

Multidisciplinary Course Curriculum

Curriculum of Proposed Course -4

Course Name: Health Education and Disease Prevention

Course Objectives:

After completing the following, a student will be able to

- *Understand the scope and importance of health education in promoting individual and community well-being.*
- *Recognize the pivotal role of disease prevention strategies in addressing public health challenges.*
- *Gain an overview of the major course objectives, emphasizing the interconnectedness of health education and disease prevention.*
- *Comprehend the fundamental concepts of human anatomy and various organ systems.*
- *Explain the functioning of key body systems and their roles in maintaining health.*

- *Explore the relationship between the structure and function of the human body to better understand health-related issues.*
- *Identify the components of a healthy lifestyle, including nutrition, physical activity, and mental well-being.*
- *Develop strategies for encouraging positive behavior change to promote healthier habits.*
- *Address common barriers individuals face when adopting and sustaining healthy lifestyle choices.*
- *Understand the nutritional requirements and guidelines for a balanced diet.*
- *Advocate for the promotion of balanced nutrition and healthy eating habits.*
- *Recognize the significance of regular physical activity in contributing to overall well-being and health.*
- *Identify common preventable diseases and health risks affecting individuals and communities.*
- *Understand the importance of vaccination and immunization programs in preventing communicable diseases.*
- *Gain insights into various public health interventions and policies aimed at safeguarding community health.*

Module 1: Introduction to Health Education and Disease Prevention (4 hours)

- Understanding the Scope and Importance of Health Education
- Recognizing the Role of Disease Prevention in Public Health
- Overview of Major Objectives of the Course

Module 2: Basics of Anatomy and Physiology (10 hours)

- Introduction to Human Anatomy and Organ Systems
- Understanding the Functioning of Key Body Systems
- Exploring the Relationship Between Body Structure and Function

Module 3: Promoting Healthy Lifestyle and Behavior Change (10 hours)

- Exploring the Components of a Healthy Lifestyle
- Strategies for Encouraging Positive Behavior Change
- Addressing Barriers to Adopting Healthy Habits

Module 4: Nutrition, Physical Activity, and Wellness (10 hours)

- Understanding Nutritional Requirements and Dietary Guidelines
- Promoting Balanced Nutrition and Healthy Eating Habits
- Importance of Physical Activity for Overall Well-being

Module 5: Disease Prevention and Public Health (11 hours)

- Identifying Common Preventable Diseases and Health Risks
- Overview of Vaccination and Immunization Programs
- Understanding Public Health Interventions and Policies

Reference Books

- McKenzie, J. F., Neiger, B. L., & Thackeray, R. (2020). *Planning, Implementing, & Evaluating Health Promotion Programs: A Primer*. Pearson, Boston, MA
- Green, L. W., & Kreuter, M. W. (2005). *Health Program Planning: An Educational and Ecological Approach*. McGraw-Hill Education, New York, NY
- Marieb, E. N., & Hoehn, K. (2021). *Human Anatomy & Physiology*. Pearson, Boston, MA
- Tortora, G. J., Derrickson, B. H. (2017). *Principles of Anatomy and Physiology*. Wiley, Hoboken, NJ
- Prochaska, J. O., & DiClemente, C. C. (2013). *Changing for Good: A Revolutionary Six-Stage Program for Overcoming Bad Habits and Moving Your Life Positively Forward*. William Morrow Paperbacks, New York, NY
- Glanz, K., Rimer, B. K., & Viswanath, K. (2015). *Health Behavior: Theory, Research, and Practice*. Jossey-Bass, San Francisco, CA.
- Whitney, E., Rolfes, S. R., Crowe, T., & Cameron-Smith, D. (2021). *Understanding Nutrition*. Cengage Learning, Boston, MA
- McArdle, W. D., Katch, F. I., & Katch, V. L. (2014). *Exercise Physiology: Nutrition, Energy, and Human Performance*. Wolters Kluwer, Philadelphia, PA
- Brownson, R. C., Baker, E. A., Leet, T. L., & Gillespie, K. N. (2016). *Evidence-Based Public Health*. Oxford University Press, Oxford, UK
- Beaglehole, R., & Bonita, R. (2019). *Public Health at the Crossroads: Achievements and Prospects*. Cambridge University Press, Cambridge, UK

Multidisciplinary Course Curriculum

Curriculum of Proposed Course -2

Course Name: Physical Education and Wellness

Course Objectives:

After completing the following, a student will be able to

- ❖ *Recognize the significance of physical education and wellness in promoting a healthy lifestyle and well-being.*
- ❖ *Understand the interconnection between physical activity and overall health, including its impact on physical, mental, and emotional well-being.*
- ❖ *Articulate the major objectives of the course and its relevance in fostering physical fitness and holistic well-being.*
- ❖ *Demonstrate the ability to assess and monitor physical fitness levels using appropriate measurement techniques.*
- ❖ *Design effective physical fitness programs tailored to individual needs and goals.*
- ❖ *Explain the role of nutritional education in supporting physical well-being and healthy lifestyle choices.*
- ❖ *Recognize the symbiotic relationship between health education and physical education in promoting holistic well-being.*
- ❖ *Apply strategies to integrate health-related topics seamlessly into the physical education curriculum.*
- ❖ *Advocate for and educate students on making informed and healthy lifestyle choices through integrated education.*
- ❖ *Identify potential signs of mental health issues in students and understand the importance of early recognition.*
- ❖ *Develop strategies to create a supportive and mentally healthy educational environment for students.*
- ❖ *Equip students and educators with stress management techniques to enhance well-being and resilience.*
- ❖ *Analyze the dynamic relationship between mental and physical well-being, recognizing the mind-body connection.*

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- Sallis, J. F. (2020). Physical Activity and Health. Human Kinetics, Champaign, IL.
- Corbin, C. B., Pangrazi, R. P., & Franks, B. D. (2020). On the Cutting Edge: Teaching Fitness, Wellness, and Personal Health. Pearson Boston, MA

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- ❖ Foster the development of resilience and positive coping skills among students and educators.
- ❖ Create a comprehensive and personalized holistic wellness plan, encompassing physical, mental, emotional, and social dimensions.

Module 1: Introduction to Physical Education and Wellness (4 hours)

- Understanding the Importance of Physical Education and Wellness
- Exploring the Link Between Physical Activity and Overall Health
- Introduction to Major Objectives of the Course

Module 2: Promoting Physical Fitness and Health (10 hours)

- Assessing and Monitoring Physical Fitness Levels
- Designing Effective Physical Fitness Programs
- Nutritional Education and Its Role in Physical Well-being

Module 3: Integrating Health Education into Physical Education (10 hours)

- Understanding the Relationship Between Health Education and Physical Education
- Incorporating Health Topics into Physical Education Curriculum
- Promoting Healthy Lifestyle Choices through Education

Module 4: Mental Health and Stress Management (10 hours)

- Recognizing Signs of Mental Health Issues in Students
- Strategies for Promoting Mental Well-being in Educational Settings
- Stress Management Techniques for Students and Educators

Module 5: Holistic Approach to Wellness (11 hours)

- The Mind-Body Connection: Integrating Mental and Physical Well-being
- Building Resilience and Positive Coping Skills
- Creating a Holistic Wellness Plan for Students and Educators

Reference Books

- Sallis, J. F. (2020). Physical Activity and Health. Human Kinetics, Champaign, IL.
- Corbin, C. B., Pangrazi, R. P., & Franks, B. D. (2020). On the Cutting Edge: Teaching Fitness, Wellness, and Personal Health. Pearson Boston, MA

- Anspaugh, D. J., Hamrick, M. H., & Rosato, F. D. (2019). *Wellness: Concepts and Applications*. McGraw-Hill Education, New York, NY
- Heyward, V. H. (2014). *Advanced Fitness Assessment and Exercise Prescription*. Human Kinetics, Champaign, IL
- Davis, C., & Yockey, R. (2020). *The Ultimate Guide to Physical Fitness: Wellness for Life*. Cengage Learning, Boston, MA
- Siedentop, D., Hastie, P. A., & van der Mars, H. (2021). *Complete Guide to Sport Education*. Human Kinetics, Champaign, IL.
- Martin, B., & Kulinna, P. H. (2016). *Promoting Active Lifestyles in Schools*. Routledge, New York, NY.
- Weiten, W., Dunn, D. S., & Hammer, E. Y. (2020). *Psychology Applied to Modern Life: Adjustment in the 21st Century*. Cengage Learning, Boston, MA
- Greenberger, D., & Padesky, C. A. (2016). *Mind Over Mood: Change How You Feel by Changing the Way You Think*. The Guilford Press, New York, NY.
- Myers, D. G., & Dewall, C. N. (2019). *Psychology*. Worth Publishers, New York, NY
- Ryan, R. M., & Deci, E. L. (2017). *Self-Determination Theory: Basic Psychological Needs in Motivation, Development, and Wellness*. The Guilford Press, New York, NY
- Koenig, H. G., & Büssing, A. (2010). *The Handbook of Religion and Health*. Oxford University Press, Oxford, UK

curriculum.

- ❖ *Advocate for and educate students on making informed and healthy lifestyle choices through integrated education.*
- ❖ *Identify potential signs of mental health issues in students and understand the importance of early recognition.*
- ❖ *Develop strategies to create a supportive and mentally healthy educational environment for students.*
- ❖ *Equip students and educators with stress management techniques to enhance well-being and resilience.*
- ❖ *Analyze the dynamic relationship between mental and physical well-being, recognizing the mind-body connection.*

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- Sallis, J. F. (2020). *Physical Activity and Health*. Human Kinetics, Champaign, IL.
- Corbin, C. B., Pangrazi, R. P., & Franks, B. D. (2020). *On the Cutting Edge: Teaching Fitness, Wellness, and Personal Health*. Pearson Boston, MA

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Multidisciplinary Course Curriculum
Curriculum of Proposed Course-1 (Draft)
Course Name: Ethics and Education

Marks: 50

Credits: 3

1. Understanding Education
 - i) Definition and Nature of Education: Views of Great Indian Thinkers on Education– Sri Aurobindo, M. K. Gandhi, R. N. Tagore, Swami Vivekananda, S. Radhakrishnan
 - ii) Views of Great Western Thinkers on Education – Socrates, Plato, Aristotle, Rousseau, John Dewey

2. Understanding Ethics
 - i) Concept of Ethics: Indian Perspectives (*Bhāgavad-Gītā, Bauddha, Jaina , Sāṁkhya and Yoga*).
 - ii) Concept of Ethics: Western Perspectives: Definition, Nature and Scope of Ethics, Teleological Ethics: Utilitarianism (Bentham and Mill), Deontological Ethics (Kant's Moral Theory).

3. Role of Ethics or Moral Philosophy in Education
 - i) Promoting moral values among the students
 - ii) Promoting professional ethics in education

4. Role of Teachers as moral agents.
 - i) Concept of an Ideal Teacher: Plato, Confucious, Martin Buber, Paulo Freire
 - ii) Concept of an Ideal Teacher: Sri Aurobindo, Swami Vivekananda, Rabindranath Tagore, S. Radhakrishnan, Jiddu Krishnamurti

5. Role of Institutions for Developing Moral Values
 - i) Role of Family for inculcating moral values
 - ii) Role of Educational Institutions for inculcating moral values

References:

1. Chand, Jagdish (2010), *Philosophical Foundations of Education*, New Delhi, Anshah Publishing House
2. Davidson, T. (1900), *Aristotle and the Ancient Education Ideals*, New York: Charles-Scribner's

3. Haynes, Joanna, Gale, Ken and Parker, Melaine (2015), *Philosophy and Education: An introduction to key questions and themes*, London and New York: Routledge
4. Plato (2000), *The Republic*, Cambridge: University Press
5. Sharma, A. P. (1997), *Development of Western Educational Thought*, New Delhi: Concept Publishing Company
6. Vallikkat , Santosh (2012), *World's Greatest Educational Thinkers, Philosophers and Educationists*, New Delhi: Kanishka Publishers
7. Sushil Roy: *Shiksha Tattva O Shiksha Darshan*, Soma Book Agency
8. Dr. Baby Dutta & Debika Guha: *Shiksha Darshan O Darshaniker Abadan* , ProgressivePublishers.
9. Dr. Debashis Pal, Dr. Debashis Dhar, Dr. Madhumita Dash, Dr. Paramita Banerjee: *Shikshar Bhatti o Vikash (Pratham Patra)* , Rita Book Agency.
10. Dibyendu Bhattacharya :*Shiksha o Darsahan* , Dorling Kindersley (India) Pvt. Ltd.
11. Sushil Roy: *Bharater Shiksha o Shikshar Bharatayan*, Soma Book Agency.
12. Jyoti Prashad Bandyopadhyay: *Bhattacharya Shikshar Itihas o Sampratik Samasya*, Central Book agency
13. Dr. Samarendra Bhattacharya : *Sammanik Nitividya*, Book Syndicate Pvt. Ltd.
14. Dipak Kumar Bagchi : *Bharatiya Nitividya* , Progressive Publishers .

শব্দার্থতত্ত্ব

- শব্দার্থ পরিবর্তনের কারণ ও ধারা
- শব্দভাণ্ডার
- বাংলা শব্দের ব্যুৎপত্তি ও নিরুক্তি

MDC-1 (Except Bengali Departments)

লোকসাহিত্য ও লোকসংস্কৃতি

একক-১

- লোকসাহিত্য ও লোকসংস্কৃতির সংজ্ঞা ও স্বরূপ

একক-২

- ছড়া, ধাঁধা, প্রবাদ

একক-৩

- লোকগান (ভাওয়াইয়া, টুসু-ভাদু, খন গান)

MIN A 1 (For other Departments)

বাংলা সাহিত্যের ইতিহাস : প্রাচীন যুগ ও মধ্যযুগ

একক-১

প্রাচীন যুগ ও আদি-মধ্যযুগ (বাংলা সাহিত্যের আদি নিদর্শন থেকে চতুর্দশ শতক)

- চর্যাপদ
- শ্রীকৃষ্ণকীর্তন
- মঙ্গলকাব্যের উদ্ভব, বৈশিষ্ট্যসহ এই পর্বে রচিত মঙ্গল কাব্যগুলির পরিচয়
- অনুবাদ সাহিত্যের উদ্ভব ইতিহাস এবং এই পর্বে রচিত অনুবাদ কাব্যগুলির পরিচয়
- প্রাক-চৈতন্য পদাবলী সাহিত্য: বিদ্যাপতি ও চণ্ডীদাস

একক-২

পঞ্চদশ-ষোড়শ শতকের বাংলা সাহিত্য

- শ্রীচৈতন্য ও বাংলা সাহিত্য, শ্রীচৈতন্যজীবনী কাব্য, বৈষ্ণব পদাবলি সাহিত্য: জ্ঞানদাস, গোবিন্দদাস ও বৃন্দাবনের ষড়্গোস্বামী
- অনুবাদ সাহিত্য: কাশীরাম দাস ও তাঁর কাব্যের সাধারণ পরিচয়
- পঞ্চদশ-ষোড়শ শতকে রচিত মঙ্গলকাব্য ও কবির সাধারণ পরিচয়

একক-৩

সপ্তদশ-অষ্টাদশ শতকের বাংলা সাহিত্য

Instructions:

- iv. Two short essay-type questions (with internal choice) shall be set from each of the four units covering **Thrust Area I**. Students shall answer two (02) short essay-type questions out of eight in about three hundred fifty (350) words each carrying ten (10) marks each.
- v. Two short-type questions (with internal choice) shall be set from each of the four units covering **Thrust Area II**. Students shall answer three (03) short-type (out of eight) questions in about seventy (80) words each carrying four (04) marks each.
- vi. Three very short type questions shall be set from each of the four units covering **Thrust Area III**. Students shall answer eight (08) very short type questions out of twelve (12) in about one or two sentences each carrying one (01) mark each.

RECOMMENDED READING LIST:

1. *English Social and Cultural History: An Introductory Guide and Glossary*, by Bibhash Choudhury, PHI, 2010
2. *A History of English Literature: Traversing the Centuries*, by Aditi Chowdhury and Rita Goswami, Orient BlackSwan, 2014
3. *English literature in Context*, Edited by Paul Poplawski, Cambridge University Press, 2018
4. *History of English Literature* by Edward Albert, 5th ed, Oxford University Press, 2017
5. *A Short History of English Literature* by Ifor Evans, Penguin, 2015

MULTIDISCIPLINARY COURSE

MDC-1: Academic Writing

[4 Credits, Full Marks: 50 (Theory: 40 + IA: 10), LH: 60 hrs]

Unit-1:

Understanding Conventions and Instruments:

Subject-Verb Agreement, Punctuation, Use of Apostrophe, Common Abbreviations, Synonyms-Antonyms, Active-Passive sentences, Narration, Simple-Complex-Compound Sentences

Unit-2:

Understanding Academic Writing and Its Types:

What is Academic Writing? Major Types: Descriptive, Analytical, Persuasive, and Critical

Unit-3:

Understanding the Writing Process:

Pre-Drafting- Plan, Research and Brainstorm

Drafting—Headings, Sub-Headings and Development of the Idea

Revising—Making Changes, Correcting and Rewriting

Editing—Removing Errors, Proof Readings,

Unit-4:

Writing in Own Words:

Summarizing and Paraphrasing

Instructions:

1. Unit-1: Students shall answer 12 grammar based questions of 1 mark each, out of 16 questions (12x1=12).
2. Unit-2: Students shall write 2 short notes of 4 marks each (in about 200 words each), out of total 4 questions (4x2=8)
3. Unit-3: Students shall answer one essay type question of 10 marks out of 2 questions, in about 400 words (10x1=10)
4. Unit-4: Students shall attempt a summary or paraphrasing in their own words out of 2 options, one from prose and one from poetry (10x1=10)

Recommended Reading List:

1. *In Our Own Words: A Guide with Readings for Student Writers* by Rebecca Mlynarczyk and Steven B. Harber, St. Martin's Press
2. *A Course in Academic Writing* by Renu Gupta, Orient Black Swan
3. *Study Writing: A Course in Writing Skills for Academic Purpose* by Lin-Ham Lyons and Ben Heasley, Cambridge University Press
4. *Essentials of English Grammar with Answers* by Raymond Murphy, 2nd edition, Cambridge University Press