





GOVT. HRANGBANA COLLEGE   
AIZAWL - MIZORAM 796007

[www.ghbc.edu.in](http://www.ghbc.edu.in) Mail – hrangbanacollege2014@gmail.com Fax-0389 2340984; Phone-0389 2340984

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# INSTITUTIONAL PREPAREDNESS for NEP2020



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# INSTITUTIONAL DEVELOPMENT PLAN

## 1. INSTITUTIONAL BASIC INFORMATION:

### 1.1 Institutional Identity:

- Name of the College : Govt. Hrangbana College, Aizawl
- Type of Institution : Govt. Funded
- Year of Establishment : 1980
- Website & E-Mail : [ghbc.edu.in](http://ghbc.edu.in) / [ghbcmz.in](http://ghbcmz.in) [hrangbanacollege2014@gmail.com](mailto:hrangbanacollege2014@gmail.com)
- Year of Provincialization : 20.03.2003
- Recognition by regulatory body: UGC 2(f) and 12(b) Dt. 23.02.1998
- Details of Affiliation : Affiliated to MZU on 2<sup>nd</sup> July, 2001
- Year of Accreditation & Grade : 2011, 2016 & 2018 B++, A & B++
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### Name of Head of Institution and Nodal Officers for Implementation of NEP 2020

Head and Nodal Officers	Name	Phone/Mobile Number	E-mail I.D
Head of the Institution	Lalrochuanga Pachuau	9436141248	Chuanga.pachuau@gmail.com
Nodal officer(s) for various Committees for implementation of NEP 2020			
1) Chairman	Dr. H. Lalzidinga	9436142160	dingahlawndo@gmail.com
2) Secretary	Dr. Lalbiakzuali	9436197946	bezetpachuau@gmail.com
3) Members	Dr. Darchuailova Renthlei	9436199317	dararenthlei@gmail.com
	Pu B. Lalrawngbawla	9862538863	bawltea@gmail.com
	Dr. H. Lalzuithangi	8415970630	hlalzuithangi@gmail.com
	Pu Lalmalsawma Ralte	9436149346	malsawma.zamlo@gmail.com
	Dr. Lalsangliani	9366214005	sangliani02@gmail.com
	Dr. Rohmingliani	9436354897	rohmingliani41@gmail.com
	Pi Lalsawmzuali Hnamte	9436152747	lalsawmzualihnamte@gmail.com

## 1.2 Academic Information:

### UG/PG, etc. Programme offered in Academic year 2021-2022

S. No	Name/Title of Programme	Duration (Years)	Year of starting	Annual intake capacity	Total student strength
1	Economics	3	1980	44	145
2	Education	3	1981	98	251
3	English	3	1980	84	148
4	Geography	3	1983	57	150
5	History	3	1980	100	274
6	Mizo	3	1980	91	231
7	Political Science	3	1980	91	265
8	Public Administration	3	1994	86	246
9	Psychology	3	2001	53	143
10	Commerce	3	1981	144	347
11	M.Com	2	2021	9	9

### Subject Offered & Subject/Department Wise Enrolment

S. No	Name of Subject	No. of Students (Core)	No. of Students (Gen.) Excluding students opted the subject as core	Total Students
1.	Economics	145	63	208
2.	Education	251	372	623
3.	English	148	259	407
4.	Geography	150	165	315
5.	History	274	284	558
6.	Mizo	231	327	570
7.	Political Science	265	432	697
8.	Public Administration	246	280	526
9	Psychology	143	132	275
10	Commerce	347	-	347
11	Master of Commerce	9	-	9

### 1.3 Subject/Department wise Faculty Status

Sl. No	Name of Subject	No. of Sanctioned Regular Post	No. of Posts filled/Faculty in position				
			Regular	CONTRACT	PARTTIME	TOTAL	
1.	English	7	Prof.	0	2		5
			Asso.Prof.	3			
			Asst. Prof.	0			
2.	Mizo	5	Prof.	0	2		4
			Asso.Prof.	1			
			Asst. Prof.	1			
3.	Political Science	6	Prof.	0			6
			Asso.Prof.	5			
			Asst. Prof.	1			
4.	Economics	6	Prof.	0			4
			Asso.Prof.	3			
			Asst. Prof.	1			
5.	Education	6	Prof.	0	1		4
			Asso.Prof.	3			
			Asst. Prof.				
6.	Geography	5	Prof.	0			5
			Asso.Prof.	4			
			Asst. Prof.	1			
7.	Commerce	7	Prof.	1	2	4	10
			Asso.Prof.	3			
			Asst. Prof.				
8.	Public Administration	6	Prof.	0	1		6
			Asso.Prof.	5			
			Asst. Prof.				
9	Psychology	5	Prof.	1	2		5
			Asso.Prof.	2			
			Asst. Prof.				
10	History	6	Prof.	0	1		5
			Asso.Prof.	4			
			Asst. Prof.				

### 1.4 Non-Teaching Staff Position

S. No	Name of Post	No. Sanctioned	Filled	Vacant
1.	Librarian	1	1	0
2.	H/A	1	1	0
3.	U.D.C	2	2	0
4.	L.D.C	4	1	3
5.	Library Assistant	1	1	0
6.	Driver Gr – I	1	1	0
7.	Duftry	1	1	0
8	IV Grade	10	7	3
9	Driver	1	1	0
10	Bus conductor - II	1	1	0
11	Laboratory Bearer	1	0	1

## 1.5 Library & Building status (Class room/Academic room/Seminar Hall/Laboratory, Library, Internet resource centre, Sports facilities, etc.)

Sl. No	Room No	Name of building	Nos.	Capacity or Size	Remarks
	G - 1	Garage			
	G - 2	Parking			
	G - 3	MULCOS I			
	G - 4	MULCOS II			
	G - 5	Parking			
	G - 6	ATM			
	101	Gym room		11x22 ft.	
	102	Jam Room		11x22 ft	
	103	IGNOU		22x31 ft	
	104	NCC		11x24 ft	
	105	Canteen			
	201	SU		11x25 ft	
	202	NIELIT		24x36 ft	
	203	Students common room		35x35 ft	
	204	Commerce Computer Lab		48 x 24 ft	30
	205	Chowkidar Quarters			
	300	Arena		40x58 ft	
	301	Administrative office			
	302	Principal's Office			
	303	Vice Principal's Office			
	304	Faculty - Arts Stream			
	305	Faculty - Commerce Stream - day			
	306	Faculty - Commerce Stream - morning			
	307	Store Room			
	401	Class Room		90 students	
	402	Class Room		90 students	
	403	Class Room		124 students	
	404	Class Room		124 students	
	405	Class Room		20 students	
	406	Class Room		110 students	
	407	Class Room		48 students	
	408	Class Room		20 students	
	409	Class Room		72 students	
	410	Committee Room			
	411	Legal Aid Cell Room		12 x19 ft.	
	412	Counselling room / Media cell room		12x19 ft.	
	501	Library			
	502	Class Room		264	
	503	Class Room		20	
	504	Class Room		196	
	505	NSS		10x18	
	505	Class Room		28	
	506	Class Room		80	
	507	Class Room		60	
	508	IQAC		18x19	
	601	Adventure room		7x13	
	602	Language Lab.			
	603	Class Room - Geography		80	
	604	Class Room - Psychology		80	
	605	Conference hall		23x42	
	607	Class Room		90	
	701	The Golden Hall		103x67/460	
	702	Tawngtain In		29x40	

### 1.6. Baseline Data (Data should be as on 30<sup>th</sup> September 2021)

Sl. No	PARAMETERS	2021-2022		
		Total	Male	Female
1	Number of Students in all programs in the year	2210	1034	1176
2	Number of SC Students in all programs and all years of study	3	2	1
3	Number of ST Students in all programs and all years of study	2187	1022	1165
4	Number of OBC Students in all programs and all years of study in the year	2	0	2
5	Number of General Students in all programs and all years of study in the year	18	10	8
6	Number of fully functional computers available for students			128
8.	Total numbers of text books and reference books available in library for UG and PG			30541
10.	Student - Teacher ratio	2225:54 ( 41.2: 1)		
14.	% of high quality undergraduates/Post Graduates (>75% marks) passed out			77%
15.	Number of research publications in Indian refereed journals ( <i>Last 5 years</i> )			92
16.	Number of research publications in International refereed journals ( <i>Last 5 years</i> )			36
17.	Number of patents obtained			Nil
18.	Number of patents filed			Nil
19.	Number of sponsored research projects completed ( <i>Last 5 years</i> )			Nil
20.	Passed percentage of final semester/year students	All students	92.52	
		SC	100	
		ST	91.99	
		OBC	Nil	
21.	IRG from students' fee and other charges (Rs. in lakhs)			2.3
22.	IRG from externally funded R&D projects, consultancies (Rs. in lakhs)			4
23.	Total IRG (Rs. in lakhs)			
24.	Total annual recurring expenditure of the institution (Rs. in lakhs)			

IRG= Internal Revenue Generation

\* The Institution does not have any internal source for revenue generation as it is a government college. The M.Com course however is self-financed and therefore 2.3.lakhs is the IRG from M.Com only.

## **2. INSTITUTIONAL DEVELOPMENT PROPOSAL**

### **2.1 Executive Summary of the IDP**

The institution is gradually and steadily gearing up for the adaptation of the NEP 2020. Skill development and preparation of students to be employable and significant contributors to society has always been a priority of the college. As such various aspects of the NEP2020 in terms of holistic development of students will be welcomed and smoothly transitioned. Infrastructural requirements will however, be a challenge, without financial assistance. Faculty shortage is a huge hurdle as well. In spite of these, the institution do aspire to develop into a multi-disciplinary institution with even the possibility of being the center of the cluster colleges.

In the short-term, the college plans to complete the full implementation of the NEP 2020, and transitioning from an inter-disciplinary institution to being an multi-disciplinary institution, incorporating skill development in various areas, including fine arts, physical education and sports and physical sciences. Widening and professionalizing of existing courses is also focused.

In the mid-term, attempts will be made to procure grants and funding from various sources to actualize the process of transitioning into a multi-disciplinary institution. Infrastructural expansion must be the primary goal of this period.

In the long-term, the institution aspire to be a stand alone institution with the various aspects of NEP2020 being incorporated into the system i.e., an education system that develop good human beings with rational thinking, compassion, empathy, courage, resilience, scientific temper, creative imagination, and ethical values.



## 2.2 SWOC Analysis Matrix for developing IDP of the Institution

Strengths	Weaknesses
<ol style="list-style-type: none"> <li>1. Campus is located in the heart of the city and public utilities are easily accessible, and well-equipped with external facilities and infrastructure.</li> <li>2. The institution is one of the oldest and most reputed educational institution.</li> <li>3. Holistic approach to education for every student with emphasis both on skill development and knowledge building.</li> <li>4. Strong commitment to community, service and social justice. A well-structured mentoring system.</li> <li>5. Excellent facilities with well-equipped laboratories. Experienced faculty with strong support staff.</li> <li>6. Consistent merit listing in University examinations.</li> <li>7. Togetherness is our mantra.</li> </ol>	<ol style="list-style-type: none"> <li>1. Inadequate number of teaching and non-teaching staff, even the sanctioned post is not filled up by the higher authority.</li> <li>2. Dependency on the government for funds and decision-making.</li> <li>3. Inability to admit all aspiring candidates due to seat limits.</li> </ol>
Opportunities	Challenges
<ol style="list-style-type: none"> <li>1. Endowed with talented and gifted pool of students.</li> <li>2. Ample potential for growth and development in all areas.</li> <li>3. Experienced and well-qualified teachers and staff.</li> <li>4. Collaborations and Networking with external agencies/institutions for career and skill development. Shaping and influencing the next generation for social and economic change.</li> <li>5. Uplift and mentor students from rural areas, underprivileged and minority group.</li> <li>6. Strong and lasting relationships between students(present &amp; outgoing) and the faculty opens endeavours for further developments in all areas.</li> <li>7. Online education opportunities such as national and international seminars and networking.</li> </ol>	<ol style="list-style-type: none"> <li>1. External constraints such as student related political issues leading to stagnation in working/teaching time/days.</li> <li>2. Insufficient filling of gaps between the required and vacant posts by the government.</li> <li>3. Poor internet connectivity from the server domain has limited speedy work completions and growth in these areas.</li> </ol>

# Vision and Mission Statement

2.3.1 Vision of the Institution – *Providing holistic and quality education within the reach of all.*

2.3.2 Mission - *To mold the students to be intellectually competent, morally upright, socially committed and spiritually inspired and capable of building a more humane social order within the context of the nation's religious and cultural pluralities and diversities.*

1. To provide facility to the youth in pursuing higher education.
2. To achieve academic excellence with relevance to employability.
3. To equip the students to possess overall development in the field of education, co-curricular and extension activities.
4. To instill in the teachers unity in thought and action.

2.4 Goal and Objectives of the Institution in view of the vision of the NEP?

## **GOAL 1. MULTIDISCIPLINARY AND HOLISTIC EDUCATION**

### **OBJECTIVES :**

#### *Short-term (1-3 years)*

- Curriculum reforms through gradual adaptation of the NEP syllabus and gradually phase out the CBCS curriculum.
- Looking into various multidisciplinary combination possibilities in line with the available resources of the institution.
- Integrating value and skill-based courses in the curriculum of each programme of study.
- Community based courses, projects and internships

#### *Mid-term (3-8 years)*

- Collaborations with various institutions and industries for facilitations of holistic development of students.
- Creating opportunities to gain knowledge, skills, and credentials in high demand fields.
- Creation of a robust system for monitoring the overall academic success of students
- Establishing of multidisciplinary research centre
- Integrated undergraduate and postgraduate courses in vocational and professional courses.

#### *Long-term (8-15 years)*

- Integrated UG, PG and Research programmes in all disciplines.
- Introduction of new programmes.
- Increasing grants and contract activity
- Enhancing institutional network capacity
- Developing active and dedicated alumni engagement
- Develop more degree courses taught in Indian languages and bilingually

## **GOAL 2. EQUITY AND INCLUSION IN HIGHER EDUCATION**

### **OBJECTIVES :**

#### ***Short-term (1-3 years)***

- Support for the academic success of underrepresented students.
- Inclusive and friendly admission process
- Orientation and financial assistance to Socio-Economically Disadvantaged Groups (SEDGs)
- Enhancement of sports/recreation facilities.
- Students' friendly and informative communication system and environment.
- Mechanism for equity, wellness, skill development for various levels and students' needs.

#### ***Mid-term (3-8 years)***

- Expanding the range of academic, vocational and professional programmes.
- Creation of various platforms to support diverse students groups.
- Partnerships/Collaborations with various institutions for empowering PwD students and SEDGs.
- Flexible exit/entry option to facilitate Lifelong learning opportunities at all levels.
- Develop bridge courses

#### ***Long-term (8-15 years)***

- Establishment of Skill Centre to impart training and practical exposure.
- Centre for Equal Opportunities to impart all sort of academic, professional and career development.
- Infrastructural facilities especially for the PwD students and SEDGs.

## **GOAL 3. MOTIVATED, ENERGIZED AND CAPABLE FACULTY**

### **OBJECTIVES :**

#### *Short-term (1-3 years)*

- Clearly defined and transparent processes and criteria for faculty recruitment.
- Timely promotions under Career Advancement Scheme.
- Ample opportunities for Continuous professional development.
- Provision of access to all necessary resources for academic and professional development.

#### *Mid-term (3-8 years)*

- Linking of high impact research contribution with fast track promotion system.
- Sponsored international academic/research exposure to faculty.
- Recognition to the faculty adopting engaging innovative methods and tools for teaching.

Facilitating the teachers for delivery of 21<sup>st</sup> century Global Citizenship Education.

- The faculty identified as ‘excellent’ may be given special opportunities for professional development and leadership and management skills.

#### *Long-term (8-15 years)*

- Freedom to the teacher to review and amend the curriculum
- Advanced ICT support with latest additions to the faculty for academic, research and extension activities.
- Maintaining the student-teacher ratio at par with the global standards for creative engagement of teachers.
- Implementation of the remaining targets relating to motivated, energized and capable faculty as envisioned in NEP2020

## **GOAL 4. TECHNOLOGY USE AND INTEGRATION**

### **OBJECTIVES :**

#### ***Short-term (1-3 years)***

- Adequate technology support for improvement of educational processes and outcomes.
- Educational software and hardware for technology-enabled learning.
- One smart classroom with latest ICT facilities with sound technical support in each department.
- Rigorous teacher training in technological use and pedagogy.
- Creation of online contents for each courses.
- Blending of online and offline mode of teaching.

#### ***Mid-term (3-8 years)***

- Use of National Educational Technology Forum(NETF) to enhance learning, assessment, planning and administration.
- Adaptation of latest and most effective educational software.
- Online education to be blended with experiential and activity-based learning for desired outcomes.
- Utilization of Digital Infrastructure for Knowledge Sharing (DIKSHA) platform for Professional Development of teachers.
- Review of targets.

#### ***Long-term (8-15 years)***

- Conducting research on disruptive technologies.
- Enrichment and enlargement of digital contents.
- Addressing the issue of digital divide by devising an institutional support mechanism.
- Implementation of the remaining targets relating to technology use and integration as envisioned in NEP2020

# 1. ESTABLISHMENT of IMPLEMENTATION CELL/COMMITTEE of NEP 2020 in GOVT. HRANGBANA COLLEGE

National Education Policy (NEP) 2020 Implementing Committee was set up on July 2022. Members of the committee are as follows:

## NATIONAL EDUCATION POLICY (NEP) 2020 IMPLEMENTING COMMITTEE

Chairman : Vice Principal  
Vice-Chairman : Mr. B. Lalrawngbawla  
Secretary : Dr. Lalbiakzuali  
Asst Secretary : Dr. H. Lalzuithangi

### Members :

1. Dr. Darchuailova Renthlei  
2. Ms. Lynda Vanlalruati  
3. Dr. Rohmingliani  
4. Mr. Lalmalsawma Ralte

### Skill Hub Initiative In-Charge:

1. Dr. H. Lalzuithangi (Tourism & Hospitality)  
2. Ms. Marie Zodinpuui (Caregiving)  
3. Mr. Laldingliana Sailo (IT/ITES)

- **Objectives:**

1. To identify vocational skill development courses to be taken by the institution.
2. To lay out Institutional Developmental Plan (IDP) for NEP 2020.
3. To prepare a roadmap for transforming the college into multidisciplinary institution along with action plans and requirements.

- Number of meeting held: 2

- **Outcome of the meeting and action taken:**

1. The 1<sup>st</sup> meeting held on 2<sup>th</sup> Oct. 2022 discussed the NEP 2020 structure and the committee resolved that there is a need to have further discussion and clarification of doubts with regard to the implementation of NEP 2020. The committee resolved to organised a session with officials of higher implementing bodies. The meeting decided to invite the following as panelists:

- (a) Prof. Lalnilawma, Nodal officer, NEP cell, MZU.
- (b) Prof. Benjamin Lalrinsanga, Nodal officer on NEP 2020, H&TE.
- (c) Dr. C. Zarzoliana, Addl. State Project Director, (RUSA), H&TE.

Action taken: On 7<sup>th</sup> Nov. 2022, a session on ‘Discussion on Implementation of NEP 2020’ was organised at GHBC conference Hall where Prof. Lalnilawma, Prof. Benjamin Lalrinsanga and Dr. C. Zarzoliana were invited as panelists.

The panel members discussed about the National Education Policy (NEP), 2020 that focused on brining about an all-round development of an individual. In pursuance of this goal, the University Grants Commission introduced the ‘Curriculum and Credit Framework for Undergraduate Programmes’ (CCFUP); which was explained by the panel members. The knowledge imparted are briefly recorded below.

The NEP 2020 on which the CCFUP was based has several principles:

- NEP lays importance on different curricula such as developing unique capabilities of individuals, critical thinking, integrating local context and diversity in pedagogy etc.

- NEP aims to develop all capacities of students by adopting a more flexible curricular structure for creative combination of subjects; value-based education; participating lessons in the economy etc.

The CCFUP has several features like- providing flexibility to move from one discipline to another multiple entry and exit options among others.

- The academic year is divided into two semesters. A summer term is/can be included for internship/ apprenticeship/ vocational course or regular course.
- Major discipline will be awarded to the degree they are pursuing while minor discipline will help the students understand the major discipline in a broader sense.
- Students for opt to exit after completion of one year course will be UG Certificate; for two years- UG Diploma; for three years- UG Degree; four years- UG Degree (Honors) or UG Degree (Honors with Research). However, certain requirements must be fulfilled by the institution to offer the UG Degree (Honors with Research). A student may also re-enter within three years of exit and complete the course within seven years maximum of their registration.
- Points like single/ double major, interdisciplinary or multidisciplinary programmes were also briefly discussed.
- The credit hours for completion of courses may be earned from lecture courses, tutorial courses, practicum or laboratory work, community engagement and service etc. The proposed number of credit per course and credit distribution suggestion was also discussed which may be adjusted as per requirement.
- The CCFUP focuses on outcome-based approach. The graduates must understand their chosen field, have problem- solving skills, research related skills and have holistic views to be able to contribute better to the society.

The panel discussed the detail structure of the UG Programme on how to choose major and minor disciplines; courses for multidisciplinary subjects; ability enhancement courses; skill enhancement courses; value added courses; internships; dissertations etc. which should be provided by the institution as far as possible.

The discussion included the methods of calculation of grade points like SGPA and CGPA.

## **2. CONCEPT, FEASIBILITY AND RELEVANCE OF SKILL IDENTIFIED BY THE INSTITUTION**

The Concept, Feasibility and Relevance of the skills identified in the meeting are as follows:

### **1. COMPUTER COURSES (CCC & TALLY), IN COLLABORATION WITH NIELIT:**

*Concept:* In a world run by computers where everything is being digitalised it is essential to introduce a study of computer in every institution. Computer studies is the study of ways of representing objects and processes. It involves defining problems; analysing problems; designing solutions; and developing, testing, and maintaining programs

*CCC:* The CCC Course is designed by the National Institute of Electronics and Information Technology (NIELIT) to provide students with the basic knowledge of computer literacy and programming. With the world moving towards a more technology-friendly environment, all need to have basic knowledge about the usage of computers for him to adapt and live in this ever-growing environment.

*Tally:* Tally is a complete system for business accounting and inventory management. It provides various facilities like Govt. supported formats, multilingual operations, online functions and processing for small, medium and big businesses

*Feasibility:* Government Hrangbana College is fortunate to have within its campus NIELIT (National Institute of Electronic and Information Technology) which can provide the student, the said course in collaboration with NIELIT. The students within their degree course can also acquire CCC as well as Tally certification.

*Relevance:*

- *CCC:* On successful completion of the course, the incumbent is enabled to use a computer for basic purposes of preparing personal/business letters, viewing information on Internet (the Web), sending mails, preparing business presentations.
- *Tally:* Tally is advanced accounting software that is used to keep track of accounts. It helps records all types of accounting that include invoicing, receipt notes, inventory management, sale records, credit note, etc. The software helps record the complex book keeping in a simple way so that everyone can handle it easily. Students who complete the Tally course might pursue a variety of careers in the business and public sectors. They work in a wide range of settings, including banks, financial organisations, and other businesses.

### **2. COMMUNICATION SKILLS – SPOKEN HINDI & ENGLISH:**

*Concept:* Communication itself is defined as transferring information to produce greater understanding. Communication is an important skill to have in a person's career and can be developed



as both soft and hard skills. In a world where communication is key, it is essential for institutions to inculcate such type of training to its student. In relation to communication, soft skills are reflected through the following actions: communicating well to interact and get along with other people, using communication effectively to be a good team player and using communication as a means of motivating people. In a state like Mizoram where language is homogenous, the need for communicating in other language besides 'Mizo' does not arise. However, in a globalised world it is very important to be able to communicate thoughts and ideas with others who are unable to use Mizo language. Communication travels through many channels including the radio, the telephone, cellular phone (talking and text messaging), e-mail and communicating through video conferencing and webinars. It is skill which will open doors. Being a part of India, Hindi is important language to know.

*Feasibility:* The institution is already equipped with language lab which can be utilised for taking classes. The faculty of the college can also partake in making this course a success. Communication Skill can help the student to benefit in areas given below:

- **Self-Expression:** It can be done vocally (through verbal exchanges), through written media (books, websites, and magazines), visually (using graphs, charts, and maps), or non-verbally (body language, gestures, pitch of voice, and tone). However, if one is familiar with a language and the art of communicating one's thought and ideas, the task of communicating becomes much easier.
- **Essential Soft Skill:** Communication skills are essential Soft Skills that are vital for a successful Career.
- **Understanding accurately:** Good communication skills are essential to allow others and yourself to understand information more accurately and quickly.
- **Helps in times of Job interviews:** Good communication skills can aid in helping you land an interview and pass the selection process.
- **Effective working in any job:** To do your job effectively, you have to discuss problems, request information, interact with others, and have good human relations skills – these are all made easy if one acquires a good communication skill.
- **Problem Solving and Negotiation:** Good communication skill is very important for negotiation and problem solving if the need arises.

*Relevance:*

- They assist in communicating with professors about topics that are difficult.
- They help in forming bonds with classmates.
- Because communication skills aid in learning and revision, scores are likely to improve as well.
- Communication skills allow you to put your point across and persuade others.
- Good communication also ensures that you experience far less stress than other students.
- Helps in Public Speaking

### **3. ENTREPRENEURSHIP**

*Concept:* Entrepreneurship refers to an individual's ability to turn ideas into action. Entrepreneurial programmes and modules offer students the tools to think creatively and to be an effective problem

solver. Entrepreneurial learning aims to promote creativity, innovation, and entrepreneurial mindset which equips youth to access and thrive in the world of work and supports their personal development. It seeks to deliver students with knowledge, skill and motivation to inspire entrepreneurial success. Entrepreneurship will provide students with skills and knowledge of how to utilise the resources within their means and build business of their choice. Educational institutions at all levels must inculcate and intensify the integration of entrepreneurship into its curriculum systems. With the lack of government job in the state and the problem of unemployment lurking around, it is essential to the youth to learn to be self-reliant and be well-equipped with entrepreneurial skills.

*Feasibility:* Government Hrangbana College offers Commerce streams in Bachelors as well as in Masters therefore it is quite feasible to provide entrepreneurial course. The new generation need to find skills which can sustain them financially in the future. This course will equip them with skill they need to survive in the business world.

*Relevance:* Entrepreneurs play a pivotal role in the growth of the economy. They spur industry innovations, create new market opportunities, and support the development of communities. The different ways in which entrepreneurship is important to society include:

- Economic Expansion: As entrepreneurs successfully create and market products and services aligned with market demands, they generate more revenue for their companies. This increases the overall national income and contributes to economic growth. Thereafter, the advantages of economic expansion cascade to other businesses and marketplaces as well.
- Wealth Generation: Entrepreneurs frequently target new markets and reach out to audiences outside the radar of their existing business. This creates new streams of revenue and profits.
- Social Change: The innovative products and services provided by entrepreneurs reduce the dependence on outdated processes and technologies. One instance includes the way smartphones have affected how businesses communicate with clients, employees, and partners.
- Community Development: Entrepreneurs promote a sense of community among people with common goals and passion, whether in a local neighbourhood or across continents. Their products and services contribute to the social and economic development of the community.

#### **4. ADVANCED GIS**

*Concept:* The GIS (Geographical Information System) industry is an expanding sector in the global economy. The tools required in the field have become increasingly complex, prompting a large demand

for individuals with formal advanced training in GIS. It is an advanced GIS training module aimed to provide advanced analytical and methodological skills in Geographic Information System, Remote sensing, Geodata science, satellite image analysis, Spatial Data Analysis techniques and their applications in various fields.

*Feasibility:* The department of Geography of GHBC can design course as well as a roadmap to offering this course. This course will build upon the foundation GIS knowledge and skills acquired at the introductory level and guides students in the development of increasingly sophisticated spatial analysis capabilities. It will also include detail of the principles that underpin the spatial modelling and analysis techniques employed in the practical exercises. The course has a strong practical focus, it will give students experience in field data collection; network analysis; and the construction, manipulation and interpretation of raster data sets in a GIS environment. Students will learn how to interpret and present the results of spatial data analysis through high-quality reports.

*Relevance:* With its focus on GIS applications, the program will graduate students who are well qualified to assume employment as GIS applications professionals in any of the following fields:

- Business -marketing, real estate, property development.
- Education -primary, middle, secondary, colleges, universities, research institutes, libraries.
- Engineering -surveying, civil.
- Government-urban and regional planning, public administration, health, education, heritage.
- Media - newspapers, magazines, television, internet.
- Natural resource management/environmental management - air, land, and water including forestry, agriculture, fisheries, mining.
- Research -physical and biological, social sciences, humanities.
- Security -public safety, law enforcement, immigration, national security, defence.
- Transportation -planning, systems management.
- Utilities - oil and gas pipelines, electrical transmission, telephony.

## **5. CULTURAL STUDIES:**

*Concept:* Cultural Studies is an interdisciplinary field, drawing on theories and practices from a range of humanities and social sciences disciplines, that seeks to investigate the ways in which cultures produce and are produced. It helps us to understand ourselves and those around us by exploring a wide range of institutions, media, concepts and formations such as television, multiculturalism, and cultural heritage. Cultural studies deal with culture as a part of everyday life. Cultural studies is a relatively new interdisciplinary field of study, which came into being in the UK in the post-war years. Among its central concerns are the place of race or ethnicity, class, and gender in the production of cultural knowledge.

*Feasibility:* In a cultural study, one can investigate possible pathways that culture can take to improve current issues or future issues. Sometimes this process can help find limitations or problems that can be corrected. Which is feasible and necessary in a diverse country like India.

*Relevance:* The Cultural Studies helps you understand the complexity of everyday life and the way that habits, texts, objects and beliefs are socially patterned and laden with values and meaning. It will provide you with a range of tools to analyse how cultural practices and meanings are produced, circulated and exchanged. Cultural Studies examines how cultural practices relate to everyday life, history, structures of power, affect, ideology, economy, politics, knowledge, technology, and the environment.

## **6. SIGN LANGUAGE:**

*Concept:* A sign language is a language which uses any means of communication through bodily movements, especially of the hands and arms, and lip patterns instead of sound to convey meaning—simultaneously combining hand shapes, orientation and movement of the hands, arms or body, and facial expressions to fluidly express a speaker's thoughts. The gestures or symbols in sign language are organized in a linguistic way. Each individual gesture is called a sign. Signs frequently represent complete ideas, not just words. Sign language often includes finger spelling, which involves the use of hand positions to represent the letters of the alphabet, in addition to accepted gestures, mime, and hand signs.

### *Feasibility*

- Important for Deaf people - Sign languages are the native languages of the Deaf community and provide full access to communication.
- More expressive - Facial expressions in sign languages can express both emotion and grammatical information. For instance, eyebrows can be raised and lowered to change the structure of a sentence from a statement to a question.
- Listening with your eyes - Unlike spoken language, with sign languages a person cannot look away from the person speaking and continue to listen.
- Helpful for people with autism spectrum disorder - Many children with ASD have demonstrated higher quality communication when using a sign language instead of or in addition to a spoken language.
- Having a private conversation in a public place - Sign languages can be a great way to gossip without anyone else knowing, and passing on confidential information.
- Children can acquire sign language the very same way they acquire spoken language - For a child, the stages of acquiring a sign language are the same as those for spoken language. The muscles in a baby's hands grow and develop faster than their mouths so signing can be a better option for early communication, especially when the child still can't speak.

*Advantages over spoken languages* - Sign languages can be used when the spoken word is physically impossible, such as talking underwater, talking through glass, from a distance, at a loud music concert, and talking with your mouth full.

### *Relevance:*

- Assists the deaf and also the dumb in communicating with others and amongst themselves.
- Aids in the social inclusion of those who are deaf or hard of hearing.

- It also gives deaf children the opportunity to educate themselves.
- Increases the self-esteem of the disabled.
- Instils a sense of social responsibility as well as sensitivity in non-deaf volunteers; who volunteer to learn sign language in order to communicate with the disabled.
- It also makes deaf people's lives easier.
- Because the muscles in their hands develop faster than the muscles in their mouth, deaf children can be taught sign language more easily than verbal languages. As they grow, they can pick up on signs faster and learn to express themselves more
- Studies show that children who learn to use signs at a young age are smarter than those who do not.
- Sign language has proven to be a huge help for autistic children who struggle to express themselves verbally.

## **7. CONSTRUCTION WORKS:**

*Concept:* There is a high demand for construction work. The skill is in high demand and there are many areas that are covered by this field. It typically starts with planning, financing, design and continues until an asset is built and ready for use; construction also covers repairs and maintenance work, any works to expand, extend and improve the asset, and its eventual demolition, dismantling or decommissioning. Broadly, there are three sectors of construction: buildings, infrastructure and industrial: Building construction is usually further divided into residential and non-residential. Construction Studies introduces students to the knowledge and skills associated with construction technology and construction materials and practices. This is achieved through both theoretical study and integrated practical projects which provide a basis for the thorough exploration of materials and processes

*Feasibility:* Construction work is often manual though it can be done with machines as well. There is a steady growth of urbanisation within the country and this requires different types of expertise in the field of construction. There are many projects which are being proposed by the government, therefore this a skill which will enable the youth to qualify in being a part of the project and get employment. Theory and practical will be inculcated in the curriculum of the course which will enhance their skill. For example, one must know about the types of walls, foundations, masonry, etc. This set of knowledge gives one the confidence to understand the feasibility of the building design.

*Relevance:* Construction is all around us. It builds our homes, schools, offices, roads, hospitals, theme parks – everything. It is vital to everyone's life. Acquiring such skill will enhance the student's job opportunity. Though in some field high educational degree is needed whereas in some areas it is not so. Therefore, the range of expertise required in this field varies which allows more people to get into the field of construction. There are so many specialties within the construction industry. With a seemingly endless list of careers, there is something out there for everyone.

## **8. FASHION DESIGNING & TAILORING:**

*Concept:* Fashion concept is a collection of ideas that will influence the type of garments you will be promoting as a freelance fashion designer or fashion house. It is an art which translate itself into a means of livelihood. It is one of the oldest professions. Many have built successful career around it. A

design concept is the core idea driving the design of a product, explained via a collection of sketches, images, and a written statement. This helps the designers and, later, the developers stay on track throughout the creative process, ensuring they bring a product to market with value to target users. This is an industry and an interest which fascinates an individual in one way or another, as a creator as well as a consumer.

*Feasibility:* There is a possibility of collaborating with fashion houses within the state. There are many areas of studies in fashion such as Apparel, footwear, accessories, textile, eco-fashion, marketing etc. There are several subsections within these categories that a designer can pursue depending on their skills and interests. It is a skill which is always in demand.

*Relevance:* The fact is that the fashion industry will always be around. It will morph and adjust, and it will hit market trends. But it will never go away because fashion feeds a fundamental part of each person. The global fashion industry is valued at \$1.7 trillion as of 2022. The fashion market had a growth rate of 5.46% in 2017 and was projected to hit 6.2% by 2020. The United States fashion industry is valued at approximately \$369.39 billion.

## **9. TOURISM & HOSPITALITY**

*Concept:* “Tourism denotes the temporary, short-term movement of people to destinations outside the place where they normally live and work and their activities during their stay at these destinations” Tourism is a social, cultural and economic phenomenon which entails the movement of people to countries or places outside their usual environment for personal or business/professional purposes. Tourism comprises the activities of persons travelling to and staying in places outside their usual environment for not more than one consecutive year (12 months) for leisure, business or other purposes.

*Feasibility:* Tourism has taken a backseat with the surge of pandemic but now it is on the rise. With the existence of Yuva Tourism Club in the institution (A government initiative) it is practical to introduce a course which can harness the skill and the interest of the students. There are various areas of tourism to explore like eco-tourism, cultural tourism, religious tourism etc. There are many fields to explore within the scope of tourism. Tourism has tremendous economic and social potentiality. The income generation and employment capabilities of the industry are quite considerable. India is rich in tourist resources in terms of diverse religions and customs, traditional folk dances, native arts and crafts and scenic beauty centres. Over the past two decades tourism has emerged as the world’s second largest industry. It is a major source of revenue and employment all over the world. Without any significant loss of international resources tourism earns good foreign exchange.

*Relevance:* By studying tourism, you position yourself right in the very centre of service. You will learn skills that are transferable to many other industries. Being a service and human-to-human industry, it is also one of those that will need hard-working and creative people in the future. It is a field the flow of money is from pocket to pocket.

## **10. CULINARY SKILLS:**

*Concept:* Food Culture is one of the fast-growing industries today which caters to the curious taste buds of people the world over. Humanity since time has been working towards improving and developing various cuisine inculcating culture within this art. Culinary arts is a broad term that refers

to the preparation, cooking, plating, presentation, and service of food. It applies to meals and their components.

*Feasibility:* There are many who are interested in experimenting with food. The Mizo Cuisine is still quite limited and therefore, there is a wide scope for exploration and growth. A culinary education will give students the advantage of learning and exploring the range of possible creation of food and cuisine. Students will be introduced to a variety of cooking styles, a multitude of recipes, new ingredients and different flavouring profiles. The course will concentrate on skills and attributes needed to fill entry level culinary and food service positions. Instruction includes training in the fundamentals of basic food production, nutrition and sanitation, and management and services.

*Relevance:* This course will create new career opportunities, expose students to mentors and an extensive network of culinarians, and can teach useful skills and techniques. It is about learning cooking and food in general as an art form. One can learn about the significance of other civilizations and how food differs from that of other cultures by studying culinary art. Culinary skills promote a far higher understanding of other cultures as a result, and it helps in developing empathy for people in general. An excellent culinary arts curriculum will educate one in nutrition. Culinary arts motivate people to eat healthy food, how to make it healthy food. This skill is in high demand in this global world.

## **11. INTERIOR DESIGN**

*Concept:* Interior design is the art and science of enhancing the interior of a building to achieve a healthier and more aesthetically pleasing environment for the people using the space. An interior designer is someone who plans, researches, coordinates, and manages such enhancement projects. Interior Design is about planning and design of man-made spaces, a part of environmental design and closely related to architecture. Although the desire to create a pleasant environment is as old as civilization itself, the field of interior design is relatively new. Since at least the middle of the 20th century, the term interior decorator has been so loosely applied as to be nearly meaningless, with the result that other, more descriptive terms have come into use. The term interior design indicates a broader area of activity and at the same time suggests its status as a serious profession. In some European countries, where the profession is well established, it is known as interior architecture.

*Feasibility:* There are many upcoming interior designers within the state who can contribute to the curriculum of this study. This is a skill which creates an opportunity for employment. It provides a wide range of areas and scope for growth.

*Relevance:* Interior Design is becoming one of the most sought-after professions. In this day and age where people are more concerned of their living space and the aesthetics of their home, the demand for this kind of expertise is on the rise.

## **3. SETTING OF ROADMAP/TIMELINE FOR THE IMPLEMENTATION OF NEP 2020 CURRICULUM:**

### **ROAD MAP FOR INTRODUCTION/ESTABLISHMENT OF NEW COURSES/PROGRAMMES**

- To meet the requirements laid down by NEP 2020 Govt. Hrangbana College has to expand its current dual disciplinary offerings to a more multi-disciplinary structure.
- The plan involves utilization of the existing infrastructure as well as new developments and upgrades.
- The proposed courses/programmes are listed with the time frame as below

Period	Course/ Programme	Venue	Whether infrastructur e is available?	Whether faculty is available?
2024-2025	BA Fine Arts	Muthi Campus	Yes	No
	Bachelor in Physical Education and Sports	Muthi Campus	Yes	No
<b>Justification: BA Fine Arts and BPES are not offered by any college in the state. Besides it will utilize the unused infrastructure at Muthi campus.</b>				
2025-2026	BSc in Physics, Chemistry, Mathematics, Botany & Zoology	Belleimual Campus	No	No
<b>Justification:</b> There is only one science college in Aizawl under Mizoram Government. The rest of the colleges mainly offer Arts. Establishment of Science stream in GHBC is feasible in the newly acquired Belleimual Campus.				
2026-2027	B. Mass Com	Belleimual Campus	No	No
	BA Hindi	Belleimual Campus	No	No
<b>Justification; MZU offers Master Degree in Mass Communication. However, the is no college in Mizoram that is offering Bachelor course in Mass Communication.</b>				
2027-2028	BBA	Belleimual Campus	No	No
	BCA	Belleimual Campus	No	No
<b>Justification: To sustain growth and development of the college and caters to the need of the state as a whole these courses are to be established.</b>				
2028-2029	BSc in Earth Sciences (Applied Geology, Applied Climatology and Applied Environmental Science)	Belleimual Campus	No	No
<b>Justification: Applied Sciences especially in the field mentioned above is much needed in an environmentally sensitive state.</b>				



**PROPOSED SKILL DEVELOPMENT COURSES OF GOVT. HRANGBANA COLLEGE FOR NEP 2020.**

<b>PROPOSED SKILL/VOCATIONAL COURSES</b>	<b>PROPOSED SKILL/VOCATIONAL COURSES BY SKILL COMMITTEE</b>	<b>COURSE CODE</b>	<b>EXPECTED SKILL PROVIDER</b>
1) CCC & Tally	CCC & Tally	SEC/GHBC/01	NEILIT
2) Communication Skill-Spoken English	Soft Skills and Communication Skills	SEC/GHBC/02	College
3) Communication Skill-Spoken Hindi	Soft Skills and Communication Skills	SEC/GHBC/03	College
4) Entrepreneurship	Entrepreneurship	SEC/GHBC/04	EKC-GHBC
5) Basics of GIS and GPS	Basics of GIS and GPS	SEC/GHBC/05	College
6) Sign Language		SEC/GHBC/06	College
7) Cultural Studies		SEC/GHBC/07	College
8) Construction Work	RCC Building Construction	SEC/GHBC/08	College
9) Fashion Designing	Basic Fashion Designing	SEC/GHBC/09	College
10) Mizo Language and Writing Skill	Mizo Department	SEC/GHBC/10	College
11) Physical Education	Health and Wellness	SEC/GHBC/11	College

## SEC/GHBC/01: COURSE ON COMPUTER CONCEPT & TALLY

3 Credits (1-1-1)

### Course Objectives:

1. To familiarize students with fundamental computer hardware and its peripherals.
2. To equip students with essential skills in word processing and spreadsheet applications, particularly focusing on MS Word and MS Excel.
3. To introduce the concepts of accounting software and provide hands-on experience in Tally.

### Course Learning Outcomes:

Upon successful completion of this course, students will be able to:

1. Identify and describe the components of a computer system and their roles.
2. Use MS Word to create, edit, format and manage documents effectively.
3. Employ various features of MS Excel, including formulas, functions, and charts for data management and analysis.
4. Understand the key features and applications of Tally in accounting and financial management.
5. Prepare and manage final accounts using Tally, incorporating vouchers, journals, and ledgers.

### Unit 1: Computer Hardware & MS Word

**Computer Hardware:** Computer system as information processing system; Types of computer system, Computer hardware peripherals - CPU, input devices, output devices, storage devices, Memory, communication devices, Factors influencing PC performance.

**MS Word:** Meaning and features of word processing – Advantages and applications of word processing in Business - Parts of MS Word application window – Toolbars – Creating, Saving and closing a document – Opening and editing a document - Moving and copying text – Text and paragraph formatting, applying Bullets and Numbering – Find and Replace – Insertion of Objects, Date and Time, Headers, Footers and Page Breaks – Auto Correct – Spelling and Grammar checking – Graphics, Templates and wizards - Mail Merge : Meaning, purpose and advantages – creating merged letters, mailing labels, envelopes and catalogs- Working with Tables – Format Painter.

### Unit 2 : MS Excel

Features of MS Excel , Advantage of Spreadsheet in Business Field– Spread sheet / worksheet, workbook, cells, - Parts of MS Excel window – Saving, Opening and Closing workbook – Insertion and deletion of worksheet – Entering and Editing data in worksheet – cell range – Formatting – Auto Fill –Formulas and its advantages – References : Relative, absolute and mixed – Functions: Meaning and Advantages of functions, different types of functions available in Excel – Templates –Charts – Graphs.

### Unit 3 : Tally

Description of Tally Software and Screen: Features of Tally( Accounting Features, Financial Management Features, Inventory Management Features); Opening Company (without inventory) vouchers, journals, ledgers ; Configuration,Features, Preparation of Final Account using Trial Balance.

## **Practicum:**

### **MS-WORD**

1. Text Manipulations
2. Usage of Numbering, Bullets, Tools and Headers
3. Usage of Spell Check and Find and Replace
4. Text Formatting
5. Picture Insertion and Alignment
6. Creation of Documents Using Templates
7. Mail Merge Concept
8. Creation of Tables, Formatting Tables

### **MS-EXCEL**

1. Creation of Worksheet and Entering Information
2. Aligning, Editing Data in Cell
3. Excel Function (Date, Time, Mathematical, Financial Functions)
4. Changing of Column Width and Row Height (Column and Range of Column)
5. Moving, copying, Inserting and Deleting Rows and Columns
6. Formatting Numbers and Other Numeric Formats
7. Drawing Borders around Cells
8. Creation of Charts-Manipulating chart.
9. Using Excel as a Grade book/Exam result sheet.

### **TALLY:**

Creating Vouchers, Journals, Ledgers ; Preparation of Final Account using Trial Balance.

## **References:**

1. Computer Fundamentals 3<sup>rd</sup> Edition [Pradeep K. Sinha](#), [Priti Sinha](#) BPB Publications
2. Computer Fundamentals By Anita Goel
3. Microsoft Office – Dienes, Sheila S. – BPB Publication Delhi
4. Creating a Presentation in Microsoft Office PowerPoint 2007 for Windows -Tom Negrino
5. Financial Accounting On Computers Using Tally - By Namrata Agrawa
6. Bhasker Bharat: Electronic Commerce(Framework, Technologies and Applications); Tata McGraw Hill, New Delhi.
7. Edwards, Ward and Bytheway: The Essence of Information Systems; Prentice Hall, New Delhi.
8. Kanter: Managing with Information; Prentice Hall New Delhi Leon Alexis and Leon Matthews: Introduction to Computers; Leon Vikas, Chennai.
9. Minoli Daniel, Minoli Emma: Web Commerce Technology Handbook; Tata McGraw Hill, New Delhi.
10. Minoli Daniel: Internet & Intranet Engineering; Tata McGraw Hill, New Delhi.
11. Reddy Jayaprakash R.: Advanced Financial Accounting and Software; APH Publishing Corporation, New Delhi.
12. Tanebaum Andrew S.: Computer Networks; PHI Learning Pvt. Ltd., New Delhi.

## **SEC/GHBC/02: COMMUNICATION SKILL-SPOKEN ENGLISH 3 Credits (1-1-1)**

### **Course Objectives:**

1. To equip the learners with effective spoken and listening skills in English
2. To train learners in spoken English necessary for essential communication for daily use/jobs/workplaces

### **Course Learning Outcomes:**

1. Knowledge and understanding of English Grammar
2. An ability to understand English and to develop effective and fluent communication skill in English

### **Unit 1: BASIC GRAMMAR, COMMON EXPRESSIONS, GENERAL CONVERSATION**

Greetings/Invitation/Meeting and Parting/Gratitude

Words in Daily Use

Idioms and Phrases

Parts of Speech, Tense

### **Unit 2: PHONETICS**

Individual Sounds, Place of Articulation, Manner of Articulation

Description of Consonants, Diphthongs, Vowels

### **Unit 3: LISTENING, READING, COMPREHENSION**

Reading practice, Test of Listening and Comprehension skills

### **Practicum:**

1. Practice of Listening/Comprehension skills in English
2. Practice of Pronunciation, Spoken skills in English/ Language Laboratory Class

### **References:**

Koneru, Aruna. *Professional Communication*. McGraw Hill Publication, 2017.

Kumar, Neeraj. *Spoken English*. NTC Publications, 2018.

Tiwari, Anjana. *Communication Skills in English*. Khanna Publishing, 2022.

**Course Objectives:**

3. To equip the learners with effective spoken and listening skills in Hindi
4. To train learners in spoken Hindi necessary for essential communication for daily use/jobs/workplaces

**Course Learning Outcomes:**

3. Knowledge and understanding of Hindi Grammar
4. An ability to understand spoken Hindi and engage in basic daily conversation in Hindi

**Unit 1: BASICS OF HINDI LANGUAGE**

Alphabets and Pronunciation (Vowels, Consonants and Phonetics)

Basic Grammar and Greetings

Numbers and Numerals

Combining Letters

**Unit 2: GENERAL CONVERSATION**

Greetings/Invitation/Meeting and Parting/Gratitude

Words in Daily Use

**Unit 3: COMMON EXPRESSIONS**

Idioms and Phrases

Adjectives/Verbs in daily use/Genders

**Practicum:**

3. Practice of Listening/Comprehension skills in Hindi
4. Practice of Pronunciation, Spoken skills in Hindi

**Course Objectives:**

To impart entrepreneurial knowhow for start-ups so that the learners are motivated to look at entrepreneurship as life-skills to improve quality of life, skills of creation and a preferred option of professional life.

**Course Learning Outcomes:** At the end of the course, the learners will be able to:

1. Understand the concept of entrepreneurship
2. Develop awareness about various government policies towards entrepreneurship development
3. Identify business opportunity and evaluate viable business ideas for new venture creation.
4. Create a business plan

**Unit I: Introduction to entrepreneurship**

Concept of entrepreneurship, Role of entrepreneurship in economic development, Factors affecting entrepreneurial growth, characteristics of a successful entrepreneur, entrepreneurs vs intrapreneurs,

**Unit II: Entrepreneurship policies in India**

Government initiatives and agencies- MSME Sector, Start up India, Stand up India, Make in India and recent developments.

**Unit III: Identification and Selection of business opportunities**

identification of business opportunities, Main aspects of project report, Significance of writing project proposal; Contents of project proposal; Project Appraisal-concept and Method

Practicum:

1. Analyse the key initiatives of Government of India for promoting entrepreneurship in the North Eastern Region
2. Develop a business idea and conduct a feasibility analysis of the same.
3. Create a business plan for applying for MSME loan application.
4. Participate in Business Plan Competition, and identifying alternative sources of raising finance for a start-up.

References:

1. Vasant Desai: *Dynamics of Entrepreneurial Development and Management*; Himalaya Publishing Hou, New Delhi
2. SS Khanka: *Entrepreneurial Development*, S Chand & Company Ltd., New Delhi.
3. Robert D Hisrich, Michael P Peters, Dean A Shepherd: *Entrepreneurship*, McGraw Hill.
4. Donald F Kuratko & Rao TV: *Entrepreneurship: A South-Asian Perspective*, Cengage, Delhi.
5. D D Mali: *Entrepreneurship Development in North East*, IIE.

**Course Objectives: The objective of this course is to make the student to**

1. understand the principles and applications of Geographical Information Systems.
2. develop technical skills in basic procedures in GIS.
3. learn the basics of GPS and its applications.

**Course Outcomes: After completion of this course, students will be able to**

1. identify the basic components of GIS and various data structures
2. explain the principles and application of Geographical Information Systems.
3. demonstrate basic skills using GIS software.
4. exhibit map creation and design principles
5. show the applicability of GPS in spatial studies

**UNIT-I**

1. Basic concepts: Definition and history; Components of GIS; Recent trends and applications of GIS.

**UNIT-II**

2. Data Types and Data Models: Data Types: Spatial Data, Non-Spatial Data, Data Models: Vector Data Model, Raster Data Model; Integration and Comparison of Vector and Raster Data Models.

**UNIT-III**

3. GPS: Introduction; History of Navigation and Positioning; Objectives, Types of Earth's, Positioning System: GPS, GALILEO, GLONASS and GAGAN.

**Practicum:**

1. Preparation of Study Area Map
2. Identification of points, lines and areas and entry of non-spatial data.
3. Determination of Latitude, Longitude and height by GPS
4. Collection of Waypoints through GPS
5. Downloading handheld GPS data into software.

(i) Theory (Internal)	10 Marks	
Theory (End Semester)	15 Marks	25 Marks
(ii) Mid-Term Lab Work (Internal)	15 Marks	
Semester Lab Work (End Semester)	40 Marks	55 Marks
(iii) Record Book & Viva voce		20 Marks

**Eligibility:** Students to take the course shall fulfil the following requirements:

1. Student must have basic computer skills.
2. Student must have a smartphone with internet access,
3. Student must have a laptop with GIS software installed on Windows OS.

**References:**

1. Mehtani S, Sinha A, (2010). Introduction to Geography, Commonwealth Publishers Pvt Ltd, New Delhi.
2. Sahu, K.C, (2008). Textbook of Remote Sensing & Geographical Information System. Atlantic Publishers & Distributors Pvt Ltd, Delhi
3. Longley PA et al (2001). Geographic Information System-Systems and Science. John Wiley & Sons. New York.

**Course Objectives:**

1. To understand the concept of Sign Language
2. To acquire Sign Language the same way spoken language is acquired
3. To instil a sense of social responsibility and a sense of sensitivity for the non-deaf people.

**Course Learning Outcomes:**

1. Understanding the importance of Sign Language for deaf people.
2. Positive impact of confidence and self-esteem for the non-deaf
3. Processing of information and applying knowledge of Sign Language
4. Interpreting gestures at a given situation.
- 5.

**UNIT I – INTRODUCTION TO SIGN LANGUAGE**

- Sign Language: Concept and Definition
- Indian Sign Language (ISL)
- American Sign Language (ASL)
- 

**UNIT II – USES OF SIGN LANGUAGE**

- Sign Language for non-deaf people
- Sign Language for deaf people
- Sign Language for National Integration and Universal outlook
- 

**UNIT III - INTERPRETATION OF SIGN LANGUAGE**

- Interpreter and Interpreting
- Professionalism in Sign Language Interpreting
- Code of Ethics

**Practicum:**

1. Field visits to Special schools for extended classroom
2. Interaction program with Sign language educators and all the stakeholders.

**References:**

1. Baker- Shenk, Charlotte and Dennis Cokely 1980. American Sign Language. A teacher's resource text book on grammar and culture. Washington DC, USA: Gallaudet University Press
2. Bhattacharaya, T, Grover, N and Randhawa, S(eds) 2014. The People's Linguistic survey of India Volume 38: Indian Sign Language(s)
3. Roy, Cynthia B 2000. Innovation practices for teaching Sign Language Interpreters, Gallaudet University Press: Washington DC



**Course Objective**

1. To understand the concept of culture and its practices in Mizoram.
2. To practice the different aspects of culture i.e different forms of arts and crafts, including games, dances, material culture (dress making, culinary, music, etc.)

**Course Learning outcome:**

1. To gain knowledge of the fundamental features of culture.
2. Understand the role of culture in moulding a society
3. Economic and political Importance of cultural practice.
4. To empower to be more in sync with the Mizo culture.
5. To hone and stir cultural knowledge to promote and encourage entrepreneurial skills.

**Unit 1: Intangible Art forms:**

- # Dances
- # Culinary Art
- # Music

**Unit 2: Technique of Material Culture:**

- # Harvesting of cotton and Yarn making
- # Organic Colour making
- # Weaving & Pattern making
- # Basket weaving
- # Implement making

**Unit 3: Ancillary Art & Craft:**

- # Trap making
- # Farming & Cattle rearing.
- # Hunting/fishing

**Practicum:**

1. Conducting Practical classes with Skilled resource persons.
2. Field trip for fishing or hunting practices.
3. Field trips to weaving centres
4. Field trip to farms.

**References:**

1. Dokhuma, James, Hmanlai Mizo Kalphung, Mizoram Publication Board, Aizawl, 2008.
2. Laitanga, C., Mizo Khua, Mizoram Publication Board, Aizawl, 2002.
3. \_\_\_\_\_, Mizo Sakhua, Tribal Research Institute, Aizawl.
4. \_\_\_\_\_, Paite in Mizoram, Tribal Research Institute, Aizawl, 2011.
5. Lalthangliana, B., Mizo Chanchin, Aizawl, 2001.
6. Malsawmliana and Benjamin Ralte (eds.), Social, Economic & Political History of the Mizo, Guwahati, Eastern Book House, 2011.
7. Parry, N.E., A Monograph on Lushai Customs and Ceremonies, Firma KLM Private Limited/ Tribal Research Institute, 1927.
8. Parry, N.E., The Lakhers, London, Macmillan & Co., Limited, 1932.
9. Sangkima, A Modern History of Mizoram, Spectrum Publications, Guwahati, 2004.
10. Shakespear, J., The Lushai Kuki Clans, London, Macmillan & Co., Limited, 1912.
11. Shakespear, J., 'The Lushais and the land they live in,' Journal of the Society of Arts, No. 2, 201 Vol. XLIII, pp.167-188.
12. Zohra, K., The Maras, indigenous tradition & Folk Culture, Scientific Book Centre, Guwahati, 2013

**Objectives:** To develop skills and enhance capabilities in building construction.

**Outcome:** Perform Constructions of RCC building, increase the employability of the youth

## **A. THEORY**

### **Module-I**

#### **1. Building Material**

Building stones and Aggregates, Sand, bricks, tiles, cement, mortars, concrete.

#### **2. Cement Concrete**

Water cement ratio, workability, segregation, bleeding, batching, mixing, placing, compaction, curing, plain cement Concrete, Reinforced Concrete, reinforced concrete columns, reinforced concrete beams, reinforced concreteslab, R.C.C. framed buildings, joints in concrete work, form work or shuttering, scaffolding, setting time.

#### **3. Reinforcement**

Development length of bars, anchoring reinforcing bars, curtailment of reinforcement, reinforcement splicing, spacing of reinforcement, cover to reinforcement, stirrups, requirement of reinforcement for beams, requirement of reinforcement for slabs, requirement of reinforcement for columns.

#### **4. Flooring**

Construction of concrete flooring, construction of tiled flooring.

#### **5. Foundation**

Excavation of foundation trenches.

### **Module-II**

#### **6. Stone Masonry**

Use of stone masonry, selection of stone masonry, mortar for stone masonry, joints in stone masonry, stone masonry retaining wall, dressing of stones.

#### **7. Plastering**

Objective of plastering, cement plaster and their requirements, tools for plastering, methods of plastering.

#### **8. Brick Masonry**

Principle in brick Masonry construction, tools for brick laying, bonds in brick masonry, wall thickness in brick work, defect in brickwork, maintenance of brick masonry construction.

#### **9. Damp prevention**

Sources of dampness, effect of dampness, techniques and methods of Damp prevention, treatment of dampness.

#### **10. Equipment for concrete Construction**

Batching of material, mixing, placing, compaction.

## 11. Miscellaneous structures

Construction R.C.C. water tank, Construction of Septic Tank & Soak Pit.

### **B. PRACTICAL / INDUSTRIAL TRAINING(One Month)**

#### **SUGGESTED READING:**

- a) *Building Construction (Planning Techniques and Method of Construction)* by S.P. Arora & S.P. Bindra; Dhanpat Rai & Sons, Delhi
- b) *Concrete Manual* by M.L. Gambhir; Dhanpat Rai & Sons, Delhi
- c) *Concrete Technology* by M.S. Shetty; S. Chand and Company Ltd., New Delhi
- d) *Soil Mechanics and Foundation* by Dr. B.C Punmia; Laxmi Publications Pvt. Ltd., New Delhi
- e) *Text Book of Design of Reinforced Cement Concrete* by Krishna Raju.
- f) *Engineer te Thian* by Er. K. Lalsawmvela.
- g) *Cement Concrete prepared by Central YMA.*

**Course objectives**

- To empower students to have satisfying and fruitful career in fashion industry.
- To equip students with knowledge of design & creativity which would in turn help them pursue higher education.
- To encourage entrepreneurial skills and technical knowledge for national and international fashion centers and apparel industry.
- To provide an understanding of Fashion and Apparel Design in various fields of fashion, textiles, apparel.

**Course Outcome**

- Gain knowledge of the fundamental principles of fashion, apparel, and design.
- Inculcate knowledge on the fashion process from conceptualization to technical expertise.
- Apply knowledge and skills in the use of basic tools, techniques, and processes sufficient to produce work from specification to finished products.
- Foster a spirit of zeal in learning and communicating fashion towards professional development.
- Become familiar with upcoming trends and practices in fashion and apparel sectors.

**Unit 1**

- Fundamentals of Fashion Design:
  - History of fashion and Overview of the fashion industry.
  - Basics of Drawing and Illustration.
  - Fashion figure - Study of various proportions, balance line in drawing fashion figures, gestures, and movements

**Unit 2**

- Basics of Pattern Making and Garment Construction:
  - Working with different materials
  - Fundamentals of sewing, appropriate sewing.
  - Techniques of different components of garments, seams, and their finishing.

**Unit 3**

- Fashion Marketing and Branding:
  - Sustainable and ethical practices, Upcycling, and recycling in fashion.
  - Basics of fashion marketing.
  - Role of branding in fashion.

**Practicum:**

- *Internship*: Students must undergo in house training in related R & D institutions, industries and a report shall be prepared under the supervision of one of the staff members and submitted during the study
- *Industrial/ Field Visits*: Candidate shall make no less than two Industrial/ fields visit to different organizations in each semester.

- *Craft Documentation*: Craft documentation shall be carried out in any Textile, fashion or craft cluster or related organization with complete documentation of the process and Procedure supported with photographs.

## References:

1. Elizabeth Liechty, Judith Rasband, "*Fitting and Pattern Alteration*", Bloomsbury Academic USA, 2016.
2. Helen J Armstrong, "*Pattern Making for Fashion Design*", Pearson, 5th edition, 2009.
3. Jaeil Lee, Comitte Steen, "*Technical Source Book for Designers*", Bloomsbury Academic USA, 2nd edition, 2015.
4. John Wiley, "*Theory of Fashion Design*" John Wiley and Sons. Inc, New York, 1990.
5. Maier, Manfred, "*Basic Principles of Design*", Van Nostrand Reinhold, 1980.
6. Martin M Shoben, Patrick J Taylor, "*Grading for the Fashion Industry*", LCFS Fashion Media, 2004.
7. Natalie Bray, "*Dress Fitting - Basic Principles and Practice*", BSP Professional Book Publishers, 2nd edition, 1991.
8. Patrick John Ireland, "*Fashion Design Illustration - Children*", Batsford, London, 1996.
9. Sharon L Tate, Mona S Edwards, "*Inside Fashion Design*", Pearson Education India, 2006.
10. Stanyer Peter, "*The Complete Book of Drawing Techniques*", Arcturus Publishing Ltd., 2003.

**Course Objectives:**

1. Zirlaiten Mizo tawng kalhmang leh nihphung an hriat chian nan.
2. Jawng dik zawk hman leh hriattir te, tawng leh ziah dan dik lo te hriattir.
3. Mizo tawnga ziah zawm leh zawm loh tur te, thuchheh dan kalhmang zirtir.

**Course Structure (3 credits)**

	<b><i>Paper Title</i></b>	<b><i>Scope</i></b>
Chapter 1	Mizo jawng Kalhmang leh Ziah Dan	<i>Mizo jawng kalhmang, ri hrang leh awmzia te, jawng dik leh dik lo zir bakah ziah chhuah dan kalhmangte a huam ang.</i>
Chapter 2	Mizo jawng Ziah Zawm leh Zawm Loh	<i>Mizo awnga ziah zawm leh zawm loh tur te, part of speech a awnga thliar hran dan hrang hrante a huam ang.</i>
Chapter 3	Practical	<i>Thupui pek sa hmanga ziah te, lehkhabu thlir (preview) leh ziah dan dik lo hrang hrang endik te a huam ang.</i>

## Objectives:

The aim of this course is to improve the motor skills, knowledge and conduct of the students for physical activities and keep them physically active and healthy, giving priority equivalent to the physical fitness of the student to his/her academic performance. It also aims to facilitate conversations around a healthy body and mind by integrating sports and other physical activities into the daily routine and developing elements that deliver a healthy lifestyle.

Unit	Content	Method	Credit
1.	<p><b>Changing Trends in Physical Education</b></p> <ul style="list-style-type: none"> <li>a. Concept, Aims &amp; Objectives of Physical Education</li> <li>b. Relationship of Physical Education with General Education.</li> </ul> <p><b>Physical Fitness, Wellness/Yoga, and Lifestyle</b></p> <ul style="list-style-type: none"> <li>a. Meaning &amp; importance of Wellness, Health, and Physical Fitness.</li> <li>b. Leadership through Physical Activity and Sports</li> <li>c. Physical Activity as preventive measure for Lifestyle Disease (Non Communicable Diseases)– Obesity, Diabetes, Asthma, Hypertension, Back Pain and Arthritis.</li> </ul> <p><b>Concept and Principles of Sports Training</b></p> <p>Warming-up &amp; Limbering Down – Types, Method &amp; Importance</p> <p><b>Psychology and Sports</b></p> <ul style="list-style-type: none"> <li>a. Personality – Big Five Theory Personality, Motivation</li> <li>b. Exercise Adherence: Reasons, Benefits &amp; Strategies for Enhancing it</li> <li>c. Aggression</li> <li>d. Psychological Attributes in Sports - Self Esteem, Mental Imagery, Self -Talk and Goal Setting</li> </ul>	L	1
2.	<p><b>Sports &amp; Nutrition</b></p> <ul style="list-style-type: none"> <li>a. Role of nutrition in sports</li> <li>b. Requirements sources &amp; functions</li> <li>c. Role of carbohydrates, Fat and protein during exercise</li> <li>d. Vitamins, Minerals, Water – Meaning, classification and its function</li> <li>e. Role of hydration during exercise, water balance,</li> </ul> <p><b>Physiology &amp; Injuries in Sport</b></p> <ul style="list-style-type: none"> <li>a. Physiological factors determining components of physical fitness</li> <li>b. Prevention of injuries in sports – Common sports injuries –</li> <li>c. Effect of exercise on the Cardio-Respiratory System</li> <li>d. Recovery &amp; Rehabilitation.</li> </ul> <p><b>Sports Management</b></p> <p>Nature and Concept of Sports Management.</p>	L	1

<b>3.</b>	Physical Fitness Test: SAI Khelo India Test, Brockport Physical Fitness Test (BPFT)*	<b>P</b>	<b>1</b>
	Proficiency in Games and Sports - (Skill of any one IOA recognized Sport/Game of Choice)**		
	Yoga/ Stretching/Aerobics/Light-weights Practices		
	Record File***		
	Viva Voce (Health/ Games & Sports/ Yoga)		

❖ \*Test for CWSN (any 4 items out of 27 items. One item from each component: Aerobic Function, Body Composition, Muscular strength & Endurance, Range of Motion or Flexibility)

❖ \*\*CWSN (Children with Special Needs – Divyang): Bocce/ Boccia, Sitting Volleyball, Wheel Chair Basketball, Unified Badminton, Unified Basketball, Unified Football, Blind Cricket, Goalball, Floorball, Wheel Chair Races and Throws, or any other Sport/Game of choice.

\*\*\***Record File shall include:**

- **Practical-1:** Fitness tests administration. (SAI Khelo India Test)
- **Practical-2:** Anyone one IOA recognized Sport/Game of choice. Labelled diagram of Field & Equipment. Also mention its Rules, Terminologies & Skills.

### References:

1. Bucher, C. A. (n.d.) Foundation of physical education. St. Louis: The C.V. Mosby Co.
2. Nathial, Mandeep Singh (2020). *History and Foundation of Physical Education*. Friends Publications (India)
3. Prof. Satyanarayana, V. (2019 Ed.). *Sports Management*. Sports Publications. 7/26, Ground Floor, Ansari Road, Darya Ganj, Delhi- 110002
4. Beech, John and Chadwick, Simon (2<sup>nd</sup> Ed.). *The Business of Sports Management*. Pearson India, New Delhi
5. Afremo, Jim (2013). *The Champion' Mind: How Great Athletes Think, Train, and Thrive*. Rodale, Inc. 733 Third Avenue, New York, NY 10017 (Distributed by Macmillam)
6. Perry, John L. (2016). *Sport Psychology: A Complete Introduction*. Teach Yourself, London, England (Hodder Education)
7. NCERT & CBSE Books.
8. Internet Sources.