

o/c
MANOHARI DEVI KANOI GIRLS' COLLEGE

DIBRUGARH - 786 001, ASSAM

মনোহাৰী দেৱী কানৌ মহিলা মহাবিদ্যালয়, ডিব্ৰুগড়, অসম।

REF: MD/AD/DU/Reg/Corres2022/No.1312..Date: 26-04-2022



To

The Registrar

Dibrugarh University

Subject: Proposals for Add on Courses

Sir,

With due respect I would like to inform you that MDKG College has been sending proposals for approval of the University for 15 nos. of Add On Courses to be opened in the College premises soon. It is hoped that these courses will benefit our students for their future career.

This is for favour of your kind information and necessary action.

Yours faithfully,

(Dr. Nibedita Phukan)

Principal

MDKG College, Dibrugarh

Enclosed

Proposals of 15 Nos. add on courses

Principal

Manohari Devi Kanoi Girls' College
DIBRUGARH

Ph. No. 0373-2322602 ; Fax : 0373 - 2322602

E-mail : mdkgcollege@gmail.com

Website : www.mdkgcollege.edu.in

To
The Principal
M.D.K.Girls' College
Dibrugarh, Assam

Dated: 20/04/2022

Sub: Proposal letter for Add-on course

Respected Madam,

With reference to the subject cited above, the Department of Computer Science, MDKG College, would like to propose an Add-on courses entitled

1. Computer Application
2. Photoshop and animation

The details of the course have been attached with for your perusal and suggestions.

Thanking You

Yours Sincerely,

Rimpi Sarma.

(Rimpi Sarma)

HoD, Dept. of Computer Science
M.D.K.Girls' College
Dibrugarh, Assam

DEPARTMENT OF COMPUTER SCIENCE
 COURSE: Computer Application
 [MARKS: 100 (IN-SEMESTER: 20; END SEMESTER: 80)]

Course objective: This course will boost up students with their basic computer knowledge.

Expected learning outcome: On completion of the course, the students will be able to-

- Create independently professional looking documents, spreadsheets and presentation.
- Familiarize with advanced functions of office package such as mail merge, formulas etc
- Understand how to use word excel and power point in a variety of professional, educational, personal situation.
- Claim office proficiency.

Seat Capacity: 30

Course content:

Unit	Content	Marks	Hours
1	Introduction to Operating System: 1.1 Basic concept about hardware and software. 1.2 Concept on application software and system software 1.3 Hands on training on different features of windows OS	10	10
2	Ms Word : 2.1 basic features of MS WORD 2.2 Creating document using page layout and proper formatting. 2.3 text formatting, table design, list, poster making using clip art, hyperlink, bookmark, Citation and references management. 2.4 advance features of ms word including mail merge, chart, conversion of word to table etc.	12	14
3	Ms Excel: 3.1 Basic features of MS EXCEL 3.2 Basics of Spreadsheet; Manipulation of cells; Formulas and Functions; Editing of Spread Sheet, printing of Spread Sheet. 3.3 chart, graph creation, uses of sorting ,filtering etc 3.4 Database creation using excel , goal seek	14	10
4	MS powerpoint: MS PowerPoint Introduction, Creating Presentations,	14	10

	Basic and Advanced Formatting, Using Templates, Inserting charts and tables, etc.		
5	Basic Knowledge of DBMS , MS ACCESS: 5.1 overview of DBMS 5.2 Table creation using MS ACCESS, 5.2 Database creation , Schema Diagram	20	6
6	Security and Networking: 6.1 Introduction to security and networking, File Sharing, Internet Services, 6.2 LAN, Concept of Internet; Applications of Internet; connecting to internet; What is ISP; Knowing the Internet; Basics of internet connectivity related troubleshooting, World Wide Web; Web Browsing software, Search Engines; Understanding URL; Domain name; ftp	20	6
7	Photoshop: Overview on different tools in photoshop Edit passport ,postcard size photo.	10	4
	Total	100	60

In-semester Assessment:

Marks: 20

A. Sessional activities (The teacher may assign and assess any one of the following):

Marks 10

- a. Prepare a project using Microsoft applications like Word, Power point, Excel (The students will prepare a topic of their own choice using any of the Microsoft applications)
- b. Present a seminar on any one of the contents of the course.

B. Sessional tests:

Marks: 7

C. Attendance:

Marks:3

End-semester Assessment:

Marks: 80

A. Theory:

Marks: 50

B. Practical activities

Marks: 30

Suggested Readings:

1. Monoj Kr. Deka , Sadig Hussain ,Computer Skill: Mahaveer Publications

Seat Capacity : Maximum 30

DEPARTMENT OF COMPUTER SCIENCE
 COURSE: PHOTOSHOP AND ANIMATIONS
 [MARKS: 100 (IN-SEMESTER: 20; END SEMESTER: 80)]

Course objective: This course will encourage students in self employment.

Expected learning outcome: On completion of the course, the students will be able to-

- Use different tools and apply various methods to different applications for graphic design purposes.
- Learn how to apply image enhancements to a photograph or learning a step-by-step process to making a poster

Seat Capacity: 30

Course content:

Unit	Content	Marks	Hours
1	Introduction of photoshop: 1.4 What is a image ,vector and bitmap image. 1.5 Application software, history of photoshop, installation of Photoshop. 1.6 The Photoshop Interface, setting up a new Photoshop document. 1.7 Saving a new document, open an image, Creating image in Photoshop. 1.8 The Default Palettes, Working with Photoshop Palettes, The Photoshop Toolbox and Options bar.	10	10
2	Photoshop tools and transformations: 2.1 Toolbox Shortcut, Parts of the Toolbox. 2.2 Tools Options, Marquees, Magic and Lassos, Move tool, Crop tool, Slice tools, Pencil, Pen, Paintbrush, Eraser tools, selection tool, History brushes, Clone tamp-Pattern stamp, 2.3 Healing brush tool, note tool, ruler tool, gradient and Retouch tool, Gradient, Paint bucket. 2.3 Burn- Dodge-Sponge, Blur-Sharpen-Smudge, Shapes-Line rectangle- polygon-custom shapes, mask tool, Path. 2.4 photo lightings, temperature and color options for background shades, creating web gallaries , pdf conversion.	12	14
3	3D object Creation:	14	10

	3.1 Cone object. 3.2 Cube object. 3.3 Soda can , Sphere , Wine bottle		
4	Photoshop layers and channels: 4.1 Different types of Move, Rotation , Scale, Skew, Distortion and Flip option 4.2 Different layer and masking options 4.3 Use of filter option 4.4 Merging and Flattening Layers, 4.5 Adjusting Images, Brightness/Contrast,Levels Adjustment Layer	14	10
5	Introduction of Animation: 5.1 overview of animating software 5.2 Basic concept of animation 5.3 animation Types , principles and different file format of animation	20	6
6	Animation technique: 6.1 Free transformation 6.2 Fade in fade out 6.3 ripple effect 6.4 uses of various layers to create animations, 6.5 2D and 3D animation	30	10
	Total	100	60

In-semester Assessment:

Marks: 20

D. Sessional activities (The teacher may assign and assess any one of the following):

Marks 10

- a. Practical examination based on the above topic
- b. Present a seminar on any one of the contents of the course.

E. Sessional tests:

Marks: 7

F. Attendance:

Marks:3

End-semester Assessment:

Marks: 80

C. Theory:

Marks: 50

D. Practical activities

Marks: 30

Suggested Readings:

1. K. Andleigh and K. Thakkar, **Multimedia System Design: PHI.2013**

2. Kit Laybourne. **The Animation Book: A Complete Guide to Animated Filmmaking--From Flip-Books to Sound Cartoons to 3- D:** Three Rivers Press.

Expenditures and revenue generation

Expenditures

Sl no	Particulars	Expected expenditure
1.	Certificate & mark sheet print cost	60x70=Rs3500
2.	Attendance copy	2x100= Rs200
3.	BOOKS:	
	1.Blender 3d Basics: Gordon Fisher	Rs 3227
4.	Software cost	Nil
Total		Rs 6927

Revenue Generation

Sl. No.	Course	Seat Capacity	Fee per student	Total revenue Generation
1	Computer Application	30	1000.00 INR	30000+36000 =66000 INR
2	Photoshop and Animation	30	1200.00 INR	

PROPOSAL FOR ADD-ON COURSE GEOGRAPHY DEPARTMENT

Course Title: Fundamentals of Rural Development

Course Objectives:

1. The students who undergo this programme are able to understand the issues prevailing in rural areas.
2. Certificate holders will be able to perceive solutions for better rural development.
3. There are ample of opportunities certificate holders to get employment in the Dept. of Rural Development and Panchyatiraj of both State and Central besides preparing themselves for civil services.
4. The Rural development programme makes students to understand the socio economic conditions of rural folk.

Course Outcome:

By the end of the Add-on course in Rural Development the students will able to

1. Define the rural areas, rural development and issues of Rural Development in general and address them through various developmental strategies.
2. Acquaint with the knowledge of developmental schemes, socio-political structure, economic and demographic structure of rural areas.
3. Explain the rural local self-governance namely Panchayati Raj Institutions and its role in planning and development of rural areas.
4. Identify the importance of empowerment of women and community participation for micro-finance and governance.
5. Elucidate the importance of conservation of resources, ecology and environment in rural areas for sustainable rural development

Pedagogy

- ✓ The teaching of the course includes: lecturers, seminars, tutorials, presentation of papers and field study and project work.
- ✓ Few problems of rural area will be chosen for group discussions during the end of weeks in tutorial classes.
- ✓ System of continuous assessment through sessionals, seminars, assignments, etc.

Syllabus
Fundamentals of Rural Development
60 Hours

Contents	L	T	P
Unit-I Concepts Defining Development and Rural Development, Need for Rural Development, Gandhian Approach to Rural Development	5	2	
Unit-II Rural Socio – Political Institutions and Processes Rural Society, Social Structure, Rural Literacy, Population, Women Empowerment, Panchayati Raj	5	2	
Unit III Rural Natural Resources and Sustainable Development Rural Ecology, Soil, Forest, Water, Land-cover use: human activities and impact; Rural Energy System.	6	2	
Unit IV Approaches to Rural Development Drought Prone Area Programme, PMGSY, SGSY, MNREGA, Jan Dhan Yojna and Rural Connectivity, PURA	10	2	
Unit V Rural Economic Base Agriculture and Allied Sector, Non-farm Activities, Cooperatives, Nature of Indian Agriculture and Problems, WTO and Indian Agricultural challenges. Agricultural Finance: Need, Sources, Kisan Credit Card, role of NABARD in Rural Development. Agricultural Marketing.	12	4	
Unit VI Rural Amenities and Services Health Care, Sanitation, Drinking Water, Electrification and Education.	4	2	
Unit VII Dissertation Prepare a dissertation on any village based on any aspect.	2		2

Reading List

1. Gilg A. W., 1985: An Introduction to Rural Geography, Edwin Arnold, London.
2. Krishnamurthy, J. 2000: Rural Development - Problems and Prospects, Rawat Publs., Jaipur
3. Lee D. A. and Chaudhri D. P. (eds.), 1983: Rural Development and State, Methuen, London. 4.
- Misra R. P. and Sundaram, K. V. (eds.), 1979: Rural Area Development: Perspectives and Approaches, Sterling, New Delhi.
5. Misra, R. P. (ed.), 1985: Rural Development: Capitalist and Socialist Paths, Vol. 1, Concept, New Delhi.
6. Palione M., 1984: Rural Geography, Harper and Row, London.

7. Ramachandran H. and Guimaraes J.P.C., 1991: Integrated Rural Development in Asia – Learning from Recent Experience, Concept Publishing, New Delhi.
8. Robb P. (ed.), 1983: Rural South Asia: Linkages, Change and Development, Curzon Press.
9. UNAPDI 1986: Local Level Planning and Rural Development: Alternative Strategies. (United Nations Asian & Pacific Development Institute, Bangkok), Concept Publs. Co., New Delhi.
10. Wanmali S., 1992: Rural Infrastructure Settlement Systems and Development of the Regional Economy in South India, International Food Policy Research Institute, Washington, D.C.
11. Yugandhar, B. N. and Mukherjee, Neela (eds.) 1991: Studies in Village India: Issues in Rural Development, Concept Publs. Co., New Delhi

MODE OF ASSESSMENT AND MARKS DISTRIBUTION

1. Total marks would be 100.
2. Internal assessment would include objective tests, written tests, assignments, paper presentation, laboratory work, etc. as found suitable.
3. The students shall be informed in advance about the nature of assessment. Students shall be required to compulsorily attend internal assessment.
4. There shall be one End semester THEORY examination which is normally a written one carrying 53 % Marks and a PRACTICAL examination based on Project work/Dissertation carrying 27% marks in each course of a Semester covering the entire syllabus prescribed for the Course
5. The marks distribution for THEORY and PRACTICAL Course (Dissertation based) is given below:

	Internal assessment	End semester		Total
THEORY	13	53		66
PRACTICAL	7	Dissertation	22	34
		Viva voce	5	
		Total	27	
GRAND TOTAL				100

FACULTY OF EDUCATION
DEPARTMENT OF EDUCATION
COURSE: PEDAGOGY IN TEACHING AND LEARNING
[MARKS: 100 (IN-SEMESTER: 20; END SEMESTER: 80)]

Course Objective

The objective of the course is to enable the students to-

1. understand the basic concept of teaching and learning.
2. identify the different teaching competencies of the modern teacher.
3. evaluate the desirable teacher behaviour in teaching learning process.
4. analyze the modern strategies in teaching and learning.
5. apply the modern strategies in teaching and learning.

Expected learning outcome:

On completion of the course, the students will be able to-

1. explain the meaning and nature of teaching.
2. describe the variables of teaching and learning.
3. explain the concept of teaching competency.
4. describe the features and approaches of teaching competency.
5. evaluate teacher behaviour.
6. identify desirable teacher behaviour in teaching learning.
7. describe sequential pattern of teaching behaviour.
8. apply the modern strategies in teaching and learning.

Course content:

Unit	Content	Marks	Hours
1	Concept of Teaching 1.1 Meaning and nature of teaching 1.2 Relationship between teaching and learning 1.3 Variables in the teaching learning process. a) The learning task b) Learner behaviour c) Teacher behaviour i) Teacher personality ii) Teaching style iii) Teacher expectation iv) Teacher competence	12	08
2	Teaching Competency 2.1 Concept of teaching competency 2.2 Features of teaching competency 2.3 Approaches to develop teaching competency	14	11

	a) Interpersonal and communication skills b) Classroom management c) Planning and organization d) Collaboration and team work e) Inclusiveness f) Adaptability		
3	Teacher Behaviour in Teaching Learning Process 3.1 Meaning of teacher behaviour 3.2 Characteristics of teaching behaviour 3.3 Desirable behaviour in teaching 3.4 Sequential pattern of teaching behaviour	14	11
4	Modern Strategies in Teaching and Learning 4.1 Microsoft office applications (Word, Power point, Excel) 4.2 Different online platforms (Google classroom, Google meet, Zoom) and their application in teaching learning. 4.3 Creating Google form 4.4 Brainstorming strategy 4.4.1 Meaning, objectives and advantages of brainstorming strategy 4.4.2 Mind mapping strategy (Concept, advantages of mind mapping, importance of mind mapping and its application in teaching learning)	40	30
	Total	80	60

In-semester Assessment:

Marks: 20

A. Sessional activities (The teacher may assign and assess any one of the following):
Marks 10

- a. Prepare a project using Microsoft applications like Word, Power point, Excel (The students will prepare a topic of their own choice using any of the Microsoft applications)
- b. Present a seminar paper on any one of the contents of the course.

B. Sessional tests:

Marks: 7

C. Attendance:

Marks:3

End-semester Assessment:

Marks: 80

A. Theory:

Marks: 50

B. Practical activities

Marks: 30

(Prepare any topic by using mind map, Creating google form, google class room and related activities)

Suggested Readings:

1. Aggarwal, J.C. (2001). Principles, Methods and Techniques of Teaching. New Delhi: Vikas Publishing House Pvt. Ltd
2. Aggarwal, J.C. (2006). Essentials of Educational Technology: Teaching Learning. New Delhi: Vikas Publishing House Pvt. Ltd
3. Buzan, T., Gruffiths, C., Harrison, J. (2013). Modern mind mapping for smarter thinking. Proactive Press.
4. Krasnic, T. (2012). How to study with mind maps: The concise learning method for students and life long learners. Concise books publishing.
5. Sharma, R. A. (2004). Educational Technology. Meerut: Surya Publication
6. Singh, C.P. (2011). Advanced Educational Technology. New Delhi: Saurabh Publishing House.

CERTIFICATE COURSE IN FUNCTIONAL ENGLISH

FOR

UNDERGRADUATE STUDENTS

MARKS: 100 (IN-SEMESTER:20; END SEMESTER : 80)

COURSE OBJECTIVES:

The main purpose of the Certificate Course on Functional English is to activate and enrich students' proficiency in English Language and improve their communicative competence in listening, writing, speaking and reading. It will be helpful for them to play an effective role in educational, social, commercial, job-oriented and administrative areas.

- To enable the students to understand some of the basic grammatical concepts of English language in non-perspective rather than in descriptive manner.
- To acquaint students to learn and to speak English in a more efficient and effective manner.
- To enhance students' ability of communicating in written mode with accuracy and fluency.

Course Content:

UNIT	CONTENT	MARKS	HOURS
1	Developing Conversational Ability a. Formal Interviews b. Making Enquiries, requests, seeking permission, etc. c. Participating in small talks-- At the office, at the railway station, airport, hospital, bank, etc. d. Expressing gratitude, offering condolences, complaining, congratulating people, etc. e. Group Discussion	15	10
2	Writing Skills a. Letter writing in Email format b. Speech Writing c. Article writing d. Interactive Writing	25	20
3	Functional Reading a. Reading Official letters and profiles b. Reading News Reports/ Newspapers c. Reading Online Content d. Reading Comprehension, Description,	15	12

	Description and Narration (Objects, Places and People)		
4	Grammar and Usages, Verbal Reasoning a. Common Grammatical Errors b. Syllogisms c. Critical Reasoning d. Sentence Rephrasing e. Statement Assertion, Conclusion and Implicit Assumption	25	18
TOTAL		80	60

IN-TERM ASSESSMENT : Marks 20

Sessional Activities:

Prepare a Seminar Paper on any one content of the course (Marks 7)

Sessional Tests (Marks 10)

Attendance (Marks 03)

END-TERM ASSESSMENT : Marks 80

Theory (Marks 50)

Practical Activities (Marks 30)

EXPECTED LEARNING OUTCOME

- Students will improve their speaking ability in English both in terms of fluency and comprehensibility;
- Students will strengthen their ability to write academic papers, essays and summaries using the process approach;
- Students will develop abilities as critical thinkers, readers and writers;

SUGGESTED READINGS

- R. K. Bansal and J. B. Harrison, *Spoken English: A Manual of Speech and Phonetics* (New Delhi: Orient BlackSwan, 4th edition, 2013)
- Mohammad Aslam, *Teaching of English* (New Delhi: CUP, 2nd Edition, 2009)
- *Business English* (New Delhi : Pearson, 2008)
- Penny Ur, *A Course in Language Teaching : Practice and Theory* (Cambridge, CUP, 1996)
- S. R. Inthira and V. Saraswathy, *Enrich Your English*, (OUP, CIEFL, 1997)
- N. D. Turton and J. B. Heaton, *Longman Dictionary of Common Errors* (Longman, 1998)

Course Title : Human Rights

Course Code :

Nature of the Course : SEC

Total Credits : 3

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

COURSE OBJECTIVE:

- a. To introduce the students with the basic idea and primary concepts of Human Rights.
- b. To give them brief knowledge about the trajectory, provisions and implementing agencies of Human Rights.
- c. To help them comprehend the major concerns and issues affecting the violation of Human Rights.
- d. To make them aware about the vulnerable groups having Human Right concerns.

Unit	Contents	Class Distribution	Marks Distribution
<i>Unit 1: Conceptual Development and Evolution of Human Rights</i>	1.1. Concept of Rights 1.2. Genesis and basic idea of Human Rights 1.3. Meaning, nature and scope 1.4. Evolution: Three Generations of Human Rights	12	20 Marks
<i>Unit 2: Provisions and Mechanisms for Implementation: International and Indian</i>	2.1. International Provisions 2.1.1. The UN Charter 2.1.2. Universal Declaration of Human Rights 2.1.3. International Covenants on Human rights 2.2. Indian Provisions 2.2.1. Constitution and Human rights 2.2.2. Fundamental Rights and Duties 2.2.3. The Directive Principles of State Policy 2.3. National and State Human Rights Commission	12	20 Marks
<i>Unit 3: Emerging Socio-Political Issues Concerning Human</i>	3.1. Terrorism/Insurgency and Violation of Human Rights	12	20 Marks

Rights	3.2.Globalisation and its impact on Human Rights 3.3.Environmental hazards and violation of Human Rights 3.4.Internally Displaced Persons and Human Rights 3.5.Human Rights violation in the wake of COVID-19		
Unit 4: Human Rights concerns of specific groups	4.1. Human Rights and Women 4.2. Human Rights and Child 4.3. Human Rights and the issues of vulnerables- Old age and disabled persons.	12	20 Marks

Modes of In-Sem Assessment: 20 Marks

1. One Unit Test: 10 Marks
2. Any of the activities listed below: 10 Marks
 - a. Home Assignment
 - b. Seminar
 - c. Group Discussion
 - d. Fieldwork/ Project
 - e. Viva-Voce

LEARNER'S OUTCOME:

On completion of course the students will be able:

- a. To understand the concept of Human Right and its significance for individual and society.
- b. To evaluate the role of national and international agencies in implementing and promoting Human Rights.
- c. To realise the Human Right concerns of socio-political importance and the importance of protecting Human Rights of specific groups.

SUGGESTED READING LIST:

Alferdsson, Gudmundur and Eide, Asbjorn, ed., The Universal Declaration of Human Rights: A Common Standard of Achievement, The Hague, Martinus Nijhoff publishers, 1999.

Asian-African Legal Consultative Organization, Fifty Years of AALCO: Commemorative Essays in International Law, New Delhi, 2007.

Bhargava, Rajeev and Acharya, Ashok, eds. Political Theory: An Introduction, Delhi: Pearson, 2014.

Donnelly, Jack, Universal Human Rights in Theory and Practice, Jaipur: Rawat, 2014.

Paul Gordon Lauren, The Evolution of International Human Rights: Visions Seen, Philadelphia: University of Pennsylvania Press, 2003.

Rahman, Anisur, ed., Human Rights and Social Security: Perspectives, Issues and Challenges, New Delhi: Manak Publications, 2011

Yasin, Adil, Human Rights, Akansha Publishing House, 2004.

Other sources:

Human Rights Law Journal, 1980-. Quarterly (N.P. Engel, Gutenbergstr. 29, B.P. 1940, D-7640 Kehl, Germany, or 3608 South 12th St., Arlington, VA 22204, USA).

Human Rights Quarterly, 1981-. (Johns Hopkins University Press, Journals Division, Baltimore, MD 21218, USA).

5/8/23.
Head
Department of Political Science
M.D.A. Girls College, Diaruah

Faculty Of History

DEPARTMENT OF HISTORY

COURSE: Basics of Tourism Management

Marks: 100 (In Semester: 20 End Semester: 80)

Expected learning outcome: on completion of the course the students will be able to-

1. Employment Opportunities.
2. Improve personal income.
3. Increased standard of living.
4. Improve cultural harmony.
5. Get an idea about the historical monuments.

Objectives: The objectives of this paper are to give an idea of tourism management and to improve the life of community and people's life. It aims to provide the students about the tourism-oriented facilities.

Course Content

Unit	Content	Marks	Hours
1	Concepts of Tourism 1.1- Definition of Tourism 1.2- Types of Tourism and Tourists. 1.3- Approaches to the study of Tourism. 1.4- Tourism growth in NE India	15	15
2	Historical Background of Tourism 2.01- Places of Tourist Attraction in North East. 2.02- Places of Historical and Cultural Importance, Religious Importance. 2.03- Architectural Heritage- Tourist Festivals of NE.	15	15
3	Educational Tourism 3.01- An introduction to educational Tourism- Tourism education in India. 3.02- Exploring cultural Tourism 3.03- Exploring nature Based Tourism- Ecology and sustainable Tourism. 3.04- Schools education Tourism-	15	15

	Adults and senior educational Tourism-college and University students Tourism.		
4	Management in Tourism 4.01- Tourism Industry- Tour Operators 4.02- Travel Agent, Travel Agencies, Hotels and Resorts, Hospitality and Consultancy, Private clinics, Airlines, Railways. 4.03- Tourism Developments under Different plans. 4.04- National tourism policy in India.	15	15
Total		60	60

In Semester Assessment: Marks 20

- A) Sessional Exam- 10
- B) Attendance -05
- C) Seminar -05

End Semester Assessment:

- A) Theory – 60
- B) Project and field work- 20

Suggested Readings:

- | | |
|-----------------------------------|---|
| 1. Bora, Shiela and Bora, M.C | : The History Of Tourism |
| 2. Bala, Usha | : Tourism In India: Policy And Perspectives. |
| 3. Sharma K.K | : Tourism And Hospitality. |
| 4. Bhardwaj, D.S Khishan k. Kamra | : Tourism Education, an emerging essential. |
| 5. Sharpley Richard Telfer, David | : Tourism and Development: concepts and issues. |
| 6. Bhattacharya, Prasanta | : Tourism in Assam, Trend and Potentialities. |

Estimate -

Certificate – 1500
Books -5000
Miscellaneous -1500

FACULTY OF HOME SCIENCE
 DEPARTMENT OF HOME SCIENCE
 COURSE: HEALTH AND WELLNESS (T)

[MARKS: 100 IN-SEMESTER: 20; END SEMESTER: 80 (THEORY:50/PRACTICAL:30)]

Expected learning outcome: On completion of the course the student will be able to

1. Understand the effectiveness of Herbal remedies.
2. Acquaint with the importance of Yoga Therapy to learn discipline and self control leading to self realization.
3. Gain knowledge about the value of a well balanced diet for a disease free and healthy life.
4. Understand the role of counselling to regain well being and balance in one's life.

Course content:

Unit	Content	Marks	Hours
1	1. Medical Herbalism 1.1 Herbs as tonic 1.2 Forms of Green Herb Remedies 1.3 Diseases and their Remedies a) Diseases of the Digestive system : Acidity, Gas, Constipation, Diarrhoea, Dysentary, Intestinal worms b) Diseases of the Respiratory System: Common Cold, Cough, Whooping cough, Flu/Influenza, Asthma c) Diseases of the Ear, Nose and Throat: Bleeding Nose, Sore tongue, Bad breath, Tooth-ache d) Diseases of Nervous System: Poor memory, Headache, Fatigue, Insomnia/Sleeping problems e) Diseases of the Skin and Hair: Acne and Pimples, Dandruff, Burns, Sun burn f) Problems in Females: Pre menstrual Syndrome, Painful periods, Anaemia	10	7
2	2. Yoga Therapy 2.1 What is Yoga 2.2 Various systems of Yoga 2.3 Prayer 2.4 Meditation 2.5 General guidelines of Yoga practice 2.6 What is Hatha-Yoga 2.7 Pranayama: Nadisodhana / Anuloma Viloma Pranayama (Alternate Nostril Breathing), Bhramari Pranayama (Bhramari Recaka), Dhyanian Sambhavi Mudra 2.8 Asanas: Padmasana, Savasana, Uddiyana-Bandha (Raising of the Diaphragm) 2.9 Sankalpa 3.0 The Curative value of Pranayama and Asanas: Acidity, Bladder Complaints, Constipations, Headaches, Asthma, Indigestion, Obesity	15	13
3	3. Diet and Nutrition 3.1 A Well Balanced Diet: Water – A great gift for Men's Life and Health,	15	13

	Gaining and losing Weight, Protein, Fats, Carbohydrates 3.2 Classifications of various Foodstuffs according to Yoga and Ayurveda: Curd, Honey, Wheat Germ, Soya, Powdered milk, Molasses, Dates, Figs, Tomatoes, Carrots, Ginger, Lemon, Onion, Garlic 3.3 An Ideal Diet		
4	4. Counselling 4.1 Nature and Purposes: Introduction, Stages in Development of counselling, Goals of counselling, Purposes of Counselling 4.2 Steps in the counselling Process	10	7

COURSE: HEALTH AND WELLNESS (P)

PRACTICAL

Unit	Content	Marks	Hours
1	1. Medicinal Herbalism 1.1 Preparation of green herb remedies for diseases	05	04
2	2. Yoga Therapy 2.1 Meditation 2.2 Prayers 2.3 Pranayama 2.4 Asanas	10	08
3	3. Diet and Nutrition 3.1 A well balanced diet 3.2 An ideal diet	10	04
4	4. Counselling 4.1 Counselling process	05	04

In-semester Assessment:

Marks: 20

A. Sessional activities:

Marks: 10

- a) Present a seminar paper on any of the contents of the course.

B. Sessional tests:

Marks: 07

C. Attendance:

Marks: 03

End-semester Assessment:

Marks: 80

A. Theory:

Marks: 50

B. Practical activities:

Marks: 30

Suggested Readings:

1. Counselling and Guidance, S. Rao
2. Eat up, Clean up, Your personal journey to a Healthy life by Manjuri Chandra
3. Light on yoga: The classic guide to yoga by the World's Foremost Authority by B.K.S Iyengar

SYLLABUS

Name of the Department / Departments – Philosophy & Sanskrit

Course Title - Applied Yoga for Holistic Health

Total Marks - 100 (IN-SEMESTER: 30; END SEMESTER: 70)

Course Duration - 6 months
No of Hours - 60

Course Objective:

- To propagate and promote yoga for positive mental and physical health
- To give an understanding of the prerequisites of Hatha Yoga
- To learn methods of performing *asanas*, *pranayama* and *mudras*
- To introduce essential elements of yoga-based lifestyle
- To introduce principles of teaching yoga

Section A (Theory)
Marks 30 { 20 +10 (Internal Assessment)}

Unit	Content	Marks	Hours
1	1.1 Introduction to Patanjala YogaDarsana with special reference to Astanga Yoga/Astangika Marga 1.2 Brief introduction of major kinds of Yoga 1.3 Concept of holistic health	10	06
2	2.1 Yoga Psychology: Citta and Cittavrtti , Cittabhumi or levels of mental life 2.2 Concept of mental health and Bahirangasadhana of Patanjala Yoga 2.3 Yoga Education as value based education and application in real life (references from Gita and Upanisads)	10	06
3	3.1 Classification of Asanas 3.2 Asanas according to postures: Standing Asanas, Sitting Asanas, Lying Asanas, Inverted Asanas Surya Namaskar and Pranayama	10	06

	3.3 Global acceptance and career prospects of Yoga		
	Section B Practical Students will be given lesson on Yogasana	70	48
	Total	100	60

Mode of Assessment

In-semester Assessment:

Marks: 20

A. Sessional activities (The teacher may assign and assess any one of the following):

- Prepare a seminar paper
- Prepare home assignment

Marks 10

Sessional Examination

Marks 10

End-semester Assessment:

Marks: 80

A. Theory:

Marks: 10

B. Practical activities

Marks: 70

Expected lecture outcome:

- Students will gain knowledge of fundamental and applied scientific concepts yogic Science.
- The course will help build up confidence leading to personality development.
- Students can find a career to teach and spread knowledge in School, Colleges and Health Institutions.

Suggested Readings:

- Bhide, Nivedita , Yoga- the way of life based on the Vision of Oneness, Vivekanand Kendra, Kanyakumari
- Sharma, Dr Manashi . Yog- ekatma darsanar uparat adharita Jivan xaili (Translated version of the book by Nivedita Bhide), Vivekananda Kendra Axomiya Prkashan Vibhag, Panbzar, Guwahati
- Tiwari, Dr Ram Shanker,(2011), The Yoga of Gita, Pustak Mahal, New Delhi
- <https://youtu.be/I2QWqsq8ePE>
- https://youtu.be/H_SBNWfcFds
- <https://youtu.be/UfyVHQ3essU>

A proposal for add-on course: **L^AT_EX** for beginners

Anirban Singha
Assistant Professor
Department of Physics
Manohari Devi Kanoi Girls' College, Dibrugarh

15th March, 2022

1 Introduction

L^AT_EX is a document markup language used to prepare high quality professional looking documents. It is particularly well-suited for scientific and technical applications however its incredible flexibility has attracted the attention of other academic disciplines as well. Unlike the more commonly used word processing softwares like Microsoft Word, Libre office Writer etc. L^AT_EX is based on the concept of separation of content and presentation- a concept more commonly encountered in web design. This enables the author(s) to focus on the content without worrying about the presentation; the presentation can be managed and altered for the entire document or wherever needed using specific commands.

L^AT_EX is an open source and free software. The documents written in L^AT_EX are stored in human-readable ASCII format and are always backward compatible. These qualities allow the documents prepared in L^AT_EX to look the same in different machines and operating systems. L^AT_EX has enormous capabilities which almost always outweigh the effort required to learn the language. As opposed to common notion learning L^AT_EX is quite easy and well facilitated by the availability of a large number of online resources and books.

2 Motivation

In spite of the ease of learning and superior capabilities L^AT_EX has remained a less explored option for document preparation and typesetting. It is evident from the following observations:

- Most people are only trained up to the basic level and hardly bother exploring the more advanced features. This results from the fact that people with the basic knowledge can produce near-professional looking documents.
- Most of the time users are seen to work with the default settings without going into the hassles of customization which could, otherwise, enhance the look of the documents even further.
- The equation-like, theorem-like environments, the automatic numbering systems, cross-referencing, citation and figure referencing systems offer quite an advantage over the commonly used word processing softwares but not many users are seen using these features.

- Apart from document preparation \LaTeX can also be used to make presentations- a feature very few users are aware of.

The proposed course aims at creating a general awareness about \LaTeX and train potential users-, primarily students in using \LaTeX for typesetting properly structured and professional looking documents.

3 Title of proposed course

" \LaTeX for beginners"

4 Prospective Learners

- The course is primarily designed for students pursuing undergraduate or postgraduate degree in science and technology subjects aspiring to go for higher studies and/or research.
- The course will also be beneficial to students from other streams.
- Apart from students of M.D.K.G. College, interested professionals and students from other institutions may also be allowed to take the course in future.

5 Prerequisite skills

Basic knowledge and experience of computer applications like word processing softwares (MS-Word etc).

Working knowledge of HTML may provide additional help in learning.

6 Course Objectives

The proposed objectives of course are to

- Familiarize the learner with manual typesetting in \TeX and \LaTeX .
- Equip the learner with the basic skills required for producing scientific documents consisting of tables, equations, figures, references and citations
- Familiarize the learner with free vector graphics softwares to be used for drawing simple figures in \LaTeX .

7 Proposed syllabus

The proposed course would cover the following broad topics:

Unit	Topics	Lecture hours	Marks
I	L ^A T _E X as a typesetting program, installation in windows and linux operating systems.	2 hours	4
II	Introduction to document classes: article, report, beamer, slides, book, IEEEtran, proc, minimal, memoir, letter.	6 hours	10
III	Page sizes, columns, title, title page, content, chapters, sections	6 hours	10
IV	Equations and math environments: equation, align, etc	14 hours	22
V	Matrices, tables	7 hours	12
VI	Citation styles in L ^A T _E X , Bibliography management using Bibl _{at} ex, labelling and cross-referencing within documents	5 hours	9
VII	Drawing figures using vector graphics: <ul style="list-style-type: none"> • IPE • LaTeXDraw • Inkscape 	20 hours	33
Total		60 hours	100 marks

8 Assessment and certification

The learning assessment would be done in a continuous mode during hands-on training and two written tests would be conducted (online/offline) having equal weightages.

8.1 Internal Assessment: Total: 20 marks

1. Assignment- 5+5=10
2. Attendance- 5
3. Classroom interaction- 5

8.2 Summative Assessment: Total: 80 marks

- Theory: 40 marks
- Laboratory: 40 marks

Learners successfully completing the course would be awarded certificates as per norms of Dibrugarh University.

9 Expected learning outcomes

On successful completion of the course the learner is expected to be able to

Department of Economics

Programme: Add on course on introduction to Goods & Services Tax (GST)

Total Credit: 06

Total Contact hours:60

Marks Distribution: Total marks-100 (End-Semester: 80, In-Semester: 20)

Introduction to Goods & Service Tax

Course Objectives: This paper will introduce students to the fundamental ideas and concepts related to right to impose indirect tax by the Government before and after 101st amendment of the constitution of India. It will also help the students to learn about registration under GST, input tax credit, assessment and administration of GST and power and legal framework for implementation of GST.

Expected learning outcome: On completion of this course students will be able to-

1. Explain the stages of evaluation of GST and different GST models.
2. Learn about the process of GST registration, reverse charge mechanism and expenditure from GST and GST tax rate.
3. Acquire the knowledge on eligibility criteria of input tax credit.
4. Learn the legal framework of GST.
5. Able to know about assessment and administrative techniques of GST.

Course of study and scheme of examination

Name of Course	Internal assessment marks	End semester marks	Total marks	Credit
Introduction to Goods & Services Tax (GST)	20	80	100	6

SYLLABUS

Introduction to Goods and Service Tax (GST)

Units	Number of lecture hour	Number of tutorial hours	Marks
1	15	3	16
2	10	3	16
3	10	3	16
4	15	3	16
5	10	3	16
Total	60	15	80

Suggested Readings:

1. S.K Shukla: GST in India
2. Taxman: Goods and Service Tax
3. H:C. Mehrotra, Indirect taxes, Sahitya Publication, New Delhi, 2018
4. Vinod k Singania, Indirect taxes, Taxmann's publications, new Delhi, 2018
5. Rakesh Kumar, Goods and Services tax, Dimond Pocket Pvt. Ltd.
6. Bare Act CGST.
7. Vivek k Agarwal, GST Guide for Students: Making GST-Good and Simple Tax.
8. Raj k Agrawal, Handbook on GST, Bharat Law House Pvt. Ltd.
9. Rakesh Garg and Sandeep Garg, GST Laws Manuals: Acts Role and Forms.
10. R.K. Jain, GST Law Manual-Acts, Rolls, Forms with ready reckoner