

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
Understand the concepts and process of Entrepreneurship
Know the importance of entrepreneurship in different context
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

Concept of Environment.

Moral standing of Non-human World

Ecocentrism, Anthropocentrism, Zoo centrism

Unit-II: Deep Ecology

Deep Ecology of Arne Naess.

Ecofeminism

Bioethics

Unit-III: Climate Change

Global Warming and Disaster Resilience.

Ethics of Sustainability

Development Ethics

Suggested Readings

White, Lynn Jr., "The Historical Roots of Our Ecologic Crisis", *Science*, Vol. 155, 1967.

Carson, Rachel, *The Silent spring*, A Mariner Book Houghton Mifflin Company, Boston and New York, 1962.

Naess, Arne, *Selected works of Arne Naess (SWAN)*, Series Editor, Harold Glasser. Alan Drengson, Associate Editor, 10 Volumes. Springer, Netherlands, 2005.

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.

Naess, Arne, "The Shallow and the Deep Ecology Movement", *The Trumpeter*, (tr.), Erling Schøller, Vol 24, Number 1, 2008.

Naess, Arne, "A Defence of the deep ecology movement", *Environmental Ethics*, Vol. 6, 1984.

Norton, Bryan G., "Environmental Ethics and Weak Anthropocentrism", *Environmental Ethics*, Vol. 6, Issue 2, 1984.

Marangos, John, *Alternative Perspectives of a Good Society*, Palgrave Macmillan, New York, 2012.

Sylvan, Richard, "A Critique of Deep Ecology", *Radical Philosophy*, vol.40, 1985.

Watson, Richard A., "A critique of anti-anthropocentric biocentrism", *Environmental Ethics*, 5 (3), 1983.

Henk ten Have, Maria do Céu Patrão Neves, *Dictionary of Global Bioethics*, Springer Cham, Switzerland AG, 2021.

Shiva, Vandana, *Who Really Feeds the World?* Zed Books, London, 2016.

Shiva, Vandana, *Earth Democracy*, Bloomsbury Academic, London, 2016.

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:

- explain the fundamentals of Educational Psychology
- assess individual differences in learning, intelligence, personality and creativity
- 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)

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

References

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

C., A. J. (2014). Essential of Educational Psychology (Third Edition 2014 Ed.). New Delhi:Vilkas Publishing House.

Chauhan, S. S. (2007). Advanced Educational Psychology. New Delhi: Vikas Publishing House Pvt Ltd.

Jeanne Ellis Ormrod, E. M. (2017). Educational Psychology: Developing Learners (9 Ed.).

Pearson.

Jones, J. E. (2018). Essentials of Educational Psychology: Big Ideas to Guide Effective Teaching. Pearson.

Lyn Corno, E. M. (Ed.). (2016). Handbook of Educational Psychology (3rd Edition Ed.).

Mangal, S. K. (2002). Advanced Educational Psychology. New Delhi: Phi Learning Pvt. Ltd.

Mangal, S. K. (2007). Essentials of Educational Psychology. New Delhi: Phi Learning Pvt.Ltd.

Pathak, R. (2011). Research In Education and Psychology: Always Learning. Pearson Education India.

Rao, S. (2002). Educational Psychology. New Delhi: New Age International

MDC-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:

The significance of physical education in overall well-being and to maintain physical fitness.

Basic concept of muscle contraction and the need to have warm-up before the physical exercises.

The sources of energy in the body during physical activities.

Sport injuries and administration of first aids.

The effects of exercises on various physiological systems of our body.

The cardiac cycle and how it is regulated during exercises.

The significance of recreational sports in maintaining good health.

The role of various traditional and modern centers of physical trainings.

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 Akhadhas & 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:

Deshpande SH (1992). Physical Education in ancient India. Bharatiya VidyaPrakashan, India.

Fox EL (1994). Sports Physiology. W.B. Saunders Co. USA.

Guyton AC and Hall JE (1996). Textbook of Medical Physiology, 9th Edition. W.B. Saunders Co., USA.

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.

Hyensmith CW (1966). History of Physical Education. Joanna Cotler Books, USA.

Marieb EN (1995). Human Anatomy and Physiology. Benjamin-CummingsPublishing Company, USA.

Pearce E (1993). Anatomy and Physiology for nurses. Jaypee Brothers, India.

Rice EA, Hutchinson JL and Lee M (1969). A Brief History of Physical Education. Ronald Press, USA.

Seeley RR, Stephens TD and Tate P (2005). Anatomy and Physiology, 7th Edition. McGraw-Hill Higher Education, Australia.

Tortora GJ and Derrickson BH (2017). Introduction to Human Body, 11th Edition. Wiley, USA.

Van Dalen DB and Bennett BL (1971). A World History of Physical Education: Cultural, Philosophical, Comparative, Volume 10, Prentice Hall, USA.

Wakharkar DG (1967). Manual of Physical Education of India. Pearl Publication, India.

Willam JE (2000). The Principles of Physical Education, 8th Revised Edition. W.B.Saunders Co. Ltd, USA.

Wuest DA and Walton-Fisette J (2020). Foundations of Physical Education, Exercise Science, and Sport, 20th Edition. McGraw-Hill, New York.

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* (3rd Edn.), Rawat Publications, Jaipur, 2014.

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

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

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

Goodhart, Michael (ed.), *Human Rights: Politics and Practice*, OUP, Oxford, 2013 Gupta, U.N., *The Human Rights*, Atlantic, 2007.

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

Mishra, Pramod, *Human Rights: Global Issues*, Delhi, Kalauz Publications, 2002. Saksena, I.P. (ed.), *Human Rights, Fifty Years of India's Independence*, Delhi, Gyan, 1999.

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

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

SEC-180: COMMUNICATION SKILLS
(Contact Hrs-45, Credits-3)

Learning Outcomes (LOs):

Comprehending the fundamentals of communication.
Assessing the importance of communication.
Equipping themselves with communication skills.
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:

Andreja. J. Ruther Ford, 2nd Edition, (2011). Basic Communication Skills for Technology. Pearson Education

Anjaneethi & Bhavana Adhikari (2009). Business Communication, Tata McGraw Hill

Baldoni, John (2003). Great Communication Secrets of Great Leaders. Tata McGraw-Hill Publishing Co., New Delhi.

Bhattanagar, O.P., and O.P. Dahama (1980). Education and Communication for Development. Oxford and IBH Publishing House, New Delhi.

Kumar, Sanjay, Pushpalata 1st Edition (2011). Communication Skills, Oxford Press.

Konar, Nira (2022). Communication skills for Professionals, PHI Publishing, New Delhi.

Tuhovsky, Ian (2019). Communication Skills Training: A Practical Guide to Improving Your Social Intelligence, Presentation and Social Speaking, Rupa Publications, New Delhi, India

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:
translate concepts to real life situations
identify the problems and situations
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)

Transforming Negative Self- Talk: Identify the things that triggers negative self-talk, and reframe these thoughts positively and boost confidence.

Maintain a Gratitude Journal by intentionally noticing the positive in the self, in others and the world around.

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:

Have an understanding of e-commerce and

Understand the major issues associated with online marketing, E-finance and Cybersecurity.

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 McGrawHill.

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

**AEC-170: COMMUNICATIVE ENGLISH
(Contact Hours-45, Credits-3)**

Course Objectives:

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

Course Outcomes:

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

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

Unit-I 10 marks, Unit II 30 marks: Listening Skill 10 marks (5X2); Spoken Skill 20 marks(4X5).
Unit III 35 marks: Reading Skill 10 marks; Writing Skill 25 (Introduction to Writing 10; Written Composition 5X3=15; Business writing 5 marks, Formal letters 5 marks)

UNIT I: COMMUNICATION

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

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

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

UNIT II: LANGUAGE SKILLS: LISTENING AND SPEAKING

LISTENING SKILLS
Effective Listening: Introduction

Intensive & Extensive Types of Listening

Hearing vs Listening

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

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

SPEAKING SKILLS

Speech sounds and Phonetic Symbols: Consonants and Vowels

Dialogues and Monologues

Conversation Skills

Types of Conversations: Formal & Informal

Factors Influencing Conversations: Setting, Topic, Attitude & Language

Basic Presentation Skills

Coordinating, Organising and Making a Presentation

Vocabulary Building and Situation-Specifics

UNIT III: LANGUAGE SKILLS: READING AND WRITING SKILLS

READING SKILLS:
Introduction

Types of Reading: Loud Reading and

Silent Reading

Types of Silent Reading: Intensive and Extensive

Reading Techniques: Skimming & Scanning

Reading Comprehension: Unseen Passages

WRITING SKILLS

Introduction to Writing: Print and Digital

Written Composition

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

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

Communication Practice:

Business Writing

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

Formal Letters

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

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.
Narayanawami, 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. 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-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 Īa ki nongpule ba kin sngewthuh Īa ka ktien Khasi bad Īa ki buit ban nang bad ban pyndonkam Īa ka ktien. La saiñdur ruh Īa kane ka phang pule ba kin nang Īa ka kramar bad ban nang ban kren Īa ka ktien. Kane ka phang pule kan pynlah ruh Īakinongpuleba kin pyndonkamiakaktienlyngbaki jingleh jingkambapher bad ban kyntiewiaka sap thoh jong ki.

Ki jingmyntoi na kane ka phang pule:

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

Unit I:

Ka jingdonkam ban pule ia ka ktien Khasi
Ki buit ban nang bad ban pyndonkam ia ka ktien
Ka jingnang ia ka kramar bad ka jingnang ban kren
Ka jingsei ia ki kyntien: *synonyms, antonyms, hyponymy, homonyms, homophone, polysemy*

Unit II:

Ka jingpyndonkam ia ka ktien ha ki khen bapher:
Ka Jingpynbna, KaJingkrenpdang, Ka jingkrenaikhublei, Ka jingpynithuh ia 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 ia ki khubor, ban pule ia ki khubor.

Unit III:

Ban thoh shithi sha ki seng bad ki bor trei kam.
Ban thoh shithi thep kam.
Ban thoh jingtip shaphang ia lade.
Ban thoh ia ki jingiakut jong ki jingialang.
Ban thoh kaiphot halor kano kano ka kam ba la pyndep.

Ki jingthoh kiba iadei 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: KaJingiadeijongka 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.

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:

The general concept of good health and wellness and its significance.

The benefit of exercises for fitness and wellness.

The role of parents and the community for healthy society.

Role of balanced diet and water in maintaining good health and wellness.

The significance of having appropriate life style and body weight management.

Sleep and its health benefits.

Different types of exercise for good health and overall wellness.

How to prevent diseases through general fitness and wellbeing.

Sedentary lifestyle and its harmful impact of health and wellness.

Prevention of cardiovascular diseases and influence of exercise in healthy ageing.

The harmful effects of alcohol, tobacco and drug abuse and addiction management strategies.

The ways of stress management and spirituality.

The concept of yoga and its beneficial effects in health and wellness.

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:

Anspaugh D and Ezell G (2012). Teaching Today's Health, 10th Edition. Pearson; UK.

Balayan D (2007). Swasthya Shiksha Evam Prathmik Chikitsa. Khel Sahitya. Delhi.

Clear J (2018). Atomic Habits, 1st edition. Cornerstone Digital, San Diego, California.

Debnath M (2007). Basic Core Fitness through Yoga and Naturopathy. Sports Publication, India.

Dougherty NJ et al. (2002). Sport, Physical Activity and the Law. Sagamore Pub. Champaign, USA.

Driskell JA and Wolinsky I (2002). Nutritional Assessment of Athletes. CRC Press, Boca Raton, USA.

Greenberg JS Diutriman GB and Oakes BM (2004). Physical Fitness and Wellness: Changing the way you look, feel and perform. Human Kinetics. Champaign, USA.

Hoeger WW and Hoeger S (2007). Fitness & Wellness. Thomson Wadsworth, USA.

Kumar ER (1988). Heal Yourself with Yoga: Specific Disease. Taraporevala, India.

Maughan RJ Burke LM and Coyle EF (2004). Food, Nutrition and Sports Performance II: The International Olympic Committee Consensus on Sports Nutrition. Routledge, USA.

Siedentop D (2004). Introduction to physical education, Fitness and sports. McGraw Hill, USA

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):

Acquainting with concept of life skills

Understanding core life skills, its concept, process

Enhancing one's ability to be adaptive

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 interviews (F2F, telephonic, video, etc.)

Approach and Response (STAR Approach) for facing an interview

Suggested readings:

Debra McGregor, (2007). Developing Thinking; Developing Learning - A guide to thinking skills in education, Open University Press, New York, USA

Duffy Grover Karen, Atwater Eastwood, (2008). (8th Edn.), Psychology for Living Adjustment, Growth and Behaviour Today, Pearson Education Inc, New Delhi.

Family Health International, NACO, USAID (2007), Life Skills Education tool kit for Orphans and vulnerable children in India

Mahajan, Gourav (2022). Life Skills Education, Shipra Publications, New Delhi.

Nair. A. Radhakrishnan, (2010). Life Skills Training for Positive Behaviour, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.

Nair.V. Rajasenan, (2010). Life Skills, Personality and Leadership, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.

Prakash B. (Ed). (2003). Adolescence and life skills. Common Wealth Youth Program, Asian Center, Common wealth Secretariat. New Delhi: Tata McGraw Hill.

Rao, K. Ravikanth and Dr. P. Dinakar (2021). Life Skills Education, Neelkamal Publications, New Delhi.

RGNIYD. (2008). Facilitators Manual on Enhancing Life Skills. Tamil Nadu
Santrock, W. J. (2007). Adolescence, Tata Mc Graw Hill, Boston
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, Hiuentang, 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 *The Loss of Hindusthan: The Invention of India*, Harvard University Press, 2020
Ahmed,

Basham, A. L., *A Cultural History of India*, Oxford University Press, 1997

-----*The Wonder that was India*, Rupa, New Delhi, 1994 Chattopadhyaya, B.D., *The Concept of Bharatavarsha and Other Essays*, Permanent Black, 2019

Dirks, Nicholas B., *Castes of Mind: Colonialism and the Making of Modern India*, Princeton University Press, New Jersey, 2001.

Habib, Irfan, *Medieval India: The Story of a Civilisation*, National Book Trust, 2007

Jaiswal, Suvira, *Caste, Origin Function and Dimensions of Change*, Manohar, New Delhi, 2000.

Jones, Kenneth, *Socio- religious Reform Movements in British India*, Cambridge University Press, 1989

Khilnani, Sunil, *The Idea of India*, New York, 1999

- Majumdar, R.C., (ed.), *History and Culture of Indian People* (Relevant Volumes and Chapters), Bhartiya Vidya Bhawan Series, Bombay
- Rizvi, S.A.A., *The Wonder that was India*, Rupa, New Delhi, 2002
- Sastri, K.A.N., *A History of South India from Prehistoric Times to the Fall of Vijayanagar*, Oxford University Press, 1955
- Srinivas, M.N., *Social Change in Modern India*, Orient Longman, 1972
- Bayly, Susan, *Caste, Society and Politics in India from the Eighteenth Century to the Modern Age*, Cambridge University Press, 1999.
- Bhandarkar, D.R., *Some Aspects of Ancient Indian Culture*, Asian Educational Services, New Delhi, 1989.
- Barua, B.K., *A Cultural History of Assam*, SatyaRanjanDey, Bina Library, Gauhati, 1986
- Chand, Tara, *The Influence of Islam on Indian Culture*, The Indian Press, Ltd., Allahabad, 1986.
- Chatterjee, S.K., *Kirata-Jana-Kriti*, Assam Publishing Company, Guwahati, 2015.
- Habib, Irfan, *People's History of India*, Tulika Books, New Delhi. (Relevant volumes)
- Inden, Ronald, *Imagining India*, Indiana University Press, 2000.
- Kakati, Banikanta, *The Mother Goddess Kamakhya*, Publication Board Assam, Guwahati, 1989.
- Kharchandy, D. A. (ed.), *Understanding the Tribes of Asia*, Lakshi Publishers, New Delhi, 2018.
- Lahiri, Nayanjot, *Marshaling the Past: Ancient India and its Modern Histories*, Permanent Black, 2012.
- Luniya, B.N., *Evolution of Indian Culture*, Lakshmi Narain Agarwal, Agra, 1994.
- Mawlong, T., (ed.), C.A., Gurung, *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.