

**Add on Course**  
**History Department**  
**JDSG College, Bokakhat**

**Name of the Course:** Tourism in North-East India

**Duration:** 6 months

**Examination:** Theory: 70, Project: 30

**Objective of the Course:** After completing this course, students will be able to understand the potential of tourism development in North East India. They will be able to relate to the growing demand of tourism as an industry and various opportunities that this industry has to offer in terms of livelihood.

Unit: 1 Introduction	20
1.1 Meaning and Significance of Tourism, Tourists-Characteristics and Types	
1.2 Historical background and elementary geography of north-east India	
1.3 Population Structure and languages of North East India	
Unit: 2 Historical Tourism resources of North-east-India	20
1.1 Important spots of tourist attraction of historical significance	
1.2 Fort and ramparts, monuments, archaeological ruins and remains	
1.3 Temple architecture	
Unit: 3 Religious Tourism resources of North-east-India	15
1.1 Religious shrines	
1.2 <i>Dol-Deyalayas, Thaan and Satras</i>	
1.3 Religious fair and festivals etc.	
Unit: 4 Wildlife & Natural Tourism resources of North-east-India	15
1.1 National Parks, Wild life sanctuaries,	
1.2 Tiger reserves, Bird Sanctuaries,	
1.3 Hill Stations, Rivers, Lakes, Waterfalls etc.	
Unit: 5 Field Study & Project	30

## References:

1. Bhattacharya, Dr. Prasanta, '*Tourism in Assam Trend and Potentialities*', Bani Mandir, Assam, 2011
2. Bora, Shiela & Bora, Mahesh Chandra, '*The Story of Tourism: An Enchanting Journey Through India's North East*', New Delhi, 2005
3. Deka, Dr. Liky, '*Historical Tourism in North-East India*', Ashok Publication, 2021
4. Goswami, Gita & Goswami Pankaj, '*Uttar-Purbanchalar Eithasik Patabhumit Parjyatan*', Bidya Bhawan, Assam, 2015
5. Nath, Bhrigumoni & Buragohain, Dipamjyoti, '*Paryatan aru Paribhraman Byabosthapana*', Jorhat, 2018
6. Pathak, Guptajit, '*Paryatan-Uttar-Pub Bharatar Hatbawli*', Guwahati-2013

## **Certificate Course in the Scope and Approach of Teaching History**

### **Profile of the Department of History**

<b>Sl. no</b>	<b>Departmental information</b>	<b>Availability</b>
<b>1</b>	Name of the Department propose this add on Course:	History
<b>2</b>	Number of Faculty members in the Department	05
<b>3</b>	Number of Ph. D holders in the Department	02
<b>4</b>	Number MPhil holders in the Department	02
<b>5</b>	Number of Teachers having B. ED / M. ED/ D.E. LD	02
<b>6</b>	Number of Undergraduate students having honours in History	170
<b>7</b>	Number of Undergraduate students having History as Generic	200
<b>8</b>	Departmental library, Departmental Museum & ICT Room	Available

### **Justification of this Course:**

It has been observed that history has been losing its utility and interest as a subject for the study primarily because of uninspiring and defective methods of teaching and some other factors such as negative social perception regarding the subject. Very few students opt it as subject for study due to its less scope in job market and people who hear the words history class often think of boring lectures and list of important dates to remember. In this juncture through this course an attempt has been made that for history to achieve its fullest potential as a subject at any level in the educational system, it has become essential to equip the teacher with the new concepts, latest teaching procedures and techniques, as nothing can succeed unless the teacher cooperates, work hard and adopts the latest procedures. In this context it is hoped that a course of history regarding proper teaching of history and overcoming the problems faced by history teachers will go a long way in making the teaching of history interesting, inspirational and effective. Most of students after their graduation opt teaching as their profession, so this course helps them to acquaint with different methods and approaches of teaching history. Moreover, students those who has been pursuing their higher education in history, most of them especially North-Eastern Region of India are not oriented properly what to do after their graduation and post-graduation in History. Therefore, an attempt has also been made through this course to enlighten them regarding the scope of the subject both from the point of view of professional or vocational as well as the discipline for higher studies.

### **Target Groups:**

The students from under-graduate courses of the patron institution can enroll themselves for the course. This course is specially meant for the students of undergraduate

course who have been opting history as honours as well as a generic course. The outgoing students can also avail this course but subject to the availability of the seats. The students other than the discipline of history can also opt this course as their add on course.

### **Learning objectives:**

After this course the learners will be able to:

1. Know the objectives and values of teaching history.
2. Develop an approach regarding the professional and disciplinary scope of the subject.
3. Learn the different qualities and roles of a history teacher.
4. Know the right method of teaching-learning in history.
5. Make an idea about objectivity and scientific study of history
6. Develop useful mechanical skills related to history.

### **Syllabus**

**Certificate course in the Scope and Approach of Teaching History**  
**Total Marks: 100(Theory 70+ practical 30)**

<b>Unit</b>	<b>Contents</b>	<b>Marks</b>	<b>Contact Hours</b>	<b>Expected Learning outcome</b>
Unit: 1	<b>History-Nature, Scope and objectives</b> 1:01: Defining History and its Nature 1:02: Scope of History - Professional as well as a Discipline for Higher Studies 1:03: General & Specific objectives of Teaching History-School & College level 1:04: Values of Teaching History 1:05: Instructional objectives of Teaching History	20	06	
Unit:2	<b>Dynamic Role of a History Teacher</b> 2:01: Essential Qualities in a History Teacher 2:02: History Teacher and Controversial Topics 2:03: Role of History Teacher in developing National and International Understanding 2:04: History Teacher and Utilizing Current Events & Contemporary Affairs	15	05	

Unit:3:	<b>Dynamic Methods of Teaching History</b> 3:01: Need for Right Methods 3:02: Different methods of Teaching History- Text book method, Story-telling Method & Biographical Method. 3:03: Lecture Method, Conversational or Question-Answer method, Note Dictation, The Assignment method, 3:04: Supervised study, The Project Method, Source Method or Historical Method & Use of ICT in Teaching History.	20	07	
Unit:4:	<b>Objectivity &amp; Scientific Study of History</b> 4:01: Is History a Science or an Art? Scientific Approach to Indian History Teaching 4:02: Distortions in Indian History 4:03: History Curriculum-Principles for selecting curriculum 4:04: Chronology and Time Sense in History	15	04	
Unit: 5:	<b>Practical and development of some useful mechanical skills (Any one)</b> 5: 01: Preparation of Maps, Charts, Models, mind map and timelines 5: 02: Field Study to the places of historical significance 5:03: Teaching with Lesson Plan & Use of ICT	30	08	

#### Reference Books:

- Aggarwal, J.C., *Teaching of History: A Practical Approach*, Vikas Publishing, Delhi, 1993
- Kochhar, S.K., *Teaching of History*, Sterling Publishers, New Delhi, 1992.
- Peter Lambert & Phillip Schofield(ed.), *Making History: An Introduction to the History and Practices of a Discipline*, Rutledge, 2006
- Bhatia, R.L., *Contemporary Teaching of History*, Surjeet publications, Delhi, 2002
- Baruah, Dahal & Borah, *Introduction to History and Its Sources*, Kiran Prakashan, Dhemaji, 2014

**Add-on Course on**  
**Entrepreneurship and Business Management**  
**Organised by Department of Commerce, JDSG College, Bokakhat**  
**Session: 2022-23**

**Learning Objectives:**

By studying this course learner will be able-

- (i) To make themselves self-reliant. Students will gain knowledge about Entrepreneurship in detail and can practise the skills necessary to develop self-confidence;
- (ii) To set new career goals by establishing their own start-ups. Students will understand that education is not only for getting a job, it is also for creating a job for own self and for others too;
- (iii) To know about different assistance available to an Entrepreneur and about the procedure relating to the registration of a business firm;
- (iv) To show their level of innovation through creating a project report. Under this project preparation part students will learn how to create business ideas, how to explore business opportunities, how to grasp the locational advantage etc;

Units	Contents	Content Hours	Marks
<b>Unit -1</b>  <b>Entrepreneur&amp; Entrepreneurship</b>	1.1: Meaning and importance of Entrepreneur and Entrepreneurship 1.2: Evolution of the term 'Entrepreneurship' 1.3: Factors influencing Entrepreneurship. 1.4: Characteristics of Entrepreneur 1.5: Entrepreneur & Entrepreneurship 1.6: Types of Entrepreneur 1.7: New generations of Entrepreneurship 1.8: Barriers to Entrepreneurship	6 Hours	20
<b>Unit- 2</b>  <b>Entrepreneurial Motivation</b>	2.1: What is Motivation 2.2: Entrepreneurial Motivation 2.3: Maslow's Theory 2.4: Herjburg's Theory 2.5: McGragor's Theory 2.6: McClelland's Need Achievement Theory 2.7: Value/ Ethics related to Entrepreneurship	7 Hours	20

<b>Unit-3 Organisational Assistance &amp; MSME</b>	3.1: Assistance available to an Entrepreneur by different institutions 3.2: Schemes and policies framed by Government for entrepreneurship 3.3: Financial assistance for MSMEs. 3.4: Registration for setting up MSMEs- procedure, categories and benefits	8 Hours	20
<b>Unit- 4  Project Report</b>	4.1: Introduction on project 4.2: Idea Generation 4.3: Exploration of business opportunities/ advantages of local area 4.4: Selection of product/service 4.5: Different phases of a project 4.6: Project Report 4.7: Contents of a project report 4.8: Preparation of a project report based on individual's product/ service (Survey included)	9 Hours	10 Marks for theory + 30 Marks for practical

#### **Reference Books:**

1. Khanka S.S: Entrepreneurship Development, S. Chand & Company, New Delhi.
2. Desai Vasant: Dynamics of Entrepreneurial Development, Himalaya Publishing House, Mumbai.
3. Bezborah P & Barman. M.C: Udyamita Bikas, Ashok Book Stall, Panbazar, Guwahati
4. Mali D.D & Kalita J.C: Entrepreneurship Theory & Practice, Jain Book Agency, New Delhi.

## Add- on course on

Title : Montessori Teacher Training (MTT)

Department of Education

J.D.S.G. College, Bokakhat

1. **Objectives of this course** :To prepare UG level students for teaching in elementary level through the course MTT.
2. **Duration of course** : 6 months.  
Per months: 8 classes per class 1 hour duration.  
For 5 months:  $5 \times 8 = 40$  Nos. of classes. Total hours 40 hours.
3. **Who will eligible to take the course** : The UG level students (12 pass) are eligible to take this course.
4. **Seat capacity** : 30 Nos.
5. The course will starts from 1<sup>st</sup> September,2022 .The students will have to submits their forms before 20<sup>th</sup> August,2022.
6. Admission fee : 500/- (form fill up)
7. Certificates will be provided after completion of this course.

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ADD ON COURSE  
DEPARTMENT OF EDUCATION  
J.D.S.G. JDSG COLLEGE, BOKAKHAT

SYLLABUS OF MONTESSORI TEACHER TRAINING  
COURSE CODE: MTT  
Full Marks 100 (Theory 80 & Practical: 20)

**Expected learning out come:**

To provide carefully planned stimulating environment which will help the child develop on excellent foundation for creating learning the specific goal for the children who attend Montessori school are

- Developing positive attitude toward school.
- Helping each child develop self confidence.
- Assisting each child in building a habit of concentration.
- Fostering an abiding curiosity.
- Developing habits of initiative and persistence.
- Fostering inner security and sense of order in the child.

Unit	Content	Marks
1	<b>Psychology:</b> 1.1 Meaning nature & Scope of Psychology. 1.2 Branches of Psychology. 1.3 Child Psychology: Meaning nature & Scope and significance of Child Psychology. 1.4 Historical perspective of Child Psychology	20
2	<b>Developmental Pattern during Early Childhood.</b> 2.1 Developmental Pattern during this period- * Physical * Mental * Emotional * Social 2.5 Factors affecting Child Development- * Family/Home * School * Society	15
3	<b>Pre-primary Education</b> 3.1 Meaning, Nature and Scope 3.2 Different types of Pre-primary school 3.3 Aims and objectives of pre-primary Education 3.4 Methods of Pre-primary Education	20
4	<b>Developmental History pre-primary Education System</b> 4.1 Brief history of Montessori Education System and Maria Montessori. 4.2 Methods and Materials of Montessori Education. 4.3 Organization and role of teacher in Montessori school. 4.4 Relevance of Montessori Education System in the present day.	25
	<b>Practical:</b> Preparation of Rhymes, Action Song, Story Telling Drawing Speech etc. Viva-Voce.	20

### **SUGGESTED READINGS:**

1. Agarwal J C: Essentials of Educational Psychology, Vikash Publications 2018.
2. Berk. E. Laura: Child Development, Dorlic Kindersley (India) Pvt. Ltd.
3. Borua, Jatin: Sishu Monovigyan, L B Publications.
4. Chaube, S.P: Child Psychology, Lakshmi Narayan Agarwal, Educational Publishers Agra-2.
5. Deka, Birendra : Sishu Monovigyan aru Shiksha Samaj Vigyan, Banalata Publishing House, Dibrugarh.
6. Goswami, G.: Child Development, and Child Care, Arun Prakashan, Guwahati.
7. Hurlock. B.: Child Development, McGrow Hill Education, India.

Prepared by : 1. Mrs. Ruli Khanikar. (HoD),  
2. Mrs. Pranati Talukdar,  
3. Mr. Chandra Kanta Das,  
4. Mrs. Monjumoni Neog.

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## **Certificate Course in Yoga Education**

**Duration** six months

**Eligibility:** HSLC passed

**Objectives** The course aims at

- i) Promoting positive health, prevention of stress related health problems and rehabilitation through Yoga.
- ii) Integral approach of Yoga to common ailments.
- iii) Imparting skills in them to introduce Yoga for health to general public and Yoga for total personality development of students in Colleges.
- iv) Invoke scientific attitude and team spirit to channelize their energies in to creative and constructive endeavor.
- v) To enable them to establish Yoga center in the service of common man.

### **Syllabus**

**Certificate course in Yoga Education**

**Total Marks 100 (Theory 70+ Practical 30)**

**Unit 1: Introduction of Yoga :**

**Marks:15**

Meaning and definition of Yoga, Origin and history of Yoga, Streams of Yoga : Jnana, Bhakti and karma yoga, Aim, objective and nature of Yoga.

**Unit 2: Introduction of Hathyoga pradipika :**

**Marks: 20**

Hatha yoga - Introduction, relationship of Hathayoga and Rajayoga, greatness of Hathayoga, Hathayogi parampara, importance of Hatha and its secrecy, Paranyama - Benefits of Pranayama, Nadishuddhi and Pranayama. Duration and time for pranayama practice, Gradation of Pranayama, Sweat and Pranayama, Food during pranayama practice, Yukta and Ayukta pranayama, Nadishuddhi, Satkriya-Neti, Dhouti, Basti, Nauli, Trataka, Kapalbhathi, Gajakarani, Importance of Pranayama practice.

**Unit:3. Introduction to Gheranda Samhita :**

**Marks: 15**

Ghatayoga - Introduction, Saptanga yoga, Benefits, Satkriyas - Classification Practicing methods and benefits. Mudra - Introduction, 25 mudras - Classification, Practising methods and benefits. A comparative study of Hathayoga and Ghata yoga.

**Unit:4. Importance of Yoga and meditation**

**Marks: 20**

Importance of physical health, Hatha yoga a means to attain physical health, Bahya yoga. Antaranga yoga, Yama, Niyama, Asana, Place of practice of Hathayoga. Pranayama, Prakrtayoga, Vaikrtayoga. Kevalakumbhaka, Amana yoga, Ajapagayatri, Nadi, Pranava,

Bandha, duration of Pranayama, meditation, Antarangayoga - Pratyahara, object for meditation, posture, chakra, adhana, means to control chitta, dharana, duration and objects of dharana, Samadhi and definition, Conductives for Samadhi, benefits of Ashtangayoga - Hathayoga - Layayoga - Mantrayoga.

#### REFERENCE BOOKS:

1. Rajayoga - Swami Vivekananda - Ramakrishna Ashrama Publications.
2. Hathayoga Pradipika of Swatmananda - Kailashyadhama, Lonavala
3. The Science of Yoga - Taimini - Theosophical Publishing House, Adyar, Madras.
4. Yogasutras of Patanjali - Hariharananda Aranya, University of Calcutta Press, Calcutta.
5. Patanjali Yoga Pradhepa Omaramana Tirtha - Gosta Press, Gorakhpur.

Prepared By  
Diganta Borah  
Amarjeet Hazarika

## **Certificate course on Functional Hindi**

**Duration:** 6 Months

**Eligibility:** HSLC Passed

### **Objectives:**

The Constitution of India declares Hindi in the Dev Nagari script as the official language of the Union in the Article 343(1). So the constitution of India supports to spread hindi as a official language. With the immense popularity and international importance of our national language, there is also a growing employment in the field of Hindi language. In different departments of the Central government, State governments (in Hindi speaking States), it is mandatory to work in Hindi language. So there are various posts like Hindi Officer, Hindi Translator, Hindi Assistant, Manager (Official language) in different departments and units of Central / State governments. One can always choose the traditional option of teaching Hindi at schools, colleges & universities as teacher and professor in India. The growing interest among our foreign counterparts to understand the rich Indian culture. That is why many foreign countries have established centre of learning to promote Indian studies. So students need to study and understand the hindi language for their knowledge.

### **Syllabus**

**Certificate course on Functional Hindi**

**Total Marks 100**

**Unit I:**

**Marks: 30**

भाषा की परिभाषा, स्वरूप, प्रकृति, विशेषताएँ, भाषा के विविध रूप, हिन्दी भाषा: उद्भव और विकास, देवनागरी लिपि स्वरूप। नामकरण और विशेषताएँ, हिन्दी की वर्ण व्यवस्था,

Unit II:

Marks: 25

प्रयोजनमूलक हिन्दी: स्वरूप, विशेषता एवं प्रकार, हिन्दी का प्रयोग क्षेत्र, हिन्दी भाषा पारिभाषिक शब्द निर्माण एवं प्रयोग, हिन्दी भाषा का मानकीकरण

Unit III:

Marks: 20

हिन्दी भाषा की संवैधानिक स्थिति, पत्राचार के विविध रूप- कार्यालयी पत्राचार

Unit IV:

Marks: 25

अनुवाद अर्थ एवं परिभाषा, अनुवाद के विविध रूप, अनुवाद व्यवहार – कार्यालय, विधि, साहित्य, सामाजिक जीवन

सहायक ग्रंथ :

1. प्रयोजनमूलक हिन्दी सिद्धान्त और प्रयोग, दंगल झाल्टे, वाणी प्रकाशन, नई दिल्ली
2. प्रयोजनमूलक हिन्दी, विनोद गोदरे, वाणी प्रकाशन, नई दिल्ली
3. हिन्दी भाषा, हरदेव बाहरी, अभिव्यक्ति प्रकाशन, इलाहाबाद
4. हिन्दी व्याकरण और रचना, डॉ. वासुदेव नंदन प्रसाद, भारती भवन, पटना
5. अनुवाद विज्ञान, भोलानाथ तिवारी, वाणी प्रकाशन, नई दिल्ली
6. अनुवाद विज्ञान : सिद्धान्त और प्रयोग, डॉ. राजमणि शर्मा, वाणी प्रकाशन, नई दिल्ली

Prepared By

Diganta Borah

## **Certificate Course in Peace and Conflict Studies**

### **Department of Political Studies**

**J.D.S.G. College, Bokakhat**

#### **Course Structure**

**Objectives:** The course intends to acquaint students/learners about various issues related to Peace and Conflict and how both have interconnections. Since conflict is seen in more or less every nook and corner of the world, it has become a very essential issue to be undertaken and understood in order to resolve those and hence establish peace. Along with conflict and peace, various other related aspects like violence, cooperation, civil society, India's North East, etc. will also be incorporated into the syllabi.

**Papers:** The course will consist of one paper of 100 marks only and 80 marks will be theory and 20 marks will be project work.

**Total Lectures-** A total of 40 lectures each having 1 hour will be there.

#### **Unit-I: 8 Lectures**

Introduction to Peace and Conflict Studies. Evolution of Peace and Conflict Studies.

#### **Unit-II: 8 Lectures**

What is Violence? Types of violence-Direct, Indirect, Structural, Cultural Case Studies-Gujarat, Nellie.

#### **Unit-III: 8 Lectures**

Conflict and Cooperation. Inter-state conflicts-India and Pakistan. Multi-lateral Cooperation in South Asia. Role of SAARC.

## **Unit-IV**

**8 Lectures**

What is Civil Society? It's role in Peace Building. Civil society and peace building in Indian context. Case studies- Naga Hoho, People's Consultative Group.

## **Unit-V**

**8 Lectures**

Conflict and Peace in India's North East. Major Movements and Accords. Border disputes in North East India.

### **Project work:**

The project work will be of 20 marks. This will consist of Field Surveys/Field Visits/Assignments/Seminars, etc.

### **Reading List:**

- Galtung, Peace by Peaceful Means: Peace and Conflict, Development and Civilization, SAGE, 1996.
- Jeong, Ho-Won (2001), Peace and Conflict Studies: An Introduction, Ashgate
- Wallensteen, P. Understanding Conflict Resolution. London: SAGE Publications, 2007
- Ashutosh Varshney, Ethnic Conflict and Civic Life: Hindus and Muslims in India (New Haven: Yale University Press, 2002).
- Charles Tilly, The Politics of Collective Violence (Cambridge: Cambridge University Press, 2003).
- Derriennic, Jean-Pierre. 1972. "Theory and Ideologies of Violence." Journal of Peace Research 9:361-374
- Benjamin Valentino, Final Solutions: Mass Killings and Genocide in the Twentieth Century (Ithaca: Cornell University Press, 2004).
- Ayubur Rahman Bhuyan, Economic Integration in South Asia: An Exploratory Study, University of Dacca, Dacca, 1979
- Ghosh Partha S., Conflict and Cooperation in South Asia, Manohar Publishers, New Delhi, 1981.



- Bimal Prasad, Regional Cooperation in South Asia, Vikas Publishers, Delhi, 1989
- Lawrence Saez, The South Asian Association of Regional Cooperation (SAARC), Hoboken: Taylor & Francis, 2012.
- Richmond, Oliver, Subcontracting Peace: NGOs and Peacebuilding in a Dangerous World, Aldershot: Ashgate publishers, 2006.
- World Bank, Engaging Civil Society Organisations in Conflict Affected States, Washington DC, WB, 2005.
- Saikia, Jaideep, Frontiers in Flame, Viking: New Delhi, 2007.
- Misra, Udayon, The Periphery Strikes back: Challenges to The Nation State in Assam and Nagaland, IIAS: Shimla, 2000.
- Tarapot Phanjoubam, Insurgency Movement in North East India, Vikas Publishes: New Delhi, 1994
- Baruah, Sanjib, Durable Disorder: Understanding the Politics of North East India, Oxford University Press: New Delhi, 2005.

## **Organization of the course**

- Chief Adviser:** Dr. Jayanta Gogoi, Principal, J.D.S.G. College
- Advisers:** Sri Nagendra Nath Nayak, Head, Dept. of Political Science  
Dr. Nandita Kakoti, Associate Professor, Dept. of Political Science  
Sri Prasanta Saikia, Associate Professor, Dept. of Political Science  
Ms. Santi Saya Boruah, Associate Professor, Dept. of Political Science
- Coordinator:** Sri Sasanka Dhaval Saikia, Assistant Professor, Dept. of Political Science
- Members:** All Honours Students (Dept. of Political Science)

## **Certificate Course in Value Education**

### **Department of Political Studies**

**J.D.S.G. College, Bokakhat**

#### **Course Structure**

Value Education is rooted In India philosophy and culture and Ingrained In every Tradition of Indian culture. Educational Institutions play a significant role in the promotion of Value. The Vedas and Upanishads form the source of inspiration for Value Education. They are important because every human action is the reflection of an individual value and every human institution is the outgrowth of a social value. The centres of learning attempts should be made to develop moral consciousness among the learners.

Therefore our college has been providing a certificate course on value based education since 2016.

#### **Objectives:**

- To inculcate In the learners The feeling of co-operation, affection and compassion, peace, and non-violence, courage, Brotherhood, Importance of labour and a scientific temper.
- To train the learners towards becoming a responsible unit of the society.
- To explain to the learners the correct meaning and purpose of socialism, secularism, national unity and correct democratic procedures.
- To acquaint the student with the social, cultural and religious and economic situation of the country.
- To develop in the learners and desirable attitude about the own country, for humanity in general : all religions and prevailing In the land, life an environment and to know one's own strengths and limitations.

#### **Unit 1**

**15**

Meaning of Moral values, Spiritualism and Morality

#### **Unit 2**

**15**

Idealism in Vedas, Idealism in Bhagawad Gita, Idealism in Buddhism,

Concept of religion and morality

**Unit 3**

**15**

Contributors of moral value education

Robindra Nath Tagore

Aurobindo Ghosh

John Dewey

Rousseau

**Unit 4**

**15**

Education for value of national integration and international

Understanding, Environment protection

**Unit 5**

**20**

Practical: Seminar, workshop, Field work, etc.

**Internal Assessment:**

**20**

Group discussion, Assignment etc.

**Department of Economics, J.D.S.G. College, Bokakhat**

**Add-on Course**

**on**

**Tea Plantation & Management**

**Justification of the course:**

Department of Economics, J.D.S.G. College, Bokakhat has offered an add-on course on Tea Plantation & Management to the students of degree course of this college. This course is justified on the following grounds-

- i. Help in achieving suitable employment opportunities in varied skilled jobs in the tea industry of Assam.
- ii. Assist in making a good carrier on tea management so as to engage in the concerned industry or operate a small tea garden privately.
- iii. Assist in becoming a small tea grower.
- iv. Help in the growth of tea industry of Assam .

**Syllabus of Course**

**(prepared by Bichitra Hira, Assistant professor, J.D.S.G.College, Bokakhat)**

**Unit-I: History & Importance of Tea Industry:**

Origin of tea, importance and science of tea; History of Tea cultivation in India & Assam; History of Small Tea Growers(STGs) in Assam ; Importance of Tea Industry in India & Assam ; Government policies and support for Tea estate and Small Tea Growers ; Growth of STGs in Assam; Problems faced by STG in Assam; Inter-cropping & its importance ; Marketing of tea leaves & it's importance and Importance of leaves management.

**Unit-II: Tea Culture and Agronomy:**

Planting Materials approved by Tea Board of India; Propagation of Tea & Nursery Techniques- Propagation by seeds, Vegetative propagation, grafting, mother bush management; Establishment of tea plantation- Selection of Planting Site ;Land Preparation, Nursery Management ; Plant Spacing and Staking; Planting operation ; Soil& importance of soil structure for tea plantation- Soil structure, texture & soil health , Soil PH, Soil rehabilitation & Soil topography; Climatic conditions- temperature, rainfall& relative humidity ; Methods of Plucking & Tipping and Pruning & Training.

**Unit-III: Tea Management:**

Production management- Communication & Management Information system; Human resource management- Personal management and Industrial relations; Marketing and sales management ; Heath management ; Total quality management ; Management of Pest, disease

and weed - identification, symptoms and control measures by various synthetic chemical and organic chemicals ;Soil management- Soil Conservation, Role of soil nutrient in the growth & development of tea, study on nutrients deficiency symptoms & its improvement practices for growth & development; Water Management-Importance of water in growth & development of Tea Plant, and Management of Drainage & Irrigation operation.

**Unit-IV: Welfare and Security under Labour Laws:**

The Plantation Labour Act, 1951; The Factory Act, 1948; The Payment of wages Act, 1936; The Payment of Bonus Act, 1936; The Employee PF Act, 1952 & The Minimum wages Act, 1948.

**Unit-V: Practical:**

Field Survey, Project works in tea gardens and interaction with practitioners

**Referred Books/Journals:**

1. C.R. Harler: The Culture and Marketing of Tea, 3rd edition, 1964. Oxford University Press, London
2. D.N. Baruah: Science & Practice in Tea Culture, Tea Research Association, Tocklai Experimental station, Jorhat
3. K.C.Sharma: Diseases of tea and Associated Crops in North East India, 1960, Memorandum No. 26. Tocklai Experimental Station, Jorhat.
4. E. Hainsworth: Tea Pests and Disease and their Control, 1952, W. Heffer and Sons Ltd., Cambridge
5. Samuel Ball: An Account of the Cultivation and Manufacture of Tea in China, 1848. Longman, Brown, Green and Longmans, London
6. H. Panda: Cultivation and Manufacture of Tea (2nd Revised Edition), Paperback
7. The Assam review and Tea News, Monthly journal.
8. Edward Money :The Cultivation & Manufacture of Tea .2016 Edition , Wentworth Press

# **Add on Course**

## **Agro-Farming Cell**

### **JDSG College, Bokakhat**

**Name of the Course:** Hybrid Napier Grass Cultivation & Marketing

**Duration:** 6 months

**Examination:** Theory: 60, Practical: 40

**Objective of the Course:** Since most of the students of this college belong to the rural background, the projects aim to make them self reliant after graduation. They are trained to earn with minimum investment. In fact, the motto of the project is "**Learning with Earning**".

Unit: 1 Introduction	20
1.1 Description of Napier Grass	
1.2 Hybrid Napier Grass Cultivation for livestock & its possibilities	
1.3 Climate & soil requirements	
1.4 Time of planting	
Unit: 2 Various uses of Hybrid Napier Grass	15
1.1 Production of Biomass and Biofuel	
1.2 Pest management	
1.3 Fodder Crop	
1.4 Nutritive value Napier Grass	
Unit: 3 Method of planting	20
1.1 Sowing of Napier Grass	
1.2 <i>Plantation of Napier Grass</i>	
1.3 The conventional method of Napier Grass Plantation	
1.4 Tumbukiz method of Napier Grass plantation	
1.5 Plantation in both round and rectangle type pits	
1.6 Harvesting the Napier Grass	

Unit: 4 Agriculture Marketing

15

- 1.1 Agriculture Marketing: Concept, Features & Strategies
- 1.2 Introduction to Agri-business management
- 1.3 Marketing & management policies for agro product

Unit: 5 Field Study & Project

30

**References:**

1. Takahashi, M, Moomaw, J.C. & Ripperton, J.C., 'Studies of Napier Grass III. Grazing Management, University of Hawaii, 1966



## **Certificate Course in Environmental Management and Ethics**

### **Department of Philosophy**

#### **Target Groups:**

The students from under-graduate courses of the patron institution can enroll themselves for the course. The outgoing students can also avail this course but subject to the availability of the seats. The students other than the discipline of philosophy can also opt this course as their Add-on course.

#### **Learning objectives:**

By studying this course learners will able to:

1. Make themselves aware of their environment.
2. Understand the ethical relationship between human being and the environment.
3. Develop an approach towards the ethical basis of environmental protection and its relevance in present context.
4. Build up a positive outlook of nature and measuring and managing biodiversity.
5. Articulate responsibilities to human regarding global posterity.

### **Syllabus**

#### **Certificate course on Environmental Management and Ethics**

**Total Marks: 100(Theory 70+ practical 30)**

<b>Unit</b>	<b>Contents</b>	<b>Marks</b>	<b>Contact Hours</b>	<b>Expected Learning outcome</b>
Unit: 1	<b>Ethics -Nature, Scope, Utility and Branches</b> 1:01: Definition and Nature of Ethics 1:02: Scope of Ethics 1:03: Utility of Ethics 1:04: Branches of Ethics	15	06	
Unit:2	<b>Applied ethics- Definition, Branches</b> 2:01: Definition and Nature of Applied Ethics 2:02: Branches of Applied Ethics: Bio- Medical Ethics, Professional Ethics, Environmental Ethics	15	06	

Unit:3:	<b>Environmental Ethics: Definition, Type, Approaches, Theories</b> 3:01: Meaning and definition of Environmental Ethics 3:02: Types of Environment 3:02:Approaches of Environmental Ethics: Conservation Ethics, Libertarian Extension and Ecological Extension, 3:0: Theories of Environmental Ethics: Humanist Theory, Anthropocentric Theory	20	07	
Unit:4:	<b>Environment: , Factors Affecting Human Health, Attitude, Education and Awareness</b> 4:01:Environmental Factors That can Impact Human Health 4:02:Environment Attitude: Positive Attitude, Negative Attitude 4:03: Environment Education and Awareness	20	04	
Unit: 5:	<b>Practical</b> 5: 01: Field Study of important Ecological Sites 5: 02: Project Work	30	08	

**Reference Books:**

- **Singer, Peter (1986): Applied Ethics, Oxford University Press**
- **Sinha, Jadunath (1923): A Manual Of Ethics, New Central Book Agency, 13<sup>th</sup> Revised Edition**
- **Wright, William Kelley (2019): General Introduction To Ethics, Forgotten Books**

# অসমীয়া বিভাগ

## সংযোজন পাঠ্যক্রম

### পাঠ্যক্রম : পৰিৱেশ্য কলা (নাটক)

পৰিৱেশ্য কলা পাঠ্যক্রম অসমীয়া বিভাগৰ অধীনত প্ৰস্তুত কৰি উলিওৱা সংযোজন পাঠ্যক্রম। সংযোজন পাঠ্যক্রম সমূহে সাধাৰণতে ছাত্ৰ-ছাত্ৰীৰ বিশেষ প্ৰতিভাৰ উত্তৰণ ঘটোৱাত সহায় কৰে। পৰিৱেশ্য কলা এই পাঠ্যক্রমতো আগ্ৰহী ছাত্ৰ-ছাত্ৰীক পৰিৱেশ্য কলাৰ বিভিন্ন বিষয়সমূহৰ ভিতৰৰ কেৱল 'নাটক' সম্বন্ধে শিক্ষা প্ৰদান কৰা হ'ব। ছমহীয়া এই পাঠ্যক্রম ৫০+৫০=১০০ নম্বৰত ভাগ কৰা হৈছে। প্ৰথম ৫০ নম্বৰৰ বাবে লিখিত পৰীক্ষাৰ ব্যৱস্থা থাকিব আৰু পিছৰ ৫০ নম্বৰৰ বাবে হ'ব ব্যৱহাৰিক পৰীক্ষা। এই পাঠ্যক্রমত উচ্চতৰ মাধ্যমিক আৰু স্নাতক পৰ্যায়ৰ ছাত্ৰ-ছাত্ৰীয়ে নামভৰ্তি কৰিব পাৰিব। মুঠ আসনৰ সংখ্যা ৩০খন। উত্তীৰ্ণ ছাত্ৰ-ছাত্ৰীসকলক প্ৰমাণপত্ৰ প্ৰদান কৰা হ'ব।

কাকত	কাকতৰ নাম	নম্বৰ
প্ৰথম কাকত	পৰিৱেশ্য কলাৰ পৰিচয় আৰু নাটক	৫০
দ্বিতীয় কাকত	ব্যৱহাৰিক কাকত	৫০

### প্ৰথম কাকত

#### পৰিৱেশ্য কলাৰ পৰিচয় আৰু নাটক

মুঠ নম্বৰ - ৫০

(এই কাকতৰ যোগেদি পৰিৱেশ্য কলাৰ অৰ্থ, তত্ত্ব, পৰিচয়, অধ্যয়নৰ গুৰুত্ব আৰু প্ৰাসংগিকতা আৰু অসমীয়া নাটক সম্বন্ধে এটি ধাৰণা দিবলৈ বিচৰা হৈছে।)

গোট - ১ : ১৫ নম্বৰ

- ক) পৰিৱেশ্য কলাৰ অৰ্থ, তাৎপৰ্য, অধ্যয়নৰ গুৰুত্ব আৰু প্ৰাসংগিকতা
- খ) পৰিৱেশ্য কলাৰ পৰম্পৰা
- গ) গুৰু-শিষ্যৰ পৰম্পৰা

গোট - ২ : ১৫ নম্বৰ

- ক) নাটকৰ উৎপত্তি, উপাদান আৰু প্ৰকাৰ
- খ) অসমীয়া নাটকৰ সংক্ষিপ্ত ইতিহাস

গোট - ৩ : ১৫ নম্বৰ

- ক) অসমৰ লোক নাট্যানুষ্ঠান আৰু অংকীয়া নাট  
(খুলীয়া ভাওৰীয়া, ওজাপালি, পুতলা নাচ ইত্যাদি)
- খ) আধুনিক অসমীয়া নাটক  
(জ্যোতিপ্ৰসাদ আগৰৱালা আৰু অৰুণ শৰ্মা)

## দ্বিতীয় কাকত

ব্যৱহাৰিক কাকত

মুঠ নম্বৰ - ৫০

(এই কাকতৰ জৰিয়তে ছাত্ৰ-ছাত্ৰীসকলে নিম্নলিখিত বিষয়সমূহ পৰিৱেশন কৰি দেখুৱাব লাগিব।)

গোট - ১ :

১৫ নম্বৰ

নিৰ্বাচিত নাটকৰ এটি অংশৰ অনুশীলন আৰু প্ৰদৰ্শন যিকোনো এখন নাটকৰ যৌথ (তিনি/চাৰিজন) প্ৰদৰ্শন

- ক) শংকৰদেৱ - ৰামবিজয়
- খ) জ্যোতিপ্ৰসাদ আগৰৱালা - কাৰেঙৰ লিগিৰী
- গ) অৰুণ শৰ্মা - শ্ৰী নিবাৰণ ভট্টাচাৰ্য

গোট - ২ :

১৫ নম্বৰ

ছাত্ৰ-ছাত্ৰীৰ নিজা প্ৰদৰ্শন

বিষয় : নাটক (আধুনিক অসমীয়া যিকোনো এখন নাটকৰ চৰিত্ৰ ৰূপায়ন)

প্ৰসংগ পুথি :

- ক) অসমীয়া নাট্য সাহিত্য - সত্যেন্দ্ৰনাথ শৰ্মা, সৌমাৰ প্ৰকাশন, গুৱাহাটী
- খ) জ্যোতিপ্ৰসাদৰ নাটক - প্ৰফুল্ল কুমাৰ বৰুৱা, অসম প্ৰকাশন পৰিষদ, গুৱাহাটী
- গ) ভাৰতৰ উত্তৰ পূৰ্বাঞ্চলৰ পৰিৱেশ্য কলা - নবীন চন্দ্ৰ শৰ্মা, বনলতা, গুৱাহাটী
- ঘ) অৰুণ শৰ্মাৰ নাটক : সমীক্ষাত্মক বিশ্লেষণ - ৰঞ্জন ভট্টাচাৰ্য, পূৰ্বাঞ্চল প্ৰকাশ, গুৱাহাটী

প্ৰস্তুত কৰ্তা

ড° ৰুবী বৰা, সহযোগী অধ্যাপক

ড° মিতালী নাথ, সহকাৰী অধ্যাপক

অসমীয়া বিভাগ, জে.ডি.এচ.জি. মহাবিদ্যালয়, বোকাখাত

# জে.ডি.এচ.জি. মহাবিদ্যালয়, বোকাখাত

## চাৰ্টিফিকেট কৰ্চ

### পাঠ্যক্ৰম : মিচিং ভাষা শিক্ষণ

বোকাখাত জে.ডি.এচ.জি. মহাবিদ্যালয়ৰ চলিত বৰ্ষ ২০২২ পৰা মহাবিদ্যালয়ৰ ছাত্ৰ-ছাত্ৰীসকলৰ বাবে 'মিচিং ভাষা শিক্ষণ' এই পাঠ্যক্ৰম মুকলি কৰা হৈছে। ভাষা শিক্ষণৰ প্ৰতি ছাত্ৰ-ছাত্ৰীৰ আগ্ৰহ বঢ়োৱাৰ লগতে ডিব্ৰুগড় বিশ্ববিদ্যালয়ৰ স্নাতক স্তৰীয় যান্মাসিক (CBCS অসমীয়া সন্মান বিষয়) ত অসমৰ জনগোষ্ঠীয় ভাষা অধ্যয়নৰ পাঠ্যসূচী অন্তৰ্ভুক্ত হৈ আছে। এই উদ্দেশ্যসমূহ আগত ৰাখি জে.ডি.এচ.জি. মহাবিদ্যালয়ে প্ৰস্তুত কৰা এই পাঠ্যক্ৰমত ৮০+২০=১০০ নম্বৰৰ এখন কাকত অধ্যয়ন কৰিব লাগিব। কাকতখনৰ ৮০ নম্বৰৰ বাবে লিখিত পৰীক্ষাৰ ব্যৱস্থা থাকিব আৰু ২০ নম্বৰ থাকিব ব্যৱহাৰিক পৰীক্ষাৰ বাবে। এই পাঠ্যক্ৰমত উচ্চতৰ মাধ্যমিক আৰু স্নাতক পৰ্যায়ৰ ছাত্ৰ-ছাত্ৰীয়ে নামভৰ্তি কৰিব পাৰিব। মুঠ আসনৰ সংখ্যা ৫০ খন। ছমহীয়া এই পাঠ্যক্ৰম অধ্যয়নৰ অন্তত পৰীক্ষাত উত্তীৰ্ণ হোৱা ছাত্ৰ-ছাত্ৰীসকলক প্ৰমাণপত্ৰ প্ৰদান কৰা হ'ব।

কাকত	কাকতৰ নাম	নম্বৰ
প্ৰথম কাকত	মিচিং ভাষা অধ্যয়ন	৮০
দ্বিতীয় কাকত	ব্যৱহাৰিক কাকত	২০
		মুঠ নম্বৰ : ১০০

### প্ৰথম কাকত

#### মিচিং ভাষা অধ্যয়ন (মুঠ নম্বৰ : ৮০)

(এই কাকতখনৰ জৰিয়তে অসমৰ অন্যতম জনগোষ্ঠী মিচিংসকলৰ পৰিচয় লাভ কৰাৰ লগতে ভাষাৰ প্ৰাথমিক পৰিচয় লাভ কৰিব পাৰিব। তদুপৰি মিচিং সাহিত্যৰ বিষয়েও কিছু আভাস পাব পৰাকৈ কাকতখন প্ৰস্তুত কৰা হৈছে।)

প্ৰথম গোট :	২০ নম্বৰ
ক) মিচিংসকলৰ পৰিচয়	খ) মিচিং ভাষাৰ পৰিচয়
দ্বিতীয় গোট :	২০ নম্বৰ
মিচিং লিপি, বৰ্ণ পৰিচয়, স্বৰবৰ্ণ আৰু ব্যঞ্জনবৰ্ণ	
তৃতীয় গোট :	২০ নম্বৰ
ক) উচ্চাৰণৰ শুদ্ধতা,	খ) বানান পদ্ধতি
চতুৰ্থ গোট : মিচিং সাহিত্যৰ আভাস	২০ নম্বৰ
ক) লোক সাহিত্য	খ) লিখিত সাহিত্য

### দ্বিতীয় কাকত

#### ব্যৱহাৰিক কাকত (মুঠ নম্বৰ : ২০)

(এই কাকতৰ জৰিয়তে ছাত্ৰ-ছাত্ৰীসকলে নিম্নলিখিত বিষয়সমূহৰ ব্যৱহাৰিক কাৰ্য হিচাপে কৰি দেখুৱাব লাগিব।)

প্ৰথম গোট :	১০ নম্বৰ
মৌখিক পৰীক্ষা	
দ্বিতীয় গোট : অনুবাদ	১০ নম্বৰ
ক) অসমীয়া ভাষাৰ পৰা মিচিং ভাষালৈ	খ) মিচিং ভাষাৰ পৰা অসমীয়া ভাষালৈ

প্ৰসংগ পুথি :

- মিচিং ভাষাৰ আভাস : নাহেন্দ্ৰ পাদুন
- মিচিং ভাষাৰ লিপি আঁচনি : নাহেন্দ্ৰ পাদুন (সম্পাদিত)
- মিচিং ভাষাৰ বানান পদ্ধতি : টাবুৰাম টাইদ
- An Introduction to Mising Phonology and Grammar : Tabu Ram Taid

প্ৰস্তুত কৰ্তা

ৰাস্মা পাৰ্দি (পেণ্ডু), সহকাৰী অধ্যাপক

ড° মিতালী নাথ, সহকাৰী অধ্যাপক

অসমীয়া বিভাগ, জে.ডি.এচ.জি. মহাবিদ্যালয়, বোকাখাত

# অসমীয়া বিভাগ

## সংযোজন পাঠ্যক্রম

### পাঠ্যক্রম : অসমীয়া ডি.টি.পি আৰু আৰ্হি পাঠ নিৰীক্ষণ

মুঠ নম্বৰ : ১০০

এই পাঠ্যক্রমৰ যোগেদি ছাত্ৰ-ছাত্ৰীক কম্পিউটাৰত অসমীয়া ভাষাৰ অক্ষৰ বিন্যাস আৰু সজ্জা শিকোৱা হ'ব। ডি.টি.পি. অপাৰেটৰ আৰু আৰ্হি পাঠ নিৰীক্ষণৰ জৰিয়তেও ছাত্ৰ-ছাত্ৰীসকলে কেৰিয়াৰ গঢ়ি তুলিব পাৰে। বৃত্তিমুখী এই শিক্ষাৰ দ্বাৰা শিক্ষার্থীসকলে ডি.টি.পি. অপাৰেটৰ, বাতৰি কাকত, কিতাপ, আলোচনী আদিত সঠিক আৰু দক্ষতাৰে কাৰ্যনিৰ্বাহ কৰিব পাৰিব। এই পাঠ্যক্রমৰ বাবে ছাত্ৰ-ছাত্ৰীসকলৰ কম্পিউটাৰৰ প্ৰাথমিক জ্ঞান, স্থানীয় ভাষা আৰু ইংৰাজী ভাষাৰ জ্ঞান থকা প্ৰয়োজন।

ছমহীয়া এই পাঠ্যক্রম ৫০+৫০=১০০ নম্বৰত ভাগ কৰা হৈছে। প্ৰথম ৫০ নম্বৰৰ বাবে লিখিত পৰীক্ষাৰ ব্যৱস্থা থাকিব আৰু পিছৰ ৫০ নম্বৰৰ বাবে হ'ব ব্যৱহাৰিক পৰীক্ষা। এই পাঠ্যক্রমত উচ্চতৰ মাধ্যমিক আৰু স্নাতক পৰ্যায়ৰ ছাত্ৰ-ছাত্ৰীয়ে নামভৰ্তি কৰিব পাৰিব। মুঠ আসনৰ সংখ্যা ৩০ খন। উত্তীৰ্ণ ছাত্ৰ-ছাত্ৰীসকলক প্ৰমাণপত্ৰ প্ৰদান কৰা হ'ব।

কাকত	কাকতৰ নাম	নম্বৰ
প্ৰথম কাকত	অসমীয়া ডি.টি.পি আৰু আৰ্হি পাঠ নিৰীক্ষণ	৫০
দ্বিতীয় কাকত	ব্যৱহাৰিক পৰীক্ষা	৫০

### প্ৰথম কাকত

#### অসমীয়া ডি.টি.পি আৰু আৰ্হি পাঠ নিৰীক্ষণ

মুঠ নম্বৰ : ৫০

প্ৰথম গোট : কম্পিউটাৰত অসমীয়া ভাষাৰ অক্ষৰ বিন্যাস

দ্বিতীয় গোট : ব্যাকৰণ আৰু অভিধানৰ সাধাৰণ জ্ঞান

তৃতীয় গোট : আৰ্হি পাঠ নিৰীক্ষণ পদ্ধতি

### দ্বিতীয় কাকত

#### ব্যৱহাৰিক কাকত

মুঠ নম্বৰ : ৫০

প্ৰথম গোট : অসমীয়া ডি.টি.পি. ২৫

দ্বিতীয় গোট : আৰ্হি পাঠ নিৰীক্ষণ ২৫

প্ৰসংগ পুথি :

- গৱেষণা পদ্ধতি পৰিচয় - নগেন শইকীয়া, বনলতা, ডিব্ৰুগড়।
- ডাইনেমিক মেমৰী কম্পিউটাৰ কৰ্ক - বিশ্বৰূপ ৰায় চৌধুৰী।
- আধুনিক অসমীয়া অভিধান - অসম প্ৰকাশন পৰিষদ, গুৱাহাটী।
- অসমীয়া আখৰ জোঁটনি সমীক্ষা - গোলোক চন্দ্ৰ গোস্বামী, বীণা লাইব্ৰেৰী, গুৱাহাটী।
- নিকা অসমীয়া ভাষা - মহেশ্বৰ নেওগ, গুৱাহাটী।

### প্ৰস্তুত কৰ্তা

ড° ৰবী বৰা, সহযোগী অধ্যাপক

ৰাস্মা পাৰ্দি (পেণ্ড), সহকাৰী অধ্যাপক

ড° মিতালী নাথ, সহকাৰী অধ্যাপক

অসমীয়া বিভাগ, জে.ডি.এচ.জি. মহাবিদ্যালয়, বোকাখাত

## CERTIFICATE COURSE IN E-CONTENT WRITING

1	Title of the Course	Certificate in Content Writing
2	Eligibility	Candidates who have passed 10+2
3	Intake Capacity	40 Students per batch
4	Duration of the Course	30 Hrs ( 1 Hr per Day )
5	Fee Structure	Rs. 1500/- ( The Fee covers Registration Fee, Tuition Fee, Material Fee, Examination Fee)

### Necessity of Starting the course:

A. With the world going digital, the demands of the job market have changed and Content Writing has emerged as a very lucrative and promising career. In the present crisis of the pandemic too and the rise in "work from home" jobs, a content writer fits the bill, so to say. A content writer does not need to report to office and can work from anywhere they choose.

B. Although no specialized degree in literature of mass media is required to become a content writer, a degree in literature or mass media comes as an added advantage to the cutting edge competition in the field. A certificate course in enhancing the skill in content writing will definitely help to:

- i. Expose and prepare students for a lucrative employment opportunity
- ii. Equip students with demands of the digital world with global competency
- iii. Bridge the gap existing between academia and industry.

### **Objectives:**

1. To introduce learners to the basic concepts of Content Writing
2. To sensitize them to the various styles and techniques of writing and

editing

3. To nourish their creative faculty
4. To increase employability of the learners
5. To create industry-academia interface through institutional support

**Learning Outcomes:** After the completion of the course, students will be equipped with

1. The basic concepts of Content Writing
2. The knowledge of various styles and techniques of writing and editing
3. A nourishment of their creative skills
4. An enhancement of their employability
5. A creation of an industry-academia interface through institutional support

### **Syllabus of the Course :-**

#### **Unit I: Basics of Content writing**

1. The Concept of Content Writing and its relevance
2. Role and Functions of Content Writers
3. Print and Web Content Writing
4. Scope and Types of Content Writing
5. Principles and processes of content writing

#### **Unit II: Types of Content writing**

1. The process of Content Writing – getting the brief, ideating, researching, structuring, formatting
2. Editing and Proof-Reading—following company style sheet, grammar, copy flow, restructuring, market research
3. Writing Styles - Non-fiction (Essays, Reports), Advertising, Newspapers
4. Writing blogs, case studies, white papers
5. Corporate Communications -- Writing for business to business (B2B), business to consumer (B2C), press releases, newsletters – focus on language, jargon, writing style, target audience, formal and informal language

#### **Unit III:**

##### **A. Visual Content**

1. Info graphics - Importance and relevance



- 2. Images, Screenshots
- 3. Videos, Memes, GIFs, 30 degree videos
- 4. Product Demonstrations

#### **B. Interactive Content**

- 1. Quizzes
- 2. Polls
- 3. Interactive white papers

#### **C. Free tools and Paid tools**

### **Unit IV: Tools of the trade**

#### **A. Social Media**

- 1. Understanding the basics of social media
- 2. Understanding social media content writing
- 3. Understanding PR B. Plagiarism laws in Content Writing

#### **B. Plagiarism laws in Content Writing**

- 1. What is plagiarism, rules on plagiarism
- 2. How to write plagiarism-free copies

Prepared by: Department of English, JDSG College and AISECT



## CERTIFICATE COURSE IN SOFT-SKILLS AND PERSONALITY DEVELOPMENT

1	Title of the Course	Certificate in Personality Development
2	Eligibility	Candidates who have passed 10+2
3	Intake Capacity	40 Students per batch
4	Duration of the Course	30 Hrs ( 1 Hr per Day )
5	Fee Structure	Rs. 1500/- ( The Fee covers Registration Fee, Tuition Fee, Material Fee, Examination Fee)

### Objectives:

To help learners develop their soft skills and develop their personality together with their technical skills. Developing professional, social and academic skills to harness hidden strengths, capabilities and knowledge equip them to excel in real work environment and corporate life. Understand various issues in personal and professional communication and learn to overcome them.

### Expected Learning Outcomes:

- 1) To know about various aspects of soft skills and learn ways to develop personality
- 2) Understand the importance and type of communication in personal and professional environment.
- 3) To provide insight into much needed technical and non-technical qualities in career planning.
- 4) Learn about Leadership, team building, decision making and stress management

## Syllabus of the Course:-

### UNIT 1

#### Introduction to Soft Skills and Hard Skills

- 1) Personality Development
- 2) Emotional Intelligence
- 3) Etiquette and Mannerism

Theory -- 6 Days  
Activities – 2 Days

### UNIT 2

#### Academic Skills

- 1) Employment Communication
- 2) Professional Presentation
- 3) Job Interviews
- 4) Group Discussion

Theory -- 4 Days  
Activities – 6 Days

### UNIT 3

#### Professional Skills

- 1) Creativity at Workplace
- 2) Ethical Values
- 3) Capacity Building: Learn, Unlearn and Relearn
- 4) Leadership and Team Building
- 5) Decision Making and Negotiation
- 6) Stress and Time Management

Theory -- 5 Days  
Activities – 7 Days

Prepared by:  
Department of  
English, JDSG College  
and AISECT

## **Certificate Course on Spoken English**

### **Objective of the course:**

The main objective of the course is to acquaint the learners with the knowledge of the basic elements that make up English speech and to develop the necessary skills and techniques of oral communication, telephonic conversation and interviewing, etc.

### **Course Content:**

Unit 1. Spoken English and Grammar in context. Duration: 5hrs theory, 1hr practical

- Issues of oral communication
- Language of conversation
- Grammar in context
- Issues on some grammatical context
- Formal or informal speech
- Ellipsis
- Phrasal verbs

Unit 2. Issues in modality. Duration: 5hrs theory, 1hr practical

- Modals in conversation
- Uses of will and would
- Uses of may, might, must
- Uses of shall, should and shouldn't
- Discourse markers of informed speech

Unit 3: Speech Skills. Duration: 5hrs theory, 1hr practical

- Units of speech sounds
- Vowel sounds
- Consonant sounds
- Stress and intonation
- Word and sentence stress
- Stress in compound words
- Sentence stress and intonation

Unit 4: Telephone skills. Duration 5hrs, 1hr practical

- Understanding telephone conversation
- Handling calls
- Making requests
- Giving instructions

Unit 5. Interviewing and public speaking. Duration: 5hrs theory, 1hr practical

- Interview and its types
- Preparation for an interview

- Public speaking
- Some do's and don'ts in public speaking

Prepared by  
Department of English JDSG College

# **Certificate course on Basics of Film Making**

## **Duration : 6months**

### **Learning Objectives:**

By studying this course learners will be able to-

- Students will be able to analyze their own interest and skills in the context of film making industry challenges and opportunities in order to help them formulate their career goals
- Students will be able to conduct film research and compose cogent, persuasive and valid essays about films

### **Unit: 1**

**Marks: 10**

What is the history of filmmaking? Film appreciation. Watching a range of films. Role of a filmmaker. Exposing to the kind of films - Documentary, Non-Fiction, Fiction, and Social media content.

### **Unit: 2**

**Marks: 10**

Introduction of film Technology and the history of camera, editing . Latest technology available and used. Special effects, Computer generated Image (CGI) . Editing software and hardware used.

**Tutorial: Write 500 word essay on any two films you like and what do you like about the technology used.**

### **Unit: 3**

**Marks: 15**

How to approach making a film. Ideation, creativity, imagination, ownership, sequencing of images, storytelling, scripting , storyboarding.

**Tutorial : Storyboard a script for a 3 min film.**

### **Unit: 4**

**Marks: 15**

Use of Camera . Composition, setting technicalities like aperture, speed, ISO. Different kinds of Camera and hands on use.

**Tutorial: Make a 7 stills visual narrative**

### **Unit: 5**

**Marks: 20**

What is editing? Different kinds of editing. See films an expose to techniques of editing. Technology and machines of editing. Hand on editing practice.

**Tutorial: Shoot video for a 3 min film and edit the same material into two different kind of 3 min films telling the same story.**

**Write a script and storyboard for a 5 min film**

### **Unit: 6**

**Marks: 30**

Film Making practice. Make the script you have written for a 5 min film.

**End of the Course: Student make their own 5 min film.**

DR. Bijoy Sarmah, Associate Prof., JDSC College  
Krishnendu Bose, EARTHCARE OUTREACH TRUST  
DELHI

**Syllabus of Add-on-Course**  
**On**  
**Dressmaking**  
**(Theory & Practical)**  
**Total Marks: 100 (Theory – 20, Practical – 80)**

Women Cell, J.D.S.G. College, Bokakhat has offered a 3 months (30 Hours) Value Added Add-on- Course on Dressmaking for Degree students for the session 2022 with the following objectives.

- i) To create working habits of the students
- ii) To explore the creative skills of students to the fullest potential.
- iii) To Develop entrepreneurship skill amongst students and equip them with professional training so that they become self reliant.

**Unit – I**

- a) Stitching Techniques
- b) Dress Measurements & Techniques
- c) Anatomy of Drafting Garments
- d) Calculations and drafting Patterns
- e) Method to fold the Fabric for Patterns.

**Unit – II**

Pattern Making & Drafting of different dress and different techniques of using various Tucks, Pleats, Frills, Openings, Collars, Sleeves, Necklines, etc.

**Unit – III**

Peticoat, Mekhala, Skirts, Saree Fall, Frocks, Blouses, Salwar, Plain Model Salwar, Patiala Salwar, Suridhar, etc, Kameez, Kurta.

**Unit – IV**

Accessories – Cushion cover, Pillow Cover, Bags.

Reference book:

- 1. The Dress Making Book: Adele Margolis
- 2. Dress Making Theory: Priya Garg
- 3. Cutting & Tailoring Course Illustrated: Gayatri Verma, Kapil Dev

**Prepared by**

Mrs. Neebha Noni Baruah  
President

Dr. Mitali Nath  
Secretary

Women Cell, Teachers' Unit  
J.D.S.G. College, Bokakhat

## **Certificate Course on Tally**

### **Target learner:**

- Both accounting & Non-Accounting background students
- Anyone interested in becoming Successful Accountant
- Business Owners, Career Seekers

### **Course Objectives:**

**After completing the course, the learners will be able to**

- Maintain tally database of business concerns
- manage Accounting of any business with GST Independently
- manage Accounting of Manufacturing business
- Create MIS Reports for Managerial Level
- create GST Computation & Reports in Tally .Erp9 and Tally prime with GST

**Examination: Total Marks = 100 (Theory 30 + Practical 70), Passing Marks=50**

**Unit 1: Introduction to Basics of Accounting- Double Entry System of Accounting, Journal and Ledger, Recording a Transaction- Golden Rules and American Rules, Basics of Financial Statements. (T-15) 6 hours**

**Unit 2: Fundamentals of Tally ERP 9 and Tally Prime: Downloading and Installation; Getting familiar with the Tally ERP 9 and Tally Prime Surface; Company creation, alteration and deletion. (T-8, P-8) 4hours**

**Unit 3: Ledger creation, alteration and deletion; Stock items- creation, alteration and deletion; Stock Group- creation, alteration and deletion; Stock unit- creation, alteration and deletion. (P-15) 4 hours**

**Unit 4: Voucher entries in tally- Basic illustrations using shortcut keys, Accounting vouchers, Inventory Voucher, report generation (P-35) 8 hours**

**Unit 5: GST in Tally: Basics of GST; defining and recording GST- at company level, stock group level, stock item level; recording and generating credit note; debit note with GST and GST returns; availing Input Tax Credit through tally. (T-7, P-12) 8 hours**

  
Principal & Secretary  
J.D.S.G. COLLEGE  
BOKAKHAT