

SKILL ENHANCEMENT COURSE

SKILL ENHANCEMENT COURSES (3 Credit Each)

Skill Enhancement Courses

Semester	course no.	Title of the paper	Total Credit	Proposed by Department
First Semester	EC1. SEC1	Elementary Computer Application in Presentation of Data**	3	Economics
Third Semester	EC3.SEC2	Methods of Data Analyses**	3	Economics
Fourth Semester	EC4.SEC3	Computer Application in Data Analyses**	3	Economics

***Students have the option to choose SEC from the common pool of courses across disciplines.*

Semester – 1
Elementary Computer Application in Presentation of Data
(SEC-1)

Course code: EC1.SEC1
Credit: 3

Course outline:

The course will impart meaningful representation of data in the form of chart and pivot table. Draw analysis on data using spreadsheet and use interpretation to make decision. Understanding the communication protocols, network design, internet architecture for connectivity, and designed to equip students with knowledge and skill required to use social media platform.

Unit – I: MS Office Application

Word processing– Introduction, working with MS- word, formatting text and documents: using of sorting, tables, graphics. MS Excel - introduction and their functions. MS-PowerPoint: creation of PPT with slides, formatting, transition, animation effect, time adjustment. MS-Access: Introduction to Database, DBMS and RDBMS.

Unit – II: Data analysis in spreadsheets

Concept of worksheets and Workbooks, moving, copying, inserting, deleting and saving of worksheet, working with multiple workbooks and worksheets, controlling views, naming cells using name box, Printing and protecting worksheets: Adjusting margins setting page breaks, changing orientation, and printing data. Performing what if analysis: types of what if analysis, data tables, scenario manager, goal seek, types of Diagram, charts and graph ,understanding data points and data series, editing and formatting chart elements, analysing data using pivot tables

Unit – III: Network and social Media

Basic concept of network, types of computer networking, Network topologies, protocols, concept of intranets, extranets and internet, net etiquettes, application and drawback of internet and E-commerce. Introduction to Social Media, types of social media platforms, advantages and disadvantages of using social media, Impact of social media on society.

Theory: 40 %

Practical: 60%

Reading list:

Anita Goel – Computers Fundamental, Pearson Education India, Delhi.

Rajaraman V – Fundamentals of computers, PHI

Arora Ashok : Computer Fundamentals and Applications, VPH, UP.

K.Mohan Kumar & Dr. Raj Kumar: Computer Applications in Business, Tata McGraw Hill, New Delhi.

Agarwala Kamlesh. N. and Agarwala Deeksha: Busniess on the Net- Introduction to E-Commerce.; Macmillan India, New Delhi.

E- Office published by Manipal institute of computer Education, Manipal.

Semester – 3
Methods of Data Analyses
(SEC-2)

Course code: EC3.SEC2
Credit: 3

Course Outline

This course introduces the student to collection and presentation of data. It also focuses on how data can be summarized and analyzed for drawing statistical inferences.

Unit – I: Frequency distribution:

Univariate and bivariate frequency distribution, presentation of data – one dimension, two dimension, three dimension, pictogram, histogram, frequency polygon, line frequency, ogive

Unit-II: Correlation

Meaning, types and uses of correlation, methods of studying correlation, Scatter diagram method, Estimates of Karl Pearson's coefficient of correlation, Spearman's rank correlation.

Unit-III: Regression Analysis

Concept and uses of regression analysis, difference and similarities with correlation, properties of regression coefficients, estimates of regression equation of X on Y and Y on X

Reading list

Karmeland M. Polasek (1978), *Applied Statistics for Economists*, 4th edition, Pitman.
M. R. Spiegel (2003), *Theory and Problems of Probability and Statistics* (Schaum Series).
S.P. Gupta (1993), *Statistical Methods*, S. Chand & Sons, New Delhi

Semester – 4
Computer Application in Data Analysis
(SEC-3)

Course code: EC4.SEC3

Credit: 3

Course outline

This is a course on computer application in Data analysis. The students will be given hands on training on using statistical and computing software to better visualize and understand data concepts. Students will be taught the applications of software to analyse data using various methods.

Unit-I: Introduction and Overview

Meaning, scope of statistics, importance and limitation of statistics collection of data; Classification of data: Meaning, methods of classification, Tabulation of data: meaning, role, parts of a table, General rules of tabulation.

Unit-2: Data management with Ms-excel

Excel basics, cell referencing (relative, absolute, mixed), Consolidating data, Cell formatting. Functions in excel (SU, AVERAGE, COUNT, MAX, MIN, IF), sorting data, filtering data (auto and advanced), hyper linking. Measures of central tendency: Mean, Median and Mode, geometric, moments, Skewness and kurtosis: Partition values; software application in MS-EXCEL.

Unit-3: Correlation and linear Regression Model

Correlation analysis: meaning, types of correlation, methods of studying correlation. Scatter diagram method, Karl Pearson's coefficient of correlation, Spearman's rank method, Testing the significance of the correlation coefficient; Method of least squares: Introduction, estimation, the standard error of estimate, the coefficient of determination, properties of the OLS estimator.

Theory: 40 %

Practical: 60%

Reading list:

Dr. Larry Stephens, Statistics Demystified, McGraw Hill Professional, USA.

Anderson, D.R., Sweeney, D. J., William, T.A., Camm, J. D., & Cochran, J. J. (2014). *Essentials of Statistics for Business and Economics*. Boston: Cengage Learning.

J. Holton Wilson, Barry P. Keating, Marry Beal-Hodges; Regression Analysis: Understanding and Building Business and Economic Models using Excel, BEP, New York.

Priscilla Chaffe- Stengel, Donald N. Stengel; Working with Excel: Refreshing Math Skills for Management, Business Expert Press, New York

Englewood Cliffs, N. J., Techniques and Application, Prentice Hall.

COURSE CODE :EDN SEC-1

COURSE TITLE : LIFE SKILL EDUCATION

Course Objectives:

Credits : 3

1. To provide orientation in life skills.
2. To acquaint students with the social and inter-personal skills that will enable them to cope with the constantly changing environment.
3. To develop feeling of respect for work and dignity of labour in the students.

Course Contents :

UNIT I : Introduction

- . Concept and definition of Life Skill Education.
- Objectives of Life Skill Education.
- Importance of Life Skill Education.

UNIT II : Ten Core Life Skills (Listed by WHO)

- Problem solving skills .
- Decision making skills.
- Creative thinking skills.
- Critical thinking skills.
- Communication skills.
- Inter-personal skills.
- Empathy.
- Self awareness.
- Coping with emotion.
- Coping stress.

UNIT III : Methods of Teaching Life Skills.

- Project, Demonstration, Observation, Experiment and Integrated method.
- Role of teachers and community members in Life skill education.

Suggested Readings

1. SCERT .Life Skills Education-Guidebook for Teachers (SCERT)
2. Sengararvelu,G. (2011) .Education in Emerging Indian Society, Neel Kamal Publication Pvt Ltd.

COURSE CODE :EDN SEC-2

COMMUNICATION SKILLS

Course Objectives :

Credits : 3

1. To define and understand communication and the communication process.
2. To identify key barriers to effective communication and also to appreciate the role of non-verbal behaviour in human communication.
3. To develop knowledge to express effectively and efficiently.

Course Contents

UNIT I - Introduction

- Meaning , nature and scope of communication.
- Importance of communication.
- Process of communication.

UNIT II - Types of Communication Skills

- Verbal and Non-verbal communication
- Hard skills and soft skills
- Listening, Speaking, Reading and Writing

UNIT III - Effective Communication

- Essentials of effective communication.
- Communication Techniques.
- Barriers to communication.
- Measures to overcome barriers to communication.

Suggested Readings

1. Sampath, K, A.Panneerselvam, S.Santhanam (2007).Introduction to Educational Technology Sterling publisher Pvt. Ltd
2. Mangal, S.K. and Uma Mangal. (2014). Essentials of Educational Technology, PHI Learning Pvt. Ltd.
3. Konar, Nira (2011). Communication Skills for Professionals (Second Edition). New Delhi: PHI Learning Private Limited.
4. MTD Training (2010). Effective Communication Skills. United Kingdom. MTD Training and Ventus Publishing ApS.
5. Owen, Hargie (2006). The Handbook of Communication Skills (Third Edition). East Sussex, London : Routledge, Taylor and Francis Group.
6. Sen, Leena (2009). Communication Skills (Second Edition). New Delhi : PHI Learning Private Limited.

SEC (Linguistics)

Phonetics: General Introduction I

Unit I. Phonetics: articulatory phonetics; airstream mechanisms.

Unit II. Places of articulation; passive and active articulations; oro-nasal process.

Unit III. Manners of articulation; articulation of vowel sounds.

Phonetics: General Introduction II

Unit I. The consonants of English: Stop consonants, Fricatives, Affricates, Nasals, Approximants.

Unit II. The English vowels: The front vowels, the central vowels, the back vowels, the diphthongs.

Unit III. IPA; transcription of consonants; transcription of vowels.

Readings

Abercrombie, D. 1967. **Elements of General Phonetics**. Edinburgh: Edinburgh University Press.

Ashby, Michael and John Maidment 2005. **Introducing Phonetics Science**. Cambridge: Cambridge University Press.

Ashby, P. 1995. *Speech sounds*. London: Routledge.

Bhaskararao, Peri. 1977. **Practical Phonetics**. Pune: Deccan College.

Ladefoged, Peter., & Johnson, Keith (2011) *A Course in Phonetics*. Wadsworth, Cengage Learning.

ENGLISH-FYUGP-SEC

Skill Enhancement Electives- approved by 37th AC

1. SEC 1: Basic English Communication Skills

- a. Grammar
- b. Listening and Speaking
- c. Basics of Reading
- d. Basics of Writing

2. SEC 2: Advanced English Communication Skills

- a. Advanced Reading**
- b. Advanced Writing
- c. Principles of communication and communicative competence
- d. Cross Cultural Communications

SEC Course 1: Basic English Communication Skills Course

Statement

The aim of this course is to help students become familiar with nuances of grammar, and build confidence in them that grammar is 'learnable'. The course also helps the learners become aware of language, its dependence on grammar and the variety it exhibits. This course will be offered under four headings as given below:

- a. Grammar
- b. Listening and Speaking
- c. Basics of Reading
- d. Basics of Writing

Course Level Learning Outcomes

Some of the course learning outcomes that learners of this course are required to demonstrate run thus:

- ✓ Identify deviant use of English both in written and spoken forms
- ✓ Recognize the errors of usage and correct them
- ✓ Recognize their own ability to improve their own competence in using the language
- ✓ Understand and appreciate English spoken by people from different regions
- ✓ Use language for speaking with confidence in an intelligible and acceptable manner
- ✓ Understand the importance of reading for life
- ✓ Develop an interest for reading
- ✓ Read independently unfamiliar texts with comprehension
- ✓ Understand the importance of writing in academic life
- ✓ Write simple sentences without committing errors of spelling and grammar

Course Content

Unit-I:

- i. Major basic grammatical categories
- ii. Notion of correctness and attitude to error correction
- iii. Importance of listening skills
- iv. Problems of listening to unfamiliar dialects

Unit-II:

- v. Aspects of pronunciation and fluency in speaking
- vi. Intelligibility in speaking
- vii. Introduction to reading skills

viii. Introducing different types of texts—narrative, descriptive, extrapolative

Unit-III:

- ix. Introduction to writing skills
- x. Aspects of cohesion and coherence
- xi. Expanding a given sentence without affecting the structure
- xii. Reorganizing jumbled sentences into a coherent paragraph
- xiii. Drafting different types of letters (personal notes, notices, complaints, appreciation, conveying sympathies etc.)

Suggested Reading

1. Acevedo and Gower M (1999) *Reading and Writing Skills*. London, Longman
2. Deuter, Met. al. (2015). *Oxford Advanced Learner's Dictionary of English (Ninth Edition)*. New Delhi, OUP
3. Eastwood, John (2008). *Oxford Practice Grammar*. Oxford, OUP.
4. Editorial Board. (2012) *Prosaic Musings-Nagaland University Anthology of Prose, Short Stories and Writing Skills*. New Delhi: Trinity.
5. Editorial Board. (2012). *Wings of Poesy: Nagaland University Anthology of Poetry*. Macmillan/Trinity.
6. Hadeheld, Chris and J Hadeheld (2008). *Reading Games*. London, Longman
7. Hedge, T (2005). *Writing*. Oxford, OUP
8. Jolly, David (1984). *Writing Tasks: Students' Book*. Cambridge, CUP
9. Klippel and Swan (1984). *Keep Talking*. Oxford, OUP
10. Saraswati, V (2005). *Organized Writing 1*. Hyderabad, Orient Blackswan
11. Swan, Michael. (1980). *Practical English Usage*. Oxford, OUP
12. Walter and Swan (1997). *How English Works*. Oxford, OUP

SEC COURSE 2: ADVANCED ENGLISH COMMUNICATION SKILLS

Course Statement

The course has a focus on helping learners develop their skills of Reading, Writing and communication skills. It builds their competence further in Reading and Writing to facilitate their academic pursuits. Further, it also builds their ability to communicate effectively with a wide range of people especially for professional purposes. The learner is made aware of all aspects of effective communication and skills required for acquiring as well as conveying information. The course will be offered under four headings as given below:

- a. Advanced Reading
- b. Advanced Writing
- c. Principles of communication and communicative competence
- d. Cross Cultural Communication

Course Level Learning Outcomes

Some of the course learning outcomes that learners of this course are required to demonstrate run thus:

- ✓ Read and understand longer pieces of discourse independently
- ✓ Read and compare two texts for evaluating them
- ✓ Summarise a text for the benefit of peers orally or in writing
- ✓ Read and re-narrate a piece of text either orally or in writing
- ✓ Plan a piece of writing before drafting – brainstorming and developing web-charts/flow-diagrams/outlines
- ✓ Edit a piece of self and peer writing
- ✓ Writing and revising the drafts
- ✓ Write a review of a text read for academic purpose or pleasure
- ✓ Understand the purpose and process of communication
- ✓ Identify and overcome barriers of communication
- ✓ Understand and appreciate the social norms of communication
- ✓ Understand and appreciate the principle of politeness in relation to the speaker/listener

Course Content

Unit-I:

- i. Reading texts of different genres and of varying length
- ii. Different strategies of comprehension
- iii. Reading and interpreting non-linguistic texts
- iv. Reading and understanding in complete texts (Cloze of varying lengths and gaps; distorted texts.)

Unit-II:

- v. Analyzing a topic for an essay or a report
- vi. Editing the drafts arrived at and preparing the final draft
- vii. Re-draft a piece of text with a different perspective (Manipulation exercise)

Unit-III:

- viii. Summarize a piece of prose or poetry
- ix. Using phrases, idioms and punctuation appropriately
- x. Introduction to communication – principles and process
- xi. Types of communication – verbal and non-verbal
- xii. Identifying and overcoming problems of communication
- xiii. Communicative competence
- xiv. Cross-cultural communication

Suggested Readings:

- 1) Bailey, Stephen (2003). *Academic Writing*. London and New York, Routledge.
- 2) Department of English, Delhi University (2006). *Fluency in English Part II*. New Delhi, OUP.
- 3) Editorial Board. (2012) *Prosaic Musings-Nagaland University Anthology of Prose, Short Stories and Writing Skills*. New Delhi: Trinity.
- 4) Editorial Board. (2012). *Wings of Poesy: Nagaland University Anthology of Poetry*. Macmillan/Trinity.
- 5) Grellet, F. (1981). *Developing Reading Skills: A Practical Guide to Reading Skills*. New York, CUP
- 6) Hedge, T. (2005). *Writing*. London, OUP
- 7) Kumar, S and Pushp Lata (2015). *Communication Skills*. New Delhi, OUP

- 8) Lazar, G. (2010). *Literature and Language Teaching*. Cambridge, CUP
- 9) Nuttall, C (1996). *Teaching Reading Skills in a Foreign Language*. London, Macmillan
- 10) Raman, Meenakshi and Sangeeta Sharma (2011). *Technical Communication: Principles and Practice*. New Delhi, OUP.

Additional Papers as Core/DSE/GE/SEC: (Can be opted in case of approved syllabus change only)

Paper-I: Mother- Tongue and Other Tongue

The centuries-long usage of English has made us forget many valuable aspects of our mother-tongues. The paper seeks to look back to traditions in our mother-tongue speaking and writing. Hence the students need to be exposed to translating the literatures in mother-tongue to English, for its preservation, promotion and dissemination. The learning of skills must be applied here for creativity. The teacher should expose the students profusely to all types of literatures both oral and written and enthuse their participation by provoking them to performance and translation. The teacher has to arrange the lectures on importance of different units and give sufficient assignments to the students (a minimum of 30 assignments on each unit)

Unit-I:

Translating Poetry:

Unit-II:

Translating Prose:

Unit-III:

Translating Proverbs, Idioms, important terms in popular parlances, etc.

Unit-IV:

Collecting folk literature and translating to English

Unit-V:

Appreciating and Recording Folk Performance

Paper-II: Language, Figures of Speech and Literary Terms

Unit-I:

Style and Varieties of English-2

Theory: 10 Marks (7 for external + 3 for internal)

- a) Written and Spoken English
- b) Formal and Informal English

Practical: 10 Marks (to conduct internally)

Practice and Application of the style and varieties provided in theory section

Unit-II

Figures of Speech and Literary Terms:

Anticlimax, Antithesis, climax, Euphemism, pun, paradox, simile, synecdoche, irony, metaphor, metonymy, oxymoron, allegory, archaism, hyperbole, alliteration, rhyme, rhetorical question, anaphora, epiphora, tautology, enallage, ellipsis, syllepsis, inversion, hysteron, proteron

Practical: To learn the meaning and usage with examples from literature/ literary texts and recurrent internal examinations should be conducted.

Unit-III:

Appreciating Literature:

The students should be profusely exposed to different types of Literature like poetry, drama, novel, short story and be given paragraphs, stanzas, dialogues, etc. ex tempore and asked to write critical appreciation.

Unit-IV:

Reading Literature:

The Reading skills of the students should be evaluated to test their inhering of the correct pronunciation by use of Phonetics. All the students be asked by the teacher to read paragraphs loudly one by one. While one student will be reading, the others listening must point out the wrong pronunciation each after the reading by one is over.

Silent reading should be applied for examining comprehension tests on spot by giving them questionnaire to answer. Other reading skills must be imparted and practised by the students.

Unit-V:**Speaking:**

The Students must be exposed to different kinds of speaking skills and each must practise speaking. They must be given large varieties of topics to prepare and each student must speak by rotation on different topics.

Etiquette and Social Graces

**Skill Enhancement Course (SEC) – 1
Four-Year Undergraduate Programme**

Credits: 3

Marks: 50

Course Learning Outcomes

Some of the expected outcomes from learners after the completion of the course include:

- to be able to navigate social and professional situations with confidence and poise, ultimately enhancing their personal and career prospects.
- to cultivate respect towards peers and educators and develop effective communication skills within the academic context.
- to acquire proper dining and table manners and etiquette.
- to learn the essentials of online standards of conduct or procedure.
- to acquire communication skills for real-life social and professional scenarios

Unit I: Introduction to Etiquette and Social Graces

- i. Understanding the significance of etiquette
- ii. The impact of social graces on personal and professional success
- iii. Self-assessment: Identifying areas for improvement

Unit II: Etiquette for Students in an Educational Institution

- i. Etiquette in the Classroom and Institution
- ii. Library Etiquette
- iii. Effective Communication in Academic Settings

Unit III: Digital Etiquette

- i. Online communication etiquette (email, social media, video conferencing)
- ii. Managing your online presence
- iii. Dealing with cyberbullying and online conflicts

Unit IV: Dining and Table Manners

- i. Formal and informal dining etiquette
- ii. Table setting and utensil usage
- iii. Hosting and attending dinner and events

Unit V: Handling Varying and Difficult Social Situations

- i. Conflict resolution and constructive criticism
- ii. Dealing with difficult people gracefully
- iii. Interview preparation and professional event etiquette

Suggested Readings

Eggert, Max. *The Perfect Interview: All You Need to Get It Right the First Time.*

Krueger, Caryl. *The Etiquette Guide for Students: Manners for the Modern Age.*

Pachter, Barbara. *The Essentials of Business Etiquette: How to Greet, Eat, and Tweet Your Way to Success.*

Post, Peggy et al. *Emily Post's Etiquette, 19th Edition: Manners for Today.*

Tuckerman, Nancy and Nancy Dunnan. *The Amy Vanderbilt Complete Book of Etiquette, 50th Anniversary Edition.*

Post, Peter and Anna Post. *The Etiquette Advantage in Business, Third Edition: Personal Skills for Professional Success.*

Skill Enhancement Courses

SEC-1: INTRODUCTION TO ARCHAEOLOGY

Unit: I Definition & Components

Archaeology-Definition, aims, and scopes; Disciplinary relations – Archaeology relationship to History and Anthropology; main branches of Archaeology.

Unit: II Historiographical Trends

History of Archaeology-19th to 20th century developments; various schools of archaeological thoughts - Cultural-Historical, Processual and Post-processual schools; overview of some recent trends in archaeological theory and practice.

Unit:III Field Methods

Definition of an archaeological site; reading stratigraphy in Archaeology; Method of Archaeological Exploration; Excavation methods - Vertical and Horizontal method of excavation, excavation of human burials; Recording provenience -Three-dimensional method of recording archaeological finds.

Unit: IV Dating methods & reconstruction

Difference between Relative and Absolute Dating Methods; Typology, Stratigraphy, and Geochronology; Radiocarbon and Thermoluminescence Dating Methods; Reconstruction of prehistoric lifeways and interpretation of evidence (e.g.use of environmental, ethnographic, and experimental data).

ESSENTIAL READINGS:

Agrawal, D.P and M.G. Yadava. *Dating the Human Past*, ISPQS Monograph Series No. 1, 1995.

Bahn, C.P and C. Renfrew, *Archaeology: Theories, Methods, and Practice*, Thames & Hudson, 2016.

Barker, Philip. *Techniques of Archaeological Excavation*, Universe Books, New York, 1977.

Binford, L.R. *New Perspectives in Archaeology*, Aldine, Chicago, 1968.

Binford, L.R. *An Archaeological Perspective*, Seminar Press, New York, 1973.

Binford, L.R. *In pursuit of the Past: Decoding the Archaeological Record*, University of California Press, 2002 (Reprint).

Trigger, B. *A History of Archaeological Thought*, Cambridge University Press, 2006 (2nd Ed.).

Chakraborti, D.K. *A History of Indian Archaeology: From the Beginning to 1947*, New Delhi, Manohar, 1988.

Childe, V. Gordon. *What happened in History?* Penguin Books, London, 1960.

Clark, G. *Archaeology and Society*, Methuen & Co., 1947 (Revised 2nd Ed.).

- Greene, K and Tom Moore. *Archaeology: An Introduction*, Routledge, 2010 (5th Ed.).
- Hodder, Ian. *Archaeological Theory in Europe: The Last Three Decades*, Blackwell Publishers, Oxford, 1991.
- Hodder, Ian. *The Archaeological Process: Towards a Reflexive Methodology*, Blackwell Publishers, Oxford, 1998.
- Hodder, Ian. *Archaeological Theory Today*, Polity, UK, 2001.
- Hodder, Ian. *Reading the Past: Current Approaches to Interpretation in Archaeology*, Cambridge University Press, 2003 (Reprint).
- Jamir, T and Manjil Hazarika (Ed). *50 Years After Daojali-Hading: Emerging Perspectives in the Archaeology of Northeast India*, Research India Press, New Delhi, 2014.
- Johnson, Mathew. *Archaeological Theory: An Introduction*, Blackwell Publishers, Oxford, 1999.
- Joukowsky, Martha. *A Complete Manual of Field Archaeology – Tools and Techniques of Field Work for Archaeologists*, Prentice-Hill, Inc., Englewood Cliffs, New Jersey, USA, 1980.
- Lucas, Gavin. *Critical approaches to Fieldwork: Contemporary and Historical Archaeological Practice*, Routledge, London and New York, 2001.
- Rajan, K. *Archaeology: Principles and Methods*, ManooPathippakam, Thanjavur, 2002.
- Raman, K.V. *Principles and Methods of Archaeology*, Parthajan Publications, Madras, 1986.

SEC-2 : ARCHIVES AND MUSEUMS

The course introduces students to the institution that houses and maintains documentary, visual and material remains of the past. Museums and archives are among the most important repositories and this course explains their significance and how they work. Students will be encouraged to undertake collection, documentation, and exhibition of such materials in their localities and colleges. Study tour visits to State, Regional, and National Archives; community museums, District museums, State museums, and National Museums are an integral part of the course.

Unit: I Definition and History of Development (with special reference to India)

Definition of Museum and Archives - scope and function (aims and objectives).

History of museums in India and abroad; Museum movement in India.

Unit: II Types of Archives and Museum

Types and classification of Museums and Archives; changing concepts of museums; Collection policies, ethics, and procedures; *Types of Collection*: field exploration, excavation, purchase, gift and bequests, loans and deposits, exchanges, treasure trove confiscation, and others; *Documentation*: accessioning, indexing, cataloguing, digital documentation and deaccessioning; Preservation, conservation, and restoration of collections.

Unit: III Museum Presentation and Exhibition

Display techniques & Exhibition: Purpose and principles of Display; Lighting, Visual, Audio; Types of Exhibitions; *Exhibition designing*: Principles of exhibition designing; Planning & designing of exhibits; *Designing individual exhibits*: Lighting, text, content, font size, background, storyline documentation, animation techniques.

Unit: IV Museums, Archives, and Society

Education and Communication; Outreach activities.

ESSENTIAL READINGS:

Agrawal, Usha. *Museums of India: A brief directory*, Aryan Books International, 2013.

Agrawal, O P. *Preservation of Art Objects and Library Materials*, National Book Trust, 1993.

Agrawal, O P. *Conservation of Manuscripts and Paintings of Southeast Asia*, Butterworth-Heinemann, 1984.

Agrawal, O P & M. Barkeshli. *Conservation of Books, Manuscripts & Paper Documents*. INTACH, 1997.

Ambrose, Timothy & C. Paine. *Museum Basics*. Psychology Press, 1993.

Basu, S & M. Chakrabarti. *Museum Norms and Terms: A selective approach*, Dey's Publication, 1999.

Basu, J.N. *Indian Museums and Movement*, Benson's, 1965.

Baxi, Smita & Dwivedi, Devendra. *Modern Museum*, Abhinav Publications, 1973

Bennett, Tony. *The Birth of the Museum*, Routledge, 1995.

Boylan, Patrick J (Ed.). *Museums 2000*, Routledge, 1992.

Coleman, L V. *Museum Buildings*. American Association of Museum, 1950.

Dean, David. *Museum Exhibition: Theory & Practice*, Routledge, 1996.

Devenish, David C. *Museum Display Labels*, National Council of Science Museums India, 1996.

Dudley, Dorothy, *et al.* *Museum Registration Methods*, American Association of Museum, 1979.

Dwivedi, V.P. *Museums and Museology: New Horizons (Essays in Honour of Dr. Grace Morley on her 80th Birthday)*, Agam Kala Prakashan, 2018.

Ghosh, D.P. *Studies in Museums and Museology in India*, Indian Publications, 1968.

Edson, Gary & David Dean. *The Handbook for Museums*, Psychology Publishers, 1994.

Fenneley. *Museum, Archive & Library Security*, Butterworth-Heinemann, 1982.

Fopp, Michael A. *Managing Museums and Galleries*. Routledge, 1997.

ICOM. *Statutes and Code of Professional Ethics*, International Council of Museum, 1990.

Knell, Simon (Ed.). *Care of Collections*, Physiology Press, 1994.

Light, F B, D.A.Roberts, J.D.Stewarts. *Museum Documentation System*, Butterworth-Heinemann, 1986.

Markham and Hargreaves. *The Museums of India*, Museum Association (England), 1936.

Manvi Seth C. V Ananda Bose. *Of Muses, Museums and Museology*, Shubhi Publications, 2012.

Mclean, Fiona. *Marketing the Museum*, Routledge, 1997.

Morley, Grace. *Temporary and Travelling Exhibition Museum and Monuments series X*, UNESCO, 2001.

Nigam, M L. *Fundamentals of Museology*, Nava hind Prakashan, 1966.

Roy Chowdhury, Anil. *Art Museum Documentation and Practical Handling*, Choudhury & Choudhury Publishers, 1964.

Sarasan, L & A.M. Neuner, A M. *Museum Collection and Computers*, Association of Systematic Collections Publisher, 1983.

Sivaramamurthy, C. *A Directory of Museums in India*, Ministry of Scientific Research and Cultural Affairs, 1959.

Swarnakamal. *Protection and Conservation of Museum Collection*, Baroda, 1975.

Thompson, Garry. *The Museum Environment*, Butterworth-Heinemann, 1986.

Thompson, John M A, *et al.* (Ed.). *Manual of Curatorship*, Routledge, 2015.

UNESCO. *Temporary & Travelling Exhibition*, UNESCO, 1963.

UNESCO. *Museums, Imaginations and Education*, UNESCO, 1973.

David Thompson, *World History, 1914-1968*

D.K. Fieldhouse, *The Colonial Empires-A comparative Survey from 18th Century*

E.E. Rich & Wilson, C.H. Wilson (ed.), *Cambridge Economic History of Europe Vol. V*

H.M. Vinache, *History of Far East*

James Joll, *Europe since 1870: An International History.*

Kenneth B. Pyle, *The Making of Modern Japan*
, 1973.

NAGALAND UNIVERSITY

DEPARTMENT OF HISTORY

SEC COURSE FOR 1ST SEM UNDER FYUGP

COURSE TITLE: Fairs And Festivals In North East India

COURSE OBJECTIVE: The paper intends to acquaint the students the importance of cultural celebrations that is connected with religious beliefs, folklore, local customs, changing season's harvests etc. The inter-disciplinary approach of the course is to make the students understand that the diversity of the region is not only represented through their cultural idioms, and artistic productions but it also serve as economic drivers for local communities as well as fostering growth and cohesion.

UNIT 1: Concept and Meaning, Classification of fairs in Northeast region

1. Fairs and festivals- origin and evolution
2. Historical importance of fairs and festivals –social, cultural and religious.
3. Types of Fairs-cultural and regional-Ambubachi Mela, Jonbeel Mela, Ashoka Ashtami Mela, Udalgiri trade fair.

UNIT II: Festivals in Northeast India

1. Types of Festivals in Northeast India- beliefs, tradition, celebration of ethnicity
2. Festivals and the artistic production, community and local sustainability
3. Performative arts- dance forms of Assam and Manipur

UNIT III: Festivals of Nagaland

1. Tribes and types of festivals- (State recognized festivals)
2. Naga Festivals as intangible cultural heritage
3. Change and continuity-Contemporary festivals (Hornbill Festival)

READING LIST

1. S.P.Sharma and Seema Gupta: *Fairs and Festivals of India*, Pustak Mahah, 2006
2. Green, Thomas (ed.) *Folklore: An Encyclopedia of Beliefs, Customs, Tales, Music and Art*. Abc Clio: California. 1997.
3. Dorson, Richard (ed.) *Folklore and Folklife: An Introduction*. Chicago University Press: Chicago. 1972.
4. George Revill: *Folk Culture and Geography*

5. Cecil Harvey Buck: *Faiths, Fairs and Festivals of India*, Asian Educational Services, 1977
6. *North East India- People, History and Culture*, NCERT
7. Ben, Amos, Dan, (Ed) *Folklore genres*, Austin University of Texas press, 1976
8. M.J. Herscovits : *Cultural Anthropology*
9. Borowiecki, Karol Jan, et al., *Cultural Heritage in a Changing World*, Ed.; Springer: Switzerland, 2016.
10. A. Falassi (ed.), *Time out of time. Essays on the Festival*; pp. 1–10. Albuquerque: University of New Mexico Press, 1987
11. J.J.Meyer: *Festivals in India. Trilogy: Ancient Indian powers and Festivals of vegetation*, New Bhartiya Book Corporation. 2022
12. Oring, Elliott, ed. *Folk Groups and Folklore Genres: An Introduction*. Logan: Utah State University Press, 1986.
13. Uma Vasudev: *Fairs and festivals- Incredible India*, Wisdom Tree, 2007
14. Usha Sharma: *Festivals in Indian Society (2 Vols)*, Mittal Publication, 2008.
15. Dr Krishna Gopal: *Fairs and Festivals of India*, Vol 4, Gyan Publishing House, 2003
16. Soma Deb & B, Sinha: *Encyclopedia of Fairs and Festivals in India (3 Vols)*, Rajpal Publication, 2001
17. Rahul Karmakr: *Where Warrior Waltz: Festivals of Nagaland*, Department of Art and Culture, Government of Nagaland in collaboration with Red River, 2008
18. De Bres, K. & Davis, J. *Celebrating Group and Place Identity: A case study of a new regional festival. Tourism Geographies*, 2001
19. Tim Edensor: *National Identity, Popular Culture and Everyday Life*, Bloomsbury Publishing: New York, 2016.
20. Mallika Kandali: *Sattriya The Living Dance Tradition of Assam*, Assam Prakashan Parishad, Guwahati, 2019.
21. Sen Sipra, *Tribes of Tripura. Description, Ethnology and Bibliography*, published by Gyan publishing House, New Delhi- 110002.
22. Utpola Borah: *Bihu Festival of Assam. Music Dance and Performance*, R Rhythms, New Delhi 2005
23. Byron Aihara: *Dance Music and Ritual in Manipur*, Vajra Books, 2017
24. P.Thirumal, Laldinpuii, C Lalrozami: *Modern Mizoram: History, Culture, Poetics*, Routledge, 2020
25. *Handbook on Nature based Festivals of Sikkim*, Government of Sikkim
26. Guptajit Pathak, Raju Gogoi: *Cultural Fiesta in the "Island of Peace" Arunachal Pradesh*, Mittal Publication, New Delhi, 2008
27. <https://egyankosh.ac.in/bitstream/123456789/38805/1/Unit-1.pdf>
28. Events and Festivals in India @ <https://utsav.gov.in/>
29. <http://www.ripublication.com>
30. <http://egyankosh.ac.in/handle/123456789/16877>

31. TheyiesinuoKeditsu: Prohibition and Naga Cultural Identity: Cultural Politics of Hornbill Festival, Nagaland in Sub versions. A Journal of Emerging Research in Media and Cultural Studies, 2014
32. ArkotongLongkumer,: Visualizing national life: The Hornbill Festival as Culture and Politics in *Focus on World Festivals*@<https://www.academia.edu>>[Visualizing National Life](https://www.academia.edu/visualizing-national-life).
33. ArkotongLongkumer (2013). "Who sings for the Hornbill? The performance and politics of culture in Nagaland, Northeast India- Part II." The South Asianist Blog, @ <http://thesouthasianistblog.co.uk/2013/02/19/>.
33. Tatongkala: Orchestrated Celebrations: Performing Reconstructed Identity in the Hornbill Festival of Nagaland in The International Journal of Humanities and Social Sciences @ www.theijhss.com.
34. Unit [Manipur](https://egyankosh.ac.in/bitstream/units.pdf) @[https://egyankosh.ac.in>bitstream>units.pdf](https://egyankosh.ac.in/bitstream/units.pdf).
35. Jaysagar Wary. Udalgiri Trade Fair: Recollecting the History of Frontier trade.

**DEPARTMENT OF PHILOSOPHY
SKILL ENHANCEMENT COURSE (SEC)**

SEMESTER VI

Course Title: Art and Film Appreciation

Credit: 3

Objectives: This course aims to help the students imbibe the critical sense of appreciation for cultural expressions such as Art and Films.

UNIT	TOPICS
UNIT I	1. Art and Experience: Meaning and Analysis 2. Film as an Art Form: Documentaries, Commercial and Parallel Cinema
UNIT II	Art, Social Values and Morality: 1. Life art interface 2. Film and Cultural representation

Suggested Readings:

1. Harold Osborne, (1976) *Aesthetics*, OUP.
2. John Hospers. (1969) *Introduction Readings in Aesthetics*, Free Press.
3. Christopher Falzon, *Philosophy goes to the Movies*, Routledge.
4. Vijaya Mishra. (2009) *Specters of Sensibility: The Bollywood Film*. Routledge.
5. Sussane Langer. (1953) *Feeling and Form*, Longman Publishing House.

**SKILL BASED PAPERS FOR FYUGP
(POLITICAL SCIENCE)**

**UNDERGRADUATE PROGRAMME
(Honours/Honours with Research)**

**NAGALAND UNIVERSITY
2023**

Approved by 37th AC on 12/12/2023

SEMESTER - 1
Course No: POL/H/SEC-1
Course Title: Legislative Support (SEC)

Aim of the course: The objective of the paper is to acquaint the student broadly with the legislative process in India at various levels, introduce them to the requirements of peoples' representatives and provide elementary skills to be part of a legislative support team. This course will build their skills and deepen their understanding of the political process.

Total Credits = 3

Total Marks = 100

SL.NO	COURSE CONTENT
Unit 1	Powers and Functions of People's Representatives at different Tiers of Governance a) Members of Parliament and State Legislature b) Functionaries of Rural and Urban Local Self Government
Unit II	Supporting the Legislative Process a) Law Making Procedure b) Committee and Amendments
Unit III	Reading the Budget Document a) Process of Budgeting b) The Union Budget: Role of the Parliament

Reading List:

1. Madhavan, M.R. & N.Wahi Financing of Election Campaigns PRS, Centre for Policy Research, New Delhi, 2008:
http://www.prsindia.org/uploads/media/conference/Campaign_finance_brief.pdf
2. Vanka, S. Primer on MPLADS Centre for Policy Research, New Delhi, 2008. can be accessed on: <http://www.prsindia.org/parliamenttrack/primers/mplads-487/> Kalra, H.
3. Government of India (Lok Sabha Secretariat) Parliamentary Procedures (Abstract Series), 2009. Can be accessed on: <http://164.100.47.132/LssNew/abstract/index.aspx>
4. Government of India, (Ministry of Parliamentary Affairs) Legislation, Parliamentary Procedure, 2009. Can be accessed on:
http://mpa.nic.in/Manual/Manual_English/Chapter/chapter-09.htm
5. Government of India, (Ministry of Parliamentary Affairs) Subordinate Legislation, Parliamentary Procedure, 2009. Can be accessed on:
http://mpa.nic.in/Manual/Manual_English/Chapter/chapter-11.htm
6. Kapur, Devesh and Pratap Banu Mehta, "The Indian Parliament as an Institution of Accountability," Democracy, Governance and Human Rights, Programme Paper Number 23, United Nations Research Institute for Social Development, January 2006. Can be accessed on:
[http://www.unrisd.org/UNRISD/website/document.nsf/240da49ca467a53f80256b4f005ef245/8e6fc72d6b546696c1257123002fcceb/\\$FILE/KapMeht.pdf](http://www.unrisd.org/UNRISD/website/document.nsf/240da49ca467a53f80256b4f005ef245/8e6fc72d6b546696c1257123002fcceb/$FILE/KapMeht.pdf)
7. Agarwal, O.P. and T.V. Somanathan, "Public Policy Making in India: Issues and Remedies," February, 2005. Can be accessed on:
http://www.cprindia.org/admin/paper/Public_Policy_Making_in_India_14205_TV_SOMANATHAN.pdf

8. Debroy, Bibek, "Why we need law reform," Seminar, January 2001.
9. Mehta, Pratap Bhanu, "India's Unlikely Democracy: The Rise of Judicial Sovereignty," Journal of Democracy, Vol.18, No.2, pp.70-83. Government links:
<http://loksabha.nic.in/>; <http://rajyasabha.nic.in/>; <http://mpa.nic.in/>
10. Sanyal, K. Strengthening Parliamentary Committees PRS, Centre for Policy Research, New Delhi, 2011. can be accessed on:
<http://www.prsindia.org/administrator/uploads/media/Conference%202011/Strengthening%20Parliamentary%20Committees.pdf>
11. Celestine, A. How to read the Union Budget PRS, Centre for Policy Research, New Delhi, 2011. can be accessed on:
<http://www.prsindia.org/parliamenttrack/primers/how-to-read-the-union-budget-1023/>

SEMESTER- 3**Course No: POL/H/SEC-2****Course Title: Democratic Awareness with Legal Literacy (SEC)**

Course Objective: The Proposed course aims to acquaint students with the structure and manner of functioning of the legal system in India. Expected Learning Outcome: The students would be aware of the institutions that comprise the legal system - the courts, police, jails and the system of criminal justice administration. They would also acquire knowledge of public interest litigation, the Constitution and laws of India and get an understanding of the formal and alternate dispute redressal (ADR) mechanisms that exist in India. Besides the above, the students will also acquire working knowledge of how to affirm one's rights and be aware of one's duties within the legal framework; and acquaint with the opportunities and challenges posed by the legal system for different sections of persons.

Total Credits = 3**Total Marks = 100**

SL.NO	COURSE CONTENT
Unit I	Legal system in India a) Evolution of Legal system in India b) System of courts/tribunals and their jurisdiction in India - Criminal and Civil Courts, Constitutional Writs, Specialized Courts such as Juvenile Courts, Mahila Courts and Tribunals.
Unit II	a) Role of the Police and Executive in Criminal Law Administration: IPC, Cr. P. C b) Alternate Dispute Settlement- Lok Adalats, Non - Formal arbitration mechanisms.
Unit III	Constitutional Law, Rights and Protection a) Fundamental Rights; Directive Principles of State Policy; Fundamental Duties b) Legal Provisions Dealing with Women, Schedule Caste and Schedule Tribe c) Practical Approach of Constitutional Laws: Visiting Court, Legal Ail Centre, Legal Service Authority and Legal Counseling

Reading List:

1. S.K. Agarwala, Public Interest Litigation in India, K.M. Munshi Memorial Lecture, Second Series, Indian Law Institute, Delhi, 1985. 126
2. S.P. Sathe, Towards Gender Justice, Research Centre for Womens' Studies, SNDT Women's University, Bombay, 1993.
3. Asha Bajpai, Child Rights in India: Law, Policy, and Practice, Oxford University Press, New Delhi, 2003
4. Agnes, Flavia Law and Gender Equality, OUP, 1997.
5. Sagade, Jaga, Law of Maintenance: An Empirical Study, ILS Law College, Pune 1996.
6. B.L. Wadhwa, Public Interest Litigation - A Handbook, Universal, Delhi, 2003.
7. Nomita Aggarwal, Women and Law in India, New Century, Delhi, 2002.

8. P.C. Rao and William Sheffiled Alternate Dispute Resolution: What it is and How it Works, , Universal Law Books and Publishers, Delhi, 2002
9. V.N. Shukla's Constitution of India by Mahendra P. Singh, Eastern Book Co. 10th edition 2001. Parmanand Singh, 'Access to Justice and the Indian Supreme Court', 10 & 11 Delhi Law Review 156, 1981-82.
10. H. Mander, and A. Joshi, The Movement for Right to Information in India, People's Power for the Control of Corruption. Available at <http://www.rtgateway.org.in/Documents/References/English/Reports/12.%20An%20ar%20title%20on%20RTI%20by%20Harsh%20Mander.pdf>.
11. P. Mathew, and P. Bakshi, (2005) 'Indian Legal System', New Delhi: Indian Social Institute.
12. P. Mathew, and P. Bakshi, (2005) 'Women and the Constitution', New Delhi: Indian Social Institute.
13. N. Menon, (2012) 'Sexual Violence', in Seeing Like a Feminist, New Delhi: Zubaan and Penguin, pp. 113-146.
14. M, Mohanty et al. (2011) Weapon of the Oppressed, Inventory of People's Rights in India. Delhi: Danish Books.
15. Centre for Good Governance, (2008) Right to Information Act, 2005: A Citizen's Guide, Available at <http://www.rtgateway.org.in/Documents/Publications/A%20CITIZEN'S%20GUIDE.pdf,127>
16. A.Pandey, (2004) Rights of the Consumer. New Delhi: Indian Social Institute. Rule of law and the Criminal Justice System in India Andrew, (1996) 'Arbitrary Government and the Rule of Law', in Arguing About the Law, An Introduction to Legal Philosophy, Wordsworth, Boston., pp.3-19.
17. SAHRDC, (2006) 'Criminal Procedure and Human Rights in India' in Oxford Handbook of Human Rights and Criminal Justice in India- The system and Procedure, New Delhi: Oxford University Press, pp.5-15.
18. K. Sankaran and U. Singh, (2008) 'Introduction', in Towards Legal Literacy. New Delhi: Oxford University Press, pp. xi – xv.
19. Laws relating to criminal justice administration Pandey, (2008) 'Laws Relating to Criminal Justice: Challenges and Prospects', in K. Sankaran and U. Singh, Towards Legal Literacy, New Delhi: Oxford University Press, pp.61-77.
20. SAHRDC, (2006)'Reporting a Crime: First Information Report', in Oxford Handbook of Human Rights and Criminal Justice in India- The system and Procedure, New Delhi: Oxford University Press, pp.16-26.
21. SAHRDC, (2006) 'Bail', in Oxford Handbook of Human Rights and Criminal Justice in India, The system and Procedure, New Delhi: Oxford University Press, pp.59-71.
22. SAHRDC, (2006) 'Detention', in Oxford Handbook of Human Rights and Criminal Justice in India- The system and Procedure. New Delhi: Oxford University Press, Pp.72-84.
23. A. Mathew, (2003) Your Rights if you are Arrested, New Delhi. Indian Social Institute.

SEMESTER- 4	
Course No: POL/H/SEC-3	
Course Title:Public Opinion and Survey Research (SEC)	
Course Objective: This course will introduce the students to the debates, principles, and practices of public opinion polling in the context of democracies, with special reference to India. It will familiarise the students with how to conceptualize and measure public opinion using quantitative methods, with particular attention being paid to developing basic skills pertaining to the collection, analysis, and utilisation of quantitative data.	
Total Credits = 3 Total Marks = 100	
SL.NO	COURSE CONTENT
Unit I	Introduction a) Definition, Characteristics, and role of Public Opinion in a Democracy Measuring Public Opinion b) Sampling – Basic Concept, Terms and types of Sampling (Probability Sampling and Non-Probability Sampling)
Unit II	Survey Research a) Interview: Interview Techniques, Pitfalls, Different Types of and Forms of Interview b) Questionnaire: Question Wording; Fairness and Clarity
Unit III	Quantitative Data Analysis and Interpretation a) Data Management and Analysis of survey research b) Interpreting survey findings

Reading List:

1. Lokniti Team (2009) 'National Election Study 2009: A Methodological Note', Economic and Political Weekly, Vol. XLIV (39)
2. Lokniti Team, (2004) 'National Election Study 2004', Economic and Political Weekly, Vol. XXXIX (51).
3. Asking About Numbers: Why and How', Political Analysis (2013), Vol. 21(1): 48-69, (first published online November 21, 2012)
4. Survey Research Essential Readings: H. Asher, (2001) 'Chapters 3 and 5', in Polling and the Public: What Every Citizen Should Know, Washington DC: Congressional Quarterly Press. R.
5. Erikson and K. Tedin, (2011) American Public Opinion, 8th edition, New York, Pearson Longman Publishers, pp. 40-46.
6. A. Agresti and B. Finlay, (2009) Statistical methods for the Social Sciences, 4th edition, Upper saddle river, NJ: Pearson-Prentice Hall,
7. S. Kumar and P. Rai, (2013) 'Chapter 1', in Measuring Voting Behaviour in India, New Delhi: Sage.
8. R. Karandikar, C. Pyne and Y. Yadav, (2002) 'Predicting the 1998 Indian Parliamentary Elections', Electoral Studies, Vol. 21, pp.69-89.

9. M. McDermott and K. A. Frankovic, (2003) 'Horserace Polling and Survey Methods Effects: An Analysis of the 2000 Campaign', *Public Opinion Quarterly* 67, pp. 244-264.
10. K. Warren, (2001) 'Chapter 2', in *In Defense of Public Opinion Polling*, Boulder: Westview Press, pp. 45-80.
11. W. Cochran, (2007) 'Chapter 1', *Sampling Techniques*, John Wiley & Sons. G. Gallup, (1948) *A Guide to Public Opinion Polls*. Princeton: Princeton University Press, pp. 14-20; 73-75. 23
12. D. Rowntree (2000) *Statistics Without Tears: an Introduction for Non Mathematicians*, Harmondsworth: Penguin.
13. R. Erikson and K. Tedin, (2011) *American Public Opinion*, 8th edition, New York: Pearson Longman Publishers, pp. 40-46.
14. G. Gallup, (1948) *A guide to public opinion polls* Princeton, Princeton University Press, 1948. Pp. 3-13.

**UNDERGRADUATE COURSE IN PSYCHOLOGY
(Incorporating Policies recommended by NEP 2020)**

**SKILL ENHANCEMENT COURSES
Syllabus**

**Department of Psychology
Nagaland University
2023**

SKILL ENHANCEMENT COURSES (3 Credit Each)

Skill Enhancement Courses	Title of the paper	Total Credit	Proposed by Department
	Stress Management	3	
	Effective Decision Making	3	
	Emotional Intelligence	3	

SEC-PSY-1: STRESS MANAGEMENT(3 Credits)

Objective:

- In everyday life we experience stress related to various situations. Students will learn how they can make adjustments and manage to cope with stress more effectively.

Unit 1: Stress and Sources of Stress

Stress: Introduction, Nature, symptoms; Sources of stress: environmental, social, physiological and psychological

Unit 2: Stress and Illness

Stress and illness: cardiovascular system, reactivity and illness; immune system reactivity and illness; Stress emotions and hypertension; Stress and cancer

Unit 3: Stress and Coping

What is coping; Functions of coping; Methods of coping: emotional focussed coping and problem focussed coping.

Unit 4: Managing Stress - I

Yoga; Meditation; Relaxation techniques

Unit 5: Managing Stress – II

Biofeedback; Cognitive restructuring; Problem solving

Readings:

- Carr, A. (2004). *Positive Psychology: The science of happiness and human strength*. UK: Routledge.
- DiMatteo, M.R. & Martin, L.R. (2002). *Health psychology*. New Delhi: Pearson
- Neiten, W. & Lloyd, M.A (2007). *Psychology applied to Modern life*. Thomson Detmar Learning.
- Sarafino, E.P. (2002). *Health psychology: Bio psychosocial interactions* (4th Ed.). NY: Wiley.

SEC-PSY-2: EFFECTIVE DECISION MAKING(3 Credits)

Objective:

- Students will learn various strategies which will enable them to make good decisions in life.

Unit 1: Introduction

What is decision making? Importance of making good decisions; Strategies for selecting a solution; Characteristics of the decision task; Characteristics of the decision maker

Unit 2: Models of Decision Making

The rational model; Simon's normative model; Garbage can model

Unit 3: Decision Making Styles

Directive; Analytical; Conceptual; Behavioural

Unit 4: Decision Making In Interpersonal Context

Conflict management in interpersonal context; Negotiation techniques in interpersonal conflict

Unit 5: Decision Regarding Career and Workplace

Decisions regarding career, Decision making at the workplace

Readings:

- Adler, R.B & Proctor, R.F (2009). *Communication Goals and Approaches*. Wadsworth Cengage Learning, India
- Kreitner, R., Kinicki, A., Buelens, M. (2002). *Organizational Behavior*. Mc-Graw Hill
- Chadha, N.K. & Bhatia, H. (2014). *Career Development-different voices, different choices*. The Readers Paradise: New Delhi.
- Sherfield, R.M., Montgomery, R.J., & Moody, P.G. (2009). *Developing soft skills*. Pearson Education, India.
- Kreitner, R & kinicki, A. (2002). *Organizational Behaviour*. 2nd Ed. McGraw Hill Education.

SEC-PSY-3: EMOTIONAL INTELLIGENCE(3 Credits)

Objective:

- To understand the concept of emotional intelligence and learn ways of developing it.

Unit 1: Introduction

Emotional Intelligence; EQ competencies: self-awareness, self-regulation, motivation, empathy, and interpersonal skills; Importance of Emotional Intelligence

Unit 2: Models of Emotional Intelligence

Ability models of EQ; Mixed models of EQ

Unit 3: Knowing One's and Others' Emotions

Levels of emotional awareness; Recognizing emotions in oneself; Universality of emotional expression; Perceiving emotions accurately in others

Unit 4: Managing Emotions

The relationship between emotions, thought and behaviour; Techniques to manage emotions

Unit 5: Applications

Workplace; Relationships; Conflict Management; Effective Leadership

Readings:

- Bar-On, R., & Parker, J.D.A.(Eds.) (2000). *The handbook of emotional intelligence*. San Francisco, California: Jossey Bros.
- Goleman, D. (1995). *Emotional Intelligence*. New York: Bantam Book.
- Goleman, D. (1998). *Working with Emotional Intelligence*. New York: Bantam Books.
- Singh, D. (2003). *Emotional intelligence at work* (2 nd ed.) New Delhi: Response Books.
- Sternberg, R.J.(2000). *Handbook of intelligence*. Cambridge University Press

Paper Code	Course Code	Title of the paper	Total Credit (3 each)
SEC-1	SOC/G/SEC-1	Reading, Writing and Reasoning for Sociology	3

Course Code: SOC/G/SEC-1

Reading, Writing and Reasoning for Sociology

Course Objective:

Reading and writing academic prose is not the same as the performance of these activities in ordinary language, yet these are the skills that are never taught, except perhaps in tutorial systems (where they exist). Unlike most language courses that lean towards literature or functional skills, this is a crash course in survival techniques for developing literacy in academic language. It consists of a graded series of reading and writing exercises using 'real' texts from the social sciences that will enable students to tackle text-related tasks with confidence. There is a conscious attempt to generate synergies by mirroring the reading and writing exercises.

Outline:

1. Introduction: The virtues of repetition

2. Techniques for reading academic texts

Grasping the whole: How to get an overview

Divide and conquer: Taking texts apart

Getting outside help: Recruiting extra resources

3. How to begin writing academic prose

Building a structure: What do you want to say?

Working with blocks: Sections, paragraphs, sentences

Borrowing material: Paraphrasing, quoting, citing

4. Final sessions: peer reviewing

COURSE CONTENTS

1. Introduction: The virtues of repetition

Academic reading and writing is really all about re-reading and rewriting – about repeatedly re-working a text until some provisional goal is achieved.

Assignment, Day 1: Read a short (1-2 page) academic text of moderate difficulty and summarize it in one paragraph (3-4 sentences). (This is without prior guidance by the instructor).

Assignment, Day 2: Re-read the same text and re-write the summary after a brief discussion of content (does the summary contain most of the most important points made in the text?)

Assignment, Day 3: Re-read the same text and re-write the summary again after a brief discussion of FORM (is the summary well structured, clear and effective?)

2. Techniques for reading academic texts

Grasping the whole: How to get an overview

Titles as the shortest summary of a text : Good and bad titles; Section headings (where present)

Introductions and Conclusions; Identifying important passages and sentences

Divide and conquer: Taking texts apart : Beginning, middle and conclusion – stages of argument

2.2.2 The architecture of arguments: main, subsidiary, minor

2.2.3 Everything is not equally important: Distribution of emphasis

Getting outside help: Recruiting extraresources

Isolating words & terms: Dictionaries, Encyclopedias

Contextualizing texts with quick background research

Productive ways of asking for help from teachers/tutors

3. Techniques for writing academic prose: Building a structure: What do you want to say?

Beginning, middle and conclusion – stages of argument; The architecture of arguments: main, subsidiary, minor, Everything is not equally important: Distribution of emphasis

Working with blocks: Sections, Paragraphs, Sentences

How many sections? Job descriptions for each section 3.2.2 Paragraphs as key building blocks of academic prose. 3.2.3 Sentences and punctuation; length, balance, continuity

Borrowing material: Paraphrasing, Quoting, Citing

The difference between paraphrasing and plagiarism, Quotations: When? Why? How?

3.3.3 Citation styles

3.3.4 Productive ways of asking for help from teachers/tutors

4. Final sessions: peer reviewing

The ability to judge and evaluate is a crucial skill, particularly when applied to oneself. Students will practice evaluating each other's work throughout the semester, but the last week can be formalized and stepped up into a more elaborate exercise.

1. Assignment, Day 1: The whole class does an individualized, two-part composite reading and writing exercise designed by the instructor based on semester long experience of student abilities and interests.

2. Assignment, Day 2: The reading part of the individual assignment is randomly distributed for students to evaluate and comment on their colleagues' work. The instructor moderates discussion of strengths and weaknesses, highlighting techniques for recognizing quality (or its lack).

3. Assignment, Day 3: The writing part of the assignment is similarly distributed and evaluated through interactive, moderated discussion.

Note:

Through this course, students should learn how to recognize good or bad writing and should be equipped with the elementary techniques for 'repairing' bad or damaged prose. The course will be preceded by a workshop for teachers. Short extracts for class exercises will be culled from classic and contemporary social science texts of varying levels of difficulty and of different genres and styles. The actual set of texts will be decided at the preparatory workshop. Examples could include:

1. Keynes, John Maynard (1936) *The general theory of employment, interest and money*, Palgrave Macmillan, United Kingdom
2. Parsons, Talcott (1951): *The social system*, Glencoe III, Free Press
3. Douglas, Mary (1986) *How institutions think*, Syracuse University Press, Syracuse, New York.
4. Romila Thapar (2004) *Somanatha: The many voices of history*, Penguin Books, India
5. Sunil Khilnani (1997) *The idea of India*, Penguin Books.
6. Louis Dumont (1980) *Homo Hierarchicus*, University of Chicago Press. Well-known guides to academic writing (such as Howard Becker's *Writing for Social Scientists*) will also be used where appropriate.

Paper Code	Course Code	Title of the paper	Total Credit (3 each)
SEC-2	SOC/G/SEC-2	Techniques of Ethnographic Film Making	3

Course Code: SOC/G/SEC-2
TECHNIQUES OF ETHNOGRAPHIC FILMMAKING

Objectives:

This course focuses on doing sociology and social anthropology through forms other than the written; in particular, the oral, aural, and the visual. It introduces students to film techniques as a form and method of description and argument and enables a comparison between film and the written mode as ethnography. One concern that may be pursued is how the visually challenged encounter, experience and represent the field. The course will be conducted through group work enabling a learning process between the visually challenged and the non-visually challenged.

Outline:

1. Introduction to Anthropological Filmmaking

1.1. Anthropology and Filmmaking: The Text and the Image

1.2. Different Modes of Filmmaking

2. Understanding the use of Camera in Anthropology

3. The Filmmaker and the Filmed: Relationship and understanding ‘ethics’

4. Editing and Construction of Meaning

4.1 Understanding multiple shots and camera movement

4.2. Tools for Film Editing

5. Filming Oral testimonies, Interviews and Interactions

6. Final Film Projects

C O U R S E C O N T E N T S A N D I T I N E R A R Y

1. I n t r o d u c t i o n t o A n t h r o p o l o g i c a l F i l m m a k i n g : [W e e k 1 - 2]

1.1.1. Rouch, Jean, ‘Conversation between Jean Rouch and Professor Enrico Fulchignoni,’ In trans. Steven Feld, *Cine-Ethnography*. University of Minnesota Press, 2003. Pp. 147-187

1.1.2. Hastrup, Kirsten. ‘Anthropological Visions: Some Notes on Visual and Textual Authority’ In *Film as Ethnography*. Peter Ian Crawford, and David Turton, eds. Manchester and New York: Manchester University Press, 1993. Pp. 8–25.

1.1.3. Suggested Screening of Film Scenes/Sequences, *Trance and Dance in Bali* by Margaret Mead and Gregory Bateson, 22 mins. 104

1.2.1. Nichols, Bill. ‘What types of Documentary are there?’ In Introduction to Documentary. Bloomington: Indiana University Press, 2001. Pp. 99-137.

1.2.2. Suggested Screening of Film Scenes/Sequences: *Etre et Avoit* by Nicholas Philibert’s, 105 mins, 2002; *New Boys* by David MacDougall, 100 mins, 2003; *Dilli-Mumbai-Dilli* by Saba Dewan, 63 mins, 2006; *Bowling for Columbine* by Roger Moore, 120 mins, 2002.

1.2.3. Suggested topics for technical discussion - Understanding the Camera – still, moving, digital, analog; Shot Vs Scene; Image Vs Sound; Camera angles; How to store your data?; How to take care of equipment?

1.2.4. *Practical Work for Week 1/2* - Familiarise yourself with your camera. Use your still camera to click photos of the same objects from different angles.

2. Understanding the use of Camera in Anthropology: [Week 3]

2.0.1 El Guindi, Fadwa. 'For God's Sake Margaret' In *Visual Anthropology: Essential Method and Theory*, Walnut Creek, CA: AltaMira, 2004. Pp. 61-82

2.0.2. Suggested Screening of Film Scenes/Sequences: *Diyas*, Judith MacDougall, 56 mins, 1997/2000.

2.0.3 Suggested topics for technical discussion – Small and big cameras, tripod and hand held cameras, Understanding light; F i l m m a k e r ' s Dilemma – where to place the camera?; Filmmaking – Working Single or in a Team?

2.0.4. *Practical Work for Week 3* – Camera mounting on tripod; handheld camera practices.

3. Filmmaker and the Filmed: Relationship and understanding 'ethics'. [Weeks 4-5]

3.0.1 Spiegel, Pauline, 'The Case of the Well-Mannered Guest' in *The Independent Film and Video Monthly* April 1984. Pp. 15-17

3.0.2. MacDougall, 'Whose Story is it?' In *Visual Anthropology Review*, Volume 7, Issue 2, Pp. 2–10, September 1991.

3.0.3. Suggested topics for discussion: Dimensions of relationship between the filmmaker and the filmed - Gender, Class, Ethnicity.

3.0.4. By this point, students should start thinking about topics and groups for their final film.

3.0.5. *Practical Work for Week 4-5*: Assignment on Observational Mode; Choose your partners and make filmmaking teams; Make one shot of something of your interest. Not more than 2 mins. Fixed frame, without movement. No speech/dialogues. Tripod is optional. Camera type is optional, as long as the resolution allows viewing on a classroom projector.

3.0.6. Viewing of assignments and discussions.

4. Editing and Construction of Meaning [Weeks 6-8]

4.1.1 Suggested topics for technical discussion: Multiple shots, understanding point-of view; narrative building, filming a process, types of editing; Understanding space and material objects – vis-à-vis the character; Types of camera movement; Motivations behind Camera movement; Movement within the shot.

4.1.2. By this time, students should have decided upon their final film projects. They should start approaching respondents and rekeying locations.

4.1.3. Suggested Screening of Film Scenes/Sequences: *Battleship Potemkin* by Sergei Eisenstein, 69 mins. 1925; *Strangers on a Train* by Alfred Hitchcock, 101 min, 1951.

4.2.1 Suggested topics for technical discussion: Understanding editing software (Suggested software: Avid/Final Cut Pro/Windows Movie M a k e r) ; Transferring and sequencing of data; Data Backup before editing; Viewing footage; Transcription and Paper Edits.

4.2.4. *Practical Work for Week 6-9*: Assignment on Process film; 3 mins; Film an activity; Include camera movement; Break it down in stages - beginning, middle and end; Understand the cause and effect; Focus only on (i) the person (ii) the activity; editing the process film.

4.2.3. Viewing of assignments and discussions.

5. Filming Oral Testimonies, Interviews and Interactions [Weeks 9-10]

5.0.1. Suggested Screening of Film Scenes/Sequences: *Chronicle of a Summer* by Edgar Morin, Jean Rouch, 85 min, 1961.

5.0.2. Suggested topics for technical discussion: Sound and audio equipment.

5.0.3. Practical Work for Week 9-10: Film an oral testimony, with maximum 2 people; Length, no more than 5 minutes; Focus on Interaction; Location is optional

5.0.4. Viewing of assignments and discussions.

6. Final Film Projects [Weeks 11-14] 6.0.1. Film length limited to 5 - 8 mins. 6.0.2. Viewing of projects and discussion.

Note: This course will require a special budget for the purchase/hiring of equipment and for honorarium to technical resource persons.

Suggested Readings: 1. Heider, Karl G. *Ethnographic Film*, Austin: University of Texas Press, 2006
MacDougall, David. 'Ethnographic Film: Failure and Promise', *Annual Review of Anthropology* Vol. 7, pp. 405-425

Paper Code	Course Code	Title of the paper	Total Credit (3 each)
SEC-3	SOC/G/SEC-3	Gender Sensitization	3

Course Code: SOC/G/SEC-3

Gender Sensitization

Course Objective:

This course will sensitise students to issues related to gender and equality among all sexes. It will provide them with the tools and skills to develop and integrate a gendered perspective in work and life. In particular, students will be acquainted with laws that have an immediate bearing on gender relations.

Outline:

1. Sex, Gender and Sexuality

- a. Debates on the social construction of sex and gender
- b. Masculinity and femininity
- c. Understanding sexual preference as a right

2. Gender Rights and the Law

- a. gender and Social legislation
- b. Right to property
- c. Personal laws

3. Violence against women

- a. Sexual harassment
- b. Rape
- c. Domestic violence

Essential Readings:

1. *Being Male Being Kothi* Dir: Mahuya Bandyopadhyay *Many People Many Desires* Dir: T. Jayashree; *Boys Don't Cry* Dir: Kimberley Peirce
2. Bhasin, Kamala. *Patriarchy*. New Delhi: Kali for Women
3. Geetha, V. 2002. *Gender*. Calcutta: Stree
4. Ghai, Anita. (2003). *(Dis)Embodied Form : Issues of Disabled Women*. New Delhi. Har-Anand Publications. (Selected chapters)
5. Menon, Nivedita. 2012. *Seeing like a Feminist*. New Delhi: Zubaan/Penguin Books
6. Murty, Laxmi and Rajshri Dasgupta. 2012. *'Our Pictures, Our Words - A Visual Journey Through The Women's Movement'*. New Delhi: Zubaan
7. Shah, Chayanika et al. 2005. Marriage, Family and Community: A Feminist Dialogue. *Economic and Political Weekly February 19: 709 -722*
8. Tharu, S. and Niranjana, T. 1999. "Problems for contemporary theory of gender" in Nivedita Menon, *Gender and Politics in India*. New Delhi: Oxford University Press.

Suggested Assignments:

- a) Discussion around any two of the above-mentioned films. Students will be asked to write a short essay on the pressures they feel of the experience in performing masculinity or femininity.
- b) Presentations and discussions based around the essays.
- c) Role Play: Gender and its performance in everyday life. Students to form smaller groups and present skits to address this issue creatively. This will be followed by discussions.

Gender Rights and the Law

For all the laws relating to women please refer to the following resource:
<http://ncw.nic.in/frmLLawsRelatedtoWomen.aspx>

Paper Code	Course Code	Title of the paper	Total Credit (3 each)
SEC-4	SOC/G/SEC-4	Theory and Practice of Development	3

Course Code: SOC/G/SEC-4
Theory and Practice of Development

Course Objective:

This course aims to familiarise students with the arguments of development theory in the decades of 80s onwards and equip them with some of the methodology in development practices adopted since then.

Outline:

1. Introducing Development

- a. Concept and Definition
- b. Dimensions of development
- c. Significance of development
- d. Sociology of Development

2. Approaches to Development

- a. Social justice approach;
- b. Rights-based approach;
- c. Capabilities approach;
- d. Community- based approach.

3. Agencies of Development

- a. State
- b. NGOs
- c. Community
- d. Corporates

4. Contemporary Issues

- a. Gender and development
- b. Development and displacement
- c. Participatory development
- d. Sustainable development

Readings:

1. McMichael, Philip. *Development and Social Change*. Thousand Oaks, Calif.: Pine Forge Press, 2000. pp. 1-40

2. Emmerij, Louis. 2005. Turning Points in Development Thinking and Practice. Conference Paper
3. Meilink, Henk. 2003. Structural Adjustment Programmes on the African Continent: The theoretical foundations of IMF/World Bank reform policies. ASC Working paper No. 53. pp 1-29
4. Sparr, Pamela. (ed.) 1994. *Mortgaging Women's Lives: Feminist Critiques of Structural Adjustment*. London: Zed Books. pp 1-30
5. Sachs, Wolfgang. 2007(12th impression). *The Development Dictionary: A guide to Knowledge as Power*. London: Zed Books, Chap 1, 2 & pp 1-25, 264-274
6. Escobar, A. 2011. (Paperback ed.) *Encountering development: The making and unmaking of the Third World* Princeton: Princeton Press, Chap 2 & 6, pp 21-54, 212-226
7. Dipholo, Kenneth B. 2002. Trends in participatory development, *Journal of Social Development in Africa*, Vol 17. No.1, pp 59-79
8. Buse, Kent. & Harmer, Andrew. 2004. Power to the Partners? : The Politics of Public-Private Health Partnerships *Development*, 2004, 47(2), pp 49–56
9. Friere, Paulo. 1972. *Pedagogy of the Oppressed*. New York: Herder & Herder
10. Sen, Amartya. 1989. "Development as Capabilities Expansion." *Journal of Development Planning* 19: 41 – 58.
11. Sen, Amartya. & Sudhir Anand. 1994. "Sustainable Human Development: Concepts and Priorities." Background Paper for the Human Development Report 1994. New York: Human Development Report Office.
12. Fukuda-Parr, Sakiko. 2003. The human development paradigm: Operationalizing Sen's ideas on Capabilities, *Feminist Economics* 9(2 – 3), 2003, 301 – 317

Exercises:

Exercise 1: A bedtime Story for Grown Ups

Case Study 1: Jayaweera, Swarna. 1994. Structural Adjustment Policies, Industrial development and Women in Sri Lanka in Pamela Sparr (ed) *Mortgaging Women's Lives: Feminist Critiques of Structural Adjustment*. London: Zed Books. pp 96-111

Exercise 2: Pass the Picture (from Stepping Stones, Action Aid Manual)

Exercise 3: Make a Gender Audit Report of any organization

Case Study 2: Participatory Urban Planning in Porto Alegre, Brazil

Exercise 3: Assess the JNNURM Plans of Delhi, Mumbai and Kolkata, Ref: http://www.pria.org/Reforming_JNNURM.htm

Exercise 4: Assess the quality of a nearby school

Exercise 5: Assess the quality of health care services in an PHC

Case Study 3: Tint, Piia and Reinhold, Karin. 2008. Safety & health through Redesign of Garment Worker's Workplaces in Amita Sahaya (ed) *Selected Readings IV International Congress Women Work and health* New Delhi: WWHI

Websites of Organizations for exercises and Case studies:

- Family Planning Organization, UNDP, ILO, PRAXIS, PRIA-Participatory Research In Asia www.iclei.org, www.infochangeindia.org

SKILLENHANCEMENT COURSES (3 Credit Each)

Skill Enhancement Courses	Title of the paper	Total Credit	Proposed by Department
	Naga Traditional Cuisine	3	Subject to AC approval
	Liecielierhi	3	
	Dzewekepfhü mu RükhruoMhathu (Field Trip & Report Writing)	3	
	Lhenu Zho mu Kinyi	2	

SEMESTER-III**SKILLENHANCEMENT COURSE (TEN SEC-2)****COURSE NAME: LIECIELIERHI**

CREDIT : 3

Bavüdo - 45

Thuo75: PerheKephrukeliethuo56.25- Puotei :bavüdo 2

PetseKephrukeliethuo18.75 Puotei : bavüdo 1

Kemerü: Kepethamiakehoupuoreishüphrüchiechiekeshüko nu puokemevikicüpuopuo se parlie vi shi le menuo di kephrünuomia ki pushülie.

Zatse (Unit) I-V ketsoyopuo la thuo – 11.25baphre. Pethakecüzatsepuoketsa nu rei bavüdo 6 pethaphretuo.

Zatse-I :Mhathomhachü la LhenuTeilakemeho

Zatse-II :Liecielierhi Ca mu Puo Zho

Zatse-III :Tekhou

Zatse-IV :Nhalie

Zatse-V :Tezie

Kephrüda :

1. Liezietsu, Vizonyü. Lhenu-Teila mu Ciethoko. Kohima: UA Publication. 2019.
2. Neichüriazo. TenyimiaKelhouDze. Kohima: UA Publication. 2003.
3. Keyho, Khrüvolü. Tenyimia Naga LieciellierhiKechüDorhü. Dimapur, Heritage Pub. 2017

SEMESTER –IV

SKILLENHANCEMENT COURSE 3 (TEN SEC - 3)

COURSE NAME: DZEWE KEPFHÜ MU RÜKHRUO MHATHU (Field Trip and Report Writing) Credit -3

SEMESTER – V

SKILLENHANCEMENT COURSE -4 (TEN SEC -4)

COURSE NAME: LHENU ZHO MU KINYIKO

Credit :2

PethakecüTei :Bavüdo 30

Thuo 50: PerheKephrukeliethuo 37.5 - PetseKephrukeliethuo: thuo 12.5 (khesethuo 6)

Puotei: Bavüdo 2

Zatse (unit) I-V yopuo la thuo 7.5 baphre. Pethakecüzatsepuoketsa nu rei bavüdo 6 pethaphretuo.

Zatse –I: Lhenu Zho mu PuoTeila

Zatse-II: LhenuKinyiko

Zatse-III: LhenuKinyikoKhriekeliethuo

Zatse-IV: KinyiKepfhü

Zatse-: CiethoKelei Do

Kephrüda:

1. Liezietsu. Vizonyü. Lhenu-Teila mu Ciethoko. Kohima. UA Publication. 2019.

B. Com: Semester-1

Paper-SEC1: BUSINESS COMMUNICATION

Objective: The objective of this paper is to develop effective business communication skills among the students.

Unit 1: Introducing Business Communication

Introducing Business Communication: Basic forms of Communicating; Communication models and processes; Effective communication; Theories of communication.

Unit 2: Corporate Communication

Formal and informal communication networks; Grapevine; Miscommunication (barriers); improving communication.

Practices in business communication; group discussion; Mock interviews; seminars; effective listening exercises; individual and group presentations and reports writing.

Unit 3: Writing skills

Planning business messages; Preparation of first and final draft; business letters and memo formats; Appearance request letters; Persuasive letters; sales letters; collection letters; office memorandum; Preparation of short report and formal report; Principles of oral presentation, factors affecting presentation, sales presentation, training presentation.

Suggested Readings:

1. Bovee and Thil: Business Communication Today; Tata McGraw Hill, New Delhi.
2. Ronald E. Dulek and John S. Fielder: Principles of Business Communication; Macmillan Publishing Company.
3. Kaul: Business Communication; Prextince Hall, New Delhi
4. Balasubramanyam: Business Communication; Vikas Publishing House, Delhi.

B. Com: Semester - III

Paper - SEC2: E - COMMERCE

Objectives: The objective of this paper is to enable the student to become familiar with the mechanism for conducting business transactions through electronic means.

Unit 1: Introduction

Meaning, nature, concepts, advantages, disadvantages and reasons for transacting online, types of E-Commerce, e-commerce business models (introduction, key elements of a business model and categorizing major E-commerce business models), forces behind e-commerce.

Unit 2: E-payment System

Models and methods of e-payments (Debit Card, Credit Card, Smart Cards, e-money), digital signatures (procedure, working and legal position), payment gateways, online banking (meaning, concepts, importance, electronic fund transfer, automated clearing house, automated ledger posting), risks involved in e-payments.

Unit 3: On-line Business Transactions

Meaning, purpose, advantages & disadvantages of transacting online, E-commerce applications in various industries {banking, insurance, payment of utility bills, online marketing, e-tailing (popularity, benefits, problems and features), online services (financial, travel and career), auctions, online portal, online learning, publishing and entertainment} Online shopping (amazon, snapdeal, alibaba, flipkart, etc.)

Suggested Readings:

1. Kenneth C. Laudon and Carlo Guercio Traver, *E-Commerce*, Pearson Education.
2. David Whitely, *E-commerce: Strategy, Technology and Applications*, McGraw Hill Education
3. Bharat Bhaskar, *Electronic Commerce: Framework, Technology and Application*, 4thEd., McGraw Hill Education
4. PT Joseph, *E-Commerce: An Indian Perspective*, PHI Learning
5. KK Bajaj and Debjani Nag, *E-commerce*, McGraw Hill Education
6. TN Chhabra, *E-Commerce*, Dhanpat Rai & Co.

B. Com: Semester - IV

Paper – SEC3: ENTREPRENEURSHIP AND STARTUP BUSINESS

Objectives: The objective of this paper is to orient the learner toward entrepreneurship as a career option and creative thinking and behaviour.

Unit 1: Introduction

Meaning, elements, determinants and importance of entrepreneurship and creative behaviour; Entrepreneurship and creative response to the society problems and at work.

Unit 2: Sources of business ideas and tests of feasibility

Significance of writing the business plan/ project proposal; Contents of business plan/ project proposal; Designing business processes, location, layout, operation, planning & control.

Unit 3: Financing of enterprise and Start-ups

Meaning and need for financial planning; sources of finance- internal and external; Start-ups: Meaning, types, components, benefits for the economy. Effective ways of marketing for start-ups, Digital and Viral Marketing, Funding Options for Start-ups: Individual funding, Angel funding, Crowd funding. Prominent Indian Government schemes for the start-ups.

Suggested Readings:

1. Robert Hisrich, Michael Peters, Dean Shepherd, *Entrepreneurship*, McGraw-Hill Education
2. Desai, Vasant. *Dynamics of Entrepreneurial Development and Management*. Mumbai, Himalaya Publishing House.
3. Holt, David H. *Entrepreneurship: New Venture Creation*. Prentice-Hall of India, New Delhi.
4. Singh, Nagendra P. *Emerging Trends in Entrepreneurship Development*. New Delhi: ASEED.
5. Poornima M, *Entrepreneurship Development –Small Business Enterprises*, Pearson, Delhi, 2009.
6. Michael H. Morris, et. al., *Entrepreneurship and Innovation*, Cengage Learning, New Delhi, 2011.
7. Khanka, S.S., *Entrepreneurial Development*, S. Chand & Co, Delhi.
8. K Ramachandran, *Entrepreneurship Development*, McGraw-Hill Education

B.Com: Semester - IV

Paper –SEC3: MODERN OFFICE MANAGEMENT

Objective: The objective of this paper is to help student learn the office management procedure and acquire skill for efficient office management.

Unit 1: Office

Common Forms of Business Organization- Advantages of Office Work- Categories of Office Career and Job Classifications under Each Category- Specific Skill Requirements for Office Jobs- Duties and Responsibilities of Office Staff.

Unit 2: Records Management

Objectives of Record Keeping, Filing-meaning, types of Filing System- Steps in Filing. Indexing- handle Incoming & Outgoing Mails.

Unit 3: Document/Report Writing

Key points to write a document: The 5w-h plan for writing; Steps in writing workplace documents; Important things to remember when editing seven layout mistakes to avoid; Quick tips for report Writing; Basics of Meetings.

Suggested Readings:

1. Office Management By Ankita Bhatia Dr. R. K. Chopra
2. Office Management By Dr. P. Rizwan Ahmed
3. Office Management By R S N Pillai

SYLLABUS

SKILL ENHANCEMENT COURSE **Computer Applications**

2 CREDITS
50 Marks

OBJECTIVE OF THE COURSE

- Provide students with basic computer skills enabling and enhancing them for placements in varied services – Front desk, Data operation, Publication etc, both in private and government sector.
- Provide students with vocational skills in IT.

Course Outlines

UNIT I: Introduction to Computer System

- a. Basic Computer Concept, Computer Organization
- b. Windows OS
- c. PC Assembly

UNIT II: Microsoft Office 2007

- a. MS Word
- b. MS Excel
- c. MS PowerPoint

UNIT III: Multimedia

- a. Internet & its usage
- b. Photoshop
- c. In Design

NB: Group/ Individual Projects (PC Assembly/ PPT Presentation/ DTP) will be required for Internal Assessment Marks.

Skill Enhancement Courses	Title of the paper	Total Credit	Proposed by Department
			2/3
	Fundamentals of Computer Application in Business	3	Management
	Fundamentals of E-Commerce	3	Management
	Retail Management	3	Management
	Summer Internship	2	Management

BBA SEC1 – BBA SEC1 – Fundamentals of Computer Application in Business

Credit: 3

Max Marks: 50

Course Objective/Course Description:

This course is designed to enable students develop IT skills that are a pre-requisite today's work environment. With greater human-computer interaction in each sphere of work, this course will equip them with basic computing skills that will enhance their employability in general.

Course Outcome:

CO1 - Make meaningful representations of data in the form of charts and pivot tables.

CO2 - Draw analysis on data using Spreadsheets and use interpretation to make decisions.

CO3 – Master essential MS office applications with proficiency in productivity and communication.

CO4 – Understanding the Communication protocols, network design, security and internet architecture for connectivity.

CO5 – Designed to equip students with essential knowledge and skills required to use social media platforms effectively and smoothly.

Course Content:

Unit 1: Spreadsheets

Concept of worksheets and workbooks, workbooks application, moving, copying, inserting, deleting and renaming worksheets, working with multiple worksheets and multiple workbooks, controlling worksheet views, naming cells using name box, name create and name define; Exchanging data using clipboard, Printing and Protecting worksheets: Adjusting margins, creating headers and footers, setting page breaks, changing orientation, creating portable documents and printing data and formulae.

Unit 2: Data Analysis in Spreadsheets

Consolidating worksheets and workbooks using formulae and data consolidate command; Performing what-if analysis: Types of what if analysis (manual, data tables, scenario manager), what-if analysis in reverse (goal-seek, solver), Choosing a chart type, understanding data points

and data series, editing and formatting chart elements, and creating sparkline graphics, Analysing data using pivot tables, producing a report with pivot.

Unit 3: MS Office Application

Word Processing – Introduction, working with MS-Word; formatting text and documents; sorting and tables; working with graphics. Working with EXCEL - formatting, functions, chart features; working with graphics. Presentation with power-point: power-point basics, creating presentations; working with graphics; show time, sound and animation effects. Database Concepts Using MS Access: Introduction to Database, Database System Concepts, DBMS and RDBMS.

Unit 4: Computer Networking and Internet

Basic concept of network, types of computer networking, Network topologies, Network Operating System, Internet terminologies, IP Addresses, Email and Web Sites, Search Engines; Concepts of intranets and extranets; Net etiquettes , technological foundation of Internet, , Application and drawback of Internet and E-Commerce.

Unit 5: Basics of Social Media

Introduction to Social Media, Types of Social Media Platforms - Facebook, Twitter, Instagram, Snapchat, LinkedIn etc. Significance, Advantages and Disadvantages of Using Social Media, Cyber bullying and Online Harassment, Impact of Social Media on Society & Culture

Suggested Readings:

1. Rajaraman V - *Fundamentals of Computers*, PHI
2. Ullman, J.O: *Principles of Database Systems*, Galgotia Publications, New Delhi.
3. Kapoor, V.K: *Computer & Information Technology*, Sultan Chand, New Delhi.
4. Mansfield, Ron: *The Compact Guide to Microsoft Office*; BPB publication, New Delhi.
5. K.Mohan Kumar & Dr.Raj Kumar: *Computer Applications in Business*, Tata McGraw Hill, New Delhi
6. Agarwala Kamlesh. N. and Agarwala Deeksha: *An Introduction to wireless application protocol*; Macmillan India, New Delhi.
7. Agarwala Kamlesh. N. and Agarwala Deeksha: *Business on the Net- Introduction to E-Commerce.*; Macmillan India, New Delhi.

BBA SEC3: Fundamentals of E-Commerce

Credit: 3

Max Marks: 50

Course Objective/Course Description

The objectives of the course are to introduce the concept of electronic commerce, and to understand how electronic commerce is affecting business enterprises, governments, consumers and people in general. In addition, this skill enhancement paper will provide elementary knowledge to students to acquaint with the art and skill of developing websites using relevant software tools.

Course Outcome:

CO1 - Fundamental principles of e-Business and e- Commerce and the role of Management,

CO2 – Understanding the different categories involved in Electronic Business.

CO3 - Application of tools and services to the development of small scale e-Commerce applications

CO4 – Understanding electronic payment systems in E-Commerce for successful online transaction and business,

CO5 – Understanding of different laws and regulations governing electronic commerce operations.

Course Content:

Unit 1: Introduction to E-Commerce

Meaning and concept of ecommerce, ecommerce vs. e-business, advantages and disadvantages of ecommerce, value chain in ecommerce, Porter's value chain model, competitive advantage and competitive strategy

Unit 2: Categories of E-Commerce

Different types of ecommerce like B2B, B2C, C2C, C2B,G2C, E commerce: Business Models and Concepts, Business to Business e-commerce: Meaning, benefits and opportunities in B2B, key B2B models and their main functions, EDI as a B2B tool. E-core values: ethical issues, legal issues, taxation issues and international issues.

Unit 3: E- Commerce - A Consumer Oriented Approach

Consumer oriented e-commerce: traditional retailing and e retailing, benefits and key success factors for e-retailing, models for e-retailing like specialized and generalized e-stores, e-mall, direct selling by manufacturer, e-broker and e-services like web-enabling services, information selling on the web, entertainment services and auction services.

Unit 4: Electronic Payment Systems

Types of E-payment systems; 4C payment methods, E-Cheques, ACID and ICES test Credit Cards, SET protocol for credit card payment, electronic payment media: e-cash and e-wallet, e-check, credit card, debit card, smart card, EFT and ACH; Components of an effective E-Payment system.

Unit 5: Regulatory and Legal Framework of E-Commerce

Cyber Law (I.T. Act, 2000) - Aims and Salient Provisions; Scheme of I.T.Act; Application of I.T.Act; Advantages of Cyber Laws; Cyber Laws in India and their limitations; IT (Amendment) Act, 2008; Taxation issues in E-Commerce.

Suggested Readings:

1. C.S.V. Murthy. (2010) E-Commerce: Concepts, Models, Strategies. Himalaya Publishing House Pvt. Ltd. India.
2. K.N. Agarwala & Ararwala Deeksha: Business on the Net: What's and How's of E-Commerce; Macmillan, New Delhi.
3. Dave Chaffey, "E-Business and E-Commerce Management- Strategy, Implementation and Practice (Fifth Edition)
4. Vakul Sharma: (2011) Information Technology-Law & Practice: Law & Emerging Technology, Cyber Law & E-Commerce; Universal Law Publishing House, New Delhi. V.Rajaraman: (2010) Essentials of e-Commerce Technology; PHI Pvt.Ltd. New Delhi.
5. Elias. M. Awad, "Electronic Commerce", Prentice-Hall of India Pvt Ltd. (Latest Edition)
6. Henry Chan, Raymond Lee, Tharam Dillon, Elizabeth Chang, "E-commerce Fundamentals and Applications, Wiley Publications (Student Edition)

BBA SEC4: Internship**Credits: 2****Max Marks: 50****Course Objective/Description:**

Internship is for students to participate in a professional activity or work experience, or cooperative education activity with an entity external to the education institution. A key aspect of the internship is induction into actual work situations. Internships involve working with local industry, government or private organizations, business organizations, artists, crafts persons, and similar entities to provide opportunities for students to actively engage in on-site experiential learning.

The course encourages pursuing a summer internship and connects with potential employers. The project strengthens the student's career skill set through hands-on experience in the real world.

Duration: One Month**Course Outcome:**

CO1: Acquire on job the skills, knowledge, and attitude, which are requisite to constitute a professional identity.

CO2: Demonstrate professional values and ethical standards

CO3: Ability to handle real life challenges by making effective decisions at the organisations

CO4: Adapt effectively to changing conditions and environment.

Course Content and Process:

1. The internship is evaluated by an Industry Mentor at the organisation and a Faculty Mentor at the School.
2. The Faculty Mentor interacts with the Industry Mentor on a regular basis to track the progress of the student.
3. The internship is documented followed by a submission of a brief internship report with a photocopy of the internship certificate from the employer.

Documentation of the Experience at the Organisation: Each student is required to maintain a weekly log book with the following fields up (which can be added in the Internship Report):

- Tasks Assigned every day;
- Tasks Completed and Process Followed,
- Key Learning,
- Challenges encountered, if any.

कौशल विकास पाठ्यक्रम (SKILL ENHANCEMENT COURSE)

Title of the Paper – अनुवाद और हिंदी साहित्य - Credit: 3

इकाई 1. अनुवाद - अनुवाद सिद्धांत और प्रविधि

अनुवाद शब्द की व्युत्पत्ति एवं अर्थ व इतिहास
विविध परिभाषाएं, अनुवाद का स्वरूप
अनुवाद की प्रासंगिकता

इकाई 2. अनुवाद – प्रकार और शैलियां
माध्यम के आधार पर
प्रक्रिया के आधार पर
पाठ के आधार पर

इकाई 3. अंतरभाषिक अनुवाद, शाब्दिक अनुवाद, आशु अनुवाद, पाठानुवाद, अंतर्भाषिक अनुवाद

अनुमोदित ग्रंथ:-

- | | |
|--|-----------------|
| .1 अनुवाद सिद्धांत की रूपरेखा | डॉ. सुरेश कुमार |
| 2. अनुवाद के भाषिक पक्ष | विभा गुप्ता |
| .3 अनुवाद – कार्यक्षमता | रामकुमार प्रधान |
| .4 अनुवाद क्या हैं | भ. ह. राजूरकर |
| .5 प्रयोजन मूलक हिन्दी | दंगल झाल्टे |
| .6 अनुवाद और रचना का उत्तरजीवन | रमन सिन्हा |
| .7 अनुवाद मूल्य और मूल्यांकन | शशि मुदिराज |
| .8 अनुवाद विज्ञान – सिद्धांत एवं प्रविधि | भोलानाथ तिवारी |

कौशल विकास पाठ्यक्रम (SKILL ENHANCEMENT COURSE)

Title of the Paper – कार्यालयी हिंदी - Credit: 3

इकाई 1 .कार्यालयी हिंदी- अभिप्राय तथा उद्देश्य
कार्यालयी हिंदी के प्रयोग – क्षेत्र, कार्यालयी और सामान्य हिंदी में सम्बन्ध और अंतर,
अर्धसरकारी हिंदी, सार्वजनिक-सरकारी उपक्रम

इकाई .2 कार्यालयी हिंदी : प्रकार एवं पत्राचार
परिपत्र, ज्ञापन, प्रेस विज्ञप्ति, अधिसूचना, संक्षेपण, पल्लवन, प्रारूप लेखन, टिप्पणी,
प्रशासनिक पत्रावली

अनुमोदित ग्रंथ:

1. प्रयोजनमूलक हिन्दी: दंगल झाल्टे
2. प्रयोजनमूलक हिन्दी- माधव सोनटक्के
3. प्रयोजनमूलक हिन्दी की नयी भूमिका- कैलाशनाथ पांडेय
4. प्रारूपण, शासकीय प्रचार और टिप्पण लेखन विधि- राजेंद्र प्रसाद श्रीवास्तव
5. प्रयोजनमूलक भाषा और कार्यालयी हिन्दी- कृष्ण कुमार गोस्वामी
6. प्रयोजनमूलक हिन्दी के आधुनिक आयाम - महेंद्र सिंह राणा