

**REVISED COURSE STRUCTURE FOR VALUE ADDED COURSES (VAC) OF FIVE-YEAR  
INTEGRATED MASTERS (FYUGP+1 YEAR MASTERS) PROGRAMME, MUC, MAJULI FOR  
ACADEMIC SESSION 2023-2024 AND 2024-2025**



**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. The NEP highlights certain fundamental principles that would guide both the education system and the individual educational institutions envisaging transformative changes and initiatives by inclusion of various courses appropriate for deepening the knowledge of the students.

Under this newly developed curriculum framework Value Added Courses have been introduced to equip students with knowledge that extend beyond the four walls of the classroom. This courses which majorly includes Understanding India, Health and Wellness, Yoga education, sports and fitness, Environmental Science/Education, Digital Technological Solutions etc. intends to enhance the knowledge system of the students in a broader manner. From broadening the knowledge of the students regarding India's glorious past to valuable knowledge system it also fosters to equip them with the endurance, skill and ability to give importance to not only physical health, but also mental and emotional wellbeing. Further, course like environmental science/education intends to deepen the knowledge and understanding of India's environment in its totality, its effects, future and interactive processes. Moreover, Digital technologies and solutions is one of the most time appropriate course because of its fast-gaining prominences which will enable students in enhancing their skills for employability in diverse fields.

Course	Semester	Paper Code	Paper Title	Credit	Remarks
VAC	I	VAC1011A	Understanding India	2	Compulsory
		VAC1011B	Health and Wellness	2	
	II	VAC1021	Environmental Science		
		VAC1021A	Yoga	2	
		VAC1021B	Basic Understanding of Mati Akhora	2	
*This Course Structure for Academic Session 2023-2024					
Course	Semester	Paper Code	Paper Title	Credit	Remarks
VAC	I	VAC1011A	Understanding India	2	Compulsory
		VAC1011B	Health and Wellness	2	
	II	VAC1021	Environmental Science	2	Compulsory
	III	VAC2031A	Yoga	2	Students will

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		VAC2031B	Basic Understanding of Mati Akhora	2	opt. any one
	V	VAC3051	Digital Literacy	2	Compulsory
<b>*This Structure for Academic Session: 2024-2025</b>					

### SEMESTER-I

**Name of the Course: Understanding India-I**  
**Nature of Course: Value Added Course (VAC)**  
**Course Code: VAC1011A**  
**Total Credit: 02**  
**Total mark: 50**  
**Distribution of Marks: 40% (In-Sem), 60% (End-sem)**

#### Course Objectives (C.O):

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:

Unit	Topic	Lecture	Tutorial	Marks Assigned
<b>I</b>	1. The idea of Bharatvarsha; Ancient Indian literature-Sanskrit, Pali , Prakrit, Tamil 2. Scientific literature and development of science in Ancient India 3. Religions and philosophies of Ancient India-Vedic, Buddhism,Jainism 4. Education and educational Institutions in Ancient India	<b>8</b>	<b>4</b>	<b>10</b>
<b>II</b>	1. Art and architecture of ancient India(An overview) 2. Art and architecture of Medieval India(An overview) 3. Medieval Bhakti Movement and The Sufi Tradition (An overview)	<b>6</b>	<b>3</b>	<b>10</b>
<b>III</b>	1. Main currents of Indian National Movement-Growth and development of Indian nationalism and Indian national. 2. Movement-Independence Building a framework of the new nation. 3. <i>Making of the Indian Constitution.</i> 4. <i>Basic features of Indian constitution:</i> Basic Structure Doctrine, Fundamental rights and duties, Directive principles, Federal Structure,	<b>7</b>	<b>2</b>	<b>10</b>

	Independence of Judiciary and the Parliamentary system.			
	<b>Total</b>	<b>21</b>	<b>9</b>	<b>30</b>

**Mode of Assessment:**

**In-Sem Assessment:**

Two Sessional Examminatin 20%

One Home Assignment: 10%

Seminar/Group Discussion/ Quiz etc. 10%

**End Sem Assessment: 60%**

**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, 2
- Durga Das Basu, Introduction to the Constitution of India, Lexis Nexis, 2018

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**SEMESTER-I**  
**Name of the Course: Health and Wellness-II**  
**Nature of Course: Value Added Course (VAC)**  
**Course Code: VAC1011B**  
**Total Credit: 02**  
**Total mark: 50**

**Distribution of Marks: 40% (In-Sem), 60% (End-sem)**

**COURSE OBJECTIVES (C.O):**

- 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.

**Course Content:**

Units	Course Contents	Lecture	Tutorial	Practical	Marks Assigned
I	<b>INTRODUCTION TO HEALTH &amp; WELLNESS:</b> <ul style="list-style-type: none"><li>• Definition of health-WHO definition</li><li>• Importance of health in everyday life</li><li>• Components of health-physical, social, mental, spiritual and its relevance</li><li>• Concept of wellness, Determinants of wellness</li><li>• Mental Health &amp; wellness</li><li>• Helping self and others for health and wellness through different media</li><li>• Sports and Theatre for Health</li></ul>	12	01	02	20
II	<b>HEALTH AND WELL-BEING:</b> <ul style="list-style-type: none"><li>• Mind-Body connection in health-concept and relation</li><li>• Implications of mind-body connections.</li><li>• Wellbeing-why it matters?</li><li>• Life-skills, health and wellbeing</li><li>• Personal, interpersonal</li></ul>	12	02	01	10
<b>Total</b>		<b>24</b>	<b>3</b>	<b>3</b>	<b>30</b>

**Mode of Assessment:**

**In-Sem Assessment:**

Two Sessional Examination 20%

One Home Assignment: 10%

Seminar/Group Discussion/ Quiz etc. 10%

**End Sem Assessment: 60%**

**LEARNER OUTCOMES**

- 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 behavior in personal, inter personal and social life by earning expected knowledge of lifes-kills.

### SUGGESTED READINGS

- Carr, A.(2004).*Positive Psychology: The science of happiness and human strength*. UK: Routledge.
- Forshaw, M.(2003).*Advanced psychology: Health psychology*. London: Hodder and Stoughton.
- Hick, J.W.(2005).*Fifty signs of Mental Health. A Guide to understanding mental health*. Yale University Press.
- Buno, Edward.D. (2004). *Howto HaveaBeautifulMind*, Vermilion.

### SEMESTER-II

**Name of the Course: Environmental Science**  
**Nature of Course: Value Added Course (VAC)**

**Course Code:VAC1021**

**Total Credit: 02**

**Total mark: 50**

**Distribution of Marks: 40% (In-Sem), 60% (End-sem)**

### COURSE OBJECTIVES (C.O):

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

### Course Content:

Units	Course Contents	Lecture	Tutorial	Marks Assigned
I	<b>ENVIRONMENTALSTUDIES:</b> 1. Nature, Scope and Importance of Environmental Studies. 2. Climate change, causes, societal impacts, adaptation 3. Sustainable development and living	6	1	
II	1. Understanding Bio-diversity and its importance for Sustainable Living 2. Biodiversity of North East India 3. Biodiversity conservation policies and measures	6	1	
III	<b>ENVIRONMENTAL DEGRADATION:</b> 1. Land degradation: Causes and	6	1	

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	consequences. 2. Exploitation of surface and ground water, 3. Airpollution: anthropogenic causes, impact on health, agriculture, climate, hydrology			
<b>Part-II(Practical)</b>				
IV	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). 1. Wildlife-Bio-diversity, wet land management 2. Water management 3. Air pollution management 4. Energy management 5. Man and Animal conflict 6. TK sand and Bio-diversity conservation		7	
<b>Total</b>		<b>24</b>	<b>10</b>	

**Mode of Assessment:**

**In-Sem Assessment:**

Two Sessional Examminatin 20%

One Home Assignment: 10%

Seminar/Group Discussion/ Quiz etc. 10%

**End Sem Assessment: 60%**

**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.

**SUGGESSTEDREADINGS:**

- BrunnerR.C.,1989,*HazardousWasteIncineration*,McGrawHillInc.480p
- Jadhav,H&Bhosale,V.M.1995.*EnvironmentalProtectionandLaws*.HimalayaPub. House, Delhi284 p.
- Mckinney,M.L.&School,R.M.1996.*EnvironmentalSciencesystems&Solutions*,Webenhancededitio n. 639p.
- Odum,E.P.,Odum,H.T.,andAndrews,J.(1971).*FundamentalsofEcology*.Saunders, Philadelphia,USA
- Raven,P.H,Hassenzahl,D.M.,Hager,M.C,Gift,N.Y.,andBerg,L.R.(2015).
- *Environment*, 8thEdition. WileyPublishing, USA.
- Singh,J.S.,Singh,S.P.,andGupta,S.R.(2017).*Ecology,EnvironmentalScienceandConservation*.S.Ch andPublishing,NewDelhi.Chapter1 (Page:3-28)

**SEMESTER-III**  
**Name of the Course: Yoga**  
**Nature of Course: Value Added Course (VAC)**  
**Course Code: VAC2031A**  
**Total Credit: 02**  
**Total mark: 50**  
**Distribution of Marks: 40% (In-Sem), 60% (End-sem)**

**Course Objectives (C.O):**

- 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

Units	Course Contents	Lecture	Tutorial	Marks Assigned
I	<b>Introduction to Yoga:</b> 1. Meaning and definitions of Yoga 2. History of Yoga 3. Importance of Yoga as art, science and philosophy	5		5
II	<b>Philosophical Perspective of Yoga:</b> 1. Yoga in Bhagavad Gita: KarmaYoga, Raja Yoga, Jnana Yoga and Bhakti Yoga 2. The 'Yoga Sutras' in general; its significance in life. 3. Limbs/parts of yoga (Astanga Yoga) according to the 'Yoga Sutras' 4. Concept of Ishwara; Ishwarain Yoga Philosophy	6		5
III	<b>Yogic Practices for Health &amp; Wellness:</b> 1. Asana, its classification and effects 2. Pranayama, its types and effects 3. Kriya, Mudra and Bhandha: Procedure and Effects 4. Dhyana and its significance in human life	4		5
<b>Part-II(PRACTICAL) 15HOURS</b>				
	I. <b>Surya namskara</b> –(12counts) II. <b>Asana</b> a) <b>Standing:</b> -Tadasana,		15	15

	<p>Ardhakatichakrasana, Ardhachakrasana, Trikonasana, Utkatasana, Padahasthasana, Vrikshasana</p> <p><b>b) Sitting: -</b> Vajrasana, Padmasana, Bhadrasana, Siddhasana, Goumukhasana, Paschimottanasana, Shashankasana, Ardhamatsyendrasana, Simhasana, Ustrasana</p> <p><b>c) Lying Supine Position:-</b> Shavasana, Setubandhasana, Chakrasana, Sarvangasana, Halasana, Karnapidasana, Viparita Naukasana, Matsyasana</p> <p><b>d) Lying Prone Position -</b> Makarasana, Bhujangasana, Shalabhasana, Dhanurasana, Naukasana</p> <p><b>III Pranayama</b> Nadishodhana, Suryabhedana, Chandrabhedana, Ujjai, Shitali, Sitkari, Bhastrika, Bhramari</p> <p><b>IV Bandh &amp; Mudra</b> Jalandharabandha, Uddiyanabandha, Moolabandha, Yogamudra, Viparita karnimudra, Shambhavi mudra, Yoni mudra, Mahavedhamudra</p> <p><b>V Dhyana and its forms</b></p>			
	<b>Total</b>	<b>15</b>	<b>15</b>	<b>30</b>

### Mode of Assessment:

#### In-Sem Assessment:

Two Sessional Examination 20%

One Home Assignment: 10%

Seminar/Group Discussion/ Quiz etc. 10%

#### End Sem Assessment: 60%

#### Learning Outcomes:

- 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

#### Reference Books:

- 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

### SEMESTER-III

**Name of the Course: Yoga**

**Nature of Course: Value Added Course (VAC)**

**Course Code: VAC2031B**

**Total Credit: 02**

**Total mark: 50**

**Distribution of Marks: 40% (In-Sem), 60% (End-sem)**

#### Course Objectives (C.O):

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 Contents:

#### Part-I (Practical)

Units	Course Contents	Lecture	Practical	Marks Assigned
I	Mahapurush Srimanta Sankaradeva, Sri Sri Madhabdeva, Sattras and Sattriya Dance		6	
II	Mati Akhora-Meaning, types. Its implications on health.		2	
III	Hastas-Types and its application in dance		2	
<b>Part II (Practical)</b>				
IV	Practical knowledge of <i>Mati Akhora</i>		10	
V	Practical knowledge of <i>Hastas</i> -Types and Its application in dance		10	
<b>Total</b>		<b>0</b>	<b>30</b>	

#### Mode of Assessment:

##### In-Sem Assessment:

Two Sessional Examination 20%

One Home Assignment: 10%

Seminar/Group Discussion/ Quiz etc. 10%

##### End Sem Assessment: 60%

#### Learning Outcomes:

- Learners will be able to know about the history of Sattriya
- Learners will be able to know basics of Sattriya Dance
- Learners will be able to know the practical aspect of Sattriya dance



#### Reading References:

- Neog, Maheswar (ed): Sattriya Dances of Assam and their Rhythm. Publication Board of Assam, Guwahati.
- Mahanta, Jagannath: The Sattriya Dance of Assam An Analytical and Critical Study. Sattriya Kendra of Sangeet Natak Akademi, New Delhi.

- Saikia, Gobinda.: Sattriya Nriyar Ruprekha, Rina Saikia.Guwahati
- Borah,Karuna. Sattriya Nritya Rup Darsan. Grantha Publication, Jorhat.
- Kandali,Mallika : Mati Akhara The Grammar of Sattriya Dance, LBS Publication,Guwahati,202
- Nritya Kala Prasanga Aru Sattriya Nritya,2007

### SEMESTER-V

Name of the Course: **Digital Literacy**

Nature of Course: **Value Added Course (VAC)**

Course Code:**VAC3051**

Total Credit: **02**

Total mark: **50**

Distribution of Marks: **40% (In-Sem), 60% (End-sem)**

### Course Objective (C.O):

The objective of this course is to enable students with the necessary skills and knowledge to use digital technologies with a key focus on basic understanding of computer systems, operating systems, Database Management Systems (DBMS), and Networking.

Unit	Course Content	Lecture	Marks Assigned
I	Introduction to Computer Systems and Basic Concepts: Definition, Generation of Computers, Components of a Computer System, Input/ Output Devices, Hardware and Software, Number Systems and Boolean algebra.	8	10
II	Basic concept of an Operating System and Application Software: Definition of Operating System, Types of Operating System, Examples of Operating System, Process and Memory management, Introduction to different Application Software-Word Processing, Spread Sheet, PowerPoint	10	10
II	Database Management Systems and Computer Networks :Overview of Database Management System, Introduction to Query Language-SQL Introduction to Computer Networks, Types of Networks-LAN, MAN, WAN, Topologies, Transmission Media, Layered Architecture, Different Networking Devices, TCP/IP Protocols, E-mail, Internet	12	10
<b>Total</b>		<b>30</b>	<b>30</b>

### Mode of Assessment:

#### In-Sem Assessment:

Two Sessional Examnination 20%

One Home Assignment: 10%

Seminar/Group Discussion/ Quiz etc. 10%

#### End Sem Assessment: 60%

**Learning Outcomes(LO):**On completion of this course–

- Students will be able to describe the basic concept of a computer system, hardware, software and number systems.
- Students will be able to understand the foundational concept of operating systems and application software.
- Students will be able to understand the application of Database Management System and Computer Networks and apply these concepts for development and operations of different computer systems.

## References:

- R.S. Salaria, Fundamentals of Computer and Information Technology (A gateway to computer Literacy), Khanna Publishers, 2022
- E. Bala Guruswamy, Fundamentals of Computers, Mc Graw Hill Education
- A. Silberschatz, Korth, H. F., and Sudarshan, S. Database System Concepts, McGraw- Hill, 7th Edition. 2019.
- Tanenbaum, Computer Networks, Pearson Education, 5th Edition, 2013
- B.A. Forouzan, Data Communication with Networking, McGraw Hill, 6<sup>th</sup> Edition, 2022
  - Edition, 2022

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