

**FOUR YEAR UNDER GRADUATE (FYUG)**

**PROGRAMME UNDER**

**NEW EDUCATION POLICY, 2020**

**(1<sup>st</sup> and 2<sup>nd</sup> 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)

### 1<sup>ST</sup> 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 <sup>nd</sup> Semester.
SEC				Student to choose one course out of the offered courses by the college under each category
VAC	VAC-104	3	45	Compulsory
<b>Total</b>		<b>20</b>		

### 2<sup>ND</sup> 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 <sup>st</sup> 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
<b>Total</b>		<b>20</b>		

**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*. NewDelhi: OrientBlackswan.

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 6<sup>th</sup> Edition , Prentice Hall India Learning Private Limited, 2014.
2. Morris. M. Mano, *Digital Logic and Computer design*, 3<sup>rd</sup> Edition, Prentice Hall India 2002.

**Reference Books:**

1. Malvino& Leach, Digital Computer and Applications, 4<sup>th</sup> Edition, Tata Mc-Graw Hill Company, 2015.
2. Reema Thareja, Fundamentals Of Computers 2<sup>nd</sup> 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.

Tarbuck, 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*. Humberg: 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](http://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.

**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.

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<b>UNIT I</b>	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
<b>UNIT II</b>	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
<b>UNIT III</b>	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.
<b>Practical</b>	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. Antarjatic Dwanimulak Barnamala (IPA)

### **Suggested Reading:**

1. Sadharan Bhasa bigyan o Bangla Bhasha – Rameswar Shaw.
2. Bhasar Itibritta \_ Sukumar Sen.
3. Bhasa bidye 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 gittamgipa 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-jotania namroroani bidingo skie ra·gen. Ia course poraigiparangna sea-jotania 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 (1<sup>st</sup> 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. *Shakespeareani Golporang* (Othello). Miranda Library, Tura, (yearnot mentioned)
- Phillips, E.G. *A·chik Grammar*, Tura Book Room, Tura, 1991 (7<sup>th</sup> Ed)
- Sangma, Brucellish K. *Sea Jotani Bidingo Seanirang*, Author, Tura, 2005
- Sangma, Milton S. & Julius L.R. Marak *Aganmeapa*, Authors, Tura, 1989 (2<sup>nd</sup> Ed)
- Sangma, Mihir N. :*Pagitchamni Ku·bisring*, Author, Guwahati, 1982

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

(Contact Hours: 45, Credtrs-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 ïa ki khubor na ka thaiñ bad na ka Ri.

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

**Ki jingthoh kiba ïadei 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:6<sup>th</sup> 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 U Kpa*. 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 tawngtihhausak 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: लेख्दा 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 लेख्दा 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 गर्ना(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 सिक्रे 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 पाउन। (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, DehraDun.

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 PrahariPrakashan, 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.), ErlingSchøller, 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, 7<sup>th</sup> 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, 6<sup>th</sup> 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.

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<b>UNIT I</b>	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.
<b>UNIT II</b>	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.
<b>UNIT III</b>	Environment: Definition, Global Warming, Acid Rain, Depletion of Ozone Layer, Conservation of Environment. Ecology: Introduction, Component of Ecological System, Forest Ecology, Wildlife, Pollution Control.
<b>Practical</b>	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: Vikas 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 any one 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. *Pebe* 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.

Herpman, 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, 9<sup>th</sup> 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, 7<sup>th</sup> 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, 20<sup>th</sup> 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**            Primary differentiation; Internal structure of the Earth. Earthquakes: Seismic waves and causes. Plate Tectonics: Types of Plate, Plate boundaries and Plate movement.  
**(15 hours)**

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

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

### 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.

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

Donnelly, J. *Universal Human Rights in Theory and Practice* (3<sup>rd</sup> 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 35marks:** *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

Bhallexhorgunagun, 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. *AsamiyaVarnaparakash*.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, 4<sup>th</sup> 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 poraigiparangko 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 nambatatna 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* (1<sup>st</sup> Edn.). Routledge publishers.

Marak, Caroline. 2018. *Studies on Garo and its Cognate Languages*. Anundoram Borooh 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 a traditional Mizo thereby learning life's lessons and values from it.

### **UNIT-1: COMMUNICATIVE LANGUAGE**

(1) Mizo tawngman dan dikleh dik 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 - Roliana Ralte

(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 pyndonkamĭakaktienlyngbaki jingleh jingkambapher bad ban kyntiewĭaka 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 jingktah 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 jingĭakut jong ki jingĭalang.
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., **बिर्सिएको 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।



## 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 संसाधनों 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. Anjane 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.

<b>UNIT</b>	<b>Questions</b>	
	<b>To be set</b>	<b>To be Answered</b>



<b>I</b>	2	1
<b>II</b>	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:**

<b>Theory</b>	<b>Practical</b>
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, 1<sup>st</sup> 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, 4<sup>th</sup> 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, 10<sup>th</sup> 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 Wolinky 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, Hiuntsang, 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           | <i>The Loss of Hindusthan: The Invention of India</i> , Harvard University Press, 2020                            |
| Ahmed,                |   |
| Basham,A. L.,         | <i>A Cultural History of India</i> , Oxford University Press, 1997  |
| -----                 | <i>The Wonder that was India</i> , Rupa, New Delhi, 1994  |
| Chattopadhyaya, B.D., | <i>The Concept of Bharatavarsha and Other Essays</i> , Permanent Black, 2019                                      |
| Dirks, Nicholas       | <i>Castes of Mind: Colonialism and the Making of Modern India</i> , Princeton University Press, New Jersey, 2001. |
| B.,                   |   |
| 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*, Satya Ranjan Dey, 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.