

**Government General Degree College, Kalna-I**

**Department of Education**

**Course Structure under CCFUP (NEP 2020)**

**for**

**Semester-II**

**B.A. 3-year UG Honours with Education Major and  
History/ Philosophy Minor**

<b>Sl. No.</b>	<b>Course Name</b>	<b>Paper</b>
<b>1</b>	<b>Major/Ds Course</b>	<b>EDUC2011: Educational Psychology-I</b>
<b>2</b>	<b>Skill Enhancement Course (SEC)</b>	<b>EDUC2051: Education of Children with Special Needs</b>
<b>3</b>	<b>Minor Course</b>	<b>HIST2021: History of India (550 CE to 1206 CE) (if you already study History as your Minor in Sem 1) or PHIL2021: Philosophy: Indian and Western—II (if you already study Philosophy as your Minor in Sem 1 )</b>
<b>4</b>	<b>Multidisciplinary Course</b>	<b>Environmental Science ENVSC 2031: Biodiversity Conservation &amp; Ecotourism</b>
<b>5</b>	<b>Ability Enhancement Course (AEC)</b>	<b>ENGL2041: Functional English</b>
<b>6</b>	<b>Value Added Course (VAC)</b>	<b>CVA2061: Health &amp; Wellness, Yoga Education, Sports &amp; Fitness</b>

**B.A. 4-year UG Honours with Education Major and History/ Philosophy/ Bengali/ Sanskrit Minor**

<b>Sl. No.</b>	<b>Course Name</b>	<b>Paper</b>
1	Major/Ds Course	EDUC2011: Educational Psychology-I
2	Skill Enhancement Course (SEC)	EDUC2051: Education of Children with Special Needs
3	Minor Course	HIST 2021: History of India (550 CE to 1206 CE) (if you chose History as your 2nd Minor)  Or  PHIL2021: Philosophy: Indian and Western—II (if you chose Philosophy as your 2nd Minor)  Or  BENG 2021: বাংলা সাহিত্যের ইতিহাস: প্রাচীন ও মধ্যযুগ (if you chose Bengali as your 2nd Minor)  Or  SANS2021: Sanskrit Drama (if you chose Sanskrit as your 2nd Minor)
4	Multidisciplinary Course	Computer Science COMP 2032: Introduction to Internet
5	Ability Enhancement Course (AEC)	ENGL2041: Functional English
6	Value Added Course (VAC)	CVA2061: Health & Wellness, Yoga Education, Sports & Fitness

## Education Major

Course Code: EDUC2011

Course Credit: 04

Paper Name: Educational Psychology-I

MARKS: 75

Distribution of Marks: 60 (Theory) + 15 (Internal)

### Course Objectives:

1. Introduce students to the field of psychology and its relevance to education.
2. Understand the nature and scope of educational psychology.
3. Explore the relationship between education and psychology.
4. Familiarize students with the methods used in educational psychology research.
5. Examine the concepts of growth and development and their significance in educational psychology.
6. Understand the determinants of development, including heredity and environment.
7. Identify the principles that underlie human development.
8. Study the stages of physical development and recognize the characteristics of each stage.
9. Explore the different areas of development, including emotional, intellectual, and social aspects.
10. Understand individual differences, including the concept, types, and their implications in an educational context.
11. Introduce the concept of learning and its importance in education.
12. Identify the factors associated with learning and their impact on educational outcomes.
13. Examine various theories of learning, including trial and error, classical conditioning, operant conditioning, insightful learning, and Gagne's theory of learning.
14. Understand the concept of transfer of learning and its relevance in educational settings.
15. Explore different theories and models related to transfer of learning.
16. Discuss the practical applications of transfer of learning in educational contexts.

Unit	Topic	No of Lecture
Unit I	<ul style="list-style-type: none"><li>● Introduction to Psychology, Meaning, and Definition,</li><li>● Nature and Scope of Educational Psychology,</li><li>● Relation between Education and Psychology,</li><li>● Methods of Educational psychology</li></ul>	15
Unit II	<ul style="list-style-type: none"><li>● Growth and Development: Meaning and Concepts,</li><li>● Determinants of Development- Heredity and Environment,</li><li>● Principles of Development,</li><li>● Stages of Physical Development,</li><li>● Characteristics of different stages,</li><li>● Areas of development: Emotional, Intellectual and Social,</li><li>● Individual differences: concept, types, and educational implications.</li></ul>	19

<b>Unit III</b>	<ul style="list-style-type: none"> <li>● Concept of learning, ● Factors associated with learning, ● Theories of learning: Trial and Error, Classical Conditioning; Operant Conditioning, Insightful learning, ● Gagne's theory of learning,</li> </ul>	14
<b>Unit IV</b>	<ul style="list-style-type: none"> <li>● Transfer of Learning: Concept, Theories and Educational Application.</li> </ul>	12

**Course Outcomes:**

1. Define and explain the field of psychology and its connection to education.
2. Describe the nature and scope of educational psychology and its role in enhancing teaching and learning processes.
3. Analyze the relationship between education and psychology and recognize their mutual influences.
4. Apply appropriate research methods in conducting educational psychology studies.
5. Explain the concepts of growth and development and their significance in educational psychology.
6. Identify and compare the roles of heredity and environment in human development.
7. Apply the principles of development to understand the patterns and processes of growth.
8. Describe the stages of physical development and recognize the characteristics associated with each stage.
9. Analyze the emotional, intellectual, and social aspects of human development and their implications in education.
10. Recognize and accommodate individual differences in educational settings.
11. Define learning and its significance in educational contexts.
12. Identify and evaluate the factors that influence learning outcomes.
13. Compare and contrast different theories of learning, such as trial and error, classical conditioning, operant conditioning, insightful learning, and Gagne's theory of learning.
14. Apply the principles of Gagne's theory of learning in designing instructional strategies.
15. Explain the concept of transfer of learning and its relevance to educational practices.
16. Compare and contrast different theories and models related to transfer of learning.
17. Apply the principles of transfer of learning in designing effective instructional materials and strategies.

❖ **Recommended Books:**

- Bigge, M.L. Psychological Foundations of Education. Harper and Row, New York.
- Chauhan, S.S. (1998). Advanced Educational Psychology. Vikash Publishing House, New Delhi.
- Choube, S.P. & Choube.(1996). Educational Psychology and Experiments. Himalay PublishingHouse, New Delhi.
- Mangal S.K (1997). Advance Educational Psychology. Presentice Hall of India, New Delhi.

- Woolfolk, A.E. (2011) Educational Psychology. Derling Kinderslay (India) Pvt. Ltd.
- Bruner, J.(1977). The Process of Education, USA: Harvard University Press. Bengali Books on Educational Psychology

## EDUCATION - Skill Enhancement Course (SEC)-2

Course Code: EDUC2051

Courses Credit: 03

Paper Name: Education of Children with Special Needs

MARKS: 50

### Course Objectives:

1. To provide an understanding of the education needs of children with visual impairments, including their identification, intervention, education, and prevention.
2. To develop knowledge and skills related to the education of children with hearing impairments, including their identification, intervention, education, and prevention.
3. To explore the challenges and strategies involved in educating children with speech and language disorders, including their identification, intervention, education, and prevention.
4. To understand the unique needs and educational approaches for children with physical disabilities, including their identification, intervention, education, and prevention.
5. To develop an understanding of learning disabilities in children, including their identification, intervention, education, and prevention.

Unit	Topic	No of Lecture
Unit-I	Education of Children with: <ul style="list-style-type: none"><li>• Visual Impairment: identification, intervention, education and prevention.</li><li>• Hearing Impairment: identification, intervention, education and prevention.</li></ul>	15
Unit-II	Education of Children with: <ul style="list-style-type: none"><li>• Speech and Language Disorders: identification, intervention, education and prevention.</li></ul>	10
Unit-III	Education of Children with: <ul style="list-style-type: none"><li>• Physically Handicraft: identification, intervention, education and prevention.</li></ul>	10
Unit-IV	Education of Children with: <ul style="list-style-type: none"><li>• Learning Disabilities: identification, intervention, education and prevention.</li></ul>	10

## Course Outcomes:

1. Identify the specific educational needs of children with visual impairments and implement appropriate intervention strategies to support their learning.
2. Recognize the challenges faced by children with hearing impairments and employ effective educational techniques to enhance their communication and learning skills.
3. Evaluate and apply appropriate intervention strategies for children with speech and language disorders to promote their communication and language development.
4. Design inclusive educational environments and accommodations to support the learning and participation of children with physical disabilities.
5. Identify the signs and symptoms of learning disabilities in children and develop individualized educational plans to address their specific needs.
6. Collaborate with parents, teachers, and other professionals to provide comprehensive support and resources for children with special educational needs.
7. Advocate for inclusive practices and policies in educational settings to ensure equal opportunities and access for children with diverse abilities.
8. Demonstrate sensitivity, empathy, and understanding towards children with special educational needs, fostering an inclusive and supportive learning environment.
9. Continuously engage in professional development and stay updated with the latest research and best practices in special education.
10. Reflect on personal attitudes and beliefs towards individuals with disabilities and develop a more inclusive and inclusive mindset.

### ❖ Reference Books:

- Bantwal, A., Nandukar, A. & R. Jalvi. Fundamentals of Hearing Impairment and Audiological management. RCI Manual, [DSE (HI)]. New Delhi: Kanishka Publishers, Distributors.
- Biswas, P.C. Education of Children with Visual Impairment in Inclusive School. New Delhi: Abhijeet Publications.
- Gulliford, R. & G. Upton (ed.) Special Educational Needs. London: Rutledge.
- Haring, N.G. & R.L. Schiefelbusch (des). Teaching Special Children. New York: MCGraw- Hills Book Co.
- Jalvi, P., Nandukar, A. & A. Bantwal. Introduction to hearing Impairment. RCI Manual, (DSE (HI)).

New Delhi: Kanishka publishers, Distributors.

- Mani, M.N.G. Techniques of Teaching Blind Children. Sterling Publishers Pvt. Ltd.
- Sharma, Prem Lata. A Teacher's Handbook on IED – Helping Children with Special Needs. New Delhi: NCERT.
- Bengali Books on Education of Children with Special Needs

## History Minor

Course Code: HIST2021

Courses Credit: 04

Paper Name: History of India (550 CE to 1206 CE)

MARKS: 75

Distribution of Marks: 60 (Theory) + 15 (Internal)

Unit	Topic	No of Lecture
Unit 1	Emergence of New Powers and the Age of Decentralisation <ul style="list-style-type: none"><li>Decline of the Gupta Power and the emergence of new powers in the 2nd half of the 6th Century C.E</li><li>Pushyabhuti Dynasty and Kanyakubja – State, Society and Culture during the period of Harsha.</li><li>Maukharis of Kanauj</li><li>Sasanka, the King of Gauda – Political achievements and administration.</li></ul>	12
Unit 2	Decentralisation and emergence Regional Powers <ul style="list-style-type: none"><li>North-Western India: Dynasties of Kashmir – Arab invasion of Sindh – Shahi dynasty of Punjab – Their Political and Cultural achievements.</li><li>North-Eastern India: Anarchy in Bengal after Sasanka – The Palas – The Senas – Dynasties of Kalinga – their Political and Cultural achievements</li></ul>	12
Unit 3	Emergence of Regional Powers in Central and Northern India <ul style="list-style-type: none"><li>Origin of the Rajputs : Various theories – Pratiharas – Gahadavalas – Chahamanas – Chandella – Kalachuri – Paramaras – their political and cultural achievements</li></ul>	12
Unit 4	Regional Powers of the Deccan and South India <ul style="list-style-type: none"><li>Chalukyas of Vatapi – Origin – History – Art and Architecture</li><li>Rashtrakutas of Manyakheta – History – interference in North Indian politics – Religion – Art and architecture</li><li>Pallavas of Kanchi – History – Art and Architecture</li><li>Cholas of Tanjore – History – Administration – Art and Architecture</li></ul>	12
Unit 5	Decline of Rajputs and north India until 1206 CE <ul style="list-style-type: none"><li>Tripartite Struggle</li><li>Fall of Rajput Power and the coming of the Arabs and Turks</li><li>Culture of Pre-Medieval India</li><li>Society and Religion till 12th century</li><li>Architecture, Sculpture and paintings till 1206 CE</li></ul>	12

### Suggested Readings:

R.C.Majumdar, H.C.Raychaudhuri, K.K.Datta , An Advanced History of India

R.C.Majumdar and A.D Pusalkar (ed.), The History of Indian People, Vol V & VI

K.A.Nilkanta Sastri, History of South India (From Pre-historic times to the Fall of Vijaynagar), OUP, 1955

A.K.Majumdar, A Concise History of Ancient India, Vol I (1977) and Vol.II(1980),Delhi

B.D.Chattopadhyaya, The Making of Early Medieval India, Delhi, 1994

R.S.Sharma, Early Medieval Indian Society – A study in Feudalisation, Calcutta, 2001

Romila Thapar, A History of India, Vol I, Harmondsworth, 1974

Upinder Singh, A History of Early Medieval India, From Stone Age to Early Medieval India

## Philosophy Minor

Course Code: PHIL2021

Courses Credit: 04

Paper Name: Philosophy: Indian and Western—II

MARKS: 75

Distribution of Marks: 60 (Theory) + 15 (Internal)

Unit	Topic	No of Lecture
Unit I	<ul style="list-style-type: none"><li>Nyāya–Vaiśeṣika : pramāṇas (pratyakṣa, anumāna, upamāna and śabda), saptapadārtha</li><li>Sāṃkhya: Concepts of puruṣa and prakṛti, satkāryavāda, pariṇāmavāda</li><li>Yoga :cittavṛttinirodha, aṣṭāṅgayoga</li></ul>	15
Unit II	<ul style="list-style-type: none"><li>Mīmāṃsā: pramāṇas</li><li>AdvaitaVedānta: Brahman, jīva, jagat</li></ul>	15
Unit III	<ul style="list-style-type: none"><li>Critical theory of Kant</li><li>Theories of Causation: Regularity theory and Entailment theory</li></ul>	15
Unit IV	<ul style="list-style-type: none"><li><b>Theories of Evolution</b></li></ul>	15

### Recommended Texts:

- M. Hiriyanna: Outlines of Indian Philosophy  
SāyanaMādhavācārya :Sarvadarśanasamgraha  
S. C. Chatterjee& D. M. Dutta :An Introduction to Indian Philosophy  
Haridas Bandyopadhyay :Bhāratīya Darśaner Marmakathā  
F. Copleston : A History of Philosophy  
Hospers: Philosophical Analysis  
Falkenberg : History of Western Philosophy  
Sibapada Chakraborty : General Philosophy

**Bengali (Minor for B.A. 4-year UG Honours with Education Major Students)**

Course Code: BENG2021

Course Credit: 04

Paper Name: বাংলা সাহিত্যের ইতিহাসঃ প্রাচীন ও মধ্যযুগ

Full Marks: 75

Distribution of Marks: 60 (Theory) + 15 (Internal)

**Objective of the Course:**

এই কোর্সের উদ্দেশ্য হল বাংলা ভাষা ও সাহিত্যের প্রাগাধুনিক কালের ধারাবাহিক ইতিহাস সম্পর্কে শিক্ষার্থীদের অবহিত করা। এই কোর্সের মাধ্যমে শিক্ষার্থী বাংলা সাহিত্যের প্রাচীন ও মধ্য যুগের বাংলা সাহিত্য সম্পর্কে সামগ্রিক ধারণা লাভের পাশাপাশি প্রাচীন ও মধ্যযুগের বাংলা সাহিত্যের প্রধান প্রধান ধারা, প্রধান প্রধান কাব্য ও প্রতিনিধি স্থানীয় কবি/সাহিত্যিকদের পরিচয় লাভ করবে।

**একক ১ (Lecture Hour: 15)**

বাংলা সাহিত্যের ইতিহাসের যুগবিভাগ সংক্রান্ত ধারণা, প্রাচীন ও আদি-মধ্যযুগের বাংলা সাহিত্য (চর্যাগীতি, শ্রীকৃষ্ণকীর্তন), অনুসারী সাহিত্য (রামায়ণ, মহাভারত)

**একক ২ (Lecture Hour: 15)**

চৈতন্যজীবনী ও বাংলা সাহিত্যে চৈতন্যপ্রভাব (বৃন্দাবনদাস, কৃষ্ণদাস কবিরাজ); বৈষ্ণব পদাবলি ও তার প্রধান প্রধান কবি (বিদ্যাপতি, চন্ডীদাস, গোবিন্দদাস, জ্ঞানদাস)

**একক ৩ (Lecture Hour: 15)**

মনসামঙ্গল, চণ্ডীমঙ্গল ও ধর্মমঙ্গলের কাহিনিপরিচয় ও প্রধান প্রধান কবি (বিজয়গুপ্ত, কেতকাদাস ক্ষেমানন্দ, মুকুন্দ চক্রবর্তী, ঘনরাম চক্রবর্তী), শিবায়ন (রামেশ্বর ভট্টাচার্য), ভারতচন্দ্রের কাব্যপরিচয় ও অনন্যদামঙ্গল কাব্য

**একক ৪ (Lecture Hour: 15)**

প্রণয়োপাখ্যান (আলাওল, দৌলত কাজী), নাথধর্ম ও সাহিত্যের সংক্ষিপ্ত পরিচয়, ময়মনসিংহ গীতিকা, শক্তিসাধনা ও শাক্তসাহিত্য (রামপ্রসাদ, কমলাকান্ত),

**Outcome of the course:**

এই কোর্সটি পড়ার ফলে শিক্ষার্থী বাংলা সাহিত্যের প্রাচীন ও মধ্যযুগের লক্ষণ, বৈশিষ্ট্য, কবি ও কাব্য সম্পর্কে সামগ্রিক ধারণা লাভ করল।

**সাহায্যকারী গ্রন্থ:**

১. বাঙ্গালা সাহিত্যের ইতিহাস সুকুমার সেন
২. বাংলা সাহিত্যের ইতিবৃত্ত অসিতকুমার বন্দ্যোপাধ্যায়
৩. বাঙলা সাহিত্যের রূপরেখা গোপাল হালদার
৪. বাংলা সাহিত্যের ইতিকথা ভূদেব চৌধুরী

**Sanskrit (Minor for B.A. 4-year UG Honours with Education Major Students)**

Course Code: SANS2021

Course Credit: 04

Paper Name: Sanskrit Drama

Full Marks: 75

Distribution of Marks: 60 (Theory) + 15 (Internal)

**Course Objectives:**

- Students will require to analyse the creations of great dramatist like Bhāsa, Aśvaghōṣa, Kālidāsa, Śūdraka, Viśākhadatta, Śrīharṣa, Bhavabhūti, Bhaṭṭanārāyaṇa etc.
- Students will have to analyse the inner message of the drama Abhijñānaśakuntalam.

Unit	Topic	No of Lecture
Unit-I	History of Sanskrit Literature (Drama) - Bhāsa, Aśvaghōṣa, Kālidāsa, Śūdraka, Viśākhadatta, Harṣadeva, Bhavabhūti, Bhaṭṭanārāyaṇa, Rājśekhara, Murāri, Jayadeva, Śrikr̥ṣṇa Mīśra	20
Unit-II	Abhijñānaśakuntalam	40

**Course Outcome:**

- Students will acquire basic knowledge of Sanskrit Literature.
- The dramatists like Bhāsa, Aśvaghōṣa, Kālidāsa, Śūdraka, Viśākhadatta, Śrīharṣa, Bhavabhūti, Bhaṭṭanārāyaṇa etc. will be known to the students and their creations will be highlighted.
- They will be able to know the philosophical outlook of Kalidasa through the drama Abhijñānaśakuntalam.
- They will be able to gain different knowledge regarding the then society and culture. have the knowledge of poetic excellence reflected in Sanskrit Literature.

**SUGGESTED READINGS:**

- Saṃskṛtasāhityetiḥāsa by Ramchandra Mishra, Chowkhamba Vidyabhawan.
- Saṃskṛta Sāhityer Itihāsa by Dhirendranath Bandyopadhyay, Paschimanga Rajya Pustak Parsat.
- Saṃskṛta Sāhityer Itivṛtta by Gopendu Mukhopadhyay, United Book Agency.
- A History of Sanskrit literature by S.K. Dey & S. N. Dasgupta, The University of Calcutta.
- A History of Indian literature by M. Winternitz, The University of Calcutta.
- A Concise History of Sanskrit literature by Gourinath Sastri.
- History of classical Sanskrit literature by M. Krishnamachariar, MLBD.
- Saṃskṛta Vānmayasya Itihāsa by Dhirendranath Bandyopadhyay, Sanskrit Pustak Bhandar.
- Saṃskṛta Sāhitya kā Itihāsa (in Hindi) by Vacaspati Gairola, Chowkhamba, Vidya Bhawan .
- Abhijñānaśakuntalam of Kālidāsa by Anil Chandra Bose (Ed.), Sanskrit Book Depot.
- Abhijñānaśakuntalam of Kālidāsa edited by Satya Narayana Chakraborty, Sanskrit Pustak Bhandar.
- Abhijñānaśakuntalam of Kālidāsa edited by R. M. Bose, Modern Book agency Pvt. Limited.
- The Abhijñānaśakuntalam of Kālidāsa edited by M. R. Kale, MLBD.
- Śakuntalātattva by Chandranath Basu, Sanskrit Pustak Bhandar.

**Multidisciplinary Course**  
**Environmental Science** [ For 3 year course]  
**Course Code: ENVSC 2031**

**Course:** Biodiversity Conservation & Ecotourism  
**[3 Cr, Full Marks: 50 (Theory: 40 + IA: 10), LH: 45 hrs]**

**LEARNING OBJECTIVES**

- Concept of biodiversity
- Factors affecting biodiversity
- Understanding the major conservation policies
- Getting knowledge on ecotourism with home-stay tourism approach

**LEARNING OUTCOME**

- Understand the concepts of biodiversity and conservation
- Understand the factors impacting biodiversity loss in India and the World
- Major conservation strategies taken in India
- Ideas on ecotourism with special emphasis on home-stay tourism

Unit 1: Biodiversity & its distribution (Lectures – 15)

- **Definition & Concept of biodiversity**
- **Levels and types of biodiversity**
- **Biodiversity in India and the World**
- **Biodiversity hotspots and Megadiversity countries**

Unit 2: Threats to biodiversity: (Lectures – 10)

- **Types & causes of biodiversity loss**
- **Land use and Land cover changes**
- **Commercial exploitation of species, invasive species, fire, disaster and climate change**

Unit 3: Conservation policies (Lectures – 10)

- **Importance & major policies – in situ and ex situ conservation**
- **Major protected areas; National & International instruments for biodiversity conservation;**
- **Role of traditional knowledge for conservation;**
- **Community-based conservation, concept of Zoo management**

Unit 4: Tourism & Leisure (Lectures – 10)

- **Types of Tourism**
- **Ecotourism – Concept, Growth and Developments**
- **Impacts and management of ecotourism**
- **Home stay tourism**

**SUGGESTED READINGS**

1. Gore, A. 2009. Our Choice: A Plan to Solve the Climate Crisis, Rodale Books
2. Girardet, H. 2007. Surviving the Century: Facing Climate Chaos and Other Global Challenges, Earth Scan
3. Plimer, I. 2005. Heaven and Earth: Global Warming – The Missing Science, Connor Court Publishing.

4. Thunberg, G. 2022. The Climate Book, Penguin Random House.
5. World Meteorological Organization (2012). Greenhouse Gas Bulletins.
6. Lawson, N. 2008. An Appeal to Reason: A Cool Look at Global Warming, Overlook Duckworth (UK).
7. Cambridge University (2013). Climate Change: Action, Trends and Implications for Business. IISD, UNITAR & UNEP (2009).
8. IEA Training Material: Vulnerability and Climate Change Impact Assessment for Adaptation.
9. IPCC (2013). Climate Change 2013. The Physical Science Basis - Summary for Policymakers.
10. OECD (2009): Guidance on Integrating Climate Change Adaptation into Development Co-operation.
11. UNEP (2009). Climate Change Science Compendium

**Multidisciplinary Course/ Interdisciplinary Course [For 4year course]**

**COMP 2032: Introduction to Internet**

**[3 Cr, Full Marks: 50 (Theory: 40 + IA: 10), LH: 45 hrs]**

<b>Unit</b>	<b>Topic</b>	<b>No of Lecture</b>
<b>I</b>	<ul style="list-style-type: none"><li>• Introduction : Evolution of Internet, concept of Intranet and Internet, Applications of Internet</li><li>• Types of Connectivity such as dial – up, leased, VSAT. etc.,</li><li>• Internet Server and Clients module in various Operating Systems</li></ul>	5
<b>II</b>	<ul style="list-style-type: none"><li>• Usenet and Internet Relay Chart</li><li>• Introduction to World Wide Web: Evolution of WWW, Basic Features,</li><li>• WWW Browsers, WWW servers, HTTP &amp; URL's</li></ul>	5
<b>III</b>	<ul style="list-style-type: none"><li>• WWW Browsers: Basic features, Bookmarks, history. Progress indicators, Personalization of Browsers,</li><li>• Printing displayed pages and forms, Saving Web pages, Netscape Communicators, Internet Explorer,</li><li>• Search and Downloads.</li></ul>	5
<b>IV</b>	<ul style="list-style-type: none"><li>• Search Engines: Technology overview</li><li>• Popular Search Engines.</li><li>• How to register a website in search engine.</li></ul>	5
<b>V</b>	<ul style="list-style-type: none"><li>• Internet Security: Overview of Internet Security threats, Firewalls, Introduction to AAA</li></ul>	5
<b>VI</b>	<ul style="list-style-type: none"><li>• <b>HTML</b></li><li><b>Unit-I: Introduction</b></li><li><b>Unit-II: The Basics</b> The Head, the Body Colors, Attributes Lists, ordered and unordered</li><li><b>Unit-III: Links</b> Introduction Relative Links, Absolute Links Link Attributes Using the ID Attribute to Link Within a Document</li><li><b>Unit-IV: Images</b> Putting an Image on a Page Using Images as Links Putting an Image in the Background</li><li><b>Unit V: – Tables</b> Creating a Table Table Headers Captions Spanning Multiple Columns Styling Table</li></ul>	20

**SUGGESTED REFERENCE:**

1. Internetworking with TCP/IP – by D.E.Comer, PHI
2. Introduction to HTML and CSS -- O'Reilly

**Ability Enhancement Course (AEC)**  
**English**  
**Course Code : ENGL2041**  
**Course : Functional English**  
**[2 Cr, Full Marks: 50 (Theory: 40 + IA: 10), LH: 30 hrs]**

**COURSE OBJECTIVE:** The importance of functional English at the present moment cannot be over-emphasized. Recognizing this importance, the course seeks to acquaint students with the various uses of English in today's world, with particular focus on developing one's conversational and writing skills together with the ability to comprehend English speech and writing.

Topic
<ul style="list-style-type: none"> <li>• What is functional English? (LH: 1)</li> <li>• Aims and objectives of functional English (LH: 1)</li> <li>• Functional English and formal English/ literary English (LH: 1)</li> <li>• Types and modes of Communication (LH: 1) Language of communication (LH: 1)</li> <li>• Conversational skills (LH: 1)</li> <li>• Verbal and Non-verbal communication(LH: 1)</li> <li>• Personal, social and business communication (LH: 1)</li> <li>• Understanding English language films, songs, documentaries, news bulletins, sports commentaries (LH: 4)</li> <li>• Comprehension skills (LH: 2)</li> <li>• Paraphrasing difficult passages (LH: 2)</li> <li>• Analysis and Interpretation (LH: 1)</li> <li>• Writing for classified advertisements (LH: 2)</li> <li>• Using idioms and phrases (LH: 2)</li> <li>• One-word substitution (LH: 1)</li> <li>• Figures of speech: simile, metaphor, irony, personification, hyperbole (LH: 3)</li> <li>• Reading online content (LH: 1) George Bernard Shaw: "Spoken English and Broken English" (LH: 4)</li> </ul>

**COURSE OUTCOME:** Besides developing the student's ability to comprehend the English that one hears and reads, the course will also enhance the student's skills at using English in speech and in various forms of writing. Thus, the course shall fulfil to a large extent an intensely felt need in today's professional world.

**RECOMMENDED READINGS:**

- Graham Lock, Functional English Grammar: An Introduction for Second Language Learners (Cambridge University Press, 1996).
- Bikram K Das, Functional Grammar and Spoken and Written Communication in English: Student-friendly Edition(Orient Blackswan, 2006).
- Ramzi Marrouchi, Functional English for Potential Achievers (Scholars' Press, 2020).
- Caroline Coffin, Ann Hewings and Kieran O'Halloran (eds.), Applying English Grammar: Functional and Corpus Approaches (Routledge, 2014).
- Cortland L. Bovee and John V. Thill, Business Communication Essentials (Pearson Prentice Hall, 2010).
- Vathana Fenn, R. Brindha and P. Suganya, English Workbook: Business English and Functional English (Cengage Learning India, 2016).
- MatthukuttyM. Monippally, Business Communication: From Principles to Practice (McGraw Hill, 2013).
- Girish Jain and Manzoor Moideen,Decoding Communication: A Complete Handbook for Effective Communication (Notion Press, 2021).
- Ben Francis and Dilys Parkinson, Oxford Idioms: Dictionary for Learnersof English (Oxford, 2006).
- T. Sriraman (ed.), Macmillan College Prose (Laxmi Publications, 2015)

**Value Added Course (VAC)****Course Code: CVA2061****Course: Health & Wellness, Yoga Education, Sports and Fitness****[4 Cr, Full Marks: 100 (60 +20+20= 100), LH: 60 hrs]**

<b>Unit</b>	<b>Topic</b>	<b>No of Lecture</b>
<b>Unit I</b>	<ul style="list-style-type: none"><li>• Concepts of Wellness and Illness</li><li>• Concept of health (Modern and Ancient View);</li><li>• Concept of Wellness and Illness (Modern and Ancient View);</li><li>• Concept of Body (Pancha Kosha according to Taittiriya Upanisada);</li><li>• Potential causes of illness according to Yoga Vasishta-Concept of Adhi and Vyadhi and their consequences on the body</li></ul>	15
<b>Unit II</b>	<ul style="list-style-type: none"><li>• Yogic Concept on Holistic Health</li><li>• Total Human Development through Yogic practices for Pancha Kosha (Annamaya Kosha, Pranamaya Kosha, Manomaya Kosha, Vijnanamaya Kosha and Ananda Maya Kosha) and its integration with Ashtanga</li><li>• Yoga of Patanjali.</li></ul>	15
<b>Unit III</b>	<ul style="list-style-type: none"><li>• Yoga as Preventive Health Care</li><li>• Concept of stress according to modern science and yoga;</li><li>• Stress as the cause for illness;</li><li>• Role of Yoga in</li><li>• Stress Management: Holistic approach of catering to moderation in eating (yogic Diet), Sleeping (rhythm of the nature), Working ( the sense of duty as per BG), Entertainment (moderation), Change in life style</li></ul>	15
<b>Unit IV</b>	<ul style="list-style-type: none"><li>• Asana</li><li>• Pranayama: Anulome-Vilome, Suryabhidana, Chancrabhedana, Ujjai, Sitali</li><li>• Meditation: A-U-M Meditation, Yog Nidra</li></ul>	30

**REFERENCE BOOKS:**

1. Ajith 'Yoga Pravesh' Rastrotana Paruhad Bangalore.
2. Bachelor of Sports Management Syllabus (Revised) 2008.
3. B. C. Rai Health Education and Hygiene, Published by Prakashana Kendra, Lucknow.
4. B.K.S. Iyenger 'Yoga The Path of Holistic Health', Dorling Kindersley, Delhi 2001.
5. Dixit Suresh (2006) Swasthya Shiksha Sports Publication, Delhi.
6. Puri, K. Chandra, S.S (2005) Health and Physical Education, New Delhi, Surjeet Publication.
7. A Text Book on Physical Education & Health Education Fitness, Wellness and Nutrition, Dr. A. K. Uppal, Dr. P. P. Ranganathan.
8. Warner W. K. Oeger & Sharon A. Hoeger, Fitness & Wellness, Morton Publishing Co., 1990
9. Robert Malt. 90 day Fitness Plan, D. K. Publishing, Inc. 95, Madison Avenue, New York 2001.