

3rd SEMESTER

LIST OF MDC and SEC offered at SMC

Course Code	LIST OF COURSES
Semester III	SEATS FOR EACH MDC: 120
MDC: 210	ENGLISH PROFICIENCY AND SOFT SKILL DEVELOPMENT
MDC: 211	GENDER STUDIES
MDC: 212	FINANCIAL LITERACY
MDC: 213	NATIONAL SERVICE SCHEME
MDC: 214	PHYSICS AROUND US
MDC: 215	DEVELOPMENT OF EDUCATION IN THE NORTH-EAST INDIA
MDC: 216	INTRODUCTION TO FILM STUDIES

SEATS FOR EACH MDC: 120 SEATS FOR EACH SEC: 240

Course Code	SKILL ENHANCEMENT COURSE (SEC: 230-234)
Semester III	SEATS FOR EACH SEC: 240
SEC: 231	ENGLISH LANGUAGE EDUCATION (ELE)
SEC: 232	CONFLICT RESOLUTION
SEC: 233	GOODS AND SERVICE TAX (GST)
SEC: 234	ANALYTICAL THINKING (Mathematics)

- Forms for selecting MDC and SEC will be issued to the Departments for distribution during 3rd sem Major classes and forms will also be available at the SSC/ Receptionist.
- **Forms are to be submitted on 24th August 2024 from 10:45- 11:45. It is a first come first serve policy.**
- **Students must read the given syllabus before making their choice of MDC and SEC. They must also keep a 2nd preference in mind for MDC and SEC.**

Rooms allotted for MDC SEC forms submission are:

Course Code	LIST OF COURSES	24/8/24	10:45- 11:45am
Semester III	MULTIDISCIPLINARY COURSES	Room No	Dept in charge
MDC: 210	English Proficiency And Soft Skill Development	2	English
MDC: 211	Gender Studies	CR	Pol Science
MDC: 212	Financial Literacy	4	Commerce
MDC: 213	National Service Scheme	CR	NSS in charge
MDC: 214	Physics Around Us	3	Physics
MDC: 215	Development Of Education In The North-East India	1	Education
MDC: 216	Introduction To Film Studies	2	English

		24/8/24	10:45- 11:45am
Course Code	SKILL ENHANCEMENT COURSE (SEC: 230-234)	Room no	Dept in Charge
SEC: 231	ENGLISH LANGUAGE EDUCATION (ELE)	2	English
SEC: 232	CONFLICT RESOLUTION	CR	Pol Science
SEC: 233	GOODS AND SERVICE TAX (GST)	4	Commerce
SEC: 234	ANALYTICAL THINKING (Mathematics)	13	Mathematics

SYLLABUS

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/

19 Marks

External

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, Jaggar, *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, SNTD,
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 Samridhhi 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/

19 Marks

External

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.

Mitra, 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 its 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/

19 Marks

External

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.

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 NorthEast 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 NorthEast.
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. 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.

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. BattleshipPotempkin 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: 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/

19 Marks

External

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/

19 Marks

External

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)
