

## **SEMESTER III.**

**Course Code: MDC- 216**

**Course Title: INTRODUCTION TO FILM STUDIES**

**(Total Credits-3 /Total Marks–75)**

### **Course Objective**

This paper aims at giving the student an introductory approach in understanding films by deconstructing this language and helps them to appreciate films better.

### **Learning Outcomes**

At the end of the course students are able to:

- identify the history and evolution of film theory from its early beginnings
- examine and critically look at the different films by different directors
- demonstrate and differentiate different film genres.

### **UNIT I: What is Film Language?**

- Mise -en scene
- Shot, Sequence and Scene and their meanings
- Camera movement and meanings
- Idea of Editing
- Narrative plot Structure

### **UNIT II: Early Film Pioneers**

- Lumiere Brothers and the actualities film
- George Melies -the film magician
- Edwin S. Porter the inventor of editing
- Sergei Eisenstein and the Russian Montage
- SatyaJit Ray and Indian parallel cinema

### **UNIT III: What are Films Genres?**

- Documentary
- Social Film drama
- Western and the Spaghetti Western
- Thriller
- Science fiction
- Film noir

### **Suggested Readings**

Bordwell, D., Thompson, K., & Smith, J. (2016). Film art: An introduction. McGraw-Hill Education. -

LeBlanc, J. M. A. (2007). Film Theory and Criticism. *Ethnologies*, 29(1-2), 380-384.

Monaco, J. (2000). How to read a film: the world of movies, media, and multimedia: language, history, theory. Oxford University Press, USA.

Thompson, K., & Smith, J. (2017). *Film Art: an introduction*. McGraw-Hill Education.

Robinson, A. (2001). *Satyajit Ray: the inner eye: the biography of a master film-maker*. IB Tauris.

Wyver, J. (1989). *Moving image: an international history of film, television and video*. Basil Blackwell Ltd.

Joshi, L. M. (Ed.). (2002). *Bollywood: popular Indian cinema*. Lucky Dissanayake.

Berger, A.A. (2018). *Media Analysis Techniques*. Sage Publication.

Ray, S. (1994). *Our Films, Their Films*. Hyperion Books.

### **Film Screenings**

- Unit 1- Casablanca by Michael Curtiz and the Godfather by Francis Ford Coppola
- Unit II- Workers leaving the factory, Arrival of a train and the boy and the gardener by Lumiere brothers. The four troublesome heads, Cinderella and a trip to the moon by George melies. The Great train Robbery by Edwin S. Porter. Battleship Potempkin by Sergei Eisenstein. Pather Panchali by Satyajit Ray
- Unit III- writing with fire by Rintu Thomas and Sushmit Ghosh. A fistful of dollars by Sergio Leone. Thappad by Anubhav Sushila Sinha. Modern Times- Charlie Chaplin.

## **SEMESTER III.**

**Course Code: MDC- 210**

**Course Title: ENGLISH PROFICIENCY AND SOFT SKILL DEVELOPMENT**

**(Total Credits-3 /Total Marks–75)**

### **Introduction**

The English Proficiency and Soft-Skill Development course is designed to provide students with the essential skills and knowledge needed to thrive in the professional world, encompassing both effective communication in English and the development of a strong and impactful personality combined with soft-skills. Whether its interacting with colleagues, clients, or stakeholders, the ability to express oneself clearly, confidently, and persuasively in English can open doors to new opportunities and advance one's career.

### **Course Objectives**

The proposed English Proficiency and Soft-Skill Development course will include a variety of practical sessions to develop the students' English proficiency, including presentation skills, peer teaching, resume preparation, group discussions, debates and mock interviews. Additionally, the course will focus on personality development and soft-skills through self- awareness activities, goal setting, time management and leadership development.

### **Learning Outcomes**

At the end of the course students are able to

- explain how to effectively communicate using effective soft-skills
- develop the art of articulating their ideas clearly, persuasively, and professionally
- discover Soft-Skills such confidence, assertiveness, emotional intelligence, and effective leadership skills and use them for their professional growth and success.

### **UNIT I English Language Development**

- Basics of English grammar, vocabulary and pronunciation
- Developing fluency and accuracy in English
- Developing listening and speaking skills through peer teaching, debates and presentations.
- Developing reading and writing skills using the English language lab.

## **UNIT II Personality Development**

- Concept and determinants of Personality Development
- Types of personalities: introvert, extrovert and ambivert, Body language and Gestures.
- Conflict resolution, assertiveness, effective habits, goal setting, time management, stress management, emotional intelligence, interpersonal relationships.
- SWOT analysis.
- Leadership development through team-building activities, qualities of a good leader, decision making skills.

## **UNIT III Soft-Skills Application & Professional Preparation**

- Applying English language skills and personality development to real life situations.
- Developing effective communication skills in a professional environment.
- Role play. Cover Letter writing. Preparation of Resume (Organization and Structure). Group Discussions (General Awareness and Current Affairs).
- Mock Interviews (Telephonic and face to face).

**Internal Test/Assignment/Seminar/  
External**

19 Marks  
56 Marks

## **Suggested Readings**

- Carnegie, Dale. 2021. How to Win Friends & Influence People. New Delhi: Fingerprint Publishing.
- Crowder, K. Dave. 2020. The Handbook for Learning and Development Professionals. Bloomington: iUniverse.
- Hansson, David Heinemeier & Fried, Jason. 2010. Rework: Change the Way You Work Forever. London: Vermilion.
- Harvey, Sarah. 2019. Kaizen: The Japanese Method for Transforming Habits, One Small Step at a Time. Colorado: Bluebird Publishing.
- Hoesgen, Ty. 2022. Elite Communication Skills. Toronto: Advanced Growth Institute Inc.
- Kapoor, Shikha. 2020. Personality Development and Soft Skills: Preparing for Tomorrow. New Delhi: Dream tech Press.
- Sharma, Ryan. 2020. The Unwritten Rules of Professional Etiquette. Chennai: Habile Press.
- Tuhovsky, Ian. 2015. Communication Skills Training. California: Create space Independent Pub.

## **SEMESTER III**

**Course Code: MDC- 211**

**Course Title: GENDER STUDIES**

**(Total Credits -3 /Total Marks –75)**

### **Course Objectives**

To encourage students, regardless of gender, to be aware of their strengths and weaknesses. It also seeks to promote awareness and inspire a change in attitudes towards gender equality and women's empowerment.

### **Learning Outcomes**

At the end of the course students are able to

- develop a deep understanding of gender concepts and awareness
- explain gender-related matters, and promote a more empathetic outlook on diverse identities and experiences.
- actively engage and critically analyse gender discourse across different academic domains and social settings.

### **Unit I Introduction to Gender Studies**

- Origin and Growth, Paradigm shift from Women's Studies to Gender Studies (LGBT+),
- Relevance of Gender Studies in the Indian context.

### **Unit II Basic Concepts**

- Sex, Gender, Sex-Gender Debates, Gender Equity and Equality, Gender Sensitisation;

### **Unit III Gender Discrimination**

- Patriarchy and Matriliny.
- Family, Religion, Sexual Harassment in Workplaces, Domestic Violence against Women

**Internal Test/Assignment/Seminar/**

19 Marks

**External**

56 Marks

## Suggested Readings

- Alison, Jagger, *Feminist Politics and Human Nature*, Brighton: Harvester Press, 1983
- Amy. S. Wharton, *The Sociology of Gender*, West Sussex: Blackwell-Wiley Publishers, 2012
- Bhasin, Kamala, *Exploring Masculinity: Gender Basics*, New Delhi: Women Unlimited, 2004.
- Bhasin, Kamala, *Understanding Gender: Gender Basics*, New Delhi, Women Unlimited, 2004
- Bhasin, Kamla. *What is Patriarchy?* New Delhi: Kali for Women, 1993.
- Chandana, Saha., *Gender Equity and Gender Equality: Study of Girl Child in Rajasthan*, Jaipur: Rawat Publication, 2003.
- Chaudhuri, M., *Feminism in India (Issues in Contemporary Indian Feminism)*. New York: Zed, 2005
- Delmar. R., 'What is Feminism?', in W. Kolmar & F. Bartkowski (eds) *Feminist Theory: A Reader*, 2005
- Desai, Neera., and Maithreyi Krishnaraj, *Women's Studies in India- some Perspectives*, Popular Prakashan Private Ltd, Mumbai, 1986
- Geetha, *Patriarchy*. Calcutta: Stree. 69 Jagger, 2007
- Hooks, C. "Feminism: A Movement to End Sexism", in C. Mc Cann and S. Kim (eds), *The Feminist Reader: Local and Global Perspectives*, New York: Routledge, 2010.
- Jasbir Jain (ed.). *Women in Patriarchy: Cross Cultural*. Rawat Publications, Jaipur, 2005.
- Maxine Molyneux and Shahra Razavi, *Gender, Justice, Development and Rights*, Oxford: Oxford University Press, 2002
- Mazumdar, V. *Emergence of women's question and role of women's studies*. New Delhi: Centre for Women's Development Studies, 1985.
- Menon, Nivedita., Menon (ed.), *Gender and Politics*, Delhi: Oxford University Press, 1999
- Oakley, Ann., *Sex, Gender and Society*. Ashgate Publishing, Ltd, 2015 Pappu,
- Omvedt, Gail., "Patriarchy and Matriarchy", *Feminist Concepts Series*, SNDT, Bombay, 1986
- Rekha. "Constituting a Field: Women's Studies in Higher Education." *Indian Journal of Gender Studies* Vol 9, Issue 2. 2002.
- Sen, Sujata., *Gender Studies*. Pearson. 2012 Sharma, Ashmita., "Why Women Studies? Contemporary Relevance and Future Discourse". *Economic and Political Weekly* Vol.52, Issue No. 21, 27 May, 2017
- Walby, Sylvia., *Theorising Patriarchy*, Oxford, Basil Blackwell. 1997

## **SEMESTER III**

**Course Code: MDC- 212**

**Course Title: FINANCIAL LITERACY**

**(Total Credits -3 /Total Marks –75)**

### **Course Objective**

- To provide the importance of financial literacy and impart financial literacy among students.

### **Learning Outcome**

At the end of the course students are able to

- interpret the conceptual and analytical framework of financial planning process and the different financial instrument available
- identify the various approaches available to invest with a view to create wealth
- discover the knowledge and skills to be effective managers of financial resources.

### **UNIT – I: Introduction to Financial Literacy**

- Introduction: Financial Literacy- Meaning, Importance and Components of Financial Literacy;
- Distinction between Saving, Investment and Insurance, PAN, KYC, PRAN (NPS),
- Types of Bank account, e-Payment Gateways.

### **UNIT- II: Investment and Insurance Investment**

- Meaning, Risk and return principle of Investment, Investment Avenues: shares, debentures, Bonds and Mutual Funds, Demat Account.
- Insurance services: Life Insurance, Life insurance Policies, Term insurance and Endowment Policies, Pension Policies, Health Insurance, ULIP, Property insurance and general Insurance.

### **UNIT -III: Other Financial Products**

- Other Financial Products: Kissan Vikas Pathra, NSC, PPF, Senior Citizen Savings Scheme, Sukanya Samridhi Yojana Account.
- Simple Family Budget: Meaning importance and preparation of cash Budget, meaning of income and expenditure, Sources of income, knowing your Tax liability.

**Internal Test/Assignment/Seminar/  
External**

19 Marks  
56 Marks

**Suggested Readings (Latest Edition):**

Avadhani, V. A. Investment Management. Mumbai: Himalaya Publishing House Pvt. Ltd.

Chandra, P. Investment Game: How to Win. New Delhi: Tata McGraw Hill Education.

Guruprasad, B G, Financial Literacy, Sapna Book House

Kothari, R. Financial Services in India-Concept and Application. New Delhi: Sage  
Publications India Pvt. Ltd.

Milling, B. E. The Basics of Finance: Financial Tools for Non-Financial Managers. Indiana:  
Universe Company.

Mittra, S., Rai, S. K., Sahu, A. P., & Starn, H. J. (2015). Financial Planning. New Delhi:  
Sage Publications India Pvt. Ltd.

Patidar Vijay, Awareness on Financial Literacy, Notion Press

Singh Amit Kumar, Financial Literacy, Taxman Publication

Zokaityte, A. Financial Literacy Education. London: Palgrave Macmillan.



## **SEMESTER III**

**Course Code: MDC- 213**

**Course Title: NATIONAL SERVICE SCHEME**

**(Total Credits -3 /Total Marks –75)**

### **Course Objectives**

- To develop a Comprehensive Understanding of NSS Principles and Organizational Structure
- To promote the importance of volunteerism, leadership, and the role of youth as agents of social change,
- To participate in and report on practical activities, regular events, and special camps focusing on disaster management, environmental issues, health issues, social issues, and road safety.

### **Learning outcome**

At the end of the course students will be able to

- interpret the objectives and mission of NSS
- build on the spirit of volunteerism and development of leadership qualities
- extend their services to educational institutions and the community and to act as catalytic agents of social change.

### **Unit – I: Introduction and Basic Concepts of NSS**

- Fundamentals of NSS; Aims & objectives of NSS
- Emblem, flag, motto, song, badge and NSS Day
- Organizational structure, roles and responsibilities of various NSS functionaries
- Regular Activities, Special Camps and Day Camps, Blood donation

### **Unit – II: Youth and Volunteerism**

- Definition, profile of youth, categories of youth; Youth as an agent of social change
- Definition, need and importance of volunteerism
- Meaning, types and importance of leadership
- Concept of Shramdan in NSS

### **Unit - III: Practical**

Regular activities / Special camps and report submission on the following selected themes:

- Disaster management
- Environmental issues; Health issues and Social issues
- Road safety

**Internal Test/Assignment/Seminar/**

19 Marks

**External**

56 Marks

### **Suggested readings**

1. National Service Scheme Manual (Revised). Ministry of Youth Affairs and Sports. 2006
2. Andy Forlong and Fred Cartmel. Young People and Social Change: New Perspective, McGraw-Hill Education, 2006
3. <https://www.thebetterindia.com/140/national-service-scheme-nss/>

## **SEMESTER III**

**Course Code: MDC- 214**

**Course Title: PHYSICS AROUND US**

**(Total Credits -3 /Total Marks –75)**

### **Course Objectives**

The course aims to provide knowledge of the basic laws of physics governing familiar Phenomena and different physical activities in our daily lives.

### **Learning Outcomes**

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

- explain the fundamental units and compare the scale of objects in the Universe, ranging from the smallest particles to the largest structures
- demonstrate motion with the help of Newton's laws
- outline the concept of gravity using Newton's Law of Gravitation and it's application in launching a satellite
- utilise the laws of reflection to predict image formation by spherical mirrors and the laws of Refraction to predict image formation by spherical lenses and bending of objects in water.
- interpret the basic idea of waves and their properties.
- apply the basic concepts of static electricity and magnetism and some of their applications.
- identify electromagnetic waves and their importance in communication systems.

### **Unit I**

- Basic idea of fundamental units and their dimensions, Scale of objects in the Universe from the smallest to the biggest, Scalar and Vector quantities with examples.
- Concept of motion, Understanding of Speed, Velocity, and Acceleration, Idea of inertia, Idea of momentum as a measure of motion, Force as the cause of motion, Newton's laws of motion and their applications in daily life, Newton's Law of Gravitation, Acceleration due to gravity, Mass and weight, Apparent weight, Weightlessness, Escape

velocity, Rotational motion, Torque, Introductory idea of Centripetal and Centrifugal forces, Kepler's Law of Planetary motion, Natural and Artificial satellites.

- Concept of Work, Energy, and Power, Potential and Kinetic energies. Law of conservation of energy and its applications in everyday activities, Thermal energy, Temperature, Different temperature scales – degrees Celsius, Fahrenheit, and Kelvin. Density, Pressure, Statement of Archimedes principle and Bernoulli's theorem and their applications.

## **Unit II**

- Elementary ideas of Reflection, Refraction, Refractive index, Total internal reflection, Interference, Diffraction, Scattering, and their examples in daily life: Apparent depth, Blue colour of the sky, Twinkling of stars, Mirages, Sparkling of diamonds, Primary and Secondary rainbows, Optical fibres.
- Spherical mirrors (Concave and convex mirrors) and their applications, Lenses: Focal length, Power of a lens, Defects in the human eye – Myopia, Hypermetropia, Presbyopia, and Astigmatism and their corrections by the lens.
- Wave motion, Properties, and illustrations of longitudinal and transverse waves, Basic idea of Frequency, Wavelength, and Amplitude. Sound waves and their propagations, Echo, Doppler Effect (qualitative idea).

## **Unit III**

- Elementary idea of electric Charge, Voltage, and Current (DC and AC), Ohm's law and simple electrical circuits containing active and passive elements, Electrical Power, Commercial unit of electrical energy, Power rating of household appliances, BEE star rating.
- Elementary idea of Magnetism, Different types of magnetism, Earth's magnetic field and magnetic compass, Basic idea of Faraday's law of electromagnetic induction and its applications, Induction cooker and transformer.
- Electromagnetic (EM) waves: Speed of EM waves, Characterisation of EM waves based on frequency, wavelength, and energy. Electromagnetic wave spectrum, Use of electromagnetic waves in communications, e.g., TV, Mobile Phones, FM Radio.

**Internal Test/Assignment/Seminar/  
External**

19 Marks  
56 Marks

**Suggested readings: (All latest editions)**

Beiser Arthur, Fundamentals of Physics with Applications, McGraw Hill Education.

Ernest M Hanley and J Gregory Dash, World Scientific. Physics Around Us: How & Why Things Work, Paul Karlson, The World Around Us: A Modern Guide to Physics, Kessinger Publishing.

Feynman, R. P. Leighton, R. B. and Feynman M. Sands lectures in Physics Vol. I, II, III. Pearson Education.

Griffith, W. Thomas Physics of Everyday Phenomena, McGraw Hill.

Verma, H. C. Concept of Physics, Bharati Bhawan.

## **SEMESTER III**

**Course Code: MDC- 215**

**Course Title: DEVELOPMENT OF EDUCATION IN NORTH-EAST INDIA**

**(Total Credits -3 /Total Marks –75)**

### **Course Objectives**

- To explain the evolution and status of Education in North-East India
- To identify the problems and issues of Education in North-East India
- To state the contributions of Traditional knowledge and skills for Education in North-East India.

### **Learning Outcomes**

At the end of the course, students will be able to

- examine the evolution and status of education.
- identify the issues and problems of the current system of education in Meghalaya.
- demonstrate the traditional knowledge practices and examine their uses in education.

### **Unit I: Evolution and Status of Education in North-East India**

- Evolution of education in pre-Independence India
- Role of Samagra Shiksha Abhiyan (SSA)
- Status of education in free India
- Present status of literacy and education in Meghalaya

### **Unit II: Problems and Issues of education in North-East India**

- Problems and Issues of education at the primary level
- Problems and Issues of education at the secondary level
- Problems and Issues of education at the higher education level
- Problems and Issues of technical and vocational education in Meghalaya

### **Unit III: Contribution of traditional knowledge and skills for Education in North-East India**

- Role of traditional institutions in Education
- Indigenous knowledge system according to NEP 2020-concept and features
- Traditional knowledge practices and their uses in education
- Role of Education in the diverse culture of the regions in Meghalaya

### **Activity (Any one)**

1. Write a report in the festivals of your state.
2. Assignment from any topic of the syllabus.

3. Create a short reel/video on the diverse traditional costumes of the people of North-East.
4. Assignment on the role of education in promoting traditional knowledge.

**Internal Test/Assignment/Seminar/**

19 Marks

**External**

56 Marks

**Suggested Reading:**

Bhattacharjee, J.B. Sequence of Development in North-East-India. Anoniol publisher, New Delhi, 1989.

Biswas. N.B. Education in Arunachal Pradesh: A Historical Profile. Arunachal Review. Vol-1YNo.7. 1992.

Bhagabati, N., & Goswami, D. (2010). Status of elementary teacher training in Assam. Paper presented in the Workshop jointly organized by UNICEF-i-CAT (IGNOU). Guwahati.

Goswami, D (ed).(2014). Education in North-East India. Guwahati: DVS Publication Guwahati Assam.

Goswami. D. Literacy and Development with Special Reference to North-East India. Guwahati : DVS Publication, Assam.

Goswami. D. (2011). Higher Education In India: Growth, Expansion & Issues. Guwahati : DVS Publication, Assam.

Konwar, S., & Gogoi, O. (2009). Impact of CPE (certificate in primary education) program on capacity building of elementary teachers in Assam. A report of SSA Axom sponsored study.

Homchoudhury, S. (2008). Teacher management issues in Mizoram. In P. Panda (Ed.), An article in teacher management. NUEPA, New Delhi (under print).

Lyndem, B., & Bhattacharjee, D. S. (2005). Elementary and mass education in north east India. Guwahati: DVS Publishers.

Mehta, A. C. (2010). Elementary education in India. Analytical Report 2007-2008. NUEPA, New Delhi.

North East India Education Society. Journal of the North East India Education Society. North East India Education Society. Proceedings of the Annual Conferences & Seminars.

R.P Tiwari. Problems of Education in North East India. Vikas Brothers, Ludhiana.

## **SEMESTER III**

**Course Code: AEC- 220**

**Course Title: CRITICAL READING**

**(Total Credits -2 /Total Marks –50)**

### **Introduction**

The Course aims to help students acquire the skills of close critical reading and analysis of texts from various genres of prose writing. Select narrative exercises have been chosen from various contexts, for introducing students to the strategies of reading.

### **Course Objectives**

- The course seeks to enable students to strengthen their critical reading and thinking skills and improve their academic literacy.

### **Learning Outcomes**

- Analyse and interpret readings drawn from different disciplines in the college curriculum and learn to distinguish between the methods authors use in developing their ideas.
- Exhibit proficiency in the reading process through the abilities of annotating, outlining, summarizing and identifying rhetorical devices.
- Interact with the texts they read through carefully listening, writing, conversation, and questioning.

### **UNIT I Introduction to the Features of Critical Reading**

1. Readers create meaning from every text through close reading.
2. Critical readers interact with the texts they read by questioning them, responding to them, and expanding them, usually through writing.
3. To create meaning, critical readers use a variety of approaches, strategies, and techniques which also include the application of their personal experiences and existing knowledge to the reading process.
4. Critical readers actively refer to other texts, related to the topic of their investigation.

The above features of critical reading may be elaborated and explained with the help of the following essays:

1. “Research and Critical Reading” by Pavel Zemilansky (from Oregon Writes Open Writing Text by Jennifer Kepka 2016).
2. “Introduction” by David Bartholomae and Anthony Petrosky (from Ways of Reading by David Bartholomae et al eds., 2008).



## **UNIT II Critical Reading in Practice**

(\* Teachers may choose any 2 out of the 4 prescribed texts)

1. “The Tell-Tale Heart” by Edgar Allan Poe
2. “We Too Are Human Beings” by Bama (From Karukku)
3. “The Coming of the Martians” by H. G. Wells (From The War of the Worlds)
4. “Stories”, (Part –I, No.5) by Amitav Ghosh (From The Great Derangement: Climate Change and the Unthinkable).

### **Note for Teachers:**

\*Critical reading practice in Unit II is meant to introduce students to thematic and stylistic variations across different genres of prose writing. For internal assessment, evaluation may be made on the basis of how students apply critical and evaluative skills in their presentations and written assignments.

**Internal Test/Assignment/Seminar/**

12.5 Marks

**External**

37.5 Marks

### **Suggested Readings:**

Bartholomae, David and Anthony Petrosky, Eds.(2008) Introduction. Ways of Reading. 8th Ed. New York: Bedford/St. Martin's.

Brent, Douglas. 1992. Reading as Rhetorical Invention. National Council of Teachers of English, Urbana, IL.

Kepka, Jenn. (2018) Oregon Writes Open Writing Text. Publisher: Open Oregon Educational Resources. (A Project of Oregon Writes).

Manarin, Karen, Miriam Carey, Melanie Rathburn, & Glen Ryland (2015). Critical Reading in Higher Education: Academic Goals and Social Engagement. Bloomington, Indiana : Indiana University Press.

Martin, Janette.( 2004). “Developing ‘Interesting Thoughts:’ Reading for Research.” In Research Writing Revisited: A Sourcebook for Teachers, eds. Pavel Zemliansky and Wendy Bishop, Heinemann, Portsmouth, NH. (3-13).

## **SEMESTER III**

**Course Code: AEC- 221**

**Course Title: INTRODUCTION TO ACADEMIC WRITING (COMMERCE)**

**(Total Credits -2 /Total Marks –50)**

### **Introduction**

The course is designed to help students gain an adequate understanding of the fundamental principles and practices of academic writing, which are applicable across different disciplines. The course entails a comprehensive learning experience through a combination of lectures, discussions, workshops, and practical exercises through which the students will learn important skills and strategies of academic writing, conducting research, constructing arguments, and adhering to the conventions of academic writings. The course has also included literary texts to provide rich examples of language use, including vocabulary, syntax, figurative language, and rhetorical devices.

### **Course Objectives**

- To equip students with the fundamentals of academic writing skills for the students in commerce.
- To familiarize students with various writing strategies and techniques commonly employed in scholarly discourse.
- To cultivate critical thinking and analytical skills through engagement with academic texts and writing assignments.

### **Learning Outcomes**

- Students will learn the basic skills of academic writing.
- Students will become familiar with various writing strategies and techniques commonly employed in scholarly discourse
- Students will develop their ability to construct coherent and well-structured arguments supported by evidence and research
- Students will foster an awareness of audience, purpose, and context in writing tasks relevant to commerce students.

## **UNIT I**

### **Understanding Academic Writing**

- Distinction between academic and non-academic writing
- Key elements of academic writing: clarity, coherence, and precision
- Overview of the writing process: planning, drafting, revising, and editing

### **Structuring Academic Essays**

- Introduction to essay structure: introduction, body paragraphs, conclusion
- Organizing ideas logically and coherently
- Incorporating evidence and examples to support arguments

### **Business Writing and the Internet**

- Social media and Impact on Writing
- Using AI tools for Writing

## **UNIT II Types of writing, business correspondences, and presentations**

- Drafting notes, memos, circulars and notices
- Drafting reports, minutes, emails and letters
- Designing and delivering PowerPoint Presentations
- Writing research articles

### **Short biographies: (Any One of the two biographies)**

- Steve Jobs
- JRD Tata (In S. E. Forum, Prism)

### **Poem:**

- Tanure Ojaide: “Doors of the Forest”. Essay
- Vandana Shiva: “From Qanta to the Seed” (from The Vandana Shiva Reader)

**Internal Test/Assignment/Seminar/**

12.5 Marks

**External**

37.5 Marks

### **Suggested Reading**

Anderson, M. (2010). Critical Thinking, Academic Writing and Presentation Skills: MG University Edition. Pearson Education.

Bovee, C. L., Hill, J. V., & Raina, R. L. (n.d.). Business Communication Today. 2021: Pearson Education.

- Chaturvedi, P., & Chaturvedi, M. (2017). *Business Communication*. Pearson Education.
- Forum, S. E. (2017). A Brief Biography of JRD Tata. In S. E. Forum, *Prism* (pp. 20-27). New Delhi: Cambridge University Press.
- Isaacson, W. (2015). *Steve Jobs (PB): The exclusive biography*. Abacus.
- Lala, R. M. (2017). *Beyond The Last Blue Mountain: A Life of JRD Tata*. Penguin Random House India.
- Ojaide, T. (2010). *The Beauty I Have Seen. A Trilogy*. Malthouse Press.
- The Vandana Shiva Reader, The University Press of Kentucky, 2015.

## **SEMESTER III**

**Course Code: AEC- 222**

**Course Title: INTRODUCTION TO ACADEMIC WRITING (ARTS)**

**(Total Credits -2 /Total Marks –50)**

### **Introduction**

The course is designed to help students gain a adequate understanding of the fundamental principles and practices of academic writing, which are applicable across different disciplines. The course entails a comprehensive learning experience through a combination of lectures, discussions, workshops, and practical exercises through which the students will learn important skills and strategies of academic writing, conducting research, constructing arguments, and adhering to the conventions of academic writings. The courses have also included literary texts to provide rich examples of language use, including vocabulary, syntax, figurative language, and rhetorical devices.

### **Course Objectives**

- To equip students with the fundamentals of academic writing skills for the students in humanities.
- To familiarize students with various writing strategies and techniques commonly employed in scholarly discourse.
- To cultivate critical thinking and analytical skills through engagement with academic texts and writing assignments.

### **Course outcomes**

- Students will learn the basic skills of academic writing.
- Students will become familiar with various writing strategies and techniques commonly employed in scholarly discourse.
- Students will develop their ability to construct coherent and well-structured arguments supported by evidence and research.
- Students will foster an awareness of audience, purpose, and context in writing tasks across different disciplines within the humanities.

## **UNIT I**

### **Understanding Academic Writing**

- Key elements of academic writing: conventions, clarity, coherence, and precision
- Introduction to essay structure: introduction, body paragraphs, conclusion

### **Essay Structure and Organization**

- Techniques for formulating clear and focused thesis statements
- Organizing ideas logically and coherently

### **Critical Thinking & Academic Writing**

- Analysing and evaluating arguments
- Evaluating sources for credibility and relevance

### **Writing research papers**

- Introduction to writing research papers
- Utilizing library resources and databases effectively
- Understanding academic integrity and avoiding plagiarism

## **UNIT II**

### **Study of sample texts for writing book reviews**

- An essay by Oscar Wilde, Lecture to Arts Students
- An essay by George Orwell, Why I Write

### **Writing assignments**

- Students will work on a few writing assignments, applying the skills and concepts learned throughout the course. This may include an academic essay, research paper, or case study analysis.

**Internal Test/Assignment/Seminar/  
External**

12.5 Marks  
37.5 Marks

### **Suggested Reading**

Anderson, M. (2010). *Critical Thinking, Academic Writing and Presentation Skills*: MG University Edition. Pearson Education.

Kumar, R. (2023). *Research Methodology: a step-by-step guide for beginners*. Sage Publications Pvt. Ltd.

- Murray, R. (2006). *The Handbook of Academic Writing: A Fresh Approach*. Open University Press.
- Thomson, P. (2023). *Refining Your Academic Writing: Strategies for Reading, Revising and Rewriting (Insider Guides to Success in Academia)*. Routledge.
- Orwell, G. (2004). *Why I Write*. Penguin Books Ltd.
- Wilde, O. (1913). *Essays and Lectures (Fourth ed.)*. London: Methuen & CO. LTD. Retrieved from <https://www.gutenberg.org/files/774/774-h/774-h.htm#page197>

## **SEMESTER III**

**Course Code: SEC-230**

**Course Title: INTRODUCTION TO TRANSLATION**

**(Total Credits – 3/Total Marks –75)**

### **Introduction**

The Introduction to Translation Course will introduce students to the basic concepts of translation, cultural and linguistic aspects, practices, ethics and tools of translation. Through a combination of lectures, discussions, and practical exercises, students will develop foundational skills in translating texts from a source language to a target language while considering linguistic, cultural, and contextual factors.

The course will cover key select translation theories, techniques, and strategies, as well as ethical considerations and professional standards in the field of translation. The course will include the study of texts translated into English from other languages. This exercise will provide students with the opportunity to gain a deeper understanding of the principles and processes involved in the translation of text from one language to another. Such an exercise offers numerous benefits, both for language learners and aspiring translators. It enriches students' language skills, cultural understanding, and critical thinking abilities, while also preparing them for careers in translation and related fields.

### **Course Objectives**

- To introduce students to the fundamental principles of translation.
- To introduce students to the cultural, linguistic, and contextual aspects influencing translation decisions.
- To develop basic proficiency in translating texts from a source language to a target language. Learning Outcomes
- Students will be able to comprehend and define the fundamental concepts of translation.
- Students will gain knowledge about the professional responsibilities that come with being a translator
- Students will be able to translate brief texts from one language to another with supervision.

### **UNIT 1**

- Meaning and Definition of Translation
- Qualities of a Good Translator.
- Textual Analysis and Translation Strategies.



## UNIT II

- Cultural Aspects of Translation.
- Translation Tools and Resources.
- Importance of Translation in the present age.

## UNIT III

### Practical Aspects

- Study of sample texts translated to English.
  - a. Stories by Anton Chekhov translated by Multiple translators (Kindle Edition)
  - b. Stories by Rabindranath Tagore translated by
    - (a) Riddhi Maitra (Kindle Edition)
    - (b) S. Mukherjee (Kindle Edition)

**Internal Test/Assignment/Seminar/**

19 Marks

**External**

56 Marks

### Suggested Readings

Baker, M. (2011). *In Other Words: A Coursebook on Translation*. Routledge.

Chekhov, A. (2015). Chekhov, A., West, J., Hawthorne, J., Fell, M., Bernstein, H., Seltzer, T. Lewis, B. R. (2015). *Anton Chekhov: The Collected Novellas and Short Stories in Multiple Translations (Unabridged)*. (J. West, J. Hawthorne, M. Fell, H. Bernstein, R. E. Long, T. Seltzer, . . . B. R. Lewis, Trans.) e-artnow ebooks.

Robinson, D. (2019). *Becoming a Translator: An Introduction to the Theory and Practice of Translation*. Routledge.

Rusk, J. (1999). 201 Stories by Anton Chekhov. Retrieved April 28, 2024, from [www.ibiblio.org: https://www.ibiblio.org/eldritch/ac/jr/](https://www.ibiblio.org/eldritch/ac/jr/)

Shastri, P. D. (2012). *Fundamental Aspects of Translation*. Prentice Hall India Learning Private Limited.

Tagore, R. (2020). *3 Stories: Rabindranath Tagore*. (R. Maitra, Trans.) BEE Books E- Book.

Tagore, R. (2020). *Tender Tales: Three short stories originally written in Bengali*. (S. Mukherjee, Trans.) Amazon.

## **SEMESTER-III**

**Course Code: SEC-231**

**Course Title: ENGLISH LANGUAGE EDUCATION (ELE)**

**(Total Credit- 3/ Total Marks 75)**

### **Introduction**

This paper aims to provide learners with the basic and introductory understanding of the field of English Language Education (ELE). It will provide learners with an overview of the principles involved in language teaching, the theories, and the approaches and methods of language teaching.

### **Course Objectives**

- To familiarize learners with the concepts and key issues related to the field of ELE
- To provide an in-depth understanding on the importance of language learning and teaching

### **Learning Outcomes**

By the end of the course, learners should be able to

- gain a substantial understanding of the concepts and key issues related to the field of ELE
- apply the concepts that they have learned in authentic situations

### **UNIT I: Principles of Language Teaching**

- Definition of language; Characteristics of language;
- Theories about the Origin of Language – Divine Source theory; Language and communication;
- Communicative functions of language;
- Verbal and Non-Verbal Communication.

### **UNIT II: Theories of Language Teaching and Learning**

- Behaviourism [B. F. Skinner's Verbal Behaviour] Mentalism/Generative Theory
- Noam Chomsky's Theory in Acquisition/Learning

- Functional Approach Del Hymes' Communicative Competence
- Krashen's Monitor Model

### **UNIT III: Approaches and Methods of Language Teaching**

- Traditional Approaches - The Grammar Translation Method; The Reform Movement; The Direct Method; The Oral Approach; The Audio-Lingual Method.
- Current Approaches - Communicative Language Teaching: Collaborative Learning, Task- Based Learning

**Internal Test/Assignment/Seminar/**

19 Marks

**External**

56 Marks

### **Essential Readings**

Brown, H. D. (2000). Teaching by principles: An Interactive Approach to Language Pedagogy. 2nd ed. New York: Longman.

Richards, J. C., and Rodgers, T. S. (2001). Approaches and Methods in Language Teaching. 2nd ed. New York: Cambridge University Press.

### **Suggested Readings**

Brumfit, C. J. (1984). Communicative Methodology in Language Teaching. Cambridge: Cambridge University Press.

Bloomfield, L. (1933). Language. New York: Holt, Rinehart and Winston.

Larsen, F. D. (2000). Techniques and Principles in Language Teaching. 2nd ed. New York: Oxford University Press.

## **SEMESTER-III**

**Course Code: SEC-232**

**Course Title: CONFLICT RESOLUTION**

**(Total Credit- 3/ Total Marks 75)**

### **Course Objectives**

To understand the nature of conflict situations and resolution methods using an interdisciplinary approach. It is designed to provide a vibrant learning environment about political and social conflict resolutions.

### **Learning Outcomes**

At the end of the course students are able to

- examine the innovative ways of understanding conflict issues by imparting knowledge and skills of managing and resolving conflicts through various relevant techniques.

### **Unit I: Introduction of Concepts**

- Concepts: Conflicts, Conflict Management, Conflict Resolution and Conflict Transformation, Peace Building.

### **Unit II: Understanding the Sources of Conflict**

- Sources of Conflict: Ideology, Economic, Ethnic and Religious factors.

### **Unit III: Application of Method of Conflict Resolution**

- Methods of Conflict Resolution: Negotiations, Trust Building, Mediation, Gandhian Methods- Satyagraha, Ahimsa

**Internal Test/Assignment/Seminar/**

19 Marks

**External**

56 Marks

### **Suggested Readings**

- Barash D. and Webel, C., Peace and Conflict Studies, London: Sage Publication, 2009.
- Bercovitch, J., Kremenyuk, V. and Zartman I., (eds.), The Sage Handbook of Conflict Resolution, London: Sage Publications, 2009.
- Billon, P. Le, 'Economic and Resource Causes of Conflicts', in J. Bercovitch, V. Kremenyuk and I. Zartman (eds.) The Sage Handbook of Conflict Resolution, London: Sage Publications, 2009.
- Burgess H. and Burgess, G., Conducting Track II, Washington D.C: United States Institute of Peace, 2010.

- Davies J. and Kaufman E., (eds.), *Second Track/Citizens' Diplomacy: Concepts and Techniques for Conflict Transformation*, Rowman & Littlefield: Maryland, 2003.
- Kadayifci-Orellana, Ayse S., 'Ethno-Religious Conflicts: Exploring the Role of Religion in Conflict Resolution', in J. Bercovitch, V. Kremenyuk and I. Zartman (eds.) *The Sage Handbook of Conflict Resolution*, London: Sage Publications, 2009
- Lederach, J., *The Little Book of a Conflict Transformation*, London: Good Books, 2003
- Lund, M., 'A Toolbox for Responding to Conflicts and Building Peace', in Reychler L. and Paffenholz, T. (eds.), *Peace-Building: A Field Guide*, Boulder: Lynne Rienner, 2001.
- Mason S., and Siegfried, M., *Debriefing Mediators to Learn Their Experiences*, Washington D.C: United States Institute of Peace, 2010.
- Mitchell, C. 'Beyond Resolution: What Does Conflict Transformation Actually Transform?', in *Peace and Conflict Studies*, 9:1, May 2002.
- Ramsbotham, O, Woodhouse T. and Miall H., 'Understanding Contemporary Conflict', in *Contemporary Conflict Resolution*, (Third Edition), Cambridge: Polity Press, 2011
- Rubenstein, R., 'Sources', in S. Cheldelin, D. Druckman and L. Fast (eds.) *Conflict: From Analysis to Intervention*, London: Continuum, 2003.
- Ryan, S., 'Conflict Management and Conflict Resolution', in *Terrorism and Political Violence*, 2:1, 1990
- Sandole, D., 'Typology' in S. Cheldelin, D. Druckman and L. Fast (eds.) *Conflict: From Analysis to Intervention*, London: Continuum, 2003.
- Saunders, H., *A Public Peace Process: Sustained Dialogue to Transform Racial and Ethnic Conflicts*, Palgrave Macmillan: New York, 1999.
- Schirch, L., *The Little Book of Strategic Peacebuilding*, London: Good Books 2004.
- Smith A. and Smock, D., *Managing A Mediation Process*, Washington D.C: United States Institute of Peace, 2010.
- Steger M., 'Peacebuilding and Non-Violence: Gandhi's Perspective on Power', in D. Christie, R. Wagner and D. Winter, (eds.), *Peace, Conflict, and Violence: Peace Psychology for the 21st Century* Englewood Cliffs, New Jersey: Prentice-Hall, 2001.
- Wallenstein, P. 'Armed Conflicts', in *Understanding Conflict Resolution*, (Third Edition), Sage, London, 2012.
- Wallenstein, P., *Understanding Conflict Resolution* (2nd ed.), London: Sage Publications, 2007.
- Webel C. and J. Galtung J., (eds.), *The Handbook of Peace and Conflict Studies*, London: Routledge. Toolkits by United States Institute of Peace, 2007.
- Zartman I. and Soto, A. De, *Timing Mediation Initiatives*, Washington D.C: United States Institute of Peace, 2010.
- Zartman, W. "Dynamics and Constraints", in William Zartman (ed.), *Elusive Peace: Negotiating an End to Civil Wars*, Washington: The Brookings Institute, 1995.

## **SEMESTER-III**

**Course Code: SEC-233**

**Course Title: GOODS AND SERVICE TAX (GST)**

**(Total Credit- 3/ Total Marks 75)**

### **Course Objective:**

To provide the students the concepts, definitions and terms related to Goods and Service tax (GST) and enable the students to compute the Goods and Service Tax (GST)

### **Learning Outcome**

At the end of the course students are able to

- explain the GST law in the country
- compute GST
- identify the compliances related to documentation under the new indirect tax regime.

### **UNIT- I: Introduction**

- Constitutional framework of Indirect Taxes before GST (Taxation Powers of Union & State Government);
- Concept of VAT: Meaning, Variants and Methods;
- Major Defects in the structure of Indirect Taxes prior to GST; Rationale for GST;
- Structure of GST (SGST, CGST, UTGST & IGST); GST Council, GST Network, State Compensation Mechanism, Registration under GST.

### **UNIT- II: Levy and collection of GST**

- Taxable event- “Supply” of Goods and Services; Place of Supply: Within state, Interstate, Import and Export; Time of supply;
- Exemption from GST: Small supplies and Composition Scheme;
- Classification of Goods and Services: Composite and Mixed Supplies.
- Valuation of goods for GST- Valuation Rules, taxability of reimbursement of expenses and computation of GST.

### **UNIT- III: Input Tax Credit**

- Eligible and Ineligible Input Tax Credit; Apportionments of Credit and Blocked Credits;
- Tax Credit in respect of Capital Goods; Recovery of Excess Tax Credit;
- Availability of Tax Credit in special circumstances; Transfer of Input Credit (Input Service Distribution);
- Payment of Taxes; Refund; TDS, TCS. Reverse Charge Mechanism, filing of GST returns.

(This Paper will have practical component of 14 marks. Practical of the paper shall be taught using offline utilities and relevant Government official websites which include: 1) Online registration process; (2) Annual Return filling for composition and ordinary dealers, outward and inward supply; (3) Generation of e-way bill.

**Internal Test/Assignment/Seminar/  
External**

19 Marks  
56 Marks

### **Suggested Readings (Latest Edition):**

Vinod K Singania, Indirect Taxes, Taxmann's Publications, New Delhi

Mehrotra H.C, Indirect Taxes, Sahitya Bhavan Publications, New Delhi

Rajat Mohan C A, Illustrated Guide to Goods and Service Tax, Bharat Publications

Datey, V S All about GST, Taxmann Publications.

Vandana Bangar and Yogendra Bangar, Beginner's Guide to GST, Aadhya Prakashan Bangar

Gupta, S.S. , GST- How to meet your obligations, Taxmann Publications

## **SEMESTER-III**

**Course Code: SEC-234**

**Course Title: ANALYTICAL THINKING**

**(Total Credit- 3/ Total Marks 75)**

### **Course Objectives**

- To introduce the basic concept of sets, relations, and mathematical logic.
- To develop critical and logical thinking in solving mathematical problems.

### **Learning Outcomes**

- After the completion of this course, the learner will be able to:
- Apply concepts of sets, types of sets, and Venn diagrams
- Solve problems relating to probability and combinatorics
- Analyse a logical statement
- Differentiate between a logical statement and an ordinary statement

### **Unit I: Sets and Relations (15 hours)**

- Representation of sets- finite and infinite, subsets and equality of sets, power set, cardinality of a set.
- Venn diagrams, operation on sets- union, intersection, difference, symmetric difference, complement;
- Algebra of sets, ordered pair, cartesian product; Relations- symmetric, reflexive, transitive, antisymmetric, equivalence class, partition of sets.

### **Unit II: Combinatorics and Probability (15 hours)**

- Basic principle of counting, Factorial notation, Binomial theorem, permutation, permutations with repetitions, circular permutations;
- Combinations, combinations with repetitions, Restricted combination;
- Probability, Addition rule of probability, conditional probability, Multiplication rule of probability.



### **Unit III: Mathematical Logic (15 hours)**

- Introduction, propositions, truth table, negation, conjunction and disjunction. Implications, biconditional propositions, converse, contrapositive, and inverse propositions and precedence of logical operators.
- Propositional equivalence: Logical equivalences. Predicates and quantifiers: Introduction, Quantifiers, Binding variables and Negations

**Internal Test/Assignment/Seminar/  
External**

19 Marks

56 Marks

### **Suggested Readings**

Chakraborty, S.K.& Sarkar, B.K. Discrete Mathematics, First Edition, Oxford University Press (2011).

Mollah, S.A. Numerical Analysis and Computational Procedures Eighth Edition, Books & Allied (P) Ltd (2022).

Chaudhary, M; Sharma, V; &Yadav, P. Elements of Discrete Mathematics First Edition, Sultan Chand and Sons (2022).

Srivastava, S.M. A Course on Mathematical Logic (2nd Edition), Springer (2013).

Grimaldi, R.P. Discrete Mathematics and Combinatorial Mathematics, Fifth Edition, Pearson Education (2019)