers, Fertilizer Mixtures. Manufacture and general properties of Fertilizer products- Urea and DAP.

(L-10 hours Marks -5)

Course Outcome:

- To understand the basic concepts and principles of chemistry.

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

Reference Books

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



(Dr. Utpal Narayan Goswami)

Signature

Member Secretary

Multi-disciplinary Board of Studies

Majuli University of Culture, Majuli

Natural Science-02
Course Title: Basic Physics and its Applications
Nature of Course: MDEC
Course Code:-----
Course Credit: 3 (Theory)
Total Lectures: 45
Total Marks: 70 (End term) + 30 (Mid-term) = 100

Course Description/Preamble:

This undergraduate physics course offers an introductory exploration of the foundational concepts of Physics. Encompassing basic mechanics, electricity and magnetism, fluid mechanics, gravity, and modern physics, the course caters to students with an overall exposure to the subject. Its primary focus lies in nurturing a qualitative understanding of physics principles and their practical applications in everyday scenarios. By emphasizing conceptual discernment and analysis, the course aims to facilitate a comprehensive grasp of the subject matter.

Course Objectives:

Introduce students to the fundamental principles and concepts that underpin Physics.

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

Learning Outcomes:

Upon completion of the course, students will be able to:

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

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

Module 1: Mechanics (Lectures: 9, Marks: 14)

Mathematical preliminaries: Vectors, Scalars, Elementary concepts of differentiation and integration for describing motion

Concept of force, Inertia, Newton's first law of motion; momentum and Newton's second law of motion; impulse; Newton's third law of motion.

Law of conservation of linear momentum and its applications.

Uniform circular motion: Centripetal force, examples of circular motion (vehicle on a level circular road, vehicle on a banked road).

Work done by a constant force and a variable force; kinetic energy, work-energy theorem, power. Concept of potential energy, potential energy of a spring, conservative forces: conservation of mechanical energy (kinetic and potential energies);

Module 2: Gravity (Lectures: 6, Marks: 9)

Kepler's laws of planetary motion, universal law of gravitation. Acceleration due to gravity and its variation with altitude and depth.

Gravitational potential energy and gravitational potential, escape velocity, orbital velocity of a satellite, Geo-stationary satellites.

Module 3: Fluid Mechanics (Lectures: 6, Marks: 9)

Pressure due to a fluid; Pascal's law and its applications (hydraulic lift and hydraulic brakes).

Viscosity, Stokes' law, terminal velocity, streamline and turbulent flow, critical velocity, Bernoulli's theorem and its applications.

Surface energy and surface tension, angle of contact, excess of pressure across a curved surface, application of surface tension ideas to drops, bubbles and capillary rise.

Module 4: Electricity and Magnetism (Lectures: 9, Marks: 14)

Electric charge and potential, Electric fields, Coulomb's law Electric current, flow of electric charges in a metallic conductor, drift velocity, mobility and their relation with electric current; Ohm's law,

Bar magnet, bar magnet as an equivalent solenoid (qualitative treatment only), magnetic field intensity due to a magnetic dipole (bar magnet) along its axis and perpendicular to its axis (qualitative treatment only), torque on a magnetic dipole (bar magnet) in a uniform magnetic field (qualitative treatment only), magnetic field lines.

Magnetic properties of materials- Para-, dia- and ferro - magnetic substances with examples, Magnetization of materials, effect of temperature on magnetic properties.

Module 5: Optics (Lectures: 8, Marks: 13)

Ray Optics: Reflection of light, spherical mirrors, refraction of light, total internal reflection, refraction of light through a prism.

Optical instruments: Microscopes and astronomical telescopes (reflecting and refracting) and their magnifying powers (Optional).

Wave optics: Wave front and Huygen's principle, Proof of laws of reflection and refraction using Huygen's principle. Interference, Young's double slit experiment and expression for fringe width (No derivation final expression only)

Module 6: Modern Physics (Lectures: 7, Marks: 11)

Black body radiation, Failure of classical mechanics and the birth of quantum mechanics (qualitative explanation), Planck's hypothesis, Uncertainty principle, the wave-particle duality

Binding Energy, Nuclear fission and fusion, Radioactivity (qualitative explanation)

The special theory of relativity: Time dilation, Length contraction, Mass-energy equivalence

Atomic structure and the Bohr model (Qualitative)

List of Laboratory Practicals:

1. (a) [To measure the dimensions of a given regular body of known mass using a Vernier Callipers and hence find its density.](#)

- (b) To measure internal diameter and depth of a given beaker/calorimeter using a Vernier Callipers and hence find its volume.
2. To measure diameter of a given wire using screw gauge.
 3. (a) To measure thickness of a given sheet using screw gauge.
(b) To determine volume of an irregular lamina using screw gauge.
 4. To determine radius of curvature of a given spherical surface by a spherometer.
 5. Familiarization to measuring equipments e.g. galvanometer, ammeter, voltmeter, resistance colour codes, use of multimeter.
 6. To study the Cells in Series and Parallel
 7. To study the application of Kirchoff's laws in simple electrical circuits
 8. To determine the surface tension of water by capillary rise method.
 9. To determine the coefficient of viscosity of a given viscous liquid by measuring terminal velocity of a given spherical body
 10. To determine the Acceleration due to gravity at a particular place with the help of simple pendulum
 11. To determine the Acceleration due to gravity at a particular place with the help of compound pendulum
 12. To study the earth's magnetic field using a compass needle -bar magnet by plotting magnetic field lines and tangent galvanometer.
 13. To determine resistivity of two / three wires by plotting a graph for potential difference versus current.
 14. To find resistance of a given wire / standard resistor using metre bridge.
 15. To verify the laws of combination (series and parallel) of resistances using a metre bridge.
 16. (a) To convert the given galvanometer (of known resistance and figure of merit) into a voltmeter of desired range and to verify the same.
(b) To convert the given galvanometer (of known resistance and figure of merit) into an ammeter of desired range and to verify the same.
 17. Understanding laws of reflection of light by using plane mirror and pin.
 18. Understanding laws of refraction of light by using glass slab and pin.

(The course teacher may modify the list/no of experiments according to the convenience of the department)

Assessment Methods:

Internal: (30 marks)

Class participation and engagement in discussions.
Regular assignments and problem-solving exercises.
Quizzes and short tests to assess understanding of concepts.
Mid-term examination

End semester: (70 marks)

Final examination

Reference Books:

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

4. Concepts of Modern Physics
Authors: Arthur Beiser, Shobhit Mahajan, S. Rai Choudhury
Publisher: McGraw Hill Education
5. Optics
Author: Ajoy Ghatak
Publisher: McGraw Hill Education
6. Fundamentals of Magnetism and Electricity
Author: D. N. Vasudeva

Semester-III
Natural Science-03
Course Title: Bioscience and Bioresource
Nature of Course: MDEC
Course Code:-----
Course Credit: 3
Total Lectures: 45
Total Marks: 70 (End term) + 30 (Mid-term) = 100

Preamble: In light of NEP 2020, the 3-credit course on Bioscience and Bioresources has been designed.

Learning Outcomes

1. Basic concept: To gain knowledge on the concept of life and living beings, when and how one can consider an object living or non-living. Learners will also gain knowledge on how non-living matters form a living organism.
2. Science of Life: Learners will gain knowledge on different living processes, how cells divide, and how organisms reproduce and grow. This will help the learners to understand why a living organism needs nutrition, and how it manufactures and utilizes energy for growth and reproduction.
3. Economic importance of living organisms: Learners will gain knowledge on economically important plants, food crops, and other plant resources

Bioscience and Bioresources

Total credit: 3

Unit-1: Fundamentals of Life (5 Lectures)

Definitions and characteristics of life: nutrition, respiration, sensitivity, growth, reproduction, excretion, and movement; Origin of life on earth: Theory of spontaneous generation, abiogenesis, and biogenesis, Chemical origin of life

Unit-2: Chemistry of Life and Living Beings (10 Lectures)

Building Blocks of Life; Biomolecules and their functions: carbohydrate, lipid, protein, and nucleic acids; Concept of Genome, Transcriptome, and Proteome; Central Dogma of Molecular Biology; Basics of enzymes and hormones,

Unit-3: Cell and life processes (12 Lectures)

Cell as a basic unit of Life; Types of cells: Prokaryotic and Eukaryotic; Cell organelles and their functions: Cell membrane and cell wall, Nucleus, Mitochondria, Endoplasmic Reticulum, Golgi Bodies, Ribosomes, and its types and components, Cell Cycle, Tissue, Organs, and Organ Systems; Basics of Respiration, Digestion, Reproduction

Unit-4: Diversity of Life Forms (10 Lectures)

Introduction to different life forms; R.H. Whittaker's Five Kingdom Classification (1969): Monera, Protista, Fungi, Plantae, and Animalia; Nomenclature of living organisms: Binomial nomenclature, Basic rules of nomenclature, International Code of Nomenclature for Algae, Fungi and Plants (ICN), International Code of Zoological Nomenclature (ICZN)

Unit-5: Bioresources and their utilization (6 Lectures)

Food and oil crops; Fiber, resin, dye-yielding plants; Traditional Knowledge and phytomedicine;

Practical

1. Study of cells under a microscope
2. Study different parts of a plant
3. Study the parts of an angiosperm flower
4. Study different types of cells and organisms (From chart/model)
5. Collection and preservation of medicinal plants

6. Study different parts of common animals (From chart/model)
7. Study different life processes: Cell Division (From slides/charts), Reproduction (chart), Digestive systems (chart), respiratory systems (chart)

Suggested readings:

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



(Dr. Utpal Narayan Goswami)

Signature

Member Secretary

Multi-disciplinary Board of Studies

Majuli University of Culture, Majuli

Syllabi of the

POLITY AND GOVERNANCE

Preamble

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

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

Semester-I

Subject- Social Science

COURSE TITLE: Indian Constitution and Polity

Nature of Course: MDEC

Code: -----

Total Credit: 3

Distribution of Marks: 70(End-Sem) + 30 (In-Sem) =100

Objectives:

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

Course Contents:

Unit	Topics and Contents	Credit Hours		Marks assigned
		Lecture	Tutorial	
I	Introduction to the Constitution of India <ul style="list-style-type: none"> • Evolution • Preamble • Key features • Nature of Indian democracy 	10	10	25
II	Structure of the Governments <ul style="list-style-type: none"> • Union Government • State Government • Federalism of India • Centre-State Relations 	10	10	25
III	Public Administration and Bureaucracy <ul style="list-style-type: none"> • Civil service and governance • Social justice • Public policies and social welfare 	10	10	20

MODES OF IN-SEMESTER ASSESSMENT:**(30 Marks)**

- One Internal Examination - **20 Marks**
- Others (Any one) - **10 Marks**
 - Group Discussion
 - Seminar presentation on any of the relevant topics
 - Debate/ Quiz, etc.

MODE OF END- SEMESTER EXAMINATION:**70 Marks**

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

Learning Outcome:

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

Suggested Readings:

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



(Dr. Utpal Narayan Goswami)

Signature

Member Secretary

Multi-disciplinary Board of Studies

Majuli University of Culture, Majuli

Semester -II

Subject- Social Science

COURSE TITLE

LOCAL GOVERNMENT AND DEVELOPMENTAL POLICIES IN INDIA

Nature of Course: (MDEC)

Code: -----

Total Credit: 3

Distribution of Marks: 70 (End-Sem) + 30 (In-Sem) =100

Objectives:

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

Course Contents:

Unit	Topics and Contents	Credit Hours		Marks assigned
		Lecture	Tutorial	
I	Introduction to Local Governance <ul style="list-style-type: none"> • Meaning and Evolution of local governance in India • Gandhian principles • Types of local governments: Panchayati Raj Institutions, Urban Local Bodies and Autonomous Councils • Constitutional provisions and legal framework for local governance 	8	4	15
II	Structure and Functions of Panchayati Raj Institutions (PRIs) <ul style="list-style-type: none"> • Three-tier system: Gram Panchayat, Panchayat Samiti, and Zila Parishad • Roles and responsibilities of PRIs in rural development 	8	4	15

	<ul style="list-style-type: none"> • Planning and implementation of development programmes 			
III	Structure and Functions of Urban Local Bodies (ULBs) <ul style="list-style-type: none"> • Municipal corporations, municipal councils, and nagar panchayats • Urban planning and infrastructure development • Service delivery and governance in urban areas 	8	4	15
IV	Autonomous Councils <ul style="list-style-type: none"> • Background, Constitutional framework • Types and Structures • Functioning of the Councils 	5	4	10
V	Contemporary Issues of Local Governance <ul style="list-style-type: none"> • Challenges and reforms • Capacity building and empowerment • Women participation • E-governance and digital initiatives 	6	4	15

MODES OF IN-SEMESTER ASSESSMENT:**(30 Marks)**

- One Internal Examination - **20 Marks**
- Others (Any one) - **10 Marks**
 - Group Discussion
 - Seminar presentation on any of the relevant topics
 - Debate/ Quiz, etc.

MODE OF END- SEMESTER EXAMINATION:**70 Marks**

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

Learning Outcome:

1. The students will be able to assess the challenges and issues faced by local self-government institutions in India.
2. The students will be able to explore the role of citizen participation and community engagement in local self-government.

3. The students will be able to analyze the impact of local self-government on governance, service delivery, and socio-economic development at levels of local government.

Suggested Readings:

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

Semester-III
Subject- Social Science
COURSE TITLE: HUMAN RIGHTS AND INDIA
Nature of Course: MDEC
Code:

Total Credit: 3

Distribution of Marks: 70(End-Sem) + 30 (In-Sem) =100

Objectives:

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

Course Contents:

Unit	Topics and Contents	Credit Hours		Marks assigned
		Lecture	Tutorial	
I	Introduction to Human Rights <ul style="list-style-type: none"> • Defining human rights • Historical evolution of human rights • Theories of human rights • Universal Declaration of Human Rights (UDHR) 	8	4	15
II	Institutions and Mechanisms for Human Rights Protection <ul style="list-style-type: none"> • United Nations Human Rights Council (UNHRC) • International Criminal Court (ICC) • Non-governmental organizations (NGOs) and civil society 	8	4	15
III	Contemporary Human Rights Issues <ul style="list-style-type: none"> • Discrimination and equality • Economic, social, and cultural rights 	8	4	15

		<ul style="list-style-type: none"> • Gender rights and women's rights • Refugees and migration 			
IV	Human Rights, Democracy, and Development in context of India	<ul style="list-style-type: none"> • Human rights and democracy • Human rights-based approach to development • Human rights indicators and monitoring 	5	4	10
V	Challenges to Human Rights in context of India	<ul style="list-style-type: none"> • Armed conflicts and humanitarian crises • Terrorism and counter-terrorism measures • Technology and human rights • Environmental rights and climate justice 	6	4	15

MODES OF IN-SEMESTER ASSESSMENT:**(30 Marks)**

- One Internal Examination -
- Others (Any one) -
 - Group Discussion
 - Seminar presentation on any of the relevant topics
 - Debate/ Quiz, etc.

20 Marks**10 Marks****MODE OF END- SEMESTER EXAMINATION:****70 Marks**

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

Learning Outcome:

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

4. They will understand the interplay between human rights, democracy, and development.

Suggested Readings:

1. Agarwal, HO. (2023): *Human Rights*, Central Law Publication, New Delhi
2. Deshpande, BA. (2022): *Human Rights*, Central Law Publication, New Delhi
3. IGNOU CHR 12 (2022): *Human Rights: In India*, Shri Chakradhar Publications
4. Parekh, PH (2021): *Human Rights Year Book 2015-16 Commitment and Practice*, Universal Law Publishing, New Delhi

Syllabi of the
Sankardeva- Madhavdeva Studies
Subject- Humanities
Nature of the Course- MDEC

প্ৰস্তাৱনা: Five-Year Integrated Masters (FYUGP +1 Year Masters) Programmes ৰ MDEC ৰ Humanities পাঠ্যক্রমত “শংকৰদেৱ-মাধৱদেৱ অধ্যয়ন” শীৰ্ষক এক পাঠ্য গ্ৰহন কৰা হৈছে। এই পাঠত শংকৰদেৱ আৰু মাধৱদেৱৰ জীৱন, সাহিত্য, কৰ্ম, দৰ্শন আৰু তেখেতলোকৰ বিষয়ে পৰৱৰ্তী সময়ত হোৱা বিভিন্ন আলোচনা সম্পৰ্কে ছাত্ৰ-ছাত্ৰীক অৱগত কৰোৱাৰ প্ৰয়াস কৰা হৈছে। প্ৰথম আৰু দ্বিতীয় ষাণ্মাসিকত শংকৰদেৱৰ বিষয়ে আৰু তৃতীয় ষাণ্মাসিকত মাধৱদেৱ সম্পৰ্কে পাঠ্য প্ৰস্তুত কৰা হৈছে।



(Dr. Utpal Narayan Goswami)
Signature
Member Secretary
Multi-disciplinary Board of Studies
Majuli University of Culture, Majuli

Semester-I
Subject- Humanities
Title of the Course: শংকৰদেৱ অধ্যয়ন- (ক)
Sankardeva Studies-(A)
Course Code-113101.1
Nature of the Course-Multi- disciplinary Generic Elective Course
Total Credits- 03
Distributions of Marks- 80(End Sem) +20(In Sem)

প্ৰস্তাৱনাঃ শংকৰদেৱ সম্পৰ্কে আৰু শংকৰদেৱক কেন্দ্ৰ কৰি সৃষ্টি হোৱা সাহিত্যৰাজি সম্পৰ্কে ছাত্ৰ-ছাত্ৰীক অৱগত কৰাবৰ বাবেই কাকতখন প্ৰস্তুত কৰা হৈছে।

উদ্দেশ্যঃ ১/ ছাত্ৰ-ছাত্ৰীসকলক শংকৰদেৱৰ গুৰুত্ব সম্পৰ্কে ধাৰনা প্ৰদান কৰোৱা।

২/ ছাত্ৰ-ছাত্ৰীসকলক শংকৰদেৱ অধ্যয়নৰ উৎস সম্পৰ্কে ধাৰনা প্ৰদান কৰোৱা।

৩/ শংকৰদেৱ চৰ্চা কিদৰে হৈ আহিছে তাৰ ক্ৰমাগত এক ধাৰনা প্ৰদান কৰা।

গোট	বিষয়	পাঠদান	অনুশিক্ষন	মুঠ	নম্বৰ বিতৰণ
১/	চৰিত সাহিত্যত শংকৰদেৱ চৰ্চা	১০	৫	১৫	২৭
২/	আধুনিক ভাষাত শংকৰদেৱ চৰ্চা	১০	৫	১৫	২৭
৩/	সৃষ্টিশীল সাহিত্যত শংকৰদেৱ চৰ্চা (উপন্যাসসমূহক কেন্দ্ৰ কৰি)	১০	৫	১৫	২৬
		৩০	১৫	৪৫	৮০

আভ্যন্তৰীণ মূল্যায়নৰ পদ্ধতিঃ (২০ নম্বৰ)

আভ্যন্তৰীণ পৰীক্ষা(এটা) --- (১০ নম্বৰ)

ব্যৱহাৰিক পৰীক্ষা - (১০ নম্বৰ)

প্ৰসংগ পুথিঃ

কথা গুৰু চৰিতঃ (সম্পা.) উপেন্দ্ৰ চন্দ্ৰ লেখাৰু, দত্ত পাব্লিচিং কো.প্ৰা. লি গুৱাহাটী-২০০৬

গুৰু চৰিত কথাঃ(সম্পা.) মহেশ্বৰ নেওগ, লয়াৰ্ছ বুক ষ্ট'ল, গুৱাহাটী-১৯৯৯

- শ্ৰীগুৰু চৰিত: ৰামানন্দ দ্বিজ (সম্পা.)ঃ সঞ্জীৱ কুমাৰ বৰকাকতী, বাণী মন্দিৰ, গুৱাহাটী-২০১৪
 মহাপুৰুষ শ্ৰীশ্ৰী শংকৰদেৱ আৰু মাধৱদেৱ চৰিতঃ দৈত্যৰি ঠাকুৰ, (সম্পা.) ৰাজমোহন নাথ, লয়াৰ্ছ বুক ষ্ট'ল, গুৱাহাটী-১৯৯৮
 মহাপুৰুষ শ্ৰীশ্ৰী শংকৰদেৱ আৰু শ্ৰীশ্ৰী মাধৱদেৱঃ হৰিনাৰায়ণ দত্তবৰুৱা, দত্তবৰুৱা আৰু কোম্পানী, গুৱাহাটী-০১
 সত্ৰ-সংস্কৃতিৰ ৰূপৰেখাঃ কেশৱানন্দ দেৱ গোস্বামী, বনলতা, গুৱাহাটী-২০১৪
 শ্ৰীশ্ৰী শংকৰদেৱঃ মহেশ্বৰ নেওগ, চন্দ্ৰ প্ৰকাশ, গুৱাহাটী-২০১৬
 শ্ৰীশ্ৰী শংকৰদেৱ আৰু শ্ৰীশ্ৰী মাধৱদেৱঃ লক্ষ্মীনাথ বেজবৰুৱা, জ্যোতি প্ৰকাশ, গুৱাহাটী-২০১৬
 বাণীকান্ত ৰচনাৱলীঃ মহেশ্বৰ নেওগ(সম্পা.), অসম প্ৰকাশন পৰিষদ, গুৱাহাটী-২০০৩
 মহাপুৰুষীয়া পৰম্পৰাত সত্ৰ আৰু সংগীতঃ বাপচন্দ্ৰ মহন্ত, অসম সত্ৰ মহাসভা, যোৰহাট-২০০৩
 অংকাৱলীঃ কালিৰাম মেধি, লয়াৰ্ছ বুক ষ্ট'ল, গুৱাহাটী-১৯৯৭
 শংকৰদেৱ অধ্যয়ন প্ৰসংগ, ঐতিহ্য আৰু পৰম্পৰাঃ কেশৱানন্দদেৱ গোস্বামী, গুৱাহাটী, বাণীমন্দিৰ-২০০৫
 তত্ত্বকথাঃ লক্ষ্মীনাথ বেজবৰুৱা, লয়াৰ্ছ বুক ষ্ট'ল, গুৱাহাটী-১৯৯০
 শ্ৰীমন্ত শংকৰদেৱ কৃতি আৰু কৃতিত্বঃ শিৱনাথ বৰ্মন, গুৱাহাটী-১৯৯৭
 ঐতিহাসিক পটভূমিত মহাপুৰুষ শংকৰদেৱ আৰু মাধৱদেৱঃ বাপচন্দ্ৰ মহন্ত, যোৰহাট-১৯৮৭
 মহাপুৰুষ শংকৰদেৱঃ নবীন চন্দ্ৰ শৰ্মা, বনলতা, গুৱাহাটী-
 শংকৰদেৱৰ নাট- ভাওনাঃ পোণা মহন্ত, বান্ধৱ, গুৱাহাটী-২০১৭
 শংকৰদেৱৰ শিল্পলোকঃ প্ৰদীপজ্যোতি মহন্তঃ
 শ্ৰীমন্ত শংকৰদেৱৰ ধৰ্ম আৰু পৰম্পৰাঃ চক্ৰধৰ মহন্ত, গ্ৰন্থ-সংস্কৃতি, যোৰহাট-১৯৭৪
 শংকৰদেৱৰ দৰ্শনঃ বাপচন্দ্ৰ মহন্ত, যোৰহাট-
 ধন্য নব তনু ভালঃ চৈয়দ আব্দুল মালিক(উপন্যাস)
 যাকেৰি নাহিকে উপামঃ লক্ষ্মীনন্দন বৰা(উপন্যাস)
 সৰ্বগুণাকৰঃ নিৰুপমা মহন্ত(উপন্যাস)
 The Neo-Vaishnavite Movement and The Satra Institution of Assam: Satyendra Nath Sarmah, Gauhati
 University, Guwahat-2016
 Sankardeva and His Times: Maheswar Neog, Lawyer's Book Stall, Guwahati-1998
 Studies to Vaishnava Literature and Culture of Assam, Asom Sahitya Sabha-1978



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Multi-disciplinary Board of Studies
Majuli University of Culture, Majuli

Semester-II
Subject- Humanities
Title of the Course- শংকৰদেৱৰ অধ্যয়ন- (খ)
Sankardeva Studies- (A)
Nature of the Course: Multi-disciplinary Generic Elective Course
Course Code-113101.2
Total Credits- 03
Distributions of Marks- 80(End Sem)+20(In Sem)

প্ৰস্তাৱনা: শংকৰদেৱৰ সম্পৰ্কে আৰু শংকৰদেৱৰ সাহিত্যৰাজি, দৰ্শন সম্পৰ্কে ছাত্ৰ-ছাত্ৰীক অৱগত কৰাবৰ বাবেই কাকতখন প্ৰস্তুত কৰা হৈছে।

উদ্দেশ্য: ১/ ছাত্ৰ-ছাত্ৰীসকলক শংকৰদেৱৰ গুৰুত্ব সম্পৰ্কে ধাৰনা প্ৰদান কৰোৱা।

২/ ছাত্ৰ-ছাত্ৰীসকলক শংকৰদেৱৰ সাহিত্যৰ ধাৰনা প্ৰদান কৰোৱা।

৩/ শংকৰদেৱৰ মৌলিক চিন্তাসমূহক ছাত্ৰ-ছাত্ৰীৰ লগত পৰিচয় কৰাই দিয়া।

গোট	বিষয়	পাঠদান	অনুশিখন	মুঠ	নম্বৰ বিতৰণ
১/	শংকৰদেৱৰ সাহিত্যৰ পৰিচয়	১০	২	১২	২০
২/	শংকৰদেৱৰ কীৰ্ত্তনঘোষাৰ পৰিচয়	১০	২	১২	২০
৩/	শংকৰদেৱৰ বৰগীতৰ-ভটিমাৰ পৰিচয়	১০	২	১২	২০
৪/	শংকৰদেৱৰ নাটৰ পৰিচয়	১০	২	১২	২০
				৪৮	৮০

- আভ্যন্তরীণ মূল্যায়নৰ পদ্ধতি - (২০ নম্বৰ)
 আভ্যন্তরীণ পৰীক্ষা(এটা) - (১০ নম্বৰ)
 ব্যৱহাৰিক পৰীক্ষা - (১০ নম্বৰ)

প্ৰসংগ পুথিঃ

- অসমীয়া নাট্য সাহিত্য: সত্যেন্দ্ৰনাথ শৰ্মা, গুৱাহাটী-১৯৭৩
 প্ৰবন্ধগানৰ পৰম্পৰাত বৰগীত: বাপচন্দ্ৰ মহন্ত, যোৰহাট-
 বৰগীত, পৰম্পৰা আৰু পৰিৱেশন পদ্ধতিঃ কেশৱানন্দ দেৱ গোস্বামী, ডিব্ৰুগড়-১৯৯৭
 অংকমালা: কেশৱানন্দদেৱ গোস্বামী
 ভাৰতীয় পটভূমিত শংকৰী সাহিত্য আৰু সত্ৰীয়া সঙ্গীত: কেশৱানন্দদেৱ গোস্বামী
 শংকৰদেৱৰ সন্দৰ্শণ: বসন্ত কুমাৰ গোস্বামী
 সত্ৰ-সংস্কৃতিৰ ৰূপৰেখাঃ কেশৱানন্দ দেৱ গোস্বামী, বনলতা, গুৱাহাটী-২০১৪
 শ্ৰীশ্ৰী শংকৰদেৱঃ মহেশ্বৰ নেওগ, চন্দ্ৰ প্ৰকাশ, গুৱাহাটী-২০১৬
 শ্ৰীশ্ৰী শংকৰদেৱ আৰু শ্ৰীশ্ৰী মাধৱদেৱঃ লক্ষ্মীনাথ বেজবৰুৱা, জ্যোতি প্ৰকাশ, গুৱাহাটী-২০১৬
 বাণীকান্ত ৰচনাৱলীঃ মহেশ্বৰ নেওগ(সম্পা.), অসম প্ৰকাশন পৰিষদ, গুৱাহাটী-২০০৩
 মহাপুৰুষীয়া পৰম্পৰাত সত্ৰ আৰু সংগীতঃ বাপচন্দ্ৰ মহন্ত, অসম সত্ৰ মহাসভা, যোৰহাট-২০০৩
 অংকাৱলীঃ কালিৰাম মেধি, লয়াৰ্ছ বুক ষ্ট'ল, গুৱাহাটী-১৯৯৭
 শংকৰদেৱৰ অধ্যয়ন প্ৰসংগ, ঐতিহ্য আৰু পৰম্পৰাঃ কেশৱানন্দদেৱ গোস্বামী, গুৱাহাটী, বাণীমন্দিৰ-২০০৫
 তত্ত্বকথাঃ লক্ষ্মীনাথ বেজবৰুৱা, লয়াৰ্ছ বুক ষ্ট'ল, গুৱাহাটী-১৯৯০
 শ্ৰীমন্ত শংকৰদেৱ কৃতি আৰু কৃতিত্বঃ শিৱনাথ বৰ্মন, গুৱাহাটী-১৯৯৭
 ঐতিহাসিক পটভূমিত মহাপুৰুষ শংকৰদেৱ আৰু মাধৱদেৱঃ বাপচন্দ্ৰ মহন্ত, যোৰহাট-১৯৮৭
 The Neo-Vaishnavite Movement and The Satra Institution of Assam: Satyendra Nath Sarmah, Gauhati
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(Dr. Utpal Narayan Goswami)

Signature

Member Secretary

Multi-disciplinary Board of Studies

Majuli University of Culture, Majuli



Value Added Course (VAC) to be offered as a Compulsory Component of the Five Year Integrated Master's Programme (FYUGP + 1 Year Masters), Majuli University of Culture, Majuli, Assam

Preamble

As per the NEP 2020, “given the 21st century requirements, quality higher education must aim to develop good, thoughtful, well-rounded, and creative individuals. It must enable an individual to study one or more specialized areas of interest at a deep level, and also develop character, ethical and Constitutional values, intellectual curiosity, scientific temper, creativity, spirit of service, and 21st century capabilities across a range of disciplines including sciences, social sciences, arts, humanities, languages, as well as professional, technical, and vocational subjects. A quality higher education must enable personal accomplishment and enlightenment, constructive public engagement, and productive contribution to the society. It must prepare students for more meaningful and satisfying lives and work roles and enable economic independence.

For the purpose of developing holistic individuals, it is essential that an identified set of skills and values will be incorporated at each stage of learning, from pre-school to higher education.”

In pursuance of the above statement and as suggested in the UGC's Curriculum and Credit Framework for Undergraduate Programmes for inclusion of 6-8 credit courses on Value Added components common for all UG students, the following syllabi are prescribed for the 1st and 2nd semester classes of the Four Year Under Graduate Programme (FYUGP) of the Majuli University of Culture, Majuli, Assam.

These courses intend to inculcate or strengthen certain values in the minds of the students, which help them to grow and establish themselves in the bigger societies as a person with certain values like health and wellness, good citizenship, compassion, concerned to social and community issues, environment, etc.

(1)

COURSE TITLE: UNDERSTANDING INDIA

Nature of Course: Value Added Course (VAC)

Code: VAC 1

(To be offered in Semester I)

Total Credit: 2

Distribution of Marks: 40 (End-Sem) +10 (In-Sem) =50

Objectives:

The objective of the paper is to have a thorough as well as a comprehensive understanding about India, its cultural development through art and architecture, religions and philosophies of ancient India. The paper also deals with various constituent assembly debates along with the formation of the Indian Constitution.

Course Contents:

Topic		Credit		
Unit-1		Lecture	Tutorial	
		Marks Distribution: 13		
1.1	The idea of Bharatvarsha; Ancient Indian literature- Sanskrit, Pali, Prakrit, Tamil	2	1	
1.2	Scientific literature and development of science in Ancient India	2	1	
1.3	Religions and philosophies of ancient India-Vedic, Buddhism, Jainism	2	1	
1.4	Education and educational Institutions in Ancient India	2	1	
Unit- 2		Marks Distribution: 13		
2.1	Art and architecture of ancient India (An overview)	2	1	
2.2	Art and architecture of Medieval India (An overview)	2	1	
2.3	Medieval Bhakti Movement and The Sufi Tradition (An overview)	2	1	
Unit- 3:		Marks Distribution: 14		
3.1	Main currents of Indian National Movement-Growth and development of Indian nationalism and Indian national	3	1	

3.2	movement-Independence Building a framework of the newnation Making of the IndianConstitution	2	1
3.3	Basic features of Indian constitution: Basic Structure Doctrine, Fundamental rights and duties, Directive principles, Federal Structure, Independence of Judiciary and the Parliamentary system	2	

MODES OF IN-SEMESTER ASSESSMENT:

(10 Marks)

- One Internal Examination -
- Others (Any one) -
 - Group Discussion
 - Seminar presentation on any of the relevant topics
 - Debate

05 Marks

05 Marks

Learning Outcome:

- To have an understanding on history and culture of ancient India.
- The students will be acquainted with the literature, philosophy, art and architectural developments in India during the period concerned.
- The students will also get to know about their constitutional rights and duties.

Suggested Readings:

- A.L. Basham, The Wonder that Was India, Picador India, 1971
 - R.S.Sharma, India's Ancient Past, New Delhi, OUP, 2007
 - Upinder Singh, The History of the Ancient and Early Medieval India, Pearson, 2008
 - Satish Chandra, History of Medieval India, Arihant Publication, 2020
- Durga Das Basu, Introduction to the Constitution of India, Lexis Nexis, 2018

(2)

COURSE TITLE : HEALTH AND WELLNESS
Nature of Course : Value Added Course (VAC)
Code : VAC 1 (To be offered in Semester I)
Total Credit : 2

Distribution of Marks: 40 (End-Sem) +10 (In-Sem) =50

COURSE OBJECTIVES:

- To introduce the learners to the concept of health and wellness and its relevance in daily life.
- To introduce the learners to the relation between mind-body and its relevance.
- To introduce learners to importance and promotion of life skills for well-being.

UNITS	CONTENTS	L	T	P
1 (20 Marks)	INTRODUCTION TO HEALTH & WELLNESS <ul style="list-style-type: none"> • Definition of health- WHO definition • Importance of health in everyday life • Components of health- physical, social, mental, spiritual and its relevance • Concept of wellness, Determinants of wellness • Mental Health & wellness • Helping self and others for health and wellness through different media • Sports and Theatre for Health 	12	02	02
2 (20 Marks)	HEALTH AND WELL-BEING <ul style="list-style-type: none"> • Mind- Body connection in health- concept and relation • Implications of mind-body connections. • Wellbeing- why it matters? • Life-skills, health and wellbeing • Personal, interpersonal and social life for health and wellness 	12	02	02
Total		24	04	04

MODES OF IN-SEMESTER ASSESSMENT

10 Marks

- One Internal Examination -
- Others (Any one)
 - Group Discussion
 - Seminar presentation on any of the relevant topics
 - Debate

05 Marks

05 Marks

LEARNER OUTCOMES

After completion of this course the learner will be able to:

- explain the concept and nature of health, wellness and its various implications
- demonstrate adequate knowledge on well-being and promotion of healthy behaviour.
- exercise exemplary behaviour in personal, interpersonal and social life by earning expected knowledge of life skills.

SUGGESTED READINGS

1. Carr, A. (2004). *Positive Psychology: The science of happiness and human strength*. UK:Routledge.
2. Forshaw, M. (2003). *Advanced psychology: Health psychology*. London: Hodder andStoughton.
3. Hick, J.W. (2005). *Fifty signs of Mental Health. A Guide to understanding mental health*.Yale University Press.
4. Buno, Edward. D. (2004). *How to Have a Beautiful Mind*, Vermilion.

(3)

Title of the Course : ENVIRONMENTAL STUDIES
Course Code : VAC3 (to be offered in Semester II)
Nature of the Course : Value Added Course (VAC)
Total Credits : 02

Distribution of Marks : 40 (End-Sem.) + 10 (In-Sem.)

COURSE OBJECTIVES:

1. To understand the various environmental challenges faced by world.
2. To create a sense of how to be more responsible towards the environment.
3. To provide fundamental knowledge of environmental science and its importance in present day context.
4. To develop strategies for the development of environmental degradation

UNITS	CONTENTS	L	T	P	Total Hours
1 (10 Mark)	ENVIRONMENTAL STUDIES 1.1 Nature, Scope and importance of environmental Studies. 1.2 Climate change, causes, societal impacts, adaptation 1.3 Sustainable development and living	6	1		7
2 (10 Mark)	2.1 Understanding Bio-diversity and its importance for Sustainable Living 2.2. Biodiversity of North East India 2.3. Biodiversity conservation policies and measures	6	1		7
3 (10 Mark)	ENVIRONMENTAL DEGRADATION 2.1 Land degradation: Causes and consequences. 2.2 Exploitation of surface and ground water, 2.3 Air pollution: anthropogenic causes, impact on health, agriculture, climate, hydrology	6	1		7

4 (10 Mark)	ENVIRONMENTAL CASE STUDIES AND COMMUNITY BASED ACTIVITIES (Based on Practical Experiences, students will prepare a Case Study / project Report on any of the following areas). 3.1 Wildlife- Bio-diversity, wetland management 3.2 Waste Management; Solid waste, urban waste, industrial waste and pollution; 3.3 Water management 3.4 Air pollution management 3.5 Energy management 3.6 Man and Animal Conflict 3.7 TKS and Bio-diversity conservation			7	10
	Total	18	3	7	28

- Internal Examination in the mode of Case Study/ Project Report - 10 Mark
on Unit 4

LEARNING OUTCOMES: After successful completion of this course students will be able to understand: to come up with using ethical reasoning for decision making and frame ethical issues as well as operationalize ethical choices. The course integrates various facets of human values and environment.

SUGGESTED READINGS:

1. Brunner R.C., 1989, *Hazardous Waste Incineration*, McGraw Hill Inc. 480p
2. Jadhav, H & Bhosale, V.M. 1995. *Environmental Protection and Laws*. Himalaya Pub. House, Delhi 284 p.
3. Mckinney, M.L. & School, R.M. 1996. *Environmental Science systems & Solutions*, Web enhanced edition. 639p.
4. Odum, E.P., Odum, H.T., and Andrews, J. (1971). *Fundamentals of Ecology*. Saunders, Philadelphia, USA
5. Raven, P.H, Hassenzahl, D.M., Hager, M.C, Gift, N.Y., and Berg, L.R. (2015). *Environment*, 8th Edition. Wiley Publishing, USA.
6. Singh, J.S., Singh, S.P., and Gupta, S.R. (2017). *Ecology, Environmental Science and Conservation*. S. Chand Publishing, New Delhi. Chapter 1 (Page: 3-28)

<p>(4)</p> <p>NAME OF THE COURSE: YOGA</p> <p>Nature of Course: Value Added Course (VAC)</p> <p>Course Code: (to be offered in Semester II)</p> <p>Total Credit: 2 (Theory 1+ Practical 1) (L=14 hours; P=28 hours)</p> <p>Distribution of Marks: 40 (End-Sem) + 10 (In-Sem) = 50</p>			
Learning Objectives:			
<ul style="list-style-type: none"> • To increase the knowledge of the students about Yoga and to make students aware about the holistic development through Yoga. • To give a glimpse of ancient Yoga Philosophy. • To provide a practical knowledge on different yogic practices. • To inform the students the importance of Yoga in their day-today life 			
Learning Outcomes:			
<ul style="list-style-type: none"> • Students gain good knowledge on the concept of yoga. • Students know about the scientific benefits of various yogic practices • Students can perform practical skills proficiently • Students gain an awareness about the value of health & wellness through yoga • Makes the students more enthusiastic about further study/research in the field of yoga 			
<p>Theory</p> <p>1 Credit (15 hours)</p>			
Unit	Topic	Contact Hours	Marks
I	<p>Introduction to Yoga:</p> <p>i. Meaning and definitions of Yoga</p> <p>ii. History of Yoga</p> <p>iii. Importance of Yoga as art, science and philosophy</p>	5	6
II	<p>Philosophical Perspective of Yoga:</p> <p>i. Yoga in Bhagavad Gita: Karma Yoga, Raja Yoga, Jnana Yoga and Bhakti Yoga</p> <p>ii. The ‘Yoga Sutras’ in general; its significance in life.</p> <p>iii. Limbs/parts of yoga (Astanga Yoga) according to the ‘Yoga Sutras’</p> <p>iv. Concept of Ishwara; Ishwara in Yoga Philosophy</p>	5	8
III	<p>Yogic Practices for Health & Wellness:</p> <p>i. Asana, its classification and effects</p> <p>ii. Pranayama, its types and effects</p> <p>iii. Kriya, Mudra and Bhandha: Procedure and Effects</p> <p>iv. Dhyana and its significance in human life</p>	4	7
IV	<p style="text-align: center;">PRACTICAL</p> <p style="text-align: center;">(30 HOURS)</p> <p>i. Suryanamskara – (12 counts)</p> <p>ii. Asana</p> <p>a) Standing: -Tadasana, Ardhakatichakrasana, Ardhashakrasana, Trikonasana, Utkatasana, Padahastasana, Vrikshasana</p>		15

	<p>b) Sitting: - Vajrasana, Padmasana, Bhadrasana, Siddhasana, Goumukhasana, Paschimottanasana, Shashankasana, Ardhamatsyendrasana, Simhasana, Ustrasana</p> <p>c) Lying Supine Position: - Shavasana, Setubandhasana, Chakrasana, Sarvangasana, Halasana, Karnapidasana, ViparitNaukasana, Matsyasana</p> <p>d) Lying Prone Position - Makarasana, Bhujangasana, Shalabhasana, Dhanurasana, Naukasana</p> <p>iii. Pranayama Nadishodhana, Suryabhedana, Chandrabhedana, Ujjai, Shitali, Sitkari, Bhastrika, Bhramari</p> <p>iv. Bandh & Mudra Jalndharabandha, Uddiyanbandha, Moolabandha, Yogamudra, Viparitkarnimudra, Shambhavimudra, Yonimudra, Mahavedhamudra</p> <p>v. Dhyana and its forms</p>		
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	<p>Modes of Assessment (In -Semester):</p> <p>a) Unit Test b) Class seminar presentation/Group discussion c) Seasonal Examination (Theory and Practical) d) Attendance and regularity e) Observation record during practical</p>		
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<p>Reference Books:</p> <ul style="list-style-type: none"> • Holistic Approach of Yoga- G. Shankar: Aditya Publishers • Patanjali's Yoga Sutra – Translation and Commentary-Dr. P.V. Karambelkar: Lonavla • Guidelines to Yogic Practices – M.L. Gharote: Lonavla • Yoga and Indian Philosophy – Karel Werner: Motilal Banarsidass • Yoga: The Path to Holistic Health- B.K.S. Iyengar: Dorling Kindersley Limited 			
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NAME OF THE COURSE: Basics Understanding of Mati Akhora
Nature of Course: Value Added Course (VAC)
Course Code: (to be offered in Semester II)
Total Credit: 2 (Theory 1+ Practical 1) (L=14 hours; P=28 hours) Distribution of
Marks: 40 (End-Sem) + 10 (In-Sem) = 50
Course Code : 315202

Course Objectives:

To provide the basic knowledge of *Mati Akhora*, not only as a prerequisite for *Sattriya Dance*, but also as an effective practice for good health similar to *Yoga* and other modern acrobatic exercises.

Course Outcomes: After the completion of the course

1. Learners will be able to know about the history of Sattriya
2. Learners will be able to know basics of Sattriya Dance
3. Learners will be able to know the practical aspect of Sattriya dance

Course Contents and Distribution of Learning Hours

Part I (Theory)

Unit	Content	Hour	Marks
1	Mahapurush Srimanta Sankaradeva, Sri Sri Madhabdeva, Sattras and Sattriya Dance	6	14
2	Mati Akhora- Meaning, types. Its implications on health.	2	8
3	Hastas- Types and its application in dance	2	8

Part II (Practical)

Unit	Content	Hour	Marks
1	Practical knowledge of <i>Mati Akhora</i>	25	30
2	Practical knowledge of <i>Hastas</i> - Types and Its application in dance	10	20

References:

1. Neog, Maheswar (ed): Sattriya Dances of Assam and their Rhythm. Publication Board of Assam, Guwahati.
2. Mahanta, Jagannath: The Sattriya Dance of Assam An Analytical and Critical Study. Sattriya Kendra of Sangeet Natak Akademi, New Delhi.
3. Saikia, Gobinda.: Sattriya Nriyar Ruprekha, Rina Saikia. Guwahati
4. Borah, Karuna. Sattriya Nritya Rup Darsan. Grantha Publication, Jorhat.
5. Kandali , Mallika: Mati Akhara The Grammar of Sattriya Dance, LBS Publication, Guwahati,2023
6. Nritya Kala Prasanga Aru Sattriya Nritya, 2007



**CONCEPT NOTE ON THE SKILL ENHANCEMENT COURSES
UNDER FIVE-YEAR INTEGRATED MASTERS (FYUGP + 1 YEAR MASTERS)
PROGRAMME,
MAJULI UNIVERSITY OF CULTURE**

NEP 2020 emphasizes integrating vocational education into the mainstream education system. It aims to provide students with practical skills and hands-on training, making them job-ready and employable. The policy encourages schools and higher education institutions to offer skill-based subjects and courses. This could include areas such as coding, data analytics, artificial intelligence, entrepreneurship, design thinking, and other relevant fields. The provision for Skill Enhancement Courses in the FYUGP is an approach to integrate vocational education with the liberal arts academic programmes as the benchmark of the National Skill Qualifications Framework (NSQF).

Considering the limited resources in the University, we prescribe three subjects of Skill Enhancement Courses, namely on (a) Translation Proficiency, (b) Bhaona Mask Making and (c) Manuscript Preparation in initial stage. This basket shall be larger with more choices of different trades or disciplines in near future.

(1.1)

Course Code: 116101

Course Title: अनुवाद दक्षता (हिन्दी से असमीयामै)

Translation Proficiency (Hindi to Assamese)

(Skill Enhancement Course)

Semester I

Total Credit: 03

Total Marks: 100 (70+30)

Objective: This course intends to build translation proficiency in translating from Hindi to Assamese.

Course Outcome: After the completion of this course

1. Learners will be able to know about concept, different approaches and methods in translation.
2. Learners will be able to identify common errors in translating sentences.
3. Learners will be able to translate office related documents from Hindi to Assamese.

Unit	Topic	Lecture	Tutorial	Practical
I	Introduction to Translation Concept, Approaches and Methods in translation	5	2	2
II	Translation of sentences Translating Simple Sentences Translating Complex and Compound Sentences	6	2	6
III	Translation of Creative Writings	6	2	11

Total Lecture of 1 hour duration : 17
Total Tutorial of 1 hour duration : 06
Total Practical of 1 hour duration : 19
Total Credit : 03

Reference:

- हिन्दी व्याकरण और रचना- डॉ. वासुदेव नन्दन प्रसाद, भारती भवन, पटना
- हिन्दी की प्रकृति और शुद्ध प्रयोग- डॉ. ब्रजमोहन, वाणी प्रकाशन
- हिन्दी का विवरणात्मक व्याकरण- डॉ. लक्ष्मीनारायण शर्मा
- अनुवाद सिद्धान्त और प्रयोग- प्रो. जी. गोपीनाथन, अभिजीत प्रकाशन
- अनुवाद सिद्धान्त की रूपरेखा- डॉ. सुरेश कुमार, वाणी प्रकाशन

(1.2)

Course Code: 116201

**Course Title: Translation Proficiency (English to Assamese)
(Skill Enhancement Course)**

Semester II

Total Credit: 03

Total Marks: 100 (70+30)

Objective: This course intends to build translation proficiency in translating from English to Assamese.

Course Outcome: After the completion of this course

4. Learners will be able to know about concept, different approaches and methods in translation.
5. Learners will be able to identify common errors in translating sentences.
6. Learners will be able to translate office related documents from English to Assamese.

Unit	Topic	Lecture	Tutorial	Practical
I	Structure of Language and Problem of Translation Structure of English Language Structure of Assamese Language Problem of translating from English to Assamese	5	2	2
II	Translation of sentences Translating Simple Sentences Translating Complex and Compound Sentences	6	2	6
III	Translation of Creative Writings	6	2	11

Total Lecture of 1 hour duration : **17**

Total Tutorial of 1 hour duration : **06**

Total Practical of 1 hour duration : **19**

Total Credit : **03**

Reference:

1. Growth and Structure of the English Language- Otto Jespersen, Oxford university Press
2. অসমীয়া বৰ্ণ প্রকাশ- গোলোক চন্দ্র গোস্বামী, বীণা লাইব্রেরী
3. অসমীয়া ব্যাকৰণ প্রবেশ- গোলোক চন্দ্র গোস্বামী, বীণা লাইব্রেরী
4. Assamese Its formation and development- Banikaanta Kakati

(2.1)

Semester I

Course Code: 315202

Course Title: Bhaona Mask Making I

Distribution of Marks: 100 (20 In-Sem+ 80 End-Sem)

Credit : 03

Credit Distribution: L-1, P-2

Course Objectives: To provide the basic knowledge of mask making techniques, properties, history and techniques of making of mask or *mukha* of Bhaona with practical Bhaona mask making training.

Course Outcomes: After the completion of the course student will acquire -

1. Knowledge about different mask making techniques.
2. Knowledge about properties and history of Bhaona mask
3. Practical skills on “Mor” or Weaving Patterns/Formulas in Assamese Bamboo Basketry – Lakhimi Mor
4. Practical skills of making of Bhaona mask.

Bhaona Mask Making I

Course Contents and Distribution of Learning Hours

Part I (Theory)

Unit	Content	Hour	Marks Weightage (%)
1	Mask and Mask Making Techniques	6	14
2	Bhaona Mask – History - Sankardev’s Unique Invention, Use, Types, Properties, Materials Used, Step by Step Making Process	8	16

Part II (Practical)

Unit	Content	Hour	Marks Weightage (%)
1	“Mor” or Weaving Patterns/Formulas in Assamese Bamboo Basketry – Lakhimi Mor	14	30
2	Practical knowledge of Mukh Mukha (Face Mask) Making. -Material Preparation, Bamboo Strip Structure, Application of Clayed Clothes	22	40

Total Lecture hours : **14**
Total Practical hours : **36**
Total Credit : **03**

Assessment Methods:**In-semester Assessment:** (Weightage 20%)

Any one or combination of more than one of the following:

- a. Written assignments and essays
- b. In-class quizzes and tests to assess theoretical knowledge
- c. Practical Bhaona Mask making.

End-Semester Assessment (Weightage 80%)

- a. Written Examination
- b. Bhaona Mask Making

Combined with one of the following:

- a. Criticism and analyses of one another's masks that the students will make in class or end-semester practical examination.
- b. Group discussion about the above

References:

1. Worthington, Adam. "The Complete Guide to Mask Making: From Basic Techniques to Professional Results". Impact, 2013.
2. Soboslay, Thurston James. "The Prop Builder's Mask-Making Handbook". Betterway Books, 1990.
3. Goswami, Krishna. "Mukha: Satriya Mujkha Shilpa", Kasturi Press, 2016
4. Borpuzari, Utpal (Director). "Mask Art of Majuli", (Documentary Film), IGNCA,
5. Borah, Anupam K. "Bhaona Mask as a Tool in the Training of the Modern Actor" (PhD Thesis), Chapter IV, Dibrugarh University, 2023

(2.2)

Semester II

Course Code: 315202

Course Title: Bhaona Mask Making II

Distribution of Marks: 100 (20 In-Sem+ 80 End-Sem)

Credit: 03

Credit Distribution: L-1, P-2

Course Objectives: To provide the knowledge of mask making techniques of mask or *mukha* of Bhaona, religious and philosophical beliefs associated with it, along with advance training in practical Bhaona mask making.

Course Outcomes: After the completion of the course student will acquire -

1. Knowledge about religious and philosophical beliefs associated with Bhaona mask.
2. Knowledge about rituals and decorum associated with Bhaona mask
3. Advanced practical skills of making of Bhaona mask.

Bhaona Mask Making II

Course Contents and Distribution of Learning Hours

Part I (Theory)

Unit	Content	Hours	Marks Weightage (%)
1	Importance of Learning Bhaona Mask Making Skills	5	10
2	Bhaona Mask - Philosophy and Beliefs	4	10
3	Bhaona Mask – Decorum and Rituals	5	10

Part II (Practical)

Unit	Content	Hour	Marks Weightage (%)
1	Practical knowledge of Mukh Mukha (Face Mask) making – Painting, Decoration and Finishing Touches	14	30
2	Practical knowledge of Bor Mukha (Big Mask) Making	22	40

Total Lecture hours : **14**
Total Practical hours : **36**
Total Credit : **03**

Assessment Methods:

Any one or combination more than one of the following:

- a. Written assignments and essays
- b. In-class quizzes and tests to assess theoretical knowledge
- c. Practical Bhaona Mask making.

End-Semester Assessment (Weightage 80%)

- a. Written Examination
- b. Bhaona mask making

Combined with one of the following:

- a. Criticism and analyses of one another's masks that the students will make in class or end-semester practical examination.
- b. Group discussion about the above

References:

1. Borpuzari, Utpal (Director). "Mask Art of Majuli", (Documentary Film), IGNC, A
2. Borah, Anupam K. "Bhaona Mask as a Tool in the Training of the Modern Actor" (PhD Thesis), Chapter IV, Dibrugarh University, 2023
3. Goswami, Krishna. "Mukha: Satriya Mukha Shilpa", Kasturi Press, 2016
4. Bhuyan, Deepak. "Sankariyan Theatre And Krishna Culture" Sun Beam Offset, 2014

(2.3)

Semester III

Course Code: 315202

Course Title: Bhaona Mask Making For Entrepreneurship

Distribution of Marks: 50 (10 In-Sem+ 40 End-Sem)

Credit: 03

Credit Distribution: L-1, P-2

Course Objectives: To provide the knowledge of about entrepreneurship and concepts and practices related to it; about how to build a business around Bhaona mask; along with training in making Bhaona masks as decors, gifts, souvenirs, miniatures etc.

Course Outcomes: After the completion of the course student will acquire -

1. Knowledge about entrepreneurship along with concepts and practices related to it.
2. Knowledge about building a business with Bhaona mask.
3. Practical skills of making of Bhaona masks as Souvenirs, Gifts, Decors and Miniatures

Bhaona Mask Making for Entrepreneurship

Course Contents and Distribution of Learning Hours

Part I (Theory)

Unit	Content	Hours	Marks Weightage (%)
1	Introduction to Entrepreneurship: Definition and importance, Characteristics of successful entrepreneurs, Entrepreneurial mindset and innovation	5	10
2	Market Research: Target markets for Bhaona Mask products, Market surveys and analysis	4	10
3	Marketing and Promotion: USP of Bhaona Mask Products, Branding and positioning of Bhaona Mask products, Pricing strategies and cost analysis, Promotional techniques (e.g., online platforms, exhibitions, social media)	5	10

Part II (Practical)

Unit	Content	Hours	Marks Weightage (%)
1	Creating Bhaona Masks for Decorations: Wall Hangings, Party Decor, and Event Props	19	20
2	Designing and Producing Bhaona Masks as Souvenirs and Gifts	19	25
3	Miniature Mukh Mukha and Miniature Bormukha	18	25

Total Lecture hours : 14

Total Practical hours : 36

Total Credit : 03

Assessment Methods:

In-semester Assessment: (Weightage 20%)

Any one or combination more than one of the following:

- Written assignments and essays
- In-class quizzes and tests to assess theoretical knowledge
- Practical Bhaona mask making (souvenir, décor, miniature).

End-Semester Assessment (Weightage 80%)

- Written Examination
- Bhaona mask making (souvenir, décor, miniature) tasks

Combined with the following:

- Presentation on business proposal of Bhaona mask

References:

- Filian, Holly and Leslie Tolf. "Mask-Making for Fun and Profit". Crafty Goat, 2006.
- Barringer, Bruce R. "Entrepreneurship: Successfully Launching New Ventures"
- Aulet, Bill. "Disciplined Entrepreneurship: 24 Steps to Successful Startup"
- Goswami, Krishna. "Mukha: Satriya Mujkha Shilpa", Kasturi Press, 2016

(3.1)

Semester I

Course Code: 315202

Course Title: MANUSCRIPTS PREPARATION AND PRESERVATION

Distribution of Marks: 100 (30 In-Sem+ 70 End-Sem)

Credit: 03

SKILL ENHANCEMENT COURSE

Course Objective:

1. To create an awareness among the students about our traditional heritage and how to preserve and conserve them for future generation.
2. On fulfillment of the course, the students will be equipped with different skills of manuscript and Painting preparation culminating into diverse prospects.

Course contents:

Unit	Contents	Lecture	Tutorial
1	Introduction to manuscript writing and painting preparation in India Different forms of traditional paintings Bark painting and other Indigenous methods	10	7
2	Purpose of manuscript preservation and conservation Traditional methods related to the preservation of manuscript and painting Scientific methods related to the preservation of manuscript and painting	20	8
3	Field Visit		
4	Workshop		
	TOTAL	30	15

Course Outcome:

1. Students will get to know the very basics of manuscript and Painting making and its various stages.
2. They will also be equipped with the knowledge of preserving and conserving through both traditional and scientific knowledge.

Suggested Reading

H. Bundgaard. Indian Art Worlds in Contention, Curson Press. 1999.

Naren Kalita, Asamar Puthichitra, Publication Board Assam, 1996.

M. Baishya, Baisnav Citrar Dhara, Asom Sahitya Sabha, 1999.

P. Chaliha. Asamar Citrakala, Asom Sahitya Sabha, 1993.

B. Goswamee, Traditional Methods of Sancipat Making and Preparation of ink in Ancient Assam. Indigenous Methods and Manuscript Preservation. A. Sah (Ed), Guwahati, 2006.
