

**SYLLABUS**  
**CETIFICATE COURSE IN YOGA**  
**KAMARGAON COLLEGE**  
**DURATION OF THE COURSE: 3 MONTHS**

PAPER 1: THEORY IN YOGA

PAPER 2: PRACTICE IN YOGA

**THEORY IN YOGA**

**UNIT 1:** Meaning, definition and development of yoga; objectives and scope of yoga; importance of yoga in modern day; precautions of place, time and food; helpful and disturbing aspects during practice of yoga

**Unit II:** Branches of yoga- Bhakti yoga, Karma yoga, Hatha yoga, Ashtang yoga

**Unit III:** Yoga, Mental Health and enhancement of human potential, yoga and modern life; meditation: definitions, methods and benefits of meditation on yoga techniques

**Unit IV:** Life sketches of some prominent yogis, prevention and protection from various diseases through yoga

**PRACTICE IN YOGA**

1. Surya Namaskar
2. Asanas
3. Pranayama
4. Dhyana

**Suggested readings:**

1. Asana, Pranayama & Mudra Bandha, Saraswati, Swami Satyananda, Bihar School of Yoga, Munger, 1969
2. Foundation of Yoga, Singh, S.P., Standard Publication India, 2010
3. Hathayoga, Radha, Sivananda, Jaico Publishing House, Delhi, 2004
4. The Complete Book of Yoga, Sri Ananda, Orient Paper Backs, Delhi, 2003
5. Swami NiranjanandaSaraswati: Prana and Pranayama, Published by Yoga Publication Trust, New Delhi-110001
6. Yoga, Vivekananda Kendra Prakashan
7. YogVijnanParichay published by Dr. JogodaPhukan



# **SYLLABUS**

## **TOURISM AND TOURIST GUIDANCE (CERTIFICATE COURSE)**



**DURATION - 3 (THREE) MONTHS**

**Prepared By**

**Department of Economics**

**Course Co-ordinator: Darshana Medhi**

**Kamargaon College, Golaghat**

**Pin: 785619**



## INTRODUCTION

Today, one of the sectors with the highest global growth is tourism, and research into it is becoming more and more important from both an academic and practical standpoint. This activity is especially noteworthy since it involves participants from all social classes and takes place in all nations of the world. The necessity for business managers who can manage and market this industry has increased as tourism and travel grow in prominence. It is globally accepted as a practise that has a variety of social and economic advantages. It fosters national integration and fosters prospects for employment on the world stage. It supports regional handicrafts and cultural pursuits while also producing a sizable quantity of tax income. All of these advantages can be had for a comparatively small cost. Therefore, courses in tourism and travel management are currently the most relevant and applicable.

## OBJECTIVE

1. To understand the basic tourism aspects.
2. To comprehend the requirements, role and responsibilities of profession of a Tourist Guide.
3. To acquire the knowledge in managing different groups and guiding in a tour.
4. To explain basic values related to tourism and heritage.

## GRADING SYSTEM:

- The absolute grading system shall be applied in evaluating performance of the students.
- The following scale of grading system shall be applied to indicate the performances of students in terms of letter grade and grade points as given below:

Letter Grade with meaning		Grade Point
O	Outstanding	10 (Marks securing above 90%)
A+	Excellent	9 (Marks securing 80%-90%)
A	Very Good	8 (Marks securing 70%-80%)
B+	Good	7 (Marks securing 60%-70%)
B	Above Average	6 (Marks securing 50%-60%)
P	Pass	5 (Marks securing 40%-50%)
F	Fail	0 (Marks securing below 40%)
Abs	Absent/ Incomplete	0



# **COURSE CONTENT**

## **Unit- 1: Introduction of Tourism and Travel**

Meaning and nature of tourism and travel; Scope and importance of tourism and travel, Factors: physical factors, social & religious factors, cultural & historical factors, economic factors.

## **Unit- 2: Tourist Guidance**

Characteristics of a Guide, Duties and Responsibilities of a Guide, The Guiding Techniques – Guide's personality- Licence. Leadership and Social Skills - Presentation and Communication Skills - Working with different age and linguistic groups, Working under difficult circumstances – Precautions at the site, Guest Relationship Management.

## **Unit- 3: Practical Tourism planning**

Field trips to tourist places and travel agencies in Assam and preparation of reports.

### **Co-curricular Activities Suggested:**

1. Assignments, Group discussion, Quiz etc.
2. Invited lecture/training by local tourism operators/expert/guides
3. Visit to local Tourism Department office and a tourist service office
4. Organisation of college level short-duration tours to local tourist sites.



# **SYLLABUS**

## **PROOF READING AND EDITING (ASSAMESE) (CERTIFICATE COURSE) DURATION - 3 (THREE) MONTHS**



Prepared and Developed By  
Department of Assamese  
Kamargaon College  
2021-22

Kamargaon College  
Kamargaon  
Golaghat, Assam  
Pin : 785619



**SYLLABUS**  
**EDITING AND PROOF READING**  
(Assamese)  
(CERTIFICATE COURSE)  
DURATION - 3 (THREE) MONTHS

**EDITING**

❖ **INTRODUCTION**

- ✓ How to Edit a Book, Magazine and Souvener
- ✓ Cover Page, Title Page, Message, Preface, Contents, Graphics and Editorial

**PROOF READING**

❖ **INTRODUCTION**

- ✓ Use of Dictionary and Knowledge of Grammar
- ✓ Use of Symbols
- ✓ Method of Error Correction
- ✓ Space for Correct Word
- ✓ Types of Letters (Bold and Others)
- ✓ List of Word in Correct form
- ✓ Some Common Mistake (Like omission, wrongly, entered, Gaps, Margine etc.)

❖ **PRACTICAL**

❖ **ERROR CORRECTION**

- 1st Proof (in 3 Phases) 10
- 2nd Proof (in 3 Phases) 10
- Final Proof (in 2 Phases) 10

**NORMS OF CERTIFICATE**

Above 90 Grade	: A+
80-89 Grade	: A
70 to 79 Grade	: B+
60 to 69 Grade	: B
50 to 59 Grade	: C+
40 to 49 Grade	: C
30 to 39 Grade	: D
Below 30%	: Fail

**Reference Book :**

ভুল : অনিল বৰুৱা (সম্পা.)  
ব্যক্তিগত কম্পিউটাৰৰ পূৰ্ণাংগ ব্যৱহাৰিক পাঠ : দেৱজ্যোতি বৰা  
বহল ব্যাকৰণ : সত্যনাথ বৰা  
হেমকোষ : হেমচন্দ্ৰ বৰুৱা  
অসমীয়া আখৰ জোঁটনিৰ সমীক্ষা : গোলোক চন্দ্ৰ গোস্বামী  
অসমীয়া আখৰ জোঁটনিৰ কথা : শিৱনাথ বৰ্মন  
বিজ্ঞান লেখকৰ হাতপুথি : দীনেশ চন্দ্ৰ গোস্বামী  
নিকা অসমীয়া ভাষা : মহেশ্বৰ নেওগ  
ব্যৱহাৰিক সাংবাদিকতা : ৰাজ কুমাৰ বৰুৱা



**SYLLABUS**  
**BEAUTICIAN COURSE**  
**(CERTIFICATE COURSE)**  
**DURATION : 6 (SIX) MONTHS**



*Prepared and Developed by*  
**Mrs. Mridusmita Barukial**  
**Dept. of Philosophy**



**KAMARGAON COLLEGE**  
**KAMARGAON, GOLAGHAT, ASSAM**  
**PIN:785619**



# SYLLABUS

## BEAUTICIAN COURSE

(CERTIFICATE COURSE)  
DURATION : 6 (SIX) MONTHS

1. THEORY : 2 MONTHS
2. PRACTICAL : 4 MONTHS
3. Course Hours : 48 hours

### COURSE CONTENT

#### UNIT-I : BEAUTY CULTURE

- ◆ Introduction & importance of beauty culture
- ◆ Importance of Personal hygiene and grooming
- ◆ Sterilization and Sanitation-Purpose, Procedures and methods.

#### UNIT-II : EYE BROW SHAPING

- ◆ Materials required in Threading and Tweezing
- ◆ Different types of Threading
- ◆ Different types of eye brows and keeping in mind the face structure.

#### UNIT-III : HAIR TECHNOLOGY

- ◆ Structure and types of Hair
- ◆ Selection of hair cut according to facial shape, occasion, age, profession and body structure.
- ◆ Types of basic hair cuts -Straight Cut, Fringe cut, U cut, V Cut, Layer cut, Blunt cut, Feather Cut.

- ◆ Hair straightening (Permanent and temporary) Hair curling
- ◆ Hair spa therapy, Hair Colouring, Hair smoothening, Hair Rebonding, Henna Application (Head)

#### UNIT-IV : BLEACH, FACIAL & MAKE-UP

- ◆ Different types of bleaching: Procedure and application on face, neck, hands and other parts.
- ◆ Different types of facial-Fruit facial, Pearl facial, Golden facial, Silver facial.
- ◆ Importance of make-up, Tools and Cosmetics used in make-up. Types of make-up : Simple make-up, Party make-up, Bridal make-up, Nude make-up.

#### UNIT-V : MANICURE AND PEDICURE

- ◆ Definition, introduction, purpose of Manicure and Pedicure.
- ◆ Tools and equipments, Application of creams and lotions in Manicure and Pedicure
- ◆ Methods and types of Manicure and Pedicure.
- ◆ Preparation and Application on hand and leg waxing.

#### UNIT-VI MEHENDI

- ◆ Introduction, Preparation of Mehendi Paste and Mahendi cone.
- ◆ Application of mahendi Paste on hand.



## **NORMS OF CERTIFICATE**

**ABOVE 80 GRADE : A**

**60 TO 79 GRADE : B**

**50 TO 59 GRADE : C**

**40 TO 49 GRADE : D**

**TOTAL NUMBER OF CLASSES : 48**



## **BOOKS FOR REFERENCE :**

- ☐ Dr. Renu Gupta, "Complete Beautician course"-Diamond Pocket Book, Pvt. Ltd. New Delhi 2001
- ☐ Madhumita Pauwal, "Practical Guide to Beautician Training"-Asian Publishers, New Delhi 2002
- ☐ "Swasthya Aru Soundarya Charcha"-GBD Publication.
- ☐ Bhanu Sharma, "Rupcharcha"



## **CERTIFICATE COURSE IN SPOKEN ENGLISH PROFICIENCY**

Kamargaon College, Golaghat

### **Syllabus**

**Course code: CSEP- 01**

**Duration of Course: 3 months.**

**Total Marks : 100.**

#### **Course Content:**

##### **Section I: Building-up the Basic Concepts**

**Marks: 20**

1. Basic Sentence Patterns
2. Usage and Practice of Parts of speech: Noun, Verb, Adjective and Adverb
3. Usage and Practice of Grammar: Tenses, Modals, Voice and Narration
4. Subject-Verb Agreement
5. Picture Composition

##### **Section II: Conversational Skills**

**Marks: 50**

1. Basics of Conversation (Self Introduction, Seeking the Introduction of others, Greetings, Expressing likes and dislikes, etc.)
2. Situational Conversation (At a Shopping Mall, Hospital, Bank, Railway Station, Air Port, etc.)
3. Role play (Enactment of characters from any story, Drama, etc.)

##### **Section III: GDPI ( Group Discussion and Personal Interview)**

**Marks: 30**

1. Basics of Correct Pronunciation
2. Group Discussion
3. Extempore Speech on a given topic

#### **Course Objectives:**

1. To improve the speaking ability of the students.
2. To enable the students to make use of Basic English sentence patterns and improve their understanding of the parts of speech.
3. To improve the student's clarity of pronunciation.
4. To enhance the proficiency of students in Spoken English.
5. To enable the students to meet the requirements of careers and jobs.



## **SYLLABUS**

### **ENTREPRENEURSHIP DEVELOPMENT (CERTIFICATE COURSE)**



**DURATION - 3 (THREE) MONTHS**

**Prepared and Developed By**

**Department of Sociology**

**Kamargaon College**

**Kamargaon**

**Golaghat, Assam**

**Pin : 785619**



## **NORMS OF CERTIFICATE**

Above 90 Grade	: A+
80-89 Grade	: A
70 to 79 Grade	: B+
60 to 69 Grade	: B
50 to 59 Grade	: C+
40 to 49 Grade	: C
30 to 39 Grade	: D
Below 30%	: Fail



## **COURSE OVERVIEW**

The goals of this programme are to inspire students and help them imbibe an entrepreneurial mind-set. The students will learn what entrepreneurship is and how it has impacted the world and their country. They will be introduced to key traits and the DNA of an entrepreneur, and be given an opportunity to assess their own strengths and identify gaps that need to be addressed to become a successful entrepreneur. The programme comprises several chapters, each focusing on a specific entrepreneurial knowledge or skill requirement such as creative thinking, communication, risk taking, and resilience and helping them become career ready in every situation, whether it is entrepreneurship or any other career.

## **COURSE CONTENT**

### **Chapter-I: Introduction to Entrepreneurship**

Meaning and concept of entrepreneurship, the history of entrepreneurship development, role of entrepreneurship in economic development, Myths about entrepreneurs, agencies in entrepreneurship management and future of entrepreneurship types of entrepreneurs.

### **Chapter-II: The Entrepreneur**

Why to become entrepreneur, the skills/ traits required to be an entrepreneur, Creative and Design Thinking, the entrepreneurial decision process, skill gap analysis, and role models, mentors and support system, entrepreneurial success stories.

### **Chapter-III: Entrepreneur and Entrepreneurship**

Types of product, Entrepreneurial Environment, How to design, manufacture and distribute a product.



## **REFERENCES**

### **Chapter-I: Introduction to Entrepreneurship**

Dollinger, M. (2008). *Entrepreneurship*. Marsh Publications.

Kumar, S. A. (2008). *Entrepreneurship development*. New Age International.

Kuratko, D. F. (2009). *Introduction to entrepreneurship* (pp. 2-30). Australia and UK: South-Western.

### **Chapter-II: The Entrepreneur**

Dermer, M. (2016). *The lonely entrepreneur: The difference between success and failure is your perspective*. Tle Enterprises LLC

Kahneman, D. (2011). *Thinking, fast and slow*. Penguin UK.

Ries, E. (2017). *The lean startup: How today's entrepreneurs use continuous innovation to create radically successful businesses*. Crown Business.

Zane, M. (2014). *Motivated to succeed with the success mindset: Greater personal motivation for achieving your dreams*.

### **Chapter-III: Entrepreneur and Entrepreneurship**

Goyal, P. (2017). *Before You Start Up: How to Prepare to Make Your Startup Dream a Reality*. Fingerprint.

Masters, B., & Thiel, P. (2014). *Zero to one: notes on startups, or how to build the future*. Random House.



**Certificate Course: Introduction To Museology**  
**Kamargaon College, Golaghat**  
**Syllabus**

Course Code:

Duration of Course:3 months.

Total Marks:100

Course Content:

Unit -1 Basic Concept.

Marks:30

- I) Meaning and definition of Museum and museology
- II) Concept of New Museology
- III) Development of Museums in India
- IV) Scope of Study (job opportunities, Museology courses in India)

Unit -2 Museum Management

Marks:30

- I) Types of Museums
- II) Understanding the traditions of preservation of museum objects in different museums.
- III) Documentation of objects
  - a) Collection policies, ethics, and procedures
  - b) Role of curators

Unit -3 Museum and Society (Field visit).

Marks:40

- I) Understanding the rich cultural heritage of India.
- II) Education and Communication outreach activities

Course Objectives:

- 1) To impart knowledge on conservation of cultural heritage through Museums.
- 2) To understand the policies and ideologies behind the documentation of objects in museums.
- 3) To equip the students for curatorial work, research and impart training in museums.



## সত্ৰীয়া নৃত্যৰ ছয়মহীয়া পাঠ্যক্ৰম

- ১/ সত্ৰ, সত্ৰীয়া নৃত্য আদিৰ সম্যক জ্ঞান ।
- ২/ মাটি আখৰা, হস্ত, হস্তৰ প্ৰকাৰ, পদ স্থিতি আদিৰ সম্যক জ্ঞান অৰ্জন কৰাব ।
- ৩/ সত্ৰীয়া নৃত্যৰ উৎপত্তি, ইতিহাস, ক্ৰমবিকাশ আদিৰ জ্ঞান ।
- ৪/ ধ্ৰুপদী/ শাস্ত্ৰীয়/ মাগীয়া নৃত্য সমূহৰ বিষয়ে জ্ঞান (ভাৰতৰ) ।
- ৫/ তাল, মান, লয়, বামদানী, ভটিমা, বৰগীত, নাটৰগীত, গামান, ঘাট, চোক, বস, খোল, তাল, ডবা, নেগেৰা, তাণ্ডুৰ, লাস্য, নাট্যশাস্ত্ৰ, অভিনয় দৰ্পন, শ্ৰীহস্তমুক্তাৱলী, নৃত, নৃত্য, নাট্য, সংগীত, কীৰ্তন, নামঘোষা, অংকীয়া নাট্য আদি শব্দৰ পাৰিভাষিক জ্ঞান ।
- ৬/ সত্ৰীয়া নৃত্যৰ বিশিষ্ট শিল্পীসকলৰ বিষয়ে সম্যক জ্ঞান ।
- ৭/ সত্ৰীয়া নৃত্যৰ বিভিন্ন নৃত্যগোট সমূহৰ সম্যক জ্ঞান ।  
(সূত্ৰধাৰ নৃত্য, ঝুমুৰা নাচ, চালি নাচ, নাদভংগী নাচ, গোসাঁই প্ৰৱেশৰ নাচ, বাহাৰ নাচ, গোপী নাচ ইত্যাদি । )
- ৮/ শ্ৰীমন্ত শংকৰদেৱ আৰু শ্ৰী শ্ৰী মাধৱদেৱৰ জীৱন, কৃতী ও সৃষ্টিৰাজিৰ সম্যক জ্ঞান ।
- ৯/ নৃত্য সমূহত ব্যৱহৃত তাল সমূহৰ জ্ঞান ।
- ১০/ গুৰু-শিষ্য পৰম্পৰা, সাজ-পাৰ, আ-অলংকাৰ, পৰিৱেশন শৈলী আদিৰ সম্যক জ্ঞান ।



## ব্যৱহাৰিক

- ১/ মাটি আখৰা সমূহৰ কৰন প্ৰণালী । ( নৃত্যত ব্যৱহৃত ও ব্যায়াম) লগতে কৰিবলৈ চেষ্টা কৰিব ।
- ২/ হস্ত সমূহৰ প্ৰকাৰ ও বিনিয়োগ দেখুৱাব পৰাৰ জ্ঞান ।
- ৩/ পদ স্থিতি সমূহৰ ব্যৱহাৰিক জ্ঞান ।
- ৪/ গোসাঁই প্ৰৱেশৰ নাচ, গোপী নাচৰ শিক্ষা ও বাজানা সমূহ হাতত তাল দি গোৱাৰ অভ্যাস ।
- ৫/ থুকনি তাল, পৰিতাল, একতাল, চুতা তাল, ঘতি তাল, ৰূপক তাল আদি হাতত তাল দি গোৱাৰ অভ্যাস কৰিব ।
- ৬/ বুমুৰা নাচৰ ৰামদানী, গীতৰ, মেলা নাচৰ শিক্ষা ও বাজানা গোৱাৰ অভ্যাস কৰিব ।
- ৭/ চালি নাচৰ শিক্ষা ।
- ৮/ সুত্ৰধাৰী নৃত্যৰ জ্ঞান ।



## তাত্ত্বিক

- ১) সত্ৰ, নামঘৰ, থান আদিৰ পৰিচয়।
- ২) সত্ৰীয়া বাদ্যযন্ত্ৰসমূহৰ চমু পৰিচয়
- ৩) খোলৰ পৰিচয়ঃ অঙ্গসমূহৰ চিনাক্তকৰণ
- ৪) চাহিনী আৰু ধেমালী সম্পৰ্কে জ্ঞান।
- ৫) তালৰ ধাৰণা
- ৬) শ্ৰীমন্ত শঙ্কৰদেৱ আৰু মাধৱদেৱৰ জীৱনী সম্বন্ধে জ্ঞান।
- ৭) পাৰিভাষিক শব্দৰ জ্ঞান : তালি, খালি, মাত্ৰা, অৱগ্ৰহ, মান, ঘাত, চোক, মাটি আখৰা, চাহিনী, ধেমালী, সাঁচাৰ, মতামনি, অংকীয়া নাট, হস্ত, ভৰিমান।
- ৮) ৰামবিজয় নাটৰ কথাবস্তু অধ্যয়ন।
- ৯) সত্ৰীয়া নৃত্যত ৰাষ্ট্ৰীয় পুৰস্কাৰ প্ৰাপ্ত সঙ্গীতজ্ঞৰ জীৱনী সম্বন্ধে জ্ঞান।

## ব্যৱহাৰিক

- ১) খোলৰ মুখ্য বোলসমূহ উৎপন্ন কৰাৰ জ্ঞান।
- ২) সংযুক্ত বোল আৰু অসংযুক্ত বোলৰ জ্ঞান।
- ৩) খোলৰ দুই তালিত উৎপন্ন হ'ব পৰা অন্যান্য বোলসমূহৰ বিষয়ে ধাৰণা।
- ৪) ফলি বাজনাৰ সহায়ত হস্ত সাধনাৰ অভ্যাস।
- ৫) ৰগৰৰ ধাৰণা আৰু সৰু সৰু বোলসমূহত ৰগৰৰ ব্যৱহাৰ।
- ৬) বহা চাহিনীৰ জ্ঞান।
- ৭) থিয় চাহিনীৰ জ্ঞান।
- ৮) তালৰ জ্ঞান : - পৰিতাল, ৰূপক, একতাল, চুতকলা, খৰমান, ৰচক, ধৰমযতি, চুটা
- ৯) নাচৰ বাজনা : - বালক কৃষ্ণ নৃত্য, বুৰুৰা নাচৰ ৰামদানি, গোপী নাচৰ বাজনা।



## তাত্ত্বিক

- ১) ঢোলৰ জন্ম বৃত্তান্ত
- ২) ঢোলৰ চিনাকী
- ৩) ঢোলৰ মুখ্য বোলসমূহৰ জ্ঞান
- ৪) সংযুক্ত বোল আৰু অসংযুক্ত বোল সম্পৰ্কে জ্ঞান।
- ৫) খৰাচেও /চুটিচেও সম্পৰ্কে ধাৰণা।
- ৬) দীঘলীয়া চেও, নাচনী চেও, বুঢ়া চেও, কছৰী চেও, মালিডা, চলনা বাজনা, হাত, গুৰুঘাত, আদিৰ বিষয়ে অধ্যয়ন।

## ব্যৱহাৰিক

- ১) ঢোলৰ মুখ্য স্বৰ বজোৱাৰ জ্ঞান।
- ২) ঢোলৰ অলংকাৰ।
- ৩) ৰগৰ, টোকৰ, চাপৰ আদিৰ জ্ঞান।
- ৪) ঢোলত আঙুলি চলনা।
- ৫) খৰাচেও /চুটিচেওৰ জ্ঞান।
- ৬) ঢোলৰ দীঘলীয়া চেওৰ জ্ঞান।
- ৭) নাচনী চেওৰ জ্ঞান।
- ৮) বুঢ়া চেও
- ৯) কছৰী চেও
- ১০) ছৰালী চেও
- ১১) ঢোলৰ মালিতাৰ জ্ঞান
- ১২) চলনা বাজনা
- ১৩) লাগ
- ১৪) হাত(১/২ খন)
- ১৫) ঢোলৰ বিহুঘাত
- ১৬) ঢোলৰ গুৰুঘাত



## UNIT -VI

### PRESENTATION USING MS-POWER POINT

- ▲ INTRODUCTION TO MS-POWERPOINT
- ▲ NEW PRESENTATION, SAVE, ADDSLIDES, THEMES
- ▲ CONTENTS IN POWERPOINT, ADDTEXT BOX, COPY AND PASTE
- ▲ UNDO AND REDO, SPELL CHECK, SLIDE TRANSITION AND ANIMATION
- ▲ ADDING SHAPES, SMART ART, PHOTO ALBUM
- ▲ QUESTION AND ANSWERS

### EXTRA-FEATURES

PRINTING, SCANNING, INSTALLATION OF SOFTWARE, INTEREST, EMAIL, VIDEO EDITING ETC.

### NORMS OF CERTIFICATE :

- ▲ Above 80 Grade : A
- ▲ 60 to 79 Grade : B
- ▲ 50 to 59 Grade : C
- ▲ 40 to 49 Grade : D

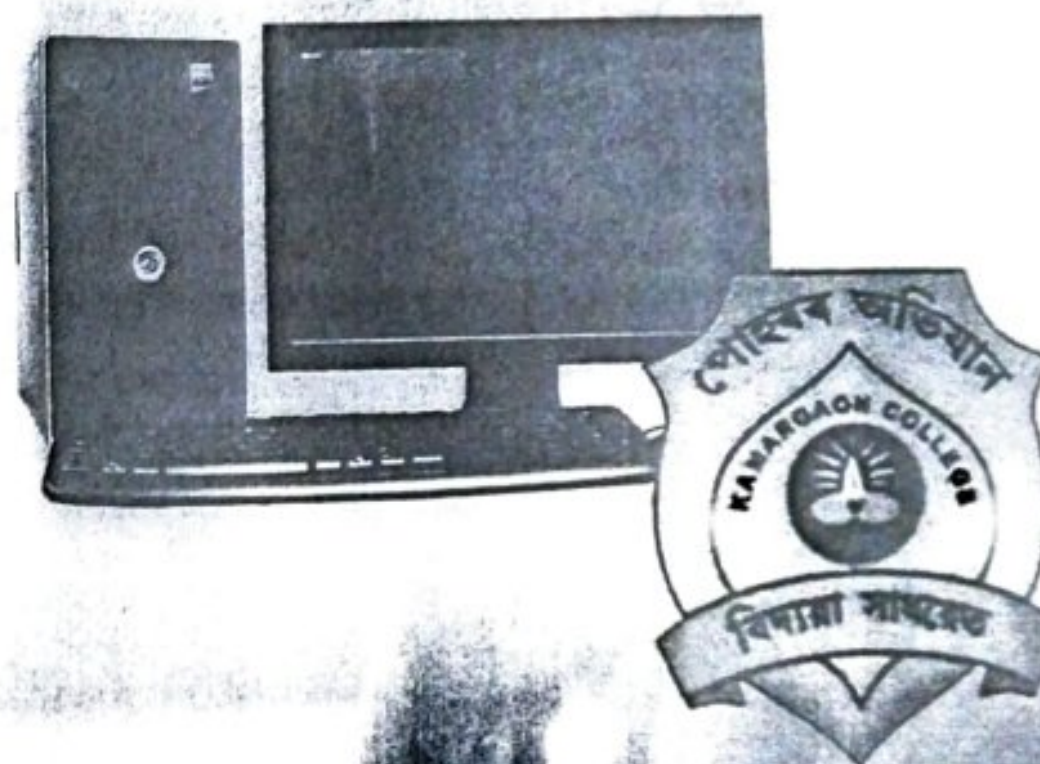
### Reference Books :

- ▲ Computer Skill: Manoj Kr. Deka
- ▲ Office automation : BPB Publication
- ▲ Computer Awareness : Arihant
- ▲ Mastering MS-Office: Bittu Kumar

## SYLLABUS

### DTP COURSE

(CERTIFICATE COURSE)  
DURATION - 6 (SIX) MONTHS



*Prepared and Developed By*  
**Mr. Pankaj Pratim Baruah**  
Computer Faculty, Computer Department

Kamargaon College  
Kamargaon  
Golaghat, Assam



## SYLLABUS FOR MISING LANGUGAE CERTIFICATE

Paper: I

Full Marks: 100

COURSE DURATION - 6 MONTHS

Tarong:-Mising Language

A. Dirbi (Culture)

(1) Ali: A:ye Lígang.

(2) Dobur.

(3) Po:rag.

(4) Yelam.

B. Gomlab (Literature)

Leke Gomlab

(1) A bang-Tíkumsuné kídíng

(a) Omaḍ Dai

(b) Madhob Pe:gu

(c) Dimbeswor Dole:

(2)Kaban

(3) Oi Ni:tom

(4) Leke Do:ying

DO:DÉNG :

• Optional

(i) Akon akon mo:rumlok Do:déng

Nébing- Dr. Ghono Kanto Dole:

Kangkin - Mg Gubindo Taid

(1) Lo:tu Miksi-Mg. Horen Dole:

(2) Dírsodné Légo- Kesob Pa:yid

DO:SOG:

• Optional

Yamné Yummé A:tomang - Muhiram Pe:gu

Optional:- The candidates may answer either from "Do:déng" or "Do:sog" for 10 marks

MÉ:TOM:

(1) Kepela Kekurla-Torun Sondro Pa:me:gam"

(2) Oko A:bangéji- Dr. Numol Sondro Pe:gu

(3) Lékode Lígangé- Tabu Ram Taíd

(4) Dígín Muksub-Nahendro Pa:dun

(5) Yognam-Sengaram Mo:rang

(6) Miro Miganga! No gípo:langka- Dr.Biddesor Dole:

(7)Du:téng- Prabhat Mili

(8) Oné Anéké Agom-Kalinath Pangging"



C. Gomlam (Grammar)

- (a) Agom
- (b) Gomrang
- (c) Nébo
- (d) Kikam
- (e) Kibig
- (e) Mising Abig
- (h) Lugo-Menggo- Agom Létig/Luli-Lukam/ Luyir Lunam/Kedné Agom/Lusog.

D. Ati Ati Kinpénam (Miscellaneous Knowledge)

- (a) Kinpénam
- (b) Kílám, Kítég

E. Turying (Biography) -

- (a) Sunaram Pa:nyang Kotoki.
- (b) Torun Sondro Pa:me:gam
- (c) Taburam Taíd

"F. Atsonsunam (Translation)

Paper - II

Full Marks - 50, Time - 1.30 hours

Tarong:-Pedagogy

Pedagogy:

- (1) Pedagogy Language 1 - Mising
- (2) Child Pedagogy
- (3) Pedagogy of Environmental Studies
- (4) Pedagogy of Social Science
- (5) ICT integrated Pedagogy
- (6) School Leadership, Art & Creative Education
- (7) School Internship for 1 Week
- (8) Pedagogy of Mathematics

N.B. The candidates may answer this paper either in English or Assamese medium except Language I



# সৰ্বভাৰতীয় সংগীত ও সংস্কৃতি পৰিষদ

১এ, যদুনাথ সেন লেন, কলিকতা ৬

পশ্চিমবঙ্গ : ভাৰত

## আবৃত্তিৰ পাঠ্যক্ৰম

### প্ৰাক-প্ৰাথমিকৰ পৰা সপ্তম বৰ্ষলৈকে

- প্ৰাক-প্ৰাথমিক শাস্ত্ৰ : ধ্বনি কি? কাক বোলে? অক্ষৰ কি? কাক বোলে?
- প্ৰাথমিক শাস্ত্ৰ : বৰ্ণ কি? কাক বোলে? কেইপ্ৰকাৰৰ? স্বৰবৰ্ণ আৰু ব্যঞ্জনবৰ্ণ কেইটা? ইহঁতৰ পৰিস্কাৰ উচ্চাৰণ।  
বৰ্ণসমূহৰ উচ্চাৰণৰ স্থান।
- ১ম বৰ্ষ : আবৃত্তি কাক বোলে? আবৃত্তিৰ ইতিহাস। পাঠ আৰু আবৃত্তিৰ মিল, অমিল। আবৃত্তিৰ প্ৰাথমিক চৰ্ত। কণ্ঠ  
প্ৰস্তুতি। সমোচ্চাৰিত ভিন্নাৰ্থক শব্দ, পদ পৰিবৰ্তন, এটা শব্দত প্ৰকাশ, অশুদ্ধি সংশোধন, সমাৰ্থক শব্দ।  
(পূৰ্ববৰ্তী বৰ্ষসমূহৰ পাঠ্যক্ৰম)
- দ্বিতীয় বৰ্ষ : ১) সংজ্ঞা : ধ্বনি, বৰ্ণ, অক্ষৰ, শব্দ, বাক্য, চৰণ, স্তবক।  
২) চকুৰ ব্যায়ামৰ প্ৰয়োজনীয়তা।  
৩) কবি জীৱনী : জ্যোতিপ্ৰসাদ আগৰৱালা, বিষ্ণুপ্ৰসাদ ৰাভা, ৰবীন্দ্ৰনাথ ঠাকুৰ, সুকান্ত ভট্টাচাৰ্য।  
৪) পাঠ কৰোঁতে লগা সচেতনতা।  
৫) আবৃত্তিৰ ইতিহাস।  
৬) অনুশীলনৰ সময়ত ইন্দ্ৰিয় সচেতনতা।  
৭) কণ্ঠত উত্থান আৰু পতনৰ প্ৰয়োজনীয়তা।  
৮) শ্বাসক্ৰিয়াৰ গ্ৰহণীয়তা।  
৯) স্বৰযন্ত্ৰ কি? আবৃত্তিৰ লগত ইয়াৰ সম্পৰ্ক।  
১০) ৰস কি? আবৃত্তিত ৰস।  
১১) সমোচ্চাৰিত ভিন্নাৰ্থক শব্দ, বাক্য সংযোজন।  
(পূৰ্ববৰ্তী বৰ্ষসমূহৰ পাঠ্যক্ৰম)
- তৃতীয়বৰ্ষ : ১) সংজ্ঞা : পাঠ, কবি, কবিতা, অলংকাৰ, অনুপ্ৰাস, গদ্য, ভাষা, অপনিহিত, সমীকৰণ, প্লুতস্বৰ,  
স্বৰসংগতি। মৌলিক স্বৰ, যৌগিক স্বৰ, পৰ্ব, পৰ্বাংগ, লয়, যতি, শ্বাসাঘাত, পূৰ্ণচ্ছেদ, স্বৰযন্ত্ৰ, স্বৰক্ষেপন,  
তৰলস্বৰ।  
২) কবি জীৱনী : নজৰুল, মধুসূদন, অম্বিকাগিৰি ৰায়চৌধুৰী।  
৩) সমোচ্চাৰিত ভিন্নাৰ্থক শব্দযোগে বাক্য গঠন। শ, ষ, স আৰু ড়, ঢ, ৰ ৰ উচ্চাৰণ পাৰ্থক্য।  
৪) সাধু আৰু চলিত ভাষাত বাক্যৰ উদাহৰণসহ পাৰ্থক্য।  
৫) আবৃত্তিৰ চৰ্ত।  
৬) ছন্দ কেই প্ৰকাৰৰ? ছন্দ জ্ঞান।  
৭) অসমীয়া/বাংলা কাব্য সাহিত্যৰ সংক্ষিপ্ত পৰিচয়।  
৮) কবিতাৰ ভাবাৰ্থ।  
৯) পদ পৰিবৰ্তন, অশুদ্ধি সংশোধনৰ বিশেষ পাঠ।  
১০) মাত্ৰা কি? মাত্ৰা বিশ্লেষণ।  
(পূৰ্ববৰ্তী বৰ্ষসমূহৰ পাঠ্যক্ৰম)



চতুৰ্থ বৰ্ষ :

- ১) সংজ্ঞা: মৌলিক স্বৰ, যৌগিক স্বৰ, পৰ্ব, পৰ্বাঙ্গ, লয়, যতি, শ্বাসাঘাত, পূৰ্ণচ্ছেদ, স্বৰ-যন্ত্ৰ, স্বৰক্ষেপন, প্লুতস্বৰ, তৰলস্বৰ।
- ২) বৰ্ণ কেইপ্ৰকাৰৰ? বৰ্ণ আৰু ধ্বনিৰ পাৰস্পৰিক সম্পৰ্ক।
- ৩) উচ্চাৰণ সম্পৰ্কে বিস্তাৰিত জ্ঞান।
- ৪) ছন্দৰ প্ৰকাৰ।
- ৫) ৰবীন্দ্ৰ, নজৰুল, জীৱনানন্দ আৰু সাম্প্ৰতিক কবিৰ কবিতা আবৃত্তিৰ বিশেষত্ব।
- ৬) যিকোনো এটি বিষয়বস্তু নিৰ্বাচন কৰি, বিভিন্ন কবিৰ এটি সংকলন।
- ৭) সত্যেন্দ্ৰনাথ দত্ত আৰু জীৱনানন্দ দাসৰ কাব্য জীৱন।
- ৮) অমিত্ৰাক্ষৰ ছন্দৰ বৈশিষ্ট্য কি? ৰচয়িতা সম্পৰ্কে কি জানা?
- ৯) প্ৰত্যয়, সন্ধি, সমাস, সাধু আৰু চলিত ভাষা, আঞ্চলিক ভাষাৰ আলোচনা।
- ১০) ৰস জ্ঞানৰ প্ৰয়োজনীয়তা।
- ১১) সমাৰ্থক শব্দ লৈ বাক্য গঠন।

(পূৰ্ববৰ্তী বৰ্ষসমূহৰ পাঠ্যক্ৰম)

পঞ্চম বৰ্ষ :

- ১) সংজ্ঞা : স্বৰ-প্ৰাবল্য, স্বৰ-স্থান, অ্যাবডেমিনেল, টাইডাল, কোষ্টাল, ক্লাভিকুলাৰ, ৰেসিউডিয়াল, সাপলিমেণ্টাৰি, স্বৰ-ৰং, শিস্ বৰ্ণ, অনুনাসিক বৰ্ণ, স্বৰ-সপ্তক, আশ্ৰয়স্থানভোগী বৰ্ণ।
- ২) বৰ্ণ জ্ঞান।
- ৩) চনেট সম্পৰ্কে জ্ঞান।
- ৪) আঞ্চলিক কবিতাৰ বৈশিষ্ট্য।
- ৫) সমবেত কণ্ঠত আবৃত্তিৰ প্ৰয়োজনীয়তা।
- ৬) অচিনাকী কবিতা আবৃত্তিৰ উপযোগী নে?
- ৭) কবিৰ কাব্য জীৱন।
- ৮) ৰবীন্দ্ৰনাথ ঠাকুৰৰ কাব্যধাৰা।
- ৯) সন্ধিতা আৰু সঞ্চয়িতা সম্পৰ্কে জ্ঞান।
- ১০) অভিব্যক্তি আৰু ৰসৰ পাৰস্পৰিক সম্পৰ্ক।

(পূৰ্ববৰ্তী বৰ্ষসমূহৰ পাঠ্যক্ৰম)

ষষ্ঠ বৰ্ষ :

- ১) সংজ্ঞা : ছেদ, কমা, পূৰ্ণচ্ছেদ, অল্পপ্ৰাস বৰ্ণ, মহাপ্ৰাণ বৰ্ণ, উপপৰ্ব, স্তৱক, এককস্বৰ, সন্ধিস্বৰ, পয়াৰ, চতুৰ্দশপদী।
- ২) বৰ্ণ জ্ঞান।
- ৩) ধ্বনি আৰু বৰ্ণৰ পাৰস্পৰিক সম্পৰ্ক।
- ৪) শব্দাঘাত (Emphasis) আৰু চৰণৰ পাৰস্পৰিক ব্যৱহাৰ।
- ৫) কাব্যৰ প্ৰকাৰ ভেদ।
- ৬) কবিতা পাঠ আৰু আবৃত্তি উপস্থাপনৰ ক্ষেত্ৰত সম্পৰ্ক আৰু প্ৰভেদ।
- ৭) আবৃত্তিৰ প্ৰধান চৰ্ত।
- ৮) প্ৰতিযোগিতাৰ ক্ষেত্ৰত আবৃত্তিকাৰ।
- ৯) ৰবীন্দ্ৰনাথৰ কাব্য প্ৰতিভাৰ ধাৰা।
- ১০) আবৃত্তিকাৰৰ মঞ্চ, মাইক্ৰ'ফোন, ৰূপসজ্জা, অঙ্গসজ্জা, সংগীতৰ ওপৰত নিৰ্ভৰশীলতা।
- ১১) উপস্থাপনৰ সময়ত আবৃত্তিকাৰৰ সচেতনতা।

(পূৰ্ববৰ্তী বৰ্ষসমূহৰ পাঠ্যক্ৰম)

সপ্তম বৰ্ষ :

- ১) সংজ্ঞা : অলঙ্কাৰ, অনুপ্ৰাস, মিত্ৰাক্ষৰ, মন্দাক্ৰান্তা, গৈৰিশ, সনেট, সমীভৱন, তৎসম, তদ্ভৱ, দেশী, বিদেশী শব্দ, অনুভূতি, International Phonetic Symbol.
- ২) বাক্যস্তৰ গঠন আৰু ক্ৰিয়াকলাপ।
- ৩) শ্বাস-প্ৰশ্বাসৰ লগত আবৃত্তিৰ যোগাযোগ।



- ৪) প্ৰবাদ/প্ৰবচন।
- ৫) কাব্যনাট্য আৰু নাট্যকাব্যৰ লগত মিল অমিল।
- ৬) কবি আৰু আবৃত্তিকাৰ পৰস্পৰৰ ওপৰত নিৰ্ভৰশীল—ব্যাখ্যা।
- ৭) অভিনেতা আৰু আবৃত্তিকাৰৰ সম্পৰ্ক।
- ৮) আবৃত্তি শিল্প বিজ্ঞানভিত্তিক—আলোচনা।
- ৯) ৰস আৰু স্থায়ীভাৱে আবৃত্তিত গ্ৰহণীয় বা বৰ্জনীয়।
- ১০) প্ৰয়োগশিল্পত আবৃত্তিৰ সচেতনতা।
- ১১) বিচাৰকৰ আসনত আবৃত্তিকাৰ।
- ১২) (১ম বৰ্ষৰ পৰা ৬ষ্ঠ বৰ্ষলৈ) কবিৰ চমু জীৱন।
- ১৩) আবৃত্তি বিষয়ত বিভিন্ন প্ৰবন্ধ।  
(পূৰ্ববৰ্তী বৰ্ষসমূহৰ পাঠ্যক্ৰম)



**KAMARGAON COLLEGE**  
**ADD ON COURSE ON BEE KEEPING**  
**SYLLABUS**  
**DURATION OF THE COURSE: 3 MONTHS**

**Objectives:** After Completion of the course the learners will be able to

- Identify different species of bees
- Adapt scientific bee management practices
- Start business with honey, bee wax with assistance of local farmers as well as financial institution

**THEORY COMPONENT (Marks:30)**

<b>Unit I</b>	<b>Types and Behaviour of Honey bees</b>	<i>Basic Concepts of Morphology of Honey bees; Types of Honey bees-indigenous, exotic; Social organization in Honey bees-Queen, Drone, Worker</i>
<b>Unit II</b>	<b>Introduction to Bee Flora</b>	<i>Qualities of Good Bee Flora; Some Important Bee Flora, Bee as pollinators; Crop improvement through honey bee pollination</i>
<b>Unit III</b>	<b>Honey bee Enemies and Diseases</b>	<i>Enemies of Honey Bees-Wax Moth, Ants, Microbes, Pests (Diagnosis and Identification); Bacterial, Viral, Fungal, and protozoan diseases</i>

**PRACTICAL COMPONENT (Marks:70)**

- Identification of different species of honey bees/ Identification of Queen Bee, Male Bee, Worker
- Practice of constructing and handling beekeeping equipment such as Bee Box, Bee Veil, Hive Tool, Honey Extractor, Hive Stand etc.
- Identification of Bee Flora and their Flowering Calendar
- Practicing hiving of Natural Colonies and catching swarms
- Methods of Controlling Pests and Diseases
- Practicing Extraction of Honey
- Practice of Packing and Marketing of Honey

**Suggested Readings:**

1. Prospective in Indian Apiculture- R.C. Mishra
2. Rearing Queen bees in India-M.C. Suryanarayana et. al.
3. Beekeeping in India- G.K. Ghosh
4. Na-Sikarur Babe Mou Palan-Lilacharan Dutta, Niharika Bora



## Semester: I

**Course: Understanding India**

**Nature of Course: VAC**

**Credit: 2**

**Assessment: 20 (In Semester)+30 ( End Semester)=50**

**Course Description:** This course offers an introductory understanding of cultural development through art and architecture, religions and philosophies of ancient and medieval India. The paper also deals with phases of the Freedom Struggle, various constituent assembly debates and the basic features of the Indian Constitution.

**Pre-requisite:** Basic concepts of Indian society and culture

**Objectives:** To familiarize the students with the history, culture, and constitution of India

**Course Outcomes:**

**CO1:** To interpret the literary and philosophical development in Ancient India.

**CO2:** To analyze the art and architectural development in early and medieval India

**CO3:** To explain the medieval Bhakti movement and the Sufi tradition.

**CO4:** To develop an understanding of the Constitution of India.

**Course Contents:**

Topic		Credit	
Unit-1		Lecture	Tutorial
		Marks Distribution: 15	
1.1	The idea of Bharatvarsha; Indian literature- Sanskrit, Pali, Prakrit, Tamil	4	1
1.2	Scientific literature and development of science in Ancient India	4	1
1.3	Religions and philosophies of ancient India-Vedic, Buddhism, Jainism	4	1
1.4	Education and educational Institutions in Ancient India	4	1
Unit- 2		Marks Distribution: 15	
2.1	Art and architecture of ancient	4	1



	India		
2.2	Art and Architecture of Medieval India	4	1
2.3	Medieval Bhakti Movement and The Sufi Tradition	4	1
<b>Unit-3</b>		<b>Marks Distribution: 15</b>	
3.1	Main currents of Indian National Movement-Growth and development of Indian nationalism and Indian national movement-Independence and Building a framework for the new Nation, Constituent Assembly Debates and the Making of the Indian Constitution	3	2
3.2	Basic features of the Indian constitution: Basic Structure Doctrine, Fundamental rights, Directive principles, Federal Structure, Independence of Judiciary, and the Parliamentary system	8	2

*Modes of In-Semester Assessment* : 20 Marks

*Unit Test* : 10

*Any two of the activities listed below* : 10

- Group Discussion
- Book Review/Home Assignment
- Viva

#### Cognitive Map of Course Outcomes with Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge			CO1	CO4 CO3	CO2	
Conceptual Knowledge			CO1	CO3 CO4	CO2	
Procedural Knowledge						
Metacognitive Knowledge						

#### Mapping of Course Outcomes to Program Outcomes

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
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CO1	S	M	S	S	M	S	L	L	S
CO2	M	M	S	M	S	S	M	L	S
CO3	M	S	M	S	M	M	M	L	S
CO4	S	M	S	M	S	S	L	L	S

#### Suggested Reading List:

- 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
- Bipan Chandra, History of Modern India, 2019
- Bipan Chandra, India Since Independence, 2008



**DETAILED SYLLABUS OF 1<sup>ST</sup> SEMESTER****(General Course)**

<b>Course Code</b>	<b>:</b>	<b>VAC2</b>
<b>Title of the Course</b>	<b>:</b>	<b>Health &amp; Wellness</b>
<b>Nature of the Course</b>	<b>:</b>	<b>Compulsory for All UG Students</b>
<b>End Semester</b>	<b>:</b>	<b>40 Marks</b>
<b>In Semester</b>	<b>:</b>	<b>10 Marks</b>
<b>Total Credits</b>	<b>:</b>	<b>02</b>

**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 health behavior and promotion of human strengths for well-being.

<b>UNITS</b>	<b>CONTENTS</b>	<b>L</b>	<b>T</b>	<b>P</b>
<b>1</b> (20 Marks)	<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</li><li>• Mental Health &amp; wellness</li><li>• Determinants of health behaviours</li><li>• Using the mass media for health promotion</li></ul>	12	02	02
<b>2</b> (20 Marks)	<b>MIND – BODY 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>• Digital wellbeing</li><li>• Understanding health beliefs, and perspectives of indigenous people pertaining to Assam and North East India</li><li>• Promoting Human strengths and life enhancement: Classification of human strengths and virtues; cultivating inner strengths: Hope and optimism</li></ul>	12	02	02
	<b>Total</b>	<b>24</b>	<b>04</b>	<b>04</b>



## **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 behavior..

## **READING LIST**

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 and Stoughton.
3. Hick, J.W. (2005). *Fifty signs of Mental Health. A Guide to understanding mental health*. Yale University Press.
4. Snyder, C.R., & Lopez, S.J. (2007). *Positive psychology: The scientific and practical explorations of human strengths*. Thousand Oaks, CA: Sage.

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<p align="center"><b>UG Curriculum for NEP, Dibrugarh University</b>  <b>Name of the Course: Yoga</b>  <b>Nature of Course: Value Added Course</b>  <b>Total Credit: 2 (Theory 1+ Practical 1) (L=15; P=30)</b>  <b>Distribution of Marks: 40 (End-Sem) + 10 (In-Sem) = 50</b></p>			
<p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• To increase the knowledge of the students about Yoga and to make students aware about the holistic development through Yoga.</li> <li>• To provide a practical knowledge on different yogic practices.</li> <li>• To give a glimpse of ancient Yoga Philosophy.</li> <li>• To impart some knowledge about the healing power of Yoga.</li> <li>• To increase the professional efficiency in the field of Yoga.</li> </ul>			
<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Students gain good knowledge on the concept of yoga.</li> <li>• Students know about the scientific benefits of various yogic practices</li> <li>• Students can perform practical skills proficiently</li> <li>• Students gain an awareness about the value of health &amp; wellness through yoga</li> <li>• Makes the students more enthusiastic about further study/research in the field of yoga</li> </ul>			
<p align="center"><b>Theory</b>  <b>1 Credit (15 hours)</b></p>			
Unit	Topic	Contact Hours	Marks
<b>I</b>	<b>Introduction to Yoga:</b> i. Meaning and definitions of Yoga ii. History of Yoga iii. Importance of Yoga as art, science and philosophy	3	6
<b>II</b>	<b>Philosophical Perspective of Yoga:</b> i. Yoga in Bhagavad Gita: Karma Yoga, Raja Yoga, Jnana Yoga and Bhakti Yoga ii. The 'Yoga Sutras' in general; its significance in life. iii. Limbs/parts of yoga (Astanga Yoga) according to the 'Yoga Sutras' iv. Concept of Ishwara; Ishwara in Yoga Philosophy	5	8
<b>III</b>	<b>Yogic Practices for Health &amp; Wellness:</b> i. Asana, its classification and effects ii. Pranayama, its types and effects iii. Kriya, Mudra and Bhandha: Procedure and Effects iv. Dhyana and its significance in human life	4	7
<b>IV</b>	<b>Allied Knowledge on Yoga:</b> i. Yoga Vs Physical Exercise ii. Yogic Diet ii. Yoga Education institutes in India and abroad	3	4



	<b>Practical 1 Credit (30 hours)</b>	<b>30</b>	<b>15</b>
	<p><b>i. Suryanamskara – (12 counts)</b></p> <p><b>ii. Asana</b></p> <p><b>a) Standing:</b> -Tadasana, Ardhakatichakrasana, Ardhashakrasana, Trikonasana, Utkatasana, Padahasthasana, Vrikshasana</p> <p><b>b) Sitting:</b> - Vajrasana, Padmasana, Bhadrasana, Siddhasana, Gomukhasana, Paschimottanasana, Shashankasana, Ardhamatsyendrasana, Simhasana, Ustrasana</p> <p><b>c) Lying Supine Position:</b> - Shavasana, Setubandhasana, Chakrasana, Sarvangasana, Halasana, Karnapidasana, ViparitNaukasana, 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, Uddiyanbandha, Moolabandha, Yogamudra, Viparitkarnimudra, Shambhavamudra, Yonimudra, Mahavedhamudra</p> <p><b>v. Dhyana and its forms</b></p>		
	<p><b>Modes of Assessment (In -Semester):</b></p> <p>a) Unit Test</p> <p>b) Class seminar presentation/Group discussion</p> <p>c) Seasonal Examination (Theory and Practical)</p> <p>d) Attendance and regularity</p> <p>e) Observation record during practical</p>		
<p><b>Reference Books:</b></p> <ul style="list-style-type: none"> <li>• Holistic Approach of Yoga- G. Shankar: Aditya Publishers</li> <li>• Patanjali's Yoga Sutra – Translation and Commentary-Dr.P.V. Karambelkar: Lonavla</li> <li>• Guidelines to Yogic Practices – M.L.Gharote: Lonavla</li> <li>• Yoga and Indian Philosophy – Karel Werner: Motilal Banarsidass</li> <li>• Yoga: The Path to Holistic Health- B.K.S. Iyengar: Dorling Kindersley Limited</li> </ul>			



## FYUGP 2<sup>nd</sup> SEMESTER

**Title of the Course : ENVIRONMENTAL SCIENCE**

**Course Code : VAC3**

**Nature of the Course : VALUE ADDED COURSE**

**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 (15 Marks)	ENVIRONMENTAL SCIENCE 1.1 Nature, Scope and importance of environmental Science. 1.2 Climate change, causes, societal impacts, adaptation 1.3 Sustainable development and living	8	1		9
2 (15 Marks)	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	8	1		9
3 (20 Marks)	ENVIRONMENTAL CASE STUDIES AND COMMUNITY BASED ACTIVITIES 3.1 Wildlife; Poaching, man--wildlife conflicts, Conservation and mitigation. 3.2 Waste Management; Solid waste, urban waste, industrial waste and pollution; 3.3 Water management; Reuse and Rain water harvesting, Air pollution reduction and climate change mitigation	10			10
<b>Total</b>		<b>26</b>	<b>2</b>		<b>28</b>

*Where,*

*L: Lectures*

*T: Tutorials*

*P: Practicals*

### **MODES OF IN-SEMESTER ASSESSMENT:**

**(20 Marks)**



- One Internal Examination - **10 Marks**
- Others (Any one) - **10 Marks**
  - Group Discussion
  - Seminar presentation on any of the relevant topics
  - Debate

**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. Mhaskar A.K., Matter Hazardous, Techno-Science Publication (TB) n) Miller T.G. Jr. Environmental Science, Wadsworth Publishing Co. (TB)
5. Odum, E.P., Odum, H.T., and Andrews, J. (1971). Fundamentals of Ecology. Saunders, Philadelphia, USA
6. Raven, P.H, Hassenzahl, D.M., Hager, M.C, Gift, N.Y., and Berg, L.R. (2015). Environment, 8thEdition. Wiley Publishing, USA.
7. 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)





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Ref. No. DU/DR-A/6-1/22/ 1234

Date: 13/10/2022

### NOTIFICATION

Under Report to the Under Graduate Board and Academic Council, Dibrugarh University, the Hon'ble Vice Chancellor, Dibrugarh University is pleased to approve the following subjects as Add-on Courses to be offered by Kamargaon College, Kamargaon, Golaghat w.e.f. the Academic Session 2022-2023.

SL No	Title of the Add-on Courses	Duration	Department
✓ 1	Spoken English	3 Months	English
✓ 2	Beautician Course	6 Months	Philosophy
3	Performing Arts	6 Months	History
✓ 4	Yoga	3 Months	Education
✓ 5	DTP Course	6 Months	Computer Faculty
6	Mising Language	6 Months	Sociology
✓ 7	Proof Reading and Editing (Assamese)	3 Months	Assamese
8	Entrepreneurship Development	3 Months	Sociology

Issued with due approval.

*[Signature]*  
13/10/2022  
(Dr. B.C. Borah)  
Joint Registrar (Academic)  
Dibrugarh University  
Joint Registrar (Academic)  
Dibrugarh University  
Dibrugarh

Copy to:

1. The Hon'ble Vice Chancellor, Dibrugarh University for favour of information.
2. The Deans, Dibrugarh University, for favour of information.
3. The Registrar i/c, Dibrugarh University, for information.
4. The Controller of Examinations, Dibrugarh University, for favour of information.
5. The Inspector of Colleges i/c, Dibrugarh University, for information.
6. The Principal, Kamargaon College, Kamargaon, Golaghat, Assam for information.
7. The Joint Controller of Examinations "C", Dibrugarh University, for information.
8. The Deputy Controller of Examinations "A" & "B" i/c, Dibrugarh University, for information.
9. The Academic Officer, Dibrugarh University, for information and needful.
10. File.

*[Signature]*  
13/10/2022  
(Dr. B.C. Borah)  
Joint Registrar (Academic)  
Dibrugarh University  
Joint Registrar (Academic)  
Dibrugarh University  
Dibrugarh

- \* Recitation Course
- \* Tourism and Tourist Guidance
- \* DTP in Assamese
- \* Weaving Course