

**ENG-SE-3014**  
**CREATIVE WRITING**

Credits: 4

Marks: 100 (80+20)

The students in this course will focus on three creative genres, fiction, non-fiction and poetry. The emphasis will be to build proficiency in readings and writings. The course encourages active class participation and lots of writings. One of the basic objectives of the course is to allow students to explore ideas, feelings, experiences and effectively communicate these stimulus using the written word. Each lecture will be tied to reading of texts, techniques, narratology and rhetorical positions. The set of readings will be given during the course and may vary each semester, whenever the course is on offer.

The weightage of the programme will depend on:

10% --class lectures;

20% --journal writings on discussions of ideas, photographs, paintings, memories and experiences;

30%--- class participation/assignments/workshops/writings following prompts/writing with music

40%-- submission of fiction (20000 words)/non-fiction(20000 words)/poetry(15 poems of 150000 words) at the time of completion of the course.

**Section A: Poetry**

15 Marks

Discussion/ Class participation topics:

- What is good poetry?
- Writing poetry
- Why poetry
- Reading poetry

The students will be introduced to

- History of poetry,
- Forms of poetry.
- Rhetoric and prosody.
- Images and symbols

**Section B: Fiction**

30 Marks

Discussion/ Class participation topics:

- What is a good story?
- Writing short stories
- Writing novels
- Characterisation
- Structure
- Dialogues

The selected texts will inform of style, sentence structure, and tone and how these connect to the purpose and meaning/effect of the story. There will be specific texts highlighting

- Lyrical Prose
- Focus on group rather than individual
- Narratology
- Use of symbols
- Individual and the collective voice
- Use of time
- Repetition
- Gender roles

**Section C Non-Fiction**

15 Marks

Discussions and assignments:

The students will be introduced to

- Forms of essays
- Memoirs
- Travelogues
- Report writing
- Literary journalism

**Section D: Workshop(1000 --3000words)**

20 Marks

- Discussing-- why you write, how you write, and what you hope to gain from this course.
- How is your writing different /similar to others?
- Reading stories by Writers-in-residence and by participants.
- Consider how this course has changed your writing skills.
- How has this course helped you to encourage reading of various texts?
- How has this course helped you to understand of literature?
- How have you grown as a writer?
- Discussion on Publication and Market.
- Prompt writings for each section.



This course is designed to give students basic skills in translation. It introduces students to the field of translation studies and gives them training in practical translation.

**Unit 1**

(Marks: 30)

**Translation in India:**

History; Challenges of translation in multilingual conditions; Institutions promoting and commissioning translation; Landmarks of translation in different languages.

**Types and Modes of translation:**

- Intralingual, Interlingual and Intersemiotic translation
- Free translation,
- Literal translation,
- Transcreation
- Communicative or functional translation
- Audio-visual translation

**Concepts of Translation:**

Accuracy, Equivalence, Adaptation, Dialect, Idiolect, Register, Style, subtitling, back-translation

**Unit 2**

(Marks: 50)

In this section questions may be in the nature of translation tests: short passages, speeches from the plays or a poem to be analysed and different aspects pointed out; and secondly to be translated into English from the original language

**Practical translation activities:**

- a. Analyse texts translated into English keeping the above concepts, and especially that of equivalence, in mind, at the lexical (word) and syntactical (sentence) levels:  
**Novel** : The Story of *Felanee* by Arupa Patangiya Kalita.  
**Play**: The Fortress of Fire by Arun Sarma.  
**Poem**: "Silt" by Nabakanta Barua, Trans. Pradip Acharya  
**Short Story**: "Golden Girl" by Lakshminath Bezbarua, in the anthology *Splendour in the Grass*. Ed. Hiren Gohain.
- b. Make a back translation into the original English  
 Short Story or passage from a text (Alice in Wonderland by Probina Saikia)
- c. Subtitle a film (Assamese – Village Rockstars) (to be discussed in class, a sample shown and then used for internal assessment)

**Resources for Practice:**

- Dictionaries
- Encyclopedias
- Thesaurus
- Glossaries
- Translation software

**Suggested Readings:**

- Baker, Mona, *In Other Words: A Coursebook on Translation*, Routledge, 2001. (Useful exercises for practical translation and training)
- Gargesh, Ravinder and Krishna Kumar Goswami. (Eds.). *Translation and Interpreting: Reader and Workbook*. New Delhi: Orient Longman, 2007.
- Lakshmi, H. *Problems of Translation*. Hyderabad: Booklings Corporation, 1993.
- Newmark, Peter. *A Textbook of Translation*. London: Prentice Hall, 1988.
- Toury, Gideon. *Translation across Cultures*. New Delhi: Bahri Publications Private Limited, 1987.
- Palumbo, Guisepe. *Key Terms in Translation Studies*. London and New York: Continuum, 2009.



## SEC 3

### ENG-SE-5014 Technical Writing

Credits: 4

Marks: 100 (80+20)

This course in Technical Writing aims at equipping the student with the skills of writing with a practical purpose. It is concerned with the techniques of good writing, of retaining and communicating information with precision, and also with specific forms of technical writing such as summaries, instructions, descriptions, formal letters and official emails.

#### **Topics to be dealt with:**

1. Writing as communication: Characteristics of bad technical writing and characteristics of good technical writing.
2. Purpose of writing and the audience/ target readers.
3. The process of writing: planning, drafting, revising.
4. Writing style: issues of readability, sentence-length, vocabulary, jargon, redundancy, circumlocution, choice of active or passive voice, etc.
5. Writing a summary: title, compactness, completeness, aid to memory, description versus informative summary, organization of a summary.
6. Writing instructions, descriptions, explanations.
7. Writing official letters and emails.

#### **Recommended Text:**

- Turk, Christopher and John Kirkman: *Effective Writing: Improving Scientific, Technical and Business Communication*. London and New York: E & F N Spon (An Imprint of Routledge), 1982.
- Taylor and Francis e-library edition 2005.

#### **Suggested Reading:**

- Wallwork, Adrian: *User Guides, Manuals, and Technical Writing: A Guide to Professional English*. New York: Springer, 2014.
- Peters, Pam: *The Cambridge Guide to English Usage*. CUP, 2004.
- Swan, Michael and David Baker: *Grammar Scan: Diagnostic Tests for Practical English Usage*. Oxford University Press, 2008.



**ENG-SE-6014**  
**Business Communication**

Credits: 4

Marks: 100 (80+20)

This paper is designed to familiarize students with a comprehensive idea of effective communication and its importance in the business and professional world. Students will

be introduced to the various kinds of communication as well as to the many theories of communication. The components in this paper will be both written and oral, and students will be required to participate in diverse group activities. Activities (individual and/or group) on the spoken components of the paper will be considered for internal assessment in this paper, while the end-semester examination will focus on the theoretical and written elements of the paper. The end-semester examination for this paper will be of 80 marks and internal assessment will be of 20 marks.

This paper will focus on the following key topics:

- Introduction to the essentials of Business Communication: Theory and practice
- Citing references, and using bibliographical and research tools
- Structure, vocabulary, pronunciation, and comprehension skills
- Writing résumés and facing interviews
- Report writing
- Writing memos and circulars
- Summarizing annual report of companies
- Précis writing
- Writing minutes of meetings
- E-correspondence
- Group discussion
- Spoken English for business communication
- Making oral presentations

**Suggested Readings:**

- Scot, O.; *Contemporary Business Communication*. Biztantra, New Delhi.
- Lesikar, R.V. & Flatley, M.E.; *Basic Business Communication Skills for Empowering the Internet Generation*, Tata McGraw Hill Publishing Company Ltd. New Delhi.
- Ludlow, R. & Panton, F.; *The Essence of Effective Communications*, Prentice Hall Of India Pvt. Ltd., New Delhi.
- R. C. Bhatia, *Business Communication*, Ane Books Pvt Ltd, New Delhi
- Bovee, Courtland, John Thill & Mukesh Chaturvedi. *Business Communication Today*. Dorling Kindersley, Delhi
- Booher, Dianna. *E-Writing: 21st Century Tools for Effective Communication*. New York: Pocket Books, a division of Simon & Schuster, Inc.,
- Guffey, Mary Ellen. *Business Communication: Process and Product*. 5th ed. Cincinnati, Ohio: South-Western College Publishing
- Guffey, Mary Ellen. *Essentials of Business Communication, Sixth Edition*. South-Western College Publishing.





**GAUHATI UNIVERSITY  
DEPARTMENT OF PHILOSOPHY  
REVISED SYLLABUS FOR TDC  
Skill Enhancement Course**

**Semester III  
PHI-SE-3014  
Philosophical Counselling  
B.A. (Honours/Regular)**

**Course Description:**

The course is designed to introduce the key concepts of Philosophical Counselling (PC)/Philosophical Practice amongst students with a view to developing the skill of applying philosophical approach in practical contexts. The course is divided into two parts: (a) theory, comprised of introduction to PC and various approaches to PC (units I & II); and (b) practical, comprised of application of the skill to discover problems through practical sessions and writing a dissertation on the investigated problem.

**Course Objectives:**

**The course aims at developing the skills of:**

- Philosophical understanding or wisdom (*philos-sophia*=love of wisdom) as an end in itself.
- Addressing dilemmas (e.g. decision making dilemmas), predicaments and life-issues of persons through philosophical examination.
- Exposing and examining underlying assumptions and logical implications.
- Exploring conflict and inconsistencies.

**Course Outcomes**

**On completion of the course students are expected to be able to:**

- Understand the scope of Philosophical vis-à-vis Psychological Counselling.
- Inculcate self-confidence in one's own abilities to reason.
- Understand the opinions of other people.
- Develop flexibility in considering alternatives and opinions.
- Overcome personal problems by adopting different philosophical approaches to philosophical counselling.
- Develop fair-mindedness in appraising reasoning.



## The Syllabus

### Part A (Theory)

Marks 50

#### Unit I Introduction to Philosophical Counselling

25

Philosophical Counselling—its meaning and scope  
History of Philosophical Counselling  
Philosophical Counselling versus Psychological Counselling

#### Unit II Approaches to Philosophical Counselling

25

- a. Critical Thinking Approach –Logic- Based Therapy (LBT)—Philosophical Principles of LBT, LBT fallacies, antidotes
- b. Wisdom Approach
- c. Existential Approach— Existentialism Based Therapy –Authentic and Inauthentic Life

### Part B (Practical)

Marks 50

#### Project/Dissertation

Practical will be conducted in the form of project/dissertation which is to be typed or neatly hand written (3,000- 5,000 words). The project/dissertation will be based on practical session(s) which is to be conducted by the student (counsellor) with a counsellee/client.

Given below is a list of *Problems* out of which any *one* may be chosen for addressing in the project/dissertation. The same has to be carried out under the supervision of a teacher.

Moral issues  
Value disagreements  
Political issues and disagreements  
Time management issues  
Procrastination  
Career issues  
Financial issues  
Adult children of aging parents  
Problems with family/ Domestic problems  
Breakups and divorce  
Sibling rivalry  
Loss of a family member  
Friendship issues  
Peer pressure  
Academic or school-related issues  
Rejection  
Discrimination  
Religion and race-related issues  
Technology-related issues



The project/dissertation has to be broken into three heads as mentioned below:

- **Identification of the *Problem*** in the counsellee/client by the student (counsellor) (Naming the *Problem*, grounds for placing it under the chosen category of the *Problem*) 15
- ***Philosophical Approach*** involved in the investigation of the *Problem* (definition of the approach and its application) 25
- ***Conclusion/Solution*** provided (Redressing the Problem) 10

### BOOKS/JOURNAL ARTICLES AND MATERIALS RECOMMENDED

Cohen, Elliot D. (2016). *Logic-Based Therapy and Everyday Emotions: A Case Based Approach*, Lexington Books

Cohen, Elliot D. *Philosophical Principles of Logic-Based Therapy* (<http://society-for-philosophy-in-practice.org/journal/pdf/6-1%20027%20Cohen%20-%20Logic-Based.pdf>)

Curnow, T. Wisdom and Philosophy, *Practical Philosophy*, 3(1), 2000

Lacovou, S. & Karen Weisel-Dixon. (2015). *Existential Therapy: 100 Key Points and Techniques*, Routledge

Lahav, Ran. (2016). *Stepping Out of Plato's Cave: Philosophical Counseling, Philosophical Practice and Self-Transformation*, Loyev Books, 2<sup>nd</sup> edition.

Lahav, Ran. What is Philosophical in Philosophical Counselling?. *Journal of Applied Philosophy*, vol. 13, No. 3, pp. 259-278, 1996.

Lahav, Ran. *Philosophical Counselling as a Quest for Wisdom*, *Practical Philosophy*, 4(1), 2001

Lebon, Tim. (2001). *Wise Therapy*, London: Continuum

Lebon, Tim. *Philosophical Counseling: An Introduction* (First published in *Thinking Through Dialogue: Essays on Philosophy in Practice*, Curnow. T (ed) 1999

Raabe, Peter B. (2000). *Philosophical Counseling—Theory and Practice*, Praeger Publishers Inc.

Sartre, J. P. (1993). *Being and Nothingness*, Simon and Schuster

Sartre, J. P. (2007). *Existentialism is a Humanism*, Yale University Press.

Sulavikova B. Key Concepts in Philosophical Counselling. *Human Affairs*, 24, 574-583, 2014



Sulavikova, B. Philosophical Counselling Based on Dialogical Critical Thinking, *Human Affairs*, 23(4), 680-688, 2013

**Website links**

<https://www.curiousoulphilosophy.com/what-is-philosophical-counseling.html>

<https://www.infanciacontemporanea.com/wp-content/uploads/2018/06/v9n3eng.pdf>

[https://merlinccc.org/wp-content/uploads/2016/12/Philosophical-Counseling\\_LBT\\_Marisa-Diaz-Waian\\_Grief-Workshop-2016-Handout.pdf](https://merlinccc.org/wp-content/uploads/2016/12/Philosophical-Counseling_LBT_Marisa-Diaz-Waian_Grief-Workshop-2016-Handout.pdf)

<https://www.ncbi.nlm.nih.gov/books/NBK64939/>

<https://npcassoc.org/>

<https://peterraabe.ca/what.html>

<https://philopractice.org/web/history-ran-lahav>



**Semester IV**  
**PHI-SE-4014**  
**Critical Thinking**  
**B.A. (Honours/Regular)**

**Course Description:**

The course is designed to introduce and inculcate critical thinking (CT) among students with a view to developing the skill in practical contexts, this being the essence of philosophising. The skill is to be learnt and applied in writings. Thus the course is divided into two parts: (a) theory, comprised of introduction to CT and reading model critical literatures (units I & II); and (b) practical, comprised of application of the skill in writing (units III & IV).

**Course Objectives:**

The Course aims at developing the traits and skills of:

- seeing issues from alternative viewpoints
- reading a text both sympathetically and critically
- bridging ideas of thinkers
- developing logical rigor in building an argumentative case
- inculcating the habit of questioning, framing the right question
- applying critical standpoint in writing
- rephrasing original thoughts of others

**Course Outcomes:**

At the completion of the Course the student is expected to be able to:

- Analyze the original and primary ideas of various thinkers
- Write in comprehensible, unambiguous language
- Present ideas in organized, efficient, methodical ways
- Develop ancillary skills of observation, reasoning, decision making etc.
- Put forth logically sound and persuasive arguments
- Develop effective communication skill



## The Syllabus

Part A (Theory)		Marks 50
<b>Unit I Introduction to Critical thinking</b>		<b>25</b>
Thought and Training of Thought		
Critical thinking, Benefits and Barriers of Critical Thinking		
Asking Right Questions		
<b>Unit II Critical Writing</b>		<b>25</b>
Introduction to Critical and Analytical Writing		
Paraphrasing—(a) Short quotes and (b) Clarifying texts		
Making Effective Notes		
Part B (Practical)		Marks 50
<b>Unit III</b>		
Formulation of Title		10
Making Effective Notes		15
<b>Unit IV</b>		
Paraphrasing quotes		16
Asking Questions		09

### **GUIDELINES FOR PRACTICAL COMPONENT (UNIT III & UNIT IV)**

1. **Formulation of title:** students will be asked to go through some related passages; then they will be asked to formulate **one** title to suit the main idea(s) set through the passages. In case of compiling passages from multiple texts, sufficient care is to be taken for not getting compiled conceptually unrelated passages. For example, along with a passage on Existentialism no passage on Vaisesika category of *abhava* can be clubbed.
2. **Making effective notes:** students will be asked to go through some passages, and then they will be asked to make **one** effective note highlighting the cardinal points contained in the passages. Conceptual conformity among the passages must be looked into as in case of the above point.
3. **Paraphrasing quotes:** students will be asked to paraphrase **four** original quoted passages in their own words. This means that students need to extend the quoted thought without altering the meaning of any word originally cited in the quote.
4. **Framing right questions:** students will be asked to go through some given passages, and will be asked to frame **three** *right* questions.
5. All the passages, and passages within quotes, will be chosen **only** from the **recommended books for unit III and Unit IV.**



## BOOKS RECOMMENDED

### UNIT I & UNIT II

Anderson, Marilyn, Pramod K. Nayar, & Madhucchanda Sen, ( 2010). *Critical Thinking, Academic Writing and Presentation Skills*, Pearson Education

Cottrell, Stella. (2005). *Critical Thinking Skills—Developing Effective Analysis and Argument*, Palgrave Macmillan

Dewey, J. (1933). *How We Think*, Boston, New York.

M. Neil Browne & Stuart M. Keeley (2007). *Asking the Right Questions—A Guide to Critical Thinking*, Pearson Prentice Hall

Paul, Richard & Linda Elder (2019) *How to Write a Paragraph—The Art of Substantive Writing*, Rowman & Littlefield

Russell, B. (1956). ‘How I Write’ in *Portraits from Memory and Other Essays*, Simon and Schuster: New York.

Russell, B. (1999). ‘The Value of Philosophy’ in *The Problems of Philosophy*, Oxford University Press.

Sen, Madhucchanda (2010). *An Introduction to Critical Thinking*, Pearson India

#### Website Link

<https://bradford.instructure.com>

### (UNIT III & UNIT IV)

**All practical exercises relating to Unit III and Unit IV are to be worked out from among the books listed below.**

Dasgupta, S.N.:	A History of Indian Philosophy (Vol I-IV)
F. Copleston:	History of Philosophy (Vol I to VIII)
Frankenna, Williams:	Ethics
Hick, John:	Philosophy of Religion
Kenny, Anthony:	A New History of Philosophy
Neog, Maheswar:	Sankardeva and His Times
Radhakrishnan, S.:	Indian Philosophy (Vol I & II)
D. M. Datta:	The Philosophy of Mahatma Gandhi
Singer, Peter:	Applied Ethics
H. J. Blackham:	Six Existentialist Thinkers

**Semester V**  
**PHI-SE-5014**  
**Reasoning and Logic (B.A. Regular)**

**Course Description:**

The course is designed to make students aware of the importance of logic not only as a technical theoretical subject but also as a guide in ordinary day-to-day conversation and argumentation. It is also designed to introduce various kinds of logical reasoning, rules governing them, and fallacies that may occur while violating those rules. The course is divided into two parts: (a) theory, comprised of introducing logical concepts such as propositions and arguments, deductive-inductive differences, Syllogism in Ordinary Language, and various types of Informal Fallacies (units I & II); (b) practical, comprised of exercises to identify fallacious arguments and to provide explanation thereof.

**Course Objectives:**

**The course aims at developing the skills of:**

- Learning what is an argument, and its division into deductive and inductive arguments.
- Enabling the students to find out the kinds of deductive arguments.
- Developing logical rigour in discovering various fallacies involved in ordinary language.

**Course Outcomes:**

**On completion of the course students are expected to be able to:**

- Identify logical fallacies in day-to-day conversations and argumentations
- Avoid committing fallacies.
- Provide well-reasoned arguments in any discourse.

**The Syllabus**

	<b>PART – A (Theory)</b>	<b>Marks 50</b>
Unit I	<b>Propositions and Arguments</b> Deductive and Inductive Arguments Kinds of Deductive Inference: mediate and immediate inferences Syllogism in Ordinary Language (Enthymemes, Sorites, Deductive and Hypothetical Syllogisms, Dilemma)	25
Unit II	<b>Informal Fallacies</b> A. <b>Fallacies of Relevance:</b> R <sub>1</sub> ARGUMENT <i>AD POPULUM</i> (The Appeal to Emotion) R <sub>2</sub> THE RED HERRING R <sub>3</sub> THE STRAW MAN R <sub>4</sub> ARGUMENT <i>AD HOMINEM</i> (Argument against the Person) R <sub>5</sub> ARGUMENT <i>AD BACULUM</i> (The Appeal to Force) R <sub>6</sub> <i>IGNORATIO ELENCHI</i> (Missing the Point)	25



**B. Fallacies of Defective Induction:**

D<sub>1</sub> ARGUMENT *AD IGNORANTIAM* (The Argument from Ignorance)

D<sub>2</sub> ARGUMENT *AD VERECUNDIAM* (The Appeal to Inappropriate Authority)

D<sub>3</sub> ARGUMENT *NON CAUSA PRO CAUSA* (False Cause)

D<sub>4</sub> Hasty Generalization

**C. Fallacies of Presumption**

P<sub>1</sub> Accident

P<sub>2</sub> Complex Question

P<sub>3</sub> *PETITIO PRINCIPII* (Begging the Question)

**D. Fallacies of Ambiguity**

A<sub>1</sub> Equivocation

A<sub>2</sub> Amphiboly

A<sub>3</sub> Accent

A<sub>4</sub> Composition

A<sub>5</sub> Division

**PART B (Practical)**

**Marks 50**

Students will be provided with fallacious arguments. The number of arguments provided will be 8 out of which the students have to choose 5 for testing. Marks allotment for an argument will be as follows:

**Naming the fallacy involved in the argument : 02**

**Explanation of why/how the argument commits the fallacy : 08**

**Books Recommended**

**Unit I & Unit II (Theory)**

Chakraborti, Chhanda (2007). *Logic—Informal, Symbolic & Inductive*, Prentice Hall of India Private Limited, New Delhi

Copi, I.M. & Carl Cohen (2009), *Introduction to Logic* (Thirteenth Edition), Pearson Prentice hall.

**(Practical)**

Copi, I.M. & Carl Cohen (2009), *Introduction to Logic* (Thirteenth Edition), Pearson Prentice hall.

**Semester VI**  
**PHI-SE-6014**  
**Environmental Ethics (B.A. Regular)**

**Course Description:**

Environmental Ethics primarily deals with issues like how and why do we value the environment and the non-human inhabitants of the earth, why should we care or examine the moral relationship between human beings and non-human beings. This course is an attempt to look at the implications of the moral value of the environment. This course focuses on our ethical relationship to environment and the ecological systems of which we are a part. By dealing through these issues, students will be equipped to participate in contemporary debates and to think anew about their own place in ecosystems. Most importantly, students will learn the skill of confronting complex issues relating to environment. The course is divided into two parts: (a) theory, comprised of introduction to Environmental Ethics and its various theories (units I & II); and (b) practical, comprised of writing a report on local environmental issues on the basis of visit to nearby places of environmental importance.

**Course Objectives:**

**The course aims to:**

- Develop the sense of ethical responsibility towards environment
- Explicate the significance of the various components of the environment like land, water, forest, species, ecosystem, cities etc.
- Develop conceptual thinking through, and participating in, complex ethical discussions about nature, the environment, and ecosystems.

**Course Outcomes:**

On completion of the course students are expected to be able to:

- Articulate the importance and role of Environment.
- Uncover and explicate the fundamental significance of environment in terms of the present as well as the future human and non-human worlds.
- Understand one's duties and responsibilities towards protection of environment.



## The Syllabus

### Part A (Theory)

Marks: 50

#### Unit I: Ethics and Environmental Ethics

25

Nature of Ethics: Normative Ethics, Meta-Ethics and Applied Ethics

Nature and Scope of Environmental Ethics

Relation between Ethics, Applied Ethics and Environmental Ethics

#### Unit II: Theories of Environmental Ethics

25

Anthropocentrism: Weak and Strong

Ecocentrism: Land Ethics, Deep Ecology

Biocentrism: Biodiversity and Animal Rights

### Part B (Practical)

Marks: 50

Students will submit a report (word limit: 3,000-5,000) on the basis of the following guidelines:

- a) Visit to local areas to study and document ecosystem like pond, rivers, hill, forest, grassland etc.
- b) Visit to local polluted sites like urban, rural, industrial and agricultural areas to document the environmental crises.
- c) Prepare a report on environmental assets of local plants, insects, birds and animals.

### Books Recommended

Croall, Stephen & William Rankin. (1994). *Ecology for Beginners*. Icon Books Ltd, London.

Gadgil, M. & G. Ramachandra (1993). *This fissured land: an ecological history of India*. Univ of California Press.

Leopold, Aldo. (1949). *The Land Ethic*.

Passmore, John A. *Man's Responsibility for Nature*, Gerald Duckworth & Co. Limited, London, 1980 development." OUP Catalogue.

Mill, John Stuart. (1874). *On Nature*. Lancaster University Press.

Naess, Arne. (1973). "The Shallow and the Deep Ecology Movement". *Enquiry* 16, no. 1, 95-100.

Naess, Arne. (1986). "The Deep Ecological Movement: Some Philosophical Aspects" *Philosophical Enquiry*,8, 10-31.

Norton, B. G. (1984). *Environmental ethics and weak anthropocentrism*. Environmental Ethics.

Pojman, Louis P. (2016). *Environmental Ethics: Readings in Theory and Application*. Wadsworth Publishing Company, California.

Reaka-Kudla, Marjorie L., Don E. Wilson, and Edward O. Wilson, eds. (1996). *Biodiversity II: understanding and protecting our biological resources*. Joseph Henry Press.

Sengupta, R. (2003). *Ecology and economics (OUP): An approach to sustainable*

Singer, Peter. (1975). *Animal Liberation: A New Ethics for Our Treatment of Animals*. Harper Collins.



## দক্ষতা বিকাশ পাঠ্য

ASM-SE-3014

## ব্যৱহাৰিক অসমীয়া

মূল্যাংক : ৮০

(উদ্দেশ্য : অসমীয়া বিষয়ৰ জ্ঞানেৰে একোগৰাকী ছাত্ৰ-ছাত্ৰীৰ পৰৱৰ্তী জীৱনৰ বৃত্তিৰূপে গ্ৰহণ কৰিব পৰা বিশেষ বিষয়ৰ প্ৰাথমিক আৰু প্ৰায়োগিক জ্ঞান এই পাঠ্যত থাকিব।)

প্ৰথম গোট	:	আৰ্হি পাঠ : পদ্ধতি আৰু কৌশল	20
দ্বিতীয় গোট	:	ছপা আৰু বৈদ্যুতিন মাধ্যমৰ বাবে বিজ্ঞাপন লেখন, ইংৰাজী হিন্দী বিজ্ঞাপনৰ অসমীয়া অনুবাদ	20
তৃতীয় গোট	:	অনুবাদ : সংবাদ, প্ৰবন্ধ, সাক্ষাৎকাৰ	20
চতুৰ্থ গোট	:	চিত্ৰনাট্য নিৰ্মাণ : সাহিত্যৰ চিত্ৰায়ণ	20

### সহায়ক গ্ৰন্থ (নিৰ্বাচিত) :

অসমীয়া আখৰ জেঁটনিৰ কথা : শিৱনাথ বৰ্মন

আৰ্হি পাঠকৰ হাত পুথি : অসম সাহিত্য সভা

কি লিখি কেন লিখি : নীৰেন্দ্ৰ নাথ চক্ৰবৰ্তী

গণজ্ঞাপন : তত্ত্ব ও প্ৰয়োগে : পাৰ্থ চট্টোপাধ্যায়

ব্যৱহাৰিক অসমীয়া ব্যাকৰণ : উপেন ৰাভা হাকাচাম

বিজ্ঞান লেখকৰ হাতপুথি : দীনেশ চন্দ্ৰ গোস্বামী

বিষয় চলচিত্ৰ : সত্যজিৎ ৰায়

লেখক ও সম্পাদকেৰ অভিধান : সুভাষ ভট্টাচাৰ্য (সম্পা.)

সেকাল একালৈৰ সংবাদ পৰিবেশনেৰ ধাৰা ও বিচিত্ৰ সংবাদ : বৈদ্যনাথ বন্দোপাধ্যায়

দক্ষতা বিকাশ পাঠ্য

ASM-SE-4014

সৃজনীমূলক সাহিত্য

মূল্যাংক : ৮০

(উদ্দেশ্য : এই পাঠ্যৰ জৰিয়তে কবিতা আৰু গল্প লিখাৰ প্ৰাথমিক আৰু ব্যৱহাৰিক জ্ঞান প্ৰদান কৰা হ'ব।)

প্ৰথম গোট : 20

কল্পনাৰ সংজ্ঞা আৰু পৰিসৰ

কল্পনাৰ কৰ্ষণ

সৃজনীমূলক সাহিত্য ৰচনাৰ প্ৰয়োজনীয় যোগ্যতা

দ্বিতীয় গোট : 20

আধুনিক কবিতা : সংজ্ঞা আৰু বৈশিষ্ট্য

আধুনিক কবিতাৰ পটভূমি

আধুনিক কবিতাৰ ভাষা

তৃতীয় গোট : 20

গল্পৰ বীজ ৰোপণ

গল্প ৰচনাৰ বাবে ক্ষেত্ৰ অধ্যয়ন

গল্পৰ নিৰ্মাণ

চতুৰ্থ গোট : 20

কবিতা আৰু গল্পৰ আৰ্হি প্ৰস্তুতকৰণ

সহায়ক গ্ৰন্থ (নিৰ্বাচিত) :

আধুনিক অসমীয়া কবিতা : কামালুদ্দিন আহমেদ

আধুনিক বাংলা কাব্য পৰিচয় : দীপ্তি ত্ৰিপাঠী

আধুনিকতাবাদ আৰু অন্যান্য প্ৰবন্ধ : হৰেকৃষ্ণ ডেকা

কবিতাৰ ক্লাস : নীৰেদ্র নাথ চক্ৰবৰ্তী

ৰমন্যাসবাদ : মহেন্দ্ৰ বৰা

সৃজনীমূলক সাহিত্য : প্ৰেৰণা আৰু আৰ্হি : অতনু ভট্টাচাৰ্য

*Romantic Imagination* : C M Bowra

## বিষয় সম্পর্কীয় ঐচ্ছিক পাঠ্য

(এই ষাণ্মাসিকৰ ছাত্ৰ-ছাত্ৰীয়ে পাঁচটা বিষয় সম্পর্কীয় ঐচ্ছিক পাঠ্য ASM-HE-6016, ASM-HE-6026, ASM-HE-6036, ASM-HE-6046, ASM-HE-6056- ৰ মাজৰ পৰা যিকোনো দুটা পাঠ্য বাছি ল'ব পাৰিব)

### ASM-HE-6016

### লক্ষ্মীনাথ বেজবৰুৱা

মূল্যাংক : ৮০

(উদ্দেশ্য : এই পাঠ্যৰ জৰিয়তে ছাত্ৰ-ছাত্ৰীসকলে সাহিত্যৰথী লক্ষ্মীনাথবেজবৰুৱাৰ সৃষ্টিশীল আৰু চিন্তামূলক লেখাৰ আভাস পাব।)

প্ৰথম গোট : কবিতা (কবিতা, মালতী, বীণবৰাগী ১ম তৰংগ)	20
দ্বিতীয় গোট : সুৰভি (বাপিৰাম, লাওখোলা, মলক গুইন্ গুইন্)	20
তৃতীয় গোট : আত্মজীৱনী (মোৰ জীৱন সোঁৱৰণ, প্ৰথম ভাগ)	20
চতুৰ্থ গোট : তত্ত্বকথা : গীতা-তত্ত্ব লঘু ৰচনা : কৃপাবৰ বৰুৱাৰ উইল	20

#### সহায়ক গ্ৰন্থ (নিৰ্বাচিত) :

অসমীয়া সাহিত্যৰ ঐতিহ্য আৰু লক্ষ্মীনাথ বেজবৰুৱা : তৰণী ডেকা, কামালুদ্দিন আহমেদ (সম্পা.)

কালান্তৰৰ দোমোজাত বেজবৰুৱা : হীৰেন গোহাঁই

বেজবৰুৱাৰ সাহিত্য প্ৰতিভা : বাণীকান্ত শৰ্মা (সম্পা.)

ৰমন্যাসবাদ আৰু লক্ষ্মীনাথ বেজবৰুৱাৰ কবিতা : কামালুদ্দিন আহমেদ

লক্ষ্মীনাথ বেজবৰুৱা : অসম প্ৰকাশন পৰিষদ

লক্ষ্মীনাথ বেজবৰুৱাৰ সাহিত্য প্ৰতিভা : বিশ্বনাৰায়ণ শাস্ত্ৰী

সাহিত্যৰথী : প্ৰফুল্ল কটকী

Lakshminath Bezbaroa the Sahityarathi of Assam : Maheswar Neog (ed.)



পঞ্চম ষাণ্মাসিক  
দক্ষতা বিকাশ পাঠ্য  
ASM-SE-5014  
আবৃত্তি কলা  
মূল্যাংক : ৮০

(উদ্দেশ্য : এই পাঠ্যৰ জৰিয়তে কবিতা আবৃত্তিৰ তাত্ত্বিক আৰু প্ৰায়োগিক জ্ঞান প্ৰদানৰ প্ৰয়াস কৰা হ'ব।)

প্ৰথম গোট	: আবৃত্তিৰ ইতিহাস আৰু পৰম্পৰা; আবৃত্তিৰ উপস্থাপন	20
দ্বিতীয় গোট	: আবৃত্তিৰ প্ৰস্তুতি : কাব্য বোধ, ছন্দ আৰু যতিৰ ধাৰণা, কাব্য গতি (pace) স্মৃতিকৰণ (memorization)	20
তৃতীয় গোট	: আবৃত্তিৰ কৌশল : স্বৰ ক্ষেপন, স্বৰ কম্পন (modulation), সঠিক উচ্চাৰণ, সুৰ আৰু লয়ৰ প্ৰয়োগ	20
চতুৰ্থ গোট	: ব্যৱহাৰিক পৰীক্ষা : জ্যোতিপ্ৰসাদ আগৰৱালা / নৱকান্ত বৰুৱা / হীৰেন ভট্টাচাৰ্যৰ যিকোনো এটা কবিতাৰ আবৃত্তি	20

সহায়ক গ্ৰন্থ (নিৰ্বাচিত) :

অসমীয়া কবিতাৰ ছন্দ : মহেন্দ্ৰ বৰা

কবিতাৰ ক্লাস : নীৰেন্দ্ৰ নাথ চক্ৰৱৰ্তী

জ্যোতি প্ৰসাদ বচনাৱলী : সত্যেন্দ্ৰ নাথ শৰ্মা (সম্পা.)

নৱকান্ত বৰুৱাৰ কবিতা : তীৰ্থ ফুকন (সম্পা.)

বাক্ শিল্প : আবৃত্তি আৰু সংলাপ : ভূপেন চক্ৰৱৰ্তী

বিষয় আবৃত্তি : অমিয় চট্টোপাধ্যায়, দেবদুলাল বন্দোপাধ্যায়

সুগন্ধি পখিলা : হীৰেন ভট্টাচাৰ্য

Assamese Phonetic Reader : P.N. Dutta Baruah

Heart Beats : Everyday Life and the Memorized Poem : Catherine Robson

ষষ্ঠ ষাণ্মাসিক  
দক্ষতা বিকাশ পাঠ্য  
ASM-SE-6014  
অসমীয়া আখৰ-জোঁটনি  
মূল্যাংক : ৮০

(উদ্দেশ্য : অসমীয়া ভাষা বৃত্তিগতভাৱে ব্যৱহাৰ কৰিবলৈ শুদ্ধ আখৰ-জোঁটনিৰ জ্ঞান অপৰিহাৰ্য। এই পাঠ্যত অসমীয়া আখৰ-জোঁটনিৰ নিয়ম আৰু কৌশল সম্পৰ্কীয় জ্ঞান সন্নিবিষ্ট হৈছে।)

প্ৰথম গোট : বৰ্ণাশুদ্ধিৰ কাৰণ :	20
স্বৰধ্বনিগত বৰ্ণাশুদ্ধি - স্বৰধ্বনি আৰু আখৰৰ সম্পৰ্ক, স্বৰচিহ্ন	
দ্বিতীয় গোট : ব্যঞ্জনধ্বনিগত বৰ্ণাশুদ্ধি :	20
ব্যঞ্জনধ্বনি আৰু আখৰৰ সম্পৰ্ক, যুক্তাক্ষৰ	
তৃতীয় গোট : ভুল প্ৰয়োগ :	20
বিভক্তি, প্ৰত্যয়, চন্দ্ৰবিন্দু, যতিচিহ্ন, তৎসম শব্দৰ বানান, থলুৱা শব্দৰ বানান	
চতুৰ্থ গোট : লিপ্যন্তৰ পদ্ধতি আৰু প্ৰয়োগ	20

সহায়ক গ্ৰন্থ (নিৰ্বাচিত) :

- অসমীয়া আখৰ-জোঁটনি অসমীয়া : গোলোক চন্দ্ৰ গোস্বামী  
অসমীয়া আখৰ-জোঁটনি আৰু লিপ্যন্তৰ পদ্ধতি : গুৱাহাটী বিশ্ববিদ্যালয়  
অসমীয়া আখৰ জোঁটনিৰ কথা : শিৱনাথ বৰ্মন  
অসমীয়া ভাষাৰ স্বতন্ত্ৰতা : ভগৱান মৰল  
অসমীয়া ভাষা : সংৰক্ষণ, সংবৰ্ধন আৰু সম্প্ৰচাৰ : ৰমানন্দন বৰা (সম্পা.)  
অসমীয়া ভাষা-সাহিত্য চৰ্চাকাৰীসকলৰ হাতপুথি : ৰমেশ পাঠক  
নিকা অসমীয়া ভাষা : মহেশ্বৰ নেওগ  
ব্যাকৰণ তত্ত্ব আৰু তাত্ত্বিক : খগেশ সেন ডেকা

**PAPER-BEN-SE-3014 (For Honors & Regular Course)**

UNIT	Paper Title/ Topic	SELECTED BOOK(S)/SECTION	CLASS HOURS		
			Ther.	I.A	--
UNIT-I	পাণ্ডুলিপি প্রস্তুতি	পাণ্ডুলিপি পরিচয়, পাণ্ডুলিপি তৈরির বিভিন্ন পর্যায়, বিভিন্ন বিরাম চিহ্ন সহ অন্যান্য চিহ্নের ব্যবহার, তথ্যসূত্র নির্মাণের বিভিন্ন পদ্ধতি, উল্লেখপঞ্জি ও গ্রন্থপঞ্জি	50	--	--
UNIT-II		MS Word ও Page maker এর মেনুবার ও রিবনের অন্তর্গত বিভিন্ন কমান্ড/সাব-কমান্ডের ব্যবহার সম্বন্ধে জ্ঞান			

**সহায়ক গ্রন্থ :**

১. গবেষণাপত্র অনুসন্ধান ও রচনা - জগমোহন মুখোপাধ্যায়
২. গবেষণা : প্রকরণ ও পদ্ধতি - সুরভি বন্দ্যোপাধ্যায়
৩. মাইক্রোসফট ওয়ার্ড - কৌশিক দত্ত ও সোমা রায়চৌধুরী
৪. এডোবি পেজমেকার- মাহবুবুর রহমান
৫. তিষ্ঠ ক্ষণকাল- আনন্দবাজার পত্রিকা ব্যবহার বিধি, আনন্দ পাবলিশার্স
৬. Assignment and Thesis writing - J. Anderson & Millicent Poole



**PAPER-BEN-SE-4014 (For Honors & Regular Course)**

UNIT	Paper Title/ Topic	SELECTED BOOK(S)/SECTION	CLASS HOURS		
			Ther.	I.A	--
	প্রুফ সংশোধন	বাংলা কী লিখবেন কেন লিখবেন-আনন্দ পাবলিশার্স	Ther.	I.A	--
UNIT-I		প্রুফ সংশোধন সংশ্লিষ্ট বিষয়ের জ্ঞান - কপি, গ্যালি প্রুফ, হট ও কোল্ড কম্পোজিশন , পয়েন্ট, মেজার। প্রুফ সংশোধনের বিভিন্ন স্তর , বিভিন্ন সংশোধনী চিহ্নের ব্যবহার। J.S	50	--	--
UNIT-II		ব্যবহারিক প্রুফ সংশোধন			

**সহায়ক গ্রন্থ :**

1. Handbook for Proofreading-- Laura Anderson. Mcgraw Hills Pub.
2. Exercises in Proofreading - A.M.Smith, Wentworth Press
3. তিষ্ঠ ক্ষণকাল- আনন্দবাজার পত্রিকা ব্যবহার বিধি, আনন্দ পাবলিশার্স

**PAPER- BEN-SE-5014 (For Regular Course)**

UNIT	Paper Title/ Topic	SELECTED BOOK(S)/SECTION	CLASS HOURS		
			Ther	I.A	--
	চিত্রনাট্য রচনা ও বাংলা সাহিত্য	চিত্রনাট্য রচনা ও চিত্রনাট্য বিশ্লেষণ—ধীমান দাশগুপ্ত	Ther	I.A	--
UNIT-I	চিত্রনাট্য পরিচয়	নির্বাচিত অংশ - চিত্রনাট্য রচনা, চিত্রনাট্যের রীতি বা শৈলী, সাহিত্য থেকে চিত্রনাট্য হয়ে চলচ্চিত্র, ছোটোগল্পের চলচ্চিত্রায়ন, উপন্যাস ও চলচ্চিত্র	50	--	--
UNIT-II	চিত্রনাট্য নির্মাণ	ছোটোগল্প থেকে চিত্রনাট্য রচনা-১, উপন্যাস থেকে চিত্রনাট্য রচনা-২			

**সহায়ক গ্রন্থ :**

১. সিনেমার আঙ্গিক - ধীমান দাশগুপ্ত
২. চিত্রনাট্যকলা - অনুপম হায়াৎ (সম্পা.)
৩. চিত্রনাট্য লেখার রীতিনীতি - উৎপল সরকার
৪. চিত্রনাট্য- সাহিত্যের নতুন ভুবন - মানবেন্দ্রনাথ সাহা
৫. চলচ্চিত্রের অভিধান - ধীমান দাশগুপ্ত
৬. সত্যজিতের চিত্রনাট্য - ক্ষেত্র গুপ্ত
৭. Screenplay : The Foundation of Screen Writing - Syd Field

**PAPER-BEN-SE-6014 (For Regular Course)**

UNIT	Paper Title/ Topic	SELECTED BOOK(S)/SECTION	CLASS HOURS		
			Ther.	I.A	--
	অনুবাদ চর্চা				
UNIT-I		অনুবাদ চর্চার ইতিহাস - প্রাচ্য ও পাশ্চাত্য , বাংলা অনুবাদ চর্চার বিভিন্ন স্তর , অনুবাদের পদ্ধতি ও প্রকারভেদ, অনুবাদ ও অনুসৃষ্টি , অনুবাদের সমস্যা , সার্থক অনুবাদের গুণাবলি	50	--	--
UNIT-II		ইংরেজি, অসমিয়া থেকে অনুবাদ J.S			

**সহায়ক গ্রন্থ :**

১. অনুবাদ অধ্যয়ন : তত্ত্ব আরু প্রয়োগ - মদন শর্মা
২. A Handbook of Translation Studies - Bijay Kr. Das
৩. Introducing Translation Studies - Jeremy Munday
৪. বিভিন্ন অভিধান (বাংলা থেকে ইংরেজি ও অসমিয়া থেকে ইংরেজি)



Or  
**PAPER- BEN-HE 6036 (For Honors Course)**

UNIT	Paper Title/ Topic	SELECTED BOOK(S)/SECTION	CLASS HOURS		
			Ther.	Tutr.	IA
	<b>গবেষণামূলক সন্দর্ভ লিখন</b>				
UNIT-I	যে কোনো ১টি ইউনিট থেকে ১টি প্রকল্প তৈরি করতে হবে	উনিশ ও কুড়ি শতকের বাংলা সাময়িক পত্র	75	15	--
UNIT-II		কুড়ি শতকের সাহিত্য ব্যক্তিত্ব: কবিতা, প্রবন্ধ			
UNIT-III		কুড়ি শতকের সাহিত্য ব্যক্তিত্ব : গল্প, উপন্যাস			

সহায়ক গ্রন্থ :

১. গবেষণাপত্র অনুসন্ধান ও রচনা - জগমোহন মুখোপাধ্যায়
২. গবেষণা : প্রকরণ ও পদ্ধতি - সুরভি বন্দ্যোপাধ্যায়
৩. বাংলা সাময়িকপত্রের ইতিবৃত্ত ১ম ও ২য় - সন্দীপ দত্ত
৪. A Manual for Writers of Research Papers, Thesis and Dissertations - K.L Turabian
৫. Assignment and Thesis writing - J. Anderson & Millicent Poole

Or

PAPER- BEN-RE 6026

UNIT	Paper Title/ Topic	SELECTED BOOK(S)/SECTION	CLASS HOURS		
			Ther.	Tutr.	I.A
	গবেষণামূলক সন্দর্ভ লিখন				
UNIT-I	যে কোনো ১টি ইউনিট থেকে ১টি প্রকল্প তৈরি করতে হবে	উনিশ শতকের বাংলা সাময়িক পত্র	75	15	--
UNIT-II		কুড়ি শতকের সাহিত্য ব্যক্তিত্ব: নাটক			
UNIT-III		কুড়ি শতকের সাহিত্য ব্যক্তিত্ব : গল্প, উপন্যাস			

সহায়ক গ্রন্থ :

১. গবেষণাপত্র অনুসন্ধান ও রচনা - জগমোহন মুখোপাধ্যায়

৩. বাংলা সাময়িকপত্রের ইতিবৃত্ত ১ম ও ২য় - সন্দীপ দত্ত

২. গবেষণা : প্রকরণ ও পদ্ধতি - সুরভি বন্দ্যোপাধ্যায়

৪. A Manual for Writers of Research Papers, Thesis and Dissertations - K.L Turabian

## COM-SEC-HC-3054 (A): Entrepreneurship

**Marks: 100**

**Credit: 4**

**Lectures: 50**

**Objective:** The purpose of the paper is to orient the learner toward entrepreneurship as a career option and creative thinking and behavior.

**Contents:**

### **Unit 1: Introduction**

Meaning, elements, determinants and importance of entrepreneurship and creative behavior; Entrepreneurship and creative response to the society's problems and at work; Dimensions of entrepreneurship: intrapreneurship, technopreneurship, cultural entrepreneurship, international entrepreneurship, netpreneurship, ecopreneurship, and social entrepreneurship **(10 Lectures)**

### **Unit 2: Entrepreneurship and Micro, Small and Medium Enterprises**

Concept of business groups and role of business houses and family business in India; The contemporary role models in Indian business: their values, business philosophy and behavioural orientations; Conflict in family business and its resolution **(10 Lectures)**

**Unit 3:** Public and private system of stimulation, support and sustainability of entrepreneurship. Requirement, availability and access to finance, marketing assistance, technology, and industrial accommodation, Role of industries/entrepreneur's associations and self-help groups, The concept, role and functions of business incubators, angel investors, venture capital and private equity fund. **(10 Lectures)**

### **Unit 4: 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; preparation of project report (various aspects of the project report such as size of investment, nature of product, market potential may be covered); Project submission/ presentation and appraisal thereof by external agencies, such as financial/non-financial institutions **(10 Lectures)**

### **Unit 5: Mobilising Resources**

**(10 Lectures)**

Mobilising resources for start-up. Accommodation and utilities; Preliminary contracts with the vendors, suppliers, bankers, principal customers; Contract management: Basic start-up problems

### **Suggested Readings:**

1. Kuratko and Rao, *Entrepreneurship: A South Asian Perspective*, Cengage Learning.
2. Robert Hisrich, Michael Peters, Dean Shepherd, *Entrepreneurship*, McGraw-Hill Education
3. Desai, Vasant. *Dynamics of Entrepreneurial Development and Management*. Mumbai, Himalaya Publishing House.
4. Dollinger, Mare J. *Entrepreneurship: Strategies and Resources*. Illinois, Irwin.
5. Holt, David H. *Entrepreneurship: New Venture Creation*. Prentice-Hall of India, New Delhi.
6. Plsek, Paul E. *Creativity, Innovation and Quality*. (Eastern Economic Edition), New Delhi: Prentice-Hall of India. ISBN-81-203-1690-8.
7. Singh, Nagendra P. *Emerging Trends in Entrepreneurship Development*. New Delhi: ASEED.
8. SS Khanka, *Entrepreneurial Development*, S. Chand & Co, Delhi.
9. K Ramachandran, *Entrepreneurship Development*, McGraw-Hill Education
10. SIDBI Reports on Small Scale Industries Sector.

**Note: Latest edition of text books may be used.**

## COM-SEC-HC 4054(B): E-Filing of Returns

Marks: 100

Credit: 4

Lectures: 50

**Objective:** To provide the students the concepts and practical knowledge about electronic filing of returns.

### **Unit I: Conceptual Framework**

Meaning of e-filing; difference between e-filing and regular filing of returns; benefits and limitations of e-filing. Types of e-filing process; relevant notifications.

### **Unit II: Income Tax and E-Filing of ITRs**

Introduction to income tax – basic terminology, types of assessee, income taxable under different heads. Basics of computation of total income and tax liability, deductions available from gross total income, PAN Card, due date of filing of income tax return. Instructions for filing out form ITR-1, ITR-2, ITR\_3, ITR-4, ITR-4S, ITR-5, ITR-6. Introduction to income tax Portal; preparation of electronic return (practical workshops).

### **Unit III: TDS and E-filing of TDS returns**

Introduction to the concept of TDS; provision regarding return of TDS; types of forms for filing TDS returns; practical workshop on e-filing of TDS return.

### **Unit IV: Service Tax and E-filing of Service Tax Returns**

Introduction to service tax; relevant notifications regarding e-filing of service tax return; steps for preparing service tax returns; practical workshop on e-filing of service tax returns.

### **Suggested Readings:**

1. Ahuja, Girish and Gupta, Ravi, Systematic Approach to Income Tax, Bharat Law House, Delhi

### **Softwares:**

1. Excel Utility available at [incometaxindiafiling.gov.in](http://incometaxindiafiling.gov.in)

**Note: Latest edition of text book may be used.**



## B. Com. (Hons.): Three-Year (6-Semester) CBCS Programme

<b>Course Structure</b>		
<b>Semester I</b>		
BCM-AE-1014	Business Communication (English/Hindi/MIL)	Ability-Enhancement Compulsory Course (AECC)-1
COM-HC-1026	Financial Accounting	Core Course C-1
COM-HC-1036	Business Law	Core Course C-2
COM-GE-1046(A) COM-GE-1046(B)	<b>Any one of the following</b> Micro Economics Investing in Stock Markets	Generic Elective (GE)-1 Generic Elective (GE)-1
<b>Semester II</b>		
ENV-AE-2014	Environmental Studies	Ability-Enhancement Compulsory Course (AECC)-2
COM-HC-2026	Corporate Accounting	Core Course C-3
COM-HC-2036	Corporate Laws	Core Course C-4
COM-GE-2046(A) COM-GE-2046(B)	<b>Any one of the following</b> Macro Economics Insurance & Risk Management	Generic Elective (GE)-2 Generic Elective (GE)-2
<b>Semester III</b>		
COM-HC-3016	Computer Applications in Business	Core Course C-5
COM-HC-3026	Income-tax Law and Practice	Core Course C-6
COM-HC-3036	Management Principles and Applications	Core Course C-7
COM-GE-3046 (A) COM-GE-3046 (B)	<b>Any one of the following</b> Business Statistics/ Operation Research in Business	Generic Elective (GE)-3
COM-SEC-HC-3054 (A) COM-SEC-HC-3054 (B)	<b>Any one of the following</b> Entrepreneurship/ New Venture Planning	Skill-Enhancement Elective Course (SEC)-1
<b>Semester IV</b>		
COM-HC-4016	Cost Accounting	Core Course C-8
COM-HC-4026	Business Mathematics	Core Course C-9
COM-HC-4036	Human Resource Management	Core Course C-10
COM-GE-4046 (A) COM-GE-4046 (B)	<b>Any one of the following</b> Indian Economy/ Micro Finance	Generic Elective (GE)-4
COM-SEC-HC-4054 (A) COM-SEC-HC-4054 (B)	<b>Any one of the following</b> E-Commerce/ E-Filing of Returns	Skill-Enhancement Elective Course (SEC)-2
<b>Semester V</b>		
COM-HC-5016	Principles of Marketing	Core Course C-11
COM-HC-5026	Fundamentals of Financial Management	Core Course C-12

## COM-SEC-RC-3044 (A): COMPUTER APPLICATION IN BUSINESS

**Marks: 100**

**Lectures: 52, Practical Lab 52**

**Objectives:** To provide computer skills and knowledge for commerce students and to enhance the student understands of usefulness of information technology tools for business operations.

### **Unit 1: Word Processing**

**6 Lectures, Practical Lab 6**

Introduction to word Processing, Word processing concepts, Use of Templates, Working with word document: Editing text, Find and replace text, Formatting, spell check, Autocorrect, Autotext; Bullets and numbering, Tabs, Paragraph Formatting, Indent, Page Formatting, Header and footer, Tables: Inserting, filling and formatting a table; Inserting Pictures and Video; Mail Merge: including linking with Database; Printing documents

**Creating Business Documents using the above facilities**

### **Unit 2: Preparing Presentations**

**6 Lectures, Practical Lab 6**

Basics of presentations: Slides, Fonts, Drawing, Editing; Inserting: Tables, Images, texts, Symbols, Media; Design; Transition; Animation; and Slideshow.

**Creating Business Presentations using above facilities**

### **Unit 3: Spreadsheet and its Business Applications**

**12 Lectures, Practical Lab 12**

**Spreadsheet concepts**, Managing worksheets; Formatting, Entering data, Editing, and Printing a worksheet; Handling operators in formula, Project involving multiple spreadsheets, Organizing Charts and graphs

**Generally used Spreadsheet functions:** Mathematical, Statistical, Financial, Logical, Date and Time, Lookup and reference, Database, and Text functions

### **Unit 4: Creating Business Spreadsheet**

**12 Lectures, Practical Lab 12**

**Creating spreadsheet in the area of:** Loan and Lease statement; Ratio Analysis; Payroll statements; Capital Budgeting; Depreciation Accounting; Graphical representation of data; Frequency distribution and its statistical parameters; Correlation and Regression

### **Unit 5: Database Management System**

**16 Lectures, Practical Lab 16**

**Database Designs for Accounting and Business Applications:** Reality- Expressing the Application; Creating Initial design in Entity Relationship(ER) Model; Transforming ER Model to Relational data model concepts; Implementing RDM design using an appropriate DBMS.

**SQL and Retrieval of Information:** Basic Queries in SQL; Embedded Queries in SQL; Insert, Delete and Update statements in SQL

**DBMS Software:** Environment; Tables; Forms; Queries; Reports; Modules; Applying DBMS in the areas of Accounting, Inventory, HRM and its accounting, Managing the data records of Employees, Suppliers and Customers.

#### **Note:**

1. The General Purpose Software referred in this course will be notified by the University Departments every three years. If the specific features, referred in the detailed course above, is not available in that software, to that extent it will be deemed to have been modified.
2. There shall be a practical examination of 100 Marks (Practical-80 Marks, Viva-10 Marks and Work Book- 10 Marks) and duration of Examination shall be 3 Hrs.
3. Teaching arrangement need to be made in the computer Lab
4. There shall be four lectures per class and 4 Practical Lab periods per batch to be taught in computer Lab.

## COM-SEC-RC 4044(B): E-Filing of Returns

Marks: 100

Credit: 4

Lecture: 50

**Objective:** To provide the students the concepts and practical knowledge about electronic filing of returns.

### **Unit I: Conceptual Framework**

Meaning of e-filing; difference between e-filing and regular filing of returns; benefits and limitations of e-filing,. Types of e-filing process; relevant notifications.

### **Unit II: Income Tax and E-Filing of ITRs**

Introduction to income tax – basic terminology, types of assessee, income taxable under different heads.

Basics of computation of total income and tax liability, deductions available from gross total income, PAN Card, due date of filing of income tax return.

Instructions for filing out form ITR-1, ITR-2, ITR\_3, ITR-4, ITR-4S, ITR-5, ITR-6.

Introduction to income tax Portal; preparation of electronic return (practical workshops).

### **Unit III: TDS and E-filing of TDS returns**

Introduction to the concept of TDS; provision regarding return of TDS; types of forms for filing TDS returns; practical workshop on e-filing of TDS return.

### **Unit IV: Service Tax and E-filing of Service Tax Returns**

Introduction to service tax; relevant notifications regarding e-filing of service tax return; steps for preparing service tax returns; practical workshop on e-filing of service tax returns.

### **Suggested Readings:**

1. Ahuja, Girish and Gupta, Ravi, Systematic Approach to Income Tax, Bharat Law House, Delhi

### **Softwares:**

1. Excel Utility available at [incometaxindiafiling.gov.in](http://incometaxindiafiling.gov.in)

**Note: Latest edition of text book may be used.**

**Objective:** The purpose of the paper is to orient the learner toward entrepreneurship as a career option and creative thinking and behavior.

**Contents:**

**Unit 1: Introduction**

Meaning, elements, determinants and importance of entrepreneurship and creative behavior; Entrepreneurship and creative response to the society's problems and at work; Dimensions of entrepreneurship: intrapreneurship, technopreneurship, cultural entrepreneurship, international entrepreneurship, netpreneurship, ecopreneurship, and social entrepreneurship **(10 Lectures)**

**Unit 2: Entrepreneurship and Micro, Small and Medium Enterprises**

Concept of business groups and role of business houses and family business in India; The contemporary role models in Indian business: their values, business philosophy and behavioural orientations; Conflict in family business and its resolution **(10 Lectures)**

**Unit 3:** Public and private system of stimulation, support and sustainability of entrepreneurship. Requirement, availability and access to finance, marketing assistance, technology, and industrial accommodation, Role of industries/entrepreneur's associations and self-help groups, The concept, role and functions of business incubators, angel investors, venture capital and private equity fund.

**(10 Lectures)**

**Unit 4: 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; preparation of project report (various aspects of the project report such as size of investment, nature of product, market potential may be covered); Project submission/ presentation and appraisal thereof by external agencies, such as financial/non-financial institutions **(10 Lectures)**

**Unit 5: Mobilising Resources**

**(10 Lectures)**

Mobilising resources for start-up. Accommodation and utilities; Preliminary contracts with the vendors, suppliers, bankers, principal customers; Contract management: Basic start-up problems.

**Suggested Readings:**

1. Kuratko and Rao, *Entrepreneurship: A South Asian Perspective*, Cengage Learning.
2. Robert Hisrich, Michael Peters, Dean Shepherd, *Entrepreneurship*, McGraw-Hill Education
3. Desai, Vasant. *Dynamics of Entrepreneurial Development and Management*. Mumbai, Himalaya Publishing House.
4. Dollinger, Mare J. *Entrepreneurship: Strategies and Resources*. Illinois, Irwin.
5. Holt, David H. *Entrepreneurship: New Venture Creation*. Prentice-Hall of India, New Delhi.
6. Plsek, Paul E. *Creativity, Innovation and Quality*. (Eastern Economic Edition), New Delhi: Prentice-Hall of India. ISBN-81-203-1690-8.
7. Singh, Nagendra P. *Emerging Trends in Entrepreneurship Development*. New Delhi: ASEED.
8. SS Khanka, *Entrepreneurial Development*, S. Chand & Co, Delhi.
9. K Ramachandran, *Entrepreneurship Development*, McGraw-Hill Education
10. SIDBI Reports on Small Scale Industries Sector.

**Note: Latest edition of text books may be used.**



## **COM-SEC-RC-6034(A): Retail Management**

**Marks: 100**

**Credit: 4**

**Lectures: 50**

**Objective:** The primary objective of the course is to have students develop marketing competencies in retailing and retail consulting. The course is designed to prepare students for positions in the retail sector or positions in the retail divisions of consulting companies. Besides learning more about retailing and retail consulting, the course is designed to foster the development of the student's critical and creative thinking skills.

**Unit I:** Introduction to Retailing, Definition, Characteristics, Evolution of Retailing in India, Retailing in India, Emerging Trends in Retailing, Factors Behind the change of Indian Retail Industry. **8 Lectures**

**Unit II:** Retail Formats: Retail Sales by ownership, On the basis of Merchandise offered, non store Based retail mix & Non traditional selling. **8 Lectures**

**Unit III:** (a) Store Planning: Design & Layout, Location Planning and its importance, retailing image mix, Effective Retail Space Management, Floor Space Management.

(b) Retail Marketing: Advertising & Sales Promotion, Store Positioning, Retail Marketing. Mix, CRM, Application Of CRM In Retailing, Advertising in Retailing **15 Lectures**

**Unit IV:** (a) Retail Merchandising: Buying function, Markups & Markdown in merchandise management, shrinkage in Retail merchandise management. Visual Merchandising ,Visual Merchandising Techniques

(b) Merchandise Pricing: Concept of Merchandise Pricing, Pricing Options, Pricing Strategies, Pricing Objectives, Types of Pricing. **9 Lectures**

**Unit V:** Retail Operation: Elements/Components of Retail Store Operation, Store Administration, Store Manager –Responsibilities, Inventory Management, Management of Receipts, Customer Service, Management of Retail Outlet/Store, Store Maintenance, Store Security. **10 Lectures**

### **Suggested Readings :**

1. Cullen & Newman: Retailing – Environment & Operations, Cengage Learning EMEA
2. Berman & Evarv: Retail Management, Perntice Hall.
3. Bajaj, Tuli & Srivastava: Retail Management- Oxford University Publications
4. Gibson G Vedamani: Retail Management: Functional principles & practices, Jaico Publishing House.
5. Harjit Singh: Retail Management, S. Chand Publication.
6. SwapnaPradhan “Retailing Management- Text And Cases” Tata Mcgraw-Hill
7. Jain J.N.& Singh P.P “ Modern Retail Management – Principal And Techniques ” Regal Publications

**EDU-SE-5014**  
**EXTENSION ACTIVITIES**  
**Credit- 4**

**Course Outcome:**

After completing this course, students will be able to do extension activities.

**Theory (2 Credits)**

**Course contents**

<b>Units</b>	<b>Contents</b>
<b>Unit-1</b>	<b>Extension Activities</b> <ul style="list-style-type: none"><li>• Meaning, characteristics and objectives of Extension</li><li>• Principles and importance of Extension</li><li>• Areas of Extension Education activities</li><li>• Role of higher education on Extension Activities</li></ul>
<b>Unit-2</b>	<b>Extension Methods and Swachha Bharat Mission</b> <ul style="list-style-type: none"><li>• Extension Methods with particular reference to –Home visit, Group Discussion, Exhibition, Campaigning</li><li>• Swachha Bharat Mission- Its objectives and components</li></ul>

**Practical Work (2 credits)**

Students will have to involve in any of the following extension activities –

- Visit the nearby village/area and conduct survey on educational and economic status of the community people
- Visit nearby schools and look after the teaching learning environment in the schools
- Involve in Swachha Bharat Mission
- Creating awareness of women health, politics, environment etc. in the locality

**Guidelines:**

- The teachers will have to guide the students in extension activities.
- Teachers will explain the concept and different types of extension activities.
- Evaluation will be done by an External Examiner.

**EDU-HC-6026  
PROJECT**

**Total Marks: 100 (External: 80 and Internal: 20)  
Credit-6**

**Course Objectives:**

After completion of this course the learner will be able to:

- Explain the process of conducting a Project.
- Prepare a Project Report.

**Guideline:**

Each student is required to complete anyone project related to any area of the syllabus to be evaluated by Internal and External Examiners jointly through viva-voce test. The project work will be completed according to following heads:

- Title of the Project
- Introduction
- Importance of the Study
- Objectives of the Study
- Review of related literature (if any)
- Methods and Procedure
- Data Analysis and Discussion
- Conclusion

**Internal Assessment (20 Marks):**

Home Assignment/Group Discussion related to Project: 10 Marks ↓

Library Works: 6 Marks ↓

Attendance: 4 Marks ↓

**External Assessment (80 Marks):**

Project Report: 60 Marks ↓

Viva Voce: 20 Marks ↓

**EDU-SE-6014**  
**DEVELOPING TEACHING SKILL**  
**Credit- 4**



**Course Outcome:**

After completing this course, students will be able to develop understanding about different teaching skills which are used in classroom transaction.

**Theory (2 Credits)**

**Course contents**

Units	Contents
<b>Unit-1</b>	<p><b>Teaching Skill</b></p> <ul style="list-style-type: none"> <li>• Concept of Teaching and Teaching Skills</li> <li>• Some Important Teaching Skills:               <ul style="list-style-type: none"> <li>- Introduction skill (Meaning and Components)</li> <li>- Blackboard writing (Meaning and Components)</li> <li>- Questioning skill (Meaning, Uses, Guidelines for Framing and Presentinf Questions, Classification and Purpose)</li> <li>- Illustration (Meaning, Types, Precautions of using illustration by the teacher)</li> <li>- Stimulus variation (Meaning and Components)</li> <li>- Use of Audio visual aids (Meaning, Types and uses)</li> </ul> </li> </ul>
<b>Unit-2</b>	<p><b>Concept and Preparation of Lesson Plan</b></p> <ul style="list-style-type: none"> <li>• Meaning and Nature of Lesson Plan</li> <li>• Need and Importance of Lesson Plan</li> <li>• Types of Lessons: Knowledge Lesson, Skill Lesson, appreciation Lesson</li> <li>• Herbartian Steps of Lesson Plan</li> <li>• Criteria of a good lesson plan</li> <li>• Preparation of lesson plan</li> </ul>

**Practical (2 Credits)**

Students will have to develop the skill of preparing Lesson plan. Students shall use any one teaching skill in classroom practice.

**Guidelines for Practical Work:**

- The following teaching skills will be developed through practice teaching in the classroom-
  - Introduction skill
  - Blackboard writing
  - Questioning skill
  - Presentation



- Illustration
- Stimulus variation
- Use of Audio visual aids

The teachers will have to guide the students in developing teaching skills. .

Students will practice teaching in nearby schools.

Practical Evaluation (Final Practice Teaching+ Viva Voce) will be done by an External Examiner.

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4. प्रयोजनमूलक हिन्दी – डॉ० विनोद गोदरे, वाणी प्रकाशन, नयी दिल्ली ।
5. प्रयोजनिक हिन्दी – डॉ० बालेंदु शेखर तिवारी, अनुपम प्रकाशन, पटना ।
6. राजभाषा हिन्दी -- डॉ० भोलानाथ तिवारी, प्रभात प्रकाशन, नयी दिल्ली ।
7. प्रामाणिक आलेखन और टिप्पण -- प्रो० विराज, राजपाल एंड सन्स, नयी दिल्ली ।
8. व्यावहारिक आलेखन और टिप्पण – डॉ० अमूल्य बर्मन, असम हिन्दी प्रकाशन, गुवाहाटी ।
9. कार्यालय सहायिका – हरिबाबू कंसल, केन्द्रीय सचिवालय हिन्दी परिषद, दिल्ली ।

HIN-SE-5014

रंग आलेख एवं रंगमंच

कुल अंक : 100

सैद्धांतिक परीक्षण : 50

व्यावहारिक परीक्षण : 50

क्रेडिट : 4

**लक्ष्य :** विद्यार्थियों को नाटक एवं रंगमंच-सम्बन्धी विस्तृत ज्ञान, हिन्दी नाट्य-लेखन के इतिहास की सम्यक् जानकारी तथा रंग-आलेख की प्रविधि-सम्बन्धी आवश्यक सूचनाएँ उपलब्ध कराते हुए उन्हें आजीविका की दृष्टि से भी इस ओर प्रोत्साहित करना प्रस्तुत प्रश्न-पत्र का प्रमुख लक्ष्य है ।

- इकाई 1** नाटक के प्रमुख प्रकार और उनका रचना-विधान – पूर्णाकी, एकांकी, लोकनाटक, प्रहसन, काव्य नाटक, नुक्कड़ नाटक, प्रतीक नाटक, भाव नाटक, पाठ्य नाटक, रेडियो नाटक, टी.वी. नाटक  
हिन्दी नाट्य-लेखन का इतिहास  
हिन्दी नाटक की प्रमुख प्रवृत्तियाँ – सामाजिक, सांस्कृतिक, ऐतिहासिक, समस्यामूलक तथा एबसर्ड नाटक
- इकाई 2** हिन्दी के प्रमुख नाटक और नाटककार  
हिन्दी रंगमंच के प्रमुख रूप – (क) शौकिया मंच (ख) सरकारी मंच  
हिन्दी क्षेत्र की प्रसिद्ध रंगशालाएँ तथा संस्थाएँ
- इकाई 3** रंगशिल्प प्रशिक्षण, रंग स्थापत्य, रंग सज्जा, रंग दीपन, ध्वनि व्यवस्था एवं प्रसाधन, निर्देशन एवं अभिनय; रंगमंच-भाषा की विशेषताएँ

## GU UG CBCS SYLLABUS

रंग-आलेख की प्रविधि – वस्तुविधान, पात्र-परिकल्पना, परिस्थिति-योजना, संवाद-लेखन का वैशिष्ट्य, रंग-निर्देशों की उपयोगिता

**सन्दर्भ ग्रन्थ :**

1. रंगदर्शन – नेमिचन्द्र जैन, राधाकृष्ण प्रकाशन, नयी दिल्ली ।
2. नाट्य-विमर्श – मोहन राकेश (संपा. जयदेव तनेजा), राधाकृष्ण प्रकाशन, नयी दिल्ली ।
3. हिन्दी रंगमंच का इतिहास – डॉ॰ चंदुलाल दुबे, जवाहर पुस्तकालय, मथुरा ।
4. आधुनिक हिन्दी नाटक-कला – वेदव्यास, वेदव्यास एण्ड कम्पनी, लाहौर ।
5. बीसवीं शताब्दी का हिन्दी नाटक एवं रंगमंच – गिरीश रस्तोगी, भारतीय ज्ञानपीठ, नयी दिल्ली ।
6. हिन्दी नाटक और रंगमंच में लोकतत्व – डॉ॰ हरदीप कौर सुमरा, अनुराधा प्रकाशन, नयी दिल्ली ।
7. रंग-प्रक्रिया के विविध आयाम – प्रेम सिंह एवं सुषमा आर्य (संपा.), राधाकृष्ण प्रकाशन, नयी दिल्ली ।

HIN-SE-6014

भाषा-शिक्षण

कुल अंक : 100

सैद्धांतिक परीक्षण : 50

व्यावहारिक परीक्षण : 50

क्रेडिट : 4

**लक्ष्य :** विद्यार्थियों को हिन्दी भाषा के शब्द-भण्डार-सहित व्याकरण-सम्बन्धी मूलभूत बातों, कम्प्यूटरीकरण की दृष्टि से देवनागरी लिपि में सुधार की आवश्यकता-सहित उसकी तमाम विशेषताओं और असमीया भाषा के सन्दर्भ में हिन्दी के विशिष्ट शब्दों की स्थिति आदि सभी जरूरी जानकारियाँ देकर हिन्दी भाषा के शिक्षण-सम्बन्धी उनलोगों के कौशल में वृद्धि लाना प्रस्तुत प्रश्न-पत्र का प्रमुख लक्ष्य है ।

- इकाई 1** हिन्दी भाषा एवं शब्द भण्डार – तत्सम, तद्धव, देशज, विदेशज, कृत्रिम  
भाषा-विज्ञान के मूलाधार – व्याकरण-बोध, मानक वर्तनी का ज्ञान, शुद्ध वाक्य-विन्यास,  
वैज्ञानिक उपकरण, मानकीकृत देवनागरी लिपि का अभ्यास
- इकाई 2** पर्यायवाची, समार्थक, विलोम, गूढार्थवाची, समश्रुत, अनेक शब्दों के लिए एक शब्द-युग्म

देवनागरी लिपि का इतिहास तथा वैशिष्ट्य, देवनागरी लिपि की वैज्ञानिकता, कम्प्यूटरीकरण की दृष्टि से संक्षेपण-संशोधन की आवश्यकता

**इकाई 3** हिन्दी भाषा के विशिष्ट शब्दों का असमीया भाषा के सन्दर्भ में तुलनात्मक अध्ययन  
हिन्दी भाषा का भविष्य

**सन्दर्भ ग्रन्थ :**

1. हिन्दी व्याकरण – पं. कामताप्रसाद गुरु, राजकमल प्रकाशन समूह, नयी दिल्ली ।
2. हिन्दी व्याकरण मीमांसा – काशीराम शर्मा, राजकमल प्रकाशन समूह, नयी दिल्ली ।
3. व्याकरण प्रदीप – रामदेव एम.ए., राजकमल प्रकाशन समूह, नयी दिल्ली ।
4. नवशती हिन्दी व्याकरण – बद्रीनाथ कपूर, राजकमल प्रकाशन समूह, नयी दिल्ली ।
5. मानक हिन्दी का व्यवहारपरक व्याकरण – रमेशचन्द्र महरोत्रा, राजकमल प्रकाशन समूह, नयी दिल्ली ।
6. हिन्दी भाषा का वृहत् ऐतिहासिक व्याकरण – आचार्य हजारीप्रसाद द्विवेदी, राजकमल प्रकाशन समूह, नयी दिल्ली ।
7. मानक हिन्दी का पारम्परिक व्याकरण – शुकदेव शास्त्री, साहित्यागार, जयपुर ।
8. आधुनिक हिन्दी व्याकरण एवं रचना – डॉ० वासुदेवनन्दन प्रसाद, भारती भवन, पटना ।
9. हिन्दी भाषा – डॉ० भोलानाथ तिवारी, किताबमहल, इलाहाबाद ।
10. हिन्दी-असमीया शब्दकोश – असम राष्ट्रभाषा प्रचार समिति, गुवाहाटी ।
11. हिन्दी भाषा का विकास – आचार्य देवेन्द्रनाथ शर्मा और रामदेव त्रिपाठी, राधाकृष्ण प्रकाशन, नयी दिल्ली ।
12. हिन्दी भाषा और नागरी लिपि – लक्ष्मीकान्त वर्मा, हिन्दुस्तानी अकादमी, इलाहाबाद ।
13. हिन्दी व्याकरण-विमर्श – तेजपाल चौधरी, वाणी प्रकाशन, नयी दिल्ली ।

**विषय-विशिष्ट ऐच्छिक कोर्स**

{DISCIPLINE SPECIFIC ELECTIVE (DSE)}

(दृष्टव्य : विद्यार्थियों को HIN-RE-5016, HIN-RE-5026 और HIN-RE-5036 में से एक प्रश्न-पत्र तथा HIN-RE-6016, HIN-RE-6026 और HIN-RE-6036 में से एक प्रश्न-पत्र का चयन करना होगा ।)



- भारतेन्दुयुगीन साहित्यिक पत्रकारिता : परिचय और प्रवृत्तियाँ
- इकाई 2 द्विवेदीयुगीन साहित्यिक पत्रकारिता : परिचय और प्रवृत्तियाँ  
प्रेमचन्द और छायावादयुगीन साहित्यिक पत्रकारिता : परिचय और प्रवृत्तियाँ
- इकाई 3 स्वातंत्र्योत्तर साहित्यिक पत्रकारिता : परिचय और प्रवृत्तियाँ  
समकालीन साहित्यिक पत्रकारिता : परिचय और प्रवृत्तियाँ  
महत्वपूर्ण पत्र-पत्रिकाएँ : सरस्वती, भारत मित्र, हिन्दी प्रदीप तथा जनसत्ता का सामान्य परिचय

**सन्दर्भ ग्रन्थ :**

1. सिर्फ पत्रकारिता – अजय कुमार सिंह, लोकभारती प्रकाशन, इलाहाबाद ।
2. हिन्दी पत्रकारिता – कृष्ण बिहारी मिश्र, लोकभारती प्रकाशन, इलाहाबाद ।
3. पत्रकारिता : परिवेश और प्रवृत्तियाँ – पृथ्वीनाथ पाण्डेय, लोकभारती प्रकाशन, इलाहाबाद ।
4. पत्रकारिता के नए आयाम – एस.के. दुबे, लोकभारती प्रकाशन, इलाहाबाद ।
5. हिन्दी पत्रकारिता : संवाद और विमर्श – कैलाशनाथ पाण्डेय, लोकभारती प्रकाशन, इलाहाबाद ।
6. पत्रकारिता में अनुवाद – जितेन्द्र गुप्ता, प्रियदर्शन एवं अरुण प्रकाश, लोकभारती प्रकाशन, इलाहाबाद ।
7. हिन्दी पत्रकारिता का प्रतिनिधि संकलन – तरुशिखा सुरजन, लोकभारती प्रकाशन, इलाहाबाद ।

HIN-HC-6026

**हिन्दी परियोजना कार्य (Hindi Project Work)**

कुल अंक : 100

लघु शोध-प्रबन्ध : 80

मौखिकी : 20

क्रेडिट : 6

**लक्ष्य :** विद्यार्थियों की शोध-प्रवृत्ति को जगाना, उनकी आलोचनात्मक समीक्षा की योग्यता को प्रोत्साहित करना, साथ ही तकनीकी (डी.टी.पी., पावर पॉइंट प्रेजेंटेशन के रूप में) उपयोग हेतु उन्हें प्रेरित करना इस परियोजना-कार्य का प्रमुख लक्ष्य है।

**(द्रष्टव्य :** प्राध्यापकों द्वारा निर्धारित किए गए विषयों पर विद्यार्थी अपने परियोजना-कार्य को स्वयं कम्प्यूटर में टंकित करें। मौखिकी में विद्यार्थी पावर पॉइंट प्रेजेंटेशन द्वारा अपनी प्रस्तुति देंगे। इस प्रस्तुति में विभागीय अध्यक्ष, परियोजना-निर्देशक, विभागीय प्राध्यापकगण एवं महाविद्यालय के अध्यक्ष या अध्यक्ष के प्रतिनिधि की उपस्थिति अपेक्षित है।)

## GU UG CBCS SYLLABUS

स्नातक (ऑनर्स) पाठ्यक्रम के अन्तर्गत विद्यार्थी को किसी एक हिन्दी साहित्यिक विभूति के जीवन एवं साहित्यिक उपलब्धियों पर साहित्य-सर्वेक्षण के तहत एक लघु शैक्षिक परियोजना-कार्य एक शोध-निर्देशक के अधीन रहकर संपादित करना पड़ेगा। परियोजना-कार्य का विषय (निम्नलिखित सूची में से) और शोध-निर्देशक विद्यार्थी को उक्त छमाही के आरम्भ में ही कॉलेज के संबद्ध विभाग द्वारा निर्धारित कर दे दिए जाएंगे। विद्यार्थी को एम.फिल. के लघु शोध-प्रबन्ध (स्पाइरल बाइंडिंग रूप में) की तरह ही तैयार किए गए लगभग 50 पृष्ठों के परियोजना-कार्य को उक्त छमाही की अन्तिम परीक्षा के आरम्भ के एक सप्ताह पूर्व ही जमा करना होगा। विभाग के अध्यक्ष, परियोजना-कार्य के निर्देशक और महाविद्यालय के अध्यक्ष अथवा उनके द्वारा नामित प्रतिनिधि से बनी मूल्यांकन-समिति में से अध्यक्ष या उनके प्रतिनिधि 40 अंक (लेखन : 30 + मौखिकी : 10) तथा विभाग के अध्यक्ष 30 अंक (लेखन : 25 + मौखिकी : 5) एवं परियोजना के निर्देशक 30 अंक (लेखन : 25+ मौखिकी : 5) के अन्तर्गत मूल्यांकन करेंगे। परियोजना-कार्य के मूल्यांकन के दौरान अन्य बातों के साथ ही विद्यार्थी की आलोचनात्मक समीक्षा की योग्यता को ध्यान में रखा जाएगा।

**हिन्दी साहित्यिक विभूति**

चंदबरदाई, विद्यापति, कबीरदास, मलिक मुहम्मद जायसी, सूरदास, मीराँबाई, गोस्वामी तुलसीदास, रहीम, रसखान, केशवदास, बिहारीलाल, देव, भूषण, घनानन्द, भारतेन्दु हरिश्चन्द्र, हरिऔध, मैथिलीशरण गुप्त, माखनलाल चतुर्वेदी, जयशंकर प्रसाद, सूर्यकान्त त्रिपाठी 'निराला', सुमित्रानन्दन पन्त, महादेवी वर्मा, भगवतीचरण वर्मा, सुभद्रा कुमारी चौहान, चन्द्रधर शर्मा 'गुलेरी', हरिवंशराय 'बच्चन', मुंशी प्रेमचन्द, रामधारी सिंह 'दिनकर', आचार्य रामचन्द्र शुक्ल, अज्ञेय, जैनेन्द्र कुमार, यशपाल, लक्ष्मीनारायण मिश्र, धर्मवीर भारती, नागार्जुन, मुक्तिबोध, फणीश्वरनाथ रेणु, मोहन राकेश, सुदामा पाण्डेय 'धूमिल' और उषा प्रियम्बदा।

**योग्यता-वर्धक अनिवार्य कोर्स**

{ABILITY ENHANCEMENT COMPULSORY COURSE (AECC)}

HIN-AE-1014

हिन्दी व्याकरण और सम्प्रेषण

कुल अंक : 100

बाह्य परीक्षण : 80

आन्तरिक परीक्षण : 20

क्रेडिट : 4

## GU UG CBCS SYLLABUS

अध्यक्ष, प्रोजेक्ट के निर्देशक और महाविद्यालय के अध्यक्ष अथवा उनके द्वारा नामित प्रतिनिधि से बनी मूल्यांकन-समिति में से महाविद्यालय के अध्यक्ष या उनके प्रतिनिधि 20 अंक (लेखन : 15 + मौखिकी : 5) तथा विभाग के अध्यक्ष 15 अंक (लेखन : 10 + मौखिकी : 5) एवं प्रोजेक्ट के निर्देशक 15 अंक (लेखन : 10 + मौखिकी : 5) के अन्तर्गत मूल्यांकन करेंगे।

HIN-SE-3014

कार्यालयीन अनुवाद

कुल अंक : 100

सैद्धांतिक परीक्षण : 50

व्यावहारिक परीक्षण : 50

क्रेडिट : 4

**लक्ष्य :** विद्यार्थियों को हिन्दी भाषा के विविध रूपों, हिन्दी-सम्बन्धी विविध संवैधानिक प्रावधानों, हिन्दी के माध्यम से किए जाने वाले विभिन्न पत्राचारों, प्रशासनिक पत्रावली की निष्पादन-प्रक्रियाओं और कार्यालयीन प्रयोजनों में विभिन्न यांत्रिक उपकरणों के अनुप्रयोग-सम्बन्धी सम्यक् जानकारी देकर उनके हिन्दी प्रयोग-सम्बन्धी कौशल में वृद्धि लाना इस प्रश्न-पत्र का प्रधान लक्ष्य है।

- इकाई 1** हिन्दी भाषा के विविध रूप -- राष्ट्रभाषा, राजभाषा, जनभाषा  
शिक्षण-माध्यम भाषा, संचार भाषा, सर्जनात्मक भाषा, यांत्रिक भाषा  
राजभाषा का स्वरूप, भारतीय संविधान में राजभाषा सम्बन्धी परिनियमावली का सामान्य परिचय, राजभाषा के रूप में हिन्दी के समक्ष व्यावहारिक कठिनाइयाँ एवं सम्भावित समाधान
- इकाई 2** टिप्पण, प्रारूप/आलेखन, पल्लवन, संक्षेपण  
विभिन्न प्रकार के पत्राचार, प्रशासनिक पत्रावली की निष्पादन प्रक्रियाएँ
- इकाई 3** पारिभाषिक शब्दावली  
कार्यालयीन प्रयोजनों में विभिन्न यांत्रिक उपकरणों का अनुप्रयोग : कम्प्यूटर, लेपटॉप, टेबलेट, टेलीप्रिंटर, टेलेक्स, वीडियो कॉन्फ्रेंसिंग

**सन्दर्भ ग्रन्थ :**

1. प्रयोजनमूलक हिन्दी – डॉ॰ विनोद गोदरे, वाणी प्रकाशन, नयी दिल्ली।

2. प्रयोजनिक हिन्दी – डॉ॰ बालेंदु शेखर तिवारी, अनुपम प्रकाशन, पटना ।
3. राजभाषा हिन्दी -- डॉ॰ भोलानाथ तिवारी, प्रभात प्रकाशन, दिल्ली ।
4. राजभाषा हिन्दी : विकास के विविध आयाम – डॉ॰ मलिक मोहम्मद, प्रवीण प्रकाशन, नयी दिल्ली ।
5. प्रामाणिक आलेखन और टिप्पण -- प्रो॰ विराज, राजपाल एंड सन्स, दिल्ली ।
6. व्यावहारिक आलेखन और टिप्पण – डॉ॰ अमूल्य बर्मन, असम हिन्दी प्रकाशन, गुवाहाटी ।
7. कार्यालय सहायिका -- हरिबाबू कंसल, केन्द्रीय सचिवालय हिन्दी परिषद, दिल्ली ।
8. अनुवाद विज्ञान – डॉ॰ भोलानाथ तिवारी, किताबघर प्रकाशन, नयी दिल्ली ।
9. अनुवाद-सुधा (भाग-1) -- डॉ॰ अच्युत शर्मा (संपा.), शब्द भारती, गुवाहाटी ।
10. अनुवाद-सुधा (भाग-2) -- डॉ॰ अच्युत शर्मा (संपा.), शब्द भारती, गुवाहाटी ।

HIN-SE-4014

अनुवाद विज्ञान

कुल अंक : 100

सैद्धांतिक परीक्षण : 50

व्यावहारिक परीक्षण : 50

क्रेडिट : 4

**लक्ष्य :** विद्यार्थियों को अनुवाद-सम्बन्धी सैद्धांतिक एवं व्यावहारिक ज्ञान देकर, विशेषतः कार्यालयीन अनुवाद के सन्दर्भ में राजभाषा-नीति के अनुपालन में धारा 3(3) के अन्तर्गत निर्धारित दस्तावेजों के सटीक अनुवाद की सम्यक् जानकारी प्रदान करके कार्यालय, तकनीकी, सर्जनात्मक साहित्य आदि विविध क्षेत्रों में उनके हिन्दी-अनुवाद-सम्बन्धी कौशल में वृद्धि लाना इस प्रश्न-पत्र का प्रमुख लक्ष्य है ।

**इकाई 1** अनुवाद का अर्थ, परिभाषा, स्वरूप एवं प्रकृति, अनुवाद कार्य की आवश्यकता एवं महत्व, बहुभाषी समाज में परिवर्तन तथा बौद्धिक-सांस्कृतिक आदान-प्रदान में अनुवाद-कार्य की भूमिका, अनुवाद के प्रकार – शब्दानुवाद, भावानुवाद, छायानुवाद, सारानुवाद

**इकाई 2** अनुवाद प्रक्रिया के तीन चरण – विश्लेषण, अंतरण एवं पुनर्गठन  
अनुवाद की भूमिका – पाठक की भूमिका (अर्थ-ग्रहण की), द्विभाषिक की भूमिका (अर्थांतरण की प्रक्रिया) एवं रचयिता की भूमिका (अर्थ-सम्प्रेषण की प्रक्रिया)

सर्जनात्मक साहित्य के अनुवाद की अपेक्षाएँ, सर्जनात्मक साहित्य के अनुवाद और तकनीकी अनुवाद में अन्तर, गद्यानुवाद और काव्यानुवाद में अन्तर

**इकाई 3 कार्यालयीन अनुवाद :** राजभाषा-नीति के अनुपालन में धारा 3(3) के अंतर्गत निर्धारित दस्तावेजों का अनुवाद (शासकीय पत्र/ अर्धशासकीय पत्र/ परिपत्र/ ज्ञापन/ कार्यालयीन आदेश/ अधिसूचना/ संकल्प-प्रस्ताव/ निविदा-संविदा/ विज्ञापन  
**व्यावहारिक अनुवाद (हिन्दी से अंग्रेजी, अंग्रेजी से हिन्दी )**

**सन्दर्भ ग्रन्थ :**

1. अनुवाद विज्ञान – डॉ॰ भोलानाथ तिवारी, किताबघर प्रकाशन, नयी दिल्ली ।
2. अनुवाद-सुधा (भाग-1) -- डॉ॰ अच्युत शर्मा (संपा.), शब्द भारती, गुवाहाटी ।
3. अनुवाद-सुधा (भाग-2) -- डॉ॰ अच्युत शर्मा (संपा.), शब्द भारती, गुवाहाटी ।
4. प्रयोजनमूलक हिन्दी – डॉ॰ विनोद गोदरे, वाणी प्रकाशन, नयी दिल्ली ।
5. प्रयोजनिक हिन्दी – डॉ॰ बालेंदु शेखर तिवारी, अनुपम प्रकाशन, पटना ।
6. प्रामाणिक आलेखन और टिप्पण -- प्रो॰ विराज, राजपाल एंड सन्स, दिल्ली ।
7. व्यावहारिक आलेखन और टिप्पण – डॉ॰ अमूल्य बर्मन, असम हिन्दी प्रकाशन, गुवाहाटी ।
8. कार्यालय सहायिका -- हरिबाबू कंसल, केन्द्रीय सचिवालय हिन्दी परिषद, दिल्ली ।

**विषय-विशिष्ट ऐच्छिक कोर्स**

{DISCIPLINE SPECIFIC ELECTIVE (DSE)}

(**दृष्टव्य :** विद्यार्थियों को HIN-HE-5016, HIN-HE-5026 और HIN-HE-5036 में से **किन्हीं दो** प्रश्न-पत्रों तथा HIN-HE-6016, HIN-HE-6026 और HIN-HE-6036 में से **किन्हीं दो** प्रश्न-पत्रों के चयन करने होंगे ।)

HIN-HE-5016

लोक-साहित्य-चिन्तन

कुल अंक : 100

बाह्य परीक्षण : 80

आन्तरिक परीक्षण : 20

क्रेडिट : 6 (व्याख्यान : 4 + ट्यूटोरियल : 2)



**Course Structure and Syllabus of B.A. (Honours) Three Year Degree Programme in History, Gauhati University as recommended by the CCS-UG of the Department of History, Gauhati University in its meeting held on 14.05.2019.**

**COURSE STRUCTURE**

	<b>Core Course (14)</b>	<b>Ability Enhancement Compulsory Courses (AEC) (2)</b>	<b>Skilled Enhancement Course (SEC) (2)</b>	<b>Elective: Discipline Specific (DSE) (4)</b>	<b>Elective: Generic (GE) (4)</b>
<b>I</b>	HIS –HC-1016 : History of India-I	(English/MIL Communication)			HIS –HG-1016: History of India (from Earliest Times to c. 1206)
	HIS –HC-1026: Social Formations and Cultural Patterns of the Ancient World				
<b>II</b>	HIS –HC-2016: History of India-II	Environmental Studies			HIS –HG-2016: History of India (c.1206 – 1757)
	HIS –HC 2026: Social Formations and Cultural Patterns of the Medieval World				
<b>III</b>	HIS –HC-3016: History of India-III (c. 750-1206)		HIS –SE-3014: Historical Tourism in North East India		HIS –HG-3016: History of India (c. 1757 – 1947)
	HIS –HC-3026: Rise of the Modern West-I				
	HIS –HC- 3036: History of India IV (c.1206-1550)				
<b>IV</b>	HIS –HC-4016: Rise of the Modern West-II		HIS –SE-4014: Oral Culture and Oral History		HIS –HG-4016 Social And Economic History of Assam
	HIS –HC-4026: History of India-V (c. 1550-1605)				
	HIS –HC- 4036: History of India-VI (c. 1605-1750)				
<b>V</b>	HIS –HC-5016: History of Modern Europe - I (c. 1780-1939)			HIS –HE-5016: History of Assam upto c. 1228	
	HIS –HC- 5026: History of India-VII (c. 1750-1857)			HIS –HE-5026: History of Assam (c. 1228-1826)	
<b>VI</b>	HIS –HC-6016: History of India-VIII (c. 1857-1950)			HIS –HE-6016: History of Assam (c. 1826- 1947)	
	HIS –HC- 6026: History of Modern Europe- II (c. 1780-1939)			HIS –HE-6026 : Assam since Independence	

## **Skill Enhancement Elective Courses**

**(2 Courses)**

HIS –SE-3014: Historical Tourism in North East India

HIS –SE-4014: Oral Culture and Oral History

### **HIS –SE-3014: Historical Tourism in North East India**

**Lecture : 03; Tutorial : 01 (per week)**

#### **Course Outcome:**

After completing this course, students will be able to explain Tourism in North East India with special reference to the historical monuments, cultural and ecological elements and places of the north east India country as tourist and heritage sites of the nation. They will be able to relate to the growing vocation of tourism as an industry and the applicability of historical knowledge for its growth.

**In-semester assessment:** Students shall carry out a small project (submission not less than 2000 words) based on survey of an area or monument. The project should try to unearth the tourism potential of the surveyed area or monument. The project may also be on an existing tourist site. No sessional examination is required for this paper.

#### **Unit I : Theoretical aspects of tourism, Elementary geography and bio – diversity of North East India**

[a] : Tourism – Concept, meaning and significance

[b] : Different types of Tourism

[c] : Physiographical divisions, water bodies and climatic conditions

[d] : Important wildlife habitats : Kaziranga, Manas, Orang, Nameri, Dibru Saikhowa, Namdapha, Keibul Lamjao, Rain forests of Assam.

#### **Unit II : Ancient remains and Important tourist places of the North – East India**

[a] : Ancient remains: Goalpara, Ambari, Tezpur, Deopahar, Malinithan, Doyang– Dhansiri Valley

[b] : Tourist places: Shillong, Cherapunjee, Aizwal, Gangtok, Kohima, Tawang, Poa Mecca (Hajo), Azan Pir Dargah, Jatinga

#### **Unit III : Architectural Heritage**

[a] : Dimapur, Kasomari, Maibong, Khaspur

[b] : Charaideo, Garhgaon, Sivasagar and Rangpur

[c] : Ujayanta palace, NeerMahal

[d] : Kamakhya, HayagrivaMadhava, Tripura Sundari Temple, Rumtek monastery

[e] : Kangla fort

#### **Unit IV : Fairs and festivals of the North – East**

[a] : Festivals - *Bihu*, *Ali Aye Lrigang*, *Mopin* festival, Tai – Buddhist festivals in Assam

[b] : *Bhaona*, *Ras* celebration in Majuli

[c] : Fairs – Jonbil Mela, Ambubachi fair at Kamakhya

[d] : Tourist festivals based on ethnic culture – Horn Bill festival, Sangai festival, Dihing Patkai festival

### **Readings :**

- Bezboruah, M : *Tourism in North East India*  
Bora, S., & Bora, M.C., : *The Story of Tourism : An Enchanting Journey through India's North – East*, UBSPD, Delhi, 2004.  
: *Paryatanar Ruprekha: Uttar PurbanchalarItihasAruSanskritirPatabhumi*  
Bhatia, A. K. : *International Tourism – Fundamentals and Practices*, New Delhi, 1997  
: *Tourism in India*  
Nath, R.M. : *The Background of Assamese Culture*, Guwahati, 1978  
Sarma, P. : *Architecture of Assam*, Delhi - 1988  
Ahmed, Kamaluddin: *The Art and Architecture of Assam*, Spectrum Publication, Guwahati, 1994.  
Bhattacharya, P. : *Tourism in Assam*, BaniMandir, Guwahati, 2004  
Neog, M. : *Pavitra Asom*, LBS, Guwahati  
: *Asamiya Sanskritir Ruprekha*, Guwahati - 1970  
Boruah, P. : *Chitra-Bichitra Asom*, Guwahati, 2003  
Taher&Ahmed : *Geography of North East India*, Mani Manik Prakash, Guwahati, 2010.  
Gogoi, Atanu : *Paryatan Aru Uttar Purbanchal*, Bani Mandir, Guwahati, 2006

## **HIS –SE-4014: Oral Culture and Oral History**

**Lecture : 03; Tutorial : 01 (per week)**

### **Course Outcome:**

After this course the students will be able to explain complex interrelationships of structures or events in the context of broader social and cultural framework of societies through ‘public memory’ and use oral history to preserve oral culture and local history. The students will be able to espouse the relevance to the northeastern region of India with its diverse culture and ethnic communities whose history is largely oral. The students will be able to use ‘Public memory’ as a tool and a source not only to write public history but also to explore new knowledge in the humanities, social sciences and even in disciplines like architecture, communication studies, gender studies, English, history, philosophy, political science, religion, and sociology.

**In-semester assessment:** Students shall carry out a small project (submission not less than 2000 words) using the Oral History method. It may be based on interviews of persons having information of past event or phenomena. No sessional examination is required for this course.

### **Unit I. Concepts:**

- (a) Orality, Oral Tradition, Oral Culture
- (b) Oral History
- (c) Distinction between Oral Tradition and Oral History

### **Unit II. History and Historiography**

- (a) Oral History as a tool for analysis
- (b) Social issues : Gender, conflict, violence, etc.
- (c) Economic issues : Development schemes and their impact, displacement, etc

## **ABILITY ENHANCEMENT- (SKILL BASED)**

### **POL SE 3014 Parliamentary Procedures and Practices**

**Course Objective:** The course attempts to make the students familiar with legislative practices in India with an orientation to equip them with the adequate skills of participation in deliberative processes and democratic decision making. The introductory unit of the course aims to provide basic understanding on the constitutional provisions related to the process of legislations as well as the kinds of bills. The second unit of this course seeks to enhance proper understanding related to the procedures, practices related to the passage of a bill from drafting to that of the passing of the Bill. Third unit is about different Committees in the House, and the Fourth unit is on hours and motions in the House.

#### **Course outcomes:**

- To help students in understanding the practical approaches to legislatives practices and procedures,
- To make students understand the procedures and processes related to drafting a Bill and the passage of the Bill,
- To enable students to have an understanding of the importance of Parliamentary Committees,
- To make students learn about the basic functioning of Parliament.

#### **I. Constitutional Provisions and Kinds of Bills (10 lectures)**

Constitutional provisions of legislative procedures: Articles 107-22

Kinds of Bills: Ordinary Bills, Money Bills, Finance Bills, Private Member Bills

#### **II. Drafting, Introductions and Readings of the Bills: Procedures and Processes (14 lectures)**

Drafting of the Bill

First Reading and Departmental Standing Committee

Second Reading

Third Reading

Passage of the Bill

Consent by the President

Gazette Notifications

#### **III. Parliamentary Committees: Composition and Functioning (14 lectures)**

Departmental Standing Committees

Select Committees

Joint Parliamentary Committees

Public Accounts Committee

Committee on Privilege

Business Advisory Committee

Ethics Committee

#### **IV. Motions and Hours in the House (10 lectures)**

Question Hour

Zero Hour

Calling Attention Motion  
Adjournment Motion  
Privilege motion,  
Censure motion,  
'No-confidence' motion,  
Cut motion

**Modalities for Practical Component:** Project Report/Field Study Report based on any activity i.e. visit to Assembly / District Administration/any other important places, Conducting Mock Parliament, Debate / Speech etc.

### READING LIST

- Kapur D. and P. Mehta eds. (2005), *Public Institutions in India: Performance and Design*, New Delhi, Oxford University Press.
- Kaul, M. N. & S. L. Shakhder (2016), *Practice and Procedure of Parliament*, New Delhi, Lok Sabha Secretariat
- Mehra, A.K. ed. (2017), *The Indian Parliament and Democratic Transformation*, New Delhi, Routledge.
- Basu, D.D. (2006), *Introduction to the Constitution of India*, Nagpur, Wadhwa & Co.
- Kapur, D., Mehta, P. & Vaishnav, M. eds. (2017), *Rethinking Public Institution in India*, New Delhi, Oxford University Press.
- Kashyap, S. (2000), *Reviewing the Constitution*, New Delhi, Shipra Publication. \_\_\_\_\_.
- (2003), *Blueprints of Political Reforms*, New Delhi, Shipra Publication. \_\_\_\_\_.
- (2015), *Our Parliament*, New Delhi, NBT.
- Malhotra, G. (2002), *Fifty years of Indian Parliament*, New Delhi, Lok Sabha Secretariate
- Mehra, A.K. & Kueck G.W. eds. (2003), *The Indian Parliament: A Comparative Perspective*, New Delhi, Konark Publishers.
- Prakash, A.S. (1995), *What Ails Indian Parliament*, New Delhi, Harper & Collins.
- Pai, Sudha & Kumar, A. Eds. (2014), *The Indian Parliament: A Critical Appraisal*, New Delhi, Orient BlackSwan.
- Shankar, B. & Rodriguez V. (2011), *The Indian Parliament: A Democracy at Work*, New Delhi, Oxford University Press.
- Singh, D. (2016), *The Indian Parliament: Beyond the Seal and Signature of Democracy*, Gurgaon, India, Universal Law Publishing.



## **POL SE 4014: Panchayati Raj in Practice**

**Course objective:** This course acquaints students with the Panchayati Raj Institutions and their actual working. It further encourages a study of PRIs in their mutual interaction and their interaction with the people.

### **Course outcomes:**

- This paper will help students understand the importance of grassroot political institutions in empowering people.
- This paper will highlight the complex challenges faced by PRIs in India and mechanisms involved to make it more participatory and inclusive in nature.

### **I. Strengthening Democratic Functioning of the Panchayats (16 lectures)**

- a. Participation at village level, action plan and participatory method
- b. Need assessment and Micro Planning
- c. Devolution

### **II. Panchayat Finances and Accounting (16 lectures)**

- a. Constitutional Provisions on Panchayat Finances
- b. Fiscal Decentralisation and Audit system
- c. Social Audit

### **III. Problems and Needs of Disadvantaged Groups and their Participation (16 lectures)**

- a. Women
- b. Scheduled Tribes, Scheduled Casts and Minorities
- c. Panchayat Extension to Scheduled Areas (PESA) Act

**Modalities for Practical Component:** Project Report/Field Study Report based on any activity i.e. visit to Panchayat / local self bodies, local peoples' participation in the political system etc.

## **READING LIST**

- P. deSouza, (2002) 'Decentralization and Local Government: The Second Wind of Democracy in India', in Z. Hasan, E. Sridharan and R. Sudarshan (eds.) *India's Living Constitution: Ideas, Practices and Controversies*, New Delhi: Permanent Black
- M. John, (2007) 'Women in Power? Gender, Caste and Politics of Local Urban Governance', in *Economic and Political Weekly*, Vol. 42(39)
- Raghunandan, J. R (2012) *Decentralization and local governments: The Indian Experience*, Orient Black Swan, New Delhi
- Baviskar, B.S and George Mathew (eds) 2009 *Inclusion and Exclusion in local governance: Field Studies from rural India*, New Delhi, Sage
- M.Venkatarangaiya and M.Pattabhiram- *Local Government in India*, Allied Publishers-1969
- SR Maheswari, *Local Government in India*, Lakshmi Narain Agarwal, 2008.
- Bidyut Chakraborty and Rajendra Kumar Pandey, *Modern Indian Political Thought – Text and Context*, Sage, New Delhi, 2009.

## **POL SE 4024 Citizens and Rights**

### **Course objective:**

This course aims to understand law as a source of rights, as a progressively widening sphere of substantive justice, welfare, and dignity. This relationship between laws and rights will be studied through specific values which have come to be seen as integral for a democratic society viz., equality and non-discrimination, empowerment, redistribution and recognition of traditional rights etc.

### **Course outcomes:**

- To analyse the linkages between citizenship, law, rights and equality
- To understand the measures of discrimination, justice and empowerment and the ways to protect the same.
- To evaluate the idea of justice and assess its relevance in context of contemporary India.

### **I. Equality and non-discrimination (12 lectures)**

- a. Gender: the protection of women against domestic violence, rape and sexual harassment
- b. Caste and Class: laws concerning untouchability and minimum wages
- c. Disability and equality of participation

### **II. Empowerment (12 lectures)**

- a. Access to information
- b. Rights of the consumer

### **III. Redistribution, recognition and livelihood (12 lectures)**

- a. Traditional rights of forest dwellers and the issue of women's property rights
- b. Rural employment guarantee

### **IV. Laws relating to criminal justice administration (12 lectures)**

- a. Filing of a complaint, First Information Report (FIR)
- b. Detention, arrest and bail

**Modalities for Practical Component:** Project Report/Field Study Report based on any activity i.e. awareness programme on rights / gender discrimination / RTI / FIR etc.

## **READING LIST**

### **I. Equality and non-discrimination**

#### **Essential Readings:**

Gender Study Group, (1996) Sexual Harassment in Delhi University, A Report, Delhi: University of Delhi.

N. Jain, (2011) 'Physically/Mentally Challenged', in M. Mohanty et al. Weapon of the Oppressed, Inventory of People's Rights in India, Delhi: Danish Books, pp.171-179.

P. Mathew, (2002) The Law on Atrocities Against Scheduled Castes and Scheduled Tribes, New Delhi: Indian Social Institute.

P. Mathew, (2004) The Minimum Wages Act, 1948, New Delhi: Indian Social Institute.

- K. Sankaran, (2008) 'Labour Laws and the World of Work', in K, Sankaran and U. Singh (eds.) Towards Legal Literacy, New Delhi: Oxford University Press, Pp.119-131.
- K. Saxena, (2011) 'Dalits', in M. Mohanty et al., Weapon of the Oppressed, Inventory of People's Rights in India. Delhi: Danish Books, Pp.15-38
- K. Saxena, (2011) 'Adivasis', in M. Mohanty et al., Weapon of the Oppressed, Inventory of People's Rights in India, Delhi: Danish Books, Pp.39-65.
- S. Durrany, (2006) The Protection of Women From Domestic Violence Act 2005, New Delhi: Indian Social Institute.
- V. Kumari, (2008) 'Offences Against Women', in K, Sankaran and U. Singh (eds.) Towards Legal Literacy, New Delhi: Oxford University Press.
- P. D. Mathew,(2004)The Measure to Prevent Sexual Harassment of Women in Work Place. New Delhi: Indian Social Institute.
- D. Srivastva, (2007) 'Sexual Harassment and Violence against Women in India: Constitutional and Legal Perspectives', in C. Kumar and K. Chockalingam (eds) Human Rights, Justice, and Constitutional Empowerment, Delhi: Oxford University Press.

## **II. Empowerment**

### **Essential Readings:**

- N. Kurian, (2011) 'Consumers', in M. Mohanty et al., Weapon of the Oppressed, Inventory of People's Rights in India. Delhi: Danish Books.
- S. Naib, (2013) 'Right to Information Act 2005', in The Right to Information in India, New Delhi: Oxford University Press, Available at [http://www.humanrightsinitiative.org/publications/rti/guide\\_to\\_use\\_rti\\_act\\_2005\\_English2012\\_light\\_Aspire.pdf](http://www.humanrightsinitiative.org/publications/rti/guide_to_use_rti_act_2005_English2012_light_Aspire.pdf), Accessed: 19.04.2013.
- A. Roberts, (2010) 'A Great and Revolutionary Law? The First Four Years of India's Right to Information Act', Public Administration Review. Volume 70, Issue 6, pp. 925-933.
- SAHRDC, (2006) 'Consumer Rights', in Introducing Human Rights, Oxford University Press, pp. 118-134.

## **III. Redistribution, Recognition and livelihood**

### **Essential Readings:**

- M. Sarin and O. Baginski, (2010) India's Forest Rights Act -The Anatomy of a Necessary but Not Sufficient Institutional Reform, Department for International Development. Available at [www.ippg.org.uk](http://www.ippg.org.uk) (Accessed: 10.04.2013).
- J. Dreze, Dey and Khera, (2008) Employment Guarantee Act, A Primer, New Delhi: National Book Trust (Also available in Hindi).

### **Additional Readings:**

- K. Chaubey, (2013) 'Do Pragatisheel Kanoonon ki Dastan: Rajya, Jan Andolan aur Pratirdoh', Pratiman: Samay, Samaj, Sanskriti, CSDS- Vani Prakashn, pp. 149-177.
- S. Dahiwale, (2009) 'Khairlanji: Insensitivity of Mahar Officers', Economic and Political Weekly, Vol. 44 (31), pp. 29-33.
- J. Kothari, (2005) 'Criminal Law on Domestic Violence', Economic and Political Weekly, Vol. 40(46), pp. 4843-4849.
- 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.rti.gateway.org.in/Documents/References/English/Reports/12.%20An%20article%20on%20RTI%20by%20Harsh%20Mander.pdf>, Accessed: 10.04.2013.
- P. Mathew, and P. Bakshi, (2005) 'Indian Legal System', New Delhi: Indian Social Institute.
- P. Mathew, and P. Bakshi, (2005) 'Women and the Constitution', New Delhi: Indian Social Institute.
- N. Menon, (2012) 'Sexual Violence', in Seeing Like a Feminist, New Delhi: Zubaan and Penguin, pp. 113-146.

M, Mohanty et al. (2011) *Weapon of the Oppressed, Inventory of People's Rights in India*. Delhi: Danish Books.

Centre for Good Governance, (2008) *Right to Information Act, 2005: A Citizen's Guide*, Available at

<http://www.rtigemway.org.in/Documents/Publications/A%20CITIZEN'S%20GUIDE.pdf> ,  
Accessed: 10.04.2013.

K. Sankaran, and U. Singh, (eds.) (2008) *Towards Legal Literacy*. New Delhi: Oxford University Press.

Pandey, (2004) *Rights of the Consumer*. New Delhi: Indian Social Institute

#### **IV. Laws relating to criminal justice administration**

##### **Essential Readings:**

B. 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.

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.

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.

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.

P. Mathew, (2003) *Your Rights if you are Arrested*, New Delhi. Indian Social Institute.

## SEMESTER V

### POL SE 5014 Public Opinion and Survey Research

**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 familiarize 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 utilization of quantitative data.

#### **I. Introduction to the course (6 lectures)**

Definition and characteristics of public opinion, conceptions and characteristics, debates about its role in a democratic political system, uses for opinion poll

#### **II. Measuring Public Opinion with Surveys: Representation and sampling (7 lectures)**

- a. Sampling: Meaning and needs
- b. Sampling error
- c. Types of sampling: Non random sampling; random sampling

#### **III. Survey Research (3 lectures)**

- a. Interviewing: Interview techniques pitfalls, different types of and forms of interview
- b. Questionnaire: Question wording; fairness and clarity.

#### **IV. Quantitative Data Analysis (4 lectures)**

- a. Quantitative data analysis: Meaning
- b. Basic concepts: correlational research, causation and prediction

**Modalities for Practical Component:** Field Study Report based on any issue i.e. environmental issue / socio-economic-political issues of the locality using the method of survey research etc.

### READING LIST

#### **UNIT I: Introduction to the course**

R. Erikson and K. Tedin, (2011) *American Public Opinion*, 8th edition, New York: Pearson Longman Publishers,. pp. 40-46.



G. Gallup, (1948) *A guide to public opinion polls* Princeton, Princeton University Press, 1948. Pp. 3-13.

## **UNIT II: Measuring Public Opinion with Surveys: Representation and sampling**

G. Kalton, (1983) *Introduction to Survey Sampling* Beverly Hills, Sage Publication.

Lokniti Team (2009) 'National Election Study 2009: A Methodological Note', *Economic and Political Weekly*, Vol. XLIV (39)

Lokniti Team, (2004) 'National Election Study 2004', *Economic and Political Weekly*, Vol. XXXIX (51).

'Asking About Numbers: Why and How', *Political Analysis* (2013), Vol. 21(1): 48-69, (first published online November 21, 2012)

## **UNIT III: Survey Research**

H. Asher, (2001) 'Chapters 3 and 5', in *Polling and the Public: What Every Citizen Should Know*, Washington DC: Congressional Quarterly Press.

R. Erikson and K. Tedin, (2011) *American Public Opinion*, 8th edition, New York, Pearson Longman Publishers, pp. 40-46.

## **UNIT IV: Quantitative Data Analysis**

A. Agresti and B. Finlay, (2009) *Statistical methods for the Social Sciences*, 4th edition, Upper saddle river, NJ: Pearson-Prentice Hall.

S. Kumar and P. Rai, (2013) 'Chapter 1', in *Measuring Voting Behaviour in India*, New Delhi: Sage.

## SEMESTER VI

### **POL SE 6014 Conflict and Peace Building**

**Course Objectives:** This course is designed to help build an understanding of a variety of conflict situations among students in a way that they can relate to them through their lived experiences. It's an interdisciplinary course that draws its insights from various branches of social sciences and seeks to provide a lively learning environment for teaching and training students how to bring about political and social transformations at the local, national and international levels. The course encourages the use of new information technologies and innovative ways of understanding these issues by teaching students skills of managing and resolving conflicts and building peace through techniques such as role-play, simulations, street theatre, cinema and music on the one hand and by undertaking field visits, interacting with different segments of the civil society including those affected by conflicts as well as diplomats, journalists and experts, on the other.

#### **I. Conflict and its concepts (6 lectures)**

- a. Understanding Conflict
- b. Conflict Resolution and Peace Building

#### **II. Dimensions of Conflict (6 lectures)**

- a. Economic/Resource Sharing Conflicts
- b. Socio-Cultural Conflicts (Ethnic, Religious and Gender Based)

#### **III. Conflict Responses: Skills and Techniques I (8 lectures)**

- a. Negotiations: Trust Building
- b. Mediation: Skill Building; Active Listening

#### **IV. Conflict Responses: Skills and Techniques II (10 lectures)**

- a. Track I, Track II & Multi Track Diplomacy
- b. Gandhian Methods

**Modalities for Practical Component:** Project Report/Field Study Report on any issues i.e. ethnic/religious/gender based conflict issues, awareness campaign on sustaining peace etc.

## **Readings:**

### **UNIT I: Conflict and its concepts**

- O. Ramsbotham, T. Woodhouse and H. Miall, (2011) 'Understanding Contemporary Conflict', in *Contemporary Conflict Resolution*, (Third Edition), Cambridge: Polity Press, pp. 94-122.
- W. Zartman, (1995) 'Dynamics and Constraints In Negotiations In Internal Conflicts', in William Zartman (ed.), *Elusive Peace: Negotiating an End to Civil Wars*, Washington: The Brookings Institute, pp. 3-29.
- C. Mitchell, (2002) 'Beyond Resolution: What Does Conflict Transformation Actually Transform?', in *Peace and Conflict Studies*, 9:1, May, pp.1-23. 16
- S. Ryan, (1990) 'Conflict Management and Conflict Resolution', in *Terrorism and Political Violence*, 2:1, pp. 54-71.
- J. Lederach, (2003) *The Little Book Of a Conflict Transformation*, London: Good Books.
- I. Doucet, (1996) *Thinking About Conflict*, Resource Pack For Conflict Transformation: International Alert.
- M. Lund, (2001) 'A Toolbox for Responding to Conflicts and Building Peace', in L. Reychler and T. Paffenholz, eds., *Peace-Building: A Field Guide*, Boulder: Lynne Rienner, pp. 16-20.
- L. Schirch, (2004) *The Little Book Of Strategic Peacebuilding*, London: Good Books.

### **UNIT II: Dimensions of Conflict**

- R. Rubenstein, (2003) 'Sources', in S. Cheldelin, D. Druckman and L. Fast (eds.) *Conflict: From Analysis to Intervention*, London: Continuum, pp.55-67.
- P. Le Billon, (2009) 'Economic and Resource Causes of Conflicts', in J. Bercovitch, V. Kremenyuk and I. Zartman (eds.) *The Sage Hand Book of Conflict Resolution*, London: Sage Publications, pp. 210-224.
- S. Ayse Kadayifci-Orellana, (2009) 'Ethno-Religious Conflicts: Exploring the Role of Religion in Conflict Resolution', in J. Bercovitch, V. Kremenyuk and I. Zartman (eds.) *The Sage Hand Book of Conflict Resolution*, London: Sage Publications, pp. 264-284.

### **UNIT III: Conflict Responses: Skills and Techniques I**

- H. Saunders, (1999) *A Public Peace Process: Sustained Dialogue To Transform Racial and Ethnic Conflicts*, Palgrave Macmillan: New York, pp. 1-30.

N. Behera, 'Forging New Solidarities: Non-official Dialogues', in M. Mekenkamp, P. Tongeren and H. Van De Veen (eds.), *Searching For Peace In Central And South Asia*, London: Lynne Rienner Publishers, pp. 210-236.

J Bercovitch, V. Kremenyuk, and I. Zartman (eds.), (2009) *The Sage Hand Book of Conflict Resolution*, London: Sage Publications.

R. Wagner and D. Winter, (eds.), *Peace, Conflict, and Violence: Peace Psychology for the 21st Century Englewood Cliffs*, New Jersey: Prentice-Hall.

C. Webel and J. Galtung (eds.), (2007) *The Handbook of Peace and Conflict Studies*, London: Routledge.

#### **UNIT IV: Conflict Responses: Skills and Techniques II**

H. Burgess and G. Burgess, (2010) *Conducting Track II*, Washington D.C: United States Institute of Peace.

S. Mason and M. Siegfried, (2010) *Debriefing Mediators To Learn Their Experiences*, Washington D.C: United States Institute Of Peace.

I. Zartman and A. De Soto, (2010) *Timing Mediation Initiatives*, Washington D.C: United States Institute of Peace. 17

A. Smith and D. Smock, (2010) *Managing A Mediation Process*, Washington D.C: United States Institute of Peace.

J. Davies and E. Kaufman (eds.), (2003) *Second Track/Citizens' Diplomacy: Concepts and Techniques for Conflict Transformation*, Rowman & Littlefield: Maryland.

J Bercovitch, V. Kremenyuk, and I. Zartman (eds.), (2009) *The Sage Hand Book of Conflict Resolution*, London: Sage Publications. M. Steger , (2001) 'Peace building 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.