

Value Added Courses (VAC)

The VAC courses will come from four sub groups — (i) Understanding India, (ii) Environmental Science, (iii) Digital and Technological Solutions, and (iv) Health & Wellness, Yoga Education, Sports, and Fitness. All together they will have a credit allocation of 6.

Each student will have to take any three courses, each of 2-credit, from any three groups during Semesters 1, 2, & 4. Here one course from the Environmental Science group is compulsory except if the student takes a core course on Environmental Science.

Semester 2

1. Srijanimulok Sahitya-2
2. Introduction to culture and Bodo culture
3. Trade and Commerce in India
4. Disaster Management
5. Cultural And Indigenous Psychology
6. Environmental Assessment and Education
7. Gymnasium and Physical Health
8. Yoga and Wellbeing
9. Sports and Health
10. United Nations and Human Rights

1. Course Name: সৃজনীমূলক সাহিত্য- ২

Course Level: 100-199

Marks: 50(40+10); Credits: 2

Contact Classes: 30

Unit No.	Unit Content	No. of Classes	Marks
১	নাটকৰ আঙ্গিক, ধাৰা আৰু প্ৰকাৰ	১২	২০
২	নাটকৰ ভাষা আৰু উপস্থাপনৰীতি ব্যৱহাৰিক লেখা/প্ৰকল্প	১২	২০

পঠন-সামগ্ৰী:

নাটকৰ কথা:

পোনা মহন্ত

লোকনাট্য পৰম্পৰা:

শৈলেন ভৰালী

নাটকৰ ব্যৱহাৰিক দিশ:

জগদীশ পাটগিৰি আৰু অখিল চক্ৰৱৰ্তী

Graduate Attributes: সৃষ্টিশীল মনোভাব, চিন্তনৰ নতুনত্ব, সমাজমুখিতা, পৰিৱেশনমুখিতা

Course Objective: এই কাকতখনৰ উদ্দেশ্য নাটক আৰু ইয়াৰ মঞ্চায়ন সম্বন্ধে আভাস দিয়া।

Learning Outcome: এই কাকতখন অধ্যয়ন কৰিলে ছাত্ৰ-ছাত্ৰীসকলে নাটকৰ স্বৰূপ আৰু ইয়াৰ মঞ্চায়ন সম্বন্ধে ধ্যান-ধাৰণা লাভ কৰাৰ লগতে নাটক ৰচনাৰ কৌশল আয়ত্ত কৰিব পাৰিব।

2. Introduction to culture and Bodo culture

Marks: 50 (Theory 40) + (10 Internal Assessment)

Credits: 2: Contact Classes: 30

Course Outcome:

- Students will gain a deep understanding of the diversity and complexity of different cultures, including their beliefs, values, practices, tradition, and social structures.
- Students will develop critical thinking skills to analyse cultural phenomena, identify underlying assumption, evaluate cultural artifact and engage in meaningful discussion of culture.

Unit-I Definition of Culture, Characteristics of Culture, Society and Culture, Culture and Civilization, Language and Culture	20
Unit-II Folklore and Folk-society, Folklore and its sub-genres	20
Unit-III Folk religion, folk beliefs and superstition (analysis may be done from the folkloristic point of view)	20
Unit-IV Process of cultural diffusion, acculturation and assimilation	20

References:

- Boro, Dr. Anil Folk Literature of the Boros
Nayar, Pramod K., Contemporary Literary and Cultural Theory
Sarma, Nabin Chandra, Lok-Sanskriti

3. Course name: Trade and Commerce in India

Marks 50 (40+10), Credits: 2

Contact Classes: 30

UNIT-1 (7 classes) (12 Marks)

Trade and Commerce: Nature and Scope, Significance, Types of Trade and Business, Trade and Commerce in Ancient India, Pre-independence India and Post-independence India, Growth and Development in Different Sectors: Primary, Secondary and Tertiary Sectors.

UNIT-2 (9 classes) (14 Marks)

Natural Resources: Renewable and Non-renewable Resources, Agriculture- Types of Land, Use of Land, Major Crops- Food and Non-food crops, Importance of Agriculture, Prospects and Challenges, Major Crops, Tea and Rubber Plantation in Assam.

Forest Resources- Forest and Status of forests in Assam, Need for Protection of Forestry, Forest Conservation Act, Compensatory Afforestation Bill, Forest Rights Act and its Relevance.

Mineral Resources- Minerals, Use of Minerals, Mineral resources in India and Assam.

UNIT-3 (7 classes) (12 Marks)

Industry-ManufacturingSector-Agriculturebasedindustry,Mineralbasedindustry.

ServiceSector-Transportation-

Roadways,Railways,AirwaysandWaterways,BankingandInsurance,TourismindustryinIndiaandAssam.

UNIT-4 (7 classes) (12 Marks)

SomeGreatEntrepreneursofIndia:DhirubhaiAmbani,JehangirRatanjiDadabhoyTata,NRNarayanaMurthy,ShivNadar,Lakshmi NiwasMittal,Ghanshyam DasBirla,AzimPremji.

Some Great Entrepreneurs of Assam: ManiramDewan, DilipBarooah, Hemendra Prasad Barooah,KamalKumariBarooah,RanjitBarthakur, RadhaGovindaBaruah.

SuggestedBooks/Readings:

TheHistory ofIndianBusiness,PNAgarwala,VikasPublishingHousePvtLtd.

TradeandCommerceinAncientIndia,BalramSrivastava,ChowkhambaPublications,Varanasi.

EconomicandCommercialGeography,C BMamoria,ShivaLalAgarwal&Co.

CommercialGeography, VinodNPatel,OxfordBookCompany.

4. Course Name: Disaster Management

Course level: 100-199

Marks: 50 (40+10); Credits: 2

Contact Classes: 30

Unit	Contents
Unit-I: Understanding Disaster	Concept of Hazard and Disaster Different Types of Disaster: A) Natural Disaster B) Man-made Disaster; Causes, effects, and practical examples for all disasters
Unit-II: Disaster Preparedness and Response	Disaster Preparedness: Concept and Nature; Disaster Preparedness Plan; Prediction, Early Warnings and Safety Measures of Disaster. Disaster Response: Introduction; Disaster Response Plan; Relief and Recovery; Medical Health Response to Different Disasters
Unit-III: Disaster Management in India	Disaster Profile of India – Mega Disasters of India and Lessons Learnt; Disaster Management Act 2005; National Guidelines and Plans on Disaster Management

Reading list:

- 1 Disaster Management Guidelines, GOI-UND Disaster Risk Program (2009-2012)

- 2 Damon, P. Copola, (2006) Introduction to International Disaster Management, Butterworth Heineman.
- 3 Gupta A.K., Niar S.S and Chatterjee S. (2013) Disaster management and Risk Reduction, Role of Environmental Knowledge, Narosa Publishing House, Delhi.
- 4 Murthy D.B.N. (2012) Disaster Management, Deep and Deep Publication PVT. Ltd. New Delhi.
- 5 Modh S. (2010) Managing Natural Disasters, Mac Millan publishers India LTD.

Graduate Attributes

a. Course Objective:

- To provide basic conceptual understanding of disasters.
- To understand approaches of Disaster Management
- To build skills to respond to disaster

b. Learning Outcome:

- The course is intended to provide a general concept in the dimensions of disasters caused by nature beyond the human control as well as the disasters and environmental hazards induced by human activities with emphasis on disaster preparedness, response and recovery.

5. Course Name: Cultural And Indigenous Psychology

Course Level: 100-199

Marks: 50 (40+10); Credits: 2

Contact Classes: 30

Unit no.	Unit content	No.of classes	Marks
1	Culture and Psychology: Cross Cultural Psychology, Cross Cultural Research, Cultural Psychology, Indigenous Psychology, Post Colonial thought in Psychology, Indigenization of Psychology in India	15	25
2	Globalization and Culture: Acculturation framework; Nature, psychological benefits and costs of cultural competence; Migration; Management of multicultural identities; Rethinking culture and identity in globalized world: Towards a transnational cultural psychology	15	25

Reading list:

Berry, J.W., Poortinga, Y.H., Pandey, J. (1997). Handbook of Cross Cultural Psychology. Theory and Method (Second Edition, Volume 1). M.A.: Allyn and Bacon.

Bonvillain, N. (2019). Cultural Anthropology. (4th Edition). New York: Pearson.

Kim, U., Shu, K., Yang, K.S. & Hwang, K.K. (2006). Indigenous and Cultural Psychology: Understanding People in Context. London, UK: Springer. Matsumoto, D., & Juang, L. (2016). Culture and Psychology. (6th Edition). Boston, MA: Cengage Learning.

Miller, B.D.(2015). Cultural Anthropology. (6th Edition). New York: Pearson. Rao, K. R. (2011). Indian Psychology: Implications and Applications.

i. Graduate Attributes

i. Course Objective: To introduce the concept and significance of Cultural and Indigenous Psychology

ii. Learning outcome:

- To understand the similarities and differences in cultural processes.

- To identify how culture helps to understand oneself.
- To learn the costs and benefits of cultural diversity and globalization on psycho-social constructs.
- To understand the core concepts of Indian Psychology with its implications and applications.

6. Course Name: Environmental Assessment and Education

Course level:100-199

No. of contact classes: 30 (Theory 26 hours + Practical 4 hours)

Credits: 2 credits

Course objectives:

This course will help students to get an idea about the biodiversity and its conservation. By going through the biodiversity losses which is mostly by human activities, the students could learn the importance of the conservation of biodiversity. Unit 2 of this course will give an overall idea of the basic environmental assessment practices and its role in environmental management. This course also educates students about environmental ethics and the role of religious and cultural norms in environmental conservation.

Learning outcomes:

- Expose students to the real - life world, natural and social, in which they live
- Enable students to analyse, evaluate, and draw inference about problems
- Help students to understand the ethical issues related to environment

Theory

Unit 1: Biodiversity and Conservation : (10 lectures: 16 marks)

Levels of biological diversity: genetic, species and ecosystem diversity; Biogeographic zones of India; Biodiversity patterns and global biodiversity hot spots; India as a mega-biodiversity nation; Endangered and endemic species of India; Threats to biodiversity: Habitat loss, poaching of wildlife, man- wildlife conflicts, biological invasions; Conservation of biodiversity: In-situ and Ex situ conservation of biodiversity; Ecosystem and diversity services: Ecological, economic, social, ethical, aesthetic and informational value.

Unit 2: Environmental Impact Assessment: (8 lecture: 12 marks)

Introduction to Environmental Impact Assessment; Environmental Impact Statement (EIS) and Environmental Management Plan (EMP). Strategic Environmental Assessment (SEA); EIA Guidelines: notification of the Government of India 2006; Impact Assessment Methodologies.

Unit 3: Environmental ethics: (8 lectures: 10 marks)

Concept of Sustainable Development, Natural resources, and their assessment; Environmental education, and awareness. Environmental ethics: Role of Indian and other religions and cultures in environmental conservation.

Practical: (4 lectures:12 marks)

Each student will prepare a project about the various religious and cultural norms that are used in their locality for environmental conservation

Suggested Readings:

Botkin, Daniel B. and Keller, Edward A. Environmental Science: Earth as a Living Planet. 6th ed. John Wiley & Sons, USA. 2007
Gaston, K.J. and Spicer, J.I. Biodiversity: An Introduction. Blackwell, UK.1998
Enger, E.D. and Smith, B.F. Environmental Science: A study of Interrelationships. 11th ed. McGraw Hill Inc., USA. 2006.
Ramakrishnan, P.S. Ecology and Sustainable Development. National Book Trust of India, Delhi, India. 2001.
Kulkarni, V. and Ramachandra, T.V. Environmental Management. Capitol Pub. Co., New Delhi. 2006.
Glasson, J. Therivel, R. and Chadwick, A. Introduction to Environmental Impact Assessment. Routledge, London. 2006.
V.S. Kulkarni, S.N. Kaul and R.K. Trivedy. A Handbook of Environmental Impact Assessment. Scientific Publishers. Sustainable Development report. <https://www.sustainabledevelopment.report/>

7. Course Name: Gymnasium and Physical Health

Credit: 2 Marks : Theory- 30 Practical - 20

Learning Outcomes:

After completion of the course students will be able to -

1. Develop understanding about gymnasium and physical health
2. Improve muscular/ skeletal fitness through participating in gymnastics.
3. Develop an appreciation for competitive gymnastic
4. Understand how the sport of gymnastics can contribute in overall development of a person.

Part 1: Theory

Unit: 1: Introduction

- Meaning and Definition of Gymnastics.
- Nature and type of gymnastics
- History and development of Gymnastics – from global and national perspective
- Present scenario of gymnasium education in India.

Unit: 2: Organization and structure

- Structure and function of : -
 - a. International Gymnastics Federation (FIG)
 - b. Asian Gymnastics Union (AGU)
 - c. Gymnastics Federation of India (GFI)

d. School games Federation of India (SGFI)

- Role of various motor abilities in gymnastics (strength, speed, flexibility, endurance, coordinative abilities)
- Methods and means of development of General motor abilities and Specific motorabilities

Unit: 3: Gymnasium and Gymnastics Apparatus

- Gymnasium- its sizes, facilities required, lighting, flooring system etc.
- Specification of gymnastics apparatuses -
 - a. Men Artistic Apparatuses
 - b. Women Artistic Apparatuses
 - c. Rhythmic Apparatuses
 - d. Trampoline Apparatuses
 - e. Allied Apparatuses

Part 2: Practical

- Warm up exercise and stretching -
 - a. General (free hand exercises)
 - b. Specific stretching exercises
- Floor exercise –
 - c. Forward roll
 - d. Backward Roll
 - e. Handstand Roll forward
 - f. Roll backward to Handstand
 - g. Acrobatic Elements
 - h. Chining Bar

Selected readings

- Atwal & Kansal. (2003). A Textbook of Health, Physical Education and Sports, Jalandhar, A. P. Publisher,
- Kamlesh, M.L. & Sangral, M.S. (1986). Methods in Physical Education, Ludhiana: Prakash Brothers.
- Kangane, Sopan & Sonawane, Sanjeev. (2007). Physical Education. Pune: Nirali publication.
- Kaur, Manjeet. (2003). Health and Physical Education, Ludhiana: Tendon Publications.
- Sharma, Anil P. (2011). Mind, Body and Divine Yoga. New Delhi: Personal Graphics & Advertiser Pvt. Ltd.
- Singh, Ajmer. (2003). Essentials of Physical Education. Ludhiana: Kalyani publishers.

- Syedentop, Daryl (1994). Introduction to physical education, fitness and sports (2nd ed.). London: Mayfield publishing company.
- Uppal, A.K. & Gautam, G. P. (2004). Physical Education and Health. Delhi: Friends publisher.
- SinghAetal(2016).Essential of Physical Education, Kalyani Publisher, New Delhi

8. Course Name: Yoga and Wellness

Marks-50

Total Credit: 2

Base Syllabus : UG CBCS: Course Level : 100-199

No. of Theory Class: 22. No. of. Practical Class -08

Graduate Attributes : Disciplinary Knowledge about Yoga, Inclination to Indian Knowledge System, First Hand Idea about Indian Concept of Good Health, Importance of Holistic Lifestyle .

Course Objectives : a. Students will acquire knowledge of Yoga Philosophy

b. Students will study the history and background of Indian way of Maintaining good health and Holistic Lifestyle.

c. Students will gain the idea about the practice of some of the important Asanas.

d. Students will acquire the habit of practising Suryanamaskara specifically.

Learning Outcome : After going through this unit students will be able ...

a. to appreciate the value of knowledge regarding Indian way of Wellbeing.

b. to gain knowledge about Patanjali's Yogasutra which is a monumental work on good health and Holistic Lifestyle.

c. to appreciate Indian Knowledge System that opens up the highest path of a good and healthy living.

d. to acquire the knowledge of good effects of some of the important Asanas.

e. to practise the Suryanamaskara in a proper way and achieve its good effects on the body and mind.

Unit No.	Unit Content	Credit	No of Class.	Marks
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I	Yoga- Means for Holistic Lifestyle	1	15	25
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➤ **First Five Sutras of Patanjali's Yogasutra**

➤ **Astangayoga- The Importance of Eight parts of Yoga**

➤ **Yoga for Wellbeing**

II	Practical Benefit of Various Asanas	1	15(7+8)	25 (10+15)
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➤ **Bhujangasana, Shirshasana, Dhanurasana**

Vakrasana, Vajrasana

➤ **Suryanamaskara(Practical , Marks 15, Class 08)**

Readings List

1. Abhedananda, Swami. *Yoga Psychology*, Calcutta: Ramakrishna Vedanta Math, 1967.
2. Sri Aurobind, *Bases of Yoga*, Calcutta: Arya Publishing House, 1936.
3. Sri Aurobindo, *The Synthesis of Yoga*, Kolkata: Edition Next Publisher, 1948.
4. Bajpai, R.S. *The Splendours and Dimensions of Yoga*, Vol.I, New Delhi: Atlantic Publishers, 2002.
5. Dasgupta S.N. *Yoga as Philosophy and Religion*, Plymouth: William Brendon & Son, 1924.
6. Dixit, Suresh. *Swasthya Shiksha*, New Delhi: Sports Publication, 2006.
7. Dukes, Sir Paul. *The Yoga of Health, Youth and Joy*, London: Cassel and Company, 1960
8. Gore, Makarand Madhukar. *Anatomy and Physiology of Yogic Practices*, Lonavala: KanchanPrakashan, 1984.
9. *Haṭhayogapradīpikā*. Ed. Swami Muktibodhananda, Munger: Yoga Publication Trust, 1985.
10. Iyenger, B.K.S. *Light on the Yoga Sutras of Patañjali*, London: George Allen and Unwin Ltd, 1966.
11. *Pātañjalayogadarśanam*. With Bhasya of Vyasa, Ed. Rama Shankar Tripath, Varanasi: Chowkhamba Krishnadas Academy, 2017.
12. *Prāṇāyāma*, Vivekananda Kendra Prakashan Trust, Chennai. 2016.
13. Satyananda, Swami Saraswati. *Āsana, Prāṇāyāma, Mudrā and Bandha*, Munger: Yoga Publication Trust, 1969.
14. Sengupta, Pallav. *Health Impact of Yoga and Prāṇāyāma: A State of the Art Review*, International Journal of Preventive Medicine, Vol.3, Issue 7, 2012.
15. Woods, J.H. *The Yoga System of Patañjali*, Delhi: Motilal Banarasidass, 2007.
16. Whicher, Ian. *The integrity of the Yoga Darshana: A Reconsideration of Classical Yoga*, Delhi: D.K. Printworld, 2000.
17. Legget, Trevor. *Sankara on the Yoga Sutra: A full translation of the newly discovered text*, Delhi: Motilal Banarsidass, 2006.
18. Radhakrishnan, S. *Indian Philosophy*. Vol. I & II, London: George Allen & Unwin, 1958.
19. *Pātanjala Yogdarśana*, Gita Press, Gorakhpur.
20. *Yogapradīpa*, Gita press, Gorakhpur.

9. Course Name: Sports and Health

Credit : 2 Marks : Theory- 30 Practical - 20

Learning Outcomes

After completion of the course students will be able to develop-

- The concept of holistic health. ·
- An understanding the various dimensions & determinants of health.
- An understanding the need & importance of Physical Education. ·
- Organization skills in organizing inter house tournaments and sports meet.

Part-1 Theory

Unit-1: Health, hygiene, sports & physical education

- Concept of Mind and Healthy Mind, Relation of Healthy Mind and Healthy Body. ·
- Health: Concept, definition, dimensions and determinants. · Health Education: Definition, aims and objectives.
- Meaning, Definition and scope of Sports
- Various government Policies on sports, Khelo India, Fit India Movement, Role of SAI
- Aims and objectives of Sports & Physical Education
- Importance of physical education in present era
- Relationship of Sports & Physical Education with general education

Unit-2: Fundamentals of Games and Sports

- Categories of sports-Individual sports, Dual Sports, Team sports
- Types of Games-Indoor games, Outdoor games
- Health Related & Skills related fitness
- Various sports activities and their impact on physical fitness development and maintenance

Unit-3: Management of Sports Events

- Meaning , Definition and Importance of sports management
- Scope of sports event management
- Principle of sports event management
- Major and Minor sports event
- Traditional Games Management
- Athletic meet - Meaning, need and importance. Process to organize athletic meet at school level

Part-2 Practical

- Organization of Indoor & Outdoor Sports and Games Events
- Projects on Sports and Games events
- Visits to sports Clubs, Sports Stadiums, IPL, KPL and Large Tournaments
- Organization of Sports Fests, Traditional Games Fest

Selected Readings

- Atwal & Kansal. (2003). A Textbook of Health, Physical Education and Sports, Jalandhar, A. P. Publisher,
- Kamlesh, M.L. & Sangral, M.S. (1986). Methods in Physical Education, Ludhiana: Prakash Brothers.
- Kangane, Sopan & Sonawane, Sanjeev. (2007). Physical Education. Pune: Nirali publication.
- Kaur, Manjeet. (2003). Health and Physical Education, Ludhiana: Tendon Publications.
- Sharma, Anil P. (2011). Mind, Body and Divine Yoga. New Delhi: Personal Graphics & Advertiser Pvt. Ltd.
- Singh, Ajmer. (2003). Essentials of Physical Education. Ludhiana: Kalyani publishers.
- Syedentop, Daryl (1994). Introduction to physical education, fitness and sports (2nd ed.). London: Mayfield publishing company.
- Uppal, A.K. & Gautam, G. P. (2004). Physical Education and Health. Delhi: Friends publisher.
- Singh Ajmer et.al., “Essentials of Physical Education”, Kalyani Publishers Ludhiana Second Revised Addition 2008.
- Deleh V. A., “World History of Physical Education”, Prentice Hall Inc

10. Course Name: United Nations and Human Rights

Marks: 50 (40+10) Credits: 2

Contact Classes: 30

Course objectives:

- This course offers a basic introduction to the United Nations and its responsibilities towards the protection and promotion of human rights.
- The course offers a comprehensive examination of the organizational structure and political dynamics of the UN, tracing its evolution from 1945 onward.
- It is crucial to grasp the significance of the UN's role in addressing the rights of refugees and its facilitation of humanitarian law in contemporary times.

Course outcomes:

- To make students learn the importance of United Nations as an organization ;
- To enable students to have a basic understanding of the Human Rights, rights of refugees and international humanitarian law;
- To make students learn the relevance of United Nations and its intervention in creitical areas of human rights

1. United Nations: Introduction

- a. An Historical Overview of the United Nations
- b. Principles and Objectives
- c. Structures and Functions: General Assembly; Security Council, and Economic and Social Council; the International Court of Justice

2. Human Rights: Introduction

- a. Introduction to UDHR, and International Covenants
- b. Human Rights Council (UNHRC), United Nations High Commissioner for Refugees (UNHCR)
- c. International Humanitarian Law, Humanitarian Intervention and Peace Keeping Operations

Reading list:

Unit 1

- Armstrong, D., Lloyd, L. and Redmond, J. (2004) International organisations in world politics. 3rd edn. New York: Palgrave Macmillan, pp. 42-43.
- Basu, Rumki (2014) United Nations: Structure and Functions of an international organization, New Delhi, Sterling Publishers
- Gareis, S.B. and Varwick, J. (2005) The United Nations: An introduction. Basingstoke: Palgrave, pp. 15-21.

Unit 2

- South Asia Human Rights Documentation Centre. (2006) Human rights: an overview. New Delhi: Oxford University Press.
- Nirmal, C.J., Human Rights in India (New Delhi: Oxford, 1999).
- Easy guide to International Humanitarian Law (2021). Available at <https://apidiakoniase.cdn.triggerfish.cloud/uploads/sites/2/2021/06/Easy-Guide-to-IHL.pdf>