

ANNEXURE- H

Department of Foundational Courses



SYLLABUS PASSED IN BOS (UNDERGRADUATE)

Semester I

Level 4.5 I

AEC – Ability Enhancement Course

Course Description:

To enhance the four language skills viz. Listening, Speaking, Reading and Writing (LSRW) with a special focus on creating a rich linguistic environment in the classroom which enables students to practice a diverse range of language functions that incorporate real-life situations.

Course Title	Proficiency in English Communication Skills (Intermediate)
Course Credits	2
Course Outcomes	On completion of the course, learners will be able to:
	<ol style="list-style-type: none">1. Read English with fluency and understanding.2. Prepare students for purposeful and effective listening skills.3. Elaborate ideas in a descriptive and creative manner.
Module 1: Reading Skills and Critical Analysis	
Learning Outcomes	On completion of the module, the learners will be able to:
	<ol style="list-style-type: none">1. Read and understand inferential meaning in creative and discursive texts2. Analyze narratives and write their opinion correctly and coherently in English
Content Outline	<ul style="list-style-type: none">● Select essays/newspaper columns/photo essays for close reading and critical analysis. The illustrative list is given below.● Short Story by R.K Laxman- ‘The Gold Frame’.

Module 2: Presentation Skills	
Learning Outcomes	After learning the module, learners will be able to
	<ol style="list-style-type: none"> 1. Understand and engage with different techniques of presentations. 2. Understand the concept of sequencing in presentations. 3. Engage with the required vocabulary and correct use of grammar. 4. Give an effective presentation.
Content Outline	<ul style="list-style-type: none"> ● Structure of a presentation/Types Of presentation. ● Commonly used verbs. ● Sequencing. ● Use of signalling, signposting, and listing techniques. ● Use of audio-visual aids to explain the structure and delivery of effective presentation skills viz. body language, voice modulation and other verbal/nonverbal skills. (Audio Visual Aid Examples: TEDx Talks, Videos in DLM software etc.)

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

1. Written test: 50/2 = 25 marks.
 - Comprehension
 - Critical analysis of passage
 - Analysis of Plot, Themes, Characterization of short story
2. Assignment:
 - Presentation on Select Topics. (20 marks)
 - a. Content Relevance
 - b. Use of Appropriate Language
 - c. Verbal & Non-Verbal Delivery of Presentation
3. Minimum 10 Hours in Language Lab DLM Software: (5 marks)

Semester I

Level 4.5 I

AEC – Ability Enhancement Course

Course Description:

To enhance the four language skills viz. Listening, Speaking, Reading and Writing (LSRW) with a special focus on creating a rich linguistic environment in the classroom which enables students to practice a diverse range of language functions useful in professional and personal life.

Course Title	Proficiency in English Communication Skills (Basic)
Course Credits	2
Course Outcomes	On completion of the course, the learners will be able to:
	<ol style="list-style-type: none">1. Improve their vocabulary so as to enhance their fluency in English.2. Read with correct pronunciation and modulation while simultaneously comprehending passages in English.3. Develop written communication skills for everyday and professional communication.
Module 1: Reading & Comprehension Techniques	
Learning Outcomes	On completion of the module, learners will be able to:
	<ol style="list-style-type: none">1. Employ techniques of skimming and scanning while reading a passage.2. Enhance their vocabulary.3. Express their ideas coherently.4. Identify key points while summarizing.5. Write with proper sentence construction and paragraph development.
Content Outline	<ul style="list-style-type: none">● Skimming and Scanning from select passages from newspapers and magazines.● Precis writing/Summary● Note Making● Pinti's Sabun'. Short Story by Sanjay Khati.

Module 2: Convention of Social Interactions	
Learning Outcomes	On completion of the module, learners will be able to
	<ol style="list-style-type: none"> 1. Familiarize themselves with formal and informal modes of social interaction. 2. Confidently converse in English.
Content Outline	<p>Situational conversations such as at the bank, during an interview, at the airport etc.</p> <ul style="list-style-type: none"> ● Starting a conversation ● Greetings ● Introducing self and others ● Asking questions ● Requesting ● Apologizing ● Thanking ● Inviting ● Accepting

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

1. Written Evaluation: 50/2 = 25 marks

- Passage for summarizing
- Passage for skimming and scanning
- Comprehension of story
- Vocabulary Based Questions

2. Evaluation via Assignments: 25 marks

- Role play/ Situation conversation (15)
- Reading with pronunciation and enunciation (5)

3. Minimum 10 Hours in Language Lab DLM Software: 5 marks

Recommended Reading List:

1. Roy, A. (2020, April 3). Arundhati Roy: ‘The pandemic is a portal’ | Free to read. *Financial Times*. <https://www.ft.com/content/10d8f5e8-74eb-11ea-95fe-fcd274e920ca>
2. Shashi Tharoor / *The Asian Age*. (n.d.). The Asian Age. <http://archive.asianage.com/shashi-tharoor-943>
3. *Photo Essay: The Many Faces of Learning (SSIR)*. (n.d.). (C) 2005-2023. https://ssir.org/articles/entry/photo_essay_the_many_faces_of_learning

4. Khati, Sanjay. "Pinti's Sabun" Dharmarajan, G., & Ramachandra, K. (1996). *Yuvakatha: Unforgettable Short Fiction from Some of India's Master Story Tellers*.
5. Singh, K. (2012). *Khushwant Singh Best Indian Short Stories Volume 2*. Harper Collins.
6. Selections from appropriate newspaper columns on contemporary issues. (Columnist)

Podcasts

- "General English." *learning english.british council.org*. Podcasts. Web.25 Aug.2020
- "10 Practical Phrases." *podbean.com*. Espresso English Podcast. Web.25 Aug.2020
- "6 Minute English." *bbc.co.uk*. Podcasts. Web.25 Aug.2020
- "Chatter Box." *esl.culips.coms*. Web.25 Aug.2020

References:

- Raghupathi, Seema; Shyamgopal, S (2013). *Advanced Skills of Essay Writing*, Delhi: Pacific.
- Baker, Joanna (2003). *Essential Speaking skills. A handbook for English language teachers*. Westrup, Heaths: London Continuum.
- Das, Susmita (2004). *English language and grammar a resource book of ideas and activities for teachers*. Jaipur: Mangal Deep Publications.
- David, A. (2005). *Teaching English as a second language*. New Delhi: Commonwealth Publishers.
- Effective Business Writing / Forsyth, Patrick. - New Delhi: Kogamn Page, 2009
- Gibson, Miiko Tan (2003). *Creative English - a comprehensive approach: 6*. Singapore: Singapore Federal Publications.
- Reutten, Mary K. (2004). *Focus on writing: 1: developing composition skills through instruction and practice*. Singapore: Singapore Learners Publishing.
- Writing your life story: how to record and present your memories for friends and family to enjoy / Oke, Michael. - Mumbai: Jaico, 2006 135p.

Semester I

Level 4.5 I

IKS - Indian Knowledge System

Course Title	India's Living Heritage
Course Credits	2
Course Outcomes	On completion of the course, learners will be able to:
	<ol style="list-style-type: none">1. Understand the fundamental ideas that have shaped Indian Knowledge Traditions over the centuries.2. Engage with elements of contemporary Indian heritage while drawing from traditional knowledge systems.3. Relate traditional knowledge systems to the concept of living heritage.4. Identify manifestations of living heritage on the basis of types of activities, knowledge and practices involved.
Module 1: Understanding Indian Knowledge Systems: Contributions to the Global World	
Learning Outcomes	After learning the module, learners will be able to:
	<ol style="list-style-type: none">1. Identify Indian Knowledge Systems and their constituents.2. Appreciate the influence of Indian folklore on World Literature.3. Recognize the exponential outreach of the Indian Knowledge Systems in the Global Space.

Content Outline	<ul style="list-style-type: none"> ● Introduction to the term and its constituents: Indian Knowledge Systems. ● History of Indian Art: Architecture, Sculpting, Paintings ● Source of World Fable Literature: The Panchatantra ● Global Outreach of Ayurveda & Yoga.
Module 2: Exploring India's Living Heritage	
Learning Outcomes	<p>On completion of the module, learners will be able to:</p> <ol style="list-style-type: none"> 1. Comprehend the concept of Living Heritage. 2. Analyse practices, expressions, knowledge and skills that are part of India's living cultural heritage. 3. Identify the meaning and value for those who practise them.
Content Outline	<ul style="list-style-type: none"> ● Concept of Living Heritage and different types of living heritage domains. ● Methods to engage with practitioners to ensure continued practices. ● Methods to document living heritage elements via social media, photo essays, videos, exhibitions, blogs etc. ● Case Studies of Individuals/Institutions keeping the living heritage alive.

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

Written Test: 25 marks

Assessment based on Module Content.

- MCQs, Quiz, Essays.

Assignments towards Comprehensive Continuous Evaluation (CCE) = 25 marks

- Video Documentary on a culturally significant building in your city. (10 marks)
- Documentation of a living heritage domain through intergenerational interaction. (15 marks)

Semester I
Level 4.5 I
VEC- Value Education Course

Course Title	Environmental Education
Course Credits	2
Course Outcomes	After going through the course, learners will be able to
	<ol style="list-style-type: none">1. Understand the significance and need of the study.2. Gain insights into the international efforts to safeguard the Earth's environment.3. Understand the concept of natural resources; identify types of natural resources, their distribution and use4. Explain sustainable development, its goals, targets, challenges and global strategies for sustainable development.5. Develop a critical understanding of the environmental issues of concern.6. Develop an understanding of pollution and its types.7. Learn about sources of different kinds of pollution.8. Gain a comprehensive knowledge of climate change, its science and response measures.

Module 1

Unit 1: Conservation of Biodiversity & Ecosystems

Learning Outcomes	After learning the module, learners will be able to
	<ul style="list-style-type: none">● Understand the concepts of ecosystems, biodiversity and conservation.● Describe the main types of ecosystems and their distribution in India and the world.● Discuss the factors impacting biodiversity loss and ecosystem degradation in India and the world.● Explain major conservation strategies taken in India.
Content Outline	<ul style="list-style-type: none">● What is an ecosystem? Structure: Food chains, food webs and function of the ecosystem: Energy flow in an ecosystem, nutrient cycle and ecological succession. Ecological Interactions.● Case studies of the following ecosystems: a) Forest ecosystems; b) Grassland ecosystems; c) Desert ecosystems; d) Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)● Biodiversity in India and the world; Biodiversity hotspots; Species and ecosystem threat categories.● Threats to biodiversity and ecosystems: Land use and land cover change; Commercial exploitation of species; Invasive species; Fire, disasters, and climate change.● Ecosystem Services for sustainable use of natural resources.● Need for Blue/Green Spaces in Society.

Unit 2: Environmental Pollution and Health

Learning Outcomes	After learning the module, learners will be able to
	<ul style="list-style-type: none">● Develop an understanding of pollution and its types.● Learn about sources of different kinds of pollution.● Sensitise themselves to adverse health impacts of pollution.

Content Outline	<ul style="list-style-type: none"> ● Environmental pollution: types, causes, effects and controls ● Soil pollution and solid waste: Soil pollutants and their sources; Solid and hazardous waste; Impact on human health. ● Noise pollution: Definition of noise; Unit of measurement of noise pollution; Sources of noise pollution; Impacts of noise on human health. ● Thermal and Radioactive pollution: Sources and impact on human health and ecosystems. (Chernobyl, 3 mile Island, Daiichi- Fukushima)
Module 2:	
Unit 1: Climate Change: Impacts, Adaptation & Mitigation	
Learning Outcomes:	<ul style="list-style-type: none"> ● Have a conceptual understanding of human interaction with natural resources ● Understand the impact of manmade activities ● Identify and recognise human activities that affect nature
Content Outline:	<ul style="list-style-type: none"> ● Human Interaction with Nature ● Anthropogenic hazards and its impacts (<i>Rapid urbanisation, injudicious groundwater extraction, sand mining from the river bank, deforestation, and mangrove destruction</i>); the role of construction along river banks in elevating flood hazards; deforestation and landslide hazards associated with it; large scales developmental projects, like dams and nuclear reactors in hazard-prone zones; nature and impact of accidents, wildfires, and biophysical hazards. ● Human-wildlife conflict -causes and effects. ● Case Studies (Love Canal, Bhopal Gas, Endosulfan, Minamata and Flint water)
Unit 2: Environmental Management	
Learning Outcomes:	<ul style="list-style-type: none"> ● Explain sustainable development, its goals, targets, challenges and global strategies for sustainable development. ● Help be aware of the laws that protect the environment and initiatives and agreements led and partaken by India.

Content Outline:	<ul style="list-style-type: none"> ● Introduction to sustainable development: Sustainable Development Goals (SDGs)- Targets and Indicators, Challenges, and Strategies for SDGs ● Initiatives and International agreements: Paris Climate Summit (2015) and Convention on Biological Diversity (CBD). ● Environment Laws: Environment Protection Act (1986); Air (Prevention & Control of Pollution) Act (1981); Forest (Conservation) Act (1980); Water (Prevention and Control of Pollution) Act (1974); Wildlife (Protection) Act (1972). ● LIFE - Lifestyle for Environment.
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Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

1. Written assessment in quiz/MCQ/self-reflexive essay (25 marks)
2. Participation in institution-led environmental safeguarding initiatives - (5 marks)
3. Projects (20 marks)

List below is illustrative:

- i) Group project on Sustainable Development Goals
- ii) Essay on 'Relation between human beings and environment'.
- iii) Photo Essay on Natural Resources.

References

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2. Headrick, Daniel R. (2020) Humans versus Nature- A Global Environmental History, Oxford University Press.
3. Hughes, J. Donald (2009) An Environmental History of the World- Humankind's Changing Role in the Community of Life, 2nd Edition. Routledge.
4. Perman, R., Ma, Y., McGilvray, J., and Common, M. (2003) Natural Resource and Environmental Economics. Pearson Education.
5. Simmons, I. G. (2008). Global Environmental History: 10,000 BC to AD 2000. Edinburgh University Press

6. Chiras, D. D and Reganold, J. P. (2010). Natural Resource Conservation: Management for a Sustainable Future. 10th edition, Upper Saddle River, N. J. Benjamin/Cummins/Pearson.
7. John W. Twidell and Anthony D. (2015). Renewable Energy Sources, 3rd Edition, Weir Publisher (ELBS)
8. William P. Cunningham and Mary A. (2015) Cunningham Environmental Science: A Global Concern, Publisher (Mc-Graw Hill, USA)
9. Gilbert M. Masters and W. P. (2008). An Introduction to Environmental Engineering and Science, Ela Publisher (Pearson)
10. Singh, J.S., Singh, S.P. & Gupta, S.R. 2006. Ecology, Environment and Resource Conservation. Anamaya Publications <https://sdgs.un.org/goals>
11. Bawa, K.S., Oomen, M.A. and Primack, R. (2011) Conservation Biology: A Primer for South Asia. University Press.
12. Sinha, N. (2020) Wild and Wilful. Harper Collins, India.
13. Varghese, Anita, Oommen, Meera Anna, Paul, Mridula Mary, Nath, Snehlata (Editors) (2022)
14. Conservation through Sustainable Use: Lessons from India. Routledge.
15. Bhagwat, Shonil (Editor) (2018) Conservation and Development in India: Reimagining Wilderness, Earthscan Conservation and Development, Routledge.
16. Krishnamurthy, K.V. (2003) Textbook of Biodiversity, Science Publishers, Plymouth, UK
17. Jackson, A. R., & Jackson, J. M. (2000). Environmental Science: The Natural Environment and Human Impact. Pearson Education. Masters, G. M., & Ela, W. P. (2008).
18. Introduction to environmental engineering and Science (No. 60457). Englewood Cliffs, NJ: Prentice Hall.
19. Miller, G. T., & Spoolman, S. (2015) Environmental Science. Cengage Learning. Central Pollution Control Board Web page for various pollution standards. <https://cpcb.nic.in/standards/>
20. Ahluwalia, V. K. (2015). Environmental Pollution, and Health. The Energy and Resources Institute (TERI).

Semester I
Level 4.5 I
OE - OPEN ELECTIVE

Course Title	Science in Everyday life
Course Credits	4 (Theory: 2 Practical: 2)
Course Outcomes	After going through the course, learners will be able to:
	1. Understand the established concepts and theory in basic and applied aspects of sciences
	2. Develop an analytical aptitude and scientific way of thinking.
	3. Be equipped to work with laboratory chemicals and apparatus
	4. Acquire a basic understanding of chemical/biological principles
	5. Apply these concepts to various disciplines and in everyday life
Module 1 (Credit 1)	
Learning Outcomes	After learning the module, learners will be able to:
	1. Identify basic concepts of chemistry and the interaction with chemical bonds.
	2. Understand the concepts of dye, their properties and reactions of soap and detergents.
	3. Learn the definition of polymers, their types and interaction.
	4. Analyse concepts of acids in foods and removal of stain and practice their usage in everyday life.
Content Outline	1. Atoms,Molecules and Bond <ul style="list-style-type: none"> ● Introduction to Atoms and Molecule ● Difference between Organic & Inorganic compounds ● Functional groups ● Ionic bond ● Covalent bond and non-covalent bond ● Co-ordinate bond

	<ul style="list-style-type: none"> ● Hydrogen bond <p>2. Soaps, Detergents, Drugs and Dyes</p> <ul style="list-style-type: none"> ● Saponification reaction, Difference between soaps and detergents, Properties of good drug ● Meaning of important terms with e.g., Analgesic, Antipyretic, Antacid, Antibiotic, Diuretic, anti-inflammatory, Laxatives, Sulpha drugs ● Common drugs- use and side effects of Aspirin, Paracetamol, Sulphanilamide ● Definition, important terms like chromophore, Auxochrome, chromogen ● Definition of Dyes and its application in food and nutraceuticals <p>3. Polymers</p> <ul style="list-style-type: none"> ● Define-monomer, polymer, polymerization Some important polymers and their structure & uses polyethylene, polyester, polyvinyl chloride <p>4. Acids in Food, Textile and their Role</p>
Module 2 (Credit 1)	
Learning Outcomes	After learning the module, learners will be able to:
	1) Understand the structure of micro-organism and role of micro-organism in food
	2) Identify the importance of medicinal plant and their uses
	3) Learn the concepts of genetics, mutation and sex determination
Content Outline	<p>1) Cell</p> <ul style="list-style-type: none"> ● As the basic unit of life ● Types of cells ● Salient features of animal cell ● Cell cycle, Mitosis and Meiosis <p>2) Microorganism</p> <ul style="list-style-type: none"> • Introduction to Micro-organism • Classification of micro-organism: Bacteria, Algae, Fungi, Virus • Beneficial and Harmful micro-organism • Micro-organism in food Production: • A) Production of Dairy food: Curd, Cheese,

	<ul style="list-style-type: none"> B) Production of Bakery food: Bread C) Production of Beverages: Alcohol, wine <p>3) Medicinal plants Study OF the following plants with their botanical name, biological source and Medicinal uses</p> <ul style="list-style-type: none"> Aloe vera, Ginger, Garlic, Neem, Basil, Turmeric, Adulsa, Mint, Giloy, fennel <p>4) Genetics and Heredity</p> <ul style="list-style-type: none"> Origin of the term gene Organization of human genome, sex determination, monogenic and polygenic traits, patterns of inheritance- autosomal, recessive and sex-linked inheritance Mutation and its type, abnormalities in gene structure and disease
Module 3 (Credit 1)	
Learning Outcomes	After learning the module, learners will be able to:
	1) Systematically work in Laboratory and learn basic skills of pipetting, measuring exact volumes, weighing etc.
	2) Understand the preparation of soaps and stain removal and apply this Practice in daily life

Content Outline	<p>A] Applied chemistry</p> <ol style="list-style-type: none"> 1) Neutralization of strong acid with strong base (HCl & NaOH) 2) Neutralization of weak base with strong acid (Na₂CO₃ & H₂SO₄) 3) pH determination of various solutions: acid, base and neutral (two household example for each) 4) Viscosity measurement: water, oil, shampoo by Oswald's viscometer <p>B] Chemistry in Everyday life</p> <ol style="list-style-type: none"> 1) Preparation of soap and Detergent 2) Stain removal
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	3)Synthetic Syrup (Use of Citric acid) 4)Preparation of Lip balm/Lip stick
Module 4 (Credit 1)	
Learning Outcomes	After learning the module, learners will be able to:
	1) Acquire knowledge of various microorganisms and ability to identify them through microbiological techniques
	2) Learn to work with instruments used in the laboratory
	3) Practice precision and cautiousness required while handling pathogens or any microbial related work
Content Outline	Applied Biology <ol style="list-style-type: none"> 1) Study and care of microscope 2) Observation of motility of bacteria by Hanging drop method (<i>E.coli</i> / <i>Proteus</i>) 3) To observe common pathogenic bacteria (any 6 – permanent slides) 4) To observe common pathogenic protozoa (Permanent slides of <i>Entamoeba histolytica</i> and <i>Plasmodium vivax</i>) Biology in Everyday life <ol style="list-style-type: none"> 1) Gram staining of bacteria in buttermilk 2) Observation of fungi on different food materials 3) Observation of bacteria by the simple: monochrome staining method (Hay infusion culture or milk) 4) study of medicinally important plants(projects)

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

Internal: Theory: 25 Marks + Practical 25 Marks = Total 50

External: 50 Marks

Total: Internal + External = 100

References

- Glazer A. Na Ni Baido H (1995) Microbial Biotechnology W.H. Freeman Company.
- K. Venkatraman (2009): The Chemistry of Synthetic Dyes, Vol. I, Elsevier India.

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- Orchard G. and Nation B (2014) Cell Structure and Functions. OUP Oxford
- Nicholl D.S.T.(2012) An Introduction to Genetic Engineering-Cambridge University, Press.
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Level 4.5 I

Semester I

CC

Course Title	Basics of Health And Wellness
Course Credits	2
Course Outcomes	After going through the course, learners will be able to
	<ol style="list-style-type: none">1. Understand the basic concepts of health and wellness2. Learn the importance of exercise and increased physical activity for good health and apply it in their daily lives
Module 1(Credit 1) – Theory	
Learning Outcomes	After learning the module, learners will be able to
	<ol style="list-style-type: none">1 Understand the concept of health and wellness2. Understand the factors affecting physical fitness and wellness
Content Outline	<p>Introduction to health and wellness</p> <ul style="list-style-type: none">● Concept of Wellness● Health & illness continuum – Physical, intellectual, social, emotional, spiritual, occupational, environmental● Concept of holistic health● Factors affecting physical fitness – hereditary, body type, age, gender, diet, health status, lifestyle● Factors affecting wellness – internal factors, external factors, illness & disease● Achieving wellness
Module 2 (Credit 1) – Theory	

Learning Outcomes	After learning the module, learners will be able to
	<ol style="list-style-type: none"> 1. Exercise and increase physical activity for good health 2. Learn basic relaxation techniques 3. Know their physical fitness status
	<p>MODULE 2 - Physical fitness and wellness</p> <ul style="list-style-type: none"> ● Meaning and concept of physical fitness ● Benefits of increased physical activity - improved health, improved sense of wellbeing, improved appearance, enhanced social life, increased stamina ● Types of physical activity that promote health & wellbeing – <ul style="list-style-type: none"> - Aerobic – lifestyle and sports - Anaerobic – physical activity play and weight bearing - Flexibility exercises

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

Written assignments - 25 marks

Group project/activity -25 marks

References

1. Alton L. Thgeron & Steven M.Thygeron Justin S Thygeron: Fit To Be Well – Essential Concepts, Second Edition, Jones And Barlett Publishers, Canada,2021
2. Padmakshan Padmanabhan: Handbook of Health and Fitness, Indus source books, Mumbai, India, 2014
3. Tanushree Podder :Fit & Fine In Body And Mind , Pustak Mahal, Delhi, India, 2001
4. Brian J. Sharkey, PhD, Steven E. Gaskill, PhD, University of Montana : Fitness And Health, 7th Edition, Human Kinetics,USA, 2013

Semester I
Level 4.5 I
CC

Course Title	National Service Scheme (NSS) (1)
Course Credits	2 (30 hours)
Module one	
Learning Outcomes	After learning the module, learners will be able to
	<ul style="list-style-type: none"> ● Understand the Objectives of the National Service Scheme (NSS) ● Comprehend the significance of the symbol of NSS ● Understand and implement the motto Motto of the National Service Scheme (NSS). ● Follow the guidelines of distribution of working hours or academic year.
Content Outline	<ul style="list-style-type: none"> ● Objectives of National Service Scheme (NSS) ● National Service Scheme (NSS) – Symbol and its meaning ● Symbol of NSS and its meaning ● Motto of National Service Scheme (NSS) ● Various prayers, inspirational songs to be used in the NSS Programme. <ul style="list-style-type: none"> ● Emergence of NSS in India (Historical Background) and its development. ● Organizational and hierarchal structure of National Service Scheme from College Level to National Level <p>Classification of Regular Activities in the Society</p> <ul style="list-style-type: none"> ● Rural ● Urban ● Campus ● Need base with association

	Associations in NSS Activities <ul style="list-style-type: none"> ● Govt. Organization / ● NGO
Module 2 : Concept of Society & Social Issues in India	
Learning Outcomes	After learning the module, learners will be able to
	<ul style="list-style-type: none"> ● Develop an understanding of Concept of Society and Communities in India ● Learn about various social issues pertaining to India. ● Be sensitized to various social concerns
Content Outline	Concept of Society, Community (Steps involved in evaluation of society) <ul style="list-style-type: none"> ● Features of Indian Society ● Communities in India Basic Social Issues in India <ul style="list-style-type: none"> ● Family System, Division of labor, Caste System in India, Gender Issues, Regional Imbalance

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

MCQ/ Self-reflexive essay/photo essays - 25 marks

Group project/activity based in the community -25 marks