



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: 10<sup>th</sup> November to 23<sup>rd</sup> 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



### ***TABLE OF CONTENTS***

<b>SL. NO.</b>		<b>PAGE NO.</b>
	<b>Flyer</b>	<b>1</b>
<b>1</b>	<b>Background and Rationale</b>	<b>2</b>
<b>2</b>	<b>Registration Process</b>	<b>4</b>
<b>3</b>	<b>List of Resource Person</b>	<b>6</b>
<b>4</b>	<b>List of Registered Participants</b>	<b>9</b>
<b>5</b>	<b>List of Volunteers</b>	<b>17</b>
<b>6</b>	<b>Schedule of Refresher Course</b>	<b>18</b>
<b>7</b>	<b>Inaugural Programme</b>	<b>23</b>
<b>8</b>	<b>About the Inaugural Programme, Newspaper Coverage and Glimpse of Inaugural Session</b>	<b>24</b>
<b>9</b>	<b>Reports of 48 nos. of Academic session (Session no – 2 to 49)</b>	<b>28</b>
<b>10</b>	<b>Conclusion</b>	<b>76</b>
<b>11</b>	<b>Valedictory Report</b>	<b>78</b>



**Malaviya Mission Teacher Training Centre**  
Assam University, Silchar

*Invites you to join*  
**Two-Week Refresher Course (Hybrid)**

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

**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

**From November 10<sup>th</sup> to November 23<sup>rd</sup>, 2025**

<b>Eligibility</b>	Faculty members of Universities/College/Deemed Universities/Affiliated & Constituent Colleges/Private Universities & Colleges/ HEIs in Languages, Literature, Linguistics, Philosophy, Social Work, History, Political Science, Sociology, Economics, Anthropology, Education, Commerce, and allied disciplines.	
<b>Programme Highlights</b>	<ul style="list-style-type: none"> <li>To familiarize participants with philosophical foundations of research as per Indian knowledge traditions and modern academic practice.</li> <li>To equip faculty and researchers with tools for data collection, analysis, and interpretation in the context of Language Studies and Social Sciences.</li> <li>To introduce participants to ontological and epistemological frameworks from Sanskrit, Prakrit, Pali, and vernacular sources.</li> </ul>	<ul style="list-style-type: none"> <li>To integrate traditional Indian research methods- such as <i>Arvikshiki</i> (logic and inquiry), <i>Sāstra-vicāra</i> (textual analysis), and <i>Tarka-śāstra</i> (critical reasoning) into contemporary research methodology.</li> <li>To develop research projects that align with NEP2020 and IKS-MoE guidelines for multidisciplinary, culturally grounded scholarship.</li> </ul>
<b>Attendance</b>	Compulsory in all the sessions	
<b>Time</b>	10:00 AM to 5:00 PM	
<b>Last Date to Receive Applications</b>	08/11/2025	
<b>Programme Mode</b>	Hybrid	
<b>Certification</b>	Participants who attend all sessions and undergo multifaceted evaluation will be provided a certificate of successful program completion.	
<b>Registration</b>	<b>No Registration Fee</b> Scan the QR Code for Registration details	



❖ **N.B.:** Participants who have already completed a Faculty Induction Programme (FIP) or an Orientation Programme of at least 24 days are eligible for this Refresher Course.

#### Chief Patron

**Prof. Rajive Mohan Pant**  
Hon'ble Vice Chancellor  
Assam University, Silchar, Assam

#### Patrons

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**Prof. Tarun Sukai**, Head, Department of Social Work, Assam University, Silchar

#### Program Coordinators

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Website: <http://www.aus.ac.in/mmttc->



## 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**

### *1<sup>st</sup> step*





## 2<sup>nd</sup> step

***Apply for “Refresher Course” and select the programme name and centre name “Assam University, Silchar (10/11/2025 - 23/11/2025)”***

***Upload NOC/ Nomination letter and complete the registration process.***

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Pay Level \*

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**List of Resource Person**

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### List of Registered Participants

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4	Dr. Abida Begum	Female	Assistant Professor	Diasporic Literature	A.L.Choudhury College, Algapur, Hailakandi, Assam Affiliated To Assam University, Silchar
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12	Dr. Joydeep Mazumder	Male	Assistant Professor	Assamese Literature	Bodoland University



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77	Dr. Tejkaran Daiya	Male	Assistant professor	Business Administration	Maharaja Ganga Singh University, Bikaner
78	Mrs. Sayeda Fauzia Farmin	Female	Assistant Professor	History	Dibrugarh University, Dibrugarh
79	Dr. Barun Naha	Male	Assistant Professor	Victorian Literature, Culture Studies, Adventure Literature,	Calcutta University, Kolkata
80	Dr. Ritukesh Sharma	Male	Assistant Professor	Engineering	Assam Skill University, Assam
81	Mrs. Daphibahun Lyngdoh	Female	Assistant professor	History Of Modern India	North Eastern Hill University, Shillong
82	Mr. M R Ramesh	Male	Assistant Professor	English	Homi Bhabha National Institute, Mumbai
83	Dr. Ashish J	Male	Assistant professor	Jyotish	Kavi Kulguru Kalidas Sanskrit Vishwavidyalaya, Ramtek
84	Hardikkumar Girjashankar Jo	Male	Assistant professor	Efficiency In Sanskrit Language And Also In Indian Knowledge	Saurashtra University, Rajkot
85	Miss Nayana Goswami	Female	Assistant professor	Sanskrit	Cachar College Under Assam University





86	Mrs. Georgina Khakhlari	Female	Assistant Professor	Department Of English	Assam University, Silchar
87	Dr. Ujjal Karmakar	Male	Assistant Professor	Sanskrit (Veda)	Government General Degree College Salboni
88	Dr. Mrinmayee Patra	Female	Assistant Professor	Bengali	Vidyasagar University, Midnapore
89	Dr. Champak Kalita	Male	Assistant Professor	Sanskrit Mimamsa & Indian Philosophy	Kumar Bhaskar Varma Sanskrit And Ancient Studies University
90	Dr. Vijaykumar Pralhadrao Bhanje	Male	Assistant Professor	History	Punyashlok Ahilyadevi Holkar Solapur University, Solapur
91	Dr. Viral Mukesh Upadhyay	Female	Assistant professor	English Literature	Veer Narmad South Gujarat University, Surat
92	Mr. Mr. Shyamlal Udeniya	Male	Assistant Professor	Sanskrit Literature & Linguistics	Maharishi Dayanand Saraswati University, Ajmer
93	Dr. Archana Devi	Female	Assistant Professor	Assamese	Kumar Bhaskar Varma Sanskrit And Ancient Studies University
94	Dr. Pranjali	Female	Assistant Professor	History	Babasaheb Bhimrao Ambedkar Bihar University, Muzaffarpur
95	Dr. Gautam Chandra	Male	Assistant Professor	History	Babasaheb Bhimrao Ambedkar Bihar University, Muzaffarpur
96	Dr. Archana Pandey	Female	Assistant Professor	History	Babasaheb Bhimrao Ambedkar Bihar University, Muzaffarpur
97	Dr. Dr. Maitreyee Goswami	Female	Assistant Professor	Sanskrit Dharmasastra	Kumar Bhaskar Varma Sanskrit And Ancient Studies University
98	Dr. Keshab Luitel	Male	Assistant professor	Sanskrit	Assam University, Silchar
99	Dr. Uttam Paluya	Male	Assistant professor	Department Of Bengali	Assam University, Silchar
100	Dr. Chabilal Upadhyaya	Male	Assistant Professor	Sanskrit Sahitya	Kumar Bhaskar Varma Sanskrit And Ancient Studies University
101	Dr. Dwitun Basumatary	Male	Assistant Professor	Literature, Film Studies	Kumar Bhaskar Varma Sanskrit And Ancient Studies University



102	Mr. Pranab Das	Male	Assistantprofessor	Department Of Computer Science	Kumar Bhaskar Varma Sanskrit And Ancient Studies University
103	Dr. Swastick Sen Chowdhury	Male	Assistantprofessor	Economics	Vidyasagar University
104	Dr Sharan Sharan Tiwari (Offline Registered) Male	Asistent Professor	Department Of Darshan	Kamesvar Singh Darbhanga Sanskrit University Darbhanga Bihar	
105 Oy	Prasad Lohar ((Offline Registered)	Assistant Professor			

**List of Volunteers**

Sr. No	Name	Designation	Department	University	Email Id	Mobile
1	Anima Roy Biswas	Ph.D Scholar	Sanskrit	Assam University	<a href="mailto:animaroy.lp@gmail.com">animaroy.lp@gmail.com</a>	790857215
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3	Tina Sarkar	Ph.D Scholar	Social Work	Assam University	<a href="mailto:sarkartina1998@gmail.com">sarkartina1998@gmail.com</a>	8250898722
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8	Chayanika Das	Ph.D Scholar	Social Work	Assam University	<a href="mailto:daschayanika923@gmail.com">daschayanika923@gmail.com</a>	70028502
9	Prerna Verma	Ph.D Scholar	Social Work	Assam University	<a href="mailto:prerna.verma@aus.ac.in">prerna.verma@aus.ac.in</a>	9978986412
10	Sampa Roy	Ph.D Scholar	Sanskrit	Assam University	<a href="mailto:samparoy7286@gmail.com">samparoy7286@gmail.com</a>	9365123340
11	Tania Pyne	Ph.D Scholar	Sanskrit	Assam University	<a href="mailto:taniapyne02@gmail.com">taniapyne02@gmail.com</a>	8327372344
12	Supria Choubey	Ph.D Scholar	Sanskrit	Assam University	<a href="mailto:supriyachoubey123@gmail.com">supriyachoubey123@gmail.com</a>	7896286245
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14	Bikram Biswas	Ph.D Scholar	Sanskrit	Assam University	<a href="mailto:bikrambiswas9672@gmail.com">bikrambiswas9672@gmail.com</a>	875994022
15	Sanjoy Das	Ph.D Scholar	Sanskrit	Assam University	<a href="mailto:sdessentialuse@gmail.com">sdessentialuse@gmail.com</a>	7001215731
16	Stiphen Rongmei	Ph.D Scholar	Social Work	Assam University	<a href="mailto:stronghi@gmail.com">stronghi@gmail.com</a>	6000595516
17	Dr. Biswajit Rudra Paul	Guest Faculty	Sanskrit	Assam University	<a href="mailto:biswajitrudrapaul4@gmail.com">biswajitrudrapaul4@gmail.com</a>	8453286090
18	Dr. Milan Barma	Post Doctoral Fellow	Sanskrit	Assam University	<a href="mailto:drmilanbarman@gmail.com">drmilanbarman@gmail.com</a>	6000483919
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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. Niranjana Roy
50	3:00-4:30	Valedictory	Presided by Honourable Vice Chancellor



**Inaugural Programme**  
**(Date: 10<sup>th</sup> 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 বিক্ষেত্ৰৰ পাঠ্যক্ৰমৰ উদ্বোধন

শিলচৰ, বিদেশী ১১ নৱেম্বৰ: আছাম বিশ্ব বিদ্যালয়ৰ সৰ্ব্বত্ৰ বিদ্যা আৰু সমাজসেৱা বিদ্যালয় চৌম্য প্ৰৱেশিকা মাৰ্গদৰ্শিকা মিশন শিলচৰ কেন্দ্ৰৰ উদ্যোগত ইয়াত সোমবাৰে দুসপ্তাহৰ (১০ নৱেম্বৰ- ২৩ নৱেম্বৰ) অৰ্থাৎ বিক্ষেত্ৰৰ পাঠ্যক্ৰমৰ উদ্বোধন কৰা হয়। এই পাঠ্যক্ৰমৰ বিষয়ে আছিল, 'Recent Trends and Challenges in Teaching & Research in Language Studies and Social Sciences: An Indian Knowledge system Perspective.' উদ্যোগী অধীনত ৰাষ্ট্ৰীয় বিশ্ববিদ্যালয়ৰ অৱলম্বিত অধ্যাপক সত্যনাৰায়ণ চক্ৰৱৰ্তী মুখ্য অতিথি হিচাপে আৰু আছাম বিশ্ববিদ্যালয়ৰ উপাচার্য ৰাজীৱ মোহন পণ্ড, মালভিয়া মিশন শিক্ষক প্ৰশিক্ষণ কেন্দ্ৰৰ সঞ্চালক আৰু সঞ্চালক অজয় কুমাৰ সিং, সৰ্বত্ৰ বিদ্যা আৰু সমাজসেৱা বিদ্যালয়ৰ অধ্যাপক গংগাভূষণ এম মোলাংকল সন্মানিত অতিথি হিচাপে উপস্থিত থাকে।

সংস্কৃত বিভাগ আৰু সমাজসেৱা বিভাগৰ যৌথ প্ৰচেষ্টাত মালভিয়া মিশন শিক্ষক প্ৰশিক্ষণ কেন্দ্ৰৰ উদ্যোগত ইয়াত সোমবাৰে দুসপ্তাহৰ (১০ নৱেম্বৰ- ২৩ নৱেম্বৰ) অৰ্থাৎ বিক্ষেত্ৰৰ পাঠ্যক্ৰমৰ উদ্বোধন কৰা হয়। এই পাঠ্যক্ৰমৰ বিষয়ে আছিল, 'Recent Trends and Challenges in Teaching & Research in Language Studies and Social Sciences: An Indian Knowledge system Perspective.' উদ্যোগী অধীনত ৰাষ্ট্ৰীয় বিশ্ববিদ্যালয়ৰ অৱলম্বিত অধ্যাপক সত্যনাৰায়ণ চক্ৰৱৰ্তী মুখ্য অতিথি হিচাপে আৰু আছাম বিশ্ববিদ্যালয়ৰ উপাচার্য ৰাজীৱ মোহন পণ্ড, মালভিয়া মিশন শিক্ষক প্ৰশিক্ষণ কেন্দ্ৰৰ সঞ্চালক আৰু সঞ্চালক অজয় কুমাৰ সিং, সৰ্বত্ৰ বিদ্যা আৰু সমাজসেৱা বিদ্যালয়ৰ অধ্যাপক গংগাভূষণ এম মোলাংকল সন্মানিত অতিথি হিচাপে উপস্থিত থাকে।

### আছাম বিশ্ববিদ্যালয়ত বিক্ষেত্ৰৰ পাঠ্যক্ৰমৰ উদ্বোধন

গণ অধিকাৰ সেৱা, শিলচৰ, ১১ নৱেম্বৰ: আছাম বিশ্ব বিদ্যালয়ৰ সংস্কৃত বিভাগ আৰু সমাজসেৱা বিভাগৰ যৌথ প্ৰচেষ্টাত মালভিয়া মিশন শিক্ষক প্ৰশিক্ষণ কেন্দ্ৰৰ উদ্যোগত ইয়াত সোমবাৰে দুসপ্তাহৰ (১০ নৱেম্বৰ- ২৩ নৱেম্বৰ) অৰ্থাৎ বিক্ষেত্ৰৰ পাঠ্যক্ৰমৰ উদ্বোধন কৰা হয়। এই পাঠ্যক্ৰমৰ বিষয়ে আছিল, 'Recent Trends and Challenges in Teaching & Research in Language Studies and Social Sciences: An Indian Knowledge system Perspective.' উদ্যোগী অধীনত ৰাষ্ট্ৰীয় বিশ্ববিদ্যালয়ৰ অৱলম্বিত অধ্যাপক সত্যনাৰায়ণ চক্ৰৱৰ্তী মুখ্য অতিথি হিচাপে আৰু আছাম বিশ্ববিদ্যালয়ৰ উপাচার্য ৰাজীৱ মোহন পণ্ড, মালভিয়া মিশন শিক্ষক প্ৰশিক্ষণ কেন্দ্ৰৰ সঞ্চালক আৰু সঞ্চালক অজয় কুমাৰ সিং, সৰ্বত্ৰ বিদ্যা আৰু সমাজসেৱা বিদ্যালয়ৰ অধ্যাপক গংগাভূষণ এম মোলাংকল সন্মানিত অতিথি হিচাপে উপস্থিত থাকে।

শিক্ষক প্ৰশিক্ষণ কেন্দ্ৰৰ সঞ্চালক আৰু সঞ্চালক অজয় কুমাৰ সিং, সৰ্বত্ৰ বিদ্যা আৰু সমাজসেৱা বিদ্যালয়ৰ অধ্যাপক গংগাভূষণ এম মোলাংকল সন্মানিত অতিথি হিচাপে উপস্থিত থাকে। সংস্কৃত বিভাগৰ অধ্যাপক গোবিন্দ শৰ্মা আৰু সমাজ কৰ্ম বিভাগৰ অধ্যাপক কৈবল্য টি দেশাই এই পাঠ্যক্ৰমৰ সমন্বয়ক হিচাপে উপস্থিত থাকে। বস্তুপ্ৰক্ৰমে আৰু বৈদিক প্ৰাৰম্ভিক কৰ্মসূচী আৰম্ভ হয়। অতিথি সকলৰ বাবে আনৰণি আৰু সন্মানিত অতিথি হিচাপে উপস্থিত থাকে। সংস্কৃত বিভাগৰ অধ্যাপক গোবিন্দ শৰ্মা আৰু সমাজ কৰ্ম বিভাগৰ অধ্যাপক কৈবল্য টি দেশাই এই পাঠ্যক্ৰমৰ সমন্বয়ক হিচাপে উপস্থিত থাকে।

### আসাম বিশ্ববিদ্যালয়ে ২ সপ্তাহব্যাপী রিফ্ৰেশাৰ কোৰ্চৰ উদ্বোধন

যুগশক্তি প্ৰতিবেদন  
শিলচৰ। ১০ নভেম্বৰ

আসাম বিশ্ববিদ্যালয়ৰ মালবীয়া মিশন শিক্ষক প্ৰশিক্ষণ কেন্দ্ৰৰ উদ্যোগে, সংস্কৃত বিভাগ ও সমাজকৰ্ম বিভাগৰ যৌথ ব্যৱস্থাপনায় - 'ভাষা অধ্যয়ন ও সমাজবিজ্ঞান বিষয়ে শিক্ষাদান ও গবেষণায় সাম্প্ৰতিক প্ৰবণতা ও চ্যালেঞ্জ : ভাৰতীয় জ্ঞান ব্যবস্থার ব্যবস্থার দৃষ্টিভঙ্গি' শীৰ্ষক ২ সপ্তাহব্যাপী রিফ্ৰেশাৰ কোৰ্চৰ উদ্বোধন হল। কোৰ্চটি চলবে ২৩ নভেম্বৰ পৰ্যন্ত।

সোমবাৰে উদ্বোধনী অনুষ্ঠানে মুখ্য অতিথি হিসেবে উপস্থিত ছিলেন ৰাষ্ট্ৰীয় ভাৰতীয় বিশ্ববিদ্যালয়ৰ অৱসৰপ্ৰাপ্ত অধ্যাপক সত্যনাৰায়ণ চক্ৰৱৰ্তী। উপস্থিত ছিলেন আসাম বিশ্ববিদ্যালয়ৰ উপাচার্য প্ৰফেসৰ

সুজ্যন্ত > NOVEMBER 2025 > অসম বিশ্ববিদ্যালয়ৰ মণি ৱেবছাইটত মুদ্ৰণযোগ্য বাতৰিৰ তালিকা

### অসম বিশ্ববিদ্যালয়ৰ মণি ৱেবছাইটত মুদ্ৰণযোগ্য বাতৰিৰ তালিকা

১১ নৱেম্বৰ, ২০২৫



শিলচৰৰ মণি ৱেবছাইটত মুদ্ৰণযোগ্য বাতৰিৰ তালিকা



## Glimpse of Inaugural Session



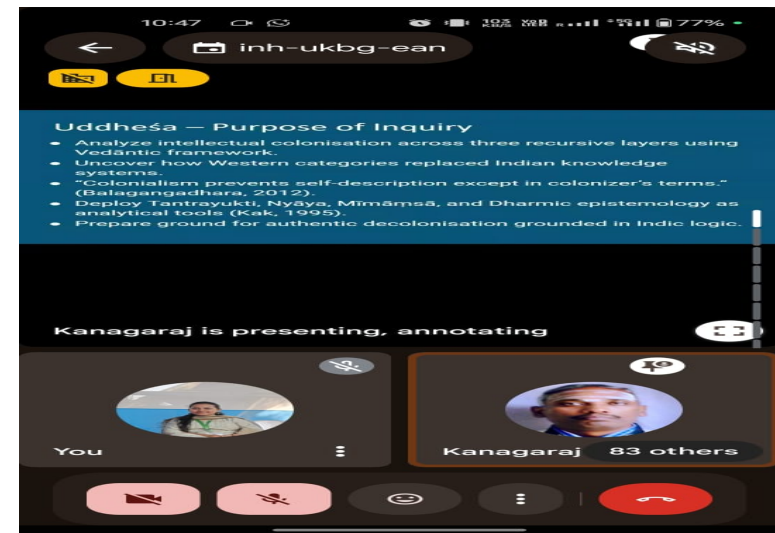
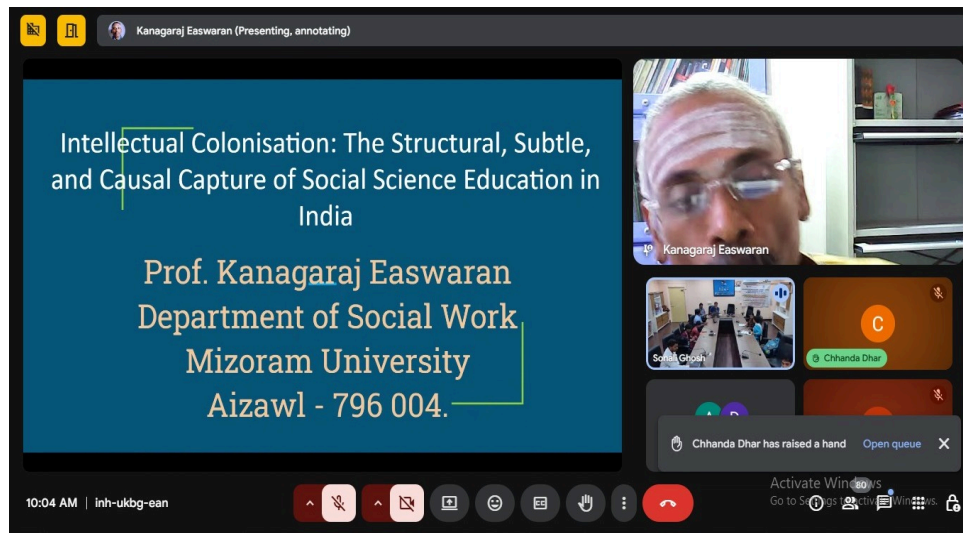
## Session 2

**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*).





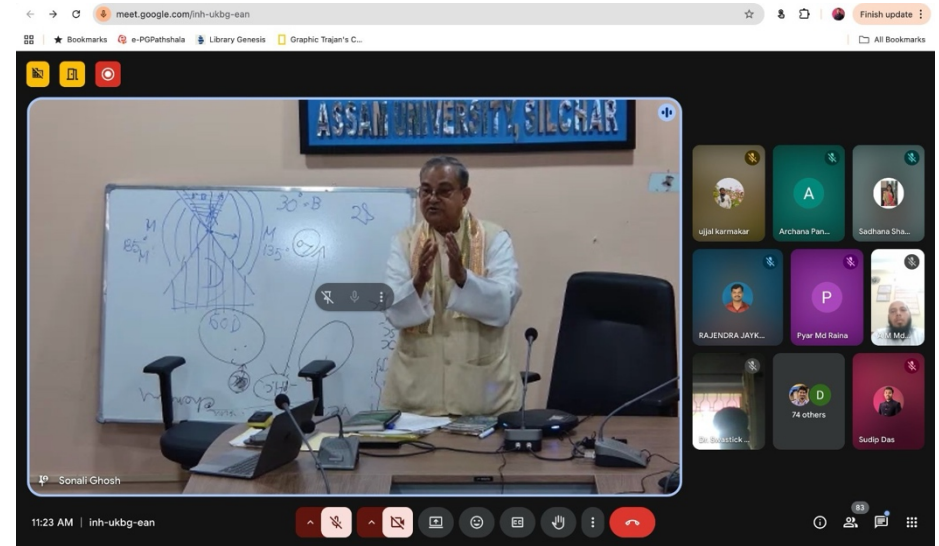
### Session 3

**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).



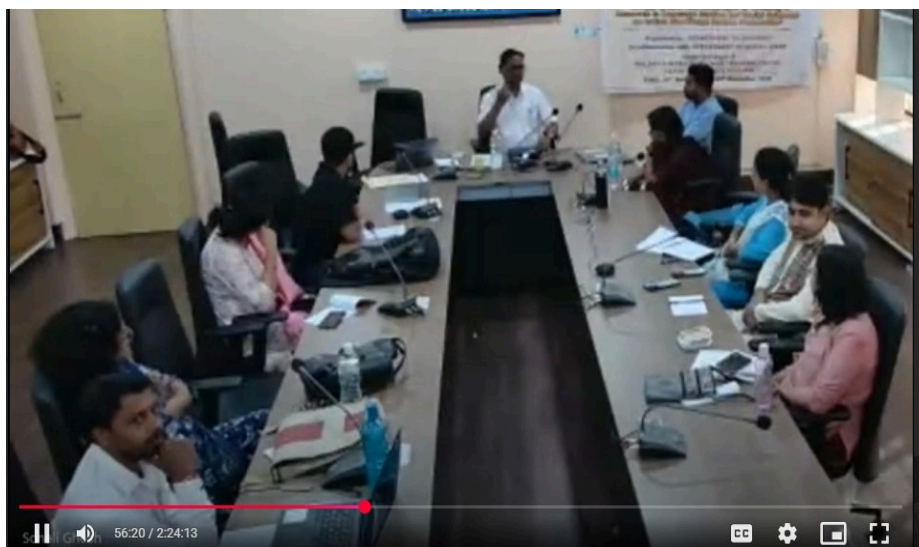
## Session 4

**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.





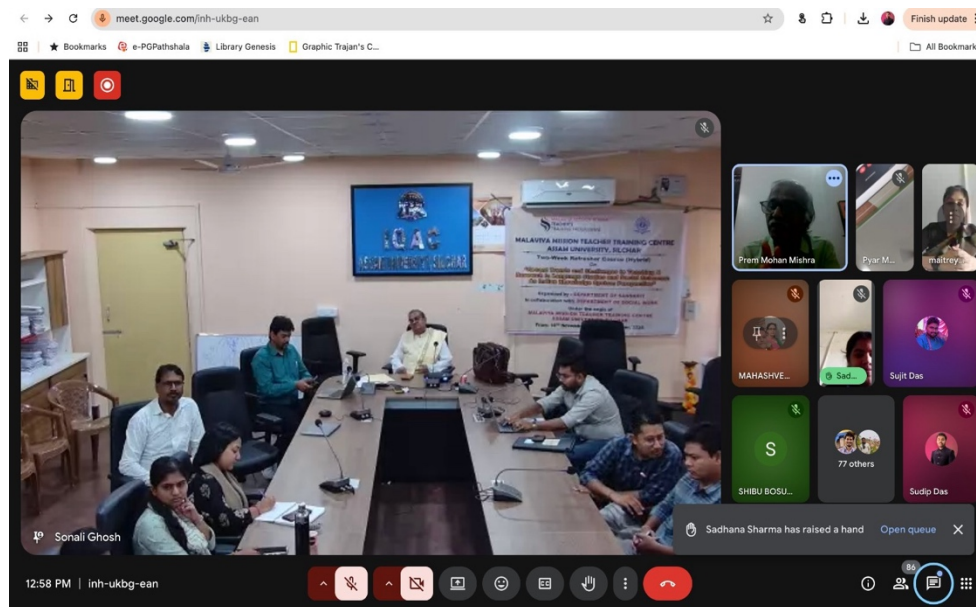
## Session 5

**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'.



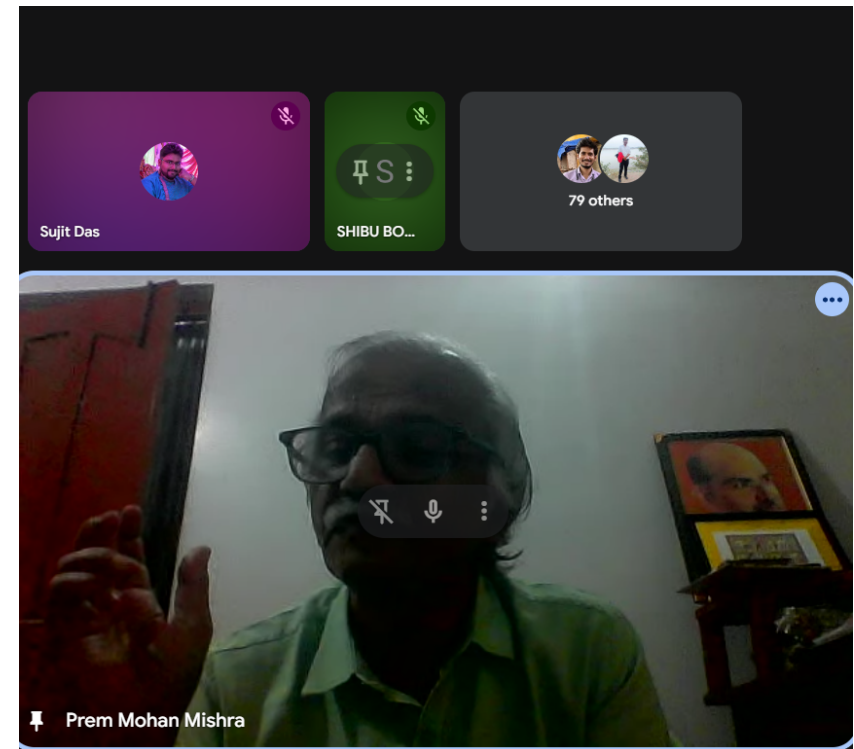
## Session 6

**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.



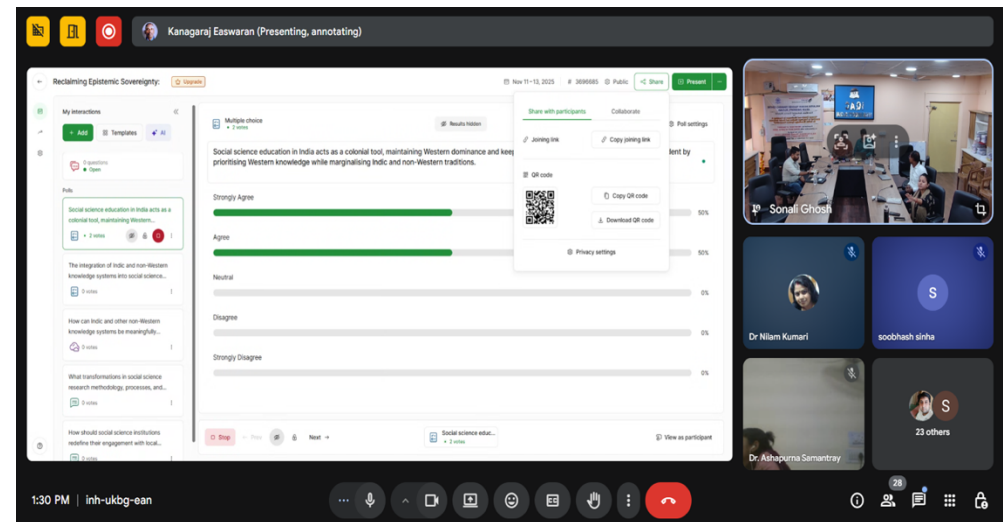
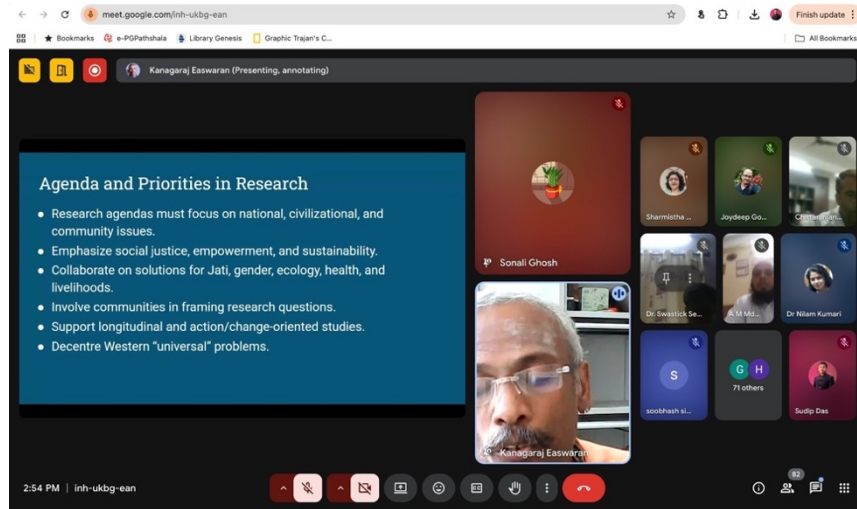
## Session 7

**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.





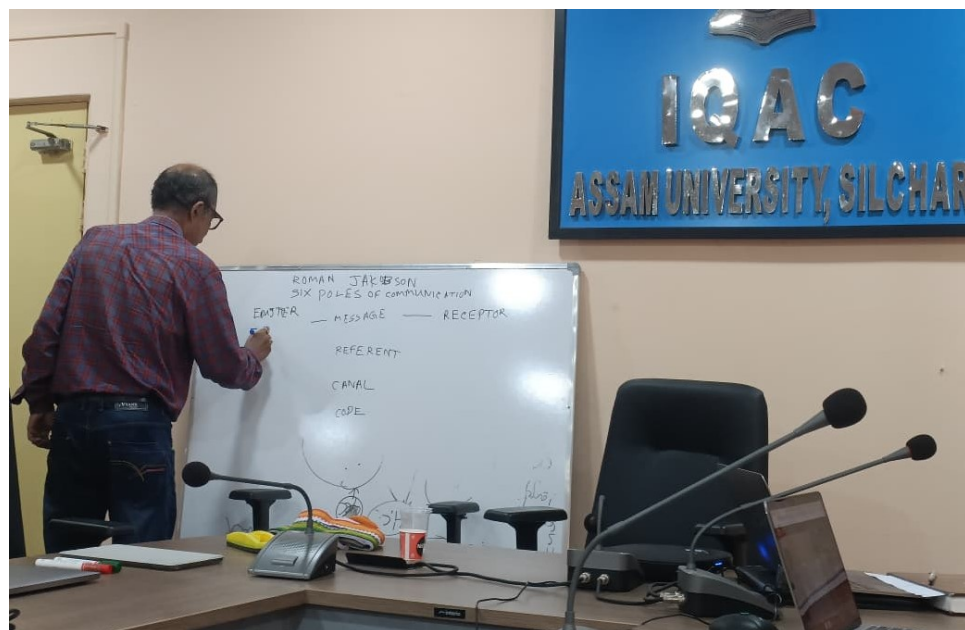
## Session 11

**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.



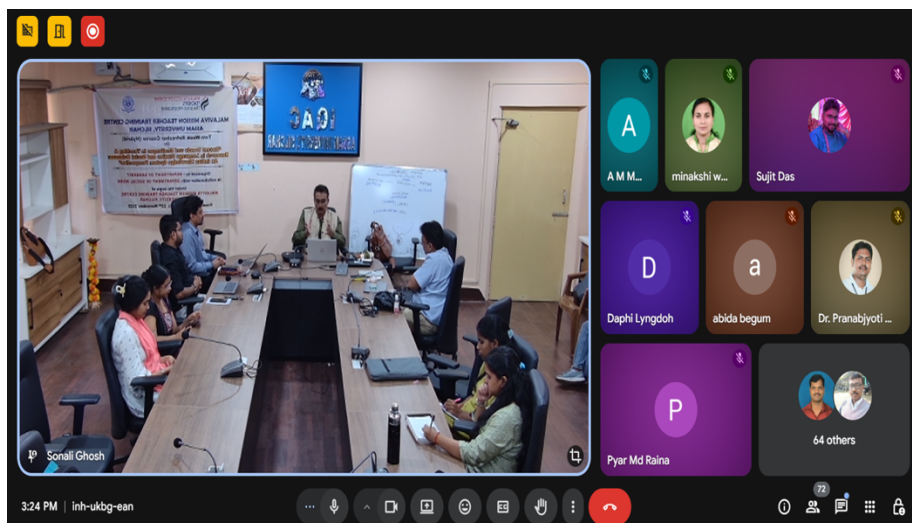
## Session 12

**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.



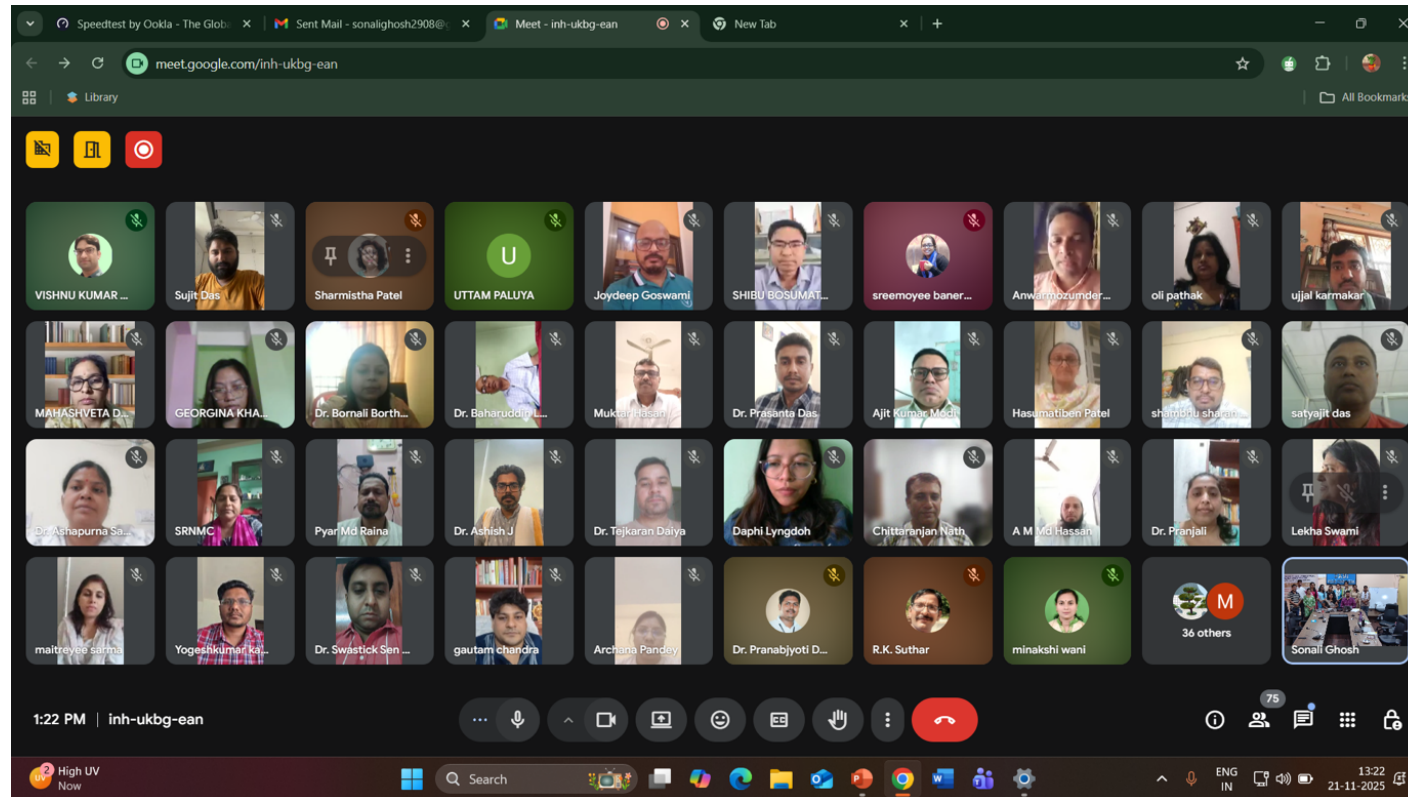
### Session 13

**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.





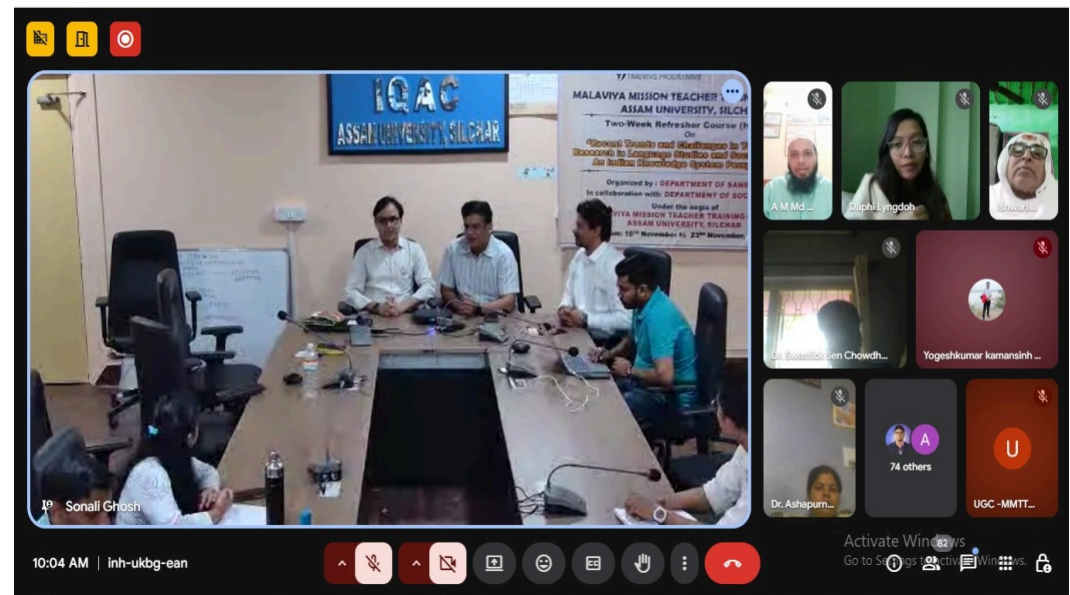
## Session 14

**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).



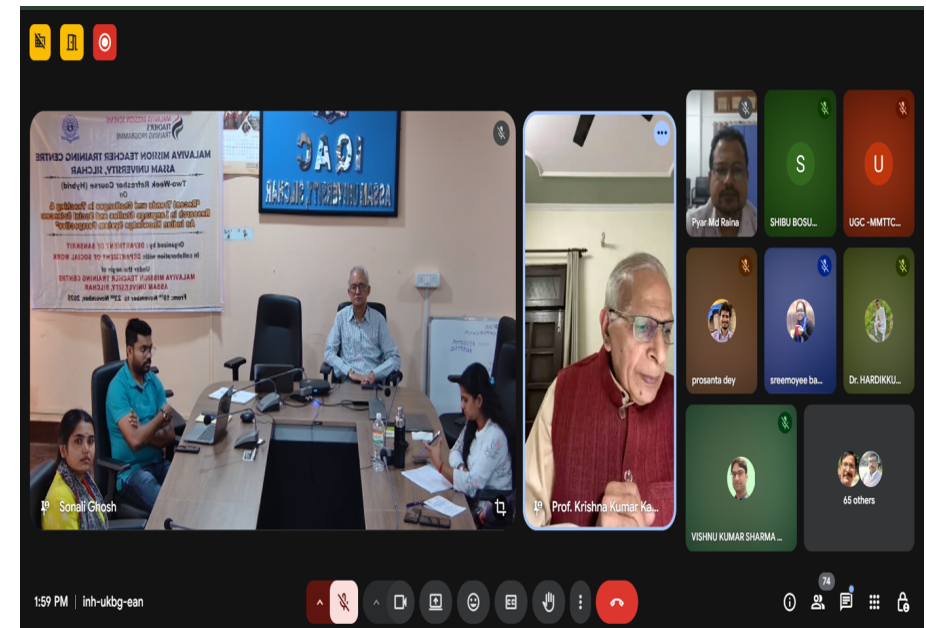
## Session 16

**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.



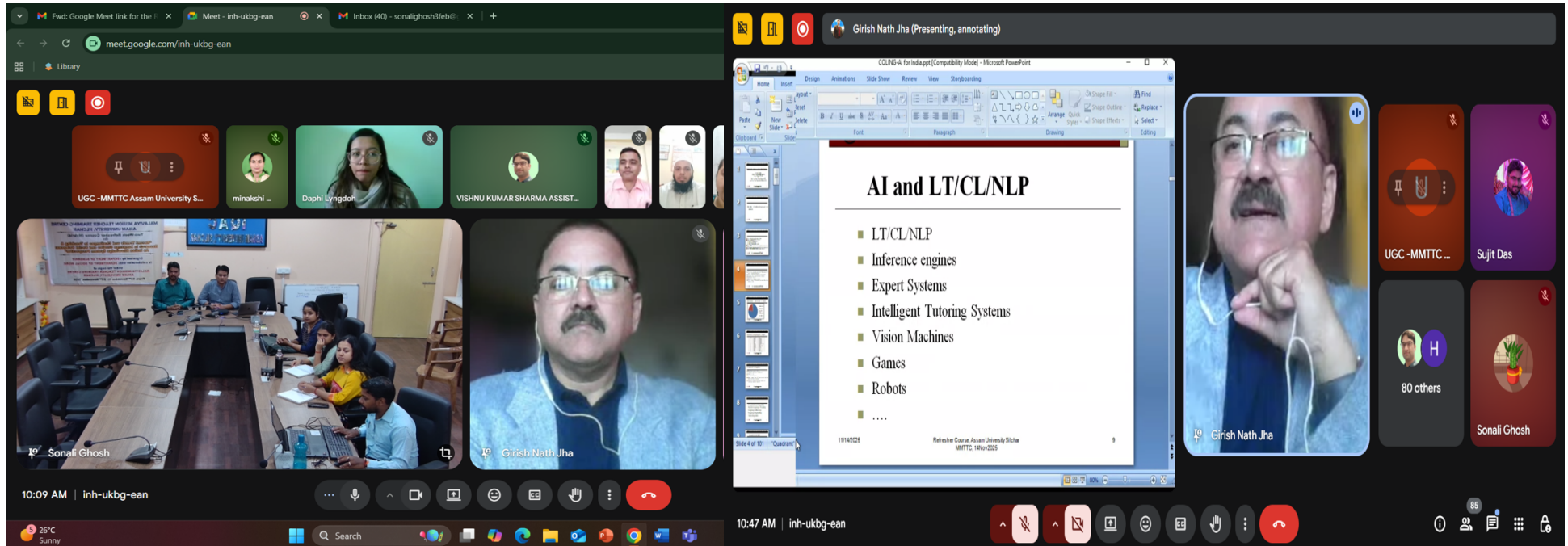
## Session 17

**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.





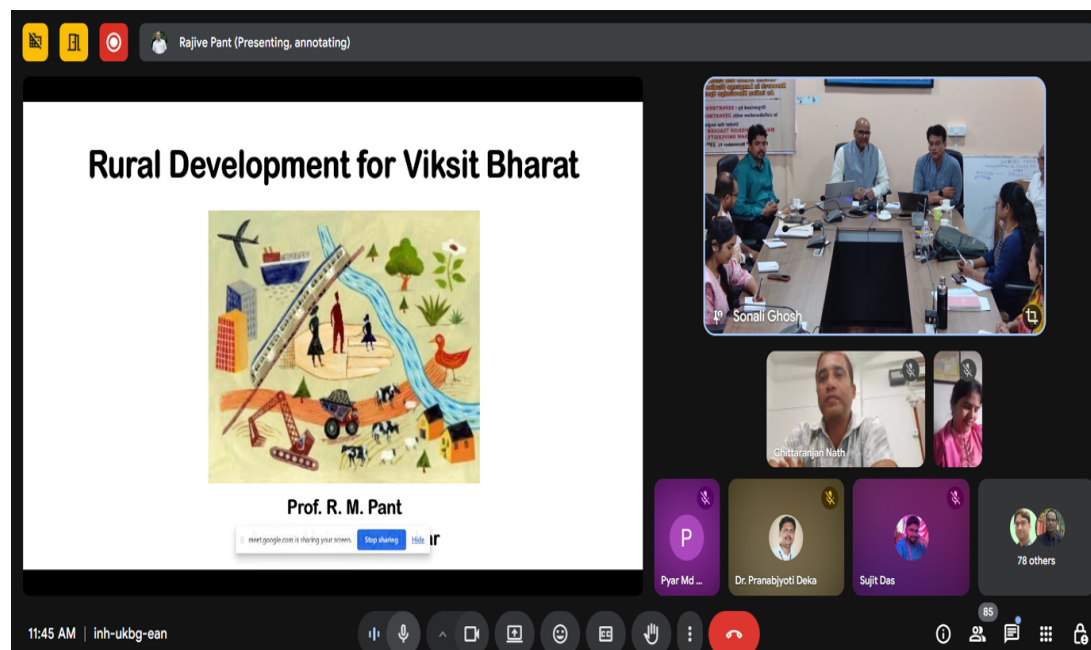
## Session 18

**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.



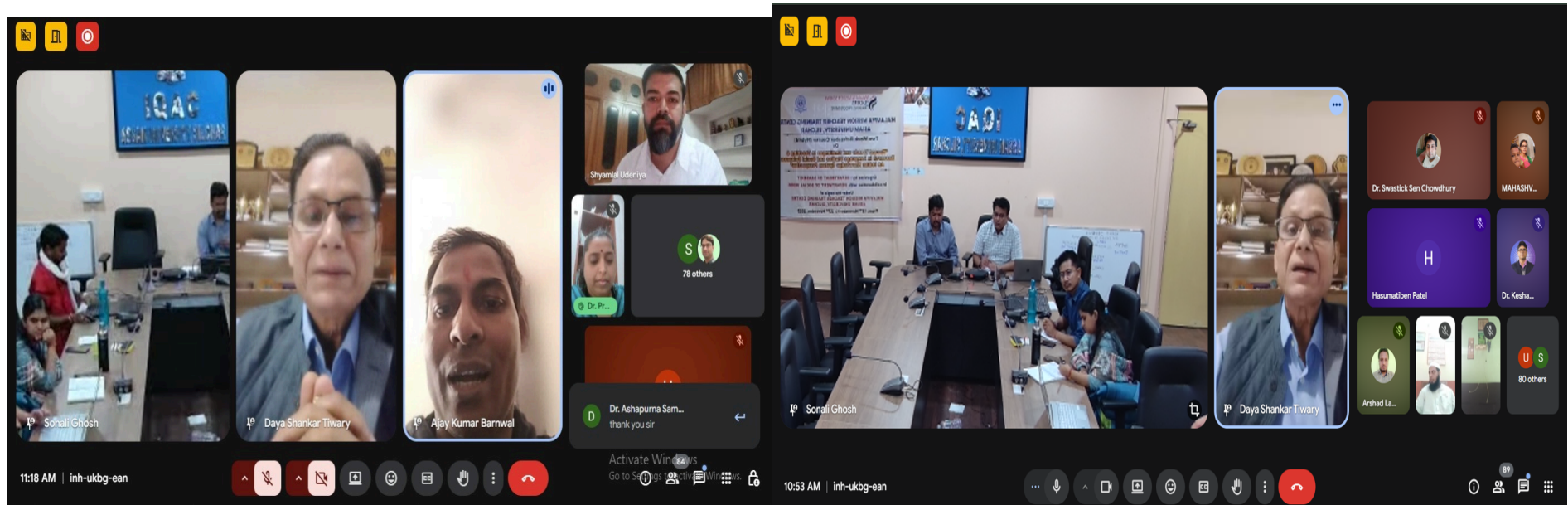
## Session 21

**Topic:** Scope of Scientific Research in Ancient Literature with special reference to the Sanskrit text

**Resource Person:** Prof. Daya Shankar Tiwari

**Mode:** Online

The session provided concrete evidence of scientific knowledge in ancient texts. Cited the Rigveda's praise for agriculture and Kautilya's *Arthashastra* detailing a Superintendent of Agriculture. Highlighted Varāhamihira's work on underground water management. Most notably, it detailed the Aryabhata formula from *Ganita Pada (Chaturadhikam śatam...)*, which gave a highly accurate value for Pi ( $\pi \approx 3.1416$ ) in 499 CE.





## 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.



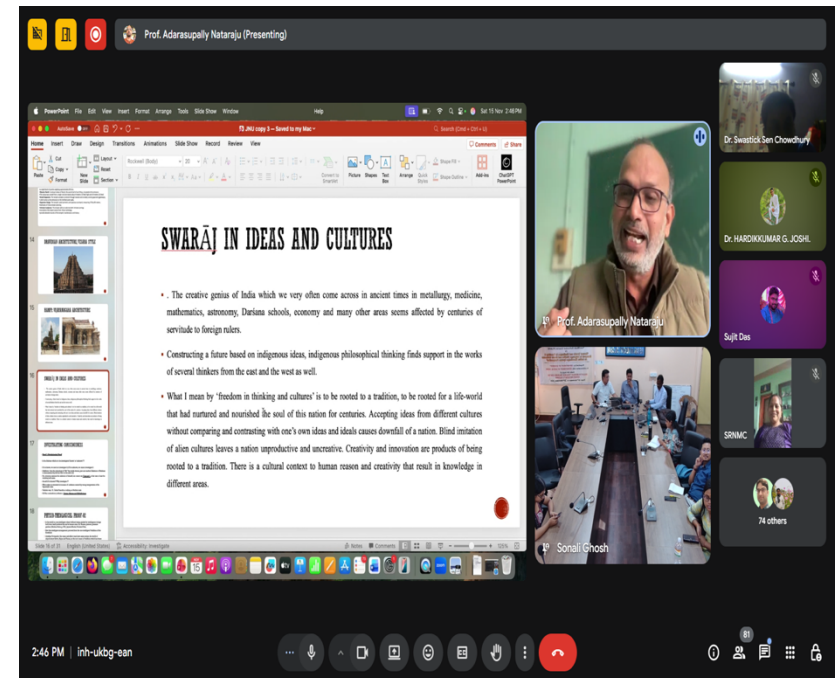
## Session 23

**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.



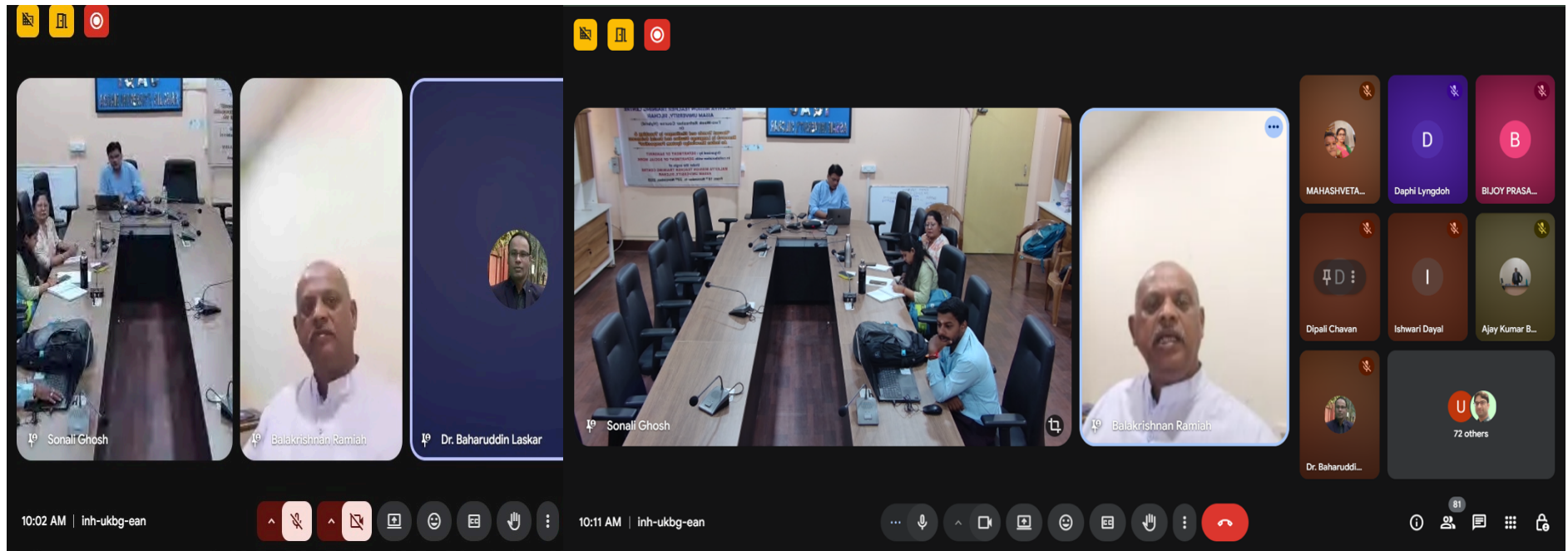
## Session 25

**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.

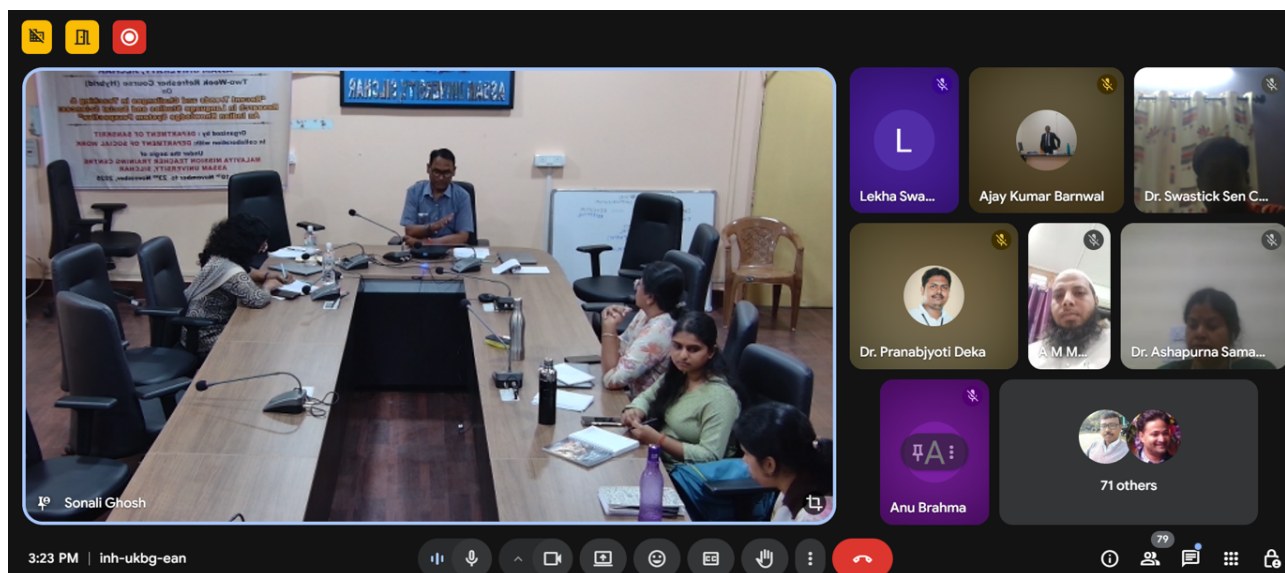




## Session 28

**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

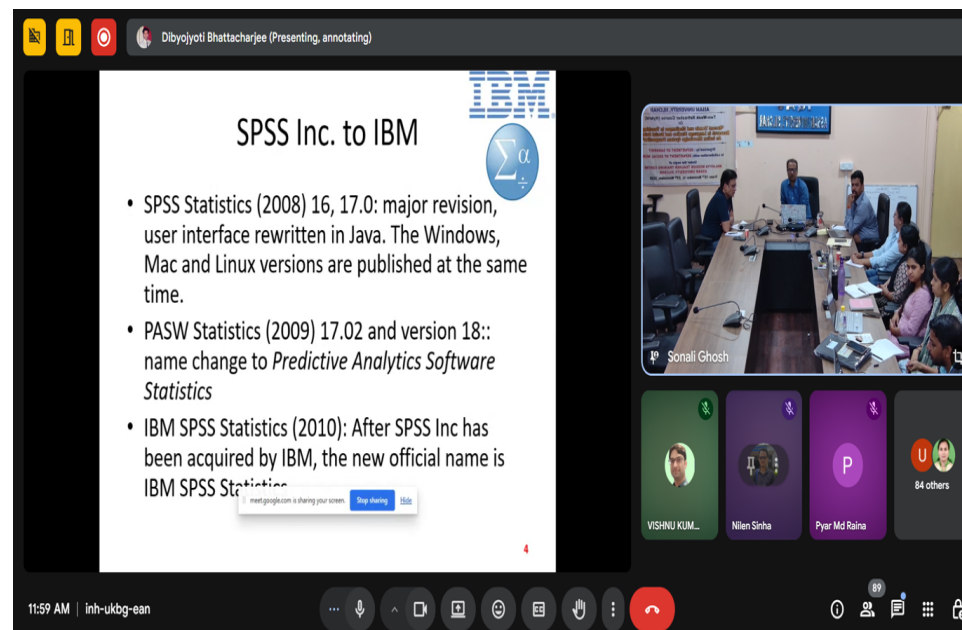
## Session 30

**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.



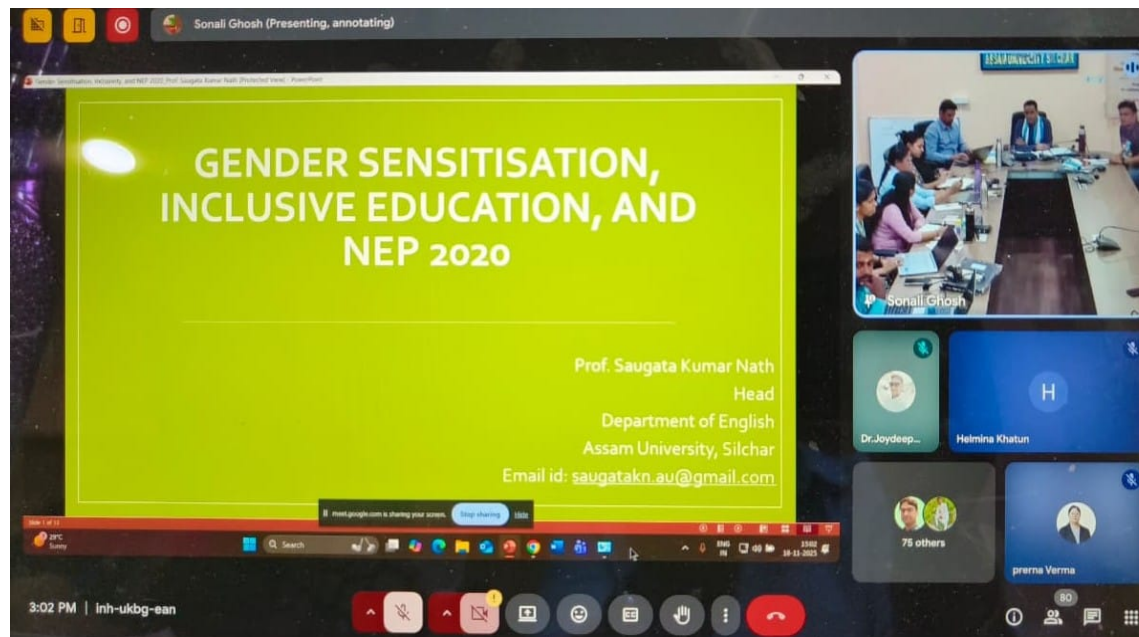
## Session 32

**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.



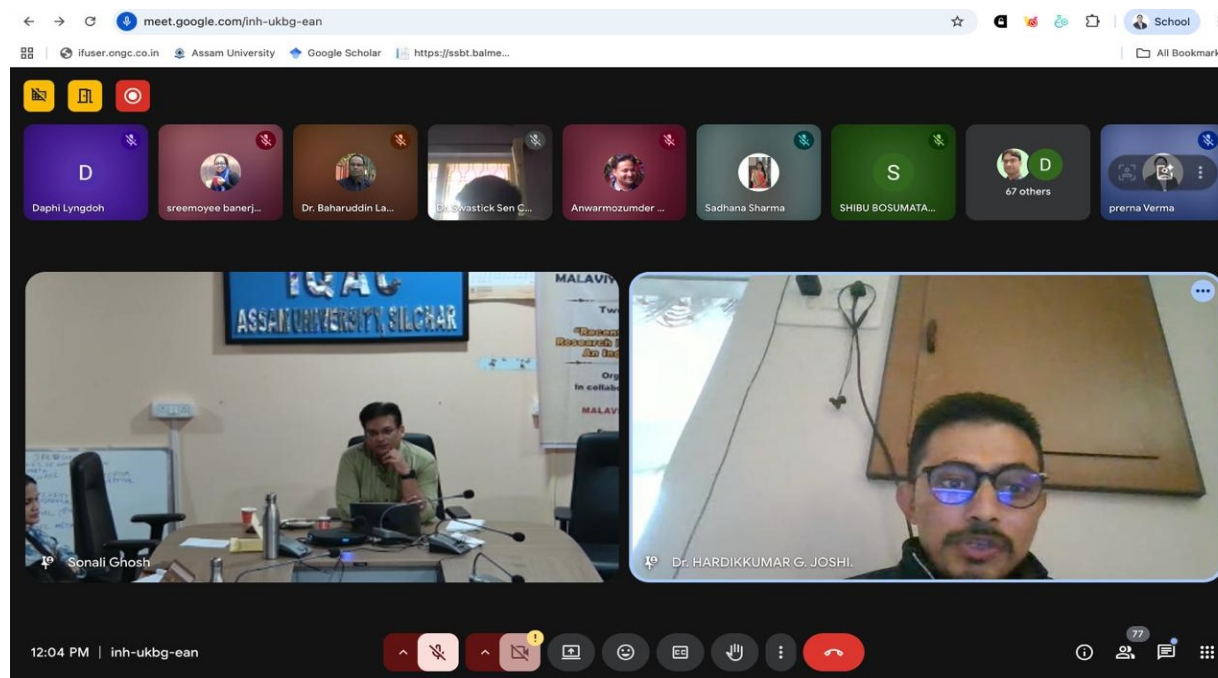
## Session 34

**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

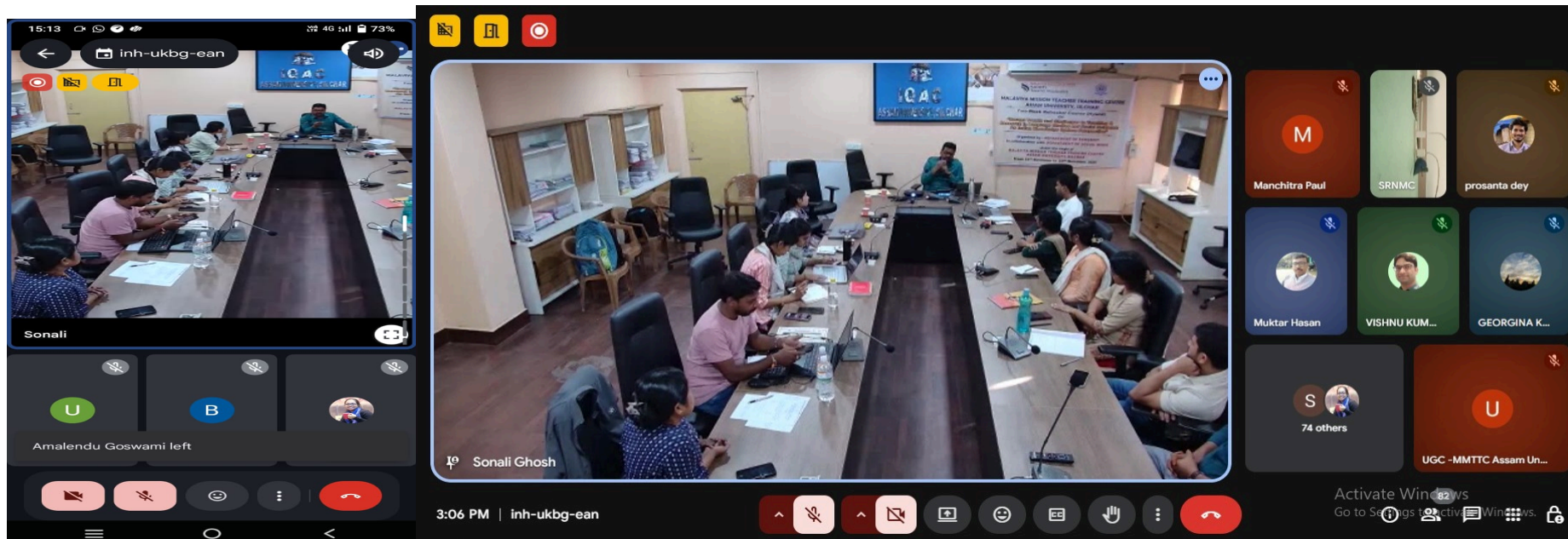
**Topic:** Epistemology in Indian Philosophy

**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.



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



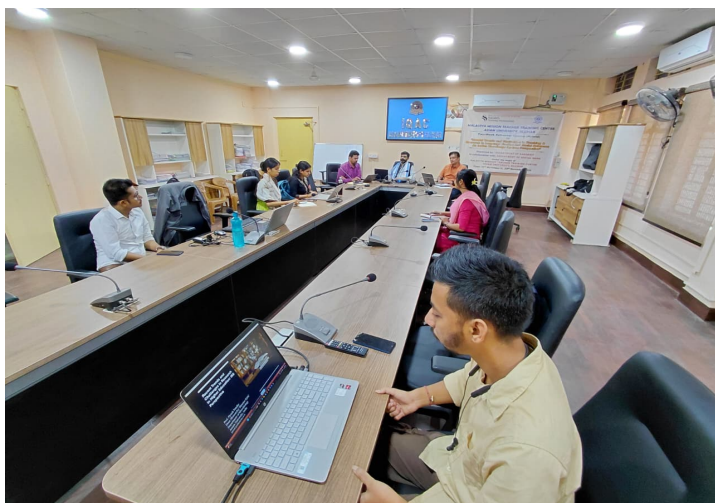
### Session 43

**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

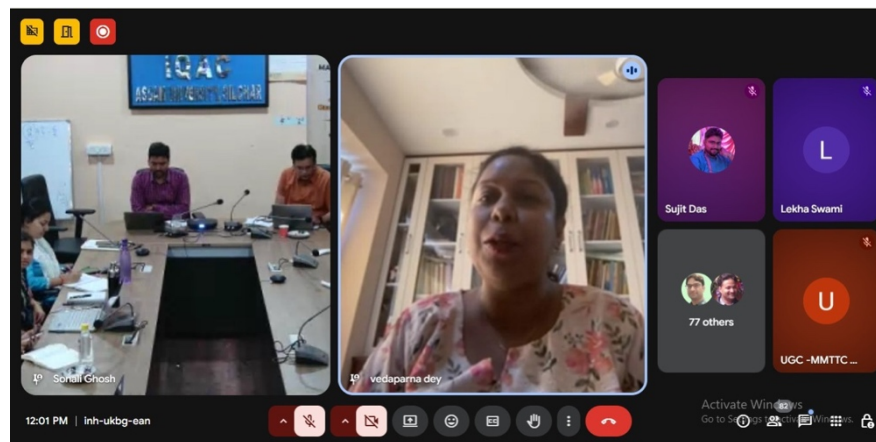
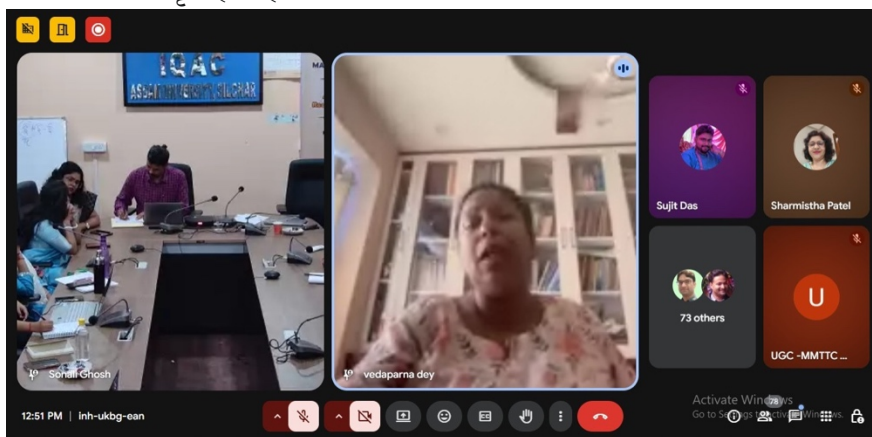
**Topic:** हिंदी साहित्य और स्त्री विमर्श

**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

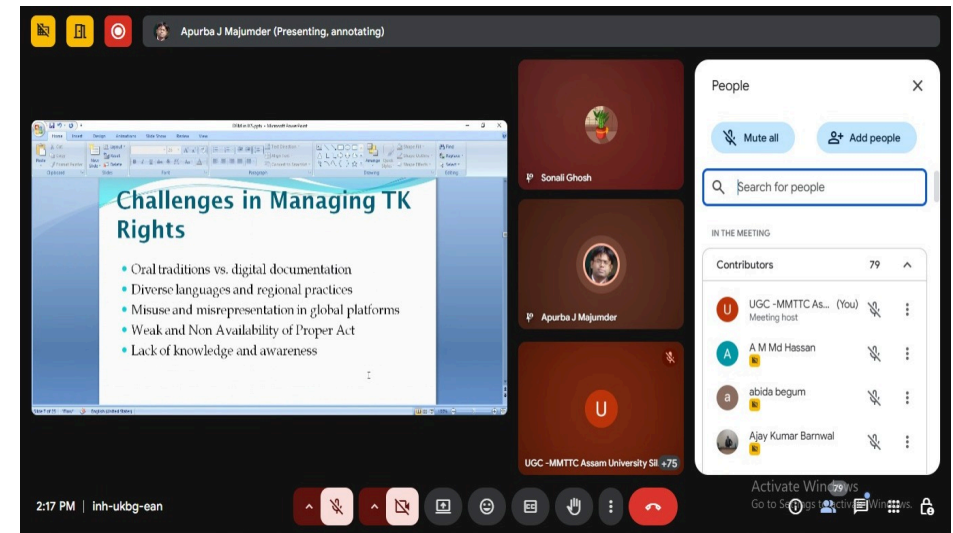
**Topic:** Digital Rights Management Protecting IK

**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.



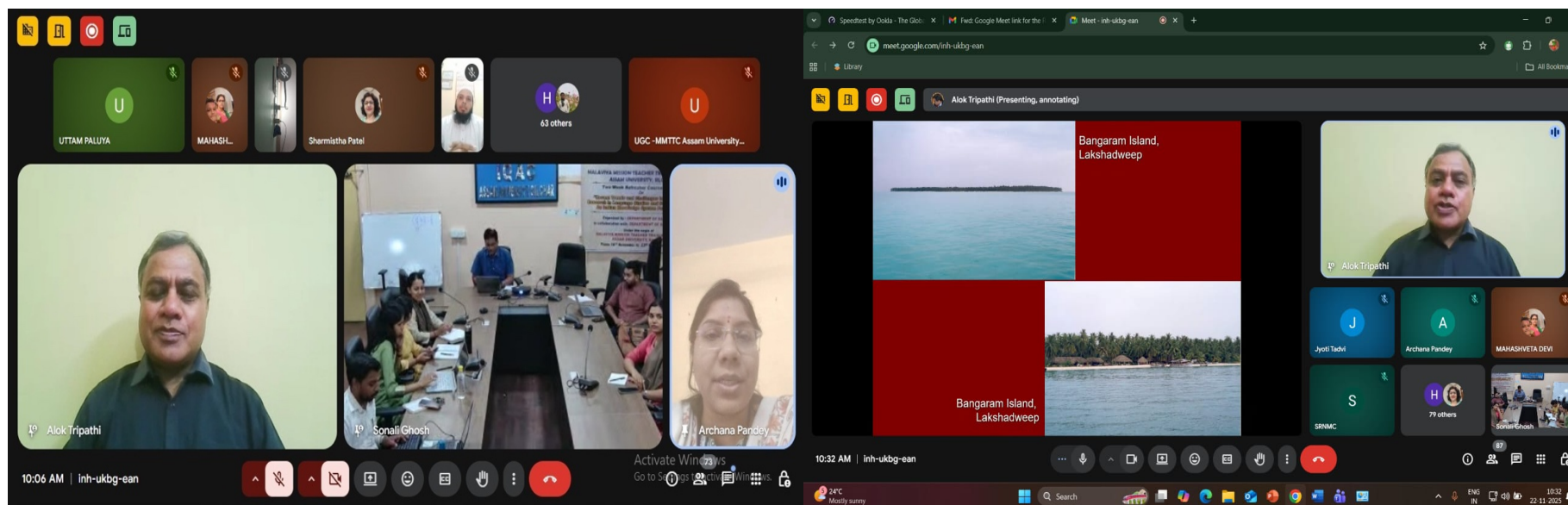
## Session 47

**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.





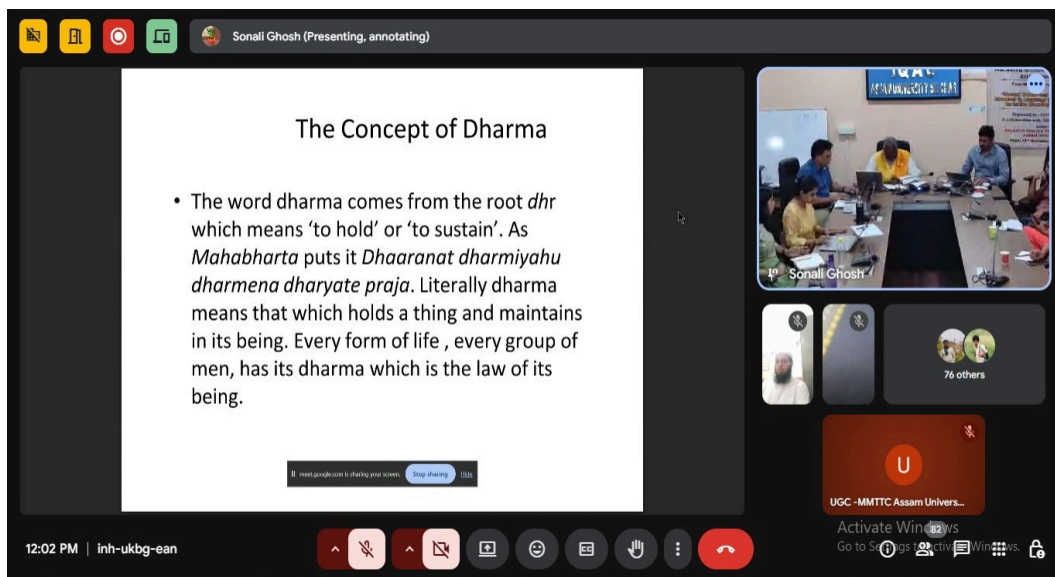
## Session 48

**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. Niranjan Roy

**Mode:** Offline

Prof. Niranjan 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.

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## Valedictory Report

The valedictory session of a two-week Refresher Course was held on Saturday at Assam University, Silchar. The programme was organized by the Malaviya Mission Teacher Training Centre (MMTTC) of Assam University, in collaboration with the Departments of Sanskrit and Social Work. The course began on 10 November with the participation of around 106 registered candidates from various states across the country. The sessions were conducted in both online and offline modes.

The theme of the course was “Recent Trends and Challenges in Teaching & Research in Language Studies and Social Sciences: An Indian Knowledge System Perspective.” A total of 48 academic sessions were held, featuring presentations by scholars and professors from different parts of India. The discussions covered contemporary issues and solutions in literature, pedagogy, and research within the framework of the Indian Knowledge System. Experts from diverse fields—including Sanskrit, Hindi, Bengali, Arabic, Education, Economics, History, Archaeology, Management, Social Work, Manuscriptology, Library Science, Philosophy, Artificial Intelligence, and Mass Communication—delivered lectures during the programme.

Out of the registered participants, 96 successfully completed the course. The course was coordinated by Dr. Govind Sharma of the Department of Sanskrit and Dr. Kaivalya T. Desai of the Department of Social Work.

The valedictory session, held on 22 November, was presided over by Prof. Rajive Mohan Pant, Vice-Chancellor of Assam University, Silchar. The Chief Guest was Prof. Siddhartha Shankar Singh, former Pro-Vice-Chancellor of Kameshwar Singh Darbhanga Sanskrit University. Prof. Niranjana Roy, Vice-Chancellor of Gurucharan University, Silchar attended as Guest of Honour. Other dignitaries present included Prof. R. Balakrishnan, Director of MMTTC; Prof. Ajay Kumar Singh, Deputy Director of MMTTC; Prof. Piyush Pandey, Director of IQAC; Prof. Shanti Pokhrel, Head of the Department of Sanskrit; and Prof. Gangabhushan M. Molankal, Head i/c of the Department of Social Work.



The event began with the lighting of the ceremonial lamp accompanied by Vedic chanting. The guests were felicitated with traditional Assamese uttoriyas. A detailed report of the programme was presented by course co-ordinator Dr. Kaivalya T. Desai. Both the Director and Deputy Director of MMTTC shared their views on the significance of the course. Some of the participants also expressed their experiences and views.

Addressing the gathering, Prof. Siddhartha Shankar Singh highlighted the relevance and greatness of the Indian Knowledge Tradition. Vice-Chancellor Prof. Niranjana Roy emphasized student-centric teaching in the light of the Indian Knowledge System.

In his presidential remarks, Vice-Chancellor Prof. Rajeev Mohan Pant underlined the significance of organizing such academic programmes, noting that refresher courses help educators remain updated and aligned with emerging research trends. As a major highlight of the valedictory session, a printed report of the entire Refresher Course was formally released.

The vote of thanks was offered by Dr Govind Sharma, course co-ordinator, and Associate Professor in Department of Sanskrit, who expressed gratitude to all participants and dignitaries attending both online and offline events. He extended gratitude to all resource persons, participants, volunteers, administrative staff, and guests for their support in making the two-week academic initiative a success.



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



## মালব্য মিশনের দু'সপ্তাহের রিফ্রেশার কোর্সের সমাপন

বার্ভানিগি পরিবেশন, শিলচর, ২২ নভেম্বর : আসাম বিশ্ববিদ্যালয়ে দু'সপ্তাহ ব্যাপী রিফ্রেশার কোর্স শনিবার শেষ হয়েছে। মালব্য মিশন শিক্ষক প্রশিক্ষণ কেন্দ্রের উদ্যোগে এবং সংস্কৃত বিভাগ ও সমাজকর্ম বিভাগের সহযোগিতায় এই রিফ্রেশার কোর্স শুরু হয়েছিল ১০ নভেম্বর। দেশের বিভিন্ন থেকে এতে ৯৬ জন গবেষক এই কোর্সে অংশ নেন। অসমীয়া এবং অংকলানি উভয় মাধ্যমেই এই কোর্সটি আয়োজিত হয়। বিষয় ছিল, “ভাষা অধ্যয়ন ও সামাজিক বিজ্ঞানে শিক্ষণের গুরুত্ব এবং প্রত্যাহার : ভারতীয় জ্ঞান ব্যবস্থার দৃষ্টিকোণ”। এ বিষয়ে সর্বশেষ ৪৮টি বিদ্যায়তনিক অধিবেশন আয়োজিত হয়।



দেশের বিভিন্ন প্রান্তের অধ্যাপক-অধ্যাপিকারা এতে সক্রিয়ভাবে অংশগ্রহণ করেছেন। ভারতীয় জ্ঞান ব্যবস্থার দৃষ্টিকোণ থেকে, শিক্ষণের ক্ষেত্রে, শিক্ষণের ক্ষেত্রে, গবেষণার ক্ষেত্রে সমসাময়িক সমস্যা ও সমাধান উদ্ভাবন বিষয়ে অধিবেশনগুলিতে আলোচনা করা হয়েছিল। সংস্কৃত, হিন্দি, বাংলা সাহিত্য, আর্থিক, শিক্ষা বিজ্ঞান, অর্থনীতি, ইতিহাস, প্রত্নতত্ত্ব, জাতিগোষ্ঠী, সমাজকর্ম, পুষ্টিবিজ্ঞান, লাইব্রেরি সায়েন্স, পল্লী, কৃত্রিম বুদ্ধিমত্তা, গণজ্ঞান ইত্যাদি বিষয়ে বিস্তারিত বিশ্লেষণের বক্তব্য উপস্থাপন করেন। কোর্সটিতে বোঝানো ছিল যে, সংস্কৃত বিভাগের অধ্যাপক

অধ্যাপক ড. গোবিন্দ শর্মা ও সমাজকর্ম বিভাগের অধ্যাপক কৈলাস টি শেখার। দু'সপ্তাহ ব্যাপী এই কোর্সের সমাপ্তি অধিবেশন শনিবার আয়োজিত হয়। উপাচার্য অধ্যাপক রাষ্ট্রীয় মোহন পণ্ডের পৌরোচিত্রিত আয়োজিত অসমীয়া মুখ্য অতিথি হিসেবে উপস্থিত ছিলেন বারেন্দ্র সিংহ দত্ত। মালব্য মিশন শিক্ষক প্রশিক্ষণ কেন্দ্রের অধ্যাপক আর

বালকৃষ্ণন এবং উপ-নির্বাহক অজয় কুমার সিংহ, আইকিউএসআই নির্দেশক পীতাম্ব পাণ্ডে, সংস্কৃত বিভাগের প্রধান অধ্যাপক শাহু সোমেশ্বর, সমাজকর্ম বিভাগের প্রধান অধ্যাপক এম গঙ্গাধর প্রসাদ। মুখ্য অতিথি সিংহ ভাষণে বলেন, “সংস্কৃত বিভাগের অধ্যাপকরা জ্ঞান ব্যবস্থার দৃষ্টিকোণ থেকে, শিক্ষণের ক্ষেত্রে, গবেষণার ক্ষেত্রে সমসাময়িক সমস্যা ও সমাধান উদ্ভাবন বিষয়ে অধিবেশনগুলিতে আলোচনা করা হয়েছিল। সংস্কৃত, হিন্দি, বাংলা সাহিত্য, আর্থিক, শিক্ষা বিজ্ঞান, অর্থনীতি, ইতিহাস, প্রত্নতত্ত্ব, জাতিগোষ্ঠী, সমাজকর্ম, পুষ্টিবিজ্ঞান, লাইব্রেরি সায়েন্স, পল্লী, কৃত্রিম বুদ্ধিমত্তা, গণজ্ঞান ইত্যাদি বিষয়ে বিস্তারিত বিশ্লেষণের বক্তব্য উপস্থাপন করেন। কোর্সটিতে বোঝানো ছিল যে, সংস্কৃত বিভাগের অধ্যাপক



## আছাম বিশ্ববিদ্যালয়ত দুস বিফ্রেছার পাঠ্যক্রমৰ

শিলচর, পিএনটি, ২৩ নভেম্বর : শনিবারে আছাম বিশ্ববিদ্যালয়ত দুসপ্তাহজোবা বিফ্রেছার পাঠ্যক্রমৰ সামৰণি পৰে। আছাম বিশ্ববিদ্যালয়ৰ মালভাগা মিশ্ব শিক্ষক প্রশিক্ষণ কেন্দ্ৰৰ উদ্যোগত সংস্কৃত বিভাগ আৰু সমাজসেৱা বিভাগৰ যৌথ প্রচেষ্টাত দুসপ্তাহজোবা সতেজ পাঠ্যক্রমত যোৱা ১০ নবেম্বৰৰ পৰা আৰম্ভ হয়। এই পাঠ্যক্রমৰ বাবে দেশৰ বিভিন্ন ৰাজ্যৰ পৰা প্ৰায় ১০৬ গৰাকী প্ৰতিভাবান ছাত্ৰ-ছাত্ৰীয়ে নাম পঞ্জীয়ন কৰে। এই পাঠ্যক্রমটো অনলাইন আৰু অফলাইন দুয়োটা বিশেষত্ব অৰ্হিত হৈছিল। পাঠ্যক্রমৰ বিষয়বস্তু আছিল, “ভাষা অধ্যয়ন আৰু সমাজ বিজ্ঞানত পাঠদান আৰু গৱেষণাৰ শেহতীয়া প্ৰশ্নাৱ আৰু প্ৰত্যাহাৰ: ভাৰতীয় জ্ঞান ব্যবস্থার দৃষ্টিকোণ”। এই বিষয়টোৰ ওপৰত মুঠ ৪৮খন আলোচনা চক্ৰ অনুষ্ঠিত কৰা হয়। এই আলোচনা চক্ৰসমূহত দেশৰ বিভিন্ন প্ৰান্তৰ অধ্যাপকে নিজৰ গৱেষণা পত্ৰ দাখিল কৰে। ভাৰতীয় জ্ঞান পৰম্পৰাৰ দৃষ্টিকোণৰ পৰা আলোচনা চক্ৰসমূহত সাহিত্য, শিক্ষা, গৱেষণা আদিৰ ক্ষেত্ৰত সমসাময়িক সমস্যা আৰু সমাধান বিষয়ে আলোচনা কৰা হৈছিল। সংস্কৃত, হিন্দি আৰু বাংলা সাহিত্য, আৰবী, শিক্ষা বিজ্ঞান, অর্থনীতি, ইতিহাস, পুৰাতত্ত্ব, ব্যৱস্থাপনা, সমাজ কৰ্ম, গৃহতালিকা, পুষ্টিবিজ্ঞান বিজ্ঞান, পল্লী, কৃত্রিম বুদ্ধিমত্তা, গণজ্ঞান ইত্যাদি বিষয়ে বিস্তাৰিত বিশ্লেষণৰ বক্তব্য উপস্থাপন কৰে। কোৰ্চটিতে বোঝানোছিল যে, সংস্কৃত বিভাগৰ অধ্যাপক

## असम विश्वविद्यालय में दो सप्ताह तक चला रिफ्रेशर कोर्स संपन्न

पूर्वांचल प्रहरी निज संवाददाता सिलचर : असम विश्वविद्यालय में शनिवार को दो सप्ताह तक चले रिफ्रेशर कोर्स का समापन समारोह आयोजित किया गया। मालवीय मिशन शिक्षक प्रशिक्षण केंद्र के तत्वावधान में संस्कृत विभाग और समाजकार्य विभाग द्वारा संयुक्त रूप से आयोजित इस रिफ्रेशर कोर्स की शुरुआत 10 नवंबर को हुई थी। देश के विभिन्न राज्यों से कुल 106 प्रतिभागियों ने इसमें पंजीकरण कराया था, जिनमें से 96 प्रतिभागी इस कोर्स को सफलता के साथ पूर्ण करने में सक्षम रहे। कार्यक्रम का हाइब्रिड मोड ऑनलाइन और ऑफलाइन दोनों माध्यमों में

संचालित किया गया। कोर्स का केंद्र विषय भाषा अध्ययन और सामाजिक विज्ञान में शिक्षण और अनुसंधान में हाल के रुझान और चुनौतियाँ- एक भारतीय ज्ञान प्रणाली परिप्रेक्ष्य था। इस विषय के विभिन्न आयामों पर इसके तहत कुल 48 शैक्षणिक सत्र आयोजित किए गए। इन सत्रों में देश के प्रतिष्ठित शिक्षाविदों, शोधकर्ताओं और विशेषज्ञों ने भारतीय ज्ञान परंपरा, भाषा-अध्ययन, शिक्षण पद्धति, सामाजिक विज्ञानों के समकालीन प्रश्न, अनुसंधान पद्धति और तकनीकी साधनों के उपयोग पर विस्तृत व्याख्यान दिए। सत्रों में संस्कृत, हिंदी, बांग्ला, अरबी, शिक्षा विज्ञान,



रिफ्रेशर कोर्स में भाग लेने वाले प्रतिभागी

अर्थशास्त्र, इतिहास, पुरातत्त्व, प्रबंधन, समाजकार्य, पांडुलिपि विज्ञान, लाइब्रेरी साइंस, दर्शन, कृत्रिम बुद्धिमत्ता और जनसंचार जैसे विविध क्षेत्रों से विशेषज्ञों ने भाग लिया। कार्यक्रम की सबसे महत्वपूर्ण विशेषता यह रही कि भारतीय ज्ञान-विज्ञान परंपरा के आलोक में आधुनिक शैक्षिक एवं सामाजिक चुनौतियों का समाधान खोजने का प्रयास किया गया। समापन समारोह की अध्यक्षता असम विश्वविद्यालय के कुलपति प्रो.

राजीव मोहन पंत ने की। मुख्य अतिथि के रूप में दरभंगा संस्कृत विश्वविद्यालय के पूर्व कुलपति प्रो. सिद्धार्थ शंकर सिंह उपस्थित थे, जबकि विशिष्ट अतिथि के रूप में गुरुचरण विवि विश्वविद्यालय के कुलपति प्रो. निरंजन राय ने शिरकत की। कार्यक्रम में मालवीय मिशन शिक्षक प्रशिक्षण केंद्र के निदेशक आर. बालकृष्णन, उपनिदेशक अजय कुमार सिंह, आईएनएस के निदेशक पीयूष पांडे, संस्कृत विभाग की अध्यक्ष डॉ. शांति पोखरेल तथा समाजकार्य विभाग के अध्यक्ष गंगाधर प्रेम. मोल्लिक भी उपस्थित रहे।

## आसाम विवि, सिलचर में रिफ्रेशर कोर्स का समापन

हाइलाकांटी, 25 नवंबर (नि.सं.)। असम विश्वविद्यालय, सिलचर में शनिवार को दो सप्ताह तक चले रिफ्रेशर कोर्स का समापन समारोह आयोजित हुआ। मालवीय मिशन शिक्षक प्रशिक्षण केंद्र के तत्वावधान में संस्कृत विभाग और समाजकार्य विभाग द्वारा संयुक्त रूप से आयोजित इस रिफ्रेशर कोर्स की शुरुआत 10 नवंबर को हुई थी। देश के विभिन्न राज्यों से कुल 106 प्रतिभागियों ने इसमें पंजीकरण कराया था, जिनमें से 96 प्रतिभागी इस कोर्स को सफलता के साथ पूर्ण करने में सक्षम रहे। कार्यक्रम का हाइब्रिड मोड ऑनलाइन और ऑफलाइन दोनों माध्यमों में संचालित किया गया, जिसमें देशभर के शिक्षकों और शोधार्थियों को लाभ मिला। कोर्स का



मुख्य विषय था ‘भाषा और सामाजिक विज्ञानों में शिक्षण व अनुसंधान की उभरती प्रवृत्तियाँ एवं चुनौतियाँ’। भारतीय ज्ञान परंपरा के परिप्रेक्ष्य में। इस विषय के विभिन्न आयामों पर चर्चा करते हुए कुल 48 शैक्षणिक सत्र आयोजित किए गए।

आसाम विवि के कुलपति अध्यापक राजीव मोहन पंत की अध्यक्षता में आयोजित कार्यक्रम में मुख्य अतिथि के रूप में संबोधित करते हुए कमेश्वर सिंह दरभंगा संस्कृत विश्वविद्यालय के पूर्व कुलपति अध्यापक सिद्धार्थ शंकर सिंह ने भारतीय ज्ञान परंपरा की वैश्विक प्रामाणिकता और आज के समय में उसके नवपरिप्रेक्ष्य पर प्रकाश डाला।

राजीव मोहन पंत की अध्यक्षता में आयोजित कार्यक्रम में मुख्य अतिथि के रूप में संबोधित करते हुए कमेश्वर सिंह दरभंगा संस्कृत विश्वविद्यालय के पूर्व कुलपति अध्यापक सिद्धार्थ शंकर सिंह ने भारतीय ज्ञान परंपरा की वैश्विक प्रामाणिकता और आज के समय में उसके नवपरिप्रेक्ष्य पर प्रकाश डाला।

## সমাপন গরিমাময় বাতাবরণ में हुआ संपन्न

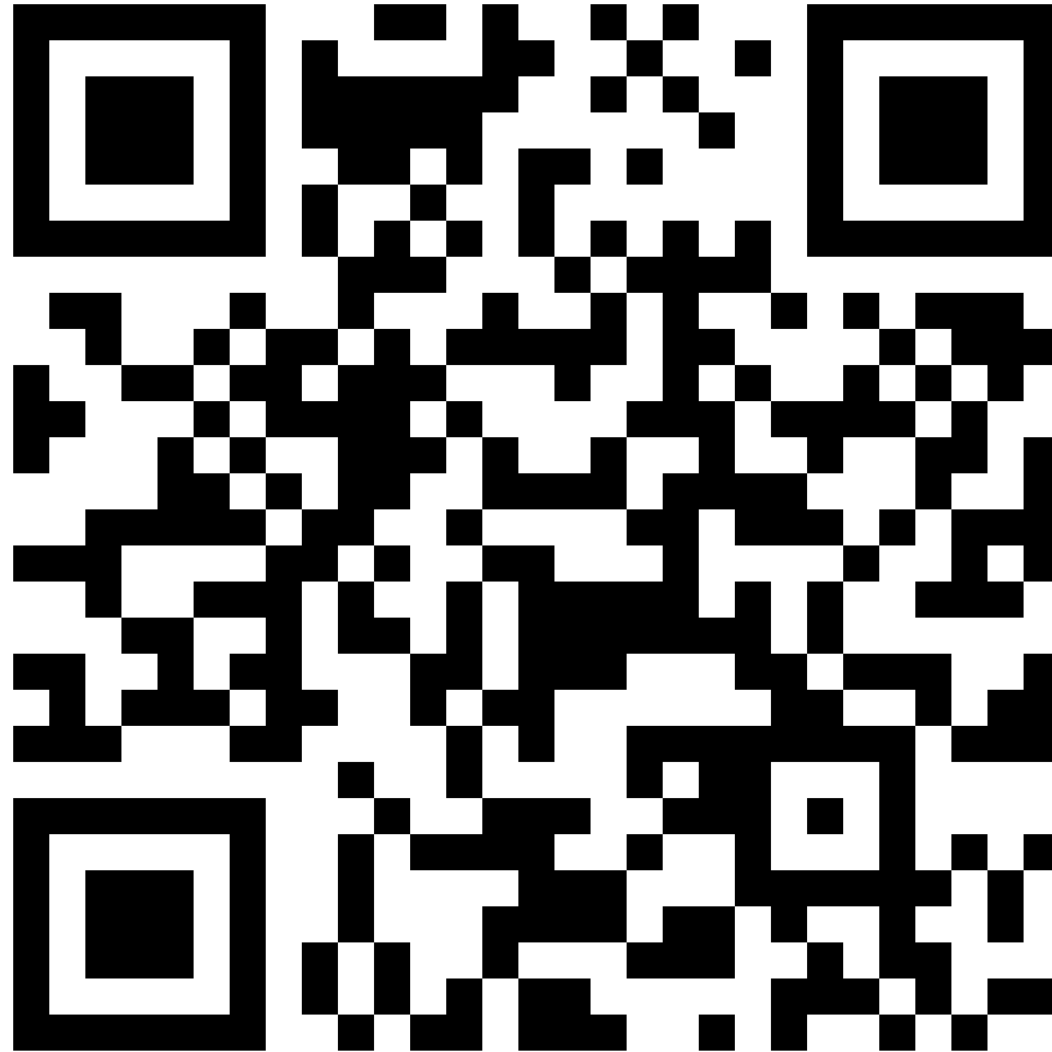


২২ নভেম্বর, ২২ নভেম্বর : আসম বিশ্ববিদ্যালয়ে শনিবারে দু'সপ্তাহের রিফ্রেশার কোর্সের সমাপন সমারোহ গরিমাময় বাতাবরণে অনুষ্ঠিত হয়। মালব্য মিশন শিক্ষক প্রশিক্ষণ কেন্দ্রের তত্ত্বাবধানে সংস্কৃত বিভাগ এবং সমাজকর্ম বিভাগের সহযোগিতায় এই রিফ্রেশার কোর্স শুরু হয়েছিল ১০ নভেম্বর। দেশের বিভিন্ন থেকে এতে ৯৬ জন গবেষক এই কোর্সে অংশ নেন। অসমীয়া এবং অংকলানি উভয় মাধ্যমেই এই কোর্সটি আয়োজিত হয়। বিষয় ছিল, “ভাষা অধ্যয়ন ও সামাজিক বিজ্ঞানে শিক্ষণের গুরুত্ব এবং প্রত্যাহার : ভারতীয় জ্ঞান ব্যবস্থার দৃষ্টিকোণ”। এ বিষয়ে সর্বশেষ ৪৮টি বিদ্যায়তনিক অধিবেশন আয়োজিত হয়। দেশের বিভিন্ন প্রান্তের অধ্যাপক-অধ্যাপিকারা এতে সক্রিয়ভাবে অংশগ্রহণ করেছেন। ভারতীয় জ্ঞান ব্যবস্থার দৃষ্টিকোণ থেকে, শিক্ষণের ক্ষেত্রে, গবেষণার ক্ষেত্রে সমসাময়িক সমস্যা ও সমাধান উদ্ভাবন বিষয়ে অধিবেশনগুলিতে আলোচনা করা হয়েছিল। সংস্কৃত, হিন্দি, বাংলা সাহিত্য, আর্থিক, শিক্ষা বিজ্ঞান, অর্থনীতি, ইতিহাস, প্রত্নতত্ত্ব, জাতিগোষ্ঠী, সমাজকর্ম, পুষ্টিবিজ্ঞান, লাইব্রেরি সায়েন্স, পল্লী, কৃত্রিম বুদ্ধিমত্তা, গণজ্ঞান ইত্যাদি বিষয়ে বিস্তারিত বিশ্লেষণের বক্তব্য উপস্থাপন করেন। কোর্সটিতে বোঝানো ছিল যে, সংস্কৃত বিভাগের অধ্যাপক



Two-Week Refresher Course (Hybrid) on

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