

**FOUR YEAR UNDER GRADUATE (FYUG)
PROGRAMME UNDER
NEW EDUCATION POLICY, 2020
(1st and 2nd Semester)**



Date of approval in Academic Council - 02.06.2023

STRUCTURE OF THE SYLLABUS, FYUG PROGRAMME, NEP 2020

(Example- Subject: Economics Major and History Minor)

1ST SEMESTER

COURSE CATEGORY	COURSE CODE	CREDIT	TOTAL CONTACT HOURS	REMARK
MAJOR	ECO-100*	4	60/75	
MINOR	HIS-100	4	60/75	Student to choose one course from other department
MDC		3	45	Student to choose one course out of the offered courses by the college under each category
AEC		3	45	Student to choose either English or any MIL and continue the same in 2 nd Semester.
SEC				Student to choose one course out of the offered courses by the college under each category
VAC	VAC-104	3	45	Compulsory
Total		20		

2ND SEMESTER

COURSE CATEGORY	COURSE CODE	CREDIT	TOTAL CONTACT HOURS	REMARK
MAJOR	ECO-150	4	60/75	
MINOR	HIS-150	4	60/75	Student to choose one course from other department
MDC		3	45	Student to choose one course out of the offered courses by the college under each category
AEC		3	45	Student to continue the same as chosen in the 1 st Semester.
SEC				Student to choose one course out of the offered courses by the college under each category
VAC		3	45	Student to choose one course out of the offered courses by the college under each category
Total		20		

NOTE: ALL MAJOR AND MINOR COURSES ARE THE CORE COURSES FOR MULTIDISCIPLINARY PROGRAMME

SEMESTER I

SL NO	CODE	NAME OF THE COURSE (MDC) SEM I
1	MDC 110	COMMERCIAL ARITHMETIC & ELEMENTARY STATISTICS
2	MDC 111	CULTURE AND SOCIETY
3	MDC 112	FUNDAMENTALS OF COMPUTER SYSTEMS
4	MDC 113	FUNDAMENTALS OF EARTH SYSTEM SCIENCE
5	MDC 114	FUNDAMENTALS OF LIFELONG LEARNING
6	MDC 115	INTRODUCTORY LIFE SCIENCES
7	MDC 116	INTRODUCTION TO NATIONAL CADET CORPS
8	MDC 117	INTRODUCTION TO PSYCHOLOGY
9	MDC 118	MATHEMATICS IN DAILY LIFE
10	MDC 119	PHILOSOPHY OF CULTURE

SL NO	CODE	NAME OF THE COURSE (AEC) SEM I
1	AEC 120	ALTERNATIVE ENGLISH
2	AEC 121	MIL-I:ASOMIYA SAHITYAR ITIHAS
3	AEC 122	MIL-I:BANGLA BHASHA-BIGYAN
4	AEC 123	MIL-I: GARO
5	AEC 124	MIL-I: KALITERESHOR KHASI BAD KAKYLLA-KTIEN
6	AEC 125	MIL-I:MIZO LANGUAGE AND TRADITIONAL CULTURE
7	AEC 126	MIL-I:NEPALI
8	AEC 127	MIL-I:हिन्दीभाषाकाव्याविरिकअनुप्रयोग

SL NO	CODE	NAME OF THE COURSE (SEC) SEM I
5	SEC 130	CYBER SECURITY
2	SEC 131	MOTIVATION
1	SEC 132	PERSONALITY DEVELOPMENT
4	SEC 133	PUBLIC SPEAKING
3	SEC 134	TEAM BUILDING

SL NO	CODE	NAME OF THE COURSE (VAC) SEM I
1	VAC 140	ENVIRONMENT STUDIES

MDC-110: COMMERCIAL ARITHMETIC AND ELEMENTARY STATISTICS
(Contact Hours-45, Credits-3)

Course Objective: To familiarize the students with the knowledge of essential mathematics and statistics that is applicable in business.

Learning Outcomes: Students will be able to:

- a. Acquire the knowledge of various arithmetical and statistical concepts
- b. Learn techniques which help in dealing with real-life business situations

UNIT - I

Average- simple and weighted average, Ratio and Proportion.

Percentage, Problems on Time and Distance.

Simple interest- Bank interest – Average rate of interest: interest on installment payment
Compound Interest (With the help of logarithms)

Annuities- Annuity certain, Annuity due, Immediate Annuity and Deferred Annuity (With the help of logarithms)

Profit and loss, Market price Discount- trade and cash discount

UNIT - II

Bankers discount, true discount, Bill value, Present value, average due date and equation of payment

Stock Exchange investment, transfer of stock and shares, Ex dividend and cum dividend prices
Commission and Brokerage

Probability meaning and definition, Events, Trial, Random experiment, mutually likely events, mutually exclusive events, Favorable cases to an event

UNIT - III

Statistics: Meaning, Application and Limitations.

Measures of Central Tendency – Averages (Mean, Median, Mode) and Dispersion (Range, Quartile Deviation and Standard Deviation)

Diagrammatic Presentation of business data (Bar diagram, line diagram, pie and rectangular chart)

Suggested Readings (Latest Edition)

- S.C. Chanda & NK. Nag, Commercial Arithmetic, Kalyani Publication
- Dr. S. K. Singh & Samresh Chauhan, Commercial Arithmetic, SBPD Publication
- Dhayagude M. G., Commercial Arithmetic and Statistics, Everest Publishing House

MDC-111: CULTURE AND SOCIETY
(Contact Hours-45, Credits-3)

Course Objectives (COs):

The course intends to familiarize the students with the conceptual and theoretical aspects of society and culture.

Learning Outcomes (LOs): The students will be able to develop insights and examine various concepts related to culture and society. The students are expected to learn components of culture and cultural diversity of India and North-East region of India.

Unit- I: Conceptual and Theoretical Aspects

Culture, Cultural Lag, Society
Components of Culture (Edward B. Tylor)
Functionalist theory of culture (Broislaw Malinowski)
Symbolic Interaction (George Herbert Mead)

Unit- II: Culture and its Attributes

Language
Food
Religion
Technology

Unit- III: Socio-Cultural Diversity - India and North-East India

Linguistic, Religious and Ethnic Diversity in India
Unity in Diversity: Contemporary Understanding
Socio-cultural Diversity of North-East India
Indigenous Knowledge Systems of the Tribes of North-East India

Suggested readings:

- Back, les and Andy Bennett et al.2012. *Cultural Sociology- An Introduction*. Wiley Publishers Oxford, UK.
- Beattie, John. 1976. *Other Cultures*. London: OUP.
- Majumdar,D.N. and T.N Madan.2022.*An Introduction to Social Anthropology*.NewDelhi: Mayur Books.
- Marak, Queenbala. 2020. *The cultural Heritage of Meghalaya...* New Delhi: IGRMS and Manohar.
- Marak, Queenbala. 2021. *Food Politics: Studying Food, Identity and Difference among the Garos*. New Castle. CSP.
- Miller, B.2011.CulturalAnthropology. PHI Learning Pvt. Ltd.
- Ogburn, William F.1922. *Social Change with Respect to Nature and Original change*. Chicago: Chicago Press.
- Ranjan, Geetika. 2016. *Approaches to the study of Indian Culture and Society*. New Delhi: Pragun Publications.
- Shangpliang,Rekha M.2010 .*Forest in the Life of the Khasi* .New Delhi: Concept Publications.
- Singer,Milton.1955. *The Cultural Pattern of Indian Civilization*. The Far Eastern Quarterly.15(1).

Subba, T.B. 2016. *North-East India: A Handbook of Anthropology*. New Delhi: Orient Blackswan.

Tylor, E. B. 2012. *Primitive Culture*. Cambridge University Press. London.

Vidyarthi, L. P and Rai B.K. 1985. *Tribal Culture in India*. New Delhi: Concept Publishing Co.

Williams, R. 1990. *Cultural Anthropology*. New Jersey: Prentice Hall.

MDC- 112: FUNDAMENTALS OF COMPUTER SYSTEMS

(Contact Hours-45, Credits-3)

Course Objectives (COs):

To understand the fundamental organization of a digital computer. To understand data representation along with theoretical basic knowledge of operating systems.

Learning Outcomes (LOs): Students will be able to understand the basic information related to hardware and software. To gain basic knowledge of number system, Boolean logic along with types of operating system and network.

UNIT -I: Computer Fundamentals

15 Hours

Generations of Computer (I-V) , Block Diagram of a Computer Functions of the Different Units (Input unit, Output unit, CPU (ALU+CU)) , Input & Output Devices , Memories, Memory hierarchy, Registers and Types, Cache Memory , Primary Memory (Ram, How data is stored in a RAM) DRAM and SRAM, ROM ROM BIOS/ Firmware Types of ROM Secondary Memories , Solid State Drive , CD /DVD. Software, System Software and Application Software , Computer Languages: Machine language, Assembly language, High level language, Program Language Translators, Compiler, Assembler Interpreter.

UNIT -II: Number Systems and Boolean Algebra

15 Hours

Bit, Byte, Nibble, Word, Binary Number, Binary Arithmetic (Addition, Subtraction, Multiplication, Division), Hexadecimal number system, Octal number system, Conversion between number systems, Binary codes (BCD, ASCII, EBCDIC). Gates AND, OR, NOT, NAND, NOR, XOR and XNOR operations, Boolean variables, postulates and theorems of Boolean Algebra, Boolean functions, Simplification of Boolean expressions by algebraic method, Dual and Complement of a Boolean expression.

UNIT -III: Basics of Operating System & Network Hours

15

Operating System: Overview, Evolution of Operating System, functions and importance of operating system, types of operating system (GUI and Non GUI), Open source and Non Open Operating System, their advantage and disadvantage , Batch Operating System , Real-Time , Operating System , Distributed Operating System , Embedded Operating System , Network Operating System , Mobile Operating System. Basics of Networking , LAN , MAN , Wan , Arpanet.

Suggested Readings:

Text Books:

1. Rajaraman, Neeharika Adabala, Fundamentals of Computers 6th Edition , Prentice Hall India Learning Private Limited, 2014.
2. Morris. M. Mano, *Digital Logic and Computer design*, 3rd Edition, Prentice Hall India 2002.

Reference Books:

1. Malvino& Leach, Digital Computer and Applications, 4th Edition, Tata Mc-Graw Hill Company, 2015.
2. Reema Thareja, Fundamentals Of Computers 2nd Edition, Oxford University Press, 2026.

MDC-113: FUNDAMENTALS OF EARTH SYSTEM SCIENCE

(Contact Hours-45, Credits-3)

Course Objectives (COs): To provide comprehensive knowledge about the planet Earth, geomorphic processes and concepts of rocks and minerals.

Learning Outcomes (LOs): Students will gain knowledge about the geological processes, formation of minerals and rocks; and interactions between exogenetic processes along with the identification of geomorphic features.

UNIT I (15 hours) Earth System Sciences: concept and scope. Geological Time Scale. Origin and age of the Earth.

UNIT II (15 hours) Geomorphology: concept and scope. Concept of uniformitarianism; Geomorphic agents & processes. Weathering & Erosion. Landforms: Depositional and Erosional.

UNIT III (15 hours) Minerals: Definitions, physical properties, and classification. Rocks: Igneous, Sedimentary and Metamorphic rocks and their classification. Rock Cycle.

Suggested Readings:

Allen, P.A., 1997. Earth Surface Processes, Blackwell publishing.

Bridge, J.S. and Demicco, R.V., 2008. Earth Surface Processes, Landforms and Sediment Deposits, Cambridge University Press.

Leeder, M. and Perez-Arlucea M., 2005. Physical processes in earth and environmental sciences, Blackwell' publishing.

Perkins, D., 2013. Mineralogy, Prentice Hall.

Raymond, L. A., 2002. Petrology: the study of igneous, sedimentary, and metamorphic rocks. McGraw-Hill Science Engineering.

Shrivastava J. P., 2009. Rocks and Ore Forming Minerals (National Science Digital Library, CSIR, New Delhi) <http://hdl.handle.net/123456789/1086>. CSIR, New Delhi.

Shrivastava J. P., 2009. Igneous Rocks (National Science Digital Library, CSIR, New Delhi) <http://hdl.handle.net/123456789/1034> CSIR, New Delhi.

Tarbut, E. J. and Lutgens, F. K. 1998. Earth: An Introduction to Physical Geology, Pearson.

Verma, V. K. 2002. Lectures on Geomorphology, Pilgrims Book House.

MDC- 114: FUNDAMENTALS OF LIFELONG LEARNING

(Contact Hours-45, Credits-3)

Course Objectives (COs):

1. To enable the students to understand the concept of Lifelong Learning and its importance and relevance in the present day context.
2. To acquaint the students with various terms related to Lifelong Learning
3. To provide the students with knowledge of Government policies and programmes

Learning Outcomes (LOs):

Students are able to -

1. explain the concepts of Lifelong Learning
2. examine the relationship between 'lifelong learning' and related terms
3. identify the link between Lifelong Learning and adult education policies and practices in India.

Unit I: Introduction:

- Lifelong Learning –Concept, Basic elements, Characteristics, Nature and scope
- Sustainable Development Goals and Lifelong Learning
- Types of Lifelong Learners and Lifelong Learning needs
- Need and Importance of Lifelong Learning,

Unit II: Inter-related Concepts

- Adult Education and Lifelong Learning
- Continuing Education and Lifelong Learning
- Lifelong Learning and Lifelong Education
- Life-wide Learning – Individual learning, Community Learning, Workplace Learning.

Unit III: Programmes of Lifelong Learning

- Jan Shiksha Sansthan, Training for Rural Youth for Self-Employment (TRYSEM)
- Support to Training and Employment Programme (STEP) for Women, Condense Courses of Education and Vocational Training Programme for Women
- Farmers' Training Programmes through Krishi Vigyan Kendras
- Skill Training and Upgradation Programmes

Activity or Assignment: Choose any one

1. Prepare a write up on any incident/situation you experience and lesson learnt from that experience
2. Write an essay on 'Home as the first social Institution'
3. Prepare a report on your visit to any Vocational Training Centre or Farmers Training Centre

Suggested Readings:

1. Rajesh & Dixit, V.K. *Lifelong Learning: Issues and Challenges*, New Delhi: Global Book Organization, 2011.
2. Jarvis, P. *Adult Education and Lifelong Learning: Theory and Practice*. 4th Edition, New York: Routledge, 2010.
3. Holford, John et.al. *International Perspective on Lifelong Learning*. New York: Routledge, 2020.
4. Mohanty S. *Lifelong and Adult Education*. APH Publishing corporation, 2007.
5. Shah, S.Y. *Lifelong learning in India: A policy perspective*. ASEM Education and Research Hub for Lifelong Learning. Online. <https://tinyurl.com/y3u4dngw>
6. UGC (University Grants Commission). *Guidelines on Lifelong Learning and Extension*. New Delhi: University Grants Commission, 2007.
7. Singh, Madhu. *Lifelong Learning*. Humburg: UNESCO Institute of Lifelong Learning, 2002
8. Planning Commission. *Eleventh Five Year Plan: Report of the Sub Group on Adult Education*. In www.planningcommission.nic.in, 2007. Chadha, N.K. (ed.). *Readings in Lifelong Learning*. New Delhi: University of Delhi, 2009.
9. National Literacy Mission. *Guidelines on Jan Shiksha Sanstans*. New Delhi: Ministry of Human Resource Development, 2003.
10. UGC (University Grants Commission). *Guidelines on Lifelong Learning and Extension*. New Delhi: University Grants Commission, 2007.

MDC-115: INTRODUCTORY LIFE SCIENCES

(Contact Hours-45, Credits-3)

Course Objectives (COs)

- The aim of Introductory Life Sciences course will be to impart knowledge to students related to topics of general aspects of Life Sciences

Learning Outcomes

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

- Know about the concept of general diversity and classification of life forms.
- Know about the concept of Origin of Life.
- Understand about the structural and functional features of prokaryotic and eukaryotic cells.
- Understand the basic concept of genes and their role in inheritance.
- Understand the process of evolution and importance of basic ecological principles.
- Understand the concept of Biodiversity, and appreciate the importance of Wildlife and their conservation.

Unit-I: General features of life form and their classification (up to kingdom); Origin of life.

Unit II: Structure and function of prokaryotic and eukaryotic cells. Introduction to biomolecules (nucleic acids, proteins, carbohydrates and lipids). Basic concept of genes and their role in inheritance.

Unit III: Bio-resources and their economic importance (microbes, plants, and animals). Concepts of evolution, ecology, biodiversity, and wildlife management.

Suggested Readings:

1. Bruce, A., Dennis, B., Karen, H., Alexander, J., Julian, L., Martin, R., Keith, R. and Peter W. (2009). Essential Cell Biology. (3rd ed.). Garland Publishing. London.
 2. De Robertis, E. D. P. and De Robertis, L. M. F. (1987). Cell and Molecular Biology, (8th ed.). Lea and Febiger.
 3. Gardener, E. J., Simmons, M. J., and Snustad, D. P. (2005). Principles of Genetics. (8th ed.). John Wiley and Sons.
 4. Hall, B.K. and Hallgrimsson, B. (2008), Strickberger's Evolution, (4th ed.). Jones and Bartlett Publishers.
 5. Krishnamurthy, K.V. (2003). Textbook of Biodiversity. (1st ed.). Science Publisher, Chennai.
 6. Mader, S.S. (2008). Concepts of Biology. (Indian ed.).CBS Publishers. New Delhi.
 7. Sharma B.D. (1999). Indian Wildlife Resources, Ecology and Development. (1st ed.).Daya Publishing House, Delhi.
 8. Sharma, P. D. (1990). Ecology and Environment, 7th Edition. Rastogi Publications. Meerut.
 9. Singh S.K. (2005). Textbook of Wildlife Management (2nd ed.). International Book Distributing Company, Lucknow.
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MDC -116: INTRODUCTION TO NATIONAL CADET CORPS
(Contact Hours-45, Credits-3)

Course Objectives (COs): The paper intends to impart basic knowledge about the evolution of National Cadet Corps; a brief overview of our defence system and services, to shape the young minds of our country with an aim of developing qualities like courage, Positive mindset, a secular outlook so that they may become responsible citizen and contribute towards the growth of India as a nation. Through Drill and Command, the young leaders will inculcate in them the quality of discipline.

Learning Outcomes (LOs): The students will develop a sense of responsibility and display patriotism, secular values, discipline, improve bearing and develop the quality of immediate and implicit obedience to orders.

UNIT I	NCC Motto, NCC Flag, Aims of NCC, Cardinal points of NCC, Types, organization, capability & role of NCC cadet. Organization of defence forces in general, Organizational structure of Indian Army, Organizational structure of NCC, NCC Song, Incentives of NCC, Ranks in Army, Navy and Air Force – Certificate Examination in NCC– Honors and Awards. Honour code. Modes of entry to Army CAPF Police
UNIT II	Foot Drill Basics, Aims of Drill, Word of Commands, Attention, Stand at Ease, Turning Left, Right and Inclining at the Halt. Sizing, Forming up in three Ranks and Numbering, Open and Close March Order, Dressing the Squad, Saluting at the Halt, Getting on Parade, Falling Out and Dismissing, Marching, Guard of Honour
UNIT III	Basics of Weapon Training, Introduction and organization of Infantry BN, Characteristic of Rifles, Stripping, Assembling, Care and Cleaning, and Sight Setting, Loading, Unloading of Rifle, Light Machine Gun and Stern Machine Carbine, Safety Procedures, Positions in Shooting and its Advantages, Trigger Control and Firing a Shot, Theory of Group and Snap Shooting.
Practical	a. Drill and physical training b. NCC Camps c. Types of Camps

Suggested Readings:

Cadet's Handbook- Common Subject, All Wings, by DG NCC, New Delhi

Cadet's Handbook -Specialized Subject, Army, by DG NCC, New Delhi

Challenging Destiny: A biography (2016). M. D. Bhaskaran, 314pp

Field Marshal Sam Manekshaw, (Soldiering with Dignity), 2021, Lt. Gen. Depinder Singh, PVSM, VSM. Published by Natraj publishers, 271pp

Youth in Step, V. Longer (1983), Published by Lancer International, 220pp

MDC- 117: INTRODUCTION TO PSYCHOLOGY

(Contact Hours-45, Credits-3)

Programme Objectives: This programme will develop interest among the learners towards Psychology. It aims to help learners to understand behaviours and mental processes of people. It will also develop awareness of the empirical knowledge to improve the lives of people.

Learning Outcomes

At the end of the Course students are able to:

1. identify basic concepts of psychology and apply psychological principles to everyday life
2. determine the relationship between the physical functioning of an organism and its behaviour
3. make use of a wide range of actions such as helping, sharing, comforting and cooperating with others

UNIT I Concept of Psychology

- Meaning, Nature and Scope of Psychology, Psychology as a Science
- Principles of Psychology
- Branches of Psychology
- Approaches in Psychology: Behaviourism, Cognitive, Psychodynamic and Biological

UNIT II Physiological Basis of Psychology

- Physiological Characteristics
- Nervous System and Endocrine System
- Hemispheric Division and its features
- Neurons: Definition, Structure and Types

UNIT III Pro- Social Behaviour

- Meaning and determinants of Pro-social Behaviour
- Types: Proactive, Reactive and Altruistic
- Influences on Pro-social Behaviour
- Benefits of Pro-social Behaviour

Assignments (Choose any one)

1. Prepare a sketch on how to promote pro-social behaviour
2. Use a pro-social behaviour scale to measure the Pro-Social Behaviour of a student.
3. Engage yourself in any one prosocial activities: like Clubs(e.g. art, biking, robotics, scouts, chess etc); or day camps; or creative arts/music/theatre or volunteer opportunities through community organizations

References -

- Ashok Kumar. E and Laurence Kharluni (2021) *Social Behaviour Scale (SBS-EKAKL)*. National Psychological Corporation (NPC), Agra
- Bierhoff, H. (2005). *Prosocial Behaviour*. United Kingdom: Taylor & Francis.
- Bron R.A. Allyn & Bacon (2002). *Essentials of Psychology*, Guwahati, Nivedita DK. Distributors.
- Chand T. (2002). *Educational Psychology*, Agra, Bhargava Book House,
- Crow, R.B. & Crow (1964). *Educational Psychology*, New Delhi, Eurasia Publishing House,
- Development and Maintenance of Prosocial Behavior: International Perspectives on Positive Morality*. (2013). Germany: Springer US.
- Glassman, W. E., Hadad, M. (2004). *Approaches to Psychology*. United Kingdom: Open University Press.
- Mangal. S.K. (2011) *Essentials of Educational Psychology*, PHI Pvt. Ltd, New Delhi.
- Sahoo F.M.(2002) *Psychology in Indian Context*, Agra, Bhargava Book House.
- Schroeder, D. A., Piliavin, J. A., Dovidio, J. F., Penner, L. A. (2017). *The Social Psychology of Prosocial Behavior*. United Kingdom: Taylor & Francis.
- Sharmila P. (2004). *Textbook of Educational Psychology*, Kanishka Publication, New Delhi.

MDC-118: MATHEMATICS IN DAILY LIFE
(Contact Hours-45, Credits-3)

Learning Objectives: To introduce the basic mathematical concepts that are used in different aspects of our daily life.

Unit I : Arithmetical Ability (15 hours)

Unit conversion (length, mass, time); Number System; Decimal Fractions; Square Roots and Cube Roots; Problems on Numbers; Problems on Ages; Use of concepts of HCF and LCM; Percentage; Ratio and Proportion; Time and Distance; Allegations or Mixture; Area, Volume, Surface Areas; Trigonometric ratios; Height and Distance in our everyday life.

Unit II : Banking Ability (15 hours)

Interest - Concept of Present value and Future value, Simple interest, Compound interest, Nominal and Effective rate of interest; Depreciation and discount; Annuity - Ordinary annuity, sinking fund, annuity due, present value and future value of annuity; Equated Monthly Installments (EMI) by Interest of Reducing Balance and Flat Interest methods - examples and problems.

Unit III : Data Interpretation (15 hours)

Probability; Classification of data - Frequency distribution, Tabulation; Graphical representation of data - Bar Graphs, Pie Charts, Line Graphs; Calendar and Clocks.

Course Outcomes : After this course students will be able to understand everyday banking transactions, identify patterns and relationships. Students will be able to perform basic calculations and measurement and also understand about ratios and proportions.

Notes: A candidate must obtain the minimum pass marks (as per NEHU Rule) to clear the course.

Suggested Readings:

1. Quantitative Aptitude, R.S. Aggarwal, S. Chand Publishing (2022).
2. Fundamentals of Business Mathematics, M.K. Bhowal, Asian Books (2009).
3. Fundamentals of Mathematical Statistics, S.C. Gupta, V.K. Kapoor, Sultan Chand and Sons (2020).
4. The Mathematics of Everyday Life, A.S. Posamentier, C. Spreitzer, Prometheus Books, Illustrated Edition (2018).

MDC-119: PHILOSOPHY OF CULTURE

(Contact Hours-45, Credits-3)

Course Objectives (COs): Imparting basics of Human Culture, developing core concepts of cultural understanding of knowledge and society.

Learning Outcomes (LOs): To develop cultural sensibility and to make students responsive towards diversity and difference.

Unit-I: Concepts of Culture

- (a) Meaning of Culture
- (b) Kinds of Culture (Material, non-material,etc.)
- (c) Understanding roots of Culture

Unit- II: World View

- (a) Belief Systems, Practices and Performances
- (b) Tribal Cultures: Case Studies from NE-India.
- (c) Holistic understanding of Cultural Identity

Unit-III: Cultures of Nationalism

- (a) Indian Culture, Vedic and Buddhist
- (b) Decolonization of Knowledge and Culture
- (c) Cultural Nationalism

Suggested Readings:

1. Aurobindo, Sri, *The Foundations of Indian Culture*, Vol 1., Sri Aurobindo Ashram Publications, Pondicherry, 1972.
2. Radhakrishnan, S. et.al., (Eds.), *The Cultural Heritage of India*, Vol 1 & 2, Ramakrishna Mission, Kolkata, 1970.
3. Panikkar, K.M., *The Essential Features of Indian Culture*, Chapters 1 & 2, Bharatiya Vidya Bhavan, Mumbai, 1974.
4. Pande, G. C., *Foundations of Indian Culture*, vol 1 & 2
5. Radhakrishnan, S, *The Hindu View of Life*, Macmillan, London, 1962.
6. Mohammada, Malika,, *The Foundations of the Composite Culture in India*, Aakar Books, 2007.
7. Smith, Philip, *Cultural Theory*, Blackwell Publishers, Oxford, 2001.
8. Uberoi, Jeet, *Science and Culture*, Oxford University Press, New Delhi, 1978.
9. Biswas, Prasenjit, *Ethnic Life-World(s) in North-East India*, SAGE, New Delhi, 2008.
10. Ndlovu-Gatsheni, Sabelo J (2020). "The Dynamics of Epistemological Decolonisation in the 21st Century: Towards Epistemic Freedom", *Strategic Review for Southern Africa*. 40 (1): 16–45.

AEC-120: ALTERNATIVE ENGLISH

(Contact Hours: 45, Credit-3)

Course Objectives

1. To provide opportunities to students to acquire deeper insights into the English language and literature and enhance and reinforce creativity, understanding, and critical appreciation of the subject.
2. To introduce students to various artistic expressions in order to give them exposure to diverse literary and cultural experiences.
3. To inculcate in students the ability to communicate ideas, opinions and values and to expand their knowledge of the subject as it moves from the classroom to life and life-worlds.

Learning Outcomes

The students will gain awareness of the various artistic expressions emerging out of diverse literary and cultural experiences. This will give them deeper insights into the English language and literature, thus enhancing their creativity, understanding, and critical appreciation of the subject. The students will also gain the ability to communicate ideals opinions and values and apply the knowledge of the subject to real-life situations.

UNIT I : Poetry

1. Matthew Arnold: "To Marguerite: Continued"
2. Nicolas Guillen: "Fusil"
3. W. H. Auden: "Who's Who"
4. Nissim Ezekiel: "Goodbye Party for Miss Pushpa TS"
5. Maya Angelou: "Still I Rise"

UNIT II: Prose Pieces, Short Fiction, Grammar and Composition

1. Jawaharlal Nehru: "Animals in Prison"
2. Ruskin Bond: "Life at My Own Pace"
3. O. Henry: "The Last Leaf"
4. Grammar and Composition:
 - a. Preposition
 - b. Articles
 - c. Idioms and Phrases
 - d. Change of Voice
 - e. Usage
 - f. Correction of Errors

- g. Reading and Comprehension
- h. Narration

UNIT III: One-act Plays

1. A. A. Milne: *The Ugly Duckling*
2. J. M. Synge: *Riders to the Sea*

Suggested Reading

- Corns, T. N., ed. *The Cambridge Companion to English Poetry*. Cambridge University Press, 1973.
- Dolley, Colin and Rex Walford. *The One-Act Play Companion: A Guide to Plays, Playwrights and Performance*. Methuen Drama, 2011.
- Eastwood, John. *Oxford Practice Grammar*, Oxford University Press, 2006.
- Gates, Henry Louis, ed. *The Norton Anthology of African American Literature*. W. W. Norton & Company. Inc., 2014.
- Gilbert, Sandra M. and Adrienne Rich. *Essential Essays Culture, Politics, and the Art of Poetry*. W. W. Norton & Company. Inc., 2018.
- Hashemi, Louise & Raymond Murphy. *Essential Grammar in Use*. Cambridge University Press, 2007.
- Kumar, Akshaya. *Poetry, Politics and Culture: Essays on Indian Texts and Contexts*. Routledge, 2009.
- March-Russell, Paul. *The Short Story: An Introduction*. Edinburgh University Press, 2009.
- McClatchy, J. D., ed. *The Vintage Book of Contemporary World Poetry*. Vintage, 1996.
- Peck, John and Martin Coyle. *The Student's Guide to Writing: Grammar, Punctuation and Spelling*. Macmillan Education UK, 1999.
- Sinha, M. P., et al., ed. *Ruskin Bond: A Critical Evaluation*. Atlantic Publishers and Distributors. 2012.
- Scofield, Martin. *The Cambridge Introduction to the American Short Story*. Cambridge University Press, 2006.
- Spiegelman, Willard. *How Poets See the World: The Art of Description in Contemporary Poetry*. Oxford University Press, 2005.
- Swan, Michael. *Basic English Usage*, OUP, 2000.
- Washburn, Katharine, Clifton Fadiman and John S Major. *World Poetry: An Anthology of Verse from Antiquity to Our Time*. Book-of-the-Month Club, W. W. Norton, 1998.

AEC – 121: MIL I- ASOMIYA SAHITYAR ITIHAS ((History of Assamese Literature)

(Contact Hours: 45, Credits-3)

Course Objectives: The course is designed to introduce the students to the distinctive features of Early Assamese Literature, Medieval Assamese Literature, Modern Assamese Literature and the Contemporary Assamese Literature. The chronology of the growth and development of Assamese literature will be the core focus of study of this paper.

Course Outcomes: This course will enable the students to acquire knowledge of Assamese literature, the history of its developments and the changes that have over occurred in response to the changes in its socio-cultural contexts. The course will also teach the students to learn the creative processes and values of the past reflected through literature.

UNIT: I- Asomiya MoukhikSahitya: Bihugeet, Biyanam, Jikir, Ainam.

UNIT: II- Prak-Sankariyug; MadhavKandali, Hem Swaraswati
Sankariyug (Vaishnav): Sankardev, Madhabdev aru Ananta Kandali
PanchaliSahitya: Durgabar, Manakar aru SukabiNarayandev

UNIT: III- Arunodoi Yug: AnandaramDhekialPhukan,
Nathan Brown
NidhiramFarwel

JonakiYug: Lakshminath Bezbaroa,
Chandrakumar, Agarwala
Hemchandra Goswami

Suggested Readings:

1. Bhuyan,S.K: *Studies in the Literature of Assam*, Lawyers Book Stall, 1956
2. Neog, Maheswar:*AsamiyaSahityarRuprekha*. Guwahati: Chandra Prakash, 2000.
3. Neog,M:*AsamiyaSahityarRuprekha*,Bani Mandir,1986
4. Saikia, Nagen: ed. DimbeswarNeog*Racanavali, Vol I*. Guwahati: Publication Board of Assam, 2013.
5. Sarma, Banikanta: ed. *AsamiyaSahityarBuranji (Volume-III)*. Guwahati: ABILAC, 2017.
6. Sarma, Satyendranath: *AsamiyaSahityarSamiksatmakItibritta*. Guwahati: Saumer Prakash2018
7. Sarma, Nabinch.: *AsomorSanaskritikItihash, (Part-2)*, Asom Sahitya Sabha, 2009
8. Sarma, S.N. :*AsamiyaSahityarSamikshatmakItibritta*, Guwahati, 1991

BEN-122: MIL I- BANGLA BHASHA-BIGYAN

(Contact Hours-45, Credits – 3)

Course Objective:*The curriculum has been designed with the aim of providing students with a comprehensive understanding of the Bengali language and general grammar, as well as enabling them to develop proficiency in it.*

Learning Outcomes:*It is highly essential for students of literature to have a solid understanding of the Bengali language's structure and word formation. This lesson will assist students in developing proficiency in the correct usage and application of the Bengali language.*

Unit 1. A. Barna Dwani Aksar - Sangya o paraspariksambandha.

B. Bangla Bhashar Uccharanriti.

C. Bangla Dwanir Borgikaran.

Unit 2. A. Bangla Bhashar Rupatawik Alochana

B. Bachan, Linga, Sandhi, Purush, Karak, Bibhakti, Pratyay, Pad-Prakaran.

Unit 3. A. Bangla sadhu o Chalito Bhasha Samparkito Gyan.

B. Antarjatik Dwanimulak Barnamala (IPA)

Suggested Reading:

1. Sadharan Bhasabigyan o Bangla Bhasha – Rameswar Shaw.
2. Bhasar Itibritta _ Sukumar Sen.
3. Bhasabidye Parichai--Paresh Chandra Bhattacharjee
4. Bangla Bhasar Byakoran o tar Kromobikash-- Nirmal Das
5. Uchhatoro Bangla Byakoran—Bamondeb Chakraborty
6. Bangla Bhasa parichayer Bhumika – Anilchandra Ghatak

AEC- 123: MIL I - GARO MIL

(Contact Hours: 45, Credits- 3)

Ia paperko dingtang dingtang disciplinerangoni poraina re·bagiparangna tariaha. Ia paperko Garo sea-jotani dingtang dingtang genrerangni ki·taprangko poraina tariaha. Skanggipa unito Garo drama, gnigipa unito fiction aro gittangipa unito Grammar aro Compositionko donaha. Ia paper Garo sea-jotani aro ku·sikni apalaniko porainaon·gen.

Courseni Miksonganirang:

- Poraigiparangko A·chik sea-jotani dingtang dingtang genrerangni namroroani bidingo dramaoni fiction aro A·chik Grammarona u·iatgen.
- Poraigiparangko A·chik sea-jotani dingtang dingtang genrerangni mongsonggipa ki·taprangko u·iatgen.
- Poraigiparang A·chik grammar aro compositionko skie ra·na man·gen

Poraie Man·ani:

Poraigiparang A·chik sea-jotani bidingo ku·ritingoni sea-jotaniaona namroroani bidingo skie ra·gen. Ia course poraigiparangna sea-jotanio aro A·chik ku·sikko seanio namdapatna dakchakgen. Poraigiparang A·chik ku·sikona pe·giminrangkoba skie ra·gen.

Unit - 1 : Drama

Llewellyn R. Marak: Dikki- I

Unit - II : Fiction

Linnie M. Hoolbrook : An·chichi Bregimin

Wilson K. Marak: Shakespeareni Golporang

Othello

Unit- III: Grammar aro Composition

Parts of speech, tense, case, gender

Aganme·apa aro ku·jikseko jakkalani

Suggested Reading:

- Burling, Robbins *A Garo Grammar*. Deccan College, Post Graduate and Research Institute, 1961
- Burling, Robbins *The Language Of the Modhupur Mandi (Garo) Vols. I & II*. Promila & Co., Publishers, New Delhi, 2004 (1st Ed.)
- Grierson, G. A. *Linguistic Survey of India*. Vol.I,Part -I,Low Price Publications, Delhi, 1927
- Hoolbrook, Linnie M.. *Anchichi Bregimin* L.M.Hoolbrook, Tura, 1936
- Hudson, William Henry *An Introduction to the Study of Literature*, Kalyani, New Delhi, (Reprint 1996
- Marak, Evelyn R. *Chimonggimin A-chik Ku-rang*, Herilla B. Sangma, Tura, 1971
- Marak, Harendra W.: *A-chik Aganbewalrang* (Original Tales of the Garos), NEHU Publications, 1983
- Marak, Icylian R *Kan-dikgipa Dakmesokanirang*, Tura Book Room, Tura, 2014
- Marak, Jobang D.: *A-chik Kata*, (The Garo History), Lawrence K. Marak, Tura, 1982.
- Momin, Keneth M. *A-chik Composition* DVS Publishers, Guwahati, 2002
- Marak. Llewellyn R. *Dikki* -1. Garo Hills Book Emporium, 1983
- Marak, Wilson K. *Shakespearni Golporang* (Othello). Miranda Library, Tura, (yearnot mentioned)
- Phillips, E.G. *A-chik Grammar*,Tura Book Room, Tura, 1991 (7th Ed)
- Sangma, Brucellish K. *Sea Jotani Bidingo Seanirang*, Author, Tura, 2005
- Sangma, Milton S. & Julius L.R. Marak *Aganmeapa*, Authors, Tura, 1989 (2nd Ed)
- Sangma, Mihir N. :*Pagitchamni Ku-bisring*, Author, Guwahati, 1982

AEC- 124: MIL I- KA LITERESHOR KHASI BAD KA KYLLA-KTIEN

(Contact Hours: 45, Credits-3)

Ki jingthmu jong ka phang pule:

Īa kane ka phang pule (course) la saiñdur ba ki nongpule kin sngewthuh halor ki jait ki sker jong ka litereshor, ki dur ki dar bad ki phangkren bapher ba la wanrah lyngba ka Poitri, ka Sawangka, ka Parom Mutdur bad ka Thohtah. La saiñ dur ruh ban hikai ĩa ki nongpule halor ka Kylla-ktien, ki jingeh bad ki buit ban pynkylla ktien. Kane ka phang pule kan pynlah bad pynbit ruh ĩa ki nongpule ha ka liang ka Kylla-ktien ĩa ki tnat jong ka Litereshor bad ban Kylla-ktien ĩa ki khubor na ka thaiñ bad na ka Ri.

Ki jingmyntoi na kane ka phang pule:

- Kan pynlah ĩa ki nongpule ban sngewthuh ĩa ki tnat bapher jong ka Litereshor.
- Kan pynlah ĩa ki nongpule ban ithuh bad sngewthuh ĩa ki dur ki dar jong ki tnat bapher jong ka litereshor lem bad ki phangkren bapher ba la wanrah ha ki.
- Kan pynlah ĩa ki nongpule ban sngewthuh shai halor ka Kylla-ktien.
- Ka jinglah ban kylla-ktien ĩa ki tnat bapher jong ka litereshor.
- Ka jinglah ban kylla-ktien ĩa ki khubor na ka thaiñ bad na ka Ri.

Unit – I Poitri bad Sawangka Lyngkot

1. Rabon Singh : “Ka Jingphawar Shadwait” na *Ka Kitab Jingphawar*
2. Victor G. Bareh : “Ka Lynti Umiam” na *Ki Poetry Khasi*
3. D.S. Khongdup : “U Syntiew ba nga jied” na *Na Lum Khasi*
4. L.H.Pde : “U Tiew Lili Basaw” na *Shi Hira ki Sawangka*

Unit – II Parom Mutdur bad Thohtah

1. W. Tiewsoh : *Ka Jingkwah U Kpa*
2. Donbok T. Laloo : *Pluh ka Jingieit*
3. L. Gilbert Shullai : “Hima ki Bun, Jaitbynriew Tang Kawei” na *Talwiar u Sohpetbneng*

Unit – III Ka Kylla-Ktien

1. Badaplin War: “Halor ka kylla-ktien” na *Ka Kylla-Ktien bad ka LitereshorKhasi*.
2. Ka kylla-ktien ĩa ki poim bad ĩa ki jingthoh balyngkot.

3. Ka kylla-ktien ia ki khubor na ka thain bad na ka Ri.

Ki kot pule baroh ki long na ka bynta ban pule bniah.

Ki jingthoh kiba iadei bad ka phang pule:

Bareh, Victor G. *Ki Poetry Khasi*. North East Industrial Coop Society, Shillong, 1956.

Khongdup, D.S. *Na Lum Khasi*. Ri Khasi Press, Shillong, 1968.

Laloo, Donbok. T. *Pluh ka Jingieit*. Don Bosco Technical School, Shillong, 1999.

Lynshing, Thomlin. Ka Jingphawar Shadwait: Ki Snap Ka Lariti in *Ka ThwetJingstad* (Quest for knowledge) Vol. IV No.1 December, 2018.

Malone, Joseph L. *The Science of Linguistics in the Art of Translation: Some tools from Linguistics for the analysis and practice of translation*. New York: State University of New York Press, 1998.

Mawphlang, Bulsilian Lyngdoh. "U Syntiew ba nga Jied kumka Sonnet" in *KaThwet Jingstad* (Quest for knowledge) Vol. IV No.3 December, 2020.

Nida, Eugene A. *The Theory and Practice of Translation*. Leiden, Netherlands: E.J. Brill, 1982.

Nonglait, D.R.L. *Literary Criticism and Fiction in Khasi*. SMS Hi-Tech Impression, Shillong, 2005

Pde, L. H. *Shi Hira ki Sawangka*. Shillong, 2008.

Shullai, L. Gilbert. *Talwiar u Sohpetbneng*. Scorpio Printing Press, Shillong, 1993.

Singh, Rabon. *Ka Kitab Jingphawar*. Shillong: 6th Ed. Mrs. Fair Beulah Lyngdoh, Ri Khasi Press, 1987.

Syiem, Esther. "U Manik Raitongu Nongmuna ka Jingieit bad ka Shna Sur: Ka Jingpynshongdor" in *Ka Dak Sahkynmaw (Unforgettable Impression)*. Society for Khasi Studies, Shillong, 2016.

Tiewsoh, W. *Ka Jingkwah UKpa*. Khasi Book Stall, Shillong, 1998.

War, Badaplin. *Ka Kylla Ktien bad ka Litereshor Khasi*. Shillong: Ri Lum Printing Press, 2016.

AEC- 125: MIL I - MIZO LANGUAGE AND TRADITIONAL CULTURE

(Contact Hours: 45, Credits-3)

Course objectives:

This paper is designed to create awareness for the importance and preservation of the Mizo language. It also includes an essay on how the language has been enriched through the ages. It also includes traditional poems and short stories where students will be educated with the traditional customs and habits together with traditional values. It will also inculcate in students the ability to communicate ideas and opinions thereby expanding their knowledge on the subject

Learning Outcomes:

Students will gain awareness on the significance of the language. It will also increase their verbal proficiency. The paper will encourage and motivate the students to use their willingness to communicate their thoughts and feelings in the language

Unit-1: Essays on mizo language

1. Mizo tawnghlutnalehpawimawhna - R. Thangvunga
2. Mizo tawngtihausak dan tur - Dr.LaltluanglianaKhangte

Unit- 2: Poems

1. Darbuhla
2. Lianchhiari Hla
3. Awithangpahla

Unit-3: Short Stories

1. Silverthangi - Zikpuii Pa
2. Sialton Official - C. Thuamluaia
3. Lali (Lalawmpuii) - L. Biakliana

Suggested Readings:

1. Mizo tawngchhuina – C. Chhuanvawra, Aizawl 2012
2. Mizo tawngzirzaunabu thar. MILLTA Publication, Aizawl, 2012
3. Lalthangliana B. – Zotawngbulpuileh a hmanna, MCI Publication, 2002
4. Mizo hlahlui- R. L. Thanmawia, Din Din Haven. 2012
5. BiaklianaRobawm. LTL Publication. 2017
6. Sailo, Capt. L.R. Awithangpazai, 1993
7. Contemporary short stories from Mizoram- Margaret Ch.Zama .
Published by Sahitya Akademi

AEC- 126: MIL I- नेपाली भाषा-साहित्यको परिचय (INTRODUCTION TO NEPALI LANGUAGE AND LITERATURE)

(Contact Hours: 45, Credits- 3)

प्रस्तुत पाठ्यक्रमले नेपाली भाषाको विकास, विशेषता, स्वरवर्ण, व्यञ्जनवर्ण र मात्रा परिचय, नेपाली पदवर्ग, झर्ना नेपाली शब्द र केही प्रतिनिधि कथा र निबन्धकाहरूको अध्ययन गर्ने अवसर प्रदान गर्ने छ। (The course provides learning related to Nepali language and literature with reference to writing skills and use of grammar.

Course Objectives: यस पाठ्यक्रमका मुख्य उद्देश्यहरू निम्नप्रकार छन् : (The course objectives strives to)

:CO1 : नेपाली भाषाको अध्ययन र लेखनको आधारभूत ज्ञानको विकास सम्बन्धी निर्देशन दिनु। (Develop the basic idea of learning and writing of Nepali Language).

CO2: लेखदा व्याकरणहरूका त्रुटिबाट जोगिनु, नेपालीका पदवर्ग र झर्ना नेपाली शब्दको प्रयोगका साथै पारिभाषिक र प्राविधिकका बारेमा जानकारी दिनु। (Learn to avoid the grammatical mistakes, error while writing).

CO3: कथा र निबन्ध लेखदा सजिलो र सरल बाटाका बारेमा निर्देशन दिनु र व्याख्यात्मक तथा प्रेरक तरिकाले लेख्न समर्थ हुनु। (Enable the expository and persuasive towards essay and story writing on a variety of topics).

Learning Outcomes: प्रस्तुत पाठ्यक्रम अध्ययन गरिसकेपछि विद्यार्थीहरू निम्नलिखित ज्ञान र क्षमता प्राप्त गर्न सक्षम हुने छन्। (At the end of the course, students will have developed:)

LO1: नेपाली भाषाको सङ्क्षिप्त परिचय, उत्पत्ति र विकासकासाथै स्वरवर्ण, व्यञ्जनवर्ण र मात्रा परिचय आदिको स्पष्ट अध्ययन गर्ने। (Ability to know about introduction of Nepali Language such as origin, development, meaning, definition and characteristics and also about the vowels, consonants and vowels sign).

LO2: व्याकरण(नाम सर्वनाम,क्रियापद,विशेषण,क्रियाविशेषण र अव्यय) आदिको प्रयोग गर्नका साथै झर्ना शब्द, पारिभाषिक शब्द र प्राविधिक शब्दको प्रयोग गर्नु।(Ability to know the uses of grammar (i.e. Noun, Pronoun, Verb, Adjective, Adverb and infinities) and also about the particular word in parent like words, terminology words and technical words).

LO3: सुन्ने र सिक्ने क्षमताको विकास, विचार तथा भाव व्यक्त गर्न, कथा र निबन्धको अर्थ र परिभाषा राम्ररी बुझ्न कथा र निबन्ध लेखनप्रति प्रेरणा जगाउन , कथा र निबन्धबीच समानता र भिन्नताबारे जानकारी पाउनु। (Ability to increase verbal proficiency, listening and learning skill. Encourage and motivate the students to use their willingness to communicate thought and feelings. Able to understand the similarities and dissimilarities between the Story and Essay).

एकाइ-१ (Unit-1) नेपाली भाषाको सङ्क्षिप्त परिचय :

- (i) नेपाली भाषाको उत्पत्ति र विकास
- (ii) नेपाली भाषाको अर्थ, परिभाषा र विशेषता
- (iii) स्वरवर्ण, व्यञ्जनवर्ण र मात्रा परिचय

एकाइ-२ (Unit-2) नेपाली पदवर्ग :

- (i) नाम, सर्वनाम र क्रियापद
- (ii) विशेषण, क्रियाविशेषण र अव्यय
- (iii) झर्ना नेपाली शब्द, पारिभाषिक शब्द र प्राविधिक शब्द

एकाइ-३ (Unit-3) कथा र निबन्ध :

१. कथा :

- (i) शिवकुमार राई – टीका
- (ii) नरबहादुर राई – तीतो बिलौना: मीठो मिलन

२. निबन्ध :

(i)रामकृष्ण शर्मा – जीवन र साहित्य

(ii) कृष्णप्रसाद ज्ञवाली –त्रिफला

सन्दर्भग्रन्थः

१. उपाध्याय,केसवप्रसाद, साहित्य-प्रकाश, काठमाडौं: साझा प्रकाशन, सन् २००२।
 २. नेपाल, घनश्याम, निबन्ध नन्दन, गान्ठोक, जनपक्ष प्रकाशन, सन १९९२।
 ३. उपाध्याय,टेकनारायण र जोशी, वसन्तराज, स्नातकीय नेपाली साहित्य, शिलाङ्गःनेपाली पाठ्यपुस्तक प्रकाशन समिति, सन २०१५।
 ४. थापा, मोहन हिमांशु, साहित्य परिचय, काठमाडौं: साझा प्रकाशन, सन् १९९०।
 ५. नेपाल, घनश्याम, नेपाली साहित्यको परिचयात्मक इतिहास,सिलगढी: नेपालीसाहित्य प्रचार समिति, सन् १९९१।
 ६. पराजुली,कृष्णप्रसाद, राम्रो रचना मिठो नेपाली, काठमाडौं: साझा प्रकाशन, सन् १९९८।
 ७. शर्मा, मोहनराज र श्रेष्ठ, दयाराम, नेपाली साहित्यको इतिहास, काठमाडौं: साझा प्रकाशन, सन् १९८९।
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HIN-127: हिन्दी भाषा का व्यावहारिक अनुप्रयोग

(Contact Hours: 45, Credits- 3)

उद्देश्य: प्रस्तुत पाठ्यक्रम का उद्देश्य विद्यार्थियों में हिन्दी भाषा के प्रयोग की व्यावहारिक दक्षता को संवर्धित करने के साथ-साथ हिन्दी भाषा के शुद्ध उच्चारण के विविध पक्षों का ज्ञान, हिन्दी वर्तनी का ज्ञान एवं सम्प्रेषण कला की योग्यता प्रदान करना है।

उपलब्धि: इस पाठ्यक्रम के अध्ययन से विद्यार्थी जहाँ एक ओर हिन्दी भाषा के शुद्ध उच्चारण में सक्षम हो सकेंगे, वहीं दूसरी ओर हिन्दी लेखन में मानक वर्तनी के प्रयोग और संवाद कौशल में भी दक्षता प्राप्त कर सकेंगे।

इकाई 1 हिन्दी उच्चारण ज्ञान: वर्णमाला; अल्पप्राण, महाप्राण; अघोष, सघोष; कंठ्य, तालव्य, मूर्धन्य, ओष्ठ्य, दन्त्य, दन्त्योष्ठ्य, अन्तस्थ, ऊष्म।

इकाई 2 हिन्दी वर्तनी ज्ञान : ह्रस्व, दीर्घ; स्वर, व्यंजन, मात्रा प्रयोग ।

इकाई 3 सम्प्रेषण कला: संवाद/वार्तालाप – औपचारिक, अनौपचारिक; लिखित सम्प्रेषण; अनौपचारिक पत्रलेखन।

अभिस्तावित पुस्तकें:

1. हिन्दी भाषा और सम्प्रेषण – एम. एस. पब्लिकेशन, नई दिल्ली. 2020 ई.
2. हिन्दी भाषा का व्यावहारिक व्याकरण - एम. एस. पब्लिकेशन, नई दिल्ली, 2018 ई.
3. सम्पूर्ण हिन्दी व्याकरण और रचना- डॉ. अरविंद कुमार, ल्यूसेंट प्रकाशन, नई दिल्ली, 2019 ई.
4. आधुनिक हिन्दी व्याकरण और रचना- डॉ. वासुदेव नंदन प्रसाद, भारती प्रकाशन, नई दिल्ली, 2020 ई.
5. हिन्दी व्याकरण और रचना- डॉ. विजयपाल सिंह, विश्वविद्यालय प्रकाशन, वाराणसी, 2010 ई.
6. सरल हिन्दी व्याकरण और रचना- डॉ. वासुदेव नंदन प्रसाद, भारती प्रकाशन, नई दिल्ली, 2021 ई.
7. हिन्दी भाषा और सम्प्रेषण- डॉ. वी. डी. विज, लक्ष्मी बुक डिपो, दिल्ली, 2018 ई.

SEC- 130: CYBER SECURITY

(Contact Hours: 60, Credits-3)

Course Objectives (COs):

The course objective is to cover the basics of cyber and information security & spread it awareness of this field to help the students to understand the importance of security in their daily lives.

Learning Outcomes (LOs):

Students shall be able to explain various security concepts and apply them in daily cyber use. Perform the malware and spam email identification, analysis, virus scanning and cleaning and other services using security tools and various existing cyber laws.

UNIT-I: Basic foundation of Cyber Security

15 Hours

Information security: overview, information security importance, Attributes of Information Security, Authentication, Confidentiality, Integrity, Availability, Non Repudiation, Access Control, Threats and Vulnerabilities, Security Attacks, Unauthorized Access, Impersonation, Denial of Service, Malicious Software, Viruses, Worms, Trojan Horses. Definitions, Types of authentication, Password Authentication, Password Vulnerabilities & Attacks: Brute Force & Dictionary Attacks. Password Policy & Discipline, Single Signon- Kerberos, Biometrics: Types of Biometric Techniques: False Rejection, False Acceptance, Cross over Error Rates.

UNIT-II: Email risk, Different types of attacks, IT laws

15 Hours

E-mail Risks, Spam, E-mail Protocols, Basics of Internet Protocol (IP), Email security: web authentication, SSL and SET, Network Attack: Buffer Overflow, TCP Session, Hijacking, Sequence Guessing, SQL injection attack, Cross-site scripting attack, Eavesdropping attack, Birthday attack, Malware attacks, Social Engineering attacks. Firewall, types of firewall.

IT Act: Salient Feature of IT Act 2000, Penalties & Offences, Legal Provisions under the Information Technology Act, Recent amendments by the IT (Amendment Act) 2008, section 66A.

UNIT-III: Practicals

30 Hours

Suggested Hands on Practical Assignments (Experiments need not be restricted to this list)

Basic Practical:

1. Installation of antivirus software with different parameter settings.
2. Password management in Windows operating systems.

3. Setting up web browser security, Email Encryption.
4. Demonstration of SQL injection attack.
5. Demonstration of Cross-site scripting attack.

Advance Practical:

1. Demonstration of Eavesdropping attack.
2. Demonstrate the use of Network tools: ping, ipconfig, ifconfig, tracert, arp, netstat, whois
3. Use of Password cracking tools : John the Ripper, Ophcrack. Verify the strength of passwords using these tools.
4. Perform encryption and decryption of Caesar cipher.
5. Use nmap/zenmap to analyse a remote machine.
6. Use Burp proxy to capture and modify the message.
7. Demonstrate sending of a protected word document.
8. Demonstrate sending of a digitally signed document.
9. Demonstrate sending of a protected worksheet.
10. Demonstrate use of gpg utility for signing and encrypting purposes.

SEC- 131: MOTIVATION

(Contact Hours: 45, Credits-3)

Course Objectives: This course will develop awareness among learners of the importance of Motivation. The programme will create in learners conditions in which they are willing to learn and work with zeal, initiative, interest, and enthusiasm. It will empower the students with diverse knowledge, expertise, skills and helps to develop the essential skills in life.

Learning Outcomes

At the end of the course students are able to:

1. demonstrate different aspects on how people are motivated
2. value outcomes through improved performance, well-being, personal growth and a sense of purpose
3. propose a pathway to change the way of thinking, feeling and behaving and also willing to work with zeal, initiative, interest and enthusiasm

UNIT I Motivation

- Concept; Types: Extrinsic and Intrinsic Motivation
- Principles and Importance of Motivation;
- Approaches to Motivation- Physiological, Behavioural, Cognitive and Social;
- Components of Motivation: (i) Activation, (ii) Persistence and (iii) Intensity

UNIT II Skills for Promoting Motivation

- Fun classroom energizers for motivation
- Group work for team building
- Motivational Talks to Achieve Goals
- Celebrate personal achievements in the classroom

UNIT III Improving Motivation

- 3 Motivation Activity Ideas for Students
- Strategies for Improving Motivation (i) Set Goals (ii) Develop a Timeline (iii) Assess your progress regularly (iv) Develop a support system (v) Create rewards
- Preparation of a Motivational Worksheet
- Music and games for improving motivation

Assignments (Choose any one)

1. Create a 5 minutes Motivational video

2. Develop your own Motivation skills
3. Identify 2 games for Experiential learning: Write down the steps for playing these motivational games

References

- Federmeier, K.D (2018)(Ed). *Psychology of Learning and Motivation*. United States: Elsevier Science.
- Fuller, C., Taylor, P., Wilson, K. (2019). *A Toolkit of Motivational Skills: How to Help Others Reach for Change*. United Kingdom: Wiley.
- Graham, S., & Weiner, B. (1996). Theories and principles of motivation: *Handbook of educational psychology*, 4(1), 63-84.
- Hoffman, B. (2015). *Motivation for Learning and Performance*. Netherlands: Elsevier Science.
- Mackay, A. (2010). *Motivation, Ability and Confidence Building in People*. (n.p.): Taylor & Francis.
- Mangal, S. K. (2004). *Advanced Educational Psychology*. India: PHI Learning.
- Mangal, S. K. (2007). *Essentials Of Educational Psychology*. India: PHI Learning.
- Miele & Wentzel.(2016) *Handbook of Motivation at School*. United Kingdom: Taylor & Francis.
- Morreale, S. P., Spitzberg, B. H., & Barge, J. K. (2001). *Human communication: Motivation, knowledge, and skills*. Belmont, CA: Wadsworth/Thomson Learning.
- Motivation: Theory and Research*. (2012). United States: Taylor & Francis.
- Peters, R. S.(2015). *The concept of motivation*. Routledge.
- Shah & Gardner(Eds).(2008)*Handbook of Motivation Science*. United Kingdom: Guilford Publications.

SEC-132: PERSONALITY DEVELOPMENT

(Contact Hours: 45, Credits-3)

Learning Outcomes (LOs):

1. Comprehending the scope of personality and its development.
2. Enabling development of core skills for development of self.
3. Understanding positive personality traits
4. Cultivating skills for successful life

Unit-I Personality Development

- Personality-Concept, nature, traits of Personality, Social etiquettes and manners
- Determinants of personality- physical, intellectual, emotional, linguistic and cultural
- Importance of personality development, Factors influencing Personality Development
- Self-confidence – Meaning and building techniques, Willpower-Increasing the Willpower for self-improvement.

Unit-II Attitude and Motivation

- Attitude – Concept and types
- Developing a positive attitude in life and factors affecting attitudes
- Motivation– Concept, significance and types
- Importance of self-motivation and factors leading to de-motivation

Unit-III Career planning activities

- Time management skills
- Resume building, Art of Facing Interviews
- Significance of personality Test & Aptitude tests
- Mock Interview Sessions

Suggested readings:

1. Andrews, Sudhir (1988). How to Succeed at Interviews. 21st (rep.) New Delhi, Tata McGraw-Hill.
2. Barun K. Mitra, Personality Development and Group Discussions, Oxford University Press Career Digest
3. Chandra, M.S. Satish (1999). Conflict Management. Delhi. Rajat publication.
4. Hurlock Elizabeth B. Personality Development Tata Mcgraw Hill, New Delhi
5. Jaikishan Roy (2015). Improve your Personality, Mark Publishers, Jaipur.
6. Jegadeesan, M., S.R. Padma, M.R. Naveen kumar (2021). Communication Skills and Personality Development. New India Publishing Agency, New Delhi.
7. Mile, D.J (2004). Power of positive thinking. Delhi. Rohan Book Company.
8. Pravesh Kumar (2005). All about Self- Motivation. New Delhi. Goodwill Publishing House.

9. Sabharwal, D. P. (2021). Personality Development Handbook Paperback, Fingerprint Publishing, New Delhi.
10. Shankar, Uday (1981). Personality Development. Delhi Smith, B (2004). Body Language. Delhi: Rohan Book Company.
11. Swami Vivekananda (2011) Personality Development published by Ramakrishna Math and Ramakrishna Mission.
12. Yadav, R. N. Singh (2016). The Dynamics of Successful personality, Mount Hill Publishing Company, New Delhi.

SEC-133: PUBLIC SPEAKING

(Contact Hours: 45, Credits-3)

Course Objectives:

This paper aims to impart communication skills to students for public speaking and interaction with the general public.

Learning Outcomes:

The course will enable the students to overcome the fear of public speaking and enhance their confidence to gain practical experience in effective public speaking.

Unit I: Public Speaking: Meaning and Significance.

Types of Public Speaking: Media, Corporate and Political.

Unit II: Art of Public Speaking: Language, Etiquettes and Communication Skills.

Techniques of Public Speaking: Audience Applause Technique, Practice with a mini-audience, Practice in front of camera, Soft Sale Storytelling Strategy.

Unit III: Tools for Public Speaking: Vocal delivery, Body language, Audio Visual aids.

Effective Speaking: Presentation

Suggested Readings

Davidson, Jeff, *The Complete Guide to Public Speaking*, Breathing Space Institute, 2003

DiSanza, J. R., & Legge, N. J, *Business and professional communication: Plans, processes, and performance* (3rd ed.). Needham Heights, MA: Allyn & Bacon, 2005.

Goleman, Daniel, *Working with Emotional Intelligence*, London: Banton Books, 1998

Hall, Calvin S, et.al., *Theories of Personality*, New Delhi: Wiley, rpt.2011

Hamilton, C, *Essentials of public speaking* (5th ed.). Belmont, CA: Wadsworth Cengage Learning, 2012

Holtz, Shel, *Corporate Conversations*, New Delhi: PHI.2007

King, Dale, *Effective Communication Skills: The Nine-Keys Guidebook for Developing the Art of Persuasion through Public Speaking, Social Intelligence, Verbal Dexterity, Charisma and Eloquence*, Hamatea Publishing Studio, 2020

Kumar, Sanjay and Pushp Lata, *Communication Skills*, New Delhi: OUP, 2011

Koch, A. *Speaking with a purpose*. Needham Heights, MA: Allyn & Bacon, 2007.

Lucas, Stephen E, *The Art of Public Speaking*, McGraw-Hill Book Co. International Edition, 11th Ed., 2014

O'Hair, D., Rubenstein, H., & Stewart, R, *A pocket guide to public speaking* (2nd ed.). Boston, MA: Bedford/St. Martin's, 2007

Sharma, Sangeeta and Binod Mishra, *Communication Skills for Engineers and Scientists*, New Delhi: PHI Learning, 2009, 6th Reprint 2015

Thorpe, Edgar and Showick Thorpe, *Winning at Interviews*, Pearson Education 2004

Turk, Christopher, *Effective Speaking, South Asia Division*: Taylor & Francis, 1985.

Zarefsky, David, *Public Speaking: Strategies for Success*, Allyn & Bacon, Incorporated, 1999

SEC-134: TEAM BUILDING

(Contact Hours: 45, Credits-3)

Course Objectives (COs): The course will familiarize the students with the diverse aspects of team building.

Learning Outcomes (LOs): The students will be able to understand the importance of team building, its purpose, team spirit and team work. They will be able to effectively address diverse issues relating to team building process. The students will learn how team building helps in conflict resolution, management and use of individual talents.

Unit- I: Team Building: Conceptual Issues

- Definition and characteristics of a team
- Team spirit and collectivism
- Motivation
- Leadership

Unit- II: Structure and Process of Team Building

- Characteristics of successful team building
- Effective team performance: issues and challenges
- Accountability
- Obstacles/problems in team building

Unit- III: Importance of Team Building

- Creative and learning competence
- Improvement of work culture
- Building up of trust
- Collective ownership

Suggested readings:

- Alley, H. R. 2011. *Becoming the supervisor: Achieving your company's mission and building your team*. UK: Routledge.
- Coyle, D. 2019. *The culture code: The secrets of highly successful groups*. London: RH Business Books.
- M., V. J. 2001. *Group model building: Facilitating team learning using system dynamics*. Chichester: J. Wiley.
- McChrystal, S. 2015. *Team of teams: New rules of engagement for a complex world*. USA: Portfolio Penguin.
- McDaniel, A. 2013. *The Young Professional's Guide to managing: Building, guiding, and motivating your team to achieve awesome results*. USA: The Career Press.
- Roefaro, M. 2011. *Building the team from the inside out: A multi-dimensional view of leadership*. United States: Waterside Publications.
- Tjosvold, D. & Tjosvold, M. M. 2015. *Building the team organization: How to open minds, resolve conflict, and ensure cooperation*. Basingstoke, Hampshire: Palgrave Macmillan.

VAC-140: ENVIRONMENTAL SCIENCE

(Contact Hours: 45, Credits:3)

Course Objective: To introduce the basic concepts of environment, natural resources, biodiversity and its conservation and concepts and components of environmental pollution and social issues.

Learning Outcomes: Student should be able to gain the knowledge about the environment, its component, natural resources, biodiversity conservation, environmental pollution and social issues pertaining to environmental pollution. **(Contact hours: 15 hrs.)**

Unit I: Environment: Definition, Components of Environment; Natural resources (Renewable and Non-renewable) their conservation and management: Forest resources, Water resources, Mineral resources, Energy resources, Land resources. Soil erosion and desertification. **(Contact hours: 15 hrs.)**

Unit II: Ecosystems: Concept, Structure and Functions. Food Chain and Food web. Energy flow in an ecosystem and biogeochemical cycle. Biodiversity: definition and concepts, biodiversity hot-spots. Conservation of biodiversity: *In-situ* and *ex-situ* conservation. **(Contact hours: 15 hrs.)**

Unit III: Environmental Pollution and Social Issues: Definition, causes, effects and control measures for Air pollution, Water pollution, Soil pollution, Noise pollution; Important issues of environmental pollution: Climate change (Greenhouse effect & Global warming), acid rain, ozone layer depletion; Environmental Legislation: Salient features of Environmental Protection Act, Air (Prevention & Control of Pollution) Act, Water (Prevention & Control of Pollution) Act; Sustainable development; Role of Information Technology in Environment, Environmental ethics and movements. **(Contact hours: 15 hrs.)**

Suggested Readings: (All latest edition)

Botkin, D.B. and Keller, E.A. Environmental Science: Earth as a Living Planet. John Wiley and Sons, New Delhi.

Chapin III, F.S., Matson, P.A. and Vitousek, P.M. Principles of Terrestrial Ecosystem Ecology. Springer, New Delhi.

Purohit, S.S., Shammi, Q.J. and Agarwal, A.K. A Textbook of Environmental Science. Students Edition, Jodhpur.

Sharma, P.D. Ecology and Environment. Thirteenth Edition. Rastogi Publication, Meerut.

Odum, E.P. Fundamentals of Ecology. Nataraj Publisher, Dehra Dun.

Rana, S.V.S. Essentials of Ecology and Environmental Science. Prentice Hall of India, New Delhi.

De, A.K. Environmental Chemistry. New Age International Pvt. Ltd., New Delhi.

Viswanatha, C.R., Hegadal, R.V. and Hegadal, S.V. Disaster Management. Himalaya Publishing House

SEMESTER-II

SL NO	CODE	NAME OF THE COURSE (MDC) SEM II
1	MDC 160	DISASTER MANAGEMENT
2	MDC 161	ENTREPRENEURSHIP
3	MDC 162	ENVIRONMENTAL ETHICS
4	MDC 163	FUNDAMENTALS OF STATISTICS
5	MDC 164	HEALTH & HYGIENE, ENVIRONMENTAL EDUCATION AND DISASTER MANAGEMENT
6	MDC 165	INTRODUCTION TO EDUCATIONAL PSYCHOLOGY
7	MDC 166	INTRODUCTION TO THEATRE AND PERFORMANCE
8	MDC 167	PHYSICAL EDUCATION AND SPORTS SCIENCE
9	MDC 168	PHYSICAL GEOLOGY & GEODYNAMICS
10	MDC 169	UNDERSTANDING HUMAN RIGHTS

SL NO	CODE	NAME OF THE COURSE (AEC) SEM II
1	AEC 170	COMMUNICATIVE ENGLISH
2	AEC 171	MIL-II: ASOMIYA JOGAJOG
3	AEC 172	MIL-II: BANGLA BHASHARBYABOHARIKPRAYOG
4	AEC 173	MIL-II: COMMUNICATIVE GARO
5	AEC 174	MIL-II: COMMUNICATIVE LANGUAGE
6	AEC 175	MIL-II: KAKRENKATHOH KHASI
7	AEC 176	MIL-II: NEPALI
8	AEC 177	MIL-II: हिन्दीभाषाकातकनीकीअनुप्रयोग

SL NO	CODE	NAME OF THE COURSE (SEC) SEM II
1	SEC 180	COMMUNICATION SKILLS
2	SEC 181	CONFIDENCE BUILDING
3	SEC 182	E- COMMERCE
4	SEC 183	PYTHON PROGRAMMING

SL NO	CODE	NAME OF THE COURSE (VAC) SEM II
2	VAC 190	HEALTH WELLNESS AND
1	VAC 191	LIFE SKILLS EDUCATION
3	VAC 192	UNDERSTANDING INDIA

MDC-160: DISASTER MANAGEMENT

(Contact Hour-45, Credit-3)

Course Objectives (COs):

1. To acquaint and familiarize students with the fundamentals of disaster and disaster management
2. To develop critical thinking in disaster response, preparedness and mitigation
3. To acquaint students on policy matters and role of different stakeholders

Learning Outcomes (LOs):

Students are able-

1. To explain the fundamentals of disaster and disaster management
2. To develop critical thinking in terms of response, preparedness and mitigation strategies in all phases of disaster
3. To examine policy related matters and the role of different agencies and stakeholders in disaster management

Unit I: Fundamentals of Disaster and Disaster Management

- Concept – disaster, hazard, vulnerability, capacity, risk, disaster management
- Characteristics of disaster
- Natural and man-made disasters
- India: Vulnerability profile

Unit II: Disaster Management Framework and Policies in India

- National disaster management act 2005
- National policy on disaster management 2009
- National disaster management plan 2016
- Disaster management cycle – mitigation, preparedness, response, recovery

Unit III: Stakeholders response to disasters

- UNDP
- Role of State government
- Community and NGOs
- Role of media

Assignment (*Choose any one*)

1. Prepare a Disaster Management Plan at the locality or village level
2. Prepare a Disaster Management Plan at the institutional level
3. Highlight the Do's and Don'ts – during and after an earthquake

Suggested Readings:

1. Government of India, Ministry of Home affairs, National Disaster Management Division, *Disaster Risk reduction: The Indian Model*, 2005, New Delhi.

2. Government of India, Ministry of Home affairs, NIDM, *Reading Material, Training Programme on Disaster management*, 2005 New Delhi,
3. Government of India, Ministry of Home Affairs, NDM Division, *Disaster Management in India: A Status Report*, August 2004, New Delhi.
4. Dhawan, Nidhi Gauba & Khan, Ambrina Sardar. *Disaster Management and Preparedness*. CBS Publication, 2012.
5. Anon. *Dealing with disasters-Awareness, Preparedness*. Ahmedabad: Response (an educator's Manual) Centre for environmental Education, 2004.
6. Carter, Nick. *Disaster Management: A Disaster Manager's Handbook*. Asian Development Bank, 1992.
7. Kapur, A. *Disaster in India: Studies of Grim Reality*. Jaipur: Rawat Publication, 2005.
8. Narayan, B. *Disaster Management*. New Delhi: APH Publication, 2000.
9. Paul, Yashwant P. Raj. *Volunteer's Handbook for Disaster Preparedness*. UNDP, UN Volunteers, 2002.
10. Prakash, Indu. *Disaster Management: Societal Vulnerability to natural calamities and Man-made*. Ghaziabad: Rashtra Prahari Prakashan, 1994.

MDC-161: ENTREPRENEURSHIP

(Contact Hour-45, Credit-3)

Course Objective: To provide exposure to the students to the concept and process of entrepreneurship, and industrial growth so as to prepare them to set-up their own small enterprises.

Learning outcome: Students will

- a. Understand the concepts and process of Entrepreneurship
- b. Know the importance of entrepreneurship in different context
- c. Be able to develop and design entrepreneurship development programs

Unit-I: Introduction

Entrepreneurship- Concepts and Definitions

Theories of Entrepreneurship

Entrepreneurial Behavior

Entrepreneurial Culture vs. Administrative Culture

Entrepreneurship vs. Intrapreneurship

Entrepreneurship as an Alternative Career Option

Social Entrepreneurship

Corporate Entrepreneurship Women Entrepreneurship International Entrepreneurship

Unit-II: The Entrepreneur and Entrepreneurship

Types and Classification of entrepreneurs

Functions of Entrepreneurs

Entrepreneurial traits

Entrepreneur distinguished from manager and leader Entrepreneurial functional different stages of enterprise life cycle Cases of successful entrepreneurs

Steps involved in starting a business venture

Unit-III: Entrepreneurship Development

Needs for EDPs

Objectives of EDPs

Designing Comprehensive EDPs

Evaluating an EDP

Startups.

Institutional Supports – Financial (SFCs, NSIC, SIDBI, CBs) and Non-Financial (EDII, IIE, DIC, KVIC)

Suggested Readings (Latest Edition)

- Coulter: Entrepreneurship in Action, Prentice Hall of India, N. Delhi
- Roy, Rajeev: Entrepreneurship, Oxford University Press, New Delhi
- Kuratko, Donald F. & Richard M Hodgetts: Entrepreneurship in the New Millennium, South Western Cengage learning
- Desai, Vasant: Entrepreneurial Development, Vol. I, Himalaya Publications, N. Delhi.
- Drucker, Peter: Innovation and Entrepreneurship, Heineman.
- Hisrich, RD & Peter, MP: Entrepreneurship, Tata Mc Graw Hill.

MDC-162: ENVIRONMENTAL ETHICS

(Contact Hour-45, Credit-3)

Course Objectives (COs): Teaching ethical aspects of Human-Environment relations, Making students aware of ethical ways of dealing with environmental problems.

Learning Outcomes (LOs): Sensibility to larger issues of environment and climate crisis, how to think about restoration, replenishment and recycling and other such ethical means of preserving the environment.

Unit-I: Possibility of Environmental Ethics

- (a) Concept of Environment.
- (b) Moral standing of Non-human World
- (c) Ecocentrism, Anthropocentrism, Zoocentrism

Unit-II: Deep Ecology

- (a) Deep Ecology of Arne Naess.
- (b) Ecofeminism
- (c) Bioethics

Unit-Iii: Climate Change

- (a) Global Warming and Disaster Resilience.
- (b) Ethics of Sustainability
- (c) Development Ethics

Suggested Readings

1. White, Lynn Jr., "The Historical Roots of Our Ecologic Crisis", *Science*, Vol. 155, 1967.
2. Carson, Rachel, *The Silent spring*, A Mariner Book Houghton Mifflin Company, Boston and New York, 1962.
3. Naess, Arne, *Selected works of Arne Naess (SWAN)*, Series Editor, Harold Glasser. Alan Drengson, Associate Editor, 10 Volumes. Springer, Netherlands, 2005.
4. Naess, Arne, "The Shallow and the Deep, Long-Range Ecology Movement: A Summary", *Inquiry: An Interdisciplinary Journal of Philosophy and the Social Sciences*, vol.16:1-4, pp.95-100, 1973.
5. Naess, Arne, "The Shallow and the Deep Ecology Movement", *The Trumpeter*, (tr.), Erling Schøller, Vol 24, Number 1, 2008.
6. Naess, Arne, "A Defence of the deep ecology movement", *Environmental Ethics*, Vol. 6, 1984.

7. Norton, Bryan G., "Environmental Ethics and Weak Anthropocentrism" ,*Environmental Ethics*, Vol. 6, Issue 2, 1984.
8. Marangos, John, *Alternative Perspectives of a Good Society*, Palgrave Macmillan, New York,2012.
9. Sylvan, Richard, "A Critique of Deep Ecology",*Radical Philosophy*, vol.40, 1985.
10. Watson, Richard A., "A critique of anti-anthropocentric biocentrism",*Environmental Ethics*, 5 (3), 1983.
11. Henk ten Have, Maria doCéuPatrão Neves, *Dictionary of Global Bioethics*, Springer Cham, Switzerland AG, 2021.
12. Shiva, Vandana, *Who Really Feeds the World?*,Zed Books,London, 2016.
13. Shiva, Vandana, *Earth Democracy*, Bloomsbury Academic, London, 2016.

MDC-163: FUNDAMENTALS OF STATISTICS

(Contact Hour-45, Credit-3)

Course Objectives: To impart the students a knowledge on the development, meaning, Importance and scope of Statistics, summary measures of data sets and concepts of probability.

Learning Outcomes: Upon successful completion of this course, the students will be able to understand the types of data and its scales of measurements, various data representations, types of averages and variations, what probability is as well as associated concepts.

UNIT-I: Introduction to Statistics (15 hours)

Historical development of Statistics. Definition and meaning of Statistics. Collection of Data: meaning and need of data, primary and secondary data, scientific methods of collecting primary data, sources of secondary data. Types of data: Qualitative, Quantitative, Cross-Sectional, Time series, Discrete and Continuous, Univariate, bivariate and multivariate data. Scales of Measurement. Presentation of data (Univariate): Classification, tabulation and diagrammatic representation of data.

UNIT-II: Descriptive measures (15 hours)

Descriptive Measures of data- concepts and properties of different measures of central tendency and dispersion (univariate data) and their application in different scales of measurement. Moments; skewness and kurtosis.

UNIT-III: Elementary Probability (15 hours)

Concept of probability: Random experiment, outcome, trial, event, sample points, sample space (Discrete and Continuous), favourable events, equally likely events, mutually exclusive, independent and exhaustive events. Concept of Permutation and Combination. Definition of probability: Classical and statistical and their limitations. Additive and multiplicative theory of probability. Conditional probability. Bayes' theorem and its applications.

Suggested readings:

1. Goon, A.M., Gupta, M.K. and Dasgupta, B. (2002): Fundamentals of Statistics, Vol. I, 8th Edn. The World Press, Kolkata.
2. Gupta, S. C., & Kapoor, V. K. (2002). Fundamental of Mathematical Statistics. Sultan Chand & sons. New Delhi.
3. Mann, Prem S. (2007). Introductory Statistics, 7th Edition. John Wiley & Sons.
4. Medhi, J. (2006). Statistical Methods: An Introductory Text. New Age International (Pvt) Limited, New Delhi.
5. Agarwal, B.L. (2020). Basic Statistics, 6th Edition. New Age International (P) Limited. New Delhi
6. Bansal, Archana. (2017). Survey Sampling. Narosa Publishing House Pvt Ltd. New Delhi
7. Gupta, S.C.&Kapoor, V. K. (2007), 'Fundamentals of Applied Statistics', S. Chand and Sons. New Delhi.

MDC -164: HEALTH & HYGIENE, ENVIRONMENTAL EDUCATION AND DISASTER MANAGEMENT

(Contact Hour-45, Credit-3)

Course Objectives (COs): The objective of this course is to educate on the importance of maintaining good health and hygiene practices, understanding the principles of environmental education, and preparing for and responding to disasters.

Learning Outcomes (LOs): The students will develop an understanding of health and hygiene practices to maintain personal and community well-being. They will be able to apply principles of environmental education to promote sustainability and reduce environmental impact and develop skills in disaster management to prepare and respond effectively to emergencies and natural disasters.

UNIT I	Structure and Function of Human Body, Hygiene and Sanitation, Preventable Diseases, First Aid, Yoga: Introduction and Exercises, Physical and Mental Health, Fractures: Types and Treatment.
UNIT II	Civil Defense: Meaning, Organization and its Duties, Civil Defense Services, Fire Fighting: Meaning, Mode of Fire, Fire Fighting Parties, Fire Fighting Equipment. Introduction and Classification of Disaster: Natural Disaster & Man-Made Disaster, Disaster Management with special reference to Flood, Cyclone and Earthquake, Assistance in Removal of Debris, Collection and Distribution of Aid Material, Message Services.
UNIT III	Environment: Definition, Global Warming, Acid Rain, Depletion of Ozone Layer, Conservation of Environment. Ecology: Introduction, Component of Ecological System, Forest Ecology, Wildlife, Pollution Control.
Practical	a. First aid and CPR b. Yogic exercises c. Team composition & equip for specific disaster. d. Environmental awareness & conservation e. Practical on Environmental Education f. Fire Fighting Equipment

Suggested Readings:

Business Communication, VK Jain, Omprakash Biyani, S. Chand Publishing (2008), 283pp
Cadet's Handbook- Common Subject, All Wings, by DG NCC, New Delhi
Cadet's Handbook -Specialized Subject, Army, by DG NCC, New Delhi
NCC Common Subjects, SD/SW
The Cadet, Journal of the NCC.
The book of Leadership, Anthoni Gell (2014), Published by Piatkus, 368pp
The Written Word, Vandana R. Singh. (2012), Published by Oxford University Press.

MDC- 165: INTRODUCTION TO EDUCATIONAL PSYCHOLOGY

(Contact Hour-45, Credit-3)

Course Objectives:

This course will sensitize learners towards the applications of psychological concepts and principles in Education in order to improve educational practice. The learners will acquire detail knowledge of the relation between psychology and education. It will also help learners to understand human behaviour in educational situations during the learning process and the psychological requirements for completing the educational process.

Learning Outcomes

At the end of the course students are able to:

1. explain the fundamentals of Educational Psychology
2. assess individual differences in learning, intelligence, personality and creativity
3. make use of skills related to Educational Psychology

UNIT I Concept of Educational Psychology

- Meaning, Nature and Scope of Educational Psychology
- Aspects of Educational Psychology
- Problems of Educational Psychology
- Importance of Educational Psychology to the Teacher

UNIT II Basic Introduction to

- Learning : Concept, Nature, Factors
- Intelligence: Concept & Determinants
- Personality: Concept, Determinants, Types
- Creativity: Concept, Component ,Process

UNIT III The Teacher

- Psychological Characteristics of a Teacher
- Role of a Teacher in Teaching Process
- Teaching Competencies
- Psychological Wellbeing of a Teacher

Assignments (Choose any one)

1. Measure the IQ of an individual and write a report on it.
2. Develop strategies for improving Creativity
3. Assess the personality of a subject by using any personality test

References

Bhatia, H. R. (1973). Elements of Educational Psychology. Orient Blackswan, 1973.

- C., A. J. (2014). Essential of Educational Psychology (Third Edition 2014 Ed.). New Delhi: Vilkas Publishing House.
- Chauhan, S. S. (2007). Advanced Educational Psychology. New Delhi: Vikas Publishing House Pvt Ltd.
- Jeanne Ellis Ormrod, E. M. (2017). Educational Psychology: Developing Learners (9 Ed.). Pearson.
- Jones, J. E. (2018). Essentials of Educational Psychology: Big Ideas To Guide Effective Teaching. Pearson.
- Lyn Corno, E. M. (Ed.). (2016). Handbook of Educational Psychology (3rd Edition Ed.).
- Mangal, S. K. (2002). Advanced Educational Psychology. New Delhi: Phi Learning Pvt. Ltd.
- Mangal, S. K. (2007). Essentials of Educational Psychology. New Delhi: Phi Learning Pvt. Ltd.
- Pathak, R. (2011). Research In Education And Psychology: Always Learning. Pearson Education India.
- Rao, S. (2002). Educational Psychology. New Delhi: New Age International.

MDC-166: INTRODUCTION TO THEATRE AND PERFORMANCE

(Contact Hour-45, Credit-3)

Objectives:

1. To familiarize students with the basic concepts of Theatre and Performance.
2. To equip students with practical knowledge and understanding of theatre and performance.
3. To encourage creative expression, thinking and collaborative exploration.

Learning Outcomes:

Students will gain the basics of theatre and performance, a theoretical introduction to theatre and performance and the ability to translate dramatic theory into practice. The course will also facilitate an understanding of technical aspects such as stagecraft and theatre design, scriptwriting and acting etc.

UNIT I

Introduction to theatre and performance

- a. Brief Introduction to Performance Traditions
- b. Brief Introduction to Classical Greek Plays and playwrights: Sophocles, Aeschylus, Aristophanes.

UNIT II

Brief introduction to some of the major contemporary theatre movements:

Realism in Theatre, Theatre of the Absurd, Modern Indian Drama (Theatre of Roots Theatre of the Earth)

Detailed Study of anyone of the following plays:

- a. *A Doll's House* by Henrik Ibsen
- b. *The Zoo Story* by Edward Albee
- c. *Charandas Chor* by Habib Tanvir
- d. *Peet* by Heisnam Kanhailal

UNIT III

Practicals of Theatre and Performance:

Basics of Scriptwriting

Basics of Acting

Fundamentals of Theatre Design

A play (any play) to be adapted/ designed and performed by the students.

Suggested Readings

- Albee, Edward. *The Zoo Story* Ed. by Samuel French, Samuel French Ltd, 1998.
- Arnott, P. *An Introduction to the Greek Theatre*. Palgrave MacMillan, 1991.
- Bharucha, Rustom. *The Theatre of Kanhailal Pebet and Memoirs of Africa*.
Kolkata: Seagull Books, 1992.
- Bogart, Anne and Tina Landau. *The Viewpoints Book A
Practical Guide to Viewpoints and Composition*. New
York: Theatre Communications Group 2005.
- Bogart, Anne. *And then you Act: Making Art in an Unpredictable World*. Routledge, 2007.
- Carlson, Marwin. *Theatre: A Very Short Introduction*. Oxford University Press, 2014.
- Deshpande, G.S. *Modern Indian Drama by: An Anthology*, Sahitya Akademi, 2015.
- Egan, Michael. *Henrik Ibsen: The Critical Heritage*. Routledge, 2009.
- Herpham, Geoffrey Galt and M. H. Abrams. *Glossary of Literary Terms* by,
Wordsworth Publishing Co Inc, 2014.
- Ibsen, Henrik. *A Doll's House*. SMS Books, 2008.
- Kanhailal, Heisnam. *Theatre of the Earth: Essays and Interviews* Seagull Books, 2016.
- Moore, Frank Ladlie and Mary Varchaver. *Dictionary of the Performing Arts*.
Contemporary Books Inc, 2001.
- Stanislavski, Constantine. *An Actor Prepares*, Bloomsbury Publishing India Pvt Ltd,
2001. Tanvir, Habib. *Charandas Chor and Other Plays*. Seagull Books, 2018.
- Wiles, David. *Greek Theatre Performance: An Introduction*. Cambridge
University Press, 2000.

MDC-167: PHYSICAL EDUCATION AND SPORTS SCIENCE

(Contact Hour-45, Credit-3)

Course objective:

The course will provide general concept of physical education and its significance for overall growth and development of body and mind. It will also provide valuable information on the impact of physical activities on our vital physiological systems and first-aid measures. It will also encompass the significance of recreational sports and provide information about Sports Bodies of India.

Learning outcome:

On successful completion of the course, the students should be able to understand:

1. The significance of physical education in overall well-being and to maintain physical fitness.
2. Basic concept of muscle contraction and the need to have warm-up before the physical exercises.
3. The sources of energy in the body during physical activities.
4. Sport injuries and administration of first aids.
5. The effects of exercises on various physiological systems of our body.
6. The cardiac cycle and how it is regulated during exercises.
7. The significance of recreational sports in maintaining good health.
8. The role of various traditional and modern centers of physical trainings.
9. The role of different sports bodies and awards at various levels

Unit 1

Meaning, definition, scope and functions of physical education; Different interpretations of physical education; Concept of movement education; Physical education as an integral part of education; Life time physical education for fitness; Physical fitness and its components; Training, conditioning, and warm-up; Types of muscle contraction; Lactic acid and its influence on sports performance; Fuels for exercise and energy production; Metabolic response to short term and prolonged exercise; Common sports injuries in different parts of body; First aids for sports injuries; Common causes of sports injuries and its prevention; Rest, ice, compression, and elevation (RICE) & bandage.

Unit 2

Definition and importance of physiology and exercise physiology; Effect of exercise on various system of the body-circulatory system, respiratory system & muscular system; Cardiac cycle and its function in human body; First aid and Management

of fracture, nose bleeding, electric shocks, other shocks, fever, fainting, drowning/near-drowning.

Unit 3

Recreational Sports: meaning, definition, scope & functions of recreations; Recreation in rural, urban & industrial area; Age-wise planning & leadership in recreation; Movement of Akhadas & Vyayam Shalas; Sports Bodies of India-Central Advisory Board of Physical Education, All India Council of Sports, Sports Authority of India (SAI) & Nehru Yuva Kendra; Sport Awards-State, National & International level.

Suggested readings:

1. Deshpande SH (1992). Physical Education in ancient India. Bharatiya Vidya Prakashan, India.
2. Fox EL (1994). Sports Physiology. W.B. Saunders Co. USA.
3. Guyton AC and Hall JE (1996). Textbook of Medical Physiology, 9th Edition. W.B. Saunders Co., USA.
4. Hunter M (1964). Dictionary for Physical Educators. In H. M. Borrow & R. McGee, (Eds.), A Practical approach to measurement in Physical Education (pp. 573-74). Lea &Febiger, USA.
5. Hyensmith CW (1966). History of Physical Education. Joanna Cotler Books, USA.
6. Marieb EN (1995). Human Anatomy and Physiology. Benjamin-Cummings Publishing Company, USA.
7. Pearce E (1993). Anatomy and Physiology for nurses. Jaypee Brothers, India.
8. Rice EA, Hutchinson JL and Lee M (1969). A Brief History of Physical Education. Ronald Press, USA.
9. Seeley RR, Stephens TD and Tate P (2005). Anatomy and Physiology, 7th Edition. McGraw-Hill Higher Education, Australia.
10. Tortora GJ and Derrickson BH (2017). Introduction to Human Body, 11th Edition. Wiley, USA.
11. Van Dalen DB and Bennett BL (1971). A World History of Physical Education: Cultural, Philosophical, Comparative, Volume 10, Prentice Hall, USA.
12. Wakharkar DG (1967). Manual of Physical Education of India. Pearl Publication, India.
13. Willam JE (2000). The Principles of Physical Education, 8th Revised Edition. W.B. Saunders Co. Ltd, USA.
14. Wuest DA and Walton-Fisette J (2020). Foundations of Physical Education, Exercise Science, and Sport, 20th Edition. McGraw-Hill, New York.

MDC-168: PHYSICAL GEOLOGY & GEODYNAMICS

(Contact Hour-45, Credit-3)

Course Objectives (COs):To familiarise students about the internal structure of the earth, endogenetic processes, deformation in the rocks. To understand the various principles of Stratigraphy and its correlation.

Learning Outcomes (LOs): The students will be able to understand the process of earthquakes, interpret the structural features of deformed rocks, and stratigraphic units.

UNIT I (15 hours) Primary differentiation; Internal structure of the Earth. Earthquakes: Seismic waves and causes. Plate Tectonics: Types of Plate, Plate boundaries and Plate movement.

UNIT II (15 hours) Rock deformation. Stress: Concept and types. Strain: Concept and types. Preliminary concepts of Linear and Planar Structures: Bedding plane, Fold, Joints, & Faults.

UNIT III (15 hours) Principles of Stratigraphy. Stratigraphic correlation. Tertiary rocks of Upper Assam and Lithostratigraphy of Meghalaya.

Suggested Readings:

Billings, M. P., 1987. Structural Geology, 4th edition, Prentice-Hall.

Datta A. K., An introduction to Physical Geology – Dastane Ram Chandra and Co. Pune.

Holmes A., 1993. Principle of Physical Geology 4th Ed., Chapman and Hall, London.

Park, R. G., 2004. Foundations of Structural Geology. Chapman & Hall.

Verma, V. K. 2002. Lectures on Geomorphology, Pilgrims Book House.

MDC-169: UNDERSTANDING HUMAN RIGHTS

(Contact Hour-45, Credit-3)

Course Objectives:

The objective of the course is to understand the basic concepts of human rights, its contemporary significance and measures for protecting and promoting human rights. It also aims to sensitize the students regarding principles and aspects of human rights.

Learning Outcomes:

This course will enable students to understand the historical growth of human rights and demonstrate awareness in international and national contexts.

Unit I: Human Rights: Meaning and evolution; Universal Declaration of Human Rights 1948.

Unit II: Group Rights: Indigenous People's Rights, Workers' Rights, Women's Rights.

Unit III: Human Rights and Environment, Globalization and Challenges to Human Rights, United Nations Human Rights Commission, National Human Rights Commission of India.

Suggested Readings:

Alston, P., *The United Nations and Human Rights: A Critical Appraisal*, Oxford, the Clarendon Press, 1995.

Alston, P. & Ryan Goodman (ed.), *International Human Rights*, OUP, India, 2012.

Brownlie, I. (ed.), *Basic Documents on Human Rights*, Oxford, The Clarendon Press, 1992.

Chandler, David, *From Kosovo to Kabul, Human Rights and International Intervention*, London Pluto, 2002.

Donnelly, J., *The Concept of Human Rights*, London, Croom Helm, 1985.

Donnelly, J. *Universal Human Rights in Theory and Practice* (3rd Edn.), Rawat Publications, Jaipur, 2014.

Eide, A. and Bernt, H., *Human Rights in Perspective: A Global Assessment*, London, Blackwell, 1992.

Evans, T., *The Politics of Human Rights: A Global Perspective*, London, Pluto, 2004.

Freeman, Michael, *Human Rights: An Interdisciplinary Approach*, Blackwell Publishing Company, UK, 2002.

Goodhart, Michael (ed.), *Human Rights: Politics and Practice*, OUP, Oxford, 2013

Gupta, U.N., *The Human Rights*, Atlantic, 2007.

Nirmal Chiranjivi J. (ed.), *Human Rights in India: Historical, Social and Political Perspectives*, OUP, New Delhi, 2002.

Mishra, Pramod, *Human Rights: Global Issues*, Delhi, Kalauz Publications, 2002.

Saksena, I.P. (ed.), *Human Rights, Fifty Years of India's Independence*, Delhi, Gyan, 1999.

Rosad, A and J. Helgrsen (eds.), *Human Rights in a Changing East-West Perspective*, London, Pinter Publishers, 1990.

Subramaniam, S., *Human Rights: International Challenges*, Delhi, Manas, 1997.

AEC-170: COMMUNICATIVE ENGLISH

(Contact Hours-45, Credits-3)

Course Objectives:

- *To know about the fundamentals of Communicative English and communication skills in general.
- *The use of body language as non-verbal cues in communication (gestures)
- *Developing active listening and speaking skills
- *To teach students to identify the nuances of phonetics and intonation
- *To enhance pronunciation skills for better communication
- *To build English vocabulary and language proficiency
- *To encourage teamwork in making basic presentations
- *To orient students in e-learning in Communicative English

Course Outcomes:

- *Learn the basics of good language and speaking proficiency.
- *Write accurately on what is expected.
- *Personality development.

Marks have been distributed as per the skill components in the respective units:

Unit-I 10 marks, Unit II 30 marks: Listening Skill 10 marks (5X2); Spoken Skill 20 marks (4X5).

Unit III 35 marks: Reading Skill 10 marks; Writing Skill 25 (Introduction to Writing 10; Written Composition 5X3=15; Business writing 5 marks, Formal letters 5 marks)

UNIT I: COMMUNICATION

1.1 Introduction, Meaning, Definition, Objectives and its Importance: Print and Digital

1.2 Types of Communication: Verbal, Non-Verbal, Spoken and Written

1.3 Barriers to Communication: Physical, Physiological, Psychological, Language and Cultural Barriers

UNIT II : LANGUAGE SKILLS: LISTENING AND SPEAKING

LISTENING SKILLS

2.1 Effective Listening: Introduction

2.1.1 Intensive & Extensive Types of Listening

2.1.2 Hearing vs Listening

2.1.3 Process of Listening: Receiving, Understanding, Evaluating, and Responding

2.1.4 Listening Strategies: eye-contact, paraphrasing, supportive body language, unspoken messages and attentive listening.

SPEAKING SKILLS

2.2 Speech sounds and Phonetic Symbols: Consonants and Vowels

2.3 Dialogues and Monologues

2.4 Conversation Skills

2.4.1 Types of Conversations: Formal & Informal

2.4.2 Factors Influencing Conversations: Setting, Topic, Attitude & Language

2.5 Basic Presentation Skills

2.5.1 Coordinating, Organising and Making a Presentation

2.6 Vocabulary Building and Situation-Specifics

UNIT III: LANGUAGE SKILLS: READING AND WRITING SKILLS

READING SKILLS:

3.1 Introduction

3.2 Types of Reading: Loud Reading and

Silent Reading

3.3 Types of Silent Reading: Intensive and Extensive

3.4 Reading Techniques: Skimming & Scanning

3.5 Reading Comprehension: Unseen Passages

WRITING SKILLS

3.6 Introduction to Writing: Print and Digital

3.6.1 Written Composition

3.6.2 Passage Writing: Expansion of a Sentence; Short Passage and a Story-line, Pictorial Analysis

3.6.3 Precis Writing

3.6.4 Content Writing for Social Media: Reviews, Emails, Infographics, Press Releases, Marketing and Creating Memes

3.7 Communication Practice:

3.7.1 Business Writing

Memoranda, Announcements, Circulars, Notices, Agenda, Minutes, Reports

3.7.2 Formal Letters

Writing Applications, Letters to the Editor, Letters lodging formal Complaint

3.7.3 Informal Ways of Communication: WhatsApp, SMS, Messenger

Suggested Reading

Aarts, Bas. *Oxford Modern English Grammar*. Oxford University Press. 2011.

Bamon, T.K. *Spoken English and the Non-Native Speaker*. Bookland. Guwahati.

Brown, Kristine and Susan Hood. *Writing Matters*. CUP, 1989.

Carnegie, Dale. *The Quick and Easy Way to Effective Speaking*. Rupa. 1st ed. 2016.

Collins, Sandra D. *Listening and Responding*. Ed. James S. O'Riurke, IV, South-Western, CENGAGE Learning. Dwivedi, R. K. and A. Kumar. *Macmillan Foundation English*.

Dwivedi, R. K. and A. Kumar. *Macmillan Foundation English*. Macmillan India Limited. 2011.

Ehrenborg. Jons & Jones Mattock. *Powerful Presentation*. Kogan Page. Delhi

Ghosh, R. P. *English: (Spoken and Written)*. Modern Book Agency Private Limited. 2008.

Hedge, Tricia. *Writing*. Orford University Press. 1991.

Kaul, Asha. *Business Communication* Prentice- Hall of India. New Delhi 1998.

Lewis, Norman. *How to Read Better and Faster*. Goyal Publishers and Distributors Private Limited. 4th Ed. 1980.

Murphy, Raymond. *English Grammar in Use*. Cambridge University Press. 2012.

Murphy, Raymond. *Intermediate English Grammar (Reference and Practice for South Asian Students)* Cambridge University Press. 2nd ed. 1999.

Narayanaswami, V.R. *Strengthen Your Writing*. Hyderabad: Orient Longman Pvt. Ltd 2002.

Nesfield, J.C. *English Grammar, Composition and Usage*. Chennai: Macmillan India Ltd 2002.

O'Brien, Terry. *Effective Speaking Skills*. Rupa. 2011.

O' Brien,Terry. *Modern Writing Skills*. Rupa. 2011.

Seeley, John. *The Oxford Guide to Writing and Speaking*. Oxford:OUP 2002.

Swan Michael and Catherine Walter. *Oxford English Grammar Course(Basic)*.
Oxford University Press. 2019.

Swan Michael and Catherine Walter. *Oxford English Grammar Course(Intermediate)*. Oxford University Press. 2019.

Swan, Michael. *Practical English Usage*. Oxford University Press. 4th ed. 2016.

Vanikar, Ranu. *Corridors to Communication*. Hyderabad: Orient Longman Pvt. Ltd. 2003.

Weiss, Donald H. *Improve Your Reading Power*.Goyalsaab. 2011

Wren and Martin. *High School English Grammar and Composition*. Revised edition by Dr. N D. V. Prasada Rao. S. Chand Publishing. 2017.

Woodhead, Chris, Ann Miller and Pat O' Shea. *Writing and Responding: A Course for English Language Examinations*. Oxford University Press. 1987.

Yates, Jean. *English Conversation (Practice Makes Perfect)*. McGraw-Hill Education. 3rd Ed. 2020.

AEC-171: MIL II - ASOMIYA JOGAJOG (COMMUNICATIVE ASSAMESE)

(Contact Hours-45, Credits-3)

Objectives: The course is designed to introduce the students to the basics of developing effective communication skills in the Assamese language in the day-to-day situations.

Learning Outcome: Students will be able to enhance their ability to communicate in Assamese. The students will learn the effective methods of verbal communications and writings in the Assamese language including the key features of Assamese lexicons, speech modulations and word formations among others.

UNIT-I

Likhitajogajug: Sabdabhandar, Bakyagathani, bivinnasinhaorprayog

UNIT-II

Bhallekhorgunagun, Moukhukjogajug

UNIT-III

Matortibrata, khathonr beg, konthaswarorkompan, uccharanorspastata
uccharanorkhudhyata, khamoyikbirati

Suggested Readings:

Goswami, Golakchandra, *Asomiya bhasarucchran*: Deccan College, Poona, 1966.

Goswami, Basanta Kumar. *Bebaharik Asomiya Abhidhan*: SwarastiPrakhakon, Ist Edition 2020.

Goswami, Golock Chandra. *AsamiyaVarnaprakash*.Guwahati: Bina Library, 1990.

Goswami, Golock Chandra. *AsamiyaByakaranarMaulikBicar*.Guwahati: Bina Library, 1993.

Goswami, Golock Chandra. *DhvaniBijnanarBhumika*. Guwahati: Bina Library, 1985.

Goswami, Upendranath. *AsamiyaBhasarUddhavSamriddhi aru Bikas*.Guwahati: Barua Agency, 1991.

Goswami, Upendranath. *AsamiyaBhasarRupkatha*. Guwahati: D.B Prakasan:1984.

Mahanta, Niranjana. *Jugajug Kala*. Published by Bnalata, 4th Edition, 2017

Neog, Maheswar. *Nika Asomiya Bhasa*:Lowers Book Stall Guwahati.2019

AEC-172: MIL II - BANGLA BHASHARBYABOHARIKPRAYOG

(Contact Hours: 45, Credits – 3)

Course Objective: *The objective of this curriculum is to provide students with basic knowledge of computer-related concepts and their initial application in Bengali, through discussions, practices, and methods of using the Bengali language.*

Learning Outcomes: *By acquiring basic knowledge of practical usage of the Bengali language and computer-related concepts, individuals will become proficient and articulate in both spoken and written skills.*

Unit 1. MS word – Prathamikgyan.

Unit 2. Internet samparkeprathamikgyan:

- a. Parichay, Bikash o prayog, Bangla lipi.
- b. Google application ermadhdyamebhinnabhashathekebanglayanubad.
- c. Application: text to speech, speech to text.

Unit 3. E-samagri: Parichay o byaboharikprayog – e-book, e-library, e-paper;KathanDakshata.

Suggested Reading

1. Mastering Microsoft Office Power Point – Bappi Ashraf.
2. Dynamic memory Computer Course – Debendra Singh Minhas.
3. BhasarItibritta _ SukumarSen
4. BhasabidyeParichai--Paresh Chandra Bhattacharjee
5. Bangla BhasarByakoran o tarKromobikash-- Nirmal Das
6. Uchhatoro Bangla Byakoran--BamondebChakraborty
7. Bangla BhasaparichayerBhumika -- AnilchandraGhatak
8. SadharanBhasabigyan o Bangla Bhasa --Rameshwarsha

AEC-173: MIL II- COMMUNICATIVE GARO

(Contact Hours: 45, Credits – 3)

Ia Course poraigiparangna kan·dike A·chikkuni bidingo talatna miksongani ong·a. Ia course soft skillrango poraigiparango tarie (train) uamangni bewalrangko (personality) bilakbatatna aro mikrakataniko on·a. Ian uamangni chu·sokgipa agangrikaniko namdapatna ka·donganiko bariatna dakchakgen.

Courseni Miksonganirang:

1. Kan·dike A·chikkuni bidingo talataniko on·na.
2. Ku·sikni bimangni (structure) bidingo talataniko on·na.
3. A·chikkuchi aganani aro seanio chu·sokgipa ong·na talataniko on·na.
4. (Gital chanchibewalani aro neng·nikaniko namatani bewalko ong·atna.

Poraie Man·ani:

Poraigiparang tik ong·e aganani aro seaniko dakna man·na gita, uamangko A·chik ku·sikni bakrangko (components) u·iatna man·gen. A·chikkuo seaniko nambatna ia course dakchakgen. Da·ororoni ong·enganirangko mikkangchakna aro kam man·ani cholrangko ia course bariatgen.

Unit-1:A·chik Ku·sikni Bidingo Talatani:

A·chik Ku·sikni bidingo talatani:Ku·sikni bidingo aganani, Ku·sikni gunrang (characteristics), Mande aro matburingrangni agangrikanio dingtangrikani

Gam·anirangni bidingo poraiani (Phonetics aro Phonology): Phone, Phoneme, Allophone

Kattarangni bidingo poraiani (Morphology): Morph, Morpheme, Allomorph, Affixes, Word order

Kattani miksonganirang (Semantics): Sense Relations, Word Sense Disambiguation

Sentenceni bidingo poraiani (Syntax): Sentence rikani, Phrase aro Clauserang

Unit - II : Ku·sik Man·ani

1. Name Knatimna man·ani: U·iani aro aganchakani (understanding and responding); Dakna nanganirang: mikron niani, be·en bimangchi dake mesokani/ jak- mikronrangko jakkale mesokani

Agangrikani aro Lekka Poraina man·ani: Agangrikanirang: Aganani bewalrang aro ku·sik, tarie mesokani, dingtang dingtang bewalo lekka poraiani (gam·e aro jripjrip poraiani), poraie u·iani (nikgijagipa passagerang)

Unit – III

A·chikkuchi sena man·ani

1. Sena-jotna man·aniko talatchengani - Sentence rikani aro tariani, sentence ko ong·e seanirang, sea jotaniko man·e seani aro mesokani
2. Passageko seani: Sentenceko apalbate seani, golpo bikotani, noksako nie seani Precisko seani
3. A·chikkuko computer jakkale poraiani Dictionaryko tariani

Suggested Reading:

Aitchison, Jean. 1999. *Linguistics: teach yourself*. Mac Graw Hill.

Burling, R. 1961. *A Garo Grammar* (1st edn.). Poona: Linguistics Society of India.

Devy, G. N & Syiem, E. (Eds.). 2014. *People's Linguistic Survey of India: The Languages of Meghalaya Vol.19, Part 2*. Orient Blackswan Private Limited, New Delhi.

Finch, G. 1999. *Linguistic Terms and Concepts*. Macmillan Press LTD

Fromkin, Victoria et al. 2003. *Introduction to Language*. Thomson/Heinle publishers.

Fuertes-Olivera, Pedro A. *The Routledge Handbook of Lexicography* (1st Edn.). Routledge publishers.

Marak, Caroline. 2018. *Studies on Garo and its Cognate Languages*. Anundoram Borooah Institute of Language, Art and Culture (ABILAC), Assam.

Syiem, E & Marak, Caroline. 2014. *Peoples Linguistic Study of India, Meghalaya, Volume 19, Part 1*. RI KHASI BOOK AGENCY, Shillong.

Wilkins, D. A. 1972. *Linguistics in Language Teaching*. Edward Arnold Publishers.

AEC-174: MIL II - COMMUNICATIVE LANGUAGE (MIZO)

(Contact Hours: 45, Credits – 3)

Course Objectives:

This course in its early section stresses on communicative language. Its main objective is to educate students with the correct way of communicating in the Mizo language. It also includes in learning traditional culture and ways including the taboos in different spheres of life. It also incorporates poems on nature. This will create awareness on the different seasons and life's experiences.

Learning outcomes:

It will improve their communication skills in general and thereby developing their writing and speaking skills. It will also enhance their pronunciation skills and vocabulary.

It will also help them in understanding nature and seasons as understood by traditional Mizo thereby learning life's lessons and values from it.

UNIT-1: COMMUNICATIVE LANGUAGE

- (1) Mizo tawngman dan diklehdik lo - C. Chhuanvawra
- (2) Tawngawm ze inhnaih - James Dokhuma

UNIT-2: CULTURE AND TRADITION

- (1) Mizo Nula Tlangval nun - B. Lalthangliana
- (2) Pi pute duh lohthil - James Dokhuma
- (3) Mizo Lo neih dan - Lalsangzuala

UNIT-3: NATURE AND ENVIRONMENT

- (1) Zan Lalnu - RolianaRalte
- (2) Buannel Ram Dai - Ch. Malsawma
- (3) Thal-Kaphleia

Suggested Readings:

- (1) Mizo tawngchhuina -C. Chhuanvawra, Aizawl 2012
- (2) Mizo tawngkalphung -James Dokhuma, Aizawl, 2006
- (3) Fungki Bu thar - CTBEB Publication, 2012
- (4) Thanmawia R. L. , Mizo poetry. Din Din Heaven, Aizawl:1998
- (5) Pi puchhuahtlanghlui, Saingenga, 2001

AEC-175: MIL II- KA KREN KA THOH KHASI

(Contact Hours: 45, Credits – 3)

Ki jingthmu jong ka phang pule:

Īa kane ka phang pule (course) la saiñdur ban hikai bad pynlah ĩa ki nongpule ba kin sngewthuh ĩa ka ktien Khasi bad ĩa ki buit ban nang bad ban pyndonkam ĩa ka ktien. La saiñdur ruh ĩa kane ka phang pule ba kin nang ĩa ka kramar bad ban nang ban kren ĩa ka ktien. Kane ka phang pule kan pynlah ruh ĩakinongpuleba kin pyndonkamiakaktienlyngbaki jingleh jingkambapher bad ban kyntiewiaka sap thoh jong ki.

Ki jingmyntoi na kane ka phang pule:

- Kan pynlah ĩa ki nongpule ha ka ki buit ban nang bad ban pyndonkam ĩa ka ktien.
- Ki nongpule ki ĩoh ĩa ka jinglah ha ka liang ka tbit kren.
- Ka jinglah ban thoh ha ka rukom kaba shai bad kaba dei.

Unit I:

1. Ka jingdonkam ban pule ĩa ka ktien Khasi
2. Ki buit ban nang bad ban pyndonkam ĩa ka ktien
3. Ka jingnang ĩa ka kramar bad ka jingnang ban kren
4. Ka jingsei ĩa ki kyntien: *synonyms, antonyms, hyponymy, homonyms, homophone, polysemy*

Unit II:

Ka jingpyndonkam ĩa ka ktien ha ki khen bapher:

Ka Jingpynbna, KaJingkrenpdian, Ka jingkrenaikhublei, Ka jingpynithuh ĩa u nongkren, Ka jingkren paidbah halor kano kano ka phang (kum ka jingpynneh mariang, ka jingtah jong ki jingdih bapynbuaid bad kiwei kiwei ki phang), ban thoh ĩa ki khubor, ban pule ĩa ki khubor.

Unit III:

1. Ban thoh shithi sha ki seng bad ki bor trei kam.
2. Ban thoh shithi thep kam.
3. Ban thoh jingtip shaphang ĩa lade.
4. Ban thoh ĩa ki jingĩakut jong ki jingĩalang.
5. Ban thoh kaiphot halor kano kano ka kam ba la pyndep.

Ki jingthoh kiba ĩadei bad ka phang pule:

- Jack. C. Richards. *Communicative Language today*, Cambridge: CUP, 2006.
- Kharmalki, A.Ki *Nongrim ka Pule-Ktien bad KaHikai-Ktien*: Shillong, Lianmeroschse, 2006.
- . “KaTbitKren (Communicative Competence) bad kaTbitAiñKtien (Linguistic Competence) in *KaDakSahKynmaw*. Society for Khasi Studies, Shillong, 2016.
- . “KaKtienla jong: KaJingideijongka bad ka Pule puthi bad kanangkastad” in *KaThwetJingstad* (Quest for knowledge) Vol III No.2. August,2015.
- . “KaKtien bad kaJinglongKyrpang” in *KaThiarkiNongthohThup – XIII KAS*, 2018.
- Malmkjaer, Kirsten and John Williams. *Context in Language Learning and Language Understanding*: Cambridge University Press, 1998.
- Munvy, J. *Teaching Language as communication*: Oxford University Press, 1978.
- Nonglait, D.R.L. *Ka Poetics u Aristotle bad kiwei pat kiJingthohBisharBniah*: Shillong, 2023.
- War, B. “Semantics” in *KaThwetJingstad* (Quest for knowledge), Vol. IV No.3.December, 2020.

AEC-176: MIL II- नेपाली संस्कृति, लोकसाहित्य र कविता

(NEPALI CULTURE, FOLK LITERATURE AND POEMS)

(Contact Hours: 45, Credits – 3)

प्रस्तुत पाठ्यक्रमले नेपाली भाषाको विकासमा नेपाली संस्कृति, नेपाली लोकसाहित्य र केही नेपाली प्रमुख कविहरूका कविताको महत्वबारे बुझ्न र जान्न सहयोग गर्ने छः (The course provides opportunity to learn about the significance of culture, folk practices and poems in the development of Nepali language).

Course Objectives: यस पाठ्यक्रमका मुख्य उद्देश्यहरू यस प्रकार छन् : (The course objectives aim to)

CO1: नेपाली संस्कृति, चाडपर्व र नेपाली संस्कारसँग जोडिने क्षमता प्राप्त गर्न सक्षम हुने छन्। (Develop the connectivity with the Nepali Culture, festival and rituals).

CO2: लोकसाहित्यको मौलिक अवधारणाको अध्ययन गर्न सक्ने छन्। (Learn the fundamental concept of Folk Literature).

CO3: नेपाली कविताहरूप्रति साहित्यिक रूचि जगाउन सक्ने छन्। (Develop aesthetic sense and literary taste towards Nepali poems).

Learning Outcomes: At the end of the course, students would have developed competence to:
(प्रस्तुत पाठ्यक्रम अध्ययन पूरा गरिसकेपछि विद्यार्थीहरू निम्नलिखित ज्ञान र क्षमता प्राप्त गर्न सक्षम हुने छन् :)

LO1: नेपाली संस्कृतिको परिचय, नेपाली जातिका चाडपर्व, खानपान, गरगहना, वेशभूषा र वाद्ययन्त्रहरूको जानकारी, प्रचलित रीतिरिवाज, संस्कारहरूका बारेमा जान्न र विश्लेषण गर्न। (Know and understand about the Nepali culture, festivals, rituals, traditional ornaments, attires, foods and musical instruments).

LO2: नेपाली लोकसाहित्यको सम्पूर्ण ज्ञान सङ्कलन गर्न, नेपाली लोकसाहित्य(लोककथा, लोकगीत, लोकनाटक)प्रति विद्यार्थीले लेखन सीप अभिवृद्धि गर्न। (Gather complete knowledge about Nepali folk Literature and enhance the writing skills towards Nepali folk Literature i.e. folk story, folk song and folk drama)

LO3:नेपाली कवितामार्फत आफ्ना भावनाहरू व्यक्त गर्न,अभिव्यक्ति र लयको प्रयोग बुझ्न र भाषा सुधार गर्ने ज्ञान र क्षमता प्राप्त गर्न।(Express their emotion, understand the meaning of words in context, the use of rhyme and articulation and improved Language comprehension).

एकाइ-१ (Unit-1) नेपालीसंस्कृति :

- (i) नेपाली संस्कृति(अर्थ, स्वरूप र परिभाषा)
- (ii) नेपाली चाडपर्व (तीज, दसैं, तिहार, लोसार)
- (iii) नेपाली संस्कार (जन्म,मृत्यु, बिवाह, गर-गहना, पोषाक, खान-पान, बाजा)

एकाइ-२ (Unit-2) नेपाली लोकसाहित्य :

- (i) लोककथाको परिचय (अर्थ, परिभाषा र प्रकार)
- (ii) लोकगीतको परिचय (अर्थ, परिभाषा र केही प्रमुख लोकगीत)
- (iii) लोकनाटकको परिचय (अर्थ, परिभाषा)

एकाइ-३ (Unit-3)नेपाली कविता :

- (i) रामप्रसाद उपाध्याय ज्ञवाली – मातृभाषा
- (ii)गोपीनारायण प्रधान – भाडाघर
- (iii)पुष्पलाल उपाध्याय – देश महिमा

- (iv) अगमसिंह गिरी – नचिनिने भएछौ
- (v) टेकनारायण उपाध्याय – नेपाली भाषा र एक्काइसौं शताब्दी

सन्दर्भग्रन्थः

१. उपाध्याय, टेकनारायण र जोशी, वसन्तराज, **स्नातकीय नेपाली साहित्य**, शिलाङ्गः नेपाली पाठ्यपुस्तक प्रकाशन समिति, सन् २०१५।
 २. गुरूड, एम.एम., **बिसिंएको संस्कृति**, दार्जिलिङ्ग : नेपाली साहित्य परिषद, सन् १९९५।
 ३. घिमिरे, हिरण्य(सम्पा०), **नेपाली संस्कृति सुधा**, असम : गोर्खा उन्यन परिषद, सन् २०१५।
 ४. थापा, धर्मराज र सुवेदी, हंसपुरे, **नेपाली लोकसाहित्यको विवेचना**: काठमाडौं : पाठ्यक्रम विकास केन्द्र, सन् १९८५।
 ५. बन्धु चुणामणि, नेपाली लोकसाहित्य, काठमाडौं : एकता बुक्स, सन् २००७।
 ६. शर्मा, जनकलाल, **हाम्रो संस्कृति र समाज**, काठमाडौं : साझा प्रकाशन, सन् २००२।
 ७. शर्मा, मोहनराज र लुइटेल, खगेन्द्रप्रसाद, **लोकवार्ताविज्ञान र लोकसाहित्य**, काठमाडौं : विद्यार्थी पुस्तक भण्डार, सन् २००८।
 ८. शर्मा, शान्तिराज, **गोर्खाका जातीय संस्कृति**, सिलीगुडी : एन०बी०यू०, सन् २०००।
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HIN-177: MIL II- हिन्दी भाषा का तकनीकी अनुप्रयोग

(Contact Hours: 45, Credits – 3)

उद्देश्य: इस पाठ्यक्रम का उद्देश्य विद्यार्थियों को हिन्दी भाषा के तकनीकी प्रयोग में दक्ष बनाना है। इसके लिए कंप्यूटर के विविध पक्षों जैसे एम. एस. वर्ड, हिन्दी फॉन्ट, गूगल हिन्दी फॉन्ट आदि आधुनिक संचार साधनों के प्रयोग का तकनीकी कौशल प्रदान करना है।

उपलब्धि: इस पाठ्यक्रम के अध्ययन से विद्यार्थी हिन्दी भाषा के प्रयोग के लिए आवश्यक कंप्यूटर एवं अन्य संचार साधनों के प्रयोग में तकनीकी दक्षता प्राप्त कर कंप्यूटर का सार्थक उपयोग कर सकेंगे।

इकाई 1 एम. एस. वर्ड: परिचय एवं प्रयोग ।

इकाई 2 इन्टरनेट: परिचय, विकास एवं प्रयोग, हिन्दी फॉन्ट, गूगल हिन्दी फॉन्ट, मौखिक भाषा लिप्यांकन, हस्तलेख लिप्यांकन ।

इकाई 3 ई-सामग्री: परिचय एवं प्रयोग; ई- पुस्तक; ई-पत्रिका; ई-पुस्तकालय।

अभिस्तावित पुस्तकें:

1. हिन्दी कंप्यूटिंग- त्रिभुवन नाथ शुक्ल, विकास प्रकाशन, कानपुर, 2017ई.
2. कंप्यूटर- डॉ. सी. एल. गर्ग, राजपाल एंड संस, दिल्ली, 2021ई.
3. कंप्यूटर ज्ञान – एक्सीड पब्लिकेशन, नई दिल्ली, 2022ई.
4. बेसिक कंप्यूटर ज्ञान- एग्जाम अटैक, नईदिल्ली, 2023ई.
5. वस्तुनिष्ठ कम्प्यूटर ज्ञान एवं सूचना प्रौद्योगिकी- डॉ. राजीव रंजन सिंह, उपकार प्रकाशन, नई दिल्ली, 2021ई.

SEC-180: COMMUNICATION SKILLS

(Contact Hrs-45, Credits-3)

Learning Outcomes (LOs):

1. Comprehending the fundamentals of communication.
2. Assessing the importance of communication.
3. Equipping themselves with communication skills.
4. Enabling to communicate effectively.

Unit-I An introduction to Communication

- Concept, types, scope and process of communication
- Importance and purpose of communication
- Criteria of effective communication
- Barriers to communication

Unit-II Communication skills and techniques

- Listening, speaking, writing skills,
- Interacting skills, Negotiation skills,
- Influence skills, Assertiveness skills
- Communication techniques

Unit-III Activity based

Activities based on communication skills

- Listening Comprehension and Writing Skills
- E-Mail etiquette
- Presentation Skills
- Interview Handling Skills

Suggested readings:

1. Andreja. J. Ruther Ford, 2nd Edition, (2011). Basic Communication Skills for Technology. Pearson Education
2. Anjanee Sethi & Bhavana Adhikari (2009). Business Communication, Tata McGraw Hill
3. Baldoni, John (2003). Great Communication Secrets of Great Leaders. Tata McGraw-Hill Publishing Co., New Delhi.
4. Bhattanagar, O.P., and O.P. Dahama (1980). Education and Communication for Development. Oxford and IBH Publishing House, New Delhi.
5. Kumar, Sanjay, Pushpalata 1 st Edition (2011). Communication Skills, Oxford Press.
6. Konar, Nira (2022). Communication skills for Professionals, PHI Publishing, New Delhi.

7. Tuhovsky, Ian (2019). *Communication Skills Training: A Practical Guide to Improving Your Social Intelligence, Presentation and Social Speaking*, Rupa Publications, New Delhi, India
8. Singh, J.K. (2012). *Text Book of Mass Communication*. DVS Publishers, Guwahati.

SEC-181: CONFIDENCE BUILDING

(Contact Hrs-45, Credits-3)

Course Objectives: This course will help learners to explore the concept of self-confidence: how it is acquired, how it can be sabotaged, and how it can be changed. It will enable the learners to develop strategies, tools and techniques to build a positive self-image. It will also help the learners across all programs understand the nature of identity, the factors and forces that affect personal development, and maintenance of personal identity.

Learning Outcomes

At the end of the Course students are able to:

1. translate concepts to real life situations
2. identify the problems and situations
3. acquire skills and to achieve self-defined goals

Unit I Self –Confidence

- Concept and Types of Self – Confidence
- Self Confidence : Nature or Nurture
- Needs and Importance of Self- Confidence
- Goals – Setting for Building Self- Confidence

Unit II Skills for Confidence Building

- Physical exercise to boost confidence
- Yoga for mindfulness
- Outdoor confidence building activities
- Practice public speaking

Unit III Life Skills

- Practice communication skills in the classroom
- Interpersonal Relationship Skill with peer mates
- Self awareness building skills in the classroom
- Group activity in the classroom

Assignments (Choose any one)

1. Transforming Negative Self- Talk: Identify the things that triggers negative self-talk, and reframe these thoughts positively and boost confidence.
2. Maintain a Gratitude Journal by intentionally noticing the positive in the self, in others and the world around.
3. Maintain a Goal Journal by setting and achieving goals.

References

Adams, George Matthew. (2020). *You Can*. Fingerprint! Publishing.

Andrews, Bill. (2017). *Self Confidence: Unleash Your Hidden Potential and Breakthrough Your Limitations of Confidence: 1 (Self Confidence Books, Self Esteem, Building Self Confidence)*. Createspace Independent Pub.

Branden, N. (2011). *How to Raise Your Self-Esteem*. Random House USA Inc.

Carnegie, Dale. (2016). *How to Develop Self-Confidence & Influence People by Public Speaking*. Rupa Publications India: India.

Carnegie, D. (). *How to Stop Worrying and Start Living*. Rupa & Co.

Elliott, Anthony. (2020). *Concepts of the Self*. 4th Edition. Polity.

Giblin, Les. (2019). *How to have Confidence and Power in Dealing with People*. Manjul Publishing House.

Gradales, Apostolos. (2017). *Building Confidence: How to Overcome Self Doubt and Social Anxiety (Social Skills)*. Youuniversal Publishing.

Kumari, Reeta. (2019). *Introduction To Psychology Text Book*. Vinita Publishing House: India.

Pillai, J. (2023). *Building Confidence Through Self-Love - A Guide to Achieving Self-Acceptance*. Notion Press.

Morgan, C., King, R. A., Weisz, J. R., & Schopler, J. (2022). *Introduction to Psychology* 7th Ed. Tata McGraw Hill.

Thomas, S. (2022). *Walk in Confidence - Building a healthy Self-Esteem*. Notion Press.

Tracy, Brian. (2012). *The Power of Self-Confidence: Become Unstoppable, Irresistible, and Unafraid in Every Area of Your Life*. Wiley.

Tucker, E. J. (2015). *A Matter of Self-confidence - Part I (A Matter of Self-Confidence: An Introduction to Self-Confidence Coaching in a Book)*. Shepherd Creative Learning.

SEC-182: E-COMMERCE

(Contact Hrs-45, Credits-3)

Course Objective: To provide exposure to students on E-Commerce and its intricacies.

Learning Outcomes: Students will:

- a. Have an understanding of e-commerce and
- b. Understand the major issues associated with online marketing, E-finance and Cyber security.

Unit – I: Introduction to E-Commerce

Brief history of E-Commerce in India; Meaning, characteristics, significance and limitations of E-Commerce; Types of E-Commerce; E-Commerce practices v/s Traditional commerce practices.

Identifying E-Commerce Opportunities and International nature of E-Commerce

Unit – II: E-Payment, Marketing and Finance

Transactions through the Internet; Requirements of E-payment systems; Impact of E-commerce on market; Online Marketing(E-advertising, E-branding); Marketing issues in E-marketing; Areas of e-financing; Traditional v/s E-banking.

Unit – III: Cyber Security

Legal environment of E-Commerce. Use and protection of Intellectual property in Online business.

Setting up Internet security; Maintaining secure information(Data Encryption, Digital Signature and other Security Measures); Laws Relating to online transactions – Salient Features; Ethical issues in E-Commerce.

Suggested References (latest editions)

- P.T. Joseph, S.J., “E-Commerce - An Indian Perspective”, PHI.
- David Whiteley, “E-Commerce Strategy, Technologies and Applications”, Tata McGraw Hill.
- Ravi Kalakota, Andrew B Whinston, “Frontiers of Electronic Commerce”, Pearson.
- Daniel Amor: “E Business R(Evolution)” Pearson Edude.
- Krishnamurthy: “E-Commerce Management” Vikas Publishing House.
- Schnieder, Gary P, Ecommerce: Strategy and Implementation. Cengage Learning Publisher

SEC-183: PYTHON PROGRAMMING

(Contact Hrs-60, Credits-3)

Course Objectives (COs):

To Introduce Python Programming Language as Multipurpose Programming Language with Features and Applications. This course is designed to equip students with the basic skills and knowledge of python programming.

Learning outcomes (LOs):

Students shall be able to Develop programs in Python platforms using lists, tuples and strings along with several libraries. Learn core Python structures and flow control, Create and run python function. Install and use Python on Various Platform.

UNIT-I:Introduction to basics of Python (Theory)

15

Hours

Introduction to Python:Python overview, Python interpreter and shell, Python identifiers, keywords, variables, standard data types, numbers(integers, floating point numbers, complex numbers), operators, statement and expression, string operations, Boolean expression, control expressions, Iteration- while statement, break, continue and pass.

UNIT-II:Function, Built in data-structures (Theory)

15

Hours

Functions, Built-in functions, composition of functions, user defined functions, parameters and arguments, Function calls, Recursion, stack diagrams for recursive functions, the anonymous functions, writing Python scripts,errors and exceptions. Built-in Data structures in Python: Strings, Lists, Ranges, Tuples, Dictionaries, Text files, Directories, Manipulations Building blocks of python program.

UNIT-III: Practicals

30 Hours

Suggested Practical Assignments (Questions need not be restricted to this list)

Basic Practicals:

1. Write Python program to demonstrate the use of operators and expressions
2. Write Python program to demonstrate the use of control statements
3. Write Python program to demonstrate the use of integers, floating point and complex
4. Numbers.

5. Write Python program to demonstrate the use of built-in functions
6. Write Python program to demonstrate the use of user defined functions
7. Write Python program to demonstrate the use of Lists and ranges
8. Write Python program to demonstrate the use of dictionaries
9. Write Python program to demonstrate the use of strings.
10. Find all numbers between 2000 and 2500 which are multiples of 17, but not the multiple of 5.
11. Print the first 2 and first 3 Characters in a given String using string slicing.
12. Write a program that eliminates duplicates in a list.

Advance Practicals:

1. Implement shallow copy and deep copy of a list.
2. Find the largest of n numbers, using a user defined function largest().
3. Write a function that capitalizes all vowels in a string.
4. Read a line containing digits and letters. Write a program to give the count of digits and letters.
5. Write a function *myReversal()* which receives a string as an input and returns the reverse of the string.
6. Use the list comprehension methodology in Python to generate the squares of all odd numbers in a given list.
7. Generate a dictionary and print the same. The keys of the dictionary should be integers between *L* and *LO* (both inclusive). The values should be the cubes of the corresponding keys.
8. Create a nested dictionary. The roll number of a student maps to a dictionary. This inner dictionary will have name, age and place as keys. Read details of at least three students.
9. Enter a word. Create a dictionary with the letters of this word as keys, and the corresponding ASCII values as values.
10. Write a Python function that takes a list and returns a new list with distinct elements from the list.
11. Python program to search a Word location in String.
12. Write a Python program to find repeated items in a tuple.
13. Program to concatenate the two dictionaries and create a new one.

Instructions to Paper Setter

- Questions should be set according to the following scheme.

UNIT	Questions	
	To be set	To be Answered

I	2	1
II	2	1

For Practical a total of 10 questions, each carrying 19 marks, shall be set. For each question, there shall be two sub-questions, one carrying 9 marks and the other carrying 10 marks. A student shall be allotted any one of the questions on a LOTTERY basis.

Exam Duration:

Theory	Practical
2 Hours	2 Hours

Evaluation of marks for practical Exam:

- 10% :Syntax and input/output screens
- 30% :Logic and efficiency(source code, pseudo code, and algorithm)
- 20% :Error trapping(illegalorinvalidinput,stackoverflow,underflow,insufficientphysicalmemoryetc.)
- 20% :Completion
- 20% : Result

Suggested Readings:

Text Books:

1. R.Thareja, Python Programming: Using Problem Solving Approach, First Edition, Oxford University Press, 2019.
2. E. Balaguruswamy , Introduction to Computing And Problem Solving Using Python, 1st Edition, McGraw Hill, 2016.

Reference Books:

1. S. Gowrishankar, A. Veena , Introduction to Python Programming, 1st Edition, CRC Press/Taylor & Francis, 2018.
2. J. W. Chun, Core Python Programming, Second Edition, Pearson, 2010.
3. M. C. Brown, Python: The Complete Reference, Osborne/McGraw-Hill, 4th Edition, 2018.

VAC-190: HEALTH AND WELLNESS

(Contact Hrs: 45, Credits: 3)

Course objective:

The course is designed to provide a general concept of health and its importance in wellbeing of individual, community and nation as a whole. It will provide ways and means to stay fit by adopting healthy lifestyle, indulging in physical activities such as games and sports, dance movement therapy, yoga etc. and avoiding sedentary lifestyle and alcohol, tobacco and drug abuses.

Learning outcome:

On successful completion of the course, the students should be able to understand:

1. The general concept of good health and wellness and its significance.
2. The benefit of exercises for fitness and wellness.
3. The role of parents and the community for healthy society.
4. Role of balanced diet and water in maintaining good health and wellness.
5. The significance of having appropriate life style and body weight management.
6. Sleep and its health benefits.
7. Different types of exercise for good health and overall wellness.
8. How to prevent diseases through general fitness and wellbeing.
9. Sedentary lifestyle and its harmful impact of health and wellness.
10. Prevention of cardiovascular diseases and influence of exercise in healthy ageing.
11. The harmful effects of alcohol, tobacco and drug abuse and addiction management strategies.
12. The ways of stress management and spirituality.
13. The concept of yoga and its beneficial effects in health and wellness.
14. The health benefits of dance movement therapy and different forms of dance for wellness.

Unit 1- Health-meaning, dimensions of health and their interrelationships; Importance of health for individual, family, community and nation; Spectrum of health; Definition of fitness & wellness; Components of fitness & wellness; Benefits of exercise & health; Fitness & wellness strategy; Fitness potential for popular sports; Fitness & wellness activities; Role of parents & community for the maintenance of fitness & wellness.

Unit 2- Factors affecting Health; Balanced diet and water; Life style changes & weight management; Daily Schedule effect on health and wellness; Socio-economic factors & wellness; Sleep: Definition, types & health benefits; Principles of training & physical fitness; Benefits of exercise & health, Walking exercise & fitness; Components of physical and performance related fitness; Calisthenics & health.

Unit 3- Concept on diseases; Sedentary lifestyle; Prevention of diseases through fitness & wellness; BMI; Diabetes & exercise; Cardiovascular diseases and exercise; Ageing and exercise; Contemporary health problems of youth-alcohol, drugs, use of tobacco (chewing, sniffing, smoking) & their harmful effects; substance abuse management; Addiction management; Stress management, Spiritual management; Origin of yoga, definition and scope of yoga, limitations and misconceptions; Importance of yoga; Dance movement therapy; Different forms of dance & wellness.

Suggested readings:

1. Anspaugh D and Ezell G (2012). Teaching Today's Health, 10th Edition. Pearson; UK.
2. Balayan D (2007). Swasthya Shiksha Evam Prathmik Chikitsa. Khel Sahitya. Delhi.
3. Clear J (2018). Atomic Habits, 1st edition. Cornerstone Digital, San Diego, California.
4. Debnath M (2007). Basic Core Fitness through Yoga and Naturopathy. Sports Publication, India.
5. Dougherty NJ et al. (2002). Sport, Physical Activity and the Law. Sagamore Pub. Champaign, USA.
6. Driskell JA and Wolinsky I (2002). Nutritional Assessment of Athletes. CRC Press, Boca Raton, USA.
7. Greenberg JS Diutriman GB and Oakes BM (2004). Physical Fitness and Wellness: Changing the way you look, feel and perform. Human Kinetics. Champaign, USA.
8. Hoeger WW and Hoeger S (2007). Fitness & Wellness. Thomson Wadsworth, USA.
9. Kumar ER (1988). Heal Yourself With Yoga: Specific Disease. Taraporevala, India.
10. Maughan RJ Burke LM and Coyle EF (2004). Food, Nutrition and Sports Performance II: The International Olympic Committee Consensus on Sports Nutrition. Routledge, USA.
11. Siedentop D (2004). Introduction to physical education, Fitness and sports. McGraw Hill, USA
12. Singh MK and Jain P (2008). Yoga aur Manoranjan. Khel Sahitya Kendra, India.

VAC-191: LIFE SKILLS EDUCATION

(Contact Hours: 45, Credits-3)

Learning Outcomes (LOs):

1. Acquainting with concept of life skills
2. Understanding core life skills, its concept, process
3. Enhancing one's ability to be adaptive
4. Acquiring career skills and fully pursue to partake in a successful career path

Unit-I Introduction to Life skills

- Concept, characteristics and significance of life skills
- Livelihood and survival skills
- Life skills approach
- Core Life skills

Unit-II Fundamentals of Life skills education

- Concept and understanding Life skills education
- Genesis of Life skills education
- Perspectives in Life skills education
- The Four Pillars of Education - Learning to Know - Learning to Do - Learning to Live Together - Learning to Be and Learning Throughout Life.

Unit-III Career skills activities

- Resume, its importance and essential components of a good resume
- Interview Skills - Preparation and Presentation
- Meaning and types of interview (F2F, telephonic, video, etc.)
- Approach and Response (STAR Approach) for facing an interview

Suggested readings:

1. Debra McGregor, (2007). Developing Thinking; Developing Learning - A guide to thinking skills in education, Open University Press, New York, USA
2. Duffy Grover Karen, Atwater Eastwood, (2008). (8th Edn.), Psychology for Living Adjustment, Growth and Behaviour Today, Pearson Education Inc, New Delhi.
3. Family Health International, NACO, USAID (2007), Life Skills Education tool kit for Orphans and vulnerable children in India
4. Mahajan, Gourav (2022). Life Skills Education, Shipra Publications, New Delhi.
5. Nair. A. Radhakrishnan, (2010). Life Skills Training for Positive Behaviour, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.
6. Nair .V. Rajasenan, (2010). Life Skills, Personality and Leadership, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.
7. Prakash B. (Ed). (2003). Adolescence and life skills. Common Wealth Youth Program, Asian Center, Common wealth Secretariat. New Delhi: Tata McGraw Hill.
8. Rao, K. Ravikanth and Dr. P. Dinakar (2021). Life Skills Education, Neelkamal Publications, New Delhi.

9. RGNIYD. (2008). Facilitators Manual on Enhancing Life Skills. Tamil Nadu
10. Santrock, W. J. (2007). Adolescence, Tata Mc Graw Hill, Boston
11. Stella Cottrell, (2005). Critical Thinking Skills: Developing Effective Analysis and Argument, Palgrave Macmillan Ltd., New York.

VAC- 192: UNDERSTANDING INDIA

(Contact Hrs: 45. Credits-3)

Objective

To provide an overview of the growth and development of the socio-cultural past and heritage of India from ancient to the modern period.

Learning Outcome

It will acquaint students with the historical trajectory of India's composite cultural heritage.

Unit I The concept and evolution of India: Bharatvarsha, Hindusthan and India; Geographical Background of India's Culture; Harappan civilization, India through the lens of visitors- select foreign accounts (Megasthenes, Hiuentasang, Alberuni, Ibn Batuta, Marco Polo, Francois Bernier)

Unit II Literature and Religious Tradition: Vedic, Brahmanical and Sramanic traditions, ,Tantrism- cult of Mother Goddess; Islam; Sufism; Bhakti movement: South India - Vaishnava *Alvars* and Shaiva *Nayanars* ; North India- Chaitanya, Kabir, Guru Nanak; Assam-Sankaradeva and Neo-Vaishnavism; Christianity in Northeast India.

Unit III Social Institutions: Caste and Tribe in India; Indian Awakening and Socio-religious reform movements – Brahmo Samaj, Arya Samaj, Ramakrishna Mission, Wahabi and Farazi Movements; Aligarh Movement; Seng Khasi; Non-Brahmin movements in western and southern India - Jyotirao Phule, Shree Narayan Guru and E. V. Ramaswami Naicker; Contribution of Northeast India to Indian Culture.

Suggested Readings

- | | |
|------------------------|---|
| Asif, Manan
Ahmed, | <i>The Loss of Hindusthan: The Invention of India</i> , Harvard University Press, 2020 |
| Basham,A. L.,
----- | <i>A Cultural History of India</i> , Oxford University Press, 1997 |
| Chattopadhyaya, B.D., | <i>The Wonder that was India</i> , Rupa, New Delhi, 1994 |
| | <i>The Concept of Bharatavarsha and Other Essays</i> , Permanent Black, 2019 |
| Dirks, Nicholas
B., | <i>Castes of Mind: Colonialism and the Making of Modern India</i> , Princeton University Press, New Jersey, 2001. |
| Habib, Irfan, | <i>Medieval India: The Story of a Civilisation</i> , National Book Trust, 2007 |
| Jaiswal, Suvira, | <i>Caste, Origin Function and Dimensions of Change</i> , Manohar, New Delhi, 2000. |
| Jones, Kenneth, | <i>Socio- religious Reform Movements in British India</i> , Cambridge University Press, 1989 |
| Khilnani,Sunil, | <i>The Idea of India</i> , New York, 1999 |

- Majumdar, R.C., (ed.), *History and Culture of Indian People* (Relevant Volumes and Chapters), Bhartiya Vidya Bhawan Series, Bombay
- Rizvi, S.A.A., *The Wonder that was India*, Rupa, New Delhi, 2002
- Sastri, K.A.N., *A History of South India from Prehistoric Times to the Fall of Vijayanagar*, Oxford University Press, 1955
- Srinivas, M.N., *Social Change in Modern India*, Orient Longman, 1972
- Bayly, Susan, *Caste, Society and Politics in India from the Eighteenth Century to the Modern Age*, Cambridge University Press, 1999.
- Bhandarkar, D.R., *Some Aspects of Ancient Indian Culture*, Asian Educational Services, New Delhi, 1989.
- Barua, B.K., *A Cultural History of Assam*, SatyaRanjanDey, Bina Library, Gauhati, 1986
- Chand, Tara, *The Influence of Islam on Indian Culture*, The Indian Press, Ltd., Allahabad, 1986.
- Chatterjee, S.K., *Kirata-Jana-Kriti*, Assam Publishing Company, Guwahati, 2015.
- Habib, Irfan, *People's History of India*, Tulika Books, New Delhi. (relevant volumes)
- Inden, Ronald, *Imagining India*, Indiana University Press, 2000.
- Kakati, Banikanta, *The Mother Goddess Kamakhya*, Publication Board Assam, Guwahati, 1989.
- Kharchandy, D. A, (ed.), *Understanding the Tribes of Asia*, Lakshi Publishers, New Delhi, 2018.
- Lahiri, Nayanjot, *Marshaling the Past: Ancient India and its Modern Histories*, Permanent Black, 2012.
- Luniya, B.N., *Evolution of Indian Culture*, Lakshmi Narain Agarwal, Agra, 1994.
- Mawlong, C.A., Gurung, T., (ed.), *Religion and Society in Northeast India: An Interface*, DVS, Publishers, Guwahati, 2022.
- Mehta, J.L., *Advanced Study in the History of Medieval India, Vol. III*, Sterling Publishers, New Delhi, 1981.
- Sarkar, Jagadish Narayan, *Thoughts on Trends of Cultural Contacts in Medieval India*, Creative Media Partners, LLC, Sacramento, 2015
- Singh, K.S, (ed.) *Tribal Situation in India : An Anthro-Historical Perspective*, Manohar, New Delhi, 1986.
- Srivastava, M.P., *Society and Culture in Medieval India*, Chugh Publications, 2007
- Thapar, Romila, *Ancient Indian Social History; Some Interpretations*, Orient Longman, New Delhi, 1978.

SEMESTER III.

Course Code: MDC- 210

Course Title: ENGLISH PROFICIENCY AND SOFT SKILL DEVELOPMENT

(Total Credits-3 /Total Marks–75)

Introduction

The English Proficiency and Soft-Skill Development course is designed to provide students with the essential skills and knowledge needed to thrive in the professional world, encompassing both effective communication in English and the development of a strong and impactful personality combined with soft-skills. Whether its interacting with colleagues, clients, or stakeholders, the ability to express oneself clearly, confidently, and persuasively in English can open doors to new opportunities and advance one's career.

Course Objectives

The proposed English Proficiency and Soft-Skill Development course will include a variety of practical sessions to develop the students' English proficiency, including presentation skills, peer teaching, resume preparation, group discussions, debates and mock interviews. Additionally, the course will focus on personality development and soft-skills through self- awareness activities, goal setting, time management and leadership development.

Learning Outcomes

At the end of the course students are able to

- explain how to effectively communicate using effective soft-skills
- develop the art of articulating their ideas clearly, persuasively, and professionally
- discover Soft-Skills such confidence, assertiveness, emotional intelligence, and effective leadership skills and use them for their professional growth and success.

UNIT I English Language Development

- Basics of English grammar, vocabulary and pronunciation
- Developing fluency and accuracy in English
- Developing listening and speaking skills through peer teaching, debates and presentations.
- Developing reading and writing skills using the English language lab.

UNIT II Personality Development

- Concept and determinants of Personality Development
- Types of personalities: introvert, extrovert and ambivert, Body language and Gestures.
- Conflict resolution, assertiveness, effective habits, goal setting, time management, stress management, emotional intelligence, interpersonal relationships.
- SWOT analysis.
- Leadership development through team-building activities, qualities of a good leader, decision making skills.

UNIT III Soft-Skills Application & Professional Preparation

- Applying English language skills and personality development to real life situations.
- Developing effective communication skills in a professional environment.
- Role play. Cover Letter writing. Preparation of Resume (Organization and Structure). Group Discussions (General Awareness and Current Affairs).
- Mock Interviews (Telephonic and face to face).

**Internal Test/Assignment/Seminar/
External**

19 Marks
56 Marks

Suggested Readings

- Carnegie, Dale. 2021. How to Win Friends & Influence People. New Delhi: Fingerprint Publishing.
- Crowder, K. Dave. 2020. The Handbook for Learning and Development Professionals. Bloomington: iUniverse.
- Hansson, David Heinemeier & Fried, Jason. 2010. Rework: Change the Way You Work Forever. London: Vermilion.
- Harvey, Sarah. 2019. Kaizen: The Japanese Method for Transforming Habits, One Small Step at a Time. Colorado: Bluebird Publishing.
- Hoesgen, Ty. 2022. Elite Communication Skills. Toronto: Advanced Growth Institute Inc.
- Kapoor, Shikha. 2020. Personality Development and Soft Skills: Preparing for Tomorrow. New Delhi: Dream tech Press.
- Sharma, Ryan. 2020. The Unwritten Rules of Professional Etiquette. Chennai: Habile Press.
- Tuhovsky, Ian. 2015. Communication Skills Training. California: Create space Independent Pub.

SEMESTER III

Course Code: MDC- 211

Course Title: GENDER STUDIES

(Total Credits -3 /Total Marks –75)

Course Objectives

To encourage students, regardless of gender, to be aware of their strengths and weaknesses. It also seeks to promote awareness and inspire a change in attitudes towards gender equality and women's empowerment.

Learning Outcomes

At the end of the course students are able to

- develop a deep understanding of gender concepts and awareness
- explain gender-related matters, and promote a more empathetic outlook on diverse identities and experiences.
- actively engage and critically analyse gender discourse across different academic domains and social settings.

Unit I Introduction to Gender Studies

- Origin and Growth, Paradigm shift from Women's Studies to Gender Studies (LGBT+),
- Relevance of Gender Studies in the Indian context.

Unit II Basic Concepts

- Sex, Gender, Sex-Gender Debates, Gender Equity and Equality, Gender Sensitisation;

Unit III Gender Discrimination

- Patriarchy and Matriliny.
- Family, Religion, Sexual Harassment in Workplaces, Domestic Violence against Women

Internal Test/Assignment/Seminar/

19 Marks

External

56 Marks

Suggested Readings

- Alison, Jagger, *Feminist Politics and Human Nature*, Brighton: Harvester Press, 1983
- Amy. S. Wharton, *The Sociology of Gender*, West Sussex: Blackwell-Wiley Publishers, 2012
- Bhasin, Kamala, *Exploring Masculinity: Gender Basics*, New Delhi: Women Unlimited, 2004.
- Bhasin, Kamala, *Understanding Gender: Gender Basics*, New Delhi, Women Unlimited, 2004
- Bhasin, Kamla. *What is Patriarchy?* New Delhi: Kali for Women, 1993.
- Chandana, Saha., *Gender Equity and Gender Equality: Study of Girl Child in Rajasthan*, Jaipur: Rawat Publication, 2003.
- Chaudhuri, M., *Feminism in India (Issues in Contemporary Indian Feminism)*. New York: Zed, 2005
- Delmar. R., 'What is Feminism?', in W. Kolmar & F. Bartkowski (eds) *Feminist Theory: A Reader*, 2005
- Desai, Neera., and Maithreyi Krishnaraj, *Women's Studies in India- some Perspectives*, Popular Prakashan Private Ltd, Mumbai, 1986
- Geetha, *Patriarchy*. Calcutta: Stree. 69 Jagger, 2007
- Hooks, C. "Feminism: A Movement to End Sexism", in C. Mc Cann and S. Kim (eds), *The Feminist Reader: Local and Global Perspectives*, New York: Routledge, 2010.
- Jasbir Jain (ed.). *Women in Patriarchy: Cross Cultural*. Rawat Publications, Jaipur, 2005.
- Maxine Molyneux and Shahra Razavi, *Gender, Justice, Development and Rights*, Oxford: Oxford University Press, 2002
- Mazumdar, V. *Emergence of women's question and role of women's studies*. New Delhi: Centre for Women's Development Studies, 1985.
- Menon, Nivedita., Menon (ed.), *Gender and Politics*, Delhi: Oxford University Press, 1999
- Oakley, Ann., *Sex, Gender and Society*. Ashgate Publishing, Ltd, 2015 Pappu,
- Omvedt, Gail., "Patriarchy and Matriarchy", *Feminist Concepts Series*, SNDT, Bombay, 1986
- Rekha. "Constituting a Field: Women's Studies in Higher Education." *Indian Journal of Gender Studies* Vol 9, Issue 2. 2002.
- Sen, Sujata., *Gender Studies*. Pearson. 2012 Sharma, Ashmita., "Why Women Studies? Contemporary Relevance and Future Discourse". *Economic and Political Weekly* Vol.52, Issue No. 21, 27 May, 2017
- Walby, Sylvia., *Theorising Patriarchy*, Oxford, Basil Blackwell. 1997

SEMESTER III

Course Code: MDC- 212

Course Title: FINANCIAL LITERACY

(Total Credits -3 /Total Marks –75)

Course Objective

- To provide the importance of financial literacy and impart financial literacy among students.

Learning Outcome

At the end of the course students are able to

- interpret the conceptual and analytical framework of financial planning process and the different financial instrument available
- identify the various approaches available to invest with a view to create wealth
- discover the knowledge and skills to be effective managers of financial resources.

UNIT – I: Introduction to Financial Literacy

- Introduction: Financial Literacy- Meaning, Importance and Components of Financial Literacy;
- Distinction between Saving, Investment and Insurance, PAN, KYC, PRAN (NPS),
- Types of Bank account, e-Payment Gateways.

UNIT- II: Investment and Insurance Investment

- Meaning, Risk and return principle of Investment, Investment Avenues: shares, debentures, Bonds and Mutual Funds, Demat Account.
- Insurance services: Life Insurance, Life insurance Policies, Term insurance and Endowment Policies, Pension Policies, Health Insurance, ULIP, Property insurance and general Insurance.

UNIT -III: Other Financial Products

- Other Financial Products: Kissan Vikas Pathra, NSC, PPF, Senior Citizen Savings Scheme, Sukanya Samridhi Yojana Account.
- Simple Family Budget: Meaning importance and preparation of cash Budget, meaning of income and expenditure, Sources of income, knowing your Tax liability.

**Internal Test/Assignment/Seminar/
External**

19 Marks
56 Marks

Suggested Readings (Latest Edition):

Avadhani, V. A. Investment Management. Mumbai: Himalaya Publishing House Pvt. Ltd.

Chandra, P. Investment Game: How to Win. New Delhi: Tata McGraw Hill Education.

Guruprasad, B G, Financial Literacy, Sapna Book House

Kothari, R. Financial Services in India-Concept and Application. New Delhi: Sage
Publications India Pvt. Ltd.

Milling, B. E. The Basics of Finance: Financial Tools for Non-Financial Managers. Indiana:
Universe Company.

Mittra, S., Rai, S. K., Sahu, A. P., & Starn, H. J. (2015). Financial Planning. New Delhi:
Sage Publications India Pvt. Ltd.

Patidar Vijay, Awareness on Financial Literacy, Notion Press

Singh Amit Kumar, Financial Literacy, Taxman Publication

Zokaityte, A. Financial Literacy Education. London: Palgrave Macmillan.

SEMESTER III

Course Code: MDC- 213

Course Title: NATIONAL SERVICE SCHEME

(Total Credits -3 /Total Marks –75)

Course Objectives

- To develop a Comprehensive Understanding of NSS Principles and Organizational Structure
- To promote the importance of volunteerism, leadership, and the role of youth as agents of social change,
- To participate in and report on practical activities, regular events, and special camps focusing on disaster management, environmental issues, health issues, social issues, and road safety.

Learning outcome

At the end of the course students will be able to

- interpret the objectives and mission of NSS
- build on the spirit of volunteerism and development of leadership qualities
- extend their services to educational institutions and the community and to act as catalytic agents of social change.

Unit – I: Introduction and Basic Concepts of NSS

- Fundamentals of NSS; Aims & objectives of NSS
- Emblem, flag, motto, song, badge and NSS Day
- Organizational structure, roles and responsibilities of various NSS functionaries
- Regular Activities, Special Camps and Day Camps, Blood donation

Unit – II: Youth and Volunteerism

- Definition, profile of youth, categories of youth; Youth as an agent of social change
- Definition, need and importance of volunteerism
- Meaning, types and importance of leadership
- Concept of Shramdan in NSS

Unit - III: Practical

Regular activities / Special camps and report submission on the following selected themes:

- Disaster management
- Environmental issues; Health issues and Social issues
- Road safety

Internal Test/Assignment/Seminar/

19 Marks

External

56 Marks

Suggested readings

1. National Service Scheme Manual (Revised). Ministry of Youth Affairs and Sports. 2006
2. Andy Forlong and Fred Cartmel. Young People and Social Change: New Perspective, McGraw-Hill Education, 2006
3. <https://www.thebetterindia.com/140/national-service-scheme-nss/>

SEMESTER III

Course Code: MDC- 214

Course Title: PHYSICS AROUND US

(Total Credits -3 /Total Marks –75)

Course Objectives

The course aims to provide knowledge of the basic laws of physics governing familiar Phenomena and different physical activities in our daily lives.

Learning Outcomes

Upon successful completion of this course, the students will be able to

- explain the fundamental units and compare the scale of objects in the Universe, ranging from the smallest particles to the largest structures
- demonstrate motion with the help of Newton's laws
- outline the concept of gravity using Newton's Law of Gravitation and it's application in launching a satellite
- utilise the laws of reflection to predict image formation by spherical mirrors and the laws of Refraction to predict image formation by spherical lenses and bending of objects in water.
- interpret the basic idea of waves and their properties.
- apply the basic concepts of static electricity and magnetism and some of their applications.
- identify electromagnetic waves and their importance in communication systems.

Unit I

- Basic idea of fundamental units and their dimensions, Scale of objects in the Universe from the smallest to the biggest, Scalar and Vector quantities with examples.
- Concept of motion, Understanding of Speed, Velocity, and Acceleration, Idea of inertia, Idea of momentum as a measure of motion, Force as the cause of motion, Newton's laws of motion and their applications in daily life, Newton's Law of Gravitation, Acceleration due to gravity, Mass and weight, Apparent weight, Weightlessness, Escape

velocity, Rotational motion, Torque, Introductory idea of Centripetal and Centrifugal forces, Kepler's Law of Planetary motion, Natural and Artificial satellites.

- Concept of Work, Energy, and Power, Potential and Kinetic energies. Law of conservation of energy and its applications in everyday activities, Thermal energy, Temperature, Different temperature scales – degrees Celsius, Fahrenheit, and Kelvin. Density, Pressure, Statement of Archimedes principle and Bernoulli's theorem and their applications.

Unit II

- Elementary ideas of Reflection, Refraction, Refractive index, Total internal reflection, Interference, Diffraction, Scattering, and their examples in daily life: Apparent depth, Blue colour of the sky, Twinkling of stars, Mirages, Sparkling of diamonds, Primary and Secondary rainbows, Optical fibres.
- Spherical mirrors (Concave and convex mirrors) and their applications, Lenses: Focal length, Power of a lens, Defects in the human eye – Myopia, Hypermetropia, Presbyopia, and Astigmatism and their corrections by the lens.
- Wave motion, Properties, and illustrations of longitudinal and transverse waves, Basic idea of Frequency, Wavelength, and Amplitude. Sound waves and their propagations, Echo, Doppler Effect (qualitative idea).

Unit III

- Elementary idea of electric Charge, Voltage, and Current (DC and AC), Ohm's law and simple electrical circuits containing active and passive elements, Electrical Power, Commercial unit of electrical energy, Power rating of household appliances, BEE star rating.
- Elementary idea of Magnetism, Different types of magnetism, Earth's magnetic field and magnetic compass, Basic idea of Faraday's law of electromagnetic induction and its applications, Induction cooker and transformer.
- Electromagnetic (EM) waves: Speed of EM waves, Characterisation of EM waves based on frequency, wavelength, and energy. Electromagnetic wave spectrum, Use of electromagnetic waves in communications, e.g., TV, Mobile Phones, FM Radio.

**Internal Test/Assignment/Seminar/
External**

19 Marks
56 Marks

Suggested readings: (All latest editions)

Beiser Arthur, Fundamentals of Physics with Applications, McGraw Hill Education.

Ernest M Hanley and J Gregory Dash, World Scientific. Physics Around Us: How & Why Things Work, Paul Karlson, The World Around Us: A Modern Guide to Physics, Kessinger Publishing.

Feynman, R. P. Leighton, R. B. and Feynman M. Sands lectures in Physics Vol. I, II, III. Pearson Education.

Griffith, W. Thomas Physics of Everyday Phenomena, McGraw Hill.

Verma, H. C. Concept of Physics, Bharati Bhawan.

SEMESTER III

Course Code: MDC- 215

Course Title: DEVELOPMENT OF EDUCATION IN NORTH-EAST INDIA

(Total Credits -3 /Total Marks –75)

Course Objectives

- To explain the evolution and status of Education in North-East India
- To identify the problems and issues of Education in North-East India
- To state the contributions of Traditional knowledge and skills for Education in North-East India.

Learning Outcomes

At the end of the course, students will be able to

- examine the evolution and status of education.
- identify the issues and problems of the current system of education in Meghalaya.
- demonstrate the traditional knowledge practices and examine their uses in education.

Unit I: Evolution and Status of Education in North-East India

- Evolution of education in pre-Independence India
- Role of Samagra Shiksha Abhiyan (SSA)
- Status of education in free India
- Present status of literacy and education in Meghalaya

Unit II: Problems and Issues of education in North-East India

- Problems and Issues of education at the primary level
- Problems and Issues of education at the secondary level
- Problems and Issues of education at the higher education level
- Problems and Issues of technical and vocational education in Meghalaya

Unit III: Contribution of traditional knowledge and skills for Education in North-East India

- Role of traditional institutions in Education
- Indigenous knowledge system according to NEP 2020-concept and features
- Traditional knowledge practices and their uses in education
- Role of Education in the diverse culture of the regions in Meghalaya

Activity (Any one)

1. Write a report in the festivals of your state.
2. Assignment from any topic of the syllabus.

3. Create a short reel/video on the diverse traditional costumes of the people of North-East.
4. Assignment on the role of education in promoting traditional knowledge.

Internal Test/Assignment/Seminar/

19 Marks

External

56 Marks

Suggested Reading:

Bhattacharjee, J.B. Sequence of Development in North-East-India. Anoniol publisher, New Delhi, 1989.

Biswas. N.B. Education in Arunachal Pradesh: A Historical Profile. Arunachal Review. Vol-1YNo.7. 1992.

Bhagabati, N., & Goswami, D. (2010). Status of elementary teacher training in Assam. Paper presented in the Workshop jointly organized by UNICEF-i-CAT (IGNOU). Guwahati.

Goswami, D (ed).(2014). Education in North-East India. Guwahati: DVS Publication Guwahati Assam.

Goswami. D. Literacy and Development with Special Reference to North-East India. Guwahati : DVS Publication, Assam.

Goswami. D. (2011). Higher Education In India: Growth, Expansion & Issues. Guwahati : DVS Publication, Assam.

Konwar, S., & Gogoi, O. (2009). Impact of CPE (certificate in primary education) program on capacity building of elementary teachers in Assam. A report of SSA Axom sponsored study.

Homchoudhury, S. (2008). Teacher management issues in Mizoram. In P. Panda (Ed.), An article in teacher management. NUEPA, New Delhi (under print).

Lyndem, B., & Bhattacharjee, D. S. (2005). Elementary and mass education in north east India. Guwahati: DVS Publishers.

Mehta, A. C. (2010). Elementary education in India. Analytical Report 2007-2008. NUEPA, New Delhi.

North East India Education Society. Journal of the North East India Education Society. North East India Education Society. Proceedings of the Annual Conferences & Seminars.

R.P Tiwari. Problems of Education in North East India. Vikas Brothers, Ludhiana.

SEMESTER III

Course Code: AEC- 220

Course Title: CRITICAL READING

(Total Credits -2 /Total Marks –50)

Introduction

The Course aims to help students acquire the skills of close critical reading and analysis of texts from various genres of prose writing. Select narrative exercises have been chosen from various contexts, for introducing students to the strategies of reading.

Course Objectives

- The course seeks to enable students to strengthen their critical reading and thinking skills and improve their academic literacy.

Learning Outcomes

- Analyse and interpret readings drawn from different disciplines in the college curriculum and learn to distinguish between the methods authors use in developing their ideas.
- Exhibit proficiency in the reading process through the abilities of annotating, outlining, summarizing and identifying rhetorical devices.
- Interact with the texts they read through carefully listening, writing, conversation, and questioning.

UNIT I Introduction to the Features of Critical Reading

1. Readers create meaning from every text through close reading.
2. Critical readers interact with the texts they read by questioning them, responding to them, and expanding them, usually through writing.
3. To create meaning, critical readers use a variety of approaches, strategies, and techniques which also include the application of their personal experiences and existing knowledge to the reading process.
4. Critical readers actively refer to other texts, related to the topic of their investigation.

The above features of critical reading may be elaborated and explained with the help of the following essays:

1. “Research and Critical Reading” by Pavel Zemilansky (from Oregon Writes Open Writing Text by Jennifer Kepka 2016).
2. “Introduction” by David Bartholomae and Anthony Petrosky (from Ways of Reading by David Bartholomae et al eds., 2008).

UNIT II Critical Reading in Practice

(* Teachers may choose any 2 out of the 4 prescribed texts)

1. “The Tell-Tale Heart” by Edgar Allan Poe
2. “We Too Are Human Beings” by Bama (From Karukku)
3. “The Coming of the Martians” by H. G. Wells (From The War of the Worlds)
4. “Stories”, (Part –I, No.5) by Amitav Ghosh (From The Great Derangement: Climate Change and the Unthinkable).

Note for Teachers:

*Critical reading practice in Unit II is meant to introduce students to thematic and stylistic variations across different genres of prose writing. For internal assessment, evaluation may be made on the basis of how students apply critical and evaluative skills in their presentations and written assignments.

Internal Test/Assignment/Seminar/

12.5 Marks

External

37.5 Marks

Suggested Readings:

Bartholomae, David and Anthony Petrosky, Eds.(2008) Introduction. Ways of Reading. 8th Ed. New York: Bedford/St. Martin's.

Brent, Douglas. 1992. Reading as Rhetorical Invention. National Council of Teachers of English, Urbana, IL.

Kepka, Jenn. (2018) Oregon Writes Open Writing Text. Publisher: Open Oregon Educational Resources. (A Project of Oregon Writes).

Manarin, Karen, Miriam Carey, Melanie Rathburn, & Glen Ryland (2015). Critical Reading in Higher Education: Academic Goals and Social Engagement. Bloomington, Indiana : Indiana University Press.

Martin, Janette.(2004). “Developing ‘Interesting Thoughts:’ Reading for Research.” In Research Writing Revisited: A Sourcebook for Teachers, eds. Pavel Zemliansky and Wendy Bishop, Heinemann, Portsmouth, NH. (3-13).

SEMESTER III

Course Code: AEC- 221

Course Title: INTRODUCTION TO ACADEMIC WRITING (COMMERCE)

(Total Credits -2 /Total Marks –50)

Introduction

The course is designed to help students gain an adequate understanding of the fundamental principles and practices of academic writing, which are applicable across different disciplines. The course entails a comprehensive learning experience through a combination of lectures, discussions, workshops, and practical exercises through which the students will learn important skills and strategies of academic writing, conducting research, constructing arguments, and adhering to the conventions of academic writings. The course has also included literary texts to provide rich examples of language use, including vocabulary, syntax, figurative language, and rhetorical devices.

Course Objectives

- To equip students with the fundamentals of academic writing skills for the students in commerce.
- To familiarize students with various writing strategies and techniques commonly employed in scholarly discourse.
- To cultivate critical thinking and analytical skills through engagement with academic texts and writing assignments.

Learning Outcomes

- Students will learn the basic skills of academic writing.
- Students will become familiar with various writing strategies and techniques commonly employed in scholarly discourse
- Students will develop their ability to construct coherent and well-structured arguments supported by evidence and research
- Students will foster an awareness of audience, purpose, and context in writing tasks relevant to commerce students.

UNIT I

Understanding Academic Writing

- Distinction between academic and non-academic writing
- Key elements of academic writing: clarity, coherence, and precision
- Overview of the writing process: planning, drafting, revising, and editing

Structuring Academic Essays

- Introduction to essay structure: introduction, body paragraphs, conclusion
- Organizing ideas logically and coherently
- Incorporating evidence and examples to support arguments

Business Writing and the Internet

- Social media and Impact on Writing
- Using AI tools for Writing

UNIT II Types of writing, business correspondences, and presentations

- Drafting notes, memos, circulars and notices
- Drafting reports, minutes, emails and letters
- Designing and delivering PowerPoint Presentations
- Writing research articles

Short biographies: (Any One of the two biographies)

- Steve Jobs
- JRD Tata (In S. E. Forum, Prism)

Poem:

- Tanure Ojaide: “Doors of the Forest”. Essay
- Vandana Shiva: “From Qanta to the Seed” (from The Vandana Shiva Reader)

Internal Test/Assignment/Seminar/

12.5 Marks

External

37.5 Marks

Suggested Reading

Anderson, M. (2010). Critical Thinking, Academic Writing and Presentation Skills: MG University Edition. Pearson Education.

Bovee, C. L., Hill, J. V., & Raina, R. L. (n.d.). Business Communication Today. 2021: Pearson Education.

- Chaturvedi, P., & Chaturvedi, M. (2017). *Business Communication*. Pearson Education.
- Forum, S. E. (2017). A Brief Biography of JRD Tata. In S. E. Forum, *Prism* (pp. 20-27). New Delhi: Cambridge University Press.
- Isaacson, W. (2015). *Steve Jobs (PB): The exclusive biography*. Abacus.
- Lala, R. M. (2017). *Beyond The Last Blue Mountain: A Life of JRD Tata*. Penguin Random House India.
- Ojaide, T. (2010). *The Beauty I Have Seen. A Trilogy*. Malthouse Press.
- The Vandana Shiva Reader, The University Press of Kentucky, 2015.

SEMESTER III

Course Code: AEC- 222

Course Title: INTRODUCTION TO ACADEMIC WRITING (ARTS)

(Total Credits -2 /Total Marks –50)

Introduction

The course is designed to help students gain a adequate understanding of the fundamental principles and practices of academic writing, which are applicable across different disciplines. The course entails a comprehensive learning experience through a combination of lectures, discussions, workshops, and practical exercises through which the students will learn important skills and strategies of academic writing, conducting research, constructing arguments, and adhering to the conventions of academic writings. The courses have also included literary texts to provide rich examples of language use, including vocabulary, syntax, figurative language, and rhetorical devices.

Course Objectives

- To equip students with the fundamentals of academic writing skills for the students in humanities.
- To familiarize students with various writing strategies and techniques commonly employed in scholarly discourse.
- To cultivate critical thinking and analytical skills through engagement with academic texts and writing assignments.

Course outcomes

- Students will learn the basic skills of academic writing.
- Students will become familiar with various writing strategies and techniques commonly employed in scholarly discourse.
- Students will develop their ability to construct coherent and well-structured arguments supported by evidence and research.
- Students will foster an awareness of audience, purpose, and context in writing tasks across different disciplines within the humanities.

UNIT I

Understanding Academic Writing

- Key elements of academic writing: conventions, clarity, coherence, and precision
- Introduction to essay structure: introduction, body paragraphs, conclusion

Essay Structure and Organization

- Techniques for formulating clear and focused thesis statements
- Organizing ideas logically and coherently

Critical Thinking & Academic Writing

- Analysing and evaluating arguments
- Evaluating sources for credibility and relevance

Writing research papers

- Introduction to writing research papers
- Utilizing library resources and databases effectively
- Understanding academic integrity and avoiding plagiarism

UNIT II

Study of sample texts for writing book reviews

- An essay by Oscar Wilde, Lecture to Arts Students
- An essay by George Orwell, Why I Write

Writing assignments

- Students will work on a few writing assignments, applying the skills and concepts learned throughout the course. This may include an academic essay, research paper, or case study analysis.

**Internal Test/Assignment/Seminar/
External**

12.5 Marks
37.5 Marks

Suggested Reading

Anderson, M. (2010). *Critical Thinking, Academic Writing and Presentation Skills*: MG University Edition. Pearson Education.

Kumar, R. (2023). *Research Methodology: a step-by-step guide for beginners*. Sage Publications Pvt. Ltd.

- Murray, R. (2006). *The Handbook of Academic Writing: A Fresh Approach*. Open University Press.
- Thomson, P. (2023). *Refining Your Academic Writing: Strategies for Reading, Revising and Rewriting (Insider Guides to Success in Academia)*. Routledge.
- Orwell, G. (2004). *Why I Write*. Penguin Books Ltd.
- Wilde, O. (1913). *Essays and Lectures (Fourth ed.)*. London: Methuen & CO. LTD. Retrieved from <https://www.gutenberg.org/files/774/774-h/774-h.htm#page197>

SEMESTER III

Course Code: SEC-230

Course Title: INTRODUCTION TO TRANSLATION

(Total Credits – 3/Total Marks –75)

Introduction

The Introduction to Translation Course will introduce students to the basic concepts of translation, cultural and linguistic aspects, practices, ethics and tools of translation. Through a combination of lectures, discussions, and practical exercises, students will develop foundational skills in translating texts from a source language to a target language while considering linguistic, cultural, and contextual factors.

The course will cover key select translation theories, techniques, and strategies, as well as ethical considerations and professional standards in the field of translation. The course will include the study of texts translated into English from other languages. This exercise will provide students with the opportunity to gain a deeper understanding of the principles and processes involved in the translation of text from one language to another. Such an exercise offers numerous benefits, both for language learners and aspiring translators. It enriches students' language skills, cultural understanding, and critical thinking abilities, while also preparing them for careers in translation and related fields.

Course Objectives

- To introduce students to the fundamental principles of translation.
- To introduce students to the cultural, linguistic, and contextual aspects influencing translation decisions.
- To develop basic proficiency in translating texts from a source language to a target language. Learning Outcomes
- Students will be able to comprehend and define the fundamental concepts of translation.
- Students will gain knowledge about the professional responsibilities that come with being a translator
- Students will be able to translate brief texts from one language to another with supervision.

UNIT 1

- Meaning and Definition of Translation
- Qualities of a Good Translator.
- Textual Analysis and Translation Strategies.

UNIT II

- Cultural Aspects of Translation.
- Translation Tools and Resources.
- Importance of Translation in the present age.

UNIT III

Practical Aspects

- Study of sample texts translated to English.
 - a. Stories by Anton Chekhov translated by Multiple translators (Kindle Edition)
 - b. Stories by Rabindranath Tagore translated by
 - (a) Riddhi Maitra (Kindle Edition)
 - (b) S. Mukherjee (Kindle Edition)

Internal Test/Assignment/Seminar/

19 Marks

External

56 Marks

Suggested Readings

Baker, M. (2011). *In Other Words: A Coursebook on Translation*. Routledge.

Chekhov, A. (2015). Chekhov, A., West, J., Hawthorne, J., Fell, M., Bernstein, H., Seltzer, T. Lewis, B. R. (2015). *Anton Chekhov: The Collected Novellas and Short Stories in Multiple Translations (Unabridged)*. (J. West, J. Hawthorne, M. Fell, H. Bernstein, R. E. Long, T. Seltzer, . . . B. R. Lewis, Trans.) e-artnow ebooks.

Robinson, D. (2019). *Becoming a Translator: An Introduction to the Theory and Practice of Translation*. Routledge.

Rusk, J. (1999). 201 Stories by Anton Chekhov. Retrieved April 28, 2024, from [www.ibiblio.org: https://www.ibiblio.org/eldritch/ac/jr/](https://www.ibiblio.org/eldritch/ac/jr/)

Shastri, P. D. (2012). *Fundamental Aspects of Translation*. Prentice Hall India Learning Private Limited.

Tagore, R. (2020). *3 Stories: Rabindranath Tagore*. (R. Maitra, Trans.) BEE Books E- Book.

Tagore, R. (2020). *Tender Tales: Three short stories originally written in Bengali*. (S. Mukherjee, Trans.) Amazon.

SEMESTER-III

Course Code: SEC-231

Course Title: ENGLISH LANGUAGE EDUCATION (ELE)

(Total Credit- 3/ Total Marks 75)

Introduction

This paper aims to provide learners with the basic and introductory understanding of the field of English Language Education (ELE). It will provide learners with an overview of the principles involved in language teaching, the theories, and the approaches and methods of language teaching.

Course Objectives

- To familiarize learners with the concepts and key issues related to the field of ELE
- To provide an in-depth understanding on the importance of language learning and teaching

Learning Outcomes

By the end of the course, learners should be able to

- gain a substantial understanding of the concepts and key issues related to the field of ELE
- apply the concepts that they have learned in authentic situations

UNIT I: Principles of Language Teaching

- Definition of language; Characteristics of language;
- Theories about the Origin of Language – Divine Source theory; Language and communication;
- Communicative functions of language;
- Verbal and Non-Verbal Communication.

UNIT II: Theories of Language Teaching and Learning

- Behaviourism [B. F. Skinner's Verbal Behaviour] Mentalism/Generative Theory
- Noam Chomsky's Theory in Acquisition/Learning

- Functional Approach Del Hymes' Communicative Competence
- Krashen's Monitor Model

UNIT III: Approaches and Methods of Language Teaching

- Traditional Approaches - The Grammar Translation Method; The Reform Movement; The Direct Method; The Oral Approach; The Audio-Lingual Method.
- Current Approaches - Communicative Language Teaching: Collaborative Learning, Task- Based Learning

Internal Test/Assignment/Seminar/

19 Marks

External

56 Marks

Essential Readings

Brown, H. D. (2000). Teaching by principles: An Interactive Approach to Language Pedagogy. 2nd ed. New York: Longman.

Richards, J. C., and Rodgers, T. S. (2001). Approaches and Methods in Language Teaching. 2nd ed. New York: Cambridge University Press.

Suggested Readings

Brumfit, C. J. (1984). Communicative Methodology in Language Teaching. Cambridge: Cambridge University Press.

Bloomfield, L. (1933). Language. New York: Holt, Rinehart and Winston.

Larsen, F. D. (2000). Techniques and Principles in Language Teaching. 2nd ed. New York: Oxford University Press.

SEMESTER-III

Course Code: SEC-232

Course Title: CONFLICT RESOLUTION

(Total Credit- 3/ Total Marks 75)

Course Objectives

To understand the nature of conflict situations and resolution methods using an interdisciplinary approach. It is designed to provide a vibrant learning environment about political and social conflict resolutions.

Learning Outcomes

At the end of the course students are able to

- examine the innovative ways of understanding conflict issues by imparting knowledge and skills of managing and resolving conflicts through various relevant techniques.

Unit I: Introduction of Concepts

- Concepts: Conflicts, Conflict Management, Conflict Resolution and Conflict Transformation, Peace Building.

Unit II: Understanding the Sources of Conflict

- Sources of Conflict: Ideology, Economic, Ethnic and Religious factors.

Unit III: Application of Method of Conflict Resolution

- Methods of Conflict Resolution: Negotiations, Trust Building, Mediation, Gandhian Methods- Satyagraha, Ahimsa

Internal Test/Assignment/Seminar/

19 Marks

External

56 Marks

Suggested Readings

- Barash D. and Webel, C., Peace and Conflict Studies, London: Sage Publication, 2009.
- Bercovitch, J., Kremenyuk, V. and Zartman I., (eds.), The Sage Handbook of Conflict Resolution, London: Sage Publications, 2009.
- Billon, P. Le, 'Economic and Resource Causes of Conflicts', in J. Bercovitch, V. Kremenyuk and I. Zartman (eds.) The Sage Handbook of Conflict Resolution, London: Sage Publications, 2009.
- Burgess H. and Burgess, G., Conducting Track II, Washington D.C: United States Institute of Peace, 2010.

- Davies J. and Kaufman E., (eds.), *Second Track/Citizens' Diplomacy: Concepts and Techniques for Conflict Transformation*, Rowman & Littlefield: Maryland, 2003.
- Kadayifci-Orellana, Ayse S., 'Ethno-Religious Conflicts: Exploring the Role of Religion in Conflict Resolution', in J. Bercovitch, V. Kremenyuk and I. Zartman (eds.) *The Sage Handbook of Conflict Resolution*, London: Sage Publications, 2009
- Lederach, J., *The Little Book of a Conflict Transformation*, London: Good Books, 2003
- Lund, M., 'A Toolbox for Responding to Conflicts and Building Peace', in Reychler L. and Paffenholz, T. (eds.), *Peace-Building: A Field Guide*, Boulder: Lynne Rienner, 2001.
- Mason S., and Siegfried, M., *Debriefing Mediators to Learn Their Experiences*, Washington D.C: United States Institute of Peace, 2010.
- Mitchell, C. 'Beyond Resolution: What Does Conflict Transformation Actually Transform?', in *Peace and Conflict Studies*, 9:1, May 2002.
- Ramsbotham, O, Woodhouse T. and Miall H., 'Understanding Contemporary Conflict', in *Contemporary Conflict Resolution*, (Third Edition), Cambridge: Polity Press, 2011
- Rubenstein, R., 'Sources', in S. Cheldelin, D. Druckman and L. Fast (eds.) *Conflict: From Analysis to Intervention*, London: Continuum, 2003.
- Ryan, S., 'Conflict Management and Conflict Resolution', in *Terrorism and Political Violence*, 2:1, 1990
- Sandole, D., 'Typology' in S. Cheldelin, D. Druckman and L. Fast (eds.) *Conflict: From Analysis to Intervention*, London: Continuum, 2003.
- Saunders, H., *A Public Peace Process: Sustained Dialogue to Transform Racial and Ethnic Conflicts*, Palgrave Macmillan: New York, 1999.
- Schirch, L., *The Little Book of Strategic Peacebuilding*, London: Good Books 2004.
- Smith A. and Smock, D., *Managing A Mediation Process*, Washington D.C: United States Institute of Peace, 2010.
- Steger M., 'Peacebuilding and Non-Violence: Gandhi's Perspective on Power', in D. Christie, R. Wagner and D. Winter, (eds.), *Peace, Conflict, and Violence: Peace Psychology for the 21st Century* Englewood Cliffs, New Jersey: Prentice-Hall, 2001.
- Wallenstein, P. 'Armed Conflicts', in *Understanding Conflict Resolution*, (Third Edition), Sage, London, 2012.
- Wallenstein, P., *Understanding Conflict Resolution* (2nd ed.), London: Sage Publications, 2007.
- Webel C. and J. Galtung J., (eds.), *The Handbook of Peace and Conflict Studies*, London: Routledge. Toolkits by United States Institute of Peace, 2007.
- Zartman I. and Soto, A. De, *Timing Mediation Initiatives*, Washington D.C: United States Institute of Peace, 2010.
- Zartman, W. "Dynamics and Constraints", in William Zartman (ed.), *Elusive Peace: Negotiating an End to Civil Wars*, Washington: The Brookings Institute, 1995.

SEMESTER-III

Course Code: SEC-233

Course Title: GOODS AND SERVICE TAX (GST)

(Total Credit- 3/ Total Marks 75)

Course Objective:

To provide the students the concepts, definitions and terms related to Goods and Service tax (GST) and enable the students to compute the Goods and Service Tax (GST)

Learning Outcome

At the end of the course students are able to

- explain the GST law in the country
- compute GST
- identify the compliances related to documentation under the new indirect tax regime.

UNIT- I: Introduction

- Constitutional framework of Indirect Taxes before GST (Taxation Powers of Union & State Government);
- Concept of VAT: Meaning, Variants and Methods;
- Major Defects in the structure of Indirect Taxes prior to GST; Rationale for GST;
- Structure of GST (SGST, CGST, UTGST & IGST); GST Council, GST Network, State Compensation Mechanism, Registration under GST.

UNIT- II: Levy and collection of GST

- Taxable event- “Supply” of Goods and Services; Place of Supply: Within state, Interstate, Import and Export; Time of supply;
- Exemption from GST: Small supplies and Composition Scheme;
- Classification of Goods and Services: Composite and Mixed Supplies.
- Valuation of goods for GST- Valuation Rules, taxability of reimbursement of expenses and computation of GST.

UNIT- III: Input Tax Credit

- Eligible and Ineligible Input Tax Credit; Apportionments of Credit and Blocked Credits;
- Tax Credit in respect of Capital Goods; Recovery of Excess Tax Credit;
- Availability of Tax Credit in special circumstances; Transfer of Input Credit (Input Service Distribution);
- Payment of Taxes; Refund; TDS, TCS. Reverse Charge Mechanism, filing of GST returns.

(This Paper will have practical component of 14 marks. Practical of the paper shall be taught using offline utilities and relevant Government official websites which include: 1) Online registration process; (2) Annual Return filling for composition and ordinary dealers, outward and inward supply; (3) Generation of e-way bill.

**Internal Test/Assignment/Seminar/
External**

19 Marks
56 Marks

Suggested Readings (Latest Edition):

Vinod K Singania, Indirect Taxes, Taxmann's Publications, New Delhi

Mehrotra H.C, Indirect Taxes, Sahitya Bhavan Publications, New Delhi

Rajat Mohan C A, Illustrated Guide to Goods and Service Tax, Bharat Publications

Datey, V S All about GST, Taxmann Publications.

Vandana Bangar and Yogendra Bangar, Beginner's Guide to GST, Aadhya Prakashan Bangar
Gupta, S.S. , GST- How to meet your obligations, Taxmann Publications

SEMESTER-III

Course Code: SEC-234

Course Title: ANALYTICAL THINKING

(Total Credit- 3/ Total Marks 75)

Course Objectives

- To introduce the basic concept of sets, relations, and mathematical logic.
- To develop critical and logical thinking in solving mathematical problems.

Learning Outcomes

- After the completion of this course, the learner will be able to:
- Apply concepts of sets, types of sets, and Venn diagrams
- Solve problems relating to probability and combinatorics
- Analyse a logical statement
- Differentiate between a logical statement and an ordinary statement

Unit I: Sets and Relations (15 hours)

- Representation of sets- finite and infinite, subsets and equality of sets, power set, cardinality of a set.
- Venn diagrams, operation on sets- union, intersection, difference, symmetric difference, complement;
- Algebra of sets, ordered pair, cartesian product; Relations- symmetric, reflexive, transitive, antisymmetric, equivalence class, partition of sets.

Unit II: Combinatorics and Probability (15 hours)

- Basic principle of counting, Factorial notation, Binomial theorem, permutation, permutations with repetitions, circular permutations;
- Combinations, combinations with repetitions, Restricted combination;
- Probability, Addition rule of probability, conditional probability, Multiplication rule of probability.

Unit III: Mathematical Logic (15 hours)

- Introduction, propositions, truth table, negation, conjunction and disjunction. Implications, biconditional propositions, converse, contrapositive, and inverse propositions and precedence of logical operators.
- Propositional equivalence: Logical equivalences. Predicates and quantifiers: Introduction, Quantifiers, Binding variables and Negations

**Internal Test/Assignment/Seminar/
External**

19 Marks

56 Marks

Suggested Readings

Chakraborty, S.K.& Sarkar, B.K. Discrete Mathematics, First Edition, Oxford University Press (2011).

Mollah, S.A. Numerical Analysis and Computational Procedures Eighth Edition, Books & Allied (P) Ltd (2022).

Chaudhary, M; Sharma, V; &Yadav, P. Elements of Discrete Mathematics First Edition, Sultan Chand and Sons (2022).

Srivastava, S.M. A Course on Mathematical Logic (2nd Edition), Springer (2013).

Grimaldi, R.P. Discrete Mathematics and Combinatorial Mathematics, Fifth Edition, Pearson Education (2019)