



Two-Week Refresher Course (Hybrid) on

“Recent Trends and Challenges in Teaching & Research in Language Studies and Social Sciences: An Indian Knowledge Systems Perspective”



Report

of

Two-Week Refresher Course (Hybrid)

on

“Recent Trends and Challenges in Teaching & Research in Language Studies and Social Sciences: An Indian Knowledge Systems Perspective”

Duration: 10th November to 23rd November, 2025

Coordinators:

Dr. Govind Sharma
Associate Professor
Department of Sanskrit
Assam University

Dr. Kaivalya T. Desai
Assistant Professor
Department of Social Work
Assam University

Organized by:
Department of Sanskrit in collaboration with the **Department of Social Work**
Under the aegis of
Malaviya Mission Teacher Training Centre
Assam University, Silchar

Coordinators: Dr. Govind Sharma & Dr. Kaivalya T. Desai



Background and Rationale

Research methodology in Language Studies and Social Sciences has, in recent decades, been heavily influenced by Western epistemological models. While these models provide robust analytical frameworks, they often overlook the epistemic richness of India's own intellectual traditions. The **Indian Knowledge Systems (IKS)** - comprising ancient and medieval treatises in linguistics, poetics, philosophy, political science, sociology, anthropology, ethics, and logic offers profound methodological insights that can strengthen contemporary research paradigms.

From **Pāṇinian grammar**, **Bharata's Nāṭyaśāstra** to **Kautilya's Arthashastra**, **Mimamsa**, **Vedanta** and the **Nyāya-Vaiśeṣika systems**, India's scholarly heritage demonstrates structured methods of inquiry, classification, hypothesis testing, and interpretative frameworks. Integrating these with modern research tools can yield a more holistic methodology, rooted in India's civilizational ethos yet globally relevant.

This **two-week Refresher Course** aimed at bridging this gap by training faculty and researchers in methodologies that combine modern research designs with principles derived from the Indian Knowledge System, particularly for applications in **Language Studies and Social Sciences**.

Objectives

1. To familiarize participants with **philosophical foundations of research** as per Indian knowledge traditions and modern academic practices.
2. To equip faculty and researchers with tools for **data collection, analysis, and interpretation** in the context of Language Studies and Social Sciences.



3. To introduce participants to **ontological and epistemological frameworks** from Sanskrit, Prakrit, Pali, and vernacular sources.
4. To integrate **traditional Indian research methods**- such as *Anvikshiki* (logic and inquiry), *Śāstra-vicāra* (textual analysis), and *Tarka-śāstra* (critical reasoning) into contemporary research methodology.
5. To develop research projects that align with **NEP 2020** and **IKS-MoE guidelines** for multidisciplinary, culturally grounded scholarship.

Outcomes (Based on the feedback of the participants)

- Developed an understanding of the **epistemic foundations** of both Western and Indian research traditions.
- Gained an overview about designing **research proposals, surveys, and analytical models** incorporating IKS principles.
- Gained skills in **textual criticism, field research, hermeneutics, and interdisciplinary synthesis**.
 - Built capacity for **curriculum enrichment** using indigenous methodologies.
 - Developed an understanding of **methodological pluralism in language studies and social sciences research** through the convergence of traditional Indian and modern western methodologies.

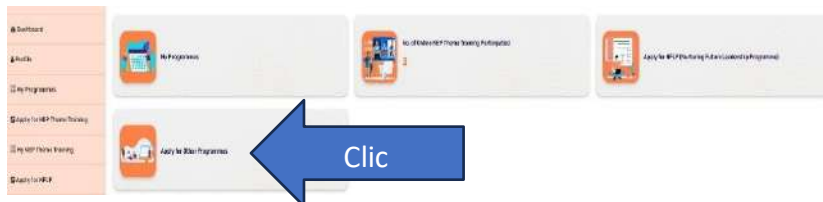


Registration Process

How to register?

1. Visit <https://mmc.ugc.ac.in/registration/Index> and navigate to the "New Registration" section.
2. Complete the registration process, after which you'll receive your user ID and password via email from MMTTC. Once received, use these credentials to log in.
3. After logging in, you'll be prompted to create a new password.
4. Once this step is completed, log in again and proceed **After Log In**

1st step



**List of Resource Person**

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**L****List of Registered Participants**

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11	Mr. Amalendu Goswami	Male	Assistant Professor	Sanskrit	Gauhati University, Guwahati
12	Dr. Joydeep Mazumder	Male	Assistant Professor	Assamese Literature	Bodoland University



13	Mr. Shamim Barbhuiya	Male	Assistant Professor	Agricultural Economics	A L Choudhury College Algapur
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25	Mrs. Chhanda Dhar	Female	Assistant Professor	Indian Philosophy	Assam University, Silchar
26	Dr. G Rajesh Kumar	Male	Assistant Professor	English	Madurai Kamaraj University, Madurai
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28	Mrs. Poonam Pandey	Female	Assistant Professor	English Literature	University Of Mumbai



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66	Mrs. Anju Sangwa	Female	Assistant Professor	Department Of Hindi	Maharaja Ganga Singh University, Bikaner
67	Mr. Princeton Shanol Lewis	Male	Rch Associates At The Ph.D Level	Srinivas University	
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69	Miss Dipali Hindurao Chavan	Female	Assistantprofessor	Commerce And Management	Shivaji University, Kolhapur
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Schedule of Refresher Course

Day 1 (10-11-2025)

Lecture No	Time	Topic	Resource Person
1	10:00-11:30	Intellectual Colonisation: The structural, subtle, and casual capture of social science education in India.	Prof Kanagraj Easwaran
2	11:30-1:00	Trends and Challenges in Teaching	Prof. Satyanarayan Chakraborty
3	1:30-3:00	Academic Leadership in Higher Educational Institutions	Dr. Rama Shankar
4	3:00-4:30	Inaugural session	Chaired by VC, Prof. Rajive Mohan pant

Day 2 (11-11-2025)

Lecture No	Time	Topic	Resource Person
5	10:00-11:30	Indian Mythology	Prof. Satyanarayan Chakraborty
6	11:30-1:00	Philosophical Foundations of Research (Indian Knowledge Traditions & Modern Academic Practice)	Prof. Prem Mohan Mishra
7	1:30-3:00	Indian Ideologies and Social Work (SW) Traditions	Prof. Kanagraj Easwaran
8	3:00-4:30	Social Policy and Social Development	Prof. Subhabrata Dutta

Day 3 (12-11-2025)

Lecture No	Time	Topic	Resource Person
9	10:00-11:30	Understanding Indian Knowledge System	Prof. Shivani Sharma



10	11:30-1:00	Revisiting Classical Indian Literature	Prof. Tapodhir Bhattacharjee
11	1:30-3:00	Language; Challenges in the field of Translation	Prof. Amalendu Chakraborty
12	3:00-4:30	Role of a Teacher in Teaching Research and Its Relevance to the Indian Knowledge System (IKS)	Prof. Dibyajyoti Mahanta

Day 4 (13-11-2025)

Lecture No	Time	Topic	Resource Person
13	10:00-11:30	Role of Teaching and Research from IKS perspectives-II	Prof. Dibyajyoti Mahanta
14	11:30-1:00	Modern Indian Literature and Social Consciousness	Prof. Krishna Mohan Jha
15	1:30-3:00	Understanding Indian Knowledge System: Identity, Sources and Values - II	Prof. Shivani Sharma
16	3:00-4:30	Literature and Interdisciplinary Perspectives in Research and Training	Prof. Krishna Kumar Kaushik

Day 5 (14-11-2025)

Lecture No	Time	Topic	Resource Person
17	10:00-11:30	Role of Sanskrit and computational linguistics in research	Prof. Girish Nath Jha
18	11:30-1:00	Rural Development for Viksit Bharat	Prof. Rajive Mohan Pant
19	1:30-3:00	Comparative Research	Dr. Mostafizur Rahman
20	3:00-4:30	Indian Knowledge System and the Contributions of Saints.	Prof. Krishna Kumar Kaushik

**Day 6 (15-11-2025)**

Lecture No	Time	Topic	Resource Person
21	10:00-11:30	Scope of Scientific Research in Ancient Literature with special reference to Sanskrit text.	Prof. Daya Shankar Tiwari
22	11:30-1:00	Concept of Indian Literature	Prof. Krishna Mohan Jha
23	1:30-3:00	Knowledge based on a tradition: Some challenges in Research	Prof. A Nataraju
24	3:00-4:30	Social Work and Human Rights Perspective	Prof. M Gangabhushan

Day 7 (17-11-2025)

Lecture No	Time	Topic	Resource Person
25	10:00-11:30	Theories of Management	Prof. Ramiah Balakrishnan
26	11:30-1:00	Bengali Literature; Recent Trends and Challenges	Prof. Bela Das
27	1:30-3:00	Social Implications of Literature & Literary Studies	Prof. Tapodhir Bhattacharjee
28	3:00-4:30	Relationship Between Teaching and Research and Its Impact on Social Transformation	Dr. Rama Shankar

Day 8 (18-11-2025)

Lecture No	Time	Topic	Resource Person
29	10:00-11:30	Postmodern Research in Language Studies and Social Sciences	Dr. Mritunjay Kumar Singh
30	11:30-1:00	History of SPSS	Prof. Dibyajyoti Bhattacharjee
31	1:30-3:00	Epistemological Foundation of Diaspora Studies: Multidisciplinary and Interdisciplinary Approaches	Dr. Shailendra Kumar



32	3:00-4:30	Gender Sensitisation, Inclusive Education and NEP 2020	Prof. Saugata Nath
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Day 9 (19-11-2025)

Lecture No	Time	Topic	Resource Person
33	8:30-10:00	Introduction to the Research Process	Prof. Ajay Kumar Singh
34	10:00-11:30	The Quest for Knowledge	Dr. Kaivalya T Desai
35	11:30-1:00	Inception of Research	Dr. Kaivalya T Desai
36	1:30-3:00	Borrowing	Prof. Ajit Kumar Baishya
37	3:00-4:30	Ethical Use of AI in Language Studies and Social Sciences: Rethinking Research in the Digital Age	Prof. Rajiv Kumar Panda

Day 10 (20-11-2025)

Lecture No	Time	Topic	Resource Person
38	10:00-11:30	Bharatiya Research Methodologies in Communication Studies	Dr. Raghavendra Mishra
39	11:30-1:00	Contemporary Challenges in Social Science Research and Road Ahead	Prof. Sarvesh Tripathi
40	1:30-3:00	Communication, Media, Planning and Management	Prof. Aatish Parashar
41	3:00-4:30	Classical Indian Research Methodologies: A Study of Shastric Traditions	Dr. Govind Sharma
42	4:30-06:00	Epistemology in Indian Philosophy	DR Govind Sharma

Day 11 (21-11-2025)

Lecture No	Time	Topic	Resource Person
43	10:00-11:30	Recent Trends and Challenges in Research in Higher Education: IKS Perspective	Prof. Piyush Pandey
44	11:30-1:00	हिंदी साहित्य और स्त्री विमर्श	Dr. Vedaparna Dey
45	1:30-3:00	Digital Rights Management Protecting IK	Dr. Apurba Mazumdar



Two-Week Refresher Course (Hybrid) on

“Recent Trends and Challenges in Teaching & Research in Language Studies and Social Sciences: An Indian Knowledge Systems Perspective”



46	3:00-4:30	Sub-Nationalism, Conflicts and North-Eastern Literature	Prof. Debashish Bhattacharjee
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Day 12 (22-11-2025)

Lecture No	Time	Topic	Resource Person
47	10:00-11:30	Research scope and challenges in Archive Studies	Prof. Alok Tripathi
48	11:30-1:00	IKS and the role Sanskrit Research	Prof. Siddhartha Shankar Singh
49	1:30-3:00	Ancient India Wisdom: Kautaliya Arthasrasthra	Prof. Niranjan Roy
50	3:00-4:30	Valedictory	Presided by Honourable Vice Chancellor



Inaugural Programme
(Date: 10th November 2025)

1. **Mangalcharaamn:** Ms. Supriya Chaube (Student Volunteer)
2. **Lightening of Lamp:** All Dignitaries Present in the Programme
3. **Welcome Address by Course Coordinator:** Dr. Govind Sharma
4. **About the Programme by Deputy Director, UGC-MMTTC, Assam University:** Prof. Ajay Kumar Singh
5. **Address by Director, UGC-MMTC, Assam University:** Prof. R. Balakrishnan
6. **Address by Head, Department of Sanskrit:** Prof. Shanti Pokhrel
7. **Address by Head, Department of Social Work:** Prof. M. Gangabhushan
8. **Address by Chief Guest:** Prof. Satayanarayan Chakraborty (Retired Professor of Sanskrit, Rabindra Bharati University)
9. **Address by Honorable Vice Chancellor, Assam University:** Prof. Rajive Mohan Pant
10. **Vote of Thanks by Course Coordinator:** Dr. Kaivalya T. Desai



About the Inaugural Programme

Inspired by *Bharatiya* tradition the the inaugural programme commenced with the traditional ritual of lightening the lamp by the esteemed dignitaries present in the session, which is, **symbolic of dispelling ignorance with knowledge** to mark the beginning of the refresher course. The ritual was followed by Mangalacharan recitation by Ms. Supriya Chaube to invoke divine blessings to ensure the success of the refresher course.

The welcome address was delivered by the coordinator of the course Dr. Govind Sharma. He welcomed all the dignitaries seeking their blessings, following which he welcomed all the participants who joined the programme in person as well as online.

The introduction of the refresher course and its significance was highlighted by Prof. Ajay Kumar Singh, Deputy Director, UGC-MMTTC, Assam University, Silchar. He outlined the key objectives of the course, along with the structure of the course and basic guidelines of UGC-MMTTC.

Prof. R. Balakrishnan, Director, UGC-MMTTC, Assam University, Silchar began his address with a Sanskrit *shruti* and quoted the proverb “to be everything . . . be sweet as honey (*madhu*)”. As Director of MMTTC he deliberated on the importance of refresher courses for the participants with regard to updating and refining their knowledge bases as well as engage in dialogue with other academicians from different parts of the country. He particularly acknowledged the theme of this refresher course in light of the resurgence of Indian Knowledge Systems in contemporary times.

Prof. M. Gangabhushan, Head, Department of Social Work, Assam University, Silchar acknowledged the importance of the central objective of the course which is to initiate a dialogue between traditional Indian knowledge systems and western modern knowledge systems. He further highlighted the need to focus on the need to re-imagining pedagogy from classroom to university through mediums such as this refresher course.

Prof. Shanti Pokhrel, Head, Department of Sanskrit, Assam University, Silchar emphasised on the importance of interdisciplinary studies and research. Language studies, literature and its implementation in social issues is the necessity of the hour. Not only the participants will be benefited from this course, but also their scholars and students.



Prof. Satyanarayanan Chakraborty from Rabindra Bharti University, West Bengal who was the chief guest for the inaugural programme enlightened the participants with his thoughts which have been generated over 45 years of his teaching experience. He highlighted certain key concepts of *Bhartiya Gyan Parampara* which should be deliberated upon during different sessions of this refresher course. He specifically spoke about how Indian Knowledge System always recognised the importance of self-inquiry and research as well as social interaction through concepts such as *Atma Anusandhan* and *Samajik Anthikriya*.

Prof. Rajive Mohan Pant, Honourable Vice Chancellor, Assam University, Silchar motivated the organisers and the participants with his gracious presence and kind words. He highlighted that the National Education Policy, 2020 is a revolutionary step towards education in India as it acknowledges two key ideas of our traditional values and culture namely, Indian ‘Knowledge System’ and ‘Community Engagement’. He drew a sharp contrast between ancient Indian universities and the western universities highlighting the intellectual richness that ancient Indian universities possessed. He further deliberated that National Education Policy, 2020 is also a step towards reharnessing this intellectual richness which India has always possessed and bring it to the forefront in our education system. Finally, he encouraged the organizers to successfully conduct the two wee refresher course.

The Vote of Thanks was delivered by another coordinator of this RC Dr. Kaivalya T. Desai. Before thanking everyone he highlighted the importance of critical thinking in the education system which can be developed through a dialogic pedagogy. He acknowledged that ancient Indian Knowledge System has encouraged this idea of dialogue through concepts such as Gyan Yoga and Karma Yoga. He thanked the dignitaries present in the programme starting with Honourable Vice Chancellor, Assam University, Silchar followed by the chief guest Prof. Satyanarayan Chakraborty, Director and Deputy Director, MMTTC, Assam Unviersity, Silchar, Heads of Sanskrit and Social Work departments of Assam University Silchar. He further thanked the registrar, IQAC director, MMTTC staff, scholar and student volunteers of Assam University, Silchar for helping the course coordinators in organizing this course. Finally, he thanked all the participants from colleges and universities from different parts of the country for choosing to be a part of this refresher course.

News paper coverage of Inaugural Session

আছাম বিশ্ববিদ্যালয়ত দুসপ্তাহৰ
বিস্ফেছাৰ পাঠ্যক্ৰমৰ উদ্বোধন

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আছাম বিশ্ববিদ্যালয়ত বিফ্রেছাৰ পাঠ্যক্ৰমৰ উদ্বোধন

গণ অধিকার সেবা, শিলাচর, ১১ নবেম্বর : আজম বিশ্ব বিদ্যালয়ের সস্কৃত বিভাগ আৰু সমাজসেবা বিভাগৰ যৌথ প্রচেষ্টাত মালভাড়া মিশন শিক্ষক প্রশিক্ষণ এক্সেল উদ্বোধন কৰে। সমাবেশৰ দুসপ্তাহৰ (১০ নবেম্বৰ - ২০ নবেম্বৰ) এটা সন্তোজ অৰ্থে বিশেষায়িত পাঠ্যক্রমৰ উদ্বোধন কৰা হয়। এই পাঠ্যক্রমৰ বিষয় আছিল, 'Recent Trends and Challenges in Teaching & Research in Language Studies and Social Sciences: An Indian Knowledge System Perspective.' উপায়নী অনুষ্ঠানত বৰ্ষীয় ভাৰতী বিশ্ববিদ্যালয়ৰ অফেনব্রাণ্ড অধ্যাপক সত্যনাৰায়ণ চক্ৰবৰ্তী মুখ্য অতিথি হিচাপে আৰু আজম বিশ্ববিদ্যালয়ৰ উপাধ্যাপক বাৰ্তীৰ মোহন গুপ্ত, মালভাড়া মিশন শিক্ষক প্রশিক্ষণ কেন্দ্ৰৰ সঞ্চালক আৰু সঞ্চালক অজয় কুমাৰ সিং, সস্কৃত বিভাগৰ অধ্যক্ষ শান্তি পোখাৰেল আৰু আজম বিশ্ব বিদ্যালয় অধ্যক্ষ গণেশ কুমাৰ এম মোলাংকলে সন্মানিত অতিথি হিচাপে উপস্থিতি থাকে। সস্কৃত বিভাগৰ অধ্যাপক গোবিন্দ শৰ্মা আৰু সমাজ কল বিভাগৰ অধ্যাপক বৈদ্যোতি চি. দেৱাই এই পাঠ্যক্রমৰ সমাৰম্বক হিচাপে উপস্থিতি থাকে। বিশেষ প্রবন্ধ আৰু বৈশিষ্ট্যপূৰ্ণকৈ ব্যৱহৃতীয়া আত্মজ্ঞান। অতিথি সকলৰ বাবে আন্তৰ্জাতিক ভাষা শি্ষা সস্কৃত বিভাগৰ অধ্যাপক গোবিন্দ শৰ্মাই। ব্যৱহৃতীয়া উদ্দেশ্যে ব্যাখ্যা কৰে মালভাড়া মিশন শিক্ষক প্রশিক্ষণ কেন্দ্ৰৰ উপ-সঞ্চালক অজয় কুমাৰ সিং। সস্কৃত বিভাগৰ মুৰব্বী শান্তি পোখাৰেল শিক্ষক ক্ষেত্ৰত ভাৰতীয় জ্ঞান পৰম্পৰাৰ গুৰুত্ব আৰু বৰ্তমান সময়ৰ বৈদ্যুতিক মাধ্যম উপযোগিতা সম্পৰ্কে বক্তব্য আগবঢ়ায়। ইয়াৰ পিছত সমাজসেবা বিভাগৰ মুৰব্বী গণেশ কুমাৰ এম মোলাংকলে ভাষণ দাঙি ধৰে। মুখ্য অতিথি সত্যনাৰায়ণ চক্ৰবৰ্তীয়ে ভাৰতীয় শিক্ষা ব্যৱস্থাত সস্কৃত বিভাগৰ স্থান আৰু বৰ্তমান সময়ৰ সস্কৃতৰ পাঠ্যদ্রৱ্যৰ বিভিন্ন সমস্যাৰোপযোগী তথ্য দাঙি ধৰে। আজম বিশ্ববিদ্যালয়ৰ মালভাড়া মিশন

শিক্ষক প্রশিক্ষণ কেন্দ্রের সম্ভাব্যতার আর বাস্তবায়নের বর্তমানের গায়েপাশ ফেঁদে আঁক পান্দান কেন্দ্রের কিছু তথ্য দাখিল ধরে। আদ্যম বিশ্ববিদ্যালয়ের উপাচার্য বাজীর মোহন প্রস্তুত এই প্রশিক্ষণমূলক প্রয়োজনীয়তা অব্যবহর্তমান সময়তে স্থায়ী পাবারবিশেষ বিবেচনায় পোঁতাগায়ন। সমাজ মূল বিভাজন অধ্যাপক বৈদ্যনাথ টি সেনায়েই শলাগণ শব্দই আগবায়ন। সেনের বিভিন্ন প্রান্তর পত্তর প্রায় এশজন অধ্যাপক আঁক গায়েপে এই তুলনায় অনন্যনীয় আঁক অতলন্যনিত অশংগ্রেহে কপে। উদ্যোচন অধিবেশনের সমাত্রান্যনীয় কিছু শিক্ষামূলক অধিবেশনও অন্তর্ভুক্ত হয়। অনন্যনীয় প্রথম অধিবেশনের বক্তা আছিল অধ্যাপক কামারাজ স্কন্ধন। তেওঁর ভাষণের বিষয়বস্তু আছিল, বৈদিক উপনিবেশিকণ: ভাবতত সমাজ বিজ্ঞান শিক্ষার গাওঁদীন, সুস্মৃ আঁক আকস্মিক কন্দী। ভাবতত সমাজ বিজ্ঞান শিক্ষার শুক্লত আঁক প্রয়োজনীয়তা সম্পর্কে বিভিন্ন প্রান্ত্রে অধিবেশন আঁক পাবারবিশেষ উপস্থাপনর জবাবতে বিংভারো আলোচনা কবা হয়। দ্বিতীয় অধিবেশনের বক্তা আছিল অধ্যাপক সত্যনাথায় চক্রবর্তী। তেওঁ কয় যে সমাজবিজ্ঞান শিক্ষার ক্ষেত্রে পত্তর আঁকই নিগিলে শিক্ষা কেঁতায়ও সন্তর নহয়। এই সন্দর্ভতে তেওঁ কথা উপনিবেশের পত্তর নচিকোতে বিষয়টোও উত্থাপন কবিলি। তেওঁ কিছুমান পূরণণ পত্তরও উদাহরণ দাখিল ধরিলে। ইউরোপার দেশসমূহতে সন্তুত অধ্যায়নের বিষয়ও তেওঁ কয়। তেওঁ অভিজ্ঞান শকুন্তলান আঁক বাজীর মোহন উপস্থিত পত্তরও উদাহরণ দাখিল ধরিলে। তৃতীয় অধিবেশনের বক্তা ছিলেন উপস্থিত আঁক শিক্ষাংখ্যা বিভাজনর অধ্যাপক মাল শংকর। তেওঁর বিষয় আছিল ‘উচ্চ শিক্ষাসুদীনত শৈক্ষিক কেন্দ্র’। তেওঁ পাবারবিশেষ প্রয়োজনীয়তার জবাবতে বিংভারো কয়। তেওঁ কয় যে শিক্ষার মূল উদ্দেশ্য হৈছে অতলন্যনিত অধ্যাত্মিক শক্তি প্রদান কবা। তেওঁ এজন শিক্ষকের কিছুমান গুণ যেনে – এজন ভাল শ্রোতা, সুস্থিলালী ইত্যাদির বিষয়ে বিংভারো আলোচনা কবে।

আসাম বিশ্ববিদ্যালয়ে ২ সপ্তাহব্যাপী
রিফ্রেশার কোর্সের উদ্বোধন

যুগশঙ্খ প্রতিবেদন
শিলাচর। ১০ নভেম্বর

আসাম বিশ্ববিদ্যালয়ের মালবীয়া নির্দেশক অজয় কুমার সিংহ, মিশন শিক্ষক প্রশিক্ষণ কেন্দ্রের সংস্কৃত বিভাগের অধ্যক্ষ শান্তি উদ্যোগে, সংস্কৃত বিভাগ ও পোখরেল এবং সমাজকর্ম বিভাগের অধ্যক্ষ গঙ্গাভূষণ এম সমাজকর্ম বিভাগের যৌথ বিভাগের অধ্যক্ষ মোলাঙ্কল। অনুষ্ঠানের কো-সমাজবিজ্ঞান বিষয়ে শিক্ষাদান ও অর্ডিনেটরের দায়িত্ব পালন গবেষণায় সাম্প্রতিক প্রবণতা ও করেন সংস্কৃত বিভাগের অধ্যাপক চ্যালেঞ্জ : ভারতীয় জ্ঞান ব্যবস্থার গোবিন্দ শর্মা এবং সমাজকর্ম দৃষ্টিভঙ্গি' শীর্ষক ২ সপ্তাহব্যাপী বিভাগের অধ্যাপক কৈবল্য টি রিফ্রেশার কোর্সের উদ্বোধন হল। দেশাই।

কোর্সটি চলবে ২৩ নভেম্বর পর্যন্ত।

সোমবার	উদ্বোধনী	বৈদিক মঙ্গলাচরণের মধ্য দিয়ে
অনুষ্ঠানে মুখ্য অতিথি হিসেবে		অনুষ্ঠান শুরু হয়। স্বাগত ভাষণ
উপস্থিত ছিলেন রবীন্দ্রভারতী		দেন অধ্যাপক গোবিন্দ শর্মা।
বিশ্ববিদ্যালয়ের অবসরপ্রাপ্ত		অনুষ্ঠানের উদ্দেশ্য ব্যাখ্যা করেন
অধ্যাপক সতানারায়ণ চক্রবর্তী।		উপ-নির্দেশক অজয় কুমার সিংহ।
উপস্থিত ছিলেন আসাম		বক্তব্য রাখতে গিয়ে অধ্যক্ষ শান্তি
বিশ্ববিদ্যালয়ের উপাচার্য প্রফেসর		পঃ৭

ড. রাজীব মোহন পত্নী, মালবীর মিশন শিক্ষক প্রশিক্ষণ কেন্দ্রের নির্দেশক আর বালকৃষ্ণন, উপ-নির্দেশক অজয় কুমার সিংহ, সংস্কৃত বিভাগের অধ্যক্ষ শান্তি পোখরেল এবং সমাজকর্ম বিভাগের অধ্যক্ষ গঙ্গাভূষণ এম মোলাঙ্কল। অনুষ্ঠানের কো-অর্ডিনেটরের দায়িত্ব পালন করেন সংস্কৃত বিভাগের অধ্যাপক গোবিন্দ শর্মা এবং সমাজকর্ম বিভাগের অধ্যাপক কৈবল্য টি দেশাই।

প্রদীপ প্রজ্জ্বলন ও
বৈদিক মঙ্গলাচরণের মধ্য দিয়ে
অনুষ্ঠান শুরু হয়। স্বাগত ভাষণ
দেন অধ্যাপক গোবিন্দ শর্মা।
অনুষ্ঠানের উদ্দেশ্য ব্যাখ্যা করেন
উপ-নির্দেশক অজয় কুমার সিংহ।
বক্তব্য রাখতে গিয়ে অধ্যক্ষ শান্তি
পঃ৭

सुभाषित • NOVEMBER 2025 • आगे बढ़ने के लिए हमें अपने कदमों को ठीक रखने चाहिए

असम विश्वविद्यालय में दो सप्ताह के पुनश्चर्या पाठ्यक्रम का उद्घाटन हुआ

△ प्रतिष्ठित डॉ. अशोक शर्मा: © मार्च 2025



सिलाखर से मद्रन मिछल की रिपोर्ट

Glimpse of Inaugural Session



Session 1

Topic: Intellectual Colonisation: The structural, subtle, and casual capture of social science education in India.

Resource Person: Prof. Kanagaraj Easwaran

Mode: Online

The session highlighted the intellectual colonization of social science education in India across three *Vedāntic* layers, namely, *Sthūla*, *Sūkṣma*, *Kāraṇa*. The resource person argued that the Western canon (Marx, Weber, etc.) dominates as a foundational theory, marginalizing Indic categories as mythology. The core issue is the systemic capture that sustains a Eurocentric worldview and filters Indic concepts through Christian-centric templates, resulting in institutionalized ignorance (*Avidyā*).



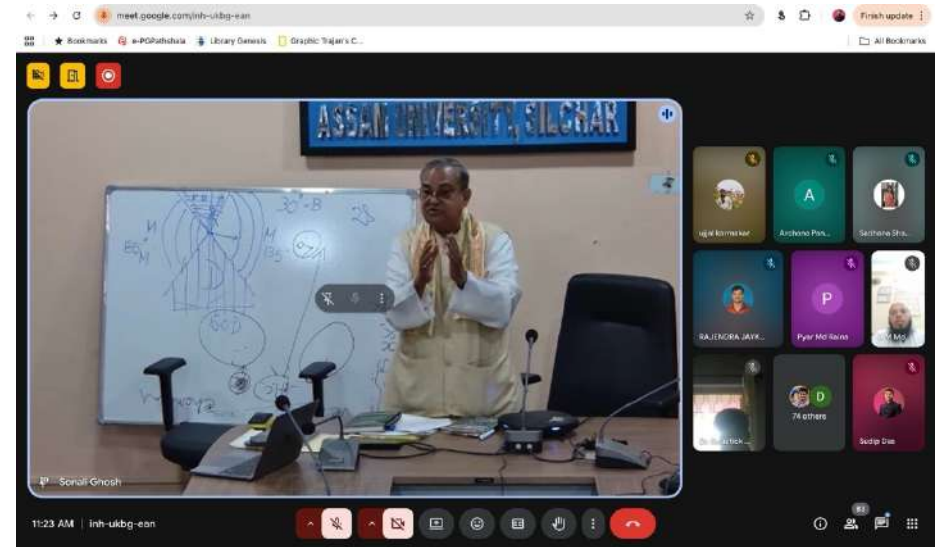
Session 2

Topic: Trends and Challenges in Teaching Sanskrit

Resource Person: Prof. Satyanarayan Chakrabarty

Mode: Offline

The session highlighted the historical trends of Sanskrit teaching, as a peak in student mass in the 1980s-90s, but a shift toward vernacular (Bengali) as the medium for answering papers. It addressed current challenges like the difficulty in selecting appropriate Sanskrit texts for the syllabus. Key solutions proposed were rigorous teacher management, the integration of a 24/7 digital resource platform, and the mandatory inclusion of the Indian Knowledge System (IKS) in the New Education Policy (NEP).



Session 3

Topic: Academic Leadership in Higher Educational Institutions: Academic Leadership Qualities

Resource Person: Prof. Rama Shanker

Mode: Offline

The session highlighted the essential qualities for effective academic leadership. Key attributes discussed include: a clear vision and purpose, unwavering honesty and integrity, the ability to inspire others by setting examples, and being an effective communicator and good reader. It also stressed the importance of accountability (taking more blame and less credit), resilience, emotional intelligence, and delegation instead of micromanagement.



Session 5

Topic: Indian Mythology: Indian Culture, Linguistics, and Knowledge Systems

Resource Person: Prof. Satyanarayan Chakrabarty

Mode: Offline

This session covered a range of subjects, including Indian mythology, Sanskrit grammar/meter, and epistemology/ornithology. In mythology, it discusses the difficulty in definitively dating the Puranas and the distinction between *Acharya* and *Dharma*. The linguistic part detailed the structure of the *Anushtup Chanda* (meter) and the difference between *Shabda* and *Apshabda*. Epistemologically, it emphasized that questioning is essential to get perfect knowledge and stressed the method of observation, using the 'bird's eye example'.



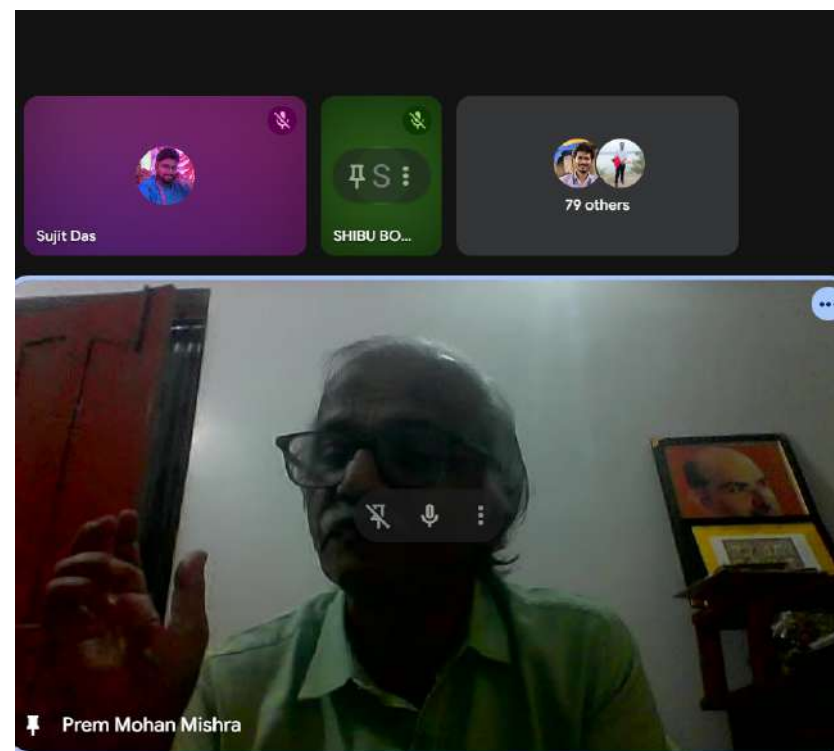
Session 6

Topic: Philosophical Foundations of Research: Indian Knowledge Traditions & Modern Academic Practice

Resource Person: Prof. Prem Mohan Mishra

Mode: Online

The session addressed research as the pursuit of truth (*Anusandhānam nāma satyasya aṣaṇam*). It explored the philosophy of research through its three pillars (ontology, epistemology, methodology) and highlighted Indian epistemology (*Pramāṇasāstra*) with its six means of knowledge. A major focus was on research ethics, linking the *Yamas* and *Niyamas* of Yoga to modern academic values like honesty and non-plagiarism. The lecture concluded with the integration of IKS in NEP 2020 and examples from various fields.



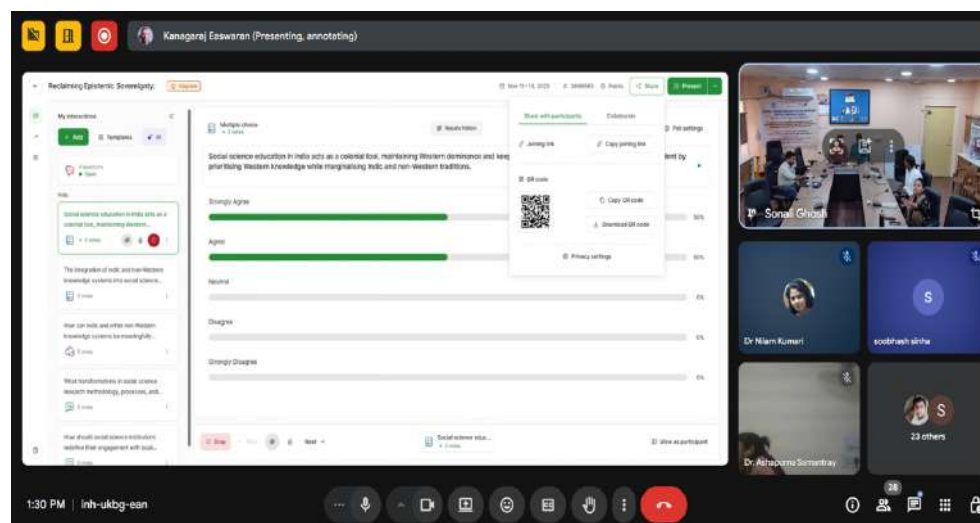
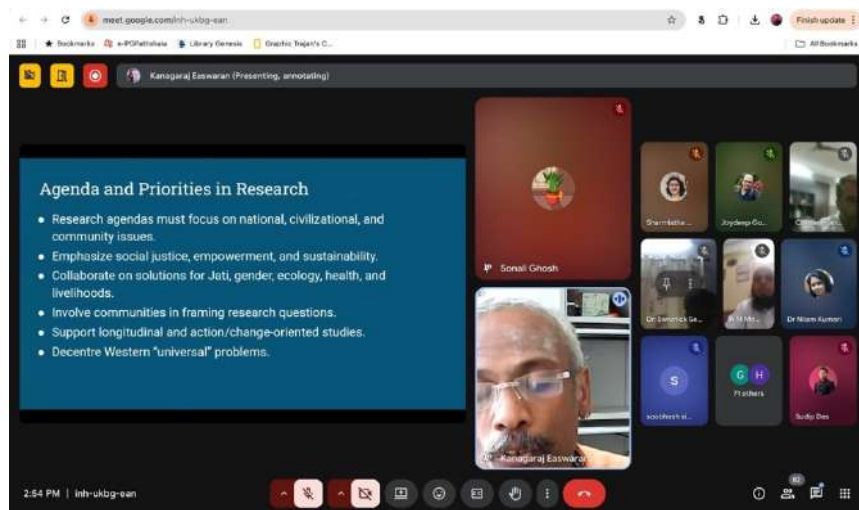
Session 7

Topic: Indian Ideologies and Social Work Traditions: Decolonization, Curriculum Transformation, and Community-Centric Pedagogy

Resource Person: Prof. Kanakraj Easwaran

Mode: Online

The central argument was the imperative for decolonization and curriculum transformation to integrate the Indic knowledge system (like Nyāya logic) and overcome Western academic dominance. The session stressed that the community is fundamental, not just a subject of study, but a source of knowledge and a partner in scholarly activity. It strongly called for prioritizing community-driven research that addresses local challenges and utilises indigenous knowledge.



Session 8

Topic: Social Policy and Social Development

Resource Person: Prof. Subhabrata Dutta

Mode: Offline

The session covered social welfare (collective effort for well-being, emphasizing maintenance, change, and development) and governance (discussing the eight characteristics of good governance like accountability and transparency). It explained social policy as guiding principles for resource redistribution and justice, illustrating its relationship with development using the Kerala Coca-Cola case. The session concluded by discussing the NEP 2020's focus on inclusion and SEDGs (Socially and Economically Disadvantaged Groups) and highlighting relevant government initiatives.



Session 9

Topic: Understanding Indian Knowledge System: Identity, Sources & Values

Resource Person: Prof. Shivani Sharma

Mode: Offline

The session highlighted the introduction of IKS under NEP 2020 as a means to provide a foothold for understanding the nation's identity. It detailed key ancient numerical methods like the *Bhuta Samkhya* and *Katapayadi* systems. The session covered the *Purusharthas* (*Dharma*, *Artha*, *Kama*, *Moksha*) as the four objectives of life and listed the diverse academic disciplines encompassed by IKS (e.g. *Ayurveda*, mathematics, ethics). The overall message was that IKS is India's traditional, holistic system that emphasizes harmony, experiential learning, and ethical values.



Coordinators: Dr. Govind Sharma & Dr. Kaivalya T. Desai

Session 10

Topic: Revisiting Classical Indian Literature

Resource Person: Prof. Tapodhir Bhattacharjee

Mode: Online

The session addressed that classical texts must be approached through re-reading to deepen understanding of the text and oneself, as subjectivity is changeable. It highlighted that theory and practice must work together to uncover the true meaning embedded in the text's language, ideas, and cultural background. The works, such as Bāṇa Bhaṭṭa's *Kadambari*, address philosophical concepts like ontology (existence) and epistemology (knowledge), ultimately strengthening a reader's social responsibility and cultural awareness.



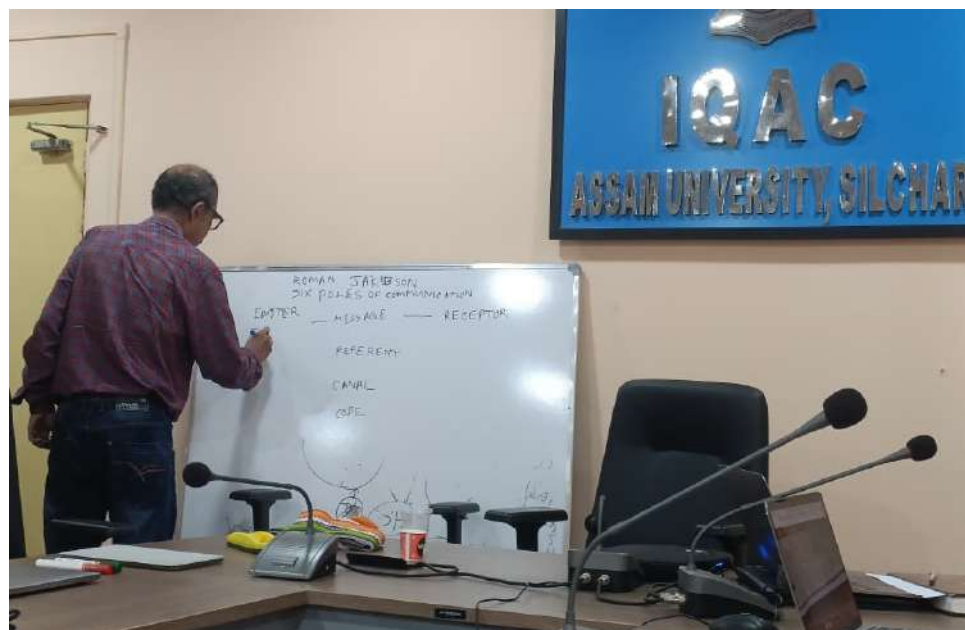
Session 11

Topic: Language: Challenges in the field of Translation

Resource Person: Dr. Amalendu Chakraborty

Mode: Offline

The session addressed language's dual nature (verbal and non-verbal), noting that 70%-90% of communication is non-verbal. It discussed the societal and cultural context of language, variations in registers, and the three types of translation. The major focus was on the challenges of translation, particularly the distinction between achieving equivalence (closest match) and adequacy (suitability for context) and problems with meaning at the word and semantic levels. The session also referenced Roman Jakobson's Six Poles of Communication.



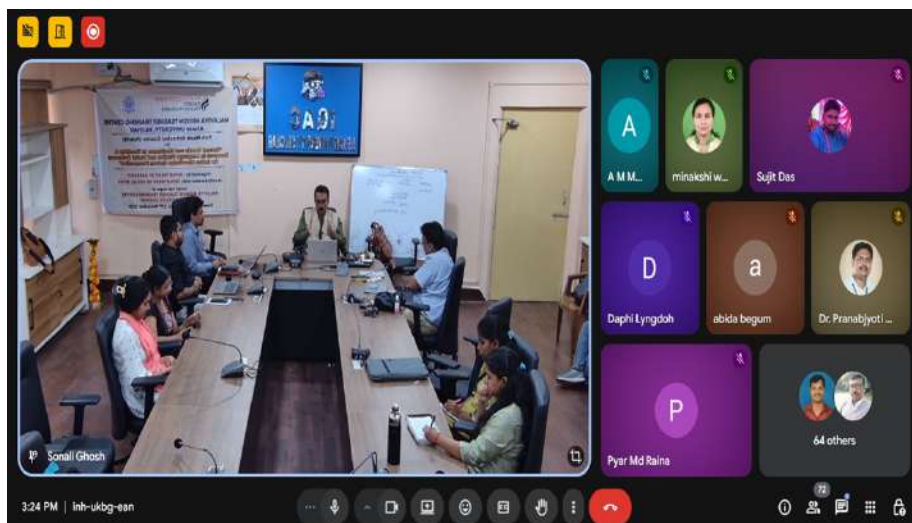
Session 12

Topic: Role of a Teacher in Teaching Research and Its Relevance to the Indian Knowledge System (IKS) I

Resource Person: Prof. Dibyajyoti Mahanta

Mode: Offline

The session highlighted teacher education from ancient times to modern reforms. It highlighted key reforms under NEP 2020, such as starting foundational education at age 3 and the introduction of the 4-year Integrated Teacher Education Programme (ITEP) by NCTE. It outlined the key characteristics of an effective teacher (subject knowledge, empathy, ethics) and the focus of NCTE/UGC on multidisciplinary education. The session also addressed the growing role of Artificial Intelligence (AI) in education while stressing the continued importance of human involvement.





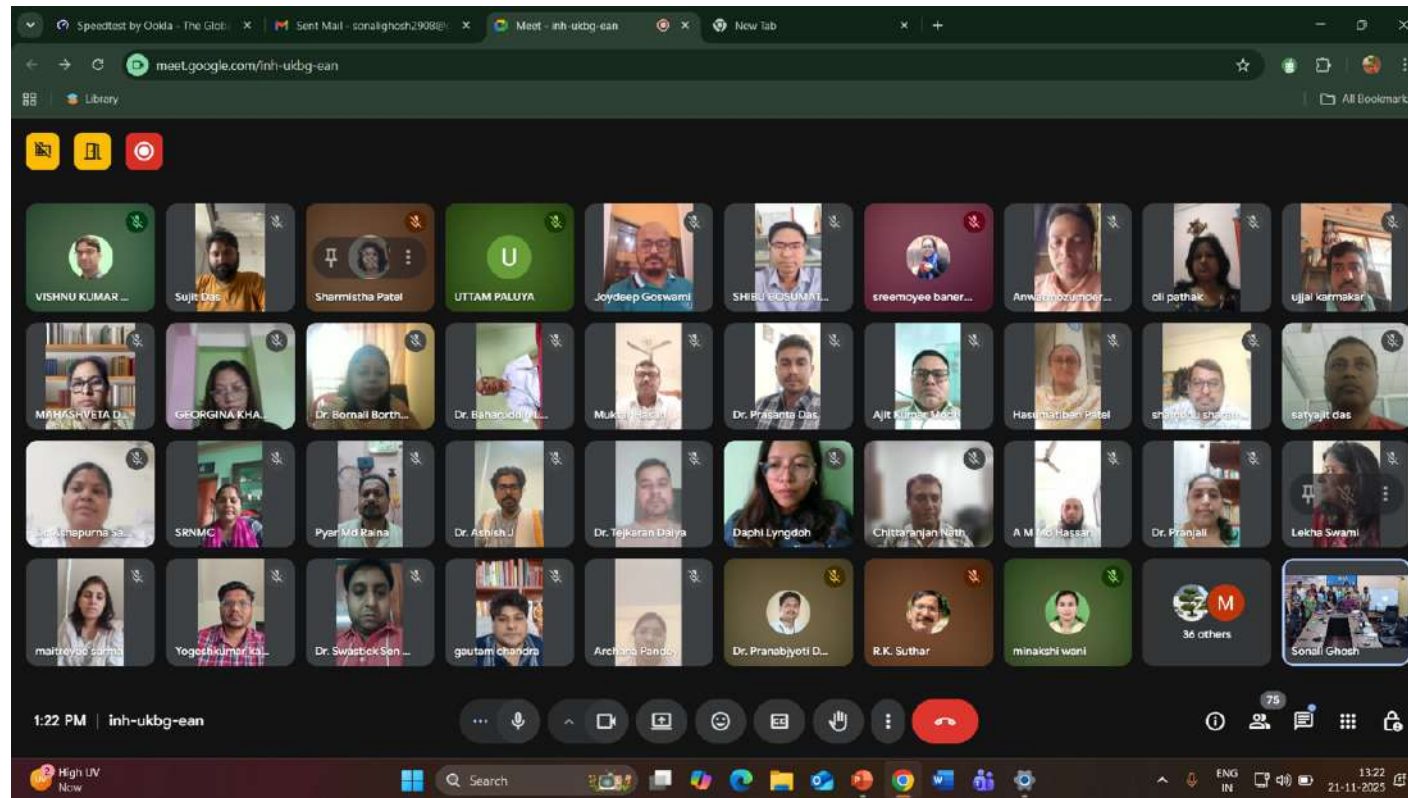
Session 13

Topic: Role of a Teacher in Teaching Research and Its Relevance to the Indian Knowledge System (IKS) II

Resource Person: Prof. Dibyajyoti Mahanta

Mode: Online

The session highlighted the importance of empowerment and diversity in social research, especially for women. It discussed global goals, highlighting the definition of sustainable development (Brundtland Commission, 1987) and the role of SDGs. A major challenge noted was India's low R&D investment (0.7% of GDP). The speaker stressed the need for research to be prioritized and include essential services like health and drinking water.





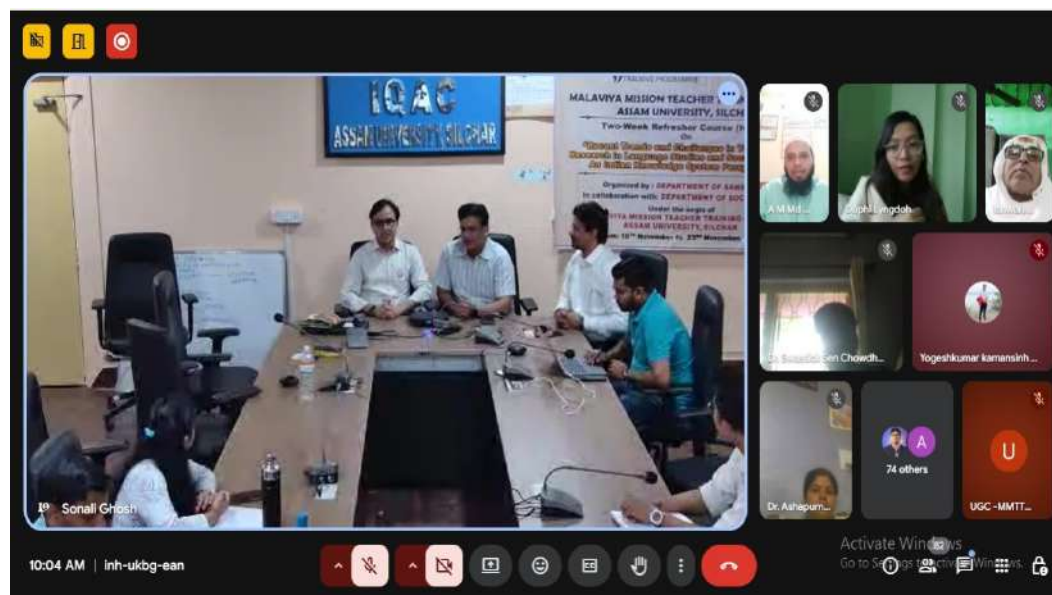
Session 14

Topic: Modern Indian Literature and Social Consciousness

Resource Person: Prof. Krishna Mohan Jha

Mode: Offline

The session addressed the role of literature in developing social consciousness and identity construction. It was emphasized that institutions must encourage the construction of consciousness. The session used Munshi Premchand's novel "Godan" as a key example to show how literature exposes rural poverty, exploitation, and social injustice to promote the creation of a just society.



Session 15

Topic: Understanding Indian Knowledge System: Identity, Sources and Values (Nature of Human Quest)

Resource Person: Prof. Shivani Sharma

Mode: Offline

The session highlighted the purpose of IKS as providing a foundation for understanding Indian identity (addressing the query "*Koham*" or "Who am I?"). Knowledge acquisition requires Perception, Inference, and Word-Testimony (*Śabda*) and must lead to transformation. The ethical framework of IKS is the *Purusharthas* (*Dharma, Artha, Kama, Moksha*), with the ultimate goal of Moksha attained by fulfilling the three *Rinas* (debts) and practicing *Lokasamgraha* (welfare of the world).



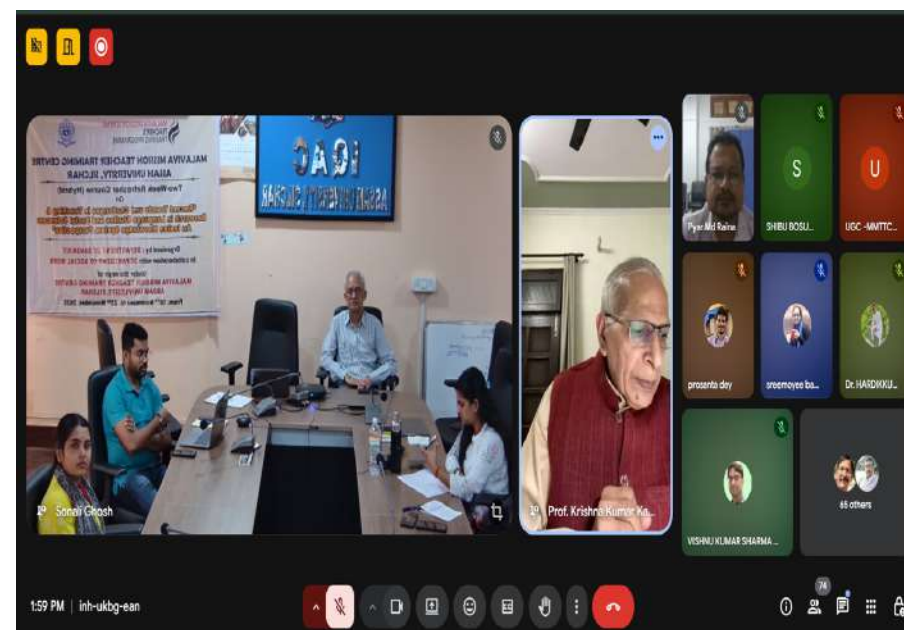
Session 16

Topic: Hindi Literature and Interdisciplinary Perspectives in Research and Training

Resource Person: Prof. Krishan Kumar Kaushik

Mode: Online

The session addressed literature as the foundation for understanding society, culture, and knowledge. It highlighted the importance of the ancient Guru-Shishya tradition and the value of Sanskrit, Sufi studies, and the practical wisdom of the Atharvaveda. The speaker referenced works by Ramchandra Shukla and Premchand's realism to show how literature reflects tradition and social change.



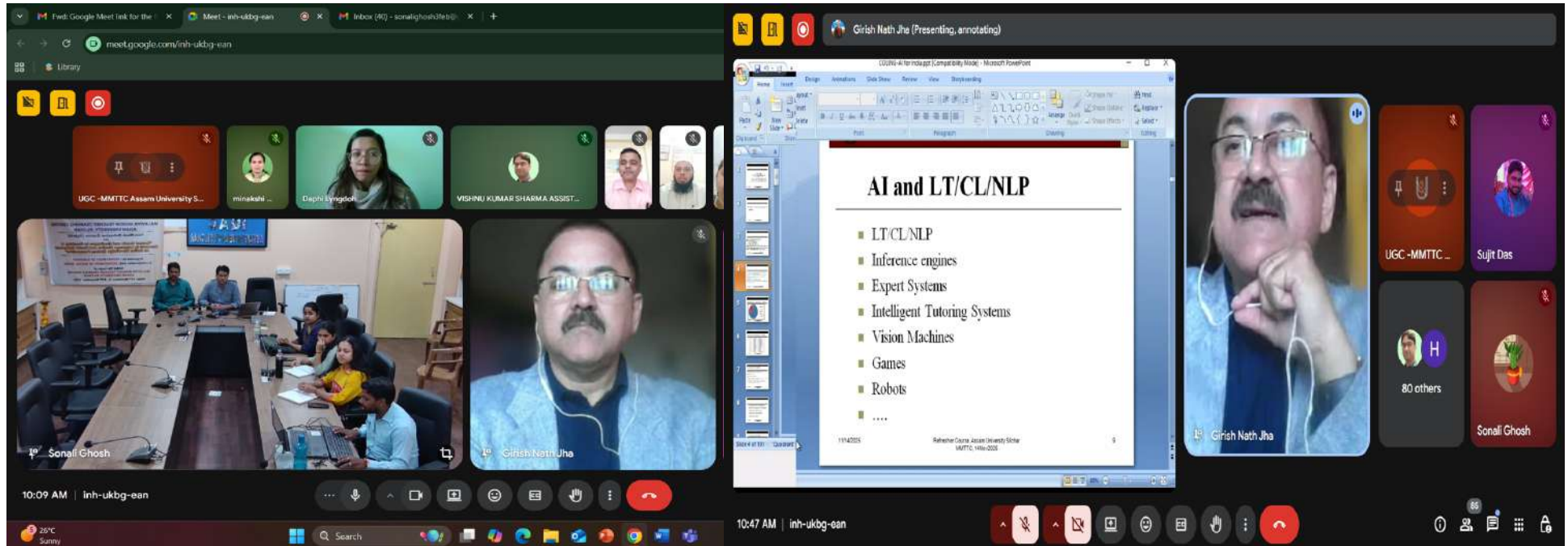
Session 17

Topic: Role of Sanskrit and computational linguistics in research

Resource Person: Prof. Girishnath Jha

Mode: Online

The session highlighted the synergy between Sanskrit and Computational Linguistics. Sanskrit was highlighted as a highly scientifically organized language due to the grammatical precision of Pāṇini's *Ashtadhyayi*. The role of computational tools in analyzing, preserving, and expanding Sanskrit knowledge and its application in modern fields like Natural Language Processing (NLP) and AI was emphasized as a way to bridge traditional and modern scientific frameworks.



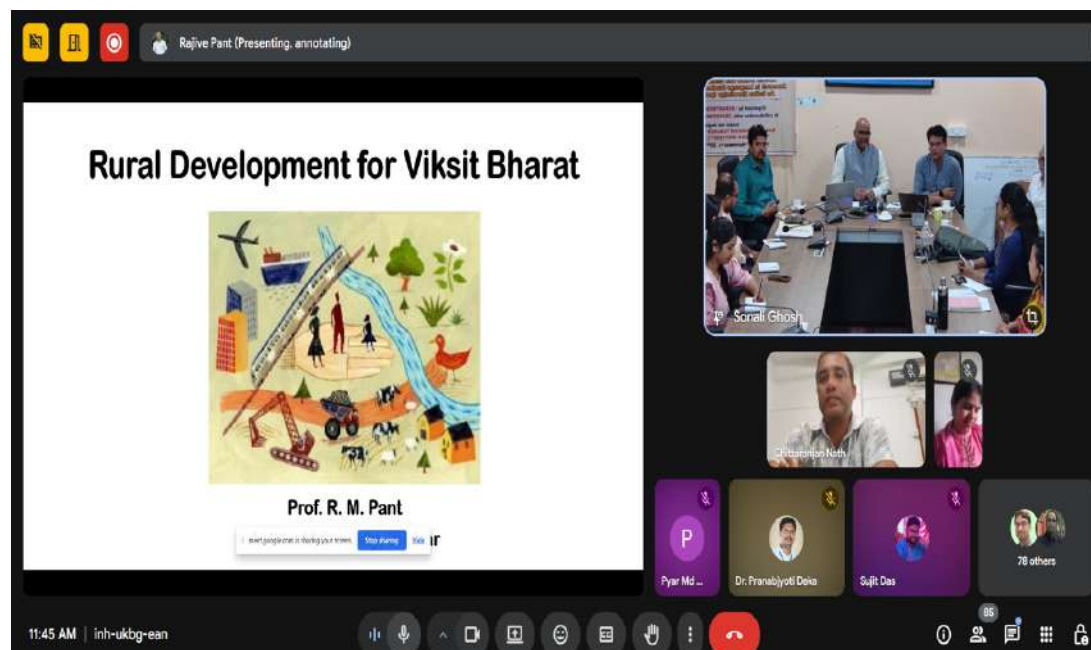
Session 18

Topic: Rural Development for *Viksit* Bharat

Resource Person: Prof. Rajive Mohan Pant

Mode: Offline

The session highlighted rural development as a vital pillar for achieving the national goal of *Viksit* Bharat. Key areas discussed included strengthening rural infrastructure (roads, digital access, power, markets), promoting modern agricultural practices, and fostering environmental consciousness (water conservation, sustainable land use). It also emphasized the importance of active community involvement and strengthening women's participation in the rural economy through initiatives like SHGs.



Session 19

Topic: Comparative Research in Language Studies and Social Sciences

Resource Person: Prof. Mostafizur Rahman

Mode: Offline

The session addressed comparative research as a methodology that makes cross-cultural and cross-national comparisons to identify, analyze, and explain similarities and differences. The goal is to develop fundamental, generalizable theories (e.g., theories of social revolutions). The method often involves a blend of quantitative and qualitative approaches (like QCA) and was exemplified by Durkheim's study on suicide.



Session 20

Topic: Indian Knowledge System and the Contributions of Saints

Resource Person: Prof. Krishan Kumar Kaushik

Mode: Offline

The session highlighted on the spiritual and ethical realization of knowledge. Stressed that true Gyan (wisdom) is not academic but an embodied realization achieved through inner stability (*Sthir*) and the practice of ethical integrity (*Kathni, Karni me Samanata* - alignment of words and actions). Drew on the philosophy of saints like Kabir, emphasizing that the Śabda (Word) is Parambrahma (Ultimate Reality), and teachers must prioritize teaching over focusing on religious divisions.



Session 22

Topic: Concept of Indian Literature

Resource Person: Prof. Krishna Mohan Jha

Mode: Offline

The session explored the foundational concepts of Indian literature, rooted in Bharatiyata (cultural identity and diversity). Indian literature is a body of knowledge rooted in spirituality and ethics, often using nature as an inspiration for harmony. Narratives from the Mahabharata and Gita are crucial for blending philosophical reflection with practical guidance. The ultimate aim of this literature is to educate, inspire, and elevate human consciousness.



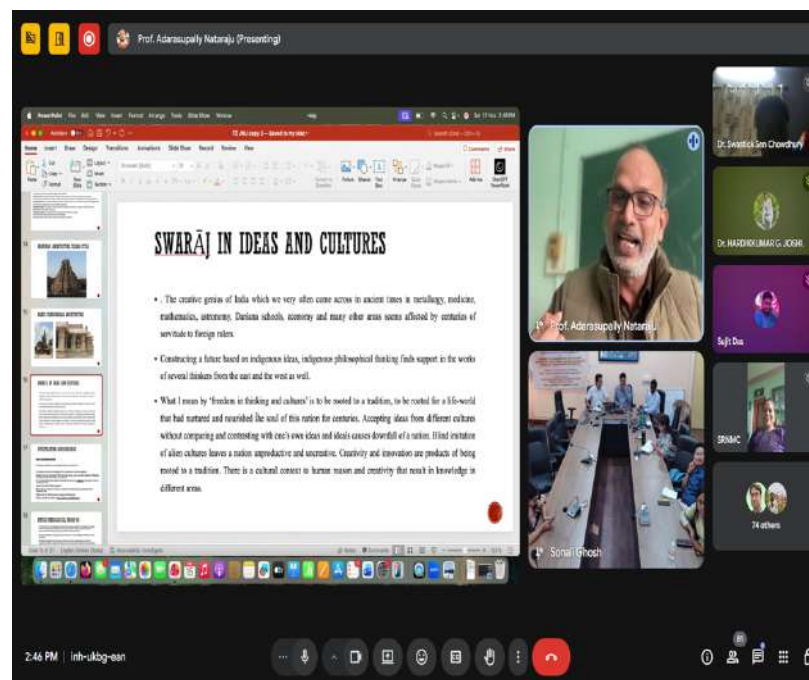
Session 23

Topic: Knowledge based on Indian Tradition: Some Challenges in Research

Resource Person: Prof. A Nataraju

Mode: Online

The session highlighted the need to integrate the IKS perspective in research, challenging the Western Enlightenment's belief that only rational knowledge is the highest value. Argued that a nation's creativity and wisdom (in metallurgy, medicine, etc.) are rooted in its tradition. He highlighted that comparing and contesting indigenous ideas with other cultures is essential, referencing to the decline in Indian mathematics around the 14th century as a consequence of failing to do so.



Session 24

Topic: Social Work and Human Rights Perspective

Resource Person: Prof. M. Gangabhusan

Mode: Offline

The session highlighted the evolution of social work development models from the Charity and Needs-Based Approach (NBA) to the Rights-Based Approach (RBA). RBA is presented as foundational, viewing human rights as a legal obligation rather than a charitable request. RBA focuses on empowering marginalized individuals, demanding accountability from duty-bearers, and leading to greater long-term sustainability, though often involving more confrontation with power structures.



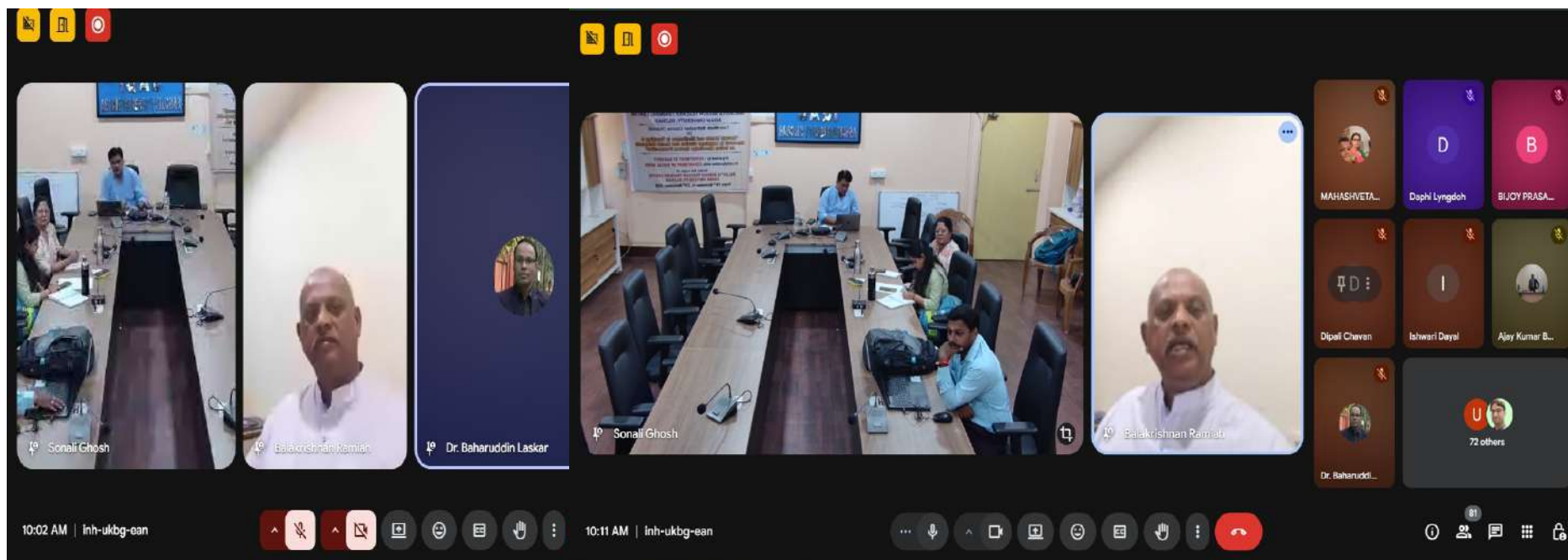
Session 25

Topic: Theories of Management (Management Theories in perspective of Education Management)

Resource Person: Prof. Ramiah Balakrishnan

Mode: Online

The session addressed major management theories and their application in education. Key theories included: Scientific Management (Frederick Taylor, focusing on time and division of labor); Administrative Theory (Fayol's 5 principles: Planning, Organizing, Coordinating, Commanding, Controlling); Bureaucratic Theory (Max Weber, emphasizing hierarchy and job security); Behavioural Theory (motivation through reward and opportunity); and Contingency Theory (management must be flexible to fit the environment). The overarching message was that management is a logical, evolving entity that requires a collaborative approach emphasizing ethics and values.



Session 26

Topic: Bengali Literature: Recent Trends and Challenges

Resource Person: Prof. Bela Das

Mode: Offline

The session covered the evolution of Bengali literature across three eras: Ancient (*Charyya Giti Padabali*- mystic songs); Medieval (*Mangal Kavya*—religion-centric); and Modern (19th century onward, marked by the development of prose and the rise of authors like Bankimchandra Chattopadhyay and Rabindranath Tagore). The main focus was on the progression of female authors (from Swarnakumari Debi to Mahasweta Devi and contemporary writers), showing a shift from seeking happiness within patriarchy to actively questioning social norms, fighting oppression, and addressing gender discrimination.



Session 27

Topic: Social Implications of Literature & Literary Studies (Creation & Construction in Literature, Philosophical Foundations)

Resource Person: Prof. Tapodhir Bhattacharjee

Mode: Offline

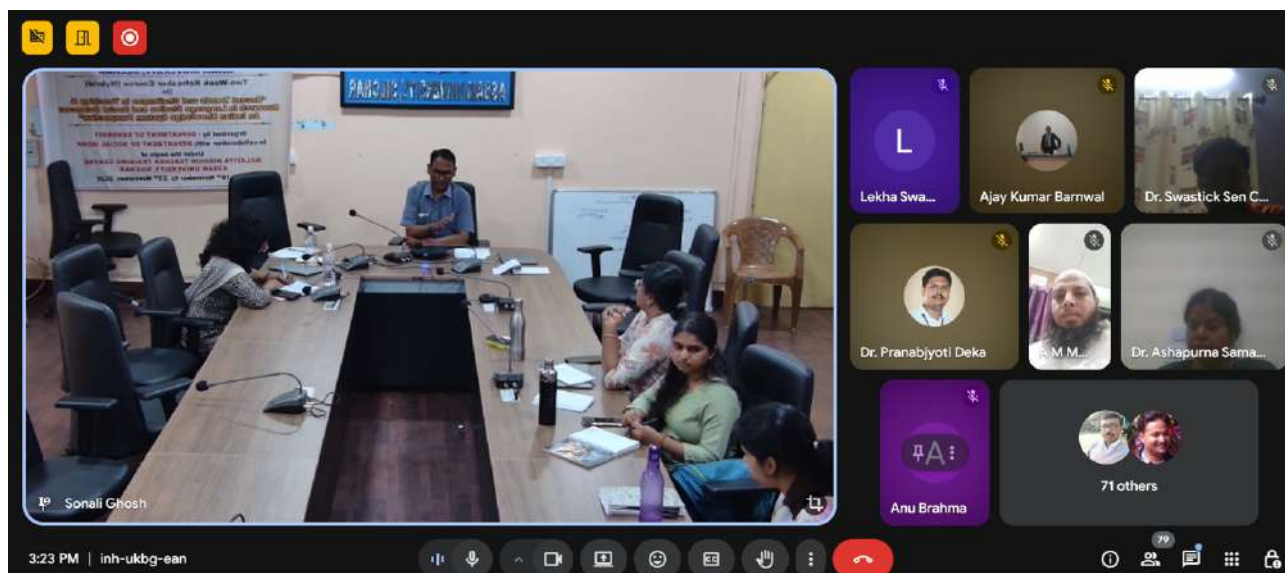
This philosophical session highlighted the core social and universal aspects of literature. It emphasized the concept of "Vasudhaiva Kutumbakam" ("the world is one family"), explaining that literature continuously constructs and expands human relationships across time. Literature and philosophy are "twins" that convey universal truths. The session stressed that truth (*Satya*) refers only to what exists and that the highest form of knowledge is Pragma. It concluded that literature is continuous, open-ended, and a constant force that expands belief systems.



Session 28

Topic: Relationship Between Teaching and Research and Its Impact on Social Transformation **Resource Person:** Prof. Rama Shankar
Mode: Offline

The session highlighted that teaching and research are complementary functions (not competing activities) that drive social transformation. Teaching should impart systematic knowledge, practical skills, moral values, and develop the 4Cs (Curiosity, Creativity, Critical thinking, Collaboration). Research should be high-quality, ethical, and solution-oriented to generate new knowledge. The key takeaway was that academic progress requires both to be purpose-driven, with good teaching nurturing wisdom and good research driving innovation and community development.



Session 29

Topic: Postmodern Research in Language Studies and Social Sciences

Resource Person: Dr. Mritunjay Singh

Mode: Offline

The session, led by Dr. Mritunjay Kumar Singh, highlighted the shift from modernism to postmodernism. It defined postmodernism as a phase that challenges the core tenets of modernism, such as its focus on scientific rationality, universal theories (meta-narratives), and the notion of absolute truth. Key concepts introduced included the privileging of "little narratives" over universal ones. Deconstruction (challenging fixed meanings of words), the "Death of Author", and the use of Discourse Analysis based on the work of Michel Foucault in social science research.



Coordinators: Dr. Govind Sharma & Dr. Kaivalya T. Desai

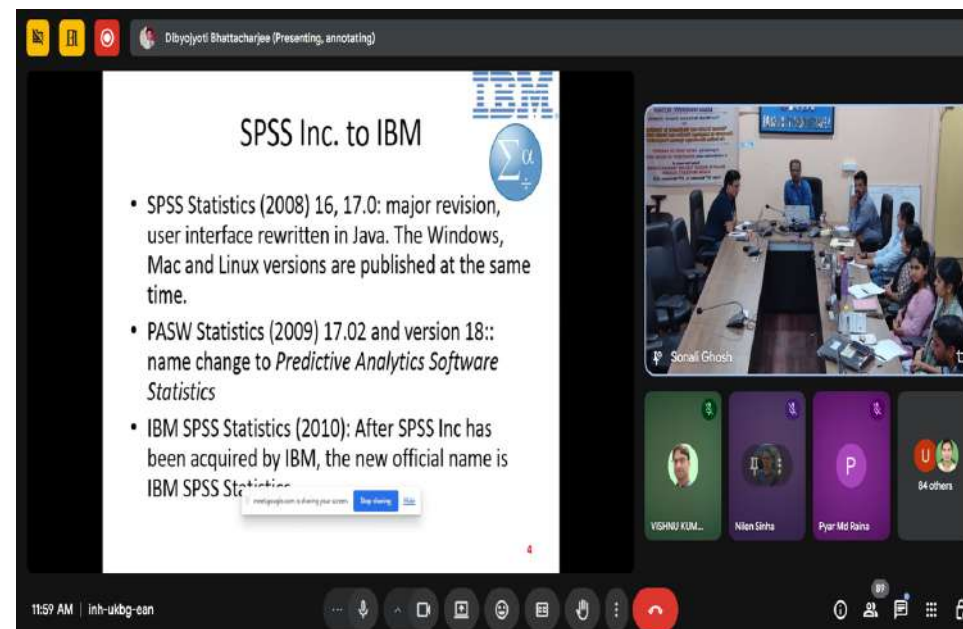
Session 30

Topic: History of SPSS

Resource Person: Prof. Dibyojyoti Bhattacharjee

Mode: Offline

Prof. Dibyojyoti Bhattacharjee discussed the history of SPSS (Statistical Package for the Social Sciences), noting its creation in 1968 and its evolution into a leading statistical software, acquired by IBM in 2009. The session was practical, focusing on the software's interface, explaining Variable View and Data View, procedures for data entry, checking data quality by demonstrating how to detect duplicate cases, and guiding participants through creating and interpreting basic statistical visualizations, specifically a boxplot.



Session 31

Topic: Epistemological Foundations of Diaspora Studies: Multidisciplinary and Interdisciplinary Approaches

Resource Person: Dr. Shailendra Kumar

Mode: Offline

Dr. Shailendra Kumar defined Diaspora Studies as the academic field examining the experiences, identities, and histories of dispersed populations. The session focused on the field's methodological nature, explaining that its complex subject matter makes it inherently multidisciplinary and interdisciplinary. It detailed how the multidisciplinary approach draws information from various fields (like Sociology, History, and Literature) , while the interdisciplinary approach actively synthesizes concepts from these fields to create new theoretical frameworks, such as Transnationalism and Hybridity, to achieve a holistic understanding.



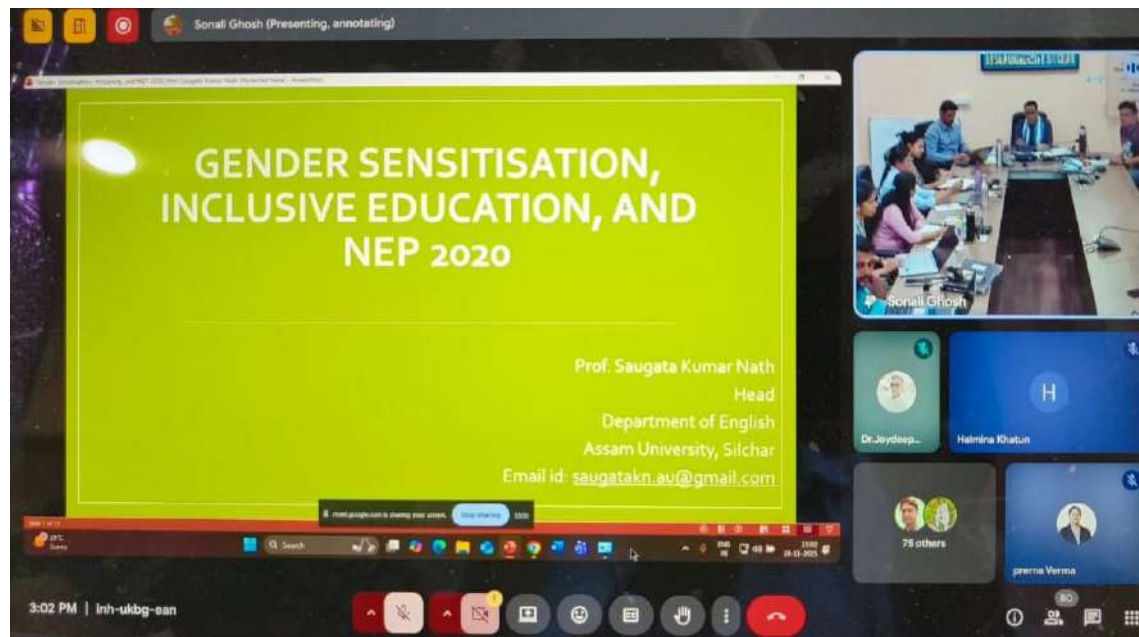
Session 32

Topic: Gender Sensitisation, Inclusive Education and NEP 2020

Resource Person: Prof. Saugata Nath

Mode: Offline

Prof. Saugata Nath discussed the crucial link between gender sensitivity, inclusive learning, and the National Education Policy (NEP) 2020. The session started by clarifying the difference between Sex (biological) and Gender (societal/constructive). He highlighted NEP 2020's strong mandate for equity and inclusion, including the establishment of a Gender-Inclusion Fund. Practical implementation steps were emphasized, focusing on changes needed in policy, curriculum, pedagogy, and the physical environment of Higher Education Institutions (HEIs) to ensure safety and dignity for all students.





Session 33

Topic: Research and Development (Introduction to the Research Process)

Resource Person: Prof. Ajay Kumar Singh

Mode: Online

Dr. Ajay Kumar Singh introduced the steps involved in the research process, identifying scientific knowledge as the major source of knowledge generation. The key stages discussed included the identification of a research problem through various sources, (experts, databases), the critical role of a literature review to identify a research gaps, the process of hypothesis testing (including the use of the Null Hypothesis), defining the components of the research design , and the final stages of data analysis and report writing.



Session 34

Topic: The Quest for Knowledge in Social Sciences

Resource Person: Dr. Kaivalya T. Desai

Mode: Offline

The session explained the idea of quest for knowledge among human beings since ancient times and highlighted human curiosity and usefulness of knowledge generation for human survival and growth. The resource person further explained how knowledge was accumulated and transmitted across generations by human beings. Further, the resource person deliberated about various sources of human knowledge from tradition and religion to experience, intuition and science. The session concluded with debate about the scientific status of social sciences in the academia and how social sciences have attempted to defend their scientific status.



Session 35

Topic: The Inception of Research in Social Sciences

Resource Person: Dr. Kaivalya T. Desai

Mode: Offline

The session began with a discussion on the basic aspects of research in social sciences. The resource person highlighted that ontology, epistemology, methodology and methods are the four basic interrelated aspects of research in social sciences. Following the discussion on basic aspects of research in social sciences, the resource person focussed on distinguishing between the canonical and non-canonical traditions in social sciences research which have been popularised as quantitative and qualitative traditions in research. Finally, the resource person cautioned about methodological fundamentalism that underlines the debate between quantitative and qualitative traditions in social sciences and concluded the session with a discussion on triangulation in social science research which promoted methodological pluralism.



Session 36

Topic: Borrowing

Resource Person: Prof. Ajit Kumar Baishya

Mode: Offline

Prof. Ajit Kumar Baishya explained linguistic borrowing (or loan words) as the adoption of forms from one language into another, linked to social and cultural contact and common with bilingualism. Motivations include filling lexical gaps (need fulfillment) and prestige. Key concepts covered included Assimilation (adapting borrowed words to the borrowing language's sound rules), the most borrowed categories (Nouns being the most common), and types of borrowing like Loan Translation (Calquing) and Syntactical Borrowing.



Session 37

Topic: Ethical Use of AI in Research Studies & Social Sciences: Rethinking Research in the Digital Age

Resource Person: Dr. Rajeev Kumar Panda

Mode: Offline

Dr. Rajeev Kumar Panda distinguished between Ethics (human judgment, conscience) and Rules (machine-based instructions). The core issue addressed was that using AI tools may allow a researcher to technically bypass rules (e.g., plagiarism checks) while still violating ethical principles (e.g., respecting intellectual labor). The session emphasized a multi-layered understanding of ethics, including Applied Ethics (such as the ethics of privacy and AI ethics), and enriched the discussion by incorporating core principles from the Indian Knowledge System (IKS)—such as Dharma (duty), Satya (truthfulness), and Ahimsa (non-violence/biasness)—to inform the debate on AI ethics.



Session 38

Topic: Bhartiya Research Methodologies in Communication Studies

Resource Person: Prof. Raghavendra Mishra

Mode: Online

Prof. Raghavendra Mishra focused on the philosophical and methodological depth of the Indian Knowledge System (IKS). The session highlighted that the foundational elements of modern research methodology were discussed in ancient Bharatiya texts. Key IKS concepts for research were introduced, including Anubhanda-Chatushtayam (four prerequisites: Subject, Candidature, Relationship, Purpose) and the principles of scientific examination from Vachaspati Misra and Abhinav Gupta. The main focus was on Tantrayukti, which refers to the methodical elements and structural devices used in ancient Indian *shastras* (sciences/disciplines) for constructing and presenting a lucid theory.



Session 39

Topic: Contemporary Challenges in Social Science Research and the Road Ahead

Resource Person: Prof. Sarvesh Tripathi

Mode: Offline

Prof. Sarvesh Tripathi highlighted the contemporary challenges in social science disciplines, highlighting issues such as the replication crisis in Psychology, the integration of classical theories with Big Data in Sociology, and the adaptation to digital content volumes and misinformation in Media Studies. Cross-disciplinary challenges include data quality, interdisciplinary collaboration difficulties, and the potential for AI models to amplify biases. The future direction suggests embracing mixed methods, promoting culturally relevant tools, and adopting community-engaged research models.



Session 40

Topic: Communication, Media Planning, and Media Management

Resource Person: Prof. Atish Prashar

Mode: Offline

Prof. Atish Prashar addressed core concepts in communication and media management. He defined communication's key elements and introduced the Seven C's of Effective Communication: Completeness, Clarity, Conciseness, among others. He outlined media's broad responsibilities, such as transparency and encouraging debate. Media management was described as an interdisciplinary field focused on the strategic use of resources by media organizations. The session emphasized media planning as a critical process for crafting messages, selecting channels, and ensuring effective delivery while minimizing costs, detailing steps like research, message design, and feedback assessment.



Session 41

Topic: Classical Indian Research Methodologies: A Study of *Shastric* Traditions

Resource Person: Dr. Govind Sharma

Mode: Offline

Dr. Govind Sharma deliberated on the foundational philosophical schools (*Darshanas*) associated with *Shastric* traditions and delineated their core epistemological frameworks, specifically focusing on the concept of *Pramana* (valid means of knowledge). He further highlighted the systematic processes of inquiry and knowledge validation detailed in traditions like *Nyaya* and *Mimamsa*, including concepts such as *Tarka* (hypothetical reasoning), *Vāda* (disputation/debate), and *Anvaya-Vyatireka* (method of agreement and difference). He also explained specific research methodologies employed in practical *Shastras*, such as the linguistic analysis methods of *Vyakarana* (Pāṇini's methodology) and the hermeneutic principles of *Mimamsa* (rules of interpretation).



Session 42

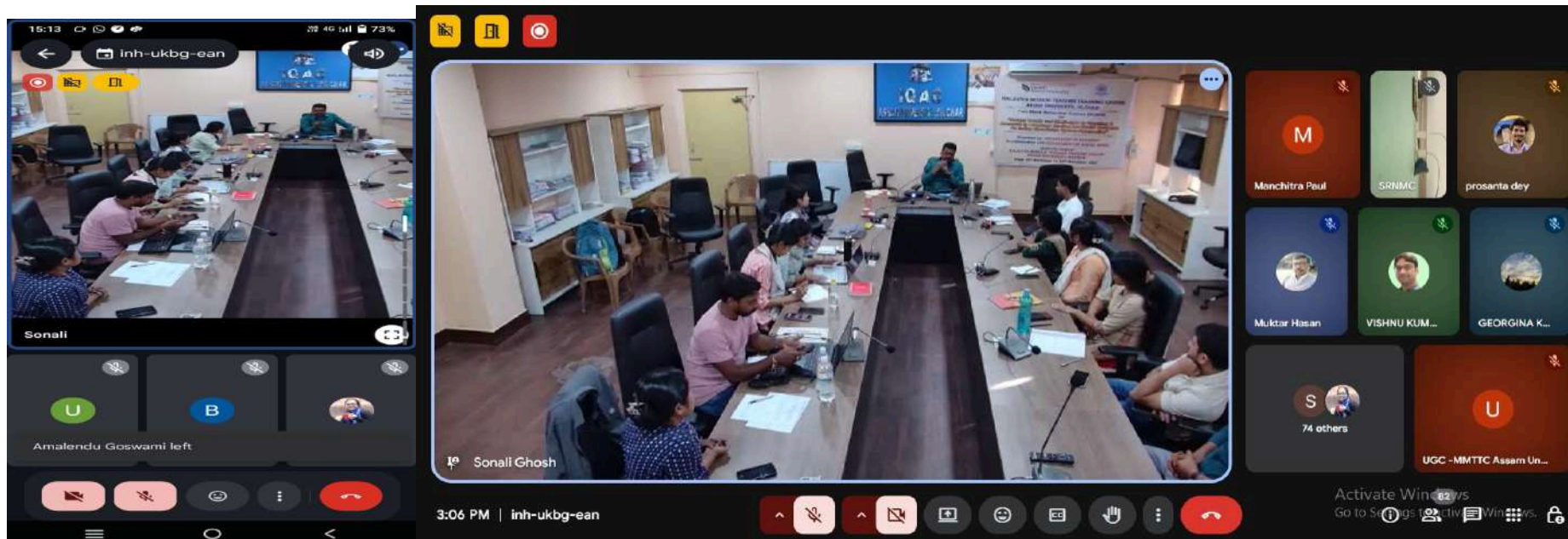
Topic: Epistemology in Indian Philosophy

Resource Person: Dr. Govind Sharma

Mode: Offline

The lecture on *Epistemology in Indian Philosophy* explored the foundational theories of knowledge (प्रमाण-शास्त्र) developed by major Indian philosophical schools. It emphasized that Indian epistemology is deeply intertwined with metaphysics, ethics, and soteriology, viewing knowledge not merely as intellectual correctness but as a means to liberation (मोक्ष). School-wise Epistemological Positions

Nyāya: Accepts four pramāṇas; emphasizes logical rigor and realistic ontology. Vaiśeṣika: Similar to Nyāya but with a focus on categorization of reality. Sāṅkhya-Yoga: Accept perception, inference, and reliable testimony; knowledge leads to discriminative insight (विवेक). Mīmāṃsā: Expands pramāṇas and gives supremacy to Vedic testimony as eternal and authorless. Advaita Vedānta: Accepts six pramāṇas; highlights sublation (बाध) and the distinction between empirical and absolute knowledge. Buddhism: Emphasizes perception and inference; rejects ātman; focuses on momentariness and causality. Jainism: Advocates anekāntavāda and syādvāda, allowing multi-perspectival knowledge.



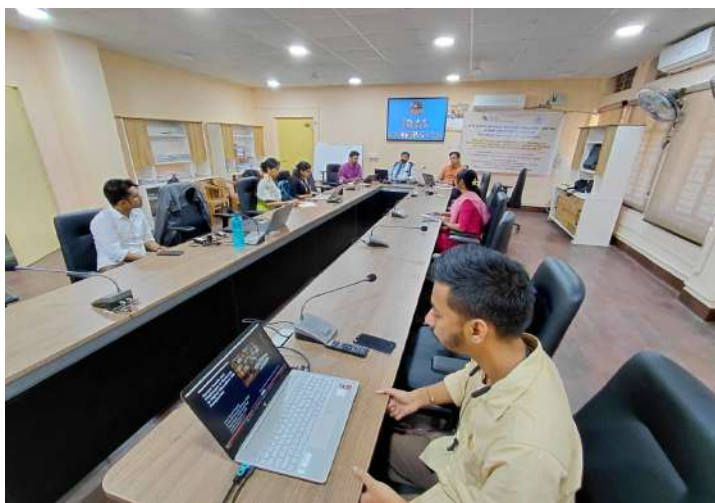
Session 43

Topic: Recent Trends and Challenges in Research in Higher Education: IKS Perspective

Resource Person: Prof. Piyush Pandey

Mode: Offline

This session, led by Prof. Piyush Pandey, focused on the philosophical foundations, current challenges, and future direction of research in Indian Higher Education, viewed through the lens of the Indian Knowledge System. Research was defined by integrating modern Western concepts with traditional Indian epistemology, specifically citing the Sāṅkhya principle of Trividham Pramanam (Perception, Inference, and Testimony) and the four-step investigative process (Draṣṭavya, Śrotavya, Mantavya, Nididhyasitavya) from the Bṛhadāraṇyaka Upaniṣad. Key challenges identified include inadequate funding and infrastructure, poor ethical compliance, insufficient training, and a lack of societal relevance in current research. The session highlighted major reforms and goals, including the establishment of the National Research Foundation (NRF) to unify fragmented funding, increasing national R&D investment to 2% of GDP by 2030, and strengthening academia–industry collaboration. Major research focus areas include AI, Genomics, Climate Technologies, and the expansion of the NRF to support social sciences and IKS integration.



Session 44

Topic: हिंदी साहित्य और स्त्री विमर्श

Resource Person: Dr. Vedaparna Dey

Mode: Online

इस भाषण में हिंदी साहित्य में नारी-प्रतिमा के विकास को ऐतिहासिक क्रम में प्रस्तुत किया गया। वक्ता ने बताया कि मध्यकाल से लेकर उत्तर-आधुनिक समय तक स्त्री-चेतना, स्त्री-स्वर और स्त्री-अनुभवों में व्यापक परिवर्तन दिखाई देते हैं। मध्यकाल में नारी-प्रतिमा मुख्यतः आदर्श, प्रेम, भक्ति और त्याग के रूप में उभरती है। विद्यापति, कबीर, मीरा, सूर और तुलसी की रचनाओं में स्त्री का चित्रण भक्त, सखी, प्रेयसी या पतिव्रता के रूप में है। यहाँ स्त्री की भूमिका प्रतीकात्मक और पुरुष-केन्द्रित है। रीति-काल तक आते-आते नारी-प्रतिमा और अधिक सौंदर्य-केन्द्रित, उपभोग्य एवं रसाभिव्यक्ति का माध्यम बन जाती है। कवियों ने ‘नायिका-भेद’, श्रृंगार और रूप-वर्णन पर बल दिया। यथार्थवादी साहित्य में विधवा-समस्या, दहेज, स्त्री-शिक्षा और सामाजिक असमानता प्रमुख विमर्श बनते हैं। प्रेमचंद, जयशंकर प्रसाद, और बाद के कथा-साहित्य में स्त्री का रूप अधिक मानवीय, संघर्षशील और आत्मनिर्णयकारी होता है। प्रेमचंद की नारी पात्र समाज-सुधार और आत्मसम्मान की प्रतीक हैं।

प्रगतिशील आंदोलन ने स्त्री-विमर्श को वर्ग, श्रम, शोषण और आर्थिक स्वतंत्रता से जोड़ा। नागार्जुन, फणीश्वरनाथ रेणु, अमरकांत आदि ने श्रमिक, किसान और हाशिए पर स्थित स्त्री को साहित्य में स्थान दिया। नारीवादी लेखन (60-90 के दशक) में स्त्री-अनुभव केंद्र में आता है। कृष्णा सोबती, मन्नू भंडारी, उषा प्रियंवदा, महादेवी वर्मा, मैत्रेयी पुष्पा जैसी लेखिकाओं ने स्वतंत्र स्त्री-स्वर, लैंगिक असमानता, देह-राजनीति, घरेलू हिंसा और आत्म-पहचान को नए आयाम दिए। उत्तर-आधुनिक एवं समकालीन दौर में नारी-प्रतिमा के आयाम और विस्तृत होते हैं





Session 45

Topic: Digital Rights Management Protecting IK

Resource Person: Dr Apurba Jyoti Majumdar

Mode: Online

Digital Rights Management (DRM) for Protecting Indigenous Knowledge (IK):

DRM safeguards Indigenous Knowledge by controlling access, use, and distribution of digital resources. It prevents unauthorized sharing, ensures cultural ownership, supports community consent, and helps maintain authenticity while enabling responsible digital preservation and ethical knowledge dissemination.



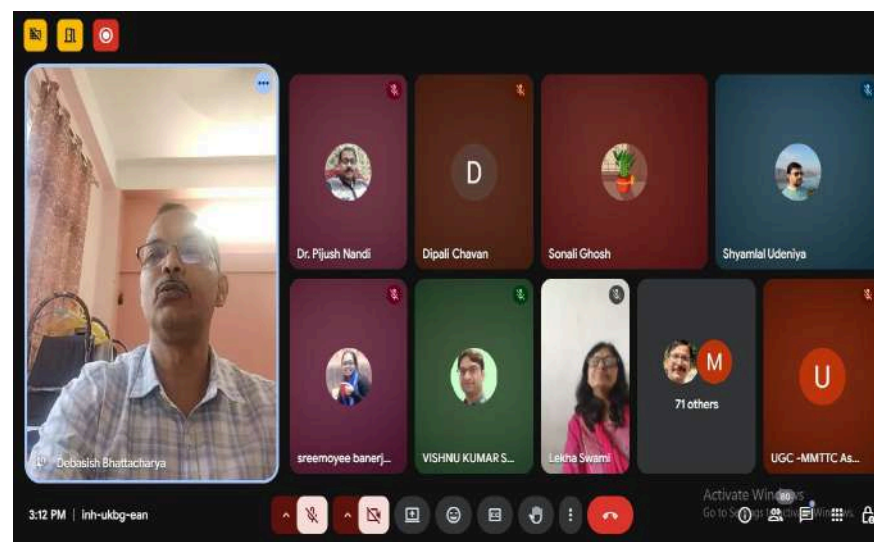
Session 46

Topic: Discourse in Bengali and Assamese Literature: Scope of research

Resource Person: Prof. Debashish Bhattacharjee

Mode: Online

The resource person situated discourse — understood broadly as the ways language, ideology, history and power shape literary expression — as a fertile, under-explored field for comparative research between Bengali and Assamese literatures. He argued that studying discourse reveals how literatures reflect and shape identity, politics, community memory and linguistic practice across the two languages. The scope for research is broad and urgent: by mapping discourse we can better understand how literature participates in language politics, identity formation, and social change. Prof. Bhattacharjee calls for methodological plurality, institutional support for bilingual resources, and attention to marginalized narratives so comparative discourse study becomes both analytically rigorous and socially relevant.



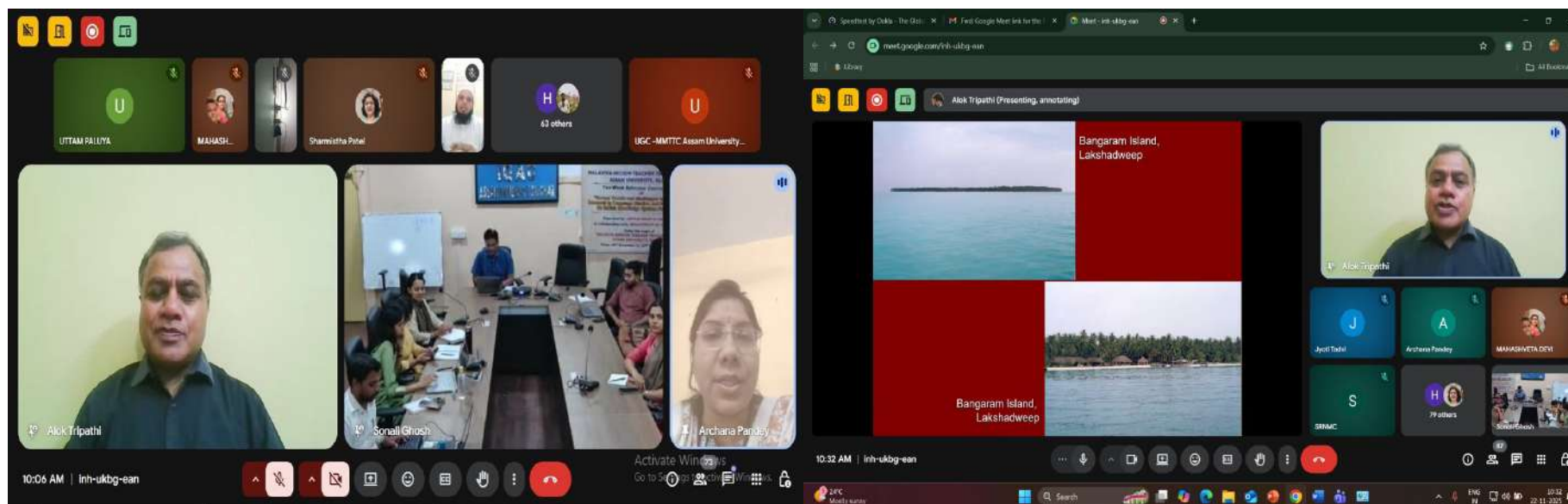
Session 47

Topic: Underwater Cultural Heritage

Resource Person: Prof. Alok Tripathi

Mode: Online

The session led by Prof. Alok Tripathi explored how recent trends and challenges in teaching and research can be understood through the lens of Indian Knowledge Systems. He emphasised the integration of traditional methods, such as *Anvikshiki* (logic), *Śāstra-vicāra* (textual analysis), and *Tarka-śāstra* (critical reasoning), into modern research. Using archaeology as an example, he highlighted how scientific inquiry, imagination, and historical exploration work together. Prof. Tripathi also discussed constitutional provisions for protecting heritage, distinctions between central and state responsibilities, and the significance of underwater cultural heritage based on the UNESCO Convention. He also highlighted India’s rich maritime past, environmental changes affecting archaeological sites, and the research potential within internal water.



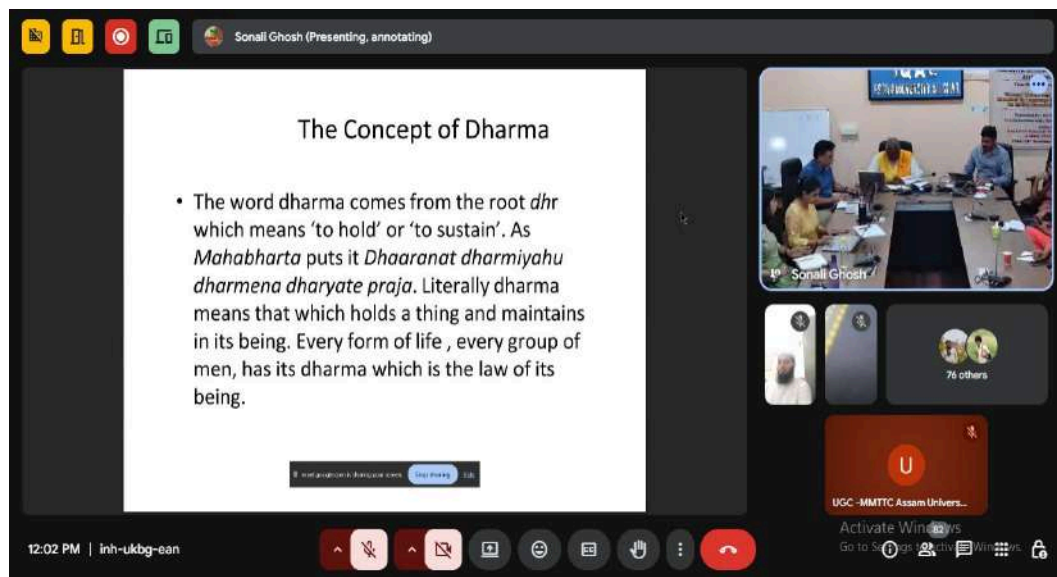
Session 48

Topic: IKS and Sanskrit

Resource Person: Prof. Siddhartha Shankar Singh

Mode: Offline

The session led by Prof. Siddharth Shankar Singh highlighted a comprehensive introduction to the Indian Knowledge System (IKS) and Sanskrit. He explained the philosophical foundations of Indian thought rooted in the Vedas, Upanishads, Bhagavad Gita, Panch Mahabhutas, Purusharthas, Dharma, Karma, and the unity of life. The session highlighted how concepts like Gyanendriyas, Karmendriyas, Panch Prana, and Antahkarana shape human understanding and behaviour. He also emphasized cultural values such as tolerance, non-violence, universality, and Vasudhaiva Kutumbakam. Further, he discussed India's vast intellectual traditions, including the 18 Vidyas and 64 Kalas, and described how social institutions family, marriage, caste, education, economy reflect the lived reality of IKS. Overall, the lecture highlighted the need to integrate this rich philosophical and cultural heritage into contemporary teaching, research, and curriculum development.



Session 49

Topic: Ancient Indian Wisdom: *Kautaliya Arthasrasthra*

Resource Person: Prof. Niranjana Roy

Mode: Offline

Prof. Niranjana Roy deliberated on different concepts of *Kautilya Arthashastra*. He deliberated that *Kosha* (Treasury) is paramount, as the King's ability to govern and ensure welfare depends on it. He highlighted that the concept of fair taxation was clearly articulated by Chanakya. Taxes should be collected justly, reasonably, and in a manner that does not harm economic activity. It is likened to a honeybee collecting nectar without damaging the flower. He deliberated that agriculture was the backbone of the economy according *Kautilya Arthashastra*, but the text also covered trade, mining, and public works like irrigation. Most importantly, it details an elaborate system to prevent corruption and embezzlement among state officials.





Conclusion

The two-week refresher course on recent trends and challenges in teaching and research in language studies and social sciences was an effort towards integrating Indian knowledge traditions and western knowledge traditions on the one hand, and ancient and modern teaching and research on the other. The idea with which the coordinators conceptualized this course was to encourage critical thinking in teaching and research in language studies and social sciences through debate and dialogue debunking fundamentalism and promoting pluralism.

In order to achieve this objective, overall, 48 sessions were organized during this journey of two-weeks. In order to encourage pluralism, a total of 37 resource persons across 17 academic disciplines were invited by the organizers to deliver their lectures. These included: Sanskrit, Social Work, Philosophy, Statistics, Bengali, Linguistics, Education, Hindi, Management Arabic, Sociology, English, Mass Communication & Journalism, Microbiology, Library Sciences, History and Economics.

A total of 96 participants successfully completed this refresher coming from 25 academic disciplines predominantly from different languages and social science disciplines with different specializations. The evaluation of learning process of the participants was done through both objective and subjective methods. Participants gave feedback of each session and organizers attempted to incorporate their suggestions over the duration of this course with some limitations.

Lastly, we once again thank all the resource persons and participants along with Assam University, Silchar administration in helping us organize this programme.

