

FOUR YEAR UNDER GRADUATE (FYUG)

PROGRAMME UNDER

NEW EDUCATION POLICY, 2020

(1st and 2nd Semester)



Date of approval in Academic Council - 02.06.2023

STRUCTURE OF THE SYLLABUS, FYUG PROGRAMME, NEP 2020

(Example- Subject: Economics Major and History Minor)

1ST SEMESTER

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

2ND SEMESTER

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

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

SEMESTER I

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

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

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

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

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

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

Learning Outcomes: Students will be able to:

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

UNIT - I

Average- simple and weighted average, Ratio and Proportion.

Percentage, Problems on Time and Distance.

Simple interest- Bank interest – Average rate of interest: interest on installment payment

Compound Interest (With the help of logarithms)

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

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

UNIT - II

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

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

Commission and Brokerage

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

UNIT - III

Statistics: Meaning, Application and Limitations.

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

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

Suggested Readings (Latest Edition)

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

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

Course Objectives (COs):

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

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

Unit- I: Conceptual and Theoretical Aspects

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

Unit- II: Culture and its Attributes

Language
Food
Religion
Technology

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

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

Suggested readings:

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

- Subba, T.B. 2016. *North-East India: A Handbook of Anthropology*. 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 6th Edition , Prentice Hall India Learning Private Limited, 2014.
2. Morris. M. Mano, *Digital Logic and Computer design*, 3rd Edition, Prentice Hall India 2002.

Reference Books:

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

MDC- 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, 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-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.